



### Issue 9

27 June 2018

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Our school stands proudly on  
Bundjalung land

### From the Principal's Desk

We do not have long until the end of term. If you received a letter of concern, this is a reminder that your child's learning materials need to be completed and returned so that the staff can get the marking done and ensure that your child in up to date and meeting the NESA requirements in their education. Please ensure that you read these letters and discuss them with your child to ensure that they remain on track.



A big thank you goes out to the Primary staff for their mini-school and invite last week. I enjoyed working with the students and meeting with their parents. Some great work occurring around the HOW2Learn with the students working on their "superhero's" (Dispositions for learning) and their "superpowers" (the 20 habits of learning). Great job to all and keep up the great work.

I am endeavouring to follow up on the suggestions and requests from the parent meeting and should have these in sorted by the beginning of Term 3.

Thank you also to the students who have been into our Ballina Campus and shared their learning with me. I have spoken to students doing various courses and it is great meet you in person and see some of the great learning you are doing. Keep it up.

It has been a huge term for the staff with a lot of changes coming through from the Department of Education. Please thank your teachers when you get a chance as the work behind the scenes is massive and staff are under a lot of pressure to keep up with reforms, changes and their teaching loads, as well as the normal functioning of a school. Thank you to all the Staff from me.

I hope everyone has an enjoyable school break and I look forward to catching up in the new term.

Yours in Education  
Danny Henman



Some of the primary students have been exploring the question:  
What is special about our community?

Through this exploration, students learnt about the importance of Aboriginal culture and Dreamtime stories. For their assembly item, Yellow Class created artworks and told the story of the traditional Aboriginal Dreamtime story *'How the koala got a stumpy tail'*.





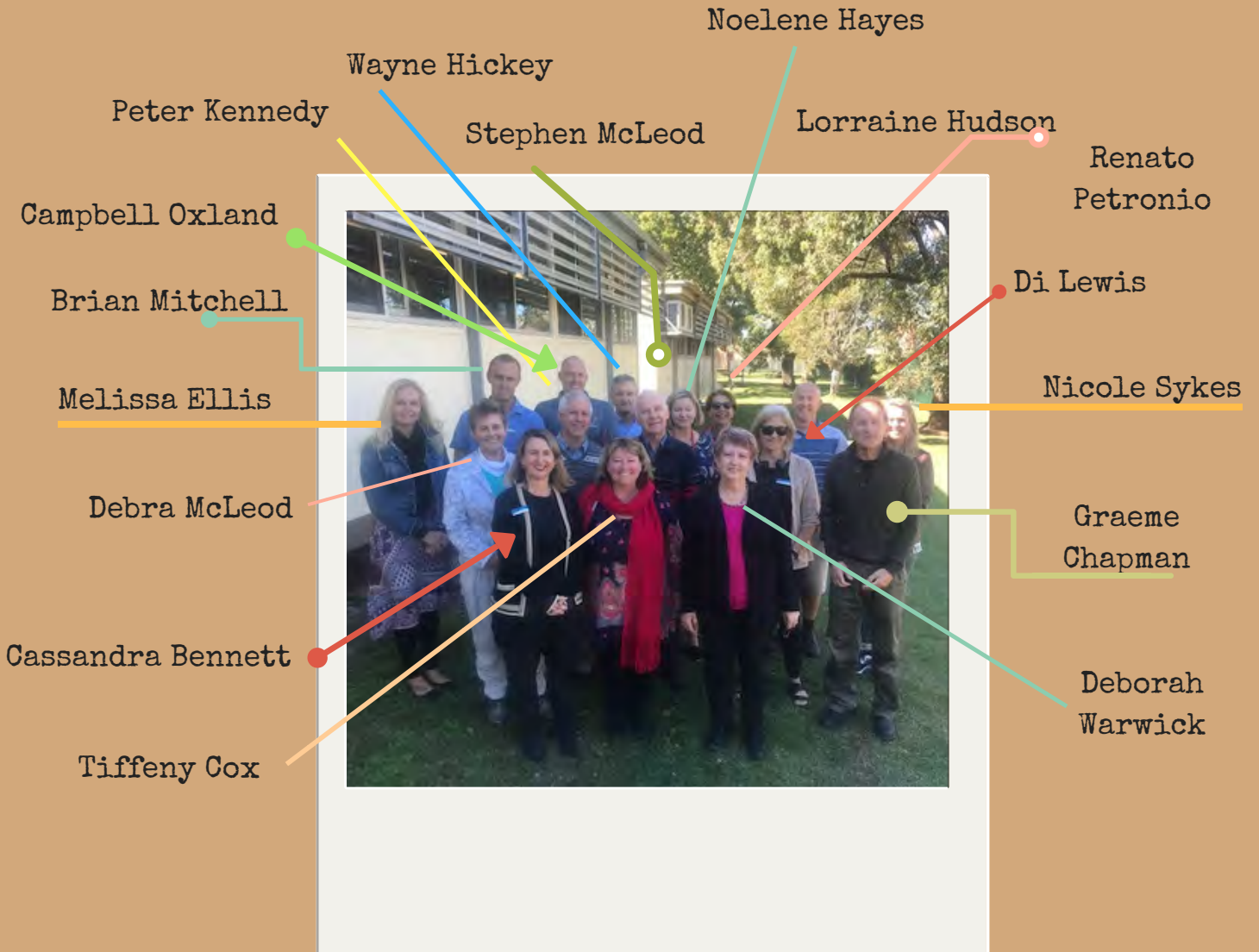


# HSIE Faculty.

HUMAN SOCIETY AND ITS  
ENVIRONMENT



# Introducing the HSIE Faculty staff.



Not pictured: Paula Taylor, Ross  
Glover, Fraser Munro, Dominica  
Coulthust, and Alison Sandercock

Making the world a better Place.



# Stage 6 Geography

Geography is the study of the world around us. Understanding and making sense of our environment, both human and natural. How we fit into the world, how it works and how we can look after it. It is the what, where, how and why of our lives as well as an introduction to new places and a journey of discovery.



*"No man is an Island, entire of itself; every man is a piece of the Continent, a part of the main."  
by the poet - John Donne*

Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it.

In Year 11, Geography students study:

- \* biophysical interactions (the interactions between, and the human impacts on, the functioning of the atmosphere, hydrosphere, lithosphere and biosphere).
- \* Global challenges, population, development and natural resource use.

Students also produce a research project and Senior Geography Project that allows them to study and investigate a geographical issue that intrigues them. This journey of discovery allows students to explore areas of personal interest, and draw conclusions or recommendations on their focus area.

Fieldwork and skill building are important elements in the Year 11 and 12 course and give a foundation for students that is useful in their lives.

**Plate 2: A Green Sea Turtle on the Great Barrier Reef, one of the many endangered species System to survive.**  
Image sourced from: [www.bahamas.gov.bm/animals/animals-101/green-sea-turtle](http://www.bahamas.gov.bm/animals/animals-101/green-sea-turtle)

**2. The spatial distribution of the biome.**  
The distribution of coral reefs is very restricted because they need shallow, warm, clear waters to intercept the large amount of limestone needed for their reefs and for photosynthesis. The global distribution of coral reefs is shown in Figure 1.17. The distribution of coral reefs by region is shown in Graph 1 with most occurring in south east Asia, the Pacific and Australia. Coral reefs cover only 300,000 - 600,000 km<sup>2</sup>. This is less than 0.1% of the Earth's surface, or 0.2% of the ocean's surface, which shows the limited spatial distribution of the biome.

Coral are made up of large colonies of individual coral polyps. A coral polyp has a small round body topped with a ring of tentacles. The tentacles move and capture food floating by. Reef forming corals (scleractinians) build the stony skeletons of reefs from calcium carbonate. Many other corals provide algae called zooxanthellae with a place to live. The algae takes in carbon dioxide then off by the coral polyp to produce nutrients and oxygen in the process of photosynthesis.

Many marine organisms depend on coral reef ecosystems for their survival. While there are only around 1500 species of stony corals, the diversity of reef species is estimated to be between 600,000

**Rosalie Bain Year 11**

Governments have created wildlife reserves in numbers due to uncontrolled hunting. The maintenance human impacts to alpine regions. The has an extensive plan that is clearly advertised around the Some of these regulations include creating visitors know take anything from the park, littering laws, allowing only fuel regarding caring for the area.

In addition to this, many poets, artists, singers and writers have inspired by, but helping to raise awareness of alpine areas. This is not only a wonderful contribution to the world, all over the world. This is not only a wonderful contribution to the world, all over the world.

In order to preserve alpine areas, humans need to come up with more sustainable ways to operate in these areas. We must consider our actions and how they affect the alpine environment, however we must also be aware of the fact that our actions globally ultimately impact in these areas. We must consider our actions and how they affect the alpine environment, however we must also be aware of the fact that our actions globally ultimately impact in these areas.

Renewable energy, decreasing greenhouse gas emissions, and generally being more environmentally aware and conscientious will help to conserve alpine areas. People also need to consider the alpine landscape, and the effects of development and construction in the alpine areas. Considering industrial developments are a large part of the tourism industry, for many alpine areas, getting rid of these developments are a huge part of the tourism industry, for many alpine areas, getting rid of these developments are a huge part of the tourism industry.

Figure 4.1 An image showing

**alpine research - Leila Harris  
Year 11**

**Biophysical Environments - GREAT BARRIER REEF**

The location of the Great Barrier Reef is off the north of Queensland, Australia. It is the largest marine and world heritage site on earth. It is so large it is recognized from space. The ecosystem is 2,300km and is the home to an abundance of marine life and sharks. The Great Barrier Reef is made up of thousands of reefs, islets, cays, and coral atolls. The reef was first reported in 1791 by the United Nations Educational, Scientific and Cultural Organization (UNESCO). The Great Barrier Reef was established as a World Heritage site for having the most diverse biologically, physical and cultural significance to the world. Throughout the report it will show how biophysical and human interactions affect the reef and how to maintain the better health and successfully.

**The Great Barrier Reef -  
Annabelle Fallon year 11**

Year 12 study People and economic activity, urban places and ecosystems at risk. This course is about being aware of your surroundings and being curious about your world and your place in it.

# Legal Studies

## **Going to court as a visitor**

Visiting court is fun, interesting and easy. There are a few things to consider though.

## **Where do I go?**

The answer depends on where you live! Search here [onlineregistry.lawlink.nsw.gov.au](http://onlineregistry.lawlink.nsw.gov.au) by your location and see what pops up.

## **Getting into the court building.**

Many court buildings have full security measures in place, others have no screening. Please follow all screening requirements as instructed by the court security staff. It is an offense to use a mobile phone inside a courtroom or to take photos anywhere in the building. The penalties are severe, even for minors. They must be switched off. No sharps – including scissors, nail clippers, geometry sets, metal rulers and key-ring knives – are permitted. Neither are glass drinking bottles and aerosols.

If you accidentally bring them, they can be checked in at the security desk and retrieved upon leaving.

## **What should we do once in the building?**

On any given day there will be a multitude of cases being undertaken. Some of these will not be appropriate for you, or will have a sign on the door denoting "Closed Court". The latter are simply not open to the public. It is worth asking at the front desk or registry which cases are not appropriate for you – namely, sexual assault and cases involving minors. Aside from that, all active courtrooms are fair game, though some cases will be more engaging than others. For this reason, criminal cases are typically advisable over civil.

## **What court etiquette do I need to know about?**

If the judge is present when entering or leaving a courtroom, everyone must bow to His/Her Honour. A simple bend at the waist will suffice.

If the judge is not present, no bow is required, but when the judge enters or leaves the court officer will clearly say "Silence, all stand". Bow when the judge is at the chair, standing or leaving. You should not speak in court.





# Studies of Religion

Food is an important part of religious observance for many different faiths, including Christianity, Judaism, Islam, Hinduism and Buddhism. Most religions include food observances as a vital part of their faith.

- Some Catholic and Orthodox Christians observe several feast and fast days during the year. For example, they may fast or avoid meat on Fridays, during Lent or on Good Friday. Some eat fish instead.

Students in year 11 Studies of Religion will participate in a "religious feast" in term 3 2018.

“Students will experience the religions and their practices through food”

The students will experience a Jewish Shabbat and will discover it can be Liberal or Orthodox, depending on how strictly people follow (adhere to) the Jewish laws. Kashrut refers to the laws pertaining to food in the Jewish religion. Kosher means that a food is 'fit' or permitted. Foods such as pork and shellfish are strictly forbidden. The Jewish 'food laws' originated more than 3,000 years ago and contribute to a formal code of behaviour that reinforces the identity of a Jewish community. Food forms an integral part of religion in life for a practicing Jew.

The dietary rules of Buddhism, which is more of a life philosophy than a religious doctrine, depend on which branch of Buddhism is practiced and in what country. In his multiple lives on Earth, Buddha cycled through various animal forms before attaining the form of a human being. Most Buddhists choose to become vegetarian to avoid killing animals.



A multi faith religious feast



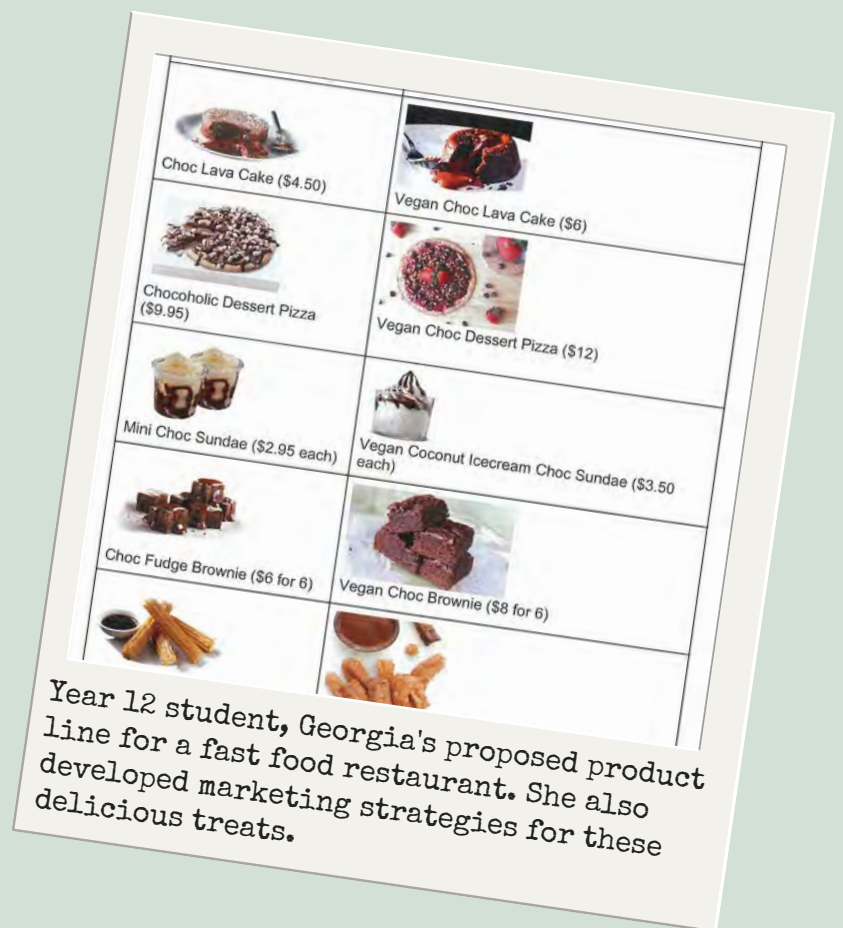
Symbolic Christian foods

- Similarly to the Hindu concept of Karma, Buddhism proposes that violence or pain inflicted on others will rebound on you, hence the need for a vegetarian lifestyle.
- Religious dates vary from one region to the next. Mahayana Buddhism, for example, celebrates three festivals for the birth, enlightenment and death of Buddha, while Theravada Buddhists observe all three events on a single day.
- Buddhist monks tend to fast in the afternoon.

# Business Studies

**Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life.**

**In a recent Year 12 assessment task, students used their entrepreneurial skills to market a line of products for a fast food restaurant. Year 12 student Georgia's product ideas (see right), were particularly impressive!**



Year 12 student, Georgia's proposed product line for a fast food restaurant. She also developed marketing strategies for these delicious treats.

**Email from Year 12 Business Studies student, Vera:**

**"Hi Mr Mitchell,**

**I'm loving studying the Business Studies course. Learning online has made it much easier for me and I've learnt so much that will help in my day to day life and future studies.**

**Thanks for all your support "**

## **Attention Year 12 Business Studies students HSC BUSINESS STUDIES REVISION LECTURE DAY TUESDAY 26 JUNE (LISMORE WORKERS CLUB)**

This is your opportunity to gain an edge in Business Studies at this year's HSC. This series of workshops will cover **the four compulsory topics** in detail. Each session deals with examination techniques and approaches, together with discussion of HSC questions.

Contact your Business Studies teacher for more details. [Brian.mitchell7@det.nsw.edu.au](mailto:Brian.mitchell7@det.nsw.edu.au)



# Society and Culture

Society and Culture is a relatively new subject offered here at Southern Cross School of Distance Education. It is a very interesting and useful subject to study. Many students enjoy the real world connections the subject draws. In Society and Culture students conduct several cross-cultural comparisons, drawing conclusions from social and cultural research.

In Year 12 students studying Society and Culture are required to complete a Personal Interest Project. This project encourages students to conduct social and cultural research in a field they are personally interested in.

“Society helped me prepare for university, the PIP was hard but worth the effort. I felt like a success when I completed 5000 words in my PIP.”

— Emerald Goodwin 2017 HSC Student

Over the past two terms year 12 students have been conducting primary and secondary research on their PIP topics. This involves focus group studies, questionnaires, interviews and a great deal of reading.

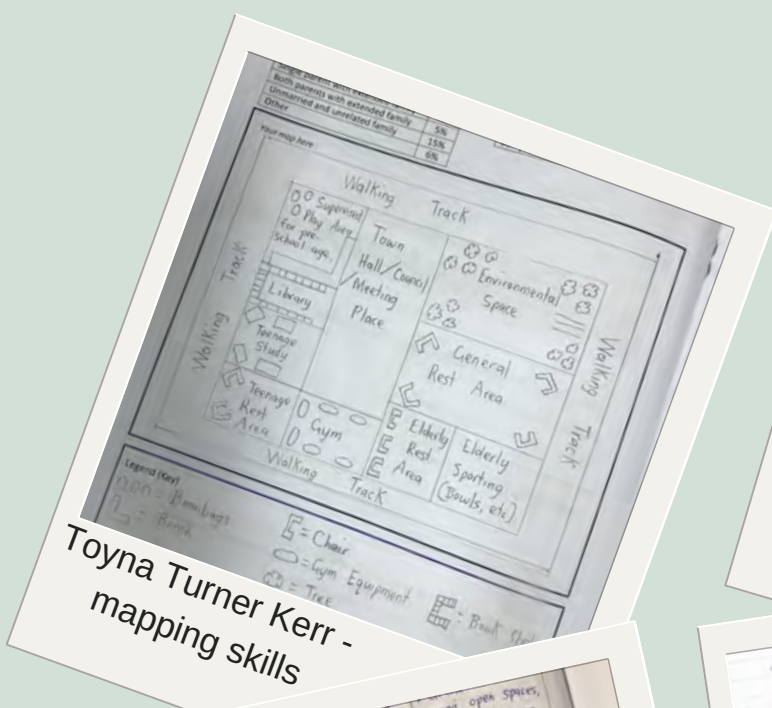
The PIPs are marked in late Term 3 and contribute 40% of the year 12 grade. Many of the Year 12 Society and Culture students in our school will be seeking assistance from staff and students to complete primary research. These students greatly appreciate your support.



Popular Culture of Star Wars.



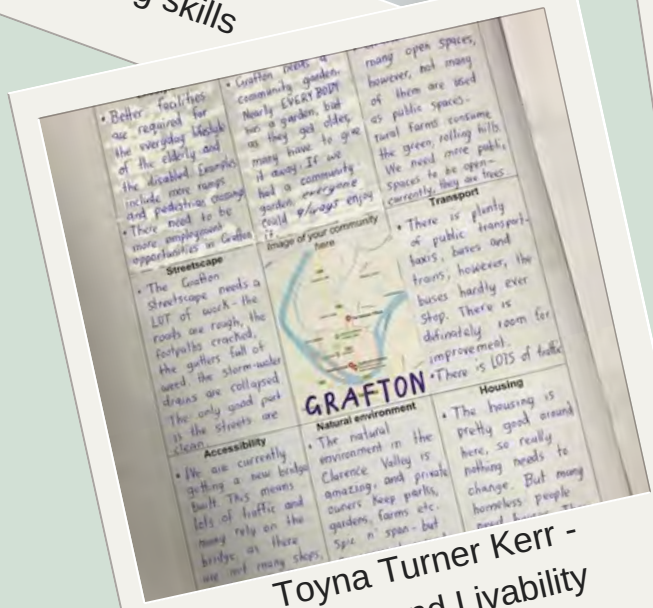
Cross-cultural comparison of Australia and Fiji.



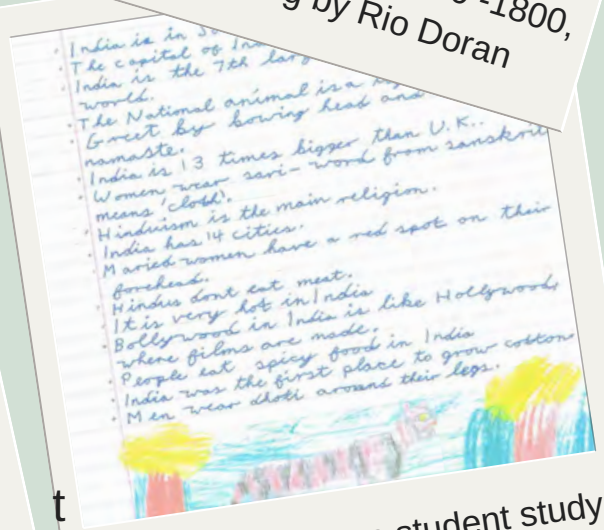
Toyna Turner Kerr - mapping skills



England Rural Village 1700 -1800, Line Drawing by Rio Doran



Toyna Turner Kerr - Place and Livability



Places and Spaces student study

# Stage 4 Geography

Year 7 has been introduced to the wonderful subject of Geography this year and have embraced the course, thus producing some amazing work. Students have studied the movie Wall - E to learn about "Place and Liveability" while also examining their own communities and communities overseas.

Year 8 has been studying Interconnections and Landscapes and Land forms.



Toyna Turner Kerr - Photo sketch



# Stage 5

## Geography

One of our intrepid Year 9 students, Jessica Deans, is enjoying the invaluable experience of travelling through a range of foreign countries. She is currently in Spain after recently completing the amazing 1,000 kilometre 'Camino Norte De Santiago'. Not only is Jessica having an awesome time, she is also enhancing her knowledge and skills as a global geographer. She has generously taken time to send a report of her experiences.

"I am currently travelling throughout Spain and have recently completed my second one thousand kilometre walking trek called the Camino Norte De Santiago which travels through spectacular and diverse country from France along the Spanish Atlantic Coast. Geography is a major and noticeable part of all aspects of my walk, from the variety of Spanish culture to the various biomes experienced first hand throughout the trek. I find it astonishing the changes in culture in such short distances for example the people of the Basque Country who speak their own unique language, then travel 50kms and you find yourself in Cantabria, a totally different language and way of life.



"Experience, travel these are as education in themselves" - Euripides (484-406 BC)

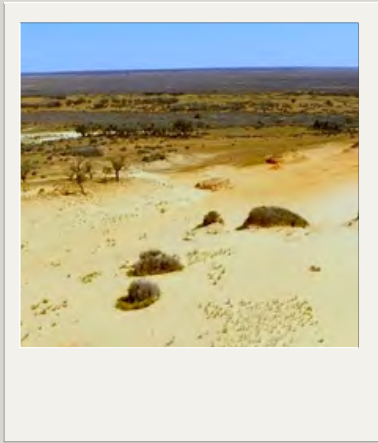
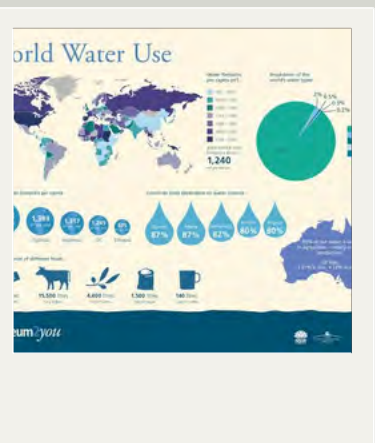
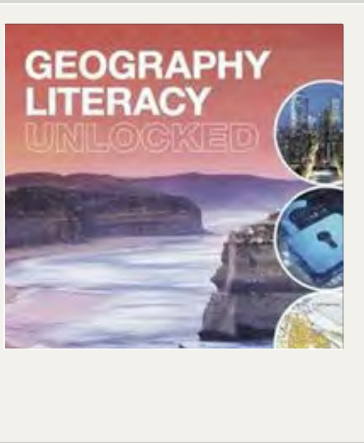


Jessica Deans and family

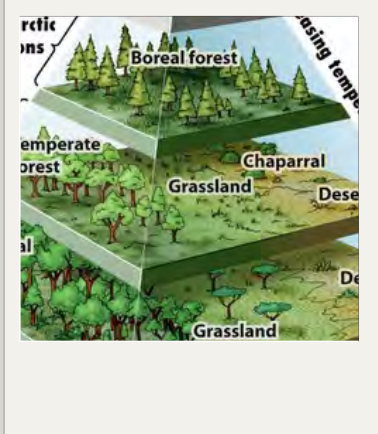
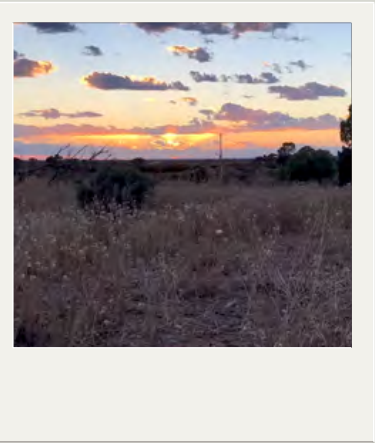
I believe this is due to the tight-knit family orientated communities who find all they need within their community, therefore negating the need for travel.

Many I have spoken to have never left their small community and see no need to. Just like the inhabitants, the landscape and biomes change dramatically in very short distances from towering, rocky peaks covered in snow to flat, brilliant green plains beside clear blue ocean, all within a spread of 20 kilometres. Combined with all the nationalities of pilgrims I am walking with it is an amazing learning experience that I highly recommend to all of my fellow students".

Year 7  
Water in the World  
Place and Liveability



Year 8 Geography  
LandScapes and  
Landforms  
Innterconnections



Year 9 Geography  
Sustainable Biomes  
Changing Places



Year 10 Geography  
Human Well-being  
Environmental Change  
and Management





# Financial Management

Knowing how to manage personal finances is one of the most important and challenging features of everyday life. It is a core skill in today's world. It affects quality of life, the opportunities individuals and families can pursue, their sense of security and the overall economic health of Australian society.

Young people today are interacting with money and making consumer choices from an early age. They are growing up in a fast paced consumer society where money is increasingly 'invisible', where there is a growing range of choice and complexity in consumer and financial products, increasing use of online and digital environments for shopping and making financial transactions, and where individuals carry a greater level of responsibility for the decisions they make in these contexts.

Students who are currently at school, will also face a number of social, economic and moral challenges in their lifetimes that will impact on their lives and choices such as increasing global interconnectedness, both on a personal level and more broadly; climate change; the ageing of the population; and scarcity of natural resources.

Effective consumer and financial education empowers students in the face of such challenges. It contributes to students' cognitive, personal and social development and develops the capabilities needed to address their short-term consumer and financial issues and concerns as well as shape their social and economic futures.



"Financial Management course has allowed me to see how easy it is to have things and to be able to afford to live the life I want to live."  
— Somya Kedia



# Economics

## Interpreting a Supply and Demand Graph

To help us interpret supply and demand graphs, we're going to use an example of an organization we'll call Soap and Co., a profitable business that sells, you guessed it, soap.

The title of Soap and Co.'s supply and demand graph is called Soap. The title's location at the top of the graph tells us what good we'll be studying. Now look at the outside lines around the graph, or the axis points.

The y-axis (vertical line) is showing us the price of a box of soap bars. You can see in the graph that the price starts at \$0 and then rises. The prices shown on the graph are dependent on the good being discussed. For instance, if we were studying the price of houses instead of soap, we would see the prices go up by thousands instead of ones.

The other axis line, also called the x-axis (looks like a horizontal line), shows the quantity of the soap. This line shows the quantity supplied and the quantity demanded depending on which curve you're reviewing. The quantity will start off at 0 items and then increase. While you would enjoy paying \$0 for a box of soap bars, if you look over at the x-axis line, you soon learn that no boxes of soap bars will be offered to you at \$0.

The X in the center of the graph shows lines that represent our supply curve and our demand curve.

**What happens when you put 10 economists in a room? You'll get 11 opinions.**



## Supply

Soap and Co. has a certain willingness to supply soap to us as consumers. They're much more willing to supply soap if the price is higher since they'll make more money.

In contrast, at very low prices, most soap suppliers can't afford to provide soap to the marketplace because the opportunity for profit isn't there. Think about the input costs, or the costs of elements needed to create the product, such as glycerin, machines, colors, and scents. Can you see how the input costs can add up quickly?

Let's review our supply and demand graph to check out how Soap and Co. is going to supply at different prices. Do you see the point that shows soap at \$20 a box? Well, if you draw a line from \$20 over to the supply curve, you can see that Soap and Co. will only want to sell about 5 boxes of soap.

If you keep drawing that line over from \$20 to the demand curve, you can see that consumers want to purchase about 15 boxes of soap at that price. That means we are demanding 10 ( $15 - 5 = 10$ ) more boxes than Soap and Co. will supply. Can you see how this can create a problem in the marketplace?



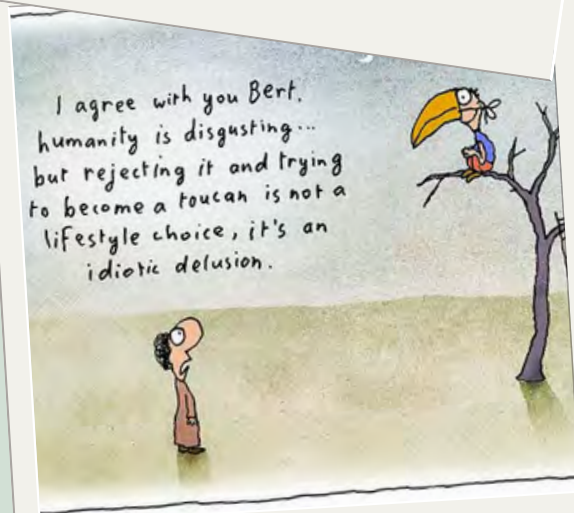
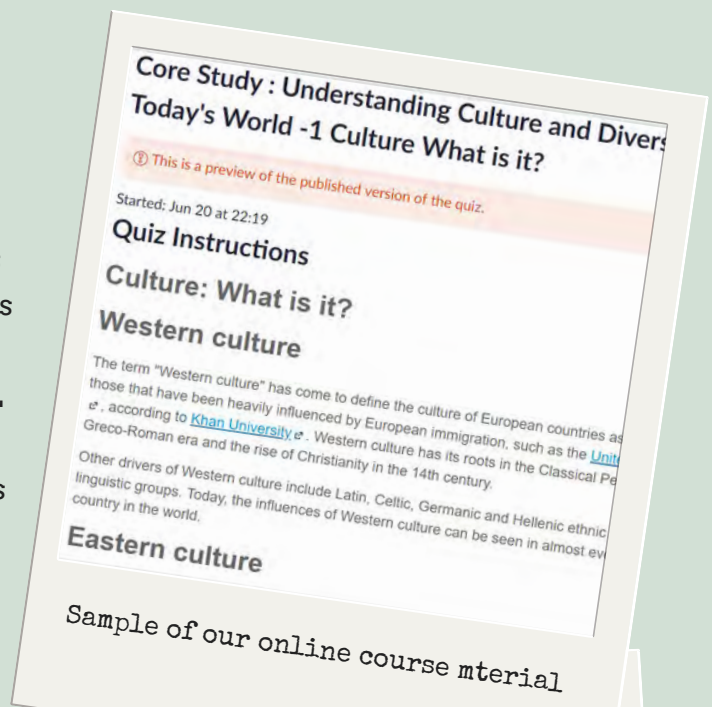
# International Studies

Students studying International Studies learn to Understand Culture and Diversity in Today's World by investigating what the characteristics of Culture are how they differ from their own. They look into THE REASONS FOR CULTURAL CHANGE and examine the RELATIONSHIP BETWEEN CULTURE AND IDENTITY. Students challenged with quotes from Australian newspapers in 1957 such as "Girls are not good bosses." answered below....

"The issue presented is institutionalised sexism, the thought and belief that women are inferior to men is strongly shown through this small piece of writing. This issue is still extremely relevant, discrimination in the workplace is still a huge issue for many people. Between the wage gap and the utter negligence towards promotions for the simple fact of being a female is currently, and always has been a very real and pressing issue for so many people."

— Emily Chrisholm - Year 9

9



Challenging Thinking

"No matter what culture a people are a part of, one thing is for certain, it will change. Culture appears to have become key in our interconnected world, which is made up of so many ethnically diverse societies, but also riddled by conflicts associated with religion, ethnicity, ethical beliefs, and, essentially, the elements which make up culture", said De Rossi. "But culture is no longer fixed, if it ever was. It is essentially fluid and constantly in motion." This makes it so that it is difficult to define any culture in only one way.



# COMMERCE



"Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management."



I hear you say. *yes* That's true, a course that provides you with the skills for financial living.

There are a variety of relevant and interesting topics you can study in Commerce, so you can put your mark on the subject by deciding what to study. Now lets have a look 🧐 at some.

The course itself is divided into what are called core units and options.

## CORE UNITS



Consumer Choice. Personal Finance. Law and Society. Employment Issues

## OPTIONS



"That sounds cool!"



- 1 Investing
  - 2 Promoting and Selling
  - 3 E-commerce
  - 4 Global Links
  - 5 Towards Independence
  - 6 Political Involvement
  - 7 Travel
  - 8 Law in Action
  - 9 Our Economy
  - 10 Community Participation
  - 11 Running a Business
  - 12 School-developed Option
- You also can learn about the Australian Stock Market  
by participating in the  
Stock market game which is run every year  
online.



"PSSST! The Options you complete will prepare you for your future"


The course itself is completed online using a system called CANVAS, which is  
It's fun, easy and great to use

**OPEN 24 HOURS**



Now I've got you hooked! We'll hear from you soon !



Welcome to the topic of Personal Finance! 

Focus: Students develop knowledge, understanding and skills that assist them to achieve financial independence by developing the ability to make informed judgements and to take effective decisions regarding the use and management of money.

Attempt all tasks and submit when completed.

Once submitted, check your responses with the correct response. If you need to, contact your teacher for further clarification.

Question 19

1 / 1 pts

Study the document below. Which book that Laura Sampson wrote sold the most copies?

### Twin City Publishers

#### Royalty Statement

Author: Laura Sampson

Period ending 30th June

Tax file number: 965635236

Book and Details	Amount
------------------	--------

1) *Nightmare on Beardy Street.*

Royalty of \$2.00 per book sold  
Sales of 14000 \$28,000.00

2) *Thunderbolts File.*  
Royalty of \$1.50 per book sold. Sales of 8000 \$12,000.00

3) *Budgeting For High School Students.*

Royalty of \$1.00 per book sold.

Sales of 1500 \$1500.00

Total amount \$41,500.00

Budgeting for High Schools Students

Correct!

Nightmare on Beardy Street

She did not write any books

Thunderbolts File

## Certificate of Merit

ASX SCHOOLS  
SHAREMARKET  
GAME  
THIS CERTIFIES  
THAT



PARTICIPATED IN THE ASX SCHOOLS SHAREMARKET 2018  
CONGRATULATIONS!

COMPLETED

Hello and  
WELCOME 


to the 2018

### ASX SCHOOLS SHAREMARKET GAME

Details for the ASX schools sharemarket game are below. However, I will include some links here to get you started. Let me know if you have any further questions  
Mr R Petronio

Game 1 2018

Registration opens: 8 Feb - I have registered you for this! -  
The game runs from: 8 March - 16 May.

I will email you the syndicate name and password I have chosen for you  - when you log in you can change your syndicate and password if you want to-

have fun!



" Mr Petronio  
Thanks for the welcome message! Canvas is up and running, and everything seems to be working fine. The course looks quite interesting, and i'm sure it's going to be great throughout the year!"  
Jackson

# Work Studies

Being prepared for the world of work is very important.

Being prepared for the rapidly changing nature of the world of work and all that it entails is very important. By choosing Work Studies, students can be better prepared for the every changing nature of work and be more work ready .

In this course, they will develop skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

You can't underestimate the benefits of doing both voluntary work or work experience.

## Benefits of Work Experience

Work Experience assist students in their transition from school to work and will:

- Provide students with an opportunity to relate school studies with a workplace
- Give students an insight into the diversity of employees in the workplace
- Prepare students for the demands and expectations of the working world
- Help students make informed career decisions by assessing their aptitudes and interests, and exploring potential careers
- Improve students' maturity, confidence and self-reliance
- Provide a link between school and local community
- Provide students with appropriate knowledge, skills and attitudes concerning both paid and unpaid work



## Benefits of Volunteering

You learn a lot more about yourself, your interests, skills, strengths, what you enjoy and what you value. These things are all important when investigating your career options.

USEFUL WEBSITES THAT CONNECT VOLUNTEERS WITH VOLUNTEER ROLES INCLUDE:

Volunteering Australia

<http://www.volunteeringaustralia.org>

GoVolunteer

<https://govolunteer.com.au>





# Virtual Excursions

Twelve months ago I was fortunate enough to attend the Lake Mungo Youth Forum at Lake Mungo in the Willandra Lakes Region.

This unique place offers many educational opportunities for our students.

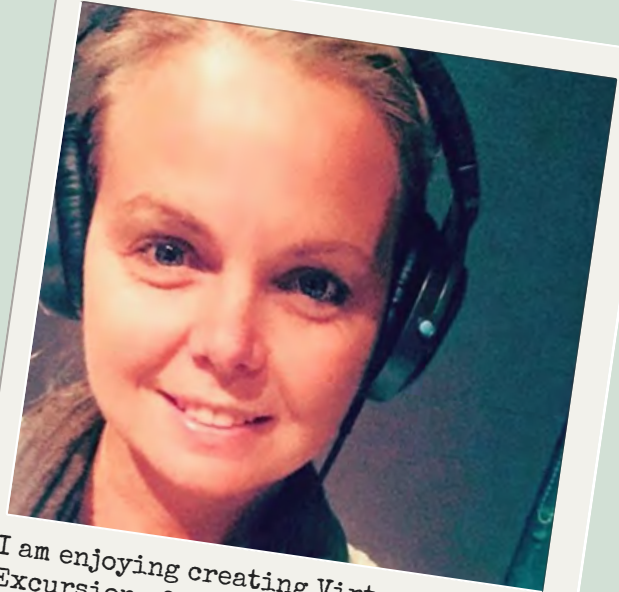
Myself and a team of science and Aboriginal Studies teachers explored the unique environment at Lake Mungo and interviewed several experts in the field. Since visiting Lake Mungo I have been working closely with a film editing team at creating the best Virtual Excursion of Lake Mungo for Southern Cross Distance Education Students.

“Surround yourself with quality people and you will have quality experiences”  
— Said someone to me once upon a time... Miss Ellis

The Lake Mungo Virtual Excursion has been included in the Canvas learning materials in Year 8 Geography Landforms and Landscapes unit of work.

If you are interested you can view the full seventeen episodes on the DET Learning Systems website. Link follows:  
<https://www.youtube.com/user/LearningNSWDEC/playlists>

The Southern Cross School of Distance Education Learning Innovation Team are currently working on two more virtual excursions. 'The Snowy Hydro Virtual Excursion' and 'Save Our Catchment Virtual Excursion'.



I am enjoying creating Virtual Excursions for our Geography students.  
Miss Ellis



This year will see our students learning via virtual reality goggles!

We hope to have students using 3D Goggles to view the Yarrangobilly Caves and the Tumut 2 Power Station in our virtual excursion of the Snowy-Hydro.

Save Our Catchment focuses on the invasive pest species of weed Cats Claw Creeper. Posing a real world challenge our students can assist in planning management solutions for.

Geography is getting more interesting every day!!!

Miss Ellis

# OFFICE OF SPORT SCHOOL HOLIDAY PROGRAMS

- ✓ New friendships
- ✓ Great value
- ✓ Fun
- ✓ Safe

Have an active holiday adventure at one of our exciting residential camps these winter school holidays!



## BOOKINGS NOW OPEN!

For the best holiday fun, our popular residential camps get kids and teens outdoors, learning new skills and making new friends. Our residential programs include:

- 24 hour supervision
- Instructor led activities
- Accommodation
- Meals
- Supervised transport (where applicable)

**DON'T MISS OUT  
BOOK NOW BEFORE PLACES FILL**

For further information phone the Office of Sport on 13 13 02 or book online at

[sportandrecreation.nsw.gov.au/schoolholidays](http://sportandrecreation.nsw.gov.au/schoolholidays)

## Residential programs for winter 2018

### For kids:

- Adventurer (Broken Bay, Milson Island and Myuna Bay)

### For teens:

- Adventurer (Broken Bay)

Check out our website for a range of day programs in your local area.



### SUMMERLAND CAREERS NETWORK

PRESENTS

## FUTURE OPTIONS EXPO



This expo aims to provide senior students from the far north coast region with relevant information that will assist them in making decisions regarding post-secondary options.

It is expected that at least 50 exhibitors will be attending including the following;

Universities (Bond, Sydney, SCU, UNSW, Canberra, Wollongong, UNE, Charles Sturt, Griffith, USQ) TAFE, Defence Force, NSW Police, UAC, TURSA as well as a host of private provider institutions and local companies

### DETAILS

<b>WHERE</b>	<b>Trinity Catholic College Sports Centre</b>
<b>DATE</b>	<b>Tuesday 31 July 2018</b>
<b>TIME</b>	<b>9:00am to 1.00pm</b>

SEE YOUR YEAR ADVISER FOR MORE DETAILS

A recruitment poster for a Student Leadership team. The background is dark blue with a light blue grid pattern. Three large, dark grey arrows point upwards and to the right. A white circular text box contains the following text: 'DO YOU WANT TO... DEVELOP YOUR LEADERSHIP SKILLS? HAVE A SAY ABOUT STUDENT MATTERS? CONTRIBUTE TO YOUR SCHOOL COMMUNITY? DISCUSS IDEAS WITH OTHER STUDENTS?'. Below the arrows, the text 'ARE YOU INTERESTED IN' is written in a small, white, sans-serif font. Below that, the words 'Student Leadership' are written in a large, bold, white, sans-serif font. At the bottom, the text 'BECOME A PART OF OUR STUDENT LEADERSHIP TEAM' is written in a bold, white, sans-serif font. Below that, the contact information 'CONTACT: JUDE FORD FOR MORE INFORMATION' and 'JUDITH.FORD7@DET.NSW.EDU.AU' is written in a smaller, white, sans-serif font.

# Student Calendar 2018

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 9 June	25 Casino—PDHPE	26	27 English—Mullumbimby	28	29
Week 10 July	2	3	4	5	6 Lismore PDHPE Last Day of Term 2
<b>7th July 2018—22 July 2018 School Holidays</b>					
Term 3 Week 1 July	23 First Day of Term 3	24	25	26	27

Mini-schools for fulltime students are in blue text.



SAVE THE DATE 6TH DECEMBER 2018

## Market Day 2018

HOW WOULD YOU LIKE TO BE A PART OF THE MARKET DAY THIS YEAR? MAKE OR GROW SOMETHING TO SELL OR PERHAPS YOU HAVE A SERVICE YOU WOULD LIKE TO PROMOTE. CURRENT AND PAST FULL TIME STUDENTS WE WOULD LOVE TO HEAR FROM YOU AND SUPPORT YOUR BUSINESS IDEAS.

CONTACT TIFFENY COX ON 0266187647 OR YOUR YEAR ADVISER FOR MORE INFORMATION