



Cecil Hills High School

Principal Mark Sutton

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CRICOS: NSW Department of Education – Schools

CRICOS Provider: 00588M

5 June 2020

What Happened At P&C? – June 2020

Dear parents and carers,

We had an excellent evening meeting this month via Zoom for the first time. Thanks to those parents and community members who attended online, close to 25 people! We covered a number of topics:

- **Attendance:** We have a focus on attendance this year. Students should be attending school 100% of the time unless there is a medical issue now that face-to-face classes have resumed.
- **Positive Behaviour for Learning:** Stephanie Haskett, Deputy Principal, provided an update on PBL which we call FOCUS at Cecil Hills HS. Our core FOCUS values as a school are being respectful, responsible and successful. Students are explicitly taught lessons on these expected behaviours. CHAMP points are awarded for students who go beyond expectations and 'fast and frequent' raffle tickets are issued to students to reinforce positive behaviour.
- **C.E.C.I.L Skills:** Denise James, Deputy Principal, provided an update on our C.E.C.I.L skills which stands for collaborate, engage, communicate, innovate and lead. These soft skills are valued by employers and our Year 7-10 reports will provide a snapshot of student achievement in relation to these skills for each course.
- **Learning from home and online learning:** Michael Lane, Deputy Principal, led a discussion of our online model of learning so we can reflect on what worked best and see if there are aspects that can continue. The school executive will also be reviewing our model of learning in the next few weeks.
- **Next meeting:** The next evening P&C meeting will take place at 6:30pm on Monday, 3 August 2020. We will determine closer to the event the format for the meeting. 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 logged into our meeting. 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 JUNE 2020

Communication



***like our
Facebook
page***

Communication

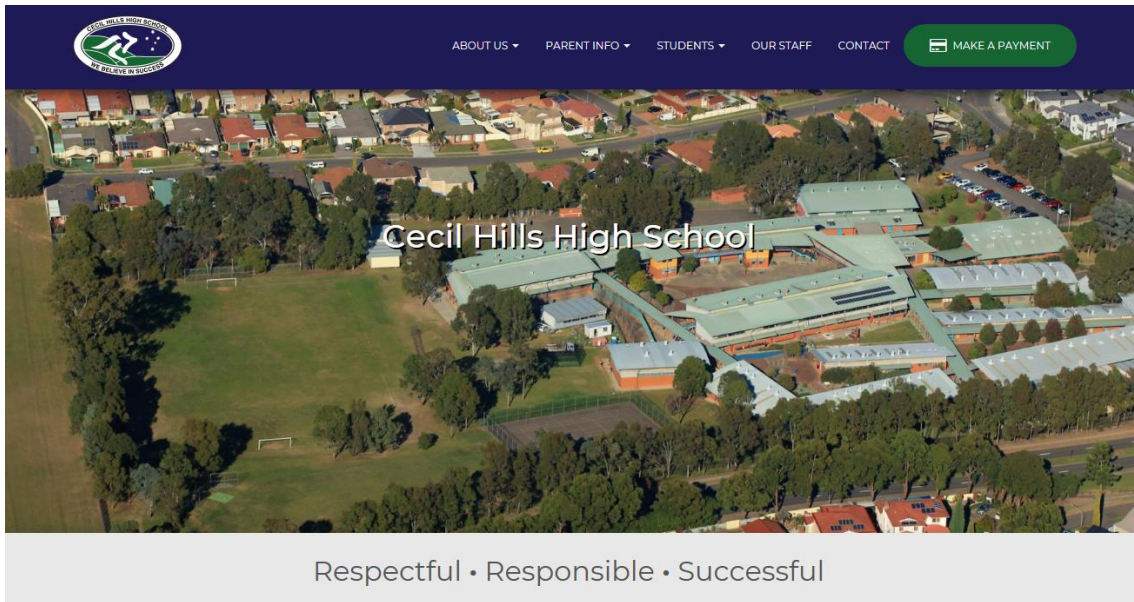


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app***

***School App
Solution***



Communication



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website***

Careers Website



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CECIL HILLS HIGH SCHOOL
WE BELIEVE IN SUCCESS
Careers

Important Information | HSC/RoSA | Post School Options | Workplace Learning | For Parents | For Students

What is the ATAR

How is it calculated

Cecil Hills High School Careers

Our aim is to provide you with all the latest information that will help you make decisions about your future career and your life beyond school.

You can use this site to locate University, TAFE and any other type of course across Australia, get information about the HSC, search for job vacancies and much more. Feel free to drop into the Careers Office if you have any questions.

Produced by:
The University of Sydney
www.sydney.edu.au

FOLLOW US ON facebook

Career Targets (2018 Edition)

Events for the next 14 Days

- 18.08.2018
UOW Year 12 Information Evening - Liverpool
- 18.08.2018
Parramatta Army Combat Information Session
- 19.08.2018
WEP Student Exchange Information Session - Sydney (Surry Hills)
- 19.08.2018

Please Select a Career Target

Click on the job links below to get more information

LEVEL 2

LEVEL 1

LEVEL 0

BIOLOGY

***visit our
Careers
website***

<https://www.chhscareers.com.au/>

Communication



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

Every day
COUNTS!

A stylized icon of a person with a teal head and a dark blue body, sitting at a yellow desk with an orange top. The person's right arm is raised, with the hand near their head.

School success starts
with attendance

Attendance

- 200 school days each year
- 13 years of school education
- 2600 school days in total (200 x 13)
- 90% attendance = 2340 out of 2600 days

**90% attendance means
260 days or 1.3 years
of education would be missed**



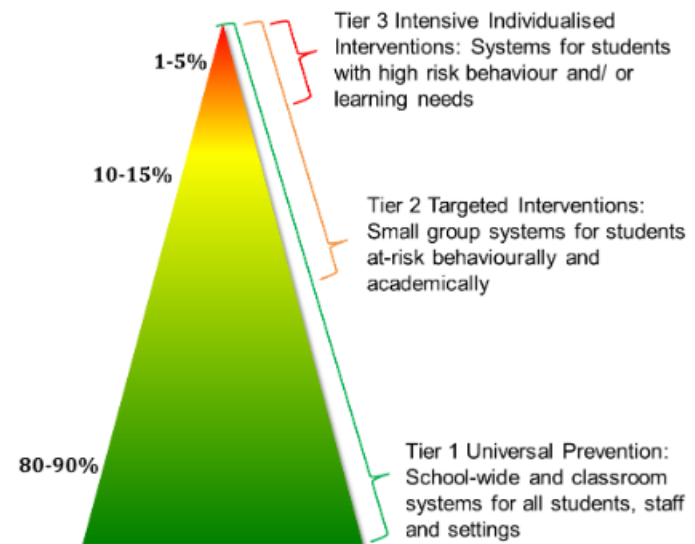
FOCUS: POSITIVE BEHAVIOUR FOR LEARNING




WHAT IS PBL?

There are three specific aspects to PBL:

- **universal focus** – to create a preventative, positive learning environment for all students
- **targeted interventions** – to improve social-emotional skills for students who need additional support
- **individualised intensive supports** - for students who have experienced academic and behavioural difficulties over an extended period of time.





Together, this three step process is known as developing a continuum of support. PBL uses a tiered intervention framework which uses varied levels of support for students based on their needs. The tiered approach addresses these needs through:

- ❑ investing in prevention for all students
- ❑ identifying and providing targeted supports for individual students who need more support
- ❑ providing individualised and intensive interventions for students with significant support needs.

The Educative Approach

Academic Errors	Behavioural Errors
Errors are accidental.	Errors are accidental.
Errors are inevitable.	Errors are inevitable.
Errors signal the need for teaching.	Errors signal the need for teaching.
Students with learning difficulties need modified teaching.	Students with behaviour difficulties need modified teaching.

What Teachers are Reporting




Our challenge

**We *can* enable
environments to
increase the likelihood
students are
successful
academically and
socially.**



MATRIX

	RESPECTFUL	RESPONSIBLE	SUCCESSFUL
ALL SETTINGS	<ul style="list-style-type: none"> Follow the teacher's instructions Keep hands and feet to ourselves Use respectful language at all times Respect personal space of others THINK when using social media (is it True, Helpful, Inspiring, Necessary, Kind?) 	<ul style="list-style-type: none"> Line up when the bell goes Organise your equipment Be on time Keep left on each walkway and stairways Use break time to get drinks and go to the toilet Switch mobile phone off and place out of sight Place rubbish in bins Follow the correct procedures for lateness, incorrect uniform and early leavers 	<ul style="list-style-type: none"> Support and celebrate the success of others Wear the correct uniform with pride Cooperate with school procedures Arrive on time Bring correct equipment including a charged device and diary
CLASSROOM	<ul style="list-style-type: none"> Line up quietly in the specified area Enter calmly Leave bags in designated areas Follow staff instructions Respect school and personal property Use respectful language at all times Raise hand up to speak Take hat off Switch mobile phones off and place out of sight. Remove earphones 	<ul style="list-style-type: none"> Arrive on time Unpack quickly and quietly Listen actively Stay in your seat Use your learning space safely Follow correct procedures if you miss an assessment task 	<ul style="list-style-type: none"> Work with your teachers Participate actively in the learning experience Work to the best of your ability at all times Stay on task Bring correct equipment including a charged device and diary Submit tasks by the due date Ensure your work is your own

SCHOOL GROUNDS (passive spaces)	<ul style="list-style-type: none"> Share playground spaces and facilities Respect school and personal property Place rubbish into bins 	<ul style="list-style-type: none"> Stay in bounds Use wet weather areas when necessary 	<ul style="list-style-type: none"> Enjoy a relaxing and safe break Eat in appropriate areas Proceed to class when the bell rings Maintain a clean and safe area
SPORTS FIELDS AND SPORTS COURTS (active spaces)	<ul style="list-style-type: none"> Share the sports fields, sports courts and equipment Use respectful language Finish eating before entering active spaces 	<ul style="list-style-type: none"> Stay in bounds Play appropriately at the venue Finish games 5 minutes before the bell to be prepared for your next lesson 	<ul style="list-style-type: none"> Play actively Be a good sport
CANTEEN	<ul style="list-style-type: none"> Stand in the appropriate line <ul style="list-style-type: none"> Year 7-9 on the left, closest to the gym Year 10-12 on the right, closest to Library steps Purchase food for yourself Join the end of queue when lining up 	<ul style="list-style-type: none"> Wait patiently for your turn 	<ul style="list-style-type: none"> Speak politely Be prepared to buy - know your choice and have money ready Move on quickly after purchase of items
TRANSITION BETWEEN CLASSES	<ul style="list-style-type: none"> Line up, quietly in the specified area Wait sensibly and patiently, away from exits/entry points Move sensibly and safely between class Speak respectfully 	<ul style="list-style-type: none"> Keep left walkways 	<ul style="list-style-type: none"> Arrive on time to class Keep corridors, doorways and walkways clear
BEFORE AND AFTER SCHOOL	<ul style="list-style-type: none"> Respect personal space Treat all property respectfully Use respectful language Show respect and manners to the wider community 	<ul style="list-style-type: none"> Stay calm Use your common sense around vehicles and the crossing Enter and exit using the front gates Move sensibly and safely around vehicles and roads 	<ul style="list-style-type: none"> Arrive at the destination on time Be in the right place at the right time



Cecil Hills High School

CLASSROOM



Let's work together and follow these simple guidelines.

RESPECTFUL

- Follow the teacher's instructions and use respectful language at all times.
- Line up quietly, enter classroom calmly and leave bags in the designated areas.
- Remove hat in the classroom
- Refrain from eating in the classroom.
- Be respectful to others in the class.
- Mobile phones and earphones are to be off and out of sight.

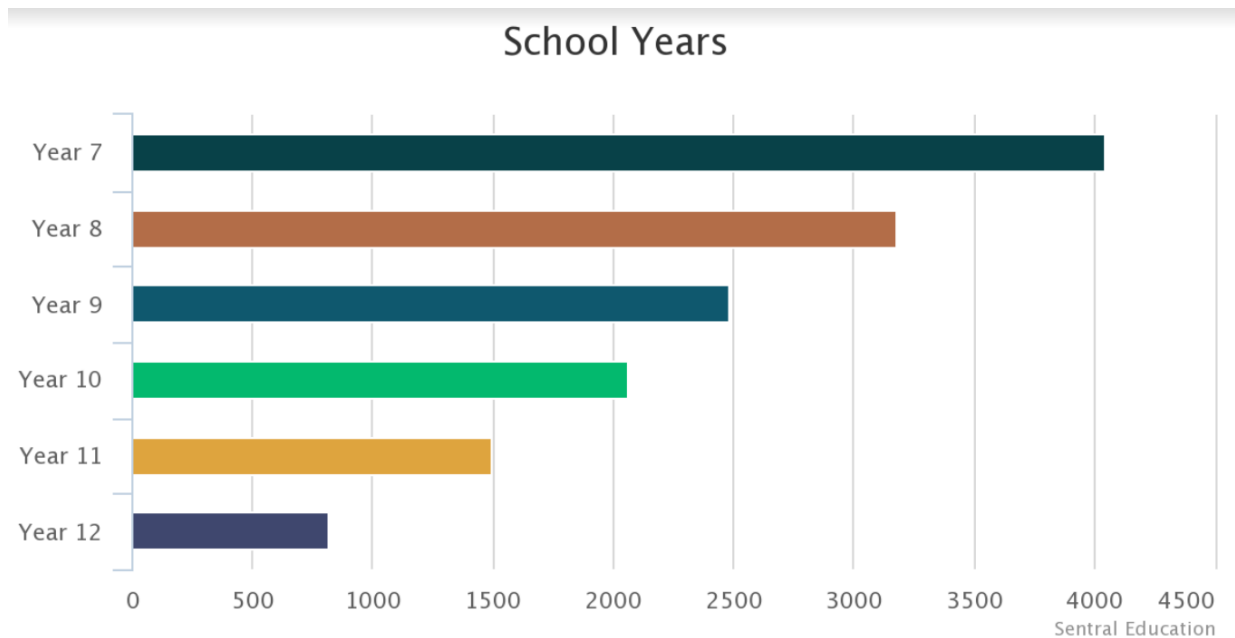
RESPONSIBLE

- Be punctual to class.
- Follow the school's policies concerning homework and assessments.
- Be an active listener and participant in the lesson.
- Stay in your seat unless otherwise instructed.
- Show responsible decision making to enhance your learning.

SUCCESSFUL

- Support and celebrate the success of others.
- Work with your teachers.
- Work to the best of your ability at all times.
- Stay focused in the classroom.
- Bring the correct equipment to all lessons.
- Submit all tasks by the due date.
- Ensure your work is your own.

ANALYSE DATA



CHAMP POINTS VS FAST & FREQUENTS

Teachers issue **CHAMP points** when students are doing more than 'expectations'. Eg service to the school, showing leadership in the playground and putting extra effort in class tasks. CHAMP points lead to Bronze Awards, Silver Awards and ultimately the Cecil Medal.

Teachers issue **Fast and Frequent raffle tickets** when they want to reinforce an expected behaviour. There is a raffle draw every week. Winning students receive a choice of prizes: drink bottles, fast pass in the canteen, canteen vouchers, USBs, highlighters, rulers, pens.

— THE IMPORTANCE OF —
SOFT SKILLS FOR STUDENTS



WHAT ARE SOFT SKILLS?

personal attributes that
enable someone to
interact effectively and
harmoniously with other
people.

NESA Syllabus



Our Syllabuses identify:

- the knowledge, understanding, skills, values and attitudes students are expected to develop at each stage
- outcomes and content that describe what students are expected to know and do
- cross-curriculum priorities, general capabilities and other important learning for all students

Learning Across the Curriculum

Cross curriculum priorities

1. Aboriginal and Torres Strait Islander histories and cultures
2. Asia and Australia's engagement with Asia
3. Sustainability and environment

Content

General capabilities

1. Critical and creative thinking
2. Ethical understanding
3. Information and communication
4. Intercultural understanding
5. Literacy
6. Numeracy
7. Personal and social capability
8. Civics and citizenship *
9. Difference and diversity *
10. Work and enterprise *

*additional in NSW

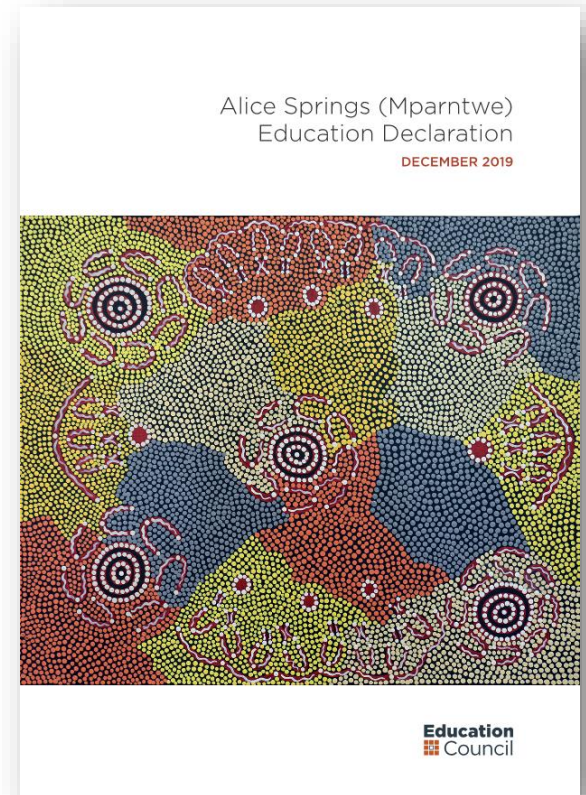
Skills

The Alice Springs (Mparntwe) Education Declaration (2019)

The Education Goals for Young Australians

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community



CORE SKILLS FOR WORK DEVELOPMENTAL FRAMEWORK



Workforce needs

Employers and industry have identified the non-technical requirements for successful participation in the workforce



The framework

The framework clearly defines the generic underpinning skills and knowledge needed to meet these requirements



Learning products

Those providing services to learners and job seekers use relevant elements of the framework in the development of customised products

CHHS 2018-2020 School Plan

TEACHING

- Increase opportunities for students to connect their learning with real world experiences.
- Improve value-added growth of students.
- Improve the proportion of students in the top two NAPLAN bands.
- Increase the amount and frequency of students adhering to the BYOD program, as well as the use of Moodle and Turnitin to positively engage in learning.

Flexible, future-focused & innovative teaching

- Flexible learning spaces enhance student engagement and learning.
- *CHHS will:*
 - ⇒ Implement innovative Year 8 elective courses and flexible learning spaces which respond to student interest and encourage 21st Century skills.
 - ⇒ Develop a whole school 7-12 literacy approach comprising:
 - * an intensive literacy program for Year 7 English classes
 - * the QuickSmart program for Stage 4 students requiring support
 - * Focus on Reading strategies
 - * explicit literacy lessons to assist in meeting the minimum literacy/numeracy standard
 - * ALARM pedagogy
 - ⇒ Utilise technology to enhance learning including Sentral, the BYOD program, Moodle, Turnitin and a focus on STEAM.
 - ⇒ Differentiate effectively for all learners by focusing on quality teaching, formative assessment, summative data analysis, questioning techniques and a review of the selection process for GAT classes.

C



COLLABORATE

E



ENGAGE

C



COMMUNICATE

I



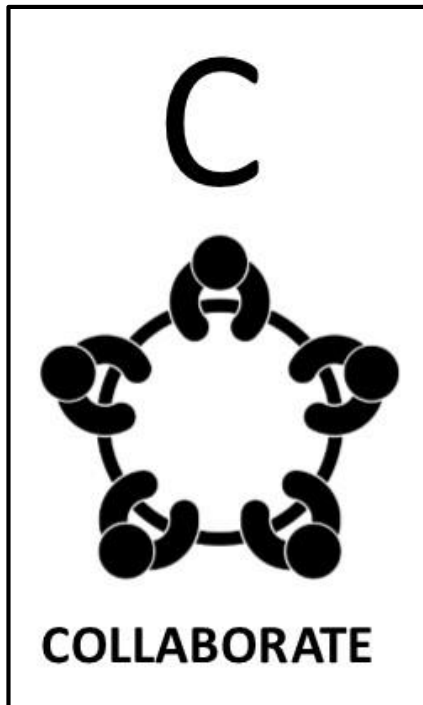
INNOVATE

L



LEAD

COLLABORATE



COLLABORATE with others in online and face-to-face environments on a common goal.

Collaboration is the process of two or more people working together to complete a task or achieve a goal.

Collaboration is similar to cooperation.

Most *collaboration* requires leadership, although the form of leadership can be social within a decentralised and egalitarian group.

ENGAGE

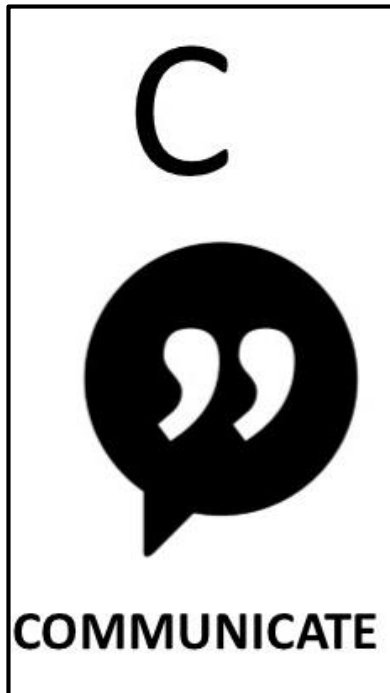


ENGAGE with real-world issues, opportunities, challenges and problems.

Real world problem-solving is what we do every day. It requires flexibility, resilience, resourcefulness, and a certain degree of creativity.

A crucial feature is that it involves continuous engagement and interaction with the *real world*/environment as not only a source of inspiration for new ideas, but also as a tool to facilitate creative thinking.

COMMUNICATE

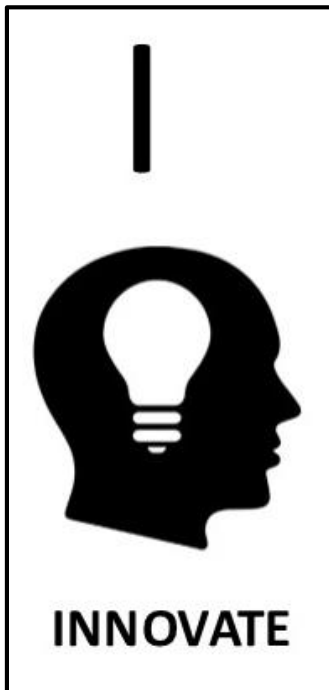


COMMUNICATE and convey ideas using a range of communication modes and tools for a variety of different forums.

Able *communicators* can adjust their tone and style according to their audience, comprehend and act efficiently on instructions, and explain complex issues.

Communication is also an important aspect of leadership, since leaders must be able to delegate clearly and comprehensibly.

INNOVATE

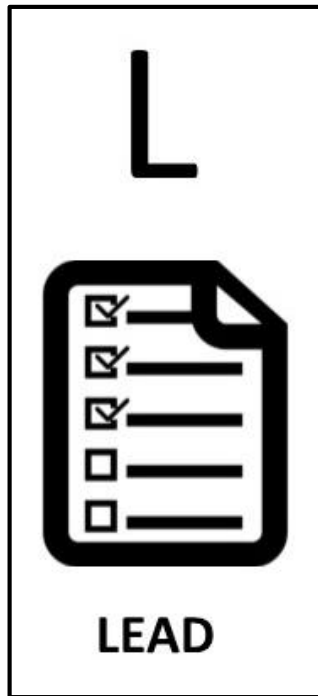


INNOVATE and create new ideas, services, products and solutions for situations and audiences/users.

Innovation is the process of translating new ideas, creative thoughts, or new imaginations.

Innovation is often also viewed as the application of better solutions that meet new requirements, unarticulated needs, or existing needs.

LEAD



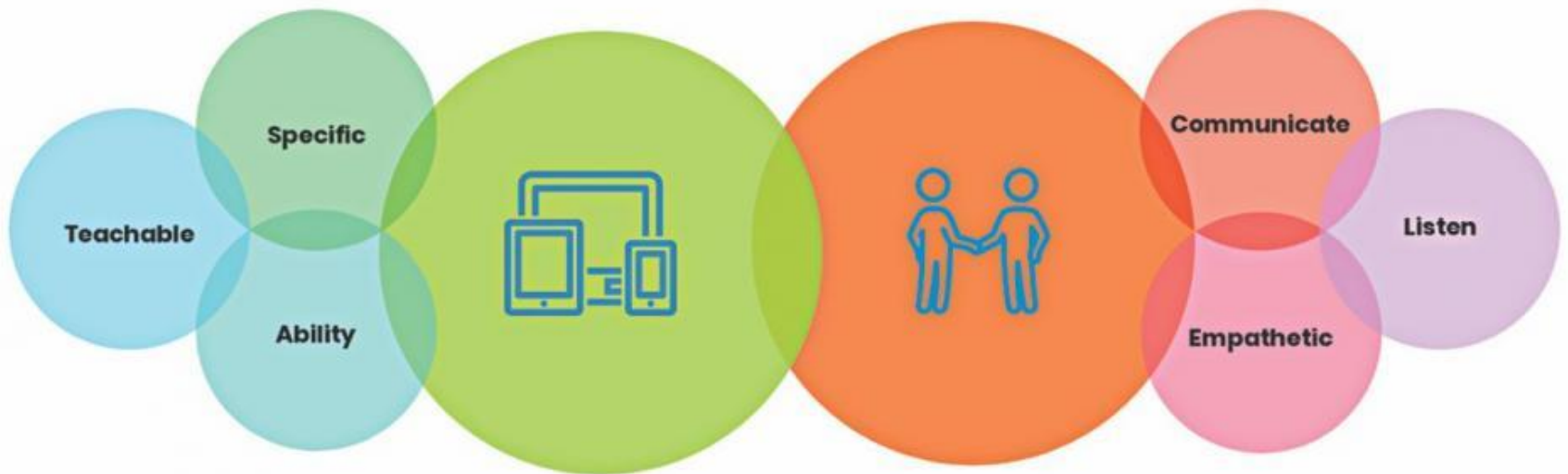
LEAD and self-regulate learning by thinking critically to plan, monitor and assess work.

Critical thinking is that mode of *thinking* — about any subject, content, or problem — in which the *thinker* improves the quality of his or her *thinking* by skilfully analysing, assessing, and reconstructing it.

Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective *thinking*.

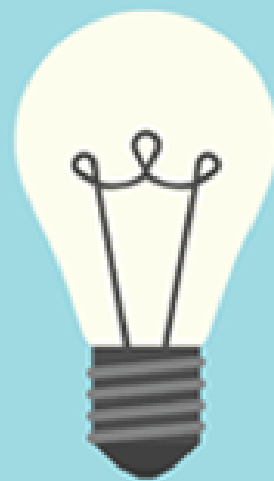
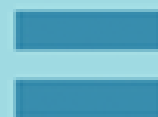
It is essentially, *thinking about thinking*.

HARD SKILLS *VS.* SOFT SKILLS



HARD AND SOFT SKILLS





It's more important to hire for:

30%

Soft skills

62%

Soft and hard skills

8%

Hard skills





**Time
Management**

Writing Skills

**Leading
Change**

**Work
Ethic**

Agility

Negotiation

Leadership

**Humility
and Patience**

**Problem
Solving
Skills**

Listening

**Team
Building**

**Interpersonal
Skills**

**Working &
Managing
in a
Virtual
Environment**

Communication

Current Years 7 to 10 Reports include:

- **Subject outcomes** / learning intentions with Grades A - E
- Suggestions for improvement in **comment**
- **Personal attributes** – social development and commitment to learning

Overall Achievement Level:

Summary of Achievement Levels for this Subject

A	B	C	D	E
31	72	102	23	4

The highlighted box indicates your child's achievement level. The number in the box indicates the number of students achieving each grade level.

Areas of Learning

Explain how texts call upon the reader or viewer to connect, react and respond to their world	C
Make connections with and between texts, considering audience and purpose	C
Analyse characters, themes, language and context to develop understanding of a novel	C
Develop and apply fluent and expressive reading skills in different contexts	C

A = Outstanding B = High C = Sound D = Basic E = Limited

Management of Learning

Social Development	C	U	R	Commitment to Learning	C	U	R
Works with their teacher		✓		Is prepared for every lesson		✓	
Is positive and respectful	✓			Uses technology effectively to support learning			✓
Works independently		✓		Actively participates in their learning		✓	
Works collaboratively		✓		Completes tasks on time	✓		

C = Consistently U = Usually R = Rarely

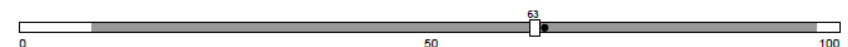
Teacher Comment

■■■■ has demonstrated sound skills and understanding in English. She has displayed an adequate understanding of resilience and narrative elements in texts. To develop her skills in the future she should:

- develop self-monitoring skills to ensure she remains on task and applies herself to all activities
- ensure she is more explicit in addressing set questions
- seek feedback and advice when unsure about task expectations.

■■■■ is encouraged to always take the opportunity to extend herself in her studies.

Assessment Mark



Current Reports on Student Attributes:

Social Development	C	U	R
Works with their teacher		✓	
Is positive and respectful	✓		
Works independently		✓	
Works collaboratively		✓	

Current Reports on Student Attributes:

Commitment to Learning	C	U	R
Is prepared for every lesson		✓	
Uses technology effectively to support learning			✓
Actively participates in their learning		✓	
Completes tasks on time	✓		

C



COLLABORATE

E



ENGAGE

C



COMMUNICATE

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INNOVATE

L



LEAD

Year 8 Innovation Elective Report

Skills assessed
COLLABORATE with others in online and face-to-face environments on a common goal
ENGAGE with real-world issues, opportunities, challenges and problems
COMMUNICATE and convey ideas using a range of communication modes and tools for a variety of different forums
INNOVATE and create new ideas, services, products and solutions for situations and audiences/users
LEAD and self-regulate learning by thinking critically to plan, monitor and assess work

The Common Grade Scale – Overall Achievement Level

The grade allocated for overall achievement level is calculated using a combination of a student's classwork and their achievement in set assessment tasks.

Achievement Grade	Achievement Description
A - Outstanding	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B - High	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C - Sound	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D - Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E - Limited	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.



Skilling me
softly



Learning From Home

NSW Department of Education



Parents and carers: 'essentials' toolkit

A directory of useful online resources and handy lists for
parents and carers for the school holidays and beyond.

education.nsw.gov.au





CHHS

Online Learning



Staff Feedback

Private student feedback has been good for students who would otherwise be shy to ask questions.

Some students expressed that they were able to work at their own pace with fewer distractions.

Students worked more collaboratively than ever before. And were kind to each other while they did it!

Promotes accountability for student's to engage and complete their own work.

Opportunity for students to ask questions without feeling judged.

Some students did more, Year 12 liked the 1 hour without interruptions. They felt more on task in their 60min online than 75min real life.

Online learning has improved student ability to analyse and process written information such as instructions.

More video sample sharing so students can watch, discuss and then re-watch in their own time.

Some of the more quiet students are more willing to talk virtually. Either through emoticons, or google conversations on documents.

Lots of conversations with parents. Parents are aware of what is happening, are very supportive and are working with the school.

Better tracking of student work, monitoring progress and in some cases providing instant feedback.

Parent Feedback?

Please click on the link posted in the chat area of the meeting to leave some feedback.

Please let us know how you felt about online learning. What were the benefits? What would you like to see continue?

https://padlet.com/michael_lane/xg8wgk17uo71d3zc

Thank you!



schooltv.me

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WELCOME

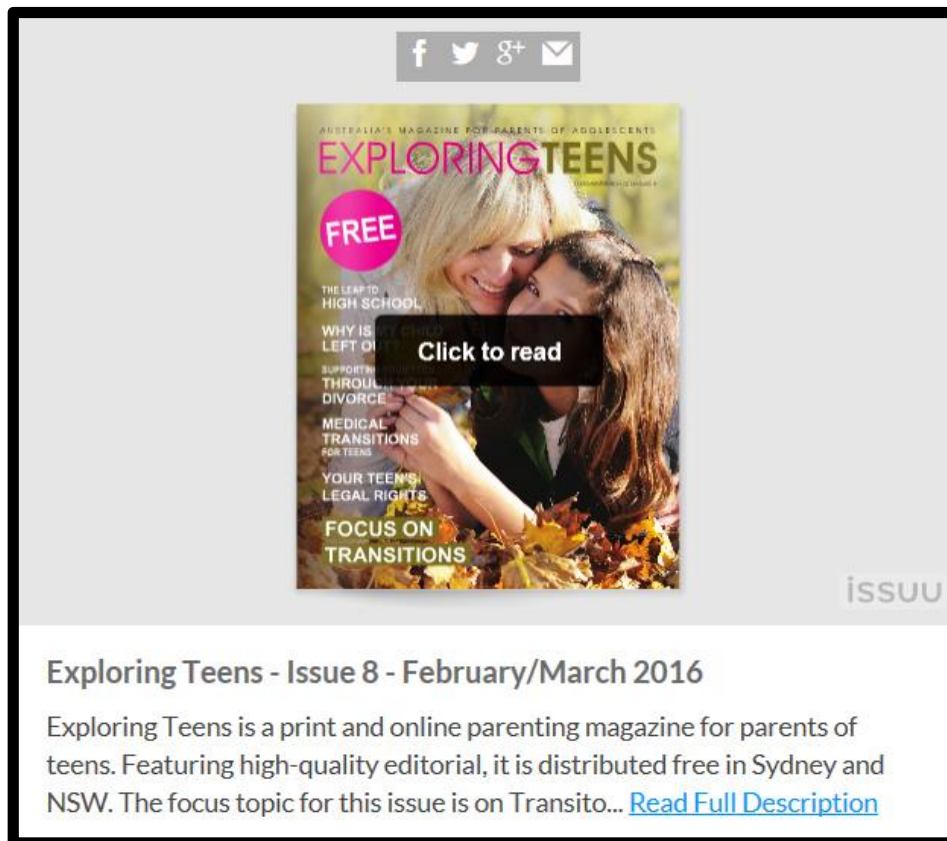
A wellbeing platform for schools supporting parents

SchoolTV is a world first, wellbeing platform featuring Dr Michael Carr-Gregg. It addresses the modern day realities faced by schools and parents who increasingly need clear, relevant and fact-based information around raising safe, happy and resilient young people.

Whilst there is a great deal of information available, this can often be confusing and overwhelming for parents looking for guidance. SchoolTV addresses this issue. It is an online resource designed to empower parents with credible, sound information with realistic and practical strategies.

SchoolTV is a school branded resource that is available through subscribed schools thus allowing parents to access information on individual topics.

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, 3 August 2020

Questions



**THIS
PRESENTATION
WILL BE
EMAILED
TO YOU**

CECIL HILLS HIGH MINUTES



SCHOOL P&C MEETING

DATE: Monday 1st June 2020

MEETING OPENED: 6.30 pm

ACKNOWLEDGEMENT OF COUNTRY:

I would like to acknowledge the *Darag* people who are the traditional custodians of this land. I would like to pay respect to the elders both past and present and also pay respect to other aboriginal people present today.

APOLOGIES: Alfred Grasso

ATTENDANCE: ,Dianne Vella, , Kylie Frendo, Andrea Marambo, Vesna Jeromin,, Debby Chandler, Fayhaa Al Zuhairi, Debbie Regan, Siu Taeiloa, Shamin, Alana, Susa Darwich, Pam Hawkins, Mimo Mayouch, Noran Abdulzahra, Gabriel Soto, Yaseen Sindagi, Evangeline C, Mary Seychell

PREVIOUS MINUTES ACCEPTED BY: Kylie Frendo

PREVIOUS MINUTES SECONDED BY: Vesna Jeromin

Mark Sutton

Careers Website explained
Attendance at present is 90%

Stephanie Haskett – Deputy Principal

Explanations on Focus , Positive Behaviour Learning. Student Expectations explained.
What to do. Education approach.
Increase their behaviour to improve learning.
Matrix is found in the student diary
Explanation of Champ points.

Denise James – Deputy Principal

Explanation of the CECIL skills – Colabrate, Engage, Communicate, innovate & Lead
Based on soft skills – Integrating, General Capabilities
Spoke about the Alice Springs Education declaration – 2019
Workforce skills that students need to have once they finish school.
Hard Skills – teachable, ability, specific.

Reports to be in a different format. Gone is the C,U,R.
Format of “The common Grade Scale” A - E
Would like to get parents opinion on the new format.

Michael Lane – Deputy Principal

Spoke about online learning during the Covid 19 lockdown
Staff Feedback concerning online learning. Parents were asked to put any feedback they would like to add.
Student start time was reverted back to 2.55pm for everyone as of today (1/6/20)

Dianne Vella - Secretary

Business Directory up and running. No other business matters.

TREASURER'S BALANCE: \$13,440.84 no change

MEETING CLOSED 7.10pm.

NEXT MEETING: No July Meeting. 3rd August 2020, Possible online meeting.

