

Parent Newsletter

Hurlstone Agricultural High School

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Issue 3 Term 2 - Week 10

Friday 25 June 2021

SPECIAL POINTS

**Term 3
Students Return
Tuesday
13 July 2021**

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Principal's Message

It is hard to believe that we are half way through the year and that your children have been so resilient in building positive pathways navigating emerging the COVID-19 situation. There is an information link at the end of my report, please continue to check in with the current information and I will send information re COVID-19 through to all parents during the break if it is necessary.

I wanted to begin this newsletter focussing on just a few of the positive opportunities your children have had since our last newsletter.



Hurlstone Agricultural HS - Team announced in GLOBAL top 10 - Microsoft Imagine Cup Junior

Travis Smith is the K12 Industry Lead for Microsoft Australia. Microsoft Imagine Cup Junior offers young people an opportunity to work on solutions to real world problem through the use of AI (artificial intelligence).

Congratulations to Hurlstone students Kiran Kaur, Elana Ha, Jade Qiu and Tanisha Sethi who were announced in the top 10 teams in Australia, and then went on to be announced in the **top 10 teams globally**. This is a fantastic achievement from 1000's of teams around the world! There were only 2 teams from Australia in the top 10 globally.

Below is a summary of their project and also a few links for you to explore.

- *Smart Mobile Sanitising Robot - Hurlstone Agricultural High School, NSW*

A robot linked to an app that delivers fabric sanitary pads to women in India. The app tracks the woman's cycle, and the bot delivers products when needed. The bot also picks up used pads and cleans and sanitises them to be reused.

Select images below to view the following:

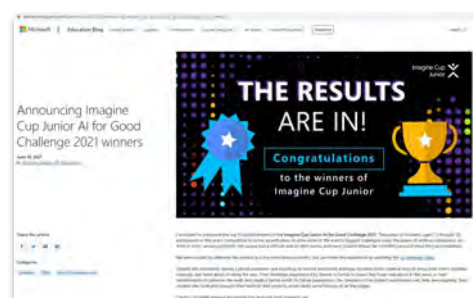
- *Awards ceremony recorded in a studio to be COVID-Safe*
- *You can find out more information here about the challenge and the global top 10.*

CALENDAR

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

June 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				

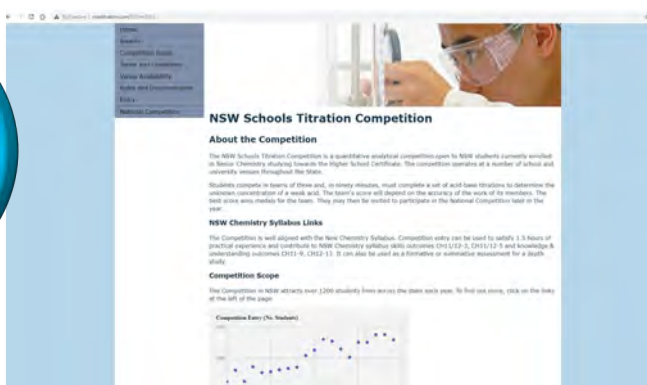


Principal's Report Continued...

This is a great achievement! Our Deputy Principal Mai Ni Pham was recognised in the Australian announcement for her encouragement of the students, hosting a hackathon day with Microsoft AI at our school and creating an amazing learning environment for the students at Hurlstone Agricultural High School.

NSW Schools Titration Competition

Our Year 12 Chemistry students recently participated in the NSW Titration competition at Sydney University. 54 Students from Hurlstone spent their "free time" during lunch to hone their skills with the support of their teacher Mrs Cerrato. 23 Students were then selected to compete at the event.



Hurlstone Agricultural students placed 1st and 3rd and will be moving on to the State Championships to compete against the winners from other schools and University venues.



1st Team	Benjamin Garrido	Zachary Lam	Ronald Chiang
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3rd Team	Vincent Le	Kevin Huynh	Lucy Huynh
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Principal's Report Continued...



Ms Ross and her Creative and Performing Arts Faculty held an exciting evening showcase of exceptional student works and performances. It was simply spectacular and on behalf of our community I would like to say how fortunate we all were to enjoy the performances and presentations before the current Covid-19 situation emerged. Enjoy the CAPA report and few pictures from the evening.

Advice for Families regarding COVID-19

The Department of Education is working closely with the Australian Health Protection Principal Committee (AHPPC), NSW Health and other agencies to ensure our schools continue to operate in the safest ways possible in the COVID-19 environment.

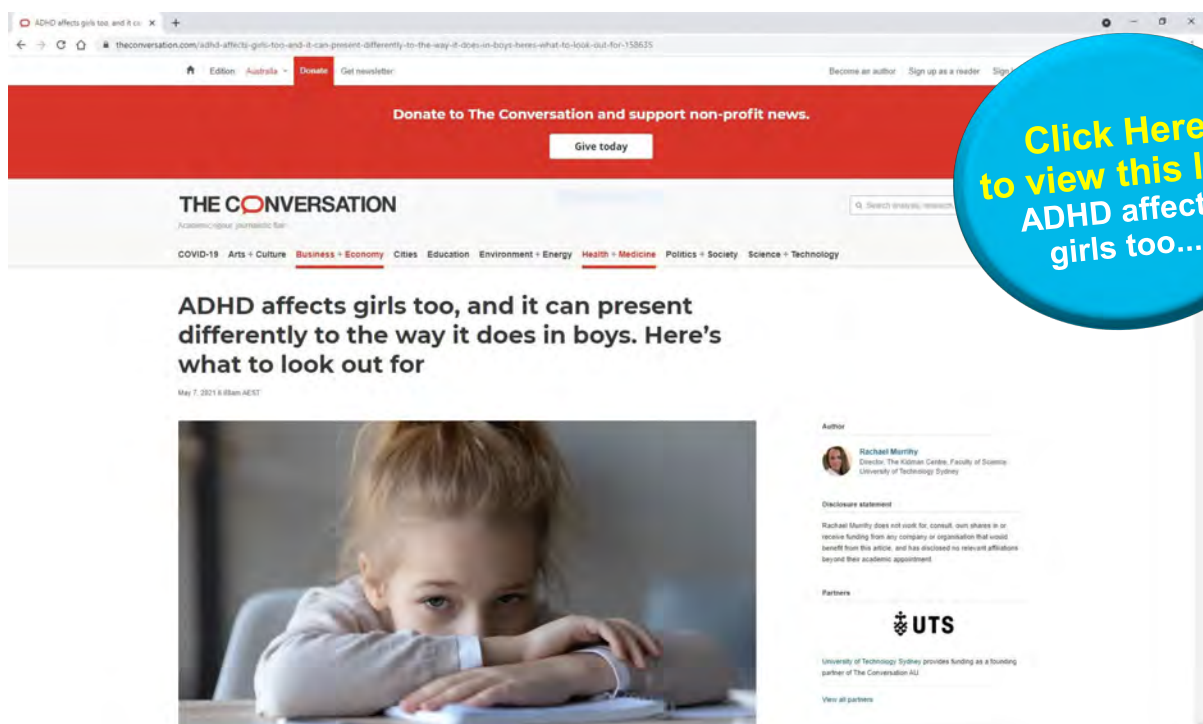
I would like to take this opportunity to wish our community a safe and relaxing holiday period.

[Click Here to view details COVID-19 Advice for Families](#)

Mrs Christine Castle

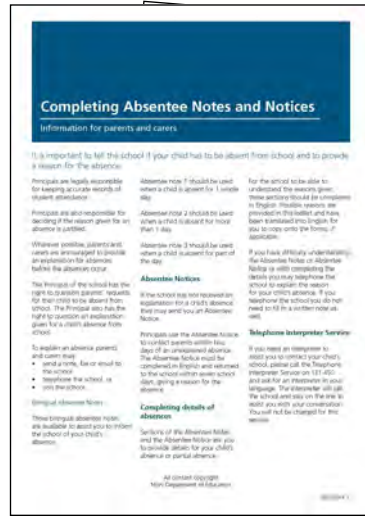
Principal

HAHS—School Forms & Information

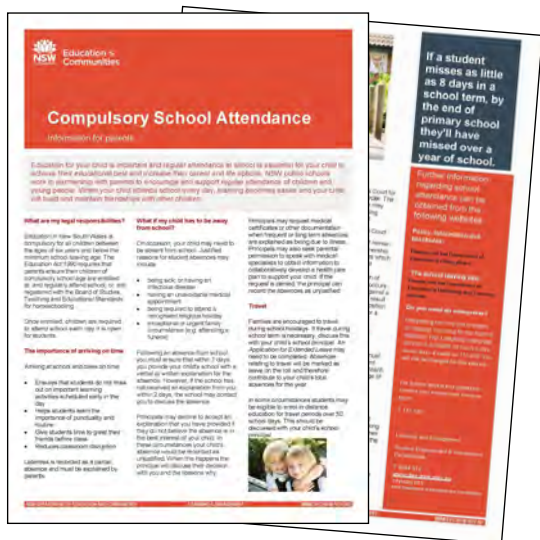


**Please refer to
P 26 - 34
to view the forms
below**

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



Completing Absentee Notes and Notices



Compulsory School Attendance

Kids Helpline
1800 55 1800



School Communities Working Together



Cool Kids Program - Information

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

**Please refer to
P 35 - 41
to view the forms
below**

**Click Here
to view information -
Anti-racism
contact officer**



[NSW 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 familiar with 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 complaint manager as explained in the [Schools, Community and Customer Complaints Procedure](#). People making complaints may see a representative to make the complaint on their behalf. The representative can be any person in organisation chosen by the complaint unless there are reasonable grounds to assume the complaint person is not appropriate. For example if the person makes a risk to health or safety or their endorsement to inform about a child has been satisfied 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. It will help the operator the school's phone number and the operator will ring the school and they 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 oral, video or telephone interpreter, depending on availability. You will not be charged for interpreting services.

Information, Meetings etc.

Original



NSW 教育局

Anti-Racism Campaign
Interim Action Plan

反种族主义联络官 (ARCO)
家长和老师需知晓

NSW 教育局提供一切形式种族主义教育、教育资源相关资讯。

所有学校、托儿所及大学 (Universities) 及 TAFE 学院都要有一位反种族主义联络官 (Anti-Racism Contact Officer (ARCO))。

ARCO 是校长委任的一位能解答有关种族、文化问题的老师。ARCO 经过培训，可帮助解决学生、教师、家长和社区问题。如果有学生为学校中的种族主义感到困扰，或者看到种族主义行为被提出投诉，ARCO 可协助以以下方式提供协助：

1. 告知社区种族主义问题或提供投诉的指南；
2. 作出一项过程中调解安排，直到问题解决为止。

如需了解学校及非学校教育环境中的 (School Communities and Non-school Communities) 的种族主义，种族主义教育及预防原则，家长和老师可以联系当地的人权或平等委员会进行投诉。这可以要求投诉人选择的任何个人或组织，除非有合理的理由认为该委员会不合适。因此，除非此人对种族主义或文化问题，或者他们涉及和他人参与的行为有直接利害关系。

语言服务

如果学生无法理解学校教学或课程时，请打电话 131 450 致电语言服务热线。要安排翻译服务的收费的。

语言服务包括为家长提供帮助，提供与学校老师打电话，并安排一位可沟通的语言翻译人员。

如果学生听不懂学校语言且不开会时，可请老师翻译，学校会提供免费语言翻译服务。而且，网上也有语言电话。

语言服务并非语言治疗。

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NSW

Anti-racism contact officer - Chinese Simplified

[NSW Department of Education]

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You will not be charged for interpreting services.



Anti-racism contact officer - Chinese Traditional

[illegible]

Anti-racism contact officer - Bengali

[illegible]

Anti-racism contact officer - Vietnamese

Huntshire Agricultural High School

Key Dates 2018/19 Tel: 01925 2288
OLDFIELDS A&P 2147 Phone: 01925 2222
School email: admin@hshs.co.uk www.hshs.co.uk

Permission to Drive to School

(Please return this to the School Office)

Name: _____ *Head Office*

Car Registration: _____ *Car Make*

Copy of Motability

The driver must be licensed (category B)

- Not a 16-monthly learner or a learner (not taking the vehicle)
- They hold a valid full UK licence (category B) only, not a provisional licence
- Only carry passengers as licensed by their licence
- Obey the 30 mph limit on any road from school at the front end of the activity day
- Obey the School Parking Advisory Policy at all times

Passengers

The following students have permission to drive either to or from school at the school/college office. They will agree to the School to Drive Code of Behaviour.

Passenger Name	Passenger's Parent/Carer/Signatory	Passenger's School Agreement	Date
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Parent Permission:

I agree to my child/children _____ (print name) _____

drive to school. I understand that they will be transferring the vehicle under instruction.

Parent Name: _____ Parent Signature: _____ Date: _____

Student Agreement:

I agree to abide by the Driver to School Code of Behaviour

Student Name: _____ Student Signature: _____ Date: _____

Permission to drive to School



HURLSTONE
SCHOOL OF EDUCATION

General Permission to Publish and disclose information

Dear Principal/Colleague:

I am writing you now so as to allow the Hurlstone School of Education to publish and disclose information about the work of the school, my staff and me, and the reputation of Hurlstone School of Education.

We are committed to the protection of placing before examination with other schools, offering the national curriculum, national school and district awards, and meeting student requirement to necessary purpose in educational sector.

This information may include your staff's name, title, and information collected as related with an appropriate work of the school, my staff and me, and the reputation of Hurlstone School of Education.

We acknowledge to allow your staff to publish work, but we limited on following that we do not wish to:

- Have negative of the Department of Education related to our school activities, the Department of Education, national school, and state and district awards.
- Department of Education related to the school activities, annual report and/or annual report presentation, national curriculum or a year performance, including all the Department's website.
- Department of Education and school award information or information such as 'No Fail/No Failure' (Failure and Failure) and 'No Fail/No Failure' (Failure and Failure) and 'No Fail/No Failure' (Failure and Failure).

Students should be aware that their information is published in public available means including, a year end report and/or annual report for a number of years or not permanently. Should anyone may also refer to other source of published information. Published information can also be found by:

- The internet.

Please consider the permission. My staff and I are the school.

Sincerely,

Principal/Colleague

Signature
Signature

Permission to Publish
I/We are, this permission is granted and

I/We are not permitted

For the Department of Education to publish information, about the school and/or related to public information.

The school's reputation is not affected and I/We are the school's reputation.

Principal/Colleague

Signature
Signature

(Date)

Permission to Publish

HAHS—School Forms & Information

Health Care Plan - Reminder

Dear Parents and caregivers

We are currently updating health information for 2021. In Term 1, a Healthcare Plan and any relevant supporting documents were posted home for parents to check. We requested that these were signed and returned to the school by the end of April. Our records indicate that we still have outstanding plans that have not been returned to us.

If you would like us to provide another copy of your child's Health Care Plan, please contact the front office on 9829 9222 or email hurlstone-h.school@det.nsw.edu.au

Please note that it is a requirement of Hurlstone Agricultural High School to complete these forms annually, and we appreciate your prompt attention in this matter.

Mrs Kiri Dorr
Administration

The image shows the 'Individual Health Care Plan Cover Sheet' and the main form. The cover sheet includes a header with the NSW Department of Education logo and the title 'Individual Health Care Plan Cover Sheet'. It contains instructions for parents and students, a section for 'Personal Information' (Name, Date of Birth, Gender, etc.), and a section for 'Medical Information' (Allergies, Medications, etc.). The main form is a detailed medical history and management plan, including sections for 'Allergies', 'Medications', 'Medical History', and 'Management Plan'. It also includes a section for 'Emergency Contact Information' and a section for 'Notes'.

Individual Health Care Plan

The image shows the 'ACSIA Action Plan - Anaphylaxis' form. It is a detailed form for managing anaphylaxis, including sections for 'Signs of Mild to Moderate Allergic Reaction', 'Action for Mild to Moderate Allergic Reaction', 'Signs of Severe Allergic Reaction', 'Action for Severe Allergic Reaction', and 'Emergency Management'. It also includes a section for 'Notes' and a section for 'Signature'.

ACSIA Action Plan - Anaphylaxis plan

The image shows the 'ACSIA Action Plan - Allergy plan' form. It is a detailed form for managing allergic reactions, including sections for 'Signs of Mild to Moderate Allergic Reaction', 'Action for Mild to Moderate Allergic Reaction', 'Signs of Severe Allergic Reaction', 'Action for Severe Allergic Reaction', and 'Emergency Management'. It also includes a section for 'Notes' and a section for 'Signature'.

ACSIA Action Plan - Allergy plan

The image shows the 'Asthma Action Plan' form. It is a detailed form for managing asthma, including sections for 'When Well', 'When Not Well', 'If Symptoms Get Worse', and 'Emergency Management'. It also includes a section for 'Notes' and a section for 'Signature'.

Asthma Action Plan

Boarding School

Boarding School Expo - Dubbo

With the easing of Covid restrictions, Boarding Schools Expo is finally back on the agenda.

Boarding Expo No1:

Mr Krishan and Ms West attended the first expo of 2021 at Dubbo. This was scheduled for 14 & 15 May 2021. We met some of boarding parents who live in the area and spoke with many parents who were interested in our school. We also took the opportunity to visit members of HAHS Rural Youth who were at Dubbo Show with several of our sheep.



Boarding School

Boarding School Activities



Cricket session for the boys

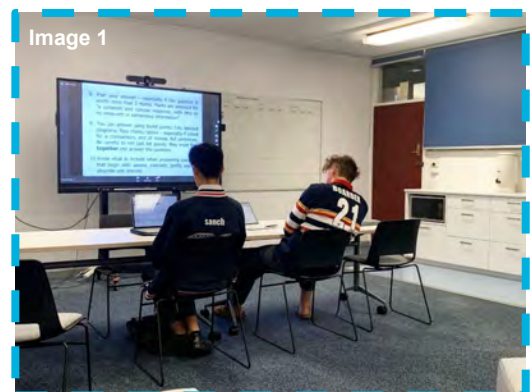


Image 1



Image 2

Image 1 & 2 : Tutorial session with senior students

Boarding School

Cater Care's Community Spirit - NADIOC Reconciliation Morning Tea



Chef Manager - Daniel Sciberras and Cook Michala Milton - Reconciliation Morning Tea in the Dining Hall

Hurlstone Agricultural High School is proud to work with leading catering company, Cater Care, in providing a high-quality dining experience for our boarders.

Breakfast, morning tea, lunch, afternoon tea, dinner and supper all created by Cater Care - 7 days a week!

Cater Care's support is invaluable and not only does the team, particularly Chef Manager, Daniel Sciberras, and Cook, Michala Milton, bring dishes to life, but they meaningfully engage each day with our students and the Hurlstone community.

This was further exemplified during National Reconciliation Week where Cater Care embraced Indigenous pride and flavours by creating an event for our school.

With 2021's theme being 'More than a word. Reconciliation takes action,' it is important to recognise the movement and actively acknowledge its progression towards braver and more impactful action.

The atmosphere of the event was educational, insightful and impactful for our boarders, and we're proud to be working with a company that consistently aims to make a difference in the Hurlstone and wider community.



Boarding School

Cater Care - Celebrating NAIDOC Week

Recipe for Scorched Almond, Chocolate Chip and Wattle Seed Cookies

Scorched Almond, Chocolate Chip and Wattle Seed Cookies.

Makes 15 Medium Sized Cookies

Celebrating NAIDOC Week with a delicious cookie recipe that features the native ingredient Wattleseed.

TASTE OF NAIDOC WEEK FACT

NAIDOC Week each year celebrates the history, culture and achievements of Aboriginal and Torres Strait Islander peoples, and our cookie recipe has been proudly developed to acknowledge and commemorate this year's event.

One of the recipes key ingredients is Wattleseed, which comes from the Australian Acacia (Wattle). Wattleseed has provided Aboriginal people with a rich source of protein, carbohydrate, potassium, iron and zinc and is mainly used to make flour by crushing the seeds between flat grinding stones, and then made into a simple damper style bread.

 **CATER CARE** www.catercare.com.au



INGREDIENTS

150gm Unsalted Butter
- warm to room temperature.
100gm Caster Sugar
65gm Brown Sugar
¾ tsp Vanilla Essence
1 Egg
260gm Plain Flour - sieve.
60gm Blanched Almonds Whole
- roughly chop.
90gm Milk Chocolate Chips
- roughly chop.
4 tsp Ground Wattleseed
- available from delicatessens.
As Required - Spray Oil

METHOD

1. Pre-heat an oven to a moderate temperature - 160°C.
2. Place into the bowl of a food mixer, the butter, caster sugar, brown sugar and vanilla essence. Then using a balloon whisk, beat the ingredients until they have combined to form a batter that is both smooth, creamy and pale in colour.
3. Crack and add the egg and continue to beat for a further minute.
4. Add the flour and mix through until a dough has formed.
5. Add the almonds, chocolate chips and wattle seed, then gently fold through with a spatula or wooden spoon, until they are thoroughly combined with the dough.
6. Lightly oil a baking tray/s, wash hands, and divide the dough into 15 equal pieces, then roll each piece into a ball.
7. Place each ball onto the baking tray and gently press down to slightly flatten, allowing a little space between the cookies so that they can spread without touching during the baking process.
8. Place the tray into the oven and bake for 25 minutes or until the cookies are cooked through, golden and firm to the touch. Then carefully remove the tray from the oven, set to one side and allow the cookies to cool for 5 minutes.
9. Remove the cookies from the baking tray, place onto a cooling rack, and allow to cool to room temperature. Then place into an airtight container, and keep sealed until required.

TO SERVE

Arrange the cookies in an attractive pattern on a platter or board before serving.

Gold Level in 2021

Congratulations to following students awarded Gold Level for Semester 1!

Fran Ierano

Kimberly Dang

Hiya Shah

Bharathi Gotyal

Mukund Srinivasan

Steven Ngo

Rachel Zou

Noah Simpson

Adam Nguyen

Guhan Sundar

Joe Yee Wong

Joseph MacRae

Arjun Theyagarajan

Bryant Nguyen

Tiffany Tran

Jauden Nguyen

Natasha Ly

Karen Huo

Khushi Lal

Patrick Benci

Yunus Amin Sayed

Jasmine Lam

Chelsea Ng

Madison Chang

Abdul-Haadi Siddique

Lucy Colville

Hamza Jamil

Kevyn Jacob

Hannah Yin

Jeslyn Lee

Nevin Johnson

Jessica Lam

Venni Baliyan

Katherine Vu

Anita Ung

Hopefully we will have even more students in semester 2 reach this level! Our school leadership team have proposed some changes that we are adopting for semester 2 which includes no cap on the number of points you can earn in one category but you must have points across three categories. Gold Level is reached when you have 15 points across a semester. Semester 2 points begin accruing from week 7, term 2 and that close of applications will be week 7 in term 4.

A reminder to Year 10 that it would be advisable to be accruing Gold Level points for a future School Leadership Team application and it is also useful for scholarship applications to demonstrate your involvement in school life and serving your community. More information about Gold Level applications have been sent to all students via e-mail

Ms Sharon Davis

HT Teaching & Learning

EXCELLENCE | OPPORTUNITY | LEADERSHIP | COMMUNITY

HAHS - CAPA

Elective CAPA night

On Thursday, 17th June, students from elective CAPA subjects exhibited and performed in the Elective CAPA night. The event was well attended by family members and the students were happy to once again be able to share their passion and skills in these essential aspect of Arts practice.

Visual Arts students worked together to assemble an exciting exhibition of their works. The display included works from both Visual Arts and Photography and Digital Media classes. It was a diverse exhibition that featured digital pieces, paintings, sculptures and prints. The audience was impressed with the high quality of the works and the creative responses evident in the artworks. Parents and students engaged with the pieces prior to the Music program and during intermission.

The Elective Music students shone on stage as they presented collaborative and individual performances. Each performer embraced the opportunity to connect with the audience through their music. Energy and enthusiasm underpinned every piece. The year 12 Music students each presented inspiring and moving performances.

The Year 9 Music class confidently operated sound and lighting on the night to highlight the performances and efficiently managed the stage.

It was incredible to witness the creative and performing arts community at Hurlstone come together as a cohesive and supportive community. I would like to thank Ms Wuhrer, Mr Craig, Mr Zahija, Ms Connell and Mr Musico for working so hard to provide the students with this opportunity.



Ms Joanne Ross
Head Teacher CAPA

HAHS - CAPA

George Gittoes Workshop at Casula Powerhouse

On July 26th and July 27th, 15 students from the year 10 major and minor Visual Arts classes were given the incredible opportunity to attend a George Gittoes workshop at Casula Powerhouse. We worked with George Gittoes, a renowned artist and the 2015 Sydney Peace Prize winner to create sculptures from recycled materials.

The first day was spent at the Gittoes exhibition at Casual Powerhouse. Students were encouraged to start an open conversation about his work after attentively listening to an art centre facilitator, Simon Wheeldon, who explained the context and process behind each artwork.

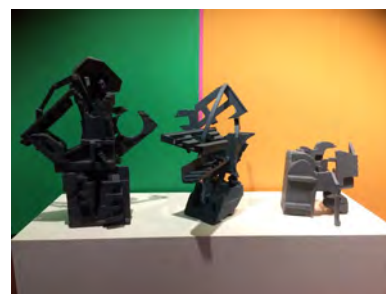
We were given time to respond to the exhibition through drawing whilst surrounded by the overwhelming Gittoes works. George Gittoes then joined us for the second half of the day where he talked about his inspirational life experiences and gave us insights into his artmaking process.

Student arrived for the second day at the Powerhouse incredibly enriched and excited to apply this knowledge in order to create professional concrete-looking sculptures. The day was facilitated by Cameron Williams, one of Australia's best known ceramic artists as well as Simon Wheeldon and Hanne Davies, two of the Powerhouse's educators.

Utilising recycled Styrofoam, skewers and liquid nails, students were given the opportunity to let their creativity go wild, producing sculptures that truly embrace every individual's personality. Each sculpture was approach in incredibly unique way.

The Styrofoam forms were then painted. Each sculpture was personally signed by George Gittoes. The sculptures were exhibited alongside his works at the gallery.

The entire experience was incredibly enriching. As a participant, I have a newfound passion for sculpture, enhanced knowledge and have developed hands-on skills.



Jessica McAleer

Student

HAHS - Mathematics

AMC (Australian Mathematics Competition)

The AMC is an engaging 30-problem competition to be held in week 4 of term 3. This year all year 7 students and selected students in years 8 to 10 will be requested to participate. The competition will also be open on a voluntary basis to any other students, including seniors, who would like to participate. Permission notes will be issued soon. Completed permission notes and the competition fee of \$6 will need to be submitted by Monday 21st June.

MaPS (Mathematical Problem Solving Correspondence Program)

Congratulations to Rashid Abuzarov of year 10 who was selected to participate in the Mathematical Problem Solving Correspondence Program (MaPS). This program is run by the University of Sydney. Rashid was selected based on his performance in the AIMO (Australian Intermediate Mathematics Olympiad) held last year in September.

The aim of MaPS is to help talented students develop their problem solving skills, prepare them for maths competitions and create opportunities for them to meet like-minded peers.

Rashid has also participated in the Tournament of Towns competition which is an international mathematical competition.

We wish Rashid further congratulations for all his achievements so far and wish him further success in the future mathematical challenges which he takes part in.

APSMO (Australasian Problem Solving Maths Olympiad)

Well done to our year 7 and 8 students in the APSMO teams who have so far completed two challenges. Three more challenges are still to be completed, these will be held on 16 June 2021, 28 July 2021 and 8 September 2021.

MCYA (Maths Challenge for Young Australians)

During the last school holidays a number of students from grades 7 to 10 completed a three week take home Maths Challenge competition. Congratulations to these students on their efforts. Submissions are in the process of being marked and results should be issued soon.

The Maths Enrichment Stage is a more extensive and more challenging module that a number of students from grades 7 to 10 will be taking part in soon. This module is a take home challenge which is to be completed independently over a 12 week period. Students will be receiving their booklets in week 10 of term 2 and they will be due in week 10 of term 3.

We wish those students participating an enjoyable and creative 12 weeks as they engage with these challenging maths problems.



HAHS - PDHPE

Regional Cross Country

Hurlstone students representing Hume Zone competed at the Sydney South West regional cross country carnival on Wednesday 9th June at Camden Bicentennial Equestrian Park. Congratulations to all our team for making it to this level and in particular, Mursal S., Harriet G. and Vincent T. who have qualified for the NSW Allschools event next term. Most of the team are captured in this photo.



State Table Tennis Championship

The Hurlstone team of Tevin, Jonas, Abhishek, Ryan and Matthew were winners of the regional championship and did qualify to compete at the state championships held at Olympic Park on Monday 21st June. Here is a photo of the team with the trophy the boys won which we will have engraved and proudly display here at school.

Congratulations!!

Mr Brett Wilson
HT PDHPE Faculty



HAHS - PDHPE

Open Boys Touch CVD

On Friday 14th May 2021, the Open Boys Touch team participated in the Sydney South West Touch Central Avenue Day at the Vale of Ah Reserve in Milperra. Despite having one of the younger teams on the day, the Hurlstone boys played some excellent touch football as a team, only suffering one loss throughout the day against eventual champions Moorebank High and including an all important Win in the local derby against Macquarie Fields High. All players played hard, did their school and themselves proud, and the majority of the team are eligible to play again next year. Massive thanks must also go to Mr Hearnden and Mr Clarke for all of their assistance in the lead up to the carnival.

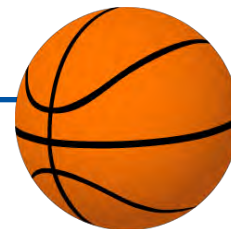
Most touchdowns: Rupert Fuelling

MVPs : Russell Royal, Patrick Um, Owen Thai



Photo - Back row: Eric, Russell, Rupert, Leon, Mahee, Vincent
Front: Cameron, Milith, Kamran, Patrick, Owen, Johann , Travis

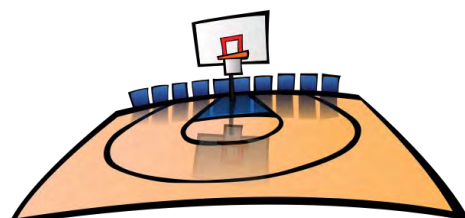
Mr Andrew Wilson
PDHPE Faculty



HAHS - PDHPE

Girls and Boys Under 15's Basketball Knockout

Congratulations to the Boys and Girls Under 15's Basketball teams who have won both their knockout games in their respected Sydney South West Knockout Tournaments held at Bankstown Basketball Centre. The boys team defeated Casula H.S and Condell Park H.S on their way to the Final 8 stage of the competition to be held in Term 3. The girls team also defeated Casula H.S in their first game and then Sarah Redfern H.S to advance to the finals stage of their competition. A special mention goes to Korn Kasemchainan and Raymond Zhuang in Year 10 for coaching the girls team during practice sessions and on game day. We wish both teams continued success throughout their tournaments.



Mr Tyson Willoughby
PDHPE Faculty

EXCELLENCE | OPPORTUNITY | LEADERSHIP | COMMUNITY

HAHS - Year 10

Class of MMKKIII - Camp 2021



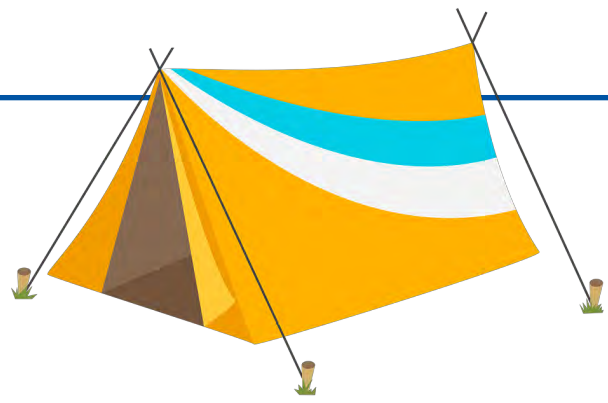
The Great Australian Bushcamp could be defined simply as perfect balance, an amalgamation or intersection between luxury and a raw reality. The rivers flowing not too calmly, and not too rough, the wind howling not too loudly and not too quiet, the food not delicious, but still tolerable, the activities safe, and yet exhilarating. The camp, while offering a break from the bustling norm of student life that so many dread, made students grateful of said norm, allowing them to miss the small things in life that they may have taken for granted. While every individual enjoyed themselves on a personal level, it was the company that made the trip a true adventure. Being able to bond with peers on a deep level, a level that can only be achieved through sharing time, space, food, music, stories, comradery, and struggles is a rare thing. I can genuinely say that I and my friends feel closer to each other than so many other friend groups because of what we went through. Many students upon hearing about the camp were riddled with anxiety upon hearing about the hardships of the camp online, which were exaggerated, but like I told so many, and what was proven, "adversity faced with friends will offer the best times and memories for lifetimes to come".

Suvaarn Moodley



HAHS - Year 10

Class of MMKKIII - Camp 2021



Camp was an unforgettable experience. Although we were initially worried about the state of the food and amenities considering the reviews from google, we were pleasantly surprised with the high quality of facilities and resources we received. The instructors were pleasant and witty, and definitely made the experience special. Without a doubt, the activities where we overcame fears together in our chosen groups were a major highlight of those 3 days. Building the courage to jump from heights 10 times taller than ourselves was terrifying and incredible at the same time. The best moments, however, were when our whole grade and teachers huddled around the campfire just after sunset—roasting marshmallows together, joking around and just enjoying each other's presence. Uniting as not only a grade but a family was so incredibly fun, you wouldn't have even noticed when sunset had turned into night. I not only made so many incredible memories with my best friends, but began friendships with amazing people in our grade that I've never spoken to before. I'll forever be grateful that my friends convinced me to go.

Tanisha Tahsin

The Great Aussie Bush Camp was an awesome place to spend 3 days away from home. The instructors were extremely welcoming, humorous and encouraging whenever it was needed. We had a splendid time participating in all the activities which required us to push ourselves out of our comfort zone. With encouragement from my friends, I was able to engage in every activity and joyfully look forward to the next one. Every new day at camp threw new surprises at us and I would definitely recommend this camp to other people. I am glad that I attended camp because I made many memories with my friends and I will look back to this camp in future years.

Mueez Atif



HAHS - Extra-curricular

Rural Youth - Dubbo Show

On Thursday 13th May, 17 students and 2 Agriculture teachers made the five hour long scenic trip through the hills of New South Wales to the National Sheep show held in collaboration with Dubbo Show. On arriving in Dubbo, the students made their way directly to Dubbo showground. At the showground, the students unload the school's ten Suffolk sheep. To settle the sheep onto the showground, the students prepared the pens the sheep would be kept in for the duration of the show. This included laying out bedding, providing food and making water available for the sheep. After ensuring the animals were settled in comfortably and were happy and healthy, the students were taken to the West View caravan park, which would be their accommodation for three nights.

Friday dawned bright and early. Today was the day they were in Dubbo for. On arriving at the showground, the students found that the early morning activity that got them up at the crack of dawn had been rescheduled. Oh, the devastation at lost sleep, but, being such dedicated students, they ploughed on and got into checking their animals, making sure they were fed and watered before cracking on with polishing halters and boots. The polishing skills ensured that both the students and the sheep looked their best when they entered the ring for judging. The morning judging was of White Suffolk and the students made themselves available to watch the classes to get any last-minute tips from the ring. They then spent time with their sheep, dusting of the straw, wiping faces and cleaning feet before entering the Suffolk ring to show our school sheep against some of the best in the business. The students were very proud to walk away with 2 novice wins and an open win.

Saturday was a more relaxed day now the main judging was over. On arrival at the showground Saturday morning, the students checked on the animals making sure they were fed and watered before taking the opportunity to explore Dubbo show and all it had to offer. On Saturday afternoon 2 groups of three students entered the Goongunyah Shield. This competition provides the students the opportunity to demonstrate their knowledge about their sheep breed and the care and handling which goes into preparing a sheep for show. All the students prepare together for this competition and the students decided amongst themselves who would compete. Although there was no placing, the students presented themselves and their sheep well demonstrating the pride Hurlstone students have in their school and their learning. Following the Goongunyah competition, students had the opportunity to enter in Junior Judging of pigs. Although not originally why they attended the show, the students were up to the challenge. The students walked away from the Junior Judging of Pigs with a first in the senior class and a first and second in the junior class. The students were able to celebrate this with a Suffolk Society dinner and dance at the local Dubbo RSL, put on by the Suffolk sheep society. Great times were had at the dinner and new friends were made.

Sunday morning rose bright and early and oh so cold. But this did not deter the students. They were packed and ready to get to the showground for the final morning of the show. Sunday morning concluded the show with the junior handler's class and the junior meat sheep judging. All students participated in these activities gaining new skills and a confidence in their abilities. Following a successful showing in both the handler class and the judging class, the students had to quickly turn around and pack up for the long trip back home. Some very exhausted students and teachers arrived back at school Sunday evening.

All the students who attended presented themselves as befitting of a student at Hurlstone Agricultural High School and should be commended for their mature attitudes and exemplary participation.

Now we are all just counting down to the next show as so much fun was had by all.

Students involved in dubbo Show:

Year 12	Year 10	Year 9	Year 8	Year 7
Abigail Nolan	Grace Nguyen	Dion Barbe-Lukin	Annabelle Lewinski	Lucy Anderson
Luca Squires	Amy Luu		Akshay Biju	Sukanya Dasgupta
Kyra Leal	Suvarn Moodley		Ayush Bendre	Leena Read
Sylvia Nanziri				Jade Tellis

HAHS - Extra-curricular

Rural Youth - Dubbo Show

Select images
to view the
Dubbo National
Sheep Show
Results

Individual students Accomplishments

Sylvia Nanziri	1 st Junior Judging Pigs, Senior class	Jade Trellis	5 th Junior meat sheep judging
Jade Trellis	1 st Junior Judging Pigs, junior class	Sukanya Dugupta	6 th Junior meat sheep judging
Akshay Biju	2 nd Junior Judging Pigs, junior class	Ayush Bendre	4 th Junior met sheep judging
Brooke Doolan	1 st Junior sheep handler	Kyra Senior	3 rd Senior sheep handler



The HAHS Dubbo sheep show team 2021

Ayush, Akshay, Suvarn, Abigail, Grace, Leena, Amy, Sylvia, Sukanya, Jade, Kyra, Lucy, Annabelle, Brooke and Dion

Careers Corner

University and Future Careers Presentations for Years 11 and 12

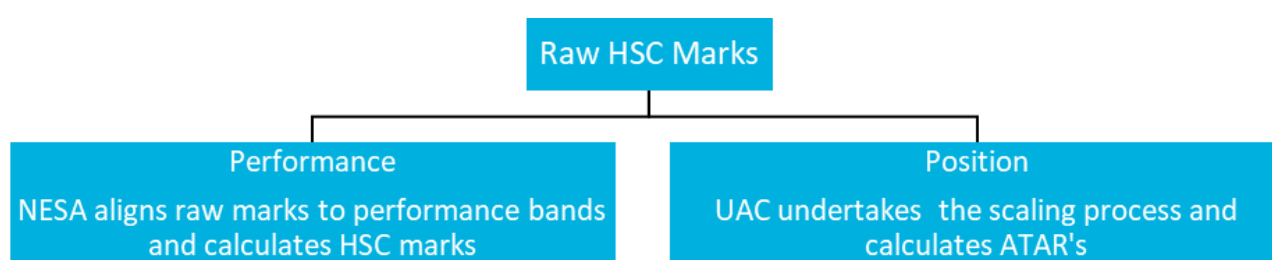
Researching and visiting a variety of options, including tertiary institutions and exploring various degrees is a vital component in the process of planning future study and career options for all students. Unfortunately (thanks again COVID) this was not possible in 2020. Virtual presentations and tours as well as webinars and phone calls were provided to assist students in their information gathering but something more personal is preferable.



Ms Robyn Keegan

During terms one and two at HAHS a series of personal presentations of 30 -45 mins duration have been available to Year 11 and 12 students each Wednesday beginning at 11.45am after the conclusion of the last teaching lesson for the day. A detailed list of presenters was distributed to all students and it has been disappointing that students have been reluctant to attend these valuable, unique and advantageous presentations delivered by the experts.

The benefit of bringing guest speakers and university representatives directly to students is that all information has been tailored to meet the needs of our students and has facilitated the gathering of relevant information. It has been particularly great to see former HAHS students acting as ambassadors for the universities and providing guidance and answering questions about applications, scholarships, early entry and opportunities available for high achieving students. Presentations by interstate universities including The University of Adelaide and University of Melbourne have also been provided as Zoom meetings. The presentation that attracted the greatest number of students was the UAC information session covering the university application process with explanation of the ATAR, entry schemes, EAS, SRS and adjustment factors.



HSC marks	ATAR
HSC marks provide information about how well a student performs in each course they have completed.	An ATAR provides information about where a student is positioned overall against other students.
HSC marks indicate performance in the different courses a student has studied.	An ATAR allows a student to be compared with students who have completed different combinations of courses.
HSC marks are reported against standards.	An ATAR is a rank, not a mark.
In NSW, HSC marks are provided by NESA.	In NSW, an ATAR is provided by UAC.

Careers Corner

2021 Sydney South West Secondary Orienteering - *The original adventure race!*

Participating in extra-curricular activities helps students to develop competencies such as collaboration, communication skills, resilience and decision-making ability that will ensure they are well prepared for future opportunities. Students in Years 7-11 are currently excited about attending the Regional Orienteering Championships to be held at Mittagong on the 16th June. Orienteering is part athletics, part geography, part maths, part problem solving and is open to all secondary students. Using a special map, students navigate their way around a course set through parkland and/or bush. This regional event is designed to test competitive orienteers but also cater for newcomers to Orienteering.



Luca begins her race

Study a subject with TAFE in 2022

The TAFE NSW TVET Guide for 2022 has now been published. The Guide has a 'new look' offering a more user-friendly printable version where-by each page is an individual course that can be printed for students. Also available is the TAFE NSW Sydney Region TVET Course List. Copies of both of these documents are attached to the newsletter.

Please note the following important dates:

- EVET opens for schools Monday 31st May. Students may register an EOI (Expression of Interest) in the course/s of their choosing
- EVET applications can be made term 2 Wk7 - Term 3 Wk8
- EVET closes Friday 3rd September
- Schools must accept or withdraw any offer that is made to students Term 4 Wk 4 - 8, 25/10/21 - 26/11/21

Dates and links for online TVET and SBAT information sessions for students, parents and caregivers to be advised shortly.



Industry Curriculum Framework	Delivery	ETAP	Business	Finance	Health	IT	Manufacturing	Marine	Transport	Construction	Education	Arts	Community	Other
Automotive (Mechanical Technology)	2u x 2y	Yes												
Automotive (Mechanical Technology)	2u x 1y	No												
Automotive (Vehicle Body)	2u x 2y	Yes												
Automotive (Vehicle Body)	2u x 1y	No												
Business Services (Certificate III Business)	2u x 2y	Yes												
Business Services (Certificate III Business)	2u x 1y	No												
Construction (Pathways)	2u x 2y	Yes												
Construction (Pathways)	2u x 1y	No												
Electrotechnology (Career Start)	2u x 2y	Yes												
Electrotechnology (Career Start)	2u x 1y	No												
Electrotechnology (Computer Assembly & Repair)	2u x 2y	Yes												
Entertainment Industry	2u x 2y	Yes												
Hospitality (Food and Beverage)	2u x 2y	Yes												
Hospitality (Food and Beverage)	2u x 1y	No												
Hospitality (Kitchen Operations and Cookery)	2u x 2y	Yes												
Hospitality (Kitchen Operations and Cookery)	2u x 1y	No												
Human Services (Allied Health)	2u x 2y	Yes												
Human Services (Acute Care)	2u x 2y + 1u	Yes												
Information and Digital Technology (Digital Animation / Gaming Development)	2u x 2y	Yes												

TAFE NSW Sydney Region TVET Course List.

Careers Corner

The Australian Society for Medical Research

The Australian Society for Medical Research (ASMR), are inviting Years 7-12 students to participate in the ASMR Medical Research Week® 2021 national online quiz. The quiz closes on the **1st of July**.

Students can simply enter the 2021 quiz through the following link:

There are plenty of prizes up for grabs!

Click Here
ASMR 2021
National Online
Quiz

MEDICAL RESEARCH SCHOOL QUIZ



1st May to 1st July 2021



Open to Year 7 – 12 students

Great prizes to be won!

30 multiple choice questions will test your knowledge and inspire your imagination (+ one bonus question)

Enter online @ asmr.org.au/asmr-mrw/asmr-mrw-schools-quiz/



<https://www.facebook.com/theASMR/>



@TheASMR1



Australian Government

National Health and Medical Research Council

National Supporter of ASMR MRW®

The Australian Society for Medical Research ACN 000599235 - ABN 18 000 599 235 Level 7, 37 Bligh Street, Sydney, 2000
Ph: (02) 9230 0333, Fax: (02) 9230 0339 Email: asmr@asmr.org.au Website: www.asmr.org.au Snr Executive Officer: Catherine West

HAHS - Digital Citizenship

How to respond to cyberbullying

Online behaviour and its impact



Key message

Cyberbullying is a major concern for parents and teachers. The Department of Education's Anti-bullying site offers advice to parents and teachers on how identify and respond to cyberbullying to keep children and young people safe online.

When trying to keep children and young people safe online, prevention is always better than cure, but when cyberbullying does happen it is important that parents, teachers and children and young people know how to respond and where they can go to get help.

How to respond to cyber-bullying

The Department of Education's [Anti-bullying website](#) refers to cyber-bullying as the act of bullying behaviour using the internet or digital devices. It might include:

- sending abusive texts and emails
- posting unkind messages or images
- imitating others online
- excluding others online
- tagging people in pictures against their wish threatening another person to do something such as sending revealing images.

Teach children and young people to follow the following steps to reduce and prevent cyberbullying:

1. don't reply or respond - bullies thrive on the reactions they get from their victims.
2. save the evidence - take screenshots of cyberbullying posts so that you can use them as evidence later
3. tell a trusted adult - you do not need to deal with bullies by yourself, teachers and parents can help
4. report cyberbullying - this could be to your school or in more serious cases to the police and the [Office of the eSafety Commissioner](#).



HAHS - Digital Citizenship

How to respond to cyberbullying

What to do when a child reports cyber-bullying

Once a child reports cyber-bullying:

- Listen carefully
- Discuss a plan of action
- Involve relevant school personnel
- Implement a plan and follow up

Download the [Anti-bullying- parents and carers online bullying fact sheet \(PDF 223.73 KB\)](#) or go to the [Anti-bullying website](#) for more information.

Support and further help

For more serious cases, reporting directly to the Office of the eSafety Commissioner is recommended. Go to:

- [Collecting information and evidence](#)
- [Reporting cyberbullying to the Office of the eSafety Commissioner](#)
- [Cyberbullying support tool for parents](#)

References

- '[Staying safe online - information for students](#)', NSW Department of Education, accessed 5 February 2019
- '[Keeping my child safe online - information for parents](#)', NSW Department of Education, accessed 5 February 2019
- '[Cyberbullying](#)', Office of the eSafety Commissioner, accessed 5 February 2019
- '[Cyberbullying](#)', Kids Helpline, accessed 5 February 2019
- '[Online bullying](#)', Bullying.No Way, accessed 5 February 2019
- '[5 strategies for dealing with cyberbullying](#)', ReachOut, accessed 5 February 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

[illegible]

**Go to Page
52-53
to view
Uniform
Price List**



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.

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

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

School Communities Working Together

Fact sheet for parents and carers



08/09/17_28017

Introduction

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

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

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

Your role in supporting your child

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

How you can help your child

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

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

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

What to do if you are concerned for your child

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

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

Remember

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

Cyber Safety

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

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

Resources

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

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

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

Anti-Racism Contact Officer (ARC)

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.

反种族主义联络官 (ARCO)

家长和照顾者须知

NSW教育部反对一切形式的种族主义，致力消除种族歧视。

教育部的《反种族主义政策》([Anti-Racism Policy](#)) 要求每所学校都要有一名反种族主义联络官 (Anti-Racism Contact Officer (ARCO)) 。

ARCO是由校长提名的一名经验丰富的教师。ARCO接受过培训，可以帮助学生、教师、家长和社区成员。如果有人为学校中的种族主义感到担忧，或者要对种族主义事件提出投诉，ARCO可以通过以下方式提供帮助：

1. 告知处理种族主义问题或提出投诉的程序；
2. 在这一过程中提供帮助，直到解决问题为止。

根据《学校社区和消费者投诉程序》([School Community and Consumer Complaint Procedure](#)) 中的解释，种族主义的投诉由投诉经理处理。提出投诉的人可以要求由其他人或组织代表他们进行投诉。这可以是投诉人选择的任何个人或组织，除非有合理的理由认为所选择的人不合适，例如，如果此人对健康或安全构成风险，或者他们获得有关儿童信息的权利受到法律限制。

口译员协助

如果您需要口译帮助您跟学校交谈或预约，请打电话 131 450 跟电话口译服务处联系，要求安排说您的语言的口译员。

请告诉接线员学校的电话号码，接线员会给学校打电话，并安排一名口译员帮助您进行对话。

如果您在与学校工作人员开会时需要口译，可以请学校安排口译。学校会根据情况安排现场口译、网上口译或电话口译。

口译服务不必向您收费。

反種族主義聯絡官 (ARCO)

家長和照顧者須知

NSW教育部反對一切形式的種族主義，致力消除種族歧視。

教育部的《反種族主義政策》([Anti-Racism Policy](#)) 要求每所學校都要有一名反種族主義聯絡官 (Anti-Racism Contact Officer (ARCO)) 。

ARCO是由校長提名的一名經驗豐富的教師。ARCO接受過培訓，可以幫助學生、教師、家長和社區成員。如果有人為學校中的種族主義感到擔憂，或者要對種族主義事件提出投訴，ARCO可以通過以下方式提供幫助：

1. 告知處理種族主義問題或提出投訴的程序；
2. 在這一過程中提供幫助，直到解決問題為止。

根據《學校社區和消費者投訴程序》([School Community and Consumer Complaint Procedure](#)) 中的解釋，種族主義的投訴由投訴經理處理。提出投訴的人可以要求由其他人或組織代表他們進行投訴。這可以是投訴人選擇的任何個人或組織，除非有合理的理由認為所選擇的人不合適，例如，如果此人對健康或安全構成風險，或者他們獲得有關兒童資訊的權利受到法律限制。

口譯員協助

如果您需要口譯幫助您跟學校交談或預約，請打電話 131 450 跟電話口譯服務處聯絡，要求安排說您的語言的口譯員。

請告訴接線員學校的電話號碼，接線員會給學校打電話，並安排一名口譯員幫助您進行對話。

如果您在與學校工作人員開會時需要口譯，可以請學校安排口譯。學校會根據情況安排現場口譯、網上口譯或電話口譯。

口譯服務不必向您收費。

বর্ণবাদ বিরোধী যোগাযোগ কর্মকর্তা (ARCO)

পিতামাতা এবং যত্নদানকারীদের জন্য তথ্য

NSW শিক্ষা বিভাগ সকল প্রকার বর্ণবাদকে প্রত্যাখ্যান করে এবং বর্ণ বৈষম্য দূরীকরণে প্রতিশ্রুতিবদ্ধ।

বিভাগের বর্ণবাদ বিরোধী নীতি অনুসারে ([Anti-Racism Policy](#)) প্রতিটি স্কুলে একজন বর্ণবাদ বিরোধী যোগাযোগ কর্মকর্তা (Anti-Racism Contact Officer (ARCO)) থাকে।

ARCO অধ্যক্ষ মনোনীত একজন অভিজ্ঞ শিক্ষক। শিক্ষার্থী, শিক্ষক, পিতামাতা এবং সমাজে বসবাসকারী যাদের স্কুলে বর্ণবাদ সম্পর্কিত উদ্বেগ আছে অথবা বর্ণবাদের ঘটনা সম্পর্কে অভিযোগ রয়েছে তাদেরকে সহায়তা করার জন্য ARCO প্রশিক্ষণ প্রাপ্ত। নিম্নলিখিতভাবে ARCO সহায়তা করতে পারে:

1. বর্ণবাদ সম্পর্কে উদ্বেগ বা অভিযোগ সমাধানের পদ্ধতি সম্পর্কে পরামর্শ প্রদান
2. একটি সমাধানে পৌঁছানোর প্রক্রিয়া চলাকালীন সমর্থন।

স্কুল সম্প্রদায় এবং গ্রাহক অভিযোগ পদ্ধতি ([School Community and Consumer Complaint Procedure](#)) অনুসারে বর্ণবাদ সংক্রান্ত অভিযোগগুলো অভিযোগ ম্যানেজার দ্বারা পরিচালিত হয়। অভিযোগকারীগণ তাদের পক্ষে অভিযোগ করার জন্য কোনও প্রতিনিধিকে চাইতে পারেন। প্রতিনিধি অভিযোগকারী দ্বারা নির্বাচিত যে কোনও ব্যক্তি বা সংস্থা হতে পারে যদি না বেছে নেওয়া ব্যক্তিকে না নেওয়ার পক্ষে যুক্তিসঙ্গত ভিত্তি থাকে, উদাহরণস্বরূপ কোন ব্যক্তি যদি স্বাস্থ্য বা সুরক্ষার জন্য ঝুঁকি হয়ে থাকে বা কোনও শিশু সম্পর্কে তথ্য জানার অধিকার আইন দ্বারা সীমাবদ্ধ হয়ে থাকে।

দোভাষী সহায়তা

আপনার যদি স্কুলের সাথে কথা বলতে বা অ্যাপয়েন্টমেন্ট করতে সাহায্য করার জন্য কোনও দোভাষীর দরকার হয় তবে দয়া করে টেলিফোন দোভাষী সেবাব্যবস্থায় 131 450 নম্বরে ফোন করুন এবং আপনার ভাষায় একজন দোভাষীর জন্য বলুন।

অপারেটরকে স্কুলের ফোন নম্বর বলুন এবং অপারেটর স্কুলে ফোন করবে এবং আপনার কথোপকথনে সহায়তা করার জন্য লাইনে একজন দোভাষীর ব্যবস্থা করবে।

আপনার যদি স্কুল কর্মীদের সাথে বৈঠকের সময় কোনও দোভাষীর প্রয়োজন হয়, তবে স্কুলকে ব্যবস্থা করতে বলুন। স্কুল প্রাপ্যতার উপর নির্ভর করে একটি অনসাইট, অনলাইন বা টেলিফোন দোভাষীর ব্যবস্থা করবে।

দোভাষী সেবার জন্য আপনাকে কোন মূল্য দিতে হবে না।

Viên chức Liên lạc Chống Kỳ thị chủng tộc (ARCO)

Thông tin cho phụ huynh và người chăm sóc

Bộ Giáo dục NSW lên án tất cả các hình thức kỳ thị chủng tộc, và cam kết thực hiện việc loại bỏ sự kỳ thị chủng tộc.

Chính sách Chống Kỳ thị chủng tộc ([Anti-Racism Policy](#)) của Bộ đòi hỏi mỗi trường phải có một Viên chức Liên lạc nhằm giúp Chống Kỳ thị chủng tộc (Anti-Racism Contact Officer (ARCO)).

Viên chức ARCO là một giáo viên kinh nghiệm do hiệu trưởng đề cử. Viên chức ARCO được huấn luyện để trợ giúp học sinh, giáo viên, phụ huynh và các thành viên cộng đồng mà có quan ngại liên quan đến việc kỳ thị chủng tộc tại trường hoặc có than phiền về các vụ kỳ thị chủng tộc. Viên chức ARCO có thể giúp bằng cách:

1. tư vấn về thủ tục giải quyết các quan ngại hoặc than phiền về kỳ thị chủng tộc
2. hỗ trợ trong tiến trình đạt đến một giải pháp.

Một nhân viên quản lý than phiền (complaints manager) sẽ xử lý các than phiền về kỳ thị chủng tộc, như đã giải thích trong Thủ tục Than phiền của Cộng đồng Trường và Người tiêu dùng ([School Community and Consumer Complaint Procedure](#)). Người than phiền có thể nhờ một đại diện thay mặt mình để than phiền. Người đại diện có thể là bất cứ người nào hoặc cơ quan nào mà người than phiền đã chọn, trừ khi có lý do chính đáng để cho rằng người được chọn không thích đáng, ví dụ như người đó tiềm ẩn nguy cơ đối với sức khỏe hoặc an toàn, hoặc luật pháp đã hạn chế quyền tiếp nhận thông tin của người đó về một trẻ em.

Trợ giúp thông dịch

Nếu quý vị cần thông dịch viên giúp đỡ để gọi đến trường hoặc để làm cuộc hẹn với trường, vui lòng gọi đến Dịch vụ Thông dịch qua Điện thoại qua số 131 450 và yêu cầu một thông dịch viên người Việt.

Cho nhân viên tổng đài biết số điện thoại của trường và nhân viên này sẽ gọi đến trường và thu xếp một thông dịch viên giữ đường dây để giúp quý vị trong cuộc đàm thoại.

Nếu quý vị cần thông dịch viên trong cuộc hẹn với nhân viên trường, hãy yêu cầu nhà trường thu xếp việc này. Nhà trường sẽ thu xếp để có một thông dịch viên tại chỗ, trực tuyến hoặc qua điện thoại, tùy thuộc vào người nào có sẵn.

Quý vị sẽ không phải trả tiền cho dịch vụ thông dịch.



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



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:

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:

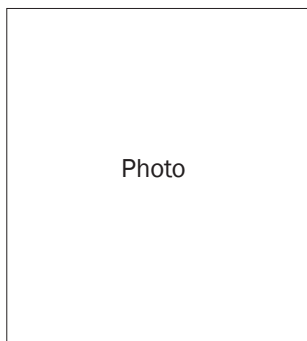
- ☐ An emergency care/response plan (for anaphylaxis this is the ASCIA Action Plan for Anaphylaxis)
- ☐ A statement of the agreed responsibilities of different people involved in the student's support
- ☐ A schedule for the administration of prescribed medication
- ☐ A schedule for the administration 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 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:

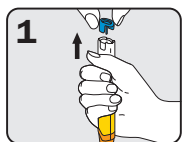
- Medications specified on this plan to be administered according to the plan.
- Prescription of 2 adrenaline autoinjectors.
- Review of this plan is due by the date below.

Date: _____

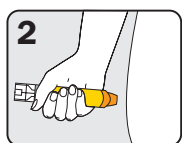
Signed: _____

Date: _____

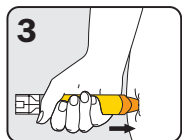
How to give EpiPen® adrenaline (epinephrine) autoinjectors



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

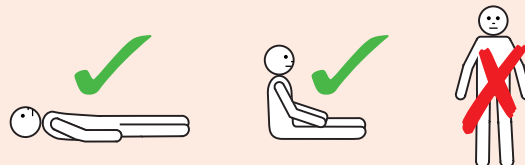
WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- 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

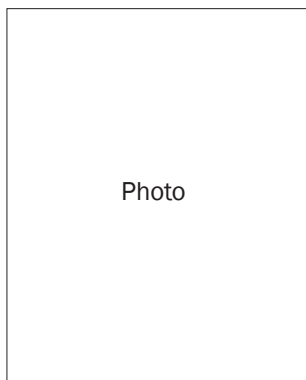
Asthma reliever medication prescribed: ☐ Y ☐ N

- 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.

ACTION PLAN FOR Allergic Reactions

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.
- 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.

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



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 Mens 4 - 9	\$40 \$42	
	Trousers		Boys 8 -18 Mens 3 - 8½	\$57 \$59	
	Socks	Khaki	2 - 8, 8 - 11, 11 - 14	\$20	
		Grey	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 size 18 and over	\$104 \$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 Hats	Boys & Girls - wool		\$18		
	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