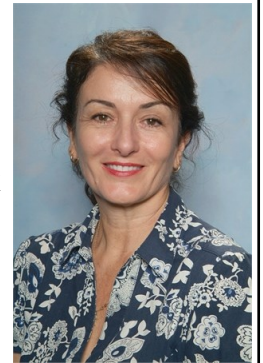


## From The Principal ...

### **"Attitude is the little thing that makes a big difference"**

**- Sir Winston Churchill**

It doesn't seem that long ago that I was addressing our students on the first day of school welcoming them to the new school year. As we complete week 6 of term 1, students will well and truly be immersed in their courses, learning and assessment of their progress. Crestwood High School is very fortunate to have such a dedicated team of teachers and support staff who work tirelessly both in the class room and outside regular school hours to prepare quality learning experiences and improve their own pedagogical practices. In saying that there is one thing that is not easily taught in the class room, out of a text book or through an online search and that is **attitude**. This was the topic of my address to all students in this week's assembly.



Attitude frames our world and how we perceive it, it is a driver of behaviour and a great influencer of choice and decision making. Progress and success in any endeavour cannot be achieved without the 'right attitude'. But what is the right attitude? In general terms there are four types of attitude: positive (productive), negative (defeatist), neutral (apathetic) and sicken (destructive). During assembly I asked students to think about how their attitude is working for them at the moment and how it is contributing to their progress as a student. I also asked them to reflect on the type of attitude they predominantly experience and how does it influence their thinking, feelings and behaviour choices.

In all walks of life (including being a student) success cannot occur without a positive attitude but how do you change an attitude? There are so many components and influences that develop attitudes and changing it is not necessarily an easy thing to do. **Some simple strategies given to students to promote a positive attitude are:**

- Act with purpose – have a genuine reason for your choices
- Challenge yourself – doing the same thing will give you the same result
- Try new things without preconceived expectation – just have a go
- Embrace feedback – it leads to improvement
- Share a positive mindset with your friends – it builds a positive culture
- Be grateful – because gratitude feeds a positive attitude

....continued over page

### *Inside this issue*

- **HSIE Highlights**
- **Maths Musings**
- **Future Focused Learning**
- **English News**
- **Sport News**
- **From the Library**
- **SRC News**
- **Canteen and Uniform Shop**

## From The Principal continued ...

With all of this in mind, students are encouraged to use one of the greatest tools in their 'toolkit' to maximise their learning and strive for their best.....a positive attitude.

### **How is my child progressing?**

A common concern expressed by parents is not knowing whether their child is how their child is progressing in their learning and whether they are completing the work assigned. This is an understandable concern and one that is frequent amongst parents of teenagers. Teachers are encouraged to contact parents by phone or email should concerns arise with application or learning capacity of a student. This is to work with parents together to support the student in their development. If you are concerned about your child's progress and would like to contact your child's teacher in a particular subject you can obtain direct communication through the Sentral Parent Portal. If you are experiencing difficulty in using the Portal please contact Ms Rayner at [leigh.rayner@det.nsw.edu.au](mailto:leigh.rayner@det.nsw.edu.au)

### **Year 12 Exams**

Our Year 12 students will commence the half-yearly exam period on Wednesday 24 March and it is expected that students are well and truly engaged in an effective study program. Qualified NESA supervisors are employed by the school to supervise the exams in order to give our students the most authentic experience and practice prior to the formal HSC exams. This also releases teaching staff in faculty groups to collaboratively engage in workshops to review current progress of the senior cohorts and adapt programs and strategies according to student need.

At the beginning of term 2 students will be receiving their results and more importantly feedback from teachers regarding their exam performance. It is essential that all students embrace the feedback given and appropriately use it for self-reflection and future improvement in order to achieve their full potential.

Therese Hourigan



## ***Welfare News ..***

If your child is currently listed as having a medical condition, you will be receiving a letter from us in the next couple of weeks with forms to complete. We are updating the information in our school systems.

## **From The Deputy Principal ...**

In my new role as Instructional Leader one of my aims is to support teachers with improved pedagogy and best practice to improve student learning outcomes in the classroom. To this end, much of the research that underpins the implementation of strategies comes from Professor John Hattie. In 2008, Professor John Hattie published *Visible Learning*, a synthesis of more than 800 meta-studies covering more than 80 million students. The book revealed what education variables have the biggest impact on learning.

Visible Learning means that students know what they need to learn, how to learn it, and how to evaluate their own progress. Using the Visible Learning approach, teachers become evaluators of their own impact on student learning. The combination causes students to drive their own learning. Visible Learning is the model of professional learning that takes the theory of Hattie's research and puts it into a practical inquiry model for teachers and school leaders to ask questions of themselves about the impact they are having on student achievement.

In the table on the following page, there are 10 Evidence based teaching strategies that have proven effective in supporting teachers to improve the quality of their teaching. Through professional learning throughout the year we are committed to focusing on different aspects of Visible Learning and supporting teachers with resources and the strategies to further enhance the teaching and learning opportunities in the classroom for students.

John Hattie's research resonates with teachers and they see the benefits of implementing these strategies instantly in the classroom. Opportunities for teachers to further enhance their pedagogy and achieve the best learning outcomes for students is what drives their daily practice. I will continue to appraise and update you of continued progress throughout the year.

Tania Wright

Instructional Leader

## **EXPLICIT TEACHING: JOHN HATTIE'S VISIBLE LEARNING**

### **- Evidence Based Teaching Strategies**

<p><b>Clear Lesson Goals</b></p> <p>Be clear about what you want your students to learn during each lesson. The effect that such clarity has on student results is 32% greater than the effect of holding high expectations. If you cannot quickly and easily state what you want your students to know and be able to do at the end of a given lesson, the goal of your lesson will be unclear. Clear lesson goals help you to focus every other aspect of your lesson on what matters most.</p>	<p><b>6. Provide your Students with Feedback</b></p> <p>Feedback is the breakfast of champions and is a breakfast served by extraordinary teachers. Giving feedback informs both the teacher and student about the gap they need to fill. Unlike praise, which focuses on the student rather than the task, feedback provides your students with a tangible understanding of what they did well, of where they are at and of how they can improve. In Hattie's view, any teacher who seriously want to boost their student's results should start by giving them great steaming dollops of feedback.</p>
<p><b>Show and Tell</b></p> <p>You should start your lessons with show and tell. Telling involves sharing information and knowledge with your students while showing involves modelling how to do something. Once you are clear about what you want your students to know and be able to do by the end of the lesson, you need to tell them what they need to know and show them how to do the tasks you want them to be able to do. Focus your show and tell on what matters most. To do this, have another look at your lesson goal.</p>	<p><b>7. Be Flexible About How Long It Takes to Learn</b></p> <p>The idea that given enough time, every student can learn is not as revolutionary as it sounds. It is the central premise behind mastery learning, a technique which has the same effect on student results as socio-economic status and other aspects of home life. When you adopt mastery learning you differentiate in a different way. You keep your learning goals the same, but vary the time you give each child to succeed.</p>
<p><b>Questioning to Check for Understanding</b></p> <p>Teachers typically spend a large amount of teaching time asking questions. Few teachers use questions to check for understanding within a lesson. You should always check for understanding before moving onto the next part of the lesson. Techniques such as randomised sampling, student answer-boards and tell-a-friend help you to check for understanding before moving on from the show and tell part of your lesson. Use other questioning techniques at different stages of your lesson to drive formative assessment into every part of your pedagogy.</p>	<p><b>8. Get Students Working Together</b></p> <p>Productive group work is rare. When working in groups, students tend to rely on the person who seems most willing and able. Psychologists call this phenomenon social loafing. To increase the productivity of your groups you need to be selective about the tasks you assign to them and the individual role that each group member plays. You should only ask groups to do tasks that all group members can do successfully. You should also ensure each group member is personally responsible for one step in the task.</p>
<p><b>Summarise New Learning In A Graphical Way</b></p> <p>Graphic outlines such as mind maps, flow-charts and Venn diagrams can be used to help students to summarise what they have learned and to understand the interrelationships between the aspects of what you have taught them. Studies show that it doesn't seem to matter who makes the summary graphic, be it you or your students, provided the graphic is accurate. Discussing a graphical summary is a fantastic way to finish off your show and tell. You can then refer to it one more time at the end of your lesson.</p>	<p><b>9. Teach strategies/outcomes not just content</b></p> <p>You can increase how well your students do in any subject by explicitly teaching them how to use relevant strategies. When teaching students to read, teach them how to attach unknown words, as well as the strategies that will deepen comprehension. When teaching mathematics, teach problem-solving strategies. From assignments and studying, to characterisation, there are strategies underpinning the effective execution of many tasks that students perform in school. Teachers need to teach students strategies, show them how to use them and give them guided practice before asking them to use them independently.</p>
<p><b>Spaced and massed practice</b></p> <p>Practice enables students to retain the knowledge and skills that they have learned while also allowing you the opportunity to check understanding. If you want to harness the potent power of practice you must ensure that your students are practising. Your students should be practising what they have learnt during your show and tell, which in turn should reflect your lesson goal. Space your practice to reflect the complexity of the content or concept. The more complex the content or concept the shorter the space should be between practices. Mass your practice by going broader or deeper each time you practise the content.</p>	<p><b>10. Nurture Meta-Cognition</b></p> <p>Teachers believe they are encouraging students to use meta cognition by asking students to use strategies such as making connections when reading or self-verbalising when solving problems. This is not meta cognition. Meta cognition involves thinking about your options, your choices and your results and it has a large effect size on student results. Use meta cognition so students think about what strategies they can use before choosing one. Students should think about how effective their choice was before continuing with or changing their chosen strategy.</p>



# SRC NEWS

## *SRC meets Instagram*

Crestwood High School's Student Representative Council (SRC) are currently in the works to establish mechanisms to support staff and student wellbeing at school. On Friday 26<sup>th</sup> February, Year 12 student leaders had their first fortnightly meeting with Principal Mrs Therese Hourigan, Deputy Principal Mr Mark Johnstone, Deputy Principal Mrs Tania Wright and SRC Coordinator Ms Jenny Lai. Students conducted themselves professionally, conveying their ideas with practical ways to support student wellbeing at school. Among the ideas discussed, the students believed in creating a stronger SRC presence on social media to support students, parents and the wider community in conveyance of Crestwood High School information, values and student relevant messages. This will come in the form of creating a Crestwood High School SRC Instagram, which will become an official social media outlet of the school. SRC are currently in the works of creating a proposal for the Crestwood High School SRC Instagram and will present the policy and processes about the running of the page. The creation of the Crestwood High School SRC Instagram page will be a proud legacy left by the 2021 Year 12 SRC. It is intended for future Year 12 SRC to continue the page.

In 2021, SRC has recognised the need for collective support of student wellbeing at Crestwood High School. This means working collaboratively with staff at Crestwood High School to boost wellbeing support. SRC, with support of the school Executive team, are currently planning the creation of a wellbeing promotional video aimed at creating awareness of support for students who may be struggling and needing extra wellbeing support. The video will educate students, parents and the wider community of the wellbeing support offered at Crestwood High School. It is with hope this video will be featured in the Crestwood High School SRC Instagram page when it is up and running.



# SRC NEWS

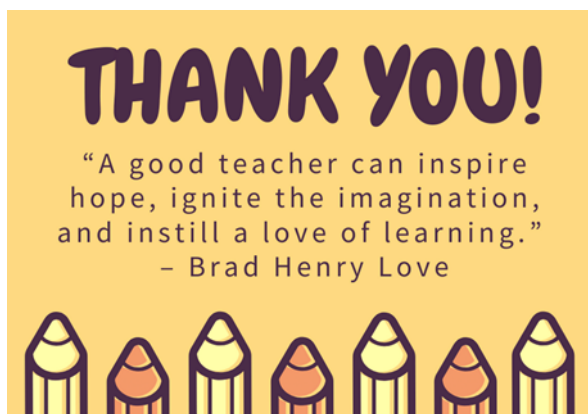
## SRC – Crestwood Staff Appreciation



In 2021, SRC is working under a *Mind Kind* focus with efforts to support wellbeing of students and staff at Crestwood High School. SRC recognises the importance of staff members, as they are valued professionals in our school who make learning successful. SRC have decided to spotlight 7 staff every two weeks to recognise their valuable contributions to student learning and wellbeing. Staff are nominated by each SRC grade. To show appreciation, staff chosen will receive a small token of thanks and be highlighted in the SRC section of the newsletter.

### Term 1 Week 6 – SRC Staff Appreciation

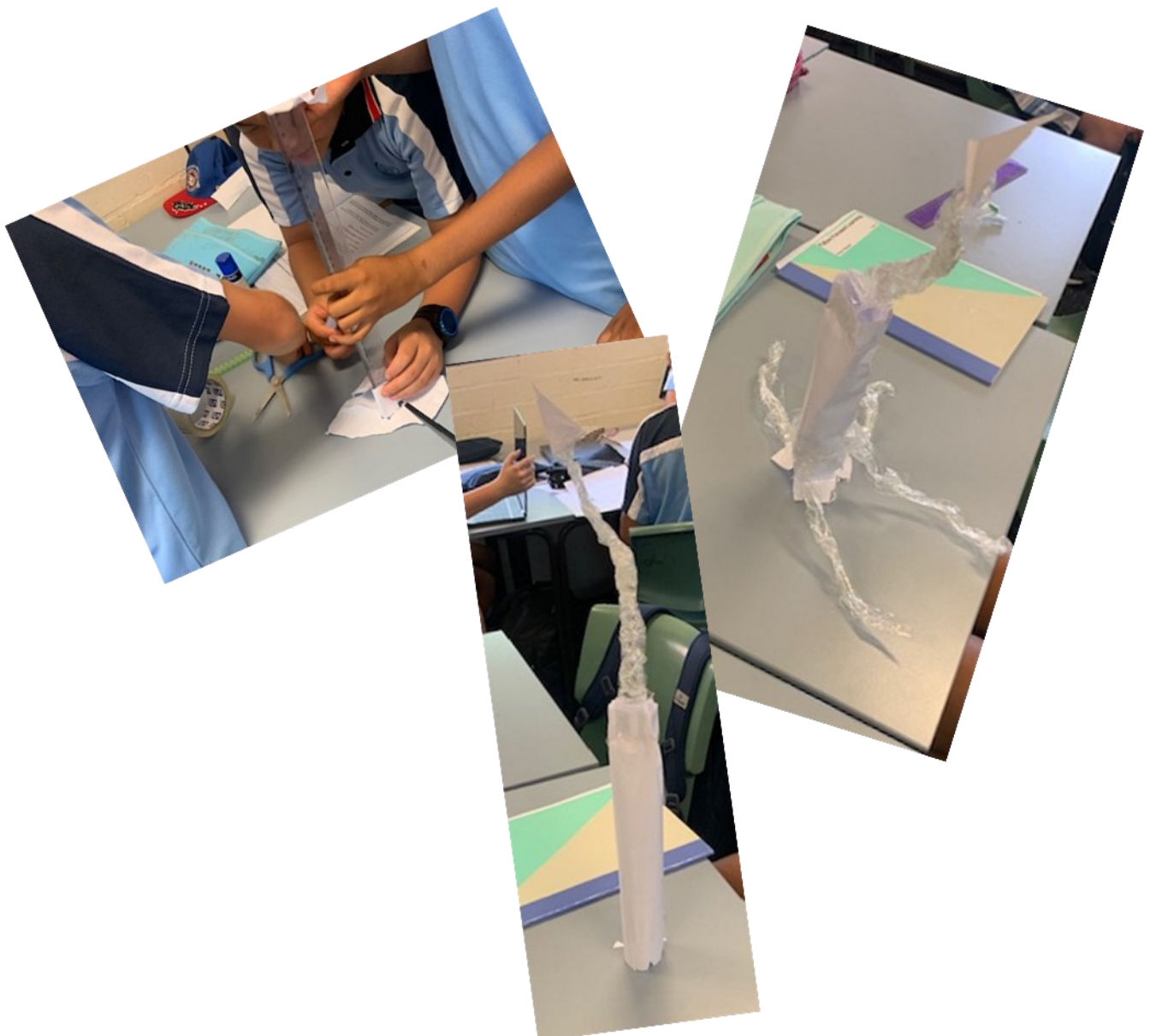
Mrs Deborah Hennessy	She can be found in the Maths faculty. She is the current year 12 student adviser.
Mr Benjamin Kemp	He can be found in the Science faculty.
Mr Tim Henderson	He can be found in the TAS faculty. He is the current year 10 student adviser.
Mrs Melissa Woolnough	She can be found in the HSIE faculty.
Mr Mark Johnstone	He is a current Deputy Principal of Crestwood High School.
Mr Robert Hitchcock	He can be found in the Support Unit.
Mrs Suzanne Harney	She can be found in the Support Unit.



# FUTURES FOCUSED LEARNING

Futures Focused Learning is a skills-focused, cross-curricular subject designed to enhance students' essential capabilities in literacy, numeracy and digital literacy. We encourage our students to take on growth mindsets in their learning, recognising that adaptability and perseverance are key skills that will help them both now and in the future. Trying a variety of solutions in problem solving, and realising the first answer is not always the best one, is a key part of the learning process.

Mr McWhirter's Year 7 class collaborated to build the highest and the strongest towers they could with the limited materials they were given:



# FUTURES FOCUSED LEARNING



Mrs Ragnarsson's Year 8 class reflected on growth mindset – how they have used it in the past and how they will use it in the future to continue conquering challenges in their learning.

Here, in their own words, are their reflections:

Henry: Grit is the ability to push and persevere to achieve your dreams and goals even if something gets in your way. I have used grit in the past when struggling with sport and music and have worked hard to get where I wanted to be. At the moment I am struggling with learning new techniques and harder pieces with my violin and am practising a lot to try and improve. I think grit is important for us in life to grow new skills and to learn and improve.

Chloe: My two main skills that I consider are stronger than others are resilience and perseverance. Resilience and perseverance are one of my strong skills because when I fail to reach my goal or when I struggle with difficulties, I find it hard to give up on my goal. Even when I feel like giving up I keep trying until I achieve my goal.

Andrew: I believe I have a good growth mindset and lots of grit, as if I am running out of time on a writing piece, I always persevere and know that if I really focus I can get it done. At the moment, I am training very hard to get into a high level of soccer. The trials are still a while away, but I will keep improving so I make sure I achieve my goal.

Maddie: I have been determined and persistent with certain things and continue to be. Firstly, at school, I always aim to do my best in all subjects, including subjects I'm not confident in. Training in Krav Maga (martial arts) has helped me build my grit. The core values of Krav Maga are determination and persistence. I have been training for almost five years, and up to my blue tip. I am also interested in knitting and crocheting, but I am still learning and have not succeeded in making anything yet. Since this takes lots of technique and practice it is a term goal, it will take grit to persist with it.

Year 8 has now moved on to applying their inferential and critical thinking skills in the unit

CSI: Crestwood, while Year 7 will be learning what it takes to be a good global citizen in an increasingly digital and connected world.



# Mathematical Musings

The Mathematics faculty are running a Year 8 girls class and boys class again this year. Research shows that girls benefit from single sex learning environments which is free from gender discrimination. As noted by Dr Nicole Archard, in a single-sex learning environment girls are intentionally “equipped with the knowledge and skills required to overcome social and cultural gender biases and in doing so actively break the the stereotypical norms that define women in society” (Archard, 2018).

Mission Australia conducted a large-scale annual Youth Survey of young people aged 15-19. The results showed that even during the pandemic year of 2020, girls in a single sex learning environemnt achieved higher scores than the female average in the key areas of educational and career aspirations (Mission Australia, 2020).

Year 8 girls class are studying angle sum of a quadrilateral





# Mathematical Musings

## This week in Mathematical History

Emmy Noether, born on 23 March 1882, was a German mathematician who made important contributions to abstract algebra and theoretical physics. She developed the theories of rings, fields and algebras as one of the leading mathematicians of her time although women were largely excluded from academic positions during that time. Her work on differential invariants has been known as one of the most important mathematical theorems proved in guiding the development of modern physics.



## CAREERS NEWS

**Defence Info Sessions ...** Sessions are back in 2021. If there's anything you'd like to know about careers in the defence force, attend an information session to find out everything you need to know. Click on this [link](#) to find the sessions nearby.

**University Portfolio Entry ...** Thinking of studying an arts or design course at university? They might offer an alternative pathway—portfolio entry. This is your chance to showcase your best work and give your application a boost, even if you don't meet other requirements. Learn more about [portfolio entry in our blog here](#).

**Innovation and Entrepreneurship at University ...** Have you always wanted to start your own business? Maybe you have the next big idea and want to share it with the world? Why not consider joining an innovation or entrepreneurship program at university? They can help you build your skills and access exclusive resources to help you get your business up and running. [Find out about programs available across the country here](#).

**Study Tips for Success ...** Studying is hard, but there are tricks and tips that can help you study smarter and get more out of your work. Click [here](#) to read more.

**Work and Learning Styles ...** We all have different preferences for how we work and learn. Knowing how you learn and work best can help you be more efficient and make life easier. Take a look at our blog comparing learning styles and see which one you think fits you best. [You can read it here](#).



## STAY WOKE!

Year 9 English are currently completing the Unit: Stay Woke, which encourages students to look at the topical issues in society and to write critical and creative pieces. The unit focuses on developing student awareness of issues in the world and equips students with the skills to effectively use rhetoric in writing and performance. Students have had opportunities to explore and create in different writing formats including persuasive writing, speeches, written poetry, Blackout poetry and Slam poetry.

The unit also offers opportunity for the exploration of Avant-garde and more modern poetic forms. Students in 9ENC have been able to explore Instagram Poetry and Twin Cinema Poetry as part of the unit.

### *What is Twin Cinema Poetry?*

Twin cinema is a poetic form written in two discrete columns. Each column is read individually from top to bottom, often present correlating or contrasting images, or viewpoints at odds with each other. Its beauty lies in its ability to be read also across. When done so, each poem tells a different story and reveals new meaning. Singaporean poet Yeow Kai Chai created the poetic form in 2010. Below are two examples of Twin Cinema Poetry.

## Gone Viral

we scramble for masks  
to ward off  
infections and other  
hazards  
that we need protection from  
if we have come into contact with  
anyone coughing or sneezing,  
be on your guard.  
wash your hands  
regularly  
and avoid touching  
your face. Because  
this virus, considering its severity, is  
simply  
nothing like what we have seen before.

some warn: "how can we avoid  
foreign  
disease-ridden  
walking pathogens,  
with their nauseating habits,  
we can hardly quarantine them all."  
this disease  
has truly gone viral

like talismans—  
nightmares of  
phantoms—masks reveal our fears:  
which arise when we believe  
our own delusions.  
rumours of  
fatality cases would naturally alarm us.  
but be slow to judge others. instead,  
clean of prejudice, you can dwell  
upon the importance of hygiene.  
on the matter of sensitive topics: save  
your time spent worrying, which is worse than  
the actual threat. all this paranoia is  
as lethal as any other pandemic.  
this is not the last we shall see of it.

media sources that point  
visitors and immigrants as  
virus-spreaders? xenophobes are  
plagues of terror.  
they mask their true intentions.  
so the danger remains—  
of our own ignorance—until we know what  
is fear itself.

This poem is a 'twin cinema': the text can be read vertically (down each column), horizontally (across both columns), or hysterically.

Ow Yeong Wai Kit

#### *Gone Viral by Ow Yeong Wai Kit*

Instructions: The poem is read through reading each column individually from top to bottom. It can be read with both columns together from left to right.

## The Fickle Nature of Acceptance

Sunday, 14 February 2021 1:39 PM

### *The Fickle Nature of Acceptance*

by Rochelle Yiu (9ENC)

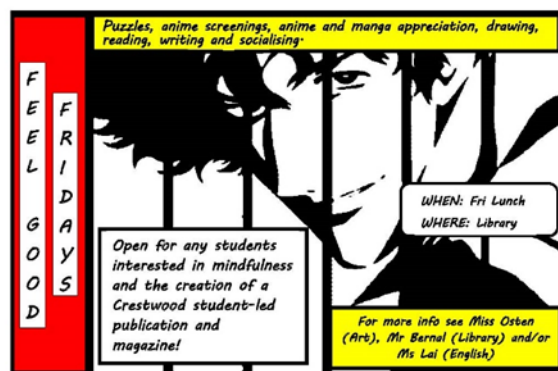
Instructions: The poem is read through reading each column individually from top to bottom. It can be read with both columns together from left to right.

We wipe, we scrub, we try rinse	The black layers enveloping over us,
But it doesn't go away. It	Keeps covering us whole like a thick blanket, it
Blocks out our voices, of speech.	Prevents us from expressing ourselves.
Is acceptance really that difficult?	They say they accept us but
The fact is that	"Actions speak louder than words".
Appearance and colour isn't what determines who we are,	They say black is darkness and white is light but
"Without the black of the night's sky what star would ever shine?"	The present and truth is unchangeable.

## *Feel Good Fridays Meets Crestwood High School's First Student-Led Publication*

In 2021, in efforts to boost literacy and wellbeing at Crestwood High School, the English faculty have endeavoured to create the school's first student-led publication.

The project is run by Ms Lai (English), Mr Bernal (Library/English) in collaboration with Ms Osten (Art) during Feel Good Fridays. It encourages students to submit pieces of creativity, which can come in the form of writing (such as poetry, short stories, articles etc), and visual arts (such as Manga, photo collages, sketches, comic strips etc). The students involved aim to have a pilot publication printed and distributed, physically and online, during the middle of term 2. The publication aims to produce publications quarterly in future.



So far, there has been a good turnout of students who are currently working on pieces of submission for the first pilot publication. Students and teachers involved communicate via google classroom and face to face at lunch times in the library on Fridays.

Feel Good Fridays traditionally has had activities around mindfulness including puzzles, drawing and colouring in. These activities are still available to participants. The addition of the student-led publication project aims to support further wellbeing through reflection and fostering of authentic student creativity.

Any students who are budding writers and artists are welcome to join as well as those who want to be social and enjoy mindfulness on a Friday afternoon.



Miss Osten, Mr Bernal and  
Ms Lai present...

# Feel Good Fridays



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Join us for: *Feel good screenings of Anime  
Puzzles, mindfulness, manga, drawing, reading, writing  
and socialising as well as working to create a student-  
led Crestwood magazine!*

# HSIE Happenings

## This fortnight in History...

6 March, 2018 – The world's oldest message in a bottle is found in Western Australia. It was thrown from the German ship 'Paula' 132 years beforehand (12 June, 1886).

8 March 1965 - More than 4,000 Marines land at Da Nang in South Vietnam and become the first U.S. combat troops in Vietnam.

9-10 March 1945 - Firebombing of Tokyo by US warplanes. Almost 16 square miles and between 80,000 and 130,000 Japanese civilians were killed in the worst single firestorm in recorded history.

10 March 49 BC - Julius Caesar crosses the Rubicon and invades Italy (famously saying "the die is cast". This starts the Civil War of 49 BC).

11 March 1969 – Levi-Strauss starts to sell bell-bottomed jeans.

11 March 1985 - Mikhail Gorbachev is named the new Soviet leader.

11 March 1996 – John W. Howard becomes the 25<sup>th</sup> Prime Minister of Australia. His term in office is the 2<sup>nd</sup> longest in Australian history, ending 3<sup>rd</sup> December, 2007.

12 March 1913 – The foundation stone of the Australian capital in Canberra is laid.





# HSIE Happenings

12 March 1938- Germany annexes Austria.

12 March 1947 – Truman Doctrine is announced (early Cold War).

12 March 1972 – Australians withdraw from South Vietnam.

15 March 44BC – Death of Julius Caesar (The Ides of March).

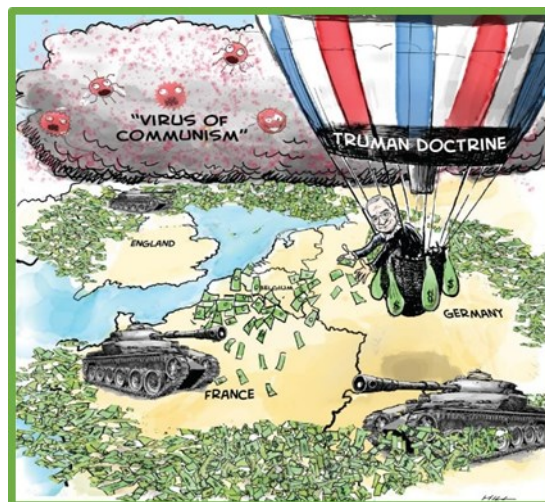
15 March 2006 – 18<sup>th</sup> Commonwealth Games open in Melbourne, Australia.

16 March 1917 - Russian Czar Nicholas II abdicates his throne.

17 March – *Liberalia* festival in Ancient Rome – an annual festival to celebrate the liberty of the Roman citizens.

17 March 1753 - the first official St Patricks Day.

18 March 1965 - Cosmonaut Alexei Leonov becomes the first man to spacewalk when he exits his Voskhod 2 space capsule while in orbit around the Earth.



# HSIE Happenings

## Year 9 Geography...

An excursion to Long Reef Beach, Collaroy has been organised for Year 9 Geography students to collect data for an investigative study. **This excursion meets the mandatory fieldwork requirements of the Geography course.**

Students will work towards achieving syllabus outcomes for the topic ***Environmental Change and Management***. This excursion allows students to investigate coastal processes and examine the effects of human development & the process of storm erosion on sand dunes. They will undertake an investigation into management strategies to address these issues.

**FULL SCHOOL SPORTS UNIFORM is required.**

**Date: Friday, 19<sup>th</sup> March, 2021**

Permission note & payment are to be returned by **Monday 8<sup>th</sup> March, 2021.**

Please refer to the excursion note for further details.



# HSIE Happenings

## Year 12 Business Studies

Students are strongly encouraged to buy **Financial Accounting for Business Studies Workbook 2** as it will give them a comprehensive overview and deep knowledge of how financial accounting operates within a business.

This is a key topic in the HSC course and students will benefit from this fantastic resource.

The cost of the book is \$20 (normally \$26.95). Payments can be made online and the payment due date is Monday 29<sup>th</sup> March.

Further details are available on the note handed out to students in class.





# Talented Football Program

Both the Junior and Senior squads had games against Hills Sports High last week.





# Talented Football Program

Photos from some of the training sessions this week.



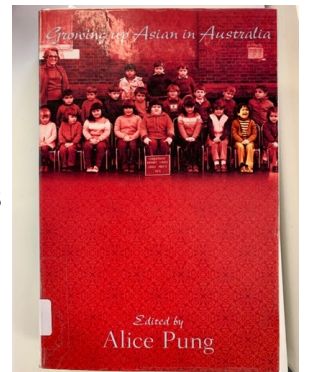
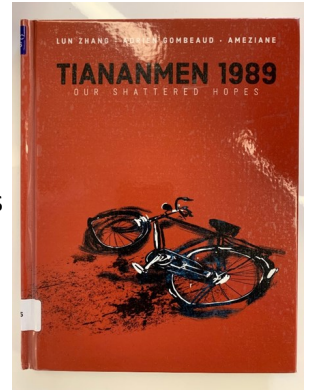


# The Latest from the Library

Lunar New Year ushered in the Year of the Ox, and with it hopes of twelve months of recovery, wellness, prosperity, and career opportunities. In the library, the Lunar New Year created an opportunity to celebrate the work of some Asian and Asian-Australian authors. Featured texts ranged from poetry and short stories to novels, biographies, and design, with a diverse array of styles on display.

One student, Megan Cheung (Year 12), describes her connection to Asian texts in this way:

For my English Extension 2 major project, I have been studying Asian texts, stories of childhood and diasporic identity. After reading *Growing up Asian in Australia* by Alice Pung, I soon found myself being drawn to Ouyang Yu's poetry telling of his experiences as an immigrant. His poems have influenced my work as I finally settled on poetry as my desired form, writing about three Chinese gods, Fu Lu Shou (福祿壽), in the western world as they transition from life in China to life in Australia.



## A Different Moon—Ouyang Yu

Shining on the dark red tears of wattles  
 large beyond the sparkling line of moving cars  
 over gum spaced lawns

you look the same as before  
 except less old solitary and forlorn  
 colder shinier and more impersonal

is it because there is so little water all over this land  
 that no loving ponds can hold you in their twinkling waves  
 no communicating eyes will reflect you in their boundless waters

the different moon  
 that I'd been looking for so long  
 will you smile tonight on this mechanical city?



## **Canteen and Canteen Committee News**

- Special thanks to those parents who responded to our recent requests to volunteer.
- We now have at least 1 volunteer on each day which is great but it would be wonderful if we could get an extra volunteer on 1<sup>st</sup> & 3<sup>rd</sup> Mondays, 2<sup>nd</sup> Tuesdays, most Wednesdays and 2<sup>nd</sup>, 4<sup>th</sup> & 5<sup>th</sup> Thursdays of the month.
- If anyone can spare a few hours between 10am and 1.30pm on any of these days please ring our friendly canteen staff on 9639 7422 Ext 117 or email the canteen at [crestwoodhighschool-can@pandcaffiliate.org.au](mailto:crestwoodhighschool-can@pandcaffiliate.org.au)
- This week \$10,000 was transferred over to the P&C from the Canteen to go towards funding items to enhance our student's education and learning environment. This would not be possible without the assistance of our dedicated team of volunteers.
- A reminder to all students not to leave back packs blocking the entrance to the Canteen as this is a trip hazard and could result in serious injury to others.
- An updated canteen menu and price list can be found on the school's website via a link in the Canteen Section under 'Supporting our Students'.

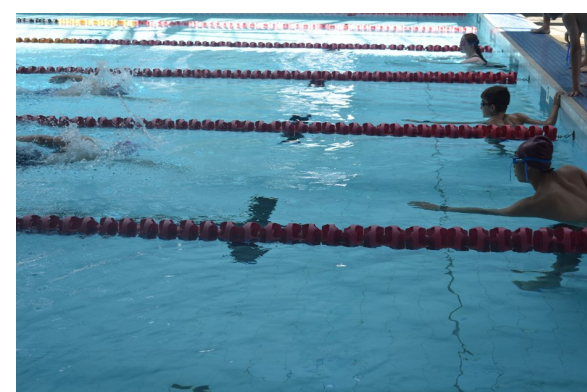




# SPORT NEWS

**SWIMMING CARNIVAL ...** A total of 29 new records were set at the 2021 Swimming carnival on Monday 22nd February! Congratulations to the swimmers, the staff and the helpers on a successful day.

Good luck to all the competitors who have qualified for the Zone Swimming Carnival, representing the school at Blacktown Aquatic Centre on Friday March 5th.





# SPORT NEWS

**CROSS COUNTRY CARNIVAL ...** Students who wish to sign up for the Cross Country carnival will need to submit their expression of interest through a google form. The link will be emailed to parents. The Cross Country will be held on **Friday 19th March, 2021**. Alternative arrangements will be made for Year 9 to participate as they have a geography excursion on the 19th March.

**OPEN GIRLS SOCCER ...** Monday this week the Open Girls Soccer team travelled to Windsor to play in the Macquarie Zone Gala Day and compete for the chance to be chosen in the Zone Team. Well done to Paris Morton, Isla Giron, Billy-Rose Talia, Matilda Benton, Jamison Quinlan, Liana Panayi, Devashree Tarde, Lauren Morden, Tegan Monk, Breanna Buccini, Paige Vumbaca, Ashleigh Boulter and Adriana Diacopoulos for their efforts in the extremely hot conditions. A huge thank you to Mr Quinlan for providing shade for the day and much needed hydration. Further congratulations to Billy-Rose, Lauren and Breanna for being chosen to represent the Macquarie Zone. The whole team will be back on the field in the next few weeks as we take on our first opponent in the Knockout Competition.



# TAS TIMES

Students in Year 9 Agriculture have begun to understand the difficulty and challenges that are faced in maintaining a farm. Over the duration of term one, year 9 has undertaken weeding and maintenance of the chicken/duck area, medical treatment on our sheep/ram, and started building a new fence to hold all future animals. Additionally, students have just received their seed to harvest assessment task where they must grow an autumn/winter crop of their choosing, such as snow peas, cauliflower or potatoes. This unit lasts until the end of term 2.

Year 9 Agriculture have also just prepared their raised garden beds and are now ready to begin growing! Exciting times are ahead and there remains lots of work to continue doing on the farm!





# UNIFORM SHOP

- With the weather getting a little colder I am sure many parents are starting to consider ordering new jackets.  
The Uniform Shop has sizes 12, 14, Small (limited amount), Large, XL and XXL available to purchase at the moment. We are expecting some Size 16 Jackets to be available at the end of March and Medium size jackets sometime in April. Due to Covid-19 it is taking longer to manufacture stock, my apologies if your child's preferred size is not available right now.
- Did you know that we have long trousers for both boys and girls in stock? They look very smart on the students who wear them and are of course much warmer for the coming seasons. Priced at \$50.
- Qkr! Orders. Could you please remind your child to pick up their Qkr! Order promptly from either the Uniform Shop on the Thursday morning after the order has been made or after that from the Canteen, at the window marked for Uniform Pick-Up and Exchanges. Parents are also welcome to come in and collect their purchases as well.
- Don't forget that we have Cardigans on sale for only \$5.00 available in sizes XXS and XS. They are very stretchy so will fit Small size as well.
- Also, Jumpers for \$20. Only size 10 and 20 available.
- Lastly, many thanks to our wonderful school GA, Rod, who has reorganised our store room shelving to make it so much more user friendly. It was a big job and we appreciate him taking the time to help us out.

