



UPCOMING EVENTS

Monday 26 March
Young Men's Health
Forum

Wednesday 28 March
PATHE Workshops

Thursday 29 March
Athletics Carnival
Year 6 taster day

Friday 30 March
GOOD FRIDAY

Monday 2 April
EASTER MONDAY

Tuesday 3 April
Parent/Teacher Evening
for all years 3.30-8pm

Wednesday 4 April
Year 7 Camp Information
Evening 6-7pm

Friday 6 April
Contact issued
Western Sydney Wanderers
Soccer Clinic
Vaccinations

**Monday 9—Wednesday
11 April**
Year 7 Camp

Monday 9 April
Year 6 diagnostic testing
3.45-5pm

Thursday 12 April
Stage 5 SRE Seminar

Friday 13 April
ANZAC Service
Last day Term 1



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PRINCIPAL'S REPORT

STAFF CHANGES

Welcome to our first Bumper Contact of the year and a particular welcome to our new Year 7 parents and new parents in other years. It has been a very busy 8 weeks at Quakers Hill and a lot has been happening with a lot more slated to take place over the remaining three weeks until the end of the term.

In staffing news, Ms Georgina Willmetts has been permanently appointed to Quakers Hill High School's English faculty and we are very happy to have her in a permanent capacity. The Science position vacated by Ms Grace Gideon and so ably filled by Mrs Sue Natesh has been advertised and we expect to have a permanent replacement by the end of the term. The QHHS Principal Selection Panel convened several weeks ago and decided not to take any of the applicants through to the interview phase. The position will be readvertised at the beginning of

Term 2 with Mrs Rebecca Mahon relieving in the position until such time as a new Principal is appointed.

PROJECT UPDATES

We have had some very exciting project completions over the past few months and we have several others either underway or in the beginning stages. The most significant of these is the completion of the two covered outdoor learning areas (COLA's) outside the Social Science and Science blocks. These have already proved very popular with the students particularly the COLA outside D Block which contains seating as well as a considerable amount of space for students to play handball.



Education &
Communities

Some work is being undertaken in the school hall also to provide a better level of sound, lighting and vision

These works include the replacement of the hall lighting bar and the installation of new drop down microphones for improved sound quality for showcases and performance evenings. 2017's Year 10 students also raised a significant amount of money for their gift to the school – screens to go on either side of the hall. Once these and other ongoing upgrades are completed, our hall will be looking and sounding much better.

RECENT EVENTS

We have had many highly successful recent events that will be discussed in greater detail later in the Bumper Edition but a few highlights include our recent *Year 5/6 Taster Evening*, and our *Year 7 Parent Meet and Greet*. Both events were very successful with high numbers of parents in attendance. We are beginning the new 3 year cycle of our School Plan this year and our 3rd Strategic Direction is *Strong Partnerships, Community Commitment* and as a school we are committed to building a strong partnership with our parents. Meeting the needs of our young people and building a future pathway with them is best and most successfully achieved when we work together hence we do encourage you to try to attend as many events as possible and to connect with the school via the school's Facebook page, QHHS website and/or school email address: quakershilh.school@det.nsw.edu.au.

GENERAL INFORMATION AND UPDATES

QHHS held another highly successful Executive Conference from 9th - 10th March. These two days of planning, learning and collaboration were organised by Kamani Naicker with a focus on "*Sustaining and Growing into the Future*." We explored how we can maintain our current impetus as we grow, develop and become increasingly future focused in our teaching, learning and overall directions. Sessions included a comprehensive SWOT analysis of where we are now and where we want to be, consistency in A to E grading, a presentation by all HT's of their 'Big Ticket Items' and a session on Future Focused Learning. On the second day the Executive and the 2IC's continued to work on their Growth Coaching skills with Mandy Fisher, a representative of Growth Coaching International.

On a recent Facebook post I talked about our commitment to promoting those of our young people who are actively involved in doing something for the community - raising money, doing volunteer work, working for a cause or a charity. We often have community based awards at Presentation Assemblies and a range of award nominations come in throughout the year but we are only aware of what some students are doing outside of their school commitments. Help us to promote our young people and the amazing contributions they are making to the community and the world around them by contacting the school via the school email as we very much want to recognise and promote our young people working for and within the community.

As part of our school-based response to the tragedy experienced by Banksia Road Public School last year we are currently exploring ways that we can make our carpark, exits and entrances safer. Parents would be aware that we made changes last year by closing the school gates, requesting parents not use or drive through the school park and ensuring that a staff member manages the crossing each afternoon. This year we are exploring moving

the existing pedestrian crossing from its current position to the more northern end of Lalor Road. As part of this exploration we have conducted an exit/ entrance survey with the students who have impressed us with their considered, sensible responses. Response was voluntary yet over 260 students responded which clearly demonstrates they are equally concerned by these issues. In upcoming weeks we will be contacting Blacktown Council, the Roads and Traffic Authority and various other authorities to start looking at some solutions to the identified issues. In the meantime, parents are reminded to avoid the area at the front of the school where possible and to meet their children further down Lalor Road. Parents are also requested not to collect children from the 7-11 as managing this area with the numbers of students, cars and pickups can be very difficult.

One final word about the end of the school day. Most students behave very respectfully and positively in their interactions with the public and at the 7-11. Unfortunately, there are some who do not. We are currently working with some of our young people and their parents to ensure that they do not loiter around the 7-11. Please support these efforts by requesting your child make any purchases and then immediately go home. Loitering is unsafe for young people and makes community members feel unsafe also.

Looking forward to seeing and meeting more parents at the upcoming Parent/Teacher Evening. Enjoy your weekend!

Rebecca Mahon (relieving Principal)

PAT TESTING / NAPLAN ONLINE

Congratulations to all Year 7 & 9 students who have engaged in the recent PAT testing and NAPLAN online practise tests. I urge the students to carry/pack their earphones in their bag so they are ready for the real thing next term.

YEAR 7 CAMP

Not long now and Year 7 will be off at camp. This is a new venue for us and we are looking forward to the wonderful activities that they offer. Closing date for payments is today unless arrangements have been made. I encourage you to come to the **Year 7 Camp Information Evening on Wednesday 4th April at 6pm in the library.**

LIBRARY NEWS

Reading for pleasure is one of the key indicators for academic and social success. People who choose to read both fiction and non-fiction for their own enjoyment are found to score more highly on empathy scales, and have a higher rate of academic success that translates into work success in later life. Plus, reading opens doors to worlds we can't explore by ourselves, and when you borrow a book from your library, of course, it's a journey you can take for free!

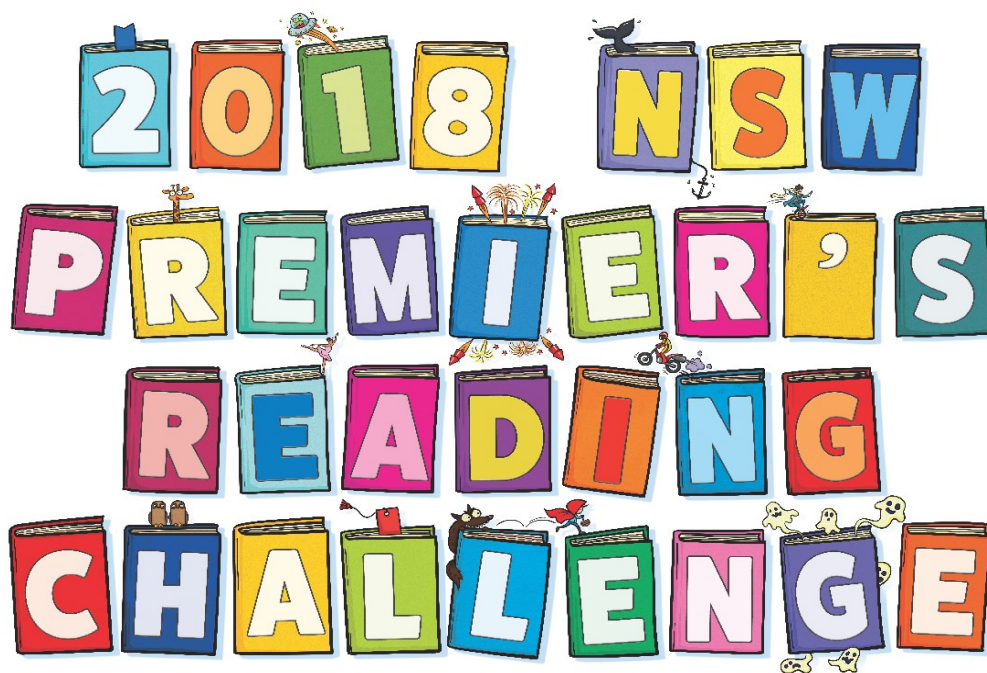
New e:books and audio books to borrow

There are some exciting new developments in the school library this year. We have invested in a subscription for e:books and audio books, which can be downloaded onto a smart phone, tablet or desktop/laptop computer to read or listen to. You will need to download the **ePlatform** app

from the App store for Apple devices, Google Play for Android and the Microsoft Store for Windows 10. This is a free app, and students will need to log in with their student email and then select our school. From here, you can browse the books and borrow straight from the app, 24 hours a day.

Don't forget also that students can access Oliver, the library circulation system, via their student portal. Here, you can renew books, browse the catalogue, and also borrow e:books and audio books.

Join the Premier's Reading Challenge and help raise funds for new books for the library!



www.premiersreadingchallenge.nsw.edu.au



Major Partner



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Principal Partner



The Premier's Reading Challenge is on again for 2018 for students in Year 7-9. In order to complete the challenge, students need to read 20 books by August 31; 25 books need to come from the official PRC reading list for Years 7-9, and 5 books can be the student's own choice. Students who wish to participate in the PRC this year need to see Ms Ridge in the library as soon as possible to sign up and collect their reading log.

Congratulations to Year 10 students Lindsay Bath, Luke Dickson, Zoe Morgan, Jacob Power and Harvey Wiggins, all of whom have successfully completed the Premier's Reading Challenge every year since Year 3. These students will receive a PRC medal at assembly in Week 8. Congratulations also to Joshua Andrijich of Year 9, who will receive a Gold Certificate for 4 years participation, and Madeleine Hand, Marleighbel Mateo (Year 8), and Komalpreet Kaur, Lalith Lakkaraju and Grace Luckman (Year 9), who will all receive a Platinum Certificate for completing 7 years of the Challenge. All students who completed the 2017 Challenge will also receive a certificate.

This year, Quakers Hill High School has signed up for the **Book Bonus** program, organised by   Dymocks Booksellers, sponsor of the Premier's Reading Challenge. The Book Bonus is an online readathon that raises money for Dymocks Children's Charities and will help us increase the library's book collection. For every dollar we raise as a school, we will receive \$1.25 worth of books. We have set a fundraising goal of \$2000. You can directly donate to the school here:

<https://donate.grassrootz.com/dymocks/book-bonus-2018/quakers-hill-high-school/>

Students may also sign up for their own Book Bonus fundraising page. At the above link, click on "Join Team", and students can set up their own fundraising page. As part of the Quakers Hill HS team, the money raised by individual students will contribute towards the school's total fundraising target. We'd like every student who signs up for the Premier's Reading Challenge to also sign up for Book Bonus. Students will also receive brand new books as rewards, based on how much money they raise.

You can find out more about Book Bonus at the following link: <https://www.bookbonus.org.au/about>. Please contact the relieving Teacher Librarian, Ms

Ridge, with any questions.



LIBRARY MONITORS

We will be training a new round of applicants to be Library Monitors in the coming weeks. Thanks to all those students who have volunteered. We welcome applications at any time – application forms are available in the library.

Ms Judith Ridge
Teacher Librarian (relieving)
judith.ridge@det.nsw.edu.au

CAPA FACULTY NEWS

This year has begun full of creative endeavor with students in CAPA at QHHS. Teaching and Learning Programs to foster Visual Arts are well established with Year 7 actively investigating Abstract and Realistic artworks through the Elements of Art. Students are engaged with writing critical responses to artworks including Pollack's Blue Poles, Kandinsky's Composition VIII and Coburn's Barrier Reef. Students have had support to scaffold their written responses with prompts of here, hidden and head as an effective literacy strategy. Teachers are encouraged with class participation and student's increased capacity to contribute to class criticism about artworks.

Year 8 artists are developing their Visual Arts criticism by responding to Aboriginal artworks as part of their investigation into Rites, Rituals and Traditions. They have created some interesting designs inspired by traditional tattooing from the Pacific Islands. This design will be developed further as part of our contribution to our cross curriculum project-Project Based Learning. This work focuses on our bodies and looks at how our bodies are even used as artworks.

Elective Visual Arts students have been exploring Still Life, Text in Art and our Support students have studied how Braque and Picasso are inspired by music. Again Visual Arts have fostered the development of literacy strategies in criticism to empower our artists to discuss, write about and make artworks.

Music can be heard from our Music rooms. In fact every Monday recess our school choir rehearse regularly. They have recently been successful with an audition and have been accepted to Pulse! Well done choir and Ms Nicholls. All students are encouraged to continue attending rehearsals regularly. Assemblies have added entertainment for the whole school with the work of Ms Nicholls with choir and Mr Cole with Band and group performances. Much time in rehearsal is required for a polished, confident performance on stage.

Practical assessments are underway in our Music classes as students have the opportunity to perform, play and practice their audience listening skills in both Mandatory and Elective courses.

Already regular planning work is underway with our CAPAfest committee as Drama, Dance, Music and Visual Arts items are creatively combined into our Showcase of the Arts for later in the year. The value of exhibition and performance is vital to the development of our young artists.

CAPA is also nurturing the Arts with our Primary Prosperitas students and mentoring of QHHS Prosperitas students. Growth in the Arts takes talent, time and tenacity for students to reach their full potential.

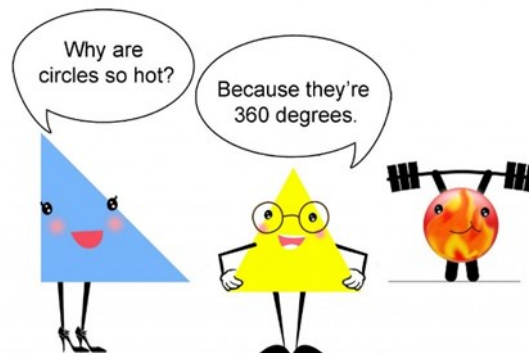
Support students creating their own Cubists collage works in Visual Arts lessons.



Mathematics Faculty News

Assessment Tasks

Students have recently been completing their first Mathematics Assessment tasks for 2018. These examinations have included both calculator and non-calculator components, all of which have been undertaken in Mathematics classrooms under the supervision of the Mathematics staff. Students are to be congratulated on their abilities to implement the QHHS SMART Expectations and have followed examination procedures with upmost decorum.



Mathematics Competition

The Australian Mathematics Competition will be held on Thursday 9th August 2018. The cost of the competition is \$6.00. Students who are interested in participating in this competition can pick up a permission slip from their Mathematics teacher or the Mathematics staffroom. The closing date for payment is 19th May 2018.

Did You Know: The spiral shapes of sunflowers follow a Fibonacci sequence!

PAT Testing

Mathematics students in Year 9 have completed Progressive Achievement Testing (PAT) in Numeracy for one of their lessons in weeks 6 or 7. PAT is design to provide objective, norm-reference information to teachers about their students' skills and understanding in a range of key areas: number, algebra, geometry, measurement, statistics and probability. The data collated from these numeracy tests will be accessed by the Mathematics faculty with the aim of improving upon students' understanding and application of Mathematics through quality teaching and learning programs.



What do you call an angle that is adorable? An acute angle!

Student Voice

Year 7 students were selected at random and asked to give their answers to the following question below. Here is what they had to say:

Question: Give an example of when you might use Mathematics in day-to-day life.

doing your taxes	following a recipe	building a house	using a cash-register	using a calendar
telling the time	using directions on a map	reading guitar tablature	driving at the correct speed	using money
using an ATM	budgeting	playing sports	dividing up a birthday cake	discount shopping

Did you know: If you write out *pi* to two decimal places, backwards it spells "pie".

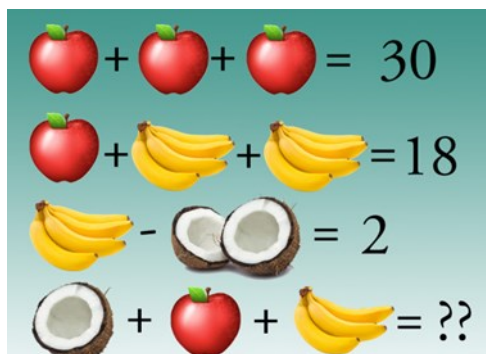
Pi Day



Traditionally on the March 14th (3.14) we celebrate "Pi Day"! In recognition of this special occasion, SRC students delivered a presentation on "Pi" at our school assembly, and the following day sold apple pie with ice-cream. Happy Pi Day!

What do you get if you divide the circumference of a jack-o-lantern by its diameter?

Pumpkin Pi!

Can you solve these?

Place the numbers 1 to 9 to make a valid equation

		-		66
+		×	-	=
13		12	11	10
×		+	+	-
÷		+	×	÷

HISTORY NEWS**HISTORICAL FACTS**

Castles were always built with a spiraling staircase that turned clockwise. The idea was incoming attackers would be at a huge disadvantage as most people are right-handed and would struggle to swing their sword.

**WHAT HAS HAPPENED TERM ONE?**

This term in History has been full of interesting topics and activities. Students in Year 7 have asked the question, "What made early civilisations?" Year 8 have delved into Medieval Europe and Feudal Japan. Year 9 have looked at the movements of people caused by the Industrial Revolution. Year 10 have examined the Cold War and its impact on politics. The history of all hitherto existing society is a history of class struggle.

"Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total; of all those acts will be written the history of this generation."
 Robert Kennedy.

UPCOMING ASSESSMENTS

Year 7 have a research task on Ancient China due Term 2 Week 1

Year 8 have a empathy presentation on a class of feudal Japanese society that is due Term 2 Week 1

Year 9 next assessment is their half yearly exam which is due Term 2 Week 3

Year 10 have an in class essay on significant events since WWII due Term 1 Week 10

INCURSIONS

Coming up on the 8th and 15th of June are two excellent incursions for our Year 9 and 10 students. The first for Year 9 will examine the topic of Australians at War and the second for Year 10 will look at the changing rights and freedoms of peoples around the world.

HISTORY COMPETITION

Coming up next term is the Australian History Competition which is an awesome opportunity for students to grow in the subject. The competition carries a \$6 cost. Entries close on the 26th of March.

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Edited by **Rob Andrews**

STUDY SKILLS - GUIDELINES FOR GOAL SETTING

Once you start setting your goals for the year, compare them to the checklist below to make sure they are SMARTIES.

- **SPECIFIC:** Make goals as detailed and specific as possible. Don't make broad wishy-washy goals like 'I want to do better in Maths', make them very detailed and specific. Exactly what do you want to achieve?
- **MEASUREABLE:** You want to be able to know when you have achieved your goal so make sure there is some way to measure your success.
- **ACTION-ORIENTED:** Your short-term goals should really be the action steps you need to take to achieve the medium and longer term goals. (Another version of SMARTIES has Aspirational instead of action-oriented, i.e. your goals should inspire you and stretch and challenge you beyond your comfort level.)
- **RELEVANT & REALISTIC:** Goals change, so if your goal is no longer relevant, you need to change it too. Although your goals should stretch you beyond your comfort zone, they need to be in some sense realistic. Create challenging goals by all means, but not totally unrealistic ones.
- **TIME-BASED:** Your goals need to have a 'to complete by' date to give you something to aim for.
- **INTERESTING:** Make your goals about things that you find interesting and worthwhile.
- **EMOTIONAL:** Use powerful language to express the emotion behind the goals.
- **SUCCESS ORIENTED:** Express your goals in a positive and success focused way.

You and your parents can learn more about how to achieve your academic goals at www.studyskillshandbook.com.au

STUDY SKILLS HANDBOOK NEWSLETTER ITEM FOR MARCH

INDEPENDENT LEARNING

Some students take a long time to realise that there are actually two types of work in secondary school. There is the obvious work, the work your teacher specifically tells you to do and that is compulsory: homework, working on assignments, preparing for tests and assessments. But students who get good results in



school take a larger measure of responsibility for their learning. This means that the nights where they do not have much compulsory work, they also do independent learning. These are the additional things you do, if you have no other schoolwork to do that night, to improve your understanding of your subjects. It is what students who get good marks are doing, they are just not talking about it to their friends!

Examples of independent learning:

- Reading
- Reviewing what you have been learning at school that week
- Extra practise on questions you find hard
- Research on an area you are interested in learning more about
- Making a mind map about what you have been learning
- Making study notes on a topic
- Improving your touch typing skills
- Reading ahead in your textbook
- Improving your study skills (you can complete units on www.studyskillshandbook.com.au)
- Doing work from a different textbook or study guide for one of your subjects (check the school library, local library and bookshops).

Some nights you will not have time to do any independent learning. Other nights you will have no homework and will spend the whole time allocated to schoolwork for that night working on independent learning tasks. Your teacher may even give you a sheet that has

suggestions of independent learning work for that subject. If you are unsure, you can always ask. This means in secondary school you can never say 'I have nothing to do' – this really just means 'I have nothing compulsory to do at the moment!' One component of independent learning in high school is making your own study notes or summaries.

You can learn more about how to make study notes in the unit 'Summarising' on www.studyskillshandbook.com.au

Our school's subscription details are -

Username: quakershillhs

Password: 45success

PRIMARY PROSPERITAS 2018

Primary Prosperitas, a program for gifted and talented students from our partner primary schools, is in its fifth year in 2018.

Like the QHHS Prosperitas program, Primary Prosperitas offers primary school students the opportunity to pursue an extended project in an area of personal interest. The projects may be from a curriculum area, or reflect a student's out of school interests; this year, projects include some of the following:

- Caring for bearded dragons
- Growing food and creating recipes to encourage children to eat home-cooked meals
- How can we save the environment from pollution?
- Creating spaces to help the homeless
- Raising awareness of the impact of urban development on wildlife
- Friendship Club
- Improving my singing

Students are using a wide range of media for their projects, including dance, stop-motion animation, sculpture, creative writing, film and video, coding and online platforms.

Thirty-five Quakers Hill HS students have volunteered to act as mentors to their primary school peers, and will work with them in face-to-face sessions as well as online via Google Classroom. We're very proud of our students, who are showing great leadership skills and initiative, and many of whom are also creating their own Prosperitas projects. Thank you also to the teacher mentors who are overseeing the projects, and available for help and advice from both the primary school and high school participants.

Primary Prosperitas is a key element of both our gifted and talented program and the new Future Focus initiative. It gives students the opportunity to learn new and develop existing skills while receive ongoing individual guidance and support from older students and mentor teachers who are skilled in their chosen area. Mentors and participants also learn the organisational skills required to complete and support an extended project, and use their initiative and imagination to create and achieve self-identified learning goals.

Primary Prosperitas is also an important community-building program that encourages

strong connections between QHHS and our partner primary schools, while helping students in the transition from primary school to high school, where self-directed learning is encouraged across a range of subjects.

A half-way presentation evening will be held at 3.30 on Thursday 31st May (Term 2, Week 5), where everyone is invited to come along and see the projects-in-progress. A final presentation evening with the completed projects on display will be held at 6.30 on Thursday 23rd August (Term 3, Week 5). Put these dates in your diary now, and reminders will be published in later issues of CONTACT.

Ms Judith Ridge
Primary Prosperitas Coordinator

SUPPORT UNIT NEWS

Welcome to 2018: SU teachers and staff would like to welcome our new students to QHHS. We extend that welcome to all students and staff and hope everyone had a relaxing break over the holidays. 2018 will be a busy and exciting year with several activities and excursions having already taken place.

Swimming Carnival: Students and staff had an enjoyable day at the annual swimming carnival. Special congratulations to Blake who competed in 50 metre freestyle, backstroke and breaststroke events on the day.

Taster Day: Well done to Rylea and Bradey for their participation in the first year six Taster Day for 2018. Both students demonstrated high level leadership qualities and contributed to an enjoyable and positive experience for the visiting Primary school students.

Barista Training and Certification: Dylan and Manny are now certified Baristas having completed training at school, and were successful in gaining Barista certification at the training college in the city. Our two baristas are now part of the school barista team, making much needed hot beverages for staff on Mondays and Fridays. This will be a most useful tool for future employment.

Work Experience 2018: Students in the year 9 and 10 Work Education elective will complete work experience in terms 2 and 3. This is a compulsory part of the course. This year, students have the option of individual or group work placement. If you feel your young person is capable of attending work experience on their own, please discuss options for work placement with them. We are working towards work experiences that are of particular interest to the individual, especially for year 10 students who completed a group placement in 2017. You are able to organise work placement yourselves, we will forward paperwork to you, or SU staff will endeavour to organise suitable placement for students.

Outstanding Student Achievement: Congratulations to Bradey on his successful application to the Rural Fire Service. He has now joined the ranks of NSW's volunteer heroes, and has begun training towards active fire-fighting service. This was a dream Bradey had as a young child and a real goal he set for himself more than a year ago. Bradey deserves

to feel great pride and satisfaction in accomplishing this goal and we are very proud of him.

Assistance Dog Support Group: Did you know that you can train your own dog to be a fully qualified Assistance Dog without it costing a fortune? If you, or someone you know, would benefit from an Assistance Dog, we can help you. You can contact Margie Beange at QHHS or join the FB page 'Assistance Dog Support Group' for answers to any questions you have. Information, training advice and dog suitability assessment is FREE.

Cross Country: Congratulations to Josh, Nick and Sasha for participating in the school cross country event. Sasha and Nick were successful in qualifying to compete in the Zone Cross Country event.

Athletics Carnival: The school Athletics Carnival is coming up in week 9, Thursday 29th of March. Please send permission notes and payment to school as soon as possible. Please indicate if your child will not be attending on the day as there will be no classes or supervision of students at school.

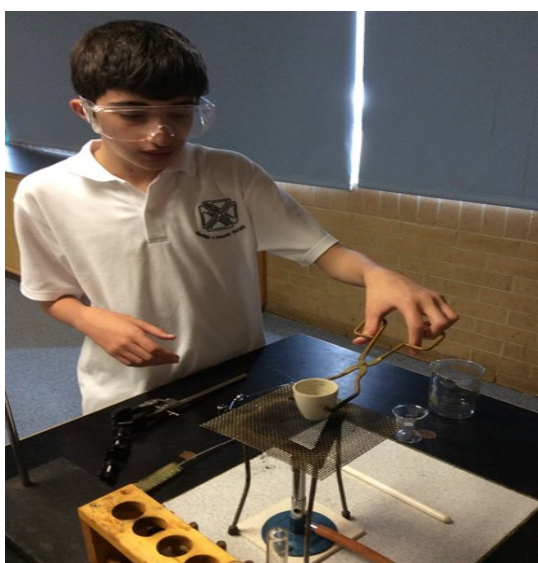
School Camp: The school camp is fast approaching! Campers will be away from Monday 9th – Wednesday 11th during week 11. Make sure you check the packing list to make certain all necessary equipment is in the bag and have a wonderful time!

Bunnings BBQ: The SU will be running a fundraising BBQ at Bunnings Marsden Park on Saturday 7th April. We are looking for volunteers to help us run this event. If you, or your over-15 child is free to help cook or serve on the day, we would LOVE to hear from you! Money raised is used to assist students to participate in excursions, school camp and other beneficial activities and equipment.

YEAR 7 SUPPORT SCIENCE

This term, Year 7 Support Science have completed the 'Introduction to Science' Unit. This has involved learning about what Science is, types of different scientists, safety in the laboratory, laboratory equipment and the history and safe ignition and use of the Bunsen burner. Two students gained their Bunsen burner license by demonstrating that they could inspect, attach and light the apparatus correctly and safely.

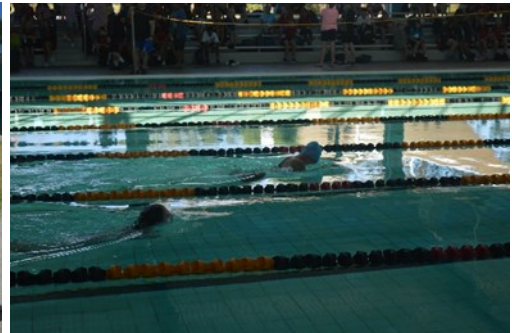
Ms Ossington and SCI-S4



SPORT NEWS TERM 1 2018

The 2018 sporting year kicked off with the Annual Swimming Carnival. On Monday 5th February 2018 Quakers Hill High School headed to the Blacktown Aquatic Centre. We had a huge number of competitive swimmers who performed exceptionally throughout the day. We also had a lot of students enjoy the novelty events and the opportunity to get in the pool. The roars were loud from each team and the races close but there could only be one winner. The Swimming Carnival Champion Team for 2018 was awarded to Perisher. A big congratulations goes to the following students who were crowned Age Champions for the 2018 Swimming Carnival.

12 Years Girls: Kayla Shore
 12 Years Boys: James Schumacher
 13 Years Girls: Olivia Coram
 13 Years Boys: Declan Banks
 14 Years Girls: Madeleine Hand
 14 Years Boys: Daniel Wilson
 15 Years Girls: Bonnie Boswell
 15 Years Boys: Jaxon Savage
 16 Years Girls: Chloe Webster
 16 Years Boys: Logan Maskus



The 2018 Annual Cross Country was held at Quakers Hill High School on Friday 16th March 2018. We had a large amount of runners register this year and the weather was definitely on our side. All competitors were committed to completing the course with grit and determination. We had some very close finishes where it was a sprint at the end and so much motivation from all of our runners to finish the event. Congratulations to the following students who came first in their race and were awarded Age Champions for the 2018 Cross Country Carnival.

12 Year Girls: Keyuri Patel
 12 Years Boys: Lucas Simmons
 13 Years Girls: Mikayla Riessbeck
 13 Years Boys: Antonio Baillo
 14 Years Girls: Madeleine Hand
 14 Years Boys: Mitchell Tritton
 15 Years Girls: Amber Precious
 15 Years Boys: Ryan Corkery
 16 Years Girls: Chloe Webster
 16 Years Boys: Rhys Smith



HI FROM THE PE DESK

Year 7, 8, 9 & 10 are now mid term through their units of work. Year 7 are currently looking at puberty and issues associated with the teenage years in the unit "Me You and Others". In the practical component of PDHPE they have completed a unit on Athletics and are currently learning about a variety of fundamental Sports Skills.

Year 8 are currently learning ways of developing and maintaining a Healthy Lifestyle and how such things as genetics and lifestyle choices can have a major impact on life expectancy and quality of life. In the practical component of PDHPE they have completed a unit on Athletics and are now learning about a number of Hitting Games.

Year 9 are in the midst of their Sexual Health and Relationships unit. Students have been enjoying plenty of interesting group activities and lively class discussions whilst learning about positive healthy relationships. During practical classes students have just commenced the Latin American Dance unit. This involves partner dances and students have been participating enthusiastically.

Year 10 are currently studying mental health. In this unit they are learning about resilience, mechanisms to deal with stress and accessing support networks.

In the practical component of PDHPE students are currently participating in a Games unit where they are partaking in a variety of different throwing, catching and kicking activities.

Mr A Somerset

BARISTA EXCURSION

Students in Year 9 and 10 journeyed to town on the train to the CBD college on Monday February 19th for Barista training. Students were trained in the formula of the various coffees and the safety and maintenance of the equipment involved.

Two large groups attended the training centre, with online training to be completed also, providing students with a recognised qualification in coffee making, and a beginning in coffee art.



Coffees taught included everything from piccolo to cappuccino, latte to flat white. Students completed practical tests in role play scenarios in which fictitious customers were greeted, orders taken, then coffees made.

Students then travelled home by train after stopping for lunch in town and were able to report back on a successful day having learned new skills. Many of them enthusiastically signing up for barista club back at school afterwards to have opportunities to practice these new skills.







FUTURE FOCUS LEARNING FACULTY NEWS

CLEAN UP AUSTRALIA DAY

In FFL Year 7 Students have recently taken part in “Clean Up Australia Day”. Students organised themselves into groups of five and ventured out into the community to collect recyclables and waste. They then returned to the classroom where they analysed the data of rubbish collected. Using the data they created a persuasive letter to address the problem of rubbish in our local community. Below is a picture of students participating in Clean Up Australia Day.



Did you know: In 2014-15 Australia produced about 64 million tonnes of waste.

CONNECTEDNESS

The next topic students will begin is “connectedness”. In their learning hubs, students will create a logo that will represent the group’s collective values. Students will draft their logo in their workbook. They will then use Canva an online design website that allows students to make their logo digital.

CREATIVE AND CRITICAL THINKING

What do you see?

Pareidolia is the phenomenon of looking at an object and seeing a connection to something else that is not really there. As part of the creative and critical thinking unit, students will be asked to spot shapes in objects. In pairs they will discuss what they saw. They will discuss whether the objects they saw are the same or different and why that is so.

**BRAIN TEASER**

Five pieces of coal, a carrot and a scarf are lying on the lawn. Nobody put them on the lawn but there is a perfectly logical reason why they should be there. What is it?

Answer to be disclosed in the next bumper article.

YEAR 10 FOOD TECHNOLOGY

This semester Year 10 are learning about multicultural influences on Australian food. Practical classes have involved the preparation of a roo meat stir fry, scones with bush food jams such as lillipilli, quandong and bush plum and baked apple and wattleseed muffins.

The students have just completed their first assignment that has involved the creation of a brochure showcasing one cultural influence on Australian cuisine.

Ms Ossington and Year 10 FOO-200B



YEAR 7 ENGLISH – SHORT STORY

Do you think the title ‘Killer’, is a good one? Give two reasons.

The killer is definitely a good title, it keeps the mystery and adds more to the idea that “he” is a human. It also becomes slightly humorous considering the ending —Chelsea.

Mrs Mugatroyd is an indoor budgie. To the cat, she is a crazy budgie, but in reality, she is just responding how any budgie would. The cat thinks she is nothing but a nuisance who knows a little too much about him. Her owner thinks of her (I would assume) as a pleasant companion to be around - Brandon.

YEAR 8 ENGLISH - MAN VERSUS MACHINE

What do I know now that I didn’t know before? Whose stories influenced my own ideas about the ways technology can improve a human life?

Micah DeAsis, Feb 16

I did not know that technology is important in the future for our generation, Douglas Bly who invented bionic limbs for those born without limbs or have had to have them amputated. Technology can improve a human life by giving them new opportunities such as being able to walk properly without crutches, arms to write properly and a pair of glasses for people who are colour blind or blind are able to see. Hugh Herr who made an appearance on Ted Talk showed us that anything is possible even if you have bionic or replacement limbs. Hugh Herr is a rock climber, Engineer and Biophysicist (Studies method of physics) His story was inspiring to other people with bionic limbs and who think they can't do anything with artificial limbs.

Can technology make us a better human?

Technology is neither good nor bad- it's what you do with it to make a difference—Marc Benioff.



YEAR 9 ENGLISH – HUMAN FOOT-PRINT

STUDENTS HAD TO ANSWER THE BIG QUESTIONS IN THE SUSTAINABILITY UNIT

Big Questions

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?

YEAR 10 – CLOSE STUDY OF A POET, BRUCE DAWE

Our study of Dawe

- How does language create evocative images?
- How do poets craft and use imagery to convey meaning and provoke feelings?
- What does figurative language tell us about the poet and his context?
- Does personal context impart and impact the meaning that we gather from texts?
- How does figurative language help us to understand the complexity of the human experience?

Then the students wrote some fantastic essays.

Dawe makes us aware of painful realities. How is this captured in one of the poems studied in class?



Remember Headphones
for NAPLAN.

DRAMA PLAYBUILDING – Commedia style



SOCIAL SCIENCE NEWS

Year 7 Geography

Year 7 Geography students are working through a unit based around water in our world. They are investigating how we impact the water cycle through a range of different land uses and how we manage the quality of water in our catchments.

Students have submitted assessment task 1 where they had to write a narrative about the life of a water drop as it moves around the water cycle. Stories were fantastic and included a wide range of stories, ranging from romantic love stories to water horrors and action packed adventure stories.

Soon we will be transitioning into our second major unit on liveability where students will need to investigate the liveability of two streets in their local community using a range of criteria they develop.

Year 9 Geography

Year 9 Geography has just completed the geography component of their cross curricula assessment task with Science and English. Students needed to focus on a global ecosystem and investigate the ways humans are impacting on the biotic and abiotic components of their selected ecosystem. They then had to analyse the viewpoints of a range of different stakeholders who are impacted by the issues discussed. The quality of students assessments were very impressive with some students completing research well above the stage expectations.

We are finishing off a unit on changing biomes this semester, then we are moving into a unit where students will be conducting extended fieldwork activities around the school investigating which school site is the best place for a vegetable garden.

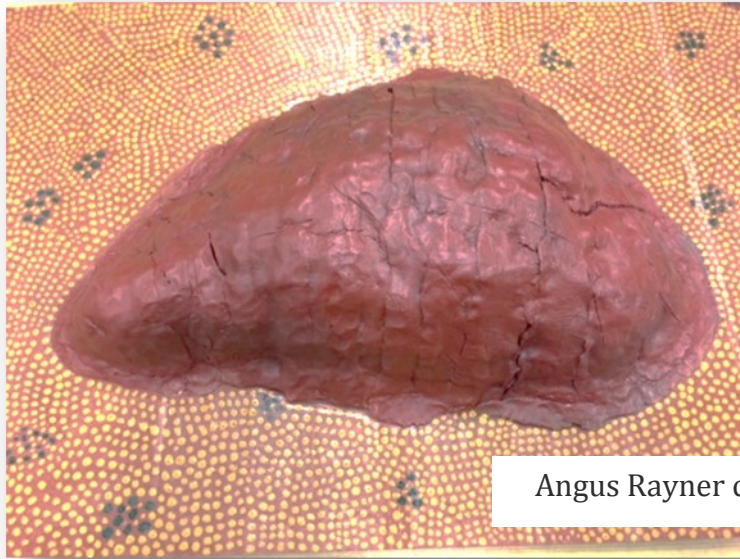
Year 10 Geography

Year 10 students are working through a new unit on environmental change and management which builds on Year 9 work on Biomes. Students are currently working on a short project based task investigating the key Geographical question of "How can QHHS become more sustainable?" Students have to design their own inquiry question and complete primary and secondary research to propose a solution to a sustainability issue.

Next term, students will complete an extended Project Based Learning activity where they will be investigating the idea of "Think Global, Act Local".

Year 8 Geography Landscapes and Landforms Assessment Task

Year 8 students have been busy working on their Geography assessment tasks that have been due over the past week. Students could choose any way to celebrate Australia's unique landscapes and landforms. They could choose any project ranging from creating artworks, songs, advertisement campaigns, sculptures, short stories, poetry, or any project of their choice. The quality of the projects is amazing and we would like to congratulate all students who worked hard to create such fantastic projects. We have included a range of these projects below as a snapshot of the amazing talent of students in Geography.



Angus Rayner created this fantastic model of Uluru



Ella Wilson created this amazing model of the 3 Sisters in the Blue Mountains. A lot of time and effort went into planning and building this model. Congratulations



Aria Salehi designed and made this model of Uluru



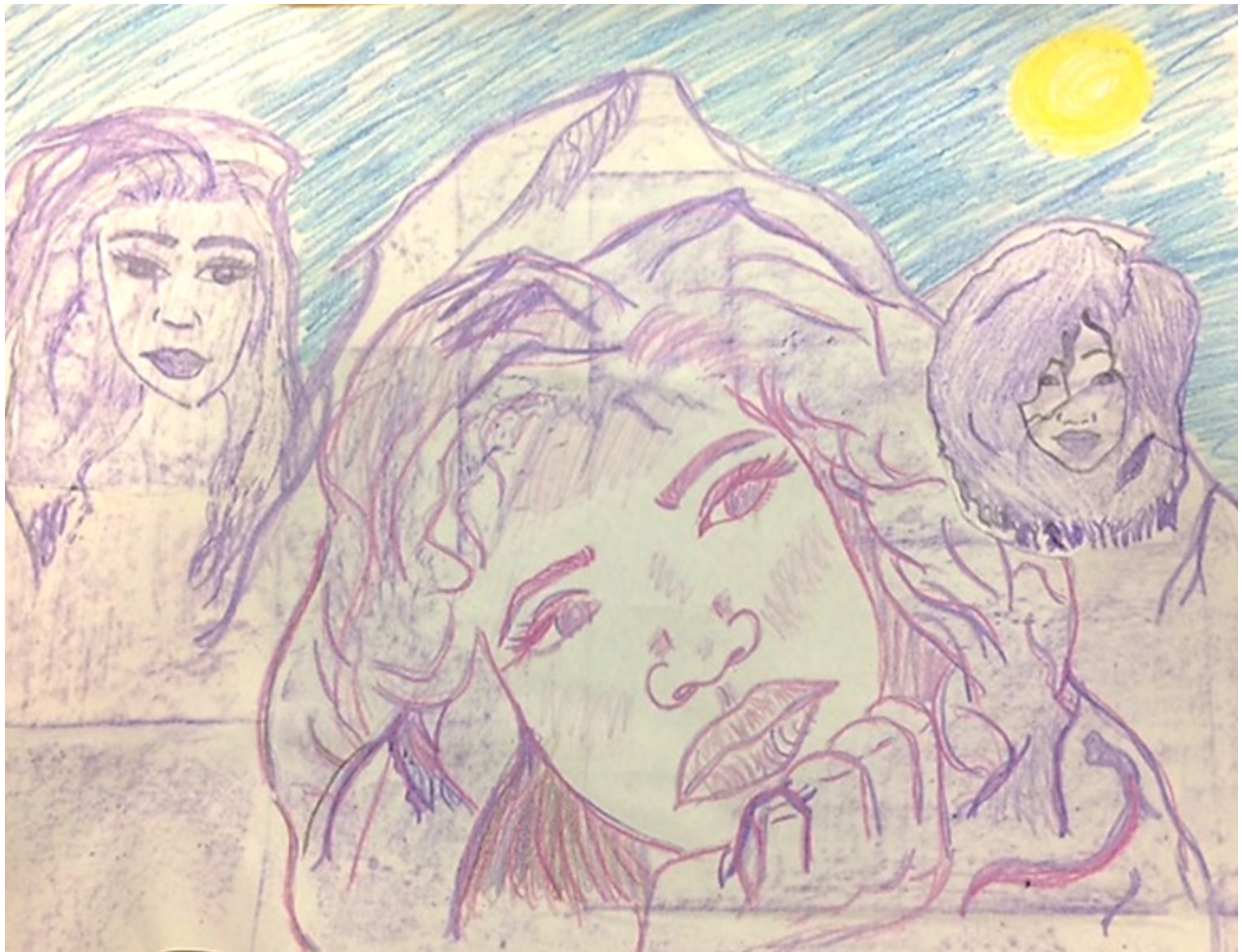
Joel Curran painted this colourful image showing the ochre colours of Australia's red centre



Melanie Hazell completed this amazing painting of an Uluru sunset



Kaylee Fraser designed this Aboriginal flag using Uluru as the sun in the middle.



Angeleena Masi completed this drawing of her interpretation of the 3 sisters. An amazing effort!



Kade Webber designed a tourist Brochure and information booklet about traveling in the Northern Territory

This has been only a snapshot of the amazing assessments submitted. The Social Science faculty would like to thank all the students for all their hard work and commitment through finishing these creations. Also, a big thank you to all the parents for supporting your child in helping buying materials and providing advice.

Elective Commerce

Our commerce students are learning about how to be smart consumers and smart consumers in the 100 hour and 200 hour courses. Year 9 & 10 Commerce students are working on the Share market game where they invest a virtual \$50 000 in the Australian share market to try and make a profit on their investment. Students need to understand how the share market works and keep an eye on the market. They can buy and sell shares each week in 200 nominated companies listed on the ASX using live prices. Students are charged brokerage fees for each trade, simulating real share market conditions. The student or group with the largest portfolio at the end of the competition will win a Bronze Award.

Work Education

Student in work education have been working on developing their employment related skills and how to communicate these skills to employers. This learning will culminate in assessment task 1 where students will need to complete a resume and cover letter for a job interview.

Early next term the students will face the \$20 challenge, where each group will be given \$20 starting capital to run a small business selling a product or service of their choice. The group who turns their \$20 investment into the largest profit wins. Groups will also have to create their best flavoured “smoothy” in the great smoothy challenge.

Reminder to students to start all assessment tasks early so they can submit drafts to their teacher and receive constructive feedback on how they can improve.

TECHNOLOGICAL AND APPLIED STUDIES, TAS

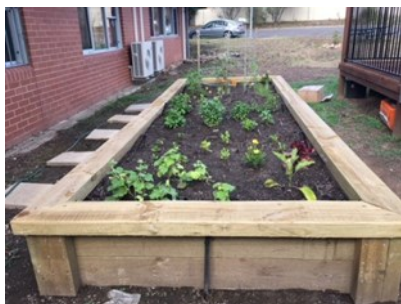
Term 1, Update by Mr L. Roma, Head Teacher

It has been a very productive term for TAS in general. All Stage 5 Elective subjects are running on schedule and students have commenced their practical projects as well as finishing the completion of various Term 1 Assessment tasks.

Stage 4, Technology Mandatory subjects are also underway and we are excited to share that Ms Lawson-Cohen, Ms Del Pinto and Mr Krilic are piloting programs from the new syllabus for the Australian Curriculum in Food and Agriculture and Coding/Computing.

TAS has been busy organising and building the new permaculture garden in between the kitchen labs and woodwork rooms with Mr Meredith and his crew working solidly in building the garden beds and landscaping the area for future harvesting.

We ask students and parents to be actively aware of assessments coming up and ongoing practical tasks where students are required to bring personal protective equipment (PPE) such as an apron to food technology classes as part of their task. All Stage 5 electives have a half yearly exam around Week 4 of Term 2, so students are asked to revise over the school holidays to ensure success in those. Here are some photos of the amazing work that is happening in TAS and in our subject areas.



*The new Garden beds in TAS with herbs and
Vegetables being grown for teachers and students*

Arduino Boards for Coding in Yr 7

Stage 5 Electronics

Students in Electronics elective have been busy creating mini projects which involve creating various circuits and understanding the nature of electricity and power sources. Students have found the subject to be challenging and fun. They are currently completing their ALARM essay on inventors and pioneers of this industry and their research so far has been of a high standard. Keep up the great work in all of the Industrial Arts elective subjects.



Year 10 Students in Electronics 100 hours

IST UPDATE TERM 1 2018

In Digital Media, students are beginning to work through a new major project that uses green screen technology to promote an aspect of the SMART code, a school event or a review of their favourite book, game, TV series, etc.



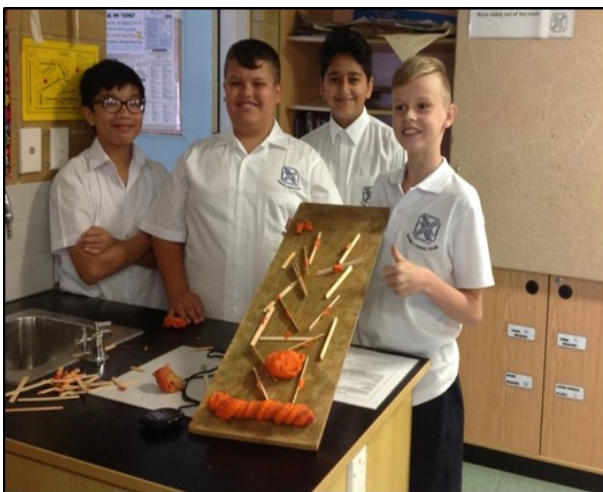
In Robotics, students are working in teams to build and program robots that can knock bottles out of a ring for their first major project. One team has already developed a 12 second robot, but will have to work hard to beat Mr Krilic's 11 second machine.



Science Matters!

YEAR 7

Students were introduced to their first Science unit of work, *Working as Scientist*, through many hands-on activities during this term. One of these challenges included constructing a path for a ball bearing to move from one length of board to the other in a stipulated time. Like other activities, this allowed students to engage in collaboration, planning, trialling, adjusting their design to meet the brief and retesting.



PROJECT BASED LEARNING WITH YEAR 8 STUDENTS

Staff across several faculties have been engaged in planning a joint unit of work for Year 8 students from term 4 of 2017. This collaboration has led to the development of a project based learning unit - *Aren't Our Bodies Amazing!*

The faculties involved have created lessons and assessment tasks that highlight the connectedness and relevance of learning, linking and the different subjects to each other while still delivering the essential content and skills students need to successfully complete the course work.



So that students could embrace the concept of learning across the different subject areas, a Hook Event was held on 5th March in the school hall. Students were introduced to the concept of connected learning and were engaged in group discussions, critiquing videos and then given the chance to engage in some physical activity, recording resting heart rates and their pulse after participation.

Year 8 students will work on this unit of work, creating a variety of products which will be showcased at an exhibition night towards the

end of term 2.

This event was assisted by Year 8 teachers and the Year 10 SRC students.







KILDARE ROAD MEDICAL CENTRE INTRODUCING...

Dr. Kabir Ahmed, FRNZCGP, FRACGP

Dr. Ahmed graduated from Dhaka Medical College, Bangladesh. He went on to study at the University of Otago, where he attained a Master of Immunology and worked in probiotic research at Massey University, before starting a career in General Medicine. Dr. Ahmed practiced in New Zealand for 14 years, mainly in internal medicine in a hospital setting before relocating to Australia.

Interests: Aboriginal health, chronic care management, emergency medicine and palliative medicine.

Languages: Bengali

To make an appointment with Dr. Ahmed, go online at kildaremedical.com.au, use the Appointuit App or call Reception on 8822 3000

BULK BILLING OPEN 7 DAYS

36 Kildare Road, Blacktown, NSW 2148 kildaremedical.com.au



117 Clarence St, Sydney NSW 2000
GPO Box 5300, Sydney NSW 2001, Australia
T +61 2 9367 8111 F +61 2 9367 8484
educationstandards.nsw.edu.au

February 2018 update

Dear Parent or Caregiver

Re: HSC minimum standard update for Year 10 parents

The NSW government is committed to requiring students to demonstrate a minimum standard of literacy and numeracy to receive the HSC from 2020, because these skills are needed for success in life after school.

There will be multiple opportunities for your child to show they meet the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills. These tests can be taken when your child is ready – be that this year, in Year 11 or 12 or after the HSC. The first minimum standard online test period opened yesterday.

From this year, Year 9 NAPLAN tests will no longer be an early way for students to demonstrate the standard.

This change has been made to ensure NAPLAN remains focussed on its original diagnostic purpose and reduce unnecessary stress on young people.

Please be assured that **if your child achieved Band 8s or above in one or more of the 2017 Year 9 NAPLAN reading, writing or numeracy tests, they are recognised as having met the HSC minimum standard in that area/s and will not need to sit the corresponding online test/s.**

For more information, and flyers about the online tests and what they involve, visit the NESA website: educationstandards.nsw.edu.au/HSCminimumstandard

Yours sincerely

David de Carvalho
NESA Chief Executive Officer



117 Clarence St, Sydney NSW 2000
GPO Box 5300, Sydney NSW 2001, Australia
T +61 2 9367 8111 F +61 2 9367 8484
educationstandards.nsw.edu.au

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Yours sincerely

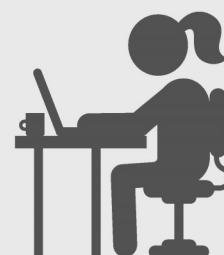
David de Carvalho
Chief Executive Officer

IMPROVING LITERACY AND NUMERACY

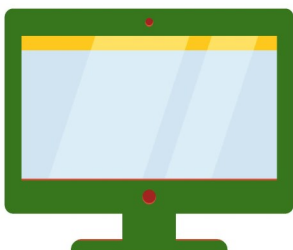
ADVICE FOR YEAR 10 STUDENTS

February 2018 update

This year, you will have the first of many opportunities to pass the **minimum standard online tests** to receive your HSC.



THE ONLINE TESTS



To show that you meet the standard, you need to pass 45 minute online tests of basic reading, writing and numeracy **skills needed for everyday tasks**, including:

- ✓ a multiple choice **reading** test
- ✓ a multiple choice **numeracy** test
- ✓ a short **writing** test based on a choice between a visual or written prompt

2017 NAPLAN TESTS

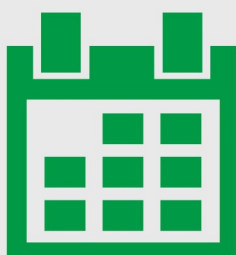
If you achieved Band 8s or above in one or more of the 2017 Year 9 NAPLAN tests you are recognised as having met the HSC minimum standard in that area/s and will not need to sit the corresponding online test/s.

MULTIPLE OPPORTUNITIES

Don't worry, you don't need to pass the online tests this year. In fact, you get **many opportunities** to pass them, from Year 10 until a few years after Year 12.

Your teachers will help you to decide when you are ready to take the tests, and once you have passed them, you won't need to take them again.

TEST DATES



The online test dates (school days only) for 2018 are:

- Term 1: 19 February to 23 March 2018
- Term 2: 21 May to 22 June 2018
- Term 3: 13 August to 14 September 2018
- Term 4: 5 November to 7 December 2018

Your school will decide when to run the tests within these test windows.

WHAT TO EXPECT?

Visit educationstandards.nesa.nsw.edu.au/HSCminimumstandard to:

- ✓ try demonstration questions to get a feel for the test format
- ✓ view sample test questions and answers online
- ✓ take short practice tests which your school may organise



STUDENTS WITH DISABILITIES

Some students with disabilities will be eligible for extra provisions for the minimum standard online tests, or an exemption from the HSC minimum standard requirement.

You are encouraged to talk to your teachers to determine whether you are eligible for provisions.

STAY UP TO DATE

NSW Education Standards Authority



educationstandards.nsw.edu.au/HSCminimumstandard



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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

Tell Them From Me student survey Frequently Asked Questions (parents and carers)

Centre for Education Statistics and Evaluation

1. What is the *Tell Them From Me* student survey?

The *Tell Them From Me* student survey asks questions about factors that are known to affect academic achievement and other outcomes. It aims to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights from the student point of view at the school and system levels. The focus of this NSW survey is on student wellbeing, engagement and effective teaching practices.

2. What kind of questions will the survey ask?

The survey questions relate to the following measures for **primary schools**:

Participation in sports and extra-curricular activities	Behaviour at school	Effective learning time
Use of ICT for learning	Homework behaviour	Teaching relevance and rigour
Sense of belonging	Interest and motivation	Perseverance
Positive relationships	Effort	Experience of being bullied
Valuing school outcomes	Skills and learning challenge	Advocacy at school
Positive teacher-student relations	Expectations for success	Positive learning climate

The survey questions relate to the following measures for **secondary schools**:

Participation in sports and extra-curricular activities	Homework behaviour	Expectations for success
Skills and learning challenge	Academic self-concept	Behaviour at school
Experience of being bullied	Truancy	Sense of belonging
Interest and motivation	Effective learning time	Aspirations: finishing Year 12, University, TAFE
Positive relationships	Effort	Teaching relevance and rigour
Wellness	Valuing school outcomes	Positive learning climate
Academic buoyancy	Advocacy at school	Advocacy outside school
Positive teacher-student relations	Use of ICT for learning	Perseverance

3. How have schools been selected to take part?

The survey is open to all NSW government schools at no cost to them. Your child's school has decided to participate.



4. How will taking part in this survey benefit my child's school?

The *Tell Them From Me* student survey will provide school principals and school leaders with insight into student engagement, wellbeing and effective teaching practices at their school, from the perspective of students.

Data collected from the survey responses are quickly compiled into reports for school leaders. Principals can then use this information to help them identify emerging issues and plan for school improvement.

5. What does my child need to do to participate in the survey?

The survey typically takes less than 30 minutes and is conducted entirely online through a secure website operated by the survey developers, *The Learning Bar*. Schools will make computers or laptops available so that students can complete the survey during school hours.

6. Does my child have to participate?

No, participation in the survey is optional. Your child will not take part if either you or your child do not wish. If, during the survey, your child is uncomfortable, he/she can choose to stop the survey at any time. The majority of questions in the survey can be skipped. Parents/students have a right to apply for access to, and correction of, a student's information.

7. Will the school be able to identify my child from their responses?

Staff in schools will not be able to identify individual students from their responses. To ensure confidentiality, participating students will receive a unique username and password. Where fewer than five students respond to a question, the results will not be made available.

A small number of staff in the department's Centre for Education Statistics and Evaluation (CESE) will have access to individual student responses for the purpose of state-wide

analysis. Individual students' data will be held on a secure server with access strictly limited to CESE researchers. The researchers are interested in trends only – not in individual student responses. No student will be identified in any publication. No school will be identified unless they have given permission.

8. What sort of analysis will be done on the survey data?

Once the surveys are completed by students, reports are prepared and in most cases are available to schools within three business days. School leaders can use the data to better understand the experiences and views of students at their school.

CESE will undertake state-wide analysis of the survey data in conjunction with existing student data held by the department, including performance data.

The results will help all schools better understand the relationship between wellbeing, engagement, effective teaching and student learning. Results from CESE's analysis of this data will also help teachers and principals discuss what works to improve student outcomes. This supports the department's continuing focus on quality teaching and leadership. The data will be retained for future analysis to help us better understand the nature of student engagement and wellbeing over time.

9. Can all school students participate in the survey?

The primary school survey is designed for students in Years 4 to 6. Schools are encouraged to allow as many students as possible in these year groups to participate. Secondary schools are encouraged to allow as many students as possible in Years 7 to 12 to participate.

10. When will the *Tell Them From Me* survey happen?

The surveys will be conducted in all participating schools at the end of Term 1 and (optionally) Term 3/4.



What is CESE?

The Centre for Education Statistics and Evaluation (CESE) is part of the NSW Department of Education.

CESE has been established to improve the effectiveness, efficiency and accountability of education in New South Wales.

CESE will identify and share what works, creating new opportunities to improve teaching and learning across all of education.

More information about CESE is available at: www.cese.nsw.gov.au

What is *The Learning Bar*?

The Learning Bar specialises in research-based design and facilitation of student assessments and survey solutions for both primary and secondary students. The in-house research team led by the President, Dr J Douglas Willms, undertakes extensive projects used in the school system to affect national policy. It is against this research that the survey, *Tell Them From Me*, has become the largest national school survey in Canada, used in nine of the ten provinces. Globally, more than 6,300 schools and 5.4 million students have participated in the survey over the last twelve years.

Dr Willms recently held the Tier 1 Canada Research Chair in Literacy and Human Development. He plays a lead role in the development of questions on student engagement for the OECD's Programme for International Student Assessment (PISA).

For purely administrative purposes, *The Learning Bar* will also have temporary access to identifiable student responses to the survey questions. Other than *The Learning Bar* and CESE researchers within the department, identifiable student responses will not be disclosed to any other person or body other than as required by law.

More information about *The Learning Bar* is available at: www.thelearningbar.com

If you have any questions about the parent survey, please contact CESE via email: TTFM@det.nsw.edu.au or by telephone: **9561 8056 / 9561 8370**.

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.

Rebecca Mahon

Relieving Principal

March 2018

" " " " " "

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 Rebecca Mahon (Relieving)



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explore
learn



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