

INFOLINE

Crestwood High School Fortnightly Newsletter



From the Principal

By Tania Wright

As the Principal of Crestwood High School, I would like to take this opportunity to address mental health and wellbeing. In society, there is growing recognition of the critical need to support the mental wellbeing of young people, families, and staff within our communities. The NSW Government and Department of Education have placed a strong focus on mental health, emphasising early intervention, support, and creating safe, inclusive environments where everyone can thrive.

Mental health challenges can affect anyone, at any time, and often go unnoticed. It is essential that we all take responsibility to regularly check in, not only on ourselves but also on our friends, family members, colleagues, and students. A simple conversation or gesture of care can make a significant difference in someone's day, helping to prevent feelings of isolation and distress.

IN THIS ISSUE

HSIE HIGHLIGHTS

WELFARE NEWS

SCIENCE NEWS

CAREERS NEWS

TAS TIMES

UNIFORM SHOP

SPOTLIGHT ON SUPPORT



From the Principal cont. *By Tania Wright*

Yesterday was R U OK? Day – an annual event held in Australia, aimed at encouraging people to connect and ask each other, “Are you okay?”. It serves as a reminder to start conversations about mental health and wellbeing. The campaign emphasises that it’s important to check in on mental health not just on this day, but every day of the year. We encourage every member of our community to be proactive in fostering connection and kindness. You might notice a change in someone’s behaviour or mood and reaching out with a question like “R U OK?” can open the door to much-needed support.



To support mental health and address any decline, several strategies can be used:

Open Communication: Encourage honest conversations about feelings and mental health without stigma or judgement.

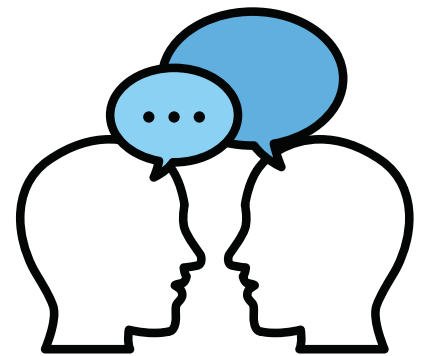
Utilise School Support Services: Our school counsellors and wellbeing staff (year advisers and executive staff) are trained to provide confidential support and guidance.

Encourage Healthy Routines: Adequate sleep, balanced nutrition, regular physical activity, and mindfulness practices are all proven to boost wellbeing.

Build Strong Relationships: Positive connections with peers and trusted adults create a safety net for those struggling.

Access Professional Help: When needed, professional mental health services are available through the NSW Health system and community organisations.

We ask parents and carers to play a vital role by maintaining open dialogue with your children, watching for signs of stress or anxiety, and encouraging them to seek help when needed. Together, as a caring and connected community, we can help our young people build resilience and navigate the challenges they face. Thank you for your ongoing support in prioritising mental health and wellbeing at Crestwood High. If you have any questions or concerns, please do not hesitate to contact the school wellbeing team.



DEPUTY PRINCIPAL'S NEWS

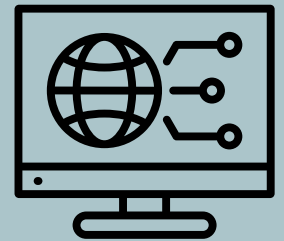
As we progress through Term 3, I would like to address some important matters to ensure a smooth and productive school experience for all our students at Crestwood High School.

1. Buses and Being On Time to School



We have noticed that Bus 714 from Norwest to Crestwood has frequently been arriving late. The 8:17am bus often gets to school just at or slightly after the 8:30am bell. To ensure students are ready to commence lessons on time, we strongly encourage all students who catch this bus to instead take the earlier 7:48am service. School starts promptly at 8:30am, and it is essential that students arrive on time, prepared to begin their learning without delay.

2. Responsible Use of Technology



Technology plays a key role in learning and social connection, but it is vital that our students use it responsibly and respectfully.

- **Online Safety:** Students should always protect their personal information and be aware of online risks such as cyberbullying. If any student experiences abuse or harassment online, they are encouraged to seek help through the eSafety Commissioner's website: <https://www.esafety.gov.au/>.
- **Respectful Online Interactions:** We expect all students to engage kindly and considerately in online interactions, including group chats and social media. Treating others with respect helps build a positive and safe school community.
- **Following the Technology Policy:** Using VPNs or other means to bypass the Department of Education's Wi-Fi restrictions is strictly against school policy. Such actions pose safety and security risks and disrupt our focus on learning. Our school's technology policies are designed to protect everyone and create a supportive educational environment.

DEPUTY PRINCIPAL'S NEWS

Student Use of Mobile Phones and Digital Devices

In line with the NSW Department of Education policy, mobile phones are not permitted for use during school hours, including recess and lunch, except in specific circumstances approved by the Principal, such as for educational purposes or health and wellbeing reasons.

Our school supports the responsible use of digital devices strictly for learning and wellbeing. Where exemptions are required, these must be requested and approved individually. We encourage students to bring devices only when necessary and to use them safely, responsibly, and respectfully at all times.

The Department's policies emphasise the importance of developing our students' technological, social, and emotional competencies to prepare them for life beyond school. We are committed to providing safe and secure access to digital resources while minimising risks associated with online environments.

Students in breach of the phone policy will be instructed to go to the Deputy Principal and will be issued with a consequence outlined below:

1st offence	2 nd offence	3 rd offence	Further offences
•Phone to DP •Student collect at end of day •Lunch detention •Phone call home	•Phone to DP •Student collect at end of day •After school detention •Phone call home	•Phone to DP •PARENT collect at end of day •Deputy after school detention •Phone call home	•Formal caution to suspend/suspension •Withdrawal of privileges to bring personal devices to school

Engagement and Support

We will continue to work closely with students, parents, and staff to ensure our approach to technology use remains clear and effective. If you have any questions or require further information, please do not hesitate to contact the school.

3. All the Best to Our Senior Students

As we near the end of Term 3, I would like to extend my very best wishes to our Year 11 students who are preparing to move into their final exams for the Preliminary Course. Your hard work and dedication will serve you well. To our Year 12 students, who are currently receiving feedback from their trial examinations and gearing up for the HSC and the final two weeks of high school, I encourage you to stay focused and resilient. This is an important time to reflect on your progress and give your best effort as you approach the culmination of your secondary education journey.

Thank you for your ongoing support in helping us maintain a safe, respectful, and productive learning environment for all students.

WELFARE NEWS



A conversation could change a life.

On Thursday, Crestwood High School came together to take part in **RU OK? Day**, a national initiative that reminds us of the importance of checking in with those around us and starting meaningful conversations. The focus of the day was simple but powerful: asking the question, "Are you OK?" and showing support to friends, peers, and teachers alike.



WELFARE NEWS

This year, Crestwood High encouraged students to reflect on their own friendships by asking the question:

“What’s one thing you’re going to do differently to be a good friend?”



Throughout the day, students shared thoughtful and inspiring responses, from listening more carefully and showing empathy, to including others in group activities and checking in on those who may be feeling left out.

The activity encouraged our school community to think about the little things we can all do to create a kinder, more supportive environment.

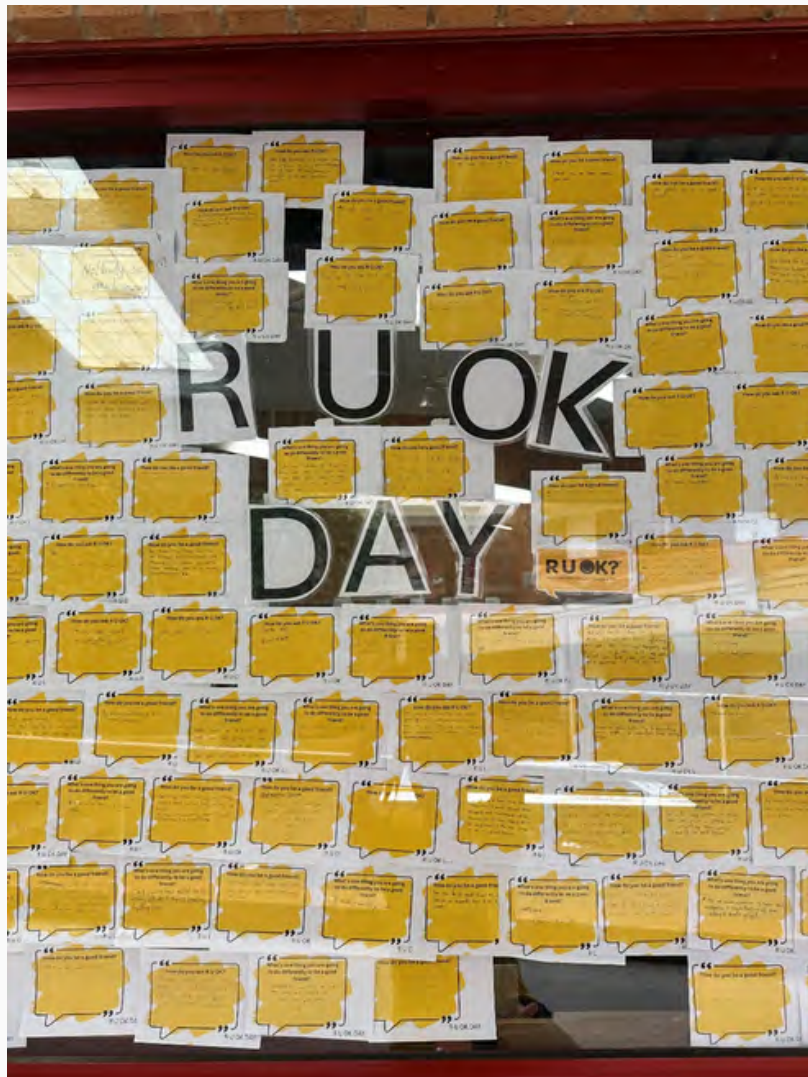
Posters, classroom discussions, and student-led activities created a positive atmosphere, reminding us that it’s often the small gestures – like asking someone how they’re doing, offering a smile, or sitting with someone new – that can make the biggest difference.



WELFARE NEWS



By participating in R U OK? Day, Crestwood High School showed that we are a community that values care, compassion, and connection. Together, we are learning that friendship isn't just about being there for the good times, but also about stepping up to support each other when things feel tough.



Welfare News

Vaccinations



Upcoming School Vaccination Date - Reminder for Parents and Carers

**Missed the previous Vaccination Day?
Catch-up Vaccination Day on
Monday 15th September.**

These vaccinations are provided by NSW Health as part of the School Vaccination Program.

Consent Process

Parents and carers are encouraged to complete the online consent form as soon as possible using the link provided by NSW Health.

<https://engage.health.nsw.gov.au/engage>

Need a Paper Copy?

If you are unable to complete the online consent, paper forms are available from Mr Davis' office. Once completed, these forms should be returned directly to Mr Davis.

Thank you for your cooperation in supporting this important health initiative. For more information please go to www.health.nsw.gov.au/schoolvaccination



Is your child in year 7 or year 10?

Provide your consent for routine school vaccinations online



Year 7

- ☒ Diphtheria-tetanus-pertussis (dTpa)
- ☒ Human papillomavirus (HPV)

Year 10

- ☒ Meningococcal ACWY

Scan the QR code to give your consent now



To provide online consent visit:
<https://engage.health.nsw.gov.au/engage>

For more information visit:
health.nsw.gov.au/schoolvaccination

November 2023 © NSW Health.
SHPN (HP NSW) 220990.

NSW Health

ELECTIVE SUBJECT

contributions

All money raised through elective subject contributions goes directly to purchasing consumable materials eg. timber, metal, plastics, electronic components for Technology and Industrial Technology, food for Food Technology, textiles for Textile Technology, paints and art materials for Creative Arts and instruments for Music.

Students like to design and make things and the payment of elective subject contributions for practical subjects offers enhanced learning opportunities. Elective subject contributions may be paid online through Schoolbytes or at the student service window at recess or lunch.

Parents are reminded that elective subject contributions can be paid in instalments. Parents who are experiencing financial difficulty may request financial assistance. Contact the Principal, Ms Tania Wright for more details.



EARLY LEAVE

PASS

Procedure to apply for early leave:

If your student needs to leave early to attend a medical appointment, a note signed by their parent/carer stating the reason for the leave needs to be sent with the student in the morning before school.

Upon arrival at school, the student needs to take the signed note from their parent to the Deputy Principal for their relevant year. Once the Deputy approves the early leave, then the student needs to go to the student services window to have their leave entered into the school system. They will be issued with a pass stating the time they need to leave. This pass is shown to their teacher at their departure time.

Students are to be picked up from the reception area for their early leave, they are not to leave the school premises unaccompanied.



HSIE HIGHLIGHTS

MEDIEVAL PERIOD INCURSION

Our Year 8 students had the opportunity to interact with historical artefacts as part of an incursion held on Monday 8th September.

The incursion involved a presentation of artefacts from the Medieval period with a focus on knights and the Black Death. Students had the opportunity to dress in period clothes and learn first-hand what it was like to live in the Medieval world.



Year 8 had a great time at the History incursion on September 8, where they could not only watch a fun and interactive presentation about Medieval Europe, but also go through and touch the artefacts themselves. They were shown how to wield weapons such as a war hammer and a lance, as well as taught how to pick up shields safely. Dresses were also available to try on, making the experience even more enjoyable for everyone.

-Maitrayee Ubale

HSIE HIGHLIGHTS

On the 8th of September, Year 8 took part in an exciting History incursion. They were informed about Medieval life during the Dark Ages, knights, and the plagues that killed many people such as the Black Death. Students got to try on clothing and armour from the medieval times and observe items used during those times.

-Keira Ng



HSIE HIGHLIGHTS



MEDIEVAL CRIME AND PUNISHMENT

Year 8 have been studying Medieval crime and punishment. It was certainly a very tough time for those being punished. Here are some photos of students experiencing the stocks - very uncomfortable.



HSIE HIGHLIGHTS

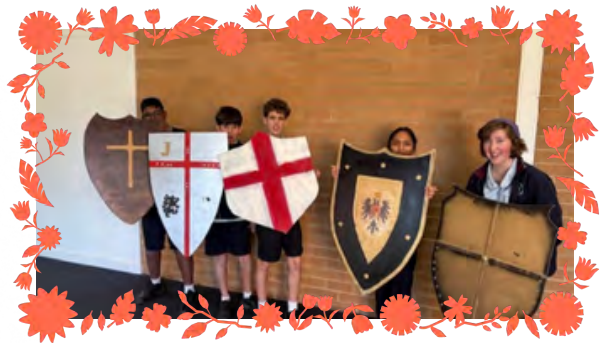


MEDIEVAL KNIGHTS AND CHIVALRY



Year 8 have also been studying Medieval Knights and Chivalry.

We are lucky to have some old shields made by Year 8's in the early 2000's. Year 8 enjoyed seeing them and wished we could have model making assessments instead of essays!!!



Market Day

Year 10 Commerce Market Day

Last Friday 5 September, our Commerce students held their much-anticipated Market Day. The event was a fantastic success, with students showcasing their creativity and teamwork by running their own small businesses. From planning products and pricing to engaging with customers, they gained valuable hands-on experience in what it takes to operate a business. The day was not only an incredible learning opportunity but also lots of fun for everyone involved. Congratulations to all students for their hard work and enthusiasm in making the day such a success!



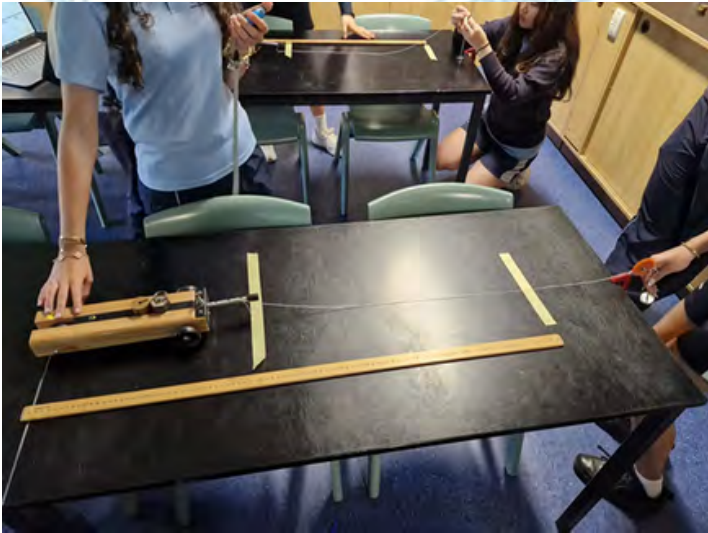
Science matters.



Year 10 scientists have been revising their knowledge of Newton's 3 Laws of motion, and preparing for their next assessment, by making some crash test dummies and ... crashing them! No humans were harmed in the conduct of this experiment, but a lot of plasticine was.



Science matters.



These experiments are a great way to demonstrate Newton's Laws, but also show the students (who are beginning to receive their learner's permits) why it is so important for them to understand Science, as it affects every part of their lives!



CAPA HIGHLIGHTS



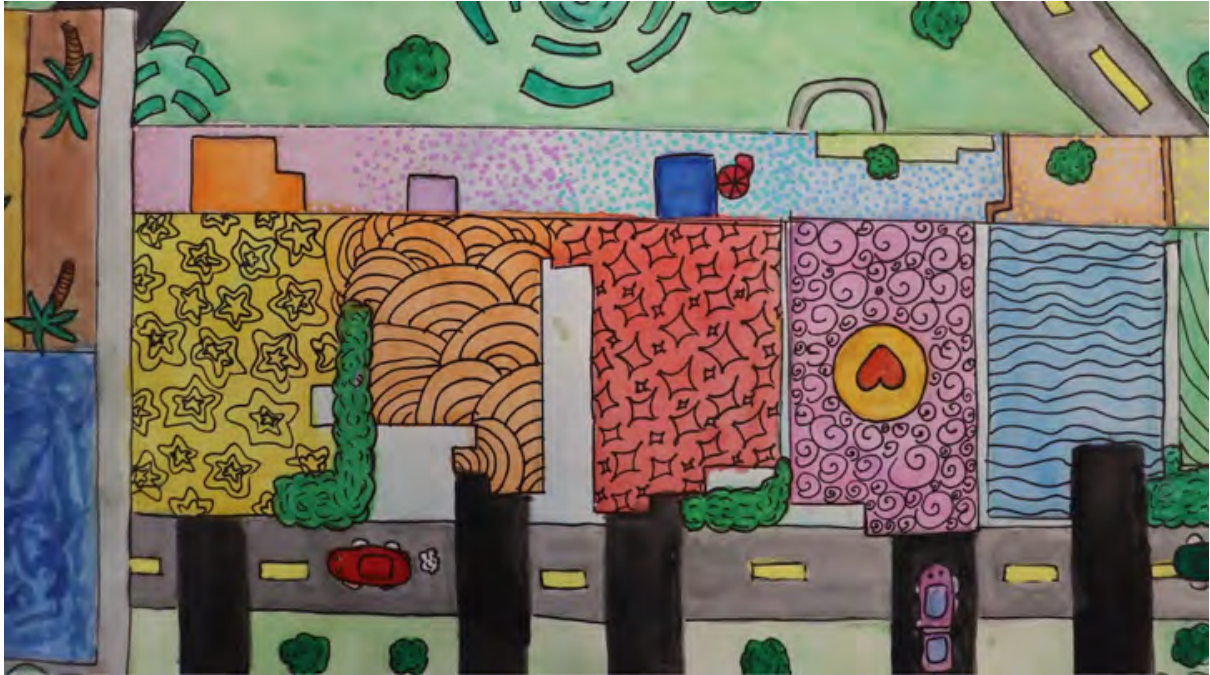
This term, our HSC CAPA students have been deeply engaged in finalising the practical components of their Visual Arts and Music courses, with major works submissions and HSC performance examinations taking place in Weeks 7 and 8. On Wednesday 3rd September, students from English Extension, Design and Technology, Music and Visual Arts came together for the annual **HSC Major Works Showcase.**

The evening highlighted an impressive range of talent, featuring outstanding musical performances, thought-provoking artworks, imaginative narratives, and innovative technology projects. The event was a wonderful celebration of creativity and hard work, recognising the commitment and skill of our Year 12 students across these diverse disciplines. We wish all our Year 12 students the very best as they now turn their focus to the written components of their HSC examinations.



Artwork of the week

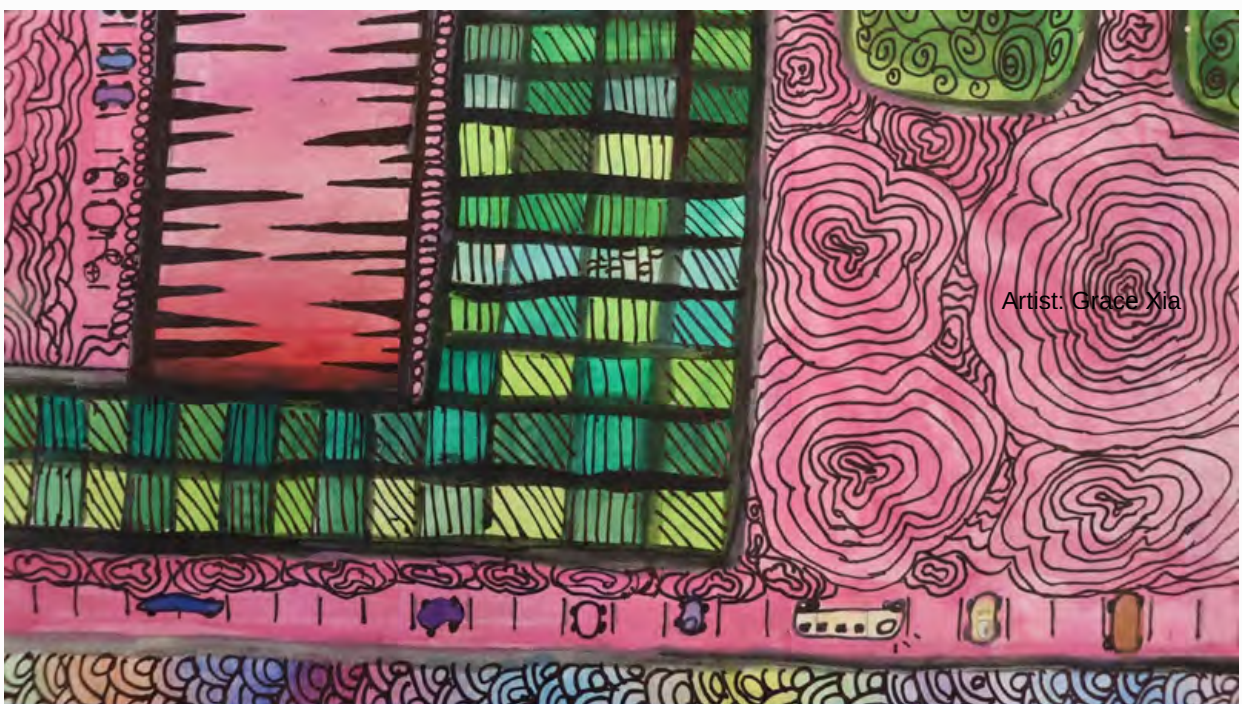
Crestwood Online Art Exhibition 2025



Artist: Lynn. C

Year 8 Visual Arts

Year 8 students have been creating topographical landscapes inspired by places that hold personal significance to them. Using a bird's-eye view, they have mapped these special locations, incorporating vibrant colours, patterns, and designs to bring their landscapes to life. Drawing inspiration from the rich use of colour in Aboriginal art, students are exploring the elements of shape, line, and pattern to produce unique and expressive representations of their chosen place.



Artist: Grace Xia

Artist: Gabriela. V



TAS TIMES



newsletter

YEAR 12 DESIGN AND TECHNOLOGY

Our Year 12 Design and Technology students have recently submitted their HSC Major Projects and were featured at the Crestwood HSC Showcase Night. These projects represent the culmination of a year's dedication, with students identifying real-world problems and developing innovative solutions through their designs. Congratulations to all our students on their outstanding efforts throughout the year. Student projects can also be viewed on our TAS HSC Showcase website:

<https://sites.google.com/education.nsw.gov.au/crestwood-tas-hsc-showcase?usp=sharing>



INDUSTRIAL TECHNOLOGY: MULTIMEDIA (YEARS 9/10)



Last semester, students in Industrial Technology: Multimedia (Years 9 and 10) completed the Web Design unit, creating a style guide and a website. Students developed a new brand identity by either merging two existing brands or redesigning an existing one. They created and documented guidelines for a new logo, fonts, colour schemes, as well as promotional materials and other branding elements. Students then applied their skills further by designing a website that showcased their brand.

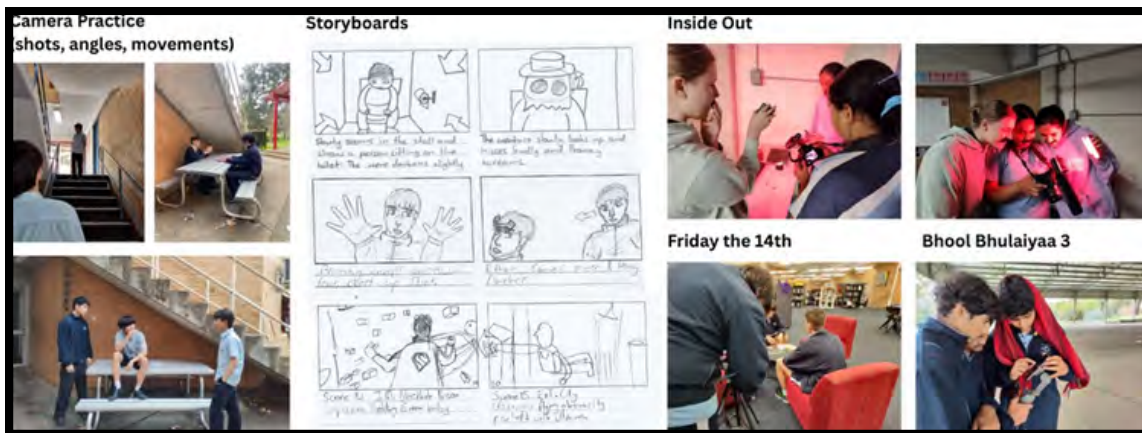


TAS TIMES



newsletter

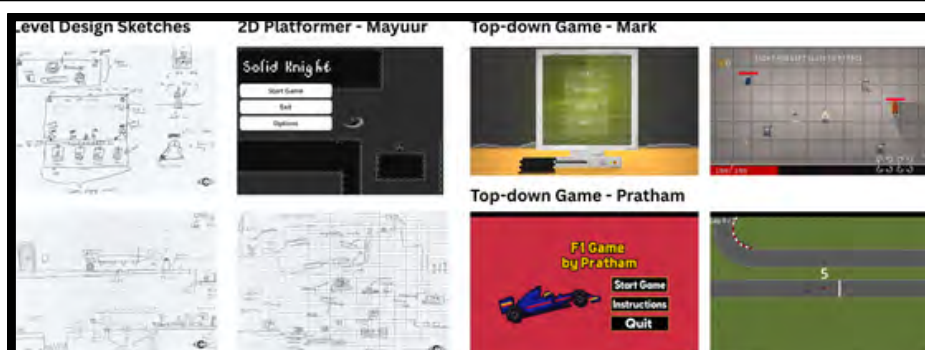
This semester, students have been looking at filmmaking, learning about different camera angles, shots, and movements to create visually engaging and interesting videos. Students have also applied themselves in different filmmaking processes, including script writing, storyboarding, planning sheets, and risk management.



Students are currently working in groups to produce a Budget Video based on an existing film trailer or music video. Their task is to recreate the chosen video shot-for-shot, but without the budget or resources of a professional production company.

COMPUTING TECHNOLOGY (YEAR 9)

In Computing Technology, students have been using their skills and understanding of Programming Fundamentals in Python and applying it to the programming language GD Script. Students have been tasked with developing their own games (2D platformer or top-down) in the game development platform Godot. Through this task, students take on the role of independent game designers by ideating a game concept, creating level design sketches, and completing documentation for development (IPO charts, flowcharts, pseudocode, research, logbook). Students have had a midpoint submission dubbed as the Alpha Prototype and are working on completing their refined Beta Prototype.



Spotlight on the Support Unit

Students of the Week



Week 2: Mirah Min

Week 3: Arianna Ryan

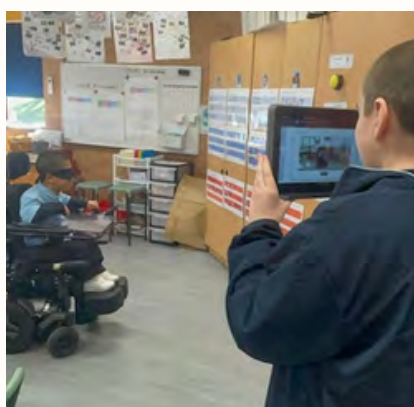
Week 4: Tyler and Lincoln

Week 5: Martin Lau

Well done to the winners!



Maths B Class



Students of LSMAB are exploring positional and directional language. In order to truly test their positional skills they were blindfolded and given instructions by a peer. No one was hurt in the process but they put their trusting skills to the test. Ms Roig made sure that all students had a go with the blindfold, including Simra, who is vision impaired!

They are also creating a detailed map of the entire Support Unit including important places and symbols.



Stage 4 Spanish

¡HOLA!

Students in LSL41 are focusing on understanding texts in Spanish, particularly developing their listening skills. To support this learning, they created videos that included greetings, family members, pets, food items, and practiced the phrase “¿Dónde está...?” meaning “Where is this/that?”. With the help of Ms Roig and various props, the students recorded their videos using an iPad. These videos were then shared with other students during assembly. The next step is to create a song with a created story line using music and puppets.



Spanish classes in LSL42 have been filled with music from Puerto Rico. This includes Reggeton and Salsa. The students have also been learning the body parts in Spanish. Ms Roig has been teaching dance moves using the learned body parts in Spanish.

Bailemos!



Food Technology- Butter Chicken

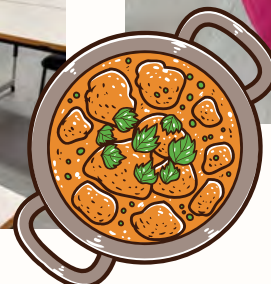
As part of Mrs Sabel's Food Technology catering course, Stage 5 students took on a delicious challenge: feeding our fellow students and staff in the Support Unit. With the help of generous parent contributions, we proudly launched our very first Butter Chicken Day – and what a day it was!



The Food Tech crew rolled up their sleeves, chopped, stirred, and spiced their way to creating a mouth-watering feast. Soon, the irresistible aroma of butter chicken floated through the corridors, luring in not only our intended guests but also curious staff and students from far beyond the Support Unit.

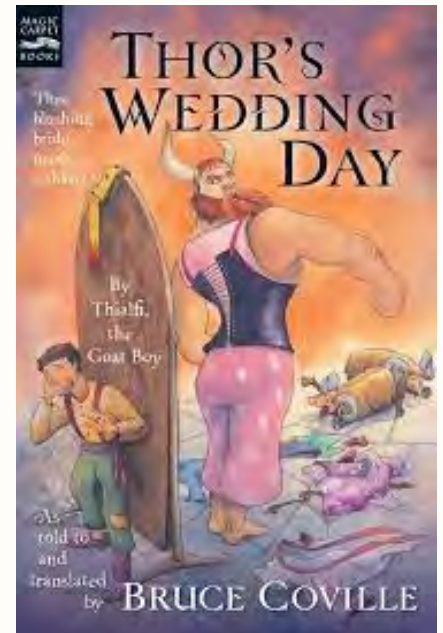


Customers were served with smiles, full plates, and maybe an extra ladle of love. By the end of the day, bellies were full, spirits were high, and our team had officially proven that butter chicken has magical powers – the power to bring people together. The verdict? A flavour-packed success and the start of what may just become the tastiest tradition in the Support Unit.

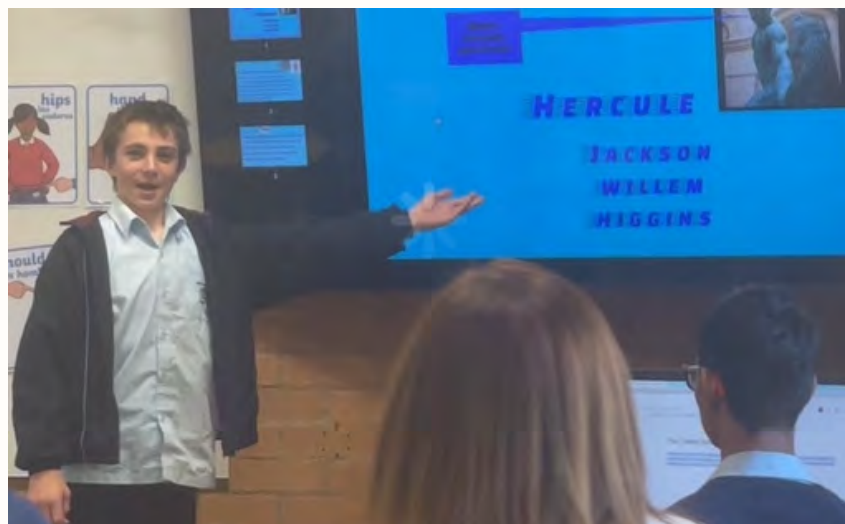
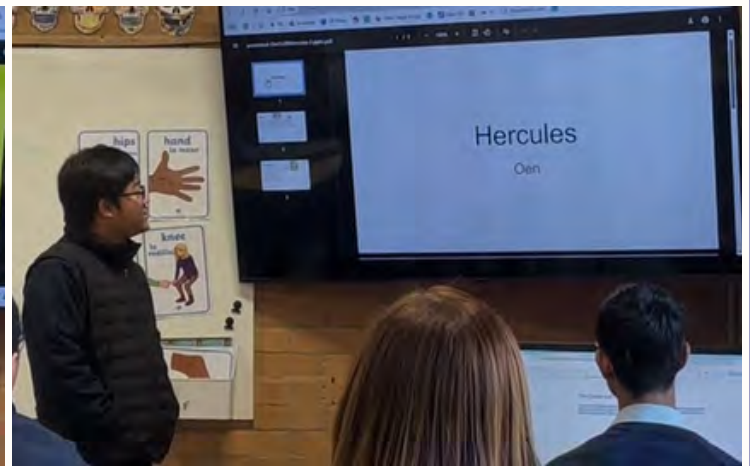
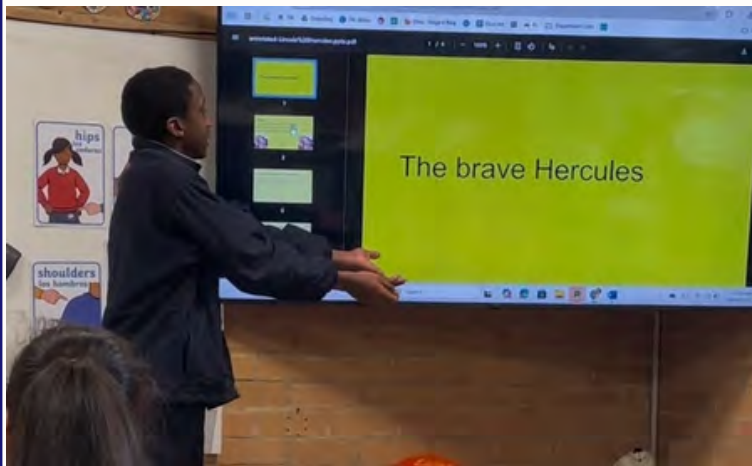


Myths and Legends - EnglishB

In our English class, students have been studying myths and legends, focusing on Greek and Norse mythology. They have deepened their understanding of key elements such as characters, settings, and moral lessons. A significant part of their learning involved creating presentations that showcased their comprehension, allowing them to practise fluency and presentation skills. Importantly, students composed their own texts in their own words, avoiding copying and pasting, which helped them focus on developing their creative writing. They also worked on reading aloud with smoothness, clarity, and expressive intonation, enhancing their oral communication. In addition, they are working on their reading skills during shared reading time with the book 'Thor's Wedding Day' by Bruce Coville.



These activities align with learning outcomes including understanding and retelling myths, writing imaginative narratives, and improving reading fluency and presentation skills. The next step is to create their own original myth or legend.



— Spring - 2025 —

TAS TIMES



Club Careers Uncovered – A Behind-the-Scenes Look at Castle Hill RSL

On Wednesday 10 September, myself and Mr Walker had the pleasure of accompanying our year 12 VET Hospitality students to the Club Careers Uncovered program at Castle Hill RSL.

This was an excellent opportunity for them to gain genuine insight into the hospitality and leisure industry, and it proved to be both engaging and informative.

The day commenced with presentations from a panel of staff members representing a range of departments across the club. Each speaker outlined their professional journey, noting that many had originally considered different career pathways, including university, before discovering that the club industry offered them a better fit. Their experiences emphasised that success can be achieved through dedication and progression within the workplace, even when the initial pathway may not be clear.

**TEAR 12 - VET
HOSPITALITY**

**STUDENTS,
MRS K SANDERSON &
MR J WALKER**



The host also provided an overview of the unique workplace culture at Castle Hill RSL. Importantly, the club rarely advertises vacancies, instead drawing upon expressions of interest, a reflection of its reputation as a highly sought-after employer. Students learned about the generous staff incentives on offer, including birthday leave, additional annual leave, staff discounts on food, beverages (excluding alcohol), and gym membership, along with career development support, even if employees ultimately choose to pursue opportunities elsewhere.

Following the presentations, students had the opportunity to participate in a practical session of their choice. Some selected the hospitality workshop, where they refined their skills in professional table setting and the polishing of glassware and cutlery, while others opted for the fitness demonstration led by a personal trainer showcasing client techniques and routines. Both options provided students with a valuable hands-on perspective of the standards expected within the industry.

The excursion concluded with a comprehensive tour of the venue, covering both guest-facing areas and behind-the-scenes operations such as the commercial kitchen. This experience offered students an authentic appreciation of the scale and professionalism required to manage such a facility.

Overall, the excursion was highly successful. It not only reinforced the relevance of our hospitality studies but also broadened students' understanding of the diverse career pathways available within the club industry. I would like to commend our students for their enthusiasm and engagement throughout the day, and thank Castle Hill RSL for providing such a professional and inspiring learning experience.



Stage 5 - Food Technology

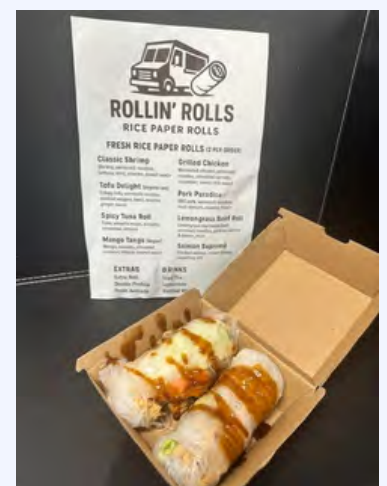
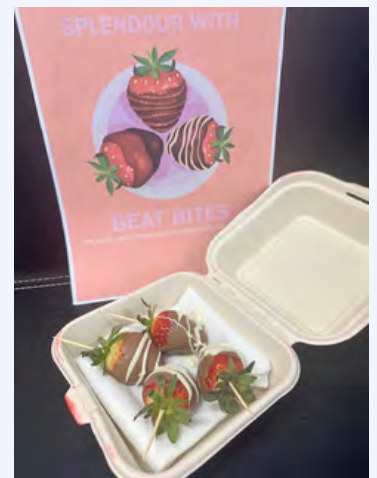
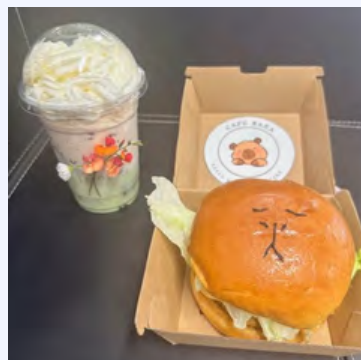
Assessment Tasks - My Food Truck Rules

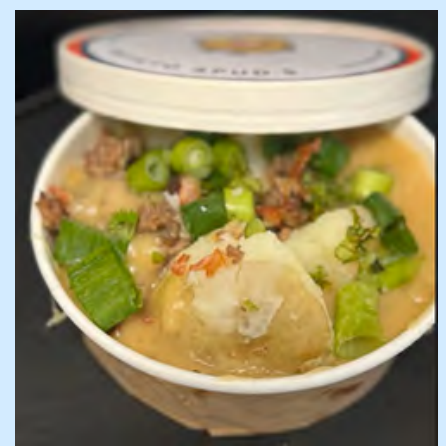
Students were required to design a food truck concept for Splendour in the Grass, one of Australia's largest music festivals. The task involved creating a detailed design portfolio that showcased their truck, menu, and creative ideas aligned with current food trends and the needs of festival-goers.

As part of the assessment, each student also prepared one signature dish from their menu. While any necessary preparation could be completed at home, the practical lesson focused on final cooking or reheating, plating, and presenting the dish in a designated container for marking. Recipes were required to be nut-free.

This task challenged students to apply the design process, develop innovative food solutions, and combine theoretical and practical skills to present a professional food truck pitch.

Showcasing the Creative Flair of Our Food Product Developers





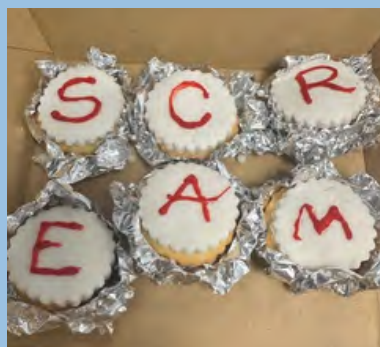
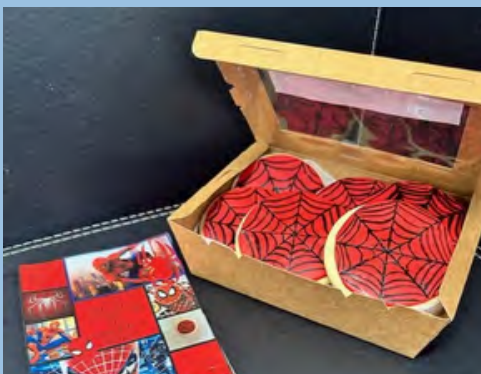
Stage 5 - Food Technology

Assessment Task - Food Product Development

Students were challenged to design an innovative movie-themed snack that would enhance the cinema experience and attract customers. The task required selecting a specific film and developing a unique food product that reflected its theme.

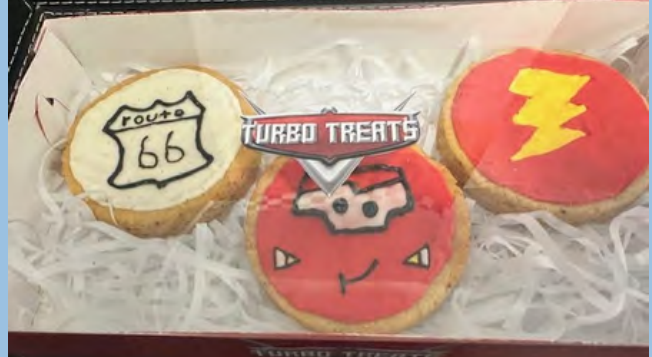
Alongside the product, students designed packaging that promoted the movie and added to its overall appeal, combining creativity, marketing, and food design skills.

Showcasing the Creative Flair of Our Food Product Developers



Stage 5 - Food Technology

Assessment Task - Food Product Development





YEAR 9

ESSI MONEY CHALLENGE

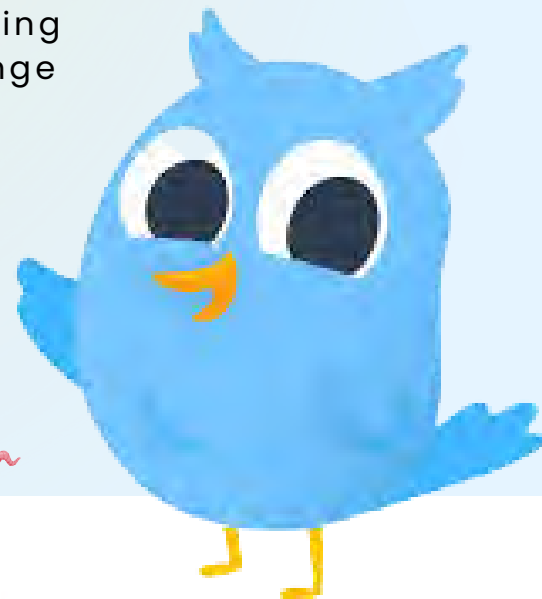


This term, Year 9 has been learning about finance and to start it off, some year 9 classes participated in the **ESSI Money Challenge!**

Even better, getting on the national or regional leaderboard, can give you the chance to **win real life money** up to \$2500!!

ESSI Money teaches students about **earnings, savings, spendings, and investing**...basically everything adults stress about. The challenge throws students into a fast-forward version of adult life, where they make financial decisions, dodge debt traps and try to build their net worth without **accidentally buying a jet ski** they can't afford.

Whether students ended up rich or '**financially challenged**', everyone walked away with skills they'll actually use in real life. ESSI Money proved that learning about finance doesn't have to be boring and that Year 9 knows how to turn any challenge into a good time.



ESSI Money

POWERED BY
SUNCORP



SPORT **NEWS**

Football NSW Futsal Schools Championship - Windsor Region

Members of the Crestwood High School Futsal Club competed in competitions across two exciting, action packed days of Futsal at the Hawkesbury PCYC in August. Our students participated in a celebration of teamwork, commitment and effort, playing a sport that allows these students to connect at a deeper level and network with students across the schooling system. These

students conducted themselves in true Crestwood style, with skill, determination and beaming smiles on their faces. We had some fantastic results with 4 of 5 teams across the U14s and U16s divisions making it to the quarter finals with narrow losses preventing them from progressing further in matches that could have gone either way.

Congratulations to all participants on your conduct and performance, Futsal Club will continue due to popular demand as we build on our work across the last two years and look forward towards next years competitions.



Careers News

Year 12 - University Preferences and UAC process

Year 12 are currently deciding on their UAC preferences that are due on the 30 September 2025. Many Year 12's, are currently completing early offer applications, receiving early offers and completing their UAC preferences. Below is information regarding preferences and early offers from UAC and their advice regarding the UAC process.

The biggest question I receive from Year 12 at this time of the year is regarding where to accept their early offer. Many universities offer advice regarding this very question. Some of the myths and facts are listed below from UAC and UNSW in their article –

5 MYTHS ABOUT ACCEPTING EARLY OFFERS

[HTTPS://WWW.UNSW.EDU.AU/STUDY/YOUR-FUTURE/BUSTING-EARLY-OFFER-MYTHS](https://www.unsw.edu.au/study/your-future/busting-early-offer-myths)

1. Myth: UAC preferences are set in stone.

Fact: You can change preferences even after accepting an offer.

The average Year 12 student changes their preferences three times before commencing their studies. You can keep your options open simply by updating your UAC preferences after accepting an offer, ahead of the next UAC offer round deadline.

2. Myth: Changing UAC preferences costs \$\$\$.

Fact: Unlimited changes are included in the one UAC application fee.

There is no charge to change your preferences, and you can change them as many times as you like before each offer round preference closing date.

3. Myth: You can only accept one offer.

Fact: The average Year 12 student receives two offers*

Accepting an offer is not a legally binding commitment. Just because you've accepted an early offer from another university first doesn't mean you can't accept one from another when it comes. If you receive a second offer, just remove the degree you accepted first from your UAC preferences.

Careers News

5 MYTHS ABOUT ACCEPTING EARLY OFFERS

4.Myth: Your ATAR won't be good enough.

Fact: Back yourself. Now is not the time to be modest in your aspirations!

Each year, thousands of high school students rank higher than they think they will. Applications are based on your Selection Rank, which is your raw ATAR and any additional adjustment factors.

Don't forget, there's opportunity to change your preferences after you receive your ATAR and before the main offer round. This means that you can shuffle your list based on your results.

5.Myth: Your future rests on your UAC preferences.

Fact: You can change degrees even after you've started studying.

Changing degrees is one option if you didn't get the right ATAR for your dream degree. Another option is taking alternative pathways, which consider more than just your ATAR.

Year 12 – UAC Key dates

<https://uac.edu.au/key-dates>

Key dates		
30 Sep 2025	11.59pm	Early bird processing charge deadline
17 Oct 2025	11.59pm	Schools Recommendation Scheme ratings close
13 Nov 2025	7.30am	First round of Schools Recommendation Scheme early offers released
18 Nov 2025	11.59pm	Closing date for Educational Access Scheme applications for December Round 2
18 Dec 2025	6am	HSC results released
18 Dec 2025	9am	ATARs released
18 Dec 2025	11.59pm	December Round 2 change of preference deadline
23 Dec 2025	7.30am	December Round 2 offers released
30 Dec 2025	7.30am	January Round 1 change of preference deadline
8 Jan 2026	7.30am	January Round 1 offers released

Careers News

UAC COURSE PREFERENCES: 5 THINGS YOU NEED TO KNOW

(POSTED ON UAC 28 AUGUST 2025)



UAC course preferences: 5 things you need to know

UAC's tips on how to list your preferences, how and when to change them, and what to do once you've accepted an offer.

 Universities Admissions Centre

CLICK ON LINK BELOW

[HTTPS://UAC.EDU.AU/MEDIA-CENTRE/NEWS/UAC-COURSE-PREFERENCES-TIPS](https://uac.edu.au/media-centre/news/uac-course-preferences-tips)

What should I do with my preferences if I've accepted an offer?

If you receive an offer, congratulations! UAC advises that you accept any offer that you receive. You should then remove the successful course from your preferences list to prevent it blocking offers to lower preferences in future rounds.

(Note: If you are accepting more than one offer from the same institution, it's worth checking with them about their policy for accepting multiple offers.)

If you accept more than one offer, you are then in a position to choose which course you'd like to proceed with. **Remember to withdraw from the other courses before the census date** to avoid being charged tuition fees.

UNIFORM SHOP

Spring into action!



*We may be in spring, but the air
is still a little cool.*

**Stay comfortable during these mildly chilly days
with our selection of warm uniform items:**

- ☞ **Navy knitted jumpers in wool or cotton**
- ☞ **Boy's Trousers**
- ☞ **Girl's Pants**
- ☞ **Sport Track Pants**
- ☞ **School Jacket**
- ☞ **Scarves in navy or claret (burgundy)**
- ☞ **Navy knitted gloves**

Second-hand School Jackets on SALE now! Save 50%!

CONTACT US

Our email address: crestwoodhs-uni@2153pandc.onmicrosoft.com

Website: <https://crestwood-high-school-uniform-shop-107119.square.site/>

ORANGE BLOSSOM FESTIVAL

ART SHOW

Annual Art Awards

Presented by Castle Hill Art Society

12 - 14 September 9am - 4pm



ORIGINAL ART FOR SALE

Children's Show 20 September 2025