



UPCOMING EVENTS

Friday 29 March

Athletics Carnival
Year 6 taster day No. 2
Young Men's Health
Forum
Peer Support Sessions

Monday 1 April

Australian Geography
Competition

Tuesday 2 April

World Autism Day
QCCP Day No. 1
Parent teacher evening
3.30pm

Wednesday 3 April

Creative Writing Workshop
2.50-3.50pm

Thursday 4 April

Cross Country at school

Friday 5 April

Contact newsletter
Peer Support Sessions
Duke of Edinburgh Trial
Overnight Hike
Tell them from me Year 7
Survey

Monday 8—Wednesday

10 April
Year 7 Camp

Tuesday 9 April

Senior Dance Camp

Wednesday 10 April

Creative Writing Workshop
2.50-3.50



HIGHLIGHTS IN THIS ISSUE

NAPLAN Online Page 4

CAPA Faculty News Page 6

TAS Faculty News Page 13

BARISTA Program Page 22

PDHPE News Page 26

PRINCIPAL'S REPORT

FAREWELL MR BARRY

At the end of Week 7 we said farewell to Mr Luke Barry, our Head Teacher Secondary Studies and long-standing member of the PDHPE staff. Mr Barry received a transfer on very short notice and takes up the position of Head Teacher PDHPE at Rouse Hill High School. His contributions to Quakers Hill High School are many, including teaching PDHPE, leading our learning and support team, serving as a school timetabler, sports organiser and many more. We are very grateful to Mr Barry for his service to our school and wish him nothing but success in his new role.

HARMONY DAY

On Monday this week, Quakers Hill High School celebrated Harmony Day with a wonderful assembly and lunchtime fair. Harmony Day highlights that we are a successful, multi-cultural community focused on de-

veloping students as learners and citizens. With the recent tragic events in New Zealand, it is vital that days such as this are emphasised in order to ensure that despite differing ideas and traditions, there is more that binds us than divides us.

YEAR 5/6 INFORMATION NIGHT

Last Tuesday evening we held the annual Information Evening for prospective students currently in Years 5 and 6. Ms Ridge and her team did a fantastic job promoting and coordinating this event, and there were over 200 people in attendance! Families listened to some brief presentations in the hall and were then able to make their way up to D Block and the TAS area to see the excellent displays put together by each



Education &
Communities

faculty in the school. Please see our Facebook page for some of the photos from the night. If any parents or carers missed the evening and want more information about the school, they are invited to call the office during school hours or email the school.

P&C ANNUAL GENERAL MEETING

On Monday 11 March the Quakers Hill High School P&C held its Annual General Meeting. I am pleased to announce the following members were elected as office bearers:

President	Diana Towell
Vice President	Scott Kitto
Treasurer	Linda Robertson
Secretary	Simon Jones

Congratulations and thank you to each of these parents for standing for these vital positions in our school community. All parents and carers are reminded that P&C meetings are held on the second Monday of each month and everyone is welcome.

SRC FUNDRAISING

The Quakers Hill High School SRC have been busily fundraising in recent weeks. They ran a successful mufti day on Thursday 7 March to raise money for the Breast Cancer awareness. I'm certain their donation will be well received. Thank you to the SRC for your efforts in this area.

QUAKERS HILL HIGH SCHOOL EXECUTIVE STAFF CONFERENCE

Our school executive staff met on the 8th and 9th of March to have an intensive block of time on curriculum planning, working with data and sharing ideas and programs from the different faculties. This was a very worthwhile experience and provided a great opportunity to exchange ideas on future directions for the school. Many thanks to Mrs Maricic for her organisation and Ms Mahon for her work on the agenda.

OMAR SAKR INCURSION

On Thursday last week, Quakers Hill High School students in Year 10 were lucky enough to benefit from a visit from poet Omar Sakr. Omar addressed students in our Performance Space and discussed his life and work. Afterwards, some students participated in a poetry writing workshop in our library, which was highly beneficial to all involved.

A FEW REMINDERS

I would like to again remind students and their families of some key areas of school policy. In the last issue of *Contact* I referred to the fact that we will be experiencing cooler weather in the not too distant future and as such, students should locate items of winter uniform they will need. Whilst this has generally been well observed, there are some who still attend school wearing non uniform jumpers/jackets or other items. Our uniform policy is clear and consistently enforced, hence I seek the support of parents and carers to ensure that their child complies. If families are experiencing difficulty purchasing items of uniform, please contact the school as a matter of priority for a confidential discussion.

All students have been reminded that they are not to loiter at 7/11 in the morning or afternoon. This is a busy service station with many cars moving swiftly in and out. It is imperative that parents do not organise to collect their students in the 7/11 car park, as this adds to the congestion and risk. Students are not permitted to go to 7/11 once they have entered the bus waiting area in the afternoon.

Thank you to the overwhelming majority of students who have located and consistently used their Opal Cards on bus services. By “tapping on” and off, students provide bus companies with vital travel data which is used to review services in the area. Failing to do so would mean that numbers on certain routes could be underestimated.

Andrew Skehan

Principal

TEACHING AND LEARNING ARTICLE

TELL THEM FROM ME

Year 7 will be completing their “Tell them from me survey” on 5 April. I look forward to seeing what Year 7 have to say about their transition into high school. Other years may complete the survey later in the year. Included in Contact is some further information for parents. These surveys and students’ voices are vital to the school planning.

NAPLAN

Over Weeks 3 and 4 of Term 2 Years 7 and 9 will complete NAPLAN online. The online test provides students with the opportunity to excel in answering questions. The online test begins with the same questions for all students and then adjusts according to the progression of the student. If a student is finding the questions easy, the test will move them to more difficult questions. If a student is struggling with the level of the questions, the test adjusts to give them more accessible questions. The test goal is to assess what a student is capable of rather than assessing where they are compared to other students. NAPLAN does give feedback on levels compared to the state and similar schools but this is not the prime goal. NAPLAN is one test on one day and with other information the school has gathered we can get a clear picture of areas of strength and areas of opportunity.

Students and parents who would like to be more familiar with the test are strongly encouraged to follow this link to the practice tests - <https://www.nap.edu.au/online-assessment/public-demonstration-site>

PROSPERITAS

Congratulations to the 50 students who have been accepted to complete projects as part of Prosperitas 2019. This is going to be a great year and a great events. I can wait to work with you and your mentor teachers.

NAPLAN Online – information for parents and carers



2019

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life. Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. NAPLAN is just one aspect of a school's assessment and reporting process - it does not replace ongoing assessments made by teachers about student performance.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are meeting important educational outcomes in literacy and numeracy.

What is assessed?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. All government and non-government education authorities have contributed to the development of NAPLAN materials.

In 2019 most students across Australia will sit NAPLAN online.

Feedback in the first year of NAPLAN Online showed that students engaged well with online assessments. One of the main benefits of NAPLAN Online is tailored (or adaptive) testing, where the test automatically adapts to a student's test performance. The test presents questions of higher or lower complexity, depending on a student's performance.

Tailored (or adaptive) testing is designed to assess a wider range of student abilities and to measure student achievement more precisely. Your child should not be concerned if they find questions more challenging than usual; they may be taking a more complex test pathway. A student's overall NAPLAN score is based on the number and complexity of questions they answer correctly.

NAPLAN Online is not a test of keyboard skills. There are variations in how fast and well a student can type – just as there are variations in how fast and well a student can write by hand. Year 3 students will complete the writing test on paper.

To get an idea of what the online assessment looks like, visit the public demonstration site at nap.edu.au

How can I help my child prepare?

Help your child prepare by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply try their best. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance. Ensuring students are familiar with using devices, typing on them and navigating through programs are a part of student learning and a requirement of the Australian Curriculum from the first year at school.

ACARA does not recommend excessive preparation for NAPLAN or the use of coaching providers. NAPLAN is about assessing learning progress in literacy and numeracy.

Will my child sit NAPLAN on paper or online?

In 2019, your child will sit the NAPLAN online tests. However, children in some other schools across Australia will sit the NAPLAN paper tests this year. Federal, state and territory education ministers have agreed that all schools will move online by 2020. State and territory education authorities will determine when their schools move online.

As students are assessed on the same literacy and numeracy curriculum content, regardless of whether they complete the test online or on paper, results for both formats can be reported on the same NAPLAN assessment scale. To find out more about NAPLAN Online, visit nap.edu.au

NAP NATIONAL
ASSESSMENT
PROGRAM

acara Australian Curriculum,
Assessment and
Reporting Authority



Tell Them From Me

Informing School Improvement

How do we achieve positive and practical change in our schools? We listen to what students, teachers and parents have to say.

Providing valuable insight for your school planning

The Tell Them From Me (TTFM) Survey is a complete evaluation system for measuring **student engagement**, **wellbeing** and **classroom climate**, and other factors known to affect learning outcomes. Information is captured from students in Years 4-12, parents and teachers, to guide decision-making for school planning and ultimately increase student achievement.



Used by over 5000 schools
and 3.2 million students
worldwide



The most widely used
school survey in Canada

Helping to identify your school improvement initiatives

Our intuitive **interactive charts** help you to discover areas for potential targeted intervention and identify at-risk groups. These can be used alongside our **thematic reports**, customised with data from your school and leading educational research, for simple data interpretation.

Drawing on leading indicator research

The TTFM survey measures have been developed by Dr. Doug Willms, in consultation with international subject matter experts and leading research. His knowledge is embedded in the **intellectual property** of the survey and reinforces the importance of using **leading indicators**, as opposed to trailing indicators, to provide the best foundation for school improvement.



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TERM 1 HAS PROVEN TO BE A PRODUCTIVE TERM FOR CAPA

New programs have been implemented for both Years 7 and 8 in Visual Arts and these have produced some exciting learning outcomes as evidenced with a range of Visual Arts works.

Year 7 Students are investigating the Elements of Art through Portraiture. They have studied a variety of Portraits from different times in art history. A particular emphasis has been placed on Australian artists with Aboriginal perspectives. Students are developing their understanding of the elements and mastering different techniques of drawing and painting Portraiture. Numeracy has been explored through the proportions of the human face and this has improved students understanding and drawing of realistic portraits. Students are currently developing literacy skills to write extended response texts to Portraits studied in art criticism.



Gio Feliano



Asena Kaufusi

Year 8 Visual Arts students have been engaged with interpreting and recording Landscape through a variety of media. A range of approaches to the genre of landscape has been studied with western landscape traditions and Australian Aboriginal relationships to the land. A particular emphasis has been placed on exploring from within the landscape with students enjoying out door drawing and painting opportunities. This has shown cross-curricular links with Mandatory Technology and Geography in studying landscape. The productive garden of sunflowers has proven an exciting stimulus for students with beautiful results in pastels, watercolour, paint and photoshop.



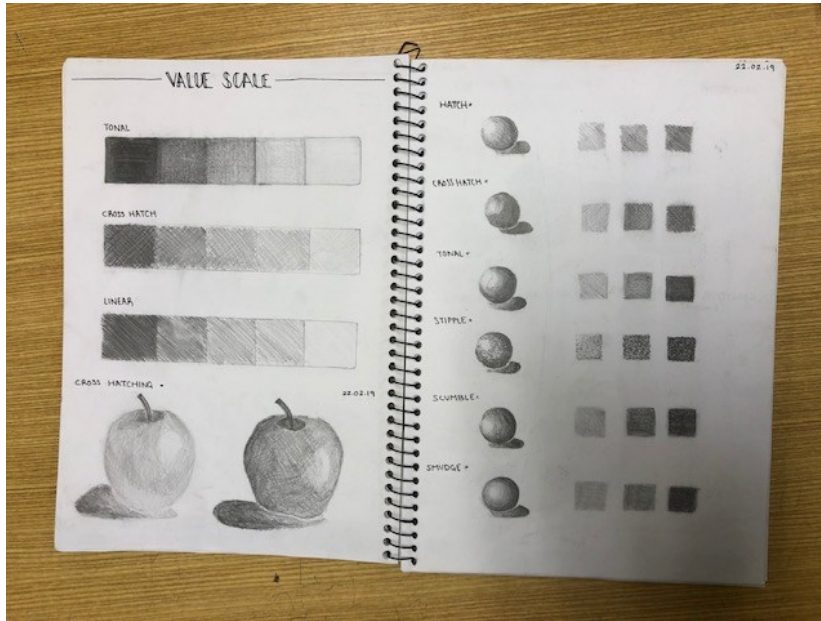
Anthony Trovato



Eliza Hayes

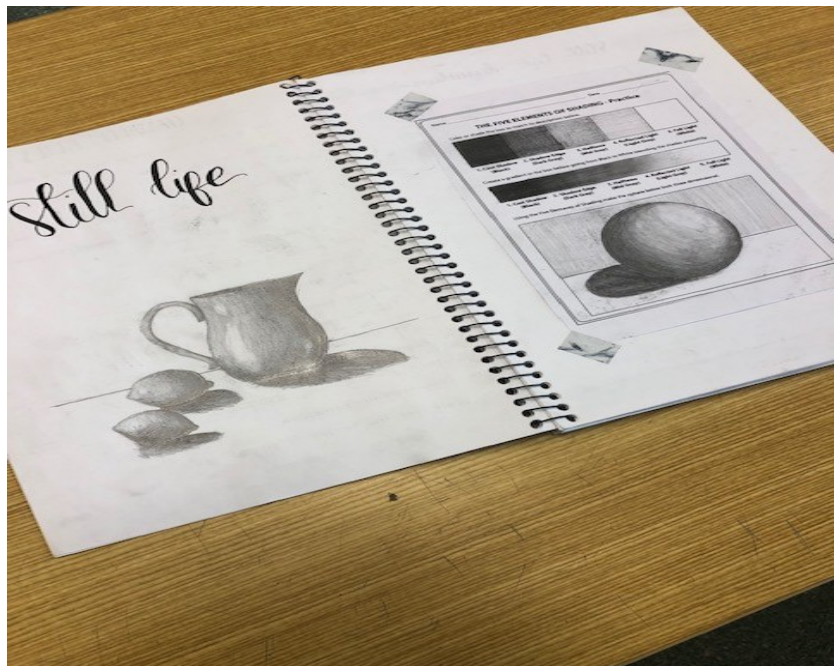
Year 9 Visual Arts have been exploring the Genre of Still Life from traditional works to post modern studies. They have been developing their technical skills of drawing and rendering form in a variety of media.

Year10 have been studying the integration of Art and Text through out history through collage and 2D media. Printmaking and mixed media will be developed next. The Visual Arts Process Diary is an important part of the artmaking practice of artists and Visual Arts students. Artmaking skills and practice is recorded as student artistic practice develops. This has been fostered to a high standard in the Year 9 & 10 Elective Visual Arts classes, as evidenced in samples below.



Music continues to flourish here at QHHS. We welcome the permanent appointment of Mr Coles to continue to nurture the rock band and a passion for Music. Ms Tong has also had recent success and the choir has been accepted into Pulse this year. We continue to be impressed with regular assembly performances and were entertained with live performances during our recent Harmony Day activities and Year 6 information evening from our talented Musicians.

CAPA also welcomes Ms Pinto as a permanent Visual Arts and Photography teacher to the faculty.



Photography students have been exploring photography through a scavenger hunt assessment task, photograms and the history of photography.

All CAPA students should be focused on resolving assessment tasks at this stage for the end of the term.

Ms S Walker, Head Teacher

PARENT TEACHER EVENING

Semester 1 Parent Teacher Evening will be held on Tuesday 2 April 2019 between 3.30 pm and 7.00 pm for all Year 7, 8, 9 and 10. All parents are invited to attend and discuss their child's progress with all of their teachers. I encourage all parents to book on line, so they can record your preferred times and start making appointments immediately.

The longer these bookings are left the more difficult it will be to record appointments within your preferred times. These will be emailed to all parents and carers of Year 7, 8, 9 and 10 students. If you are unable to book your teacher on line alternative booking sheets will be provided in the office near the roll and these can be booked with the teacher via the students or phone call.

Appointments will be restricted to 7 minutes in order to accommodate all parents unless the teacher requires an extended interview and it is highly recommended that you allow 7 minutes between each interview to give you time to move between teachers. Students are also invited to help their parents find their teachers and also to listen to the discussions about their progress.

Teachers of Quakers Hill High School look forward to meeting with parents and carers for an informative night.

Mr P Sultana, Organiser



School Opal Card

As part of our campaign against fare evasion, and our on-going commitment to provide the level of service needed to transport students to and from your school, Busways conducts regular checks of School Opal card.

All students must be in possession of a valid Opal card or pay a fare.

Students in possession of an Opal card must also tap on/off with their card when boarding our buses.

This is important, because the Opal data collected determines the level of service we are able to provide to your school. If students don't tap on and off, the services will appear underutilised and may be considered for cancellation based on low passenger numbers.

To apply for a School Opal card or to report a lost or stolen card, go on-line to www.opal.com.au/en/about-opal/opal-for-school-students/

Students who are ineligible for School Opal will need to purchase a Child/Youth Opal card or pay a fare to travel on our buses.

Thank you in advance for your assistance and support.



Quakers Hill High School Connected to Community Program and Activities (QCCP)



We have already started our QCCP program for 2019 with the change from the online program Mgoals for students' Personalised Learning Plans to Goalhub – which is a more sophisticated goal setting program that can be seamlessly shared by students with parents/carers and staff. All our Aboriginal students should be on Goalhub by midway through Term 2. Wyndham College is looking to introduce Goalhub which would mean that student goals will transition with them to their new educational facility.

Many of our Aboriginal students participated in different ways in the School's Harmony Day celebrations. Glenda, a Torres Strait Islander dance teacher, worked with students to present a welcome dance, for the beginning of the Harmony Day Assembly. The Rainbow serpent story was read aloud, accompanied by clapsticks and a staff member who signed – to represent the diversity in our school community. Our dancers also participated in a Harmony Day assembly at Barnier Public School.

We also held a morning tea and supper for the parents of our students to share with them our program for 2019.

The dates for our QCCP days are:

Term 1: 2 April: Art, choir, contemporary Aboriginal dance, Goalhub and workshops on social competency.

Term 2: 25 June : workshops on social competency, careers, choir and dance.

Term 3: 17 September: Barangaroo Excursion

Term 4: 10 December: Excursion to Sydney Museum of Contemporary Art.

Some students will be invited to attend *Pathways to Dreaming* which is a Western Sydney University program for Aboriginal students.

Some exciting news is the establishment of a junior AECG which will meet four times this year. Some of their projects include helping to produce our NAIDOC week assembly, National Sorry Day and Reconciliation week Assembly. Their other big project is to work with staff on the School's transition program of Year 6 to Year 7 – especially new Aboriginal students.

Future-Focused 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 2016-17 Australia produced about 67 million tonnes of waste.

Connectedness



Students participated in the unit “Connectedness”. The topic began by students sharing their identity with members inside their class. They explored the similarities and difference that they shared. In their learning hubs, students then created a logo that best represented their group’s collective values. Students drafted their logo in their workbook. They then used online software such as Canva and Paint 3D to make their logos digital.

Amazing Race

Students took part in the amazing race. They were placed into groups of 5 and were required to undertake a series of challenges. Completing a challenge or obstacle will grant them a pass to the next activity. Students had to dig deep and use all 12 transferable skills to complete the activities. Teams that displayed effective communication, teamwork and persistence lead the cohort. The final challenge was for students to build a marshmallow tower out of spaghetti. The team that built the tallest tower, that supported a marshmallow won!!



HISTORY

HISTORICAL FACTS

Samurai in the Heian period were known as Bushi and preferred to use the Umi which was a large bow.

They preferred to use this over the Katana which was only used as a last resort.



WHAT HAS HAPPENED TERM ONE?

This term in history has been full of interesting topics and activities. Students in year 7 have looked at the earliest civilisations and how they formed? In Mrs Neylan's class they have even learnt how to write cuneiform script on clay tablets. Year 8 immersed themselves in the world of Medieval Europe. They learnt to separate the fact from fiction when looking at medieval knights and that the feudal system was not as simple as it first appeared. Year 9 now know why there were large movements of people as a result of the Industrial Revolution. They have looked into conditions for child workers and slaves and learnt that, no society can surely be flourishing and happy, of which the far greater part of the members are poor and miserable. Year 10 have been looking at the Holocaust and the development of Human Rights. They have begun their examination of Cold War and the flashpoints that changed our world including the Cuban Missile Crisis and the Space Race.

In history this term we have placed an emphasis on using sources to support our understanding of history using the TOMAC structure. We are also working to develop the students extended response skills. We are doing this by teaching students to write with well-structured paragraphs that make use of TEEL or Topic, Explain, Example and Link.

"The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark."

Michelangelo.

UPCOMING ASSESSMENTS

Year 7 are going to complete 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 - 4

Year 10 next assessment is their half yearly exam which is due term 2 week 3 - 4

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. The competition will be during the week starting on the 5th June 2019

TEACHER EMAILS

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TAS IN THE 21ST CENTURY -TERM 1



The TAS team of teachers have been working hard this term especially around the new Technology Mandatory Syllabus, as it combines Food and Agriculture together, a focus of mixed materials in design through Materials Technology as well as coding



and computing with Digital Technology. Coding will be embedded into units of work this year.

Engineering Systems in the new syllabus is another focus area that is new and students have been designing rubber band racer cars and building their own to learn about concepts of force, energy and motion. It is fantastic to see our Year 7 & 8 students engaged with these topics.

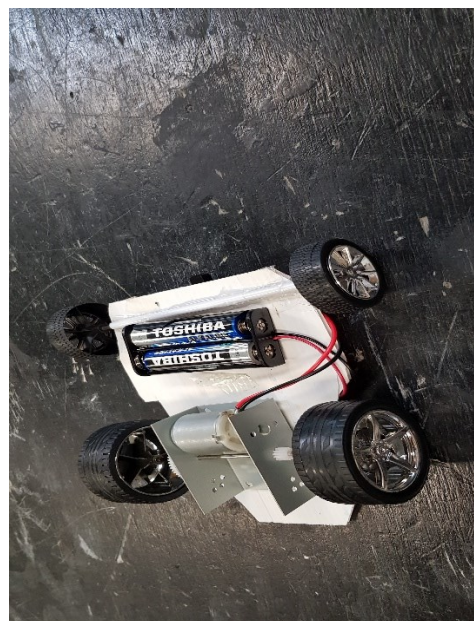
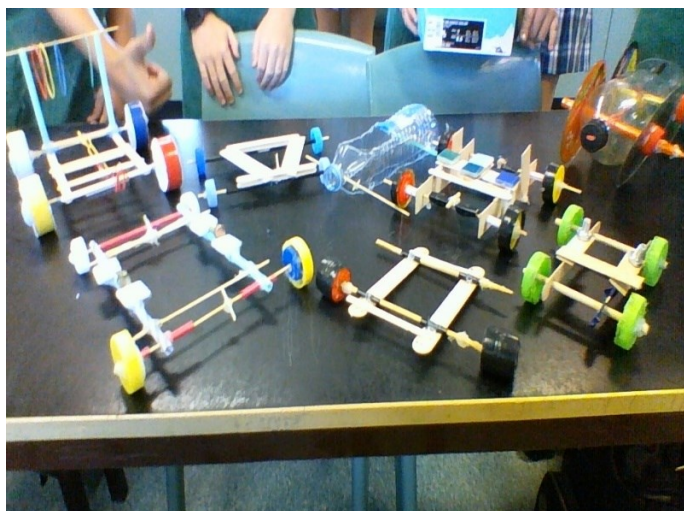
The challenges have been many. Both from a construction aspect and technical difficulties. Students are required to problem solve the problem of standing starts and wheel spin to torque related turning forces. So far the results have been interesting with some rubber band cars achieving over 3 metres in travel.

The road ahead for these classes will be to construct an electric car and to model or shape a base and top cover to suit. This will involve 3D printing to cake de-

sign. Interesting times ahead.

Our teachers have been busy networking with other teachers in the region as well as joining various groups like the Sustainable Schools Network for their own professional learning and building their knowledge and connections.

Experimentation, testing and evaluating have been important components of the course. All the students, through the Design Process will produce unique items that reflect their research and individual decision making.



Term 1 is coming to an end and students in Years 7, 8 and the Support Unit have been busy working through a new unit of work called “Fast and Curious”. Students in these classes will soon start programming robotic cars as part of their major assessment for this unit of work.



We'd also like to welcome our new TAS teacher, Miss Brackenridge to our school community. She has already settled in well and has become a great member of the TAS team.

STAGE 4 – TECHNOLOGY MANDATORY (YEARS 7 & 8)

This is a reminder that students have been invoiced \$70 for practical materials for the years' consumables. Parents are encouraged to pay this fee as soon as possible as it allows the

TAS faculty to order the materials needed to support the students' learning.

Students in Year 7 & 8 have a Communication Assessment Task that is due on Friday, Week 10. Teachers have been able to give some class time to start the assignment and students have been encouraged to continue with working on the assignment as part of their homework.



YEAR 7 FOOD AND AGRICULTURE



Students in Year 7 & 8 Food and Ag have been asked to think about Part B of their Communication task which is to design a healthy lunchbox. As part of their study of the six nutrients and nutrition, they are able to make recommendations for a teenager's diet and a delicious as well as nutritious meal for a lunchbox. Students will be guided in class to produce this practical task in Term 2.



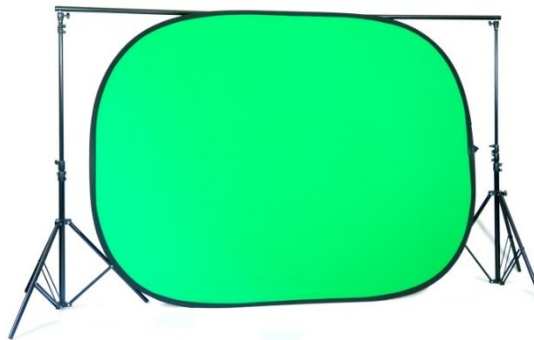
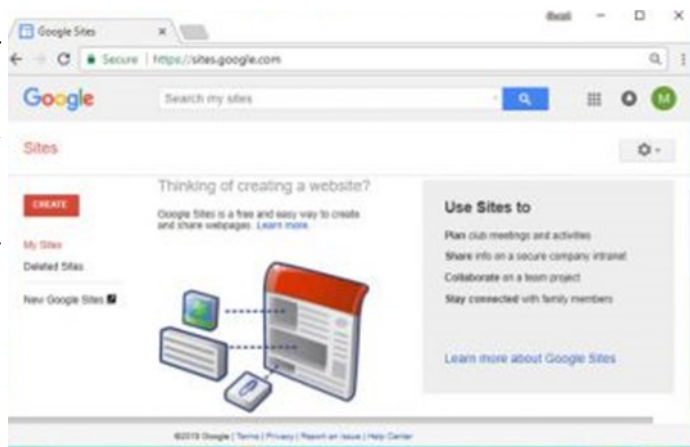


YEAR 9 AND 10 IST ELECTIVE

Students in Year 9 are working on their first major project in Networks - a website for a local business which is due in Week 10.

Students in Year 10 are working on their first major project in Software Design - a calculator in Python which is due in Week 10. The fee for this is \$20.

Students in Year 9 are starting to film their major project using green screen technology. This task will be due in Week 11.



Students in Year 10 have been working on robots to knock cans out of the ring - Will anyone be able to beat a time of under 10 seconds?



YEAR 9 & 10 METAL, ELECTIVE

Students have completed an understanding of safety prior to beginning their projects and have been working solidly in practical tasks. This is a reminder that students have been invoiced for this course. Fees are to be paid by the end of Term 1 to ensure students' practical activities commence in Term 2. A written research assessment task is due by end of Week 10.



YEAR 9 ENGINEERING SCIENCE

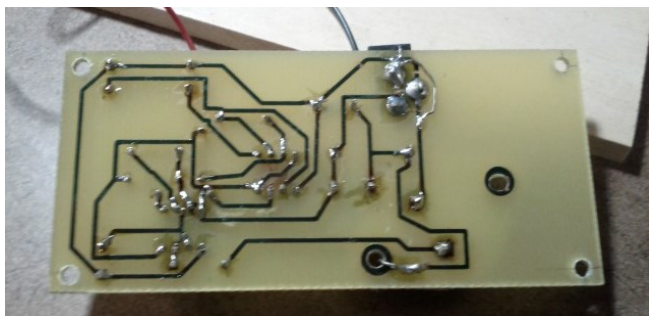
Students have been studying different types of bridge construction and learning about the properties of materials. They are in the process of constructing bridges from drinking straws and sticky tape to test their ability to bear weight according to their design type. Engineering has a fee of \$50 and an invoice has been sent home for students in the course. Fees are to be paid by the end of Term 1 to ensure students' practical activities commence in Term 2. A written research assessment task is due by end of Week 10.

ELECTRONICS @ QHHS

Students in Years 9 and 10 have been working on Short Circuit Kits to help them develop their knowledge of electrical circuits and how to use different components.



Students in the Year 10 200 Hour course have built bike lights and are now etching their own circuit boards



Students in Year 10 have assessments tasks due in Week 10

YEAR 9 /10 WOOD ELECTIVE

Students have finished their online OnGuard safety tests and have started their Semester 1 projects. Fees for this course is \$70 and an invoice has been sent home for students in the course. Fees are to be paid by the end of Term 1 to ensure students' practical activities commence in Term 2.

Students are expected to wear closed in leather shoes for this class. A written research assessment task is due by end of Week 9



YEAR 9/ 10 FOOD TECHNOLOGY

Students have now completed their online OnGuard safety tests and have started with a few interesting practical tasks in the kitchen. Fees for this class are \$80 and an invoice has been sent home for students in the course. Fees are to be paid by the end of Term 1 to ensure students' practical activities commence in Term 2.



Students are expected to wear closed in leather shoes, bring a container and a washable full length apron. The 100 hour course has an assessment due on Food Preservation and

the 200 hour course has an assessment on Multicultural Food at the end of Week 9, Term 1.

CHILD STUDIES YEAR 9/10 ELECTIVE

Students in Child Studies have been visiting a local preschool this term, aiming to observe and demonstrate skills in learning through play. The class have been and seen children at play, viewing DVDs on thinking skills, creative play, language skills, and talks on morning snacks. They will be returning in the coming weeks to conduct an activity they have designed for a small group of children attending the daycare centre. We wish to thanks Wiggles and Giggles Day Care for allowing us this opportunity.



Students in the 100 hours course are learning about families, relationships and the development of the child from birth to one year. Research includes factors that affect developing children, such as drugs, environment, and the health of the mother. Students in 200 hour are re-searching how children learn as they play, and various activities that facilitate this effectively. Students have been invoiced for \$70 for the years costs for this course. Students have re-search tasks due in week 10.

TAS KITCHEN GARDEN NAMING COMPETITION – WINNER ANNOUNCED

The winner of the TAS Kitchen Garden Naming Competition is Olivia Coram in Year 9 with

her winning title "Plot to Plate". Her title encompasses the purpose behind the TAS kitchen garden is to be able to allow students to have that connection with the land, the food that is grown and used in our cooking and recipes. It enables them to understand nutrition in a deeper way and the appreciation of food, society and sustainability.



We wish all our students a great start to the year, organising the resources and materials needed for TAS courses and we'd like to reiterate our TAS vision for all our students.

VISION FOR TAS

"To create an innovative design space within our school community where students can explore, innovate, create, design and produce quality work that they can be proud of. Students in TAS are future focused, learn a variety of valuable skills, learn to be flexible, open minded, open to risk, are able to experience a clear link into industry and authentically interact with the wider community with their products and designs in a safe, caring learning environment led by skilled teachers".

HOCKEY

GIVE IT A GO THIS WINTER

**Mixed competition for U11s to U17s
Open age competition**

TEMPTED?

**Come to one of our training sessions;
Monday – open age
Tuesday – U11s, U13s, U15s
Thursday – U8s, U10s, U17s**

**Cavanagh Reserve Tennis Courts
Northcott Road, Lalor Park - yes, we are local!**

AFTER MORE INFORMATION?

**Contact Lyn: 9674 2876, 0421 798 242
klhcsecretary@gmail.com**

Visit: <http://www.kingslangleyhockey.org.au>

Kings Langley Hockey Club is registered for the Active Kids Rebate Programme

Barista Program Overview



The Barista Program has offered us a wide range of experiences. In joining the Barista Program, we have gotten the opportunity to participate in and be a part of a safe and hands on learning environment. Every Thursday and Friday, students involved in the program take coffee orders from members of staff, and are taught to make and deliver the beverages. The Barista course students were invited to attend a training event at the Barista Basics Academy, also known as the Australian Barista School. This event was an opportunity for students in the program as well as others in Year 9 to get involved and learn new skills for the future. On Tuesday 19th March, we, the junior Baristas got the chance to go into the city and attend a training event which taught us how to take orders, make a variety of different coffees, and the correct manner to serve and treat customers. This has given all attendees the inside scoop of working in the hospitality industry. The organising teachers, Mr Roma and Ms Del Pinto, have gone out of their way to create a lot of opportunities for us to practise what we have learned, and show the other members of the community our teamwork and skills. We highly encourage all members of the community to come and try the beverages during school productions and other events, where it will be made available.

“Being a barista has taught us responsibility and has given us skills and knowledge that will help us to get a job in the future.” - The junior Barista By Olivia Coram and Kassandra Cuadra, Year 9 students







QHHS Friday Afternoon Farm Crew



Raising our Hy-Line Browns for the Royal Easter Show

Our very enthusiastic Farm Crew meet each Friday afternoon after school. We have just started this program – mainly in response to the number of Year 7 and 8 students who have expressed a great interest in learning more about the school farm.

The Farm Crew will be responsible for preparing our young Hy-Line Brown chickens for the Royal Easter Show. We have just received the final competition dates – beginning with their penning on Wednesday and Thursday of the last week of school. The students will choose the best three layers (an interesting task) and these chickens will go to the show – and their eggs judged.

The Farm Crew have been spending time with the chickens so that they are getting used to being handled – plus some time in the fresh air and pecking the fresh grass. Students are learning to clean and refresh the water bell and feed hopper in both the Hy-Line Brown chicken shed and our older chickens home that is in the paddock.

Our Hy-Line Brown chickens came to us in the last week of term 4 2018 as Pullets – young females who are yet to lay. Their POL (point of lay) was in week 7 of this term. The Farm Crew were very excited to be the first students to collect the first eggs.



Our gardeners visit the farm.

Our stage four gardening group discovered that one of our older free range chickens had somehow escaped its section of the paddock. The chicken was rescued and returned to its chicken tractor shed – and all ended well.



PDHPE & SPORT REPORT

PDHPE CURRICULUM NEWS

During the term Year 7 have been engaged in lessons relating to the concept of a Sense of Self. They have been examining the impact of the physical, social and emotional changes that occur during adolescence. In practical lessons the students participated in a number of fitness related ice breaker games early in the term. They are now honing their skills in a variety of Athletics track and field events in preparation for the annual school carnival Friday week 9.

Year 8 classes have been studying lifestyle diseases and how to appreciate that lifestyle behaviours which impact on health can be formed during childhood and adolescence. In physical education lessons, students have been refining their skills and technique in track and field activities. They are currently engaged in striking activities to improve their hand and eye coordination across a variety of modified games and sports.

Our Year 9 cohort have been examining the overarching question of 'What influences my sense of self and how can I support an inclusive and diverse community?' which investigates issues of identity, diversity and body image in society. In the practical component of the course students have been building on the athletic skills they have developed in stage 4 in order to build confidence when participating in the annual school athletics carnival. They are now moving into a Dance unit of work where they are required to adapt and transfer movement skills to rhythm and varying space.



Year 10 have been analysing the impact our mental health has on our overall health and wellbeing. Their assessment is an extended response on analysing the concept that mental health is the biggest issue facing the Australian youth today. During practical classes, students have been studying the role of tactics and team play within a variety of Australian sports.

I would now like to take this opportunity to thank Mr Luke Barry who has now moved to the position of Head Teacher PDHPE at Rouse Hill High School. Mr Barry has not only been a valued contributor to the PDHPE curriculum but also but his expertise across a multitude of whole school roles, including and not limited to, sport, timetabling, learning support, and administration will see him sorely missed.

Mr Barry has proven to be an outstanding practitioner in his time at Quakers Hill High School and developed excellent rapport with the students in his classes over the years and many close relationships with staff. We wish him all the best in his new challenge and look forward to crossing paths in the future.

Mr D Nash, HT PDHPE

SPORT CAPTAINS

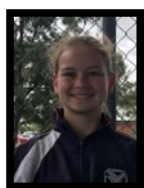
At the beginning of the year each house group elected students to represent their sports house and undertake leadership roles at the various carnivals held throughout the year. The House Captains are a peer nominated position and are responsible for assisting the supervising house teachers in increasing participation and promoting a culture of team spirit within the school. Congratulations to the following students:

House	Captains	Vice Captains
Ravensworth	Antonio Baillo & Daniela Baillo	Oliver Bourke & Lara Beringer
Oberon	Ryan Corkery & Olivia Coram	Mitchell Dalkeith & Imogen Gilchrist
Yallah	Mark Harris & Ellie Hindmarch	Tyler Kitto & Mitchell Hansen
Gundagai	Dylan Miles & Carlie McLeod	Ysabella Miguel & Maharish Muthukumar
Bathurst	Lachlan Shea & Jordan Slack-Smith	Luke Spasaro & Taylor Piliae
Perisher	Mitchell Tritton & Ally Wicks	Chaelea Thompson & Brodie Still

2019 ANNUAL SWIMMING CARNIVAL

The swimming carnival was a great success, and it was great to see all of the students participating and having a good time. A big congratulations to Perisher for taking out the winning place at the swimming carnival!

In regards to individual accolades there was great competition amongst the different age groups and the following students should be congratulated on some outstanding performances as they were successful in taking out top honours in our age champions points competition. Well done to:



Taliyah Strachan, 12 Years Girls Champion. Taliyah placed first in the following events 100m Breaststroke, 100m Freestyle, 100m Backstroke and 50m Freestyle.

Ryan Tolsher & George Jenkins, 12 Years Boys Champions. Ryan and George were joint champions this year with Ryan winning 100m Breaststroke and 100m Backstroke and George winning 100m Freestyle and 50m Freestyle.



Kayla Shore, 13 Years Girls Champion. Kayla took out the 100m Breaststroke, 100m Freestyle, 100m Backstroke and came second in 50m Freestyle.

Bryce Jenkins, 13 Years Boys Champion. Bryce won the 100m Freestyle, 100m Backstroke and 50m Freestyle.



Olivia Coram, 14 Years Girls Champion. Olivia finished first in 100m Backstroke, 100m Breaststroke, second in 50m Freestyle and third in 100m Freestyle.

Declan Banks, 14 Years Boys Champion. Declan was very successful throughout the day winning the following events 100m Breaststroke, 100m Backstroke, 100m Freestyle and 50m Freestyle.



Madeleine Hand, 15 Years Girls Champion. Madeleine successfully won 100m Freestyle, 100m Backstroke, 100m Breaststroke and 50m Freestyle, winning every event she participated in!

Luke Spasaro, 15 Years Boys Champion. Luke won the 100m Freestyle, 100m Backstroke and was second in 50m Freestyle and 100m Breaststroke.



Bonnie Boswell, 16 Years Girls Champion. Bonnie successfully won the following events 100m Breaststroke, 100m Backstroke, 100m Freestyle and 50m Freestyle, however she sadly missed the regional carnival with an injury.

Jaxon Savage, 16 Years Boys Champion. Jaxon took out the following events; 100m Breaststroke, 100m Backstroke, 100m Freestyle and 50m Freestyle.



PASS OFFICIATING PROGRAM

The PASS (Physical Activity and Sports Studies) officiating program has commenced for 2019. Students engaged in the program are refining their leadership skills within the context of refereeing PSSA OzTag and Cricket. We have formed a partnership with Quakers Hill East Public School and currently provide Year 9 and 10 PASS students each Friday to assist staff in officiating games and preparing the primary students for competition. Each term has a different focus within the PSSA program and there will be a switch to soccer, netball and rugby league.

The students who are currently apart of the officiating program have demonstrated excellent leadership skills, in-depth knowledge of specific sports rules and consistently follow the schools SMART code. Any PASS students interested in being a part of the officiating program in term 2 need to speak with either Mr Hill or Mr Nash in PDHPE.



Mr Hill
Sports Coordinator

KNOCKOUT SPORTS

OPEN BOYS BASKETBALL

The Open Boys Basketball team faced Rouse Hill High School in the second round of the Sydney West Knockout Competition. In the opening minutes of the matchup, Rouse Hill ran out to a quick lead exploiting their size and scoring easy baskets in the paint. At the other end of the court, Quakers Hill were showing good offensive movement however, were having to make shots under pressure. At half time and trailing 22-6 the boys were given the instructions to be more physical against their taller opposition and really compete for rebounds at both ends. This is what they did, with Khye Ramos and Brendan Lizano running the point and Jack Simpson standing tall at centre the team was able to create turnovers on the defensive end. Nic Milham and Jaden Burke began to space the floor and the team started to put more points on the scoreboard. Unfortunately, our slow start was the Achilles heel with the final score ending 53-27 to Rouse Hill. The effort the boys showed in the second half was fantastic to watch and the team should be very proud of themselves. Congratulations to Rouse Hill and we look forward to seeing the year 9 boys competing next year.



Opens boys' team: Jaden Burke, Khye Ramos, Jack Simpson, Brendan Lizano, Tanish Pasricha, Nic Milham & Mitchell Tritton.

Mr Ford

OPEN GIRLS BASKETBALL

This term the Open girls' basketball team played in a knockout game against James Ruse High School. The girls were outmatched but should be proud of their effort for the entire game. Ally Wicks showed a lot of tenacity and hustle on the defensive end of the court, accumulating a number of steals and contesting most of the opponent's shots. Oliva Bourke should be congratulated as she was the team's leading scorer on the day making a number of shots. I would like to thanks all students involved in the team for their effort and attitude when representing the school.

Opens girls' team: Amret Kaur, Vaine Tamarama, Sonali Singh, Madeleine Hand, Yuan Okazaki, Avineet Grewal, Ysabella Miguel, Olivia Bourke, Alexandra Wicks.



Mr McKean

YEAR 10 ENROLMENT PACKAGES

Year 10 students have been issued with their Wyndham College enrolment packages. I encourage these completed forms to be submitted as soon as possible. Students were also told about Platinum Club at their recent Year meeting. Any student who is interested in applying should do so and submit their application as soon as possible. Only students who satisfy all requirements will progress to Wyndham College.

YEAR 10 ELECTION DAY BAKE STALL & SAUSAGE SIZZLE



Saturday the 23rd of March saw our Year 10 volunteers run a very successful Election Day Stall. Collecting baked goods for the stall can sometimes be challenging but not in our wonderful community. Thank you to the parents who baked: Mrs Kember, Mrs Kitto and Mrs Rochester; the teachers: Mrs Maricic, Mrs Ayden and Mr Sultana and our students: Bryce Groves, Ella Munnings, Jordan Slack-Smith and Deena Poulos.

Everyone knows that there is always a great deal of planning that goes into preparing and organising such an event. The Year 10 Year Advisers, Ms Marin and Mr Ford, worked together to ensure they had a reliable team to work at the stall on Saturday; Mr Kantek who organised his Green Team to cook the sausage sizzle and Mr Roma worked with Joshua Andrijich, our only Barista on the day. Mrs Lawson-Cohen also attended with Mrs Mahon to support as needed on the day. I'd like to acknowledge the following Year 10 students for giving up their time on Saturday to run a successful stall. Kalpa Abeysinghe, Annalise Ahmad, Joshua Andrijich, Elwaad Haji, Mitchell Hansen, Jai Atkinson, David Cortese, Julianne Green, Bryce Groves, Tyler Kitto, Carlie McLeod, Yuki Michigami, Ysabella Miguel, Ella Munnings, Deena Poulos, Nick Sheehan, Zak Sidhoo, Jordan Slack-Smith, Chaelea Thomson.



Again, I'd like to thank all involved for volunteering their time and effort on Saturday.

PREPARING FOR HALF YEARLY EXAMS

Week 3 & 4 of Term 2 is always Assessment Period. Students will be able to prepare themselves by developing Summary notes and practising with past papers to ensure they are ready for their exams. If your child is absent from school and misses an exam they are to complete an Illness and Misadventure form and submit the supporting documentation to avoid an N Determination warning letter.

SMART EXPECTATIONS

Over the past few weeks the senior executive have spent a lot of time with students who have struggled to adhere to our SMART expectations. These conversations may be around non completion of work, lateness to school and class, failure to wear the correct uniform, failure to follow reasonable requests, disrespectful behaviour in the playground and classroom and inappropriate use of technology. I ask our parents and caregivers to discuss the Quakers Hill High School SMART code and Personal Electronic Devices Policy with their children to avoid trouble at school:

Safe —

- Being in the right place at the right time
- Wearing correct uniform every day, especially the correct shoes and having your sports uniform to change into
- Adhering to the “hands off” policy
- Walking around school traffic areas
- Following safety practices and procedures in the school specialist rooms – science labs, food labs, workshops etc
- Providing a note to explain absences from school, on your return

Motivated –

- Bringing the correct equipment and books to school every day – this means packing your bag the night before
- Writing your timetable down in your diary so you don't lose it
- Using your diary to record homework and assessment tasks
- Getting involved in the school's many extra-curricular activities

Academic -

- Completing ALL work to the best of your ability and seeking out assistance if unsure or experiencing difficulties
- Accessing the school's Homework Club” or “Learning Centre” if necessary
- Being on “time” to every lesson so you do not miss out on valuable material
- Make an effort to catch up on work missed through absence from school

Respectful –

- Being polite and cooperative in the class-room and all other learning spaces
- Following teacher's instructions at all times
- Ensuring that your behaviour does not disrupt the learning of others
- Realise that everyone learns at different rates

Tolerant –

- Accept individual differences
- Be sensitive to other people's needs and feelings
- Listen to each other's opinions
- Resolve conflict peacefully
- Be inclusive
- Be Fair
- Understand that people make mistakes and learn from your own
- Be patient

Quakers Hill High School – Personal Electronic Devices Policy

Preamble

Mobile phones, smart phones, MP3 players, tablets and similar devices are a part of modern society and the school accepts that many students will possess them. However, their application and relevance to learning are limited. Teachers and students have a right to teach and to learn in a classroom environment that is free from interruption by such devices and where learning is valued.

Personal electronic devices in schools, present a number of challenges. These include:

- Devices which interrupt lessons and distracts and disrupts learning
- Theft
- Mobile phones being used to contact outsiders who may enter the school illegally
- Devices disrupting examinations and assessment tasks and distracting fellow students
- Mobile phones used as a means of bullying other students
- Devices used to film or photograph teachers and other students, which is a breach of privacy and a crime
- Devices being used to film fights. Such footage may then appear on the internet thus affecting the reputation of the school and those filming such events often contribute to the fight occurring in order to film it
- The right of teachers to make educationally sound judgements on the appropriate and safe use of such devices in their classroom.

Policy

Quakers Hill High School staff prefer that students not bring personal electronic devices to school. If students do choose to bring such devices, it is important to note:

- The school accepts no responsibility for those devices that are brought to school and undertakes no responsibility to investigate their misplacement, loss or theft.
- Our policy is that the authority to permit the use of personal electronic devices rests with the classroom teacher. The devices will only be allowed when the technology is directly linked to the learning outcomes of the lesson.
- On entry to the classroom, these devices and earphones must be out of sight. They must always be switched off and out of sight during all assemblies.
- Where a mobile phone rings during a lesson, assembly or meeting, the phone will be confiscated by a classroom teacher. If a teacher sees a personal electronic device being used without permission, it will be confiscated and secured at the school's front office. Students will collect their device from their respective Deputy Principal at the end of the school day.
- Personal electronic devices are not to be used as a musical device, timepiece, calculator or personal organiser during class time without the express permission of their teacher for that lesson. If a student uses it, it will be confiscated and secured with a Deputy Principal until the end of the day.
- It is expected that students will follow the SMART code and be respectful if and when their devices are confiscated. Any student who causes a disruption will be followed up with appropriate disciplinary action from an Executive member of the school staff.
- Student infractions using personal electronic devices will be recorded and closely monitored. On the 3rd recorded infraction parents will be contacted and an after school detention will be issued. On the 4th infraction the student will be issued with a Formal Caution of Suspension for Continued Disobedience. Upon the 5th infraction a suspension from school will be issued.
- For excursions and other extra-curricular activities personal electronic devices are not to be used without the permission of the teacher in charge. This includes using them on buses travelling to and from venues.

In Addition

- Teachers in the Support Unit will use electronic devices as they see appropriate to support the learning outcomes of their students.
- Where parents need to contact their children urgently during the school day, they are to use the school's telephone number. Urgent messages will be delivered to students.

Mrs B. Maricic

Yr 8 & 10 Deputy Principal

Science Matters!

YEAR 7

As part of their first unit of work in high school, year 7 students have engaged in the skills-building topic, *Welcome to Science*, with much enthusiasm in the hope of getting their Bunsen burner licence in the first attempt! It is very pleasing to note that students in this cohort actively sought help from their class teachers for their assessment task on a famous Australian scientist and the submission rates of this has been exceptional. A great start to Stage 4 Science, indeed!

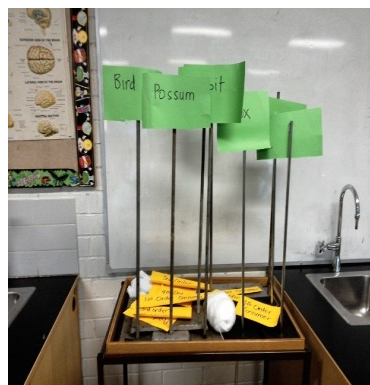
YEAR 8

The first unit of work, *Elements of Matter*, has allowed for the foundation of the chemistry branch of Science to be established. Using the skills acquired last year, students in year 8 have undertaken an investigative task, choosing an area of interest to develop a question and then planned an experiment to test their hypothesis. An overwhelming number of students took advantage of the scaffold provided in the assessment booklet to support the presentation of their final practical report. This format of differentiated support (the scaffold) helped students to confidently approach the task and complete the report effectively.

YEAR 9

With a faculty focus to differentiate in the teaching process and to cater to the learning of all students, the year 9 students have undertaken the *Ecosystems* unit of work through visual learning and experiments. The joint assessment task in collaboration with the Social Science faculty has allowed students to explore biomes of the world and experience the relevance and connectedness in their learning as this concept is studied in both subjects areas.

Students engaged in creating simple and complex food webs to show feeding patterns in different envi-



YEAR 10

In light of supporting Year 10 students in their subject selection for Years 11 and 12, and having an opportunity to interact to some extent with the new Science syllabus for Stage 6, an assessment task was designed as a *Mini Depth Studies*. Students were given time in class to undertake the research related to rates of reactions, using scaffolded questions as well as addressing safety when handling chemicals. An in-class practical test was then undertaken, with students working in small groups to test one of the factors affecting reaction rate. The purpose of this task was give students an insight as to what would be expected of them if they were to select one of the Science subjects for the HSC, as well as to develop their confidence by experiencing how achievable such an undertaking would be.



Students undertaking the in-class practical

NEWS FROM THE LIBRARY

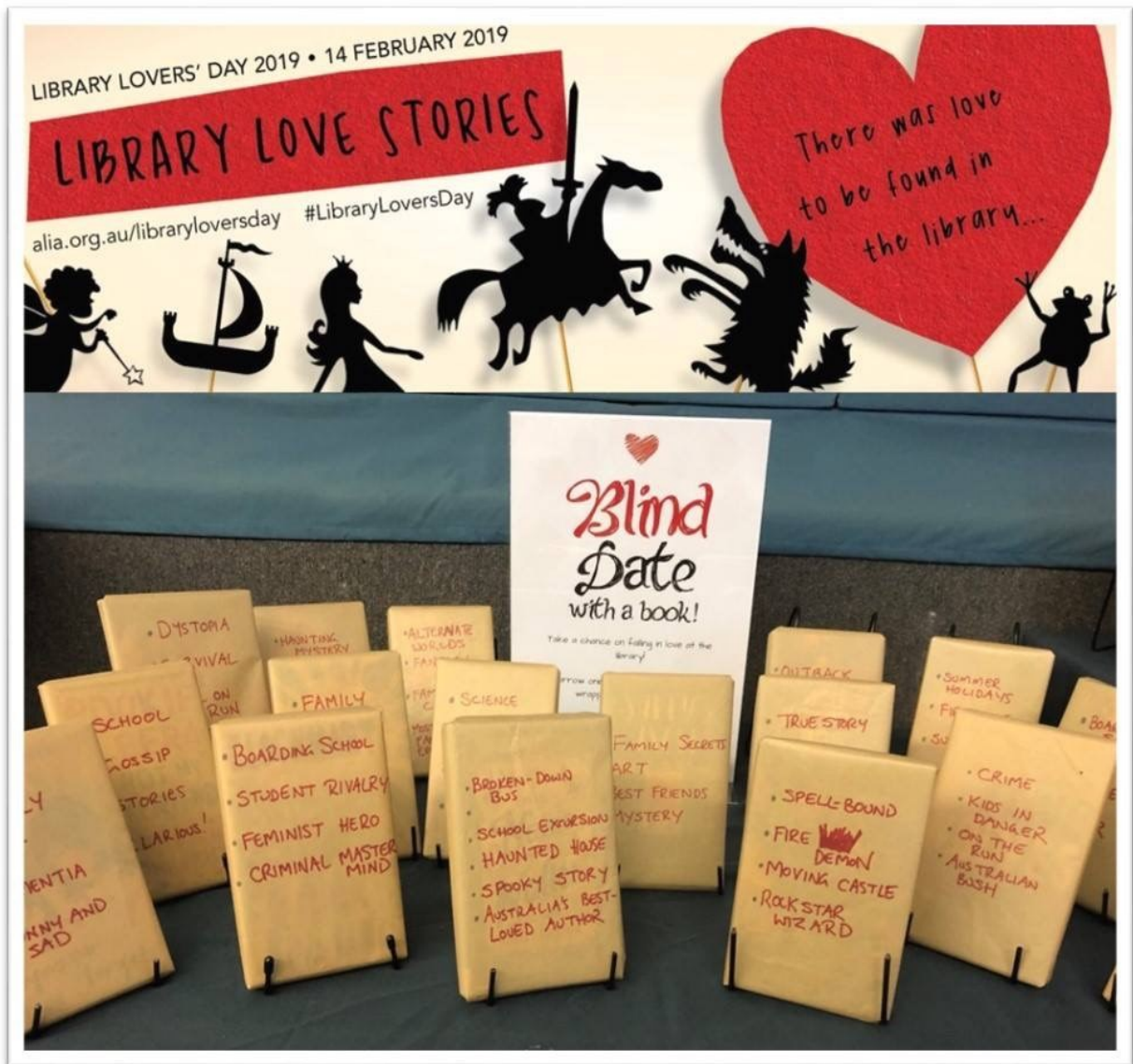
It's been a busy start to the year in the library, with the space a very popular destination on the hot days of the summer term. Year 7 have had library lessons and are finding their way around the collection, and making good use of the library computers for Minecraft and homework. Chess and Uno remain popular; so popular, in fact, that we've introduced a "serve yourself" system for chess. Students are reminded we have a range of new board and card games they may also use in the library, and we are always happy to take recommendations for new purchases, games and books alike. We are really delighted that our borrowing statistics for Term 1 are significantly higher this year than in the past, and we look forward to seeing that trend continue to go, as they say in Narnia, onward and upward!

All the new books purchased and received from the Dymocks Book Bonus fundraiser last year are now available for loan. Many of them are Premier's Reading Challenge titles, meaning we have nearly doubled the number of PRC eligible books in the collection. The PRC has opened again for 2019, so please see Ms Ridge to register as soon as possible. There is a wonderful new student website for PRC participants, which students will be shown via their English classes and on a forth-coming assembly.

We are in the process of training a new group of library monitors, many of them from the new Year 7, but also new monitors from other years. Any student who is interested in becoming a monitor should come to the library and ask for an application form.

Our new writers' club meets in the library on Wednesday afternoons, and new members are welcome. We will also be starting a book club in Term 2, and other new activities in the library, so keep your ears and eyes peeled!

Ms Ridge, Mrs Pearce and Ms Mulcahy.



February 14 is Library Lovers Day. Our "Blind Date with a Book" promotion matched 50 books with readers, including Ms Tran and Ms Ayden from the English faculty.



The library has featured a display of books to support the Year 7 English unit of work, "Tales Through Time". The unit is designed to introduce Year 7 to the foundational stories of world literature. This image shows a range of books that retell stories from Ancient Greek mythology and literature, including *The Iliad* and *The Odyssey*.



SUPPORT UNIT TERM 1 REPORT

The start of every year is always very busy and exciting as we welcome new people into our Support Unit. While we have had 9 new Year 7 students start, we have also been joined by two new staff, Mr Bizan and Mrs Stamatakis who have replaced Ms Schryver and Ms Beange. We would all like to thank these two teachers for their commitment to the QHHS community and wish them both all the best for the future in their new endeavours.

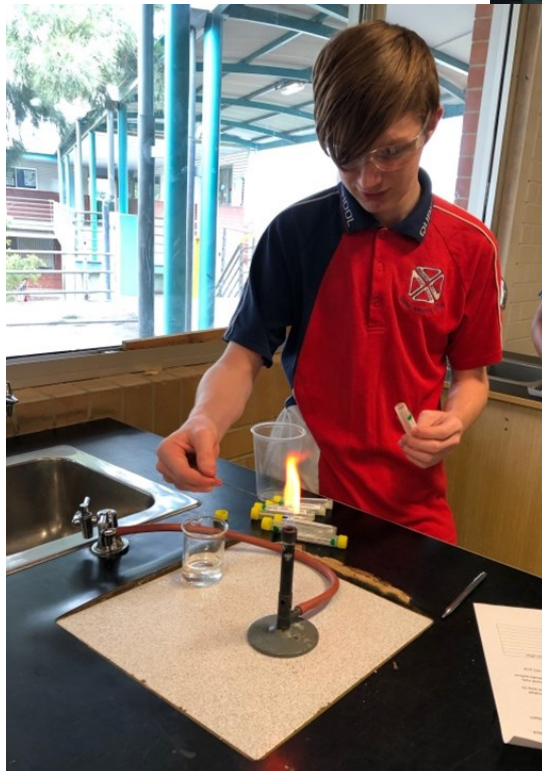
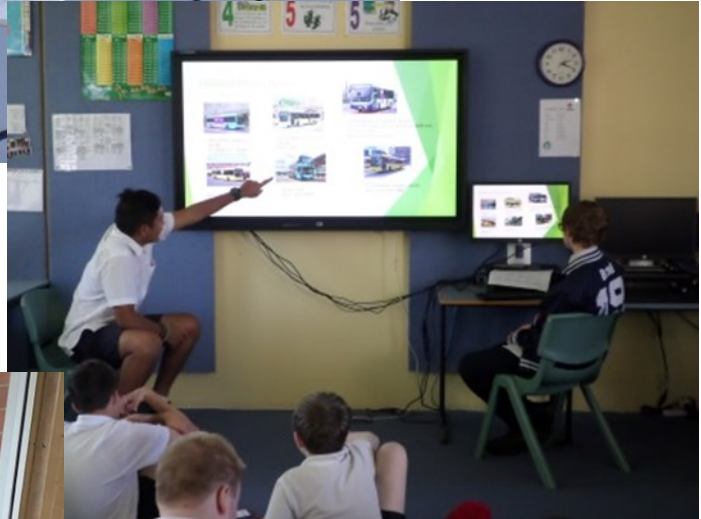
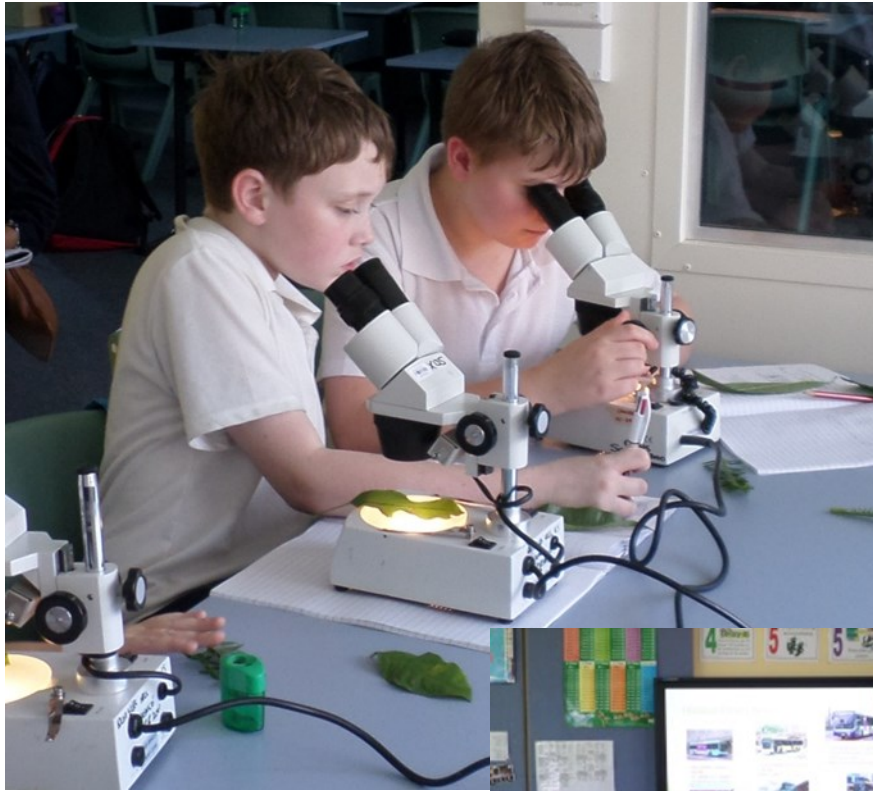
All students have come back from the Christmas break and have worked hard to settle in, learn and become active members of the Quakers Hill High School community. Their efforts have been evident in all classes and it has been wonderful to see the diverse talents our students possess. We are proud to say that our students have demonstrated talents in writing, artistic design, research and presentation of individual projects during our fortnightly unit assemblies.

Our senior students have proven to be wonderful role models to our younger members. We are proud of our representative who has joined the Green Team in working on beautification and maintenance projects around our school. Other students are also involved in World Autism Awareness Day which aims to raise understanding of this disorder and is an event that is close to our hearts.

Thank you to our supportive families for their care and commitment. We have just completed our Individualised Education Plan (IEP) meetings which have helped us in establishing and strengthening a partnership between school and home. All staff have felt privileged to be a part of this process and our students are benefitting.

It has been a great start to 2019 and we are looking forward to seeing what Term 2 has in store for us.





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 MONDAY ALL STUDENTS FINISH EARLY AT 2.40pm

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

PLEASE CHECK OUR WEBSITE AND FACEBOOK PAGE REGULARLY

50th ANNIVERSARY

***Mt. Druitt High School
Chifley College***

would like to invite you to come and
celebrate

on 18th October 2019

at Chifley College Mt Druitt School Hall

Stuart Rd, Dharruk

5.00pm - 8.30pm

\$35.00 per person

Come and share the memories

The evening will commence with a school tour from 5.00pm followed by dinner
and a trip down memory lane in the school hall. This is a NON ALCOHOL event.

Tickets available via link provided.

Ph: 9525 9750

web: www.mtdruitt-h.schools.nsw.edu.au

address: Stuart Rd, Dharruk



PosterMyWall.com

BELL TIMES - 2019

TUES THURS FRI	GO TO CLASS	8.40	8.45	5'
	ROLL	8.45	8.55	10'
	1	8.55	9.55	60'
	2	9.55	10.55	60'
	RECESS	10.55	11.20	25'
	GO TO CLASS	11.20	11.25	5'
	3	11.25	12.25	60'
	4	12.25	1.25	60'
	LUNCH	1.25	1.50	25'
	GO TO CLASS	1.50	1.55	5'
	5	1.55	2.55	60'
WEDNESDAY	GO TO CLASS	8.40	8.45	5'
	ROLL	8.45	9.05	20'
	1	9.05	10.05	60'
	RECESS	10.05	10.30	25'
	GO TO CLASS	10.30	10.35	5'
	2	10.35	11.30	55'
	3	11.30	12.25	55'
	LUNCH	12.25	12.50	25'
	GO TO CLASS	12.50	12.55	5'
	4	12.55	1.50	55'
	5	1.50	2.45	55'
MONDAY	GO TO CLASS	8.40	8.45	5'
	ROLL	8.45	8.55	10'
	1	8.55	9.55	60'
	2	9.55	10.55	60'
	RECESS	10.55	11.20	25'
	GO TO CLASS	11.20	11.25	5'
	3	11.25	12.25	60'
	ASSEMBLY	12.25	1.10	45'
	LUNCH	1.10	1.35	25'
	GO TO CLASS	1.35	1.40	5'
	5	1.40	2.40	60'

BELL SIGNALS SYSTEM

There are various bell signals which tell students and staff what to do.

SINGLE RING indicates the start of the day, end of lessons or breaks and the end of the day.

TWO RINGS indicate an assembly in the quadrangle has been called. All students and staff should assemble in the quad as quickly as possible.

THREE RINGS indicate that the **oval is closed** due to extreme heat or rain. Undercover walkways become in-bounds for that break.

WHOOOP SOUND indicates that an **evacuation** is necessary. Students and staff must evacuate the buildings and assemble on the oval.

DOORBELL SOUND indicates a **lockdown** is required. All students and staff must remain in the buildings, close and lock all doors and wait for the all clear (which is two rings calling everyone to the quadrangle).

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 2019

_____ " _____ " _____ " _____ " _____ "

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: _____

PHONE (H): _____

MOTHER: _____

PHONE (W): _____

PHONE (M): _____

EMAIL ADDRESS: _____

FATHER: _____

PHONE (W): _____

PHONE (M): _____

EMAIL ADDRESS: _____

EMERGENCY CONTACT NO. 1: _____

RELATIONSHIP: _____

PHONE (W): _____

PHONE (M): _____

EMERGENCY CONTACT NO. 2: _____

RELATIONSHIP: _____

PHONE (W): _____

PHONE (M): _____

MAILING ADDRESS: _____

Signed: _____ Date: _____

(Parent/Guardian)

Quakers Hill High School

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Principal: Mrs Rebecca Mahon (Relieving)



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