

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



Issue 1 Term 1 - Week 10

1 April 2021

SPECIAL POINTS OF INTEREST

- DOVES—Department of Student Voices in Education and Schools
- Meet the Leadership Executive Team for 2021

Principal's Message

Welcome back to school in 2021. To our new students and families, I hope that the first term at Hurlstone Agricultural High School has been inspiring, that you have made connections and are looking forward to the opportunities that your school can bring.

To begin our school year in 2019 I shared a quote from Mark Scott,

"Outstanding teaching – ensuring young people are engaged, challenged and independent learners – is central to all we do. Some get the privilege of shaping lives through teaching every day."

Mark Scott's quote still resonates with me in 2021. It highlights the privilege of being an educator and reflects the honour I feel leading our school community as your school Principal.

NSW is undergoing a time of significant educational reform and implementing Strategic Improvement Plan via the NSW Department of Education's School Success Model.

It is a credit to start this year with so many student success stories. Student voice is incorporated as a strategic focus for our school community and our newsletter will showcase success and celebrate challenges. Celebrating your children who possess bright minds, demonstrate resilience and have a loud voice for social advocacy. This brings positive energy to our school. I am impressed with the inspiring ways your children respond, rise and accept challenges that maximise their learning potential and, ultimately, make a difference to the world.

One of our students who exemplifies service to community beyond our school gates is Rupert Fuelling. I was absolutely delighted to receive an email from our school cadet unit Captain Richard R. Vincenti, CAPT (AAC) OC outlining news of Rupert's service:

CDTSGT Rupert Fuelling of HAHS-ACU, was posted to 23 Battalion Headquarters, as the Battalion's Cadet Sergeant Major, a prestigious and sought after posting; another first for Hurlstone Agricultural High School's Cadet Unit. This is well deserved recognition for Rupert's outstanding performance and contributions to the Unit and the Battalion during such challenging times.

Rupert is such a worthy ambassador for both our school and the school's Cadet Unit, and Captain Richard R. Vincenti has stated that Rupert's performance and leadership has "attracted much attention at more senior levels of the Australian Army Cadets."



Click Here
to view details
School
Success Model

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CALENDAR

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

April 2021

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 Report Continued...

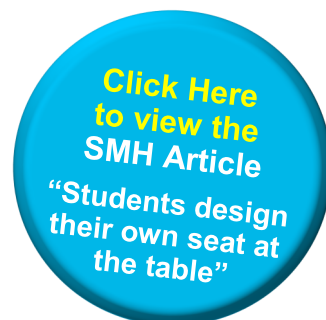
Congratulations to Francesco Ierano, Year 11 Hurlstone Boarder who was as selected a part of the Ministers steering committee for student voice.

The student group completed a briefing to Mark Scott and the two deputy secretaries for School Performance, Murat Dizdar and Leanne Nixon.

The "Doves" then travelled to Parliament House and delivered their presentation to the Minister in the Legislative Chamber, of which Ms Mitchell is the Government Leader. It was a rare privilege for them to be able to stand where our MLCs deliver their speeches and I am advised that every student did their school proud.

The Minister spoke at length to the students following their brief and told the student group that the report had "exceeded my expectations". She acknowledged the incredible thought and work they had put into designing the council and admitted she had few questions because they had so comprehensively thought through all the issues she might have raised.

Please see the SMH article link which can be viewed online.



Historic opportunity for students to influence school and education policies in NSW

Students in public schools now have a unique opportunity to help shape and influence inclusive and positive change in NSW by becoming a member of the Education Minister's Student Council.

The first council of 24 students from throughout the state is now being formed, and applications are open for students from Year 6 to Year 11 until Wednesday, 05 April 2021.

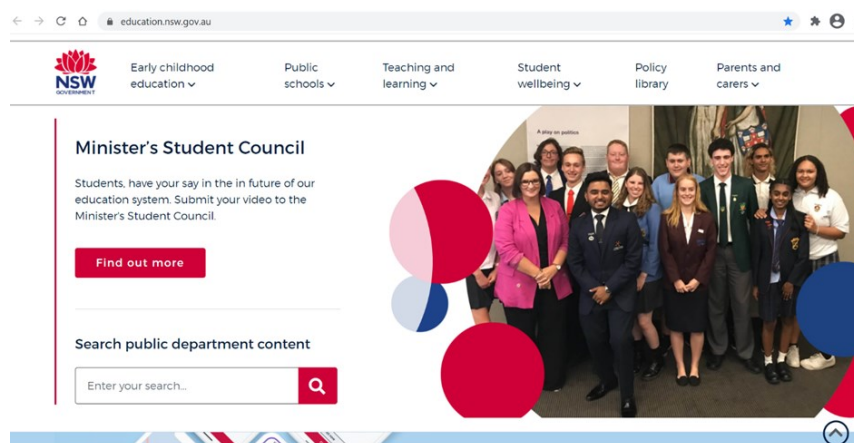
Members will have direct input and influence on education and school policy through discussion and consultation with the Minister and key NSW Education stakeholders.

A diverse range of student voices and experiences is being sought to contribute to the council's directions and operations.

The council, known as DOVES (Department of Student Voices in Education and Schools), will meet virtually twice each term, with the Minister invited to attend.

Students decide the exact setup of council meetings, the issues to be discussed and what the NSW Government can do to make our state the best education system in Australia.

To apply for council membership, students are asked to submit a one to two-minute video, saying who they are, what they are passionate about in schooling and education, and why they want to be part of DOVES.



Mrs Christine Castle

Principal

From the DP Desk



Dear parents and caregivers

School attendance and supervision

Our school hours are 8:40 to 3:05 except for Wednesday which is 8:40 to 2:05.

Supervision takes place during these hours.

Before school supervision starts at 8:40.

After school, there is NO supervision unless a student is in the library.

Please be reminded that unless you receive a permission note for a before or after school session for sport training, debating training or another activity organised by a teacher, your child should **NOT** be on the school grounds.

Any student found on the grounds after school without a teacher supervising will be sent home.

The gates open early as there are some before school classes and activities for children with permission.

Please **do not** drop your children at school to wait in the playground before 8:20 am.

Any student arriving after 8:40 is late – please have your child at school before this time.

These times are to support your child's safety while at school.

Any lateness or absence must be explained in writing. This can be a note with your child or an email to:

hurlstone-h.school@det.nsw.edu.au

You may also use this to request early leave for appointments or other reasons your child might need to leave the school.

We ask students not to contact you asking to be picked up. If your child needs to go home because they are ill, you will be contacted by a member of the office staff, a nurse or a deputy principal.

Health

The 2021 Individual Healthcare Plans, Asthma Plans and Allergy Plans have been posted home in week 7 and 8 to families who have students with Healthcare conditions.

These need to be completed and returned to the school with any medication by the 27th of April 2021.

The impact of privacy law on the information parents can be provided about other parents children

Our school holds information about our students. Some of this information is highly sensitive.

The way this information is collected, used, disclosed and secured by our school is subject to NSW legislation including the [Privacy and Personal Information Protection Act 1998](#), [Health Records and Information Protection Act 2002](#) and the [Children and Young Persons \(Care and Protection\) Act 1998](#).

These laws limit the circumstances in which your child's information can be disclosed to other parents. They also limit the circumstances in which you can be provided with information about action the school has taken in relation to other people's children.

This means, for example, you may not be provided with complete details of the action the school has taken in relation to a student who has engaged in unacceptable behaviour that has impacted on your child.

You should not assume that no action has been taken because you cannot be provided with information about what the school has done to deal with an issue relating to your child's interaction with another student.

Our school takes inappropriate behaviour from students very seriously and responds to that behaviour consistent with the school's student discipline and welfare procedures.

If you would like further information about the school's general approach to inappropriate behaviour from students please contact the relevant year deputy principal:

- Mr Krishan Year 7 and Year 10
- Ms Pham Year 8 and Year 11
- Ms Young Year 8 and Year 12

Notice to parents

Sadly sometimes relationships break down and the court makes orders that change the contact parents can have with their children or the role they play in making decisions about their children's education. These can be Family Court Orders or Apprehended Violence Orders. Parents can also reach agreement about issues such as contact in a parenting plan.

If this happens it is important that you provide the school with a copy of any court orders or plan that could impact on your child's education.

In the absence of any notification to the contrary, the school will assume that both parents continue to retain a shared and equal parental responsibility for their children and should be involved in making any decisions regarding their children's education.

This means that the school will recognise that each parent has equal duties, obligations, responsibilities and opportunities in relation to matters involving the school.

If any changes occur in your family relationships which have the potential to impact on the relationship between the school and your family, please advise the school immediately and provide a copy of any court orders that may be obtained.

Celebrating International Women's Day



**Click Here
to view the video**
Created by
Nadia and Tainan
who speak with
3 Hurlstone Alumni

We thank you for your cooperation.

Ms Ann Young, Mr Sailash Krishan, Ms Mai Ni Pham

Deputy Principals

Boarding School Report

Welcome to 2021

This year we are excited to welcome four year 7 boarders and with term one almost over, our 31 boarders have settled into their spaces for another exciting year.

2020 saw an unprecedented number of restrictions imposed on our boarders and we are happy that many have now been eased.

With the announcement from Mr Murat Dizdar and NSW Infrastructure in December 2019 regarding Hurlstone remaining at Glenfield indefinitely, we are planning to be on the road attending the Boarding Expo's this year and you can follow the link.

In the boarding school, we take every step to ensure our boarders' safety and wellbeing needs are met.

[Click Here to view information for Boarding School Expo](#)

Some of the ways we do this include:

- Right place right time - boarders have been issued with a document "Right place at the right time" which outlines where they should be at any time.
- Our staff stay connected with our boarders by involving them in as many activities as possible. Staff and student boarders collaboratively plan weekday and weekend activities. Staff encourage as many students to attend as possible.
- For those boarders who have taken the initiative to enrol themselves in extracurricular activities, the duty team staff plan their shifts to accommodate for any transportation needs where necessary.
- Reminding boarders on a regular basis about the importance of signing in/out of the boarding school.
- Reminding students about safe and ethical use of social media and encouraging them to have safer, more positive experiences online.

On Tuesday 23 March, we had our first boarder parent welfare meeting for 2021 and the following was discussed:

- Students settling in for this year
- Student feedback
- Executive update
- COVID restrictions
- Boarder activities

Some of the activities our boarders have participated in this term include:

- Ocean Pools – Cronulla
- A-League soccer match between Western Sydney Wanderers and Macarthur FC – Campbelltown Stadium
- Coastal Walk - South Cronulla



We look forward to making your child's journey as a boarder in 2021 a safe and memorable one.


Mr Sailash Krishan
DP Boarding

Ms Roxanne West
HT Welfare – girls

Mr Samir Al-Seblani
HT Welfare – boys

**Please refer to
P22 - 30
to view the forms
below**

Term 2
Students returning
on Tuesday
20 April 2021



NSW
Education & Communities

Compulsory School Attendance

Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best outcomes and realise their potential. As a parent, you have a role to play in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will be able to maintain friendships with other children.

What are my legal responsibilities?

In New South Wales the *Education and Communities Act 2016* (the Act) states that every child between the ages of 5 and 16 years is required to attend school. The Act also states that every parent of a child of compulsory school age is entitled to ensure that their child attends school every day, or is enrolled with the Board of Studies, Teaching and Educational Institutions (BOSTES) for home schooling.

Some parental offences are related to school absence that is up to 10 days.

The importance of arriving on time

Arriving at school and classes on time

- Ensures that children do not miss out an important learning experience scheduled early in the morning
- Helps students learn the importance of punctuality and routine
- Ensures that time is spent their friends before and after
- Reduces the chance of disruption

Attendance is recorded as a partial absence and must be explained by parents.

What if my child has been away from school?

On occasions, your child may need to be absent from school for a short period. There are a number of reasons why they may be absent:

- being sick, or feeling unwell
- being away from school for a short period
- having an unexplained medical condition
- being required to attend a religious or religious event
- experiencing an urgent family commitment
- being away from school for a short period

Following an absence from school that exceeds five school days you provide your child's school with a letter of explanation for the absence. However, if the school has not received an explanation for the absence by the 10th day, the school may contact you to discuss the absence.

Parents may be required to provide an explanation if you have provided a letter to the school but the school is not satisfied with the explanation or you have not provided a letter to the school. If you are not satisfied when the school's principal or delegate then you may appeal the school's decision to the Education and Communities Minister.

Principals may request medical certificates or other documentation

When frequent or long-term absences occur, principals may also seek parental collaboration. Principals may wish to speak to you to obtain more information to understand the reasons for the absence and to support your child. If the absence is frequent, the principal can also discuss the absence as a truancy matter as well as attendance as usual.

Truancy

Parents are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school. Parental absences will be recorded as a truancy matter. An explanation of educational reasons must be completed. Absences without a valid explanation will be recorded as a truancy matter. Parents are encouraged to contribute to your child's total absence.

Truancy consequences

Some circumstances students may be eligible to enter a distance absence for travel periods over 60 school days. This should discuss with your child's school principal.

MINISTER OF EDUCATION AND COMMUNITIES

LEARNER | LEADER | CITIZEN

NSW GOVERNMENT

[illegible]

Completing Absentee Notes and Notices

Information for parents and carsers

It is important to tell the school if your child has to be absent from school and to provide a reason for the absence.

Principals are legally responsible for keeping accurate records of student attendance.

Principals are also responsible for deciding if the reasons given for an absence is justified.

Wherever possible, parents and carsers are encouraged to provide an explanation for absences before the absence occurs.

The Principal of the school has the right to question parents' requests for their child to be absent from school. The Principal also has the right to question an explanation given for a child's absence from school.

Principals use the Absentee Notice to explain an absence and carsers may:

- send a note, fax or email to the school
- telephone the school, or
- visit the school.

Bilingual Absentee Notices

These bilingual absentee notices are available to assist you to inform the school of your child's absence.

Absentee notice 1 should be used when a child is absent for a whole day.

Absentee notice 2 should be used when a child is absent for more than 1 day.

Absentee notice 3 should be used when a child is absent for part of the day.

Absentee Notices

Principals will not request an explanation for a child's absence. They may send you an Absentee Notice.

Principals use the Absentee Notice to contact parents within two days of an unexplained absence. The Absentee Notice must be completed in English and returned to the school within seven school days, giving a reason for the absence.

Completing details of absence

Sections of the Absentee Notice and the Absentee Notice ask you to provide details for your child's absence or partial absence.

For the school to be able to understand the reasons given, these sections should be completed in English. Possible reasons are provided in this letter and have been translated into English for you to copy onto the forms, if applicable.

If you have difficulty understanding the Absentee Notice or Absentee Notice or with completing the details you may telephone the school to explain the reason for your child's absence or call the telephone number on the Absentee Notice to speak to a telephone counsellor.

Telephone Interpreter Service

If you need an interpreter to assist you to contact your child's school, please call the Telephone Interpreter Service on 131 650 and ask for an interpreter in your language. The interpreter will call the school and stay on the line to assist you with your conversation. You will not be charged for this service.

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NIOV Department of Education

ENGLISH 1

ENGLISH 2

Completing Absentee Notes and Notices

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School Communities Working Together

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 state rules and follow the directions of their teachers
- Engage in the highest standards of learning
- Respect all members of the school community and acknowledge that all students, teachers and community members have a role to play in the school
- Display a positive responsibility, energy and fairness
- Comply with the school's uniform policy and dress code
- Display a positive attitude (be happy, agreeable)
- Not eat or drink anything (including large drink) or alcohol or tobacco in school
- Not use mobile phones or other digital media during school hours
- Be respectful to the community that is adjacent to the school

Behaviour Code for Students Actions

Promoting the school's learning and safety, and its commitment to excellence is a high priority for the Department of Education.

We implement behaviour and learning approaches to achieve the best outcomes for all students to ensure that we have high standards for: respect, safety and respect for learning.

Respect

- Treat one another with dignity
- Be aware of personal boundaries
- Communicate with empathy
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and skills of others
- Display responsibility by following the school uniform or dress code
- Take care with property


Safety

- Follow all school-departmental, school and state codes of behaviour and conduct
- Follow all state processes relating to anti-bullying
- Take personal responsibility for behaviour and actions
- Follow the school's uniform policy
- Adopt dangerous behaviour and language to others
- Follow the school's mobile phone policy

Engagement

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

The actions and attitudes that your professional judgement are best placed to monitor, develop and enforce are safe, supportive and responsive learning environments. The Department provides a policy to support the school's behaviour and learning expectations. These are to be discussed with and professional judgement is required to determine the appropriate response and the staff supporting that response. This policy is developed in the context of the NSW Government and the Department of Education's commitment to the promotion and judgement of principles of respect and safety for all students.



NSW
GOVERNMENT

education.nsw.gov.au

Behaviour Code for Students

**Click Here
to view this link -
Student Codes of Conduct
when travelling**

[illegible]

INSW Department of Education

Anti-Racism Contact Officer (ARCO)

Information for parents and carers

The NSW Department of Education rejects all forms of racism and is committed to the elimination of racial discrimination.

The Department's [Anti-Racism Policy](#) requires each school to have an Anti-Racism Contact Officer (ARCO).

The ARCO is an experienced teacher nominated by the principal. The ARCO is trained to assist students, teachers, parents and community members who have concerns relating to racism in the school or complaints about incidents of racism. The ARCO can assist by providing:

1. advice on the procedures to resolve concerns or complaints about racism
2. support during the process to reach a resolution.

Complaints of racism are managed by a complaints manager as explained in the [School, Community and Consumer Complaint Procedure](#). People making complaints may ask for a representative to make the complaint on their behalf. The representative can be any person or organisation chosen by the complainant unless there are reasonable grounds to assume the chosen person is not appropriate, for example if the person poses a risk to health or safety or their endorsement to information about a child has been restricted by law.


Interpreter assistance

If you need an interpreter to help you to speak to the school or to make an appointment please ring the Telephone Interpreter Service on 131 430 and ask for an interpreter in your language.

Use the operator the school's phone number and the operator will ring the school and will pass an interpreter on the line to help you with your conversation.

If you need an interpreter during meetings with school staff, ask the school to organise one. The school will arrange an oral, written or telephone interpreter, depending on availability.

You will not be charged for interpreting services.

education.nsw.gov.au English 

Permission to Publish

Anti-Racism Contact Officer Information

**Please refer to
P31 - 41
to view the forms
below**

NSW Department of Education

Individual Health Care Plan Cover Sheet

This template forms the cover sheet for an individual health care plan. Additional information and attachments will be relevant to meet the specific health care needs of the student.

The individual health care plan must also include the needs of the student in the context of the school and the activities the student will be involved in. Planning must take into account the student's full range of learning and support needs.

The individual health care plan is developed in consultation with the parent, staff and student, where practicable, and on the basis of information from the student's doctor, provided by and for the parent.

For more information see www.schools.nsw.edu.au/healthandphysicaleducation/individualhealthcareplan and the Anaphylaxis Procedures for Schools.

The plan will be reviewed on: / / **NOTE:** Individual health care plans should be reviewed at least annually or when the parent notifies the school that the student's health needs have changed. Principals can also initiate a review of the health care plan at other times.

School	Principal Name	Class	Phone
ALBERTON, MONICAL, ALBERTON, MONICAL	ALBERTON, MONICAL	ALBERTON, MONICAL	ALBERTON, MONICAL
Student name	Health care number	Class	Phone
ALBERTON, MONICAL	ALBERTON, MONICAL	ALBERTON, MONICAL	ALBERTON, MONICAL
Date of birth	Health condition/s	Class	Phone
ALBERTON, MONICAL	ALBERTON, MONICAL	ALBERTON, MONICAL	ALBERTON, MONICAL
ERN/Student number	Health condition/s	Class	Phone
ALBERTON, MONICAL	ALBERTON, MONICAL	ALBERTON, MONICAL	ALBERTON, MONICAL
Health condition/s	Health condition/s	Class	Phone
ALBERTON, MONICAL	ALBERTON, MONICAL	ALBERTON, MONICAL	ALBERTON, MONICAL
If anaphylaxis, list the confirmed allergies	Health condition/s	Class	Phone
ALBERTON, MONICAL	ALBERTON, MONICAL	ALBERTON, MONICAL	ALBERTON, MONICAL

NSW

Insert photo of student

education.nsw.gov.au

Individual Health Care Plan

Individual Health Care Plan

ascia
Allergy Specialist Centres
www.allergy.org.au

ACTION PLAN FOR Anaphylaxis

For use with **Epipen** adrenaline (epinephrine) autoinjectors

Name: _____

Phone: _____

Address: _____

Postcode: _____

City: _____

State: _____

Occupation: _____

Family emergency contact name: _____

Family emergency contact phone: _____

Family emergency contact address: _____

Family emergency contact city: _____

Family emergency contact state: _____

Family emergency contact postcode: _____

Family emergency contact email: _____

Family emergency contact occupation: _____

Family emergency contact other: _____

Family emergency contact notes: _____

Family emergency contact comments: _____

Family emergency contact signature: _____

Family emergency contact date: _____

Family emergency contact expiry: _____

Family emergency contact other: _____

Family emergency contact notes: _____

Family emergency contact comments: _____

Family emergency contact signature: _____

Family emergency contact date: _____

Family emergency contact expiry: _____

Family emergency contact other: _____

Family emergency contact notes: _____

Family emergency contact comments: _____

Family emergency contact signature: _____

Family emergency contact date: _____

Family emergency contact expiry: _____

Family emergency contact other: _____

Family emergency contact notes: _____

Family emergency contact comments: _____

Family emergency contact signature: _____

Family emergency contact date: _____

Family emergency contact expiry: _____

Family emergency contact other: _____

Family emergency contact notes: _____

Family emergency contact comments: _____

SIGNS AND SYMPTOMS OF MODERATE ALLERGIC REACTION

- Swelling of lips, face, ears, etc.
- Tingling nostrils
- Hives or welts
- Abdominal pain, vomiting or loose stools
- Signs of anaphylaxis to treat at once

ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy: knock sting out of victim's skin
- For treat allergy: **use** medical history and **ask** if treat test kit is drop off
- Stay with person and call for help
- Locate adrenaline autoinjector
- Give other medications (antihistamines)
- Family emergency contact contact

Mild to moderate allergic reactions (such as hives or swelling) may NOT always occur before anaphylaxis

WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Difficult, noisy breathing
- Swelling of tongue, throat or face
- Swelling/tightness in throat
- Difficulty swallowing
- Difficulty talking or hoarse voice
- Profuse dizziness or collapse
- Pale and floppy (young children)

1. ACTION PLAN FIRST

- 1. Action plan first: **do NOT** allow them to stand or walk if unconscious, place in recovery position
- 2. If breathing is difficult
- 3. If breathing is difficult

- 2. Give adrenaline autoinjector
- 3. Phone ambulance: 000 (AU) or 111 (NZ)

- Show ambulance emergency contact details
- Further adrenaline doses may be given if no response after 5 minutes

- Transfer person to hospital for at least 4 hours of observation if in doubt give adrenaline autoinjector

Remember: CPR at all times if person is unconscious and not breathing normally

ALWAYS give adrenaline autoinjector FIRST, and then asthma reliever puff! If someone with known asthma and allergy has anaphylaxis, they may also have an asthma attack. If they are wheezing, give asthma reliever puff or hange mist or use their own asthma reliever.

• **Adrenaline is available instantly by dialling 4.** A photo: please use your local police information numbers.

• **Adrenaline is available instantly by dialling 4.** A photo: please use your local police information numbers.

1. Hold right leg and use RAS (red safety cap) to break the seal and remove the needle cover. Hold the device in your hand with the needle pointing away from you.


2. Push against thigh and hold for 10 seconds. Do not move the device. Do not pull the needle out.

3. Pull the needle out and hold the device for 10 seconds. Do not move the device. Do not pull the needle out.

4. Push the button on the back of the device. The needle will retract and the device will be ready for use.

Epipen is available for children over 6 years of age. Epipen Jr is available for children under 6 years of age.

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Name: _____

Date of birth: _____

www.allergies.org.au

SIGNS OF MILK TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Itching mouth
- Hives or welts
- Abdominal pain, vomiting
- Diarrhoea
- Signs of anaphylaxis for most drugs

ACTION FOR ANY ONE OF THE FOLLOWING SIGNS

For instant allergy - flush out using 500mls

- For tick allergy - flush with medication OR flush tick and let it drop off
 - Stay with person and do not help
 - Give other medications if prescribed
 - Phone family/emergency contact

Confirmed allergies:

Milk to moderate allergic reactions (such as hives or swellings) may not always occur before anaphylaxis

WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Swelling/difficulty breathing
- Difficulty talking or loss of voice
- Swelling/throat tightness
- Persistent dizziness or collapse
- Wheezing or persistent cough
- Pale and floppy (young children)

ACTION FOR ANAPHYLAXIS

- 1 Lay person flat - do NOT allow them to stand or walk

Give adrenaline (if available) in recovery position

If breathing is difficult allow them to sit

2 Give adrenaline (epinephrine) autoinjector if available

3 Phone ambulance - 000 OR call family/emergency contact

4 Transfer person to hospital for at least 4 hours of observation

5 If unable to give adrenaline call ambulance

6 Monitor CPR at 2 min intervals if unconscious and not breathing, manually

ALWAYS give adrenaline autoinjector FIRST if available, and then continue rescue puffs if someone with severe asthma

ALWAYS give adrenaline autoinjector FIRST if someone with severe asthma and breathing difficulty

whereas, persistent cough or throat swell or if there are skin symptoms

Get to hospital as quickly as possible

Call ambulance if someone is unconscious and not breathing, manually

Call ambulance if someone is unconscious and not breathing, manually

Note: This ASCIA Action Plan is for people with a confirmed allergic reaction to milk and is not for people with a suspected allergic reaction. For people with severe allergies and/or at risk of anaphylaxis, it is recommended that they have an ASCIA Action Plan for Anaphylaxis. For people with severe allergies and/or at risk of anaphylaxis, it is recommended that they have an ASCIA Action Plan for Anaphylaxis. For people with severe allergies and/or at risk of anaphylaxis, it is recommended that they have an ASCIA Action Plan for Anaphylaxis.

Indications are not the decision tool. Adrenaline autoinjectors (100 and 200mcg) are prescribed to people with severe allergies and/or at risk of anaphylaxis. Indications are not the decision tool.

ASCIA 2019. This action plan is intended as a guide only. It is not a substitute for professional medical advice. For more information, please contact ASCIA on 1300 222 222.

ACSIA Action Plan - Allergy plan

[illegible]

Asthma Action Plan



COOD KIDS
CENTRE FOR EMOTIONAL HEALTH CHILD



MACQUARIE
UNIVERSITY

ABOUT THE CLINICAL
The Centre for Emotional Health (CEHC) is a research and training school established on Macquarie University campus. The Centre is committed to the development of child and adolescent mental health services and the delivery of the CEHC services to the community. The Centre also offers a range of continuing education courses for health professionals. The Centre is a not-for-profit organisation and is funded by the Government of New South Wales and private fund-raising efforts. The Centre is a not-for-profit organisation and is funded by the Government of New South Wales and private fund-raising efforts.

ABOUT THE EDUCATION PROGRAM
Cood Kids is a structured program aimed at teaching children skills in managing stress. It is a cognitive behavioural approach which means that it focuses on teaching children to manage their own thoughts, feelings and behaviours. The program is designed to help children to manage their own thoughts, feelings and behaviours. The program is designed to help children to manage their own thoughts, feelings and behaviours.

Core skills include:
• how to identify anxious thoughts, feelings, and behaviours;
• understanding negative thoughts and expectations (distorted thinking); and
• gradually building self-confidence and self-esteem by facing fears (exposure).

At school, additional skills such as problem solving, social skills and relaxation are introduced. For children who also have experience with mental or health issues, specific lessons of Cood Kids that target these areas are available.

Parents are also keen to support their child as the program has a focus on the parent's role in the program. There are three main aims to support the child as the parent's role in the program. There are three main aims to support the child as the parent's role in the program.

During the program, children are given the opportunity to:
• learn about the program and its goals;
• learn about the program and its goals;
• learn about the program and its goals;

COOD KIDS AT MACQUARIE UNIVERSITY
Cood Kids can be run for one or two sessions. Cood Kids can be run for one or two sessions. Cood Kids can be run for one or two sessions.



WHO CAN DO COOD KIDS?
The Cood Kids Program is designed for children:
• who are 7-12 years old (grades 1-6);
• who are anxious in the main problem areas (e.g. school, social, family, etc.);
• who are anxious in the main problem areas (e.g. school, social, family, etc.);

The Cood Kids Program is not suitable if:
• anxiety is the main cause of difficulties (e.g. examples of oppositional or defiant behaviour, conduct problems, etc.);
• the child has a current or past history of mental health problems;

Other services that may be suitable for your child if you are not suitable for Cood Kids including:
• individual therapy;
• group therapy;
• family therapy;
• individual therapy;
• group therapy;
• family therapy;

Programs:
• a half-day program for a child, and if recommended, parents;
• our research and training activities, and Macquarie commitment stage, and the treatment stage or at both research activities;
• a postgraduate provisional psychologist, a graduate of Cood Kids accredited and are supported by grants.

Kids like to be involved by their child. The likelihood to improve with a child and their behaviour will be as applicable.

Use the treatment program. The 20-30 minute sessions are allocated to an individual child for all clients. Where a child will be completing the Treatment Plan and referral letter from a GP through treatment.

	Medicine Referral	Out of pocket per session
1st	NZ	\$65
2nd	RP-45	\$65
3rd	RP-45 per session	\$65

For each one card booklet, payment is determined by the clinic. Families pay the treatment program fee. The fee is \$65 per session. The fee is \$65 per session. The fee is \$65 per session.

Information about the difficulties your assessment for Cood Kids is free. In a letter, we will provide a

Macquarie University



MACQUARIE
UNIVERSITY

Cool Kids Program - Information

Kids Helpline
Anytime. Any Reason.

COVID on your mind? We've got you covered here.

1800 55 1800
Anytime. Any Reason.

Kids
aged 5 to 12

Teens
aged 13 to 17

Young Adults
aged 18 to 25

Parents and Carers

Schools and Teachers

Enter!

Enter!

Enter!

Enter!

Enter!

Enter!

30

We're celebrating our 30th birthday!

Let's take a trip down three decades of memory lane...

Things have changed a lot since we launched in 1991. But one thing remains the same - we're here for you

We're celebrating our 30th birthday!

Let's take a trip down three decades of memory lane...

Things have changed a lot since we launched in 1991! But one thing remains the same - we're here for you

HAHS—School Forms & Information

Permission to Drive to School

Permission to have a vehicle on site is usually only available to students in year 12.

Students are required to submit with their “Permission to Drive to School Application” copies of the following documentation is required:

- Drivers licence
- Vehicle insurance

Once the application is submitted and approved by the Deputy Principal a Student Parking Authority Pass will be given to the student to display on their dashboard whilst parked on school grounds

Permission to drive to School

Elevate Years 7 - 12

INFORMATION ONLY 10 March 2021

Dear Parents and Carers,

On **4 June 2021**, all **Year 7** students will participate in the Elevate Program seminar, Study Skills Kickstart, during period 1.

The Study Skills Kickstart seminar covers:

- Transferring to high school
- Dynamic thinking skills
- Effective note taking skills
- Conceptual learning techniques
- Independent Learning

FREE
Elevate Parent Seminar video Conference session on 21 June 2021 from 7:30pm.
Limited spots. Email the school to register your interest: hurlstone@hurlstone.nsw.edu.au

This is a funded program of Hurlstone Agricultural High School to strengthen students' cognitive wellbeing and executive functioning skills. **There is NO COST to students.**
Madeline Kabal and Emily Richter-Morris cited in American National Association for Gifted Children website outline the following as common signs of poor executive functioning skills:

- Difficulty starting and/or completing tasks
- Quickly forgetting information that they have been told or have read
- Difficulty switching tasks or following directions
- Becoming overly emotional
- Inability to manage time
- Planning or keeping track of assessment tasks and homework
- Panicking when routines change

The QR codes below will take you to websites for more information on executive function.

Executive Function & Self Regulation
Centre on the Developing Child
Harvard University

Gifted Learners & Executive Functioning
National Association for Gifted Children

Regards,

Ms Pham
Elevate Coordinator
Deputy Principal (Year 8 & 11)

Ms Elmeton
Year 7 Advisor
English Faculty

Year 7—Elevate

INFORMATION ONLY 10 March 2021

Dear Parents and Carers,

On **20 May 2021**, all **Year 8** students will participate in the Elevate Program seminar, Junior Time Management, during period 1.

The Junior Time Management seminar covers:

- Creating a study routine
- Prioritising high value tasks
- Creating assessment planner

This is a funded program of Hurlstone Agricultural High School to strengthen students' cognitive wellbeing and executive functioning skills. **There is NO COST to students.**
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- Panicking when routines change

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Executive Function & Self Regulation
Centre on the Developing Child
Harvard University

Gifted Learners & Executive Functioning
National Association for Gifted Children

Regards,

Ms Pham
Elevate Coordinator
Deputy Principal (Year 8 & 11)

Ms Cheng
Year 8 Advisor
HSSE Faculty

Year 8—Elevate

INFORMATION ONLY 10 March 2021

Dear Parents and Carers,

On **3 June 2021**, all **Year 9** students will participate in the Elevate Program seminar, Memory Memoristics, during period 1.

The Memory Memoristics seminar covers:

- Maximising retention and minimising distractions
- Memory and learning styles
- Semantic learning techniques
- Avoiding rote learning through use of high level techniques

This is a funded program of Hurlstone Agricultural High School to strengthen students' cognitive wellbeing and executive functioning skills. **There is NO COST to students.**
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Executive Function & Self Regulation
Centre on the Developing Child
Harvard University

Gifted Learners & Executive Functioning
National Association for Gifted Children

Regards,

Ms Pham
Elevate Coordinator
Deputy Principal (Year 8 & 11)

Ms Malik
Year 9 Advisor
English Faculty

Year 9—Elevate

INFORMATION ONLY 10 March 2021

Dear Parents and Carers,

On **Thursday 1 April 2021**, all **Year 10** students will participate in the Elevate Program seminar, Study Skills during period 1 (90 minute lesson).

The Study Skills seminar covers:

- Utilising the syllabus to frame study
- Structuring and reviewing organised notes
- Conceptual learning to develop deep understanding
- Utilising practice exam papers
- Shining out through independent learning

This is a funded program of Hurlstone Agricultural High School to strengthen students' cognitive wellbeing and executive functioning skills. **There is NO COST to students.**
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- Panicking when routines change

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Executive Function & Self Regulation
Centre on the Developing Child
Harvard University

Gifted Learners & Executive Functioning
National Association for Gifted Children

Regards,

Ms Pham
Elevate Coordinator
Deputy Principal (Year 8 & 11)

Ms Tassman
Year 10 Advisor
Maths Faculty

Year 10—Elevate

INFORMATION ONLY 10 March 2021

Dear Parents and Carers,

On **Monday 26 April 2021**, all **Year 11** students will participate in the Elevate Program seminar, Time Management, during period 2.

The Time Management seminar covers:

- Developing routines to balance study and lifestyle
- Planning smart by completing high value work
- Utilising study groups to leverage time
- Techniques for maximising prior education

This is a funded program of Hurlstone Agricultural High School to strengthen students' cognitive wellbeing and executive functioning skills. **There is NO COST to students.**
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- Quickly forgetting information that they have been told or have read
- Difficulty switching tasks or following directions
- Becoming overly emotional
- Inability to manage time
- Planning or keeping track of assessment tasks and homework
- Panicking when routines change

The QR codes below will take you to websites for more information on executive function.

Executive Function & Self Regulation
Centre on the Developing Child
Harvard University

Gifted Learners & Executive Functioning
National Association for Gifted Children

Regards,

Ms Pham
Elevate Coordinator
Deputy Principal (Year 8 & 11)

Ms Duncan
Year 11 Advisor
English Faculty

Year 11—Elevate

INFORMATION ONLY 10 March 2021

Dear Parents and Carers,

On **Monday 26 April 2021**, all **Year 12** students will participate in the Elevate Program seminar, Thinking Line, during period 3.

The Thinking Line seminar covers:

- Developing weaknesses in the head to exam
- The use of exam study groups
- Essay management techniques and wellbeing
- Study routines for assessment periods and holidays

This is a funded program of Hurlstone Agricultural High School to strengthen students' cognitive wellbeing and executive functioning skills. **There is NO COST to students.**
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The QR codes below will take you to websites for more information on executive function.

Executive Function & Self Regulation
Centre on the Developing Child
Harvard University

Gifted Learners & Executive Functioning
National Association for Gifted Children

Regards,

Ms Pham
Elevate Coordinator
Deputy Principal (Year 8 & 11)

Ms Trotter
Year 12 Advisor
Science Faculty

Year 12—Elevate

HAHS - Leadership

Meet the Leadership Team Executive



2020 - 2021 Leadership Team Executive

Captains

Anthony Rajapakse

Voraporn Wongruechu

Vice Captains

Alyssa Doeur

Eesha Sonje

Leaders

Ariq Abdullah

Tainan Marchese

Rachel Chhoeu

Shishir Mehendale

Milith Dheeraseskara

Kyouko Nagatsuka

Nadia Gunn

Aden Noithongkham

Aurva Hasnat

Zoe Ray

Daniel Higgins

David Stewart

Neha Joseph

Martin Tran

Evelyn Ly

Karina White



Congratulations

HAHS - Leadership

Sports Captains for 2021



2021 Sports House Captains

Wentworth

Captains

Anthony Nguyen

Nisha Arcot

Vice Captains

Jeremy Donoghue

Lauren Doan

Farrer

Captains

Rushil Sherirff

Alyssa Doeur

Vice Captains

Milith Deerasekara

Alisha Nguyen

Lachlan Macquarie

Captains

Tainan Marchese

Nadia Gunn

Vice Captains

Cameron Umpleby

Neon Wongruechu

Macarthur

Captains

Lachlan Nguyen

Eesha Sonje

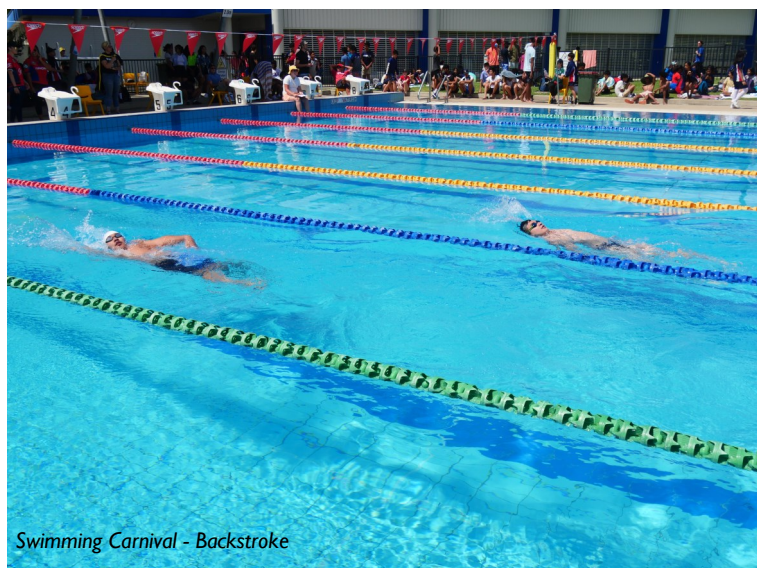
Vice Captains

Ben Augustine

Angela Heng

Congratulations

Swimming Carnival 2021



Swimming Carnival - Backstroke



Swimming Carnival - Breaststroke

EXCELLENCE | OPPORTUNITY | LEADERSHIP | COMMUNITY

HAHS - HSIE

Illuminate Next Gen Challenge



Last year in August, 13 students from Year 10 participated in the Illuminate NextGen Challenge. Normally the competition is run in-person at UTS, however due to COVID, the competition moved online. There were 3 teams that represented Hurlstone, consisting of Regina Chen, Hiya Shah, Akilah Martinez, Tasha Truong, Francesco Ierano, Rupert Fuelling, Lucy Coleville, Shunova Khandaker, Kimberly Dang, Soham Borge, Arjun Theyagarajan, Jordan Varghese and Annie Khuu.

Special thanks to Mr Mackinder, Ms Benjamin and Ms Cheng for assisting the students.

One of the participants, Regina Chen, shares the experience of the Hurlstone Teams:

The illuminate:nextgen Challenge was an entrepreneurial competition where teams from schools all over Australia had to create a hypothetical business over the course of 4 days. There were many stages over the course, ranging from problem framing to developing an elevator pitch, and even creating a business launch presentation in the form of a video. This year, teams had to centre their business around the question, *"What would you like to see change in the Post COVID-19 community?"*.

Though the 4 days were extremely stressful and arduous, it was a great opportunity to not only learn new skills but also develop and strengthen existing skills. Teams' skills in communication, understanding, problem solving, creativity and collaboration were put to the test. Teams had to input their understanding of the current community, identify a relevant issue and creatively explore and refine possible solutions around their chosen issue. Then teams developed an innovative business idea and model, along with marketing and finance materials to prove their business' ability to sustain a long-term impact, as well as its financial sustainability.

There were numerous deadlines that were set back to back for the different tasks and materials required for each team's business. To overcome such tight deadlines, teams had to work collaboratively and efficiently, as well as delegate tasks fairly to successfully deliver their solution and business. These 4 days have given the teams from Hurlstone the opportunity to learn to overcome numerous obstacles and challenges as well as to work collaboratively and fairly with their peers.

Team 7 from Hurlstone won the "Best Business Launch Presentation" category and was the overall runner up (2nd place). Team 8 won the "Best Pressure Cooker Submission" category. All teams from Hurlstone put in an immense amount of effort into every task delegated with everything completed to the highest quality. In the end, the best outcome for all the teams was the experience of the challenge itself.

Ms Wun-Ling Cheng

HSIE Faculty

Ancient History Students Explore Big Ideas At The Chau Chak Wing Museum

On Friday 19 March, Year 11 and Year 12 Ancient History students visited the Chau Chak Wing Museum at the University of Sydney. The guided tour gave us a great opportunity to engage with our studies in an up-close and personal manner with one of the University's professors walking us through the variety of exhibits. We were able to consolidate our understanding of the work and processes of archaeologists and historians, as well as consider the ethics of museums in real life. A real highlight was being able to interact with source evidence in a way that isn't available in a normal classroom setting, working with artefacts that were thousands of years old. It was also very interesting to see exhibits in the museum organised around thought provoking themes and concepts, like 'Chaos, pattern, order', instead of a normal chronological fashion, challenging the typical role of history as a purely fact driven affair.

R McMurtrie & T Tran

HSIE Students

HAHS - HSIE

Australian Geography Competition

The Australian Geography Competition was a very thought provoking experience, which enabled us to test our knowledge of geographic ideas and concepts. It inspired us to explore the scope of geography more at school and in our own research, since it is at the heart of contemporary concerns such as feeding and housing a growing population, dealing with global pandemics, and sustainably managing declining resources. We highly recommend students joining this competition in 2022 as it was extremely interesting. Sixteen students from years 8 to 11 took part on Tuesday 23 March.

HAHS - Students Success

Careers

University of Sydney Academic Achievement Award

Congratulations to Akilah who was awarded the University of Sydney Academic Achievement Award in recognition of outstanding academic achievement in year 10, 2020. Akilah received a Certificate and University of Sydney backpack filled with great items.

Ms Robyn Keegan

Careers Adviser



Ms Keegan and Akilah with award

PDHPE

Sydney South West AFL Representative

Congratulations to Russell Royal in Year 10 on being selected to represent the Sydney South West AFL team. He is part of the regional team that will participate in the Combined High Schools (CHS) carnival to be held in Coffs Harbour between the 21st and 23rd of April. The Hurlstone community wish you all the best for your upcoming AFL event!



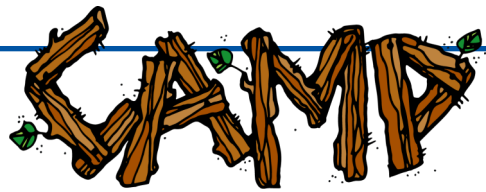
Sydney South West Basketball Representative

Congratulations to Jordan Gray in Year 12, who has been selected to represent the Sydney South West basketball team. Jordan has proven to be a talented basketball player over the years and has consistently represented his school, zone and region throughout his time at Hurlstone. Jordan will travel with the rest of his team mates up to Tamworth and compete against other regions in the state on 22nd April to 24th April. We wish you the best of luck Jordan

Mr Tyson Willoughby

PDHPE Sports Organiser/Teacher





HAHS - Year 7

2021 Year 7 Camp Reflections

At the beginning of Week 4, Year 7 went on their first High school camp. Below are some of their reflections.

Year 7 camp was truly an enthralling experience, especially since it was my first one. For three days, I left the comfort of my own home, not knowing the adventures ahead. I was nervous at first but my teachers, friends and camp staff helped me in conquering this milestone in my life. My cabin mates were wild but hilariously funny, we stayed up late laughing, eating snacks and mucking around. Camp also showed me that conquering my fears helps; I was genuinely terrified of heights but after going on the giant swing, great heights don't stand a chance. Also activities such as the disco and talent show were quite enjoyable. So I would like to thank my cabin mates, Ar-Rafe, Samir, Sabeeh and Araf and also Ms Elderton and Mr Holmes and other HAHS staff that went on camp, and Stanwell Tops Camp staff for making Year 7 camp a wonderful start to my high school journey.

Much Appreciation,

Zarif Rahman 7D

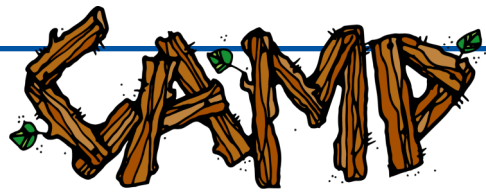
There were a lot of good moments during camp and I made some great friends. I was extremely excited to go especially since it was somewhat a new experience for me. I even challenged myself doing a few activities like giant swing and abseiling. I can't choose a favourite activity, they were all so awesome. Night activities were fun as well but got me way too energetic and snacks didn't help. Some of us went wild off sugar!

Special thanks to teachers, staff, organisers and everyone who made camp so memorable!

Sincerely,

Annie Mai 7I





HAHS - Year 7

2021 Year 7 Camp Reflections

Before I went to camp, I was pretty meh about going there, because I've been at camp, thing is, I was going with a whole grade of people i barely knew. On the bus ride, it was pretty cool, spending 30 minutes trying to make a Pokemon Go account, spend 15 minutes catching Pokemon, and then running out of Pokeballs for the next 2 days oof ok now that's not important. Now the actual camps activities, they were pretty fun, ESPECIALLY go-karting (I was like a professional) and the GIANT SWING (I want to do again) and the Survivor thing (especially on the last survivor activity, because 2 other people and I were just doing everything and becoming speed, while everyone else, just stood there not knowing what we were doing). The cabins were pretty cool, and the first night was ok, just no one could sleep, second night, it was way better, everyone is silence, and definitely NOT having several attempts at apparently 'choking' a small stuffed duck belonging to YOU KNOW WHO YOU ARE :). I got to know more people and make a few new friends, and I had a great experience. The only bad things in camp was a bit of abseiling (my waist got killed like so many times could we have done rock climbing instead?) and the food, mainly because I'm a very picky eater. I was alright with going home, couldn't wait to lie in my comfy bed, and like at the start, I was pretty meh about going home, and yes I am a very meh person who doesn't seem to care much about things.

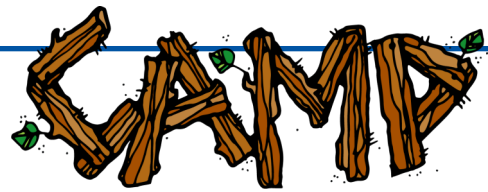
I came home having many memories, such as getting one foot drenched in water on the 2 and a half hour walk, seeing the leeches in the cafeteria, and the very loud, noisy and crazy disco. Year 7 camp was a great camp, and I hope to go to future camps and enjoy them as well as or more than Year 7 camp. Thank you very much to teachers, fellow students and camp staff to make such a great experience.

By, Anh Quynh Dang 7A

For me Year 7 camp was filled with exciting activities and amusing memories. I had been quite nervous about camp but it definitely proved to be worth it. The best thing about camp for me was the Survivor Challenge. We all worked together as a team to complete the challenges the instructors set out for us, still having fun in the process. The long hike to see the breathtaking view at the edge of a cliff was truly something new. The Giant swing was an terrifying yet fun experience which I would definitely do again if I had the chance. The night activities were enjoyable and fun, especially the disco and the newspaper modelling. Also, I'm pretty sure none of us slept. Thanks to all the teachers, the camp organizers, the staff at the Tops, the peer support and everyone who made camp such a wonderful experience!

By, Arul Ghorpade 7D





HAHS - Year 7

2021 Year 7 Camp Reflections

Year 7 camp is probably one I will always remember. A few days before going to camp, I was dreading the feeling of having to spend 3 days away from my family (which is the longest time I've spent away from them), and having to make new friends. At that time I only had 4 friends, and by the end of camp I had made many more. I LOVED the food and the activities too. Go-carting was fun, except when we were racing and I fell behind all the other teams, but I enjoyed it. I like abseiling because I had never done anything like it before. I loved the free time we would get in between activities because that is how I made so many more friends. I loved goofing around at the park annoying people by hogging the swings. I loved playing chase other than the fact that I am really slow. But what I loved most was going down to stairwell park and doing role-play with my friends. I know I have already said this- but I liked the food. I loved the glow stick party we had at night and I loved watching people cat walk down the "red carpet" during newspaper fashion.

Miriyah Ahmad 7I

Year 7 camp was a blast! I have to admit, I will never ever forget the amazing 3 days I had at camp, all of them so special and meaningful to me as this was my very first camp. At first, as soon as the bus began moving and we were headed to "The Tops", my feet were shaking (no cap), and for a tinge of a moment, just a tinge, I felt like I had made the wrong decision by stepping on the bus and coming here. But as soon as I looked around, people were just laughing and chilling on the bus, so I thought to myself *why not do the same?* And, I simply enjoyed the whole ride way through after that point. Once we arrived, as I had my very first step there, I was delighted! At that very moment, I knew that this camp is special, that this camp isn't just any normal camp but something meaningful, that this camp is one I will remember for a long, long time. And to my surprise, I was right! I had a terrific time there, and I am immensely happy of the way I made so many new friends.

Thank you to all my fellow peers, magnificent teachers and the wonderful camp staff, this was truly one of the great experiences I have had in my life.

By Aahan Verma 7Y



I believe the year 7 2021 camp was a great success. The activities at Stanwell Tops were really fun and thrilling. I met lots of new people at camp, tried out lots of things I thought I would never do (like the giant swing and abseiling) and made lots of memories that would last a VERY long time. Some highlights of camp were the night activities like the talent show and the newspaper fashion show, going on the giant swing and also pulling Mr Holmes up the giant swing as well J. I hope we get to go on another camp like this soon!

-Menaal Idrees 7I

HAHS - Extra-curricular

Rural Youth 2021

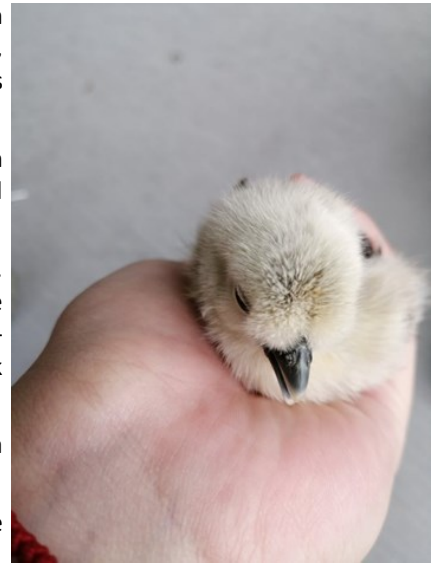
Rural Youth is an extracurricular activity where students can engage with the enterprises on the Hurlstone Agricultural School farm. The enterprises include, Sheep, Cattle, Chickens, Pigs and Plants. All students 7-12 can participate in Rural Youth. Currently there is a mixed year group of 29 students participating after school.

Rural Youth is run after school (from 3:05pm) for approximately an hour. Rural Youth enables students the opportunity to increase their understanding of animals and animal handling and participate in the preparation of livestock for shows.

Currently Rural Youth Students are working predominately with the schools Suffolk sheep. This is to prepare the sheep for a livestock show in Dubbo during May. Preparation of the sheep includes halter training the sheep and working with the sheep to stand them correctly for judging. Students have had the opportunity to raise chicks, handle chickens, work with dairy calves.

Rural Youth is part of the Gold Award at Hurlstone and allows student directed growth in a fun and engaging manner.

The first group of year 9 students from 9F have commenced their compulsory 1 week in the HAHS Dairy.



All pictures supplied by Claire Zhang of Year 8

Ms Tiffany Robertson

Rural Youth Co-Ordinator

HAHS - Extra-curricular

SRC Overview for Term 1



The Year 8 SRC have coordinated many events during their year in SRC, with memorable events such as R U OK Day and grade events such as art competitions, grade trivia and sporting events to increase school spirit. A very exciting event is also coming up, with Harmony Day recognised at the school on the 19th of March 2021. For Harmony Day the Year 8 SRC planned an awareness campaign as well as a Krispy Kreme Donut Stall to raise funds for a charity aimed towards supporting diversity.

The Year 9 SRC team has had a serious focus on their grade's wellbeing, through planning numerous enjoyable events that get their entire grade excited and involved. Currently, they're planning a grade dodgeball event, which is bound to be a fun event for everyone participating and a great way for Year 9 to have some physical activity outdoors.

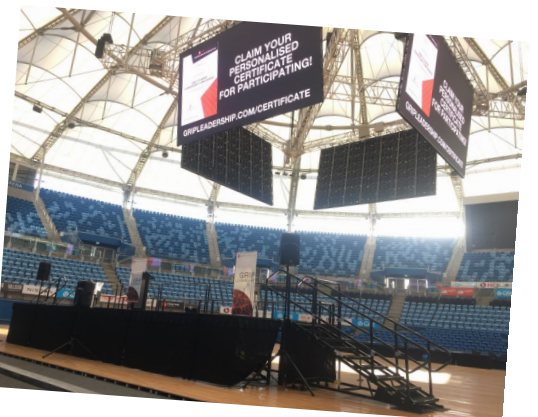
Year 10 SRC have organised Champions League, the annual Hurlstone soccer competition, to bring the school together through physical activity and promote teamwork. It has also improved the team's ability to cooperate within SRC and outside of it and helped us develop an appreciation of Hurlstone sporting culture.



The Year 11 SRC team has been working to put together a Zooper-Dooper stall to encourage school spirit and students wellbeing. Students can keep a lookout for the stall in upcoming weeks and in the meantime from the whole of SRC, we wish senior students the best with all their studies.

GRIP Student Leadership

GRIP Student Leadership conference today at Sydney Olympic Park. The event was incredibly engaging, interactive, allowed the SRC team to collaborate with students from others schools and enabled them to build their skills as leaders.



Miss Carly James

SRC Co-Ordinator

HAHS - Extra-curricular

Interact - Valentines Day

"Equipping members to advocate for social justice, work together with integrity and transform their passion into action to leave a lasting legacy in our community, our nation and our world."

Proudly empowering the next generation of student leaders and global change makers since 1991.

Hurlstone Interact executives have been working hard to plan for 2021's events after a long break due to COVID-19. The new executive team has worked behind the scenes for a few months in order to prepare for this year's Valentine's Day event which was a massive success. We managed to raise \$746.25 from the selling of roses which was donated to the Heart Foundation. We'd like to thank all volunteers for helping out and students who purchased a rose.



Two of our senior executives preparing rose wrapping. Photo credits: Alex Pham

New Team 2020 - 2022

Our new executive team is excited to bring Hurlstone many events this year and we need student participation and voices to share in advocating for social justice and to participate in the changes wanted to be seen in our community. Interact's weekly meetings have now resumed, held in the dance studio every Wednesday recess. Thank you to all the students who attended our very first meeting and we look forward to working with you all.

Junior Executives	Senior Executives
Hannah Yin - Community Liaison	Jennifer Nguyen - <u>President</u> of Interact, Community Liaison
Christina Nguyen - Treasurer	Martin Nguyen - Vice President, Treasurer
Lucy Colville - Secretary	Sophia Tran - Secretary
Katherine Vu - Publicity Officer	Lucy Huynh - Publicity Officer
Karen Huo - Meeting Coordinator	Alyssa Doeur - Meeting Coordinator
Tiffany Tran - Union Representative	Dorothy Nagatsuka - Union Representative

HAHS - Extra-curricular

Interact - Upcoming Events



This year, Interact will be assisting with a new event, *Scream It Out*, organised by Mr Z with special thanks to Ms Castle. *Scream It Out* will be a combined music festival as well as a self-awareness seminar open to all ages and members of the public. It revolves around self expression and encourages people, especially youth, to express their authentic self and not be afraid of exploring and discovering their identity. The night will feature a concert with special performances from Mr Z's band *Carmeria*, our student's very own band *Passionflowers* and many more. Food trucks will be available as well as workshops, raffles and mini stalls. The event will be held from 3-10pm, and tickets are now selling fast (see the QR code to purchase). Hope to see you there!



Scream It Out Poster designed by Ms Elderton, special thanks to Mr Z

HAHS - Digital Citizenship

The 4Rs: respect, resilience, responsibility and reasoning



Developing empathy



Key message

Respect, resilience, responsibility and reasoning are the four critical skills required to create a safer and more positive online environment for everyone.

As stated on the Office of the eSafety Commissioner website, the 4Rs of online safety are:

- Respect – I treat myself and others the way I like to be treated.
- Responsibility – I am accountable for my actions and I take a stand when I feel something is wrong.
- Reasoning – I question information I am told and find evidence before believing what I read.
- Resilience – I get back up from tough situations and help others get back up too.

These core principles support young people to develop empathy and make 'smart' decisions in the online world.

Watch Australia's eSafety Commissioner Julie Inman Grant present on the 4Rs of the digital age at the [NSW anti-bullying conference](#).

These critical skills are supported at Safer Internet Day 2020 (SID) addressing the concept of 'Together for a better internet'. Go to the [Safer Internet Day site](#) for more information and resources.

References

'[The 4 Rs of online safety](#)', Office of the eSafety Commissioner, accessed 23 January 2019

'[Safer Internet Day 2020](#)', Office of the eSafety Commissioner, accessed 6 November 2020

'[Care.Respect.Support](#)', NSW Department of Education Anti-Bullying, accessed 23 January 2019

Uniform Shop

Term 2 & 3 - Winter Uniform

UNIFORM SHOP OPENING HOURS

MONDAY	10:00am to 3:30 pm
TUESDAY	CLOSED
WEDNESDAY	10:00am to 3:30 pm
THURSDAY	CLOSED
FRIDAY	10:00am to 3:30 pm

**Go to Page 50
to view
Uniform
Price List**

Uniform Shop Price List

As of 02/10/2020. Prices subject to change.

Base Uniforms

Short	Women	5 - 18	124
		20 - 24	144
	Long Sleeve Green/White		129
	Short Sleeve White	5 - 18	127
Shorts	Women	Women's 18	120
	Men's and Women's	Men's 1-5	120
Trackshorts	Women	Women's 1-18	119
	Men's	2 - 4, 6-8, 10-11, 12-14	120
	Men's	2 - 6, 8-10, 12-14, 16	121

Club Uniforms

Shirts	Women	5 - 18	194	
		20 - 24	199	
	Senior	4 - 18	194	
		19 - 24	199	
Polos	Junior & Senior	5 - 18	113	
	Junior & Senior	19 - 24	114	
Shorts	Junior & Senior	19 - 24 and over	114	
	Junior & Senior	4 - 18	114	
	Junior & Senior	19 - 24	114	
	Senior Short Sleeve	5 - 18	113	
	Senior Long Sleeve	5 - 18	113	
Polos	Junior	Senior	114	
	Trackshorts	Junior or Senior	5, 6, 8, 10	114
	Trackshorts	Junior or Senior	5, 6, 8, 10	114

All Seasonals

Boater		6495 07 - 08 Men 12 - 18	1212
		6495 09 - 10 Men 18 - 22	1217
LongSleeve		20 - 24	114
		25 - 28	114
		29 - 32	114
		33 - 34 3 - 4, 5 - 6, 7 - 8, 10 - 11	114
		35 - 36 12 - 14, 15 - 16	114
Shorts		37 - 38 17 - 18	114
Shorts		39 - 40 19 - 20	114
Cap	Senior	40 - 42 21 - 22	114
	Men's & Girls, adult		114
	Men's Croquet		112

Special Uniforms

Sports	1 Short	MC - 106	154
	2 Short	MC - 106	154
	Trackshorts Adult	MC - 106	154
	Trackshorts Youth	MC - 106	147
	Trackshorts Adult	75 - 122	154

Other Items

Socks	Women - Boys & Girls		120
Accessories	Women - Boys & Girls		56
Swimsuits	Women		121
Midlengths	Women - Summer	per piece	120
	Junior & Senior Winter	per piece	125

Uniform Shop Information

Uniform Shop located at 9629 92nd Avenue
 Phone: 727-497-1100

- 9:00 am - 12:00 pm
- 12:00 pm - 2:00 pm
- 2:00 pm - 5:00 pm

1. Payment: A.R.

2. Payment: A.R.

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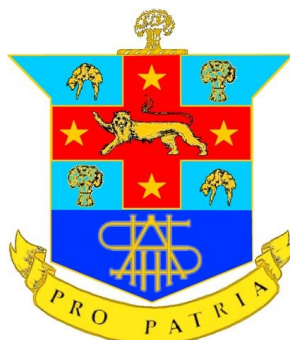
50. Payment: A.R.

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54. Payment: A.R.



Compulsory School Attendance

Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

What are my legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The *Education Act 1990* requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the Board of Studies, Teaching and Educational Standards for homeschooling.

Once enrolled, children are required to attend school each day it is open for students.

The importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An *Application for Extended Leave* may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.





My child won't go to school. What should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education and Communities may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court – Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department

may apply to the Children's Court for a *Compulsory Schooling Order*. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

Working in Partnership

The Department of Education and Communities recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

If a student misses as little as 8 days in a school term, by the end of primary school they'll have missed over a year of school.

Further information regarding school attendance can be obtained from the following websites:

Policy, information and brochures:

Please visit the Department of Education's *Policy library*

The school leaving age:

Please visit the Department of Education's *Wellbeing and Learning* website

Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on 131 450. You will not be charged for this service.

For further advice and questions contact your educational services team

T 131 536

Learning and Engagement

Student Engagement & Interagency Partnerships

T 9244 512

www.dec.nsw.gov.au

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NSW Department of Education and Communities

Completing Absentee Notes and Notices

Information for parents and carers

It is important to tell the school if your child has to be absent from school and to provide a reason for the absence.

Principals are legally responsible for keeping accurate records of student attendance.

Principals are also responsible for deciding if the reason given for an absence is justified.

Wherever possible, parents and carers are encouraged to provide an explanation for absences before the absences occur.

The Principal of the school has the right to question parents' requests for their child to be absent from school. The Principal also has the right to question an explanation given for a child's absence from school.

To explain an absence parents and carers may:

- send a note, fax or email to the school
- telephone the school, or
- visit the school.

Bilingual Absentee Notes

Three bilingual absentee notes are available to assist you to inform the school of your child's absence.

Absentee note 1 should be used when a child is absent for 1 whole day.

Absentee note 2 should be used when a child is absent for more than 1 day.

Absentee note 3 should be used when a child is absent for part of the day.

Absentee Notices

If the school has not received an explanation for a child's absence they may send you an Absentee Notice.

Principals use the Absentee Notice to contact parents within two days of an unexplained absence. The Absentee Notice must be completed in English and returned to the school within seven school days, giving a reason for the absence.

Completing details of absences

Sections of the Absentee Notes and the Absentee Notice ask you to provide details for your child's absence or partial absence.

For the school to be able to understand the reasons given, these sections should be completed in English. Possible reasons are provided in this leaflet and have been translated into English for you to copy onto the forms, if applicable.

If you have difficulty understanding the Absentee Notes or Absentee Notice or with completing the details you may telephone the school to explain the reason for your child's absence. If you telephone the school you do not need to fill in a written note as well.

Telephone Interpreter Service

If you need an interpreter to assist you to contact your child's school, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language. The interpreter will call the school and stay on the line to assist you with your conversation. You will not be charged for this service.

Possible reasons for absence

Medical reason:

Flu
Stomach-ache
Diarrhoea
Cold
Headache/Migraine
Strong pain
Fever
Broken bone
Vomiting
Infectious illness eg chicken pox
Nose bleed
Asthma
Rash
Injury
Medical appointment
Dental appointment
Optometry appointment
Physiotherapy appointment
Specialist appointment
Other - I will telephone the school to explain

Family reason:

Funeral
Moving residence
Arrival or departure of an immediate relative from overseas
Unavoidable involvement in a serious family incident
Other - I will telephone the school to explain

Other reason:

Misadventure and unforeseen events
eg fire, flood
Participation in special event, eg attendance at a religious ceremony
Family holiday
Transport difficulty
Unavoidable delay
Other - I will telephone the school to explain

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@nationalecurity.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@nationalecurity.gov.au

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.



HURLSTONE

AGRICULTURAL HIGH SCHOOL

General Permission to Publish and disclose information

Dear Parent/ Caregiver,

I am seeking your permission to allow the school/Department of Education to publish and/or disclose information about your child for the purposes of sharing his/her experiences with other students, informing the school and broader community about school and student activities and recording student participation in noteworthy projects or community service.

This information may include your child's name, age, class and information collected at school such as photographs, sound and visual recordings of your child, your child's work and expressions of opinion such as in interactive media.

The communications in which your child's information may be published or disclosed include but are not limited to:

- Public websites of the Department of Education including the school website, the Department of Education intranet (staff only), blogs and wikis
- Department of Education publications including the school newsletter, annual school magazine and school report, promotional material published in print and electronically including on the Department's websites
- Official Department and school social media accounts on networks such as YouTube, Facebook and Twitter
- Local and metropolitan newspapers and magazines and other media outlets

Parents should be aware that when information is published on public websites and social media channels, it can be discoverable online for a number of years, if not permanently. Search engines may also cache or retain copies of published information. Published information can also be linked to by third parties.

Please complete the permission slip and return to the school.

Yours sincerely

Christine Castle

Principal

Hurlstone Agricultural High School

Permission to Publish

I have read this permission to publish and:

Tick the appropriate box [☐] I give permission [☐] I do not give permission

to the school/Department of Education to publish information about my child as described above, including in publicly accessible communications.

This signed permission remains effective until I advise the school otherwise.

Child's name:

Parent/carer/caregiver's name:

Parent/carer/caregiver signature:Date:

Anti-Racism Contact Officer (ARCO)

Information for parents and carers

The NSW Department of Education rejects all forms of racism and is committed to the elimination of racial discrimination.

The Department's ([Anti-Racism Policy](#)) requires each school to have an Anti-Racism Contact Officer (ARCO).

The ARCO is an experienced teacher nominated by the principal. The ARCO is trained to assist students, teachers, parents and community members who have concerns relating to racism in the school or complaints about incidents of racism. The ARCO can assist by providing:

1. advice on the procedure to resolve concerns or complaints about racism
2. support during the process to reach a resolution.

Complaints of racism are managed by a complaints manager as explained in the [School Community and Consumer Complaint Procedure](#). People making complaints may ask for a representative to make the complaint on their behalf. The representative can be any person or organisation chosen by the complainant unless there are reasonable grounds to assume the chosen person is not appropriate, for example if the person poses a risk to health or safety or their entitlement to information about a child has been restricted by law.

Interpreter assistance

If you need an interpreter to help you to speak to the school or to make an appointment please ring the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language.

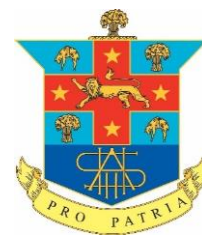
Tell the operator the school's phone number and the operator will ring the school and will get an interpreter on the line to help you with your conversation.

If you need an interpreter during meetings with school staff, ask the school to organise one. The school will arrange an onsite, online or telephone interpreter, depending on availability.

You will not be charged for interpreting services.

Individual Health Care Plan

Cover Sheet



This template forms the cover sheet for an individual health care plan. Additional information and attachments will be relevant to meet the specific health care needs of the student.

Insert photo of student

The individual health care plan must address the needs of the student in the context of the school and the activities the student will be involved in. Planning must take into account the student's full range of learning and support needs.

The individual health care plan is developed in consultation with the parent, staff and student, where practicable, and on the basis of information from the student's doctor, provided by the parent.

For more information see <http://www.schools.nsw.edu.au/studentsupport/studenthealth/index.php> and for students with anaphylaxis see the Anaphylaxis Procedures for Schools.

The plan will be reviewed on: ____/____/____ *NOTE: Individual health care plans should be reviewed at least annually or when the parent notifies the school that the student's health needs have changed. Principals can also instigate a review of the health care plan at other times.*

School	HURLSTONE AGRICULTURAL HIGH SCHOOL	Phone	(02) 9829 9222
Principal Network	Glenfield		
Student name		Class	
Date of birth		Medicare number	
ERN/Student number			
Health condition/s			
If anaphylaxis, list the confirmed allergies			

Learning and support needs of the student (including learning difficulties, behaviour difficulties and other disabilities)		
Impact of any of the conditions (as mentioned above) on implementation of this individual health care plan		
Medication/s at school		
Medication supply, storage and replacement. For anaphylaxis this will include the adrenaline autoinjector		
Other support at school		
Parent/Carer contacts	Parent/Carer information (1)	
	First name	
	Surname	
	Relationship to child	
	Address	
	Home phone	
	Work phone	
	Mobile phone	
	Parent/Carer information (2)	
	First name	
	Surname	
	Relationship to child	
	Address	

	Home phone	
	Work phone	
	Mobile phone:	
Emergency contacts (if parent/carer unavailable)	First name	
	Surname	
	Relationship to child	
	Address	
	Home phone	
	Work phone	
	Mobile phone	
Medical practitioner / doctor contact:	First name	
	Surname	
	Address	
	Phone	
	Mobile (if known)	
	Email (if known)	
	Fax (if known)	

Emergency Care Notes

NB: An emergency care/response plan is required if the student is diagnosed at risk of a medical emergency at school.

For students at risk of anaphylaxis the [ASCIA Action Plan for Anaphylaxis](#) is the emergency response plan. This plan is obtained by the parent from the student's doctor and not developed by the school.

Emergency Service Contacts: (eg ambulance, local hospital, medical centre)

1.

2.

3.

In the event an ambulance is called, schools can print an ambulance report from within ERN for the student.

Special medical notes

(Any special medical notes relating to religion, cultural or legal issues, e.g. blood transfusions.)

NB: If the student is transferred to the care of medical personnel, e.g. paramedics this information, will if practicable in the circumstances, be provided to those personnel. It will be a matter for the professional judgment of the medical personnel whether to act on the information.

Documents attached

Please tick which of the following documents are attached as part of the individual health care plan:

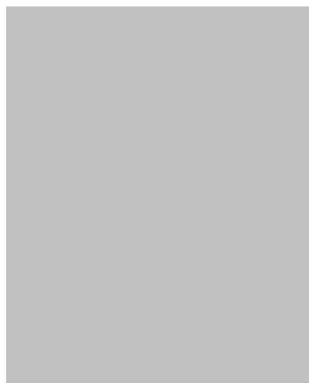
- ☐ An emergency care/response plan (for anaphylaxis this is the ASCIA Action Plan for Anaphylaxis)
- ☐ A statement of the agreed responsibilities of different people involved in the student's support
- ☐ A schedule for the administration of prescribed medication
- ☐ A schedule for the administration of health care procedures
- ☐ An authorisation for the doctor to provide health information to the school
- ☐ Other documents – please specify. *Note: For anaphylaxis this should include strategies to minimise the risk of exposure to known allergens and details of communication and staff training strategies. See the Anaphylaxis Procedures for Schools for further information.*

Consultation This individual health care plan has been developed as part of the learning support plan, in consultation with those indicated below and overleaf and with the knowledge and agreement of the student's parent/carer. Information has been provided by:			
<input type="checkbox"/> Student	<input type="checkbox"/> Parent/Carer	<input type="checkbox"/> GP	<input type="checkbox"/> Medical specialist
Department staff involved in plan development			
1.		Phone	
2.		Phone	
3.		Phone	
4.		Phone	
5.		Phone	
Health care personnel involved in managing the student's health at school: (e.g. Community Nurse, Therapist)			
1.		Phone	
2.		Phone	
3.		Phone	
4.		Phone	
Signature of Parent/Carer:		Date	
Signature of Principal:		Date	
<p><i>NOTES: Information in this individual health and emergency care plan remains specific to meet the needs of the individual student named and should not be applied to the care of any other student with similar health and emergency care needs. All individual health and emergency care plans must take into account issues of confidentiality and privacy to ensure information about the student is treated appropriately.</i></p> <p><i>The school and the Department are subject to the Health Records and Information Privacy Act 2002. The information on this form is being collected for the primary purpose of ensuring the health and safety of students, staff and visitors to the school. It may be used and disclosed to medical practitioners, health workers including ambulance officers and nurses, government departments or other schools (government and non-government) for this primary purpose or for other related purposes and as required by law. It will be stored securely in the school.</i></p>			

ACTION PLAN FOR Allergic Reactions

Name: _____

Date of birth: _____



Confirmed allergens:

Family/emergency contact name(s):

Work Ph: _____

Home Ph: _____

Mobile Ph: _____

Plan prepared by doctor or nurse practitioner (np):

The treating doctor or np hereby authorises:

- Medications specified on this plan to be administered according to the plan.
- Use of adrenaline autoinjector if available.
- Review of this plan is due by the date below.
Date: _____

Signed: _____

Date: _____

Note: This ASCIA Action Plan for Allergic Reactions is for people with mild to moderate allergies, who need to avoid certain allergens.

For people with severe allergies (and at risk of anaphylaxis) there are red ASCIA Action Plans for Anaphylaxis (brand specific or generic versions) for use with adrenaline (epinephrine) autoinjectors.

Instructions are on the device label.

Adrenaline autoinjectors (300 mcg) are prescribed for children over 20kg and adults. Adrenaline autoinjectors (150 mcg) are prescribed for children 7.5-20kg.

SIGNS OF MILD TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting (these are signs of anaphylaxis for insect allergy)

ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy - flick out sting if visible
- For tick allergy ☐ seek medical help or ☐ freeze tick and let it drop off
- Stay with person and call for help
- Give other medications (if prescribed).....
- Phone family/emergency contact

Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis

WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Difficult/noisy breathing
- Swelling of tongue
- Swelling/tightness in throat
- Wheeze or persistent cough
- Difficulty talking and/or hoarse voice
- Persistent dizziness or collapse
- Pale and floppy (young children)

ACTION FOR ANAPHYLAXIS

1 Lay person flat - do NOT allow them to stand or walk

- If unconscious, place in recovery position
- If breathing is difficult allow them to sit



2 Give adrenaline (epinephrine) autoinjector if available

3 Phone ambulance - 000 (AU) or 111 (NZ)

4 Phone family/emergency contact

5 Transfer person to hospital for at least 4 hours of observation

If in doubt give adrenaline autoinjector

Commence CPR at any time if person is unresponsive and not breathing normally

ALWAYS give adrenaline autoinjector FIRST if available, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms

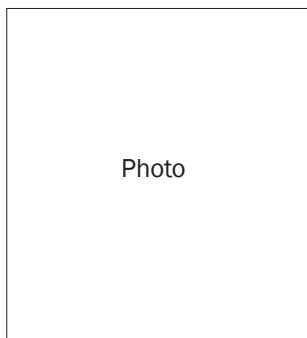
Asthma reliever medication prescribed: ☐ Y ☐ N

- If adrenaline is accidentally injected (e.g. into a thumb) phone your local poisons information centre.
- Continue to follow this action plan for the person with the allergic reaction.

ACTION PLAN FOR Anaphylaxis

Name: _____

Date of birth: _____



Photo

Confirmed allergens:

Family/emergency contact name(s):

Work Ph: _____

Home Ph: _____

Mobile Ph: _____

Plan prepared by doctor or nurse practitioner (np):

The treating doctor or np hereby authorises:

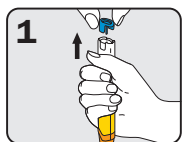
- Medications specified on this plan to be administered according to the plan.
- Prescription of 2 adrenaline autoinjectors.
- Review of this plan is due by the date below.

Date: _____

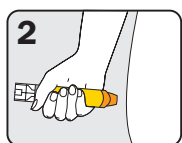
Signed: _____

Date: _____

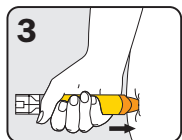
How to give EpiPen® adrenaline (epinephrine) autoinjectors



Form fist around EpiPen® and PULL OFF BLUE SAFETY RELEASE



Hold leg still and PLACE ORANGE END against outer mid-thigh (with or without clothing)



PUSH DOWN HARD until a click is heard or felt and hold in place for 3 seconds
REMOVE EpiPen®

EpiPen® is prescribed for children over 20kg and adults. EpiPen® Jr is prescribed for children 7.5-20kg.

For use with **EpiPen®** adrenaline (epinephrine) autoinjectors

SIGNS OF MILD TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Tingling mouth
- Hives or welts
- Abdominal pain, vomiting (these are signs of anaphylaxis for insect allergy)

ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy - flick out sting if visible
- For tick allergy ☐ seek medical help or ☐ freeze tick and let it drop off
- Stay with person and call for help
- Locate adrenaline autoinjector
- Give other medications (if prescribed).....
- Phone family/emergency contact

Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis

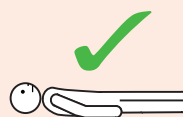
WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Difficult/noisy breathing
- Difficulty talking and/or hoarse voice
- Swelling of tongue
- Persistent dizziness or collapse
- Swelling/tightness in throat
- Pale and floppy (young children)
- Wheeze or persistent cough

ACTION FOR ANAPHYLAXIS

1 Lay person flat - do NOT allow them to stand or walk

- If unconscious, place in recovery position
- If breathing is difficult allow them to sit



2 Give adrenaline autoinjector

3 Phone ambulance - 000 (AU) or 111 (NZ)

4 Phone family/emergency contact

5 Further adrenaline doses may be given if no response after 5 minutes

6 Transfer person to hospital for at least 4 hours of observation

If in doubt give adrenaline autoinjector

Commence CPR at any time if person is unresponsive and not breathing normally

ALWAYS give adrenaline autoinjector FIRST, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms

Asthma reliever medication prescribed: ☐ Y ☐ N

- If adrenaline is accidentally injected (e.g. into a thumb) phone your local poisons information centre.
- Continue to follow this action plan for the person with the allergic reaction.

ASTHMA ACTION PLAN

Take this ASTHMA ACTION PLAN with you when you visit your doctor

NAME
DATE
NEXT ASTHMA CHECK-UP DUE

DOCTOR'S CONTACT DETAILS

EMERGENCY CONTACT DETAILS

Name
Phone
Relationship



WHEN WELL

Asthma under control (almost no symptoms)

ALWAYS CARRY YOUR RELIEVER WITH YOU

Your preventer is:
(NAME & STRENGTH)

Take puffs/tablets times every day
☐ Use a spacer with your inhaler

Your reliever is:
(NAME)

Take puffs

When: You have symptoms like wheezing, coughing or shortness of breath

☐ Use a spacer with your inhaler

OTHER INSTRUCTIONS

(e.g. other medicines, trigger avoidance, what to do before exercise)

Peak flow* (if used) above:



WHEN NOT WELL

Asthma getting worse (needing more reliever than usual, having more symptoms than usual, waking up with asthma, asthma is interfering with usual activities)

Keep taking preventer:
(NAME & STRENGTH)

Take puffs/tablets times every day

☐ Use a spacer with your inhaler

Your reliever is:
(NAME)

Take puffs

☐ Use a spacer with your inhaler

Peak flow* (if used) between and

OTHER INSTRUCTIONS

(e.g. other medicines, when to stop taking extra medicines)

☐ Contact your doctor



IF SYMPTOMS GET WORSE

Severe asthma flare-up/attack (needing reliever again within 3 hours, increasing difficulty breathing, waking often at night with asthma symptoms)

Keep taking preventer:
(NAME & STRENGTH)

Take puffs/tablets times every day

☐ Use a spacer with your inhaler

Your reliever is:
(NAME)

Take puffs

☐ Use a spacer with your inhaler

Peak flow* (if used) between and

OTHER INSTRUCTIONS

(e.g. other medicines, when to stop taking extra medicines)

☒ Contact your doctor today

Prednisolone/prednisone:

Take each morning for days



DANGER SIGNS

Asthma emergency (severe breathing problems, symptoms get worse very quickly, reliever has little or no effect)

**DIAL 000 FOR
AMBULANCE**

Peak flow (if used) below:

Call an ambulance immediately
Say that this is an asthma emergency
Keep taking reliever as often as needed

☐ Use your adrenaline autoinjector (EpiPen or Anapen)

National Asthma
Council Australia
leading the attack against asthma

nationalasthma.org.au

ASTHMA ACTION PLAN

what to look out for

WHEN WELL



THIS MEANS:

- you have no night-time wheezing, coughing or chest tightness
- you only occasionally have wheezing, coughing or chest tightness during the day
- you need reliever medication only occasionally or before exercise
- you can do your usual activities without getting asthma symptoms

WHEN NOT WELL



THIS MEANS ANY ONE OF THESE:

- you have night-time wheezing, coughing or chest tightness
- you have morning asthma symptoms when you wake up
- you need to take your reliever more than usual
- your asthma is interfering with your usual activities

THIS IS AN ASTHMA FLARE-UP

IF SYMPTOMS GET WORSE



THIS MEANS:

- you have increasing wheezing, cough, chest tightness or shortness of breath
- you are waking often at night with asthma symptoms
- you need to use your reliever again within 3 hours

THIS IS A SEVERE ASTHMA ATTACK (SEVERE FLARE-UP)

DANGER SIGNS



THIS MEANS:

- your symptoms get worse very quickly
- you have severe shortness of breath, can't speak comfortably or lips look blue
- you get little or no relief from your reliever inhaler

**CALL AN AMBULANCE IMMEDIATELY: DIAL 000
SAY THIS IS AN ASTHMA EMERGENCY**

**DIAL 000 FOR
AMBULANCE**

ASTHMA MEDICINES

PREVENTERS

Your preventer medicine reduces inflammation, swelling and mucus in the airways of your lungs. Preventers need to be taken **every day**, even when you are well.

Some preventer inhalers contain 2 medicines to help control your asthma (combination inhalers).

RELIEVERS

Your reliever medicine works quickly to make breathing easier by making the airways wider.

Always carry your reliever with you – it is essential for first aid. Do not use your preventer inhaler for quick relief of asthma symptoms unless your doctor has told you to do this.

To order more Asthma Action Plans visit the National Asthma Council website.

A range of action plans are available on the website – please use the one that best suits your patient.

nationalasthma.org.au

Developed by the National Asthma Council Australia and supported by GSK Australia.

National Asthma Council Australia retained editorial control. © 2015

NationalAsthma
CouncilAustralia
leading the attack against asthma

COOLKIDS

CENTRE FOR EMOTIONAL HEALTH CLINIC

ABOUT THE CLINIC

The Centre for Emotional Health Clinic (CEHC) is a research and training clinic aimed at furthering our understanding of child & adult emotional health and improving methods of treatment. The Clinic also offers private, full fee-paying services. Families who seek help at the CEHC receive state of the art assessment and treatment based on internationally recognised research, much of which has been conducted by our team over the past 25 years.

ABOUT THE COOLKIDS PROGRAM

Cool Kids is a structured program aimed at treating anxiety in children and teens. It uses a cognitive behavioural approach which means that it focuses on teaching skills to manage anxiety.

Core skills include;

- how to identify anxious thoughts, feelings, and behaviours,
- discovering realistic thoughts and expectations (detective thinking), and,
- gradually building independence and confidence by facing fears (stepladders).

If needed, additional skills such as problem solving, social confidence and relaxation can be introduced to help manage difficult situations. For children and teens who also experience low mood or health concerns, specific versions of Cool Kids that target these extra concerns are available.

Parents are shown how to support their child in the use of these new skills and a section of the program focuses specifically on parenting strategies that encourage children to self-manage anxiety.

During each session, families practice skills using discussion, games, role play and in real life situations. Practice tasks are a crucial part of the program and are given following every session. Practice tasks encourage use of new skills in everyday life.

COOLKIDS AT MACQUARIE UNIVERSITY

Although Cool Kids can be run for individual families or in a group for multiple families, at Macquarie the program is offered in individual sessions only.

Sessions include time with a child and parent/s together, time with children alone and time with parents alone. The amount of time with each combination of people varies each session and with the age of a child.



WHO CAN DO COOLKIDS?

The Cool Kids Program is designed for children:

- Who are 7-17 years old (grades 1-12),
- Where anxiety is the main problem being experienced, and
- Where anxiety is impacting their day-to-day life.

The Cool Kids program is not suitable if:

- Anxiety is not the main cause of difficulties (for example if oppositional or aggressive behaviour is the main problem)
- For children or teens who are suicidal or who are self-harming,
- If a child/teen has consistently not attended school for two or more weeks.

We offer other services that may be suitable for your child if they are not suitable for Cool Kids including Study Without Stress, CAPER (an emotion regulation program) and private individual therapy. For autistic children a specialised version of the Cool Kids program is available.

HOW TO GET INVOLVED

Cool Kids at Macquarie University (North Ryde) involves two stages:

- an assessment to determine if Cool Kids is likely to be a helpful program for a child, and if recommended
- the treatment program (which typically takes 10-12 sessions).

Costs of assessment and treatment are partially subsidised by our research and training activities, and Medicare rebates. You may be invited to participate in research at the assessment stage, the treatment stage or at both stages. You can choose to participate in or decline specific research activities.

The assessment and treatment sessions are provided by either a postgraduate provisional psychologist, a registered psychologist or a clinical psychologist. All psychologists are Cool Kids accredited and are supervised by senior clinical psychologists, including the authors of the programs.

ASSESSMENT

A thorough assessment will be conducted to determine if Cool Kids is likely to be helpful for your child. The assessment involves online questionnaires and a face-to-face or telehealth interview with a child and their parent(s). *The cost of the Cool Kids assessment is \$195 and a Medicare rebate is not applicable.*

TREATMENT

If Cool Kids is recommended, you will have the option to complete the treatment program. The 50-60 minute sessions take place at the same time each week over 10-12 weeks.

The cost of treatment varies depending on the type of psychologist that you are allocated to see. Irrespective the out of pocket cost, after applicable Medicare rebates, is the same for all clients. Where a child will be completing sessions with a registered or clinical psychologist, a Mental Health Treatment Plan and referral letter from a GP will be needed prior to the start of treatment and again mid-way through treatment.

Service and Service Provider	Cool Kids Workbooks	Session Cost	Medicare Rebate	Out of Pocket per session
Treatment - Provisional Psychologist	\$30	\$65 per session	Nil	\$65
Treatment - Registered Psychologist	\$30	\$152.45 per session	\$87.45 per session*	\$65
Treatment - Clinical Psychologist	\$30	\$193.40 per session	\$128.40 per session*	\$65

* Requires a valid GP referral and Mental Health Care Plan.

Fees and rebates are subject to annual review. Reduced fees are available for health care card holders.

Important Note: Allocation to a psychologist for assessment and treatment is determined by the clinic. Families are not permitted to choose a specific psychologist or type of psychologist. The treating psychologist may be different to the psychologist who conducted the assessment. If you are not willing to have your child seen by a provisional psychologist, or if your child is experiencing difficulties other than anxiety, you may choose [Private Individual Therapy](#). Full private fees will be payable (\$190-\$260 per standard session) in these circumstances.

HOW DO I START?

The first step is to complete a registration form that asks for some basic information about the difficulties your child is experiencing. This is reviewed by one of our team to ensure that an assessment for Cool Kids is appropriate for your child. If we think another program or service would be a better fit, we will provide a recommendation.

You can access the registration form [here](#).

Further information about our other services can be found on our [website](#).

FIND OUT MORE

Macquarie University NSW 2109 Australia
T: +61 (2) 9850 8711
ehc.admin@mq.edu.au
mq.edu.au/ceh-clinic



MACQUARIE
University



Hurlstone Agricultural High School

Roy Watts Road
GLENFIELD NSW 2167
School email: hurlstone-h.school@det.nsw.edu.au

Fax: 9829 2026
Phone: 9829 9222

Permission to Drive to School

Please return this note to the front office.

Name: _____ Roll Call: _____

Car Registration: _____ Car Make: _____

Code of Behaviour

The school policy requires students to:

- Act in a responsible manner at all times when using the vehicle
- Keep the vehicle off the school grounds – only park in designated areas
- Only carry passengers as nominated by their parents
- Only use the car to come to and from school at the start and end of the school day
- Display the Student Parking Authority Pass at all times

Passengers:

The following students have permission to drive either to or from school in the above named vehicle. They also agree to the Drive to School Code of Behaviour.

Passenger Name	Passenger's Parent Permission	Passenger's Student Agreement	Date
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Parent Permission:

I give permission for _____ or roll call _____
to drive to school. I understand that they will be transporting the above listed students.

_____	_____	_____
Parent Name	Parent Signature	Date

Student Agreement:

I agree to abide by the Drive to School Code of Behaviour.

_____	_____	_____
Student Name	Student Signature	Date



INFORMATION ONLY

16 March 2021

Dear Parents and Carers,

On **4 June 2021**, all **Year 7** students will participate in the Elevate Program seminar, Study Skills Kickstart, during **period 1**.

The Study Skills Kickstart seminar covers:

- Transitioning to high school
- Dynamic Reading skills
- Effective note taking skills
- Conceptual learning techniques
- Independent Learning

FREE

Elevate Parent Seminar Video Conference session on
21 June 2021 from 7-8pm.

Limited spots. Email the school to register your interest:
hurlstone-h.school@det.nsw.edu.au

This is a funded program at Hurlstone Agricultural High School to strengthen students' cognitive wellbeing and executive functioning skills. **There is NO COST to students.**

Madeline Kaleel and Emily Kircher- Morris cited in American *National Association for Gifted Children* website outline the following as common signs of poor executive functioning skills:

- Difficulty starting and/or completing tasks
- Quickly forgetting information that they have been told or have read
- Difficulty switching tasks or following directions
- Becoming overly emotional
- Inability to manage time
- Planning or keeping track of assessment tasks and homework
- Panicking when routines change

The QR codes below will take you to websites for more information on executive function.



Executive Function & Self Regulation
Centre on the Developing Child
Harvard University



Gifted Learners & Executive Functioning
National Association for Gifted Children

Regards,

Ms Pham

Elevate Coordinator

Deputy Principal (Year 8 & 11)

Ms Elderton

Year 7 Advisor

English Faculty



INFORMATION ONLY

16 March 2021

Dear Parents and Carers,

On **20 May 2021**, all **Year 8** students will participate in the Elevate Program seminar, Junior Time Management, during **period 1**.

The Junior Time Management seminar covers:

- Creating a study routine
- Prioritising high value tasks
- Creating assessment planner

This is a funded program at Hurlstone Agricultural High School to strengthen students' cognitive wellbeing and executive functioning skills. **There is NO COST to students.**

Madeline Kaleel and Emily Kircher- Morris cited in American *National Association for Gifted Children* website outline the following as common signs of poor executive functioning skills:

- Difficulty starting and/or completing tasks
- Quickly forgetting information that they have been told or have read
- Difficulty switching tasks or following directions
- Becoming overly emotional
- Inability to manage time
- Planning or keeping track of assessment tasks and homework
- Panicking when routines change

The QR codes below will take you to websites for more information on executive function.



Executive Function & Self Regulation
Centre on the Developing Child
Harvard University



Gifted Learners & Executive Functioning
National Association for Gifted Children

Regards,

Ms Pham

Elevate Coordinator

Deputy Principal (Year 8 & 11)

Ms Cheng

Year 8 Advisor

HSIE Faculty



INFORMATION ONLY

16 March 2021

Dear Parents and Carers,

On **3 June 2021**, all **Year 9** students will participate in the Elevate Program seminar, Memory Mnemonics, during **period 1**.

The Memory Mnemonics seminar covers:

- Maximising attention and minimising distractions
- Memory and learning styles
- Semantic learning techniques
- Avoiding rote learning through use of high level techniques

This is a funded program at Hurlstone Agricultural High School to strengthen students' cognitive wellbeing and executive functioning skills. **There is NO COST to students.**

Madeline Kaleel and Emily Kircher- Morris cited in American *National Association for Gifted Children* website outline the following as common signs of poor executive functioning skills:

- Difficulty starting and/or completing tasks
- Quickly forgetting information that they have been told or have read
- Difficulty switching tasks or following directions
- Becoming overly emotional
- Inability to manage time
- Planning or keeping track of assessment tasks and homework
- Panicking when routines change

The QR codes below will take you to websites for more information on executive function.



Executive Function & Self Regulation
Centre on the Developing Child
Harvard University



Gifted Learners & Executive Functioning
National Association for Gifted Children

Regards,

Ms Pham

Elevate Coordinator

Deputy Principal (Year 8 & 11)

Mr Malak

Year 9 Advisor

English Faculty



INFORMATION ONLY

16 March 2021

Dear Parents and Carers,

On Thursday 1 April 2021, all Year 10 students will participate in the Elevate Program seminar, Study Sensei during period 1 (Welfare lesson).

The Study Sensei seminar covers:

- Utilising the syllabus to frame study
- Structuring and reviewing organised notes
- Conceptual learning to develop deep understanding
- Utilising practice exam papers
- Standing out through independent learning

This is a funded program at Hurlstone Agricultural High School to strengthen students' cognitive wellbeing and executive functioning skills. **There is NO COST to students.**

Madeline Kaleel and Emily Kircher- Morris cited in American *National Association for Gifted Children* website outline the following as common signs of poor executive functioning skills:

- Difficulty starting and/or completing tasks
- Quickly forgetting information that they have been told or have read
- Difficulty switching tasks or following directions
- Becoming overly emotional
- Inability to manage time
- Planning or keeping track of assessment tasks and homework
- Panicking when routines change

The QR codes below will take you to websites for more information on executive function.



Executive Function & Self Regulation
Centre on the Developing Child
Harvard University



Gifted Learners & Executive Functioning
National Association for Gifted Children

Regards,

Ms Pham

Elevate Coordinator

Deputy Principal (Year 8 & 11)

Ms Tarannum

Year 10 Advisor

Maths Faculty



INFORMATION ONLY

16 March 2021

Dear Parents and Carers,

On Monday 26 April 2021, all Year 11 students will participate in the Elevate Program seminar, Time Management, during period 2.

The Time Management seminar covers:

- Developing routines to balance study and lifestyle
- Working smart by completing high value work
- Utilising study groups to leverage time
- Techniques for overcoming procrastination

This is a funded program at Hurlstone Agricultural High School to strengthen students' cognitive wellbeing and executive functioning skills. **There is NO COST to students.**

Madeline Kaleel and Emily Kircher- Morris cited in American *National Association for Gifted Children* website outline the following as common signs of poor executive functioning skills:

- Difficulty starting and/or completing tasks
- Quickly forgetting information that they have been told or have read
- Difficulty switching tasks or following directions
- Becoming overly emotional
- Inability to manage time
- Planning or keeping track of assessment tasks and homework
- Panicking when routines change

The QR codes below will take you to websites for more information on executive function.



Executive Function & Self Regulation
Centre on the Developing Child
Harvard University



Gifted Learners & Executive Functioning
National Association for Gifted Children

Regards,

Ms Pham

Elevate Coordinator

Deputy Principal (Year 8 & 11)

Ms Duncombe

Year 11 Advisor

English Faculty



INFORMATION ONLY

16 March 2021

Dear Parents and Carers,

On **Monday 26 April 2021**, all **Year 12** students will participate in the Elevate Program seminar, Finishing Line, during **period 3**.

The Finishing Line seminar covers:

- Overcoming weaknesses in the lead up to exams
- The role of exam study groups
- Stress management techniques and wellbeing
- Study routines for assessment periods and holidays

This is a funded program at Hurlstone Agricultural High School to strengthen students' cognitive wellbeing and executive functioning skills. **There is NO COST to students.**

Madeline Kaleel and Emily Kircher- Morris cited in American *National Association for Gifted Children* website outline the following as common signs of poor executive functioning skills:

- Difficulty starting and/or completing tasks
- Quickly forgetting information that they have been told or have read
- Difficulty switching tasks or following directions
- Becoming overly emotional
- Inability to manage time
- Planning or keeping track of assessment tasks and homework
- Panicking when routines change

The QR codes below will take you to websites for more information on executive function.



Executive Function & Self Regulation
Centre on the Developing Child
Harvard University



Gifted Learners & Executive Functioning
National Association for Gifted Children

Regards,

Ms Pham

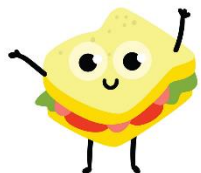
Elevate Coordinator

Deputy Principal (Year 8 & 11)

Mr Trotter

Year 12 Advisor

Science Faculty



HAHS CANTEEN PRICE LIST



EFFECTIVE 29TH JANUARY 2021

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	\$5.00
Vegemite	\$2.50
Ham, Cheese, Lettuce	\$5.00
Add 80 cents for rolls and wraps	
Additional fillings vegetable, cheese and egg	\$0.50
Additional ham, chicken, tuna	\$1.00
Plain roll	\$1.00
Buttered bread	\$0.80
Sporks	\$0.20

CAKES & SNACKS

Muffins	\$2.50
Banana Bread	\$1.50
Chips	\$1.50

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

Be alert for Daily Specials...

SALAD BOXES

Salad Bowl – medium	\$3.50
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
Lentil Salad Box	\$3.50
Greek Salad Box	\$3.50
Mixed Bean Salad Box	\$3.50
Tuna Pasta Salad Box	\$3.50
Chicken Pasta Salad Box	\$3.50

OTHER ITEMS

Fresh Fruit Salad-Small	\$2.00
Fresh Fruit Salad-Large	\$3.50
Frozen Fresh Watermelon	\$1.00
Frozen Yoghurt	\$3.00
Ice Blocks & Ice Creams	\$1.00-\$4.00

DRINKS

Plain Milk 300ml	\$1.75
Plain Milk 600ml	\$2.50
Flavoured Milk 600ml	\$4.00
Flavoured Milk 200-250ml	\$2.00
Up and Go	\$2.50
Juice 100% fruit 250ml	\$2.00
Water 600ml	\$1.50
Water 750ml	\$4.00
Sparkling Water 500-600ml	\$2.00
Soft Drinks (no sugar 375ml cans)	\$2.00
Aloe, juice, coco drinks	\$3.00-\$4.00

HOT FOOD

Lasagne	\$5.00
Macaroni Cheese	\$5.00
Beef Ravioli	\$5.00
Spinach and Ricotta Ravioli	\$5.00
Pasta-homemade sauce	\$5.00
Pasta-beef mince sauce	\$5.00
Fried Rice (veg only)	\$5.00
Chicken Burger	\$5.00
Beef Burger	\$5.00
Veggie Burger	\$5.00
Chicken Tender Roll	\$5.00
Chicken Tender	\$2.00
Pork Riblet Roll	\$5.00
BBQ Pork Riblets	\$4.00
Beef Pie	\$5.00
Traveller Pies	\$5.00
Sausage Roll	\$5.00
Noodles	\$3.50

SPECIAL ITEMS

Zucchini and Carrot Slice	\$2.00
Cheese and Bacon Roll	\$3.00
Homemade Pizza-cheese & tomato	\$1.50
Homemade Pizza-garlic & herbs	\$1.50
Meat lovers Pizza Slab	\$2.50
Sushi	\$4.00 - \$6.50
Hommus with Crisps & Veg	\$3.00
Hot Chips	\$3.00
Cheesy Bread	\$4.00
Garlic Bread	\$2.00
Hash Browns	\$1.00
Assorted Toasties	\$3.00 - \$4.50

Uniform Shop Price List

As at 01/10/2020. Prices subject to change.

Boys Uniform				
	Shirt	Khaki	10 – 14	\$34
			16 – 28	\$38
		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	\$57
			Mens 3 - 8½	\$59
	Socks	Khaki Grey	2 - 8, 8 - 11, 11 - 14	\$20
			2 - 8, 8 - 11, 11 - 14	\$11
Girls Uniform				
	Dress	Junior -	6 – 18	\$98
			20+	\$99
		Senior	6 – 18	\$98
			20+	\$99
	Pants	Junior & Senior	6 - 20	\$53
	Skirt	Junior & Senior	Up to size 16	\$104
			size 18 and over	\$108
	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	\$232
			Girls 42 - 46, Boys 19 - 26	\$247
	Jumpers		8 - 22	\$98
			24 - 28	\$99
	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
	Hats	Boys’ Cricket		\$32
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	

Uniform Shop Information

The P&C conducts a Uniform Shop located in Roy Watts Road opposite the swimming pool. The shop sells new items of uniform as well as second-hand. The Managers can be reached on 9829- 9251 during hours of operation.

Opening Times:

Monday	10:00 am – 3:30 pm
Wednesday	10:00 am – 3:30 pm
Thursday	10:00 am – 3:30 pm
Friday	10:00 am – 3:30 pm

Uniform Code Guide:

- Summer (informal uniform) – Terms 1 & 4
- Winter (formal uniform) – Terms 2 & 3
- Senior students can wear their winter uniform in Terms 1 & 4.

GIRLS – SUMMER (INFORMAL UNIFORM)

JUNIOR (YEARS 7 – 10)

Striped sand/white dress
White socks
Cap or hat
Crested blue jumper/vest

SENIOR (YEARS 11 & 12)

Striped blue dress
White socks
Cap or hat
Crested blue jumper/vest

GIRLS – WINTER (FORMAL UNIFORM)

Grey skirt
Junior blouse L/S & Junior tie
Grey tights or white socks
Crested blue jumper or vest
Blazer (compulsory year 10 only)

Blue skirt
Senior blouse L/S or S/S
Navy tights or white socks
Crested blue jumper or vest
Blazer (compulsory)

BOYS – SUMMER (INFORMAL UNIFORM)

JUNIOR (YEARS 7 – 10)

Khaki shorts
Khaki shirt
Khaki socks
Cap or hat
Crested blue jumper or vest

SENIOR (YEARS 11 & 12)

Khaki shorts
Khaki shirt
Khaki socks
Cap or hat
Crested blue jumper or vest

BOYS – WINTER (FORMAL UNIFORM)

Grey shirt L/S
Grey trousers
Junior tie
Grey socks
Crested blue jumper or vest
Blazer (compulsory year 10 only)

White shirt L/S or S/S
Grey trousers
Senior tie
Grey socks
Crested blue jumper or vest
Blazer (compulsory) SPORT UNIFORM

The school sports uniform is compulsory for Boys and Girls and is to be worn on sports day.

This consists of: Sports T-shirt, shorts and white socks Cap or hat School tracksuit jacket & tracksuit pants or sports jersey & tracksuit pants for warmth in colder months.

Second Hand Clothing is available in all items.

60 day return and exchange policy from day of collection. Items must be in original condition with tags and receipt presented.

Uniform Shop Phone Number: 9829 9251