

NEWSLETTER

MOOREBANK HIGH SCHOOL

[MHS WEBSITE](#)

June 2017

ISSUE 4



Principal's Report - Ms Grego

Thank you for a great term 2!

Enjoy your holidays; I look forward to working with you in term 3.

For now please enjoy this snapshot of our achievements this term.

Ms Vally Grego
Principal



Bangalow Ave
Moorebank 2170
Ph.: 9601 3999 / Fax: 9822 5096
email to: moorebank-h.school@det.nsw



**Subject Selection Evening for Yr. 9 2018 /
Faculty Focus—English / Sports News—Soccer/
CAPA Night with Jess & Matt / Careers News /
Kookaburra Kids.**



MOOREBANK HIGH SCHOOL

A partially selective co-educational High School serving the community.

APPLICATIONS FOR VACANT SELECTIVE PLACES YEARS 8 – 11 2018

The selection process for vacant selective places in Years 8 – 11 in 2018 will comprise of an examination and a portfolio of evidence.

Applications will open and packages will be available from selective high schools, Public Schools Network offices and on the DEC website from **23 June 2017**.

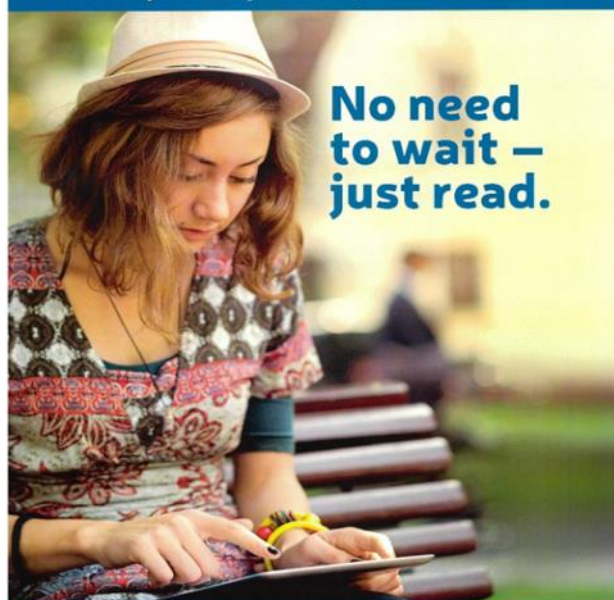
Applications close on **25 July 2017**.

The examination will be held at the school on Saturday **19 August 2017** commencing at 1:30pm.

Portfolio due to the school on **1 September 2017** for selection process.

For further details see Moorebank High School's vacant places policy on our website or ring the school on 9601 3999.

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DEPUTY PRINCIPAL

Years 8, 10 & 12



MOOREBANK HIGH SCHOOL

YEAR 9 (2018)

SUBJECT SELECTION INFORMATION EVENING



Wednesday 19th July, 2017 in the school hall

Dear Parents / Carers,

We invite all Year 8 students and their families to attend our Subject Selection Information Evening for Year 9 (2018). The aim of the evening is to provide important information about the Record of School Achievement (RoSA), Year 9 & 10 elective courses and the subject selection process all Year 8 students are required to undertake. Representatives from faculties offering elective courses will also be available to answer questions as part of a subject market.

The meeting will start at 6.00 p.m. and should conclude about 7.00 p.m.

Mr G. Horsley
Deputy Principal
Years 8, 10 and 12 / Curriculum and Assessment



MOOREBANK HIGH SCHOOL YEAR 11 (2018) DECISION TIME

Monday, 31st July 2017



Dear Parents/Guardians,

We invite you to our Year 11 (2018) Decision Time Evening on Monday 31st July. This evening is an essential ingredient in a series of steps to assist parents and their children in making informed and wise choices for 2018.

The meeting is to be held in the School Hall and will start at 7.00 p.m.

The order of program is as follows.

- Principal's address, outlining key factors to consider when making decisions for 2018.
- Groups of parents and students will rotate through workshops.
- Requirements for the HSC, the subject selection process, understanding ATARs, scaling etc.
- HSC subject market, where representatives from subjects on offer will provide information and advice about courses.

Career planning and alternate pathways. University pathways and scholarships.

The evening will support you and your child in making good decisions related to career planning and further education or employment opportunities. The evening should conclude about 9.00 p.m.

We look forward to your attendance.

Mr G. Horsley
Deputy Principal
Years 8, 10 and 12 / Curriculum and Assessment

FACULTY FOCUS—ENGLISH

HEAD TEACHERS REPORT

Introduction...

While Amina Baghdadi has been away on maternity leave it has been an honour to lead the English Faculty. Throughout this year our students have had the opportunity to compete in Debating Tournaments, Public Speaking Competitions and attend a Shakespearean production of Shakespeare's Richard III at the Opera House.

Google Sites!

2017 has been an eventful year for the English faculty. As a faculty, we are continuing to use Google Sites to write our programs. This is an interactive site, where all the work uploaded is hyperlinked. This enables a consistent approach in all senior classes, where teachers' lessons are the same for all classes. This ensures that the content delivered is not only of high quality, but consistent and equitable. This is something the faculty is working towards building in the junior years also. We are moving all our programs to Google sites.

Many teachers are using Google Classroom as a form of communication with their students. Teachers upload handouts, video links, homework tasks, class assignments and assessment notifications. Students are able to easily submit completed work to their teacher. This tool is also used for teacher feedback and for the student to communicate any questions or concerns regarding their classwork.

Student Voice

In the next semester your child may be surveyed about their perceptions and experiences in English. This means your child/ward will be involved in a survey that will question:

- ◇ Their likes and dislikes about English
- ◇ Their feelings about assessment tasks
- ◇ How involved or engaged they are with the teaching and learning in their classroom
- ◇ the delivery of instruction within their classroom
- ◇ How effective they feel the feedback provided is in allowing them to improve
- ◇ How effective they feel communication is within English

Using this data, the English staff will update and refine both teaching and learning programs and practice.

How to support your child/ward in Year 7 English?

1. Monitor your child's reading. Make sure they are reading for at least 20 minutes a night.
2. Encourage students to read from a wide variety of genres.
3. Check the course outlines. This is a green booklet that outlines all the assessment tasks, the content being delivered each term, timelines and due dates for assessment tasks.
4. Create an assessment task timetable
5. Use the scaffolds in the course outlines as a guide when completing assessment tasks.

Ms Cazouris
Acting Head Teacher



Year 12 students at Sydney Uni

FACULTY FOCUS—ENGLISH

YEAR 7

The Year 7 English course has been designed to help students make a successful transition from primary to high school English, building on the skills they have already developed while learning new skills needed to complete more complex tasks in Stage 4 English.

Students have worked diligently throughout Term One. As an introduction to English and to their new class, the first three weeks focused on exploring the topic 'Me, Myself and I'. Through this topic, they were encouraged to make connections with their peers and use language to demonstrate their relationship with classmates. They focused on their own personal narratives as a way of introducing themselves to their English teacher through their writing with a short, autobiographical piece of writing.

For the remainder of the term, Year 7 completed a close study of a novel, working towards their first formal assessment task based on the main character of the novel. Students learnt about essay writing and reflected on their process of learning, including editing. Students were both nervous and excited at having completed their first formal assessment of high school English.

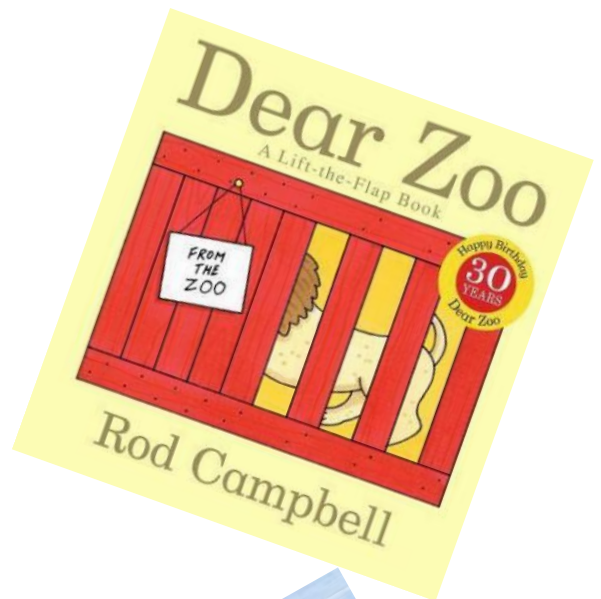
Year 7 were then thrown straight into the deep end by studying poetry and learning about various poetic techniques. To demonstrate these newfound poetic skills, many of our Year 7 students composed raps.

Year 7 are now working on analysing picture books and learning new terms along the way. Students will be creating an additional page for the picture book they have studied in class as part of their assessment task.

Students in Year 7 will commence study on the great Bard, Shakespeare, in the upcoming term and be immersed in a range of Shakespearean plays. They will also have the opportunity to watch a performance of Romeo + Juliet early in Term 3 (a permission note should have been received by students outlining the date and cost).

Throughout the next semester, students will be writing poems, diary entries, create a picture book and complete an in-class exam. We look forward to a successful Semester Two.

Ms Cazouris
Acting Head Teacher



FACULTY FOCUS—ENGLISH

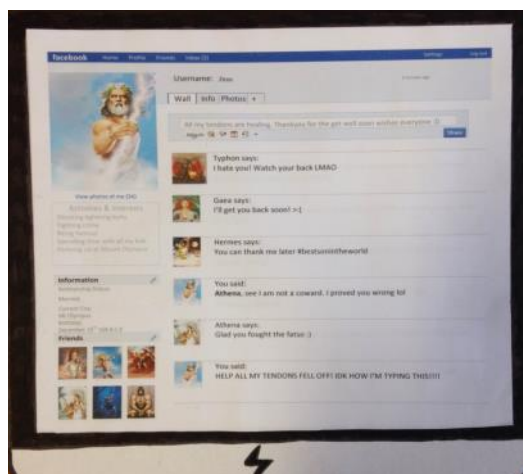
YEAR 8 & YEAR 9

Over this term our Year 8 students have found themselves immersed into the world of Myths and Legends as they have been reading about the adventures of Hercules, Aladdin, Robin Hood and King Arthur as part of their Myths and Legends Unit. Students have had the opportunity to explore a Variety of diverse cultures, both ancient and modern, as they build Creative writing and comprehension skills.

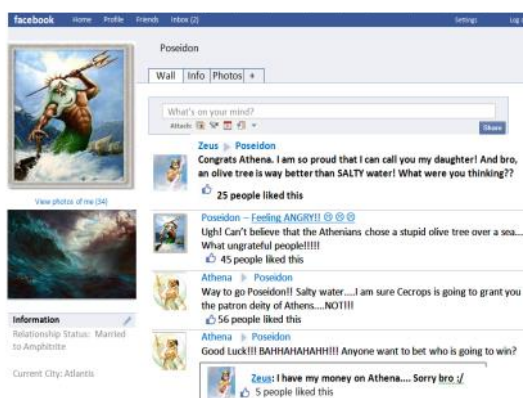
To demonstrate what they have learnt, at the end of the unit, students were asked to create a FAKE Facebook profile page for a mythical character of their choice. This task has allowed the students to think creatively as they transform their chosen mythical character into a format that appeals to teenagers of today. Needless to say, students have embraced the task and produced some fantastic results!

Next on the agenda is their Drama Assessment task, where our Year 8 students will have the opportunity to perform short segments of plays such as 'Year 9 Are Animals', 'Othello' and 'Dracula'! They will also have the opportunity to create their very own script revolving around an alternative scene! Students will have the opportunity to discover the different ways dramatic texts can be represented and understand the possibilities of text and language in a much more direct and powerful way. We wish all Year 8 students happy performing!

Ms Yazbeck
Year 8 Assessment Coordinator



Student example



Student example

Year 9

In Year 9 English this semester students have worked on a Novel Study with a focus on the concept of Change. The novels studied included *A Monster Calls*, *To Kill a Mockingbird*, *The Outsiders* and *The Hunger Games* to name a few. Students composed an extended response on one of the characters and explained how the composer of the text used language techniques to convey the change within the character.

Students are currently studying film with a focus on the text *Pirates of the Caribbean: The Curse of the Black Pearl*. Students are learning the language of visual literacy and exploring the ways film directors are able to shape the audience's understanding of the events through the use of film techniques ranging from sound to the use of the film camera.

Coming up, students will be working on an Advertising Unit. In this unit students will work towards creating their own pitch for an unsellable product. Also, students will work on a Poetry Unit in which they will create a visual representation of a song or poem about love or death.

Ms Cazouris
Acting Head Teacher

FACULTY FOCUS—ENGLISH

YEAR 10 & PUBLIC SPEAKING

Year 10:

This semester in English, Year 10 students closely studied Visual literacy through a Close Study of Poetry and Violence in the Media. Students developed their writing and analytical skills culminating in the Visual Representation task. In the Poetry Assessment Task, students were required to create an original, static visual representation that conveyed a strong sense of a theme from any of Wilfred Owen's poems studied in class. In the second part of the assessment task students had to produce an evaluation of their work.

Overall, teachers were very impressed with the standard of the visual representations. Many students demonstrated an excellent understanding of visual literacy and successfully presented their chosen theme.

For the Violence in the Media unit the students explored a variety of difference mediums. Students focused on developing their analytical skill and for their assessment task were required to analyse two newspaper articles.

Currently Year 10 are working on a Novel Study. By the end of this unit students will deliver a speech as the author highlighting the themes, characters and style of the novel.

Ms D. DiCola

Year 10 Coordinator



Our public speakers, the voice of future leaders

This year, Moorebank High School has entered three teams into the 2017 *Premier's Debating Challenge*, with over twenty enthusiastic students from Years 7-12 joining. Students with fantastic speaking skills have also been entered into the *NSW Legacy Junior Public Speaking Award* and *NSW Plain English Speaking Award*.

Earlier this term, Moorebank High School hosted the Plain English Speaking Award in the School Library with various schools within the Western Sydney Region attending. Two of Moorebank's senior students participated. Arthur Lim explored the political topic "The Evolution of Language", giving the audience a historical insight into how offensive language has evolved within society and how euphemising words can lead to the truth being suppressed. Thomas Siharath also poetically explored the universally relevant topic of "Friendship".

Wearing the school blazers with pride, our students Arthur and Thomas set the stage on fire. Both students praised by the adjudicator for their witty words and mature representation of ideas and Arthur was also awarded the win, making it into the regional finals.

Arthur's impressive speech went on to award him winner at the regional finals at the Arts Unit at Lewisham and will he now be participating in the Semi Finals.

Congratulations to our public speakers and debaters for their effort this year.

Ms Bratic

FACULTY FOCUS—ENGLISH

Richard III and Macbeth Excursions—Year 12

William Shakespeare's *Richard III* is one of the texts being studied in the Advanced Course for the HSC. This semester Year 12 had the opportunity to see a Bell Shakespeare production of *Richard III* at the Sydney Opera House. The students saw award-winning actor Kate Mulvany play the most ambitious amoral villain ever written. They experienced a modern interpretation of a timeless classic.



The director Peter Evans set his production in a single room. The sets and costumes created an abstract space with a salute to 1920s décor belied by a contemporary cordless phone and a television screen set in the wall. Watching the production increased the Year 12 students' understanding of the play and for most students, this was their first time seeing a live performance of a Shakespearean play.

The Bell Shakespeare Company has been at the forefront of bringing classic theatre to Australia for more than 25 years. They are constantly looking for new ways to educate, collaborate and recreate.



In Term 3 **Year 11 Advanced** classes will be attending a Bell Shakespeare production of *Macbeth*. Bell Shakespeare will take on the Scottish play in a thrilling 90-minute exploration of ambition, temptation and the supernatural. We look forward to seeing this production.

FACULTY FOCUS—ENGLISH

YEAR 11

The Preliminary Year 11 Advanced and Standard English course serves as an introduction to the rigours of senior study. Students begin the course with the Area of Study and then two Modules are completed throughout the remainder of the course.

Students have worked diligently throughout Term One on the Area of Study. The Preliminary Course Area of Study (Journey) is a reflection of the HSC Area of Study (Discovery) which is a compulsory topic as prescribed by the Board of Studies for both Advanced and Standard English students.

The Preliminary Area of Study requires students to explore the ways in which the concept of the journey is considered and expressed in and through texts. Students are required to explore and examine relationships between language and text. Students analyse a variety of texts that are related to the concept of the journey. This includes a study of a prescribed text chosen by the class teacher plus other texts of the students' own choosing that allow students to widen their discussion of the journey. Students explore a diverse range of concepts related to the journey and investigate these ideas, as well as looking closely at the techniques a composer has used to communicate ideas about journey. Students synthesize ideas to clarify meaning and develop new meanings. They take into account whether aspects such as context, purpose and register, text structures, stylistic features, grammatical features and vocabulary are appropriate to the particular text.

During Term Two, students have completed the following module which differentiates the Standard and Advanced courses.

Preliminary Advanced Course:

Module / Elective One: Comparative Study of Texts and Contexts

- ◇ Prescribed texts: *Macbeth* William Shakespeare and *Macbeth Retold*

This module introduces students to the study of Shakespeare through a Comparative Study, making intertextual connections to an appropriation of Shakespeare's *Macbeth*. During their study, students had to research the context of both texts and use their understanding of this context as well as language features to respond to a scene from the film *Macbeth Retold* under examination conditions. *Macbeth Retold* explores the nature of power through the culinary world of a Three Michelin Star restaurant, while the garbage men represent the famous Three Witches that curse Macbeth, leading to his downfall.

Students will continue to revise their study of these texts to prepare for the Preliminary Examinations at the end of Term Three.

Module / Elective Two: Critical Study of Texts

- ◇ Prescribed Text: Selected poems by Gwen Harwood

Students have just begun their study of Gwen Harwood. During this module, students will learn to develop their own critical responses to the poetry of Gwen Harwood by considering other critical readings against their own interpretations. Their Assessment Task for this module will be a Speech and they will also be writing an extended response in the Preliminary Examination at the end of Term Three.

Preliminary Standard Course:

Module / Elective One: Experience Through Language

- ◇ Prescribed Texts: Briar Rose by Jane Yolen and related texts (texts of the students' own choosing).

In this module the text set for study will explore the ways language forms and features create imagery in the minds of the responder in written form. Students will be asked to consider how social, historical and personal context of texts and composer informs meaning through imagery in narrative texts. Students examine one prescribed text (novel), in addition to other texts providing examples of experience through language and image.

Module / Elective Two: Close Study of Text

- ◇ Prescribed text – Selected poems by Bruce Dawe

This module requires students to explore the poetry of Bruce Dawe and the way he uses particular aspects of language to shape meaning and influence responses. It aims to develop students' awareness of how language can alter their perceptions of and relationships with others and the world. During their study students will consider how Dawe creates distinctive Australian voices in his poetry and compose their own texts in a variety of forms and media to reflect their understanding of how language shapes meaning.

Ms Cazouris

Year 11 Advanced Coordinator

Mr. Ghossain

Year 11 Standard Coordinator

Ms Carney

Assistant Year 11 Advanced Coordinator

Ms Yazbeck

Assistant Year 11 Standard Coordinator

FACULTY FOCUS—ENGLISH

YEAR 12

Stage 6 English Courses:

Students in both the Advanced and Standard English Courses attended the English Teachers' Association HSC Modules Study Day at the University of Sydney this term. This day consisted of a number of University style lectures that offered students further insight and understanding into the texts that they have studied this year, and helped to support students in revision for their Formal Assessment. It was an enjoyable and worthwhile day for all!

Our Advanced English students were also given the opportunity to attend a performance of "Richard III" at the Sydney Opera House. This Bell Shakespeare production daringly reimagined Shakespeare's original text in a way that left the audience mesmerized!

Advanced English:

Our Year 12 Advanced students have been working diligently throughout Semester One and Two. They have applied critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

Students have completed course content on the Area of Study "Discovery", Module A: Comparative Study of Texts and Contexts, Module B: Critical Study of Texts and students will begin studying their final module of the course, Module C: Representation and Texts at the beginning of Term Three.

We wish our Advanced English students all the very best in this last stage of their English journey at Moorebank High School. We encourage them to continue to consistently revise their work and to write practice responses, to submit these responses to their teachers for marking and then to apply any feedback given.

We hope that our Advanced English students continue to develop an enjoyment and appreciation of the value and role of English in their learning.

Standard English. Our Year 12 Standard students have been working extremely hard over the past two semesters to ensure that they learn how to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

Students in the Standard course have learnt how to reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Students have completed course content on the Area of Study "Discovery", Module A Experience Through Language, Module B: Close Study

of Text and students will begin their study of their final module of the course, Module C: Texts and Society at the beginning of next term.

We wish our Year 12 Standard English students all the best in their HSC. Furthermore, we encourage our students to continue to seek assistance from their classroom teacher to ensure that they are confident in both their last assessment task and their HSC exams.



SPORTS NEWS

SOCCER



Southern Districts Football Club Visit

On Wednesday 21st June the Rod Galic Southern Districts Football Club technical director visited Moorebank High School. Rod very generously donated soccer balls, poles, training shirts and goal keeper gloves to the school's football program. Rod has coached many of our current and ex-students from Moorebank High School in recent years. . This equipment will be invaluable for the school in training and P.E lessons. Rod also spoke with a few of our players offering guidance, tips and sharing his knowledge of the game. James Sadler, Andrew Perri and Jarrod Strickland tested out the new equipment and were impressed. In the last couple of years our knockout football teams have been very successful and these additional resources will help in our sporting pursuits. The school is very appreciative of this support and we hope to continue this relationship with such a well know and strong organisation as the Southern Districts Football club.

Mr Brad Mitchell



LIVERPOOL JUNIOR OZTAG 2017 SUMMER REGISTRATIONS

AUSTRALIS PARK, WATTLE GROVE played TUESDAY

Registration is being held:
Tuesday 22nd August 17 4.30 – 7.30pm
at Wattle Grove Youth Centre – Australis Ave

BROWNES FARM RESERVE, HOXTON PARK played WEDNESDAY

Registration is being held:
Wednesday 23rd August 17 4.30 – 7.30pm
at BROWNES FARM RESERVE – First Ave

Registration \$70 per player
Both teams & individual players are welcome
Ages – 6 - 18
For further details contact Prue: 0410 649 393
prue@oztag.com.au
www.greaterwestjunioroztag.com

MIX' - CAPA NIGHT FOR 2017



On Wednesday 7th June Moorebank High School presented their annual Creative & Performance Arts (CAPA) Night titled 'MIX' to a record crowd attendance. This night showcased the talented students of MHS in Music and Dance. The school's BAND L2L Leadership group, co-ordinated by Ms Daniela Jerik, prepared the performance items for the night. Mr Anthony Cardillo-Zallo, Head Teacher of CAPA, co-ordinated the production crew, including the talented Sound & Lighting student experts, Danny Fong and Michael Johnston who set and designed all the lighting fixtures and filmed/photographed the event using 4K professional cameras to capture each performance from various angles at optimum quality and clarity. All performances were recorded live using the Music Department's Pro Tools industry standard recording equipment which will be edited into a DVD to then be distributed at a later date.

This year, MHS were treated to a special guest performance by X-Factor's dynamic duo 'Jess and Matt', organised by Jess' mother and teacher at MHS Ms Penny Dunbar. 'Jess and Matt' took time out of their busy schedule to entertain the audience with their rendition of "Royals" and "Say Something". Their presence on the night was an inspiration to all students who aspire to be performers. MHS appreciates and thanks 'Jess and Matt' for taking the time to support the Creative & Performing Arts Faculty at Moorebank HS.

A huge thank you to all students who performed on stage including the magnificent compares Lina Amoor and Angela Tran. Appreciation and thankyou goes to MHS's Principal Ms Vally Grego and the senior executive for all of their support each and every year. A special thankyou to the CAPA Performing Arts Committee and the MHS Senior Prefects who, as always, provided assistance throughout the entire night to make this event a great success!

See LIVE footage that was recorded on the night plus more photos on the Moorebank High School Facebook page: <https://www.facebook.com/moorebankhighschool/>



CAREERS NEWS- Macquarie Uni

Year 10 students will be taking part in Work Experience in week 2, term 3 (Monday 24th – Friday 28th July, 2017 inclusive). Work Experience is a valuable opportunity to explore potential future career opportunities. Many past students have gained full time employment (and part time) directly as a result of their performance during Work Experience. At this stage all students should have arranged a suitable employer for this placement. Please discuss transport arrangements with your child prior to commencement of Work Experience. If you or students in your care have any concerns prior to Work Experience, please do not hesitate to call me on 9601 3999 or on 0423 798 972 during Work Experience. Students who have failed to organise a suitable work placement during this week must attend school as usual where they will be required to complete a unit of work focusing on “The World of Work”.

Year 12 have recently completed their Trial HSC examinations. Once results are known I encourage all Year 12 students to make an appointment with me to discuss preferred post school destinations and to review Trial HSC results.

Macquarie University is now offering Aboriginal and/or Torres Strait Islander students the opportunity to receive an offer into an undergraduate university degree as early as August 2017.

Pre HSC and ATAR offers!

This opportunity is great for motivated and bright students as well as those who are worried about their ATAR scores, or would like to explore their options and sit their HSC exams without as much stress.

How it works:

Step 1:

Students complete an Early Entry Pathway application form.

Step 2:

Students attend the campus at North Ryde and complete a short assessment.

Walanga Muru is running 6 early entry assessment days; the students can choose to come to any one of these dates:

- 28 June
- 27 to 28 July
- 28 August
- 27 to 28 September
- 28 October

Step 3:

Macquarie University staff will get in touch to let students know their results!

FOR MORE INFORMATION!

Email amelia.corr@mq.edu.au or call (02) 9850 8624.

<http://www.cvent.com/events/technology-taster-day/event-summary-c6499cf8391e4994b06f6275aac0e10f.aspx>

NIDA School Holiday Programs

NIDA offers introductory through to advanced courses during the school holidays in a variety of disciplines including drama, acting on screen, music theatre, singing & acting, public speaking and more.

<https://www.open.nida.edu.au/holiday-classes>

AIE Online Experience Day 8 July

If you have ever wanted to study 3D animation, game design or VFX for film online with AIE then our Online Experience Day is an ideal opportunity to find out more. Course overview sessions will be running on the range of online courses in 3D animation, game art, game programming and game design offered by AIE. You will get to participate in workshops, guest speaker talks and much more.

<http://www.aie.edu.au/oed>

New York Film Academy Open Days - Film Making, Acting, Screenwriting

29 July. 10.00am to 12.00pm

19 August, 9 September, 21 October

Sydney: 19 Greek St, Glebe. 02 8964 9321. RSVP at: rsvpsydney@nyfa.edu

Gold Coast: Southport Central Towers, Central 2E, 5 Lawson Street, Southport . 07 5585 9722. RSVP at: rsvpgc@nyfa.edu

<https://www.nyfa.edu.au/nyfa-events/>

Macquarie Technology Taster Day—5 July

For Year 11 and 12 students who are keen study – and carve out a career – in the field of technology. It's all about you getting a taste of what a day in the life of a Macquarie IT or Engineering student is really like.

<http://www.cvent.com/events/technology-taster-day/event-summary-c6499cf8391e4994b06f6275aac0e10f.aspx>

University of Notre Dame A Day in the Life of a Nursing Student

5 July . 10.00am to 2.00pm

160 Oxford St, Darlinghurst

Thinking of a career in Nursing? Join us for a Day in the Life of a Nursing Student and find out about a career in the Nursing profession. Students attending the day will have the opportunity to find out about the Notre Dame Nursing program, meet academic staff, engage in clinical activities, experience a Nursing lecture and tour our campus. Lunch is provided.

<http://www.nd.edu.au/events/2017/a-day-in-the-life-of-a-nursing-student>

NECA Electrical Apprenticeships

If you are interested in a career in the electro technology industry please contact us on

<mailto:apprentice@necatrainig.com.au%20>

or call on (02) 9744 2754 <http://www.necagt.com.au/>

19th July, 2017 - **University of Sydney** E-12 Early Entry scheme applications open..

2nd August, 2017 – **UAC Applications open**

Upcoming Events at UTS

Education Postgrad Info Evening

4 JULY 2017

UTS Global Studies Workshop

5 JULY 2017

Future Tech Careers - Students, Parents, Teachers & Career Advisers

6 JULY 2017

Experience UTS Day

10 JULY 2017

Bright Futures School Holiday Program

10-14 JULY 2017

Galuwa Engineering and IT Experience Day - for Aboriginal and Torres Strait Islander High School

Students

22 JULY 2017

HSC Economics and Business Workshop

2 AUGUST 2017

Bachelor of IT Co-op Scholarship Info Eve

HSC Economics and Business Studies workshop

22 July. 9.00am to 1.00pm

UTS Business School

City - Haymarket. CB08 Dr Chau Chak Wing Building,
Building 8, Level 2 Auditorium

UTS Business School is hosting a workshop for all students doing Economics and or Business Studies in their HSC. Developed in consultation with leading HSC economics and business teachers from across NSW, the workshop will feature three lectures from our leading academics, providing you with in depth knowledge as you head into the final HSC and beyond. Cost : \$20.

<http://www.uts.edu.au/about/uts-business-school/what-we-do/upcoming-events-and-info-sessions/undergraduate->

Experience UTS Day registration is open. Start building your timetable.

ABOUT EXPERIENCE UTS DAY

> Thursday 6 July (school holidays)

> For Years 11 and 12 students

> 'Experience Uni in a day'- choose from 25+ workshops across all UTS faculties, building a personalised timetable

> Full program at experience.uts.edu.au

> Registration is essential and workshop places are

Bachelor of IT Co-Op Scholarship Information Evening

BIT, students, bachelor of IT, UTS, scholarship

The Bachelor of IT Co-Op Scholarship, valued at approx. \$49,500, is a flagship IT program for UTS.

The BIT attracts high calibre students who are passionate about technology and motivated by the exciting opportunities which are emerging. It's equally attractive to our 50+ industry sponsors who want to work with this niche group of students who are the innovators of the future.

We invite teachers, students and parents to learn more about this flagship program from leading academics, industry sponsors and current students.

When - 2 August 2017 Time—6:00 pm - 8:00 pm

Where - City - Broadway > CB11 Faculty of Engineering and IT Building, Building 11

Women in Business Workshop

Capital W - Women in Business Workshop
25 August. 9.00am to 2.00pm
1 O'Connell Street, Sydney

Are you a female high school student in either Year 11 or 12 and planning a career in business? Would you like to know more about what it's like to work in a big corporate company and what career options there are? Capital W and UNSW Business School invite you to attend our Women in Business, which will provide you with the chance to chat in person with some of Capital W's esteemed sponsors, which include: Bank of America, Merrill Lynch, Citi, Commonwealth Bank, Credit Suisse, Deutsche Bank, EY, Goldman Sachs, Macquarie Group, Morgan Stanley, UBS, Westpac Institutional Bank and Woolworths Limited. The workshop will also explore the different career opportunities available after completing a business degree at UNSW Business School.

<https://www.futurestudents.unsw.edu.au/capital-w-women-business-workshop>

UNSW Law Admission Test Law Admission Test News

Registrations for the LAT are now open. We've made you a checklist with dates and links to help you take the next steps towards studying at UNSW Law.

STEP 1

Register for the LAT by 5pm AEST on Friday 11 August (if you haven't already!).

Registrations for the LAT are completed online via the ACER website.

STEP 2

Mark the Law Admission Test date in your calendar – Tuesday 26 September 2017.

UNSW Co-op Program-

Closes 30 September

All programs offer industry experience. There are now 24 [programs](#) available in the fields of Business, Science, Engineering and Built Environment. All Co-op scholars in Accounting and Business Management; Finance and Banking; Commerce Information Systems; and Marketing will enrol in a 4 year B.Com (Co-op) Degree. Co-op scholars completing their degree in the Business Information Systems and Actuarial Studies are also awarded four year degrees, the B. Information Systems (Co-op) Degree in Business Information Systems and the B. Actuarial Studies (Co-op) Degree. Co-op scholars undertaking Engineering, Science and Built Environment programs will enrol in the aligned existing undergraduate program at UNSW. If you successfully progress to the interview stage you will be invited to attend a Briefing Day and an Interview Day. You will be asked to accept your interview online.

<http://www.coop.unsw.edu.au/future-students>



Information for parents and carers

WHAT IS THE NATIONAL DATA COLLECTION?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students receiving an adjustment due to disability and the level of reasonable adjustment they are receiving.

The national data collection counts students who have been identified by a school team as receiving an adjustment to address a disability as defined under the *Disability Discrimination Act 1992* (the DDA). The DDA can be accessed from the ComLaw website at www.comlaw.gov.au.

WHAT IS THE BENEFIT FOR MY CHILD?

The aim of the national data collection is to collect quality information about school students receiving an adjustment due to disability in Australia.

This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as other students.

The national data collection provides an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When undertaking the national data collection, every school in Australia uses the same method to collect information. Therefore, a government school in suburban Sydney collects and submits data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The annual collection aims to, over time, lead to nationally consistent, high quality data that will enable schools, education authorities and

governments to gain a more complete understanding of students who are receiving adjustments because of disability in schools in Australia, and how to best support them.

WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at www.comlaw.gov.au.

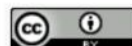
WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as other students. Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting teaching methods) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

WHAT INFORMATION WILL BE COLLECTED?

Every year your child's school will collect the following information for each student receiving an adjustment due to disability:

- the student's level of education (i.e. primary or secondary)
- the student's level of adjustment
- the student's broad type of disability.



The information collected by schools will be available to all governments to inform policy and program improvement for students with disability.

WHO IS INCLUDED IN THE NATIONAL DATA COLLECTION?

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties, such as dyslexia or auditory processing disorder, as well as chronic health conditions like epilepsy or diabetes, that require monitoring and the provision of adjustments by the school, may be included.

WHO COLLECTS INFORMATION FOR THE NATIONAL DATA COLLECTION?

Teachers and school staff count the number of students receiving an adjustment due to disability in their school, and the level of reasonable adjustment they are provided, based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team's observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

HOW IS MY CHILD'S PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students and their families is essential and is an explicit focus of the national data collection. Personal details, such as student names or other identifying information, are not provided to local or federal education authorities.

Further information about privacy is available from www.education.gov.au/notices.

IS THE NATIONAL DATA COLLECTION COMPULSORY?

Yes. All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students receiving adjustments due to disability in their care, and the level of adjustment they receive.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

FURTHER INFORMATION

Contact your child's school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability.

You can also visit www.education.gov.au/nationally-consistent-collection-data-school-students-disability.

An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at <http://resource.dse.theeducationinstitute.edu.au/>.



FREE

Australian
Kookaburra Kids
Foundation

FREE

Kookaburra Kids Camps are mental health specific and age appropriate for ADF children who have a parent with a mental illness.



FREE ADF KOOKABURRA KIDS HIGH SCHOOL CAMP

Coming up we have our first camp for ADF high school kids. To be eligible for this camp the kids must be part of a serving family and in high school (grades 7-12). Camp will be held in the southern suburbs of Sydney.

Kids must be referred before they will be accepted into the program.

To refer a child please go to our website or [CLICK HERE](#)

Transport will be provided.
Contact us for more info

JULY
28 - 30
2017

For high school kids from a
Defence SERVING family

Would your child like to come along?
To find out more information please contact
Michael 02 9525 7474 or michaela@kookaburrakids.org.au

The Kookaburra Kids Program for Serving and Ex-Serving ADF families has been funded by the Australian Government

**FREE
PROGRAM**

KOOKABURRA KIDS PROGRAM FOR SERVING AND EX-SERVING ADF FAMILIES

The Australian Kookaburra Kids Foundation supports kids living in families affected by mental illness the program provides free recreational, educational camps and other activities, giving kids a break in a fun, positive and safe environment. Kids have the opportunity to meet other kids in similar families and develop new friendships.

WHO IS ELIGIBLE?

Children, aged 8-18 years, who have a parent with a mental illness as a result of their military service.

HOW MUCH DOES IT COST?

All Kookaburra Kids' Programs are FREE for all eligible children.

HOW DO YOU REFER A CHILD?

Anyone can refer a child to the program either online at www.kookaburrakids.org.au or by filling in the program referral form and returning it to Post: Kookaburra Kids, PO BOX 681, Gynea, NSW 2059
Fax: (02) 9531 1571
Email: info@kookaburrakids.org.au

CONTACT US FOR A CHAT

For more information please call (02) 9525 7474 and ask for the Program Team. They will be delighted to chat about how our programs can help.

National Program Manager

Suzy Nixon
Office: (02) 9525 7474
Mobile: 0410 896 923
suzy@kookaburrakids.org.au

2017 ADF PROGRAM DATES

NSW

May - Activity Day (Date TBA)

16-18 June - Primary School Camp

July - Activity Day (Date TBA)

28-30 July - High School Camp

11-13 August - Primary School Camp

August - Activity Day (Date TBA)

September - Activity Day (TBA)

October - Activity Day (TBA)

December - Family Christmas Party

ACT

July - Activity Day (Date TBA)




25 - 27 August - Primary School Camp

September - Activity Day (TBA)

October - Activity Day (TBA)

December - Family Christmas Party

WE ARE HERE TO HELP AND LOOK FORWARD TO HEARING FROM YOU

www.kookaburrakids.org.au | (02) 9525 7474 |   

PROGRAM FOR SERVING AND EX-SERVING ADF FAMILIES

Supporting children who have a parent with a mental illness as a result of military service

SUPPORTING KIDS TO BE

MENTAL HEALTH EDUCATION

CAMPS

ACTIVITY DAYS

kookaburrakids.org.au

AUSTRALIAN KOOKABURRA KIDS FOUNDATION

Kookaburra Kids has been delivering programs to children who have a family member with a mental illness for over a decade. As a not for profit organisation and a registered charity, we rely on the generosity of corporate, community and individual supporters and dedicated and passionate volunteers.

The program dedicated to supporting the unique needs of children from serving and ex-serving ADF families has been made possible by the Australian Government.

How you can help

Any help is of benefit to supporting our free programs, and there are many ways to choose from. Contact us to learn more about how you can get involved.

Head Office: (02) 9525 7474
Email: info@kookaburrakids.org.au



Kookaburra Kids

**REFER A CHILD
DONATE TODAY**

PO BOX 681, Gymea NSW 2227

Full screen help
02 9525 7474

kookaburrakids.org.au



MAJOR STRATEGIC PARTNERS



The Kookaburra Kids Program for Serving and Ex-Serving ADF families has been funded by the Australian Government.



Australian Government
Department of Veterans' Affairs

KOOKABURRA KIDS PROGRAM

Australian Kookaburra Kids Foundation supports kids living in families affected by mental illness. The program provides free recreational, educational camps and other activities, giving kids a break in a fun, positive and safe environment. Kids have the opportunity to meet other kids in similar families and develop new friendships.

This successful program is now being delivered to serving and ex-serving ADF families.

WHO IS ELIGIBLE?

Children, aged 8 – 18 years, who have a parent with a mental illness as a result of their military service.

HOW DO YOU REFER A CHILD?

Anyone can refer a child to the program either online at www.kookaburrakids.org.au, or by calling head office on (02) 9525 7474 during business hours (AEST).

KOOKABURRA KIDS CAMPS

Held over a weekend the camps provide children with an amazing experience where they participate in activities such as canoeing, archery, giant swing, go karts, craft, laser tag and much more.

Qualified leaders provide age-appropriate mental health education focusing on coping skills and building resilience.

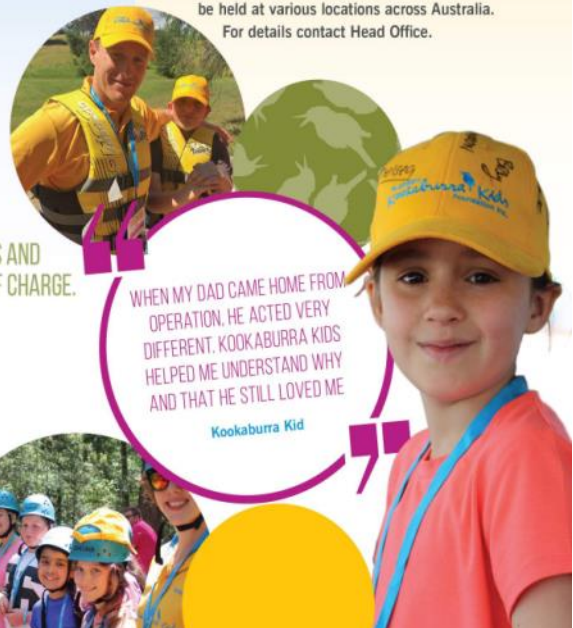
KOOKABURRA KIDS ACTIVITY DAYS

Activity days are held regularly throughout the year, providing an opportunity for children to catch up and have some great fun. The days include trips to the movies, bowling, picnics, surf days, putt putt golf and general outings.

ALL KOOKABURRA KIDS CAMPS AND ACTIVITY DAYS ARE FREE OF CHARGE.

All camps and activity days are staffed with skilled professionals and volunteers from within the community including teachers, nurses, police, psychologists and business people. Training is provided and all volunteers are required to complete a Working with Children Check and National Criminal Check.

Kookaburra Kids camps and activity days will be held at various locations across Australia. For details contact Head Office.



B screened

Do you live or work in Wattle Grove or surrounding areas?
If so, you can book your FREE breast screen now!

WATTLE GROVE
19 June - 13 July 2017

Car park off Village Way
beside Wattle Grove Community Centre
Open on selected week days - book now!

All eligible women who find this site convenient are welcome.

*Same staff
Same quality machinery*



Call 13 20 50
to book your
free breast screen now!

13 20 50

**20 minutes every
2 years could save
your life**

For women aged
50 to 74 years
breastscreen.nsw.gov.au