Calendar Events

Week 7

Monday March 7  School Photographs
Thursday March 10  Zone Swimming Carnival
Selective HS Placement Tests (Hall)

Tuesday March 16  School Photographs
(catch-up)

Week 8

Monday March 14  Regional Swimming Carnival
P&C Meeting – 7:30pm
AGM Yr 7 Parents

Tuesday March 16  School Photographs

Week 9

Friday March 25  Good Friday

Week 10

Monday March 28  Easter Monday
Tuesday March 29  Yr 10 STW Focus Week
Wednesday March 30-
Friday April 1  Yr 7 Camp

Week 11

Thursday April 7  Fast Forward Evening
Friday April 8  LAST DAY – Term 1

Week 1 – Term 2

Monday April 25  ANZAC DAY
Tuesday April 26  School Development Day – Staff only
Wednesday April 27  Year 7-12 return
Thursday April 28  School ANZAC Day Ceremony p3 & 4

Week 2

Monday May 2 – Yr 11 ½ yearly testing
Friday May 6  period
Tuesday May 3  Yr 11 Fast Forward

PARENTS PLEASE NOTE

Students absent from school
Please note changes to School Attendance Policy. Where a student is absent from school, a note
explaining the absence must be received by the school
within 7 school days. Where a note is not received the
absence will be recorded as unjustified. This cannot
legally be changed should a note be received after 7
days. Absences both justified and unjustified are
recorded on school reports.

Recipient’s of PBL Raffle Prize Draw

<table>
<thead>
<tr>
<th>NAME</th>
<th>Year</th>
<th>Wk/Term</th>
<th>PRIZE</th>
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<td>Abdul Kanj</td>
<td>10</td>
<td>Wk3/T1</td>
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<tr>
<td>Nathan Dinh</td>
<td>7</td>
<td>Wk4/T1</td>
<td>$30 Movie voucher</td>
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<tr>
<td>Henry Chen</td>
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<td>Diya Surve</td>
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<td>Thomas Setter</td>
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<td>Wk7/T1</td>
<td>$35 Macarthur Square gift card</td>
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FROM THE RELIEVING PRINCIPAL

Well it seems like the year has just begun and already we approach the end of first term. You might have noticed, if you have looked at the school calendar, that Easter falls earlier this year, before the end of term vacation. Schools will close for Good Friday, on March 25th and Easter Monday, on March 28th. We re-open on Tuesday, March 29th, for two weeks before school breaks up for the Term 1 vacation on Friday, April 8th (the last day of term 1). School resumes for Term 2 on Wednesday, April 27th, for all years. (Monday, April 25th is Anzac Day Public Holiday and Tuesday, April 26th is our School Development Day.)

Congratulations to Raaid Uddin in Year 12 whose photographic entry in the Sony World Photograph Awards, 2016, has been placed in the top 2000 in the world. There were more than 164,000 entries, worldwide in this competition so he has already placed in the top 1% of the world for photographers under the age of 18. We will know soon if his photograph makes it into the top 100 in the world. Congratulations Raaid, on a remarkable achievement.

On Monday, February 22nd, all staff remained after school for the first of our professional learning afternoon sessions for 2016. The staff training ran from 3:30pm until 6:30pm. This is the first of four after school training sessions which will be held each term in 2016. By undertaking this training, we are able to use time more productively in exploring key aspects of Department of Education Policy. It also means that at the end of the year, staff break up for their holidays on the same day as students, that is on Friday, December 16th, rather than four days later on Tuesday, December 20th.

The meeting was the first of the four sessions to begin work exploring the Wellbeing Framework for Schools. The Framework focuses on ways we can enable student learning and engagement with school teaching and learning programs, adopting the themes or focus areas – CONNECT – SUCCEED – THRIVE. The theme for our first session was “Connecting” and staff explored the framework in detail. We looked at the context of current welfare programs in our school, the actual details of the framework itself, links to the Department of Education’s Behaviour Code for students in NSW Schools and set this against the backdrop of the School Excellence Framework, a government and Department of Education blueprint for whole school improvement. Staff explored some of the current Welfare programs operating in our school to support students as a whole and students in targeted groups and the way that Equity Funding is used to support student learning and engagement. Two workshops were run concurrently, then repeated, with all staff attending both workshops. These workshops focused on Formative Assessment and Under-performing Gifted and Talented Students and how, from a Student Wellbeing point of view, we can work smarter, as staff, to support all students.

CUMULATIVE PROFESSIONAL LEARNING MEETING
I would like to thank all presenters for the hard work in putting together the program for this afternoon. Imelda Judge, Head Teacher Welfare; Luisa Trieu, Head Teacher Teaching and Learning; Sangeeta Hedge, Head Teacher Teaching and Learning (1 day per week); Philippa O’Sullivan, Acting Head Teacher Special Education; Melissa Collins; Rachael Shakespeare and Janelle Watts are all to be congratulated for extremely professional sessions that they designed to engage staff in the Wellbeing Framework for Schools. I would also like to acknowledge the work of Justin Perrett (Deputy Principal – Curriculum/Professional Learning) and Heather Costa (Relieving Deputy Principal, Welfare and School Management) for their efforts in organising the afternoon.

Our next Cumulative Professional Learning session will be on Monday, May 2nd, from 3:30pm until 6:30pm. This session will focus on: Disability Standards for Education and the use of PLASST – the Personalised Learning and Support Signposting Tool (a tool that helps staff to identify a disability(ies) a student might have in one or more particular subject areas and strategies to help support such identified students); the Growth Mindset; Importance of Drama, Music and Art in Student Wellbeing, achievement and creative thinking; and faculty sessions to work on implementation of strategies discussed.

REVIEW OF THE WHOLE SCHOOL WELFARE POLICY
Aligned to the current training on the Wellbeing Framework for Schools, we are reviewing and rewriting the Macquarie Fields High School Welfare Policy (last rewritten in 2008) to reflect important changes and developments in DE policy. This is a large undertaking as it involves understanding key links between: Student Wellbeing, Welfare programs; Welfare strategies; Discipline; Codes of Behaviour/Conduct; Learning Support; HSC Special Provisions; Work, Health and Safety; Attendance; Enrolment Policy; Extra-curricular programs; Student Leadership; Student Volunteering; Transition to High School; Transition to Workforce; and the Teaching and Learning Policy to name but a few areas of investigation. This will require a number of teams to be organised and/or consulted with, for their input. Mrs Heather Costa will oversee this process and with a small team, synthesise the key elements into a cogent Welfare Policy, for launch in 2018.

SWIMMING CARNIVAL
Recently we held our annual swimming carnival. The PDHPE faculty are to be congratulated as a whole for organising another wonderful event. A report on the carnival appears later in this newsletter.

Some of our staff at the Swimming Carnival
PURCHASE OF ZOLL DEFIBRILLATOR
As I mentioned in my previous report, the school has, with the kind donation of monies collected by Year 12 2014 and Year 12 2015, purchased a Defibrillator. The school has now taken possession of this machine which was delivered to us on Friday, March 4th. Upon delivery, a select group, representing PDHPE and each other faculty, as well as key Ancillary staff members, were given specialist training in the use of this device. Safe Schools, Supported Students, Successful Students!

P&C MEETING
Our next P&C Meeting is on Monday, March 14th, 2016 in the School Library. It commences at 6:30pm (note the earlier time) as we begin with the Annual General Meeting where positions on the P&C Executive are vacated and elections conducted for a new representative body. Of course existing members of the Executive can run for re-election. From 7:30pm, we conduct the general P&C Meeting. I hope to see as many parents as can make it, attend this important meeting.

I will be on leave from Wednesday, March 23rd, until the end of term. Justin Perrett will relieve as Principal in my absence. I will return at the beginning of Term 2. Mrs Dolstra will return at the beginning of Term 2 as Principal for 4 days per week and I shall relieve as Principal on Tuesdays. For the rest of the week I will resume my substantive position of Deputy Principal, Welfare and School Management. At this stage I would like, therefore, to acknowledge the hard work and the professionalism, that Mrs Heather Costa has brought to my position relieving as Deputy Principal.

I hope you enjoy reading the rest of our newsletter.

Mr M Tishler
Technological and Applied Studies (TAS)

The Year in Review

The staff in the Home Economics Department and Industrial Arts have merged this year and will now be known as the Technological and Applied Studies (TAS) Faculty and all staff will be accommodated upstairs in J Block. As Mr Ralston embarks on Long Service leave we wish him an enjoyable break. In his absence Ms V Shipley as Relieving Head Teacher will be leading a committed team to implement this change. The TAS staff at Macquarie Fields High School consists of the following: Mr Bryne, Mr Deakin, Mrs Fernando, Mrs Gonzalez (Year 11 Year Advisor), Mr Luc, Mr Pinget, Mr Prasad and Ms Shipley. Our School Administrative Officers Ms Hasham and Mrs Fedele who share the role delivering excellent support to the students and staff in TAS.

Students who have an interest in food preparation and presentation were invited last year to participate in the preparation and presentation of a breakfast for the Principal’s Conference. This involved students staying back after school for preparation who then returned the following day for final cooking preparation, presentation and service commencing from 5am. The feedback was excellent and students not only made the school proud but their execution and manners demonstrated their strong interpersonal skills. In Term two students will have another opportunity to develop their hospitality/entertaining skills by assisting in the school’s first Alumni Dinner. The date for this is to be confirmed.

This is an exciting year of change in the TAS Faculty with the release of the new Science, Technology, Engineering and Maths (STEM) Educational strategy, which is designed to assist students embrace the inter-relationship between these subjects and their future relevance to the wider community and for the workplace. All staff are embracing this change and further developing their skills through workshops to assist our students to embrace this educational strategy.

Year 8 ENRICHMENT COURSES

CREATIVE ENTERPRISES

Creative Enterprises has been very popular again this year, with students developing their coffee skills. Students will be studying this course for the whole year. Students will enjoy a selection of cakes, café food and slices with hot beverage and cold beverages. Students will design menus and develop service skills, as well as use a Commercial Espresso Machine. We are pleased to report that with our financial management we have been able to increase student experiences through the purchasing of Café blenders, new food processors, milk shake blenders and two sandwich presses. This has enabled more students to have hands on experience with commercial equipment to make trendy beverages such milk shakes, smoothies, frappes and café food. What great skills which may help them seek part-time employment in an industry where coffee shops are on the increase.
BUILD YOUR OWN BILLCART
At this stage I am very pleased with how the construction of our billycarts is going. We are on schedule and the quality of student work is good. I would like to remind parents, that the billycart which Year 8 students will be constructing is a traditional style billycart, similar to the ones that have been built for many years by young people all over Australia. It is not a ‘high tech’ billycart. For example, it does not have brakes or any fancy features. It is designed to be simple, strong and easy to use.

This year the course will run throughout 2016.

Picture of a typical billycart is shown below

Parents and care givers are reminded to let their children use the billycart with great care. Although we want students to have fun, safety must be their most important priority. Under caregivers/ parent’s supervision, students are responsible for the safe use of their billycart. Students must ensure their safety, the safety of anyone else who uses billycart and the safety of all others, for example, pedestrians and road users. A safe and appropriate site should be chosen for the billycart’s use. Students should not try and ‘take on’ any steep hills or use it where they do not have enough room to stop safely. At all times, students must wear an appropriate helmet while riding in their billycart and it is strongly suggested that students do not use their billycart without their parents/guardians approval.

Like all vehicles, billycarts must be checked every time before use to ensure it is in safe working order. Are the wheels in good condition? Is the steering arm loose? Are all the screws tight? Tighten or replace anything that is not in good order.

TECHNOLOGY (MANDATORY)
Technology (Mandatory) comprises a number of skill based areas in the TAS Faculty. All classes are composed of both practical and theory components which students need to complete to a satisfactory level. These courses are Computing; Food; Metal; Wood and Textiles. Over the year all students rotate through each of these subjects developing their skills while producing a useable or consumable product. All projects include a folio that students must complete to the best of their ability and submit with their practical work. This year we are
trialling a process where parents will be asked to evaluate the practical and written work of their child as part of the marking criteria for each project.

In Food, students’ are well prepared with all their equipment and booklets in portfolios. Safety workshops have been completed and cooking has commenced. Students will design a healthy snack for teenagers in Term 1 and create a decorative, aesthetically pleasing and delicious cupcake for marketing as a trendy food for today. Hygiene and basic food preparation skills will be developed over the semester while cooking cookies, kebabs, pizzas and creating their own healthy product.

HOPE THESE WILL MAKE IT HOME!!!

In Textiles, students will be focusing on the design process tapping into their creativity in Term 1. Students will design and create a cushion using a variety of techniques such as tie-dying, marbling and patchwork. Cushions can be individualised depending on the techniques students decide to implement some of which are illustrated in the photographs below. Environmental sustainability and recycling will be the focus in Term 2 and students will produce finger puppets and a mini stage.

This year’s cohort of Year 7 students have made an excellent start to the course. Most have their own Personal Protective Equipment (safety glasses, ear plugs, dust masks, apron and resealable bag to keep everything together). They are learning a new and wide variety of knowledge, skills and techniques while incorporating their own creativity, experience and expertise. The students by the end of the year will have completed three main projects, the Electronic Picture; Wind chimes and a Birdhouse. The three projects incorporate our main material specialisations.

Electronic Picture
Students need to design their own drawing on a piece of timber. They have to make sure the dimensions allow all of the wiring to fit on the back. Students are taught introductory electronics. Current, resistance and voltage are some of the concepts taught as the students use their hand eye coordination to carefully place LEDs within the holes they drill in their piece of timber. Students connect the LEDs to wiring and a battery pack using solder to create a circuit. All students have taken pride in the way their electronic ornament lights up, completing a well-designed and researched project.

Wind chimes
Year 7 are working well, practising metal work techniques and asking questions to further their learning and create a huge array of great looking and sounding wind chimes. Students cut 5 pieces of aluminium, file the ends at the desired
angle, drill holes and work through different grades of abrasive materials to achieve a mirror like polish on each chime. Students use the CNC Router for the first time to engrave their name or an image into their wooden discs. Students apply a finish on their discs and make sure their chimes are polished before it is ready to take home. The neighbours must love the sound.

**Birdhouse**

When you think of woodwork, you think of hammers and nails, and this is what the students are being introduced to with the birdhouse. Students create their own birdhouse using skills they may not have not used before, including; marking out accurately, cutting timber, hammering, drilling, sanding, gluing and solving problems that may arise over the course of the job. Some students may use the Hot Poker pyrography tool to burn patterns and their names into the job to create an individual effect. Some students may use more advanced joinery techniques by hand cutting rebate joints. By being patient and paying close attention to detail, students produce beautiful, well-crafted birdhouses.

**Special Education - Food**

This class is comprised of Year 7 and Year 10 students who are expanding their skills and knowledge in the preparation of everyday food items. This at times poses a real challenge as it also demands sensory participation. All students are tackling this challenge extremely well producing (and consuming) chocolate chip cookies, just to mention one exciting dish they have prepared.

**Year 9/10 Food Technology**

**Year 9 Food Technology** classes have been learning about food in our culturally diverse country and its origin. Students will have the opportunity to make a meal from a country of their cultural selection. Students taste testing each others dishes and experience exotic foods, such as kangaroo. Students then progress to investigating the composition of food and its contribution to a healthy lifestyle.

**Year 10 Food Technology**

classes have been studying the role and significance of food prepared for special occasions. Each student created a cake which targeted a specific occasion resulting in a variety of unusual cakes being produced. The next unit will be Food Product Development which involves students creating a new product for the marketplace. This involves a lot of taste testing and peer evaluation to produce products of a high standard. This unit is excellent in the development of resiliency and self evaluation skills. We are also pleased to see the development of food preparation skills with students from our Special Education Unit who are studying both a regular curriculum as well as Life Skills.
Special Education – Timber
The Special Education class is made up of Year 10 and Year 7 students. For most of the Year 7 students this is their first opportunity to use tools and machinery to make a physical product. Year 7 students start by making a birdhouse and will later make wind chimes. The Year 10 students have done woodwork last year. They were given the choice of making a chair or table and have decided to make a chair similar to the one shown below.

Year 9 and 10 Graphics Technology
Year 9 have started with a range of freehand and enlarging exercises for one lesson per week, while learning about technical drawing for the second lesson per week. Students will soon move onto rendering techniques, allowing students more time to develop skills using a range of media including markers, watercolours and pencil. Students are also given the opportunity to complete digital rendering using the packages inside Creo and Revit Architecture, or extend their skills using software such as Blender or Photoshop.

Year 9 Graphics Technology students begin the course by developing skills and understanding of traditional technical drawing techniques, moving through to rendering and into Computer Aided Drawing techniques focusing on vehicle design. Year 10 students have begun designing a multi storey house. Later they will design their own piece of furniture and disassemble some workshop equipment, measure each part and rebuild the product digitally to produce a graphical representation of the product. All of these tasks link to the HSC Engineering Studies and Industrial Technology – Graphics and Timber courses. The presentation of each task is determined by the student and can be done as a website, PowerPoint style presentation, hard copy presentation or another method decided by the student.
Year 9 and 10 Industrial Technology – Timber

Students begin this course by constructing a breadboard of their own design. This year we have some very creative students who want to make multi layered breadboards, end grain and chess style boards, and shaped boards which incorporate inlays and CNC routing. Students are also asked to include features that enhance the design. This can lead students to turning small feet or handles and including curves in the design.

We have seen an increased interest in woodworking by female students with more studying the subject this year than last. We have also had students who have not been able to get into the class ask for workshop sessions during lunch times so they can create high quality projects.

As a second project students make a small, high quality jewellery box. This teaches students the importance of accuracy when cutting mitre joints, how to veneer their own plywood, proper set up and use of a router, fitting hinges and other hardware and appropriate finishing techniques. What appears to be a simple project involves a variety of skills and requires students to concentrate on all of the little details that make an heirloom quality project.

The Year 10 course requires students to design their own hall or coffee table, research the materials, tools and techniques needed to make the table and then manufacture the table. No two designs in the class are the same, even though there are some restrictions such as joinery methods and overall size.
Year 11/12 Community and Family Studies

Students in Year 12 have been studying groups in context in particular the homeless, the aged and the disabled as these groups experience some form of inequality in our society. Students’ next unit of work will be parenting and caring. This unit is engaging and interesting as it looks at the roles parents and carers have in today’s society. Students will also have the opportunity to take a baby home over the weekend and experience real-life parenting with the use of a simulated baby. During this semester we have been focusing on essay techniques and questioning to assist students in answering HSC questions. All students are encouraged to practise writing these essays to develop their skills for the HSC. Last year Amy Huynh received a Band 6 in her CAFS HSC and was placed in the top 10 of the state for her efforts. Other students worked to their capacity and received Band 5 results. Mrs Gonzalez was a very proud teacher of the effort made by her Year 12 students. The faculty wishes these students all the very best in their future endeavours.

This year we have started well with a large class in Year 11 which is very interactive and willing to debate issues. With effort and application these students have an excellent future in CAFS.

Special Education Community and Family Studies - Life Skills

Also our enrolment of Special Education students in this course has grown and we now have 5 students studying Community and Family Studies Life Skills this year. Ms Shipley is their teacher and the students have been participating in a very positive manner during class discussions. Topics have included values, needs and wants, goal setting and communication skills. All students have been very open in their discussions which assists learning and understanding of the core concepts of this course.

Year 12 Industrial Technology – Timber Products & Furniture Technologies

The Higher School Certificate class this year is progressing towards the completion of their Major Projects. These projects are due on Thursday the 11th of August. The students are learning the importance of being organised and planning activities so they can work efficiently. Projects include display cabinets, sideboards, writing desks, and James Krenov style cabinets. All of the projects incorporate materials, techniques and equipment researched by the students to determine the suitability of each as they relate to the individual’s project. Experiments are performed, results analysed and evaluated until the students are able to make informed decisions about what they need to do and how they need to do it. These reflections are included in the 80 page management folio the students are required to submit for marking with their practical project. An example of student planning is shown below.
Year 11 Industrial Technology – Timber Products & Furniture Technologies
This year the Preliminary Higher School Certificate course is completed in a single 4 hour session each week. This gives students the ability to spend some time on research and development work followed by immediately applying this new knowledge to their practical activities. Each student has designed and is making a standing cabinet (examples shown below). They are starting with rough sawn timber and need to apply the process of dressing timber so it becomes useable. From there students join boards to make panels before creating the joinery required to assemble the project. Each student is required to include at least one drawer and one door into their design. The design must also have a carcass and leg/rail assembly. Students must also complete a project management folio that is marked alongside their practical work. This folio tells the story of how the student has made their project, the research they have done and decisions they have made.

Engineering Studies Year 11
This course is an excellent example of how STEM (Science, Technology, Engineering and Mathematics) education can be made interesting and meaningful to students. It is primarily academic in nature, while providing a number of hands on opportunities to show the relationship between theory and practice by building model bridges, destructive testing, heat treatment of metals and other experiences relevant to engineering. Students learn the fundamentals of engineering design; the nature of materials; graphical, electronic and written means of communicating engineering related information. They develop an understanding of the scope of the engineering profession and study the latest developments in STEM areas. Students are currently learning about the basics of engineering with one lesson each week dedicated to the study of Mechanical Analysis, Materials Science and Graphical Communication.

Industrial Technology – Graphics Technologies Year 11
This is a new course at Macquarie Fields High School. Students are required to become proficient in a number of drawing techniques including isometric, oblique, perspective and orthogonal drawing. These techniques are applied to Architectural Drawing and Engineering Drawing so students can choose a suitable Major Project for their HSC. All of the software used is of industry standard and free to download. While Revit Architecture and PTC Creo are the main software packages used, students are free to experiment with others such as Autodesk Inventor, Archicad, Solidworks or other appropriate software they might find. Product Illustration, where students develop skills in representing realistic looking 3D objects on paper, is also practised.
Year 12 Software Design and Development
As part of the current Software Design and Development Year 12 students are actively involved in building and programming a number of electronic systems used to control real applications such as traffic lights, sensor devices and robotics.

These activities are specifically designed to develop the students’ problem solving skills and their creativity in producing specific solutions to a number of challenges presented to them. Students work collaboratively in small groups to build circuits on breadboard and program the systems using C Programming language.

Some of the activities include programming a traffic light controller with a pedestrian crossing and controlling a shift register to display a binary counter on a number of LEDs (Light Emitting Diodes). Students program the Arduino controller to drive these circuits and test different options by changing parameters and variables on the C program.
Through such projects, students develop their problem solving skills and exercise a great degree of creativity which creates interest and interactivity among team members.

Vocational Education
Year 11 Hospitality- Multi-Skilling

Once again we are pleased to have an enthusiastic Hospitality class this year as a result of the Taster Courses last year. This is an excellent course that provides students with a mixed curriculum of food preparation and restaurant service. This also provides students with Industry experience with their two mandatory workplacements during the course. As this is an accredited course by the Vocational Educational Board it is essential that the required hours are completed as it is a requirement to satisfactorily develop the skills required for industry. Students are practising the precision cuts and basic but essential food preparation skills which are the cornerstone of all cooking processes.

Students in Hospitality, will as their skills develop, be involved in select functions to enable them to experience the process of event management in a realistic setting. These functions are extremely beneficial in further developing organisational and leadership skills. We encourage all students to participate when these opportunities arise.

As workplacement is a compulsory element of the VET course it is advisable that students who have part-time employment let their employer know if they will not be available for part of their designated workplace. If an employer wishes confirmation of this absence due to a school activity it will be provided by the school via Ms Shipley.

Better Homes and Kitchen Club

Mrs Fernando, as part of a school welfare program runs a Better Homes and Kitchen Club which is open to all students every second Monday at lunchtime.
Students are able to develop a variety of skills and interests in the areas of home craft and simple food preparation. Items that they completed last year include a variety of beverages, smoothies, milkshakes, jewellery and scrap booking. Anyone wishing more information can contact Mrs Fernando.

Just a reminder, the food, wood and metal students consume is purchased using elective fees. To maintain a high standard of practicals and to continue our practical lessons we encourage all students to pay their fees as soon as possible.

Ms V Shipley and staff

MFHS Swimming Carnival 2016

The annual school swimming carnival was held at Macquarie Fields Leisure Centre on Friday 26 February this year. It was a fantastic day and we were blessed with great weather! It was great to see that a huge number of students were competing in the various races.

Simpsons were the overall winning house.

The Hume Zone Swimming Carnival will be held at Macquarie Fields Leisure Centre on Thursday 10 March. We wish competitors all the best and hope they are successful in qualifying for the Regional Swimming Carnival held on Monday 14 March 2016.

The results will be provided in the next newsletter.

Mrs Maria Ninopoulos
Head Teacher PDHPE/Sport Supervisor
Macquarie Fields New Student Column

Hey MFHS, through our SRC meetings we have decided to write a student column which will be composed by the SRC and any willing students who would like to contribute. We would like this to be a fun section that will get students reading the newsletter, as well as providing a stepping stone for these future journalists among us.

Tip #1: Research the courses available for your desired degree in a chosen vacation, post school.

Tip #2: Keep your books from previous years to help re-cap on what you may forget.

Tip #3: If you find something that you like while doing work during school, make a note of it and see if there is a job within that topic which interests you.

Tip #4: Don’t stress about high school! As long as you try your best and work diligently you will be rewarded.

Tip #5: Start practising how to take notes from class discussions as this will help with studying in future years.

Tip #6: Actually use your school diary! It really helps.

Follow these tips and it should help you with your school life.

By Abdul Kanj and the SRC
**Fact Sheet: Building Better Relationships**

**The Issue: Communicating With Your Kids**

We all have busy lives and taking small amounts of time to really be with and listen to our kids, can create stronger relationships. Each family is unique, so find a way that works for you.

How you talk to your kids is important. Create an open environment where they feel safe to say what they feel. Be honest with them and make sure no topic is out of bounds. Kids need to talk about sex, relationships, drugs, death and everything else, with the people they trust. If they ask the question, they are ready for some information. Use everyday opportunities to talk, initiate conversations with your kids, communicate your values and be open to their views.

**Talking With Teenagers**

Communication with teenagers can be challenging. Teens want privacy and independence and may find it embarrassing to talk to or hang with their parents. With teens you have to take the initiative. Here are 7 ways to build trust with teens.

- Spend time with your teenager whatever way you can.
- Respect their privacy
- Take an interest in their interests and share yours
- Have faith in them
- Even if they don’t seem to need it, be there for them
- Take care of yourself – you are a great role model
- Even if you don’t see eye to eye, let them know you care for them

**TIPS - 10 things your child needs to know**

1. **You love them**, No Matter What. Let your children know you love them unconditionally. Emphasize that they do not always need to be good, successful, or smart for you to love them. Love their successes and failures.

2. **You respect them**. Children deserve respect too! You will teach your children a lot about respecting other people’s values and boundaries, when you show them respect.

3. **You support them**. Be supportive in their decisions, as long as it is not something that will cause them harm. Help them towards their dreams and goals.
4. **You listen to them.** Listen without judgement or criticism or talking about yourself. You don’t need to understand, relate or like what they are saying. Just listen.

5. **You are happy they are in your life.** Let your child know how much joy they bring. Show them that you value them as they are.

6. **You like them.** Tell them what unique qualities you admire. Encourage them to share their skills and talents with you.

7. **You are interested in them.** Be inquisitive in a good way. Show enthusiasm when they are speaking. Be curious about what they are saying, but don’t interrupt.

8. **You want to understand them.** Let your child know when you do not understand what they are going through. Ask them to share, but don’t push. Let them come to you on their own free will.

9. **You are thankful for what they do.** Show gratitude for the little things, even if it is their responsibility. Thank them when they do something without you asking.

10. **You want to help them.** If your child needs help, be there.

**Help Is a Phone Call Away**

If you feel you need some advice or support call the confidential 24 hour helpline 1800 200 526 to talk with experienced counsellors.

For more information check out [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)

**What can I expect when I call the helpline?**

Your call will be answered by a person, no answering machines, no recorded messages. The person who answers your call will be an experienced counsellor, not the police, not a government department.

You will not have to give your name. You can request a male or female counsellor.

They can also help connect you to other support services as needed.

**Translating and Interpreting Service (TIS)** Phone 13 14 50

**Hearing Impaired or Deaf Callers** phone the National Relay Service 13 36 77 and quote 1800 200 526.
FACT SHEET: Online Behaviour

The Issue: Keeping your kids safe online

The internet is a fantastic resource but without supervision, it can also open your kids up to potential dangers. To protect your kids, it’s important to know the risks and to teach them how to be safety-savvy online.

There are five main risk areas for kids online.
- Pornography
- Identity theft
- Cyber-bullying
- Becoming the target of sexual predators
- Gaming addiction

Is your child at risk?
Kids who are on the internet often, for large chunks of time with little or no supervision, spending a lot of time in chat rooms or gaming and using the computer in their bedroom or in a private space are at the biggest risk. Any one of the above can decrease their online safety.

Signs to Look Out For

Trouble Shooting
Signs that your child is being impacted by their internet use can include becoming withdrawn socially, having disturbed sleep, depression, getting into trouble at home or school and abnormal moods and behaviour. Other signs are a disinterest in school or sporting activities, avoiding using their mobile phone and anxiety after being online.

Danger signs you shouldn’t ignore
There are sexual predators online that target the young and vulnerable. Signs this could be happening to your child are ... 
1. Your child is receiving phone calls and/or gifts from people you don’t know or is calling numbers you don’t recognise.
2. There is pornography on your child’s computer or their online history shows they are visiting unsafe sites or sites you don’t recognise.
3. Your child changes the screen or turns the computer off when you enter the room

TIPS

10 things you can do to protect your kids online
While it’s impossible to make internet use completely safe for kids, the good news is that protecting your kid online can be easy.
✓ Limit the time they spend online -- set clear boundaries and stick to them
✓ Get protector software on your computers that blocks access to risky sites.
✓ Get involved with, and understand the technology your child is using
✓ Direct your kid to age-appropriate sites and find out about the sites they are visiting
✓ Allow internet use only in shared family areas at home
✓ Explain that they must not give out their phone number or address online at any time
✓ Encourage them to report behaviour that makes them feel uncomfortable or afraid.
✓ Without scaring them, explain that stranger danger also works online.
✓ Ask your child to let you know if someone your child has met online wants to get in contact or meet face to face.
✓ Make sure they understand what behaviour is acceptable online, both from them and others.

Help Is a Phone Call Away

If you feel you need some advice or support call the confidential 24 hour helpline 1800 200 526 to talk with experienced counsellors.

For more information check out www.bullyingnoway.com.au

What can I expect when I call the helpline?

Your call will be answered by a person, no answering machines, no recorded messages. The person who answers your call will be an experienced counsellor, not the police, not a government department.

You will not have to give your name, You can request a male or female counsellor.

They can also help connect you to other support services as needed.

Translating and Interpreting Service (TIS) Phone 13 14 50

Hearing Impaired or Deaf Callers phone the National Relay Service 13 36 77 and quote 1800 200 526.
FACT SHEET: TXTing/SEXTing

The Issue: Safe talk and text - the do’s and don’ts of mobile phone use for kids.

Mobiles are a great way of communicating and keeping in touch with our kids when they are out and about. But mobiles can also be used for bullying or harassment. It’s important that you and your kids understand what’s safe and what’s not when it comes to mobile use.

Textual harassment and Sexting are the two risk behaviours for teens and mobiles. So what are they?

1. TEXTual harassment are phone calls and messages that are used as a form of bullying. It’s a serious issue and it’s important to encourage your kids to report any communication that makes them feel bad. It’s also good that they know they must also respect the personal space of others – that constant messaging or harassment by text, can be just as frightening as it is in person.

2. SEXTing - is sending nude or semi-nude photos by mobile phone. Often, teenagers send explicit images to a partner or friends. Flirtatious game playing, peer pressure and competition are common motivations. What most teens don’t know is that sending or receiving explicit images is a criminal offence and can lead to serious consequences.

Signs to Look Out For

Signs that your kid is being targeted by mobile misuse

- Suddenly avoiding friends and socialising
- Becoming disinterested in school, sport and after school activities.
- Changes in mood and/or behaviour such as anger and depression.
- Negative attitudes towards females (if male)
- Constant phone use

The dangers of textual harassment
As with all forms of bullying the impact on the victim can be severe. Poor self-esteem, truancy, eating disorders, self-harm and even suicide.

The dangers of SEXTing

- Your child can be harassed or bullied with threats to share the images
- The pictures can be posted online or shared publicly
The image is shared publicly, with the suggestion that your child is interested in sexual contact.

**TIPS - What you can do to protect your kids.**

- Talk through the consequences of ‘sexting’, both posing for images and storing or sending them.
- Ensure your teen understands that once an image is sent, it can’t be retrieved. Not only will it be available for others to see now, but also in years to come.
- Make an effort to become familiar with and understand the new technology your child is using.
- Encourage your teen to talk to an adult about any problems or concerns they may have. Reassure them that this won’t necessarily mean they’ll be made to stop using the technology involved.
- Make sure your teens understand that respectful behaviour is just as important when using mobile phones, and misuse can still have negative consequences.
- Research shows that when parents put a limit on phone usage or the number of texts their teen’s phone can send the likelihood that their teen will be involved in ‘SEXTing’ decreases.

Most mobiles now give access to the internet so check out the online fact-sheet about protecting your kids online (see Online Behaviours).

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Contact Liz Tinney at the Benevolent Society

on 46 333 722 or 0407 310 205

email: liz.tinney@benevolent.org.au

*Saver Plus was developed by ANZ and the Brotherhood of St Laurence and is delivered in your local area. The program is funded by ANZ and the Australian Government.*