

## DEPUTY PRINCIPAL'S REPORT



### HSC Drama Performance Evening

The incredible talent of our students was again evident this week with the HSC Drama cohort performing on Tuesday evening. Both the individual and the group performances were outstanding and demonstrated the dedication and talent of our students. Congratulations to Ms Cannon, who helped prepare this group for the HSC and to the students themselves, who have put in many hours perfecting their performances. We wish them every success when the markers come to evaluate their performances in the near future.

### Student Leaders Representing CTHS on ABC TV Q&A Program

On Monday 26 August, Q&A will host a panel of Australia's brightest high school students as the leaders of the future meet the politicians of today. We are very fortunate to have seven of our students represent CTHS as members of this panel. The students representing CTHS are: Kaanchana Sekaran, Annalise Pringle, William Mills, Arjun Sedha, Zaki Razi, Sienna Marshall and Oliver Donnelly. These students will also be joined by the NSW Premier, Gladys Berejiklian and the Deputy Opposition Leader in the Senate, Kristine Keneally. Mrs Mallison and Mrs Lees will be in the audience, with several of our Cherrybrook Technology High School Leaders to support the students on the panel. If you would like to watch the Q&A on ABC TV it will air on Monday night at 9.35pm AEST.

### Student Support @ CTHS

According to the World Health Organisation mental health can be defined as "a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." Mental health conditions are becoming more prevalent in our society and unfortunately, they do not discriminate. At CTHS we have strong support systems in place to help our students. We aim to build resilience so students can bounce back through the ups and down they face in their everyday lives, but also develop the basic skills and strategies which will help them face challenges once they leave school.

Support at CTHS can be sought through the following avenues:

- Year Advisors
- Stage Head Teachers, Ms Adamou, Ms Howard or Mr Monahan
- Head Teacher Wellbeing, Mr Hind
- School Counsellors, Ms Roman or Mr McKie
- Deputy Principals, Mr Clements, Mrs Gatt or Mr Townsend
- Alternatively, a trusted teacher who your child feels safe with.

As the world seems to keep getting busier it is important we all make time to see if the people around us are ok. A simple "R U OK", made famous through *R U OK Day* could just be the pickup someone needs. If you feel you or a person close to you requires support, please contact Lifeline on 13 11 41 or Kids Help Line on 1800 55 1800. Alternatively you can contact one of the people listed above.

### Responsible Driving

All students of legal driving age who intend driving a vehicle, must adhere to road rules and drive in a safe responsible manner. If you are fortunate enough to be allowed to drive to and from school you must complete a Student Car Registration form available from Ms Adamou. Please be aware the streets around CTHS and John Purchase Primary School are very busy before and after school with children and parents. Patience and adherence to road rules at these times will ensure everyone's safety.

### Uniform

We would like to remind students of the correct winter uniform requirements for the term. Junior boys please remember you are required to wear your tie every day. The School Uniform Code specifies the types of acceptable jackets and jumpers for school wear, which does **NOT** include jackets or jumpers with **hoods!** The wearing of a 'hoodie' is likely to result in time spent in **detention!** If you are a persistent offender and do not wear the correct uniform a level maybe issued which requires the completion of a one hour afterschool detention. If you need to wear an item of non-school uniform, please see a Deputy before school, with a signed note from your parent/carer giving your reasons and to request a uniform pass for the day.

Mrs Gatt

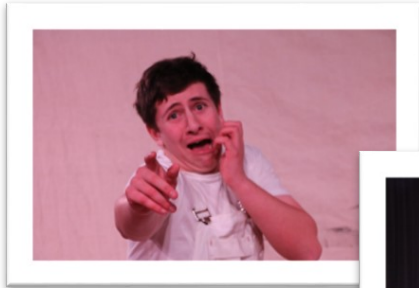
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### Achieving Together

Principal: Mr G Johnson  
Deputy Principals: Mr M Townsend, Mr B Clements, Mrs A Gatt

Address: 28-44 Purchase Road, Cherrybrook NSW 2126  
Phone: 9484 2144  
Web: <https://cths.nsw.edu.au>  
Email: [cths@cths.nsw.edu.au](mailto:cths@cths.nsw.edu.au)

## HSC Drama Performances



### Ryde Eisteddfod

On Wednesday 14 August 50 students from Concert Band 1 and a selection from Concert Band 2 participated in the Ryde Eisteddfod. Students performed two pieces, *Bare Necessities* and *Hymn Phillip Bliss*. The group was entered in the Large Secondary Ensembles section and gained Second Place on the day. Well done to the band and their Director, Mr O'Brien, on their achievement.

Ms Jaeger



### PROCEDURES FOR SICK STUDENTS

Students who are sick during class should see a teacher for written permission to go to sick bay. They must present themselves promptly to the **front office** and politely follow instructions from the office staff, who will then contact a parent/guardian when necessary. Sick bay is used for a short time only. Students should not call their parents in the first instance. ***Please be advised the school does not supply any medication, including pain killers, medicated creams, eye drops etc.***

### **Making History Excursion to Kryal Castle**

During Week 4, 27 Stage 5 History students travelled down to Ballarat Victoria, for an immersive and hands-on medieval experience at Kryal Castle. Students spent the week living at the castle, making and eating medieval food and experiencing medieval life. They learnt about social structure by roleplaying the royal court, about medicine by creating a poultice in a mortar and pestle, they tried on armour, worked leather, sewed fabric to make a bag, played medieval games and tried calligraphy. Some even found themselves in the pillory following a manorial court gone wrong. The evenings were lots of fun as well, with movies, medieval plays and a feast on the last day.

Highlights included the Bird of Prey show where students were introduced to hunting birds, the Mounted Skill-at-Arms course where a knight showed them the intricacies of riding and fighting at the same time, the scavenger hunts which had the group scrambling over the castle and of course, the Joust, where Sir Clifford and Sir Gregory went head to head at the lists, putting life and limb at risk for our education and entertainment. Students were fitting representatives of our school, particularly in another state and I congratulate them on their good behaviour and attitude.

Mr Hartman

*The trip down to Ballarat was awesome. I made lots of new friends and had a great time hanging out with them. The activities were really fun and exciting, it was good to try something new.*

Olivia Vaile

*We had a blast of a week at Kryal Castle - we learnt a lot of new things and the food there was GREAT!!!! The joust was amazing and the horses were just gorgeous. The Birds of Prey was a wonderful show and it was fascinating how much intelligence these birds had within them. Kryal was the best trip and excursion I've ever been on.*

Caroline Ho

*Last week I had the opportunity to go on a 5-day school trip to Kryal Castle in Ballarat. There I had the chance to learn and experience what life was like in the Middle Ages including making medieval medicines (Apothecary), learning about torture methods as punishment, making our own bread and butter and much more. Some highlights included watching a medieval joust and smacking each other with foam swords while recreating the battle of Hastings. The hands-on approach allowed us all, including the teachers, to enjoy ourselves while we learnt all about Medieval Europe. I highly recommend the trip to anyone who gets the chance to go in the future.*

Tim Sachdev

*The educators, staff and vendors that we met around the castle were lovely to interact with. It was an enjoyable and informative experience that I would recommend for groups to build friendships*

Leo Tomossy

*The Kryal Castle excursion in Ballarat was an amazing experience. I loved all of the activities that we were involved in including heraldry, torture methods, bread and butter making, sword fighting (my personal favourite) and more.*

Sean Ede

*Kryal was a very fun experience that I'd love to go back to. The activities were fun and engaging, something that I appreciate. I miss Kryal Castle and the awesome staff.*

Ebony Sorensen

### **VISITORS TO THE SCHOOL**

A reminder to all visitors there are clear guidelines regarding visiting the school and seeing staff or your child during school hours:

- Appointments to see a member of staff must be made in advance, by phoning the school
- The first point of entry to the school is the Front Office which is located in A block
- To ensure the safety of all students, visitors are not permitted to enter beyond the Front Office without prior permission
- Official visitors are required to sign in at the Front Office.

Making History Excursion  
to Koyal Castle



### Secretary for a day

Secretary for a Day (SFAD) is a leadership initiative program run by the NSW Department of Education. This program was hosted by the DoE in their main departmental building in Paramatta. They selected 42 students, inclusive of grades 9 to 11, from across the state in Government secondary schools from both urban and rural areas, from places like Bathurst, Leeton, Coffs Harbour and more. All these students came together for a few days, from 4 to 6 August, to discuss leadership and problem-solving initiatives surrounding or directly involving the NSW education system.



Altogether, the three-day program was hosted by the DoE with accommodation and flights provided and paid for. We were housed for two nights in the Park Royal Hotel where we each shared a beautiful room with one other person. My roommate for the program was a 16 year old boy in Year 11 from South Grafton High School named Levin Shillam. He was just one of many wonderful, insightful people who I have met through SFAD.

The whole experience began on Sunday 4 August, with an acknowledgement of country by an Aboriginal Australian man named Lexodious 'Uncle Lex' Dadd. He performed a song of welcome in his native language as well as a spiritual smoking ceremony, entailing the burning of small, stringy bark leaves and sticks inside the resin-coated hollow trunk of a tree. When we finally entered the Department's main office on 105 Phillip Street Paramatta, Uncle Lex taught us many things about bonds between friends, colleagues and family as well as respect and few things about traditional Aboriginal culture. This included teaching us how to create a short rope out of stringy bark and a few traditional stories. We shared jokes and sang a few songs while accompanied by Uncle Lex's fantastic Ukulele skills, but after all that we still had to return to the hotel.

The second day was much less filled with song and much more formal. This was immediately evident when we were instructed to walk through the front doors twice just so the camera crew could film us.

Our day of workshops and speeches began with a presentation on how to 'Lead by Story' by a poet and performer, Will Small, as well as a short biography about himself and performances of a few of his poems. He showed us how we can better organise our thoughts, think clearly and also to lead with initiative by example when no one else will.

This was soon followed by a short morning tea break while we stood in the lobby watching a live feed from the launch of Education Week from St Marys North Public School and Dubbo College, Senior Campus. We shortly returned to our previous workshop space where four students from the previous year's SFAD program had organised to speak to all of us about Actioning Student Voice. In this workshop, we were divided into groups and brainstorming problems that some schools had been having in their communities and solutions that other schools have in place that improve the bond between the student and their community.

When we took a break for lunch, we were graced with a pleasant surprise. The Secretary for Education had arrived and was joining us for lunch, talking to us about his job and avoiding giving a proper answer to as many questions as he could. After we had asked him a few more questions in a more formal setting, we sat down to our final workshop for the day which was with the ABC. We were joined by a young writer and journalist who works for the company and she taught us about leadership through vocal training and powerful writing.

There was a short break for individual interviews and plenty of photos before we returned to our accommodation to await our final day of the program.

Our third and final day in the SFAD program was much more personal. We started the day on the twelfth level terrace of the building for an informal meet and greet between Department staff and the SFAD students. These staff soon separated along with students in much smaller groups for workshops detailing specific programs being run by the Department of Education. The workshop I participated in explored two programs. The first was a possible solution they were working on to help with mental health in a school environment using a remotely operated, moveable, video conference device that has been named 'telepresence'. On top of this, we then continued by discussing the White Ribbon Australia movement, which aims to help end or at least lower rates of domestic violence against women in Australia.

And even though it felt like the whole experience had just begun, it very quickly ended with certificate presentations and a short Cyber-Leaders workshop, where we read and reviewed a DoE website aimed at informing young students about cyber-safety.

Now that I am reflecting on my experience in SFAD, I think I can best summarise it by saying that it was an amazing, enriching experience in leadership. It gave all of us perspective as well as initiative within our communities and if anyone else would be given the chance to participate or if I was given the chance to participate again, I would highly recommend that you do.

David Felton, Year 9



# Enrolment policy

## Information for parents

The Enrolment of Students in NSW Government Schools policy is in place to assist schools to meet their obligations under the *Education Act 1990* - to ensure that every student has a place at their local school. The policy also communicates to staff and the community a transparent enrolment process.

### Why was the enrolment policy revised?

Across the state, many communities are changing. Some are growing at rates never seen before. Some schools that used to be able to accept out-of-area enrolments, no longer have the room to do so.

The revised policy is designed to support schools to manage all enrolment applications, encourage greater consistency in decision-making and make sure the enrolment choices are clear for parents.

### What are the changes?

#### The enrolment cap

The enrolment cap is the number of students that can be enrolled at a school based on the school's permanent accommodation. The enrolment cap tells us whether the school may or may not have the capacity to accept non-local enrolments. It is not a target or limit on the number of local enrolments a school can take.

Each school with a local intake area will have a cap set by the department from Term 4 2019.

Within the enrolment cap, a number of enrolment places (the buffer) must be kept aside for the likely number of local students who will need to enrol during the year. For this reason, a school will not take non-local students once they reach their buffer, unless there are exceptional circumstances.

#### 100-point residential address check

Parents planning to enrol their child at a school that is near or at its buffer or cap will be asked to complete the 100-point residential address check to confirm they live within the school's designated intake area. This means parents will need to provide documents to verify the child's current address.

So that schools only seek information relevant to the child's enrolment, a list of approved documents for the residential address check is available from the school or the department's website at <https://education.nsw.gov.au/policy-library/policies/enrolment-of-students-in-nsw-government-schools>.

#### Selection criteria for non-local enrolment

Sibling enrolments are now clearly prioritised (where possible) and selection criteria for non-local enrolment will not include student ability, performance or achievement.

## What has not changed?

Schools will continue to enrol students who live in their local intake area, regardless of the school's cap status.

Enrolment procedures for students accessing particular education settings (for example selective schools, distance education, specialist support classes for students with disability, Intensive English Centres) are not affected by the revised policy.

In schools with available places, there are no changes to enrolment rights of siblings of non-local students. Each enrolment application is considered on its merits, including if siblings currently attend the school. If the school is below capacity, out-of-area applications for siblings of current students will be given enrolment priority.

Schools will continue to provide families with support and advice during the enrolment process, including assessment of exceptional and compelling circumstances particularly for vulnerable students and their families.

Schools will also continue to apply the policy fairly and consistently using transparent and accountable processes when making decisions about enrolment applications. Parents have a right of appeal to determine whether the stated processes have been applied in a procedurally fair manner.

## But what do the changes mean for me?

### What if my child is already enrolled but we do not live in that school's intake area?

Your child will remain enrolled at the school as the revised policy does not affect students already enrolled in NSW Government schools.

### We were in area when my child was enrolled in the school. The department has since changed the school's boundary and our residence is now out of area. I have other children and I want them all to go to the same school. What are my options?

At times it is necessary for the department to make adjustments to a school's local enrolment intake area. This could mean a family with a child/children already enrolled is then outside the local intake area. When this happens, the family will still be able to enrol siblings together at the school, regardless of whether the school is over the buffer or cap.

### I already have a child enrolled as an out-of-area student in a NSW Government school. Can I enrol my other children at that school too?

This will depend on the capacity of the school:

- If the school is **not near its buffer**, then siblings should be able to be enrolled at the school. In fact, siblings of students currently enrolled will be prioritised, where possible, over other non-local enrolment applications.
- If the school is **nearing its buffer**, then the school will form a non-local enrolment panel. The panel considers non-local enrolment applications when the number of non-local applications received exceeds the number of places available below the buffer. Again, in this instance, siblings of students currently enrolled will be prioritised, where possible, over other non-local enrolment applications.
- If the school is **at capacity**, it will not accept non-local enrolment applications unless there are exceptional circumstances.

### I have already accepted an offer for my child to attend a school in 2020 that is not my local school. What happens now?

The enrolment will proceed. Non-local enrolments accepted before Term 4 2019 for students starting in 2020 should not be affected.

### What is the criteria for enrolment in a school that is not my local school?

Schools that are able to accept non-local enrolment applications establish a non-local enrolment selection panel, if demand exceeds the number of places below the school's buffer.

Schools are required to make the selection criteria available to the school community.

### My circumstances are challenging and I think this school is best for my child. We live outside the school's intake area. What should I do?

We understand that not everyone's circumstances are the same, and that there are instances where exceptional and compelling circumstances will need to be considered.

If this is the case, you should talk to the principal of your local school.

## Contact

For general enquiries contact: 1300 679 332 or email: [DoEinfo@det.nsw.edu.au](mailto:DoEinfo@det.nsw.edu.au)

For enrolment enquiries, speak to your local school. Find school contact details at: <https://education.nsw.gov.au/public-schools/going-to-a-public-school/finding-a-public-school>



# STAGE 5 DRAMA PERFORMANCE NIGHT



Tues 17 Sept 2019  
@7pm C1.1



# Careers Update

## Upcoming Tertiary Institutions Open Days:

### NSW

[Australian Catholic University | North Sydney Open Day](#) Saturday 24 August, 9.00am - 2.00pm

[Academy of Information Technology | Open Day – Sydney](#) Saturday 24 August, 10.00am - 1.00pm

[Whitehouse Institute of Design | Sydney Open House](#) Saturday 24 August, 10.00am - 3.00pm

[CSU Open Day | Port Macquarie](#) Sunday 25 August, 8.00am - 5.00pm



## UAC Schools Recommendation Schemes (SRS)

*Closes 30 September*

Schools Recommendation Schemes (SRS) are one way institutions make early offers of undergraduate admission, using criteria other than (or in addition to) the ATAR. Each institution has its own policy for determining SRS eligibility and making offers. For example, you may also have to submit an EAS application by institution-defined date/s or attend a school in a particular region. SRS is not available for all courses. The institution-specific SRS criteria detail any exceptions <http://www.uac.edu.au/srs/>.

For each University's SRS criteria follow this link:

<https://www.uac.edu.au/future-applicants/scholarships-and-schemes/schools-recommendation-schemes/institution-specific-srs-criteria>

## Educational Access Scheme Applications

Educational Access Schemes (EAS) aim to help students, whose education has been negatively affected during Year 11 and/or Year 12 (or equivalent), receive an offer to university. To apply for EAS you must be able to demonstrate your Year 11 and/or Year 12 studies (or equivalent) were negatively affected for a period of at least six months as a result of circumstances beyond your control or choosing <http://www.uac.edu.au/eas/>.

## QANTAS Cabin Crew Training and Recruitment

Being one of our cabin crew team members is a truly rewarding experience. You will meet new people every day, travel to incredible places and be part of a passionate and welcoming team who take pride in wearing our uniform. This isn't your usual nine-to-five job, you will need to go above and beyond, but that's why it's so unique. You will need to be flexible and committed as you face exciting and new challenges every day.

<https://www.qantas.com/ie/en/about-us/qantas-careers/customer-service/cabin-crew.html>

## The Young Endeavour Voyages Program, Voyages and Dates

The Young Endeavour Youth Development program is internationally recognised in the field of sail training. This experiential program is delivered on board STS *Young Endeavour* by Navy personnel specifically selected for the program. Over the course of eleven days, youth aged 16-23 learn the skills required to sail a tall ship. At the same time they develop attributes which make them more effective leaders, communicators and team members.

Program: <https://youngendeavour.gov.au/the-program>

Voyages and Dates: <https://youngendeavour.gov.au/voyages>

Mrs Ferguson and Mrs Bower



# CTHS Library



## Guided Inquiry

Last term we learnt about the Aztecs, from their origin to their fatal downfall. The Spanish Conquest refers to the colonization of the Americas. I enjoyed learning about many aspects of Aztec life, from their gods to everyday life. Our project was to create a picture book about the Aztecs or other pre-Hispanic peoples such as the Maya or Inca. Before we started, we looked at many images and books to get an overview of life in ancient Central and South America. We chose what we wanted to learn more about which led to what we focused on for our project. It was an opportunity to explore our own interest and made sure we were interested in what we were learning.

Our picture books were showcased to the Stage 2 students of the neighboring John Purchase Public School. They were very excited to hear and see our stories and that felt great. Overall, the subject was fun, interesting and important. It is a great way to learn history. It is amazing to see how ancient ruins remain and modern cities or wilderness surround these ancient sites. It was fun.

Mitchell Gregg, Year 8



Last term, in history, we researched different aspects of Ancient China. Each group chose their own topic on the diverse Chinese culture and created some form of representation for the information gathered. Many different areas were explored - from zodiacs, geographical features, social structure and Chinese emperors to everyday life. All of us were open to new ideas and contributed to the group work. We all learned so much during this project and it was great fun. This project also helped us gain more knowledge about China's history and culture.

In order to produce a fascinating project, everyone had to work hard as a group and cooperate with each other. As we only had a few weeks to complete this project, we had to use each lesson wisely. Each group was progressing in every lesson. We had four lessons to read books, research and take notes. We used our research to lead us to the final product. This took us a while to finish, but the projects, which each group presented to the class, were amazing. Some groups finished with posters, paintings, dioramas and board games. Overall, this was a great experience for our class.

Kathie Li and Nivedha Manu Ananthan, Year 7



## PROCEDURE FOR EARLY LEAVERS

If a student needs to leave school early, they **must** provide a note from their parent/guardian giving reasons for their partial absence. **The student must hand the note in at the student window before 8.30am** where they will be issued with a leave pass. They can then present this pass to their teacher and leave school at the appropriate time.

On Thursdays (sport days) all students in Years 9-11 **MUST** have their early leave notes signed by a member of the PE staff before presenting to the office.

# Sports Report

Hey CTHS, this is your Sports Vice Captains, Kelly Chapman and Tarryn Galt for this week's Sports Report!

## Grade Sport

We would like to congratulate all the grade sport teams who won their grade finals last week. Good job to the following teams :

- Basketball Boys' B
- Soccer 15 Boys A and B
- Volleyball Boys' A and B
- Hockey Boys
- Netball Girls' B
- Volleyball Girls' B
- Hockey girls
- Mixed table tennis
- Mixed Badminton

We can't wait for the spring season of grade sport to start!

## Sports Awards Presentation Ceremony

The end of year Sports Awards Presentation Ceremony is fast approaching. We ask all students to please check the PE noticeboard to see if they are receiving any Age Champion, Best and Fairest or Sydney North Representative Awards.

A quick reminder to all Year 12 students who have represented the school in any knockout teams or Sydney North Carnivals to please also check the board.

## Student Profile

Each week we will be introducing a student who has achieved a high level of accomplishment in their area of sport. These students often go unrecognised.

This week the chosen student is Scott Chapman from Year 12! Scott, who specialises in Javelin, has achieved high levels of success, both in school and out of school. He consistently goes above and beyond, representing the school every year at its Zone, Area and State Carnivals, as well as the Australian Juniors. He currently holds multiple school records, with his PB sitting at 58.18 metres.

Outside of school, Scott has competed in the NSW All Schools, placing second the last two years and taking first place this year, allowing him to compete at the Australian All Schools in Cairns where he has kept up his great performance placing second and third. Amazing work Scott we can't wait to see what the future holds for you!

Kelly Chapman and Tarryn Galt, Sports Vice Captains





To the Resident,

**RE: Hazard Reduction burn – Berowra Valley National Park August 2019**

The NSW National Parks and Wildlife Service, together with Rural Fire Service NSW, intend to conduct a hazard reduction burn in the Pyes Creek area, in Berowra Valley National Park in the bushland between Quarry Rd, Dural, and Quarter Sessions Rd Westleigh.

**This burn is currently scheduled on Saturday 24<sup>th</sup> August 2019. The scheduling of the burn is dependent on weather conditions so will be rescheduled if conditions are not favourable.**

The burn is part of an on-going fuel management program to reduce the risk to properties to the north along Quarry Rd, to the west and to the south, off Quarter Sessions Rd, and provide a strategic fire advantage by reducing fuel loads which may assist in future wildlife management in the Berowra Valley area.

The burn is expected to take one day, with mopping up operations continuing for several days after. Smoke may be present in the area for multiple days. During the burn, you may experience periods of smoke and ash fall. The following tracks will be closed until the area has been assessed and considered safe for public access:

- Great North Walk between the Jungo in West Pennant Hills and Manor Road Hornsby (The Great North Walk will be open north of Clarinda St, Hornsby);
- Quarry Trail in Dural;
- Rosemead Trail;
- Manor Road Trail;
- The Blue Gum Walk in Hornsby;
- Pogsons Trig Trail;
- Pogsons Link Trail;
- Western Trail in Westleigh;
- Eloura Trail; and
- Refuge Rock Trail.

The risk to properties during the burn is considered to be low. It is recommended that you follow the standard property protection procedures for residents living close to bushland areas:

- Remove leaf litter from gutters;
- Remove any items that you may have in the Asset Protection Zone behind your property;
- Ensure that pets are secure within property boundaries and have an area that provides protection for them;
- Close all windows and remove washing from clothes lines on the day of the burn;
- Stay well clear of fire operations during the burn; and
- If you have asthma or a respiratory condition we recommend that you stay inside or plan to be away from the area during the day of the burn.

Please consult the RFS website or the Fire Near Me app for further information ([www.rfs.nsw.gov.au](http://www.rfs.nsw.gov.au)). If you have any further questions or concerns please contact the North Western Sydney Area on 8448 0400.

Regards,  
**RACHEL LABADOR**  
Team Leader Ranger, North Western Sydney Area  
20th August 2019

## Cherrybrook Technology High School Vaccination Clinic Visits Schedule Term 3

### Year 10 Meningococcal ACWY 30/08/2019

Year 10 students must return the Vaccination Information pack  
to the vaccination box at the student window by  
**Monday 26 August.**

For any Vaccination queries contact the Northern Sydney Public  
Health Unit School Vaccination Program on 1300 066 055.

#### CALENDAR - Term 3 Week 6B

Monday 26 August	<ul style="list-style-type: none"> <li>• AP4 Examination Period</li> <li>• HSC Drama Projects hand-in</li> <li>• HSC Drama Performance Exams start</li> <li>• Rock &amp; Water Session</li> <li>• Knockout Boys' State Softball</li> </ul>
Tuesday 27 August	<ul style="list-style-type: none"> <li>• International Day</li> <li>• Knockout Boys' State Softball</li> </ul>
Wednesday 28 August	<ul style="list-style-type: none"> <li>• Knockout Boys' State Softball</li> <li>• Year 10 Mathematics (5.1, 5.2 &amp; 5.3) Assessment Task (CAT2)</li> <li>• Year 12 Careers Night - 5-8pm, MPC</li> </ul>
Thursday 29 August	<ul style="list-style-type: none"> <li>• HSC Design &amp; Technology hand-in</li> </ul>
Friday 30 August	<ul style="list-style-type: none"> <li>• Year 10 Meningococcal Vaccinations</li> <li>• HSC Drama Practical Examination</li> <li>• Prelim Assessment Task - Exploring Early Childhood</li> <li>• Year 11 Camp Teachers BBQ - J1.7</li> </ul>