



# 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  
CRICOS: NSW Department of Education – Schools  
CRICOS Provider: 00588M

13 March 2020

## What Happened At P&C? – March 2020

Dear parents and carers,

We had two excellent evening and daytime parent meetings this month. Thanks to those parents and community members who attended, close to 30 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.
- **Library:** We had a fantastic presentation from our wonderful library staff. They covered the following topics:
  - various services in the Library
  - the Oliver system which is a virtual Library where students can search for resources
  - ClickView which is an online platform with videos and other resources
  - Connect After The Bell is our afternoon tutoring program operating from 3pm to 4pm on Wednesdays and staffed by our teachers
  - building a reading culture at school and a reading focus at home
  - strategies for choosing a good book
- **Book bundles:** I covered research showing that having 350 books in the family home has a beneficial impact on literacy, numeracy and ICT skills. Information will be coming out soon on ways for parents to purchase cheap book bundles through Scholastic Book Club to increase the size of their home library.
- **Famous books:** [Here's is a list of famous books on our new literacy and numeracy section of the school website](#) These books are a good starting point for parents looking to establish a home library.
- **C.E.C.I.L Skills update:** We will cover this in more depth at a future meeting. Student reports will be updated to provide parents with information on how students are achieving in skill areas such as communication, engagement, collaboration, innovation and leadership.
- **Writing:** An overview of the NAPLAN marking criteria was presented and discussed. Parents should encourage students to write narratives (stories) and there are some websites that provide simple story starters for students to expand their imagination.
- **Next meeting:** We will not have a normal P&C meeting in April as we are encouraging parents to attend the **Cucina 105** event catered by our VET Hospitality students. We look forward to seeing you at this event – [bookings can be made at this link](#). As a result, the next evening P&C meeting will take place at 6:30pm on Monday, 4 May 2020 and our daytime meeting will take place at 9:30am on Thursday, 7 May 2020. 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**

**2 MARCH 2020**

# Communication



***like our  
Facebook  
page***



# Communication

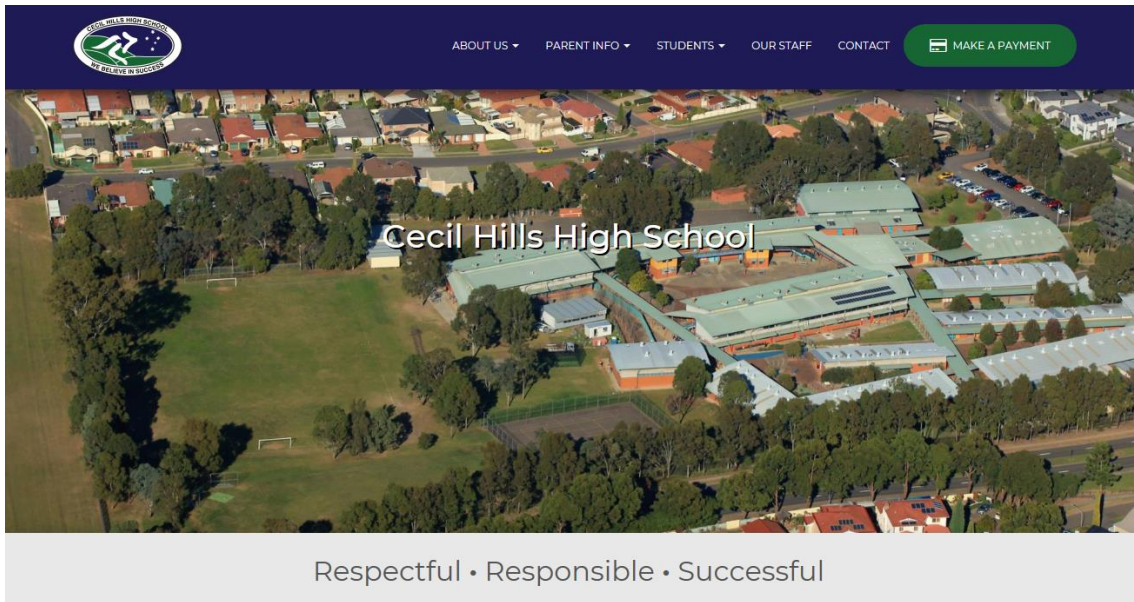


***download our  
app***

***School App  
Solution***



# Communication



***visit our  
website***



# Careers Website

Home | Sitemap | Cecil Hills High School Careers - Home

CECIL HILLS HIGH SCHOOL WE BELIEVE IN SUCCESS **Careers**

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

**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

*visit our  
Careers  
website*



Cecil Hills High School Careers

Like Page 194 likes

WHAT SAYS YOU...

Cecil Hills High School Careers on Friday

Australian Apprenticeships and Traineeships Information Service

Events for the next 14 Days

18.09.2018  
UOW Year 12 Information Evening - Liverpool

18.09.2018  
Parramatta Army Combat Information Session

19.09.2018  
WEP Student Exchange Information Session - Sydney (Surry Hills)

19.09.2018

Please Select a Career Target

Click on the job links below to get more information

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

# Communication



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

*Every day*

**COUNTS!**



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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**

# Library Update



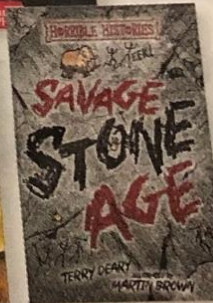
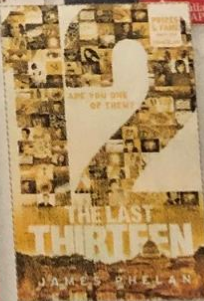
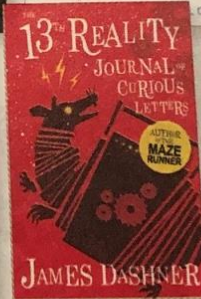
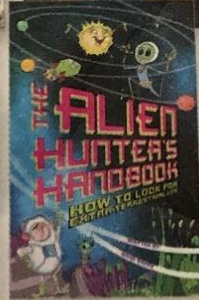
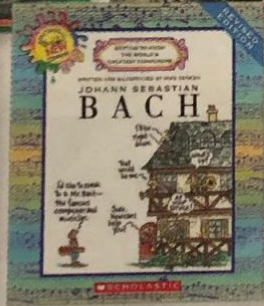
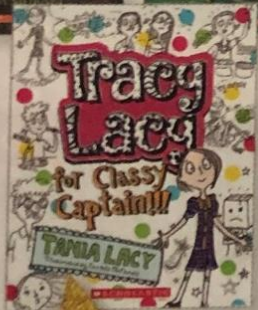
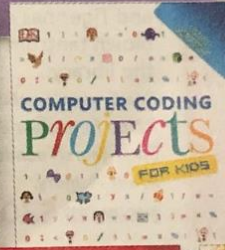
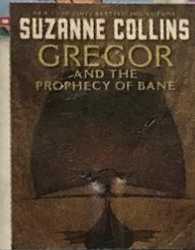
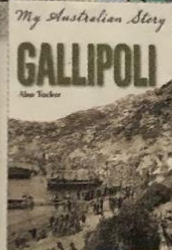
814. 15 Books for \$39 (Upper Primary)  
15 books (may be a mix of softcovers and hardcovers; titles without a star may vary).

\$244.86

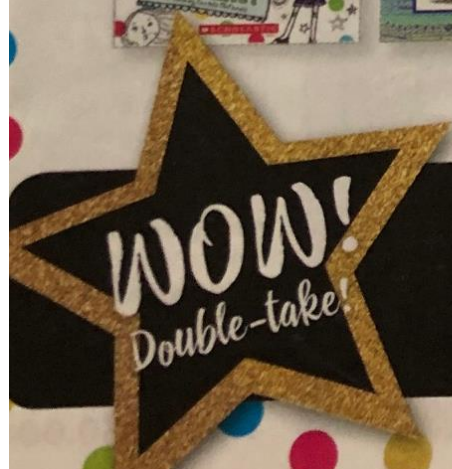
TE \$39.00



15 BOOKS  
SAVE \$205.86  
**\$39**



WHILE STOCKS LAST!



815. 30 BOOKS FOR \$69 (UPPER PRIMARY)  
WOW! Order item 815 to receive TWO SETS of item 814 for OVER 85% OFF RRP!  
\$489.72 TE \$69.00

30 BOOKS  
SAVE \$420  
**\$69**



# Home Library

**SMARTNEWS** *Keeping you current*

## Growing Up Surrounded by Books Could Have Powerful, Lasting Effect on the Mind

A new study suggests that exposure to large home libraries may have a long-term impact on proficiency in three key areas

<https://www.smithsonianmag.com/smart-news/growing-surrounded-books-may-bolster-skills-later-life-180970523/>



# Home Library

*The surveys, which were taken between 2011 and 2015, showed that the average number of books in participants' childhood homes was 115, but that number varied widely from country to country. The average library size in Norway was 212 books, for instance; in Turkey, it was 27. Across the board, however, it seemed that more books in the home was linked to higher proficiency in the areas tested by the survey.*

*<https://www.smithsonianmag.com/smart-news/growing-surrounded-books-may-bolster-skills-later-life-180970523/>*



# Home Library

***Being surrounded by 80 books boosted the levels to average, and literacy continued to improve until libraries reached about 350 books, at which point the literacy rates leveled off. The researchers observed similar trends when it came to numeracy; the effects were not as pronounced with information communication technology tests, but skills did improve with increased numbers of books.***

*<https://www.smithsonianmag.com/smart-news/growing-surrounded-books-may-bolster-skills-later-life-180970523/>*

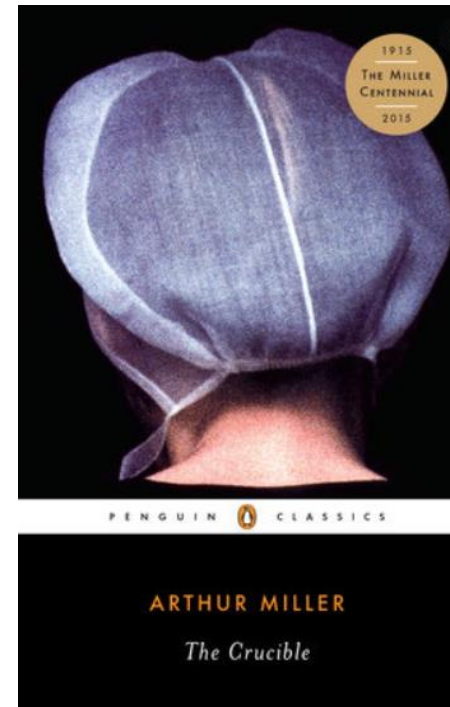
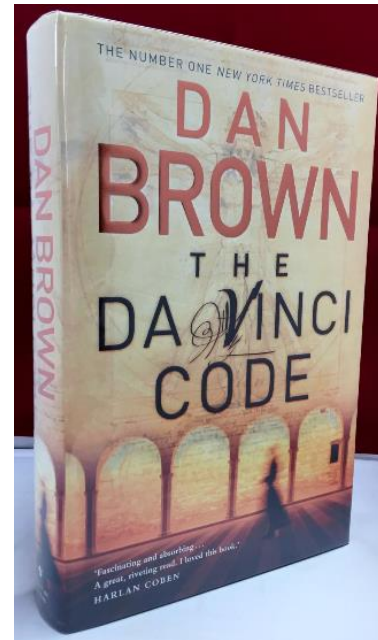
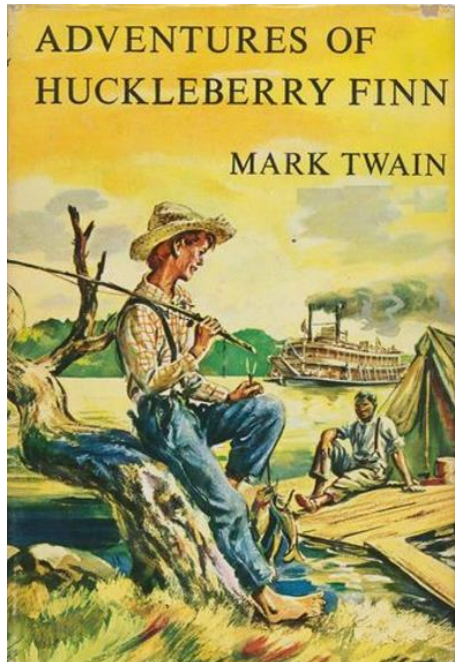
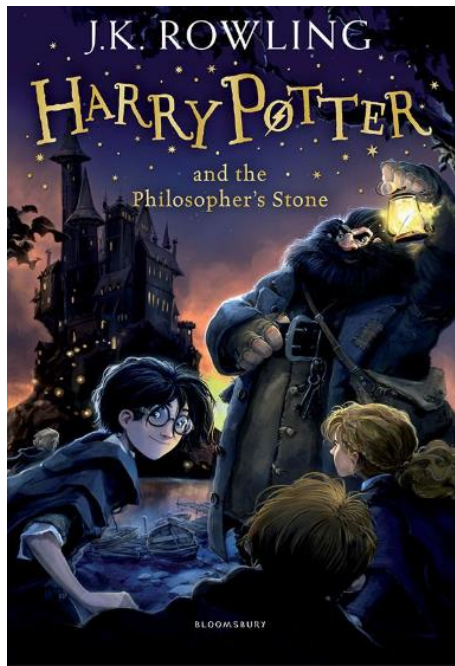


# Home Library

**“So, literacy-wise, bookish adolescence makes up for a good deal of educational advantage,” the study authors write.**

*<https://www.smithsonianmag.com/smart-news/growing-surrounded-books-may-bolster-skills-later-life-180970523/>*

# Famous Books





# C.E.C.I.L Skills + Reports

C



**COLLABORATE**

E



**ENGAGE**

C



**COMMUNICATE**

I



**INNOVATE**

L



**LEAD**



GENERAL CAPABILITIES		CECIL SKILLS
<b>1. Critical and Creative Thinking</b>	Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.	
<b>2. Ethical Understanding</b>	Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgement. Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others. It does this through fostering the development of 'personal values and attributes such as honesty, resilience, empathy and respect for others', and the capacity to act with ethical integrity.	
<b>3. Information and Communication</b>	Students develop Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.	
<b>4. Intercultural Understanding</b>	Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.	
<b>5. Literacy</b>	Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.	

<b>6. Numeracy</b>	Students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.	
<b>7. Personal and Social Capability</b>	Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.	
<b>8. Civics and Citizenship</b>	Students develop enterprising skills through initiating and participating in student investigations and community activities. They learn to work productively with others towards common goals and develop the ability to plan and act for the benefit of the community, such as fundraising events. They also consider and develop an appreciation for the role that values play in the decisions that people and groups make and the importance of values to particular identities. These understandings and dispositions provide a platform for students to become active and informed citizens, to consider the consequences of their financial and consumer choices and to appreciate that there is often no one right consumer or financial decision because such decisions depend on individual circumstances, preferences and values.	
<b>9. Difference and Diversity</b>	Students develop an understanding and appreciation of the difference and diversity they experience in their everyday lives. Difference and diversity comprises gender, race and socio-economic circumstances. Students learn to work collaboratively, where they can develop an appreciation of the values and ideas of all group members. This also enables them to identify individual rights, challenge stereotypes and engage with opinions different to their own.	
<b>10. Work and Enterprise</b>	Students develop an understanding of self and a realistic appreciation of their individual interests, values, preferences and strengths. They learn to understand the meaning of work, their rights and responsibilities, and why work is changing and what it means for their future. These skills provide a solid foundation for students to develop enterprising skills, such as creativity, collaboration, planning and implementing tasks or projects, clarifying problems and proposing solutions and making decisions.	

# Narrative Writing

	Marking criterion	Description of narrative writing marking criterion	Total marks
1	Audience	The writer's capacity to orient, engage and affect the reader	6
2	Text structure	The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure	4
3	Ideas	The creation, selection and crafting of ideas for a narrative	5
4	Character and setting	Character: The portrayal and development of character Setting: The development of a sense of place, time and atmosphere	4
5	Vocabulary	The range and precision of contextually appropriate language choices	5
6	Cohesion	The control of multiple threads and relationships across the text, achieved through the use of grammatical elements (referring words, text connectives, conjunctions) and lexical elements (substitutions, repetitions, word associations)	4
7	Paragraphing	The segmenting of text into paragraphs that assists the reader to negotiate the narrative	3
8	Sentence structure	The production of grammatically correct, structurally sound and meaningful sentences	6
9	Punctuation	The use of correct and appropriate punctuation to aid the reading of the text	5
10	Spelling	The accuracy of spelling and the difficulty of the words used	6

# Persuasive Writing

	Marking criterion	Description of persuasive writing marking criterion	Total marks
1	Audience	The writer's capacity to orient, engage and persuade the reader	6
2	Text structure	The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure	4
3	Ideas	The selection, relevance and elaboration of ideas for a persuasive argument	5
4	Persuasive devices	The use of a range of persuasive devices to enhance the writer's position and persuade the reader	4
5	Vocabulary	The range and precision of contextually appropriate language choices	5
6	Cohesion	The control of multiple threads and relationships across the text, achieved through the use of grammatical elements (referring words, text connectives, conjunctions) and lexical elements (substitutions, repetitions, word associations)	4
7	Paragraphing	The segmenting of text into paragraphs that assists the reader to follow the line of argument	3
8	Sentence structure	The production of grammatically correct, structurally sound and meaningful sentences	6
9	Punctuation	The use of correct and appropriate punctuation to aid the reading of the text	5
10	Spelling	The accuracy of spelling and the difficulty of the words used	6

# Encouraging Writing



The image shows the Scholastic Story Starters website interface. At the top right, there are two red circular buttons: one with a magnifying glass icon labeled 'TEACHER'S GUIDE' and one with a question mark icon labeled 'HELP'. In the center, the 'SCHOLASTIC STORY STARTERS' logo is displayed in large, bold, yellow 3D letters. Below the logo, the text 'Choose a Story Starters theme:' is centered. At the bottom, there are four circular icons representing different themes: 'ADVENTURE' (a ship's wheel and treasure), 'FANTASY' (a castle), 'SCI-FI' (a robot head), and 'SCRAMBLER' (gears). Each icon is set within a light blue circular frame.

SCHOLASTIC  
**STORY STARTERS**

Choose a Story Starters theme:

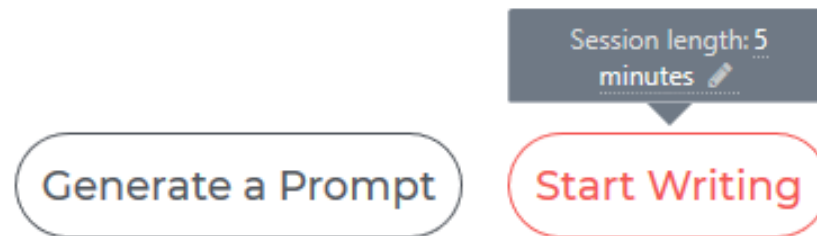
ADVENTURE FANTASY SCI-FI SCRAMBLER

<http://www.scholastic.com/teachers/story-starters/>

# Encouraging Writing

## The Most **Dangerous** Writing App

Don't stop writing, or all progress will be lost.



<https://www.squibler.io/dangerous-writing-prompt-app>



# schooltv.me

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## WELCOME

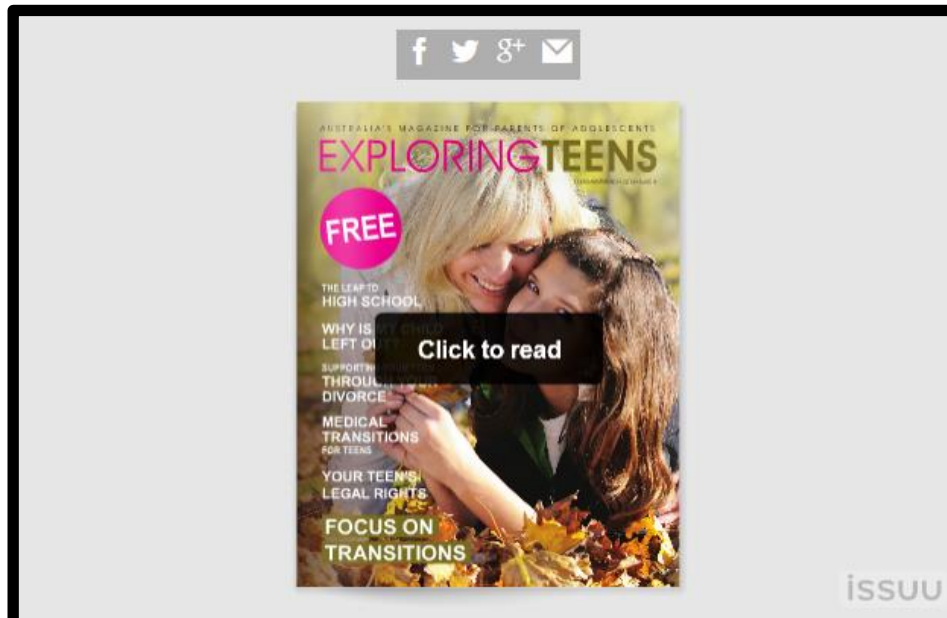
A wellbeing platform for schools supporting parents

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)



Exploring Teens - Issue 8 - February/March 2016

Exploring Teens is a print and online parenting magazine for parents of teens. Featuring high-quality editorial, it is distributed free in Sydney and NSW. The focus topic for this issue is on Transito... [Read Full Description](#)

- **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**

# Raising Children Website/App



Search the site

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

## The Australian Parenting Website



[/raisingchildren.net.au/teens](https://raisingchildren.net.au/teens)

- 😊 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

**The next meeting in April will  
be at 105 Cucina to support  
our VET Hospitality students**

# Questions



**THIS  
PRESENTATION  
WILL BE  
EMAILED  
TO YOU**

# Library at Cecil Hills High School

Jenny Green

Michele Low

Debbie Van der Meer

# Our Library : a flexible, multifunctional and welcoming space



# Library Services

- ▶ Printing - black and white and colour
- ▶ Photocopying
- ▶ Use of personal computers and chrome books
- ▶ Borrowing : Fiction, Non-fiction, Textbooks
- ▶ Research : Websites, Research support,
- ▶ Bibliography and Reference List help -
- ▶ Page (xx) of the School diary



Oliver - our virtual Library.  
Oliver is a web based learning, teaching,  
information and library management tool  
that can be accessed through the DEC Portal

The screenshot displays the 'student portal' interface. At the top, there is a purple header with the text 'student portal' and a 'Log out' button with a right-pointing arrow and a door icon. Below the header, there are three buttons: 'Personalise' with a palette icon, 'Add link list' with a plus icon, and 'Email' with an envelope icon. A 'Change password' link is located below the 'Log out' button.

On the left side, there is a 'Search' section with a search bar and a 'Search' button. Below the search bar, there is a 'Google' logo and a search bar. An orange arrow points from the search bar to a button labeled 'Oliver Library' with a question mark icon.

Below the search section is a 'My Calendar' section showing a calendar for August 2018. The calendar has columns for days of the week (M, T, W, T, F, S, S) and rows for dates. The date 20 is highlighted in purple. Below the calendar, there are links for 'Add an event', 'View list', and 'Print'.

On the right side, there is a 'My Timetable' section. It has tabs for 'Week A' and 'Week B'. Below the tabs is a grid with columns for days of the week (Mon, Tue, Wed, Thu, Fri, Sat, Sun) and rows for time slots. Each cell in the grid contains a button with a plus sign and a minus sign. To the right of the grid, there are buttons with a plus sign and a minus sign. Below the grid, there is a 'Print' button and a note: '(Use Tab or Shift+Tab or Ctrl+Arrow keys to navigate while editing)'.

It looks like this.....

The screenshot shows the website for Campbelltown Performing Arts High School, part of the NSW Government Education system. The 'Reading Lists' section is active, displaying a list of educational resources. An orange arrow points to the 'Reading Lists' menu item in the navigation bar. Another orange arrow points to the 'Expand' button next to the 'Chemistry Stage 6' entry. The page includes a search bar, a 'Guided tour' button, and various book covers such as 'Cambridge MATHS' and 'The Happies: Refugees'. The URL at the bottom is <https://oliver93.library.det.nsw.edu.au/oliver/browse/readingLists>.

# Why is Oliver such a support to students

## Advantages

### Students

- Interactive experience and a vastly improved search capability
- Standard and Simplified interfaces
- Download eBooks to BYO devices 24/7
- Access your subject reading lists using resources available in your school library
- Access other libraries and information repositories
- Ability to search school library, Google and other educational information sources concurrently
- Ability to rate resources and write reviews
- Ability to focus student research to the most appropriate information resources





Enter your email address to sign in to your ClickView account

Next

2003 - 2020 © ClickView Pty Limited | ACN: 106 176 514 | Privacy Policy | Terms and Conditions | Version: 7.21.4

# Connect After the Bell



# Social Support : having fun, making friends and getting help



# Building a Reading Culture at Cecil Hills High School

- ▶ Reading Initiatives:
- ▶ Premier's Reading Challenge
- ▶ National Simultaneous Storytime
- ▶ Author visits
- ▶ Children's Bookweek
- ▶ Connect - Friday Reading - Exciting initiative this year - "Book Bundles"
  - ▶ Gift books for home libraries
  - ▶ Wrapped with Love!
  - ▶ Book swap
  - ▶ Mini-book club
- ▶ Scholastic Book club

# Parent tips:

- ▶ Read to your children where possible
- ▶ If there are younger siblings, encourage the older sibling to read to them.
- ▶ “I’ve got no homework” - encourage reading. Sustained reading of half an hour is vital to building the skills of fluency, vocabulary, spelling and enjoyment.
- ▶ Read yourself!

# How do I PICK a book?

- ▶ Knowing P.I.C.K. is empowering for kids. They want to know how to choose books that fit for them -- books that are enjoyable, fun and exciting. It's all about giving our kids the tools they need to be strong, confident readers. Choosing the best book is the starting point.

# Interest

- ▶ **I = Interest.** When choosing a book, it should be something of *interest*. With the many millions of books on shelves today, there's bound to be something out there for everyone. And emphasising the interest *connections* is super-important as well. If the child is interested in cars, then don't stop at fictional stories about cars; consider books about racetracks, car construction, history of racing, racecar drivers, or car design. If it's magic that intrigues your daughter, then emphasise books about magic shows, magic tricks, and magicians; look for books that involve fantasy, science, and invention.

Even if children have a short amount of time to choose books, they can determine *interest* by:

- Looking at the front cover
- Flipping through the pages to glance at photos or illustrations
- Reading the back cover
- Reading the chapter titles

# Comprehend

- ▶ **C = Comprehend.** Is the book something that the child can *comprehend*? Can he or she understand what's read? Is it a book that is appropriate for his or her level or abilities?

Children are more aware of their reading "level" than we may think, so though we don't want to lean entirely on it, it's okay to remind kids that if they're choosing a book to read independently, and they read at a Level E (for example) that they should not choose a book from the Level M basket. Also, it's important to teach kids that if the book isn't labeled with a level, they can quickly assess if it's an appropriate book for them by opening the book and choosing a page - the book is appropriate for them if they are able to understand what they read.

Children can determine *comprehension* asking themselves:

- Did I understand what I just read?
- Do I remember what I read?
- Was I able to read most of the words?



# Know the words

- ▶ **K = Know the Words.** Readers should be able to decode -- or read -- and understand the majority of the words on the page. The key is to remembering the "Five Finger Rule."

The "Five Finger Rule" outlines a general idea of how many words a reader should be able to read on each page.

- 0-1 unknown words = book is too easy
  - 2-3 unknown words = book is just right
  - 4-5 unknown words = book is too difficult
- 
- ▶ We are talking about reading levels here.
  - ▶ If it's too hard, kids give up...we give up!

# Genres!

