



UPCOMING EVENTS

Friday 3 July

Last day Term 2

Monday 20 July

Staff Development Day

Tuesday 21 July

All students return

Thursday 23 July

Reports issued to students

Friday 24 July

Vaccinations Year 7 & 10

27 July—7 August

Year 10 Student Subject
Selection Interviews

3 August—7 August

Education Week

Monday 10 August

P&C Meeting 7pm



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PRINCIPAL'S REPORT

THANK YOU

A huge thank you to our parents and community for all the support and assistance provided during the Covid 19 partial shutdown. The partial shutdown of schools in NSW was something completely unprecedented and most certainly tested the resolve of students, staff, parents and carers and the wider community.

The shift to remote learning saw the school adapt very quickly and I am extremely proud of the way in which teachers and students changed their practices and kept striving for excellence in learning. Of course, a radical shift such as this saw a number of issues arise. Making sure as many students as possible had access to a computer device was a challenge we met by loaning out over 117 school laptops to families. My thanks to Mr Daghel and our technology team for rolling this out.

The cancellation of a massive number of activities that form a vital part of our school culture was necessary but still very disappointing for all of us. Many of these can't be rescheduled, unfortunately, but we will try to rework those that can.

I would like to particularly thank Kerry Ellis, as our P&C President, for her consistent engagement and advocacy throughout the first semester. This was mirrored by so many parents and carers who sent messages of support, which we were very grateful for.



Education &
Communities

LATEST ADVICE FROM THE DEPARTMENT RE COVID 19

The guide for parents and carers was sent out a short while ago via the school email and Facebook page. I have also provided the link to this document below.

https://education.nsw.gov.au/content/dam/main-education/news/Face_to_Face_Learning_Guidelines_for_Families.pdf

Activities that can return from Term 3 (with adherence to guidelines) include school sport, inter school events and competitions, Special Religious Education, Work Experience, community use of school facilities, P&C meetings (preference for online) and parent teacher meetings where they cannot be held online. We will not be running parent teacher night in its usual form in Term 3 due to ongoing restrictions on large numbers of adults entering the school site at once.

Additional cleaning during the day time has continued throughout Term 2.

I would like to remind families that it is vital that you continue let us know when your child has been tested for Covid 19. It is similarly still very important that all students who are sick stay home and seek medical advice.

RECALIBRATION/COLLEGIATE

The Year 10 subject selection process has begun with Year 10 having recently completed the initial subject survey. In this, they were asked to nominate Quakers Hill High School or Wyndham College as their choice of venue for Year 11 and 12. There may be some adjustments to the various courses offered as numbers come together and curriculum lines are formed.

Teachers continued to access professional learning where they possibly could throughout Term 2, although the Covid 19 partial shutdown saw the focus shift to flexible or online learning.

YEAR 7 2021

The process for Year 7 enrolment for 2021 continues as per departmental guidelines and timelines. A large number of out of area applications were received and assessed by the school based panel.

WORKS AROUND THE SCHOOL

Significant progress has been made in the Cooler Classrooms program, with the bulk of the designated classrooms having the systems installed. This will be a great relief for students and staff in the summer months, making for a more comfortable learning environment. The school will have an electrical upgrade in the holidays which will provide the much needed increase in capacity to run the systems.

A concrete path is being installed to allow safer access to the eastern carpark from between the science block and upper level of B block. This is primarily for staff and any visitors who

access the carpark. The pathway will provide a safer route, especially in wet weather.

The projection equipment in the Performance Space has been upgraded to a much higher standard. It will allow for a much improved experience for year groups and other users of the performance space.

STAFF UPDATE

It is with great sadness that we farewell Mr Ford at the end of this term. Mr Ford has worked across a number of Key Learning Areas in the school, most recently in TAS and Learning Support. He has also held the position of Assistant Adviser to Year 7 in 2020 and Year 10 in 2019. We thank Mr Ford for his great service to the school and wish him all the very best in his future endeavours.

Mr Head will continue in his role of Recalibration Coordinator for the second semester. This has allowed the process to maintain its momentum after the partial shutdown. Ms Neylan will likewise continue in her role as Acting Head Teacher Literacy & Numeracy for the remainder of 2020, which will allow her to continue the excellent teacher professional learning she has been leading.

NSW CURRICULUM REVIEW

The NSW Education Standards Authority recently released its review into the NSW curriculum. This review is the first of its kind since 1989 and seeks to better prepare students for the challenges of the 21st Century. The broad aims are to build strong foundations in literacy and numeracy, reduce the amount of time spent on compliance activities for teachers, strengthen post school pathways with clear links to future study and employment and a focus on essential learning in the middle and senior years.

Quakers Hill High School has already been working to incorporate future focused learning through our Future Focused Learning course in Year 7 and flexible learning via the integration of the Quakers Hill High School 12 Transferrable skills. These are flexibility, persistence, communication skills, presentation skills, problem solving, critical literacy, critical numeracy, digital literacy, critical thinking, working collaboratively and design and innovation skills. This existing structure will see staff and students well positioned to implement and take the best possible advantage of the new curriculum.

A link to the review is below:

<https://nswcurriculumreview.nesa.nsw.edu.au/home/siteAreaContent/19e4f544-6d8b-4fbf-ba85-d3f9fc0b55e5>

The staff and executive of Quakers Hill High School displayed significant passion and dedication throughout Semester 1. Particular thanks are due to the Deputy Principals Ms Mahon and Mrs Maricic for their tireless and inspired leadership. This provided much reassurance to the students and staff in times of great uncertainty.

I would like to wish all students, staff and our school community a happy and safe holiday break.

Andrew Skehan

Principal

MERIT AWARDS, QHHS SOCIAL MEDIA AND RECOGNITION OF STUDENT ACHIEVEMENT

With the many changes brought upon us by Covid-19 and remote learning we have had to think of different ways of doing things and how we could catch up on events and activities that may have been missed.

At Quakers Hill High School we are keenly aware that it is often the students who do the right thing each and every day who are often overlooked. Those students who may not excel in their class work but they bring their equipment, they complete their work, they wear their uniform, they follow reasonable requests and they adhere to the SMART code in every way. It is because of these students that we are very focused on meeting our ongoing target of 6 positive referrals for every negative referral.



Since returning to school we have trialled a few different initiatives to catch students who are doing the right thing and to reward those students who are consistently following the SMART expectations. One initiative from Mrs Maricic was a roll call system wherein roll call teachers marked each student who was at school each day with a book to read, in uniform, correct equipment and on time. Those students received a merit award for their ongoing efforts. In total 350 students were recognised for their consistent efforts. I have restarted a 'catch them being good' initiative from last year wherein staff are asked to look around the room and to select two students per lesson who are demonstrating the requested behaviour at that time. The behaviour varies from actively participating in class to demonstrating respect to all other students to trying their best in their learning that is underway. In this way we are hoping to recognise and reward as many students as we can. At last count 132 students have been recognised across 3 different lessons.

A further reward initiative is the Year 8 Class Competition which is always a subject for hot debate and keen competition. The Year 8 Advisers and myself are looking forward to beginning this again and seeing who will be victorious this time.



**JUST MOVED INTO
THE AREA AND
LOOKING FOR A
QUALITY LOCAL
HIGH SCHOOL?**

From 2021, Quakers Hill High School is an option for senior school students in the Quakers Hill area.

QHHS offers:

- off site and multi-campus opportunities for all students through the Nirimba Collegiate
- a range of curricular and extra curricular opportunities
- innovative, experienced, committed staff
- outstanding wellbeing programs and a strong commitment to student voice

QHHS: CREATING TOMORROW'S CITIZENS TODAY

SOCIAL MEDIA

The QHHS Facebook page, Instagram page, website and the remote learning website created by Ms Taylor were integral to our success as a positive learning environment during the phase of remote learning. They allowed us to communicate with the community and to maintain contact with the students outside of Google Classroom and Education Perfect. Since returning we have been focusing on continuing to use our Social media platforms to communicate with you and to showcase what is happening in the classrooms and across QHHS. Parent and student feedback have helped us to build and refine our social media presence and we are always happy to receive suggestions for inclusions and improvements. Further to this, there are often many of our students who are engaged in high level sporting competitions or humanitarian or community-based programs and we would like to showcase those. So if your child is involved in something outside of school such as 'Shave for a Cure', a representative sporting team or a positive community initiative please let us know -we would love to know about it so that their contribution can be shared. In the meantime please join our Facebook community of 2,501 followers and our Instagram of 1,089 followers.

TERM 2 SMART LESSONS

Many parents would be aware that each Wednesday we have an extended roll call wherein we focus on building students Numeracy and/ or Literacy capacity in areas identified as needing improvement. In Term 2 the focus was on literacy and Ms Neylan has written about our targets and focus areas elsewhere in the Bumper Contact.

For the first few weeks of students return Mr Kantek (our Head Teacher Wellbeing) followed up his excellent work on the Wellbeing Google Classroom by developing lessons that supported students in their transition back to school. Many of our students experienced generalised anxiety and some more specific concerns and the lessons were around what we can and cannot control and some of the areas of stability in our lives. Students were encouraged to consider their character strengths and their stability rocks.

Week 8 SMART lessons were focussed on anti-bullying behaviours and QHHS anti-bullying processes and procedures. For the Year 7 & 8 lessons, students looked at Stop/ Help/ Tell and discussed what constitutes bullying behaviour and how we can handle it. A key message was : *Bullying can harm the school community by more people becoming bullies therefore*

more people will be bullied. Students will think its ok to bully others because there is nobody doing anything about it. People being bullied will believe that no one cares about them and may stop coming to school or begin self-harming behaviours. Students were encouraged to support anyone they know who is being bullied by reporting to a teacher and by completing an anti-bullying referral sheet. Year 9 & 10 students focused on student voice in anti-bullying



At Quakers Hill High School, we are all expected to help to make a real difference in stopping bullying by using STOP, HELP, and TELL strategies.

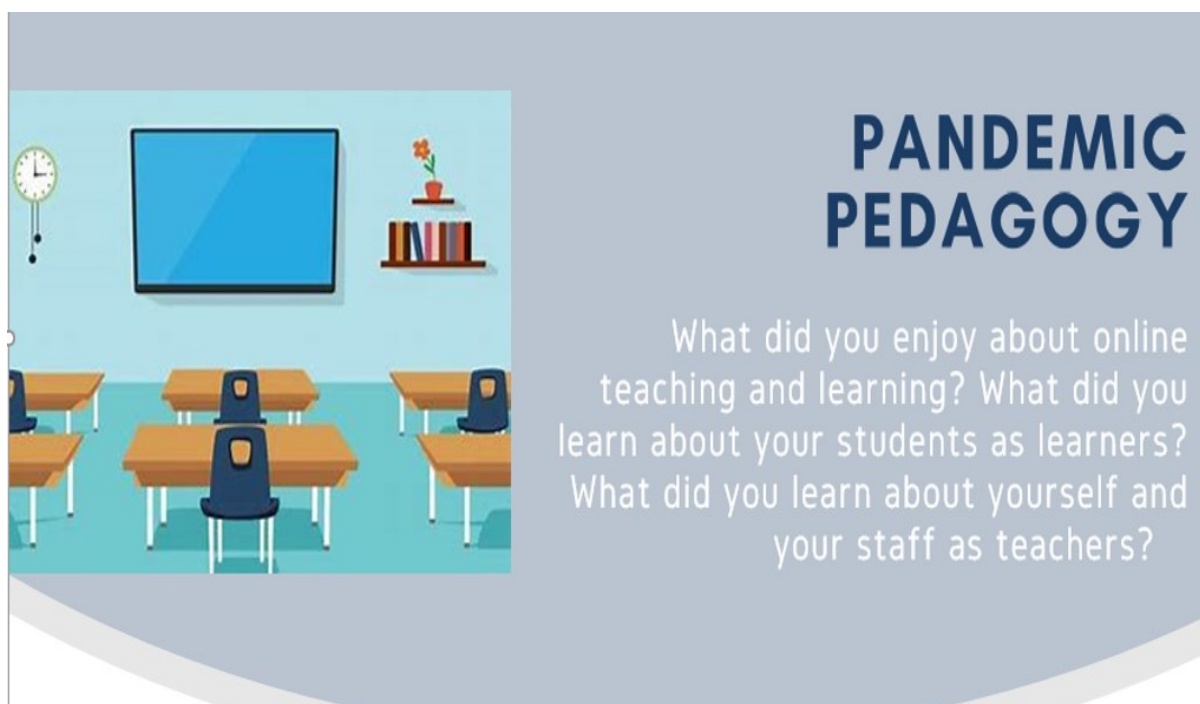
programs and how they could contribute to programs that promoted positive behaviours.

Parents, you also play a role in this by letting us know when something is happening to your child. Bullying happens in all schools to some extent and our greatest weapon in the war against bullying is information. If your child is being targeted in some way please call the school and let someone know so that we can handle it. The S in SMART stands for safe and we want all students to come to school feeling safe and confident.

REMOTE LEARNING FEEDBACK: LEARNING FOR STAFF AND STUDENTS

Since returning to school we have had many conversations and undertaken some surveys about how staff and students felt about remote learning. We have not undertaken any parent surveys but based on emails and Facebook messages we are fairly sure that you are all glad that it is over.

Staff surveys and discussions indicated that the staff learned a great deal about themselves as teachers and as learners and that the students did also. Some students indicated that they really liked learning from home and have that opportunity for quiet deep engagement whereas other students said that they struggled as they missed being able to bounce ideas around with their peers and with teachers.



Most staff indicated that remote learning deepened their understanding of how many of our students struggle to work independently and how when they found material challenging they were inclined to give up rather than to persevere. As an executive we have spent some time in discussions focused on how we can build student resilience and learning autonomy. Next term and moving forward we will look at how we can create time and space for students to complete independently with minimal teacher support in order to build that resilience. Parents you can support us in this by always encouraging your children to explore, discover and seek their own answers to questions through the many information technologies that are at our disposal.

MATTERS SPECIFICALLY RELATED TO YEAR 8

Next term we will have our subject selection and in Monday's year assembly students were addressed about this. It is unlikely that we will be able to undertake Subject Selection as we have done in the past. Mr Head and I have considered and discussed how we can best communicate choices, information and processes to the students and to parents. Currently we are thinking that we can provide the information to students at school and parents will need to access some online materials. Obviously, we are always available for advice via email and the phone. Please be aware that students who have not paid their Year 7 & 8 fees will be precluded from selecting a fee paying subject in Year 9. If you are experiencing difficulty meeting fee payments please call the school to speak about implementing a plan.

MATTERS SPECIFICALLY RELATED TO YEAR 10

I spoke about the end of year celebration (formerly known as the formal) to Year 10 at Monday's year assembly on 29 June 2020. The Year Advisers and I intend to proceed with planning the event but I will be sending home a letter early in Term 3 to provide some information to parents about possible issues that could arise and the increase in costs due to our inability to complete our fundraising. Year 10 students are reminded to attend school daily and to provide a note of explanation for any days absence. It is important that students have a minimum of 85% attendance.

In Term 3, I will be contacting some parents for a senior review meeting to discuss their child's work performance, N determination warnings, attendance and behaviour. If you would like to discuss your child's performance in any of the identified areas, please call the school to arrange a meeting.

To all staff, students and parents, have a wonderful holiday and enjoy some time relaxing and catching up with your loved ones. Be safe and we look forward to seeing you next term refreshed and ready to embrace all things Term 3.

Rebecca Mahon
Deputy Principal
Years 8 and 10

DEPUTY PRINCIPAL'S ARTICLE

I have to say, this Semester has been one of the most surreal times of my teacher career. No sooner did we start the year and we were faced with the effects of COVID-19. Education changed overnight for both students and teachers. Parents became the supervisor of learning as we moved online overnight. It was a hard road for all and many adjustments had to be made. For Year 7 & 9 there was no NAPLAN and for all students formal half yearly exams did not occur in the same way. Regardless, teachers were able to assess their students with the new report format that was adopted to include flexible online learning. I hope that students take the time to reflect upon the report comments that are made and set themselves goals for improvement.

Winter has definitely hit and has caught some of our students unprepared. The winter uniform has not changed. As stipulated in the student diaries, on the website and in all information that is available to parents, hoodies, track pants and black socks are not part of our uniform. The school track pants are to be worn on Wednesday sport day or for PE practical lessons only, not on any other day. There is a school jumper, sloppy joe and jacket that can be worn at all times. WHS requires that students wear leather shoes in practical lessons and for safety. At QHHS students are to wear black leather shoes. The senior executive appreciate the support of parents and carers in ensuring that our uniform policy is adhered to.

This week we had short year meetings to bring the cohorts together before the holiday. It was nice to have the opportunity to address Year 7 & 9 as their Deputy Principal. The message to Year 7 was about being kind to one another as our focus this term has been around positive relationships. For Year 9 it was a reminder be on time, in uniform and put your phones in your bag before you enter the room. If you know you are going to get a negative entry in SENTRAL "why would ya?" We hope that students received the messages loud and clear and come back with better attitudes next term. Some of the things they have to look forward to next term: Sport, Stage 5 Barista and Green Team, Stage 4 & 5 ROSE Assembly, Education Week, Year 7 AIM Higher, Subject selection for 2021 and so much more.

Even though we have come to the end of Term 2, we are still transitioning back to normal. I am very grateful that as a community, we did our best to support each other with online learning. I know I am looking forward to the holiday to finally have some time to catch up with my family and friends whom I haven't been able to see for many months. I am also looking forward to having a well earned break and less screen time which, I recommend for everyone.

Have a happy and safe holiday!

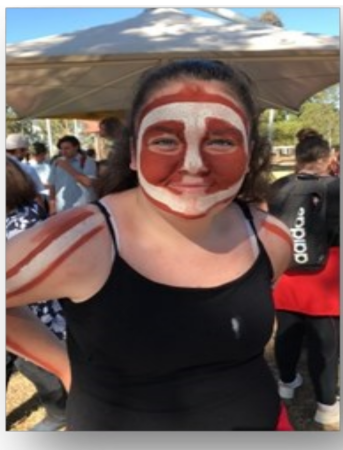
Mrs B Maricic

Year 7 & 9 Deputy Principal

ABORIGINAL EDUCATION AT QUAKERS HILL HIGH SCHOOL

Our Aboriginal program for 2020 included a visit to Sydney Zoo in Term 1. This was to be our first QHHS Connected to Community day. However the Covid-19 virus and the weeks of social distancing meant that this excursion was postponed. We hope to visit the zoo in Term 3. Our students put in a huge effort in their preparation for Harmony Day in Term 1 – this also was cancelled, however students were able to use the original powerpoint from Harmony Day for Reconciliation Week. The theme for Reconciliation Week, 'In this together', was about deepening our understanding of Welcome/Acknowledgement of Country - its practice in Aboriginal nations on country – and how it helps us focus on whose land we stand. This is also supported in the theme for NAIDOC week – 'Always Was, Always Will Be'. NAIDOC Week will now be held from 8th to the 15th of November.

Some words and pictures from the Reconciliation powerpoint.



We dedicate Reconciliation Week to all Aboriginal and Torres Strait Islander students who contribute so much to our understanding now. We pay our respects to past, present and emerging elders of all Aboriginal and Torres Strait Islander Nations and acknowledge that we are on the land of the Darug Nation.

When we have our assemblies we acknowledge the Darug people, on whose traditional land we hold that activity. One action that helps us understand more about the reconciliation movement in Australia is learning about why we have a Welcome or Acknowledgement of Country.



Our next QCCP day will be held on 30 June 2020. This year's theme continues the concept of relationship building and developing positive connections. At the beginning of the day our students will be viewing Adam Goodes in The Final Quarter. This documentary looks at the last three years of Adam Goodes' AFL career and explores the realities and impact of racial discrimination. Mrs Walker and Mrs Josselyn will work with students on creating visual story lines that will then be transposed onto ceramic tiles – similar to the tiles at Yarabilinga. These will eventually be placed on the back wall of the CAPA building, as part

of our memorial walk. The walk is being designed as an interactive historical journey of Australia. Students will be making johnny cakes and organising food for our BBQ lunch. Time will also be spent at Yarabilinga preparing the soil for bush tucker plants.

Mrs Christine Foresheew and Mrs Jo-Ann Anderson have been meeting with all our Aboriginal students to develop their personalised learning plans using the Goal Hub interactive platform. As our Aboriginal Student Support Officers, they work closely with students with their learning and with all our Support and Wellbeing staff and their classroom teachers.

We have started developing our new leadership group for 2020. Still to be expanded, Nekeeta Mealey and Bianca Groves have made a great start in their contribution helping with the design of the QCCP days, and building interest and enthusiasm amongst all our Aboriginal Students. We have included a photo of Nekeeta and Bianca working on the next QCCP Day.



ENGLISH FACULTY NEWS

2020 has been an incredibly busy year in English so far, and not only because of the unusual circumstances of the COVID-19 shutdown. While our attention turned to recreating all our units of work to be delivered remotely via Google Classroom and other online platforms, staff have also been busily preparing for Stage 6 English, coming soon to an English classroom near you!

The English faculty prides itself on our “future focused” approach to the teaching and learning of English, making innovative and meaningful use of online and multimedia platforms both for teaching and for student work and assessment tasks. Despite the challenges of shutdown and working from home, our Year 9 students nevertheless created some incredibly sophisticated and thoughtful multi-modal group projects for the Term 1 unit of work “The Human Footprint”. Inspired by documentaries and the techniques of persuasion used in marketing campaigns and their own research, the students came up with an impressive range of proposals for ways to improve QHHS’ environmental impact. Some of their proposals included: recycling and solar energy programs, replacing plastics in the canteen with bamboo cutlery and reusable containers, refurbishing the school with eco-friendly and sustainable furniture, and many more thoughtful, practical and well-researched ideas.

Year 8 similarly rose to the challenge of working collaboratively during the shutdown. Their key text in Term 1 was the superb animated film “*The Iron Giant*”, based on Ted Hughes’ children’s novel “*The Iron Man*”. The unit of work asked the students to explore our relationship with technology and to consider whether we were better or worse off with the technological advances of the contemporary world. Turns out it was a perfect time to reflect on those questions!

Since returning to school and a more usual learning environment, Year 10 has been enjoying exploring the nature of story and how creators re-imagine and retell stories over time and in different historical and social contexts in our very engaging unit called Re:Boot! Re:Boot takes Spider-Man as its core story and we look at how the story of Peter Parker has been reinvented many times since it first appeared in the early 1960s, from the first Marvel Comic books to the most recent Marvel Universe feature film versions, where Peter Parker can be female, Black/Latinx, an anime girl, a spider-ham, or even a sad, middle-aged man—truly something for everyone!

As for Year 7, we could not be prouder of how well they have done under the most extraordinary and difficult circumstances. We had barely started to get to know our new classes before suddenly they were gone! Fortunately, the Term 1 unit, Tales Through Times, which looks at the history of story as the cornerstone of human civilisation from ancient times to today, translated well into online learning, with the students able to access a range of classic stories in different mediums. Now they are back in the classroom, we are doing lots of hands-on learning in our poetry unit, with some excellent

work being produced by staff and students alike. Five of our English teachers wrote poems for a model anthology, and now we are eagerly awaiting the submissions of Year 7's own poetry creations for the second assessment task of the year. A couple of samples are shown here.

The faculty have also been incredibly busy writing new programs for all levels of Stage 6 English. We are excited about the opportunity to write brand new units of work for Year 11, and to select the models that will best suit QHHS students for the HSC, based on our deep knowledge of our students as people and as learners. Our choice of texts and modules reflects the abilities and interests of our students, and the rich cultural diversity of our Quakers community. All the faculty have had the opportunity to do professional development on the brand new HSC English syllabus (first examined in the 2019 HSC) alongside our colleagues across the state and we can't wait to start teaching it in 2021.

We are working on an English Faculty website to showcase student work and Faculty programs, including the return of the Creative Writing club, and faculty excursions just as soon as the COVID-19 restrictions allow. Keep your eye on the school's Facebook page for more information. And don't forget Book Week, which we will celebrate again this year: details to come.

Finally, we wish to welcome two new colleagues to the faculty: Ms Emily Brewer, who has capably stepped into the very large (metaphorically speaking) shoes left by Ms Willmetts, who recently welcomed the second new faculty member, young Hudson, who already has a room full of books and a house full of love. Congratulations to Ms Willmetts and her partner.

Some samples of work produced by students in English

Technology challenges what it means to be human as the younger generations are being brought up where everything is done for them via technology. When technology wasn't a thing, people were independent and they hunted and made food themselves.

Take Uber Eats as an example. By the touch of a button, you have food coming your way. Back when phones were non-existent, people cooked for themselves with homemade recipes, not a recipe found on the internet.

Online banking will become much more advanced in 50 years or so. Wallets may not be a thing as people just use phones to pay. Jewellery has already been developed so that you can pay by scanning your ring but is that really a secure way to pay?

It challenges what it means to be human as the newer generations are growing up lost in a screen, believing that it's normal. This proves our point that technology does challenge what it means to be human as almost every being in this world owns a form of technology.

Technology was made by humans to enhance our way of living, but as it gets more and more advanced, it is being abused and misused. This challenges what it means to be human as humans don't convey the same qualities and skills that they had back when technology wasn't a thing.

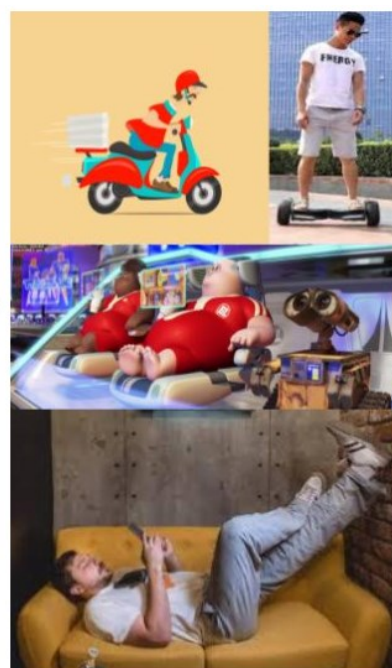


Figure 1: Man vs Machine by Asena, Telissa and Rasleen

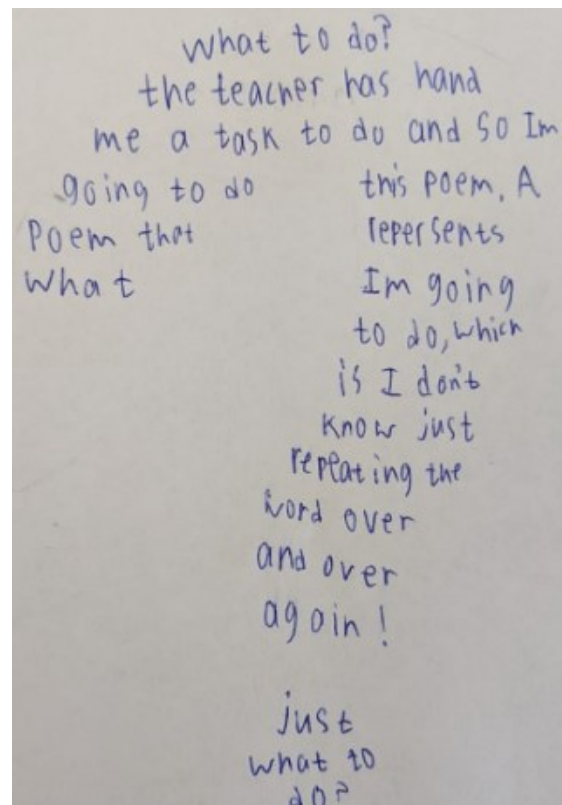
Ethically

If you look at the question from a moral/ethics perspective, then the answer is no. This is visible in *The Iron Giant*. Seeing the threat of new technology, humans decide to attack the Iron Giant without asking any questions. In one scene, the detective is told that the giant has Hogart in his hand, yet he still tells the army to attack. Even when civilians aren't evacuated yet, he orders the launch of the missile. If technology makes humans willing to kill innocent people, then, when looking at this ethically, it does not make us better humans.



Top: Kent Mansley ordering army to attack
Middle: Kent Mansley ordering missile
Bottom: Kent mansley throwing a hissy fit

Figure 2: Evie, Maddison and Norman



OUR PROPOSAL

We propose to go **fully digital** and avoid as much paper usage as possible, here at Quakers Hill High school. For students who cannot access computers, 'rental-like' computers will be handed out for those students to borrow/purchase or payment plans can be organized through the school. Laptops, unlike textbooks, can be reused every year, thus reducing paper usage and waste.

Teachers will be able to see what students are doing and restrict student access to websites via the department of education and other teaching resources.



Social Science

Year 7 Geography

Students in year 7 are working through a unit on Liveability. They are investigating what factors contribute to the liveability of places and how we can make the liveability better in communities. Over the next couple of weeks they will be discussing how we can make communities more sustainable and designing future cities with improved liveability.

Year 8 Geography

Students in year 8 are working through the different ways that we interconnect with society. We are investigating personal connections as well as the role technology will play in future interconnections.

Year 9 Geography

Year 9 Geography students are working on a project based learning activity where they have been given a Key Geographical Question and they are required to complete a range of fieldwork activities to respond to this question. Students are investigating which site around the school is the best option to build a vegetable garden.

They had to develop a range of focus questions that their group would need to answer before they could make their decision and then conduct primary and secondary research to answer these questions. Students have been getting their hands dirty testing for soil texture and stability as well as collecting data about the micro-climate at each site.

Students will complete an in-class assessment task at the conclusion of this unit where they will have to decide on the best site for their vegetable garden using evidence collected through their research to support their decision.

Year 10 Geography

Year 10 are working on a project based learning unit. They are investigating the idea of "Think Global, Act Local". They need to select an issue that they believe is an important global issue impacting communities and the environment. They will be using primary and secondary researching to develop a local action that could be implemented in the local community to support a solution to their global geographical issue.

Work Education

Work education students have been busy investigating possible career paths for their future and developing sample transition plans to plan their movement from QHHS into the workforce through the many different transition points available to them.

They are also working on assessment task 2 where they need to develop and analyse their employment related skills to write a cover letter and resume to apply for a job to their classroom teacher.

As we move into term 3, students will be taking part in the \$20 challenge where they will need to develop and run a small business idea to turn their \$20 into the most profit they can.

Elective Commerce

Year 10 Commerce students have completed an investigation into consumer and financial decisions. They have the legal rights and responsibilities of consumers and have completed an assessment task investigating the impacts of scams.

Students have learned about personal budgeting and are currently exploring the world of investment. They are learning how the stock market works as well as other investment options.

Next term they will be participating in the ASX Sharemarket Game, where they will be competing against other schools to invest in a virtual stock market.

Year 8 Geography Landforms and Landscapes Assessment Tasks



Year 9 Geography Fieldwork and Assessment Task



MATHS FACULTY NEWS

Well what a term it has been!

We would first like to congratulate students with their online assessments that we did earlier in the term. We had a submission rate of more than 90% of our students complete it on the day they were assigned. Our epic Wednesday where we had Year 8 to 10 submitting, we had 455 submission in a seven hour time period which equates to just over one submission per minute. This is a platform that we are considering to use for our future assessments and we appreciated student feedback regarding this.

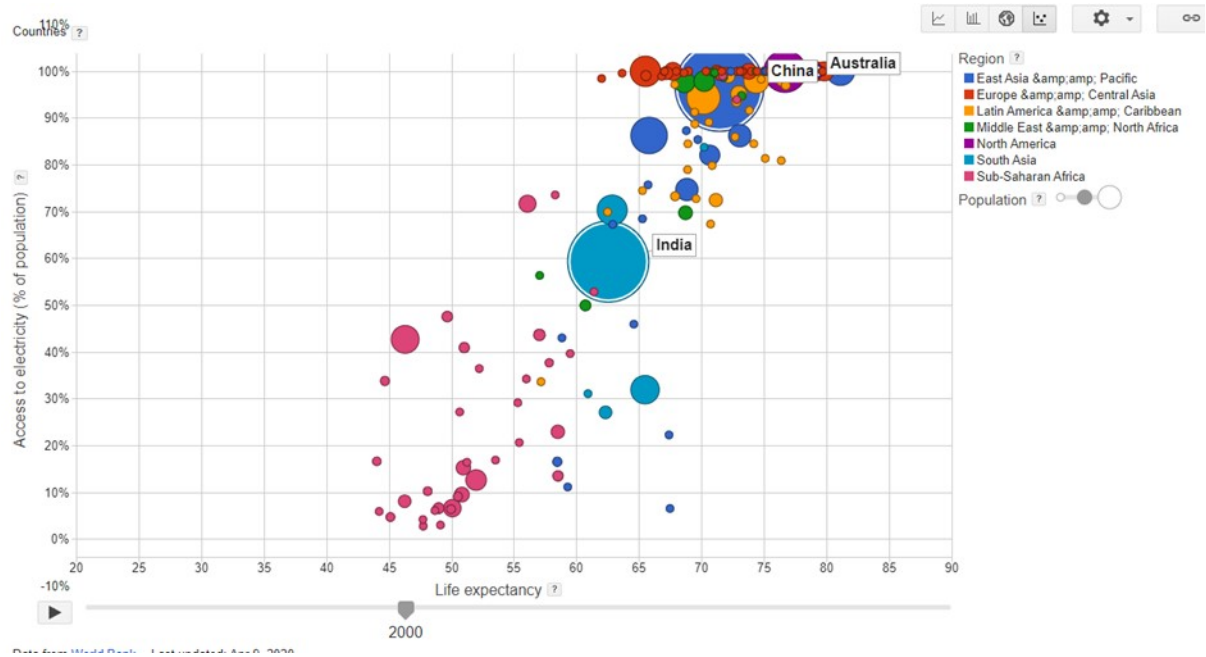
Some of the work that has taken place has included comparing and calculating with data.

The Year 9 Accelerated class looked at bivariate data and correlations, using the public data that is available on the G-Suite platform.

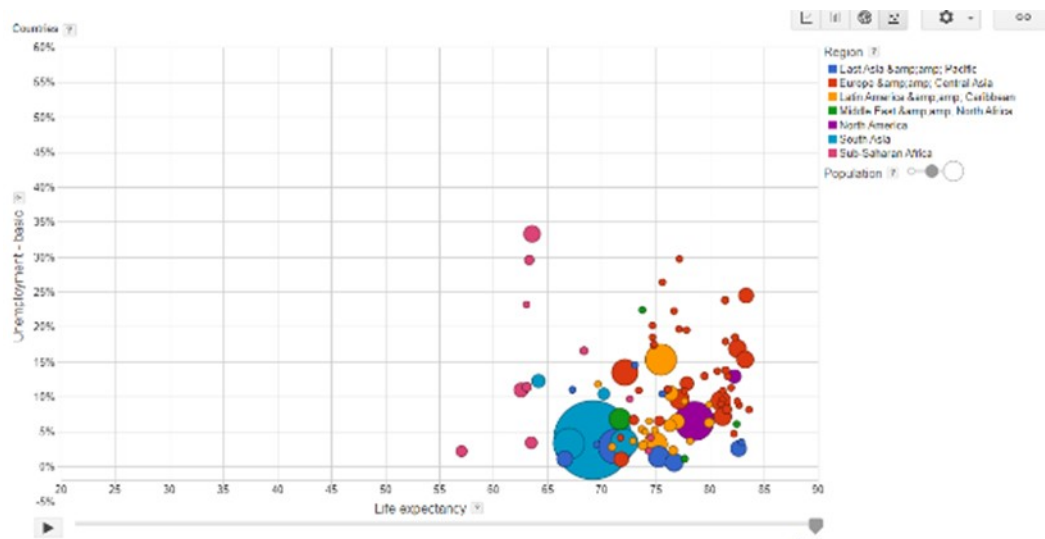
The bigger the circles indicate a bigger portion of data in that country.

Unemployment with basic education vs life expectancy

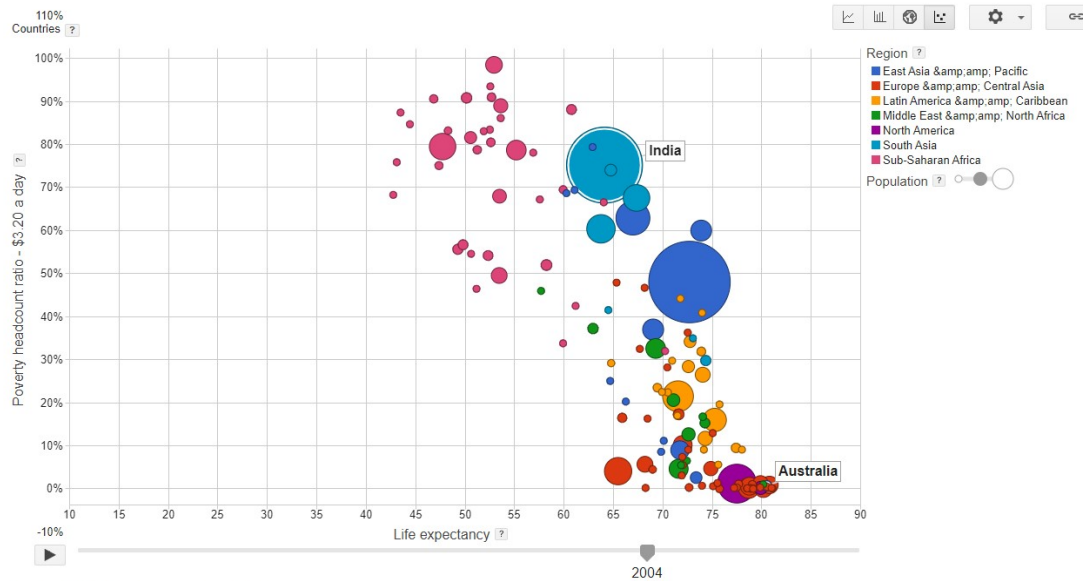
Life Expectancy vs Access to electricity



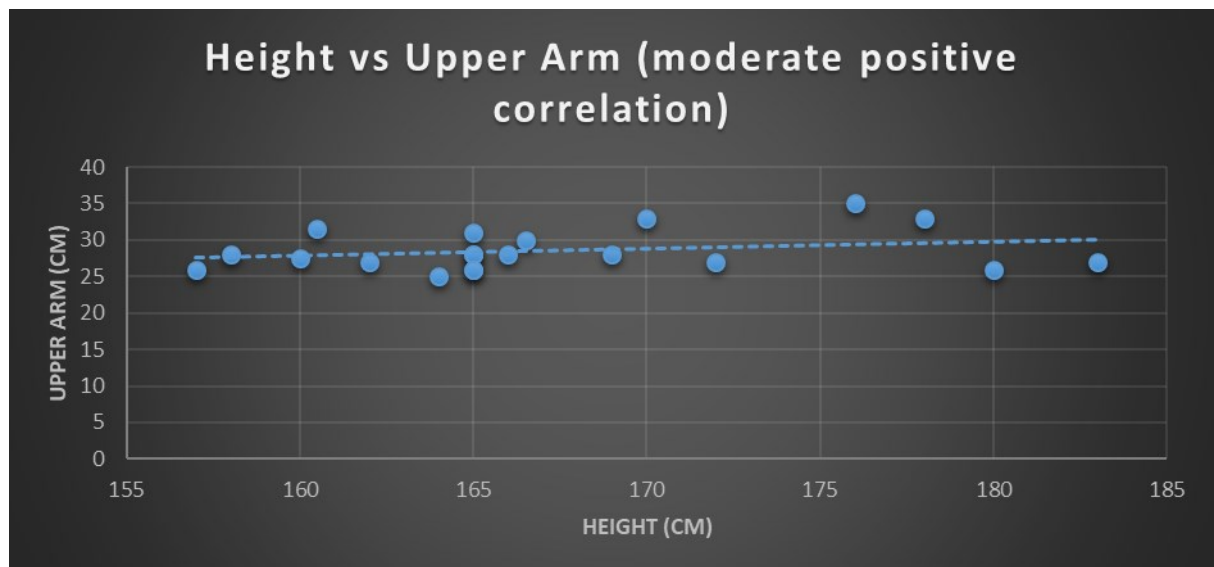
Unemployment with basic education vs life expectancy



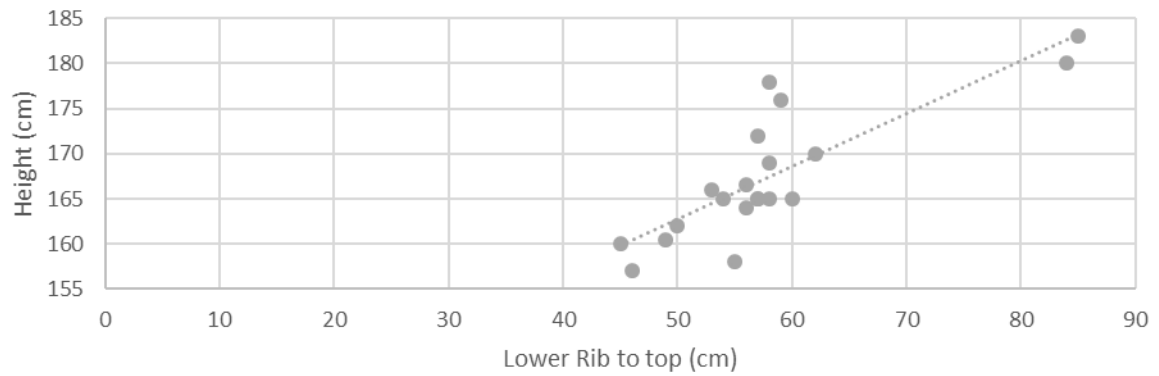
Life Expectancy vs Poverty headcount of people earning \$3.20 per day



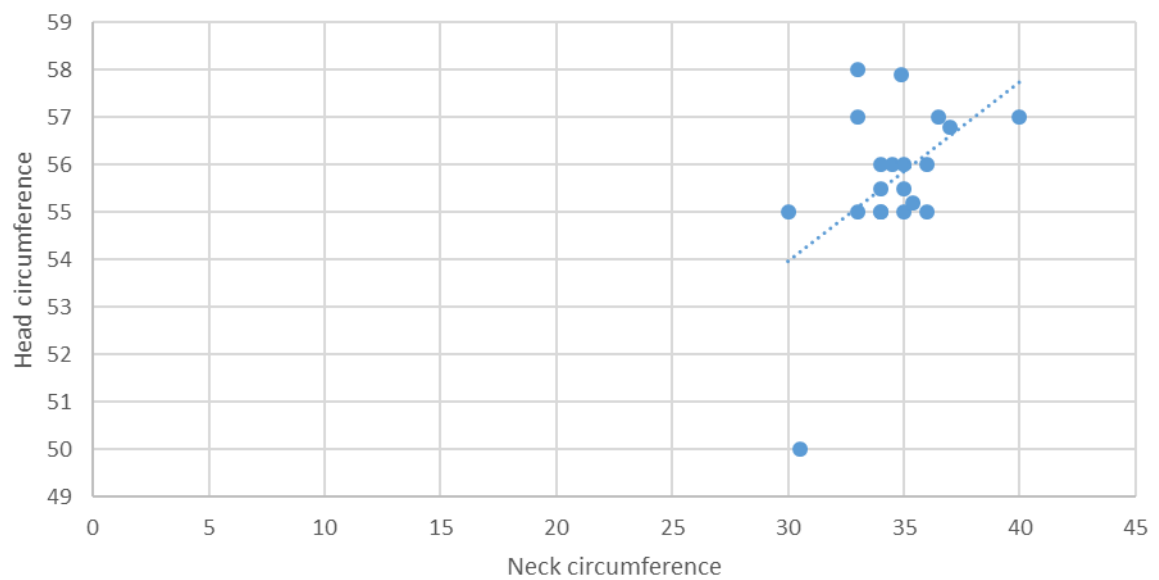
Further to this, we looked at scatter plots and were able to graph two different variables using spreadsheets, where students used their body measurements to collate the data. Below are some examples, where a line of best fit was constructed.



Height vs Lower Rib to top (Weak Positive Correlation)



Neck Cicumference vs. Head circumference



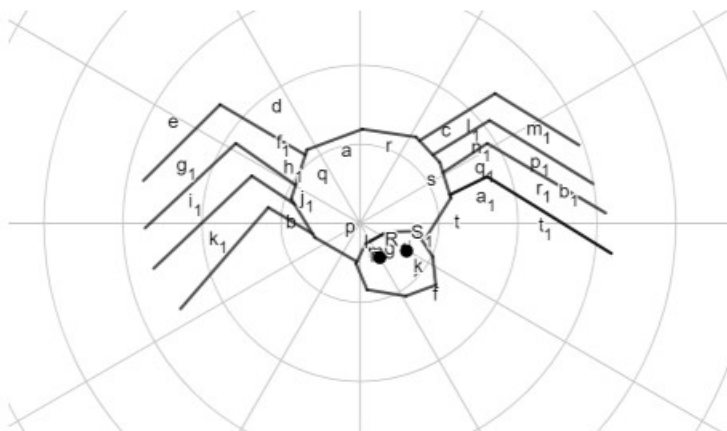
A	B	C	D	E	F	G	H
	Length of foot	length of forearm	lower rib to top kr	tibia (shin bc	upper arm	neck circumferenc	head circum'
	22.5	24	53	38	28	35	55.5
	25.5	27	84	35	26	34	57
	22	26	58	37	28	35	55
	23	25	54	34	28	36.7	57
	20	21	55	31	28	30	55
	22.5	25	45	39	27.5	34	56
	22.8	26.5	56	35	30	34.9	57.9
	25.4	28.5	58.5	36	34	38	58
	24	25	50	34	27	33	57
	23.5	26	58	29.5	33	37	56.8
	22.8	22.5	49	37	31.5	35.4	55.2
	26	24	57	36	26	34	56
	22	24	58	36	28	34	55
	25	26	60	36	27	40	56
	26.8	26	59	36	32	32	55.5
	30	28	59	36	33	34	55
	23	23	60	33	31	34.5	56
	28	27	57	39	30	35	55
	20	28	58	28	32	30	50
	29	28	72.5	39	28	32	56
	23	23	56	36	25	36	56
Mean	24.13333333	25.4047619	57.95238095	35.26190476	29.19047619	34.5	55.75714286
median	23	26	58	36	28	34.5	56
Quartile 1	22.5	24	55	34	27.5	34	55
Quartile 3	25.5	27	59	37	31.5	35.4	56.8
Minimum	20	21	45	28	25	30	50
Maximum	30	28.5	84	39	34	40	58
Range	10	7.5	39	11	9	10	8
Interquartile range	3	3	4	3	4	1.4	1.8
Standard Deviation	2.62140154	1.991763084	7.778028827	2.860315699	2.551732327	2.330542549	1.575881138

Another Year 9 class were able to do an in depth data analysis using the measures of central tendency.

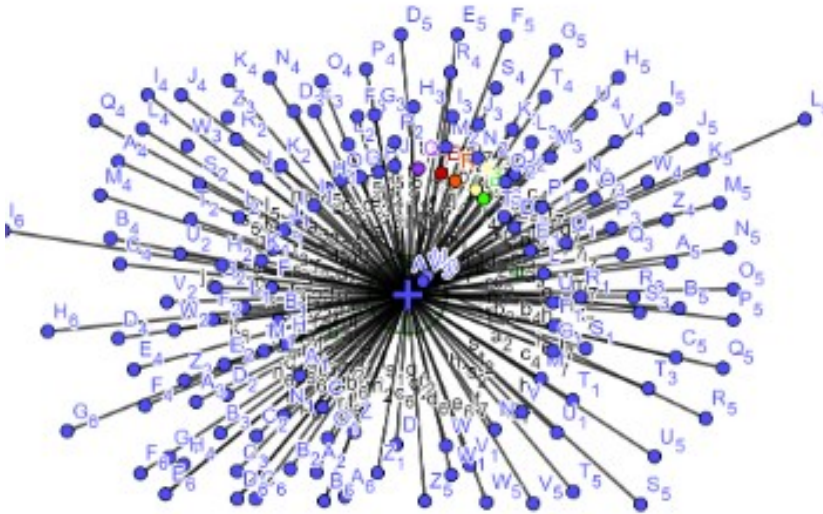
It is great to see students' software to make efficient calculations and analyse the data that is given to them.

For Angles in Year 7 some classes have been using Geogebra to understand angle relationships.

Some students have become creative enough with the following designs



Below is group of angles that all add to 360 degrees in total




PDHPE & SPORT REPORT

PDHPE Curriculum News

Year 7 have been examining the impact of physical, social and emotional changes during adolescence. Their assessment task involved students designing a resource for future Year 7 students that would help them with the transition into high school and understanding the changes that occur during puberty. Ashley Taylor of 7Q gave some good examples of support networks for teenagers.

Since returning to face-to-face teaching, Year 7 have been focussing on the students' ability to make healthy decisions around nutrition. They have been developing their understanding of food labels, exploring nutritional information and examining the influences on food choices.

Ways the SMART code can be used to be respectful while communicating online



Safe - while communicating online it is important to know who we are talking to and who could possibly see what we post, making sure you do not talk to strangers online is one way of being safe.

Motivated - if we are texting or messaging someone online we need to stay motivated to do the right things and say the right things. Words can hurt so make sure that you stay motivated to be a nice person.

the school's SMART code to being safe online.

Finding ways to cope during Puberty-

Who to ask-



People you ask if you have any questions or problems- Parents, teachers/welfare staff in QHHS or other family members you might want to talk to.

There is also a child help line if you have any problems there is -

This is the link:

<https://kidshelpline.com.au>

This is their number:

1800 020 080

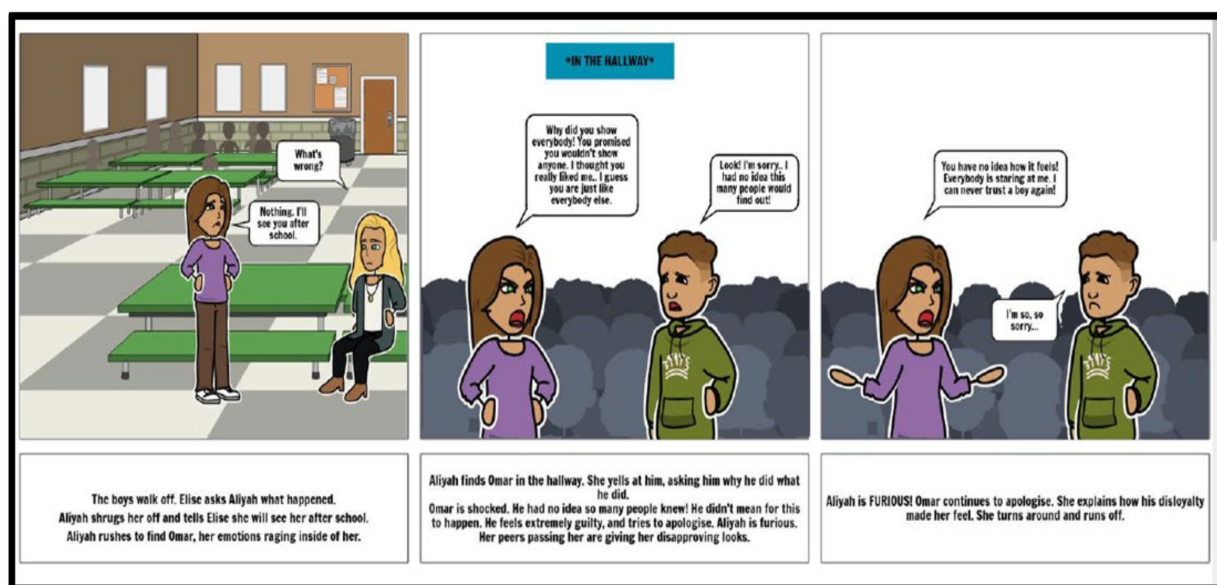
Don'ts-



Don't believe everything from social media because lots of information could be fake or made up.

Year 8 classes were studying topics relating to online safety. They explored skills and strategies around how to stay safe online, the impact of online bullying, and what our digital footprint is. Their assessment task involved the students developing a cyber-bullying awareness presentation that addressed respectful relationships online and support services available for young people. Trinity Potter in 8K produced a very good task and linked

Year 9 have also been studying respectful relationships with a focus on sexual health. An integral part of the PDHPE curriculum focusses on the characteristics of respectful relationships and students learning to interact respectfully to help them to become socially responsible citizens. Their assessment task required the students to evaluate the influences on ethical behaviours in relationships. As part of this task, students had to create a storyboard that addressed the issues associated with unethical behaviour online. Amani Migahed from 9PE-5 created an excellent storyboard that explores some of the issues associated with 'sexting'. The following is an extract from her storyboard.



Year 10 have been studying the impact and costs of drug and alcohol use on the community. The assessment task was an extended response to the statement 'The government should raise the legal drinking age to 21'. Students were required to analyse the issues surrounding alcohol use in society and write a persuasive essay on whether or not the government should raise the legal drinking age in Australia. Madisyn Banks from 10PE-5 was commended on a well written response and we have provided an extract from her essay.

Thomas Kelly was the victim of an unprovoked "coward punch" in Kings Cross, July 2012. He was taken to hospital, where he died due to serious head injuries after hitting his head on the curb. His attacker was heavily intoxicated, which is why we should reduce drunken attacks on young people by enforcing these measures. Lockout laws in all pubs and clubs are effective in reducing alcohol-related harms as seen with the introduction of lockout laws in 2014. It resulted in a 49% reduction of drunken-violence in Kings Cross. Paul Toole, Minister for Liquor and Gaming said, "...The overall impact has been a significant reduction in assaults in the inner-city area."

Delivering our practical curriculum during these uncertain times has been particularly challenging. PE staff have been researching and implementing different resources to help keep the students active and developing their skills as lifelong learners in physical education. We have utilised a number of online activity apps and websites that have proven to be effective in keeping not only our students active but also our staff. We have listed some of our favourites below that are not only useful for students but also for adults in keeping active at home.

The Nike Training Club app - can be downloaded on both android and apple phones and is free. It has an extensive range of easy to follow workouts that caters for beginner to more advanced fitness levels.

Darebee.com – a website that is free and has an extensive range of workouts, programmes, challenges and nutritional information. This site also has an excellent exercise video library to assist you with proper technique when completing some of the many workouts on offer.

Down Dog Yoga app – this android/apple app has just extended its free service until the end of the year if students sign up with their det email address. Other members of the family can also use a student email address to log in for free. This will give you access to a number of apps including, yoga, 7-minute workout (for time poor adults and students alike), HIIT (High Intensity Interval Training), Yoga for beginners and Ballet workouts.

Yoga with Adriene – easy to follow yoga videos on YouTube that cater for a range of abilities.

The Body Coach TV – easy to follow YouTube videos that include a range of workouts which can be completed at home in the living room or garage with enough space.

Since the students have returned to face-to-face teaching. Staff have had to adjust the curriculum to meet the advice from the department of health. We have focused on a range of fitness activities and skills in games where social distancing is easy to implement. Students have been developing skills in games such as t-Ball, Spikeball, volleyball, cricket and frisbee.

Needless to say, staff and students are looking forward to some of the restrictions easing next term where we can begin to re-introduce a number of other games and activities back into the curriculum.

If any parents would like further information on the physical activity resources we have access to, please feel free to contact me via email.

Daniel.nash1@det.nsw.edu.au

Daniel Nash

HT PDHPE



SPORT REPORT

Firstly, a warm welcome back to face-to-face learning! We in the PDHPE staffroom would like to acknowledge the amount of effort put in by students, teachers, parents and families during our time in isolation. Thank you for your commitment, enthusiasm and patience while we navigated a new way of learning.

With everything going on at the moment, sport has sadly had to take a back seat temporarily. This means that the current season, season one, has been suspended until further notice. When we do return to sport, it may look a little different to what students are used to while we adhere to new guidelines and regulations to keep our staff and students safe. In saying all this, there is plenty of effort going on behind the scenes to make sure that students can return to sport as quickly as possible. We are hopeful that Grade Sport will be able to return in Week 2 of Term 3 (fingers and toes crossed!). Grade Sport will pick up where it left off, and will complete Season 1 to ensure students get the most out of the draw. We will keep students updated as we receive any news or information. If you have any questions please see your teachers or the Sports Coordinator.

Before lockdown, we did manage to get through our School Swimming Carnival. It was a great event that was attended very well by QHHS students. Each and every participant gave their best and there were some amazing races and great results. The Swimming Age Champions are:

12 years Female	Emma	Crotty
12 years Male	Joshua	Hand
13 years Female	Kasia	Jennings
13 years Male	Kaleb	Sciberras
14 years Female	Skyla	Tynan
14 years Male	Bryce	Jenkins
15 years Female	Olivia	Coram
15 years Male	Declan	Banks
16 years Female	Madeleine	Hand
16 years Male	Daniel	Wilson

The following students are congratulated as being the Age Champions in the in school's Cross Country.

12 years Female	Layla	Holder
12 years Male	Joshua	Hand
13 years Female	Taylor	Corby
13 years Male	Jeremy	Sapno
14 years Female	Caitlin	Brissett
14 years Male	Mitchell	Precious
15 years Female	Olivia	Coram
15 years Male	Antonio	Baillo
16 years Female	Kayla	Gallagher
16 years Male	Logan	Van Klooster

A big thank you to the students for their continued efforts and enthusiasm towards sport. Hopefully we will be back sooner rather than later!

Shane Hill, Sports Coordinator

FUTURE-FOCUSED LEARNING FACULTY NEWS

SOCIAL ACTION PROJECT

Social actions projects are carried out for the good of the community. They are well-planned and make use of local and global links. They bring together people, organisations and networks to improve wellbeing for the wider community and those who need a voice. All Year 7 students undertook a research task on a social issue that they identified within their local community. These social issues included bullying, animal cruelty, homophobia, mental health, sustainability, domestic violence and many more. They explored the effects and causes associated with these social issues. They were then set a task to produce a series of media outlets to raise awareness and promote positive change. Working



together, students created videos, posters, pamphlets and websites to promote their social action projects. Using their creative and critical skills, many students become entrepreneurs. They planned and financed a social enterprise that allowed for profit and growth. They discussed how they will use the profit to further expand their enterprise and benefit the community.

VIDEO FOR CHANGE COMPETITION

Students were also challenged to create a one-minute video of a social issue they feel passionate about. Within their learning hubs students planned, directed, produced and shot footage. They then edited and upload their film to the Video for Change website. Students who entered their video will go in the running to be featured on Network 10's "The Project". "In your Paws" is an example of a social enterprise created by students from 7U (Bianca, Jade, Jess, Chloe and Sophia). Their love for their pets and animals pushed them



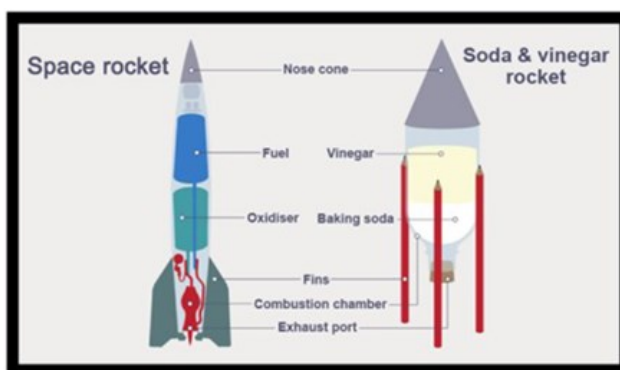
to tackle the issue of animal cruelty. They created a video, Instagram page, and a website where customers can purchase their merchandise and donate to their cause. The students showed great determination and passion for their social action project.

MISSION TO MARS

In Term 3 students will combine their love for Science, Technology, Engineering and Mathematics (STEM) to participate in the Mission to Mars challenge. The Rocket Mission requires students to create a spacecraft and launch it into space. Students would mix vinegar with baking soda to cre-

ate an acid-base reaction causing the rocket to lift off. There will be many failed attempts, with students going home smelling like vinegar. However, students who use their engineering skills can launch their rocket more than twenty metres into the air.

The Colony Mission requires students to use recyclable materials to create a community on Mars. Students will successfully create a sustainable environment that ensures the protection and survival of 100 people. Students also discuss and argue which members of the community will be allowed to voyage with them to Mars.



What does Opportunity, InSight and Curiosity all have in common? They are the names of space rovers that have successfully landed on Mars. The Rover Mission requires students to program their own personal rover (Sphero) through Mars like terrain. Students learn how to block code their Sphero to stop, rotate, change colours and detect collisions.



All the Year 7 students showed diligence throughout this Semester with many showing an improvement amongst the 12 transferable skills. The FFL team would like to wish the Quakers Hill community a safe and happy holiday and we look forward to another exciting semester of FFL.

Mr Daghel



TAS HEAD TEACHER OVERVIEW

Term 3 has certainly been interesting for us in TAS. Since quite a few of our subjects have a high degree of practical experience, it was certainly a challenge at the start of this term with remote learning. We want to say a huge thank you to our students, teachers and parents for working with us to ensure our students still continued to learn from home. There were many students who continued to design and create projects from home with their parents and guardians helping them out. Check out this fantastic work by one of our Year 7 students who showcased the joy of cooking from home with Technology Mandatory.

[illegible]

As school returned to normal, our dedicated TAS teachers have worked tirelessly to ensure that our students were safely back to practical work and immersing themselves in the Design Process in the classroom. Teachers were very busy making resources for remote learning, caring for our animals, our Ag Plot as well as planting some seedlings in our TAS garden, Plot to Plate. This enabled our students getting back into creating their projects, working in the kitchens, gardens and workshops. Here are some great photos of our students in action.



Some exciting news in TAS, our room G5 has been refurbished and we are excited to be calling it “The Design Hub” of our school. This room is future focused and will be used as a general purpose room dedicated to inspire our future designers. Stay tuned for an exciting design competition where our students can design the logo and branding of this room. TAS will be seeking student entries from all year groups to come up with the winning logo for “The Design Hub”. The competition will be fully announced and running in Term 3. Have a safe school holidays everyone!

Mr L Roma

Head Teacher, TAS

TECHNOLOGY MANDATORY: FOOD AND AGRICULTURE

Food and Agriculture Technology Mandatory classes have returned really looking forward to continuing with their practical cooking sessions. The students finally got to make their very healthy spinach and feta cheese with spinach gozleme. Their most recent practical was the crispy chicken and chips recipe. This recipe in particular required a number of skills especially in preparing the chicken and then crumbing it. The chips were drizzled with vegetable oil, sprinkled with herbs and salt and then baked.

In the Agricultural component, especially during flexible online learning, students learnt about looking after poultry, instinctive behaviours of poultry and sheep and general animal wellbeing on the farm. Students in 8TEC-09 are also learning about the Murray Darling Basin and its importance to Australian food production. The other aspect of this is the impact of irrigation on the environment, efficient water storage and usage and sustainability of this type of agriculture.

Majority of Technology Mandatory classes are outstanding classes and model every aspect of our SMART school culture. At the end of this term 8TEC-09 finish Food and Agriculture and move on to Materials – and this will be Textiles. Students will learn about embellishing fabric techniques, dyeing and colouring and making felted products – this connects us to the farm and wool production.

OVEN MITTS IN MANDATORY TECHNOLOGY

MATERIALS - TEXTILES

At the end of Term 2 students in Mr Cameron’s Mandatory Technology: Materials, Textiles class have been making Oven Mitts for a quick sewing project to finish off an unsettled term.

Students chose their two favourite colours and sandwiched multiple layers of fabric in between and sewed them together in a quilting pattern. Finally, a pattern shape was traced onto the product and sewed down three times for strength.

The hardest part of the project was the turning the thumb of the mitt through to the correct side. This proved the most challenging part for all students who didn't know the trick!!

All the projects were completed on time to a high standard. Well done everybody.



TECHNOLOGY MANDATORY: MATERIALS - TIMBER

The Technology Mandatory course has provided students with new skills and knowledge of the timber industry by creating a LED light box. Unfortunately, the students were not able to complete the project by the end of this semester, but they will have a completed project by week two of next term. Students have displayed great skills and techniques and produced some great products so far. They will then move onto the next Unit which will be Smart Cities.

TECHNOLOGY MANDATORY — ENGINEERING

Students in Year 7 and 8 have completed and flown their paper planes for the Remote Fliers Unit. They are now working on rubber-band race cars up to the end of the term.

STAGE 4—DIGITAL TECHNOLOGIES

Students in Year 7 & 8 have completed the Smart Cities unit of work and will be taking home 3D printed models of their cities. They are now completing design challenges in Minecraft.



Students in S1 have created their own buildings with a light-up circuit for their own smart cities. They will be moving onto the Engineering Unit next term.



STAGE 5 - IST

Students in Year 9 are working on creating a basic game. They will be creating a website for their first major project next term.

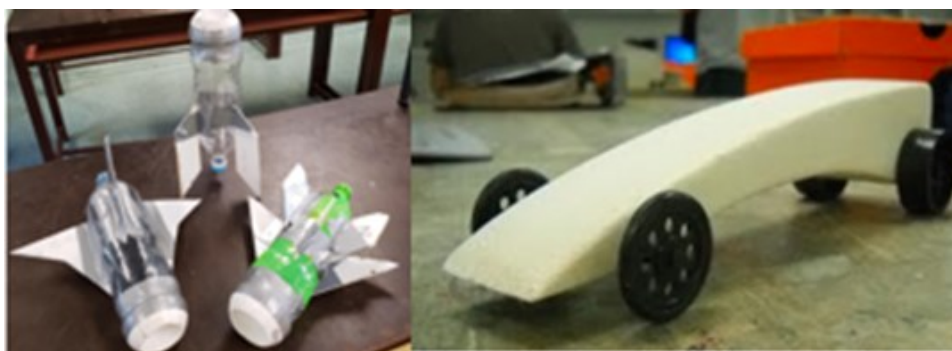
Students in Year 10 have been working on a major project that investigated the ethical use of artificial intelligence in weapon systems. They will start the Software Development Unit next semester.

STAGE 5 - ENGINEERING



Students in Year 9 have created bottle rockets and successfully launched them. Their first project next semester will be to create a desktop trebuchet.

Students in Year 10 are finishing their CO2 Dragsters and may be working on structures next term.



YEAR 9 200HR & YEAR 10 100HR - TIMBER

The 100Hr course has been working on the construction of a timber toolbox. This project has introduced the students to a few different techniques and joints to broaden their knowledge and skills. Students have been producing some top-quality projects and joints which displays their great attentiveness to detail. The Students have been working well given that they had some time off during online learning. They will be completing the Toolbox in the first 2 weeks of Term 3 and continuing onto a Tambour Box (Bread box).

YEAR 10 200HR - TIMBER

The 200Hr course has allowed students to develop skills and produce amazing projects throughout Semester 1. These projects have allowed students to explore different materials and joints to increase their skills and knowledge in Timber Technology. Some of the more technical joints such as dovetail, box joint, hidden dovetail and widening joints were created throughout the Semester.

Students have the opportunity to increase their skills by applying themselves in the upcoming project of a Bedside Table.

STAGE 5 CHILD STUDIES

Stage 5 Child studies is a wonderful group of young people who take great interest in early childhood development and the profound impact that older people have on the early life of children.

Term one's content covered growth and development in children and play and the development of children. These were challenging topics and introduced students to concepts such as cognitive, social, physical, emotional and linguistic growth especially in the environment of play-based learning. Play is such a complex and amazing process when applied to a child's brain development and general maturation. Year 10 students focused on cognitive development using Jean Piaget's four Stages of Thinking. The challenge was an essay where students described the application of their understanding of Piaget's theory to play based learning and how the Educator makes decisions on play activities. The students did extremely well with this, assisted by scaffolding of research and writing using ALARM and TEAL. TEAL is an acronym for Topic sentence, Explanation, Example and Link to question. ALARM is linked to the NESA verbs that assists with writing extended responses.

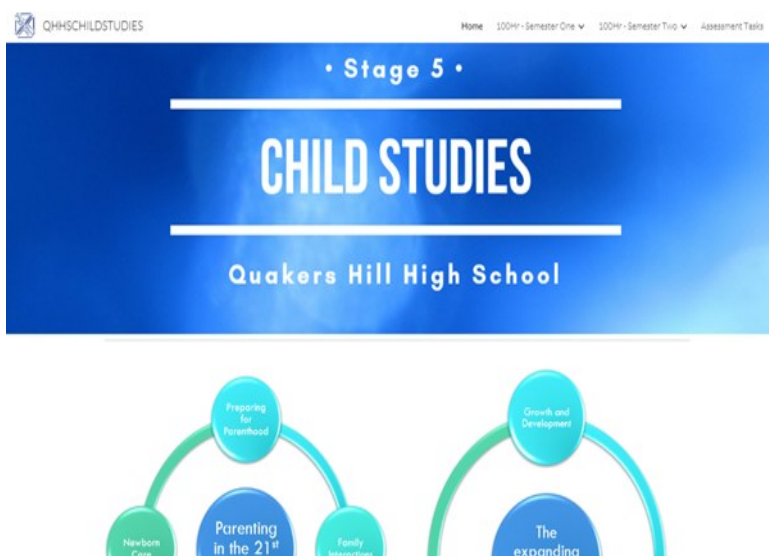
The module that we are working on at the moment addresses Health and Safety in Childhood. Feedback from students in response to the first assessment task was that they wanted more flexibility and choices in their assessment. So students are presenting their investigations and research in many different ways – such as pamphlets, books, Google Slides, Power Point, web sites, videos and so on.

The students were outstanding in their flexible online learning, participating in Microsoft TEAMS and Google Classroom. This experience will be very useful when we start to delve into the world of Apps for children – a study in Media and Technology in Childhood. There will be some really current research in flexible learning for young children – preschool and Years 1 & 2.

Teachers of Stage 5 Child Studies are currently in the process of developing a website full of great resources, check it out:

<https://sites.google.com/education>.

nsw.gov.au/qhhschildstudies/home



YEAR 10 AGRICULTURAL TECHNOLOGY AND FRIDAY AFTER SCHOOL FARM CREW

We have 17 enrolled students in the Agricultural class and about 15 students who come on Thursday and Friday afternoons after school to help look after the poultry. They all really enjoy working on the farm. Their jobs include cleaning the chicken coups, removing the manure up to the top orchard area, collecting and weighing eggs and collecting data on number and

weight of eggs to create excel spreadsheet tables. The chickens are also weighed as we are keeping an eye on their physical condition through winter. Our Dorper sheep are doing well – even in this cold and rainy weather. We have set up a worm management system to try and reduce worm infestation in the gut of the sheep. The sheep are drenched and placed in a new paddock. They stay in these paddocks for up to six weeks, then are drenched and placed in a new paddock. Sheep pick up worms from eating feed near their droppings. Worms can make sheep seriously unwell and possibly cause death.

Students have also worked on the new orchard. Soil improvement has occurred here for two years as it was very poor in minerals and a high alkaline PH. The Agricultural students have been raking in manure from the poultry so that now the PH is near to neutral and ready to plant our citrus fruit trees. We have also been adding mulch to create pathways between the rows of trees as well as considering what vegetables/grains can be grown with the citrus. The old orchard is producing beautiful fruit at the moment – juicy mandarins and oranges and some tangy lemons. The old orchards has been given lots of TLC and the wonderful results of this work can be tasted in the fruit.

The next area of improvement that students will be involved in is improving the soil at Yalabilinga (Outdoor learning Centre) so that we can get it ready to plant and grow bush tucker. Looking after the farm is truly a team effort – from the enthusiastic work of students, the TAS team of teachers to the wonderful QHHS staff who come to the school each weekend to check on the welfare of our farm animals.



LIGHTING THE WAY FOR LITERACY DURING TERM 2

While the effects of COVID-19 on our lives are still being felt far and wide, it has brought to light the wonderful ability of our students to adapt and continue to focus upon their education in tumultuous times.

This can clearly be seen in their consistent efforts in their literacy lessons during Term Two in roll call and online lessons replacing school sport. Throughout the term, students in Stage 4 and 5 have been focussing upon exploring current news topics to improve their skills in inference.

WHAT IS AN INFERENCE?

An 'inference' is a decision you come to using the evidence in the text and your own knowledge. Learning to carefully read information presented in a text and draw conclusions is an important skill our students need to learn both for future studies and beyond. This term, students have been analysing a range of news articles focussing on STEM and student wellbeing topics. They have also been analysing different features of news articles to gain a detailed understanding of this text type.

As I have walked around visiting roll calls, I have witnessed students deep in conversation, discussing the content of current news events and its impact on our world, demonstrating their personal understanding of local and international affairs and how it relates to them.

PREPARING FOR FUTURE STUDIES

As our term nears to an end, our Year 10 students have been working hard not only in their regular classes but in demonstrating their understanding through the HSC Minimum Standards Tests in Reading, Writing and Numeracy.

These short online tests have been introduced as part of an effort to improve the literacy and numeracy outcomes for all students.

For students, parents and carers who would like to find out more about the HSC Minimum Standards, you can come and discuss the tests with Mrs Critchley or Mrs Neylan or access the NESA website at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

Nicole Neylan, Head Teacher of Literacy and Numeracy Development



Year Advisers are responsible for wellbeing and its impacts on the learning of the students in their year group. They work as members of the school Wellbeing Team. They are usually the first point of contact for parents in relation to any issues causing concern about a student. Year Advisers are a dedicated and integral part of the school community. They work closely with students, staff and parents to provide the earliest possible intervention to support and maintain the wellbeing of their students. Each Year Adviser has provided a brief snapshot of some of the events, activities and initiatives that their respective year group have been or will be involved in.

Year 7 – Mr Bizan and Mr Ford

Year 7 has had a unique start to high school, as they had to adjust to life with all of the closures and restrictions in place and have had to engage in Flexible Learning from home. Despite all of the obstacles, Year 7 has responded positively and been rewarded by staff for such a great effort.

It has been a tough first Semester but we got through it. We missed out on camp and haven't had the opportunity to do activities as a year group but hopefully later this year that will change. Mr Bizan and Mr Ford will be working towards organising different activities to engage students in Year 7 such as reward excursions and in school activities.

Since we have returned to full time face to face learning, Year 7 have set the standard at Quakers Hill High School in attendance and receiving positive feedback. Times have been tough and it has been difficult readjusting how you learn but we are very proud of how this year group has responded. All of the hard work has been evident in the number of students who have received Silver Awards.

Here is a list of all of the Silver Award recipients in Year 7:

Joshua Hand, Ashleigh Jenkins, Amelia Wing, Olivia Hayes, Emily Hartfield, Hannah Elder, Savannah Ladds, Lincoln Coghlin, Emma Crotty, Sarmad Bajwa, Daniela Vidal, Harjaap Mangat, Chloe Fait, Blake Squillace, Riley Tritton, Safa Chishty, Gurkeerat Dhody, Tahira Armeda, Athyn Poulos, Chelsea Hornjak, Harrison Lamb, Heather Aldridge, Hayley Hawkes, Axel Tonkin, Bryce Ayscough, Amitoj Kalsi, Niyati Narayn, Ashley Taylor, Charlotte Sutton, Amber Mcleod, Antonia Hajipavlou, Fiona Kalava, Riley Cross, Vishaal Badam, Rochelle Borg.

Year 8 – Ms Hourigan and Mrs Hasick

We have been very excited to see Year 8 again in the Term 2 return. With the previous Covid-19 restrictions in place, students engaged positively in remote learning, demonstrating their resilience and flexibility to various learning situations. Year 8 continued to impress us with their aptitude for upholding the school SMART values in their gradual return to school, showing overall positivity and engagement as we phased back into face-to-face classes. Year 8 are congratulated on being awarded 248 positive referrals in Term 2.

Furthermore, Ms Hourigan and Mrs Hasick are impressed with the amount of Bronze and Silver Awards achieved by Year 8. We would like to congratulate the following Term 2 Silver Award recipients:

Hannah Brinsdon, Caitlin Brissett, Riley Gentle, Jessica Glastonbury, Bianca Hampson, Jenna Howe, Lexus Krha, Chloe Lamb, Paulo Liwag, Matilda McKenzie, Teodor Peters, Amie Pram-On, Johann Puravidakkunnel, Tenay Shipton, Taliyah Strachan, Telissa Thorburn, Katie Wilson.

We would also like to congratulate Sullivan Wiggins for his outstanding achievement in earning a Gold Award. Students are encouraged to keep up the great work and continue to submit your awards.

The following Year 8 students have been participating in the QHHS Girls Group:

Chloe Burston, Tahlia Scicluna, Maddie Holder, Jazzel George, Amelia Ingles.

They have been working on a range of projects such as baking; sewing scrunchies; making candles; painting learning blocks to donate to a local childcare centre; and participating in workshops on gratitude, personal branding and personal responsibility. While completing these sessions, they have been building on their teamwork, communication, problem-solving, planning, and organisational skills.

Chloe Burston and Maddie Holder have also helped support the mentoring program and have been working on a cooking project with their very talented Year 10 mentor, Vaine Tamarama. Chloe and Maddie stated, "We look forward to this each week and enjoy baking and making desserts".

Lastly, we wish all of Year 8 a safe and relaxing break, and we look forward to seeing you again for an exciting Term 3 where we will look at subject selections for Year 9!

Year 9 – Ms Brackenridge & Mr Dacey

Year 9 have had a tumultuous beginning to the year, with many new and different challenges and hurdles for them to overcome. The year group as a whole overcame the adversity they were faced with through online learning and applied themselves admirably to online learning during the flexible learning period earlier this term. They have successfully dealt with the changes to routine upon returning to full time schooling, with students positively engaging in their classwork and with their peers.

Overall, Year 9's attendance has improved in Semester 1, 2020 from Semester 2, 2019. It is positive to see all of our students eager and willing to learn. We have also had an overall gain in positive referrals and a drop in negative referrals amongst students.

With Ms Del Pinto going on leave, Ms Brackenridge has stepped into the role of Year Adviser, with Mr Dacey still in his supporting role. Ms Brackenridge has been involved with the cohort previously, stepping in for Mr Dacey last year when he was on leave as well. She has stepped up magnificently into the role, assisting and supporting students with their needs.

The Barista Program is a current extracurricular opportunity that Year 9 students are able to get involved with. The current group of students has been working well together, ensuring that the staff get their much-needed coffee fix. Two students who have been working particularly hard this term are Kayla and Anastasia. Mr Roma will be seeking motivated individuals to join the program later in the year.

Looking towards next term, we are looking to resume year assemblies and other extracurricular activities. We would like to encourage students to keep an eye out for any opportunity they can get involved in.

It is important to remind students that now is the perfect time for a device detox. Having completed so much work this semester on devices, it is important that we try to limit screen time and engage in real world experiences rather than living vicariously through others.

Year 10 – Mr Hill and Mr Tomlinson

The Year 10 Advisers want to extend a warm welcome back to face-to-face learning. We understand that these have been very challenging times for everyone, and would like to thank you for your participation in online learning and your successful return to school. As always, we are here for you as your Year Advisors whenever you need us. Your wellbeing is our top priority, and we are happy to help in any way we can. Some ways for you to reach out to us include verbal check-ins, emails or using the wellbeing Google classroom referral.

Students are reminded to keep up their attendance levels and clear any N awards they may have outstanding. This is important to ensure you stay up to date with your schoolwork. Also, please remember that if you are struggling with in class work or assignments that you can talk to the Head Teacher of that subject area as well as the class teacher at any time. Please do not hesitate to reach out to your Year Advisors; we are happy to support you in getting help. It is important that you seek assistance before the situation gets out of hand to avoid unnecessary stress and worry.

The school would like to thank you for your participation in the Stage 6 survey. This survey was very important to us, as the data collected will help us to shape a learning environment that best suits your needs. A large number of students participated in focus groups to talk about a wide range of topics such as as classes, uniforms, timetabling and school culture amongst other things. On behalf of the school, thank you very much for your help and enthusiasm. You are playing an important part in shaping our future.

A friendly reminder to all students that if they would like further information regarding Stage 6 subjects, they can touch base with their teachers to learn more about options for next year and what each subject involves.

We would like to give a big shout out to some of our Year 10 students who are doing really well in their subject areas, have shown plenty of enthusiasm for online learning and are ex-

ceeding in extracurricular activities.

Tarah Thorburn is exceeding in Dance, excelling in both practical and theory lessons and has shown great leadership skills by teaching the class some dance sequences.

Nekeeta Mealey and Vanessa Nafoi are great participants in the Girls program. They are very helpful, have great enthusiasm towards all of the activities, and are demonstrating great leadership qualities.

Micah De Assis and Aaliyah Arif go above and beyond in the Barista course, showing great leadership qualities and responsibility.

Kassandra Cuadra, Olivia Coram and Madeleine Duffy are doing well in Food Tech. These students are acing assignments, classwork and practical work. Aaliyah Van Ryn recently achieved a great result in her practical exam.

Lili Clarke, Jasmine Taylor, Kaylee Fraser, Jasmine Fraser, Logan Van Klooster, Georgia Smith, Jade McFawn and Olivia Coram are commended for being outstanding online flexible learners in Technology.

Danni Rochester, Madisyn Banks, Corinne Brown and Kayla Gallagher have all achieved excellent results in PDHPE with in class work. Jesse Faulalo has excelled in flexible learning.

K-Ci Morris, Emily McGregor, Jasmine Fraser, Kaylee Fraser, Nikki Johnsen, Madisson Lewis, Samantha Plumridge are members of Friday After School Farm Crew. These students dedicate their own time to assist their school and their community through the program, and should be commended for their efforts.

Nimo Vaitusi, Kennedy Lawrence, Vaine Tamarama, Chanelle Siegmund and Ammie Vamah were selected by the Deputy Principal to be trained as Peer Mediators and have taken on the role as mentors as well. This role involves assisting younger students in solving any issues they may be experiencing, and requires a high level of responsibility. All students have demonstrated commitment and high-quality leadership skills through undertaking this role, and are doing a great job.

THE SUPPORT UNIT SEMESTER 1

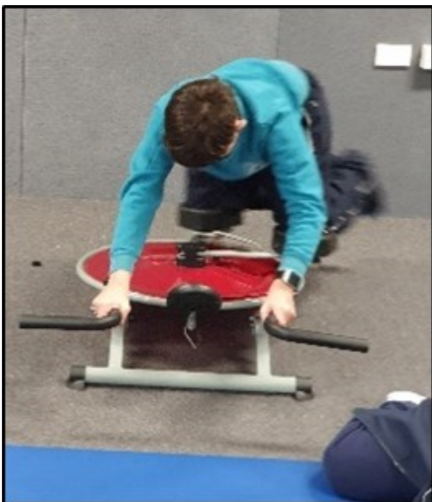
We welcomed a new group of year sevens to our Support Unit early in the year who settled into the daily routine and have been meeting all expectations of the SMART code at Quakers Hill High School. All our students had been working diligently in all classes and had been enjoying participating in our Community Access program with destinations such as the local shops, Westpoint Shopping Centre and Rouse Hill Town Centre. We had been aiming to broaden our destinations to places such as Chatswood, Sydney CBD, Parramatta City and the Hawkesbury Show when the lockdown due to COVID-19 was enforced. As a result we had to postpone these plans which will change once all restrictions have been lifted.

During the lockdown period, students in the Support Unit were given the choice to continue their learning via Google Classrooms or through hard copies of the tasks which were mailed to all families. Staff were thrilled to see students completing these tasks and to also receive messages from students via this online learning tool. We are all so proud of how well our students coped during this time. As a staff, we are also so appreciative of the efforts of all our families who supported their children and communicated with us. This was truly a team effort and as our students returned to school, they settled immediately back into the routine of learning and have all been making wonderful progress.

At Quakers Hill High School, we are very fortunate to have such beautiful spaces that we can explore as part of our exercise routine each week. On our travels we have visited the animals at the farm area. Oliver who is the staff member in charge of the wellbeing of the animals has welcomed us when we have visited. He provides food for the students to give to the sheep and

chickens. The students have loved the opportunity and we will continue to visit to say hello.

Over the past few weeks the Support staff with assistance from our wonderful GA Steve have converted D7 which had been used for various classes, external agency and parent meetings, and into a space where the Support students could meet and socialise during scheduled breaks under staff supervision. The results have been beyond even what we had hoped. This room is now filled to capacity with students playing mini pool, cards, doing craft and relaxing and talking with their friends. This space provides a welcome safe place for our students who can find the main playground overwhelming at times.



RECALIBRATION REPORT

This year has been an unusual and challenging experience for us all and has presented many challenges to our recalibration processes over semester 1. These challenges have led us to rethink and redesign how we have managed our journey to a comprehensive 7 – 12 high school in 2021. Our staff maintained an enormous commitment to this process and have continued to work tirelessly towards our goal of recalibration.

I would like to extend a huge thankyou to many people who have supported me through this process and have done most of the heavy lifting around the different aspects of recalibration. Our Senior Executive have provided me with the time and support to really engage in this process and have enabled our staff to have a real voice in what stage 6 will look and feel like at QHHS in 2021 and beyond. The leaders of each of the working focus groups have gone above and beyond reasonable expectations to lead our staff and students developing policies, processes and discussions around our transition into Stage 6. They don't receive any allowances in time to lead these focus groups and I really appreciate their support and dedication to our school and its community. So thankyou to Frances Lawson-Cohen (Culture Team), Karen Critchley (Curriculum Team), Rebecca Mahon and Kamani Naicker (Assessment Team) and Kuldip Khehra (Timetable).

Below is a short review of what we have achieved and where we are up to:

CULTURE TEAM

1. One of the main focus areas for this team has been our Stage 6 uniform. Through a lot of consultation including students, parents and staff, we have now finalised our school uniform and it is explained below:

MALE UNIFORM

- Same navy blue pants as worn in stage 4 & 5. Either shorts or long pants
- Light Blue buttoned up shirt with the QHHS logo on the pocket
- Optional Light Blue and Navy polo shirt
- Students can wear any of the following jumpers or jackets
 - The same "junior" tracksuit style jacket
 - The navy blue knitted jumper
 - The navy blue pullover
 - New soft shelled navy blue jacket
- Same sports uniform if needed for sports
- Black Shoes
- Optional Tie
- Optional Scarf



FEMALE UNIFORM

- Navy Blue Skirt, or same navy blue long pants or shorts
 - Light Blue buttoned up, fitted shirt with the QHHS logo on the pocket with pleats down the front and back.
 - Optional Light Blue and Navy polo shirt
 - Students can wear any of the following jumpers or jackets
 - The same “junior” tracksuit style jacket
 - The navy blue knitted jumper
 - The navy blue pullover
 - New soft shelled navy blue jacket
 - Same sports uniform if needed for sports
 - Black Shoes
 - Optional Tie
 - Optional Scarf
2. Other projects the culture team have been include:
- What our SMART values will look like for our Stage 6 students
 - QHHS Bring Your Own Device Policy.
 - Our Senior SMART Manual
 - Stage 6 School Diary



working on

ASSESSMENT TEAM

Our assessment team has been very busy developing new policies and processes around assessment procedures for Stage 6. This has involved the development of many new forms and processes and the associated training of staff so we all are up to speed and on the same page.

They have also been engaged in developing new reporting practices for Stage 6 that will incorporate progress reports, early in Year 11 to provide feedback and support to student and parents as they transition into senior study and the pressure it places on them.

Staff have engaged in many hours of staff development around assessment practices for Stage 6 and are very confident in developing and delivering a meaningful and engaging assessment program for students in Stage 6 in 2021. We have also redesigned and branded our assessment documents including new assessment notification sheets and student feedback procedures.

Over the next few weeks we will be focussing on developing a new program for the delivery of “All My Own Work” which all students need to complete before they attempt assessment tasks in Year 11. Our students will be completing this late in Year 10 in readiness for Stage 6, wherever they will be studying.

CURRICULUM TEAM

The main focus of this team over the past term has been Stage 6 Subject Selection. The development of a Stage 6 – Subject Selection website was designed to support students and

parents through the process of selecting subjects for Stage 6. This website is a one stop shop for all matters subject selection and can be accessed through the following link:

<https://sites.google.com/education.nsw.gov.au/stage6subjectselection/home>

STAGE 6 SUBJECT SELECTION INTERVIEWS

Stage 6 Subject Selection interviews will start in Week 1, Term 3 with the first interviews being held on Tuesday 21 July (first day back for students). These interviews are for all current QHHS Year 10 students, regardless of their school choice in 2021 and will be held at QHHS.

Some students' interview days and times have changed and a copy of your child's interview time has been communicated to them on numerous occasions over the past 2 weeks. Students were given a personalised slip with the date and time of their interview on it and a complete list of all interview times is displayed in numerous locations around the school. Students that were scheduled for Wednesday 29 July have had their interview times changed. Please check your times carefully.

All Subject Selection interviews will be held in the Staff Common Room in upper A-Block. Students are required to be at their meeting 5 minutes before their interview time. If parents are planning on attending their child's interview, they will need to sign into the school at the office and complete a "COVID-19 External Visitors to School Form". Please allow enough time before the scheduled interview time to complete this.

If parents require a change in the interview time for their child, please contact either Brendan Hutton or myself on brendan.hutton@det.nsw.edu.au or Anthony Head on anthony.head@det.nsw.edu.au or phone the school on 9837 1533 to organise this change. If you would like to request an interview time after hours, and are yet to do so, please contact me using the details above.

Once again thank you to everyone who has contributed in any way to our recalibration effort and if you have any questions about anything recalibration, please don't hesitate to contact me.

Anthony Head
Head Teacher Recalibration

HISTORY

ANOTHER BIG SEMESTER

It's been a big year so far for our school and the History faculty. We have really enjoyed developing new ways of delivering learning opportunities during the lockdown. As a faculty, we are continuing to work on integrating online learning into our teaching.

So far this year students have had an opportunity to look at the great civilisations of the past including Egypt, Rome and China. They have learnt the importance of Human Rights and the significance of the Industrial Revolution.

There have been fun challenges set like the ever-popular wrap a mummy to one of our new tasks to build a floating garden as the Aztecs did with their Chinampas. Students have learnt a variety of new historical skills as we push to improve our source analysis and extended writing skills even further.

We are also looking forward to welcoming a new group of Year 7 students who will be making the switch from Social Science to History next term.

UPCOMING ASSESSMENTS

Year 9 have been given their research essay task on a major battle where Australians fought during the two world wars. Students should take the time to start researching as soon as possible and collecting historical sources for their response. The task is due Week 6 of Term 3

Year 10 have been handed their empathy speaking task. Students will be asked to prepare a speech to the United Nations as a prominent civil rights activist of their choice. They will be able to present their speech as either a recording, video or in-class presentation. The task will be due Week 7 of Term 2.

Historical Facts

Mithridates VI was so afraid of being poisoned that he often took small quantities of poison to build an immunity.

According to Appian when Captured by the Romans he took poison to avoid being led through the streets of Rome but it didn't work because he was immune.



Historical Quote

"When you reach the end of your rope, tie a knot in it and hang on."

Franklin D. Roosevelt

Teacher emails: matthew.brien3@det.nsw.edu.au

josh.tomlinson@det.nsw.edu.au

Robert.andrews14@det.nsw.edu.au

Nicole.reardon2@det.nsw.edu.au

karen.critchley@det.nsw.edu.au



Ni-



cole.reardon2@det.nsw.edu.au

karen.critchley@det.nsw.edu.au



Building pyramids in Year 7

Year 8 Making Aztec Gods

7U looking at artefacts from Ancient Egypt





Cooki

Year 8



ild a floating island.



Terraco





CAPA NEWS

Who could have anticipated the adaptations and changes that would occur to teaching and learning in CAPA at QHHS recently? Choirs, band rehearsals and performances ceased. Visual artmaking dramatically changed and schools transitioned to innovative online alternatives. These dramatic changes effected all subjects but specially our practical and performing arts were impacted. CAPA staff used creativity to develop their own resources and supporting programs as much as possible while delivering online. As parents and carers you would have experienced difficulties in students performing without instruments or artmaking without appropriate resources. As a result theory alternatives were delivered to promote engagement with Music, Visual Arts and Photography.

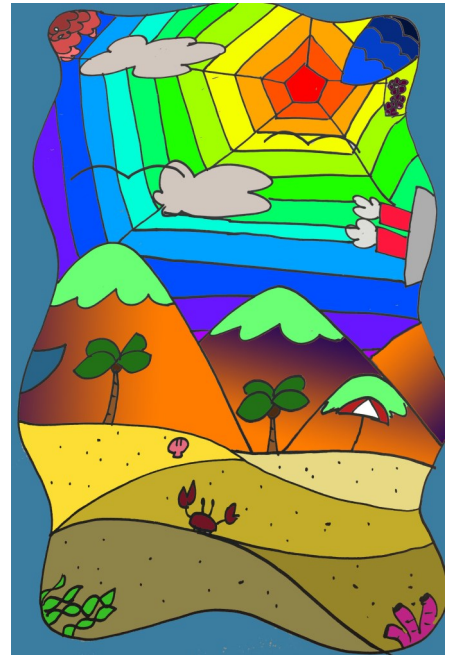
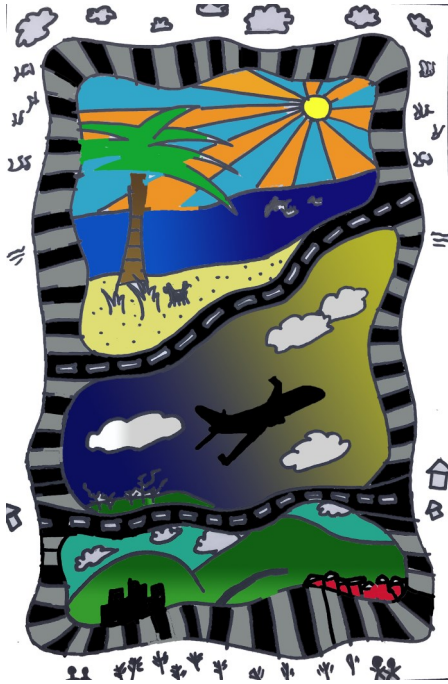
CAPA staff are delighted to be teaching students face to face now and immersing students in rich, creative opportunities to make art and music. Only recently have choirs and rehearsals of students recommenced. These will continue next term regularly and we anticipate the opportunity to perform to audiences then. Individual performers have had opportunities to reconnect with their instrument of choice and resume performing in Music lessons, we look forward to giving them opportunities to perform to larger audiences next term.

CAPA has made enormous progress in updating facilities for Music and Videoing of Music performances over the last few terms. We are very close to completion with our Sound Recording Room with curtains being finally hung and last additions being finalised. Music students will benefit from this improvement as it gives them practical experience at the whole process of performing, recording and developing technical expertise with sound. This will be a great facility to promote students work in the future.

Visual Arts teachers have celebrated the return to class with all students being enriched in practical artmaking and given opportunities to learn to use a variety of materials. Year 7 have explored Portraiture through drawings, relief printmaking, painting and watercolours. Year 8 have investigated landscape through drawing, canvas painting and ceramics. Year 9 have experimented with a range of drawing media and made some excellent still life works as talented emerging artists. Year 10 have investigated the interrelationship of art and text in collage and drawing media. Photography students are behind the lens and in the darkroom making images too. A picture tells a thousand words so I will leave you with samples.

S. Walker, Head Teacher CAPA

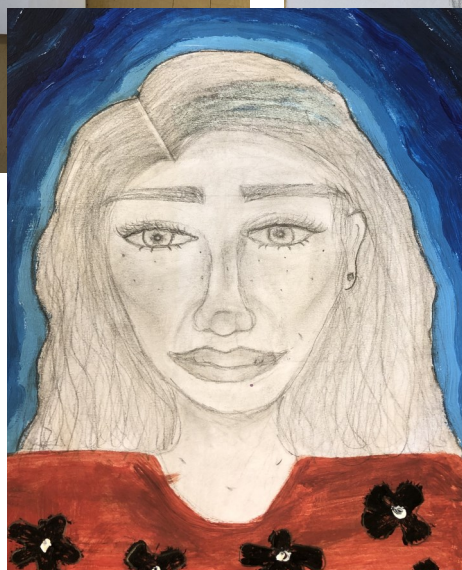
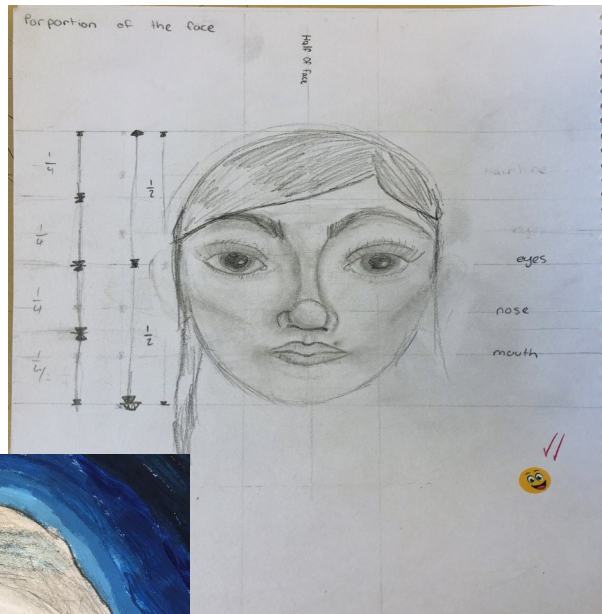
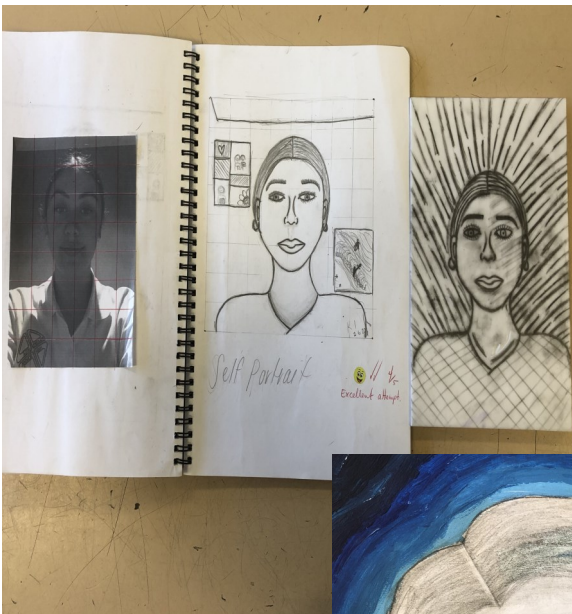
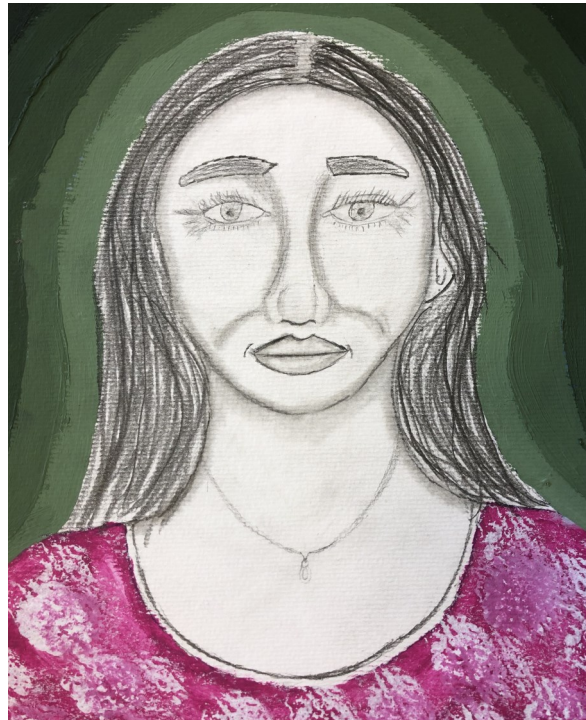
DIGITAL JOURNEY ARTWORKS



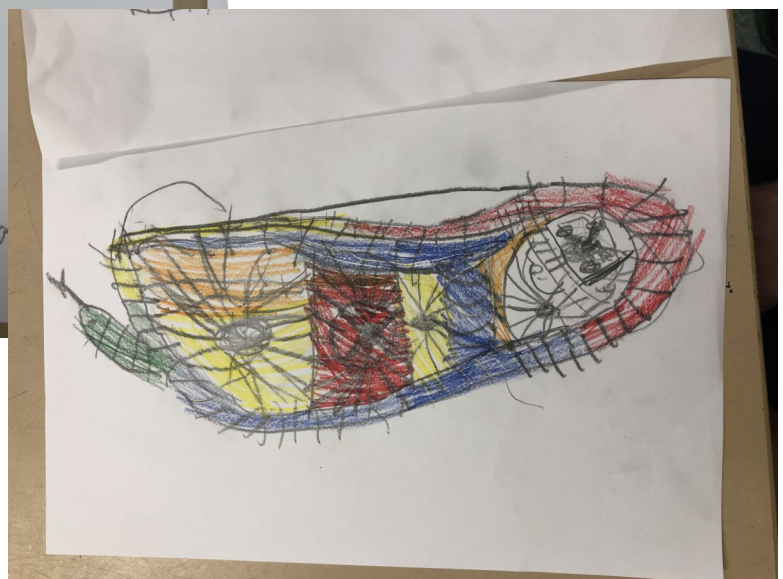
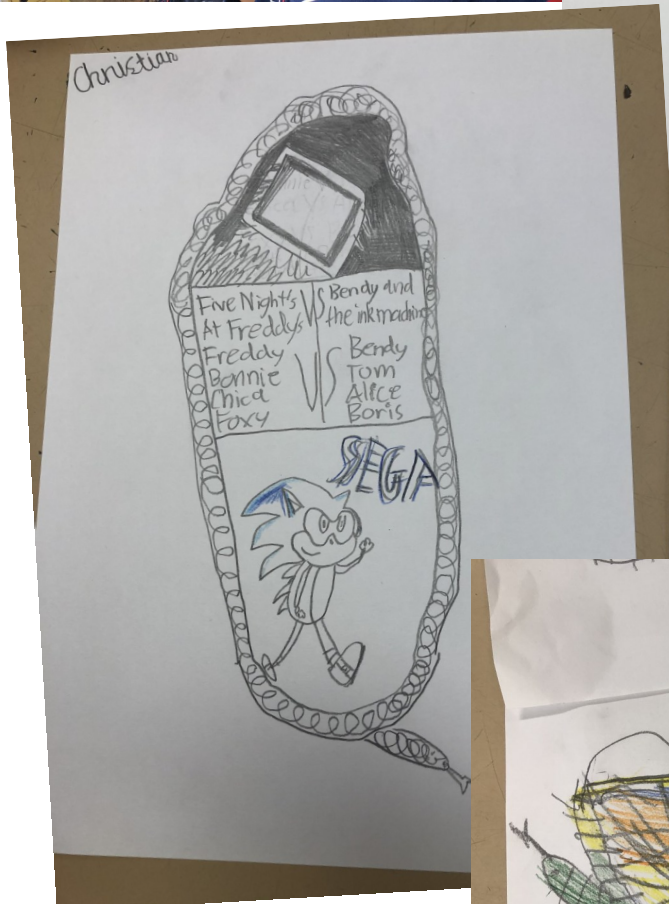
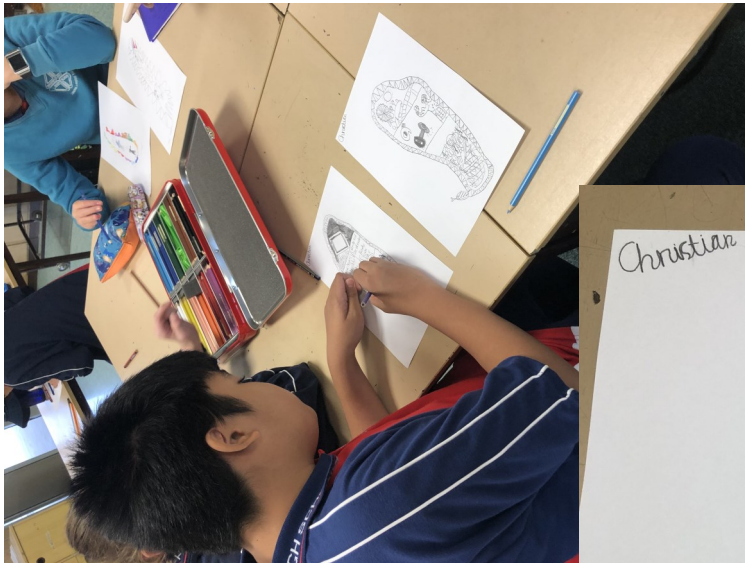
LANDSCAPE PAINTINGS



PORTRAITURE



SUPPORT



Science Matters!

YEAR 7

This Semester, Year 7 were welcomed to Science at QHHS with an introductory topic learning how to conduct themselves safely within the laboratory, understanding the use of scientific equipment and received their Bunsen burner license.

They then completed 'Crystal Clear' unit of work, covering concepts including states of matter, diffusion, density and separating mixtures. Students worked through content by completing lessons posted on their individual Science Google Classroom and undertaking activities on Education Perfect. Students worked through Google Forms to test their understanding throughout the topic and used the website created by Ms Taylor allowing them to access key notes, YouTube clips and activities all in one platform. Majority of this topic was covered during remote online learning seeing students interact with information and undertake experiments at home was very encouraging. Some students were excited to put knowledge into practice and completed practicals while at home discovering how density and diffusion influence everyday situations.

During online learning, students completed an online assessment task via Google Forms covering both *Welcome to Science* and *Crystal Clear* units of work. As Year 7 was familiar with the platform used, the feedback was highly positive and 95% of students across the cohort completed the task on time.

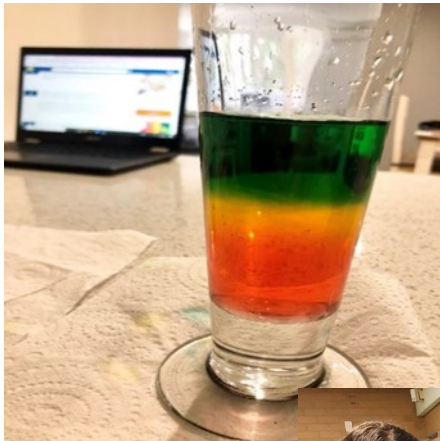
Our next topic focuses on the characteristics of *Living Things* enabling students to recognise structures and classify these using dichotomous keys. It also enables students to understand



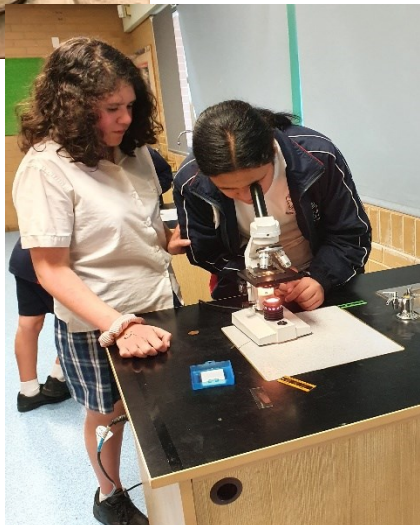
cellular structure and make their own slides to view examples of cells at a microscopic level.



**Diffusion
practical
done at home**



**Testing the density of different
liquids and substances at home**



Cell study and microscope work

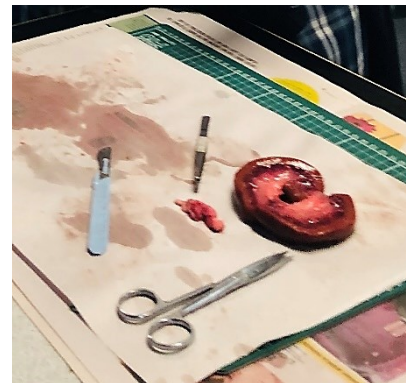
YEAR 8

Term 1 for Year 8 students began with chemistry in the unit of works, *Elements of Matter* and the ecosystem topic, *Our Wild Environment*. It was while we were studying these topics that remote online learning was introduced. Before we left school, Year 8 students developed their own experiments and presented their work in the standard scientific reporting format, demonstrating their initiative to plan and conduct experimental work at home.

Term 2 has been a challenge for Year 8 students who have been studying *Human Body Systems*. This began during the flexible learning period and continued when we returned to face-to-face teaching and learning. Students have used online resources to begin their study of the mechanisms by which our bodies work and how these body systems work together. We are now dissecting organs from animals to visualise the internal structures of these organs and we have been discussing how they mimic our own organs.

These hands-on activities were impossible while we were studying at home, so it is very important that we respect social distancing and hand-washing so that we are not forced back to online learning and can work together in the classroom.

Term 3 will see students to continue to study the different body systems and then move onto the next unit of work, the *May the Force be with You*.



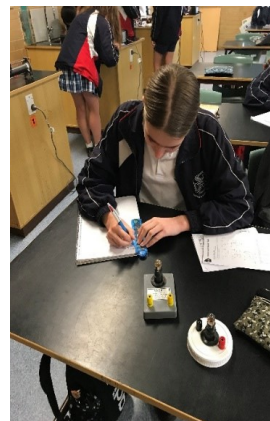
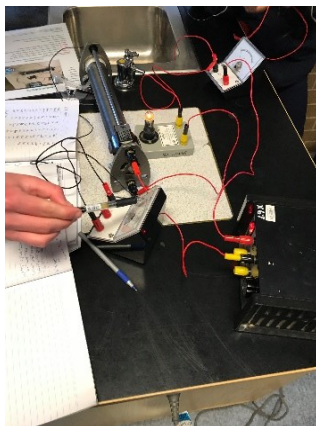
YEAR 9

Kidney dissection

Term 1 began for Year 9 with the study of Ecosystems and the assessment task that was a combined task with Geography. The next topic was *Keeping it under Control*, which is about the nervous, endocrine and immune systems. Unfortunately, the study of this module was interrupted by the need to work from home, so the students used online learning to study the concepts related to these human body systems. Returning to school allowed us to undertake the dissections which were not possible before schools reopened. Some of the lessons were delivered through Education Perfect and others by Google Classroom lessons.

This term, in the classroom, Year 9 students were able to set up circuits and experiment with electricity in a safe environment. They will have an assessment task in early Term 3 to test their understanding of these concepts. Also, their major projects will be undertaken in Term 3, where students will choose to do experimental work at home and present their investigations in a speech to their class.

Quadrat study in ecosystems



YEAR 10

Term 1 commenced with the study of *Mystery Solutions* for Year 10 students, engaging in both the theory and practical lessons with much interest. The investigative task that was assessed for this unit of work required students to undertake research as well as conduct an in-class practical investigation on the rates of chemical reactions. When remote online learning came into effect, Year 10 students participated enthusiastically through Google classroom and Zoom lessons.

To give students the opportunity of an online test, the section on Radioactivity was assessed using Google Forms, with more than 95% students completing this on time. Currently students are studying *On the Move*, learning about calculating speed, acceleration and applying Newton's Laws of Motion and car safety features. Next term students will begin the biology topics related to Stage 5.

The Science staff would like to express our thanks to all parents and carers who supported their students during the remote online learning. We would also like to indicate how impressed we were of students being so actively involved in their own learning during these recent unusual times. Happy and safe holidays to you all!

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

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

A horizontal timeline with six vertical tick marks, representing a sequence of events or stages.

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)



Riverstone COVID -19 Respiratory Clinic

Do you need testing for COVID-19?

Sore throat, fever, cough, fatigue,
shortness of breath

By appointment only

Book online
www.rfmp.com.au

We are a GP Led Respiratory Clinic funded by the Federal Government in response to the COVID-19 Pandemic. The aim of the clinic is to reduce pressure on our hospitals and keep our General Practices a safe environment. All patients will be clinically assessed by our Doctors for respiratory illnesses.

FREE SERVICE TO ALL MEDICARE AND NON MEDICARE HOLDERS*

Same Day Tests are available

NO REFERRAL REQUIRED

Walk in Service - not available

All patients will commence their clinical assessment on the phone prior to attending our clinic.

Patients who meet the criteria will be booked into the clinic by our GP

OPENING HOURS

Our clinic is open from 8am until 4pm Monday to Friday

Patients must self-isolate once they have requested a test for COVID-19.

Patients are requested to arrive in an enclosed car, however pedestrian access is available

RESULTS

We use DHM as our pathology provider. Results come through within 24-48 hours.

Our Doctors will notify patients as soon as the results come in.

Medical Certificates will only be provided at the end of assessment process.

Dr Sharon Muir

Dr Michelle Crockett

Dr Priya Murugiah

Dr Siobhan Ballesty

Dr Leila Moghadas

Dr Rahul Mohan

Dr Matthew Lam

Dr Aarti Ganapathi

Dr Donna Jenkins

*Pathology for Non Medicare Holders will incur a fee from DHM

 RIVERSTONE
FAMILY MEDICAL
PRACTICE