Coming events

**Week 7**

- **Monday 9/3** Music excursion to Encore
- **Tuesday 10/3** Year 7 Student/Parent/Teacher afternoon tea. 3.30pm - 4.30pm
- **Wednesday 11/3** Duke of Edinburgh silver hike 3 days
- **Thursday 12/3** Selective Schools exam for 2016
- **Friday 13/3** Luna Park excursion payment due

**Week 8**

- **Monday 16/3**
  - P&C Meeting 7.30pm
  - National Geography Competition/Vietnam show payment due.
  - Year 12 half-yearly exams - all week
  - P&C Meeting - 7.30pm

**PRINCIPAL’S REPORT**

We already have ‘EnRICH’ as an acronym for our school values. Many students know them by heart, others need to dig deep into the memory bank to recall Endeavour, Respect, Integrity, Compassion and Harmony. So why would we be introducing another acronym to the educational landscape of Smith’s Hill High School? Collective Leadership And Nurturing Support (C.L.A.N.S.) and secondly, how are we going to remember what these letters represent? The answer to both of these questions are found in why and what this program is all about.

In 2014, we did a great deal of research and consultation with parents and teachers about the strengths, weaknesses, opportunities and threats faced by the school. This consultation also extended to the student body. Two of the consistent messages that were expressed by all members of our school community were the need to increase leadership opportunities and develop support structures for all students. That is what C.L.A.N.S. is all about - Leadership and Support.

The C.L.A.N.S. groups are organised in such a way that each group has students from Years 7 to 11 and from the same House group. Interspersed with scheduled Year meetings on Thursdays, these groups meet with their C.L.A.N.S. teacher as part of a 4 year program that focuses on leadership, mentoring, growth mindset, learning mechanics, habits of effectiveness, social intelligence, study skills and careers. In addition to our 3 main sporting carnivals, at events such as Values Day and Festivus, House groups will have the opportunity to earn points for their House. Points from each of these events will be tallied and the winning House group will be awarded the ‘Charles Smith Cup’.

At the launch assembly of C.L.A.N.S. last week, students and staff alike enthusiastically supported the implementation of this program and our House captains certainly roused the student body in their quest to be the first to have their House inscribed on the ‘Charles Smith Cup’.

As I have outlined previously, the collaborative culture of Smith’s Hill High School is integral to all that we do. It is the way our staff and students operate to achieve through collective contribution and support. It is this collaborative culture that makes Smith’s Hill High School the great school it is and one that will ensure Smith’s Hill High School’s success into the future.

David C Deitz
Principal
LET THE GAMES BEGIN...

UOW DEBATING TOURNAMENT...

On Monday 23rd February 4 SHHS debating teams ascended upon the UOW to defend their title. All teams completed 3 debates each before the final was announced after lunch. The only team to remain undefeated all day against debating teams of all ages was the SHHS Team 4…the Year 8 Team! An amazing achievement! The development and enthusiasm displayed by this team throughout the day was inspiring to all those who watched them and also, those who were defeated by them.

Congratulations:
Grace Mahon
Gemma Hedayati
Laura Charlton
Tom Behl-Shanks
Georgia Deen

Best Speaker of the Tournament went to Elinor Stephenson, well done Ellie!

PRUE SALTER - STUDY SKILLS

This week Prue Salter from Enhanced Learning Educational Services (www.enhanced-learning.net) ran a study skills evening with Year 10 parents and students.

The aim of the evening was to help families identify strategies they can implement at home which will help Year 10 students to achieve their personal best at school.

Students had the opportunity to reflect on their individual home study environment, including how they organise and manage their resources. They were then given advice on how to work effectively at home, how to deal with distractions and how to manage the workload in high school. The session concluded with tips on effective studying in high school: making study notes, learning the notes through personal testing and doing as much practise as possible.

Parents are encouraged to review and discuss the handout from the session with students and identify practical changes they can make to improve the home study environment and support system. The Study Skills Tips for Parents website (http://studyskillstoptipsparents.com/) provides additional advice for parents needing more information.

Years 7, 11 and 12 also attended a student session with Prue. In the Year 7 session, students evaluated their approach to school so far and identified areas for improvement. Students looked at ideas to help them be more organised and how to use their diary as a planning tool. Year 7 students were also introduced to the concept of study notes and the 3 steps to studying effectively in high school.

Messages from previous years were reinforced for Year 11 students, in relation to setting up an effective home study environment, managing paper and digital resources for school, working effectively at home and dealing with distractions, using the diary as a planning tool, making brain-friendly study notes and using a wide variety of active study techniques.

Year 12 looked at advanced research about the brain and how that could be used to make their study more effective. The focus on the session was
looking ahead to the next set of examinations and how students can ensure they are well-prepared. Steps to make effective study notes were highlighted and students also examined the study techniques they traditionally used, exploring new techniques they could try.

All secondary students at our school also have access to a great study skills website to help students develop their skills. Go to www.studyskillshandbook.com.au and enter the username: forsmithshillsonly and the password: 46results and start improving your results today!

HOW PARENTS CAN HELP THEIR SECONDARY SCHOOL STUDENT WITH THEIR LEARNING

Whilst parents are often involved in their teenager’s sporting, musical or dramatic activities, parental support on the sidelines of their adolescent child’s studies can also be beneficial, particularly to academic performance. Research shows that children are more likely to succeed if parents are involved in their learning. Henderson and Mapp (2002) found that ‘the more families support their children’s learning and educational progress, the more their children tend to do well in school and continue their education’.

Strategies for Parents to help their secondary school aged students achieve their potential:

WORK ENVIRONMENT

The obvious logistical support is providing a quiet, open space with few distractions for working at home. Involve your student in creating this space. Workspace tools for effective learning include a desk, ergonomic chair, a noticeboard and good lighting, as well as a shelf or drawers for folders, reference books and non-essential work. Spending time to discuss options, alternatives and reasons for establishing a dedicated work area is valuable.

BREAKFAST

Importantly students need to start the day with a nutritional breakfast, as this will increase energy, attention, concentration and memory, particularly if the breakfast includes grains, fibre, protein and is low in sugar. Parents can facilitate this good start to the day as part of the daily routine. Similarly, nutritious snacks and lunch will enable the student to remain more focused throughout the day.

ORGANISATION

A calendar for each term should be created and displayed near your student’s desk and in prominent thoroughfares in the home, such as the kitchen. The calendar or term planner should include: all co-curricular and social activities, as well as assignment, assessment or test dates. This helps the student see the big picture of commitments and not simply a weekly or daily vision as school diaries or digital devices usually allow. The student, and parent, can clearly see when heavy workload periods occur, and social activities can be tailored to ensure work has a priority. It’s a good idea to sit down with your student every couple of days to discuss the schedule ahead, when the work can be slotted in, and how a parent could help by reducing family commitments, or by setting boundaries with social engagements. Regularly sitting down to discuss workloads and tasks due, reviewing activities and schedules can help students learn to be more productive and organized.

FILING SYSTEMS

Master folders should be set up for each subject at home, so after each topic is completed the notes can be placed in appropriate categories. This also gives students somewhere to file completed tests and assignments. Most students carry their current notes to school each day, but naturally as the term and year progresses it’s impossible (and risky if misplaced) to have all worknotes in one folder. Students may also need help organising the files on their computers and devices (although it is likely that many students know more about this than their parents!).

ROUTINES

Helping your student to establish routines can add an element of calm to each day. Simple routines such as having the school bag packed and uniform ready before going to bed each night, can eliminate unnecessary angst in the morning. A useful addition to the evening schedule is to determine the next afternoon’s program: when homework and daily
revision will be done around co-curricular activities, dinner etc. This can give a clear direction when your student comes home each day. Some students find that having regular times set aside for schoolwork each day helps them to develop a routine of working. Other students will need to make a plan each afternoon as their schedule changes each day.

**TIMETABLE**

Know your student’s timetable, so it’s easy and relevant to ask “What were you doing in Science today?”. A specific question can often open a conversation where your student not only shares but, in doing so, reinforces what was learned which increases memory (and understanding) of the lesson.

**SUBJECTS**

Know your student’s subjects, and become aware of the topics covered each year in those subjects. ‘Improved educational outcomes result from a genuine interest and active engagement from parents’ (OECD 2011), so knowing the topics could allow parents to expose students to different dimensions of the subject through film, books, contemporary issues, the Internet, exhibitions, travel etc. Students appreciate, perhaps subconsciously, that the parent is truly interested in their learning and what they are learning. Some schools will give students a course outline and the state’s educational body will also have a website where parents should be able to access the syllabus (what will be taught) for each subject.

**ASSIGNMENTS**

A helpful strategy is to keep abreast of when assignments are given. Talking to your student about assignment expectations, drawing out their understanding of the topic, criteria and parts of the assignment can instill a deeper appreciation. It’s good to probe and ask more about the assignment topic with questions, as this could give your student other perspectives, and once more, help the student feel the parent has a real interest in learning. When planning the workload for an assignment, parents can help break the work into chunks or parts. This can reduce the sense of the overwhelming enormity of the task and the task can be broken into manageable parts, which are then scheduled to be done into the calendar or diary.

**TESTS**

Similarly, parents can help students prepare for tests by quizzing them, asking for concepts to be explained or helping write practice tests. Explain to your student that memory and understanding can increase if the brain is using multiple processes to use information, such as writing, reading, speaking, drawing or singing! When tests are returned, focus on what was achieved and note concepts to revise. If students know parents are not solely focused on the grade, but also on the process, and that tests (and assignments) are tools to learn, intrinsic motivation can develop.

**CO-CURRICULAR ACTIVITIES**

There comes a time in secondary school when some co-curricular activities need to be cut for a period of time, as academic demands increase or the student is juggling too much. It’s unlikely students will initiate severing an activity so it’s generally up to parents. Students, like adults, can give more to an activity when there is time, and academic work needs to be one of the main priorities during the school terms. Parents will often be the first to notice when their student is over-loaded (and it varies for each individual), when school work is rushed or dismissed, when their student is tired or out-of-sorts, when they have no “downtime” on weeknights. Everyone needs some downtime, even if it is only for an hour of escapist freedom.

**TECHNOLOGY**

Parents need to be the “bad cop” when it comes to limiting computer games, or other digital device activity. It is advisable that devices are not in bedrooms when students go to bed. However, rather than dictating the rule, parents should talk about the need for solid, sufficient sleep for the brain to re-wire neural pathways to consolidate the day’s learning. Lack of sleep can lead to reduced concentration and attention span, delayed response time, and decreased short-term memory. Rules for technology (including TV viewing) should be developed together if possible so there is agreement about the approach.

**COMMUNICATION WITH THE SCHOOL**

It’s now fully acknowledged that together, parents and teachers play a dual role in educating students,
so it’s vital to maintain open communication with the school. It’s important for parents to keep abreast of school information conveyed through newsletters, school portals, emails and so on, as it’s not uncommon for a student to miss information at school. This allows parents to flag or discuss with their student what the school is offering, advising or sharing. For example: a newsletter may alert parents to additional “maths tutorials” offered before school, or “homework help sessions” after school. This reinforces again that the parent is interested in their student’s learning. It is equally important for parents to advise the school of extraneous issues happening at home, as this would give teachers an understanding of atypical behaviour, work ethic, concentration etc. An illness or death in the family (including a family pet), parent absence for more than a fortnight, or challenging issues on the home front, are examples of when parents should contact the school. Moderated assignments, extensions on homework, or relaxed detentions could result, and allow the student to resume their learning journey without additional stress. However secondary school students also need to gain skills and strategies to deal with life’s variables, and to become independent, confident problem solvers. So it’s also important for parents to give students opportunities to manage issues at school themselves. Parents should not approach the school to “fix” every minor problem, such as a student missing a page in an exam which lowered his grade, or a student feeling they had been maligned by a peer. Both these instances are life-lessons to learn from or solve, so parents should encourage students to ask for help and approach teachers themselves when needed.

The strategies above should be developed with the child, and hopefully will be independently adopted by the student when they reach their final years at school. It’s worthwhile noting that each point is related to the child’s learning, as this sends a very positive message that the parent is engaged and interested in the learning process.


Learn more this year about how students can improve their results and be more efficient and effective with their schoolwork by working through the units on www.studyskillshandbook.com.au. Our school’s access details are:
Username: forsmithhillhsonly
Password: 46results

**Canteen News**

To avoid disappointment, please remember to order your lunch before school and at recess. Thank you to those students who have volunteered to help in the canteen, if you are rostered and cannot attend please let Mrs Faull know as soon as possible.

**Canteen Roster for the Next FORTNIGHT**

**WEEK 7**
2nd Tuesday - 10/3/15 - K. Grant, L. Bertolla, J. Overton
2nd Wednesday - 11/3/15 - E. Kurbel, S. MacKinley, C. Purvis
2nd Thursday - 12/3/15 - C. Hewitt
2nd Friday - 13/3/15 - J. Lill, V. Douglas, S. Hepper

**WEEK 8**
3rd Monday - 16/3/15 - C. Heijo, J. Hunt
3rd Tuesday - 17/3/15 - P. Hutton, H. Naulty
3rd Wednesday - 18/3/15 - M. Marks, K. Vezgoff, K. Prohm
3rd Thursday - 19/3/15 - N. Clough, J. Wilson, D. Al-Salih
3rd Friday - 20/3/15 - L. Tut, R. Davis, G. Sanzone

**WEEK 9**


[Henderson and Mapp 2002] Henderson, A. & Mapp,
SMITH’S HILL HIGH SCHOOL YEAR 8 TEAM TO REPRESENT AUSTRALIA IN THE USA

Year 8 students from SHHS, Nick Wilson, Aranya Ghose, Luin Mulvihill and Lachlan Cocca have been selected to represent Australia at the upcoming Razorback Invitational in Arkansas USA this May.

They entered the 2014 FIRST® Lego® League (FLL®) competition along with 265,000 other students from 80 countries. The journey started at the Wollongong Regional competition held at Cedars College where they placed in the Top 3 and won the Core Values award which secured a place in the National Tournament at Macquarie University in Sydney. As a result of their performance at the National Tournament they were invited to the FIRST® Razorbacks Invitational in Arkansas USA.

The competition involves the students building and programming an autonomous robot (using the LEGO® MINDSTORMS® robot set) to score points on a thematic playing surface, creating an innovative solution to a problem, all while being guided by the FLL Core Values. These three elements - the Robot Game, Project, and FLL Core Values - make up the yearly Challenge. The problem the team identified this year was how to introduce medieval history into primary schools.
P&C FUNDRAISING COMMITTEE NEWS

SHHS P & C Fundraising Committee are excited to be back this year with a renewed dedication and purpose. We will be actively pursuing numerous fundraising projects to raise some serious funds to benefit all our children. Please be aware we will be asking for your help throughout the year to assist and support us. We are always open to new ideas and members, so please contact us if you are wishing to become more involved.

Listed below are some of the items that the students, teachers and parents have suggested for us to help make a contribution towards.

Lockers
Electronic whiteboards
Hand dryers
Cafe Seating and shade cloth for the canteen area
New Sporting Equipment
Rejuvenating the Basketball Court

Our next Fundraising activity will be a Cake Stall and Sausage Sizzle/BBQ at the School on Polling Day: Saturday 28 March, 2015, for the State Election. See more details below.

We are hoping to run a raffle at the BBQ and any donations for prizes would be appreciated. With your help, we are looking forward to a very successful year.

Kind regards
Therese Wolfe – theresewolfe@gmail.com  PH: 0402485920
Michelle Maltby – michellem01@optusnet.com.au  PH: 0402206026
Fundraising Committee

ELECTION DAY FUNDRAISER

The idea is to run a cake stall and sausage sizzle/BBQ fundraiser for the school during the NSW state election on Saturday March 28th outside the MPU.

Parents and citizens, here's how you can help:

• Donations of cake/slice/biscuits are needed to sell on the day.(instructions below)
• Volunteers to help serve on the cake stall at the polling place for a couple of hours on election day - we will be seeking to fill shifts through the day
• Volunteers to help serve on the sausage sizzle/BBQ at the polling place for a couple of hours;

Even if you can't help in one of those ways with the stall, but you live in the electorate of Cunningham, please consider voting at the school and buying a cake or a sausage sandwich.

Cake Stall Instructions:

• It helps if the item/ingredients are labelled - some people need to know, but this is not essential for every item.
• It helps to have lots of small packets/plates, e.g. of 4, 6 or 8 cookies or pieces of slice. We will even sell individual biscuits/slices of cake.
If you are not sure, or have another suggestion, please ask us.

Donations can be dropped off at the canteen during school hours on Friday 27th or Saturday 28th March directly to the cake stall. We will be situated under the covered area outside the canteen.

Please consider volunteering as it is a great way of getting to know others in the school community.

Warm regards,
Sandy Grant
P&C Secretary
Therese Wolfe – theresewolfe@gmail.com  PH: 0402485920
Michelle Maltby – michellem01@optusnet.com.au  PH: 0402206026
P&C Fundraiser Committee

FIJIAN WOMEN WHO SUFFER FROM BREAST CANCER APPEAL

Fijian women who suffer from breast cancer receive very little assistance or follow-up.

We are asking women to donate their used and unwanted bras and prosthesis - any shape and size, as long as they are in good condition.

The Fijian program is run by a lady Lily De Santos who fits and provides prosthesis and bras to women in this area. She has been collecting bras and taking them to the Fijian women and will be leaving again in June.

Bras can be dropped off at the Front Office, Cossies R Us, Princes Highway, Corrimal, Alchemy Health Wentworth Street Port Kembla or contact Lily on lilyblisstoyou@gmail.com

It is amazing how many women have been or are affected or who know someone who has or is being treated.
**SCIENCE NEWS**

We have lots of great excursions coming up and it is important that students pay by the closing date. If there are any problems with payment by these dates, please do not hesitate to contact the Science Department. When paying online, students will need to return the permission note to the Front Office.

<table>
<thead>
<tr>
<th>Year/s</th>
<th>Venue</th>
<th>Closing date for payment</th>
<th>Cost</th>
<th>Excursion date</th>
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</thead>
<tbody>
<tr>
<td>Years 7 and 10</td>
<td>Luna Park</td>
<td>13th March</td>
<td>$45</td>
<td>27th March</td>
</tr>
<tr>
<td>Year 8</td>
<td>Wollongong Botanical Gardens</td>
<td>20th March</td>
<td>$15</td>
<td>5th May</td>
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<td>Year 11 Biology</td>
<td>Minnamurra wetlands</td>
<td>2nd April</td>
<td>$5</td>
<td>28th April</td>
</tr>
<tr>
<td>Year 12 Biology</td>
<td>Sydney Children’s Hospital and Museum of Human Disease</td>
<td>19th May</td>
<td>$45</td>
<td>21st May</td>
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</tbody>
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I would like to thank the organising teachers: Mr Dileva, Mrs McGavock and Mrs Siilbek. Bruce Hayes - Relieving Head Teacher Science

**BEETHOVEN’S SUMMER**

Mr Reveleigh had the opportunity to see the ninth Ribbit Up production at Smith's Hill on Friday, Beethoven's Summer.

When reviewing something, be it play, poetry or fine cuisine (Coconut Thai’s chicken panang was five stars; second only to a good rendang), it seems only fair to pass judgement on what that something is purporting to be. You don't judge a Beckett play against the standards of new wave performance poetry (too easy: Beckett would come up wanting). Beethoven's Summer knows what it is and it knows its audience, so it's already ahead of a lot of the Sydney theatre scene in that regard. In its writing, performances and "tradition", I can say this about Beethoven's Summer:

It was a laugh riot.

It had everything someone going to see a school play could want: too-close-for-comfort caricatures, smart casting that played to performers' strengths, and a clear sense that every moment was a joy for those involved. It was clear from being in the audience that the tropes of the great Australian summer holiday -- both overt in attendance of beach resorts and...subtle in the prodigious wearing of visors -- resonated with all, young and young at heart (read: people who still use the word “frock” as a verb). I heard more than one audience member remark that their “cheeks hurt” when the house lights came up for the last time. Despite the two hour run time, I'm
quite certain they meant the ones on their faces. The glimpses of Australian gothic tipped the play slightly, yet enjoyably, into a realm of the surreal. By the end, we'd feared 18th century vampire composers; laid siege to abandoned shacks with greasy chips; smirked at hotel staff that found employment after Rocky Horror; and marvelled at "unbelievable" plot lines that would be at home in a narrative arc of Ramsey Street circa 1986. The aim was never believability, though. As this reviewer said before, Beethoven's Summer knew its audience as one that could appreciate the hilarity and closure that only Cutlerian happy endings could provide.

The play's performances were centred around a brilliant ensemble cast. In a cast so big, it was a pleasure to see the vast majority had put so much effort into their performances, regardless of line count. Special mention to Beattie Rowe (also uber-design extraordinaire) and Thomas Doyle who led an outstanding cabal of parents played by Year 12s in what will be their swan song. A nod should also go to the production team, who pulled off (with some minor hiccoughs forgiven on opening night) a much more technical show than Ribbit Up productions is used to (with the possible exception of MacGuffin).

Lastly, a thank you to Bryan Cutler who shared (or so we guess from his admission at the end of opening night) a little insight into his experiences with "Les" and "Val". Smith's Hill is very lucky to have someone as dedicated as him.
ATTENDANCE – SENTRAL KIOSK

Students can now view their absences via Sentral, all students have been provided login details by email. Any discrepancies that students identify should be discussed with Mr Smith or the front office staff. The new attendance system has been implemented to deliver a more transparent, accurate and efficient way of recording and reporting attendance.

Students who start and end the school day at the regular time just go to their timetabled classes. If there are any variations of this, students need to sign in and out via the Sentral Kiosk at the front office. A summary of procedures and attendance reasons is provided below.
We thank staff, students and parents for their support.

Andy Smith
HT Administration

- **Exempt Absence**
- **Explained Absence**
- **Unexplained Absence**
- **Exempt Absence**

- **Flexible Timetable**
  - Late Start
  - Seniors only
  - Sign in @ front office

- **Late to School with note**
  - Sign in @ front office

- **Gate Pass (Early Leaver)**
  - Report to DP w/ note
  - DP sign to authorise
  - Show note to teacher
  - Hand note to front office @ sign out

- **School incursion or Excursion**
  - Entered by SHHS front office staff
  - Can be viewed in Sentral under Activities
SHHS TriTheGong Volunteers 2015
AUSTRALIAN AIR FORCE CADETS NO 3 WING

314 Squadron will be holding information sessions on Tuesday, 10 March 2015 and Tuesday, 17 March 2015 at 7:00 pm. Prospective cadets and their parents or guardians are invited to attend one of our information sessions to learn more about the AAFC. Enrolment forms will be distributed on the night and those who wish to join will be required to return their completed application package on Tuesday, 24 March 2015 or Tuesday, 31 March 2015.

They will also be required to attend a familiarisation day on Sunday, 10 May 2015. Enrolment is open to Australian citizens and Australian residents aged between 13 and 18 years.
Maths and Stats by Email is a free fortnightly email newsletter featuring maths news and activities.

Maths and Stats by Email contains:
- the latest news from the world of maths
- hands-on maths activities to try yourself
- curious and interesting maths websites
- puzzles to tease your brain
- news about the latest maths events
- occasional competitions.

Explore maths through experiments and activities you can try at home or at school. The activities:
- use easy-to-find, everyday materials
- explore maths in a hands-on way
- are explained using everyday language
- are tested, so you can be sure they work.

Follow the link to this fortnight’s newsletter- Super Shopping Special

Saturday 21st March
8.30 am until 12.00 pm

Morning tea is provided!

WORKING BEE

A working bee will be held Saturday 21st March from 8.30 am until 12.00pm. The goal of the working bee will be to do edging, mulching, continue working along Gipps St., garden outside the canteen. Please bring along any tools you have that will assist with heavy and light pruning, digging. If you have a whipper snipper please bring it along. At a minimum ensure you bring a pair of garden gloves, a hat, sunscreen and please wear sun safe attire.

STUDENTS, accrue volunteer hours for the Leadership Program and the Premier's Volunteering by helping out! Any questions please do not hesitate to contact Michelle Maltby (michellem01@optusnet.com.au)
Student Special

Discount rates for high school students

Accidents happen when you least expect it. Learn the essential skills to recognise and respond to a range of common first aid injuries and illnesses.

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