

# INFOLINE

*Crestwood High School Fortnightly Newsletter*



## From the Principal

*By Tania Wright*

Monday evening the 27th November was an opportunity to meet the parents of the incoming Year 6 students at the Orientation evening. It was led by Mr Joel Palmer the Head Teacher Welfare and Mr Paul Elias who is the relieving Year Advisor for 2024. Parents were introduced to the different structures and procedures at Crestwood and given information relating to uniform, computers and the mobile phone procedures. The Year 6 students then attended the following day on Tuesday the 28th November and participated in Peer Support lessons led by Year 9 students. There was a BBQ lunch and students involved themselves in "Taster" lessons. The Year 6 students I spoke to said they were really looking forward to coming to high school and that they had a great day.

On Thursday the 30th November we celebrated Diversity Day at Crestwood High. Diversity Day involves all students in Years 7-11, with school musical performances in the morning session, cultural activities in the middle of the day, Year 11 led market stalls at lunchtime and professional Indian and Indonesian dancers at the end of the day. The range of student performances in the morning session was outstanding with students represented from Years 7 through to Year 11. This is one of the highlights on our school calendar and the students are to be commended on their level of participation and cooperation on the day.

## IN THIS ISSUE

### WELFARE NEWS

---

### CANTEEN NEWS

---

### MATHS MUSINGS

---

### TAS TIMES

---

### ENGLISH NEWS

---

### NEWS FROM SCIENCE

---

### EAL/D INFORMATION



## From the Principal cont.

*By Tania Wright*

Friday the 1st December is the Model United Nations forum for selected Year 9 and 10 students. The Model UN is led by the High Potential Gifted Education (HPGE) action team, specifically Mrs Ragnarsson and Mrs Oakley. Students are divided up into different countries. Students represent different countries and debate global issues such as "Should all countries learn to use artificial intelligence in educational settings?" and "Should all countries pay for space junk?" All the students dress in cultural dress to represent their country. It is a great program and the feedback from the student participants is overwhelmingly positive.

As many of you would be aware, next year we are moving towards a 5-period day timetable. Currently, the school has 6 periods each day. Several of the reasons driving this change is to streamline the timetable to make it easier for students to know when the bell times are for each lesson and for increased equity across the allocation of classes. Essentially, each period will be one hour long allowing for a more sustained learning and deeper knowledge within each period.

Fewer periods per day means a reduced cognitive load on students. The school day will start at the usual time of 8.30 am however, the day will finish 10 minutes earlier at 2.50 pm. We are currently negotiating with the school bus company for them to come earlier next year. The format of the day will now be 2 periods then recess, (which will be 30 minutes long) 2 periods then lunch (also 30 minutes long) 1 period and then the end of the day.

There is a copy below for you to have a look at. Those schools currently experiencing 5 period days have observed that students are more settled and calmer throughout the day. I have attached a copy of the new bell times for 2024. Students will be notified when their timetables are available at the end of the year.



# BELL TIMES NEW FOR 2024



	MON	TUES	WED	THURS	FRI
Homeroom	8:30-8:50	8:30-8:50			8:30-8:50
P1	8:50-9:50	8:50-9:50	8:30-9:25	8:30-9:30	8:50-9:50
P2	9:50-10:50	9:50-10:50	9:25-10:20	9:30-10:30	9:50-10:50
Recess	10:50-11:20	10:50-11:20	10:20-10:50	10:30-11:00	10:50-11:20
P3	11:20-12:20	11:20-12:20	10:50-11:45	11:00-12:00	11:20-12:20
P4	12:20-1:20	12:20-1:20	11:45-12:40	12:00-1:00	12:20-1:20
Lunch	1:20-1:50	1:20-1:50	12:40-1:10	1:00-1:30	1:20-1:50
P5	1:50-2:50	1:50-2:50	1:10-2:00	1:30-2:30	1:50-2:50
P6			2:00-2:50		

# DEPUTY PRINCIPAL'S NEWS

## 3rd December: International Day of People with Disabilities

The International Day of Persons with Disabilities happens on December 3rd. The International Day of Persons with Disabilities holds immense significance for Crestwood as our dedicated staff and their students in the Support Unit are recognised for the wonderful work that occurs on a daily basis.

The day raises awareness about the challenges faced by people with disabilities worldwide. By highlighting these challenges, the day aims to foster understanding, empathy, and support for the rights, dignity, and well-being of persons with disabilities. It promotes inclusivity in all spheres of life. It encourages societies, organizations, and governments to create environments that are accessible and inclusive for people with disabilities, ensuring their full and active participation in all aspects of society.

The day underscores the importance of empowering people with disabilities by providing them with equal opportunities in education, employment, healthcare, and social participation. It emphasizes the potential and talents of individuals irrespective of their disabilities.

The day celebrates the achievements, contributions, and successes of people with disabilities. It acknowledges their resilience, capabilities, and valuable contributions to various fields, further challenging stereotypes and misconceptions about disabilities. It serves as a platform for advocating and supporting the rights of people with disabilities. It encourages governments and organizations to implement measures that ensure equality, non-discrimination, and accessibility for all.

In essence, the International Day of Persons with Disabilities serves as a crucial platform to advocate for the rights, dignity, and inclusion of people with disabilities and works towards creating a world where everyone can live with equality, dignity, and respect.

## Model United Nations at Crestwood

Today the Model United Nations consisting of 22 different teams from a range of 'Nations' met in Crestwood Hall. Along with Diversity Day this is a wonderful opportunity to see students gaining a deeper appreciation of current affairs that have been influenced by world history. The problem solving skills, and the knowledge students gain of the world and internationalism are becoming more and more important. Thanks to Mrs Kirsten Oakley and Mrs Grace Ragnarsson for their commitment to this fantastic activity.

# DEPUTY PRINCIPAL'S *NEWS*

## Construction update in the woodwork rooms

Crestwood's two woodwork rooms are being rebuilt and refurbished. Both rooms have been completely stripped. The floors in both rooms and the corridor area outside have been removed and replaced with an epoxy resin. The ceiling has been removed and relined and new lighting has been installed. The pictures show the cabinetry being installed.

The corridor in front of the wood work rooms has had a wall built at either end to increase the overall work space available to students. New machinery including cutting machines and lathes are currently being installed.

Both staff and students are looking forward to its completion and use in 2024.



# Welfare

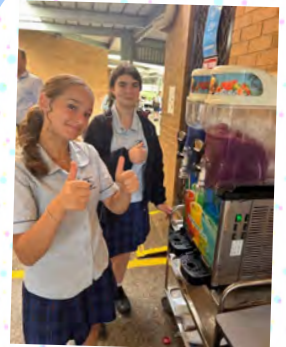
## NEWSLETTER

### Community Projects

This term our boy's group 'Untapped' and the girls group 'Empower Her' held fundraisers for their community projects.

Untapped held a BBQ lunch to raise funds for toys to give to vulnerable children and hygiene packs for the homeless at Christmas time. The BBQ was very busy and raised \$870. Crestwood HS will be welcoming Joel and Azita from Shining Light Foundation this Friday to collect our donations. Shining Light Foundation helps the vulnerable, disadvantaged, and homeless to turn their lives around. They also provide crisis relief such as nonperishable food, water, clothing, sanitary items and haircuts.

Empower Her program organised a bake sale for their fundraiser. The girls were busy baking and brought in a variety of goods. Viper Electrical also donated a slushie machine, which we were very grateful for. The girls raised \$561. The girls have completed a big toy shop and will be donating their gifts to Westmead Children's Hospital for Christmas.



## Hills Says NO to DV Event

On Friday the 24th of November two Year 10 students, Tahlia Gray and Thomas Vagg, represented Crestwood HS at the 'Hills says NO to DV' event at Castle Hill RSL. This Hills Domestic Violence Prevention Network host an annual Rose Ceremony to acknowledge those who lost their lives to Domestic Violence this year and to raise awareness of the issues facing those who experience DV. This year's theme was 'The Ripple Effect'. A few distinguished guests who attended the event were Castle Hill Police, The Mayor of the Hills Shire, Hills Shire Councillors and Acting Police Superintendent Claudia Alcroft. Tahlia and Thomas spoke on their reflections of The Love Bites Program they participated in this year, along with the Year 10 cohort. They spoke passionately and with purpose. We are very proud of these students and would like to congratulate and thank them for representing Crestwood HS so highly.

We have received multiple emails and messages from the distinguished guests congratulating the students on their efforts.

Well done Tahlia and Thomas.



Tahlia and Thomas



## The Butterfly Effect and Goodfellas

This term our dedicated Crestwood HS P&C funded two wellbeing programs for our Year 9 cohort. We were delighted to welcome the presenters Joy Adan and Jack Ellis from Enlighten Education. Joy delivered The Butterfly Effect to the girls and Jack delivered Goodfellas to the boys. Through the power of storytelling the program explored the topics of: Healthy/Unhealthy relationships, Friendships, domestic violence, consent, mindfulness, meditation, power of gratitude (They even created their own gratitude journal), unhealthy beauty standards and body positivity.

Goodfellas explored harmful stereotypes, healthy/unhealthy relationships, domestic violence and masculinity.

Feedback from students was overwhelmingly positive with 100% said they would recommend this program to other students. 96% of boys thought the program was very good or excellent. 99% of girls thought the program was very good or excellent.

We look forward to planning these programs again for 2024.



*Read more* student feedback over the page

## The Girls' Feedback

Today was so much more useful and relatable than I originally thought it was going to be. My favourite part was making our journals because it was so fun to get creative and express myself and have a good time listening to music with my friends. It was also really cool doing the meditation and learning about what good relationships look like compared to abusive ones. I walk away feeling a lot happier with myself and really powerful.

I didn't know what to expect today, but all the activities especially the journaling and the decorating were definitely my favourites! I hope other girls get to experience this and learn what consent looks like and how to get help when they need it.

I was expecting a really boring stereotypical motivational speech but wow I was wrong. The meditation activity was definitely a highlight as was learning about FRIES, respectful vs abusive relationships and the fact that gratitude increases our happiness. This was a great day.

I thought today was going to be some corny lecture about girl power, but Joy, I am walking away today with so much confidence. That last session when we learnt what it meant to really love ourselves and to recognise that so much of what we see on social media is fake and how important it is to support the other girls in our grade ... all of this was everything that I really needed to hear.

**THIS WAS ONE OF THE BEST PROGRAMS I'VE EVER ATTENDED! HOPE YOU CAN COME BACK AND VISIT US NEXT YEAR, YOU ARE SUCH AN INSPIRING PERSON! MY FAVOURITES WERE DISCUSSING DOMESTIC VIOLENCE, RELATIONSHIPS AND UNHEALTHY BEAUTY STANDARDS SO OPENLY. I ALSO LOVED LEARNING THAT MAKING GRATITUDE JOURNALS CAN BE A REALLY POSITIVE WAY TO PRACTICE GRATITUDE OR THANKFULNESS FOR THE THINGS THAT WE HAVE**

Thankyou so much for this experience, you are amazing Joy! PLEASE make sure other students get to experience this! We learnt so much, especially about beauty standards - I thought that last session was super insightful. You've really changed the way I think, not just about myself but about other people and how we treat other people.

Read on for the Boys' feedback

## The Boys' Feedback

My favourite part of today was screaming out the word 'busted' because screaming out this word helps everyone realise that's not true and we can feel stronger towards these situations. I learned about unhealthy relationships, healthy relationships, teenagers and their statistics and I also learned more about Jack Ellis' life. I wish adults would realise that we are more than we are often perceived to be and we're just doing the best that we can even though parents sometimes expect better.

I thought that it was excellent and I didn't think it was going to be at the beginning. My best part was all of it! I learned about multiple different forms of strength and I now realise just how bad sexism can be, and there are many things that we can do to make a difference. I would recommend this presentation.

I DID THINK IT WAS GOING TO BE WORSE THAN IT WAS, IT WAS EXCELLENT. MY FAVOURITE PART WAS LISTENING TO THE STORY ABOUT JACK'S LIFE BECAUSE IT WAS INTERESTING AND A GREAT WAY TO BEGIN THE PRESENTATION. I LEARNED JUST HOW QUICKLY YOUR LIFE CAN CHANGE AND I ALSO LEARNED TO ALWAYS RESPECT WOMEN AND NOT BE SCARED TO OPEN UP WHEN HAVING A DISCUSSION ABOUT ANYTHING WITH SOMEONE.

My favourite part of the presentation were the activities we got to do, it was very good. We learned about abusive relationship, stereotypes, trust and strengths. I would recommend this presentation to other students.

It was excellent! I loved yelling out the word 'busted' and today I learned how to deal with stereotypes how to cope with stress and how to speak against sexism and violence against women. Today, we have different definitions of stress to adults, and I wish they realised this when they put pressure on us.

I would recommend this presentation to other students, I thought it was excellent. I think the best part was when we talked about violence against women and how bad it is. I now know how important it is that everyone should be equal, and everyone can be different.

I expected today to be boring, but it wasn't, it was excellent. my favourite part of today was learning about all the new things. I learnt about peer pressure, relationships, sexism issues, how to treat people, and about Jack's life.



# Diversity Day

On Thursday 30th November students and staff came together once again in true spirit to celebrate the wonderful diverse and inclusive culture that exemplifies our school. The day began with the amazing Crestwood's Got Talent Showcase!! The whole school was treated to a wonderful set of performances and presentations by amazingly talented musicians and dancers.



Later in the day, students in year groups were involved in activities run by individual faculties uniting them once again to share, collaborate and celebrate! During these sessions, the new Year 12 were busy setting up cultural food stalls so that everyone could enjoy something different for lunch!

External performers arrived for the afternoon sessions and we were all entertained again to the themes of Bollywood and Balinese dancing. A snapshot of our wonderful Diversity Day can be seen in the photographs below!





# Diversity Day



# All the World's a Page:

## English/Drama News



**This term, our Year 9 students have been writing science fiction and gothic short stories.**

**The following stories were written by Caedan Jones and Vedant Padaliya in 9ENE as a part of the unit of work.**

### **'Sunk'**

**By Caedan Jones**

"It's clear," I say into the mesh on the black box in my hand.

"Wh-at?" I manage to make out through the static of the radio waves trying to reach me.

"It's clear. There appear to be no hostiles! Ready landing in repulsor gravity mode!"

I look around at the flat land, with the occasional skyscraper remnant. I walk along the ground, spongy and blue from absorbing protonic radiation.

Behind me, I hear The Can rattling as it descends to a hover just metres above the ground. I watch the front door slide up, and Nano jumping out. Nano falls slowly to the ground before sinking in up to his ankles.

"Er.. Sir – Wade, I mean. Um. I've sunk," his immature voice calls out. I slowly walk over to him and pull him out.

"Walk with your feet flat to maximise surface area a–"

A loud crash and squelch comes from behind Nano. I look to see The Can sunken up to the Fluro light about the door.

"Nano?" I say, teeth clenched and nostrils flared.

"Yeah?"

"Did you put The Can in repulsor gravity mode?"

"Uh, no," he mumbles. "I put it in touch landing mode like you said..."

I stare down at him, sucking my gums.

"Well there's only one thing we can do about it now. Do you have the shovels?" I ask him.

He takes a step back, knowing that I won't like what he's going to say.

"No..." he whispers again.

"Well, you better start soon then."

His eyes widen in response.



# All the World's a Page:

## English/Drama News

I walk away from Nano and The Can, the ground squelching loudly under each heavy stomp. By now I'm a kilometre away from Nano, exploring the ruins of the destroyed skyscrapers. I think about when the human civilisation first colonised here and how it solved all problems caused by population growth. Now, from the Coloniser's War, it's just a squishy uninhabitable space ball.

I walk around the base of a skyscraper, marvelling at how tall it is. Suddenly, I feel a force knock me to the ground. I'm on my stomach, my whole body sunk into the floor. I roll around only to get kicked in my stomach, pushing me onto my back. I watch a man, about 40-years old, drop into his knees in an attempt to wind me with an elbow to my stomach, before I catch it with both hands and push him back. I struggle to get up, my body suctioning to the ground. I start to walk away, clutching my stomach and keeling over in pain, before I hear quick footsteps running behind me. Before they reach me, I step to the side and put my foot out, tripping my attacker. I lean over flipping him onto his back, and I put my foot onto his chest.

"Who are you?" I yell. The man shakes on the ground, his long beard quivering.

I wait for an answer, but when no response arrives, I push my feet down harder, sinking him farther into the ground.

"Ah!" he screams, eyes squinting, fists clenched. "Please Sir, I have a family, don't hurt me, please!" he stutters.

"What?" I ask, raising my foot slightly.

"My family. We're living in the skyscrapers. Please don't bomb us again. Please Sir."

"Bomb you?" I say, furrowing my eyebrows. "Wait-" I take a breath, "who do you think I am?"

"An anti-coloniser checking if colonies are forming here again, ready to wipe us out with another protonic bomb?"

"Oh," I sigh, almost disappointed. "I'm the leader of the Expo Team. Nano's my apprentice."

"Nano?" he asks, looking around.

"He's back at the ship. Oh, um, okay, um," I say, thinking of an idea. "If you give me two shovels," I say, still looking down at him onto the floor, "I will say that this planet I only inhabited by friendly micro-bacteria."

"Deal."

I jump back into the low gravity to reduce the chafing from my suit, two shovels in hand. In the distance, I see Nano, laying on the ground, covered in it.

"Nano," I call out.

"Wade, Sir?"

"I got us shovels. Are you ready to go home?" I say.

"Uh, Sir. I already uncovered the door. I've just been waiting for you."

"Oh."

"But I'm sick of this place," he says. "Where did you even get shovels anyway?"



# All the World's a Page:

## English/Drama News

### 'Hunter of Humanity'

By Vedant Padaliya

I stumbled through the barren landscape, surrounded by grey sand as far as the eye could see. A few skyscrapers stood tall but unsure, like tired survivors in this ongoing war. They were as unsteady on their bases as I was on my feet, looking like a strong wind would knock us over. The nuclear attack was still less evident here, I thought. My house had been completely demolished just because of the shockwave. If I had not been chosen that moment to go into the basement, I would have more than the few bruises on my head.

A high-pitched shriek snapped me back to the present. My hand strayed down to my waist, ready to grab the dagger that had already claimed many mutants' lives.

"Hello," I called out uncertainly, "anyone there?"

There was no response. I waited for a human response, filled with joy that after all these years, I would find a companion.

No, I wasn't thinking straight. I was letting my emotions get the better of me. I gritted my teeth and was about to move, when I froze in my tracks. Something, someone, had been smoking a cigar here, not long ago, smoke was still lazily wafting out of it. The smoke however, had not stopped. The dark red, sticky damp spot in the sand was extremely concerning. It was human blood.

Heart pounding, palms sweating, I reached for my dagger.

"I wouldn't do that if I were you," a voice whispered menacingly.

I inched my hand lower, terrified. This was not how I had pictured my first human interaction in five years.

A swift whooshing sound seemed to be coming from everywhere at once. A shadow appeared behind me, and I felt the muzzle of a gun on my back.

"You know what they say son, never bring a knife to a gunfight." The person continued, "Now I'm going to move around you, slowly, so we can get a good look at each other, okay?"

I slowly nodded my head. What choice did I have? Slowly, the man moved in front of me, first I saw long black curly hair appear, followed by a wrinkle-filled face, and then, metal.

My heart stopped. This was not a human. The surprise on my face must have been obvious because the creature sneered.

"What? A half metal companion wouldn't be so bad now, would it?"

At this point, his intention was clear. Not to cause harm, but he had the same objective as me: to not be alone anymore.

"Would it?" he asked again, and I realised I hadn't responded.

"Not at all, not at all!" I exclaimed, ecstatic at our shared interest.

We took off walking and, in the moment, I had forgotten the blood patch.

"Hey, what was..." I trailed off. I was starting into the hole of his gun. I felt so betrayed.

*Bang.*

# Science matters.

Year 11 Biologists have been learning about the structure and function of DNA, including the complicated processes of DNA replication and protein synthesis. To assist with the understanding of these concepts, physical models are used, as they are too small and happen too quickly to properly observe them in cells.



# Science matters.





# EAL/D

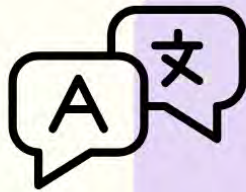
## Language Diversity at Crestwood High School

While English is the language of instruction at Crestwood High School, many of our students speak a language other than English within their families.

Would you like to learn these languages? Our students have prepared some common phrases in their home languages to get you started.

### Tagalog with Samantha, Year 8

Hello - Kumusta  
How are you? - Kumusta ka?  
My name is..... - Ako po ay si ....  
Please - Pakiusap  
Thank you - Salamat  
Goodbye - Paalam



### Mandarin with Kerry, Year 9

Hello - Ni hao  
How are you? - Ni hao ma?  
My name is..... - Wo jiao ....  
Please - Qing  
Thank you - Xie xie  
Goodbye - Zai jian

### Farsi with Danial, Year 9

Hello - Salam  
How are you? - Hall shoma cheToreh?  
My name is..... - Esme man hast...  
Please - loot -fan  
Thank you - Mamnon  
Goodbye - Khoda Hafez



### Korean with Nari, Year 8



Hello - An-nyong ha-se-yo  
How are you? - O-to-ke chi-ne-go-ke-shim-ni-ka?/o-to-ke chi-ne?  
My name is..... - Chae irum-eum.....im-ni-da.  
Please - che-bal  
Thank you - Kam-sa-ham-ni-da  
Goodbye - An-niong-hi ka-sae-yo



### Cantonese with Justin, Year 7

Hello – Nei ho  
 How are you? – Nei ho ma?  
 My name is..... – Ngo giu .....  
 Please – Mm goy  
 Thank you – Do ze  
 Goodbye – Zoi qin

### Swedish with Amelia, Year 7

Hello – Hallå  
 How are you? – Hur mår du?  
 My name is..... – Mitt namn är....  
 Please – Snälla du  
 Thank you – Tack  
 Goodbye – Hejdä



### Hindi with Yuvraj, Year 7



Hello - Namaste  
 How are you? – Aap kaise ho?  
 My name is..... – Mera naam ... hai  
 Please – Kripyaa  
 Thank you – Dhanyavaad  
 Goodbye – Alvida (namaste)

### Spanish with Martin, Year 10

Hello - Hola  
 How are you? – Como estas?  
 My name is..... – Mi nombre es... /Me llamo....  
 Please – Por favor  
 Thank you – Gracias  
 Goodbye – Adiós



### Tamil with Bhavya, Year 9



Hello - Vanakkam  
 How are you? – Eppadi irukkiringal?  
 My name is..... – En peyar....  
 Please – Thaayavu seythu  
 Thank you – Nandri  
 Goodbye – Vannakam

### Gujarati with Shaurya, Year 7

Hello – Kem-cho  
 How are you? – Kem chho?  
 My name is..... – Maaru naam ... chhe  
 Please – Please  
 Thank you – Dhanyavaad  
 Goodbye – Aavjo



# TAS TIMES



# HSIE HAPPENINGS

## Year 9 History Elective Excursion

The Year 9 History Elective class recently visited Hyde Park Barracks for an archaeology-based excursion. The students took part in the 'Archaeology Underfoot' program which involved a simulated archaeological dig in purpose-built trenches where students had to analyse a range of authentic artefacts. They were also given a tour of the barracks.

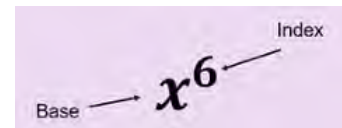
Following this, students were given the opportunity to explore the range of exhibits at the Australian Museum.



# Maths Musings

## Studying Indices

Year 8 students are currently studying Indices which is foundational for various branches of Mathematics and has practical applications in fields beyond Mathematics. It is a crucial concept for students to grasp.



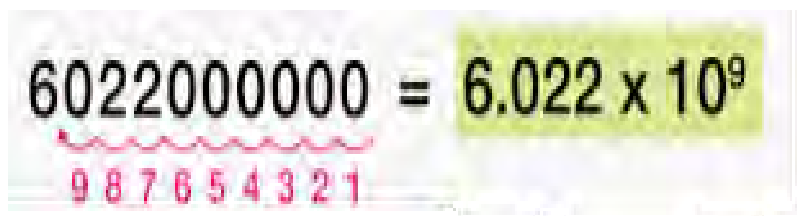
Indices provide a concise way to represent repeated multiplication. For example,  $a^3$  is much simpler than writing  $a \times a \times a$ .

A diagram on a grid background showing the equation  $2 \times 2 \times 2 \times 2 \times 2 = 2^5$ . A red bracket is drawn over the five 2s, with the text '5 factors' written above it in red.

Indices are crucial for simplifying and manipulating algebraic expressions. They allow mathematicians to condense complex expressions and make calculations more manageable. Understanding the rules of exponents is fundamental in algebra. These rules, such as the product rule  $a^m \times a^n = a^{m+n}$  and the power rule  $(a^m)^n = a^{m \times n}$ , are essential for solving equations and working with algebraic expressions.

A diagram showing the equation  $(3x^4)^2 = 9x^8$  in a light orange box. To the right of the box is a cartoon illustration of a boy with brown hair, wearing a green shirt and black shorts, pointing his right index finger upwards. A small yellow lightbulb is shown above his head.

Indices are commonly used in scientific notation, where numbers are expressed as a product of a decimal and a power of 10. This notation is particularly useful when dealing with very large or very small numbers, as it simplifies calculations.

A diagram showing the conversion of a large number to scientific notation. On the left, the number '6022000000' is written. Below it, the digits '9 8 7 6 5 4 3 2 1' are listed in red, with a red bracket under the first five digits (9, 8, 7, 6, 5). To the right of the large number is an equals sign, followed by the expression '6.022 x 10^9' which is highlighted in a green box.

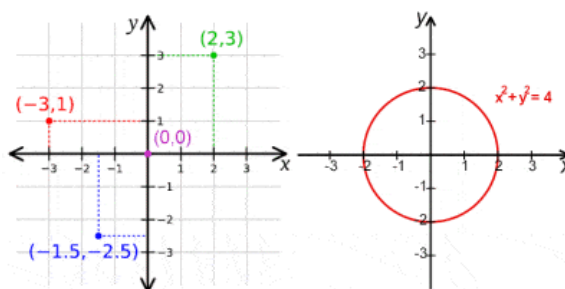
## ***This week in Mathematical History***



René Descartes (1596-1650) was a French philosopher, mathematician, and scientist. He was the son of Joachim Descartes and Jeanne Brochard. His mother died in childbirth, and he was raised by his grandmother. Descartes had poor health in his childhood, likely inherited from his mother. Educated at the Jesuit college of La Flèche, he excelled in mathematics, finding it the only satisfactory subject. This experience shaped his foundational idea that acknowledging one's ignorance is crucial, setting the tone for his future works.

Descartes made groundbreaking contributions to mathematical notation and laid the foundation for analytic geometry. He introduced the convention of using  $x$ ,  $y$ , and  $z$  for unknowns and  $a$ ,  $b$ , and  $c$  for knowns in equations. Descartes also pioneered standard notation, employing superscripts to indicate powers or exponents, as seen in  $x^2$  for  $x$  squared. His most enduring legacy is Cartesian geometry, integrating algebra and geometry. Descartes envisioned a broader science of algebra, foreshadowing Leibniz's idea of universal mathematics, incorporating symbolic logic for mechanised reasoning.

**Cartesian Coordinates** describe the position of a point in two dimensions by giving its horizontal and vertical locations, thus allowing a series of points generated by an algebraic equation to be plotted visually as a line or curve on a graph



Friday 1st Dec: Year 11/12 Standard HSC task 1. Remember to prepare an A4 **single-sided** handwritten study guide.

Tuesday 5th Dec: Year 7 Luna Park excursion

Fortnightly updates and events from the CHS library

# LIBRARY NEWS

This edition was written by Alaska Forwood



## HOLIDAY SHOWCASE

To celebrate the beginning of the holidays, the library has been completely redecorated! Come check out the decorations to step into the magic of the festive season. The library has also recently put up a holiday book display. The summer break is a great time to catch up on some reading, and there is a book for everyone. Escape into the world of holiday reading under twinkling lights in the library today!

## A CHRISTMAS CAROL

This timeless classic truly captures the spirit of the holiday season, telling a touching tale of redemption and the power of compassion. Charles Dickens warns of the importance of generosity, kindness, and giving through the character of Ebenezer Scrooge. A Christmas Carol resonates with all ages, reminding readers to cherish the true meaning of Christmas and embrace positive change in our lives.

### CHRISTMAS BOOK REVIEW



### BOOK REVIEW



## THE FAINT OF HEART

The Faint of Heart by Kerilynn Wilson is a beautiful graphic novel about the importance of the heart. The story follows Maya, a girl who finds herself alone and outcast in a world where everyone has removed their hearts. The procedure intends to pain and sadness, and foster a more productive society devoid of emotion. Through detailed illustrations and minimal text, The Faint of Heart tells a story of art, fun, and love.



P & C

# *Canteen News*

As we draw near to the holiday season, some stock items will not be available.

We look forward to new and exciting things next year.

If you have one spare day a month, why not try volunteering in the canteen. Feel free to call Anna on 96397422 ext 117 for more details.

Merry Christmas from everyone in the Canteen!

**POSITIONS VACANT**

**CASUAL CANTEEN ASSISTANTS & CANTEEN VOLUNTEERS**

**TERM TIME ONLY**

The Crestwood High School canteen is currently seeking Casual Canteen Assistants for our busy canteen responsible for assisting in daily operations, reporting to the Day Coordinator or Canteen Manager.

**Hours of Work:**

- Term time only, including School Development Days & other large catering events.
- 10 hours a week with the possibility of additional hours as need be.
- Occasional out of school hours work may also be required with 1 week notice given.

**Duties Include:**

- Implementing & adhering to policies & procedures.
- Greeting, training & assisting canteen volunteers.
- Serving students & staff at recess & lunch.
- Receiving, checking, storing, replenishing, rotating & monitoring "Use By" & "Best Before" date of stock.
- Monitoring & recording fridge/freezer temperatures.
- Checking all cleaning duties completed & relevant forms signed.

**Qualifications:**

**Essential:**

- Food Hygiene Certificate or willingness to undertake same.
- Well developed organisational & interpersonal skills.
- Ability to work under pressure in a time sensitive environment.
- Knowledge of WH&S & EEO principles.
- Hold unrestricted working rights in Australia.
- WWC check.

**Desirable:**

- Previous experience as canteen volunteer or assistant.
- Knowledge of NSW Healthy School Canteen Strategy.

**VOLUNTEERS:**

In addition, we are also seeking volunteers to join our canteen team. If you can spare a few hours, come, and join our vibrant team for a most gratifying experience.

If you are interested in applying, please email your resume to the Canteen Committee at [crestwoodhs-can@2153pandc.onmicrosoft.com](mailto:crestwoodhs-can@2153pandc.onmicrosoft.com) addressing the above criteria. Contact details of two referees must be included. For further information please contact Mandy Burns, Canteen Manager on 0409 904 725 or Faiza Khan, Canteen Convenor on 0469 864 597. Applications close on 4<sup>th</sup> December 2023.

# P & C UNIFORM

# SHOP



On Monday evening we showcased the Crestwood High School uniform and Year 7

Book pack to our incoming 2024 Year 7 students and parents at the Orientation Day event. It was a pleasure to meet with so many parents and students who were excited and enthusiastic in continuing their learning journey with us! A **SPECIAL** thank you to **JORDAN D'COSTA** (year 10), who volunteered her time assisting in setting up as well as answering parents' questions and making them and their child feel welcome.



## 2024 Year 11 & 12

To all **year 10 students**, a reminder that we have white senior shirts and blouses in stock, required for next year. Some old logos are still available (limited sizes) at 50% off!



Due to the overwhelming response, our **\$15 sale** has been extended to **31st December 2023**, don't miss out! Log on to our online store or visit us at the uniform shop.

**ONLINE ORDERS** placed after 15th December 2023, will be available for collection from 15th January 2024 onwards between 7:30 a.m. – 1:00 p.m. daily from the uniform shop. No appointment is necessary if pick up only.



## Holiday Hours

We will be open from 15th January 2024 - 31st January 2024 between 7:30 a.m. – 1:00 p.m. daily for **APPOINTMENTS ONLY**, unless picking up online orders with no fitting required. Dr Shoe will also be at the school between 15th – 19th January 2024 in front of the uniform shop, with great school shoe offers.

The Uniform Shop is open every Thursday during the school term, from 7.30am to 11.00am (no appointments required).

Online orders can be made via our online store.

Please go to: <https://crestwood-high-school-uniform-shop-107119.square.site>

Please remind your children to promptly pick up their online orders from either the Uniform Shop or after it is closed from the Canteen.

**Please note our new email address below.**

For any enquiries please email:  
[crestwoodhs-uni@2153pandc.onmicrosoft.com](mailto:crestwoodhs-uni@2153pandc.onmicrosoft.com)

# CAREERS

---

# NEWSLETTER



## YEAR 10 WORK EXPERIENCE (2024)

Students in Year 9 will be completing work experience in June next year. The dates are 17-21 June 2024 (Term 2, Week 8). This week is a compulsory work experience week, and all Year 10 are expected to participate in the June program. Parents should help and encourage their children but please be aware it is important for students to go through the process of job hunting and speaking to their prospective employer before the placement begins. The Student Placement Record (SPR) are due to Mrs Fisher by the Friday 3rd May 2024 or as soon after this date as possible. Students and Parents will receive a copy of their contract by email by the end of this term and it will be re-emailed at the beginning of Term 1 2024.

In addition to the Student Placement record being returned please ensure the following:

- If your child is working in the construction/building industry and is working on a worksite or travelling from site to site (house to house) they must have a white card. White cards must be obtained by completing a face-to-face course not an online one.
- If your child is travelling with the employer/supervisor in the car a Vehicle travel with host employer form must be completed and attached to the Student Placement Form.
- Please ensure that the students Medicare card details are also completed.
- All signatures on the forms (student, employer and guardian)

If any of these things are missing it delays the processing of students' forms.



# CAREERS

---

# NEWSLETTER



## YEAR 11 AND 12 WORK STUDIES PLACEMENTS (2024)

Students in Years 11 and 12 will be completing work experience in March next year. The dates are 4-15 March 2024 (Term 1, Weeks 6 & 7). This placement is an assessable task and is for student studying this course. Each student must complete 35 hours per week in an area of their choice. Parents should help and encourage their children but please be aware it is important for students to go through the process of job hunting and speaking to their prospective employer the placement begins. The Student Placement Record (SPR) are due to Mrs Fisher by Term 1 Week 4 2024. Students will receive a copy of their contract by the end of this term and it will be reissued at the beginning of Term 1 2024.

In addition to the Student Placement record being returned please ensure the following:

- If your child is working in the construction/building industry and is working on a worksite or travelling from site to site (house to house) they must have a white card. White cards must be obtained by completing a face-to-face course not an online one.
- If your child is travelling with the employer/supervisor in the car a Vehicle travel with host employer form must be completed and attached to the Student Placement Form.
- Please ensure that the students Medicare card details are also completed.
- All signatures on the forms (student, employer and guardian)

If any of these things are missing it delays the processing of students' forms.

