CANTERBURY GIRLS HIGH SCHOOL

LEADERSHIP

EXCELLENCE

ACHIEVEMENT

DIVERSITY

2016

www.Canterburg-h.Schools.nsw.edu.au
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WELCOME TO CANTERBURY GIRLS HIGH SCHOOL

This booklet is an introduction to the Canterbury Girls High School learning community – our students, families and staff.

We hope that you enjoy your time learning at Canterbury Girls High and take advantage of the many opportunities which are available to you as a student here. Our students have achieved outstanding academic success in the external examinations as well as success in Creative and Performing Arts and Sporting areas.

All in our community believe that students who are able to take responsibility for their learning and behaviour will be well prepared citizens who will continue to learn after their school years are complete. Students’ successful learning is our prime concern. Canterbury Girls High School is a school community with a proud tradition of educating young women of diverse cultural backgrounds.

You will find valuable information in this booklet which will assist your transition into the learning environment at Canterbury Girls High School. Please also refer to our web site for additional information.

If you have any problems at any time please do not hesitate to ask staff. A successful strong relationship between families, staff and students is essential to achieve each student’s individual success.

INFORMATION AND COMMUNICATION

There are two administration offices:

Office A: 8.15 a.m. – 3.30 p.m. Reception
Late notes, uniform, absentee notes, early leavers, first aid, lost property, senior students sign out, making appointments with Principal.

Office B: Print Room – staff only

Office C: 8.15 a.m. – 8.40 a.m. then recess and lunch for Students – Payments
Purchases; Staff for orders
No payments will be taken from students during class time.

Parents: Payments can be made at any time between 8:15 a.m. and 2:00 p.m. Payments can be made by cash, cheque, credit card (Visa and MasterCard) and EFTPOS. Credit Card payments can also be made over the phone for your convenience. Additionally there is a Payments Online facility on the School website www.canterburg-h.schools.nsw.edu.au

School Newsletter

This is available twice a term. Parents are sent a text message when the newsletter is available on the website. The newsletter is also available in print copy for those families with no internet access.

Other Communication

The School website is regularly updated with information. SMS messaging is used to alert families to new important information.

Correspondence: Canterbury Girls High School
Church Street, CANTERBURY 2193

Telephone Number: 9718 1805
Fax Number: 9718 3501
Email: canterburg-h.School@det.nsw.edu.au
Web site: www.canterburg-h.schools.nsw.edu.au
Twitter: @GirlsCanterbury
SCHOOL TERMS FOR 2016

Term 1 Thursday 28 January 2016 to Friday 8 April 2016
Years 7, 11 and 12 resume school on Thursday 28 January 2016
Years 8, 9 and 10 resume school on Friday 29 January 2016

Term 2 Wednesday 27 April 2016 to Friday 1 July 2016

Term 3 Tuesday 19 July 2016 to Friday 23 September 2016

Term 4 Monday 10 October 2016 to Friday 16 December 2016

Day one of Terms 1, 2 and 3 are School Development Days for staff professional learning as are the last two days of Term 4. The days above are the first and last days of each term for STUDENT ATTENDANCE.

The SCHOOL CALENDAR is available on the school website. It is updated regularly – please refer to this for the latest dates.

BELL TIMES

The school’s timetable operates on a four period day on a two week cycle. Monday at 11.15 am each week is a school assembly followed by recess. Students have Week A and Week B timetables.

The schedule for Years 11-12 is different. They have a 5 period Monday and a 3 period Tuesday. This allows for TVET study and extension classes on a Tuesday afternoon. Some Senior Students also have a Period 0 which is from 7.30am - 8.38am for extension subjects or Offline subjects. Other Senior Students have a period 5 on Thursdays for extension subjects. Dear groups are based on alphabetic Year groups. The DEAR/Personal Best time allocation has concurrently run special programs in Literacy/Numeracy Mentoring, and other Well Being Activities. These all run Thursday and Friday DEAR time.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday/ Friday</th>
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<tbody>
<tr>
<td>Warning Bell</td>
<td>Warning Bell 8.38.am</td>
<td>Warning Bell 8.38.am</td>
<td>Warning Bell 8.38.am</td>
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<tr>
<td>Period 1</td>
<td>8.40 - 9.55 am 75 mins</td>
<td>Period 1 8.40 - 9.55 am 75 mins</td>
<td>Period 1 8.40 - 9.54 am 74 mins</td>
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<tr>
<td>Break</td>
<td>Break 9.55 - 10.00 am</td>
<td>Break 9.55 - 10.00 am</td>
<td>Break 9.54 – 9.58 am</td>
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<tr>
<td>Period 2</td>
<td>10.00 - 11.15 am 75 mins</td>
<td>Period 2 10.00 - 11.15 am 75 mins</td>
<td>Period 2 9.58 - 11.12 am 74 mins</td>
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<tr>
<td>School Assembly</td>
<td>11:15 - 11:40 am 25 mins</td>
<td>Recess 11.15 - 11.35 am 20 mins</td>
<td>Recess 11.12 - 11.32 am 20 mins</td>
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<tr>
<td>Recess</td>
<td>11.40 - 12.00 pm 20 mins</td>
<td>Period 3 11.35 - 12.10 pm 35 mins</td>
<td>Period 3 11.00 - 12.15 pm 75 mins</td>
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<td></td>
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<td>Period 3 11.35 - 12.10 pm 35 mins</td>
<td>DEAR/ Personal Best Program 11.32 - 12.02 pm 30 mins</td>
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<tr>
<td>Period 3</td>
<td>12.00 - 1.15 pm 75 mins</td>
<td>DEAR or Special Religious Education 30 mins 12.10 - 12.40 pm</td>
<td>Lunch 40 mins Lunch 1 12.15 - 12.35 pm Lunch 2 12.35 - 12.55 pm</td>
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<tr>
<td>Lunch</td>
<td>40 mins</td>
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<tr>
<td>Lunch 1 - 1.15 - 1.35 pm</td>
<td>Lunch 1 12.40-1.00 pm</td>
<td>Sport 12.55 pm</td>
<td>Lunch 40 mins Lunch 1 - 1.16 - 1.36 p.m Lunch 2 - 1.36 - 1.56 pm</td>
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<tr>
<td>Lunch 2 - 1.35 - 1.55 pm</td>
<td>Lunch 2 1.00-1.20 pm</td>
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</tr>
<tr>
<td>Period 4</td>
<td>1.55 - 3.10 pm 75 mins</td>
<td>Period 4 1.20 - 2.35 pm 75 mins</td>
<td>Sport finishes at 2.47 pm</td>
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<tr>
<td>Break</td>
<td>3.10 - 3.15</td>
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<tr>
<td>Period 5 - Year 11 &amp; 12</td>
<td>Year 11 &amp; 12 - finish at 12.40 unless they have TVET or extension classes</td>
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<tr>
<td>3.15 - 4.30 pm</td>
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</table>
SECTION 1 DIRECTORY

1.1 STAFF DIRECTORY

PRINCIPAL: Sue HOLDEN
DEPUTY PRINCIPALS: Andrew ANDERSON, Robyn ANDREWS (SEM 1), Julie RONAYNE (SEM 2)

ADMINISTRATIVE STAFF
Mrs Heather Finnan – School Admin Manager
Mrs Kathy Armour – Ms Bahieh Chami
Mrs Georgina Nohra – Mrs Lucy Occhipinti
Ms Cheryl Patulny – Mrs Maria Petrino
Ms Nursu Gumen – Mr David Ralph
Mr Ondrej Zima - IT Support Man – Ms Anna Da Silva
Mr Stuart Blake - IT Support – Mrs Eva Wilson

ENGLISH
Ms Jane Slattery – H.T.
Ms Debra Barford
Mrs Elizabeth Neves
Ms Ourally Papadopulas
Ms Karin Strachan
Ms Mary Vardakis

HSIE
TBD – H.T.
Mr Michael Chaseling
Mr Peter Fitzgerald
Ms Aarti Kumar
Ms Jana Mawassi
Ms Vicky Michos
Mr Dylan Nolan
Ms Lalita Venkatesan

LANGUAGES
Ms Qing Liu
Mrs Elizabeth Maddox
Mrs Yanna Mavris

PHYSICAL EDUCATION
Ms Sue Turnbull – H.T.
Ms Natalie Conroy/Ms Mary Vlachos
Mrs Jane Cooper/Ms Joanna Hunter - Job Share
Ms Stacey Naisbett
Ms Jamie Wirtz

CREATIVE AND PERFORMING ARTS
Ms Olive Barry - H.T.
Ms Daniela Caprin
Ms Louise Flannery
Ms Kellie Reed
Ms Caroline Texier
Ms Katherine Wilson

TECHNOLOGY & APPLIED STUDIES
Mr Dan Luzinsky – H.T. Teaching & Learning
Mrs Cathy Jenkins
Ms Janet Kastanias
Ms Sue Ormanci
Mrs Maria Stephenson

MATHEMATICS
Ms Gayle Gibson – H.T.
Ms Sanjeev Kaur
Mr Tony Kazzi
Ms Liza Moodie
Ms Kathe Burgess
Ms Marion Gifford

SCIENCE
Ms Jayne Delmas- HT Semester 1
Mrs Effie Di Chiara
Mr Alan Free
Mrs Tracy Jones
Mr Shaun Mullin
Ms Eva Samsa
Ms Sylvie Yassmin

LEARNING SUPPORT
Ms Robin Graeme-Holder/ Counsellors
Ms Kim Gane
Ms Liz Manton/Ms Margaret McLelland Teacher Librarian
Ms Anna Matos/ Ms Laura Papadimitropoulos Careers
Ms Alice Magoffin ESL
Mrs Yanna Mavris ESL
Mrs Eileen O’Sullivan Supp Teacher Learning
Ms Louise Fox Supp Teacher Mental Health

SPORT ORGANISATION
Ms Jayne Delmas Grade/Knockout
Mrs Effie Di Chiara Recreation/House
Ms Stacey Naisbett
Mrs Jane Cooper
Ms Jamie Wirtz

Carnivals

STUDENT WELL BEING
Ms Julie Ronayne H.T. Welfare
Mr Bejan Safi Youth Worker
Ms Liz Neves A-L Year 7 Advisers
Ms Karin Strachan M-Z
Ms Alice Magoffin Year 8 Adviser
Ms Vicky Michos Year 8 Adviser
Ms Jamie Wirtz Year 9 Adviser
Mrs Kathie Burgess Year 10 Adviser
Ms Stacey Naisbett Year 11 Adviser
Ms Jana Mawassi Year 12 Adviser
Mrs Janet Kastanias Prefect Co-ordinator
Ms Cathy Jenkins SRC Co-ordinator
Mrs Maria Stephenson International Students
Ms Louise Flannery Environment Students
Ms Kate Wilson

Parents and Citizens
Evan Shapiro/Jenny Childs P & C President
Lynne Scouller P & C Secretary
Stephen Gallagher P & C Treasurer
1.2 **Playground Areas and Duty**

**Canterbury Girls - School Grounds**

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**Wet Weather and Extreme Weather**

When weather is wet or extremely hot students can access:
Year 7 and 8 – Cantabrian Hall / Library
Year 9 – 12 – Canteen Area / Library

**Staff:**
Supervision during WET WEATHER and EXTREME HEAT
Upper & Rover – Library
Lower – Cantabrian Hall
Canteen – Canteen

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**BEFORE SCHOOL**

Before school students are to remain in the Canteen/ Inner Quad, or Library ONLY. NO student is to be in the upper or lower playground areas. Students should NOT be in the school buildings unless seeing a teacher.
1.3 CLASSROOM AND STAFF ROOM LOCATIONS

Canterbury Girls High School

Ground Floor Plan-A

First Floor Plan-B

Church Street
<table>
<thead>
<tr>
<th><strong>1.4 HELP PAGE ~ WHAT TO DO AND WHO TO SEE IF YOU:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Are ill for more than three (3) days or more</strong></td>
</tr>
<tr>
<td>Your family must contact the school and speak to the Deputy Principal or Year Adviser. You will be supported to keep up with your school work or to catch up. A medical certificate must be provided.</td>
</tr>
<tr>
<td><strong>Are ill or injured at school</strong></td>
</tr>
<tr>
<td>Go to Office A with a note from your teacher if it is during class time. The office staff will contact your family if necessary. <strong>DO NOT</strong> phone your family yourself.</td>
</tr>
<tr>
<td><strong>Are late</strong></td>
</tr>
<tr>
<td>Report to Office A to sign in. Get a note indicating the time of arrival and then go quickly to class. You will not be accepted into class without a note.</td>
</tr>
<tr>
<td><strong>Plan to leave early</strong></td>
</tr>
<tr>
<td>Bring a note from home to Office A before school and pick up early leavers pass at recess.</td>
</tr>
<tr>
<td><strong>Are out of uniform</strong></td>
</tr>
<tr>
<td>Bring a note from home with an explanation. Even if you have no note, your Period 1 teacher will issue a Uniform Pass. Financial problems seek student assistance – see Office C.</td>
</tr>
<tr>
<td><strong>Have been absent</strong></td>
</tr>
<tr>
<td>Bring a note explaining your absence to Office A the day you return.</td>
</tr>
<tr>
<td><strong>Have lost property</strong></td>
</tr>
<tr>
<td>Office A handles lost property.</td>
</tr>
<tr>
<td><strong>Need to go to the toilet during class</strong></td>
</tr>
<tr>
<td>Students must have a note signed by their supervising teacher. Report to Office A if the toilets are locked.</td>
</tr>
<tr>
<td><strong>Are lost or have lost your timetable</strong></td>
</tr>
<tr>
<td>See Office A or your Year Adviser.</td>
</tr>
<tr>
<td><strong>Need to get or replace a travel pass</strong></td>
</tr>
<tr>
<td>See Office A.</td>
</tr>
<tr>
<td><strong>Are injured for sport</strong></td>
</tr>
<tr>
<td>Go to the Sport Organisers with a note explaining your injury or attend Non-Sport. If you are sick see note above.</td>
</tr>
<tr>
<td><strong>Need the Counsellor</strong></td>
</tr>
<tr>
<td>Students can visit the Counsellor and make an appointment or ask their Year Adviser, Head Teacher Welfare or Deputy Principal to make an appointment on their behalf. You can also slip a note under the door of the Counsellor’s Office, or leave it in an envelope at Office A or with Year Adviser or Head Teacher Welfare.</td>
</tr>
<tr>
<td><strong>Need Child Protection</strong></td>
</tr>
<tr>
<td>Students can disclose information to any teacher. It will be reported to the Principal and appropriate government agencies.</td>
</tr>
<tr>
<td><strong>Know of harassment including bullying or discrimination</strong></td>
</tr>
<tr>
<td>Report any incidents of discrimination, whether racist or otherwise to a class teacher or your Year Adviser, Head Teacher Welfare or the Deputy Principal immediately. Report bullying to your Year Adviser.</td>
</tr>
<tr>
<td><strong>Can’t do your homework</strong></td>
</tr>
<tr>
<td>Bring a note from home to your class teacher. Your teacher will help you with your homework, or give you more time to complete it if your reason is acceptable.</td>
</tr>
<tr>
<td><strong>Are going overseas or will be absent for more than five [5] school days for urgent and important family reasons</strong></td>
</tr>
<tr>
<td>See Office A for Application for Extended Leave form. If travelling interstate or overseas you will be required to provide a copy of airline tickets.</td>
</tr>
<tr>
<td><strong>Need to order your lunch</strong></td>
</tr>
<tr>
<td>Before school go to the Canteen, fill in an order form and pay for it. Collect your order from the designated window at lunch. Orders can also be made at recess and via the internet link.</td>
</tr>
<tr>
<td><strong>Observe or experience disruption during recess or lunch</strong></td>
</tr>
<tr>
<td>Report incident to teacher on playground duty or Head Teacher on Duty.</td>
</tr>
<tr>
<td><strong>Need a computer log in</strong></td>
</tr>
<tr>
<td>See Ms Manton/Ms McLelland in the Library</td>
</tr>
<tr>
<td><strong>Have run out of print availability</strong></td>
</tr>
<tr>
<td>Pay $5 at Office C.</td>
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## 1.5 CURRICULUM YEAR 7 – 12

### 2016 Distribution of Studies 7 - 12

<table>
<thead>
<tr>
<th>Subject</th>
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<th>Periods per fortnight</th>
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<td>VET - Business Services</td>
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<td>Textiles &amp; Design</td>
<td>Visual Arts</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Dance</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>VET – Hospitality</td>
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</tr>
</tbody>
</table>

**VET – Hospitality 2U**
Bring Your Own Device (BYOD) Program

What is the BYOD Program?
Canterbury Girls High School has implemented a ‘Bring Your Own Device’ (BYOD) Program i.e. laptop or tablet. The BYOD Program requires all students to bring their own computing device to school each day.

Why BYOD?
Bring Your Own Device, or BYOD, is a technological trend in education and in the corporate world which recognises that technology preference and choices about technology are different from person to person. BYOD also acknowledges that technology in education means more than meeting specific curriculum requirements. BYOD is designed to give you, as students and families, freedom to make technology choices that suit you and your circumstances.

What type of computing device do I need?
The personal computing device does need to meet the Device Specifications that have been included at the end of this document.

These device specifications identify the minimum system requirements / hardware specifications for student devices and also offer guidance on some suggested makes and models so that parents/carers are fully informed about requirements to ensure that each student’s BYOD enhances their learning.

While all devices identified meet the minimum system requirements/hardware specifications, the school strongly recommends that students choose a laptop device to ensure that their BYOD maximises their learning experiences such as the Lenovo ThinkPad Yoga 11e.

Parents must ensure that any BYOD device that is brought to school is 5 GHz enabled; otherwise it will not connect to the school’s wireless network. The device must have Dual Band Wifi. Please check with shop staff before purchasing a device that the device complies with this specification.

Students and parents / carers are responsible for ensuring that the device brought to school meets all the requirements of the Device Specifications, as a device which does not meet the Specifications will not be able to access the school network.

Do I need to buy software?
The DoE has negotiated with Adobe and Microsoft for you to be able to download software for free. All NSW Department of Education School students are eligible to download and licence Adobe and Microsoft software from this website. This software is only available to download onto personally owned devices. Information about the software available for download, compatibility with devices and the process of downloading can be found at:

https://portal.office.com/start?sku=student
http://nsw-students.onthehub.com/WebStore/Welcome.aspx

For iPads, go to the App Store for Office Apps.

What do I need to do before I can use my own device at school?
Prior to using a personal computing device at school for the first time, students and their parents/carers must read and sign the BYOD User Charter which sets out the responsibilities and expectations for use of the computing devices at Canterbury Girls High School. This charter will be issued to each new student as part of their enrolment package and will need to be signed by the student and a parent/carer and returned to IT Support in the Library.

If you have a new personal computing device you must ensure that you have completed the initial operating system set up for your device. This may include the creation of an Apple ID account or a Windows administration account and the activation of the Windows operating system.

New students will be required to bring their personal computing device to school with their signed charter. IT Support will then ensure that your device meets the required device specifications and check that you are able to log in to the school’s network and the internet.

Once this Device Specification and Login Check have been conducted, students will be able to use their computing device in accordance with the school’s Cyber Safety Policy, the Department of Education’
Do you require more information about BYOD?
The following resources may be of assistance in addressing any questions or concerns that you may have about the BYOD program:

- Visit our school’s website:  http://www.canterburg-h.schools.nsw.edu.au/
  The website will be able to provide you with information and documentation regarding the BYOD Program (located in the Policies section of the website) including the school’s Equity Policy and our BYOD User Charter as well as BYOD Frequently Asked Questions (FAQs) on the program.

Should you have any further questions or concerns, please do not hesitate to contact the school:
- By Phone: 9718 1805
- By Email: canterburg-h.school@det.nsw.edu.au

Device Specifications/Minimum System Requirements

The BYOD Program requires all students in Years 7-12 to bring their own computing device to school each day. This personal computing device does need to meet Device Specifications that are recommended by the school and listed below.

The device specifications:
- identify the minimum system requirements/hardware specifications for student devices and
- offer guidance on some suggested makes and models so that parents are fully informed about requirements.

While all devices identified meet the minimum system requirements/hardware specifications, the school strongly recommends that students choose a laptop to ensure that their BYOD maximises their learning experiences.

<table>
<thead>
<tr>
<th>Device Type</th>
<th>Windows Laptop</th>
<th>Mac Laptop</th>
<th>Windows Tablet</th>
<th>iPad Tablet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating System</td>
<td>Windows 7 or higher</td>
<td>OS X 10.7 or higher</td>
<td>Windows 7 or higher</td>
<td>iOS 6.0 or higher</td>
</tr>
<tr>
<td>Wireless</td>
<td>5GHz 802.11n Device Must Have Dual Band Wifi</td>
<td>5GHz 802.11n Device Must Have Dual Band Wifi</td>
<td>5GHz 802.11n Device Must Have Dual Band Wifi</td>
<td>5GHz 802.11n Device Must Have Dual Band Wifi</td>
</tr>
<tr>
<td>Min Screen Size</td>
<td>7”</td>
<td>7”</td>
<td>7”</td>
<td>7”</td>
</tr>
<tr>
<td>Storage Capacity</td>
<td>64 GB hard drive</td>
<td>64 GB hard drive</td>
<td>16 GB</td>
<td>16GB</td>
</tr>
<tr>
<td>RAM</td>
<td>2 GB</td>
<td>2 GB</td>
<td>1 GB</td>
<td>1 GB</td>
</tr>
<tr>
<td>Maximum Device Age</td>
<td>2 years</td>
<td>2 years</td>
<td>2 years</td>
<td>2 years</td>
</tr>
<tr>
<td>Minimum Battery Life</td>
<td>4 hours</td>
<td>4 hours</td>
<td>4 hours</td>
<td>4 hours</td>
</tr>
<tr>
<td>Required Accessories</td>
<td>Protective case/cover Headphones</td>
<td>Protective case/cover Headphones</td>
<td>Protective case/cover Headphones</td>
<td>Protective case/cover Headphones</td>
</tr>
<tr>
<td>Other Requirements</td>
<td>Up-to-date Antivirus (for example Microsoft Security Essentials)</td>
<td></td>
<td>Up-to-date Antivirus (for example Microsoft Security Essentials)</td>
<td></td>
</tr>
</tbody>
</table>

**Important:** The DoE wireless network installed in high schools only operates on the 802.11n 5GHz standard and it is therefore imperative that your device’s WiFi is “Dual Band”.


SECTION 2   SETTING SCHOOL TONE
2.1  CODE OF BEHAVIOUR

NSW Public schools take strong action in response to behaviour that is detrimental to themselves or others or to the achievement of high quality teaching and learning (2016 Behaviour Code for Students).

At Canterbury Girls High School, a structured system to promote a safe, happy and harmonious learning environment is followed. The school community strongly believes in providing positive support to all students to allow quality teaching and learning at all times, and to enable all students to achieve their personal best. Students are expected to be aware of their responsibilities as members of the school community, and most importantly, as learners.

The Canterbury Girls School Code is as follows:

RESPECT – SHOW RESPECT FOR ALL PEOPLE, PLACES & THINGS
- Treat all people with dignity
- Address people politely in all spoken, written and electronic communications
- Cooperate with others, being fair and honest in all situations
- Show respect in your relations with others and consider their feelings
- Value the interests, abilities and cultures of others
- Follow the school’s Uniform Policy
- Care for the school’s property and its environment.

SAFETY – PROTECT THE SAFETY OF YOURSELF AND OTHERS
- Behave appropriately and follow teacher instructions
- Resolve conflict peacefully
- Take responsibility for your learning and behaviour
- Care about yourself and others
- Act safely at all times.

ENGAGEMENT - LEARN ALL YOU CAN AND ACHIEVE YOUR PERSONAL BEST
- Attend every school day
- Arrive at school and class on time
- Bring the equipment to be prepared for each lesson
- Actively contribute to class and school activities
- Strive to achieve your personal best.

If a student chooses to behave inappropriately, she will be spoken to by the teacher. If she continues to make inappropriate behaviour choices, she will be moved to Classroom Time Out. The Head Teacher of the Faculty will be informed and a letter sent to the student’s parents. A student on Time Out in the Classroom must negotiate with their classroom teacher, and the Head Teacher if necessary, to return to class. A student must take responsibility to negotiate their return to class within 4 lessons in that subject. The Deputy Principal is informed. If a student is in Time Out in the classroom in a number of subjects at once, the Deputy Principal is informed and may move the student to the Whole School Time Out.

If a student fails to meet her responsibility to negotiate a return to class, or if inappropriate behaviour continues while at Time Out in the Classroom or after return to class, the Head Teacher may move the student to Faculty Time Out. The student will remain there for up to 4 periods. The family will be contacted and the Deputy Principal informed.

If the student still refuses to take responsibility for her behaviour, the Head Teacher will refer the student to the Deputy Principal for Whole School Time Out. The student will remain there for up to 4 periods, and participate in an interview with the Deputy and her parents. The student must complete a written agreement before returning to class. If Whole School Time Out is not resolved, a Warning for Suspension may be issued.
GOOD DISCIPLINE AND EFFECTIVE LEARNING

- Student Recognition System
- Letters of congratulations from Faculties/ DP/ P
- Good Work sent to H.T./DP/P-work displayed
- Public recognition / newsletter/assembly/local paper/ external awards/Recognition Days
- Wonderful results in external examinations
- Success in Extra Curricular programs

NON URGENT for the following matters PERSISTENT DISOBEDIENCE
All of these matters come under heading of Persistent Disobedience and if ongoing, a warning for Suspension will be given, student put on a contract or SCHOOL TIMEOUT, a Suspension can then potentially take place if there is no resolution of the issues.
1. Playground problem 2. Smoking
3. NO Uniform 4. Truanting
5. Bullying 6. Disobeying Discipline Code (in class Non Urgent)
7. Bringing the Schools Name into disrepute

Unsatisfactory Progress In LEARNING (Over 17’s)
Should be viewed separately to the above procedures.
When a student over 17 is not satisfactorily participating in learning with evidence of:-
High level N awards Poor Academic Progress
Poor attendance Truanting
An expulsion process can be used with an initial warning letter, followed by a parent meeting, a period of time for students to improve and change participation. If there is no change expulsion can take place. Ideally if this is the situation, the school needs to work with the student and family to find another educational pathway for the student that does engage them and ensures accreditation of some sort in another setting.

URGENT SUSPENSION for following matters:
1. Possession of illegal drug
2. Violence/threat of serious physical violence
3. Possession of prohibited weapon
4. Severe verbal violence

If a student has multiple NEGATIVE BEHAVIOUR issues which have not been solved after a variety of strategies, including TIME OUT– Suspension can be imposed for Persistent Disobedience failure to follow School Discipline Code.

If NO Resolution

CLASSROOM TIMEOUT- with Class Teacher

IF NO Resolution

FACULTY TIMEOUT with Head Teacher

IF NO Resolution

SCHOOL TIMEOUT through Deputy Principal, Warning for SUSPENSION

IF NO RESOLUTION - SUSPENSION Persistent DISOBEDIENCE
2.2 CANTERBURY GIRLS HIGH SCHOOL ANTI-BULLYING PLAN 2016

1. Statement of Purpose

The purpose of this Anti-Bullying Plan is to develop a shared understanding amongst all members of the school community of their responsibilities to prevent and respond to bullying.

Canterbury Girls High School is a safe, caring and inclusive learning environment in which diversity is affirmed and individual differences are respected.

Students, staff, parents and caregivers believe that in order for optimum student learning and social outcomes to be achieved, quality education must be provided in a context of strong social support and respectful relationships.

Bullying is not acceptable in any form and is uniformly opposed by the school community.

2. Defining Bullying Behaviour

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimization and all forms of harassment including that based on sex, race, homosexuality, transgender, disability or health issue such as allergies. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying behaviour can be:

- **verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** e.g. hitting, punching, kicking, scratching, tripping, spitting
- **social** e.g. ignoring, excluding, ostracizing, alienating, making inappropriate gestures
- **psychological** e.g. spreading rumours, dirty looks, taking or damaging possessions, malicious SMS, internet and email messages, inappropriate use of camera phones and other electronic devices.

3. Responsibilities

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying:

- **students** are responsible for following the school’s behaviour code and for reporting incidents of bullying to a teacher as soon as possible to allow the bullying to be addressed
- **parents, caregivers & community members** are responsible for supporting the school’s code of behaviour and for contacting the school should they become aware of any instance of bullying involving their daughter or any other student
- **teachers** are responsible for developing, implementing and evaluating effective anti-bullying strategies and for ensuring NSW Department of Education requirements in relation to the issue of bullying are addressed.

The school community recognises that the modelling and promotion of respectful relationships by all members on a continuing basis is fundamental to the prevention and eradication of bullying.
4. Managing Bullying

4.1. Identifying bullying behaviours

- students will participate in year meetings and a variety of student wellbeing activities, including Personal Best, in which they examine the definition of bullying, the various ways bullying can be displayed and strategies for addressing it
- teachers will participate in a workshop relating to the Anti-Bullying Plan and the issue of bullying generally so as to increase their capacity to manage the issue effectively
- parents and caregivers will receive information annually about bullying and procedures for addressing it in the school newsletter and on the school website. They will be informed of the availability of the Police Youth Liaison Officer (PYLO) in resolving bullying issues.

4.2. Strategies

- understand what bullying is and name it if it occurs
- intervene if bullying occurs
- be proactive in reporting immediately any incident of bullying to the relevant Year Adviser
- support students who are the targets of bullying and encourage them to see their Year Adviser, or see the Year Adviser on their behalf if they are not comfortable reporting it
- demonstrate courtesy and respect in all dealings with people in order to model positive ways of relating with people
- actively participate in curriculum and whole school initiatives which examine the issue of bullying and strategies for addressing it.

4.3. Procedures

1. Identify bullying and understand that it is not acceptable under any circumstances.
2. Report the bullying to the student’s Year Adviser.
3. Complete a Bullying Report Form issued by the Year Adviser in which information is provided about the bullying that has been occurring.

Once a report has been made, the students involved in the bullying will:

4. Participate in a mediation conducted by the Deputy Principal in order to put an end to the bullying.
5. Commit to an Anti-bullying Agreement in which all parties commit to cease all forms of bullying.
6. Notify the Deputy Principal immediately should there be any re-occurrence of the bullying so that additional measures can be implemented.
7. Understand that persistent bullying will result in suspension from school and referral to the PYLO.

4.4 Cyberbullying

All students need to understand that cyberbullying is illegal.

Students who experience cyber bullying must:
- refrain from responding to the cyber bullying in any way
- immediately block the contact or, if in a chat room, change your username and password
- report any threats made to the police immediately
- save and print bullying that occurs over the internet (If the bullying occurs over a mobile, save text messages or keep a record of the date, time and what was said in phone conversations)
• report to your Year Adviser if the cyber bullying occurs at school or involves students from school, and ensure any relevant ‘report abuse’ services (eg. Facebook service) or service providers (eg mobile phone company) and the police are informed.

5. Monitoring and Evaluating

The School’s Anti-bullying Plan will be reviewed in Term 4 of each year to evaluate the Plan’s effectiveness and make revisions where necessary for the following school year. School data relating to bullying, including the number of bullying reports and anti-bullying agreements undertaken over the course of the school year, will be analysed during the review process.

6. Related Resources


Bullying No Way website ~ www.bullyingnoway.com.au


Mind Matters website ~ www.mindmatters.edu.au

Cyber bullying related sites:

E smart school website www.esmartschools.org.au

Cyber smart website www.cybersmart.gov.au

Cyberbullying

At Canterbury Girls High School we are committed to positive, respectful online communication. Cyberbullying is ‘the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others’, Bill Belsey, President of Bullying.org (Canada).

Cyberbullying can involve email, mobile phones, instant messaging, chatrooms, weblogs, and personal websites in online communities such as MySpace and bebo. Just like other types of bullying it is about relationships, power and control. And just like all other forms of bullying and harassment it is not tolerated at school. Cyberspace is often removed from adult supervision and awareness, so cyber bullying can help a bully to keep their unacceptable behaviour secret. Cyberbullies sometimes hide behind the anonymity of the internet as well. The behaviour can happen outside of school time via computers at home, then taken to school in the day to day relationships of the school community.

At school, we have a policy which is mindful of the need to prevent a mobile phone being used to bully while at school. Phones must be switched off and out of sight.

Students must have parent/carer permission to use their digital devices and access the Internet while at school. In class, only sites relevant to class work may be accessed. The Department of Education uses filters and blocking of sites which may expose students to bullying or other unacceptable cyber behaviour while at school. DoE email is being introduced to provide a safe and secure form of communication within and between school communities. Students are expected to use the Internet responsibly and for learning when they are at school. If there are serious breaches of behaviour, student access to the Internet may be blocked at school.
Students and their families are reminded to use the Internet with caution. We ask parents and carers to support the school by providing supervision and guidelines at home. Some of the points considered important include:

- Not giving out or posting personal information on the Internet
- Never arrange to meet people you have met online without adult supervision
- Avoid sending messages when angry or upset. Just like in face to face conversation, it is best to walk away and wait until you calm down
- Don’t open messages from people you don’t know
- Limit your Internet time. Virtual reality is a place you should take a break from. Connect with family and friends offline as well as online!

Parents and carers can access more ideas at [https://esafety.gov.au/](https://esafety.gov.au/). This is the Australian Broadcasting Authority’s official site on this topic. The most common advice to families is to increase your own awareness and knowledge of cyberspace in order to prevent your children having any cyber based problems. Keep the computer in a supervised common area of the home and limit time online to a reasonable amount.

**What to do if you are cyberbullied**

Just like with other types of bullying you must get help from an adult. You or your parents can inform your ISP (Internet Service Provider), your Instant Messaging or mobile phone service provider. The police may also be able to provide assistance and should in fact be contacted if threats or serious issues arise.

- Do not reply to messages from bullies.
- Keep messages as evidence, do not delete them.

At school, talk to your class teacher, Year Adviser, Head Teacher Welfare or Deputy Principal. Families can contact the Deputy Principal, Head Teacher Welfare, or Year Adviser for advice. We are committed to preventing Cyberbullying affecting the school learning community. Cyberbullying affecting students at school which has originated outside of school time or via computers outside of school will be referred to the police for investigation.

### 2.3 Uniform

Canterbury Girls is a proud uniform wearing school. This is in accordance with Department of Education policy and the wishes of the whole school community – students (represented by Student Representative Council and Prefects), parents and families (represented by the P&C), and staff. Wearing school uniform presents a positive public image to the community of our school. School uniform also fosters a safer school environment by enabling students to be easily identified. All students are expected to wear full school uniform every day.

**Safety**

- Jewellery is to be minimal and small in size
- In practical classrooms (science labs, food technology rooms, art rooms) enclosed leather style shoes must be worn.


Any families needing financial support to meet school uniform requirements should contact Office A, Mrs Heather Finnan our Administration Manager, for an application for the Student Assistance Scheme.
The school has a limited supply of uniform items. If the student is found to be wearing inappropriate clothing they may be asked to change.

**JUNIOR (Years 7 - 10)**
- Checked skirt/Navy tailored trousers/Navy tailored shorts
- Plain white blouse with school logo
- Navy jumper with blue stripe or plain navy jumper/Navy Polo Jumper/School Logo
- White/Black or navy socks or black or navy stockings
- Black leather shoes/boots with flat heels
- **Additional Items:** School tie; navy tailored slacks; navy jacket; school blazer; plain navy cardigan or vest; Navy thick jacket with school logo, plain white, grey or black undershirt; white or navy veil.

**SENIOR (Years 11-12)**
- Navy skirt/Navy tailored trousers/Navy tailored shorts
- Sky blue blouse with school logo
- Navy jumper with blue stripe or plain navy jumper/navy polo Jumper/School Logo
- White/Black or navy socks, or black or navy stockings
- Black leather shoes/boots with flat heels
- **Additional items:** School tie; navy tailored slacks; navy jacket; school blazer; plain navy cardigan or vest; Navy thick jacket with school logo, plain white, grey or black undershirt; white or navy veil

**SPORT UNIFORM consists of:**
- Navy shorts
- Polo shirt (transitioning from Current Yellow to Navy over next few years)
- Sports shoes
- Navy tracksuit with school logo
- Sport uniform may be worn on sport day (Wednesday) only. For PE lessons students are to bring their uniform and get changed at the beginning and end of class.
- **Tights, skins, leggings and workout pants are not to be worn. If a student is doing dance for sport, they must wear navy school shorts over the top of the tights until sport commences.**

**Extreme Weather:**
Additional outer layers of clothing such as jackets in cold weather can be worn as long as they are plain navy or black. In addition, in cold weather leggings under skirts is acceptable.
SCHOOL SHOES SUITABLE FOR CANTERBURY GIRLS HIGH SCHOOL

COVERED + LEATHER + SUPPORTIVE + PROTECTIVE

IMPORTANT NOTE TO PARENTS:

❖ The Department's Work Health & Safety regulations requires all students to wear only enclosed black leather school shoes (slip-ons are not permitted).
❖ On days where students have PE, they need to bring their sports shoes in their bags and change before the class.
❖ On sport days, sports uniform and sport shoes are required.

Examples:

What To Do If You Are Unable To Wear Uniform

It is your responsibility to wear uniform every day. It is expected all students will have full school uniform every day. On rare occasions a student may be unable to wear full school uniform. In this case you must bring a signed note from a parent or caregiver, stating the reason and by when it is expected you will be able to wear full uniform.

In Period One, any student out of uniform will be issued with a uniform pass for the day. The infraction will be recorded on AWMS, and a letter sent to your parents requesting their support in facilitating their child’s compliance with the school’s uniform policy.
2.4 Recognition of Achievement

The school holds two significant formal awards ceremonies in the school year.

1. Academic Achievement Assembly is in Term 1, the highest achieving HSC students of the previous year are acknowledged and congratulated, along with the DUX, second, third and fourth place getters in each Year group. Dux in each year receives a book voucher provided by Cantabrians. First place getters in each Year 12 subject receives a book voucher provided by school.

Academic achievement and school and community citizenship are also recognised by a number of special awards, including:

- **The Reuben F Scarf** Award for Improvement and Commitment – Year 9 student
- **The Zonta Women's Club** Award for Citizenship - Year 10 student
- **The Cantabrian Scholarship** – for Year 11 student $800 in trust in school account for school costs
- **Cantabrian** Awards for Dux of each year - book voucher & plaque
- **The Grace Sparks** Award for Excellence in English – Certificate & book voucher, Year 10
- **The University of Western Sydney** Award to Most Outstanding in Year 11
- **The Caltex All Rounder Award** for the Most Outstanding in Year 12
- **ADF (Australian Defence Forces)** Scholarships for Leadership and Teamwork for students in Years 10 & 12 - $250, $500
- **Bailey** Award for Best student studying HSIE subjects in Year 11- in trust for some school costs
- **Smith-Anderson** Award – First in Yr 12 Modern History - cash award
- **Community Member** Contribution Award – certificate and gift
- **P & C Achievement** Award for the Best Result in HSC Practicals in Visual Arts, Music, Drama, Textiles, Dance and Society and Culture, Extension 2 English - $75 per subject
- **St George Workplace Learning** – Most Outstanding Vet Student(s) – $250 to assist VET expenses
- **Two school-sponsored** Year 7 Scholarships for Full Camp costs and Subject Fees for Year 7 only.

2. Annual Recognition Day is in Term 4. Students who have attained Outstanding and Meritorious in each class, subject or course are recognised. On this day we also recognise sporting and performing arts achievements.

Student Recognition Scheme

This scheme enables students at Canterbury Girls to have their progress and participation acknowledged each year.

Students who qualify for Student Recognition are presented with a badge as a symbol of their achievement. The badge colour and design varies according to the number of years for which a student has qualified. This is presented in December at Annual Recognition Day.

A student entering the school in Year 7 has the potential to qualify for up to six badges. In order to qualify students must:
Use the electronic version of the recognition record, available from school website, online diary school pages (lcplanner.com) or emailed. Record your completion of recognition throughout the year.

Check copies of Student Electronic Records which will be available on Year Notice Boards prior to Recognition Day in Term 4.

Inform Year Adviser of any discrepancy in the rewarding of recognition.

Present completed Recording Sheet (print out or email) to the Recognition Coordinator/Year Adviser who will then recommend the student for a Recognition Badge.

A student who qualifies under this scheme will be presented with a badge at an end of year Student Recognition Assembly.

**Award Criteria**

Within one calendar year, students must:

- Qualify in categories 1 and 2 and qualify in 3 of the other categories (i.e. categories 3 - 8)

**Categories of Recognition**

1. **Academic Achievement - Compulsory Activity**
   A student will need to have achieved satisfactory progress in all subjects on both the Semester 1 and Semester 2 reports.
   OR
   A student will need to have displayed improvement towards achieving their personal best across a range of subjects.

2. **Carnivals Compulsory Activity**
   A student will need to have participated satisfactorily in two of the three annual school carnivals -
   - Swimming Carnival (compete in at least one event)
   - Athletics Carnival (compete in at least two events)
   - Cross Country Carnival
   **NB. If a student is physically unable to satisfy this requirement an alternative may be negotiated with the Deputy Principal.**

3. **Sport (Representative)**
   A student will need to have participated satisfactorily (80% attendance at games) in one of the following knockout or grade sports -
   - Basketball, Netball, Hockey, Volleyball, Soccer, Table Tennis, Oz Tag, Mini Soccer, Lawn Bowls, Touch Football, Softball.
   OR
   - Have achieved Zone, Regional or State selection arising out of membership of the school.

4. **School (Representative)**
   A student will need to have been selected for and participated satisfactorily in a Regional, State or National performance groups arising out of membership of the school e.g.: NSW State Drama/Dance, Debating, Music, Tournament of Minds, Theatre Sports, School Spectacular.

5. **School Leadership – Elected/Nominated Positions**
   A student will need to have taken an active part in one of the following -
   - School Prefect Body
   - Student Representative Council
   - House Captain/Vice Captain
   - Mentor or Mentor Trainee
   - Will have been nominated by the school for a special award e.g. Minister's Award
Canterbury Girls High 2016

for Student Excellence, Order of Australia Certificate.
- White Ribbon Respect Leader.

6. School Based Activities
A student will need to have participated satisfactorily in one of the following:
- School club or committees e.g. ISCF, Environmental Committee
- School lighting/sound engineers
- Ensemble/group e.g. Choir, Orchestra, Dance (Cannot be same as Category 4)
- Young Achievers or E Team
- Performer at MADD.

7. Enrichment/Extension Activities
A student will need to have met one of the following criteria:
- A grade of at least a Credit in a National Standardised Test (e.g. English, Mathematics, Science)
- A commendation in the Herald's Young Writer of the Year Award
- The Mathematics Enrichment activities
- The Mock Trial Competition
- Participation in United Nations Youth Association
- An entry accepted into ARTEXPRESS or recognised exhibition
- A commendation in an external essay/writing/poetry competition
- An entry selected into the NSW Design Competition
- An Award in one of the State History Competitions
- Debating/Public Speaking
- Any other enrichment activity approved by the Deputy Principal.

8. Community and School Service
A student will need to have met one of the following criteria:
- Assistance at an organisational level with Parent-Teacher Nights/Orientation Days/Assemblies/ School Visits/Open Nights
- Participation in a working bee at the school (one whole day)
- Assisting with coaching of sport, music, debating, Tournament of Minds
- Participation in a school approved community service project (e.g. charity collection)
- Participation in a school service project approved by the Deputy Principal
- Perfect attendance.

2.5 Student Leadership

A range of opportunities are made available for students to contribute to the school community in leadership roles. These include Student Representative Council, Senior Prefects, Environmental Ambassadors, and Mentoring.

Student Representative Council (SRC)

The SRC is an active and committed organisation within the school. The SRC is the elected student voice which communicates between students, teachers and the community. The SRC provides opportunities for involvement in leadership and participation within the school and representation of the school at District, Regional and State level. Past school captains have often had a history in the SRC in and beyond the school. The SRC provides opportunities for students to be involved in the decision making and goal setting process on issues which matter to students, such as school environment, uniform and inter-school activities. The SRC work in partnership with primary schools to contribute to leadership development in Years 5 and 6 students.
Canterbury Girls High 2016

Students elect their SRC representatives each year. One representative is elected for every 25 students in the Year. After the elections each year, representatives are inducted at a whole school assembly in Term 3 alongside the Prefects and Co-Captains. Office bearers for the SRC are chosen following leadership training in meeting procedures, roles and responsibilities within the Council. Students who wish to stand for election are required to complete a nomination form signed by themselves, a staff member and 2 students from their Year. At a Year Meeting all candidates will speak about their experience and plans for contribution to the school community if elected. This process ensures highly suitable candidates with leadership qualities and a genuine commitment to the school community are elected.

Mrs Jenkins, SRC Teacher Co-ordinator

A Message from the Students in the SRC

The Canterbury Girls Student Representative Council (SRC) is a leadership program run by Secondary Students for Secondary Students. It is a forum where issues that affect the school and its community are raised, discussed and acted upon in a safe environment.

The SRC representatives consist of peer-elected members. The elections occur annually where four representatives from each grade are selected to be a voice for their respective year groups. Girls who display leadership qualities of responsibility, reliability, integrity, honesty and loyalty are elected by their peers to the SRC. Their excellent interpersonal and communication skills, behaviour and conduct enable them to proudly represent their school.

Canterbury Girls SRC participates in the wider community, attending meeting and conferences in the Sydney Region, in order to share ideas on how to improve the schools’ SRC programme, improve communication and help with issues that may affect the local community.

It is a great place to learn leadership skills and give back to our school community in a positive way. The students are encouraged to become involved in worthwhile causes within the school and its community.

Respect, fairness and a wonderful democratic process within the SRC enable the girls to develop enhanced leadership skills and a sense of achievement in supporting others in our communities.

Senior Prefects

The prefect body is elected annually in Term 3. Students complete a nomination form which must be endorsed by two teachers and two of their peers. Students’ attendance record, participation in extra-curricular activities and engagement with leadership opportunities throughout Years 7-11 are considered when making a decision about the suitability of a student for the position of prefect. Students in Years 10 and 11 and the staff participate in the voting process to arrive at a final group of 20. From this group, students may elect to be interviewed for the role of Co-Captain. Interviews are conducted by a panel including the Principal, a Prefect Co-ordinator, the Year Adviser and an outgoing Co-Captain. Four Co-Captains lead the Prefect body each year, chairing formal assemblies, representing the school at official functions, leading communication between the Senior student body and the school executive and participating in community service. The position of Prefect or Co-Captain is extremely important in terms of being a senior role model, leading by example and upholding the good name of the school. The prefect body works together on a variety of projects which develop the skills of leadership, teamwork and collaboration.

Ms Kastanias Prefect Teacher Co-ordinator
Green DEAR

At Canterbury Girls High School we can boast a long and proud commitment to helping the environment and developing more sustainable practices. Nowhere is this more apparent than in the activities and projects overseen by our award winning environmental group ‘Green ‘DEAR’. As members of this group, students are provided with opportunities to apply and develop their leadership skills through promoting environmental awareness and improving the school’s environmental amenities. In 2013 alone, the group was responsible for the implementation of the ‘2193, plastic bottle free’ commitment in our local schools as well as a grass roots campaign to promote support for a national Cash for Containers scheme.

Green DEAR meets once a week during school hours to help plan and coordinate its activities. However, throughout the year there are also numerous opportunities for students to engage with the wider community; attending environmental workshops and seminars, networking with other schools and taking part in local ‘clean-up’ initiatives. For any student who has a passion and appreciation for the environment, and wants to have fun while making a difference, Green DEAR is for you!

Mrs Stephenson, Green Dear Co-ordinator

Mentoring

Students in Years 8 and 9 have the opportunity to train as student mentors over two days of in-school workshops. Mentors welcome the new Year 7 students to the school as Year 9 and 10 mentors the following year. Our mentoring program dates back to 2001, when the school worked in partnership with NSW Health to introduce the positive mental health concepts of resilience, coping, anti-bullying and seeking help, as part of the Mind Matters package developed for schools. New Year 7 completes a series of workshops run by the trained mentors to help them settle into high school. It includes games, discussions, and getting to know you activities based on settling in, finding your way around, meeting new people, making friends, anti-bullying, goal setting and study skills for high school. Many senior members of the SRC and elected Prefects started their leadership careers as mentors in Years 9 and 10. Participation in the mentoring program is an ideal way to develop skills of co-operation, teamwork, helping others and showing commitment.

Ms Ronayne, Mentoring Co-ordinator with Stage 5 Year Advisers.

NSW Premier's Student Volunteering

The volunteering program is aimed at students in Years 9 and 10. It aims at students' civic responsibility and citizenship through direct community involvement. Students help out at a range of places including aged-care facilities, local primary schools, at the RSPCA and with sports coaching. This program instils a sense of community pride and respect among our students.

Research tells us that volunteering has positive impacts on student engagement and academic achievement. Nurturing in students a sense of civic responsibility for the communities they live in is an essential element in their development as young citizens. Adolescence is a time in which students’ primary focus is on their image and themselves. Balancing their focus on themselves with attitudes and opportunities to do something to help others, will build interdependent, reflective and collaborative habits in them.

Volunteering their time in assisting others to make the world a better place is a pursuit that will benefit their personal growth considerably. Raising their awareness and curiosity of volunteer organisations which devote their energies to helping others and then investigating them further is worth doing.

Volunteering is co-ordinated by the Year 9 and Year 10 Year Advisers
White Ribbon

Since 2014, the school has implemented the White Ribbon - Breaking the Silence program. White Ribbon – Breaking the Silence is a national, non-profit program which seeks to eradicate violence towards women.

In Term 2 of 2016, all Year 7 students will undertake a series of activities throughout the Personal Best Program on Tuesdays and Thursdays which will enable them to achieve a Respect Passport. Activities will focus on developing student understandings about the different aspects of respect in school life: respect for self; respect for others; respect for learning; respect for safety; respect for the environment and respectful relationships.

Year 7 will be mentored through their Respect Passport activities by Year 9 Respect Leaders. Respect Passports and Mentor Awards will be presented to participating students at the completion of the White Ribbon program.

Deputy Principal Mr Anderson, White Ribbon Program Co-ordinator
SECTION 3 EFFECTIVE LEARNING
3.1 MAXIMISING LEARNING

Teaching and learning is the core business of the school. Everything we do is linked to the academic, social and personal development of students. There is a wide range of support and activities in the school to maximise the effectiveness of our learning community.

LIBRARY and LEARNING CENTRE
Canterbury Girls High School Library is the information and resource epicentre of our school community. The Library is on the top floor of C Block and contains the library collection, the Careers office, Counsellor’s office, seminar rooms and the Senior Learning Centre upstairs in the Library’s mezzanine area.

Available Information and Technological Resources
The Library’s collection contains around 30,000 items including:
- fiction and non-fiction books
- a reference section
- a large collection of videos and DVDs, kits, computer software
- teachers resources
- pamphlets, periodicals, newspapers
- HSC support material

School resources such as audiovisual equipment, laptops, digital cameras and data projectors are also available from the Library. Students have access to 20 networked computers downstairs with a further 15 computers. These computers all provide access to the online Library Catalogue, the Internet and the CGHS TV4Education Digital Library. Students can also use the photocopier, scanner, printer, DVD and CD players while in the library.

What you need to know about Canterbury Girls High School Library:
- The library is open from 8:00 a.m. to 3:30 p.m. Monday to Friday. However on Wednesday the library is open from 8:00 a.m. to 1:00 p.m. Year 12 students are encouraged to use the library facilities during sport on Wednesdays.
- Teachers may book in classes and students also have access before and after school and at recess and lunchtime.
- All students are required to have a CGHS Library Card for borrowing, printing, copying and identification.
- The cards are produced after School Photo Day in Term 1 and any students with concerns about their Library Card or borrowing rights should see the Teacher-Librarian as soon as possible.
- Years 7 – 10 are allowed to borrow up to 4 items at a time.
- Years 11 & 12 are allowed to borrow up to 6 items at a time.
- The loan period is for two weeks but items may be renewed.
- Students are encouraged to return items promptly to ensure ongoing borrowing privileges.
- Years 11 & 12 are allowed to borrow videos, DVDs and CDs that are related to their HSC studies as overnight or weekend loans.
- Year 7 classes are given an extensive introduction to the library and information skills by the Teacher-Librarian.
- Years 11 and 12 are given additional lessons in senior research skills at the start of each year.
- Year 8 students have a dedicated reading lesson once a fortnight, taken by the Teacher-Librarian.
- Year 11 & 12 students who have study periods are timetabled into the Senior Learning Centre where they are supervised by teaching staff and have access to the full range of library resources and the help of library staff.
COMPUTER ROOMS

Library computers are available before school and during breaks.

A14, A15, C1 and B15 are timetabled for classes, or are available for student use through a teacher booking.

SUPPORT FOR STUDENTS

A variety of Learning Support and Extra Curricular Programs are offered, including:

- Aboriginal Student Support Program
- Counselling services from the school counsellor, Good Shepherd, Breakthru, Headspace, CAMHS
- Classroom Connect Literacy Support for refugee background students
- Environmental Ambassadors
- Debating
- Lawyers Encouraging & Assisting Promising Students (LEAPS) – Year 9 workplace mentoring program for students with potential
- Multi-Lit tutor reading program
- Public Speaking
- Performance Program: Ensembles in – Orchestra; Dance; Choir; Strings; Percussion, Drama, Jazz
- Mentoring (to introduce Year 7 to high school)
- Student Representative Council, Senior Prefects
- Social Inclusion Group
- ASD Peer Support Group
- Literacy and Numeracy Mentoring
- Prefects Homework Help Mentoring
- Premier’s Sporting Challenge
- Premier’s Volunteering

Personal Best Program (PB)

The Personal Best Program is undertaken by all students across 2 sessions on Tuesdays, Thursdays and Fridays (see school bell times for exact times). In addition to DEAR, Stage 4 and 5 students are provided with access to differentiated, self-paced learning in Literacy and ESL English, as appropriate, and Peer Numeracy. These groups will be supported by specialist STL, ESL and Maths staff. All Stage 4, 5 and 6 students are provided with an independent, self-paced 21st century style Personal Best Program covering wellbeing, resilience, coping and help seeking skills, anti-bullying, online safety and respectful relationships. In Stage 6 special focus is given to time management, stress management and post-school pathway planning with support from the School Counsellor and Careers Advisor.

Student Learning Achievement Presentations for Years 7-9 will be prepared in this time in Term 4, including formal presentation, digital portfolio of work samples and updated Personal Learning Plan for the following academic year, identifying goals, strengths and areas for improvement. See more detail about SLAP in Section 3.5.

Specialist student groups including Prefects, SRC and Green DEAR will meet on Fridays and Year Meetings will occur at least twice per term.
Field Study Days

In 2015, Canterbury Girls introduced Field Study Days in Terms 1 and 2. Like the Personal Best Program structure, this will enable less disruption to routine due to ongoing variations whilst also enriching and extending classroom learning. Field Study Days additionally provide opportunities for more faculties to offer relevant, contemporary projects to supplement classroom learning.

In 2016 the two set dates for Field Study Days are March 17th and June 10th.

Each Year group will be catered for by a faculty and further information regarding excursions/incursions and costs involved will be advised by the faculty concerned. In certain cases the Field Study Day will include a Year Camp or another mandatory component of curriculum (e.g. Year 10 Geography). All students will be expected to attend; as with all camps/excursions costs, can be paid over time if required, and worthwhile alternatives will be provided for any students unable to participate.

3.2 SENIOR LEARNING CENTRE – SENIOR STUDENT SUPPORT

The Canterbury Girls Senior Learning Centre operates to support Senior students in preparation for the Higher School Certificate.

The Senior Learning centre is in the library and occupies the mezzanine level. The Centre provides:

- Teacher support for student learning
- Study resources and Tutorial groups
- Computer and internet access, including a colour printer
- Peer Support
- Moodle resources in Learning Centre and Senior Student Support.

The aim of the centre is to allow students the space and time to:

- Use time effectively in preparing for assessment tasks, completion of homework and preparation for examinations
- Assist students to learn how to study and consolidate these skills
- Give students access to the resources needed
- Give students emotional support in working towards achieving their best in the Higher School Certificate
- Develop life-long skills in study and research
- Develop the confidence to know that you have the skills to succeed whatever your circumstances.

Senior Student Support Plan

A Canterbury Girls High School Senior Student Support Plan has been published to accompany the Department of Education’s Supporting Students in the Higher School Certificate Years of Schooling: Information for Schools. This document is published on the school website and is made available to Senior Students through Year Meetings and the Learning Centre. The HSC years of study can be demanding and the support plan aims to guide students in making sensible lifestyle choices and balancing their commitments over this period of time. The support plan assists students with study skills, coping with any difficult personal circumstances and seeking help to manage stress and anxiety.
The Careers Adviser

The Careers Adviser helps provide students with access to a range of career development services. These services support students to define their career aspirations, develop career goals, explore career options and create effective career and transition strategies. Some of these services include: career counselling, assisting students to identify their abilities, skills and interests through a range of career resources, providing workplace learning through work experience, and providing and clarifying information for students and their parents regarding the school curriculum, the HSC and further education and training.

In 2016-2017 Stage 5 will be introduced to the extensive resources of the School to Work program, utilizing the Challenges and Opportunities topic in the Stage 5 PDHPE program. Stage 5 Work Experience occurs in Term 4 of the Year 10 year. For the first time in 2016, accelerated Stage 5 VET course opportunities are available.

Stage 6 students are formally interviewed regarding their intended pathways and are given an opportunity to complete a vocational guidance test. Students in Years 10, 11 and 12 are welcome to see the Careers Adviser at any time for support with careers related advice.

Students enrolling in TVET courses in 2016 will be interviewed and supported by the Careers Adviser. The Careers Adviser also coordinates opportunities (for access to Get Into VET short TAFE taster courses) and barista training through CHRSL Club.

Students should check their DoE email accounts regularly for important information from the Careers Adviser regarding careers information.

Ms Matos is the school's Careers Adviser, working 2 days in 2016
Ms Papadimitropoulos will work other days in the Careers Advisor role.

Study Skills

A Study Skills program has been developed at Canterbury Girls High School to meet the needs of each stage of learning. Being motivated to succeed in learning is the key. Parents and families can assist by supporting students to pursue their passions, to set realistic goals and to keep options for study and learning broad. The Year Adviser and Careers Adviser are important people to seek assistance from in these areas.

All Key Learning Areas teach the study skills particular to their learning programs within their classroom teaching, including reading skills, note taking, summarising and essay writing. These skills are part of the overall acquisition of literacy. Each Year group is also given the opportunity to learn and practise goal setting, motivation, time management, revision strategies and exam preparation skills. Learning about various learning styles and how the brain works in learning and memory are also a part of the program. During Week of Wellbeing each Year group covers study topics. The Senior Learning Centre makes effective study skills the key focus so students can achieve their personal best in the HSC.

Senior students are encouraged to make use of the Senior Learning Centre, where materials to assist study are available, as well as advice from supervising teachers. The issue of coping with pressure and stress is also given attention in the study skills program. Students should utilise the Moodle resources in the Learning Centre and Senior Student Support.

In all stages of learning, time management is critical to success. Once again, parents and families can assist with planning, setting time and space aside and establishing regular routines to support completion of homework and study. Local libraries have facilities and resources to assist study, including tutors and internet. This information is regularly published in the school newsletter.
3.4 HOMEWORK POLICY

PURPOSES OF HOMEWORK

Homework is a valuable part of schooling and is most beneficial when it:

- Allows for practising, extending and consolidating work done in class
- Provides training for students in planning and organising time
- Develops a range of skills in identifying and using information resources
- Establishes habits of study, concentration and self-discipline which will serve students for the rest of their lives
- Strengthens home-school links
- Reaffirms the role of parents and caregivers as partners in education
- Provides parents and caregivers with insights into what is being taught in the classroom and the progress of their children
- Reinforces and extends class work and consolidates basic skills and knowledge
- Is challenging and purposeful, but not so demanding that it has adverse effects on the student’s motivation
- Involves parents or caregivers in the formulation and implementation of the school’s homework policy
- Encourages students to take responsibility for their homework, supported by their parents or caregivers
- Is well coordinated and teacher expectations are well communicated
- Is set on a regular basis and establishes a routine of home study
- Is set by teachers in suitable amounts which are varied and at an appropriate level considering the age, stage of schooling and capabilities of students
- Takes into account students’ home responsibilities and extracurricular activities such as clubs, sport and part-time employment
- Includes feedback and follow-up regularly to students
- Develops and extends the core learning skills of inquiry and independent study.

The three main types of homework are:

Practice exercises – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:
- Consolidation exercise e.g. maths, including memorising of tables, formula, spelling words
- Practising for mastery e.g. reinforcing mathematical processes
- Revising information about a current topic
- Practising words or phrases learnt in a language other than English
- Reading for pleasure
- Essay writing.

Preparatory homework – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:
- Background reading
- Reading e.g. English text for class discussion
- Studying for tests and examinations.

Assignments

- Tasks set by classroom teachers – research and presentation in class.
- Extension assignments – encouraging students to pursue knowledge individually and imaginatively, including:
• Writing e.g. a book review
• Making or designing something e.g. an art work
• Investigations e.g. science, social science
• Researching e.g. history, local news
• Information and retrieval skills e.g. using a home computer to find material on the Internet
• Monitoring e.g. advertising in particular newspapers.

Wherever possible, homework should recognise the place of technology in today’s world and the benefits of using technology such as home computers, E-mail and the Internet for organising and accessing information.

Students need assistance interpreting the breadth of information and graphics available to them via the Internet. Parents need to support teachers in monitoring the use of the internet and chat rooms and to support their daughters to be critically literate users of technology.

Student Learning Achievement Presentations for Years 7-9 will be prepared in this time in Term 4, including formal presentation, digital portfolio of work samples and updated Personal Learning Plan for the following academic year, identifying goals, strengths and areas for improvement. See more detail about SLAP in Section 3.5.

3.5 Learning Presentations

Year 7 & 8 Learning Presentations 2016

WHAT: Students in Years 7 & 8 will develop a Learning Presentation during Term 4, 2016.

This Presentation will include information on their Learning Achievements for 2016 and Learning Goals for 2017. Students will be encouraged to then present their Presentation to an audience comprising a parent and staff member. Learning Presentations will involve the use of a digital device.

WHEN: Learning Presentations will be prepared in Week 4 Term 4 then scheduled to be presented during Weeks 7-9.

• Year 7 Preparation Day Monday 31 October 2016
• Year 8 Preparation Day Friday 4 November 2016.

Students will be given the day to prepare their Learning Presentations.

WHO: All classes from Years 7 & 8 will participate in this initiative. All students will develop a Learning Presentation. Students will nominate themselves if they wish to present their Learning Presentation to a parent (or relative or friend) and staff member.

WHY: Learning Presentations will supplement student reports and Parent Teacher Night by providing students with a formal opportunity to have a voice regarding their learning. As the key participants in learning, it is essential that students have an active role in assessing their achievements, goals and areas for improvement, something which neither reports nor Parent Teacher Night enables.

Learning Presentation Outline
• In Week 4, 2016, all Year 7 & 8 classes will cease their usual curriculum in classes for one day to develop a Learning Presentation, to finalise their Digital Portfolio and complete a Personal Learning Plan for 2017
• Learning Presentations will be in 2 parts:
1. **What were my learning achievements in 2016?** Achievements should include those in both Curricular (subjects) and Extra-curricular (Performing Arts, Sport, Leadership, Environment, Wellbeing, Community) areas.

2. **What are my learning goals for 2017?** Goals should include those in both Curricular and Extra-curricular areas

- In terms of Learning Presentation Part 1, students must make reference to their Digital Portfolio on their digital device or show at least 3 work samples as examples of learning achievements
- In terms of Learning Presentation Part 2, students must make reference to their updated Personal Learning Plan for 2017 on their digital device. They may also refer to their Digital Portfolio to highlight goals or areas for improvement should they wish.
- Digital Portfolios and Personal Learning Plans will be updated and prepared for presentation during Week 4
- Student Learning Presentations should last between 5 and 10 minutes. At the conclusion of the presentation an additional 5 to 10 minutes will be available for the parent and staff member to give feedback and ask any clarifying questions. Feedback may be recorded onto the student’s Personal Learning Plan for 2017 in the Parent Feedback section
- Presentations may involve the use of notes/PowerPoint/other prompts should the student wish
- A positive entry will be made into AWMS for each student who completes their Learning Presentation
- Students who are absent from school and/or who miss their scheduled presentation time should negotiate another time in consultation with Ms Strachan
- If a parent/caregiver is unable to participate, the Learning Presentation will be to a teacher with the option of having a relative or peer present also
- Ms Strachan will co-ordinate the initiative – interview times, communication with staff and students, co-ordination of Digital Portfolios and Personal Learning Plans.
# 3.6 Equipment Requirements Year 7 – 10

YEAR 7 – Bring Your Own Device (BYOD) should be used to record most learning undertaken. The following are additional subject equipment requirements.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Equipment Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>148 page workbook, 64 page journal, Mandatory attendance in Poetry in Performance in Term 2, Students will be assessed as part of this performance, fee approximately $5</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>192 page A4 Grid Book (5mm grid) or 240 page (9x7) Grid Book (5mm grid) covered in plastic, (Please note - students cannot do Maths notes and exercises on a digital device – all working must be done in the grid book.) Ruler, pencil, eraser, blue or black pen, red pen (compass and protractor are optional.) Scientific calculator: Casio fx 82AU Plus - purchased from the school Mathletics subscription</td>
</tr>
<tr>
<td><strong>HSIE</strong> (History/Geography)</td>
<td>Class work 120 page A4 book Pens either blue or black, rulers, highlighters, lead pencil, colour pencils, glue and scissors Project/Assessment work Could require scrapbooks, cardboard, display book, model making supplies depending on the task. Students will be advised by their teacher Special Requirements Mandatory attendance and participation during Ancient Day. Students will be assessed as part of this day, fee approx. $15</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Blue or black pen for written work Pencil, eraser and transparent plastic ruler Exercise book for recording work 180 page A4 book with margins (covered)</td>
</tr>
<tr>
<td><strong>LOTE</strong></td>
<td>120 page A4 exercise book with margins (covered) Pencil, eraser, ruler, pens (black, blue and red), highlighters, coloured pencils, glue stick and scissors Quoi de Neuf Activity book $20.00 for French or Easy Steps to Chinese $35.00</td>
</tr>
<tr>
<td><strong>Creative &amp; Performing Arts</strong></td>
<td>Essential equipment for CAPA subjects: Pens, pencils, erasers, highlighters, ruler, pencil sharpener, laptop and USB Flash drive, A4 lined margined paper for writing. Music Display folder with clear sleeves V/Art A4 Process diary 2B/4B pencils, plastic apron/art shirt, liquid hand soap, Drama Display folder clear sleeves – Performing Arts Class – 90 page A4 Exercise book</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>A USB Flash Drive 1 display folder A pack of 10 refill pockets for the display folder A4 lined and margined lecture pad Pens (black, blue and red), lead pencil and coloured pencils Highlighters, scissors, glue stick</td>
</tr>
<tr>
<td><strong>PDHPE</strong></td>
<td>PE Uniform, A4 exercise book</td>
</tr>
</tbody>
</table>
YEAR 8 – Bring Your Own Device (BYOD) should be used to record most learning undertaken. The following are additional subject equipment requirements.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Equipment and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>148 page workbook&lt;br&gt;64 page journal&lt;br&gt;Mandatory <strong>Creative Writing Workshop</strong> Term 3, cost $5</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>192 page A4 <strong>Grid Book (5mm grid)</strong> or 240 page (9x7) <strong>Grid Book (5 mm grid)</strong> –covered in plastic&lt;br&gt;(Please note - students cannot do Maths notes and exercises on a digital device – all working must be done in the grid book.)&lt;br&gt;Ruler, pencil, eraser, blue or black pen, red pen (compass and protractor are optional.)&lt;br&gt;<strong>Scientific calculator</strong>: Casio fx 82AU Plus - purchased from the school Mathletics subscription</td>
</tr>
<tr>
<td><strong>HSIE</strong> (HISTORY/GEOGRAPHY)</td>
<td><strong>Classwork</strong>&lt;br&gt;2 x 96 page A4 books(covered)&lt;br&gt;Pens either blue or black, pencil, highlighters&lt;br&gt;<strong>Project/Assessment work</strong>&lt;br&gt;Could require scrapbooks, cardboard, display book, model making supplies depending on the task. Students will be advised by their teacher</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Blue or black pen for written work&lt;br&gt;Pencil, eraser and transparent plastic ruler&lt;br&gt;180 page A4 book with margins (covered)&lt;br&gt;Calculator</td>
</tr>
<tr>
<td><strong>LOTE</strong></td>
<td>120 page A4 exercise book with margins (covered)&lt;br&gt;Pencil, eraser, ruler&lt;br&gt;Pens (black, blue and red), Highlighters&lt;br&gt;Glue stick, Scissors&lt;br&gt;Coloured pencils</td>
</tr>
<tr>
<td><strong>CREATIVE &amp; PERFORMING ARTS</strong></td>
<td><strong>Essential equipment for CAPA subjects:</strong>&lt;br&gt;Pens, pencils, erasers, highlighters, ruler, pencil sharpener, laptop and USB Flash drive, A4 lined margined paper for writing.&lt;br&gt;<strong>Music</strong> Display folder with clear sleeves, ear buds &amp; headphone jack adaptor (3mm to 6mm), 48 page A4 lined exercise&lt;br&gt;<strong>V/Art</strong> A4 Process diary 2B/4B pencils, plastic apron/art shirt, liquid hand soap&lt;br&gt;<strong>Drama</strong> 180 page A4 exercise book. Drama blacks for performance (black tights and T shirt without any logos)&lt;br&gt;<strong>Dance</strong> 90 page A4 exercise book.&lt;br&gt;Black singlet top, black ¾ or full length cotton lycra tights (no flares)</td>
</tr>
<tr>
<td><strong>TECHNOLOGY</strong></td>
<td>A USB Flash Drive&lt;br&gt;1 display folder&lt;br&gt;A pack of 10 refill pockets for the display folder&lt;br&gt;A4 lined and margined lecture pad&lt;br&gt;Pens (black, blue and red), lead pencil and coloured pencils&lt;br&gt;Highlighters, scissors, glue stick</td>
</tr>
<tr>
<td><strong>PDHPE</strong></td>
<td>PE Uniform, A4 exercise book</td>
</tr>
</tbody>
</table>
YEARN 9 – Bring Your Own Device (BYOD) should be used to record most learning undertaken. The following are additional subject equipment requirements.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Equipment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>240 page notebook (if not storing all work on DEC laptop)</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>192 page A4 Grid Book (5mm grid) or 240 page (9x7) Grid Book (5 mm grid) – covered in plastic</td>
</tr>
<tr>
<td></td>
<td>(Please note - students cannot do Maths notes and exercises on a digital device – all working must be done in the grid book.)</td>
</tr>
<tr>
<td></td>
<td>Ruler, pencil, eraser, blue or black pen, red pen (compass and protractor are optional.)</td>
</tr>
<tr>
<td></td>
<td><strong>Scientific calculator:</strong> Casio fx 82AU Plus - purchased from the school Mathletics subscription</td>
</tr>
<tr>
<td><strong>HSIE</strong></td>
<td>Classwork</td>
</tr>
<tr>
<td></td>
<td>2 x 96 page A4 books</td>
</tr>
<tr>
<td></td>
<td>Pens either blue or black, rulers, highlighters, lead pencil, colour pencils,</td>
</tr>
<tr>
<td></td>
<td>glue and scissors</td>
</tr>
<tr>
<td><strong>HISTORY</strong></td>
<td><strong>Project/Assessment work</strong></td>
</tr>
<tr>
<td><strong>GEOGRAPHY</strong></td>
<td>Could require scrapbooks, cardboard, display book, model making</td>
</tr>
<tr>
<td><strong>COMMERCE</strong></td>
<td>supplies depending on the task.</td>
</tr>
<tr>
<td></td>
<td><strong>COMMERCE</strong></td>
</tr>
<tr>
<td></td>
<td>146 page A4 exercise book</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Blue or black pen for written work. Pencil, eraser and transparent plastic</td>
</tr>
<tr>
<td><strong>LOTE</strong></td>
<td>120 page A4 exercise book with margins (covered) Pencil, eraser, ruler.</td>
</tr>
<tr>
<td></td>
<td>Pens (black, blue and red), Highlighters Glue stick, Scissors, Coloured pencils</td>
</tr>
<tr>
<td><strong>CREATIVE &amp;</strong></td>
<td><strong>Essential equipment for all CAPA subjects:</strong></td>
</tr>
<tr>
<td><strong>PERFORMING</strong></td>
<td>Pens, pencils, erasers, highlighters, rule, pencil sharpener, laptop and</td>
</tr>
<tr>
<td><strong>ARTS</strong></td>
<td>USB Flash drive A4 lined margined paper for writing, A4 lose leaf ring binder.</td>
</tr>
<tr>
<td></td>
<td><strong>Music</strong></td>
</tr>
<tr>
<td></td>
<td>A4 plastic sleeves for ring binder, A4 lined and margined lecture pad</td>
</tr>
<tr>
<td></td>
<td><strong>V/Art</strong></td>
</tr>
<tr>
<td></td>
<td>A3 process diary, 2B/4B pencils, plastic apron/art shirt, liquid hand soap, set of brushes thin sixes 1 2 4 and 6</td>
</tr>
<tr>
<td></td>
<td><strong>Digital Photography</strong></td>
</tr>
<tr>
<td></td>
<td>A3 process diary, digital camera USB connection, SLR camera (not digital) – optional</td>
</tr>
<tr>
<td></td>
<td><strong>Drama</strong></td>
</tr>
<tr>
<td></td>
<td>Black performance clothes (black tights and T shirt without any logos)</td>
</tr>
<tr>
<td></td>
<td><strong>Dance</strong></td>
</tr>
<tr>
<td></td>
<td>Black singlet top, black ¾ or full length cotton lycra tights (no flares)</td>
</tr>
<tr>
<td><strong>TAS</strong></td>
<td><strong>Essential equipment for all TAS subjects:</strong></td>
</tr>
<tr>
<td></td>
<td>Laptop and USB Flash Drive</td>
</tr>
<tr>
<td></td>
<td>A4 lined and margined lecture pad</td>
</tr>
<tr>
<td></td>
<td>Pens (black, blue and red), lead pencil and coloured pencils</td>
</tr>
<tr>
<td><strong>FOOD TECHNOLOGY</strong></td>
<td>2 display folders</td>
</tr>
<tr>
<td><strong>INFORMATION AND SOFTWARE TECHNOLOGY</strong></td>
<td>essential equipment as listed above</td>
</tr>
<tr>
<td><strong>TEXTILES TECHNOLOGY</strong></td>
<td>1 display folder A3 sketchbook</td>
</tr>
<tr>
<td><strong>PDHPE</strong></td>
<td>PE Uniform, A4 exercise book</td>
</tr>
</tbody>
</table>
YEAR 10 - Bring Your Own Device (BYOD) should be used to record most learning undertaken. The following are additional subject equipment requirements.

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>240 page notebook (if not storing all work on DEC laptop)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATHEMATICS</td>
<td>192 page A4 Grid Book <em>(5mm grid)</em> or 240 page (9x7) Grid Book <em>(5 mm grid)</em> –<em>covered</em> in plastic</td>
</tr>
<tr>
<td></td>
<td>(Please note - students cannot do Maths notes and exercises on a digital device – all working must be done in the grid book.)</td>
</tr>
<tr>
<td></td>
<td>Ruler, pencil, eraser, blue or black pen, red pen (compass and protractor are optional.)</td>
</tr>
<tr>
<td></td>
<td><strong>Scientific calculator:</strong> Casio fx 82AU Plus - purchased from the school</td>
</tr>
<tr>
<td></td>
<td>Mathletics subscription</td>
</tr>
<tr>
<td>HSIE - HISTORY</td>
<td>A4 folder and paper</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>COMMERCE</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>Blue or black pen for written work</td>
</tr>
<tr>
<td></td>
<td>Pencil, eraser and transparent plastic ruler for diagrams, graphs and tables</td>
</tr>
<tr>
<td></td>
<td>180 page ruled exercise book with margin (covered)</td>
</tr>
<tr>
<td></td>
<td>Calculator</td>
</tr>
<tr>
<td>LOTE</td>
<td>120 page A4 exercise book with margins (covered) Pencil, eraser, ruler. Pens (black, blue and red), Highlighters Glue stick, Scissors, Coloured pencils</td>
</tr>
<tr>
<td>CREATIVE &amp; PERFORMING ARTS</td>
<td><strong>Essential equipment for all CAPA subjects:</strong></td>
</tr>
<tr>
<td></td>
<td>Pens, pencils, erasers, highlighters, ruler, pencil sharpener, laptop and USB Flash drive, A4 lined margined paper for writing, A4 loose leaf ring binder.</td>
</tr>
<tr>
<td></td>
<td><strong>Music</strong> Display folder with clear sleeves, A4 lined and margined lecture pad</td>
</tr>
<tr>
<td></td>
<td><strong>V/Art</strong> A3 process diary, 2B/4B pencils, plastic apron/art shirt, liquid hand soap, liquid paper, set of brushes thin sixes 1 2 4 and 6</td>
</tr>
<tr>
<td></td>
<td><strong>Drama</strong> Black performance clothes (black tights and T shirt without any logos)</td>
</tr>
<tr>
<td></td>
<td><strong>Dance</strong> Black leotard sleeveless or black singlet top, black ¾ or full length cotton lycra tights (no flares)</td>
</tr>
<tr>
<td>TAS</td>
<td><strong>Essential equipment for all TAS subjects:</strong></td>
</tr>
<tr>
<td></td>
<td>Laptop and USB Flash Drive</td>
</tr>
<tr>
<td></td>
<td>A4 lined and margined lecture pad</td>
</tr>
<tr>
<td></td>
<td>Pens (black, blue and red), lead pencil and coloured pencils</td>
</tr>
<tr>
<td></td>
<td>Highlighters, scissors, glue stick</td>
</tr>
<tr>
<td></td>
<td><strong>FOOD TECHNOLOGY</strong> 2 display folders</td>
</tr>
<tr>
<td></td>
<td><strong>INFORMATION AND SOFTWARE TECHNOLOGY</strong> No additional requirements other than essential equipment above</td>
</tr>
<tr>
<td></td>
<td><strong>TEXTILES TECHNOLOGY</strong> 1 display folder A3 sketchbook</td>
</tr>
<tr>
<td>PDHPE</td>
<td>PE Uniform, A4 exercise book</td>
</tr>
</tbody>
</table>
3.7 ROLE OF THE SCHOOL DIARY

A hard copy of the school diary is a compulsory purchase for all students - $10 and should be used daily to record homework, assignments and important school events and reminders.

All students are expected to use the Canterbury Girls High School diary every school day. The diary enables:

- Homework record for students
- Assessment task planning for students
- Messages from staff to parents, and from staff to students and classes

Learning Curve [http://learningcurve.com.au/home.html](http://learningcurve.com.au/home.html) can also be accessed for further study support resources. This site enables access to an impressive array of additional wellbeing resources.

Used effectively, the school diary will improve a student’s time management and achievement at school. Students and families have the responsibility to ensure that the diary’s communication purposes enable a greater knowledge of what students are doing each day at school.

Moodle resources to support senior students


Both pages have various resources to support senior learners - they are a work in progress so check back regularly. In 2016 they will be reviewed and linked to the revised Stage 6 Personal Best program.

3.8 ROLE OF THE YEAR ADVISER

The Year Adviser takes an active interest in a specific year group. Their role is to support students in matters of welfare and the general daily life in high school. A supportive and caring rapport is established by the Year Adviser with their year group. Students and families should always feel the Year Adviser can be approached about any school related matter. The Year Adviser is the first port of call for students and parents if they need assistance. Year Advisers are responsible for organisation of Year camps and picnics, year meetings, and graduation assemblies. They are also involved in the mentoring program, Week of Wellbeing and study skills programs. Year Advisers also monitor student attendance, and support students in their Year to resolve bullying and friendship issues.

3.9 ROLE OF THE COUNSELLOR

Essentially the role of the Counsellor is to assist students who are experiencing significant difficulties in any area within the school. The Counsellor provides counselling, assessments and referrals to community agencies. Their work supports student learning, behaviour and special needs. The Counsellor is located in the Library and appointments can be made either through the Year Adviser, the Head Teacher Student Wellbeing or Deputy Principal, or by seeing them directly.

Ms Graeme-Holder and Ms Gane are the School Counsellors
3.10 Learning and Support Teachers

The school has two LaS staff – Mrs O’Sullivan and Ms Fox. Mrs O’Sullivan works predominantly with students in Years 7 & 8 to improve their literacy skills, and case manages students with cognitive delays such as language delay and ADHD. Mrs O’Sullivan also teaches in core classes targeting students with learning needs and coordinates the Multilit program. Mrs O’Sullivan is responsible for Disability Provisions applications to the BOSTES for students whose learning disability make them eligible for extra support in the HSC. Ms Fox case manages those students diagnosed with a mental health disability and those on the autism spectrum through an individual learning program which identifies their learning needs and how these needs will be addressed.

3.11 ROLE OF THE YOUTH WORKER

The school’s Youth Worker is employed three days per week to:

- Connect students and families to appropriate outside learning and wellbeing agencies for support
- Create an Asset Register of services and programs in the local and broader community which can be used to support students and their families with regard to learning and wellbeing issues
- Respond to student and family referrals for learning and social support
- Support senior executive to address complex family issues impacting upon student performance / participation at school
- Utilise and enhance school communication tools to strengthen and share communication between and among students, staff and families e.g. surveys, AWMS, email, twitter
- Assist the school to ensure communication with families is provided in appropriate ways and that barriers to parent involvement are removed
- Assess parent communication needs, and convey this information to the senior executive so that communication is continuously improved.

3.12 ROLE OF THE ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

Mainstream teaching which makes the curriculum accessible to:

- students with English as and Additional Language or Dialect (EAL/D): AND to
- students from language backgrounds other than English (LBOTE)

is a priority at Canterbury Girls.

The majority of classroom teachers at Canterbury Girls have received training and professional development in the teaching of EAL/D and LBOTE students.

In addition, each year the Department of Education and Communities provides the school with staff specially trained in teaching EAL/D and LBOTE students, based on the number and needs of such students enrolled at the school.

EAL/D teachers provide the following support for EAL/D and LBOTE students:

- Students with EAL/D backgrounds in Years 7 & 8 are supported through team teaching in core curriculum by an EAL/D teacher. In addition, students in year 8 with EAL/D and LBOTE backgrounds who need extra help with their literacy are attend an English literacy elective class twice a week.
Students with EAL/D backgrounds in years 9 & 10 are supported through team teaching in their core English classes and in some History, Geography and Science classes.

Students with EAL/D backgrounds in years 11 & 12 study the English as a Second Language Preliminary and HSC courses and a year 11 Fundamentals of English course taught by an EAL/D teacher. They also receive some support in other targeted curriculum areas through team teaching by an EAL/D trained teacher.
Absence from school

- All absences must be explained as sick or leave, by text, phone, email or note.
- If you will be away from school for more than 5 days your family must contact the school in advance (see Long Leave).

See also Long Leave in this section and “Attendance” in Section 4 – School Procedures

Assemblies – entry procedures

For Outdoor Assemblies, students should line up in Personal Best Class in the Main Quadrangle facing the podium. A marker is used to indicate the place of each Roll class.

For indoor Formal Assemblies in the MPC, students must line up in the Quadrangle in Personal Best Classes and wait to be directed into the MPC.

In the Cantabrian Hall, students should generally enter from the doors adjacent to the quadrangles, NOT the foyer unless the weather is wet.

Attendance and Conduct Cards

A student may be placed on an attendance and/or conduct card for:
- behaviour monitoring
- return from suspension or Time Out
- parent request
- attendance monitoring after truancy.

Banned and prohibited items

- You must not bring weapons, alcohol or illicit substances to school, including cigarettes and lighters.
- You are encouraged to leave valuable items at home. You are responsible for all your possessions while at school.
- Non-uniform items are generally not permitted at school. Tights, skins, leggings and workout pants are not acceptable uniform items. If a student is doing dance for sport, they must wear navy school shorts over the top of the tights until sport commences.
- Skateboards, roller blades and scooters are not to be brought to school for safety reasons.
- Prohibited (illegal) items will be confiscated and the police may be notified.
- Confiscated items may be recovered from the Deputy if not handed over to the police.
- Suspension may result from bringing prohibited items to school.

Before School Supervision

Students are required to remain in one of 2 areas before school
1. Library from 8.00 a.m.
or
2. The Canteen and adjoining inner quads - from 8.15 a.m. until Period 1
Camps

A camp program occurs over the six years of secondary schooling, with camps being offered in Years 7, 9, and 11. Each of the camps promotes bonding, self-esteem and positive relationships within the cohort. A program of outdoor activities develops physical activity skills, offering a range of challenges and experiences to suit all levels of fitness and confidence.

In Year 7, students complete their “transition to high school” by participating in a range of experiences at the Year 7 camp. The consolidation of new friendships and sense of belonging to the cohort is the primary aim of this camp. The Year 11 camp is held at the start of Term 4, as students make the transition to the HSC year.

All camps are held at venues approved by the Department of Education for safety and supervision standards, and students are accompanied by Canterbury Girls school staff members at a ratio of approximately 1 staff member for every 20 students. Students are accommodated in shared rooms with adjoining bathroom facilities, approximately 6-8 per room. All dietary requirements can be met on these camps. Payments can be arranged to be made by instalments if that suits a family’s needs; please discuss with Office C and /or the Year Adviser.

Canteen

- Opens before school daily at 8:15 a.m. for breakfast.
- Provides daily specials, vegetarian and halal menu choices.
- Follows the Healthy Canteens Policy to support balanced and nutritious eating choices.
- Orders for lunch are accepted before school, break and recess. Orders can be collected at the designated window. Orders can also be made online http://www.theschoolcanteen.com.au/
- Students will not be served during lesson time unless there is good reason approved by the Deputy Principal/Principal.

Detention

- A teacher may put a student on detention at recess or lunchtime.
- If required to remain after school, detention will generally occur on a Tuesday from 2.33 – 3.10 p.m., supervised by the teacher or Head Teacher. Parents/carers will be notified 24 hours in advance.

Early Leave

- Appointments should be made out of school time wherever possible
- More than one early leave per term would be considered too many unless there are special circumstances, which should be discussed with the Year Adviser or DP.
- You may leave school early only for urgent and important reasons.
- A note must be brought requesting early leave, stating the reason and providing a current contact number for verification, signed by the caregiver.
- Take your note to Office A before school and pick up your early leave pass at break time or recess.
- The electronic roll will be updated and classroom teachers will be able to view early leavers. If a student does not have an early leaver pass or does not appear on the electronic roll they will not be given permission to leave.
Injury or Illness at school

- The designated first aid staff are located in Office A
- During class any student reporting to Office A for first aid or clinic must have a note from their teacher
- Families are asked to cooperate and not send a student to school if they are unwell
- Students must not contact their parents. The Office staff will do this for them if required.

International Students Fees

- International Students’ voluntary contributions, subject contributions and compulsory excursions are covered to a maximum of $200.00 per year. All other costs including uniform, lockers, etc. are at student cost.

Lateness

- A student who does not arrive at class before 8.50am is classified as late.
- Arriving late to school is not acceptable and repeated lateness will be monitored and parents notified. Students are expected to provide a satisfactory reason for their lateness.
- Students must report to Office A to be recorded present and the time of arrival. The student will be given a note to show their class teacher. Classroom teachers will send Students back to Office A if they do not have a note.

Library

For full details see the section in Section 3 “Effective Learning”.

Lockers

Are available to all students for a rental fee which is a $25 non-refundable hire fee and $20 key deposit refundable upon return at the end of year; any lockers not taken up by Year 7 are offered to other students. Locker hire is done at Office C.

Long Leave (more than 5 school days)

See Office A for Application for Extended Leave form. If travelling interstate or overseas you will be required to provide a copy of airline tickets.

Students are expected to maintain a program of study while on attendance exemption and make arrangements to catch up missed work. Tests/assessment tasks missed due to extended leave in Years 10 – 12 may be awarded a zero. In Years 7, 8 and 9 arrangements for assessment are at the discretion of Head Teachers.

Lost Property

Lost Property is kept in Office A. Students should ensure that all property is labelled. Wallets, keys and mobile phones should not be left in bags outside classrooms or the library. **Valuables should not be brought to school.**

Medication

Students must not carry medication supplies with them for health and safety reasons. If students must take any prescribed or over the counter medication during school hours it
must be arranged with Office A through the First Aid staff. See the policy on student health on the school’s website.

Mobile Phones

See the policy in Section 4 “School Procedures”. See below “Money and valuables” also.

Money and Valuables

- Students are responsible for any items of value brought to school but are strongly encouraged not to bring these to school as there is a risk these will be lost or stolen.
- Money for excursions should be paid to Office C before school when possible, preferably by cheque/credit card.
- Valuables and money should not be left unattended under any circumstances especially in the Library.
- The school can accept no responsibility for any losses.

Office Messengers

- Two Year 8 students are rostered each day to run messages for Office A
- Names are published at the top of the Student Notices
- Students on duty for the day are to get their names marked off and go straight to Office A.

Out of Class

- Students out of class must have a note from their teacher.

Out of Uniform

See the section on School Uniform in Section 2 “Setting School Tone”.

Parents’ suggestions or complaints

- The school welcomes the opportunity to resolve any concerns promptly and professionally.
- Any matters causing concern will be dealt with according to the Department of Education’ procedures Responding to Suggestions, Complaints and Allegations which are available on the website http://www.det.edu.au/policies/complain/respsugg/index.htm

Printing and Photocopying

- **Computer Rooms** - Students in years 7-10 are currently allocated 25 free copies per term from the printers in the Computer Rooms. Senior students are allocated 35 free copies per term. Copy costs are listed below. Students needing to use more than this need to pay for credit at Office C. USB’s can also be used in computer rooms if software is compatible.

- **Library** - A colour copier is available for all students in the library. Copy costs are listed below. Digital work can be brought into school on a USB and printed from computers linked to the copier in the library. Credit can be purchased at Office C. Students printing work from DoE laptops need to put work to be printed on a USB and use the library computers to print – 3 PC’s are available for students using DoE laptops and latest compatible software.
### Library

<table>
<thead>
<tr>
<th>Location</th>
<th>Year Group</th>
<th>Free Copies Per term</th>
<th>Type</th>
<th>Cost cents/sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>7-12</td>
<td>Not Applicable</td>
<td>A4 Black &amp; White</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A4 Colour</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A3 Black &amp; White</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A3 Colour</td>
<td>60</td>
</tr>
</tbody>
</table>

### Reports

Reports are prepared and issued to all students twice yearly. Reports are issued directly to students and mailed to the family of any student absent. If reports are issued directly to students an SMS message is sent to the family to inform them. All International student reports are mailed to parents.

### Special Religious Education

- Special Religious Education is provided by visiting Scripture teachers of various denominations on Tuesday from 12:10 p.m. – 12:40 p.m. Students whose families do not want them to do SRE participate in DEAR at this time. Parents are informed about this through the newsletter and on the school website at the beginning of each year.
- Islamic Prayer Room is available – Room B4.

### Special Provisions and Misadventure

Students with special needs can apply to have the assistance of a reader and/or writer/or extra time in the HSC examinations. Students with a diagnosed language disability or learning difficulty are eligible, as well as students with an injury or illness which prevents them completing the exam independently. Students and their families should contact the Deputy Principal, Mr Anderson or Support Teacher, Mrs O’Sullivan for assistance in making an application based on language or learning needs.

Cases of misadventure (unexpected accidents and events just before exams) are processed through the Deputy Principal, Mr Anderson.

### Staff Rooms

- Students must knock and wait at the door until they are invited in by a teacher. Students may not enter staff rooms without a teacher present.
- No student is to enter the Staff Common Room at any time unless with a teacher.

### Toilet

- Every effort should be made to use the toilet at break times during the day.
- Students are not permitted to be in toilets unless using them; do not loiter in the area.
- Teachers will not generally agree to requests to go to the toilet during class until after 30 minutes of lesson time.
- If there is a health issue requiring frequent toilet use, please contact the school regarding this.
Canterbury Girls High 2016

Travel Passes

All travel pass organisation is conducted through Office A.

Uniform Pass

- A uniform check is completed every day during Period 1.
- Students should inform the teacher if they have a note to explain why they are out of uniform.
- Students out of uniform will be issued with a uniform pass.
- Students must show this pass to teachers if requested and will be sent to the Deputy if they cannot show their teacher.
- Parents are notified if students do not wear correct uniform and an entry made on the students record.
- The school has a limited supply of uniform items. If the student is found to be wearing inappropriate clothing they may be asked to change.

4.2 ATTENDANCE PROCEDURES

Parents are responsible for ensuring their children attend school. The school has a number of procedures for checking the attendance of students and informing parents or carers. Below is a summary of the process:

1. At 8.38 am each morning a warning bell is sounded to notify students to proceed to their period 1 class.
2. At 8.40 am electronic rolls are marked in every class by every teacher.
3. Electronic rolls are marked every lesson providing a record of attendance for each lesson for each student.
4. For all students who are marked absent in period 1 an SMS message is sent to the parent/caregiver on the day of the absence.
5. A daily report is generated that checks a student’s attendance to ensure they are present every lesson.
6. Parents are notified if a student is found to truant or a student’s attendance is of concern.

If a student is late

1. Any student arriving after 8.50am is classified as late.
2. The student must go to Office A and provide an explanation for their lateness to the Office staff.
3. The student will be issued with a note indicating the time of arrival and then should proceed quickly to class. The student will not be accepted into class without a note. (Office A updates the electronic roll to show time of arrival)
4. If a student is late three times in a term without suitable explanation, parents are notified by letter.

If a student is absent:

1. A note should be given into Office A on the day the student returns to school. If a note is not received, the absence is classified as ‘unexplained’.
2. For all unexplained absences letters are sent to the parent(s) or carer(s) seeking an explanation for the absence.
3. If the absence is not explained, the Year Adviser may contact the parents by phone. The ‘Home School Liaison Officer’ may be notified and in cases of many absences interviews may be conducted during school time with the Head Teacher Welfare or Deputy Principal.
5. Parents are notified by SMS if their student is absent from roll call.

If a student needs to leave early:

1. The student must bring a note from home to Office A before school and pick up the early leavers pass at recess or break time.
2. The electronic roll will be updated and classroom teachers will be able to view early leavers. If a student does not have an early leavers pass or does not appear on the electronic roll they will not be given permission to leave class.

A common cause of poor or unsatisfactory school progress is regular absences.

Absences due to illness are inevitable; however, absences from school for shopping, minding small children or family outings are not allowed. Dental and medical appointments should be arranged outside of school hours, including Sport, wherever possible. Sport is a compulsory component of a student in Years 7 – 11 program and attendance is mandatory.

Attendance at all school events such as Swimming and Athletics Carnivals is compulsory.

For those students receiving Centrelink payments, checks are completed each term of our attendance records. If a student has more than 5 unexplained absences per term the financial assistance to the student may be adjusted.

Note: Students MUST NOT, UNDER ANY CIRCUMSTANCES leave the school grounds once they have entered without the permissions of the Principal or Deputy. If permission is granted an official DoE “School Leave Pass for Partial Absence” will be issued.

4.3 EMERGENCY EVACUATION PROCEDURES

In order to be able to account for all students, all class rolls must be accurately marked in every lesson and teachers need to have these records with them during an evacuation procedure. The signal for an evacuation is three [3] long bells or in case of a blackout 3 long hooter noises will sound.

A. If the emergency is called in class time:
1. Every person on the school premises must cease work and evacuate the school premises.
2. Students are told to take their bags with them but they don’t pack up.
3. Staff members must take their class roll with them as they leave the room.
4. Staff members are to ensure that no time is to be spent packing up bags.
5. Staff members are to ensure that all windows are closed.
6. Students are instructed not to panic and are asked to leave the room in an orderly manner via the nearest exit and follow the emergency exit arrows painted on the walls as they exit their classrooms, as illustrated on the school map.
7. Teachers close the classroom door as students leave, making their way to the Hockey Field.
8. Do not run or push.
9. Students must have their name marked on the Hockey Field by your teacher.
10. Students must stay with their class and teacher until directed to leave by the Principal or Deputy Principal.

B. P.E. classes and other classes outside at the time of an emergency evacuation is called:
1. Do not go back to the change rooms or your normal classroom.
2. Stay with your teacher and go to the Hockey Field.
Lockdown Procedure: When students are outside

There will be times when the students may have to be asked to exit the playground and re-enter the school building for their own safety.

In such circumstances 1 continuous long bell will be rung, or during a blackout, 1 continuous hooter will be sounded indicating that students must re-enter the building.

Students are to assemble in their personal best classroom and to sit on the floor until either 1 continuous long bell, or during a blackout, 1 continuous hooter will be sounded indicating that it is safe for students to exit the building.

Staff are to mark the roll and wait for instructions. Staff not required in a classroom should wait for instructions in their staffrooms.

Lockdown Procedure: When students are inside

There will be times when the students may have to be asked to remain in the classroom they are in for their own safety.

In such circumstances 1 continuous long bell will be rung, or during a blackout, 1 continuous hooter will be sounded indicating that students must remain in their classrooms.

Students are to stay in the classroom and sit on the floor until either 1 continuous long bell, or during a blackout, 1 continuous hooter will be sounded indicating that it is safe for students to exit the building.

Staff are to mark the roll and wait for instructions. Staff not required in a classroom should wait for instructions in their staffrooms.

4.4 SPORTS INFORMATION

Students are required to participate in the Canterbury Girls High School Sporting Program as part of their learning and development. The Sports Program includes Wednesday afternoon school sport, (both Grade and Recreational), School Carnivals and Knock out competitions.

- Knock out sports offered in 2016 will include volleyball, softball, basketball (both open and U15 age groups), lawn bowls, netball (both open and U15 age groups), soccer, touch football, table tennis and tennis.
- School sport is held every Wednesday afternoon from 12.55 p.m. – 2.47 p.m.
- Carnivals are a whole school event. Canterbury Girls High School Carnivals will be held on the following dates and venues weather permitting:
  - Swimming Carnival – Canterbury Aquatic Centre – **Thursday 12 February 2016**
  - Cross Country Carnival – Lees Park and Croydon Park during Wednesday afternoon sport time – **9.00am to 12.00pm Wednesday 6 April 2016**
  - Athletics Carnival – Campbell Oval – **Thursday 12 May 2016**

SPORT UNIFORM is only to be worn for PE lessons and on Wednesday (Sports day). The uniform can be purchased from Lowes, Campsie and consists of a blue and gold collared T-shirt, blue shorts and lace up sport shoes. Taslon track suits are also available from Lowes. Also essential, particularly during summer, are a hat and sunscreen. Also See Section 2.3 Uniform for details of correct sports uniform.
Year 7 students initially participate in either a rotational sporting program, where they participate in a variety of sporting experiences or join a Grade sport team. All other years can choose to trial for a Grade team or they can choose a recreational sport. Some of the Grade sports offered include Basketball, Netball, Soccer, Mini Soccer, Softball, Table Tennis, Oz Tag and Volleyball.

Grade sport is a round robin competition where students play against other schools in the St George Zone. It runs on a ‘home and away’ basis. If a ‘home game’ is played at school or at a local venue within walking distance from school, students may be dismissed from these venues at the conclusion of the game with permission from their parents/caregivers. Grade sport commences at the beginning of lunch (12.15 p.m.) rather than at the end of lunch (12.55 p.m.) on competition days. For the ‘away games’ and games played outside of the local area, teams will be transported to and from the venue by school bus with teacher supervision, returning to school by 2.47 p.m. To cover the cost of buses, students will be charged $60 for the season which can be paid at Office C. This will allow them unlimited bus travel for the season.

Trials for Grade teams are held at the beginning of the season and some students may need to reselect their sport if they are not selected onto a Grade team. Demand for some sports and the size of the venue may mean that some student’s preferred sport choices cannot be met.

The Summer Grade season starts in February and continues until the end of March. It restarts in September and runs until early November for the seniors and late November for the juniors.

The Winter Grade season starts in May and continues until August.

Grade Sport Choices for 2016

<table>
<thead>
<tr>
<th>Summer</th>
<th>Winter</th>
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<tbody>
<tr>
<td>Mini Soccer</td>
<td>Basketball</td>
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<tr>
<td>Softball</td>
<td>Soccer</td>
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<tr>
<td>Table Tennis</td>
<td>Table Tennis</td>
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<tr>
<td>Oz Tag</td>
<td>Volleyball</td>
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<tr>
<td>Volleyball</td>
<td>Netball</td>
</tr>
</tbody>
</table>

4.5 Performing Arts

Performance extracurricular opportunities for 2016 include: Orchestra, Dance Ensembles, Theatresports, Tap Ensemble, Hip Hop Group, Strings Ensemble, Percussion Ensemble, School Spectacular (Singers and Dancers), Debating, Drama Ensemble, Public Speaking and Choir. This is on top of opportunities in Music, Drama and Dance classes. All Extra Curricular groups have an additional cost associated and families need to understand that this payment is essential to participation.

Performing is about communicating to an audience. All students benefit from extending their communication skills, no matter what medium of Performing Arts they choose. We endeavour to enable students to work across a range of the arts as they build confidence and provide students with wonderful skills they can use throughout their lives. They also and enable our young people to build new peer groups and develop sound social skills.

Many studies have also found that music and performance generally enhances brain development and of course it can be a lot of fun. All performance groups will have a
program of performances across the 2016 school year. Students who do elective Music or Dance in Years 8, 9 and 10 are expected to perform in one of the ensembles.

COMMITMENT

Students joining one of the performance groups are expected to make a commitment for the year. Involvement in any of these groups requires lunch or after school time commitment. Rehearsal times for each group will be published in the first newsletter for 2016. Auditions will be conducted in weeks 2 and 3 of Term 1.

4.6 MOBILE PHONE POLICY

There is a range of technology available today including mobile telephones, digital cameras, portable MP3 players/iPods, personal digital assistants, smart watches and other similar devices. All of these have the potential to be incorporated appropriately into lessons, opening exciting new approaches to learning. When these technologies are misused by students they can be very disruptive to teaching and learning and in some cases cause harm.

Canterbury Girls High School acknowledges that students may need to be in possession of a mobile telephone at school for reasons relating to their safety in travelling to and from school.

Taking photographs or videos while at school or engaged in school-related activities by students may only occur if there is a sound reason for the photography. Depending on the particular circumstances and purpose of the photography, the permission of staff, parent/carer or student may be required.

Where students bring a mobile telephone, iPad, MP3 player/iPod, camera and similar devices to school, the student must accept the following responsibilities:

- The student must take full responsibility for these devices. The school or staff will not be responsible for their loss, theft or damage. Students who bring them to school do so at their own risk.
- Students will use their mobile phone in a way which reflects the core values being taught in schools, including the values of respect, responsibility, care and fairness.
- Students must not use mobile telephones or other devices to disrupt the learning environment or interfere with the operation of the school. Such activities may incur disciplinary action including suspension.
- Students must not use mobile telephones or other devises to threaten, bully, intimidate or otherwise harass other people through any SMS or text message, photographic, video or other data transfer system available on the telephone or for any illegal activity. Such activities may incur disciplinary action including suspension and the police.
- Students must not take out their mobile phone, iPod or head phones in class time under any circumstances unless requested to do so by the classroom teacher.
- Under no circumstances will inappropriate use of mobile telephones with cameras be tolerated. Students found to be using any camera contrary to this acceptable use policy will be dealt with under the school discipline policy. Disciplinary action will be taken in all classes.

Improper use of mobile telephones or other electronic devices:

- If a staff member has good reason to suspect that a student has been using a mobile phone during the school day, the staff member has the right to take the phone from the student.
- The mobile phone will be given to the Deputy Principal.
Canterbury Girls High 2016

- A record will be kept of the students from which mobile phones have been confiscated. Collection of the phone will be according to the following criteria:

  - **First offence**
    The phone may be collected by the student from the Deputy Principal at the end of the school day.

  - **Second offence**
    The phone may be collected from the Deputy Principal at the end of the day by a parent/carer of the student.

  - **Third offence**
    The phone may be collected at the end of the school day by a parent/carer of the student. The student’s ‘Mobile Phone Pass’ will be cancelled and the student will not be permitted to bring the phone to school.

A letter will be sent home with the student each time there is a mobile phone offence.

**Emergency Contact**

*Students should not call home to be collected when sick; students must report to Office A*

- If a parent or caregiver needs to contact a student at school as a result of an emergency, they are required to call the school’s main office and a message will be sent immediately to the student.
- If a student needs to make emergency contact with anyone they can do so through the school’s main office.

**Mobile Phones and Examination Rules**

The NSW BOSTES is the body that controls all secondary school external examinations. BOSTES examination rules have been applied to Canterbury Girls High School, a section quoted below:

“If you do not follow the rules outlined below, or if you cheat in the tests in any way, you will be reported to the Deputy Principal and may be removed from the test room.

**Penalties for such actions may involve cancellation of the particular test result or of all your examinations.**

**You must not take a mobile phone or any other electronic device into the test room.**”
SECTION 5 GENERAL INFORMATION
5.1 SCHOOL TRANSPORT

BUS SERVICES

At the time of printing these services are only anticipated. If you would like further information you can contact Kingsgrove Depot on 9582 3015 or 131 500

MORNING

688 Departs Campsie 8.00 a.m. K56 arrives at Canterbury P.S. 8.15 a.m. Bus route travels via Beamish Street, Brighton Ave, Moore Street, Bellombi Street, Nowra Street, Wairoa Street, Wonga Street and Canterbury Road. Arrives at school 8.15 a.m.

487 Departs Bankstown Station 7.53 a.m., Bankstown Hospital 8.01 a.m., Punchbowl Road and Victoria Road 8.10 a.m. Sharpe Street Belmore 8.21 a.m., Campsie Station 8.28 a.m. and arrives at Canterbury Boys at 8.35 a.m.

415 Departs Strathfield at 8.04 a.m., Enfield 8.09 a.m., Belfield 8.16 a.m., Belmore Station 8.23 a.m. and becomes 615. Departs Canterbury Hospital 8.25 a.m. and arrives at school 8.33 a.m.

428 Departs Addison & Enmore Roads at 8.02 a.m., Petersham shops 8.07 a.m., Dulwich Hill shops 8.13 a.m., Hurlstone Park 8.15 a.m. and arrives at school at 8.20 a.m.

413 Departs North Parade Campsie at 7.46 a.m. and 8.23 a.m. Students may alight from the bus at the corner of Roslyn and King Street and walk to school.

674 Departs Kingsgrove Station at 7.55 a.m. travels along Kingsgrove Road to Canterbury Road 8.00 a.m. then to Canterbury Station arriving at school at 8.19 a.m.

445 Departs Norton Street Leichhardt (near Allen Street) at 7:27 a.m. and arrives at Broughton Street (near Canterbury Station) at 7:52 a.m.

AFTERNOON

675 Departs Canterbury Boys High School at 3.20 p.m., Canterbury Station 3.27 p.m., to Belmore Station 3.39 p.m. The bus route operates via Hardy Street, Griffith Street, Canterbury Road and Burwood Road.

672 Departs Canterbury Boys High at 3.18 p.m. to Canterbury Station 3.25 p.m. to Earlwood. The bus route operates via Hardy Street, Griffith Street, Queen Street, Canterbury Road the 472 to Earlwood.

688 Departs Canterbury Station 3.39 p.m. to Campsie Station then becomes 487 to Roselands. Pupils can remain on bus from Campsie.

615 Departs school at 3.29 a.m. to Belmore Station. Bus then becomes 415 to Burwood. Pupils can remain on bus.

413 Departs King Street to Campsie at 3.06 p.m. and 3.37 p.m.

471 Departs Canterbury Station at 3.19 p.m. and 3.56 p.m.

472 Departs Canterbury Station at 3.34 p.m. and 3.49 p.m.

445 and 428 from Canterbury Station. 471 and 472 from Canterbury Station. Timetables available from Canterbury Station and Kingsgrove Bus Depot.

Contact Kingsgrove Bus Depot on 9582 3015 or 131 500 1 to 2 weeks prior to school resuming to confirm your student’s route.
Bus and Train Routes to get to Canterbury Girls High School

2016 SCHOOL OPAL CARD


Most families will not need to apply for an Opal card; it will be sent to the school at the start of 2016. However an application will be needed if a student is just starting school, has not had a travel pass before, is going into Year 7, or is changing schools.
First Aid and School Clinic

A First Aid officer is located in Office A and assists students who have minor first aid needs at school. The school clinic is supervised by Office A and is available for students who become ill at school and need to wait for family or caregivers to collect them. The school does not provide extended care for sick students. Families should not send sick students to school. Families are requested to keep contact and emergency contact details up to date so there is no delay in advising families of illness or accident.

All teachers are trained and updated annually in basic first aid. Regular updates in asthma and anaphylaxis are also required by the Department of Education. At all times teachers are expected to provide reasonable first aid and contact medical or emergency services if appropriate for students who are ill or affected by an accident. Office A will usually contact emergency services when needed.

Teachers are mindful of the health care needs of students in the planning of excursions and other activities at school, and include appropriate risk assessment procedures to ensure student safety and well-being at all times, especially in sport, camps and water activities. Staff with CPR, and /or senior first aid qualifications are included in all overnight excursions. Activities involving water require additional risk assessment and planning, as set out in the Excursions Policy.

Health Care Plans

The most common reason for Health Care Plans is for students who have severe asthma, anaphylaxis, diabetes or epilepsy, which may require an emergency response.

Any student who has:

- an ongoing health condition which may need an emergency response
- regular administration of medication during school hours
- other health support needs at school may require a Health Care Plan.

The Health Care Plan includes information about the health needs of the student, an emergency response plan, contact details for family and medical services, and details of any medications or procedures required during school hours. Health Care Plans are negotiated arrangements made in consultation with families and caregivers, and are made available to all staff as appropriate. Emergency response plans are updated annually and posted around the school in key locations. Office A keeps copies of all Health Care Plans.

Administration of Medication at School

Students are not permitted to carry prescribed or over the counter medications at school. When medication has to be taken regularly during school hours, either long term or short term, arrangements should be made with Office A. The appropriate Department of Education forms should be used.

Vaccination program – NSW Health

The school supports NSW Health vaccination programs for HPV, Hepatitis B, Chicken Pox, Whooping Cough, Diphtheria and Tetanus. Parents are sent information and permission notes as these vaccinations are offered.
3. **PARENT INVOLVEMENT AND ASSISTANCE**

1. **Parents and Citizens Meetings**

   The P & C has monthly meetings on the fourth Wednesday of each month in the Cantabrian Hall at 7.30 p.m. Entry is via the Church Street gates.

   The P & C aims to:
   
   - promote co-operation between families, students and the school
   - assist in informing families about education matters
   - assist in providing facilities for students

   Meeting dates are published in the school newsletter and on the school calendar on the school website.

2. **Student Assistance Scheme**

   Limited funds are available to support needy families who receive Centrelink payments, to meet essential education expenses e.g. subject contributions, uniforms and excursions. Families should contact the School Administration Manager for any enquiries regarding student assistance. Families need to complete an application form. School policy is that in order to assist as many as possible partial support is provided.

3. **Readers and Writers**

   Parents are welcome to volunteer to be a reader – writer for students with special provisions at the school. The volunteer commitment covers the Trial exams (early Term 3 for Year 12 as well as the official examination period in October – November (HSC).

   The qualities required are:
   
   - An understanding of English
   - A basic understanding of the subjects being examined (the student is taking the test, not the reader – writer)
   - Clear, legible handwriting
   - Willingness to spend time practising with the student
   - Patience and sensitivity to the special needs
   - Understanding of confidentiality.

   Contact the Deputy Principal if you would like to volunteer or make further enquiries.

4. **School Committee Membership**

   Parents form an active part of the Canterbury Girls High School community and are welcome to join various committees as well as undergo training and participate in selection of staff via the merit selection process.

5. **Multi-Lit Volunteering**

   Members of the community volunteer 4 mornings a week from 8.45 a.m. – 10.00 a.m. to support students with literacy needs as part of this program. Please contact Mrs O’Sullivan if you are able to assist as a literacy volunteer.
5.4 SCHOOL CONTRIBUTIONS

Year 7 Contributions
Families can choose to pay fees by term or for the full year. However, the online school diary and textbook deposit needs to be paid in full at the beginning of Term 1. All payments should be made at Office C via Cash, EFTPOS, Cheque, Direct Debit. Online Payment is also available via the school website.

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
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<th>Term 3</th>
<th>Term 4</th>
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<td>Lockers</td>
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A variety of Excursions will come up throughout the year and students will receive separate notes and cost schedules for these.

Payments
- Cash payments are to be made through Office C in the main school building.
- Please make cheques payable to Canterbury Girls High School. Cheque payments may be mailed or returned to school. Please write the student’s name on the back of the cheque with a contact number.
- Credit card users should make payments online, by going to the school website, www.canterburg-h.school@det.nsw.edu.au, and go to the Online Payment link.
- When a student leaves the school the TEXT BOOK Deposit is returned by mailed cheque when all texts/items belonging to the school are returned and if there is no outstanding accounts.
- Year 7 students making full payment of the General School Contribution before the end of term 1 will receive a free school water bottle.
Year 8 Contributions

Families can choose to pay fees by term or for the full year. However, the online school diary and textbook deposit needs to be **paid in full at the beginning of Term 1**. All payments should be made at Office C via Cash, EFTPOS, Cheque, Direct Debit. Online Payment is also available via the school website.

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**Other Items**

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<td>Lockers</td>
<td>$25 Non Refundable Hire fee</td>
<td>$20 Key deposit refundable–if no fees/excursions etc. outstanding</td>
</tr>
</tbody>
</table>

**Extra-Curricular Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>$100 per term (individual tutoring is an additional cost of $30 per half hour paid to the tutor)</td>
</tr>
<tr>
<td>Strings Ensemble</td>
<td>$100 per term (individual tutoring is an additional cost of $30 per half hour paid to the tutor)</td>
</tr>
<tr>
<td>Percussion Group</td>
<td>$50 per term</td>
</tr>
<tr>
<td>Dance Ensemble</td>
<td>$50 per year</td>
</tr>
<tr>
<td>Drama Ensemble</td>
<td>$50 per year</td>
</tr>
<tr>
<td>School Choir</td>
<td>$20 per year</td>
</tr>
<tr>
<td>Grade Sport</td>
<td>$60 per season (this works out at $3.00 per week &amp; covers all bus travel)</td>
</tr>
<tr>
<td>Debating</td>
<td>$50 per year</td>
</tr>
</tbody>
</table>

**Payments**

- Cash payments are to be made through Office C in the main school building.
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- When a student leaves the school the TEXT BOOK Deposit is returned by mailed cheque when all texts/items belonging to the school are returned and if there is no outstanding accounts.

A variety of Excursions will come up throughout the year and students will receive separate notes and cost schedules for these.
Year 9 Contributions

Families can choose to pay fees by term or for the full year. However, the online school diary and textbook deposit needs to be paid in full at the beginning of Term 1. All payments should be made at Office C via Cash, EFTPOS, Cheque, Direct Debit. Online Payment is also available via the school website.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Full Year</th>
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</thead>
<tbody>
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<td>$20</td>
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<td><strong>Subject Contributions</strong></td>
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<tr>
<td>Drama</td>
<td>$7.50</td>
<td>$7.50</td>
<td>$7.50</td>
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<tr>
<td>Food Technology</td>
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<td>$25</td>
<td>$25</td>
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<tr>
<td>IST – Digital Media</td>
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<td>$5</td>
<td>$5</td>
</tr>
<tr>
<td>Textiles Technology</td>
<td>$15</td>
<td>$15</td>
<td>$10</td>
<td>$10</td>
</tr>
<tr>
<td>Dance Elective (includes costume)</td>
<td>$10</td>
<td>$10</td>
<td>$10</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>$5</td>
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<td>$5</td>
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</tr>
<tr>
<td>Photography &amp; Digital Media</td>
<td>$15</td>
<td>$15</td>
<td>$15</td>
<td>$15</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>$15</td>
<td>$15</td>
<td>$10</td>
<td>$10</td>
</tr>
<tr>
<td>Technology – Cross Curricular</td>
<td>$5</td>
<td>$5</td>
<td>$5</td>
<td>$5</td>
</tr>
<tr>
<td>Online School Diary - Compulsory</td>
<td>$10</td>
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<tr>
<td>Sport Administration Levy</td>
<td>$10</td>
<td>$5</td>
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</tr>
<tr>
<td>P &amp; C Donation</td>
<td>$10</td>
<td>$10</td>
<td>$10</td>
<td>$10</td>
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</table>

**Refundable Textbook Deposit – only for new students**

<table>
<thead>
<tr>
<th>Other Items</th>
<th>Price</th>
<th>Please indicate if you wish to pay for any of these items</th>
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</thead>
<tbody>
<tr>
<td>Maths Subscription</td>
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<tr>
<td>Word Flyers</td>
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<tr>
<td>Calculator</td>
<td>$22</td>
<td></td>
</tr>
<tr>
<td>Lockers</td>
<td>$25 Non Refundable Hire fee</td>
<td>$20 Key deposit refundable – if no fees/excursions etc. outstanding</td>
</tr>
</tbody>
</table>

**Extra-Curricular Activities**

- Band $100 per term (individual tutoring is an additional cost of $30 per half hour paid to the tutor)
- Strings Ensemble $100 per term (individual tutoring is an additional cost of $30 per half hour paid to the tutor)
- Percussion Group $50 per term
- Dance Ensemble $50 per year
- Drama Ensemble $50 per year
- School Choir $20 per year
- Grade Sport $60 per season (this works out at $3.00 per week & covers all bus travel)
- Debating $50 per year
- Theatresports $50 per year

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Year 10 Contributions

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<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Full Year</th>
</tr>
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<td>Subject Contributions</td>
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<tr>
<td>Drama</td>
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<td>$7.50</td>
<td>$7.50</td>
<td>$7.50</td>
</tr>
<tr>
<td>Food Technology</td>
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<td>IST</td>
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<td>$10</td>
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<td>$5</td>
</tr>
<tr>
<td>Textiles Technology</td>
<td>$15</td>
<td>$15</td>
<td>$10</td>
<td>$10</td>
</tr>
<tr>
<td>Dance Elective (includes costume)</td>
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<td>$10</td>
<td>$10</td>
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</tr>
<tr>
<td>Music</td>
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<td>Visual Arts</td>
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<td>$15</td>
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</tr>
<tr>
<td>Photography &amp; Digital Media</td>
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</tr>
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<td>Technology – Cross Curricular</td>
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<tr>
<td>Online School Diary - Compulsory</td>
<td>$10</td>
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</tr>
<tr>
<td>Sport Administration Levy</td>
<td>$10</td>
<td>$5</td>
<td>$5</td>
<td>$5</td>
</tr>
<tr>
<td>P &amp; C Donation</td>
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<td>$10</td>
</tr>
<tr>
<td>P &amp; C Building Fund</td>
<td></td>
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</tr>
</tbody>
</table>

Refundable Textbook Deposit – only for new students $25

Other Items Price Please indicate if you wish to pay for any of these items

| Maths Subscription | $15 |
| Word Flyers        | $5  |
| Calculator          | $22 |
| Lockers             | $25 Non Refundable Hire fee $20 Key deposit refundable – if no fees/excursions etc. outstanding |

Extra-Curricular Activities

| Band                           | $100 per term (individual tutoring is an additional cost of $30 per half hour paid to the tutor) |
| Strings Ensemble               | $100 per term (individual tutoring is an additional cost of $30 per half hour paid to the tutor) |
| Percussion Group               | $50 per term |
| Dance Ensemble                 | $50 per year |
| Drama Ensemble                 | $50 per year |
| School Choir                   | $20 per year |
| Grade Sport                    | $60 per season (this works out at $3.00 per week & covers all bus travel) |
| Debating                       | $50 per year |
| Theatresports                  | $50 per year |

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Payments

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Senior Students - Year 11 Contributions

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<table>
<thead>
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<th>Term 3</th>
<th>Term 4</th>
<th>Full Year</th>
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</thead>
<tbody>
<tr>
<td>General School Contribution</td>
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<td>$20</td>
<td>$20</td>
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<tr>
<td>Subject Contributions</td>
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<tr>
<td>Refundable TEXT BOOK HIRE</td>
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<td>Business Services</td>
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<tr>
<td>Dance</td>
<td>$10</td>
<td>$10</td>
<td>$10</td>
<td>$10</td>
</tr>
<tr>
<td>Drama</td>
<td>$10</td>
<td>$10</td>
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<tr>
<td>Hospitality</td>
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<tr>
<td>Hospitality Uniform</td>
<td>$75</td>
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<tr>
<td>Hospitality Toolkit</td>
<td>Hire Cost $20 per year or purchase cost approx.$80</td>
<td></td>
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<td></td>
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<tr>
<td>Music</td>
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<td>Textiles and Design</td>
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<tr>
<td>Visual Arts</td>
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<tr>
<td>Technology – Cross Curricular</td>
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<td>Online School Diary - Compulsory</td>
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<tr>
<td>Sport Administration Levy</td>
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<tr>
<td>P &amp; C Donation</td>
<td>$10</td>
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</tr>
<tr>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

*Refundable Text Book Hire - $50 for new enrolments

Other Items | Price | Please indicate if you wish to pay for any of these items
---|---|---
Calculator | $22 | |
Lockers | $25 Non Refundable Hire fee $20 Key deposit refundable–if no fees/excursions etc. outstanding | |

Extra-Curricular Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>$100 per term (individual tutoring is an additional cost of $30 per half hour paid to the tutor)</td>
</tr>
<tr>
<td>Strings Ensemble</td>
<td>$100 per term (individual tutoring is an additional cost of $30 per half hour paid to the tutor)</td>
</tr>
<tr>
<td>Percussion Group</td>
<td>$50 per term</td>
</tr>
<tr>
<td>Dance Ensemble</td>
<td>$50 per year</td>
</tr>
<tr>
<td>Drama Ensemble</td>
<td>$50 per year</td>
</tr>
<tr>
<td>School Choir</td>
<td>$20 per year</td>
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<tr>
<td>Grade Sport</td>
<td>$60 per season (this works out at $3.00 per week &amp; covers all bus travel)</td>
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<tr>
<td>Debating</td>
<td>$50 per year</td>
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<tr>
<td>Theatresports</td>
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<th>Term 3</th>
<th>Term 4</th>
<th>Full Year</th>
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<td>Textiles and Design</td>
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<tr>
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</tr>
<tr>
<td>Sport Administration Levy</td>
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</tr>
<tr>
<td>P &amp; C Donation</td>
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<td>$10</td>
<td>$10</td>
<td>$30</td>
<td></td>
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<tr>
<td>P &amp; C Building Fund (Any amount over $2 is tax deductible)</td>
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</table>

Other Items

<table>
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<tr>
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Extra-Curricular Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>Orchestra</td>
<td>$100 per term (individual tutoring is an additional cost of $30 per half hour paid to the tutor)</td>
</tr>
<tr>
<td>Strings Ensemble</td>
<td>$100 per term (individual tutoring is an additional cost of $30 per half hour paid to the tutor)</td>
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<tr>
<td>Percussion Group</td>
<td>$50 per term</td>
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<tr>
<td>Dance Ensemble</td>
<td>$50 per year</td>
</tr>
<tr>
<td>Drama Ensemble</td>
<td>$50 per year</td>
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<td>School Choir</td>
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<tr>
<td>Theatresports</td>
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