FROM THE PRINCIPAL and DEPUTY . . .

In weeks 2, 3 and 4 of Term 4 Ms Mohr is absent on leave. In her absence I am Acting Principal. This week I have been out and about as much as possible meeting both staff and students and ‘getting a feel for’ the school. Many students have come up during the week and introduced themselves and made me feel welcome. Their conversations and attitudes clearly demonstrate the “I am Respectful” expectation at the school and I am very impressed. I look forward to meeting more of the State High community and supporting students, parents and staff where I can. **Natalie Taylor, Acting Principal**

I would like to take this opportunity to welcome Natalie Taylor for the next 2 weeks as our acting Principal.

NAPLAN results have been sent home with students this week. Congratulations again to all of our students as we have seen some very impressive results this year, perhaps the best we have ever seen across both Year 9 and our new Year 7 students. If you have not received the NAPLAN results sheet please contact the school.

Junior Secondary has also just completed our first ever Student-Led Conferences. We had a fantastic turn out of both parents and students. These conferences gave students the opportunity to take ownership of their learning and showcase their progress as well as setting future academic goals. Responses from students, staff and parents have been that this has been an extremely valuable opportunity for parents, teachers and students, offering a different approach to traditional parent-teacher interview nights. I would like to thank all those involved in making it such a success.

I invite you all to our **Annual Awards Night** on Wednesday 21st October, at 6.00pm, which will be hosted in the school hall. I look forward to seeing you all there. **Derek Copelin, Deputy Principal**

QTAC (Queensland Tertiary Admissions Centre) is proud to announce the launch of our **For Parents** website, specifically designed to help parents be more involved in their child’s tertiary study decisions. Parents can:

- get useful hints and tips to help your child.
- find out when to start planning for further education.
- choose the right course and institution.
- check out how to apply.
- investigate support services.


**DATE CLAIMERS**

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Student-Free Day</td>
<td>Monday 19th October</td>
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<tr>
<td>Staff Training Day</td>
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<tr>
<td>Year 8 Vaccinations</td>
<td>Wednesday 21st October</td>
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<td>Awards Night</td>
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<td>Year 12 Slave Auction</td>
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<td>Year 12 Slave Day</td>
<td>Monday 2nd November</td>
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<td>World Teacher’s Day (Australia), Friday 30th October</td>
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**Parents and Citizens’ Association: Meeting**

**Tuesday 10th November - 6.30pm—Administration Block**

**ALL WELCOME!**

Student learning is enhanced when parents and schools work together.
Invitation

ANNUAL AWARDS NIGHT

The staff, students and families of Charters Towers State High School will assemble at

6.00pm

on

Wednesday 21st October

in the

School Community Hall

to present Academic, Sporting and Extra-Curricula Awards.

Our School Community would be pleased for

Parents and Friends

to be our guests on this occasion.
Year 8 Vaccinations
in the library, Tuesday 20th October

Parents and students are reminded to please return library and text books in a timely fashion.

Accounts will shortly be issued for those books not returned.
26 students from the State High Wind Symphony and Big Band last week embarked on our first rural Band Tour in many years. Our aim was to take our love of music and education to towns west of the Towers.

The day began at 6.45am on Thursday packing the bus, the first of many, with all our equipment, bags, tents and swags. It was lucky we had a big bus as our equipment piled into the spare seats. Rob Douglas was our great driver for the 3-day tour, guiding us cautiously on our adventure.

First stop was Pentland State School, with all 12 pupils attending the concert. Only a small gig but a great warm up to our tour, as students bopped along to tunes including *Pirates of the Caribbean*, *Call me Maybe* and *Let it Go*. Then we stopped at Hughenden SS, where we played to a much larger crowd from Prep to Year 12. A quick photo with our first dinosaur and then off to Richmond. When we pulled into Richmond we got a special guided tour by Dr Tim Holland at the Kronosaurus Kroner, who took us into his work lab and showed us how he prepares the fossils. We each got to take home a shark tooth that dated back a couple of million years. After the tour we arrived at our camp grounds where students set up their tents for the nights, some braving the wind to sleep under the stars. It was a windy night, with tents blowing almost horizontally but the picturesque spot was a great place to wake up.

Friday 9.00am was our first performance for the day at Richmond State School. We were greeted at the gate and had a very excited crowded. We then went for our 3 hour drive to Winton to perform at Winton SS that afternoon. After a stroll through the main street, it was off to the camp grounds to set up our tents again and settle in for the night.

Saturday was our final day and concert for the Winton community in town on Cobble Lane. The community came out to support our students and listened from nearby cafes. We were so lucky to receive a generous donation from Searl’s Gift Shop, with each student getting a pendant to remember their time in Winton.

The 6 hour bus drive went by quickly, with a few movies and some snacks. The State High Rural Band Tour 2015 went off a treat. We gained many compliments from the communities we visited and have already been asked back anytime. I would like to thank all the State High students as they were so professional, friendly and energetic throughout the tour. I would like to thank parent helpers John Baron, Jamie and Andrew Richards for coming along and providing a helping hand along the way. I couldn’t have done it without you.

I am so proud of their achievements and can’t wait to plan our tour for 2016.

HADDON MOSSLEY, DIRECTOR OF MUSIC, CLUSTER SCHOOLS

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**FREE EYE TESTING for Years 7, 8 and 9 – Friday 13th November**

This school is so lucky that OneSight, an OPSM/Sunglass Hut charitable organisation, is coming to our school to test the eyesight of students in Years 7, 8 and 9 on Friday 13th November.

The process is for the student to be screened; if the student does not pass the screening then he/she will see an optometrist and may be prescribed glasses. The glasses and the testing will be FREE of charge. If the student is prescribed glasses, these glasses will be sent to the school in approximately 4 weeks.

This is a great opportunity to have your child tested, particularly if they are having trouble with their eyesight.

Students were provided with consent forms this week. Please fill out the form, including the Medicare Number and return it to the school office by Friday 6th November.

MARGARET HALLING, SCHOOL BASED YOUTH HEALTH NURSE
This year Charters Towers State High School was invited to compete in the prestigious **Australian Individual Public Speaking and Debating Championship, held in Melbourne.** The competition involves students competing as individuals in various public speaking and debating events.

This is the first year our school has participated in the competition; with our school being represented by the team of Emma Brandis, Kassidy-Rose McMahon, Harmony Barath and Alyssa ConGoo. The students were asked to do interpretive readings, impromptu speaking, after dinner or persuasive speaking and also a parliamentary style debate. Each competitor participated in each event twice with the highest scoring individuals competing once again on the final day of competition.

We were pitted against some heavy competition including schools like Brisbane Girls Grammar, Scotch College, St. Kevin’s College, Trinity Grammar and Ravenswood School for Girls. The other schools were taken aback by the fierce competition offered by our students and were impressed by their ability.

The girls gave fantastic speeches and were highly commended by the adjudicators. Unfortunately, our students missed out on an invitation to the World competition next year in America.

It was not all work, however, with some highlights of the trip including a visit to Luna Park and a day of shopping in Melbourne’s famous fashion district.

Over the 5 day trip the students were fantastic representatives of our school, our town and also of North Queensland. We were the only public school invited to the competition and thanks to the fantastic performance of the girls we have been invited back to the competition next year (to be held in Canberra).

We would like to once again thank the Charters Towers Community who were instrumental in enabling this trip. If it was not for generous donations and support from local business and individuals this trip simply would not have been possible.

**SCOTT PARKER, TEACHER**

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**Special Education Program**

This term Years 7, 8, and 9 will be **swimming** every Thursday, from week 2 to week 8. This is a part of their co-curricular activities and allows students to have some recreation as well as learning lifesaving skills.

Curriculum topics for this term are:

- **Science:** Years 8 and 9 will be studying structure and functions of cells which are the building blocks of all living things. This topic will provide opportunities for students to appreciate the complexity of a very small structure which is vital for our existence.

- **Maths:** students will be studying Angles and types of angles together with learning about different shapes.

- **Geography:** we will be learning about Changing Nations. This will provide an insight into how and why people move from one place to another and the advantages/disadvantages of this migration.

- **English:** students will be getting creative and will learn to write short stories of their own.

**FAUZIA IJAZ, TEACHER**

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**AEROSOL IS A BANNED ITEM**

While we appreciate that personal hygiene is important, the use of aerosol deodorants causes health issues for many individuals in our school. We encourage all students and staff to use roll-on or pump deodorants to minimise these risks.

Your support in reinforcing the school’s aerosol policy would be greatly appreciated. The health and well-being of all members of our school community is paramount.
A lot of very hard work but a little bit of fun too!

Australian Individual Public Speaking and Debating Championship, Melbourne
Year 9s are currently learning about how connected they are with the rest of the world. So far, we have learnt that their decisions as consumers here in Charters Towers have an effect on people all over the world. More specifically, they have learnt that buying something as simple as a chocolate or a pair of jeans has a massive impact on the lifestyles of the farmers of the cocoa beans or the growers of the cotton. We are also learning how we can make better decisions as consumers, so we can help developing countries.

WESLEY SMITH, TEACHER

Choices are something we all have to deal with in almost every area of our lives – what to wear, what to eat etc, but we can often overlook the impact that some of our choices can make on our lives.

Wrong choices can often be enticing because they offer a quick way of getting things we want eg. stealing from others or shoplifting. Some wrong choices can lead us to think we might be more popular if we go along with the crowd eg. getting drunk with friends or sharing drugs that friends offer us.

Please remember that though some choices may seem very attractive, they can also be deadly. Going along with others and refusing to make wise choices can create in you an appetite that you will do anything to satisfy, as in the case of drug addiction or alcoholism.

When it comes to making choices in your life, take time to consider long-range effects. Keep away from people who want to draw you into doing things that you know will harm you. True friends wouldn’t do that.

Good choices have positive long-term effects; they guard your health and happiness. Wrong choices have the opposite effect.

HELEN MILTON AND SHARON BEVERIDGE, SCHOOL CHAPLAINS

Friday 30th October is Day for Daniel which aims to make the world a safer place by focusing on child safety awareness and education. Show your support for Day for Daniel by incorporating red into your Friday outfit.

For more information please go to www.dayfordaniel.com.au
ReachOut Breathe app

ReachOut Breathe helps you reduce the physical symptoms of stress and anxiety by slowing down your heart rate with your mobile phone (iOS) or Apple Watch.

This FREE app helps with:
- Controlling your breathing and heart rate.
- Increasing your sense of calm and ease.
- The physical symptoms of stress.

What is Breathe?
Research shows that slowing your heart rate can increase feelings of calmness in your body. Using simple visuals, Breathe helps you to control your breath and measures your heart rate in real-time using the camera in your phone. This lets you address the onset of physical symptoms of stress, like shortness of breath, increased heart rate and tightening of the chest.

After installing Breathe, you can customise settings to suit you. Set up your preferred breathing time and measure your baseline heart rate using your iPhone. It’s simple to use and can be accessed at any time from your mobile or Apple Watch. Whether it’s on the way to work, before an exam or part of your daily ritual – it’s the support you need to help cope with the onset of panic or anxiety.

Age: All ages
Compatibility: Requires iOS7.0 or later. Compatible with iPhone, iPad, iPad touch. The app is optimised for iPhone 5, iPhone 6, and iPhone 6 Plus and the Apple Watch. Bio Feedback supported on iPhone 4 and above only (not available on iPad).

KYLIE WEBBER, YOUTH SUPPORT COORDINATOR
Tuesday, Wednesday and Thursday of this week saw State High’s first ever Student-Led Conferences. The process was an overwhelming success with 37 Year 7 families, 30 Year 8 families and 25 Year 9 families booking appointments with the teachers.

Students were well prepared with scripts and assessment items when discussing their learning journey with their parents and guardians. Parents were invited into the learning process and took part in goal setting for Term 4 assessments in order to improve their child’s semester 2 report.

Next semester we look forward to seeing more Junior Secondary families engaged with the process, so stay tuned for dates!

UVETTE HUGHES AND AARON WILLIS, JUNIOR SECONDARY HEADS OF DEPARTMENT
**English**

**Unit 7 – Exploring perspectives in poetry**
Students listen to and read a variety of poems and songs that put forward different perspectives and create a persuasive presentation to promote a point of view.

Assessment – Panel Discussion
Due Date – Week 6

**Unit 8 – Reimagining Poetry**
Students' analyses the text structure and language devices used in each poem to create effects and meaning. In groups they transform a poem into a multimodal presentation.

Assessment – Multimodal Presentation
Due Date – Week 9

Teachers: Ms Barnes and Mr Casey

**Maths**

**Unit 7 – Representations of Data**
Students explore aspects related to data collection including mean, median, mode and range whilst creating and comparing a range of data displays.

Assessment – Monitoring task
Due Date – Week 5

**Unit 8 – Geometric Reasoning**
Students develop geometry conventions and angles, explore transversals and angles associated with parallel lines. They describe and create translations, reflections and rotations on the Cartesian plane.

Assessment – Short Answer Exam
Due Date – Week 9

Teachers: Ms Brooks and Mr Gee

**Year 7**

**Term 4 2015**

**Term:** 6th October – 11th December

**Year 7**

**Homework**

Issued on fortnightly rotations (English/Humanities) and (Math/Science) as well as a needs basis for rotational subjects.

**Unit 4 – Health.** Students examine how different generations vary in their social and cultural values and experience and how connecting to the environment can enhance health and wellbeing. They explore how to build and promote respectful family relationships.

Assessment – Short Response Exam

**Unit 4 – Movement.** Students will apply and refine movement concepts and street hockey skills in a variety of games and activities.

Assessment – Practical.

**Science**

**Unit 7 – Organising Organisms**
Students explore and classify organisms. They explore how improvements in microscope technology led to change in classification systems. They construct food chains, food webs to represent relationship in organisms.

Assessment – Exam
Due Date – Week 5

**Unit 8 – Affecting Organisms**
Students review their understanding of food webs to identify how human activity can impact food webs in marine environments. They propose solutions to problems caused by human activity.

Assessment – Exam
Due Date – Week 10

Teachers: Ms Brooks and Mr Gee

**Junior Secondary Arts**

**Drama, Bullying** – Students address issues relating to bullying and perform a scripted drama.

Assessment – Written & Practical

**Visual Art, Culture Shock** - demonstrate their understanding of the elements of Visual Art through the creation of a mask, based on their knowledge and research about different cultures and countries.

Assessment – Written & Practical

**Junior Secondary Technology**

**ICT** – Students build ICT knowledge and skills to create an event proposal for a teenage musical festival in the local community.

Assessment: Assignment (Written)

**Food Studies** – Students build kitchen safety and food preparation skills in order to design, produce and evaluate a healthy snack.

Assessment: Practical

**Junior Secondary LOTE & Extension**

**LOTE** – Students engage in Japanese twice a week through the School of Distance Education.

**Extension** - Students exempt from LOTE engage in targeted literacy and numeracy sessions
English
Unit 7 – Creating Short Stories
Student read and comprehends a variety of short stories to understand the features that engage an audience. They identify language and visual choices in illustrated short stories and create an illustrated a short story of their own.
Assessment – Assignment (Short Story)
Due Date – Week 5

Unit 8 – Analysing digital texts
Students reflect on ways that digital technology has influence language use and communication. They read and analyses a variety of homepages as examples of digital texts to identify and explain features that engage an audience.
Assessment – Short Response Exam
Due Date – Week 9
Teachers: Ms Samojenko and Ms Beanland

Maths
Unit 7&8 – Algebra Geometry and Measurement
Students explore Linear and non-linear relation, Geometric reasoning and unit of measurement. They expand and factorise algebraic expressions and solve simple linear equations algebraically & graphically connect patterns. They are able to recall volume formulas and congruency rules. Carry out appropriate procedures for converting and calculating volumes and choose algebra methods to simplify and solve equations. Students deduce and justify conclusions whilst modelling and explaining results.
Assessment – Short Answer Exam
Due Date – Week 9
Teachers: Mr Brough and Ms Samojenko

Geography
Unit 2 – Changing Nations
Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economics and societies of low and middle income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and compares Australia with the United States of America.
Assessment – Multimodal Research Assignment
Due Date – Week 9
Teachers: Ms Samojenko and Ms Beanland

Science
Unit 7 – Building blocks of life
In this unit cells are identified as basic units of living things and are recognised as having specialised structures. Students analyse the relationship between structure and function of a cell and explain how evidence has led to an advanced understanding. The concept of cell division is examined, and its repair and reproduction purpose identified.
Assessment – Exam
Due Date – Week 5
Unit 7 – Survival
Students examine sexual reproduction and immunity with a focus on organ systems that allow plant and animal organisms to reproduce and survive. They discuss the functions of immune systems and disease prevention.
Assessment – Exam
Due Date – Week 9
Teachers: Mr Brough and Ms Samojenko

Year 8
Term 4 2015
Term: 5th October – 11th December

Homework
Issued on fortnightly rotations (English/Humanities) and (Math/Science) as well as a needs basis for rotational subjects.

Unit 4 Health – Cultural Understandings
Students explore family and kinship groups in own and other cultures and the values and beliefs in various cultures. They explore the historical significance of physical activities in various cultures. They identify behaviours and resources to enhance health and wellbeing of communities.
Assessment – Assignment

Unit 4 – Dance, Divas and Dudes
Students develop movement skills related to dance from a variety of cultures. They will investigate the stomp and hip hop genres as well as country and pop and modify elements to for a sequence.
Assessment – Practical

Junior Secondary Arts
Media – Students investigate local stories and create a television story board, magazine advertisement and rationale.
Assessment – Assignment (Written)

Junior Secondary Technology
Manual Arts – Student design and production skills to manufacture an Egg Flip using a range of materials, techniques and machinery.
Assessment – Practical

Food Studies – Students gain an understanding of the health and safety requirements required when preparing and presenting food times whilst being able to cook and produce food for themselves and their families.
Assessment – Written and Practical

Junior Secondary LOTE & Extension
LOTE – Students engage in Japanese twice a week through the School of Distance Education.
Extension – Students exempt from LOTE engage in targeted literacy and numeracy sessions
English

Unit 7&8 – Evaluating Characters and examining perspectives on issues
Students read extracts from a novel to understand how representations of characters and issues are constructed. They read, listen to and view texts that build their understanding of the ways text structures and language features construct representations in novels. They create a radio interview script to examine characters, their relationships and how they allow the reader to see different perspectives on characters and issues. Students examine how authors present different perspectives on issues. Students create and deliver a persuasive presentation to support or challenge the perspectives conveyed on issues represented in a novel extract. Students also create a multimodal book trailer to engage audiences to read a familiar novel.

Assessment – Multimodal Presentation
Due Date – Week 8

Teachers: Mr Daley, Mr Willis

Maths

Unit 7&8 – Chance and Probability & Time Scales
Students determine outcomes of two-step chance experiments using tree diagrams and arrays, assign probabilities to outcomes, calculate relative frequencies, determine probabilities of events (including those involving ‘and’ and ‘or’ criteria), organise data and determine relative frequencies in Venn diagrams and two-way tables, investigate data used in media reports (estimate population means and medians and evaluate the validity of statistics used).

Assessment – Short Response Exam
Due Date – Week 9

Teachers: Mr Daley, Mr Willis

Geography

Unit 2 – Geographies of interconnections
Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a variety of ways and how these connections help to make and change places and their environments. Students examine the interconnected between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport, information and communication technologies have made it possible for increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnections are investigated using studies drawn from Australia and across the world.

Assessment – Research Task
Due Date – Week 9

Teachers: Mr Smith and Ms Halipenny

Science

Unit 7&8 – Chemical Patterns and Heat and Eat
Students engage in the exploration of chemical reactions and the application of these in living and non-living systems. They develop understanding that chemical change involves the rearranging of atoms to form new substances. Students examine energy transfer in reactions, the nature and reactions of acids as well as the conservation of mass in chemical reactions. Students engage in investigations that examine photosynthesis and respiration, ocean acidification and instant cold packs that continue to develop their scientific inquiry skills. Students design a safe investigation into chemical reactions and energy transfers including control and accurate measurement of variables and form recommendations for improvement.

Assessment – Scientific Report
Due Date – Week 5

Teachers: Mr Daley, Mr Willis and Mr Debbreni

Junior Secondary Technology

Manual Arts – Students develop skills and knowledge to gain an insight into furniture industry joining systems to build a camp stool.
Assessment: Practical (Week 9)

Food Studies – Students participate in a problem solving based on cooking to a budget.
Assessment: Assignment (Written & Practical) (Week 9)

Ag Science – Students gain an understanding on the effect of climate or soil variables on plant growth to create a sustainable market garden.
Assessment: Assignment (Written) (Week 8)

ICT – Students develop a range of digital design skills to create a Magazine Covers taking into account colours, size, font, placement, images, price and topics.
Assessment: Assignment (Written) (Week 8)
Options after Year 12

Combinations of Study and Training

Employment

Paid Employment
- Full-time
- Part-time
- Casual
- Contract
- Portfolio (combination of the above)

Paid Employment and Training
- Apprenticeship
- Traineeship
- Employer cadetship
- Defence Forces
- Other on-the-job accredited training

Unpaid Employment
- Voluntary work
- Home/carer duties
- Work experience

Some study options lead to articulation or advanced standing into other courses.

For further information contact your guidance officer or career counsellor.

Level of study
- Degree
- Associate degree
- Advanced diploma
- Diploma
- Certificate IV
- Certificate III
- Certificate II
- Certificate I

Provider
- University
- Institute of TAFE
- Agricultural college
- Private provider

Mode of study
- Full-time
- Distance education
- Part-time
- Flexible delivery

Other options
- Defer study for a year
- Use next year to upgrade
STUDY

Degree and Associate Degree level courses
Apply through QTAC www.qtac.edu.au
Australian Catholic University National www.acn.edu.au
Australian Catholic University of New South Wales www.acn.edu.au
Bond University www.bond.edu.au
Central Queensland University www.eq.edu.au
Griffith University www.griffith.edu.au
James Cook University www.jcu.edu.au
QANTM College www.qantmcollege.edu.au
Queensland Institute of Business and Technology www.qibt.qld.edu.au
Queensland University of Technology www.qut.edu.au
SAYC Institute www.saycinstitute.edu.au
Southern Cross University www.scu.edu.au
TAFE Queensland www.tafe.qld.gov.au
The University of Queensland www.uq.edu.au
University of New England www.unex.edu.au
University of Southern Queensland www.usq.edu.au
University of the Sunshine Coast www.usc.edu.au

Apply directly:
Australian Maritime College www.amc.edu.au
Christian Heritage College www.chc.qld.edu.au
Open Learning Australia www.open.edu.au/lps/portal
University of Tasmania www.utas.edu.au
Charles Darwin University, Northern Territory www.cdu.edu.au
Overseas institutions

Apply through interstate admissions centres:
Universities Admission Centre (NSW & ACT) www.uac.edu.au
Victorian Tertiary Admissions Centre www.vtac.edu.au
SA Tertiary Admissions Centre (also NT) www.satac.edu.au
Tertiary Institutions Service Centre (WA) www.tisc.edu.au

Advanced diploma and diploma courses
Apply through QTAC www.qtac.edu.au
A. Australian College of Natural Medicine www.acnm.edu.au
Australian Agricultural College Corporation www.agriculturalcollege.qld.edu.au
James Cook University www.jcu.edu.au
TAFE Queensland www.tafe.qld.gov.au
QANTM College www.qantmcollege.edu.au
Queensland Institute of Business and Technology www.qibt.qld.edu.au
SAYC Institute www.saycinstitute.edu.au
The University of Queensland www.uq.edu.au
University of Southern Queensland www.usq.edu.au
University of the Sunshine Coast www.usc.edu.au

Apply directly:
Open Learning Australia www.open.edu.au/lps/portal
Private providers not listed above

Certificate courses
Apply through QTAC for some certificate courses at:
Australian College of Natural Medicine www.acnm.edu.au
Australian Maritime College www.emc.edu.au
Central Queensland University www.cq.edu.au
QANTM College www.qantmcollege.edu.au
TAFE Queensland www.tafe.qld.gov.au
University of Southern Queensland www.usq.edu.au

Apply directly:
For other certificate courses from the above institutions:
Australian Agricultural College Corporation www.agriculturalcollege.qld.edu.au
Open Learning Australia www.open.edu.au/lps/portal
TAFE Open Learning www.openlearning.tafe.qld.gov.au
SkillsTech Australia www.skillscentre.tafe.qld.gov.au
The University of Queensland, Cotton Campus www.cotton.uq.edu.au/gton
Other private providers not listed above

DEFERMENT OF STUDY OR GAP YEAR
Students may choose to defer their study for a year for a range of reason, e.g.
• have a break from study
• experience employment
• clarify career goals
• earn money for further study
• travel.

Check with institutions for their deferment policies.
If deferment is permitted find out the deferment process.

UPGRADING FOR FURTHER STUDY
In general, applicants are selected for tertiary courses through QTAC on the basis of:
• meeting prerequisites
• merit (an OP or a rank).
A 'rank' is a number from 1 to 99 (highest) given to a qualification. Ranks are allocated using schedules. An example of a schedule is inside the back cover of the QTAC Guide. This schedule converts an OP to a rank. Different qualifications have different schedules.
Upgrading means gaining a new rank (or OP if repeating Senior internally). Check the upgrade pathway you are considering with the institution to which you wish to gain entry.
The following are possible upgrade options:
• Degree studies
Successful study in a less preferred degree course (1 year gives optimum upgrade) to obtain a rank for entry into a most preferred course.
• Associate degree, advanced diploma and diploma studies
Successful study in an accredited advanced diploma or diploma course at TAFE, university or a private college to obtain a rank for entry to more competitive courses (courses may need to be completed to obtain the optimum rank).
• Bridging and preparatory courses
Undertake at course to meet prerequisites and obtain a rank, e.g.
• Certificate IV in Adult Tertiary Preparation
• Tertiary Preparation Program at various universities.
• Certificates studies
Complete an accredited Certificate III or IV to obtain a rank for entry to other courses.
• Repeat Year 12
Internal study (for a new OP) or external study (for a rank) at:
• Secondary schools or colleges
• Centres of continuing secondary education
• Private colleges
• Some TAFE institutes.
• Schools of Distance Education
• Combined mode
Study in 1 – 4 external Senior subjects is combined with a previous OP or rank based on equivalent studies to obtain a new rank
• Alternative or mature age entry (employment, STAT, personal competencies)
Minimum age requirements usually apply
Institutions have different rules about alternative or mature age entry

EMPLOYMENT

Centrelink www.centrelink.gov.au
• Youth and Student Services P. 13 2490
• Job Network
www.workplace.gov.au/workplace/Programs/JobNetwork/
• Australian Job Search
provider=JNS
• Job Seeker Hotline P. 13 62 68
Youth Pathways www.careeradviceaustralia.gov.au/youthpathways/
• Providers

Individual employers
Career Information
National myfuture www.myfuture.edu.au
Queensland Career Information Service www.cis.qsa.qld.edu.au

Apprenticeships/Traineeships
Australian Apprenticeships Centres
P. 13 86 73
Department of Education, Training and the Arts, Queensland Apprentice Hotline 1800 210 210
www.apprenticeshipinfo.qld.gov.au

Group Training Australia QNT www.gtanet.net.au

Youth Pathways www.careeradviceaustralia.gov.au/youthpathways/
• Providers

Individual employers
Australian Defence Force Recruiting
Defence Force Recruiting Hotline 1800 032 083
Defence Jobs www.defencejobs.gov.au

Public Service
State and Territory Governments
Enticer Training Program – 375 Swim, 10K Bike, 2.5K Run

Welcome to the Freeradicalstrieve Triathlon Club Enticer training program. This program is designed for new comers to the sport and will help you develop all the skills needed to complete the enticer distance triathlon on October 24th.

Prerequisite
No experience is necessary however if you have not taken any exercise for a while then we recommend a check-up by a doctor.

Structure
The program is designed to progressively provide you with basic knowledge, skills and fitness so you can reach your goal of completing the enticer distance. Believe and you can achieve!

Program Overview
The 6 week program is split down into development blocks with short recovery periods. As your skills and fitness develop the distance of your training will increase. Recovery is a key part of the training program and key to avoid injury we recommend that you at least book one sports massage to align with the recovery periods.

Perceived Training Effort Levels

<table>
<thead>
<tr>
<th>Zones</th>
<th>RPE (1-10)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Easy</td>
<td>1-2</td>
<td>Warm up cool down pace</td>
</tr>
<tr>
<td>2 - Light Aerobic</td>
<td>3-4</td>
<td>Slightly elevated heart rate just starting to sweat pace</td>
</tr>
<tr>
<td>3 - Moderate Aerobic</td>
<td>5-6</td>
<td>Just able to hold a conversation, sweating now</td>
</tr>
<tr>
<td>4 - Threshold</td>
<td>7-8</td>
<td>Really hard can’t hold a conversation sweating profusely</td>
</tr>
<tr>
<td>5 - Above Threshold</td>
<td>9-10</td>
<td>Forget it you’re going to die! You won’t be going in to this zone</td>
</tr>
</tbody>
</table>

Week 1 - Intro

<table>
<thead>
<tr>
<th>Day</th>
<th>Zone</th>
<th>Activity</th>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sat</td>
<td>1</td>
<td>Walk</td>
<td>30 mins</td>
<td>Just get off the couch and walk.</td>
</tr>
<tr>
<td>Sunday</td>
<td>1-2</td>
<td>Walk</td>
<td>30 Mins</td>
<td>Same as yesterday. Fix and clean your bike you’re going to need it soon!</td>
</tr>
<tr>
<td>Monday</td>
<td>Rest Day 🌋️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>1-2</td>
<td>Bike</td>
<td>30 mins</td>
<td>Just ride - did you forget how? Get your togs ready.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1-2</td>
<td>Swim</td>
<td>30 Mins</td>
<td>Any stroke - just get wet.</td>
</tr>
<tr>
<td>Thursday</td>
<td>3-4</td>
<td>Walk</td>
<td>30 mins</td>
<td>How’re your legs? Call a friend to ride with you tomorrow.</td>
</tr>
<tr>
<td>Friday</td>
<td>1-2</td>
<td>Bike</td>
<td>30 mins</td>
<td>Just ride easy and explore with your mate.</td>
</tr>
<tr>
<td>Saturday</td>
<td>1-2</td>
<td>Swim</td>
<td>30 mins</td>
<td>Let’s try some freestyle, so one length freestyle one length breaststroke.</td>
</tr>
<tr>
<td>Sunday</td>
<td>1-2</td>
<td>Walk and Bike</td>
<td>30 Mins bike 30 mins walk</td>
<td>Whoooo you have just finished your week’s training! Well done, go treat yourself!</td>
</tr>
</tbody>
</table>
### Week 2 - Strength

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Monday</td>
<td></td>
<td>Rest Day 🌞</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>2-3</td>
<td>Bike</td>
<td>30 mins</td>
<td>Use your gears - up and down the cogs at the back and the large cog at the front – it’s hard.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1-2</td>
<td>Swim</td>
<td>30 mins</td>
<td>One length freestyle one length breaststroke.</td>
</tr>
<tr>
<td>Thursday</td>
<td>1-2</td>
<td>Jog / Walk</td>
<td>30 mins</td>
<td>One min walk, one min jog. Do this for your 30, nice n easy.</td>
</tr>
<tr>
<td>Friday</td>
<td>2-3</td>
<td>Bike</td>
<td>30 mins</td>
<td>Small cog at the front and middle cog at the back for the first 15, then move it down 2 cogs at the back for the next 15 mins, then move it to the big cog at the back to finish.</td>
</tr>
<tr>
<td>Saturday</td>
<td>1-2</td>
<td>Swim</td>
<td>30 mins</td>
<td>2 lengths breast stroke. 2 lengths freestyle, for 30 mins.</td>
</tr>
<tr>
<td>Sunday</td>
<td>1-2</td>
<td>Walk and Bike</td>
<td>30 mins</td>
<td>Walk / Jog one min walk 1:30 jog and continue for the 30. Wow, second week done! Stay with it.</td>
</tr>
</tbody>
</table>

### Week 3 – Strength – Because you did so well last week were going to repeat it

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<tr>
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<td></td>
<td>Rest Day 🌞</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>2-3</td>
<td>Bike</td>
<td>30 mins</td>
<td>Use your gears up and down the cogs at the back and the large cog at the front – it’s hard.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1-2</td>
<td>Swim</td>
<td>30 mins</td>
<td>One length freestyle one length breaststroke.</td>
</tr>
<tr>
<td>Thursday</td>
<td>1-2</td>
<td>Jog / Walk</td>
<td>30 mins</td>
<td>One min walk, one min jog. Do this for your 30, nice n easy.</td>
</tr>
<tr>
<td>Friday</td>
<td>2-3</td>
<td>Bike</td>
<td>30 mins</td>
<td>Small cog at the front and middle cog at the back for the first 15, then move it down 2 cogs at the back for the next 15 mins, then move it to the big cog at the back to finish.</td>
</tr>
<tr>
<td>Saturday</td>
<td>1-2</td>
<td>Swim</td>
<td>30 mins</td>
<td>2 lengths breast stroke. 2 lengths freestyle, for 30 mins.</td>
</tr>
<tr>
<td>Sunday</td>
<td>1-2</td>
<td>Walk and Bike</td>
<td>30 mins</td>
<td>Walk / Jog one min walk 1:30 jog and continue for the 30. Wow, third week done! Stay with it.</td>
</tr>
</tbody>
</table>

### Week 4 – Endurance we are getting longer

<table>
<thead>
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<tbody>
<tr>
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<td></td>
<td>Rest Day 🌞</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>2-3</td>
<td>Bike</td>
<td>45 mins</td>
<td>10 mins easy peddling in the small cog at the front, then change up to the large cog at the front and middle one at the back and go go go.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1-2</td>
<td>Swim</td>
<td>30 mins</td>
<td>Three lengths freestyle, one length breaststroke.</td>
</tr>
<tr>
<td>Thursday</td>
<td>3-4</td>
<td>Jog / Walk</td>
<td>35 mins</td>
<td>One min walk, three min jog. Do this for your 35.</td>
</tr>
<tr>
<td>Friday</td>
<td>2-3</td>
<td>Bike</td>
<td>45 mins</td>
<td>Small cog at the front and middle cog at the back for the first 15, then move it down 2 cogs at the back for the next 15 mins, then move it to the big cog at the back to finish.</td>
</tr>
<tr>
<td>Saturday</td>
<td>1-2</td>
<td>Swim</td>
<td>30 mins</td>
<td>1 length breast stroke, 4 lengths freestyle, for 30 mins.</td>
</tr>
<tr>
<td>Sunday</td>
<td>2-3</td>
<td>Walk and Bike</td>
<td>30 mins</td>
<td>Walk / Jog one min walk three jog and continue for the 30. How cool are you! 4 weeks down! Two to go.</td>
</tr>
</tbody>
</table>

### Week 5 – Endurance – You know what let’s do most of that again you’re a Machine!

<table>
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<th>Description</th>
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<tbody>
<tr>
<td>Monday</td>
<td></td>
<td>Rest Day 🌞</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>2-3</td>
<td>Bike</td>
<td>50 mins</td>
<td>Use your gears up and down the cogs at the back and the large cog at the front – it’s hard.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2-3</td>
<td>Swim</td>
<td>30 mins</td>
<td>Four lengths freestyle, one length breaststroke.</td>
</tr>
<tr>
<td>Thursday</td>
<td>1-2</td>
<td>Jog / Walk</td>
<td>40 mins</td>
<td>One min walk, five min jog. Do this for your 30, nice n easy.</td>
</tr>
<tr>
<td>Friday</td>
<td>3-4</td>
<td>Bike</td>
<td>30 mins</td>
<td>Small cog at the front and middle cog at the back for the first 15, then move it down 2 cogs at the back for the next 15 mins, then move it to the big cog at the back to finish.</td>
</tr>
<tr>
<td>Saturday</td>
<td>1-2</td>
<td>Swim</td>
<td>30 mins</td>
<td>2 lengths breaststroke then go as long as you can doing freestyle – you can do this, rest at each end for 10 seconds.</td>
</tr>
<tr>
<td>Sunday</td>
<td>1-2</td>
<td>Walk and Bike</td>
<td>30 mins</td>
<td>Walk / Jog one min walk 1:30 jog and continue for the 30. Wow fifth week done! Stay with it.</td>
</tr>
</tbody>
</table>

### Week 6 – Speed and recovery get Ready to race!

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Monday</td>
<td></td>
<td>Rest Day 🌞</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>3-4</td>
<td>Jog / Walk</td>
<td>30 mins</td>
<td>Its jog-a-thon day. Let’s just start easy and see how far we can go - walk when you need to but not for more than 1 min before you start jogging again.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>5-6</td>
<td>Bike</td>
<td>50 mins</td>
<td>Start off easy and build up speed for 5 mins, then for 1 min go as fast as you can, then ease off for 5 mins, then repeat until finished.</td>
</tr>
<tr>
<td>Thursday</td>
<td>2-3</td>
<td>Swim</td>
<td>30 mins</td>
<td>As much freestyle as you can in 30 mins - stop for 10 second rest between longhio.</td>
</tr>
<tr>
<td>Friday</td>
<td>0</td>
<td>Rest</td>
<td></td>
<td>Get organised, you need all your gear ready for tomorrow.</td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td>Its Goal day! You made it</td>
<td>Who cares it’s all about you</td>
<td>Place all your gear out - the team on site will help you. Enjoy the race and when you cross that line you will be a Triathlete!</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
<td>Go watch the kids and support them.</td>
</tr>
</tbody>
</table>

Congratulations on achieving the goal and becoming a Triathlete; for us it’s not about the time or position you crossed the line but it’s about making the effort to get to the start line in the first place. Congratulate yourself, give yourself a reward, but most importantly encourage others on the journey and keep it up. Join the CT Adventure Mob and/or the Free Radicals Triathlon Club. Details here at [www.freeradicalsribbe.com.au](http://www.freeradicalsribbe.com.au)
TWILIGHT MARKETS
& CULTURAL FOOD FESTIVAL

Charters Towers Showgrounds
31 October 2015
6pm - 9pm

« Meet Celebrity Chefs
Peter Russell-Clarke & Clayton Donovan

« Sample the Cultural Food On Offer
Sample foods from different nationalities

« Wander Through Market Stalls
Including craft, clothing, food & jewellery
Choose Your Adventure...

Towers Rush

cycle, walk or drive between checkpoints

Amazing Race style event - Turning Charters Towers into one big active playground!

Sunday, 1 NOVEMBER 2015 @ 8.30am

2 or 4 hour options
Charters Towers Showgrounds
Mary Street, Charters Towers

Teams: 2 - 5 People
Cost: $20-$40/team
Register at: www.towersrush.com.au

Are you in?
get your workplace, friends & family involved
Charlie’s Trousers Triathlon

Saturday, 24th October
330pm @ The Weir

Team Triathlon—750m Swim | 20k Bike | 5k Run

Sprint Triathlon—750m Swim | 20k Bike | 5k Run

Enticer Triathlon—375m Swim | 10k Bike | 2.5k Run

Sunday, 25th October
830am @ Town Pool / Lißner Park

Titley’s & Co Splash, Spin & Dash Tri

Short—50m Swim | 1k Bike | 500m Run

Medium—100m Swim | 2k Bike | 1k Run

Long—200m Swim | 4k Bike | 2k Run

Registration

Teams $60
Adults from $30
Juniors from $10

Register & more details at

Proudly Supported and Sponsored by:
Charters Towers Regional Council presents BIG AIR SCHOOL

Scooter, Skate and BMX Comp Giveaways & Massive Prizes

Charters Towers

12pm Start Saturday 24th October 2015

Entry is Free

but helmets must be worn and a signed insurance waiver must be provided.

For more information visit: www.charterstowers.qld.gov.au/events
or email events@charterstowers.qld.gov.au
1. **Online System | Pay School Invoices**
   - Pay School Invoices
     - (SRS; Text Book Fees; Camps; etc.)
   - Access via **ANY** Computer or Smart Phone

2. **Payments Accepted:**
   - MasterCard | VISA

3. **Secure Payment Method**

**Easy to Use Interface**

**Biller Code:**
1002534 (DETE)


**ALL 4 fields MUST be filled in!**

- **Online Card Payment**
  - CRN: 0231000036518
  - Invoice No 37587
  - This invoice can be paid by card via BPOINT

**CRN:** Customer Reference Number
If you get ABSTUDY for your children, they need to attend school so your ABSTUDY payments continue.

If your child misses a day of school, you need to let their school know why. If your children miss too many days, your payments may be stopped.

For more information, go to humanservices.gov.au/abstudy or call ABSTUDY on Freecall™ 1800 132 317 or visit your local service centre.
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If you are going through any changes such as moving house, changing your study details or getting a new job, let us know within 14 days.

We need this information to make sure you are paid the right amount.

If you are overpaid, we will work with you on a plan to pay the money back. For a list of changes you need to tell us about, go to humanservices.gov.au/abstudy

Australian Government
Department of Human Services
humanservices.gov.au/abstudy

Kids Helpline
1800 55 1800

parentline
1300 30 1300

grandparents
1300 135 500