

IMPORTANT DATES

- 25 June** - Premiers Debating Comp, Hunter River High
- 26 June** - Hunter Trials Boys Tennis
- 27 June** - Rugby League, Mt View High
- 27 June** - Provide First Aid Course
- 28 June** - Chemistry/Biology Experiment Fest at UoN
- 29 June** - Hunter Ice-skating Excursion
- 1 July** - Musical Rehearsal
- 2 July** - Musical Rehearsal
- 3 July** - Hunter Trials Girls Tennis
- 3 & 4 July** - Musical Performance
- 5 July** - Hunter Trials Trampolineing
- 5 July** - Newcastle University Open Day
- 5 July** - Premiers Debating Comp, Cessnock High
- 6 July** - Year Meetings
- 6 July** - Last day Term 2.

OFFICE OPENING HOURS

Please be aware the office is open Monday to Friday between 8:00am and 4:00pm. Outside office hours, a message may be left on the school answering machine. Parents and caregivers are reminded an appointment is necessary before meeting with teachers as they have class, playground duty and other commitments during the school day.



The next P&C meeting will be held 21st August at 6pm in the interview room at the front office. All welcome to attend.

RESPECT
RESPONSIBILITY
COMMITMENT

RUTHERFORD TECHNOLOGY HIGH SCHOOL NEWSLETTER



22nd June 2018

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RutherfordTechnologyHighSchool



FUTSAL STATE CHAMPIONSHIPS

Rutherford Technology High School Year 9 & Year 10 TSP Football Classes were both in competition at the Futsal State Championships Tuesday 19 June 2018 after qualifying by finishing 1st and 2nd at the Hunter Championships. Both teams displayed some great skill and excellent sportsmanship whilst being extremely competitive in their respective pools. At the end of the day both teams finished third in their pool and only just missed out on semi-final qualification.

Well done to all players!

Mr B Newham
TSP Football Coach



SENIOR EXECUTIVE REPORT PARENTING 'SCREENAGERS'

I don't know about you, but I am increasingly aware of how my family life is becoming dominated by screens. In at least two of the interviews I conduct each day speaking with parents, this topic is addressed. If it is not a laptop for school, it is a phone for connecting with others, or an iPad for playing games or TV watching for relaxation. Many children have learnt to swipe and tap before they have learnt to hold a pencil or tie their shoelaces.

As a parent, navigating through this avalanche of screens is both confusing and concerning. I regard myself a fairly technology savvy parent. However, I did not grow up with screens or online gaming and so not only am I unaware of the long-term consequences, my children also exceed my expertise in this area of life.

So how do we manage our child's online existence, knowing that digital abstinence is no longer a realistic option? I think there are at least four questions that we all should be addressing as families, how we answer them will depend on our unique family dynamics.

These questions are; How much time are they spending on screens? What are they watching on their screens? When and where are they using their screens? How are they using their screens?

Some very useful websites which address these and other frequently asked parenting questions are;

- commonsensemedia.org
- childrenandmedia.org.au
- esafety.gov.au

In summary, I found eight useful tips to manage your child's screen time.

1. Agree on daily time limits.
2. Start with small reductions.
3. Resist giving screens to your kids when you go out.
4. Set up tech-free zones (such as the bedroom) and tech-free times (at least an hour before sleep).
5. Use tech tools to manage access such as parent controls.
6. Be involved with their screen time.
7. Plan some screen-free time for other activities.
8. Lead by example as parents.

SCHOOL MUSICAL

Last week, I had the opportunity of visiting some of the rehearsals for "Back to the 80's", which is being presented by our school at the end of this term. I must say, I was so impressed with the students' efforts and perseverance to train and prepare for the staging of this show ensuring that it is performed to a standard of excellence that will thrill any audience. The tireless work of our staff who direct and produce the show is exemplary, many hours given in their own time. The costuming and the staging of the show will amaze you, so I encourage you to get your tickets if you have not done so already. You will not be disappointed. Looking forward to seeing you there.

PBL-VIVO ASSEMBLY

Last week our Term 2 VIVO assembly was held. It is always rewarding to be able to recognise the many students at our school who demonstrate our core values of respect, responsibility and commitment. To date, the staff at Rutherford Technology High School have given out 615 672 vivo points. I would like to thank the staff for recognising the efforts of our students in and out of the classroom. We welcomed a record number of 68 parents, carers and family members to our assembly. We enjoy celebrating these positive moments with families.

VIRGIN PULSE GLOBAL CHALLENGE- STAFF WELLBEING

Richard Branson issued a rallying cry to businesses across the world, challenging them to improve the critical state of the modern workforce. His call comes at a time when 87% of employees are disengaged, and a sedentary office culture is being linked to diseases such as diabetes and heart disease.

The global Wellbeing program sees companies in 185 countries sign employees up to a journey that transforms their health, wellbeing and engagement levels.

"Excellent leaders believe their people come first," he said. "The health and culture of teams should always be paramount. If you take care of your employees, they'll take care of your business."

The Virgin Pulse Global Challenge kicked off on May 24th, with over 400,000 members from 1,500 organisations in 185 countries across the globe embarking on a virtual journey that encourages physical activity, healthy eating, stress resilience, sleep quality and healthy habits. Together 98 of our staff members have formed teams of 7, set goals and are encouraging each other to make healthy choices every day.

Wellbeing is critical, and we have recognised the massive impact that physical, mental and social wellbeing has on staff engagement and performance.

Within the school, "Better than Lego"- a team mainly made up of PE staff, are leading the 14 teams. Within the education sector around the world, four of our teams make up the top seven.

Mrs K Fabri

Deputy Principal



SUPPORT FACULTY REPORT

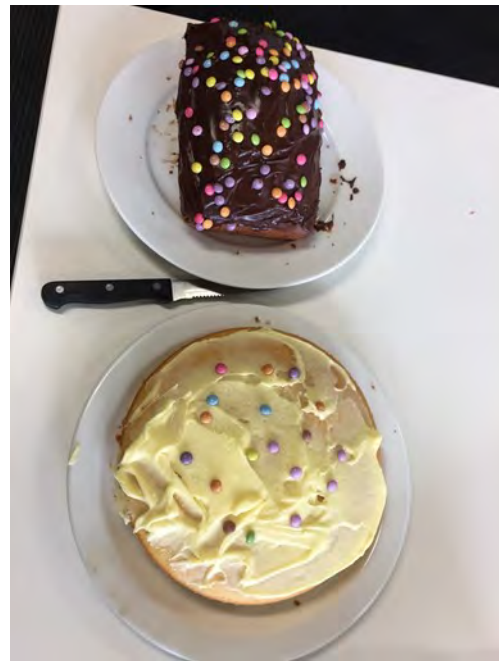
The students in our support unit have been busy this term learning about The Water Cycle and States of Matter. This has seen them conducting experiments and participating in project based learning to gain a greater understanding through hands-on activities.

Miss Buckton's class worked in groups to design their own experiment to demonstrate state change and how temperature can impact states of matter. This is what they came up with:

Solid group: Melted a solid chocolate block on stove to liquid chocolate. Then dipped in strawberries and marshmallows, and put in fridge the re-solidify chocolate.



Liquid group: Made a cake. Started off with a liquid cake batter, put into a hot oven and made a solid cake.



Gas group: Added heated Mentos to cold coke creating a bubbly/foamy gas that exploded. When the temperature settled, the coke foam turned back into a liquid.



SUPPORT FACULTY REPORT

Next term, several of our year 9, 10, 11 and 12 students will be venturing out to work experience in the community to put their skills to work. This is a great opportunity for students to experience work places firsthand and they are excited if not a little nervous. Those students who have already commenced work experience placements have received excellent feedback from their employers.

The students are looking forward to designing and building a new outdoor learning space thanks to a grant secured by Ms Wood. There are lots of big ideas being explored to provide a comfortable and engaging space that is also environmentally friendly.

Miss Buckton has been very busy planning an overnight camp to Morriston in late term 4. Our aim is to have as many children as possible participating in the wonderful team building challenges at camp while enjoying all the fun activities on offer. To this end we will be running some fundraising activities over the next few months to subsidise the cost of the camp. These activities will include making food and other products to sell to staff. The students will be learning valuable vocational skills such as cooking, packaging, delivery and money handling during our fund raising efforts.

Mrs Lynne Walkerden
HT Support



MESSAGE FROM YOUR CAPTAINS

In the past few weeks we have been busy with many activities both within and outside of the school.

We attended a Captains Leadership Day in Sydney, which included many schools from around NSW. First we visited Parliament House where we listened and took advice from some of the Ministers of NSW from most parties (Liberal, Labor, The Greens, and The Independents), then we went down to Government House to take a tour of the oldest Government House in Australia and to meet the Governor of NSW, known as Your Excellency The Honourable General David Hurley and also his wife Mrs Hurley.

Last week our VIVO assembly was held recognising students for their excellent efforts in all PBL areas for Term 2. It was very pleasing to see many students recognised at this assembly and we are excited to see even more at our next assembly!

The staff have also recently started the Global Challenge that consists of teachers wearing exercise-tracking wristbands to count their steps. This initiative has been a thriving success with making all teachers involved, more active during their school day.

The 2018 FIFA World Cup is now taking place in Russia, here at RTHS we have started our own mini World Cup consisting of seven teams of five people in each and this has brought much excitement to the footballing community of RTHS.

Clare Faustini & Jake Payne



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13 June 2018





List of the students that received Vivo Awards for Term 2, 2018. Well done!

Year 7

Ricky-Lee Osborne Respect
 Hayley Higgison Respect
 Jack Kerry Respect
 Douglas Rebb Respect
 Marshall Gould Respect
 Ky Eden Responsibility
 Emelia McIntyre Responsibility
 Madison Fowler Responsibility
 Tayler Henderson Responsibility
 Mai Corcoran Responsibility
 Rusty Kropp Commitment
 Jacob Martin Commitment
 Zoe Roots Commitment
 Henry Truong Commitment
 Lily Davies Commitment
 Ricky-Lee Osborne Deadly Vivo Champion
 Rusty Kropp & Jack Kerry Overall Vivo Champions

Year 8

Jason Foote Respect
 Sumara Hill Respect
 Hunter Carrall Respect
 Brooklyn McKimm Respect
 Maddison Parish Responsibility
 Samuel Madge Responsibility
 Peter Perry Responsibility
 Ethan Peterson Responsibility
 Dylan Symonds Responsibility
 Samuel Brooks Responsibility
 Leeza Goyal Commitment
 Lili Botfield Commitment
 Isabella Faustini Commitment
 Chloe Crosher Commitment
 Lillian Greedy Commitment
 Kye Delmege Deadly Vivo Champion
 Jason Foote & Leeza Goyal Overall Vivo Champions

Year 9

Ebony Giles Respect
 Matthew Houghton Respect
 Kade Windon Respect
 Lachlan Brazier Respect
 Charlie Dunn Respect
 Austin McGoldrick Responsibility
 Cali Ayrton Responsibility
 Ruby Geering Responsibility
 Coen Hodgkinson Responsibility
 Jessica Cuthbertson Responsibility
 Joshua Sales Commitment
 Logan Rebb Commitment
 Rohan Baker-Wade Commitment
 Elizabeth Ferraro Commitment
 Tom Anderson Commitment
 Matthew Houghton Deadly Vivo Champion
 Rohan Baker-Wade & Elizabeth Ferraro Overall Vivo Champions

Year 10

Rakoi Bettinsoli Respect
 Michaela Ryan Respect
 Joseph Cox Respect
 Sarah Vokes Respect
 Joshua Pinnington Respect
 Khaedeja Date Responsibility
 Hayden Darcy Responsibility
 Ditch Zielinski Responsibility
 Sarah Vokes Responsibility
 Brayden Wallbridge Responsibility
 Noah Curry Commitment
 Karisma Robinson Commitment
 Ebony Kelly Commitment
 Charlie Johnson Commitment
 Trent Bell Commitment
 Charlie Johnson Deadly Vivo Champion
 Rakoi Bettinsoli & Noah Curry Overall Vivo Champions

Year 11

Mikayla Nisbet-Gore Respect
 Monique Jones Respect
 Nicola Whiting Respect
 Lachlan Broad Respect
 Brooklyn Williams Respect
 Kayle White Responsibility
 Josh Webster Responsibility
 Noah Wallace-Lalas Responsibility
 Tiffany Wilde Responsibility
 Keelan Tranter Responsibility
 Monique Jones Commitment
 Kayle White Commitment
 Emily Playford Commitment
 Amelia Norman Commitment
 Braydon Stoessel Commitment
 Sophie Crawley & Aleisha Bailey Deadly Vivo Champions
 Nicola Whiting & Mikayla Nisbet-Gore Overall Vivo Champions

Year 12

Brad Foote Respect
 Shahin Patwary Respect
 Marli Gallegghan Respect
 Kyle Dryden Respect
 Clare Faustini Respect
 Cade Fogg Responsibility
 Emma Turner Responsibility
 Joanna Rebb Responsibility
 Cameron Hall Responsibility
 Emily Forth Responsibility
 Kayle Cuthbertson Commitment
 Lachlan Forbess Commitment
 Kyle Dryden Commitment
 Jake Payne Commitment
 Michael Wilde Commitment
 Emma Turner Deadly Vivo Champion
 Shahin Patwary & Clare Faustini Overall Vivo Champions

NEWS FROM SCIENCE FACULTY

Recently our Science Faculty hosted four Pre-service Teachers from the University of Newcastle who are completing their Master of Education Degree. As part of their degree they have to complete a four week placement. Whilst it was a first placement for some of them all team members enjoyed their time at Rutherford Technology High School and share their experience

“During my four week placement at Rutherford Technology High School, I worked alongside some fantastic colleagues who were more than happy to share with me a wealth of knowledge and experience in teaching. I taught some inspiring students and was even fortunate enough to attend an excursion to ANSTO with Year 11 and 12 Chemistry, where we explored nuclear science. I have learned so much on this placement and I will remember it fondly, using all the skills I’ve learned to better equip me for teaching going forward. Thank you to all the staff and students who made this an unforgettable placement experience”.

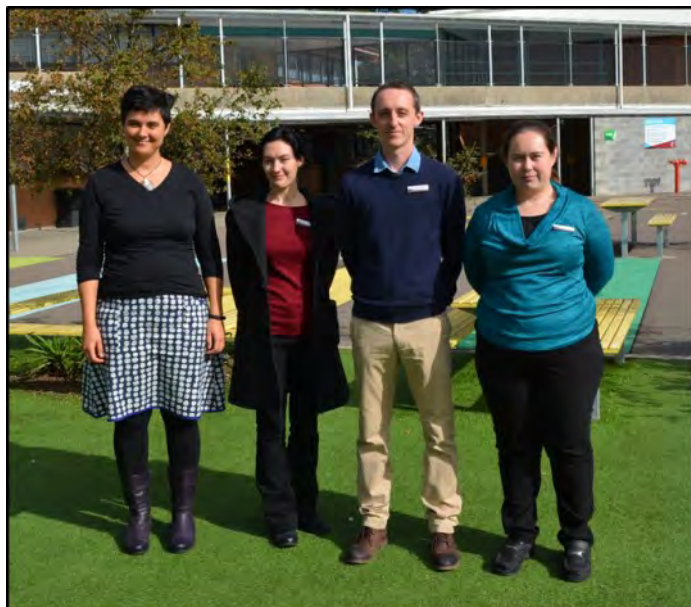
Jess Tacchi

“RTHS was my first school, and the experience has confirmed my choice to be a teacher. Both the teachers and students are committed to making learning interesting, fun and inclusive’.

Thanks
Lisette

“I have enjoyed my time on placement at RTHS. I have been fortunate to work with Mrs Basedow over the past four weeks, focusing on learning how to create a positive learning environment. I have also had the opportunity to learn a lot about student welfare from the learning support team during this placement”.

Jaime Rennie



WE NEED YOU! TO MAKE IT HAPPEN

In 2019, a new PDHPE syllabus will begin for Years 7 and 9, and in 2020 for Years 8 and 10.

The PDHPE Department would like to hear from our students, parents/carers and school community to determine the key areas of interest and concern in relation to our subject area. This will assist us with the planning of our programs to ensure we are able to deliver lessons that best meet the needs of our students. Next week, a link to a survey will be posted on the school Face Book page and sent to parents/carers e-mail. This link will be open for 2 weeks, closing on Friday 29th June. Current students in all years 7-10 will complete this survey during a PDHPE lesson during this term. This survey will only take 1-2 minutes and your support in completing it is greatly appreciated.

David Thomas
HT PDHPE



COLLECTING STUDENTS FROM SCHOOL EARLY

We appreciate and understand that Parents/Carers at times need to collect their child (or children) during class time or earlier than the end of the normal school day. We would like to remind parents/carers of the school procedures in this regard.

We advise Parents/Carers if they need to collect their child then it should be pre-arranged. A hand written note is to be sent with the child detailing the reason for early departure and the time, or alternatively an email can be sent, with the same information, to the school email address:

rutherford-h.school@det.nsw.edu.au

- If a parent/carer arrives to collect their child and it has not been pre-arranged, please be aware that it will take at least 15 minutes to have the student located and removed from class, which means the person collecting will have to wait in the front foyer.
- If a parent/carer contacts the school via telephone to inform that they will be collecting their child at a particular time they will be advised that this will not occur until they have actually arrived at the school and again it will take at least 15 minutes before the child will be at the front foyer. This is necessary protocol as the school has experienced situations where parents/carers do not arrive to collect the student at the specified time.
- The front office staff will not locate and remove students from class for collection from 3:00pm onwards unless in the case of an emergency.
- As you would be aware, disruptions to the classroom affects student's valuable learning time and these procedures are in place to minimise this occurring.
- In the case of an emergency, the school has alternative procedures in place.
- If you have any further questions, please do not hesitate to contact our School Administration Manager.

Thank you for your understanding and cooperation regarding this matter.

ABORIGINAL & TORRES STRAIT ISLANDER ASSESSMENT SUPPORT AT SCHOOL.

Assessment/Assignment support is now available in the Ab Ed room at the following times:

Monday: Recess

Tuesday: Recess & Lunch

Wednesday: Recess

Thursday: Lunch

Friday: Recess

If you have any assignments/work you need to catch up on such as N Awards or if you would just like some extra assistance with work. Please come and see myself, Aunty Barb or Derek. We are located on the top of A block in the Ab Ed room just down from the Senior Study and the Learning Common.

Matthew Marselos

Learning and Support Teacher



TERM 2: WEEK 7 ASSEMBLY – SUPPORT FACULTY PBL AWARDS

Hayden Darcy	Leadership
Khadejah Date	Leadership
Ricky-Lee Osborne	Leadership
Abby Algie	Improved Participation and Confidence
Cali Ayrton	Having a Consistently Positive Approach to New Challenges
Rakoia Bettinsoli	Always Giving 100% Effort
Owen Donald	Enthusiastic Participation in HSIE
Brodie Higgison	Consistent Application
Austin McGoldrick	Improved Commitment and Attitude in all Subjects
Logan Rebb	Excellent Participation in School Activities
Joshua Sales	Improved Attitude towards Complex Learning Tasks



YEAR 10 NEWS

Term Two has been a demanding term for Year 10 students with the increasing work load of assessments evident throughout each KLA. The staff at RTHS have acknowledged that this time of the year can be stressful for students completing tasks and have provided their assistance by launching the “RTHS Homework Centre”. Every Wednesday from 3:20pm – 4:00pm the homework centre provides students from all year groups the opportunity to seek help from staff members with homework and assessments tasks. A reminder from Mr Potapczyk and Mr Connaughton the importance of being organised and proactive in regards to completing assessment tasks on time. If students are finding it difficult meeting deadlines of tasks, the homework centre is the place to be.

Our U16’s girls Knight’s Knockout team and our U16’s boys Futsal team have had recent success. Both teams are heavily dominated with year 10 students. Our U16’s Girls Knights knockout team has progressed through to the quarter-final stage of the tournament. Year 10 students involved include; Ashleigh Graves, Jessica Harvie, Jessey Goodridge Makaylah Bates, Ellie Whaleboat, Chelsea Wild and Teniqā O’Neil. Our U16’s boys Futsal team recently competed in The Hunter regional qualifying tournament. The boy’s team won the tournament and have qualified for the “Champion of Champions tournament”. Year 10 students involved in the team include, Callan Fry, Scott Travis, Samuel Grey, Trent Bell, Joshua Deall, Joseph Cox, Oscar Richards and Ethan Bruner. Mr Potapczyk and I would like to wish all year 10 students the best of luck in competing in the respective final series.

D Connaughton
Assistant Year Adviser

HELPFUL HINTS FROM THE LaST (Learning and Support Team)

A GOOD IDEA - SUMMARISING STRATEGY

I.....**IDENTIFY** (locate the noun/subject)

D.....**DEFINE** (topic sentence including noun)

E..... **EXPAND** (organise into headings, subheadings, groups, 123, abc)

A.....**ARTICULATE** (restate in your own words to show understanding)



TRY THE FORMULA ON THIS PASSAGE.

Not all mountains are formed in the same way. One kind is formed by lava shooting out of the earth. This is a volcanic mountain. Another mountain can be formed by the cracking and shifting of the earth. This is called a block mountain. A third type of formation is the folded mountain. This is formed by cracked and shifted rocks that pile up.

I..... Mountains

D..... Not all mountains are formed in the same way

E..... 1. Volcanic (lava shooting from earth)

2. Block (cracking / shifting of earth)

3. Folded (cracked / shifted rocks piling up)

A..... Mountains are formed in three main ways: lava, cracking/shifting and rocks piling up. The three types of mountains are Volcanic, Block and Folded.

WEEK 6 ASSEMBLY – SCIENCE FACULTY PBL AWARDS

Year 7

Gabby Belcastro	Commitment to Learning in Science
Ella D	Excellent Effort in Science
Rhylee Grigull	Excellent Effort in Science
Taylah Henderson	Academic Achievement during Semester 1 in Science
Emelia McIntyre	Academic Achievement during Semester 1 in Science
Sienna Murrell-Rivett	Excellent Efforts in Science
Cooper Nemeth	Excellent Efforts in Science
Jayden Pepperall	Academic Achievement during Semester 1 in Science
Lucy Smith	Excellent Efforts in Science
Lily Stafford	Excellent Efforts in Science
Laura Vallance	Excellent Efforts in Science
Ruby Van Der Wel	Excellent Efforts in Science
Jarrold White	Excellent Efforts in Science
Chloe Wyborn	Excellent Efforts in Science

Year 8

Angela Deall	Excellent Effort in Science
Indiana Groves-Showman	Excellent Result in Half Yearly Exam
Peter Perry	Consistent Efforts in STEM
Gemma Watson	Excellent Result in Half Yearly Exam

Year 9

Jonah Betteridge	Excellent Efforts in Science
Zayhne Zwirek	Persistence & Application in Agriculture

Year 10

Natalie Jones	Excellent Efforts in Science
Declan Mullins	Excellent Result in Half Yearly Exam
Luke Oakley	Continued Success in Science
Teniqka O'Neill	Application & Commitment in Science
Amelia Sutcliffe	Excellent Result in Half-Yearly Exam

Year 11

Lachlan Broad	Commitment to Learning in Physics
Ashley Kennedy	Commitment to Learning in Earth & Environmental Science
Makayla Nisbet-Gore	Commitment to Learning in Physics
Nicola Whiting	Commitment to Learning in Biology

Year 12

Kyle Dryden	Commitment to Learning in Physics
Cade Fogg	Exceptional Interest in Physics & Chemistry
Lachlan Forbes	Commitment to Learning in Chemistry
Shahin Patwary	Commitment to Learning in Physics
Emma Turner	Taking Responsibility for Own Learning in Physics





Fact sheet for parents and carers

What is the NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students receiving an adjustment due to disability and the level of adjustment they are receiving to access education on the same basis as other students.

Each of the included students has been identified by a school team as receiving a reasonable adjustment to address a disability under the [Disability Discrimination Act 1992](#) (the Act) (www.legislation.gov.au/Details/C2017C00339).

Why is this data being collected?

All schools across Australia collect information about students with disability. However, until recently, the type of information collected has varied between each state and territory and across government, Catholic and independent school sectors. The national data collection ensures that, for the first time, information about students with disability is transparent, consistent and reliable at a national level.

A nationally consistent approach to collecting data provides evidence on:

- the number of school students receiving an adjustment due to disability
- the level of adjustment they receive
- the broad type of disability.

From 2018, the student with disability loading provided by the Australian Government is based on the national data collection. Funding is being provided via a loading at different rates based on students' received level of adjustment (supplementary, substantial or extensive). This will enable funding to be better targeted to student need as identified through the collection. Schools will



in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory. The information collected by schools will be available to all governments to inform policy and program improvement for students with disability.

How will this data be used?

The information provided through the national data collection will give governments greater insight into the numbers and distribution of students receiving adjustments because of disability in Australian schools.

In addition to informing funding, the data will inform work at a school and system/sectoral level. It will help to ensure that better support for students who are receiving adjustments because of disability becomes routine in the day-to-day practice of schools through:

- strengthening understanding of schools' legislative obligations and the Disability Standards for Education 2005 in relation to students who are receiving adjustments because of disability
- focusing attention on the individual adjustments required to support students with disability to participate in learning on the same basis as other students, and enabling schools to better reflect on the needs of these students and to support them more effectively
- facilitating a more collaborative and coordinated approach to supporting students who are receiving adjustments because of disability, including through encouraging improvements in documentation at the school level
- strengthening communication between schools, parents/carers and the broader community about the needs of students who are receiving adjustments because of disability.

Who is included in the national data collection?

The definition of disability for the national data collection is based on the broad definition under the [Disability Discrimination Act 1992](#) (www.legislation.gov.au/Details/C2017C00339).

For the purposes of the national data collection, students with learning difficulties (such as dyslexia or auditory processing disorder) or chronic health conditions (like epilepsy or diabetes) that require monitoring and the provision of adjustments by the school may be included.

continue to manage their total resources to meet the learning needs of their students based on the educational expertise of their staff.

It is important to note that states and territories are responsible for decisions about the level of funding for government schools; and non-government education systems and approved authorities are responsible for the distribution of the needs-based Commonwealth funding that they receive. While Government funding is calculated with reference to students enrolled at a school, the Government expects schools and school systems to pool their funding from all sources—Australian Government, state/territory and private—and prioritise their spending to meet the educational needs of all of their students. This is because the Government recognises that schools and school systems are best placed to understand the individual needs of students and budget accordingly.

The students with disability loading may be used for broader supports at the classroom, school and sector level, as well as for supports for individual students. Education authorities may, for example, opt to use funding for professional learning and to build capacity and inclusive cultures in schools.

Better information about school students with disability helps parents, carers, teachers, principals, education authorities and government to gain a more complete understanding of students who are receiving adjustments because of disability and how to best support them to take part in schooling on the same basis as other students.

What information will be collected?

Every year, your child's school will collect the following information for each student receiving an adjustment due to disability:

- the student's year of schooling
- the student's level of adjustment
- the student's broad type of disability.

If a student has multiple disabilities, the school team, using their professional judgement, selects the broad category of disability that has the greatest impact on his/her access to education and for which adjustments are being provided.

When undertaking the national data collection, every school in Australia uses the same method to collect information. Therefore, a government school in suburban Sydney collects and submits data

2

Who collects information for the national data collection?

Teachers and school staff identify the number of students receiving an adjustment due to disability in their school, the broad type of disability and the level of adjustment provided, based on:

- consultation with parents and carers in the course of determining and providing adjustments
- the school team's observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

What are the benefits of the national data collection for my child?

The aim of the national data collection is to collect quality information about Australian school students receiving adjustments due to disability.

This information will help teachers, principals, education authorities and governments to better support students with disability to take part in school on the same basis as other students.

The national data collection provides an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for students with disability and all students.

What are schools required to do for students with disability?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the [Disability Discrimination Act 1992](#) (www.legislation.gov.au/Details/C2017C00339) and the [Disability Standards for Education 2005](#) (the Standards) (www.docs.education.gov.au/node/16354). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together to ensure students with disability can participate in education.

4

What is a reasonable adjustment?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as other students. Adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting teaching methods) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. For the [Disability Standards for Education 2005](http://www.docs.education.gov.au/node/16354) (www.docs.education.gov.au/node/16354), an adjustment is reasonable in relation to a student with disability if it balances the interests of all parties affected. Schools are required to make reasonable adjustments for students with disability under the Standards.

When does the collection take place?

The national data collection is conducted in August each year.

Is the national data collection compulsory?

Yes. All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students receiving adjustments due to disability in their care, and the level of adjustment they receive.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

How is my child's privacy protected?

Protecting the privacy and confidentiality of all students and their families is essential and is an explicit focus of the national data collection. Data is collected within each school, and personal details, such as student names or other identifying information, are not provided to local or federal education authorities.

Further information about privacy is available in the [Public information notice](http://www.docs.education.gov.au/node/33415) (www.docs.education.gov.au/node/33415).

Further information

Contact your child's school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability.

You can also visit the [Department of Education and Training's national data collection webpage](http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability) (www.education.gov.au/nationally-consistent-collection-data-school-students-disability).

An [e-learning resource](https://resource.dse.theeducationinstitute.edu.au/) (https://resource.dse.theeducationinstitute.edu.au/) about the *Disability Discrimination Act 1992* and Disability Standards for Education 2005 is freely available for the use of individuals, families and communities.



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The document must be attributed as the *Frequently Asked Questions for Schools* on Nationally Consistent Collection of Data – Students with Disability.

EVERY DAY COUNTS.....

A day here or there doesn't seem like much, but.....

If your child misses.....	That equals.....	Which is.....	And from Kindy to Year 12 that is.....	Which means the best your child can achieve is.....
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2 ½ years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4

Give your child every chance to succeed....

Every day counts!



Tickets are now on sale for our school musical "Back to the 80's"!!

From the era that brought the world The Rubik's Cube, Max Headroom and The Teenage Mutant Ninja Turtles comes this "totally awesome" musical in the style of movies such as Back to the Future, Ferris Bueller's Day Off, The Karate Kid and The Wedding Singer.

Join the graduating class of William Ocean High School as they live through their final senior year - as they experience the fun, the heartbreak, the loves and the loneliness of growing up all set to the biggest hits of the 80's!

Set in the USA, "Back to the 80's" tells the story of the senior class of William Ocean High School that graduated in the 1980's, as remembered and seen through the eyes of Corey Palmer, who is now 30-something. The then 17-year-old Corey is madly in love with his next-door neighbour, Tiffany Houston, one of the coolest girls in the school. However, she barely notices this, as she is too busy mooning over Michael Feldman, the hottest guy around. Michael and his friends are athletic and good-looking - the kind of guys that Corey and his two best friends dream of being. However, while they may not be the coolest guys in school, they are still one up on Feargal McFerrin III, whose best friend is his computer, and who believes the crazy notion that one day CD's will replace cassette tapes.

The year commences with Class President Elections: Michael steals Corey's election speech, and when he uses his ideas and promises the girls a kiss for a vote, he becomes President, with Tiffany as his Vice-President. Corey is left looking on despairingly. During the year, several new students arrive at the school - Mel and Kim Easton (the all-singing, all-dancing twin cheerleaders) and Eileen Reagan, whose life becomes a nightmare when Michael and his gang start to send her fake love letters. Will Eileen ever make new friends at William Ocean High School? Will Tiffany ever see the evil side of Michael?

Meanwhile the teachers are having issues of their own. Mr Cocker, after being in a relationship for two years with the apparently conservative English teacher, Miss Sheena Brannigan, confiscates an old edition of Penthouse from a student, only to discover that his girlfriend is the centerfold. How will he cope? Will their relationship be able to survive this hurdle?

Throw in a Star Wars dream sequence, high-energy dance routines, the obligatory 80's party scene, copious amounts of blue eye-shadow, twenty cans of hairspray, as well as some of the most popular songs ever written, and the result is a musical that will delight and amuse an audience of any age.

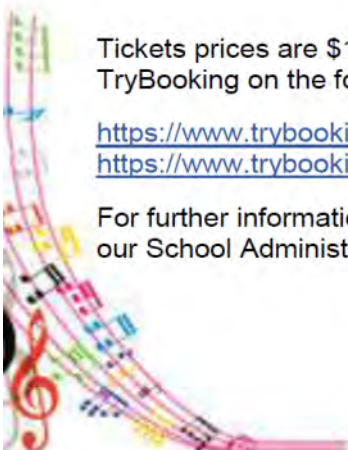
Will Corey finally get the girl of his dreams? Will the Prom night be a success? Will Feargal McFerrin III ever get a date? To find out all these answers and many more...all you have to do is take a journey

Performances: Tuesday 3 July 2018 @ 7:00pm
 Wednesday 4 July 2018 @ 7:00pm

Tickets prices are \$15.00 Adults and \$10.00 Students and can be purchased through TryBooking on the following links:

<https://www.trybooking.com/VXOI>
<https://www.trybooking.com/385016>

For further information, or for group ticket bookings, please contact Ms Loretta Hornery via our School Administration Office (Ph: 49325999).



Teenagers and **BULLYING BEHAVIOUR**

HOW TO SUPPORT IF YOUR CHILD IS BEING BULLIED:

- ▶ Tell them that bullying is never okay, and reassure them that it's not their fault.
- ▶ Find out what, when and where the bullying occurred and who was involved.
- ▶ Discuss ways to stop giving power to the person doing the bullying. For example, by walking away, or ignoring them and their behaviour.
- ▶ Reassure them that you will help to stop the bullying from continuing. It can be helpful to discuss any personal experiences you've had with bullying behaviour and how you dealt with it.
- ▶ Familiarise yourself with the school's anti-bullying policy and procedures.
- ▶ Contact the school to ensure that teachers are aware of the problem, and work out a plan with them for how to address it.

DON'T FORGET:

- ▶ Be calm so you have the headspace to deal with the conversation. 'Going off' can make everyone more upset.
- ▶ Don't ever suggest retaliation as a response to bullying (because it doesn't work).

Learn more parents.au.reachout.com/bullying

About ReachOut Australia

ReachOut is Australia's leading online mental health organisation for young people and their parents. Our practical support, tools and tips help young people get through anything from everyday issues to tough times – and the information we offer parents makes it easier for them to help their teenagers, too.

**REACH
OUT.COM**

Teenagers and **BULLYING BEHAVIOUR**

HOW TO SUPPORT IF YOU THINK YOUR CHILD IS SHOWING BULLYING BEHAVIOURS:

- ▶ Ask them about it. Were they aware of what they're doing and that it's unacceptable? Try and get them to do the talking. Listen carefully and try not to jump to conclusions or judgements.
- ▶ Show your concern for the person who is being bullied, and support your child to 'take a walk in their shoes.' Ask them to imagine how it would feel if one of their friends acted like that towards them, and talk through that without shaming them.
- ▶ Ask them what they would like to do next. If they can't come up with anything, ask whether they think starting with an apology might be helpful. Figure out how that apology will happen, i.e. in person, via email or through a meeting with a teacher.
- ▶ Report the problem to the school, and work with teachers to develop a plan to prevent it from happening again.

DON'T FORGET:

- ▶ Don't chat when tensions are running high.
- ▶ Set expectations at home by role-modelling respectful behaviour.

Learn more parents.au.reachout.com/bullying

About ReachOut Australia

ReachOut is Australia's leading online mental health organisation for young people and their parents. Our practical support, tools and tips help young people get through anything from everyday issues to tough times – and the information we offer parents makes it easier for them to help their teenagers, too.

**REACH
OUT.COM**

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6 months with your
matched exchange partner!

3 months in their home
and 3 in yours

Open for ages 13 to 15

Family to family growth

Friends for life and
Incredible experiences!

See another country
without interrupting
your studies.

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recognised group of
Rotary international
exchange students

Say yes to this exciting opportunity!



For more information contact
District 9670 RANZSE Chair
Gillian Weatherall @ RANZSE@rotary9670.org.au
or phone 0408 016 303 or 0419 415 199





NATIONAL MUSIC ACADEMY PRESENTS

**MAITLAND WINTER
OPEN DAY**

GIVING BACK TO THE ARTS COMMUNITY OF MAITLAND &
THE HUNTER FOR THE LAST 20 YEARS

**SATURDAY | 14TH JULY
10AM - 5PM
NATIONAL MUSIC ACADEMY
MAITLAND**

**10% OFF IF YOU
BRING A FRIEND**



**CHANCE TO WIN
A NEW GUITAR
VALUED AT \$500
ON THE DAY**



**FREE TRIAL LESSONS | CHANCE TO WIN 1 TERMS FREE LESSONS
PIANO, VOCALS, DJING, BASS GUITAR, GUITAR & DRUMS**

**WWW.NMAAUSTRALIA.COM.AU/WINTEROPENDAY
416A HIGH STREET MAITLAND | 49345553**

TGIF!



Are you a young person and looking for something extra to spice up your week?

headspace Maitland have got you covered! From the first Friday of June, we will be providing young people aged 12-25 with after school **FREE** activities ranging from cooking classes, to exercise, health & hygiene and some creative classes added in!

Chopped!

8 June 3.30pm—5pm

Create your own cookbook that aren't 2 minute noodles and do some taste testing

ZUMBA

15 June 4.30—5.30

That's right, move your body and learn some style whilst you're at it!

Treat yo'self

22 June 3.30pm—5pm

This workshop is all about taking time out to take care of yourself. We'll be including DIY facial scrubs!

Crafternoon

29 June 3.30pm—5pm

Wanna get crafty about setting some realistic goals? We'll look at fun ways to journal and map out your plans!

Contact:

Liz on Elizabeth.murphy-
may@samaritans.org.au or (02) 4931
1000

Where:

headspace Maitland
73 Elgin Street

HELPFUL HINTS FROM THE LaST (Learning and Support Team)

A GOOD IDEA - SUMMARISING STRATEGY



I.....IDENTIFY (locate the noun/subject)

D.....DEFINE (topic sentence including noun)

E..... EXPAND (organise into headings, subheadings, groups, 123, abc)

A.....ARTICULATE (restate in your own words to show understanding)

TRY THE FORMULA ON THIS PASSAGE.

Not all mountains are formed in the same way. One kind is formed by lava shooting out of the earth. This is a volcanic mountain. Another mountain can be formed by the cracking and shifting of the earth. This is called a block mountain. A third type of formation is the folded mountain. This is formed by cracked and shifted rocks that pile up.

I..... Mountains

D..... Not all mountains are formed in the same way

E..... 1. Volcanic (lava shooting from earth)

2. Block (cracking / shifting of earth)

3. Folded (cracked / shifted rocks piling up)

A..... Mountains are formed in three main ways: lava, cracking/shifting and rocks piling up. The three types of mountains are Volcanic, Block and Folded.

HUDS HOOLIGANS TRIVIA NIGHT

Raising money for our local community
in the fight against cancer



When : 18th August 2018

Where : Telarah Bowling Club

Cost : \$20 per person (8-10 per table)

Nibbles provided

**Raffles and lucky door prizes and games on
the night**

6:30pm arrival for a 7pm start

**Then stick around for
live music by local
band**

Silverhair



Contact our Team Captain Haidee
on :

E: haidee1979@bigpond.com or

M : 0422323258



Barkuma's NAIDOC Family Fun Day



**BECAUSE OF HER,
We Can!**

8-15 JULY 2018

Come join the fun at our
NEW Location!!

Binarri Jinama-Gu
1075 Old Maitland Road
Sawyers Gully

10th July 2018

10am till 2pm

**Bushtucker
Sausage Sizzle**

**FREE Craft
& Activities**

**Service Provider
Information**

**Lots of Fun &
Entertainment**

Please note: You cannot get to Binarri
Jinama-Gu from the Hunter Expressway.
You need to exit at Kurri Kurri.



**Call Barkuma for more
info 4937 1094**

76 Lang Street, Kurri Kurri 2327
www.barkuma.org.au



RTHS



HOMework CENTRE

OUR TRAINED STAFF ARE HERE TO HELP YOU!!

**WE CAN HELP YOU
WITH:**

- Homework
- Assessment Tasks
- N-Awards
- Catching up on missed work



WEDNESDAYS
3:25-4:00 PM
LIBRARY



Refreshments provided



Craft n' Creations

An 11 week craft program for families with children ages 4-12 years. Each week will involve a different craft activity and afternoon tea will be provided. Please note parents of the children in the program must stay for the 2 hours.

Where: Mindaribba LALC - 1A Chelmsford Drive Metford

When: Wednesdays Weekly

Time: 4pm - 5:30pm

Starts: 11th April

Finishes: 27th June

Call our office on 4015 7000 to register by leaving the child's name, age and contact number.



2018/2019 Entertainment Book



Rutherford Technology High School P&C Association is raising funds. Here's how you can help



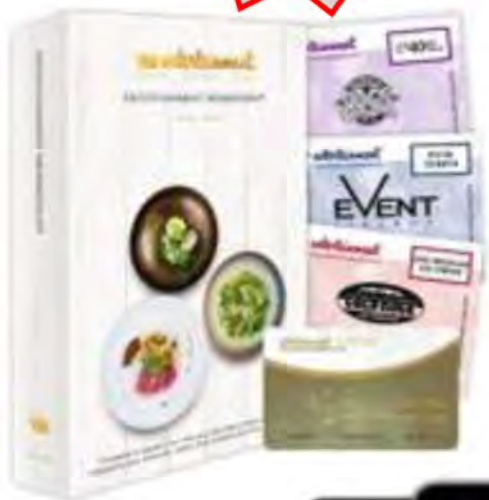
Support our school by ordering your **NEW 2018/2019 Entertainment Book** or **Entertainment Digital Membership** now. You will receive hundreds of valuable offers for everything you love to do, and help our fundraising at the same time!

"The Entertainment Book is such a great way to try new restaurants. It's also great opportunity to help community organisations"

EARLY BIRD OFFERS: Customers who purchase before 5th April 2018 will receive valuable bonus Early Bird Offers that can start to be used straight away!

Entertainment Book or Digital Membership is only \$65.00. Orders, together with payment (cash only), can be taken at our school administration office or online (<http://www.entbook.com.au/3k4872>)

For further information please contact Lexi Fitzgibbon or Maxine Creek
Phone: 4932 5999 | Email: rutherford.h-school@det.nsw.edu.au



OR



We're fundraising with **entertainment**[™] and here's what's in it for you...

Still just **\$65** giving you over **\$20,000** of value!



The **entertainment** Book

OR



The **entertainment** Digital Membership

"I love this Book! I'm discovering places I have never been before."

"I have the Entertainment™ Digital 'Book' on my smartphone and I love it!"

Enjoy thousands of up to 50% off and 2-for-1 offers from the best restaurants, hotels, activities, travel and more...

80+ Contemporary Dining Offers!	\$40 value	\$40 value	\$45 value	\$50 value	\$40 value	\$50 value and many more...
180+ Casual Dining Offers!	\$35 value	\$40 value	\$40 value	\$25 value	\$35 value	\$45 value and many more...
160+ Takeaway and Attraction Offers!	2 for 1	2 for 1	2 for 1	25% off	2 for 1	2 for 1 and many more...
2,000+ Retail and Travel Offers!						

Up to 50% off Retail, Travel, Leisure and Accommodation and many more...

Every sale contributes to our fundraiser, so purchase yours today!

Rutherford Technology High School P&C Association

Contact: Lexi Fitzgibbon Phone: 02 49325999 Email: rutherford-h.school@det.nsw.edu.au

To order your Book or your Digital Membership online visit:

<http://www.entbook.com.au/3k4872>

Alternatively, please complete your details below

Name: _____ Phone: _____ Email: _____

Newcastle Edition \$65 including GST: # ___ Book(s) # ___ Digital Membership(s) \$ ___ Postage fee \$12.50
TOTAL ENCLOSED \$ ___

Payment type: ___ Cash ___ MasterCard ___ VISA

Credit Card payments will incur a 1.25% processing fee

Credit Card number: _____ / _____ / _____ / _____ Expiry date: _____ / _____ CVV*: _____

Cardholder's name: _____ Signature: _____

Pre- Purchase before 5th April 2018 to receive Early Bird Bonus Offers you can use straight away! (Subject to availability)

"Every Entertainment™ Membership we sell, \$13 contributes to {Fundraising cause}. Please tell your family and friends. Thank you for your support!"

Scan this code to order your Membership



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Available **Now**

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Removes paper orders and cash
FREE Registrations

Rutherford Technology High School Canteen has 'Flexischools' for Online Ordering!

1,000+ SCHOOLS
600,000+ STUDENTS
18+ MILLION ORDERS

The cash free way to pay.
Our school now has Flexischools online ordering. It's the fast and secure way to order and pay for all school services.

Save time. Order online.
flexischools.com.au

Take advantage of this convenient new service. Go to www.flexischools.com.au and click register.

Flexischools allows parents, students and staff to place and pay for orders from home, work or school at any time via their mobile, tablet or computer.

As well as being convenient for parents, the online orders are much faster and easier for the school canteen to process – so it makes everyone's life a little easier!

Flexischools is well established, operating in over 1,000 schools across Australia and having processed over 25 million orders.

How to Register:

1. Register for Flexischools by visiting www.flexischools.com.au Add your student, their school and class/year to get started.
2. Top-up your account via Visa, Mastercard, PayPal or Direct Deposit.
3. Make an order by selecting from the range of options available and proceed to make payment for the order listed in your order pad.

What Does it Cost?

Online Ordering Fees: \$0.25 per canteen order

Account Top-ups: Direct Deposit – FREE (2-3 days to become available in your Flexischools account)
Visa / Mastercard / PayPal – Surcharge of 15c + 1% of your top up value (immediately available on your Flexischools account)

Need assistance registering, topping up your account or placing orders, please call the Customer Service Team at Flexischools on 1300 361 769.

Volunteer Opportunities

Where: Rutherford Technology High School Canteen

When: As often as you can, part or full day!

Hours: 9:00am till 3:00pm
(or any part of the day you can manage)

Experience: Not necessary – everything you need to know can be learnt within a short space of time

Salary: Plenty of tea and coffee (or juice) and the best of all friendship

Bonus: Your child/children are happy to see you in their school. You get to meet new people and make good friends within the school community!

Applications close: NEVER ☺

CANTEEN ROSTER

Monday	25 June	<i>Queens Birthday Public Holiday</i>
Tuesday	26 June	<i>Shelly Sinclair</i>
Wednesday	27 June	<i>Shelly Sinclair</i>
Thursday	28 June	<i>Shelly Sinclair</i>
Friday	29 June	<i>Volunteer Needed</i>
Monday	2 July	<i>Volunteer Needed</i>
Tuesday	3 July	<i>Shelly Sinclair</i>
Wednesday	4 July	<i>Shelly Sinclair</i>
Thursday	5 July	<i>Shelly Sinclair</i>
Friday	6 July	<i>D Jones</i>



Rutherford Technology High School UNIFORM SHOP

OPENING HOURS:

**TUESDAY
THURSDAY**

**8:00am - 12noon
8:00am - 12noon**

ITEM	PRICE	SIZE	QTY	TOTAL INCL GST
Girls				
Jnr Blouse Sky	28.00			
Snr Blouse Lemon	28.00			
Jnr/Snr Girls Shorts	35.00			
Jnr Skirt	48.50			
Snr Skirt	48.50			
Bootleg slacks	39.00			
Boys				
Jnr/Snr Boys Shorts	35.00			
Jnr/Snr Trousers	39.00			
Unisex				
Fleecy Jacket	40.00			
Jnr Polo	29.00			
Snr Polo	29.00			
Elastic Waist Everyday Black Shorts	35.00			
Elastic Waist Everyday Black Long Pants	39.00			
Jumpers				
Jumper	72.00			
Sports				
Jacket	65.00			
Sports Shorts Std	25.00			
Trackpant	38.00			
Sports Polo	35.00			
Others				
Scarf	20.00			
Socks 5pr	20.00			

IMPROVING LITERACY AND NUMERACY

ADVICE FOR PARENTS OF YEAR 10 STUDENTS

February 2018 update

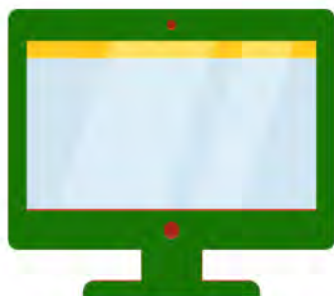
A **minimum standard** of literacy and numeracy is required for your child to receive their Higher School Certificate (HSC).



Meeting the HSC minimum standard will mean that your child has the literacy and numeracy skills that are essential for success in learning and life after school.

THE ONLINE TESTS

Most students will show they have met the HSC minimum standard by passing minimum standard online tests. Students master basic skills at different stages so there are **multiple opportunities** available to pass the tests, from Year 10 until a few years after Year 12.



There are three 45-minute online tests:

- ✓ a multiple choice **reading** test
- ✓ a multiple choice **numeracy** test
- ✓ a short **writing** test based on a choice between a visual or written prompt

2017 NAPLAN TESTS

If your child achieved Band 8s or above in one or more of the 2017 Year 9 NAPLAN tests they are recognised as having met the HSC minimum standard in that area/s and will not need to sit the corresponding online test/s.

TEST DATES

Students will have two opportunities a year, from Year 10 until a few years after Year 12, to pass each online test.



The online test dates (school days only) for 2018 are:

- Term 1: 19 February to 23 March 2018
- Term 2: 21 May to 22 June 2018
- Term 3: 13 August to 14 September 2018
- Term 4: 5 November to 7 December 2018

WHAT TO EXPECT?

To help your child understand what to expect in the online tests, they are encouraged to visit educationstandards.nesa.nsw.edu.au/HSCminimumstandard to:

- ✓ try demonstration questions to get a feel for the test format
- ✓ view sample test questions and answers online

Your child's school may also organise short practice tests.



STUDENTS WITH DISABILITIES

Some students with disabilities will be eligible for extra provisions for the minimum standard online tests, or an exemption from the HSC minimum standard requirement.

Students are encouraged to talk to their teachers to determine whether they are eligible for provisions. A Disability Provisions, Exemptions and Appeals policy, which contains further information, is available on the NESA website.

MORE INFORMATION

Contact your child's school principal for more detailed information about the HSC minimum standard or visit the NESA website:

educationstandards.nesa.nsw.edu.au/HSCminimumstandard

STAY UP TO DATE

NSW Education Standards Authority



educationstandards.nsw.edu.au/HSCminimumstandard



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MARTIAL ARTS
Kids & Adults Classes

FULL GYM
Free Weights, Plate Load, Free Weights

CYCLE
Air Conditioned Cycle Room

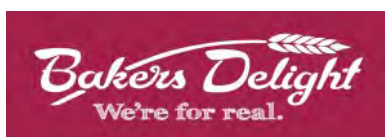
New Large Facility
59 Mustang Drive Rutherford

Fully Serviced Fitness Centre

- Largest group fitness floor in the Maitland area with Les Mills
- Split level Martial Arts studio, classes for adults and children
- Fully equipped boxing area
- Air conditioned cycle studio
- Fully equipped gym - pin loader, plate loaded & free weight
- Personal training and massage
- Cricche supervised by qualified child carers
- Showers and toilet facilities
- We accept Fitness Passport

Locally Owned and Operated
PREMIER FITNESS
and martial arts centre

Ph 0401 199 913
www.premierfitness.com.au



The staff and students who are involved in the Breakfast Club would like to acknowledge the generosity of 'Bakers Delight' at Rutherford who now provide us with bread. There are many local businesses who donate their time, service or products to our school. We express our appreciation and hope our school community can reciprocate.

Rutherford Technology High School has an Official Facebook Page – just go to Facebook and look for "Rutherford Technology High School NSW Official Site" and click on "Like".



We will be using the Facebook page to keep everyone informed about events at the school, important dates for your diary, and general information about the school.

Link: <http://www.facebook.com/RutherfordTechnologyHighSchool>