Disco Fever Lives on at the P&C Fundraising Dinner Dance

A huge congratulations to the P&C for a fantastic 70s vs 80s night on Saturday 15th August 2015. For the second consecutive year the P&C executive, along with a few enthusiastic helpers have organised a great community event with well over 100 revellers in attendance. Costumes were amazing and the White Brothers band keep us entertained all night with a few cameo performances by Martine Balcombe, Deirdre Eather and David Usher. The Glenwood High School community would like to thank Martine Balcombe (P&C President), Karen Usher and Karen Bonnell (Vice Presidents), Pam Keirs (Secretary), Leanne Hazell (Treasurer), Craig Balcombe, Nick Balcombe, David Usher, Craig Bourke, Toby Bourke, Vicki Butta, Deidre Eather and Renee Ma for their wonderful and mammoth organisation. A fabulous time was had by all!

Year 12 HSC Update

This term has been an extremely busy time for Year 12, and their teachers, and no doubt a stressful time for parents. They have completed the HSC Trial examinations and the subjects – English Extension 2; History Extension; Fashion Design; Industrial Technology – Metal, Multi-Media; Visual Arts; Dance; Drama; and Music - have been busily finishing major projects and performances for examination by itinerant HSC markers. The quality of these projects and performances has been outstanding and I applaud the students and teachers for their unrelenting focus on excellence.

Work and Behaviour Expectations for Year 12's Final Weeks

This term is the last term your child will spend as a secondary student and it is imperative they take every opportunity to maximise their final results to enable them to pursue a career and/or further education of their choosing. Last month all students were given a letter and addressed by the Principal, Deputy Principal and Year Adviser regarding the following expectations for the final weeks of their schooling:

1. The next few weeks are vital to ultimate success. During these final weeks Year 12 teachers are teaching the last module for each course studied. These modules are just as important as all the others studied throughout courses and therefore, must be given full attention. Once the course content has been delivered it is imperative students use these last weeks to prepare themselves thoroughly for the external exams. Now is the time to carefully reflect on what they need to do to improve upon their Trial results and then practise exam technique when in the
2. **The teacher is the best resource.** The teachers have planned a rigorous program for all students over the coming weeks and it is mandatory that all are at school every day to make maximum use of teacher expertise and knowledge. Students now need to work together to improve the overall performance of the whole group as this will ensure there are more marks to be distributed amongst all students after the external exams.

3. Until **the end of term students are expected to:**
   - Be at school and, in class, every day until the graduation on Friday 19th September, 2014.
   - Be in full school uniform at all times – Year 12 students are still role models for younger students and have a responsibility to the school to set the right example.
   - Behave in an exemplary manner.
   - Spend the time to really make the most of the great teachers at GHS and maximise results. It is never too late to make a difference and improve results.
   - Continue to make the school proud of their maturity, dedication and effort.

**Tips to minimise exam stress include:**

- Plan a study schedule and stick to it;
- Have the same study times each day;
- Regular study helps you keep focussed and develops good study habits;
- Stay healthy with regular exercise even if it is just a walk around the block when in your break;
- Eat three healthy meals a day;
- Get 8 hours sleep a night to help concentration;
- Study effectively in 50 minute lots;
- Breakdown large tasks into smaller parts;
- Minimise distractions – get off Facebook, Instagram, Kik - unless you are sharing study notes; Use these indulgences as rewards;
- Have your leisure time as a reward based around completing study;
- Keep focused on your ATAR goal, or final results, as this will motivate you to do your personal best;
- Associate with friends who want to do well and talk to them about courses;
- Make study notes based upon your syllabus dot points;
- Write practice essays consistently using common HSC questions;
- Keep a quote file for relevant subjects;
- And practise, practise, practise!

**Outstanding NAPLAN Results and Reports, 2015**

The NAPLAN results were released on Monday 17th August 2015 and the Glenwood High School community celebrated when the Minister for Education, Hon Adrian Piccoli, acknowledged the school’s improvement in all areas of the literacy and numeracy assessment in both year 7 and 9. With a national backward trend in literacy and numeracy results Glenwood High School’s whole school approach to these vital skills saw a much greater improvement across the board than anticipated.

The wonderful year 7 results can be attributed to the exceptional work done in the feeder primary schools of Caddies Creek, Parklea, Kellyville Ridge and John Palmer. While over the past four years, Glenwood High School teachers have undertaken a thorough analysis of a variety of data including NAPLAN, HSC and anecdotal evidence, which resulted in a range of skills regarding student literacy and numeracy being targeted for improvement. The data confirmed specific areas such as text structure, effective paragraphing, vocabulary and cohesion required explicit teaching across all curriculum areas. Initial success in Stage 6 (Years 11 and 12) led to the development of consistent strategies embedded into faculty
Programs across Stages 4 and 5 (Years 7—10).

Staff training, in particular, the 2014 school conference focused on enhancing staff knowledge and confidence in delivering a customised model for writing known across the school as ANSWER (A Natural Strategy for Writing Effective Responses). Teachers embraced this model in a variety of settings and student learning outcomes have improved markedly in both junior and senior classes as a result. ANSWER provides students with explicit modelling to support their writing whilst regular, detailed teacher feedback ensures the development of a common language with which to discuss the practice of effective writing across all classrooms. Similarly, the ANSWER model provides students with the tools and skills to self-assess and encourages them to refine their work and strive for more analytical responses engaging higher-order thinking and reflective practice. This practice has empowered students to believe in their own skills and confidently perform in a range of academic environments.

We are all very proud of the growth in student academic performance and applaud all students for their dedicated and consistent approach to their studies. Well done one and all!

Celebration Time

The following students deserve the accolades of the whole school community for their outstanding achievements:

- Angelica Ojinnaka, Year 12, who has been selected for an offer of early admission into a Bachelor of Psychology(Honours) and Bachelor of Human Sciences at Macquarie University through the Global Leadership Early Entry Program. This is a phenomenal feat and we are extremely proud of our School Captain who continues to model success and hope for all students.
- The Year 9 Debating Squad – Maddalyn Bokenham, Aalapi Sreekumar, Sadeeq Amin, Joshua Brooks, Patrick Gleeson, Caitlin Legg, Nina Matani and Holly Sutton who came second in the state Premier’s Debating Challenge after being narrowly defeated by James Ruse Agricultural High School in the finals on Friday 28th August 2015. What an amazing effort from our truly talented debaters, along with their coach Ms Pearce!
- Amber Dickinson, Year 9, who competed at the NSW Schools Trampolining Championships at Gosford and was 15yrs Girls’ Champion with the following results - Gold Medal in Trampoline, 2 x Silver Medals in Single Mini and Silver Medal in Tumbling.
- Arturs Uzulins, Year 12, who has been mentoring Year 10 Information Software Technology in computer programming and making himself available to help them complete their major projects at lunchtime.
- The Under 15’s Girls’ Knockout Netball Team who won their round 1 match against Riverstone High School. All the girls played well and showed great sportsmanship.

Till next time
Erla McMaster
Principal
FROM THE DESKS OF THE DEPUTY PRINCIPALS

“In education it isn’t how much you have committed to memory or even how much you know. It is being able to differentiate between what you do know and what you don’t. It is knowing where to go to find out what you need to know and it is knowing how to use the information you get” – William Feather

HOW TO BUILD RESILIENCE IN OUR CHILDREN:

Resilience is one of the most important strengths needed to be successful and happy in life. It is imperative we help children build resilience so they make the most of their life and learn to ‘bounce back’ rising above adversity and obstacles over which they have no control. Helen Splam’s following tips for building resilience are invaluable for parents and carers:

1. Make connections – teach children how to make friends and develop empathy. Encourage them to be a friend in order to get friends. Connecting with other provides social support.
2. Teach children to help others – children who help others feel empowered.
3. Daily routine – following a routine is comforting for children and gives them a sense of control. It is important for children to develop positive routines.
4. Take a break – children need to be helped to focus on things other than what might be worrying them.
5. Self-care for children – children need to be taught to eat properly, groom themselves, exercise and rest so they are able to stay healthy both physically and mentally.
6. Goals – teach children to set reasonable goals and move towards them one step at a time. Moving towards that goal and being praised for doing so will help them to focus on what they have accomplished.
7. Nurture a positive self-view – help children remember ways they have successfully handled hardship in the past and this can help them handle future challenges. Help children to learn to trust themselves to solve problems and make appropriate decisions.
8. Be optimistic – even when children are facing painful events, help them look at the situation in a broader context. A positive outlook enables children to see good things in life and keep going even in the hardest times.

CYBER AWARENESS: “Knowing what our children are doing”

Social media can be a wonderful tool, helping us to connect with others. However, issues on social media are becoming increasingly prevalent. Young people tend to lack the emotional maturity to behave responsibly on social media. It is important that we, as parents and teachers, are aware of what is being said and done on social media by our young people, so that we can guide them in the choices they make. We at Glenwood high School encourage positive cyber behaviour. It encourages students to reflect on what they are considering posting before it is too late. Please be aware of what, how and who with, your child is communicating online, particularly using KIK, Facebook, Instagram, Ask.fm and Snapchat. These are social media commonly used for cyber bullying. Many of these have age recommendations as responsible users need to have the maturity to use these correctly.

MOTIVATING STUDENTS: “How to embrace their Cyber World”

Adolescents of the 21st Century our children......... :
• interact through the internet and social networking... youtube...facebook....twitter.... Instagram....snap chat etc (by the time you read this a new platform will be launched).
• engage in a whole new language eg podcast, vodcast, wiki, blog.
• multi task: do homework, chat online, listen to music, watch a movie and they do this all at the same time.
• source information only when needed and when it is relevant to them and the immediate task at hand.
• live in a click and go society because it is quick, immediate and ever changing.

How do we cope as Parents and Teachers with this Technology Generation?

Explore/ Advise/ Support/ Encourage

• Explore the internet: Search, google, surf. Gain an understanding of the world in which our children are visiting, and the experiences they are encountering each day.
• Advise and teach our children to be digital citizens, and to be knowledgeable and selective with their network encounters.
• Support by showing interest in their cyber world through guiding them in using technology in an informative and safe way.
• Encourage in the use of technology as a learning tool to:
  ♦ Utilise information
  ♦ Investigate information
  ♦ Question information
  ♦ Analyse information
  ♦ Create using information

UNIFORM REMINDER:

We would like to thank those students who always wear the correct uniform and take pride in representing the school in this manner. One of our Positive Behaviour for Learning expectations is that students are ‘ready for learning’. By wearing the school uniform, students provide a clear signal to their teachers that they want to be a part of our school community and accept responsibility for themselves. Students are expected to wear the school uniform at all times.

As the weather starts to warm up, parents and students are reminded that it is mandatory for girls to wear the school skirt in Term 4. Now is the time for girls to ensure that their skirts will be ready to be worn in Term 4. These can be purchased from the uniform shop. By way of a reminder, non-uniform jackets and jumpers will be confiscated from students. Students who are out of uniform must present a note signed by a parent or caregiver, explaining the reason for being out of uniform.

On Wednesdays, students need to take special care to ensure they wear the full school uniform to school in the morning, even if they have sports subjects the entire day.

ASSESSMENT AND CLASSWORK:

Two of our Positive Behaviour for Learning expectations; ‘responsibility for actions’ and ‘ready for learning’ extends to the completion of assessment tasks, classwork and homework. It also applies to class participation. Hard work is the key to success and students should maximise their learning by managing their revision time at home. Students in Year 7 should complete at least one hour of study or revision each night and Year 12 students should be preparing for their upcoming HSC examinations on a daily basis, for several hours, if they wish to gain the best possible marks. Obviously, all students in all grades need to dedicate themselves to regular study and revision.

Students are required to complete their classwork, homework and assessment tasks in order to meet course requirements. If a teacher feels that a student is falling in any of these areas, they may send home an N-award warning letter, which is a formal letter from the school outlining the work that needs to be completed and the consequences of non-completion.
If a student receives such a letter, this is to be treated seriously and the work should be completed immediately.

In particular, students in Year 10, Year 11 and Year 12 need to ensure that their work is complete and up-to-date to ensure that they receive the appropriate credential at the end of the year and move onto the next year level. Classroom teachers and head teachers are available to assist students who are experiencing difficulties. In addition, the learning centre has specialist staff and resources to help students who require some more support with their learning however they can not assist in redeeming an ‘N’ warning. There is absolutely no shame in asking for help and this is an important skill that some students need to learn.

Assessment tasks are a very important aspect of the high school experience. Students in Year 9, Year 10, Year 11 and Year 12 are issued with an assessment booklet at the start of the year, outlining all of the requirements for students with regard to assessment tasks. It is assumed that students are familiar with this document, as they are expected to follow the procedures outlined. It is important to note that students who are absent for an assessment task must obtain a medical certificate explaining the reason for the absence and submit this to the relevant deputy principal on the first day the student returns to school. Students should make every attempt to complete any outstanding tasks as soon as possible and demonstrate they are being responsible for their own learning.

**Year 12:** Our Year 12 students are concluding their school educational journey. With the trials completed and final reports being distributed it is now the time to consolidate learning and make the most out of the time left before the HSC. Managing time, revising work and regular study will aid in receiving those extra marks. Students with practical subjects have already commenced their HSC exams with their submissions and performances already being examined. Leading up to the end of term and the HSC, students should be accessing the Board of Studies Web site for valuable resources and past papers to assist in studying. They should be consolidating their notes revising and sustaining a study regime. REMEMBER...... IT IS NEVER TOO LATE TO IMPROVE RESULTS!!

Graduation will take place at the end of this term. It is an amazing occasion in which we join together to celebrate the past 6 years that Year 12 have been at Glenwood High School and to recognise these young adults at the end of their 13 years of school education. As you can imagine at such a special occasion the demand for seating is high. Each student has been issued with tickets for their invited guests. These are limited to be fair to all families and we do apologies but there will not be the opportunity to gain entry without a ticket. We look forward to celebrating with you on this occasion.

**Year 11:** As the end of term 3 approaches Year 11 students are completing their preliminary courses with final exams taking place weeks 9 and 10. Students are advised to revisit the assessment policy prior to the exams. They need to be aware of the requirements and rules during the exams and also the appeals process and regulations. Appeal approvals will depend on individual circumstances and supporting evidence provided. All ‘N’ award warnings must be redeemed prior to commencing Term 4 and their HSC courses. We advise students to access the support of their teachers to facilitate this and to consider staying at school Wednesday after lunch to access the library and additional support. For clarification students are not permitted to ‘drop’ a subject in their HSC year. At Glenwood High School students are to complete a minimum of 11 units at school.

Year 11 will begin their Higher School Certificate studies in Term 4. The following serves as a reminder of the contract that was signed by students and parents prior to students commencing their Year 11 studies:
The HSC demands consistent application, determination and a commitment to overcome obstacles. It is rigorous. In your new role as a leader, we expect, as a minimum, that you will be a role model and set a positive example for junior students. As such there will be a number of non-negotiable responsibilities:

- You will be expected to participate fully in your learning and complete all tasks within required time frames.
- You must have excellent attendance and be prompt to school and class.
- You must wear the school’s uniform with pride as outlined in the school uniform policy.
- You must be respectful to others at all times.

**Year 10:** Students have already selected their subjects for 2016. Interviews will be held to finalise choices and ensure that students have selected the best courses for them. Parents will be invited to attend their child’s interview if they wish.

Year 10 will be formalising their subject selections for 2016 this term. Glenwood High School’s curriculum structure is based on student aspirations. Individual interviews will be conducted with Year 10 students to facilitate student requests and ensure they have selected the best possible options to suit their individual needs and future endeavours. The school also needs to ensure that students have chosen subjects that meet the requirements of the NSW BOSTES and DEC. The interview will confirm patterns of study and subject selections for individual students.

Be aware that:

- All Year 10 students are required to attend an interview.
- Students must present dressed in appropriate attire for the interview (in non-school uniform as if they are attending a job interview).
- Students only have to attend school on the interview day at their allocated time.
- Students must arrive ten minutes before their allocated interview time.
- The interview will last approximately ten to fifteen minutes.
- Parents are welcome to attend their child’s interview.
- Signed documents from the senior subject selection pack, along with the student’s Semester 1 report will need to be produced at this interview.

We advise that parents should be willing to listen to the views of their child and ensure their child is comfortable with the subjects they have chosen and are subjects they enjoy and will perform well in, as this will lead to the best possible results at the end of Year 12.

Students will be expected to sign the school’s Senior Student Code of Conduct to ensure that they are aware of their role in being leaders of the school.

In conclusion we encourage all of our students to strive for personal excellence, it is important to keep their focus on what is important. Be organised, have a go, try your best, learn from disappointment and grow into your potential. Be part of the creation of an enriched existence, help drive our collective future. We aim to empower each student to take charge of their own destiny, to be responsible, contributing members of a society that we are each proud to be members of. In partnership with parents and caregivers, we can assist the leaders of tomorrow to develop the skills needed to navigate an ever-changing tomorrow.

Until next time
Yours in education

Tina Hosen  (Deputy Principal Acting – Year 7 and Year 10)
Belinda Young (Deputy Principal – Year 8 and Year 11)
Donna Healy (Deputy Principal – Year 9 and Year 12)
Tell Them From Me: Partners in Learning survey

You’re invited to participate in the Tell Them From Me (TTFM) Partners in Learning survey designed for parents and carers. This survey complements the TTFM student and teacher surveys, which focus on student engagement, wellbeing and effective teaching practices. All Department of Education schools have the opportunity to participate if they choose.

Why should I participate?
Parents and carers are an important and valued part of the school community. Schools can use survey feedback to make practical improvements and inform school planning.

What does it involve?
This online survey takes about 15 minutes to complete. It is anonymous and voluntary. If you have more than one child at this school, and feel that your children’s experiences differ, you can complete the survey more than once.

How can I participate?
You can access the survey in your own time, between 1 September and 16 October 2015. Follow the link below on your computer or tablet:

1. Login in: https://nsw.tellthemfromme.com
2. Your School’s Parent Username = parent17013
3. Your School’s Parent Password = Gle8268

More information on the Partners in Learning survey can be found on the NSW Department of Educations’ TTFM website: http://surveys.cese.nsw.gov.au/
TELL THEM FROM ME

PARTNERS IN LEARNING SURVEY

I am delighted that this term, our school, like many other public schools in the state, will participate in a Department of Education initiative: the *Tell Them From Me* student feedback survey. The survey aims to help improve student learning outcomes and measures factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey is on student wellbeing, engagement and effective teaching practices.


The survey is a great opportunity for our students to provide us with valuable and quick feedback on what they think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the *Tell Them From Me* survey to help improve how they do things at school.

I want to assure you that the survey is confidential. The survey is conducted online and will typically take less than 30 minutes to complete. It will be administered during school hours between 17 August and 16 October. Participating in the survey is entirely voluntary.

A consent form and FAQs for parents/carers about the survey is being sent home with students. If you **do not** want your child or children to participate, please return the form to school by **Thursday 26 August, 2015**. Copies of the form and FAQs are available from the website above.

**The Partners in Learning parent feedback survey**

Our school will also be participating in the *Partners in Learning* parent survey, another part of the *Tell Them From Me* suite of surveys (student, teacher and parent surveys) on student engagement. The survey asks parents and carers questions about different factors that are known to impact on student wellbeing and engagement.

Running this survey will help our school understand parents’ and carers’ perspectives on their child’s experience at school. These include: communication between parents/carers and staff, activities and practices at home and parent/carer views on the school’s support of learning and behaviour. This valuable feedback will help our school make practical improvements.

The survey is conducted entirely online at home or on public computers. The survey will typically takes 15 minutes or less to complete and is completely confidential. The parent survey will be conducted between 17 August and 16 October. Participating in the survey is entirely voluntary, however, your responses are very much appreciated.

From GHS Maths ....

The essence of mathematics is not to make simple things complicated, but to make complicated things simple. ~S. Gudder

We are pleased to be writing this newsletter article during our celebration of National Literacy and Numeracy Week. In particular, students in Years 7 and 8 will be involved in fun, maths-based activities during Connect each day this week. The start of the week will involve solving challenging numeracy puzzles and at the end of the week, students will be participating in Numeracy Bingo, where the answers to short “mentals” provide clues for their Bingo cards. Best of luck to all Years 7 & 8 students! A winner will be selected from each class and invited to a special morning tea with Ms McMaster.

E-Support: Many parents have requested information about accessing additional Mathematics support material for their children. If you wish to pursue the option of purchasing apps that link to the texts used in class, the following are available for Years 7 – 10: Signpost Ebook $25 www.pearson.com.au Oxford Obook $41.95 www.oup.com.au/secondary/australian_curriculum/mathematics/Insight_Mathematic Cambridge iPad App $33.95 Download Cambridge Australia App from the iTunes App Store & then click on the store icon at bottom of page. Select the relevant course for you. Bookstores (such as 5 Senses or Dymocks) would most likely have these in stock, or online stores, such as Amazon.) You will need to speak to your child about the particular text used by his or her teacher, or phone the teacher concerned to discuss the benefits of purchasing this resource. As you will understand, it is not within our budget to purchase these items for each student, but we offer this option, should you wish to supplement what is being taught in class.

Practice HSC Examinations: Year 12 students have been invited to attend after-school sessions to sit for practice HSC exams. Last week, teachers supervised sessions for 2-Unit and 4-Unit students, while this week, all General students are welcome to attend. The session is not mandatory, but is encouraged, so that students are better prepared for not only responding to content, but addressing other matters, such as time constraints and familiarity with layout.

Accelerated Maths, 2016: Mr Clift has invited a number of Year 8 students to apply for placement in next year’s Year 9 Accelerated class. Parents of these students have received notes from school. We have already conducted one formal assessment with the group, while a second will be held at the end of Week 9. Successful candidates will be advised early next term.

Preliminary HSC Yearly Examinations: Year 11 will be undertaking their exams during Weeks 9 & 10. The General and Mathematics course students will sit for their papers on Thursday of Week 9, while Extension 1 will be held on Monday of Week 10.

2015 Maths Olympiad - We have now completed the fourth leg of the Olympiad- one round, remaining! All the best to our Yrs 7 & 8 GAT students!!
Career News

Glenwood High School Careers

Careers are now on Facebook. Like us today to stay up-to-date with the latest information on future pathways and what’s on in Careers @ Glenwood High School.

Women’s Leadership Program

From the 22nd – 24th July 10 student were fortunate enough to be chosen to participate in the Young Women’s Leadership organised by AusSIP. Sarah Abela, Emily Young, Tiana Davey and Latisha Manilal made the following comment about their experience “We would highly recommend the program to individuals. It was an eye opening experience that truly inspired us all to lead with confidence. We learnt many things to remember from our interviewees for example, to always be in control of our careers and to stop being anxious about current situations. We would like to thank the other girls who participated, the Mrs Fevre and everyone at AusSIP who gave us this unique opportunity.”

JobJump Career website

Want to receive the latest Careers News on what interests your son or daughter? Want to quickly find the information to help them with their choices? Glenwood High School has access to a new website called JobJump. Go to www.jobjump.com.au and our school’s password is: impala, register to learn more what information is available to you.
White Card Course

A White Card is required in order to work on a building site in NSW, QLD, SA, VIC and shows that you have received the necessary training in safe work place practices. Students may need this for year 10 work experience or may want it for future employment.

Congratulations to the 23 students who have successfully attained their White Card certificate this year.

Another White Card course will be organised in Term on Tuesday, November 17th, 2015.

The course is run at school by a TAFE NSW Teacher from 8:30am to 4pm at a cost of $100 per student. The course needs a minimum of 10 students and maximum of 20 students to run. The student must be 14 years or older to attend the course.

TVET Applications for Year 10 to 11 are now OPEN

All TVET courses can lead to a nationally recognised qualification in the industry area of the course chosen. All can contribute to the award of the HSC but not all contribute to an ATAR. The Industry Curriculum Framework courses are valid for ATAR but the Non Framework Course are not valid for ATAR.

Courses are studied on either a Monday or Wednesday afternoon and the respective TAFE and students who miss out on class work will need to be responsible to catch up and notify the teacher. Courses are available in a variety of industry areas and allow students to gain work related skills. A list of courses can be found in the Career Office or on the Glenwood High School website under Year 10 Careers (http://www.glenwood-h.schools.nsw.edu.au/years/year-10/careers).

Applications are now open and they are accepted on a first in first served basis from all high schools.

When completing a TVET Expression of Interests form students will need to create a Unique Student Identifier. These can be created by going to the www.usi.gov.au and selecting the Create your USI link.

Elevate Study Program

Elevate Education assists students in the preparation and study skills required to help them achieve their goals. Glenwood High School have organised a variety of Elevate Training courses aimed at different years. Each course costs $10, this year’s program is as follows:

- **Year 11** 20th February, 2015  Path of the Study Sensei
  - Time Management
  - Study Skills Kick Start
  - Junior Time Management
  - Ace Your Exams
  - Memory Mnemonics
  - DONE - 119 students participated

- **Year 9** 27th March, 2015  DONE - 148 students participated
  - Time Management
  - Study Skills Kick Start
  - Junior Time Management
  - Ace Your Exams
  - Memory Mnemonics

- **Year 12** 18th June, 2015  DONE - 22 students participated
  - Time Management
  - Study Skills Kick Start
  - Junior Time Management
  - Ace Your Exams
  - Memory Mnemonics

- **Year 11** 15th October, 2015
IT’S BACK ! WOOLWORTHS EARN & LEARN started on
WEDNESDAY 15TH JULY

GLENWOOD HIGH’S SUPPORT UNIT will be participating for 2015. The Woolworths Earn & Learn program will help our school earn valuable learning resources.

It’s simple to participate.

Starting on Wednesday 15th July, when anyone from your family shops at Woolworths, they’ll get one sticker for every $10 they spend. If they can collect stickers and and if possible sticker sheets. Then all you have to do is place them in the collection box provided in the front office. The Support Unit students will stick the stickers on the sheets, as part of their work program.

We greatly appreciate your support.

THANK YOU, from the Support Unit students
Last week, Arturs Uzulin attended a work placement at Cisco. This was organised through Sydney Access and Peter Troup. Arturs is in Ms Rose’s VET IDT class and this was a placement that involved a rigorous merit selection process. The week went well, and was very educational. Throughout the week Arturs experienced several aspects of working within the networking industry. The experience included working with the CALO (Cisco Advanced Lab Operations) group, who control a miniature data centre for help and support purposes. Arturs was introduced to the environment by Vincent Ou, an intern and a very hard working lab operator for CALO. The primary body of work in the lab was connecting different networking devices together. Arturs said, “I found the work slightly confusing at first, but have quickly adapted to be able to understand the cabling system. Around half way through my placement, I was introduced to IOS (Integrated Operating System), the system running on all of Cisco’s commercial networking devices, which is accessed via a terminal. It was initially challenging to learn the syntax of the IOS terminal, however, after I grasped it, I have used my newfound knowledge to configure two network switches to connect to each other and to the internet, solving my first support case.”

Arturs believes he has acquired some valuable knowledge during this placement, primarily within the field of internetworking Cisco network devices. These devices are the most popular within the market, and as such, has been invaluable to Arturs’ industry specific knowledge and will prove useful in the future when applying for a job. Additionally, Vincent introduced Arturs to CCIE, Cisco’s networking certification which most of the employers seek for within the networking industries. This experience has introduced Arturs to some concepts within the certification and certainly the experience has helped in kick-starting his career future.
ROAD SAFETY FACT SHEET
Penalties from 1 July 2015

No Stopping

You must not stop at any time.

Stopping includes when the vehicle is not moving but the engine is still running.

School Zone
Fine from $319+ 2 demerit points

All other roads
Fine from $248

For more information contact the Blacktown City Council on 9839 6000
ROAD SAFETY FACT SHEET
Penalties from 1 July 2015

Blacktown City Council

Bus Zone

BUS ZONE
9 AM - 5:30 PM
MON - FRI
9 AM - 12 NOON
SAT

You must not stop at the times shown on the sign.

BUS ZONE

If there are no times on the sign then you must not stop at any time.

Stopping includes when the vehicle is not moving but the engine is still running.

School Zone

Fine from $319 + 2 demerit points
All other roads, fine from $248

For more information contact the Blacktown City Council on 9839 6000

RSOFS306.15
TERM 3, 2015

2 September
• P&C Meeting—7pm—ALL WELCOME

3—5 September
• CHS Athletics—Homebush

5 September
• BUNNINGS BBQ—Year 12

7-18 September
• Year 11 Assessments

7 September
• Sydney West Trampolining Trials

14–18 September
• Year 8 English Assessment Task

16 September
• Year 12 Picnic Day

18 September
• Year 12 Graduation Ceremony—9.30am
• Last day of Term

TERM 4, 2015

6 October
• Staff & Students return
• Planetarium Incursion Year 7

7 October
• Planetarium Incursion Year 7

9-11 October
• Duke of Edinburgh Camp

19-23 October
• Year 7 Assessment Week

26-30 October
• Year 8 Assessment Week

30 October
• Year 7 Vaccinations 3rd dose HPV Single dose Varicella

2 November
• Year 8 Assessment Week

9 November
• Year 10 Assessment Week

11 November
• Remembrance Day

Refer to either our website/facebook or school app for further information

Dates are correct at time of publishing
THANK YOU THANK YOU THANK YOU

to all our sponsors and our wonderful community for making our Saturday Night Fever meets Footloose Fun Night a huge success once again.

Everyone who attending the fundraiser did so with much enthusiasm dressing up in their best 70's and 80's gear and I'm guessing the hole in the ozone layer above Glenwood may have gotten a little bigger with all the hairspray used on the night to achieve those hairstyles!!!

An amazing night was had by all and on behalf of the P&C, I would like to thank our wonderful community for making it such a success.

A night such as this doesn't happen without the help of many people. I would like to thank the following members of our community:

Karen Bonnell
Pam Keirs and family
Deidre Eather
Vicki Butta
Karen Usher

David Usher
Craig and Nic Balcombe
Leanne Hazell
Renae Mar

Congratulations and thank you to you all on a job well done.

We had some FANTASTIC prizes donated to our evening and I would like to thank the following sponsors for their ongoing support of Glenwood High School (their full contact details can be found on our School App listed under Our School Sponsors soon):

AMF Castle Hill
Bare MediSpa
Bella Vista Hotel
Blacktown Leisure Centre
Brewhouse Marayong
Bunnings Seven Hills
Captain Cook Cruises
Castle Hill Tavern
Celebrate Photography
Coffee Club Norwest
Coles Stanhope Village
Ettamogah Hotel
George's Gourmet Pizzeria
Bella Vista
GPK Castle Hill
Griddle Rouse Hill
Harvey Norman Castle Hill -
AV/IT Superstore Castle Hill
Hoyts Blacktown
Jims Mowing Kenthurst -
Martine & Craig Balcombe

Kings Park Tavern
Masters Rouse Hill
Michels Patisserie Stanhope Gardens
Michinka Hair
Officeworks Blacktown
Officeworks Castle Hill
Outback Steakhouse Parklea
Pancakes On The Rocks
Northmead
Rouse Hill Town Centre
Stonecutters Ridge Golf Club
The Winston
Triforce Sports
TSDA - Total Self Defence
Academy
Winston Hills Mall
Woolworths Glenwood
YouPizza
And congratulations to all our prize winners on the night who took home prizes ranging from $90 up to $825…enjoy.

Big thank you to the Fabulous White Bros, not to mention some of our impromptu performers (David Usher & Deidre Eather) who kept us entertained and on the dance floor all night and were responsible for some very sore feet the next day. Check out the White Bros website for gig information www.whitebros.com.au and their Facebook page. Huge thanks Phil and Rohan again.

Finally, I would like to Ms McMaster and all the staff at Glenwood High School for their ongoing support of the P&C and our events.

Looking forward to doing all again next year.

Thank you again for your support

Martine Balcombe
P&C President
Download our GHS app!

Our school smartphone mobile app is now available on both the Apple and Android networks for you to download and start using. Download it to your smartphone by going to either the Apple App Store or Android Google Play Market and search for our school name.

The app is going to give parents the ability to instantly access newsletters without going to the website, send in a sick note, bell times, updated calendar and much more.

Keep updated with our FREE Glenwood High School App, daily reminders will be sent direct to your mobile phones. Our App is updated on a daily basis, it covers all information such as but not limited to: Exam Timetables, School Calendar, Excursions/Events, Ability to submit Sick Notes, Parental information, School Newsletter Student Information - Study Guides, School and venue maps and lots more!

Please take the time to download this quick and easy App to have information at your fingertips.

**On Apple**
- On your iPhone open the app store
- Search for our school name
- Press Install
- Enter your iTunes password
- It will commence downloading immediately

**Android/Google Play**
- On your Smartphone open the Android/Google Play market
- Search for our school name
- Press install
- Your app will start installing instantly

**To Open Our School App**
- Look for our schools app icon on your phone screen
- Press the icon once
- It will open automatically
- When prompted select yes to receive notifications and use your location (this will make sure the google maps and pop-up alerts work for you)

**If you encounter troubles;**
- Shut down the app and or your phone to refresh the phones memory
- Uninstall your app and reinstall it
The school wishes to inform all parents/carers the exact cash is required when paying for excursions and accounts. In the past, the giving and collection of change for such payments has caused undue stress and confusion for both staff and students. The school is most happy to accept payment by cheque or credit card for all expenses.

Eftpos Facility Due to the financial cost of the use of the Eftpos facility the policy of a $10.00 minimum charge will remain.
LATE, ABSENT OR LEAVING EARLY NOTES

Notes are required from Parent / Guardian to explain reasons for lateness, absence or leaving early. Please ensure your child’s full name and year is clearly written on the note. If a student does not produce a note for lateness a detention will be issued for that day.

ALL notes are required to be handed in at Student Reception at the beginning of the day to enable a pass to be issued to the student and for the details to be noted in the system to avoid a truancy note being issued.

OUR NEXT P & C MEETING-To be advised

NEWSLETTER is on our website just prior to the P & C Meeting.

FROM THE P & C PRESIDENT

Our meeting dates for 2015 are:

(Excluding School & Public Holiday)

September 2

October Meeting date to be advised

November 4

December 2 (AGM)

These dates maybe subject to change so keep an eye on the School App and Facebook for notification of upcoming meetings

The P&C meets the first Wednesday of each month at 7pm in the School Front Office conference room.

We look forward to seeing you at our meetings and thank you for your ongoing support.

Martin Balcombe

P & C President 2015
CYBER BULLYING

Did you know that social networking sites like Facebook, Twitter and YouTube all ban cyber bullying? Or that cyber bullying can be illegal? If you have been bullied online, have seen bullying online or are worried that you may have bullied someone else online and you don’t know what to do next, you can get free, confidential legal advice from www.lawstuff.org.au

What is bullying?
Bullying generally includes behaviour that:
- is meant to be hurtful;
- targets a certain person or group of people;
- happens more than once;
- embarrasses, threatens or intimidates the person being bullied.

For example, repeatedly touching someone against their will, leaving them threatening messages or spreading nasty rumours about them are all examples of bullying.

What is cyber bullying?
Cyber bullying is when someone uses SMS, e-mail, blogs, chat rooms, discussion boards, instant messages, or social networking sites (such as Facebook and Twitter) to behave in a way that is cruel or hurtful. It includes everything from posting nasty comments and photos to spreading rumours and making threats.

It’s important to remember that words and actions meant as a joke can end up really hurting someone.

Cyber bullying is serious because the target often feels like they can’t escape. Unlike bullying at school, bullying online can happen anywhere and at any time.

Cyber bullying can also be very public, especially if photos or comments are posted on sites that can be accessed by anyone. Even if photos or comments are only sent to one person or a small group of people, there’s a chance that they’ll get out to others. Once they’re out, they’re out forever — and there’s no way to control who sees them.

Is cyber bullying a crime?
Cyber bullying is banned by most social networking websites and can be a crime. Website administrators can remove pages with offensive, harassing or intimidating messages and photos and may also ban cyber bullies from using the site in future.

Cyber bullies may also be charged and have to go to court depending on the seriousness of the bullying. For example, it is illegal to use mobiles or the internet in a way that is menacing, harassing or offensive. A ‘menacing’ use would be threatening to harm someone. (Threats are illegal under a number of laws, and can even be considered assault.) A ‘harassing’ use would be bothering someone over and over again. An ‘offensive’ use is harder to define. There is a thin line between actions that are hurtful and actions that are illegal. If you use your mobile or the internet in a way that is likely to really hurt or anger a typical person, you may be committing a crime. The penalty for menacing, harassing or offensive cyber bullying is up to 3 years in gaol.

Example
A teenager in NSW made a Facebook page called “All XXX Police Are Corrupt.” The page had the names of some police officers from XXX. The page has been taken down now but the teenager has been charged with harassing and offensive use of the internet.

Bullying at school
All schools in New South Wales have anti-bullying plans in place to deal with bullying and cyber bullying. Schools are responsible for making sure students know what their anti-bullying plan is and teachers are responsible for making sure the plan is followed.

If you are being bullied at school or you think someone else is being bullied, it’s important to report it to your teachers or an adult you trust so they can look into it. Your teachers won’t always know when bullying is going on, especially if it’s happening online or via text message.
Fact sheet

CYBER SAFETY
top ten tips for youth

The internet and mobile phones provide great ways to express yourself and communicate with others. It's important to make sure they're used responsibly so that everyone has an enjoyable online experience. It's all about respecting yourself and others.

1. **Use a strong password**, a combination of upper and lower case letters, numbers and symbols, e.g. P@$$w0rd!
2. **Use secure web browsers**, those with https at the start of the URL and a padlock or other indication that it is secure, when sharing sensitive information.
3. **Update your operating system** regularly and make sure you have antivirus software installed on your computer and other devices – phones too!
4. **Avoid opening or responding to emails** from people you do not know and aren't expecting – they could contain a virus or malicious software.
5. **Don't give out private information** over the internet or mobile phones about you, your family and friends. Also think about what information might be contained in photos you share.
6. **Only accept friend requests** from people you know and trust. When it comes to friends and followers online it is not a popularity contest!
7. **Think before you post**! Once you've pressed 'Send' you can't get that back. Who might see that photo, video or comment? Where might it end up?
8. **Make sure your social media accounts** are set to private or friends only! Also make sure you check your privacy settings regularly as they can change without you knowing.
9. **Tell your friends to ask for your permission** before uploading or tagging you in a photo – Make sure you do the same!
10. **Don't post inappropriate or illegal content** - it is impossible to permanently delete digital content once it has been shared.

Most importantly, know where you can go for help! Speak to an adult you trust if something makes you feel uncomfortable online or on a mobile phone. You can also contact:

- **Reach Out**: www.reachout.com.au
- **Bullying, No Way!**: www.bullyingnoway.com.au
- **Kids Helpline**: 1800 55 1800
- **Youth Beyond Blue**: www.youthbeyondblue.com
- **The website, application or phone carrier** that you were using at the time

For more information visit [www.thinkuknow.org.au](http://www.thinkuknow.org.au)
Fact sheet
MANAGING YOUR REPUTATION

When you send something digitally, either via your mobile phone or over the internet, you lose control over who sees it and what they do with it. You may never be able to permanently delete the image or text, so it is important that before you send something, think about what you are sending and where it might end up.

Do you know who you are sending it to?
You might be tricked into thinking you are communicating with a friend, but can you ever be sure that it is only them holding the phone or looking at the screen?

Do you know what they will do with it?
Even if you are sure who is on the other end, can you really trust them? If your relationship turns sour, can you be sure that they won’t use that text or image against you?

Do you want it to be around forever?
Once you have shared something in a digital format, it can easily be distributed to others and posted on the internet. Distribution might start with just your school, but it can quickly spread to your community and beyond. Once you put something on the internet, it can never be permanently deleted. Think about these things before you ever share something digitally.

How will it affect your future?
A future employer, university or sporting organisation might research you online. What they find will influence their decision on whether to employ you.
Some pictures should never be shared. These include images in little or no clothing, or in sexualised poses.

What should you do before it happens to you?
Think twice before communicating or agreeing to share this type of material with someone, especially using technology to do so.

Have you been part of the problem?
By storing or helping to distribute this type of material, you are contributing to this serious issue. Distributing these images maliciously is viewed even more seriously.

What should you do if it has already occurred?
If you have received this type of material, delete it without forwarding it. Tell the person who sent it to you that you are not interested in being a part of this. If you know who the person in the image or communication is, let them know what is going on. They wouldn’t want to be the last to know.
If you have created this material, delete it and don’t share it. If you have sent it to someone, ask them to delete it and make sure they do.
If someone has created this material of you without your permission, you need to tell a trusted adult and they can assist you in reporting it to law enforcement. This is a serious matter and should not be ignored.

So what does the law say?
Images, text or representations of someone under the age of 18 in little or no clothing, a sexual pose or engaged in a sexual act may be considered child pornography.
Even if you create and share this content yourself you can still be breaking the law!
Young people in Australia and overseas have been charged under child pornography laws for engaging in this type of behaviour.

So what can you do about it?
Type your name into a search engine and see what’s out there about you. Regularly search for your name, username, email address and phone number in online search engines such as Google, Bing or Yahoo! You can also use meta search engines such as www.pipl.com for a deeper search. If you don’t like what is out there, take ownership and have it removed or balance it with positive content.
Your online reputation is your responsibility so take control of what your digital shadow is saying about you!

For more information visit www.thinkuknow.org.au
What is ask.fm?
Ask.fm is a social Q&A website which promotes itself as offering the ability to ask anonymous questions to an individual’s ‘profile’. The website was launched in 2010 and is based in Latvia. Ask.fm is increasingly being associated with cyberbullying behaviour worldwide due to the perceived anonymity of users who post and answer questions.

What is the age classification for ask.fm?
The age classification for ask.fm is 13 years old, although much of the content may be inappropriate for that age group. It is important to know that these classifications are set by the website creator and are not overseen by an independent body.

How can my child stay safe on ask.fm?
It is important to monitor your child’s behaviour online and identify changes in behaviour around technology use. Ask.fm has been associated with cyberbullying incidents due to users perceived anonymity when asking questions. Preventing anonymous questions from being asked on your child’s profile could minimise their risk of being exposed to cyberbullying. This can be done by selecting Settings > Privacy, check the box next to Do not allow anonymous questions and click Save.

Am I really anonymous on ask.fm?
It is important to make children aware that they are not truly anonymous online and that their online actions can have offline consequences. The privacy policy on ask.fm states that any information collected by their website, such as username, email address or IP address, may be shared to “investigate, prevent or prosecute illegal activities, suspected fraud, and violations to the Terms and Conditions.”

How can Ask.fm use the information that my child posts?
By submitting content through the ask.fm service (by asking or answering questions, uploading photos or videos) you grant ask.fm a license to use, copy, reproduce, process, adapt, modify, publish, transmit, display and distribute such content in any and all media or distribution methods. In other words, all information that your child posts on ask.fm can be used by ask.fm for any reason they see fit.

Who can ask my child a question?
All ask.fm profiles are public and anyone can ask a question. It is important to know that you can restrict your child’s account from receiving anonymous questions.

Who can see the answers that are posted on my child’s Ask.fm profile?
Ask.fm profiles have no privacy settings - anything posted is publicly viewable (answers, images, videos). It is important that you speak with your child about what they may be posting on their profiles and how this might affect their reputation and relationships.

How can my child delete an answer on their profile?
Select x to the right of an answer and click OK.

How can I report something on Ask.fm?
Report specific answers by clicking Report on the drop down box to the right of an answer and selecting the appropriate reason for reporting. Click OK.
You can also report all answers on a particular profile by clicking Report, next to ‘answers’ and selecting the appropriate reason for reporting. Click OK.

Note: You can report even if you do not have an ask.fm account.

How can my child block someone that is asking inappropriate questions?
Once you get another question from the user harassing you press Block next to each question. This will take you to a screen which asks you why you would like to block the user. Select the appropriate reason and click Block.
You can unblock a user by going into the account’s privacy settings under Blacklist and unblock the user.

How can I delete my child’s account?
If after talking with your child about the ethical use of ask.fm and your family’s rules around technology, you may think it’s appropriate to delete the ask.fm account.
To delete a profile on ask.fm select Settings > Disable Account, enter your password and select Disable Account.
Open and supportive discussions around technology usage are vital in ensuring your child understands their responsibilities when using technology. Simply removing the technology is not the best response as it could potentially drive your child’s usage underground where there are fewer opportunities for
What is Instagram?
Instagram is a photo-sharing app which allows users to take photos, apply a filter and share content with either followers or the general public. Users are able to ‘like’ and comment on photos as well as send these images directly to individual followers. Instagram also allows users to post short videos.

What is the age classification for Instagram?
Instagram is recommended for users aged 13 years and above, however there are many underage users.

How are young people using Instagram?
Instagram is being used by young people to share photos, occasions and situations with their friends. The ability to like and comment on photos provides a useful communication function for young people as they explore and express their personality.

Should I be worried if my child is using Instagram?
Any application when used incorrectly, has the potential to cause harm. It is important that you openly communicate with your child about how they may be using an application and the legal and ethical ramifications of inappropriate use. They also need to be aware the dangers of communicating with people they don’t know via any mobile application.

What are the privacy settings on Instagram?
Accounts on Instagram can be shared with anyone, or with those you approve as followers only. This can be done via the Instagram app on your mobile device. First select the Profile option on the lower right-hand side of the screen. In the Edit Your Profile section scroll to the bottom of the screen and ensure Photos Are Private is in the On position and select Save.

What could be revealed through an image?
A concern with photos which are taken and shared via a mobile device is that they may contain geolocation information. Geotagging refers to the embedding of location data, such as GPS coordinates, in images taken on smartphones and some digital cameras. When these images are shared online, the location data is often also shared. This may allow others who have access to the file to determine where the image was created, potentially revealing your home address.

How can my child limit geolocation information?
It is important for your child and you to know how to disable the geolocation function for the camera on the smartphone or mobile device your child utilises. For iOS devices, this can be disabled by accessing Settings>Privacy>Location and disabling for Camera. On Android devices, users need to open the Camera app, access Settings and disable GPS tagging. If you are unsure how to do this on your device, please access the online user guide for the model of device.

It is also useful to discourage children and young people from using the Photo Map function on Instagram. This capability plots users’ photos on an interactive map and could reveal sensitive location information.

What are the potential problems with Instagram?
It is important that young people only allow people they know and trust to access their photos and learn how to block and report inappropriate users. You can block users via the Instagram app on your mobile device. Open the profile page of the offensive user and select the Further Options icon on the upper right-hand side of the screen. Select the Block User option and when prompted by the dialog box, select Yes, I’m sure.

Sharing images that are rude, offensive or sexualised can see young people in breach of State and Commonwealth legislation that carry serious legal consequences. Ethically, young people need to be aware of the impact that their online behaviour has on others as well as their own reputation.

How can I delete my child’s account?
If after talking with your child about the ethical use of Instagram and your family’s rules around technology, you may think it’s appropriate to delete the Instagram account.

To delete an Instagram account log into the account at instagram.com, click the account username in the top right and select Edit Profile, click I’d like to delete my account in the bottom right.

Note: Accounts cannot be reactivated and photos may be lost. Open and supportive discussions around technology usage are vital in ensuring your child understands their responsibilities when using technology. Simply removing the technology is not the best response as it could potentially drive your child’s usage underground where there are fewer opportunities for you to support them.

For more information visit www.thinkuknow.org.au
Exploring the New Frontier in Parenting

So what is this new frontier of parenting? Emotions are now recognised as an important part of the parenting landscape. Here are five ideas to help you explore the alien landscape of kids’ emotions.

It’s official!

Emotions are now part of the parenting and educational mainstream!

For some time they’ve been relegated as a sideshow to the main events of discipline, confidence building, character building, and lately, resilience.

Not now.

The recently released movie Inside Out gives life to emotions in a fun, accessible way. It’s a wonderful demonstration of why we must put emotional intelligence front and centre in our parenting and teaching. The quickest pathway to happiness and success is the acceptance and recognition of feelings.

This is not a new idea. Over 2,000 years ago Socrates reminded his Greek compatriots, “Educating the mind without educating the heart is no education at all.”

Current claymune Dr. Marc Brackett, Director of the Yale Centre for Emotional Intelligence is more expansive. He says, “Emotions matter as they drive learning, decision making, creativity, relationships, and health.”

This is not to say that we ignore children’s poor behaviour, neglect to set limits or not ask anything of them when they’ve experienced hardship at school. Accepting and recognising emotions is an added layer in our interactions with kids, which may well be the missing link in building cooperation, connection and resilience.

Emotions are messy. They can be loud. They can be hidden. They often interrupt our well-organised schedules. “What do you mean you’re sad? We’re off to watch a movie. It’s a happy time!” Emotions are hard to control and difficult to see. Like slippery eels swimming in a dam, you know that they are down there somewhere but it’s hard to figure out just what they are doing.

It’s also parents haven’t smothered or up to emotions earlier because ‘good parenting’ is hard emotional labour. When your three-year-old throws a tantrum in a supermarket and all you can do is grin and bear it rather than throwing your own tantrum or doing what you really feel like which is discovering your own child(ren’s) emotional labour.

When you console and contain the hurt of a primary school aged child who throws himself at your feet howling that everyone hates him, you are doing emotional labour.

Staring down a teenager who looks you straight in the eye while spitting out “I hate you” because you’ve denied their request to go out is hard emotional labour. Parents do emotional labour all the time. That’s one of the reasons it’s so draining.

Accepting kids’ emotions mean we need to listen to them. We need to be mindful of their feelings as well as their behaviours and thoughts, which is what most parents and teachers are conditioned to do. We’ve built a broad vocabulary around behaviour management featuring terms such as consequences, limits and boundaries, and time-out to name a few. And the perennial ‘To smack or not to smack’ question shows we are very willing to have debates about behaviour management methods, but discussions about emotional management are few and far between.

more on page 2
The limits of many parents' emotional vocabularies are matched by the limitations in method as well. Most parents when asked can provide plenty of ways to raise a well-behaved child but I suspect many would struggle if asked to name three or more ways to build their children's emotional smarts. This is not a criticism but an acknowledgement of lack of training in the area.

Ask yourself: “Who taught you how to recognise, manage and regulate your emotions?” If you answered your parents then lucky you. They've given you the tools you need to have successful relationships, to maximise your earning potential (if you're not) and to behave like a chump, not a champ, when playing sport and participating in other competitive or high performance activities. If you were able to identify any adult who taught you emotional intelligence then I suspect you are in rare company. My guess is you probably couldn't identify anyone, so your emotional intelligence (if you've read this far you have the emotional smarts needed for focus, self control and concentration) is unconscious, rather than conscious, making it hard to teach or pass on emotional intelligence skills to kids. So where do we start?

Here are five ideas to help you explore the alien landscape of kids' emotions, the new frontier of parenting:

1. **Listen first**
   When your child fusses and fumes about some wrong-doing or hurt they've experienced clear your mind and listen.

2. **Avoid trying to fix the situation just show understanding and compassion. There is no better feeling then being understood.**

3. **Contain rather than manage (let your kids do the managing)**
   Children's behaviour can become tangled up in upsets and disappointments. It's hard to separate their behaviour from their feelings. Sometimes as a loving, caring adult you just have to soak up their feelings, and give them the time and space to soothe their own souls. We don't have to do that for them.

4. **Know that emotions can be pleasant and unpleasant**
   We often place value judgements on emotions by saying some emotions are good or positive (happy, motivated, energised) while some are bad or negative (sad, worried, sick). Avoid passing judgement in such ways. Recognise that emotions are pleasant or unpleasant and that all emotions are acceptable, whereas some behaviours (such as hurting someone when you are angry) are unacceptable.

5. **Build a vocabulary around emotions**
   Just as feelings have names, there are terms for the emotional intelligent parenting method. For instance, I-messages® are a type of communication used by parents and adults who take an emotions-first approach.

6. **Help your kids recognize, then regulate emotions**
   Ever told a child to calm down only to see their emotions escalate? Kids, like adults, need to recognise their feelings before they can regulate their emotional state, and that's not easy. Emotional recognition is a complex process that takes practice. Even when we are good at it we don't always get it right. Learning to recognise your feelings is a continuous process that's best started when young, before the ups and downs of adolescence becomes a reality.

Emotional intelligence is best learned when it becomes part of your family's culture, or way of doing things. When it becomes part of your family's DNA then emotional intelligence will be passed down from generation to generation. You'll know it's had generational impact when your children identify you as the person who trained them in the skills of emotional intelligence. How cool is that?

Want more ideas to help you raise confident kids and resilient young people? Subscribe to Happy Kids newsletter, my FREE weekly email parenting guide at parentingideas.com.au. You'll be so glad you did! When you subscribe you'll also get a fantastic Kid's Chores & Responsibilities Guide with plenty of ideas to get your kids to help at home without being paid.

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**Michael Grose**

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**Want more ideas to help you raise confident kids and resilient young people? Subscribe to Happy Kids newsletter, my FREE weekly email parenting guide at parentingideas.com.au. You'll be so glad you did.**

parentingideas.com.au
Maintain a strong relationship with your teen

How do you maintain a good relationship with a teenager? Here are two simple strategies to help parents hit the right parenting mark through this sometimes-challenging stage.

One of the biggest challenges parents of teenagers face is how to maintain a good relationship with a young person while managing also their sometimes tricky and anti-social behaviour. The balance between good guy and bad guy is precarious indeed.

There are two simple strategies, when used in tandem, can really help parents crack this great divide. They are following through and following up.

When used wisely and consistently they can help parents manage teenagers even during their more difficult stages while maintaining a respectful relationship.

Following through to teach responsibility

"Following through" means doing what you say you’ll do. If you say you’re grounded, yet then let a young person off the hook when they come home from an outing later than agreed, you are merely issuing a meaningless threat. Most young people know a meaningless threat when they hear one.

"Following through" is about taking parent action and the most appropriate action is the use of behavioural consequences. When young people behave poorly, irresponsibly, transgress family rules or someone’s individual rights, then the experience of a negative consequence teaches them that there is a link between their behaviour and outcomes. If this sounds high-handed then relax. It’s how a civil society operates.

Drive too fast and you’ll receive a fine. Harm someone and hopefully you’ll be issued with a suitable punishment that matches the offence. ‘Cross a line and something happens’ is the accepted wisdom in our community, in school and in family life.

It’s important that the consequence issued matches the misdeemeanour. When we go too far – “you’re grounded for the term” – then we generally get resentment. Not strong enough – “you should apologise” and they become ineffective. It also helps when consequences are related to the misdeemeanour. Taking away a teenager’s pocket money will generally lead to resentment. Be mindful that a rational, logical approach is a parent’s best defence against teen emotion.

The key to the successful use of consequences rests with how you implement them. If you issue them in anger (even though that’s how you feel) then you are inviting a young person to challenge you. Implement consequences dispassionately and calmly and you’ll increase the likelihood of them being mad at themselves rather than mad at you. Nonbalance is a parent’s best friend when it comes to managing the behaviour of highly-charged teens.

Following up to reconnect

It’s easy to lock a young person out emotionally following a behaviour meltdown or disagreement, particularly when they’ve said or done hurtful things. Once the dust has settled after discipline or a dispute then it’s time to follow-up with a kind word, an enjoyable activity or even just a sincere smile. It generally takes the adult in the relationship – parents or teachers – to make the first move to put the relationship back on an even keel.

It’s smart to choose a time when you are both more relaxed to reconnect rather than rush to make up before either person is ready, which can make matters worse.

Following through and following up are a dynamic discipline when they are used together as they help parents crackle the good guy, bad guy line that seems to appear on almost a daily basis. Use one without the other and you’ll come across as either too soft or too harsh. Use them in tandem and you’re more than likely hit the right parenting mark.
CYBER-BULLYING ASSISTANCE

How do I know if my child is cyber bullied?

- Overly secretive when online
- Change in mood/ depressed
- Not wanting to attend school
- Feeling unusually well and often

What can I do if my child is cyber bullied?

- Block the bully and delete from contacts.
- Never respond - ignore!
- Maintain a dialogue and open communication
- Get off social media or have time restrictions
- Have clear computer boundaries
- Report to the website/ application/ network itself
- Delete account/ change phone number if required and start again
- Tell your child they have done the right thing by reporting
- Keep electronic communication out of bedrooms
- Install a filter on computer
- Tell the police if intimidation/ threats or harassment are present
- Set privacy settings up correctly

WHERE TO SEEK HELP

facebook.com/help/safety
kidshelp.com.au/cyberspace
thinkuknow.org.au

---

Starting in Term 4, 2015

CHILLED™ PROGRAM FOR ADOLESCENTS

A program created and owned by Macquarie University Centre for Emotional Health. This evidence-based Program is designed to provide adolescents with tools to manage both anxiety and mood problems, increase resilience and adopt healthier thinking patterns.

The Chilled™ Program will begin Tuesday 6th October 2015 from 7.00pm, then run weekly for 10 weeks.

Presented by our experienced team of Child Psychologists

FOR 13-17 YEAR OLDS

Clear and practical skills to overcome both anxiety and mood problems. Boost your teen’s confidence and resiliency.

Cognitive Behaviour Therapy Program

LIMITED SPACES AVAILABLE!

Telephone: 9629 9577  Fax: 9629 2796 Website: www.glenwood-h.schools.nsw.edu.au
HOW TO INCREASE YOUR MARKS

With thanks to the author: Andrew Fuller, Clinical Psychologist and Family Therapist, Ambassador for Mind Matters and Member of the National Centre Against Bullying. www.andrewfuller.com.au

Getting better marks has a lot to do with how you approach studying. The twelve most powerful ways to increase your marks don't involve you working harder, but they do involve you working smarter.

1. **Study in silence**. This is the single most powerful way to increase your marks. Spend at least 20 minutes of your study time in silence. No texting, music or computer screens. Outcomes improve when you practise in the same conditions you want to perform in. In the exam room there won't be music, mobile phones or computer screens.

2. **Organise and transform the information you want to learn**. Just reading your notes over and over again doesn't really work. Your memory stores information best when you organise or transform it. This means organising your notes so that the main idea is highlighted on each page. Then take your notes and turn them into a flow chart or a mind map or see if you can fit them to a song you know well or make it into a sound recording. The more times you can transform and reorganise the information the more firmly it is remembered.

3. **Put off pleasurable activities until work is done**. This is a painful one, but if you play computer games before you get down to studying, the levels of dopamine in your brain lessen and you will lose the drive and motivation you need to study effectively. Work first, play later.

4. **Talk yourself through the steps involved**. One of the things that highly successful students do is to explain out loud to themselves the steps involved in completing the task. This applies to every subject area. By saying out loud, 'First I have to do ... then I have to do ...' and so on, any part that you are uncertain about becomes clear and you can then use this to guide where you need to do more.

5. **Ask for help**. Teachers want their students to be interested and to do well. You will be amazed if you ask a question how many other people don't understand it either. If you are really scared about asking questions in class, have a private talk to your teacher about this.

6. **Take notes**. Just writing down the ideas that you have makes a powerful contribution to your marks. Don’t just write down what the teacher writes. Make notes of any ideas you have as well. Never rely only on the worksheets given out by teachers or your own capacity to remember information later.

7. **Write and re-write key points**. Writing the main points of the area you are learning helps you to remember them. If you can add in re-organising and transforming them into different formats (drawings, flow charts, podcasts, etc.) that makes it even more powerful.

8. **Make lists and set priorities**. Make a 'to-do' list each week. Write down in your diary the most important things to be done in each subject each week. High scoring students do a little bit on each subject a lot, rather than doing a lot of work on one subject every so often. If you are doing subjects that involve presenting a folio or preparing a presentation, it is still important to do work on the other subject areas.
Dear Parents / Carers

It is extremely important for our school to keep records up to date and accurate, particularly in the case of emergencies and especially email addresses as the school emails parents regularly. Please **fill in the back page of this newsletter** of any changes and return to the school office at your earliest convenience.

Office Administration
Year 7 2016

The Uniform Shop
02 9672 6891
glenwoodhigh@alinta.com.au

Year 7, 2016 Uniform Fitting Week
Monday 30th November 2015
Tuesday 1st December 2015
Wednesday 2nd December 2015
Friday 4th December 2015

Year 7, 2016 students are required to make an appointment for a uniform fitting during this week. Families can purchase or lay-by uniforms at the fitting and students will be able to exchange uniform if the size requirement changes in January 2016.

To book appointments please either
1. Register Online at: www.alintaapparel.com.au
2. Phone: 02 9672 6891
3. Email: glenwoodhigh@alinta.com.au

To avoid disappointment please make your appointment as soon as possible.

Thank you for your co-operation.

Alinta Apparel

Uniform price list & online shopping available at:
www.alintaapparel.com.au
## NEW PRICE LIST
**AS AT 1 AUGUST 2015**

### WILS UNIFORM 7 – 10

<table>
<thead>
<tr>
<th>Sizes</th>
<th>Price</th>
<th>Size</th>
<th>Qty</th>
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</thead>
<tbody>
<tr>
<td>J10 – J14</td>
<td>$33.00</td>
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</tr>
<tr>
<td>L3  – L3D</td>
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<td>L4</td>
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<td>L4  – L4D</td>
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<tr>
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### BOYS UNIFORM 7 – 10

<table>
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<td>L3D – L3</td>
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### GIRLS Formal Shirts

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### BOYS Formal Shirts

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### BOYS School Tie

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### GIRLS School Tie

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### GIRLS Formal Skirt

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### BOYS Formal Belt

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### GIRLS Formal Trouser

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### JUMPERS

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<tr>
<td>18 – 24</td>
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</table>

### PURCHASING OPTIONS


**PLEASE NOTE**

- Sizes not carried are available by order, however, production time (usually 90 days) must be allowed, and a 50% non-refundable deposit made upon order.
- For sizes J3D and L3D and over, a $10 surcharge will apply.

Online orders are distributed from the Uniform Shop, therefore postage will occur on the next opening day of the Uniform Shop.

**EFTPOS CARDS** (CHQ or SAV Accounts) ARE NOT ACCEPTED

We apologise for any inconvenience.

29/07/2015 11:13 AM Prices subject to change without notice
Experience The Magic Of Hosting

In July our exchange student, Toon, joined our family. And when I say joined he literally did that. He has become my teenage son. Our experience as a family has been amazing and unforgettable.

Toon is leaving this week and I feel like my son is grown up and leaving home. There is nothing negative that I can say about our time with Toon. Toon has been through all sorts of things with our family. Through good times, like the birth of our new daughter, and not so good times (but nothing bad).

I would like to say my respects to Toon’s parents. They have done a wonderful job raising such a courteous, well mannered, well balanced son. We have so many fantastic stories from this exchange experience. We have enjoyed it so much that we are hosting again next July. We will have a friend for life and will never forget Toon.

Thank you WEP for the chance to meet Toon. It would not have been possible without the WEP team. Only a quick few words to show my appreciation in meeting Toon and to WEP.

Enrich your home with a curious exchange student in July 2015

Request student profiles now to find out more!

www.wep.org.au  1300 884 733  info@wep.org.au

WEP Information Sessions

Stanton Library
234 Miller Street
North Sydney NSW 2060
Time 7:00 to 8:30pm
Dates
18 June ’15
20 August ’15
9 November ’15

Surry Hills Neighbourhood Centre
Level 1, 405 Crown Street
Surry Hills NSW 2010
Time 7:30 to 9:00pm
Dates
5 May ’15
28 July ’15
20 October ’15

Warringah Mall Library
145 Old Pittwater Road
Brookvale NSW 2100
Time 10:30am to 12pm
Dates
16 May ’15
Hills District Little Athletics
welcomes children aged 5 (tiny tots) - 17 to join in family fun and fitness with Little Athletics
Register and pay online prior to collecting your pack at http://www.laansw.com.au

Pack Collection Day
for 2015/16 season
will be held on
Sunday 30th August 10am – 2pm
at A.H. Whaling Reserve
Roxborough Park Road, Baulkham Hills

Please note that
no actual registrations will be taken on these days
New athletes will be required to provide proof of age when collecting their packs. Please bring Birth Certificate, Blue Book or Passport
Season commences 8am Saturday 9th Sept 2015

For further enquiries see the FAQ section on our website www.hillsdistrict.org
or contact
Sophie 0422 319 151 or Jenny 0407 229 325

GLENWOOD COMMUNITY NEWS & ADVERTISING

KIDS CAMPS

SPRING HOLIDAY CAMPS
DON'T MISS OUT

- New friendships
- Fun
- Great value
- Safe

Our popular Summer Kids and Family Holiday Camps are filling fast. Find out what's on including our popular Cooking 4 Kids, Adventure Kids' Club and Duke of Edinburgh camps plus lots more. Led by qualified instructors, you can rest easy knowing your kids are in safe hands. Book now for the School Holiday camps for children aged 7 and over and range from 1 to 5 days.

Residential Kids' Camps include:
- 24 hour supervision
- Instructor led activities
- Accommodation
- Meals
- Supervised transport

Family Camps include:
- Instructor led activities
- Meals
- Accommodation
- Use of all Facilities i.e. BBQ area, pool, tennis courts etc.

sportandrecreation.nsw.gov.au/familycamps
sportandrecreation.nsw.gov.au/kidscamps
fes.com/newsportandrecreation.13.13.00

Summer Hockey
The Ponds
Register Today

For boys, girls, men and women. Beginners encouraged to join.
For more information phone Lyn on 9674 2876
or visit our website:
http://www.kingslangleyhockey.org.au

you. me. outside now.

Blacktown Little Athletics Centre.
Invites you to join us in a great family sport. Friday nights at Cumonapia Reserve Glenmore from 6.10pm - September to March.

Little Athletics is all about:
- Getting involved in a sport where you can try different athletic events.
- Helping you get fitter and faster.
- Helping you learn new skills.
- Getting rewarded for your participation and achievements.
- Having FUN and meeting new friends.

Mark these dates you need to know:
- You need to be at least 5 years old. Under 7 years – age group determined by age as at 1st October.
- Proof of age is required for new registrations.
- ‘A’ grade is for all existing junior athletes, who are not eligible to enter the ‘B’ & ‘C’ grades.
- Under 5 and ‘A’ grade, and Under 1 to 3 – $15 for the season plus cost of activity.
- Registrations are available online via Western Sydney Athletics.
- Register at Hawkesbury Gardens shops on Fri 14.04.15 from 9.30am, Blacktown shops or Fri 22.04.15 at 6.30pm, Concord shops or Fri 30.04.15 at 6.30pm, or Concord Reserve on Fri 08.05.15 at 6.30pm, or any Friday competition night from 11.05.15.
- Further details contact Lyn (President) on 04 1729 5797 or David (President) on 04 9465 5102, or visit our website www.blacks.com.au

Telephone: 9629 9577 Fax: 9629 2796 Website: www.glenwood-h.schools.nsw.edu.au
Compulsory School Attendance
Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

What are my legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The Education Act 1990 requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the Board of Studies, Teaching and Educational Standards for homeschooling.

Once enrolled, children are required to attend school each day it is open for students.

The importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Gives students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absence may include:

- Being sick, or having an infectious disease
- Having an unavoidable medical appointment
- Being required to attend a recognised religious holiday
- Exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child’s school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child’s absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child’s school principal. An Application for Extended Leave may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child’s total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child’s school principal.

Telephone: 9629 9577 Fax: 9629 2796 Website: www.glenwood-h.schools.nsw.edu.au
My child won’t go to school. What should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school’s learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education and Communities may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child’s attendance at school.

- Application to the Children’s Court – Compulsory Schooling Order

If your child’s attendance at school remains unsatisfactory, the Department may apply to the Children’s Court for a Compulsory Schooling Order. The Children’s Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child’s full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

What age can my child leave school?

All NSW South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

Working in Partnership

The Department of Education and Communities recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

Further information regarding school attendance can be obtained from the following websites:

Policy, information and brochures:


The school leaving age:


Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on 131450. You will not be charged for this service.

For further advice and questions contact your educational services team

T 131 536

Learning and Engagement

Student Engagement & Interagency Partnerships

T 0244 5129

www.dec.nsw.gov.au

© February 2015

NSW Department of Education and Communities
ANNUAL S.C.C.E. SCHOLARSHIPS

FOR SELECTED YEAR LEVELS AND SPECIAL CATEGORIES

Southern Cross Cultural Exchange has long appreciated the determination, courage and motivation of some of our best students to want to immerse themselves in a different culture and increase their global intercultural understanding. Established to recognise this desire for experiential learning, Southern Cross Cultural Exchange Scholarships have long been sought after by students seeking to join the thousands of students S.C.C.E. has sent overseas since 1983.

To facilitate this even more, S.C.C.E., with the continuing support of our airline partner Singapore Airlines, is pleased to announce a range of S.C.C.E. Scholarships for students currently enrolled in Year 9, Year 10, and Year 11 & 12. We are also featuring 5 new Special Categories for Year 9/10 students: S.C.C.E. Sports Scholarship, Creative Arts Scholarship, Community Service Scholarship, a Regional Scholarship and the very special Francesca Davidson Scholarship. Holders of the Special Category Scholarships will also get to experience life in a different culture as exchange students in their country of choice, living with a host family and attending school over here.

An S.C.C.E. Scholarship Award comes with it a unique once-in-a-lifetime opportunity to live and study overseas for between 2 to 5 months in the country of the winner’s choice on an S.C.C.E. exchange program. Most assuredly, he or she will gain experiential learning in an overseas school and culture, develop essential life-skills as well as foreign language skills for future careers. In general, exchange students gain vital awareness as global citizens, enhance their problem-solving and decision-making skills as well as increase their sense of confidence and independence.

For all details regarding scholarship applications and essay criteria, please go to www.scce.com.au and download an Application Kit.

YEAR 9 SCHOLARSHIP FOR NEXT JANUARY SEMESTER PROGRAM
TO FRANCE, GERMANY, ITALY OR U.S.A.

Join our S.C.C.E. Community Service Scholarship tenants in their decision to make a difference to their future with a prime opportunity to go on exchange to experience the first semester of Year 10 from next January in France, Italy, Germany or the U.S.A. and return home at the end of June to work the second semester of Year 10.

This full scholarship is for an S.C.C.E. program for a semester (5 months) to the winner’s destination country of choice. You will be awarded the winning essay, knowledge of a foreign language is not required in the scholarship selection criteria. *Scholarship application deadline: 15 September FULL SCHOLARSHIP NO COST

YEAR 10/11/12 SCHOLARSHIP FOR A DECEMBER 2-MONTH PROGRAM
TO FRANCE, GERMANY OR ITALY

Year 11 and 12 students have already appreciated the late November departure and return at the end of January for their most academic year. The Year 10/11/12 Scholarship is the unique chance for high school students to win a scholarship for an exchange program before leaving school. S.C.C.E. is pleased to offer a Year 10/11/12 Full Scholarship for 3 months to the participant’s destination country of choice based on a winning essay, knowledge of a foreign language is not required in the scholarship selection criteria.

Scholarship application deadline: 15 August FULL SCHOLARSHIP NO COST

COMMUNITY SERVICE SCHOLARSHIP (YEAR 9/10) FOR AUGUST/SEPTEMBER SEMESTER PROGRAM
TO FRANCE, GERMANY, ITALY, SPAIN, SCANDINAVIA, JAPAN OR THE U.S.A.

If you are actively involved in any field of community service, and wish to help drive changes or make a difference to the lives of people around you, you may be deserving of the S.C.C.E. Community Service Scholarship. This full scholarship for an S.C.C.E. program for a semester (5 months) to the winner’s destination country of choice will be awarded based on an essay and subsequent visit to judges to appreciate your community service involvement. *Scholarship application deadline: 30 March HALF SCHOLARSHIP 50% PROGRAM FEE

SPORTS SCHOLARSHIP (YEAR 9/10) FOR AN AUGUST/SEPTEMBER SEMESTER PROGRAM
TO FRANCE, GERMANY, ITALY, SPAIN, SCANDINAVIA, JAPAN OR THE U.S.A.

You don’t have to be a hearty athlete, rugby, soccer, tennis or swimming legend to be considered for the S.C.C.E. Sports Scholarship. There are no requirements regarding your ability or involvement in sport. This half scholarship for an S.C.C.E. program for a semester (5 months) to the winner’s destination country of choice will be awarded based on an essay and subsequent display or performance of your athletic endeavor. *Scholarship application deadline: 30 March HALF SCHOLARSHIP 50% PROGRAM FEE

CREATIVE ARTS SCHOLARSHIP (YEAR 9/10) FOR AN AUGUST/SEPTEMBER SEMESTER PROGRAM
TO FRANCE, GERMANY, ITALY, SPAIN, SCANDINAVIA, JAPAN OR THE U.S.A.

If you have what it takes to pursue your field of the Creative Arts, you may be eligible for the S.C.C.E. Creative Arts Scholarship. This half scholarship for an S.C.C.E. program for a semester (5 months) to the winner’s destination country of choice will be awarded based on an essay and a subsequent display or performance of your artistic endeavors. *Scholarship application deadline: 30 March HALF SCHOLARSHIP 50% PROGRAM FEE

FRANCESCAS DAVIDSON SCHOLARSHIP (YEAR 9/10) FOR AN AUGUST/SEPTEMBER SEMESTER PROGRAM
TO FRANCE, GERMANY, ITALY, SPAIN, SCANDINAVIA, JAPAN OR THE U.S.A.

English literature and History students in Year 9/10 are encouraged to apply for the Francesca Davidson Scholarship, established to highlight the outstanding work of a respected and committed teacher dedicated to education, and who also loved travel, cultural immersion, international diversity, literature and history. This half scholarship for a semester (5 months) program will be awarded to the winner’s destination country of choice based on a winning and thought-provoking essay. *Scholarship application deadline: 30 March HALF SCHOLARSHIP 50% PROGRAM FEE

REGIONAL SCHOLARSHIP (YEAR 9/10) FOR AN AUGUST/SEPTEMBER SEMESTER PROGRAM
TO FRANCE, GERMANY, ITALY, SPAIN, SCANDINAVIA, JAPAN OR THE U.S.A.

If you live outside the metropolitan areas of a capital city, whether on a farm in remote areas or inner regional towns and attend school in a rural, regional or remote area, you may apply for the S.C.C.E. Regional Scholarship. This half scholarship for a semester (5 months) program will be awarded to the winner’s destination country of choice based on an essay focusing on his or her experiences and perceptions of living in a rural or remote area. *Scholarship application deadline: 30 March HALF SCHOLARSHIP 50% PROGRAM FEE

For more information and essay criteria, please visit www.scce.com.au

*No exception to pay full scholarship applications. We regret you cannot be accommodated if your application is late.”

Find us on Facebook

Telephone: 9629 9577 Fax: 9629 2796 Website: www.glenwood-h.schools.nsw.edu.au
Dear Parent/Guardian

The need for our school to keep records up to date and accurate is extremely important, particularly in the case of emergencies. Please fill in the following change of record details and return to the school at your earliest convenience.

<table>
<thead>
<tr>
<th>STUDENT’S FULL NAME</th>
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<tr>
<td>(include Siblings ATTENDING Glenwood High School)</td>
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<table>
<thead>
<tr>
<th>PARENT / GUARDIAN’S NAMES</th>
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<tr>
<th>RESIDENTIAL ADDRESS</th>
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<th>CORRESPONDENCE ADDRESS</th>
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<tr>
<th>HOME PHONE NUMBER</th>
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<thead>
<tr>
<th>FAMILY EMAIL ADDRESS</th>
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<table>
<thead>
<tr>
<th>PARENT/GUARDIAN WORK NUMBERS</th>
<th>NAME</th>
<th>PHONE NO:</th>
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<td></td>
<td>NAME</td>
<td>PHONE NO:</td>
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<tr>
<th>PARENT / GUARDIAN MOBILE PHONE NUMBERS</th>
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<table>
<thead>
<tr>
<th>EMERGENCY CONTACT NAME &amp; NO (other than parent / guardian)</th>
<th>NAME:</th>
<th>PHONE NO:</th>
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<tr>
<td></td>
<td>RELATIONSHIP:</td>
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