SHOW TEAM STUDENTS AT MAITLAND SHOW.

Students of the Rutherford Technology High School Show team attended the Maitland Show on Friday the 19th of February. The team entered the junior cattle judging competition to practise their critical thinking and test their knowledge of desirable cattle characteristics. It was a hot day and Akubras were essential! Twelve students attended the competition which requires the students to assess the quality of bulls, steers and heifers. They were up against almost 80 other students from schools around the district. Each student examined the animals in each class and ordered them based on their size, muscling, structure, overall health, and other traits specific to the type of animal. If students placed the cattle in the correct order for each of the three classes, the over judges would select them to explain their choices orally. Public speaking is challenging but students need to overcome this to achieve in the junior judging.

The show team put in an excellent effort and took the competition very seriously. They improved their skills in cattle judging and took home some new knowledge. The team will further develop their skills during show team meetings and attend future competitions. The show team members should be highly commended for their positive representation of the school in their local community.

Trudy Keys
Science Dept
SENIOR EXECUTIVE REPORT

After our enjoyable summer break, term 1 is well and truly underway with swimming carnivals, parent information evenings, excursions and the start of many knockout sports teams playing their first round. I am really happy with how the students have settled into their learning and especially the way our new students have embraced their new school.

With the start of a new year it gives our students the opportunity to set out their learning goals for the year and other areas of life they would like to see developed. Unfortunately for too many people these goals are nothing more than fluffy statements that never go anywhere. In setting goals it is important to pursue them vigorously. A spectator once commented to a golfer “I’ve never seen anyone so lucky in my life,” to which the golfer replied “well, the harder I practice, the luckier I get.” I would encourage all of our students to find that new work ethic this year.

I hope that this year we see our students develop consistent positive habits of learning and character as they seek to achieve their goals and live lives that make a difference.”

I have attached a copy of the schools expected behaviours along with the Department of Education’s behaviour Code for Students.

I would like to remind parents, carers and students of the following:

Mobile phones, hats, earbuds in class are not allowed. The expectation is that hats are off, mobile phones are off and in bags and earbuds are in bags.

Carpark. Parents, carers and students are not to park in the carpark. The staff carpark is for staff and student taxi services only.

Road safety. The front of our school becomes a very busy place in the morning and afternoon. There is a student crossing and the expectation is that students use this to cross the road. Parents are reminded not to park in the bus bay and to park in designated areas to drop off and collect students. As with the front of the school, the roundabout on Alexander Ave becomes extremely busy in the afternoon. Students are reminded to take caution and we ask that parents speak with their children about crossing the road safely.

Arriving at school. Students are expected to arrive to school before 9am. When students arrive at school the expectation is that they enter the school grounds and do not wait out the front of the school. Students are not to go to the shops before school.

Uniform. Our students are looking very good in their uniform and we have had a number of compliments from the community. A reminder that black tights or jeans including jean shorts are not part of the school uniform.

Energy drinks. These drinks are a health concerned and are a banned item at school. If students have these at school they will be asked to either hand them to staff or place them in the rubbish bin.

SCHOOL UPGRADE

Students and staff are excited about the majority of our upgrade work nearing completion. We are hoping all of our new 2 storey block and the upgraded quadrangle areas will be open by the end of week 7. Work will then commence on the school oval.

Kylie Fabri
Deputy Principal
# Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

**In NSW public schools students are expected to:**

- Respect other students, their teachers and school staff and community members.
- Follow school and class rules and follow the directions of their teachers.
- Strive for the highest standards in learning.
- Respect all members of the school community and show courtesy to all students, teachers and community members.
- Resolve conflict respectfully, calmly and fairly.
- Comply with the school’s uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- Not bully, harass, intimidate or discriminate against anyone in our schools.

**Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.**

# Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

### Respect

- Treat one another with dignity.
- Speak and behave courteously.
- Cooperate with others.
- Develop positive and respectful relationships and think about the effect on relationships before acting.
- Value the interests, ability and culture of others.
- Dress appropriately by complying with the school uniform or dress code.
- Take care with property.

### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct.
- Negotiate and resolve conflict with empathy.
- Take personal responsibility for behaviour and actions.
- Care for self and others.
- Avoid dangerous behaviour and encourage others to avoid dangerous behavior.

### Engagement

- Attend school every day (unless legally excused).
- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education back the authority and judgment of principals and school staff at the local level.
UNIFORM POLICY

**Rationale**
RTHS P&C Association endorses the wearing of a designated school uniform for these reasons:

**Positive perceptions:** Communities often make judgements about their local school on the basis of its students’ appearance. The wearing of our school uniform not only encourages positive perceptions about RTHS but encourages student pride in our school.

**Sense of belonging:** The wearing of a school uniform says “you are one of us”

**Equity:** When our students dress the same, there is no need for them to compete in fashion. Families save the expense of providing their children with a range of clothing.

**Safety and security:** Our uniform helps make our school learning environment safe. We can easily identify people who should not be in the school and possibly place our students at risk.

**Communication to stakeholders**
RTHS student uniform code will be communicated to its student and parent community through:
1. School newsletters which will contain information about RTHS Uniform Shop hours, prices, and current uniform requirements.
2. School assemblies. We use this forum to provide feedback to students, information on particular items of uniform, and processes to follow for students out of uniform with valid reason.
3. The student intranet and RTHS public website.

**Support and Assistance**
Students requiring support and assistance can access:
1. The student uniform pool. This can be accessed through any member of the School Executive or Year Advisor.
2. The Student Assistance Scheme. School administration can provide further details on how to access this.
3. In circumstances where a student is unable to wear correct school uniform, a note from the parent explaining the situation should be written for the student to present to the Roll Call teacher to be issued with an “Out of uniform pass”. This pass then excludes the student from uniform compliance checks. However, it will be required to show to any staff member on request.

**Monitoring Compliance**
Uniform compliance is monitored through:
1. Uniform checks held:
   - During morning roll call assemblies.
   - Randomly at any time.
2. Non-complying students identified through uniform checks will have their names recorded on the Sentral data base. This information is used to determine eligibility for various school activities.
3. Correct student footwear (covered in black leather shoes) checked by teachers for WHS compliance in practical lessons.
4. Students must be dressed in correct school/sport uniform to participate in excursions or extra-curricular activities on the day the activity occurs unless otherwise stated in the permission note.
4. Random checks at any time by any member of the school executive. The infraction will be recorded on the Sentral data base and the student issued with an Out of Uniform Note.
Consequences for non-compliance

1. Students are deemed to be non-compliant when they have:
   four infractions per term and are thus not permitted to:
   a) represent the school in sporting teams
   b) participate in extra-curricular activities
   c) use the school’s specialist teaching spaces before and after school and during recess/lunch periods.
   d) participate in non-compulsory school excursions

Eight infractions per term will result in this information being recorded on the front of their school reports as “does not comply with RTHS Uniform Code on a regular basis.”

2. Students not complying with correct footwear under WHS requirements cannot participate in practical work. Instead they will complete an alternative learning activity.

3. Students complying with the uniform code will be given priority in accessing school services, for example boarding school buses.

Restitution and appeals

1. In exceptional circumstances students can appeal in terms of the consequences for non-compliance by stating their case in writing and handing it to the Principal for special consideration.

2. Students can redeem non-compliance when they have been in uniform for a period of 3 weeks from the date of non-compliance.

IMPORTANT ANNOUNCEMENT!

NEW TRADING HOURS FOR UNIFORM SHOP
TUESDAY & THURSDAY
8am - 12 noon
Ph: 0478 920262
STAMPS FOR CHARITY

Thank you to the students and their families who supported this charity during 2015. The group we support raised over $25,000 during 2015 (about $750,000 since they started in the 1970’s) and have distributed about $24,000 in charitable donations so far this year, with more about to be allocated, through the efforts of groups like us across NSW.

A reminder for those wishing to help in 2016, and information for those new to the school; the charity collects and resells used stamps to collectors, stamp dealers and retail stores. You can help by keeping the envelopes from your mail (as intact as possible) and sending them to me at the Mathematics staffroom at School.

It would be good if you can send the entire envelope, as often the logos and postmarks are as collectible as the stamps. If, however, you would prefer to tear the stamp from the envelope, please try to include the postmark as well as the stamp and avoid tearing very close to the stamp, as stamps with torn perforations are of no value.

Thanking you in anticipation,

David Carratt
Maths Dept

SAVE THE DATE

28th - 29th June 2016 for a night packed with smash hits from the hyper - coloured 1990’s!

WOW! Over 50 auditions took place for our Musical! We have so many talented students here at Rutherford Technology High School. Rehearsals are underway. We would like to personally congratulate all students for their outstanding auditions and look forward to putting on a fantastic, energetic musical for all your friends, parents and community members.

Ms Hornery & Miss McCann

STAMPS FOR CHARITY

MATHSPACE IS HERE!!

Introducing a new online Mathematics tutorial for all students at Rutherford Technology High School. After about 10 successful years of using Mathletics, we have decided to change over to what I believe is an even better product. Mathspace is a much more intuitive software package that will provide an enormous amount of support and extension for every student.

All students studying Mathematics from Year 7 to Year 12 have been given access to Mathspace free of charge for at least the next 12 months. If they haven’t been given their username and password yet, they need to see their classroom teacher asap. Students can log in 24 hours a day, 7 days a week.

We will be using it on a regular basis during Mathematics lessons, however, if students get in the habit of spending as little as 15-20 minutes each night using Mathspace, the improvement seen in their mathematical skills and knowledge should be quite dramatic. Their Mathematics teacher may also decide to use this software as part of their classes’ homework routine.

For Year 7 and 9 students, Mathspace has some very useful NAPLAN practice sections that are definitely worth a look.

In 2016 we will also continue using Mathsonline, which is another quality online package made available to all students. Parents can also quite easily get involved and also monitor their child’s progress by logging on, to either package with them.

If you have any questions, please don’t hesitate to contact me on 49325999.

Craig Trotter
Head Teacher Mathematics
PEER SUPPORT – YEAR 7 EXCURSION TO WALKA WATER WORKS
Every Tuesday morning since the beginning of the year all Year 7 students have been participating in the Peer Support program. Under the watchful eyes of our dedicated Year 11 Peer Support leaders Year 7 students have now completed Sessions 1 through to 5. During each session students have taken part in a range of activities which have a particular focus on resilience. The aim of our Peer Support program this term is to cover skills and processes which will enable students to:
- Respond resiliently to challenges
- Acknowledge their skills and achievements
- Identify people who support them
- Reflect on how they view achievement, success and failure
- Support each other in their transition to secondary school
- Take responsibility for their own wellbeing

Next Tuesday 8th March, all Year 7 students, their Peer Support leaders, and accompanying teachers, will be walking to Walka Water Works, where they will complete the final 3 sessions of the program. If your child has not yet returned their permission note, please do so as a matter of urgency. There is no cost associated with this excursion and it is expected that all students will attend. A copy of the permission note, with full details of the excursion, can be found at the end of this newsletter.

If you require further information about this excursion, please contact Mr Kegan Daly (Year 7 Adviser) or Ms Kristine Turner (Head Teacher Wellbeing).

WELLBEING PROGRAMS
The Wellbeing Faculty are currently running small group programs for a number of students across the school. These programs aim to build a range of skills in our students:

**TREE OF LIFE** - is a 6-week program running each Thursday and targeting a number of our Year 11 and Year 8 students. It is a self-awareness program which uses art to encourage students to explore where they have been, their strengths, dreams, goals and future directions.

**MANAGING THE BULL** – is a 6-week program running each Monday with a small number of Year 7 students. This program focuses on building resilience, discovering inner strength, building self-esteem, communicating effectively and building support networks.

**LOVE BITES** - is a school based early intervention and prevention program on sexual assault and domestic violence. Female and male educators, teachers, police officers and relevant counsellors and youth workers with experience in the areas of sexual assault and family/domestic violence facilitate the program. ‘Love Bites’ is an interactive and innovative full day program consists of two interactive workshops in the morning on family/domestic violence and sexual assault (these workshops provide information on consent, the legalities of sexual assault, defining exactly what Domestic Violence is, discussing and exploring and challenging the myths around violence against women and discussing what a respectful relationship is) and then two workshops for the remainder of the day that consolidate the information from the morning workshops by working alongside students to write, perform and record a hip hop song, and develop posters/resources around the issues of Domestic Violence and sexual assault. All students participate in the art and hip-hop workshops. The responses and commitment from young people involved in the program are overwhelmingly enthusiastic and embracing. Year 10 will be participating in this program over the next fortnight.
MOTIVATIONAL PRESENTER JOHN COUTIS – all year groups were lucky to be inspired by Motivational speaker John Coutis this fortnight. John was born with a severe disability that rendered his legs useless, John defied medical opinion by refusing to die. Today John speaks all around the world to tens of thousands, with a message of hope against adversity.

Head Teacher Wellbeing
Kris Turner (Years 7, 9, 11)
Louise Smailes/Brooke McCallum (Years 8, 10, 12)

STUDENT ATTENDANCE
Research has proven that there is a high correlation between school attendance and academic performance and success, while absence from school is often the greatest single cause of poor performance and achievement. Regular school attendance will help your child to achieve in later life, makes learning easier for your child, and helps children build and maintain friendships with other children.

Parents can help to promote the value of education by making sure that your child goes to school regularly and arrives on time. If your child starts missing school, work with the school to put things right by contacting the school and speaking with a year adviser or the Head Teacher Wellbeing.

This term we will be conducting student interviews with all students whose attendance is currently of concern. These interviews will be conducted by Home School Liaison Officers who are employed by the DEC to work with students in improving attendance. Interviews will be of a supportive nature, with the view to identifying reasons why students are absent, and ways in which the school can support students to improve their current rates of attendance.

If you have any concerns regarding your child’s attendance please contact the school.

Kristine Turner
Head Teacher Wellbeing (Attendance)

<table>
<thead>
<tr>
<th>EVERY DAY COUNTS......</th>
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<tbody>
<tr>
<td>A day here or there doesn't seem like much, but.........</td>
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<table>
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<tr>
<th>If your child misses.....</th>
<th>That equals.....</th>
<th>Which is.....</th>
<th>And from Kindy to Year 12 that is.....</th>
<th>Which means the best your child can achieve is.....</th>
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<tbody>
<tr>
<td>1 day each fortnight</td>
<td>20 days per year</td>
<td>4 weeks per year</td>
<td>Nearly 1 1/2 years of school</td>
<td>Equal to finishing Year 11</td>
</tr>
<tr>
<td>1 day a week</td>
<td>40 days per year</td>
<td>8 weeks per year</td>
<td>Over 2 1/2 years of school</td>
<td>Equal to finishing Year 10</td>
</tr>
<tr>
<td>2 days a week</td>
<td>80 days per year</td>
<td>16 weeks per year</td>
<td>Over 5 years of learning</td>
<td>Equal to finishing Year 7</td>
</tr>
<tr>
<td>3 days a week</td>
<td>120 days per year</td>
<td>24 weeks per year</td>
<td>Nearly 8 years of learning</td>
<td>Equal to finishing Year 4</td>
</tr>
</tbody>
</table>

Give your child every chance to succeed....

Every day counts!
National Assessment Program – Literacy and Numeracy 2016

LETTER TO PARENTS

In May 2016 the National Assessment Program – Literacy and Numeracy (NAPLAN) will be completed by students in Years 3, 5, 7 and 9. NAPLAN has the support of all State and Territory Education Ministers and will assess the literacy and numeracy skills of students across Australian schools.

The results of the tests will provide important information to schools about what each student can do, and will be used to support teaching and learning programs. Parents will receive a report indicating their child's level of achievement. Each student's level of achievement will be reported against the national minimum standard.

Student background information (student name, gender, date of birth, language background and Aboriginality) will be collected as part of the National Assessment Program. This information is treated confidentially and held securely to ensure that every student's right to privacy is maintained.

The NAPLAN tests will be conducted from 10-12 May 2016.

<table>
<thead>
<tr>
<th>TUESDAY 10 MAY</th>
<th>WEDNESDAY 11 MAY</th>
<th>THURSDAY 12 MAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Conventions (Spelling, Punctuation and Grammar)</td>
<td>Reading</td>
<td>Numeracy</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
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</tbody>
</table>

In the Numeracy tests students do not require any measuring tools such as rulers or protractors. In Years 7 and 9 there will be two Numeracy tests: one where a calculator is allowed and one where calculators are not to be used. For the calculator test, the student should use the calculator that they currently use at school.

Friday 13 May – A ‘catch-up’ day is scheduled for students who missed a test or were absent on a test day.

Students may be considered for exemption from the tests if they:
- are newly arrived in Australia (less than one year before the test) and with a language background other than English, or
- have significant intellectual disability and/or significant co-existing conditions which severely limit their capacity to participate in the tests.

All other students are expected to participate in the tests. Disability adjustments which reflect the student's normal level of support in the classroom may be provided. Large print, Braille, coloured paper versions and electronic tests are available to meet the needs of individual students.

Access to disability adjustments or exemption from the tests must be discussed with the school principal and a parent or carer consent form must be signed.

Students may be withdrawn from NAPLAN by their parent or carer. This is a matter for consideration by parents in consultation with the school principal. If you wish to withdraw your child from the tests, a parent or carer consent form must be signed.

Please make an appointment with the principal of the school your child attends if you would like to discuss your child’s participation in NAPLAN.

Additional information about NAPLAN can be found at www.nap.edu.au/NAPLAN/Parent_Carer_support/index.html.
On Tuesday 2\textsuperscript{nd} March we travelled to Maitland Federation Centre to participate in the Girls Open Gala Day. We began the day at 8.45am arriving at the centre at 9.05am, the team was enthusiastic and excited, looking magnificent in their netball uniforms. We started our first game at 9.30am against Kurri Kurri. The team played extremely well, in particular Kelly, Courtney, and Alanah in defence, winning the game 19 to 6. The defence held strong and the attack combined well together to give our shooters, Zoey, Charli, and Emily plenty of opportunities. Our second game against Cessnock began slowly but we were able to show our dominance clearly in the second half, with good team play in the centre court by Emmerson, Lauren, Tallara, Deja, and Regan, we won the game easily. The team was on fire, but beginning to tire. We played our third game against Maitland at 11.00am. We tried hard but the Maitland team out played us with representative players across the park, we lost 21 to 6. We rested for lunch, tried to recuperate but the heat and exhaustion started to affect our team. Although we tried, we had two losses after lunch against Grossmann and Mount View.

I would like to congratulate the team, they are: Kelly Atkins, Deja Draper, Alanah Dever, Emmerson Field, Charli Field, Emily Forth, Laura O’Connor, Regan O’Donnell, Zoe-Lee Slade, Tallara Suey, Courtney Walsh on their sportsmanship and never say die attitude, in particular Kelly, who never gave up throughout the day, tried hard every match, and worked hard for her team mates, a great effort from an excellent player. Congratulations again to the team on the effort they put in on the day and the training they have attended over the past weeks.

\textit{Nicole Charlish}

\textit{Coach}
All 4 One
Collective

Come join us at headspace Maitland for a monthly social support group for same sex attracted, intersex and gender diverse young people or young people who are questioning their sexual or gender identity.

What you can expect from the group:
- A fun, welcoming environment
- A chance to meet like minded young people
- A safe place to ask questions
- Access to resources and information
- Conversations around finding new ways to advocate for young LGBTQI+ people
- Open to friends and allies of the LGBTQI+ community (if you would like to come along to support your friend you are more than welcome!)
- Free afternoon snack!

Meetings are free to attend and open to all young people between the ages 14 to 25 years who identify, have questions or would like to support the LGBTQI+ community. Please email or call to register.

When
Last Thursday of every month 4-5pm

Where
73 Elgin Street Maitland 2320

Contact
Laura Hanlon - Community Awareness and Engagement Officer
E: laura.hanlon@salmaritans.org.au
P: (02) 49 311 000

Parents and Carers
Monthly Social Support Group

Are you the Parent or Carer of a young person between the age of 12 - 25 years who is affected by Mental Health?

Come along to headspace Maitland’s monthly social support group for a cuppa and a chat!

It can be helpful to meet other Parents and Carers going through a similar situation to your own. The Parents & Carers group is for you to share stories and strategies and have a voice in regards to the services available at headspace Maitland. The group is free to attend and morning tea is provided.

 Registrations are essential - please email or call Laura at headspace Maitland to book a place.

AN INVITATION TO CARERS

Do you provide care and support to another person?
You are invited to Carer Connections
Take the Opportunity to Connect with other Carers and listen to our Guest Speaker!

Carers are usually family members or friends who provide support to children or adults who have a disability, mental illness, chronic condition or who are frail aged.

GUEST SPEAKER: June Morris - Service Manager
Newcastle/Lake Macquarie Dementia Advisory Service

TOPIC: “Dementia and why you need to know about it”

VENUE: Wallsend Diggers, 5 Tyrrell Street, Wallsend
TIME: 10.00am – 12.06pm

COST: Free - includes Morning Tea

WHEN: Thursday 31 March 2016
RSVP: Thursday 24 March 2016

For more information or to Register Contact:
HNE Carer Education & Support Program – Hunter on 4924 8140 or 1300 887 776
or Email: Educare-Admin@snlhealth.nsw.gov.au
(We ask that you RSVP for catering purposes)
Another great workshop from The Family Action Centre

Engaging Adolescents
For parents of children 11–18 years

Engaging Adolescents is a 3 week (6-hour) course for parents and carers of teenagers to develop greater confidence in parenting adolescents and to build stronger relationships with their teens.

Topics covered include:

- understanding adolescence
- identifying “normal” teenage behaviour and reasonable expectations to hold about teens
- understanding our job as a parent of a teenager
- deciding what’s worth reacting to and what’s not
- how to manage challenging teen behaviours
- how to hold tough or difficult conversations more successfully
- how to build positive, healthy and respectful relationships with your teen

Venue: Woodberry Family Centre
Date: Wed 16th, 23rd & 30th March 2016
Time: 9.30am – 12.00 noon

To express your interest, please contact:
Name: Robbie King
Phone: 4914 0444
Email: info@mfss.com.au

Bookings Essential

www.mfss.com.au

Presented with the support of:
HELPFUL HINTS FROM THE LaST (LEARNING and SUPPORT TEAM)

High Reliability Literacy Strategies

What is literacy?

Literacy is the ability to convert knowledge into something we say, make or do and communicate with others.

Why are literacy strategies useful?

Everyone can improve their level of literacy, from beginners to experts. The High Reliability Literacy Strategies (HRLS) are a set of tools to help you improve your literacy skills.

What are the literacy strategies?

The strategies to help me learn are:

1. Getting knowledge ready
2. Vocabulary
3. Reading the text aloud
4. Paraphrasing
5. What questions does the text answer?
6. Summarizing
7. Review

The LaST will focus on each of the seven High Reliability Literacy Strategies in the Newsletter published each fortnight. In doing so we hope you will find them useful and provide methods to enhance skills in literacy and assist our students to become more proficient and productive.

In future Newsletters these strategies will be reviewed along with some suggestions for practical application.

Free Sexual Health Clinic at headspace Maitland

caught anything lately?

What:
Free General Health Clinic - STI, HIV and Rapid HIV testing. No appointment necessary.
When:
Mondays: 11:30am - 4pm
Where:
headspace Maitland 13 Eigan Street Maitland 2320
Contact:
P: (02) 4931 0000

NSW Government: Hunter New England Local Health District

headspace Maitland

[Image of fishing scene with the headspace logo]
Would you like to join the YRG?

Are you aged between 12 and 25 and live in the Maitland and Upper Hunter Region? Do you have something to say about health, mental health and drug and alcohol issues? headspace Maitland are looking for volunteers!

APPL INICATIONS CLOSE MIDNIGHT MARCH 31 2016

What
The Youth Reference Group (YRG) is a bunch of dedicated young people who volunteer their time to help make headspace Maitland the best place possible for young people!

How
Fill out the application form which you can find on our website under ‘More Information’ then email it to the below address.

Contact
P: (02) 49 311 000
E: laura.hanlon@samaritans.org.au

headspace is all about providing young people with the opportunity to be heard and be active around youth mental health and alcohol and other drug issues. There are a number of roles you can play in the Youth Reference Group, including:

- Having a say about what is important to you
- Leading a project in your local area
- Website consultation and development
- Research and evaluation of headspace services
- Consultation around resource development such as, factsheets, brochures, radio ads etc
- Peer support and mentoring
- Media Spokesperson

headspace acknowledges Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia and we pay our respects to their Elders both past, present and future.

headspace National Youth Mental Health Foundation is funded by the Australian Government Department of Health under the Youth Mental Health Initiative
## PRICE LIST

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<th>ITEM</th>
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<td></td>
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</tr>
<tr>
<td>Snr Blouse Lemon</td>
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<tr>
<td>Snr Skirt</td>
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<tr>
<td>Bootleg slacks</td>
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<tr>
<td><strong>Boys</strong></td>
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<td>Jnr/Snr Boys Shorts</td>
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**OPENING HOURS:**

- **TUESDAY** 8:00am - 12noon
- **THURSDAY** 8:00am - 12noon
Rutherford Technology High School has an Official Facebook Page – just go to Facebook and look for “Rutherford Technology High School NSW Official Site” and click on “Like”.

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

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

THANK YOU TO McDONALDS RUTHERFORD.

McDonalds Rutherford continues to support our school in many ways.

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

Hook into Hockey Program

Suits Boys & Girls 4 to 11 years of age

When: Wednesday 2nd, 9th, 16th & 23rd March

Length: 4 Weeks of coaching

Time: 5:00pm to 6:00pm

Where: Maitland Hockey Field, Maitland Park
Elgin Street, Maitland

Cost: $65 includes kit (puck & stick bag, belt, shin guards, mouthguard, reversible singlet, whistle,건설)

Need sizes & shirt size by 22/1. Email ross@gme.com

Can notify later but may receive kit after start

Play Hockey this Winter

Competitions for

Juniors (U6 & U9) from Wed 30/3/16 to 28/4/16, 5pm to 6pm

U13 from Wed 30/3/16, 6pm

U18 from Tues 29/3/16, 6pm

Women’s – Saturdays from Noon

Men’s – Interclub Comp Sundays [Victoria Road]

Training starts Thursday, 2/3/16 at 5pm for U6’s & 18’s

FUN, SAFE, ONE PLACE, ONE TIME
LOOK out for registration on our website:
www.maitlandhockey.org.au

Or like us on Facebook: Maitland Hockey Association

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Lochinvar Rovers Football Club

REGISTER FOR 2016 Season!

Football is a fun Winter sport for both girls and boys.
The Lochinvar-Rovers are a family friendly club and encourage kids to play football with their friends.

We have teams starting with Under 6’s right through to Over 35’s for girls, boys, men and women.

If you are interested in playing Football next season, registrations will take place in early February 2016

For all the most up to date details please visit our facebook page and website:

www.lochinvarfc.com.au

Everyone is welcome at the Lochinvar-Rovers
<table>
<thead>
<tr>
<th>ROLLS AND WRAPS</th>
<th>PRICE</th>
<th>HOT FOOD</th>
<th>PRICE</th>
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<td>Curried Egg Sandwich</td>
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<td>Cheese Sandwich</td>
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<td>Ham, Cheese &amp; Tomato</td>
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<td>Cheese &amp; Bacon Pie</td>
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<td>Cheese &amp; Tomato</td>
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<td>Mamee Cup Noodles (chicken)</td>
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<td>Meat Sandwich</td>
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<td>Toasted Sandwich(extra)</td>
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<td>Chicken Salad Box</td>
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<td>Chicken Caesar Salad Box</td>
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<td>Fresh Fruit Salad Term 1&amp;4</td>
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<td>Fresh Water Melon Term 1&amp;4</td>
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<td>Deli Rock Chips</td>
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<td>JJ’s Chips</td>
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<td>DRINKS</td>
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<td>Moove Milk 300ml</td>
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<tr>
<td>Juice 300ml/375ml</td>
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<tr>
<td>Water 600ml</td>
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<tr>
<td>Plain Milk 600ml</td>
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<td>Soft Drink 600ml</td>
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<td>Quench</td>
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<tr>
<td>Hot Chocolate (Term 2 &amp; 3)</td>
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<td></td>
<td></td>
<td>Frozen Yoghurt</td>
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<td>Vanilla Buckets</td>
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<td>Juice Ice Block</td>
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<td>Tomato</td>
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<tr>
<td>Sweet &amp; Sour</td>
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<td>Moosies</td>
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</tbody>
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PARENT SURVEY of NEWSLETTER

We produce a newsletter each fortnight, with a focus on upcoming events and student-based achievements.

We are interested in your comments and suggestions for future editions. Please complete the questionnaire below and return it to the Front Office as soon as possible.

1. Family Name: .................................... Student Name: .............................. Year: ......

2. Please tick the aspects of the newsletter you regard as important:
   a. Calendar of upcoming events
   b. Student Achievements
   c. Year Adviser Reports
   d. Parenting advice and issues
   e. Reports on past events
   f. Educational readings
   g. Graphs and statistics of student achievement
   h. Student work: poetry, artwork, stories, essays
   i. Sport Reports

3. We aim to cease sending the newsletter via post. If you would like the newsletter e-mailed to you, please provide us with your current e-mail address: .................................................................

   Alternatively, the newsletter can be found on our website and also on the RTHS App.
Dear Parent or Caregiver,

This note is to inform you of the details of an excursion that has been organised and seeks your permission. All Year 7 students and Year 11 Peer Support Leaders will be participating in a student wellbeing day to conclude peer support activities on Tuesday 8th March, 2016 at Walka Water Works.

Students will follow the usual morning routine by attending roll call and assembly at 9am on the Basketball Cola. At the completion of roll call all students will walk down to Walka Water Works as a group, under strict staff supervision. Students will return to school in time to make normal Tuesday travel arrangements home from school. (If you would like your child to make alternate travel arrangements home please notify Mrs James with a signed permission note).

Students are to wear their PE uniform as they will have the opportunity to participate in sporting activities in the afternoon. Students are encouraged to bring sunscreen and wear a hat.

**Cost of the excursion is FREE.** Students are asked to bring their own recess and lunch as per normal school day routine. They may like to organise with their friends to bring a picnic lunch. Students will also require bottled water.

**Note:** there are no facilities at Walka for students to purchase food or drinks.

All staff attending this excursion have completed Emergency Care training.

K Daly 
Year 7 Advisor

J James 
Assistant Year 7 Advisor

N. Clarke 
Year 11 Advisor (Rel)

M. Whiting 
Principal

Please detach and return by Monday 7th March.

Year 7 – return notes to Mrs James in the HSIE staffroom

Year 11 Peer Support Leaders – return notes to Mrs Clark in the Art staffroom

I hereby consent to my son/daughter ___________________________ (name) of Year __________ to participate in an excursion to Walka Water Works, Maitland, on Tuesday 8th March, 2016.

My son/daughter has special needs: (**please provide full details and include any relevant medical details**) 

I do / do not (please circle) give permission for my child to receive medical treatment in case of emergency.

Signature: …………………………………………………………… Date: ………………….

Contact Number (in case of emergency): ___________________________________________