



### PRINCIPAL'S REPORT

#### Welcome Back

While we are nearly half way through third term I would like to welcome everyone back to what is proving to be a busy term.

To all I wish a successful and productive term, as our weather turns to its coldest and windiest. All students should now be settled in and making the most of their studies, especially our year 12's for whom very important exams loom in about 3 months.

#### The Musical

Congratulations to all concerned. Jesus Christ Superstar was brilliant. To director Jennifer Unger, Producer/Musical Director Johanna Verberne, your cast and support crew of students and staff go our sincere congratulations on outstanding production. On behalf of the UHS community thank you for such wonderful entertainment.

#### North Melbourne Select Entry School

The Department of Education have called for submissions regarding the above. While the school will be sending a response via council, individuals may also respond. The details and response document can be found on the website <http://www.education.vic.gov.au/about/directions/pcselectentry.htm>  
NB: Submissions close on Friday the 14th September.

#### Reports 7-10

I hope parents were informed enough about the new reporting procedure that was imposed on us for semester 1. If you are finding it difficult to understand please bring the report to parent teacher night and discuss with you child's teacher.

#### UNIHIGH EMAIL

Students should notice that they now have a new email account. The mail account name is the student's login eg JON0005 followed by the unihigh address (unihigh.vic.edu.au) That is: jon0005@unihigh.vic.edu.au. The password is identical to your network login. (That is why the network now requires secure passwords)

The email has been set up to use Microsoft Outlook Web Access. Students can access this from home through the school website or via the IntraWeb page link. The mailbox has a size limit of 20Mb storage. A message will be sent to the account if they exceed this limit. The message size limit has been set to 2Mb. Please be aware of this when sending out large attachments such as images.

The server has been set up with an extensive list of mailing lists. There is one for each year level and class. To find them search under DL in the contacts dialog box. It is for this reason that students are expected to use their unihigh email accounts. Teachers and sub-schools will use these email addresses for the sending of important information. Students are expected to use this account when emailing documents to staff. Using the unihigh email does not contribute to your internet usage. Other mail programs will (eg hotmail).

If you wish to have a mailing list set up for a group or committee please see the technicians in 306.

A tutorial on the features of the software will be available on the ICT page of the school IntraWeb.

If you have any problems or queries please see the technicians in 306.

The University High School is committed to reducing our energy use in order to reduce our impact on the earth.

Our newsletter is now available in electronic format, on the web ([www.unihigh.vic.edu.au/newsletters.htm](http://www.unihigh.vic.edu.au/newsletters.htm)) and via email. If you haven't already provided us with your email address, please do so by filling in the form on page 5 and returning to the General Office. This change will enable a more immediate distribution as well as the obvious positive economic and environmental benefit.

### CALENDAR OF COMING EVENTS

#### AUGUST

##### Monday 20

Parent/Teacher interviews for years 7-10. 1:30pm-4:30pm & 5:30pm-8:30pm

#### SEPTEMBER

##### Monday 3

Pupil Free day for Curriculum Development

##### Tuesday 4

Intermediate Sports Day

##### Tuesday 11

Year 8 Sports Day

##### Friday 14

Oaktree Foundation Masquerade Ball for year 7-10

##### Monday 17

Year 7 Sports Day

##### Friday 21

Last day of Term Three 2:30pm dismissal

#### OCTOBER

##### Monday 8

First day of Term Four

##### Tuesday 9

Third dose of Human Papilloma Virus Immunisation for year 7,10,11,12

### SCHOOL NEWS PUBLICATION DATES

Your next copy of School News should arrive in your letter box late September.

### PARENTS' ASSOCIATION MEETINGS

The UHS Parents' Association meets in the school staff common room at 7:30 pm. All parents are welcome.  
Next Meeting: Monday September 10

### SCHOOL COUNCIL MEETINGS

The UHS School Council meets in the GTAC conference centre on the third Wednesday of each month at 7:30 pm.  
Next Meeting: Wednesday Sept. 12

## LITERACY AT UNI HIGH

### The big picture

Everyone knows that University High School is an academic school. Everybody knows there are no literacy problems and never have been. Not true - and it never has been.

What is true is that when we look at the mainstream cohort (ie excluding those in the Acceleration Program and those who qualify for English as a Second Language support) we have an unusually large proportion of students who perform well above expectations for their year level (According to 3 years of AIM data, 20-25% of our students perform in the top 90th percentile for the state.) What is less known is that we have a significant proportion who perform well below expectations for their year level - in the same period 10-15% of students were shown to have significant literacy problems performing at 2-5 years below state expectations

### What's changed?

What is most encouraging is a relatively recent refocus on literacy within The University High School curriculum program. Last year the literacy coordinator's position was created. This year a literacy testing and intervention program has been implemented with identified students in Year 7 and 8.

### What's next?

There is a shared agenda to keep strengthening and developing the program to ensure all students at Uni High get the best education for their individual needs.

### What can you do to help?

We are hoping to develop a bank of parents interested in helping promote literacy development in the school. If you are willing to read regularly with Year 7's, perhaps you're willing to provide proofreading assistance on a regular basis to senior students with difficulties or have other ideas as to how you can help assist students with needs please contact me, Lisa Shukroon, literacy and learning coordinator, ph 9347 2022, email: lshukroon@unihigh.vic.edu.au.



## LITERACY WEEK

So, why are we raving about literacy?

September 3-9 is National Literacy Week and we'll be celebrating at Uni High with a variety of activities.

Every lunchtime Hot Chocolate and word games will be held in the library. Students can join a table or bring a group of friends for fun and games.

**A Bookcrossing excursion** - this involves a group of students - up to 30 (any year level) who have a book they've read and enjoyed and are willing to give away. If your child has enjoyed a book (from picture book to sophisticated novel) and is willing to give it away - this will be a fun activity. After registering the book on line with a mini-review, they place a sticker on it and as part of the excursion we will be "depositing books" in and around schools in the area. The idea is that they will be found and read and then that person will add comments online and deposit it again. The last book I sent off ended up in Malaysia! Students keep an eye out in the bulletin to find out how to get involved.

**Each day a "Target word" will be placed in the bulletin** - the first person to find the nine-letter word will win a prize as will the person who finds the most words and hands it in to the library by lunchtime.

Of course there will also be Literacy Week activities in classes and students should keep a look out for bookish facts and quotes in each bulletin...

"If there's a book you really want to read, but it hasn't been written yet, then you must write it." Toni Morrison

"Proofread carefully to see if you any words out." -Author Unknown

"Language is the means of getting an idea from my brain into yours without surgery." Mark Amidon

## WHAT IS LITERACY?

### Lisa Shukroon - Literacy and learning coordinator.

Most of you will be in agreement with the *Oxford Concise Australian Dictionary* which states that literacy is: the ability to read and write. However, I think that the definition on Wikipedia is somewhat more useful:

In modern contexts, the word refers to reading and writing at a level adequate for communication, or at a level that lets one understand and communicate ideas in a literate society, so as to take part in that society. (<http://en.wikipedia.org/wiki/Literacy>)

Indeed, these days literacy goes beyond the written word, people talk about visual literacy (the ability to make meaning from images) as being increasingly important. There is musical literacy and I have even recently seen the term "water literate" (Our Water Mark: Australians making a difference in water reform, Victoria Women's Trust, 2007.) There is little doubt that those under 30 will have fewer gaps in their pop-culture literacy. However, at the core of all effective communication in our world is reading and writing. Reading and writing are not important for their own sake but they are important as tools to help people participate meaningfully in an increasingly literate world. I am yet to find a student at University High School that cannot read or write in basic terms but there are plenty that have significant literacy gaps.

Some of our students can read and write but with little meaning. Some are unsure how to extract key ideas or to understand at deeper levels. Some find it difficult to make links between pieces they have read. Some struggle to differentiate between fiction and non-fiction. Some do not know how to navigate the page. Most of you know to start at a heading and work down. Most of you know if you want to skim read a page you might focus on reading captions, pull quotes and headings or look at images. Most of you know how to use punctuation (;@#!?), can find the right letter combinations (words) to convey meaning, spel prity goud and grammarise even gooderer. As a consequence most of you are lucky enough to understand and communicate ideas, taking part meaningfully in our society. Not all students at University High School can. We all know that whatever their futures hold, to be able to achieve all that they can, they will all need well-developed communication skills. As a civilised and literate community we must work together to ensure everyone can achieve this.



## LITERACY AT HOME

### Don't panic if:

- Your child has no interest in *Harry Potter*... or other fiction
- Your child would rather be outside running around than studying
- Your child insists on weighing books before reading them
- Your child regularly misspells (!) some words
- Your child tends to write drafts in txt lang. (be a little concerned if they're doing it in good copies ;>)
- Your child tells you they did "nothin'" at school - everyday last semester
- Is obsessed by one thing (soccer, cricket, Justin Timberlake etc)

We all learn and like different things. The more we perceive we are judged the less likely we will be to "have a go" when we are ready. Of course, if you believe your child is struggling at school because of reading or writing difficulties please speak to their English teacher, subschool coordinator or myself.

### What you can do:

- Make word-learning fun! Have family games of Taboo, Scrabble, Upwords - nothing like a hot chocolate and a games evening.
- Cut out articles from the paper that might interest them (even if they're only ever about soccer, Justin Timberlake, cricket etc)
- Let them see you reading - the paper, *Who Magazine*, *War and Peace*, *Harry Potter* - it doesn't matter and it doesn't matter what language you're reading in, it's the act of reading that is important. Encourage them when their reading anything - even if it seems "too young for them"
- Let them run around outside, academic learning must be in balance.
- Get them books on subjects of interest - even if that's graffiti art, heavy metal guitar riffs etc
- Read the books on their school list so that when they're working on them you can chat about them and help with work tasks.
- Have their timetable at home and instead of asking what they did at school that day, ask them what they did in a particular subject.
- Keep a dictionary and thesaurus near to where they do homework.
- Encourage them to read their own written work aloud (it's the best way to find mistakes in grammar or omission)

Don't compare them to their siblings or other teenagers you know - everyone will discover and learn at different speeds. Do show how reading and writing is both necessary and FUN!

## WHAT AFFECTS LITERACY LEARNING?

There can be an infinite number of causes for literacy problems. For many it is in fact a combination of issues that work to create literacy gaps. In most cases intensive work can be done to improve literacy levels. Certainly people can be given strategies to help them in their areas of weakness and to maximise their strengths. Here are just some of the more common reasons people may have a literacy problem:

- **Missing key learning steps** - this can happen because of interrupted learning, illness, frequent absence etc
- **Developmental delays** - like every part of a person's development, there is no absolute order /time frame when we should learn things. There may be norms but many of us sit outside these measures
- **Cultural context** - societies value written language differently
- **Immersion** - certainly people surrounded by others who have highly developed literacy are more likely to develop it themselves
- **Learning disorders** - for some a variety of disorders can inhibit literacy development (eg Dyslexia, dyspraxia, auditory processing, delayed memory development and Attention Deficit Hyperactivity Disorder)
- **Trauma** - necessarily depending on the situation a person find themselves in, they focus their energy on surviving physically or emotionally.
- **Stress** - pressure to perform or other external stresses like moving house, grief and divorce etc can all inhibit a person's learning
- **Social/emotional issues** - depression, isolation, self-consciousness can all interrupt learning
- **Gender** - generally the brain development in the language centre of the brain is more likely to be delayed in boys, they're busy developing their physical/spatial brain centres. Brain development tends to even out in the late teens-early twenties in all key areas.

What must be understood is that **literacy gaps do NOT indicate a lack of intelligence or laziness**. Nor do they sentence someone to a terrible future!

## YEAR 8 PICTURE BOOKS

During term 2 year 8 students created picture books as part of the English program. Author and illustrator, Sally Rippin, had great difficulty selecting the prize winners as so many of the books were of such a high quality. All the books are now on display in the library. The winners were presented with their prizes and certificates at a celebratory morning tea with Sally Rippin and the English staff in the library on August 7.

### Early Childhood Joint Winners:

Hattie the Hedgehog by Erica Parkes.8C1  
Lucy is Just Too Loud! By Madison McSweeney 8B2

### Early Childhood Honour Books:

Sam! By Ellie Bouras 8B2  
Molly's Ball by Faizee Nathan 8S1

### Best Picture Book Winners:

What do I see? By Yuliya Tamanyan 8B1.  
The Fantabulous Number Family by Linda Wu.8B1

### Honour Books Picture Book Category:

Jedi Man's Adventures by Gabriel Stibio 8B1  
The Very Surly Alcoholic by Phillip O'Riordan 8C2

### Design Award Winners:

What's in the Fridge? By Sharmaine de Silva 8B2 and Tarah Koutras 8B2  
Counting with Luca by Therese Murone 8S1

### Honour Books Design Awards Category:

My Pets by Jesse Duval 8S2 and Aiden Chen 8S2  
Buddy Dog by Rosie Donegan 8B1

### Highly Commended:

Jenny Li 8C2, Madara Gamaralalage 8C1, Hannah Andrews 8S1, Ozlem Guclukol 8S1, Lena Zhang 8C2, Bridie Grigg 8S1 and Eddie Gibbons 8C1.

## KWONG LEE DOW YOUNG SCHOLARS PROGRAM

Ruthie Hambling and Harry Jennens of Year 12 have been awarded these prestigious scholarships. They will partake in a tailored program of events and activities which will enhance their secondary studies as well as provide opportunities to interact with other young scholars and members of the Melbourne University community. As part of the scholarship, winners will be granted \$2500 each to study abroad as part of the degree they will undertake at Melbourne University.

In August the school will ask for nominations from current year 11 students who wish to be part of the second cohort of Kwong Lee Dow Young Scholars.

Congratulations to Ruthie and Harry on this fine achievement.

## PARENTS ASSOCIATION NEWS "Why did my daughter get a 'C' for all of her subjects?"

The Parents' Association wishes to invite parents to a discussion on the new Reporting and Assessment System under VELS. Dr Ric Benson, the Curriculum Coordinator at UHS will outline the new reporting and assessment system and how UHS has responded via new curriculum developments and arrangements. There will then be plenty of opportunity for discussion. For more information please contact Helen on hlcooney@bigpond.com

- When: Monday August 27 at 7:30pm.
- Where: UHS Staff Room (come up side driveway)

## Secondhand Booksale for 2007

The Parents' Association is pleased to announce the Secondhand Booksale for 2007 will be held on Saturday December 15, 2007: 9:00am-12:00pm. The purpose of the Secondhand Booksale is twofold: firstly to raise money for the school (approximately \$9000 each year) and secondly to offer text books at discounted prices.

We need lots of helpers for this fundraiser as follows:

- Processing of books: Monday December 10, Tuesday December 11 and Wednesday December 12, 6:00pm-9:00pm.
- Sale of books: Saturday December 15, 8:45am-12:30pm.

If you can assist please email booksale@unihigh.vic.edu.au and state your availability. Please also direct all enquiries to this email address.

More information in regards to this will be sent out at a later date.

Next Booksale Meeting Dates:

- Monday September 10 at 7:30pm and
- Monday October 8 at 7:30pm in the UHS Staff Room.

Interested parents are welcome to attend.

## GERMANY TOUR 2008

The UHS tour to Germany is going ahead. We have a firm number of students who are interested in coming with us to Frankfurt, Hamburg and Berlin next year.

The 2008 tour to Germany is open to students who in 2008 will be in Years 9, 10, 11 or 12. The tour is planned for June / July 2008- we will depart on Friday the 20/6 and return on Saturday morning the 12/7. Generally, this means that students will miss the last week of term 2 and spend two weeks of their winter holidays in Germany.

There are still places available so if you are interested, please contact Ms Bozyk or Dr Sandt immediately.

## SCIENCE NEWS

Congratulations to all students who participated in the ICAS science competition. 20 students gained High Distinctions which is a very impressive achievement and 55 students achieved Distinctions, also highly commendable.

Special congratulations are in order for Paul Lau in Year 7 and Blake Riley and Joshua Weberruss in Year 11 who have been awarded medals for scoring the highest mark in their respective Year levels in the state.

## Youth Ambassador for Health Research

Everyone every day benefits from health and medical research. We are living longer and healthier lives thanks to medical treatments and interventions. Whether you wear glasses or take a pain killer, medical research has played an important part in delivering these health benefits to you.

Research Australia is looking for a Youth Ambassador for Health Research, someone who is passionate about science who wants to learn more about research and spread the message of its importance to other young people.

### Who can enter?

Any student in Year 9 or 10 can enter.

### What do you have to do?

Write an essay of 800-1000 words on the topic; "With climate change looming, what should be Australia's health and medical research priorities?" Submit this essay along with an entry form (see Ms Hamilton, room 202, for a form). Entries close at 5pm on Friday 21 September.

### How will the Youth Ambassador be chosen?

Five finalists will be chosen from the essay submissions and interviewed about their essays and their interest in health research.

### What prizes can you win?

The Youth Ambassador will receive \$500 and a 30gb video iPod plus the opportunity to promote health research.

## FEDERAL GOVERNMENT INTERVENTION IN INDIGENOUS COMMUNITIES - SPEAKERS

UHS was delighted to have two key speakers recently to address the school community on issues related to indigenous Australians.

On Friday 27th July, Jenny Macklin, MHR and Opposition Spokesperson on Indigenous Affairs addressed a lunchtime gathering in the library. Then, on Friday 3rd August, Dr Richard di Natale from the Greens addressed a lunchtime audience and Year 11 International Politics students in class. He has worked with indigenous communities in remote regions of Australia in the area of indigenous health.

Both speakers answered a range of complex and intelligent questions from the community. We thank them for their contributions to this important domestic policy issue.

## YEAR 10 PHILOSOPHY

Ella Suveges

In our year 10 philosophy class, not only have we learnt what philosophy is and reason of philosophy but we've connected as a class. We are now able to discuss and debate and also get views from all different perspectives.

We have discussed a variety of different topics such as:

The actual meaning of philosophy is the rational investigation of the truths and principles of being, knowledge, or conduct.

The whole way though semester 1, we investigated and talked about all our topics and why it was philosophy, and why we are philosophers.

One of our group projects was to characterise a potato. the purpose of this project was to list a couple of characteristics of our potato and tell them to our class so the class could guess which potato belongs to whom. The reason we did this task was to be obvious but not obvious. And to point out our potato's features.

I believed this task was a good mind challenging experience and a good chance to connect with your assigned group.

Another one of our projects was to get into partners and be assigned a picture of an art piece or famous landmark. We had to research the appointed art piece or landmark and discover the philosophical reason why the artist or architect painted or built this art piece or landmark. With our partners we discussed with each other and researched a great deal of information. After we had enough information on our topic we both had to put our research and discussion in a philosophical writing piece. After we had finished our writing task we passed the piece of work around the class to get different views on how we had 'philosophically' climbed into the mind of our artisan i.e. What was his philosophy? What was in his mind at his time? i.e. Philosophy and the mind!

I thought it was a good idea to be in partners so we could discuss our artist together and it was a really great idea that we passed our writing piece around the class so we could get different ideas and perspectives on the philosophical rules that we had to put in our piece.

We have done a lot more projects and discussion pieces over these last 2 terms.

From my perspective I thought it was heaps of fun to hear other people's opinions about the subject that we talked about. It made me realise that not all subjects and discussions have answers and that we should all just think a little deeper

## STEP TO THE FUTURE - ADVANCE

Alana Herbert and Gina Tonkin-Hill 9C1

Currently at University High School there is an extra-curricular program on offer. The Advance Program is available to year nine students who are interested in participating in an activity based on helping the environment.

During the year we have been working extremely hard towards creating our own presentation to inform kids from all around Victoria about damage to the Yarra River and how they can help to prevent it. Our presentation focused on how the snacks young people consume contribute to global warming and water loss. Our logo is "Snacks without Packs".

Recently a conference was held at The MCG where all schools participating in the Advance program had the chance to spread their knowledge and inform students and teachers from other schools about the topics they had chosen to research, such as Pollution and Global warming. The leader of this fabulous conference was Arron Wood. His philosophy on helping the Yarra River is Heart, Head and Hand. The conference was held in these three stages. Stage one was the heart. This was where all of the schools gathered together and were addressed by Arron and a team of researchers from Melbourne water. Stage two was the head. In this section we split into groups and shared our knowledge through workshops presented by kids, from schools all around Victoria. Our Workshop focused on showing how kids our age can make a difference with big issues by doing small things. Lastly was hand. Everyone involved in the Conference went to the VCA (Victorian College of the Arts.) There we participated in heaps of fun activities, such as Indigenous hip-hop, planting rain gardens and creating a mural dedicated to the Yarra River.

The conference was amazing! Everyone had a great time, and learnt many helpful tips on keeping our Yarra sustainable. We definitely recommend the Advance program for all future year nine students.

ONE LIFE, ONE WORLD, OUR FUTURE! So please help protect the Yarra River!

## VET MUSIC

The 2006 WMR Music VET Excellence Award was won by Miles Ritzmann-Williams. His band, The Tricks, recorded their original song Radiohead, which was later performed as a part of his end of year recital exam. The judging panel announced that this was the best song and performance of the year.

Miles and his band, Antony Maubach, Charlie McIntyre, and Bridget Barker were asked to perform a 30 minute set at the award ceremony held at the Western Bulldogs Ground in November.

Special thanks to Mr. Musig for his sponsorship and to Ms. Svalbe and the rest of the class for their support. Congratulations Miles.

### ELECTRONIC EMAIL DISTRIBUTION - FORM

Please return to the General Office or email information via: [university.hs@edumail.vic.gov.au](mailto:university.hs@edumail.vic.gov.au)

Student Name(s): \_\_\_\_\_ Year \_\_\_\_ \_\_\_\_\_ Year \_\_\_\_

\_\_\_\_\_ Year \_\_\_\_

Adult A Parent (Mr/Ms/Mrs):

\_\_\_\_\_ Email address: \_\_\_\_\_

Adult B Parent (Mr/Ms/Mrs):

\_\_\_\_\_ Email address: \_\_\_\_\_

# JESUS CHRIST SUPERSTAR, THE MUSICAL

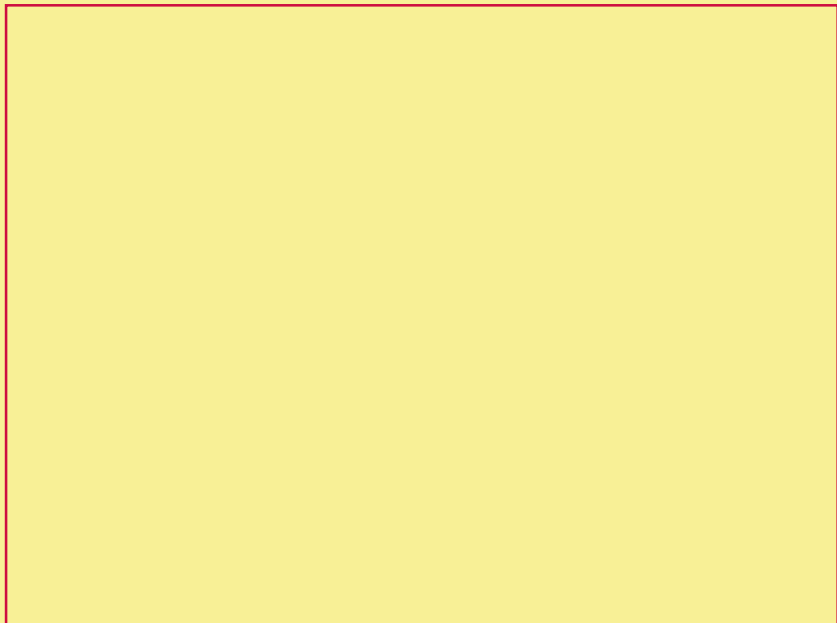


It all began in the first week of Term Three 2006. A group of students who thought that they could actually have some influence over what the next musical would be, began their campaign during the Les Miserables rehearsal camp. It ended a few nights ago in first century (actually 1969) Jerusalem otherwise know as the M.S. Sharman Hall, where the last bows were taken amidst thunderous applause from a rapturous audience.

This was somewhat of a new venture at Uni High. There was a new director, Jennifer Unger, for the first time in thirty years, a new set designer and builder - Matt Cotter, as well as a new costume team headed by Claire Mathieson. There were also new responsibilities for Year 12 student, Lena-Jean Lamshed and ex-student, Jacinta Murphy, who together prepared all of the choreography, and taught the dances. The amazing sets were perfectly complemented by stunning costumes, and some truly inspired directing. It is taken for granted that the music in the Uni High musicals is always incredible, and the music in this production was equal to the best Uni High has ever played. The excitement created by the orchestra of 30 students conducted by the MD, Johanna Verberne from the start of the show, maintained inspired tension throughout the whole performance. The singers, dancers, circus performers, stage crew and lighting operators, as well as a huge cast totally focused and intent on making this such a success as it was, made one forget they were sitting in a high school hall, watching students perform one of Andrew Lloyd Webber's most famous musicals.

"How does it all happen?" one might ask. Apart from the huge amount of preparation that goes on over the Christmas holidays and throughout Term One, by the Director and Musical Director, the announcement is made to the students near the end of the term for expressions of interest. Eighty five out of 170 are chosen. The most confident students then start signing up to audition for solo parts, which take place over the first term break. By the first day of Term Two, rehearsals begin in earnest. Mondays after school the cast are found in the Performance Centre, singing, dancing and acting their hearts out. When students aren't in ensemble rehearsals, they give up other lunch times and after school to rehearse. The dancers do their main rehearsal on Thursdays after school, and also do endless extra hours of preparation. As soon as the Mid Year Concert is over, the orchestra starts rehearsing on Tuesdays after school. The musicians are given their sheet music and take on the seemingly impossible task of learning to play the score - a solid one and a half hours of playing time once it is mastered and up to speed. So by the end of Term Two, they are ready for a few days of holiday rehearsals in which they get to completely run through the whole score a few times. On the days they are not rehearsing in the holidays, the principals are at school rehearsing their music and starting to block their movements. Back stage the set makers are working over-time building, and painting after having spent all year planning, drawing, and making models. At the start of Term Three, the cast go away for a three day camp and work solidly from about 9.00AM until 10.00PM and sometimes later. By this stage everyone is ready for the final few weeks before the show opens. The pace of rehearsals builds to a frenzy by the final week before the show begins. The last preparations are made as the whole show comes together by the final dress rehearsal, taking a life form itself through the collaboration of up to about 150 people.

It is unlikely that most of the audience, who were thrilled, moved and generally left in a state of exhilaration after seeing the show, realised how this production came to be. The final result of this amazing spectacle was best described in one simple word by the Stage Manager, ex-student, Tom Rogers after the last performance, "Magic".





# THE UNIVERSITY HIGH SCHOOL

## Mid Year Concert DVD

Available now at the General Office

**Only \$10**

Dear Students and Parents,

The Music Faculty is proud to announce that a DVD of the Mid Year Concert at Hamer Hall is now available for purchase. The footage is exactly the same as that displayed on the large screen at Hamer Hall during the concert, and the quality is superb. This two DVD set and will make a wonderful memento of your involvement in this event.

You can simply purchase copies from the General Office, or fill out and send in the form below with your payment. Your order can then be collected at your leisure.

Sincerely,

Mr E. Dorn  
(Instrumental Music Coordinator)

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### Mid Year Concert – DVD Order Form

Please supply \_\_\_\_\_ DVD/s at the cost of \$10.00 per unit (inc. GST) to:

Name of Student \_\_\_\_\_ Class \_\_\_\_\_

Contact Phone Number \_\_\_\_\_

Total amount enclosed \$ \_\_\_\_\_

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### Please complete this section for Card Payment

Please tick      Visa       Bankcard       Mastercard

I hereby authorise **The University High School** to debit my account for the sum of \$ .....

**CARDNUMBER:**

**EXPIRY DATE:** \_\_\_\_\_

**NAME ON CARD:**

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**SIGNATURE:**

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