



Cootamundra High School Newsletter

PRINCIPAL: Mrs Leesa Daly

ACTING DEPUTY PRINCIPAL: Mr Christopher Payne

PRINCIPAL'S REPORT



Public Education is a wonderful place to work. So many exciting and engaging opportunities continue to be offered to our students at Cootamundra High School to enable them to Connect, Succeed and Thrive. Working with an awesome, dedicated staff who go above and beyond to provide these opportunities is such a pleasure. We are grateful to the many community organisations who also provide resources and expertise to run these programs and opportunities. As the old adage goes 'It takes a community to raise a child' and we are fortunate that this is the case for our CHS students.

Some highlights for me this term have included the Year 6 STEM transition day – Journey to Mars-Rocket Launch; the 80's, 90's and Today school social; the Rotary Club's Driving Simulator experience, the engagement of students and staff using the Virtual Reality kits, the Boy's PCYC program and the informative Police School Liaison Officer, Snr Constable Troy Fisher's presentations at our Year Meetings.

Year 12 have recently completed their trial exams with feedback being provided by their teachers. They are expected to attend each and every day this term and are encouraged to utilise these last few weeks wisely. The last of the major works are due this week for lock up.

Students are required to be at school, ready for the school day to start promptly at 9:00am every day.

We are seeking parent/carer support in this matter as there has been an unacceptable number of students arriving late to school in the morning. Phone calls are being made to keep parents informed and attendance letters are posted every fortnight. Parents are reminded to update their details (address/contact phone numbers), if they have changed, with the ladies in the front office.

I would like to thank the Country Education Foundation of Australia for their support in enabling students in Year 10 and 11 to attend a 3 day Macquarie University experience which included attending lectures in Economics, Clinical Sciences and Law just to name a few. Thanks to Miss Willoughby for taking our students.

Our P&C work tirelessly to support our students. A very successful pie drive was conducted at the end of last term and early term 4 they will be doing a lamington drive. Money raised will be going towards the purchase of new sports uniforms. Our P & C along with our canteen manager, Yvette Newman are working on the compliance requirements in regards to the NSW Healthy Canteen strategy, ready for implementation in 2020. Special thanks are extended to Julian Jones for pruning the roses at the front entrance to school a few weekends ago. Much appreciated.

Stephanie Cook, our local member and strong supporter of Public Education is hosting a Pizza and Pitch Cootamundra Youth forum at the town library on Wednesday 4th September from 3:30 -5:30pm. All students are welcome and encouraged to attend and have a voice about what would make our town a better place to live in.



Education &
Communities

Public Schools NSW

Cootamundra High School

Poole Street, Cootamundra

Phone: (02) 6942 2711 | **Fax:** (02) 6942 1516

Email: cootamundr-h.school@det.nsw.edu.au

Website: www.cootamundr-h.schools.nsw.edu.au

PRINCIPAL'S REPORT cont.

Last Friday, students and staff added a splash of purple to their attire for the Wear it Purple - 'Stand Up & Stand Out' Day to show our support for the LGBTQIA community. In the coming weeks students will also have the opportunity to get involved in the R U OK activities as well as our Footy colours mufti day to support children living with cancer.

Enjoy the rest of the term.

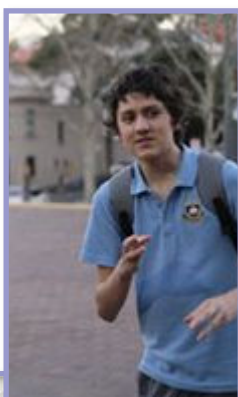
Regards

L Daly

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**GALUWA ENGINEERING AND IT EXPERIENCE**

Year 10 students Dylan Vivian, Haiden McRae and Cody Francis have recently returned from the University of Technology Sydney's Galuwa Engineering and IT Experience Week. The students had a great week of activities and making friends, whilst they discovered a future in Engineering and IT.



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IMPORTANT INFORMATION -**CHANGE OF DATE**

Due to unforeseen circumstances Community Health have had to reschedule Year 7 immunisations to Monday Sept 23rd.

CHS CALENDAR**Term 3, Week 7**

Sept 3	♦ Standard English Study Day - online
	♦ Yr 11 Minimum Standards Testing
	♦ SRC Planning Day
Sept 4	♦ ICAS Science Competition
Sept 5	♦ STEM Day 2 of 3
	♦ Advanced English Study Day - online
	♦ Yr. 8 into Yr. 9 Elective subject selections due
	♦ Yr. 10 VALID testing
Sept 6	♦ Yr. 12 Fundraiser—Egg & Bacon rolls

Term 3, Week 8

Sept 9	♦ 2020 Captains Speeches
Sept 11	♦ Strength Excursion
Sept 12	♦ Yr. 12 HSC Information day
Sept 12 - 13	♦ Year 11 Exams

Term 3, Week 9

Sept 16 - 19	♦ Year 11 Exams continue
Sept 17	♦ Yr 7 - Vaccination 2
Sept 19	♦ PBL Assembly
	♦ STEM Day 3 of 3
Sept 20	♦ Yr. 12 Cake stall—Lions Club Van

Term 3, Week 10

Sept 23	♦ Yr. 7 vaccinations
Sept 23 - 25	♦ Year 11 Life Ready
Sept 26	♦ Year 12 Graduation Assembly

Term 4, Week 1

Oct 17	♦ Yr. 9 YAMS
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Term 4, Week 2

Oct 21 - 25	♦ Work Placement—Construction and IT.
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INFORMATION FOR PARENTS/CARERSEducation &
Communities

Public Schools NSW

Compulsory School Attendance

Information for parents

Once enrolled, children are required to attend school each day it is open for students.

THE IMPORTANCE OF ARRIVING ON TIME

Arriving at school and class on time:

- * ensures that students do not miss out on important learning activities scheduled early in the day
- * helps students learn the importance of punctuality and routine
- * gives students time to greet their friends before class
- * reduces classroom disruption.

Lateness is recorded as a partial absence and must be explained by parents.

WHAT IF MY CHILD HAS TO BE AWAY FROM SCHOOL?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- * being sick, or having an infectious disease
- * having an unavoidable medical appointment
- * being required to attend a recognised religious holiday
- * exceptional or urgent family circumstance e.g. attending a funeral.

Following an absence from school you must ensure that within 7 days you provide your

child's school with a verbal or written explanation for the absence. An absence explanation may also be provided via the Skoolbag app.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness.

Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

TRAVEL

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An *Application for Extended Leave* may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.



office at The Children's Hospital at Westmead
po box 140 Westmead nsw 2145
p +2 9806 9960 www ldc.org.au

August
2019

LDC Regional, Rural & Remote Schools E-Update

AUGUST ARTICLE

Expressive Language

Expressive Language is "the ability to communicate language"

How can it impact a child?

- Problems naming things.
- Struggle to work out the words they want to use when conversing.
- Trouble with sentences (often too short / confusing).
- Find it hard to retell an event.
- Others can't always understand what they are trying to say.
- Trouble answering questions.
- Difficulty asking for something.

What can you do?

- *Look* - allow them to watch your face / mouth as you talk.
- *Choices* - encourage them to use words to make choices, not just gestures.
- *Visuals* - use pictures as a starting point and make up stories to talk about what will / might happen based on the visuals.
- *Increase vocabulary* - repeat their responses with some added detail, eg. 'horse' becomes 'black horse', 'man' becomes 'old man', etc.
- *Model* correct language, eg. "want car" becomes "I'd like the car please".
- *Everyday talk / draw / act* what has happened, eg. Draw a picture of the cat you saw outside your classroom window, act out how the Principal spoke at Assembly.

Benefits of improving Expressive Language

- They will be able to say what they want and what they think.
- They will be able to say how they feel.
- Their story telling will improve.
- They will answer questions better.
- They will improve their ability to play and interact with others
- They will be less frustrated.

Newsletter Excerpt References: "Using Words and Language (Expressive Language)" www childdevelopment.com.au,
Receptive vs. Expressive Communication" by H Tanguay <http://activities to learn.com>, "Learning Disabilities in
Expressive Language" by A Logsdon <http://learning disabilities.about.com>

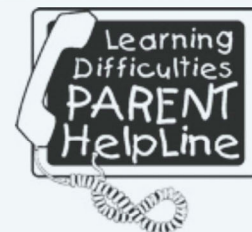
Have you read this article.. Why children are waiting up to a year for occupational therapy:

<https://www.smh.com.au/lifestyle/health-and-wellness/why-children-are-waiting-up-to-a-year-for-occupational-therapy-20190718-p528me.html>

Have you seen this book... *Dyslexia is my Superpower (Most of the Time)*, by M Rooke.

Available from www.booktopia.com.au \$27.75. Children and young adults reveal their personal tips and tactics for honing the creative benefits of dyslexia.

Have you seen this on You Tube: Creator of "Captain Underpants" on growing up with ADHD and Dyslexia <https://www.youtube.com/watch?v=hZ3gjwubir8>



02 9806 9960

PO Box 140 Westmead 2145

info@ldc.org.au

www ldc.org.au

Please contact the LDC office if you would like Helpline brochures/posters for your school.

MEMBERSHIP COSTS

1 year School M'ship \$55
3 year School M'ship \$150

MEMBERSHIP BENEFITS INCLUDE:

- A Quarterly Newsletter
- Fortnightly Member Updates relating to LD
- Discount on LDC resources
- Discount on entry to LDC seminars

RESOURCE HIGHLIGHT



ADHD TOOLKIT

This booklet on **ADHD** covers areas such as the nature of ADHD, Behaviour Management, Learning Support

& Social Skills. It includes strategies for parents, teachers and health professionals.

\$12 for LDC members

\$17 for non members

+ P/H (see website)

See www ldc.org.au for details

The information herein is provided on the understanding that the Learning Difficulties Coalition Helpline is NOT providing professional advice and services. The information herein provided is NOT to be used as a substitute for professional, medical, or clinical advice.

A COMMITMENT FOR CHARITY

CUT FOR CANCER - FOR COOTAMUNDRA CANASSIST

Andie McTavish is a 12 year old young lady who is cutting her hair as a fundraiser for Cootamundra Canassist. She is cutting 35cm off her hair and donating it to Variety to go towards making a wig for a child. Her hair will go out of town but all money raised from her big cut will stay in Cootamundra.

Donation tins will be located at Split Endz, Hunt & McTavish Accountants and CW Jewellers or you can donate to the following account at the ANZ Bank.

Fundraiser BSB 012585 Acc.# 316842693



Stay informed with the SkoolBag App

The SkoolBag app is the easiest way to stay up-to-date with school events, last minutes notices, newsletters and all school communications.

- 1 Download the app**
Search for the free SkoolBag app in the Apple App or Google Play Store
- 2 Create an account**
Sign up in seconds with your email address
- 3 Add your school**
Search for your school and add your subscription groups

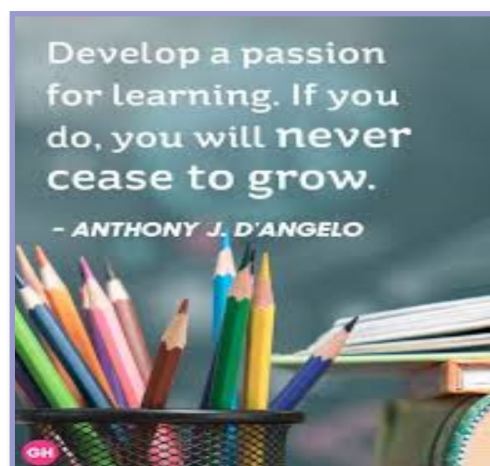
SkoolBag

YEAR 11 BIOLOGY EXCURSION—PIONEER PARK

On Monday 5 August, Year 11 Biology went up to Pioneer Park for an assessment task to survey the abundance and distribution of trees in a Box-Gum Woodland. They carried out a series of quadrat and belt transects over 7 sites around the hill. Students also observed many other living things in the area to develop a better understanding of this type of ecological community.



Overall it was a fun day and hopefully participants developed a deeper understanding of the amazing resource we have on our doorstep. Anna our Italian exchange student took great pleasure in seeing some kangaroos.



YEAR 9 & 10 FOOD TECHNOLOGY**Year 9 & 10 Food**

Technology are working on Food Service and Catering this term. Currently, each Australian spends over a thousand dollars a year on meals that are prepared outside the home by food service and catering ventures.

Students will examine the food service and catering industry in Australia – how different ventures operate, work opportunities available in the industry and menu planning. Students will then apply their knowledge and skills to prepare and present some popular menu items for the year 12 farewell.

The surrounding images show some of the Year 9 students practicing their canapé style blinis and plating skills.



THE LEARNING CURVE

These two information leaflets have been specifically designed for parents based upon the *Wellbeing* courses we have been running for our students at Cootamundra High School this term.



Parent Newsletter

Wellbeing Builder:

Middle – THE CHANGING BRAIN
Senior – BRAIN GROWTH ABILITIES

Wellbeing Element:

POSITIVE ENGAGEMENT

Character Strength:

CREATIVITY

Wellbeing Fitness Challenge:

THINKING OF OTHERS

Wellbeing Reflection Activities:

Middle – THE CHANGING BRAIN,
Senior – BRAIN GROWTH ABILITIES (see website)

Parent Wellbeing:

Draw an outline of your body and on it write down the warning signs you feel on different parts when you are becoming stressed or angry. Be on the lookout for them and use deep breathing to self-calm yourself.

Most parents and teachers encourage students to practise and apply what they learn in class to other situations after school. Any push back from students is part of adolescence, but if they knew how their brains learn new things to build habits, they might well be more open-minded.

Neuroscience has shown that their (and our) brains rewire themselves when they experience new things; called Neuroplasticity. Their brains create new brain (neural) pathways by joining millions of nerve cells, called neurons, together. The more often they repeat something, the stronger these pathways become and the faster the messages travel down them. Their brains love searching for patterns and deliberately practising creates patterns which become their habits.

But on the other hand, when these pathways aren't used they wither and die. That is why learnt material needs to be revisited for the brain pathways to strengthen. Study and practise develop the brain pathways in their memories to remember things. Practising at the same level will improve their reliability, but will not result in personal or academic growth. To achieve this, they need to increase the difficulty of what they practise and the character strength perseverance is an effective one to action to use.



Parent Newsletter

Wellbeing Builder:

Middle – FIGHT, FLIGHT OR FREEZE
Senior – FAST AND SLOW TRACK RESPONSES

Wellbeing Element:

STRENGTHS AND EMOTIONS

Character Strength:

SELF-REGULATION

Strengths Booster:

STRENGTHS SPOTTING

Wellbeing Reflection Activities:

Middle – FIGHT, FLIGHT OR FREEZE,
Senior – FAST AND SLOW TRACK RESPONSES (see website)

Parent Wellbeing:

The best way to build your wellbeing and personal growth is through contributing to make a positive difference to others' lives; doing good to feel good and feeling good to do good. Describe three times you have done this and the emotions you felt.

Students' thinking is influenced by two competing parts of their brains, the amygdala and the prefrontal cortex.

- The amygdala is the unconscious part which generates emotions. It is well developed in students and causes the fight, flight or freeze reactions, depending on the intensity of the positive or negative emotions produced (also called fast track responses).
- The prefrontal cortex is the conscious rational part which controls the intensity of their emotions to make better decisions (also called slow track responses). It not fully developed till they reach their early twenties, meaning their responses to what they experience may vary considerably.

When their amygdalas are in charge of their feelings, good decision-making is difficult, often called emotional hijacking. The key is to raise their self-awareness of this, so that they are able to self-regulate their emotions. Cultivate this by:

- initiating discussions about positive, negative, mixed and hidden emotions and their intensity
- helping them create their own positive coping and self-calming strategies to reduce emotional intensity
- exploring common thinking traps each week (see website)
- learning how to use assertive and positive self-talk to combat hijacking
- doing Mindfulness Activities each week to distract their amygdala to put their prefrontal cortex back in charge (see website).

"By constant self-discipline and self-control you can develop greatness of character," Grenville Kleiser

WATTLETIME STREET PARADE



Thank you to our staff and students for your support and participation in this years Wattle Time Street Parade.





Reliving the memories
from our recent
school social

"80's, 90's and TODAY"



DRIVING SIMULATOR

Thanks to the Rotary Club of Young, our year 10 students were all able to experience the driving simulator recently. The driving simulator had two scenarios, it mimicked a driver 0.09 under the influence of alcohol and driving with the distraction of answering text messages.



Student drivers are expected to follow all road rules like school zones, speed limits, indicating and give way signs. They had to face other road users pulling out without indicating, kangaroos, dogs and pedestrians, not all of which survived.



Some of the students offered their thoughts of the experience:

- ♦ Fairly interesting and pretty realistic for the situations displayed- Taylum
- ♦ It's fun but terrifying
- ♦ It's harder than it looks- Breanna
- ♦ Interesting and harder than normal driving- Jess G
- ♦ It was good and gave you insight
- ♦ It was fun and really gave me an idea of driving under the influence
- ♦ Really good
- ♦ Good
- ♦ Driving under the influence is harder than I imagined, I would never drive under the

influence of alcohol or drugs

- ♦ Was a good experience
- ♦ It showed us the effects of driving under the influence and driving while distracted very effectively so I liked it- Blake G
- ♦ Good experience, hard to handle while drink driving- Helena
- ♦ Was easy when text messages weren't coming in but once they started it got really stressful
- ♦ Very nice guys, was easy while sober, a bit harder while over the limit- Teagan
- ♦ Was completely different to a real car, I had a few crashes drunk and sober, but a great experience- Jessalyn's Spirit



At the end of each scenario, each student was able to discuss their before and after statistics with the Rotary club members and unpack how they went and the dangers involved with drink driving and driving while distracted. I now feel a bit safer on the roads with these L platers driving.

Emma O'Loughlin
Yr 10 Year Adviser



MACQUARIE UNIVERSITY EXCURSION

On the 15th of August Year 10 and 11 students were provided with an excellent opportunity to attend a 3 day visit to Macquarie University in Sydney. A program run by Country Education Foundation in conjunction with Macquarie University LEAP program which gives students in rural areas a chance to experience and interact in university life.



Our students were joined by students from West Wyalong. Upon arrival students were taken to Dunmore Lang College where they were met by a panel of students who reside on campus, including former Cootamundra High School student Andrew Hennessy. Students gained an insight into the living arrangements and facilities provided on campus. Students were able to ask questions and took a tour around the accommodation building, including dinner in the cafeteria.

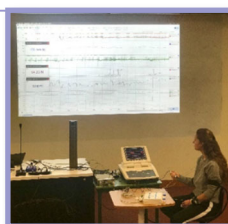
On day 2 students were met by Macquarie Student Ambassadors Kate Bellamy and Megan Trethewy who guided us through the day's activities. Kate and Megan discussed their own university experiences as well as the many pathways and opportunities/scholarships available to students.



We then all headed to the gymnasium area and participated in a game of Quidditch and had a talk from National Water Polo player Elysha O'Neill on sport and wellbeing. Students were introduced to Economics in a hands-on workshop with Dr Prashan learning about the law of diminishing marginal productivity in shoe production.



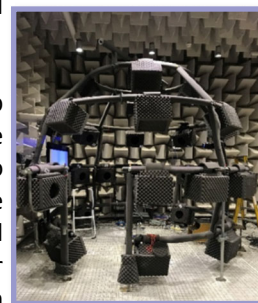
In our Clinical Science workshop students were hooked up to heart and blood pressure machines. In two separate experiments students were given activities designed to



place stress on their bodies. One student had to count backwards by 7 while the other student had to grip an object with the same amount of force for 3 minutes. In both cases blood pressure and heart rate increased.

The next part of our journey took us through the library and the MAZE and MUSE study spaces, which houses the longest table in the southern hemisphere. A wide variety of opportunities exist for study at the university including quiet spaces for private study, conference rooms, collaborative and informal areas.

In the Australian Hearing Hub students were taken into the Anechoic Chamber, an echo free room. A unique experience where sound will not travel across space effectively or reverberate off walls. This room is used as a research facility to help people with hearing and speech difficulties. Our final stop was the Law Society. Macquarie University students from rural and regional areas, talked about their experiences and the variety of pathways available through studying a law degree.



Morning tea, lunch and afternoon tea was catered by the Cult Eatery on campus and was delicious. Ellie Rutter from Macquarie University was an amazing coordinator. She made us feel welcome, escorted us to the various venues and ensured that we were well fed throughout the day.



In the evening students enjoyed a session of Ice Skating at the Macquarie Centre.



Day 3 - we joined the masses on campus for the Macquarie University Open Day.

Special mention to the Country Education

Foundation team for their financial assistance including Ashlea Pritchard who looked after us for the 3 days while in Sydney. Thanks also to the West Wyalong students for their exemplary behaviour and their teacher Mrs Maslin for her assistance on the excursion.

Cootamundra High students displayed respect, responsibility and excellence and it was a pleasure to accompany them on this wonderful experience.

~ Miss Willoughby ~

FROM THE CAREERS DESK

FUTURE MOVES VISIT YEARS 8 & 9

Charles Sturt University commenced their Outreach Program with Years 8 and 9 last week. A variety of career options and pathways were covered in a series of workshops that were rolled out throughout the day.

Year 9 students will be given the opportunity to attend CSU next term, which is a follow up to the workshops.

YEAR 12 UPDATE

Students wishing to apply for university are strongly encouraged to register and pay their money to UAC, and to post their preferences into the 'Check and Change' section. If students wish to apply for Early Entry, they need to ensure they visit the 'SRS' icon on the website. Please see Mrs Alderman if there are any issues with the process.

UOW EARLY ENTRY

Students are reminded that the University of Wollongong runs its own early entry program which is now open. The process is well mapped on their website, but any queries should be directed straight to the Careers Office.

RSA / RCG COURSE

There is a tentative booking for this to be run on Tuesday 12th November for Year 12 students. More details will be made available to Year 12 once the final quote is sent through by the provider.



2019 HARVEST CASUALS REQUIRED

GrainCorp is one of Australia's largest agricultural supply chain and logistics companies. We operate 160 grain receival sites across Queensland, New South Wales and Victoria, where we receive and store grain for up to 10,000 growers.

We currently have positions available for:

- Grain Handlers
- Grain Samplers
- Weighbridge Clerks

These are seasonal roles with limited accommodation offered at certain sites. Work usually commences October/November but is highly dependent on weather conditions.

To apply please visit www.graincorp.com.au and click on "Harvest Recruitment".

For any enquires please contact:

Harriette Nation
Ph: 02 6926 8407
E: harriette.nation@graincorp.com.au

Ashleigh McGrath
Ph: 02 6926 8405
E: amcgrath@graincorp.com.au



Curious about how a school based apprentice or trainee (SBAT) can work for your business?

Want to find out about local businesses currently involved in the program?

Interested in employing a student one day/week while they undergo accredited training in your field?

COOTA SBAT FORUM

SEPTEMBER 10, 2019

5.45 PM - 6.30 PM

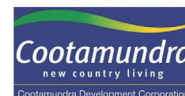
COOTA EX-SERVICES - WATTLE ROOM

For more info contact nathan.cooper@industry.nsw.gov.au or catherine.alderman@det.nsw.edu.au

To register to attend go to <https://tinyurl.com/cootaSBAT>

High School Parents Welcome

Proudly supported by



SBAT INFORMATION EVENING

Tuesday September 10th 5.45 p.m. – 6.30 p.m.

Cootamundra Ex-Services Club Wattle Room

Parents and students are invited to attend this evening which is a joint project between Cootamundra High School, the Cootamundra Development Corporation and State Training Services.

School Based Traineeships and Apprenticeships are a great way of pursuing paid employment and studying an accredited subject at the same time which contributes towards a student's pattern of study towards the HSC. The school has had many success stories with SBATS over the years. This year Trinity Slade was a Riverina finalist in the SBAT of the Year Awards. Trinity worked at local retailer Jak and Jill whilst undertaking a Certificate III in Retail Operations. Trinity will sit her HSC in this and her other subjects in Term 4.

Please see the flyer (above) for further details. Students in Years 9 and 10 and their parents would definitely benefit from this information session however, parents of younger students are most welcome to come along.

FROM THE CAREERS DESK



Let's Locate

Are you curious, like working outdoors and with technology?

The Let's Locate program is an exciting opportunity for selected year 9, 10 and 11 students to engage in hands-on, practical learning activities in the use of the latest positioning technology. The program will introduce and apply concepts in surveying and civil construction.

Let's Locate is a STEM program where students will have the opportunity to develop skills and knowledge about jobs and careers in surveying and spatial information.



Let's Locate

Program Information

Let's Locate will be delivered by the Canberra Institute of Technology (CIT), Surveying and Spatial Sciences Institute (SSSI), and the ACT Office of the Surveyor General and Land Information. Interested Year 9, 10 and 11 students will need to submit an Expression of Interest (EOI) on the attached form to SSSI, julie.fairman@sssi.org.au. SSSI will select the most suitable candidates. Selected students will be notified by email by Friday, 20th September 2019.

Program Details

Program aims to deliver:

- Successful learning to gain new skills and knowledge.
- Relevance to maths, science and geography studied in school.
- Personal Growth and well-being: Increased self-confidence.
- Industry acknowledgement of student success.
- The development of core skills for work.

Prerequisite: All students must have a Unique Student Identifier (USI) before commencement: - <https://www.usi.gov.au/students/create-usi>

Training Provider: Canberra Institute of Technology
Presenter: Joanne Hawkes, Registered Surveyor

Program location: (CIT) Bruce Campus - Building K - Lecture Theatre.
All students are required to have their own transport to and from the Bruce Campus.

Program dates: Start Day - Monday, 30th September 2019
Last Day - Thursday, 3rd October 2019
4 Days

Times: 9:30am - 4:00pm (to be confirmed)

Group Size: 20 Students maximum

Cost: \$50 per student (See page 3 for payment form)

EOI due: Friday, 13th September 2019

Clothing: Students are required to wear sturdy shoes or boots, long pants, long sleeves and a hat. A warm jacket and sunscreen is recommended.

Lunch: Lunch will be provided. Please advise any specific dietary requirements. Students are to bring morning tea and a water bottle each day.

Career pathways: Students will be participating in pathway planning and career discussions during the last session.

Presentation: A presentation will be held on the last day from 3:30pm - 4pm. Parents, teachers and family are invited to (CIT) Bruce Campus to celebrate student success.

Further Information: For further information students should contact their careers advisor or the program Co-ordinator, Julie Fairman, julie.fairman@sssi.org.au.



Enquiries to the Careers Office—ph: 6942 2711



Authorised and printed by Steph Cooke MP, 25 Sangster Street AREE NSW 2603, August 1 2019

On 4 September Steph Cooke's Pizza & Pitch is coming to Cootamundra!!

Between 3.30 and 5.30pm, Steph is inviting 12-24 year olds to pitch her an idea to make their town better.

Feedback from the sessions will help inform Steph's priorities for the electorate.

Further information is available here:

<https://mailchi.mp/parliament/pizzaandpitch>



Authorised and printed by Steph Cooke MP, 25 Sangster Street AREE NSW 2603, August 1 2019



Mathemagic

(where every student counts...)



10 Biggest Mistakes Made in a Math Exam

I have found over the years that mistakes made in a maths exam can certainly affect a student's final score and doesn't allow them to demonstrate their mastery of concepts and their learning.

Test Taking Strategies

1. Read all the instructions thoroughly.
2. Always look through the test before beginning. Highlight the problems you believe will be very difficult. Do these last.
3. Always make your work neat and easy to follow to aid you if you make a mistake and need to find it.
4. Do not start with number 1 just because it is first, but do all the **easy** problems first so you are sure to complete them correctly.
5. When moving on to the others I suggest the ones the student recognizes as very hard they leave for last. In that way more time is spent on the problems you have the better chance of completing correctly.
6. Do not spend **too much time** on one problem and if you find one you are stuck on move on and save it for last.
7. When finished, go through the problems (easiest first) and check to make sure they are correct and there are no glaring mistakes. Use your estimation skills to check the reasonableness of the answers. Ask yourself if the answer makes sense. Make sure your answers match your estimations.
8. If you know your answer is incorrect do the following things:
 - a. Look for careless errors and make sure the problem was copied correctly.
 - b. Look at the location of the decimal point is it in the correct place?
 - c. If there are negative signs in the problem make sure it is in your working copy.
 - d. Do the problem over from the beginning.
9. Have classroom rules for testing, explain to the students they need two pencils with erasers to use.

Areas I found that are difficult and hinder student achievement on future tests and quizzes could include:

10.
 - a. Not knowing their multiplication facts and not remembering the division rules
 - b. If there are operations in parentheses you complete those first, and then the other steps are completed after.
 - c. Before fractions are added or subtracted they should have common denominators and be simplified.
11. If you encounter a problem on the test you cannot work what can you do? Often a diagram you label with what you need to know and what to find will suggest a solution technique to your mind. Working a similar problem might help you find the required steps in solving the problem.
12. Never finish a test early. Take the time to check, check, check.

Paul Frilay
Head Teacher Mathematics

TELL THEM FROM ME /

PARTNERS IN LEARNING - PARENT SURVEY

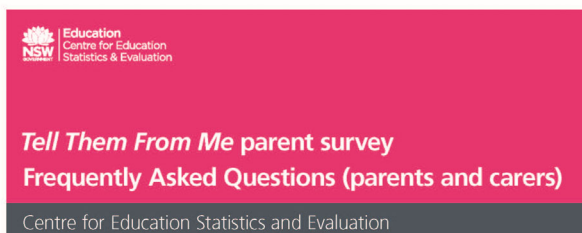
This Term, Cootamundra High School will be participating in the *Partners in Learning* parent survey, another part of the *Tell Them From Me* suite of surveys (student, teacher and parent surveys) on student engagement. The survey asks parents and carers questions about different factors that are known to impact on student wellbeing and engagement.

Running this survey will help our school understand parents' and carers' perspectives on their child's experience at school. These include: communication between parents/carers and staff, activities and practices at home and parent/carer views on the school's support of learning and behaviour. This valuable feedback will help our school make practical improvements.

The survey is conducted entirely online on smartphones, iPads, tablets, laptops or computers. The survey will typically take less than 15 minutes to complete and is completely confidential. The parent survey will be conducted between 26 August and 25 October. Although participating in the survey is entirely voluntary, your responses are very much appreciated.

Our school will provide further information about how to access the survey. In the meantime, more information about the survey is available at: <http://surveys.cese.nsw.gov.au/>

The survey is available in 23 languages.



Education Centre for Education Statistics & Evaluation

Tell Them From Me parent survey

Frequently Asked Questions (parents and carers)

Centre for Education Statistics and Evaluation

1. What is the Partners in Learning parent survey?

The Partners in Learning parent survey is part of the *Tell Them From Me* suite of surveys on student engagement. The parent survey helps to clarify and strengthen the important relationship between parent and school.

The survey is designed to measure, assess and report insights from the parent point of view at the school and system levels. The focus of this NSW survey is on student wellbeing, engagement and effective teaching practices.

2. What kind of questions will the survey ask?

The survey questions aim to understand parents' perspectives on their child's experience at school, including teaching, communication and the school's support of learning and behaviour. The survey also aims to understand parents' perspectives on activities and practices at home related to their child's learning.

The survey will ask parents questions about:

Parents feel welcome	Parents are informed	Parents support learning at home
School supports positive behaviour	Safety	Inclusion
Communication preferences	Parents' participation at school	School supports learning

3. How have schools been selected to take part?

The survey is open to all NSW government schools at no cost to them. Your school has decided to participate.

4. How will taking part in this survey benefit my child's school?

The parent survey provides school principals and school leaders with parents' perspectives on their school as well as learning at home. Communication between parents and staff, activities and practices at home, and parent views on the school's support of learning and behaviour help build an accurate and timely picture that schools can use for practical improvements. Data collected from the survey responses are quickly compiled into reports for school leaders. Principals can then use this information to help them identify emerging issues and plan for school improvement.

5. How does the parent survey relate to the student survey?

The parent survey is complementary to the *Tell Them From Me* student survey that your child may have been asked to complete. These surveys are offered (along with a teacher survey) to ensure schools can capture the views of students, teachers and parents.

For more detail on each of the surveys, see the survey website: <http://surveys.cese.nsw.gov.au/>

6. What do I need to do to participate in the survey?

The survey typically takes 15 minutes and is conducted entirely online through a secure website operated by the survey developers, *The Learning Bar*. You can complete the surveys on desktop computers, laptops, iPads, tablets and smartphones. You will be provided with a link to complete the survey at home or your school may make computers available so that you can complete the survey during school hours. This link will be distributed to you by your school during Term 3.

7. Do I need to participate?

No, participation in the survey is optional. Whilst your responses are very much appreciated, if during the survey, you feel uncomfortable, you can stop the survey at any time. The majority of questions in the survey can be skipped.

8. Will the school be able to identify me or my child from my responses?

Survey responses are anonymous so staff in schools will not be able to identify individual parents or students from parent responses. Data suppression rules are applied to the school reporting tools where there are fewer than five responses. In other words, schools only see responses to questions which have been answered by five or more parents.

9. What sort of analysis will be done of the survey data?

Once the surveys are completed, reports are prepared and in most cases are available to schools within three business days. School leaders can use the data to better understand the experiences and views of parents at their school. CESE will undertake state-wide analysis of the survey data in conjunction with existing student data held by the department, including performance data. The results will help all schools better understand the relationship between

parents and students' engagement, students' wellbeing, effective teaching and student learning. Results from CESE's analysis of this data will also help teachers and principals discuss what works to improve student outcomes. This supports the department's continuing focus on quality teaching and leadership. The data will be retained for future analysis to help us better understand the nature of student engagement and wellbeing over time.

10. When will the Partners in Learning survey happen?

The surveys will be conducted in all participating schools between Monday 27th August (Week 6, Term 3) and Friday 26th October 2018 (Week 2, Term 4).

What is CESE?

The Centre for Education Statistics and Evaluation (CESE) is part of the Department of Education. CESE has been established to improve the effectiveness, efficiency and accountability of education in New South Wales. CESE will identify and share what works, creating new opportunities to improve teaching and learning across all of education. More information about CESE is available at: www.cese.nsw.gov.au

What is The Learning Bar?

The Learning Bar is a Canadian education company that specialises in school surveys for both primary and secondary students. Its survey, *Tell Them From Me*, is the largest national school survey in Canada, used in nine of Canada's ten provinces. More than 6,300 schools and 5.4 million students have participated in the survey. Australian schools have been participating in the *Tell Them From Me* surveys since 2012.

The Learning Bar is led by Dr J Douglas Willms. Dr Willms is the President of the International Academy of Education, a Member of the US National Academy of Education and a Fellow of the Royal Society of Canada. He recently held the Tier 1 Canada Research Chair in Literacy and Human Development for 14 years. Dr Willms has played a lead role in the development of questions for the OECD's Programme for International Student Assessment (PISA).

More information about *The Learning Bar* is available at: www.thelearningbar.com

If you have any questions about the parent survey, please contact CESE via email: TTFM@det.nsw.edu.au or by telephone: 1300 131 499.