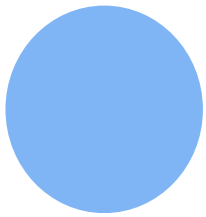


INFOLINE

Crestwood High School Fortnightly Newsletter



From the Principal

By Tania Wright

As we embark on a new school year, it's essential for students to take proactive steps to set themselves up for success. A fresh start brings new opportunities and challenges, and by establishing a strong foundation now, students can enhance their learning experiences throughout the year. Here are a few key strategies to help students focus and thrive in their educational journey:

* Setting clear, achievable goals is crucial for focused learning. Encourage students to reflect on what they want to accomplish this year, both academically and personally. Whether it's improving in a specific subject, participating in extracurricular activities, or honing a new skill, having defined goals provides direction and motivation. Writing these goals down and revisiting them regularly can help maintain focus and commitment.

* A consistent daily routine can significantly enhance a student's ability to concentrate and manage their time effectively. Encourage students to establish a schedule that includes dedicated time for homework, study sessions, and breaks. This structure not only helps in managing academic responsibilities but also fosters healthy habits, allowing for a balanced lifestyle.

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TAS TIMES



From the Principal cont. *By Tania Wright*

* An organised and distraction-free study environment is essential for effective learning. Students should create a designated study area that is comfortable, well-lit, and stocked with necessary supplies. Keeping this space tidy and free of distractions can greatly improve focus and productivity during study sessions.



* Encourage students to adopt a growth mindset—the belief that abilities can be developed through dedication and hard work. This mindset fosters resilience and a love for learning. Remind them that challenges are opportunities for growth and that persistence is key to overcoming obstacles. Celebrating small victories along the way can reinforce their progress and motivate them to keep pushing forward.



* Students should be encouraged to take advantage of the support and resources available to them. Whether it's reaching out to teachers for clarification on difficult topics, joining study groups, or accessing online resources, seeking help when needed can enhance understanding and retention of material. Building a strong support network among peers and educators can also provide encouragement and accountability.

* As the year progresses, students should make it a habit to reflect on their learning experiences. Regularly assessing what strategies are working and what might need adjustment is vital for ongoing success. This reflection can lead to improved study habits and a deeper understanding of their own learning processes.



In conclusion, setting the stage for success at the beginning of the school year is essential for students' academic growth and overall well-being. By establishing clear goals, creating structured routines, maintaining an organised study space, embracing a growth mindset, seeking support, and reflecting on progress, students can cultivate a focused and productive learning environment.



DEPUTY PRINCIPAL'S NEWS



Assessment Policy Update

I would like to take this opportunity to update you on our assessment policy for our students in Stages 4, 5, and 6, with a specific focus on key aspects that are crucial for our students' academic success.

As part of our commitment to maintaining high academic standards and ensuring transparency, we have distributed the assessment policy documents to all Stage 5 and 6 students. These documents outline our approach to assessments, including methods of evaluation, grading criteria, and expectations for students.

Key Aspects of the Assessment Policy:

1. Course Completion Criteria:

Students are required to meet certain criteria for satisfactory course completion. In the Principal's view, there must be sufficient evidence that students have:

- a. Followed the course developed or endorsed by NESAs.
- b. Applied themselves with diligence and sustained effort to the tasks and experiences provided in the course.
- c. Achieved some or all of the course outcomes (refer to Page 6 of the Assessment Handbook and NESAs ACE Rule 4.1.1).

2. Attendance:

While NESAs does not set a minimum attendance requirement for course completion, the Principal may determine that absences may affect whether the course completion criteria are met. Therefore, it is the responsibility of all Year 9 and 10 students to:

- a. Be familiar with the Stage 5 assessment handbook.
- b. Complete and submit all assessment tasks on time.
- c. Attend school for the whole day on which an assessment task is scheduled. Failure to attend all lessons may be considered malpractice, resulting in disciplinary action.
- d. Contact teachers to catch up on any missed work and materials.
- e. Consult with their class teacher or Head Teacher regarding any assessment requirements and notify them of any illness or misadventure affecting submissions.

DEPUTY PRINCIPAL'S NEWS

Assessment Policy Update

3. **Attendance for Assessment Tasks:**

Students are expected to attend school for the full day on the day of an assessment task. Procedures for absence on the day of an in-class task and for a hand-in task are outlined in the handbook. Any absence must be documented appropriately (e.g., medical certificate, statutory declaration) and the green Application for Alteration to Assessment form must be completed and returned within two days of returning to school. Students should be prepared to complete any in-class tasks on the day they return.

4. **Malpractice:**

Any form of malpractice, including plagiarism, collusion, and misrepresentation, is unacceptable. NESAs treat allegations of malpractice very seriously, as it can jeopardise a student's award and achievement of the RoSA or HSC. It is the responsibility of students to understand and comply with the school's policies on malpractice (refer to Page 14 of the Assessment Handbook).

5. **N-Warnings for Students in Years 9-12:**

Students at risk of not completing course requirements will be issued an N-Warning letter. This process is designed to support students in getting back on track following incomplete tasks, non-submission of tasks, or extensive absences that impact course requirements. Students must redeem these warnings by the specified due date. For our Stage 4 students, we are pleased to announce that they will receive their assessment policy next week. We believe that providing clear guidelines will help our students understand the importance of assessments and their role in their overall learning journey.

We encourage you to engage with your child about the assessment policy and discuss any questions or concerns they may have. Our goal is to support our students in developing a growth mindset and fostering an environment where they feel confident in their abilities.

Thank you for your continued support. Should you have any queries regarding the assessment policy, please do not hesitate to reach out.



SWIMMING CARNIVAL INFORMATION

On Thursday, March 6th, Week 5, we will be holding our school Swimming Carnival at Waves Aquatic Centre. It's going to be an incredible day filled with fun and excitement, and we encourage as many students as possible to attend and join in on the action.

The carnival will consist of races and an inflatable obstacle course for everyone to enjoy!

All students are required to wear their sports uniform or their appropriate house colours to show your team spirit to the carnival.

Organisation for the day:

Students will attend their Home Room at 8:30am instead of your normal period 1 Lesson. Please be on time so that rolls can be marked accurately and students can be put onto Buses.

Reminder: Please remember to access School Bytes to complete the permission forms and payment.

The Crestwood Swimming Carnival is a fantastic event and an opportunity for our students to have fun outside the classroom as a school community and showcase their skill in the pool. We can't wait to see you all there.



WELFARE NEWS

These websites are invaluable resources for parents, offering support, guidance, and tools for navigating the challenges of raising young people.

Raising Children Network

- Raising Children Network is a comprehensive guide that provides evidence-based information on parenting, child development, and health. It's an essential tool for parents looking to make informed decisions about their children's well-being.
<https://raisingchildren.net.au/>

Black Dog Institute

- Black Dog Institute focuses on mental health and provides resources to help parents support their children's emotional and psychological needs. This site is especially vital in raising awareness about mental health issues and offering advice on how to address them.
<https://www.blackdoginstitute.org.au/>

eSafety

- eSafety offers practical advice and resources to help parents protect their children online. With the increasing role of technology in young people's lives, this site helps parents manage online safety and digital well-being.
<https://www.esafety.gov.au/>

Kids Helpline

- Kids Helpline is a confidential counseling service for children and teenagers, and it also provides valuable information for parents who may be concerned about their child's mental health or well-being. It's a go-to resource for direct help and advice.
<https://kidshelpline.com.au/>

Headspace

- Headspace provides online and in-person mental health services to young people, focusing on mental and emotional health, which is crucial for parents who want to support their children's mental well-being during challenging times.
<https://headspace.org.au/>

Parent Line

- Parent Line offers support, advice, and resources for parents of children of all ages. Whether dealing with parenting issues, behavioral problems, or just needing a listening ear, Parent Line is a lifeline for parents seeking expert advice. Parent Line is a free telephone counselling and support service for parents and carers with children aged 0 to 18. Call 1300 1300 52.
<https://www.parentline.org.au/>

Together, these sites equip parents with the knowledge, resources, and professional support they need to raise healthy, happy children in an increasingly complex world.



Term 1, 2025

eSafety parent and carer webinars

Join eSafety's expert education team for a free live webinar designed for parent and carers.

Term 1 topics:

- **Supporting healthy tech use as your child transitions into high school (30 minutes).** For parents and carers of young people in upper primary school (ages 11 to 12) and Year 7.
- **Algorithms and adolescents: The rewards and risks of recommender systems for young people (30 minutes).** For parents and carers of young people in upper primary and secondary school.

For more information and to register now: [eSafety.gov.au/parents/webinars](https://esafety.gov.au/parents/webinars)



TAS TIMES

Back to Work: Students Returning to Practical Learning

With the holidays behind us, students have returned to school, eager to dive back into their practical learning experiences. For many, this term brings exciting hands-on opportunities, particularly for our Year 7 students, who are experiencing practical subjects such as woodwork, food technology and coding for the first time.



Stepping into the workshops and kitchens is a brand-new adventure for Year 7s. These students are getting to grips with fundamental skills that will serve as the foundation for their future learning. In woodwork, they are learning how to accurately mark out and measure materials, ensuring precision before making their first cuts. In the kitchens, they are developing essential knife skills, focusing on safety and technique to prepare simple dishes. Meanwhile, in coding they are being introduced to the basics of programming, problem-solving and logical thinking, which will help them navigate the digital world with confidence.



While the younger students are mastering the fundamentals, older students are taking their skills to the next level. Those who have already spent time in the practical rooms are now applying their knowledge to more complex projects. In woodwork, students are crafting intricate pieces, refining their techniques, and expanding their understanding of materials and tools. In the kitchens, they are experimenting with more advanced recipes and learning about nutrition and meal planning. Meanwhile, coding students are tackling more complex programming challenges, working on interactive projects that require creativity and critical thinking.

Practical subjects provide students with the opportunity to engage in hands-on learning, fostering problem-solving skills, independence and teamwork. It's always inspiring to see students take pride in their work, whether it's a perfectly measured and assembled wooden project, a well-prepared dish, or a functioning piece of code. These skills not only enhance their academic journey but also prepare them for real-world applications

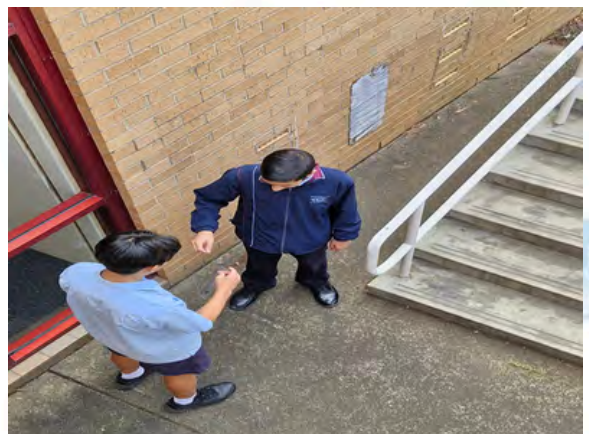
As we progress through the term, we encourage students to embrace the challenges that come with learning new skills. Mistakes are part of the process, and every error is an opportunity to improve. Teachers and staff are here to guide them, ensuring that each student builds confidence and competence in their practical subjects.



We look forward to seeing the incredible progress our students will make this term. Whether they are picking up a saw for the first time, mastering a new recipe, or debugging their latest program, every step forward is a step toward success!

Science matters.

Year 9 are learning about the systems that coordinate our body (Nervous and Endocrine), paying particular attention to reflexes. They tested their own reflexes with different stimuli, to determine how they would react in various situations.





HSIE HAPPENINGS



History Elective.....



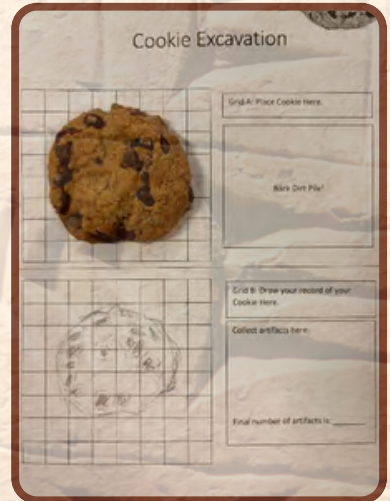
Our History Elective students are currently completing their first topic of study on 'What is History?'



As part of their work on the process of archaeology, students were challenged to excavate as many 'artefacts' (chocolate chips) from their 'dig site' (cookie) as possible without damaging them.



Our winning student was able to excavate 34 artefacts without any damage!





NAPLAN

Each year the National Assessment Program – Literacy and Numeracy (NAPLAN) is sat by students in Years 3, 5, 7 and 9. Students will participate in tests for writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy.

NAPLAN 2025 at Crestwood High School will take place between **Wednesday 12 March and Friday 14 March**. The schedule for the three days is as follows:

Wednesday 12 March – Writing test

Thursday 13 March – Reading and Conventions of Language

Friday 14 March – Numeracy

NAPLAN will be conducted in the hall and classrooms in Maths and HSIE. Students must bring to each test **a fully charged laptop, pen or pencil and earphones with a 3.5mm jack (if owned)**.



NAPLAN is just one part of our school's learning assessment program. The tests assess literacy and numeracy skills your child is already learning at school, so the best preparation is their everyday classroom learning. Our school will also undertake activities to help students become familiar with the types of questions and tools available in the online tests.

The public demonstration site (<https://www.nap.edu.au/online-assessment/public-demonstration-site>) is available for you to see the format of the online tests.

Further information about NAPLAN is available on the NESA website (<https://www.nsw.gov.au/education-and-training/nesa/naplan>), NAP website (<https://www.nap.edu.au/naplan/for-parents-carers>) and on the next two pages.

Good luck to Year 7 and 9 students with NAPLAN 2025!

NAPLAN 2025

Information for parents and carers



Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it is important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum and allows parents/carers to see how their child is progressing against national proficiency standards.

NAPLAN is just one aspect of a school's assessment and reporting process. It does not replace ongoing assessments made by teachers about student performance, but it can provide teachers with more information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working, and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Online NAPLAN tests are designed to provide precise results and are engaging for students. The tests are tailored (or adaptive), which means that each test presents questions that may be more or less difficult depending on a student's responses. This helps students remain engaged with the assessment.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

All Year 3 students will continue to complete the writing assessment on paper.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content linked to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for all Year 3, 5, 7 and 9 students. ACARA supports inclusive testing, so all students have the opportunity to participate in the National Assessment Program.

Information on adjustments available for students with disability who have diverse functional abilities and needs is provided in the [National protocols for test administration](#).

Schools should work with parents/carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN.

To help inform these decisions, you may consult the National protocols for test administration (linked above), [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), and our [series of videos](#) where parents/carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.

What if my child is absent from school on NAPLAN test days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by letting them know that NAPLAN is a part of their school program and reminding them to simply do their best. Some explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests; however, it is not necessary for parents/carers to do this. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

See the types of questions and tools available in the online NAPLAN assessments at [NAP – Public demonstration site](#).

How is my child's performance reported?

From 2023, NAPLAN results are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected of the child at the time of NAPLAN testing, based mainly

on what has been taught in previous years of schooling. Student achievement is shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school.

How are NAPLAN results used?

- Students and parents/carers use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time at [myschool.edu.au](#).

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at [nap.edu.au/TAA](#)
- visit [nap.edu.au](#)

To learn how ACARA manages personal information for NAPLAN, visit [nap.edu.au/naplan/privacy](#).

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may not have the capacity to complete the tests in a shorter time frame. **The NAPLAN test window starts on Wednesday 12 March 2025 and finishes on Monday 24 March 2025.** Schools will schedule the tests as soon as possible within the testing window, prioritising the first week.

Test	Scheduling requirements	Duration	Test description
Writing	Year 3 students do the writing test on paper on day 1 only. Years 5, 7 and 9 writing must start on day 1 (schools must prioritise completion of writing on day 1, with day 2 only used where there are technical/logistical limitations).	Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min	Students are provided with an idea or topic called a writing stimulus (or prompt) and asked to write a response in a particular genre (narrative or persuasive writing).
Reading	To be completed after the writing test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students read a range of informative, imaginative and persuasive texts, and then answer related questions.
Conventions of language	To be completed after the reading test.	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min	Students are assessed on spelling, grammar and punctuation.
Numeracy	To be completed after the conventions of language test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students are assessed on number and algebra, measurement and geometry, and statistics and probability.

All the World's a Page:

English/Drama News

Year 9

As they begin their study of literature this year, Year Nine students have been consolidating their knowledge of themes in English. To consider the differing ways that authors can portray themes, they chose one theme and created a representation of this theme. Representations revealed the varying ways that authors and auteurs conveyed ideas about this theme to the audience. Students utilised images, quotations and symbolism to juxtapose differing messages conveyed about this theme. Here are some examples from 9C.



Images by Rebecca N,
Makayla L, Renee S (9C)



Maths Musing

YEAR 7



Welcome to our New Year 7 students who earlier in the term completed a diagnostic test and have now been streamed into their new classes. The new classes and their teachers are listed below.

7MAC – Mrs Kaur/Ms Crump, 7MAR – Ms Liu, 7MAE – Ms Jiang, 7MAS – Ms Parrish, 7MAT – Mr Stevens, 7MADZ – Mr Mason and 7MAH – Mr Chand.

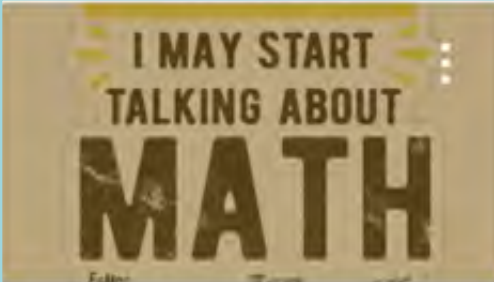
The first topic Year 7 are studying is Computation with Integers where students investigate different operations involving positive and negative numbers. Parents can stay informed through the CANVAS portal. Under their class CANVAS page students can access a list of work completed in each topic, outline of the homework required, access to the textbook online and notification of upcoming assessment tasks. Students can also use their CANVAS class to contact their class teacher with any questions.

YEAR 9



Year 9 has started work on their Stage 5 outcomes with the first two topics: Indices and Numbers of Any Magnitude. In Indices student have a chance to strengthen their algebraic skills while Numbers of Any Magnitude examine representing numbers in terms of Significant Figures and Scientific Notation. Make sure you check your CANVAS page regularly to access your classwork, homework, the online textbook with answers and any assessment task notifications.



Term 1	Indices A & B	Numbers of any Magnitude A	Data A
Term 2	Algebraic Techniques A		Area and Surface Area A & B
Term 3	Financial Mathematics A	Trigonometry A & B	Equations A & B
Term 4	Equations A & B	Linear A & B	Probability A



7MAC
7MA C
2025

Stage 4 | Year 7 | Mathematics

Term 1	Computation with Integers	Length, Area and Volume
Term 2	Fractions and Decimals	
Term 3	Data Classification and Visualisation	Rates and Ratios
Term 4	Algebraic Techniques	Angle Relationships
		Indices

Maths Musing

YEAR 11

Year 11 have returned to school eager to dive straight into work. Mathematics courses offered in Year 11 include Standard 1, Standard 2, Advanced and Extension 1. Students are working on their first topics and studying hard in preparation for their first assessment task at the end of Term 1. As most of the Year 11 content is completed in three terms, the first assessment task is a Half-Yearly Exam completed during the last two week of Term 1. To be well prepared students should be working on developing a regular study routine where they work through textbook exercises, complete practice questions and create a set of study/summary notes.



Has your child accessed their Mathspace account yet? Students need to use their school email to login to the website. If teachers have assigned tasks for their class they will be listed on the student's dashboard. Make sure you complete them by the DUE DATE! If you get stuck you can ask for a hint or watch a video to assist you.



READY FOR THE YEAR AHEAD

Students succeed when they are well prepared. For Maths student need to have an exercise book, pen, laptop, ruler and a scientific calculator.



Can you answer this Year 9 NAPLAN Numeracy question from 2010?

Helen's office has a security alarm. To turn it off Helen has to type her 4-digit code into this keypad.

Helen's code is 0051.

Including Helen's code, how many different 4-digit codes are possible?



Solution will be in the next Maths Musings

TAS TIMES

CAREERS EXPO CATERING
A SNAP SHOT BEHIND THE SCENES



It is that time of year again when we have the opportunity to gain some more industry based experience in Hospitality by catering the Careers Expo. Year 12 Hospitality students took on the responsibility of catering for this event as part of their mandatory service periods, gaining valuable hands-on experience. They prepared a range of foods, both hot and cold, for our guests.

Catering for an event like the Careers Expo involves multiple steps to ensure a successful function. Students began by considering the clientele and designing a suitable menu, which was then adjusted to accommodate dietary requirements. They also ensured a diverse selection of dishes to cater to different tastes and preferences.





On the day of the event, students were responsible for setting up the venue, preparing all menu items, taking and delivering beverage orders, and managing the cleanup process.

This experience not only strengthened their practical skills but also provided valuable insight into real-world hospitality and event management.

Successful catering requires extensive preparation, teamwork, and strong time management skills. Collaboration and effective communication are essential to ensuring everything runs smoothly.

MISE EN PLACE – PREPERATION DONE PRIOR DAYS LEADING UP TO EVENT:

Before a hospitality event, mise en place (preparation) is essential to ensure a smooth and efficient service. This involves chopping and prepping ingredients, such as slicing vegetables, portioning meats, and grating cheese.

Fillings and sauces are made in advance, including sandwich fillings, dressings, and cooked sauces. Ingredients are measured and portioned to streamline cooking, while garnishes like sliced fruits and herbs are prepared for presentation.

Workstations are set up with necessary tools and equipment, and a final check is done to ensure all supplies and kitchen tools are ready. This thorough preparation saves time, maintains consistency, and ensures seamless execution on the day of the event.





DAY OF THE EVENT:

On the day of the hospitality event, students focus on final preparations, including cooking all menu items that are required to be prepared on the day such as hot food and fresh sandwiches.

LAST MINUTE TASKS:

This includes the final assembly of dishes, ensuring all items are fully cooked and ready to serve, and focusing on plating and presentation. With careful last-minute attention to detail, the food is arranged neatly on serving trays.



TIME FOR SERVICE LAYING FOOD ON FOOD SERVICE TABLES:

Students carry all trays to the self-service area and arrange them neatly on the tables, ensuring all necessary items, such as tongs, plates, and serviettes, are in place and ready for use.





CLEAN UP:

All equipment is collected and returned, rubbish is removed, and items are brought back to the kitchen for thorough cleaning.

SANITISING THE SPACE:

Sanitising the workspace after service is essential for food safety, preventing cross-contamination, and reducing the risk of foodborne illnesses. It ensures compliance with health regulations, controls bacteria, and maintains hygiene. A clean kitchen prevents grease buildup, enhances efficiency, and upholds professionalism and high industry standards.



MS K SANDERSON & MR J WALKER



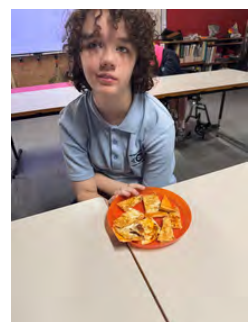
SUPPORT NEWS !



It's been a deliciously delightful start to the year with our TAS and Food Technology students sharpening their culinary skills! This week has been a whirlwind of safety rules, temperature checks, kitchen equipment know-how, and enough hand washing to rival a surgeon's routine. But the real reward? A perfectly crispy tortilla toasties—crafted with care, cooked to perfection, and devoured in record time.

But before they could feast, our students had to channel their inner kitchen detectives in the **Great Utensil Scavenger Hunt!** Their mission? To track down the most essential (and sometimes sneaky) kitchen tools hiding in plain sight. **Who flips pancakes to perfection? Who helps us measure just the right amount of flour? Who whisks things into shape?**

The grand prize? Bragging rights as the ultimate kitchen detective... and maybe even an extra bite of their next delicious creation!



SUPPORT NEWS !



Friday Assemblies

The assemblies have been quite eventful this year with many awards given each Friday and students showcasing their work to everyone. Congratulations to Joshua Alexis for receiving a badge as the Student Prefect of the Support Unit. He has been a great role model and a great helper to the younger students.

There are a few year 7 students who have won 'Student of the Week' for earning the highest number of awards for that given week. Congratulations and keep up the good work.



Gardening

Ms Roig and the year 7 students are learning about Ecosystems in Science. They are learning about gardening and composting to feed the worms. The maintenance of the garden keeps the ecosystem alive and healthy.

Community Engagement

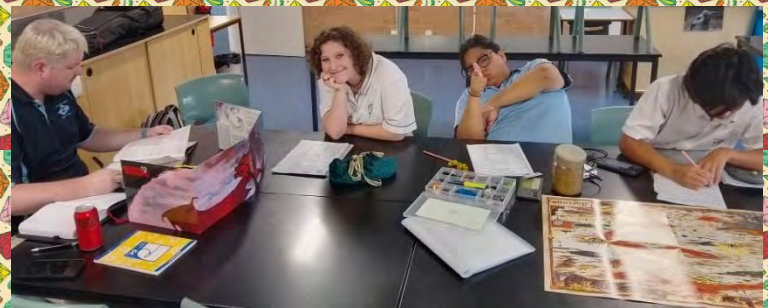
Stage 5 students went out for Community Engagement in Week 3 and it was a big day out. First, they went on the school bus to Bunnings to help Ms Roig gather items for the Support Unit Garden. They also went to Castle Towers to have lunch and finally caught the Metro to Macquarie University.



Crestwood Games Group



Good games, good fun, great friends. Games Group meets every Monday and Tuesday lunchtime in Science Lab 4 – bring your lunch, your mates, and nerves of steel. Pick a game from the box or bring your own – ‘new year, new games’ brings us Splendour, several Fluxes and an incoming copy of Werewolf (as well as refreshing the ever-popular Uno). Friday afternoons support the longer games, with no less than 4 tables of Dungeons and Dragons rolling and winning. For more information join the Canvas class using <http://crestwood.instructure.com/enroll/3D4PA8>



Peer Support

Peer support is a program run by Year 10 student volunteers to assist our new Year 7 students in transitioning to high school, navigating the changes from a single teacher and classroom to a much larger pool of people to know and navigate.

Each week in Term 1, students from Year 7 are pulled into small groups with a couple of Year 10 leaders and run through exercises, scenarios and games to help them make decisions about possible events in high school, such as getting lost on the way to class, misreading their timetable and ending up in the wrong room or how to access the canteen facilities (especially on a hot day for a delicious treat!)

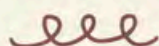
This program has an excellent track record at ensuring a smooth and easy transition into high school, with many Peer Support Leaders choosing to participate in the program due to the fond memories they have from their own leaders when they were in Year 7.







Meet the Library Staff!



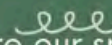
Ms. Olmos
Ms. Faulkner



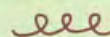
About Us

Ms Olmos works Monday-Thursday and Mrs Faulkner works Thursday - Friday in the Library. We are passionate about all things books and study and can help with any of these! We are ably assisted by Mrs O'Brien and Mrs Kumar every day.

Fun facts

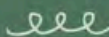
- We share  our space with Mrs Fisher, the Careers Adviser.
- We have about 5000 books in the collection

We hope to see you soon!



Pop in and have a chat about all things books! We hold Reading Circle every Wednesday at recess if you are interested.

Our contact information



Ms Olmos: Karla.Olmos@det.nsw.edu.au
Mrs Faulkner: Wendy.Faulkner-Dick@det.nsw.edu.au

SPORT NEWS

HOT NEWS



MACQUARIE CUP BASKETBALL

We are thrilled to share the results from the boys and girls Macquarie Cup Basketball held on Friday, February 21st. Our boys team finished in an impressive 3rd place, while the girls team achieved an outstanding equal 2nd! We are incredibly proud of all the students for their hard work and exceptional teamwork.

We are also excited to announce that both teams have successfully made it past the first round of the knockout competition and will be playing their second round in the coming weeks.

Additionally, five of our students have been selected to represent our school in the Macquarie zone team. They will compete at the Sydney West Carnival on Monday, March 3rd.

Congratulations to Claire Pittman, Alice Barratt, Olivia Foley, Cooper Hayman, and Alex Vallis on this fantastic achievement! This is a wonderful opportunity for them to showcase their skills.



SPORT NEWS

A STELLAR PERFORMANCE AT *MACQUARIE CUP* *SOCCER TOURNAMENT*



Open Boys and Girls Shine at the Macquarie Cup Tournament: A Stellar Performance!

On Monday, February 23 both the Open Boys and Open Girls soccer teams displayed exceptional skill, teamwork and determination at the Macquarie Cup Soccer Tournament at Cougar Park, Richmond. Their performances were nothing short of outstanding, reflecting their hard work, dedication and passion for the game, versing High Schools such as Kellyville, Glenwood, Rouse Hill and Windsor.

Under very hot playing conditions, the Open Boys Team put on an impressive display of tactical play and resilience throughout the tournament. They demonstrated incredible teamwork, with their final game against The Ponds High School. The boys' finished in first place and have set a high standard for Soccer in our school



The Open Girls team also had an incredible performance, proving themselves to be worthy and skilled opponents on the field. The team won 3 out of 4 games and finished in third place on the ladder. A huge congratulations for their fantastic performance at the tournament. Your effort and sportsmanship have made us all incredibly proud!

Special Congratulations to Our Macquarie Zone Selections!

We are also thrilled to announce that several of our talented athletes have been selected to represent our school in the Sydney West Championships. Congratulations to the following students for earning a spot on the Macquarie Zone team:

- Soumil Bisht
- Oliver Cernoch
- Aydin Cosic
- Koby Johnston
- Kahu Langi
- Issac Lee
- Annalise Lekkas
- Monique Lekkas
- Hunter Mateo

Keep up the hard work, and we look forward to watching you all continue to excel in the coming months.

SPORT NEWS

CONGRATULATIONS

TO KADE BACCUS



WELL DONE TO KADE BACCUS WHO HAS BEEN SELECTED IN THE AUSTRALIAN UNDER 17S JOEYS SQUAD. HE WILL BE PLAYING IN THE HATTRICK INTERNATIONAL TOURNAMENT TO BE HELD IN THE UNITED ARAB EMIRATES.

THIS IS A GREAT ACHIEVEMENT BY KADE AND WE WISH HIM THE BEST.

THIS IS CRESTWOODS' 2ND JOEYS SELECTION IN THE PAST 2 YEARS AFTER MAX HATELY WAS SELECTED IN 2023

Crestwood High School MY Future Careers & Jobs Expo



On Friday 21 February Crestwood HS held a Careers & Job Expo for students in Years 9-12. The purpose of the careers market is to provide students with invaluable information from a select groups of business, industry, community organisations and tertiary providers for their future careers and subject choices.

The market is a valuable resource for students to collect information and learn about jobs and industries they may not have had exposure to before. Year 12 should follow up the market in August and September by visiting the university of choice(s) Open Days

for any last information or to get a feel of the university they are considering in attending. The Careers & job Expo also compliments the Tertiary Information Market to be held on 5 May 2025 at Crestwood High School.

Crestwood Hospitality students supervised by Mr Jacob Walker & Ms Katrina Sanderson catered for the event creating a wonderful selection of finger food for the exhibitors to enjoy for their morning tea. Many compliments come from Exhibitors expressing the food at Crestwood Expo is always excellent and a real treat for them.



Compliments were also extended towards the excellent behaviour, good probing questions and interest shown by the students showcasing our wonderful students to the outside community.





Exhibitors included:

Defence Forces (Army, Navy, Airforce), Keen Kiddies Childcare, NECA Apprenticeships, Academy of Interactive Entertainment (AIE), American Summer Camps, NSW Police, TAFE NSW, Solid Ground Landscaping, Academy of Music and Performing Arts (AMPA), 1000 A&T (NSW Public Sector Apprenticeship & Traineeships), NSW Department of Education - Teach NSW, Fire and Rescue NSW, Bedford College, Western Sydney University, Hills Shire Council, Wisetech Global,



Macquarie University, International College of Management, Apprentice Connect, Pharmacy Guild, Seven Hills Vocational Innovation Centre, NorthWest Hub Alliance, Automotive Apprenticeships Are Us, Busy Work Apprenticeships & Traineeships, Crest Air Conditioning, University of NSW.



Crestwood High School MY Future Careers & Jobs Expo



P&C Canteen News

Volunteers

NEEDED

**CAN YOU VOLUNTEER A
FEW HOURS ONCE A
MONTH?**

Any parents who are willing to
help out at the canteen please

contact us at:

96397422x117 or

0415684431 (Ania)

crestwoodhs-can@2153pandc.onmicrosoft.com



SAVE TIME with our ONLINE CANTEEN!

Crestwood High School

accepts online orders using Munch Monitor

Setting up an online account is easy!



1. Go to **www.munchmonitor.com**
2. Click **REGISTER**
3. Enter
 - School ID: **cwhs**
 - Password: **munch2153**
4. Enter your **email address**
5. Enter the **password** you want.
Make sure you can remember your password
6. Review and tick on the **Privacy Policy**
7. Click **Register**
8. Click on the **Activation Link** in the email we sent
9. Follow the steps to **create your Parent Profile**
10. **Add Students** to your account
11. Click on **Account Top-up** to transfer money into your account
12. **You are now ready to order online!**



Quick Information

Using MunchMonitor Parent Portal Online Ordering

- You can place orders online up to 4 weeks in advance
- Top-up your account online using Debit/VISA/MasterCard
- List allergies to alert canteen staff
- You can order anytime you want using web browsers such as Chrome or Safari
- You can use desktops, laptops, tablets or smart phone with internet access
- It only cost \$ 4.65 (incl-GST) per school term for the family account
- No sign up fee
- No transaction fee

Giving Student Snack Money using MunchMonitor

- In the Student Profile, tick YES in ALLOW SNACK MONEY
- If you selected DAILY ALLOWANCE, enter the daily amount and the days to use
- If you selected WEEKLY ALLOWANCE, enter the weekly amount
- You can set banned food items from the menu
- **Students use their Student ID cards which are scanned and registered to their MunchMonitor Student Profile.**
- If you currently have an account for a student attending another MunchMonitor school, you will need to create new profiles on your current account for the new school, to do this go to MY ACCOUNT/PROFILES then you will see the student profiles appear, you need to select Add a New Student, complete the first section of the profile but when you reach the school details you need to select Crestwood High School from the dropdown list and enter the school ID & Password provided on this sheet.

Call us at **1300 796 190** or email us at **help@munchmonitor.com**
if you require further assistance.

MunchMonitor...making your school day easier

OLDER ADULTS NEEDED



Older Adults Needed for Intergenerational Playgroup Research Program We are seeking older adults (65+) to join a 20-week intergenerational program under the “INTEGRITY” research trial. This program pairs preschool-aged children with older adults for fun and meaningful activities, aiming to enhance health and wellbeing for all participants. Similar to the playgroup seen on the ABC Program 'Old People's Home for 4 Year Olds'.

Starting soon, this 20-week program involving 2-hour weekly sessions will be held at a nearby local preschool!

Eligibility requirements apply.

For more details or to get
involved

**CALL +61 2 8052 4365, EMAIL INTEGRITY-STUDY@GEORGEINSTITUTE.ORG.AU OR VISIT
[HTTPS://REDCAP.LINK/INTEGRITY.TRIAL.EOI](https://redcap.link/integrity.trial.eoi)**

Player EOI

**Baulkham Hills Netball
is calling for
expressions of interest
for male players for
the Netball NSW
Junior & Senior State
Titles teams.**

**Any questions, please contact
admin@baulkhamhillsnetball.com.au**



1 x 14 Years team (players turning 12-14 in 2025) in Junior State Titles
(Baulkham Hills 6-7 July)

1 x 17 Years and 1 x Open team in Senior State Titles
(Camden/Campbelltown 7-9 June).

This is your chance to represent BHN!

EOI closes Sunday 9 March

Selections may be required depending on response numbers

Register your interest here: <https://forms.gle/JZ6JudBK8TUVksE3A>