



## UPCOMING EVENTS

**9 February**

Swimming Carnival

Year 6 Taster Day No. 1

P&C Meeting 7pm

QCCP Day

**20 February**

Contact issued

Zone Gala Day trials

**2 March**

Year 9 History Incursion

**3 March**

Year 5/6 Information Evening

**6 March**

Contact issued

**9—11 March**  
Year 7 Camp

**9 March**

P&C AGM

**10 March**

Blacktown Zone Swimming Carnival  
Sydney West Cross Country



## HIGHLIGHTS IN THIS ISSUE

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## PRINCIPAL'S REPORT

### WELCOME BACK TO THE 2015 SCHOOL YEAR

Welcome back to all of our students, those returning and all of the students who are here for the first time. Presently we are busy enrolling students who have moved into the area, setting up classes and finalising timetables.

A special welcome to our new staff: Ms Christine Marin joins our English faculty replacing Emily Gray who has moved to the private sector. Ms Brooke Portelli replaces Brett Longstaff and Ms Ellise Barratt replaces Mario Ghobrial in the PE faculty. In Science we formally welcome Mr Greg Hancox as Mrs Walia has moved across to the Maths faculty and Ms Smriti Medriatta, as Ms Kaur is no longer with us. We also welcome Ms Mr Graeme Jeans who replaces Adam Watson in the TAS faculty.

Mr Josh Tomlinson remains with us filling in for Mrs Neylan who is on maternity leave. Similarly Ms Georgina Willmette will be working in the Support Unit while Mrs Schryver is on mat leave and Mr Kyle Sun will assist in the LOTE faculty for Ms Mutch's mat leave. Mrs Attwood, a member of our Learning Support staff, is currently on long service leave and Mr Rhys McKean will be filling in for her. We also have the Nirimba Collegiate Deputy Principal on site every Tuesday and Thursday for Semester 1 and this position is currently being filled by Ms Beth O'Connor, who is the HT English/History at Wyndham College.

### SCHOOL PRIORITIES IN 2015

1. Our students - Literacy & Numeracy skill enhancement through our ALARM program, PBL initiatives and our PCL program



Education & Communities

2. Our Staff - Teacher Quality & Leadership with a particular focus on implementing our writing program and facilitating our cross curricular approach through PCL
3. Our Community - Community Engagement & Links achieved through our ATSI community program and our Primary Prosperitas program

## CURRICULUM CHANGES

As you are all aware the school has embarked on a change to our curriculum structure. This process has not been taken lightly and there have been many discussions about curriculum offerings to ensure our students continue to have a wide choice, of engaging and relevant subject choices. As a consequence 2015 will be a transition year and may involve slight repetition of some courses, for some students. It is important that parents and students understand that this repetition may occur in order for us to ensure that all students in each year group can fully engage with the new curriculum.

Any specific issues about subjects, parents should contact the respective Head Teacher, but we will be unable to change classes simply because some of the work has already been covered by 1 or 2 students in the class.

## REFURBISHMENT OF SCHOOL HALL

A huge thankyou is extended to our wonderful P&C for financing the refurbishment of the hall floor and stage. During the holidays the work was completed and the finished product looks fabulous. New lines have been marked for the various sports played in the hall and the varnish finish has completely enhanced the overall look. We are truly blessed here at QHHS to have

such a generous and hardworking P&C.

## SCHOOL FEES POLICY

Our school policy is based around the collection of fees being undertaken in a timely and systematic manner with a range of supporting procedures that are understood by staff, students and parents. Failure to have a clear policy regarding the collection of course fees could lead to reduced curriculum offerings.

**DEFINITION OF TERMS:** There are two categories of school fees:

- **Voluntary School Contribution fee:** this helps to enhance QHHS provision of educational, sporting and other extra-curricular programs.
- **Course fees:** These fees are mandatory and go towards paying for materials consumed during the production of student work and projects i.e. food, wood, textiles, paints, canvas and so on. All course fees are kept to a minimal rate and any changes are negotiated with the Principal and published for the information of students and the school community.

## VOLUNTARY SCHOOL CONTRIBUTION FEE or GENERAL SCHOOL CHARGE

**\$80.00** has been set for payment to assist in the development of the school and its resources in order to ensure a first rate educational opportunity for all students. Much of the funds raised by this fee will be directed to library resources, technology facilities, musical instruments, sporting equipment and teaching resources.

***If paid during Term 1 the fee is reduced to \$60.00*** to act as an incentive.

Parents are requested to approach the Principal directly should there be some difficulty making this contribution or if payment by instalments is required. Payments as minimal as \$5 a month are acceptable.

## YEAR 7 SUBJECT CHARGES

<b>TAS</b>	Technology	<b>\$50.00</b>
	(incl. Industrial Arts, Home Economics & Agriculture)	
<b>CAPA</b>	Music	<b>\$20.00</b>
	Art	<b><u>\$50.00</u></b>
	<b>TOTAL</b>	<b>\$120.00</b>

For Year 7 students, this additional annual fee of **\$120.00** is charged to cover all consumable materials used through the year in the **Creative & Performing Arts and Technology** faculties. The payment of this fee provides the school with funds to purchase all the materials necessary for use by students in these subjects, taking advantage of bulk buying and GST free prices which can be obtained by the school.

All fees are payable to the school office before school, at recess or lunch and a receipt is issued.

### Year 8 Mandatory Practical Subjects (Per Year)

<b>TAS</b>	Technology	\$50.00
	(includes Industrial Arts, Home Economics & Agriculture)	
<b>CAPA</b>	Music	\$20.00
	Art	\$50.00

## ELECTIVE COURSE FEES

Some courses attract additional fees as a result of their use of consumable materials. All costs are kept to a minimum but are necessary in order to provide the materials necessary to meet the practical components of the course. **Students who elect to take these courses are required to pay for the materials that they use. Students who have not paid their fees or negotiated a fee paying schedule will not be able to participate in practical lessons and may be moved to a non-fee paying subject.** In consideration of

this it is important to note that there are many non-fee paying electives that students can choose.

### Years 9 & 10 Practical Subjects (Per Year)

<b>TAS</b>	Agricultural Technology	\$40.00
	Design & Technology	\$80.00
	Food Technology	\$70.00
	Graphics Technology	\$20.00
	Textiles Technology	\$60.00 *
	Industrial Technology – Electronics	\$70.00
	Industrial Technology – Engineering	\$50.00
	Industrial Technology – Metal	\$50.00 *
	Industrial Technology – Timber	\$70.00 *
	Information & Software Technology	\$20.00
	Child Studies	\$40.00
<b>CAPA</b>	Music	\$20.00
	Photographic & Digital Media	\$80.00
	Visual Arts	\$60.00

\* Higher quality materials available at additional cost

NOTE: All fees are payable to the school office before school, at recess or lunch and a receipt is issued.

I encourage parents to contact me directly if there is any particular concern with the payment of elective fees. Student Assistance Funds given to the school will not be available for students to participate in fee paying electives, these funds will be used to support families with uniform issues or other financial hardships.

**Printable 2015 homework calendars**

Kids and families run more smoothly when there's a plan - so print out School A to Z's 2015 homework and study calendar, which includes key dates and school holidays. Find out more at <http://bit.ly/2015SchoolCalendar>.

**Helping your child with career choices**

**A video interview with a career expert offers advice to parents** about how they can assist their children to recognise their personal interests and choose a career that suits them. Find out more: <https://www.det.nsw.edu.au/vetinschools/schooltowork/parentscommunity/partnerships.html>

**Are active kids less likely to be bullied?**

Researchers have found kids who do extracurricular activities (such as sport or voluntary work) tend to be safer online, encounter less cyberbullying, and are more resilient to harassment if it occurs. Find out more: <http://www.schoolatoz.nsw.edu.au/technology/cyberbullying/kids-who-are-less-likely-to-be-cyberbullied>

Have a great week.

**Lauretta Claus**

**Principal**

**KEY PERSONNEL TERM 1 2015**

<b>Year 7 Advisers</b>	Louise Grantham (Maths)
	Jason Kantek (Learning Support)
<b>Year 8 Advisers</b>	Grace Del Pinto (TAS)
	Lenae Razbusek (PE)
<b>Year 9 Advisers</b>	Rob Andrews (History)

Marissa Josselyn  
(CAPA)

**Year 10 Advisers** Launce Roma (TAS)

Shelley Walker  
(History)

**Year 6 Transition** Melissa Lachevre  
(Library)

**Year 11 Transition** Brendan Hutton  
(Careers Adviser)

**Student Support Officer** Lauren Paa

**School Counsellors** Tina Wang & Nicky Mayo

**School Chaplain** Adele Wakeling

## HOW PARENTS CAN HELP THEIR SECONDARY SCHOOL STUDENT WITH THEIR LEARNING

Whilst parents are often involved in their teenager's sporting, musical or dramatic activities, parental support on the sidelines of their adolescent child's studies can be also be beneficial, particularly to academic performance. Research shows that children are more likely to succeed if parents are involved in their learning. Hendersen and Mapp (2002) found that 'the more families support their children's learning and educational progress, the more their children tend to do well in school and continue their education'.

**Strategies for Parents to help their secondary school aged students achieve their potential:**

- **WORK ENVIRONMENT**—The obvious logistical support is providing a quiet, open space with few distractions for working at home. Involve your student in creating this space. Workspace tools for effective learning include a desk, ergonomic chair, a noticeboard and good lighting, as well as a shelf or drawers for folders, reference books and non-essential work. Spending time to discuss options, alternatives and



reasons for establishing a dedicated work area is valuable.

- **BREAKFAST**—Importantly students need to start the day with a nutritional breakfast, as this will increase energy, attention, concentration and memory, particularly if the breakfast includes grains, fibre, protein and is low in sugar. Parents can facilitate this good start to the day as part of the daily routine. Similarly, nutritious snacks and lunch will enable the student to remain more focused throughout the day.
- **ORGANISATION**—A calendar for each term should be created and displayed near your student's desk and in prominent thoroughfares in the home, such as the kitchen. The calendar or term planner should include: all co-curricular and social activities, as well as assignment, assessment or test dates. This helps the student see the big picture of commitments and not simply a weekly or daily vision as school diaries or digital devices usually allow. The student, and parent, can clearly see when heavy workload periods occur, and social activities can be tailored to ensure work has a priority. It's a good idea to sit down with your student every couple of days to discuss the schedule ahead, when the work can be slotted in, and how a parent could help by reducing family commitments, or by setting boundaries with social engagements. Regularly sitting down to discuss workloads and tasks due, reviewing activities and schedules can help students learn to be more productive and organized.
- **FILING SYSTEMS**—Master folders should be set up for each subject at home, so after each topic is completed the notes can be placed in appropriate categories. This also gives students somewhere to file completed tests and assignments. Most students carry their current notes to school each day, but naturally as the term and year progresses it's impossible (and risky if misplaced) to have all worknotes in one folder. Students may also need help organising the files on their computers and devices (although it is likely that many students know more about this than their parents!).
- **ROUTINES**—Helping your student to establish routines can add an element of calm to each day. Simple routines such as having the school bag packed and uniform ready before going to bed each night, can eliminate unnecessary angst in the morning. A useful addition to the evening schedule is to determine the next afternoon's program: when homework and daily revision will be done around co-curricular activities, dinner etc. This can give a clear direction when your student comes home each day. Some students find that having regular times set aside for schoolwork each day helps them to develop a routine of working. Other students will need to make a plan each afternoon as their schedule changes each day.
- **TIMETABLE**—Know your student's timetable, so it's easy and relevant to ask "What were you doing in Science today?". A specific question can often open a conversation where your student not only shares but, in doing so, reinforces what was learned which increases memory (and understanding) of the lesson.
- **SUBJECTS**—Know your student's subjects, and become aware of the topics covered each year in those subjects. 'Improved educational outcomes result from a genuine interest and active engagement from parents' (OECD 2011), so knowing the topics could allow parents to expose students to different dimensions of the subject through film, books, contemporary issues, the Internet, exhibitions, travel etc. Students appreciate, perhaps subconsciously, that the parent is truly interested in their learning and *what* they are learning. Some schools will give students a course outline and the state's educational body will also have a website where parents should be able to access the syllabus (what will be taught) for each subject.
- **ASSIGNMENTS**—A helpful strategy is to keep abreast of when assignments are given. Talking to your student about assignment expectations, drawing out their understanding of the topic, criteria and parts of the assignment can instill a deeper ap-

preciation. It's good to probe and ask more about the assignment topic with questions, as this could give your student other perspectives, and once more, help the student feel the parent has a real interest in learning. When planning the workload for an assignment, parents can help break the work into chunks or parts. This can reduce the sense of the overwhelming enormity of the task and the task can be broken into manageable parts, which are then scheduled to be done into the calendar or diary.

- **TESTS**—Similarly, parents can help students prepare for tests by quizzing them, asking for concepts to be explained or helping write practice tests. Explain to your student that memory and understanding can increase if the brain is using multiple processes to use information, such as writing, reading, speaking, drawing or singing! When tests are returned, focus on what was achieved and note concepts to revise. If students know parents are not solely focused on the grade, but also on the process, and that tests (and assignments) are tools to learn, intrinsic motivation can develop.
- **CO-CURRICULAR ACTIVITIES**—There comes a time in secondary school when some co-curricular activities need to be cut for a period of time, as academic demands increase or the student is juggling too much. It's unlikely students will initiate severing an activity so it's generally up to parents. Students, like adults, can give more to an activity when there is time, and academic work needs to be one of the main priorities during the school terms. Parents will often be the first to notice when their student is over-loaded (and it varies for each individual), when school work is rushed or dismissed, when their student is tired or out-of-sorts, when they have no "downtime" on weeknights. Everyone needs *some* downtime, even if it is only for an hour of escapist freedom.
- **TECHNOLOGY**—Parents need to be the "bad cop" when it comes to limiting computer games, or other digital device activity. It is advisable that devices are not in bedrooms when students go to bed. However, rather than dictating the rule, parents should talk about the need for solid, sufficient sleep for the brain to re-wire neural pathways to consolidate the day's learning.

- **COMMUNICATION WITH THE SCHOOL**—It's now fully acknowledged that together, parents and teachers play a dual role in educating students, so it's vital to maintain open communication with the school. It's important for parents to keep abreast of school information conveyed to through newsletters, school portals, emails and so on, as it's not uncommon for a student to miss information at school. This allows parents to flag or discuss with their student what the school is offering, advising or sharing. For example: a newsletter may alert parents to additional "maths tutorials" offered before school, or "homework help sessions" after school. This reinforces again that the parent *is* interested in their student's learning. It is equally important for parents to advise the school of extraneous issues happening at home, as this would give teachers an understanding of atypical behaviour, work ethic, concentration etc. An illness or death in the family (including a family pet), parent absence for more than a fortnight, or challenging issues on the home front, are examples of when parents should contact the school. Moderated assignments, extensions on homework, or relaxed detentions could result, and allow the student to resume their learning journey without additional stress. However secondary school students also need to gain skills and strategies to deal with life's variables, and to become independent, confident problem solvers. So it's also important for parents to give students opportunities to manage issues at school themselves. Parents should not approach the school to "fix" every minor problem, such as a student missing a page in an exam which lowered his grade, or a student feeling they had been maligned by a peer. Both these instances are life-lessons to learn from or solve, so parents should encourage students to ask for approach teachers themselves when needed.

*The strategies above should be developed with the child, and hopefully will be independently adopted by the student when they reach their final years at school. It's worthwhile noting that each point is related to the child's learning, as this sends a very positive message that the parent is engaged and interested in the learning process.*

[OECD 2011] PISA in Focus, (2011). *What can parents do to help their children succeed in school?*. [online] Available at: <http://www.oecd.org/pisa/49012097.pdf> [Accessed 2 Jan. 2015].

[Henderson and Mapp 2002] Henderson, A. & Mapp, K. (2002). A new wave of evidence. The impact of school, family, and community connections on student achievement. Southwest Educational Development Laboratory (SEDL). Available: <http://www.sedl.org/connections/resources/evidence.pdf> [Accessed 2 Jan 2015] *Learn more this year about how students can improve their results and be more efficient and effective with their schoolwork by working through the units on* [www.studyskillshandbook.com.au](http://www.studyskillshandbook.com.au). Our school's access details are:

Username:quakershillhs

Password:45success

## DEPUTY PRINCIPAL'S REPORT

Welcome back to all the members of our school community from Mrs Maricic and Mrs Mahon. An especially big welcome to all of our new Year 7 students, to all other new enrolments into other years and to all of our new staff. 2015 is already shaping up to be a very exciting year and we hope that this year will be another successful year for the whole Quakers Hill High School Community.

### When opportunity knocks ...

One of my favourite movies, and a favourite for many teachers is the Robin Williams classic

"Dead Poets Society." The film focusses on a class of boys at a strict American high school and their inspirational English teacher who constantly encourages them to "Seize the Day". By this he means that they must take advantage of every opportunity, that they must strive to excel and he exhorts them to 'make their lives extraordinary.' One of the reasons why teachers love this movie so much is that he teaches the boys to be the best that they can be and it is this that all teachers want for all students. That our students will strive to do their personal best in everything that they undertake.

One of the main ways we want to see students doing their best is by seeing them seize all of the opportunities that are offered to them. At Quakers Hill High School we have long offered students' opportunities in extra-curricular sporting activities such as carnivals, knockout competitions and the Collegiate Cup but in 2015 there will be even more chances to participate in competitive sports as we begin our Grade Sport competition. Students have the opportunity to engage in student mentoring via Primary Prosperitas and they have the opportunity to complete their own sustained project in an area of personal interest. Students can compete in the spelling bee, seek election in the SRC, volunteer as a peer support leader or a peer counsellor. They can undertake the Premier's Reading Challenge, they can get involved in groups, musical and dramatic performances. They can try out their arguing skills in debating, they can seek publication of their creative writing in the school magazine or on the website.

Students, make this the year that you take advantage of at least one opportunity. Take a risk and have a go at something you never thought of trying before. Parents, read through these activities with your child and suggest that they do have a go and encourage them to 'seize every day and every opportunity.'

## YEAR 7 CAMP

One of the best opportunities that we offer

to year 7 is the chance to go on a school camp that is just for them. The camp is a great chance to get to know the other people in your year, to get to know some of the staff and your year advisers. Apart from that it is simply a whole lot of fun for everyone and we would like to take as many people as we possibly can. All students should have received camp notes and anyone who did not can collect one from the front office or from Mrs Mahon. Be quick because the first deposit is due by Friday, 6<sup>th</sup> February. If you cannot meet this deadline but would still like your child to attend please contact the school. The total amount of \$280 is due by 2<sup>nd</sup> March. A final point is that students can only pay for the camp if they have paid for all of their subject fees.

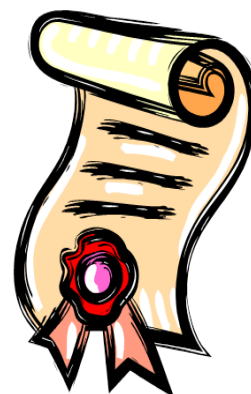
### TEACHERS LOVE LEARNING TOO

On the 28<sup>th</sup> January while students were enjoying their last day of holidays, the QHHS teaching staff were at school engaging in a variety of activities around professional development, team building and staff wellbeing. The first session was on ALARM (© Freshwater High School) which many students have already been exposed to. ALARM (A learning and responding matrix) will be implemented over the next three years as a writing tool, as a possible method of structuring teaching and learning activities and as a problem solving matrix. The second session was MQKR (My Quakers Kitchen Rules) in which staff competed in teams against each other to use the kitchens, equipment and ingredients to set up their own restaurant. The final session was focussed on Caring for your Voice and finally, Love Messages, a form of interpersonal intelligence. All sessions were highly evaluated. A big thankyou to the staff who contributed to making it such a wonderful day.

### A GOOD START TO 2015

Overall we have had a positive start to 2015 with students bringing equipment, wearing uniform and getting involved. Please join with us in supporting your child to be a SMART student this year.

**Rebecca Mahon, DP (Years 7 & 9)**



### PRINCIPAL'S AWARDS

**Year 9** Ben McDonell (Principal's & Bronze), Luke O'Keeffe (Principal's & Bronze), Kayla Wrigley (Silver)

## Acting Classes for High School Students

SPEECH, MOVEMENT, MIME, SCRIPTS,  
THEATRE SPORTS, IMPROVISATION, MUSICAL  
THEATRE, PLAY BUILDING and  
PERFORMANCE TECHNIQUES  
Now, offering a free trial class.

#### STUDIOS:

Castle Hill      Baulkham Hills      Dural  
Kellyville      Quakers Hill

**ENROLLING NOW FOR 2015**  
Contact Janelle Butler – 8883-2448



**act create communicate**



## SOCIAL SCIENCE NEWS

Welcome back to all our returning students and parents and our new students in 2015. We are looking forward to another successful year in Social Science. This year we have introduced new Geography assessment tasks to all years in Mandatory Geography. My wonderful faculty have spent a lot of time evaluating and modifying tasks to ensure that they meet the needs of all our students and provide us with accurate data about your children's progress.

You will be able to access the assessment schedules for all students through our website shortly but I have included the due dates of the first assessment task for each year below.

Students in Social Science are able to submit drafts of their assessments before the due date to get feedback and improve their grades. This requires students to be organised and utilise the school diary provided to them. Please don't hesitate to contact your child's class room teacher or myself to discuss anything regarding our assessment schedule.

### **Year 7 Geography - Assessment task 1 – Due Week 5** **Term 1**

**Written report on the 4 spheres of our environment**

### **Year 8 Geography – Assessment task 1 - Due Week 6** **Term 1**

**Research task on Geographical Issues**

### **Year 9 Geography – Assessment task 1 – Due Week 7** **Term 1**

**In-Class writing task on comparing 2 community's sense of identity**

### **Year 10 Geography – Assessment task 1 – Due Week 8** **Term 1**

**Research task on Coastal processes and management**

**Anthony Head**

**Head Teacher Social Science**

## **MESSAGE FOR PARENTS— STUDENTS LEAVING EARLY**

If you need to pick up your child early from school:

Write them out a note in the morning.

Tell your child to take the note to the office before roll call in the morning.

The office staff will issue your child with an Early Leavers Note which allows them to leave class at the nominated time.

Your child will be able to leave class at that time and will be sitting in the foyer waiting for you when you arrive.

**REMINDER—EVERY  
THURSDAY ALL  
STUDENTS FINISH  
EARLY AT 2.30pm**

**THE QHHS UNI-  
FORM SHOP IS  
OPEN EVERY MON-  
DAY MORNING  
FROM 8.10—9.30AM**

## CAPA NEWS

Welcome back to students and parents, particularly our new students in Year 7 for what is sure to be another great year for CAPA at Quakers Hill High School. In staffing news, we welcome back our music teacher Mrs Amy Nicholls, who is returning from maternity leave. I also take this opportunity to farewell and thank her replacement, Mr Luke Cole for his wonderful contribution to the faculty last year, especially his mentoring of the school rock bands.

The school year has started well and students are well settled in their new classes. Year 7 Visual Arts students will start with the **Introduction to the Elements of Art** topic. This will be assessed via a skills based Abstract Practical Task and a Computer Research Assignment due in Week 8.

Year 8 Visual Arts students are studying **Rites, Rituals and Traditions** with a specific focus on Polynesian Tattooing, African Mask Making and Aboriginal Painting. This will also be assessed via a variety of skills based practical tasks and a Computer Research Assignment due in Week 8.

Year 9 Elective Art students are looking at the subject of **Fantasy in Art** and surreal representations of the world around them, and Year 10 Elective Art students are looking at the concept of using **Text in Art** with a specific focus on Postmodern artists who utilise this process. Both year groups will complete a body of work around the themes. Critical and Historical studies with relevance to the topics will also be undertaken as part of the theoretical component. Both year groups will also have to submit an essay task appropriate to their particular unit of work due in Week 8.

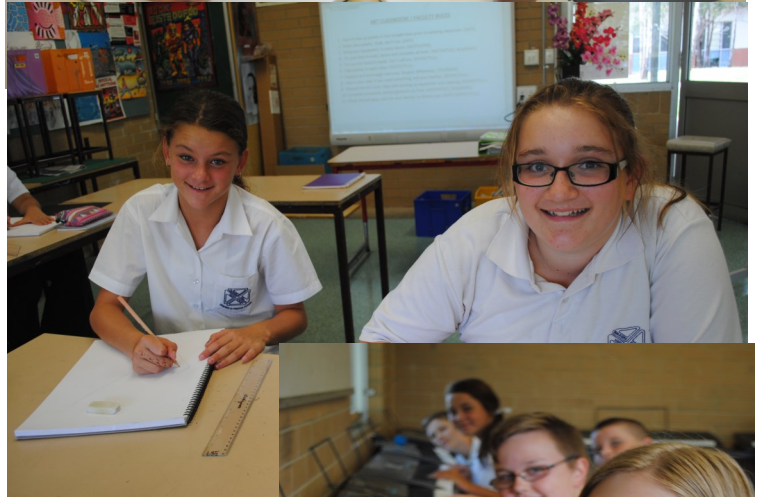
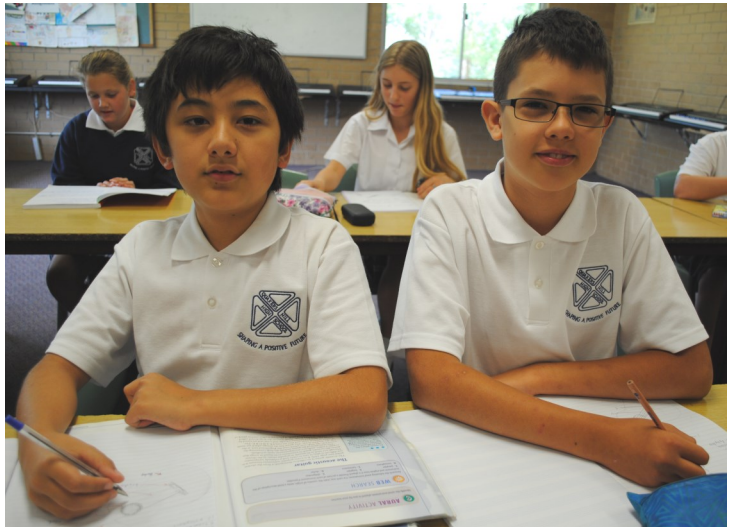
Year 9 / 10 Elective Photography students are commencing their first practical assessment in the **Darkroom** creating and printing their own **Photogram** negatives by employing traditional darkroom methods. Students will then progress onto an **Appropriated Portraiture Task** where they will create portrait photographs utilising both digital and wet photography methods. They will undertake Critical and Historical studies of photographers relevant to both topics, and they also have an essay task that is due in Week 9.

It is very important that students come prepared for each and every lesson with the necessary equipment and correct books. As well as the general equipment required for all subjects, Visual Arts students are required to purchase an A3 size Visual Arts Diary, and Photography students will require an A4 size Visual Arts Diary.

## Art Competition

An 'anti-bullying' art competition is currently on offer for students. Students can enter by drawing an A4 picture showing how they would help someone being bullied. First prize in this competition is an iPad! Students wishing to enter can find out more information from Ms Valatiadis or Ms Spring in the Art department. Entries close on the 27<sup>th</sup> February so get in quick! Parents, we look forward to your ongoing support for, and commitment to the Creative and Performing Arts faculty. 2015 is sure to be another successful year for all students and staff in both Visual Arts and Music.

**Georgia Valatiadis**  
Head Teacher CAPA





## WELCOME TO MUSIC FOR 2015!

Year 7 are beginning their musical journey studying the 'Instruments of the Orchestra' and learning the beginning performance techniques of the acoustic guitar and keyboard.

Year 8 are kicking off with 'Popular Music', developing their music appreciation and skills in various genres of both rock and pop music styles while continuing to practice their solo and ensemble performance techniques.

Year 9 are getting their groove on learning about the musical culture of Africa. Students will be participating in North African drumming, East African dance, South African vocals, Central African ensemble performance and will learn about the history and significance of the West African griots.

Year 10 are stepping back in time studying the stylistic characteristics and development of Western Art music. They will begin in the Medieval Period and work their way through the Renaissance, Baroque, Classical and Romantic Periods, ending with music of the 20<sup>th</sup> Century.

We are looking forward to a great year ahead!

**Mrs Nicholls and Mrs Tong**

## ENGLISH FACULTY NEWS

Welcome to all students for 2015. We are looking forward to getting to know each and every one of you very well over the course of the year.

**Year 7** is studying an introductory unit on Poetry, looking at a variety of types of poems and learning about the language and techniques used in poetry. Students will be creating their own anthology of poems in this unit, experimenting with different structures, techniques and use of language.

**Year 8** is studying a short 4 week unit on Indigenous Poetry, analysing the poems of Oodgeroo from the Noonuccal tribe. The key focus questions are:

1. What makes a person indigenous to a particular area?
2. Why is it important that we understand Indigenous experience?
3. Why is it important for us to develop an understanding of experiences that are outside of our own?
4. Why are some voices heard and other voices silenced?

Through examining the poetry for what it expresses about Indigenous experiences and feelings, students offer their own thoughts and insights into the current situation experienced by our Indigenous culture within today's society. In Week 4, students will be choosing one of the poems they have studied in class and they will be writing an extended ALARM response on it, analysing how Indigenous experiences and feelings are conveyed through the poem. This is the informal assessment task completing the unit.

**Year 9** is studying a unit called 'The Human Footprint'. The key focus questions are:

1. What is the human footprint and how has it affected the planet?
2. What is collective responsibility and do we have a responsibility to the planet?
3. How are the effects of the human footprint represented in film, literature, art etc



4. Am I a part of the cure or am I part of the disease?
5. Should we reflect on our impact as a species/individual or take what we want?

Students will respond to a range of informative, expository and creative texts and compose real life texts from their own perspective. They will look at the ways that individuals can change the world around them. Students will develop skills in awareness raising, persuasion, critical reflection and problem solving.

Assessment: Students will compose a portfolio of 2 texts with the aim of raising awareness around sustainability and the environment. They will also complete a proposal outline exploring an environmental issue and how they would raise awareness of this in a real life scenario.

**Year 10** is studying a poetry unit focusing on a close study of the poems of three poets. Students are identifying and analysing in depth the language and techniques used within poems to convey the meaning of the poems. All poems are being studied within the context of the individual biographies of the poets. For assessment, Year 10 will be creating an ICT presentation on the poet studied in class.

### **Drama**

**Year 9** are exploring improvisation and performance techniques. This is in preparation for a short unit on improvisation followed by a unit on playbuilding. Assessment will be a playbuilt performance due in Week 9.

**Year 10** are studying a unit on Commedia dell'Arte, a classical style of comedy using masks, improvised performance, physical acting and stock characters. Assessment will be an improvised performance based on an assigned scenario in Week 9 using the techniques they have learnt throughout the unit.

Instead of students using logbooks this year for Drama, they will be completing online blogs.

***There will be a Commedia incursion for both Years 9 and 10 around the beginning of March. Details will be announced soon.***

### **Equipment:**

In English all students need a SEPARATE English exercise book. Books are collected and marked regularly and the multi-subject books, in addition, do not have enough pages for the writing students are required to complete in English. Any student with a multi-subject book is requested to purchase a separate English exercise book.

## **MATHEMATICS NEWS**

Welcome to the 2015 academic year from everyone in the Mathematics Department!

This is the time to make sure all books, pens and equipment have been purchased and are ready to use in class. It is especially important to make sure that every student in the school, regardless of their year or course has a scientific calculator. Calculator skills are an important part of most assessments and make life in class much easier!

For the next few weeks, Year 7 will be working on Computation with Integers and Year 8 will be working on Area. Years 9 and 10 topics will vary depending on the course being studied.

Everyone is working towards a formal assessment task (examination) in week 7. The Term 1 exam is slightly different in that a summary sheet can be taken into the examination. This

needs to be prepared in the period leading up to the examination and will itself be graded. This means that students should spend the next month preparing their summary to ensure it aids them in their exam.

**Mr Cole**

**Mathematics Faculty**

## SUPPORT UNIT NEWS

The Support Unit are delighted to welcome our eight lovely new students to our Year 7 class. We have had a great start to the year with our students, all showing much enthusiasm and a positive outlook to the adventures ahead.

This will be another busy year, especially for our two Year 10 classes. They will be preparing for Work Experience held later in the semester, as well as commencing their transition to Wyndham College later this term, in preparation for 2016.

I would also like to welcome Ms Georgina Willmett to our Support family. Ms Willmett will be with us this semester, filling in for Mrs Schryver who is on maternity leave, after having a gorgeous little girl in the holidays. Congratulations to Mrs Shryver and her family.

**Mrs Jennifer Payne**

**Support Unit Head Teacher**

## Our First Taster Day for 2015 Is About to Take Off

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On Monday the 9th of February our very first Taster Day for 2015 will take place. During this time Year 6 guests from Hambledon & Quakers Hill East primary schools and numerous others from non-feeder primary schools will engage in diverse lessons ranging from Art, Music, Metal Work, and Drama, to Science, English, History & Maths. The day endeavours to promote student confidence about the high school transition process, to familiarise students with the staff, the subjects on offer & the geography of the school, and most importantly to provide them with an opportunity to meet new friends and begin to forge those relationships that will enrich their high school journey.

### A Few Important Points about the Day for Our Year 6 Guests:

- All students will meet in the school hall
- The hall will be open and supervised from 8:00 am for those students that need to be dropped off early
- The day will officially begin at 8:40 am and will conclude at 2:30 pm
- The school canteen will be operational on the day
- There will be no BBQ provided (that feast is reserved for Orientation Day)
- Students are encouraged to bring a pencil case and a writing pad in their school bag
- Students are to bring their hats along for recess and lunch
- Students will need to wear fully enclosed leather shoes for practical subjects
- Students will need to wear their PS school uniform
- (Their sports uniform will be more than acceptable, so long as their sports shoes are fully enclosed leather shoes, with no mesh windows.)

**A Few Important Points about the Day for Our Peer Support Leaders:**

- All leaders should confirm their placement within the Taster Day by checking their school email account. (If they have not submitted a permission note and their name is not on the recent emailed list, they will not be allowed to participate.)
- Full school uniform is mandatory
- They will need to arrive early to school (at 8:00 am) to assist with the event set-up and to support our guests as they arrive
- They will not be dismissed from the Hall until the end of our school day (2:55 pm)

## When is the Second Year 6 Taster Day Taking Place?

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Our second Taster Day for 2015 is scheduled for Monday the 30<sup>th</sup> of March in Week 10 of Term 1. This day will include Barnier and Quakers Hill Primary School students. We are still accepting a small contingent of students from non-feeder schools. If you are interested in having your son or daughter participate in the event, then please contact Melissa Lachevre (Transition Coordinator) for an application form. ([Melissa.lachevre@det.nsw.edu.au](mailto:Melissa.lachevre@det.nsw.edu.au))

## Year 6 GAT Information Evening

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On Tuesday the 10<sup>th</sup> of February we will be presenting a Year 6 GAT Information Evening in the school Library for those primary school parents that are interesting in learning about the intricacies of our numerous GAT initiatives, the Stage 4 GAT stream and the process of applying for access to the GAT program at QHHS. The evening will commence at 7:00 pm and the presentation will be delivered by the HT Teaching and Learning and the facilitator of our school's GAT program, Karen Critchley. The later portion of the evening will be dedicated to a Q & A session to enable parents to clarify any issues of concern and perhaps discuss their individual child's needs. The event will conclude at 8:00 pm.

We look forward to seeing you there.

## Year 5 & 6 Information Evening

---

On Tuesday the 3<sup>rd</sup> of March in Week 6 of Term 1, we will be holding our annual Year 5 & 6 Information Evening. During this night we will have presentations by our Senior Executive about the various facets of our school and then will cap the night off with a guided tour of our school facilities and our various KLAS, with displays and presentations within most faculty areas. The evening will commence in the school hall at 7:00 pm.

The agenda for the evening includes:

- Preparation for high school;
- The Year 6 to 7 transition process;
- The welfare and support programs provided to assist your children;
- The formal curriculum offered at QHHS (an extensive curriculum which caters for the needs of each individual);

- The informal curriculum;
- How Quakers Hill High School caters for individual differences in students;
- The Nirimba Collegiate and its benefits for our students;
- An open forum where your questions will be answered and any concerns can be addressed;
- A tour of the school's facilities (we're a LOT bigger than the view from Lalor Road suggests).

If you have any questions about the event, please contact Melissa Lachevre (Transition Coordinator).  
([Melissa.lachevre@det.nsw.edu.au](mailto:Melissa.lachevre@det.nsw.edu.au))

## Calling For Students Leaders to Showcase their Past Prosperitas Projects

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All students that have produced projects for the Prosperitas Competition over the past 3 years are invited to have their project showcased as part of the Year 5 & 6 Information Evening on Tuesday of Week 6. All those individuals that contribute their project will receive a merit award. This will be upgraded to an Executive Award if you are able to attend on that evening and talk to parents about your project and your experience of the competition. (You will also receive a letter of commendation and this will appear in the Extra-curricular section of your report.)

Permission notes can be picked up from the Library today. Projects can be dropped by ASAP.

## Enter the PRC Competition Today And Become an Instant Winner

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Enter the PRC Competition today and become an instant winner. The competition is open to students in Years 7—9 and requires that they read 15 books from an extensive PRC list and a further 5 books of their own choosing. (So that's 20 in total!) You simply record the title of the book, the author and the special PRC code on your reading log, which can be collected from the library. You then have you parents, guardian or English teacher verify that they have seen you read that book, and they do this by signing your Reading Log.

Each time you complete 5 books, Ms Lachevre will present you with a merit award and you will then go in the running to receive a Hoyts movie card.

You have until the 21st of August to complete your 20 books. (That's more than enough time.) Each student that successfully completes the reading challenge and returns their log to Ms Lachevre (by the due date), will be invited to attend a celebratory pizza lunch and will receive a letter of commendation and a certificate of recognition. Your participation in the event will also appear on your school report.

Pick up a reading log today and talk to Ms Lachevre about the PRC books we have in our library. Register your participation on the student interest form found on the library front desk.





# Quakers Hill High School

## YEAR 6 HIGH SCHOOL

### TASTER DAY #1

Building confidence.

Demystify high school.

Garnering enthusiasm for learning.

Building invaluable support networks.



**Year 6 High School Taster Day**  
For Quakers Hill East PS & Hambledon PS  
Monday the 9th of February 2015

**Quakers Hill High School Hall**  
70 Lalor Road, Quakers Hill

Year 6 students will meet in the hall by 8.45 am  
and can be picked up from 2.30 pm.

Year 6 uniform should be worn by all students.

Enclosed leather shoes **must** be worn in order for students to  
participate in Science and TAS lessons.

The canteen will be operational on the day.

*"Shaping a positive future"*

# QHHS

*invites all prospective  
Year 5 & 6 students and their families to our*

## 2015 Information Evening

**DISCOVER**



**EXPLORE**



**CONNECT**

**Tuesday 3rd March at 7 p.m.**  
**Quakers Hill High School Hall**

This evening is designed to inform interested students and their parents of the educational programs and facilities at Quakers Hill High School and to assist them in making a smooth and harmonious transition to high school.

# QHHS Year 5 & 6 GAT Information Evening

Tuesday the 10th of February 2015

7:00 pm—8:00 pm

QHHS Library

*Learn about our GAT application process.*

*Discover the GAT programs on offer at QHHS.*

*Understand how we can enrich, extend and challenge your son or daughter to achieve and succeed with a creative, innovative and rigorous curriculum.*

*The evening will conclude with a Q & A session.*



RSVP to [melissa.lachevre@det.nsw.edu.au](mailto:melissa.lachevre@det.nsw.edu.au) by Wednesday the 4th of February 2015.



## SRC Valentine's Day Fundraiser



The SRC will be holding its first fundraiser of the year which is the annual Valentine's Day Fundraiser. The first thing we have for sale is delicious Valentine's Day themed cookies. The cookies will be sold for \$2.00. We will also be selling silk roses in many different colours, some with attached teddy bears. The price of the silk roses vary from \$3.00-\$10.00.

The roses will be available to be pre-ordered from Friday the 6<sup>th</sup> of January. We will be taking orders in D4. They will then be delivered to your valentine in roll call on Friday the 13<sup>th</sup> of February.



All of the proceeds from this year's Valentine's fundraiser will go towards the charity 1step1life. It is run by Jake Stalker, from Riverstone, who developed this charity after visiting Cambodia in

January 2014 on a holiday. He was touched by the people in this country and decided to start a charity to help them develop their education. 1step1life is a charity that is working towards building a school and better education for those in Cambodia, through teacher and scholarships programs. We are proud to support this charity and if you would like to help with this cause please see their website: [www.1step1life.com](http://www.1step1life.com)

Our cookies will be sold all of next week. So, order a rose or buy a cookie for your friend this Valentine's Day and help contribute to a worthy cause.

By Tamara Savage





## STUDY SKILLS TIP FOR FEBRUARY

### HOW PARENTS CAN HELP THEIR SECONDARY SCHOOL STUDENT WITH THEIR LEARNING

Whilst parents are often involved in their teenager's sporting, musical or dramatic activities, parental support on the sidelines of their adolescent child's studies can be also be beneficial, particularly to academic performance. Research shows that children are more likely to succeed if parents are involved in their learning. Hendersen and Mapp (2002) found that 'the more families support their children's learning and educational progress, the more their children tend to do well in school and continue their education'.

### STRATEGIES FOR PARENTS TO HELP THEIR SECONDARY SCHOOL AGED STUDENTS ACHIEVE THEIR POTENTIAL:

- **WORK ENVIRONMENT**

The obvious logistical support is providing a quiet, open space with few distractions for working at home. Involve your student in creating this space. Workspace tools for effective learning include a desk, ergonomic chair, a noticeboard and good lighting, as well as a shelf or drawers for folders, reference books and non-essential work. Spending time to discuss options, alternatives and reasons for establishing a dedicated work area is valuable.

- **BREAKFAST**

Importantly students need to start the day with a nutritional breakfast, as this will increase energy, attention, concentration and memory, particularly if the breakfast includes grains, fibre, protein and is low in sugar. Parents can facilitate this good start to the day as part of the daily routine. Similarly, nutritious snacks and lunch will enable the student to remain more focused throughout the day.

- **ORGANISATION**

A calendar for each term should be created and displayed near your student's desk and in prominent thoroughfares in the home, such as the kitchen. The calendar or term planner should include: all co-curricular and social activities, as well as assignment, assessment or test dates. This helps the student see the big picture of commitments and not simply a weekly or daily vision as school diaries or digital devices usually allow. The student, and parent, can clearly see when heavy workload periods occur, and social activities can be tailored to ensure work has a priority. It's a good idea to sit down with your student every couple of days to discuss the schedule ahead, when the work can be slotted in, and how a parent could help by reducing family commitments, or by setting boundaries with social engagements. Regularly sitting down to discuss workloads and tasks due, reviewing activities and schedules can help students learn to be more productive and organized.

- **FILING SYSTEMS**

Master folders should be set up for each subject at home, so after each topic is completed the notes can be placed in appropriate categories. This also gives students somewhere to file completed tests and assignments. Most students carry their current notes to school each day, but naturally as the term and year progresses it's impossible (and risky if misplaced) to have all work notes in one folder. Students may also need help organising the files on their computers and devices (although it is likely that many students know more about this than their parents!).

- **ROUTINES**

Helping your student to establish routines can add an element of calm to each day. Simple routines such as having the school bag packed and uniform ready before going to bed each night, can eliminate unnecessary angst in the morning. A useful addition to the evening schedule is to determine the next afternoon's program: when homework and daily revision will be done around co-curricular activities, dinner etc. This can give a clear direction when your student comes home each day. Some students find that having regular times set aside for schoolwork each day helps them to develop a routine of working. Other students will need to make a plan each afternoon as their schedule changes each day.

- **TIMETABLE**

Know your student's timetable, so it's easy and relevant to ask "What were you doing in Science today?" A specific question can often open a conversation where your student not only shares but, in doing so, reinforces what was learned which increases memory (and understanding) of the lesson.

- **SUBJECTS**

Know your student's subjects, and become aware of the topics covered each year in those subjects. 'Improved educational outcomes result from a genuine interest and active engagement from parents' (OECD 2011), so knowing the topics could allow parents to expose students to different dimensions of the subject through film, books, contemporary issues, the Internet, exhibitions, travel etc. Students appreciate, perhaps subconsciously, that the parent is truly interested in their learning and *what* they are learning. Some schools will give students a course outline and the state's educational body will also have a website where parents should be able to access the syllabus (what will be taught) for each subject.

- **ASSIGNMENTS**

A helpful strategy is to keep abreast of when assignments are given. Talking to your student about assignment expectations, drawing out their understanding of the topic, criteria and parts of the assignment can instill a deeper appreciation. It's good to probe and ask more about the assignment topic with questions, as this could give your student other perspectives, and once more, help the student feel the parent has a real interest in learning. When planning the workload for an assignment, parents can help break the work into chunks or parts. This can reduce the sense of the overwhelming enormity of the task and the task can be broken into manageable parts, which are then scheduled to be done into the calendar or diary.

- **TESTS**

Similarly, parents can help students prepare for tests by quizzing them, asking for concepts to be explained or helping write practice tests. Explain to your student that memory and understanding can increase if the brain is using multiple processes to use information, such as writing, reading, speaking, drawing or singing! When tests are returned, focus on what was achieved and note concepts to revise. If students know parents are not solely focused on the grade, but also on the process, and that tests (and assignments) are tools to learn, intrinsic motivation can develop.

- **CO-CURRICULAR ACTIVITIES**

There comes a time in secondary school when some co-curricular activities need to be cut for a period of time, as academic demands increase or the student is juggling too much. It is unlikely students will initiate severing an activity so it's generally up to parents. Students, like adults, can give more to an activity when there is time, and academic work needs to be one of the main priorities during the school terms. Parents will often be the first to notice

when their student is over-loaded (and it varies for each individual), when school work is rushed or dismissed, when their student is tired or out-of-sorts, when they have no “downtime” on weeknights. Everyone needs *some* downtime, even if it is only for an hour of escapist freedom.

- **TECHNOLOGY**

Parents need to be the “bad cop” when it comes to limiting computer games, or other digital device activity. It is advisable that devices are not in bedrooms when students go to bed. However, rather than dictating the rule, parents should talk about the need for solid, sufficient sleep for the brain to re-wire neural pathways to consolidate the day’s learning. Lack of sleep can lead to reduced concentration and attention span, delayed response time, and decreased short-term memory. Rules for technology (including TV viewing) should be developed together if possible so there is agreement about the approach.

- **COMMUNICATION WITH THE SCHOOL**

It’s now fully acknowledged that together, parents and teachers play a dual role in educating students, so it’s vital to maintain open communication with the school. It’s important for parents to keep abreast of school information conveyed to through newsletters, school portals, emails and so on, as it’s not uncommon for a student to miss information at school. This allows parents to flag or discuss with their student what the school is offering, advising or sharing. For example: a newsletter may alert parents to additional “maths tutorials” offered before school, or “homework help sessions” after school. This reinforces again that the parent *is* interested in their student’s learning. It is equally important for parents to advise the school of extraneous issues happening at home, as this would give teachers an understanding of atypical behaviour, work ethic, concentration etc. An illness or death in the family (including a family pet), parent absence for more than a fortnight, or challenging issues on the home front, are examples of when parents should contact the school. Moderated assignments, extensions on homework, or relaxed detentions could result, and allow the student to resume their learning journey without additional stress. However secondary school students also need to gain skills and strategies to deal with life’s variables, and to become independent, confident problem solvers. So it’s also important for parents to give students opportunities to manage issues at school themselves. Parents should not approach the school to “fix” every minor problem, such as a student missing a page in an exam which lowered his grade, or a student feeling they had been maligned by a peer. Both these instances are life-lessons to learn from or solve, so parents should encourage students to ask for approach teachers themselves when needed.

*The strategies above should be developed with the child, and hopefully will be independently adopted by the student when they reach their final years at school. It’s worthwhile noting that each point is related to the child’s learning, as this sends a very positive message that the parent is engaged and interested in the learning process.*

[OECD 2011] PISA in Focus, (2011). *What can parents do to help their children succeed in school?*. [online] Available at: <http://www.oecd.org/pisa/49012097.pdf> [Accessed 2 Jan. 2015].

[Henderson and Mapp 2002] Henderson, A. & Mapp, K. (2002). A new wave of evidence. The impact of school, family, and community connections on student achievement. Southwest Educational Development Laboratory (SEDL). Available: <http://www.sedl.org/connections/resources/evidence.pdf> [Accessed 2 Jan 2015]

*Learn more this year about how to improve your results and be more efficient and effective with your schoolwork by working through the units on [www.studyskillshandbook.com.au](http://www.studyskillshandbook.com.au)*

*Our school’s access details are:*

*Username: quakershillhs      Password: 45success*



## KILDARE ROAD MEDICAL CENTRE

### INTRODUCING....Dr. Sameer Abedi MBBS, MRCGP, FRACGP

Dr. Abedi studied at the University of London and completed his GP training in the UK. His interests include chronic disease management and paediatrics and he also works in our Skin Cancer Clinic. Dr. Abedi speaks Urdu and Hindi.

*To make an appointment with Dr. Abedi (and all GPs and Physios) book online at [kildaremedical.com.au](http://kildaremedical.com.au), download the Appointuit App or call Reception on 8822 3000*

To stay up to date with our services and health news, follow us on:  
Facebook & Twitter @kildareroadmc

**OPEN EVERY DAY 8:00am – 8:00pm**

**BULK-BILLING PRACTICE WALK-INS WELCOME**

**36 Kildare Road, Blacktown (next to Westpoint)**



**Lalor Park Kookas  
Junior Rugby  
League Club**



**Register now for 2015  
Under 6 – A Grade**

**Tuesday and Thursday 6 pm  
Cavanaugh Reserve  
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**Mini  
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Website: [www.lalorparkfootball.com.au](http://www.lalorparkfootball.com.au)**





# EMAIL ADDRESS REQUEST

## Greetings Parents and Carers

I am sure that you would agree that effective communication between the school and home is important. One means of communication is the school newsletter 'Contact'.

We have been concerned for some time that our Contact newsletter is not as effective in communicating as we would wish. It often does not reach home, lost without trace at the bottom of a school bag and sometimes our teenagers actively prevent the school communicating with you as parents and carers.

On top of this is the notion that a paper newsletter is expensive (over \$5000 every year) and given the increasing number of parents who use email and actually prefer it, we really need to get with the times and communicate with parents electronically. Of course, a paper version would still be available for those who require it.

Be assured that we are not aiming to overflow your IN tray with school emails.

We would like to start sending out newsletters by email thus ensuring that they reach the desired destination and saving money which would be better spent on resources for your children.

Please carefully and legibly complete the following and return it to school with your child.

Lauretta Claus

Principal

February 2014

-----"-----"-----"-----"-----"-----"

## QUAKERS HILL HIGH SCHOOL - EMAIL ADDRESS REQUEST

CHILD NAME: \_\_\_\_\_ YEAR: \_\_\_\_\_

PARENT'S EMAIL ADDRESS:

[illegible][illegible]

PARENT/CARER SIGNATURE: \_\_\_\_\_

**CHANGE OF PERSONAL DETAILS FOR STUDENTS**

*(PLEASE PRINT)*

**NAME OF STUDENT:** \_\_\_\_\_

**YEAR:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

\_\_\_\_\_

**HOME PHONE:** \_\_\_\_\_

**WORK PHONE:** \_\_\_\_\_

**MOBILE NO:** \_\_\_\_\_

**CARER 1 NAME:** \_\_\_\_\_

**PHONE/MOBILE:** \_\_\_\_\_

**CARER 2 NAME:** \_\_\_\_\_

**PHONE/MOBILE:** \_\_\_\_\_

**EMERGENCY CONTACTS:** \_\_\_\_\_

\_\_\_\_\_

**MEDICAL PROBLEMS (IF ANY)** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Quakers Hill High School

70 Lalor Road

Quakers Hill NSW 2763

Phone: (02) 9837 1533

Fax: (02) 9837 1747

email: quakershil-h.school@det.nsw.edu.au

Website: www.quakershil-h.schools.nsw.edu.au

Principal: Mrs Lauretta Claus

### Come and Join the Family Club!

### NORWEST BULLS JUNIOR RUGBY UNION

Home Ground: Alwyn Linfield Reserve, Glenwood

Registration: \$50 (U7 & below), \$120 (U8 & up). \$240 Maximum per Family

Registration Open NOW!

Training Starts: Wednesday 25th February 2015 6PM, with an ARU TryRugby Coaching Clinic

Modified Rules for Younger Players (No tackling U6/U7)



For More Information:

Call 0414271199

[sites.google.com/site/norwestjuniorrugbyclub](http://sites.google.com/site/norwestjuniorrugbyclub)

Or like us on Facebook at

[www.facebook.com/norwestbullsjuniorrugby](http://www.facebook.com/norwestbullsjuniorrugby)



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Or mobile: 0410 428 700

Dr. Shanba Kaleeswaran

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- Evenings and Saturday appointments.
- No gap for Medicare Child Dental Benefit Scheme.