



UPCOMING EVENTS

Friday 25 June
Last Day Term 2

Monday 12 July
Staff Development Day
Uniform Shop Open
8-9.30am

Tuesday 13 July
All students return for
Term 3
Support Unit Work
Experience

Wednesday 14 July
Barrier Reading Program
Uniform Shop 2.45-3.45

Thursday 15 July
Shine & Strength
Programs

Monday 19 July
P&C Meeting 7pm
Uniform Shop open 8-9.30

Wednesday 21 July
Opp. Class Placement
Test 8-1pm
Barrier Reading Program
Support Unit Swim School
Uniform Shop 2.45-3.45

Thursday 22 July
Strength & Shine
Programs

Friday 23 July
Year 10 Vaccination Day
Newsletter issued

Mon. 26 -Friday 30 July
Student Subject Selection
interviews

Tuesday 27 July
Support Unit Work
Experience



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PRINCIPAL'S REPORT

Term 2 has been a characteristically busy one at Quakers Hill High School. As a vital assessment and reporting term, both students and staff have been focused on the demonstration of learning that has taken part in the first semester of 2021. Term 2 also saw the completion of NAPLAN for another year and all students involved are congratulated for balancing this assessment with their half yearly examinations.

YEAR 10 INTO YEAR 11

Our Year 10 students have been involved in the important process of information gathering and initial course selections for Year 11, 2022. This began with our Senior Subject Information evening on 18 May, which followed the earlier Nirimba Collegiate Information Evening, and was followed more recently with the collegiate wide course survey. This survey provides data that assists us in forming our draft senior curriculum lines, which will then be refined to assist with individual student interviews and final subject choices. All

students take part in the same information and interview process, whether they are remaining at Quakers Hill HS for the senior school or attending Wyndham College. If any student or parent/carer is in need of further information or explanation around this process or Stage 6 in general, please contact our Head Teacher Stage 6, Mr Head or a member of the senior executive.

EXECUTIVE DIRECTOR VISIT

On Wednesday 26 May Quakers Hill High School was visited by the Executive Director School Performance, Ms Cathy Brennan. Ms Brennan heard presentations from school staff on the Strategic Improvement Plan, the Quakers Hill Outline for Learning and our attendance programs. She also took part in a tour of the school and visited



our Year 10 Accelerated Mathematics and Year 11 Mathematics classes. Ms Brennan was highly complementary of the work of students and staff. A highlight of the day was the superb catering provided by our Year 11 Hospitality students. I would like to thank Ms Mahon, Mrs Maricic, Ms Lawson-Cohen and Ms Khehra for their excellent contributions to the success of this visit.

PRIMARY PROSPERITAS

On Thursday 27 May Quakers Hill High School hosted the halfway presentation meeting for our Primary Prosperitas students. This event was extremely well attended by the students, their parents and staff from the participating primary schools. It was fantastic to see the progress the students are making in their projects under the watchful eye of the Quakers Hill High School student and staff mentors. I would like to thank Ms Ridge as chief organiser of the program as well as the Quakers Hill High School staff and students who give so freely of their own time to allow this to take place. Everyone is looking forward to the final presentation evening, scheduled for Week 5, Term 3.

COVID 19 UPDATE

Please go to the link pasted below for the latest information on the Department of Education's guidelines in relation to the management of Covid 19. All families are encouraged to check this site regularly as the Covid 19 situation evolves.

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

STUDENTS' USE OF 7/11

A reminder that students should not congregate at the 7/11 before or after school. The only reason they should be in the area is to make a purchase before leaving. The 7/11 is a busy area, with many cars entering and leaving at all times of day. This makes it a particularly risky place for students to gather. I ask that parents and carers support us in this request and organise to collect students in a safer location and encourage their children not to congregate at 7/11. This will help to prevent accidents from happening. Students who ignore this instruction may face school based consequences.

UNIFORM

A reminder that all students are expected to follow the school uniform policy every day. On cooler days, there may be a temptation to wear non uniform items however, all students have the option to wear school jumpers and jackets to keep warm. Classrooms are air conditioned to make learning vastly more comfortable. If students and families need financial assistance for the purchase of uniform, please contact the Deputy Principal for the particular year group or the Principal.

I would like to wish all students, staff and families a happy and safe winter holiday break. We look forward to all the great things to come in Term 3.

HISTORY NEWS

The first half of Year 7 and 8 are finishing their time in History for 2021 having been through Ancient World and Medieval World. This trip through history trying to answer the big question about how civilised we have been through history. We question “Does progress mean improvement? Year 9 have completed the Industrial World leading to the convict era and age of slavery. Students are looking at the civics and citizenship before moving onto World War I for the rest of the year. Year 10 have investigated the start of the Civil Rights movement. Many of these lessons challenge student understanding of current events and how to find the truth in a world full of misdirection.

Year 11 Ancient History and Modern History have shown exceptional growth in their understanding and ability to comprehend the complexity of History. We are extremely proud of our senior students and their achievements thus far. Their historical investigations have been complex and show depth beyond the average HSC student. We are proud that they are thriving in the subjects. The Society and Culture in their first assessment and in class have shown a quickness to comprehend the depth of sociological understanding. We look forward to the school community supporting them in Term 4 onwards as they complete their Personal Interest Projects- look out for way to assist with completing questionnaires and surveys as they complete their research project. They have been looking at the way a person is socially constructed by influences both near and far. We have had fun discussing are you the way you are because of nature or nurture.



TEACHING AND LEARNING NEWS

Year 7 and 9 have successfully and respectfully completed NAPLAN for 2021. Students are to be commended for their behaviour during the assessment. Year 8 have also completed the Check In assessment which is similar to NAPLAN and gives us information on student progress between NAPLAN assessments. Year 10 have completed HSC Minimum Standards assessments in Reading , Numeracy and Writing. Student results are available through the student’s online section of the NESA website. Students who passed the assessment will be able to print off their certificates and results. Students who did not pass will be able to access a report with areas to improve. Student have the opportunity to resit the assessment in order to gain the credential. This essential credential is equally of great value to those students seeking work and those completing the HSC. All students should aspire to succeed in gaining this credential.

DUKE OF EDINBURGH PROGRAM

This year we have nine Bronze Award participants and seven Silver Award participants. Many have already started their physical, voluntary and skill activities – they include Barrier Reading Program, after school homework club, Chess Club, Barista Program, volunteering at their local football clubs, contributing to their local church's historical research, preparation for Blacktown's NAIDOC celebrations, cultural dance and so on. The most important thing for students to do is to update the online record book (the ORB) with their activity and the dates and details of each session. This can be quite challenging for students. Their first Practice Adventurous Journey was very successful. Both Bronze and Silver students walked together for the first two days – starting at Wondabyne Station on the Hawkesbury River, camping overnight at Mount Wondabyne and then walking to Patonga Beach with a water taxi to Brooklyn. Mr Head met our Bronze students at Brooklyn and they caught the train home. Our Silver students continued, overnighing at Brooklyn Dam and then on to Jerusalem Bay, with the final destination being Cowan track head and catching the train home. They are an outstanding group of students and really looked out for each other over the 2/3 days. The next walk is possibly in the Royal National Park with some beach walking included.



PATHWAYS TO DREAMING AND QCCP DAY

Pathways to Dreaming is a program offered by Western Sydney University to our Aboriginal and Torres Strait Islander students. Year 8 and 9 students have visited the University for a day that included an introduction to courses on offer and cultural activities. Year 10 will have their day in Term 3. Another part of the program is mentoring support from Aboriginal and Torres Strait Islander university students – where they spend a day each term with our students building cultural knowledge, resilience and information on careers. Unfortunately, we have not been able to access the yarning sessions due to timetable clashes. We really appreciate the support from WSU and the high quality of the program – this is our third year of involvement. Even if students see a different pathway for themselves the mentoring, cultural activities and greater understanding of what universities offer have a positive impact on students by broadening their experiences of the world around them.

The QCCP Day this term offered an excursion to Brewongle Environmental Education Centre – located near Sackville looking out over the Hawkesbury River. The program covered cultural knowledge in relation to bush tucker, Darug traditional tools and resources and making ochre paint. Students also watched how lip balm using eucalypt leaves is made. The cultural program that the Centre offers is outstanding – the cultural knowledge that was shared with students was so valuable increasing their deeper understanding of Darug society particularly around Welcome and Acknowledgement of country, land use and social structures.

Our QCCP Days now include excursions to places such as Brewongle and Sydney Zoo as they offer quality cultural activities plus interesting experiences that continue to develop social and community understanding. Our next two QCCP days will include a visit to Sydney – Museum of Contemporary Art/ The Australian Museum.



WELLBEING TEAM UPDATE – TERM 2 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

Congratulations to Year 7 who have made it through a very busy Term 2 with their first set of Half Yearly Examinations as well as ongoing assessment tasks. Amongst this, they managed to accumulate 633 positives. Well done, Year 7!

The positive attitude of the cohort was especially reflected in their Year Assembly in Week 8 where the following students received at least one Silver Award: Mustafa Abdellatif, Anshvir Ahuja, Selena Alame, Toby Anderson, Julian Arredondo, Hannah Atkins, Stella Buttigieg, Alexander Chilvers, Marek Chinoy, Kyla Cuadra, Lachlan Davis, Aarchi Dhobi, Halima Halima, Abby Hambly, Saralpreet Kaur, Raghav Kerai, Jake Lebreton, Bayley Marshall, Sasha McLennan, Tori Nelson, Blade Ross, Lily Smith, Alyson Thompson, and Hayley Vella. Keep up the good work!

We have continued to see the active participation of Year 7 around Quakers Hill High School through our Year 7 SRC (School Representative Council) who have contributed to the many activities around the school such as the State of Origin Donut Fundraiser. Well done to Blake Neale, Ken Quisquino, Diya Sajith, and Amber Tupper. Your hard work does not go unnoticed.

Another noteworthy mention is the efforts of Julian Arredondo who joined QHHS Year 7 & 8 Debating Team this term. The team recently had their first round for the Premier's Debating Challenge and won against The Ponds High School. Congratulations to Julian and the Year 7 & 8 Debating Team!

A special mention to Aarav Pandher who is an active citizen in the community and a dedicated cricketer who was awarded Best Junior Player of the Season in the Under 12 and Under 14 categories of his whole division. In addition, he was also awarded the Best Bowler and Best Batsman for the season. Well done, Aarav!

Even though Year 7 can be a testing year because of the constant change and adjustment, the cohort have adapted and stepped up to the challenges set before them. A lot of growth and maturity has taken place within the cohort and Year 7 should be proud of themselves. Have a wonderful and well-deserved break, Year 7!

YEAR 8 – MR BIZAN

During Term 2, Year 8 has had many positive accomplishments, individual student success and different programs running.

We ran two Year Assemblies this term which had very important messages. During these meetings there was a focus on following the SMART code and Anti-Bullying. There was also an emphasis on student achievement in Term 2. We had 3 students receive Gold Awards and over 30 students receive Silver Awards.





We had students continue to participate in different programs this term. These programs are Youth Frontiers, Girls Group, Haka Warriors, the Debate club and the Chess club.

A huge congratulations to Josh Hand who competed at the NSW All Schools Swimming Championships today. Josh finished 2nd in the 50m freestyle and 3rd in the 100 freestyle (with a personal best).

Also, a huge congratulations to our very own Emily Greene who has become an Australian Acrobatic Champion.



Year 8 has over 3000 positives on Sentral which is an amazing effort. Great work by this year group who always sets the bar high, Mrs Maricic and the Year 8 Year Advisers are very proud of this year group.

YEAR 9 – MR MCKEAN

At the start of the term Mr McKean was announced as the new Year Adviser for Year 9 with Ms Hasick beginning her leave. Term 2 was a successful time for the students of Year 9. There were some great results across the school during the examination period and a number of students participating in a range of extra-curricular activities.

Two Year 9 students were selected to outline an example of what they have learnt this term:

Chloe Year 9

During Tterm 2, I have learnt a large variety of skills to use later on in life. Some examples consist of Financial maths with learning how to add and subtract simple interest, compound interest and percentages. I have learnt how much of an impact racist comments and slurs can have on a person's mental health and how big of an issue it is re-

garding the sporting community. The things I am most looking forward to for Term 3 includes continuing my practical based electives such as Child Studies by learning how to care for an infant by using a practical baby figure and for Pass I am most looking forward to attending different Primary Schools and teaching students the importance of teamwork, communication and problem solving when being involved in a team sport. Along with helping them learn new skills whilst playing different sports for the first time by creating fun drills and games with my classmates.

Thomas Year 9

This term in PE and PASS we have done a range of things in and out of the classroom. In the classroom we have been looking at issues in sport and looking at examples of these issues. As a class we have looked at a range of issues such as sexism and racism in sport. We have looked at problems in sports from small sporting clubs all the way up to the Olympics and researched some strategies that could be put in place to help get rid of these issues in sports. Out of the classroom we have been learning about a number of skills in many different sports, as a class we have been taught how to organise and teach sporting skills and activities to a group of people. For example in one of our Practical lessons we practised setting up and organizing a range of OZ tag training drills. These skills that we are being taught outside of the classroom could help a range of students who are considering doing a range of different jobs such as coaches, PE teachers, sports organisers and personal trainers.

YEAR 10 – MS BRACKENRIDGE



Term 2 has flown by extremely quickly and it is unbelievable to say we are half way through 2021!

During our year meeting in Week 5, students were provided information on the Year 10 Big Day Out. The Big Day Out will be held at Luna Park in Week 6 Term 4 to celebrate Year 10 student achievements. Students were made aware of the expectations to be eligible to attend this celebration. Students with 10 or more negatives, unresolved N awards, poor attendance and unpaid fees, will be on the sanction list until issues are resolved.

Following on from the Taster Day in Term 2, the Year 11 Senior Information Evening was well attended by both students and parents on 18 May who came to gather information. Year 10 students then attended a follow up Taster Day at Wyndham, allowing them to broaden their ideas for the next step in their future. The students have been getting ready to do their final subject selections at the beginning of next term. If they require more support with this, they can speak to Mr Head.

Year 10 have enjoyed getting back to normal and embracing a range of activities offered to them. Students have been involved in Duke of Ed, Barrier Reading Program, Grade Sport, Barista and Green Team, and are all doing well in developing their skills.

Additionally, some students have been involved in the Pathways to Dreaming Program, which is run by Western Sydney University and involves various mentoring sessions and onsite activities at the university. This program will be continued on into Term 3 and many students are looking forward to getting involved.

Some of our male students were lucky to participate in the Panthers Trophy Rugby League Gala Days and feedback from both students and staff suggest they had a great time, it was just an unfortunate result. Better luck next time!

Overall, it has been great to see most of our Year 10 students working hard and we wish all our students a safe and happy holiday.

YEAR 11 – MR HILL

Firstly, as a Year Adviser, I would like to celebrate our current Year 11 cohort. They are going really well with their studies and really maturing as young adults.

Currently Year 11 are completing the bulk of their second 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 are also very proud of them.



Wednesday 2 June QHHS hosted some very special guests who were visiting to find out more about QHHS strategic improvement plan. This provided our wonderful hospitality team with the opportunity to showcase their culinary talents yet again. A beautiful ploughman's lunch was prepared by the students along with some poached pears for dessert. With students like K-Ci, Marion and Tyler and staff like Ms Lawson-Cohen no wonder it was impressive!

QHHS Year 11 Biology students undertook aquatic and terrestrial parameter studies, investigating how these factors impact on the microbat population in the Scheyville National Park.



We joined The Ponds High School for the day and our students enjoyed the collaboration and made some new friends along the way.

Some Year 11 Mathematics students took part in a workshop called 'Tips for success in mathematics' delivered by the leader of the Mathematics Growth Strategy Team Eddie Woo! This was an exciting event as he showed these students many strategies for them on their path to success. A big thank you to Mrs Khehra for organising this.

Student in Profile: Emily McGregor, Teacher in progress

Since the age of 3, I've wanted to become a primary school teacher. At first I thought it was just a phase; in pre-school I would write about teaching and how it was what I wanted to do later on in life. The first time I became passionate about teaching was when I was with my Nan and we were sitting down eating some chocolates and talking about the things that I desire in life. I told her about how I was thinking about becoming a primary school teacher. She informed me about her work life, as she was also a teacher. During primary school my love for

teaching kept on developing. My nan shortly became my tutor and helped me with my times tables and writing. My biggest downfall was spelling and she helped me with that too. I would go to my cousins' house 3-4 times a week, that's where my nan lived as well and we would talk all day about how I was going to reach my goal. I was involved in many activities outside of school, such as football, physie, gymnastics, little as and dancing. Every opportunity that I was given inside of school I would do. During my time as a dancer I was a student teacher, this involved helping out with younger kids aged 5-8, tying up a lot of shoe laces and making new relationships with my little kids.



Now I am in Year 11, working towards my HSC, and still my passion for education hasn't waned. I know that sharing my love of learning will be challenging at times, but working with children feels like a truly meaningful thing to commit to. Since I'm a few years away from enjoying my first prac teaching experience, I'm happy to embrace all the mentoring opportunities on offer here at Quakers and at my dance school. I enjoy delivering dance lessons to Year 7 students during the Orientation Festival and was thrilled to be the 'teacher in residence' during the Year 6 Taster Day in Term 1, delivering classes to students from all our partner primary schools. I'm a part of the Next Generation Teaching Program' and savour all the responsibilities that come with the role of school captain. This year I've undertaken the Education and Care in Childhood course at Nirimba TAFE, which upon completion allows pre-admittance to an early childhood degree. I'm hoping that the next phase of my learning will take place at Notre Dame University in Sydney.

When I think of myself in 10 years' time, I like to imagine that I'm as inspiring, knowledgeable and compassionate as my Nan, my role model and my most unforgettable teacher.

By Emily McGregor

My time in Stage 6. Through their eyes

'Ms Brackenridge is one of the teachers that has helped me achieve my full potential. She has had a significant influence on me and has enabled me to achieve amazing results in a subject that I am passionate about. The majority of my teachers are amazing supporters who work tirelessly to ensure that I achieve adequate results in my work.

Transitioning into Year 11 was no different than starting a whole new year, and despite the obvious expectations, I am content with my current situation. Choosing to stay at Quakers Hill High School was one of the best decisions I've ever made. There are no expectations placed on us as students that force us to fail. I'm happy with my grades and not surprised that I've reached my full ability.

If you want to feel comfortable in an environment that is easy to settle in, stay at Quakers

high school. It is a flow through your school year and things fly by extremely fast if you put the work into it.'

By Alena Kocak

'I stayed at QHHS because I knew the learning environment was great. I also stayed as I knew I would get more support from teachers which was something I needed. The transition into Year 11 was challenging as the workload was shocking and it helped me realise how precious time really is. My mentor Mr Hawkes has been a great help to as I get to see him when I need to assisting me for work and assignments and general help.'

By Alisha Lingam

'I stayed because I know the teachers very well and they know how we learn which benefits us so we can get better marks. Having a smaller cohort and easier to learn and study having a lot of support can make it easier for us. Teachers will always support and help us when we need it and make it less stressful for us and the fact that we get treated more like an adult helps us become more mature and independent.

By Shivali Nand

'I stayed at Quakers because I didn't think other senior settings were better option. From what I had heard and seen at Wyndham, I didn't see it working with my learning needs. I already knew everyone at Quakers and that there are people to support my learning so I chose to stay here even though it was a hard decision.'

By Ana Ward-Soares

'I stayed at Quakers because who wouldn't. The teachers that help me a lot mentally are Mr Hill and Mr. Andrews. The transition into Quakers was easy because of these teachers. A tip I would give to the upcoming year 11 is that they should start the assessment early and not leave it to the last min'

By Rajat Verma

'The reason I stayed at QHHS is that there are a lot of opportunities here for students. Small classes, I got the subjects I wanted, already know, and are confident speaking with teachers, there is a lot of support given by teachers to help me succeed in all my subjects. The support just makes everything easier and simpler to understand and complete.'

By Anirav Punj

FRIDAY AFTERNOON FARM CREW

This wonderful group of Year 7 and Year 8 students continue to help on the school farm each Friday afternoon. They have a farm routine that contributes to the wellbeing of the chickens. Usually there is fresh produce left over from the TAS kitchen Food Technology practicals and carrots and lettuce harvested from the kitchen garden. The students check for eggs and some great TLC for the chickens who run across the outdoor section of the coup when they see the students arriving. Before the chickens are put into their coup for the night we go to the orchard and pick ripe oranges, lemons and mandarins. This has been a bumper season and the trees, and their fruit are flourishing. The chickens are then tucked up for the night and before students go home treats such as hot chocolates/ice cream are shared – as a thank you for their generous contribution to the farm. We hope to have some very young chicks early next term for the students to raise for the Royal Sydney Show next year.



YOUTH FRONTIERS

The Youth Frontiers program has continued throughout Term 3. The main focus has been on interpersonal skills, working together, contributing to a project that has a benefit to others and greater self awareness about positive choices and purpose. The students have worked with mentors from WSU and this has been such a positive aspect to the program. The mentors have volunteered their time each week and have engaged their groups in positive and constructive relationship building. Monday Week 10 of this term will be the last session of Youth Frontiers for the year. Our students have been such a positive and SMART group of young people who brought such a positive attitude to the program. We would also like to thank Matthew Rootes who has led this project at our school and all the wonderful mentors who have given freely and generously of their time.



A MOBILE PHONE FREE SPACE

By now all parents are probably aware that we are transitioning Quakers Hill High School to being a mobile phone free space for Years 7-10.

This has been an ongoing conversation between various staff teams including the executive team, the wellbeing team and the SMART effective practices team. Our central focus, as always, is on improving student educational, social and emotional outcomes and we have long been concerned about the limited and decreasing physical activity, the limited verbal communication and the more obviously damaging – the use of phones to harass and intimidate, to mock and to film fights. Conversations with you, our parent community, have consistently demonstrated that you share our concerns.

Conversations about Yondr first began last year with some initial communication with Lithgow High School who implemented the system last year. Further research commenced towards the end of last term and we began conversations about entering a partnership with Yondr earlier this term.

Basically Yondr is a patented locking system that uses a magnetised pouch and locking base to lock students phones into their pouches.



1. POUCH

As you enter the phone-free area, your phone will be placed in a Yondr pouch.



2. LOCK

Once inside, the pouch will lock. You'll maintain possession of your phone at all times.



3. UNLOCK

To use your phone, step outside and tap it on any unlocking base.

Part of our investigation into Yondr included phone conversations with Senior Executive from schools that have implemented Yondr. These schools were found independently through internet searches and were not Yondr ambassadors. All were highly positive in their comments and all provided us with excellent advice for our own implementation. Schools reported a significant drop in cyberbullying, increased physical activity across the school, increased interactive noise from the playground with students bringing and playing games such as Uno. Schools also reported high levels of satisfaction from the staff and much deeper levels of engagement in class. One school reported that when you walked into a class pre-Yondr you would encounter multiple students on phones and disengaged from the learning environment whereas now

students are talking, engaging and actively learning.

All of the schools indicated that the parent community were overwhelmingly in favour of the schools becoming mobile free spaces. Parents, we hope that you too will be in favour of this move. We realise that there will be problems to overcome and special circumstances that require careful management, but we believe that if we work together placing our students and their wellbeing at the centre of this implementation then we will succeed.

Support groups for students who are concerned about the transition will begin next term. We are also in conversations with various speakers about presentations for parents, students and staff in addition to the Yondr presentations.

Term 2, Week 10	MONDAY: A letter issued to parents about the initiative. A google form to be emailed that same afternoon for parents to include any questions. TUESDAY: Meeting with all students focussed on the <i>why</i> of implementation. A google form will also be emailed to all students.
Term 3, Week 1	Updated personal device policy to be ready for consultation by the end of the week
Term 3, Week 2	Promoted with staff, student focus groups and an opportunity for a parent focus group consultation
Term 3, Week 3	SMART lesson on the new policy on the Wednesday SMART lesson. New policy to be emailed to parents, placed in Contact and on the school website
Term 3, Week 4	<i>Wednesday, August 4th</i> : Yondr will deliver a staff presentation, GA walk through <i>Thursday, August 5th</i> : Student presentations and pouch assignment <i>Friday, August 6th</i> : Pouch Check and assistance with student arrival

YEAR 7 CAMP

I would really like to thank all Year 7 parents for your patience with regard to the Year 7 camp and whether it is or is not going ahead. Organising a camp is an enormous undertaking requiring much planning and administration. Consequently, we have been loathe to cancel the camp, return all funds, dismantle all organisation given that there is still a possibility that the camp can go ahead in the dates that we secured for Term 4. I will make a firm decision early next term based on advice from the Department of Education.

7-10 REPORTS

By the time you read this you will have received your child's report. Please remember to contact the school with any concerns about your child's level of achievement so we can work together to remedy any issues.

WRITE ON / TUTORING PROGRAM

During Semester 1, identified students in Years 8 and 9 were receiving individualised assistance with literacy and numeracy. This came under the Covid Intensive Program and it allowed us to work closely with students who had areas for improvement in various aspects of their literacy and numeracy skills.

In Semester 2, the team (now renamed Write On) will be working with identified students in Years 7 and 10. Students will be placed in the program based on their Best Start results (Year 7) HSC Minimum Standards results (Year 10), teacher referral and learning and support teacher referral. In the last 2 weeks of Term 2, those identified students have been observed in class and supported by the Write On staff to assess their suitability, to see how they operate in the learning environment and to determine whether withdrawal or in class support is the best method of delivery for those students. If your child is selected for inclusion in the Write On program, you will receive a letter about this. You will have the option to withdraw your child but it is strongly recommended that all students who are invited to participate opt in to this rare opportunity for small group/ targeted tutoring.

GET BUSY / GET CONNECTED / GET INVOLVED

One of our key school goals is to have every student to participate in an extra-curricular activity of some sort. This may be sport, karaoke, the handball competitions, chess, SRC, dance groups, debating and so on. We know that school is about more than what takes place in the classroom, it is about the friendships and the connections that are formed. Students who are part of extra-curricular activities feel more connected and engaged to school than those who do not take part. So firstly, I would like to congratulate the many students who have taken this opportunity to connect and are consequently succeeding and thriving. If your child



is not getting involved in any of these activities, please encourage them to do so and keep an eye out on Facebook for opportunities for connection. Does your child have a particular skill that we could work with them in sharing in some way? Please let us know.

Finally, is your child doing something special outside of school? Are they raising money for a specific charity? Are they competing at a representative level? Are they engaged in academic achievement above and beyond what is expected for their age group? If the answer is yes, please let us know. Those of you who follow us on Facebook will have seen that we regularly publish the achievements of students outside school as well as inside school. We love to share the achievements of our young people with the QHHS school community.

PROFESSIONAL LEARNING ON EXPLICIT TEACHING

One of our key strategic goals is to move towards excelling in the Teaching Domain of the School Excellence Framework (SEF). In the last Bumper Contact I shared the QHHS Outline for

**QHHS
Outline for
Learning**

Do Now Activity: A pre-test, a linking activity, a conceptual platform, a numeracy/ literacy task etc

Learning Intentions: (learn about) what are the students learning about? This is most likely to be a dot point on the content of your lesson.

Significance: (Learn to) What skill(s) are the students developing in the lesson?

Lesson Outline: what is the sequence of activities that they will be undertaking throughout the lesson?

Learning and explained how it will underpin our move to more explicit learning. Since that time the QHHS Outline, the wider research and the school based surveys that it is based on have been shared with the students in a SMART lesson explaining why we are using it.

Staff are now beginning their lessons with the outline and all school-based professional learning sessions are beginning with the outline.

The Term 2 focus was on faculties collaboratively developing a lesson that was in response to a clearly identified student need. Faculties identified the area of need and worked together to create a lesson that clearly and directly supported students to build their understanding in the identified area. The steps in this focus were as follows:

1. Identify the area of focus
2. Collaboratively develop a lesson targeting improvement in the area of focus
3. Evaluate the lesson using lesson tuning protocols and a structured dialogue
4. Film one staff member teaching the lesson
5. Faculty to evaluate the success of the lesson based on assessment of student understanding at the end of lesson
6. Faculty to collaboratively fine tune the lesson and explore how it could be further differentiated or extended for GAT students

We will continue with a modified version of this model where faculties will focus on collaboratively developing identified elements of explicit lesson delivery rather than the whole lesson.

For Term 3, Staff Development Day (SDD) faculties will begin a process of critically evaluating their teaching and learning programs. To do this effectively is a time consuming process as each program must be evaluated against 16 points, many of which require close consideration and detailed annotations. Staff will begin the day with a collaborative evaluation of one program and will then branch out to evaluate programs in pairs. Staff will also be making recommendations about the individual programs and working towards refining, extending and enriching all programs.

Comprehensive programs that are well placed within the scope and sequence of learning are integral to success in teaching and learning. Therefore, regular critical evaluation of our programs and backward mapping from Stage 6 to Year 7 will become a regular component

of our professional development and faculty learning.

If any parent would like to know more about this I encourage you to attend our P&C meetings as each meeting features a presentation on either the Strategic Improvement Plan, a key school initiative or a faculty plan.

Have a great holiday, stay safe and get outside.

**Best wishes,
Rebecca Mahon (DP Years 7, 9 & 11)**

FAREWELL TO MR ANDREWS

Most of you would already be aware that we are saying goodbye to Mr Andrews this term. Mr Andrews has taken a classroom teacher position at Chifley College, Mt Druitt where we have no doubt that he will be enormously successful as he continues to share his passion for teaching and learning – particularly in the area of History.

Throughout his time at QHHS, Mr Andrews has accomplished much and he has contributed significantly to our school and to our students. He was a Year Adviser for two years where he worked closely with many disengaged and disconnected students. He has also led some of QHHS' more original year meetings – with the students and I never quite knowing exactly what we were going to get. In 2020, he recreated the Next Generation Teaching Program, working with a large number of students who had expressed interest in pursuing teaching as a career. In October last year those students delivered their first lesson teaching Year 7 about examination preparation.

Drawing on his own military background and his passion as a history teacher Mr Andrews has led inspiring and moving ANZAC and Remembrance Day ceremonies. He has worked closely with students in the development of these ceremonies and has regularly taken students to dawn services in the local area. In 2014 he worked closely with one student supporting her winning entry in an Australia wide ANZAC Day Essay competition where the prize was an international trip to significant Australian war sites. Mr Andrews was most proud of the fact that she was the only comprehensive public school winner.

Mr Andrews has inspired staff and students throughout his years at QHHS. His wit (sometimes uncalled for) has provoked laughter and lightened many a mood. His passion for social advocacy was often seen in the causes that he promoted across our school. The video that he created about "Sharing the Dignity" was one of our most viewed Facebook videos. His words were powerful, provocative and funny as he shared the need for everyone, but especially boys and men, to get behind the campaign.

Mr Andrews has spoken on assembly and developed SMART lessons on areas as diverse as kindness, goal setting and serving others. He has led the creative writing club, worked with the Theatresports teams and sang at Karaoke competitions.

Mr Andrews' career has always been underpinned by his belief in the power of education to effect real and lasting change and for these reasons he chooses to work in those schools where he feels the students need him most.

Thank you, Mr Andrews, for making us laugh while continuing to make sure that we think for ourselves as we think about others. You will be missed.

Rebecca Mahon

On behalf of the staff and students of QHHS



TAS HEAD TEACHER OVERVIEW

2021 has been quite a busy year for the TAS faculty. Our teachers have started the Design Process with various courses and project work has certainly commenced with many students engaged in our workshops, commercial and domestic kitchens as well as 'Plot to Plate TAS' garden and Agricultural plot with practical work.

We are pleased to advise that our Stage 6 courses for Year 11 2021 have successfully commenced. Exploring Early Childhood, Industrial Technology Timber and Furnishings, VET Hospitality and VET Construction students have been able to get through their first unit of work as well as their first Work Placement for VET.

This term, we also had our Stage 6 Information night for our Year 10 students who showed interest in learning more about what we can offer in TAS.

Enjoy the body of work that our Stage 4, 5 & 6 students have started on this year! Our hardworking teachers are certainly proud of what they have learnt and produced so far.

Yours Sincerely,

Mr L Roma, Head Teacher, TAS

STAGE 4

TECHNOLOGY MANDATORY: FOOD AND AGRICULTURE

During Semester 1, students had the opportunity to engage in Food Technology - Exploring 'Plot to Plate'. We learnt about healthy eating habits and applied this knowledge when cooking different recipes in practical components. Students also were able to visit the school farm and involve themselves in growing seasonal vegetables to use in their 'Design a Healthy Pizza' Practical, as well as caring for the school farm animals and learning about animal husbandry.

TECHNOLOGY MANDATORY: MATERIALS- TEXTILES

Students have been exploring bag design and analysing bags using function and aesthet-

ics to make their judgements. Their responses have been really interesting – assisted by their experimentation and testing of fibres and yarns in Terms 1 & 2. Many of the students have confidently explored their own designs and have demonstrated in their technical drawing's excellent designer communication drawing skills. They have investigated patterns – production flats – to conceptualise their final designs and have made their own patterns. They are now ready to make their very own 'designer' bag. 7TEC-06 as a class has developed advanced skills in designing textile items – from the initial concept to the final product.



TECHNOLOGY MANDATORY: MATERIALS – TIMBER

Stage 4 have produced some outstanding projects throughout Semester 1. The students have created a trinket box which consists of mixed materials including: Timber and Perspex (engraved using a laser cutter). This project has 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.

TECHNOLOGY MANDATORY - ENGINEERING

This semester in Mr Cameron's and Mr Krilic's Technology Mandatory Engineering have continued to develop their Pine Wood Derby cars from last term into an electric driven, geared speed racer.

The concept behind this conversion is that many people in the future will be more willing to convert petrol driven vehicles into electric vehicles if there is a conversion kit available to do this. A similar thing happened when LPG prices were much lower, but people still loved their V8 cars. Big change takes time and these stop gap measures assist people to become comfortable with the concept.

Students have learnt how to solder wires onto components like an electric motor, battery pack and a two-way switch that allows their car to move forward and reverse. Each car kit comes with gears and students must decide how fast they want their vehicle to move by changing the gear ratios.

The students then have the challenge to modify their Derby car and decide how they are going to mount all the required kit, modify the wheels and axles and make it work.

This is a future orientated task as the jobs in this section of Auto-Engineering industry will be in vehicle modification and conversion as costs of fuel become inhibitive and electricity is seen as the way to go.

STAGE 5.

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 Tambour Box (Bread box).

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

FOOD TECHNOLOGY

This semester 200 hours Food Technology Classes have been studying the important matter of Food Intolerances in people and the Life Cycle.

A person with a food intolerance has difficulty digesting certain foods. It is important to note that a food intolerance is different than a food allergy. The most common Food Tolerance is Lactose Intolerance which is usually occurs after the age of 16 years. Food intolerances are more common in those with digestive system disorders. While a food allergy results from an immune system reaction to a specific food, food intolerances usually involve the digestive system, not the immune system.

Students have also been studying the changes that occur during the Human Life Cycle, from birth through Infancy, Adolescence, Adult hood to Aged Citizens. Students have completed challenging exercises on Budgeting when your only income is the Aged Pension.

Students have made foods that are suitable for people with Food Allergies and Intolerances. The consensus was that there is much more work involved in preparing food for people at different stages of the life cycle or with a Food Allergy or Intolerance. Next Semester students will be studying food for special occasions, with a practical party component.

CHILD STUDIES

In Stage 5 Child Studies students learnt about the modules Preparing for parenthood, Conception to birth, Family interactions and Newborn care. Students are actively engaging with these modules with a keen interest, taking part in classroom discussions and by unpacking different case studies. Students also learn about the growth and developmental stages of childhood and their diverse needs.

FASHION

Year 10 Textiles Technology students have been working on their toile – a French term for practice piece – for experimenting and testing their design and pattern to see whether it is going to work or does there need to be some design changes before the actual garment is made. Experimenting with boning and inserting eyelets have presented some challenges. During Term 2 students have really improved their interpretation of production flats (patterns) machining skills and construction. There are some outstanding skills in the class with all students demonstrating increasing understanding of project work and the independence needed to follow through on their textile item. Both the corset and vest have been great pieces of apparel to begin learning about design, testing, technical decision making and construction.



STAGE 6

INFORMATION PROCESSES AND TECHNOLOGY

Students in IPT are progressing through the second topic for the preliminary course, Tools for information processes. In this topic, they are learning about the processes that make up information systems, such as collecting, organising, analysing, storing & retrieving, processing, transmitting & receiving and displaying, as well as the social and ethical issues that accompany each of these processes.

Students have also received their second assessment task in which they will need to create an advertising campaign for a company launching a new product. This campaign must display creativity, have effective quality processes, be suitable for its audience and that has visual and aural appeal. Students will also need to complete the accompanying documentation to successfully complete this task. This task will be due in Term 3 Week 5.

EXPLORING EARLY CHILDHOOD

Students in Exploring Early Childhood have positively started their Stage 6 course. We have explored the concept of play and the developing child. Students have all successfully completed their first assignment and demonstrated their thorough understanding.

The students have been highly interested in our recent study on the various types of play and how it aids child growth and development. Students have been working productively on 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. The students have been very interactive within the class and getting involved in both practical and theory components. They have displayed a great understanding of the WH&S aspect of the construction industry and have displayed great work ethics and skills. Students have completed all the set practical tasks for the course thus far. They are on track and are working at a fast pace. They have also completed their work placement with amazing feedback and a job offer for one of the students. This displays that they are working very well and learning new skills to take out into the real world.



INDUSTRIAL TECHNOLOGY TIMBER AND FURNISHING

Term 2 has been a very productive term with the students Steaming ahead with their projects. The students have displayed a great range of skills and techniques though their framing joints. The Bed-side Table is a student led project with the teacher overlooking and supporting the students with their work. Demonstrations of different skills and techniques are provided to the students in order for them to build their own skills. This has proved to be a positive in this class with the students enjoying the construction of the project while adding their own little twists to the Bedside Table. I am pleased to have a great group of students who are willing to learn and improve their current skills.



HOSPITALITY

Our students have now completed their work placement in different types of cafes. We are so proud of them as they showed a responsible approach to working with their employer, contributing to the team and work place and learning as much as possible whilst there. They kept a work journal – and this was completed to a very high standard. Students are working on both the espresso coffee component and non-alcoholic beverages. To improve their skills, they have been making students in the Green Team milkshakes and hot chocolates – in a way this is also a way of saying thank you to the Green Team as they have been clearing weeds from the café lawn area. The Green Team has done an excellent job – making this area far more attractive. For their next event the Hospitality students have designed an appetizing winter menu for the SRC incursion/camp. They will be preparing the food items and then serving it to their customers – SRC students – and practicing their communication and interpersonal skills. They are a great group of students to work with.

SUPPORT UNIT HIGHLIGHT

SUP3 – TEC1

Students have actively participated in Technology Mandatory-Agriculture and Food Technology Life Skills this Semester. They have been learning and developing various life skills like identifying, analysing and discussing equipment and measurements and communicate ideas and solutions to authentic problems in Food Technology. They have been given opportunities to developed a sound understanding of aspects of classroom and kitchen health and safety by following safe practices in the use of tools, materials and processes. They have learnt how to cooperatively work in the kitchen environment in a safe and hygienic manner and select and use a range of tools, materials and processes appropriately in preparing some simple food items along with the teacher.

The food items they prepared this semester include:

- 1.Zucchini & Cheese Muffins
- 2.Healthy Egg & Lettuce Sandwich
- 3.Pan Cakes topped with maple syrup/honey and frozen berries.
- 4.Omelette with onion, pepper and salt
- 5.Fried Rice with Egg, carrot, spring onion, salt and pepper
- 6.Fruit Salad with honey, fresh Orange juice and Lemon zest seasoning

Before making these food items the students are made to write the recipe, the tools used & equipment, discuss the nutrients present in the food item and also remember the safety measures taken during the process. On the day of practical lesson, they all follow the recipe, take turns in preparation process and also display their confidence in cleaning and packing.

They have been planning to work and care for growing vegetables in the TAS Garden, 'Plot to Plate', caring for the plants, weeding and watering the plants and also have researched about how to grow sweet potato.

Students have done their assessment task on 'Nutritious Day Menu' for an Adolescent, Teenage boys and girl (PPT presentation): Breakfast, Morning Tea, Lunch, Afternoon Tea, and Dinner.

Students had an opportunity to develop knowledge, understanding and skills in the assessment task, creating a PPT, about 6 Nutrients and how they impact adolescents' health and wellbeing. They were extremely proficient in using ICT in creating this PPT and had portrayed sound knowledge of Nutrition and how it impacts adolescents' health and wellbeing.



SUP4 – TEC1

This term has been a musical time with Mr. Cameron's SUP4 Technology Mandatory students making windchimes. The project involved understanding Music, Science, Physics and Geometry Metal and Woodwork.

Understanding the Science and Physics of a musical note is very detailed and depends on the distance that the suspended from along the chime. A location Twenty Two percent along the length of the chime is the optimal location. That distance varies depending of course on the length of each chime.

During the unit students learnt how to use a hacksaw, files, various wood working tools. They applied geometry to evenly distribute their chimes around their hanger frame. To finish off their chime they learnt how to use a wood-burner tool to write a special message on this lovely family keepsake. Well done everyone on your commitment and effort to produce a quality job.

TAS EXTRA CURRICULAR ACTIVITIES

BARISTA PROGRAM NEWS



It is pleasing to report that students in the Barista Program have been working hard, attending their shifts at Cafe Del Romar and learning valuable work ready skills for the hospitality industry.

Barista Program operates 2 days a week for both recess and lunch. Students are rostered on various days and they are expected to attend their shift and safely prepare hot beverages for our teaching community.

In Semester 2, students are yet to do their Barista Certificate accreditation which requires a day's training with a Registered Training Office. This will enable students to gain a competency which is beneficial for their skill development. Stay tuned next semester for further news.



Mr Roma & Ms Fofandi - Barista Program Coordinators

LITERACY NEWS

As our term comes to a close, it is an excellent time to reflect on the many different activities our students have participated in this semester, to improve their understanding of literacy:

LIT UP IN SEMESTER ONE:

This year, it has been wonderful to welcome many new members to our extracurricular literacy group 'Lit Up'. I especially wish to mention the magnificent uptake of the program by our Year 7 students who have been consistently completing the weekly exercises to hone their skills in reading, spelling and grammar.

Just a reminder that students are still welcome to sign up to this free program run through Google Classroom. Weekly exercises are posted on Wednesday for students to complete. Mrs Neylan is available via the online classroom between 3.30-4.30pm on Wednesday afternoons to offer students any assistance they may require.

LITERACY LESSONS:

During Term 2, all students participated in fortnightly literacy lessons aimed at improving their

understanding of the purpose of text types in order to better understand the purpose of the text and motives of the author.

Not only are these skills that benefit our students when partaking in tests such as NAPLAN and Minimum Standards, but they offer important life skills that enable our children to appreciate the many different texts they will have to read and interact with beyond school.

Should you wish to know more, visit the Department of Education's excellent literacy support page for parents and carers: <https://education.nsw.gov.au/parents-and-carers/learning/english/english-a-to-z-support-pages/text-types-different-types-of-writing>

NAPLAN AND HSC MINIMUM STANDARDS:

This term, students in Years 7, 9 and 10 have demonstrated their focus and consideration whilst completing online testing for NAPLAN and HSC Minimum Standards.

Years 7 and 9 completed NAPLAN online in May. Once received, these test results will give our school and community a more detailed understanding of our students' abilities in literacy and numeracy and guide us in how we can continue to build upon our students' knowledge and skills.

Further information on NAPLAN can be found on the National Assessment Program's webpage: <https://www.nap.edu.au/home>.

Most recently, our Year 10 students have demonstrated their literacy skills whilst completing the HSC Minimum Standards Test in Writing. Students were required to respond to one question based on a visual or text prompt and need to achieve a level 3 or 4 in order to pass the minimum standard.

Students who missed their class's session are advised to speak to their English teacher, Mrs Critchley or Mrs Neylan to arrange to sit the test at a later time.

HOLIDAY ACTIVITIES:

Are you looking to build your literacy skills over the holidays?

The following websites provide a great range of literacy exercises for you to complete to hone your literacy skills:

www.englishgrammar.org/exercises/

www.EnglishForEveryone.org

<https://www.englishmaven.org/>

Want to challenge yourself further and get creative with your writing skills? Why not see Ms Ridge in the English staffroom to find out about some of the excellent writing competitions currently open to students.

Want to grab something to read for the holidays but don't know where to start? See Ms Lachevre in the library to get excellent advice on the latest book releases as well as online books for you to download.

Nicole Neylan

Head Teacher of Literacy and Numeracy Development

VISUAL ARTS NEWS

YEAR 7 VISUAL ARTS

Students in Year 7 explored the **Art Elements through Portraiture** this semester. Students were introduced to a wide range of portrait artists and their artistic practices. Students were given the opportunity, to develop their drawing skills with teachers teaching them how to draw facial features and learnt about the proportions of the face. In Term 2 students explored relief printmaking and a variety of printing editions. The importance of an edition and the conventions of signing these were also studied. Ms Pinto's classes extended themselves and created whimsical caricature clay heads. Students explored ways of distorting and elongating self-portraits then turning them into playful caricatures using various mediums.

YEAR 8 VISUAL ARTS

Students in Year 8 have experimented in a variety of materials to create landscape in different forms this Term. Both realistic and traditional media as drawing in pencil, chalks and pen were initially explored. Then less realistic and less conventional materials was experimented with using canvas painting, collage, mixed media, watercolours, and acrylic paints. A wide range of realistic and semi abstract artists have been studied and their artistic practice has informed the learning experiences of students in "**Mapping the Landscape.**" This unit began with an Aboriginal investigation into the landscape and finished with a personal symbol landscape mapping students journeys. Students have developed their capacity to respond to Landscape artworks critically and respond as artists to the actual landscape around them.

SUPPORT ART

This semester Ms Pinto's support class worked through the **Cultural Identity** unit in Visual Arts. Students created an animal totem painting that has been influenced by Aboriginal culture. They are at present creating a clay pot where each student contributes a section that will then be assembled into column totem.

YEAR 9 VISUAL ARTS

Year 9 Visual Arts have worked consistently this semester developing a variety of drawing skills and developing their techniques with charcoal, pencil, pen, chalks and conte crayon. This class have grown as artists considerably with their artmaking as they have explored "**Still Life**". The range of individual approaches and serious application to canvas painting has been impressive. These final canvas works continue to be developed and will feature in an exhibition later in the year to celebrate our artist's success.

YEAR 10 VISUAL ARTS

Year 10 students have been solidly working on '**The World We Live In**' unit this Semester in Visual Arts. The unit explores the effects of the human imprint and the environmental consequences. Students were introduced to contemporary artists who have been influenced through their artistic practice by their natural surroundings and explore environmental issues that are faced in the 21st century.

Students then had to come up with an idea that is inspired by an object found around the school and explore an environmental issue that they had an interest for. Students had the opportunity to explore various painting techniques and media whilst in the process of creating their artworks. Year 10 students enjoy using the designated Senior Studio in H9 to develop their artistic practice. Students are presently working on their canvas paintings and are very excited to exhibit their artworks at the end of the year.

YEAR 10 VISUAL DESIGN

This Visual Design group have become very productive and are investigating '**Structures found in Nature**' as a source of Visual Design inspiration. The students are developing their folios using a variety of 2D materials in individual ways. This unit has promoted increased observation, analysis and consideration of the natural and human made environment for these emerging Visual Designers.

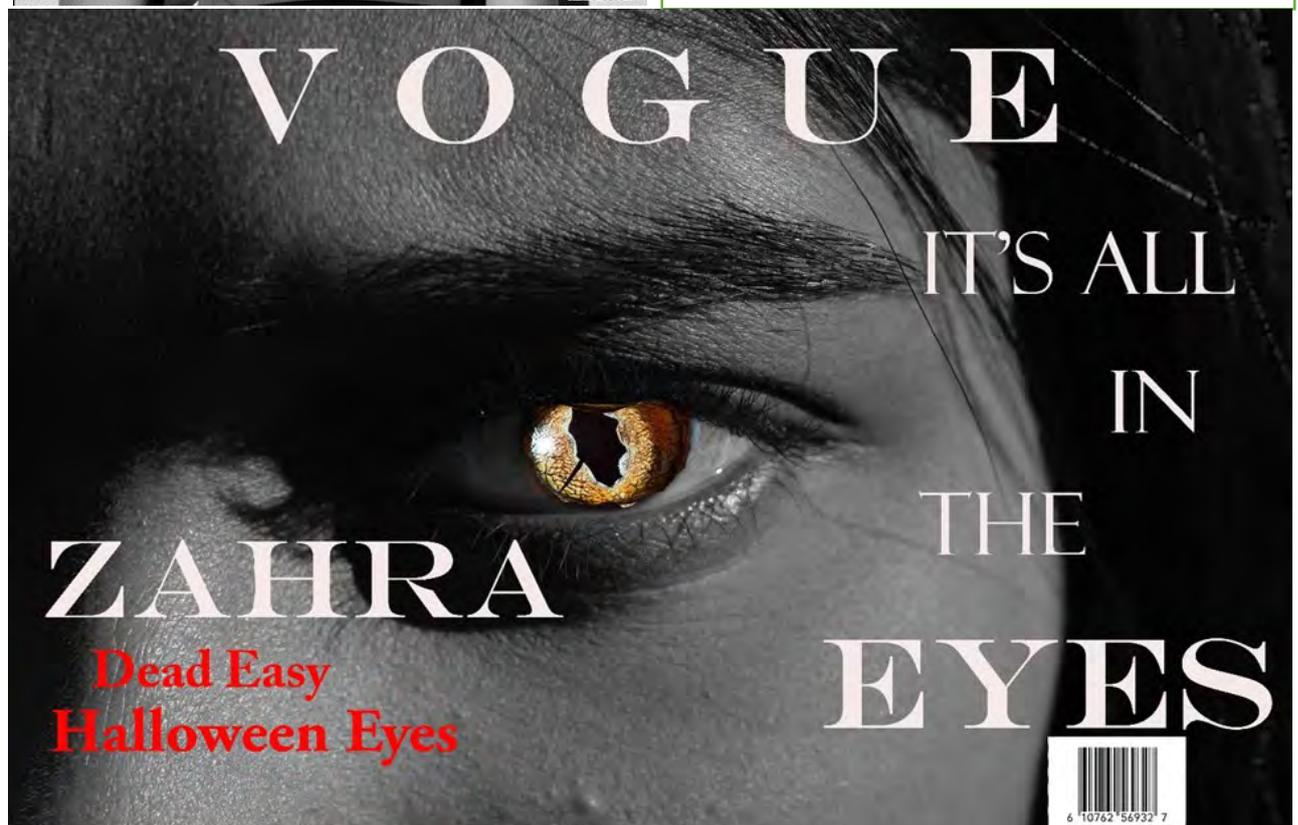




PHOTOGRAPHY



Another busy term in Photography. The entire Term to master the fascination of a magazine cover. Students were learning composition and layout to allure interest just as in the magazine industry. An example is Nasren's work to the left. She has created a magazine cover addressing how we are adapting fashion to our health. The idea was surrounded around fashion and how the use of the mask illustrates that it is the Covid-19 era. The real world is reflected back into the classroom and expressed back into the community. Below is Fatima Yazdan's magazine cover in which she escapes into a different world.







Year 9 have just finished the first semester of the introductory course in Photography. Students went old school examining the origins of the photography process in the way of wet photography and photogram work entirely developed by the students in the darkroom. The theme of the course is the mundane object to tell a story, to highlight an idea or to appreciate an ordinary object in a new light.

CREATIVE ARTS NEWS

As the second term comes to a close, Creative Arts reflects on a successful and productive start to the year. As with all years, the start of 2021 in Creative Arts was an organised flurry of new projects and works being initiated.

YEAR 8

Year 8 have been studying Rock Music this term focusing on Guitar as their primary instrument for performance and Piano for composition. Students in Year 8 music were required to compose a short piece of music based upon a specified emotion. The assessment task produced interesting results as students explored the relationship between the tone of an instrument and how it can aid in creating an emotional atmosphere.

YEAR 9

In Year 9 Music students have continued their study of popular music, exploring the unique differences between a variety of different styles of music. Students have been improving their musical theory knowledge through the study of the musical modes and how they can be used to build unique soundscapes. Year 9 music are also keenly rehearsing for their next popular music performance based assessment task in Term 3.

MUSIC NEWS

YEAR 7

During Term 2 Year 7 have studied “Australian Music” with a focus on Australian and Torres Strait Islander music and Australian rock music. Through this unit students have developed their analysis and listening skills through the study of a wide range of Australian music. They have participated in learning and performing various Australian songs on the guitar, keyboard, and drums giving them the opportunity to experiment and enhance their skills on different instruments.

YEAR 10

During Term 2 Year 10 have been studying “Music for Radio, TV, Film and Multimedia” focusing on radio, TV and music for games. Within the unit students have had the opportunity to listen, compose and perform a range of music pieces including jingles, popular themes and pieces from various medias. These diverse activities allow all students to engage in all aspects of music, developing their overall musical skill.

QUAKERS HILL HIGH SCHOOL'S
STAGE 5 - SUBJECT SELECTION INFORMATION EVENING

Dear Parent / Caregiver,

Quakers Hill High School's Subject Selection Information Evening is being held on Tuesday 27th July 2021, with a 6:30 start, in the school hall. This evening is designed to inform parents and students about the subject selection process at Quakers Hill High School and assist them in making good decisions about the electives they choose for Years 9 and 10. During the evening information on the following will be provided:-

- The curriculum offered to students at Quakers Hill High School.
- What electives are available for the students to choose and how they are determined.
- The steps students need to follow to choose their electives for Stage 5.
- Specific information on each of the electives offered and a chance to discuss these with faculty experts.

It is important for all Year 8 students and their parents / caregivers to attend, as this will provide them with their best chance of selecting electives that they will enjoy and find engaging over the next 2 years.

Please contact me at the school should you have any questions about the Subject Selection Evening or the selection process.

Yours sincerely,

Anthony Head

Curriculum Coordinator

STUDENTS IN PROFILE

Prisha Jalhotra has been a passionate dancer for many years and in 2021 she participated in a Bollywood Dance School Australia event and this reaffirmed her love of the performing arts.

The Battle of Bollywood By Prisha Jalhotra

I have loved dancing since the age of two. One of my best decisions has been to join my dance studio, 'Bollywood Dance School Australia' (BDSA). I joined BDSA three years ago as a member of the pre-teen ensemble and then progressed to the teen combo and then came back to the pre-teen advanced group. At the start of 2020, I secured a position in BDSA's Intensive seniors' group, and we meet twice a week on Friday and Saturday, working hard, but enjoying every moment. At the end of the term, we'd present showcases and sometimes we'd participate in competitions.



Like most things, the COVID lockdown and restrictions challenged us and we needed to be inventive, so we could keep honing our craft and remain connected. So, we continued dancing from home, this format shift was called 'Digital Dance', a product of the Zoom call. When the restrictions were eventually lifted, we met normally, but still, we couldn't celebrate and share our choreography through live showcases, so we devised

the digital showcase and amalgamated smaller dance films to make something really spectacular. Six months down the track, we finally had the opportunity to mount our grand showcase, live and in the flesh and it was truly epic, incredible fun and was perfectly titled, 'The Battle of Bollywood.' Within this production, all the batches, all the individual ensembles, versed each other, exploding on stage with complex, stylish, and breathlessly fast choreography. (That's not to mention the cinematic costumes and the amazing lighting.) Our BDSA family is pretty big, with more than 100 students spanning our dance community.



In the end, the decision to join BDSA was worth making.

Honestly, dance has elevated my self-confidence, developed my patience, fostered discipline and so much more. Inspired by my teachers, I have also taken the opportunity to choreograph routines for family and community events. I truly love the fact that when it comes to dancing, you can learn and teach at the same time. I owe it all to my teachers, parents and my mentor and instructor Vihang.

Like many performers, I'm uncertain as to what type of person I would be if I did not have dance or music in my life as an expressive outlet. Overall, dance has positively changed my life. I have a lot of friends at dance and when I'm with them, it's never hard to laugh and smile. If I've had a challenging day, walking into that dance space, is my cure all. I can now say that BDSA is the place where I have made my most truly unforgettable memories.

STUDENTS IN PROFILE

MINI ZOO KEEPER EXPERIENCE AT THE SYDNEY ZOO

By Yasmin Matthews, Abby Taylor and Thaliyah Mitchell

Over the past 6 months we've each had the opportunity to be part of the Mini Zoo Keeper Experience at the Sydney Zoo and it's been phenomenal. Getting so close to animals, whether they're koalas, sugar gliders, kangaroos, bull sharks or elephants (there were too many to list) was eye opening. Not only did we get to go behind the scenes and see the professionals at work and see these animals in their natural habitats, often we were lucky enough to hold them.

If you ever want to do the Mini Zoo Keeper Experience then it is \$295 per person. Whilst that might sound steep, the experience is completely unique and entirely worthwhile. It goes for seven full, fun and hectic hours, kicking off at 8:30am and ending at 3:00pm.

Let us set the scene for our day at Sydney Zoo – as soon as we got to the venue, the excitement was mounting. We were signed in and quickly moved into the 'staff only area' and immediately we had our first animal interaction for the day and found ourselves feeding sugar gliders. We were given a little cap filled with food, and you could literally feel their little tongues hungrily licking up the food. To ground us, we were then taken to the koala enclosure and assisted the staff with cleaning and maintaining the space. As a reward for our hard work, we got up close and personal with these cute Australian icons. We learned so much throughout the day, we discovered just how many types of wallabies there are, we were taught how to distinguish between a female and male snake and how to prevent and respond to snake bites. We also had further opportunities to hold snakes and water dragons and admire the kangaroos as they roamed about their enclosure.

What made this whole zoo keeper experience so meaningful for all of us, is that we love animals. Thaliyah wants to be a zoo keeper in the future, Yasmine wants to be a vet nurse and we all have a crazy amount of adored and adorable pets at home. We think that the practical nature of the day helps you develop a clearer understanding of what it takes to be a zookeeper or a veterinarian nurse. We can't wait to explore similar possibilities for work experience in two years' time.

But, carb up before this event and prepare to be exhausted, because this day will wear you out. We all went home and collapsed in a heap afterwards. Our zookeeper hat, photo USB, and customised name-tag flung across our beds and our heads filled with all these fabulous memories.

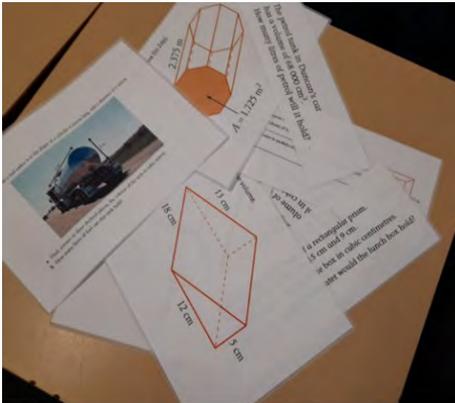


MATHEMATICS BUMPER ARTICLE

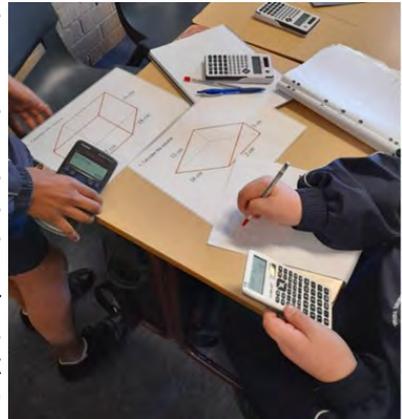
Students received back their Mathematics Half-Yearly exam papers and they have completed the assessment feedback. They should be proud of their strengths and are advised to review areas of improvement in order to be able to apply their understanding in the future. If students need assistance to review some concepts, complete their assessment tasks or homework, they are encouraged to join the Tuesday and Wednesday homework clubs.

Students are reminded that the Australian Mathematics competition is on 5th of August. They need to prepare for these competitions accordingly.

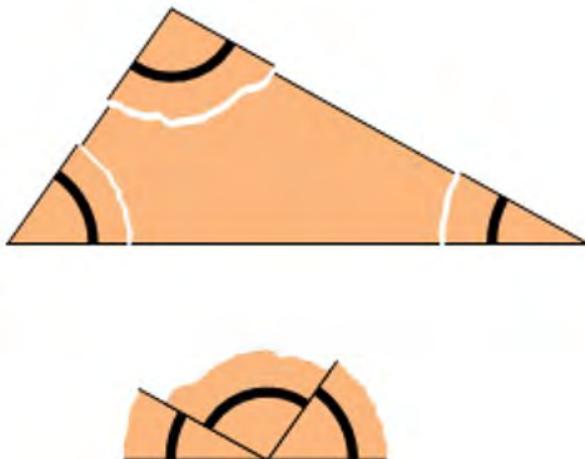
STUDENTS DISPLAY OF CLASSWORK



Mrs Barber's Year 8 classes are studying Volume. The classes have been doing a variety of activities, including estimating the volume of prisms seen in our daily lives such as a box of Smarties (rectangular prism), Toblerone (triangular prism) and lifesavers (cylinder). The student with the closest estimate won the object.



The pictures illustrate Year 10 mathematics in action! Mr Cole's 10MAT4 class are busy proving that the angle sum of a triangle is 180 degrees. They did this by drawing a triangle, cutting it out the vertices then placing them together. When glued together, these angles are supplementary (sum to 180 degrees).



In Mrs Azad's 8MATK each student was provided with a piece of cardboard measuring 30 cm by 23 cm. Students had to cut out the corners and then fold and create an open rectan-

gular prism. The aim was to create a box with the maximum volume using the given cardboard. Students then had to calculate how many chocolate bars with a dimension of 8cm by 2cm by 1.5 cm could fit inside the box they created.



Students: Olivia Malone, Regina Shadia Mashikura, William Young

Year 11 Mathematics students took part in a workshop called ‘Tips of success in Mathematics’ delivered by the leader of the Mathematics Growth Strategy Team Eddie Woo! They looked at what it means to “Work Mathematically”. Working Mathematically is integral to the learning process in Mathematics. It provides students with the opportunity to engage in genuine mathematical activity and develop the skills to become flexible, critical and creative users of mathematics.



Mathematics Riddle: Perplexing Problem

I add six to eleven, and get five. Why is this correct?
Hint:



SUPPORT UNIT: TERM 2

Students from the Support Unit have been industrious during Term 2. From learning about human physiology, Landscapes and Landforms, to Investigating the Past, Rights and Freedom and how to create a meal that is tasty and nutritious as well as windchimes. Our students have been productive. Some of our students have continued to attend elective classes in Metalwork and Food Technology. They have worked hard and have enjoyed the opportunities offered by these courses.



Staff and students were thrilled to again venture out into the community as part of our Community Access program. During Term 2, we travelled to Rouse Hill Town Centre, Macquarie Centre and went bowling at Westpoint, Blacktown. These outings provide vital experience in navigating different community settings, completing purchases and provides many problem-solving opportunities when variations to the schedule occur. Definitely not something that can be simulated in a classroom.



Wednesdays have quickly become a day the students look forward to. The sporting program features varied activities such as powerwalking, team sports and ball games. The students are kept active for up to 90 minutes. This has led to an increase in fitness, gross-motor skills and improvement in listening skills.



On an exciting note, our senior students began Work Experience at The Secret Garden in Richmond. Our staff who accompanied them gave glowing reports of their work ethic and enthusiasm. We look forward to this program continuing.



Finally, it is with sadness that we farewell Mr Sanchez who has worked in our Support Unit for a number of years. A talented musician, Mr Sanchez has entertained students and staff during his time at Quakers Hill High School. He has taught a number of subjects and been a valued member of our community. We will all miss him very much and wish him all the best for the future.



Science Matters!

YEAR 7

This term Year 7 completed their Crystal-Clear topic by undertaking a series of practicals investigating characteristics of substances such as particle size, state of matter or whether it is magnetic and how we can separate them due to differences. They completed activities such as filtration, chromatography and crystallisation.

The Semester 1 examination assessed their knowledge and understanding from the first two topics and key scientific skills through multiple choice, short and long answer questions. They were provided feedback in class which will help them prepare more effectively for assessments in the future.

Students are currently completing our Living Things topic which enables them to recognise structures and classify them using dichotomous keys. It also enables students to understand cellular structure and make their own slides to view examples of cells at a microscopic level.



7K- Making lava lamps in the lab



Growing crystals in copper sulfate solution with 7A

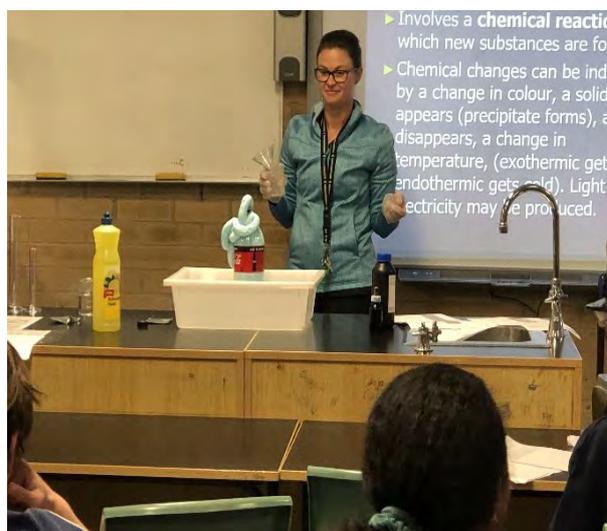
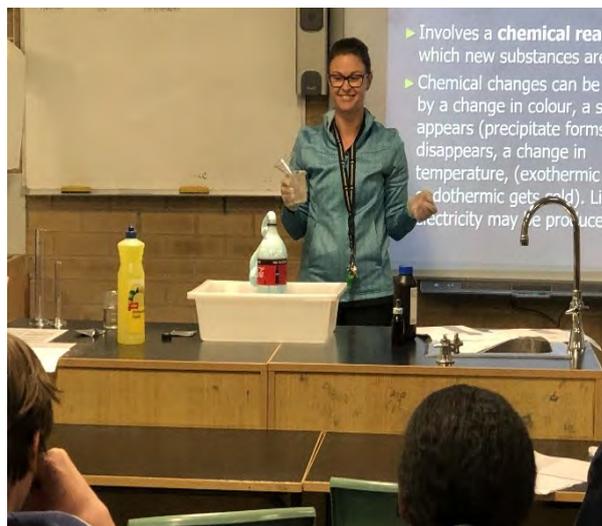
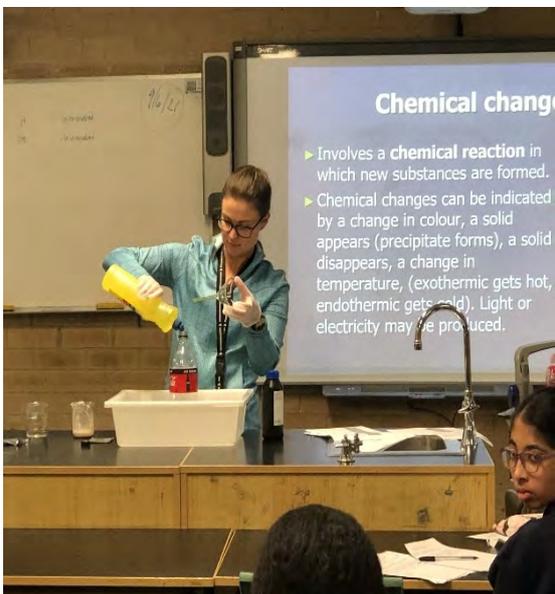
YEAR 8

With the pressure of exams over, Year 8 is free to explore the Elements of Matter module, where we look into the concepts of chemistry. Students are introduced to the Periodic Table and the characteristics of different chemicals, whether they are solid, liquid or gas at room temperature and if they are metals, non-metals or metalloids. This topic lends itself to practical activities and we will investigate the properties of metals, their ability to conduct heat and electricity, uses of these resources throughout history and their uses today.

Next term, Year 8 students will be assessed on their ability to analyse an experimental scenario and write a scientific report based on the data provided. This assessment will be done in class. In preparation, students will develop their scientific skills during lessons which focus on experimental variables, the construction of tables and the graphing of data.

The threat of COVID-19 interrupting our learning again this year is always present, so we must continue to maintain hand-washing and staying at home if we are not well, so that we are not forced back to online learning this year.

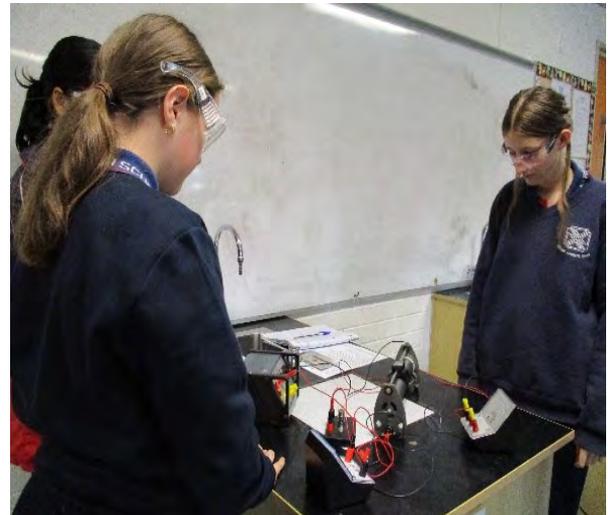
Elephant toothpaste experiment with 8H



YEAR 9

This term Year 9 students completed *Keeping it under Control* and are continuing to work on the *Plug It In* unit (electricity). The students had been engaged in practical experiences related to electricity, and the use of digital platforms through Google Classroom and One-Note Classroom to promote a further understanding of Scientific concepts of electricity. The Semester One Exam assessed *Ecosystems* and sustainability of the Australian environment, the nervous system and scientific skills. Feedback and reviews were completed to reinforce the learning and understanding of these topics after the marking was completed.

Term 3 will continue with the study of electricity and *Making Waves* (sound, light and electromagnetic waves). The assessment will be a take-home task, Student Research Project, which will be undertaken independently, where students get to choose an investigation of interest, submitting a scientific report of their findings.



Electricity practicals, testing current, voltage and resistance

YEAR 10

Year 10 started the term with Radioactivity and the revision of the chemistry course studied in Term 1 for preparation for the Semester 1 examination. This term students studied the physics topic of Motion. They undertook activities to calculate speed and acceleration of the moving objects, as well as plot and interpret journey graphs.

Students learned about the stopping distance of vehicles at various speeds and the factors that affect the stopping distance. The studying of Newton’s Laws of Motion gave students the opportunity to relate the laws to safe travelling on the roads as potential future drivers. The study of car safety features in the modern cars in comparison to those of previous decades was also undertaken.



Undertaking experiments to test Newton’s Laws of Motion

YEAR 11

The Biology students commenced this term with *Module 2: Organisation of Living Things*, learning about the cell arrangement in multicellular organisms, classification and transport processes. *Module 3: Biological Diversity* allowed students to undertake practicals, testing the different abiotic parameters around the school grounds.

Using the allocated time, students began the Depth Study component part of the coursework. This involved an investigation into the disappearance of Microbats at Scheyville National Park. The Depth Study allowed students to work independently and in small groups, both at school and Longneck Lagoon environmental education centre. On Friday, 4th June, our students undertook field studies with Year 11 students from The Ponds High School, working collaboratively with them, examining the aquatic and terrestrial parameters to determine how these factors impact on the microbat population in the national park. Some new friends were made on the day! To conclude the Depth study, an in-class open book test was sat by all students. Term 3 will begin with the Module 4: Ecosystem Dynamics, followed by revision in preparation for the final examination.

Students are encouraged to use the up-coming holidays to work on their summary sheets for the previous modules and to engage in answering practice questions related to extending response writing.



Aquatic parameters being investigated at Longneck Lagoon





Terrestrial parameters being investigated at Longneck Lagoon

STUDY SKILLS TIP FOR JUNE

MULTI-TASKING - MYTH OR REALITY?

Ask any student and they will tell you they can multi-task with ease. Do homework, watch TV, listen to music and check their phone all at the same time, no problem. Ask the academic researchers though and a different story emerges.

Dr Larry Rosen, Professor of Psychology at California State University, explains that what is actually occurring in this 'multi-tasking' is 'task switching'. Instead of doing two things at once, students are actually switching their focus from one task to another and back again, in a parallel fashion, at high speed, resulting in them staying on task for an average of only 65% of the time period and for a maximum of only 3-5 minutes at a time. Constant task-switching results in it taking much longer to complete the individual tasks not just due to the interruptions, but also because there are delays as the brain switches between tasks and refocuses. This brief bottleneck in the prefrontal cortex delays the start of the next task and the more intense the distraction, the longer it will take the brain to react.



A study conducted by Dr Rosen's team sent varying numbers of text messages to students in a lecture then tested the students on the content of the lecture. The results were surprising, it was not the number of interruptions that negatively impacted results, it was the time taken by the students to react to the interruptions. Students who responded immediately performed worst on the tests. Those who considered when to check the message and respond (i.e. in a part of a lecture they deemed less relevant) performed significantly better.

What we can learn from this is that students need to become more aware of their 'task-switching' and make conscious decisions as to when they choose to shift their focus – instead of being enslaved by their technology and at its constant beck and call. We need to teach students that this constant mental task shifting (even thinking about the technology has the same effect as actually checking the technology) takes oxygen and brain activity away from what they are learning. We need to convince our students that it is ok and even necessary to wait, that they don't have to respond immediately and do have the ability to delay their check-in with the cyber world. It is all about learning that we can control our selective attention and choose to ignore distractions.

We need to train the brain to stop thinking constantly about technology. However, resistance for too long can create anxiety and a fear of missing out, creating 'continuous partial attention' in students as oxygen is diverted to activate and maintain thoughts about social media at the expense of classroom material.

Dr Rosen's team has determined the best approach for students who find it difficult to pull back from their technology devices is to set an alarm on their phone for short regular 'tech breaks'. They may start with 15 minutes and gradually increase this amount over time to around 30 minutes. The phone will be face down on their desk on silent mode or off, and when the alarm rings they let themselves check messages and status updates for a minute

or two, then set the alarm again. Dr Rosen's studies found that knowing they can check in 15 minutes creates less anxiety, whereas depriving them of the phone completely did not stop them thinking or obsessing about possible e-communications which took away from their ability to focus fully on their homework. It all comes back to teaching the concept of focus.

Finally, Dr Rosen argues that we cannot simply remove technology and other distractions; they are too intricately woven into students' daily lives. Instead students should learn meta-cognitive skills to help them understand when and how to switch their attention between multiple tasks or technologies.

Visit the Dealing with Distractions unit at www.studyskillshandbook.com.au to learn more about managing your distractions and tools and Apps that can help.

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

PDHPE & SPORT

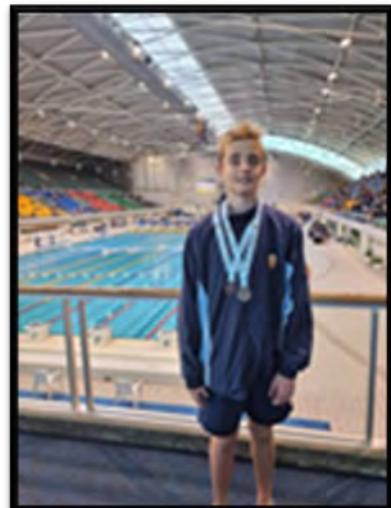
Firstly, we would like to congratulate all Quakers athletes who have represented us! We in the PDHPE staffroom would like to acknowledge the amount of effort put in by students, teachers, parents and families so far this year to help sport teams run.

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.

Please remember when signing up for knockout teams it is important that your school fees are up to date and you are being a SMART student around the school.

Grade Sport is now into its second season. We started in Week 6 with our six sports 7 a side Soccer, Oztag, Touch Football, Frisbee, Basketball and 11 a side soccer. 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. Students are reminded to pay for the grade sport teams that they have made. 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.

With this semester ending it has seen all of our school finish up. All students who attended carnivals are thanked by the school for their participation in the events and helping



throughout the day.

Huge congratulations to Josh Hand who competed at the NSW All Schools Swimming Championships today. Josh finished 1st in the 50m Freestyle, 2nd in 100m, 200m Freestyle and 3rd in 100m Backstroke. On the basis of this performance Josh has now been selected in the NSW merit team. Congratulations Josh on your success but most of all well done to you for your commitment and your dedication to excelling. Congratulations also to Josh's family for all of your efforts on supporting him on his path.

UNDER 15 PANTHER TROPHY

On Wednesday 9th of June we took the boys team out for the Panther's Trophy U15's Gala Day. The boys were excited and ready to represent QHHS on the day. The boys played a total of 3 games in which they were unfortunately not successful, but they went out there and gave it their all.

QHHS vs Erskine park- 6-22, QHHS vs Windsor- 6-12, QHHS vs Shalvey- 0-8

The boys were very respectful and displayed great sportsmanship throughout the day. They were upset due to the losses but kept their heads high and had great fun. - Mr Zraika.

THE ATHLETICS CARNIVAL

The school athletics carnival is always a prestigious event with many colourful characters. This year's carnival was held on the last day of Term 1 and was the highest attended carnival in years, so thank you to all students who attended and participated. The participation from students was extremely high this year with many outstanding results. We would like to mention six fantastic performers at the school carnival—Mia Robson, Blake Harris, Kylie Ironside, George Ward-Soares, Josh Squillace and Anthony Trovato who won all the events they participated in at the school carnival. The school would like to thank all the student helpers on the day. Without you the carnival would be exceptionally harder to run.



The following are your Age Champions for the Athletics Carnival 2021:

AGE	Male	Female
12	Noah Foster	Mia Robson
13	Joshua Hand	Tahira Armeda – Regina Mashikura
14	Blake Harris	Kylie Ironside
15	George Ward-Soares	Veronica Baillo
16	Josh Squillace	Abby Kitto
17	Jake Valdivia	

Also, a big congratulations and thank you to all students who represented Quakers Hill at the zone carnival. This year we sent the most athletes we have ever sent to a zone carnival. All students were very well behaved and participated very strongly. Special mention to Mia Robson who proved as dominant at the zone carnival as she did at the school carnival. Another great effort by QHHS students.

CROSS COUNTRY

The Annual cross country event returns after a year off due to COVID. It was an exciting day with many students challenging themselves to distances not yet tried; however, on the day running was the real winner. Each student put in their absolute best effort and should be proud of advancing to the next level. We sent a record number of runners to the zone carnival this year with each one doing Quakers Hill proud. With special mention going to Joshua Hand, Max Beringer and Mustafa Abdellatif who will be representing our school at the regional carnival.

The following are your age champions for Cross Country for 2021:

Age	Male	Female
12	Mustafa Abdellatif	Mia Robson
13	Joshua Hand	Laila Holder
14	Ryan Peoples	Kylie Ironside
15	Max Streater	Caitlyn Brissett
16	Anthony Trovato	Abby Kitto
17	Jake Valdivia	

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

UNDER 15 KNOCKOUT BASKETBALL

The Under 15 Boys Knockout Basketball team took on The Ponds High School. Unfortunately, a few turnovers and missed opportunities saw The Ponds High School take an early lead. Despite a spirited effort from the team's leading scorer Jeremy Gargis and some great

rebounding from Tahrell Gerrard the boys were unable to chase down the lead. – Mr McKean.

GRADE SPORT GRAND FINAL WINNERS!

Mrs Raz’s grade sport Netball teams had a wonderful season with both the A and B teams winning their finals. Our A team were undefeated for the season and our B team were only beat once. The girls all played really well for the whole season and fully dedicated themselves to being competitive teams. Our best and fairest for the season went to Kasia Jennings in A team and Maya Reid in B team. Congratulations on an outstanding season to all of the girls!



Another noteworthy performance was that of the junior B touch football team who won the overall competition against several local schools in the district. This was a great effort from a group of boys who were tireless in their efforts throughout the season.

OUR CURRICULUM

Term 2 has progressed at a rapid rate with plenty of teaching, assessments and examinations. In addition, a variety of outside sporting competitions have taken place.

Year 7 have just commenced a unit on nutrition. They will explore the importance of nutrition on daily life and learn about food labelling.

During practical lessons, students have commenced a Games unit where they are learning the fundamental skills associated with a variety of invasion and striking games.

Year 8 has just commenced their new theory unit “HIGH ON LIFE”. During this unit, students will be learning about different classifications of both illegal and legal drugs and the risks involved when these substances are used. They will also investigate drugs and the legal ramifications of using and supplying them.

During practical lessons, students have been participating in a range of court and target games. These are enabling students to develop their motor skills and ability to cooperative with



others in a team setting.

Year 9 have just commenced a new theory “10 THINGS I HATE ABOUT YOU”. Throughout this unit, students will be exploring the influences on their own health and others. They will develop an understanding of identity, body image and diversity and learn that by promoting positive behaviours around these areas equality and respect will be promoted.

During practical lessons, students have been undertaking a Games unit where they are increasing their knowledge of the rules in different games and developing tactics to improve the games’ outcomes.

Year 10 have been working on the theory unit Unguarded where they have been learning about the impact of drugs to the individual and community. From their research student have been working on evaluating the effectiveness of Pill Testing when minimising the harms associated with drug use. They have also been looking at the effectiveness of a zero-tolerance approach to drug use and discussing the potential benefits of the different approaches to drugs in the community.

During practical lessons students have been developing their understanding of tactics and spatial awareness through participation in a variety of different games during the term.

Mr Somerset

LIFE READY - RYDA

On Monday 21st of June Quakers Hill students pushed through the cold weather to attend part of the Life Ready Course RYDA at the Penrith Regatta Centre. This course is aimed at teaching students about road safety and statistics. Many of the students having just got their L’s where excited to say the least. We were joined by Riverstone and Seven Hills High Schools for this adventure.



The students sat through many seminars about road use and driver safety gifting many of them with the knowledge to be successful road users in the future. Much of the content hitting him for some students with confronting facts but none more so than Genevieve’s story, the story of a young lady and her friend who passed. This made the students reflect on being not only good drivers but better passengers. Each student was taken back by some of the stories heard and this lead to many interesting conversations about getting their own licence, types of vehicles they could be getting and how to be safer.

Days like these are very important for our Stage 6 students as is the Life Ready Program. They are not only important for the information the students are getting but the bonds they are building with each other and other schools. **Mr Hill**

Social Science

Year 7 Geography

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

Year 8 Geography

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

Year 10 Geography

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

Work Education

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

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

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

Year 9 Geography

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

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

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

Elective Commerce

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

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

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

Year 11 Social Science

Business Studies students have been developing their own business plans as part of assessment task 2. They have learned about the features of businesses and the role of business in society.

Legal Studies have started a new unit on the relationship between individuals and the law. They have focused on case studies involving topics such as: freedom of speech, discrimination, religious freedom and rights of protesters. Students have developed presentations on the topics, expressing their view on the topic with an argument based on legal principles.

YEAR 8

Year 8 have been exploring the genre of Crime Fiction, looking at a range of different stories both digitally and in print. While looking at these stories, they have also been practising their creative writing skills, attempting to write a story using the conventions of Crime Fiction. This culminated in writing an extended crime fiction story for their assessment task.

Below is an extract from one of the student's assessment tasks.

Students will begin a novel study next term, with a wide variety of novels being selected for each class.

The hole truth and nothing but the truth

I waved my wife and two children goodbye as I slammed the door of our cramped, bedraggled, suburban apartment. I was more frustrated than usual, so sick of my partner telling me I overreact and have a bad temper. Yeah, our marriage was a little rocky but I couldn't love her any more than I do. I walked down the stairs and tripped over the edge of the long, black jumpsuit I was wearing. I cursed under my breath as I began the long trek to my workplace. The sun began to fall and the clouds began to spread above me forming a large dark mist across the sky. It wasn't long before a thick fog approached and seeped into all my surroundings. I finally approached the ever-familiar dewy green grass of the cemetery that I worked at. I glanced over my shoulder and smiled at Mr. Kennedy's empty florist shop and then slowly wandered over to the grave stone I had finished digging in the morning shift of that day.

It was just another day in the field. I was working late nights, doing what made me happy, which just happened to be digging graves and burying bodies. But that was my job; I had been rejected from 15 jobs before this but finally managed to land one to keep myself afloat. I was just about to finish up for the night when Kennedy, my boss, ambled out of the dishevelled florist shop he ran at the cemetery. The thick, foggy wind did little to boost his pace as Mr. Kennedy slowly approached me. He wore a thin button-down shirt with a blazer over the top, the same one he wore at the job interview when I was hired. This contrasted the homespun rags he wore on a daily basis when serving customers.

I just wanted to get home to my kids, my boss knew the same, it was about time I clock off and head home. My shovel lay on the ground beside me. I kept still and said nothing.

"Listen, Gregory, you've done some good work for our company but- "

"Can this wait until tomorrow morning Sir, I have to get home in time for supper, my wife is waiting for me"

"No, no this is very important, here come with me"

We walked across the frosty, withered grass that made up the cemetery ground and into the dimly lit flower shop where he took me into the back room.

The room was filled with a warming orange light emanating from a candle in the centre of a small wooden table. He gestured me to sit in one of the two armchairs on either side. My weight shifted onto that of the chair and the flimsy wooden floorboards creaked underneath it.

He rested on the empty chair and poured us both a small glass of a swirling yellow liquid out of a tall bottle.

“Here, Gregory, have a drink with me”

The smile faded from his face.

His voice shifted to a joltingly serious tone.

“Listen, Gregory, we’re going to have to let you go. Trust me it’s nothing personal”

I struggled to get words out to describe how I felt in that situation but I did, “I have a family Mr. Kennedy, I have mouths I need to feed, I already make minimum wage here as is,”

I felt my jaw clench in frustration, I started sweating from my pores, stress was enveloping me.

“I understand your frustration Gregory but our company has ends to meet and we can’t withstand this many wor-”

“I won’t be able to work anywhere else, I don’t have any qualifications, I need this job!” the words spat out of my mouth without thinking.

Mr. Kennedy spoke in a closing tone.

“End of discussion, Gregory, good day sir,” and then he turned his back to me and walked away without even taking a sip of his drink.

Thoughts and plans flew through my head as I panicked and tried my hardest to find any sort of resolution to the issue at hand. I grabbed a dark backpack from Mr Kennedy’s office and strung it over my shoulder.

The sweat grew heavier, my fists gripped tighter, what I was about to do was not out of selfishness or passion, it would be out of respect for my family.

“Mr. Kennedy, wait, can I at least get a proper send off?”

“What would that entail Gregory?”

I gestured to the grave I was at previously and we proceeded to walk across the grass for the last time that night.

Out of the orange-lit room, out of the florist shop, across the cemetery and towards the grave where my shovel sat, laying on the ground.

Mr Kennedy spoke his final words to me that day.

“Well, Gregory, we thank you for your service to our graveya-”

YEAR 9

Year 9 have been exploring narrative creative writing this term, exploring the creation of realistic characters, believable plots, and narratives that follow a logical path. They have been combining this together with their exploration of intertextuality and how many narratives include references or follow similar storylines, or even use characters that relate to each other.

Below is an extract from one of the Year 9’s assessment tasks who drew on JM Barrie’s *Peter Pan* for inspiration.

Next term, Year 9 will be moving on to a novel study.

It’s been a year since father left or well since he went missing. I miss him. My twin brother and mother feel the same. I feel like the only person who understands is my Grandmother. I can’t complain to Mother as she’s stressed. PJ and I have that so-called twin connection. He doesn’t

Year 8 Geography Landforms and Landscapes Assessment Tasks



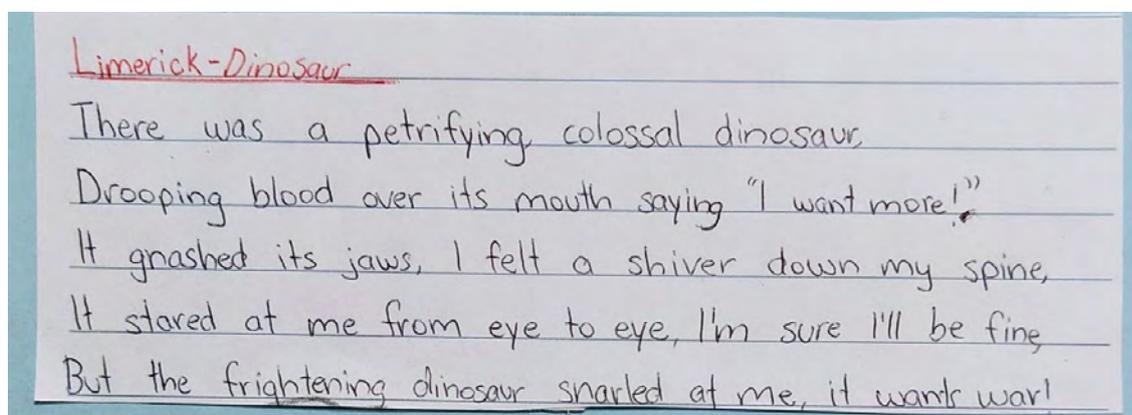
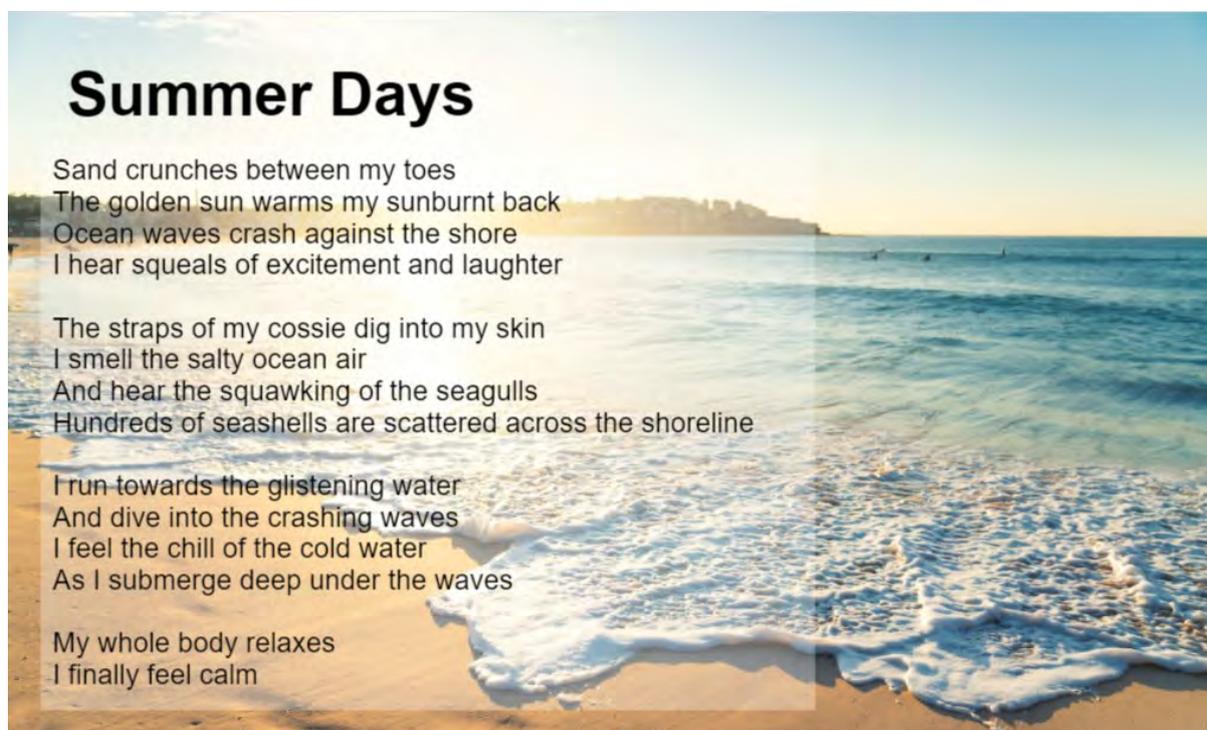
ENGLISH NEWS

YEAR 7

Year 7 have engaged with a wide variety of poetry over the last term, both reading, responding and composing their own. They created anthologies of poems for their assessment tasks on a variety of different topics, exploring their ability to write creatively, figuratively, and follow different poetic conventions.

Below are some examples from two different assessments.

Next term they will begin to explore how different perspectives are created and viewed through a variety of different text types.



understand.

I know the stories aren't real, that my Grandmother wrote her book, "Peter Pan", as a way to cope with her grief of losing her first son. It was her way of getting closure after finding out her son wasn't at the orphanage she left him. He was long gone and now, so is my father. I guess it runs in the family, going missing and all. It was unfortunate because grandmother finally became financially stable, but, after coping, she had father, but, sadly he's gone too. I shake the thoughts away and focus on my grandmother.

"Grandmother, can you tell me that story again?" I ask, knowing she'll oblige.

"Peter hugged Wendy one last time as they floated around her room. He tucked her in... He leaves her a peck before floating to the window. What he once thought as a nuisance was now a gift, his shadow brought him there and he was glad he was able to spend time with Wendy and her brothers. He looks back one last time and smiles at the 3 sleeping figures and flies away, Tinkerbell following after him. They say if you listen closely you can hear the lost boys singing, waiting for Wendy and her brothers to return again," Grandmother finishes. She coughs and I cringe listening to her wheeze. "Go to sleep Grandmother," I tell her, pulling up the blanket.

"Play something for me, dear," she breathes. "Play the violin again for me, please."

"But grandmother, it's been too long and-"

She gestures to me to be silent.

"No excuses!"

I sigh, grabbing the violin.

"There's this song someone wrote," I mumble. "Inspired by your book, so I'll just play that..."

The violin and bow in my hands feel so familiar, like a second home.

It reminds me of when dad used to teach me.

Father and Mother always said that it was father's violin that brought them together.

I look at the open window as a shooting star flies by and I make a wish.

A stupid, hopeless wish that this violin is what brings father and our family back together as well.

I put my cheek against the wood, the scent of it filling my senses before I put the bow on the strings and the only thing I could hear was the music.

Grandmother had fallen asleep, I didn't notice.

PJ entered the room, I didn't notice.

Mother entered the room, I didn't notice.

Before I knew it, I had a crowd of nurses and family members.

"Oh...sorry," I apologised. I'm stupid. This is aged care, there might be people sleeping.

Everyone responded with applause and my grandmother sat up, waking from the noise and joined in and for a brief moment, the emptiness was replaced by happiness. Temporarily.

It was funny. I wasn't dreaming but, well, I woke up and fell into a nightmare.

"Where is it, you brat?! I know you took it!" PJ screams into my face.

"I wasn't the one who used the money! Why are you blaming me? I'm 13, I can't use it for anything anyway!" I shouted back.

Wendy suddenly slams the door open.

"Enough! Your mother used the money for your grandmother, she's selling this house and is moving to a smaller apartment, she's tired and stressed so don't you dare wake her, she's your mother and my best friend and she's *human*, stop blaming each other when you need each other the most right now!"

And with that, she's gone.

We may have the same date of birth, same blonde hair and hazel eyes but my brother and I are not one of the same, we are not two sides of a coin. We are strangers bound together by blood. This household fell when my father disappeared and, with him, disappeared the stability, the happiness and the love.

I'm so tired. I usually feel empty but when I do feel something it's either anger or sadness. I

give up.

YEAR 10

Year 10 have been exploring William Shakespeare’s *Romeo and Juliet*, looking at several different versions of the play and attempting to come up with an answer to the constant question of “Is Shakespeare still relevant today?”. They have been introduced to a new style of writing, discursive, with which to approach this question, and have been able to come up with some thoughtful responses. Next term, Year 10 will be exploring *Spider-Man* and its representation and adaptation across time, and how it has changed for different audiences.

YEAR 11

Year 11 Standard English have been looking at Iron-Man and its contextual settings and impact on culture. They are currently working on their multimodal assessment task. Year 11 Advanced English have been studying William Shakespeare’s *Othello*. In Week 10 they went to see a performance of the play at the Riverside Theatre in Parramatta.

DRAMA

Year 10 have been diligently working on their films. They are almost finished filming and will be editing over the holidays. Year 10 also had the opportunity to engage with a professional from Belvoir Theatre this term, getting involved in two different workshops around character and group devising. They have also accompanied Year 11 Advanced English and Drama to see *Othello* at the Riverside Theatre.

Year 11 have been working on Australian Theatre, Looking at Michael Gow’s *Away* and *Black Medea* by Wesley Enoch. They performed a scene from *Away* for their assessment task, creating an interesting and engaging soundscape to accompany their performance. They have also engaged with the live performance of *Othello* at the Riverside Theatre.

SCHOOL HOLIDAY COME AND TRY ROWING SESSION



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 Email: rowing@nepeanrowingclub.com.au

**What: 90 minute
Come Try Session**

Where: Nepean River

**When: 4 Session
times available**

Cost: FREE

Who: 12-18 years old



FAREWELL TO MS PAA



It is with very heavy hearts that we farewell Ms Lauren Paa, our dedicated, compassionate and caring student support officer. Ms Paa has been an invaluable asset to Quakers Hill High School since she first arrived in 2012. Part of an initial research investigation into the efficacy of placing student support officers into high schools, it has been several years since the department recognised the incredible value of having trained professionals in this role and set aside permanent funding for SSO's. However, we all know that it is not the role, rather it is the person who undertakes that role who makes the difference and there are not many such as Lauren.

She has worked with our students on an individual basis, meeting with them, hearing them and supporting them whilst still challenging them to make different and better choices. She has facilitated and capably led some of the most impactful groups we have run at our school such as Strength, Shine, Rage, Top Blokes and the Girls Group. She has worked with most of our students in one way or another. Whether through sport, through her attendance at every Year 7 camp, through developing peer support leaders, leading and training peer mediators, through her leadership of cultural dance groups, through transition groups for students who have been identified as needing a more supported transition to high school, leading and supporting the development of professional learning for our staff in various areas of wellbeing – there are so many ways that she contributed to our wellbeing team and to our overall student wellbeing.

The modern school is heavily focussed on data and student academic improvement, but Lauren has improved the life trajectories of young people and their families in ways that can never be reflected in data alone. In this, Lauren is a quiet achiever. She goes about her business of supporting young people in need calmly, quietly and efficiently. She radiates love and compassion and she is gifted in the art of building trust.

Lauren you have contributed to our school, our community and our young people in ways that cannot be enumerated. Your kindness, your grace, your radiant smile will be missed. We have been blessed to have you.

The best of luck to you in your future.

Rebecca Mahon on behalf of the QHHS community

7 REASONS TO READ MORE & TO PARTICIPATE IN THE 2021 PREMIER'S READING CHALLENGE



- 1. Being a reader means you're more likely to learn something new every day.**
An education professor, Anne E. Cunningham, wrote a research paper and discovered that reading frequently does actually make you smarter. Not only does it help you retain knowledge, but it helps you to remember that knowledge later on in life. Whether or not you realize it, reading stockpiles your brain with new information, and you never know when it may come in handy.
- 2. People who read are more likely to be politically aware, to exercise, and be more cultural.**
A study by the National Endowment for the Arts concluded that reading makes you more engaged throughout life, taking advantage of any activities that may spring up during your life.
- 3. Reading enhances your memory.**
Every time you read something new, your brain 'makes room' to fit it in. With these new spaces, you can take advantage of any new information that may arise.
- 4. Reading helps to boost your analytical thinking.**
Reading helps you to recognize various patterns that occur in writing. If you are looking for a legal or medical career, this is important!
- 5. Reading expands your vocabulary, so you'll sound like a genius.**
The more you read, the more words you will come across. The more often you read these words, the more likely you are to understand them, and use them in your own writing and speaking.
- 6. Fiction books increase your ability to empathize with others.**
A study done by the University of Buffalo has concluded that access to possible realities and fictional story lines opens you up to new emotions and feelings. It also helps you to empathize with people, by understanding different cultures.
- 7. People who read are more likely to get ahead when it comes to their careers and life in general.**
Honour Wilson-Fletcher said that reading "opens doors and makes life easier, so at the end of the day it doesn't matter what you read. What's more, it really can make you feel good!" This is very true, and it outlines how important it is to read, if you want to live a successful life.

So why not do what's great for your mind, your emotions, your imagination, your vocabulary & your capacity for critical thought and receive mouth-watering pizza to boot?

It's SMART. Be smart. Be part of the 2021 Premier's Reading Challenge. This challenge requires readers from grades 7 -10 to ingest **fifteen** delectable books from the NSW Premier's Reading Challenge Book List and **five** of their personal choice. They then document their reading list within their on-line Reading Log by 24th of August.

It's so very SMART & so very simple.

Participants then receive four merit awards and go into the draw to win a \$30 gift card for their shopping pleasure and are invited to munch away on aromatic cheese laden pizza during their exclusive 'winner's pizza lunch' on Thursday in Week 7.

Expand your mind, entertain your eyes, and satisfy your pizza cravings.

It makes perfect sense.

Score yourself a 'Letter of Commendation' to boot.

THE TERM 2 LIBRARY CALENDAR OF EVENTS—GET BUSY. GET CONNECTED. GET INVOLVED.

With the objective of fostering community, connectedness and creativity, the Term 2 Library Calendar of Events has kept the library bustling, busy and a hive of activity. Our inspiring library monitors shared their passions for Minecraft, chess, MarioKart, stop motion animation, jewellery making, beauty and social positivity with their peers, in an effort to make school breaks something to look forward to. The envelope was pushed this term, as we embraced a little Pinata mayhem, literary lunches each week and a carnivalesque egg festival that was heaven for chocolate enthusiasts. We would like to celebrate and acknowledge those keen and committed students that entered the daily trivia challenges, those that created and participated and sought out the new and unexpected. Their capacity to say 'yes' and their motivation to do more, has kept this program flourishing. We would also like to thank Mrs Mahon, Mr Kantek, Mrs Walker, Mr McKean, Mrs Naicker and Ms Hill for their love of literature with our students during our Friday literary lunch program.

The Library Events Program will kick off again in Term 3 with even more on offer. The new schedule will be available on Facebook and on the school website in Week 1 of Term 3. The schedule will also be emailed out to student's portal accounts.

A special thanks to the following leaders that contributed to this term's program:

Hannah, Aarchi, Alexander, Saralpreet, Darsh, Alyson, Oliver, Amber, Amitoj, Christian, Liam, Chelsea, Omed, Regina, Abbey, Sneha, Danielle, Ava, Prisha, Scarlet, Aliya, Mirium, Tahlia, Myia, Kayden, Tara, Bethany, Latisha, Marion, Jasmine, Kaylee, Emily.







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 – Optional	\$20.00			
School Scarf	\$10.00			
SPORTS UNIFORM				
Sport Trackpants	\$35.00			
Sport Shorts	\$25.00			
Sport Polo	\$30.00			
OFFICE ASSISTANT: SASS REQUIRED: YES NO RECEIPT NO: CASH / CHEQUE / CREDIT Credit Card No: Expiry Date: ___/___ Name on Card: Signature:	DATE OF PURCHASE: TOTAL AMOUNT: STUDENT'S NAME: STUDENT'S YEAR: GOODS TAKEN: YES / NO			

Effective: August 2021 (uniform shop open Mondays 8:10am-9:30am or by appointment)



Let your child learn from a professional Coder!
SCHOOL HOLIDAY PROGRAM

2nd July, 2021 TYNKER (5+)	2nd July, 2021 HTML & CSS (10+)	27th July, 2021 Term 3 Regular Coding & Robotics Programs	Age : 5-17
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Classes held at Block D4
Quakers Hill High School,
70 Lalor Rd, Quakers Hill NSW 2763



02 84672385
www.codingproeducation.com.au
info@codingproeducation.com.au



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

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email: quakershil-h.school@det.nsw.edu.au
Website: www.quakershil-h.schools.nsw.edu.au
Principal: Mr Andrew Skehan

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)