



Cootamundra High School Newsletter

PRINCIPAL: Mrs Leesa Daly

ACTING DEPUTY PRINCIPAL: Mr Christopher Payne

PRINCIPAL'S REPORT



Welcome back to term 4. How quickly is the year passing us by! A lovely drop of rain last week has lifted the spirits of staff and students alike.

Year 12 are well and truly in the thick of their HSC exams. They are all to be congratulated on their calm and dedicated approach they have consistently demonstrated over the last 4 weeks. With the last HSC exam fast approaching we look forward to celebrating the end of exams and school with Year 12 at their Formal next week.

We are excited to be taking 53 students from Years 7-11 on a trip to see the Schools Spectacular performance in Sydney. This is in recognition, via our 'Positive Behaviour for Learning' structure, of their consistent effort and application in class and for demonstrating our core values of Respect, Responsibility and Excellence throughout the year. Have a wonderful time!

Congratulations are extended to the CHS Cattle Show Team for their excellent results at the regional shows throughout the year and most recently their successes at the Cootamundra and Albury shows. Special thanks to Tony and Sue Dickeson and Nikia Waters for all their input and work with the team to develop their handling and judging skills and for looking after the cattle so they were in top shape.

Both the Strength and Shine Wellbeing programs have drawn to a close with very positive feedback provided to staff from the many Year 8 students

who participated. These programs look to develop student's emotional literacy, such as gratitude, so they can make a positive difference using their signature character strengths. It enables students to connect mindfully with themselves and the present moment by developing positive relationships with others, showing empathy and by looking to the future with optimism. The programs encourage students to be passionate about something larger than themselves and doing the right thing to make a positive difference in your world. It is also about students adopting growth mindsets so they deliberately practise more difficult approaches to grow their brain's abilities so that they can achieve what they set out to do. Special thanks to Doug Phillips, Clint Perry, Mariette Hanekom, Manna Scott and Sam O'Loughlin for leading these important programs in our school.

Executive staff and aspiring leaders have worked hard throughout the year to prepare for our External Validation next week. They have gathered artefacts and data to produce evidence sets that align to the School Excellence Framework domains of Learning, Teaching and Leading and the 14 elements that sit underneath these domains. We are looking forward to presenting our schools story to Peer Principals in the coming week and then using the feedback from this whole process to milestone our schools next best steps for 2020. This has been an extensive professional learning experience for the staff involved and they are to be congratulated on their collaborative team approach to fulfilling the requirements of this evidenced informed practice..



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.

Year 11 reports are close to being finished and sent home. Students please celebrate your successes and look at the comments from your teachers to identify areas for improvement and growth. Thank you to all the parents and students who attended our Year 11 Information evening earlier in the term. The junior school have just commenced their formal yearly exams. Study a little every night and do the best you can in each of your exams.

We are in the middle of developing our 2020 timetable and organising staff for the New Year ahead. Students will be informed of their electives this week. The school will be purchasing a school diary for every student in 2020 with a focus on improving the school culture around homework, time management and communication.

After consulting with the P&C, staff and the Director Educational Leadership the school has been granted TWO School Development Days at the beginning of Term 1, 2020. This means staff will have two days for Professional Learning on Tuesday 28th and Wednesday 29th January. There will be no SDD for staff or a pupil free day at the beginning of term 3 for CHS. This means **Year 7, 11 and 12 students will commence school on Thursday 30th January 2020 with the whole school returning to classes on Friday 31st January 2020.**

Enjoy the rest of the term.

Regards

L Daly

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CHS CALENDAR**Term 4, Week 5**

Nov 11 - 12	♦ Yr 9 & 10 Exams continue
Nov 11 - 15	♦ Work Placement—Primary Industries
Nov 13	♦ Year 12 Formal Graduation Dinner
Nov 13 - 15	♦ Yr. 7 & 8 Exams
Nov 14	♦ Year 6 into Yr 7 Information Evening

Term 4, Week 6

Nov 18 - 19	♦ Yr. 7 & 8 Exams continue
Nov 18 - 22	♦ Work Placement - Automotives
Nov 21	♦ Yr 10 UC 4 Yourself Excursion

Term 4, Week 7

Nov 25 - 29	♦ Work Placement catch up week
Nov 25 - 29	♦ Year 10 Work Experience
Nov 27	♦ Skills and Thrills Career Showcase
Nov 28	♦ Transition Tabloids Day

Term 4, Week 8

Dec 4 - 6	♦ Yr. 12 Geography Excursion to Mt Kosciuszko National Park
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Term 4, Week 9

Dec 10	♦ Yr. 11 End of year excursion
Dec 12	♦ Transition Taster Day
Dec 12	♦ PBL Assembly

Term 4, Week 10

Dec 16	♦ Presentation Night
Dec 17	♦ Reports handed out
Dec 18	♦ Students last day of school for 2019

**The ATAR release date for 2019
has been finalised – Tuesday
17th December 2019 at 1:00pm**

CREEKSIDE KIDS VISIT

Last term, Creekside Kids came up to the Agriculture Plot for a visit. They were given a list of things to find in the Ag Plot and with each animal they found they received a sticker from the helpful Yr. 11 Agriculture class.

It was a great opportunity to showcase some of the enterprises that have been studied this year. It was great to see the little faces light up with the different animals and I forget sometimes how much fun it is to just sit on the tractor. Thankyou to the staff and students from Creekside for the visit.

**YEAR 8 STRENGTH EXCURSION**

On Thursday 31 October, Mr Phillips and Mr Perry took the Yr. 8 boys participating in the Strength Program to Pioneer Park for a day of 'fun, character building activities' designed to assist the boys turn into men. A great day was had by all

COOTAMUNDRA AND ALBURY SHOW SUCCESS

Friday 18th of October 6 Students from Cootamundra High School attended the Cootamundra Show to participated in Junior Judging and Cattle Parading. The day started at 7:30, loading animals, getting them settled and cleaning them up. Judging started around 9am with students being divided into age groups and moving through the judging of wool, rams, grain, fruit and vegetable, cattle and bulls. 5 Schools attended with additional individual students attending to try and qualify for Sydney Royal Show 2020. This was followed by parading which didn't start until after 4pm. Congratulations to our students for their sportsmanship and work ethic.



There were a number of ribbons won on the day, firsts to fourth.

Saturday saw the cattle that the student have been working with compete against other breeds in the vealer and store steer categories. Fantastic results in the store category, coming first and second, as well as a second in the vealer category. Polar then went on to win champion lead steer.



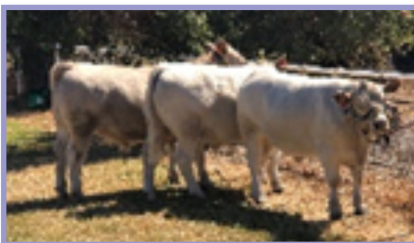
Thankyou to the students who gave up their time to work with them



and a very big thankyou to Sue and Tony Dickeson who have worked with students and steers to provide this opportunity for our students.

The School also submitted wool and eggs in for competition. While we were unlucky with the eggs we were lucky enough to win first place in the strong wool category.

From here students travelled to Albury to compete in Junior Judging and parading before submitting the steers for the hoof and hook competition. Our school steer came first in his category and reserve champion in overall steers.



FROM THE CAREERS DESK

YES PROGRAM

Cootamundra High School and our local TAFE have been working together to host some short courses in Ag Skills and Automotive. Year 9 and 10 students have been getting a 'taste of TAFE', whilst learning some great vocational skills that will help prepare them for the workforce.



YEAR 12 RSA/RCG

Year 12 will be commencing this course on Monday 11th November in the Cootamundra Ex-Services Club Wattle Room. They are reminded to be there by 1.00 p.m. at the latest and to have their USI's with them. The course will conclude on Tuesday 12th November at 3.00 p.m.

YEAR 10 WORK EXPERIENCE

A small number of students will be going to Work Experience in Week 7. Students are reminded that their deadline for the return of Student Placement Records is Monday 18th November. These need to be returned to the Careers Office.

ASPIRE UC 4 YOURSELF

Years 9 and 10 have been invited to attend a similar event to that of CSU Future Moves, this time at the University of Canberra on Thursday 21st November. Students are reminded that permission notes for this are due back by Monday 18th November to the Careers Office. There is a waiting list so please be prompt to avoid disappointment! There is no cost for this excursion.

CSU FUTURE MOVES EXCURSION



Last week Year 9 students attended a very informative day at Charles Sturt University Wagga Campus. Students rotated through a series of workshops that showcased some of the different courses on offer at the university. Stage and Screen, Psychology, Physics and a campus tour were the focus of the day, with lots of hands on activities. Year 9 are strongly encouraged to take a good look through the CSU Course Handbooks so they can get a broader perspective of both the different campuses and courses that are available to study after Year 12.



GIVING A HELPING HAND - DROUGHT RELIEF



Year 7 students Lilliana Chick and Aliza Schultz gave up some of their time during the last school holidays to assist Cootamundra Drought Relief pack 120 bags of items designed to assist students struggling with the impact of the drought. Year 10 student Seth Schultz recently donated his time and energy to help load two carriers with heavy drought relief packages.

SHOOSH FOR KIDS

If your comment is negative, then **SHOOSH!**

Reward good effort with applause; if you can't then **SHOOSH!**

If your negative comment is directed at an official, then **SHOOSH!**

If your negative comment is directed at a child, then **SHOOSH!**

Show respect to kids and officials. **Remember, sport should be fun!**



Shoosh for Kids is proudly supported by:



#shooshforkids | sport.nsw.gov.au

CLOTHING POOL DONATIONS REQUIRED

Cootamundra High School would greatly appreciate donations of boys and girls summer and winter school uniforms that are no longer required at home. Uniform donations can be left at the Front Office during school hours.

Thankyou for your support.

EVERY DAY COUNTS....

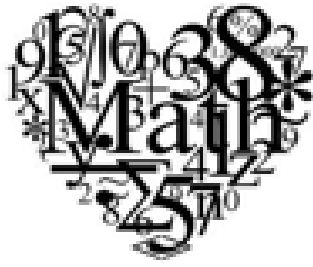
A day here or there doesn't seem like much, but...

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means that the best your child can achieve is...
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ a years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2 ½ years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4

Give your child every chance to succeed...

Every day counts!





Mathemagic

(where every student counts)



How To Make Maths Fun

Making kids love maths is a challenge to most parents. Maths is a skill that takes a lot of brain power to master, and this can be experienced by kids as hard work. A University of Chicago and Western University 2012 study even shows that for some people, doing maths is similar to experiencing **physical pain**. Also, parents tend to tell their kids that “maths is hard”, as they relive their own experience as kids struggling with formulas, exponents and equations. Consequently, kids pick up this attitude and live their lives believing that maths is a horrible monster that they have to face in their academic lives.

Yet being skilful, or at least, competent in maths is necessary to survive in modern life. We use maths to figure out personal finances, construction projects, as well as doing everyday chores such as cooking and shopping. Engineering, high technology, finance and other in-demand careers require above average maths skills. Even non-maths careers require that employees have sharp analytic and reasoning skills – skills that are acquired when brains are trained in maths.

Many studies suggest that early maths training in kids give big benefits. It creates **changes to the kids’ brains** so that the kids become adept at problem solving. The kids’ brains are primed for learning advanced maths concepts. Also, a 2007 study published in the journal *Developmental Psychology* reveals that maths skill at kindergarten is a stronger predictor of later school achievement than reading skills or the ability to pay attention.

The kids’ first teachers, the parents, play an important role in kids’ attitude to maths. According to Susan C. Levine, a professor of psychology and comparative human development at the University of Chicago, parents who engage in “maths talk” provide their kid with a solid maths foundation for later maths achievement. Those who explain to their kids about numbers and spatial relationships by way of gestures and words tend to instill better maths skills at age 4.

Since kids are more receptive to learning when it is associated more with play than with work, it is a good idea for parents to expose kids to maths in fun ways. The challenge to parents is to figure out ways on how to create simple interactions and early learning activities to serve as foundation for their kids to enjoy maths.

Making maths enjoyable help kids grow to associate maths with fun, pleasure and parental love and attention. Instead of being afraid, the kids will be excited about the subject throughout their school years. The secret to successful maths education is to make it so much fun that children don’t even realize they are learning something that will help them later in life.

Here are some tips for you, the parent, to make maths fun for your child:

Make maths a game – Make your child consider maths not as work but as a game that can be played like computer games, sports or fun board games. Use digital games, apps and numerous websites as resources for making maths a game. There are numerous activity books that make maths fun, as well as websites where you can download fun, early learning printable material. Non-digital games are also fun. Encourage your child to play card and board

games that involve calculations (e.g. Snakes and Ladders and Monopoly). A 2009 study conducted by Carnegie Mellon and the University of Maryland found that preschoolers who played Chutes and Ladders improve maths skills significantly compared to those in the study who played a different board game or did non-maths tasks.

- **Integrate maths into fun activities**

Find out what games or activities your child enjoy, and integrate maths into it. If your child loves to bake or cook with you, for example, you can have your child measure ingredients in wholes or in parts, or count and estimate objects such as number of chocolate chips. One way to integrate subtraction problem, for example, is to ask your child, "We need to put five eggs, we already placed two eggs, how many more eggs do we need?" In road trips, you can play maths games. When your child asks "Are we there yet?" a maths problem. Ask how many more miles or kilometre before you reach your destination. For older kids, ask travel maths problems such as "If the GPS says we will arrive at 5:30 and it is 5:13, how many more minutes before we reach the destination?" or "If we are traveling 60 kilometres per hour, and our destination is 120 kilometres, how long before we reach the destination?" If your child is a sports fan, teach him about the numbers used in sports such as scores, batting average, percentage of wins, and so on.

- **Make maths real and meaningful**

We are surrounded by real maths problems in the form of money, measurement, time and others. Point this out to your child as you go with him through life. This includes checking and comparing prices at the grocery store, driving down the street counting mailboxes, reading recipes, calculating coupons, or even measuring food or drink at the dinner table. Before approaching the checkout counter in the supermarket, ask your child to estimate how much the items will cost, and if he is within a dollar or so of the right amount, he wins a prize. Encourage your child to solve real-life problems outside of school. For example, in the toy store, ask her to calculate the price of a discounted toy and how long it will take to save up her allowance to buy it

- **Encourage "mental maths"**

Your child will learn to appreciate "number sense," which is defined by the University of North Carolina's School of Education as "an intuitive understanding of numbers, their relationships, and how they are affected by operations." Children with strong number sense are better problem solvers; they can approach solving a problem in different ways, identify errors in their work when they occur, and be more confident and interested in maths because they understand that maths is more than just a series of operations to be followed. Teach "mental maths" as a game.

- **Give a reward when your child masters maths skills**

E.g. when counting, doing addition or multiplication. The reward does not have to be expensive. It could be a special dessert or an extra hour watching TV. Make sure rewards are attached to a specific goal or accomplishment and not used inconsistently or inappropriately.

- **Make maths a fun competition**

You can play maths games with a group of kids of similar ages, making a quiz show with points given to the kid who is first to say the correct answer to a maths problem. The overall winner can win a prize such as a toy or a chocolate.

Start your child young

You can begin teaching your child maths concepts as early as the toddler stage. The toddler stage is the best time to introduce your child to maths games as play because their brain is developmentally ready for it. Importantly, anything that you do with your toddler is fun for them. On the next page are basic mathematical concepts that you can use to help your young child learn through play:

1. Patterns

Pattern is important in maths and science because the ability to discover and recognize patterns help us understand how our world works in logical and predictable ways. You can jump start your baby in experiencing patterns through fun games such as patty-cake, peek-a-boo, singing, dancing, touching of the nose and toes, and feeling different textures.

2. Sequence

Sequence is the organization and order of successive events and experiences. Recognizing sequences helps your child develop a sense of order, logic, and reason. An example of a play activity with your child that involves sequencing is playing with building blocks in a step-by-step way with a goal in mind, such as building a tall block tower. Reading to your child with emphasis on how the story logically unfolds builds a mind-set for rational and logical thinking.

3. Seriation

Seriation is a maths concept that involves ordering things in a logical way, in other words, making them a series. Play with your kid using toys that can be manipulated, such as different sized stacking rings or blocks. Explore nesting them together. Do this in creative ways such as telling stories about the seriated sizes of the toys.

4. Spatial relationships

This concept involves making your baby aware of her physical self and her relation with the world. It lays the foundation for more maths concepts involving directionality. Games that teach spatial relationships include navigating through a play tunnel, and climbing on structures. For your older kid, playing with jigsaw puzzles, Rubik's cubes, and anything else that involves moving, rotating, or fitting objects together teach this concept. Doing puzzles together or using gestures to help describe spatial relationships such as "taller" and "shorter," can instill spatial abilities in your child.

5. Sorting

This is when things with similar attributes are grouped together. Play with your toddler by sorting different toys.

6. Comparing

Here, your child identifies and examine specific properties of different objects or ideas and then make judgments about how they are similar or different. Play with your child games that involve comparing objects' size, number or properties. With your older kid, you can compare ideas with him, such as dark vs. bright, apple vs. carrot, etc.

7. One-to-one correspondence

This is relating one item to another one item, and is the foundation of counting. You can play with your child a game that involves associating, giving out, or partnering one object to another object like each of his toy ("This one block is for this toy, one for this toy, one for this toy, etc."). Soon (at about age 3) your child learns to relate the concept of one-to-one correspondence to rational counting, which involves keeping track while reciting a stable order of numerals to their one-to-one count.

Importantly, never say negative maths sentiments such as "Maths is hard" or "You're like me, I'm not good in maths" to your child. Avoid unconsciously impressing on your child that he should fear maths and that it's the hardest school subject to master. You should show the attitude that learning maths is a natural thing, and in fact, can be fun.

Paul Frilay

Head Teacher Mathematics

