From the Principal’s desk ..........

School Captains for 2015
After a rigorous selection process involving speeches to the staff and students, as well as facing an interview panel to discuss vision and leadership qualities, our student leaders for 2015 have been selected. Congratulations to our Captains Jesse Gameiro and Zoe Roser, and our Vice Captains Elle Montgomery and Ramsha Akhund. All students involved in the selection process were exceptional and should be very proud of their achievement. We look forward to working with our leaders in the year ahead.

Teachers nominated for National Excellence in Teaching Award
We are very proud to have three teachers nominated by community members for a National Excellence in Teaching Award. Congratulations to Mr Rob Upitis (Mathematics/Science), Ms Vicki Strudwick (HSIE) and Ms Laury Furney (TAS-Textiles) who are most worthy recipients of these nominations.
School Planning for 2015-2017
Planning has begun for the next three years at WHSPA. The planning process will involve input from teachers, parents and students to develop a three year school plan which will include the following:

- school background (vision, context and planning process)
- three school strategic directions
- the purpose, people, procedures, products and practices for each strategic direction
- milestones which demonstrate progress towards the products and practices

We will be asking all stakeholders to reflect on the following questions to guide our planning:

1. What should be our vision for WHSPA in the next 3 years?
2. Can you think of 3 Strategic Directions that encompass this vision?
3. What specific products and practices (targets) do you think we need to set in order to achieve our strategic directions?

We will be discussing these questions at the P&C meeting on Monday 15 September. We encourage all parents to come along and contribute to our Strategic Directions for the next three years.

HSC Practical Examinations
HSC practical examinations have taken place in Dance and Drama and it has been particularly encouraging to hear happy and confident students emerging from the examination venues. Society and Culture PIPs, Visual Arts Bodies of Work as well as Industrial Technology and Textiles works have also been completed, displayed and prepared for marking. Music Examinations are on this week and I expect that our students will again give stunning performances. Thank you to all the dedicated and committed teachers who give so much extra time to ensure that submitted works are the best they can possibly be.

‘Top Blokes’ Presentation
Students in Years 10 and 11 have recently participated in a workshop presented by the “Top Blokes” foundation. The workshop focussed on supporting friends through difficult times, and in particular preventing suicide (which unfortunately is the leading cause of death in the 15-25 age group). The engagement of our students was commendable and I am sure all benefitted from the main message, which is outlined below:

1. **Ask:** your friend if they are OK should you notice any changes in mood and behaviour. You may well have to ask more than once as the usual answer the first time is “Yes, I am OK”.
2. **Listen:** try not to suggest a cure, nor make judgements about a person, try to listen and let them speak, even if there may be periods of silence.
3. **Tell:** it is often not the best idea to “keep their secret” if they divulge feelings of depression or suicide ideation. It is best to suggest they seek help or better still, accompany them to the school counsellor or other professional help.

OnStage Nominations for 2014
It was fantastic to hear last week that three of our highly talented students have been nominated for OnStage, the showcase of exemplary HSC Drama performances. Congratulations to Yesim Karasu, Matthew Latham and Bryson Grenfell.
2015. Although the HSC is 12 months away for the current Year 11, reflection and goal setting now can be very beneficial.

To support students in this transition WHSPA will conduct a two stage transition process.

**Stage 1: Reflection and Goal Setting interview.** On Thursday 9 October every Year 11 student will have a short interview with a selected WHSPA staff member. The purpose of this meeting will be to reflect on achievements in the Preliminary course, set realistic HSC goals and discuss aspirations beyond the HSC. The basis of the interview will be a one page reflection sheet that students will complete and bring to their scheduled interview.

**Stage 2: A parent and student HSC information session.** This session will be held on Tuesday 14 October at 7.00pm in WHSPAC. At this meeting issues related to HSC assessment, satisfactory course completion and N determinations will be discussed. Parents and students will have the opportunity to ask questions and clarify any concerns related to the HSC. We would encourage as many parents and students as possible to attend this meeting.

During both of these activities information will also be provided about potentially dropping subjects and the advantages and disadvantages of studying 10,11 or 12 units for the HSC.

Additional to these processes all Year 11 students will receive a copy of the WHSPA HSC Assessment Booklet. This booklet contains very important policy and procedure information about HSC assessment. It will be the guiding document for issues such as assessment completion and submission, N awards and Illness/Misadventure. The HSC Assessment Booklet will be essential reading for all students and their parents.

At WHSPA we believe that this HSC transition support is essential in helping students to begin preparations for their important HSC year fully informed and with confidence.

**Supporting the wellbeing of young people**

Recently Steve Creenaune and I attended the state deputy principals’ conference held in Wollongong. One of the keynote speakers was Jono Nicholas – CEO of ReachOut.com by the Inspire Foundation. This is an online service that supports the mental wellbeing of young people. His presentation provided some very good suggestions for supporting young people who may be having some issues with their mental wellbeing. I have summarised it below.

- The biggest indicator that a young person may be having mental health issues is ‘change’ eg: change in mood, motivation, interests or friendships
- The best way to ‘open the door’ on a conversation about their mental health is to ask three key questions
  1. Are you OK?
  2. Do you need some help?
  3. How can I/we help?

- To measure and track the mental wellbeing of a young person use the ‘Wellbeing Scale’ - 0 (very sad and low) to 10 (life is good). When asked, if a student indicates they are a 6/7 (or higher) they are doing OK
- Key community services to support the mental wellbeing of young people are: Reachout.com, Kids Helpline, Lifeline, Headspace, Beyond Blue and The Black Dog Institute

More information about starting conversations with young people can be found in the article from Michelle Montgomery (WHSPA Student Support Officer) later in this edition of Highnotes.

**Rude v Mean v Bullying**

I recently found an online article that addressed the difference between being rude, mean and bullying. Often in schools any disagreement between students is too quickly referred to as bullying. An edited version of the article appears in this edition of Highnotes. It makes interesting reading for all parents and teachers.

**Sexting and naked selfies**

Also in this edition of Highnotes you can read an article that appeared in the weekend newspapers about young people and sexting. The article discusses how young girls are being pressured by boys to send naked selfies of themselves via social media. Girls are being put under extreme pressure to provide sexually explicit photos to boys as the naked selfie becomes normalised as part of a modern day ‘dating ritual’ experts say.

Doug Hearne
Deputy Principal

**Subject Selections for 2015**

We have completed the first stage of the student subject selections for the 2015 timetable. Years 8 and 11 – 2015 subjects have been posted on the noticeboard and most students have had a look and we are now working through individual concerns. I must congratulate the students and parents for following the procedure and efficiently using the ‘online selection’ procedure.

If there are any problems students should consult with me as soon as possible. Head Teachers and Subject Co-ordinators are counselling some students about their choices.
Steve’s Column…cont’d

Year 12 DER Laptops
Arrangements have been made to decommission the Year 12 laptops as the Year 12 students sign out of school. They will have to hand in their laptops to the TSO, Mr Faulconbridge, who will organise the re-imaging of the device. If the laptop is not re-imaged it will be automatically locked and become inoperable sometime in 2015.

If Year 12 students do not wish to keep their laptop, they will be able to donate them back to the school. If we have enough laptops we may organise them to be part of the BYOD policy in 2015.

LOST PROPERTY
As the cold weather starts to disappear, the items of lost property just seem to ‘breed’ in my office. I have many non-school items, ranging from jackets, jumpers, dance clothes, umbrellas, drink bottles, scooters, pencil cases, back packs and more. All non-school items will be given to charity or disposed of at the end of term if they are not claimed.

I also have a variety of school uniform items, shirts, jumpers, tunics etc. At the end of term these will be cleaned and put into the 2nd hand uniform cupboard.

CONTACT DETAILS
It is extremely important that the school has up to date contact details of parents and/or guardians. If you have changed your address, phone numbers or email addresses, please notify the Front Office in writing. During Term 4 we will ask your child to check the details in Roll Call.

ELECTRONIC DIARIES
We are currently investigating the introduction of electronic ‘On line’ school diaries. The following YouTube link gives a brief description of our preferred choice at the moment. This particular company “MyeDiary” links directly with our timetable software – Edval, and could be implemented very easily.

MyeDiary video can be found at https://www.youtube.com/watch?v=G-hoNC0UFsM

Some key points
MyeDiary – the electronic student diary can:
• Be accessed on any device – smart phone, tablet or PC, android or mac - due to secure cloud based (Australian) storage of the HTML5 platform
• Be viewed by students on a smart phone, including homework, school events and announcements, timetable
• Allows teachers to assign non-deletable homework with hyperlinks and PDF attachments - no more lost sheets or confusion about assessment tasks!
• No storage limit so class worksheets can be added as activities and do not then have to be redistributed if lost
• Manage school calendarizing and announcements for school events - (great for excursions and last minute changes especially when you want everyone to get the same message)
• Include parents in the homework loop (when the school is ready) by providing regular reports and giving parents access to their student's homework diary
• Achieve improved teacher, parent communication through confidential conversation link (opt in/out)
• Closed community so that school photos and videos can be published without www issues
• For staff it is very easy to add the non-deletable homework – open MyeDiary, select add homework, select class, name homework, add PDF or URL if desired, designate due date and confirm
• Homework then appears in the student’s homework diary where parents can also view it
• Some schools are adding all distributed sheets so students who miss class work have ready access and can easily find missing work to catch up – reducing teacher’s workload at busy times

Please feel free to forward any comments to me.

Steve Creenaune
Deputy Principal

WHSPA - High Notes

How to ask a friend if they’re okay
It’s hard to tell how everyone is feeling all the time, so it’s a good idea to ask. This isn’t always an easy conversation to have, so check out some of the things you can do to make it easier, including the setting to chat in, the questions to ask, the responses to give and what to do afterwards.

You might find this useful if…
You’re worried about a friend
You’re not sure how to start a tricky conversation
You’re having trouble chatting to a friend about how they’re doing.

Choosing the right setting
Asking someone how they’re doing can sometimes be a tricky conversation to have. There are a few things that you can do before you even start talking to try and ensure that the conversation goes as smoothly as possible:

• Make sure the conversation takes place in private. This probably isn’t the kind of chat that your friend will want people to overhear. Not to mention the fact that there are all kinds of distractions in public, which leads onto the next point…

• Try to remove all distractions before having the chat. If your friend is busy thinking about the impending due date of an assignment, or what they’re going to make for dinner, it’s quite possible that they won’t answer your questions completely
honestly. Do what you can to get them to focus without making a big deal out of it. Some good ways to do this are by making regular eye contact and using their name.

- Make sure they know you’re listening. You might be nervous but make sure you look interested, and try to use relaxed body language. Face the person square on, don’t cross your arms or legs, lean towards the person (close enough to look engaged but not so close they think you’re going to make a move) and try not to fidget.

Questions to ask
Before you start asking questions, there are some things to consider. Have they seemed withdrawn or down lately? If so, can you think of any possible reasons why? If you have some idea of what’s wrong, it might be easier to make the most out of the conversation. Some of the possible reasons they might be feeling down are:

- going through something stressful
- experiencing grief or loss
- being around people going through tough times
- arguing with someone
- problems at school/uni/work
- big life changes e.g. moving house
- caring for someone who is unwell
- being bored
- having a medical condition or chronic illness
- not sleeping well
- not exercising enough

Although you want to keep these things in mind as you approach the conversation, it’s up to your friend to tell you what’s going on – not for you to make suggestions. You don’t want to push the conversation otherwise they may feel less inclined to share with you. Some of the questions you can ask to encourage them let you know what’s going on are:

- “Hey, how have you been lately? What’s been happening?”
- “You haven’t seemed yourself lately – is there something you want to talk about?”
- “What’s going on for you at the moment?”
- “How are you doing? Anything you want to chat about?”

Responses to give
PHEW. You’ve asked all the right questions, but don’t get anywhere - it’s what comes next that’s most important. If your friend isn’t doing too well, and they open up to you about the things that are on their mind, it’s really important you respond in such a way that is non-judgmental and supportive. Listen to what they have to say, ask them why they could be feeling that way and make it very clear that you’re there for them.

Some of the things that you might like to say are:

- “I’m really sorry you’re feeling that way. What do you think brought this on?”
- “Can you think of why you might be feeling this way?”
- “I’m here to listen whenever you want to chat about it.”

Don’t forget about it
Having the conversation is the first step, but it’s by no means the last. Stay in regular contact with your friend, whether it’s sending them a text message or calling them regularly, it’s important that they know you haven’t forgotten about them.

If they have been going through a rough patch for an extended period of time, it’s a good idea to have a chat about seeking professional help. Let them know that you will help them figure out who’s the best person for them to see, and offer to accompany them to the appointment.

If your friend is really struggling and they’ve been considering suicide or self-harm, stay calm and stay with them. Offer them your support, encourage them to seek professional help and don’t keep it a secret, even if they ask you to. Check out more info on what to do if your friend is suicidal.

What can I do now?
- Make sure you look after yourself when you’re looking after a friend.
- Check out what to do when someone doesn’t want help.
- Make a point of asking your friends and family regularly how they’re doing.

Michelle Montgomery
Student Support Officer

WHSPA’s inaugural Tournament of Minds entry
On Sunday 24 August WHSPA’s brave Tournament of Minds team gathered at Corpus Christi Catholic High School to compete with the best the region could muster. Teams came from afar afield as Nowra, the Southern Highlands and Crookwell.

In response to the challenge to create “a wearable device that assists people in gathering and storing data” and explain “why it’s going to make an influential change to its users and the wider community”, team members Bethany Gargett, Billee Harris, Ethan Element, Cloe Avery, Maddison Bailey, Rachael Gargett and Caitlin Weightman produced a four minute infomercial on their product, the “Hand-e”. This was a glove that give it all – including the ability to do Maths
instantly! The team presented their invention in a humorous show completely of their own making, impressing the judges with their creativity.

The Tournament of Minds takes teams of seven members across Years 7 to 10 and challenges them to exercise their creativity and team work in undertaking challenges from the fields of Applied Technology, Maths, Engineering, Language Literature and Social Science. The Tournament will be on again next year and we are looking to build on our team from this year, starting in Term 1. Standby for more news next year.

Mr Upitis
Teacher Mathematics

Premiers Year 7 Debating Challenge
Round Two Against Dapto High School

On Tuesday 31 July Wollongong High School of the Performing Arts Team A had their second round of the Premiers Debating Challenge against Dapto High School. The topic for the debate was ‘That people under the age of 18 should be banned from reality TV shows’. The Year 7 students involved were Luca Corby, Matthew Varga, Wylie Lucas and Byron Faulkner. Our team put up a strong fight against Dapto High and the adjudicator commended the boys for their fierce rebuttal, however Dapto won by a close margin. The students involved in the debate are congratulated for their keen attitude and dedication to debating and I wish them well in their debate against Woonona High School.

Premiers Year 7 Debating Challenge
Against Smiths Hill High School

On Thursday 14 August Wollongong High School of the Performing Arts students battled against Smiths Hill High School in the second round of the Premiers Debating Challenge. The Year 7 students involved were Caitlin Weightman, Matthew Varga, Kaitlyn Plumridge and Luca Corby. The topic for the debate was ‘That we should ban junk food advertising’. The Wollongong High School students were on the affirmative side and their substantive points and rebuttal were strong against Smiths Hill. The adjudicator found that Smiths hill had a stronger case however the competition was extremely close, by half a point! All students involved are applauded for their efforts and their developed skills in debating. I wish them well in their future debate against Woonona High School.

Amelia Hollis
Teacher HSIE/Debating Coach

Vietnam Veterans Day Service

On Monday 18 August at 6:30pm two students Sophia Simoes Da Silva (Year 11) and Arlena Mackenzie (Year 10) represented Wollongong High School of the Performing Arts at the Vietnam Veterans Day Ceremony at the Army Barracks on Gipps Street Wollongong. Sophia and Arlena both recited a moving poem ‘Grandpa, what did you do in the War?’ by Jeff Cook (poem is below). Sophia then sang the Australian National Anthem, Advance Australia Fair. The girls were commended for their participation in commemorating the Vietnam Veterans Day and received certificates for their community involvement.

Mathematics…cont’d

HSIE FACULTY
'cause it went somewhere else by mistake.

We talked about mateship and what it had meant to trust someone else with your life
And of when I came home to my family again, to my kids, Mum and Dad, and my wife
Of the crowd on the wharf, the bands, and the pomp,
and the pride I felt in the parade
But I’m not ashamed that I hood-winked the boy, a decision I’m glad that I made.

He can grow up without seeing fear in my eyes, or know of the terror I knew
For he’d not understand - and neither he should - all those memories that hit me anew
But maybe some day when he’s older than now, I will tell him what war did to me
But with luck he won’t ask me ever again, about wars that never should be.

Jeff Cook

Amelia Hollis
Teacher HSIE

VISUAL ARTS FACULTY

Bronte Smith – Site Specific Piece
In Term 3, the Year 11 Visual Arts students were asked to created a site specific artwork. This piece could be made at school or at any external location of their choosing.

Year 11 student Bronte Smith created her Site Specific piece in a park in Kiama, utilising a large fig tree as the basis for the piece. Her work referenced themes of irrational fear, using a giant hand-made spider web as her key symbol. By integrating domestic objects into the web, Bronte sought to argue the irrationality of people’s fears. The spider became more human with the inclusion of these items.

The work was captured in both video and camera footage with the public invited to interact with the piece and their responses documented.
**Visual Arts...cont’d**

The piece was left and as a surprising follow-up event was documented on the Facebook page of the Kiama Municipal Council.

“Wollongong may have public art and a curator.... but Gerringong has its own anonymous public artist! This amazing artwork is on Pacific Avenue in Werri Beach.... go down and take a look while it lasts. Do you have any ideas who created this masterpiece?” 2 September

https://www.facebook.com/pages/Kiama-Municipal-Council/165460560273767

Bronte was soon identified as the mystery artist, and the photographs uploaded by Kiama Municipal council received many favourable comments and ‘Likes’.

Well done Bronte!

Ms Stehr
Teacher Visual Arts

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**Library News**

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WHSPA

Remembers

Ask your mum, ask your dad, ask your grandparents, your Aunties and Uncles

Do you have a story about World War I from our family?
Send me your stories, your photographs, or even if you have any memorabilia we could put on display.

For example, I’ve heard that my husband’s great grand father was living and working in Western Australia and was an admired person in the Community, as head of Alliance Francaise. But he apparently returned to Europe and joined the Fascist party!  I need to investigate more as this sounds like an interesting story.

You probably have an interesting story in your family too. And we’d like to publish that story in a
The WHSPA Environmental News

The new WHSPA Environmental Committee has been working hard during term 3. Our efforts culminated in Enviroweek from 24 to 30 August. Our group of dedicated and enthusiastic students have been volunteering their time and expertise to make the school a more sustainable place and reduce our carbon footprint both directly and indirectly. At the school this term we:

- Began paper recycling in every classroom and staffroom,
- started a worm farm and composting program with TAS kitchens and the school canteen,
- rejuvenated the school vegie garden ready for spring planting, and
- planted a native garden and removed some invasive exotics.

A big thank you must be extended to Robert Corby who donated around fifty indigenous plants and invaluable horticultural expertise to WHSPA.

What are you doing this weekend? Why not get out there and plant out the veggie garden with your kids? It’s fun, good exercise and could help save you some of the estimated $2600 Australian families spend on fruits and vegetables each year.

David Brennan
Teacher HSIE

Liane Pfister
Teacher Librarian
(in conjunction with HSIE faculty)
Rude vs. Mean vs. Bullying: Defining the Differences

Rude = Inadvertently saying or doing something that hurts someone else

A particular relative of mine (whose name it would be rude of me to mention) often looks my curly red hair up and down before inquiring in a sweet tone, "Have you ever thought about colouring your hair?" or "I think you look so much more sophisticated when you straighten your hair, Signe." This doting family member thinks she is helping me. The rest of the people in the room cringe at her boldness and I am left to wonder if being a brunette would suit me. Her comments can sting, but remembering that they come from a place of love -- in her mind -- helps me to remember what to do with the advice.

From kids, rudeness might look more like burping in someone's face, jumping ahead in line, bragging about achieving the highest grade or even throwing a crushed up pile of leaves in someone's face. On their own, any of these behaviours could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners or narcissism, but not meant to actually hurt someone.

Mean = Purposefully saying or doing something to hurt someone once (or maybe twice)

The main distinction between "rude" and "mean" behaviour has to do with intention; while rudeness is often unintentional, mean behaviour very much aims to hurt or depreciate someone. Kids are mean to each other when they criticize clothing, appearance, intelligence, coolness or just about anything else they can find to denigrate. Meanness also sounds like words spoken in anger -- impulsive cruelty that is often regretted in short order. Very often, mean behaviour in kids is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down. Commonly, meanness in kids sounds an awful lot like:

- "Are you seriously wearing that sweater again? Didn't you just wear it, like, last week? Get a life."
- "You are so fat/ugly/stupid/gay."
- "I hate you!"

Make no mistake; mean behaviours can wound deeply and adults can make a huge difference in the lives of young people when they hold kids accountable for being mean. Yet, meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.

Wear it Purple Day 2014

On Thursday 28 August, WHSPA held its second Wear it Purple Day. The Wear it Purple organisation has a simple message: “You have the right to be proud of who you are.” Who you love and how you define yourself does not change that.

Wear it Purple is a student run, not-for-profit organisation that exists to support young people who identify as sexuality and/or gender diverse (i.e. rainbow).

Wear it Purple seeks to raise awareness about the issues faced by these young people and the need to eradicate bullying based on sexuality and gender diversity. They aim to help create a world that is safe for all young people, within which they are free to learn, grow and belong. Wear it Purple believes that everyone has the right to be proud of who they are, and we aim to empower these young people to be able to.

The WHSPA Wear It Purple Day was a mufti day with students encouraged to wear something purple or rainbow coloured in support. We had a fabulous turn out on the day, with students in an array of purple clothing.

The day was supported and organised by our Gay, Lesbian, Bisexual, Transsexual, Intersex and Questioning (GLBTIQ) Support Group, which meets each Monday in A15. The students also held a cake stall on the day, with all funds raised from both the mufti day and cake sales to be used for the support and organisation of the GLBTIQ Monday support group.

Kate Stehr
Teacher Visual Arts

Wear it Purple Day was a successful event with students and staff coming together to support the cause.
Bullying = Intentionally aggressive behaviour, repeated over time, that involves an imbalance of power

Experts agree that bullying entails three key elements: an intent to harm, a power imbalance and repeated acts or threats of aggressive behaviour. Kids who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse -- even when targets of bullying show or express their hurt or tell the aggressors to stop.

Bullying may be physical, verbal, relational or carried out via technology:

- Physical aggression was once the gold standard of bullying -- the "sticks and stones" that made adults in charge stand up and take notice. This kind of bullying includes hitting, punching, kicking, spitting, tripping, hair pulling, slamming a child into a locker and a range of other behaviours that involve physical aggression.

- Verbal aggression is what our parents used to advise us to "just ignore." We now know that despite the old adage, words and threats can, indeed, hurt and can even cause profound, lasting harm.

- Relational aggression is a form of bullying in which kids use their friendship -- or the threat of taking their friendship away -- to hurt someone. Social exclusion, shunning, hazing, and rumour spreading are all forms of this pervasive type of bullying that can be especially beguiling and crushing to kids.

- Cyber-bullying is a specific form of bullying that involves technology. According to Hinduja and Patchin of the Cyber-bullying Research Centre, it is the "wilful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices." Notably, the likelihood of repeated harm is especially high with cyber-bullying because electronic messages can be accessed by multiple parties, resulting in repeated exposure and repeated harm.

It is important to distinguish between rude, mean and bullying so that teachers, school administrators, police, youth workers, parents and kids all know what to pay attention to and when to intervene. As we have heard too often in the news, a child's future may depend on a non-jaded adult's ability to discern between rudeness at the bus stop and life-altering bullying.

Signe Whitson is a licensed therapist, national educator on bullying, and author of three books including Friendship & Other Weapons: Group Activities to Help Young Girls Cope with Bullying. For more information or workshop inquiries, please visit www.signewhitson.com

Sexting and naked selfies

Young girls pressured by boys to send naked selfies as celebrities continue to bare all on social media

JANE HANSEN, THE SUNDAY TELEGRAPH
SEPTEMBER 07, 2014 12:00AM

GIRLS as young as 12 are being put under extreme pressure to provide sexually explicit photos to boys as the naked selfie becomes normalised as part of a modern day 'dating ritual' experts say.

One in five teenagers has admitted sending or receiving naked photos, but cyber safety expert Susan McLean said a lot of young girls were “distressed” by the pressure and expectation to send explicit photos to boys. “Every week one or more girls tell me they feel pressure to reciprocate (photos sent by boys) and send their photos,” Ms McLean said. She said police became involved in one case she dealt with where a 14-year-old girl was being extorted over images.

“The young girl told me she sent an image as a joke but then he threatened to release it if she didn’t send more so she felt it was better to keep him on side and sent naked photos for about six months, we got on the local police because it was extortion,” Ms McLean said.

Melinda Tankard Reist, who lectures teenage girls on the subject in high schools, said she was shocked at the ages in which such pressure started. “Girls at increasingly younger ages, 12 and 13 year olds are getting requests by boys for sexually explicit photos, but the level of blackmail is terrible, boys saying if you don’t send me a sexual image I will start a sexual rumour about you or I will screen capture you and paste it on a naked woman and young girls are asking how do I deal with this,” Ms Tankard Reist said.

The NSW Department of Education and Communities reported 145 incidents of student-on-student sexual abuse last year, with 46 involved sexting or a social networking site.

“It’s all part of the pornification of society and the sexualisation of girls, they are expected to provide these services to boys and the pressure is just massive and it’s not fair,” Ms Tankard Reist said.

Child psychologist Michael Carr Gregg said sexting was now an unfortunate part of everyday relationships. “The reality is the nude selfie is in essence part of the courtship process of this young generation. If you are 15 and in a relationship you get to the point where you exchange nude pictures,” he said.

A recent study of 1300 young people conducted by Dr Megan Lim from the Burnet Institute revealed one in two people aged between 15 and 29 had sent a sexually explicit photo in the past year. “It was seen as not only common but a normal part of dating, a way to flirt,” Dr Lim said.
Some thought if their partner had sent one they felt obligated to reciprocate,” she said. The celebrity nude photos of people like Jennifer Lawrence, whose private account was hacked, cemented the trend as normal Ms Tankard Reist said. “It’s endorsed in popular culture when celebrities do it,” she said.

Detective Superintendent Linda Howlett from the Child Protection and Sex Crimes Squad said any teen who felt pressured to take intimate photos of themselves should tell their parents and report the matter to police.

“It is a criminal offence to take, transmit or possess sexualised or indecent images or videos of anyone under the age of 16. These images are considered child abuse material,” Det Supt Howlett said.

If you would like more information, please call Anisse Penning or Anne-Maree Parrish on the study hotline: 4221 5098 or email: acp177@uowmail.edu.au

This study has been approved by the University of Wollongong Human Research Ethics Committee.

Stand Up For Health

Participant Information
Do you have a child aged between 12 and 16 years of age?

Would they be interested in participating in a research study for 2 days of the school holidays?

If you think they would be interested in participating in our study aimed at reducing adolescent sedentary time please read on.

The Early Start Research Institute at the University of Wollongong is seeking volunteers for a new study examining the acute effects of reduced sitting time on adolescents during a school day.

Adolescents will be compensated for their participation in the study with $80 in vouchers.

What does the study involve?
You and your child will visit the University of Wollongong three times.

On the first visit they will be familiarised with the study and on the second and third visit they will be involved in mimicking a school day in our state of the art whole room calorimeter so that we can measure the energy they expend.

During the activities your child will wear several activity monitors while in the calorimeter.

If your child fits the following criteria we would like you to contact us:

Aged 12-16 years
Does not suffer from: Prader-Willi syndrome, Bardet-Biedl syndrome, diabetes, coeliac disease, PKU or other metabolic disorders, cystic fibrosis, multiple food allergies, significant physical disability or developmental disability e.g. restricts age-appropriate play or any other diseases where the primary conditions or syndromes associated with obesity, other chronic disease.

Has a Body Mass Index (BMI) which is above the healthy range for their age and gender.

Participants who do not meet these inclusion criteria will be asked if they would be willing to participate at a later date if further funding is gained for a study among adolescents with a lower BMI.

Download the Participant Information Sheet for more information.

If you would like more information, please call Anisse Penning or Anne-Maree Parrish on the study hotline: 4221 5098 or email: acp177@uowmail.edu.au

This study has been approved by the University of Wollongong Human Research Ethics Committee.

AFS Student Exchange Open Night

Come along, meet our local team of volunteers and see if an AFS Student Exchange or Short Program is for you! We have programs ranging from 3 weeks to 11 months, and even the chance to go abroad on a full or partial scholarship.

Here are the details you need to know:

- When: Thursday 4th September, 6:30pm-8:30pm
- Where: Wollongong Public Library, Ground Floor, Central Lending Library, 41 Burelli St, Wollongong
- Who: Interested students and families, past and present AFS host families and students, school representatives, and AFS volunteers

You can either register your attendance at www.afs.org.au/opendays or just show up on the day!

For more information email Jason at jason.heath@afs.org or call 1300 131 736.

Jason Heath
Marketing & Communications Coordinator
AFS Year Program Returnee to Germany
Phone: 1300 131 736
Email: jason.heath@afs.org
Website: www.afs.org.au

AFS Student Exchange for GERMANY

Come along, meet our local team of volunteers and see if a full time program is for you! We have programs ranging from 3 weeks to 11 months, and even the chance to go abroad on a full or partial scholarship.

Here are the details you need to know:

- When: Thursday 4th September, 6:30pm-8:30pm
- Where: Wollongong Public Library, Ground Floor, Central Lending Library, 41 Burelli St, Wollongong
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Jason Heath
Marketing & Communications Coordinator
AFS Year Program Returnee to Germany
Phone: 1300 131 736
Email: jason.heath@afs.org
Website: www.afs.org.au

AFS Student Exchange for ITALY

Come along, meet our local team of volunteers and see if a full time program is for you! We have programs ranging from 3 weeks to 11 months, and even the chance to go abroad on a full or partial scholarship.

Here are the details you need to know:

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- Where: Wollongong Public Library, Ground Floor, Central Lending Library, 41 Burelli St, Wollongong
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Jason Heath
Marketing & Communications Coordinator
AFS Year Program Returnee to Germany
Phone: 1300 131 736
Email: jason.heath@afs.org
Website: www.afs.org.au

AFS Student Exchange for SPAIN

Come along, meet our local team of volunteers and see if a full time program is for you! We have programs ranging from 3 weeks to 11 months, and even the chance to go abroad on a full or partial scholarship.

Here are the details you need to know:

- When: Thursday 4th September, 6:30pm-8:30pm
- Where: Wollongong Public Library, Ground Floor, Central Lending Library, 41 Burelli St, Wollongong
- Who: Interested students and families, past and present AFS host families and students, school representatives, and AFS volunteers

You can either register your attendance at www.afs.org.au/opendays or just show up on the day!

For more information email Jason at jason.heath@afs.org or call 1300 131 736.

Jason Heath
Marketing & Communications Coordinator
AFS Year Program Returnee to Germany
Phone: 1300 131 736
Email: jason.heath@afs.org
Website: www.afs.org.au

AFS Student Exchange for FRANCE

Come along, meet our local team of volunteers and see if a full time program is for you! We have programs ranging from 3 weeks to 11 months, and even the chance to go abroad on a full or partial scholarship.

Here are the details you need to know:

- When: Thursday 4th September, 6:30pm-8:30pm
- Where: Wollongong Public Library, Ground Floor, Central Lending Library, 41 Burelli St, Wollongong
- Who: Interested students and families, past and present AFS host families and students, school representatives, and AFS volunteers

You can either register your attendance at www.afs.org.au/opendays or just show up on the day!

For more information email Jason at jason.heath@afs.org or call 1300 131 736.

Jason Heath
Marketing & Communications Coordinator
AFS Year Program Returnee to Germany
Phone: 1300 131 736
Email: jason.heath@afs.org
Website: www.afs.org.au

AFS Student Exchange for AUSTRALIA

Come along, meet our local team of volunteers and see if a full time program is for you! We have programs ranging from 3 weeks to 11 months, and even the chance to go abroad on a full or partial scholarship.

Here are the details you need to know:

- When: Thursday 4th September, 6:30pm-8:30pm
- Where: Wollongong Public Library, Ground Floor, Central Lending Library, 41 Burelli St, Wollongong
- Who: Interested students and families, past and present AFS host families and students, school representatives, and AFS volunteers

You can either register your attendance at www.afs.org.au/opendays or just show up on the day!

For more information email Jason at jason.heath@afs.org or call 1300 131 736.

Jason Heath
Marketing & Communications Coordinator
AFS Year Program Returnee to Germany
Phone: 1300 131 736
Email: jason.heath@afs.org
Website: www.afs.org.au
## SCHOOL CALENDAR FOR TERM 3 - 2014

### TERM 3

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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<tr>
<td></td>
<td>14/7 Staff Development Day</td>
<td>15/7 Science Enrich Class</td>
<td>16/7</td>
<td>17/7</td>
<td>18/7 State Cross Country</td>
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<td>21/7 Exec Meeting</td>
<td>22/7 Finance Meeting</td>
<td>23/7</td>
<td>24/7</td>
<td>25/7 High Notes to Office</td>
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<td>10 into 11 P1 &amp; 2</td>
<td>10 into 11 P1 &amp; 2</td>
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<td>28/7 Focus Group Meeting</td>
<td>29/7 Science Enrich Class</td>
<td>30/7 High Notes printed</td>
<td>31/7</td>
<td>1/8 Staff Trivia Night in WHSPAC</td>
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<td>Year Meeting</td>
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<td>Science Enrich Class</td>
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<td>Assemblies</td>
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<td>Southern Stars Reh</td>
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<td>Reg Athletics Carnival</td>
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<td>Subject Sel Book to 7 &amp; 8 – Fac to talk re subjects this week in class</td>
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<td></td>
<td>4/8 Faculty Meeting</td>
<td>5/8 Subject Selection</td>
<td>6/8</td>
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<td></td>
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<td>Info Evening 7 p.m.</td>
<td>11 WP Kitchen Ops</td>
<td>Maths Comp P1&amp;2</td>
<td>High Notes to Office</td>
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<td></td>
<td>12 WP Kitchen Ops</td>
<td>9 Living Libraries P4</td>
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<td>11 WP Kitchen Ops</td>
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<td>11/8 Exec Meeting</td>
<td>12/8 Science Enrich Class</td>
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<td>15/8 High Notes to Office</td>
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<td></td>
<td>WHS Lunch Meeting</td>
<td>11 WP Multiskilling</td>
<td>9 Living Lib P1-3</td>
<td>12 Drama Showcase</td>
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<td>11 WP Multiskilling HSC Dance</td>
<td>12 WP Multiskilling</td>
<td>12 Drama Showcase</td>
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<td>18/8 GT Meeting</td>
<td>19/8 Ski Trip</td>
<td>20/8 High Notes printed</td>
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<td>22/8 High Notes Out</td>
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<td>Ski Trip</td>
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<td>PBS Extended Roll Call</td>
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<td>25/8 Faculty Meeting</td>
<td>26/8 12 Reports to HT</td>
<td>27/8</td>
<td>28/8</td>
<td>29/8 12 Reports download</td>
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<td>11 Exams for typing</td>
<td>Science Enrich Class</td>
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<td>12 Assess to HT Admin</td>
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<td>Top Blokes P2&amp;3</td>
<td>Southern Stars Reh</td>
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<td>HSC Drama</td>
<td>Top Blokes P1&amp;3</td>
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<td>1/9 Staff Meeting – Captain’s Speeches</td>
<td>2/9 Science Enrich Class</td>
<td>3/9 Captain’s Interviews</td>
<td>4/9 State Athletics Carnival</td>
<td>5/9 High Notes to Office</td>
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<td>11 Exams for printing</td>
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<td>8/9 Faculty Meeting</td>
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<td>12/9 High Notes Out</td>
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<td>Interview 2 this week</td>
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<td>15/9 Exec Meeting</td>
<td>16/9 Science Enrich Class</td>
<td>17/9</td>
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<td>19/9 Morning Tea Lang/ HI/Supp/Car</td>
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<td>Data Back Up Week</td>
<td>12 Formal</td>
<td>12 Graduation at night</td>
<td>12 Graduation at night</td>
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<td>11 Yearly Exams</td>
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<td>11 Yearly Exams in Rooms P1 &amp; P2</td>
<td>11 Yearly Exams in Rooms P1 &amp; P2</td>
<td>11 Yearly Exams in Rooms P1 &amp; P2</td>
<td>11 Yearly Exams in Rooms P1 &amp; P2</td>
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## SCHOOL CALENDAR FOR TERM 4 - 2014

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<th>MONDAY</th>
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<td><strong>Public Holiday</strong></td>
<td><strong>HT EARS Interview 2 this week</strong></td>
<td><strong>11 Interviews</strong></td>
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<td>13/10</td>
<td>14/10</td>
<td>15/10</td>
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<td><strong>B</strong></td>
<td><strong>Exec Meeting</strong></td>
<td><strong>HSC Starts</strong></td>
<td><strong>11 Sign-out Period 1</strong></td>
<td><strong>11 Music Showcase</strong></td>
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<td>20/10</td>
<td>21/10</td>
<td>22/10</td>
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<td><strong>B</strong></td>
<td><strong>Focus Group Meeting</strong></td>
<td><strong>Year Meeting Assemblies</strong></td>
<td><strong>Senior Exec/PA Lunch Meeting</strong></td>
<td><strong>10 Exams for typing</strong></td>
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<td><strong>4 A</strong></td>
<td>27/10</td>
<td>28/10</td>
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<td><strong>Faculty Meeting</strong></td>
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<td><strong>Staff Meeting</strong></td>
<td><strong>WHS Lunch Meeting</strong></td>
<td><strong>7 Reports to HT</strong></td>
<td><strong>10 Yearly Exams (core only)</strong></td>
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<td><strong>Faculty Meeting (nominations for Special Awards)</strong></td>
<td><strong>Exec Planning Day</strong></td>
<td><strong>High Notes printed</strong></td>
<td><strong>Vaccination for 9 boys &amp; all 7</strong></td>
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<td>17/11</td>
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<td><strong>Loud Shirt Day</strong></td>
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<td>3/12</td>
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<td><strong>Year Meeting Assemblies</strong></td>
<td><strong>High Notes printed</strong></td>
<td><strong>10 Camp/Activities</strong></td>
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<td>9/12</td>
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<td><strong>Drama Company Auditions</strong></td>
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<td>18/12</td>
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<td><strong>1</strong></td>
<td><strong>WHSPA Night</strong></td>
<td><strong>7, 8, 9 &amp; 10 Clearance P1/2</strong></td>
<td><strong>HSC results released</strong></td>
<td><strong>Staff Night Out</strong></td>
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<td><strong>7, 8, 9 &amp; 10 Reports P 4 Presentation Night</strong></td>
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