

'WINGS'

J.J. Cahill Memorial High School
school newsletter

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EXCELLENCE

RESPECT

OPPORTUNITY

COMING EVENTS

26 June	Last day of Term 2
13 July	School Development Day
14 July	School resumes for all students
14-24 July	HSC Trials
15 July	Year 11 Student Leadership presentation
17 July	HSC Disability provision applications due
20 July	Year 11 IDT work placement (all week)
20 July	Subject Selection Information Evening Years 8 and 10
24 July	Subject selection forms due
24 July	HSC Trial exams conclude
24 July	Applications close for TVET courses Years 11 and 12
27 July	Year 11 hospitality & construction work placement (all week)
29 July	Student Leadership applications due to DP
3 August	Senior study afternoon - Library (4-6.30pm)
3 August	Year 11 Hospitality work placement (all week)
5 August	Student Leadership interviews
5 August	Parent Teacher Night – all years
6 August	IT Multimedia HSC submissions due
10 August	Senior study afternoon – Library (4-6.30pm)
13 August	Leadership speeches Assembly
14 August	Big Night Out
17 August	Senior study afternoon – Library (4-6.30pm)
17 August	Year 12 Drama projects due
17 August	SRC Nominations – Year meetings
17 August	P and C Meeting
21 August	SRC Nominations due to SRC Coordinator
21 August	HSC N Award Notifications due

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PRINCIPAL'S
MESSAGE

FANTASTIC EFFORT

Congratulations to all our students who have been well prepared for their examinations and assessments thus gaining half yearly results that are the reflection of their ability and hard work. Our sports teams and individuals who competed in zone and regional carnivals, representing the school this term are also to be congratulated for their competitive spirit, good sportsmanship and sense of fair play.

FAREWELL

The school says goodbye and thank you to our Science Teacher Mr Katz, who has relieved in Ms Bonin's position during first semester. Mr Katz has contributed so much to the school in the short time he has been here and he is wished all the best as he takes up another teaching position.

Ms Hambly is taking leave for the rest of this year as she awaits, with her husband, the birth of her first child in August and then cares for her newborn... very exciting times for her family and we wish them well.

TECHNOLOGY UPDATES

Our long awaited interactive whiteboards have now been installed. Our HT TAS (Head Teacher Technology and Applied Studies), Mr Topping, and Mr Katz have been supporting staff to ensure all are able to effectively use the technology in their teaching and thus further engage our students in their learning.

THE TEENAGE BRAIN

Last Saturday, our staff members were engaged in professional learning with Dr Andrew Fuller, a psychologist who outlined how our students' learning relates to various areas of the brain and what learning behaviours students are exposed to in early life as well as development in later years and how we can best engage them. Key factors in remembering information is that the learning has to be repeated up to 24 times for it to be retained and note taking, in the form of one's own hand written notes assist learning more than typed notes. Dr Fuller's summary advice sheet *Preparing for Tests and Exams* is included in this newsletter.

FACILITIES UPGRADE

The carpeting and re-flooring of many of our classrooms has gradually taken place over this semester and the CCTV network installation will be finalised this coming week to add further security to our school. The recent storms have highlighted some areas where the roofing is in need of repair and this has been addressed by the DEC (Department of Education and Communities) with maintenance work currently taking place.

I am negotiating with the DEC to upgrade our boys' toilets as well as the toilets and changerooms in the hall. New seating has also been requested for the library. I await the decision regarding these requests as well as an earlier submission to finish the repainting of our classrooms some of which were last painted over 15 years ago.

YEAR 12

This year, the Trial HSC has been moved from the last two weeks of Term 2 to the first two weeks of Term 3. This is to enable students to utilise the holiday period to better prepare for the examinations and thus gain higher marks in the assessments which are submitted to BOSTES (Board of Studies, Teaching and Educational Standards). The assessments form 50% of their HSC results so it is important that students are well prepared and give themselves the best opportunities with only eight weeks of schooling and classroom learning left for them.

UNIFORM

Thank you to all our families who responded to the uniform survey. The uniform committee will meet to ratify the changes and then there will be a lead in time for Lowes to supply.

We currently have stock that needs to be sold as Lowes is to be the only provider. Blouses are only \$22 each and we have sports polo shirts, sports shorts and track suits ready to be cleared.

Although limited, there is also a number of white skivvies with a small navy blue 'JJ' embroidered on the roll collar. Whilst new stock won't be ordered, students may wear these in winter months under their shirts and blouses for extra warmth. They are \$10 each.



Lowes has advised that our school jumpers have been in store for the last five weeks so, if needed, please ensure you head to Eastgardens to purchase these.

NAIDOC

Our NAIDOC celebrations are being held as we go to press. Mr McNaught has recently been planning, with our indigenous students, the day's formal assembly and follow-up activities to recognise a significant part of our school calendar and indeed that of our country. Thank you to Mr McNaught and the team. I look forward to sharing photos with you next term.

TERM BREAK

School finishes this Friday 26 June with lessons being taught up until the end of the day. All students return to school on Tuesday 14 July.

I trust all our students will have a good break with their families and return refreshed for Term 3.

Robyn Cowin,
Principal

DEPUTY PRINCIPAL'S MESSAGE



STUDENT REPORTS

All students of Years 7-10 will receive their academic reports for Semester 1 on Friday 26 June. It has been my pleasure to read the valuable feedback teachers have provided as well as the documented evidence of academic progress. It is great to report to the community the substantial levels of interactions happening in classrooms centred upon teaching and learning. The interaction has resulted in an acceptance of challenge by students to try new methods and skills and to stand out with their abilities. Student confidence and application is certainly illustrated in the report comments. The learning in classrooms has been further enhanced by the recent installation and pedagogy incorporating technology, to sustain student learning.

CONGRATULATIONS TO DEDICATED STUDENTS

Congratulations to all the students who have been recognised for their efforts and received an award for an outstanding report or significant improvement. I certainly encourage you to continue your application and devotion to your studies and invite your friends to enjoy the journey of learning with you.

Ask your child for their report and read it with them. Keep it in a place you can constantly refer to it. Ask them how they feel about the grades and the teacher's comment and together write some learning goals for the remainder of the school year. This will help your child prepare for reflection interviews scheduled for the beginning of next term with their Year Advisor.

DID YOU KNOW?

Being absent for **one** day per week for a year is equal to **40** school days. This adds up to **240** school hours and nearly a whole school term.

If a student is absent **two** days per week for a year is equal to 80 school days which is the equivalent of 480 school hours and nearly two school terms. **This is also the equivalent of a whole year's coursework.**

Being absent from school on any day has a direct impact on student learning and can cause gaps in skill development. I ask all parents to give consideration before they allow their child to stay at home due to illness. Do not allow them to entertain themselves with watching movies or playing video games. They need to

concentrate on recuperation so that they can return to school as soon as possible. The most effective and successful place for learning is school and participating in class – every lesson, every day.

John Mifsud,
Deputy Principal

PUNCTUALITY AND ATTENDANCE AT SCHOOL

Under the Department of Education and Communities Policy on attendance, our school is required to have parent notification of a student's absenteeism from school for every occasion. It is important to remember at all times that if your child is going to be absent for the whole day or late to school even by 5 minutes, they must submit a signed note. If a student arrives late to school they must sign in at the front office and will be issued a 'Late Note'. The Late Note allows the student to be admitted to class.

Students cannot arrive after the 8.45am bell and simply write the word 'Late' or 'Appointment' or any other reason for being late. If the school does not receive a phone call or written note, our office staff must mark the student as 'unauthorised absence' for the time they were not at school.

CONSEQUENCES FOR LATENESS

The consequence for being late to school is that a student will be given a 'Lateness to School Detention'. The detention is held at lunch-time and the time of the detention is determined by how long the student is late, with the minimum time being 10 minutes and the maximum time being 20 minutes. If the student is late to the detention or fails to attend, then an automatic Afternoon Detention is issued. It is important to understand that the Lateness to School Detention is not a punitive measure, but a positive strategy to ensure students are aware that they need to be punctual to school to ensure they are getting the maximum benefits from their education.

HABITUAL ABSENTEEISM IS A WELFARE ISSUE

Habitual absenteeism is often an indicator of other issues of concern regarding student well-being. The school works closely with families and encourages collegial parental support in ensuring regular attendance and punctuality at school. At J J Cahill Memorial High School (JJCMHS) most of our students are punctual; some students, however, make errors of judgement and are not punctual. This collaborative plan is designed to help students understand that

punctuality and attendance is an essential element to their educational success.

QUESTIONS AND INQUIRIES ARE WELCOME!

If you have any questions regarding attendance issues at JJCMHS, please do not hesitate to contact me on 02 9669 5118.

Rob Mills
Student Support

A LITTLE TRIP TO SEE SHAKESPEARE'S MACBETH!

This term 10.2 English had the opportunity to see a performance of Shakespeare's play 'Macbeth'. The class studied this text in Term 1, exploring representations of conflict within the play. Seeing the performance allowed the students to view an interesting and engaging interpretation of the play. This particularly explored the internal conflict of Macbeth and Lady Macbeth and the control of the witches. A number of us jumped at the effective sound used to enhance the sense of doom in the play. The class and I enjoyed the opportunity to learn beyond the classroom and look forward to more opportunities in the future.

Meg Hallahan,
English Teacher

A MESSAGE FROM LEARNING AND SUPPORT

This year is the first year of the Nationally Consistent Collection of Data on School Students with Disability. This national data collection is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment with which they are provided. As teachers of JJCMHS we are committed to supporting all students in their learning and we are now in the process of complying with these data collection requirements. Further information can be found in this newsletter and if you have any concerns or questions, please do not hesitate to contact Ms Hallahan.

Ms Hallahan
HT Teaching and Learning

A WRAP UP FOR THE LIBRARY IN TERM 2!

The library continues to be a productive resource centre for the students as they continue their schooling journey through 2015. Many students come to the library for "time out" to engage in activities they enjoy while many students continue to make use of our facilities to help them study for exams, complete assignments and catch up on homework. Our Maker Space (pictured) continues to provide exciting new initiatives for the students to engage with, including sewing and building. For the future, we would love to start a knitting or crocheting circle or an origami class. If any parents are interested to help us with this, either by providing leftover wool and patterns or general know-how, we would love to hear from you and talk about any ideas you have to offer!



THE LIBRARY WANTS TO SUPPORT OUR YEAR 12 STUDENTS!

Our HSC students are beginning to feel the pinch as trials are just around the corner. Now is the time to support your HSC student at home! Be kind, supportive and tolerant – or maybe motivate them to study – it's sometimes hard to know which one they need. We have an HSC trials display and a career ideas display with upcoming seminars and workshops for the students to take a look at for some ideas for their future pathways. Help is always at hand for Year 12 in the Library. My background as an English teacher helps students with speeches or essay writing, if they need some extra help during their study periods.



A rather stressed Year 12 student!



Some of the features designed to assist Year 12 (above).



Good luck to all our HSC students for their Trials and we hope to see more of you soon in the Library!

Ms Rowe,
Relieving Librarian



SUSTAINABILITY IS ALL THE RAGE!

During Term 3 a focus will be on sustainability and renewable resources, in line with the new National Curriculum strategies. Awareness of the damage that man-made products can have on our natural environment, both sea and land, is essential for the next generation to learn. The eco system of our planet is a delicate balance of survival and must be respected. But how can one person make a difference?? Come to the Library and find out!



One of the Library's sustainability displays

THE SRC HAS A GREAT DAY AT THE WORLD VISION YOUTH CONFERENCE, LUNA PARK!

Over the last 10 years, World Vision has run the World Vision Youth Conferences to inspire young leaders for a better world. Across Australia they have reached over 50,000 students, equipping them with an understanding of inequality and helping them stand up to poverty and injustice. World Vision works across the globe with local communities to overcome poverty. It's these experiences in creating lasting community change that the World Vision Youth Conferences bring to young leaders. Through interactive content, they motivate students to define and shape their world. Through rich video and strong keynote speakers they demonstrate how students can use their careers, volunteerism and activism for good. By giving them voice throughout the day, students return to school to start inspiring others.

The conferences present students with the opportunity to make a real difference by leading the 40 Hour Famine in their schools. This year JJCMHS was represented at the World Vision Youth Conference by the School Captains, Anastasia Alesana-Rennie, Yusuf Nayir, the SRC President, Teresa Babale and SRC representative, Cynthia Ngabire. All are pictured

below. Our school representatives came away from the conference with a better understanding and equipped to help make a change by actively engaging the school community in helping stamp out poverty and injustice.

Rob Mills/Ricky Drabsch,
SRC Coordinators

YEAR 10 OUT AND ABOUT DOING WORK PLACEMENT!

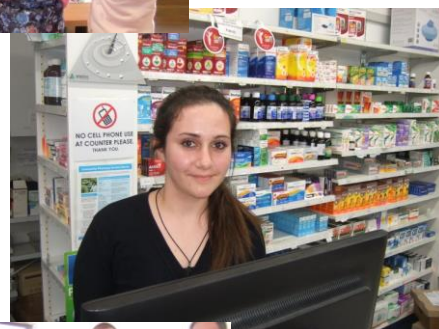
Year 10 students recently completed a one week work experience placement at a jobsite relevant to their goals and aspirations. I had the opportunity of visiting students in the workplace and it was great to see students in a work environment that matched their abilities, skills, and personality.

Students who typically find the mental work of school and education difficult quite often excel in other areas such as being skilful with their hands and enjoy working physically hard. While this is noticeable at school, this is most noticeable during work experience and when asking students about the satisfaction they are gaining from the work they are doing.

Well done, Year 10, you have taken one step closer to finding a career that satisfies you. Even if your work experience was not what you had hoped, or you just did not like it, you are still a step closer to your goal by eliminating the jobs or type of work you do not like. Work experience is also valuable for networking with other people who may be able to support your career now, or in the future and you may even gain employment from the experience.

Every experience can be a learning one regardless of the outcome! Enjoy the following pictures, which show Year 10 enjoying their productive and interesting week!

Nathan Potter,
Careers Teacher





SOME AMAZING SPORTING RESULTS!

ZONE CROSS COUNTRY CARNIVAL

On Thursday 28th May, JJCMHS had 38 students attend the Eastern Suburbs Zone Cross Country Carnival. Noteworthy performances include Jordan Hill 9th and Peter Syed 11th in 13yrs, Arnei Te-Hira 11th 14yrs, and Pembe Sevgin 8th 17yrs. Congratulations to all students who represented JJCMHS at this carnival.

ZONE ATHLETICS CARNIVAL

On Thursday 18th June, JJ Cahill had 39 students attend the Eastern Suburbs Zone Athletics Carnival. Noteworthy performances include;

Charina Jackson (12yrs) 3rd in Shot Put

Ricky Escalona (13yrs) 3rd in 100m, 3rd in Javelin, and 4th in Shot Put

Jordan Hill (13yrs) 3rd in 800m

Clark Parkinson (14yrs) 1st in Javelin, and 2nd in 100m

Litia Togoloa (15yrs) 1st in Shot put, and 2nd in Javelin

Tasilina Folau (15yrs) 3rd in High Jump, 4th in Long Jump

Dimitri Magklis (15yrs) 2nd in Javelin

Raedana Natawidjaja (15yrs) 3rd in Javelin

Emily Errington (15yrs) 3rd in 400m

Amy Errington (15yrs) 4th in 400m

Adam Awad (16yrs) 2nd in Shot Put and 4th in Discus

Seiji David (16yrs) 4th in 800m

Hulita Fonua (17yrs) 2nd in Shot put

Lusa Polamalu (17+yrs) 2nd in 100m, 3rd in Shot Put, and 3rd in Javelin

Dylon Vieira (17+yrs) 2nd in 800m

Congratulations to all students who represented JJCMHS at this carnival and we wish the above students well at the Sydney East Region Athletics Carnival on 30-31 July.

Nathan Potter,
Sports Co-ordinator



Students having a fun moment during the Zone Athletics Carnival.

Youth Scholarships 2016

Whether you live in social housing or are on the waiting list you may be eligible to apply for a Youth Scholarship – 266 scholarships are on offer across the state.

To be eligible, students need to be in years 11 and 12 in 2016. Scholarships of \$1,500 may be spent on:

- books
- computer equipment
- other specialist education equipment
- tuition, special programs or course fees.

Please see you Year Adviser for an application or download the information sheet and application form today from www.housing.nsw.gov.au.

Applications close 31 July 2015.

GREAT WORK YEAR 7

Year 7 students are continuing to impress the school and lead from the front. As a cohort, they have received almost 700 merit awards in the first two terms of school this year. This is a credit to them as they have been consistently working hard. One way they have been earning their merits is through completing a book report. Year 7 have been asked to borrow a book from the library, read it and fill out a short book report when they are done. I encourage all of Year 7 to continue their daily reading.

Further to their hard work in the classroom, results in the sporting arena have been just as prevalent. Each zone carnival this year has been dominated by Year 7 students. Recently, we have seen Jordan Hill and Peter Syed qualify for the regional cross country carnival.

It is fantastic to see Year 7 lead from the front in many aspects of school at JJ CMHS. Keep it up!

Luke McNaught,
Year 7 Adviser

SOME IMPORTANT NEWS FOR YEAR 8

Over the next few weeks Year 8 students have some very important decisions to ponder. Subject selection for Years 9 and 10 marks the first opportunity for high school students to personalise their timetable and choose the courses they would like to study. For many students this will prove daunting as they try and select three classes from a long list of options that all seem very interesting.

As part of the subject selection, students are required to select two subjects that they will study for 200 hours – meaning that they participate in the course for both Years 9 and 10. In addition, they will select another subject that they will study for 100 hours. With this selection, students will complete this subject only in Year 9.

When choosing subjects students should take into consideration the following factors:

- Which subjects do I enjoy studying at the moment?
- Is there a subject that interests me that I would like to know more about?
- Is there a subject that would help me prepare for a senior course that interests me?
- What are my strengths as a learner? For example, am I creative thinker?

Most importantly students should make decisions based on their own personal preference. While it may be difficult to select a class that your friends aren't doing, ultimately you will be happy that you chose a subject that you wanted to do. Similarly, students shouldn't base their decisions on assuming a certain teacher will be teaching it. Remember the decision is yours and yours only!

In the lead up to Subject Selection Evening, I encourage all students to seek advice from their teachers so they can make an informed clear choice regarding subjects in which they are interested and passionate about.

Thomas Fienberg,
Relieving Year 8 Adviser

SOME BIG DECISIONS AHEAD FOR YEAR 10

Having just completed the Half Yearly Exams and their first round of Work Experience, the next big focus for Year 10 students is now subject selections for Years 11 and 12.

Students are encouraged to make the most of information sessions where they will be given an opportunity to learn all about the different subjects on offer.

At this time, students should also be talking to their teachers to discuss their interests, options and suitability for particular subject areas.

As a parent or caregiver of a Year 10 student, please take the time to talk to your child about their options for next year. There will be an information session for families, on the 20 July.

Sally Jessop,
Year 10 Adviser

SOME WORDS OF ENCOURAGEMENT FOR YEAR 12

I would like to encourage Year 12 to feel optimistic and hopeful as they now enter the lead-up to their Trial HSC examinations. They should see the next few weeks as a time to consolidate, revise and reflect on what they already know, and the skills they have already learnt.

It is crucial that they use the holiday period productively, taking some time out to rest and recuperate, but also to thoroughly revise course content.

Instead of feeling overwhelmed, I suggest students make a study timetable in which they allocate certain days and sections of days to particular subjects. They should also factor in breaks, part time work and any other obligations they have to meet over the holiday period. Designing a study timetable or calendar will help students to feel a sense of control over the task ahead of them. A great thing to do is meet friends at the local Library for study days. You can help each other or you can just appreciate the presence of friendly faces as you make your way through your study routine.

I know for certain that some students are currently feeling rather disappointed with results thus far in certain subjects and I would like to encourage these students not to give up. It is more common than students realise for HSC candidates to start feeling "all is lost" at this point of the year – many have not progressed as well as they would have hoped in certain subjects and many feel their assessment results are not as high as they would like. Some of the greatest ground can be gained from this point onwards, however, and I have personally seen many students improve their final results through dedication and study from this time of the year onwards.

Remember, it is not too late to substantially improve your HSC results if you start applying yourself with diligence now. Students who are uncertain how to proceed should ask their teachers for guidance, but a failsafe method of study is to start completing past HSC papers in your subject areas. These can easily be obtained from the Board of Studies websites or your teachers may have some spare copies to give you.

Have a safe, happy and productive break, Year 12, and I wish you all the very, very best for your trial exams.

On the next few pages are some incredibly helpful tips for coping with exams from the renowned psychologist, Dr Andrew Fuller. Make sure you read them because I guarantee you will pick up some great ideas!

Katherine Doret,
Year 12 Adviser

Preparing for tests and exams

Andrew Fuller

If you have ever looked at a test or exam paper and thought, "I know that I know this but I can't remember anything", if you have stayed awake in the middle of the night worrying about a test the next day, if you have ever felt butterflies in your stomach or a headache whenever you think of an coming test, here are a few ideas for you.

Everybody gets stressed.

Everyone gets stressed during tests and exams, even the people who say that they don't. Look around in a room where people are doing a test or exam. Even those people who are yawning, looking bored or stretching and looking as cool as cucumbers, are stressed. That means everyone has to learn how to cope with these feelings. It is not just you! Stress can block your memory, give you a queasy tummy, make you lie awake at night, give you a dry throat or a headache- these aren't nice feelings to have.

Get Stressed

The first strategy to dealing with stress is to get stressed. Huh? Makes no sense? Let me explain. Stress feels yucky but it is actually your body's way to getting ready to take on a challenge. Stress prepares you to perform at your best. Blood gets pumped to your arms and legs, your heart speeds up, and nonessential services like your digestion slow down- you are ready to take on the world. So stress might feel unpleasant but realising that it is your body's way of revving you up and helping you to perform at your best, will help you to keep these feelings in perspective.

Write Out Your Worries

The second strategy to deal with the stress of an upcoming test or exam is to grab a piece of paper one or two days before the test and write down all your concerns about it. Write out an answer to the question, "What would happen if I fail this test?" Then write out an answer to the next question, "If I did fail what would happen then?" Read your written answers aloud to yourself. Even if doing well on this test or exam is really, really important to you, knowing your fears will calm you. Knowing the answer to the question, "If I did fail, what would happen then?" helps you to make a back up plan.

Chew Something.

Ok you've done all of that and you still feel nervy. The third strategy is to eat or chew on something either before or during the test or exam. Check with your teacher that chewing something is allowed in test and exam rooms. If chewing is not allowed, at least chew something just before entering the test. Some jellybeans or fruit would be ideal. Chewing gum is not a good idea. Stress happens when we feel we are in a dangerous situation. It is an automatic process that we can't completely control. Eating or chewing on something sends a signal to your body that says, "Well, if I'm chewing something I can't be in total danger, so relax a bit.

Focus on now.

Stress can spin your head. It can have you thinking all sorts of weird ideas. Stress can have you remembering that time you failed all those years ago or that time you were so embarrassed by something. Stress can also blow things out of all proportion and have you predicting bad things in your future. The past is no longer with you and the future hasn't happened yet. Worrying has never changed anything in the past and predictions about the future are usually wrong. Doing well on a test or exam means you need to focus on the question in front of you now. Keep reminding yourself, "What do I need to do right now?"

Breathe Out - S L O W L Y

When you feel stressed one of the fastest ways to calm down is to breathe out slowly. We all have a calm down system that is controlled by our breathing. If you breathe out and count silently to yourself, "one thousand, two thousand, three thousand", you will start to feel calmer.

Stand tall walk proud

Your brain is incredibly intelligent. In fact, you possess at the top your neck, humanity's latest upgrade- the most intelligent brain in all of history. But! Your brain is also incredibly stupid. It believes what you tell it. This means if you stand-up and maintain a powerful posture your body sends a signal to your brain that tells it you are feeling in charge of things and it can reduce the stress hormones.

Remember the 5 Ps

There is an old saying, "Perfect preparation predicts powerful performance". The best way to prepare for a test or exam is to: study the whole area you have learned; test yourself; sort the areas into those that you answered correctly and those you did not; re-study the areas you answered incorrectly; re-test yourself; re-study until you are getting close to 100% right; test yourself on the entire topic.

Look after yourself

Breakfast- eat "brain food" the morning before a test or exam. Have a higher protein, lower carbohydrate mix at breakfast. That means less toast and more eggs. Drink water- water lowers your levels of cortisol that causes stressful feelings. Avoid energy drinks as they rev you up and may interfere with your levels of concentration. Sleep well- try to get a good night's sleep the night before a test or exam. If you are feeling really worried, set an alarm so you can wake up early and do some revision.

Make yourself smarter

The biggest obstacle you face in doing well at a test or exam is not your brain. You have plenty of intelligence. The big issue is your level of anxiety. If you take the time to prepare for the test or exam and use the strategies suggested in this sheet, you will perform at your best.

Keep Calm and Carry On

You have many, many skills that will NOT be assessed by this test. Tests and exams are important, but they are not the big predictors of life success. Do your best and prepare as well as you can but don't make the mistake of thinking that your score on a test is a measure of your intelligence or predicts your future.

Andrew's most recent book is *"Tricky Teens"* (Finch Publishing, 2014)



Basic Computing & Internet courses July to November

This is a course for **BEGINNERS** to develop basic computer skills, use the internet and social media. Classes are planned to be run at Randwick TAFE and in community locations in Matraville, Maroubra and Malabar.

Come to our Information Session to find out more information.

Information and Course Enrolment Session
10am, Friday, 24th of July 2015 Flexible Learning Centre Ground Floor, Building A, Randwick College, Corner of Darley Rd and Alison Rd, Randwick.

For more details please phone Outreach on 9469 8591 or Email: teresa.orourke@tafensw.edu.au



Nationally Consistent Collection of Data School Students with Disability



2015 information for parents and carers

WHAT IS THE NATIONAL DATA COLLECTION?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with.

The national data collection will count students who have been identified as receiving an adjustment to address a disability under the *Disability Discrimination Act 1992* (the DDA). The DDA can be accessed from the ComLaw website at www.comlaw.gov.au.

what is the benefit for my child?

The aim of the national data collection is to collect better information about school students with disability in Australia.

This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as students without disability.

The national data collection is an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When implementing the national data collection, every school in Australia will use the same method to collect information. Therefore, a government school in suburban Sydney will collect and report data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The information provided through the national data collection will enable all Australian governments to better target

support and resources to benefit students with disability. The data will help schools to better support students with disability so that they have the same

opportunities for a high quality education as students without disability.

WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students. These responsibilities are outlined in the DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at www.comlaw.gov.au.

WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as students without disability. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting class lessons) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

What information will be collected?

Every year your child's school will collect the following information for each student with a disability:

- the student's level of education (i.e. primary or secondary)
- the student's level of adjustment
- the student's broad type of disability.

The information collected by schools will be provided to all governments to inform policy and programme improvement for students with disability.

WHO WILL BE INCLUDED IN THE NATIONAL DATA COLLECTION?

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties such as dyslexia or auditory processing disorder as well as chronic health conditions like epilepsy, diabetes or asthma, that require active monitoring by the school, may be included.

Who will collect information FOR THE NATIONAL DATA COLLECTION?

Teachers and school staff will identify the number of students with disability in their school and the level of reasonable adjustment they are provided based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team's observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

How will my child's privacy be protected?

Protecting the privacy and confidentiality of all students and their families is essential. Personal details such as student names or other identifying information will not be provided to local or federal education authorities.

Further information about privacy is available from www.education.gov.au/notices.

IS THE NATIONAL DATA COLLECTION COMPULSORY?

All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and report information annually on the number of students with disability in their care and the level of adjustment provided to them.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority or association of independent schools.

Even if your child's information is not included in the national data collection, the school is still required to provide support to your child with education needs.

FURTHER INFORMATION

Contact your child's school if you have further questions about the Nationally Consistent Collection of

Data on School Students with Disability and how it may involve your child.

You can also visit

www.education.gov.au/nationallyconsistent-collection-data-school-students-disability.

An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at <http://resource.dse.theeducationinstitute.edu.au/>.

Events for Teens

Youth School Holiday Activities

Monday 29 June - Friday 10 July

Tuesday 30 June, 2.00pm-4.00pm

Margaret Martin Library For teens enrolled in Year 7 to Year 12 or equivalent; Cost: Free!

Bored with traditional board games like Cluedo and Monopoly? Come explore and learn how to play new card and board games like: Ticket to ride, Love Letter and Hanabi.

Friday 3 July 2015, 10.30am – 4.00pm, Bowen Library
Ages: 12 - 20; Cost: Free!

Total noobs and experienced players are invited to an all-day Role Playing Game event. Lunch and snacks will be provided and prizes may be awarded for the best 'Play of the Day'. Limited spaces are available in various RPG games such as: Dungeons & Dragons, Lord Of The Rings, Pathfinder, and Savage Worlds.
Bookings are essential through:

www.randwick.nsw.gov.au/library

Enquiries: 9314 4888

Margaret Martin Library
Royal Randwick Shopping Centre 73 Belmore Rd
Randwick 9399 6966

Bowen Library and Community Centre
669-673 Anzac Parade,
Maroubra 9314 4888

Malabar Community Library
1203 Anzac Parade
Matraville 9661 6192



Creating the next Generation
of Generosity
Connecting people
Bridging communities

We have some brilliant school holiday volunteering!!

1. Help Bondi Toy Library move into the 21st Century!

Need: 9 volunteers age 14+

Date: Thursday 2 July 2015, 12pm - 3pm

Task: The toy library needs your assistance with data and label processes to computerise their many wonderful toys.

Location: Bondi Toy Library, Cnr Wairoa & Brighton Blde, Bondi Beach B

Contact: Sarah -

bonditoylibinc@optusnet.com.au

2. THREAD TOGETHER - Age 11+

15 kids required per day to sort boxes of clothing ready to be distributed to individuals in need.

Date/s: Friday July 3 and/or Friday, July 10.

Volunteer on either one or both of these days, Time: 10am-12pm

Location: Mascot

Contact: info@kidsgivingback.org

Thread Together aims to restore the dignity, self-image and hope of adults and children in need, by providing them with new and good quality clothes at no cost.

3. National Centre of Indigenous Excellence (NCIE) School Holiday Programs

Need: 20 volunteers age 16+ (4per day)

June 29 - Friday, July 3

8.30am - 4.30pm

Your job: Assist with art and cultural activities, sport and recreation

Volunteers 18+ require Working with Children Check

Contact Hannah:

Hannah.Davis@ncie.org.au>

4. Lots and lots of energetic volunteers age 14+ needed for United Nations World Yoga Day, Sunday, June 21

Location: Bondi Pavilion

To volunteer and for info on shift times: Cate 0419 609 991 or email: hello@worldyogaday.com.au

Read on to see what you will receive in return for volunteering.

A few more volunteers are also still needed to help with set up, prep and serving of yummy food during the day, and Karma Cook-Up in the evening (6.30pm-9.30pm)

Contact: Deb 0418 687 521, debmeyerobk@gmail.com

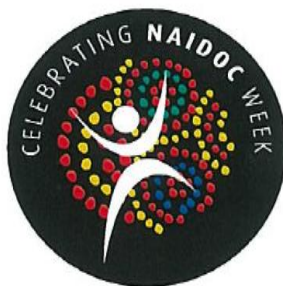
In thanks for offering three hours of your time, not only will you be at the centre of a day of high energy and conscious community, you will also receive free entry to the beach offerings and panels at this year's event, as well as free entry to next year's festival. A goodie bag of yoga treats including free yoga class passes and an array of other special treats will be yours as Yoga Day's way of thanking you for your contribution to this inaugural day.

For more information contact RUTH at Kids Giving Back
ruth@kidsgivingback.org



ATHLETICS CARNIVAL

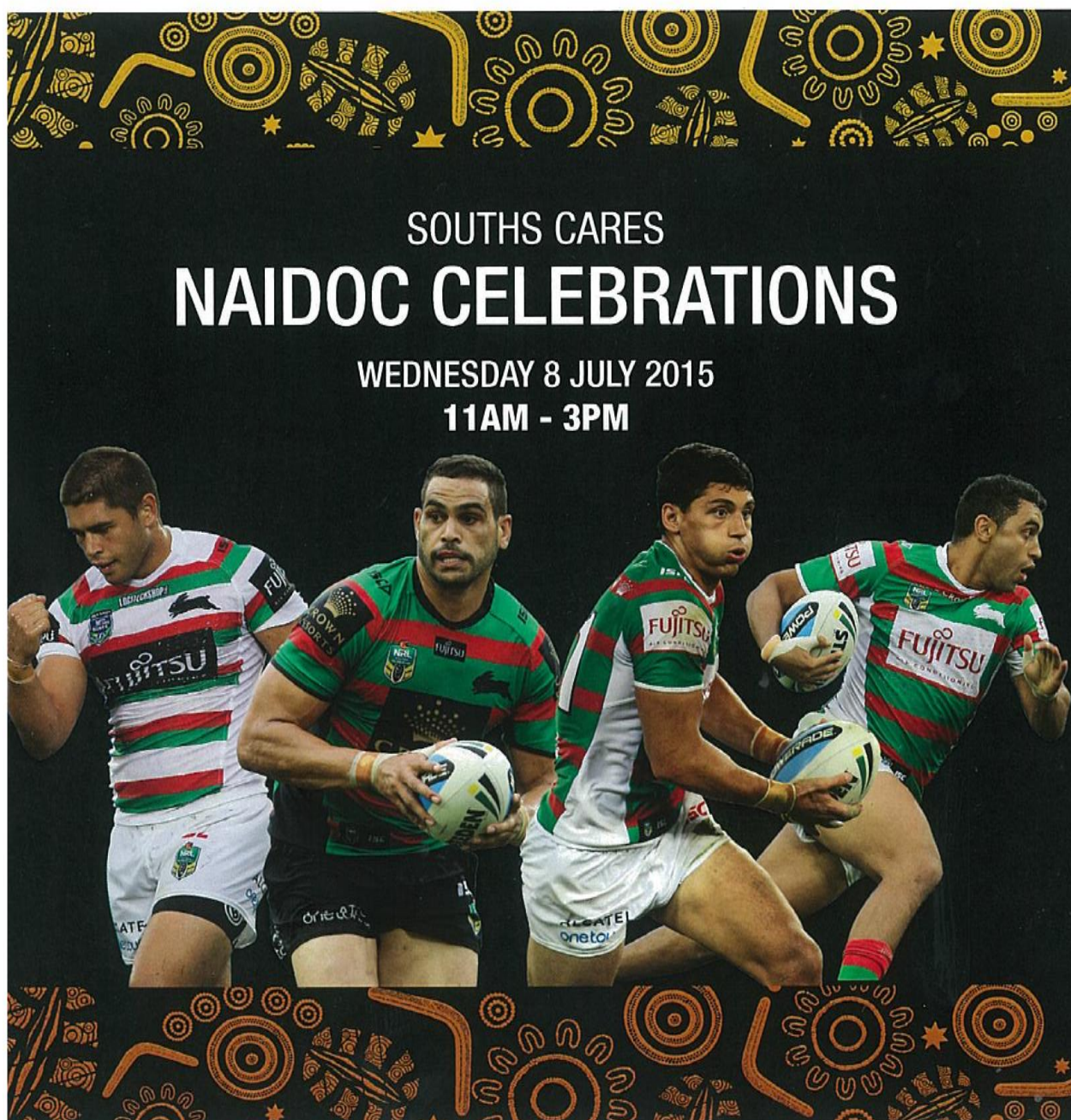




**We all Stand on
Sacred Ground:**

Learn, Respect & Celebrate

5 – 12 JULY 2015



SOUTHS CARES
NAIDOC CELEBRATIONS

WEDNESDAY 8 JULY 2015
11AM - 3PM



Australian Government
Department of the Prime Minister and Cabinet



Randwick City Council
a sense of community



Souths Cares and the Rabbitohs invite you to celebrate NAIDOC Week with them and to join in the fun activities such as cultural activities, footy clinics, raffle prizes, BBQ and meet and greet the Rabbitohs

Where: Heffron Park (Corner Fitzgerald Avenue & Robey Street)

When: Wednesday 8 July 2015

Time: 11am - 3pm



Transport provided in the following locations
(RSVP for buses Thursday 2 July 2015)

*Redfern Oval 261-265 Chalmers Street Redfern 2016
Bus will be departing at 10:30am

*Yarra Recreation Reserve Yarra Road Phillip Bay 2036
Bus will be departing at 10:30am



RSVP: KGeddes@rabbitohs.com.au
(P) 02 8306 9963

