

PRINCIPAL'S REPORT—Renee Andrews (Relieving)

Education Week @ PHS

At Pittwater High School we are committed to providing an environment where every student can learn and achieve success. Last week was Education Week and as a school we have much to showcase and celebrate. We started the week with commendation assemblies where students were recognised for putting maximum effort into their learning. The Pittwater High Orchestra demonstrated their enormous talent in each of the assemblies, with an exceptional rendition of 'Into the Storm' - this piece was played at the recent NSW Band Championships where they achieved a Silver medal. Well done to Dr Hardy and all the fantastic musicians.

The Senior Drama Night and the TAS display evening showcased the amazing creativity of our students, and wonderful learning opportunities available in our school. The work on display was a credit to the hard work of the students and the dedication of their teachers in ensuring they demonstrate their potential. Becoming resilient learners will help all students to achieve their best. This can be achieved by giving things a go and bouncing back when things don't go quite right or they make a mistake, and by participating in and contributing to school and community activities.

At our Prefect Investiture assembly we thanked our outgoing student leaders for their outstanding service to the wider school community over the last twelve months. As a team they proved themselves to be effective stewards of the leadership culture at Pittwater High School and have successfully built upon the legacy from student leaders who have come before them. They have supported the school and brought us many moments to remember. They now hand responsibility to the incoming year 11 prefect team and concentrate on their last term of formal HSC study and examinations, before leaving the school community and life beyond the nurturing surrounds of Pittwater High.

Our new leadership team 2016/17, are to be congratulated on being elected by their peers and teachers to these leadership roles. A number of excellent candidates put themselves forward to be nominated as prefects for the school. Thanks to all students who were part of this process, including those who weren't successful in receiving a position. I encourage all our new leaders to be clear in their vision as a leadership team and as individuals be the kind of leader you would follow.



GOOD LUCK JASON WATERHOUSE

Pittwater High School ex-student

Jason Waterhouse is making his debut at the Rio Olympics in Sailing (Nacra 17 mixed multi-hull), alongside his teammate and cousin Lisa Darmanin.

The pair won the Rio Test Event and finished second at the World Championships

[Post a message of support here](#)

Year 12 Higher School Certificate Practical and Performance Examinations

This week marks the start of the HSC examination period for some students, including the dance performance exam, submission of the Society and Culture Personal Interest Projects and completion and hand in of the Industrial Technology Timber Major Design Projects. Please be reminded that important dates for the upcoming HSC examinations can be accessed on the BOSTES website, as well as rules and procedures. Good luck to our students.

<http://www.boardofstudies.nsw.edu.au/hsc/>

Year 12 Scope and Sequence

In preparation of the final examinations, teachers have prepared a scope and sequence for each subject. These map out the lesson plans for the rest of the term and highlight the focus areas that will be addressed in class. Parents and students can access these documents through the Pittwater High School website 'school years' tab – year 12

<http://www.pittwater-h.schools.nsw.edu.au/years>

Bring Your Own Device (BYOD)

It is important that all students are correctly following the procedures for BYOD. Every student that has a device must sign a user agreement with a parent signature, in which they hand to the technician at school (Tech office top of A block). Once this is done the student receives a sticker to attach to the device for identification purposes. If students have not followed the correct procedures they will not be allowed to use it in the classroom. Extra notes will be available from staff this week and can also be found on the school's website. Students are reminded that mobile phones must not be out during lessons, it is expected that they are switched off and packed away in bags or pockets.

<http://www.pittwater-h.schools.nsw.edu.au/technology/byod-bring-your-own-device/byod-user-agreement>

INFLUENZA (Flu) Alert

A large number of people in the community (Mona Vale, Narrabeen, Avalon area) have reported being ill with influenza this winter period. Please find some facts about influenza below:

What is influenza?

Influenza (flu) is a contagious respiratory illness caused by influenza viruses. Most people recover after few days but for some people it can be fatal.

Time from exposure to illness

One to three days

Symptoms

Sudden onset fever, runny nose, sore throat, cough, muscle aches and headaches.

Do I need to keep my child at home?

Yes, until they look and feel better.

How can I prevent spread of the virus?

Careful hand washing, especially after coughing, sneezing or wiping your nose, immunisation, is recommended for children with chronic illness.

Seek medical advice if the illness quickly becomes worse or if any of the following occurs:

- Shortness of breath or rapid breathing
- Chest pain
- Confusion or sudden dizziness
- Persistent vomiting

Further details can be accessed through NSW Health website

http://www.health.nsw.gov.au/Infectious/factsheets/Pages/influenza_factsheet.aspx

CALENDAR	
Wednesday 17 August	P&C Meeting
Sunday 28 August	Pub2Pub

HSIE - UPCOMING EXCURSIONS

Please ensure all excursions for HSIE are paid by the payment due date

MONDAY 15 AUGUST PERIOD 3

YEAR 8 HSIE, YEAR 11 GEOGRAPHY
AND
YEAR 11 EARTH & ENVIRONMENTAL
SCIENCE



No Time to Waste Tim Silverwood

THE PRESENTATION

Renowned environmentalist Tim Silverwood is a passionate advocate for reducing waste and its impact on the natural environment. In this highly engaging and intriguing presentation Tim will explain the stories behind the 'stuff' we use in our everyday lives that we take for granted (including the stuff in your school bag!)

Students will learn about the impact of unsustainable consumption on people and the planet, addressing: pollution, oceans, energy, resource depletion, climate change and social disadvantage. Students will be inspired to adopt simple, practical solutions they can embrace at home and at school to make a positive impact.

Waste isn't waste. It's a resource waiting for a purpose!

YEAR 10 - TUESDAY 23 AUGUST

All Geography students should wear/bring:

1. Enclosed shoes
2. Hat / sunscreen
3. Jacket / Raincoat (dress appropriately for variable coastal conditions)
4. Morning tea, lunch and a refillable water bottle
5. Work sheets, clip board, paper, pens

Watch the weather forecast the night before your fieldtrip

Please note Geography students will be dismissed from the venue. Any questions please contact Sharon Behringer.

All History students should wear full school uniform and bring their own recess/lunch and pen/paper.

HSIE - UPCOMING EXCURSIONS

PRELIMINARY GEOGRAPHY EXCURSION

Year 11 Senior Geography is heading to the city to attend the Building Better Cities excursion in late August. It is a full day excursion that visits Barangaroo and Green Park to understand the issues around development and natural resource use.

Ann-Maree Greene – Classroom Teacher

HSC BUSINESS STUDIES REVISION DAY

On Friday 12 August the HSC Business Studies students will be taking part in an intensive study day held right here at Pittwater High School. The purpose of the day is to solidify the course content allowing the students to appreciate the interdependence between the four key business functions Operations, Marketing, Finance and Human Resources.

This day has been a huge success over the past few years with students finishing the day both exhausted and enlightened.

Andrew Cornish—HSC Business Studies Coordinator



HSIE - UPCOMING EXCURSIONS

HSIE STARS!



As I write this, at the end of term 3, week 3, I have spent 35 days since the beginning of term 2 as a student teacher at Pittwater High. On reflection, I have few words that do justice to the feelings I have for what has been an incredibly positive, welcoming, and educational experience. Not only have I had the pleasure of getting to know the HSIE faculty well, under the guidance and support of Mr Stephen Kovacs, but I have had the pleasure of working in an overwhelmingly supportive and collegial environment, which is clearly aimed at, and exceeding in, student support and achievement. I have loved developing my teaching capabilities in classrooms with students who speak, behave and work with high levels of both respect and interest in learning, and I will miss them when I finish my experience at the end of Week 4. So thank you, staff and students at Pittwater High for such a wonderful start to my teaching career!

Miss Denni Coyte



Shauna Gallagher

Shauna Gallagher, Business Studies, Geography, Commerce and History teacher, is going on leave at the end of the month to have her first baby and we wish her and Michael every happiness and joy. Shauna arrived at Pittwater High in 2014 and the faculty and students quickly fell in love with, not only her Irish accent, but her outstanding, creative teaching and her commitment to doing the very best by every student she teaches. She has organised some wonderful excursions and study days and has been instrumental in the development of the learning space for students.

We are going to miss Shauna from the HSIE faculty and I know how much she will be missed by her students, but we look forward to her return as she enriches not only our faculty, but the school.

Sharon Behringer—HT HSIE



HSIE - TEAM TEACHING SESSIONS

YEAR 12 BUSINESS STUDIES

Every fortnight Alison Mumford and I combine our year 12 Business Studies classes to achieve a collaborative and group orientated environment. We have carefully selected groups based on mixed abilities so students can experience the merit of peer influence/feedback and quality work.

We have observed the following benefits from such sessions:

Students can learn content, as in syllabus dot points. When students work with content in a group they are figuring things out for themselves rather than having the teacher tell them what they need to know. We specifically set HSC exam questions with the discussion and application of case studies so students can familiarise themselves with the format and structure of the exam.

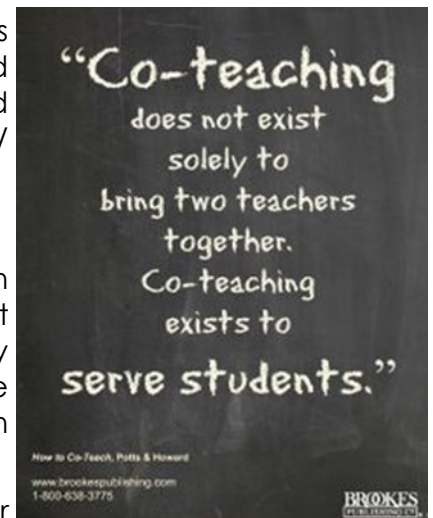
They can learn how groups function productively - In order for groups to function productively, students must fulfil individual responsibilities. Productive group members come prepared, they contribute to the group interaction, they support each other, and they deliver good work and stay on task.

They can learn from each other - students can see how different perspectives, constructive deliberation, questioning, and critical analysis can result in better solutions and performance. It also spurs on even the most chronic procrastinators to begin assessment tasks!!!

They can learn how to work with others - Group work helps students learn how to work with people outside their original class setting, including those who have different and novel approaches to tackling exam questions and perfecting responses.

Overall we have found that different personalities, voices, values, and approaches spark interest, keep attention, and prevent boredom.

Our evaluation is more insightful and balanced than the introspection and self-evaluation we would conduct as individual teachers.



Oh and the complimentary breakfast helps!!!

Shauna Gallagher—Classroom Teacher

TRIAL HIGHER SCHOOL CERTIFICATE FEEDBACK

Congratulations to year 12 on their focus, reliability and achievement in the Trial Higher School Certificate examinations which were held in the last two weeks of term 2. Student evaluation strongly supported the early Trials commenting on having an uninterrupted term to improve learning, an opportunity to improve skills and techniques which became evident in the formal exam, the chance to have a good break in the holidays or to focus on finishing off major works and having study notes and plans organised well ahead of the final exams.

Term 3 provides a great opportunity for all students to make a significant difference to their marks by setting a goal, which might be improving time management, improving a section of the paper or a mark or Band. We appreciate that students can be disappointed by their results, but resilience is important and students need to work closely with their teachers to overcome these disappointments. Students know there are many stories from the Behringer Files which tell of students who made a wonderful effort and engaged in active study in Term 3 to improve by twenty, thirty or even forty marks between the Trial and the HSC. I am looking for additions to the Behringer Files from the Class of 2016.

I would also like to acknowledge the dedication of the staff in preparing and mentoring HSC students, and I constantly observe teachers "going the extra mile".

Sharon Behringer – Head Teacher HSIE

HIGHER SCHOOL CERTIFICATE MAJOR PROJECTS 2016 - HSIE

HISTORY EXTENSION AND SOCIETY & CULTURE

During term 2 students of HSC History Extension – Andrew Blunsden, Harry Hall and Hamish Wickman – completed and submitted their major history projects. These were based upon areas of historical debate of the students' own choosing, including the historical profiling of Osama bin Laden, controversies that engulfed World Series cricket, as well as contrasting viewpoints that have emerged regarding the Battle of Stalingrad in World War Two. As part of their work with this task, students undertook extensive historical inquiries using a range of primary and secondary sources from academic books, peer-reviewed journals and websites. Students became members of the State Library and found this to be an invaluable resource for their projects. The study into initial negative reactions and revised perspectives since the establishment of World Series cricket even involved an interview between the student and Australian cricketing royalty, Ian Chappell. This task thoroughly built upon students' knowledge and understanding of key historical and historiographical terms, concepts and issues, historiographical processes and most significantly, their skills in historical communication. All students received very pleasing results for their projects!

In week 3 of this term students of HSC Society and Culture submitted their final Personal Interest Projects (PIPs) to the Board of Studies. This major work is part of students' external assessment, comprising 40% of the final examination mark. There was a wide selection of topics investigated, including gender-based experiences in the music industry, the social implications of violent video games, sources of racial stereotypes, as well as the challenges that face women undertaking careers in Australian politics. This project was a very demanding and time consuming process with students required to develop a research proposal, select primary research methods as well as secondary research material appropriate to the research proposal and apply these to the topic. At the end of 2015 the class attended the 'PIP Day' excursion in the Sydney CBD, which gave them the opportunity to network with students from other schools, listen to guest speakers and most importantly gain inspiration for potential topics that are prevalent in the society and cultures of young Australians. Students were challenged to become intricately involved with their topic, undertaking primary research methodologies such as public questionnaires, expert interviews with politicians, industry figures and academics, social observations and analysis of the media. The class were thoroughly supported in the processes of drafting, editing, completion of all additional academic components as well as analysis and communication of research findings. This support was provided via a comprehensive online learning module, regular collaborative work in class time, along with two intensive school holiday sessions. Fingers are crossed for some very positive results once marks come back near the end of the year!

Stephen Kovacs - Classroom Teacher

ACCELERATED ABORIGINAL STUDIES MAJOR WORKS

Alanna Reneman—year 11

Earlier this year, the accelerated Aboriginal Studies Class completed their HSC Major Works. What was unique about these major works, is that it allowed individuals to explore, research and engage with often personal topics entirely of their own choice' as long as it explored a syllabus area.. This opportunity allowed us as students to engross ourselves with our learning as we undertook one of the most unique and extremely rewarding experiences of our entire lives.

Each and every individual that completed this project amazed me and those around me with just how exceptional their understanding of their chosen topic developed over time. Some of the chosen topics included the gap in Indigenous employment, the significance of Indigenous language, the effects and treatment of Indigenous children in foster care, the importance of dreaming in appreciating Indigenous art, Indigenous cancer treatment and the treatment of Aboriginal veterans.

Each of these pieces were presented so differently, some included a pop-up Indigenous art exhibition, others included teaching a class and short films whereas others included brochures and books. In addition to completing this project Madison Magno and I were then granted the truly unique opportunity to present our pieces to the local Aboriginal Education Consultative Group, a group of inspiring Indigenous and non-Indigenous peoples of the local Gurringai area that are passionate, motivated and actively engaged with improving Aboriginal education. This opportunity was extremely rewarding for the both of us as it allowed us to truly reflect upon just how far we had come throughout the journey of completing these pieces alongside granting us the opportunity to hear real and raw feedback to our projects.

I personally completed a piece that explored my own family heritage and the experiences and effects it has had upon each and every one of my Indigenous family members in their decision of whether or whether not to identify. This opportunity was extremely emotional, rewarding and insightful for me personally as it really did allow me the opportunity to uncover and deconstruct something extremely personal and relevant. I am extremely thankful for the opportunity I was granted to complete this piece and for the never-ending support and help that was supplied to me by my teacher Mrs Behringer and the broader school community.

Choosing to Identify

Discovering one's Aboriginality is something that impacts individuals in a variety of different ways. It can deeply affect our outlooks and perceptions of others and most importantly ourselves. In the battle of choosing to openly identify with this heritage comes a variety of different obstacles and challenges. For some of us, the experiences of indifferent treatment and resentment are simply not worth the trouble whereas for others, lucky enough to live free of such perceptions, lies a pathway open to boundless opportunities.

There are a number of factors associated along the journey to identification and a number of aspects that can determine our final decision. For some of us, we, on a very personal level are able to come to terms with our Aboriginality and so forth make the decision to accept it amorously every day, however in saying that, not all who choose to identify to themselves feel comfortable with openly identifying to others.

A factor which I personally feel for a lot of people truly is a leading an often unconscious contributor as to why they don't openly and comfortably choose to identify with their heritage is the concept of guilt, a guilt that comes alongside the process of such a discovery and can have an unknowingly huge effect. Guilt can stem from a lot of different places and eat away at us in a variety of ways. Guilt can be associated for never having known where you truly come from, and can stem from a lack of knowledge about your past alongside having your heritage hidden away like it's a poisonous secret that will ruin your life. Guilt isn't really discussed an awful lot, but guilt is something that silently kills the Aboriginal dream for Australians young and old every

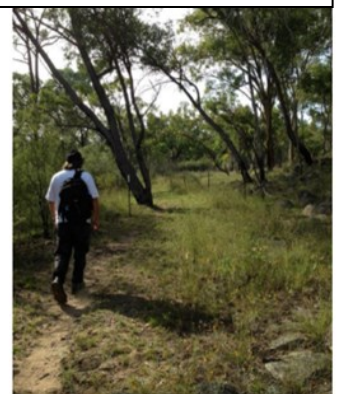
day. Guilt is that feeling you get deep beneath your skin that prevents you from doing the things you deem worthwhile and for a lot of people, guilt can be the deciding factor when making the decision to openly identify as being Aboriginal.

Another huge factor in the decision of identification, is the risk of racial prejudice and discrimination. A risk that you will be alienated or treated indifferently as a result of the years of racial stereotyping that has cyclically been inbuilt into the foundation of our society. This includes but isn't limited to the portrayal of Aboriginal people as 'drunken, petrol sniffing, drop kicks' that live on the dole.

Even for those who remain unaffected by guilt there is still a conscious decision to make every day as to whether or not they should openly identify with their cultural heritage. The predominate factor being a fear of not just the unknown but of change and discrimination. It is human nature to be intimidated of change and it is often difficult for individuals to comfortably live a life that has no hope of returning to its previous state as it is a daunting process. I think for many people, when choosing to openly identify with their Aboriginality, it is the fear itself that stops them.

There is a lot of factors that influence and impact our decision to identify with our Aboriginal ancestry and every one person is different. Every individual wants different things and every one person is influenced in different ways but at the end of the day no one way is right or wrong.

Alanna Reneman "Exploring my Family History"



ACCELERATED ABORIGINAL STUDIES SAMPLES OF MAJOR WORKS 2016

Indigenous Australians in the Australian Defence Force

Indigenous Australians in the Australian Defence Force

BEFORE, DURING AND AFTER SERVICE ...



Emily Thomas "Indigenous Australians in the ADF"

WHY ARE THERE MORE MENTAL HEALTH ISSUES FOR ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE?

AN INVESTIGATION OF THE CAUSES, AVAILABLE SERVICES AND REQUIREMENTS FOR THE FUTURE



Liam Doherty "Why are there more mental health issues for Aboriginal and Torres Strait Islander People?"

Speak to Me

Today we will be visited by Nardi Simpson, a singer from the highly praised Indigenous band *Stiff Gins*. I have sent her questions you are to cover as she talks to us about language, its significance and her culture and experiences.

As she speaks, answer these questions in your notebooks. Write the number of the question and then the answer.

We encourage you to ask appropriate questions and take additional notes.

Please be aware the questions will not be answered in order. If you cannot spell a word it is fine.

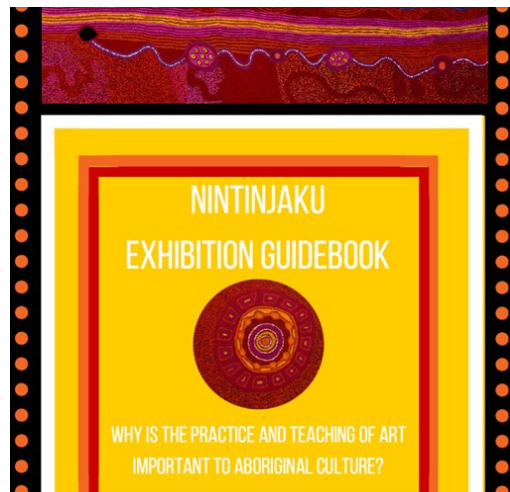
Be on your best behaviour ☺

1. Which Aboriginal Country is Nardi from? Give a brief description.
2. What languages does she know?
3. What are the roles of these languages in her life?
4. Who does she speak her languages with?
5. What does she say about her experiences in learning language?
6. How was Yuwalaray language revitalised, and therefore Gamilaray?
7. Describe some of the impacts of language programmes have had on those involved.
8. How was oral history maintained?
9. What are the Elders' role in sustaining language and therefore heritage?
10. Describe the relationship between identity and language.
11. How can language be maintained today?
12. What does Nardi believe about learning Aboriginal languages?
13. What does she believe about 'lost' languages?
14. Explain why it is easier for kids to learn languages compared to adults.
15. Give an example on the relationship between language and land.
16. Explain a chance meeting between opposites.
17. What does Uncle Max Harris say that Nardi loves? What does this mean?
18. Describe the relationship of language and the people of NSW?
19. Write down something you personally find interesting that Nardi says.

Madison Magno "Gamilaray and Yuwalaray Language Lesson Plans"



Jemima Sanguinetti "Can non-Aboriginal people experience the Dreaming through art?"



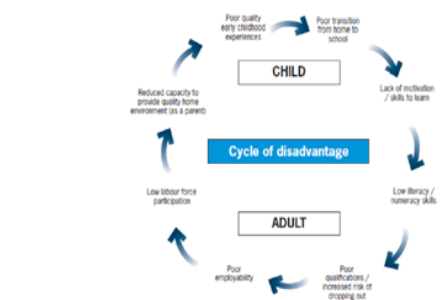
Kobie Heather "Why is the Practice and Teaching of Art Important to Aboriginal Culture? A Nintinjaku Exhibition Guidebook"

FACTORS THAT IMPACT UPON INDIGENOUS EMPLOYMENT

Without employment services working to combat the indigenous employment gap, Aboriginal jobseekers can have a hard time acquiring a job because employers can be racist, discriminatory or judge the indigenous applicants through their stereotypes. This section will explain the implications of socioeconomic disadvantage, racism, discrimination, stereotypes and how blind Australians are to the effects of these factors.

SOCIO-ECONOMIC DISADVANTAGE

In Australian society, Aboriginal people are socio-economically disadvantaged compared to the non-Indigenous population of Australia. Indicators of socio-economic disadvantage include health, income, education, life expectancy and employment. These indicators are all interlinked which each other, for example, education impacts employment that impacts income etc. For Aboriginal people, there is a repetitive cycle of disadvantage which is shown by this diagram below:¹⁰



There are many other diagrams that show the cycle of disadvantage, but this one pictured shows the direct impact on employment. As Aboriginal people can be of low socioeconomic status, they can be vulnerable to this cycle that will impact them as they grow up, their children etc.

Emily Smith "How do employment services work to close the employment gap and combat racism?"

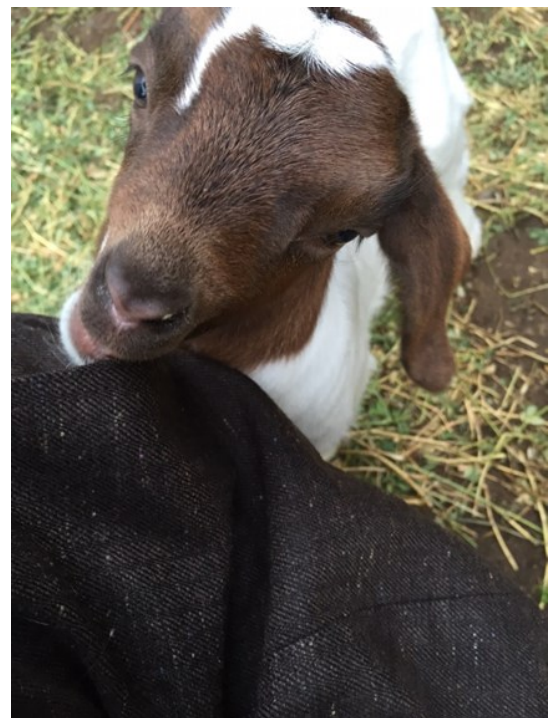
AGRICULTURE

The Science/Agriculture department is excited to announce the arrival of our three baby goats. Whilst their appearance is somewhat tardy (we had hoped they would join us last term) they have been worth the wait.

One of the little girls (Hermione) gave us a bit of scare at the beginning becoming dehydrated and weak, but after being put on a drip she made an (dare we say it...) magical recovery and now can't get enough pats and cuddles. The other two (Cletus and Sparrow) are getting braver every day and the two mums watch from a safe distance as the kids engage our kids.

The three babies are great friends and can often be seen bouncing and playing in their pen. We strongly encourage everyone to take the opportunity to go and see them as it is a wonderful opportunity to spend time watching these little bundles of joy while they are here.

Please can everyone also be conscious of ensuring that plastic is picked up and put in the bin as these curious little creatures are prone to putting everything in their mouths and it could kill them.



STUDY SKILLS

As year 11 commence their preparation for their formal Preliminary exams (weeks 8 and 9 this term) a Memory and Mnemonics seminar was organised to teach the students techniques and strategies that help them with their memorisation and recall of information. The study session was run by ex-HSC students who achieved ATAR results in the 90's and are currently studying at university. The seminar also showed students what an interactive study environment can do to their memory. year 11 were also introduced to ways to deal with Facebook, music, TV, distractions, the Internet and ineffective work times.

Year 11 and also year 12 have access to further online support from 'Elevate Education' which ran the session as they were given a password and login details. The students' feedback was very positive and we will continue to encourage year 11 and 12 students to use the senior learning centre and teachers to support them in their preparation for their exams.

Below is a recount from Nelson Blackall of his experience in the study skills session.

Mrs James—Classroom Teacher

On 28 July, year 11 students participated in a Study Skills workshop led by the people at "Elevate Education" where we learnt about how to study smart instead of hard. Memory and mnemonics tactics were explored and explained to enhance our study skills, which we will need to strengthen for our later preliminary exams. In our classes we learnt the four key factors to help us recall and remember important information, elaborating on what not to do when studying and doing homework. The young presenters that guided us through the workshop were charismatic and enthusiastic about the program. Engaging us throughout the hour, they outlined useful ways to keep our brains switched on and how to study effectively. Also, according to the type of learner you are; visual, auditory or kinetic; tips and techniques on how to expand one's memory were discussed and practised in the group. The hour of information and interesting techniques will help us fight through our HSC's and challenges later in life and pave the way toward an easier next 12 months.

Nelson Blackall year 11 (with Ashley McEwan and Nasim Pourahmary)

YEAR 12 FAREWELL PROCESS



YEAR 12 FAREWELL PROCESS 2016

Dear Parents / Caregivers,

Please see below the organisation planned for the Class of 2016 starting in Week 10 of Term 3, September 2016.

It must be emphasised that there is no “Muck Up Day” at Pittwater High School – this ensures that the focus stays on the Higher School Certificate, positive acknowledgement of students and a safe and happy learning environment for junior students. Should there be any isolated inappropriate actions at this time there will be serious consequences for those students.

Monday 19th September

Graduation Ceremony Rehearsal

Tuesday 20th September

Taronga Park Zoo Day Trip (no payment required)

Wednesday 21st September

MORNING (Staff & Students)

8am	BBQ Breakfast	Hall Amphitheatre	Full School Uniform
9am	Farewell Assembly	School Hall	Full School Uniform

The Farewell Assembly will involve all PHS staff and students. Following this, Year 12 students will leave the school in order to prepare for the afternoon and evening's ceremonies.

AFTERNOON (Staff, Year 12 & parents/caregivers)

4:00pm	Graduation Ceremony	School Hall	Formal attire
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At the Graduation Ceremony all Year 12 students will be presented with a portfolio of official documents from the school and receive academic acknowledgement. The Graduation Ceremony also provides an opportunity for those not attending the Graduation Dinner to have photos taken with their peers.

YEAR 12 FAREWELL PROCESS

EVENING (Staff, Year 12 & parents)

7pm Graduation Dinner Le Montage Formal attire

Parents and students will leave the school no later than 5:30pm to attend the Graduation Dinner at Le Montage located in Lilyfield. **There will be no alcohol at this event for students or adults.** Any student who consumes alcohol at the event (or has clearly done so prior to the event) will be required to leave accompanied by a parent. All guests must have left the venue by 12 midnight.

Thursday 22nd September – Start of HSC

Stuvac

Students do not have to attend school. However, if they wish to see a teacher for further preparation and study support, their teachers will be available during the time that their classes would normally be held.

Thursday 13th October

HSC begins

Students are requested to return their text books prior to entering each HSC examination. There will be an area outside the Hall where textbooks can be deposited, but they must be named and bound together.

The day following each student's *final* HSC exam is reserved for the final sign-out procedure. All books and resources are returned to school, fees are finalised and Head Teachers will sign students out of each subject. Once completed, the school reference will be given to students as well as a gift from the school. Students who do not complete this in a timely manner will not receive the gift.

Thursday 15th December

HSC Recognition Morning Tea held at the school near the Trade Training Centre. We encourage all students to attend this celebration.

We wish you all the best in your final preparations for the Higher School Certificate.

Kirsty Cosentino & Colleen Lustig
Year 12 Advisers

Renee Andrews
Relieving Principal

CAREERS

Parents/Carers: Please don't hesitate to contact me via phone or email if you have any questions.

Years 10- 12: Please check **department emails** regularly for jobs/courses/etc. I am always available in the Library Careers Office if you need to discuss any future plans.

For LOCAL JOBS: browse the **Manly Daily**, especially Wednesdays and Saturdays and checkout www.seek.com.au for more jobs.

Year 10: Careers Lessons this term, once a fortnight. We will be:

Careers Project: making an exhibitors table for a school expo for year 9 in week 7: 2 September

YEARS 10, 11 AND 12 STUDENTS: Please log onto

The [MHSCareers](#) website-Pittwater High School subscribes to this website which **advertises current careers events**. To login: use "Pittwater" then password "water". You can also register for email alerts! The "Calendar" is great info!

Or for more **general careers information**, look at our Careers website by checking out [CareersWorks!](#)

Also, we have created the [Pittwater High Careers](#) website, please have a look and encourage students to **register!!**

I would love some **feedback** on the above websites, please email me on jocelyn.bates@det.nsw.edu.au

Year 12:

The 'Exit Plan' Interview schedule to discuss plans for after school went home in the year meeting and was emailed last week for weeks 4 and 5. The 10 minute scheduled interview time in the Careers Office in the library is for students and their parent(s). It will be during students' learning centre periods but if this does not suit due to a 'major work' being due or parents can't attend that day, the time can be changed by emailing an alternative time to me.

UAC, (University Admission Centre) books have turned up, please sign for your copy in the Careers Office for those who have undertaken an ATAR pathway and **wish to go to university in 2017**.

UAC PIN NUMBERS should have turned up in the last week as well, ring UAC if it hasn't arrived.

University Open Days are available in August/September: I recommend you attend a few to get a feel for each of the universities you are interested in applying for.

CAREERS

LOOKING FOR GREAT SCHOOL HOLIDAY WORK?

Part-time or full-time opportunities for 15 - 18 Year Olds



Marina Attendants

- ☆ Work full-time or part-time (weekends/school holidays)
- ☆ Inspect the marina ☆ Tie up & let go of boats ☆ Give berthing & dock support
- ☆ Handle & move boats ☆ Pump & give fuel service ☆ Report to their Manager
- ☆ Look after the environment ☆ Give great customer service
- ☆ Keep everyone and yourself safe ☆ Know what to do in an emergency

The MIA Marina Attendants Course offers 15 - 18 Year Olds:

- ⊕ The best starting point for your dream job and career pathway in the Marina Industry
- ⊕ A Certificate recognised all over Australia
- ⊕ Classroom work & tips you'll need to do a great job
- ⊕ Marina tour and lots of activities to get stuck into
- ⊕ Lots of contacts in the industry for the future full-time or part-time work

DETAILS

What: Marina Attendants Course
 When: Saturday, 10 September 2016
 Time: 9am to 4pm
 Where: Royal Prince Alfred Yacht Club
 16 Mitala St, Newport NSW 2106
 Cost: \$195.00. Includes drinks, lunch, books, lessons and use of equipment
 Bring: Sun hat, sun block, sun glasses, covered shoes (no thongs). Jacket in case of rain.

You must register and pay for this course before attending. Please complete the attached booking form. Under 18 year olds need parent's permission.

For more information about the course contact
 Ian Winestock, MIA Industry Education Officer on
 02 8197 4753 or email education@marinas.net.au
 Registration and Payment must be completed by
 Tuesday 6 September 2016

Participation is not dependent upon having a boat licence.

MIA - Developing the marina industries through education, accreditation and research
www.marinas.net.au

Booking Form Marina Attendant Course



Please complete this form and return with your payment to MIA

Course Date: 10 September 2016

Course Venue: Royal Prince Alfred Yacht Club

Personal Details

First Name Last Name
 Date of Birth Female or Male
 Home Address
 Post Code
 School You Attend
 Home Telephone No Mobile No
 Email Address
 Do you have any Special Dietary Requirements.....Can you Swim?
 Your Signature.....

Parents Permission

If under the age of 18, you must have your parent(s)/Guardian's permission to partake:

Parent(s)/Guardian Name
 Parent(s)/Guardian's Contact Telephone Numbers
 Parent(s)/Guardian Signature

Payment Details

The Course Fee is \$195.00 per person (this includes course materials, morning tea and lunch). Fees are non-refundable. Credit card payment attracts 1.1% surcharge.

Please select your Payment Method:

- ☐ Direct Deposit (MIA Ltd. BSB 332 027. Account 552 615 097 (SWIFT SGBLAU25) - **Important: include your name as a reference for the deposit so we know the money is from you**)
 Date Deposited
- ☐ Cheque Attached
- ☐ Credit Card: MasterCard ☐ Visa ☐ Name on Card:
 Card Number / / Expires / CVV.....

Payments must be received with this Booking Form by **10 September** to secure your place.

Please Return Completed Form to MIA

Ⓜ Email: education@marinas.net.au ✉ Post: MIA, PO Box 1204, CROWS NEST NSW 1585

If you have any questions, please contact Ian Winestock on 02 8197 4753 or education@marinas.net.au

Thank You

Please Note: All of the above information will be held by MIA only and for the purposes of this course only.

Apprenticeship and Traineeship Expo

This is a
free event

Come and discuss your
career options with the
experts!

- Find a career that suits your interest
- Meet training organisations and employers
- Pick up resume, presentation and interview tips
- Bring several copies of your resume and a pen
- Parents and carers welcome

When: Wednesday 10th August, 2016 from 4pm-7pm
 Where: Hornsby War Memorial Hall, 2 High St, Hornsby
 For: Young people 15 years and older

For more information, please contact Mission Australia on 9480 2500.
 Find us on Facebook!



STUDENT OPAL CARDS

The School Opal card is for approved travel on school days between the student's home and school ONLY. It covers travel that commences between 6.30am and 7pm weekdays. For travel outside these times/venues, the student should use a Child/Youth Opal card.

Travel restrictions for Student Opal Cards

If provided with a School Opal card, the student must comply with the Student Codes of Conduct (reminders below). The Scheme **does not cover** travel to and from:

- before and after school activities
- school excursions
- sports events
- work experience
- Vocational Education and Training (VET) at a location away from where the student is enrolled

For full terms of use can be found here: www.opal.com.au/en/footer/opal-terms-of-use

Some Terms and Conditions reminders

The School Pass:

- may be used for only one forward and one return Approved Journey per school or college day (as applicable);
- is not transferable to another person; and
- must be presented on boarding the bus by tapping on AND off, or insert in card reader, or if demanded by driver or transport staff.
- the School Pass holder must not remain seated whilst an adult or disabled passenger stands.

Full terms and conditions can be found here: <https://apps.transport.nsw.gov.au/ssts/termsAndConditions>

Code of conduct on buses

It is every student's responsibility to behave in a manner that ensures safety and comfort of the passenger and drivers in accordance with Transport for NSW published Code of Conduct. This includes:

Behaving appropriately:

- Respect the needs and comfort of other passengers (e.g. no use of offensive or racist language, fighting, spitting, placing feet on seats, throwing things in or from the bus, eating or drinking – except water – unless the bus operator gives written permission).
- Give up seats to all adults and any disabled passengers.
- Adhere to the law that bans smoking on buses.
- Obey reasonable directions from the driver (e.g. where to sit or to remain in the bus).
- Keep arms, legs and heads inside the bus.
- Refrain from attracting the attention of the driver except in the case of emergency.

Respecting property:

- Protect bus property.
- Ensure that buses are not vandalised.
- Report any vandalism, e.g. graffiti and window etching.
-

Disobeying these rules may lead to the withdrawal of School Passes and/or prosecution.

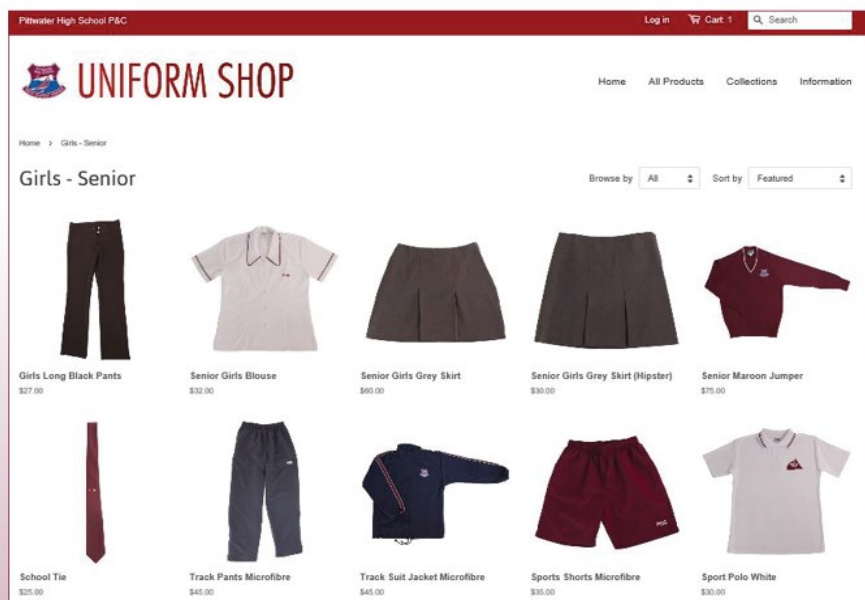
A full copy of the Code of Conduct can be found on the Transport for NSW website at www.transportnsw.info

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UNIFORM SHOP

Order
Online



Collect from the Uniform Shop / Canteen

Collection times

Shop Opening times

Monday	08:30 - 09:00	Closed
Tuesday	08:15 - 11:15	08:15 - 11:15
Wednesday	08:30 - 09:00	Closed
Thursday	08:15 - 11:15	08:15 - 11:15
Friday	08:30 - 09:00	Closed

WWW.PHSSHOP.COM

Enquiries 9979 6968, Uniform Shop Manager Kim Gobbe, email kim.gobbe@det.nsw.edu.au.
A selection of second hand uniforms are available via the uniform shop only.

Access the uniform shop online site at <http://www.phssshop.com>

Northern Beaches



Support Group

A problem shared is a problem halved

The Northern Beaches ADHD Support Group is a voluntary, parent-run group offering support for parents of children/teenagers with ADHD via monthly meetings. The group provides a safe & supportive environment to discuss and learn more about ADHD.

CAROLYN LEDOWSKY
MTHFR SUPPORT AUSTRALIA



"COULD ADHD BE GENETIC?"

Tuesday, 23rd August @ 7pm
Pittwater RSL, Mona Vale

Carolyn Ledowsky is the founder of MTHFR Support Australia, a naturopath, herbalist and nutritionist.

Recent studies have found an association with the MTHFR gene & ADHD symptoms. If your child has a mutation in the MTHFR gene this could, together with environmental factors, be an important element in the development of ADHD symptoms.

Join Carolyn to hear the latest research and discuss the importance of addressing the MTHFR gene and reduced methylation in your child.

\$5 Contribution at the door

Ticket reservations essential via the website or
<http://www.eventbrite.com.au/org/4222746751>



Facebook: <https://www.facebook.com/BeachesADHDSupport>
Facebook Forum: <https://www.facebook.com/groups/BeachesADHDSupportGroup/>
Email: nbadhsupportgroup@hotmail.com
Website: www.northernbeachesadhsupportgroup.com.au
Entertainment Book available online at: www.entbook.com.au/219d619



Your guide to ADHD information,
services & resources in the
Northern Sydney region
www.adhdguide.com.au



Venue kindly sponsored by
Pittwater RSL Club

ADOLESCENT MYTH BUSTERS

*Straight shooting facts + practical tips
for teenagers and parents*

Join our Psychologist, Naturopath,
Nutritionist and Exercise Physiologist

- ☺ What you can (and can't!) blame on **hormones**
- ☺ How the adolescent brain impacts **mental health, mood and behaviour**
- ☺ How **stress** impacts social connections, school and home environments
- ☺ The unique **nutritional needs** of adolescence and how to best meet them
- ☺ Expert advice on teenagers and **exercise**

Find out more at our

FREE Adolescent Myth Busters Seminar

Tuesday August 23rd 6.30pm at
wellbeingpharmacy Collaroy Plateau RSVP 9982 1091

WELLNESS GROUP



CLINIC • PHARMACY • HEALTH & FITNESS • HEALTHFOOD

TEENS YOGA

BRING A FRIEND AND GET 20 % OFF



LEVEL 1/ 2 BUNGAN STREET MONA VALE
YOGAANDHEALTHCOLLECTIVE.COM.AU / 9997 2121

PITTWATER HIGH MUSICAL 2017



AUDITIONS & CREW APPLICATIONS

Performance dates for the musical are set for the end of Term 1 (late March/early April). Since this is an earlier time than usual the audition process will begin in Week 4 of this term.

All students are welcome to either audition for an on-stage role or submit an application to be part of the production team.

PLEASE NOTE - any student who wishes to be involved in the musical must commit themselves to all rehearsals (including weekends and the final week of the January holidays) and performances.

See Ms Meyers in the CAPA staffroom for
Audition and Crew Application forms

Pittwater RSL FC

Summer Football Comp
20 weeks of football including finals

Sept 2016 to Mar 2017 at Pittwater RSL Futsal Courts

FOR BOYS & GIRLS
AGES 6 - 18

Free Playing Shirt
Trophies at end of season

only \$140
Per Player

More Details
www.pittwatererslfc.com.au
or Call Valentino 0419 876 667

CANTEEN

Wednesday 10 Aug
Thursday 11 August
Friday 12 August

Lara Floyd, Sue Lowe, Louise Hardy, Janice
Joanna Cartwright, Margaret Woods, Peter Woods, Sheridan Femia
C Marshall, Sandra Avedissian, Simone Davis, Sarah Attfield, Melissa Hanks

Monday 15 August
Tuesday 16 August
Wednesday 17 Aug
Thursday 18 August
Friday 19 August

Jan Lysaght, Simone Allan
Leigh Griffiths, Joanna Cowper, Helena Nobs
Kay Little, Deb Van de Saag, Fiona Griffith
Suzanne Humphreys, Bindi Hooghuis, Irina Lindley, Sheridan Femia
Debbie Havenstein, Sue Nicol, Jen Masters, Rowena Kempton

Monday 22 August
Tuesday 23 August

Michelle Le Creurer, Nikki Cronan
Leoni Olivari, Taryn Atkins

Please advise canteen managers Katrina or Felicity (ph 9999 4035, x122) if you are unable to make your canteen day. **Please don't assume you will be covered.**

If any parents, friends, family or grandparents would like to assist on any day helpers are needed please contact myself or the Felicity or Katrina in the canteen. A full day is 9am to 2.30 or 3pm A half day is 3 hours

Fiona Griffith; Canteen Roster Co-ordinator
packfund@optusnet.com.au