

Parent Newsletter

Hurlstone Agricultural High School

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Issue 1 Term 1 - Week 11

Friday 8 April 2022

SPECIAL POINTS OF INTEREST



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CALENDAR

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

April 2022						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Principal's Message

Dear Parents and caregivers

Today our flags are flying at half mast out of respect and remembrance for the lives lost in the Appin Massacre on 17th April in 1816. Effects of the massacre are still felt today among the Dharawal people. The Winga Myamly Reconciliation Group, the Aboriginal community and supporting service providers invite all interested residents to attend the Appin Massacre memorial service. The service will be held at Cataract Dam on Sunday 15 April from 11am.



Our indigenous students and teachers have been working on our Hurlstone Acknowledgment of Country and I would like to share with our community where we are up to in this process. Michael Fardon will work alongside our school community creating artworks to support our connection to country Michael Fardon - Home | Facebook. Our staff and students are also working on our acknowledgments in languages other than English to reflect our multicultural school and to date we have heard this acknowledgement spoken at formal events in Greek, Chinese, Vietnamese, Korean and Japanese.

Hurlstone Agricultural High School Acknowledgement of Country

We would like to acknowledge the traditional custodians of the land we gather on today, the border of the Dharawal and Dharug people's Country. It is on their ancestral grounds that we aim to better our understanding of each other and to take care of Country, whilst protecting our past to carry it into our present and future. We as Hurlstonians would also like to extend our respect and appreciation of Aboriginals and Torres Strait Islanders elders past, present and emerging today. Through our school motto "Pro Patria", meaning "for one's country", we would like to acknowledge their country, which is not only land we stand on, but the waterways we drink from and the air we breathe.



Principal's Report Continued...

We held our ANZAC service at school on Thursday 7th April, organised by Ryan Mackinder it was an exceptional service, held in our school hall and across the school classes over live stream. MC by Mr Cavallaro & our dedicated student leadership group, Adam Nguyen and Anita Ung. Our school Cadets, Orchestra, Archives, Food Tech hospitality students supported this service and their commitment and passion to providing outstanding service to our community was duly noted by honoured guests. School captains Noah Simpson and Venni Baliyan spoke with great pride to our honoured guests about our schools observance of ANZAC tradition.

Guests 2022 ANZAC Day Service

- Owen Perkins (Vice President of Liverpool RSL Sub Branch)
- Graham Toll representing Ingleburn RSL Sub Branch
- Federal MP Anne Stanley- wreath needed
- State MP Anoulack Chanthivong
- NSW AAC BDE COMD, Lieutenant Colonel Reuban Bowd
- NSW AAC BDE RSM, Warrant Officer Class 1 Rob Williams
- Deputy Mayor Councillor Warren Morrison



Lieutenant Colonel Reuban Bowd official speech was heartfelt and outlined the characteristics of the ANZAC spirit.

Royal Agricultural Society Schools District Display



Year 10 Visual Arts have been exceptionally creative entry in the Royal Agricultural Society Schools District Display. Year 9 visual arts students supported the some the felting aspects of the work students along with their dedicated teachers are at the Sydney Royal Easter Show today awaiting the judging. A huge thank you must go Ms Gabsi and Mr Musico who have spent many hours coordinating students during this event. Students were supported by CAPA Head teacher Ms Ross and Ms Connell to maximise their opportunities to showcase their gifts to a real audience. The finished work is currently being judged at the event and if you visit the Royal Easter Show this year, you will be able to go along and see the display.

Family Update

Thank you for your continued resilience during COVID - I have attached Student Assistance information on pages 18 and 19 for those families seeking financial support.

Principal Relieving Term 2, 2022 update

Following the completion of a recent Expression of Interest (EOI) process, I am pleased to inform you that Ms Mai Ni Pham will be relieving as Principal of Hurlstone Agricultural High School during Term 2, 2022.

I know you will join me in congratulating Mai Ni on this well-deserved opportunity.

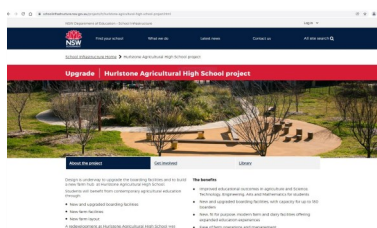
I wish everyone a wonderful holiday and much deserved for all who have gone above and beyond again in Term 1 for our students and community.

Mrs Christine Castle

Principal

Schools Infrastructure - Information

Design is underway to upgrade the boarding facilities and to build a new farm hub at Hurlstone Agricultural High School. Please select image below to view details of the Hurlstone upgrade.





Up Coming Events

26 April 2022

- Staff Development Day
- Boarder students return after 3:05 PM

28 April 2022

- HAHS Athletics Carnival

29 April 2022

- SRC Soccer Tournament

3 May 2022

- HAHS Cross Country - Year 7-12

10 May 2022

- Boarder Welfare Meeting - Teams

16 May 2022

- Year 11 Biology Mandatory Field Work Camp 1

17 May 2022

- Year 11 Biology Mandatory Field Work Camp 1

18 May 2022

- Year 11 Biology Mandatory Field Work Camp 2
- Music Night 2022

19 May 2022

- Year 11 Biology Mandatory Field Work Camp 2

24 May 2022

- Main Photo Day

25 May 2022

- Year 11 PDHPE Camp 1

26 May 2022

- Year 10 Japanese Language Centre Excursion
- Year 11 PDHPE Camp 1

27 May 2022

- Year 11 PDHPE Camp 1

7 June 2022

- UOW Discovery Day (University of Wollongong)

10 June 2022

- Closed weekend

13 June 2022

- Public Holiday - Queen's Birthday

16 June 2022

- Regional Cross Country

17 June 2022

- 2022 Titration Competition

20 June 2022

- Year 7 Camp

21 June 2022

- Year 7 Camp

22 June 2022

- Year 7 Camp
- Hume Zone Athletics Carnival



← About our school

School planning and reporting

Location and transport

Financial contributions and assistance

Our enrolment

Our staff

Rules and policies

What we offer

Bell Times

Casual Employment

Information Booklet

Information Booklet - Day School

Hurlstone Agricultural High School is committed to ensuring wellbeing is placed at the heart of every educational experience we facilitate for our students. Our school nurtures the whole child in an inclusive environment where gifted and high potential learners are encouraged to develop a passion for life-long learning and strive to maximise their personal potential. The synergy between parents, teachers, support staff, students and external partnerships strengthens our identity, as we continue to follow a model based on high expectations for our community.

The student information booklet found at the link below provides information about our school and the many programs and initiatives that support the academic and emotional growth of our students.

Download

[Hurlstone Agricultural High School Information Booklet](#)



HAHS—School Forms & Information

Please refer to P 37-42 to view the forms below

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 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 endorsement to information about a child has been restricted by law.

Interpreter assistance
 If you need an interpreter to help you to speak to the school or to make an appointment please ring the Telephone Interpreter Service on 131 450 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.

education.nsw.gov.au English NSW

Anti-racism contact officer - English

NSW 教育部
反种族主义联络员 (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员 (Anti-Racism Contact Officer (ARCO))。

ARCO 是由校长提名的一名经验丰富的教师。ARCO 受过培训，可以帮助学生、老师、家长和社区成员。如果有人对学校的种族主义感到担忧，或者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提出投诉的程序；
2. 在任一过程中提供协助，直到问题解决为止。

翻译协助
 如果您需要翻译帮助以便您能与学校交流，请拨打 131 450 电话或语音翻译服务，要求安排您所需的语言的翻译员。
 请在拨打学校电话时，拨打学校电话语音，并安排一名翻译员帮助您进行沟通。
 如果您需要在学校工作人员开会时需要翻译，可以请求学校安排翻译。学校会根据情况安排现场翻译，或线上或电话翻译。
 翻译服务不收取任何费用。

education.nsw.gov.au Chinese Simplified NSW

Anti-racism contact officer - Chinese Simplified

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education.nsw.gov.au English NSW

Anti-racism contact officer - Chinese Traditional

NSW Premier
Anti-Racism Contact Officer (ARCO)
 Information for parents and carers

বর্ষাবাদ বিরোধী যোগাযোগ কর্মকর্তা (ARCO)
 শিশুসহায়তা এবং যত্নসহায়কদের জন্য তথ্য

NSW প্রিমিয়ার সনদ প্রকাশ করছে যে আমরা সমস্ত রকমের বর্ষাবাদ বিরোধীতা প্রতিবেদনকে গুরুত্ব দিয়ে নেওয়া হবে। আমাদের প্রতিবেদনকে গুরুত্ব দিয়ে নেওয়া হবে। আমাদের প্রতিবেদনকে গুরুত্ব দিয়ে নেওয়া হবে।

ARCO হল একজন অভিজ্ঞ শিক্ষক। ARCO-কে প্রধানের দ্বারা নিয়োগ করা হয়। ARCO-কে সাহায্য করতে এবং অভিযোগগুলি পরিচালনা করতে সাহায্য করতে। ARCO-কে সাহায্য করতে এবং অভিযোগগুলি পরিচালনা করতে সাহায্য করতে।

1. অভিযোগের প্রক্রিয়া সম্পর্কে পরামর্শ দেওয়া
2. সমস্যা সমাধানের প্রক্রিয়া সম্পর্কে সাহায্য করা

সহায়তা
 আপনি যদি একটি ভাষা সহায়তা কর্মকর্তার সাহায্য চান তবে 131 450 নম্বরে একটি ভাষা সহায়তা কর্মকর্তার সাথে কথা বলুন।

education.nsw.gov.au Bengali NSW

Anti-racism contact officer - Bengali

IBO Giáo dục NSW
Anti-Racism Contact Officer (ARCO)
 Information for parents and carers

Viên chức Liên lạc Chống Kỳ thị chủng tộc (ARCO)
 Thông tin cho phụ huynh và người chăm sóc

IBO Giáo dục NSW lên án tất cả các hình thức kỳ thị chủng tộc, và cam kết tiếp tục hiện thực hoá loại bỏ 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 Chống Kỳ thị chủng tộc (Anti-Racism Contact Officer (ARCO)).

Viên chức ARCO là một giáo viên kinh nghiệm đã được tuyển chọn. 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 kỳ thị chủng tộc và tình hình học có liên quan và 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 giải quyết, đến khi vấn đề được giải quyết.

Một nhân viên quản lý than phiền (complaints manager) sẽ xử lý các than phiền và kỳ thị chủng tộc, như đã giải thích trong Thủ tục Than phiền của Công đồng Trường và Người chăm sóc (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 có quan tâm mà người than phiền đã chọn. Lưu ý chỉ có lý do chính đáng để cho rằng người được chọn không thích đáng, ví dụ như người đó liên lạc ngay cả với các nhân viên an toàn hoặc luật pháp đã hạn chế quyền tiếp nhận thông tin của người đó và mọi tài liệu.

Trợ giúp thông dịch
 Nếu quý vị cần thông dịch viên giúp đỡ để giải quyết trường hợp liên quan cuộc họp với trường, vui lòng gọi Điện vụ Thông dịch Viên thoại số 131 450 và yêu cầu một thông dịch viên ngôn ngữ Việt.

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

Nếu quý vị cần thông dịch viên trong cuộc họp mà nhân viên trường, hãy yêu cầu một thông dịch viên miễn phí. Nếu trường sẽ thu xếp để có một thông dịch viên của trường, vui lòng cung cấp địa chỉ, địa chỉ email, địa chỉ văn phòng và số điện thoại, tùy thuộc vào người nào có sẵn.

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

education.nsw.gov.au Vietnamese NSW

Anti-racism contact officer - Vietnamese

Click Here to view information - Anti-racism contact officer

Kids Helpline
 1800 55 1800

1800 55 1800
 Anytime. Any Reason.

Kids aged 5 to 12
 Teens aged 13 to 17
 Young Adults aged 18 to 25
 Parents and Carers
 Schools and Teachers

You Can Do It!
Parent Brief

Teaching confidence
 As parents, we are best placed to teach our kids what it means to be confident, so they can embrace their own strengths, thinking so they can enjoy and acknowledging when they have confidence.

Have conversations with kids about what it means to be confident:

- Don't be afraid to make mistakes.
- Don't worry too much about what people are thinking about you when you have a slip. Be positive. That will help you to be confident.
- Confidence means believing in yourself.
- Remember to stand up straight, look people in the eye and a clear voice.

Describe examples of confident behaviours to practise:

- Raising your hand up when your teacher asks a question and you think you know the answer.
- Trying to be first without asking your teacher for help.
- Asking your teacher for help when you are having difficulty.
- Trying different things that are hard to do like playing a musical instrument or trying out for a team.
- Talking to someone new.
- Sharing ideas with your family, friends or in class.
- Starting a conversation.

Discuss ways to think that will help a child to be confident:

- Remember: you are not a 17 person when you get a 10.
- Don't put yourself down because someone wasn't nice to you. You still have many good points. Keep going.
- Making mistakes is a natural part of learning. It's called learning from mistakes.
- While it's nice to be liked by others, it's not the worst thing in the world if someone doesn't want to spend time with you or is mean to you. Being Independent Thinking.
- It's important that you be yourself and make your own decisions. If people are not approving, it's not the end of the world. (Being Independent Thinking).
- Have a positive attitude and smile. It can do this. It's much easier to be successful than to fail. (I Can Do It Thinking).

Say and acknowledge a child's confidence:

- That looks confident.
- That wasn't easy to do but you did it.
- You are an artist and take risks.
- You had a confident voice when you spoke.
- You were not afraid to make a mistake.
- Predicting success helps you to be successful.
- You have a confident approach to your work.
- You did not get too upset when you were not achieving, good job!
- You looked confident.

The right ingredients make the best cakes. Kids love being in the kitchen so make the most of baking together!

Parent Brief

We're celebrating our 30th birthday!
 Let's take a trip down three decades of memory lane...
 Things have changed a lot since we launched in 1999. But one thing remains the same - we're here for you

HAHS—School Forms & Information

Eggs for Sale



HAHS are selling Free Range Eggs

- **\$5.00 Dozen**
- **\$10.00 tray of 30 Eggs**

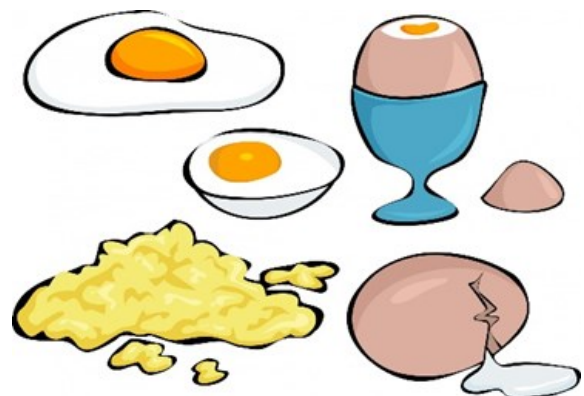
Due to Covid Students bring money to the Ag staff room

Collect their eggs at the end of period 4 or during the break between periods 3 and 4.

We will supply the carton or the tray. Students will need to bring a bag to carry them home.

When you would like to purchase more, return the carton or the tray with the correct money.

Ms K Johnston
HT Agriculture



HAHS—School Forms & Information

Health Care Plan - Reminder

Please refer to P 43 - 51 to view the forms below

Dear Parents and caregivers

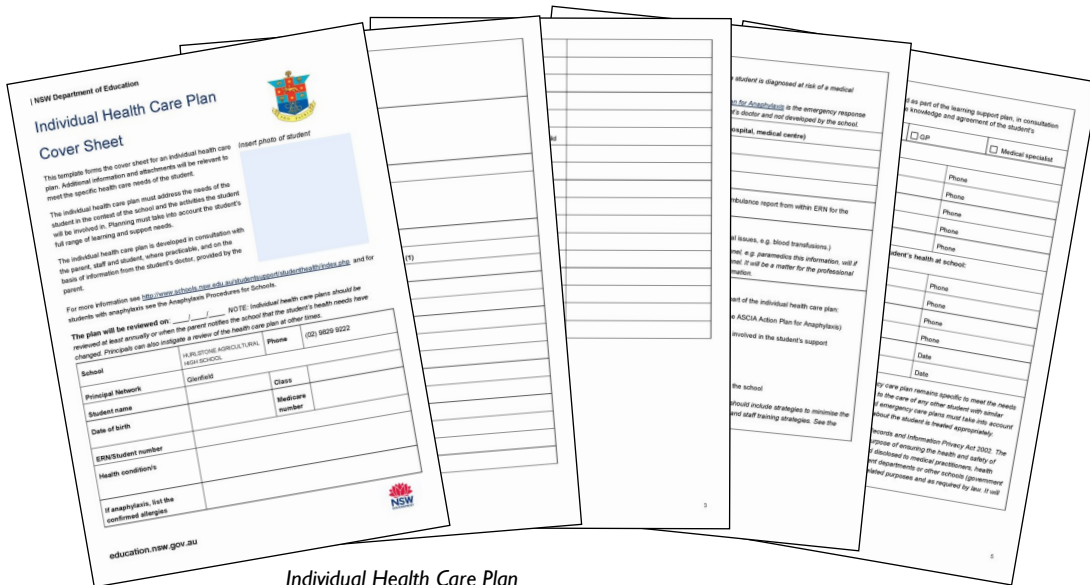
We are currently updating health information for 2022. In Term 1, a Healthcare Plan and any relevant supporting documents were posted home for parents to check. We requested that these were signed and returned to the school by the end of April. Our records indicate that we still have outstanding plans 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.

Kind regards

Administration



Individual Health Care Plan

ASCIA Action Plan - Anaphylaxis plan

ASCIA Action Plan - Allergy plan

Asthma Action Plan

Careers

From the Careers Adviser

I am excited to announce that as part of our membership with 'Study Work Grow' I have been able to set up a Careers Hub for our school.

This is a great first stop for Career information relevant to our school and our students.

For Student, Parent and Staff access to your free account just follow these steps:

Step 1: Go to your Careers Hub - <https://studyworkgrow.com.au/school/hurlstone-agricultural-high-school/>

Step 2: Click on 'Create your membership' in the top right corner of the screen

Step 3: Follow the steps and use your School Code

This site provides all of the following and more:

- Messages from your Careers Adviser
- Details about upcoming events and opportunities
- Reliable and up-to-date information about study and career options
- Student appointment booking
- Regular newsletters
- Relevant forms
- Documents addressing questions frequently asked by HAHS students

Guides for subject selection, scholarships, early entry, entry to law, entry to medicine etc.

Ms R Keegan

Careers Adviser

HAHS - CAPA

Resilience Art Program

Two HAHS students, Duaa and Krish were recently selected to attend the Resilience Arts Program. This event was an arts program for students impacted by Covid, flood or fire in 2021. The program was devised by the Hon. Sarah Mitchell, Minister for Education and Early Learning and implemented by the Arts Unit. Selected students from all over NSW were transported to Sydney for a three day immersion in the creative and performing arts. Students from South West Sydney attended a whole day experience that included a range of art, music, drama and dance workshops at the Maritime Museum, followed by attendance at a matinee performance of Hamilton. A highlight of the day was a question and answer session with the cast of the show.

Duaa and Krish were inspired by the activities and thoroughly enjoyed the experience of seeing Hamilton at the Lyric Theatre. They were also able to make connections with likeminded creative students from a wide range of contexts.

Ms J Ross

Head Teacher - CAPA



HAHS - CAPA

New Year, New Music (2 Years Later)

The creative and performing arts have been negatively impacted by 2-years of intermittent lockdowns and social distancing. This has been felt strongly in the school's instrumental program. The reduction of restrictions by NSW Health and the Department of Education has allowed the resumption of rehearsal for our larger instrumental ensembles.

As a recipient of a \$10 000 Arts Recovery grant, Hurlstone has gained the services of Mr. Lam, an ex-Hurlstonian, who has stepped up to the podium as Ensemble Director to direct our Pops Orchestra. The orchestra rehearses from 2:15pm to 4:00pm Wednesday afternoons in the Dance Studio. Small wind and string ensembles have formed as subsidiary ensembles and rehearse during lunchtimes. The orchestra and related ensembles are preparing weekly for upcoming performances such as the ANZAC Day ceremony and Music Night.

In conjunction with our ensemble rehearsals, tutorials have been held with instrumental sections selected and rotated from the orchestra to hone students' skills and understanding of music. These tutorials are 30 minutes in length and are held once a week during the school day. Students have been working on repertoire for performances and have gained the opportunity to develop technical proficiency and awareness of instrument capabilities.

To cater for the musically curious, we have introduced tutorials to students from Year 7 and 8, providing small group tuition for beginners on wind and string instruments. The development of skills in this group is valued as these new musicians form the basis of the next generation of the orchestra.

To learn more about the Music Ensembles Programs, please see the Music Staff.

Mrs W Wuhrer

CAPA Faculty - Music Teacher



HAHS - HSIE

HSC Excellence in Society and Culture

The school community wishes to congratulate Riya, who completed her HSC in 2021, for her achievement of excellence in the Society and Culture course exam. Riya attained a state rank of 8th in NSW for the HSC examination and was recognised in a special awards ceremony which took place on March 18th at the State Library of New South Wales.

We are very proud of Riya and her family and wish her all the best in her future endeavours. Some photos from the awards ceremony are featured below.

For junior students who may be unfamiliar with Society and Culture, this is a 2 unit course available for study in Stage 6. Society and Culture is a conceptually based course that promotes students' awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse social theories and complementary and contrasting viewpoints about people, societies and cultures. Society and Culture promotes an awareness of individuals, groups and institutions and facilitates intercultural understanding and communication.

Feel free to ask your HSIE teacher for further information.



Mr P Pittas
HSIE Faculty

HAHS - PDHPE

Year 12 PDHPE Class Visit to Liverpool Hospital

On Thursday 31st March the HSC PDHPE class participated in a road safety program run by the staff at Liverpool Hospital. The focus of the day was to share with the students the impact that road trauma has, not only on the patient, but also the family(s), emergency personnel, hospital staff, as well as the long term consequences for all.

The students participated in sessions including:

- Behaviours leading to road crashes, statistics, decision making
- Police presentation
- Trauma surgeon presentation on motor vehicle brain injury and acute care
- Intensive care procedures
- Emergency ward procedures
- Speech pathology services
- Physiotherapy
- Occupational therapy
- CPR

All sessions had a focus on how that area of the hospital was mobilised in response to a motor vehicle crash victim arriving via ambulance through to the care that is provided over the following minutes, hours, weeks and months. Most sessions were hands on and interactive with students using facilities within the Hospital that are normally used by hospital staff to do their training.

The day concluded with a powerful and emotional presentation by a mother of an 18yr old boy who had been killed in a motorcycle accident.

All students gained a greater understanding of the wider impact that motor vehicle crashes have not only on themselves but all those involved in their subsequent care and recovery.



Mr B Wilson
HT PDHPE Faculty

HAHS - PDHPE



Sporting Events

During Term 1, students have participated in a variety of sporting events, both at school and zone levels. However, there has been some talented athletes who have excelled in their chosen sports and have been selected as part of the Sydney South West regional team at state tournaments.

- Natalie Ryan in Year 10 was selected in the under 15's touch football team that played in Tomaree across 2 days playing a combined 10 games.
- Sorita Um in Year 11 was selected as part of the Open Girls Volleyball team. Sorita has put in a lot of hours training with the Sydney South West team outside of school hours and travelled down to Shoalhaven on the south coast during Week 9 this term and collected a podium finish as part of her teams success
- Myron Dsouza in Year 10 has also been selected to represent the region in boys hockey. Myron is a talented hockey player who has been a consistent participant at the hockey trials since begin at Hurlstone and his selection in 2022 means that he will compete in Newcastle during early term 2. We look forward to hearing your results Myron!

Well done Natalie, Sorita and Myron! You have done Hurlstone proud on the sporting field!

Mr T Willoughby

PDHPE Faculty



Congratulations!!

EXCELLENCE | OPPORTUNITY | LEADERSHIP | COMMUNITY

HAHS - Co-Curricular

Hurlstone Interact



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

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

Who are we?

INTERACT is a ROTARY-sponsored service club that empowers young people with an opportunity to participate in fun and meaningful service projects while developing leadership skills and helping others.

The Hurlstone INTERACT committee has over 100 members, working together with parent organisation Ingleburn ROTARY to raise awareness about social injustices and support our community. Every year we run a wide range of events all raising awareness for a variety of organisations and social justice issues with all profits from these events going to charities. In recent years we have held events including Biggest Morning Teas, Bandana Days, Worlds Greatest Shave and even supported a community-run concert known as 'Scream It Out' for youth mental health.

Our meetings are **every Wednesday recess in the dance studio** and open to everyone in all grades. Make sure to follow us on Instagram (@hurlstoneinteract) and join our MSTeams page for all the latest updates (code: 45hscv4)

INTERACT Team 2022

Our new executive team alongside our coordinator, Mr Mackinder, are very excited to resume meetings and work together with students to present new and revamped initiatives for 2022.



Interact Executive Team 2022

EXCELLENCE | OPPORTUNITY | LEADERSHIP | COMMUNITY

HAHS - Co-Curricular

Hurlstone Interact

Executives for 2022 and Roles			
Karen Huo	President, Senior Meeting Coordinator	Kalea Lee	Junior Meeting Coordinator
Christina Nguyen	Vice President, Senior Treasurer	Ilona Hossain	Junior Treasurer
Lucy Colville	Senior Secretary	Lyn Duong	Junior Secretary
Katherine Vu	Senior Publicity Officer	Joyce Tang	Junior Publicity Officer
Tiffany Tran	Senior Union Representative	Elayne Huynh	Junior Union Representative
Hannah Yin	Senior Community Liaison	Minh Ha	Junior Community Liaison

Past Events

ROTARY Dinner

On 15 February 2022, Karen and Lucy had the opportunity to attend a ROTARY dinner and presentation at Ingleburn RSL hosted by Ingleburn ROTARY. The night centred around the prevalence of mental health in youth, featuring speakers from Headspace, schools including Hurlstone, Sarah Redfern, and other schools in our local community who all presented their initiatives from R U OK Day 2021 and Stacey Jane, founder and CEO of Escabags.

We gained valuable insight from the night and are excited to present some new ideas for the Hurlstone INTERACT body.



HAHS - Co-Curricular

Hurlstone Interact

Valentine's Day

Interact held Hurlstone's annual Valentine's Day celebration on the 14th of February this year. We sold out all our 400 roses and chocolates, and held a gold coin donation mufti day, with all our proceedings going to the Heart Foundation. The Heart Foundation aims to improve heart disease prevention and detection through investing in world-class cardiovascular research to provide support for all Australians. Interact managed to raise an amazing \$1236.30 for the Heart Foundation, and we are tremendously grateful for everyone's help! A special thank you to our volunteers who helped us with rose wrapping and collecting donations, and to everyone else who showed their support this year's Valentine's Day!

If you'd like to help out in our upcoming events, join us at our meetings during Wednesday recesses at the Dance Studio. We have multiple events in the planning and we'd love to see more people participate!



Upcoming Events



Biggest Morning Tea

Our annual BMT event is in the works! Biggest Morning Tea is a community event by Cancer Council that raises funds towards cancer research and helping those affected by the impacts of cancer. INTERACT hosts BMT in early to mid Term 2 every year with a different theme and features food stalls, a photobooth, a costume competition and mini games. Look forward to more news regarding our theme and date on our instagram, teams and during assembly!



HAHS - Co-Curricular

Hurlstone Interact

Upcoming Events

Scream It Out

After the massive success of last year's event, Hurlstone INTERACT will be assisting again with Mr Z's Scream It Out event. Scream It Out is a combined music festival and self-awareness seminar with representatives from Headspace leading live Q&A conversations around Mental Health on the day. It is a mental health outreach and fundraiser event for alternative youth as a form of self expression, encouraging everyone, especially young people, to express their authentic self and not be afraid of exploring and finding their identity. Last year, about \$2000 was raised for Beyond Blue, one of Australia's leading mental health and wellbeing support organisations. The night will feature a concert with exciting performances from Mr Z's band Carmeria, many student bands, and more. Look forward to the live music, food trucks, workshops, raffles, mini stalls and other events happening on the day! Once again, all profits will be donated directly to Beyond Blue. This family-friendly event is a safe space that is open to all ages and the general public. It will be held on Saturday 23rd April 3-9 pm. Grab your tickets now!



P&C Hurlstone Canteen

Please refer
to P53 - 55
Canteen & Uniform
Price List



Canteen Price List - Effective 29 January 2021

Sandwiches		Cheese and Tomato	
Sandwich	\$4.00	Tuna	\$4.00
Salad and Cheese	\$4.50	Tomato, Lettuce and Mayo	\$5.00
Salad and Egg	\$4.50	Salmon	\$5.00
Salad and Ham	\$5.00	Vegetarian	\$5.00
Salad and Chicken	\$4.50	Extra Cheese Lettuce	\$5.00
Chicken	\$4.50	Add \$0.50 extra for rolls and wings	
Chicken, Lettuce and Mayo	\$5.00	Chicken and Egg	\$5.00
Ham	\$4.50	Additional Fried Vegetables	
Ham and Cheese	\$5.00	Additional Lard, Chicken, Tuna	\$5.00
Ham and Tomato	\$5.00	Pork roll	\$5.00
Egg	\$4.00	Buttered bread	\$0.50
Egg, Lettuce and Mayo	\$4.00	Spouts	\$0.50
Cheese	\$3.00		

Hot Food		Veggie Burger	
Lasagne	\$5.00	Chicken Tender Roll	\$5.00
Macaroni Cheese	\$5.00	Chicken Tender	\$5.00
Beef Biscuits	\$5.00	Pork Roll	\$5.00
Schwarz and Kiriya Buns	\$5.00	Beef Roll	\$5.00
French Fries	\$5.00	Beef Pie	\$5.00
French Fries with Sauce	\$5.00	Tramper Pie	\$5.00
French Fries with Mayo	\$5.00	Tramper Roll	\$5.00
French Fries with Cheese	\$5.00	Tramper Roll	\$5.00
French Fries with Mayo	\$5.00	Tramper Roll	\$5.00
French Fries with Cheese	\$5.00	Tramper Roll	\$5.00
French Fries with Mayo	\$5.00	Tramper Roll	\$5.00
French Fries with Cheese	\$5.00	Tramper Roll	\$5.00
French Fries with Mayo	\$5.00	Tramper Roll	\$5.00

Cold Boxes		Lunch Boxes	
Small Box - medium	\$5.00	Small Box	\$5.00
Small Box - large	\$5.50	Medium Box	\$5.50
Small Box with Ham	\$7.00	Large Box	\$7.00
Small Box with Chicken	\$7.00	Small Box with Ham	\$7.00
Small Box with Tuna	\$7.00	Small Box with Chicken	\$7.00
Small Box with Salmon	\$7.00	Small Box with Tuna	\$7.00
		Small Box with Salmon	\$7.00

Cakes & Snacks	
Muffins	\$2.00
Banana Bread	\$5.00
Chips	\$5.00

Uniform Shop Term 1 - Summer Uniform

Please see uniform opening hours below:

UNIFORM SHOP OPENING HOURS	
MONDAY	1:05 PM TO 1:45PM
TUESDAY	CLOSED
WEDNESDAY	11:40 AM TO 12:20 PM
THURSDAY	CLOSED
FRIDAY	CLOSED

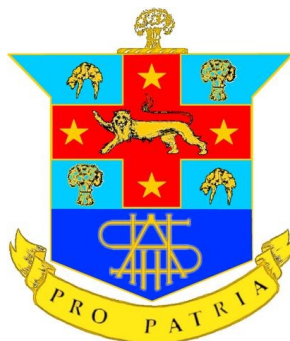
Uniform Shop Price List - As of 28 October 2021

*Prices subject to change

Girls - Uniform		
Junior & Senior - Years 7 - 12		
Girls	6-18	\$98.00
Junior	20+	\$99.00
Senior	6-18	\$98.00
Junior & Senior	6-20	\$99.00
Footies	6-20	\$24.00
Skirt	Junior & Senior	\$10.00
Blouse	Junior short sleeve	\$33.00
	Junior long sleeve	\$33.00
	Senior short sleeve	\$33.00
	Senior long sleeve	\$33.00
Shorts	Junior & Senior	\$42.00
Tights	Black/White - Grey or Navy	\$24.00
	Black/White - Grey or Navy	\$24.00

Boys - Uniform		
Junior & Senior - Years 7 - 12		
Short	White	\$34.00
	10-28	\$38.00
Long Sleeve - Grey/White	10-28	\$29.00
Short Sleeve - White	10-28	\$21.00
Shorts	White & Blue	\$40.00
	4-9 (Mens)	\$42
Trousers	6-18 (Mens)	\$57.00
	9-16 (M)	\$59.00
Socks	White	\$2.00
	2-4, 6-11, 11-14	\$22.00
	Grey	\$11.00

Uniform Shop
Website
Place your
order online
Click Here





Student Assistance Scheme Application Form

Disbursement of Funds

1. Families needing Financial support are required to complete this form and attached all supporting documentation for application to be reviewed for assessment.
2. Forms should be returned to the Principal in an envelope marked 'Confidential'.
3. A committee comprising the Principal, a community member and 2 other representatives will meet to distribute the funds according to needs as set out in the applications.
4. The identity of applications will be kept strictly confidential.
5. Successful applicants will be notified in writing, adjustments to the child's account will be processed and a revised statement issued.
6. Unsuccessful applicants will be informed accordingly.
7. School Contributions are not funded under this program.
8. All application forms together with the precise details of the Committee's decisions will be retained for the Department of Education auditors.

FAMILY DETAILS

Student's Name: _____ Roll Class: _____
Given Name Surname

Home Address: _____
_____ Postcode: _____

Parent/Guardian: _____
Given Name Surname Phone Number

DETAILS OF SUPPORT REQUESTED

Item	Amount Requested	Amount Approved
School Uniform		
Subject Costs including workbooks		
School Camp		
School Excursion		
TOTAL		

PARENT/GUARDIAN DECLARATION

I declare that, to the best of my knowledge and belief, all the information in the following "SUPPORTING INFORMATION" section is true and correct.

Signature

Date



Artist impression of the Hurlstone Agricultural High School boarding upgrade

Hurlstone Agricultural High School

Project update

April 2022

Investing in our schools

The NSW Government is investing \$7.9 billion over the next four years, continuing its program to deliver 215 new and upgraded schools to support communities across NSW. This is the largest investment in public education infrastructure in the history of NSW.

The NSW Department of Education is committed to delivering new and upgraded schools for communities across NSW. The delivery of these important projects is essential to the future learning needs of our students and supports growth in the local economy.

Project overview

The NSW Government is investing in the future of Hurlstone Agricultural High School to continue its reputation in providing educational services excellence to students in NSW. We are upgrading the boarding facilities and building a new farm hub at Hurlstone Agricultural High School.

The boarding upgrade will deliver:

- 180 student accommodation beds
- dorm monitor rooms
- senior and junior common rooms
- amenities
- overnight accommodation for rostered duty staff
- two permanent staff residences in Block A.

The new farm hub will deliver:

- dairy shed
- milking parlour
- dairy processing equipment
- viewing gallery
- co-located learning space
- calf, beef and pig sheds
- horticulture
- commodity sheds and storage facilities
- new equipment
- irrigation systems
- staff and student amenities
- relocation and reconstruction of the sheep shed, chicken pens and aquaculture facility.

For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au



Progress update

We are finalising the concept design of the new school facilities which considers the educational, operational and service delivery requirements of Hurlstone Agricultural High School.

In preparation for the start of early works construction, temporary relocation works were undertaken over the summer holiday period. Students were relocated to Blocks E and Z dormitories and temporary amenities were installed adjacent to Block E and Z with covered walkways.

An early works construction contract was awarded in March 2022 to INTREC Management Pty Ltd.

Next steps

Early works site establishment will start mid April 2022. Following this, the early works will start, which involve:

- demolition of student accommodation Blocks B, C and N
- demolition of the existing swimming pool.
- upgrade works to Block A.

Perimeter fencing will be installed around Block A, B, C and N, the pool and the contractor's site compound. This will form the construction work zone and prevent public access to the site (see map overleaf showing the site layout). Site amenities will be installed inside the work zone for contractor use during construction.

Preparation for the demolition of Block C, B and N, and the pool will involve the disconnection of services. Demolition will involve the use of heavy machineries such as excavators and bulldozers and may be noisy at times. Initial upgrade works to Block A are to prepare the building for partial internal refurbishment, including roof replacement and water damage remediation.

Working hours







Working hours will be 7 am to 6 pm Monday to Friday, and 8am to 3pm Saturday. Noisy works or activities and deliveries will start from 9am on Saturdays, with all other site activities to start from 8am. No work will take place on Sundays or public holidays unless otherwise notified.

For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au

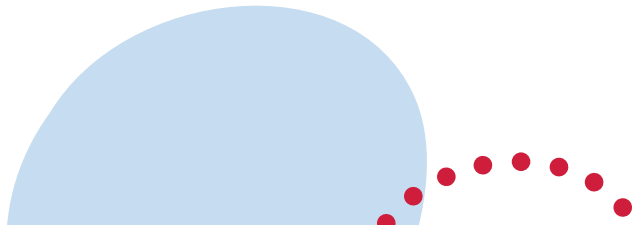


LEGEND

-  Temporary fencing
-  Contractors compound
-  Upgraded buildings
-  Operational school buildings
-  Demolished buildings
-  Truck access

For more information contact:

School Infrastructure NSW
 Email: schoolinfrastructure@det.nsw.edu.au
 Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au



Frequently asked questions

How long is early works construction expected to take?

At this stage in the project, we are expecting that the early works component of the project will be completed by mid-2022. This includes site establishment, demolition of student accommodation Blocks B, C and N, upgrade works to Block A and demolition of the existing swimming pool.

How will dust and noise be managed during early works?

Any activity that could exceed approved construction noise management levels will be managed in accordance with the Protection of the Environment Operations Act 1997. Noise will be kept to a minimum as best as possible during the construction, and dust as a result of demolition and excavation will be hosed as required. Trucks making deliveries to the site will have their loads covered. The site will undergo periodic air monitoring and noise and dust will be appropriately managed throughout construction in accordance with the project's construction and environmental management plans.

We are here to make sure that work is completed safely and efficiently and we will minimise impacts on the community at every opportunity.

How will traffic impacts be managed during the early works?

During early works construction, contractor access to the site will be via both Boarders Bend and Z Bend, accessed from Roy Watts Road. There will be limited access to Boarders Bend and Z Bend during this period. The movement of construction vehicles will be restricted during peak times to limit congestion around the school, and traffic control measures will be in place where necessary.

How will we minimise impacts to students, staff and neighbours during the early works?

School Infrastructure NSW (SINSW) is committed to ensuring that construction work is completed safely and efficiently and with minimal impact to students, staff and the local community. Rigorous safety and security measures will be in place for the duration of the works. This will include the construction area being fenced and surveillance systems installed. There will be no access to the construction area by staff or students. Traffic control will be in place as required to manage pedestrian and vehicular movements near the access points.

A COVID safe site management plan will be implemented during the entire construction period and School Infrastructure NSW's regular site safety inspections and audits will continue over this time.

The SINSW project team will have regular consultations with the school to discuss construction progress. Any safety concerns will be addressed to ensure the safety and security of students and staff at all times.

How will school functions operate during the early works?

The project has been designed to ensure there is minimal impact on the school operations, including any school functions that may be held during this time. There will be continuous consultation with the school to discuss any functions, and measures will be put in place to ensure construction impacts are minimised.

Thank you for your patience while we deliver this important school infrastructure.

How can I get involved?

We are committed to working together with our school communities and other stakeholders to deliver the best possible facilities for students. Your feedback on this project is important to us.

For more information, questions or to make a comment please email us at schoolinfrastructure@det.nsw.edu.au or phone 1300 482 651.

For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au



Behaviour code for students

NSW public schools

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

In NSW public schools students are expected to:

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

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

Behaviour Code for Students: Actions

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

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

Respect

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

Safety

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

Engagement

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

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

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.

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.

- 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.

How you can help your child

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

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

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

What to do if you are concerned for your child

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

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

Remember

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

Cyber Safety

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

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

Resources

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

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

Safeguarding Kids Together

Fact sheet for parents and carers

About Safeguarding Kids Together (SKT)

Schools have a range of resources to help every student achieve their potential. SKT, available to all NSW public schools, provides on-the-ground specialist advice, support and programs to assist schools to address students' high risk-taking behaviour. SKT helps to:

- Build inclusive and resilient school environments.
- Identify students who may be vulnerable and provide appropriate supports.
- Manage and respond to emergency incidents.

Working together to support young people

Many factors could lead to a student becoming vulnerable to engaging in high risk-taking behaviours, such as bullying, including online bullying; physical violence or threats of physical violence; self-harm; substance misuse and engaging with criminal or other harmful organisations.

- Along with schools, you are in a unique position to notice significant changes in your child's behaviour, and assist them to seek support. If you do notice changes in your child's behaviour, or your child shares information with you that leads to you becoming concerned about your child, the following ideas may help.



Listen calmly and get the full story. Encourage your child to talk and tell them that seeking help and advice is okay.



Ask questions to get more details if you need to: who, what, where, when. Ask your child what they want to do – and what they want you to do. Your child may be reluctant for you to speak to school staff.



Discuss the idea and reassure them that seeking help and advice from the school can help.



Share relevant information with the school. Make an appointment to meet with your child's teacher and, if you need to, ask to talk with the principal.



Keep a record of the school meeting and ways in which you will work together to resolve the issue.



Working together with the school is the best way to help resolve issues. If you have serious concerns for your child's safety, contact the police.



Some of the most powerful protective factors among young people are connectedness and belonging to family, peers and school.

What are some of the ways you can help your child?



Be involved and offer your child opportunities to share with you information about their day-to-day activities, their peers and school life. This will assist you to be informed about where your child is, who they are with, and what they are doing.



Encourage your child to engage in activities that provide a sense of belonging and somewhere to focus their interests. For example, sports, performing arts, hobbies and organised clubs.



Be cyber-aware and understand the benefits and risks involved in your child's use of electronic devices, such as computers, tablets and smart phones and assist your child to use their devices wisely.

For more information about helping your child have safe, enjoyable experiences online visit the eSafety website at esafety.gov.au/



Be a role model by building positive relationships and showing your child how to critically think about information.



Notice changes in your child's behaviour and help them feel safe to share their thoughts and feelings with you.



Encourage open and honest discussion with your child so they can learn about and understand other people's points of view.

Listen to your child's concerns and try to understand their perspective. Even if you disagree with what your child is saying, it is important to let them know they are accepted and that you are there to help them.

Check out some handy websites

- Beyond Blue provides information and support to help everyone achieve their best possible mental health at the website beyondblue.org.au
- NSW anti-bullying website provides information for staff, students and parents to prevent and respond to student bullying at the website antibullying.nsw.gov.au
- Online safety resources and guidance related to cyber abuse can be found at the eSafety Commissioner website at esafety.gov.au



For more information

If you would like more information please contact your local school. If you need an interpreter to assist with your enquiry, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language.

Tell the operator the phone number you want to call and the operator will get an interpreter on the line to assist you with the conversation. You will not be charged for this service.



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:

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 (ARCO)

Information for parents and carers

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

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

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

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

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

Interpreter assistance

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

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

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

You will not be charged for interpreting services.

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.

ParentBrief



Baking the cake of confidence

This blog is about teaching our kids' confidence. "Oh no", I hear you say, "...I am not sure you can teach a child to be confident - wither she is or is not." Well, OK then, how about if I said that building confidence in your child is a bit like baking a cake (savoury of course!). Yes, you read correctly. Confidence building and cake baking have a lot in common. Cake baking requires a number of ingredients and they're not all the same and probably won't be added simultaneously or in equal quantity. The rising process is going to take a while (could sink a bit in the middle depending on the heat of the life oven) but it will rise again and at the end of the day you will have a prize-winning cake, the sum of all its parts.

Like cake baking, confidence building requires different ingredients (conversations, ways to think, examples and acknowledgment), and they're all needed to unlock a child's potential and get them to rise above anything life can deliver...

What is confidence?

Confidence is essentially feeling good in your own skin. It's about not being overly concerned with what others think if you make a mistake. Confidence shows itself when kids are not afraid to fail and are happy to meet someone new. Confidence involves kids having trust in themselves and believing that they will probably be successful in the end. Confident kids stand up straight, look people in the eye, and speak clearly and with a firm tone of voice.

Confidence is also a also a way of thinking that involves being optimistic, not being afraid to make mistakes, not worrying too much what others think of you when your work isn't perfect and, most importantly, accepting yourself when you haven't achieved what you've set out to learn.

Teaching confidence

As parents, we are best placed to teach our kids what it means to be confident, behaviours they can practise, thinking strategies they can employ and acknowledging when they show confident behaviour.

Have conversations with kids about what it means to be confident:

- Don't be afraid to make mistakes.
- Don't worry too much about what people are thinking about you when you have a go. Be positive. That will help you to be confident.
- Confidence means believing in yourself.
- Remember to stand up straight, look people in the eye, use a clear voice.

Describe examples of confident behaviours to practise

- Putting your hand up when your teacher asks a question and you think you know the answer.
- Trying hard work first without asking your teacher for help.
- Asking your teacher for help when you are having difficulty.
- Trying different things that are hard to do like playing a musical instrument or trying out for a team.
- Talking to someone new.
- Sharing ideas with your family, friends or in class.
- Starting a conversation.

Discuss ways to think that will help a child to be confident

- Remember, you are not a 'D' person when you get a 'D.'
- Don't put yourself down because someone wasn't nice to you. You still have many good points. (Accepting Myself Thinking)
- Making mistakes is a natural part of learning. (Taking Risks Thinking)
- While it's nice to be liked by others, it's not the worst thing in the world if someone does not want to spend time with you or is mean to you. (Being Independent Thinking)
- It's important that you be yourself and make your own decisions. If people do not approve, it's not the end of the world. (Being Independent Thinking)
- Have a positive attitude and think, "I can do this. I'm more likely to be successful than to fail." (I Can Do It Thinking)

Say and acknowledge a child's confidence

- That took confidence.
- That wasn't easy to do but you did it.
- You are not afraid to take risks.
- You had a confident voice when you spoke.
- You confidently stood up for what you believed.
- You were not afraid to make a mistake.
- Predicting success helps you to be successful.
- You have a confident approach to your work.
- You did not get too upset with yourself for not achieving a good result.
- You looked confident.

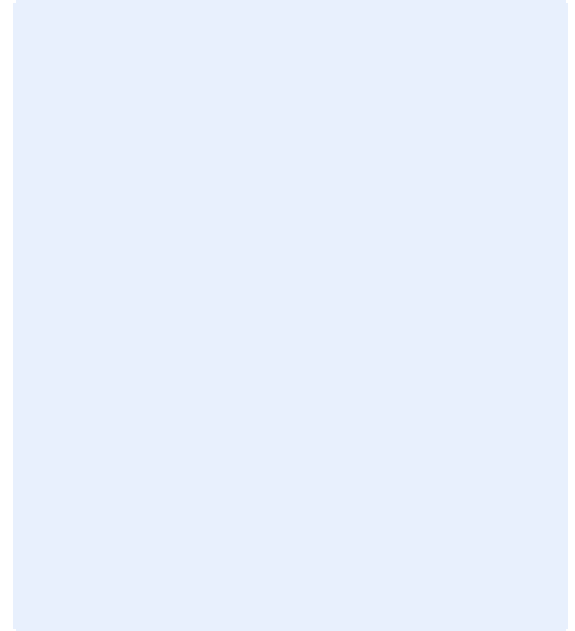
The right ingredients make the best cakes. Kids love being in the kitchen so make the most of baking together.



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		Phone	
Principal Network			
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:

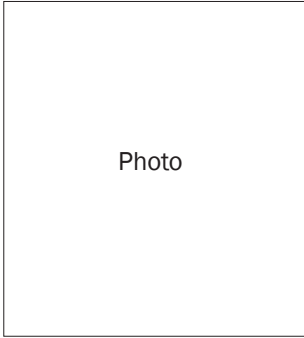
Date

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.

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.

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:

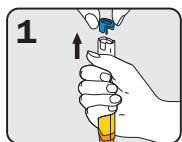
- Medications specified on this plan to be administered according to the plan.
- Prescription of 2 adrenaline autoinjectors.
- Review of this plan is due by the date below.

Date: _____

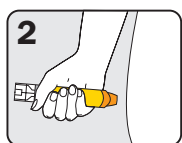
Signed: _____

Date: _____

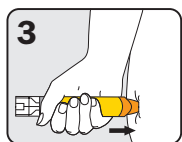
How to give EpiPen® adrenaline (epinephrine) autoinjectors



1 Form fist around EpiPen® and PULL OFF BLUE SAFETY RELEASE



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



3 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
- 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
- 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

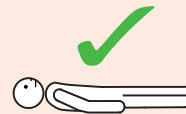
WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Difficult/noisy breathing
- 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 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

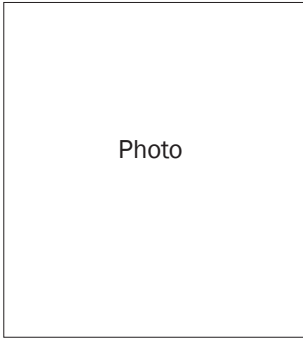
ALWAYS give adrenaline autoinjector FIRST, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms

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.

Name: _____

Date of birth: _____



Confirmed allergens:

Family/emergency contact name(s):

1. _____

Mobile Ph: _____

2. _____

Mobile Ph: _____

Plan prepared by doctor or nurse practitioner (np): _____

The treating doctor or np hereby authorises medications specified on this plan to be given according to the plan, as consented by the patient or parent/guardian, including use of adrenaline if available.

Whilst this plan does not expire, review is recommended by DD/MM/YY

Signed: _____

Date: _____

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 antihistamine (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 or noisy breathing
- Swelling of tongue
- Swelling or tightness in throat
- Wheeze or persistent cough
- Difficulty talking 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 or pregnant, place in recovery position - on left side if pregnant, as shown below
- If breathing is difficult allow them to sit with legs outstretched
- Hold young children flat, not upright



2 GIVE ADRENALINE INJECTOR 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 INJECTOR

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

ALWAYS GIVE ADRENALINE INJECTOR 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

Note: 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.

Note: This ASCIA Action Plan for Allergic Reactions is for people who have allergies but do not have a prescribed adrenaline (epinephrine) injector. For instructions refer to the device label or the ASCIA website www.allergy.org.au/anaphylaxis

Adrenaline injectors are given as follows:

- 150 mcg for children 7.5-20kg
- 300 mcg for children over 20kg and adults
- 300 mcg or 500 mcg for children and adults over 50kg

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

Peak flow* (if used) above:

OTHER INSTRUCTIONS

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



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

National Asthma
Council Australia
leading the attack against asthma

Canteen Price List – Effective 29 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

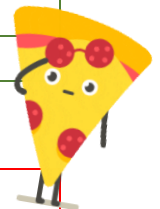
Cheese and Tomato	\$4.00
Tuna	\$4.50
Tuna, Lettuce and Mayo	\$5.00
Salmon	\$5.00
Vegemite	\$2.50
Ham, Cheese, Lettuce	\$5.00
Add 80 cents for rolls and wraps	
Additional fillings vegetable, cheese and egg	\$0.50
Additional ham, chicken, tuna	\$1.00
Plain roll	\$1.00
Buttered bread	\$0.80
Sporks	\$0.20

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



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

Cakes & Snacks

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

Be Alert for Daily Specials...

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



Canteen Price List – Effective 29 January 2021



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



Uniform Shop Price List - As of 18 October 2021

*Prices subject to change

Girls – Uniform			
Junior & Senior– Years 7 - 12			
Dress	Junior	6 – 18	\$98.00
		20+	\$99.00
	Senior	6 – 18	\$98.00
		20+	\$99.00
Pants	Junior & Senior	6 – 20	\$53.00
Skirt	Junior & Senior	Up to 16	\$104.00
		Size 18 & over	\$108.00
Blouse	Junior short sleeve	8 – 20	\$33.00
	Junior long sleeve	4 – 22	\$33.00
	Senior short sleeve	8 – 26	\$33.00
	Senior long sleeve	4 – 26	\$35.00
Shorts	Junior & Senior	8 – 20	\$41.00
Tights	Nylon/Lycra – Grey or Navy	S, Av, T, XT	\$10.00
	Cotton/Lycra – Grey or Navy	S, Av, T, XT	\$24.00

Boys – Uniform			
Junior & Senior– Years 7 - 12			
Shirt	Khaki	10 – 14	\$34.00
		16 - 28	\$38.00
	Long Sleeve - Grey/White	10 – 28	\$29.00
	Short Sleeve - White	14 – 28	\$27.00
Shorts	Wash & Wear	6 – 16 (Boys)	\$40.00
		4 – 9 (Mens)	\$42
Trousers		8 – 18 (Boys)	\$57.00
		3 – 8 1/4	\$59.00
Socks	Khaki	2 - 8, 8 - 11, 11 - 14	\$20.00
	Grey	2 - 8, 8 - 11, 11 - 14	\$11.00

All students**Junior & Senior– Years 7 - 12**

Blazer	Girls	30 - 40	\$232.00
		42 - 46	\$247.00
	Boys	12 – 18	\$232.00
		19 – 26	\$247.00
Jumpers		8 – 22	\$98.00
		24 – 28	\$99.00
Socks	White	13 – 3, 2 – 8, 7 – 11, 11+	\$8.00
	White - Red robin long pack	13 – 3, 2 – 8, 7 – 11	3 for \$16
Ties	Junior		\$19.00
	Senior		\$19.00
Caps	Boys & Girls – wool		\$19.00
Hats	Boys' Cricket		\$32.00

Sports Uniform**Junior & Senior– Years 7 - 12**

Sports	T-Shirt	8C – XXL	\$39.00
	Short	8C – XXL	\$30.00
	Tracksuit Jacket	8C – XXL	\$84.00
	Tracksuit Pants	8C – XXL	\$49.00
	Tracksuit Jersey	75 – 125	\$84.00

Other Items**Junior & Senior– Years 7 - 12**

Scarves	Navy		\$10.00
Gloves	Navy		\$6.00
Leather Belts	Black		\$20.00