

# INFOLINE

*Crestwood High School Fortnightly Newsletter*



## From the Principal

*By Tania Wright*



Welcome to Week 8, the days have been going quickly as we head towards Easter next weekend. We finalised the Year 7 and 9 NAPLAN examinations this week and I would like to thank the staff for their meticulous delivery and the students for their positive attitude and application towards NAPLAN.

During Home Room, teachers have been checking phone pouches to ensure students are adhering to the mobile phone and personal electronic device policy. Some students have been putting an old mobile phone in the pouch and keeping their recent phone in their pocket. This is a breach of the policy, and the school will follow up with consequences for this choice of behaviour. As with all systems, people will try and navigate a way around the system. Teenagers often have a greater will to circumvent systems. Parents will also be informed so that we can work together to best support our students to make positive choices.

In the last two weeks of the term in Weeks 10 and 11, the senior students have their assessment period. Year 12 will sit their exams in Weeks 10 and 11, while the year 11's will sit for their exams in Week 11. It is crucial for senior students to adopt effective strategies to navigate this assessment period successfully. Firstly, students should establish a structured study schedule. Breaking down the syllabus into manageable chunks and allocating specific time slots for revision can help students stay organised and focused. As a parent, you can encourage your child to access the CANVAS Study Hub as a source of study techniques,

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FROM THE FARM



## From the Principal cont.

By Tania Wright

ensuring they dedicate sufficient time to revising for all their subjects. Additionally, it is important to access regular breaks to maintain concentration levels. Encouraging healthy habits such as proper sleep, nutrition, and exercise can also significantly impact the student's ability to retain information and perform well under pressure.



*A picture from Canvas study Hub for senior students (years 11 and 12) to assist them with their study preparations for their examinations in the last weeks of Term 1.*

Students should utilise various study techniques to reinforce their understanding of the content. Encourage them to engage in active learning methods such as summarising key concepts, creating flashcards, or studying in a group where they can support each other with the content can be very useful. They should seek clarification from teachers or peers if they encounter any difficulties, as addressing misunderstandings promptly can prevent them from snowballing into larger issues. Encourage them to stay confident in their abilities and to approach each examination with a calm and collected demeanour, knowing they have prepared diligently and can perform to the best of their abilities.

Wishing all our Crestwood families a very happy Easter.



# DEPUTY PRINCIPAL'S NEWS

## Thursday afternoon procedures



A reminder that on Thursday afternoons, school finished at 2.30pm.

For students who are walking or riding their bike home, they are to leave school at 2.30pm and make their way directly home.

For students catching the school bus home, they are to remain on school premises under supervision in either the library or the COLA until 2:50pm. At 2:50pm students are to make their way to the bus bay and remain there under teacher supervision until their bus comes.

Students are not to be roaming around the school or loitering in the park between 2:30pm and 2:50pm as these both pose a safety issue.

## Homework expectations for each grade

All students in high school should be committed to completing homework each night. The expectations for each year group are as follows:

- Year 7 - 30 mins
- Year 8 - 45 mins
- Year 9/10 - 1 hr - 1.5hrs
- Year 11/12 - 1.5+ hours



Homework in the evening can consist of the following activities:

- Completion of set homework tasks
- Completion of any incomplete classwork
- Revision of classwork for the day and noting down any areas that need clarification so that this can be checked with the classroom teacher
- Preparation for assessment tasks
- Creation of study/revision notes
- Wide reading

It is important to establish positive and consistent homework habits from Year 7 onwards. As the demands of the course work increases with each grade, setting aside this time and building a good routine will mean that the transition through the grades and the capacity to cope with the increased workloads will be significantly smoother.



# WELFARE NEWS

## School Refusal

School refusal is a complex issue wherein students experience intense emotional distress or anxiety about attending school, leading them to refuse to go altogether. This reluctance can manifest in various ways, including frequent absenteeism, lateness, complaints of illness, and persistent requests to leave school early. The underlying causes are multifaceted, including mental health conditions such as anxiety and depression, academic challenges, social difficulties with peers, and significant life events. It's important to note that school refusal differs from typical truancy as it isn't concealed; rather, it stems from the genuine belief that the student cannot manage the demands of school.



Children experiencing school refusal exhibit extreme emotional distress at the thought of attending school, often resulting in partial or complete absence from the school day. This distress persists over time and may lead to difficulty leaving home or entering school premises. Despite parents' efforts to encourage attendance, these children may stay home with their parents' knowledge. Identifying and addressing the underlying issues is crucial in helping students overcome school refusal and successfully reintegrate into the educational environment.

### ***Signs of school refusal:***

1. Frequent absenteeism
2. Lateness
3. Complaints of illness
4. Persistent requests to leave school early
5. Extreme emotional distress
6. Difficulty leaving home or entering school premises



### ***What are the causes?***

The reasons for school refusal are complex and vary from one student to the next. There are often a number of contributing factors, and it can start gradually or happen suddenly. It might be hard to identify at first, so it's important that educators and parents are aware of its development as soon as possible.

### ***School refusal can be related to:***

- mental health conditions, such as anxiety, depression, OCD or PTSD
- major life events, such as parental separation or divorce, illness, moving, being away from family, exposure to family violence, or grief over the death of a loved one
- peer issues, such as bullying, social isolation or friendship conflicts
- conflicts or difficulties with educators
- academic problems or learning difficulties
- anxiety around performance or assessment, such as tests, speeches or sports days
- life-stage transitions, such as starting secondary school or moving to a new school.

### ***Strategies to get your child back to school:***

- Firstly try to understand the issue from your child's point of view. Once you understand, show them you have understood and heard them. This will help validate their feelings.
- Develop coping strategies: Teach coping strategies to help them manage their anxiety and distress. For example; relaxation techniques, positive self talk, social skills, create a plan of support at school they can use.
- Positive reinforcement
- Identify and address underlying issues
- Provide academic support
- Communicate effectively; maintain open and ongoing communication between you, your child, the school and any health professional
- Regular check ins.

*By implementing these strategies in a collaborative and supportive manner, it is possible to help children overcome school refusal and successfully reintegrate into the school environment.*

**If you notice these patterns in your child, please contact a member of the wellbeing team at school. This could be the Year Adviser, Head Teacher Welfare, School Counsellor or School Support Officer.**

### ***Resources for parents:***

Webinar on understanding school refusal

<https://beyou.edu.au/resources/sessions-and-events/understanding-school-refusal>

Parentline NSW 1300 1300 52

FREE telephone counselling and support service for parents and carers with children aged 0-18yrs who live in NSW

<https://raisingchildren.net.au/school-age/school-learning/school-refusal/school-refusal>

<https://beyou.edu.au/fact-sheets/development>

# YEAR 12 STUDY SESSION



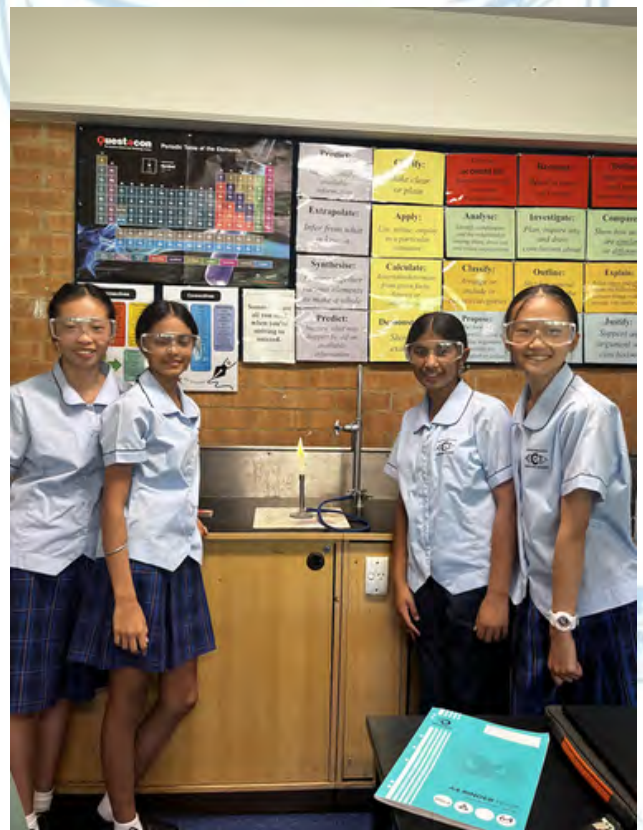
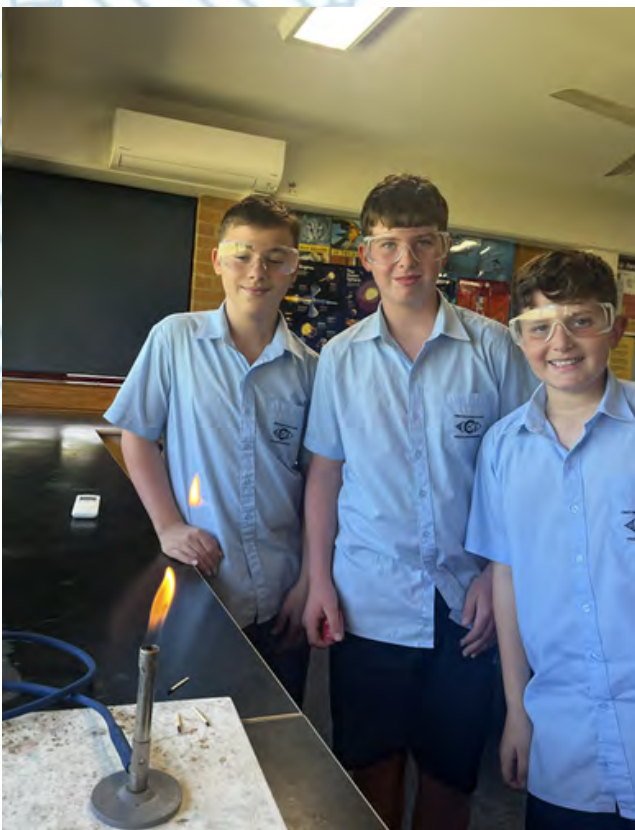
## STUDY HARD FOR A GOOD FUTURE

Recently Dr Prue Salter from Enhanced Learning Educational Services ([www.enhanced-learning.net](http://www.enhanced-learning.net)) ran a study skills session with Year 12, building on the work done with the students last year. During the session students examined their study skills habits to identify areas where they could improve. Year 12 also looked at advanced research about the brain and how that could be used to make their study more effective. Steps to make study notes more effective were highlighted, and students also examined the study techniques they traditionally used, exploring new techniques they could try. Students explored how much time they should allocate to schoolwork during term time and the holidays and the type of independent learning they should consistently be doing. Dr Salter will send students a link to a video in Term 3 after the Trials to show them how to map out their study time from the last day of school through to their final exam.



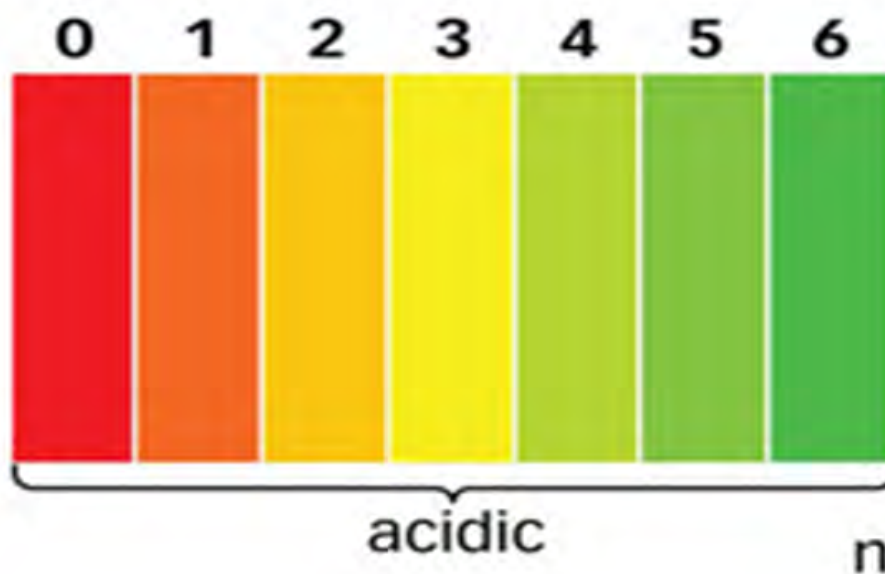
# Science matters.

Year 7 are continuing to become more familiar with the lab equipment and the safety regulations required when working in a laboratory. The ability to safely light and use a Bunsen burner is an essential skill for Science, and our students are excelling at being Safe, Respectful Learners in Science so far!



# Science matters.

Year 11 Investigating Science students conducted an experiment to simulate the process of leaching toxins from food. It is a traditional practice that Aboriginal and Torres Strait Islander people have used for thousands of years. It is a process that allows for the extraction of certain chemicals or products from food to make it palatable and safe to consume. The redder the solution, the more acidic and therefore more 'toxic' the substance was when it was submerged in water.





# SPORT UPDATES

HOT NEWS

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## *A HUGE ACHIEVEMENT FOR CAITLYN*

Congratulations to Caitlyn Keating on her achievements at the Sydney West Swimming Carnival yesterday.

Caitlyn came 1st in 5 of her events and 2nd in one event. She swam 4 personal best times yesterday and also broke the Sydney West regional record for the 100m butterfly which had been in place since 2005.



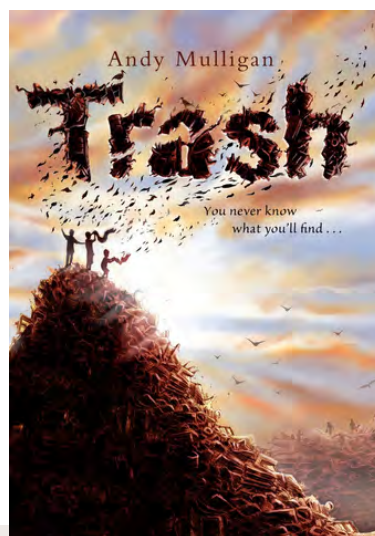
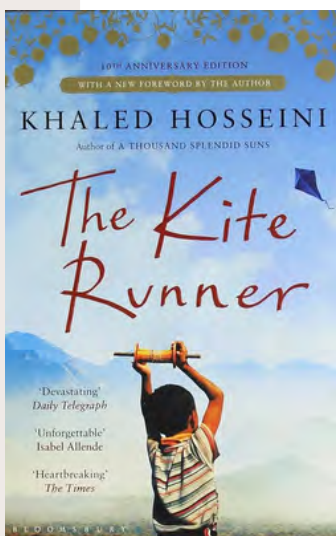
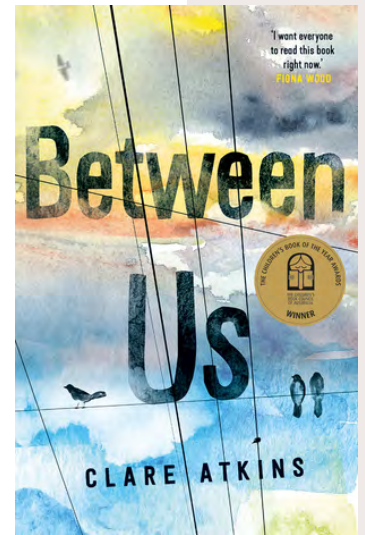
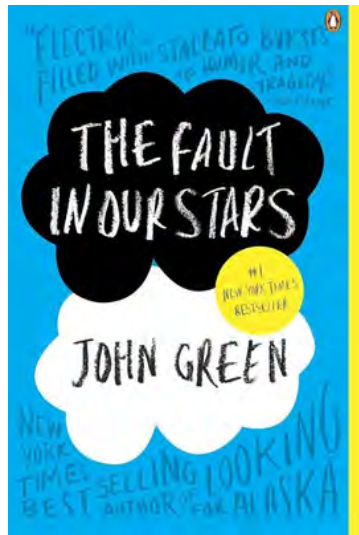
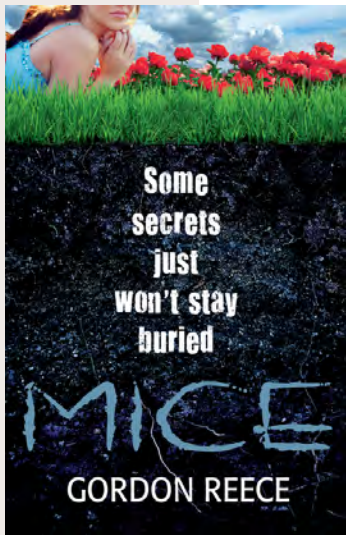


All the World's a Page:

English/Drama news

## YEAR 9 REALISM UNIT

This term, Year 9 have been learning about the realism genre through literature. Check out what they've been reading!



The realism genre focuses on everyday life and ordinary people. Typically, realist works try to accurately represent the world as it is, without romanticising or idealising it like other fictional works do. Themes such as social issues and relationships are common in realism, as are detailed descriptions of everyday activities and settings that reflect the time and place in which the story is set. Characters in realism fiction are often complex and flawed, offering a real-life portrayal of people.

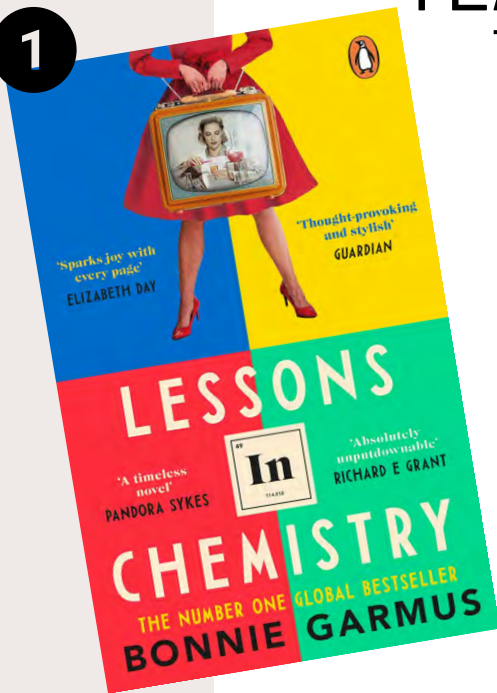


All the World's a Page:

English/Drama news

# WHAT ARE OUR ENGLISH TEACHERS READING?

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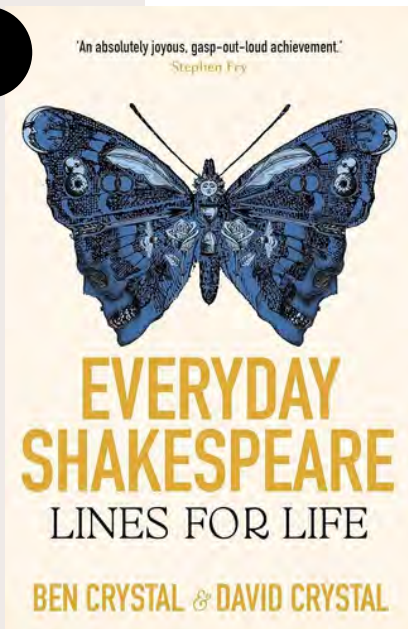
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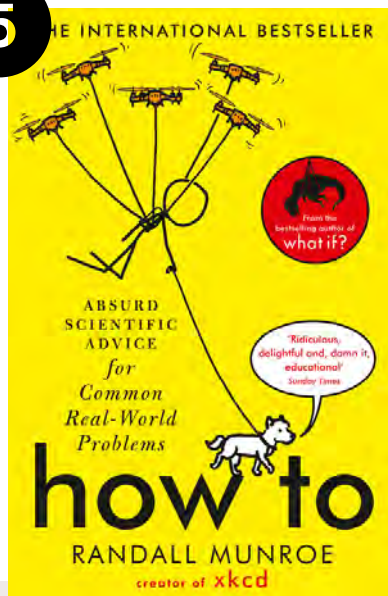
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4



5



6



*"You can find magic wherever you look. Sit back and relax all you need is a book!" – Dr. Seuss*

## What are you currently reading?

1. Mrs Oakley, 2. Ms Melnikova, 3. Mrs Parker, 4. Mrs Mournhis, 5. Mr Elias, 6. Mrs Lancelott



# Maths Musings

## Monday Lunch Maths Study

Maths faculty runs free tutoring sessions in room 32 of the Maths block every Monday during lunchtime. All students are welcome to come in and receive help for specific questions or topic areas from a Maths teacher who is on duty. They can also simply come in to study, knowing that assistance is available if needed.



### Important Dates for Junior Assessments

Year 7 Task 1: Week 9 Tuesday 26 March

Year 8 Task 1 assignment due Week 10 Thursday 4 April

Year 9 Task 1 Core: Week 9 Wednesday 22 March

Year 9 Task 1 Path: Week 9 Thursday 23 March

### Prepare a Maths Study Guide



Writing a comprehensive maths study guide involves several key steps. Here's a structured approach to creating an effective maths study guide:

- Give your study guide a clear title/subtitle that reflects the topics you're covering.
- Use clear headings, subheadings, bullet points, and numbering to organise information and improve readability.
- Start with a section on basic concepts, definitions, and formulas relevant to the topic. Include explanations and examples to clarify each concept.
- Provide step by step solutions to sample problems related to each concept. Include explanations of the steps taken and why they are necessary.



# Maths Musings

## Prepare a Maths Study Guide

- Include a variety of practice problems at different difficulty levels. Organise them by topic or subtopic to help you focus on specific areas you need to work on.
- Incorporate diagrams, graphs, charts and other visual aids to illustrate concepts and make them easier to understand.



**Computation with integers**

Laws for multiplication:

1. commutative law, e.g.  $8 \times 6 = 6 \times 8$
2. associative law, e.g.  $9 \times 5 \times 2 = 9 \times (5 \times 2)$
3. distributive law, e.g.
 

$5 \times 21$	$5 \times 29$
$= 5 \times (20 + 1)$	$= 5 \times (30 - 1)$
$= 5 \times 20 + 5 \times 1$	$= 5 \times 30 - 5 \times 1$
$= 100 + 5$	$= 150 - 5$
$= 105$	$= 145$

Multiplying large numbers, e.g.

$143$	$\times 45$	$18$
$\times 45$		$\times 18$
$715$		$126$
$572$		$126$
$6435$		$324$

Dividing large numbers, e.g.

$45 \overline{) 2715}$	$14 \overline{) 264}$
$60$	$18$
$315$	$126$
$315$	$126$
$0$	$0$

Order of operations:

1. Brackets first
2. Division and Multiplication (left to right)
3. Addition and Subtraction (left to right)

e.g.  $-8 + 3 \times (-2) - (-3 - 2)$

$= -8 + 3 \times (-2) - (-5)$

$= -8 + (-6) + 5$

$= -9$

Numbers above and below zero:

1. Positive number: greater than zero
2. Negative number: less than zero

Number line, e.g.

$-4 -3 -2 -1 0 1 2 3 4 5 6$

e.g. 5 moves 4 places to R: 6  
8 moves 3 places to L: -1

Integers include positive and negative whole numbers. Zero is also an integer.

**STUDY GUIDE** Ms. Jiang

6. Positive and negative numbers have size and directions. (direction numbers)

e.g. John takes the lift up to the 8th floor, then going down 7 floors, write a number sentence:  $8 - 7$

e.g. Deposits \$20, withdraw \$10, deposits \$50, write a number sentence:  $20 - 10 + 50$ . Find balance: \$60

Ordering integers:  $>$  is greater than  
 $<$  is less than

e.g. ascending order:  $-5, -2, 0, 1, 3$   
descending order:  $15, 12, 3, -2, -10, -26$

Integer operations:

e.g.  $-8 + (-12) = -20$     $-4 - (-3) = -4 + 3 = -1$

$17 - (-25) = 17 + 25 = 42$     $-17 - 25 = -42$

$\begin{array}{r} 11 \\ + 11 \\ \hline 22 \end{array}$	$4 \times (-4) = -16$	$(-4)^2 = 16$
$\begin{array}{r} 11 \\ - 11 \\ \hline 0 \end{array}$	$(-4) \times (-3) = 12$	$3 \times (-4) = -12$
$\begin{array}{r} 11 \\ \times 11 \\ \hline 121 \end{array}$	$-24 \div (-4) = 6$	$24 \div (-4) = -6$
$\begin{array}{r} 11 \\ \div 11 \\ \hline 1 \end{array}$	$\frac{-8}{-2} = 4$	

Integer problems:

e.g. The average temperature on the planet Mars is  $-63^\circ\text{C}$ , while the average temperature on Jupiter is  $-150^\circ\text{C}$ . What is the difference between these temperatures?

$-63 - (-150) = -63 + 150 = 87^\circ\text{C}$

Divisibility tests

Divisible by	Test
2	last digit even number
3	sum of digits divisible by 3
4	last 2 digits divisible by 4
5	last digit 0 or 5
6	divisible by 2 and 3
7	multiply the last digit by 2, then subtract with the rest of the number leaving the last digit, the difference is or multiple of 7.
8	last 3 digits divisible by 8
9	sum of digits divisible by 9

e.g. Test whether 2016 is divisible by:

- a. 2
- b. 4
- c. 6
- d. 8

a. Sum of digits  $= 2+0+1+6=9$  which is divisible by 3.  $\therefore 2016$  is divisible by 3

b. The last 2 digits are 16 which is divisible by 4.  $\therefore 2016$  is divisible by 4

c. Last digit is 6, which is divisible by 2.  $\therefore 2016$  is also divisible by 2. From part a.  $\therefore 2016$  is divisible by 6

d. The last 3 digits is 016 which is divisible by 8.  $\therefore 2016$  is divisible by 8

Index notation: e.g.  $6 \times 6 \times 6 = 6^3$   
 $(-3) \times (-3) = (-3)^2$     $15 \times (-16) \times (-16) \times 5 = 5^2 \times (-16)^2$

Square root  $\sqrt{\quad}$ , e.g.  $\sqrt{49} = 7$     $\sqrt{25} = 5$

Cube and cuberoot: e.g.  $\sqrt[3]{343} = 7$

Prime number has only 2 factors. Composite number has more than 2 factors.

Factor trees: e.g. write a factor tree of 24

$24$	$12 \times 2$
$12$	$6 \times 2$
$6$	$3 \times 2$
$3$	$3$

highest common factor (HCF):

1. complete factor tree
2. circle common factors, multiply them.

e.g. Find HCF of 260 and 405

$260$	$405$
$2 \times 2 \times 5 \times 13$	$5 \times 81$
	$5 \times 9 \times 9$
	$5 \times 3 \times 3 \times 3$

$\therefore \text{HCF} = 3 \times 3 \times 5 = 45$

## Fun Maths Facts

The number 9 is quite magical in mathematics. When you multiply any number by 9 and then add the digits of the result together repeatedly until you get a single digit, the final result is always 9. For example,  $9 \times 7 = 63$  ( $6 + 3 = 9$ )







Olivia Zhu



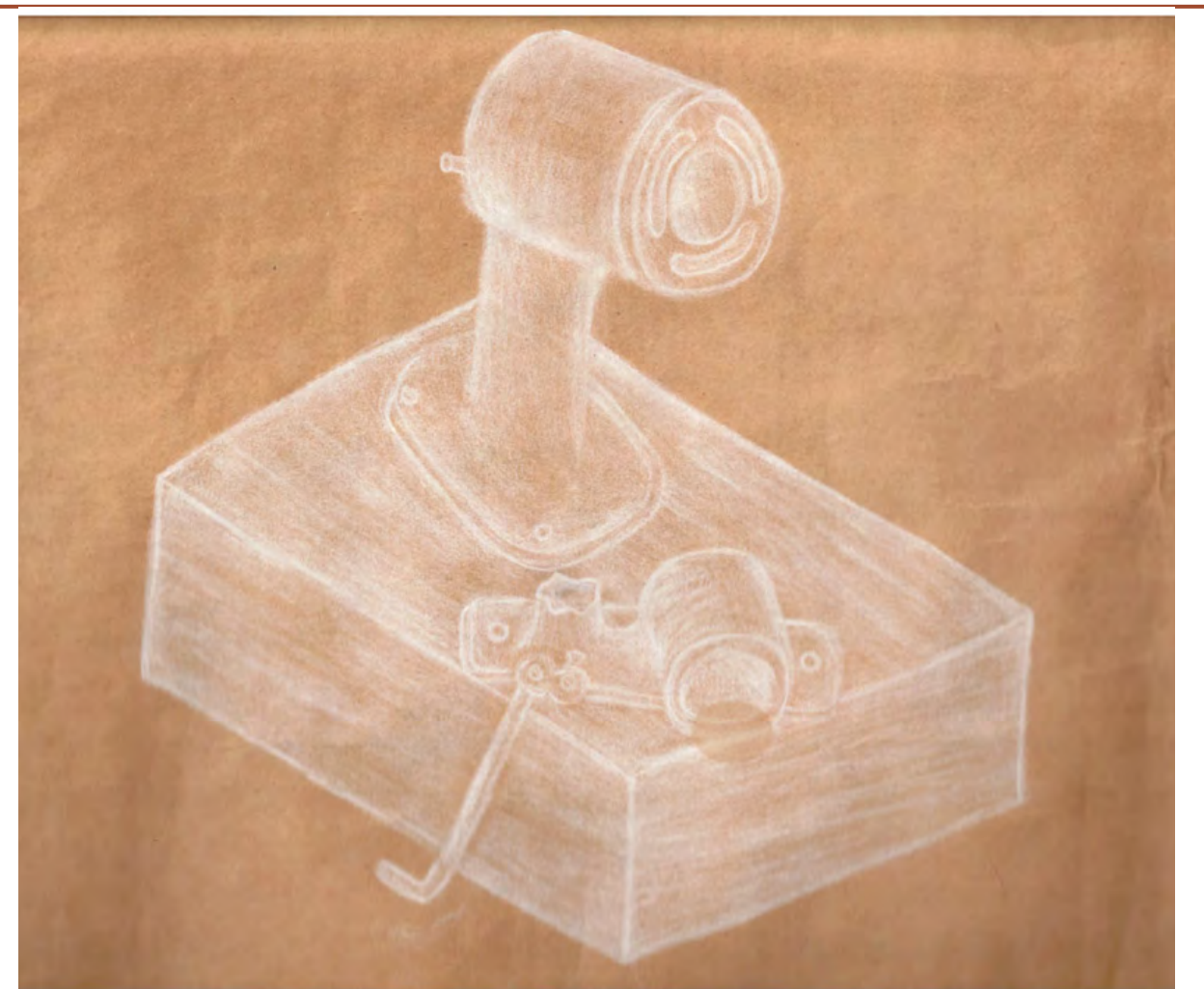
Jialin Wu

## Still Life Study

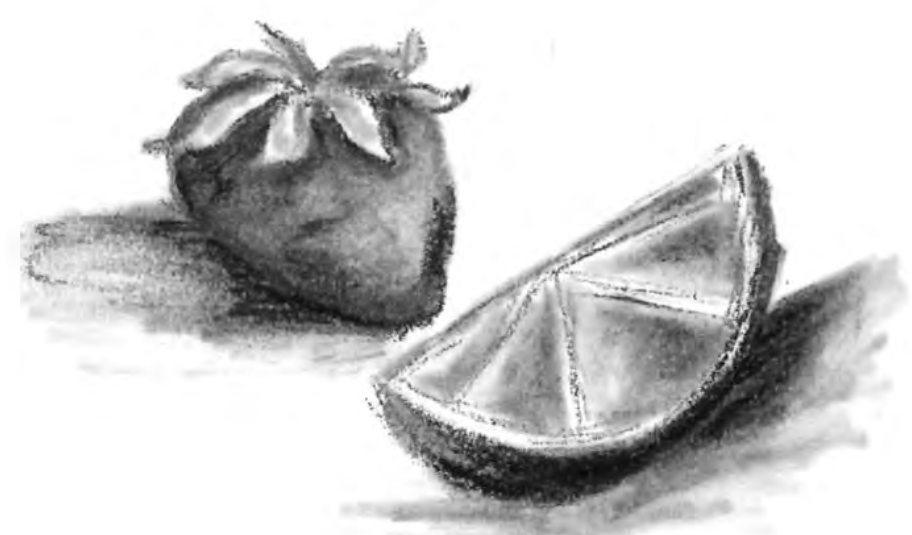
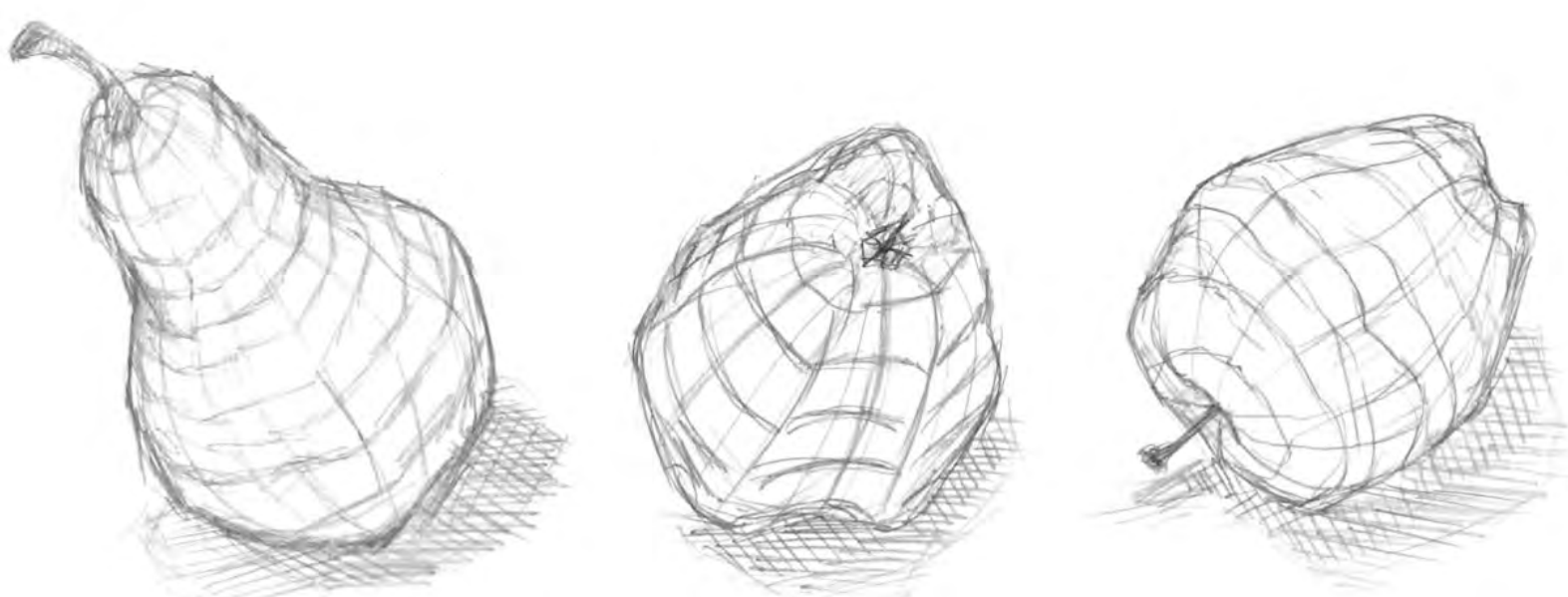


In the vibrant world of Year 11 Visual Arts, our talented students in Ms Adams's class are immersing themselves in still life drawing, paving the way for their artistic journey into Year 12. With an array of techniques and mediums at their fingertips, these budding artists are honing their skills, exploring the nuances of contour drawing, stipple point and scumbling techniques.

Diving into the realm of pen, ink, charcoal, pencil, and pastels, the students are exploring juxtaposition of textures, colours, and forms to create visually dynamic and layered compositions.



Yashika Aiyar



Alisa Leelanipawan



# SUPPORT STUDENTS

# VISUAL

# ARTS



**Year 7/8 LSCA Art:** The students have finished their shopping bag designs and art using different styles based on Food Pop Art including: food magazine images and labels, pop art images with food ideas and materials of paint and paper.

The students completed their Ben Day Dot Pop Art food painting based on their favourite foods and using acrylic paints. Hannah produced a hand drawn painting with dots.



# TAS TIMES

## Product Drawing

In Preliminary Design and Technology students have been developing their ability to communicate their product ideas and concepts through sketching. Students have been focusing on drawing products from home in a range of drawing styles including Orthogonal, 2D projections, Perspective and 3D rendered drawings. Below are some of the sketches that students in 11DAT1 and 11DAT2 have produced. .



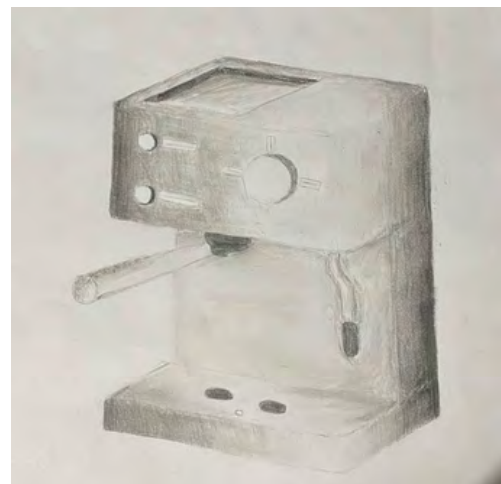
Syna Kalra



Talia Lin



Peter Kawalec



Suhavi Matharu



# SPOTLIGHT ON THE SUPPORT UNIT

## HIGHLIGHTS

A few highlights from Stage 4 including Year 7 camp, Spanish cooking and creating marble runs in Science.





# NEWS FROM THE FARM



## YEAR 7 TNG CLASS

### VEGETABLE GARDENS

### »»» READ MORE

Year 7 TNG class students have been working on revitalising the farm vegetable gardens getting them ready for Autumn/Winter veggies and herbs.



### READ MORE «««

We are also preparing the chook shed for the new chooks which have arrived. Two Isa Brown Girls and a breeding pair of Gold Laced Seabrights.

### CHOOKS



# CAREERS

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# NEWSLETTER

## *Year 10 Work Experience*

Students in Year 10 are currently looking for a place to do work experience in June this year. This week is a compulsory work experience week, and all Year 10 are expected to participate in the June program. Students having difficulties should contact Mrs Fisher before the due date (10 May 2024 or as soon as possible after this date). 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 10 May 2024 or as soon after this date as possible. Students and parents will receive a copy of their contract prior to the placement. In addition to returning the Student Placement record, please also be sure to return 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. A copy of the student's white card needs to be attached to the Student Placement Record.
- If your child is traveling 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 and their reference number.
- All signatures are on the forms. (student, employer and parent/carer).

**If these three things are missing it might delay the processing of student forms. All forms were emailed to students and parents at the end of Term 4 2023 and are now available on CANVAS.**



# CAREERS

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# NEWSLETTER

## *Electronic Careers Newsletters*

Careers newsletter can be a powerful information sharing tool. The information is relevant, up to date and is easy to scan. It is available to students and parents, enables you to engage with resources and learn about opportunities relevant to your future career choices. In fact, a careers newsletter can help you think outside the box and expand your post-school options. Electronic newsletters provide A LOT of information to sift through however scanning them regularly enables you to find the relevant information for you.



Crestwood subscribes to Job Jump newsletters and in Year 10 every student signs up to it which allows them access up to Year 13 (if they use a personal email not the @education email).

Crestwood HS electronic newsletters is: [www.jobjump.com.au](http://www.jobjump.com.au)

## *Crestwood HS 2023 Destination Survey*

Crestwood High School post destination survey URL is:  
[https://jobjump.com.au/destination?  
school\\_id=180&school\\_token=93d84594-6520-4535-  
aa81-67126061833d](https://jobjump.com.au/destination?school_id=180&school_token=93d84594-6520-4535-aa81-67126061833d)

Note: If the link does not work, please copy and paste to activate.

Dear Year 12, 2023 students and parents,

Each year our school conducts the post destination survey from our recently graduated Year 12's and we conducted it through the 'Job jump'. The survey can be completed by Year 12 2023 or by their parent. Thank you to those that have already responded. If you know anyone from last year's Year 12 it would be appreciated if you could pass on the URL above and ask them to complete the survey. It takes less than 5 minutes to complete.

The Post Destination Survey provides critical information on education pathways, attainments, and destinations of young people from Crestwood High School. School leaders and policy makers use the results to improve planning and support for students to ensure they are adequately prepared for life beyond school. The survey provides valuable insight into the factors that drive student engagement, education achievement and pathway choices.

If you have any questions, please do not hesitate to contact Mrs Fisher on 9639 7422 ext. 111.

For 2023 Year 12 students to keep getting up to date careers information from Job Jump for 2024

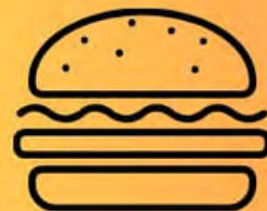
1. Please sign in to <https://www.jobjump.com.au/Links> to an external site.
2. Click on Your Name, then update details.
3. Ensure the address is your private email.



# Help Wanted

## P&C CANTEEN NEWS VOLUNTEERS NEEDED

Can you spare 3 hours once a month to help us in the canteen?  
(10:30AM-1:30PM)



**CALL OR EMAIL FOR  
MORE DETAILS**



96 397 422 X 117  
CRESTWOODHS-CAN@2153PANDC.ONMICROSOFT.COM



# UNIFORM SHOP

## **FIRE SALE** **don't miss out!**

Our FIRE SALE is still on - save up to 66% off the normal price on selected stock.

Limited sizes available and terms and conditions (T&C's) apply.

*Note: The old logo can still be worn by all students and forms part of our uniform.*



For T&C's please read the **description** section on the item when ordering.

To order from our website, visit:

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

### Important Notice

To all our valued parents and guardians, after careful consideration we have decided to increase the prices on selected items as listed below. This price increase is necessary due to increasing manufacturing costs that we have been absorbing since November of last year.

The change will be effective from **1<sup>st</sup> May 2024**. Until then, you can benefit from our existing prices.

The price increase will allow us to provide a wide range of products and help to serve you better.

For any items out of stock, we will honour the current price for all orders received before 1<sup>st</sup> May 2024 – please send an email to: [crestwoodhs-uni@2153pandc.onmicrosoft.com](mailto:crestwoodhs-uni@2153pandc.onmicrosoft.com) with item, size and quantity required.

Thank you for your continued support and understanding.

Item	Current Price	Price 1st May
Boys Blue (Junior) Shirts	40.00	45.00
Boys White (Seniors) Shirts	40.00	45.00
Girls Blue (Junior) Blouses	40.00	45.00
Girls White (Seniors) Blouses	40.00	45.00
Sports Polo Shirts (All houses)	45.00	50.00
Boys Shorts	40.00	45.00
Skirts	60.00	65.00



REAL THERAPY  
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[www.realtherapysolutions.com.au](http://www.realtherapysolutions.com.au)

## **Does your child need a bit of extra assistance to reach their potential?**

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