



Cromer Courier

CROMER CAMPUS NEWSLETTER

Respect • Responsibility • Success



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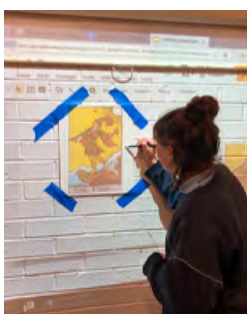
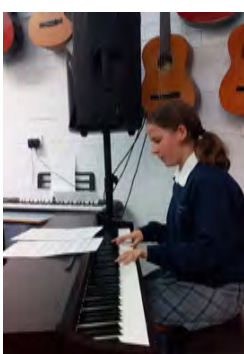


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FROM THE PRINCIPAL



By **JUSTIN HONG**
Principal
NBSC Cromer Campus

Our school has largely returned to normal operation this term. It has been encouraging to see our students back in their classrooms learning shoulder to shoulder with their peers and teachers. Most extra-curricular activities have restarted with modifications in some instances. Additional student activities such as excursions and camps are being considered by the Department of Education for Term 3 and a decision will follow shortly. Parent teacher nights and other large-scale parent/student events

have been hindered and are still unlikely to occur in the near future. As a result, if you would like to speak to your child's teachers we can accommodate this over the phone. Student reports for Years 7-10 are being sent before the end of term and Year 11 and 12 reports have

Principal's report continued...

already been published. If you would like to discuss your child's progress please email the school next term requesting a phone interview with the name of the teacher who will arrange with you a mutually suitable time. This process may be beneficial as there is flexibility around when this can happen instead of it only happening on the one night. I would encourage parents to request a call only from subject teachers that are absolutely necessary.

Year 10 into Year 11 Subject Selection

It is that time of year when Year 10 students are going to be asked to choose their senior subjects for Year 11. This is one of the most exciting transition points in a student's high school life. At this point students get to take almost full control over their education by selecting all of the subjects they want to study for their next and final two years. Usually we would hold a subject selection evening for students and parents but as mentioned above that is not possible at this time. In place of our usual subject selection evening we have posted on our school website a link to some pre-recorded videos that will explain the subject selection process to students and parents. I would like to assure you that the information being published through our website is the same information that you would have received at a subject selection evening. I encourage all parents to get involved with their children by watching the website materials and talking this through with your child. Learning conversations have already occurred this week with students, staff and parents (via a phone link) and we hope that this has started the process for you. Students have also been issued with a hardcopy of their subject selection booklet which should be read in conjunction with our website materials. In the first week back students will be asked to make their selections and I am confident that with your involvement and the materials we have issued and published, students will be making some very confident and informed decisions about their future education here at Cromer Campus.

Uniform Shop is Moving to Online Operation

I am aware that many parents already order uniform items on-line for their children to pick up at school. COVID has forced us to rethink some of our operational practices and we would like to encourage all parents to adopt this method. As a result, next term our uniform shop is supporting this move towards an on-line method of operation. The model will involve parents ordering items online and your children picking these items up at our school uniform shop. This will remove the need for parents to attend the school site. There will still be an option for students to purchase items directly from the shop, but our preferred option is for parents to purchase items on-line removing the need for students to bring large sums of money or an EFTPOS card to school. The shop will remain open for students at the exact same times and days which it currently operates, which are Tuesday mornings and Thursday afternoons. Students will be able to pick up their ordered items and try these items on to check for correct fit before taking them. This newsletter contains a flyer with on-line ordering information.

I want to sincerely thank parents again for the overwhelming support you have shown the school. My teachers and I work in partnership with you for the benefit of your children. It is the strength of this partnership that allows us to provide a high-quality education in the supportive, caring and inclusive learning environment that makes up our great school. I hope all families and students have a safe, restful and enjoyable winter holidays. The first day of Term 3 for students is Tuesday 21st of July.

Justin Hong
Principal

ADMINISTRATION MATTERS especially during COVID 19

- If a student is unwell before school starts, please keep them at home to prevent cross infection with other students and staff.
- When your child is ill or unable to attend school or will arrive late to school, please inform the school office by:
 - ✓ phoning the office on 9981 1155 on the day the leave is taken
 - ✓ replying to the SMS message sent to you on the day of the absence – this is a rotating number so you cannot send a message to the school; please only reply to an absence message sent to you.
 - ✓ emailing nbsccromer-h.school@det.nsw.edu.au
 - ✓ sending a written note with the student when they return to school.
- If your student becomes ill at school they must report to the Office and we will call you to collect them immediately.
- Students arriving late to school must scan their Student Identification Card at the office to be issued with a late pass. A note from the parent/carer explaining the late start may be handed in at this time.
- **If your child needs to leave school early, please send a written note requesting a leave pass with the child to school on the day required. This should be handed in at the Office before school starts.**
- Please notify the school office of any change to your contact details or the details of those nominated as emergency contacts. In this digital age we also require a current email address for sending reports and other correspondence.
- GATES ARE LOCKED between 8:45am and 2:45pm. Access through Staff carpark only during this time. There should be no visitors to the school site unless it is essential or you have a pre-arranged appointment.



Shop Hours:
Tuesday: 8:00am – 12:00pm
Thursday: 12:00pm – 4:00pm

NBSC Cromer Campus Uniform Shop

		QTY	Size
Girls			
Junior Girls White Blouse/navy Piping	32.00		
Senior Girls Sky Blouse	30.00		
Junior Girls Tartan Skirt	50.00		
Senior Girls Navy Skirt	50.00		
Stretch Navy Slacks	39.00		
Boys			
Senior Boys Shirt	32.00		
Junior/Senior Grey Elastic Waist Shorts	30.00		
Junior/Senior Grey Elastic Waist Pants	35.00		
Junior Boys White Polo	28.00		
Senior Sky Polo	28.00		
Unisex			
School Jacket (limited stock – discontinued item)	60.00		
Softshell Jacket	72.00		
V -Neck Sloppy Joe	38.00		
Jumpers			
Wool Jumper	70.00		
Sports			
Sport Shorts	30.00		
Trackpants	45.00		
Sports Polo	35.00		
Others			
White Socks Regular x 5	20.00		
School Tie	20.00		
Black Winter Stockings	10.00		
Dark Navy Winter Stockings	10.00		
New School Cap	12.00		

Total Amount \$

Date:		
Cardholder Name:	Signature:	
Credit Card Number:		
Type of Credit Card :	<input type="checkbox"/> Visa <input type="checkbox"/> M/C	(American Express Not accepted)
Card Expiry Date:	/	CCV _ _ _
Student Name:	Year:	Contact Number:

Cheques Not Accepted

Coivd-19 Uniform Shop Operation.

Daylight Uniform Shop will operate under normal shop hours.

Cromer Campus is promoting Online orders and student purchases only. Online Ordering is via

<http://daylightsportswear.com/cromer/>

Please have your student bring a copy of the Online Order to the uniform shop for collection

Or

Have the student bring your order form to the Uniform shop to be processed and collected.

HSIE FACULTY

Rediscovering Ancient History

An interview with Thomas Oliver, the recent recipient of a NSW Stage 6 HSIE Grant.

Q - What subject do you teach?

I teach Ancient History and Society and Culture at Northern Beaches Secondary College Cromer Campus.

Q - Why have you recently been given a grant from the Department of Education?

I recently received a grant from the Department to develop resources for teaching Ancient History in Stage 6. My particular grant is relating to developing resources for the study of the site of Palmyra for the Year 11 course.

Q - What sparked your passion in this area of learning?

I am an Ancient History nut through and through! I spend a lot of time travelling to sites and learning about the ancient world and this particular topic is totally different to anything that I have looked at before. Palmyra is a really interesting place with a rich history! It is also one of the most at risk world heritage sites, having been targeted by terrorist groups in recent years in Syria, with large sections of the ancient cities destroyed. It is because of this that I picked the topic for my Year 11 class and am totally hooked on it. There are very few ancient sites that currently spark as much controversy and debate in the world at the moment.

Q - Are you doing anything exciting with your current senior classes as a part of this?

This is such a fun unit to teach students about ancient sites and archaeological practices. Palmyra is a city that was the melting pot of the Near East, Rome, Egypt and Asia, so you can imagine just how diverse culturally and architecturally it is. My senior class has built a replica of the city as part of our unit that they used to develop their source knowledge. It is such a great opportunity to have fun and do some practical activities in senior years.

Q - How will your resources enhance learning, not just at Cromer Campus but across NSW?

This grants project is all about teachers developing resources that can be used throughout the state by other teachers and students as part of contributing to a greater learning community. My project is all about looking at the site and developing a deep understanding of the cultures that existed there and how they interacted with others from a wide range of societies. This is to help people learn about this topic, which is currently a little thin on resources.

Q - What is one piece of advice you would give to students as they engage with their senior subjects?

Pick what interests you and be ready to work hard. Years 11 and 12 are a great opportunity for you to set yourself up with an amazing work ethic while learning about really cool topics. Subjects like Ancient History are great because they are what spark your passion for learning throughout your whole life, which is extremely important in today's world.



HSIE FACULTY

The New Faces of HSIE

You may have noticed a few new faces around the HSIE Staffroom. We thought we'd introduce you to them!

Q - Who are you and what are you teaching this year?

- Collins: Sarah Collins and I teach 7-10 HSIE and Year 11 Society and Culture
- McKittrick: My name is Candice McKittrick and I am a new addition to the HSIE Faculty at Cromer Campus this year, teaching HSIE and Commerce.
- Robertson: Sarah Robertson – also new to Cromer this year, teaching HSIE (History and Geography), Commerce and Legal Studies.

Q - What is one thing that you have learnt so far through teaching at Cromer Campus?

- Collins: Teaching in any school throws you into new situations, so my (almost) three terms at Cromer Campus has been a fantastic learning curve. I have gained experience teaching a wide range of students across different topics and it has been great getting to both support and extend students to help them learn to the best of their ability.
- McKittrick: Over the first semester at Cromer I experienced teaching online when the school transitioned to home learning during COVID at the end of Term 1 and beginning of Term 2. The online platform helped me improve explicit teaching skills and develop positive student relationships when school returned back on site.
- Robertson: I have been learning more and more that students all have different strengths and passions, and that our classrooms are filled with so many perspectives and ideas from these students. Everyone learns differently, and it has been absolutely awesome to discover the things that students enjoy, and incorporate that into my classroom.

Q - How has your experiences at Cromer Campus shaped you as an early-career teacher?

- Collins: Most notably, the recent pandemic has shaped me into an adaptive and resilient teacher. Working with such a wide range of students both within and outside the classroom has enhanced my skills and makes each day interesting and exciting. The opportunities Cromer has provided has reinforced my love for teaching!
- McKittrick: Cromer Campus is such a supportive teaching and learning environment and I have been fortunate enough to work with a collaborative and enthusiastic faculty. I found by asking questions and using what I learnt from my colleagues really helpful for me as I was able to experiment with what I thought would work and integrate the strategies that were also suggested by them. This has had extremely positive outcomes in the classroom with my students and something that I am continually refining and consolidating as I progress through the year.
- Robertson: I absolutely love being a part of the teaching team here at Cromer Campus. It has shown me how adaptable teachers are, and how much they support each other and our students. I think that is something I will carry with me throughout my career (as well as all the awesome Powerpoint Slides!)

Q - If you could give one piece of advice to a new teacher starting at a new school, what would you say?

- Collins: Prepare yourself for a lot of information and experiences, but take the time to enjoy the ride. Getting to know the students and the staff is so much fun and getting involved in different aspects of the school really adds to this.
- McKittrick: My one piece of advice is to always ask questions if you're unsure about something and talk to other teachers about how they would handle a situation or teach a particular lesson/activity.
- Robertson: Definitely go in thinking about how you can both learn from the experiences of other teachers, and contribute new ideas to the team. Teaching is not about one person, and there is no such thing as a perfect beginning teacher, so ask questions, get advice, get to know your students and learn from all the little mistakes you'll make along the way – but remember, to your team you bring a fresh set of eyes and new perspectives so don't be afraid to speak up.



PBL: Exciting Changes to our Rewards Program

We have updated our Rewards Program, with the changes being phased in during Semester 2.

The main changes are:

- The introduction of a two tier structure: the first tier is for students in Years 7 – 9 and the second tier is for students in Years 10 – 12
- The introduction of a Platinum Level in Years 7 – 9
- The renaming of awards in Years 10 – 12

Students receive Positives when they demonstrate our School Values of Respect, Responsibility and Success and for participation in all activities outside of the classroom.

Level	Year	Positives	Ceremony
Bronze	7 – 9	30	Bronze BBQ at end of each Term. Certificate presented at Week 10 Year Meeting. Parents notified by Head Teacher Welfare.
Silver	7 – 9	60	Morning Tea Parents and Students and PBL Team at end of Term 2 and 4. Silver Medal presented at Semester 1 Awards Ceremony or Presentation Evening. Parents notified by Head Teacher Welfare.
Gold	7 – 9	100	Morning Tea with the Principal at end of Term 2 and 4. Gold Medal presented at Semester 1 Awards Ceremony or Presentation Evening. Parents notified by Head Teacher Welfare.
Platinum	7 – 9	200	Morning Tea with the Principal at end of Term 2 and 4. Trophy presented at Semester 1 Awards Ceremony or Presentation Evening. Parents notified by Head Teacher Welfare.

Year Adviser Award	10 - 11	30	Trophy and Certificate presented at Week 10 Assembly each term. Parents notified by Head Teacher Welfare.
PBL Citizenship Award	10 – 11	60	Trophy and Certificate presented at Semester 1 Ceremony or Presentation Evening. Parents notified by Head Teacher Welfare.
Principal's Award	10 – 12	100	Morning Tea parents and students with the Principal. Trophy and Certificate presented at Semester 1 Awards Ceremony or Presentation Evening. Parents notified by Head Teacher Welfare.

Year 10 Stage 6 Course Selection

During Semester 1, in Careers Education classes, Year 10 students have been investigating the options available to them after completing the ROSA.

More recently students have been issued with the NBSC Cromer Campus Subject Selection Guide which contains information about the Higher School Certificate, ATAR and specific course content.

During Week 10 of this term parents and students have been participating in Learning Conversations with the Deputy Principals, Careers Adviser, Transition Adviser and Year Adviser where the process of selecting Stage 6 Courses has begun. At the Learning Conversation students and parents discussed possible career pathways and indicated their most preferred Stage 6 Courses.

In addition to the Learning Conversations parents and students are also strongly encouraged to visit the Cromer Campus website and watch the videos that have been created by our staff in regard to the Course Selection process as well as specific information about the Courses available at our campus.

During Week 1 of Term 3 parents and students will be asked to go online and enter their Course options for Stage 6 2021. Further information on how to do this will be sent to you at the start of Term 3.

If you have any questions regarding Stage 6 Course Selection please contact Jane Lomas, Deputy Principal (Years 8,10,12) or Fiona Bird, Head Teacher Welfare / Careers Adviser on 9981 1155.



EDROLO AT CROMER CAMPUS

Edrolo is an excellent online study program and exam resource that is being utilised across a range of **HSC and Preliminary subjects in 2019/2020**.

Edrolo is a comprehensive, premium, online, interactive video and exam simulation resource for the HSC/Preliminary. Edrolo is currently used by over 300 schools and 50,000 students, and we are confident it is an extremely valuable investment, providing our students with a differentiated and targeted level of support as they prepare for their most important assessments and examinations.

What exactly is Edrolo?

Edrolo is an extensive study and exam revision resource crafted by master HSC teachers (including exam assessors, textbook authors, and department heads). Edrolo is built in accordance with the NESA Syllabus to guide students through their coursework during the year and final exam preparation.

Edrolo is broken up into two key elements:

- **Theory Master:** Interactive video courses mapped to each subject's syllabus and presented by proven expert teachers. Each subject's Theory Master has hundreds of videos and interactive quiz questions for students to learn from and test themselves on.
- **Exam Master:** Online practice exams offering video solutions for every single exam question, incorporating unique insights and diagnostic study tools enabling students to identify and target their individual areas of weakness.

Sitting behind Edrolo are rich analytics that our teachers will use to understand, in greater detail, the learning needs of students, and thereby be able to provide more targeted support than has ever been possible with traditional resources.

How will students use Edrolo?

Our teachers will guide students to make full use of Edrolo in a range of ways across the year, including:

- holiday homework;
- pre-class work;
- post-class consolidation;
- assessment preparation; and,
- exam revision.

How will students access Edrolo?

Edrolo is accessed simply by logging in to the Edrolo website edrolo.com.au. Every student has been provided with a unique account that helps to track their progress throughout each subject. Students can access Edrolo anywhere there is an internet connection using their device of choice: laptop, PC, tablet or smartphone. There is no downloading of applications or software.

What can you do to support your HSC student?

We recommend you simply start by engaging in conversation about their Edrolo account if you notice they are struggling with their coursework, or don't know what to do next in their study program.

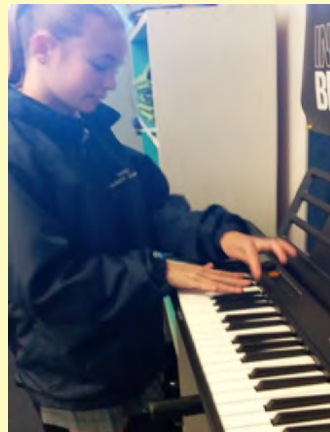
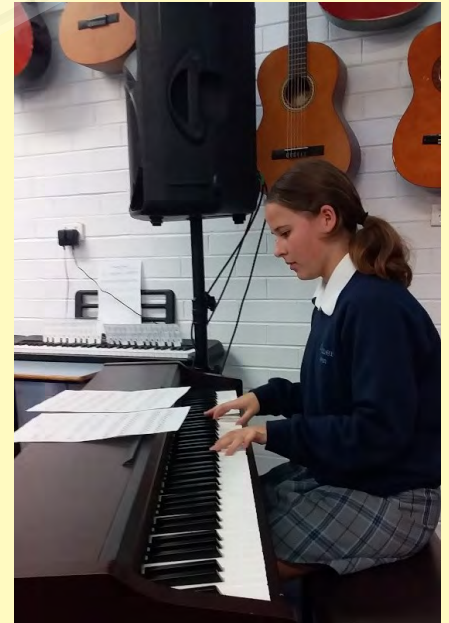
SEE THE PARENT INFORMATION VIDEO ON OUR SCHOOL WEBSITE AND PARENT PORTAL.

CAPA FACULTY

Stage 4 Music - Year 7 Enrichment Class



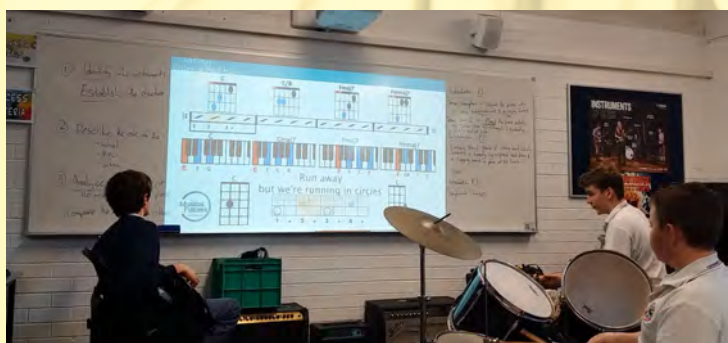
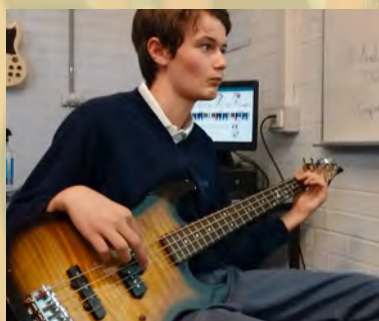
Year 7 students have been working extremely well through this term through online activities and face to face teaching. The students have returned to school with an enthusiastic approach to performance tasks and have demonstrated amazing technical abilities on their instruments. They have definitely missed learning the practical side of music.



CAPA FACULTY

Stage 4 Music - Year 8 Creative & Performing Arts Class

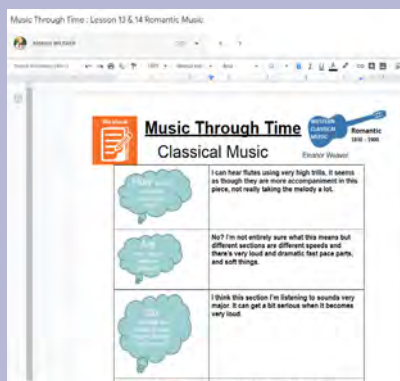
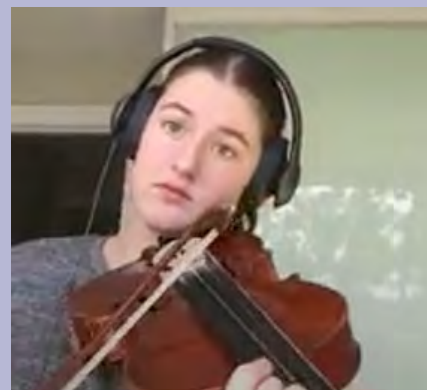
The Year 8 CAPA class has missed performing as a class ensemble and had the opportunity to perform pieces of music with Musical Futures. It is like instrumental karaoke with performance directions provided on the whiteboard and provides all the necessary chords, drum patterns and lyrics. The students are engaged and challenge themselves to perform their favourite tunes.



CAPA FACULTY

Stage 5 Music - Year 10 Elective Class

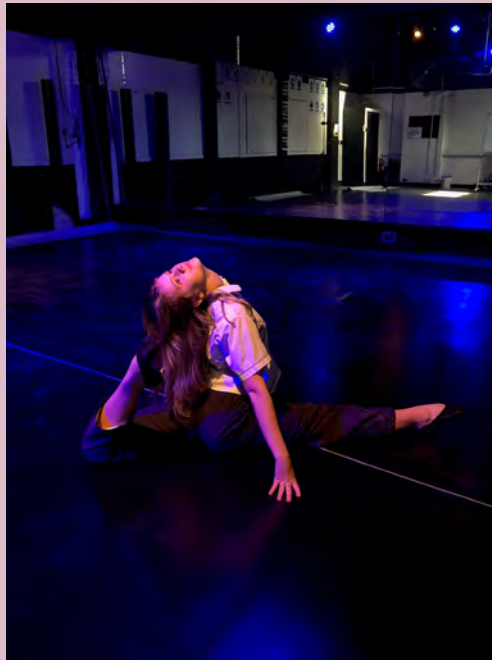
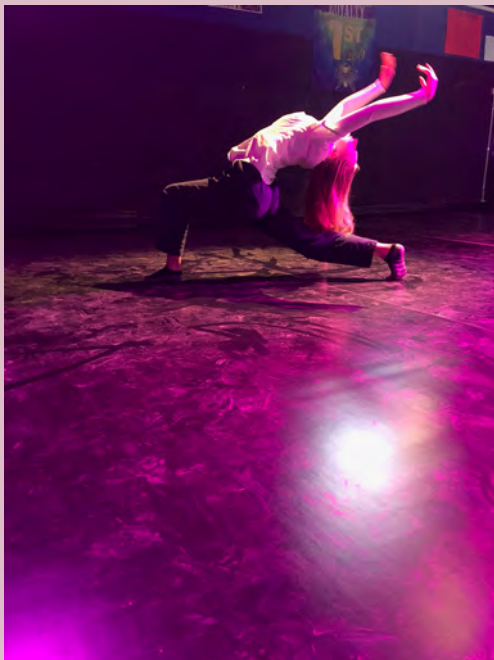
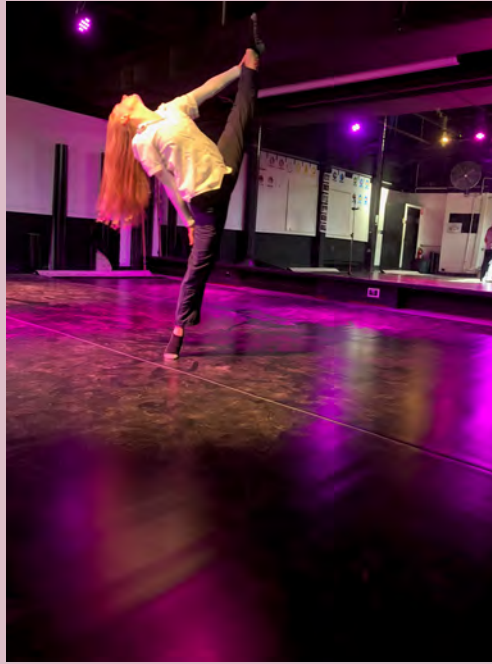
Year 10 students have been extremely diligent throughout the term and learning about Classical Music. It was completely out of their comfort zone but they all stepped up to the challenge to complete listening tasks, compositions and virtual ensemble performances together. When they got the chance to perform as a class ensemble they were excited to create a 'Chamber Ensemble' and perform Faure's Pavane piece from the Romantic Period. The results from their Viva Voce assessment were outstanding and reflect a dedicated approach to study in music



CAPA FACULTY

Stage 5 Elective Dance

Stage 5 have been working hard all year on their technique, performance and compositional elements. Here are some awesome pictures of students in Elective Dance using our brand-new lights in the Dance studio!



HSIE FACULTY

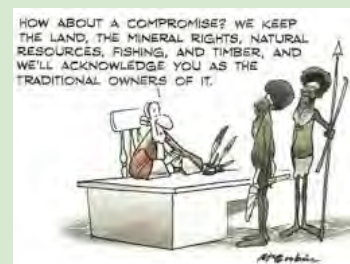
Reconciliation Week @ Cromer Campus



Reconciliation Week occurs every year from 27th May to 3rd June. These dates commemorate two significant milestones in the reconciliation journey—the successful 1967 referendum, and the High Court Mabo decision respectively. It is a time for all Australians to celebrate Indigenous culture, recognise Australia's shared history with Indigenous peoples, and to recommit to working together towards reconciliation from injustices. In 2020, Reconciliation Australia marks 20 years of shaping Australia's journey towards a more just, equitable, and reconciled nation. This year's theme is "In This Together", highlighting that all of us have a role to play when it comes to reconciliation, and in playing our part we collectively build relationships and communities that strongly value Aboriginal and Torres Strait Islander peoples, histories, and cultures.

"Reconciliation is a journey for all Australians – as individuals, families, communities, organisations and importantly as a nation. At the heart of this journey are relationships between the broader Australian community and Aboriginal and Torres Strait Islander peoples." – Reconciliation Australia

In HSIE, over the course of Reconciliation Week, each class spent time looking at the concept of "reconciliation", and why Reconciliation Week is such an important part of the year. We talked about various aspects of Indigenous culture, and looked at the ways different Indigenous groups celebrate their connection to land. We studied the map of Indigenous Australia, noting the many Aboriginal and Torres Strait Islander groups that make up Australia. We looked into historical cases, like the 1967 Referendum and the 1992 Mabo Decision, that shaped Reconciliation Week and Australia as a whole. Year 11 Legal studies even watched the new documentary "In My Blood It Runs", about a 10 year-old Arrernte boy called Djuwan in Alice Springs, as the film follows his family's journey to give him the best education possible while trying to maintain strong connection with their Indigenous culture, language and traditions.

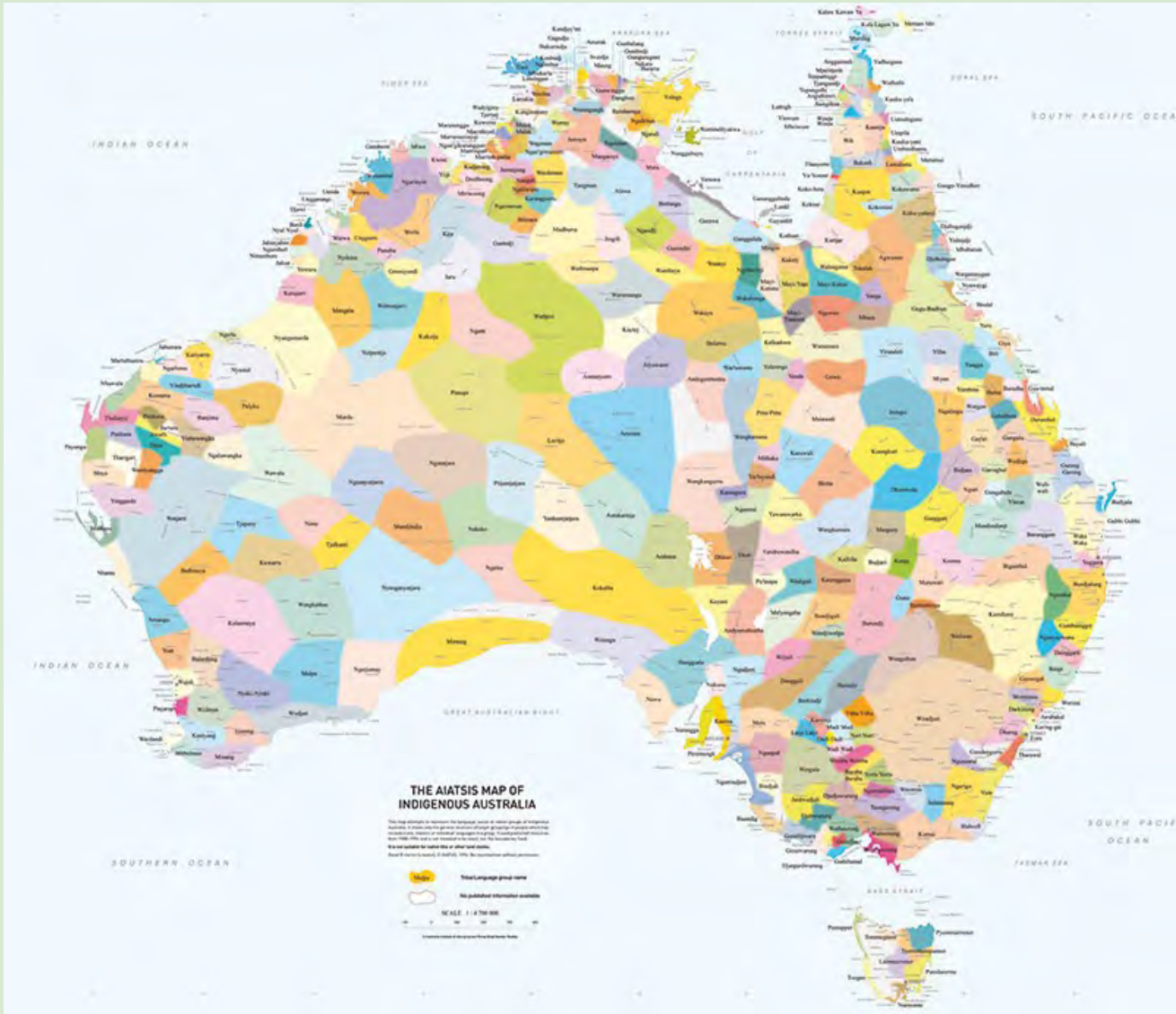


Students learnt about historical injustices towards Indigenous peoples since the arrival of the First Fleet, and looked at how Indigenous rights and freedoms have been fought for, and slowly gained. We watched the 2008 National Apology to the Stolen Generations, and discussed the significance of this speech, and the actions that need to follow it. We talked about how these rights are still being fought for, and looked into the Pilbara mining blast as an example of how Indigenous cultural and spiritual value of land is often pitted against non-Indigenous economic value. We looked at current injustices and talked about how we, as people living in Australia, can be a part of making change to stop these injustices and move this country towards reconciliation.



HSIE FACULTY

Reconciliation Week @ Cromer Campus

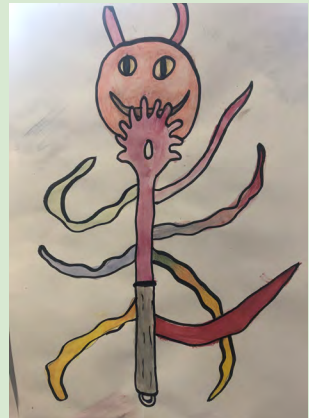
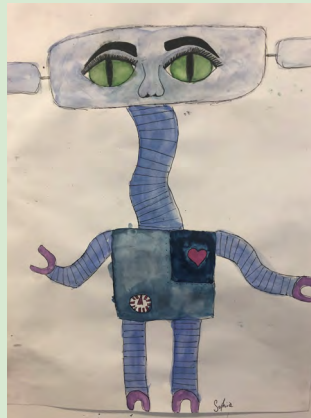


Although Indigenous rights and issues are a part of the NSW Syllabus for HSIE, it was rewarding to step back and evaluate how we are integrating celebration of Indigenous culture and recognition of Australia's shared history into our school life. After these lessons, many students and teachers showed a renewed passion for justice and a desire to learn more about Indigenous Australia.

CAPA FACULTY

Visual Arts Stage 4 Year 8

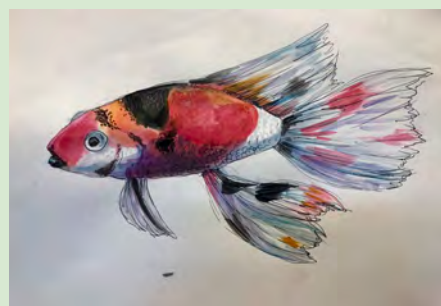
This term Year 8 students have been exploring the world of Supernatural Japan through the creation of their own object-goblins. Using objects from around the home and classroom students transformed common place items into weird and wacky creatures, bringing them to life with watercolour paint.



CAPA FACULTY

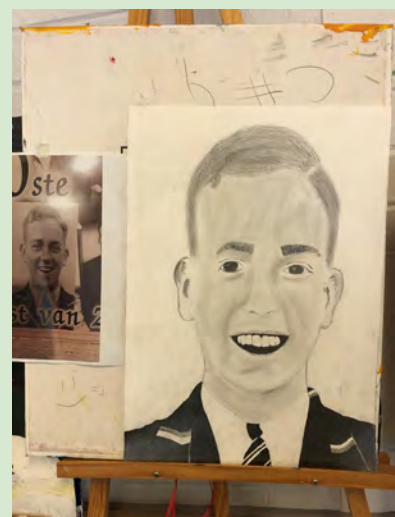
Visual Arts Stage 5 Year 9

This semester Year 9 Visual Arts students have been responding to the themes 'The Beach' and the 'Urban Landscape'. Using the world around them as a source of ideas Year 9 have created beautifully detailed watercolour fish and created collaged cityscape dystopias.



Visual Arts Stage 5 Year 10

Year 10 Visual Arts are in the process of creating a resolved portrait body of work in a material of their choice. Their works have been inspired by a range of portrait artists studied in class



CAPA FACULTY

Visual Arts Stage 6 Year 11



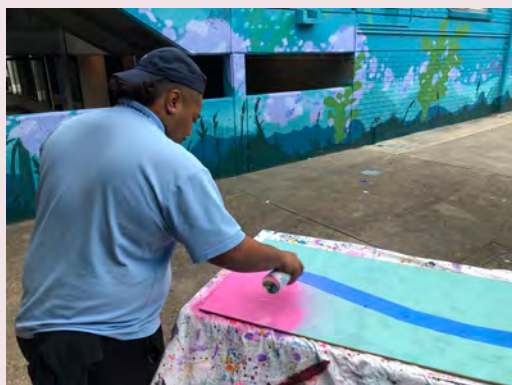
Students in Year 11 Visual Arts spent Term 1 studying the timeline of Modernism throughout art history and created a series of 'mini works' in a range of materials and techniques. This term students are having fun creating a Postmodern Body of Work in which they have to appropriate a historic artwork into a modern-day context.

Visual Arts Stage 6 Year 11



Visual Arts Stage 6 Year 12

Year 12 Visual Arts students have been working hard on their HSC Bodies of Work as the due date looms closer and closer! Students are working across a range of material forms including graphic design, drawing, sculpture, photography and painting. To see their finished works of art join us on Monday 24th August for the Stage 6 Exhibition.



PDHPE FACULTY

PDHPE and Sport Report

Sport and Physical Education classes have resumed and it is so good to see all students back in the swing of things and participating in physical activity.

One of the highlights this term has been watching the fantastic work Year 7 students and the PDHPE Staff have undertaken with the Dance Unit. During PDHPE classes, students worked in teams to produce a 90 second modern dance. Guidelines included music selection, creativity, use of floor space, complexity of choreography and dress. Groups presented their dance to the whole year group and the quality was astonishing. I am very proud of the students and the quality of the performances.

I should also say that the PDHPE staff participated and a special call out to Mrs Verkerk for doing a great job in choreographing a 90 second dance for the teachers. We had lots of fun too, preparing and performing in front of the students.

Congratulations to the award recipients for Best Choreography, Most Creative Dance and Bravest Performance.



PDHPE FACULTY

PDHPE and Sport Report

Sport Update

Thank you to all students participating in sport this term. Considering the limitations due to Covid-19 restrictions sport has run smoothly with all students rotating through a range of activities. Students participated in Modified Tennis, Badminton, Volleyball, 4 Goal Soccer, Ultimate Frisbee, Kick Softball, Yoga and Relaxation, Table Tennis and Handball.

Next term we look forward to a comprehensive Recreational Sport Program that will cater for all interests and sporting ability.

We offer a range of activities and thank our community for making choices through SchoolBytes and responding promptly with payment once invoices are generated.

Sports running Semester 2 are shown below.

TERM 3 OPTIONS

Sport Choices	Cost	Additional Information	Venues
Non - Paying Sports			
Beach Activities	Nil	e.g. Volleyball, Touch Footy	Dee Why Beach
Racquet/Bat Games	Nil	e.g. Tennis, Softball, Cricket	School Amenities
Weights Room	Nil	e.g. Circuit and resistance training - Max 16 students	School Amenities
Multi-sports	Nil	e.g. Local walk / onsite activities	Local Area / school amenities
Mind and Movement	Nil	e.g. Dance, walking, meditation	School Facilities
Power Walking	Nil	walking	Local Area
Run Club	Nil	Local runs/jogs	Local Area
Bike Club	Nil	Bike riding - Own bike and helmets mandatory	Local Area
Paying Sports			
Chocolate Box	As per invoice	Min 15 students	Chocolate Box - Cromer
Boxing	As per invoice	Min 15 students	PCYC
Futsal	As per invoice	Min 20 Max 50	PCYC
Gymnastics	As per invoice	Max 50	Manly Warringah Gymnastics Club
Yoga	As per invoice	Min 15 Students	Studio across from school
Putt Putt/ driving range	As per invoice	Max 20	Warriewood
Dragon Boating	As per invoice	Max 27	Narrabeen Lake
Kayaking and SUP	As per invoice	Max 20	Narrabeen Lake
Ten Pin Bowling	As per invoice	Max 42 students	Dee Why AMF

TERM 4 OPTIONS

Sport Choices	Cost	Additional Information	Sport Venues
Non - Paying Sports			
Beach Activities	Nil	e.g. Volleyball, Touch Footy	Dee Why Beach
Racquet/Bat Games	Nil	e.g. Tennis, Softball, Cricket	School Amenities
Weights Room	Nil	e.g. Circuit and resistance training - Max 16 students	School Amenities
Multi-sports	Nil	e.g. Local walk / onsite activities	Local Area / school amenities
Mind and Movement	Nil	e.g. Dance, walking, meditation	School Facilities
Power Walking	Nil	Walking	Local Area
Bike Club	Nil	Local Bike Rides	Local Area
Paying Sports			
Chocolate Box	As per invoice	Min 15 students	Chocolate Box - Cromer
Boxing	As per invoice	Min 15 students	PCYC
Futsal	As per invoice	Min 20 Max 50	PCYC
Dragon Boating	As per invoice	Max 27	Narrabeen Lake
Gymnastics	As per invoice	Max 50	Manly Warringah Gymnastics Club
Yoga	As per invoice	Min 15 Students	Studio across from school
Surfing	As per invoice	9 weeks + SSC - Max 32	Long Reef / Collaroy/Dee Why
Kayaking/SUP	As per invoice	9 weeks	Narrabeen Lake
Ten Pin Bowling	As per invoice	Max 42	Dee Why AMF

Safe Hygiene Practices to Continue

As a further reminder to help maintain the highest possible hygiene standards during Physical Education and Sport Classes, we encourage students to bring:

- Their freshly washed PE Uniform
- A personal hand towel
- A personal drink bottle
- Personal sanitiser if you have some and prefer to bring your own. However sanitiser is provided for all students at school.

Enjoy the break and we look forward to sport resuming semester 2 as Covid-19 restrictions ease further over the next month.

J Hanna
Head Teacher PDHPE

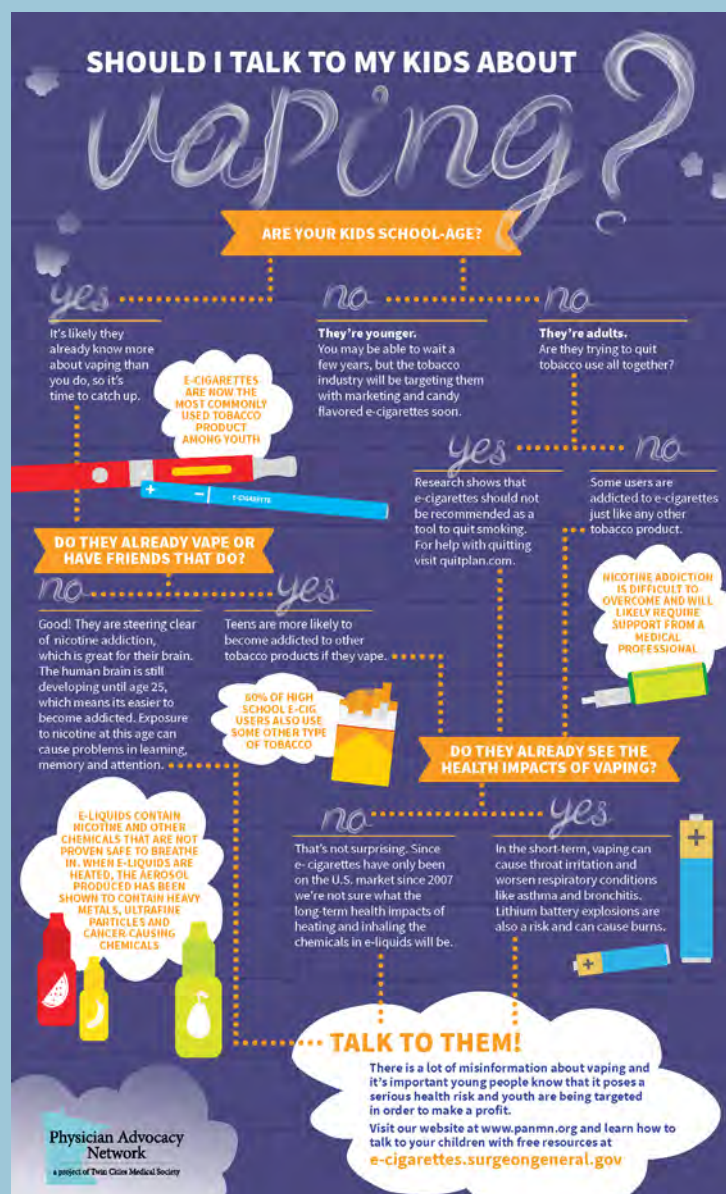


Health Focus: E-Cigarettes & Vaping

A relatively new challenge for parents is the rise of young people vaping in our community. Below is some information to help you become familiarised with e cigarettes and vaping so that you may have informed discussions with your children about the dangers and marketing strategies used by sellers to attract young people to vaping. The following responses are excerpts from the Cancer Council:

What are electronic cigarettes?

Electronic cigarettes, or e-cigarettes, are battery operated devices that heat a liquid (called "e-liquid") to produce a vapour that users inhale. They are designed to deliver nicotine and/or other chemicals via an aerosol vapour directly to your lungs (also referred to as vape or e-liquid nicotine). E-cigarettes do not generally contain tobacco and products vary in terms of ingredients and designs.



Some e-cigarettes look a lot like traditional cigarettes while others look like everyday items such as pens, USB memory sticks, and larger cylindrical or rectangular devices. Some e-cigarettes and e-liquids contain nicotine while others do not.

All e-cigarettes have three basic components: a battery, an atomiser and a fluid cartridge. The fluid used in e-cigarettes usually contains propylene glycol, glycerol, nicotine and added flavourings.

Are E-Cigarettes Safe?

The short and long-term health effects of e-cigarettes are currently being researched. As e-cigarettes are relatively new it means that there is not enough data available to determine the long-term health effects.

E-cigarettes are not risk free. They may expose users and bystanders to chemicals and toxins such as propylene glycol, glycerol or ethylene glycol that cause adverse health effects, and may increase the risk of developing cardiovascular, cancer and respiratory diseases. E-liquids or vapour may also contain potentially harmful chemicals which are not present in smoke from tobacco cigarettes.

E-cigarettes are often labelled incorrectly and may contain nicotine, even when they claim not to contain nicotine. E-cigarettes may contain high levels of nicotine, which may cause poisoning if swallowed.

Parents are strongly encouraged to visit the links below for further information:

<https://www.health.nsw.gov.au/tobacco/Pages/e-cigarettes.aspx>

<https://www.youtube.com/watch?v=a63t8r7QN0&feature=youtu.be>

https://www.youtube.com/watch?v=9dZS_Rniak0

Coolmaths@cromercampus

Sliding on the White Stuff!!



Over recent weeks our Year 9 and 10 students have been learning all about slope – or to be more mathematically precise “GRADIENT”. AND the Australian Ski Season is now open!

But what is the ideal gradient for a ski run?

Well, that depends. If you are just starting out, like these youngsters, pretty flat is pretty good.

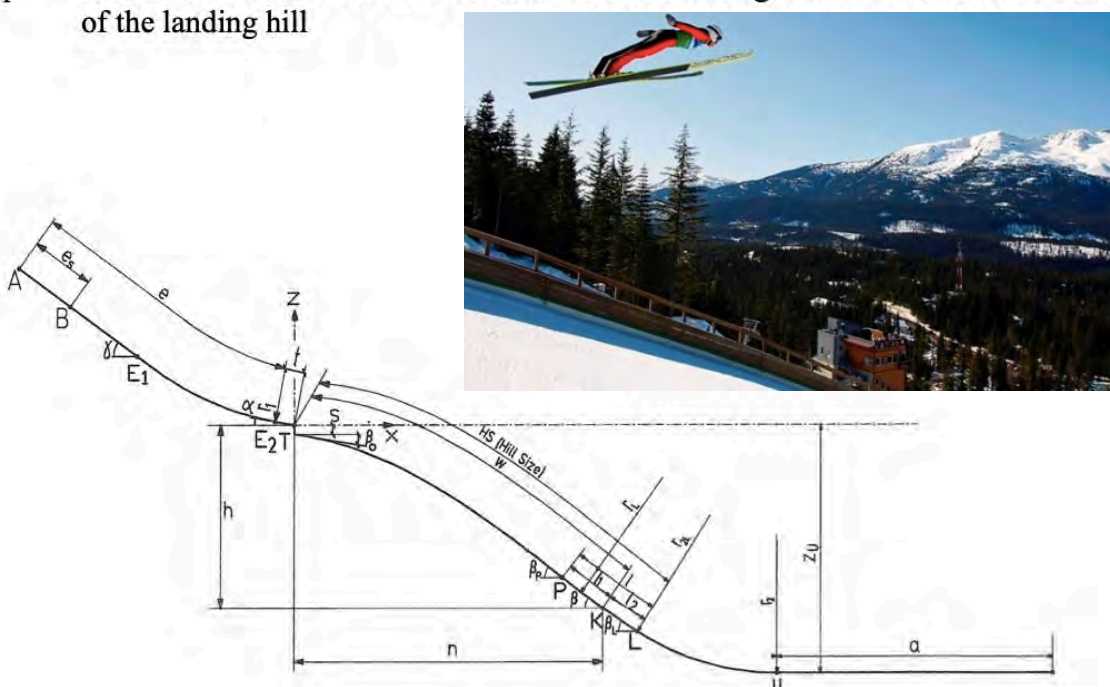


If you are looking to win Gold in the Ski Jump at the Winter Olympics, you need something a little steeper. And YES, there is a mathematical formula for this (see below).

Ski jumping began in Norway in the 1800s and was one of the original Olympic sports. Although jumpers look like they're soaring terrifyingly high in the air, they follow the curve of the hill and thus are only 3 to 5 meters above the ground. That's why jumpers (usually) land without shattering their legs — the impact is not particularly severe. As for distance, the world record is held by Austrian Stefan Kraft, who jumped 253.5 meters at a World Cup ski flying event. (Ski flying is an offshoot of ski jumping that involves a larger hill.)

(Source: Adapted from <https://www.usatoday.com/story/sports/olympics/2018/02/09/ski-jumping-101-aerodynamics-key-to-success/110280886/>)

q Horizontal distance between the front side of the Judges tower and the center line of the landing hill



If you are heading to the slopes this winter, ask some of the oldies about the "Piper's Gap Ski Jump" at Mt Piper, Perisher Valley. This rickety wooden structure was built in 1967 and dismantled in 1976. At 45 meters high, you couldn't miss it! The local record jump was 54 metres, set by Austrian Pål Schjetne in 1971. Hopefully, the even more spectacular Cromer Campus Ski Trip will be back on again in 2021!

An important message about our response to COVID-19

The health and safety of our staff and students is of the utmost importance to our school.

We have implemented a range of measures to help keep our school healthy and reduce the spread of infection and illness. Some simple measures we ask that you adopt include:



Before entering our school

If you have been unwell, with symptoms such as a high temperature, cough, sore throat, and/or shortness of breath, please don't visit our school. Please contact our office to speak to one of our staff.

Ph:



Increase hygiene practices

We request that all staff, students and visitors follow increased personal hygiene practices through regular and thorough hand washing and coughing or sneezing into your elbow or tissue, and disposing of tissues.



Maintaining a healthy distance

For the health and wellbeing of our staff and students, please stand at least **1.5 metres** apart while waiting in our office. Our visitors are encouraged to wait outside for their turn to speak with our office staff. We are also applying social distancing requirements across all areas of the school as is reasonable and practical.



Support for our staff

We appreciate your patience and support while we work together to minimise the impact of COVID 19 in our community.

We know this is a difficult time and we are doing all we can to support our staff and students.

Search Inside the Department for up-to-date information and resources.

Wellbeing and Safety of Cromer Campus Student Drivers and their Passengers



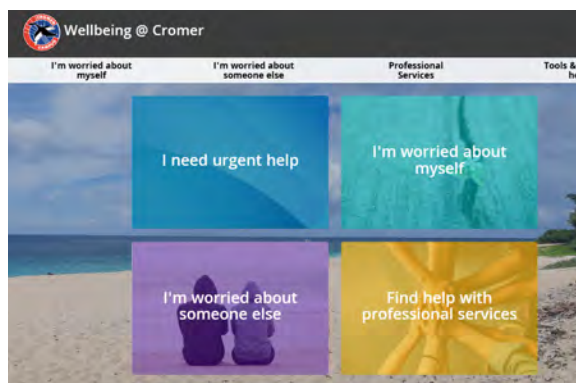
As is the case with many secondary schools, more and more of our senior students are driving to and from school. While most young drivers are careful, safety conscious and considerate when driving, they are one of the most vulnerable road user groups. Travelling with teenage passengers adds to the risk for these young drivers.

With this in mind, Cromer Campus has a responsibility to take all reasonable measures to ensure the wellbeing and safety of students. Our *Student Driving Policy* outlines what we expect from student drivers and their passengers. A copy of the policy is available on our school web site or can be obtained from the school office.

A *Parent Permission and Student Agreement Form* for both drivers and passengers can also be found on the school web site or obtained from the school office. All student drivers and parents/guardians are required to sign this form and return it to the school.

Please note: There is no parking available for students on school grounds.

Cromer Campus 2020 Policy for Students Driving Cars to School plus the permission and agreement forms are shown on page 12 of this Cromer Courier.



The WELLBEING@CROMER link is on the front page of the school website.

It contains information, resources and links to support the wellbeing of our students and families.



A further wellbeing initiative is the creation of a whole school Google classroom called:

Wellbeing at NBSC Cromer Campus

The code for this classroom is: **b2dgcwk**

This classroom will be regularly updated with resources and is open to students and parents.

School bus service changes



Route 677n

Commencing Term II 2020
27th April 2020

To better meet the travel needs of students at Balgowlah Boys High the 677n trip commencing from Warriewood Square at 7:55am will commence at 7:48am from 27th April 2019.

Students are reminded of the requirement to 'tap on' and 'tap off' with a valid School or Child Opal card on every bus boarded as part of their journey.

State Transit and Transport for NSW will be closely monitoring Opal card usage on all school services to ensure buses have been allocated to meet customer demand.

For your complete timetable, go to transportnsw.info and click on the School Students link.

Visit transportnsw.info
Call 131 500 TTY 1800 637 500



School bus service changes



Route 684n

Commencing Term II 2020
27th April 2020

To better meet the travel needs of students at Balgowlah Boys High the 684n trip commencing from St Lukes at 8:17 am will commence at 8:10 am from 27th April 2019.

The 684n trip commencing from Collaroy Plateau at 7:35 am via St Lukes at 8:07 am to Balgowlah Boys High will remain unchanged.

Students are reminded of the requirement to 'tap on' and 'tap off' with a valid School or Child Opal card on every bus boarded as part of their journey.

State Transit and Transport for NSW will be closely monitoring Opal card usage on all school services to ensure buses have been allocated to meet customer demand.

For your complete timetable, go to transportnsw.info and click on the School Students link.

Visit transportnsw.info
Call 131 500 TTY 1800 637 500



Education & Communities

Compulsory School Attendance

Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

What are my legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The *Education Act 1990* requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the Board of Studies, Teaching and Educational Standards for homeschooling.

Once enrolled, children are required to attend school each day it is open for students.

The importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An *Application for Extended Leave* may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.



My child won't go to school. What should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education and Communities may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court – Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department

may apply to the Children's Court for a *Compulsory Schooling Order*. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

Working in Partnership

The Department of Education and Communities recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

If a student misses as little as 8 days in a school term, by the end of primary school they'll have missed over a year of school.

Further information regarding school attendance can be obtained from the following websites:

Policy, information and brochures:

Please visit the Department of Education's *Policy library*

The school leaving age:
Please visit the Department of Education's *Wellbeing and Learning* website

Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on 131 450. You will not be charged for this service.

For further advice and questions contact your educational services team

T 131 536

Learning and Engagement

Student Engagement & Interagency Partnerships

T 9244 512

www.dec.nsw.gov.au

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NSW Department of Education and Communities



Cromer Campus Policy for Students Driving Cars to School

Any student who holds a valid NSW licence and intends to drive to school, either on a regular basis or occasionally, must comply with the school policy and is required to complete the Parent Permission and Student Agreement Form.

Cromer Campus Policy:

1. Students are required to adhere to all road rules and drive in a safe and responsible manner.
2. Student licence details and car make and registration must be recorded with the school.
3. Students are only to use their car for travelling to and from school.
4. Students are not permitted to go to their car during the school day.
5. Students are not to use their cars at lunchtime or in their study periods
6. Students are not permitted to carry other students as passengers to and from school or school events without the written permission of their parent/guardian and the passenger's parent/guardian. The Passenger Permission Form must be completed and submitted to the office.
7. Students are required to notify the school of any passenger who may be travelling with them to and from school as per the Passenger Permission Form.
8. Student drivers, a parent/guardian and, if relevant, the parent/guardian of any passenger, must sign the Parent permission and Student Agreement Form.
9. Cromer Campus does not have space available for student parking. Consequently no student is permitted to park their car within the school grounds.
10. The school's Welfare and Discipline Policy will apply where students fail to meet these obligations. Any unsafe driving behaviour or breaches of road rules will be reported to the police.



Cromer Campus Passenger Permission Form

This form must be completed by a parent/guardian of any student intending to travel to school as a passenger of a student of Cromer Campus who drives a car to and from school unless this student has permission on the original Parent Permission and Student Agreement Form.

I give approval for

Student Passenger's Name: _____

to travel with

Student Driver's Name: _____

We accept all conditions detailed in the Cromer Campus Policy for Students Driving Cars to School.

Parent/Guardian of Student Passenger

Name: _____

Parent/Guardian Signature: _____

Date: _____

Student Passenger

Name: _____

Student Signature: _____

Date: _____

School Approval:

Approved By: _____

Signature: _____

Date: _____

Cromer Campus Students Driving Cars to School Policy 2020



Cromer Campus Parent Permission and Student Agreement Form

***Note:** A photograph of the student's driver licence must be attached to this form.

This form must be completed by any student who intends to drive to school either occasionally or regularly.

Student Name: _____

Car Make/Model: _____

Colour and Registration Number: _____

Note: If the student intends to drive any car other than the one registered on this form, it must also be registered with the school.

Parent Permission

I give permission for _____

to drive to school and, if indicated on the reverse of this form, take the passengers indicated on this form. I am aware of the Cromer Campus Policy for Students Driving Cars to School. **I have seen the completed Cromer Campus Passenger Permission form for the student/s identified on this form.**

Name of Parent: _____ Date: _____

Signature of Parent/Guardian: _____ Date: _____

Student

I agree to adhere to all road rules and drive in a safe and responsible manner and follow the Cromer Campus Policy for Students Driving Cars to School.

Signature of Student:

_____ Date: _____

School Approval:

Approved By: _____

Signature: _____ Date: _____

Names of Students with completed Cromer Campus Passenger Permission forms approved to travel with

_____ Name of Driver.

- 1.
- 2.
- 3.
- 4.



18 March 2019

To the School Principal / Headmaster

Conditions of use – Student Opal Card

I write to request your assistance in promoting the importance of using the Student Opal Card correctly.

It is a condition of use that students tap on at the start and tap off at the end of each trip with their Student Opal Card. This is important to ensure accurate patronage data is recorded. This data is used to plan school special and regular route bus services and assists State Transit in ensuring adequate capacity is provided, so students can travel to and from school safely.

Current statistics indicate that many students have failed to tap on or off the Opal readers when travelling. If students do not tap on and off the school bus service, it may appear under-utilised and may be considered for cancellation, based on low passenger numbers.

To assist with our future service planning can you please remind parents and students of this important condition of use so State Transit can continue to provide effective bus services in the future.

For more information and to apply for a School Opal card call 131500 or apply online at <https://www.opal.com.au/en/about-opal/opal-for-school-students>

Thank you for your assistance.

Yours sincerely

Patrick Wu
Customer Operations Manager
Brookvale Depot
State Transit Authority
Ph: 9941 5864
Mob: 0429994138
Patrick_wu@sta.nsw.gov.au



School travel update

Application information - June 2017

Information for parents, guardians and students

Our school has partnered with Transport for NSW to use the new online School Portal for endorsing school travel applications.

You are now able to manage all your school travel needs online including applying for school travel passes and tracking the status of your application.

The application process has also been simplified so that a new or updated application for school travel passes is only needed when a student is:

- applying for a school travel pass for the first time
- requesting an additional pass as a result of a new shared parental responsibility situation (e.g. joint custody).
- changing school or campus
- changing home address
- receiving an expiry notification
- repeating a school year
- changing their name
- requesting a new transport operator.

This means students who are progressing to year 3 and year 7 only need to reapply if they are changing circumstances.

Students who are not residents and are temporarily in Australia can also provide their visa subclass number and exchange program (if prompted) when applying online, making the application and approval process much faster.

Parents, guardians and students can apply or update their details online at:

www.transportnsw.info/school-students

If you do not have access to the internet contact 131 500 for assistance.

