



# CESSNOCK HIGH SCHOOL

We are present, we are kind and we give our best.

Principal  
Mr Peter Riley

**EST. 1937**  
What e'er you do, do well

P (02) 4990 1977  
F (02) 4991 1815

W [cessnock-h.schools.nsw.gov.au](http://cessnock-h.schools.nsw.gov.au)  
E [cessnock-h.school@det.nsw.edu.au](mailto:cessnock-h.school@det.nsw.edu.au)

YEAR 6 INTO 7 PARENT INFORMATION EVENING



PRINCIPAL- PETER RILEY





DEPUTY PRINCIPALS- LEAH WATTS  
BELINDA COOPER





WELLBEING TEAM:  
YEAR ADVISOR- TOM HASSAN  
HT WELLBEING- MELISSA HASKARA  
SSO- STACY JACOBS



# Transition

Our transition program is designed to provide students with a supported and engaging introduction to the future of their education at Cessnock High School.

Our program includes extensive time spent with primary school staff to better provide us with an understanding of the wellbeing and learning needs and strengths of our students.

Additionally, students are provided with opportunities to engage in a range of educational, cultural and sporting events at the school.

Cessnock High School Stage 3 Transition Calendar			
Event	Dates & Location	Attending	Details
<b>Parent Information Evening &amp; Welcome BBQ</b>	Wednesday, 17 <sup>th</sup> March 5:15pm CHS Library	Parents & Carers of Year 6, Year 6 students, CHS staff	An information session for parents of Year 6, as well as an opportunity to meet school staff and view the facilities.
<b>HT Wellbeing Primary School Meetings re stage 3 students</b>	Term 2, Week 2- Year 6 students Term 2, Week 3- Year 5 students Mon- CPS Tue- CPFS Wed- Abernethy Thu- Keasley Fri- Kitchener	HT/ Stage 3 AP/CRT LAST/ designated staff member	HT Wellbeing meeting to identify students with needs, plans for transition, DCS investigation, AR etc.  Further dates for additional meetings and ongoing support will be available and coordinated with primary schools.
<b>Taster Lessons</b>	Term 3, Wednesdays Weeks 3-8	Year 6 Primary School Teachers CHS Staff	Students will complete taster lessons presented by each faculty, schedule to be sent out closer to day
<b>Parent Session 2</b>	Tuesday, 20 <sup>th</sup> July 2021 5:15-6:15pm	Year 6 Students Parents/Carers	Discuss more in depth school structures and relevant information. Q&A
<b>Visit to Country</b>	Term 3, Week 6 18 <sup>th</sup> August Glenrock	Aboriginal Students HT Transition and Engagement AEO	Aboriginal students attend an Excursion to Glenrock & visit cultural sites.
<b>CASE &amp; Academy Class Trial Day</b>	Friday, 10 <sup>th</sup> September 2021 9:30-11:30am	Academy of Sport Teacher CASE Class Teacher	Students wishing to earn a placement in CHS 2022 CASE or Academy of Sport classes, participate in collaborative challenge activities
<b>Cultural Immersion Day</b>	Wednesday, 10 <sup>th</sup> November 2021	Youth Express Primary School Teachers CHS Staff AEO HT Transition & Engagement	Students participate in a range of cultural Aboriginal activities and games. This event is facilitated by Youth Express.
<b>Learning and Support Meetings -IEP/ITS/AR</b>	Term 3, Week 2 Individual School Times TBC	HT Wellbeing LAST	CHS staff work with primary partner school staff to develop/exchange current plans. Parent/student meetings as relevant- to be organised by Primary School.

Cessnock High School			
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P (02) 4990 1977   what's a bit more do, do well   E cessnock-h.school@det.nsw.edu.au			
	*Plans to be forwarded from Primary Schools to CHS in preparation for meetings		
<b>Supported transition</b>	Term 4, Friday 9:30am-11am	Year Advisor LAST Primary School Staff Member	Students identified by primary schools, requiring extra assistance transitioning. These students must be identified before transition, and their plans/information sent to CHS. Students from feeder schools will attend 90-minute sessions @ CHS.
<b>Premier's Sporting Day</b>	Friday, 5 <sup>th</sup> November 9:30am- 2:30pm	HT PDHPE Primary School Teachers HT Wellbeing Year Advisor	The Sporting Day provides stage 3 students from your school with the opportunity to develop leadership skills for active roles in school-based sport and physical activity programs.
<b>High School Orientation Day</b>	Tuesday, 23 <sup>rd</sup> November 9:30am-12pm	Head Teacher Wellbeing	Student Assembly Orienteeering Activities Morning Tea Parent Meeting in Library

For more useful suggestions and key information, please visit:  
<https://education.nsw.gov.au/parents-and-carers/a-z-parents-guide.html>



# Uniform

Our new school uniform was designed collaboratively, and based on feedback from stakeholders including students, staff and parents.

All students are expected to wear school uniform on a daily basis.

Our uniform is stocked at Flanagans. Assistance is available for uniform via the front office or HT Wellbeing.



# Attendance

When your child misses school they miss important opportunities to learn, build friendships and develop skills. Every minute, hour and day missed of school adds up to result in educational disadvantage.

In New South Wales, 'compulsory school age' means that all children from six years of age are legally required to be enrolled at and attending school.

Lateness is recorded as a partial absence, impacts on overall attendance rates and must be explained by parents.

Meetings and conferences will be held with students and caregivers for students with attendance concerns to determine supports and interventions to support regular school attendance.

Please contact the school if you have any concerns regarding your child's attendance.

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

**What are my legal responsibilities?**  
Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The Education Act 1980 requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or are registered with the Board of Studies, Teaching and Educational Standards for homeschooling.  
Once enrolled, children are required to attend school each day it is open for students.  
**The importance of arriving on time**

**What if my child has to be away from school?**  
On occasion, your child may need to be absent from school. Justified reasons for student absences may include:  
• being sick, or having an infectious disease  
• having an unavoidable medical appointment  
• being required to attend a recognised religious holiday  
• exceptional or urgent family circumstance e.g. attending a funeral  
Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 7 days, the school may contact you to discuss the absence.  
Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence should be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

**Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.**

**Travel**  
Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An Application for Extended Leave may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.  
In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.

NSW Department of Education

## Why attendance matters

When your child misses school they miss important opportunities to:

- Learn
- Build friendships
- Develop life skills

**Days missed = years lost**

A day here and there doesn't seem like much, but...

When your child misses just...	they miss weeks per year	and years over their school life
1 day per fortnight	4 weeks	Over 1 year missed
1 day per week	8 weeks	Over 2.5 years missed

education.nsw.gov.au





# Peer Support

*Our Peer Support program here at Cessnock High School gives new Year 7 students the opportunity to work with, and be mentored by, select Year 10 students. Peer Support is there to help our youngest students with everything from finding their way around the school in their first few days, to assisting them in stepping outside of their comfort zone at Year 7 camp, and leading regular lessons in teamwork and resilience (including puzzles and games, PE competitions, and music). It has been a lot of fun, and it is something everyone looks forward to each fortnight!*





# Wellbeing

At Cessnock High School, wellbeing support is a part of everything we do.

To formalise our commitment to improving the wellbeing of staff, students and our learning community, we have signed a partnership with the 5 Ways to Wellbeing and Royal Melbourne Hospital.

Other changes:

-Students now attend a 25-minute mentor lesson every Friday with a regular teacher to activity to discuss and work through practical strategies to support their wellbeing

-Year 7 and 8 students' activities are focused on areas including growth mindset, mindfulness, resilience and goal-setting.

-Support for students is available via the counsellor, HT Wellbeing and SSO at any time



Please contact Melissa Haskara via the office for any further information regarding student wellbeing.



# The Hub

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*The Hub is a great place to get to know – Stacy lives in there. Stacy is the Student Support Officer and she is super funny. The Hub is located right near the canteen and the MPC. We host breakfast club every day and there are amazing cheese toasties.*

The Hub is a safe space within our school which aims to provide students with a supported environment while meeting their wellbeing needs. At break times there is a drop-in service which encourages games, art and competitions as well as building social skills among our students.

Our SSO delivers wellbeing programs for our students based on identified needs such as resilience, emotional regulation and individualised support.

# Student Leadership

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## *-Student Representative Council:*

Recent fundraising for- Cessnock Hospital, Legacy, Neurofibromatosis. Opportunities to attend events such as the Halogen Leadership Conference in Darling Harbour.

## *-Interact*

Our Interact students have been a key support in fundraising efforts for local charities including Hunter Hands of Hope and Rotary. They hold events including dinner nights and have been a huge support for our community.



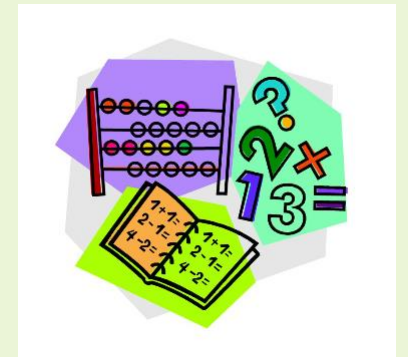
# Literacy and Numeracy

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Students are supported at Cessnock High School by Mrs Laura Andrikidis, Head Teacher Numeracy and Mrs Kylee Flanagan, Head Teacher Literacy.



Students have access to Multilit, Quicksmart and other withdrawal programs aimed at improving their Literacy and Numeracy skills, working with teachers, LAST's and support staff throughout the year.





# ABORIGINAL EDUCATION



# STAFF

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Head Teacher  
Transition and  
Engagement:  
Chantal Duncan

Aboriginal  
Education Officer:  
Aunty Kerrie  
Roberts

Kirawa Learning  
Centre Teacher:  
Tim Plater

Aboriginal  
Identified SLSO:  
Boston Moore

Aboriginal  
Identified SLSO:  
Eliza O'neill

# K-12 Approach





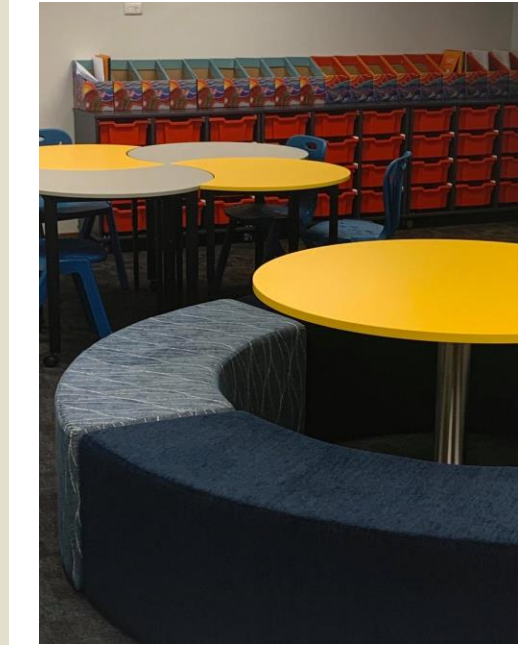


# Culture and Identity

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## Key Events



# Kirawa Learning Centre

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JAECEG



# Kirawa Dance Group

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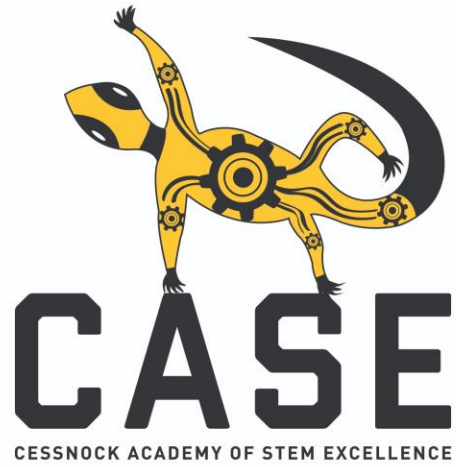




PLPs



KEY LEARNING AREAS- HEAD TEACHERS



# Middle School

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SPECIALIST CLASSES

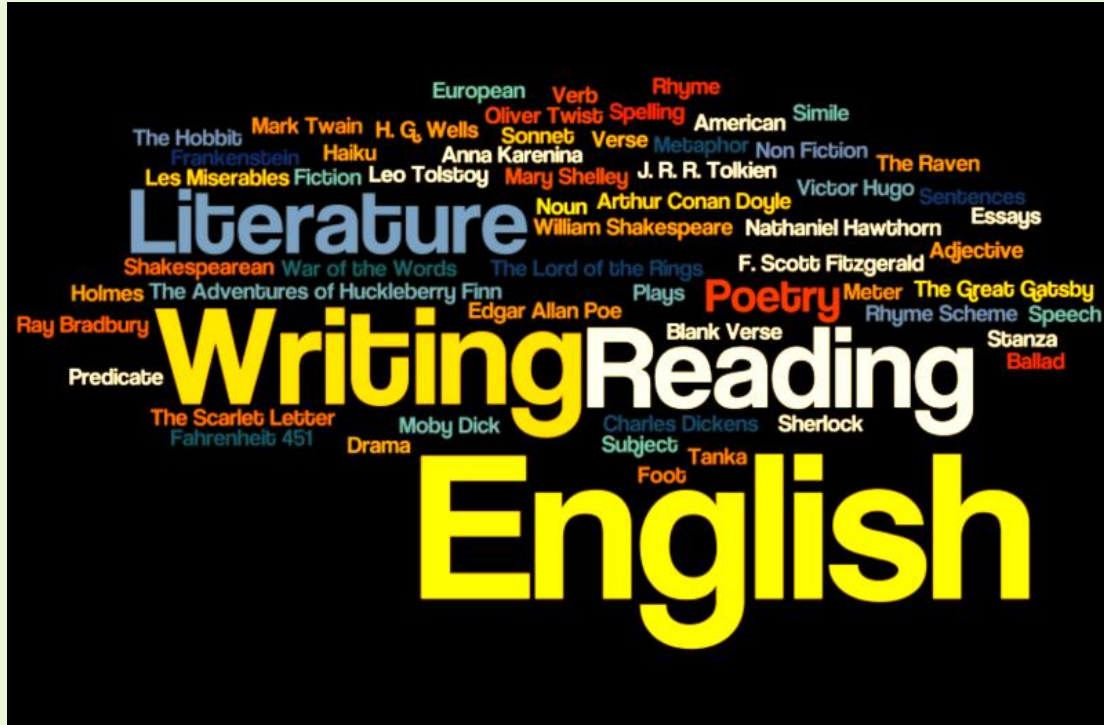
**ACADEMY  
OF SPORT**

CESSNOCK HIGH SCHOOL





# MIDDLE SCHOOL: English, HSIE & LOTE





# MIDDLE SCHOOL- English

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- Over the duration of Middle School, students must read, listen to and view a variety of texts which will increase in sophistication from Stage 4 to Stage 5.
- In EACH YEAR of Middle School, students will study examples of:

Stage 4	
Fiction	At least two works
Poetry	A wide range of types and poems
Film, Nonfiction, Drama	At least two works

- SPOKEN, PRINT, VISUAL AND MEDIA/MULTIMEDIA AND DIGITAL TEXTS. These specifications are fulfilled through the texts types above.

# MIDDLE SCHOOL- English

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- Four units of work over the year, linked to learning across the curriculum and HSIE KLA.

Middle School English units	
Term 1	Heroes and Villians (Multimodal text study) with Medieval Europe
Term 2	Japanese Anime (Film Study) with Japan Under the Shogun
Term 3	Advertising and Visual Literacy (Nonfiction) with Water In The World
Term 4	Creating Fantasy Worlds (Fiction study) with Interconnectedness

The English units fit within the cross-curriculum capabilities drawing on and fostering skills of **critical and creative thinking, ethical understanding, ICT skills, Intercultural understanding and sustainability.**

# MIDDLE SCHOOL- English

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## Assessment products

Creative and imaginative Writing

Report, discursive and feature writing

Visual representations and products

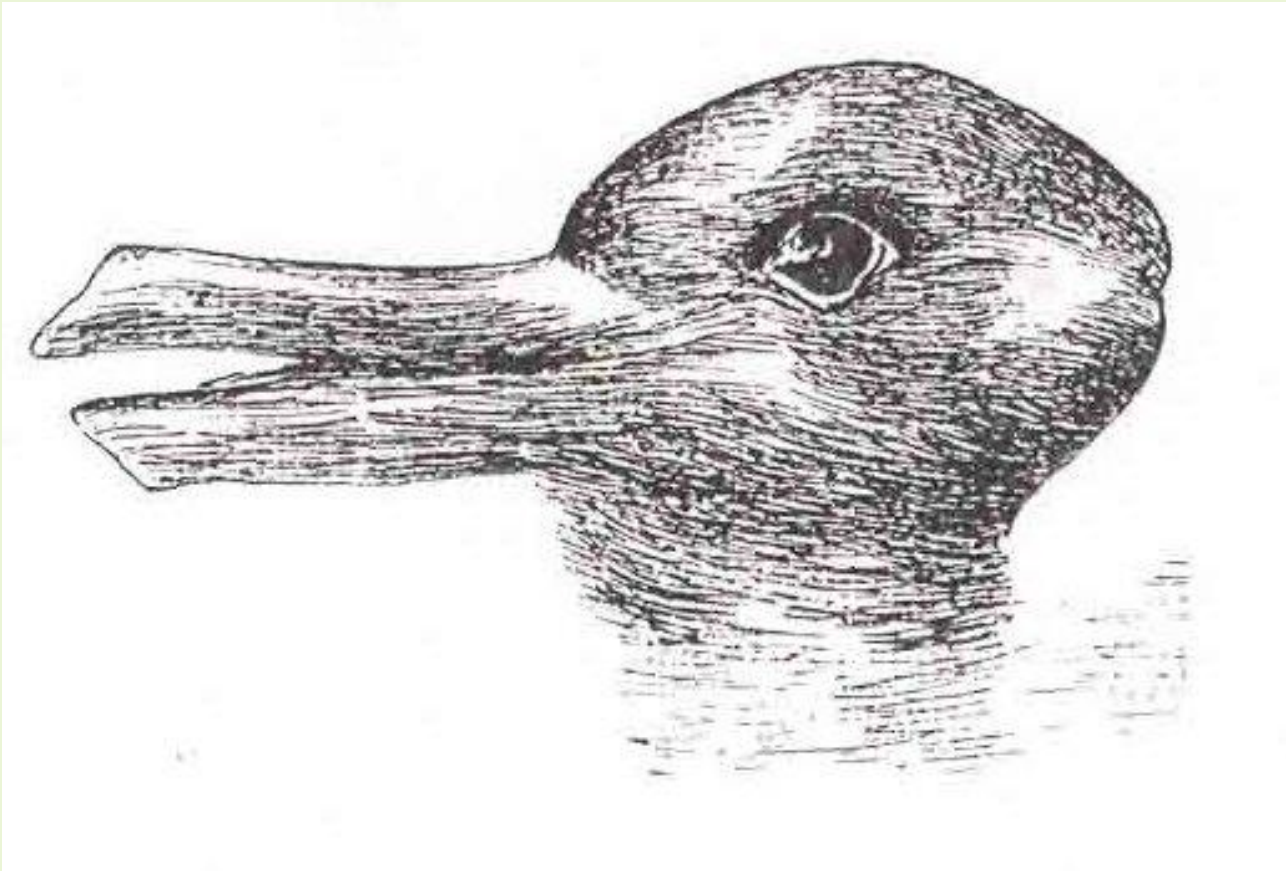
Multimodal presentations

Speeches (formal and informal)

- English Middle School programming and assessment is guided by
  - ASSESSMENT FOR LEARNING**
  - ASSESSMENT AS LEARNING**
  - ASSESSMENT OF LEARNING**

# For example- The importance of visual deconstruction!

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Is it a duck or a rabbit?

Can our interpretations co-exist?

How do we 'read' texts that exist in our world and develop skills to express these meanings?

HSIE: Quick Quiz

Name the boy

pharoah

Name the world's  
largest ocean

This flag represents  
which country?



What is the capital  
of New Zealand?

In what year did  
World War II begin?

# MIDDLE SCHOOL – HSIE: History

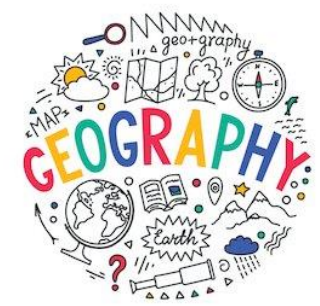
Four Units of work over the two years

- ❖ Medieval Europe
- ❖ Japan Under the Shoguns
- ❖ Ancient Egypt
- ❖ Ancient China





# MIDDLE SCHOOL - HSIE: Geography



Four Units of work over the two years

- ❖ Landscapes and Landforms
- ❖ Place and Liveability
- ❖ Water in the World
- ❖ Interconnections



All units encompass Geographical Tools (mapping)



# Assessment – English & HSIE

- Combined Tasks
- Four Assessment Tasks
  - Two English and History
  - Two English and Geography



## Stage 4 Task Notification

<b>Course</b>	Stage 4 Middle School		
<b>Date of Notification</b>		<b>Task Number</b>	3
<b>Date Due/Date of Task</b>	Term 3, Week 9	<b>Task Weight</b>	English 20% Geography 35%
<b>Contact Teacher</b>	Homeroom Teacher	<b>Submission Method</b>	Hand in

### Outcomes assessed

#### ENGLISH

EN4-8D: Identifies, considers and appreciates cultural expression in texts

EN4-9E- uses, reflects on and assesses their individual and collaborative skills for learning

#### GEOGRAPHY

GE4-2 describes processes and influences that form and transform places and environments

GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry

### Description of the task

#### Type of task: Visual Representation & Analysis

#### PART A: English

Students are to create a visual representation of any aspect where water is a central priority. This could be exploring water as a resource, a natural disaster or its cultural significance. Students can choose from the lists below for their type of visual representation and idea of investigation.

#### Investigation Topic

- Flooding
- Tsunamis
- Water scarcity/Drought
- Cultural uses of water
- Variability of water/Quality
- Hydrological cycle
- Spatial distribution of water/Quantity
- Sustainable water management
- Student developed idea (discussed with teacher)

#### Visual Representation Mode

- Diorama
- Animation
- Poster
- Advertisement (video or banner)
- Drawing
- Collection of animated images
- Animated slide show
- Picture book
- Student developed idea (discussed with teacher)

#### PART B: Geography

Students are to complete a research component that accompanies their visual representation. Students will be provided with a research report scaffold that will allow them to demonstrate their understanding of key geographical skills and knowledge.

Tasks that must be completed in this report include; mapping, latitude and longitude, and an extended response.

# MIDDLE SCHOOL - LOTE

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Year 7 - Korean Language

Hello

안녕하세요  
an nyeong ha se yo

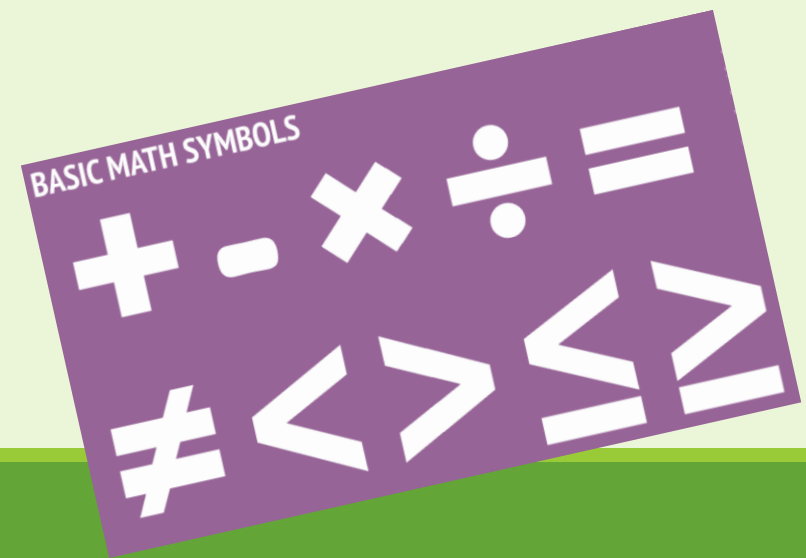


# MATHEMATICS

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Year 7 students will develop understanding and fluency in Mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning.

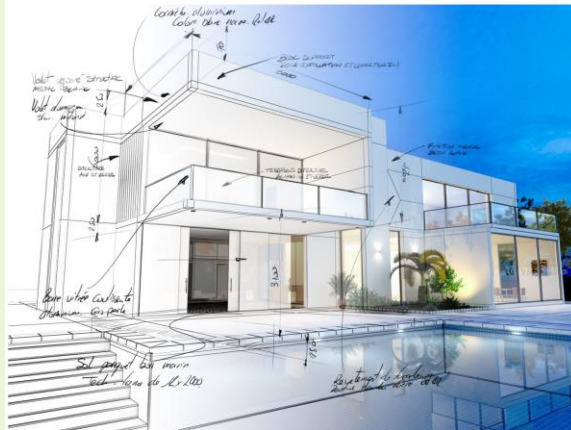




# MATHEMATICS

Mastering Mathematics at Cessnock High School will open doors to the most spectacular career opportunities!

1.) Building Design and Architecture



3.) 21st-Century Medicine



4.) Urban Planning



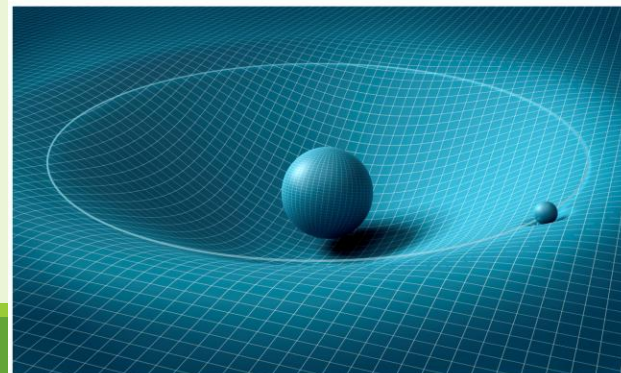
VR Video Game Design



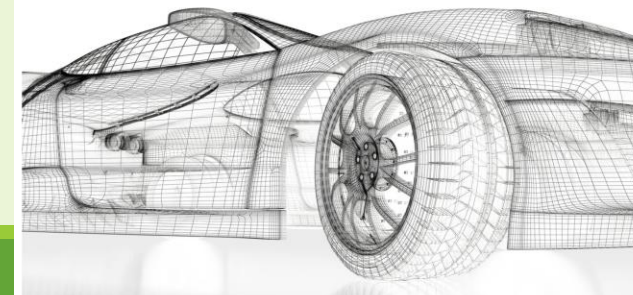
6.) Electronic Music Production



7.) Quantum Physics



10.) Automated Transportation Design



# MATHEMATICS

We also teach you the skills that solve those annoying maths puzzles that appear on Social Media 😊

## VIRAL MATH PROBLEM

$$6 \div 2(1+2) =$$

$$\text{Snapchat} + \text{Snapchat} = 14$$

$$\text{Instagram} + \text{YouTube} = 18$$

$$\text{Snapchat} + \text{Instagram} = 13$$

$$\text{Snapchat} = ? \quad \text{Instagram} = ? \quad \text{YouTube} = ?$$

## VIRAL MATH PUZZLE

$$\text{House} + \text{House} + \text{House} = 45$$

$$\text{Banana} + \text{Banana} + \text{House} = 23$$

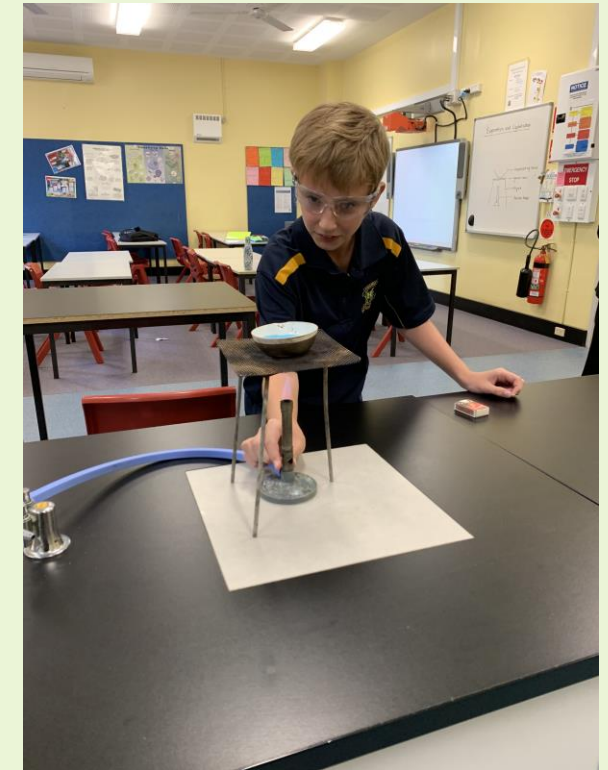
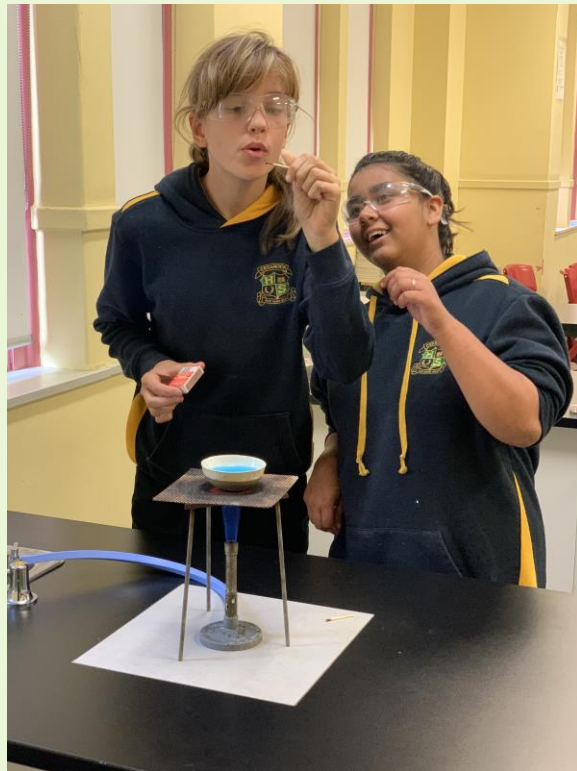
$$\text{Banana} + \text{Clock} + \text{Clock} = 10$$

$$\text{Clock} + \text{Banana} + \text{Banana} \times \text{House} = ??$$

# SCIENCE



In Year 7 Science, students get to investigate, explore and experiment!!!

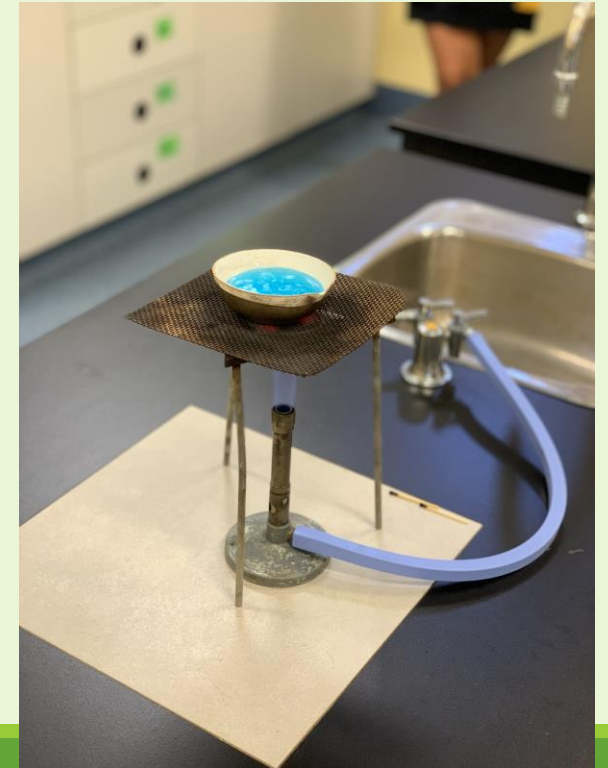
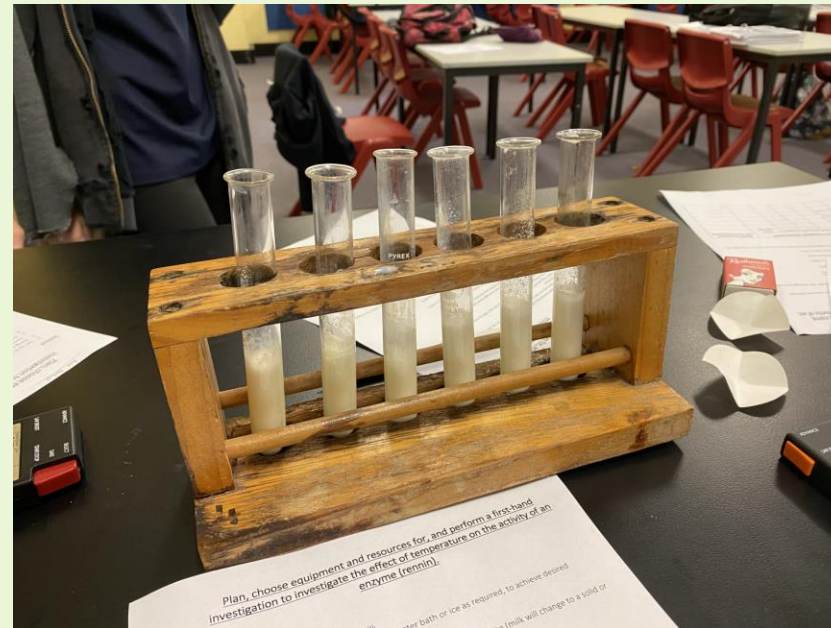
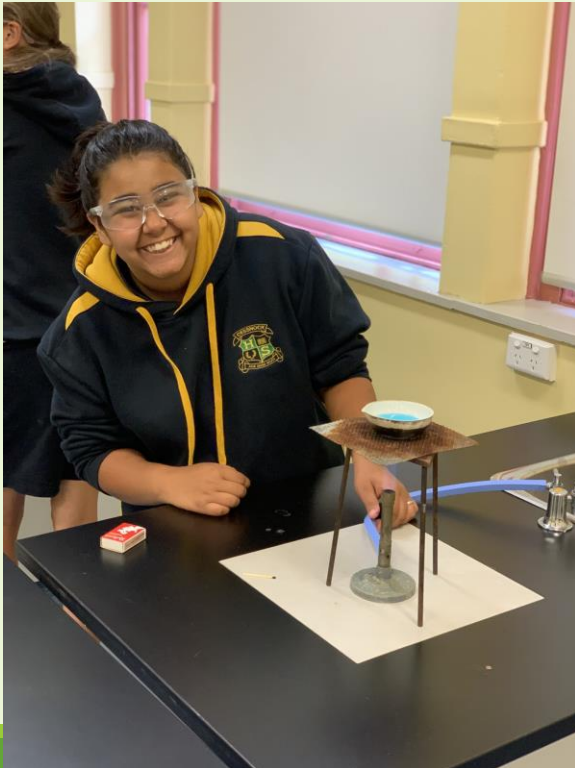




# SCIENCE

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They begin by learning their way around a scientific laboratory and the safety rules and equipment required.

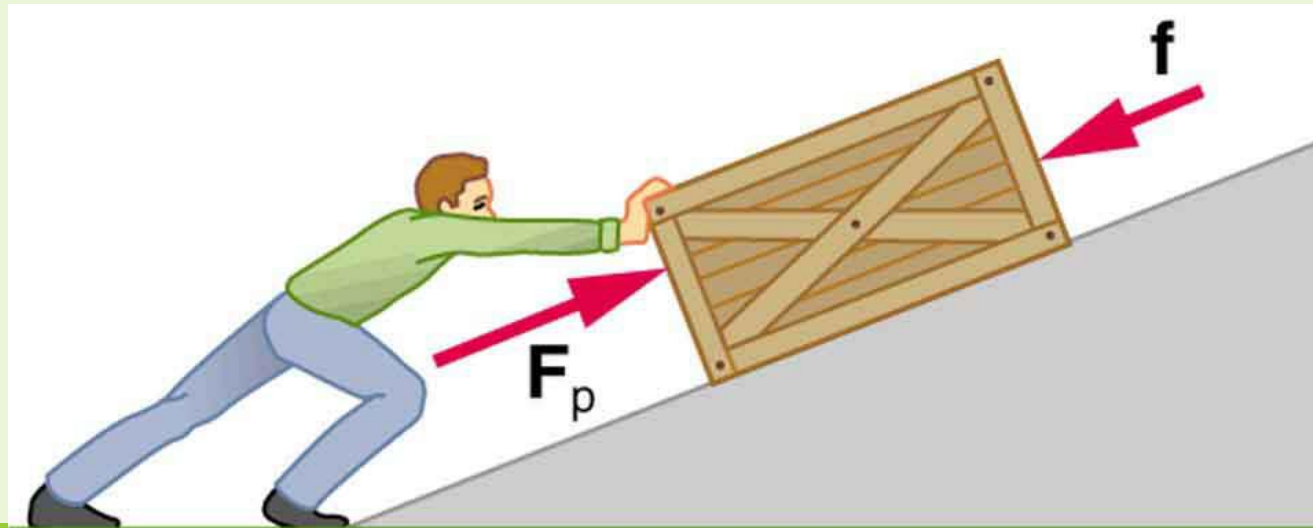


# SCIENCE

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They will then get to study 4 different areas of Science including:

**The Physical World** - the action of unbalanced forces in everyday situations



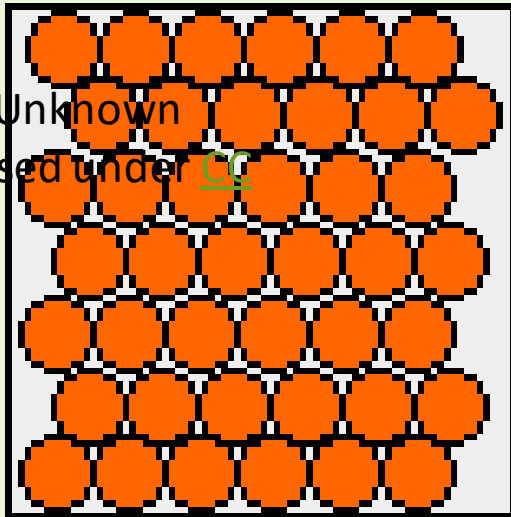
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# SCIENCE

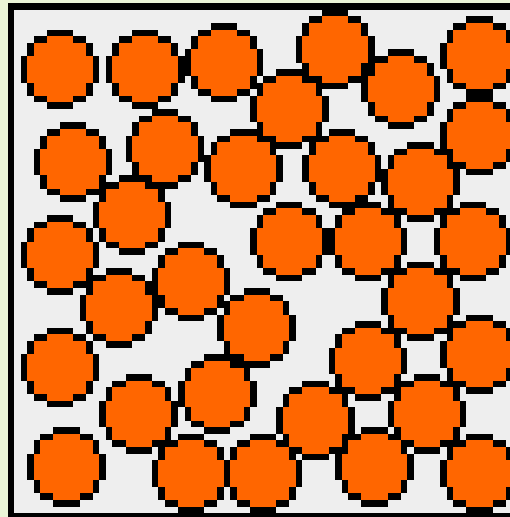
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**The Chemical World** – observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles

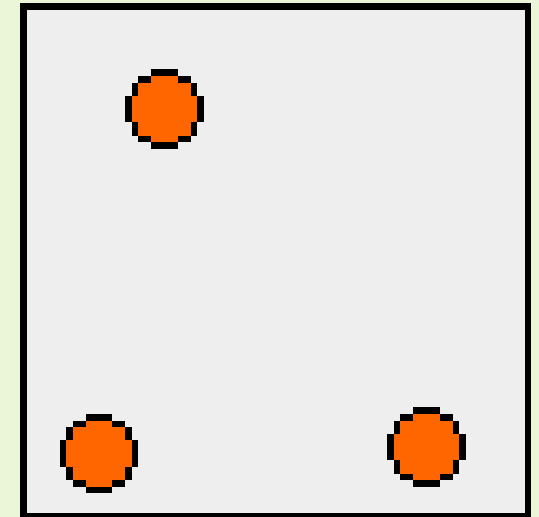
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solid



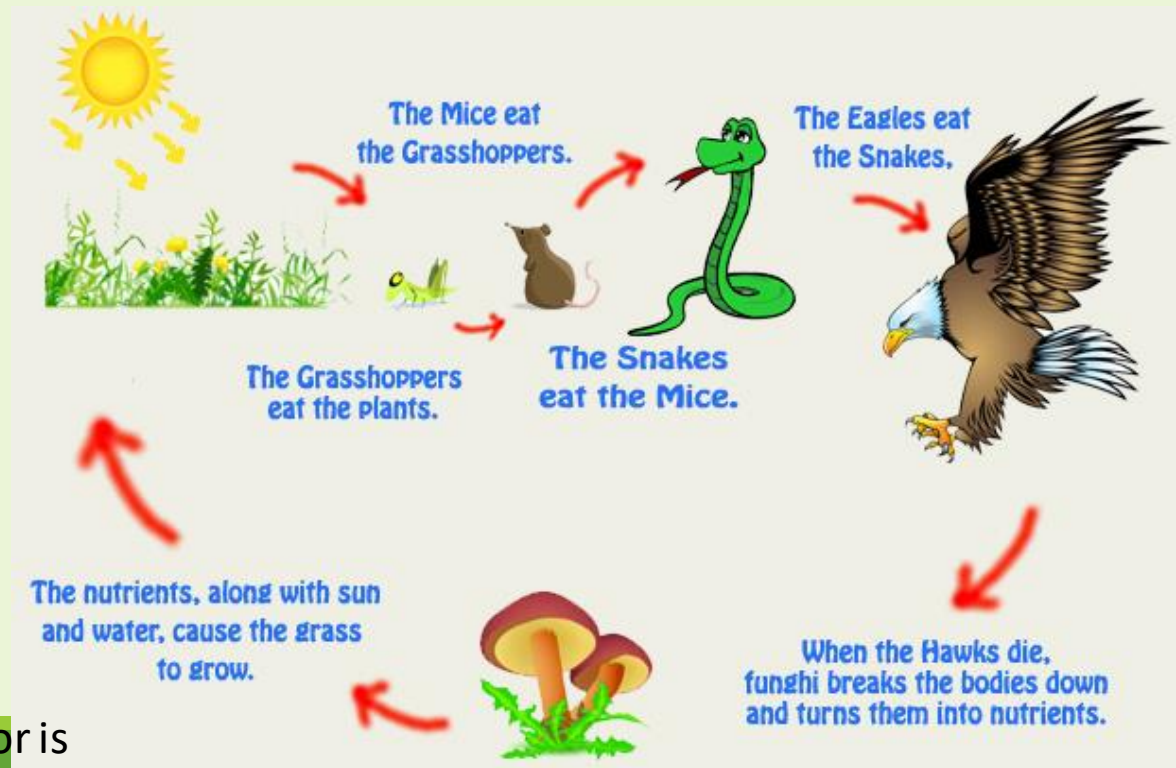
liquid



gas

# SCIENCE

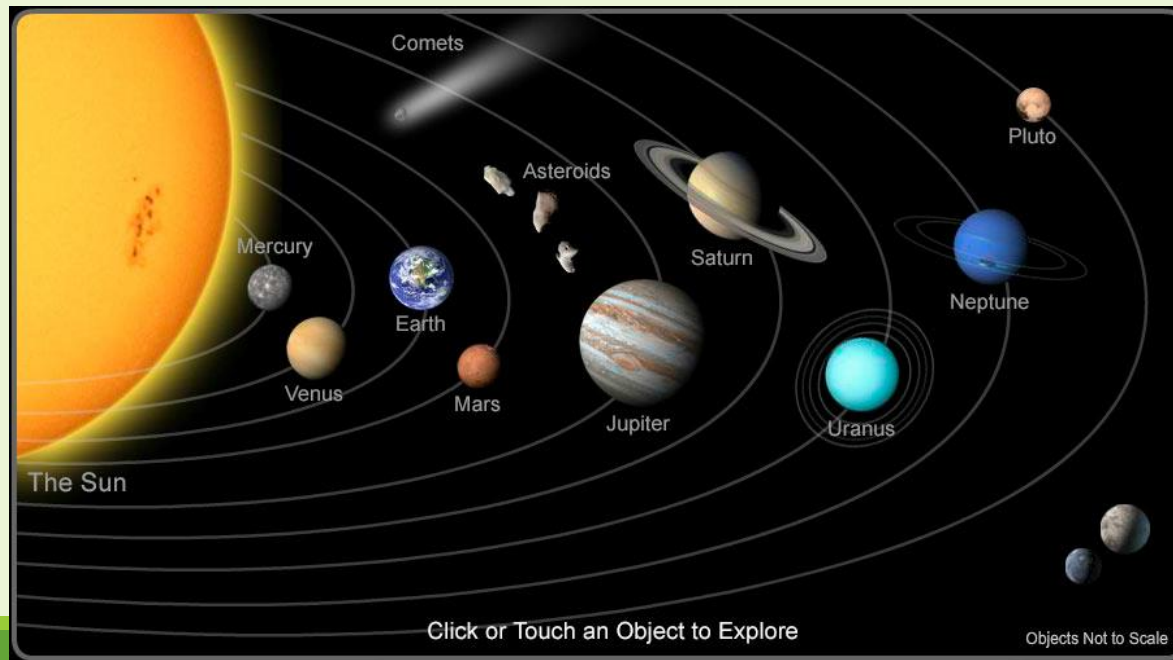
The Living World – relating the structure and function of living things to their classification, survival and reproduction



# SCIENCE

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**Earth and Space** – describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and Solar System



# SCIENCE

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Throughout these topics students will have the opportunity to:

- Learn the methods behind scientific investigations
  - Plan and perform first-hand investigations
  - Research scientific areas of interest
- Learn about new technologies and how they can improve the world around us
  - Most of all have a lot of fun learning!!!

# PDHPE

The PDHPE faculty is a dynamic, passionate and enthusiastic team. Our goal is not only to develop content skills and knowledge but to facilitate opportunities for students to grow, to be challenged and develop characteristics that will assist them to achieve physically, socially, mentally and in the classroom or workforce.

Year 7 will study the following units of work



Year 7 will study the following unit of work:

- Changes transitions and challenges
- Fundamental Movement Skills
- Athletics /Cross Country
- Nutrition
- Fighting Fit
- Like, Share, Comment
- Gymnastics and Movement Skills
- Invasion Games
- Cultural Games
- Puberty
- Backyard Games





# School Carnivals

Swimming

Athletics

Cross Country



# Sport

At Cessnock High School our Year 7 Students participate in an integrated sports program. Whereby they rotate around a number of school based sports and/or access external provides via the Sport in schools funding initiative.

From Year 8-10, students get to participate in a whole school sports afternoon. Students can elect the sports they wish to participate in and access of site facilities and coaches within the community. This term students have been participating in **CrossFit, Lawn Bowls, Aqua Golf, PCYC Skate park, bushwalking and Weight Training**, along with many others.



# Knockout Sport and Regional Trials





# TAS/CAPA Faculty

**Hands on learning for our students"**

In the TAS/ CAPA faculty at Cessnock High we offer a range of subjects that are delivered by specialised teaching staff in quality learning environments. Stage 4 include:

- Technology Mandatory
- STEM
- Visual Arts
- Music



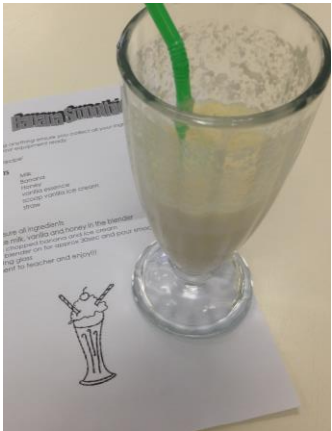
# TAS Technological and applied Studies: Technology Mandatory

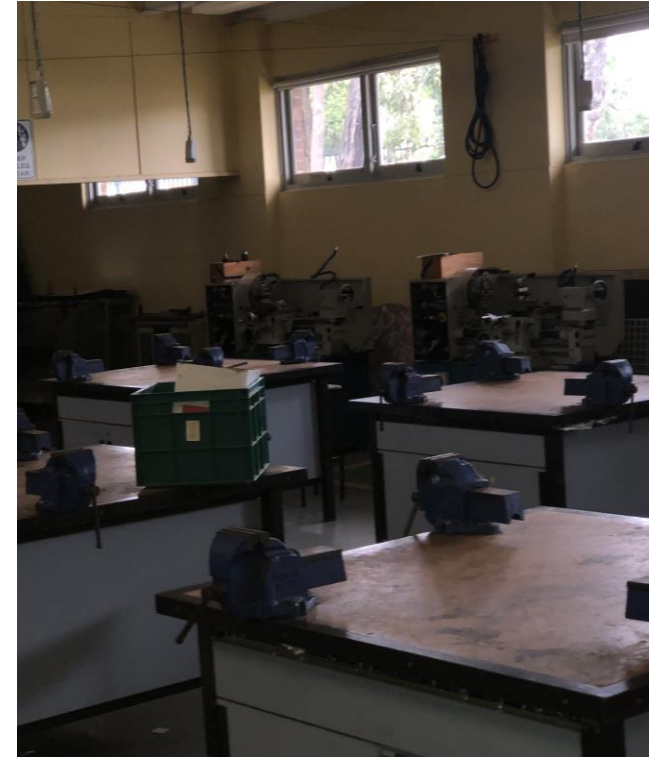
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In year 7 and 8 students participate in Technology Mandatory comprising of 150 hours.

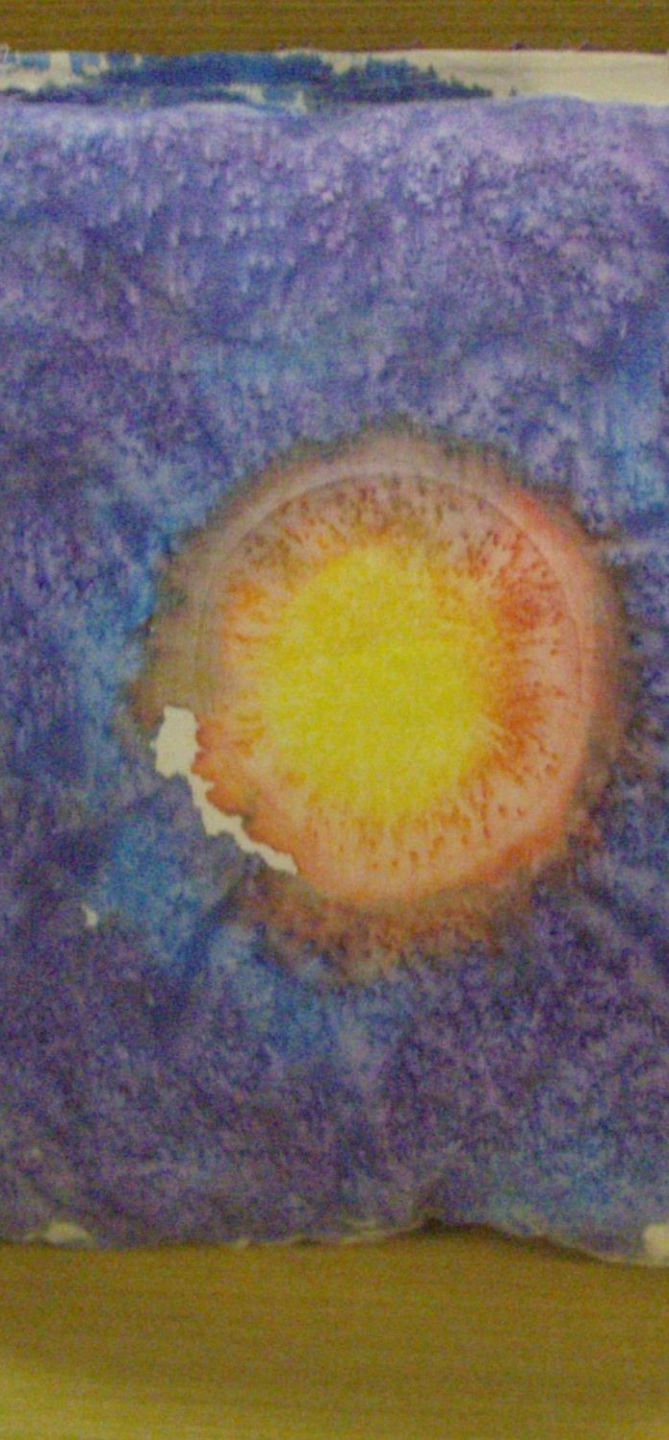
Each term student classes rotate into a new Topic Area. They have the opportunity to learn new skills in a practical environment and develop knowledge and understanding in their theory lessons and complete a design portfolio.

Students will develop their awareness of where their food comes from and food from around the world including food photography, tricks and tips





into using basic machinery in the work rooms, how to correctly measure, force and motion all to produce a finished product like an acrobat toy and rubber band race car.



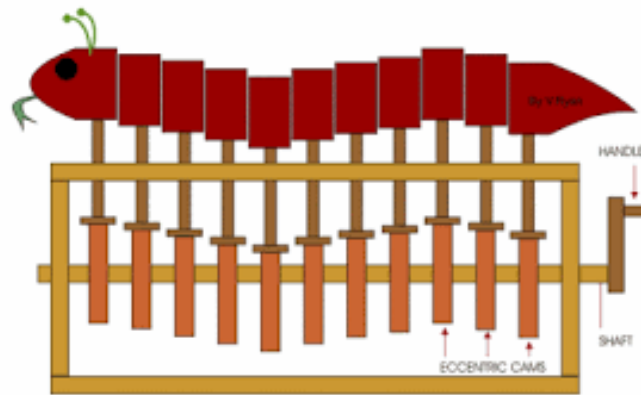
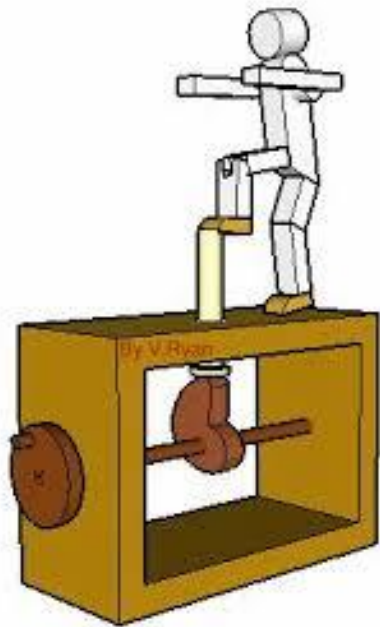
# Textiles – mixed material

STUDENTS LEARN BASIC SEWING SKILLS AND THE IMPORTANCE OF FABRIC REUSE AND SUSTAINABLE FASHION. VARIOUS TECHNIQUES ARE RESEARCHED, AND WE LOOK AT ALTERNATIVES TO DYES USING ITEMS IN THE KITCHEN PANTRY.

# STEM – Science, Technology, Engineering, and Mathematics

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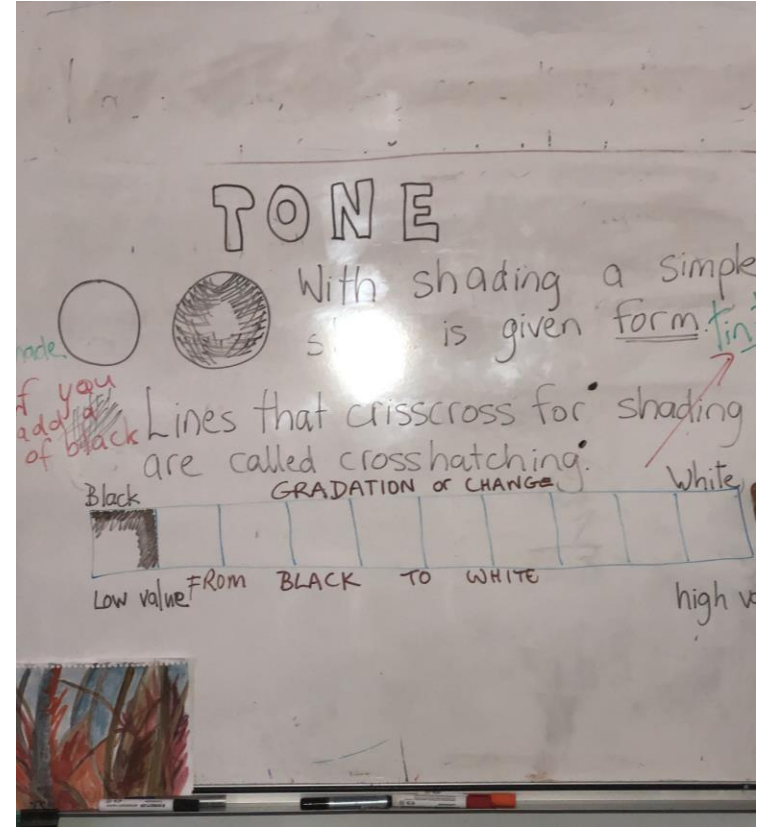
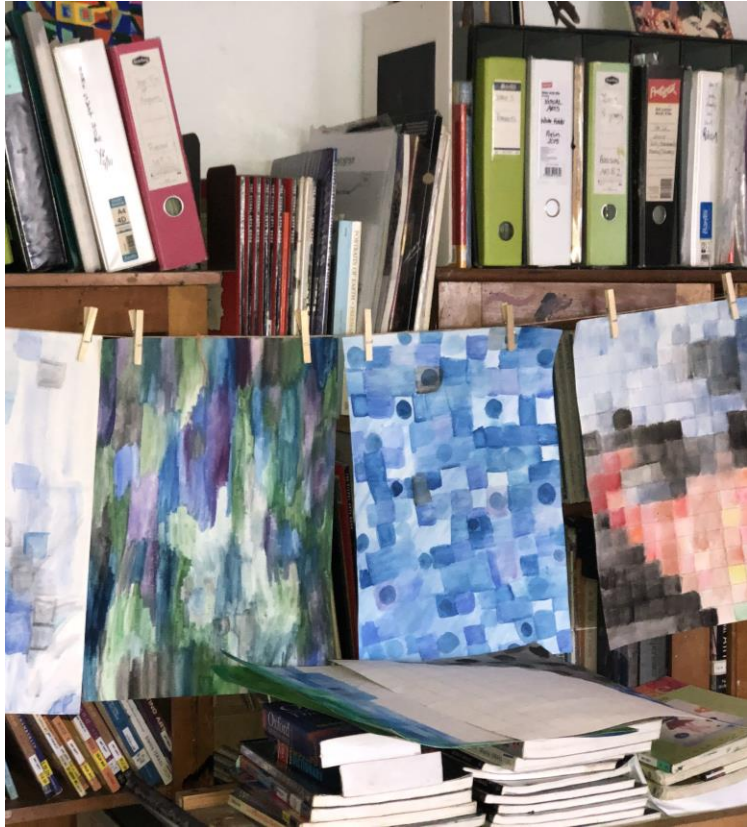
THIS COMPRISES OF 50 HOURS OF DIGITAL TECHNOLOGIES OVER THE TWO-YEAR COURSE



STUDENTS DEVELOP SKILLS TO PRODUCE A COMPUTER GAME AND A MECHANICAL TOY.



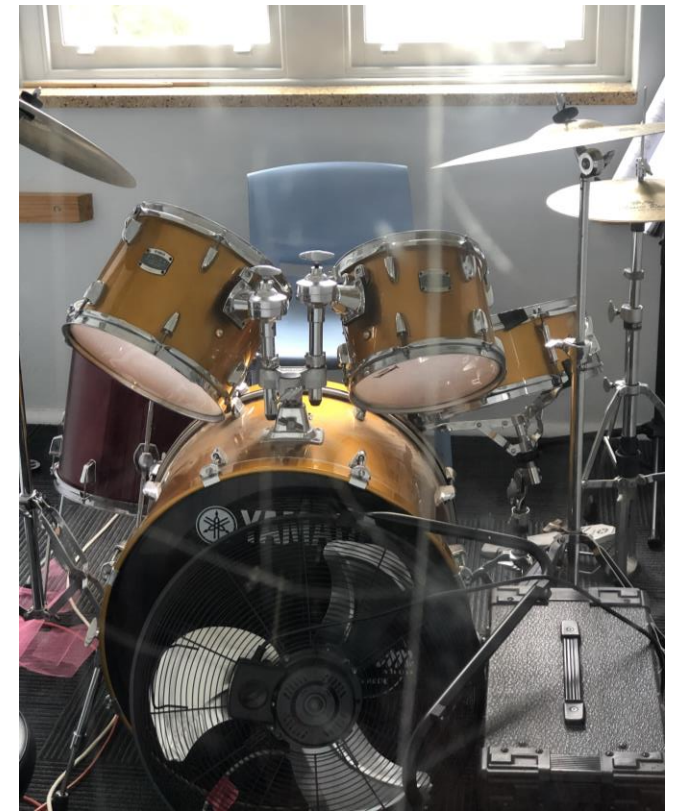




# CAPA – Creative and Performing Arts

STUDENTS PARTICIPATE IN **VISUAL ARTS** IN YEAR 7 FOR THE FULL ACADEMIC YEAR. THEY LOOK AT ELEMENTS OF DESIGN AND PRINCIPLES OF COMPOSITION

**Music**— students participate in Music in Year 8 for the full academic school year. Student develop techniques in music composition and aural skills. They have opportunity to learn the arts of mixing using cutting edge technology.



# Disability, Learning and Support

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## Students with a disability

The DoE Disability Strategy sets out the department's plan for providing children and young people with disability, their families and the broader community with an education system that meets their needs.

Inclusive education at Cessnock High School means all students can access and fully participate in learning, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.

Funding Support

Tailored individual modifications / adjustments

Individualized Education Plans

Specialist Support Staff

Professional Learning

# Disability, Learning and Support

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## **What is personalized learning and support?**

Personalized learning and support is a process that supports a wide range of students with additional learning and support needs.

Personalized learning and support is underpinned by evidence of four key elements or areas of activity:

- The assessed individual education needs of the student
- The provision of adjustments or support to meet the students' assessed needs
- Monitoring and review of the impact of the adjustment or support being provided for the student
- Consultation and collaboration – of teachers with parents, support staff and other professionals where required.

# Disability, Learning and Support

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Roles and responsibilities at CHS and in the DOE

*Many people contribute to supporting students with disability and additional learning and support needs and they have a wide range of roles and responsibilities to fill.*

- Classroom teacher
- Learning and support team
- Learning and support Teacher (LAST)
- Assistant principal learning and support (APLAS)
- Itinerant support teacher (hearing or vision)
- Assistant principals (hearing or vision)
- Support teacher transition
- School learning support officer (SLSO)
- School counsellor
- Senior Psychologist, Education

Any enquiries please  
call the office and ask  
for Leah Watts



SEEK  
Learning Centre

# SEEK

## Supported Education to Empower Kids

- Specialist support classes cater for students with moderate to high learning and support needs including students with: intellectual disability, mental health concerns, autism, physical disability, sensory impairment, behaviour disorders
- Specialist support classes in mainstream schools have fewer students than mainstream classes, depending on the class type
- Every specialist class has a teacher and a school learning support officer
- access to transport assistance under the Assisted School Travel Program
- For students enrolled in specialist classes in mainstream schools, there is the flexibility for them to undertake some of their learning in other mainstream classes in the same school. This is largely dependent upon the resources available and the personalised learning and support needs of the students
- Applications for placement are through the Access Request process. An Access Request is arranged by the school learning and support team at the local public school.
- A student is offered enrolment in a specialist support class in mainstream school through a placement panel process. A student's eligibility is determined through the Department's disability criteria as well as the availability of a place in an appropriate specialist support class.



# SEEK Programs

- Our vision is to "create lifelong opportunities" enhancing the development of each student's academic, social and emotional development through innovative practice, high expectations and empowering students to become interdependent and successful life-long learners and valued members of society.
- All learning programs and learning activities are differentiated and tailored to meet individual student's needs.
- We provide our students with as many hands-on, interactive learning experience as possible
- Some of our programs include Transition to Work, Community Access, STEM, Gardening and Maintenance as well as all Key Learning Areas



# Questions, Comments or Feedback?

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Please contact Melissa Haskara, Head Teacher Wellbeing or Cessnock High School with any feedback or suggestions regarding the evening, or any questions you may have.

Phone: 49901977

Email: [cessnock-h.school@det.nsw.edu.au](mailto:cessnock-h.school@det.nsw.edu.au)

Thank you