At Thursday’s assembly, Crestwood High celebrated NAIDOC week. This was an opportunity for our students to listen to information being presented and think about their own stance on the current plight of indigenous Australians. Each year NAIDOC have a theme and this year’s theme was: “Voice. Treaty. Truth. Let’s work together for a shared future”.

Here is some information that was presented throughout the assembly. NAIDOC began in the 1930s when Aboriginal protesters voiced their desire to be included in decision making policies in Australia. This year marks the 80th anniversary of the 1938 Day of Mourning. A significant moment in history which involved many brave Aboriginal men and women, fighting for their rights and their future and fighting for a voice. Their legacy matters and it is up to the next generation to continue their commitment to address this inequity.

The Indigenous voice of this country is over 65,000 years old. Our Indigenous culture is the oldest continuing culture on the planet. This is something to be proud of and to be treasured. Other countries such as New Zealand have been far more successful in maintaining and celebrating their rich, cultural heritage between indigenous and non-indigenous people.

Mahatma Gandhi famously said, “You must be the change you want to see in the world”. The process of change or reform comes from a single individual’s step towards change. And others will follow if that change is for a good cause.

We need to teach accurate Aboriginal history in our school curriculum. We need to be inclusive of Aboriginal society and the way of life in using authentic examples to support our teaching. Most students are aware that most Aboriginals currently do not have the same access to education, employment and housing, for example, that non-indigenous Australians do and we need to continue to employ long term planning to address this inequality. Only then can we move forward to “work together for a shared future”.

When the Australian Constitution came into force in the 1800’s Aboriginals were excluded from having input into the Constitution. There were no treaties or formal settlements. Australia remains one of the few democracies around the world which still does not have a treaty or some other kind of formal acknowledgement with its Indigenous people. A substantive treaty has always been one of the main goals of the Aboriginal and Torres Strait Islander movement. ...continued over page
From the Principal

The true story of colonisation must be told, must be heard and must be acknowledged before true healing and reconciliation can begin. It is the history of all of us, of all Australians, and we need to own it. By better understanding the challenges and disadvantage that Aboriginal and Torres Strait Islander people are facing, better solutions can be implemented. This means working side by side with Indigenous Australians in Aboriginal communities to work out real, workable, long term solutions where noted change can take place. This is the real meaning of “working together for a shared future”.

Special thanks must go to Mrs Woolnough and Mrs Azzopardi for their work on the NAIDOC assembly and in supporting the students who presented. The students were highly respectful and engaged in all aspects of this assembly. Our students have an incredible sense of social justice and what is right and the conversations I could hear from both the junior and senior assemblies upon exiting the assembly indicate that students were highly reflective of the content presented.

From the Deputy Principal

Mobile phones are part of everyday life and it is important that students are held accountable for the use of their phones. However, mobile phones and mobile phone plans are often owned by parents and in some cases the owners of the phone can be held responsible for what is on the phone. It is therefore VERY important you as parents know exactly how 'your' phone is used by your child.

There are many online websites that give parents great ideas around responsible mobile phone use and how to ensure your child learns to use the phone responsibly.

The first and most important rule is ‘SEND’ is definite. Once you have hit the send button, all of that information is available for many to see, copy and distribute. Depending on the materials, this may be humiliating, causing embarrassment for you and your family. It may also be illegal and someone could be charged with a crime. This could be the owner of the phone (rather than the user of the phone). A parent should be able to access the phone their child uses at any time to ensure it is safe and used correctly. Interestingly there are mobile apps which purposefully hid data, pictures and information. Search the app store to find such stealth apps… you might be surprised.
From the Deputy Principal

This App is designed to look and act like a calculator, however is actually used to hide photos.
Good enforceable rules are important for a child to learn to use a phone correctly.

Here are some examples of mobile phone rules for the whole family:

- Mobile phones are the property of the owner of the phone and plan, and this owner should know exactly what is on the phone and how it is used.
- Mobile phones are either switched off or not used during family meals.
- Mobile phones stay out of bedrooms after a time you agree on.
- Mobile phones are put down when you’re talking face to face with each other.

You can help protect your child from risky or inappropriate content and activities by teaching them about internet safety.

You can also talk to your child about:

- managing safety and privacy settings on their phone—for example, checking that social media profiles are private and locking the phone with a pin
- not entering personal details like name, address or date of birth into online accounts or forms
- accepting new social media friend requests only from people they know face to face
- checking which apps use location services and switching off the ones they don’t need. This can ensure that your child isn’t showing their location to nearby people they don’t know.

For more information you can visit the following websites:

At Crestwood High school the rule is that during class all phones should be turned off and in the student’s bag. Teachers may allow students to use their phone for such things as

- Recording time—eg in PE or during a science experiment
- Taking photos of notes on the board
- Researching facts on the internet

Teachers will be specific about this and will ask students to turn off the phone and put them away after the activity.

UNIFORM SHOP

THE UNIFORM SHOP WILL BE OPEN THIS SATURDAY 3RD AUGUST
FROM 9AM—1PM
On Thursday, 1st August we celebrated NAIDOC Week at our assembly. This year’s theme is Voice, Treaty, Truth and we are all encouraged to walk together to bring change that will be good for all of us. Here is a snippet from two Year 8 students:

“For all of us at Crestwood, we can be part of this bigger picture by being aware of our history and appreciating the culture of the First Nations people.

On the 20th of June about 30 of us, some with aboriginal heritage and friends went to Muru Mittigar for a day full of cultural experiences and fun activities including boomerang throwing, dot painting and bush knowledge.

We started off the day with some indigenous art soon after to get some traditional face painting, later we did some boomerang throwing and we were told who ever catches the boomerang gets to keep it, congrats to Daniel Mills for catching the boomerang. After the break we were taken inside and told stories and laws about culture, towards the end of the day we got the opportunity to be part of a smoking ceremony. This was a day to never forget”.

This is from the NAIDOC Committee:

“For generations, we have sought recognition of our unique place in Australian history and society today. We need to be the architects of our lives and futures.

For generations, Aboriginal and Torres Strait Islander peoples have looked for significant and lasting change.

Voice. Treaty. Truth. were three key elements to the reforms set out in the Uluru Statement from the Heart. These reforms represent the unified position of First Nations Australians”
Debating and Public Speaking

The Year Ten debating team of Emily Foufas-Noakes, Rhea Uberoy, Natarina Ramdhana and Sajnoor Rana, have won their second debate against selective high school Girraween, in a very tight debate. The ladies were arguing against the topic, ‘That social media should be restricted during times of war,’ and they showed an excellent understanding of the practical and ethical arguments as to why this should not occur. This team now only needs to win one more debate to hopefully progress through the zone to the next level.

Year 12 Extension 1 Excursion

The Year 12 Extension 1 English class attended a holiday excursion to the State Library. The Extension 2 students spent some valuable time doing final research for their major works (which are due to NESA this month) and all the students had time to look into some research for their other subjects as well.

We finished the day at the QVB Tea Rooms for afternoon tea, to help Grace Lanyon research for her Extension 2 major work; a 6000 word short story set in a tea house. It was a lovely experience for the students on one of their final excursions in their school career.

SRC NOMINATIONS

Year 11 SRC nominations are now closed and interviews for the nominees will be conducted on Tuesday 6th August.

Nominations for the SRC for Years 7-10 will close on Friday 9th August.

For further details see Mrs Jones in the Art Staffroom
Year 12 Visual Arts students are making final preparations for their submission of artworks for external assessment. They have worked since October 2018 to formulate ideas and fine tune their technical skills in a range of media areas culminating in works that are diverse in subject matter and technique. They will be on display after their trial exams before being packed for marking by external examiners. If you would like to see the exhibition it will take place on Thursday 5th September in the art block. Further details will be available later.
Parents need to be registered with the Parent Portal to book appointments.

https://web1.crestwood-h.schools.nsw.edu.au/portal/register

Use the email that you received this newsletter with as your username.

An Access Key was emailed to you on arrival to Crestwood High School. If you do not have that emailed letter, please contact Janaki in the office via email at janaki.marudhachalam3@det.nsw.edu.au to email that out to you again.

Once your registration is approved, you will receive an email to indicate this. You will be able to log on and use the key as instructed on the access key letter. Then you are ready to utilise all the modules on the Portal including Parent Interviews.

PARENT INTERVIEWS OPENS FOR BOOKINGS TODAY AND CLOSES ON THURSDAY AUGUST 8TH AT 10.00AM.

**P & C Meetings**

There will be **no meeting in August**

The dates for the remaining meetings for the year are:

- September 3rd
- November 5th
Year 7 (Technology Mandatory) in the materials focus area (TNT7 and 7TNH) have begun working on their acoustic speakers. The acoustic speaker is designed to amplify or redirect the sound of a mobile phone through the holes in the speaker.

Students can learn practical skills such as cutting wood with a tenon saw, chiselling trenches into the wood and drilling holes using a hole saw and drill press.

The photos below show the students working away on this little fun project.
**Oztag Championships**

Crestwood High School sent six Oztag teams to the Sydney Inner West Secondary School Championships and performed exceptionally well. Five of our teams made the grand finals, with the Year 7/8 Girls and Boys teams both winning in their divisions. The 11/12 Girls and Boys were narrowly defeated in their grand final, as well as the Year 9/10 Girls team. Our winners and runners up will have been invited to compete in the state championships on August 13th and 14th.

https://www.instagram.com/p/B0R1sgrgjbW/?igshid=v9zyr9klmpba

#Crestwood

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**Futsal Gala Day**

Congratulations to the following girls who attended the State Championship Futsal Gala Day last Friday the 26th July at Hawkesbury indoor stadium. Unfortunately they did not qualify to the finals but demonstrated excellent skills and team work throughout the day.

Well done girls!

Breanna Buccini
Chloe Krenich
Lauren Sivalingam
Prue Stratton
Grace Fairhurst
Lauren Morden
Katya Ignacz
U14 Boys and Girls Futsal

The U14s boys and girls competed at State Futsal at Hawkesbury—a great effort by both teams.
Embark on an epic adventure! The MS Readathon inspires kids to read as much as they can, throughout the month of August. And it is all for an incredible cause. The rules are simple. Read whatever you like, as much as you can, in August. You can read novels, text books, picture books—the books you read are totally up to you.

The MS Readathon is free to sign up, and there is no fundraising minimum.

Crestwood has formed a team for the MS Readathon during the month of August. Join our school team and help us raise some money for people living with MS. You can join our team by using the link below. If you have not participated in it before, the premise is that you set yourself a goal of how many books you can try to read in a month. You ask friends and family to sponsor your efforts and that’s it!

If you have any further questions, just see Ms Olmos in the Library.


Thank you for your support of the library.
University of Sydney Early Offer Year 12 (E12) Scheme

Closes 30 September.

Receive a conditional offer before the HSC exams even finish and benefit from a $5950 scholarship in your first year. The Early Offer Year 12 (E12) Scheme will help ease the financial pressure of studying in your first year and gives you plenty of support with enrolment, orientation as well as other areas of student life.

If you apply successfully to E12, we will hold a place at the University of Sydney for you. You’ll have a confirmed place when results are released providing you meet some conditions, such as the E12 ATAR (lower than the guaranteed ATAR) and HSC subject requirements for your preferred course.

There are over 90 courses you can apply for through E12, giving you lots of options. They include business, engineering, health sciences, nursing, arts, science, law, agriculture, education, design computing, architecture and the creative arts. https://sydney.edu.au/study/how-to-apply/admission-pathways/early-offer-year-12-scheme.html

Sydney Conservatorium of Music—Register for an audition or interview

If you’d like to study at the Conservatorium, you will need to attend an audition or interview. This allows us to assess your abilities and discuss your commitment. Please make sure you register your audition and/or interview before the closing date. If you are unable to attend in person, you may submit a video audition. If being interviewed, a Skype interview will be arranged.

Check the specific audition or portfolio requirements to ensure you are fully prepared for your audition or interview. http://music.sydney.edu.au/study/auditions/

NECA Electrical Apprenticeships

Work on multi-storey buildings, shopping centres, apartments and houses. The telecommunications industry is always evolving in phone, optical fibre system and internet connected devices. Install, maintain and repair electrical systems in the growing field of renewable energy systems.


2020 BlueScope Apprenticeships

Closes 18 August

BlueScope is a global leader in premium branded coated and painted steel products—the third largest manufacturer of painted and coated steel products globally. BlueScope have great strengths in engineered steel buildings and are number one in building and construction markets. During your apprenticeship we’ll provide you with ongoing mentoring and support to help you achieve your career goals and unleash your true potential.


12 Most In-Demand Careers in Australia in 2019

According to the report published by the Department of Jobs and Small Business, the job opportunities in the healthcare and social assistance industries will skyrocket in the next five years. From the data they’ve presented we’ve listed the 12 most in-demand and widely available jobs in Australia in 2019 in no particular order. https://getcourse.com.au/in-demand-careers-in-australia-2019/

NSW Police Recruitment Information Session—Parramatta

10 August 9.00am–12.00pm, NSW Police Headquarters, The Curtis Cheng Centre

Come and join us for an information session about the NSW Police Force recruitment process. There will be speakers from the NSW Police Force and Charles Sturt University who will provide an overview of the academic and professional suitability requirements for entry into the NSW Police Force. Recruitment Officers will be on hand to discuss your current or future application and to answer specific questions relating to the process. Physical Training Instructors will also be available to discuss the physical testing standards, medical requirements and tips for training. https://www.eventbrite.com.au/e/nsw-police-recruitment-information-session-parramatta-tickets-59935754455
Dear Parents,

Under the Nationally Consistent Collection of Data (NCCD) schools are required to provide information to the Federal Government about the learning adjustments being made by the school for students with disabilities. Please refer to the following fact sheets for detailed information about this process and related weblinks.

Should you wish to speak about this process the most appropriate member of staff to contact is Tracey Cowan.

Fact sheet for parents and carers

What is the NCCD?
The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students receiving an adjustment due to disability and the level of adjustment they are receiving to access education on the same basis as other students.

Each of the included students has been identified by a school team as receiving a reasonable adjustment to address a disability under the Disability Discrimination Act 1992 (the Act) (www.legislation.gov.au/Details/C2017C00339).

Why is this data being collected?
All schools across Australia collect information about students with disability. However, until recently, the type of information collected has varied between each state and territory and across government, Catholic and independent school sectors. The national data collection ensures that, for the first time, information about students with disability is transparent, consistent and reliable at a national level.

A nationally consistent approach to collecting data provides evidence on:
- the number of school students receiving an adjustment due to disability
- the level of adjustment they receive
- the broad type of disability.

From 2018, the student with disability loading provided by the Australian Government is based on the national data collection. Funding is being provided via a loading at different rates based on students’ received level of adjustment (supplementary, substantial or extensive). This will enable funding to be better targeted to student need as identified through the collection. Schools will continue to manage their total resources to meet the learning needs of their students based on the educational expertise of their staff.

It is important to note that states and territories are responsible for decisions about the level of funding for government schools, and non-government education systems and approved authorities are responsible for the distribution of the needs-based Commonwealth funding that they receive. While Government funding is calculated with reference to students enrolled at a school, the Government expects schools and school systems to pool their funding from all sources—Australian Government, state/territory and private—and prioritise their spending to meet the educational needs of all of their students. This is because the Government recognises that schools and school systems are best placed to understand the individual needs of students and budget accordingly.

The students with disability loading may be used for broader supports at the classroom, school and sector level, as well as for supports for individual students. Education authorities may, for example, opt to use funding for professional learning and to build capacity and inclusive cultures in schools.

Better information about school students with disability helps parents, carers, teachers, principals, education authorities and government to gain a more complete understanding of students who are receiving adjustments because of disability and how to best support them to take part in schooling on the same basis as other students.

What information will be collected?
Every year, your child’s school will collect the following information for each student receiving an adjustment due to disability:
- the student’s year of schooling
- the student’s level of adjustment
- the student’s broad type of disability.

If a student has multiple disabilities, the school team, using their professional judgement, selects the broad category of disability that has the greatest impact on his/her access to education and for which adjustments are being provided.

When undertaking the national data collection, every school in Australia uses the same method to collect information. Therefore, a government school in suburban Sydney collects and submits data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory. The information collected by schools will be available to all governments to inform policy and program improvement for students with disability.

How will this data be used?
The information provided through the national data collection will give governments greater insight into the numbers and distribution of students receiving adjustments because of disability in Australian schools.

In addition to informing funding, the data will inform work at a school and system/sectoral level. It will help to ensure that better support for students who are receiving adjustments because of disability becomes routine in the day-to-day practice of schools through:
• strengthening understanding of schools’ legislative obligations and the Disability
  Standards for Education 2005 in relation to students who are receiving adjustments because of disability
• focusing attention on the individual adjustments required to support students with disability to participate in learning on the same basis as other
  students, and enabling schools to better reflect on the needs of these students and to support them more effectively
• facilitating a more collaborative and coordinated approach to supporting students who are receiving adjustments because of disability, including
  through encouraging improvements in documentation at the school level
• strengthening communication between schools, parents/carers and the broader community about the needs of students who are receiving
  adjustments because of disability.

Who is included in the national data collection?
The definition of disability for the national data collection is based on the broad definition under the Disability Discrimination Act 1992
For the purposes of the national data collection, students with learning difficulties (such as dyslexia or auditory processing disorder) or chronic health
conditions (like epilepsy or diabetes) that require monitoring and the provision of adjustments by the school may be included.

Who collects information for the national data collection?
Teachers and school staff identify the number of students receiving an adjustment due to disability in their school, the broad type of disability and the level of
adjustment provided, based on:
• consultation with parents and carers in the course of determining and providing adjustments
• the school team’s observations and professional judgements
• any medical or other professional diagnosis
• other relevant information.
School principals are responsible for ensuring the information identified about each student is accurate.

What are the benefits of the national data collection for my child?
The aim of the national data collection is to collect quality information about Australian school students receiving adjustments due to disability.
This information will help teachers, principals, education authorities and governments to better support students with disability to take part in school on the
same basis as other students.
The national data collection provides an opportunity for schools to review their learning and support systems and processes to continually improve education
outcomes for students with disability and all students.

What are schools required to do for students with disability?
All students are entitled to a quality learning experience at school.
Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from
discrimination and on the same basis as other students.
Education 2005 (the Standards) (www.docs.education.gov.au/node/16354). The Standards require educators, students, parents and others (e.g. allied health
professionals) to work together to ensure students with disability can participate in education.

What is a reasonable adjustment?
A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as other students.
Adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting teaching methods) and at an
individual student level (e.g. extra tuition for a student with learning difficulties).
Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers.
For the Disability Standards for Education 2005 (www.docs.education.gov.au/node/16354), an adjustment is reasonable in relation to a student with disability if
it balances the interests of all parties affected. Schools are required to make reasonable adjustments for students with disability under the Standards.

When does the collection take place?
The national data collection is conducted in August each year.

Is the national data collection compulsory?
Yes. All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit
information annually on the number of students receiving adjustments due to disability in their care, and the level of adjustment they receive.
Information about the arrangements that may apply to your school in relation to this data collection is available from your child’s school principal and the
relevant education authority.

How is my child’s privacy protected?
Protecting the privacy and confidentiality of all students and their families is essential and is an explicit focus of the national data collection. Data is collected
within each school, and personal details, such as student names or other identifying information, are not provided to local or federal education authorities.
Further information about privacy is available in the Public information notice (www.docs.education.gov.au/node/33415).