GREAT TEACHING, INSPIRED LEARNING

How good was that!? In my mind, and in those of many others, the quality of Seussical the Musical was absolutely top-shelf! In a school setting, we mostly look at the quality of what goes on within classrooms, but sometimes fail to reflect on the value of extra-curricula activities from the standpoint of Great Teaching and Inspired Learning. So, using a few critical indicators, let’s have a look at just how good this experience was.

Participation: With over 150 students, staff and community members mentioned on the program, Seussical certainly ticked a lot of boxes in terms of participant numbers. Actors, singers, dancers, back stage and front-of-house crews, sound and lighting boffins, band members, stage constructors and set designers, costume and props managers all combining to produce a thoroughly professional event. For many of these, this was the first time they had participated in anything like this – it was certainly a steep learning curve, that everyone handled really well.

High Expectations: Every participant had high expectations of behaviour and performance placed upon them by the directors. When striving for
a high quality product, close enough is nowhere near good enough! Even better to see, though, were the high expectations that students placed upon themselves. This kind of reflection and self-direction are critical characteristics of great learners. The trick, now, is to extend these characteristics to all other aspects of school life, in pursuit of a broader greatness!

**Collaboration and Cooperation:** The capacity to work with others, including those with whom you don’t usually work, is another strong indicator of a great learner. Collaborative problem solving, the ability to negotiate and the capacity to listen to the points of view of others are 21st Century traits that were clearly on show throughout the musical process. The management of people and events by those in authority (staff, students and community) exemplifies those aspects of Great Teaching that can support this learning.

**Assessment AS Learning:** We often think of Assessment as “the end product” – or the assessment OF learning. A show like this, and all that is involved over a serious time period, is a classic example of Assessment AS Learning. A top quality end product (the show) is a great thing to see, but the deep learning that has taken place at all stages – the quality of the process – is sometimes overlooked. I am sure that everyone involved knows exactly what they have learned and I hope that they are proud of this learning and of the way in which it contributed to a wonderful show!

What a fantastic example of Great Teaching, Inspired Learning!

---

**PRINCIPAL’S REPORT**

I am still elated by the tremendous performances our students displayed at *Seussical the Musical*. I have written more extensively about this in the Great Teaching, Inspired Learning section of this newsletter. The positive influence of such an event and process leave me very proud of my students, my staff and my community. This is truly education at its best.

It is, therefore, saddening to have to address a couple of situations which are not supportive of the growth and learning of students. The first of these regards attendance at school. There are currently far too many students whose attendance at school is cause of great concern. Without consistent attendance, in which any absence from school is seen as an “out of the ordinary” occurrence, students will continue to struggle with keeping up, with meeting course outcomes, with obtaining the results of which they are capable and, ultimately, with being competitive for job, training or university placements. As parents, it is sometimes easy to think that one day off here and there won’t be a real issue, but what we are doing is pretty clearly saying that school isn’t that important, and that you can still succeed without consistently turning up and trying hard. We have also had a recent spate of students turning up to school after roll-call with excuses such as “I slept in”. This is simply not good enough, and would certainly not be tolerated in the workforce. The punctuality habit must be learned in school so that it will not be an issue when our young people take on the world of employment. Students who continue to be late to school may be asked to do a detention to make up for lost time. Senior students are reminded that they are expected to school prior to roll call, even though they can sign out early when they have study periods at the end of a day.

The second disappointment to me is the need to speak about the supply and use of drugs within our town. It would be naive of us to think that Gloucester has been immune from recent concerns associated with drugs in country towns.

---

Diverse educational programs that challenge and inspire students
Unfortunately, the adults involved in the supply and distribution of drugs make no distinction based on age – as long as there is a market, they could not care less about who they affect and what age they might be. Unfortunately, this selfishness has led to a small number of students at our school becoming entangled in drug associated behaviour. This is a mistake. I cannot be firmer when I state that Gloucester High School does not tolerate the possession, supply or use of illicit drugs in our school. Those involved will always be treated firmly, but fairly, under the Department of Education and Communities Drugs in Schools Policy and Procedures. Under these procedures, a Long Suspension must be imposed upon students, and Police must be advised. If students make the mistake of involving themselves, at any level, with drugs in schools then they must also understand that a Police record will follow them wherever they go, and for a very long time. Any students who have information regarding the possession of drugs at school must speak with me or Mr King, because to keep such information from us is only adding to the problem. Confidentiality in these circumstances is a primary consideration. For parents, I urge you to know where your children are and with whom they are associating, and I urge parents to act on credible information by letting the Police know as soon as you can. Together we can try to minimise the harm caused by drugs and send a clear message to those who are pushing them to leave our kids alone!

Mr Pat Cavangh

SCHOOL PHOTOS – IMPORTANT INFORMATION 2015
Thursday 16 July (Term 3, Week 1)

- Students have been issued with envelopes, which this year include a media consent form. The form is to be returned to the school as soon as possible
- All students will have their picture taken on the day, whether they are ordering pictures or not
- Please refer to the insert in the order envelop for all of the packages, options and prices.
- Envelopes for family and friendship group photos are available at the front office. Students wanting to order a copy of the SRC or Captain photos will need to pick up an extracurricular envelop at the front office.
- Envelopes are to be brought to the school with the students on photo day and are handed directly to the staff of Don Wood Photography
- School photos can be paid for at the School Office by cash or cheque.
- Payment options also include credit card – details to be put on envelopes or contact the photographer directly
- Limited change will be available on photo day – please try to include the correct cash amount in your envelope
- If parents or students are unable to pay on photo day, late payments can be sent directly to Don Wood Photography
- Please contact Sue Keirstead if you have any questions on 65581605
- The order of the photos is:
  Period 1  Year 12, Captains
  Period 2  Year 11
  Recess  Staff, SRC
  Period 3  Year 7
  Period 4  Year 8
  Lunch  Family/group photos
  Period 5  Year 10
  Period 6  Year 9

Ms Sue Keirstead
As a director, I’m not sure I’ve ever been prouder of a musical than I am of *Seussical*. This was a huge collaboration, the biggest that I’ve been involved in in my time here at Gloucester High School. A lot of people did a lot of work to put together this piece of musical theatre. A bit like the Melbourne Storm (no we didn’t cheat the salary cap!); every player on this show knew their role and executed it with discipline and commitment. First and foremost, thank you to Mrs Judy Ingram for all of her hard work in organising the band and realising the score. Mrs Ingram seems to work harder with each musical and she led her charges well here. The voices were beautiful and I don’t think the band has ever sounded better. Thanks also to our ‘third wheel’, Mrs Colleen Sorrensen, who, apart from making significant contributions to choreography and costume, just generally fills the sometimes large gaps that Mrs Ingram and I leave in the management of the show.

One of the things that we have tried to improve over the last two musicals is our choreography and we were so lucky on this musical to have the services of someone who has taken the quality of this production to another level. Her name is Trudi Symonds and she has been an absolute gem to work with. Thank you, Trudi.

Trudi is a parent of two of the kids in the show and we were also extremely grateful for the services of two other parents who had been in the hall every day over the two weeks of production and performance to offer support, whether it be with costuming or make-up or props or videoing the show or whatever. So Carla Hickman and Sharon Culbert, thank you for your unconditional support. It really has again added to the quality of the show and certainly made our jobs a lot easier.

We are very fortunate to have the unconditional support of the school executive, staff and students but we particularly appreciate the substantial contributions made by some staff members, including:

Chris Steele, who realised the wonderful set design with a team of talented scenic artists. And I have to mention Bonnie Redfern, who was responsible for all the great slide projections.

Rob Seale and Mik Wisely, who worked with students to construct some of the key set pieces, such as the rostrums and, of course, the tree that plays such a pivotal role in the show.

Jude Pickett, who coordinated the costuming.

Greg Leighton and Mike DeAngelis, who have given up valuable time to play in the amazing band.

I’m pretty sure that we have the best admin staff in the
world here at GHS. Led by Lyn Harwood, Amanda Moore, Christine Moulds and Patrice Reynolds, they not only run the day to day operations of the school but, when an event like this takes place, their workload increases dramatically as they become a marketing and ticketing agent for the show, producing items like the wonderful program, which will serve as a treasured memento for cast and crew.

Lyndy Grey, who has coordinated the taking of photographs over the past week or so.

We’d also like to thank our non-student band members, Jodie House, Lyndell Ansell, Felicity Willis, Mydie Keegan, Sarah Soupidis, Gina McLure, Nathaniel Keegan, Jane Richardson and, especially, Annette Burrows, who has probably been cursing me since the first time she read the score. Her thinking would have been something along the lines of... “This guy needs to try playing the piano for two hours non-stop”. So, I’m sorry Annette, but I’m even sorrier that you never got a chance to actually see the show. Such a shame.

Some of you who saw our last musical, Hairspray, might remember the issue we had with microphones on that show. It’s been a great relief to us that those problems have now been resolved and we have a fantastic bunch of guys to thank for that, including our production manager Bodhi Hickman alongside Blake Steadman, Mason Parker and Stephen Hester. And thanks also to Paul Patmore for his assistance there as well.

Thank you to the SRC for running the canteen.

Of course, we’d also like to thank all you parents and guardians for allowing us the privilege of working with your children and for being taxi driver, make-up artist, costume designer, ego stroker, etc.

Finally, and I’ve saved the best for last, thank you all the students who have participated in this amazing event, from front-of-house staff to lighting operators and backstage crew, chorus and band members, sound operators and dancers, assistant director Lily Nixon, the incredible make-up girls, our hard working stage-manager, Kasey Wilson, who has been absolutely sensational, and especially this amazing cast that you see before you.

I dare say that we’ve never been blessed with a cast such as this, but I really feel like I need to acknowledge the leadership role of our four lead actors, Jordan Dunn, Oihanu Barff, Mia Bowden and Emme Moulds. It is very easy to build a show around young people who are not only extremely talented but humble and committed as well. Thank you guys.

And remember what Dr Suess said. “Don’t be sad that it’s over. Be happy that it happened at all”.

For us, this has been a privilege and a pleasure. Thank you very much!

Mr Scott Davis
YEARS 11 SUBJECT SELECTION 2016 INFORMATION NIGHT FOR PARENTS AND STUDENTS OF YEAR 10

A parent information evening will be held on Tuesday 28 July in the school library, commencing at 7:00 pm, to explain course structures and the selection process for Year 11 subject selections in 2016. The evening will have speakers who will talk about HSC requirements, ATAR requirements, Board Developed, Board Endorsed and Content Endorsed Courses, Vocational Education Training Courses and TAFE Courses.

Representatives from each of the Faculties within the school will also be available to discuss the courses they offer and answer any questions you may have about the HSC and those courses.

It is critical that all Year 10 students and their parents attend this meeting.

The 2016 Subject/Course Selection Booklet have been handed out to students, and will also be available on our website.
http://www.gloucester-h.schools.nsw.edu.au/years/year-10

Mr Pat Cavanagh

YEARS 9 SUBJECT SELECTION BOOKLETS

The Year 9 Subject Selection Booklets are designed to provide a curriculum guide for students entering Year 9, 2016. It may be a good opportunity to talk with your child over the holidays about selecting subjects for Year 9, 2016. Year 8 students will be choosing their subjects for Year 9, 2016, in Week 2 next term. The booklet lists subjects available and provides information about the content of each course. Students entering Stage 5 (Year 9 and 10) of their schooling, are beginning a two-year course of study which leads to the award of the Record of School Achievement (ROSA). Students will undertake a combination of compulsory (core) subjects and elective subjects in Stage 5. Our school Careers Adviser Mr De Angelis can help students make educational choices, define a career direction and prepare for future study and training, based on aptitude and aspirations. There are many different study options available so it is important to make an early start and seek advice.

The 2016 Subject/Course Selection Booklet have been handed out to students, and will also be available on our website.
http://www.gloucester-h.schools.nsw.edu.au/years/year-8

Ms Toni Corbett

BULAHDELAH GALA DAY

The annual Bulahdelah Gala Day will be held on Wednesday 15 July (1st Wednesday back next term) at Gloucester Soccer fields and Bert Gallagher Oval (adjacent Rec Centre). The gala day is held each year for the two schools to play for the Chris Hoare Cup (Opens Rugby League) in memory of Chris who was a student of Bulahdelah Central school.

Students will be transported down to the ovals by bus ($2 to be paid on the day to the driver) leaving school at 10am. Students will return to school at approximately 1.30pm. There will be no canteen available on the day so students will be required to bring plenty of water, appropriate clothing for their sport and their lunch. Rugby League players are reminded that mouthguards are compulsory and headgear is recommended. Parents and guardians are welcome to attend.

Times are below:
Open Girls Touch football -  10.30am
U/15 Boys Soccer - 11.30am
U/15’s Girls Soccer - 10.30am
U/14 Boys Rugby League - 10.30am
Open Boys Rugby League - 11.45am

Mr Adam Cameron
CAREERS NEWS

YEAR 12 - SCHOLARSHIPS

Most scholarships for 2016 have not opened yet. They will be opening in August and September. However, students can start making preparations now and utilise available time over the winter break. Term 3 will certainly be a hectic time for most Year 12 students and it’s easy to forget about scholarships. Begin preparing resumes and collating information regarding employment experiences (paid and volunteer), extra-curricular activities, academic and non-academic achievements, Centrelink and tax information. The following information can be a very useful and informative guide. There are hundreds of scholarships out there, some worth thousands of dollars. To get a scholarship you need to do the research, complete application, get it in on time complete with all required documentation and make sure you meet the eligibility criteria. To be eligible, you may have to live in a certain area, or be below a certain family income, or be receiving a Centrelink payment, or have academic merit, be involved in community activities, be enrolling in a certain degree, be Aboriginal etc..... All scholarships have different criteria. Check it out – your research time could pay off!! If you don’t have time, ask your family to help out. Apply for anything you believe you are eligible for. Some Uni’s have $000’s not given out in scholarships because nobody applied for them!!!

A good place to start looking for scholarships is the Study Assist website. http://studyassist.gov.au/sites/StudyAssist

Go to the undergraduate scholarships link. You can then search both Commonwealth Scholarships, as well as find links to all the university scholarship pages, and others. Other good places to search for scholarships include the My Future and Hobsons websites: http://www.myfuture.edu.au/tools-and-resources/study-or-training-options/scholarshipsearch http://www.hobsonscoursefinder.com.au/Support-Centre/Funding-your-education/Scholarships-and-financial-assistance

Also see individual university websites for more scholarship opportunities and individual institutions.

Tips on how to make yourself a good scholarship candidate

Do your research - Plan ahead, read the criteria or guidelines for each scholarship very carefully and don’t waste your time by applying for scholarships you are not eligible for. Make sure to copy all certificates that you may need to attach with your application, get them certified if necessary, and submit well before the closing date.

Documentation is a must - Make sure you include all the documentation you are required to provide such as a resume, references, evidence of your ATAR. If being in financial need is relevant, ensure you can demonstrate this with Centrelink statements, payslips, or Tax statements as required. Failing to provide this may deem you ineligible.

Answer all questions clearly - If you see questions that are not applicable to you mark N/A and explain why. For most questions you will need at least a few sentences, not just one. When you are finished hand your application to Mr De Angelis (the Careers Adviser), a teacher and/or parent/guardian to look over to see if you’ve missed anything. It is always advisable to have a few trusted people look over your application/s.

The Personal Statement - It is important to know what the committee is looking for. Discuss your academic qualifications, social and leadership skills and community involvement. Also discuss personal attributes. Demonstrate these by asking teachers, employers or mentors to write you a reference.

Sell yourself - Treat a scholarship application as if you are applying for a job. You need to put your best foot forward and make sure you are chosen for this scholarship over others. When scholarships ask for evidence of community involvement look beyond what you may have done at school. Make sure you mention all of the ways you may have been involved. Some examples of what students have given as examples before include: School Captain, Student Representative Council, church group, nominations for awards, certificates for academic excellence, volunteering, tutoring or mentoring others, representation in various sporting activities, camps or conferences, study trips, scouts and guides, work experience or charity work.

Ask if you are unsure - If you are unsure of any details get in touch with the people providing the scholarship and ask questions to make sure a simple error does not mean you miss out! Please don’t hesitate to ask Mr De Angelis for assistance!
FEE-FREE SCHOLARSHIPS
From July 1, young people aged 15 to 30 will be eligible to apply for fee-free scholarships to undertake a Smart and Skilled Training course with TAFE now. This means they will not have to pay any fees for training if they are living in social housing and are doing an approved qualification from Certificate I to Certificate IV levels. The scholarships also apply for those doing an apprenticeship or traineeship. http://tafenow.com.au or call us on 1300 823 366

RSA AND RCG COURSES WILL BE RUNNING
Students who finalised their payments for the RSA and RCG Courses will need to arrive at the Gloucester Soldiers Club (Downstairs) at approximately 8.50am on both Wednesday 1 July and Thursday 2 July. The Courses should end at approximately 3.30pm. If you have any question please contact John Kell, the TAFE Instructor, on 0418927412.

PARENT/TEACHER INTERVIEWS
Semester One - Student Progress Reports were sent home this week. To provide further ongoing detail, Parent/Teacher Interviews have been arranged for Monday 20 July 2015 from 3:30pm to 6:30pm and Tuesday 21 July 2015 from 3:30pm to 6:30pm. Bookings are now open and will retrospectively close 1:50pm on 20 July 2015.


Parent/Teacher interviews are an ideal time to evaluate your child’s progress and to plan for future improvements, so we encourage students to attend the interviews and play an active part in the meeting.

If you have difficulties booking your interview please call the school office 65581605.

Mrs Chris Moulds

GLOUCESTER SCHOOLS TRI CHALLENGE
The Gloucester Schools Tri Challenge will be held on the last day of Term 3, Friday 18 September, 2015. The event comprises a 10km ride, 4 km kayak and a 4 km run. This fun and challenging event is open to all students as either an individual or as part of a two or three person team. Individual entrants must be at least 14 years of age on race day. Entry fees are $40 for an individual or $60 for a team, which includes hiring of the kayaks and bus fares to and from the event. Please note that the kayak paddlers will need to have completed a kayak training session with Barrington Outdoor Adventure Centre in the fortnight before the race, at a cost of approximately $45.00 per student. The organisation for this will be announced when the entries are finalised.

This event is a unique and special day in the Gloucester High School calendar and has been well supported in the past. With the race soon approaching, it is time to start some regular training and take full advantage of the benefits this type of race can offer. Any parents who would like to make themselves available to help out on the day please contact me on 65581605.

Entry forms will be available at the front office next term. Entries are due by the Friday 4 September and should be handed in at the office.

Special Request: We need a truck or similar vehicle to transport the bikes from school to the start line and then from Rocky Crossing back to school. If you are able to help with this please contact the school and leave your name and a contact number, thank you. See you at the start line.

Mr Greg Leighton

GLOUCESTER JUNIOR CATTLE SHOW
To be held on Friday, 28 August 2015. Start getting your cattle ready in the holidays. See facebook for more information.
UPDATE ON UPGRADES

Our school is currently being upgraded in a number of areas. Our Woodwork room which was recently improved is having a new sound deadening layer placed on its ceiling to reduce the danger to students of high level noise. This enhancement will be finished before students return to school in Term 3.

We are also having our old cattle handling area in our AG farm removed, levelled and improved. This project will see an 18m x 18m roof built over the existing site of the yards. The area has been prepared for drainage and will be covered in wood chip initially. Our future plans are to concrete the ground under the roof but that desire fell outside our budget. We will be talking to the community soon about supporting a Cattle Yard Panel Program where community members can support the school by buying from set agricultural suppliers.

We also see further improvements to Room 19 where we have already seen the old Science lab turned into two smaller modern learning areas. At the back of one of these rooms we are having a kitchenette built that will service meetings and community events for Aboriginal and other community groups.

The Trade Skills Centre for Metals and Engineering has gone to tender and will start work early Term 3. The completion date on this project is Day 1 Term 1 2016, at this stage!

Finally the school has been allocated two new demountable class rooms which will be ready for use soon.

The students and staff are very excited about all these upgrades and improvements and are coping well with the minimal disruption these works cause.

As we move forward we get a sense our school infrastructure is too. Thanks to all students and staff for being patient and working diligently during this time of change.

Mr Mik Wisely
Head Teacher TAS

FIRST AID COURSE 2015

First Aid Course for Year 12 students on Wednesday 26 August and Thursday 27 August 2015 (Term 3, Week 7)
This course will be presented by instructors from The Royal Lifesaving Society of Australia and will operate during normal school hours for each of the two days (9 a.m. to 3:15 p.m.). Upon successful completion of the course, students will have a valid three year First Aid Certificate. The CPR component will be valid for a one year period.
Cost: $120.00 (without the manikin in a box) or $140.00 (with the manikin in a box)
Further information will be provided to students at the beginning of Term 3.

Ms Sue Keirstead

RECYCLING

Around the school there are bins tied together in groups of three, one for compost, one for general waste and one for recyclables. They have labels so that you know what goes where. This is going on so the school can measure the amount of waste that goes into our bins. So can you please put your rubbish in the right bins and please do not pull bins apart or rip the signs off. Thank you!

Chloe Garnham
LIBRARY NEWS


SENIOR NON-FICTION

Missing Christopher by Jayne Newling
This is the story of a mother’s journey through inconsolable grief after the death of her teenage son. Christopher was 17 and he had everything to live for. He was smart, charismatic, loving, and deeply loved, and a champion rugby player. Yet behind the veneer of a popular and confident athlete he was struggling. Diagnosed a year earlier with depression and severe anxiety, he hid his fears from family and friends. Finally, Christopher chose to stop fighting.

FICTION

The Shadowhunter’s Codex by Cassandra Clare
Since the thirteenth century, the Shadowhunters’ Codex has been the one and only manual for Shadowhunters looking to brush up on their demon languages, learn proper stele use and discover just what exactly a pyxis is.

Dragon Rider by Cornelia Funke
Firedrake, a brave young dragon, his loyal brownie friend Sorrel and a lonely boy called Ben embark on a magical journey to find the legendary place where silver dragons can live in peace for ever. Along the way, they discover extraordinary new friends and a courage they never knew they had. Just as well, for the greatest enemy of all is never far behind them - a heartless monster from the past that has been waiting a very long time to destroy the last dragons on earth...

7 Days by Eve Ainsworth
School should be a safe place for Jess but at the moment it’s everything she dreads. Her life is difficult enough without Kez picking on her. Kez’s life isn’t any sweeter. She has plenty of problems too but she finds comfort in knowing she is better off than Jess -- or so she thinks... Told from the point of view of the bullied and the bully, this is a powerful portrait of two girls locked in battle with each other and themselves.

Paruku the Desert Brumby by Jesse Blackadder
Twelve-year-old Rachel is fast outgrowing her first pony. When her father, a horse vet, is offered the job of capturing wild brumbies for the endurance stables of one of Dubai’s Sheiks, Rachel travels with her father into the remote desert landscape of the Kimberley. Captivated by the wild power and majesty of the young bay stallion Paruku and his herd, Rachel is torn by the prospect of taking away their freedom.

The Disreputable History of Frankie Landau-Banks by E. Lockhart
Frankie Landau-Banks: No longer the kind of girl to take ‘no’ for an answer. Especially when ‘no’ means she’s excluded from her boyfriend’s all-male secret society. Not when her ex-boyfriend shows up in the strangest of places. Not when she knows she’s smarter than any of them. When she knows Matthew's lying to her. And when there are so many, many pranks to be done.

Fairytales for Wilde Girls by Allyse Near
There’s a dead girl in a birdcage in the woods. That’s not unusual. Isola Wilde sees a lot of things other people don’t. But when the girl appears at Isola’s window, her every word a threat, Isola needs help. Her real-life friends -- Grape, James and new boy Edgar -- make her forget for a while. And the mermaids, faeries and magical creatures seemingly lifted from the pages of the French fairy tales Isola idolises will protect her with all the fierce love they possess.

Diverse educational programs that challenge and inspire students
NEW SERIES

STARDUST STABLES by Sable Hamilton

A Star is Born (#1): Welcome to Stardust Stables - only daredevil riders need apply! Stardust is set in the Colorado Mountains, home to the super-talented kids who are stunt riders for movie stars! New girl, Kami, can't wait to join the team at Stardust, but she soon discovers that life there isn't all glitz and glamour -- there's plenty of mucking out to do ...not to mention the hours of training!

Wildfire (#2): Alisa and Diabolo have been chosen to work as stunt doubles on a big adventure movie being shot in Colorado. But the minute Alisa begins work, her co-ride, Lucy, seems to have it in for her. Things go from bad to worse on set, and all is not well at Stardust either -- Lizzie's ex has put in a claim for fifty per cent of the Stardust horses and Diabolo is on his list...

Free Spirit (#3): Kellie and her horse Dylan are up in the Colorado Mountains filming a low-budget movie about a group of pioneers in the 1800s. The location is so remote that the cast and crew are all living out under canvas, and Kellie’s enjoying being part of the team. Then disaster strikes and there's only one person who can save the day.

Sunset in the West (#4): Hayley is overjoyed when she and her horse Cool Kid successfully audition for a stunt riding role in Pioneer, a movie set in the nineteenth century era of wagon trains carrying early settlers west through the Rockies. After perfecting some key skills for the role -- lassoing, bareback riding, crossing rivers and trekking along rocky ledges -- they're ready to go.

ANNA by Kendare Blake

Anna Dressed in Blood (#1): Cas Lowood is no ordinary guy -- he is a ghost hunter. People like Anna. Anna Dressed in Blood. A beautiful, murderous ghost entangled in curses and rage. Cas knows he must destroy her, but as her tragic past is revealed, he starts to understand why Anna has killed everyone who's ever dared to enter her spooky home. Everyone, that is, except Cas...

Girl of Nightmares (#2): Cas is in love with a ghost. Her name is Anna Korlov. Anna Dressed in Blood. The girl who sacrificed herself to save his life. Racked with guilt, Cas sets out to do what he does best -- hunt a ghost. But this time his aim is not to kill. He must rescue Anna from the depths of Hell. But Hell is also home to a creature Cas has battled before...

VANGO by Timothee De Fombelle

Between Sky and Earth (#1): Fleeing from the police and more sinister forces on his trail, Vango must race against time to prove his innocence. His journey will take him to the furthest reaches of distant lands, and even into the sky where he will find refuge on board the Graf Zeppelin airship. But the threat of war is getting close, and Vango must uncover the secrets of his past before everything is lost.

A Prince without a Kingdom (#2): The thrilling conclusion to a gripping mystery adventure series. Vango has been in danger for as long as he can remember and he has spent his life jumping across rooftops, fleeing to mysterious islands to evade capture. But Vango will not run for much longer. The mystery of his past has started to unravel, and now, in the shadow of a rapidly changing world, Vango will face those who have haunted him for so long and finally find his true identity.

NEW TITLES IN SERIES

SWORD OF TRUTH by Terry Goodkind

Naked Empire (#8): Goodkind returns with a broad-canvas adventure of epic intrigue, violent conflict, and terrifying peril for the beautiful Kahlan Amnell and her husband, the heroic Richard Rahl, the Sword of Truth.
## SCHOOL UNIFORM POLICY

### JUNIOR MALE
(Years 7-10)
- Sky blue polo shirt with navy stripe in collar and printed with school emblem
- Navy shorts/navy long pants
- White or navy socks, black school shoes
- Navy V neck jumper or navy hooded jacket with school emblem

### SENIORS
(Years 11-12)
- White senior polo shirt with navy and gold collar or white seniors button up school shirt printed with school emblem and seniors in navy
- Navy shorts/navy long pants
- White or navy socks, black school shoes
- Navy V neck jumper or navy hooded jacket with school emblem

### JUNIOR FEMALE
(Years 7-10)
- Sky blue polo shirt with navy stripe in collar and printed with school emblem
- Skirt – Navy/Royal/ Gold check skirt, with pleats (The desirable length approx.10cm above knee)
- Navy shorts/navy long pants
- White or navy socks, black school shoes
- Navy stockings in winter optional
- Navy V neck jumper or navy hooded jacket with school emblem

### SENIORS
(Years 11-12)
- White Senior Polo shirt with Navy and Gold collar or White Seniors button up school shirt printed with school emblem
- Skirt- Navy/Royal/Gold check skirt, with pleats (the desirable length approx. 10cm above knee)
- Navy shorts/navy long pants
- White or navy socks, black school shoes, winter option navy stockings
- Navy V neck jumper or navy hooded jacket with school emblem

### Jewellery and Make-Up
Some jewellery, such as long earrings and bangles/bracelets, can be safety hazards in practical classes. For this reason they are not allowed to be worn to school. Excessive make-up and nail polish should not be worn.

### Hats and Caps
The wearing of hats and caps for sun protection is actively encouraged, especially during recess, lunch, and all outside sporting activities. However, hats should be removed in class and during assemblies.

In cases of genuine hardship the school maintains a fund to assist with the provision of articles of uniform. A confidential approach to the Principal or Year Adviser by letter or discussion is encouraged in these circumstances.

### FOOTWEAR REQUIREMENTS
The Department of Education states in the publication "School Uniforms in New South Wales Government Schools (2004)", that under the occupational Health and Safety Act 2000 schools must ensure that students are not exposed to health or safety risks while they are on Departmental premises. The school has a duty to require students to wear appropriate footwear to avoid injury.

The DET policy "Chemical Safety in Schools (1999)" clearly states: "It is mandatory that students carrying out practical activities using chemicals or equipment in schools wear enclosed leather footwear. Sandals, open footwear or high heeled shoes must not be worn in workshops or laboratories".

### ACCEPTABLE STYLES
The school expects that students wear closed in leather, lace-up style shoes. They must cover the top of the foot and have a small heel.

### STYLES THAT ARE NOT ACCEPTABLE
Students MUST NOT wear black soft "ballet" style shoes, open styled "Mary Jane" shoes, canvas shoes or any similar.
2015 INFORMATION FOR PARENTS AND CARERS

WHAT IS THE NATIONAL DATA COLLECTION?
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 with disability and the level of reasonable educational adjustment they are provided with.
The national data collection will count students who have been identified as receiving an adjustment to address a disability under the Disability Discrimination Act 1992 (the DDA). The DDA can be accessed from the ComLaw website at www.comlaw.gov.au.

WHAT IS THE BENEFIT FOR MY CHILD?
The aim of the national data collection is to collect better information about school students with disability in Australia. This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as students without disability.
The national data collection is an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

WHY IS THIS DATA BEING COLLECTED?
All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.
When implementing the national data collection, every school in Australia will use the same method to collect information. Therefore, a government school in suburban Sydney will collect and report data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.
The information provided through the national data collection will enable all Australian governments to better target support and resources to benefit students with disability. The data will help schools to better support students with disability so that they have the same opportunities for a high quality education as students without disability.

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 DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at www.comlaw.gov.au.

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 students without disability. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting class lessons) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

WHAT INFORMATION WILL BE COLLECTED?
Every year your child’s school will collect the following information for each student with a disability:
- the student’s level of education (i.e. primary or secondary)
- the student’s level of adjustment
- the student’s broad type of disability.
The information collected by schools will be provided to all governments to inform policy and programme improvement for students with disability.

**WHO WILL BE INCLUDED IN THE NATIONAL DATA COLLECTION?**

The definition of disability for the national data collection is based on the broad definition under the DDA.

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

**WHO WILL COLLECT INFORMATION FOR THE NATIONAL DATA COLLECTION?**

Teachers and school staff will identify the number of students with disability in their school and the level of reasonable adjustment they are provided based on:

- consultation with parents and carers in the course of determining and providing reasonable 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.

**HOW WILL MY CHILD’S PRIVACY BE PROTECTED?**

Protecting the privacy and confidentiality of all students and their families is essential. Personal details such as student names or other identifying information will not be provided to local or federal education authorities.


**IS THE NATIONAL DATA COLLECTION COMPULSORY?**

All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and report information annually on the number of students with disability in their care and the level of adjustment provided to them.

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 or association of independent schools.

Even if your child’s information is not included in the national data collection, the school is still required to provide support to your child with education needs.

**FURTHER INFORMATION**

Contact your child’s school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability and how it may involve your child.


---

**FAREWELL GLOUCESTER**

Coming into the last week of my time here at Gloucester High School I feel I could not have asked for a better start to my teaching career. Not only have students mostly been friendly and cooperative with me and other staff members, they’re friendly with each other, even between year groups. There is a strong community atmosphere here which I hope is never lost, demonstrated so clearly by the brilliant high school musical performance. You should all be proud of what you have achieved!

Thank you for having me here, thank you for all your support! I will think of you all as I bask in the warm sunlight at Norfolk Island. I’m sure I will see you all again!

Until then, goodbye Gloucester, and never forget, maths is the best subject you do!

Mr David Cordiner
GOLD COAST EXCURSION
Term 4, Week 1, 5 – 9 October 2015
Staff and students are getting excited about this excellent, fun and educational excursion. The Gold Coast is a great place for adventure and self-exploration.
Students now have the official permission form to be taken home and signed. The earlier note was an Expression of Interest. Current price is $718 but may change depending on final numbers attending. All transport and access to Movie World, Dream World and the Surf lessons are covered in the cost. Special dietary requirements can be catered for with notice. Part payments are encouraged and can be made at $50 or more per school week with complete payment required by Friday 11 September.
If you have any inquires about the cost or any other matters please contact the school and speak with us about the excursion or any other school related matters.

SENIOR JERSEYS
The company supplying the senior jerseys has informed us that we should have them by the beginning of Term 3.

Ms Carol Layton

ROTARY YOUTH DRIVER AWARENESS (RYDA)
A number of Year 11 students attended the Rotary Youth Driver Awareness program on Tuesday 23 June at the Taree/Wingham Race Club. The day contained moving and powerful messages about safe driving practices targeting attitude and awareness of young drivers and their passengers. RYDA delivered interactive sessions covering topics such as hazard perception, distraction management, vehicle safety, stopping distance, fatigue and experiences of crash survivors and people who had lost their lives and how it impacted on their family and friends. The aim is to change the way young people think about road safety. Students experienced braking at different speeds and devised travel strategies that will work for them in the real world. Tips from road safety experts were provided on how to protect themselves, their friends and family. An excellent program, with important lessons.

Ms Layton

CHESS RULES
The GHS chess team consisting of Shayne Harris, Gabe Hennessy, Ryan Pilmore and Jack Davis (all from Year 10) have notched up another impressive win in the highly competitive State Knockout competition. In the first round they defeated St Clare's High School 3-1 to progress to a showdown with last year’s state runners-up, Hunter School of The Performing Arts. In this second round encounter the boys lost 3-1 in highly competitive matches that lasted over an hour in some cases. The coach of this selective High School's Chess team expressed admiration for the quality of the GHS players and commented on their skills.

Having been knocked out of the main competition, we are now relegated to the still competitive consolation competition. Our first match in this group was against last year’s Hunter region finalists, Hunter Christian School. With the invaluable assistance of parent Bonnie Hill, who kindly drove and supervised the Chess team at the Newcastle venue, GHS played this match on Thursday 18/6/15. The 3-1 win was a testament to the skills and dedication of the team members. A point reinforced by the coach of the Christian School forwarding a congratulatory message that again complimented the Gloucester team's skills and commended the players as "positive ambassadors for Gloucester High".

The self-motivation and drive that Shayne, Gabe, Ryan and Jack have demonstrated in their involvement in the Chess Team this year has been outstanding, and all four are to be congratulated as excellent representatives of the wider Gloucester High School community. Well done boys, and good luck in the next round.

Mr Steve Frankcombe
Principal: Mr Pat Cavanagh
Deputy Principal: Mr Mike King
Address: 129 Ravenshaw Street, Gloucester NSW 2422
Telephone: 6558 1605  Fax: 6558 1229
Email: gloucester-h.school@det.nsw.edu.au

GLOUCESTER BLUE LIGHT SCHOOL HOLIDAY ACTIVITY
Friday 3 July 2015 for students aged 8 years or older
$25.00 Per person
BOOKINGS ESSENTIAL – PH 0448 582878
*Coach will depart approx 8.00am
* BBQ lunch included (weather permitting)
* Return around 3.00pm

FORSTER FILM FESTIVAL
PRESENT
AN ACTIVE SHORT-FILMMAKING WORKSHOP

Forster Film Festival presents an active one day short-filmmaking workshop at Gloucester School of Arts.
Our hands-on workshop technique includes acting participation and filming which will be used in the upcoming Inspired by Gloucester short film.

BE THE ARROW NOT THE TARGET!
INSTEAD OF WATCHING TV, LET’S MAKE IT!

Where: Gloucester School Of Arts
What to bring: Digital Camera, iPad, Smartphone, tripods/gimbals.
Catering: Morning tea & Lunch supplied.
Hours: 10am-2.30pm
Cost: $25 per day
Bookings and payment essential at The Gloucester Health Food Shop
More info: 0414 722 596

Gloucester Junior Rugby League
is hosting
Christmas in July
25th July 2015

Gloucester Soldiers Club
6pm for a 6.30pm start
Casual Dress
Auction

$50 includes
- 3 course buffet meal
- Live entertainment by 'In like Flynn'

Tickets can be purchased from Valley Motors or The Fox Den

School Holidays are coming...
Cartooning Workshops
Fri 3 - Sat 4 July - Gloucester Outreach Centre - $10 per session
Contact Matthew - 0449 174 644
Gloucester Filmmaking Workshops
Thur 2 & Fri 3 (under 18) - Sat 4 & Sun 5 July (over 18) - Gloucester School of Arts - $25 per day - to book 0414 722 596

Gloucester Junior Rugby League
Family Fun Day
Wed 8 July - 8am
Campdraft
Thurs 9 July - 7am

Gloucester Hydrotherapy Pool
OPEN Monday to Friday - 6am to 5pm - Saturday 8am to 11am
Kids & Pensioners $6 - Adults $7

9 Hole Mini Golf at Gloucester Holiday Park
$3 per person - 9am to 5pm - Bookings essential 6558 1720

Camp Cobark
5 day camp - 28 Jun to 3 Jul
2 hour day rides
Bookings 02 6558 5524

SCHOOL VISION STATEMENT

Gloucester High School aims to develop a supportive learning environment that engages all students, teachers and community in the pursuit of excellence.