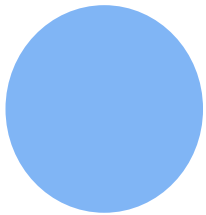


# INFOLINE

## *Crestwood High School Fortnightly Newsletter*



### From the Principal

*By Tania Wright*

At Crestwood, we believe that maintaining high expectations in all aspects of school life including uniform, attendance and behaviour plays a vital role in fostering a positive and productive school culture. These elements are not just rules to follow but foundational practices that contribute directly to our students' success and wellbeing. Adhering to the school uniform teaches students the importance of presenting themselves respectfully in any setting. Being punctual to school instils responsibility and time management skills that are essential for success in future work and personal life. Together, these habits build a strong foundation of commitment and respect that benefit students well beyond their school years.

#### Uniform

A consistent and respectful approach to uniform helps to build a sense of belonging and pride among our students. When students wear their uniforms with pride, it reflects their commitment to the school community and promotes equality, reducing distractions and encouraging focus on learning.

#### IN THIS ISSUE

PRINCIPALS AWARD

WINDOWS 10 UPDATE

WELFARE NEWS

SCHOOL EMAILS

SPORT ACHIEVEMENTS

TAS TIMES

HSIE HIGHLIGHTS



## **Attendance**

Regular attendance is critical for student achievement. Being present every day ensures that students do not miss essential instruction and can actively engage with their peers and teachers. When students attend school consistently, they build strong routines and develop the skills needed for lifelong learning.



## **Behaviour**

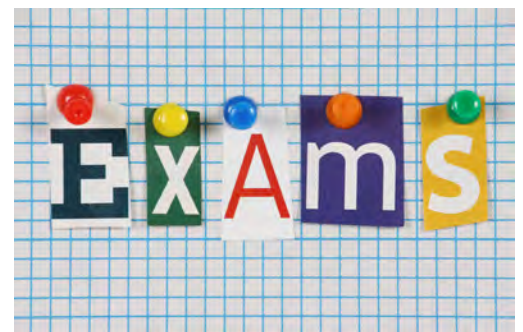
High standards of behaviour create a safe and respectful environment for everyone. When students demonstrate respect, responsibility and kindness, it nurtures positive relationships and supports effective teaching and learning. This environment enables all students to thrive academically and socially.



Together, these high expectations cultivate a culture where students feel valued, supported, and motivated to achieve their best. By working in partnership with families and the community, we can continue to build a school environment that empowers every student to reach their full potential.

Thank you for your ongoing support in helping us maintain these important standards.

The trial HSC begins this week at school for the next two weeks. Our year 12 students have been studying and applying themselves to their course work to best prepare them for this assessment period. We wish all our year 12 students the very best wishes for their trial examinations.



# DEPUTY PRINCIPAL'S NEWS

As we move into Term 3, Week 5, I would like to share some important updates and reflections on recent events and upcoming assessments at our school.

## **Year 10 Subject Selection Interviews**

From Monday to Wednesday this week, we conducted our Year 10 subject selection interviews. These sessions provided a valuable opportunity for parents, students, and executive staff to come together and discuss the best subject choices and pathways for each student. We understand how crucial these decisions are for shaping future success, and we are pleased to support our Year 10 cohort in making informed decisions that align with their interests, strengths and career aspirations.

## **Year 12 Trial Examinations - Attendance and Assessment Procedures**

As our Year 12 students undertake their Trial HSC exams, I want to remind everyone of the importance of attendance and adherence to our assessment policies to ensure a smooth and fair examination process.

According to our Stage 6 HSC Assessment Handbook, Year 12 students hold several responsibilities, including:

- Being familiar with the assessment handbook and understanding all requirements.
- Completing and submitting all assessment tasks on time, as specified.
- Informing teachers or Head Teachers immediately about any illness or extenuating circumstances affecting assessment task submission.

7

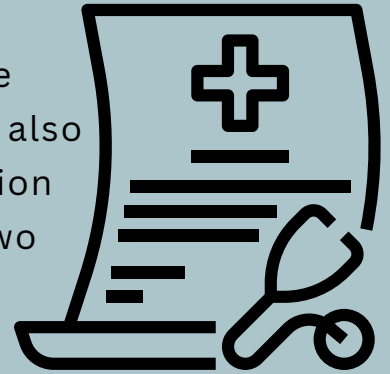


# DEPUTY PRINCIPAL'S NEWS

## Procedures for Absences on Trial Examination Days

Year 12 students are expected to attend their scheduled exams. If a student is absent, appropriate documentation—such as a medical certificate, statutory declaration, or police report—must be provided.

In cases of illness or misadventure (such as injury, family bereavement, or unexpected events), during the examination period, students or their parents/carers should notify the Head Teacher Secondary Studies Mr Vi) on the morning of the exam. Rescheduling will be organised accordingly, with students expected to sit the examination at the next available opportunity. They are also required to submit a completed Application for Alteration to Assessment Form with supporting evidence within two days of the medical certificate ending.



## Unapproved Leave

It is important to note that unapproved leave on the day of an assessment task is not accepted as a valid reason for altering assessment requirements. Students who miss tasks due to unapproved leave will receive a mark of zero but must still complete the task upon their return to meet course requirements.

Thank you for your ongoing support in ensuring that our students remain focused and committed to their learning and assessments. If parents or students have any questions regarding subject selections or assessment policies, please do not hesitate to contact the school.





# PRINCIPAL'S AWARD

Our Merit Award system started in 2010 and is accumulative across each year a student is at Crestwood High School. So, from arrival in year 7 until now all the awards achieved count toward the achievement of a Principal Award and Crestwood has now achieved its 14<sup>th</sup> recipient.

To achieve a Crestwood Principal Award a student must receive 3 Crestwood Gold Awards.

To break this down a student must have a minimum of 27 Bronze Awards of which at least 1 is an Academic Bronze Award being 10 teacher issued Academic Awards across any KLA per Gold. They need 9 Silver Awards to achieve the 3 Gold's. This gives the student a Principal Award.

This student has contributed to the school community by achieving an extraordinary number of Civics & Citizenship Awards & Arts, Performance & Innovation Awards accumulating over 700 House Points to qualify for her Principal Award.

Congratulations on this remarkable achievement goes to Rowan Myers of Year 12.

ACADEMIC # of Merits Issued	AIM # of Merits Issued	SPORT # of Merits Issued	COMM UNITY # of Merits Issued	CIVICS # of Merits Issued	ARTS # of Merits Issued	Total Teacher Issued Awards
74	133	5		13	11	236

# of BRONZE Issued	# of SILVER Issued	# of GOLD Issued	# of PRINCIPAL Issued	TOTAL HOUSE POINTS	HOUSE
28	9	3	1	703	P

*Congratulations!*



**IMPORTANT!**

## Windows 10 End of Support and the Consumer Extended Support Program

After 14 October 2025, Windows 10 Devices will no longer receive Security Updates from Microsoft

We still have a handful of Student BYODs that are running Windows 10. Parents and Students need to be aware that once Windows 10 reaches End of Support, the lack of ongoing security updates will pose a significant and ever-increasing risk to users of Windows 10 Devices. That risk extends to everyone else sharing the same network with a device that is no longer receiving security updates.

**If you cannot afford to replace an aging laptop that is still running Windows 10 before the support deadline, there is an option to extend support for your device for up to 12 months until 13 October 2026.**

The following video discusses in detail and demonstrates how to access the Extended Support Program- (CNTRL+Click to follow link below, opens in a new tab). [https://www.youtube.com/watch?v=l7tYo\\_YZkeY](https://www.youtube.com/watch?v=l7tYo_YZkeY)

***If, after watching the video, you aren't confident you can carry out the required steps, please bring your laptop to Mr Kuch in the Library.***

Be advised that at about 7mins 30, the guy in the video mentions installing Linux.

Linux is not a supported or recommended operating system for BYODs. It is, in most cases, impossible to successfully connect a Linux device to the DETNSW Enterprise Network.

### Unsure if you are running Windows 10 or Windows 11?

Type WINVER in the Windows Search Box (or run winver from the command line), and a window pops open, telling you what version Windows is presently installed on your device.

If it is Windows 10, then you need to act prior to 14 October.



# Emails from Crestwood High School



We want to make sure that all parents/carers are able to receive all our important updates without any issues. To help with this, we are asking that you **avoid marking the emails as “Spam”**



When emails are marked as spam, it can prevent families from receiving important messages like newsletters, event updates, or urgent notices. It also makes it harder for us to stay connected with you.

Emails from Crestwood HS come using Sentral:  
[bounce@messaging.sentral.com.au](mailto:bounce@messaging.sentral.com.au) and  
[crestwood-h.school@det.nsw.edu.au](mailto:crestwood-h.school@det.nsw.edu.au)



# Empowering Our Girls: Enlighten Education at Crestwood High



## Welfare News

### The Butterfly Effect

On August 1<sup>st</sup>, our Year 9 girls had the incredible opportunity to participate in the Enlighten Education program, a full-day workshop designed to empower young women through storytelling, critical reflection, creativity, and conversations that matter.

The day kicked off with energy, laughter, and heart as Danni, our dynamic presenter, shared her personal story and set the tone for a safe, inclusive and engaging experience. Through powerful sessions and creative workshops, students explored themes such as self-worth, consent, healthy relationships, media literacy, and body image.

A huge **thank you to our amazing P&C** for funding this important initiative. Your generous support helped create a day that many students described as life-changing, uplifting and eye-opening.



Here's what some of our Year 9 students had to say.

Here's what some of our Year 9 students had to say:

🦋 "I absolutely loved this session. I learnt what it means to be a girl, that I can stand up for myself, that every girl is beautiful, and to know my rights."

🦋 "Danni was an angel. I loved the group compliment activity—it felt nice sitting in a group of positivity. I learnt how people see themselves and that I can power through anything."

🦋 "I felt a little weight fall off my shoulders today. I learnt how to identify abuse and that a lot of what we see online is edited."

🦋 "I loved creating the journals and doing the mindfulness. I learnt to be confident, that I'm beautiful, and how to recognise red and green relationship flags."

🦋 "Today was fun and meaningful. I learnt that consent must be FRIES, that beauty is subjective, and that it's not my job to fix everyone's problems."



# Empowering Our Girls: Enlighten Education at Crestwood High



Welfare News

## The Butterfly Effect

Here's what some of our year 9 students  
had to say:

🦋 "It was so nice receiving the messages and making journals. I learnt that perfection doesn't exist, where to go for help, and the importance of consent."

🦋 "The talks were meaningful and the workshops were fun. I learnt that respectful relationships matter, how to get help, and the importance of standing up for myself."

🦋 "I learnt that girls are stronger together, that we don't have to meet beauty standards, and how to ask for help when we need it."

🦋 "I loved relaxing with the lights off. I learnt about red flags in relationships, survivor stories, and the importance of positive friendships."

🦋 "I now know that there's more to a woman than her body, and that AI is creating harmful stereotypes. This day changed my perspective."

We're proud of our students for engaging so openly and thoughtfully in the program, and we look forward to more opportunities that foster **confidence, compassion and connection** across our school community.





Join eSafety's expert-led webinar to understand how AI tools are evolving , and how young people are exploring and adopting them.

**Date:** Thursday 21 August

**Time:** 12.30pm to 1.15pm

You'll learn:

- how AI technologies are being used and misused and why understanding their use matters
- how new technologies are impacting children and young people
- steps you can take to increase awareness and support your child.

Click on this [link](#) to register:

# WELFARE NEWS

## Vaccinations



### Upcoming School Vaccination Dates - Reminder for Parents and Carers

A reminder that school immunisation days are approaching:

- **Year 10 vaccinations: Monday 18<sup>th</sup> of August**

These vaccinations are provided by NSW Health as part of the School Vaccination Program.

#### Consent Process

Parents and carers are encouraged to complete the online consent form as soon as possible using the link provided by NSW Health.

<https://engage.health.nsw.gov.au/engage>

#### Need a Paper Copy?

If you are unable to complete the online consent, paper forms are available from Mr Davis' office. Once completed, these forms should be returned directly to Mr Davis.

#### Missed the Vaccination Day?

Students who are absent on the day will be offered the vaccine on a **catch-up day, which will be on the 15<sup>th</sup> of September.**

Thank you for your cooperation in supporting this important health initiative. For more information please go to [www.health.nsw.gov.au/schoolvaccination](http://www.health.nsw.gov.au/schoolvaccination)

Is your child  
in year 7  
or year 10?



Provide your consent for routine  
school vaccinations online



Scan the QR code to  
give your consent now



To provide online consent visit:  
<https://engage.health.nsw.gov.au/engage>

For more information visit:  
[health.nsw.gov.au/schoolvaccination](http://health.nsw.gov.au/schoolvaccination)

November 2023 © NSW Health.  
SHPN (HP NSW) 220990.

NSW Health



# HSC SHOWCASE EVENING



## Coming Up.... HSC Showcase Evening

Please join us in celebrating the achievements of our 2025 Visual Arts, Music, English Extension 2, Design and Technology, Software Engineering and Enterprise Computing students.

Wednesday 3rd September

5pm - 7:30pm - Artworks, Design and Technology, Software Engineering, Enterprise Computing and English Extension 2 major works displays in the Library and Visual Arts block

6:15pm - Music Performances in the Hall

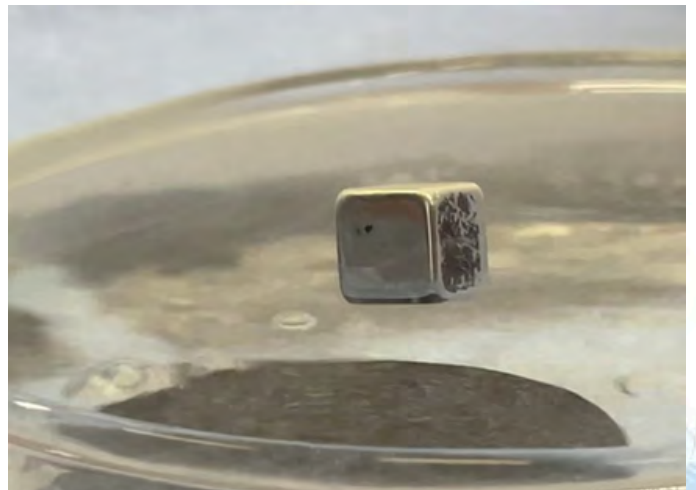
More to come in Week 6 newsletter





# Science matters.

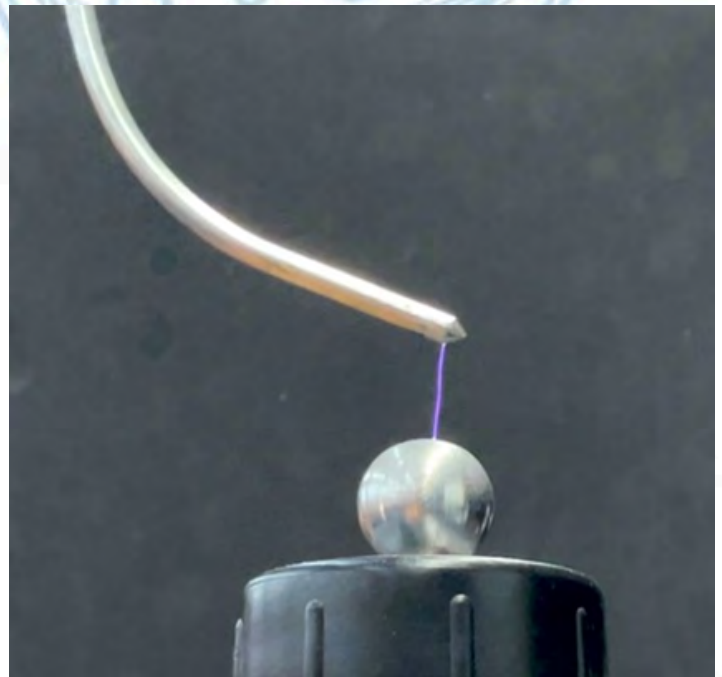
In celebration of National Science Week, Years 7 and 8 took part in the Kaleidoscope Science Show, a demonstration of the many different scientific concepts that they have been studying in class. With fireballs, liquid nitrogen and Tesla coils, students were able to see just how many different ways science influences our daily lives.





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# HSIE HAPPENINGS

## Year 10 Vietnam War Veteran Incursion

As part of the Stage 5 History course, our Year 10 students will study the Vietnam War.

An incursion has been organised where Year 10 students will engage in an informative session with a Vietnam War veteran.

The incursion will take place during periods 1 and 2 on Monday 15<sup>th</sup> September, 2025.

Students will then have their normal recess break and continue with classes after recess. They are to bring their usual school equipment for periods 3, 4 and 5 classes.

**Cost \$5.00**

**Due to the seating capacity of the Library, only the first 120 students who pay and give permission on School Bytes will be able to attend.**



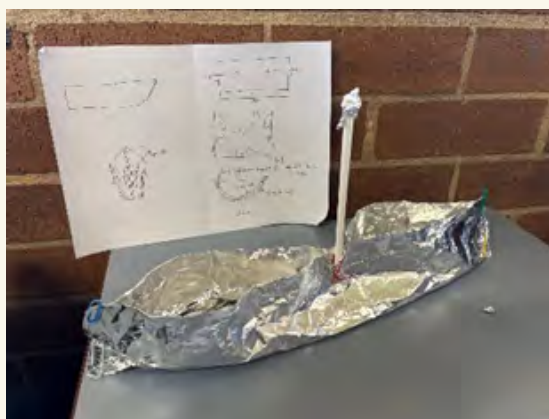
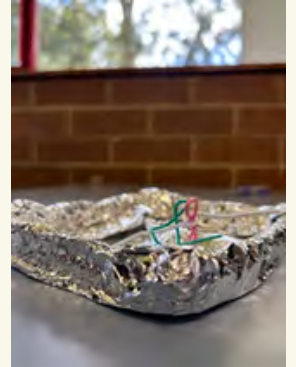


# HSIE HAPPENINGS

## Year 10 History Elective

Year 10 History Elective have recently learnt about maritime disasters of the 20<sup>th</sup> century. To finish the topic, students were tasked with creating a boat using a sheet of aluminium foil that measures the length of two class desks, three straws and five paperclips.

Next week, we will set the vessels off on their maiden voyage and see how much weight they can hold, either staying afloat or sinking.





# HSIE HAPPENINGS

Commerce Market Day 2025!



Friday 5<sup>th</sup> September

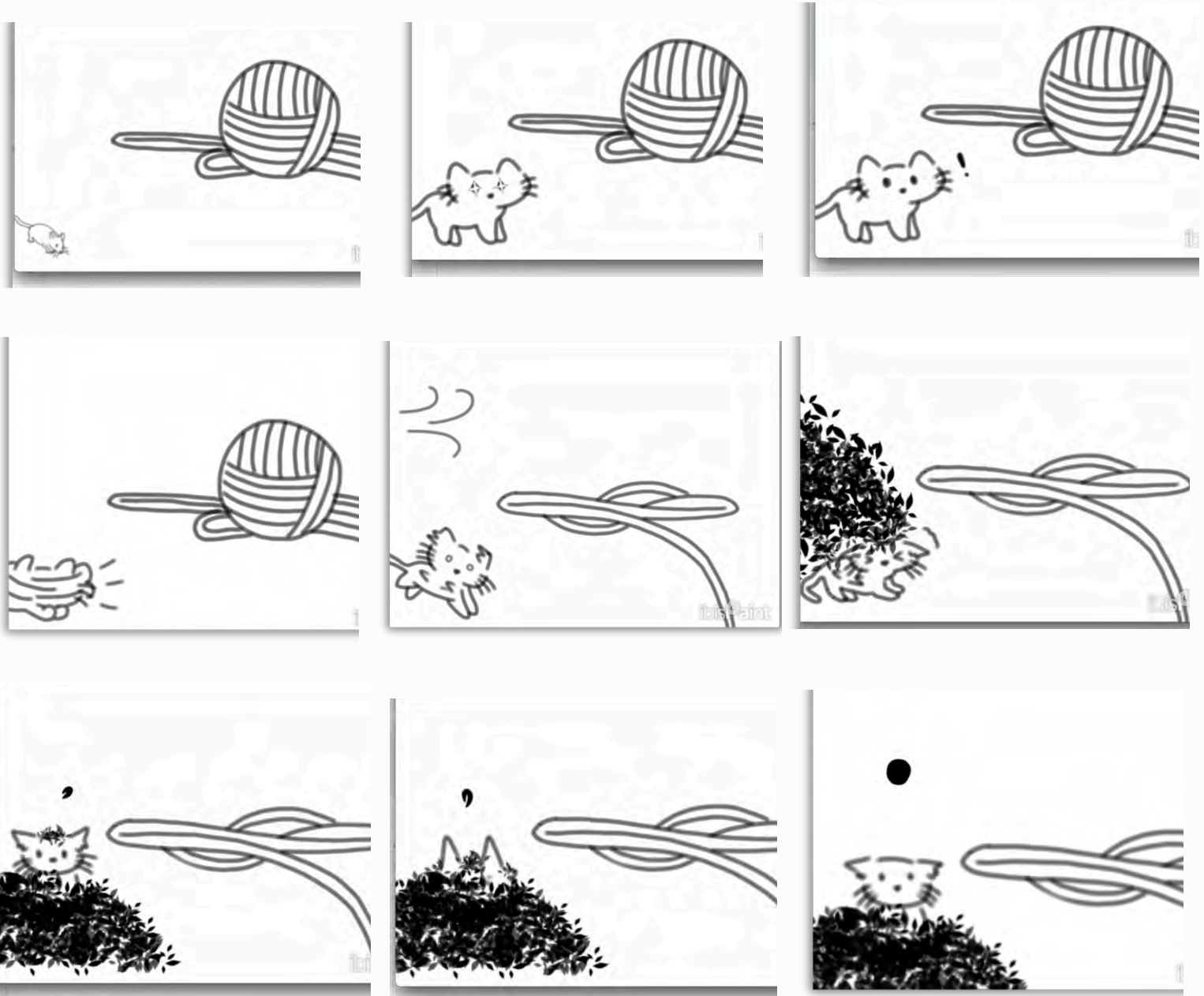
Lunch time

Pizza ~ Sausage Sandwich ~ Tacos ~  
Donuts ~ Noodles ~ Waffles ~ Fries ~  
Lollies ~ Nachos ~ KFC



# Artwork of the week

Crestwood Online Art Exhibition 2025



Artist: Grace Xia

## Video animation

Year 10 PDM students are currently immersed in a self directed stop motion animation project, each selecting a platform of their choice to explore their creative vision. Grace's working progress and created in Ibis Paint, demonstrates attention to transitions between still frames, resulting in a visual flow that enhances narrative clarity. Students are to integrate their own recordings of sound to further elevate the immersive quality of their animation while also hand drawing or designing text in Illustrator to reflect the essence of their film title. Across the cohort, students are employing a diverse range of techniques; from sculpting expressive clay characters to incrementally moving LEGO pieces—to craft short films that interpret the theme of “Metamorphism”, transforming static materials into dynamic, visually compelling sequences.

Artist: Melisa Godelekoglu



## Learning the Foundations of House Construction



Stage 5 Industrial Technology – Building and Construction students have been busy developing their skills and knowledge through the hands-on construction of a scaled wall frame. This practical project gives students an authentic insight into the way homes are built, while also introducing them to the tools, techniques, and safety practices used in the building industry.

Through the project, students are learning to identify and work with the key components of wall and roof frames, including top plates, studs, noggings and roof trusses. They are gaining an understanding of how these elements fit together to form the structural skeleton of a building.



In addition to technical skills, the project reinforces essential construction techniques such as accurate measuring, cutting and assembly. Students are also practising the safe and correct use of equipment, following worksite communication protocols, and adhering to safety procedures – skills that are vital for anyone considering a career in the construction industry.

By building a scaled wall frame, students are not only gaining practical experience but also developing teamwork, problem-solving abilities, and an appreciation for the craftsmanship that goes into creating a home. This project is an excellent example of how classroom learning and hands-on experience combine to prepare students for future vocational pathways.

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# SUPPORT NEWS



## Empowering Students with Practical Life Skills

Year 12 students are developing important life skills by independently shopping for ingredients to prepare meals the following day. They are gaining confidence in chopping, cutting and cooking with minimal assistance - skills that will serve them well beyond their time at school.





# SUPPORT NEWS

## Year 12 students gaining valuable Work Experience

Our Year 12 students have been participating in valuable work experience placements at Endeavour, where they have demonstrated dedication reliability and strong work ethics. Their commitment has been so impressive that some students have even received offers of employment once they complete Year 12. In addition to their workplace learning, students also have the opportunity to further develop important life skills. After work, they enjoy lunch at the local food court, where they practise purchasing food, handling money, and making independent choices. They also explore the shopping centre, which helps them build confidence in navigating public spaces. These experiences not only prepare our students for future employment but also foster independence and important everyday skills that will benefit them beyond school.



# Science Kaleidoscope Incursion



Our students recently participated in the Kaleidoscope Science Incursion, an engaging and interactive learning experience designed to spark curiosity and excitement about science. The session featured a variety of fascinating experiments that brought scientific concepts to life in a fun and memorable way.



Many students were captivated by the demonstrations, while some had the special opportunity to go on stage and actively participate in the experiments. This hands-on involvement allowed them to explore scientific principles up close, develop their confidence, and share in the excitement with their peers.

The incursion not only entertained but also encouraged our students to think critically, ask questions, and appreciate the wonders of science. It was truly a day filled with discovery and inspiration.

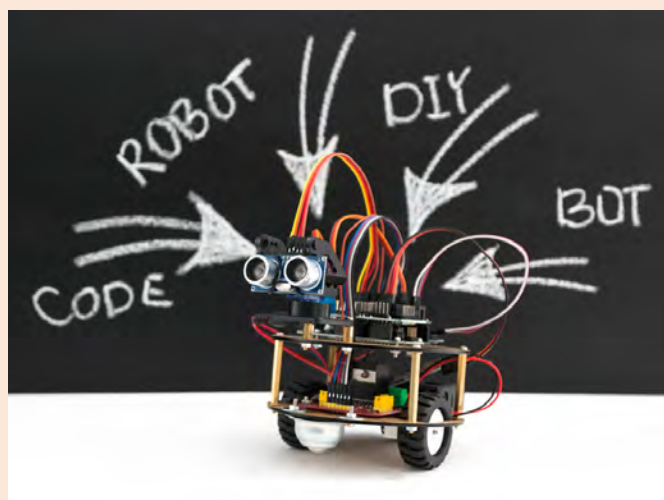
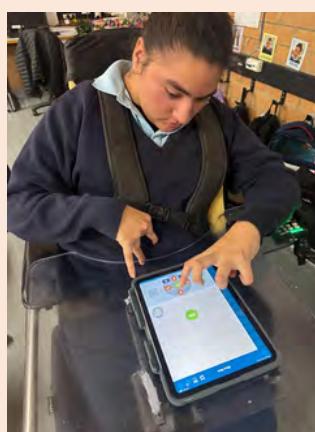




# SUPPORT NEWS

## Robotics and Coding: A Hands-On TAS Adventure

This term, our TAS classes have been diving into the exciting world of Robotics and coding! Thanks to the Department of Education's STEM library, we've had the fantastic opportunity to borrow bots and iPad kits. This hands-on approach allows our students to code real-life bots and watch them come to life in action! The excitement is palpable as students revel in building and coding their very own bots. It's a thrilling adventure that's sparking creativity and igniting a passion for technology!



# Community Engagement Stage 5



Stage 5 students have been out in the local community making connections. They have taken a short break from catching public transport and visited our local pharmacy, Priceline, at The Grove Square Baulkham Hills. The students met Shariff, the pharmacist, and he taught them about the important process of requesting medication by providing a script. The students also practised their communication skills and asked the staff questions about finding important everyday items, such as sunscreen, deodorant and shampoo. Next week, the students are catching public transport, and continue practising their planning and transport skills.





# SPORT NEWS

**Congratulations!**



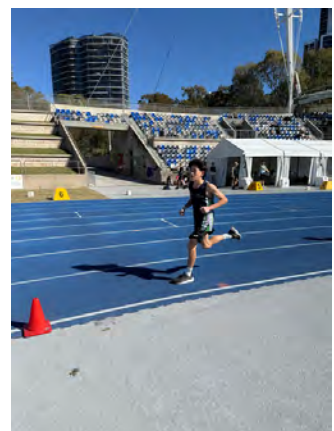
Byron Higgins was chosen for an AFL Indigenous and Multicultural youth leadership program camp held on the 16th–18th July at Sydney academy of Sports, Narrabeen. Throughout the camp Byron was involved in intense training, cultural experiences, goal setting, mental health sessions as well as athlete education from Zipporah Fish an AFLW Sydney Swans player.

Byron was then chosen to captain the Indigenous team as they played against the Multicultural team on Thursday 17th July. Byron was commended on his leadership skills as well as his performance in the program. Byron had such a great experience and was honoured to part of it all.



# SPORT NEWS

## Sydney West Athletics Carnival



Congratulations to the 19 talented students from Crestwood High School who proudly represented the Macquarie Zone at the Sydney West Athletics Championships!

Competing over two exciting days, Wednesday August 6th, and Thursday August 7th, these athletes showcased their skills in a variety of track and field events, demonstrating exceptional talent, determination, and sportsmanship.

Throughout the championships, many of our students performed remarkably well, with several placing in the top two of their respective events. Their hard work and dedication have paid off, as they will now progress to the prestigious CHS Athletics Championships, set to take place in September over three days of intense competition.

We are incredibly proud of our students for their achievements and wish them the best of luck in the upcoming championships!

# SPORT NEWS

## Student Sporting Achievements

Over the last couple of months some of our students have been representing in elite levels of various sports. Congratulations to the following students:

Harry Hood - Year 10 who was chosen to participate in the Emerging Soccerroo's Championship in Melbourne.



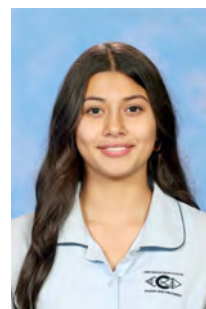
Reyansh Sharma - Year 9 who travelled to Malaysia to participate in the U16 Hong Kong National Team at the Asian Cricket Council U16 East Zone Tournament.



Sayre Howick - Year 8 who represented Hills Baseball at the Australian Intermediate League Championships. Sayre then went on to play with Hills Baseball representing Australia at the Intermediate League World Series in California.



Isabel Zambrano - Year 10 who travelled to Melbourne to play in the Basketball National Tournament as part of the Hills Hornets U18 team.



# LIBRARY NEWS

We thought it might be of interest to parents to know how the Literacy lessons work at Crestwood High School

## What is Literacy?

Literacy is a lesson designed to supplement the teaching that occurs in English and other KLA's where writing is a component

## YEAR 7

### Times:

1 x 60min period per fortnight + 2 x 20min rollcall lessons per fortnight

### TERM 1

Introduction to:

- Literacy
- Library
- Referencing
- TEEL paragraphs
- Wide reading integrated with PRC

### TERM 4

- Writing Strategies:
  - Sizzling Starts
  - Tightening Tension
  - Punctuating Dialogue
- Wide Reading

## What do students learn?

### TERM 2 and TERM 3

Introduction to:

- Super 6 reading strategy:
  - Making connections
  - Predicting
  - Visualising
  - Monitoring
  - Questioning
  - Summarising
- Wide reading integrated with PRC



# LIBRARY NEWS

## YEAR 8

### Times:

2 x 60min period per fortnight + 2 x 20min rollcall lessons per fortnight

### TERM 1

The revision and use of:

- Capital letters
- Full stops
- Apostrophes
- Commas
- Quotation Marks
- Parentheses
- Hyphens
- Semi-Colons and Colons

### TERM 3

- *Audience and Purpose*
- *Here, Hidden and Head comprehension questions*
- *Inference*
- *Exam question analysis*
- *Analysing student writing*
- Using complex noun groups

### TERM 2

- The use of a dictionary and thesaurus
- Prefixes and suffixes
- Synonyms and antonyms
- Parts of Speech
- Using a Reading Path
- Identifying the main idea in a text.

### TERM 4

- A selection of specific strategies designed to enhance narrative and persuasive writing

Using connectives  
Refining topic and link sentences

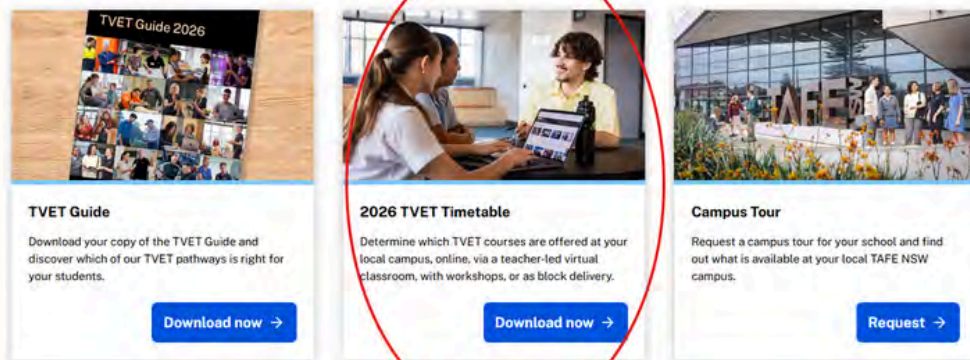
# Careers News

## APPLYING FOR A TVET COURSE YEARS 10 & 11 (2025)

### What is TVET and EVET?

The TVET Guide and TVET course timetable can be found at <https://www.tafensw.edu.au/courses/tvet> scroll down to Careers Advisers section. Scroll down the page to Careers Advisers and click on the download now button for either. This timetable is updated every Monday. Anyone can access it.

#### Careers advisers



1. Find a course you are interested in for Year 11 or 12 using the TAFE website above.
2. Contact Mrs T. Fisher – Careers Adviser for an information page on the course. Contact her in person (student), via email [christina.fisher@det.nsw.edu.au](mailto:christina.fisher@det.nsw.edu.au) or SENTRAL message.
3. Complete an Expression of Interest (EOI) Form. EOI forms can be located in the Careers Office (paper copy) or electronically (student & parent email sent 4 July 2025) or CANVAS – student Careers Class.
4. EVET EOI must be return to Mrs. T. Fisher for processing. Applications are processed as they are received. Applications close 10 September 2025.



Example of information page

# Careers News

## UNIVERSITY AND TERTIARY OPEN DAYS

Attending a university open day is a smart move if you're considering applying to or enrolling in a university. Here's why it matters:

### 1. Get a Feel for the Campus

- You'll experience the **atmosphere**, which can't be captured in brochures or online tours.
- Ask yourself: Does it feel like somewhere I'd want to spend 3+ years of my life?

### 2. Talk to Staff and Students

- Ask **current students** about their experiences—what they like, what's challenging.
- Speak with **lecturers** or course leaders to understand the teaching style and content.
- These conversations often reveal things websites or prospectuses don't cover.

### 3. Explore Course Details

- Learn how your course is structured, assessed, and supported.
- Find out about things like **placement years, study abroad options, or specialist modules**.

### 4. Check Out Accommodation and Facilities

- Tour **halls of residence, libraries, labs, study spaces, and sports facilities**.
- This can help you weigh up the **quality of life** the university offers.

### 5. Understand Career and Support Services

- See what kind of **career support, internships, or graduate outcomes** are available.
- Ask about **mental health, learning support, and student services**.

### 6. Compare Universities More Effectively

- After visiting a few, you'll have a better sense of what suits you.
- Rankings and stats are helpful, but open days let you assess **personal fit**.

### Bonus: Try the Local Area

- Explore the **town or city**: Is it lively, safe, student-friendly, and affordable?
- Check things like **transport links, nightlife, and places to eat/shop**.

If you're still unsure, think of it like test-driving a car before buying—it's a big decision, and this gives you real insight.



# Careers News

## UNIVERSITY AND TERTIARY OPEN DAYS

### Tips on how to get the most out of an open day.

#### ✓ Before the Day

##### 1. Do Some Homework

- Research your course beforehand so you can ask specific questions (e.g. “How much of the course is coursework vs exams?”).
- Note what matters most to you: teaching quality, social life, accommodation, etc.

##### 2. Book Everything Early

- Some sessions (especially for popular courses or accommodation tours) require pre-booking.
- Check if you need to register for campus tours, subject talks, or Q&A panels.

##### 3. Prepare Your Questions

Here are some you might ask:

- What's a typical week like for this course?
- Are there opportunities for work placements or study abroad?
- What kind of careers do graduates go into?
- What support is available for mental health or academic difficulties?
- What's the local area like for students?

#### ♀ On the Day

##### 4. Get There Early

- Gives you time to settle in and maybe catch quieter tours or 1-on-1 chats before the crowds.

##### 5. Attend a Subject Talk (or Two)

- These are usually the best way to understand how the course actually works.
- Look for how enthusiastic and clear the lecturers are – would you enjoy learning from them?

##### 6. Speak to Students

- They'll give honest insights you won't get from staff or marketing materials.
- Ask: “What do you wish you'd known before coming here?”

# Careers News

## UNIVERSITY AND TERTIARY OPEN DAYS

### Tips on how to get the most out of an open day.

#### 7. Explore Facilities That Matter to You

- If you're into sports, check out the gym.
- If you'll be doing lab work or studio work, see those spaces.

Visit libraries, study spaces, student unions, etc.

#### 8. Take Notes or Photos

- Especially if you're visiting multiple unis — they all blur together after a while.
- Record your first impressions while they're fresh.

#### Don't Forget the Local Area

- Walk around the surrounding city/town.
- Try a local café, check out public transport, shops, nightlife, etc.
- 

### ✓ After the Day

#### 9. Reflect Honestly

- What did you like or not like?
- Can you picture yourself there?
- How did it compare to others?

#### 10. Follow Up

- If you have unanswered questions, email the admissions team or course leader.
- Some unis offer virtual follow-up events or student chats online.

### What You Can Do Next

- **Register early:** Most open days require registration to secure your spot—check each university's website to sign up.
- **Plan wisely:** If you want to attend multiple events on the same day (e.g. 30 August), map out travel time and session preferences.
- **Choose based on what matters to you:** Focus on institutions offering your desired field, or those with standout facilities or support services.

# Careers News

## UPCOMING OPEN DAYS IN NSW (MID AUGUST - MID SEPTEMBER)

- **Macquarie University** – Saturday, 16 August 2025 at North Ryde
- **University of Newcastle** – Saturday, 16 August 2025 at Callaghan and Newcastle City campuses
- **Avondale University**
  - Sydney (Nursing) Open Evening – Wednesday, 13 August 2025
  - Lake Macquarie Open Day – Sunday, 24 August 2025 (just around the corner!) Avondale University – **Lake Macquarie campus**, Sunday, 24 August 2025, 11 am–2 pm
- **SAE Sydney** – Sunday, 16 August 2025, 11 am–3 pm in creative media (Chippendale)
- **La Trobe University** – Sydney campus, Saturday, 16 August 2025, 10 am–1 pm
- **University of Newcastle** (Central Coast – Ourimbah & Gosford) – Saturday, 30 August 2025, 10 am–2 pm
- **University of Sydney** – Saturday, 30 August 2025, 9 am–4 pm at Camperdown/Darlington campus
- **University of Technology Sydney (UTS)** – Saturday, 30 August 2025, 9 am–3 pm in Ultimo
- **University of Notre Dame Australia (Sydney Campus)** – Saturday, 30 August 2025
- **University of New South Wales (UNSW)** – Saturday, 6 September 2025, 9 am–4 pm at Kensington campus
- **Australian Catholic University (ACU)** – North Sydney campus, Saturday, 6 September 2025, 10 am–2 pm
- **National Art School** – Saturday, 6 September 2025, 10 am–4 pm **Australian Catholic University (ACU)** – Canberra campus, Saturday, 13 September 2025, 11 am–2 pm



# UPCOMING OPEN DAYS IN NSW (MID AUGUST - MID SEPTEMBER)



23 AUGUST 2025

**Open day: International College of Management**  
Sydney, 10am to 2pm.



23 AUGUST 2025

📅 UAC ATTENDING

**Open day: Torrens University Australia | Business, Education, Health and Hospitality (Surry Hills)**  
Surry Hills campus, 10.30am to 1pm.



23 AUGUST 2025

**Open day: Excelsia College**  
Sydney campus.



24 AUGUST 2025

**Open day: Charles Sturt University (Bathurst)**  
Bathurst campus.



24 AUGUST 2025

**Open day: Southern Cross University (Gold Coast)**  
Gold Coast campus.



24 AUGUST 2025

**Open day: Avondale University (Lake Macquarie)**  
Lake Macquarie campus (all courses), 11am to 2pm.

# UPCOMING OPEN DAYS IN NSW (MID AUGUST - MID SEPTEMBER)



30 AUGUST 2025

📅 UAC ATTENDING

**Open day: University of Sydney**

Sydney, 9am to 4pm.



30 AUGUST 2025

📅 UAC ATTENDING

**Open day: University of Technology Sydney**

Sydney, 9am to 3pm.



30 AUGUST 2025

📅 UAC ATTENDING

**Open day: University of Notre Dame Australia**

Sydney campus.



30 AUGUST 2025

📅 UAC ATTENDING

**Open day: University of Newcastle (Central Coast)**

Central Coast campus, 10am to 2pm.



31 AUGUST 2025

**Open day: Charles Sturt University (Orange)**

Orange campus.





**Hills Community Aid**  
Empowering Communities to Thrive

**Hills Daily GRIND**  
MOBILE COFFEE

**Rotary**  
Club of Kenthurst



# COMMUNITY FOOD AID

## Need assistance?

**Open Fridays 8.30am - 10.30am**

- Food staples available for \$5 a bag
- Prepared meals (when available)
- Breakfast bakery items to enjoy
- Hills Daily Grind - free beverage
- Information & referrals

## Want to donate?

Hills Community Aid has been inundated with requests for support from our local community in our Food Aid Program.

Many members of the community want to offer support through donations so we are providing this list of items we particularly need. Donations can be dropped off at the address below during the office hours of Monday - Thursday 9.30am-2.30pm and Friday 9am-1pm.



### DONATIONS ACCEPTED

- ✓ Hygiene Products
- ✓ Individually Wrapped Snacks (Packets of chips, muesli bars etc)
- ✓ Household Cleaning Products
- ✓ Canned Goods & Pantry Staples

### IN DEMAND DONATIONS

- SHAMPOO & CONDITIONER
- SUGAR
- TOOTHPASTE
- SAUCES/ HERBS AND SPICES



**HCA.ORG.AU**

**LEARNING IN THE HILLS  
BALCOMBE HEIGHTS ESTATE  
BUILDING 4, 92 SEVEN HILLS RD,  
BAULKHAM HILLS, 2153**



# FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

## WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

## WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

## Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

## WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

## WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

## WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

## WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

## WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

## WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

## HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

## WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

## IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

## HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

## FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and Disability Standards for Education 2005.

This document must be attributed as *Fact sheet for parents, guardians and carers*.



# UNIFORM SHOP

## *Second-Hand Uniform Sale!*



**Save 50%** on the original price!

We have quality second-hand **School Jackets** for only **\$45!** Available in a range of sizes and featuring either the new or old logo.

Take advantage of this great offer by purchasing online or visiting us at the Uniform Shop.

### **Sale Conditions:**

No refunds. No exchange for change of mind or incorrect size where second-hand stock is unavailable. Strict two-week exchange policy applies. Proof of purchase required.

Note: Jackets may be near-new or have minor small marks etc.

Our email address: [crestwoodhs-uni@2153pandc.onmicrosoft.com](mailto:crestwoodhs-uni@2153pandc.onmicrosoft.com)

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