



# CHESSO NEWS

**CHESTER HILL HIGH SCHOOL  
KENWARD AVENUE  
CHESTER HILL 2162**

**TELEPHONE: 9644 1099  
FACSIMILE: 9743 7174  
MAY 2013**

**[www.chesterhil-h.schools.nsw.edu.au](http://www.chesterhil-h.schools.nsw.edu.au)**

## **Term 2 Issue `1**

### **Principal's Report**

My report in this newsletter will concentrate on a recent decision that will have a major impact on how our school will be funded in the future.

#### **‘Gonski’ Funding**

In late April 2013, the NSW government announced it would support the introduction of the long-awaited Review of Funding for Schools, better known as the Gonski Report. The Gonski Report was the result of almost two years of investigation and consultation into the funding of school education, both government and non-government. The panel, led by prominent businessman, David Gonski AC, received more than 7000 submissions, as well as visiting schools, holding consultations, carrying out research and publishing discussion papers. The report said that to achieve the best possible outcomes for every student, regardless of family background or social class or wealth or where they live, every school would have to be resourced to an appropriate level.

The Gonski agreement was a significant educational event negotiated between the State and Federal governments and has important implications for schools like Chester Hill HS. The agreement was that for every dollar the State Government contributes, the Federal Government would contribute two dollars. While the funding is not as much as recommended by Gonski, it still represents a

significant investment in education. This model would commence operation in 2014 and inject an estimated A\$14.5 billion dollars over six years, with the Commonwealth contributing two thirds of this new funding, in line with their greater fiscal revenue. While state school students would receive the full Student Resource Standard (SRS) or ‘base’ funding, private schools would get a proportion based on their school’s estimated ability to raise private income (i.e fees).

Basically, combined government funding would give to every student in Australia, a SRS (‘base’) amount of \$12,193 for every secondary student. On top of this there would be additional funding or ‘loadings’ for schools that serve less advantaged communities. The ‘disadvantaged’ loadings would cover six identified forms – low socioeconomic background, indigenous background, limited English, rural or small schools and disability. At CHHS we would receive additional funding for four of these categories. If we multiplied the base level funding for each student we have at CHHS, (\$12,193 x 1150 students) the total government funding that we would receive would be approximately 14 million dollars per year. This figure would include all teacher and ancillary salaries, utilities such as electricity, water and gas and all maintenance of property. However if we receive the disadvantaged loadings the total amount of money we receive would increase.

You might ask why such a massive financial intervention is necessary, given an increase of 41.5% in total expenditure on education by Australian governments over the last ten years. In the words of the report, apart from the capacity of education to enhance and extend individual lives, —Australia cannot continue to be a globally competitive, high skill, high wage economy without a world leading education system. The report identified a significant and worrying decline in the performance of Australian education, compared to other advanced nations, and particularly Asian nations, such as Singapore, Korea, Japan, and Shanghai. Shanghai is not, of course, a nation, but a huge city, with a population roughly the same size as Australia's population. The decline in Australian performance is substantial when you look at Shanghai: Year 9 students in Shanghai perform on average two years ahead of their Australian counterparts in Mathematics.

Although Australian students still perform above the OECD average and above nations such as the UK and the US, that is no source of comfort. We declined from 4th in the reading performance of Year 9 students, as measured by the Program for International Student Assessment (PISA) in 2000, to 7th in 2009. A similar decline took place in Mathematics and Science, also measured by PISA, and most alarmingly, there has been a decline in the overall performance of more able students.

Unfortunately the research also shows that the equity gap in Australia is widening far faster than in many other OECD countries. This means the 'gap' between those more advantaged students and disadvantaged students who enter university is getting bigger every year. The entry of low socio-economic status students into university represents a little over 15% of all university enrolments despite the low socioeconomic status students representing around 40% of the Australian population. The 'disadvantaged gap' is a cause of major concern and it forms far too early for many low SES children. By Year 4, nearly one in four children is not meeting minimum international literacy benchmarks. Those children may never make up the ground. An

implication of the residualisation (lack of higher educational achievements) of young people from low SES backgrounds is that many will have lost the capacity to benefit from their education long before they reach school leaving age. The gap only gets greater as the students get older.

The Gonski funding should go some way to addressing this inequity. At this stage there is no guarantee that the funding for 2014 will be forthcoming.



## Year 10 French

Last term, Year 10 French went on an excursion in the city to experience a French meal at a restaurant called "The Little Snail". We had three course meals and a chance to try snails for the first time! There was a selection of different course meals to choose from which included calamari rings, chicken, chocolate mousse and more.

Those of us who tasted the escargots (snails) thought that it was much nicer than we had anticipated.

Overall, it was an amazing experience.

Aye-Phyu Toon, Miray Antoun, Jessica Nguyen and Julie Hyunh Year 10

Last term we went to a French Excursion to a French Restaurant. We had various types of food, but the one that was most intriguing was the snail (escargot). Some of us didn't like it and some enjoyed it.

It was a great day and a very enjoyable excursion.

Bill Phong Year 10



## Year 10 University of Technology Experience Day

On Thursday 16<sup>th</sup> May I had the pleasure to accompany 15 students to **U@UTS Experience Day**. These students were outstanding representatives of our school. In all circumstances their behavior and attitude were exemplary. It was also wonderful to meet past Cheso students both on our way to and from the university and also as current students of UTS.

The Year 10 students who attend the **U@UTS Experience Day** had nominated two sessions in which they would like to participate. The choices were as wide ranging as Law, where students discovered that slavery is unfortunately a reality even in modern Australia, to Nursing and Midwifery, where students learnt how to feel the position of a baby, wrap new born babies and monitor a computerized realistic dummy for vital signs. The students in the Nursing session could also monitor their partner's blood pressure. Other sessions experienced where in Engineering, Education, Science, Information Technology and Design, Architecture and Building.

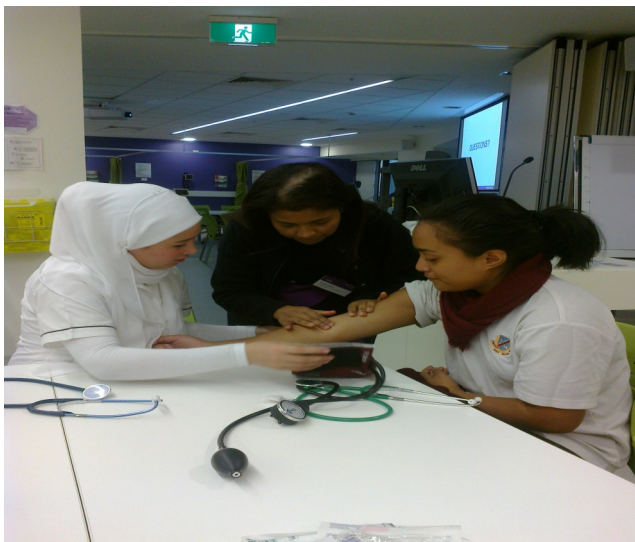
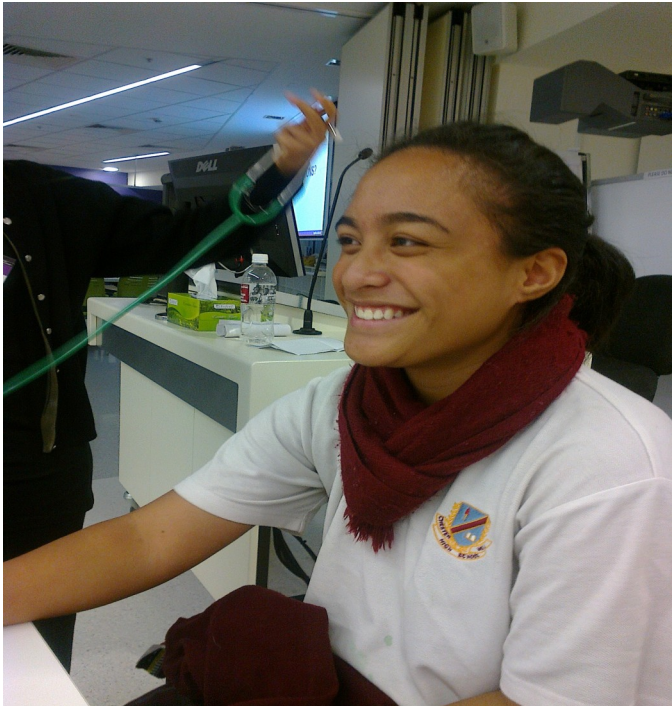
The sessions were all conducted by current UTS students and their supervisors. These students provided valuable insight into university life and also specific courses. Each session had students from a number of schools from across NSW present. UTS has always provided students from our school with wonderful opportunities to learn more about university life.

The students all enjoyed their experience. For some it confirmed in their minds that they would like to pursue studies in the course sessions they chose. For others, it was a surprise at how wide ranging the opportunities and the choices available to them were. Each of them was amazed by the extent of the UTS campus and certainly enthusiastic about the possibility of other taster days at university.

Once again congratulations to the participants, **Rahima Adili, Mohammad Al Qaseer, Amy Anderson, Baris Demirci, Akira Fujii, Toufic Khazma, Blossom Lualua, Mohamad Malas, Marial Akoldh, Imran Muhieddine, Jessica**



Nguyen, Jihad Rima, Hadi Shahin, Yazan Sulieman and Tatau Teaupa.





## 2013 Multicultural Flag Day

Preparations are well under way for this year's Flag Day Ceremony. This is a very short term, so the pressure is on for us to do all our hard work to bring the Cheso community a wonderful Flag Day in the shortest ever amount of time. A new incentive has begun this year and students are working hard to earn one of three "free passes" that are available for performances. Groups or individuals can earn a "free pass" if they are visibly on track, preparing hard and clearly have a polished and excellent performance piece. A "free pass" means that these individuals or groups do not have to audition, are guaranteed to perform at all three performances and are also guaranteed their photo in the foyer after Flag Day. The race is on. Who will get this year's free passes? Audition day is Friday 31<sup>st</sup> May. Costumes are not needed for audition and the performance will not be under lights etc but groups/individuals have to be finished and ready with their music. Anyone who wants to audition needs to give their names to me by the beginning of Week 5.



This year, the Flagbearers have nominated themselves by logging onto Cheso Ebox. We currently have 66 flags from around the world. There were

nearly 200 students who were keen to be flagbearers. Many thanks go to all the students who nominated themselves. The list of people who were selected is in the Library, outside my office and also on the Cheso Facebook page and Cheso Ebox.



Another change for this year is the price of tickets for Friday's performance. The school is currently looking to upgrade the Hall's lighting and sound facilities, which are about as old as the Hall and which are tired and out-dated. To make a small contribution towards the massive cost of these upgrades, the ticket price will be raised to \$7.50 this year. The information about ticket sales is in the flyer which is also part of this Newsletter.

Unfortunately, the Governor of NSW Professor Marie Bashir will be overseas this year. She sends us her apologies that she will not be able to attend. So we have sent an invitation to the Governor-General Ms Quentin Bryce. We haven't heard from her yet so let's hope she's available!

The Cheso Flag Day team is on track again this year to bring you "the best Flag Day ever". We look forward to seeing you then.

Mrs Fields





PLEASE JOIN US  
FOR THE



## **17th MULTICULTURAL FLAG CEREMONY**

**WHERE: CHHS HALL** (Miller Road side)

**WHEN: Thursday 20th June 2013**  
1st Performance - 9.45am **(Free)**  
2nd Performance - 12.45pm **(Free)**

**Friday 21st June 2013**  
1 Performance 11.15am **(Ticket only)**

**TICKETS WILL GO ON SALE FROM:-**

**Wednesday 5th June - Flag Day students ONLY**

**Friday 7th June - all other students**

**at a cost of \$7.50each *until sold out***  
*(a limit of 4 tickets per customer)*



### **PLEASE NOTE**

**PARENTS & CARERS:** Due to limited seating, you are requested to attend  
**ONE PERFORMANCE ONLY**

**SIBLINGS (School Age):** As these are designated school days, you are  
**NOT PERMITTED** to attend these performances







THE BLOG is a series of video presentations on important topics for young adults. Students from local schools are involved in the presentation and creation.

You can view these videos on Cheso's website at:

[www.chesourl.com/theblog](http://www.chesourl.com/theblog)

## Cross Country Carnival

On May 10<sup>th</sup> the annual Cross Country Carnival was held at Pioneer Reserve. Participation was excellent this year, with a very tight finish... Hiliary and Murdoch finishing equal first on 414 points!

A big thank you to all the participants and staff for making it an enjoyable day. The sun was out in all it's glory with Mr Jones and Mr. Chahrouk doing a great job with the sausages and Mrs Langmack running novelties. Thanks to Coca Cola Amatil and The Sydney Markets for their kind donation with the BBQ. The carnival could not have run so successfully without the terrific organisation of Mrs Lykouras, Mrs. Mason, and Mr. Yildirim and the whole PE Faculty.

Congratulations to the following students who finished in first place for their age group and will progress to the zone carnival:

Fawzy Malas, Andre Kotevski, Thomas Kemp Brown, Fawzi Chreideh, Mohammad Sayeedi, Ali Mossavi, Ali Agha, Kellie Tran, Christine Ecaldre, Ayah Omar, Rhiannon Minett, Tanesha Hancock, Mui Eh Wah, Grace Musa-Sanday



## Social Media

Cheso has recently launched Facebook and Instagram pages to showcase our students' diverse range of achievements & to add another modern communication channel to our arsenal. To keep up with the latest, like us on facebook & follow us on instagram.



Cheso's facebook page.  
[www.facebook.com/chesterhillhighschool](http://www.facebook.com/chesterhillhighschool)



Cheso's instagram page.  
<http://instagram.com/chesterhillhs>

.....

**REMINDER**

**To Parents/Guardians/Students**

*Chester Hill High School Uniform*

Now that the weather is getting cooler students will be starting to wear scarves/jumpers/jackets etc.  
 Please find listed below the correct uniform as per  
 Chester Hill HS Uniform Requirements  
*published in the Student Diary/Website and Student Handbook 2013*

- Maroon Sloppy Joe or School Jumper
- School Jacket
- Maroon/White Official Winter Cheso School Scarf OR a Plain Black OR a Plain White Scarf ONLY

NB: No Beanies, hoodies, coloured or black clothing under shirts

## UNIFORM SHOP New Hours

**1st June 2013 - 1st December 2013**

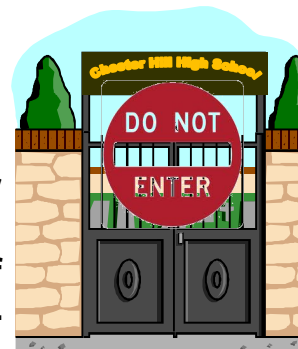
**Monday 8:30am - 11:30am**

**Friday 1pm - 4pm**

**Open Pupil Free Days**

## SAFETY CONCERN REMINDER

**Dear Parents/  
Guardians**



**If you drive your children to school or collect them of an afternoon - please do not drive through the school gates on- to the school grounds - as there are students walking through, staff cars and delivery vehicles all coming and going at the same time. The school is concerned that an accident may occur with parents doing u-turns on the school grounds.**

**Please drop your child off in Campbell Hill Road / Kenward Avenue or Miller Road. Your child can then walk in through the foot path**



**gate.**



*Chester Hill High School*

# Parent/Teacher Meeting



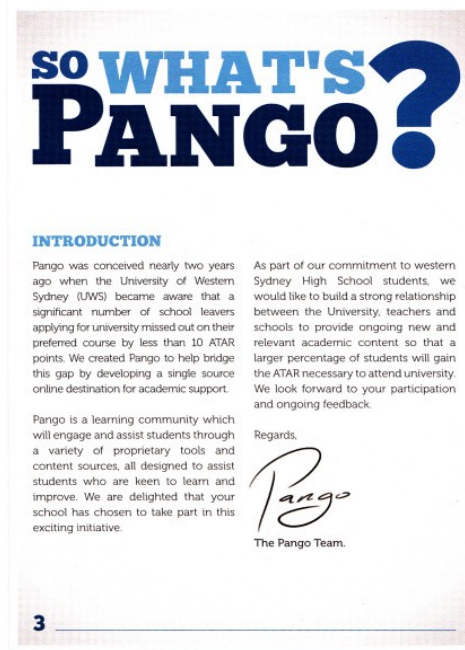
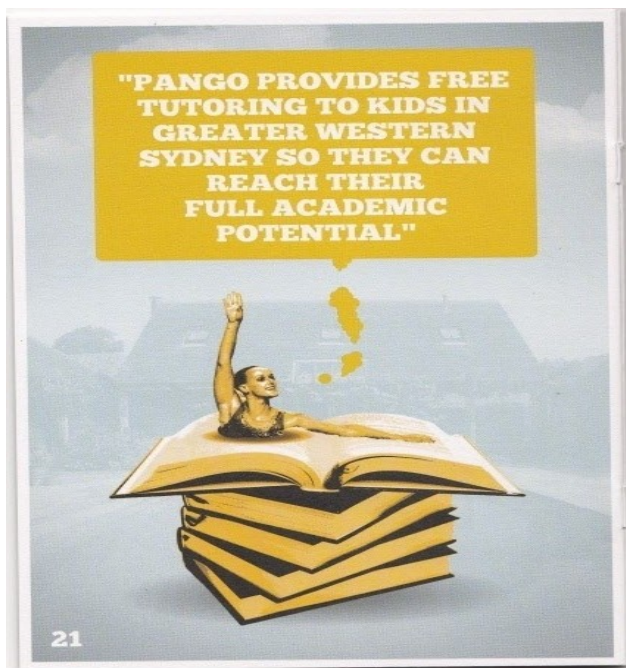
**Parents of Year 12 Students (Reports)**

**Parents of Year 11/10 Students (Progress only)**

**Monday 3rd June 2013**

**4.00pm - 6.00pm**

**Where: SCHOOL HALL  
(Miller Road)**



Pango is a free, online social-learning platform developed by the University of Western Sydney (UWS) primarily focused at Greater Western Sydney high school students who are keen to excel in their studies. Content is relevant to course curriculums from Years 9 to 11.

Visit your Careers Adviser for more information.



## 12 Steps for Effective Studying

***Studying effectively is a process, not an event. The process leads to***

### **success.**

1. Plan a definite time for studying every day. This will discourage procrastination and prevent a pile-up of work. Studying every day, even for a short period of time, keeps you from falling behind. Prioritize your list and begin completing the most difficult material first.
2. Know the purpose of and understand each assignment before leaving class. If you understand what to do and how to do it, your study time will be shortened. Keep a record of all assignments in a special section of your notebook or on a separate calendar.
3. Predicting the amount of time you need for each assignment causes you to work smarter as well as harder and more productively. By keeping track of the actual amount of time you spend on your assignments, you are more likely to concentrate and less likely to become bored.
4. Time yourself to see how long it takes you to read five pages of your textbook. This will help you determine the amount of time needed to complete a reading assignment. Because a textbook is loaded with information, you may have to read some sections more than once. Even instructors have to reread material. Allow time for reflecting and thinking about what you have read.
5. Reading assignments are usually completed and due prior to the instructor lecturing on the material. Take a little time before class to review the material so you are ready to participate in class discussions and are prepared for any quizzes.
6. Adopt a textbook reading strategy, (**like SQ4R**), or whatever works for you. Pay attention to charts, diagrams, and special "boxed text" areas. They are definite aids to understanding the material.
7. Every time you study, spend at least ten minutes reviewing the material from your previous study session.

These "refresher shots" are part of the secret for long-term memory retention. This habit of frequent

review also results in less time needed for studying prior to a major exam.

### **Know the percentages! We retain:**

- 10% of what we read
  - 20% of what you hear
  - 30% of what we see
  - 50% of what we see and hear
  - 70% of what we talk about with others
  - 80% of what we experience personally
  - 95% of what we teach to others
8. Study during the day. You are probably less efficient at night.
  9. Study for 30 to 40 minutes and then take a 5-minute break, or if your concentration and discipline will allow, study for 50 minutes and take a 10-minute break. Get up walk around, stretch, drink some water, or eat a light snack. Taking regular breaks refreshes your mind so you can concentrate better, finish faster, and retain more.
  10. If you do study at night set a "stopping time" for yourself. This "time frame" will encourage hard work in anticipation of the clock going off. You may even set a goal for yourself to complete an assignment before the time limit. This increased impetus may help you to concentrate.
  11. Do not cram the night before a test. Distribute your review in half-hour segments over a period of days. If you do not adopt a structured study schedule, you will not master required course material and you will set yourself up to fail.
  12. Learning is accumulative. New ideas must be incorporated with previous material from lectures, readings, and any other assignments such as labs. You have to continuously make the connection in your mind from new material to previously learned material and/or experiences. Putting it all together is easier if you schedule time daily to read, to think, to write, to reflect, and to review.





## Chester Hill High School

### Calendar of Events Term 2 -2013



Week	Day	Date	Event
1B	Monday	29.4.13	* SCHOOL DEVELOPMENT DAY
	Tuesday	30.4.13	* SCHOOL DEVELOPMENT DAY
	Wednesday	1.5.13	* Students return to school
2A	Friday	10.5.13	* SCHOOL CROSS COUNTRY - Recess +
3B	Monday	13.5.13	* YEAR 11 EXAMS Preliminary Half Yearly Assess Period Commences
	Tuesday	14.5.13	* NAPLAN 14/5 - 16/5
	Wednesday	15.5.13	* NAPLAN 14/5 - 16/5
	Thursday	16.5.13	* NAPLAN 14/5 - 16/5
4A	Monday	20.5.13	* VIETNAMESE PARENT MEETING (6.30pm – 8.00pm)
			* YEAR 11 EXAMS Preliminary Half Yearly Assess Period Continues
	Wednesday	22.5.13	* NEWSLETTER DISTRIBUTED
5B	Wednesday	29.5.13	* Year Meetings
	Thursday	30.5.13	* ZONE CROSS COUNTRY
6A	Monday	3.6.13	* YEAR 12 PARENT/TEACHER NIGHT - Reports 4.00pm-6.00pm * YEAR 11/10 PARENT/TEACHER NIGHT - <u>No Reports</u>
	Thursday	6.6.13	* Year 8 Medieval Show Incursion
7B	Monday	10.6.13	* PUBLIC HOLIDAY - Queen's Birthday
	Tuesday	11.6.13	* PACIFIC COMMUNITY PARENT MEETING (10am-12.00pm)
	Wednesday	12.6.13	* Bastille Day Cafe
			* ABORIGINAL P&F MEETING (3.15pm - 4.15pm)
	Thursday	13.6.13	* REGIONAL CROSS COUNTRY
8A	Monday	17.6.13	* ARABIC PARENT MEETING (6.00pm - 7.30pm)
	Thursday	20.6.13	* MULTICULTURAL FLAG CEREMONY - (9.45am and 12.45pm)
	Friday	21.6.13	* MULTICULTURAL FLAG CEREMONY - (11.15am <u>tickets ONLY</u> )
9B	Monday	24.6.13	* KAREN PARENT MEETING (6.00pm - 7.30pm)
	Wednesday	26.6.13	* ZONE ATHLETICS
			* NEWSLETTER DISTRIBUTED
	Thursday	27.6.13	* ZONE ATHLETICS
	Friday	28.6.13	* YEAR 7 GALA DAY

Last Day Term 2 – Friday 28.6.13    First Day Term 3 – Tuesday 16.7.13  
Please Note: Dates/Times correct at time of publication