



Cecil Hills High School

Principal Mark Sutton

50 Spencer Road Cecil Hills NSW 2171
www.cecilhills-h.school@det.nsw.edu.au

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CRICOS: NSW Department of Education – Schools

CRICOS Provider: 00588M

4 July 2019

What Happened At P&C? – July 2019

Dear parents and carers,

We had two excellent evening and daytime parent meetings this month. Thanks to those parents and community members who attended. We covered a number of topics:

- **Student wellbeing:** Our school was featured in a NSW Department of Education case study last year. The case study from the *Centre for Educational Statistics and Evaluation* focused on our school's achievements in the area of student wellbeing. A number of processes, structures and systems that support the effective management of student wellbeing were discussed. These include:
 - high expectations for student success
 - rigorous processes for selecting year advisers and effective training for the position
 - clear and effective transition processes for students from Year 6 into Year 7
 - connect program which ensures each student has a core teacher who helps them with organisation, study notes, wellbeing and ensuring a successful start to the day
 - CHAMP award system which allows students to electronically track their points
 - recognition letters in Term 1 and Term 3 to celebrate student achievement
- **Excursion notes:** An electronic copy of excursion notes will be emailed to parents from Term 3. Parents will still need to return a paper copy of the excursion note to give permission, however, we are hoping this will increase school-home communication to assist parents.
- **Subject selection evening:** This will occur for Year 8 (5pm) and Year 10 (6:15pm) on Tuesday, 6 August 2019.
- **External validation:** On Thursday, 30 May 2019, our school completed the NSW Department of Education's external validation process. This involved a panel of principals reviewing our school and validating our achievements against the [14 elements of the School Excellence Framework](#). The process takes place once in every five year cycle. I am very proud to report that our school was validated as excelling in most areas. Overall, there were:
 - 8 elements validated as 'excelling'
 - 6 elements validated as 'sustaining and growing'
 - 0 elements validated as 'delivering'
 - 0 elements validated as 'working towards delivering'

The validation panel clearly saw the enormous amount of work that goes into making our school successful. The panel was very impressed with our school. It is wonderful to have this recognition from the panel and validation that we are achieving great things as a school.

- **Uniform shop tender:** An update on the uniform shop tender process was provided to the P&C. In accordance with requirements from the NSW Department of Education, the contract for the uniform shop will be put out to tender in Term 3. Parents who wish to provide any feedback on the current uniform shop are able to email the school.
- **Next meeting:** The next evening meeting will take place at 6:30pm on Monday, 5 August 2019 and our daytime meeting will take place at 9:30am on Thursday, 8 August 2019. These meetings are for us to share information with you and we benefit from these meetings just as much as you. Your presence and ideas are what we need.

Thanks to everyone who came to our meetings. I look forward to continuing to work with our parents and community members. Please let me know if you have any questions.

Kind regards

Mark Sutton
Principal



P&C MEETING

1 JULY 2019

Communication



***like our
Facebook
page***

Communication

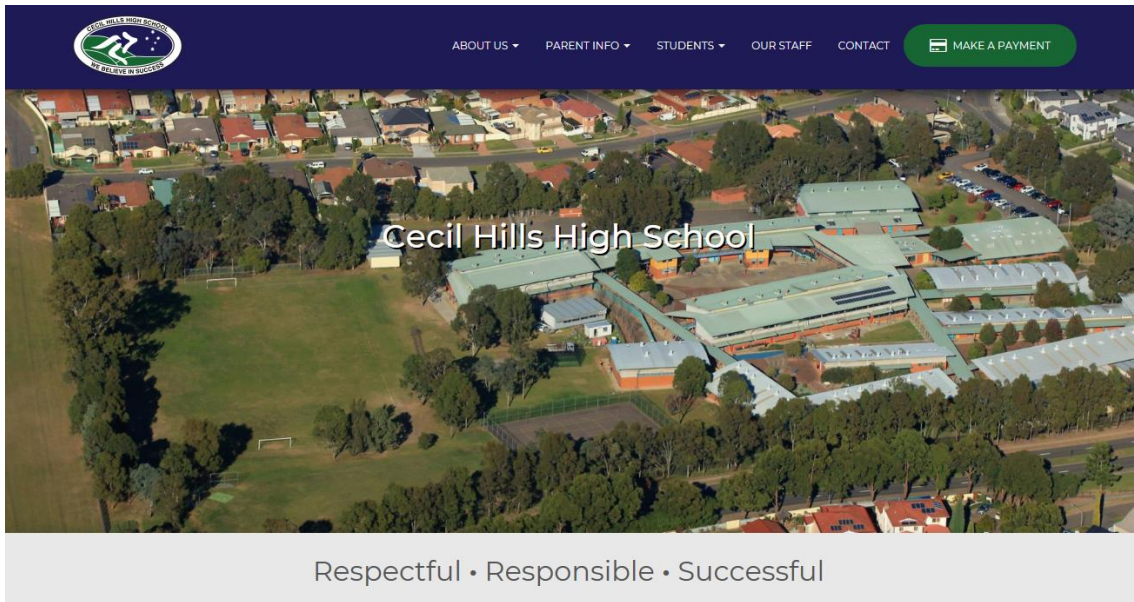


***download our
app***

***School App
Solution***



Communication



***visit our
new
website***

Communication



***update your
email address
with the school***



Wellbeing



Everybody

is a

TEACHER

of

WELL
BEING



Update from Pasi Sahlberg: 15 to 19 Year Olds



- **22.8% have a serious mental illness**
- **35.4% had thoughts of self-harm or suicide**
- **83.2% feel stressed**
- **82.1% lack energy or motivation**
- **79% feel anxious**
- **75% have a low mood**
- **average length of teenage sleep is 7.5 hours (should be 9-10 hours)**

DEPARTMENT OF EDUCATION

Cecil Hills High School

Every student is known, valued and cared for
in our schools

Centre for Education Statistics and Evaluation



You can see that the students here are settled, they interact well with their teachers, and they feel that they're being supported in the high school journey.

Mark Sutton, Principal



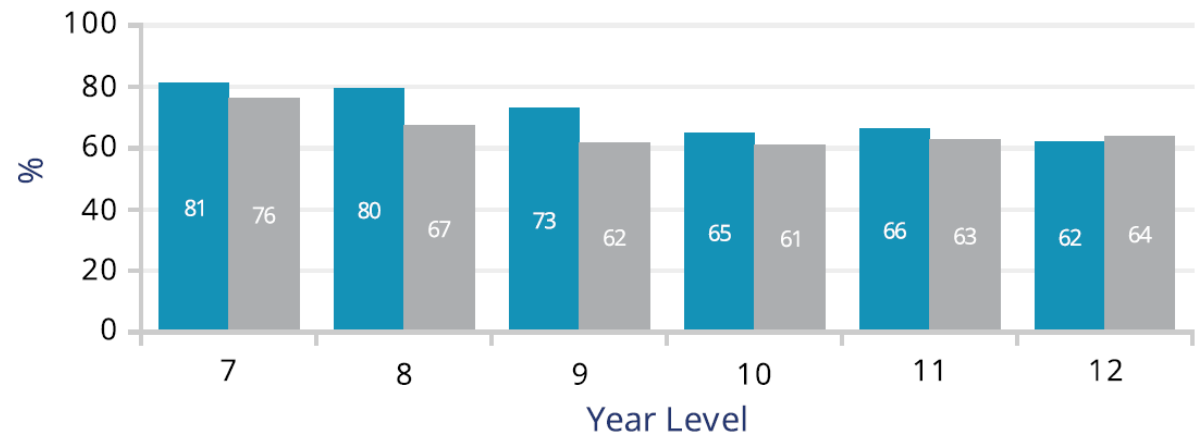
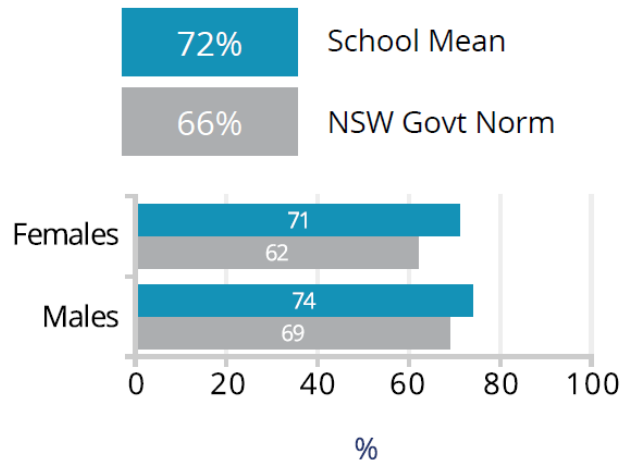
Tell Them From Me Survey

- **advocacy**
- **sense of belonging**
- **expectations of success**

Tell Them From Me Survey

Students with a positive sense of belonging

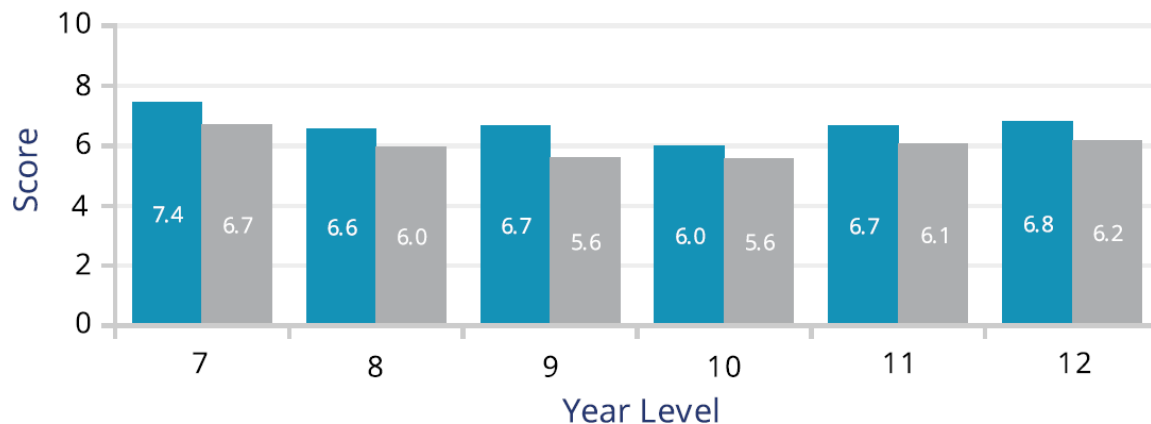
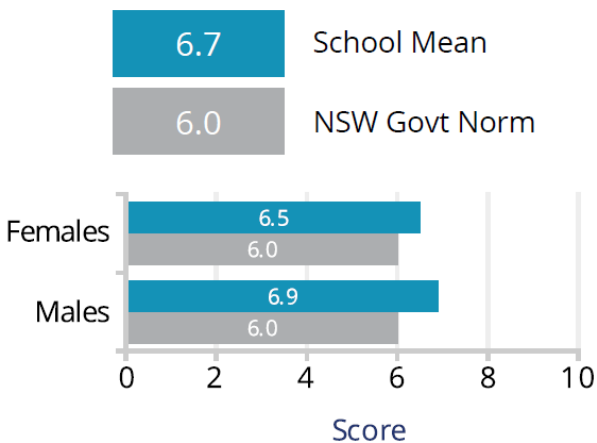
Students feel accepted and valued by their peers and by others at their school.



Tell Them From Me Survey

Advocacy at school

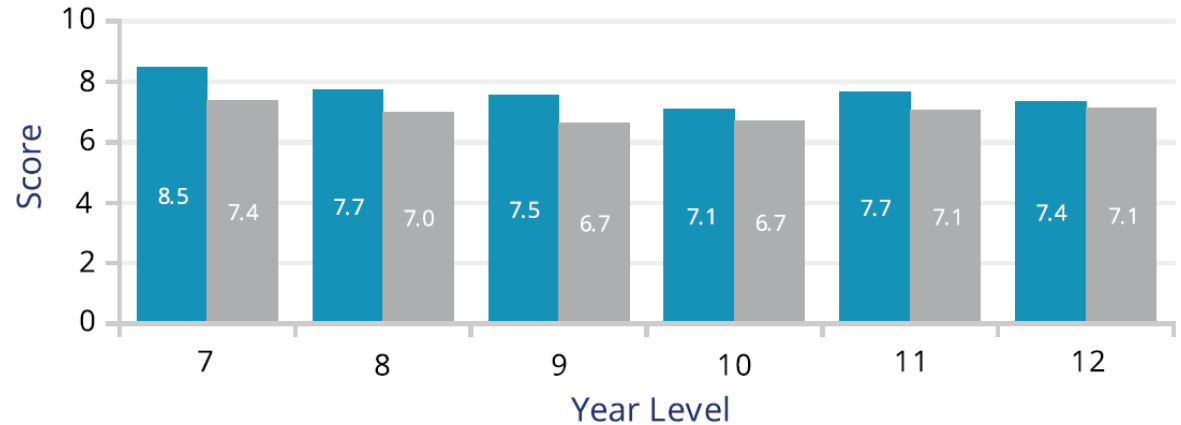
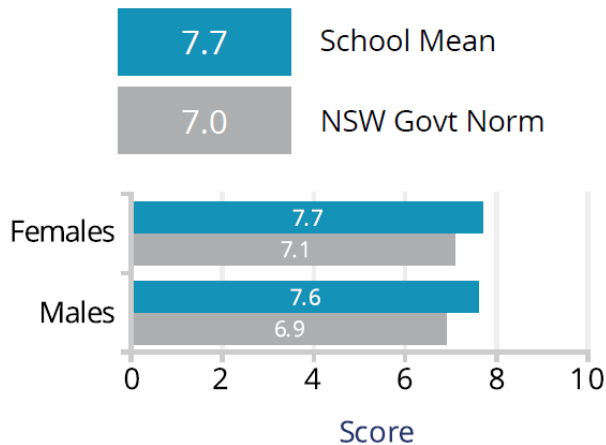
Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.



Tell Them From Me Survey

Expectations for success

School staff emphasise academic skills and hold high expectations for all students to succeed.



School Excellence Framework

The bottom half of the image features three solid-colored rectangular blocks arranged horizontally. From left to right, the colors are blue, purple, and orange. These blocks are positioned below the main title text.

LEARNING DOMAIN:

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

LEARNING CULTURE	THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
WELLBEING	Caring for students	The wellbeing of students is explicitly supported by identified staff.	Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.	The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
CURRICULUM	A planned approach to wellbeing	Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement.	The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.	The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
ASSESSMENT	Individual learning needs	The needs of all students are explicitly addressed in teaching and learning programs.	Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.	There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
REPORTING	Behaviour	The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings.	Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.	Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
STUDENT PERFORMANCE MEASURES				

Excellence Statement

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Excellence Statement

There is a strategic and planned approach to the whole school wellbeing processes that support the learning of all students so they can connect, succeed, thrive and learn.

**External
Validation:
Excelling
(2019)**

THEMES

EXCELLING

Caring for students

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

THEMES	EXCELLING
<p>A planned approach to wellbeing</p>	<p>The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.</p>

THEMES	EXCELLING
Individual learning needs	<p>There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p>

THEMES	EXCELLING
Behaviour	<p>Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.</p>



School Motto





Unofficial School Motto

**“Working With
Your Teachers”**



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EOI: Year Advisers (2019 to 2025)

There is an opportunity for two teachers to serve as Year 7 Advisers for the cohort that will be in Year 6 in 2019 and commence in Year 7 in 2020. These positions are for an extended duration as they are for the graduating class of 2025.

Each position will attract 50% of the year adviser's allowance (currently \$4,046 per annum). This allowance is only payable for year advising from Year 7 to Year 12 (it is not payable before this time). A period allowance will be provided to each year adviser. This is a wonderful opportunity for a teacher to hone and build their leadership skills and knowledge of student welfare.

The *Year Advisers* will carry out the following duties:

- lead and manage grade-specific welfare programs
- deal with welfare-related issues including bullying and mental health concerns
- guide, mentor, support and nurture students over the course of their high school journey
- liaise closely with the Head Teacher – Welfare and relevant Deputy Principal (Michael Lane) in relation to the above matters
- liaise closely with the Head Teacher – Welfare in relation to Year 6 into Year 7 transition
- liaise closely with other stakeholders including school counsellors, Home School Liaison Officer, external agencies and community organisations
- operate as an important member of the welfare team
- join the primary school links team and commit to this team for 2019 and 2020
- perform any other duties as directed by the senior executive

As in previous years, applications should be made in teams of two teachers per application. Individual prospective applicants who are unable to find a buddy should seek clarification prior to applying. Applicants must complete the EOI slip below and return it to **Mark Sutton** by **3pm on Friday, 27 July 2018** with a two page supporting statement (two pages per team). The selection process may involve an interview. The supporting statement should address the following criteria, demonstrating the applicants' suitability for the position:

Specific Selection Criteria

1. Ability to proactively lead and manage welfare programs for a wide variety of students
2. Capacity to deal with complex student welfare issues in a student-centred manner
3. Knowledge of school processes and systems that support year advising

Dear Mark,

I _____ & _____ wish to be considered for the position of *Year Adviser*.

☐ I have discussed my application for this role with my faculty head teacher.

Applicants' Signatures _____

Date: __ / __ / __



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2 x YAs

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long-term



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long-term

role
statement



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long-term

role
statement

joint EOI



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• lead and manage welfare programs for a wide variety of students
• deal with welfare issues in a student-centred manner
• implement programs that support year advising

I, _____, wish to be considered for the position of Year Adviser.

☐ I have discussed my application for this role with my faculty head teacher.

Applicants' Signatures _____

Date: ____ / ____ / ____

2 x YAs

role
statement

written application
+ interview

long-term

joint EOI

1.5 Years of 'Training'

- **Year Adviser positions advertised in July when students are in Year 5**
- **EOI process concluded by August**
- **immediately join the welfare team (fortnightly meetings)**
- **some visits to Year 5 in Term 4**
- **start organising information night for February of Year 6**
- **regular visits to Year 6 throughout the year**



-
- A word cloud visualization of terms related to professional development. The words are arranged in a horizontal, somewhat circular pattern. The largest words are 'professional', 'development', 'learning', 'growth', 'teachers', 'resources', 'skills', 'knowledge', 'students', 'curriculum', 'education'. Other words include: standards, actively, experience, tips, experienced, special, telecollaboration, committed, expand, subject, practices, materials, need, enhancing, subject, expand, committed, growth, learning, student, quality, teaching, needs, increase, strengthen, activity, available, wealth, ongoing, educators, career, others, maintain, excellence, ESL, information, impacted, days, activities, strategies, significantly, teacher, promising, training, assessment, organized, continually, engaged, provides, throughout, sharing.

Year 6 Transition Program



	Bonnyrigg Heights Primary	Cecil Hills Primary	Kemps Creek Primary
TERM ONE			
Year Adviser visit - Dragana & Nikolina	Week 4 Tuesday 19 th February 1:45 – 2:30 School hall	Week 4 Tuesday 19 th February 12:10 – 1:00 Nikolina - Visit 2 classes Dragana - Visit 2 classes	Week 3 Tuesday 12 th February 12:15 – 1:15
'A Taste of High School'- Information Evening	Week 5 Monday 25 th February School gym 6:30pm	Week 5 Monday 25 th February School gym 6:30pm	Week 5 Monday 25 th February School gym 6:30pm
TERM TWO			
Year Adviser visit - Dragana & Nikolina	Week 6 Tuesday 04 th June 1:45 - 2:30	Week 8 Tuesday 18 th June 12:10 – 1:40 Dragana and Nikolina - Rotating classes.	Week 9 Tuesday 25 th June 12:10 – 1:40
Year Adviser visit - Dragana & Nikolina	Week 7 Tuesday 11 th June 1:45 - 2:30		
TERM THREE			
Year Adviser Meet and Greet/ Student Panel	Week 4 Monday 12 th August 11:35 - 12:35 School hall 1 hour session	Week 4 Monday 12 th August 9:00 - 10:00 1 hour session	Week 4 Monday 12 th August 1:30 - 2:30 1 hour session
Discussion/analysis of continuum data	As negotiated between CHHS LAST/Year 7 Advisers and Year 6 Coordinator	As negotiated between CHHS LAST/Year 7 Advisers and Year 6 Coordinator	As negotiated between CHHS LAST/Year 7 Advisers and Year 6 Coordinator
IMPACT Buddy Mentoring Program	Week 9 Wednesday 18 th September	Week 9 Wednesday 18 th September	Week 9 Wednesday 18 th September
TERM FOUR			
Orientation Day	Week 8 Tuesday 3 rd December 2019 9:00am-3:00pm		
Class Lists Discussion	As negotiated between CHHS LAST/Year 7 Advisers and Year 6 Teachers	As negotiated between CHHS LAST/Year 7 Advisers and Year 6 Teachers	As negotiated between CHHS LAST/Year 7 Advisers and Year 6 Teachers

Year 7 Advisers

**investment of
time in Year 7**

3 x 75 min periods each

Other Year Advisers

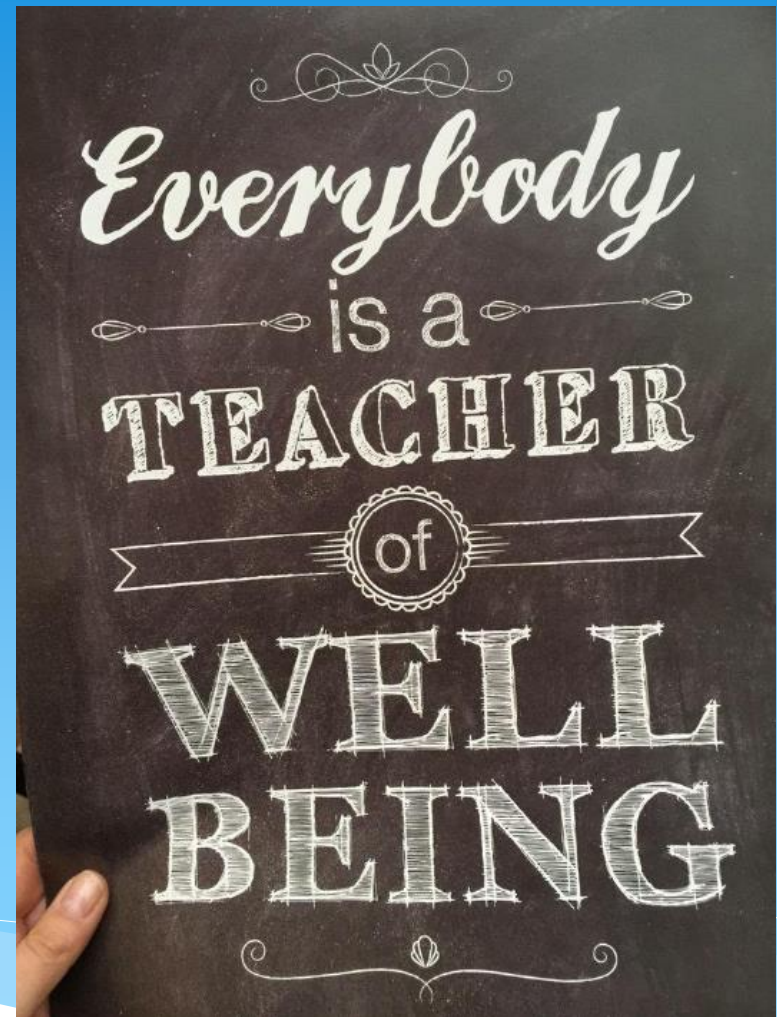
**2 x 75 min
periods each**

Welfare Team and Executive Team

**YEAR
ADVISERS**

**HEAD
TEACHERS**

Connect Program





CONNECT



SUCCEED

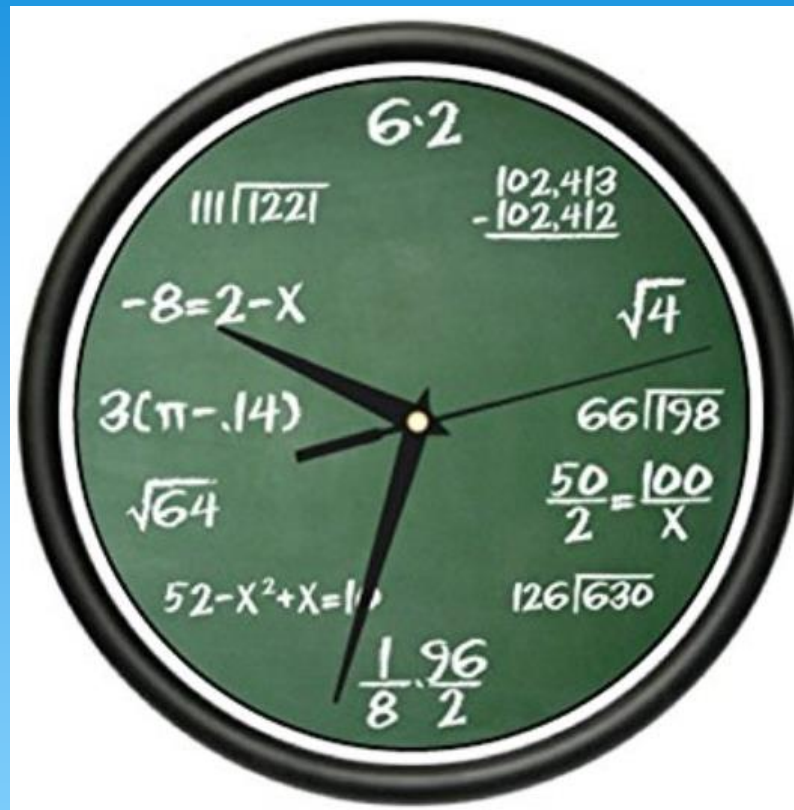


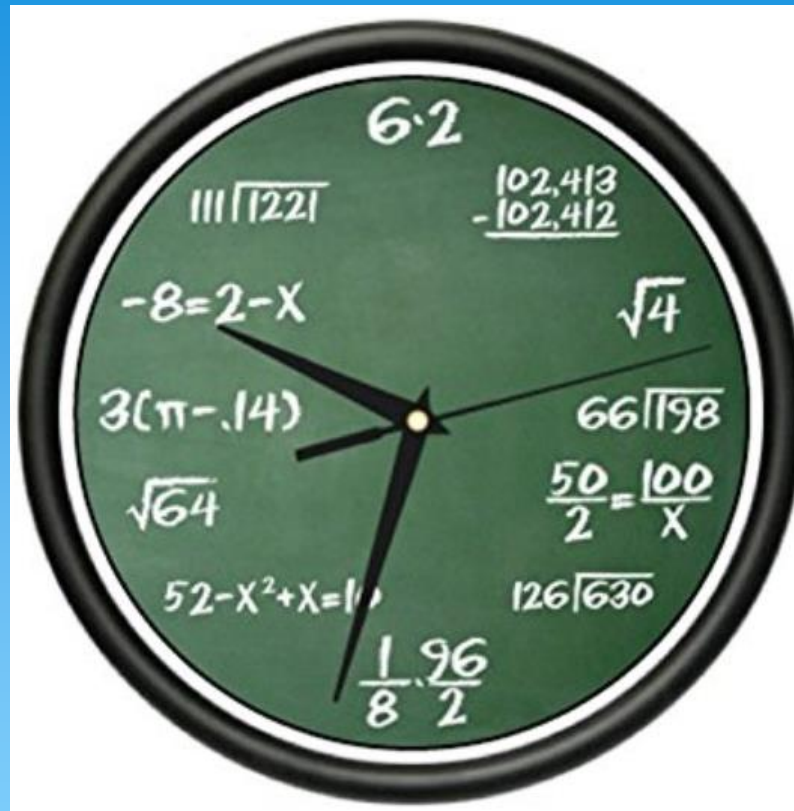
THRIVE



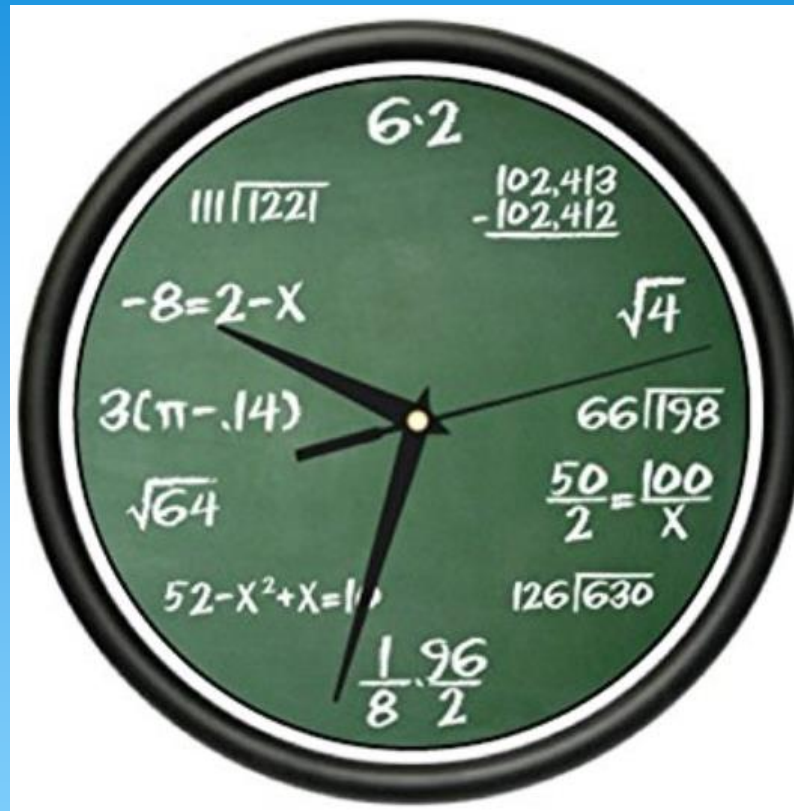
Terrific
Energetic
Able
Cheerful
Hardworking
Enthusiastic
Remarkable







6 years



400 hours

Connect Program

- **Whole school program tailored specifically to each individual year group**
- **Adaptation of a number of different programs currently run within the school**
- **Designated time for students to focus on various elements of both education and life after school**
- **Designed to be as flexible as possible**

Connect Program

MONDAY CONNECT	TUESDAY CONNECT			WEDNESDAY CONNECT	THURSDAY CONNECT	FRIDAY CONNECT
FOCUS TEAM	STUDENT LEARNING: TEAMS	STUDENT WELLBEING: WELFARE TEAM	YEAR MEETING: YA's	CONNECT TEACHER	CONNECT TEACHER	READER'S CHOICE

Connect Program

Student Learning

- Reading
- Homework
- Assessment Tasks
- Structured Study
- Study Skills
- Literacy / Numeracy
- Careers
- Diary Use

Student Wellbeing

- Addressing wellbeing issues
- Welfare programs (specific for each year group)
- Student Wellbeing Initiatives
 - Reach Out
 - Institute of Character
- Whole School Initiatives
 - R U OK Day
 - NAIDOC Week

Tuesday Connect

	YEAR 7 / 8	YEAR 9 / 10
Week 1	Grade Meeting/ YA Choice	Student Wellbeing
Week 2	Student Wellbeing	Grade Meeting/ YA Choice
Week 3	Grade Meeting/ YA Choice	Student Learning
Week 4	Student Learning	Grade Meeting/ YA Choice
Week 5	Grade Meeting/ YA Choice	Student Learning
Week 6	Student Wellbeing	Grade Meeting/ YA Choice
Week 7	Grade Meeting/ YA Choice	Student Learning
Week 8	Student Learning	Grade Meeting/ YA Choice
Week 9	Grade Meeting/ YA Choice	Student Wellbeing
Week 10	Student Wellbeing	Grade Meeting/ YA Choice

Fortnightly / Monthly Year Meeting

**Year Advisers hold a year
meeting
with their cohort**

OR

**Use the time to organise an
activity for their cohort**

Wednesday / Thursday

Structured Study

- * **Time designated for students to organise themselves**
- * **May include:**
 - * **Writing study notes**
 - * **Working on assessment tasks**
 - * **Diary organisation**

Diary / Device Check

- **Designed to be as easy as possible**
- **External app via the school intranet**
- **Aim to gain data on how students are using their diary/device and what impact that has on learning**
- **Thursday: Teachers need to sign the diary**

Friday Morning Connect Wellbeing



- **Wellbeing focus on Friday morning**
- **VIA Institute on Character**
- **Conversations with students**
- **Video/discussion based**

[VIA SURVEY](#)[CHARACTER STRENGTHS ▾](#)[REPORTS](#)[COURSES](#)[PROFESSIONALS ▾](#)[RESOURCES](#)[RESEARCH](#)[ABOUT ▾](#)

Join the over 10 million people

who have learned to improve their lives. Research reveals that people who

- **3x more likely to report happiness**
- **6x more likely to be engaged**

[Take The Free VIA Survey](#)

What Are Character Strengths?

Appreciation of Beauty & Excellence

Bravery

Creativity

Curiosity

Fairness

Forgiveness

Gratitude

Honesty

Hope

Humility

Humor

Judgment

Kindness

Leadership

Love

Love of Learning

Perseverance

Perspective

Prudence

Self-Regulation

Social Intelligence

Spirituality

Teamwork

Zest

people

scientific survey on character strengths.

life



Research shows that VIA character strengths can help you achieve positive personal and professional goals.

to address a variety of life challenges and achieve your goals. Use your VIA character strengths to help you:





Courage

Perseverance falls under the virtue category of Courage. Courage describes strengths that deal with overcoming fear. These strengths can manifest themselves inwardly or outwardly as they are composed of cognitions, emotions, motivations and decisions

Key Concepts

Perseverance involves the voluntary continuation of a goal-directed action despite the presence of challenges, difficulties, and discouragement. There are two vectors of perseverance. It requires both effort for a task and duration to keep the task up.

A Story of Perseverance



Perseverance Motto

Don't Give Up.

Exercises for

Set five small goals to accomplish them one week to week.

Keep a checklist of

Select a role-model to determine how you



Love Of Learning

If Love of Learning is your top strength, you love learning new things, whether in a class or on your own. You have always loved school, reading, and museums-anywhere and everywhere there is an opportunity to learn.

[Take The Free VIA Survey](#)

Wisdom

Love of Learning falls in the virtue category of Wisdom. Wisdom deals with strengths that involve the way we acquire and use knowledge.

Key Concepts


Love of learning describes the way in which a person engages new information and skills. Love of learning is a strength that teachers would like to see in their students, parents want to encourage in their children, therapists support in their clients, and employers try to foster in their employees. It has important motivational consequences because it helps people persist through challenges, setbacks and negative feedback.

How to Learn Anything



Connect App for Teachers

- **Designed to be as easy as possible**
- **Accessible on both computer and iPad**
- **Contains all that is needed for the Connect program**



CECIL HILLS HIGH SCHOOL
WE BELIEVE IN SUCCESS

Welcome,
Mr Vargas.

Menu

Home

Teacher Links

Web Print

Connect

Laptop Bookings

Book a Laptop

My Bookings

Quick Links


Moodle

Student Portal


Board of Studies

Week 3 - Term 4


Student




Student Sentral




Student Portal




Clickview




Moodle




World Book




Google Search



Board of Studies



Scootle



My Own Work



Welcome,
Mr Vargas.

Menu

- Home
- Teacher Links
- Web Print
- Connect

Laptop Bookings

- Book a Laptop
- My Bookings

Quick Links

- Moodle
- Student Portal
- Staff Sentral

Connect Classes

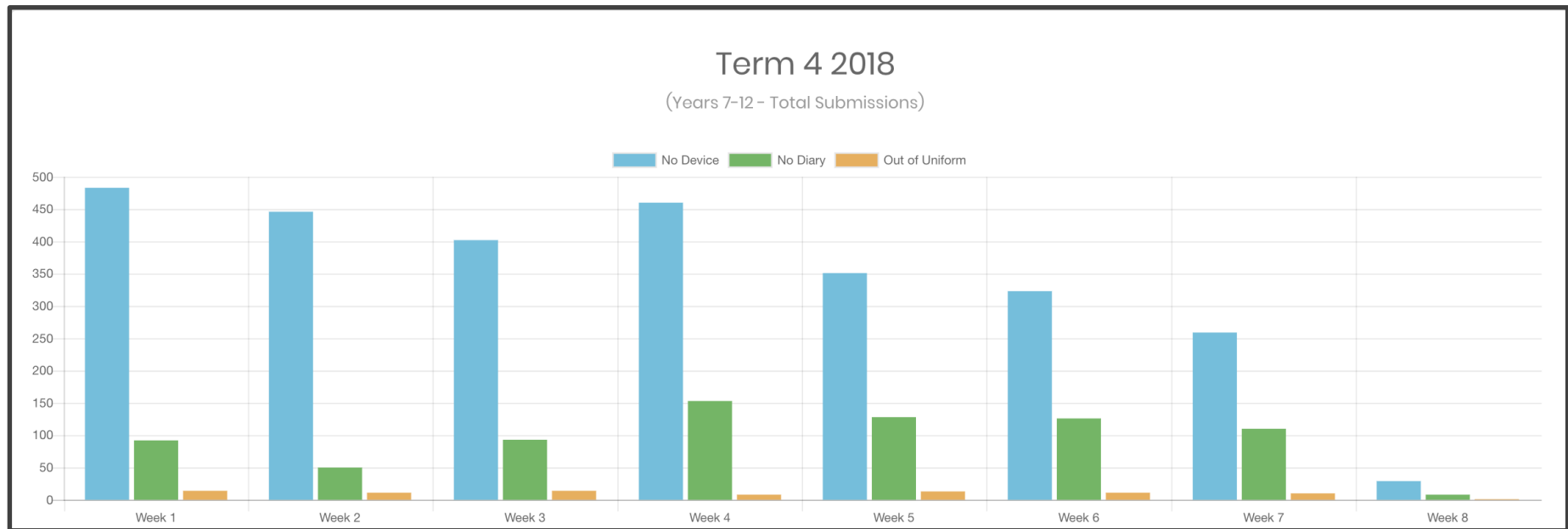
Search

✓ Select your **Connect Class**.

- ☒ 7A ☐ 7B ☐ 7C ☐ 7D

Select Class

Data





SENIOR CONNECT PROGRAM

YEAR 12 TERM ONE (TERM 4 2018)



- The aim of this program is to encourage all senior students to focus on organisation, study and a healthy balance in life.
- The focus is heavily discussion based, YouTube clips will also be relied on to generate discussion and study ideas.
- Sessions are dependent on each individual class; it is up to the rollcall teacher how long each session needs to go for.
- **The scope and sequence is a guide but one that should help lead discussion.**
- **The main thing is to KNOW YOUR KIDS.** If you can see that they aren't their usual self, provide a shoulder to lean on / an ear to hear what's on their mind and refer to year adviser / senior coordinator if necessary.

SCOPE AND SEQUENCE – KNOW YOUR STUDENTS!

	WEEKS 1 - 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
YEAR ASSEMBLY TUESDAY MORNING	Reflection and review of Preliminary Course <ul style="list-style-type: none"> • Students need to use some of this time to reflect on their study habits during the preliminary course. Use their yearly exam results as a resource for this activity: - Identify why they were successful or unsuccessful? (Teacher to use questioning as a tool to start the thought process.) • Look at organisational skills; did they have a study/ homework timetable to keep on top of the work load? Did they leave making study notes to the end of the term rather than doing it throughout the year? • Once students have their 	Organisation, Goal Setting <ul style="list-style-type: none"> • Need to ensure that they are keeping up to date with their study notes. • Goal Setting – provides focus, direction and motivation. • Get students to start setting some goals: short term, intermediate and long term. Can write these down in their school diary or on a piece of paper that they can put in the front of their diary. This is a personal activity and should reflect each individual and their own personal goals. • Short term can include things like what needs to be done today, tomorrow, keeping study notes up to date, completing homework, 		Am I doing my study notes the right way? <ul style="list-style-type: none"> • Refer to the article on Moodle under Year 12 MOL term 1(term 4 2016). Link is also below on Study Advice. • Note making Techniques. Refer to info sheet on Moodle. • Ask students to bring in study notes to show you. Based on feedback from staff – this year group need to be really specific with the use of appropriate subject terminology and their study notes need to have some depth in them so that they understand key course concepts • Students need to make sure that they are ready to submit 		Preparation for assessment tasks. <ul style="list-style-type: none"> • Making sure they stick to their short term study timetable. • Seeking teacher help and advice to ensure that they have a clear understanding of the tasks that need to be submitted and completed. But in order to do this they need to make a time to see their teacher for help. This comes back to time management and organisational skills. 		What do I need to do for the rest of the term and the holidays? <ul style="list-style-type: none"> • Ask themselves: Do I need to get on top of my study/ revision notes, what do I need to do in the holidays so that I am organised when I come back to school next year in preparation
ROLL CALL TEACHER								

Special Interest Connect Groups

- **Yarn**
- **STARS**
- **Peer Literacy**
- **Reading**
- **SRC**
- **House Leadership**
- **Diary**

CHAMP Award System

School Awards can be achieved for;

- Every 10 points received within one of the areas of Sport, Cultural, Academic or School Service.
- Receiving 5 recognition letters in a semester.
- Full use of the school diary, wearing correct school uniform every day or actively participating and completing all Management of Learning activities in roll call.
- Receiving a Deputy Principal award for efforts that are 'Above and Beyond'

Sport

Award

10 Sport Points

Cultural

Award

10 Cultural Points

Academic

Award

10 Academic Points

School

Service Award

10 Service Points

M.O.L

100% Diary
100% Uniform
Senior MOL

Above &

Beyond

FINISH

10 School
Awards =



3 x Bronzes =



2 x Silvers =



2 x Golds =



1

Can be awarded for effort or participation in a school activity.

Examples;

- Completing homework
- Answering questions
- Art displayed
- Year assembly performance
- Transition helper
- Mother's Day breakfast
- Sport carnival participation
- Grade Sport for two terms



Point

2

Can be awarded for sustained effort or participation in a school activity.

Examples;

- Recognition letter
- Credit award or better in an external competition.
- Debating team
- Flying squad
- Senior leadership team
- Regional sports representative



Points

3

Can be awarded for sustained, outstanding effort or participation in a school activity.

Examples;

- SRC or House leadership team
- State representation in school event.
- First in course



Points

4

Can be awarded for achieving the highest level possible in a category.

Examples;

- Dux of the year
- National representation in school event
- School Captain



Points



Sentral for Students



Cecil Hills High School
Student Portal

S

V



Logout

Wellbeing

S

V



Dashboard

Overview

Awards

< 2019 >

My Profile

Resources

Activities

Wellbeing

Reporting

Summary for 2019

	2019	Term 1	Term 2	Term 3	Term 4
CHAMP Points	17 Incidents	13	4	-	-
CHAMP Points- Admin Onlies	0 Incidents	-	-	-	-
Awards	20 Awards	15	5	-	-

The Cecil Hills High School Student and Parent Portal is powered by Sentral

 SENTRAL EDUCATION



Sentral for Students



Cecil Hills High School
Student Portal



Logout

Wellbeing

S



Dashboard

Overview

Incidents

Awards

< 2019 >

My Profile

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CHAMP Points for S V 2019

Date	Incident	Incident Type	Teacher	Description of student behaviour (may be read by parent)
06/06/2019 Thursday	Incident #68160 CHAMP Points	Responsible Point (1 Point)	Miss Julie Cheah	No description
31/05/2019 Friday	Incident #67617 CHAMP Points	Successful Point (1 Point)	Miss Julie Cheah	No description
27/05/2019 Monday	Incident #67202 CHAMP Points	Successful Point (1 Point)	Miss Julie Cheah	No description
21/05/2019 Tuesday	Incident #66561 CHAMP Points	Successful Point (1 Point)	Ms Ragani Mudaliar	No description
05/04/2019 Friday	Incident #64249 CHAMP Points	Successful Point (1 Point)	Ms Nikolina Cupac	Quietly completing survey in roll call.
03/04/2019 Wednesday	Incident #64016 CHAMP Points	Recognition Letter (2 Points): Senior	Ragani Mudaliar	No description
02/04/2019 Tuesday	Incident #63736 CHAMP Points	Recognition Letter (2 Points): Senior	Mrs Stephanie Haskett	No description
01/04/2019 Monday	Incident #63604 CHAMP Points	Recognition Letter (2 Points): Senior	Mrs Slavica Galic	No description



Cecil Hills High School

Principal Mark Sutton
50 Spencer Road Cecil Hills NSW 2171
www.cecilhillshigh.nsw.edu.au

Tel (02) 9822-1430
Fax (02) 9822-1436
cecilhills-h.school@det.nsw.edu.au

11th April 2019

Mr & Mrs [REDACTED]
[REDACTED]
CECIL HILLS NSW 2171

Dear Sir or Madam,

We are delighted to inform you that your child, [REDACTED] of Year 11 is working especially well in the following 6 subject/s:

Business Studies, English Advanced, Legal Studies, Music, PDHPE and Standard 2 Mathematics.

Congratulations to [REDACTED] for displaying such consistent effort and achievement!

Yours sincerely,

Mark Sutton
Principal

X-----
(please return this section to the school office)

I have received your letter regarding [REDACTED] achievements.

Parent comment:

Parent / carer signature

Student signature

Date _____

Excursion Notes

- **some students do not inform their parents of an excursion**
- **excursion notes will be emailed to parents via SchoolBytes from Term 3**
- **we still require the usual permission slip to be returned**



Year 10: Key Dates

Week 3, Term 3

*6:15pm on Tuesday,
6 August 2019*

Week 4, Term 3

Year 10 interviews

Week 5, Term 3

Subject selections due

External Validation Results

On Thursday, 30 May 2019, our school completed the NSW Department of Education's external validation process. This involved a panel of principals reviewing our school and validating our achievements against the 14 elements of the School Excellence Framework. The process takes place once in every five year cycle.

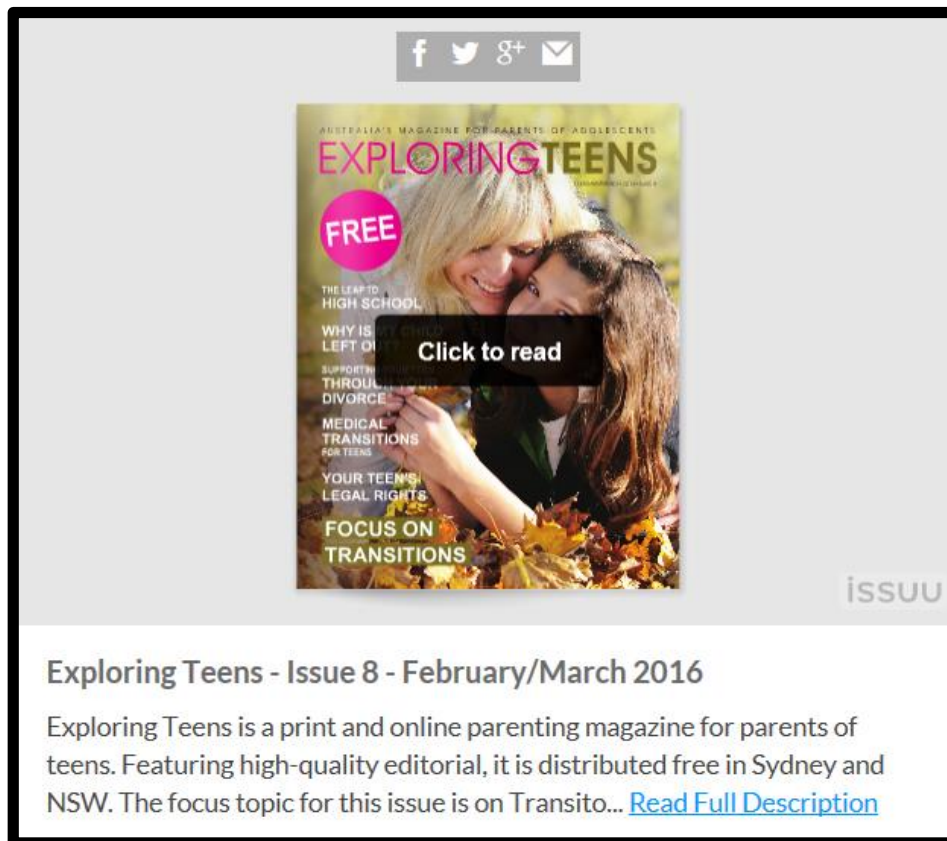
External Validation Results

LEVEL	# OF ELEMENTS
excelling	8
sustaining and growing	6
delivering	0
working towards delivering	0

Uniform Tender

- **school committee formed**
- **P&C representative**
- **timeframes**
- **feedback on current uniform provider**
- **feedback on purchasing model**

Exploring Teens (Online Magazine)



- **useful website with loads of information for parenting teenagers**
- **magazine is produced every two months**
- **Facebook page regularly links to useful articles on teenagers and education**

<http://www.exploringteens.com.au/>

Raising Children Website/App



🏠 pregnancy newborns babies toddlers preschoolers school age pre-teens **teens** grown-ups autism dis

The Australian Parenting Website



-  Behaviour
-  Communicating & relationships
-  Development
-  Entertainment & technology
-  Family life
-  Healthy lifestyle
-  Mental health & physical health
-  School, education & work
-  Teenagers: videos
-  Parenting in Pictures: teens

<https://raisingchildren.net.au/>



Our Next Parent Meeting

6:30pm on Monday, 5 August 2019

AND

9:30am on Thursday, 8 August 2019

Questions



**THIS
PRESENTATION
WILL BE
EMAILED
TO YOU**