Upcoming Events & Reminders:

● RUOK Day September 11.
● Year 12 Graduation Day on Wednesday 17 September. Due to the staff-student breakfast function, the school will have a late start at 9.50am. A text and note has been sent to all families to advise of this variation. During the day we hold a school farewell assembly, and in the evening the formal graduation assembly and supper takes place for students and families.
● CGHS Dance Showcase Evening September 18th, 7pm.

Congratulations to:

● Newly elected Co-Captains for 2015: Alyssa Graf, Ellishia Maher, Adelaide Phan, Shribika Upadhyay; as well as the outgoing Prefect Body and Student Representative Council members for 2014. On August 19th our Prefect and SRC Investiture Assembly inducted the student leaders for 2015. See photos from the assembly and full list of names on page 8.
● The current Year 12 cohort, who will graduate next week. The Wednesday evening graduation assembly and supper is the occasion to which families are invited to join with us to celebrate the culmination of six years of secondary education. Many thanks to all involved in the preparations for our school celebrations, including Year Adviser Ms Catherine Jenkins, Prefects Coordinator Ms Kastanias and HT Student Wellbeing Ms Burgess.
● Year 12 student Ly Lien who has been nominated for the Wests Ashfield Community Citizenship Awards and called in for a finalists’ interview as this edition goes to press.
● All Year 12 teachers, who have taught our current HSC cohort. Particular recognition to teachers and students of those subjects where major works, PIPs and performances have recently been completed: Textiles & Design, Drama, Music, Visual Arts, English and Modern History Extension 2, Society and Culture, Community and Family Studies. The Music Showcase Evening of HSC performances on Aug 14th was an outstanding repertoire of talent, as was the Drama and Dance Evening earlier in the term and mentioned in the last newsletter. See photos of the Art Exhibition on page 10.

● Indigenous students Aaliyah (AJ) Bradbury, Charlotte Edwidge, Jessie Simon-Fitzpatrick, Sharnee
Dingwall and Emily Ketchell represented the school and Indigenous people with distinction at the recent Regional Aboriginal students’ debate at NSW Parliament House. Thanks also to Mr Nolan who has supported these students in this project.

- Marie Ikonomou, Year 7, who is performing in the NSW DEC Dance Festival next week.
- Coordination of the annual Week of Well Being 7-10 by Ms Burgess, where the special guest speaker Nina Funnell, who spoke on issues surrounding the portrayal of women and girls in contemporary media, was entertaining and thought-provoking. She was extremely well received by our students. See the pictures and article about Nina on page 16.
- Year 9 Debaters who were unsuccessful but nevertheless noble in their meeting with Fort St HS on August 8th.

- Thandiwe Gudu and Lucinda Dunstan, Year 10, (pictured above) for their participation in State Drama camp.
- Caitlyn Wright Year 11, for participation in State Drama camp.

Thank You to:

- Mr John Bailey, Head Teacher Secondary Studies who starts leave at the end of this term and then moves on to retirement at the end of his leave. Mr Bailey has taught in NSW DEC schools for 32 years, 11 at CGHS, previously at Penshurst Girls HS & Concord HS, Observatory Hill Environmental Education Centre for 4 years and a secondment to the NSW National Trust as Heritage Education Officer and Sustainability Coordinator, Curriculum Directorate. We thank Mr Bailey for his commitment to state education and to the improvement of educational outcomes for girls at CG, as well as his passionate advocacy of environmental issues and sustained commitment to Work Health and Safety. We wish him all the best in the next phase of his life. Mr Bailey has donated funds to the school to be held in trust for an annual prize for Year 11 HSIE subjects as an Annual award at Academic Recognition Assembly. This is a wonderful legacy for future students.
- All students who nominated for a leadership position in the Prefect and SRC elections; it takes courage to put yourself forward for election by your peers and teachers, knowing some will not be successful. We thank you for taking the risk, and encourage you to continue your participation in student-led activities at school.

This will stand you in good stead to nominate again next year.

- All staff who attended Year 9 Camp (photos page 18), staff who coordinated the Prefect-SRC Investiture Assembly, as well as the Art Exhibition, Education Week performances at Ashfield Mall (picture and report page 9), and student entries in national academic competitions for Mathematics and Science (Science results report page 12).
- Prefects who drove the Wear it Purple event on August 28th, see the report on page 16.
- SRC members who sold Legacy badges on September 5th and raised several hundred dollars, see photo on page 15.
- Students, staff and community members for various donations over the last few weeks.
- The hard working P&C team who have put together a fund raising Trivia Night. The P&C have already donated $12,000 to CGHS in 2014 and the ongoing financial support enables the purchase of extra resources beyond our normal reach!! Thank you to all concerned. A large number of local businesses have donated prizes and a full list will appear in the next edition of the newsletter. Thank you also to the business support of our school. The Trivia Night was well supported by current and ex-parents, staff & ex-students, including three past presidents of the P&C and three past School Captains. A great night was had by all.

School Planning 2015-2017

- Thank you to all parents and students who have responded to the online survey. Work is well underway for our planning for the next three years with the following three keys areas identified as our key areas for school action:
  1. Quality Curriculum and Student Engagement
  2. Literacy & Numeracy
  3. Student Well Being and Student Support

- Naplan results have been mailed to all Year 7 and 9 families this week. A full summary of student performances will be on the website by the end of this week. As well, once staff have analysed results, additional support for student’s with identified areas of need will mean that learning support resources will be modified and re-organised.

RUOK?™

RUOK DAY at CGHS
Thursday 11th September

Conversation Stall
- Give-aways
- Balloon stall
- Photo booth
- Music
- Videos
- Cake stall
- BBQ

Spreading the message that those 3 little words can make a difference in someone’s life...

Andrew Anderson,
Deputy Principal’s Report:

Aboriginal Education Programs

Aaiyiah Bradbury, Charlotte Edwidge, Jessie Simon Fitzpatrick, Emily Ketchell and Shannee Dingwall represented our school in the Aboriginal Secondary Students’ Great Debate held at Parliament House on Monday September 1. The girls were supported in this initiative by Mr Dylan, and are to be congratulated on the effort and enthusiasm with which they approached this initiative.

Marie Ikonomou, Lylana Gabye, Penelope McGrath and Anastasia Bampos continue to participate each Friday in the Indigenous Mentoring Project in collaboration with Canterbury Public School. This project involves our students going to the Public School next door to mentor Aboriginal students in a range of activities and is a great deal of fun for all involved.

Ms McLelland continues to work with most of the school’s Aboriginal students in the Aboriginal Students Support Program. Ms McLelland monitors students’ Personal Learning Plans and provides any assistance students require. Parents of Aboriginal students seeking support with any issues should contact me for follow up.

Special congratulations to Marie Ikonomou who is doing both herself and the school proud as one of a select number of students chosen to participate in the NSW Public Schools Aboriginal Dance Company.

2014 School Evaluations

The first Curriculum Evaluation for 2014 took place in Week 5 of Term 2. An Evaluation Team comprising Cheryl Wardrop (ex TAS HT, Picnic Point HS), Joanna Hunter (PDHPE Teacher), Anissa Suprianto (Year 11) and myself identified successful practices in Stage 6, as well as recommendations for enhancing outcomes for Stage 6 students. I would like to thank the TAS staff, students and parents who participated in the Evaluation, as well as the terrific evaluation team members! Findings are as follows:

Successful strategies which support 21st Century learners in TAS

Twelve a number of strategies students identified which were successfully being utilised by the TAS faculty to support 21st Century learners, including:

- Using past HSC papers and student portfolios to reinforce Stage 6 work expectations to revise course content with effective use of notes with explanation
- Allowing flexible use of school spaces e.g. Learning Centre to work on major works
Providing students with emotional support and encouragement to do their best, and rewarding students for diligence.

Utilising a mix of practical and theory based learning experiences.

Breaking down components of an assessment task, unpacking assessment criteria to enable students to understand the requirements needed to achieve well, and giving feedback to students as components are completed.

Demonstrating new and innovative materials for students to use e.g. bamboo fibres in Textiles.

Using research and homework tasks to build student knowledge of key concepts.

Providing detailed feedback to students on their work performance in order to enable student improvement.

Issuing recipes to students before cooking and assisting students to come to lessons prepared.

Using of a variety of games and fun activities to teach content.

Giving students choice and enabling student voice to be heard.

Teacher and/or Video demonstrations during theory lessons with text book support.

Enabling students to work in teams and to undertake cooperative learning tasks.

There are a number of strategies parents identified which were successfully being utilised by the TAS faculty to support 21st Century learners, including:

- Utilising a mixture of theory and practical work.
- Using models of exemplary student achievement to show the standards of achievement expected.
- Providing explicit feedback to students on how they can improve their learning.
- Communicating effectively regarding assessment requirements.
- Using quality assessment tasks.

The outstanding organisational skills demonstrated by the Head Teacher and faculty members to manage a range of complex organisational, staffing and timetabling issues and to enable teacher focus on their core business of teaching and learning stood out to the Evaluation Team.

Additional strategies which would support 21st Century learners in TAS

- Using a variety of teaching methodologies to cater for the diversity of learners identified by a large number of students.
- Having TAS staff work collaboratively to plan the sequential development of skills across Stages 4, 5 and 6 to promote Stage 6 achievement.
- Many students thought that an increase in the amount of practical activities would support student engagement and promote ‘learning through doing’.
- Attracting Gifted and Talented students into TAS subjects/programs/extra-curricular activities in Stages 4 and 5 will ensure Stage 6 classes have a core of high achieving students which positively impact upon student expectations and achievement.
- Many students said that excursions / incursions would enable them to connect Stage 6 learning to real-life contexts and heighten the relevance of the curriculum for them.
- Some students believe being able to access a textbook would be an excellent supplement to Moodle and books as resources to support learning.
- Several students believe an increase in the baggage area and cooking space in Food Technology would ensure continuity of learning.
- Having a bank of resources which students can access in Textiles and Design will ensure continuity of learning.

Many students identified the need for improved pacing of practical classes. Rushing through demonstrations / practicals, trying to get through too much content and finishing practicals late were all issues raised.

In Week 8 of Term 2, Kathie Burgess, Sharon Smith (Parent), and Katie Chung (Year 11) joined me on an evaluation team to identify effective practices in Stage 5 HSIE and strategies for improving student outcomes in this KLA. Huge thanks to the HSIE staff, students and parents who participated in the Evaluation, as well as the great evaluation team members! Findings were as follows:

Successful strategies which support 21st Century learners in Stage 5 HSIE

There were a vast number of strategies identified by students, staff and parents as being successfully utilised by the HSIE faculty to support 21st Century learners in Stage 5. Amongst those most strongly identified by respondents were:

- Providing students with emotional support and encouragement to do their best, and rewarding students for diligence.
- Enabling significant amounts of discussion and group work within classes, thus allowing students to collaborate, share and clarify their thoughts and opinions.
- Utilising a mix of practical and theory based learning experiences.
- Enabling ‘hands on’ / student centred / interactive learning experiences e.g. making models, undertaking role plays and creating presentations.
- Using You Tube videos / documentaries / films and other visual learning tools to provide visual representations of course content.
- Utilising booklets and worksheets including summaries of key content.
- Having students analyse a range of primary and secondary sources.
- Breaking down components of an assessment task, unpacking assessment criteria to enable students to understand the requirements needed to achieve well, and giving feedback to students.
- Explicit teaching and scaffolding of essays and extended written responses.

The ability of the HSIE Faculty to provide quality, engaging teaching and learning experiences for Stage 5 learners stood out to the Evaluation Team.

Additional strategies which would support 21st Century learners in Stage 5 HSIE

- Increasing the amount of documentaries and other visual learning tools to better enable content to be understood.
- Enhancing opportunities for group work and discussion, thus enabling greater collaboration and sharing amongst students.
- Explicitly unpacking verbs (e.g. analyse, describe) so that students are familiar with these by the time they reach Stage 6.
- Increasing the amount of practical activities, problem solving, learning games and project-based learning to support student engagement and promote ‘learning through doing’.
- Expanding opportunities for meaningful learning through technology and the use of engaging digital learning tools.
- Providing opportunities for essay writing, and so on.
Andrew Anderson, Deputy Principal’s Report:

White Ribbon Program

All Year 7, along with Year 8, mentors completed the White Ribbon on Tuesdays, Thursdays and Fridays during DEAR in Term 2. White Ribbon is an Australia-wide program which seeks to end violence towards women. When I consulted with Year 7 last year in the development of the White Ribbon program for our school, students felt that the messages of the program would best be conveyed through focussing on the issue of Respect. As such, all Year 7 undertook a range of activities which unpacked Respect in its many manifestations at school: Respect for School; Respect for Learning; Respect for Other; Respect for the Environment; Respect for Self and Respectful Relationships.

Program evaluations indicated that the activities need to be made more interactive and engaging for 2015. However, in terms of reinforcing the important messages underpinning the program, I believe White Ribbon was a successful initiative, and I would like to thank all Year 7 and, especially, their Year 8 mentors for their participation.

Reminders Regarding Ongoing Issues

I just wanted to remind parents that the following remain ongoing issues that I greatly appreciate home support with:

- **Safety**: continually reminding your daughter of the need to be aware of safety issues at all times, especially whilst travelling to and from school. Please alert the police and State Transport to any safety issues in relation to bus or train travel.
- **Valuables**: reminding your daughter to NOT bring valuables to school, and to keep items such as phones, ipads, laptops on her person at all times. If your daughter leaves these unattended somewhere, there is nothing the school can do to retrieve the item. Losing a valuable causes great distress to the student and her family, so I would ask that parents please reinforce the absolute necessity of securing valuables AT ALL TIMES with their daughters.

Deputy Principal’s Report:

- **Uniform**: ensuring girls are attired in full school uniform every day of the week; in particular supporting girls to wear black leather shoes on normal school days and proper sports shoes on Wednesdays, and prohibiting the wearing of tights without a covering skirt or shorts under any circumstances. With the cooler weather, I would ask that girls not use multi-colour jumpers and jackets but adhere to approved winter uniform.
- **Social media**: significantly limiting the amount of time girls are accessing social media; monitoring the appropriate use of social media such as Facebook, having regular discussions about safe and responsible use of media, and following up any illegal behaviours with the police.

Please contact me by email on andrew.anderson@det.nsw.edu.au or by telephone on 9718 1805 should you wish to discuss any of the aforementioned issues.

Andrew Anderson, Deputy Principal

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Safety Warning:

A complaint was received in recent days from a member of the public who nearly ran a student over in her car when crossing the road illegally near Aldi. The student had headphones on and did not even hear when the member of the public tried to alert them to the incident. The student could have been seriously injured or killed.

Please take care when travelling to and from school – especially when crossing roads – and refrain from doing anything such as listening to your iphone or talking on your mobile – which will distract you or place your safety at risk. If any student sees a member of our school behaving in an unsafe manner, please let us know so I can follow up with the girl and her parents.

Mr. Anderson

Exam stress busters

The mere thought of an exam can make kids nervous. Help create the right study conditions for your child in the lead-up to exams and know the warning signs if it’s all getting too much. Find out more: [http://bit.ly/LleZfV](http://bit.ly/LleZfV)

HSC APPS: Study anytime, anywhere


ALL NEW, COMPLETELY REBUILT Do you want a fun, easy and useful way to revise for the HSC in your subject? Do you want to test yourself in your subjects, and your friends too? Then go no further than HSC APPS. Go to the apple store, download the topics you are studying (first one free) and start testing yourself.
CGHS Perfect and SRC Investiture Assembly

Our annual investiture assembly recognising the contributions of outgoing Co-captains, Prefects and SRC members, and the incoming student leadership body, was a slick event coordinated by Ms Burgess, Ms Kastanias and Ms Moodie, with a wonderful music and dance item from the percussion ensemble (thank you Ms Flannery, and dancers Amaani and Kanesha), and parent morning tea in Cantabrian Hall to conclude.

SCHOOLS SPECTACULAR

Tickets are on sale through the Seymour Centre Box Office: www.seymourcentre.com/events/event/state-dance-festival-2014/ for 7.30pm performances on Monday 15 through to Friday 19 September and a student matinee at 12.30pm on the Friday.

ESSENCE presents the work of over 1,500 students from Kindergarten to Year 12. The festival showcases these students in six diverse performance programs, incorporating a total of 87 items. The programs highlight the range of styles explored through the study of dance in public schools. Each performance unveils the determination of students and teachers to explore the art of choreography and to achieve performances of the highest quality.

Throughout the week, many school groups attend workshops in a variety of dance styles presented by outstanding teachers and professionals from Sydney’s talented dance community. Visit the website below: www.artsunit.nsw.edu.au/dance/state-dance-festival

Please contact us

If any personal contact details have changed, see our email contact below:
canterbury-h.School@det.nsw.edu.au

SCHOOLS SPECTACULAR

Tickets on sale:

Tickets for the 2014 Schools Spectacular go on sale to the general public on Tuesday 2 September. The Showtime presale, with the password Australia14, has been running since Monday 18 August.

Read more at: http://showtime.cmail2.com/t/y-l-jdykhd-ykdm1ttr-v/

NSW Public Schools State Dance Festival tickets now on sale

Tickets are on sale through the Seymour Centre Box Office: www.seymourcentre.com/events/event/state-dance-festival-2014/ for 7.30pm performances on Monday 15 through to Friday 19 September and a student matinee at 12.30pm on the Friday.

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Please contact us

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canterbury-h.School@det.nsw.edu.au

Education Week @ Ashfield Mall

On Tuesday 29th July I accompanied 42 other Year Seven students along with Lauren Cazar a member of Year Twelve to Ashfield Mall to participate in the celebrations for Education Week. Ms Barry, Ms Reed and Ms Flannery all went with us to the Mall as we were performing dance, drama and percussion items.

We were excited to be participating in Education Week and I’m pretty sure we blew away the crowds at Ashfield Mall with our performances. We started off the show with some African Dancing, Amaani Fieldes-Busingye and Kanesha Joseph moved to the Percussion Ensemble’s rhythm and then the Percussion Ensemble presented an African rhythm composition. Their work even had me moving to the beat. Then Emily Moudanidis and Yasmina Sadikis brightened the day by singing ‘Happy’ by Pharrell Williams. The Year Seven Dance Ensemble then took to the stage and were dancing to Adele’s song ‘Rolling in the Deep’. Their performance was just awesome!

It was then the turn of Lauren Cazar to present her solo mime performance called ‘Only Child’ in which she conveyed the idea of a mother of two babies one that was always good and one that encountered greater difficulties. We saved the best for the last with the Year Seven Drama Ensemble performing an adaptation of their ‘Fancy Footwork’ piece.

At the end of the performance the Ashfield Mall management gave all the students a ‘goodie’ bag with gifts inside to thank us for the performance that Canterbury Girls High School had given them. I had an amazing trip out and I would just like to give a big HOORAH! for all the performers that day. We were AMAZING!!

Juliana Sikes 7P
CGHS Art Exhibition 2014

In the annual CGHS Art Exhibition, the results of the People’s Choice Awards were:

**Best Year 11 Portrait:** Imogen Smith, Year 11.

**Best Year 12 BOW:** Christie Foo “Religion: Consumerism”.

**Best in Show:** Richa Sharma Year 12 BOW “Ingrate”.

CGHS Textiles & Design 2014
SCHOOL NOTICE: Make Online Payments

It is now possible for parents to make online payments to the school for amounts owing for students, via a secure payment page hosted by Westpac. Payments can be made using either a Visa or MasterCard credit or debit card.

The payment page is accessed from the front page of the school’s website by selecting $ Make a payment.

Items that can be paid include voluntary school contributions, subject contributions, excursions, sales to students and creative and practical arts activities (these include band, drama and dance). There is also a category called Other to cover items not covered in the previous headings, Other can be used to make a complete payment of a school invoice.

When you access the $ Make a payment you must enter:
- the students name, and
- class and reference number OR
- the students name, and
- date of birth.

These details are entered each time you make a payment as student information is not held within the payment system. This is a secure payment system hosted by Westpac to ensure that your credit/debit card details are captured in a secure manner, these details are not passed to anyone, these details are entered each time you make a payment.

Details of the payments are passed daily to the school where they will be receipted against your child’s account. As a receipt has been issued from the payment page a further receipt will not be issued by the school.

For any enquiries regarding the Online Payment process please contact the School Administration Office.

Science Competition Report 2014

In 2014, a record number of Canterbury Girls High School students attempted the Science competition. The Science competition assesses students’ skills in the key scientific areas of:
- Interpreting data, including observing, measuring and interpreting diagrams, tables and graphs
- Applying data, including inferring, predicting and concluding
- Higher order skills, including investigating, reasoning and problem solving

Congratulations must go to all students who participated in the Science Competition. They have all demonstrated a commitment to challenging themselves and striving for success in Science. Particular mention must be made of those students who achieved excellent results and were awarded Certificates of Credit and Distinction for their efforts. This year, two students, Lucy Melville and Matilda Grimm of Year 8 were awarded a Certificate of Distinction for their efforts. 12 students received a Certificate of Credit and 16 students received a Certificate of Merit they were awarded to the following students:

Year 7, Merit: Mariam Bahramad, Christina Nguyen, Ruby Gee, Juliana Stikes and Shaela Forvan.
Credit: Kayla Fulcher, Belinda Carmona, Kiana Barnes and Annie Smith.

Year 8, Merit: Jessica Chen, Ariana Costas, Ella Hosty-Siegelove, Lucy Ockert, Eustacia Salim, Michaele Treanath and Coco Wang.
Credit: Bella Bauer and Ella Reynolds.

Year 9, Merit: Sarah Tang, Leia Ronald and Zoe Viney.
Credit: Celine Agustina, Armsu Gurung, Taylor Ngo and Huynh Thuy Bao Nguyen.

Year 10, Merit: Dora Feng, Credit: Lucinda Dunstan and Nafisa Trisha.

Special thanks must go to Ms Samsa, without whose efforts and organisation, the competition would not run.

Mrs R Andrews, Head Teacher Science

Arabic Expo: Culture as a problem solving tool

According to Beyond Blue, an organisation which aims to help young people aged 12–25 struggling with anxiety and depression, one in four young Australians, aged 16–24 currently suffers from a mental health condition such as depression and anxiety which will continue throughout their life. This is usually triggered by stress or even problems with body image. Concern about mental health among young people in Australia is steadily growing, especially as suicide is known to be the biggest killer of young Australians and accounts for the deaths of more young people than car accidents.

As a result of this context, some Year 7 students at Canterbury Girls High have been learning how to use their knowledge of a different culture to allow them to view their problems from an alternative perspective and thus be in a better position to solve them. In Term 3, students learning Arabic have been considering how to use their knowledge of the Arabic culture as a problem solving tool. Arabic, as a language and culture that has been undervalued and overshadowed by politics, offers students insight into solving many life dilemmas such as that of ‘space’ in Sydney using versatile living spaces or feeling better about their constantly changing bodies through appreciating that Big can also be Beautiful and a woman’s beauty is merely a socially constructed standard.

During Week 9, Term 3, students will be presenting to the school an Arabic Expo where they will share their knowledge and creative work that has developed as a result of their learning, to allow them to reflectively share and celebrate their learning.

Right and below: Arabic Expo dioramas.

Grade Winter Sport

The Winter Grade Competition finished with many teams being declared joint premiers as their games were completely washed out for two consecutive weeks. Eight of our teams made it through to the finals including 1st Grade and 13B Netball, 15 Red and 15 White Soccer, 2nd Grade Volleyball and 2nd Grade, 14A and 14B Table Tennis. Of these teams, four were declared joint premiers and one won their final outright.

Congratulations to the following teams and their coaches – 1st Grade Netball, 13B Netball, 15 Red Soccer, 15 White Soccer and 2nd Grade Table Tennis for being St George Zone Winter Grade Sport Premiers

Congratulations to all students who competed in the Winter Grade Competition this year and a big thank you to all of the coaches of these teams.

Yours in sport, Ms Delmas, Sports Coordinator

Congratulations to the following students for their representation of the school at the Regional Athletics Carnival last month, accompanied by Ms Conroy:
- Marie Ikonomou in 12 years discus, high jump and 800m
- Maya Muscio in 15 years high jump
- Xanthia Marinelli in 14 years 100m, 800m and high jump
- Emily Grubisa in 14 years high jump, discus and long jump
- Monica Tanuse in 14 years 1500m
- Ellie Cott in 16 years javelin
- Maya Wood-Thomson in 13 years 800m and high jump
- Dimitra Jordan in 16 years 400m
- Mild Hangphai in 13 year high jump.

Yours in sport, Ms Burgess and PDHPE faculty, Carnivals Coordinators
Year 10 Food Technology
The girls have been working on a task where they had to come up with ideas for new food items suitable for teenagers to be sold in a school canteen.
Lejla, Rebecca and Taylah created packaging for their Black Bean and Beef Stir-Fry. Nasra, Astrid and Giang created a delicious Yoghurt and Granola Parfait with Berries.

Year 8 Design Technology
The girls have been working hard to complete their silver rings in the topic ‘On the Body’. They have also designed, embroidered and beaded their pouches to complement their rings. (Pictured below)

Legacy Week
Ivy, Hannah, Cleo, Lyndsey, Amaani, Emily, Ella and Lucy, all members of the SRC, braved the cold on Friday the 5th September 2014 to sell badges for Legacy. The girls did a great job raising over $340 in a little over an hour. The girls loved doing this and the community response both verbally and giving was fantastic. Thanks girls.

State Drama Camp
In the last week of Term 2, I had the opportunity to attend Year 11 State Drama Camp. We stayed at Eleanor Heights, and took part in Drama workshops and creating performance pieces.
During the camp, we saw the musical ‘Strictly Ballroom’ and afterwards had question time with the female lead. We also had the chance to see and talk to two ‘OnSTAGE’ performers. It was a really amazing experience, to spend 3 days and 3 nights with people who shared the same passion for performance.
Girls in Year 10, if you are doing Drama next year and you get the opportunity to apply, take it, although you may regret the exhaustion at the end, you will never regret the skills you take away and the people you will meet. Special thanks to Ms Barry who suggested the camp, and helped me with my application.
Caitlyn Wright, Year 11

Mental health will take centre stage across the City of Canterbury from Wednesday, 3 September, as the Council launches the third annual

Canterbury Cares: Mental Health and Wellbeing Campaign.
To download a full programme go to: www.canterbury.nsw.gov.au/Community/Health-Facilities-Programs-Policies/Canterbury-Cares-Mental-Health-Wellbeing-Campaign
Student Well Being News:

Wear it Purple Day

The celebration of Wear it Purple Day to acknowledge, support and celebrate gender diversity and choices has become an annual event at Canterbury Girls High School this year lead by our Prefect body with particular input from Claire Badart-Prentice and Leni Louezl who spoke at assembly. Our pictures show students enjoying a recess cake stall and writing messages for our purple wall of hearts, and a lunchtime information stall hosted by the police youth liaison officers Constables Mele Latu and Jim Bottalico from Ashfield Police.

Week of Well Being guest speaker Nina Funnell.

Our Week of Well Being guest speaker Nina Funnell* is pictured above with student leaders for morning tea after her presentation to Years 7 – 10 in week 4 of this term. Year 12 Advanced English students also listened to Nina at a Period 5 presentation on August 25th, where she again discussed her ideas about women, gender, media and celebrity, relating to the text set for HSC study “The Justice Game” by Geoffrey Robertson, with particular focus on perspectives about privacy raised by his essay “Diana in the Docks”, where he reminisces on being appointed to represent the gym owner sued by Diana, Princess of Wales, for taking photos of her working out without her consent, and selling them to a tabloid publication. *Nina Funnell is a Sydney based journalist, author and speaker. She is the co-author of Loveability: An Empowered Girls Guide to Dating and Relationships. Nina’s main areas of interest include gender equality, technology, education and youth. Topics include: sexting and cyberbullying, respectful relationships, sex education, media and gender, violence prevention, body image and feminism. In 2010 Nina was awarded the Australian Human Rights Community (Individual) award for her work in violence prevention, and was named a finalist for Young Australian of the Year.

Right: Loveability by Nina Funnell, to read a sample chapter for free go to www.loveability.com.au

Safe schools do better.

Supporting sexual diversity and gender diversity in schools.

It’s happening in schools. It’s happening to classrooms, it’s happening in school yards. And with your help, it will have a lasting effect in our community.

As the first national coalition dedicated to making schools safer and more inclusive for same sex attracted, intersex and gender diverse young people, we are creating change to ensure that every student, every family and every teacher in every school has access to a safe and inclusive learning environment.

Membership is free – but being part of the coalition is a statement, a commitment. By joining us, you are committing to building a school that is free from homophobic and transphobic bullying, that is safe and inclusive for all students and staff. In exchange, we’ll provide expert training, resources and advice to schools to help build connection and supportive spaces for students now and in the future.

Safe Schools Coalition Australia builds on the highly successful Safe Schools Coalition Victoria model founded by Gay and Lesbian Health Victoria at La Trobe University and funded by the Victorian Government. Since 2010, the program has been building the confidence and capacity of principals, teachers and students to support gender and sexual diversity in schools.

Now, nationally convened by the Foundation for Young Australians and federally funded by the Australian Government Department of Education, the coalition is going national – and it is being built with and for young people.

You are taking the first step in making your school safer and more inclusive. You are creating history.

What we’re doing works

Safe Schools Coalition Victoria has more than 120 member schools across all education sectors and right across the state.

They have trained thousands of teachers and distributed tens of thousands of resources to give young people and staff the skills and confidence they need to achieve real change in their schools for same sex attracted, intersex and gender diverse students and their friends, their teachers and their families.

Tens of thousands of students have been engaged by teachers and whole school policies and practices that prohibit abuse and discrimination and actively support sexual and gender diversity have been implemented.

Every school in Australia has same sex attracted, intersex and gender diverse students.

From Australian young people, around 10% are same sex attracted, 1.7% are intersex and 5% are transgender.

<table>
<thead>
<tr>
<th></th>
<th>In 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same Sex Attracted</td>
<td>19%</td>
</tr>
<tr>
<td>Intersex</td>
<td>75%</td>
</tr>
<tr>
<td>Transgender</td>
<td>80%</td>
</tr>
</tbody>
</table>

15% of same sex attracted and gender diverse young people in Australia assumed a school had they thought was supportive of their sexuality. 75% of same sex attracted and gender diverse young people experienced abuse and discrimination on the basis of their sexuality or gender identity.

36% of this homophobic and transphobic abuse took place in Australian schools.

Experiencing homophobic and transphobic harassment can result in:

- Low self-esteem
- Alcohol misuse
- Poor mental health
- Higher rates of suicide
- Poor academic achievement

The national coalition was established to deliver on the vision of the Australian Government’s National Safe Schools Framework which aims to build safe school communities where diversity is valued, the risk from all types of harm is minimised and all members of the community feel respected, included and supported. Building on the original 2003 Framework, the revised Framework was endorsed by all ministers for education in December 2010.

The Australian Government collaborates with state and territory governments to support the Framework as part of a national approach to make sure our school communities are safe and supportive.

POOR ACADEMIC ACHIEVEMENT

POOR SELF-ESTEEM

POOR MENTAL HEALTH

ABSENTEEISM

DRUG AND ALCOHOL MISUSE

HIGHER RATES OF SUICIDE

The research

While the data shows that young people are experiencing high levels of homophobia and transphobia, schools in the coalition can make significant and positive differences. There are simple ways to proactively support sexual and gender diversity, and in doing so we can start to turn those stats around. Schools that have joined Safe Schools Coalition Victoria are already creating real change and having a positive impact on learning environments across the state.

Safe schools really do better!

The national approach to make sure our school communities are safe and supportive.

In 2010, 19% of same sex attracted and gender diverse young people in Australia assumed a school had they thought was supportive of their sexuality. 75% of same sex attracted and gender diverse young people experienced abuse and discrimination on the basis of their sexuality or gender identity.
Private schooling no better than public in jobs market

Reprinted from SMH, Date: August 17, 2014
Authors: Alexandra Smith, Amy McNeilage

Paying private school fees does not guarantee a better job after university, with new research showing there is no long-term employment advantage as public school graduates earn as much in equally prestigious jobs.

“A research fellow at Canberra University, Jenny Chesters, analysed data from the Household Income and Labour Dynamics in Australia project and found private school students were no more likely to get a full-time job than public school students.

And while private schools students were more likely to attend one of Australia’s most prestigious universities, even this did not lead to a higher income the research found.

“If a parent wants to pay to send their child to a private school, I don’t have a problem with that but they should know that if they think paying for an education is an investment and you will get a monetary return on it, you probably won’t,” she said.

Dr Chesters looked at the data for 2168 people aged 24 to 35 in 2012. About 70 per cent went to government schools, 17 per cent to Catholic schools and 13.5 per cent to independent schools.

The data showed that while students from Catholic or independent schools were more likely to have completed Year 12, public school students were not disadvantaged once it came to securing a well-paid job after university.

Dr Chesters said the “massive growth” in the number of private schools since the 1990s could be “diluting” the perceived advantages that were once attached to private schooling.

“There has been an explosion in independent schools since John Howard changed the funding formula so, if you are aged 25 to 34, an independent school is a very different place than it was if you are 45,” Dr Chester said.

Career development expert Martin Smith insists a person’s high school is a “very, very negligible part of the recruitment process”.

“Recruitment processes these days are much more sophisticated and much more objective than they may have been 20 years ago,” Mr Martin said.

Once students are accepted into university, he said, the playing field is more or less level.

“Students who have had to strive and struggle to get to university are often very motivated,” he said.

He acknowledged some people could be advantaged by their networks and personal relationships.

“But, then again, those who don’t have those same networks may be more proactive and enthusiastic in the way they chase down their opportunities,” he said.

But Tim Hawkes, the headmaster of The King’s School, where school fees for senior students are more than $30,000 a year, said a quality education was about producing a good person, not gaining a prestigious job.

“When parents come to King’s looking to enrol their sons, they are looking for a school that will discover the true potential in their sons,” Dr Hawkes said.

“They are looking for teachers that will inspire their sons and create within them a sense of wonder. They are looking for a place that reinforces good values, they are looking for the Christian ethos and they are looking for an all-round education where conscious attention is paid to the intellectual, social, emotional, physical and spiritual development of their son.”

Katie Paull graduated from Colo High School, a comprehensive public school in the Hawkesbury region, and studied law at Macquarie University, before securing a competitive clerkship at one of Sydney’s top-tier law firms.

She doubts her high school had any bearing on employer’s decision to hire her and said the question never even came up through the recruitment process.

“My experience has been that there’s more focus on where you went to university rather than where you went to high school,” the 25-year-old said.

“We had fantastic teachers at my public school and I think I received the best education I could have received. I’ve got no regrets or hesitations about where I went to school and I’m very proud of the fact that I’m a public school alumni.”

Who teaches?
Bryce Halliday (B.Mus) is an award winning cabaret artist and graduate of the Australian Institute of Music. He recently returned from performing his one-man musical comedy show The Bryce Is Right at the Adelaide Fringe Festival and Melbourne International Comedy Festival. Bryce is experienced with teaching young students and encouraging their talents.

Phone: 0400 340 846
Email: bryce@brycehalliday.com
You can find more information about Bryce and his music at: www.brycehalliday.com

Are you the next Voice?
Want to learn to play keyboard?

Piano and Singing lessons are available in school.

$30 per half hour lesson.
In terms of accessing professional services, over 60% of males and females with a probable serious mental illness were more uncomfortable seeking information, advice or support from various sources (see Table 2). However, males with a probable serious mental illness were quite similar in how uncomfortable they feel seeking information, advice or support from parents (32.8% compared to 20%), compared to 29.2%) than those without a probable serious mental illness. Over 60% of young people with a probable serious mental illness were not comfortable seeking information, advice or support from their community agency (60.2%) or online counselling services. Females were almost twice as likely as males to be uncomfortable accessing a telephone hotline (69.5%), a counselor and/or community agency.

The bully is fully aware of the distress that is being caused and the taking of pleasure in this distress is the real reason why the bully maintains their focus on a victim. But establishing the amount of bullying that goes on in schools is very difficult, since only a small proportion of cases are reported to teachers. Being a victim of cyberbullying can lead to low self-esteem, depression, anxiety and psychosomatic problems like headaches and sleep disturbances. It can also lead to reduced concentration, increased school absences, alienation, lower academic achievement, negative perceptions of the school climate and also suicide attempts. Incidences of cyberbullying typically include sending angry, rude or vulgar messages to or about a person, online harassment, posting material about a person that contains sensitive or embarrassing information including forwarding private messages or images. Cruelly excluding someone from an online-group can also be seen as cyberbullying. In some cases, the desire of the bully to expose their identity on the internet using social websites is much more intense than the fear of suffering any type of retaliation from school staff or parents. It is crucial to note that teachers, parents and health workers have to think together about policies concerning the practices of bullying and cyberbullying.

Strategies to tackle cyberbullying include developing a positive ethos and a whole school anti-bullying policy that includes online forms of abuse.

Research and articles

It’s the permanence of online abuse that makes cyberbullying so damaging for children

Source: The Conversation 31 July 2014
Authors: Chris Kyriacou and Antonio Zuin

Online bullying has overtaken traditional forms bullying, with 12% of children now suffering cyberbullying compared to 9% face-to-face. What’s so different about cyberbullying?
- Bullying can occur without the bully seeing the victim’s immediate reaction.
- Increased anonymity for the bully.
- Posts can continue to exist for a long time, accessible by the victim and by others.

In effect, those most in need of accessing information, advice or support for mental health issues appear to be the most uncomfortable in seeking it.

Key recommendations include:

- Targeting mental health in schools through awareness and early intervention programs.
- Promoting peer education and support.
- Reducing stigma that may prevent help-seeking behaviour in young people.
- Ensuring a whole of community focus on prevention and early intervention.
- Use of online initiatives to improve access, appeal and affordability of mental health services.
- Ensuring culturally appropriate service delivery.
- Building a better understanding of mental health issues among families and those working with young people.


Reproduced from the School-Link Newsletter, Term 3 2014.
ARE YOU A SINGLE PARENT?

Every week Single with Children provides fun and exciting activities especially for single parents and their children (many activities are subsidised or even free).

It’s a great way to meet and get to know people in your area.
To find out more and get a FREE copy of our social calendar, contact us today.
Call 1300 300 496
Or visit our website: www.singlewithchildren.com.au

Term 3: July - September 2014
After school activities for 10-16 year olds.

Youth Zone | Term 3: July - September 2014

ABOUT
Youth Zone is a series of fun and free after school activities at Marrickville Library. Activities are suitable for youth 10 – 16 years of age.
Book online or call 9335 2173.
marrickville.library.eventbrite.com.au

BADGEMAKING WORKSHOP:
Marrickville
Thursday 31 July
3.30pm - 4.30pm
Bookings open Tuesday 24 June
Learn how to whip up these all time favourite treats, then enjoy them with sweet toppings.

ORIGAMI FACES:
Marrickville
Thursday 28 August
3.30pm - 4.30pm
Bookings open Tuesday 5 August
Create clever origami faces and then decorate to give them their own personalities.

PANCAKE MAKING:
Marrickville
Thursday 14 August
3.30pm - 4.30pm
Bookings open Tuesday 22 July
Learn how to whip up these all time favourite treats, then enjoy them with sweet toppings.

WII PLAYER GAMING:
Marrickville
Thursday 17 July
3.30pm - 4.30pm
Bookings open Tuesday 24 June
Challenge your friends on your favourite WII game.

Spiral Bracelets
Marrickville
Thursday 23 October
3.30pm - 4.30pm
Bookings open Tuesday 30 September
Fashion a colourful bracelet with thread, beads and just one simple knot.

COUNCIL ARCHIVES
Petersham Town Hall
107 Crystal St
Petersham
Phone: 9335 2185
Opening Hours
Wednesday
9.30am - 5pm

MARRICKVILLE LIBRARY
cnr Marrickville & Petersham Rds
Marrickville
Phone: 9335 2173
Opening Hours
Monday - Friday
9am - 7.30pm
Saturday
9.30am - 5pm
Sunday
1pm - 4pm

DULWICH HILL LIBRARY
12-14 Seaview St
Dulwich Hill
Phone: 9335 2182

ST PETERS / SYDENHAM LIBRARY
39 Unwins Bridge Rd
Sydenham
Phone: 9335 2184

STANMORE LIBRARY
Douglas St
Stanmore
Phone: 9335 2183
Opening Hours
Monday - Wednesday, Friday
10am - 5.30pm
Thursday
12pm - 7.30pm
Saturday
9am - 12pm
Sunday
Closed

ST PETERS / SYDENHAM LIBRARY
39 Unwins Bridge Rd
Sydenham
Phone: 9335 2184
Opening Hours
Monday - Wednesday, Friday
10am - 5.30pm
Thursday
12pm - 7.30pm
Saturday
9am - 12pm
Sunday
Closed

COUNCIL ARCHIVES
Petersham Town Hall
107 Crystal St
Petersham
Phone: 9335 2185
Opening Hours
Wednesday
9.30am - 5pm
Workshops include:

Registration Day: Friday 12th Sept at 10am
Canterbury Earlwood Caring Centre. 15 Clarke St EARLWOOD, 2206
For more information call Fiona on 9559 013

September/October School Holiday Programs

Tuesday the 23rd September
Learn the Art of Chinese Calligraphy
Time: 10am-12pm
Cost: $15.00
Age: 8-17 years
Light refreshments provided
- Peter our experienced resident artist will be facilitating this workshop
- All participants will receive a beautiful crafted scroll made with coconut paper and a gold tassel
- You will have the opportunity to design (create your own name sake scroll) at the workshop
- Learn the history of Chinese Calligraphy
- Discover a new art form using delicate watercolors to create your design

Tuesday the 30th of September
Two part workshop for those interested in working in entertainment
All participants will receive a certificate on completion....

Limited places so book early

Time: 11am-2pm
Cost: $30
Age: open
11AM-12PM
PART 1 - Learn the Art of Henna Tattooing
All participants will receive henna to take home to practice on family/friends

12pm-12.30pm LUNCH BREAK (PLEASE BRING LUNCH/MONEY)

12.30PM-2PM
PART 2 - How to become a professional FACE-PAINTER
- Experienced face-painter Eleni will facilitate this workshop
- Learn the art of face-painting
- Tips/tricks on how to get into the industry/ starting small business enterprise
- Occupational health/safety
- Where to purchase equipment/materials
- Learn new skills to add to your CV for future opportunities in the workplace.......

Assistance with:
- Accessing information on a range of services from Centrelink, Medicare & Child Support.
- Discussing any difficulties in managing job seeking requirements or if you are at risk of dropping out of study.
- Accommodation- if you are couch surfing or staying somewhere that is overcrowded.
- Developing connections and relationships to become more independent.
- Participation in education, training and employment.

Work Outreach

Department of Human Services-Centrelink Social Work Outreach
**TEST/EXAM PREPARATION**

Before you sit a test/exam you must be prepared:
- There is no luck involved at all.
- You will be confident and happy in yourself when you know you are ready.

Know the format:
- Multiple choice?
- Essays?
- Short answer?

Know the time available:
- Divide the time for each question.

Have the subject matter efficiently summarised under:
- Headings
- Key words
- Main points
- Plans of attack for Maths/Science problems.

Make a recording of the topics on your mobile:
- Read light background music on the recording.
- Listen to it when travelling.

Test your knowledge and understanding with friends and family:
- Discuss, justify, explain concepts.
- Question each other.
- Identify weaknesses and develop your understanding.

Be systematic:
- Plan your study; set a target for each session.
- Put up posters at home with key information.
- Never just read when revising; take notes, draw idea maps, use interactive Thinking Tools from the website.
- Try to see where success/second is your picture.

People do not decide to become extraordinary; they decide to accomplish extraordinary things.” Sir Edmund Hillary.

**EXAM PREPARATION**

Your level of success on exams is very much reliant on your preparation and revision throughout the year.

Be very sure of one thing:
- Poor preparation equals poor performance.
- Be smart; learn from the experience of those before you.
- You can control your preparation.

List your methods for preparing for exams:
- Compare your techniques with those of successful students; they’ll be flattered; forget your ego.
- Ask your teachers for their impressions of your approach.
- Have you tried the SQ3R method? (It works, refer to index).

Be clear what the exams will cover.
- Does this give you a clearer picture?
- Can you see what’s required?
- If not, ask your teachers for guidance.

In the weeks leading up to the exams and during study breaks:
- Make a copy of the exam timetable in a prominent place in your room and on the fridge.
- Ensure that your equipment is ready.
- Know the format of the exam for each subject:
  - Multiple choice:
    - Short answers.
  - Essays:
    - How many questions?
    - How many marks?
    - Your room put up lists or idea maps of:
      - Key points
      - Formulas
      - Quotes
      - Examples.
    - Recte them aloud when you look at them, at least once daily.

Do past exam papers under exam conditions:
- Identify areas of weakness and address them.
- Be comfortable with the vocabulary and phrasing used.
- Work at exam pace; your timing is critical.
- Study in time blocks equal to the duration of the exams.
- Use your teachers’ expertise:
  - Add depth to your understanding.
  - Fully appreciate the Study/Course Design.
- Speak to students who studied your subjects last year.
- Hindsight is a powerful tool, tap into their observations.

Test your knowledge and understanding:
- Talk it, explain it, justify it with friends and family.
- Question each other.

Don’t cram:
- It does NOT work.

The secrets to success in exams are:
- To be well prepared.
- To have genuine faith in yourself; be positive.
- Don’t leave anything to chance; be thorough and focused.
- Complete an “Examination Preparation Checklist” (Refer to index) for every subject.

**VOCABULARY BUILDER**

opposition
delicious
trick
bad
school

concerned
rancour
issue

endorsed
wrapped

aboard
explosion
cooking

TWO for $1.

**EXAM TECHNIQUE**

Sound exam technique is essential to perform well:
- It is like a golf swing; that’s why Tiger Woods is so dominant.

It must be:
- Well rehearsed.
- Second nature to you.
- Confident and systematic.

The following guidelines will sharpen your technique.

Reading Time is crucial:
- Usually 15 minutes.
- Carefully read all directions and instructions; understand them, know what questions to answer and where to answer them.
- Listen to any announcements.
- Look at the mark allocation for each question and divide your time accordingly.
- Identify questions that you can answer immediately.
- Put the questions in the order you wish to do them.
- Don’t work out answers yet.
- Your confidence will build for more difficult questions; your memory storage tanks will be stimulated.

The Exam Itself:
- Begin on your selected questions.
- Don’t dwell on questions; highlight them and return later.
- Write down key formulae, points and facts in the margin.
- Answer multiple choice and short answer questions before longer questions.
- If you can’t answer a question, check if there is a penalty or not for an incorrect answer. If not, take a guess.
- Only change answers if you are absolutely sure that they are wrong.
- Beware of careless mistakes; most students lose more marks through carelessness than a lack of knowledge.
- Draw clear and accurate diagrams.
- Plan your essays.
- Work at the rate you practised.

Use all the exam time; never leave early.

The key word in exams is steady:
- Not rushed.
- Not slow.
- But consistently and persistently.

“Roughing it very good thing; that’s why Tiger Woods is so dominant.” — Voltaire.

**TEST/EXAM PREPARATION**

Parents can log in too; just email Ms Ronayne julie.ronayne@det.nsw.edu.au to receive a login.

Families, please encourage use of the online diary at www.learningcurveplanner.com No hard copy diaries in 2015!
Canterbury Bulldogs - Junior Touch Football

2014 Junior Spring Competition

Venue: Waterworth Park, Tempe
Times: Wednesdays Between 4.00 and 6.30pm
(younger divisions play first)
Age Groups: Under 9’s (born 2005 or after)
Under 11’s (born 2003 or after)
Under 13’s (born 2001 or after)
Under 15’s (born 1999 or after)
Under 17’s (born 1997 or after)
Format: 6-a-side, 25 minutes straight turnaround for touchdowns
Cost: $50 per player
(includes playing shirt, insurance, council fees and presentation)
Season: Starts Wednesday 17th September 2014
Concludes 3rd December 2014

About the Club
Canterbury Touch has a long and proud history running local competitions and competing at representative tournaments. Club players include many Australian, State and Regional representatives, including the current captains of both the Men’s and Women’s Australian teams (Steve Roberts and Louise Winchester).

We have accredited coaches, managers and experienced players willing to help develop junior players, and we welcome parent involvement in our sporting community.

Registration
OPEN ONLINE NOW
Closing Date: Monday 8th September 2014
Online: Registration forms available on our website and pay via EFT
In Person: At Waterworth Park on Wednesday 3rd September 2014 4.30 to 6.00pm

Contacts:
Email: canterburystouch@yahoo.com.au
Web: www.canterburystouch.com.au
Phone: Paul Robinson - 0479 179 311

Cricket: the No.1 summer sport for Aussie kids
Marrickville Cricket Club is recruiting for girls aged and development teams.
Some of our most enthusiastic players come from Canterbury Girls High School.

Girls cricket
MCC is helping develop girls cricket. MCC plays in the Little Breakers League and a new Girls Only T20 Blast.
Details: contact ken_morrison@icloud.com

MCC Players Day: 6 Sept for current & interested cricketers
9am-12pm
Sat 6 Sept
Mackey Park, Marrickville

Cricket for younger kids
Marrickville Cricket Club also offers these programs for younger siblings:

- Milo In2Cricket (3-8 years) is a fun way for children to develop skills in a non-competitive environment. Register www.in2cricket.com.au
- NEW T2O Blast (7-10 years) is an ideal way for kids to start team cricket. It runs for 8 weeks. Teams of 8 play for 50 mins. Register www.t2oblast.com.au
- U9, U10 & U12 club competition. Register www.marrickville.nsw.cricket.com.au

Marrickville Cricket Club develops kids whatever their age, skill or interest. Contact us to work out what best suits your family.

For more info about Marrickville Cricket Club contact Antony Sacher
E: marrickvillecricket@gmail.com T: 0458 456 078
W: marrickville.nsw.cricket.com.au
F: www.facebook.com/MarrickvilleCricketClub

Check out the videos on our website or Facebook!

Twitter: @GirlsCanterbury • Visit: www.canterbury-h.schools.nsw.edu.au

SEPTEMBER 2014

Telephone 9718 1805 • Fax 9718 3501 • Email: canterbury-h.School@det.nsw.edu.au

TWITTER: @GirlsCanterbury • VISIT: www.canterbury-h.schools.nsw.edu.au
PROFESSIONAL TEN WEEK SINGING COURSES

KIDS, TEENS & ADULTS

Sound Initiative are running Ten Week Courses Held in Professional Recording Studios in Alexandria, City & Parramatta

**We offer Different Levels Depending on Experience –**

- Newcomers, Intermediate & Singers Ready to Record
- Awesome Teachers with Industry Profiles – you will be amazed.
- Opportunity to work / record in studio, learn and develop new skills and for us to guide you and assist your journey into becoming an Artist!

**CONTACT US NOW TO ENQUIRE / ENROL**

[WWW.SOUNDINITIATIVE.COM.AU](http://WWW.SOUNDINITIATIVE.COM.AU)

PHONE: (02) 8916 6201

Email: info@soundinitiative.com.au
# The School Canteen

## Breakfast from 8am

- **Banana Smoothie GF**: $3.50
- **Toast with Vegemite, Honey or Jam / Raisin toast with butter**: $2.00
- **Fresh Yoghurt cups – Berry, Passion fruit or Apple Muesli GF**: $3.00
- **Cheese & Tomato toast**: $3.30
- **Cheese & Ham toast**: $3.30
- **Cheese toast**: $3.00
- **Fresh fruit salad GF**: $3.50
- **Bakery Breads**: From $2.00

## Pasta

**Traditional Italian pasta at its best**
- **Pasta Napolitana (Gluten Free Option Available*)**: $4.00
- **Pasta Bolognese (Gluten Free Option Available*)**: $4.50
- **Beef Lasagna OR Vegetarian Lasagna**: $5.50
- **Low Fat Creamy cheese and Spinach Pasta**: $5.00

* Gluten Free Pasta $1.00 extra

## Pizza

Fresh home made Sauce and mozzarella cheese that melts in your mouth
- **Margherita**: $4.00
- **Vegetarian**: $4.50
- **Ham & pineapple**: $4.50
- **Ham**: $4.50

## Hot Food

Made with fresh ingredients daily
- **Daily Hot Gourmet special**: From $4.00
- **Deluxe Beef Burger with caramelised onions, lettuce, tomato and beetroot**: $4.50
- **Portuguese chicken burger with lettuce and mayo**: $5.00
- **Chicken laver roll with lettuce and mayo**: $4.50
- **Veggie Burger - veggie Pattie with lettuce and mayo**: $4.50
- **Home made Sausage roll (20c for tomato sauce)**: $4.00
- **Nachos (beef) GF**: $6.00

## Sandwiches

Made with fresh ingredients daily
- **Salad Sandwich**: $4.00
- **Ham, Cheese and Tomato Sandwich**: $3.50
- **Cheese & Tomato**: $3.50
- **Chicken, Avocado and Cheese**: $5.00
- **Tuna lettuce & Mayo**: $4.00
- **Egg & Lettuce**: $3.50

* Gluten Free Bread $1.00 extra

## Wraps

Made with fresh ingredients daily an example of what would be on offer is listed below
- **Sweet Chili Chicken with salad and cheese**: $4.50
- **Char grilled Veggie wrap with lettuce and feta**: $4.50
- **Tuna and salad with mayo**: $4.50

## Salads

- **Greek Salad GF**: $5.00
- **Chicken Caesar Salad**: $5.00
- **Pasta Salad- Chicken & Avocado or Tuna**: $5.00
- **Daily Special fresh Gourmet salad**: $6.00
- **Add a side Salad to any hot food item (lettuce, cucumber, tomato and carrot)**: $2.00

## Sushi

Traditional Nori Sushi rolls made fresh each day. All gluten free except for Teriyaki
- **Teriyaki Chicken, Cooked Tuna, Vegetarian, Avocado or Smoked Salmon**: $3.80

## Snacks

- **Cheese & spinach tortilla**: $2.50
- **Cheese Tortilla**: $2.00
- **Garlic Tortilla**: $1.90
- **Fresh popped popcorn**: $1.50
- **Cobs Natural Cheese popcorn**: $2.00
- **100% fruit nuggets**: $0.80
- **Fresh popped popcorn**: $1.50

All of the above have a gluten free option for $1.00 extra

## Dessert

- **Seasonal Fresh Fruit per piece**: From $0.80
- **Low fat Muffin of the day**: $3.00
- **Homemade Low fat Banana Bread**: $2.00
- **Natural Fruit Jelly GF**: $1.50
- **Gelato**: $2.50
- **Fresh Yoghurt cups – Berry, Passion fruit or Apple Muesli GF**: $3.00
- **Homemade Vanilla rice pudding GF**: $2.00
- **Fresh Fruit salad GF**: $3.50

## Drinks*

- **Milk shakes made with Homemade flavouring chocolate or strawberry**: $2.00
- **Sparkling mineral water**: $2.50
- **Nude 100% high fibre Fruit Juice**: $2.00
- **Hot Chocolate**: $2.00
- **Nude and Soda – Real Juice with sparkling mineral water (330ml can)**: $3.00
- **Natural Ice Teas – lemon, peach and raspberry flavour**: $2.50

* GF indicates gluten free
How much screen time?

‘Screen time’ used to mean how many hours you spent watching TV and playing on the computer. However, with the growing number of digital devices on offer today, the question of what ‘screen time’ means now is far more complex.


Cyberbullying: Prevention tips for parents

The statistics around cyberbullying are sketchy, mainly because it often goes unreported. What we do know is that the likelihood of children being bullied online or over the phone increases as they get older and use technology more frequently.

Find out more: http://bit.ly/xHLLDH

Spring School Holiday Workshops:
info@sydneydramaschool.com.au

Acting For Camera

Whether you want to be an actor on the big screen or just want to do something different these school holidays – the Spring Holiday Workshop is the perfect choice. Our Kids & Teens program continues to provide young performers with early access to professional learning environment. This course is jam packed full of skills and screen techniques within a fun and vibrant way up to master-classes and intensives for our senior students (14+).

VENUE: ATYP studio 1, The Wharf Pier 4/5 Hickson Rd
WORKSHOPS: Running from 22 Sept – 3 Oct 2014
BOOKINGS: Visit the ATYP website www.atyp.com.au and book online, or call (02) 9270 2400.

Spring School Holiday Workshops:
info@sydneydramaschool.com.au

Learning Curve Online Diaries

Families, please encourage students to use the online diary at:
www.lcplanner.com

There will be no hard copy diaries in 2015! Parents can log in too; just email Ms Ronayne at julie.ronayne@det.nsw.edu.au to receive a login.

See pages 29-29.