Educational directions for Quirindi High School continue to develop throughout the course of the year. Whilst we still maintain a strong and determined focus on improving growth in student achievement in the areas of literacy, numeracy and senior students achieving results that will gain them entry into their chosen career paths, we are also looking to extend and enrich the experience for students to ensure they become lifelong learners. With this aspiration in mind the staff at Quirindi High School have been working on the creation of a pilot program for students that will commence in Semester Two.

Over the course of Term 3 and 4 identified students will be invited to participate in an enrichment class. This class will be offered to students in Years 7 through to 10 and will run on an Elective line. The purpose of the Enrichment class is to make the educational experience rich or richer by the increase of some desirable quality, attribute or ingredient. The desirable qualities are 21st Century learning skills; critical and creative thinking, problem solving, metacognition, technology, organisation and mindfulness. These skills will be developed to a point that can be applied to a personalised project that will be the product of Genius Hour. We have highlighted the concept of Genius Hour in previous newsletters and believe this is an activity that will truly benefit future directions for students.

We will be hosting an information evening early in Term 3 for parents and interested students and invite you all along to gather more information regarding the Enrichment class and how this concept may benefit your child’s development.

The Senior review panel meetings that took place over the last week were successful in highlighting areas of need for students that will now be addressed by staff and the students. In a professional and mature manner students and the panel were able to identify the additional information or work that will be needed for each individual to attain their post school goal. Some students were identified as being at risk of not achieving the requirements of stage 6 study and their parents have been contacted by phone to discuss the concerns. Should you like feedback on how your son or daughter is progressing and the information gained during their interview please do not hesitate to contact Ms Chad.

As always should you have any questions or queries regarding the educational experience of your child at Quirindi High School please contact the school to make a time to come and speak with us.

Sally Chad
Relieving Principal
Library Happenings!

**Reading Challenge**
Have you challenged yourself to read a book each month yet?
Pick up a book and you just might “discover or rediscover the joy of reading”!

**Need a book to read?**
Come and browse the shelves and try out our Reading Chair!

Quirindi RSL Sub Branch donated this fascinating book to the Library

**A History of War in 100 Battles**  
by Richard Overy

As Professor Richard Overy laments: “Battle is not a game to plug into a computer but a piece of living history, messy, bloody and real. That, at least, has not changed in 6,000 years.”

Choosing just one hundred battles from recorded human history is a challenge. Not just because it is necessary to cover almost 6,000 years of history, but because men have fought each other almost continuously for millennia.

Anyone who knows anything about the history of war may be disappointed at what has had to be left out. However, each of the 100 memorable battles described shows both how the nature of armed combat has changed over human history and also how, despite changes in technology, organisation or ideas, many things have remained the same.

It is an old adage that you can win a battle but lose a war. The battles featured here almost always resulted in victory for one side or another, but the victor did not necessarily win the war. Some battles are decisive in that broader historical sense, others are not. The further back in time, the more likely it is that an enemy could be finished off in one blow. The wars of the modern age, between major states, have involved repeated battles until one side was battered into submission.

Some of the great generals of the recent past – Napoleon, Robert E Lee, Erich von Manstein – have been on the losing side but are remembered nonetheless for their generalship. Some on the winning side have all but disappeared from the history books or from public memory. Equally, in many battles, the issue is not victory or defeat, but what the battle can tell us about the history of warfare itself. New weapons, new tactics and new ways of organising armed forces can have a sudden impact on the outcome of a battle. But so too can leadership, or the effects of a clever deception, or raw courage. That is why the book has been divided up into clear themes which apply equally to the battles of the ancient world as they do to the battles of today.

**Source:** http://www.harpercollins.com.au/9780007452507/history-of-war-in-100-battles
REVISON STRATEGY to try this week:

JOURNEY PEGGING

Especially useful for:

- Sequences
- Lists of characters (in a historical period/novel etc.)

In Ancient Rome, a version of this technique was used by a famous speaker named Cicero, who could make speeches without notes which lasted several hours.

What to do:

a) Choose a journey you know well. This should only be about 10 minutes long, for example, you could walk around your house, walk to the corner shop, etc. Do the walk and choose 10 items in the room, or 10 things you notice on the journey, such as a really big tree in Number 49’s garden, or the dog that always barks, or a massive advertising board on a corner. You can have lots of different walks for different subjects.

b) Write down the 10 things you want to remember from the subject you are revising.

c) Do the walk again, imaginatively linking one thing you want to learn to one thing you notice on your walk (obviously, if you’re revising a sequence, do it in the right order!). For example, if you want to remember facts about Stalin, the leader of Russia, you might think of 25 starlings (because Stalin ruled for 25 years) with enormous red moustaches (because Stalin was a communist, and their political colour is red, and because Stalin had a huge moustache) eating worms (because he treated lots of Russians cruelly) under the big tree in Number 49’s garden.

d) Every time you do the walk, visualise the silly connections you’ve made and say them out loud. Then, when you’re in the exam, you will just have to imagine the walk to remember all the ideas.

Why does it work?

- It works because you already know the journey so you don’t have to actually ‘remember’ it, and you are ‘pegging’ (attaching) new information to something you already know.

- It also works because you’re doing something active (walking), doing something visual (imagining) and saying out loud the things you’ve learned.

Time is running out to enter:
It’s competition time.
Like a challenge?
Why don’t you enter the English Competition?
The English Competition is open to all students in Years 7-12.
If you would like more information on this competition, please see Mrs Owen in the Library.

ASCA
Permission notes and payments are due in to the Front Office now.
Workshops will be taking place soon to help you prepare for your exams.

Need Help?
Make sure you ask us for help.
Happy reading and studying!
Mrs Owen – Teacher Librarian
Mrs Sweep – SAS Library

Congratulations Lucy

The Quirindi Rotary Club Joan Carpenter Scholarship Awards were held on Sunday 14 June 2015. Lucy Crane was the overall scholarship recipient and was awarded this scholarship by the adjudicators, Kerry Kurtz - QPS Principal, and Julie Green, of Julie Green Real Estate.

Lucy played the piano and sang a beautiful rendition of “See You Again”.

Congratulations to Lucy on this fantastic achievement.
The HSC Study Guide

The 2015 HSC Study Guide, produced by the Sydney Morning Herald (SMH) and BOSTES, is now available in print and online. The guide has practical information about the HSC and timely advice for students on how to succeed in the HSC exams. For the first time it has been written by BOSTES Curriculum Inspectors and staff, experienced NSW teachers and 2014 high achieving students. The guide includes:

- 49 articles from teachers
- 45 HSC courses
- 18 online videos on a range of popular subjects
- advice on oral and performance exams
- general advice on Music and language courses
- general study advice
- tips for parents
- links to further information.

The guide is designed to be a useful resource for students, teachers and parents. Students will receive a Students Online eBulletin with information and a link to the online version.

Youth Scholarships for 2016

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

To be eligible, you need to be under 25 years of age in 2016. Scholarships of $1,500 may be spent on:

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

Download the information sheet and application form today from [www.housing.nsw.gov.au](http://www.housing.nsw.gov.au) or see Ms Chad.

Applications close at 5pm on 31 July 2015.
From Tuesday May 12th until Thursday May 14th the Quirindi High School Cattle Team competed in the Wingham Beef Week competition. The students participated in Junior Judging, Parading and Steer/Heifer classes.

Junior Judging is a competition where the students have to judge a class of cattle and place them in accordance to where they believe they stand in the class. The students results are then compared to the Over-Judge’s results and the students who place the animals in the order closest to the Over-Judge move through to a final. The final requires students to talk about the animals they have judged and give reasons as to why they placed them in such order. Parading is when students are judged on how well they lead and present the animal and themselves. Jordie Thompson, Casey Clarke, Chase Clarke, Lachlan Bradfield and Beau Mulholland all competed in the 13 years age group. Will Porter, Emma Elford and Sam Palmer competed in the 14 years age group with Sam placing 5th in the age division. Kaitlin Brabant and Layne Boswell competed in the 15 years age group. All the students did very well and showed great skill in these classes.

In the steer/heifer classes animals are judged against other animals of a similar weight division. Quirindi High School’s cherry-red Limousin x steer placed 5th in the heavy weight division on the hoof. The animals were then taken to the abattoir and carcass judging was undertaken. Quirindi High School won Champion School Steer Carcass for the competition, a huge achievement for the school and the Agriculture team.

The Quirindi High School Cattle Team will be competing at the Scone Beef Bonanza in October and look forward to more fun and success in the show ring.
2015 SCHOOL FEES

Accounts for school fees have now been posted. Payments can be made at the front office.

In 2015, excursions must be paid for in full before a student will be permitted to attend. A student assistance scheme is available through a government funded subsidy whereby anyone who is experiencing financial difficulty is encouraged to send a letter to the Principal requesting assistance with payment for excursions or elective fees. This will be dealt with in the strictest of confidence.

Please keep in mind that payments, no matter how small, are always welcomed.
Pi is the mathematical symbol that represents the ratio of the circumference of a circle to its diameter.

The 22/7/15 is Pi day at QHS.

Recite Pi to 10 decimal places and receive a piece of pie.

Recite Pi to the most decimal places and receive a pi of a prize.

Roll calls can win prizes too!

See your roll call teacher for more information about Pi.
Important Change of Date

Year 7-10 Half Yearly Reports will now be distributed to students on the first day of term 3. We apologise for the delay. The new date is due to a change of computer program which is now being used to produce the student reports.

Staff are currently adjusting to the new system and some technical difficulties have resulted in a delay with printing. Please be assured that reports will be distributed in time for you to read and discuss with your child before the parent teacher interviews that will be held Tuesday 21st July.

Should you have any queries or concerns please contact the school.
Aboriginal Dreaming Story Writing Competition 2015

To help us celebrate NAIDOC week on July 20th, 2015 all junior students are invited to submit entries for the Aboriginal Dreaming Story Writing Competition following the theme:

“We all stand on sacred ground”

This is the theme of NAIDOC week this year and it highlights Aboriginal and Torres Strait Islander peoples’ strong spiritual and cultural connection to land and sea.

**Prizes:**
1st prize: iPad Mini
2nd prize: $100 JB Hi-Fi Voucher
Achievement awards: certificate and lolly box

**Competition guidelines:**
1. The competition is open to all students from years 7-10
2. Entries should revolve around the theme: “We all stand on sacred ground.”
3. Entries should be at least one A4 page in length and submitted in hard copy to the English Staffroom.
4. Winners will be determined by teachers within the English Faculty.
5. Entries close 24th July, 2015 at 3.25pm.
WANTED

ABORIGINAL FOSTER CARERS

WHO CAN FOSTER ABORIGINAL CHILDREN?

To become an Aboriginal foster carer you must have the maturity to provide care to Aboriginal children & young people. Single people, couples, families with or without children of your own can be foster carers. You do not need to own your home, but have enough room for a foster child or young person.

CHARACTERISTICS OF A FOSTER CARER:

- Loving
- Socially and Community Minded
- Resourceful
- Good Listener, Communicator and mediator
- Patient
- Open Minded & Understanding
- Good Role Model
- Positive Outlook

WHY DO WE NEED ABORIGINAL FOSTER CARERS?

Aboriginal children make up a very large proportion of children in care. Tamworth & Armidale Aboriginal Children’s Services (TAACS) is very keen to engage more Aboriginal carers to prevent our kids from being separated from their communities and families. Sadly there are not enough authorised Aboriginal foster carers for the number of Aboriginal children in care.

THAT’S WHY ABORIGINAL FOSTER CARERS ARE URGENTLY NEEDED!

TAACS
Ph. 67613436
Or call into the office and enquire
474 Peel St, Tamworth NSW 2340
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
Nationally Consistent Collection of Data on School Students with Disability
Notification for Parents and Carers

From 2015, all Government and non-Government schools across Australia are required to participate annually in the Nationally Consistent Collection of Data on School Students with Disability (NCCD).

All Australian schools will collect data on their students who are receiving adjustments to meet additional learning and support needs in accordance with their obligations under the Disability Discrimination Act 1992 and Disability Standards for Education 2005. This data will be provided to the Australian Government to assist in the development of a consistent, national picture of the education needs of students with disability.

The data provided to the Australian Government by the NSW Department of Education and Communities is provided in such a way that it cannot be used to identify any individual student or school.


Privacy Protection

The NSW Department of Education and Communities follows the requirements of the Privacy and Personal Information Protection Act 1998 and the Health Records and Information Privacy Act 2002. Schools will collect, record, store and use data about individual students in line with these requirements. Data security and protection is a priority and students’ personal details will be kept confidential.

Under Clause 52 of the Commonwealth Australian Education Regulation 2013, data collected by the NSW Department of Education and Communities for the NCCD must be provided to the Australian Government Department of Education and Training. This includes the number of students at each level of education, the number in each category of disability and the number at each level of adjustment. The information is provided to the Commonwealth as a series of number sets that cannot be used to identify any individual student or school.

The Australian Government Department of Education and Training follows the requirements of the Commonwealth Privacy Act 1988 when handling any data provided by NSW Department of Education and Communities in connection with the national data collection. A privacy notice has been developed to by the Australian Government to provide students, parents and carers with important privacy information in relation to the data collection. This notice is available on the department’s website at http://education.gov.au/notices

If you have any questions about the data collection, please do not hesitate to contact Meghanne Clarke or Sally Chad on 6746 1177.
UOW OPEN DAY

10am – 2pm
Saturday, August 29
Sydney CBD Campus, Circular Quay
Gateway Building, 1 Macquarie Place

uow.edu.au/sydney-open-day

Attend the Sydney CBD Open Day and explore three levels of modern teaching facilities overlooking Circular Quay and the Sydney CBD precinct.

You will have the opportunity to:
• Chat face-to-face with our academic staff
• Learn about our business courses
• Meet current students and industry partners
• Tour the campus
**Parent Information Night**

'Making the links: youth wellbeing'

An information night on the wellbeing and mental health of young people for parents, teachers and community members.

**Guest speakers: Batyr & The Butterfly Foundation** will be talking about youth wellbeing and body image

**Learn about:** Ways you can provide **support** and the local **services** available for young people.

**WHEN?** 6.30pm - 8.00pm Monday 13th July

**WHERE?** Tamworth Community Centre, Darling Street 2340

A light supper will be served at the end of the event.

*entry is a gold coin donation*

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For more information please contact:

traci.prendergast@det.nsw.edu.au or emily@batyr.com.au
# Dates to put on your Calendar

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**School Office Hours**

*Office hours are 8.30am to 3.30pm*