

NETWORK

CHERRYBROOK TECHNOLOGY HIGH SCHOOL

Term 3

Week 8B

4 September 2015



PRINCIPAL'S REPORT

Building Program Update

Late last week I met with three architects and the newly appointed project manager to discuss our new building. The group spent nearly three hours at the school discussing the needs of the school, possible locations for the building and the best way to construct the building with minimum disruption to teaching and learning.

The architects will now take this information together with the initial concept plans and come back to the school with a detailed plan for discussion and eventually approval.

The good news for our school community is planning is well underway and hopefully it won't be too long before construction begins.

Year 12 End of Year Activities

In the near future Year 12 will be spoken to about the school's expectations of their behaviour in the period leading up to and during the HSC. I have also written to all parents detailing the school's expectations and the timing and cost of the various events Year 12 students will be involved with in the way of official school functions. Any parent who did not receive a copy of this letter should contact me directly.

In short, the school expects the conduct of every Year 12 student to be sensible and responsible. There is no 'muck-up' at this school, but we encourage and support celebrations which are organised, fun and represent the values of the school and our community.

I would ask Year 12 parents to discuss with their sons and daughters any anticipated out-of-school activities and ensure these are conducted in a safe and thoughtful manner.

Any parents/students who are holding private parties are encouraged to register their party with the local police. This allows the police to patrol the area and be ready to respond should problems arise.

On a positive note I should say that this group of Year 12 has been an absolutely outstanding cohort of young men and women, participating in all school activities in a most positive manner and presenting as wonderful role models for our junior students. I am expecting the school to hear of the wonderful exploits of these fine young men and women for many years to come.

Student Resilience

Hopefully, parents are aware of one of our school's focus areas this year has been to increase the resilience of our students. As part of this push I have included two articles by Andrew Fuller in this week's *Network*, *Resilience and Girls* and *The Strengths of Boys*. I recommend these articles to you. They are based on deep research and offer some thoughtful, common sense ideas.

Deputy Principals' Conference

Last week our Deputy Principals, Mrs Bevan, Mr Townsend and Mr Clements, attended the annual NSW Deputy Principals' Conference. Each reported the conference was a huge success with many of the sessions really addressing issues which the school is working with on a daily basis. A full report from our deputies is available below.

BYOD and Cherrybrook Students

In the near future students will be surveyed about their use of their computers in the classroom given this is the first year the school has moved to the full implementation of BYOD.

As you are aware the school has invested very heavily in appropriate professional learning for staff and observing classes in action suggest that this time and money has really reaped rewards.

Students tell me they are using the computers in a way which has really expedited learning and are truly benefitting from their access to technology. This understanding and use of technology in learning is certainly assisting in student learning and will have the school well placed when the NAPLAN tests go online in 2017 and the HSC sometime after this.

My sincere thanks are extended to our parent body for embracing the BYOD concept so wholeheartedly and in the process helping Cherrybrook stay the Number one Technology High School in Australia.

SASS Recognition Week

On Wednesday of this week a morning tea was held to recognise the wonderful work and the enormous contribution the SASS (School Administrative Support Staff) team make to the functioning of Cherrybrook Technology High School. Staff enjoyed freshly brewed coffee from our coffee shop and a variety of sweet delights.

Congratulations to...

- Mr Fernandez and his Mock Trial team, who were successful this week with a victory over Henry Kendall High School, placing them in the final sixteen in the state.

Mr Johnson



Deputy Principals' Conference

All three Deputies had the opportunity to attend the Annual Secondary Deputy Principals' Conference on Thursday and Friday last week, which was hosted by Western Sydney region and held at the Four Seasons Hotel in Circular Quay. The two days featured several keynote speakers and workshops focussing on current issues in education. Highlights from the conference included:

◇ Michael McQueen who is a leading specialist in demographic shifts, change management and future trends. He focussed on strategies for connecting with Generation 'Y' and as a familiar face on the international conference circuit, he has shared the stage with people like Bill Gates, Whoopi Goldberg and Larry King. The focus of his presentation was threefold:

- The next generation are switched on, plugged in, fragile and empowered
- The climate of the classroom is changing rapidly
- Parental expectations and attitudes are also changing.

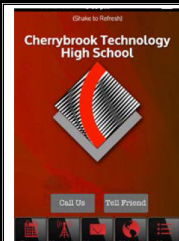
◇ Paul Dillion who has led drug education in Australia for the last 25 years. DARTA (Drug and Alcohol Research, Training Australia) regularly update agencies with trends and data of drug use within this country. Paul works with schools regularly to educate the youth about the risks and dangers of drug use. Paul spoke about the dangers and temptations faced by the youth of today and provided interesting statistical information about the trends of illicit drug use in Australia.

◇ Ross Menzies is a Cognitive Behavioural Therapist whose research is at the forefront of treatment for mental health and behavioural problems. His presentation explored the occurrence of mental health issues from their earliest onset through adolescence and into adulthood. There was a focus on the behavioural treatment of children suffering from ADHD as well as other issues like school refusing, depression, anxiety and attentional problems.

◇ Amanda Gore was the final keynote speaker and WOW! Talk about going out with a bang! Amanda is a performance and communications expert who believes success is about feelings. Her statistics show that people who are happy at work are 31% more productive and three times more creative. Amanda has been inducted into the US Speakers Hall of Fame and her YouTube channel is worth a look! Her presentation focussed on the idea of bringing out people's positive spirits, inspiring people to change or handle challenges creatively and motivating people to be their best.

There were also workshops which focussed on a range of information, some from DoE and also follow up session from keynotes. These workshops included, social changes, legal issues for schools, seven habits of effective people, connecting with classrooms of the future, cultural competency, safety and security, NSW Strategic Plan, Managing Staff Behaviour, as well as a range of other DoE reforms we are currently implementing.

Mr Townsend



Cherrybrook Technology High School App

Go to the App Store or Google Play and search for "Cherrybrook Technology High School" to download this free app. This will provide you with school information, maps, dates of upcoming events and much more, even when you are on the go. By enabling push notifications you will receive important information instantly.

It's a Women's World

On Tuesday 1 September, four Year 12 girls, Kavita Murali, Erandi Jayasuriya, Vidhi Nanda and Saira Chadda, attended an all-girls seminar called *Footpath to Finance*. At the event we gained valuable insight into how the financial services industry is no longer just 'the boy's club'. The speakers, stemming from ten significant TNC's including Credit Swiss and the Macquarie Group, educated the 90 girls attending about ways to enter the financial services industry as well as pathways into the industry if our first preference does not work out.

To help promote the entrance of women into the workforce in general, a Goldman Sacs representative briefed the attendees on interview and job ready skills to help support their entrance into the workforce, promoting a rise in female participation rates. After the debriefing session we felt the network session, where we could introduce ourselves to representatives from banks such as Deutsche Bank and ask questions concerning their role, gave us the most valuable insight into this exciting occupational field. It exposed us to a wide variety of career options which we had never previously considered. The organisation by Professional Cadetship Australia was impeccable with an efficient running of each stage of the event and a perfect selection of speakers and members of the industry providing us with an invaluable experience and information on how to approach a career in the financial services industry. We would like to thank Miss Kerr for organising the day and accompanying us on the excursion.

Saira Chadda



The Partners in Learning Parent Feedback Survey

A friendly reminder regarding the Partners in Learning Survey. This survey asks parents and carers questions about different factors which are known to impact on student wellbeing and engagement.

The survey is conducted entirely online, completely confidential and typically takes only fifteen minutes or less to complete. It can be completed anytime between now and Friday 16 October. Participating in the survey is entirely voluntary. However, your responses are very much appreciated.

To access the survey you can click on the following link:

https://nsw.tellthemfromme.com/j_acegi_security_check?j_username=parent16917&j_password=Che8592

The link is also available on our website under 'Information/Tell Them from Me Survey'. If all this fails, you can go directly to the following website <https://www.tellthemfromme.com/login.htm> and enter the login details as listed below:

Username: parent16917

Password: Che8592

Mr Clements

Year 10 Baristas

A group of Year 10 baristas and volunteers defied the wet weather and worked a morning shift at John Purchase Public School's Father's Day Breakfast today. Our students showed initiative and expertise and were complimented on their people skills, presentation and enthusiasm. Thank you to Sabah Tahir, Sinead McNicholas, Lily Cook, Carmen Bagnulo, Sarah Crompton and Thomas Spence. Year 9 students will be asked to join this program next term.

Mr Hind



Big History

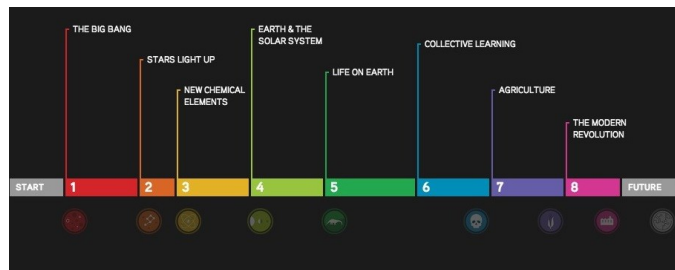
Last Saturday Mr Searle and Ms Hampe went to the Big History Project Implementation and Information Day at Macquarie University. David Christian, the historian who first developed the Big History course, spoke to a range of interested educators about his course, its aims and key concepts. Other presenters spoke about how they had implemented the Big History course at different schools and its benefits to student understanding.

Big History is an interdisciplinary study of change over time. Big History equips students with important skills to think theoretically and critically about significant historical and scientific events starting from the Big Bang 13.7 billion years ago to the present, touching on questions which concern all humans.

The Big History Project is a state of the art online learning platform created by expert educators and specialists from the wide range of disciplines. It was created through funds provided by billionaire Bill Gates and is open to everyone. About 300 Australian schools and thousands across the world are teaching this new and exciting course.

Next year a Stage 5 class will undertake the 100 hour course (three periods a week for two semesters) as a history elective. More information can be found at <https://school.bighistoryproject.com/bhplive>

Mr Searle, Head Teacher HSIE



Matilda Excursion

Fifty students and three teachers were very fortunate to have the wonderful experience of going to see a stage adaptation of Roald Dahl's Matilda at the Lyric Theatre on Wednesday.

With music and lyrics by Tim Minchin, this is a completely captivating piece of entertainment. A little trip to the food hall at Darling Harbour prior to the show extended the notion of 'treat' even further.

Miss Holt's Stage 5 musical theatre class really gained some valuable insights into what it takes to be a performer in a really big stage production. The dance and movement choreography was simply superb.

Amongst the Stage 5 representation were a number of our Stage 5 drama students who also were thrilled by the spectacle and skill the production boasted.

Our Stage 4 drama students who attended have much to aspire to as they continue to develop their talent and interest in the performing arts.

A big shout out to Miss Holt for her organisation of the event and to Mr Jones for his assistance in the smooth running of the day out.

I saw (some of) the show in London in 2012, but enjoyed it far more this time because I wasn't severely jetlagged!! Our home grown local talent here in Australia is absolutely world class with most of the cast having graduated from prestigious training institutions like NIDA, WAAPA, Victorian College of the Arts and Theatre Nepean.

Thank you to all the lovely parents who supported their children to attend this entertainingly enriching performance.

Ms Cannon



Resilience and Girls

Andrew Fuller and Andrew Wicking

Over the past year, Resilient Youth Australia has surveyed 18,156 young Australian females in years 3 to 12 to gain a picture of their resilience.

This paper is written to help you think about ways to build upon the strengths of girls and young women as well as addressing their areas of risk and vulnerability. Our aim is to help them to live safe, happy and fulfilling lives.

The strengths of Australian young women

46% of girls and young women have excellent or good levels of resilience. We have a solid core of girls and young women who have resilience and who can be called upon to help raise the resilience of others.

The areas of strength for young girls are their connectedness to the adults in their lives and their understanding of boundaries and expectations. This is also confirmed by their strong sense of belonging to their families and to school.

Girls are less strongly connected to their friendship groups and to their community. We know that the most powerful antidote to suicide, violence and drug abuse is the sense of belonging people have in their lives.

Feeling empowered enough to right wrongs and injustices is also a relative strength. Involving girls in projects that make a difference in the world alongside positive adults is a powerful way of lifting resilience and to strengthen their sense of agency and identity.

The challenge for girls is in building a strong sense of personal identity where they score lower than boys. We want young Australian women to feel they can make positive, meaningful changes to the world.

School is important to girls with 85% reporting they are highly engaged at school and 84% valuing success for themselves.

Hope is a key predictor of well-being. The loss of hope is associated with despair, depression and low motivation. Hope is the feeling that you can set goals and find ways to achieve those goals. 64% report that they are very hopeful about their lives. 40% of girls feel they are doing pretty well most or all of the time.

Persistence is also an area of relative strength with 34% reporting that they solve problems when others would give up trying.

The majority of girls feel confident (65%), able to make decisions (82%) and able to confront problems they face in their lives (78%).

76% of young women do not see violence as a useful way of solving interpersonal problems. 80% are not at risk of alcohol problems and 95% are not at risk of illegal drug problems. 88% of young women do not gamble online.

67% of girls feel that have an adult in their lives who cares for them and 65% believe adults listen to their points of view.

In essence we have a large group of capable young women who are well linked to their families, engaged and encouraged by their schools and are positive about their future. They do not see violence and bullying as appropriate and are not inclined to experiment overly with alcohol or illegal drugs.

What our least resilient girls look like

Compared to the capabilities and strengths of most girls, life for the 18% of girls with low levels of resilience looks very different.

For these least resilient girls, school is not welcoming, home is not a place of connection, and friendships when they occur don't come easily. In short they feel disconnected, unsupported, alienated and without hope of change.

Only 21% of our least resilient girls feel they have an adult that cares for them and only 24% have an adult who listens to them or acts as a positive role model for them

These girls hold more positive views towards alcohol, drug use and the use of violence in solving relationship issues. 21% of have felt it is necessary to carry a weapon at school.

How to increase the resilience of girls.

Our nation and our communities need to develop strategies to impact on our least resilient girls if we are to increase overall well-being. It is not an easy challenge. They are not always well linked into their families, are not active participants in their communities and they are relatively impervious to classroom based interventions. They are not without strengths but they are at-risk and are difficult to reach.

To impact positively on our least resilient girls we need to engage the girls with good levels of resilience. These are the young women who could show leadership and act as role models to less resilient girls but do not feel they are able to.

We need to activate the hero and the leader within this group of girls as a matter of priority.

The 46% of girls with good levels of resilience show strengths in links to adults, empowerment and boundaries and expectations. They also have positive levels of hope and the capacity to solve the problems.

This is in contrast to the 18% of girls with low levels of resilience who have few positive values, lack many social skills and have a low sense of their ability to make a positive contribution.

Our research indicates that the following steps are effective in increasing resilience in girls.

1. Complete the on-line Resilience Survey. To date this shows the distribution of resilience is

| | |
|-----------------|--------------|
| High resilience | 9% of girls |
| Good resilience | 37% of girls |
| Fair resilience | 36% of girls |
| Low resilience | 18% of girls |

2. Share local results with local councils, youth leaders, school staff and the local community members to develop strategic priorities.

3. Convene focus groups of young people of different resilience levels where they will endorse some findings and refute others.

4. Increasing resilience involves engaging girls at different levels of resilience to devise projects that will be seen as worthwhile by everyone. These projects draw upon the strengths of the more resilient girls and engage and lift the low areas of the less resilient girls.

To date " Students create the future projects" have been created by students to:

Donate shoes to Africa
Friendship Days
Amazing Race activities
Pledge academic success
Encourage tolerance and diversity
Increase compassion in schools
Community arts and literacy projects
Develop circus and drumming Skills.

5. Interested adults meet regularly with student teams to guide the projects.

6. Local adults look at the results and discuss what interventions or changes are needed in addition to student-led projects.

7. The survey is then repeated annually to evaluate successes to date and to further refine future interventions.

Andrew Fuller can be contacted at www.andrewfuller.com.au

If you are interested in enquiring about the survey, please contact: Dr. Andrew Wicking, General Manager Phone: +61 400 113945 Email: andrew.w@resilientyouth.org.au

If you would like to download free materials related to these topics go either to the Resilient Youth Australia website or www.andrewfuller.com.au or on facebook like "Resilient Youth Australia" [:https://www.facebook.com/ResilientYouthAustralia?ref=hl](https://www.facebook.com/ResilientYouthAustralia?ref=hl)

We would like to thank the schools, communities and young people who have participated in the survey to date.

Resilience Update

- The strengths of boys

Andrew Fuller and Andrew Wicking

Over the past year, Resilient Youth Australia has surveyed 18,128 young Australian males in grade 3 to year 12 to gain a picture of their resilience.

This paper is written to help you think about ways to build upon the strengths of boys and young men as well as addressing their areas of risk and vulnerability.

The strengths of Australian young men

39% of boys have excellent or good levels of resilience. This tells us that while we have work to do, we also have a solid number of boys and young men who have resilience and who can be called upon to help raise the resilience of others.

The areas of strength for young Australian boys are their connectedness to their adults in their lives and understanding of boundaries and expectations. This is also confirmed by their strong sense of belonging to their families and to school.

Boys are less strongly connected to their friendship groups and to their community.

We know that the most powerful antidote to suicide, violence and drug abuse is the sense of belonging people have in their lives.

Feeling empowered enough to right wrongs and injustices is also a relative strength. Involving boys in projects that make a difference in the world alongside positive adults would be a powerful way of lifting resilience.

The challenge for boys is in building personal values, a strong sense of personal identity and engagement in learning.

School is important to boys with 77% reporting they are highly engaged at school and 79% valuing success for themselves.

Hope is a key predictor of well-being. The loss of hope is associated with despair, depression and low motivation. Hope can be seen as the feeling that young people can set goals and find routes to achieve those goals.

70 % report that they are very hopeful about their lives. 67 % of boys are feel they are doing pretty well most or all of the time.

Persistence is also an area of strength with 60% reporting that they can find ways to solve problems when others would give up trying.

The majority of boys feel confident (76%), able to make decisions (85%) and able to confront problems they face in their lives (83%).

58% of young people do not see violence as a useful way of solving interpersonal problems. 77 % are not at risk of alcohol problems and 92% are not at risk of illegal drug problems. 80 % of boys do not gamble online.

65% of boys feel that have an adult in their lives who cares for them and 64% believe adults listen to their points of view.

In essence we have a large group of capable boys who are well linked to their families, engaged in school and are positive about their future. They do not see violence and bullying as appropriate and are not inclined to experiment overly with alcohol or illegal drugs.

What our least resilient boys look like

Compared to the capabilities and strengths of most boys, life for the 21% of boys with low levels of resilience looks very different.

For these least resilient boys, school is not welcoming, home is not a place of connection and friendships when they occur don't come easily. In short they feel disconnected, unsupported, alienated and without hope of change.

Only 23% of our least resilient boys feel they have an adult that care for them and even less (3%) have an adult who listens to them or acts as a positive role model for them

These boys hold more positive views towards alcohol, drug use and the use of violence in solving relationship issues. 3% of them feel it is necessary to carry a weapon at school.

How to increase the resilience of boys.

Our nation and our communities need to develop strategies to impact on our least resilient boys, if we are to increase overall well-being. It is not an easy challenge. They are not well linked into their families, are not active participants in their communities and they are relatively impervious to classroom based interventions. They are not without strengths but they are at-risk and are difficult to reach.

To impact positively on our least resilient boys we need to engage the boys with good rather than high levels of resilience. These are the boys who could show leadership and act as role models to less resilient boys but do not feel they are able to.

We need to activate the hero and the leader within this group of boys as a matter of priority.

The 33% of boys with good levels of resilience show strengths in links to adults, empowerment and boundaries and expectations. They also have positive levels of hope and the capacity to solve the problems.

This is in contrast to the 22% of boys with low levels of resilience who have few positive values, lack many social skills and have a low sense of their ability to make a positive contribution.

Our research indicates that the following steps are effective in increasing resilience in boys.

1. Complete the on-line Resilience Survey. To date this shows the distribution of resilience is

| | % of boys |
|-----------------|-----------|
| High resilience | 6 |
| Good resilience | 33 |
| Fair resilience | 39 |
| Low resilience | 22 |

2. Share local results with council, youth leaders, school staff and the local community members to develop strategic priorities.

3. Convene focus groups of young people of different resilience levels where they will endorse some findings and refute others.

4. Increasing resilience involves engaging boys at different levels of resilience to devise projects that will be seen as worthwhile by everyone. These projects draw upon the strengths of the more resilient boys and lift the low areas of the less resilient boys.

To date these "Resilience Ambassadors" have devised projects to:

Donate shoes to Africa
Friendship Days
Amazing Race activities
Pledge academic success
Encourage tolerance and diversity
Increase compassion in schools
Community arts and literacy projects
Develop Circus and drumming Skills.

5. Interested adults meet regularly with student teams to guide the projects.

6. Local adults look at the results and discuss what interventions or changes are needed in addition to student-led projects.

7. The survey is then repeated annually to evaluate successes to date and to further refine future interventions.

Andrew Fuller can be contacted at www.andrewfuller.com.au
If you are interested in enquiring about the survey, please contact:
Dr. Andrew Wicking, Research Manager
Phone: +61 400 113945
Email: andrew.w@resilientyouth.org.au

CAREERS UPDATE

Year 12 Careers Night

Year 12 Careers Night was a great success. Many students received helpful information from the university and private provider representatives. TAFE options and pathways to higher education were outlined as well as the process for applying to UAC for a university place. Jordan Nguyen was inspirational, encouraging students to pursue their passion.

Morrisby Parent and Student Information Evening

Tuesday 8 September, 7pm - 8pm in C2.1. Following the testing program, a 20 page personal report describing the student's results will be compiled and given to students on the night. This evening provides an opportunity to hear more about the Morrisby Report and reflect upon any implications for your son/daughter's decision making. A personal website login is provided to enable students to further research the twelve career suggestions made in their report.

UAC Undergraduate Applications

Undergraduate applications are now open via UAC (Universities Admissions Centre). If you are thinking of applying for courses commencing at the end of 2015 and throughout 2016, visit the UAC [undergraduate website](#) for all the information you will need to apply.

- [over 1,900 course descriptions](#)
- [video demos of how to apply](#)
- [admission requirements](#)
- [key dates and details](#)

Your application will remain valid for the entire admissions period (August 2015 to July 2016), so you only need to apply once. If you change your mind about what you want to study, all you have to do is login to UAC's [Check & Change](#) and [change your course preferences](#).

If you are a 2015 Year 12 student, this means you can apply in August, get back to studying for your HSC and reconsider your course preferences later.

A Practical Guide to University Preferences

If you're preparing to submit your university preferences, it's likely you'll have a few questions about choosing a course and institution. This article explores some of the questions which are probably on your mind.

<http://www.hobsonscoursefinder.com.au/Latest-news/Getting-into-university/A-practical-guide-to-university-preferences>

myfuture Scholarships

The myfuture website lists a large number of scholarships available to students who will be studying at university in 2016. To view their scholarships visit <http://myfuture.edu.au/tools-and-resources/study-or-training-options/scholarshipsearch>

ACU (Australian Catholic University) - Teaching at ACU

This online booklet provides information about the teaching courses and alternative pathways available for anyone who would like to enrol in a teaching degree in 2016, but may not have the academic requirements for direct entry.

http://www.acu.edu.au/_data/assets/pdf_file/0006/769434/Teaching_at_ACU.pdf

Animal Logic - Work Experience Program

Monday 7 - Friday 11 December. Applications close Friday 9 October. Animal Logic is a leading design, visual effects and animation company which has worked on films such as *Happy Feet*, *The Matrix*, *300* and more. Students in Years 10 and 11 are invited to apply for the Animal Logic Work Experience Program. Participants will be able to tour the Animal Logic studio, meet artists and technicians from throughout the company and experience the tools and processes used in the VFX and animation industry.

<http://www.animallogic.com/Careers/Work-Experience>

Mrs Ferguson and Mrs Bower

FIRST AID

Please note Cherrybrook Technology High School does not have any medical practitioners on the premises. We provide first aid assistance to students who are unwell or injured. **Please be advised the school does not supply any medication, including pain killers, medicated creams, eye drops etc.**



Careers Night

WEEKLY SPORTS REPORT

NSW InterSchools Snow Sports Competition

Last week, Kaylie Thomas, Ashleigh Searle and Emma Searle, competed in the NSW Interschools Championships, competing in the snowboard cross and giant slalom events in division 1 (Years 11/12) in challenging conditions. The team performed exceptionally, rising to the challenge placing second and fourth respectively and qualifying for the National Championships for both events, which will take place in Mt Buller, Victoria, later this month. We wish the girls the best of luck!



Congratulations to the following teams and individuals...

- Girls' U15 basketball who have progressed to the next round due to a forfeit
- Brendan Weal who came first in the 16 boys' CHS trampolining, winning all apparatus and coming a very close second in the Champion of Champions
- Emily Toth and Ella Morris who also competed very well at the CHS trampolining.

Grade Sport Results

- Last week, our first round was played against St Ives. Congratulations to all teams who won and good luck for the rest of the season.
- This week we played against Galston, results will come in next week's sports report
- Good Luck to all teams, who will be playing against Pennant Hills next week.

Upcoming Events

- Good luck to all students competing in upcoming events. Remember to let us know your results!
- Good luck U15 boys' basketball, playing Rounds 4 and 5 at Terrigal
- All Year 8 students, please remember to collect a permission note for your Gala Day from your PDHPE Teacher and pay as soon as possible
- Good luck and congratulations to all students competing in the CHS Athletics this week. We will publish your results next week, so make sure you let the sport staff or one of us know!

Emily Jones and Kurt Perry, Sports Promotion Officers

| Boys | | Girls | |
|--------------------|---|--------------|----|
| Basketball Open | L | Frisbee A | L |
| Basketball 9/10 | W | Frisbee B | FL |
| Frisbee A | D | Touch A | D |
| Frisbee B | L | Touch B | D |
| Futsal Open A | D | Handball A | L |
| Futsal Open B | D | Handball B | L |
| Futsal 15's A | D | Soccer 7's A | W |
| Futsal 15's B | D | Soccer 7's B | L |
| Handball A | L | Speedway A | W |
| Handball B | L | Netball A | L |
| Soccer 7's A | L | Mixed | |
| Soccer 7's B | L | Volleyball A | L |
| League 7's 16/17's | L | Volleyball B | W |
| League 7's 14/15's | L | Basketball A | L |
| Cricket A | - | Basketball B | L |
| Speedway A | L | Netball A | W |
| | | Table Tennis | - |
| | | Badminton | - |

| Date | Event |
|-----------------------------------|---|
| Thursday 3 - Saturday 5 September | CHS Athletics Carnival |
| Wednesday 9 September | Sydney North Netball Gala Day - Stage 5 |
| Friday 18 September | Year 8 Gala Day |



TRY MODERN TAEKWONDO!

THE INSTITUTE OF MODERN TAEKWONDO HAS BEEN GOING STRONG AT CHERRYBROOK FOR 5 YEARS, JOIN OUR TEAM AND LEARN VALUABLE LIFE SKILLS. GREAT FOR FITNESS, STRENGTH, SELF-DEFENCE AND DISCIPLINE. ALL ARE WELCOME!



Training Times:

- Wed:** 3:30 till 5pm in the MPC
- Thu:** 3-4pm for 4-7 year olds in C2.1
4-5pm for 8-12 year olds in C2.1
- Fri:** 3:30 till 5pm in C2.1

Your Instructor is Mr Peter Hartman, History teacher at Cherrybrook Technology High School. In addition to being a qualified and experienced high school teacher, Mr Hartman has been a student of Taekwondo for 22 years and an instructor for 10. He has taught 3 styles of TKD including ITF and WTF.

IMT Cherrybrook was established in 2011.

Inquiries: pete.hartman@imt.org.au
www.imt.org.au 0433 240 004



ABSENTEE NOTES

- Please ensure notes to the school contain your child's **FULL NAME** and **year** plus the **date** and **reason for absence**.
- Absentee notes should be handed in to the student window the first day back after an absence.
- Notes must be received within seven days of returning to school otherwise it will be recorded as 'unjustified'.

bollywood mania

10th october
6:30 pm

Lip-smacking 3 Course gourmet Indian cuisine, selected alcoholic & non-alcoholic beverages, scintillating performances by Mystik Bollywood, drums by IndOz Rhythms, Live auctions, Raffle draws and more...

Even better, this is a fundraiser to support kids with a rare genetic disorder - Pallister Killian Syndrome.

Tickets
Single: \$79 • Couple: \$150 • Kids 4-12: \$50
Family (2 Adults & 2 Kids): \$249

For inquiries, contact Nazreen: 0432 745 900
To book online, visit www.pks.org.au

Proudly supported by:

CALENDAR - Term 3 Week 9A

| | |
|--------------------------|---|
| Monday 7 September | <ul style="list-style-type: none"> • Year 11 AP2 Exams |
| Tuesday 8 September | <ul style="list-style-type: none"> • Year 11 AP2 Exams • Year 9 Boys' & Girls' Programs • Morrisby Parent & Student Info Evening - 7pm, C2.1 |
| Wednesday 9 September | <ul style="list-style-type: none"> • Year 11 AP2 Exams • Year 12 Reports Posted • Year 12 Graduation Rehearsal - pds 2, 3 & 4 |
| Thursday 10 September | <ul style="list-style-type: none"> • Year 11 AP2 Exams • Taronga Zoo Meet-a-Keeper Day • Year 9 Girls' Programs |
| Friday 11 September | <ul style="list-style-type: none"> • Year 11 AP2 Exams End |
| Saturday 12 September | <ul style="list-style-type: none"> • German Exchange Begins |