



## UPCOMING EVENTS

**Wednesday 19 Dec**  
Last day of term for students

**2019**

**Tuesday 29 January**  
Staff Development Day

**Wednesday 30 January**  
Year 7 students start

**Thursday 31 January**  
All students return

**Monday 4 February**  
Swimming Carnival  
Year 6 taster day No. 1

**Friday 8 February**  
Contact newsletter issued

**Monday 18 February**  
Year 7 Parent Teacher  
Meet & Greet evening

**Friday 22 February**  
Contact newsletter issued

**Tuesday 26 February**  
School Photo Day

**Tuesday 5 March**  
Catch up Photo Day  
Year 5/6 Information Evening

**Friday 8 March**  
Contact newsletter issued

**Monday 11 March**  
Sydney West Secondary  
Swimming Championships



## HIGHLIGHTS IN THIS ISSUE

English Faculty News Page 7

LOTE Article Page 17

Duke of Edinburgh Page 25

TAS Faculty News Page 32

PDHPE Report Page 60

## PRINCIPAL'S REPORT

### RECALIBRATION

The proposed Nirimba Collegiate recalibration has been often referred to this term in newsletters and other correspondence to and from the school. Thanks to all parents, carers, students and community members who engaged with our focus group interviews here at the school early in Term 4. This provided a valuable basis upon which to frame the business case (actual proposal document). Following the successful focus group interviews, the Collegiate Management Group held an additional Q&A session at each school to give more families and community members a chance to ask questions about the proposal and give their views. My sincere thanks to all who participated in this process. This substantial community engagement has meant that the purpose and scope of the proposal could be communicated widely and further input gathered. The business case will be

submitted for the Minister of Education's consideration.

### EXAMINATIONS AND REPORTS

Term 4 is an incredibly busy term on the academic front, with course examinations being conducted and reports written. I want to commend students for the way in which they approached their end of year examinations. It is vital that students take their examination results as a "point in time" measure of their progress in a course and seek to learn from the experience and the feedback they receive.

Students have been issued their school reports and given the opportunity to reflect upon them and set goals for next year. This is a highly valuable



**Education & Communities**

process which strengthens the role of formal reports in the planning process for individual students. My thanks to the teachers and executive staff who have worked tirelessly to compile the reports in what is already a very busy term. My thanks also to Mrs Duncan in our school office for her excellent work in the administration of the reporting process.

## **DUKE OF EDINBURGH**

The Quakers Hill High School Duke of Edinburgh Qualifying Expedition took place on 16-17 November. This time, the trekkers journeyed from Cowan Station, across to Patonga and back, taking in a segment of the Great North Walk. Mr More, Award leader, and Mrs Lawson-Cohen again accompanied the students and reported a great time was had by all. My thanks to the students who participated in this program; attempting an activity which tested them both physically and mentally. Thanks also to Mr More and Ms Lawson-Cohen for giving so freely of their own time. The program would not exist in schools without the generosity and hard work of staff.

## **ANNUAL ASSEMBLIES**

Our major yearly assemblies have now all been held, and each were wonderful successes. The Service to School and Sports Assembly took place on Friday 16 November. This assembly celebrates the massive array of sporting and community based activities that students at Quakers Hill High School take part in. It was my pleasure to join with these students, their families and the staff to acknowledge the huge array of achievement outside the formal curriculum.

Our Year 10 Graduation took place on Friday 7 December and was an equally wonderful occasion. Evident on the faces of many were the duelling emotions of sadness to be leaving Quakers Hill High and keen anticipation for the next step. Whilst I have only known this Year 10 group a relatively short period of time, I would like to once again wish them all the very best for the future. I look forward to hearing about their achievements in senior education or work. Year 10 graciously acknowledged the hard work and dedication of their teachers and the school staff in general. I would like to echo this and particularly thank the Year Advisers, Mr McKean and Ms Hourigan as well as their Deputy Principal, Ms Mahon.

Finally, our Presentation evening was held on 10 December and brought together students who had achieved excellent results in their courses as well as a raft of special award winners. This evening saw awards given to students, staff, as well as community members. I was honoured to be joined by a group of special guests at this assembly, as I was on the other two occasions, who added greatly to the event. My congratulations once again to all who received awards on the night.

Our assemblies are the result of almost a year's worth of planning. I would like to formally acknowledge the hard work and dedication of the organising team. Mrs Cooper in our office and Mr Kantek, R/Head Teacher Welfare were joined by an able team which included the following staff:

Mr L Cole, Ms Costa, Mrs Duncan, Mrs Hegarty, Ms Johnson, Mrs Jones, Ms Lawson-Cohen, Ms Mahon, Mrs Maricic, Mr McKean, Ms Morris, Mrs Moseley, Ms Naylor, Mr Roma, Mr Sultana and Ms Walker.

## **YEAR 9 AND 10 @ WYNDHAM**

Year 9 students took part in a “taster day” at Wyndham College on 19 and 20 November. This gave the students a unique opportunity to sample life in the senior school environment. This enabled students to gain an appreciation of the many and varied pathways they can take following Year 10.

Year 10 students attended Orientation Day at Wyndham College on 27 November, where they were given vital information about the structure of their education from next year on.

I am pleased to report that Quakers Hill High School students participated well in both of these days and recognised their value in planning for the future.

**Mr Skehan, Principal**

## **SOCIAL SCIENCE FACULTY NEWS**

Congratulations to students for their achievement this year in Geography, Commerce and Work Education. We have noticed an improved performance in all subject areas across all years.

The year 7 students have enjoyed working on their project-based learning on the topic of ‘Liveability and Enhancing Liveability’. Students conducted extensive fieldwork activities on comparing the liveability of streets in their area. Their final report reflected on their understanding of the indicators of liveability and differences in the perspectives of individuals about liveability.

The Year 8 students worked on a personal interest project on the topic of ‘Landscapes and Landforms’ and created outstanding paintings, sculptures, poems, movies, short stories and tourism campaigns; showing an appreciation of the values of unique Australian landscapes.

The year 9 students completed a school-based inquiry learning on the topic of ‘Investigating Biomes’ where they conducted primary and secondary research on a best location for a vegetable garden within the school premises. Students’ acquired techniques in carrying out fieldwork activities using a range of geographical tools and instruments.

The year 10 students also worked on an inquiry-based learning where they conducted their own research on the theme, ‘Think Global, Act Local’. Students worked collaboratively to research a global geographical issue and proposed strategies that could be implemented in their communities to improve the environment.

The stage 5 Commerce students completed a range of topics from Consumer Choice, Independent Teenager, Law and Order and Company Business. The students acquired knowledge and skills of the commercial and financial world, independent living, law in society and running a small business.

Students in Work Education completed their \$20 challenge where they successfully ran a school-based business and made huge profits of their business which went towards their chosen charity. Students acquired great personal, administrative, financial and managerial skills in planning and running a business.

A significant number of students took the initiative to participate in the Australian Geography Competition; a contest for Australian secondary school students, assessing their geographical



knowledge and skills. The Competition aims to encourage student interest in Geography and to reward student excellence. Over 72000 students from 780 schools across Australia participated in this completion. 24 students from years 7-10 participated from our school, with 21% receiving distinction or higher.

#### DISTINCTION

Grace McDonell 9 Iluka Jelley 9

#### HIGH DISTINCTION

Vivian Steel 9 Zoe Morgan 10

#### TOP 1% IN AUSTRALIA

Rachel Lee 9

A highlight of this year was the Australian Geography Tour, initiated and conducted by Mr Head and supported by a team of teachers. Student presentations in the assembly on the important aspects of the trip indicated great success and enjoyment by all who participated; at the same time, appreciating the efforts of the teachers involved. Students travelled by different modes of transport ranging from aeroplane to coaches from Sydney to Darwin and down to Adelaide. Their experiences included visiting various heritage sites in Darwin, observation of landmasses such as Uluru and a great experience of living underground in Coober Pedy. Students expressed that it was an experience and learning of a lifetime.





The Social Science Faculty wishes everyone a very merry Christmas and a happy new year.

Looking forward to seeing you safely in the New Year.

Social Science

Faculty

**Science Matters!**

#### **Term 4**

The Science Faculty participated in two external Competitions again this year. The Big Science Competition and the Australian National Chemistry Quiz are both held annually each year for schools Australia wide. This year the following students took part; Charlotte Sunderland (Yr 7), Aarshi Rabadia (Yr 7), Tahlia Keenan (Yr 7), Isabella Fickel (Yr 7), Brandon Borg (Yr 7), Valeria Mijas (Yr 7), Nasren Dodangeh (Yr 7), Nathan Jones (Yr 9), Iluka Jelley (Yr 9) and Zoe Morgan (Yr 10).

We are hoping significantly more students will elect to enter these competitions next year. While there is a small cost (around \$6.00), students and their parents get the opportunity to compare their progress in Science with students from other schools. All students receive a certificate acknowledging their participation and achievement (either pass, credit, distinction or high distinction). Announcements will be made on Assembly about these Competitions next year.

An important component of Science in Stages 4 and 5 is the Independent Research Project. Students can get ahead by considering what they would like to investigate to answer an important scientific question. This assessment task tests students' ability to design their own experiment and collect data for analysis. It is always better to carry out an investigation on an area of interest where the data takes on extra significance. Perhaps a good project to consider during the school holidays!

Following the Semester 2 exams this Term, students have been completing their Science studies, including 'Blue Planet' (Yr 7), 'Dynamic Earth' (Yr 8), 'Atomic Theory' (Yr 9) and Forensics (Yr 10). Our Support classes have been studying the Solar System and the Structure of the Earth. It has been good to see the strong level of interest being maintained to the end of the year by our students. At the same time, it is important all students are properly equipped each lesson with their exercise book and pens. Make sure these items are replenished for the start of Term 1, 2019!

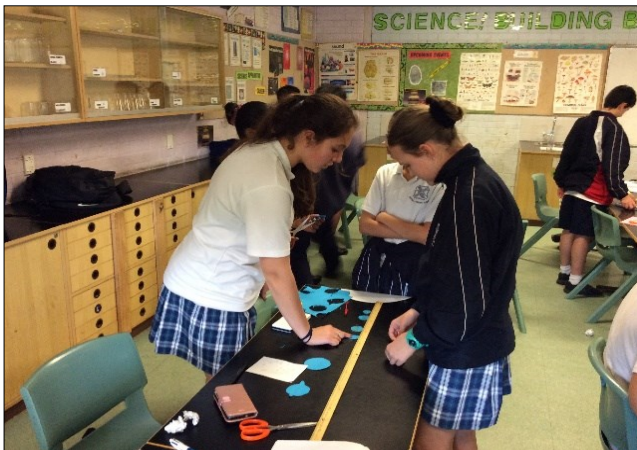
The photos below show a selection of activities and work undertaken by our students through the year.



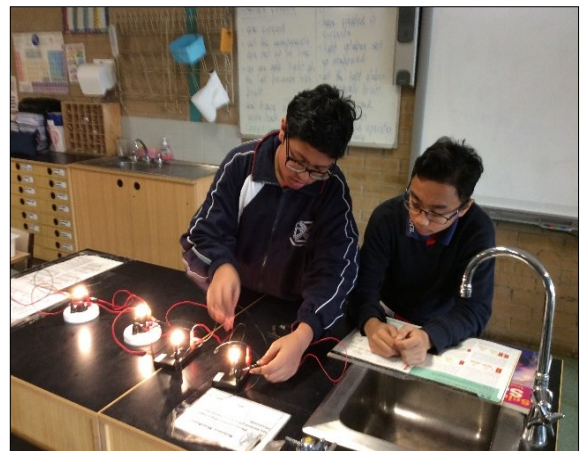
Prehistoric dioramas made by Support Student



Year 7 students using a Triple Beam Balance



Year 7 assembling a model of the Solar System



Year 9 assembling a parallel circuit



Year 10 rocket launching

On behalf of the Science Faculty, we would like to wish everyone a relaxing and safe summer holiday, and look forward to another successful year in 2019.



# English Faculty

Term 4 2018



Robyn Chanco first in English 2018

**Goodbye**  
*We will miss you*



Year 10 students with Ms. Earl after the graduation ceremony.



Connor Theobold received a commendation in English.



Ms Tran, Mr Dacey and Ms Willmetts enjoying a moment at the formal with Year 10 students.

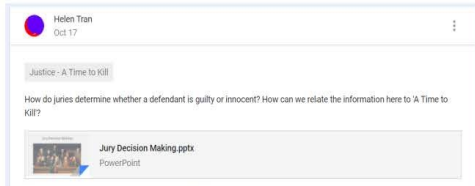


## Congratulations and best wishes Year 10, 2018

Ms. Ayden, Mrs. Roy, Ms. Tran, Ms. Moon, Ms. Dyer, Mr. Dacey, Ms. Willmetts, Mrs. Lutton, Ms. Romerosa, Ms. Mahon, Ms. Neylan, Mr. Brien, Ms. Earl and Ms. Marin.



## Year 10 terms three and four



Many students attended the preparation for essay writing after school

### Term 3- Year 10 Justice unit

Students explored how ideas about justice are represented in texts,

#### Sample sentence:

High angle shot used of Jake Brigance burned house, brings out the fear in him as he looks for his dog.

#### How can we make it better?

A high angle shot has been used to show Jake Brigance's destroyed home. Jake is seen searching through the rubble for a framed family photo as he calls out for his dog. This highlights his sense of vulnerability hours before the trial begins.

#### Sample sentence:

The use of CLH's point of view is to show sympathy for the family.

#### How can we make it better?



Carl Lee Hailey's perspective as a father, clutching her hands in pain over the family's pain over

his daughter Tonya as he celebrates



Term 4 – Year 10 students thought about future careers in the last unit.

## Drama terms three and four- Film making





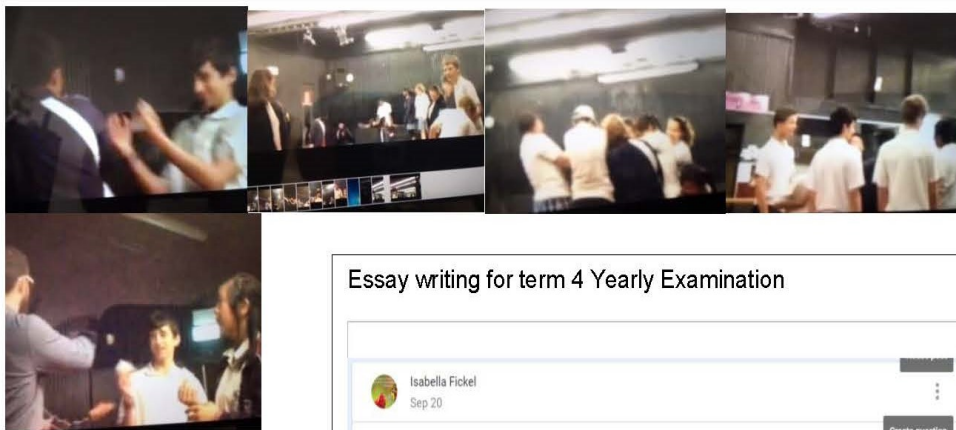








## Year 7 term four- Script writing



### Essay writing for term 4 Yearly Examination

Isabella Fickel

Sep 20

Create question

Create quiz assignment

Create assignment

Create announcement

A high angle shot is used to show the emperors power. In this film, there are many examples of angled shots that represent males having power, a low angle shot, and females having very little power, a high angle shot. In addition, females in Ancient China who followed traditional beliefs and customs, unlike Mulan, must obey all males and we go to school. These points together suggest the unbalanced power in Ancient China based on gender stereotypes. women are weak. In conclusion, a high angle shot is used to display power.

2 class comments

Linden Earl

Oct 16

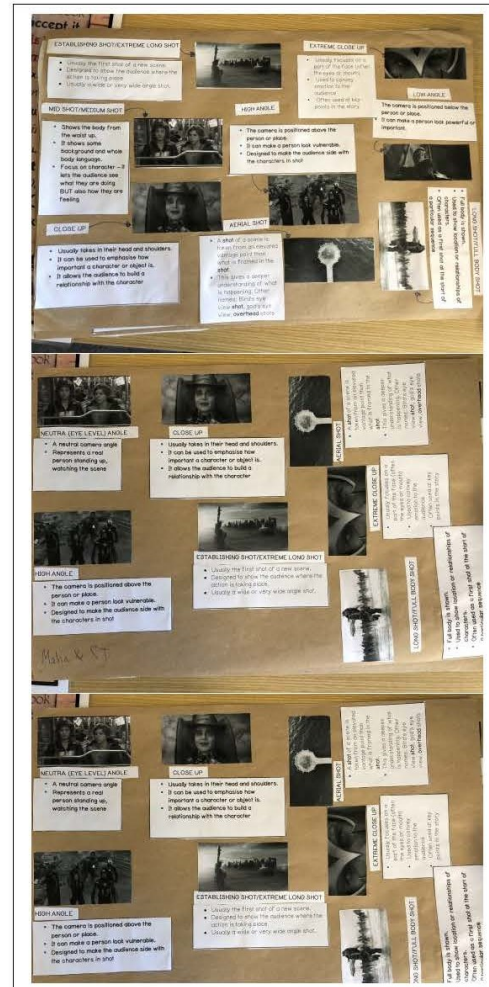
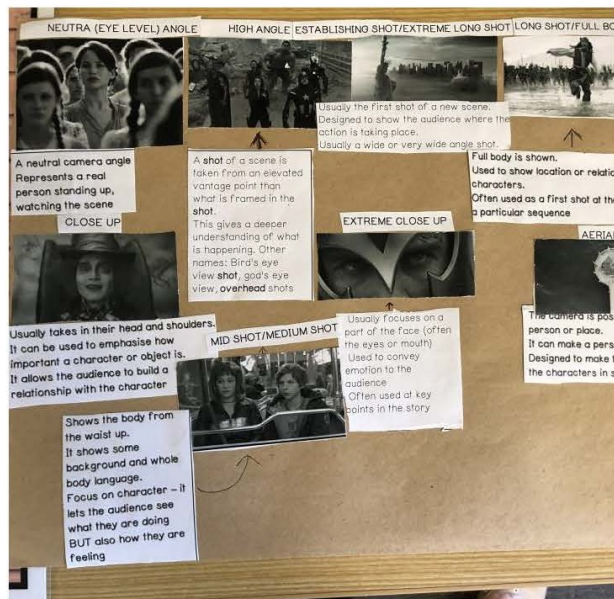
A well constructed TEEL paragraph. Perhaps more detailed description of the shot would drive home your point and support your idea of the stereotype.



# Year 9

## Science Fiction

Students looked at the genre of science fiction in film and short stories.



Helen Tran  
Nov 26

Genre - Science Fiction

'MINORITY REPORT' (2002) - A THINK TANK WAS ORGANIZED TO HELP IMAGINE THE FUTURE.

In order to determine what the world might be like in the year 2054, Spielberg brought together 23 futurists for a brainstorming session. He wanted a reality-based future instead of a science fiction-informed one. All 23 of the participants believed that privacy was going to be a thing of the past. An 80-page "2054 bible" was on hand to keep the movie's universe consistent.

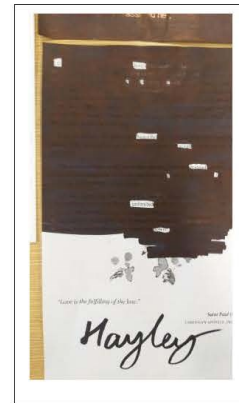
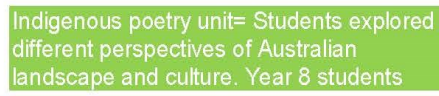
Imagine you are a futurist and are part of the think tank for a new sci-fi film that will be set in 2068. In groups of 3-4, brainstorm what you think the future will be like. You can make sketches or write down your ideas as dot points. You will need to present your ideas to the class.



Helen Tran  
Nov 29

Genre - Science Fiction

Promethean themes involve scientists playing God and using technology as a tool for meddling with nature. Prometheus has been imagined as both a trailblazer for progress and as a dangerous figure who pushes the boundaries too far. What do you think? How does this apply in 'Minority Report'?



The screenshot displays the Nanowrimo website interface. On the left, there is a sidebar with a list of members, each with a profile picture and name. The main content area shows a discussion thread titled "What would cause a major social collapse in today's world?". The thread includes several posts from users like "Brent Lockman" and "Brent Lockman", with timestamps and reply counts. The interface is clean and modern, with a light blue and white color scheme.



**Health**  
Western Sydney  
Local Health District

Trim No: 18/73994

# Year 7 Vaccinations

## Vaccines, for all Year 7 students

Dear Parent/Guardian

Teams of specially trained registered nurses will be visiting your child's school during Year 7 to offer vaccinations against serious vaccine preventable diseases.

### Vaccines include:

1. **Human Papillomavirus (HPV)** vaccine (2 dose schedule, given at least 6 months apart) – giving protection from 9 types of HPV
2. **Diphtheria-Tetanus-Pertussis (dTpa)** vaccine (1 dose) – a booster dose due at this age



### What do you need to do?

- ✓ **Read the Year 7 Vaccination Information Kit** which will be distributed by your child's school at the beginning of the school year
- ✓ **Complete & sign the Consent Form** (make sure you sign for each vaccine your child requires)
- ✓ **Return the signed Consent Form** to your child to return to school, as soon as possible
- ✓ **Discuss the importance of vaccinations** with your child
- ✓ **Ensure your child has breakfast** on the morning of vaccination
- ✓ **If your child is absent from school on vaccination day** catch-up vaccinations will be provided at the next school clinic/s throughout the year

***\*Vaccination –Helps protect your child for life\****

### More questions?

**Please contact Western Sydney Public Health Unit on 9840 3603 or visit**

<https://www.health.nsw.gov.au/immunisation/Pages/schoolvaccination.aspx> for further information and translated copies of the Year 7 Vaccination Information Kit.

<http://www.hpvvaccine.org.au/> for further information on HPV vaccine





# Japanese にほんご 日本語

**Year 7** students have started on their Japanese journey and can now give a brief self-introduction in Japanese. They can say their name, age, address, nationality, where they are from, as well as talk about their family and pets. Some students have even made posters introducing their pets in Japanese. Overall, examination results for Year 7 were pleasing too! This term, their main studies have centred around families, religion in Japan, Mt Fuji and they have been finishing off with a film study of the famous anime, Spirited Away. So, they should be able to tell you the difference between an anime and a cartoon! Well done, Year 7!

**Year 8** students are now wrapping up their compulsory 2 years of Japanese study. This term students have completed assignments on an important Japanese city, researching the history of the cities, their cultural contexts. They also needed to explore Japanese contributions to modern global culture. Other learning activities this term centred around looking at how to talk about sport and the diverse types of sport played in Japan. Students have been investigating the philosophical contexts of some sports, e.g. karate or sumo wrestling and they have come to realise that some of the secrets of martial arts are:

鬼手仏心	Ki-shu-bu-shin	“Devil-hands Buddha-heart” Have skilful hands but a pure heart
石磨之勢	Seki-ma-no-sei	“Make effort like you are polishing a stone.” You should continue practising and polishing your skills until perfect.
内剛外柔	Nai-gou-gai-juu	“Be strong inside and soft on outside” Be emotionally & physically tough inside, but mild and gentle on the outside.

Good luck with your future studies, Year 8!

**ELECTIVE JAPANESE Years 9 & 10** have used hiragana, katakana and kanji during this semester and covered a variety of topics including housing, telling the time and daily routines, transport and food. They recently went on an excursion into the Japan Foundation in Ultimo and participated in activities such as wearing Japanese clothes before going out for a teppanyaki lunch at a Japanese



restaurant. Back at school, one lesson they made delicious Okonomiyaki (Japanese savoury pancakes) and found out about Japanese traditional fast foods, in preparation for their excursion to the city. YUM!

Students learning how to play the Taiko (traditional Japanese drums)



It's all part of the Teppanyaki show!



How does this work? Students figuring out how to wear their yukata...



Turning Japanese!

With thanks mainly to Mr Hutton's assistance, everyone managed to wear their yukata perfectly ... maybe?!

And a fabulous excursion is had by all!





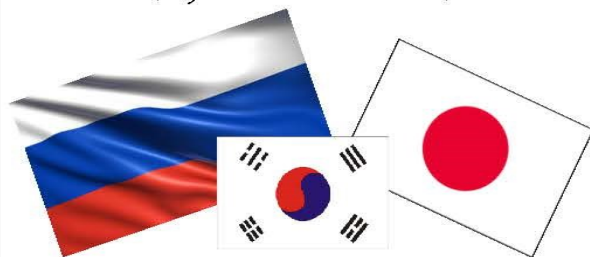
## NSW SCHOOL OF LANGUAGES

Special commendations for our students learning language through the NSW School of Languages:

- Alexander & Viktoriya (Yr 10) studying Russian
- Yuki (Yr 9) studying Pre-Japanese in Context for Heritage students.

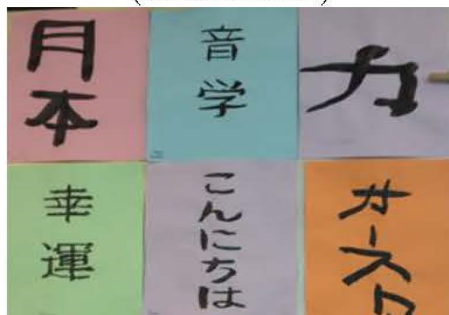
These students have all performed at an outstanding level in their courses. Congratulations!

We welcome aboard Micah (Yr 8) who will start studying Korean from next year.



## JAPANESE CALLIGRAPHY!

(BY SUPPORT UNIT)



## Support Unit Japanese

Students in our Support Unit have also enjoyed Japanese lessons this semester.

They have made posters on animals and where they come from and collages for hiding under their New Year pillows to bring good luck in the New Year!

They have also tried calligraphy, using brush and ink and practised using chopsticks in class.

Our students are to be congratulated for their wonderful dedication to their Japanese. Some students have an excellent grasp of spoken and written Japanese!



Meet **RAGS** the new therapy dog at QHHS who has recently started work and will sometimes grace our School Support Unit and Language classroom!

メリー・クリスマス Merii Kurisumasu!  
from Languages!





## Year 7 Pet Posters in Japanese





### **Quakers Hill High School Connected to Community (QCCP Day)**

Tuesday 11 December, Term four was our fourth QCCP day for the year. Mrs Foreshew liaised with the Museum of Contemporary Art (The Rocks precinct) Sydney to book a two hour session that included a tour of the exhibits and practical workshops.

17 of our Aboriginal students caught the train to Circular Quay, spent some time walking near the harbour and then met our three Educators at the Museum. We began our tour with leaving important memories on the concrete walkway using water and brush – this related to the concept of belonging, of connection, of country. Once inside we divided into two groups – with different activities that were based on the art work in the museum. We all had to choose an object from a straw basket, share why we chose that particular thing, and then use it later to inspire our drawing which then became a group installation – including choosing materials such as leaves, pebbles, shells, pen lids, cardboard discs and so on.

Our creative journey ended with the building of a floor based installation – and when sharing our insights into this amazing object we were drawn back into belonging, on country, identity and deep personal symbols and meaning. The Educators talked to the students about their own Aboriginal backgrounds and their country and their mob. The connection continued back to the art work, and the ‘voices’ of the artists through their work.

We had some delicious lunch at Circular Quay and then walked up Macquarie Street past the Sydney Conservatorium, the Mitchell Library and Parliament House to Hyde Park. After a very long walk we reached our destination – the Aboriginal and Torres Strait Islander memorial to their fallen soldiers – to those who served in different wars.

We are beginning to plan for our QCCP days for 2019. The excursion today was an experiment – it was very successful and we will include a similar excursion in next year’s program.

The day’s success belonged to two factors: the exemplary behaviour of our students and the outstanding professionalism, program design and knowledge of the Museum’s Educators.

It was an excellent day.

Ms Lawson-Cohen and Mrs Foreshew





## **FUTURE FOCUSED LEARNING**

### **SHARK TANK**

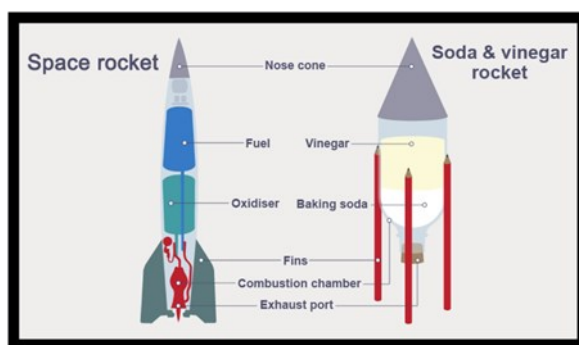
In future focused learning, students took part in the module 'Shark Tank'. They were required to create a social enterprise that addresses a social issue. Pollution, community violence and homelessness were some of the problems identified by students. Within their learning hubs, students approached the issues from both a charity and business perspective. Students then presented their idea to a panel and the best social enterprise won.

There were many groups that presented original and authentic ideas, which included a well thought out budget. However, one group stood out in particular. "Blank space" presented by Amani Migahed, Nasren Dodangeh, Sakeena Rafique and Hansni Dhwanipriye is a social enterprise that helps people who have a disability or lost a limb. The social enterprise recycles old prosthetics and makes them available again for second-hand use for a more affordable rate. Well-done to the mentioned students for their outstanding presentation.



### **MISSION TO MARS**

In this module students needed to complete three mission in order to successfully qualify to be a resident on Mars. The Rocket Mission required students to create a spacecraft and launch it into space. Students would mix vinegar with baking soda to create an acid-base reaction causing the rocket to lift off. There were many failed attempts, with students going home smelling of vinegar. However, students used the engineering design process to improve on their rockets, with some rockets launching more than twenty metres into the air.



The Colony Mission required students to use recyclable materials to create a community on Mars. Students successfully created a sustainable environment that ensured the protection and survival of 100 people. Students also discussed and argued which members of the community were required to voyage with them to Mars.

What does Opportunity, InSight and Curiosity all have in common? They are the names of space rovers that have successfully landed on Mars. The Rover Mission required students to

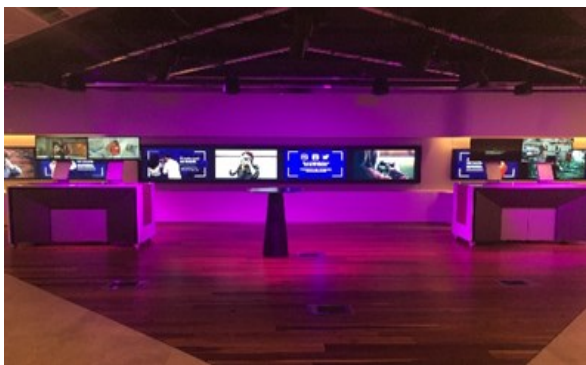
program their own personal rover (Sphero) through Mars like terrain. Students learnt how to block code their Sphero to stop, rotate, change colours and detect collisions.

All the Year 7 students showed diligence throughout this semester with many showing an improvement amongst the twelve transferable skills. The FFL team would like to wish the Quakers Hill community a safe and happy holiday and we look forward to another exciting year of FFL.

### **VIDEO FOR CHANGE**

By Asyraf Gurtala Year 9

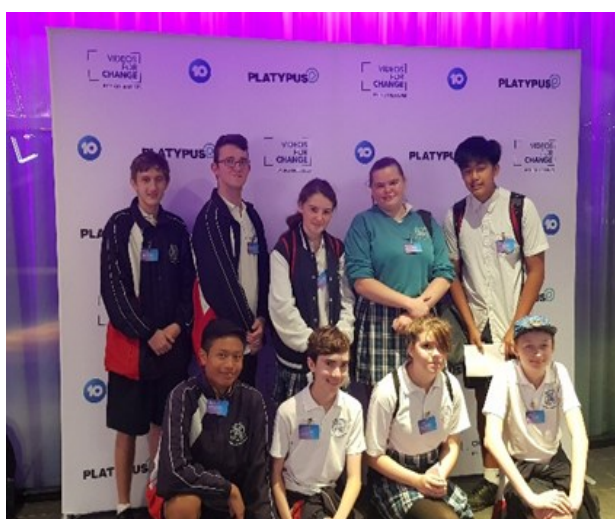
Inspiration comes from the most unusual and unsuspecting places. A passion, a cause and the minds of willing people can transform the ideas, emotions and mind sets of thousands. This was explicitly shown to us on our day out in the city, where we took part in the Video for Change festival at the Telstra theatre.



Upon the arrival to the Telstra theatre we were greeted by exquisite stuff and happy smiles. We observed and viewed the applicants' videos that tackled many current and relevant social issues. Such issues included; tolerance, homelessness, pollution and domestic abuse.

Being told that the doors were opening thrilled the room. We assembled in one line and one by one we walked into entertainment paradise. A purple haze lit the room, white patterned walls and a surround sound audio system had students looking around excited. We watched several videos that were directed, produced and filmed by students. The videos were an instant hit, receiving over seven millions views on YouTube with many going international.

There was two senior high winners as the panel could not decide between them. Their message resonated with many of us, pulling on our heart strings. The video "Autism", shared the daily difficulties of an autistic person. A "Home Without Love" tackles the issue around youth homelessness due to an intolerance towards homosexuality. The winners were greeted by Lisa Wilkinson and the CEO of platypus shoes. The day come to an end, we looked back at the theatre admiring what we had just witnessed and thinking of ideas for next year's Video For Change.



The links to the videos:

A Home without Love [https://youtu.be/3eIkvg\\_908w](https://youtu.be/3eIkvg_908w)

Autism <https://youtu.be/kN-OxaQlv9s>

### **DUKE OF EDINBURGH QUALIFYING JOURNEY – TERM 4**

The second of two overnight hikes for Duke of Ed took place on the weekend of 16 – 17 November for the students in Years 9 and 10 participating in the Duke of Edinburgh Award programme. With Mr More and Ms Lawson-Cohen, the students travelled by train to Cowan, then picked up the Great North Walk and trekked overland to the Hawkesbury River at Brooklyn. The campsite that night was adjacent to a weir which once provided water to steam trains travelling up and down the coast.



On the second day, the group crossed the River on a water taxi, then walked from Patonga to Pearl Beach before rewarding themselves with hot chips by the water. The students then backtracked to Patonga and crossed the river again before boarding a train back to Quakers Hill. Despite being tired and footsore, it was a wonderfully enriching experience for this year's group of students; Josh Andrijich, Blake Hodgekiss, Iluka Jelley, Christina Jerrow, Nathan Jones, Rachel Lee, Pearl Mamae, Grace McDonnell, Zoe Morgan and Jayden Van Rosmalen.

These students have now qualified for the Adventurous Journey component of the Duke of Edinburgh Scheme. Once they have completed their Skill, Service and Physical Recreation



requirements, they will earn their Bronze Award – along with hundreds of students from other schools throughout Australia. Our school is offering next year's Year 9 students the opportunity to also undertake the Bronze Award programme, including two overnight hikes. There will be more information about this on Assembly in Term 1 next year.



## NEWS FROM THE LIBRARY

As you may remember, QHHS raised more than \$2000 in the Dymocks Children's Charities Book Bonus Fundraiser this year. This made us one of the program's top fundraisers, and we were thrilled to discover that this entitled us to select \$3000 worth of books for the school library. This would not have been possible without the help of our students, the school community, and friends of staff and school families,

The books have now nearly all arrived and are ready to borrow. They include fiction and non-fiction books on a range of topics. The generosity of the donation also allowed us to select a substantial number of beautiful picture books which will be used by our Stage 5 Child Studies students in a special unit of work focused on early childhood literacy and literature.

In this photo you can see our Book Bonus fundraisers, Olivia, Cassandra, Ramya, Sienna, Jade, Marleighbel and Casey-May, and one of our dedicated library monitors, Dhinesh. These students, along with our graduating Year 10 Library Monitors Zoe, Grace and Yashvi, and Year 9 monitor Annalise, received book prizes in Assembly this week as thanks for their support of our school library.

We've also taken delivery of a couple of large orders from our book suppliers, and are thrilled that these new books have totally refreshed our fiction collection and have given us many, many new books that will be eligible to be included in next year's Premier's Reading Challenge.

As a result of all these new books, we've weeded some fiction from the collection that hasn't been borrowed in many years. These books are available for sale for the grand sum of 20c per book! Grab some bargains for the forthcoming holidays!

Students may also borrow books over the summer holiday break, with all books borrowed from now due back on Monday 4 February. Books read in the holidays can count towards the Premier's Reading Challenge, which will start again in March 2019. Happy holidays, happy reading!

Judith Ridge  
Teacher-Librarian (Relieving)

## YEAR 7 ORIENTATION

QHHS welcomed our incoming Year 7 students and their families at our Orientation Information Evening and Orientation Day on Monday 3 and Tuesday 4 December. Principal Andrew Skehan welcomed the families at the Orientation Evening and took them through essential information including school uniform requirements, SMART Code expectations, and the new bell times for 2019. Ms Emma Flack and Ms Alana Hourigan introduced themselves as next year's Year 7 Advisors, and we were also given a short presentation by NSW Health regarding the vaccination program available free of charge to all students in Year 7.



Parents were able to pre-purchase uniforms and book packs on the night, and pay for the Swimming Carnival, which takes place on Monday 4 February (Week 2 Term 1 2019).

The following day, the students enjoyed a preview of high school, attending 4 periods of classes across different subject areas, and completing a “treasure hunt” tour of the school. Classes the students sampled included making yummy Christmas balls TAS, dressing up as warriors from different periods of time in History, making blackout poetry in English, learning a bit about coding and design with our technology teachers, and having fun with drama games in our Performance Space. We’ve heard excellent things from our partner primary schools about this cohort of students, and are very excited to welcome them to our school next year.

Thanks go to all the QHHS teachers and students who volunteered their services to support Year 7 Orientation. We were overwhelmed with more than 80 QHHS students signing up to assist with Orientation, and they displayed extraordinary leadership, maturity and kindness towards the new Year 7s.







# HISTORY

## HISTORICAL FACTS

Famous artist Salvador Dali designed the logo for the famous lollipop company Chupa Chups in 1969.

Dali, keenly aware of branding, suggested that the logo be placed on top of the lolly instead of the side so that it could always be seen intact.



## WHAT HAS HAPPENED TERM 4?

Term 4 in the history faculty has been packed. This term, year 9 students looked at the significance of Remembrance Day and came up with a variety of ways to pay tribute to soldiers past and present. They have also had a big year having to cover the two largest wars in human history and the reasons why they occurred.



jam

Students participated in the Summit program organised by Mrs Asgar. The program seeks to meet the needs of gifted students by providing specialised programs to enhance their abilities in areas of interest. Olivia Coram demonstrated this trait by leading a team of students in the Relay for Life as part of her project.



Year 7 have been conducting mummification practice this term and examining the significance of ancient monuments. Students have been mummifying apples, creating models, wrapping themselves up in knots and building life size terracotta costumes. All the while, examining the religious beliefs of the ancient societies.




---

*"It does not matter how slowly you go, so long as you do not stop."*

*- Confucius*

---

Year 8 are learning about the famous Viking peoples of Medieval Europe. They have been separating the fact from the fiction and completing activities including designing Viking costumes and building Viking boats.

Meanwhile, we bid a fond farewell to our year 10 history students and wish them well in their future studies. This year they now have a greater understanding of Human Rights, Civil Rights, The Holocaust and migration policy in Australia. Lastly remember, leaders lead by example, not by force.



## TEACHER EMAILS

[matthew.brien3@det.nsw.edu.au](mailto:matthew.brien3@det.nsw.edu.au)

[shelley.asgar@det.nsw.edu.au](mailto:shelley.asgar@det.nsw.edu.au)

[josh.tomlinson@det.nsw.edu.au](mailto:josh.tomlinson@det.nsw.edu.au)

[robert.andrews14@det.nsw.edu.au](mailto:robert.andrews14@det.nsw.edu.au)

[nicole.reardon2@det.nsw.edu.au](mailto:nicole.reardon2@det.nsw.edu.au)

[karen.critchley@det.nsw.edu.au](mailto:karen.critchley@det.nsw.edu.au)

Edited by Sun Tzu



## AUSTRALIAN MATHEMATICS COMPETITION

The Australian Mathematics Competition was held on **Thursday 9 August 2018**. Students from years 7 -10 participated in this competition. **Students were presented with their awards in the school assembly on Thursday 22 November**. The awards received by students were as follows:

**Participation:** Ryan Sambhar, Zaki Tanauli, Nimsha Meghwar, Kayla Shore, Jayden Van Rosmalen, Yuki Michigami.

**Proficiency:** Peter Gourgy, Anthony Trovato, Marcus Chiu, Arnav Arnav, Monique Portelli, Charlotte Sunderland, Edris Azimi, Cayden Hawron, Eliza Hayes, Andre Arredondo, Sakeena Rafique, Jack Hassall, Abby Kitto, Nasren Dodangeh, Heramb Bamra, Christian Bondoc, Valeria Mijas, Hayley Stephan, Nathan Jones, Lalith Lakkaraaju, Joshua Andrijich, Het Parekh, Kalpa Abeysinghe, Taha Irfan, Iluka Jelley, Alance Kizhahakethil Jacob, Yazmeen Meedin, Lindsay Bath, Shumaila Aroob, Andrew Gourgy and Gurveer Singh.

**Credit:** Angela Zhong, Nick Peoples, Raj Parikh, May Stonham, Brandon Borg, Josh Van Rosmalen, Isabella Fickel, Olivia Coram, Ruchitha Chodisetti, Rachel Lee and Zaldy Thalib.

**Distinction(top 5% of the participants):** Hayley Rochestor, Rocklin D' Cruz, Zoe Morgan.

Well done and congratulations to these students and we hope that more students will be participating in this competition in 2019.

All year groups have been learning about probability. As part of the course 7U designed and made spinners. The students used their spinners to determine possible outcomes and probability of favourable outcomes. The spinners were also used by the students to build an understanding of the difference between theoretical and experimental probability.



### Interesting facts about chance by 7u

- You're more likely to die falling out of your bed than being in a plane crash Jacob
- There is a 1 in 1000 chance of winning on a pokie machine. Kyan
- The chance of winning an Oscar is 1 in 11 500. Kay
- You're more likely to die driving to work than to be eaten by a shark. Taylah
- Odds of being struck by lightning is 1 in 114,195
- There are 80,658,175,170,943,878,571,660,636,856,403,766,975,289,505,440,
- 883,277,824,000,000,000,000 ways to arrange a pack of cards. So, if you shuffle a pack of cards properly, chances are that exact order has never been seen before in the whole history of the universe.



## **TAS NEWS**

### ***“An Urban Living and Design Community”***

The TAS faculty has had a very big 2018 with school events, change of staff as well as projects and preparation for the new Stage 4 Technology Mandatory Syllabus. Our TAS teachers have been busy attending many professional learning opportunities, network meetings and building community partnerships. I thank all the amazing, highly skilled and dedicated TAS teachers who have demonstrated this wonderful commitment to our school and students throughout the year.

We are excited to announce that we will be working closely with our local Bunnings to build our school composting program, educating our students and teachers on how best to be sustainable with our waste. We are very pleased that Bunnings have reached out to our school and assisting us through their community outreach program and that we are indeed building those links. In 2019, Kylie the Bunnings Rep will be visiting our school more often and giving lessons to the teachers and students on our composting system as well as looking at the possibility of more exciting projects. This will also help to nourish and support our thriving TAS Kitchen Garden.

We have also opened up a *TAS KITCHEN GARDEN NAMING COMPETITION* to the school community. An entry form is now available to be collected from the TAS office in G Block and a student can win a \$20 Gift Card for creating a ‘name’ for this garden space. The students have to simply fill out the form, create a name for the garden and describe in a short paragraph why this name suits this space and the school. Students can also enter as many times as they want. We look forward to receiving the entries and having the name of our garden in 2019.

Lastly, we are very proud of the work our students achieved this year in our Technology Mandatory and Elective Subjects. Our students are definitely experiencing and showcasing the “T” and “E” in STEM Education and also taking charge of their projects and in their designs. We will continue to strive for excellence in TAS and engaging our students in 21<sup>st</sup> Century learning.

Enjoy seeing the wonderful work in TAS in the following subjects: Food Technology, Computing, Industrial Timber, Industrial Metal, Engineering, Electronics, Child Studies, Agriculture and Textiles.

***Mr L. Roma, Head Teacher TAS***

**Year 10 Food technology 200hours Food for special occasions.**

This semester year 10 have been studying a unit of work revolving around preparing food served at special occasions. Food is a very important component of many special occasions. Students have explored a range of special occasions including social, cultural, religious, historical and family. Students have planned and prepared safe food, demonstrating appropriate food handling and presentation skills. We have learnt some cake decorating skills. Here are some photos of some of the students work. The students had to design a birthday party for a child. They could choose the theme. They then made and decorated cupcakes to represent that theme as well as the birthday cake. We also had a mystery box Halloween party, where the students were surprised with their recipe on the day and had to make some scary savoury and sweet treats. All of the students have done a great job. Well done. Ms Del Pinto







FOOD FOR SPECIAL OCCASSIONS

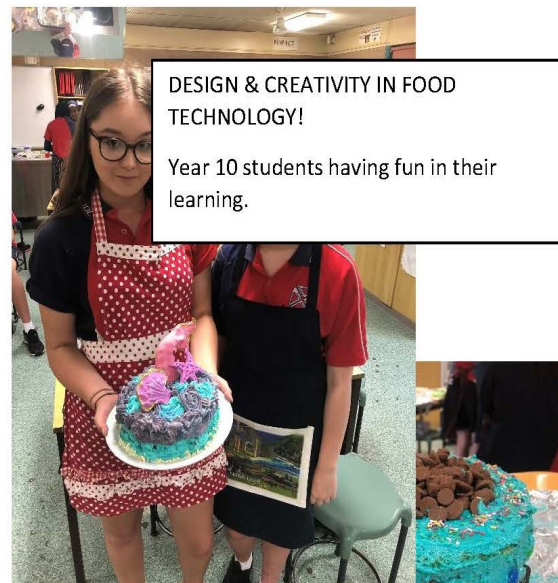
- Cake Decorating
- Planning
- Event Managing











DESIGN & CREATIVITY IN FOOD TECHNOLOGY!

Year 10 students having fun in their learning.







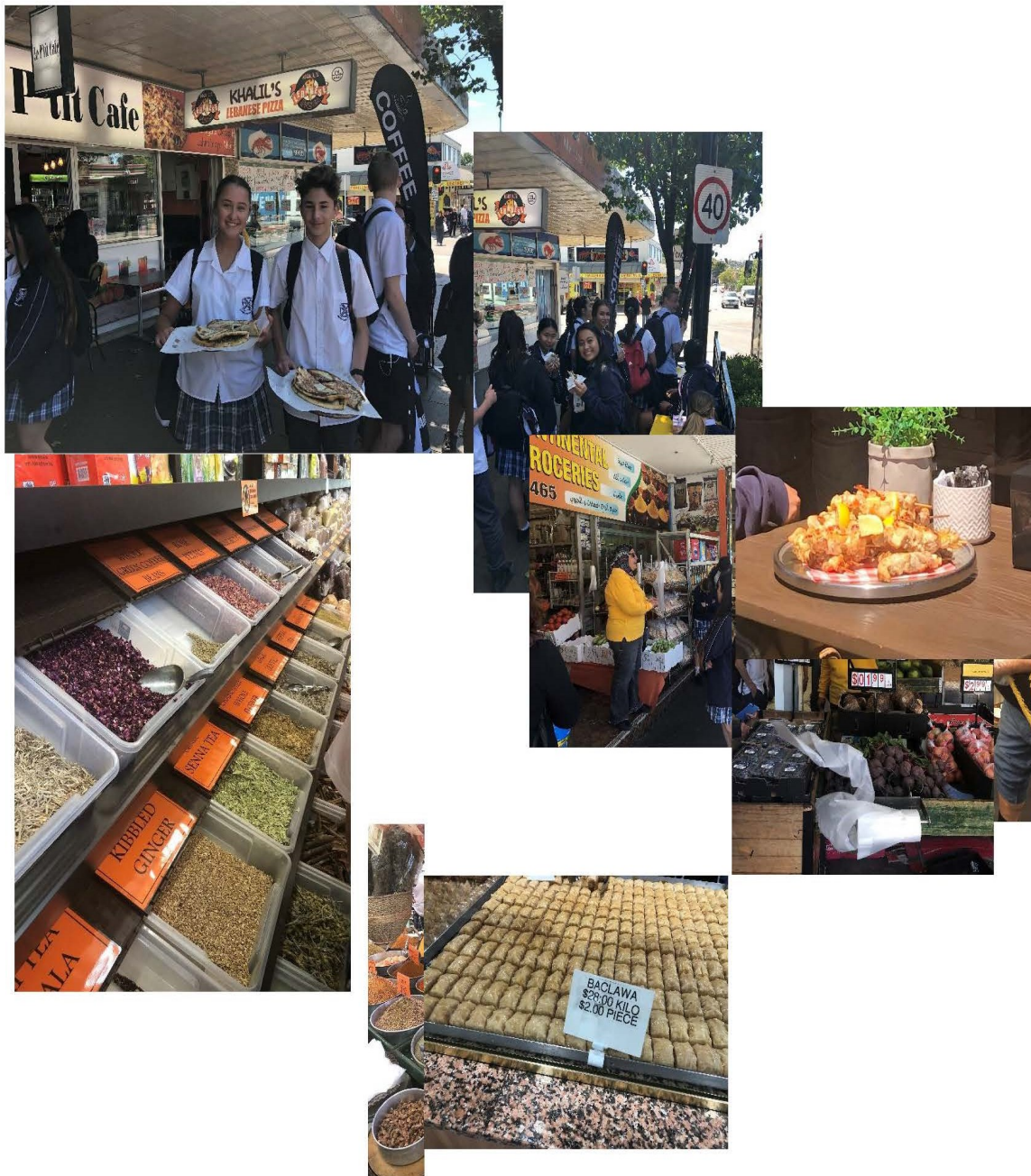


TASTE  
TOURS  
-  
WORLD  
EXPLORER  
BANK  
STOWN  
On the





**23rd** November 2018 a group of year 9 and 10 Food Technology students went on a walking food tour of Bankstown. This food tour took us on a culinary excursion through Europe, Asia and the Middle East. We started our day with a delicious Lebanese pizza, we then visited a Lebanese spice market and tried some delicious cheese and olives with Zaatar. We then explored a Vietnamese grocery store and had some handmade Vietnamese rice paper rolls. The rice paper was made from scratch and tasted delicious! We then had some chicken souvlaki which is just like a kebab. We finished our day visiting a beautiful deli where we tried some homemade cold cuts like salami and prosciutto. And topped it off with delicious Lebanese treats and a Vietnamese fruit shake. Thanks to Mrs Maricic for coming with us. All the students were very well behaved and we all had a great day out! Ms Del Pinto











## CHILD STUDIES TERM 4

Students in Child Studies have been learning about how pregnant mothers actually feel, and the difficulty in carrying out every day tasks due to increasing size and discomfort. Students are spending a lesson wearing the Empathy Belly which contains water, padding and a free moving weighted ball in the tummy. Students are finding it surprising how the simplest of tasks, such as tying shoes, reaching the sink, and lying down comfortably can be difficult. Get up and down from the floor, walking steps, and picking up items can put strain on backs and require prior thought.

Students are also taking home the Baby Simulator to try caring for an infant overnight. This entails identifying the needs of a newborn, and catering to these throughout the night as decided by a randomly generated program all night. The devices run with real baby noise recorded from actual infants. Students have trialled this care in class, then completed care at home. Students have found this a most enlightening experience. Several of the students have gained over 90% and a couple 100%, showing they will be good successful mums one day







## Textiles Technology Mandatory

This Semester in Technology Mandatory Textiles, Year students in Mr B. Cameron's class have been a unit on home furnishings and chose to make cushion covers with a range of designs, embellishments and dyeing techniques.

Techniques included tie dyeing, lace work, embossing. Skills that the students learnt included machine sewing, hand sewing, button sewing and zipper insertion and a variety of finishing techniques.

Congratulations to Lara Beringer, Tarah Thorburn, Logan Van Klooster and Sonali Singh who work is featured in the photos on this page, and to the whole class who presented many fine examples of home furnishings for marking.





**CAFÉ DEL ROMAR**  
**BARISTA PROGRAM**



**“Being In The Barista Program” – Testimony from**  
**Year 10 students**

The barista program allowed me to build closer relationships with my teachers that are vital through our schooling years, as of this I have discovered that I am capable of going up to teachers and building a better relationship. This program has given me a sense of worth and has encouraged me to reach out and form relationships with those around me. It is an amazing way to get a sense of the working world while still being in a supportive environment. Apart from building relationships with teachers, the barista program let me build relationships with other students of the school, some of which I have become good friends with and would not have met if not for the program. It gives us skills that has helped us get jobs and a sense of achievement. It has taught us communication, teamwork, leadership, responsibility and trust.

This program is a fun and encouraging experience, it has helped me in my personal life to feel more responsible and grown up and has provided me with skills and the motivation I can use in the future. Besides giving us these skills and relationships, the barista program is a warm, welcoming place for all people. I know that with my group of supervisors and the other students we have mentored I have built strong relationships with a majority of them. I felt included and valued whilst a barista and has given me a strong sense of pride in not only the program but the school. It has helped many people there to get past their anxieties about getting a job and has provided them with the self-esteem necessary to take that next step. As well as the overall support it has provided for their mental and emotional wellbeing.

Being in the barista program has taught me valuable skills that are useful not only in the workplace but as well as normal social situations. For example it has helped me break out of my shell when talking to others and allowed me the chance to have a role in a team in addition to sharing the responsibility of getting what was required of us that shift done. These skills have helped me and many others achieve the goal of getting a job outside of school using our qualifications gained by being in the barista program.

We thank the organising teachers Mr. Roma and Ms. Del Pinto for giving our school this amazing opportunity available to many students when developing their skills as a person and within the workplace.

**McKenna Puttlitz and Isabella Ellard – Year 10, 2018**

**Are you in Year 9 in 2019 and interested in being part of the BARISTA PROGRAM at Quakers Hill High School? Register your interest at G-Block TAS office and fill out an application form for 2019.**

## Barista Program Students 2018





**Quakers Hill High**

**Applicant Information**



## The Barista Program

### School – Application Form

Full Name: \_\_\_\_\_ Year: \_\_\_\_\_  
First Last

Roll Call: \_\_\_\_\_

Email: \_\_\_\_\_

Why do you want to be part of the Barista Program? \_\_\_\_\_

Are you a SMART and Committed student? YES ☐ NO ☐ Any experience with food & beverages? YES ☐ NO ☐

Interested in gaining employment skills? YES ☐ NO ☐ If yes, when? \_\_\_\_\_

Are you a member of any other school committee, team or extra-curricular activity? YES ☐ NO ☐

If yes, explain: \_\_\_\_\_

### Reference

Referee: \_\_\_\_\_

Relationship: \_\_\_\_\_ Contact: \_\_\_\_\_

Reason why the candidate should be part of the program.  
 Referee to fill out : \_\_\_\_\_

### Disclaimer and Student Signature

*I understand that my application could lead to an interview for the program. I also understand the possible commitment on my behalf to be involved.*

Student  
 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SUPPORT STUDENTS IN TAS

### S2 Fun in the kitchen

This year S2 have been very busy learning basic food preparation skills. The students have been working very hard and have learnt how to make a variety of dishes such as a hamburger, sausage rolls, mini meat pies, potato bake and grilled sausages, Easter themed cupcakes, Christmas themed biscuits, macaroni and cheese, mini quiches, blueberry muffins and scones. They have learnt about hygiene and safety in the kitchen.

Here are some pictures.







## Year 9 Fashion Class

During Semester 2, the fashion class has been busy learning about colouration and decoration techniques and how to follow a commercial pattern. They have demonstrated their new skills by completing a shoulder bag with a decorated pocket in the front where they had to incorporate colouration and decoration techniques of their choice. Some of the techniques used include applique, marbling and tie dying. Well done to everyone in the class.



## Year 7 Technology Mandatory

7Tec1 have been busy learning basic sewing techniques. They have designed and made a pair of shorts for the teenage leisure market.

Congratulations to all the students on an amazing

project.







## TAS COMPETITION

We are having a naming competition open for the whole school community and you can win a \$20 Gift Voucher. All you have to do is come up with a fantastic name for our TAS Kitchen Garden. The name should describe this amazing space we have in our school and is SMART. Please include a short paragraph of why you have chosen this name. You can enter as many times as you like. Entry forms can be picked up from the G Block TAS office.

## TAS KITCHEN GARDEN NAMING COMPETITION

### STUDENT DETAILS - ENTRY FORM

Name \_\_\_\_\_

Year \_\_\_\_\_

Roll Call \_\_\_\_\_

### NAMING COMPETITION FOR TAS

*Write below on the space provided your suggestion for the name of the TAS Kitchen Garden.*

\_\_\_\_\_

\_\_\_\_\_

### PARAGRAPH EXPLANATION

Write below a short paragraph of why this name suits our school.

Explain why you have chosen this name for our TAS garden.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### PRIZE

**You can win a \$20  
Gift Card.**

Competition closes  
Friday 15<sup>th</sup> Feb,  
Week 3, 2019

☐ Please tick and sign this all your own work \_\_\_\_\_

NOTE: The winner will be announced in assembly on Term 1, Week 4, 2019. The competition is run by the TAS faculty and the winning entry will be judged by the TAS faculty and Senior Executive.



## SUPPORT UNIT NEWS

### WORK EXPERIENCE

Congratulations to all Stage 5 students who completed Work Experience during 2018. Students developed communication and practical skills in a number of different work placements, and experienced increased self-confidence regarding independent travel. All students have developed a detailed resume that includes work experience placements and voluntary activities undertaken while at Quakers Hill High School. Special congratulations to Manny for participating in independent work experience twice weekly at The Chocolate Drop Café in Richmond, where he recently gained part time employment.

### TRANSITIONS

Students in Year 10 have been participating in transition activities at Wyndham College this semester. They have become familiar with the layout and daily organisation of the school, and gained valuable knowledge of course content and elective options for senior school. We are confident that students are well prepared for the new school year. Year 9 students participated in a subject information day at Wyndham College during Week 6. This begins their transition to Wyndham College. Students beginning Year 7 in the Support Unit at Quakers Hill High School 2019 have participated in a

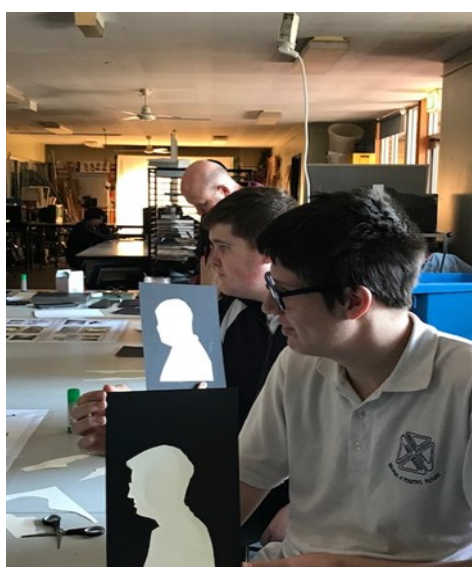


number of transition days here at school, meeting staff and students from the support unit, touring the school grounds and engaging in a variety of activities. Support unit students have been most welcoming and supportive of their younger peers. Best wishes for our Year 10 students, who commence the next step of their journey. We're sure you will enjoy Wyndham College. Don't forget to visit us as we would love to hear how you are progressing. We would also like to

welcome our nine new Year 7 students to our Support Unit. We look forward to getting to know you in 2019.

Wishing all our students and families a very Merry Christmas and a Happy New Year.

The Support Staff



## IST @ QHHS

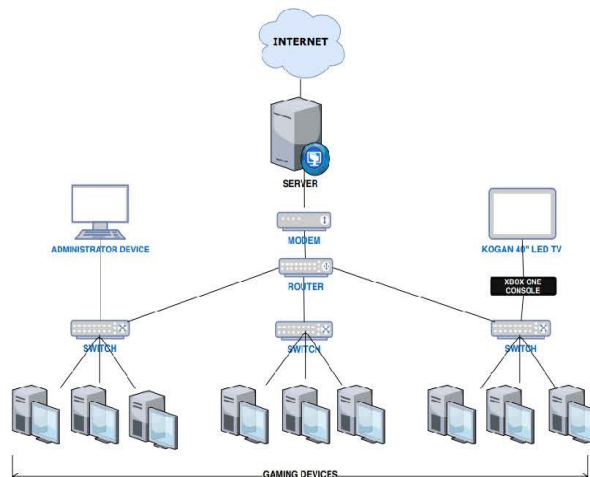
During Term 4 students in Year 7 generated designs that were engraved into their box lids with the laser cutter/engraver.



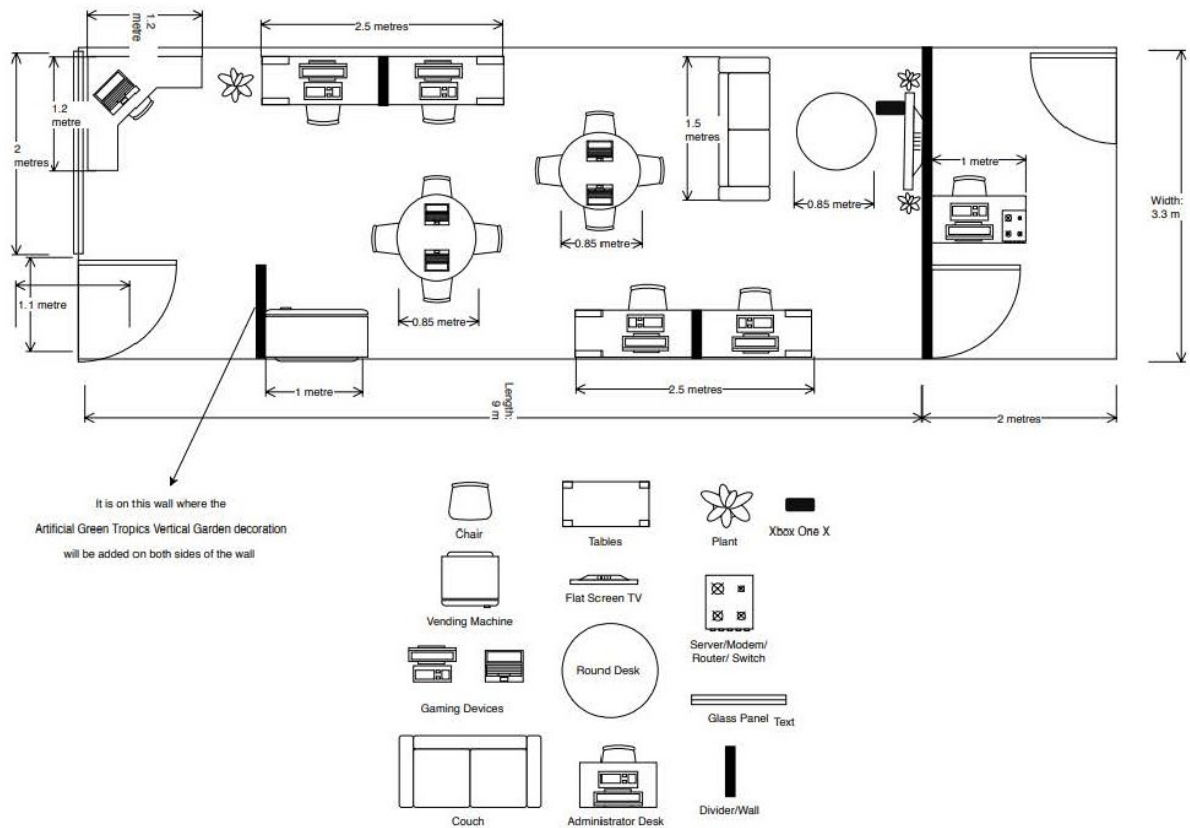
Students studying Engineered Systems in Year 8 also completed their kites.



Students in Year 9 have completed their second major project in Networks - A network diagram for an Internet cafe. They are also exploring programming via the Python computer language.



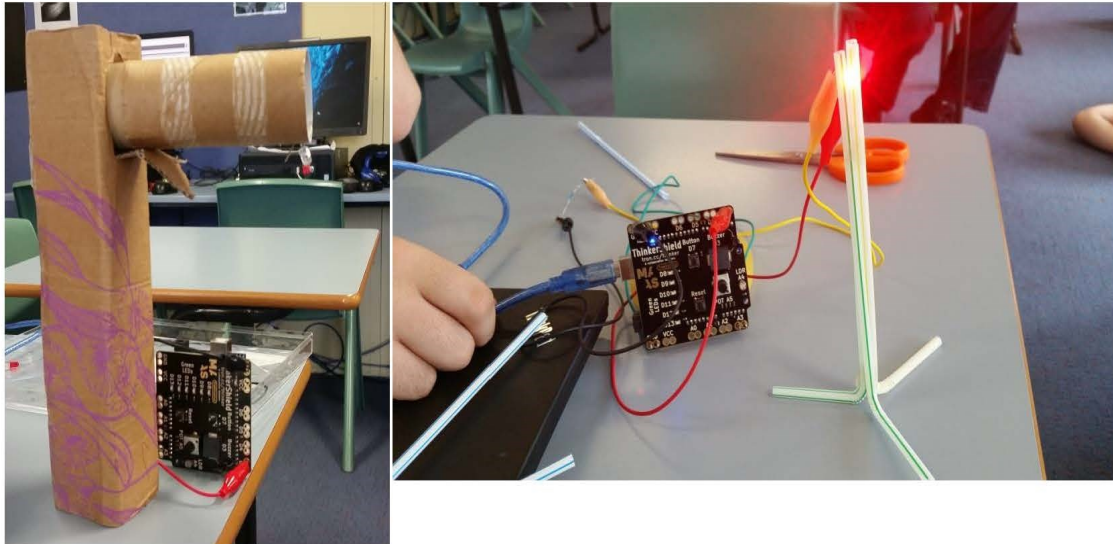




Students in Year 10 have completed their second major project in Software Design - A Microsoft Access database for a library.



Students in S1 and S2 took part in the Premier's Coding Challenge and have completed all challenges and submitted designs for a smart streetlight as part of the Diamond Challenge.



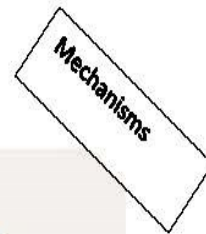
Students will also be receiving certificates for taking part in the challenge.



## Industrial Technology 'Engineering'



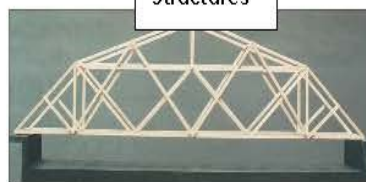
Mechanisms and Hydraulics



Aerodynamics and Aesthetics



Structures



Students in Engineering this semester were working on building support structures such as bridges, exploring aerodynamics, and creating working examples of olden times machines from medieval eras. Students used a both traditional and modern day technologies to assist with this, and tested their results for weight bearing and other functions. Research was conducted into industry use of emerging technologies and student interest in sustainable materials. Projects incorporated skills using forces, mechanisms, structures, hydraulics, the study of motion, aesthetics etc.

It also provided practise in using skills and knowledge such as teamwork, communication, Workplace Health and safety as well as science and maths.

Mr Van Boom

## Industrial Technology 'Metal'



During term 3 and 4 students have created a number of items in the metal workshop. These included toolboxes, hammers, vices, etc. Students developed skills that will transfer to industry and build confidence in the use of traditional and emerging technology that deals in metals. Students have created some excellent work this semester.

Mr Van Boom



## Year 7 Mandatory Technology

### Engineered Systems

Students in year 7 had the opportunity to trial both rubber band and electronic engineered cars this semester. Students used a range of recycled materials to create the rubber band driven cars that ran with kinetic energy. Along the way they learned of forces and motion. After succeeding in experimenting with design and getting the cars to run, at least 10 times and consistently, students moved on to learning a little of electricity, circuits and batteries. The kits allowed for a range of design choices with 2 sizes of wheels, and options for a base board. All students completed a car. Deputy Beaty Maricic was invited to come and see some of our test runs, and was very impressed. Students were able to collaborate in teams to sort out issues with solder, connection and design. Our teaching staff is excited to delve into the new Technology Mandatory Syllabus which has a focus on Engineered Systems. Our students will be learning more aspects of this great unit of work. Fabulous work showing a variety of STEM principles and future focused skills. Good job. 7T03.





### TAS Kitchen Garden & Agricultural Plot

Our TAS kitchen garden has given us so many offerings in its first 6 months. We have truly been able to integrate the learning of our students in Technology Mandatory, Food Technology and Support and have also been able to incorporate many facets of extra-curricular education such as Gardening for Sport with the creation of the TAS garden.

The students have cared for and grown many types of vegetables and herbs which include tomato varieties, celery, eggplant, okra, zucchinis, beans, spinach, peas, silverbeet, capsicum, beetroots, carrots as well as strawberries and many more. Our teaching staff and students have been enjoying the pickings and we are proud that our plants are all chemical free and grown organically. Students have been able to use our vegetables and eggs from the Ag plot in their recipes such as the mini quiches and other baked goods. This garden has become one of our school community's pride and joy. We are currently running a competition for our students in naming our garden in 2019 and students are able to pick up an entry form from TAS.

Our Ag plot has also been busy with our chickens currently enjoying the paddock with the chicken tractor. We have also started to plant a variety of seedlings and prepared a plot for sunflowers. We have also started a Mother's Day project with the Chrysanthemum plants donated by Chifley College Bidwell which will be a great project for our students in 2019. We are hoping in the next few months with our students looking after these plants that we will have quite a few Mother's Day bouquets for sale to the community next year.

We look forward to having this TAS Kitchen garden and our Agricultural Plot will continue to be an extension of the classroom and be the excellent outdoor learning environment that it can be.

***Mr Roma, Head Teacher TAS***





## PDHPE REPORT

### Stage 4 Swim and Survive Program

During week 8, our Year 7 students participated in our annual Swim and Survive program. The program is a balanced swimming and water safety program which follows the general award conditions of Royal Life Saving Australia. Some students had the opportunity to attempt the Bronze Star award which aims to develop skills and knowledge of safe water rescue and survival at a higher level.

Unfortunately this year we were unable to offer the Swim and Survive program to Year 8 due to logistical reasons, however we were fortunate enough to be able to provide an opportunity for 2017 Bronze Star award recipients to participate in the Bronze Medallion award. Holders of this award are recognised as having gained a minimum standard as a qualified lifesaver. We are grateful that Mr Barry holds a Bronze Examiner certificate which enables us to provide students with the opportunity to participate in the Bronze strands.



The week was a great success with 157 students being successful within their classification of the Royal Life Saving award scheme. Students were also provided with the opportunity to acquire essential skills in resuscitation and engage in a variety of aquatic activities. Each session was centred around water safety, personal survival, rescue, resuscitation and emergency care to assist in reducing aquatic related accidents. Activities varied according to the levels students acquired and included; swimming technique, safe entry and exit procedures, dry water rescue, safe water rescue, survival water skills, underwater search skills and understanding basic concepts around water safety.

The staff during the program are assisted by a small number of exceptional Year 9 students who were selected due to them either having previously earned a high level in the Swim and Survive program, acquired their First Aid certificate through the PDHPE Pass course and/or demonstrated consistent SMART qualities throughout the year. These students proved to be a valuable asset to the staff throughout the week and optimised the school's SMART code in every way. The assistants included; Annalise Ahmed, Jai Atkinson, Ryan Corkery, Lilly Deering, Shoshana Galbraith, Renee Hampson, Ellie Hindmarch, Iluka Jelley, Tyler Kitto, Maharish Muthukumar, Carlie McLeod, Ysabella Miguell, Dylan Myles, Nic Nedanovski, Deena Poulos, Joel Schubert, Lachlan Shea, Yuvraj Singh, Connor Stephan, Cameron Towell, Mitchell Tritton, Abbie Turner, Zoe Walker.



Lastly I would like to thank the Year 7 and year 8 students who continually upheld the schools SMART values throughout the week and made this an enjoyable program to deliver for all staff involved.

### PDHPE Curriculum News

NESA has developed a new Personal Development, Health and Physical Education (PDHPE) syllabus for Kindergarten to Year 10. The new

syllabus includes Australian curriculum content and further detail that clarifies learning.

PDHPE staff have been working to implement the new syllabus in 2019. Implementation for Year 7 and Year 9 will occur next year and the remaining years in 2020. With a change in timetabling next year, Stage 4 will consist of 4 periods of PDHPE a fortnight and Stage 5 will have 5 periods a fortnight. The split between practical and theory classes will be determined by the units of work studied throughout the year.

Programs are being developed with content from three key strands including; Health, Wellbeing and Relationships, Movement Skill and Performance, and Healthy, Safe and Active lifestyles. The focus areas will be nutrition, physical activity, drugs and alcohol, supporting mental health, personal safety, relationships and sexuality. Units will continue to provide opportunities for students to develop and enhance skills needed to live healthy, safe and active lives.

If you would like to view more information on the new PDHPE syllabus feel free to contact me at the school and/or you can access the following website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide>

I would now like to take this opportunity to thank a number of staff who have been outstanding contributors to PDHPE this year and are moving in search of different challenges in 2019.

Firstly to Miss Parkhouse who joined us late in term 1 this year and has fitted in seamlessly within the PDHPE faculty. She actively contributed to the school's sports program and was well respected by both staff and students. We wish her the best of luck in her future endeavours next year and would like to thank her for her positive contributions within the school.

Additionally, Ms Sotiriou has been a valuable member of the PDHPE faculty who has taken on many roles. Without previous experience, she inherited a number of Futsal teams and coached them to some impressive results at a regional level. Ms Sotiriou was also a driving force behind the PDHPE faculty showcase this year and we would like to wish her all the best in her future endeavours next year.

Lastly we would like to wish Ms Portelli all the best on her maternity leave next year and thank her for the extraordinary effort of organising and running the school's sports program. She will be sorely missed next year and we wish Mr Hill and Mr Hawkes the best of luck in filling such big shoes.

Mr D Nash  
HT PDHPE

## Sport Report

The 2019 sporting year has been another successful year with Quakers Hill High School students representing our School, Zone and the Sydney West with distinction. On the 15<sup>th</sup> of November 2018, we held our annual Sports ceremony to celebrate the success of our athletes and recognise outstanding performances by students throughout the year.

### School Age Champions

At each carnival students accumulate points for every event they enter. The following students had the highest point score and were awarded age champions in each of the three major sports carnivals held this year. Congratulations to our 2018 Carnival Champions:

**Swimming:** Kayla Shore, James Schumacher, Olivia Coram, Declan Banks, Madeleine Hand, Daniel Wilson, Bonnie Boswell, Jaxon Savage, Chloe Webster, Logan Maskus

**Cross Country:** Keyuri Patel, Lucas Simmons, Antonio Baillo, Madeleine Hand, Mitchell Tritton, Amber Precious, Ryan Corkery, Chloe Webster, Rhys Smith





**Athletics:** Jessica Randall, Jack Hassall, Elizabeth Amadi, Antonio Baillo, Alicia Mamae, Mitchell Tritton, Alexandra Wicks, David Cortese, Chloe Webster, Cameron Faulalo, Gavin Sanchez

### Blacktown Zone Age Champions

QHHS continues to be a dominant participant in the annual Blacktown Zone sporting carnivals. The following students have represented our school with distinction at the Zone carnivals and earned the right to call themselves Blacktown Zone Age Champions.



**Swimming:** Declan Banks, Madeleine Hand, Bonnie Boswell, Jaxon Savage

**Cross Country:** Antonio Baillo, Abby Kitto, Amber Precious

**Athletics:** Jessica Randall, Antonio Baillo, Alicia Mamae, David Cortese, Chloe Webster

### NSW Premier Sporting Challenge Medal

The Premier's Sporting Challenge Medal recognises tremendous commitment to the school's sporting programs. Our recipient, Lachlan Shea, has been involved in the Backyard League Program and has played a big part in the PASS refereeing program, where he was identified as a positive role model for his peers. He was a reliable and willing assistant taking on any task asked of him and his passion and commitment to sport was clearly evident.



### Blacktown Zone Blues Awards

The Blacktown Zone Sporting Blue award is the highest individual award bestowed by the Zone. This year we were lucky enough to have six students awarded the Blacktown Zone Blues award. Congratulations to the following students:

**Brooklyn Williams:** Winner of the 15's Girls Sydney West Tennis competition (undefeated). She progressed to the NSW CHS tennis competition and was invited to represent the state in an opens competition.



**Ammie Vamah:** The youngest player selected into the Sydney Metro CHS Girls AFL team. She played at the NSW CHS all schools AFL championships winning the entire competition. She scored four goals in one game and was awarded a CHS Medal.

**Amber Precious:** Represented the Blacktown zone every year at a NSW CHS level. She was awarded the Blacktown Zone Cross Country Age Champion each year and has gone on to represent at both Sydney West and CHS carnivals. She has also played with distinction in the Blacktown Zone Soccer team and competed in athletic events.

**Olivia Scriberras:** Was selected into the Sydney West Girls hockey team who went on to play in the NSW CHS opens girls hockey competition. She was the youngest player in an opens team having one of the biggest statistics for goal assists.

**Kade Webber:** Played in the NSW CHS 2018 match play championships. He birdied the last hole to win the tournament by one shot and managed to score 2 over par for the entire course. He then went on to play at the NSW CHS Opens Golf Tournament.

*Alexandra Wicks:* Represented the Blacktown Zone every year at Zone, Sydney West and CHS level. She has also played with distinction in multiple Blacktown Zone Representative teams such as Netball, Touch Football and Oztag.

## Team of the Year

This year the Quakers Hill High School U16's Girls Futsal team was awarded Team of the Year for 2018. They were runners up in two regional futsal competitions and competed in the NSW State Futsal competition at Dural.

Congratulations to the Girls Futsal Team coached by Ms Sotiriou.

Kennedy Lawrence, Lilly Deering, Shoshana Galbraith, Amber Precious, Alexandra Wicks, Madison Fontana, Zoe Morgan, Hannah Pugh, Neveen Alam



## Outstanding Achievement in Sport

Quakers Hill High School's Outstanding Achievement in Sport recognises students from each age group who have excelled in a whole range of sporting activities across the year. They have demonstrated a commitment to participation in sport at all levels and have always exhibited good sportsmanship and the understanding of being part of a team and doing their best. Congratulations and well done to:



Jessica Randall, Joshua Hayman, Abby Kitto, Antonio Baillo, Alicia Mamae, Mitchell Tritton, Alexandra Wicks, Jaxon Savage, Chloe Webster, Cameron Faulalo

## Sportswomen and Sportsman of the Year

The pinnacle of sporting achievement at Quakers Hill High School is the Sportswoman and Sportsman of the Year award. This is always a hotly contested award because we have so many outstanding athletes. Each student is allocated points throughout the year for each

achievement and these are added up to determine an overall winner. This year's recipients have again actively participated in their age groups in all the major sporting carnivals and have been keen participants in all of the many sporting opportunities offered here at QHHS.

Congratulations to Alexandra Wicks and Mitchell Tritton.

In other sporting news we would like to welcome Mr Hill and Mr Hawkes into the Sports Co-ordinating role for 2019. They will both be working together in the organisation of carnivals, grade sport and representative sports. They will be the main point of contact for any sporting inquiries throughout the year.

It has been another amazing year of sport at QHHS and we look forward to celebrating more success in 2019.

Ms B Portelli  
Sports Coordinator





## CREATIVE & PERFORMING ARTS NEWS

CAPA have had another eventful time at QHHS. After Semester Examinations students have enjoyed the opportunity to create through practical learning experiences in both Music and Visual Artmaking.

In Visual Arts Year 7 have created some beautiful lino prints and explored Portraiture. Year 8 have mapped journeys with Aboriginal perspectives of their school landscape through drawing, painting and printmaking.

Year 9 Elective classes have been very creative and productive with "Collections of Work" developed after a case study of the contemporary artist Fiona Hall. These works include assemblage sculpture, ceramics, drawing, photography, printmaking and mixed media. It is rewarding to see the sophisticated and sensitive use of media that Year 9 students have achieved. Students have presented this work as a boutique exhibition in the library as showing their work is an important part of Visual Arts. They should feel like accomplished artists too.

Year 10 completed their artistic practice with a collaborative effort to create Ceramic Poppies as part of their Memorial Garden Project gift to the school. Nearly 500 poppies of varying size, form and colour have been created, dried, fired then glazed and re-fired to completed works. This was a significant project that Visual Arts Elective classes and Support Unit Visual Arts classes worked together on. It was great to see all students work right up to the last lesson at QHHS. The kiln is still reducing in heat from 1080 degrees with the final batch.

In Music students have been practicing their skills with rehearsal and performance. Students have been rehearsing for Graduation and Presentation performances and have been regularly encouraged by Mr Cole.

Recently Mr Cole led the QHHS choir to participate in School Spectacular. This proved to be quite a commitment with 6 excursions into the city. In total 16 girls performed in the secondary concourse choir at Qudos Bank Arena.

The choir was filmed and televised on Channel 7. The show was titled "The Greatest" and featured songs from a variety of genres- Greatest themes from movies such as "Gladiator", Pop artists such as Elton John, and Pop Culture- Pokemon, Tetris and Super Mario. The students learned parts to 33 songs and performed 4 shows over two days with late finishes. All students were well behaved and responsible and represented Quakers Hill High School well. It is opportunities like this that add a cultural dimension to QHHS student's learning and was great to witness the students increasing confidence over the experience.

CAPA has witnessed many students attending classrooms at lunch for Musical rehearsals, completion of artworks and final printmaking to bring completion to projects. It is rewarding to see a genuine culture of learning and creativity flourish in our Visual Arts and Music rooms. We have seen the growth of artists, musicians and performers- just what CAPA should be.

The CAPA faculty have a second hand and slightly damaged piano available for a music appreciating household. If you are interested, please contact the school prior to the end of the

school year. Removal of the piano and tuning would be at your own expense.

**Suzanne Walker, HT CAPA**





## **INFORMATION FOR PARENTS**

### **STUDENTS LEAVING EARLY**

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

1. Write them out a note in the morning.
2. Tell your child to take the note to the office before roll call.
3. The office staff will issue your child with an Early Leavers Note which allows them to leave class at the nominated time.
4. Your child will be able to leave class at that time and will be sitting in the foyer waiting for you when you arrive.

### **STUDENTS WHO ARE LATE TO SCHOOL**

If your child is late to school and have missed roll call, they need to go straight to the front office to be marked in late. If they are accompanied by a parent or have a note covering their lateness, they will not receive a lunchtime detention.

If your child is late to school and they do not have a note or a phone call explaining their lateness, they will be put on a lunchtime detention.

### **MEDICAL**

Any students who is on an anaphylaxis or severe asthma plan will need to send in an updated copy of their current Action Plan from their doctor to the office.

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

**THE QHHS UNIFORM SHOP IS OPEN EVERY MONDAY MORNING  
FROM 8.10—9.30AM**

**PLEASE CHECK OUR WEBSITE AND FACEBOOK PAGE REGULARLY**

## 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.

Andrew Skehan

Principal

March 2018

A horizontal timeline with six vertical tick marks, representing the progression of time from left to right.

## 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](mailto:quakershil-h.school@det.nsw.edu.au)

Website: [www.quakershil-h.schools.nsw.edu.au](http://www.quakershil-h.schools.nsw.edu.au)

Principal: Mr Andrew Skehan



### **Come and play netball with The Flamingo Netball Club Inc**

Our club is located at Harvey Park, Marayong.  
We are a fun, family club looking to welcome new players.

All registrations are to be completed online and will open on **5<sup>th</sup> January 2019**. We accept the \$100.00 Active Kids voucher and you can use it towards your registration costs.

#### **Registration Fees;**

Senior 18+	\$290.00
Junior 10-17	\$250.00
NetSetGo 6-9	\$220.00
NetSetGo Skills	\$95.00
PWD	\$130.00
Non Player	\$ 65.00

#### **Registration dates:**

Saturday, 16<sup>th</sup> Feb 2019 9:30am-11:30am

Harvey Park, Marayong.

Wednesday, 6<sup>th</sup> February 2019 7:00pm-8:00pm

Contact Registrar: [flamingoncregistrar@gmail.com](mailto:flamingoncregistrar@gmail.com)