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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 website 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.
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. It is also made available via Twitter and/or School Stream App.

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 2018

Term 1 Tuesday 30 January 2018 to Friday 13 April 2018
Years 7, 11 and 12 resume school on Tuesday 30 January 2018
Years 8, 9 and 10 resume school on Wednesday 31 January 2018
Term 2 Tuesday 01 May 2018 to Friday 06 July 2018
Term 3 Tuesday 24 July 2018 to Friday 28 September 2018
Term 4 Monday 15 October 2018 to Wednesday 19 December 2018.

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 EVET 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. 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 wellbeing 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>
</tr>
</thead>
<tbody>
<tr>
<td>Warning Bell 8.38 am</td>
<td>Warning Bell 8.38 am</td>
<td>Warning Bell 8.38 am</td>
<td>Warning Bell 8.38 am</td>
</tr>
<tr>
<td>Period 1 8.40-9.55 am 75 mins</td>
<td>Period 1 8.40-9.55 am 75 mins</td>
<td>Period 1 8.40-9.55 am 75 mins</td>
<td>Period 1 8.40-9.54 am 74 mins</td>
</tr>
<tr>
<td>Break 9.55-10.00 am</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>
</tr>
<tr>
<td>Period 2 10.00-11.15 am 75 mins</td>
<td>Period 2 10.00-11.15 am 75 mins</td>
<td>Period 2 10.00-10.40 am 40 mins</td>
<td>Period 2 9.58-11.12 am 74 mins</td>
</tr>
<tr>
<td>School Assembly 11.15-11.40 am 25 mins</td>
<td>Recess 11.15-11.35 am 20 mins</td>
<td>Recess 10.40-11.00 am 20 mins</td>
<td>Recess 11.12-11.32 am 20 mins</td>
</tr>
<tr>
<td>Recess 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>
<td>DEAR/ Personal Best Program 11.32-12.02 pm 30 mins</td>
</tr>
<tr>
<td>Period 3 12.00-1.15 pm 75 mins</td>
<td>DEAR or Special Religious Education 12.10-12.40 pm 30 mins</td>
<td>Lunch 12.15-12.35 pm</td>
<td>Lunch 12.35-12.55 pm</td>
</tr>
<tr>
<td>Lunch 40 mins Lunch 1-1.15-1.35 pm Lunch 2-1.35-1.55 pm</td>
<td>Lunch 1 12.40-1.00 pm Lunch 2 1.00-1.20 pm</td>
<td>Sport 12.55 pm</td>
<td>Lunch 1-1.15-1.36 pm Lunch 2-1.36-1.56 pm</td>
</tr>
<tr>
<td>Period 4 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>
<td>Period 4 1.56-3.10 pm 74 mins</td>
</tr>
<tr>
<td>Break 3.10-3.15 pm</td>
<td>Staff Meeting Time 2.35-3.10pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 5 - Year 11 &amp; 12 3.15-4.30 pm 75 mins</td>
<td>Year 11 - finish at 12.40 unless they have EVET or extension classes Yr 12 finish 12.10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3
INSTRUCTIONS TO DOWNLOAD SCHOOLSTREAM APP TO YOUR DEVICE- 2018

<table>
<thead>
<tr>
<th>iPhone / iPad iOS</th>
<th>Android / Tablet</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://via.placeholder.com/150" alt="App Store" /></td>
<td><img src="https://via.placeholder.com/150" alt="Google Play" /></td>
</tr>
</tbody>
</table>
| **1.** From your mobile device go to the [App Store](https://apps.apple.com) search for **School Stream**  
  **2.** Tap the **FREE/GET** button to the right of the School Stream listing  
  **3.** Tap the **INSTALL** button  
  **4.** Enter your Apple ID and password & tap **OK**  
  **5.** Wait for the install icon to change to **OPEN**  
  **6.** Tap the **OPEN** button  
  **7.** You will be prompted to accept push notifications, you will need to select **OK**  
  **8.** Start typing Canterbury Girls High School into the search then **SELECT Canterbury Girls High School** on your mobile device | **1.** From your mobile device go to the [Play Store](https://play.google.com) search for **School Stream**  
  **2.** Tap the School Stream listing  
  **3.** Tap the **INSTALL** button  
  **4.** Tap the **ACCEPT** button  
  **5.** Wait for the app to install then tap the **OPEN** button  
  **6.** Start typing Canterbury Girls High School into the search then **SELECT Canterbury Girls High School**  
  **7.** Tap the **DONE** button in the top left |

**Windows Phone/Other Devices**
Use the following link, and follow the instructions below:
[Canterbury Girls High School](https://www.canterburygirls.school.nz/)

To pin a website on your **Windows Phone**:
1. Open the website you want to pin  
2. Tap **More** icon,  
3. Tap **Pin** to Start  
You will be able to access all of your school’s information; however you won’t be able to receive notifications.

**Note:** Some devices may vary please follow your usual installation procedure for downloading and installing an app to your device.

**Other useful information**

**Troubleshooting tips:** Follow this link.

**Are your children attending different schools?**
Don’t worry; School Stream caters for multiple schools from within the app itself. Jump between your children’s schools by touching the school logo/name, or switch schools from the slide-in menu.

**Choose which notifications you receive:**
1. Open the School Stream app on your mobile device  
2. From the slide-in menu, go to Settings  
3. Under Edit/Alerts select My Schools and select your School to open the Notifications page  
4. Toggle notifications on or off individually (e.g. Alerts, Events, Newsletters, etc.)  
5. When you have finished, use the Back button to return to the Settings page, then select Done to return to your School  
6. Return at any time to change the notifications you receive

[Click here to access instructions online](https://www.canterburygirls.school.nz/)

4
**SECTION 1  DIRECTORY**

**1.1 STAFF DIRECTORY**

<table>
<thead>
<tr>
<th>PRINCIPAL:</th>
<th>Sue HOLDEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPUTY PRINCIPAL:</td>
<td>Andrew ANDERSON</td>
</tr>
<tr>
<td>DEPUTY PRINCIPAL:</td>
<td>Julie RONAYNE</td>
</tr>
</tbody>
</table>

**HT Teaching & Learning** | Spiridoula Dervenis-Loupos
**HT Secondary Studies**  | Lalita Venkatesan
**Administration Support**| Gayle Gibson

**ADMINISTRATIVE STAFF**
- Mrs Heather Finnan – School Admin Manager
- Mrs Kathy Amour
- Mrs Phillis Munoz
- Mrs Georgina Nohra
- Ms Cheryl Patulny
- Mr David Ralph
- Mrs Dimity Flowers
- Ms Jesse Mastro
- Mr Ondrej Zima - IT Support
- Mr Phillip Kaczorowski - IT Support

**ENGLISH**
- Ms Jane Slattery – HT
- Ms Debra Barford
- Mrs Elizabeth Neves
- Ms Qurania Papadopolas
- Ms Karin Strachan
- Ms Mary Vardakis
- Ms Meg Vierboom

**HSIE**
- Ms Jana Mawassi – HT
- Mr Peter Fitzgerald
- Ms Aarti Nand
- Ms Vicky Michos
- Mr Dylan Nolan
- Ms Marie Salakas
- Mr John Pearson
- Ms Renee Fountas

**LANGUAGES**
- Ms Qing Liu
- Mrs Yanna Mavris
- Ms Erica Roberts

**PHYSICAL EDUCATION**
- Ms Sue Turnbull – HT
- Ms Natalie Conroy
- Mrs Jane Cooper
- Ms Joanna Hunter
- Ms Stacey Naisbett
- Ms Jamie Moliterno

**CREATIVE AND PERFORMING ARTS**
- Ms Olive Barry– HT
- Ms Daniela Caprin
- Ms Louise Flannery
- Ms Kellie Reed
- Ms Caroline Texier
- Ms Katherine Wilson

**TECHNOLOGY & APPLIED STUDIES**
- Mrs Cathy Jenkins (Senior Teacher)
- Ms Sue di Rosario
- Ms Sue Ormanci
- Mrs Maria Stephenson

**MATHEMATICS**
- Ms Ilhea Yen - HT
- Ms Sanjeev Kaur
- Mr Tony Kazzi
- Ms Liza Moodie
- Ms Kathie Burgess
- Mr Tim Jurd
- Ms Hristina Sokolovska
- Mr Duncan Trinh

**SCIENCE**
- Ms Robyn Andrews – HT
- Ms Jayne Delmas
- Mrs Effie Di Chiara
- Mr Alan Free
- Mrs Tracy Jones
- Mr Shaun Mullin
- Ms Sylvie Yassmin

**LEARNING SUPPORT**
- Ken Maeda
- Ms Liz Manton/Ms Margaret McLelland
- Ms NatalieConroy/ S.Dervenis-Loupos
- Ms Alice Magoffin
- Mrs Laura Humphries
- Ms Jane Cooper
- Ms Elizabeth Neves
- Ms Alice Magoffin
- Ms Louise Fox
- Ms Jamie Moliterno
- Counsellor
- Teacher Librarian
- Careers
- EALD
- Supp Teacher Learning
- Supp Teacher Mental Health

**SPORT ORGANISATION**
- Ms Jayne Delmas
- Mrs Effie Di Chiara
- Ms Stacey Naisbett
- Mrs Jane Cooper
- Ms Jamie Moliterno
- Grade/Knockout
- Recreation/House
- Carnivals

**STUDENT WELL BEING**
- Mr Bejan Safi
- Ms Stacey Naisbett
- Ms Hristina Sokolovska
- Ms Kellie Reed
- Ms Tracy Jones
- Ms Liz Neves
- Ms Karin Strachan
- Ms Alice Magoffin
- Ms Vicky Michos
- Ms Natalie Conroy
- Mrs Kathie Burgess
- Ms Meg Vierboom
- Ms Cathy Jenkins
- Ms Qing Liu
- Mrs Maria Stephenson
- Ms Louise Flannery
- Ms Kate Wilson
- Mr Dylan Nolan
- Mrs Margaret McLelland
- Youth Worker
- Year 7 Adviser
- Assistant Yr 7 Advisor
- Year 8 Adviser
- Year 8 Adviser
- Year 9 Adviser
- Year 9 Adviser
- Year 10 Adviser
- Year 10 Adviser
- Year 11 Adviser
- Year 12 Adviser
- Prefect Co-ordinator
- SRC Co-ordinator
- International Students
- Environment Students
- Instrumental/Voice Program
- Indigenous Students
- Senior student support

**Parents and Citizens**
- Heather Veitch
- Lynne Scouller
- Shane McArdle
- P & C President
- P & C Secretary
- P & C Treasurer
1.2 Playground Areas and Duty

WET WEATHER and EXTREME HEAT

Years 7 -9 – Canteen / MPC / Library; Years 10 -12 – Canteen / Cantabrian Hall / Library

Only Yr 12 may be in LC at any break time

The following changes to areas of supervision occur during Wet Weather Arrangements:

- Upper area Teacher moves to Cantabrian Hall (if closed due to an event, then to Library)
- MPC DOME Teacher moves to the Learning Centre
- Lower area Teacher moves to MPC (if closed for an event, then to Canteen)
- Canteen area Teacher remains in the canteen
- Head Teacher on Duty and (where possible) Senior Executive move to the Cantabrian Hall
- If MPC or Cantabrian Hall is booked and in use, an alternate venue will be announced

BEFORE SCHOOL  All students are to remain in one of two spaces between 8.15am and 8.40am, unless seeing a teacher:

- the canteen and inner quads
- the library (after 8.15am)
1.3 Classroom and Staff Room Locations

Canterbury Girls High School

Ground Floor Plan-A

First Floor Plan-B
### 1.4 Help Page ~ What to Do and Who to See If You …

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Action/Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Are ill for three (3) days or more</strong></td>
<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>
<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 contact your family yourself.</strong></td>
</tr>
<tr>
<td><strong>Are late (ie: enter school grounds after 8.40am)</strong></td>
<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>
<td>Bring a note from home to Office A before school and pick up an Early Leaver’s pass at Recess or before you depart, whichever is first.</td>
</tr>
<tr>
<td><strong>Are out of uniform</strong></td>
<td>Bring a note from home with an explanation. Even if you have no note, your Period 2 teacher will issue a Uniform Pass. If there are financial problems seek student assistance – see Office C.</td>
</tr>
<tr>
<td><strong>Have been absent</strong></td>
<td>Bring a note explaining your absence to Office A the day you return.</td>
</tr>
<tr>
<td><strong>Have lost property</strong></td>
<td>Hand in to Office A, who manages lost property.</td>
</tr>
<tr>
<td><strong>Need to go to the toilet during class</strong></td>
<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>
<td>See Office A or your Year Adviser.</td>
</tr>
<tr>
<td><strong>Need to get or replace a travel pass</strong></td>
<td>See Office A.</td>
</tr>
<tr>
<td><strong>Are injured for sport</strong></td>
<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>
<td>Students can visit the Counsellor and make an appointment or ask their Year Adviser 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.</td>
</tr>
<tr>
<td><strong>Need Child Protection</strong></td>
<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>
<td>Report any incidents of discrimination, whether racist or otherwise to a class teacher or your Year Adviser or the Deputy Principal immediately. Report bullying to your Year Adviser.</td>
</tr>
<tr>
<td><strong>Can’t do your homework</strong></td>
<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>
<td><strong>Principal’s Leave for travel – must be applied for, for any period of 5 days or more</strong>&lt;br&gt;• Students wishing to apply for extended periods of leave for travel (more than one week’s absence from school) must complete an Application for Leave at Office A.&lt;br&gt;• See more information on the school website in Policies – Attendance and Absences</td>
</tr>
<tr>
<td><strong>Need to order your lunch</strong></td>
<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>
<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>
<td>See Ms Manton/Ms McLelland in the Library</td>
</tr>
<tr>
<td><strong>Have run out of print availability</strong></td>
<td>Pay $5 at Office C</td>
</tr>
</tbody>
</table>
## 1.5 CURRICULUM YEAR 7 – 12

### 2018 Distribution of Studies 7 - 12

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Year 11</th>
<th>Year 10 – 4 Classes</th>
<th>Year 9 – 5 Classes</th>
<th>Year 8 – 5 Classes</th>
<th>Year 7 – 6 Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Subject</td>
<td>Subject</td>
<td>Periods per fortnight</td>
<td>Subject</td>
<td>Periods per fortnight</td>
</tr>
<tr>
<td>English Advanced</td>
<td>English Advanced</td>
<td>English</td>
<td>6</td>
<td>English</td>
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</tr>
<tr>
<td>English Standard</td>
<td>English Standard</td>
<td>Maths</td>
<td>6</td>
<td>Maths</td>
<td>6</td>
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<tr>
<td>English ESL</td>
<td>English EALD</td>
<td>Science</td>
<td>6</td>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>English Extension 1 &amp; 2</td>
<td>English Extension 1</td>
<td>History</td>
<td>3</td>
<td>History</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Geography</td>
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<td>Mathematics</td>
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<td>Electives</td>
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<td>PDHPE</td>
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<td>Biology</td>
<td>Electives</td>
<td>4</td>
<td>PDHPE</td>
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<td>Electives</td>
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<td>PDHPE</td>
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<td>Physics</td>
<td>Electives</td>
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<td>PDHPE</td>
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<td>PDHPE</td>
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<td>PDHPE</td>
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<td>Electives</td>
<td>4</td>
<td>PDHPE</td>
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<td>Studies of Religion</td>
<td>Studies of Religion</td>
<td>Electives</td>
<td>4</td>
<td>PDHPE</td>
<td>4</td>
</tr>
<tr>
<td>Society &amp; Culture</td>
<td>Society &amp; Culture</td>
<td>Electives</td>
<td>4</td>
<td>PDHPE</td>
<td>4</td>
</tr>
<tr>
<td>Chinese</td>
<td>Chinese</td>
<td>Electives</td>
<td>4</td>
<td>PDHPE</td>
<td>4</td>
</tr>
<tr>
<td>Community &amp; Family Studies</td>
<td>Community &amp; Family Studies</td>
<td>Electives</td>
<td>4</td>
<td>PDHPE</td>
<td>4</td>
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<tr>
<td>French</td>
<td>French</td>
<td>Electives</td>
<td>4</td>
<td>PDHPE</td>
<td>4</td>
</tr>
<tr>
<td>PDHPE</td>
<td>PDHPE</td>
<td>Electives</td>
<td>4</td>
<td>PDHPE</td>
<td>4</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
<td>Electives</td>
<td>4</td>
<td>PDHPE</td>
<td>4</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>Electives</td>
<td>4</td>
<td>PDHPE</td>
<td>4</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td>Electives</td>
<td>4</td>
<td>PDHPE</td>
<td>4</td>
</tr>
<tr>
<td>Textiles &amp; Design</td>
<td>Textiles &amp; Design</td>
<td>Electives</td>
<td>4</td>
<td>PDHPE</td>
<td>4</td>
</tr>
<tr>
<td>VET - Business Services 2 unit</td>
<td>VET - Business Services 2 unit</td>
<td>Electives</td>
<td>4</td>
<td>PDHPE</td>
<td>4</td>
</tr>
</tbody>
</table>
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 NSW Department of Education (DoE) has negotiated with Adobe and Microsoft for you to be able to download software for free. All DoE 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 with regard to 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:

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

**CGHS (BYOD) Program 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 8 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>16 GB</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>
</tbody>
</table>

**Important:** The DEC 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, others or 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 for 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 family may be contacted. 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 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 does not take responsibility for her behaviour, the Head Teacher will refer the student to the Deputy Principal for 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.

If a student is in Time Out in the classroom in a number of subjects at once, the Deputy Principal may move the student to School Time Out.
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/Twitter/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, and 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

IF NO Resolution

IF NO Resolution

IF NO Resolution - SUSPENSION Persistent DISOBEDIENCE
2.2 CANTERBURY GIRLS HIGH SCHOOL ANTI-BULLYING PLAN 2018

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 Cyber bullying

All students need to understand that cyber bullying 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.
• If cyber bullying occurs outside the school, you should contact the police and make a report.

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


Mind Matters website ~ [www.mindmatters.edu.au](http://www.mindmatters.edu.au)
Cyber bullying related sites:
E smart school website [www.esmartschools.org.au](http://www.esmartschools.org.au)
Cyber smart website [www.cybersmart.gov.au](http://www.cybersmart.gov.au)
Cyber bullying

At Canterbury Girls High School we are committed to positive, respectful online communication. Cyber bullying 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).

Cyber bullying can involve email, mobile phones, instant messaging, chatrooms, weblogs, and personal websites in online communities such as Facebook, 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. 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. 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 should 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 if you have been cyber bullied. Families can contact the Deputy Principal, Head Teacher Welfare, or Year Adviser for advice. We are committed to preventing Cyber bullying affecting the school learning community. Cyber bullying 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, black leather style shoes MUST be worn as a safety requirement.


Any families needing financial support to meet school uniform requirements should contact Office C, Mrs Heather Finnan, 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.
SUITABLE SCHOOL SHOES

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 organise to 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 Two, any student out of uniform will be issued with a uniform pass for the day. The infraction will be recorded on AWMS, and a text sent to your parents requesting their support with the school’s uniform policy if there are 3 or more instances in a month. If a student has a note, they will still be issued with a uniform pass, and there will be no tally towards the 3 instances in a month.

If you are mostly or completely out of uniform you will be sent to the Deputy Principal.
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 voucher provided by Cantabrians. First place getters in each Year 12 subject receives a 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
   - **Felsch Award** – for best result in Year 12 Food Technology
   - **Community Member Contribution Award** – certificate and gift (presented at Yr12 Graduation)
   - **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 - $100 per subject, VET Hospitality & Business Services
   - **St George Workplace Learning** – Most Outstanding Vet Student(s) – $250 to assist VET expenses

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, 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
   - Environmental Ambassador
   - House Captain/Vice Captain
   - Mentor or Mentor Trainee
   - Will have been nominated by the school for a special award e.g. Minister's Award 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 works in partnership with primary schools to contribute to leadership development in Years 5 and 6 students.

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 program, 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 Vierboom, Prefect Teacher Co-ordinator
School Environment Ambassadors (SEA) 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 ‘SEA DEAR‘. Members of this group are provided with opportunities to apply and develop their leadership skills through promoting environmental awareness and improving the school’s environmental amenities. In 2013 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. In 2017, SEA is encouraging the biodiversity of native bees to help support pollination of native plants and food crops in our school vegetable gardens.

SEA DEAR meets twice a week to help plan and co-ordinate its activities. However, throughout the year there are also numerous opportunities for students to engage with the wider community, attend environmental workshops and seminars, network with other schools and take 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, SEA is for you!

Mrs Stephenson, SEA Dear Co-ordinator

Mentoring

Students in Years 8 and 9 have the opportunity to train as student mentors over one or 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. Each new Year 7 cohort 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.

Year Advisers 8-10 run the Mentoring Program.

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 2017, all Year 7 students will undertake a series of activities throughout the Personal Best Program on Thursdays and Fridays 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, and the achievement recorded both on a student’s record and her yearly report.

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, DVDs, kits and computer software
- teachers resources
- pamphlets, periodicals and 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 have study periods timetabled in 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:

- Indigenous Student Success Program
- Counselling services from the school counsellor, Good Shepherd, Breakthru, Headspace, CAMHS
- Classroom Connect Support for refugee background students
- Environmental Ambassadors (SEA)
- 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 and 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

3.2a Personal Best Program (PB)

The Personal Best Program is undertaken by all students across 2 sessions on Thursdays and Fridays (see school bell times for exact times) in addition to DEAR (Drop Everything & Read).

All Stage 4, 5 and 6 students are provided with an independent, self-paced online 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.

All students who complete the Personal Best online program on Moodle will receive a certificate of completion. Student Personal Learning Plans for Years 7-9 will be prepared and updated in this time in Term 4. See more detail in Section 3.5.

Specialist student groups including Prefects, SRC and SEA (Environmental Ambassadors) will meet on Thursdays and Fridays. These students are not required to undertake the online program in full. They may choose to complete it independently to gain the certificate of completion.
### Personal Best Program Content Outline

| 7* | Bullying  
|    | Friendship |
| 8* | Bullying  
|    | Cybersafety |
| 9* | Resilience, self-esteem, individuality, goal setting, friendship, managing emotions & anxiety, healthy relationships vs toxic |
| 10 | Goal setting, careers pathways, interview skills, study planning  
|    | Mental health - depression & anxiety, loss & grief, eating disorders, mental fitness  
|    | Personal identity – relationships, A&OD's |
| 11 | Understanding Stage 6  
|    | Surviving Year 12: Beyond Blue  
|    | CGHS Senior Support Plan  
|    | Illness/Misadventure  
|    | Time Management, study timetables  
|    | Emotional Intelligence  
|    | Habits of Mind  
|    | School to Work Planning |
| 12 | Time Management ReachOut.com  
|    | Motivation: successful student stories and tips  
|    | Resources for smarter students and mental health support  
|    | Coping with stress, meditation, fitness  
|    | Study Skills: Elevate Education, HSC Study Buddy  
|    | Online safety |

*Years 7-9 students are provided with access to differentiated learning in Literacy and Numeracy, in which they are supported by trained peer learners. These groups will be supported by specialist LaST (Learning and Support teachers) and Maths staff.*

### 3.2b 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 2018 the two set dates for Field Study Days are Thursday 22 March and Friday 25 May 2018.**

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, these can be paid over time if required and worthwhile alternatives will be provided for any students unable to participate.
3.3 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. It is part of the content covered in the Senior Personal Best program delivered on Moodle. 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 2018, 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. 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 2018 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.

*In 2018 Careers Services will be delivered by Ms Dervenis-Loupos and Ms Conroy*

**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 students 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 the 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 Senior Personal Best online program on Moodle.

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**

**Rationale** - At Canterbury Girls High School, we have established mechanisms to monitor the amount of homework across all subjects to ensure that students’ workloads are manageable and that homework is meaningful. Homework is a valuable part of schooling. It allows for practicing, extending and consolidating work done in class. Homework provides training for students in planning and organising time and develops a range of skills in identifying and using information resources. Additionally, it establishes habits of study, concentration and self-discipline.

**Policy statement** - We hope to achieve teaching and learning practice that considers the quality and manageability of homework. This policy aims to ensure that homework tasks will be assigned by teachers with a specific, explicit learning purpose. On completion, teachers will acknowledge student effort and provide feedback related to student learning. Teachers will ensure that the quantity of homework will be manageable, ensure quality and will provide feedback to students on completion. Homework will be educationally beneficial and will meet the realistic expectations of students, teachers, parents and caregivers. No Homework and/or Assessment tasks will be set for the Holiday period.
Implementation

Responsibilities
Teachers:
- Implement the school’s Homework Policy
- Communicate the purpose, benefits and expectations of homework to students and parents/caregivers
- Acknowledge student effort in completing homework and provide timely and relevant feedback on achievement
- Ensure resources and materials are easily accessible for students
- Support students having difficulties with homework
- Discuss with students and parents/caregivers any developing issues regarding a student’s homework.
- Discuss homework practices with colleagues.

Parents/caregivers:
- Acknowledge that workloads will increase and decrease at various times.
- Discuss with student their progress and any developing issues regarding a student’s homework manageability.
- Support student if they are having difficulties with homework by encouraging them to communicate with the relevant classroom teacher.
- Communicate with the relevant Head Teacher if concerns continue after contact by student is made with classroom teacher.

Students:
- Ensure resources and materials are accessed
- Ensure a study timetable is generated to manage workload
- Communicate with the relevant classroom teacher if there are concerns or if student is having difficulties with homework.
- Communicate with parent/caregiver if the student is having difficulties with homework.

Stage requirements:

Homework for Years 7-8 - In Years 7-8, homework may be set across the curriculum. Homework may include regular tasks, assignments that require investigation and preparation for examinations.

Our staff will support students to develop time management skills, guide them to become more independent learners and ensure their workloads are manageable as we recognise that this is particularly important for those Year 7 students who are transitioning to high school.

No homework and/or Assessment Tasks will be set across the school holiday period.

Homework for Years 9-10 - In Years 9-10, homework may be set on a regular basis across the curriculum. Homework might include practice that complements work learnt in class, assignments, as well as preparing for assessment tasks and studying for exams.

Homework will be differentiated for the Academic stream.

Our staff will continue supporting students to develop their time management and study skills and encourage independent work and their transition to become successful Stage 6 learners.

Homework for Years 11-12
In Years 11-12, homework will be expected to be completed independently. Homework may be set in all subjects, and students may be required to prepare for assessment tasks and study for exams.

Times will vary according to learning needs and individual study programs.
**Monitoring, evaluation and review** - Mechanisms to plan and monitor the amount of homework given to students across all subjects will be conducted through school and faculty processes including assessment schedules, scope and sequences and ongoing collaborative teaching practices.

### 3.5 a) Learning Presentations

**Year 7, 8 & 9 Learning Presentations 2018**

**WHAT:** Students in Years 7, 8 & 9 will develop a Learning Presentation during Term 4, 2018.

This Presentation will include information on their Learning Achievements for 2018 and Learning Goals for 2019. 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.

- **Preparation Day Tuesday 6 November 2018**

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

**WHO:** All classes from Years 7, 8 & 9 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, 2018, all Year 7 & 8 classes will cease their usual curriculum in classes for one day to develop a Learning Presentation. Usually, this takes the form of a PowerPoint.
- Learning Presentations will be in 2 parts:
  1. **What were my learning achievements in 2018?** 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 2019?** Goals should include those in both Curricular and Extra-curricular areas
- In terms of Learning Presentation Part 1, students must make reference to 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 2018. They may also refer to their work samples to highlight goals or areas for improvement should they wish.
- 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 Learning Presentation Parent Feedback Sheet.
- Presentations may involve the use of notes/PowerPoint/other prompts should the student wish
Canterbury Girls High 2018

- 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 – such as interview times, communication with staff and students, and co-ordination of Personal Learning Plans.

3.5 b) Students and Parents as Partners for Learning

In 2018, all Year 7 students will be undertaking a program which seeks to increase the important role both themselves and their parents play as partners for learning. This program will include the following actions:

1. In Term 1, all Year 7 students will complete a Personal Learning Plan, which parents are also asked to comment on
2. When students receive major assessment tasks back in their different subjects, they will be asked to complete a reflection sheet on their performance in the task. Parents are also asked to comment on this reflection sheet.
3. At the end of Terms 1, 2 and 3, students will be asked by class teachers to complete a reflection sheet in which they identify the teaching strategies which have best helped them to learn, and strategies which they feel would support improvements in learning.
4. At the end of the year, students will be required to complete a Learning Presentation. (See 3.5 a above for more information).
5. Following a student’s Learning Presentation, parents will be asked to complete a feedback sheet on their daughter’s learning for the year which will be copied and given to the student’s teachers for the following year.

Please contact Andrew Anderson, Deputy Principal, if you have any enquiries relating to Personal Learning Plans or Students and Parents as Partners for Learning.
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>REQUIREMENTS</th>
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<tbody>
<tr>
<td>ENGLISH</td>
<td>96 page workbook, Plastic Display folder, 64 page journal</td>
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<tr>
<td></td>
<td>There may be a mandatory Poetry or Drama performance to support class work.</td>
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<td></td>
<td>Students will be notified in advance, fee approx. $5</td>
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<tr>
<td>MATHEMATICS</td>
<td>96 page A4 Grid Book (5mm grid) x 2 – covered in plastic</td>
</tr>
<tr>
<td></td>
<td>(Please note - students cannot do Maths notes and exercises on a digital</td>
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<tr>
<td></td>
<td>device – all working must be done in the grid books.)</td>
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<tr>
<td></td>
<td>Ruler, pencil, eraser, blue or black pen, red pen (compass and protractor</td>
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<tr>
<td></td>
<td>are optional.)</td>
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<tr>
<td></td>
<td><strong>Scientific calculator:</strong> Casio fx 82AU Plus - purchased from the school</td>
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<tr>
<td></td>
<td>Mathletics subscription</td>
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<tr>
<td>HSIE (HISTORY/GEOGRAPHY)</td>
<td><strong>Classwork</strong></td>
</tr>
<tr>
<td></td>
<td>1 x 120 page A4 book (covered)</td>
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<tr>
<td></td>
<td>Pens either blue or black, pencil, highlighters</td>
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<tr>
<td></td>
<td><strong>Project/Assessment work</strong></td>
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<tr>
<td></td>
<td>Could require scrapbooks, cardboard, display book, model making supplies</td>
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<tr>
<td></td>
<td>depending on the task.</td>
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<td></td>
<td><strong>Special Requirements</strong></td>
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<tr>
<td></td>
<td>There are mandatory field studies which need to be undertaken as part of</td>
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<tr>
<td></td>
<td>the History and Geography courses. Costs for each will vary depending on</td>
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<td></td>
<td>the location of the field study. Students will be advised by their teachers.</td>
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<tr>
<td>SCIENCE</td>
<td>Blue or black pen for written work</td>
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<td>Pencil, eraser and transparent plastic ruler</td>
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<tr>
<td></td>
<td>Exercise book for recording work</td>
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<tr>
<td></td>
<td>180 page A4 book with margins (covered)</td>
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<tr>
<td>LOTE</td>
<td>120 page A4 exercise book with margins (covered)</td>
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<tr>
<td></td>
<td>Pencil, eraser, ruler, pens (black, blue and red), highlighters, coloured</td>
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<tr>
<td></td>
<td>pencils, glue stick and scissors</td>
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<tr>
<td></td>
<td>Quoi de Neuf Activity book $20.00 for French or Easy Steps to Chinese</td>
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<tr>
<td></td>
<td>$35.00</td>
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<tr>
<td>CREATIVE &amp; PERFORMING ARTS</td>
<td><strong>Essential equipment for CAPA subjects:</strong></td>
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<tr>
<td></td>
<td>Pens, pencils, erasers, highlighter, ruler, pencil sharpener, laptop and</td>
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<tr>
<td></td>
<td>USB Flash drive, A4 lined margined paper for writing.</td>
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<td></td>
<td><strong>Music</strong></td>
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<td></td>
<td>Display folder with clear sleeves, headphones.</td>
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<td><strong>V/Art</strong></td>
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<td></td>
<td>A4 Process diary 2B/4B pencils, plastic apron/art shirt, liquid hand soap,</td>
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<td></td>
<td><strong>Drama</strong></td>
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<td></td>
<td>Display folder clear sleeves – Performing Arts Class – 90 page A4 Exercise</td>
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<tr>
<td>TECHNOLOGY</td>
<td>A USB Flash Drive, 1 display folder</td>
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<td></td>
<td>A pack of 10 refill pockets for the display folder</td>
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<td></td>
<td>A4 lined and margined lecture pad</td>
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<tr>
<td></td>
<td>Pens (black, blue and red), lead pencil and coloured pencils</td>
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<tr>
<td></td>
<td>Highlighters, scissors, glue stick</td>
</tr>
<tr>
<td>PDHPE</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</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>96 page workbook, Plastic Display folder, 64 page journal</td>
</tr>
<tr>
<td></td>
<td>There may be a mandatory Poetry or Drama performance to support class work.</td>
</tr>
<tr>
<td></td>
<td>Students will be notified in advance, fee approx. $5</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>96 page A4 Grid Book (5mm grid) x 2 – 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 books.)</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 (HISTORY/GEOGRAPHY)</strong></td>
<td><strong>Classwork</strong></td>
</tr>
<tr>
<td></td>
<td>1 x 120 page A4 book (covered)</td>
</tr>
<tr>
<td></td>
<td>Pens either blue or black, pencil, highlighters</td>
</tr>
<tr>
<td></td>
<td><strong>Project/Assessment work</strong></td>
</tr>
<tr>
<td></td>
<td>Could require scrapbooks, cardboard, display book, model making supplies depending on the task.</td>
</tr>
<tr>
<td><strong>Special Requirements</strong></td>
<td>There are mandatory field studies which need to be undertaken as part of the History and Geography courses. Costs for each will vary depending on the location of the field study. Students will be advised by their teachers.</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Blue or black pen for written work</td>
</tr>
<tr>
<td></td>
<td>Pencil, eraser and transparent plastic ruler</td>
</tr>
<tr>
<td></td>
<td>180 page A4 book with margins (covered)</td>
</tr>
<tr>
<td></td>
<td>Calculator</td>
</tr>
<tr>
<td><strong>LOTE</strong></td>
<td>120 page A4 exercise book with margins (covered)</td>
</tr>
<tr>
<td></td>
<td>Pencil, eraser, ruler</td>
</tr>
<tr>
<td></td>
<td>Pens (black, blue and red), Highlighters</td>
</tr>
<tr>
<td></td>
<td>Glue stick, Scissors</td>
</tr>
<tr>
<td></td>
<td>Coloured pencils</td>
</tr>
<tr>
<td><strong>CREATIVE &amp; PERFORMING ARTS</strong></td>
<td><strong>Essential equipment for 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.</td>
</tr>
<tr>
<td></td>
<td><strong>Music</strong> Display folder with clear sleeves, ear buds &amp; headphone jack adaptor (3mm to 6mm), 48 page A4 lined exercise, headphones.</td>
</tr>
<tr>
<td></td>
<td><strong>V/Art</strong> A4 Process diary 2B/4B pencils, plastic apron/art shirt, liquid hand soap</td>
</tr>
<tr>
<td></td>
<td><strong>Drama</strong> 180 page A4 exercise book. Drama blacks for performance (black tights and T shirt without any logos)</td>
</tr>
<tr>
<td></td>
<td><strong>Dance</strong> 90 page A4 exercise book. 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, 1 display folder</td>
</tr>
<tr>
<td></td>
<td>A pack of 10 refill pockets for the display folder</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><strong>PDHPE</strong></td>
<td>PE Uniform, A4 exercise book</td>
</tr>
</tbody>
</table>
YEAR 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</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>96 page workbook (if not storing all work on BYOD)</td>
</tr>
<tr>
<td></td>
<td>Plastic Display folder 64 page journal</td>
</tr>
<tr>
<td></td>
<td>There may be a mandatory Poetry or Drama performance to support class work.</td>
</tr>
<tr>
<td></td>
<td>Students will be notified in advance, fee approx. $5</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>96 page A4 Grid Book (5mm grid) x 2 – 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 books.)</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><strong>HSIE – HISTORY</strong></td>
<td>Classwork – All Subjects</td>
</tr>
<tr>
<td></td>
<td>96 page A4 books (covered) for each subject.</td>
</tr>
<tr>
<td><strong>GEOGRAPHY</strong></td>
<td>Pens either blue or black, rulers, highlighters, lead pencil, colour pencils, glue and scissors</td>
</tr>
<tr>
<td><strong>COMMERCE</strong></td>
<td>Project/Assessment work</td>
</tr>
<tr>
<td><strong>INTERNATIONAL STUDIES</strong></td>
<td>Could require scrapbooks, cardboard, display book, model making supplies depending on the task.</td>
</tr>
<tr>
<td></td>
<td><strong>HISTORY and GEOGRAPHY:</strong> There are mandatory field studies which need to be undertaken as part of the History and Geography courses. Costs for each will vary depending on the location of the field study. Students will be advised by their teachers.</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 ruler, 180 page ruled exercise book with margin (covered). Calculator.</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 Glue stick, Scissors, Coloured pencils</td>
</tr>
<tr>
<td><strong>CREATIVE &amp; PERFORMING ARTS</strong></td>
<td><strong>Essential equipment for all CAPA subjects:</strong></td>
</tr>
<tr>
<td></td>
<td>Pens, pencils, erasers, highlighters, rule, pencil sharpener, laptop and USB Flash drive A4 lined margined paper for writing, A4 lose leaf ring binder.</td>
</tr>
<tr>
<td></td>
<td><strong>Music</strong> A4 plastic sleeves for ring binder, A4 lined and margined lecture pad, headphones.</td>
</tr>
<tr>
<td></td>
<td><strong>V/Art</strong> 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> A3 process diary, digital camera USB connection, SLR camera (not digital -optional)</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 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></td>
<td><strong>FOOD TECHNOLOGY</strong></td>
</tr>
<tr>
<td></td>
<td>2 display folders</td>
</tr>
<tr>
<td></td>
<td><strong>INFORMATION AND SOFTWARE TECHNOLOGY</strong></td>
</tr>
<tr>
<td></td>
<td>essential equipment as listed above</td>
</tr>
<tr>
<td></td>
<td><strong>TEXTILES TECHNOLOGY</strong></td>
</tr>
<tr>
<td></td>
<td>1 display folder A3 sketchbook</td>
</tr>
<tr>
<td></td>
<td>essential equipment as listed above</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>Subject</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>96 page workbook (if not storing all work on BYOD) Plastic Display folder</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>96 page A4 Grid Book (5mm grid) x 2 – 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 books.)</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><strong>HSIE - HISTORY GEOGRAPHY COMMERCE</strong></td>
<td><strong>Classwork – All Subjects</strong></td>
</tr>
<tr>
<td></td>
<td>96 page A4 books (covered) for each subject.</td>
</tr>
<tr>
<td></td>
<td>Pens either blue or black, rulers, highlighters, lead pencil, colour pencils, glue and scissors</td>
</tr>
<tr>
<td></td>
<td><strong>Project-Assessment work</strong></td>
</tr>
<tr>
<td></td>
<td>Could require scrapbooks, cardboard, display book, model making supplies depending on the task.</td>
</tr>
<tr>
<td></td>
<td><strong>HISTORY and GEOGRAPHY:</strong> There are mandatory field studies which need to be undertaken as part of the History and Geography courses. Costs for each will vary depending on the location of the field study. Students will be advised by their teachers.</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</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><strong>LOTE</strong></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><strong>CREATIVE &amp; PERFORMING ARTS</strong></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</td>
</tr>
<tr>
<td></td>
<td>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, headphones.</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><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></td>
<td>Highlighters, scissors, glue stick</td>
</tr>
<tr>
<td></td>
<td><strong>FOOD TECHNOLOGY</strong></td>
</tr>
<tr>
<td></td>
<td>2 display folders</td>
</tr>
<tr>
<td></td>
<td><strong>INFORMATION AND SOFTWARE TECHNOLOGY</strong></td>
</tr>
<tr>
<td></td>
<td>No additional requirements other than essential equipment above</td>
</tr>
<tr>
<td></td>
<td><strong>TEXTILES TECHNOLOGY</strong></td>
</tr>
<tr>
<td></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>
3.7 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 of 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.

3.8 Learning and Support Teachers

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. 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. Both LaS teachers also coordinate Disability Provisions through NESA for students who require additional support in the HSC exams.

3.9 ROLE OF THE YOUTH WORKER

The school’s Youth Worker (Mr Safi) is employed three days per week to:

- Connect students and families to appropriate outside learning and wellbeing agencies for support
- 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.

Students are referred to Mr Safi by Deputies or Principal. Senior students may access services in Learning Centre time. Students do not miss timetabled classes.
A priority at Canterbury Girls High School is making the mainstream teaching curriculum accessible to:

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

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 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 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 DEAR 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 DEAR 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.
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.
- 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 p.m. – 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 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 8.40am 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 at 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

Lockers are available to all students for a $45. 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 be kept on your person and 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 at roll call and then go straight to Office A for daily duties as Office Messenger.

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 forthwith. 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, minimum amount is $5. 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.
**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 (SRE) and Religious activities of a Voluntary Nature**

- 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. The permission note is on the school website as well as details about the religious denominations. Students cannot attend without parent permission.
- Religious activities of a voluntary nature operate at CGHS. There is an Inter-School Christian fellowship group which operates on Tuesday lunch time in A8, run by students with an adult supervisor. Students must have a signed permission slip to attend and a roll is kept of those who attend.

**Disability 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 Learning Assistance Teachers, Mrs O’Sullivan or Ms Fox, 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 so that arrangements can be put in place.

Travel Passes

All travel pass organisation is conducted through Office A and latest information is also on the front page of the website.

Uniform Pass

• A uniform check is completed every day during Period 2.
• 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 8.40am is classified as late.
2. The student must go to Office A and provide an explanation for their lateness to the Office staff. Office staff will record the absence as either ‘Acceptable’ or ‘Unacceptable’, depending on the reason given.
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.
4. Parents are notified by SMS if their student is absent from Period 1.

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 learning program, and, as such, 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 exit listed on the Evacuation Map in their classroom and taking the correct exit route.
7. Teachers close the classroom door as students leave, making their way to Canterbury Park.
8. Students must not push or run and must take care when crossing roads.
9. Students must have their name marked at Canterbury Park 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 Canterbury Park.

**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 2018 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 – **Friday 23 February, 2018**
  - Cross Country Carnival – Peace Park – **Wednesday 11 April, 2018**
  - Athletics Carnival – Campbell Oval – **Thursday 31 May, 2018**
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 collared T-shirt with the school emblem, 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. 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 across the year 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 2018

<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>

### What is Physical Literacy?

Physical Literacy is defined as “the motivation, confidence, physical competence, understanding and knowledge to maintain physical activity at an individually appropriate level, throughout life” (Whitehead, 2006).

### What is improving?

Beginning in 2018, Wednesday Sport will continue as normal. However, your child will also receive a report based on Sport. This will summarise how your child has been progressing throughout their given Sport on Wednesdays. Your child’s Sport teacher will monitor each student’s skills, abilities and achievements throughout the season and report on this at the end of the semester.
Each fortnight, there will be a ‘Fortnightly Focus’ to help guide students to achieve the outcomes for Sport. This will be announced at assembly as well as posted on the Sport Noticeboard for students to work towards.

Teachers will follow the guidelines of the Physical Literacy continuum; a Department of Education document that identifies the knowledge, understandings, skills and attitudes regarded as critical to success and lifelong involvement in physical activity. It maps how critical aspects develop through the years of schooling by describing key markers of expected student achievement. It is informed by international and Australian studies, reports and research.

<table>
<thead>
<tr>
<th>Sport season</th>
<th>Reporting period</th>
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<tbody>
<tr>
<td>Summer Sport</td>
<td>Semester 1</td>
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<tr>
<td>Winter Sport</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

During Sport, your child will be expected to:
- Attend regularly
- Participate willingly
- Demonstrate effort
- Bring the correct equipment to participate

The report outcomes for 2018 will focus on the ‘Personal and Social Attributes’ aspect of the Physical Literacy continuum as seen below:

- Demonstrate the ability to assess and adjust behaviours to ensure safety during Sport.
- Demonstrate the ability to resolve conflict, include others, and communicate positively during Sport.
## Stage 4

### PHYSICAL LITERACY CONTINUUM

#### Cluster 5 examples

<table>
<thead>
<tr>
<th>ASPECT</th>
<th>End of Year 8 Cluster 5</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td><strong>PERSONAL AND SOCIAL ATTRIBUTES</strong></td>
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</tbody>
</table>
| Safety                        | Assesses and adjusts the physical environment to ensure safety in physical activity for self and others | - acts to ensure the safety of self and others in physical activity contexts  
- takes responsibility for individual roles and contributes positively to group goals 
- responds appropriately to the ethical and unethical behaviour of others during physical activity by applying rules and guidelines to ensure safety of others |
| Conflict resolution           | Resolves personal conflict in a sensitive manner using appropriate strategies, Reflects on conflict situations to devise plans to reduce conflict in the future | - demonstrates a positive attitude to resolving and providing constructive feedback  
- shows concern for the feelings of others 
- identifies causes and effects of conflict 
- assesses the appropriateness of various conflict resolution strategies in a range of situations |
| Inclusion                     | Selects and role models strategies that promote inclusion in physical activity, Demonstrates actions that support the rights and feelings of others | - recognises the importance of fairness and inclusion in physical activity  
- recognises and respects the needs, interests, rights and values of others  
- develops trust of group or team members  
- selects and applies strategies that promote responsibility and connectedness in physical activity  
- expresses and acts appropriately on concern for others |
| Cooperation and communication | Interacts confidently with others in physical activities, Makes individual compromises based on the strengths of self and others to work effectively as a group, Supports and encourages the enjoyable involvement of others, Responds positively to the needs of others | - adjusts behaviour and adopts different roles to meet different demands  
- works collaboratively with others to enhance participation and enjoyment  
- encourages others and participates in the spirit of the activity  
- recognises and values the differences between individuals  
- assesses the value of working independently, and taking initiative to do so where appropriate in physical activity contexts |

## Stage 5

### PHYSICAL LITERACY CONTINUUM

#### Cluster 6 examples

<table>
<thead>
<tr>
<th>ASPECT</th>
<th>End of Year 10 Cluster 6</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td><strong>PERSONAL AND SOCIAL ATTRIBUTES</strong></td>
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</tbody>
</table>
| Safety                        | Plans and implements safe physical activity in a variety of environments for the enjoyment of others, e.g. coaching, peer monitoring and officiating | - initiates or helps to organise and implement safe physical activities for self and others  
- adapts environment to characteristics of the performance to ensure safe play  
- contributes to the development and maintenance of rules for safe participation beyond involvement in physical activity |
| Conflict resolution           | Evaluates actions taken to resolve conflict situations and modifies future strategies to reduce conflict, Applies and evaluates strategies to prevent and resolve the conflicts of others, e.g. using active listening, mediation and negotiation | - reflects on the steps taken to resolve conflict and how these might be improved if the situation arises again  
- demonstrates the ability to form relationships that are inclusive, caring and satisfying  
- practices different strategies to diffuse or resolve conflict situations across contexts  
- evaluates the consequences of actions in familiar and hypothetical contexts  
- takes a leadership role in managing the behaviour and conflict of others |
| Inclusion                     | Encourages and positively influences others to demonstrate respect and inclusive behaviours, Advocates for the inclusion of others | - role models respectful behaviour within and outside of physical activity settings  
- demonstrates the ability to positively influence the physical activity experience of others including their peers and family members  
- helps others to understand and demonstrate respectful behaviours  
- recognises unfairness and exclusion in physical activity and proposes strategies for addressing it appropriately |
| Cooperation and communication | Adopts a leadership role that positively influences physical activity behaviours, e.g. volunteering, coaching and mentoring | - adopts a variety of roles such as leader, mentor, official, coach and team member, to support and encourage the enjoyable involvement of others |
4.5 Performing Arts

Performance extracurricular opportunities for 2018 include: Concert Band, Dance Ensembles, Theatresports, 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 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 as well as being a lot of fun. All performance groups will have a program of performances across the 2018 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 2018. 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 devices 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.
- 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.

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 NESA 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.**”
2018 SCHOOL OPAL CARD

In 2018, most families will not need to apply for an Opal card; it will be sent to the school at the start of 2018. However an application will be needed if; the a student is just starting school, has not had a travel pass before, is going into Year 7, or is changing schools.


Information for parents, guardians and students

Our school has partnered with Transport for NSW to use the new online process for you to submit school travel applications.

This means we will be able to process your applications online, making it easier and faster for parents, guardians and students to apply for school travel.

Applications for school travel in 2018 are now open, including for travel to Mascot and Green Square station and for private ferries. Parents, guardians and students are encouraged to apply as soon as they are able via:

Applications for 2018 school travel are now open via [www.transportnsw.info/school-students](http://www.transportnsw.info/school-students)

A new application is required when:

- applying for a School Opal card or travel pass for the first time,
- requesting an additional entitlement as a result of a shared parental responsibility situation.

You will need to do an update application if the student has a current school travel pass and:

- is progressing from Year 6 to Year 7, or
- changes address, or
- changes school or campus.

Already have a School Opal card or travel pass?

- When you’ve updated, and you are eligible for free school travel next year, Transport for NSW will send you an email confirmation once your application has been processed. For travel in rural or regional NSW, we’ll also inform your nominated transport operator(s).
- If you already have a School Opal card that does not need updating, or you’ve successfully re-applied, the Opal card will automatically be updated for travel next year. Do not throw it out as you’ll be able to use it when the school year starts in 2017.
- If you currently have a printed travel pass provided by your transport operator, a new pass will be will be ready at the beginning of the new school year.
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. All parents are most welcome to attend!

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, Mr Anderson, 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.

6. **Other Volunteering** - We have many other parents with specific skills who assist at various times, with things like design and desktop publishing, yoga classes, cheese making, sound and light expertise etc. If you have a skills you can share let us know so we can see if we can find a place for you to help.
### 5.4 SCHOOL CONTRIBUTIONS

#### Year 7 Contributions

Families can choose to pay fees by term or for the full year. However the 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, and Direct Debit. Online Payment is also available via the school website.

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<td>$10.00</td>
<td>$45.00</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$85.00</strong></td>
<td><strong>$80.00</strong></td>
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<tr>
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<td>$10.00</td>
<td>$40.00</td>
<td></td>
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</table>

P & C Building Fund (Voluntary) and tax deductible for any donation over $2.00

Yr 7 Camp-$50 Deposit required on December Orientation Day to secure spot, Balance to be paid by end of Term 3

### Other Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refundable Textbook Deposit</td>
<td>$25.00</td>
</tr>
<tr>
<td>Maths Subscription – online</td>
<td>$20.00</td>
</tr>
<tr>
<td>LOTE Subscription</td>
<td>$20.00</td>
</tr>
<tr>
<td>LOTE Workbook</td>
<td>$30.00</td>
</tr>
<tr>
<td>Sport Levy</td>
<td>$25</td>
</tr>
<tr>
<td>Grade Sport</td>
<td>$60 per season</td>
</tr>
<tr>
<td>Calculator</td>
<td>$22</td>
</tr>
<tr>
<td>Lockers</td>
<td>$45</td>
</tr>
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</table>

### Extra-Curricular Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orchestra</td>
<td>$120 per term</td>
</tr>
<tr>
<td>Strings Ensemble</td>
<td>$120 per term</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>$50 per year</td>
</tr>
<tr>
<td>Debating</td>
<td>$50 per year</td>
</tr>
</tbody>
</table>

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

**Payments**

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- 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 can be used to offset any outstanding fees/excursions etc.
- 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 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, and Direct Debit. Online Payment is also available via the school website.

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>General School Contribution</td>
<td>$20.00</td>
<td>$20.00</td>
<td>$20.00</td>
<td>$20.00</td>
<td>$80.00</td>
</tr>
<tr>
<td>Subject Contributions</td>
<td></td>
<td></td>
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<tr>
<td>Technology - TAS</td>
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<td>$20.00</td>
<td>$15.00</td>
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<tr>
<td>Music</td>
<td>$5.00</td>
<td>$5.00</td>
<td>$5.00</td>
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<tr>
<td>Visual Arts</td>
<td>$15.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$45.00</td>
</tr>
<tr>
<td>Technology – Cross Curricular</td>
<td>$15.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$45.00</td>
</tr>
<tr>
<td>Sport Administration Levy</td>
<td>$10.00</td>
<td>$5.00</td>
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<td>$5.00</td>
<td>$25.00</td>
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<td>Elective Fees - Art*</td>
<td>$25.00</td>
<td>$25.00</td>
<td>$25.00</td>
<td>$20.00</td>
<td>$95.00</td>
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<tr>
<td>Elective Fees – Masterchef*</td>
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<td>$25.00</td>
<td>$25.00</td>
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<tr>
<td>P &amp; C Donation</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$40.00</td>
</tr>
<tr>
<td>P &amp; C Building Fund (Any amount over $2 is tax deductible)</td>
<td>$25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refundable Textbook Deposit – only for new students</td>
<td>$25</td>
<td></td>
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<tr>
<td>Grade Sport</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$60 per season</td>
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</tbody>
</table>

*Elective students only

<table>
<thead>
<tr>
<th>Other Items</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths Subscription - online</td>
<td>$15</td>
</tr>
<tr>
<td>LOTE Subscription</td>
<td>$15</td>
</tr>
<tr>
<td>LOTE Workbook</td>
<td>$30</td>
</tr>
<tr>
<td>Calculator</td>
<td>$22</td>
</tr>
<tr>
<td>Lockers</td>
<td>$45</td>
</tr>
</tbody>
</table>

**Extra-Curricular Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$120 per term</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>$50 per year</td>
</tr>
<tr>
<td>Debating</td>
<td>$50 per year</td>
</tr>
</tbody>
</table>

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

Payments

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- When a student leaves the school the TEXT BOOK Deposit can be used to offset any outstanding fees/excursions etc.
Year 9 Contributions

Families can choose to pay fees by term or for the full year. However the 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, and Direct Debit. Online Payment is also available via the school website.

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>General School Contribution</td>
<td>$20.00</td>
<td>$20.00</td>
<td>$20.00</td>
<td>$20.00</td>
<td>$80.00</td>
</tr>
<tr>
<td>Subject Contributions</td>
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<tr>
<td>Drama</td>
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<td>$7.50</td>
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<tr>
<td>Food Technology</td>
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<td>$25.00</td>
<td>$25.00</td>
<td>$20.00</td>
<td>$95.00</td>
</tr>
<tr>
<td>Dance Elective (includes costume)</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$30.00</td>
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<tr>
<td>Music</td>
<td>$5.00</td>
<td>$5.00</td>
<td>$5.00</td>
<td>$5.00</td>
<td>$20.00</td>
</tr>
<tr>
<td>Photography &amp; Digital Media</td>
<td>$15.00</td>
<td>$15.00</td>
<td>$15.00</td>
<td>$15.00</td>
<td>$60.00</td>
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<tr>
<td>Visual Arts</td>
<td>$15.00</td>
<td>$15.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$50.00</td>
</tr>
<tr>
<td>Technology – Cross Curricular</td>
<td>$15.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$45.00</td>
</tr>
<tr>
<td>Sport Levy</td>
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<td>$5.00</td>
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<td>$25.00</td>
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<tr>
<td>P &amp; C Donation</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$40.00</td>
</tr>
</tbody>
</table>

P & C Building Fund (Any amount over $2 is tax deductible)

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

<table>
<thead>
<tr>
<th>Other Items</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths Subscription - online</td>
<td>$15</td>
</tr>
<tr>
<td>LOTE Subscription</td>
<td>$15</td>
</tr>
<tr>
<td>LOTE Workbook</td>
<td>$30</td>
</tr>
<tr>
<td>Calculator</td>
<td>$22</td>
</tr>
<tr>
<td>Lockers</td>
<td>$45</td>
</tr>
</tbody>
</table>

**Extra-Curricular Activities**

<table>
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<tr>
<th>Activity</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>Orchestra</td>
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</tr>
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<td>Strings Ensemble</td>
<td>$120 per term</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>$50 per year</td>
</tr>
<tr>
<td>Debating</td>
<td>$50 per year</td>
</tr>
<tr>
<td>Theatresports</td>
<td>$50 per year</td>
</tr>
</tbody>
</table>

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

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Year 10 Contributions

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<table>
<thead>
<tr>
<th>Subject Contributions</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>General School Contribution</td>
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<tr>
<td>Food Technology</td>
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<td>$100.00</td>
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<td>$10.00</td>
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<td>Textiles Technology</td>
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<td>$15.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$50.00</td>
</tr>
<tr>
<td>Dance Elective (includes costume)</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$30.00</td>
</tr>
<tr>
<td>Music</td>
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<td>$25.00</td>
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<tr>
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<tr>
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<td>$40.00</td>
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<td>Photography &amp; Digital Media</td>
<td>$15.00</td>
<td>$15.00</td>
<td>$15.00</td>
<td>$15.00</td>
<td>$60.00</td>
</tr>
<tr>
<td>Technology – Cross Curricular</td>
<td>$15.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$45.00</td>
</tr>
<tr>
<td>Sport Levy</td>
<td>$10.00</td>
<td>$5.00</td>
<td>$5.00</td>
<td>$5.00</td>
<td>$25.00</td>
</tr>
<tr>
<td>P &amp; C Donation</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$40.00</td>
</tr>
</tbody>
</table>

**P & C Building Fund (Any amount over $2 is tax deductible)**

<table>
<thead>
<tr>
<th>Extra-Curricular Activities</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orchestra</td>
<td>$120 per term</td>
</tr>
<tr>
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</tr>
<tr>
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<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>$50 per year</td>
</tr>
<tr>
<td>Debating</td>
<td>$50 per year</td>
</tr>
<tr>
<td>Art Ensemble</td>
<td>$25 per year</td>
</tr>
<tr>
<td>Theatresports</td>
<td>$50 per year</td>
</tr>
</tbody>
</table>

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- When a student leaves the school the TEXT BOOK Deposit can be used to offset any outstanding fees/excursions etc.
Senior Students - Year 11 Contributions

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

<table>
<thead>
<tr>
<th>Subject Contributions</th>
<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>$20.00</td>
<td>$60.00</td>
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<td>$10.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$40.00</td>
</tr>
<tr>
<td>Drama</td>
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<td>$120.00</td>
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</tr>
<tr>
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<td>Hospitality Uniform</td>
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</table>

Hire Cost $20 per year or purchase cost approx.$80

<table>
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<tr>
<td>Debating</td>
<td>$50 per year</td>
</tr>
<tr>
<td>Theatresports</td>
<td>$50 per year</td>
</tr>
</tbody>
</table>

Refundable Textbook Deposit – only for new students $50

Textbook Deposit for returning students $25

Grade Sport $60

Other Items

- Calculator $22
- Lockers $45
- Hotmaths - online $10

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

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- Credit card users should make payments online, by going to the school website, www.canterbury-
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.
Senior Students - Year 12 Contributions

Families can choose to pay fees by term or for the full year. All Hospitality costs need to be paid at the commencement of the course in Term 4. All payments should be made at Office C via Cash, EFTPOS, Cheque, and Direct Debit. Online Payment is also available via the school website.

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>General School Contribution</td>
<td>$30.00</td>
<td>$30.00</td>
<td>$30.00</td>
<td>$90.00</td>
</tr>
<tr>
<td>Subject Contributions</td>
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</tr>
<tr>
<td>Business Services</td>
<td>$15.00</td>
<td>$15.00</td>
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<tr>
<td>Dance</td>
<td>$15.00</td>
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<tr>
<td>Drama</td>
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<td>Strings Ensemble</td>
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<td>Percussion Group</td>
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<td>Debating</td>
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<td>Theatresports</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.canterburgh.school@det.nsw.edu.au, and go to the Online Payment link.
- When a student leaves the school the TEXT BOOK Deposit can be used to offset any outstanding fees/excursions etc.