Welcome Back to Lyneham High School 2017

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From the Principal

A very big welcome to the 2017 school year – and in particular to those families who are new to our school! I love the beginning of the school year – it is busy, it is exciting and there are lots of new people to welcome. Despite the hot weather, students are all in class and are working well – and certainly enjoyed the school swimming carnival held this week. Our new year 7 students have settled in very quickly to the school routine and, of course, our year 10 students are enjoying being the student leaders of Lyneham High.

It is really important that we all understand that parents, students and staff are partners in supporting our students and working towards the best possible outcomes for them – academically, and also personally and socially. If you have any concerns please contact the school and we will work with you to resolve the issue. As I write I am looking forward to meeting some new parents at our year 7 breakfast this Friday 10 February and at our Year 7 Information Night on Tuesday 14 February.

Year 7 Information Night
On Tuesday 14 February we will be holding a special information night for parents of year 7 students, commencing at 6.20pm. This is an opportunity to meet your child’s teachers and to find out more about what is happening in the classroom and across the school. It is also an enjoyable evening and a chance to get to know each other a little better. The evening should finish at 8.45pm.

A message from Paul Dillon
Particularly for parents of year 6 students, we have included an article by Paul Dillon in this newsletter.

Paul Dillon has been working in the area of drug education for the past twenty five years. Through his own business, Drug and Alcohol Research and Training Australia (DARTA) he has been contracted by many organisations to give regular updates on current drug trends. He has also worked with many school communities to ensure that they have access to good quality information and best practice drug education. His book 'Teenagers, Alcohol and Drugs' was released nationally in February 2009. With a broad knowledge of a range of content areas, Paul regularly appears in the media and is regarded as a key social commentator, with interviews on television programs such as Sunrise, TODAY and The Project.

Paul visited our school in 2015 and spoke to parents, students and staff. Hopefully you will find his advice useful.

Staffing News – welcome to our new staff
We have had some staff changes over the break. I believe that it is always important to have a balanced staff profile in a school. Continuity helps us to build on the positive relationships established at Lyneham High School and new staff members bring fresh ideas and new approaches.

Our executive team is very well established with just one change from 2016. We have Lara Croucher returning from maternity leave as the Executive Teacher Professional Practice. Lara will be sharing her role with Sharon Towner who acted during Lara’s period of leave. I’m sure that Lara and Sharon will make a very strong team.
A big welcome also to the following staff who are new to our school in 2017.

Languages: Tegan Keogh
Mathematics: Bhavya Bhalla
Science: Heather McDonald
Melissa Plush
Technology: Daniel Fisher
PE/Health: Dean Cavouto
Kate Davoren
John Fitzgerald
Music/Media: Franceska Nagy

We also welcome a new school psychologist, to our school. Jo Burke will be working with us on Thursdays and Fridays and Kylie Smith is extending her hours with us to Monday, Tuesday and Wednesday. Please feel free to ring the school and make an appointment if you feel you need to discuss an issue affecting your child with a school psychologist.

I always enjoy seeing new staff bring fresh ideas and a whole range of different experiences and knowledge to our school.

Care, Quality and Creativity
Particularly for those who are new to the school, I would like to remind you that our school is committed to Care, Quality and Creativity. We aspire to always exercise Care for our own well-being and for the well-being of others, to take pride in the Quality of the learning and teaching that happens in our school, and to operate in a way that fosters Creativity and innovation.

Carparks – Safety Issues
It is very important that parents do not drive into the carparks to use them as drop off points in the morning. This causes unnecessary congestion in the morning and is very dangerous for the students and adults who are arriving in the school. It is much better to drop off further along Goodwin Street or even in one of the surrounding streets and have students safely walk the short distance to school.

Finally, I would like to say how excited I am to be beginning the 2017 school year at Lyneham. It was wonderful to witness staff dedication and enthusiasm as they prepared for the school year and to see our fantastic students as they start a new phase of their education.

Warm Regards
Colleen Matheson
Transition from primary to secondary school

I still remember my first day of high school - it was horrible! I had attended a state primary school and my parents, like many others, made the decision to move me to the private system for my secondary schooling. It was a major financial sacrifice for my parents back then and they did it for all the right reasons, but it was tough! Apart from the move from a co-ed environment to a boys only school being difficult (sport certainly wasn't my thing!), it was made even harder because I knew absolutely no-one. Many of the boys had come from 'feeder' primary schools and entered the year with established friendships - I was completely alone!

I have a wonderful nephew who is just about to start high school (like me moving from the state system to the Catholic one) and his parents and I have had long talks about how to ensure this transition is as smooth and positive as possible. I certainly don't want him to have the experience I had and my brother and sister-in-law have made sure that the school he is attending has a strong transition program. Children are no longer just thrown into the high school environment and left to fend for themselves, with schools developing programs to ensure that no-one 'slips through the cracks' during this potentially stressful time. But it's also vital that parents realize that they play a crucial role as well and that those first three months of high school are incredibly important.

Now you may be wondering how I've made the leap from the shift between primary and secondary schools to future alcohol and other drug use. Well, apart from anything else, it is all about making sure our kids are resilient and the evidence clearly shows that this transition period plays a key role in building (or potentially damaging) resilience.

Essentially, resilience is the 'ability to bounce back', i.e., the capacity to overcome adversity and obstacles. We know that it is important to try to make our young people as resilient as possible, hopefully protecting them against the stresses and adverse situations that they will encounter as they go through life. We can't 'inoculate' them against possible problems (such as alcohol and other drug use) but if we can help them 'bounce back' should things go wrong, we are arming them in the best way possible.

The Australian guru in this area is Andrew Fuller and he truly is the 'go-to' person in this area. Much of what I'm going to say next is based on his work and if you've been living under a rock for the past couple of decades and don't know anything about him, I encourage you to take a look at his website (andrewfuller.com.au) and all the free material he makes available. Andrew has written that he believes that the transition between primary and secondary school is critical for building resilience in students. From a positive perspective, starting high school offers young people "an opportunity to re-invent or consolidate how they see themselves". However, for others, changing schools (or even moving from primary to secondary within the same school) can be a stressful event and has been linked to a lowering in self-esteem and an increase in psychological distress should it not run smoothly.
The good news for parents is that if students have had a smooth transition, by year 10 they have higher levels of school attendance, better academic results, low behavioural problems and lower rates of substance abuse. And there's the link to alcohol and other drugs - positive transition, the lower the risk of future problems in that area! So why is this the case and what can parents do to help ensure their child has a positive experience?

Firstly, even though we're not quite at the 'middle adolescence' stage (that wonderful Year 9 group that I keep on talking about) parents need to remember, that even at this age, their child is growing up. They may not be as obvious at this age, but children are starting to go through physical and emotional changes, including a burst of hormones, particularly in the girls; the next stage of brain development begins; and although it's early in the piece, they are starting to try and create their own identity, with peers starting to become more influential than they once were.

Most importantly though this transition period requires all students (whether they're new to the school or not) to establish new peer groups. A significant number of new students enter the year group and there is always (and I mean always!) a shift in the group dynamics. Amongst the 'newbies' there will be those children that almost everyone will automatically gravitate towards, some will have pre-existing issues and problems, while there will be others who are strong academically or have athletic abilities. As these children are 'added to the mix', everyone will be affected in some way. Established friendship groups from primary school will be affected, some terminally. One new child added to a year group can have a ripple effect, in the first year of high school there will be a large intake - things will inevitably shift and these changes can be hard for young people.

OK—so it is a tough time and potentially stressful—I am pretty sure that most parents get that. What is a worry though is just how quickly things can go wrong at this time. In 2001, Andrew wrote a paper called ‘Creating resilient learners’ and there’s a paragraph in it that I often quote to parents with children about to move into high school:

“*I suspect we have no more than three months from the commencement of secondary school, and perhaps much less time, before a peer group develops negative attitudes towards learning.*”

Now the paper was all about building resilience and its importance as far as learning is concerned, but it works for everything else as well. What he is saying here is that those first months of high school have the very real potential to affect your child for the rest of their life. Frighteningly, I've heard Andrew say that it's more likely to really be the first six weeks that make the difference! What they will all be struggling to do during this period is to gain the acceptance of their peers, i.e., they want to find a friend or a friendship group. In his paper, Andrew wrote:

“The power of conformity and the strength of the desire to fit in (at almost any cost) ... mean that many young people choose peer acceptance over educational success.”

In addition to finding friends, young people will also try to establish their place in the year group (or their established friendship group that may have been affected by new students). As they try, many will likely experience rejection to some degree. Not everyone is going to be popular and this can be difficult for anyone, let alone a young person entering adolescence who is beginning to struggle with a range of physical and emotional changes. The resulting self-doubt, lowered self-esteem and overall distress has been shown to adversely impact future resilience if they are not supported during this time.
In addition, as they bounce from group to group, trying to find which one will accept them and where they actually fit, there is the potential for them to find themselves being accepted by a peer group that could end up being problematic. Remember what Andrew said above—"the power of conformity and the strength of the desire to fit in (at almost any cost)." Your child needs friends and a friendship group (at almost any cost) - this is a time when you could find them ‘falling in the wrong crowd’. Even though you have worked hard to instil your values and attitudes in your child, it can all come undone during this very short period of time.

So what can parents do to support their child through this transition period and, in doing so, help build their resilience? And is there any way that you can ensure that they don’t find themselves in a potentially problematic peer group? There are no certainties here, but here are a few simple things that any parent of a first year high school student should try to do over the next month or so:

- **keep talking to your child and show an interest** - they may not want to tell you everything that is happening but keep asking the questions. High school is so different from primary school - they now have multiple teachers, they may be getting to school a different way and they’re meeting many new people - show an interest in all of it. But know when to stop - don’t be a nag! If they don’t want to tell you more, don’t push it!
- **be involved** - ask any high school teacher and they will tell you that they rarely see a parent unless something goes wrong. Parents need to be actively and respectfully involved with what is happening during this transition period. Don’t embarrass your son or daughter and show up halfway during an English lesson but make an effort and attend any parent sessions the school puts on. Try to make a time to see their Year Coordinator to introduce yourself and see how things are progressing, particularly if you have any concerns
- **meet their new friends** - if they start talking about new friends, encourage your child to invite them to your home so you can meet them. This shouldn’t be a ‘vetting period’ but rather a simple but effective way of staying connected and being more aware of what is happening in your child’s life
- **meet their new friends’ parents** - meet the friends, then meet their parents. You can tell so much about a child by having a brief chat to their Mum or Dad. If they seem to have similar values as you, grab them and hold them tight - they’re going to be useful in the future. If they don’t, be prepared, you’re most probably going to have work twice as hard!
- **don’t be afraid to express your concern if you’re worried about who they’re hanging out with** - if you don’t feel comfortable with their friends, let them know. This has to be handled extremely carefully and respectfully but, if it doesn’t feel right, it most probably isn’t and you need to let your son or daughter know how you feel. Trying to ban your child from seeing certain people is not going to be helpful, particularly during this transition period, but talking through your concerns and working through possible solutions is important.

And most importantly, if you don’t do this already, start working on it today—**find a special activity for you and your child to do at least once a week.**

We know that the quality of the parent-child relationship is so important in building resilience. Having an activity that involves a time when it’s just you and your child 'connecting', particularly just before they enter their teens can be so helpful in maintaining a strong and positive relationship.
If your child has just started high school, it can be very exciting for them but also very stressful. If they are having trouble fitting in and finding friends, or they’re having problems with their old friends, they may find it difficult to talk to you about it. There’s a great deal of shame associated with not being popular. much more than we were young, much of it to do with the important role social media plays in many of their lives. Having a regular time to catch up and chat about what you’re doing and what’s happening in their lives can make those difficult conversations a little easier.

Sadly, many parents think that an activity like this has to take a great deal of time and as a result they don’t make the effort to put one into place. In fact, if you spend just 5 minutes a week of real quality time with your child it can work wonders. On the other hand, having an hour of ‘Dad-time’ with you on your phone for half of it won’t work - you might as well not do it! The key to finding the right activity is that it has to be fun for both of you, distraction free (no electronic devices that can interrupt you) and something neither of you does with anyone else! Reference: Fuller, A. (2001). Creating resilient learners. Learning Matters, 6, 22-25.

Positive, caring, happy and fun are just a few words that describe our hardworking, highly organised school assistant Sam Chapman. You will find Sam in our front office greeting students, parents, staff and community members with a big smile and a willingness to assist in any way she can.

Sam has been at Lyneham for four years. Life before children saw Sam working as a Property Manager in Sydney. She travelled Europe and worked in London. On her return to Australia Sam continued working in Real Estate and then became a Legal Secretary for a few law firms in Sydney and Canberra. After having two beautiful girls Sam worked as a technology assistant at Canberra High and Alfred Deakin High. Sam started work at Lyneham High as a Learning Support Assistant, working in the Learning Support Unit, before joining the team at the front office.

Sam is passionate about family and friends. Away from school she enjoys spending time with her two girls, bike riding, going to the gym, walking her new puppy. She enjoys camping, going to dinner and the movies with her partner and socialising with friends. This very active lifestyle is also interspersed with meditation and time at the beach.

Interacting with students is the part of her job that Sam enjoys the most. Her caring nature is very evident when she is looking after students who require first aid. When asked to describe a highlight at Lyneham High, Sam responded with the Addams Family Musical. She said she was totally blown away by the student talent and explained how the musical lets you see a different side to the students.
School Photographs for 2017

This year’s school photos were taken as follows.

**Years 7 and 8**  **Friday 3 Feb** (Week 1, Term 1) **ALREADY COMPLETED**

**Years 9 and 10**  **Friday 10 Feb** (Week 2, Term 1)

If your child is absent on the day they may have their photo taken at a catch up session during recess or lunch. We require all students to have their photo taken for identification purposes.

**Group Photographs**  **Friday 10 March** (Week 6, Term 1) - No catch up sessions available.

Students will be given an envelope to order individual photographs at the start of week 1. If using cash, please make sure you have the correct amount as no change will be given.

Group photographs can be purchased online at a later date. We will let you know when they are available.

If you have any questions please do not hesitate to contact Steven Bardwell on 62056399 or at steven.bardwell@ed.act.edu.au

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**French News**

*Bienvenue* to all our French students *en* 2017. We are off to a good start, with students settled in classes and almost finished revision or start of year exercises. Some preparations have been done for the *Noumea* excursion in September and most participating students completed the swimming proficiency test at the carnival, which will allow them to take part in water activities while there.

It is recommended that students have a workbook (*Tapis Volant* 1 or 2). Also, we encourage students to register for *Education (or Language) Perfect* if you have not done so. Notes have already been distributed to those who have not yet signed up. In cases of financial hardship arrangements can be made by contacting one of the French teachers.

A warm welcome to Madame Picard, who taught French for years here and has joined our team again to teach a year 8 class. We look forward to a fun and interesting time in 2017 and would like to leave you with a picture of a traditional New Caledonian *case* below.

French faculty - Mesdames Sharon Towner, Ellen Picard, Sarah Maclaughlan, Clare Douglass, Lena Britton et Sharon Hayes
Languages - Education Perfect

Education Perfect (also known as Language Perfect) is an online program which allows students to continue their studies in a subject area at their own pace. They get instant feedback as they complete tasks and teachers can assign tasks to assist individual students in their areas of need. The program can be accessed both at home and at school. Teachers receive regular reports on student progress, whether the activities have been completed at home or at school.

Education Perfect is being offered to all students in English, French and Indonesian classes. Year 7 students will have received a letter and payment form that combines both English and LoTE (Languages other Than English) as one payment of $50.00. This is because all students have to study both subjects for the full year.

Year 8, 9 and 10 students will be given two letters with payment forms - one for English and one for LoTE. We have separated the two subjects to allow parents and carers an opportunity to budget for payments. The LoTE component is $30.00 and the English and Literature component is $20.00. Unfortunately there is no discount for Year 8 LoTE students studying French or Indonesian for one semester. The English and Literature price is an introductory price for this year which is why it is less than the registration fee for LoTE.

We will be adding students to the Education Perfect Program on a regular basis as payments are received throughout the year. Teachers will always offer alternative activities for students who have not signed up for Education Perfect. The advantage of Education Perfect is that teachers can monitor online activity in real time (we can see when a student has moved off the site if the teacher is using it during class time), teachers can differentiate learning and all activities are aligned with the Australian curriculum.

If you have any questions or concerns about the Program, please contact Sharon Hayes, Executive Teacher Languages.

P&C Lyneham High Sschool -  A shout out to all parents and carers of Lyneham High School Students!

Key Dates:
Week 4, Tuesday 21 February at 6.30pm— First Lyneham High School P&C meeting (enter through the front doors of the school)
Week 8, Tuesday 21 March— Lyneham High School P&C AGM

If you would like to get more involved with our wonderful school community please come to the Lyneham High School P&C meetings. Meetings are held in week 3 (except term 1 which is in week 4) and week 8 each term on Tuesday nights from 6.30pm (only 8 meetings a year!). Our focus is on parental engagement and over the past few years we have held successful parent forums on the following topics:

- Homework
- The Australian Curriculum, assessment and achievement standards
- Student wellbeing and mental health
- Sexualisation of girls through the media
- Cyber safety
P & C Contd.

Although our focus is not fundraising we do hold a very successful trivia night later in the year.

If you would like to take your involvement one step further please join the P&C executive. We will be having our AGM on Tuesday 21 March where all office bearer positions are available: President, Vice-President, Secretary, Treasurer. The LHS AGM will be held directly following a parent forum (topic is still to be determined).

We have provided some detail below about what is involved with the P&C roles. If you are interested in finding out more about the P&C please contact P&C Secretary Cindy Trewin 0402 371 549.

The Roles of P&C Office bearers

The President chairs all general and executive committee meetings of the association. The role of the President includes:

- providing leadership
- acting as a spokesperson for the association
- reporting to P&C meetings about the activities of the P&C
- exercising some supervision of the functions of other office bearers
- ensuring adequate and efficient communication exists between the members of the association and the members of the school board
- encouraging parents to participate.

The role of the Vice-President includes:

- presiding as chair at meetings where the President is absent
- being familiar with the operation of the P&C
- becoming acquainted with the duties of President
- having a working understanding of meeting rules and procedure

The duties of the Secretary include:

- drawing up, in consultation with President, the meeting agendas
- keeping full and correct minutes of the P&C’s proceedings
- acting upon decisions as directed by the meeting
- attending to the correspondence of the association
- looking after the association documents
- maintaining a register of financial and ex-officio members if applicable

The duties of the Treasurer include:

- responsibility for all funds received and expended by the association
- preparing regular reports to P&C meetings
- holding ultimate responsibility for all funds, including all subcommittee accounts.
Technology News

It great to be back and see all the keen and new faces coming into our various classrooms. The teachers here have a swag of new ideas and plans to get students engaged and creating within our courses and we are looking to showcase more of their work over the coming year.

Last week we asked our year 8 food classes to show their teachers what they knew and had learnt by getting them to plan, prepare and present salads that a toddler would find appetising. The salad had to contain at least three of the basic food groups and appeal to the tastes of what is considered a very fussy age group. Some of the results are below.

We also welcome to our faculty a new teacher in the design and technology stream – Mr Daniel Fisher. Daniel joins us from the University of Canberra and has already made his mark with some great ideas and suggestions of projects for our technology classes to work on.

To complete this first report for 2017, a note to parents and students regarding engaging with ICT. This year as we continue to implement the new Australian Curriculum in Digital Technologies, we are keen to get students involved in a number of projects.

1. We are setting up a technology based maker space in the middle downstairs corridor – room 21 and have started by installing 2 3D printers. We are looking for keen students to help with this and give us ideas of what they would to use this for. So get thinking about it and communicating your ideas to us.

2. There is a number of externally funded and organised ICT competitions that students with a keen interest in this area can get involved in. Two competitions looking for participants are:

   Young ICT Explorers (http://www.youngictexplorers.net.au/) - individuals or small groups develop an idea that is ICT based and compete at regional and then possibly national level, and CSC Codes (http://csc.one/codes) – teams of 3 need to register by 17 February and then submit a scratch project by 17 March.

Check these out on their websites and if your child is keen to get involved in both or either of them then get them to talk to the technologies computing staff about it. Last year one of our students qualified for the national finals with his Young ICT Explorers Project from primary school. We are keen to continue with this level of success in the future.

We also run a number of National ICT based competitions that we have a history of doing quite well in. These include the ICAS Digital Technologies and Australian Maths Trust Computational and Algorithmic Thinking. Details on dates and costs for these appear elsewhere in this newsletter so check them out and get your child involved.

Simon Spinetti (Executive teacher Technology)
IT at Lyneham High School Update

Here is an update on things concerning IT and a response to the most common requests we have received so far from parents and students. As part of the licencing arrangements the ACTED has with Microsoft in providing operating systems and applications to ACTGOV devices, each student has access to a free version of Office 365. This allows the suite of applications contained in this package to be installed on up to five separate devices.

To access this offer, parents need to have given the school permission to provide some personal details (student name, ID number and school email address) to Microsoft. This is usually done as part of the online application process. To see if you have given this permission, ask your child to log into the ACTED Digital Backpack (https://backpack.ed.act.edu.au). If this permission has been granted you will see a yellow Install Office icon in the top left hand corner of the window. Click on this while on the device you wish to install the software onto and follow the prompts. When asked for an email enter your child’s unique school email (studentID#@schoolsnet.act.edu.au) and continue following the prompts. Note that this can only be done on Windows, iOS and Mac devices. Chromebooks will need to use GAFE like Docs, Slides instead.

If you find that there is no Install icon then ask your child to collect a Microsoft Office permission note from the front office and take it home to you to complete. Then return it and wait a few days to a week for the processing of the permission to take place.

We are already finding the following issues around BYOD that are of concern.

- Students bringing devices to school with a low or no charge and hence having not have a functioning device for much of the day:
- Some devices, particularly iPads and other tablets cannot view documents or run apps with full functionality and this is affecting the ability of the student to read and follow up on work and assessment. The device is not ergonomic (lacks a keyboard) when it comes to the student having to write (type).
- Some students not bringing a device, claiming it is broken and getting fixed or they forgot or it was uncharged.

Therefore we are stressing to both students and parents to ensure devices are charged the previous night to ensure students are prepared for school. If a student does not have a device to bring to school, we ask that parents contact the school to make other arrangements. We only have a limited number of equity devices available for loan and, without a formal request from parents for assistance, it is hard for us to determine how many equity devices we need.

**Exact procedures for requesting a loan device are in place so please contact the school if you need to take up this offer. All enquiries are treated in the strictest confidence so please contact us so we can provide for your child.**
We continue to remind students and their parents in other year groups to hop on board to help with the transition to BYOD. Our School ICT plan is for the whole school to be fully BYOD in 2018, when our current networked devices (desktops in classes, the library and computer labs) will be removed due to their age. Year 9 students and parents especially need to take note as this will happen when they are in year 10, so start considering now to make the change before then.

If you have any other questions regarding BYOD or any other aspect of ICT at Lyneham High please consult the school website but also do not hesitate to contact me at the school.

Simon Spinetti (ICT coordinator)
Phone: 6205 6399 E: simon.spinetti@ed.act.edu.au

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LYNEHAM HIGH SCHOOL
Care Quality Creativity

SCHOOL COMPETITIONS 2017

Below is a revised list of the major competitions held by Lyneham High School annually. The asterisk (*) indicates competitions LEAP students are strongly encouraged to complete. However, all students at LHS are encouraged to enter these competitions.

PLEASE TAKE NOTE OF WHICH COMPETITIONS YOU HAVE REGISTERED FOR, AS YOU NEED TO HAND BACK THIS ENTIRE PAGE WITH YOUR PAYMENT.

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<tr>
<th>COMPETITION</th>
<th>YEAR</th>
<th>YES</th>
<th>CLOSING DATE</th>
<th>DATE</th>
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<tr>
<td>Australian Geography Competition * GLcode - 0000</td>
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<td>04</td>
<td>Wed 2  May</td>
<td>Wed 2  May</td>
<td>$4.00</td>
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<tr>
<td>ICAS Science Competition * GLcode - 01</td>
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<td>02</td>
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<td>Wed 30  May</td>
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<tr>
<td>Australian Mathematics Competition * (Complementary for LEAP students) GLcode - 02</td>
<td></td>
<td>01</td>
<td>Mon 1  May</td>
<td>Mon 2  July</td>
<td>$5.00</td>
</tr>
<tr>
<td>ICAS English competition * GLcode - 03</td>
<td></td>
<td>01</td>
<td>Fri  1  June</td>
<td>Fri  1  Aug</td>
<td>$9.00</td>
</tr>
<tr>
<td>Australian CAT (Computational and Algorithmic Thinking) Competition (GLcode - 04)</td>
<td></td>
<td>02</td>
<td>Wed  3  March</td>
<td>Wed  3  March</td>
<td>$6.00</td>
</tr>
<tr>
<td>ICAS Digital Technologies Competition (GLcode - 05)</td>
<td></td>
<td>01</td>
<td>Tue 30  March</td>
<td>Tue 30  May</td>
<td>$8.00</td>
</tr>
<tr>
<td>ICAS Writing Competition GLcode - 06</td>
<td></td>
<td>01</td>
<td>Fri 12  May</td>
<td>13 - 16 June (TBC)</td>
<td>$10.00</td>
</tr>
<tr>
<td>National Chemistry Quiz GLcode - 07</td>
<td></td>
<td>01</td>
<td>Fri 26  May</td>
<td>Tue 3  Aug</td>
<td>$5.00</td>
</tr>
<tr>
<td>Maths Challenge GLcode - 08</td>
<td></td>
<td>01</td>
<td>Fri 24  March</td>
<td>Puts on 3 consecutive weeks between March - June</td>
<td>$25.00</td>
</tr>
<tr>
<td>Maths Enrichment GLcode - 09</td>
<td></td>
<td>01</td>
<td>Fri 24  March</td>
<td>Runs for 16 weeks in Terms 2 &amp; 3</td>
<td>$16.00</td>
</tr>
</tbody>
</table>

TOTAL AMOUNT OWING:

Student Name: ................................................ Homa Group: .................................. Payment for: ................................................

1. I enclose payment of $ .................. Cash [ ] Direct Deposit [ ] Cheque [ ] (payable to Lyneham High School)

Credit Card (NB: Minimums for EFTPOS is $11)

Payment may be debited to your Credit Card account by completing the authorisation form below. Visa [ ] Master Card [ ]

Card No: .......................................................... Expiry Date: __________________________

Cardholder’s Name (please print): ..........................................................

To make a payment by direct deposit, please use the Account details located on the Lyneham High School website under “Payment” http://www.lynehamact.act.edu.au/payments. Please include student’s name and details of activity/competition when paying by direct deposit.

The finance office is open between 8:30am and 2:00pm Mon-Fri, excluding 13-15.30am on Fridays

Please note that as this is an optional activity, a payment will be required to cover costs. If the school is unable to cover the costs, the event/competition may have to be cancelled. Should any families be experiencing financial difficulty in meeting these costs, please contact the Principal. Individual records of contributions are strictly confidential. No refunds will be given for committed funds.
BARRIERS AND FACILITATORS TO PARTICIPATION IN ORGANISED PHYSICAL ACTIVITY

Parents, guardians, coaches and children are invited to take part in a study to explore the benefits and barriers to participation in organised physical activity programs around Australia for children with physical and developmental disabilities and challenges. Parents of children with disabilities, developmental challenges, or additional needs aged between 4-17 years are encouraged to participate in this study.

Participation in this study will involve parents and coaches completing an online survey which will take approximately 20 minutes. The survey may take an extra 5 minutes per child for parents with more than one child aged between 4-17 years. Children are also invited to complete 2 questions as part of the online survey, which will take up to 5 mins to complete.

The information from this survey will be used to plan future research that aims to better support developmentally vulnerable children to participate in physical activities. This project will promote inclusivity for all children in organised physical activity programs by assisting to develop resources for parents, coaches and health professionals to identify:

1. What key factors translate to participation in physical activity for children with a disability
2. What may help to enable children with a disability to participate in organised physical activity

This study is being conducted by the National Disability Insurance Agency (NDIA) in collaboration with Deakin University. This study has been approved by the Deakin University Human Research Ethics Committee [App #2016-336].

If you would like to participate in this study, please click on the website link below or contact:

Dr Nicole Papadopoulos
Email: allplay@deakin.edu.au
Phone: 03 9244 5295
Website: www.allplayssportsanddance.org.au

*This research is proudly supported by Moose Enterprise Pty Ltd and the AFL

[Brands logos]
As we start a new school year, we would like to remind you, parents and students about our services and how to best prepare for bus travel in the new year.

Details of all school and regular bus services are now available for parents and students to begin planning their journeys. We ask that parents and students familiarise themselves with the most suitable route, times and stop locations for their children before the school term commences.

School bus services are available to school students only however, parents with young children may apply to travel on these services for a few weeks to help their child get used to bus travel. Please use the links below for further information on our bus services:

School bus timetables
Regular bus timetables

We are urging parents and students to check MyWay cards and top up if required. MyWay cards can be topped up automatically using the handy Autoload service, online, over the phone via the Transport Canberra information line (13 17 10), or in person with a MyWay recharge agent. Passengers who top up using Autoload attract a further 5% discount on all fares.

New bus fares came into effect on 14 January 2017. Single trip concessions cash fares cost $2.50 and MyWay fares are now $1.16. School Students are almost $60 a month better off when using MyWay rather than paying a cash fare to and from school. Parents and students can find more information at transport.act.gov.au or by calling 13 17 10.

Transport Canberra would appreciate your assistance in circulating this information to students and parents using your existing communications channels, such as school emails, newsletters or notices.

We wish you the best of luck with the 2017 school year.

Regards,
Transport Canberra - Marketing and Communications
There is no app for this...

JOIN THE VENTURERS

Are you 14-17 years old and looking for fun, friendship and the opportunity to do... well, just about anything?

Then join the O’Connor Venturers!

Contact us at Zylezhw@gmail.com

Disclaimer  Information provided by outside entities is not endorsed or recommended and is not guaranteed correct, by the school, its staff or the ACT Government.