



CHESO NEWS

CHESTER HILL HIGH SCHOOL
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Term 1 Issue 1

PRINCIPAL'S MESSAGE

I would like to take this opportunity to introduce myself to our learning community. I have worked in public education, in one form or another, for 33 years. My experiences include teaching at Primary and High School levels as well as at TAFE and university. Coming to Chester Hill HS is definitely the highlight of my career. I have been very impressed by the school's positive culture which embodies the fine traditions of community engagement, academic excellence and strong support for all students. However, I have also been impressed with the levels of educational innovation which will ensure Chester Hill provides a contemporary, 21st century curriculum that meets the needs of all students. I look forward to working closely with everybody so that our school continues to serve our community with distinction.

HSC Results

The results in the 2010 HSC ranged from very solid to excellent. The average results were slightly down on 2009 while the highest achieving student gained the highest UAI/ ATAR results in many years. The HSC is reported in marks and in bands in each course, with Band 6 being the highest and awarded to students who score 90 marks or

over in a course. Band 6 results are listed on the Board of Studies Distinguished Achievements List. Our Cheso Class of 2010 achieved **15 Distinguished Achievement** results and in addition our students gained **86 Band 5 results**, which means they scored between 80-89 in a course, many in fact scoring 88 and 89.

In the 2010 HSC course in Engineering Studies our students achieved above the state average.

ATAR Results: Top 5 results

The ATAR is an Australia wide measure of comparison, with a **maximum score of 99.95**. It is a measure that uses students' HSC marks, in their best 10 units, together with a weighting for harder subjects, in order to rank students each year. This is the measure that is used to compare students across the country for university admission. **Congratulations to our Dux of 2010, Thuy Vy Vivian Quang** who achieved an **ATAR of 99.65**.

Congratulations also to **Nay Wah Chit Oo** with an **ATAR of 95.40**, **John Ou** **ATAR of 93.60**, **Malek Achouh** **ATAR 87.25**, **Damian Kotevski** **ATAR 82.80**. In total 17 students

gained a verified ATAR in excess of 75 in the HSC of 2010.

In addition to these students a number of students gained entry to university courses which required an ATAR of 90 or above but as they are overseas we have been unable to verify their actual ATARs so they are not listed in the program.

Where is the HSC Class of 2010 in 2011?

131 students completed Year 12 in 2010. 62 of these students applied to gain university entrance and 50 achieved this goal in the main round of university offers (ie. 80.6%), with some offers still pending. The remaining 69 students gained employment and/or training positions at TAFE or private colleges while a small number are overseas for more than one year.

SC Results

Our Year 10 class of 2010 also achieved some really excellent results although we still have work to do in basic literacy and numeracy with some students. Students are assessed in 2 ways: through in-school assessment for which they receive a grade from A-E, with A being the highest and by statewide examinations in the mandatory subjects: English, Mathematics, Science, History and Geography in which students are awarded Bands the same as the HSC. **34 students gained 90% or above in subjects (Band 6 results) (25 in 2009) while an additional 122 students scored between 80%- 89% (Band 5 results) (127 in 2009).**

All students bar one gained Highly Competent or Competent in the Computing Skills test

Our top five students in the SC examinations were: 1st: Mimi Trinh, 2nd: Andrea Huang, 3rd: Rebecca Collinet, 4th: Kieu Katie Phan, 5th: David Nguyen.

The Academic Awards for Year 10 are based

on on-going school assessment and all award recipients are listed in the program. **Congratulations to Andrea Huang who is the 2010 Year 10 Premier Student.**

14th Annual Multicultural Flag Celebrations: On Thursday 24th June and Friday 25th the hall was packed to the rafters for the school's biggest and best celebrations ever! In excess of 300 students performed, with more than 200 of these in traditional costumes. The highlight was the Grande Finale when performers in traditional dress all joined with our Dance Group for a spectacular finale dancing in unison, followed by "The Flags"! All three ceremonies were described as very moving and all were impressed by the sincerity, respect and effort of all involved. It is important to acknowledge the school community, under the leadership of **Mrs Fields**, for such a wonderful celebration of what the school is and what it stands for, summed up by the school song "We Are One" sung by the whole school community during each ceremony. As Mrs. Fields wrote in the Flag Day program "We affirm for ourselves that we are happy and proud Australians, who can recognise with equal pride the diverse parts of the globe from which we have come. We also show that we respect each others differences and take joy in each others cultural pride".

Sport

2010 was a very successful year due in no small part to our Sports Coordinators, **Mr Jones and Mr Dablan** and the school Sports Team of teachers. Students performed well in all carnivals in 2010: **2nd in Cross Country, 3rd in Swimming and 4th in Athletics.** **139 students were selected to attend the zone carnivals, 74 represented at the South West Sydney Regional carnivals and 4 students went on to NSW State carnivals in Athletics and Cross Country.** A great effort

by all concerned, including the supportive band of parents and caregivers who attended these events in excellent numbers.

The school also competed with pride in a range of NSW Combined High Schools knockout competitions including: soccer, baseball, rugby league, cricket, basketball and touch football. The students were commended often for their maturity and sportsmanship as well as their skills and abilities throughout the year.

In 2010 the school again dominated the Tuesday Zone Sports Program, Carnivals and Gala Days at both senior and junior level, with Age Champions and Premierships celebrated at our Sports Assemblies in 2010. Congratulations to all involved, students, staff and families!

Student Mentoring Programs

In 2010 students in Years 9 and 10 again had the opportunity to be part of a mentoring program. **Ms Criola** coordinated the Year 10 **iTrack Program** supported by the Smith Family and **Mr Rosewall** coordinated the Year 9 **LEAPS** (Law Firms Education and Assisting Promising Students) Program. Each of these involved on-going contact in person and electronically with students matched to appropriate mentors. We continued our participation in the “**100 Faces, 100 Stories**” project with the **Australian Business Community Network** (ABCN) and our partner company **Optus**. This was coordinated by **Ms Goodwin and Mrs Liau**. This program, involved mentors working with Year 9 high school students and a variety of IEC students. They produced a work of art, supported by a story about themselves. Their work was formally exhibited at Optus in late 2010 and will be exhibited at school this term. The school participated in the pilot “**High Resolves**” program for Year 10 school leaders. **Mrs McNab** successfully

coordinated and evaluated this for the region and it will continue in 2011.

It became clear towards the end of the year just how much all concerned in the mentoring programs gained from the experience with nearly all mentors attending Flag Day and visiting the school on a number of occasions. They were very impressed by the students and said how much they, as mentors, had learned from the program and how impressive our school and students are!

Staffing changes 2010

We are part of a very large system of public education and, as such, staff are promoted, retire or resign and a small number transfer to schools closer to their homes.

We welcomed new permanent staff in 2010 including **Ms Smith** and **Ms Hijazi**. **Mrs Dean** from the office was promoted to School Administration Manager at the Intensive English Centre. Several new positions were created due to National Partnerships funding. Successful staff were **Ms Langmack**, **Mr Jones**, **Ms Criola** (Head Teachers) and **Ms Mateus** (Deputy Principal). We farewelled **Mr Louttit**, **Mr Kwok**, **Ms Badra** and **Mrs Clarke**. **Ms Vermiglio**, **Mrs Sepulveda**, **Ms Christiansen** and **Ms Hodgess** received transfers closer to home.

We also saw the retirement of several long term Cheso staff members who all gave outstanding service: **Miss Cumines**, **Mrs Berzins**, **Ms Southwell**. **Ms Harrison**, **Mrs Williams** and our Principal **Mrs Casey**.

In conclusion, I would like to thank **Ms Coonan/Ms Gianacas** and our Cheso Administration Team, particularly **Ms Sweedman** and **Ms Beach** for all the care and hard work that has gone into the lead up

to our ceremony today and **Mrs Howard** for her assistance on the stage today.

Brian Miller

International Students Outstanding 2010 HSC Results

234 international students appeared on the HSC Honour Roll for scoring over 90 in a subject.

Seven international students achieved “**Top All-Rounder**” status. The students attended Carlingford High School, Chatswood High School, **Chester Hill High School**, Homebush Boys High School, Killarney Heights High School (2 students) and Strathfield Girls High School.

Congratulations to all staff and students on such excellent results!



Ms Cheryl Cumines ESL Coordinator Retires

After 33 years of service to public education, **Ms Cheryl Cumines** has retired from teaching. In the following extract from the speech made on her last day at Cheso at the end of 2010, **Ms Cumines** shared with staff, some of her feelings and thoughts about teaching.

“My teaching career has been a series of special events that have remained, and will undoubtedly remain long in my memory – strung together by a series of times in the classroom, attempts at dragging something out of reluctant students, late nights writing worksheets, marking, speaking to students littering the corridor outside the staffroom at

recess and lunch and doing coordinator-type stuff. It’s also the teachers I have met along the way, including the twenty different ESL teachers I have been proud to call colleagues here at Cheso. But above all, it has been the students, and for me it’s the ESL students, whether they have been migrants or refugees. They have suffered through anxieties, worry, homesickness and the vagaries of the English language – what has to be one of the motleyest languages on Earth. Everything has been about them and that’s what teaching is about.”

Ms Cumines has been a valued member of the Cheso teaching staff for thirty years. We wish her a healthy, relaxing and happy retirement.

From term 2, you will see **Ms Cumines** at Cheso, as she continues to work with staff, on a part-time basis, to improve the learning outcomes for our ESL students.

Welcome Year 7 2011

Year 7 are to be congratulated on their wonderful start to high school. They are an impressive group and have quickly adapted to the Cheso positive behaviour for learning focus areas by being **safe, respectful learners** who **belong** at Cheso.

Year 7 students study a packed curriculum as they experience subjects in all the key learning areas. **All books should be covered** as soon as possible so they will remain in good condition for the whole year.

To be successful at high school, our students need to be well organised and **use the school diary** to record homework, when assignments and assessment tasks are due and the dates of tests and exams. Parents are encouraged to communicate with class teachers by writing a short message in the diary and are asked to sign the diary each

week as diary checks occur during roll call on Fridays.

We request that students record their **username and password** for computer access, in their diary along with a copy of their timetable.

As one of our focus areas is reading, please encourage you child to **read everyday for at least 20 minutes**. During class, all faculty areas are explicitly teaching a range of reading strategies. These strategies are outlined in the student diary.

Year 11 Preliminary 2011

We have welcomed a number of new students in Year 11 this year. All students have settled quickly and are realising that the workload in Preliminary HSC courses, is quite demanding on their time. It is essential that regular homework and study habits are developed from the beginning of the year. Your child should not be coming home and telling you that they do not have any homework. Students should revise, develop study notes and work on assessment tasks each night. Assignments and assessment tasks are given at least two weeks in advance and should not be left until the day before they are due.

A number of students in Year 11 are yet to complete **All My Own Work**. The completion of this course is a requirement of the NSW Board of Studies (BOS) and enrolment in Preliminary Courses with the BOS is not permitted until All My Own Work has been satisfactorily completed. Please see **Mrs Stewart**, the Year 11 Adviser, if you have not completed All My Own Work.

As the Year 11 Preliminary HSC Course is only for three terms, it is very important that students are at school everyday and that they attend all their timetabled lessons. Please

remember that a note must be provided if a student is absent from school and for absences of three days or more, a medical certificate is required.

Farewell Cheso

After 19 years at Cheso, and 33 years as a teacher, I have decided to retire to spend more time with my family. I have thoroughly enjoyed my time here as music teacher, head teacher administration and deputy principal. I have experienced many wonderful 'Cheso moments' and have taught thousands of students and met hundreds of parents in that time. (There are currently several students in the school with parents I taught during my time here at Cheso!)

I have been extremely proud to be a member of the Cheso team and wish you all the very best for the future.

Mrs Narelle McNab
Deputy Principal

National Partnerships 2011

The National Partnerships Program requires the school to complete a Situational Analysis of our school. This analysis was conducted at the end of last year. The data collected for the analysis is taken from the outcomes achieved in the programs we were running as well as the various surveys that were conducted in Term 3. A huge thank you to all who participated in the surveys.

Below is a short summary of some of the findings for your information. If you would like a more detailed report please contact **Ms Mateus**.

Feedback - Student Survey

Generally students are happy with the feedback on learning and assessment that they receive from their teachers. 90% of students indicating that they receive both

verbal and written feedback from their teachers in class. 58 % of students receive feedback on their bookwork once or a couple of times per term. Nearly 50% of students know the criteria that will be applied to judge achievement in a test/assessment/project. 80% of students receive feedback that helps them make further progress, and that motivates and encourages them to improve. Majority of students (65%) understand the purpose of the assessment, know the outcomes that will be assessed and understand the marking criteria and allocation of marks. 15 % of students feel that they have the opportunity to do extension work.

RTP Parent Survey

Of the surveyed parents 87% of parents were aware that their child had been part of the Refugee Transition Program. 100% of parents noticed an improvement in their children's literacy and study and learning skills. 71% noticed an improvement in numeracy skills and 43% noticed an improvement in technology skills. 63% of students have discussed at home that they have increased their knowledge about career choice and the Australian culture. 100% of parents feel that their child is happier at school and are better able to cope with their schoolwork and homework. They would like their child to continue participation in the program.

Quality of school Life Survey – Parents survey A cross section of parents were surveyed including refugee, LBOTE and Aboriginal. 95% of parents feel welcomed in the school and that the school provides helpful information about their child's progress. 90% indicated that the school takes their concerns seriously, and values their help and interest. 91% indicated that the teachers provide a stimulating and challenging environment for their child, the school

regularly praises and rewards students when successful the school has high expectations of its students and that students are the school's main focus. 85% of parents agree that the school is always looking for ways to improve what it does, they receive adequate notice of school events, the annual school report, newsletters and other information inform them on how the school is performing. 90% of parents are encouraged to participate in the important decision making committees of the school, 80% are informed about the decisions made by the School Council and/or P & C Association and feel that the school notifies them about any major changes it is considering and asks for their input. 90% of parents are pleased that their child attends this school and 95% believe that the school's current aim is to improve the quality of learning and teaching and that it has a safe and secure environment.

Reading habits (parent survey):

75% of parents feel that their children are "average" to above average in terms of their enjoyment of reading and frequency of reading at home. 43% feel that their child is relatively good at reading, with 50% believing they were average. Parents value reading and that they read at home in a variety of languages including English. 93% of parents reported that they enjoy reading themselves, with 77% reading at home for enjoyment. 77% of parents report their children read at home for homework. With 60% reporting that their children read at home for pleasure. There was strong support by parents, 57%, for the use of ICT (eg IWBs, computers) to support reading, although some parents indicated that at times internet and computer use was distracting.

Reading Strategies - student survey:-

Results show widespread awareness and use of strategies to assist in reading. Students

have a positive attitude in their ability in reading. 93% of students indicated that they understand the main idea of the text. 38% of students can always find supporting ideas in the text and 60% of students can do so sometimes. 51% of students need to read large amounts of text in nearly every lesson, with 43% feeling anxious/worried when they are asked to do a comprehension test.

Students have indicated that they have used or are aware of the targeted reading strategies to assist them with reading. There is evidence of increased awareness and use of **Frontloading/Brainstorming, Marking the text, Labelling, Diagramming, Constructing Tables or Charts and Responding to Statements.** 67% of students use their own reading strategy when they are reading for meaning. 74% of students feel that they are improving in their comprehension skills due to their teacher, self improvement or through repetition.

Teaching & Learning Environment Survey (Teachers)

94% of teachers mostly or always explain reasons for learning to their students. They present work in different ways and provide various activities for revision. 80% ensure that there's an aspect of technology in their units of work, 34% mostly or always incorporate the IWB in their lessons, with 74% allowing students to use their laptops for note taking. 96% of teachers mostly or always have high standards from their students, and ensure that students learn from their mistakes by providing meaningful feedback. 60% of teachers mostly or always display students' work in class. 100% of teachers feel that it is important to engage students in active learning and challenge students to learn by providing enriching educational experiences and promote student engagement by ensuring their students see significance in their learning experiences. 94% of teachers feel that it's important to

develop higher- order thinking in students and encourage students to interact and collaborate with peers in their learning.

In 2011, we will continue working on our four focus areas under National Partnerships, as outlined by our Situational Analysis; **Improving literacy, Improving Pedagogy for ESL Learners, Student Engagement, Extending our gifted and talented students.**

We will continue with our literacy and reading programs across the school. These programs will focus on reading in all classes across the school, using our specific reading strategies, withdrawal of students in Years 7 & 8 to improve standards, as well as intensive remedial programs using MULTILIT, targeting Year 7 students.

Our teachers will continue training and development in the use of ICT (Technology) skills in lesson development, including using Interactive Whiteboards and developing lessons and activities on our Moodle website, which will provide our students with access to homework and extra activities at any time through the internet. Furthermore, our teachers will continue to incorporate more ESL strategies in their units of work, thus catering better for all LBOTE students. All staff will participate in the TELL (Teaching English Language Learners) Training Program.

The student Engagement Team will continue with the Year 10 Student Enrichment Program which targets student engagement and goal setting. We will also continue with our SRP (Student Review Panel) which aims at supporting students who are struggling with Year 10 and 11 work and we assist them in meeting the requirements for the Board of Studies. **Ms Corcoran** is now employed under National Partnerships as a Transition

Adviser and her role will be to assist students in their transition to the workforce, tertiary education or TAFE.

We will continue supporting our Aboriginal Students across the school, in literacy, numeracy, engagement and cultural experiences, including the completion of our Aboriginal Mural. The RTP (Refugee Transition Program) will be extended again this year to include 40 students who are given individual support to meet the requirements of their studies.

We will continue running workshops for parents to assist them and provide them with the necessary support for their children with the demands of school, the School Certificate and HSC. All parents are welcome to attend between 9.30 and 11.30 on Fridays Week B. There will also be an evening meeting for parents once a term, we will send an SMS to all parents prior to the evening. Students also have the opportunity to stay after school or come before school to get assistance with their homework. Homework centre operates everyday except Mondays. Wednesday afternoons **Ms Apostle** runs a homework centre for the Aboriginal students, on Tuesday afternoons there is assistance for students with ESL needs.

The Gifted and Talented team will finalise and present our gifted and talented policy and will implement activities, within faculty programs as well as extra-curricular, which will further extend our Gifted and Talented students.

These are exciting times at Cheso. Our aim is to improve the quality of our Teaching and Learning and meet the educational needs of our students.

It is a joint effort with all members of the Cheso Team. Thank you to all – parents, staff

and students, for your continued hard work and enthusiasm.

Christina Mateus

Deputy Principal National Partnerships

National Partnerships 2011

The National Partnership Program is running a number of programs to assist students and parents at Chester Hill High School. If you would like more information about what is happening at the school under National Partnerships please come to the P & C, Arabic, Vietnamese, Pacific Islander, Aboriginal Meetings or contact **Ms Mateus** who can arrange for an interpreter.

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Christina Mateus

Deputy Principal National Partnerships



CHESTER HILL HIGH SCHOOL

Strength in Unity, Excellence in Education

REMINDER

Event: Year 7 Parents Meet the Teachers
When: Wednesday, 2nd March, 2011
Time: 4.00pm - 5.30pm
Where: SCHOOL HALL
 Miller Rd

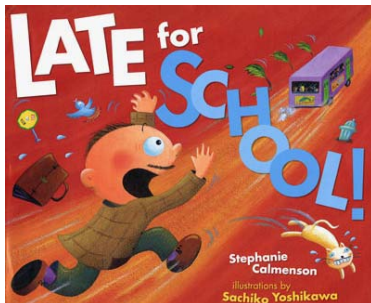
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Attendance News

Chester Hill High School recognises **Attendance** as being important to educational success.

- **Lateness** – school begins at 8.45am. Lateness to school disrupts the teaching and learning process.
- **Absences** – must be justified within 7 days of the absence. This can be achieved by replying to SMS, phoning the school on 96441099, or supplying a parental note to the roll call teacher.
- **Leave**- if you wish to take extended leave, applications must be made to Mr Milne HT Administration, at least 2 weeks prior.



Updating Parent Mobile Phone Numbers

As part of the process of implementing the SMS messaging system, the school is seeking your assistance. We already have an extensive list of parent's mobile numbers; however we would like to make sure our records are fully up-to-date.

Please contact the school on 96441099, if you have changed your mobile number recently. Thank you for your assistance and co-operation. We look forward to making this exciting transition, and to improving our communication with you. We encourage our parents to promote regular Attendance and communicate with the school when any issues arise.

Mr M. Milne

Head Teacher Administration

SMS Messaging

The success of the SMS Communication System depends on parents notifying any changes to contact details.

School Uniform

Chester Hill High School is a uniform school and our students pride themselves in the wearing of the uniform. It also helps improve the safety of our students at school, as it

allows teachers to easily identify visitors to the school.

The majority of our students have presented to school in correct uniform this year. We thank-you for your continued support of our uniform policy.

Most students have responded positively to the enclosed shoe policy (black leather lace-up school shoes or black leather joggers) that adheres to OH&S requirements.

I would like to remind parents that the ballet shoes ("Lady Jane" style) and the canvas slip-on shoes do not meet the safety requirements. Laced sports shoes (joggers) must also be worn for all sporting activities.

Those still needing to purchase uniform items are encouraged to visit the school uniform shop which is open Mondays 8.30am to 12pm and Fridays 12pm to 4pm.

Mr M. Milne

Head Teacher Administration

Lady Somers Camp

I was lucky enough to be given the opportunity to attend Lady Somers Camp (aka, "Big Camp") during the Christmas holidays. 99 other women, between the ages of 16 and 19, were also lucky enough to attend this camp, none of which I had prior known. The most any camper knew about

the camp was that it was given the reputation of a "boot camp".

At midday, on Saturday the 16th of January, we began our adventure on an hour long bus ride from Power House, Melbourne, to what would become our home for a week. The bus ride was tiresome and long but provided the five groups an excellent opportunity to get to know each other and begin to develop strong friendships.

On our arrival at Lady Somers, we were greeted with a wedding party and were the lucky guests to watch the wedding ceremony. Everything was so perfect until it was rudely interrupted and we were ordered back to camp. We were all shocked and bewildered, grappling with the reality of what happened, struggling to understand if it was a real wedding or not.

Lights out was at 11.10 and every camper was anticipating a good night's sleep. At 1am, we were woken with a random assault, 2 and 3am we were woken up for random activities and 6am we were woken up to do "morning exercises". On the first morning, every girl was wearing their best pyjamas, only to have them ruined at the morning beach exercise in which we were doing push-ups and sit-ups in the water. We learnt our lesson. Being awoken 3-4 times during the night was to become to us a normal occurrence.



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After breakfast, we had morning activities which consisted of mentally and physically challenging activities timed or played against other groups, often consisting of boot-camp like drills, testing strength, speed agility, and especially logic. Group dynamics were strengthened when they cheered and supported one another and the better they did, the more their group moral were heightened.

For the first few days, most campers, myself included, dreaded the idea of having to complete the rest of the week with little more than 4 hours sleep each night and being tortured by the activities of which each day consisted. Not knowing what to expect also wreaked havoc with the minds of all campers. Towards the end of camp, we loved not knowing what was going to happen and enjoyed the tasks the camp staff threw at us. We “played the game” and learnt the practical application of the camp motto - “it’s not why you fall, but how quickly you get back up”. We cherished playing the games, striving to succeed, and determined to enjoy every last moment of camp.

After a week of an amazing camp, of building strong friendships with people we would never have otherwise met, we were sent off back to Power House. It was an emotional last day, and most campers were in tears when presented with the prospect of leaving the place they called their home. The people we met, the staff and the campers, became family to each and every person at the camp, and everyone vowed to stay in contact with one another. With the invitation to return whenever I wished, I set off for the airport to return home.

Looking back at camp, I realised how lucky I was to have had the opportunity to go to such a life changing camp and meet people I built strong relationships with. The life lessons I learnt will never be forgotten and this camp will never be forgotten and this camp will always be a life changing pinnacle in my life.

Leasha Michaelson

Free Manga Workshops: these workshops will teach young people (aged 9-15years) the art of Manga drawing. The workshops will be held every Tuesday afternoon for 6 weeks between March 1 and April 5 from 4-6pm at Bankstown Library.

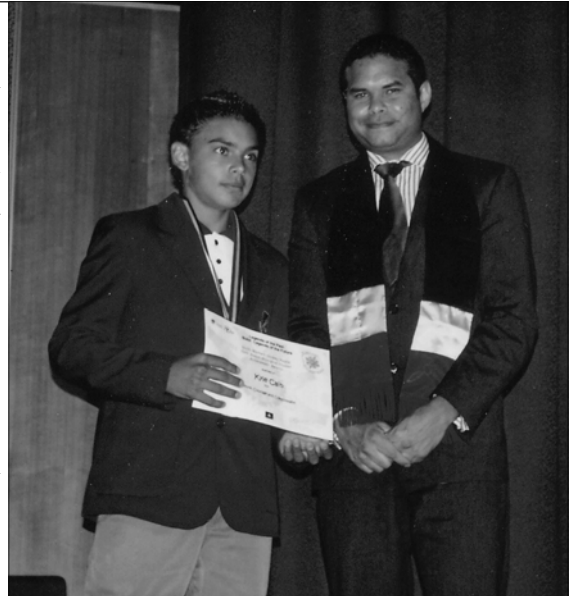
Cybersafe Families: an internet safety forum for teachers and parents. This forum will provide information about what young people are doing online, and give tips on how to stay safe online. The forum is on March 1 from 10am-12pm at Bankstown Sports Club.

Aboriginal News

The South Western Sydney Region held its Aboriginal Student Achievement Awards. These awards acknowledge outstanding achievements of Aboriginal students. **Kyle Cain** was an award winner, his award was for Culture, Courage and Commitment. **Kyle** has created a well defined voice for the Aboriginal students. He made an amazing speech for Reconciliation Week.

Scholarship Winners

Brandon Brown Yr 12 and **Taminya Brown** Yr 11 both have received Aboriginal Scholarships from Kari. Congratulations to both these students for their hard work.



Aboriginal Art

All the Aboriginal students are painting a mural in the Quad with the assistance from an Aboriginal artist **Janice Bruny**. The students are also given the opportunity to paint their totems and reflect about what their totems mean to them.

Homework Centre

To provide Aboriginal students with after hours tuition. Light refreshments will also be served. This will be held every **Wednesday** from **3.15-5.00pm**.

Helen Apostle

Aboriginal Support Teacher

Swimming Carnival 2011

On Thursday 10th February, Cheso held its annual Swimming Carnival at Birrong Swim Centre. It was a successful day with plenty of competition between the houses. Congratulations to Murdoch with yet another win to add to their tally. Our final house results are as follows:

Glenn - 276 points
Hillary - 580 points
Florey - 673 points
Murdoch - 1019 points

Congratulations to **Corey Minett** who broke the record for the Boys 100m Freestyle, swimming a fantastic **1:02.46**. Well done to all the swimmers who participated and won their races.

The Zone Swimming Carnival will be held on the 3rd March. Students who were placed 1st or 2nd in their races will be eligible to compete at this event.

A huge thank you to all the teachers for their assistance and supervision at the carnival. Without their dedication, special events such as these would not be possible.

Mrs Grant and Mrs Langmack (Carnival Organisers 2011)

SWIMMING CARNIVAL 2011



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