



UPCOMING EVENTS

Thursday 1 April
Last day of Term 1

Monday 19 April
Staff Development Day
Uniform Shop open
8-9.30am

Tuesday 20 April
All students return
Sydney West Swimming

Thursday 22 April
Guides in School Program
Junior Top Blokes Mentoring Program

Friday 23 April
Hawkesbury Show excursion

Monday 26 April
Youth Frontiers
P&C Meeting @ 7pm

Thursday 29 April
Junior Top Blokes Mentoring Program
Guides in School Program
Primary Prosperitas mentoring session
8.30-9.30am

Friday 30 April
Chess Competition
Newsletter issued

3—14 MAY EXAM WEEKS

Monday 3 May
Youth Frontiers

Tuesday 4 May
Collegiate Senior Information Night
Year 11 Biology Excursion



HIGHLIGHTS IN THIS ISSUE

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PDHPE/Sport News Page 68

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PRINCIPAL'S REPORT

STRATEGIC IMPROVEMENT PLAN

The Quakers Hill High School Strategic Improvement Plan, 2021-2024, will be released via the school website at the end of this term. Our plan is the result of a significant amount of work on the part of school staff from Term 3 2020. As mentioned in previous editions of *Contact*, our new strategic directions are as follows:

- Student Growth and Attainment
- Excellence within and Beyond the Classroom
- Excellence within and through Partnerships

The Strategic Improvement Plan charts a course for school improvement over the next four years, as previously mentioned, and is focused very heavily in student outcomes being at the centre of our work. Likewise, school resources are mapped to ensure that the initiatives we undertake are adequately funded

and that funding is being directed into programs that directly benefit students. Our staff have already been undertaking a significant amount of professional learning this term in relation to the plan. In particular, the second strategic direction has seen a significant amount of activity around how we structure our lessons and plan learning activities in such a way that they are meaningful to all students and clearly connected with prior learning and the world around them. This has been an exciting process which has allowed us to project forward over the next four years and make clear plans around what we want for our students, staff and community, both in the classroom and beyond.

YEAR 6 INFORMATION EVENING

On Tuesday 16 March we held



Education & Communities

our annual Information Evening for Year 6 students considering attending Quakers Hill High School next year. Covid 19 restrictions meant that we needed to organise the evening a little differently, however, it was great to have students and their parents/carers on site. Thank you to Ms Lachevre and the dedicated team of staff who organised the evening so wonderfully. Thanks to the many teachers who gave up their own time to create interesting faculty displays and to answer the questions of our guests. Thanks also to our Year 11 Hospitality students and Ms Lawson Cohen for providing refreshments for the staff on the night. This was the class' first chance to put their newly acquired skills into practice and they did a fantastic job!

YEAR 10 TASTER DAY – QHHS

On Friday 19 March our Year 10 students had the opportunity to find out what life was like in senior classes at Quakers Hill High School thanks to our Year 10 Taster Day. The day was a great success and saw students sampling classes across all Key Learning Areas, delivered by a large team of teachers. The day was led by Mr Head, and I would like to thank him most sincerely for his excellent organisation and commitment to providing high quality educational experiences to current and future senior students at Quakers Hill High School. I also thank the many teachers who spent a considerable amount of time preparing interesting and informative lessons that will no doubt prove an invaluable part of the process of course selection for the senior school.

YEAR 11 2022

All current Year 10 students were given the Nirimba Collegiate Senior Course Guide at their Year meeting in Week 7. This document contains masses of relevant information on the various courses offered at Quakers Hill High School and across the collegiate. The Nirimba Collegiate Open Night (for prospective Year 11 students across all collegiate schools) will be held on Tuesday 4 May. This is followed by the Wyndham College Open Night on 11 May and the Quakers Hill High School Senior Student Open Night on Tuesday 18 May. These events will provide excellent opportunities for students and their parents and carers to listen to presentations from key staff and have questions answered.

CONSTRUCTION AND GROUNDS UPDATE

At present, work is well underway on construction and maintenance projects around the school. The deck area outside our new commercial kitchen has had its slab laid and form-work constructed. This will make an excellent addition to the school and will allow students in the Hospitality course to serve the beautiful food that they have made right outside the kitchen.

The storage facilities for TAS and Visual Arts' major works are also nearing completion. These will provide safe and effective storage options for senior students in particular.

Over the course of the term there has been major drainage works taking place under our Library and Performance Space. This is an attempt to rectify long standing issues in this building. It is likely that these works will be concluded in the upcoming school holidays.

SCHOOL UNIFORM REMINDER

I would like to again remind students and their families of some key areas of school policy. In the last issue of *Contact* I referred to the fact that it is imperative that all students follow

our School Uniform Policy every day. Whilst this has generally been well observed, there are some who still attend school wearing non-uniform jumpers/jackets or other items. Our uniform policy is clear and consistently enforced, hence I seek the support of parents and carers to ensure that their child complies. If families are experiencing difficulty purchasing items of uniform, please contact the school as a matter of priority for a confidential discussion.

COVID 19 UPDATE

Please access the link below for the latest information regarding the management of Covid 19 in NSW schools.

<https://education.nsw.gov.au/covid-19/advice-for-families>

VAPING

A reminder that vaping and possession of vaping equipment is strictly prohibited. A detailed article appeared in the Week 6 edition of *Contact* which discussed the health implications of this activity among other factors. The italicised text below on vaping is provided by the Department of Education. Please read it carefully.

Smoking, which now includes the use of electronic cigarettes (vaping) has been prohibited on all school premises and in administrative areas since July 1988. Smoking/vaping is also prohibited at all public transport stops and stations in NSW and on transport to and from school.

Health risks

Smoking is a major risk factor for a variety of diseases and conditions including:

- *Coronary heart disease: 10 times higher risk than non-smokers*
- *Stroke and peripheral vascular disease*
- *Lung cancer: 20 times higher risk than non-smokers*
- *Other cancers such as stomach, bladder, mouth and cervical cancer*
- *Emphysema*
- *Osteoporosis*
- *Type 2 diabetes and metabolic syndrome.*

Electronic cigarettes (E-cigarettes) can contain high levels of nicotine. Adolescence is a critical period for brain development and exposure to nicotine can have long-term health consequences, impacting memory, attention and learning.

E-cigarettes are often available in different flavours which can be appealing to young people and may expose them to chemicals and toxins such as formaldehyde, heavy metals, particulate matter and flavouring chemicals, at levels that have the potential to cause adverse health effects.

Second-hand smoke exposure can cause disease and premature death in children and adults who do not smoke. Specifically children exposed to second-hand smoke experience a range of upper and lower respiratory illnesses and symptoms such as colds and flu, cough, phlegm production, wheezing and pneumonia.

There are ways you can help protect your children.

These include:

- *Talking to your child about why smoking/vaping are harmful for them. It is never too late to have the conversation*
- *Learning about the different types of e-cigarettes available and the risks associated with using these products*
- *Setting a good example by being tobacco free*
- *Reporting those who are selling cigarettes and e-cigarettes to minors. You can do this by completing the online reporting form or calling the Tobacco Information Line on 1800 357 412.*

Helpful resources You may find the below resources helpful when talking with your child:
<https://www.icanquit.com.au/reasons-to-quit/smoking-and-your-family/what-if-your-child-smokes> <https://www.health.nsw.gov.au/tobacco/Pages/default.aspx> <https://www.health.nsw.gov.au/tobacco/Pages/e-cigarette-young-people.aspx>

Andrew Skehan
Principal

MATTERS RELATED TO YEAR 7

I would like to congratulate Year 7 on their transition into high school. The vast majority of students have successfully made the big leap from primary school to high school and most seem to be enjoying the new environment.

Year 7 Camp: thank you to all parents for your patience while we investigate camp options. There is a possibility of us rescheduling the camp for Term 4 and we are very hopeful that this may go ahead. Once we have any confirmation of we make parents and students aware.

Year 7 Attendance Data: current Year 7 attendance data is very positive with an average attendance rate at 92.5% which means that 195 students out of 211 Year 7 students are attending regularly each day. This is 3.5% above the NSW State average and 4.6% above schools that are considered to be similar to QHHS. This tells us that the QHHS community understands the importance of education in improving life outcomes.

The next important piece of attendance data is that 76% of Year 7 students attend school more than 90% of the time. This means that out of a 50 day term, students are attending 45 days or more. So a student whose attendance is below 90% is having 5 or more days off a term. The Education Act (1990) sets an attendance benchmark of 85% as anything lower impacts students educationally, socially and emotionally.

We ask that you work with us by continuing to encourage and support high levels of attendance. Remember to send in a note of explanation for any time a student is absent. Many parents choose to explain absences by responding to the SMS that is sent to the parents of absent students. If you are not receiving an SMS when you know your child is absent please call the school so this issue can be rectified.

Year 7 Sentral Data: Year 7 students have earned 338 positive referrals so far this term. Unfortunately they have accumulated 94 negative referrals. However, only 18 students

have received multiple negative referrals.

When a student accumulates multiple referrals the Year Adviser or myself will contact the parent to discuss the student's behaviour and to look at how we can work together to support improved on task and positive behaviours for learning.

BYOD: Years 7, 9 and 11 are working well with their devices and most staff are reporting that students are using the technology effectively. There have been some occasions where students have used the devices to engage in off- task behaviour. In these instances students may lose the right to use their BYOD for a couple of lessons as a consequence for poor decision making.



The main issue that has been noted by staff is with Year 9 students choosing not to bring in their BYOD even though parents have informed us that the student has one. Term 1 has been a transitional phase for BYOD with most classes regularly using devices and teachers providing devices for students who do not have one. As of Term 2, our structured BYOD loan support program will begin which will mean that all students must bring their device for learning. Students who have a device but have chosen not to bring it will be issued consequences in line with failure to bring equipment for learning.



At our recent Year 7 assembly we were able to recognise and reward several students for collecting and submitting merit awards and thereby earning Silver Awards that were presented at assembly. Congratulations to these students!

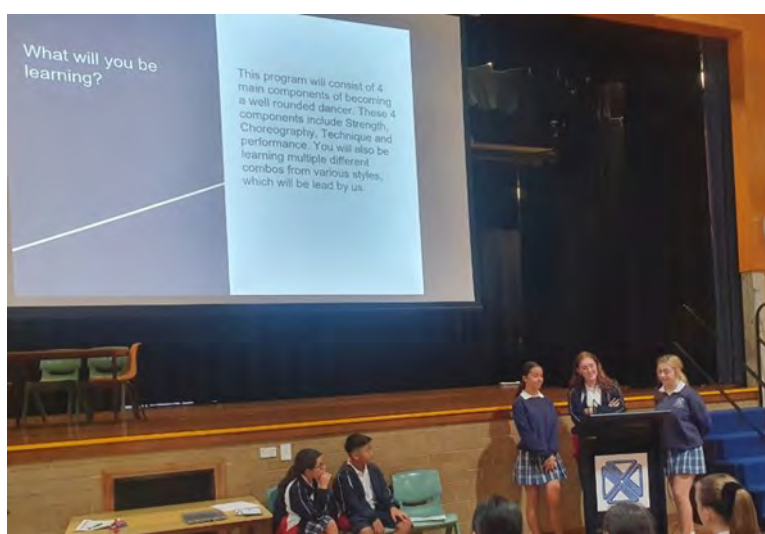
MATTERS RELATED TO YEAR 9

Year 9 attendance data: current Year 9 attendance data is 89% which is on par with the state average and 2% above a schools that are considered to be similar to QHHS.

The disappointing percentage is that only 62.4% of our Year 9 students attend school more than 90% of the time. This means that out of a 50 day term, students are attending 45 days or more. So a student whose attendance is below 90% is having 5 or more days off a term. This is partic-

ularly disappointing for year 9 as this is the stage where students need to begin the study and learning habits that will help set them up the rest of Stage 5 and carry them into Stage 6.

Year 9 Sentral Data: Year 9 behavioural data is also in need of improvement with a disappointingly high number of negative referrals. It is important for students to remember to follow reasonable requests particularly around their use of their phones. All students are reminded that phones are to be turned off and placed into bags before entering the classroom. Failing to follow this most basic of school rules will result in further consequences including detentions, formal cautions of suspensions and submitting phones to the Deputy Principal for sustained periods of time.



Some positives for Year 9 include their volunteering to run programs and get involved in opportunities to support younger students. One example is Keellie, Lucy and Telissa volunteering to lead a dance group when some Year 7 students requested more opportunities in this area. Congratulations to the girls on their initiative.

Thank you also to our Year 9 Entertainment crew who have set up and run multiple assemblies for us this year. Very polished and professional.



MATTERS RELATED TO YEAR 11

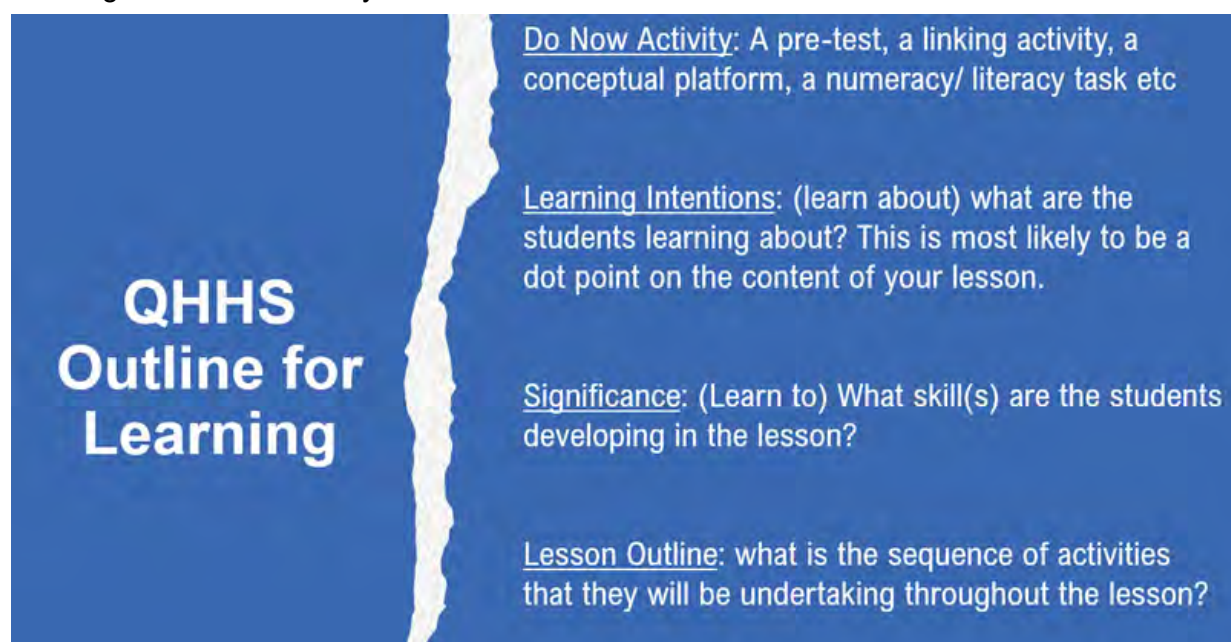
Year 11 teachers have been meeting regularly to discuss curricular and extra-curricular matters related to Year 11. Overall staff are very happy with how well Year 11 have transitioned into Stage 6 and this was clearly reflected in the progress reports that were provided to students several weeks ago. The leap from Stage 5 into Stage 6 is a large one with high expectations of increased student autonomy and learning preparedness. Most students have made this transition well and have settled into the new style of learning that Stage 6 content and skill development necessitates.

THE QHHS OUTLINE FOR LEARNING

One of our key improvement initiatives is around explicit teaching and ensuring that all students have a clear understanding of the learning intentions for each lesson and of why the learning is significant. Staff have had multiple professional learning sessions on this and the SMART effective practices team have spent several meetings mapping out what the Outline for Learning would look like.

Why an outline for learning?

In 2020 we did a comprehensive survey of teaching and learning practices that sought feedback from staff, students, leaders and parents. The feedback clearly informed us of a range of areas where students felt we could do better and one of those areas was in being more explicit about what was being taught/learned and why that learning mattered. Using this data the SMART effective practices team looked at a variety of ways to configure our boards in order to make the learning goals for each lesson more explicit. After several meetings, much discussion, trial implementations and student feedback we have collaboratively developed a QHHS Outline for Learning that will be used by all staff from next term.



This is an example of the QHHS Outline for Learning. Our aim is to make the learning as clear and explicit as possible so that students understand what they are learning and why they are learning it. This strategy is based on evidence that has shown students who see the connections between what they are learning and why achieve much higher results in NAPLAN and other assessment markers.

Our work in this area is underpinned by our belief that we can excel in the area of Explicit Teaching as we work towards achieving one of the DoE's key strategic goals of, *Every student, every teacher, every leader, and every school improves every year.*

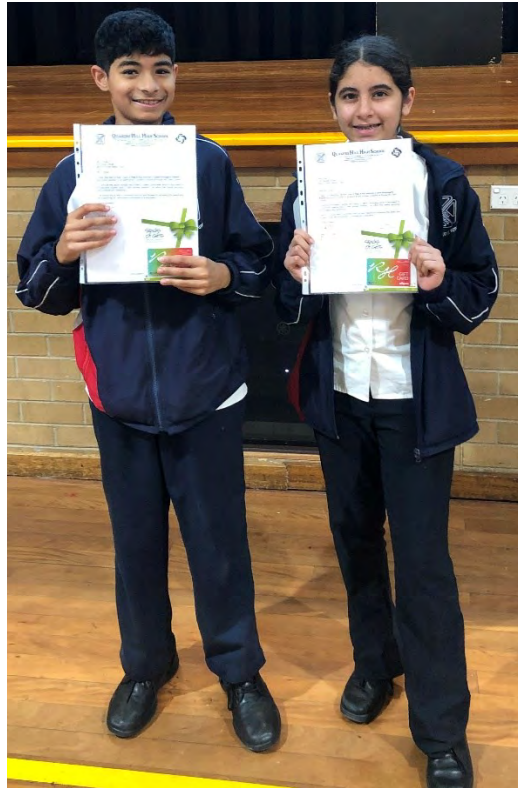
To all staff, students and parents, have a wonderful holiday and enjoy some time relaxing and catching up with your loved ones. Be safe and we look forward to seeing you next term refreshed and ready to embrace all things Term 2.

Rebecca Mahon, Deputy Principal, Years 7, 9 & 11

MATTERS RELATED TO YEAR 8

Students had a busy term getting back into the swing of things with sport and extra-curricular activities. Mr Bizan outlines some of these in his report. I'd like to refer to some of the terrific achievements. This term 96% of Year 8 students received 1 or more merit award, the student at the top of the list is Shaurya THAKUR with 31 awards and closely followed by Amber MCLEOD on 27 awards. The other interesting piece of data this term is that 66% of Year 8 students did not receive a negative referral. At this week's Year meeting, I addressed the students on respectful behaviour. I showed them the Stop it at the Start television commercial – Unmute Yourself. I reminded them that name calling and put downs are prime examples of disrespectful behaviour. People have a right to come to school, be happy and safe. I implored them to speak up if they saw disrespectful behaviour around them.

41 Year 8 students have attended school every day this term. Unfortunately, only 82% of Year 8 students have satisfactory attendance of 85% and above. The roll call teachers are following up students who have unexplained absences and if need be their will be attendance review meetings occurring at the start of Term 2.



In the coming months, more information will become available about 2022 Year 9 Elective choices. If students would like their first choice all fees must be paid up from Year 7 & 8, assessments must be complete and first priority will be given to students with Gold Awards. Please encourage your son/daughter to hand in their awards so they can trade them for higher awards.

These were our Gold, Silver and Premier's Reading Challenge Award recipients. Congratulations!



MATTERS RELATED TO YEAR 10

I'd like to begin by congratulating all the students who have gained a leadership role this year, represented the school in sport, Prosperitas, are committing to the Duke of Ed program or are involved in an extra-curricular activity. It felt like we missed out on so much last year, but this year the students have been actively participating in a range of activities. They seem to be more mature and responsible as they move around the school.

93% of Year 10 students have received one or more merit award this term, 50 students have 100% attendance and 83% have satisfactory attendance. Attendance student review meetings have commenced for those who are at risk but on the whole, there has been a dramatic improvement in behaviour with only 55 students who have received negative referrals this term. 26 of these have only received 1 negative.

The students received their Subject Guide booklets and attended the Taster day to give them an insight into Year 11 courses. I encourage the students to speak to as many people as they can to expand their knowledge and understanding of the courses so they are well informed. It's a very exciting but sometimes daunting time. They could speak to ex-students, teachers, family and friends.

I would like to take this opportunity to thank all the families that have already paid the Elective fees for 2020 and 2021. If you still have fees owing from Year 9 they will need to be paid first.

Have a happy and safe break.

Beatrice Maricic, Deputy Principal, Years 8 and 10

SRC NEWS

What a great start to the year. Our amazing SRC team have been diligently working on various fundraising events this term, resulting in raising over \$800 that will go towards making improvements around the school led by student voice. These funds were accomplished by selling over 300 roses in the lead up to Valentine's Day.

The annual Easter Raffle was also a success! We fundraised \$340 for '**Save the Children**' organization; an Aid and Development Agency, which is dedicated to helping children both in Australia and overseas. First prize-winner **Shreeya Sachin** in Year 7 can now indulge in Easter Chocolates, have an epic indoor skydiving experience at **iFLY Downunder Penrith**. Second prize-winner Blade Ross in Year 7 can enjoy the fantastic faculties at **Raging Waters Sydney Seasonal pass** for the remainder of 2021 - continuing in 2022 and the prize box is also generously filled with delicious Easter chocolates. Third prize-winner **Kathy Andrews** from TAS will enjoy the chocolate hamper this Easter. **Daniela Vidal** in Year 8 won the guessing competition.

I would like to thank all the students and teachers who kindly contributed to the prize boxes. I would also like to thank **iFLY Downunder Penrith** who kindly donated an **iFLY voucher**.

SRC students, your hard work has not gone unnoticed. You are an amazing bunch!



Daniela Vidal won the guessing competition



QHHS Easter Raffle winners
Shreeya Sachin Yr7
Blade Ross Yr7
Kathy Andrews (TAS)

SRC Ana Ward –Soares,
Olivia Hayes and Catali-
na Landerer endlessly
helping with the Easter
Raffle.



SRC Team 2021 Valentines Day



A NOTE FROM THE SUPPORT UNIT



What a start to the new year for all in the Support Unit. We welcomed one new student in Year 7 and Lachlan has settled in to the routine of high school with confidence. All other students have returned eager and ready for a year of learning. The students have continued to participate in the Recycling programme and been engaged in maintaining the gardens of our unit. After looking a bit rough after the school holidays, they are now in excellent condition.

We are excited to now have students in Stage 6. This has been incorporated in our classroom curriculum planning. Our senior students will have the opportunity to participate in work experience next term, which will help them develop their work ready skills. As a whole unit we have been participating in group games and fitness activities. These are invaluable in helping developing important social skills.

It was with great relief and much joy that we went on our first Community Access outing during Week 7. We all travelled on public transport to Rouse Hill Town Centre and navigated around the shops, and had our breaks in the Food Court. The students had opportunities to make purchases. It has been a year since we last ventured out into the community due to Covid, and we all have missed these opportunities. Our next outing will be to Blacktown Bowling in Week 9. Everyone is looking forward to this event.



SOCIAL SCIENCE NEWS

Year 7 Geography

Year 7 Geography students are working through a unit based around water in our world. They are investigating how we impact the water cycle through a range of different land uses and how we manage the quality of water in our catchments. Students have submitted assessment task 1 where they had to write a narrative about the life of a water drop as it moves around the water cycle. Stories were fantastic and included a wide range of stories, ranging from romantic love stories to water horrors and action-packed adventure stories. Soon we will be transitioning into our second major unit on liveability where students will need to investigate the liveability of 2 streets in their local community using a range of criteria they develop.

Year 9 Geography

This term, year 9 Geography have been learning about biomes and ecosystems across the world. Students have completed a research task on ecosystems, explaining the impacts that humans and other stakeholders have on the environment.

Year 9 Geography will be completing the geography fieldwork activity where they had to conduct numerous fieldwork activities to research the best place for a vegetable garden in QHHS. Students were highly engaged throughout this task and enjoyed learning outside the classroom, testing soil and taking atmospheric measurements using a range of geographical equipment.

Year 10 Geography

Year 10 students are working through a unit on environmental change and management, exploring environmental issues. They will be exploring ideas around how to effectively manage the earth's resources, as well as discussing sustainability.

Next term, students will complete a Project Based Learning activity based around the idea of "Think Global, Act Local" They had to think about a global geographical issue and then design and present a local action that would support dealing with their global issue. Student's ideas were amazing with examples including recycling stations around the school to raising awareness across the community about why and how we need to think about how we can be more sustainable.

Year 8 Geography Landscapes and Landforms Assessment Task

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



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

Elective Commerce

Commerce classes have been introduced to a variety of topics this term, focusing on consumers and financial decisions. Classes have been exploring travel options, comparison shopping and other activities in order to understand how and why people make decisions with their money in society.

Students will also be completing the ASX stock market game, where they will purchase and trade in a simulation of real stock market.

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.

Students have explored the job market, using online job website to search for jobs that are suited to their interests. They have also practiced writing resumes and developing their interview skills in preparation for transition to work.

Legal Studies

Legal studies students have been introduced to the legal system in Australia, focusing on basic terminology of the legal system. They have been exploring concepts of justice, fairness, equality, equity and access under the law in their first assessment task, where they have annotated recent issues in the legal system in the media.

Next term, they will continue with the topic "The Individual and the Law", where students will need to differentiate between the rights and responsibilities of Australian citizens.

Business Studies

Business studies have been exploring a topic on the nature of business. Students are defining the different types of businesses in society, legal structures of business and internal and external influences on the way that business operates. They have been engaged in multiple case studies, exploring real issues to understand the topics in greater depth.

They are currently completing a business report, due in week 10, discussing the issues and challenges faced by the modern retail industry in Australia.

SRC NEWS

What a great start to the year. Our amazing SRC team have been diligently working on various fundraising events this term, resulting in raising over \$800 that will go towards making improvements around the school led by student voice. These funds were accomplished by selling over 300 roses in to lead up to Valentine's Day.

The annual Easter Raffle has begun! The SRC team has chosen to raise funds for are currently selling. **'Save the Children'** organization; an Aid and development agency, which is dedicated to helping children both in Australia and overseas. They protect children in need who have been impacted by issues such as, natural disasters, illnesses, and health or education opportunities. Please help us support this wonderful foundation by purchasing raffle tickets! Tickets are \$1 or \$2 for three tickets and you will be in the draw for amazing prizes.

First prize: One *iFLY Voucher* that was kindly donated by *iFLY Downunder Penrith* with your prize box generously filled with delicious Easter chocolates.

Second prize: One *Raging Water Sydney seasonal pass* for the remainder of 2021- continuing in 2022. The prize box is also generously filled with delicious Easter chocolates.

Third prize: A delightful *chocolate hamper*.

Raffle and the guessing competition will be drawn on Tuesday 30/3/2021 Week 10. Got to be in it to win it!





CAPA UPDATE

This term we have seen students engaging with enthusiasm in Visual Arts. Initially time was invested in building a solid theoretical basis to develop creative concepts and artmaking. Visual Arts Process Diaries have been developed in all classes as documentation of theory, criticism & the processes and of Visual Arts across Years 7-10.

Now teachers and students alike have enjoyed the opportunity to explore media and technique in artmaking such as proportions of the face Portraiture for Year 7, a variety of landscape conventions for Year 8, techniques of realistic drawing of Still life for Year 9 and Year 10 are embracing the rigor of conceptual artworks. This development of artistic practice takes time as students learn and master new skills and methods. Year 7 will be exploring lino printmaking and painting, Year 8 pursuing canvas landscape painting, Year 9 painting large Still Life canvases while Year 10 experiment with new less conventional media during next term.

Responses to artworks will be due in the earlier part of next term for all year groups as assessment of theory and criticism. Forming opinions and developing the vocabulary and expertise to make critical judgments about art begins in Year 7 and develops in a sophisticated

ed way to Year 10. This provides a strong basis for HSC success in students future art studying.

In anticipation of future senior Visual Arts students CAPA has worked very hard to establish a Studio Practice room. This artist's studio offers ceramic potting wheels, etching & printmaking presses, easels for larger scale painting and drawing as some of the facilities available to our budding artists.

In Photography this year we are looking forward to seeing a new batch of talented students showing off their work. For the first timers 9PHO200/10PHO100 it is an introductory year where the students learn from analogue film to digital. Their first set of projects is specifically Darkroom work where they will make Photograms. This is the making of imagery without the use of the camera and reliant on creating drawings and collage to be processed as or into Photogram. Students will do a series of pre tests to determine their skill level and with constructive feedback process to improve. The Pre-test and feedback will be important to improve student outcomes in Photography this year in both practical and theory. Semester 2 will promote learning in Digital Photography. Students will learn to use the digital equipment and to learn how to edit their work through Photoshop and with projects to align with developing specific skills. The students that have completed the introductory course from last year will review some of these skills and will be set projects which reflect on the ideas of Magazine Covers. Students will learn the historical value this media and important features of the magazine Cover to then to create their own works.

In Music, Year 7 have been working through the topic of Instruments of the Orchestra, developing aural identification of the various instrumental families.

Year 7 have also recently completed their first performance tasks on the piano and guitar with many students taking the opportunity to rehearse in the music rooms at recess and lunch. Students were highly enthusiastic in their approach to the performance task and achieved pleasing results.

Year 8 have also recently completed their performance tasks on the piano and are working through their guitar performances with similar enthusiasm. On the guitar, Year 8 have been learning how to correctly strum chords, many for the first time, and developing their rhythm and ability to play with others. The process is slow but rewarding as student develop their understanding of the importance of timing and not to rush their playing. In class they have been studying Popular music and exploring a variety of different styles of music and what makes them unique to each other.

Year 9 are at the conclusion of the topic Western Art Music and have been preparing for their performance assessments. The topic has looked at the rich history of medieval, baroque, renaissance, classical and romantic composers and how music has developed over the centuries.

This semester Year 10 have been studying a variety of genres of music in hopes to expand their musical understanding and widen their exposure to different styles. Students have been engaging in practical activities in the form of performances and compositions on their desired instrument, as well as developing their skills in the theory component of the course through the interpretation of scores, musicology and aural analysis.

Year 11 Music students have been preparing for their first performance task of the year for the topic Music for Small Ensembles. They have been focusing on communication between performers and have chosen pieces where they have to work collaboratively with their peers to produce an effective result. This performance task is designed to be their first step in developing the resources needed to meet the HSC requirements for Music.

Teachers have created safe and differentiated learning environments that encourage collaborative and independent learning, and student choice and input to optimize engagement and facilitate learning to develop the necessary skills and knowledge needed to move on to Stage 6.





English Faculty

Term 1 2021

Head Teacher

Welcome to 2021

It is wonderful to welcome our new Year 7 students and to see so many familiar faces return in 2021. The English staff are very excited to deliver new and innovative programs using the BYOD program and are currently collaborating with other teachers, the students and the executive to make this happen.

It has already been a busy year with the first assessment task completed and getting to know the students. Air conditioning in the classrooms has been wonderful and staff and students are reaping the benefits of the cool schools program.



It is wonderful to welcome our new Year 7 students and to see so many familiar faces return in 2021.

Extracurricular opportunities

Open to all students

Word Travels will be visiting soon to start Slam Poetry workshops with keen poets and performers in year 10. Our goal is to provide this opportunity to all students and present a Poetry Slam Competition at the end of the year.

The Debating Club will reemerge this term with students in Stage 4 and 5 participating in the Premier's Debating Competition with other high schools in our region.

The ICAS competition will also provide an opportunity for English students to compete internationally.

The Theatre sports Competition will hopefully run again this year with a 7-8 team entered. Of course this will happen if Covid restrictions remain current.

Year 7

Tales Through Time

Year 7 students have been learning new skills in writing creatively and critically in the wide reading unit. The submission of the first task, using the digital platform, has been very successful. In addition, some of the scripts have been outstanding. The cohort had the opportunity to produce a task at Bronze, silver and gold levels. In offering a variety of options, students were able to make choices based on their ability and interest.

The BYOD program has given Year 7 students the opportunity to showcase their digital skills. 7K are working on their digital stories with Ms Marin.



Year 8

Humanity versus Machines

Year 8 students have been learning new skills in responding to big ideas about the impact of technology and whether it is changing humanity for the better. The submission of the first task, using the digital platform, has been very successful. In addition, some of the multi-modal presentations have been outstanding, with students successfully using collaboration to share and combine their skills to create engaging and meaningful texts. The BYOD program has given Year 7 students the opportunity to showcase their digital skills. 8U are working on their group presentations with Ms Tran.



Year 9

Justice

Year 9 students have been learning new skills in responding to big ideas about justice for the individual in the criminal justice system and social justice issues. The submission of the first task, using the digital platform, has been very successful. In addition, some of the multi-modal presentations have been outstanding. The cohort had the opportunity to produce a task at Bronze, Silver and Gold levels. In offering a variety of options, students were able to make choices based on their ability and interest.

The BYOD program has given Year 9 students the opportunity to showcase their digital skills.

Images: 9 Eng 7 are working on their digital texts with Ms Dyer.



Year 10

Close Study of a poet

Year 10 students have been learning new skills in responding to ideas in the poetry of Omar Sakr. The submission of the first task, using the digital platform, has been very successful. The cohort had the opportunity to produce a task at Bronze, Silver and Gold levels. In offering a variety of options, students were able to make choices based on their ability and interest.

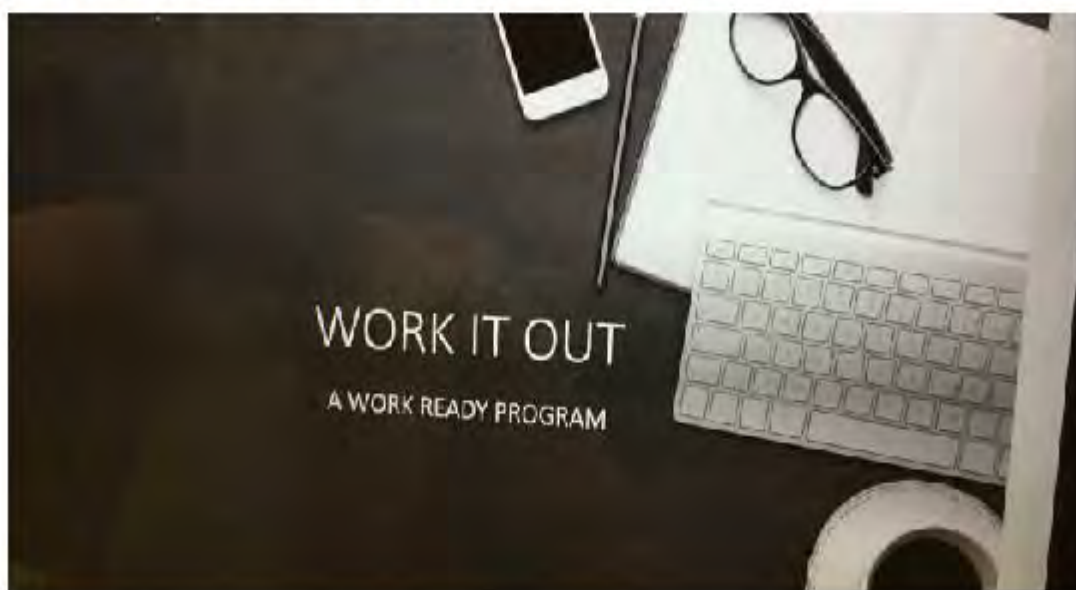
Images: Omar Sakr Australian poet.



Year 11

Common Module: Reading to Write

Year 11 students have been learning new skills in responding to ideas in the Common Module Reading to Write in order to respond successfully in Task 1 which is due week 1 of next term.



Year 10

Comedia dell'Arte

Year 10 students have been learning new skills in the elements of drama showcasing their understanding of the improvised theatre form of Commedia.

Image: Students performing in Commedia.



Year 11

Group performance

Year 11 students have been learning new skills in improvisation techniques to play build a group performance.

Images: Student Group Performance.



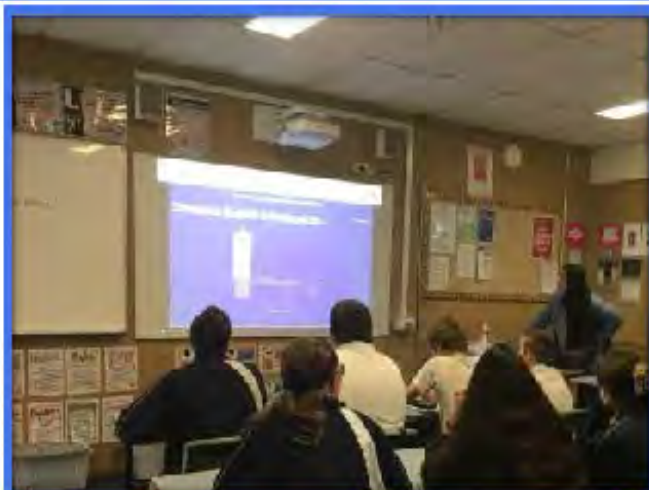
Information night

Year six students and their parents were invited to attend an information night. It was a very successful evening where students and parents could ask questions about the English and Drama programs offered at Quakers Hill High.

Image: Ms Earl and Mr Dacey at the English information night.



English Year 10 taster day.



Ms Marin and Mrs Mahon used the film 'Up' to demonstrate how students course content and student responses demand different skills and different levels of understanding.



HISTORY NEWS

Year 7 History. In Semester 1 students completing History have learned about the skills involved in chronology and investigating the past. They have looked at the formation of civilisations and will now apply their knowledge to the civilisation of Ancient China and later, Ancient Egypt. Year 7 are currently working on their research task on Ancient China due Week 1, Term 2.

Year 8 has stepped inside the Medieval World; into the land of castles and knights. Students are applying their knowledge of civilisation and are questioning = How civilised are we? . Year 8 are working on their empathy task on the Feudal Japan due Week 1, Term 2.

Year 7 and 8 have thoroughly been immersed in a world that has never been still and looked at how widely people have travelled and connected making current issues such as racist behaviour a lesson that should have been learned in history a long time ago; never to be repeated. Year 9 History has headed into the Industrial Revolution and they are investigating cause and effect as slavery. and convicts. Year 9 has completed their first unit test and will begin to work on their empathy task very soon. This will be due late Term 2.

Year 10 History have been completing their study of the Pacific War in World War II and have looked at the effect of the Cold War. In Week 10 they will complete an in-class essay on the impact of the Cold War on the world. Once more we return to the theme of how civilised are we and what does civilisation.

Year 11 Ancient History have completed their first units on the Preservation and Conservation of Historic sites as well as the investigation of historic sites and sources.

Year 11 Modern has completed their first unit and assessment task on the Construction of History. Their case study revolved around the Holocaust and the way History has been recorded, collated and questioned.

Year 11 Society and Culture have completed their first unit on Social and Cultural Identity. Students have been investigating the ethics and methods of research. We look forward to our community participating in our surveys and questionnaires.

First day of Society and Culture

TEACHING AND LEARNING

In Week 9 students in Year 7 were able to participate in NAPLAN Practice. In this session, their goals are to learn to use the assessment system; learning how to log in, and ensure they are not distracted by the process. In the coming term Year 8 will complete the Check-in assessment. This is the test in between NAPLAN assessments for N.S.W students to



gauge their progress and assess their literacy and numeracy needs. In Week 3, Term 2 Year 7 and Year 9 will complete their NAPLAN assessment online.

Over recent weeks Year 10 participated in practice minimum standards tests and some students completing their reading and numeracy assessment. This assessment will continue to be run as we catch up with students who missed sessions or did not meet the benchmark. Students who do not meet the benchmark must wait a month before attempting the assessment again. They should check their results to improve areas lacking. Student needs are identified and are addressed. They are strongly encouraged to join the Lit-up Program to help strengthen their skills in reading and writing.

As we complete these assessments, the Learning Support Team including teachers employed under the Covid Intensive Program work to address gaps in learning. Students are strongly encouraged to continue to progress and improve their literacy by joining in the Lit up Program as well as fully immersing themselves in the targeted and Literacy and Numeracy lessons taught each week in roll call. These lessons are designed to support the distinct needs of students in the school through the data gathered from assessments. The school has targeted programs of support for students including homework club and Lit up.



First roll of Year 11



Year 7 Orientation Festival – Jewellery Making



Making gifts for mothers.

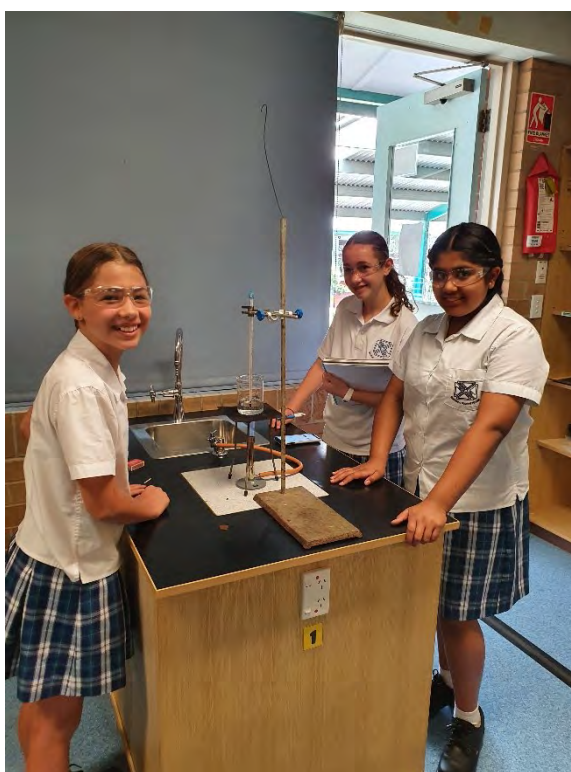
Science Matters!

YEAR 7

Year 7 students 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, take accurate measurements using a range of instruments and received their Bunsen burner license. Students were introduced to how to write up and follow a Scientific Report and conduct practicals within the science laboratory safely. They got to put all these skills into practice by completing the 'Boiling Water' practical, testing their ability to set up equipment, light a Bunsen burner safely and correctly take temperature readings from a thermometer. Using this data, they then learnt how to plot and graph results using a line graph.

Our second topic, 'Crystal Clear', will cover concepts including: states of matter; diffusion; density and separating mixtures. In this topic students will be given the opportunity to undertake a great range of practical activities giving them hands-on experiences to better understand key concepts and processes taught.

In Term 2, Year 7 students will sit their Semester 1 Science Exam which will include a combination of multiple choice, short answer and long answer responses. This will test students' understanding of the concepts taught in the above two topics, providing feedback on how to improve their understanding and answer questions more efficiently. This exam will also allow teachers to assess their teaching practices and enhance the learning experiences specific to their classes.



Students' introduction to scientific-specific equipment doing the 'Boiling Water' practical

YEAR 8

Term 1 began with the study of the human body in *All Systems Go!* This topic covers the circulatory, respiratory, excretory and digestive systems, and the skeleton and muscles. We dissected chicken wings to show the interactions between muscles and bones, and sheep hearts to see the muscular walls of the ventricles of the heart, with blood vessels and valves which stop the back-flow of blood.



Conducting food tests



Heart dissection

Students submitted assessment tasks which offered them flexibility to choose the disease they wished to research, the method of presentation and the level of difficulty. This has been a highly successful task as we have found the flexibility offered encourages students' keenness to attempt the task and supports a higher submission rate across the cohort.

The next topic is *May the Force be with You*, in which students study the forces of gravity, friction, electrostatics and magnetism. This topic offers a great variety of practical activities through which students explore the effects of these forces on objects and how our lives would be different without them.

Early in Term 2, students will be issued with a notification highlighting the details of their Semester 1 Science Exam. This will include concepts which students will be required to revise in preparation for the examination and it is recommended that students work at home to revise the concepts and prepare questions to ask their teachers to clarify concepts which they find difficult to understand.

YEAR 9

Term 1 saw Year 9 students completing the units on Ecology and the Nervous Systems. This included practicals experiences demonstrating the testing of abiotic factors in an ecosystem, the use of quadrats, and the speed of reflex actions. The students had enjoyed the practical experiences and gained insight into Science concepts taught.

The students had engaged in on line learning by bringing their computers to the classroom and used different platforms like Google classroom and OneNote Class Notebook. The students gained computers skills in using the internet and furthering understanding of research skills.



Year 9 students calculating the abundance of species (quadrats) using cardboard, soil and bottle caps.

The assessment task on the Australian ecosystem allowed students to demonstrate your understanding of the impact of humans on the ecosystem and current management strategies in place to protect and conserve it. Year 9 students will get to demonstrate their content and skills knowledge in their Semester 1 Examination which will consist of a paper component. An exam notification will be provided in the first week of next term to assist students prepare more closely for this.



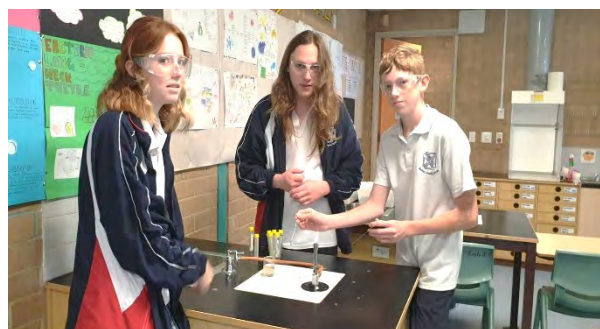
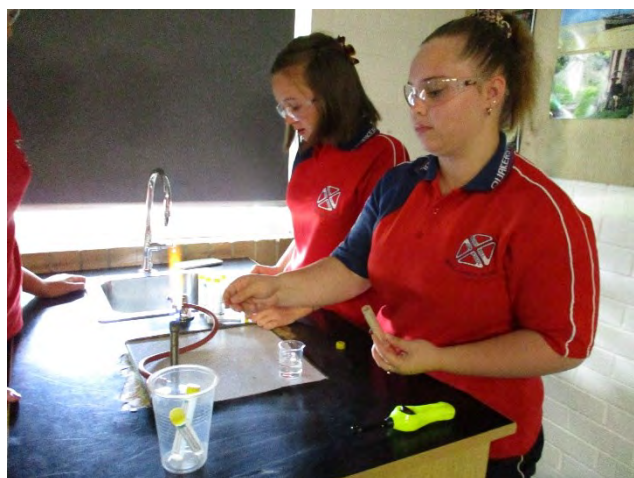
Testing soil pH from different areas around the School

YEAR 10

This term saw Year 10 students engaging in the *Mystery Solutions* Topic. The students learnt about elements, the Periodic table, chemical reactions, and the factors affecting the rate of reaction.

This topic allowed students to demonstrate their practical skills and application of safety procedures through experimentation. This topic lent itself to the first Year 10 Science assessment task.

This assessment task was undertaken like a mini-depth studies task, similar to that which Stage 6 students engage in, with the combination of a research component and an in-class practical investigation part conducted under exam conditions.

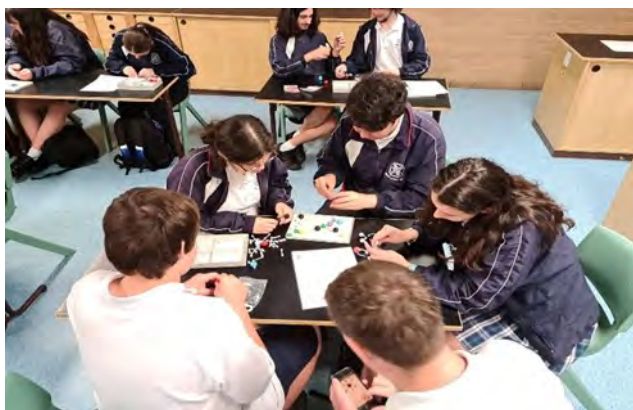


Year 10 students conducting the Flame Test practical task. A flame test is an analytical procedure used in chemistry to detect the presence of certain elements, primarily metal ions, based on each element's characteristic emis-

STAGE 6 SUBJECT EXPO

QHHS Stage 6 subject expo took place on 19 March. During this magnificent event, the students had an opportunity to engage in the different Science subjects that could be offered in Years 11 and 12. These subjects included Biology, Chemistry, Physics and Investigating Science.

In the Biology Expo, the students participated in an activity designed to demonstrate how different adaptations help different birds in collecting different types of food. They were given a tool used to represent a bird beak and were asked to collect as much “food” as they can in a 30 second period. Then they compared the which “birds” with different “beak adaptations” were better at collecting different types of seeds.



In the Chemistry Expo, the students were provided with the required information about the scope, content and assessments involved in this course in Stage 6. They then participated an activity, creating molecular models. They were challenged to create a model of the Caffeine compound, instilling a very competitive and collaborative spirit among the students.

In the Physics Expo, students were provided with information related to the course content and the nature of some of the assessment tasks that may be undertaken. They got to engage in some hands-on activities related to electromagnetic induction.

The Investigating Science Expo show-cased the Working Scientifically skills that need to be demonstrated in this course, with students undertaking a paper absorbency practical to high-light reliability and accuracy as key factors in an experiment.

YEAR 11

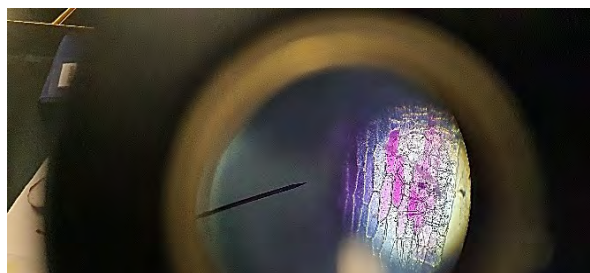
This term saw the commencement of Stage 6 Biology at QHHS. We initially started with seven students and we warmly welcomed the 8th student in the middle of the term. Working within a small context has allowed students to engage more on a one to one level and have greater opportunities testing and challenging their own understanding and learning.

Module 1, *Cells as the Basis of Life*, allowed students to examine the structure and function of organisms at both the cellular and tissue levels in order to describe how they facilitate the efficient provision and removal of materials to and from all cells in organisms. Biochemical processes were investigated and students got to demonstrated and build on their Working Scientifically skills, undertaking practical tasks, designing and creating models to support the theory work studied.

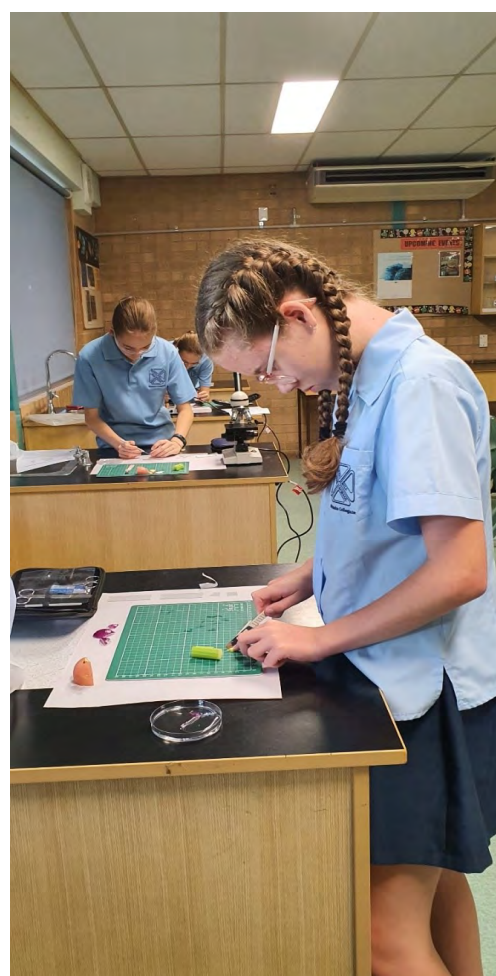
The in-class assessment task was made up of two parts, requiring students to undertake prac-

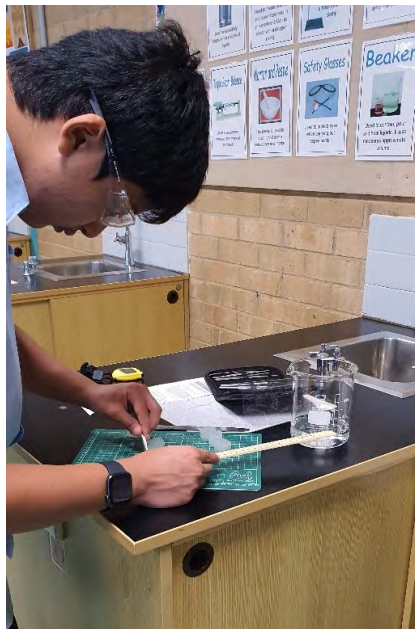
tical investigation and then complete a practical report based on results and analysis of the data collated. Prior to this task, students were given a practice task and a chance to revisit some of the scientific skills required.

The BYOD policy implemented for this cohort has allowed students to access and supplement their class lessons with information via licences procured from Education Perfect, Edrolo, Box of Books and Clickview.



Microscope practical work





Surface area to volume ratio practi-





**Fluid mosaic model making to
Show-case the structure of the cell
membrane**





TAS Head Teacher Overview



Term 1 in 2021 in TAS has started in full swing. Stage 4 Technology Mandatory in areas of Agricultural & Food Technology, Digital Technology, Materials Technology and Engineered Systems have all started their practical work and design projects. Students have also started working on their Communication Assignment with Technology Mandatory.

Our Stage 5 courses have also commenced their practical and written assessments. In TAS we have 7 x Food Technology, 3 x Industrial Tech Timber, 3 x Engineering, 3 x Information and Software Technology, 2 x Metal, 2 x Child Studies and 1 x Textiles (Fashion) classes in Stage 5 which makes our students and teachers very busy utilising our spaces and resources.

2021 is the year we've commenced with our Stage 6 courses; Industrial Technology Timber and Furnishings, Exploring Early Childhood and our VET subjects; Hospitality Food and Beverage as well as Construction.

Amidst this hive of activity, TAS also worked with two ACU Practicum Teachers (Liz & Daniel) this term, finished works on our new chicken coop in the Ag Plot, participated in a faculty showcase in the Year 6 Information Evening, held 15 classes for Yr 11 Taster Day, commenced practical classes in our new G7 Commercial Kitchen and awaiting for our new G7 serving deck and TAS storage shed to be finally completed this term. What a term indeed!

It is great to see our teachers and students working hard in our faculty and I would like to thank them for getting our educational year off to a good start. We wish all our students, staff and their families a Happy and safe Easter school holiday!

Yours Sincerely,

Mr L Roma, Head Teacher TAS



STAGE 4

TECHNOLOGY MANDATORY: FOOD AND AGRICULTURE

At Quakers Hill High School, in Technology and Applied Sciences, students engage in Food Technology where they engage with the topic of 'Plot to Plate'. This program includes learning about healthy food choices. The six essential nutrients, Safety in the Kitchen, foundational processes of preparing and cooking food as well as maintaining hygiene in the kitchen. Students engage in regular practicals where they prepare and cook a dish every fortnight. These practicals allow honing of skills such as chopping vegetables, using a kitchen knife safely, learning about cross contamination and how to avoid it and cleaning up afterwards. We also learn the foundational skills of how to grow our own vegetables and fruits in our TAS garden. Students get the opportunity to select their choice of seasonal vegetable or fruit and raise the seedlings into mature fruiting plants. We then also use these fruits and vegetables in our practical cooking lessons. This allows students to make a connection with the food that is grown and the food that goes into their dishes – "Plot to Plate". Students also learn how to interact with farm animals – Chickens and Sheep which are in the Quakers Agriculture plot.

TECHNOLOGY MANDATORY: MATERIALS - TEXTILES

Technology Mandatory materials covers timber, metal and textiles. Two classes in Stage 4 are participating in the textiles component. Each class is approaching textiles from different perspectives. There is so much richness in this subject, with many choices in student learning. Both classes have been immersed in the Design Process as this is an essential component not only for this focus area but also for all Technology subjects from Stage 4 to Stage 6. Year 8 have been learning a range of textile techniques that they can apply to their textile product. They have been learning how to use a sewing machine to join and hem pieces of fabric. To help them construct their shorts they have used and modified basic patterns and then as Designers asked to justify their design and manufacturing choices. This has introduced some serious literacy and numeracy applications.

Year 7 have engaged deeply in learning about fibres, yarns and fabrics and their properties so that they can make good design choices when selecting their fabrics and decisions on embellishments for their bags. They have been experimenting with weaving, felting and shibori tie dying. They are developing well documented folios that show their design processes – like real designers. To develop their design knowledge further they have researched a chosen Textile designer to gain insight into how designers come up with such amazing textile products. Both classes are working hard and are very sincere in their approach to this subject.



Felting using merino wool and alpaca hair



The first dye bath for shibori tie dying. Students will dye their fabric up to three times.

TECHNOLOGY MANDATORY: MATERIALS – TIMBER

Stage 4 Technology Mandatory are starting to produce some outstanding projects throughout Term 1. The students have begun creating a trinket box. This project challenged the students in designing and constructing the box to size constraints. Students were able to develop new skills and knowledge in areas of timber technology and apply them to their projects through observing and applying. We will continue to further create the trinket box, by adding Perspex and a light circuit to create a light box. The students will look forward to using the laser cutter to add their personalized designs.

TECHNOLOGY MANDATORY - ENGINEERING

In Semester 1, some classes have been studying Engineering and Design as it relates to Pinewood Derby Cars. The making of Pinewood Derby Cars is an activity conducted the American Scouting Association. It aims to bring Cub Scouts and their parents and caregivers closer together by formulating the fast Derby Car on race day.

With this in mind, our students were encouraged to repeat in class activities at home and make an alternative fast racer with their parents or caregivers, to also race beside their own Derby Car.

Some students have made alternative Derby Cars at home in readiness for race day. More parent and caregiver Derby cars are welcome.

Using resources and references found on the internet and keeping to the strict parameters of 200mms long and 42 mms height and width students through their own trial and error techniques have discovered the intricacies behind the making of a fast Derby Car.

Students learnt about Potential and Kinetic Energy, Friction and how Gravity can affect a Derby Car's speed and straight line running. They have also learnt about Aerodynamic Design, surface and paint finish and choice of wheels, which are also critical considerations in relation to speed.

The attached picture show students in 7 TECo8 attempting a straight-line test on a friction reduced surface to test speed in relation to their Derby Car's aerodynamics over multiple runs. This was to study the Drag Coefficient on the body design of the Derby Car. The results proved interesting with one car consistently coming in first place.

In Term 2 the wealth of knowledge students gain from their work on Derby Cars design will be used to make a chassis for an Electric Car. This will contain a range of soldered parts, a motor, switches, battery holder and a gears box.

With the future of the motor vehicle industry shifting rapidly towards Electric Powered Vehicles, these small steps aim at providing students at QHHS with an insight into a valuable future career prospect into the rapidly changing face of the World-wide Automotive Industry.



STAGE 5

IST

Students in Year 9 are working on creating a short video using green screen technology in small groups. Their videos must advertise an aspect of the SMART code, review a book, game or series or promote a school event. Their next project will be creating a basic game.

Students in Year 10 have been working in groups to create robots to compete in a competition to knock bottles out of a ring. Which team will reign supreme? Read the next issue of Contact to find out!

Their next project will be to build a robot that can successfully complete the maze. Only one team has made it through in the history of this contest – Will that change this year? Stay tuned to find out.



TIMBER

The 100Hr course have 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 spice rack.

The 200Hr course has allowed students to develop skills and produce amazing projects throughout term 1. These projects have allowed students to start 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.

FOOD TECHNOLOGY

In Term 1 Year 10 200-hour Food Technology students have been learning about the food needs of an individual throughout their life cycle.

As many people are aware, babies eat different food in different amounts to others in the household. Young children need moderation and a wide variety of food experiences to develop their tastes experiences and acceptances of different foods.

Parents of adolescents, as many of our students are, know they eat substantially more food at this time in their lives as their bodies continue to need more nutrients for their growth spurt into early adulthood. Food patterns established during earlier years assist with sensible food consumption.

Adults need to modulate their food needs to maintain a healthy weight range and to offset early onset dietary diseases like diabetes etc which, student learnt about last year.

Pregnancy has its own dietary needs and challenges. These are caused by changes in the body and by hormones around pregnancy. The careful monitoring of food intake is critical for both the health of the baby and the future health of the mother. Gestational Diabetes is not unusual during pregnancy and needs to be closely monitored by a medical professional.

As we age and our families start to raise families of their own, we need to again monitor our food intake as we reduce our activity. Smaller portions, low in fat, high in calcium, fibre and vitamins from fresh food sources can help us live longer, prosperous and productive lives well into our 90's.

As part of their assignment work, Year 10 have been studying about Food Intolerances and Allergies.

Many parents and caregivers reading this article may have struggled to remember if anybody in their classes at school had either a food allergy or more importantly a food intolerance. Today the statistics are very different with one or two people in every classroom having some form of life threatening food allergy or intolerance that can cause serious harm if they are exposed to a food agent known to cause a reaction.

Most common of these food allergens are Nuts especially, Peanuts, Seafood, and Eggs. However, there are many more which, students need to be aware of, including Dairy, Mushroom, Tomatoes just to name a few.

This is why this classwork is such an important area of study. All of Yr 10 students need to be fully aware of these conditions as future parents or caregivers but, especially, if they want to work in the Hospitality, Child Care, Travel and Medical Industries.

All teachers are fully trained to diagnose and react to Food Allergy or Intolerance situations.

It is important as our students become future parents that they develop an understanding of the symptoms and medical interventions required to attend to a Food reaction that they, their children, friends or families maybe exposed to in the course of their lives.

CHILD STUDIES

Child Studies is an Elective course for students in Stage 5 is a course which have strong industry links making this very unique in terms of applicability in the real world. In this Course, students delve into a variety of topics Starting from – 'Planning pregnancy, Parenthood – Roles and Responsibilities, Newborn Care, Growth and Development of a Newborn to late childhood in Year 9 and going on to studying – Play and the Developing Child, Media and Technology in Childhood, Health and Safety in Childhood, The Diverse needs of children and ending with Childcare services and career opportunities. Students engage in a variety of assessment tasks which apply their learnt knowledge practically to a task. During Child Studies, students are given a safe space to discuss their ideas and queries which relate to the topic that is being explored. Students also have the opportunity to experience Newborn Care by taking one of the robotic baby home for 24 hours and caring for it. Overall this elective subject has been a very popular amongst stage 5.

METAL

Students have completed relevant safety tests on OnGuard as well as more specific workshop

safety theory relating to the metal workshop.

They have completed and are currently working on exercises relating to Tools Used in metal, workshop safety, hand tools & machines and the use and meaning of terminology relating to technology.

ASSIGNMENTS

All students have started on assignment 1 - Recycling/Metals 'ALARM Scaffold and Essay workbook' which is due in week 1, term 2.

All theory work has been posted on Google Classroom and all students are able to access, download and submit work on this platform.

The second assignment will be a comprehensive portfolio of one of their practical projects (Tack Hammer, Toolbox or Candelabra)

Students have completed two introductory metal projects and are currently engaged in the production of a sheet metal toolbox with a sliding lid and handle which incorporates many technical skills such as: measuring, marking, cutting, cold forming, drilling, spot welding, riveting etc

Future practical projects are the Tack Hammer and the Candelabra.



STAGE 6

INFORMATION PROCESSES AND TECHNOLOGY

Students in IPT have engaged in the first topic for the preliminary course, Introduction to information systems. In this topic, they have learnt about information systems in context, such as identifying the elements of an information system, information processes, such as collecting, organising, analysing and storing, the nature of data and information, such as the different types of data, reasons for digital data representation, such as accessibility and current trends in digitizing data and social and ethical issues that can arise from processing information, such as privacy of the individual, as well as the accuracy of data and its security.

Students have also received their first assessment task in which they will need to create three posters that will cater to students in a Year 6 computing class. Students will need to be mindful of the language used on the poster, images and the type of font used. Students will also need to complete the accompanying documentation to successfully complete this task. This task will be due in Term 2, Week 2.

EXPLORING EARLY CHILDHOOD

Students in Exploring Early Childhood have positively started their Stage 6 course. We have explored concepts such as pregnancy, childbirth, growth and development. The students have

completed their first assignment and demonstrated their understanding of the topics.

The students have been highly interested in our recent study on cognitive development and our discussion on “nurture vs nature”. They have conducted a range of surveys and research, to aid their understanding of how it occurs in infants. Our aim is to visit a range of childcare services over the next few terms, to gain a deeper understanding of the concepts explored.

The students are looking forward to their second assignment, which involves creating a toy that would suit a child based on a specific scenario and their learning abilities. I can’t wait to see what they have in mind!

VET - CONSTRUCTION

The VET Construction course allows students to delve into the construction industry while still at school. The students have been given an introduction into the construction industry and how it all interconnects. They have been working on some minor projects such as joinery task that has introduced them into some of the different joints used in Carpentry and allows the students to implement their skills into the Cubby House class project in the future. Students have also constructed a timber concrete float which they will use in the future units of competency. Theory is a major component of this course as students need to understand the Why's, What's, Who's and When's of the industry. Some of the components the students have been working on are working effectively in the industry, Apply WHS in the industry, use carpentry tools and equipment. A great year ahead of the students and many more skills to take on and learn.



INDUSTRIAL TECHNOLOGY TIMBER AND FURNISHING

Term 1 has been a great start to the year with the students of taking on their first project of the course. Students have been able to demonstrate the understanding and interpretation project plans through their project production. Students are given the opportunity to apply different join-



ing techniques in the framework of their Bedside Table to demonstrate their skills in joinery. This has been a great task for students to build confidence in their work and show off their skills. We are off to a great start and I am very pleased with the outcomes of their skills. It has been a great start to the year and will be a great year of developing skills and gaining knowledge and understanding.

HOSPITALITY

This term was really special – our first Hospitality Food and Beverage course at Quakers Hill High School.

A Food Technology room was completely changed into a state of the art commercial kitchen. Students are able to become familiar with a range of commercial equipment such as the robo coupe – blender and food processor, combi oven – wet and dry cooking, orbital mixer, salamanders, slide through dishwasher, deep fryer and griddle, large bain marie, espresso machine and so on.

The outdoor café is almost complete. This fits in with the next competencies – prepare and serve espresso coffee, and prepare and serve non-alcoholic beverages.

Our Hospitality students participated in their first event – hamburgers and vegan burgers, salad and hot chips were on the menu for staff who stayed back to meet and greet year five and six families visiting the High School.

It was their first time working out orders and putting the individual food packages together. We all worked together as a highly organised team and had the food ready on time.



SUPPORT UNIT HIGHLIGHT

SUP4 – TEC1

Sup4 TEC 1 class have been busily making wind chimes this term from leftover pieces of aluminum pool fencing.

Students have studied harmonics, pitch and geometry of wind chimes, and developed skills in both the use of metal and woodworking tools and techniques.

Interestingly, the sound a wind chime makes is critically affected by the placement of the point from where the chime is hung.

Students have used basic tools like hacksaws and files to cut and shape their material. They have used a compass to draw and calculate chime placements accurate-



ly and symmetrically. They used cordless power tools to drill through each chime after making careful measurements and the wooden hangers from which they will be held.

Students will shortly develop a small metal or wooden hammer to be used to strike their chimes and a sail from which a breeze can assist the hammer to sound the chimes. The sails may have some pyrographic message placed on it as a finishing touch.

Parents of Sup 4 students can look forward to many hours of the magical sounds as their wind chimes sway gently in the breeze.

TAS EXTRA CURRICULAR ACTIVITIES



BARISTA PROGRAM NEWS

The Barista Program for 2021 has kicked off to a good start! We have our new Barista Program Student Supervisors this semester and they are:

Brooke H, Jasmine M, Kayla S, Lucas D, Myia M, Peter G, Summer L and Veronica B.



These student supervisors helped to train the new students this year in aspects of customer service, safely making hot beverages such as different types of coffee and generally running a cafe. We have a long list of new Year 9 & 10 Students in the Barista Program who have successfully started this term and they are:

Asena. K, Ava. H, Bianca. H, Bobbie-leigh. J, Caitlyn. B, Chelsea. N, Cayden. H, Chloe. L, Chloe. M, Christianna. Z, Emma. P, Ethan. M, Evelyn. S, Grace. S, Harini. J, Hayden. S, Irmak. B, Jasmine. F, Jeyda. Y, Kayden. O, Laura. R, Lexus. J, Mekala. P, Peter. G, Rasleen. B, Sophie. I, Tahliyah. S, Tara. S, Telissa. T and Teodor. P

We wish all these students a successful semester in the program servicing the coffee needs of our teaching community and gaining work ready skills for the future!



MATHEMATICS FACULTY NEWS

2021 has been an incredibly busy year in Mathematics so far, with many new developments taking place. Students in Year 7, 9 and 11 have transitioned to the Bring Your Own Device (BYOD) program. In Mathematics, we have made technology an integral part of our teaching and learning practice. We have re-created many of our teaching programs to an online platform that students can access both here at school and at home. The Mathematics faculty have engaged in professional learning and are becoming experts in the use of Class Notebook, G Suite, Edrolo and Education Perfect. These tools have allowed students to access the content at a pace which is comfortable for them. Staff have also been busily preparing and evaluating the Stage 6 Mathematics course, working hard with our Year 11 students to provide them with the best educational experience.

AUSTRALIAN MATHEMATICS COMPETITION

The Australian Mathematics Competition will be held on Thursday 5th August 2021. The cost of the competition is \$6.00. Students who are interested in participating in this competition can pick up a permission slip from their Mathematics teacher or the Mathematics staffroom. The closing date for payment is 10th June 2021.

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



PI DAY



Traditionally on March 14th (3.14) we celebrate "Pi Day. Pi

(Greek letter " π ") is the symbol used in mathematics to represent the constant – the ratio of the circumference to its diameter – which is approximately 3.14159. Pi Day is an annual opportunity for math enthusiasts to recite the infinite digits of Pi, talk to their friends and community about math, and eat pie.

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

YEAR 7 MATHEMATICS

Students in Year 7 are working through the unit of work 'Computation of Integers'. They are comparing, ordering and calculating integers, and applying a range of strategies to aid computations. Students explored how integers are used in everyday situations such as weather, altitude and sport. Students worked in groups to complete tarsia puzzles to solve a series of integer problems. They also created a human number-line placing themselves in ascending order showcasing their understanding of the number-line.

HALF YEARLY ASSESSMENT TOPICS: INTEGERS AND FRACTION



7MATK Integer Tarsia Puzzle



7MATK Human Number-line

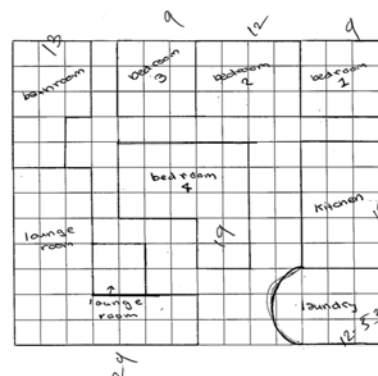
YEAR 8 MATHEMATICS

Students in Year 8 are currently working through the unit of work 'Pythagoras Theorem'. They are applying Pythagoras' theorem to calculate the side lengths in right-angled triangles, and solve related problems. Students worked through a variety of practical problems, such as finding the height of structures and determining the measurements for creating a garden bed. The Year 8 Term 1 assessment involved students creating a floor plan for a three-bedroom home. Students showcased their creative side, by creating rooms that were of many different sizes and shapes. Students found the area for each room and worked within a budget to provide flooring to their home.

HALF YEARLY ASSESSMENT TOPICS: INDICES, PYTHAGORAS' THEOREM, DATA COLLECTION AND REPRESENTATION



Sofia de Santa Brigida Floor House Plan (8MATQ)



Bonnie Hodgekiss Floor House Plan (8MATs)

YEAR 9 MATHEMATICS

All three strands of the Year 9 Mathematics course completed the unit of work 'Financial Mathematics'. Students solved a range of financial problems involving earning, spending and investing money. The Year 9 assessment required students to research career options that they are interested in. Students were required to find the yearly salary income, tax deductions and tax payable on the job of their choice. The assessment had a 'future focus' element as students had to think about their own future and determine the best career pathway to undertake.

Half Yearly Assessment 5.1 Topics: Fraction, decimals and percentages, Indices and Financial Mathematics

Half Yearly Assessment 5.2 Topics: Financial mathematics and Indices

Half Yearly Assessment 5.3 Topics: Simple and Compound Interest, indices and Financial Mathematics

A.) Write A List Of Your Deductions And Estimate A Value For Each.

- Working From Home
52 x 5 x 8 hours a day = 2080 hours worked for a year
 $0.52c \times 2080 = \$1081.60$
- Vehicle And Travel Expenses -
Visiting Customer = 346km x 0.72c = \$249.12
- Donations -
Smith Family = \$50 a month x 12 months = \$600
- Laundry Expenses -
52 weeks = 1 wash a week
\$1 x 52 weeks = \$52

Total Deductions = \$1982.72

Taliyah Strachan displaying her understanding of surds.
(photo shared in class notebook)

Rezah Armada calculation of tax deductions

YEAR 10 MATHEMATICS

Two of the three strands of the Year 10 Mathematics course (5.1 and 5.2) completed the unit of work 'Single Variable Data Analysis'. Students would use statistical displays to compare sets of data, and evaluate statistical claims in the media. In the term one assessment, students made comparisons between two sporting teams by referring to the mean, median, mode and range. They used Excel spreadsheet to input their data and determine the central measures of tendency. Students created back-to-back stem-and-leaf plot to analysis the distribution of the data allowing them to identify any outliers.

The Year 10 5.3 students are currently completing the unit of work 'properties of geometrical figures'. Students prove how triangles are similar, and use formal geometric reasoning to establish properties of triangles and quadrilaterals. In their term one assessment, students videoed their responses on how they simplified complex algebraic expression. Students demonstrated a profound understanding of algebraic techniques through their explicit explanation of their working out.

Wingers	Name	Weight	Height	Age
	Burgess, Joe	98	195	27
	Capewell, Kurt	92	190	28
	Eden, Greg	94	176	31
	Elliot, Brendan	89	186	27
	Faifailoa, Kalila	97	180	31
	Faraimo, Bureta	105	182	31
	Gagai, Dane	91	182	30
	Goodwin, Bryson	98	186	36
	Gordon, Michael	89	179	38
Winger				
		Weight	Height	Age
Mean		95.4	185.8	30.1
Median		95.00	185.00	30.00
Range		16.00	22.00	12.00
Mode		98	180 and 182	31

Bethany Williamson Excel Spreadsheet Term One Assessment

Half Yearly Assessment 5.1 Topics: Volume, Ratio and Rates, and Geometrical Figures

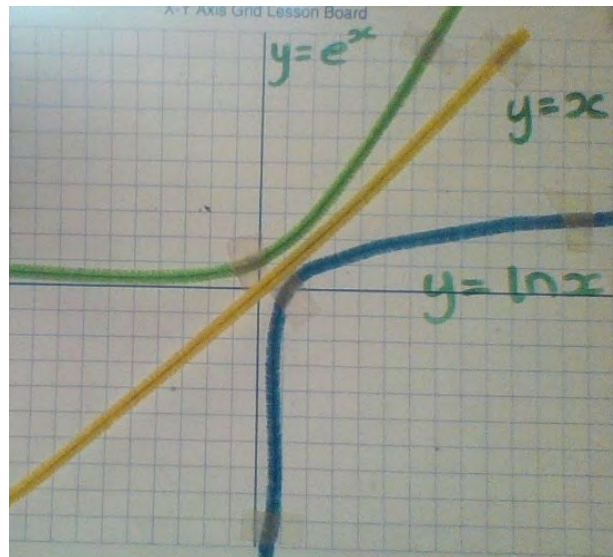
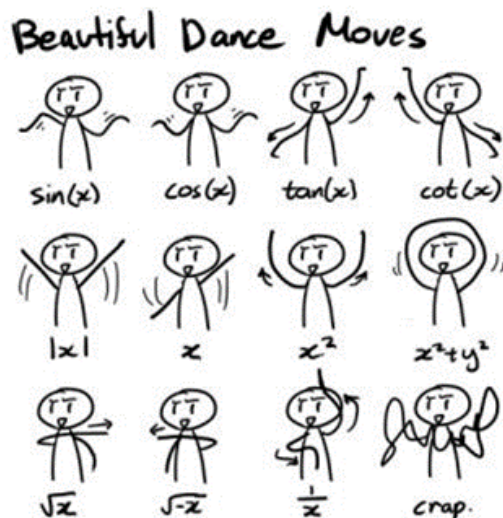
Half Yearly Assessment 5.2 Topics: Box Plots and Equations

Half Yearly Assessment 5.3 Topics: Properties of Geometrical figures and Factorisation

YEAR 11 MATHEMATICS

In the Year 11 Standard Mathematics Course students are currently working through the unit of work 'Money Matter'. The principal focus of this topic is for students to calculate simple interest, manage earnings, wages and taxation, and develop an appropriate budget for a given situation. In the Term 1 assessment students were required to justify financial decisions which will affect their life now and into their future.

Year 11 Advanced Mathematic students are currently working through the unit of work 'Functions'. Students use both algebraic and graphical conventions and terminology to describe, interpret and model relationships of and between changing quantities. For the Year 10 Taster day, the Advanced Mathematics course students were looking at exponential and logarithm functions. Students used pipe cleaners to create graphs of these functions, where they found it reflected through the straight-line $y=x$.



QHHS LIBRARY 'HOW TO GUIDE'

Using ClickView

Simple steps to access countless video resources from your library

1) Download the app or visit the webpage

Install the ClickView app for Android/iOS or visit www.clickview.com.au on your computer.



2) Sign in

Sign in using your school/DoE username and password.

3) Select a library

Select from the QHHS, ClickView Secondary, or Exchange video libraries.



4) Start browsing

Start browsing videos, lessons and other resources by subject or using the search tool.

Talk to a member of the library team for more information

QHHS LIBRARY 'HOW TO GUIDE'

Using Library Link

Simple steps to access the QHHS library from your mobile device

1) Generate a QR code

Sign in to the Student Portal and open My Library. Under your name, select My Details and then Library Link Setup.



2) Download the app

Download and install Softlink's Library Link app for Android or iOS (it's also called Oliver).

3) Set up the app

Select Setup and then Scan Setup Code. Use the QR code from step 1 to finish setting up the app.



4) Start browsing

Use your mobile device to search the library collection and manage your loans and reservations.

Talk to a member of the library team for more information

QHHS LIBRARY 'HOW TO GUIDE'

Using Wheelers ePlatform

Simple steps to access countless audio and eBooks from your library

1) Download the app or visit the webpage

Install the Wheelers ePlatform app for Android/iOS or visit www.eplatform.co/au on your computer.



2) Find the QHHS library

Select 'Find your library' and then search for *Quakers Hill High School*.

3) Sign in

Select the menu button and then 'Sign in'.
Use your school username and password.



4) Start browsing

Browse and borrow audio and eBooks from the school's collection.

Talk to a member of the library team for more information

WELLBEING TEAM UPDATE – TERM 1 2021

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 – MS MARIN

Year 7 have been settling well into their first term of high school. We have seen their active participation in many activities and events around the school such as sporting events like the Swimming Carnival, Grade Sport, House Sport and Recreational Sport.

We have also seen their jolly faces roaming around the school and helping out at school-wide events and initiatives such as Valentine's Day, Primary Prosperitas Mentoring, Homework Club, Year 5/6 Information Evening, After School Farm Crew, Anime Club and Paper Recycling Crew.

Students of Quakers Hill High School have also had an opportunity to witness the many talents of Year 7 at the Karaoke Competition and O-Week Activities. Year 7 are truly a highly motivated and talented bunch with a lot to offer to the school community!

A huge congratulations to Stella Buttigieg, Marek Chinoy, Aarchi Dhobi and Kyla Cuadra for achieving a Silver Award within their first term of high school. Well done!

Have a wonderful and safe two-week break, Year 7! We look forward to seeing you in Term 2.

YEAR 8 – MR BIZAN

Year 8 has begun 2021 in a positive fashion, with individual students achieving success and the start of different programs running.

Year 8 took part in the SMASHED project which is an Alcohol Education program. It is a hard-hitting interactive multi-media performance that uses the experience of three credible teenage characters to explore the dangers and consequences that alcohol can have on a young person's life. The students really enjoyed the performance and were very engaged.

We also had other programs which began in Term 1. Those programs are Youth Frontiers, Girls Group and Haka Warriors. Here is a list of the students apart of each program:

Youth Frontiers: River Phillips, Amani Berguno, Mikayla Cortese, Ravindra Elimin, Sarah Overton, Benjamin Thurmar, Hannah Elder, Vanessa Noonan, Phoebe Lee, Brodie Pearce, Remi Holland and Anya Doshi.

Girls Group: Mikayla Johann, Ebonie Baker, Mia Banaroski, Rylee Cardona, Shelby Cooper, Taylor Corby, Tahnee Hansen and Alyssa Malcolm.

Cultural Warriors: Sam Tupou and Anaru Manakau.

We were able to run one Year Assembly this term which had some very important messages. During this meeting there was mention of students following the SMART code and being safe when they are at school. There was an emphasis on all of the positive things students achieved in Term 1. We had 12 students receive Silver Awards.

Congratulations to our very own Joshua Hand, who beat former Olympian Kendrick Monk's record by more than a second in both the 50m and 100m freestyle races. These records have been held since the year 2001.

Congratulations to our Year 8 students who were elected to the SRC this year. Here is a list of those students: Tara Bullivant, Agnel Joby, Manpreeth Kaur, Amber McLeod, Clara Williamson, Olivia Hayes and Ashlin D'Cruz.

Our Year 8 Library Monitors for 2021 are Abbey Winter, Regina Mashikura, Omed Karimy, Christian Lavarro and Liam Hainsworth. All the students gave up their recess and lunch and were a vital part of the Year 7 Orientation Week which involved a lot of preparation. Well done to our Library Monitors we are very proud of you.

Year 8 has had over 850 positives on Sentral which is an amazing effort. Keep up the good work, Mrs Maricic and the Year 8 Year Advisers are very proud of this year group.

YEAR 9 – MS HASICK

Year 9 have made a positive start to the year, positively embracing their elective subjects and tackling assessment tasks. Year 9 are congratulated on being awarded 245 positive referrals so far this year.

Ms Hasick is impressed with the amount of Principal and Silver Awards achieved by Year 9. We would like to congratulate the following Silver Award recipients: Ava Hussein, Jahnavee Joshi, Cooper Ryan and Peter Madrid. We would also like to congratulate the following students for their outstanding achievement in earning a Principals Award: Telissa Thorburn, Caitlyn Brissett, Chelsea Nowak, Paulo Liwag and Caezar Rehua. Students are encouraged to keep up the great work and continue to submit your merits.

We had a number of Year 9 students that participated in the 2020 Premier's Reading Challenge. These students showed tremendous self-motivation, they embraced literary possibilities and distinguished themselves in the process. Well done to the following participants: Sneha Brahmabhatt, Hannah Brinsdon, Althea Gonzales, Grace Sammons, Sullivan Wiggins, Taliyah Strachan, Jasnoor Singh, Chelsea Nowak, Prisha Jalhotra and Caitlyn Brissett. A special congratulations to Scarlet Masters for earning a Platinum Award for 7 years of participation.

Many Year 9 students are also actively engaged in other extra-curricular activities around the school including; representing the school in zone swimming, netball and basketball competitions, refereeing, Girls Group, Green Team, Youth Frontiers, Top Blokes, Haka Warriors and barista.

The following Year 9 students have been assisting in the running of activities and mentoring younger students in the QHHS Girls Group: Chloe Burston, Tahlia Scicluna, Jade Fuller, Moana Nehua, Mackenzie Escott, Kailani Mika and Taylor Maceria Da Rosa. They have been working on a range of projects such as cooking; painting learning blocks to donate to a local childcare centre; hair styling; and participating in workshops on gratitude, personal branding and personal responsibility. While completing these sessions, they have been mentoring the younger students and building on their teamwork, communication, problem-solving, planning, and organisational skills.

We wish all of Year 9 a safe and relaxing break, and we look forward to seeing you again for Term 2!

YEAR 10 – MS BRACKENRIDGE

Students have been settling well into Year 10 and have made a great start to 2021. This term has seen many of our students participate in extracurricular activities such as Peer Support and the Barista Program.

Students involved in Peer Support, started our first day of term fabulously, as they modelled SMART behaviours to our new Year 7 cohort. The Year 10 students used their leadership skills to run various activities throughout the first day, as well as periodically over the term.

All of our Year 10 leaders represented our school wonderfully at our recent Year 7 2022 information evening for our local primary schools. It makes me proud to hear many of our parents comment on how professional and knowledgeable our students were on the evening.

The Barista Program is another extracurricular chosen by many of our Year 10 students. They participated in a training day during Week 6 of term and have since successfully began making coffee for staff (Mr Dacey has commented that the last two coffees he has had have been some of the best ones ever).

During our year assembly in Week 7, students received course subject guides and were spoken to by Mr Hutton and Mr Head regarding the timeline of subject selection. Our first event was held Friday 19th of March, where students participated in a Year 11 Subject Expo. This allowed students to get an insight of the range of subject they may be interested in for Stage 6. The students were highly engaged and many commented about how they enjoyed the day.

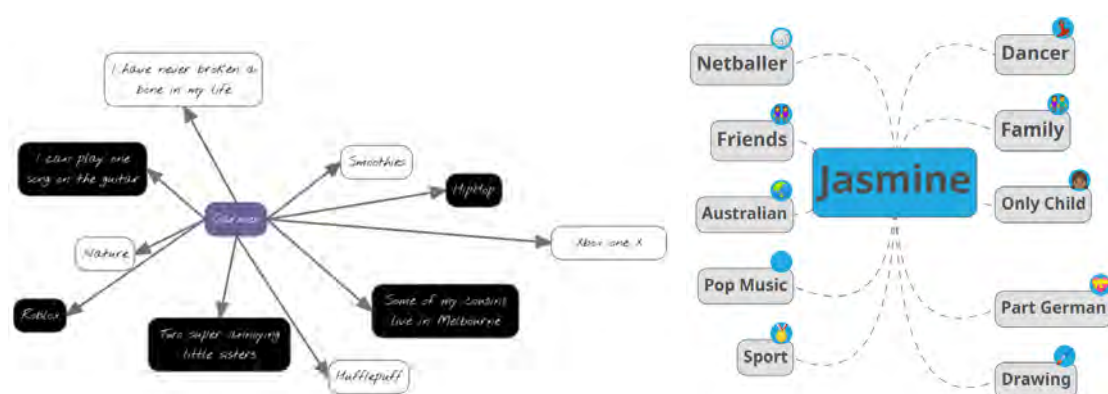
Thank you for a great start to the year and looking forward to Term 2!

FUTURE FOCUS LEARNING FACULTY NEWS

CONNECTEDNESS

Year 7 students completed the topic of “connectedness”. Students created an ‘identity map’ and discussed the difference and similarities that they shared with other students in their class. Students gained an appreciation for the things that bind them together as one human race, while still appreciating diversity.

In their learning hubs, students also created a logo that represented their group’s collective values. Students drafted their logo in their workbook. They then used ‘Canva’, an online design website that allows students to make their logo digital.



Carmen Bottino and Jasmine Pratley Identity MindMaps

CLEAN UP AUSTRALIA DAY

In FFL, Year 7 Students have recently taken part in “Clean Up Australia Day” program. Students organised themselves into groups of four or five and ventured out into the community to

collect recyclables and waste. They then returned to the classroom where they analysed the data of rubbish collected. Using the data, they created a persuasive letter to address the problem of rubbish in our local community.



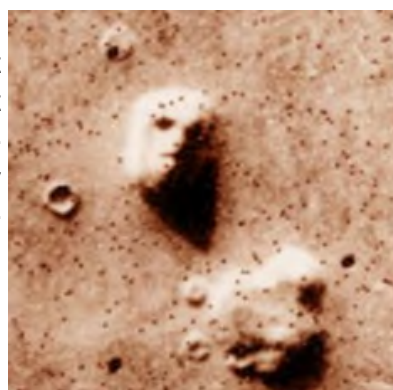
Did you know: In 2017 Australia produced about 67 million tonnes of waste.

CREATIVE AND CRITICAL THINKING

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

BRAIN TEASER

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



DUKE OF EDINBURGH AT QUAKERS HILL HIGH SCHOOL

We are slowly getting back on our feet with the Duke of Ed program. Last year was complicated but we managed the second Bronze adventurous journey – from Wondabyne to Patonga Beach. This year we have had a Silver level parent and student information evening. Seven of our Year 10 students have enrolled in the Silver award. They are highly motivated and well-organised students who have already registered their skills, voluntary and physical choices and started their actions. We had hoped to have a Bronze information evening last week however there was just too much rain that night. Mr Tomlinson has advertised this Monday evening 29th March at 6pm for those interested in the Bronze Award. We hope to have our first Bronze and Silver adventurous journeys early next term. It will be on part of the Great North Walk. If you would like more information on the Duke of Ed program, ring the school and ask for Mr Tomlinson, Ms Lawson-Cohen or Miss Brackenridge.

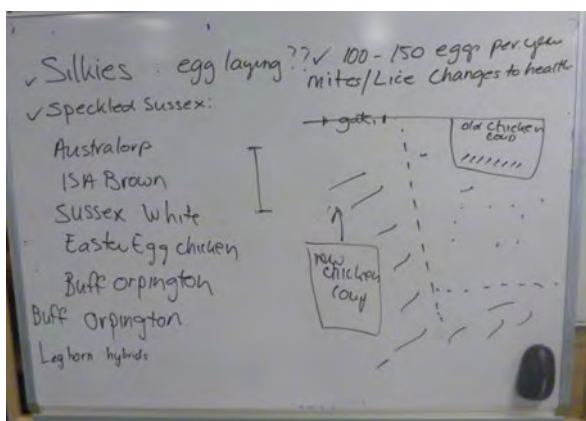
Congratulations to Abbey Corkery, Yashini Ranasinghe and Olivia Coram on receiving their Bronze Award in 2020.



FRIDAY AFTERNOON FARM CREW

Our wonderful students continue to meet each Friday afternoon after school. Their contribution is valued and their interest in the chickens and sheep is delightful. One wet Friday afternoon students researched our future purchase of new chickens for the farm. These particular chickens are to be exhibited at next year's Royal Sydney Show. We had criteria to make judgements about which breed of chicken. The most important: general friendliness and a love of being held by school students! The list of best chicken breeds included Silkies, Speckled Sussex, Australorp, Isa Brown, Sussex White, Buff Orpington and leghorn hybrids. We are hoping to have some happy, friendly Silkies for the farm next term.

On another wet Friday afternoon, students learnt how to felt wool. The wool had been dyed red, green and blue and the final pieces of fabric were beautiful. Our final Friday afternoon for the term was a celebration and thank you to our student farm crew. After checking the chickens and sheep and looking at the large amount of water in the two farm ponds, we headed up to the new Hospitality room for freshly made hot chocolates and donuts.



QUAKERS HILL HIGH SCHOOL CONNECTED TO COMMUNITY DAY AND OTHER ACTIVITIES

Finally after trying for 12 months to visit the Sydney Zoo we made it. This excursion was our first for the year for our Aboriginal and Torres Strait Islander students. Our students really engage in these types of events. The theme for the last couple of years has been social competency and building cultural knowledge. This was on show – even the rain could not dampen everyone's enthusiasm. Our students were excellent ambassadors for their school and demonstrated responsible independence in working their way around the zoo and meeting back at the check in spot regularly. At the beginning of the visit, students spent over an hour with Aboriginal Park Rangers who shared their own cultural knowledge – this was such an invaluable part of the excursion. The lunch spaces and sheltered areas really helped manage the wet day. All students were out and about looking at the many animals from around the world. An emu with heaps of personality chased some students.

We are starting a very important project this year – Pathways to Dreaming. WSU run the program and we are encouraging our Aboriginal and Torres Strait Islander students from years 8 to 11 to participate. The range of activities is extensive – part mentoring, with zoom meetings with well-known Aboriginal people, cultural experiences, and visits to the University. One wonderful aspect of the program is that students can be continuously involved throughout the High School years.

We have a number of students interested in forming a leadership team ably supported by some

Year 9 and 10 students.

We have some new staff on our team – welcome and many thanks to Mrs Kaur and Mrs Pinto for their contribution to our students.



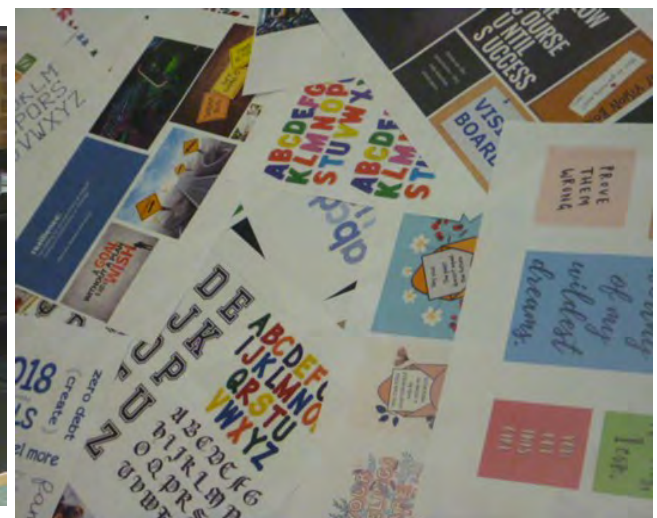
YEAR 10 TEXTILES TECHNOLOGY (FASHION)

Textiles Technology is an exciting project based subject. The underlying principle is students participating in creative and innovative design activities through projects based on five focus areas – Costume, Apparel, Non-apparel, Textile Art and Furnishing. The design process is fundamental to students understanding how to get started and how to manage their actions over a time. Designers look to sources of inspiration, creatively immersing themselves in possibilities using aesthetics – elements and principles of design and function as important design factors. This term students have been applying the design process to the focus area of Costumes – with the textile product being a corset or vest. Students have completed their final design and next term will learn about technical drawing, altering patterns, suitable fabric embellishments, creating pattern pieces and manufacturing their textile item. Our students have really extended themselves and are becoming fledgling fashion designers.



YOUTH FRONTIERS IS BACK AT OUR SCHOOL THIS YEAR

Youth Frontiers is a program run by MTC and supported by the NSW Government. It provides programs in many secondary schools. At Quakers Hill HS we ask our Year Advisers to nominate students who they feel would benefit from and enjoy the program. The nominated students are in Year 8 and Year 9. Seventeen students are now participating. We have met at least four times now – one period in week A and two periods in week B. Matthew Rootes is the leader from MTC. He has organised mentors from WSU who come each week and work in a very positive way with individual and groups of students. This is one of the key aspects of the program. So far, students have engaged in activities to build self-esteem and resilience, to share whom they are with other students, to find out more about themselves and learning to set goals. Last lesson Matthew began the discussion on a community project. This is another key aspect to the program – thinking of others, and working together on something that will benefit others. All the students are working well together and are beginning to form a cohesive and collaborative group.



A STUDENT IN PROFILE: ARYAN JASSAL

Aryan successfully completed a co-curricular course this year, CS50's Web Programming with Python and JavaScript online through Harvard University.

In his own words:

"I embarked on this course because I wanted to explore the field of Information Technologies to see which specialist area best suited me. This course provided me with tremendous insight into web development.

I started the course near the end of June 2020, and finished it near the end of March 2021. The course took me nine months to complete from the beginning to end. The first project was to recreate the home page of Google, which you can actually do google searches on. My second project was to make a Wikipedia-like website in which we could add and edit articles. My third project was an e-commerce project (without interacting with real money, of course), in which people could auction off their items online (imaginary items). Other users could bid on it as well. My next project was to recreate an emailing website, while constructing the backend (server) as well. For my fourth project, I was developed a twitter-like website in which we could share posts, follow people, etc. For my final project, I made a reviews site for novels. You could post a review of a book online for others to read and comment on.

Overall, this was a wonderful course, as it helped me understand the depths of web development, and the components of a good website. It also improved my problem-solving skills, as I had to scour the code for hours looking for errors and areas of improvement. I already had basic knowledge of HTML and Python, and this course expanded on it while teaching me more languages such as CSS, SCSS, JS (JavaScript), and MySQL. This course offered bite-sized lectures, which I was able to easily absorb. I would suggest this course to anyone who is looking to become a web developer."



Congratulations Aryan on being a proactive, driven and motivated learner.

YEAR 11 MESSAGE FROM MR HILL & MR TOMLINSON

Firstly as a Year Adviser, I would like to thank all of the Quakers Hill community for their input and support throughout the process of setting up Stage 6. It has been a massive undertaking and long process but it's finally appreciative of all the efforts.

Year 11 should be congratulated on their excellent start to the year and should be proud of their efforts. This has been a massive change and step up from Year 10. While it is a big challenge the group is handling it really well. At times it will get hard for them so we all need to jump on board and really show them our support.

Currently Year 11 are completing the bulk of their first assessments. The feedback from teachers has been very positive about their results. This can be a tough time for Year 11 and they should be proud of their efforts thus far as the school is also very proud of them.

QHHS will be running the Duke of Edinburgh program again in 2021. This will be our first year adding the silver award alongside our highly successful bronze award program. Students wishing to participate in Duke of Edinburgh are required to complete a combination of physical recreation, community service, and development of a new skill and in addition, complete two overnight hikes to attain the award.

The award is well-recognised and can be an excellent addition to a resume, but the program itself is highly beneficial in challenging students to achieve their goals. Students that complete the award will receive support from Ms Lawson-Cohen and Mr Tomlinson, and interested students are encouraged to speak to either teacher about joining the program.

I would encourage as many Year 11's as possible to get more involved with our upcoming events such as the athletics carnival. Participating in the carnival as an athlete or a helper can demonstrate great role modelling attitudes for the younger year groups.

Please remember that student wellbeing is of our utmost concern. If your student at Quakers Hill is going through a tough time, please don't hesitate to contact us.

Shane Hill

Josh Tomlinson

Year 11 Adviser

Year 11 Assistant

Shane.hill8@det.nsw.edu.au

josh.tomlinson@det.nsw.edu.au

'In three words I can sum up everything I've learned about life: it goes on.'

PDHPE & SPORT

Firstly, a warm welcome back! We in the PDHPE staffroom would like to acknowledge the amount of effort put in by students, teachers, parents and families so far this year to help sport run.

Knockout sport is an essential aspect of school life. Sporting programs offered at Quakers Hill High School often support and compliment students' academic achievements and emphasise the importance of lifelong physical activity. Sport motivates students and allows young people to develop important communication and leadership skills. In 2021 our sports programs have allowed our students to acquire new skills and increase their confidence, with anticipation that these skills are later transferred into them feeling positive in life and at school.

Grade Sport has been able to run this year. We started in Week 3 with our six sports 7aside Soccer, Oztag, Touch Football, Netball Basketball and Frisbee. The students should be congratulated on their outstanding behaviour so far this year, it has been one of our best starts to a year in terms of behaviour. We will keep students updated as we receive any news or information via email. If you have any questions please see your teachers or the Sports Coordinator.

The start of the year always means an exciting event, the 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	Mia Robson
12 years Male	Jarron Evangelista
13 years Female	Emma Crotty
13 years Male	Joshua Hand
14 years Female	Kasia Jennings
14 years Male	Kaleb Sciberras
15 years Female	Skyla Tynan
15 years Male	Ethan Macleod
16 years Female	Eliza Hayes
16 years Male	Declan Banks
17 years Male	Jake Valdivia



This led to a fantastic Blacktown zone carnival for Quakers Hill, where one student should get a particular mention. Joshua Hand broke numerous records throughout the day however none more impressive than beating a past Olympian in the 50m and 100m Freestyle. We at Quakers are very proud of these efforts and who knows maybe we could see him there one day!

The school athletics carnival will be on the 1st of April this year. Please remember that the athletics carnival is a mandatory school event which means missing it can effect a student's attendance. Students can wear mufti including house colours and should be prepared for an eventful day!



Students are reminded that the cross country will take place next term, so it's important to remember to check your emails and listen to any notices that go out during roll call.

The start of the year also marks the start of many sporting leadership opportunities at Quakers Hill. There are many opportunities for students to help and to showcase their leadership, these range from the PSSA refereeing courses and assisting with primary school carnivals. If your child is interested in any of these please send them to the PDHPE staffroom.

A big thank you to the students for their continued efforts and enthusiasm towards sport!

Mr S Hill

KNOCKOUT BASKETBALL

The opens knockout basketball competitions took place this term, with the boy's team facing off against Wyndham College. The students showed a lot of grit and determination to only be behind by five points at the half. Unfortunately, a standout performance by Jeremiah Tito in the second half was not enough with Wyndham taking out the match.

The Open Girls Basketball team faced Girraween High School in their round one match. A rebounding masterclass by Hayley Stephan and a clutch three point shot by Abby Kitto was enough to win a close contest. Despite a spirited team effort in round 2 the girls lost to a superior team from Glenmore Park High School.

Thank you to all the students who represented the school in Opens Knockout Basketball in 2021.

Mr R McKean



OPENS SOCCER

The boys and girls both played against Glenwood High School in the Sydney West Opens Soccer competition round 1. Whilst the results were not favourable for Quakers Hill, I was extremely proud of the effort and attitude of all our players.

Our girls team consisted of students from Year 7 to Year 11. We started the game quite strong

and proved to be a formidable defence that Glenwood struggled to break down initially. It wasn't until we conceded a goal from an unfortunate corner that the opposition started to break us down. Considering we were playing against a team made up of predominantly senior students, our girls can be extremely proud



of

their efforts throughout the game.

The boys also came up against a tough opposition consisting of mainly senior students. Our boys had some very positive patches of play and carved out the first opportunity of the game. Unfortunately, a few costly errors allowed the opposition into score a number of

times and flattered our opponents a bit in the end. The boys can be extremely proud of their sportsmanship and commitment to each other throughout the game, even though the odds were stacked against them.

Mr D Nash

KNOCKOUT BOYS TOUCH FOOTBALL

A team comprising both Year 9 and 10 students competed against senior students at Quakers Hill High School in a Knockout Touch Football game. Despite going down 18-5 our boys dug deep and never once gave any indication of giving up the fight against an older and more experienced team. At all times our boys displayed exemplary sportsmanship and I am certain that with their dedication and spirit they will continue to make gains in the years to come.

Mr A Somerset

TOMORROW MAN + TOMORROW WOMAN -

YEAR 11 LIFE READY PROGRAM

On Wednesday the 24th of March we had some special guests come to Quakers Hill HS, the Tomorrow man and Tomorrow Woman. These groups presented to the Year 11 students from Quakers Hill HS and Seven Hills HS. The presentations were amazing and inspirational with students taking many new skills and gaining a new attitude.

Tomorrow Woman aspires to reignite girls and women around Australia with their innate voice, empowering them to confidently express their needs and opinions in the moments that matter. Through unpacking the history, expectations and facts of modern day womanhood we support women to reinvent an unapologetic version of femininity for the women of today and tomorrow.

'During this program I learnt a lot about myself and others. It empowered me to listen to others stories and get to know more about each person. This program helps me identify the stereotypes that come with women and how that can affect one's health. This program showed how

strong women are and how to expand on that to empower others. We learnt about statistics related to the effect that one's perspective can have on others.' Emily McGregor, Year 11.



Tomorrow Man, What bloke today? And what do morrow? The tide is and old, and the outdated some of our mates, dads, workmates and brothers for a healthy life.



does it mean to be a we want it to look like to-changing for men young stereotype is leaving sons, uncles, teammates, stranded without the tools

'On Tuesday, 24th of March, Year 11 had participated in a Life Ready event along with Seven Hills High School. The two schools were combined and then split into two groups based on Gender. Whilst talking to Tomorrow Man, it was very fun and energetic, boys just talking to boys with their boys, however, the conversations then turned very personal and volunteers talked about their hardships that come with being a male and how being a male isn't as easy as other think. Overall, it was a very enjoyable and deep event.' - Pranamya Rajbhandari, Year 11.



Mr S Hill

OUR CURRICULUM

Year 7 have been investigating aspects of change in their theory lessons. They have looked at the impact of transition from primary to high school as well as the physical, social and emotional changes that are associated with puberty. They have received an assessment task that addresses the abovementioned issues. Students need to design an adolescent resource that could be used by future year seven students as a learning tool.

During practical classes, students participated in a variety of Ice Breaker games designed to develop teamwork and have students get to know one another.

Year 8 have been studying a unit about cyber safety. Students have participated enthusiastically and contributed well to class discussions around a topic they are familiar with. They have just received their assessment task which requires them to create a cyberbullying awareness power point presentation.

Throughout practical lessons, students have been participating in a series of throws, sprints and jumps in the Athletics unit in preparation for the upcoming Athletics Carnival on the last day of Term 1.

Year 9 have been studying a unit on nutrition. They have learnt about the importance of a nutritious diet and the consequences and implications associated with the foods we consume.

During practical lessons, students have been refining their skills in Athletics in preparation for the end of term carnival.

Year 10 have been learning about alcohol and its effect on the individual, their families and society in general. They have just received an assessment task which is centred around the "One Punch Can Kill" campaign and the story of Thomas Kelly.

During practical lessons, Students have participated in a range of team games. These have enabled students to improve their fundamental movement skills and increase their knowledge of the rules.

Year 9 and 10 students have had the opportunity to elect to undertake the subject Physical Activity and Sports Studies.

Both year groups have been participating in a variety of sports and are gradually learning the finer points of coaching and teaching junior students.

In theory classes Year 9 has been looking at the effect drugs have in the world of sport whilst Year 10 have been looking at the human body and how the various body systems function.

Mr A Somerset

Community and Family Studies explores life issues that are important to all young people. This course provides students with the knowledge, skills and abilities to live independently within the community. It provides information about support services that are available to all individuals regardless of circumstances. This course provides practical advice on making a budget, developing support systems and gives an in-depth account of caring for individuals across a range of groups in society. There may be opportunities through this course to create community links that could lead to further employment post schooling.

Students have just finished the first core unit Resource Management. This unit emphasises the

fundamental importance of the skill of resource management, which is the use of resources to satisfy needs in order to achieve wellbeing. The concepts of wellbeing, needs and wants, resources, values, goal setting, communication, decision making and personal management explored in this module form the basis of study throughout the course.

I would also like to congratulate all the students on their fantastic first assessment results, you should all be proud of your efforts!

Mr S Hill

UNIFORM SHOP NEWS

The uniform shop has been very busy over the last few weeks. We thank you for your patience if you have had to wait. Uniform ordering—if you cannot make Monday mornings, there are other ways to order your uniform.

1. Leave your order form and cash or card details at the school office. Your order will be processed on the next Monday and left back at the office for collection.
2. Send your order via email to quakershillhighschool-uni@pandcaffiliate.org.au.
3. You can scan through the order form (available on the school website), add your card details or pay online into the P&C account. Once funds are cleared, your order will be processed on the next Monday and left at the office for collection.
4. Bank details: Quakers Hill High School P&C Association
BSB: 062-425, Account No: 010014308
Reference is your surname.
5. If you are unsure of your size, you are best to come into the shop. You are able to return or exchange sizes as long as the swing tag is attached and you have a copy of your receipt.
6. Extra opening hours—Every Wednesday 3-4pm (in school term)
Term 2 night time opening Thursday 20 May (6-7pm)
Tuesday 15 June (8-10am)
Term 3 night time opening Thursday 19 August (6-7pm)
Term 4 night time opening Thursday 21 October (6-7pm)

See page 78 for the Uniform Shop Order form.

PARENT TEACHER NIGHT— THURSDAY 29 APRIL

We will be holding a Year 7-10 Parent/Teacher evening on Thursday 29 April. This will run from 3.30 until 7pm.

Parents can make bookings using the Sentral Parent Portal and instructions for how to do this have been included below.

Due to ongoing restrictions around numbers we will only have one parent per child able to attend and there is a possibility that some faculties will be meeting parents in a nearby classroom. We realise that this is an imposition but such measures are required to ensure the safety of all. We anticipate that all parents will need to sign in as per usual covid safety measures.

Booking times will fill up very quickly so we encourage you to book as soon as you can.

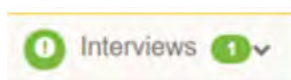
There will be a Year 11 Parent/Teacher evening on 1 June. Teachers will only have the requisite data and materials to discuss Stage 4 and Stage 5 students.

Parent Portal

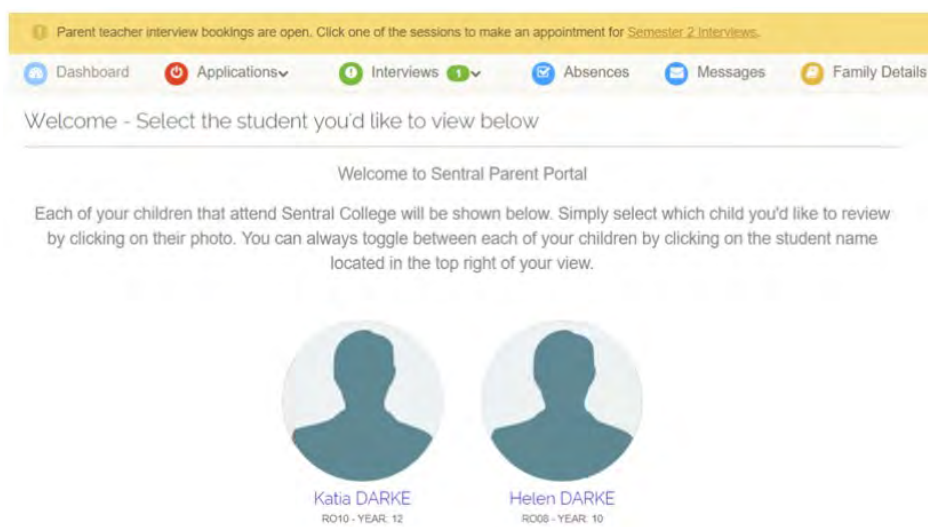
These are the instructions for parents who use the Parent Portal for booking Interviews.

Log into the Student & Parent Portal.

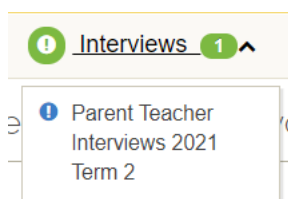
If there are Parent Interview Sessions available, you will see the following on your Portal Dashboard.



Click on the Interviews icon.



Click on the Session name link (for example in the diagram above that would be Parent Teacher Interviews 2021 Term 2).



Once you have clicked this link, you will be directed to the Parent Interviews summary screen explaining the process in summary.

Parent Interview Bookings - Parent Teacher Interviews 2021 Term 2

Welcome to the **Parent Teacher Interviews 2021 Term 2** bookings screen.

From here, you can easily book a date and a time to see a specific teacher for each of your children. This process is quite straight forward. Simply follow the steps below to confirm your bookings.

1. Click on the **Select Timeslot** button that is placed next to the teacher you'd like to meet with.
2. Select a **timeslot** from the timeslots that are available for that teacher. The selected booking timeslot will now be **reserved** for you until you finalise this process.
3. Complete steps #1 and #2 until you have selected an appropriate interview time for all of the teachers you'd like to see.
4. If there are no suitable timeslots available, click on the Select Timeslots button and then click on the blue **"Request interview with teacher"** button.
5. If there are a number of teachers you don't feel the need to see, click on the Select Timeslots button and then click on the red **"Click if interview not required"** button.
6. Once you have made a selection for **all** of the classes shown below, you **MUST** click on the **Confirm Appointments** button.
7. The reserved bookings you selected will now be **confirmed**.

Please note: You have a 10 minute inactivity session timeout whilst selecting the bookings for your children. This means that if you leave your computer for more than 10 minutes, any reserved bookings will be released and other parents can choose them. It is important that you complete this process in one go. If you do run into any issues, please contact the school directly.

As per the note provided, you will see your timer banner in the top bar of your screen to advise how long you have to finalise your bookings.

Your session will timeout from inactivity in 9 minutes and 55 seconds.

Please ensure that you confirm all of your bookings within the above mentioned time period.

As there is often a large volume of parents and teachers making bookings, this will ensure that all parents have the chance to schedule a booking with the required staff members.

Scrolling down past the explanation will be a list all of the Students you have linked to your Parent Portal account (using the Access Key(s) provided by your school).

Listed you will see the following columns: Subject, Class, Teacher and Appointments.

Subject	Class	Teacher	Appointment Time
English	10ENG05	Ms DYER	Select Timeslot
Geography	10GEO05	Mrs MOODLEY	Select Timeslot
History	10HIS05	Mr TOMLINSON	Select Timeslot
Mathematics	10MAT01	Mrs KHEHRA	Select Timeslot
Music	10MUS200A	Miss Rodriguez	Select Timeslot

Click on the Select Timeslot button to make a booking with the appropriate staff member.

Select Timeslot

Click on an available time that suits you. Blue times are available, grey times are unavailable.

Timeslots

26/12/2017 Tue

9:00am	9:15am	9:30am	9:45am	10:00am
10:15am	10:30am	10:45am	11:00am	11:15am
11:30am	11:45am	12:00pm	12:15pm	12:30pm
12:45pm	1:00pm	1:15pm	1:30pm	1:45pm
2:00pm	2:15pm	2:30pm	2:45pm	3:00pm
3:15pm	3:30pm	3:45pm	4:00pm	4:15pm
4:30pm	4:45pm			

[Request interview with teacher](#)

Having selected a time for your interview, you should see it shown on the screen similar to the image below.

English	10ENG05	Ms DYER	3:30pm
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[Request Interview with teacher](#) will allow parents to request an interview if they cannot get an appointment or need an alternative.

Once submitted, a request will have been submitted and display on screen.

If you do not wish to book an interview for a particular class, click on the red Not Required link which will mark that time slot for your student as Not Attending.

[Not required](#)

English	04EN2	Mr Renly Cleggett	Not Attending
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Once you have selected your interview time slots or Not Attending, click the Confirm Appointments button. This will send through your Interview Requests for confirmation to the teachers involved.

[Confirm Appointments](#)

When you have confirmed the appointments, you will then have saved an Interview Summary for your reference.

Interviews Summary - Primary Interviews

Subject	Class	Student	Teacher	Date	Time
Choir	04CH2	Delcie EDGAR	Mrs McDougall	Mon 25/09/2017	5:15pm
Sport 3&4	04SPT2	Delcie EDGAR	Mrs Barclay	Mon 25/09/2017	5:30pm
English	04EN2	Delcie EDGAR	Mr Cleggett	Mon 25/09/2017	5:45pm





At the bottom of the page, you have options to edit bookings, download as an iCal export file, or print a hard copy.

STUDY SKILLS TIP FOR APRIL – LOOKING AHEAD TO NEXT TERM

Are you riding a rollercoaster at school? Rollercoaster study is where you stay up late doing last minute assignments, then you take it easy for a while and do very little, then panic again when something is due and have to spend huge amounts of time at the end completing the work. If you plan ahead and are prepared, you will find school much less stressful and more rewarding. **Here are the top tips for thinking ahead:**

- 1. STUDY NOTES:** If you know that you have a test at the end of each topic or examinations approaching, then on the nights you do not have much homework start working on your study notes and summaries. File them in folders at home so they are ready to go when you need them.
- 2. ASSIGNMENTS:** Always start the assignment the day it is given to you, even if it is just a little bit. Make sure you understand the requirements and if you don't ask your teacher straight away the next day. Brainstorm the steps the first night and do a rough plan of when you will do each step.
- 3. ASK FOR HELP EARLY:** There is nothing more frustrating than a student who says 'I haven't understood anything we did in the last 3 weeks. Ask for help as soon as you have a problem. Keep a list of questions for your teacher on a post-it in your textbook or sticky notes on your computer or a list in your phone. Don't let problems or issues build up, ask for help early and often.
- 4. THINK ABOUT WHO YOU SIT NEXT TO:** Choose wisely who you will sit with in class. This can make a world of difference to your results. If you sit with someone where it is a productive relationship, you encourage and help each other and stay on task in the classroom you will understand your work better and have less to do at home.
- 5. CONSIDER YOUR WEEK:** Plan ahead for busy times. If you know you have nights where you can't do much work or a busy weekend, plan ahead and get things done early. Always look ahead for possible times where you could be caught short of time and make plans to avoid problems.

Learn more this year about how to improve your results and be more efficient and effective with your schoolwork by working through the units on www.studyskillshandbook.com.au - our school's access details are:

Username: quakershillhs, Password: 45success



UNIFORM SHOP ORDER FORM



ITEM	PRICE	QUANTITY	SIZE	AMOUNT
GIRLS				
Jnr Tartan Skirt (Yrs 7-10)	\$50.00			
Snr Navy Skirt (Yrs 11-12)	\$50.00			
Blouse - White (Yrs 7-10)	\$27.00			
Blouse - Blue (Yrs 11-12)	\$27.00			
Long Pants - Navy	\$40.00			
Shorts - Navy	\$30.00			
BOYS				
Shorts - Navy (sizes 8-2XL)	\$25.00			
Shorts - Navy (sizes 3XL up)	\$30.00			
Long Pants - Navy (sizes 8-2XL)	\$30.00			
Long Pants - Navy (sizes 3XL up)	\$40.00			
Business Shirt - White (Yrs 7-10)	\$27.00			
Business Shirt - Blue (Yrs 11-12)	\$27.00			
UNISEX				
Polo Shirt - White (Yrs 7-10)	\$27.00			
Polo Shirt - Blue (Yrs 11-12)	\$27.00			
Sloppy Joe - Dark blue	\$30.00			
Woollen Jumper - Navy	\$55.00			
Soft Shell Jacket - Navy (Yrs 11-12)	\$70.00			
Microfibre Jacket	\$55.00			
Tie - (Yrs 11-12 only)	\$20.00			
School Scarf	\$10.00			
SPORTS UNIFORM				
Sport Trackpants	\$35.00			
Sport Shorts	\$25.00			
Sport Polo	\$30.00			
RECEIPT NO:		OFFICE ASSISTANT:		
CASH / CHEQUE / CREDIT		SASS REQUIRED: YES / NO		
Credit Card No:		DATE OF PURCHASE:		
Expiry Date: ____/____		TOTAL AMOUNT:		
Name on Card:		STUDENT'S NAME:		
Signature:		
ONLINE BANKING DETAILS		STUDENT'S YEAR:		
Email address: quakershillhighschool-uni@pandcaffiliate.org.au		GOODS TAKEN: YES / NO		
Bank deposit (attach banking receipt)				
CBA Bank				
Account: QHHS P&C Association				
BSB: 062 425				
Account No: 010014308				
Ref: (your surname)				

Effective: March 2021 – Check website for opening hours

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

PLEASE CHECK OUR WEBSITE AND FACEBOOK PAGE REGULARLY

Quakers Hill High School

70 Lalor Road

Quakers Hill NSW 2763

Phone: (02) 9837 1533

Fax: (02) 9837 1747

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

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

Principal: Mrs Rebecca Mahon (Relieving)

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)