From the Principal

Term 4 is a wonderful time for reflection and celebration of events and achievements of the school year. This is especially so in relation to year 12 students as they near the completion of their 5 year secondary schooling experience. Many milestones have been achieved and students are now in the midst of their final SACE examinations and final assignments. We wish them every success as they complete these tasks and look to the future with confidence and aspiration. As the Principal of these students I am very proud of their conduct and endeavours at this time of the year. The farewell assembly in week two was characterised by heartfelt messages and mutual respect between students and staff epitomising the graduate qualities to which we continuously strive. In week three we had two wonderful celebrations. A joint staff year 12 student breakfast at Swedish Tarts Café on Semaphore Road and a shared morning tea as we jointly celebrated the final day of formal classes for year 12 students and International Teachers Day. To me that joint celebration reinforced the importance of the student teacher relationship in the education of our young people.

Three further milestones will occur this term, each very important in recognising the work of students and staff together. There will be the IB Middle Years program graduation assembly on 26th November and the Final Assembly on 17th November and finally the Graduation and Prize Ceremony at Elder Hall on 24th November. We look forward to each event in its recognition of achievement and learning.

Staffing: We are currently in the process of appointing several leadership positions. Ms Andrea West, the Arts Coordinator will be Ms Shona Mishra and the Maritime School Programs Leader will be Mr Liam Narcys. There will be further teaching positions to be filled prior to the commencement of the 2016 school year.

We wish Mr Dash Taylor Johnson every success as he will be going to the AEU as male Vice President for the next 2 years starting early in January 2016. Similarly we extend our best wishes to Mr Sean Carey who is going to Alberton Primary School as Deputy Principal from 2016 and we wish Ms Val Thompson and Mr Rod Hunter every happiness as they retire from teaching.

International activities: Liam Narcys has had a very successful exchange visit to school #45 in Ulaan Baator, Mongolia. He was there teaching students from as young as Grade 1 through to year 12 during the September/October school break.

The Laos Cambodia trip was also very successful. The students were excellent ambassadors for our school and country. The highlight for us all was the time we spent at the Luang Prabang Orphanage. There are in fact 3 orphanages of around 550 children each in and around Luang Prabang under the care of Andrew Brown who has formed a partnership with the Loa government to improve the conditions of young people orphaned from the villages. Dash Taylor Johnson wrote a detailed daily blog with lots of photos outlining the trip in great detail. Our students fundraised money for the orphanage, got donations of sporting equipment, took kilograms of small gifts and generally were in awe of the work being done for the children. Special mention is made of IDM Sports who generously donated to student Alyssa Brown many items which were a great hit with the children in the orphanage! This included, 11 skipping ropes, 10 small soft balls, 2 footballs, 2 netballs and 5 frizbees.

- The fundraised money will sponsor a student onto tertiary study for one year ($US900) and it also provided replacement bedding for 500 children, mosquito nets, sporting gear, and purchase of food and medical supplies.
- Please see below extracts from two of the students who were a part of this experience:
The capital and largest city in Cambodia is Phnom Penh. Experiencing the political, economic, and cultural centre of Cambodia was memorable on so many levels. Being able to ascend the steep temples and learn about the gods in Angkor Wat was extremely educational. With its massive impacts of historic meaning we all descended into the deepest pits at “Tuol Sleng Prison”. Looking and reading about the heart breaking stories of the lives lost in the 1970s was truly horrific. Cambodia was extremely enjoyable with its history both inspiring and in relation to the Pol Pot led era of the Khmer Rouge, very confronting…. the memories will be greatly cherished.

When I first arrived in Laos, I quickly succumbed to its natural charms, extreme amazing weather and its natural beauty. Surrounded with scenic river caves, white-water rapids or jungle zip lines, an opportunity to ride on elephant back, asking yourself where to look next became difficult. The stunning wildlife and some of Southeast Asia’s most beautiful forests fill the landscape with huge amounts of photographic outlooks. The food was exquisite with a kaleidoscope full of flavours that Lao cuisines had to offer. Laos is a great country that sometimes gives the impression as if time has stood still. With the laid back atmosphere enjoying yourself was made easy.

My favourite experiences included….. Engaging with the children at the orphanage was enchanting; the amount of respect, care and love that was shared around was significantly beautiful. Being able to understand, respect and grow as a person, surrounding the entire differential believes cultures and way of life, is my personal favourite. The amount of knowledge I gained surrounding the vast cultural differences was enlightening. Sending my gratitude, thanks and appreciation for the organisation and hard work put in by Mr Shepherd, Mr Taylor Johnson and Bu Amy Coughlan.

James Pollard (Jimmy)

The Laos and Cambodia trip of 2015 was a once in a life time opportunity and I would highly recommend it to anyone who likes travelling or wanted to see a different culture. The trip that the school organised was a really great and eventful time with the three teachers (Bu Amy, Mr Taylor John and Mr Shepherd) and with the four other young adults (John, Rebecca, Aylssa and Tiffany.) I will never forget the times and memories we had there and the fun we had. We visited many great places like Angkor Wat, floating village, pristine waterfalls, markets (day/night), Pha That Luang, The World Peace Gong, Wat Si Saket, Patuxai, Mount Phousi, elephant village, the Luang Prabang Orphanage School and so many more.

Everywhere we went was really interesting and opened our minds to how people in different cultures live. I gained an insight into aspects of their daily duties. A highlight for me was learning about the history of both counties and how much both war and peace times have influenced these nations. I was so impressed at how the people have dealt with the dark periods in their history because all the locals now appeared happy, nice and cheerful.

One of my favourite places we went to was the Luang Prabang Orphanage School in Laos. When we got there it wasn’t like how I thought it would be.

I imagined one tall crowed building, but there were lots of little buildings around a small oval and a basketball court. The kids were so shy and nervous around us but after a while they came up to us talking and wanting to play. They had very little in terms of material things but what they had still made them happy and we should be more like that and not take things we have for granted because people are out there with less than us and still happy.

When it was meal time it was like a stampede, every door you could see was just filled by kids running as fast as they could to their tables to share out the food evenly and some kids just had huge balls of sticky rice.

When we gave out the lollies we took there we got blocked in to corners because they really wanted a lolly and they traded the lollies if they wanted a different one. They became a lot friendlier after that. Over all the two weeks I spent with this group of people was one of the best times in my life; enjoying jokes together and just being relaxed with each other and just chilling with all the rest of the group.

If I could do it again with this group I would happily say yes because they were a really great group and we had each other’s back where ever we went in such different settings to being here in Australia.

Facilities: We are still in negotiations with DECD officials to determine the configuration of our buildings upgrade. The process is taking much longer than we anticipated, but in the end we hope to achieve much improved facilities for our school and our students. We are expecting that demolition of at least some of the old prefabricated buildings will occur over the Christmas break.

NT visit: We had a very successful visit from the Chief Executive of the NT Education Department and his team on Wed 23rd September, when they came to visit our school to learn about our maritime programs. It was heartening to see how impressed they were at the work of our STEM team and students. Congratulations to our staff once again!

NAPLAN: Year 9 student results were distributed at the end of term 3.

Partnership review: On 5th November our Le Fevre Peninsula partnership of schools and preschools participated in the first round of reviews where we met with members of DECD Senior Executive Group to study the data from our partnership with a view to developing further improvement plans.

The Focus On Learning program re developed and is now called Promotions Week. Craig Bailey, Assistant Principal and the year level Coordinators have worked with the teaching staff to redevelop this into a more effective and streamlined program which aims to support students in completing the necessary requirements to progress to the subsequent year level.

Regards

Rob Shepherd

Principal
Pastoral Care News

Some highlights of what your students have and will be engaged in over this term and last on Tuesday lesson 4:

Year 8 and 9
- completed the Wellbeing online survey
- attended the Spastic Centre of SA (SCOSA) information sessions regarding their Kick It campaign
- reset their goals for this term based on last term’s report
- took part in PE week
- commenced their Career Building activities with their cg teachers
- Year 9’s will also commence the IBMYP Personal Project
- 20 Year 9 students also completed the GOALS program

Year 10
- attend the Youth Opportunities information session
- completed Work Experience
- undertook the Career Strategy survey
- continued their work on the Child Protection Curriculum
- experienced the Domestic Violence ‘Love Me, Love Me Not’ workshop
- complete their PLP round table

Year 11
- completed the Student Engagement Survey
- attended the Career Strategy subject expo sessions
- continued their work on the Child Protection Curriculum
- experienced the Domestic Violence ‘Love Me, Love Me Not’ workshop
- some students have volunteered to donate blood at the Red Cross in Pt Adelaide

Year 12
- applied for TAFE and University
- continued their work on the Child Protection Curriculum
- attended the ‘Memory Magic’ and Memory Mnemonics’ workshops to assist with exam preparation
- listened to Encounter Youth present their Partysafe workshop
- had their Yr 12 final assembly, breakfast and morning tea

Craig Bailey
Assistant Principal
Student Wellbeing/Innovative Programs/7-8 Transition

OVERDUE TEXT/LIBRARY BOOKS

Text and Library books are valuable school resources. We ask that families search for any overdue books and return them to the school as soon as possible.

SMS SYSTEMS

Please be advised that the SMS phone number for advising of STUDENT ABSENCES is 0427 186 710.

FIRST AID AND MEDICAL SUPPORT

STUDENTS WITH A MEDICAL CONDITION REQUIRE A HEALTH CARE PLAN These are specific to the student’s medical condition i.e., Asthma, Epilepsy, Anaphylaxis etc. These Plans can be obtained from Student Services and must be completed by the parent and signed off by the Doctor.

STUDENTS ON MEDICATION Students must not administer their own medication, it should be given to Student Services in the original chemist packaging stating dosage information along with written consent from the parent.

If you have any questions in relation to managing medical conditions or first aid support for your child, please contact the First Aid Officer at school.
**Focus on Learning and Promotions Week for Year 8-11**

Over the course of 2015 the Student Management Team has been refining LFHS’s system of promotion from one Year Level to the next. As a result of this we have changed our end of year ‘Focus on Learning’ week to ‘Promotions Week’ to more accurately reflect what occurs during this time.

The three day block of time set aside for each Year Level from Monday-Wednesday commencing in week 7 and finishing in week 9 aims to capture students at risk of non-promotion and support them with intervention to complete outstanding tasks or modify tasks that have not yet met a satisfactory standard.

Year Level Coordinators will be checking all students’ grades during this term and will decide who is promoted (green section), who is invited to promotions week (orange section) and who is not promoted (red section). This colour coding system is now widely used in secondary schools. A critical focus will be on Numeracy and Literacy at all Year Levels to support SACE completion. Their decisions will be based on the following guidelines.

**Year 8 (Promotions Week: Week 9 Monday – Wednesday)**
- **Green**: Success in 4+ subjects
- **Orange**: Success in 2-3 subjects
- **Red**: Success in 0-1 subjects

Year Level Coordinators will also check Numeracy and Literacy results.

**Year 9 (Promotions Week: Week 9 Monday – Wednesday)**
- **Green**: Success in 4+ subjects
- **Orange**: Success in 2-3 subjects
- **Red**: Success in 0-1 subjects
- Personal Project Plan (Appendix G).

Year Level Coordinators will also check Numeracy and Literacy results.

**Year 10 (Promotions Week: Week 8 Monday – Wednesday)**
- **Green**: Success in 4+ subjects
- **Orange**: Success in 2-3 subjects
- **Red**: Success in 0-1 subjects
- Personal Project report (only for nominated students)

Year Level Coordinators will also check Numeracy and Literacy results.

**Year 11 (Promotions Week: Week 7 Monday- Wednesday)**

For successful promotion to Year 12 all Year 11 students should have their compulsory SACE subjects completed to a C standard. These include Mathematics, English, PLP and Research Project.

For students to be placed into a Year 12 Care group they must have 40/50 credits from the compulsories (PLP, Numeracy, Literacy x 2 and RP)

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**Craig Bailey**
Assistant Principal
Student Wellbeing/Innovative Programs/7-8 Transition
How fantastic to attend a local art exhibition and see the work of 18 of our Year 10 and 11 students.

Students exhibited at Black Diamond Gallery in August as part of the SALA Festival (South Australian Living Artists). Many students and their families attended the opening, and were presented with awards.

Congratulations to the following students who were given awards of recognition:

Darian (Year 10)- Abstract Expressionist painting based on an aerial view of his home in Serbia.
Miro (Year 11)- Large stencil portrait of his favourite soccer player.
Imogen (Year 11)- Impressionist portrait of a young man with a guinea pig.

I was really impressed with all contributors from Le Fevre High. Many thanks to the curator for her commitment to Youth Arts.

Student exhibitors-
Year 11: Jackson, Kaylee, Kirari, Laura, Christie, Hayley, Miro, Imogen, Claire, Sarah, Zack.
Year 10: Caitlin, Darian, Brin.

Gedda Dale-Little

Kaylee
Bailey
Christie
Darian
Imogen
Laura
Miro
Sarah
Hayley
A digital matte artist, or digital matte painter (DMP), is today’s modern form of a traditional painter in the entertainment industry. They digitally paint photo-realistic interior and exterior environments that allow filmmakers to create the illusion of an environment that is non-existent in real life or would otherwise be too expensive or impossible to build or visit.

The Year 10 Design and Digital Media class had the opportunity for several tutoring sessions with Simon Scales of CDW Studios. CDW Studios are a private provider of training in Visual Effects and Entertainment Design. Simon worked through weekly workshops to develop student’s skills in Digital Matte Painting, and provide them with industry information. We also had David Cornish, a Digital Illustrator run a couple of sessions.

Shona Mishra

“It was fun and entertaining. I liked the landscape painting. It was easy once we knew the process, and we created our own brushes. It was cool how Simon worked on the storyboard for Iron Man and designs for Monsters Inc.” Janelle

“It was good to learn more advanced painting tools on Photoshop. I learned lots of shortcuts.” Dylan

“It was enjoyable. I learned how to use Photoshop well. I really enjoy digital painting, and being able to recreate digitally what I can do on paper.” Kita

“It was enjoyable hearing about working in the industry.” Zad

“David Cornish was a great teacher and a really enjoyable person.” Joe
Maritime Science / Naval Engineering Classes
The Naval Engineering / Maritime Science courses at Stage 1 and Stage 2 are delivered by Thierry Herman and are now well established - next year, we will have 23 Stage 2 students as compared with 15 this year. The Test Tank that can hold up to 1.5 tons of water, was put to good use as Year 11 Students this year have designed, manufactured and tested 1 meter long sail boats and submarine, while the year 12 Students designed, manufactured and tested as well a 1.2 metre Hobart Class Air Warfare Destroyer. They have tested Buoyancy, Stability, general Hydrodynamics properties and the Electronics of their prototypes. Year 11 and 12 students in these courses are working within an engineering type structure with progress reports being made regularly to the other teams to ensure on time and on target delivery of the various components of the projects.

Defence Program involvement (DIPP Program)
In 2015 LFHS hosted a STEM day in cooperation with the DIPP 7 and 8 programs and Tafe Regency where students do 3D modelling and 3D printing once a week for a semester with TAFE lecturer Anthony Tonkin and co-teacher Eddie Grzeskowiak from Le Fevre High School. On that day, students were given a lecture in the morning by Thierry Herman in relation to Buoyancy, Archimedes Principle, Hydrodynamics, Stability Principles and finally Naval Engineering and Design, specifically regarding the shape and function of hulls. In the afternoon, students put into practice with Eddie Grzeskowiak the various principles seen in the morning and produced boats of various shapes and design which they raced against the clock in a purposely built water channel. Data was subsequently analysed to observe correlation between shape of hull and performance. We plan to host the DIPP9 as well in 2016.

Future Submarine / Submarine Technologies Program
SEMIESTER 2 STAGE 1 NAVAL ENGINEERING SUBMARINE TECHNOLOGIES
Le Fevre High School Stage 1 Students have studied Submarine Technologies in semester 2 (through their Naval Engineering Course), which lead to the study of Hydrostatic, Hydrodynamic and Electronics principles such as Archimedes Principle applied to Submarines, Righting Moments and Torques, Fluid Mechanics, Cavitation, Propulsion systems, Physics of diving planes and rudders and finally Electronics Control Systems. They have manufactured a 1 metre fully functional radio-controlled Submarine prototype which was entered in the Subs in Schools Sea trials Competition where it took the first place as the best maneuvering Submarine of all the schools present from South Australia and Queensland. To achieve this outstanding result, our students have produced all the necessary parts and hull, using a blend of traditional methods and advanced technologies such as Laser cutting and 3D printing technologies. They also completely re-designed the original layout for the electronic control system to streamline and simplify the operation of the submarine, making it in the end very efficient and more reliable. Quite a few modifications/improvements were also implemented regarding the Buoyancy Control Systems and Control surfaces (Rudders and Diving Planes). Our students have made our School very proud indeed and have re-enforced the links existing between our School as the Maritime School of South Australia and the Maritime World.
Regional STEM Days
Our school has been involved with various STEM programs throughout the year, arranged and supported by the Advanced Technology Program. Our Year 9 and 10 students have particularly enjoyed the STEM days organised by Sandra Morane and taking place at Uni SA Mawson Lakes. LFHS has hosted sessions for our partner schools around Maritime themes. These days have been significant to students’ STEM awareness and appreciation.

STEM Day for primary school students
Our school provides STEM discovery days at Le Fevre High School where students come to our school to study and make projects. A recent workshop had students working with anemometers in Science (direction and measurement of the strength of wind), use the design cycle to design a weather vane by using Coreldraw Software and the associated Laser cutter to produce the parts needed, and finally use measurements in the workshop to produce and position the resting pole and the arrow indicating the direction of the wind.
In 2015 our school continued to offer these STEM experience days. The next planned activity will be the study and production of electricity generating devices, in particular, wind powered generators.

3D Printing / Laser cutting
3D printing and Laser cutting have been affordable technologies that have promoted STEM development at Le Fevre High School. These machines are now used in a range of subjects by teachers in Technology and Sciences. Our school progress and development is due to teachers’ commitment. Eddie Grzeskowiak and Thierry Herman have in particular helped students produce the parts necessary to manufacture the Submarine that won the Sea Trials in the Subs in Schools competition.
The Year 12 students who took part in the DIPP program last year used these skills to produce the 3D parts needed for the Air Warfare Destroyer model (Front turret, Missile Hatches, Radars, Motor mounts and the Phalanx weapons system).
We also work in collaboration with Williams Engineering of Port Adelaide with whom we have designed and laser cut an aluminium sign for our school.

Maritime Pathway program / AMC Partnership
The Maritime School of South Australia (Le Fevre High School) has a partnership with the Fisheries Academy (AMFA) to offer a Maritime Pathway course that invites students to learn about Maritime Industries. This course involves studies that showcase the significance of Mathematics, Science and Technologies in a Maritime context. Examples being the Science found in a Tall ship and the Mathematics required for traditional navigation and current navigational technologies. The course concludes with a 3 day trip on the STV One and All, where students put their learning into action and get credits toward their Coxswain qualification.
A partnership with the Australian Maritime College enables an Engineering discovery trip to the AMC (Australian Maritime College) in Launceston, Tasmania to be run annually, where students from all around the state apply for this opportunity to be able to have first-hand information about this world class institution, and see the significance and relevance of STEM.
As a result of this opportunity and thanks to the awareness given by our Naval Engineering courses, we have at least two year 12 students from this year joining the AMC next year.

Thierry Herman
Naval Engineering / Advanced Technologies Manager
What have been the big (best) things about your time in Australia?
One of the best things I was involved in was an ice skating competition and I won first prize for the Women’s Intermediate figure skating. Monday practice sessions at the Ice Irena contributed significantly to this result. Thank you very much for allowing me to attend the ice hockey sessions. I look forward to showing my family and my skating team in Tokyo this medal.

How has coming to Australia/Le Fevre helped with your personal /language development?
I took a test in Japan to study here run by the Tokyo Government and came to Australia with 100 students from Tokyo. All of my teachers and friends at Le Fevre have helped me when I needed help. Communicating with everyone has helped my English language skills a lot and I have increased my confidence in speaking English to English speakers. I really have appreciated Le Fevre High School’s support.

What will you miss about Australia/Le Fevre when you return home to Japan?
I will miss everything in Australia, especially my new friends, host families, school and the relaxed atmosphere! I will miss all of my teachers and friends from Le Fevre High.

Would you recommend your friends in Japan try an exchange experience? What is the most stand out things you have learnt through the process?
Yes I would recommend this experience. There are a lot of difficulties involved in studying abroad because the language and culture are quite different from Japan. But I think that this experience will be one of the most treasured experiences in my life!

What will be the first thing you do when you get back to Japan that you have REALLY missed while being in Australia?
I’ll eat a lot of Japanese dishes. And, also I want to go to Tokyo Disney Land with my friends!

Finally Kirari - What are some of your aspirations for next year and your future plans?
I want to go to Sophia University in Tokyo and study abroad again. I will further my studies in English at University next year, and I want to be a ground staff employee at the Tokyo Airport in the future.

Thank you Kirari for taking the time to have this interview.

Thank you Ms. Kauschke and to everyone at Le Fevre - I will miss you! Kirari.

Susan Kauschke
EALD Teacher
I talked with the students recently about how to revise effectively for exams. Here are the two most important points covered.

1. Short chunks of revision – from now on – will save them time in the long run.

Students should start revising for 5 minutes from this point forward. Research shows that we retain more information when we revise for short periods more frequently than when we revise for longer periods less often. I asked students to find 5 minute blocks during the day - at the start of homework or study time, during the ‘ads’ on TV or while waiting at the bus stop.

2. When revising, students must activate their brains – make themselves think, summarise, process and engage with the material they are trying to remember.

For example, they might do things like:

Make information visual - Use diagrams, colour, make things big, make models, pictures, put information on posters, and use visual stories.

Connect information to other information already known - Connect information in one subject to another subject, connect information to real life experiences; connect information to the first letters of words (acronyms).

Organise information - Put info into groups, categories and subcategories, split information into beginning, middle and ends, order information into sections.

Predict what will be in tests/exams - Write out a possible test/exam questions. This is a way of activating brains as well as a way of knowing what to revise.

Provoke emotion - Make up jokes and songs about material. Connect concepts to funny, sexy, shocking and scary things. Imagine the emotional impact of concepts.

Talk out loud – being forced to explain or list things out loud makes our brain process this information in different ways, meaning it will be more likely to be remembered.

Constantly test - Make up cards/ revision books, or use phone apps/laptop programs that consist of sample questions/answers. Use spare minutes to test yourself.

Parents can be a huge help to revising students. A few suggestions for parents are:

Interview the student about their topics. One of the best revision methods is to teach somebody else. If your teen is willing, ask them to teach you. Ask questions about their subjects. Have text books on the subject in front of you and ask about what words/ concepts mean. Be curious. Get the student themselves to come up with a list of written questions and answers, and then “test” them by asking them these questions.

Be careful this is not a “grilling” for the student. This needs to be something that helps rather than increases stress. If you find yourself getting frustrated, stop!

Encourage balance. A relaxed and happy student is more likely to learn more effectively. Help teens make time for fun, socializing and relaxing – even during exam time. If they feel good, they’ll learn better.

Ask about study – ask questions about what they are doing, how they are feeling about it, and what they are most worried about. BUT (and it is a big one) these questions need to be asked in a relaxed, casual way. Don’t be offended if students don’t want to talk – just come back to it the next day. Ask for their opinions and experiences – don’t just give advice or nag. Finally, make sure that this is not the only topic you are asking about – also ask students about things they enjoy talking about rather than only discussing schoolwork.

Help students look after their health. Sleep, exercise and nutrition are vital for the brain to function. Make sure they eat breakfast, have healthy snacks available, get to the gym/sport and don’t stay up all hours of the night. This is tricky, I know, but do as much as you can.

Finally, keep showing love and encouragement to students. Exams are a stressful (often new) experience for teens. They need people around them who love, support and encourage them. Parents are best placed to do this. Tell them you love them, ask them how they are feeling and ask how you can help.

For more ideas and free articles on supporting teens with sleep, friendship, stress and smart social networking go to www.developingminds.net.au
Please be advised that the outcome of the recent poll of our community in respect to 2016 Materials and Services Charge was positive, with respondents in favour of legally recovering the higher amount, known as the “prescribed sum”.

The Materials and Services Charge for 2016 will be $470.00 per student and is payable at the commencement of Term 1 2016.

We would like to thank our school community and Governing Council for their contribution, participation and support in this process.

PAYMENT OF MATERIALS AND SERVICES CHARGES can be made from Monday January 25 to Thursday January 28 between 9am - 3pm (Tuesday 26 January is Australia Day Public Holiday). Payment can be made using any of the following options -

- **Qkr (Quicker)** is a CommBank mobile phone or online payment app which is secure, fast and flexible. Qkr can process full or part payments for M&S Charges. Qkr has been designed for schools and is our preferred method of payment. Qkr will accept payments from Visa or Mastercard. No fees are charged for using Qkr. Download the Qkr app from the App store (iPhone) or Google Play (Android), register and follow the steps to find our school. Please see the instruction sheet enclosed to assist you in setting up this app.

- **CASH, CHEQUE, EFTPOS, VISA OR MASTERCARD** in person or over the phone.

- **B POINT Direct Debits** made regularly from your account at a time that suits you. Please call us for assistance.

- **CENTREPAY** - If you receive a Centrelink payment for Family Benefit, Parenting Payment or Disability Support, you can choose to have money regularly deducted from your Centrelink payments to pay for Materials and Services Charges. Centrepay is a direct deduction service that is voluntary and available at no cost to you. Application forms are available from the school or contact Centrelink for more information on 13 2490 or www.centrelink.gov.au

- **SCHOOL CARD GRANT** is a Commonwealth Government Grant for the purpose of paying Materials and Services Charges for eligible families. The amount of the grant in 2016 will be $303.00 for Secondary Students. Assessment for eligibility is made on taxable income for the 2014/2015 financial year. A new application for the School Card Grant must be completed and lodged each year. Please bring your Concession Card with you when making the application for the School Card Grant.

_PLEASE NOTE – BIZGATE is no longer available to make payments to schools_  
_Please use Qkr or B POINT_