

Parent Newsletter

Hurlstone Agricultural High School

Address: Roy Watts Road, Glenfield, NSW 2167
Email: hurlstone-h.school@det.nsw.edu.au

Tel: 9829 9222 Fax: 9829 2026
Website: www.hurlstone.com.au



2019 Issue 4 Term 2 - Week 7

14 June 2019

SPECIAL POINTS OF INTEREST

- Student Leadership - Make a Difference Day
- 80th Annual Country Fair Information

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CALENDAR

Please see below the link for the school calendar – www.hurlstone.com.au

June 2019

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Principal's Message

It is with great excitement that I write this newsletter in the wake of the new policy released on Friday June 7, for High Potential and Gifted Education. It stems from a comprehensive review of research into meeting the educational needs of gifted and high potential students in NSW.

This process began when we heard from Secretary Mark Scott in his "Promise of Potential", speech at the World Gifted and Talented Conference in Sydney 2017.

High Potential and Gifted Education Policy

The High Potential and Gifted Education Policy promotes engagement and challenge for every student, regardless of background, in every school across intellectual, creative, social-emotional and physical domains. It supports every student to achieve their educational potential, through talent development opportunities and differentiated teaching and learning practices to ensure that their specific learning and wellbeing needs are met.

The High Potential and Gifted Education Policy will be operating in all schools in NSW by day 1, Term 1, 2021. Schools have 18 months to familiarise themselves with the policy, engage in professional learning and plan for implementation.

How is Hurlstone tracking teacher training in Gifted Education training so far?

At Hurlstone Agricultural High School, our teachers are extremely passionate about maximising each student's promise of potential. Research demonstrates one of the best ways we can optimise our young people's potential is to educate our teachers in gifted and use our unique small data sets to inform pedagogy.

High impact professional learning for our teachers is a significant part of our school plan. Since 2018, 41% of our staff have completed a mini certificate in gifted education (mini CoGE) with the University of NSW



Secretary Update
"The Promise of Potential"

Please Read Information
"High Potential & Gifted Students"

Principal's Message continued...

led by Dr Peta Hay. Our goal is for all staff teaching at our school to complete the mini CoGE by 2020. As your Principal am currently undertaking my Masters of Gifted Education through UNSW and this is helping to inform our direction as a school.

Learn more about supporting your Gifted Child?



Year 11 & 12 Parent Teacher Evening

Thank you to all parents who were able to attend the evening speaking to our children. For those parents who were not able to attend I thank you for calling your children's teachers. On behalf of our community, I would like to take the opportunity to thank the incredible educators at our school, your children's teachers.

During parent teacher evening last Thursday I was constantly inspired by the connections and rich feedback provided to you as parents by your children's teachers. Equally inspiring were parents who spoke to me about their child's learning and their admiration for the work our teachers undertake. Teachers at Hurlstone Agricultural High School strive to ensure your children are at the heart of every decision they make for engaging and challenging your child's learning. Thank you for acknowledging the significant impact our teachers have on your child's educational journey.

Year 7 - 10 Parent Teacher Evening Information

The year 7 to Year 10 Parent Teacher evening will be held on Thursday 4 July 2019 between 3pm and 7pm. We are using Edval Interviews, an online booking system for scheduling interviews. Parents will see their children's teachers and simply select the teachers they wish to see at the available times.

Parents will receive an email in the near future outlining the process and an access code to book times to see your child's teachers. Bookings will close on the evening of Wednesday 3 July 2019. Parents will receive a confirmation email outlining the interviews they have booked.

If you have recently updated your email address, please contact our administration office with your details so we can ensure you receive the information email.

Years 8 - 11 Enrolment Information

Years 8-11 Enrolment Applications for 2020 will open on 21 June, 2019 and close on 26 July 2019 and available to download from our website from that date. The exam will be held on Saturday 10 August 2019. Cost of exam will be \$55.00. All Boarding Applications **must** be approved by the Principal.

Principal's Message continued...

RESEARCH- Please help our school gather data to inform “STEAM” initiatives (Science, Technology, Engineering, Arts and Mathematics)

As your school leader I have been selected as one of only two High School Principals in NSW in an Australian wide research initiative to support Principals as **STEAM** Leaders: Building the Evidence Base for Improved **STEAM** Learning is an initiative of, and funded by, the Australian Government Department of Education and Training.



During the project, researchers from partner universities will monitor and evaluate the effectiveness of the Professional Learning (PL) and its impact in schools. School involvement in the research is therefore critical to the success of the project.

In addition to the benefits derived from the PL, participating in the research will support our students and our learning community to critically reflect on our school's **STEAM** journey and identify significant school-based factors that shape success – both now and in the future. While the research involves additional engagement through surveys, interviews, classroom observations, and focus groups of teachers and hopefully students- our research partners will be supporting our school journey.

Our school teachers in **STEAM** are currently completing online surveys. Vanessa Garrick and Paul Pittas as Head Teachers will be leading teams through literacy and future focussed opportunities for our students.

WE NEED PARENT ASSISTANCE

Attached to this newsletter are research permission requests for you on behalf of your children. Please read the information and return permission slips to our school email with the title **PASL permission**. Once the permission slip has been signed I will send an email to your child's government email address with a link to the survey.

Please read the information and return consent form to hurlstone-h.school@det.nsw.edu.au

Please refer to P23 to 28 to view the forms below

Principals as STEAM Leaders
Building the Evidence Base for Improved STEAM Learning
A consultation led by the University of Tasmania

Principals as STEAM Leaders: Building the Evidence Base for Improved STEAM Learning is an initiative of, and funded by, the Australian Government Department of Education and Training.

Agreement to Participate in Principals as STEAM Leaders - Building the Evidence Base for Improved STEAM Learning (PASL)

I agree that my child may take part in the research study and that:

- I have read and understood the information about this study.
- I have read and understood the information about this study.
- The nature and possible effects of this study have been explained to me.
- I understand that my child's participation in this study is voluntary and that my child can withdraw at any time.
- I understand that my child's participation in this study is voluntary and that my child can withdraw at any time.
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Signature of Parent/Carer: _____ Date: _____

PASL Students-Parents-Carers - Consent Form

Principals as STEAM Leaders
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Principals as STEAM Leaders: Building the Evidence Base for Improved STEAM Learning is an initiative of, and funded by, the Australian Government Department of Education and Training.

Information Sheet for Principals as STEAM Leaders

The purpose of this study is to explore the experiences of principals as STEAM Leaders and to identify the factors that influence their effectiveness in this role. The study will involve a series of focus groups, interviews, and classroom observations. The data collected will be used to develop a framework for improved STEAM learning in schools.

Why should I participate in this study?

- To contribute to the development of a framework for improved STEAM learning in schools.
- To share your experiences and insights with other principals.
- To help improve the effectiveness of STEAM learning in schools.

What is involved?

The study will involve a series of focus groups, interviews, and classroom observations. The data collected will be used to develop a framework for improved STEAM learning in schools.

Signature of Principal: _____ Date: _____

PASL Students-Parents-Carers - Information Sheet

Principal's Message continued...

Congratulations to Lucy Chapman on her new role in the Department of Education

Congratulations to Lucy Chapman on her new role in the Department of Education. Lucy is an incredible educator and it is with pleasure and pride that I inform our community of Lucy's promotion success- Lucy was selected by merit as Head Teacher, Teaching and Learning at Bowral High School. On behalf of our community, I wish Lucy every success in her new role. Lucy will be an invaluable asset to Bowral High School and our Hurlstone Agricultural High School community will miss her greatly. On behalf of our parent community, I wish Lucy your best wishes as she has been an advocate served your children in deep differentiated learning for gifted students, an incredible wellbeing support for all students but in particular her year group and our boarding community.

Education Leaders Iftar Dinner 22 May 2019

On a personal note I would like to thank Mr. Deniz Erdogan, Executive Principal Amity College in partnership with Affinity Intercultural Foundation who invited me to join the inaugural Education Leaders Iftar Dinner. Iftar is the meal eaten after sunset to break the fast that occurs during Ramadan and is a symbol of friendship, understanding and social harmony.

This is the third year I have attended the event and each year I have been inspired by the opportunity to experience the communal tradition as well as to augment further discussion with a network of Principals and other school leaders.



The inspirational speakers and harmony promoted during the evening was incredible. The gift to each leader of a plant was humbly accepted and much of the narrative at the table I joined was around the importance of Agriculture, sustainability and feeding our world.

Thank you!!

Principal's Message continued...

2019 Game Changer Challenge

This year's big question



How might we humanise technology?

Through this topic we aim to explore questions such as:

- What does it mean to humanise technology?
- Can we build social and emotional intelligence in AI so a machine has empathy?
- Can we utilise technology as a force for good to save the planet? Or will the darker side of human nature come to the fore?
- Could a robot do our job? And if so, how would we get by and what would we do with all our free time?
- Will we begin to live our lives virtually?

The following students were a part of this year's team "Hurricane Hurlstone" and have been selected as only one of 8 high schools out of 2000 eligible schools moving on to the next round!

It is with great excitement that I announce Hurlstone Agricultural High School Game Changer team have been successful once again in 2019!

Congratulations goes to:



Celine El-Zakhem

Gunni Kapur

Lynuel Hyson Fabella

Kyra Leal

Nadia Gunn

Katerina Trung

Congratulations to teachers Jo Ross, Sharon Davis and MaiNi Pham for their support of the amazing work our students created for this year's challenge.

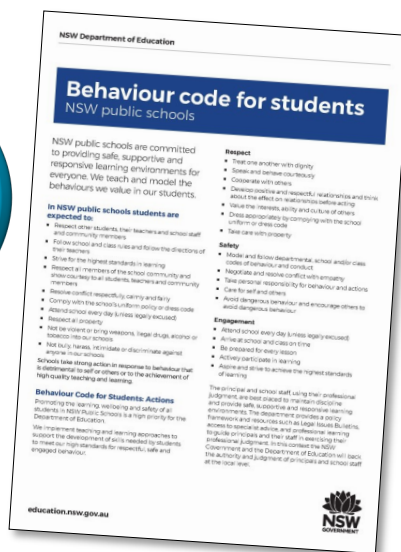
Kind regards

Christine Castle
Principal

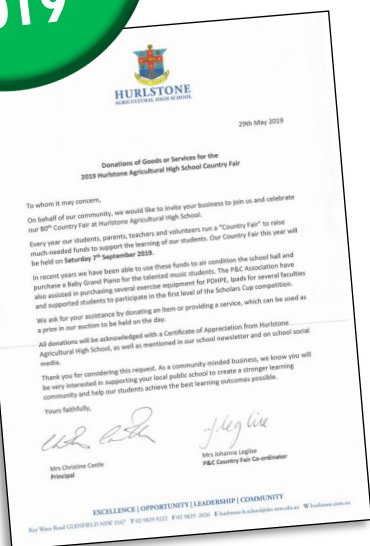
**Please refer
to P29 to 32
to view
the forms
below**

Click Here
to view this link -
Code of conduct for school
students on trains
and stations

**Country
Fair
2019**



Behaviour Code



Country Fair 2019 - Donation Letter



Fact Sheet for Parents and Carers

Updates to Building Project

The schedule of work onsite at Hurlstone Agricultural High School Glenfield is well underway. Please check updates at the following link.

<https://schoolinfrastructure.nsw.gov.au/schools/hurlstone-agricultural-high-school/hurlstone-agricultural-high-school-glenfield>



Head Teaching of Learning

Positive Parenting

Despite the best efforts of parents around the world, the reality is, there is no such thing as the 'perfect parent'. However, arming yourself with the right information is a good start!

Research shows, that one of the most important protective factors in the lives of young people, is a close relationship with a supportive adult. With the mental health of today's young people being at an all-time low, it is simply not enough to parent effectively. Parents need to familiarise themselves with practical skills, knowledge and strategies when it comes to raising children.

Many parents today are over-protective, resulting in children being less independent, unable to problem-solve or self-regulate. Parents are failing to set clear boundaries, which is unfortunately making kids feel less secure. There is too much pressure on kids today. Parents fill their days with too many activities in an effort to avoid their child's boredom.

In this edition of SchoolTV, parents will learn what is the best approach for primary and secondary school aged children. We hope you take time to reflect on the information offered in this month's edition, and we always welcome your feedback.

If you do have any concerns about the wellbeing of your child, please contact the school for further information or seek medical or professional help.

Here is the link to this month's edition <https://hurlstone.schooltv.me/newsletter/positive-parenting>



Mrs Sharon Davis

rel. Head Teacher Teaching and Learning

HAHS - Leadership

Hurlstone Representatives At Make a Difference Day 2019

In April of Term 2, Year 10 students Celine El-Zakhem and Luke Bui represented Hurlstone at the 2019 Make a Difference Day event which took place at the NSW State Parliament. This is an important civics and citizenship program which aims to provide students with an opportunity to explore how Australian democracy works and how students can engage as informed and active citizens in their schools and communities. Below is what Celine and Luke had to say about their experience:



Celine:

On Friday the 5th of April, we visited the Parliament of NSW to partake in a civics and citizenship program. We had the opportunity to learn about Australia's democratic system and about how we can become informed and active citizens and make a difference in our school and community.

Our keynote speaker was Professor Lilon Bandler who called herself a 'grandchild of a slave and child of a refugee'. She spoke about her experience with prejudice as an Indigenous Australian being in Year 7 when the 1967 referendum was held. Her mother, Faith Bandler, was a human rights activist who fought for equal rights amongst Aboriginal Australians. Lilon's speech was inspiring and provided great messages of how we (school students) can make a change now and in the future. Lilon spoke about social justice, the legal system, racism, colonisation, values and ended her speech with a motto, "This is your time to watch, judge, decide".

Over the course of the day, we also had the opportunity to interact with other school students and discuss how we have made a difference, are making a difference and want to make a difference. It was intriguing to meet new people and learn about all the different ways other students have made a difference within their community. In this meeting, we brainstormed many ways as to how to impact our community.

All in all, this event emphasised how we all have a responsibility to make a difference in our communities.



Luke:

On the 5th of April 2019, I was offered a chance to attend an excursion to Parliament House in order to learn about the different way to make a difference in communities that concern many of us. We were given a lecture regarding how many historical figures made a difference to their people and how it affects us even though we live years apart. Other schools were also present at this event which allowed us to meet new peers plus enhance our knowledge of how our government works together. Discussing "Social Justice", "Values" and "Strategies to Make a Difference" forced me to go out of my comfort zone and prompted me to consider a range of new ideas

Discussions also swerved towards how we made a difference at our respective schools and how we as Individuals can make judgments that really matter. A quote that was brought up was "Education is the most powerful weapon which you can use to change the world" as said by none other than Nelson Mandela. This highly resonated with me due to how I, an everyday high school student, am basically told that making a decision towards the larger community is possible. Before the ceremony started and after it ended, school

HAHS - Leadership

Hurlstone Representatives At Make a Difference Day 2019 Continued...

representatives (such as Celine and myself) were able to speak with other students to see their perspective on our country's government.

Overall, the experience was one that I normally wouldn't volunteer to do however accepting to go was one that will stick with me for a long while. If given the opportunity to attend this or any excursion that you are offered, take it. You never know where it will take you.

Mr P Pittas
HSIE Faculty

Amity College's Annual IFTA Leadership Dinner

On Wednesday the 29 May, Student Leaders from Hurlstone Agricultural High School attended Amity College's annual IFTA leadership dinner. Hurlstone's prefect representatives were Kaylen, Kai, Teagan, Lily, Adam, as well as Bianca representing Interact, Wesley SRC and Ahmet as a former student at Amity. Accompanying staff were Mr Seblani and Mr Malak. This was a wonderful night where students and staff were exposed to some of the traditional Turkish culture. There was also opportunity for reflection on leadership thus far, and discussion about how to continue to demonstrate effective and compassionate leadership in a time of such drastic change, on both a micro and macro scale.

Many thanks are extended to Amity College for inviting us to attend such an insightful dinner and as-well to Mr Seblani and Malak for driving and accompanying students at the event.



Teagan Colless
Year 12

SRC

The Hurlstone SRC body is a student-led organisation which represent the students of Hurlstone. Our team of fifty strong-willed Hurlstonians want the best for their fellow students.

Early this term, students saw the conclusion of the SRC's Hurlstone AFC Soccer Tournament. The North Korea team consisting of Year 11 students brought down the tournament favourites New Zealand (Year 12) during an intense and passionate grand final. Cabramatta fell short of last year's incredible stint achieved and placed third this time. Sid Nandha (Cabramatta) of Year 12 collected this year's Golden Boot while Anthony Donoghoe (North Korea) claimed the Golden Glove. Congratulations to all teams that participated in this fabulous tournament.



GOOD NEWS AHEAD! Hurlstone has certainly felt the chill during the past few weeks and the SRC body in coordination with the organisation of **SPRIT WEEK** are presenting the Hurlstone community with **FREE PANCAKES**. Make sure you pop into school early on the **27 June** to collect your **2 FREE** pancakes. Certain toppings will be available but a reminder to students to be considerate and only take what is necessary for your hot pancakes. Pancakes will only last for a short time so make sure you get to school early to grab your warm breakfast on a chilly morning.

Abdul-Qavi Siddique
Year 11

Extracurricular - STEAM

STEAM in Health Fields

Science, Technology, Engineering, Art, Mathematics at Liverpool Hospital and The Ingham Institute



Students with Professor Barton

Ten Year 10 students were fortunate to travel to Liverpool Hospital and The Ingham Research Institute to appreciate first hand the range of applications across STEAM subjects in the health realm.

Students participated in 2 panels with diverse contributors – the director of the Campbelltown Arts Centre, current medical students, researchers and the Liverpool Hospital Redevelopment officer. The panels opened up the consideration that there is more to delivering good health care in the Liverpool/Campbelltown region than being a doctor. Being involved in research is an important often overlooked aspect of medical sciences along with the necessity to make people feel welcome at what can be a difficult time.

Visiting the Clinical Skills Centre where medical students train was both entertaining and informative. Students were able to assist in the care of a traumatised rugby player suffering from possible neck injuries and concussion by engaging with a simulated dummy! He was very lifelike and responded to questions, groaning realistically. Setting up computer programs to register his life signs showed how STEAM works to support teaching.

Another highlight was the interactive body table The Anatomage - which enables students to learn about the body without the need to dissect! Identifying skin layers, muscles organs and the skeleton brings together art and technology to enhance learning. Hurlstone students knowledge of anatomy was impressive .



The Anatomage



The Dummy!



Information Session

Visiting The Ingham Institute's laboratories and electron microscope secreted in the basement showcased aspects of what is involved in medical research, meeting researchers and their vast array of equipment. Viewing cancer cells at high level of magnification and hearing about the impacts that this research could have on treatment was eye opening.

A highlight was the visit to Australia's only research MRI-Linac - magnetic resonance imaging linked to a linear accelerator. One of 4 in the world, the team showed how MRI scans work and explained how when

Extracurricular - STEAM

STEAM in Health Fields Continued...

linked with a linear accelerator, better treatments of cancer will be possible. Physicists, engineers and cancer researchers worked together - STEAM at its best.

Hurlstone students were also fortunate to meet and talk with not only the physicist leading the project, but Professor Michael Barton who initiated The Ingham Institute for Medical Research. His vision brought together researchers from a range of fields, UNSW, WSU and Liverpool Hospital. Professor Barton is also the facilitator of the MRI-Linac. He explained to students how it will work and how much it cost – a formidable sum. As a radiation oncologist he treats cancer, leads research and is a world renowned in his field.

Hurlstone year 10 students learnt that research and application of different skills in a hospital are beyond the medicine field.

Engaging with STEAM in a real-world setting in Liverpool opened student's eyes to the possibilities available that support medicine, particularly our region. This experience allowed students to develop a greater insight into the opportunities that working in a hospital generated. This was unexpected and enlightening.



Left to Right: Sarah Chea, Amanda Pham, Eesha Sonje, Katerina Trung, Sif Tehzeb, Professor Barton, Ariq Abdullah, Nishant Goyal, Tracie Du, Elisha Chan, Nisha Arcot

Ms A Young
Deputy Principal

Extracurricular - Music

Charlie and the Chocolate Factory

You must've read Charlie and the Chocolate Factory as a kid: the golden tickets, the possibly-crazy Willy Wonka and well...the chocolate. On the 29 May, Stage 5 Music Elective were given the opportunity to relive those memories by attending a matinee performance of Charlie and the Chocolate Factory, the Musical at the Capitol theatre.

As we stepped into the theatre, a wave of awe washed over us. The theatre was the embodiment of grandeur. There were intricate statues and classical *columns* that gave the theatre a regal ambience. Looking down from our seats in the dress circle, we had a clear centre view of the vast stage. Looking up to the ceiling, we saw lights, reminiscent of stars. It was surreal. Amidst the royal blues, reds and golds, we felt incredibly small in this remarkable, grand theatre.

The acting, singing and choreography was stunning, polished and jaw-dropping. We couldn't help but be captured by the unique costuming, the impeccably timed stagecraft, the lighting technology and the well-balanced orchestra. All these elements made for an extraordinary performance, taking us back to our 7-year-old selves, wishing to win a golden ticket.

Charlie and the Chocolate Factory, the Musical, was an incredible experience and a great inspiration for Stage 5 Music Elective to grow as musicians and performers. The excursion highlighted the connection within the various strands of the performing arts community.



Hannah Yin

Year 9 Music

Extracurricular - PDHPE

Swimming

Marina Jovanovic - Year 10

Marina has competed recently in the National Swimming Championships in Adelaide where she swam her Personal Best in 50 Freestyle, even while sick.

Marina has also competed at State All Schools Championships (public & private schools) representing DoE in 50 Freestyle and State for School coming in 3rd in 50 Freestyle. Marina also was successful in making the trials in 100 Backstroke and 100 Freestyle. Marina is looking towards the 2020 Nationals and her goal is to be top 16 year old 50 Freestyle swimmer.

Natalia Jovanovic - Year 8

Natalia has competed at State swimming in 100 Butterfly, 100 Freestyle, 50 Freestyle, 100 Breaststroke, 200 Individual Medley and 200 Freestyle. Competing against elite swimmers Natalia achieved outstanding Personal Bests. She is well prepared anticipating to achieve outstanding results in August's Metropolitan Championships.



Congratulations Marina & Natalia!!

EXCELLENCE | OPPORTUNITY | LEADERSHIP | COMMUNITY

Extracurricular - PDHPE

Senior Schools State Ultimate Frisbee Championships

On Thursday 30 May, Mr Willoughby and Mr Wilson Jnr accompanied a large number of Hurlstonians to The Senior Schools Ultimate Frisbee State Championships. With the largest turnout in many years, schools from all directions travelled from near and far to Granville Park, Merrylands. Conditions were challenging, with a reasonably strong breeze blowing across the fields all day, ensuring that all players had to be at their 'ultimate'.

The Hurlstone girls went into the tournament as defending champions, however were missing many players due to injury. They played well as a team led by Lily Hua (year 12) and outlasted Chatswood High in a close final 4-1. For the first time in Hurlstone history, our girls were also awarded 'spirit champions' as voted by opposition teams.

Our two boys teams faced tough opponents throughout the day and also had some hard fought games. Our 'B' team led by Zak Wilson went through their pool games undefeated and faced Plumpton High in the semi final, where they played some outstanding Ultimate the team moved on to the state final where they also overcame Balgowlah High 5-4.

Congratulations to all players who gave their all and represented the school with pride and also to the several Hurlstone players who were selected in the NSW UI8 squads to compete at Youth Nationals in Beenleigh, QLD this year.



Mr A Wilson
PDHPE Teacher

Extracurricular - PDHPE



Senior Girls State Frisbee Champions 2019

Bronte Clifford

Dorothy Nagatsuka

Teagan Colless

Janet Nguyen

Trinity Doan

Jennifer Nguyen

Alyssa Doeur

Angela Pidgeon

Jennifer Doeur

Elisha Tieu

Angela Heng

Sophia Tran

Lily Hua

Kristie Vu

Lucy Huynh

Neon Wongreuchu

Lena Lam

Congratulations!!

Extracurricular - PDHPE



Senior Boys State Frisbee Champions 2019

Mohamed Ahmed

Leon Ngo

Jasper Chow

David Nguyen

Tom Cummings

Rushil Sherieff

Anthony Donoghoe

Abdul Siddique

Jordan Gregory

Ferry Thoroughgood

Wesley Honey

Eric Vu

Dilan Huseyin

Zak Wilson

Alex Lam

Congratulations!!



Extracurricular - SSW Basketball Knockout

Under 15's Basketball Report

During Term 2 the boys Under 15's Basketball team was hard at work training for the 2019 Sydney South West Knockout Basketball Competition. The team strived to refine their skills and develop their ability to play together as an effective unit.

The team played exceptionally well at the central venue at Bankstown Basketball Stadium. They won two games over the course of the day. One against Ashcroft High School and the other against James Meehan High School. The boys played fantastically, especially in their game against Ashcroft High School where their coordinated defence against a larger team won them the game. Ultimately, the boys were defeated by Prairiewood High School. Prairiewood High School has become a key rival for Hurlstone as the games are always close and demonstrate superb skills. The team played fantastically and I know many of them will carry on the tradition of strong Hurlstone Basketball teams into next year, whether it be in the U15's team or the Open's team.



The U15's Boys Team (left to right); Justin, Issac, Elijah, Rupert, Devinn, Leon, Raymond. Crouching; Jason and Korn (dabbing).

Mr R MacKinder

U15's Basketball Co-ordinator

Extracurricular - European Handball

Open Girls European Handball State Title

On Monday the 27 May the Open Girls European Handball team went to Sydney Olympic Park to compete for the state title. All the girls who attended did the school proud by playing with enthusiasm and stamina in each game of the day.

Although the girls did not win they all played very well and should be commended for their efforts on the day.

Thank you to Mr Willoughby for training and taking the girls!

Teagan Colless

Year 12



P&C - Country Fair 2019

80th Annual Country Fair

P&C has started the preparations for our 80th Annual Country Fair which is on **Saturday 7th September 2019**.

We are presently looking for donations of a variety of items for the **Auction, Plant Stall and Cake Stall**. All these items can be dropped off to the front office.

Donations Required for the Auction

Soaps	Candles
Perfumes	Biscuits
Chocolates	Tea
Coffee	Kitchen Items



Donations Required for the Cake Stall

Flour	Cake Mixes
Sugar	Oil
Etc...	

Donations Required for the Plant Stall

Clean Glass Jars	Coffee Cups
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Mrs J Leglise



P&C - Country Fair 2019

Poster Competition Winner

Congratulations to all students who entered in this Country Fair Poster Competition.

We had a record amount of entries, over 28 entries.

1st Prize - Christopher Lam, 2nd Prize - Gina Nguyen and 3rd Prize - Chelsea Ng



1st Place



2nd Place



Christopher Lam

3rd Place



Gina Nguyen



Chelsea Ng

Congratulations!!

P&C - Country Fair 2019

Poster Competition Subcategories Winner

Thank you to all the students who entered into all the subcategories for the Country Fair Poster competition. We gave a first place only in four different categories, International Food Stall, White Elephant, BBQ and Auction.

International Food Stall Poster	Christopher Lam
BBQ Poster	Christopher Lam
White Elephant	Abby Nolan
Auction	Abby Nolan



Christopher Lam



Christopher Lam



Abby Nolan



Abby Nolan

Congratulations Christopher & Abby!!

EXCELLENCE | OPPORTUNITY | LEADERSHIP | COMMUNITY

P&C

Hurlstone Canteen

Go to
Page 33
to view
HAHS Canteen
Information

HAHS Canteen Price List Effective 27 May 2019			
SANDWICHES			
Salad	\$4.00	Salad Box with Salmon	\$8.00
Salad and Cheese	\$4.50	Forks and Spoons	\$0.15
Salad and Egg	\$4.50		
Salad and Ham	\$5.50	CAKES & SNACKS	
Salad and Chicken	\$5.50	Cheese and Bacon Roll	\$3.00
Chicken	\$4.50	Muffins (large)	\$2.50
Chicken, Lettuce and Mayo	\$5.00	Chips (small)	\$1.50
Ham	\$4.50	Other Assorted Chips/Crisps	\$1.00
Ham and Cheese	\$5.00		
Ham and Tomato	\$5.00	DRINKS	
Egg	\$3.00	Plain Milk 300ml	\$1.50
Egg, Lettuce and Mayo	\$4.00	Plain Milk 600ml	\$2.00
Cheese	\$3.00	Flavoured Milk 600ml	\$3.50
Cheese and Tomato	\$4.00	Juice	\$3.50
Tuna	\$4.50	Water	\$1.50
Tuna, Lettuce and Mayo	\$5.00	Soft Drinks (no sugar)	\$4.00
Salmon	\$6.00	Coffee, Tea, Hot Choc	\$2.00
Vegemite	\$2.50	Up and Go	\$2.50
Ham, Cheese, Lettuce and Tomato	\$5.00	Leed Tens	\$3.00 - \$4.00
		Also Drinks	\$3.00 - \$4.00
Add 80c for rolls and wraps		OTHER ITEMS	
Additional vegetable fillings 30c each		Fresh Fruit Salad	\$3.00
Additional ham, chicken, tuna, cheese, egg		Frozen Yoghurt	\$2.50
\$1.00 each		Ice Blocks & Ice Creams	25c to \$4.00
Additional Salmon \$2.00 each			
		SPECIAL ITEMS	
Plain Roll	\$1.00	Homemade Pizza (Veg)	\$1.50
Buttered bread (2 slices)	\$1.00	Ham & Pineapple Pizza	\$2.50
Salad Bowl - small	\$3.00	Meat lovers Pizza Slab	\$2.50
Salad Box - large	\$5.50	Sushi (when available)	\$4.00 - \$6.50
Salad Box with Ham	\$7.00		
Salad Box with Chicken	\$7.00	Dressing Sachets:	
Salad Box with Tuna	\$7.50	Salad Dressing	\$0.40
		Tomato or BBQ Sauce	\$0.35
		HOT FOOD	
		Lasagne	\$5.00
		Macaroni Cheese	\$5.00
		Ravioli	\$5.00
		Chicken Burger	\$5.00
		Beef Burger	\$5.00
		Veggie Burger	\$5.00
		Chicken Tender Roll	\$5.00
		Chicken Tender	\$2.00
		Beef Pie	\$4.50
		Potato Pie	\$4.50
		Pizza Pie	\$4.50
		Traveller Pies	\$4.50
		Sausage Roll	\$4.50
		Spinach and Ricotta Roll	\$4.50
		Noodles	\$3.50
		Cheesy Bread	\$2.00
		Garlic Bread	\$1.50
		Flaming Wings	\$1.50
		Hot Dog (with Sauce)	\$3.00
		Hot Dog with Cheese	\$3.50
		Hash Browns	\$0.75
		BBQ Pork Riblets	\$4.00
		Pork Riblet Roll	\$5.00
		Spring Rolls (4)	\$1.00
		Samosas	\$1.00
		Mini Sausage Rolls	\$1.00
		Mini Spinach & Ricotta Triangles	\$1.00
		Hommus with Crisps & Veg	\$3.00

Be alert for Daily Specials...



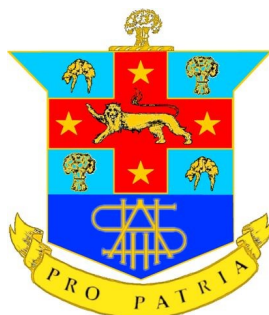
Uniform Shop

Please see uniform opening hours below:

UNIFORM SHOP OPENING HOURS

MONDAY	10.00am to 4.00pm
TUESDAY	10.00am to 3.30pm
WEDNESDAY	8.00am to 3.30pm
THURSDAY	CLOSED
FRIDAY	8.00am to 4.00pm

Go to
Page 34
to view
for Uniform
Price List



Principals as STEM Leaders

Building the Evidence Base for Improved STEM Learning

A consortium led by the University of Tasmania

Principals as STEM Leaders: Building the Evidence Base for Improved STEM Learning is an initiative of, and funded by, the Australian Government Department of Education and Training.

We would like to invite your child's participation in the research project: *Principals as STEM Leaders – Building the Evidence Base for Improved STEM Learning (PASL)* is funded by the Australian Government Department of Education and Training, under the *Inspiring all Australians in Digital Literacy – Embracing the Digital Age* measure of the National Innovation and Science Agenda (NISA).

What is the purpose of this study?

This project will deliver a set of three programs of professional learning (PL) for developing the capabilities of principals for leading school-wide ongoing enhancement of STEM (Science, Technology, Engineering and Mathematics) teaching and learning.

The PASL Project Objectives are:

- To determine best practice and expand evidence-based approaches that enhance students' STEM engagement and outcomes through the professional development of principals as STEM leaders.
- Develop high quality and accessible resources and a supporting mentoring model to be made available beyond the life of the project.
- Evaluate both the impact of the resources and the project processes and share lessons learned to inform future policy and practice.

Why has my child been invited to participate?

Your child is invited to participate in the project because your school's principal is participating in PL about STEM leadership as part of the project. In addition to their participation in a PL program, your school is participating in the research in the following ways:

Your principal and teachers of STEM subjects are asked to participate in surveys and interviews at the beginning of your Principal's participation in the PL, after the PL, and at approximate 6 monthly intervals thereafter until December 2020. Your principal will also participate in an interview with an external evaluator. We are interested in finding out about how this PL might influence STEM learning and teaching in your child's class and in the school more broadly

Please note that your child's participation is voluntary and that there are no consequences with the Australian Government Department of Education or the University of Tasmania if you decide not to participate.

What is involved?

Surveys

We are requesting your child's involvement in surveys as part of the research.



Only students whose parents have consented to them undertaking the survey will be included. The surveys will be undertaken in the students' own familiar school environment using processes deemed suitable by the school. Teachers administering the survey will be given a short, plain language script to read to the students prior to them starting the survey. The online survey will start with a consent form to which students must agree before the survey questions are presented.

The survey will consist of several parts addressing factors recognised as having an impact on students' STEM learning outcomes. The survey sections will include basic information about the student (age etc.). Other sections will be items addressing students' beliefs about STEM and its learning (e.g., I think I am good at sciences; I enjoy learning maths), interest in STEM (e.g., I am interested in finding out about maths ideas), self-efficacy for STEM (e.g., I am confident that I could help a classmate with maths homework), and motivations (e.g., Doing well in STEM will help me get a job). Younger children will be asked to respond using 'smiley faces', and each question may be read to them by the person supervising.

All surveys will ask for the school name. This information will be deleted once the school has been assigned an ID number, and all analyses will be conducted with de-identified data. In order to protect privacy, we will ask all participants to construct a code e.g., the first two letters of your mother's maiden name, your 2-digit day of birth, and the last two letters of the town in which you were born. So, for example someone whose mother was Kim Beswick, birthday is October 6 and was born in Yackandandah would write BE06AH. The names of the school and any individuals will be removed before any analysis is undertaken. No individual level data will be identifiable in the reports.

The surveys will be delivered online using a secure link or in hard copy for younger students where requested by the school. The whole survey will take approximately 30 minutes to fit with school timetables. All sections will be taken from existing instruments used in previous studies and in the public domain. Surveys will be administered at the beginning of your Principal's participation in the PL, after the PL, and at approximate 6 monthly intervals thereafter until December 2020.

Photographs and work samples

During the interviews with your school principal and teaching staff, they may want to share artefacts (e.g., planning documents, student work samples, school newsletter) that illustrate the school's approach to STEM teaching and how students respond to it. Photographs of classroom resources, STEM facilities, classroom displays and deidentified student work, may be collected by the researcher conducting data collection. Care will be taken not to include school staff or students in photographs and any student work will be de-identified before photographs are taken. School staff may also share photographs that have already received consent and are in the public domain. In this case, the author's attribution will be recorded.

These documents will be deidentified by school staff prior to sharing with the research team to ensure privacy and confidentiality are maintained. The PASL project will provide your school with consent forms to distribute to you as parents and carers and to students to authorise the sharing of student work samples and photographs. Additionally, your school principal will authorise all documents, including photographs, to ensure that no student or staff are not identified in ANY way. These data will provide insights into the school's approach to teaching STEM and its context which is the focus of this study.

Photos and work samples will be analysed by the research team to offer insight into the schools' approach to leadership of STEM, teaching of STEM and the physical context and artefacts that may contribute to building a positive STEM culture.

What do I need to do?



If you agree to your child being involved in this study, we ask you to sign the consent form below. The survey will also start with a similar consent form to which your child must agree before beginning the survey questions. A copy of this form is attached to this information sheet.

Are there any possible benefits from participation in this study?

Your child's participation in this study will inform the improvement the PL that the principal is undertaking and hence contribute to improved STEM teaching and learning in your child's school and nationally. Anonymised survey results will assist the school to enhance STEM teaching and learning.

Are there any possible risks from participation in this study?

There are no specific risks anticipated with participation in this study.

What if I change my mind during or after the study?

Although we would be pleased to have your child's participation, we respect your right to decline. There will be no consequences to you, your child, or the school if you decide not to take part. The school will arrange alternative activities or relocate children to another class during the research activities so that there will be no negative effects.

As stated, personal privacy will be highly protected. No survey data will be individually identifiable because we will ask all participants to construct a unique code to complete the survey (as previously described). The PASL project team will not have access to individual's real names and as such, individual demographic data will not be linked to any person and cannot be reidentified. Once the data have been submitted to the project team, you may withdraw your child's individual data up until analysis commences. After this point, it may not be possible to withdraw your information because any specific identifiers will be removed.

What will happen to the information when this study is over?

The custodian of the PASL project research data is Chief Investigator Professor Sharon Fraser. Her contact details appear at the end of this letter. All raw data (audio file, field notes) will be stored separately in password protected University of Tasmania storage accessible only to the Project Chief Investigator and Project Manager. All de-identified data will be stored on secure storage in password protected files in perpetuity. These de-identified files will not be made available to other researchers for any purpose. PASL project team may use the data after the project to produce research publications on the PASL project, STEM leadership and PL.

How will the results of the study be published?

This is a nationally funded study. There will be progress reports and a final report to the Australian Government Department of Education and Training. Publications or presentations arising from this study will be subject to approval from this Department. Individuals or schools who have participated in the study will not be identified in any publication or presentation.

What if I have questions about this study?

Please keep these details handy should you want to contact someone about this research. You are welcome to contact members of the research team at any time with any questions you may have.

Name	Position	Email	Telephone
Prof Sharon Fraser	Project Director	Sharon.fraser@utas.edu.au	(03) 6324 3083
Linda Page	Project Manager	PASL.Project@utas.edu.au	(03) 6324 3005

This study has been approved by the Tasmanian Social Sciences Human Research Ethics Committee. If you have concerns or complaints about the conduct of this study, please contact the Executive Officer of the HREC (Tasmania) Network on (03) 6226 7479 or email ss.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. Please quote ethics reference number H0017470.

Thank you for taking the time to consider this study.

This information is for you to keep.

Principals as STEM Leaders

Building the Evidence Base for Improved STEM Learning

A consortium led by the University of Tasmania

Principals as STEM Leaders: Building the Evidence Base for Improved STEM Learning is an initiative of, and funded by, the Australian Government Department of Education and Training.

Agreement to Participate in ***Principals as STEM Leaders – Building an Evidence Base for Improved STEM Learning (PASL)***.

Parental/Carer Consent – PL schools

This study is being conducted as part of a study funded by the Australian Government Department of Education and Training titled ***Principals as STEM Leaders - Building the Evidence Base for Improved STEM Learning (PASL)***. Details about the project have been provided to you in the attached Information Sheet. Please read the statements below and then sign the form and return it to the school office.

1. I agree that my child may take part in the research study named above.
2. I have read and understood the Information Sheet for this study.
3. The nature and possible effects of the study have been explained to me.
4. I understand that the study involves:
 - a. my child's participation in an anonymous survey about STEM that should take approximately 30 minutes.
 - b. the survey will be administered/conducted near the beginning of the professional learning (PL) in which your Principal is participating, after the PL and at approximately 6 monthly intervals thereafter until December 2020.
 - c. the teachers and the principal at my child's school may wish to share work samples or photographs of my child's work, in deidentified form with the research team. Should this be the case, I will be given a separate consent form to sign, with a photocopy of the work sample, to consent for this information to be shared. At this time, I will be able to review the work sample to ensure that no identifying features of the work will identify my child. This will occur prior to any work samples or photographs of my child's work being shared with the research team. None of my child's work will be shared without my signed consent on separate photograph consent and work sample consent forms.
5. I understand that participation involves no particular risk.
6. I understand that the researcher(s) will maintain confidentiality.
7. I understand that any information my child supply to the researcher(s) will be used only for the purposes of research, research dissemination and related educational purposes.
8. I understand that the results of the study will be published as a report and that I or my child cannot be identified as a participant.

9. I understand that my child's participation is voluntary and that I may withdraw this permission at any time without any effect.

10. I understand that I may not be able to withdraw some data provided once analysis has commenced.

11. I understand that all research data will be securely stored on the University of Tasmania's secure cloud storage in perpetuity from the first publication of the study results

12. Any questions that I have asked have been answered to my satisfaction.

I, _____, agree that my child [Name]
_____ may participate in this study.

Signed _____ Date: _____

Child's signature _____ Date: _____



29th May 2019

**Donations of Goods or Services for the
2019 Hurlstone Agricultural High School Country Fair**

To whom it may concern,

On behalf of our community, we would like to invite your business to join us and celebrate our 80th Country Fair at Hurlstone Agricultural High School.

Every year our students, parents, teachers and volunteers run a "Country Fair" to raise much-needed funds to support the learning of our students. Our Country Fair this year will be held on **Saturday 7th September 2019**.

In recent years we have been able to use these funds to air condition the school hall and purchase a Baby Grand Piano for the talented music students. The P&C Association have also assisted in purchasing several exercise equipment for PDHPE, Ipads for several faculties and supported students to participate in the first level of the Scholars Cup competition.

We ask for your assistance by donating an item or providing a service, which can be used as a prize in our auction to be held on the day.

All donations will be acknowledged with a Certificate of Appreciation from Hurlstone Agricultural High School, as well as mentioned in our school newsletter and on school social media.

Thank you for considering this request. As a community minded business, we know you will be very interested in supporting your local public school to create a stronger learning community and help our students achieve the best learning outcomes possible.

Yours faithfully,

Mrs Christine Castle
Principal

Mrs Johanna Leglise
P&C Country Fair Co-ordinator

EXCELLENCE | OPPORTUNITY | LEADERSHIP | COMMUNITY

Behaviour code for students

NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

School Communities Working Together

Fact sheet for parents and carers



08/09/17_28017

Introduction

The role of schools is to work in partnership with parents to provide an environment that encourages students to connect with each other and their community, so they can succeed and thrive. Parents, teachers and the community all play a role in fostering this environment.

Schools have well established systems which support student wellbeing and address instances of anti-social behaviour such as bullying, threats of physical violence and other offensive behaviours.

- Encourage positive outlets for your child's energies – sports, performing arts, hobbies and organised clubs, all provide a sense of belonging and somewhere to focus their interests, though it may take a few attempts to find the right interest for your child.
- Be a role model – modelling positive, respectful relationships, positive ways to show emotions and how to apply objective thinking skills are valuable life skills for your child.

Your role in supporting your child

- Be involved in your child's life – dedicate time to really understand your child. Know where they are, who they are with and what they are doing.
- Be cyber-aware:
 - regularly monitor what they are looking at on the internet and on social media sites and do what you can to reduce their exposure to inappropriate content;
 - place the computer or device in a common area of the house, so your child is less likely to try and access inappropriate web sites or use social media sites inappropriately; and
 - consider using content filters to help control what your child can access.
- Encourage open and honest discussion at home – encouraging your child to learn about and understand other points of view is a valuable life skill. If you stop discussion about topics that you are uncomfortable with, for example religion, politics, racism, drugs, extremism or terrorism, your child may find it even more interesting and may try to find information without you knowing. This could lead them to inaccurate information.

How you can help your child

You know your child better than anyone else and are in a good position to notice any changes in their behaviour. If their behaviour changes significantly, try to find out what is happening in their lives. There are many reasons for a change in behaviour, so don't jump to conclusions.

The best way to support your child is to maintain open, non-judgemental communication with them. By keeping a positive relationship you may be in a position to help them if they want to talk about their problems. Listen to their concerns and try to understand their perspective.

Even if you disagree with what they are saying, it is important to find some way to let them know they are accepted and that you are there to help them.

What to do if you are concerned for your child

If you do have concerns that your child is involved in or supporting extremist behaviour there are a number of options for seeking advice. You may like to talk to someone from your child's school such as the Principal, your child's Year Advisor, a teacher, or a trusted staff member.

You may wish to talk to your child yourself, or ask a close friend or family member to do so. Alternatively, there are government assistance and advice lines and websites. Some are listed below.

Remember

As your child grows, they will be exploring their own values and beliefs. They may search for and push the boundaries of acceptable, responsible behaviour during this process.

Cyber Safety

- Office of the Children's eSafety Commissioner – <https://esafety.gov.au/esafety-information/games-apps-and-social-networking>
- ThinkUKnow – internet safety education site – <http://www.thinkuknow.org.au/>

If you are concerned that a person in your community is showing possible signs of terrorism, you should call the National Security Hotline - 1800 123 400 or email hotline@nationalsecurity.gov.au

Resources

- **000** (triple zero) if you feel unsafe or in danger
- **1800 RESPECT** – <http://www.1800respect.org.au>
- Domestic violence line **(24h) 1800 65 64 63**
- Lifeline – T: **13 11 14** – <http://www.lifeline.org.au>
- Black Dog Institute – <http://www.blackdoginstitute.org.au>
- Secure NSW – <http://www.secure.nsw.gov.au>
- Living Safe Together – <http://www.livingsafetogether.gov.au>
- Multicultural NSW – <http://www.multicultural.nsw.gov.au>
- Australian Multicultural Foundation – <http://www.amf.net.au/>
- Multicultural Youth Advocacy Network – <http://www.myan.org.au/>

If you are concerned that a person in your community is showing possible signs of terrorism, you should call the National Security Hotline – **1800 123 400** or email hotline@nationalsecurity.gov.au

HAHS Canteen Price List **Effective 27 May 2019**

SANDWICHES

Salad	\$4.00
Salad and Cheese	\$4.50
Salad and Egg	\$4.50
Salad and Ham	\$5.50
Salad and Chicken	\$5.50
Chicken	\$4.50
Chicken, Lettuce and Mayo	\$5.00
Ham	\$4.50
Ham and Cheese	\$5.00
Ham and Tomato	\$5.00
Egg	\$3.00
Egg, Lettuce and Mayo	\$4.00
Cheese	\$3.00
Cheese and Tomato	\$4.00
Tuna	\$4.50
Tuna, Lettuce and Mayo	\$5.00
Salmon	\$6.00
Vegemite	\$2.50
Ham, Cheese, Lettuce and Tomato	\$5.00

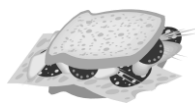
Add 80c for rolls and wraps

Additional vegetable fillings 30c each

**Additional ham, chicken, tuna, cheese, egg
\$1.00 each**

Additional Salmon \$2.00 each

Plain Roll	\$1.00
Buttered bread (2 slices)	\$1.00
Salad Bowl – small	\$3.00
Salad Box – large	\$5.50
Salad Box with Ham	\$7.00
Salad Box with Chicken	\$7.00
Salad Box with Tuna	\$7.50



Salad Box with Salmon	\$8.00
Forks and Spoons	\$0.15

CAKES & SNACKS

Cheese and Bacon Roll	\$3.00
Muffins (large)	\$2.50
Chips (small)	\$1.50
Other Assorted Chips/Crisps	\$1.00

DRINKS

Plain Milk 300ml	\$1.50
Plain Milk 600ml	\$2.00
Flavoured Milk 600ml	\$3.50
Juice	\$3.50
Water	\$1.50
Soft Drinks (no sugar)	\$4.00
Coffee, Tea, Hot Choc	\$2.00
Up and Go	\$2.50
Iced Teas	\$3.00 - \$4.00
Aloe Drinks	\$3.00 - \$4.00

OTHER ITEMS

Fresh Fruit Salad	\$3.00
Frozen Yoghurt	\$2.50
Ice Blocks & Ice Creams	25c to \$4.00

SPECIAL ITEMS

Homemade Pizza (Veg)	\$1.50
Ham & Pineapple Pizza	\$2.50
Meat lovers Pizza Slab	\$2.50
Sushi (when available)	\$4.00 - \$6.50

Dressing Sachets:

Salad Dressing	\$0.40
Tomato or BBQ Sauce	\$0.35

HOT FOOD

Lasagne	\$5.00
Macaroni Cheese	\$5.00
Ravioli	\$5.00
Chicken Burger	\$5.00
Beef Burger	\$5.00
Veggie Burger	\$5.00
Chicken Tender Roll	\$5.00
Chicken Tender	\$2.00
Beef Pie	\$4.50
Potato Pie	\$4.50
Pizza Pie	\$4.50
Traveller Pies	\$4.50
Sausage Roll	\$4.50
Spinach and Ricotta Roll	\$4.50
Noodles	\$3.50
Cheesy Bread	\$2.00
Garlic Bread	\$1.50
Flaming Wings	\$1.50
Hot Dog (with Sauce)	\$3.00
Hot Dog with Cheese	\$3.50
Hash Browns	\$0.75
BBQ Pork Riblets	\$4.00
Pork Riblet Roll	\$5.00
Spring Rolls (4)	\$1.00
Samosas	\$1.00
Mini Sausage Rolls	\$1.00
Mini Spinach & Ricotta Triangles	\$1.00
Hommus with Crisps & Veg	\$3.00

Don't want to queue at lunchtime? Order your lunch before school starts to guarantee your lunch choice!

Be alert for Daily Specials...

UNIFORM SHOP PRICE LIST (at 15/10/18)

Prices subject to change

Boys Uniform

Shirt	Khaki	10 – 14	\$34
		16 – 28	\$36
	Long Sleeve Grey/White	10 – 28	\$29
	Short Sleeve White	14 – 28	\$27
Shorts	Wash and Wear	Boys 6 - 16	\$40
		Mens 4 - 9	\$42
Trousers		Boys 8 -18	\$56
		Mens 3 - 8½	\$58
Socks	Khaki Wool or Cotton	2 - 8, 8 - 11, 11 - 14	\$20
	Grey Wool or Cotton	2 - 8, 8 - 11, 11 - 14	\$11

Girls Uniform

Dress	Junior -	6 – 12	\$92
		14 – 28	\$96
	Senior	8 – 12	\$92
		14 – 28	\$96
Pants	Junior & Senior	6 - 20	\$53
Skirt	Junior & Senior	Up to size 16	\$102
		size 18 and over	\$107
Blouse	Summer Junior Short Sleeved	8 – 20	\$33
	Winter Junior Long Sleeved	4 – 22	\$33
	Senior Short Sleeved	6 – 26	\$33
	Senior Long Sleeved	6 – 26	\$35
Shorts	Junior & Senior	8 - 20	\$41
Tights	Nylon/Lycra Grey or Navy	S, Av, T, XT.	\$10
	Cotton/Lycra Grey or Navy	S, Av, T, XT.	\$24

All Students

Blazer		Girls 30 - 40, Boys 12 - 18	\$228
		Girls 42 - 46, Boys 19 - 26	\$242
Jumpers		8 - 22	\$93
		24 - 28	\$98
Socks	White	13 – 3, 2 – 8, 7 – 11, 11+	\$8
	Red Robin Long White Pack	13 – 3, 2 – 8, 7 – 11	3 for \$16
Ties	Junior		\$19
	Senior		\$19
Caps	Boys & Girls - wool		\$18
	Boys' Cricket		\$32
Hats			

Sports Uniform

Sports	T-Shirt	8C – XXL	\$38
	Short	8C – XXL	\$30
	Tracksuit Jacket	8C – XXL	\$84
	Tracksuit Pants	8C – XXL	\$49
	Tracksuit Jersey	75 – 125	\$84

Other Items

Scarves	Navy – Boys & Girls		\$10
Gloves	Navy – Boys & Girls		\$6
Leather Belts	Black – Boys		\$20
Materials – to be ordered	Junior – Summer	per metre	\$19
	Junior & Senior Winter	per metre	\$35

Second Hand Clothing available in all items.

Lay-By 2 months with deposit or 2 weeks without deposit

Shop Phone Number: (02) 9829 9251

Opening Times:

Terms 1, 2 & 4:

Monday 10:00 am – 4:00 pm
 Tuesday 10:00 am – 3:30 pm
 Wednesday 8:00 am – 3:30 pm
 Friday 8:00 am – 4:00 pm

Term 3:

Monday 10:00 am – 4:00 pm
 Wednesday 8:00 am – 3:30 pm
 Friday 8:00 am – 4:00 pm