RUGBY LEAGUE TARGETED SPORTS PROGRAM

Mr Potapczyk and Mr Miller have developed a rugby league targeted sports program for boys training during Thursday sport periods.

The program has strict expectations that are placed on the boys to encourage them to take on a greater responsibility for their own actions and improve their attitudes so that not only will they be better footy players but better young men.

Local community support from IMF Rutherford (Industrial Maintenance and Fabrication) donated $1000 towards the sponsorship of training shirts.

Matt Lantry former student of RTHS and who is associated with the Newcastle Knights is providing extensive training equipment. Maitland Mutual Building Society has supplied drink bottles.
FIZZICS EDUCATION WORKSHIPS

Lab 4 was taken over by thirty Year 9 & 10 students focused on learning the skills to program robots so that they could move in precise directions and distances. After those skills were acquired, the challenge was then to program the robots with the aim that they could knock over all the skittles in the least number of actions. The second challenge was to program the light sensors of the robots so that they could follow a zig zag path.

The second workshop of 30 students from Year 6 Rutherford Public School and Year 7 & 8 learnt how valuable Maths is as a tool for performing accurate and fair Science experiments. Taking accurate measurements, recording data, calculating averages, ability to tabulate data and draw graphs logical thinking are essential mathematical skills required in Science, having fun along the way makes facing the different challenges enjoyable.

MUSWELLBROOK CATTLE CAMP

On Thursday 13th March Years 9, 10, 11 and 12 went on a cattle camp to Muswellbrook with Mr O'Leary and Mrs Young. We left school at 8:30 for a trip to Muswellbrook. When we got to Muswellbrook we set up our camp.

At 10:00 we had morning tea and bonded with Muswellbrook High and St Joseph Aberdeen students. Throughout the two days we learned the correct procedure of how to care and parade cattle, learning things like the different cuts of the meat of a cow, health and nutrition, Meat Appraisal, washing cattle, show ring skills, tips for judging, clipping demo and parading. We competed in the steer evaluation and had to place the 4 steers in the same order as the Judge based on his specifications.

We camped at Muswellbrook show ground for the night we had to be in bed by 9:00 for a 7:00 start the next morning. We learnt lots and hope we can use what we have learnt for the many shows to come. We had a lot of fun and hope we can all go back again.
Term 1 is almost over. Our statistics indicate that students are engaging in the classroom better than ever before. Most students began assessment tasks around week five, with senior students beginning earlier. Students in years 10, 11 and 12 have been issued with a copy of their respective Assessment Schedule. The document contains a wealth of information about Assessment Task Policy, Notification of Assessments, Assessment Calendars, Appealing missed or late tasks and individual Course Schedules. It is a must for every student and a great aid for parents to assist their child in mapping and planning to complete tasks effectively. The schedules are available for parents and community members on the school website.

On a recent assembly it was a pleasure to look over the student body and see student pride in Rutherford Technology High School through the consistent wearing of full school uniform. I would ask that parents be vigilant with uniform as the year progresses. Our school uniform shop supplies exactly what you need, and has a full range of sizes in bottoms, tops and jumpers. Ensure that footwear purchased for school complies with the school policy. Shoes need to be black leather or leather-like, covering the foot completely.

Whilst the recent swimming carnival was an extremely successful whole school event I would like to remind parents that carnival days are compulsory school days. Please ensure that you support your child and the school with attendance next term at the athletics carnival.

At Rutherford Technology High School we have very high expectations of all our students, whether they relate to uniform, study, attendance or the contributions they can make to our Rutherford Community.

We are determined to consolidate a strong learning culture in which all students reach their potential. This is best achieved when all members of the school community work together with shared values and an understanding of how to create highly effective learners. We ALL have a role to play teachers, parents, students and the wider community.

Following are a few important points I want to reinforce:

Our core value is RESPECT

The welfare team have spent some time over the past few weeks discussing this core value with students, with a particular focus on peer relationships, and the need for all students to speak and act respectfully with each other, both in person and through social media. I would ask that parents/carers reinforce this message with our students at home. Building positive relationships with peers and teachers are essential for effective learning and for students to feel safe and secure at school. It is important that students take appropriate action and report any incidents where a peer is not treating them with respect, especially if it continues over a period of time.

In all settings in our school environment, respect looks like:

- Being tolerant of others
- Accepting individual differences
- Caring for self, others and the environment
- Using appropriate language

When students leave school at the end of the day, we continue to expect that students will make considered decisions and continue to interact with their peers in a way that is respectful. The online environment and social media provide challenges for young people. There are a range of social media applications (e.g. Facebook, Snapchat, ask.fm, Instagram) where students can upload content, comment on other people’s posts, share content, connect with people whom they don’t personally know and save content that other people post. There is a range of information on the internet to provide both young people and their parents with tips for living in a social media rich world. The following excerpt was taken from the Cyber Smart website:
Know the basics of safe social networking

- Limit your friend list – don’t friend random people
- Protect your privacy – don’t share your password and set your profile to private
- Your personal details are valuable – don’t share them
- Protect your reputation – keep it clean and ask yourself: would you want others to see what you upload?
- Be careful who you trust – a person can pretend to be someone they are not
- Don’t use a webcam with people you do not know
- Think before you post, chat, upload or download

This is a fantastic site for both parents and young people and can be found at

http://www.cybersmart.gov.au

Learning – packing the essentials for school

A key for enhancing learning is ensuring that students are well organised for school. Students should have appropriate resources for each of their subjects and bring these for lessons. A pencil case with writing materials, calculator, ruler, highlighters, sharpener, scissors and glue are needed each day. Students should have an exercise book for each of their subjects, unless otherwise instructed from their teacher (e.g. teacher supplies the learning workbook). Students need several copies of their school timetable – at least one for school and one for home. A diary to organise work requirements is needed, this enables both parents and students to monitor homework and assignment due dates, to reduce the chance of students losing assessment marks because of the late submission of set tasks. All students should be engaged in some form of homework throughout each school week, to improve their learning and achievement. This can be homework assigned by the teacher or ‘self-directed’ homework, where a student reviews their understanding of a topic by reading through their school book and making summary or study notes on the particular topic to achieve to their potential and develop skills for lifelong learning.

Appointments

Parents, we ask you to please make appointments. We can’t always see you immediately, so to avoid lengthy waits in the foyer, please phone ahead for a mutually convenient time.

Year 7 classes

Some minor changes will be made to our Year 7 classes over the next couple of weeks. Students and parents will be notified of these changes as they occur.

NAPLAN

Students in years 7 and 9 will undertake practise NAPLAN tests during week 10 Term 1. These tests will allow students to become familiar with the exam procedures. NAPLAN testing will occur week 3 of Term 2 (see attached flyer).

Tell Them from Me Survey

The Tell Them From Me student survey asks questions about factors that are known to affect academic achievement and other outcomes. It aims to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights at the school and system levels. The focus of this NSW pilot project is on student wellbeing, engagement and effective teaching practices.
The surveys will be conducted in classes between Monday 10 March and Friday 11 April 2014 (Weeks 7 – 11 of Term 1).

Yr 7 - TAS/ICT  
Yr 8 - Science  
Yr 9 - Maths  
Yr 10 - HSIE  
Yr 11 and 12 - English

Parent/Teacher Interviews

Wednesday 9 April 3.00 pm till 6.00 pm. Keep the date free to find out how your child is progressing. The staff and I hope you will take this opportunity to make an appointment with your child’s teachers. If you are unable to attend, please ring the school for an appointment to discuss any issues with your child’s class teacher or Year Advisor.

You should have received a letter via email or post advising you of your child’s unique log in code and instructions. If you have not received this information or need help in logging in please call the front office on 4932 5999. Alternatively, we have set up a computer in the office area for you to come in and use.

Each teacher will confirm the appointment time that is suitable, thus avoiding a double booking. Interviews will be approximately five (5) minutes duration.

Early bookings will ensure the time slot you prefer. We look forward to you joining us on the Parent/Teacher evening.

Uniform

As we enter the ninth week of the school year it is very pleasing to observe that the majority of our student population is wearing full school uniform with pride. The wearing of school uniforms by students assists the Rutherford Technology High School community in:

- defining an identity for the school within its community,
- developing students’ sense of belonging to the school community,
- providing an opportunity to build school spirit,
- enhancing the health and safety of students when involved in school activities,
- promoting a sense of inclusiveness, non-discrimination and equal opportunity,
- reinforcing the perception of the school as an ordered and safe environment,
- increasing the personal safety of students and staff by allowing easier recognition of visitors and potential intruders in the school,
- promoting positive community perceptions of public education, and making school clothing more affordable for families by eliminating the risk of peer pressure to wear transiently fashionable and expensive clothes.

If you have any questions regarding uniform please do not hesitate to call the school. If your student is temporarily unable to wear appropriate uniform please provide a note that explains this, to the roll call teacher.

Simone Hughes  
Deputy Principal
What is NAPLAN?
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. All government and non-government education authorities have contributed to the development of NAPLAN materials.

Why do students do NAPLAN tests?
NAPLAN is the measure through which governments, education authorities, schools, teachers and parents can determine whether or not young Australians are meeting important educational outcomes in literacy and numeracy. The tests provide parents and schools with an understanding of how individual students are performing at the time of the tests. They also provide schools, states and territories with information about how education programs are working and which areas need to be prioritised for improvement.

NAPLAN tests are one aspect of the school’s assessment and reporting process, and do not replace the extensive, ongoing assessments made by teachers about each student’s performance.

What will be tested and how?
NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling, grammar and numeracy. The content of each test is informed by the national Statements of Learning for English and mathematics, which underpin state and territory learning frameworks. Questions are multiple-choice or require a short written response. The writing task requires students to write a text in response to a prompt.

To give you an idea of what the tests look like, sample questions and a sample writing task are available on the NAP website: www.nap.edu.au

Who will run the tests?
NAPLAN tests are conducted at schools and administered by classroom teachers, school deputies or the principal. Each state and territory is responsible for marking the tests in accordance with strict guidelines and processes.

How can I help my child prepare for the tests?
NAPLAN assesses literacy and numeracy skills that students are already learning through the school curriculum. Teachers will ensure students are familiar with the test formats and will provide appropriate support and guidance. If you have any questions about your child’s preparation for NAPLAN, you should make a time to speak with their teacher.

The best way you can help your child prepare for NAPLAN is to reassure your child that NAPLAN tests are just one part of their school program, and to urge them to simply do the best they can on the day. The use of services by coaching providers is not recommended.

What additional support can schools provide for students with special needs?
All students are encouraged to participate in NAPLAN tests. Students with disability may qualify for adjustments that reflect the support normally provided in the classroom. Students who have a temporary injury may also be reasonably accommodated. A formal exemption may be granted for a student with significant intellectual disability and/or significant co-existing conditions, or who has recently arrived in Australia and is from a non-English speaking background.

Your school principal and your state testing authority can provide you with more information on special provisions or the process required to gain a formal exemption.
How is NAPLAN performance measured?
NAPLAN is not a pass or fail type test. Individual student performance is shown on a national achievement scale for each test. Each test scale has 10 bands and all year levels are reported on the same scale. Six bands are reported for each year level for each test. One of these bands represents the national minimum standard for students at each year level. A result at the national minimum standard indicates that the student demonstrated the basic literacy and numeracy skills needed to participate fully in that year level. The performance of individual students can be compared to the average performance of all students in Australia.

What happens if my child is absent from school on test days?
Wherever possible, schools will organise for individual students who are absent at the time of testing to complete missed tests at another time during testing week. Individual students are not permitted to sit tests after Friday 16 May 2014.

Will I receive a report on my child’s performance?
A NAPLAN report will be issued by your school later in the year. The same report format is used for every student in Australia. The school will notify you when the reports are being sent to you. If you do not receive a report, you should contact the school. Individual student results are strictly confidential.

How are NAPLAN test results used?
- Schools use results to identify strengths and weaknesses in teaching programs and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to help them better identify students who require greater challenges or additional support.
- The community can see average school NAPLAN results on the My School website: www.myschool.edu.au

Where can I get more information?
For more information about NAPLAN:
- visit www.nap.edu.au
- contact your child’s school
- contact your state or territory’s education authority (details available on the NAP website).

### NAPLAN 2014 tests timetable

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Tuesday 13 May</th>
<th>Wednesday 14 May</th>
<th>Thursday 15 May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language conventions</td>
<td>40 minutes</td>
<td>Reading 45 minutes</td>
<td>Numeracy 45 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td>40 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>Language conventions</td>
<td>40 minutes</td>
<td>Reading 50 minutes</td>
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<tr>
<td>Writing</td>
<td>40 minutes</td>
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</tr>
<tr>
<td>Year 7</td>
<td>Language conventions</td>
<td>45 minutes</td>
<td>Reading 65 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td>40 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>Language conventions</td>
<td>45 minutes</td>
<td>Reading 65 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td>40 minutes</td>
<td></td>
<td></td>
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</tbody>
</table>

- **Language conventions** includes spelling, grammar and punctuation.
- **Numeracy** includes number; space; algebra, function and pattern; measurement, chance and data.
- **Calculators** are NOT permitted in the numeracy test in Years 3 and 5. In Years 7 and 9, there is one numeracy test where calculator use is permitted and one where it is not.
AN INVITATION TO PARENT/CARERS

Do you provide care and support to a Child/Young Person who is aged Pre-School to School Years with a Disability, Mental Illness or Chronic Condition?

You are Invited to attend our
FREE Parent/Carer Information Sessions

Where: Club Macquarie, 458 Lake Road, Argenton
Time: 9.30am — 2.00pm
Cost: FREE — Morning Tea & Light Lunch Provided
RSVP: Thursday 24th April — For Catering Purposes
Ph: 4921 4895 or 1300 887 776
or Educare-Admin@hnehealth.nsw.gov.au

When: Wednesday 30th April 2014
• The Impact of being a Parent/Carer — HNE — Carer Education & Support Program — Hunter
• Building Parent Resilience — Jackie Currey, First Chance

When: Wednesday 7th May 2014
• Siblings — HNE — Carer Education & Support Program - Hunter
• National Disability Insurance Agency — Suzanne Punshon
• Using Assisted Technology — Ben Coombe, Samaritans

When: Wednesday 14th May 2014
• The Importance of Support Groups — Bronwyn Thoroughgood - Families Supporting Families
• Child Behaviour that Challenges Us — Craig Moore, Clinical Psychologist
• Discrimination — Your Rights and Responsibilities — Claire Williams — Anti-Discrimination Board of NSW

Respite may be available by contacting Commonwealth Respite & Carelink Centre on 1800 052 222
Our school has registered to be part of the 2014 National Day of Action against Bullying and Violence, being held nationwide on Friday, 21 March.

The National Day of Action against Bullying and Violence (National Day of Action) is Australia’s key anti-bullying event for schools. It’s a day where school communities across Australia ‘take a stand together’ against bullying and violence.

Rutherford Technology High School is dedicated to creating supportive school environments, free from bullying, harassment and violence. By working together we are sending a clear message to young people that bullying and violence, in or outside of school, are not okay at any time.

We have a number of programs and initiatives in place to counter bullying. These include PBL lessons for all students in Years 7-10 and presentations for Year 7 and 8 students conducted by the Police Youth Liaison Officer. Year meetings have also been held with all year groups where the schools anti-bullying pamphlet was handed out, along with a drama performance depicting positive ways of dealing with bullying.

On Friday 21st March a whole school assembly was run by SRC students to promote the anti-bullying message. At this assembly all students were given a ‘Bullying No Way’ wrist band which they can wear to demonstrate that they are committed to stamping out bullying at Rutherford High School.

The National Day of Action is an initiative of all Australian education ministers and is coordinated by the Safe and Supportive School Communities (SSSC) Working Group, with representatives from all Australian educational authorities.

The SSSC is also responsible for the Bullying. No Way! website which offers practical resources and information to help schools, parents and students counter bullying, harassment and violence.

Also available on the site is the Take a Stand app for Android, iPhone and iPad, to keep tips and advice on dealing with bullying close at hand, as well as The Allen Adventure iPad app, designed for children under 8 years.

Download these free apps now in the Student's section of www.bullyingnoway.gov.au.

Peer Support Excursion

Year 7 students, along with Year 11 peer support leaders, had a fantastic day out on Tuesday 11th March. Students enjoyed plenty of exercise and fresh air during the day at Walka Water Works, which wrapped up the peer support program for 2014.

Year 7 students were well behaved and enjoyed team activities in both peer support groups and class groups. Peer support has undoubtedly helped Year 7 to settle into high school faster and eliminated social barriers between senior and junior students, making the social aspect of starting high school a lot less daunting.

Another impressive aspect of peer support has been the opportunity to observe many of our amazing Year 11 students develop and extend their interpersonal skills as they have led sessions with their groups. We have seen Year 11 students shine! They have patiently lead, organised, improvised, mentored and befriended their Year 7 charges. The majority of peer support leaders have been fantastic role models for Year 7 and I'm sure this experience will help to shape Year 7 over the next four years, when hopefully many of them will become peer support leaders.

Thank you to our wonderful team consisting of the Year 7 Adviser Emma Basedow, Assistant Year 7 Adviser Nicole Marshall, and Year 11 Adviser Nella Clarke, for all of the work in planning and organising this excursion. Many thanks to all of the other staff members who assisted on the day!

Head Teacher Welfare

Kris Turner (Years 7, 9, 11)
Louise Smailes (Years 8, 10, 12)
Attendance

If your child is absent from school you are legally required to notify the school, explaining the absence, within 7 days. This can be done in a number of ways:

- **Phone or email** – If you know your child is going to be away from school please contact the school via phone (02 49325999) or email (rutherford-h.school@det.nsw.edu.au) to explain the absence.
- **Letter** – on the day your child returns to school after an absence send a note explaining the absence. This note is to be handed in at the school Administration Office.
- **Reply to SMS** - the school sends out an SMS message each day to notify parents that their child is absent. Please reply to the SMS stating if your child is sick or family business.
- **Please note** – you can only reply to an SMS on the day it is sent as the SMS number is only active for that day.

Kris Turner
Head Teacher Welfare (Attendance)

RUTHERFORD / TELARAH ROTARY

The Rotary Club of Rutherford/Telarah has sponsored Brittany Goddard of Year 11 in the Rotary Adventure in Citizenship (RAIC) during May, 2014.

Congratulations to Brittany. As part of her application to the Rotary Club. Brittany attended an evening meeting and addressed the Rotary Club members.

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Coastal Valleys Region Girl Guides invite you to **Come and Try Guides!**

at YOUR local Rutherford District Girl Guide Unit

For girls aged 7-18 years

Guides enjoy challenging and fun program of indoor and outdoor activities: games, leadership and life skills, craft, badges, cooking, camping and community events

For information on the location and available meetings in your area

Please contact Rutherford District Leader, Jill, on 0413937437
OR email Region Membership Advisor at helenEG2@live.com.au
Visit our website www.girlguides-nswact.org.au to find out more about Guides

HAVING FUN TODAY - LEADING THE WORLD TOMORROW ..
Maitland Art Gallery Exhibition

Saturday 8 March, 2014 marked a special occasion for two of our students, Maddison Goodridge and Isabella Diaz. It was the opening of one of six exhibitions currently held at Maitland Regional Art Gallery, called ‘Showcase’, an exhibit of student works from fifteen high schools of the region.

Of the six works submitted by RTHS, Maddison’s and Isabella’s were chosen to be included in this exhibition. As part of their art making practice at school last year, Isabella completed a self-portrait painting on canvas in the style of Picasso during year nine and Maddison, whilst still in year eight, told of her camping trip in the form of a dot painting.

The exhibition was opened by Dr Angela Philp from the School of Creative Arts at University of Newcastle, who spoke of the importance of art education and the many skills and abilities students are learning and engaged with when making art, highlighting the significance of art education as a means of learning about the world and being valuable preparation for life in the 21st century.

Art teacher Ms Wolff caught up with a very proud Maddison and her family for the opening event and urges the school community of Rutherford High to visit this beautiful local gallery and the magnificent works on display. Exhibition runs until 6 April, 2014.

2014 NSW Mining Scholarships

Three Year 11 students have applied for the above scholarships open to Year 11 and 12 students, who are studying minerals related subjects like Maths and the Science subjects, and wish to continue their studies in the mining field at university.

Congratulations to Michael Vincent, Declan Payne and Edwina Latham who have taken advantage of this opportunity. Interviews will take place in early April – so our best wishes are passed on to these three excellent students.

Throughout the school year there are many opportunities available to students who are prepared to accept the challenge and maybe step outside their comfort zone.

Information is constantly being sent to the school and may be sourced through the newsletter; messages at roll call or at the different assemblies, presented by Head Teachers or classroom teachers.

Outward Bound Hunter Youth Leadership Project 2014.

Two Year 9 students, Jac Gardiner and Cody Sweetman, have applied for this amazing seven day development program for year 9 students. Seven days in the beautiful Tweed Valley learning bush-craft skills like navigation, selecting and setting up campsites, food and fire preparation, safe hygiene practices, canoeing, abseiling, are designed to challenge and inspire so students can take initiative. Well done, Jac and Cody for making the effort to apply for these scholarships.

Canteen Roster

<table>
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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>24 March</td>
<td>K Cresswell &amp; L Wellard</td>
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<tr>
<td>25 March</td>
<td>J Pitt</td>
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<tr>
<td>26 March</td>
<td>Volunteer required</td>
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<tr>
<td>27 March</td>
<td>J Pitt &amp; D Potts</td>
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<td>28 March</td>
<td>S Clark</td>
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<tr>
<td>31 March</td>
<td>L Wellard</td>
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<td>1 April</td>
<td>J Pitt</td>
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<tr>
<td>2 April</td>
<td>A Hudson</td>
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<tr>
<td>3 April</td>
<td>J Pitt &amp; D Potts</td>
</tr>
<tr>
<td>4 April</td>
<td>Volunteer required</td>
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Welcome
TO OUR BSTREETSMART NEWSLETTER

bstreetsmart 2014 dates locked in!
Allphones Arena, Homebush will host the event again this year. The one day program will be available free of charge for all schools in NSW and the ACT.
Dates are: Tuesday 19, Wednesday 20 or Thursday 21 August.

2014 bstreetsmart event
133 Schools have already registered with 15,588 students set to attend bstreetsmart 2014. DON’T MISS OUT! BOOK IN NOW.

Why your school should attend bstreetsmart......
bstreetsmart integrates perfectly with the NSW Personal Development Health & Physical Education (PDHPE) Syllabus for road safety. The program consists of a dramatic live crash re-enactment that includes Police, Ambulance Service of NSW and Fire & Rescue. Interactive displays and crash survivor speakers bring home the road safety message with passion and clarity. The forum is run by the Westmead Hospital Trauma Service for school years 10 – 12 with the specific purpose of educating our youth and reducing road fatalities and injuries in this high risk group.
bstreetsmart was a finalist in the 2013 Western Sydney Local Health District Quality Awards. The program was also a finalist in the NSW Premiers awards in 2013.

Register your interest
2014 bstreetsmart event
To avoid disappointment we encourage you to book now on the below website:
www.bstreetsmart.org
We will contact you to confirm your booking.

2013 Student Comment:
I thought the crash scenario was extremely realistic and was very confrontational in a good way. It was quite traumatic. Very realistically portrayed and important information given.

Teacher Comment:
Congratulations and thank you to everyone involved. It was an amazing day for students and teachers. I cannot speak highly enough of this event and the message that it provides to young people. It was engaging, emotional, confronting, realistic and so important!
Rutherford Technology High School has launched its 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

Thank you: to our sponsors

Tranter Lawyers
Clements Air Conditioning and Refrigeration
Hunter Valley Buses
McDonalds Rutherford
Rotary Club Rutherford Telarah
J&S Engineering
Hunter Valley Training Company
Maitland Business and Professional Women
Daylight Schoolwear
Maitland Business Chamber
Mrs Robyn Parker MP
University of Newcastle
Maitland City Council
The Maitland Mutual
RTHS P&C

Maitland City Bowling Club
Sue's Clothing Rutherford
Hair by Natalie Rutherford
Rotary Club of Maitland Sunrise
Lioness Club of Rutherford
Lions Club of Maitland
Mr Joel Fitzgibbon MP
Macquarie Generation
Maitland VIEW Club
Nick Swanson, Harvey Norman, Rutherford
CARVE IT UP
SKATE & SCOOTER COMP
RUTHERFORD YOUTH SPACE
Sunday 6th April 2014 11am - 3pm
(Rego from 10.30am)

Pro demos and comps brought to you by
Madd Gear Australia and iSkate teams.
Free to enter comp with Beginner, Intermediate
and Advanced Skate and Scooter divisions
GREAT PRIZES / MUSIC / FREE BBQ

Competition Registration forms available
at FUEL and Maitland Neighbourhood Centre

WANT MORE INFO?
Contact: Jo Whelan (02) 4934 9753 or
email: johannaw@maitland.nsw.gov.au

Parental consent required for under 18s. Helmets must be worn during competition.

Thanks to our sponsors:
Maitland City Council
iSkate
FUEL
Samaritans
Compassion Integrity Justice
REGISTRATION FORM
Carve It Up Skate & Scooter Comp
Rutherford Youth Space
Sunday 6 April 2014
Rego Open 10.30am

Name: _______________________________ Date of Birth: _________________

Emergency Contact Name: ________________________ Ph: _______________

Medical Conditions: _______________________________________________________

I want to register for (tick):

- Skate Beginner  □  Scooter Beginner  □
- Skate Intermediate  □  Scooter Intermediate  □
- Skate Advanced  □  Scooter Advanced  □

HELMETS MUST BE WORN TO PARTICIPATE

The following risks arise when skateboarding and scooter riding. Any other similar use, walking, running or playing on or about the skate facility also includes these risks:
- Injury by not complying with the Code of Conduct;
- Injury by collision with other facility users;
- Injury by losing balance and falling;
- Injury by not wearing safety helmet, knee and elbow pads and clothing;
- Injury by collision with foreign objects on ramp;
- Injury by collision with or falling off ramp structure;
- Injury by slipping & falling caused by wet, dry or contaminated skating or pedestrian surfaces;
- Injury by slipping, tripping and falling in or over rough and uneven surfaces and edge drop-offs around and about the skate facility.

I, whose signature appears on this registration form, my heirs, executors and administrators hereby waive all and/or any claims, rights or course of action, which they may otherwise have arising out of my loss of life, personal injury and/or property damage that I may sustain in the course or consequences of my participation in the said event.

This waiver, release and discharge shall operate separately in favour of all persons, corporations and bodies involved or otherwise engaged in promoting, sponsoring or staging the event; and the servants, agents, representatives and officers of any of them; and shall operate whether loss, injury or damage is attributable to any act.

I have read the risk waiver on this form and understand the risks associated with this activity  □
I consent to photographs and electronic images being taken of me/my child during the competition  □

I certify that I am the parent/guardian of ____________________________ who is _____ years of age,

and that he/she has my consent to participate in the competition.

Parent/Guardian Name: ____________________________________________

Signature: ____________________________________ Date: ________________

Name: _______________________________ Signature: __________________________

Date: ____________________________

Under 18

18+
Saver Plus can assist families with education expenses

Families may be eligible to receive up to $500 by participating in the Saver Plus matched savings program. This money can be used to pay for educational items like school uniforms, computers, textbooks and school excursions. Saver Plus is a matched savings and financial education program, developed by Brotherhood of St Laurence and ANZ and delivered in partnership with Berry Street, The Benevolent Society and The Smith Family and other local community agencies. It aims to assist people on lower incomes to strengthen their financial skills and to save for educational expenses. The program provides financial training and support and ANZ motivates participants to continue to save by matching their savings dollar for dollar, up to $500.

The Smith Family is delivering Saver Plus in your community and is seeking support from local schools like yours, who may be able to refer parents or other members of the school community to apply. The benefits to participating families are amazing.

Studies by RMIT University show 70 per cent of Saver Plus participants keep saving at the same or a greater rate long after the program finishes. They gain more control over their finances, which in turn reduces stress and worry, increases confidence, and creates new opportunities. Saver Plus is being delivered in 60 areas around Australia and more than 15000 families have participated to date.

I would be interested in working with your school to refer as many of your parents and other school community members as possible. If you are interested please contact me on 49278385 or 1300 610 355.
SENIOR STUDY

During Week 10 this term Ms Turner and Mrs Fabri will be conducting interviews with any Year 12 students who currently have outstanding N Awards across a number of subjects. Year 12 students are encouraged to ensure that they complete, and hand in assessment tasks by the due date.

The table below outlines the assessment tasks due for Term 1 2014:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Task</th>
<th>Teacher</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Science</td>
<td>Topic Test</td>
<td>L Wells</td>
<td>Week 8</td>
</tr>
<tr>
<td>English Standard</td>
<td>Belonging – Visual &amp; textual techniques &amp; analysis</td>
<td>B Kovats, A Rutherford, J Lacey</td>
<td>Week 8</td>
</tr>
<tr>
<td>Modern History</td>
<td>International Studies in Peace and Conflict</td>
<td>J Kachel</td>
<td>Week 8</td>
</tr>
<tr>
<td>Maths Extension 1</td>
<td>Half Yearly Exam</td>
<td>P Forbes</td>
<td>Week 9</td>
</tr>
<tr>
<td>Maths General 1</td>
<td>Half Yearly Exam</td>
<td>C Jackson</td>
<td>Week 9</td>
</tr>
<tr>
<td>Maths General 2</td>
<td>Half Yearly Exam</td>
<td>P Forbes, K Watson, D Carratt</td>
<td>Week 9</td>
</tr>
<tr>
<td>Advanced Maths</td>
<td>Half Yearly Exam</td>
<td>G Archbold</td>
<td>Week 9</td>
</tr>
<tr>
<td>English Studies</td>
<td>We are Australians</td>
<td>E Voorbij, J Carter</td>
<td>Week 9</td>
</tr>
<tr>
<td>Advanced English</td>
<td>Module A Comparative Study of Texts</td>
<td>J Blackwell</td>
<td>Week 9</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Society: Sparta</td>
<td>B Boughton</td>
<td>Week 9</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>Innovation Case Study</td>
<td>M Robinson</td>
<td>Week 9</td>
</tr>
<tr>
<td>Work Studies</td>
<td>Research Task – Social Issues</td>
<td>T Butler</td>
<td>Week 10</td>
</tr>
<tr>
<td>PDHPE</td>
<td>Core 2 In class test</td>
<td>D Thomas</td>
<td>Week 10</td>
</tr>
<tr>
<td>Primary Industries</td>
<td>The Environment</td>
<td>A Young</td>
<td>Week 11</td>
</tr>
<tr>
<td>Community &amp; Family Studies</td>
<td>Independent Research Project</td>
<td>M Thompson</td>
<td>Week 11</td>
</tr>
<tr>
<td>Drama</td>
<td>Verbatim Theatre</td>
<td>A O’Callaghan</td>
<td>Week 11</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Marketing</td>
<td>T Butler</td>
<td>Week 11</td>
</tr>
<tr>
<td>Design &amp; Technology - Multi Media</td>
<td>Innovation Case Study</td>
<td>J Marks</td>
<td>Week 11</td>
</tr>
<tr>
<td>Exploring Early Childhood</td>
<td>Legislation Research Task</td>
<td>L Wicks</td>
<td>Week 11</td>
</tr>
<tr>
<td>Music 1</td>
<td>Elective 2</td>
<td>L Hornery</td>
<td>Week 11</td>
</tr>
</tbody>
</table>

MAITLAND CITY LIBRARY HOLIDAY FUN APRIL

LEGOMANIA

LEGOmania hits Maitland City Library these April holidays. You’ve seen it on the big screen, now get into the library and get building with LEGO! Lots of exciting activities and challenges for kids from 4 -14 years. Booking and payment prior to events is essential and may be made online at


Contact Maitland City Library for more information on 4933 6952.
UNSW INDIGENOUS WINTER SCHOOL

Sunday 6 July to Saturday 12 July, 2014
Applications close Friday 11 April, 2014

A week long residential program designed to provide indigenous students in Years 10, 11 & 12 with an opportunity to experience university life. Students will participate in academic lectures and tutorials, presentations, study sessions and team building exercises while interacting with staff and students.

The program is at no cost to participating students.

If you are interested view [http://www.nuragili.unsw.edu.au/winterschool.html](http://www.nuragili.unsw.edu.au/winterschool.html) or contact Mrs Elliott or Mrs Porter on 4932 5999 by 28 March.

AUSTRALIAN DEFENCE FORCE ACADEMY

The Australian Defence Force Academy (ADFA) is a unique university where you’ll get paid a salary to study a degree from the University of New South Wales (UNSW). You’ll also undertake military leadership training and learn to become an officer in Australia’s Navy, Army or Air Force. In addition to the salary all tuition fees are covered.

Applying for ADFA is a dual application process that can take up to 12 months, so if you’re interested it would be best to get started now. Find out more information [http://www.defencejobs.gov.au/education/adfa/howToApply/applocationProcess.aspx](http://www.defencejobs.gov.au/education/adfa/howToApply/applocationProcess.aspx)

ABORIGINAL SCHOOL LIAISON OFFICER

Yaama,

My name is Michael Heitmeyer and I am writing to you today to introduce myself as the Rutherford Technology High School Aboriginal School Liaison Officer.

I am going to be working on a variety of programs and projects, some that are already in place and others that will be starting from scratch. If you have any questions about the school, about programs happening or just want to come in for a yarn, feel free, or if you prefer give me a ring and we can talk on the phone. I am here to help the kids, families and community to provide the Aboriginal/Torres Strait Islander community with the best education possible.

Thank you and I look forward to working with you.

Michael Heitmeyer (Monday to Thursday)

UNIFORM SHOP

Uniform shop has plenty of stock for the cooler mornings, winter jackets, trackpants.

Online ordering is available through the school website. Click on the Daylight logo to enter and you pay via Paypla or Credit card. Orders can be picked up from the Uniform Shop, also phone orders are welcome.

*Hours of Uniform Shop*

*Tuesday 8.00am to 12 noon*
*Thursday 12.30pm to 4.30pm*

*The Uniform shop will be open on Parent/Teacher Evening between 3.30pm-5.30pm.*