

Parent Newsletter

Hurlstone Agricultural High School

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2014 Issue 2 Term 1 - Week 4

21 February 2014

UPCOMING EVENTS

Term 1

Week 5

Monday 24th Feb - Day 5

Yr 7 Camp - The Tops Conference Centre

Tuesday 25th Feb - Day 6

Yr 7 Camp - The Tops Conference Centre

Yr 11 Student Assembly

Wednesday 26th Feb - Day 1a

Yr 7 Camp - The Tops Conference Centre

Yr 9 Japanese Task 2 Assessment

Musical Rehearsal - W. Wuhrer

Thursday 27th Feb - Day 2

8l Japanese Excursion

Friday 28th Feb - Day 3

Closed Weekend

Week 6

Monday 3rd Mar - Day 4

Tuesday 4th Mar - Day 5

Wednesday 5th Mar - Day 6b

Regional Rugby Trials - B Wilson

Musical Rehearsal - W. Wuhrer

Thursday 6th Mar - Day 1

Yr 11 PDHPE Task 1 Assessment

EPIC Outdoor Concert - W. Wuhrer

Friday 7th Mar - Day 3

Yr 11 PDHPE Task 1 Assessment

Yr 12 Waiting for Godot Excursion

- R. Ross



Principal's Message - Mr Daryl Currie

"One may be humble out of pride" – Michele de Montaigne

Pride is one of the most complex and multifaceted of human qualities. It has inspired the philosophical musings of writers since time immemorial to explore such human characteristics as Agamemnon's need to save face, Othello's illogical revenge,

Darney's self-sacrifice or even the obstinate characters in the

Australian modern classic "The Slap". In fact the nature of Pride in the collective consciousness runs from a deadly sin, through emotions such as amour-propre, to a spur to please family or serve community. Pride's very nature is duplicitous and its effect on oneself and others is dependent on the intent of the person who feels its weight.

Since the last newsletter I have been subjected to many examples of this quality and I am glad to say that none of the manifestations I have been exposed to have been in its negative.

The most palpable examples of pride presented themselves at the swimming carnival. Throughout the day it was consistently on display as students, staff and parents questioned if I was enjoying the day and told me how much they loved "days like this". Despite the obvious nostalgia for the pool at school, there was a communal sense of repletion with what was happening around us. This feeling reached a crescendo with the house chants and found its full voice in the war cry which not only filled the stadium but both the sense and sensibilities of everyone present. This sense of pride in the school was capped off by year 12s impromptu photo op and my chance discussion with a notable alumnus as I left the pool. It was obvious in the way that he spoke about his time as a student that the pride he had felt while in attendance had not abated. This was most obvious when his eyes glistened as he recounted the "adventurous thought" that he had been encouraged to pursue.

These proud overtones echoed throughout the rest of the week. Firstly, they found form in witnessing Year 12 wearing their jerseys with aplomb. Then at the prefects meeting where they discussed ways and means of improving their school which later in the week elicited a request to re-establish the war cry at formal assemblies. The most notable event which raised this emotion was when I accompanied Janeda Ong to the Lions Youth of the Year Dinner and she spoke at length about how she was proud to be a Hurlstonian and explained how the agricultural foci of the school had formulated her desire to work in this field. Her words were so honest that she not only was afforded the honour of Youth of the Year for the Ingleburn chapter of the Lions but also projected her pride to such an extent that it embraced all those present.

Since the last newsletter I have been engulfed by the emotions shown by staff, parents and students when they discuss their school. It has been remarkable how the community's enthusiasm for Hurlstone has filled me with pride in the students and their actions, pride in the staff and their work, pride in the community and the place the school has in it and, most of all, pride in having the opportunity to be its educational leader.

FROM THE DEPUTIES' DESKS

Cyber Safety and Digital Citizenship

A number of issues have arisen in the past week regarding the use of FaceBook, Twitter and a number of other social media sites. These sites provide teenagers and young adults an opportunity to connect and interact with friends.

Unfortunately problems arise when teenagers start to share their thoughts, photos and personal information online. This information can become public very quickly and stay on the internet for some time. In some cases such information can damage reputations and have implications far into the future.

Bullying and harassment on the internet and social media is at the forefront this week after the death of a prominent television and social personality. Depression and anxiety

Parents can assist their child's involvement in social media in a number of ways. Here are some tips

- Tell your child that any information they post or send can be cut, changed and sent to other people. Once something is sent, it is out of their control and could be used to hurt or humiliate themselves or someone else.
- Let your child know that potential employers could be searching for their online profile and information. tell your child that anyone could potentially see their information and misinterpret their posts or photos.
- Set Time limits. Social media can quickly absorb a lot of time and become a distraction to homework and study programs.
- talk to your child about what is appropriate to publish online and what could be damaging to themselves and others.

Students should never share usernames and passwords that provide access to the DEC internet or social media sites. Unauthorised access to social media and private messaging services could be extremely serious and would violate the service terms of such sites as well as the wellbeing and integrity of individuals.

More information can be found at: <http://www.cybersmart.gov.au/Parents.aspx>

Rob Craig
Deputy Principal

UPCOMING EVENTS

Outdoor Concert

Imagine fairy lights; a peaceful and serene atmosphere; the strains of semi acoustic guitars and amplified voices, and your fantasy becomes a reality on from 7pm on March 6. Situated outside Clarke House on the Cottage Lawn, EPIC is holding the Clarke House Garden Concert. Featuring musicians from the Year 12, Year 11, Year 10 music classes and an array of students from other years, this free concert promises the opportunity for those who love listening to and performing music to appreciate old sounds and new in a beautiful setting. All welcome.

Music Night

Music Night is scheduled for March 19 in the John Edmondson Hall. Entry is by gold coin. The program promises to be diverse with performances from Music Classes and ensembles. All are welcome.

Leader of the Pack

Rehearsals are underway for Leader of the Pack. The young cast is keen and the rehearsals have been highly productive. This show will be very entertaining and energetic. Set in the 1960s and featuring many classic songs, this show outlines the life of Ellie Greenwich (River Deep Mountain High, Da Doo Ron Ron) through song. Performances will be from June 12-14 in the Edmondson Hall. Tickets will be available from May.

SPORT

Swimming carnival

The swimming carnival was held at Macquarie Fields Pool on Tuesday 18th February. School spirit was high and house captains are to be congratulated on their leadership and passion.

Results: Age champions

	Boys	Girls
12yrs	Benjamin Nguyen	Catherine Siv
13yrs	Alex Quach	Bianca Tran-Lam
14yrs	Timothy Jong	Cailyn Loveday
15yrs	Peter Phanouvong	Rebecca Tran-Lam Leanne Nguyen
16yrs	Harrison Le	Kate Diamond
17yrs	Aaron Johnston	Brittany Berry

Champion House:

- 1st Wentworth 768 points
- 2nd Lachlan Macquarie 593 points
- 3rd Farrer 448 points
- 4th Macarthur 402 points

The Hume Zone carnival is to be held Tuesday 11th March at Macquarie Fields Pool. Students successful at this carnival will then represent the Zone at the Sydney South West Regional Carnival to be held at Bradbury Pool, Campbelltown on Monday 17th March.





“At the conclusion of the Swimming Carnival on Tuesday, 18th February, Year 12 students had an impromptu meeting before their departure at the end of a good day. Very hearty renditions of the Hurlstone War Cry, the Hurlstone School Song and even the Australian National Anthem were performed by the whole group. A fun end to a great day!”

Mr Steve Faulds

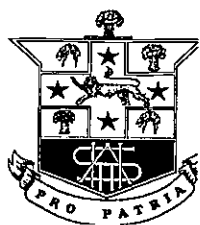


Day School Payments

Day School Invoices payments can be made online from our website. Visit www.hurlstone.com.au and click on the 'Pay Online' button on the left. Pay Online Instructions can be found under the 'Download' button.

Student Assistance Scheme

This fund has been set-up by the State government to assist needy families in supplying essentials of schooling, such as uniforms & textbooks. If you wish further information, please telephone the School Administration Manager, Mrs Sue Pritchard on 9829 9222. Please note all applications are treated with the strictest confidence. Please note that there is a limited amount of funds available to the school for disbursement. Application Forms are available on the website. **Applications close on Friday, 21st March 2014.**



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Fax: 9829 2026
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Dear Parent/Guardian,

Each year NSW Health offers the vaccines recommended for adolescents by the National Health and Medical Research Council (NHMRC) as part of a school-based program.

In 2014 the following vaccines will be offered to Year 7 students:

- dTpa vaccine (Diphtheria, Tetanus and Pertussis (Whooping Cough)) as a single dose.
- Varicella vaccine (chicken pox) as a single dose.
- Human Papillomavirus (HPV) vaccine in a 3 – dose schedule at two monthly intervals.

To consent to the vaccination of your child, parents/carers are advised to read all the information provided in the kit (handed out at school), complete the consent form and return it to the school as soon as possible.

Please ensure your child's class (D.A.I.R or Y) is clearly printed on the forms in blue or black pen.

A Record of Vaccination will be provided to each student vaccinated at the clinic. It is important that parents/carers provide this to their General Practitioner to ensure records are kept up to date.

Some translated material will be available on the NSW Health website at www.health.nsw.gov.au/immunisation

Only the English Consent Form should be completed though.

The following dates are when the vaccinations are being administered.

Year 7		Vaccine
Date of first visit	7/4/2014	HPV, dTpa
Date of second visit	20/6/2014	HPV
Date of third visit	21/11/2014	HPV, Varicella

School sport uniform is to be worn on the day please.

If you have any questions, please do not hesitate to contact Mr Wenban at the school.

Yours in Public Education,

Mr Nick Wenban
Deputy Principal
Hurlstone Agricultural High School



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Dear Parent/Guardian,

Each year NSW Health offers the vaccines recommended for adolescents by the National Health and Medical Research Council (NHMRC) as part of a school-based program.

In 2014 the following vaccines will be offered to Year 9 Boys only:

- Human Papillomavirus (HPV) vaccine in a 3 – dose schedule at two monthly intervals.

To consent to the vaccination of your child, parents/carers are advised to read all the information provided in the kit (handed out at school), complete the consent form and return it to the school as soon as possible.

Please ensure your child's class (M.E.R.I.N or O) is clearly printed on the forms in blue or black pen.

A Record of Vaccination will be provided to each student vaccinated at the clinic. It is important that parents/carers provide this to their General Practitioner to ensure records are kept up to date.

Some translated material will be available on the NSW Health website at www.health.nsw.gov.au/immunisation

Only the English Consent Form should be completed though.

The following dates are when the vaccinations are being administered.

Year 9 Boys		Vaccine
Date of first visit	7/4/2014	HPV
Date of second visit	20/6/2014	HPV
Date of third visit	21/11/2014	HPV

School sport uniform is to be worn on the day please.

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Tell Them From Me Survey

As you may be aware, our school is taking part in a pilot of the *Tell Them From Me* student survey. The survey will provide us with valuable feedback on what our students 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 them improve.

The survey is completed on-line and is run by an independent research company, **The Learning Bar**, which specialises in school-based surveys.

Staff in schools are not able to identify individual students from their responses. To ensure confidentiality, participating students receive a unique username and password and where fewer than five students respond to a question, the results are suppressed. The survey takes around 25 minutes to complete and is administered by the school during normal school hours.

Once the surveys are closed, reports are prepared and in most cases are available to schools within two business days.

As well as schools getting student feedback, the Department of Education and Communities, through the Centre for Education Statistics and Evaluation (CESE), has access to data from across the State and will run a research project to look at state-wide patterns of student wellbeing, engagement and effective teaching practices. The research will look at how these things impact on student outcomes, including academic performance. Individual students and schools will **not** be identified, and all information will be handled in accordance with the relevant privacy legislation.

This research will help schools in New South Wales to better understand how to improve student wellbeing and engagement. It will also help teachers and principals discuss what works to improve student outcomes.

In Term 3, 2013, our students participated in a first survey 'snapshot'. Phase 2 of the pilot, a second survey 'snapshot', will commence on Monday 10 March 2014.

Participation in the survey is entirely voluntary. Your child will not take part if either you or your child do not wish to. If, during the survey, your child is uncomfortable answering any question, he/she should leave it blank and move on to the next one. Your child can stop the survey at any time.

If you **do not want your child to take part** in the survey, please complete below and return it to your child's school by **Friday 7 March**.

Student Feedback Survey

If you **do not want** your child to participate in the student feedback survey, please sign this form and return it to the Administration Office **by Friday 7 March**.

I (print name) **DO NOT** give consent

for my child/children (print name/s)

of roll class/esto participate in the ***Tell Them From Me*** student feedback survey.

Signed..... Date.....

My experience at **The National Youth Science Forum 2014**



The National Youth Science Forum (NYSF) was extraordinarily amazing, exciting and inspiring. Growing up with a passion for science and being taught from a young age about the wonders that science brings to our world, as well as the astounding contributions it has to our lives, I wanted to be a part of it all. I thought the National Youth Science Forum would be a great chance for me to experience and to see what sort of sciences there are around and what a career in science was like. It would also help me clarify my decisions for the future. I thought this would be a beneficial experience. But prior to January 2014, I didn't know how much this experience would impact me.

I first heard about the National Youth Science Forum in year 10, when stories about the experiences of people who had attended the National Youth Science Forum in previous years had attracted my interest. It wasn't until early in year 11, when I was again reminded about the National Youth Science Forum by my head science teacher, Dr Ric Morante, and immediately applied to take part in this exciting opportunity. After applying to, and attending an interview at my local Rotary Club (the Rotary Club of Cabramatta), I was nominated to attend the District interviews. I was successfully nominated to represent Rotary District 9675 in the NYSF in January 2014. Being chosen to represent my district was exhilarating and provided me with the confidence to take chances, develop my communication skills and to be positive at the forum. I can see the benefits of applying whether you are nominated or not, it's such a great life experience.

I attended Session A of the NYSF (6th January 2014 to 18th January 2014), leaving for Canberra by coach on the morning of January 6th, and arriving at the Australian National University's Burgmann College, our residences for the next two weeks. Staying at the university residences gave me a taste of university college life and has helped me prepare for the future after high school. On arrival, we were greeted ecstatically by the NYSF staff members (commonly known as staffies) and over one hundred and fifty other students from around Australia and the world, with whom we formed close bonds during our 12 days in Canberra.

The scientific aspect of the NYSF program was fascinating and enjoyable. During the first week we moved to various locations and laboratories at the Australian National University for a firsthand experience on what it was like to be a research scientist. The locations visited were based on the type of group you were in, biology, chemistry, physics, environmental sciences, engineering and a multidisciplinary group. I was part of Darwin, one of the three Biology groups and we experienced many lab visits to the ANU and the Commonwealth Scientific and Industrial Research Organisation's (CSIRO) biology facilities and centres. We toured around institutions such as the School of Botany and Zoology, organic farms such as Mulloon creek Natural Farms, The Fenner School Forestry building, Plant Phenomics centre, and the Murray-darling Basin. We also visited the National Zoo and Aquarium. Highlights for me included: the CSIRO National Wildlife Collection, where we learnt how the natural course of evolution resulted in the physical changes between bird species. At the centre, I saw the new areas of scientific research through which the vast species and collections of animals were an open resource for university students to study. There were birds I had previously never heard of and it was interesting to see exotic birds such as *melampittas* in real life.

The Scientific program allowed me to expand my knowledge base. I was exposed to a more in depth look at biological sciences, by seeing and experiencing things first-hand rather than through theory. As well as this, observing scientists in the workforce and the opportunity to directly talk to many scientists about their careers and how they started out from university, has given me a greater understanding of what a career in these fields was really like, something I would have never been able to experience if I had not applied and been nominated for the NYSF. This was valuable for me, because it taught me that it was alright to be unsure of what I wanted to do for the rest of my life as many of the scientists I talked to had been unsure of where they wanted to go at my age. I also learnt about each individual career personally when carrying out practical work, it opened my eyes to the number of possible jobs out there and enhanced my perspective towards aiming for a more biological area in the future.

Apart from lab visits, we were also able to participate in workshops. These were on a number of topics, including: University entry, beyond year 12, communication skills, body language, group dynamics, decision making, personality types, public speaking, interview skills and writing job applications. We participated in forums and debates on current scientific issues, such as 'Science, Ethics and the law', 'Climate Change, Global Warming and Future Energy Sources' and 'Who should fund science?'. These activities, once again, developed my interpersonal skills and leadership qualities and made me more confident in looking forward to tackling my future endeavours.

Presentations were given by scientists to inform us of various career choices such as studying the decomposition of living matter, and becoming a science communicator. They were also informative on current universal concerns such as climate change, the future of nanotechnology, biotechnology and the people that direct science. On 'Partners day', talks led by scientific industry partners such as Orica, CSL and ResMed as well as universities such as ANU, UNSW, UWA and UQ emphasised the career courses and scholarships available and the ways a science degree could be applied to different purposes in research and the working world.

By participating in the seminars and activities I developed new skills in communicating ideas, being a team player and thinking fast on my feet. Speaking publicly, particularly through the 3 minute impromptu speech and 5 minute prepared speech increased my confidence while the forums allowed everybody to give their opinion and share their experiences with each other. The university presentations made me realise the wide range of universities across Australia and better prepared me for university because I gained more knowledge about courses and scholarships!

We attended formal events such as the Rotary and Science Dinners. They were unique and wonderful experiences for me, allowing us to dress up in formal attire and mingle with scientists, university lecturers and professors – an experience that I would have never received at home. Being able to meet these people was a fantastic opportunity, and was also advantageous to me in that I had to use and develop my communication skills.

The social side of the program was wonderful and unique. Being able to meet and mingle with one hundred and fifty other like-minded students was amazing. They were an optimistic, lively bunch that were always willing to have fun, and were passionate in getting involved in all the activities offered to us. Everyone's enthusiasm was infectious, and it made the NYSF even better. Meeting people from all around Australia and from varying backgrounds has developed my awareness of our society and culture. I was also able to mingle with people from Canada, Germany and New Zealand. We were given plenty of chances to mix with each other and with scientists and Rotarians in social activities such as the Rotary dinner, home hospitality (where we spent a day resting at a Rotarian's home), and the Science dinner. Evening activities like sports, swimming, music, floor suppers, the bush dance and the disco provided plenty of opportunity to have fun and form stronger bonds with other like-minded individuals. Over the course of NYSF friendships grew immensely and have continued after NYSF as I am still keeping in contact with many of the 150 people in Session A through social networking, mobile text messaging and Skype.

I have always been interested in science, and the biological side of it, but the NYSF has given me further insight into this career area and showed me how to make it work for me, at university and beyond. This has truly been a unique opportunity. The two weeks that I spent in Canberra for this program have deeply impacted me, in more ways than anything that I have ever participated in before. Launching first hand into experiments that various scientists carried out everyday has given me experience! The friends I made and the information I gathered from seminars have provided me with invaluable skills and knowledge that will no doubt aid me in the future. It has inspired in me an excitement in future prospects, and a belief that I can achieve anything. It has allowed me to develop so much as a person, and broadened my thoughts by exposing me to a magnificent array of science and people who shared the same interests as I do.

NYSF has been a life-changing experience, but it would not have been possible if it was not for the assistance of the Rotary Club of Cabramatta, who were my first point of contact in the application and selection process. Thank you for your kind support which allowed me to spend those two sensational weeks in Canberra. Thank you for sponsoring me. This program has helped me in deciding on my future career and definitely widened my horizons on the numerous paths I could take. I also extend my thanks to the District Chairman Rhys Gray and the members of the interview panels, who were pivotal in selecting me to attend. I would also like to extend my thanks to Hurlstone Agricultural High School, the P&C and the Elizabeth Blackburn Medich Foundation for their encouragement and support. I'm also grateful to my parents, who encouraged me to apply and continue to assist me in following my dreams, the 'staffies,' who made my experience at the NYSF exciting and memorable, to the industry and university partners for their financial support and believing in us as future scientists, and finally, to the Director Geoff Burchfield and the NYSF itself, without which, none of this would have happened! I feel privileged to have been part of such a special group and would recommend this to anyone who is considering a science career.