



INTERNATIONAL STUDENTS ORIENTATION HANDBOOK 2020

TABLE OF CONTENTS

Introduction

1. Welcome to our School_____ page 0
2. Information and Communication_____ page 0
3. School Terms, Calendar and Bell Times_____ page 1
4. School App Information_____ page 2

Section 1: Directory

1. Staff Directory_____ page 3
2. Playground Areas and Duty_____ page 4
3. Classroom and Staff Room Locations_____ page 5
4. Help Page ~ What to do if?_____ page 6
5. Curriculum 7 – 12: Distribution of Studies_____ page 7
6. BYOD – Bring your Own Device_____ page 8-9

Section 2: Setting School Tone

1. Code of Behaviour_____ page 9-10
2. Anti-Bullying Policy_____ page 10-11
Cyber Bullying_____ page 13
3. School Uniform_____ page 13-15
4. Recognition of Achievement_____ page 16-18
5. Student Leadership_____ page 19-20

Section 3: Effective Learning

1. Maximising Learning_____ page 21-22
2. Wellbeing Roadmap, Personal Best Program&Field Study Days_____ page 22-34
3. Learning Centre, Senior Student Support, Careers Adviser,
Study Skills _____ page 34-35
4. Homework Policy NEW_____ page 36-37
5. Equipment Requirements Years 7 – 10_____ page 38-41
6. The Role of the Year Adviser_____ page 42
7. The Role of the Counsellor_____ page 42
8. The Role of the Learning Support Teachers_____ page 42
9. The Role of the Youth Worker_____ page 42
10. The Role of the EALD_____ page 43

Section 4: School Procedures

1. General Procedures_____ page 43-47
2. Attendance_____ page 47-48
3. Emergency Evacuation – Lock Down_____ page 49-50
4. Sports Information_____ page 51-53
5. Performing Arts_____ page 54
6. Mobile Phone Policy_____ page 54-55

Section 5: General Information

1. Community Information: Student Health Matters_____ page 56-57
2. Policies and procedures on absences, lateness, leave requests _____ page 58
3. Critical Incident Policy_____ page 58-59

Section 6: Living in Sydney

1. Staying safe	page 59-63
2. Reporting incidents and seeking help	page 64-65
3. Transport and travel concession	page 68
4. Overseas Student Health Cover (OSHC)	page 69
5. Attendance and course requirements	page 70
6. Accommodation and welfare arrangements	page 71
7. Conditions of enrolment	page 73
8. Taking leave	page 74-75
9. Deferral of Course Commencement Date	page 76
10. Covid-19 and Support for International Students	page 77
11. Permission Notes and Forms	page 79-85

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.** 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

CRICOS Provider name: NSW Department of Education

CRICOS Provider Code: 00588M

SCHOOL TERMS FOR 2020

Term 1 Tuesday 29 January 2020 to Friday 12 April 2020
Years 7, 11 and 12 resume school on Wednesday 30 January 2020
Years 8, 9 and 10 resume school on Thursday 31 January 2020

Term 2 Tuesday 28 April 2020 to Friday 03 July 2020
 Term 3 Tuesday 21 July 2020 to Friday 25 September 2020
 Term 4 Monday 12 October 2020 to Friday 16 December 2020.

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.

Monday	Tuesday	Wednesday	Thursday/Friday
Warning Bell 8.38.am	Warning Bell 8.38.am	Warning Bell 8.38.am	Warning Bell 8.38.am
Period 1 8.40 - 9.55 am 75 mins	Period 1 8.40 - 9.55 am 75 mins	Period 1 8.40 - 9.55 am 75 mins	Period 1 8.40 - 9.54 am 74 mins
Break 9.55 - 10.00 am	Break 9.55 - 10.00 am	Break 9.55 - 10.00 am	Break 9.54 - 9.58 am
Period 2 10.00 - 11.15 am 75 mins	Period 2 10.00 - 11.15 am 75 mins	Period 2 10.00 - 10.40 am 40 mins	Period 2 9.58 - 11.12 am 74 mins
School Assembly 11.15 - 11.40 am 25 mins	Recess 11.15 - 11.35 am 20 mins	Recess 10.40 - 11.00 am 20 mins	Recess 11.12 - 11.32 am 20 mins
Recess 11.40 - 12.00 pm 20 mins	Period 3 11.35 - 12.10 pm 35 mins	Period 3 11.00 - 12.15 pm 75 mins	DEAR/ Personal Best Program 11.32 - 12.02 pm 30 mins
Period 3 12.00 - 1.15 pm 75 mins	DEAR or Special Religious Education 30 mins 12.10 - 12.40 pm	Lunch 40 mins Lunch 1 12.15 - 12.35pm Lunch 2 12.35 - 12.55pm	Period 3 12.02 - 1.16 pm 74 mins
Lunch 40 mins Lunch 1 - 1.15 - 1.35 pm Lunch 2 - 1.35 - 1.55 pm	Lunch 40 mins Lunch 1 12.40-1.00 pm Lunch 2 1.00-1.20 pm	Sport 12.55 pm	Lunch 40 mins Lunch1 - 1.16 - 1.36 p.m. Lunch 2 - 1.36 - 1.56 pm
Period 4 1.55 - 3.10 pm 75 mins	Period 4 1.20 - 2.35 pm 75 mins	Sport finishes at 2.47 pm	Period 4 1.56 - 3.10 pm 74 mins
Break 3.10 - 3.15pm	Staff Meeting Time 2.35 - 3.10pm		
Period 5 - Year 11 & 12 3.15 - 4.30 pm 75 mins	Year 11 - finish at 12.40 unless they have EVET or extension classes Yr 12 finish 12.10		

INSTRUCTIONS TO DOWNLOAD SCHOOLSTREAM APP TO YOUR DEVICE- 2020

<p style="text-align: center;">iPhone / iPad iOS</p>  <ol style="list-style-type: none">1. From your mobile device go to the App Store search for School Stream2. Tap the FREE/GET button to the right of the School Stream listing3. Tap the INSTALL button4. Enter your Apple ID and password & tap OK5. Wait for the install icon to change to OPEN6. Tap the OPEN button7. You will be prompted to accept push notifications, you will need to select OK	<p style="text-align: center;">Android / Tablet</p>  <ol style="list-style-type: none">1. From your mobile device go to the Play Store search for School Stream2. Tap the School Stream listing3. Tap the INSTALL button4. Tap the ACCEPT button5. Wait for the app to install then tap the OPEN button6. Start typing Canterbury Girls High School into the search then SELECT7. Tap the DONE button in the top left
<ol style="list-style-type: none">8. Start typing Canterbury Girls High School into the search then SELECT Canterbury Girls High School on your mobile device	
<p>Windows Phone/Other Devices</p> <p>Use the following link, and follow the instructions below: Canterbury Girls High School</p> <p>To pin a website on your Windows Phone:</p> <ol style="list-style-type: none">1. Open the website you want to pin2. Tap <i>More</i> icon,3. Tap <i>Pin</i> to Start <p>You will be able to access all of your school's information; however you won't be able to receive notifications.</p> <hr/> <p><i>Note: Some devices may vary please follow your usual installation procedure for downloading and installing an app to your device.</i></p>	<p style="text-align: center;">Other useful information</p> <p>Troubleshooting tips: Follow this link.</p> <p>Are your children attending different schools?</p> <p>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.</p> <p>Choose which notifications you receive:</p> <ol style="list-style-type: none">1. Open the School Stream app on your mobile device2. From the slide-in menu, go to Settings3. Under Edit/Alerts select My Schools and select your School to open the Notifications page4. 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 School6. Return at any time to change the notifications you receive

[Click here to access instructions online](#)

STAFF DIRECTORY

PRINCIPAL: Belinda Conway
DEPUTY PRINCIPAL: Robyn Andrews
DEPUTY PRINCIPAL: Julie RONAYNE

HT Teaching & Learning Christina Houvadas
HT Secondary Studies/VET Lalita Venkatesan

ADMINISTRATIVE STAFF

Mrs Bahieh Chami – School Admin Manager
 Mrs Brigid Dwyer Ms Nursu Gurmen
 Mrs Lucy Occhipinti Ms Jesse Mastro
 Ms Cheryl Patulny Mrs Maria Petrino
 Mr Rick Pulsford Ms Caitlin Jurd
 Ms Helen Eade
 Ms Daniella Antunes Mr Ondrej Zima - IT Support

ENGLISH

Ms Jane Slatery – HT
 Ms Debra Barford
 Mrs Elizabeth Neves
 Ms Ourania Papadopalas
 Ms Karin Strachan
 Ms Mary Vardakis
 Ms Laura Humphreys
 Ms Alice Magoffin

HSIE

Ms Christina Houvardas – HT (R) M, T, W
Jana Keirouz – HT Th, F
 Mr Peter Fitzgerald
 Ms Aarti Nand
 Mr Dylan Nolan
 Ms Marie Salakas
 Mr Jason Zabakly
 Ms Yifan Wang
 Ms Natalie Szymanski
 Ms Helen Wang

PHYSICAL EDUCATION/LANGUAGES

Ms Kate Dunn – HT
 Mrs Jane Cooper
 Ms Joanna Hunter
 Ms Stacey Naisbett
 Ms Mary Vlachos
 Ms Ms Qingzhu Liu
 Ms Frances McLean
 Ms Helen Wang

CREATIVE AND PERFORMING ARTS

Ms Olive Barry– HT
 Ms Grace Burzese
 Ms Daniela Caprin
 Ms Louise Flannery- (R) HT
 Ms Kellie Reed
 Ms Caroline Texier
 Ms Katherine Wilson

TECHNOLOGY & APPLIED STUDIES

Mrs Cathy Jenkins (Senior Teacher)
 Ms Sue di Rosario
 Ms Janet Kastanias
 Mrs Maria Stephenson

MATHEMATICS

Ms Ilhea Yen - HT
 Ms Sanjeev Kaur
 Mr Quan Nguyen
 Ms Liza Moodie
 Ms Kathie Burgess
 Ms Hristina Connolly-Greig
 Mr Duncan Trinh
 Ms Helen Wang

SCIENCE

Ms Jayne Delmas – HT
 Ms Mandy Cheung
 Mrs Effie Di Chiara
 Mr Alan Free
 Mrs Tracy Jones
 Mr Shaun Mullin
 Ms Sylvie Yassmin
 Mrs Maria Gioffre

LEARNING SUPPORT

Ms Kim De Deckker
 Ms Liz Manton
 Ms Natalie Conroy
 Ms Alice Magoffin
 Ms Laura Humphreys
 Mrs Eileen O'Sullivan
 Ms Louise Fox
 Ms Helen Eade

Counsellor
Teacher Librarian
Careers
EALD
EALD
Learning Supp Teacher
Learning Supp Teacher

SPORT ORGANISATION

Ms Mary Vlachos
 Mrs Effie Di Chiara
 Ms Stacey Naisbett
 Mrs Jane Cooper
 Ms Joanne Hunter

Grade/Knockout
Recreation/House

Carnivals

STUDENT WELL BEING

Ms Kate Dunn
 Mr Bejan Safi

Youth Worker

Ms Laura Humphreys
 Ms Natalie Szymanski

Year 7 Adviser
Year 7 Adviser

Ms Kellie Reed
 Ms Tracy Jones
 Ms Liz Neves
 Ms Mary Vlachos
 Ms Alice Magoffin
 Ms Vicky Michos

Year 10 Adviser
Year 10 Adviser
Year 11 Adviser
Year 11 Adviser
Year 12 Adviser
Year 12 Adviser

Ms Diega La Grassa
 Ms Cathy Jenkins
 Ms Qingzhu Liu
 Mrs Maria Stephenson
 Ms Louise Flannery
 Ms Kate Wilson
 Mr Dylan Nolan

Prefect Co-ordinator
SRC Co-ordinator
International Students
Environment Students

Instrumental/Voice Program
Indigenous Students

Parents and Citizens

Megan Walker
 Lee White

President
Vice president
Secretary
Treasurer

Jo Corey

PLAYGROUND AREAS AND DUTY

CAR PARK
IS OUT OF
BOUNDS

USE
MARKED
WALKWAY
TO
ACCESS
STUDIO

Inner
Quad



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

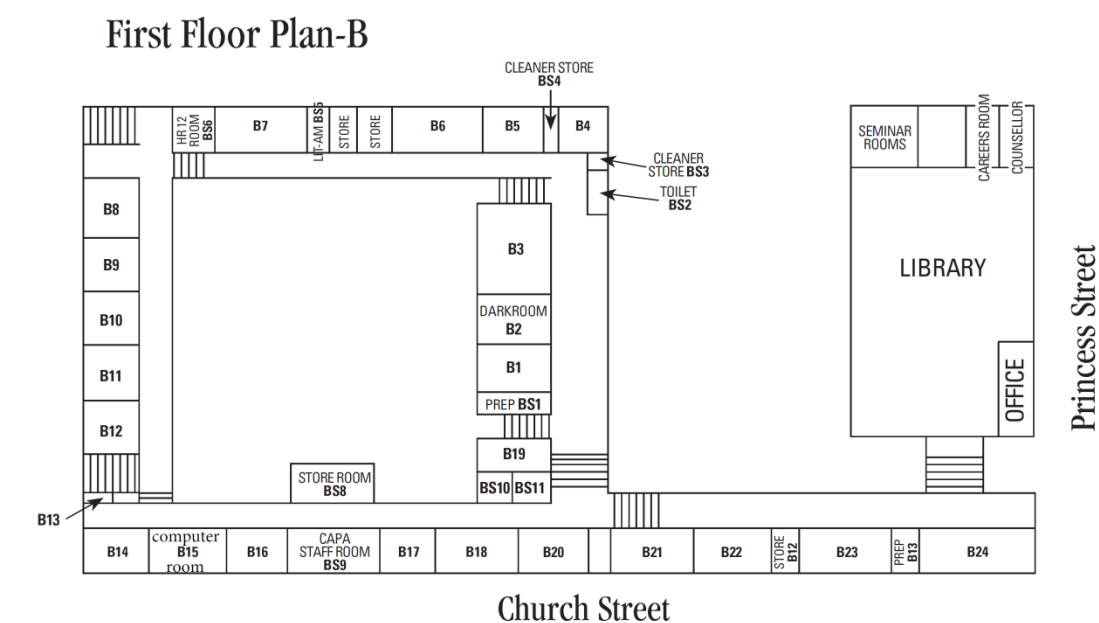
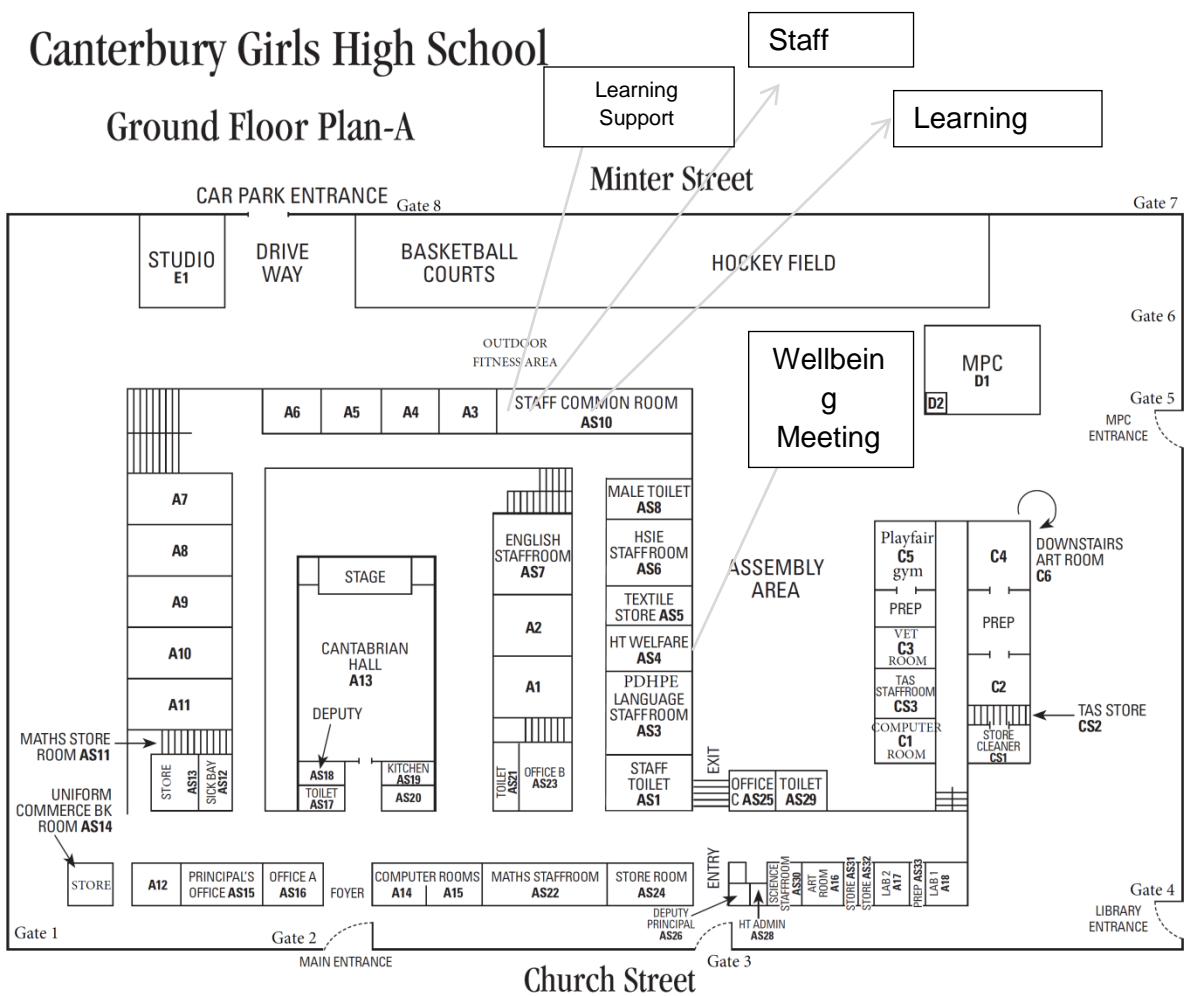
The following changes to areas of supervision occur during Wet Weather Arrangements:

- 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

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)

CLASSROOM AND STAFF ROOM LOCATIONS



HELP PAGE ~ WHAT TO DO AND WHO TO SEE IF YOU ...

Are ill for three (3) days or more	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.
Are ill or injured at school	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. DO NOT contact your family yourself.
Are late (ie: enter school grounds after 8.40am)	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.
Plan to leave early	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.
Are out of uniform	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.
Have been absent	Bring a note explaining your absence to Office A the day you return.
Have lost property	Hand in to Office A, who manages lost property.
Need to go to the toilet during class	Students must have a note signed by their supervising teacher. Report to Office A if the toilets are locked.
Are lost or have lost your timetable	See Office A or your Year Adviser.
Need to get or replace a travel pass	See Office A.
Are injured for sport	Go to the Sport Organisers with a note explaining your injury or attend Non-Sport. If you are sick see note above.
Need the Counsellor	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.
Need Child Protection	Students can disclose information to any teacher. It will be reported to the Principal and appropriate government agencies.
Know of harassment including bullying or discrimination	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.
Can't do your homework	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.
Are going overseas or will be absent for more than five [5] school days for urgent and important family reasons	Principal's Leave for travel – must be applied for, for any period of 5 days or more <ul style="list-style-type: none"> 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. See more information on the school website in Policies – Attendance and Absences
Need to order your lunch	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.
Observe or experience disruption during recess or lunch	Report incident to teacher on playground duty or Head Teacher on Duty.
Need a computer log in	See Ms Manton/Ms McLelland in the Library
Have run out of print availability	Pay \$5 at Office C

CURRICULUM YEAR 7 – 12

2019 Distribution of Studies 7 – 12									
Year 12	Year 11	Year 10 ~ 5 Classes		Year 9 ~ 5 Classes		Year 8 ~ 5 Classes		Year 7 ~ 6 Classes	
Subject	Subject	Subject	Periods per fortnight	Subject	Periods per fortnight	Subject	Periods per fortnight	Subject	Periods per fortnight
English Advanced	English Advanced	English	6	English	6	English	5	English	5
English Standard	English Standard	Maths	6	Maths	6	Maths	5	Maths	6
English ESL	English EALD	Science	6	Science	6	Science	6	Science	5
English Extension 1 & 2	English Extension 1	History	3	History	3	History	2	History/Geog.	3
Mathematics 2 Unit	Mathematics 2 Unit	Geography	3	Geography	3	Geography	2	Drama	1
Mathematics General	Mathematics General	PDHPE	4	PDHPE	4	PDHPE	3	PDHPE	4
Mathematics Ext1 & 2	Mathematics Ext1	Electives		Electives		Music	2	Music	2
Biology	IPT	Child Studies	4	Child Studies	4	Technology	4	LOTE	6
Chemistry	Biology	Chinese	4	Chinese	4	Visual Art	2	Technology	4
Physics	Chemistry	Commerce	4	Commerce		Electives		Visual Arts	2
Ancient History	Physics	Dance	4	Dance	4	Dance	4	Performance Class PE	3
Business Studies	Ancient History	Food Tech.	4	Drama	4	Drama	4	Drama	2
Economics	Business Studies	IT & Multi Media	4						
Geography	Economics	International Studies	4	IT & Multi Media	4	Literacy	4		
Legal Studies	Legal Studies	Music	4	International Studies	4	MasterChef	4		
Modern History	Modern History	PASS	4	Music	4	Music	4		
Studies of Religion	Studies of Religion	Textiles	4	Photo Digital Media	4	Visual Arts	4		
Society & Culture	Society & Culture	Visual Arts	4	PASS	4	Wide Reading	1		
IPT	Society & Culture	PASS	4	PASS	4	Wide Reading	1		
Chinese	Chinese	Business Services Accelerated	4	Textiles	4				
Community & Family Studies	Community & Family Studies	Photo Digital Media	4	Visual Arts	4				
French	Dance			Food Technology	4				
PDHPE	Music								
Drama	Visual Arts								
Music	VET - Business Services 2 unit								
Visual Arts	VET-Hospitality-Kitchen Operations 2unit								
Textiles & Design									
VET - Business Services 2 unit									
VET-Hospitality-Kitchen Operations 2unit									
VET-Hospitality-Kitchen Operations 2unit									

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's policy *Online Communication Services: Acceptable Usage* and their **BYOD User Charter**.

Do you require more information about BYOD?

The following resources may be of assistance in addressing any questions or concerns that you may have about the BYOD program:

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

Should you have any further questions or concerns, please do not hesitate to contact the school:

- By Phone: 9718 1805
- By Email: canterburg-h.school@det.nsw.edu.au

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.

Setting School Tone

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**.

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

Anti-bullying information for NSW DoE schools ~
https://www.det.nsw.edu.au/policies/student_serv/discipline/bullying/PD20100415.shtml

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

Kids Helpline website ~ www.kidshelpline.com.au

Mind Matters website ~ www.mindmatters.edu.au

Cyber bullying related sites:

E smart school website www.esmartschools.org.au

Cyber smart website www.cybersmart.gov.au

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.

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.

The uniform supplier for our school is Lowes Campsie, Shop 36 Campsie Centre or via online ordering through Lowes at: www.Lowes.com.au/CampusCategories.aspx?depid=228

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.

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.

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 Year 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.

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, 2 staff members 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. Students must be present at school to be eligible for nomination and be involved in the process. Any serious illness or misadventure on the day of the elections will be considered in a case by case basis.

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 two outgoing Co-Captains. The interview selection process considers students presentation at interview, written application and proven commitment and engagement to school ethos and direction. 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 Fountas, 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 2018, SEA students combined with 2 students from the Indigenous Leadership Group and worked on a project called Gen2Gen. Their focus was to publish two digital stories. The first digital story published exposes the aboriginal history and culture of the Cooks River and the environmental impact people have made from past to present generations. The second digital story published is called Recipes For Life where they worked with seniors from the Earlwood Community Centre. They interviewed seniors from various cultural backgrounds discussing and sharing their recipes that have been passed down from generation to generation.

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, CGHS 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. Schools play a pivotal role in breaking the cycle of violence by teaching young people how to recognise and challenge violence against women and build respectful relationships. The White Ribbon Program engages the wider school community to promote and role model gender equality and create a safe, inclusive school culture to stop violence against women.

In Term 3, all Year 7 students will undertake a series of activities throughout the Personal Best Program on Thursdays and Fridays to enable them to achieve a Respect Passport. Activities focus on developing student understandings about the difference 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 are mentored through their Respect Passport activities by Year 9 Respect Leaders. Respect Passports and Mentor Awards are presented to participating students at the completion of the White Ribbon program.

EFFECTIVE LEARNING

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. Tuesday, Thursday and Friday. However on Monday the library is open from 8:00 a.m. to 4:30 p.m. ASK Homework Centre. 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.

Well Being Roadmap and Personal Best Program

The Wellbeing Roadmap provides a scope and sequence of wellbeing initiatives & programs. used to support students to become resilient, resourceful 21st century global citizens, ensuring staff, caregivers and community partnerships are enabled to actively plan pathways based upon strengths, passions and needs.

The Roadmap includes reference to anti-bullying, discipline and attendance policies, school and external wellbeing support staff, interagency support, student health, the recognition system, extra-curricular programs, and school to work transition.

Opportunity for student voice in leadership and learning is a key aspect of student wellbeing. Embedding 21st century skill development in Future Focused Learning such as Young Change Agents, Digital Literacy and STEM is how communication, collaboration, creativity, and critical thinking will be learned. These skills are fundamental for successful connectedness to the school community.

The role of extracurricular programs in fostering relationships between students and staff, and students across Years is acknowledged as a fundamental feature of the connectedness fostered at Canterbury Girls High School.

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

Whole School Activities	TERM 1 <ul style="list-style-type: none"> • High Achievers Assembly • IWD Assembly (student leaders) • Day of Wellbeing Years 11-12 • Field Study Day 1 • Swimming Carnival • Open Night and School in Action • PYLO workshops 7-10 • Year Meetings set expectations and review school policies for recognition, attendance, behaviour, uniform, punctuality, anti-bullying, cybersafety, safe travel & personal safety 	TERM 2 <ul style="list-style-type: none"> • NAID OC Assembly • ANZ AC Assembly (HSIE) • World's greatest shave - src • Field Study Day 2 • Cross Country Carnival 	TERM 3 <ul style="list-style-type: none"> • Week of Wellbeing Years 7-10 • SRC and Prefect elections • Leadership Investiture Assembly • RUO K Day (yr 9 PDHPE with ABHS) • Wear It Purple Day (SRC) • Athletics Carnival 	TERM 4 <ul style="list-style-type: none"> • Year Picnics • Recognition Assembly • IDD Assembly • Halogen Student Leadership Conference 	<ul style="list-style-type: none"> • Student Health Plans • Vaccination Program • Learning Support Team meetings X2 per term, • individual support plans and meetings/case management for students with cognitive, physical, sensory, emotional support needs • NCCD disability adjustments • IEPs for indigenous students & OOHC • PDHPE curriculum (scope and sequence on school website) 	<div data-bbox="1921 268 2092 411"> </div> <div data-bbox="1863 497 2145 526"> Student Wellbeing Team </div> <div data-bbox="1863 568 2145 1104"> <p> <i>Senior Executive - Principal and Deputies*</i> <i>HT Student Wellbeing*</i> <i>Year Advisers</i> <i>Careers Adviser*</i> <i>School Counsellor*</i> <i>Support Teacher Learning*</i> <i>Support Teacher Mental Health*</i> <i>EALD staff representative*</i> <i>Student Support Youth Worker*</i> <i>Senior Student Support Teacher*</i> <i>ATSI Support Teacher*</i> <i>* Learning Support Team</i> </p> </div>
<p>Other school documents to consult:</p> <p>For families:</p> <ul style="list-style-type: none"> • PDHPE Scope and Sequence on school website • School website policies page - anti-bullying, attendance, behaviour code, cybersafety • Personal Best Parent Info on school website • WOW programs published in permission notes • 						

<ul style="list-style-type: none"> - Resilience - Physical changes - Organisation & time management 	<i>Tea</i> <ul style="list-style-type: none"> - <i>Parents as Partners in Learning evening</i> - <i>Parent Teacher night week 10</i> 				
Year 8 Wellbeing dimensions	Term 1	Term 2	Term 3	Term 4	Ongoing through the year
<u>School Connectedness</u> <ul style="list-style-type: none"> • Maintaining positive relationships • Support networks • Collaboration • Communication • Student Voice • Leadership <u>Safe Environment</u> <ul style="list-style-type: none"> • Bullying • Respecting others • Diversity and inclusivity • Family dynamics/autonomy 	Students: Open Night/School in Action Tours – guides and mentors	Students: Year 8-9 Subject Selection Information Meeting	Students: <ul style="list-style-type: none"> - mentor training day(s) - Week of Wellbeing 	Students: <ul style="list-style-type: none"> - mentor training day(s) 	<ul style="list-style-type: none"> • Attendance monitoring and follow up with families • Monday Assembly Showcase • Personal Best • SRC and SEA • Student Recognition • Individual Learning Plans for students in need (continued and updated throughout the year) • ASK - after school homework centre (Mondays) • External referrals
	Parents:	Parents: <ul style="list-style-type: none"> - <i>8-9 Subject Selection Information night</i> - <i>Parent-Teacher Night</i> 	Parents:	Parents: <i>Personal Learning Presentations</i>	

Social and Emotional Learning (SEL) <ul style="list-style-type: none"> Personal Identity Self-efficacy Self-regulation Self-esteem Reflection Resilience Organisation & time management 	<ul style="list-style-type: none"> LEAPS Parent Info evening 	Parents: <ul style="list-style-type: none"> Parent-teacher Night 	Parents:	Learning Presentations	<ul style="list-style-type: none"> at risk on non-completion of school Peer Numeracy mentors PATHE Pasifika workshops Parents: <ul style="list-style-type: none"> P & C Newsletter Twitter Website
---	---	--	-----------------	-------------------------------	--

Year 10 Wellbeing dimensions	Term 1	Term 2	Term 3	Term 4	Ongoing through the year
School Connectedness <ul style="list-style-type: none"> Maintaining positive relationships Support networks Collaboration Active listening <ul style="list-style-type: none"> Student Voice Leadership Advocacy Safe Environment <ul style="list-style-type: none"> Bullying Respecting others Diversity and inclusivity Family dynamics Social and Emotional Learning (SEL) <ul style="list-style-type: none"> Personal Identity 	Students: <ul style="list-style-type: none"> Mentoring Year 7's in transition to high school 	Students: <ul style="list-style-type: none"> Young Change Agents 	Students: <ul style="list-style-type: none"> PDHPE Road Safety excursion BStreetSmart Subject Selection interviews Week of Wellbeing 	Students: <ul style="list-style-type: none"> Crossroads Work experience ABW in partnership with Ashfield boys 	<ul style="list-style-type: none"> Attendance monitoring and follow up with families Monday Assembly Showcase Personal Best SRC and SEA Student Recognition Individual Learning Plans for students in need (continued and updated throughout the year) ASK - after school homework centre (Mondays) External referrals

<ul style="list-style-type: none"> - Goal setting - Self-efficacy - Self-regulation - Self-esteem - Reflection - Resilience - Organisation & time management 	<p>Parents:</p> <ul style="list-style-type: none"> - Assessment Information Evening 	<p>Parents:</p> <ul style="list-style-type: none"> - Parent /Teacher evening 	<p>Parents:</p> <ul style="list-style-type: none"> - Year 10 into 11 Subject Selection Evening for students and parents 	<p>Parents:</p>	<p>to breakthru, Good Shepherd</p> <ul style="list-style-type: none"> • Year Meetings x2 per term • Youth Student Support Worker targeting students at risk on non-completion of school • PATHE Pasifika workshops • Peer Numeracy Mentors <p>Parents:</p> <ul style="list-style-type: none"> - P & C - Newsletter - Twitter - Website
Year 11 Wellbeing dimensions	Term 1	Term 2	Term 3	Term 4	Ongoing through the year
<p><u>School Connectedness</u></p> <ul style="list-style-type: none"> - Grade cohesion - Broadening support networks - Finding balance - Grade collaboration - Student Voice - Leadership - Advocacy <p><u>Safe Environment</u></p> <ul style="list-style-type: none"> - Sexual health/identity - Staying safe - Alcohol and drugs 	<p>Students:</p> <p>Day of Wellbeing (Field Study Day 1)</p>	<p>Students:</p> <ul style="list-style-type: none"> - Pacific Youth Summit 3 days - Young Change Agents - Progress Interviews with DP 	<p>Students:</p>	<p>Students:</p> <ul style="list-style-type: none"> - Year 11 Camp - Induction to LC - Prefects - Orientation Day 	<ul style="list-style-type: none"> • Attendance monitoring and follow up with families • Monday Assembly Showcase • Personal Best incl Senior Student Support - careers school to work, relaxation and stress management • SRC and SEA • Student Recognition • Individual Learning

<ul style="list-style-type: none"> - Family dynamics <u>Social and Emotional Learning (SEL)</u> <ul style="list-style-type: none"> - Academic buoyancy: surviving and thriving - Goal setting - Self-efficacy and competence beliefs - Self-regulation - Reflection - Organisation, time management - Study skills 	<p>Parents:</p> <ul style="list-style-type: none"> - Parent/Teacher evening week 10 - Assessment Information Evening 	<p>Parents:</p>	<p>Parents:</p> <ul style="list-style-type: none"> - P/T Night week 1 	<p>Parents:</p>	<p>Plans for students in need (continued and updated throughout the year)</p> <ul style="list-style-type: none"> • ASK - after school homework centre (Mondays) • External referrals to breakthru, Good Shepherd • Year Meetings x2 per term • Youth Student Support Worker targeting students at risk of non-completion of school • Learning Centre • Peer reading mentors • PATHE Pasifika workshops <p>Parents:</p> <ul style="list-style-type: none"> - P & C - Newsletter - Twitter - Website
Year 12 Wellbeing dimensions	Term 1	Term 2	Term 3		
<u>School Connectedness</u> <ul style="list-style-type: none"> - Grade cohesion - Maintaining support networks 	<p>Students:</p> <ul style="list-style-type: none"> - Exit Survey interviews with Principal 	<p>Students:</p> <ul style="list-style-type: none"> - Fridays on the Field mentoring and active 	<p>Students:</p> <ul style="list-style-type: none"> - Graduation Week - Big Day Out 		<ul style="list-style-type: none"> • Attendance monitoring and follow up with families • Monday Assembly Showcase • Personal Best incl Senior

<ul style="list-style-type: none"> - Maintaining balance - Grade Collaboration - Student Voice - Leadership - Advocacy <p><u>Safe Environment</u></p> <ul style="list-style-type: none"> - Family dynamics <p><u>Social and Emotional Learning (SEL)</u></p> <ul style="list-style-type: none"> - Academic buoyancy: surviving and thriving - HSC success - Goal setting - Self-efficacy and competence beliefs - Self-regulation 	<ul style="list-style-type: none"> - Day of Wellbeing (Field Study Day 1) <p>Parents:</p> <ul style="list-style-type: none"> - <i>P/T Night week 10</i> 	<p>lifestyle Prefect initiative</p> <p>Parents:</p>	<ul style="list-style-type: none"> - Graduation Breakfast <p>Parents:</p> <ul style="list-style-type: none"> - <i>P/T Night</i> - <i>Graduation Assembly & Supper</i> 	<p>Student Support - careers school to work, relaxation and stress management</p> <ul style="list-style-type: none"> ● Senior Prefect Program ● SEA ● Student Recognition ● Individual Learning Plans for students in need (continued and updated throughout the year) ● ASK - after school homework centre (Mondays); Senior Student Support in LC and Wednesday afternoons ● External referrals to breakthru, Good Shepherd ● Year Meetings x2 per term ● Learning Centre ● PATHE Pasifika workshops <p>Parents:</p> <ul style="list-style-type: none"> - <i>P & C</i> - <i>Newsletter</i> - <i>Twitter</i> - <i>Website</i>
--	---	--	---	--

The Personal Best (PB) Program

The Personal Best (PB) Program is undertaken by all students across 2 sessions on Thursdays and Fridays 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 and may choose to complete it independently.

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	<ul style="list-style-type: none">➤ 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	<ul style="list-style-type: none">➤ 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 11 and 12 also have support provided by careers, school counsellor and senior student support staff as part of the PB program, including post school planning and stress management.

***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. The dates for the Field Study days are on the calendar.

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.

SUPPORT FOR STUDENTS

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.

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 2020, 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 2020 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 2020 Careers Services will be delivered by 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.

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.

3.6 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.

ENGLISH	96 page workbook Plastic Display folder 64 page journal There may be a mandatory Poetry or Drama performance to support class work. Students will be notified in advance, fee approx. \$5
MATHEMATICS	96 page A4 Grid Book (5mm grid) x 2 – <u>covered</u> in plastic (Please note - students cannot do Maths notes and exercises on a digital device – all working must be done in the grid books.) Ruler, pencil, eraser, blue or black pen, red pen (compass and protractor are optional.) Scientific calculator: <i>Casio fx 82AU Plus</i> - purchased from the school Mathletics subscription
HSIE (HISTORY/GEOGRAPHY)	Classwork 1 x 120 page A4 book (covered) Pens either blue or black, pencil, highlighters Project/Assessment work Could require scrapbooks, cardboard, display book, model making supplies depending on the task. Special Requirements 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.
SCIENCE	Blue or black pen for written work Pencil, eraser and transparent plastic ruler Exercise book for recording work 180 page A4 book with margins (covered)
LOTE	120 page A4 exercise book with margins (covered) Pencil, eraser, ruler, pens (black, blue and red), highlighters, coloured pencils, glue stick and scissors Jinbu Activity book \$35.00 or Quoi de Neuf Activity book \$20.00 for French
CREATIVE PERFORMING ARTS &	Essential equipment for CAPA subjects: Pens, pencils, erasers, highlighters, ruler, pencil sharpener, laptop and USB Flash drive, A4 lined margined paper for writing. Music Display folder with clear sleeves, headphones. V/Art A4 Process diary 2B/4B pencils, plastic apron/art shirt, liquid hand soap, Drama Display folder clear sleeves – Performing Arts Class – 90 page A4 Exercise book
TECHNOLOGY	A USB Flash Drive 1 display folder A pack of 10 refill pockets for the display folder A4 lined and margined lecture pad Pens (black, blue and red), lead pencil and coloured pencils Highlighters, scissors, glue stick
PDHPE	Theory: 120 page A4 covered exercise book or notepad and folder for occasional work, digital device, blue, black and red pens, pencils, highlighters, scissors Practical: PE Uniform, A4 exercise book

YEAR 8 – Bring Your Own Device (BYOD) should be used to record most learning undertaken. The following are additional subject equipment requirements.

ENGLISH	96 page workbook Plastic Display folder 64 page journal There may be a mandatory Poetry or Drama performance to support class work. Students will be notified in advance, fee approx. \$5
MATHEMATICS	96 page A4 Grid Book (5mm grid) x 2 – <u>covered</u> in plastic (Please note - students cannot do Maths notes and exercises on a digital device – all working must be done in the grid books.) Ruler, pencil, eraser, blue or black pen, red pen (compass and protractor are optional.) Scientific calculator: <i>Casio fx 82AU Plus</i> - purchased from the school Mathletics subscription
HSIE (HISTORY/GEOGRAPHY)	Classwork 1 x 120 page A4 book (covered) Pens either blue or black, pencil, highlighters Project/Assessment work Could require scrapbooks, cardboard, display book, model making supplies depending on the task. Special Requirements 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.
SCIENCE	Blue or black pen for written work Pencil, eraser and transparent plastic ruler 180 page A4 book with margins (covered) Calculator
LOTE	120 page A4 exercise book with margins (covered) Pencil, eraser, ruler Pens (black, blue and red), Highlighters Glue stick, Scissors Coloured pencils
CREATIVE PERFORMING ARTS &	Essential equipment for CAPA subjects: Pens, pencils, erasers, highlighters, ruler, pencil sharpener, laptop and USB Flash drive, A4 lined margined paper for writing. Music Display folder with clear sleeves, ear buds & headphone jack adaptor (3mm to 6mm), 48 page A4 lined exercise, headphones. V/Art A4 Process diary 2B/4B pencils, plastic apron/art shirt, liquid hand soap Drama 180 page A4 exercise book. Drama blacks for performance (black tights and T shirt without any logos) Dance 90 page A4 exercise book. Black singlet top, black $\frac{3}{4}$ or full length cotton lycra tights (no flares)
TECHNOLOGY	A USB Flash Drive 1 display folder A pack of 10 refill pockets for the display folder A4 lined and margined lecture pad Pens (black, blue and red), lead pencil and coloured pencils Highlighters, scissors, glue stick
PDHPE	Theory: 120 page A4 covered exercise book or notepad and folder for occasional work, digital device, blue, black and red pens, pencils, highlighters, scissors Practical: PE Uniform, A4 exercise book

YEAR 9 – Bring Your Own Device (BYOD) should be used to record most learning undertaken. The following are additional subject equipment requirements.

ENGLISH	96 page workbook (if not storing all work on BYOD) Plastic Display folder 64 page journal There may be a mandatory Poetry or Drama performance to support class work. Students will be notified in advance, fee approx. \$5
MATHEMATICS	96 page A4 Grid Book (5mm grid) x 2 – <u>covered</u> in plastic (Please note - students cannot do Maths notes and exercises on a digital device – all working must be done in the grid books.) Ruler, pencil, eraser, blue or black pen, red pen (compass and protractor are optional.) Scientific calculator: <i>Casio fx 82AU Plus</i> - purchased from the school Mathletics subscription
HSIE HISTORY GEOGRAPHY COMMERCE INTERNATIONAL STUDIES	- Classwork – All Subjects 96 page A4 books (covered) for each subject. Pens either blue or black, rulers, highlighters, lead pencil, colour pencils, glue and scissors Project/Assessment work Could require scrapbooks, cardboard, display book, model making supplies depending on the task. HISTORY and GEOGRAPHY: 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. 146 page A4 exercise book
SCIENCE	Blue or black pen for written work. Pencil, eraser and transparent plastic ruler. 180 page ruled exercise book with margin (covered). Calculator.
LOTE	120 page A4 exercise book with margins (covered) Pencil, eraser, ruler. Pens (black, blue and red), Highlighters Glue stick, Scissors, Coloured pencils Jinbu Activity book \$35.00
CREATIVE PERFORMING ARTS	& Essential equipment for all CAPA subjects: Pens, pencils, erasers, highlighters, rule, pencil sharpener, laptop and USB Flash drive A4 lined margined paper for writing, A4 lose leaf ring binder. Music A4 plastic sleeves for ring binder, A4 lined and margined lecture pad, headphones. V/Art A3 process diary, 2B/4B pencils, plastic apron/art shirt, liquid hand soap, set of brushes thin sixes 1 2 4 and 6 Digital Photography A3 process diary, digital camera USB connection, SLR camera (not digital -optional) Drama Black performance clothes (black tights and T shirt without any logos) Dance Black singlet top, black $\frac{3}{4}$ or full length cotton lycra tights (no flares)
TAS	Essential equipment for all TAS subjects: Laptop and USB Flash Drive A4 lined and margined lecture pad Pens (black, blue and red), lead pencil and coloured pencils FOOD TECHNOLOGY 2 display folders INFORMATION AND SOFTWARE TECHNOLOGY essential equipment as listed above TEXTILES 1 display folder TECHNOLOGY A3 sketchbook essential equipment as listed above

PDHPE	Theory: 120 page A4 covered exercise book or notepad and folder for occasional work, digital device, blue, black and red pens, pencils, highlighters, scissors Practical: PE Uniform, A4 exercise book
--------------	---

YEAR 10 - Bring Your Own Device (BYOD) should be used to record most learning undertaken. The following are additional subject equipment requirements.

ENGLISH	96 page workbook (if not storing all work on BYOD) Plastic Display folder
MATHEMATICS	96 page A4 Grid Book (5mm grid) x 2 – covered in plastic (Please note - students cannot do Maths notes and exercises on a digital device – all working must be done in the grid books.) Ruler, pencil, eraser, blue or black pen, red pen (compass and protractor are optional.) Scientific calculator: <i>Casio fx 82AU Plus</i> - purchased from the school Mathletics subscription
HSIE - HISTORY GEOGRAPHY COMMERCE	Classwork – All Subjects 96 page A4 books (covered) for each subject. Pens either blue or black, rulers, highlighters, lead pencil, colour pencils, glue and scissors Project/Assessment work Could require scrapbooks, cardboard, display book, model making supplies depending on the task. HISTORY and GEOGRAPHY: 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. 146 page A4 exercise book
SCIENCE	Blue or black pen for written work Pencil, eraser and transparent plastic ruler for diagrams, graphs and tables 180 page ruled exercise book with margin (covered) Calculator
LOTE	120 page A4 exercise book with margins (covered) Pencil, eraser, ruler. Pens (black, blue and red), Highlighters Glue stick, Scissors, Coloured pencils Jinbu Activity book \$35.00
CREATIVE & PERFORMING ARTS	Essential equipment for all CAPA subjects: Pens, pencils, erasers, highlighters, ruler, pencil sharpener, laptop and USB Flash drive, A4 lined margined paper for writing, A4 loose leaf ring binder. Music Display folder with clear sleeves, A4 lined and margined lecture pad, headphones. V/Art 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 Drama Black performance clothes (black tights and T shirt without any logos) Dance Black leotard sleeveless or black singlet top, black ¾ or full length cotton lycra tights (no flares)
TAS	Essential equipment for all TAS subjects: Laptop and USB Flash Drive Pens (black, blue and red), lead pencil and coloured pencils Highlighters, scissors, glue stick FOOD TECHNOLOGY 2 display folders TEXTILE TECHNOLOGY 1 display folder A3 sketchbook
PDHPE, PASS and CHILD STUDIES	Theory: 120 page A4 covered exercise book or notepad and folder for occasional work, digital device, blue, black and red pens, pencils,

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.

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.

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 NESAs for students who require additional support in the HSC exams.

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.

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

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.

GENERAL PROCEDURES ~ A – Z SUMMARY GUIDE

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, skirts, leggings and workout pants are not acceptable uniform items. If a student is doing dance for sport, they must wear navy school shorts over the top of the tights until sport commences.
- Skateboards, roller blades and scooters are not to be brought to school for safety reasons.
- Prohibited (illegal) items will be confiscated and the police may be notified.
- Confiscated items may be recovered from the Deputy if not handed over to the police.
- Suspension may result from bringing prohibited items to school.

Before School Supervision

Students are required to remain in one of 2 areas before school

1. Library from 8.00 a.m. or
2. The Canteen and adjoining inner quads - from 8.15 a.m. until Period 1

Camps

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

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

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

Canteen

- Opens before school daily at 8:15 a.m. for breakfast.
- Provides daily specials, vegetarian and halal menu choices.
- Follows the Healthy Canteens Policy to support balanced and nutritious eating choices.
- Orders for lunch are accepted before school, break and recess. Orders can be collected at the designated window.
- 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 \$300.00 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.

Location	Year Group	Free Copies Per term	Type		Cost cents/sheet
Library	7-12	Not Applicable	A4	Black & White	10
			A4	Colour	40
			A3	Black & White	20
			A3	Colour	60

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.

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.

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.

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 –
 - Cross Country Carnival – Peace Park –
 - Athletics Carnival – Campbell Oval –

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 2020

Summer	Mini Soccer	Winter	Basketball
	Softball		Soccer
	Table Tennis		Table Tennis
	Oz Tag		Volleyball
	Volleyball		
	Zumba		
	Netball		

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.

Sport season	Reporting period
Summer Sport	Semester 1

Winter Sport	Semester 2
--------------	------------

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.

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 2020 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 2020. 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."

SECTION 5 GENERAL INFORMATION

5.1 SCHOOL TRANSPORT

2020 SCHOOL OPAL CARD

In 2019, all new students will need to apply for an Opal card online. Students coming from Year 6 to 7 or students changing schools will need to go online and change their travel route/carriers asap. A new card will then be issued to their home address. This school Opal pass is only to be used to travel to school and to the student's home address. All students are requested to have a personal Opal Card to be used for excursions when necessary.

Visit <https://www.opal.com.au/en/about-opal/opal-for-school-students/> for School Opal card information, including links to eligibility criteria and online application forms. Parents can also go online to 131500 to determine the safest route to and from Canterbury Girls High School. Existing students are not required to apply for a new card.

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 2020 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:

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 2020.
- If you currently have a printed travel pass provided by your transport operator, a new pass will be ready at the beginning of the new school year.

Changes to bus routes and timetables occur regularly. Families should go to <https://transportnsw.info/> to check timetables and plan their trip.

2. **COMMUNITY INFORMATION SHEET: STUDENT HEALTH MATTERS**

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.

Policies and procedures on absences, lateness or leave requests

Attendance requirements for student visa holders

- All students are expected to attend class every school day.
- International students are on a student visa and have additional attendance requirements as a condition of your student visa.
- International students must attend at least 80% of classes each term or you may be reported to Immigration.

What if my attendance falls below 80%?

- A **warning letter** will be sent to you, your parents and your carer in Australia.
- You will have to attend an interview and explain why you have been away.
- If you have any supporting documentation such as **medical certificates**, present them as evidence.
- Your attendance will continue to be closely monitored. If your attendance does not improve, you will be sent a **second and final warning letter**.

What if my attendance falls below 70%?

- An **Intention to Report** letter will be sent to you, your parents and your carer in Australia. This letter tells you the school's intention to report your low attendance to Immigration because you have breached your student visa condition.
- You will be given 20 school days to **appeal** to the Principal and explain why the school should not report you to Immigration.
- If your appeal is unsuccessful, you will be contacted by Department of Education International to let you know about your further appeal rights.
- If all your appeals are not successful, you will be reported to Immigration and they may decide to cancel your visa.

Long suspension and expulsion

International students will be reported to Immigration if they are:

- suspended for 5 days or more;
- expelled from school because of serious misbehaviour/ involvement in criminal activities.

What happens if I am suspended or expelled from school?

- You will be given an **Intention to Report** letter and will be given 20 school days to appeal to the Principal and explain why the school should not report you to Immigration.
- If your appeal is unsuccessful, you will be contacted by Department of Education International to advise you of your further appeal rights.
- If all your appeals are unsuccessful, you will be suspended or expelled depending on the case. You will be reported to Immigration and they may decide to cancel your visa.



Course progress requirements for student visa holders

There are additional course progress requirements for international students.

- If you fail to meet the NSW Education Standards Authority's (NESA) course progress requirements for at least 6 units (50%) of your all your subjects, an **Intention to Report** letter will be sent to you, your parents and your carer in Australia. This letter tells you the school's intention to report your unsatisfactory course progress to Immigration because you have breached your student visa condition.
- You will be given 20 school days to **appeal** to the Principal and explain why the school should not report you to Immigration.
- If your appeal is unsuccessful, you will be contacted by Department of Education International to let you know about your further appeal rights.
- If all your appeals are not successful, you will be reported to Immigration and they may decide to cancel your visa.

CGHS: Critical Incident Policy Relating to International Students

CGHS High School's Critical Incident Policy incorporates the Department's Policy, Procedures and Emergency Management Guidelines and applies to all students. In the case of international students enrolled at the school, the following also applies.

Incident	Action	
Any emergency involving international students Including: <ul style="list-style-type: none">• Severe verbal or psychological aggression• Death, serious injury or any threat of these• Natural disaster• Issues such as domestic violence, sexual assault, drug or alcohol abuse	<ul style="list-style-type: none">• For students under 18 years, contact family in the student's home country and carer in Australia.• For students 18 years and older, contact the student's family in their home country and the carer (if they have one) and emergency contact.• Notify DE International of the emergency and actions taken by the school.• Record on the students file all actions, interviews and conversations.	Student Adviser at DET International: <ul style="list-style-type: none">• 8293 6964• Manager, School Support and Compliance: 8293 6965

Missing students:

- Students who cannot be located or contacted and have been absent for 5 consecutive days

- Contact the student's carer or emergency contact.
- Follow up with other students and friends to locate the student.
- Contact parents overseas.
- Report student as a missing person to police and obtain an **Event Number**.
- Notify DE International of this number.
- Notify DE International of the missing student and actions taken by the school; DE International will notify Immigration as required.

- Student Adviser at DE International:
- 8293 6964
- Manager, School Support and Compliance: 8293 6965

- Local Area Police

ASHFIELD 9797 4099

BURWOOD 9745 8499

NB: Any reports of emergencies/critical incidents should be copied for information or action as necessary to **Chief Education Officer, DE International 8923 6967** in addition to regular Departmental reporting requirements.



Living in Sydney

1. Staying Safe

1.1 Emergency Services

Ambulance, Police or Fire Brigade



In case of an emergency or if you are in danger, call **000** and tell them:

- Type of emergency (ambulance/police/fire brigade)
- Your location or location of the emergency
- Your full name and contact number (if possible)



□ The local police station is Ashfield Police Station

Address: 14 Victoria St Ashfield, NSW
Phone: 02 97974099



□ The nearest medical centre is Hurlston Park Medical Centre

Address: 859 New Canterbury Rd, Hurlston Park NSW
Phone: 02 95580218



□ The nearest hospital to the school is: Canterbury Hospital

Address: 575 Canterbury Rd, Campsie
Phone: 02 97870000

If you are living in homestays, you can contact your homestay host and/or parent nominated carer when you need help.

Your homestay company will also have a 24 hour hotline that you can call. Contact your International Student Coordinator if you do not know which company is your homestay provider.

Auzzie Families Homestay Care

Contact: Ms Gloria Wang
Phone: (+61 2) 98044700
Mobile: 0419 628 168 (24 hours)
Email: jun@auzziefamilies.com

Website: www.auzziefamilies.com

Oz Homestay

Contact: Ms Elizabeth Walmsley
Phone: (+61 2) 9325 6988
Mobile: 0421 556 374 (24 hours)
Email: lizwalmsley@ozhomestay.com.au
Website: www.ozhomestay.com.au

Global Experience

Contact: Agnes Ong
Phone: (+612) 9264 4022
Mobile: 0420 530 112 (24 hours)
Email: agnes@globalexperience.com.au;
Website: www.globalexperience.com.au

StayDownUnder

Contact: Mr Gerard and Mrs Rachel Whyte
Phone: (+61 2) 8901 4499
Mobile: 0410 761 499 (24 hours)
Email: info@staydownunder.com.au
Website: www.staydownunder.com.au



When you are out with friends or by yourself, here are some simple things to remember:

- Always **plan your trip** home, especially at night. You may want to pre-book a taxi or arrange transport with a friend. Always make sure you have enough money to get home.
- **Avoid staying out past 8pm.**
- If you have a part-time job, **do not work during school nights** Monday – Thursday and return home by 9pm on weekends.
- Try to **travel with a friend** or in a group at night.
- **Keep your bag** and belongings **close to your body** and where you can always see them.
- **Leave valuables at home** if you don't need to take them with you. This includes jewellery, electronic equipment such as your laptop and your passport.
- **Do not carry large amounts of money** with you. You can take money out at ATMs found in shops, supermarkets, petrol stations, shopping malls, bars, shop fronts and many other public places.
- **Do not accept parcels** that do not directly belong to you. You will be held legally responsible for the contents of the parcels.
- **Do not pay for school fees through people who offer discounts.** This is a SCAM.
- **Call 000 in the event of an emergency.** Remember, calls to 000 are free of charge.

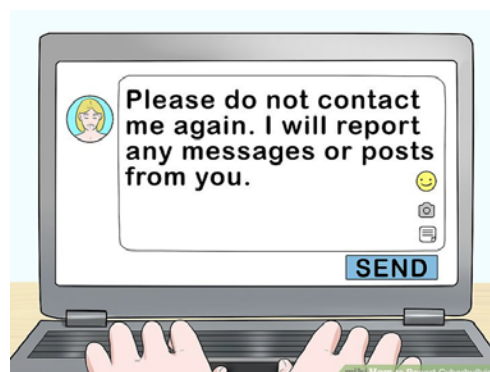
Did you know?

You must let your school know of **any change of your address and contact details as soon as possible and within 7 days**. It is a student visa requirement, and will help to keep you safe if the school knows where you live and how to contact you in case of emergency.

1.2 Cyber Safety

When using the internet, like anywhere in the world, you should protect yourself against spam, online scams, identity theft and online bullying. Protect yourself by following these tips:

- If you are using a public computer, make sure you **log out of your online** accounts such as your social media account, bank or email accounts, and log out of your computer account before you walk away.
- **Do not give away your personal information.** This includes your name, phone number, address, email address, date of birth, usernames and passwords, and bank details.
- If you think you're being harassed or bullied online, **report the person being abusive** to the website or social media administrators and talk to someone you trust straight away — such as a parent, teacher or friend, or contact **Kids Helpline (1800 55 1800)**
- **Ignore, block or mute** the person being abusive online and do not engage with them



You can find more information on the Kids Helpline website at:
<https://kidshelpline.com.au/teens/issues/online-harassment>

- Where available, use pedestrian walkways and only cross the street at pedestrian crossings or lights.
- Watch for traffic before you cross by looking left and right for oncoming cars.
- Do not use your mobile phone or put on your ear phones when you are crossing the road.
- Avoid isolated bus, rail and lightrail stops.



Public transport is reliable and widely used in Australia, particularly in metro and urban areas. A number of security measures have been implemented to maximise the safety of public transport users including security officers and guards, help points, good lighting and security cameras. However you should still use caution when travelling on public transport:

- Check transport timetables to avoid long waits, particularly at night. You can download an app on your mobile phone such as **TripView**, **TripGo** or **TransitTimes** to view timetables of public transport and plan your trip.
- If you find yourself left in a train carriage on your own or with only one other person you may feel more comfortable moving to another carriage closer to the guard or driver.



Train carriages nearest to the driver or guard have a blue light on it and are safest at night.

1.3 Safety Apps

The **Emergency Plus** app is a national emergency app that you can use to get help as soon as possible in an emergency situation.

It tells you the exact location on the map and the GPS coordinates that you can read to the operator when you call the emergency service.



- Only **swim between the red and yellow flags** on the beach. This is the area where lifeguards and lifesavers patrol to keep you safe. No Flags = No Swim
- Look for, read and **obey water safety signs**.
- **Never swim alone** at the beach.
- Check water conditions and water depth before swimming – never dive head first.
- Never bathe and swim directly after eating or under the influence of drugs including alcohol.
- Learn how to spot a **rip current** and keep clear of the area.
- Always **use sunscreen** to protect exposed skin, put on a shirt, wear sunglasses and a hat when not swimming, and drink plenty of water.



Spot and Survive a rip current

Rips currents are the number one hazard on Australian beaches. The things to look for are deeper, dark-coloured water; fewer breaking waves; a rippled surface surrounded by smooth waters; and anything floating out to sea or foamy, discoloured, sandy, water flowing out beyond the waves.

If you are caught in a rip: **stay calm, float with the current, call out HELP** and **raise an arm** to gain attention of nearby surfers or lifeguards.



Learn about how to spot a **rip** and what to do when you are caught in a rip from the videos

(multi-languages) on the **Beachsafe** website: <https://beachsafe.org.au/surf-safety/ripcurrents>

2. Reporting Incidents and seeking help

Bullying, assaults and harassments of any forms are not tolerated in Australia. If you have experienced any form of assault (either sexually or physically), harassment or any abuse, or think you are in danger of being assaulted, use the following services:

1. If you are in immediate danger, or wish to report an incident:

Police/Ambulance/Fire Brigade at 000

2. If you need help at school:

- Your **International Student Coordinator: Ms Qingzhu Liu** at **LOTE** staff room
- **School Counsellor: Kim De Deckker, Josephine Rynsaardt** in the library

3. If you are concerned for your safety, and you feel you need to speak to someone for support, or for information on any support services that you can use:

- **Kids Helpline** is a free, private and confidential 24/7 phone line and online counselling service for young people. Call **1800 55 1800** or email counsellor@kidshelpline.com.au or visit www.kidshelpline.com.au for more information.
- **Bullying. NoWay!** provides information and helpful ideas about bullying: <https://bullyingnoway.gov.au/>
- **1800RESPECT** is a confidential information, counselling and support service for sexual assault victims and domestic violence. Call 1800 737 732 (24 hours) or visit their website at www.1800respect.org.au Ask for an interpreter if you wish to speak in your own language that is not English.



The laws in Australia can be very different from your home country.

For example:

- It is illegal to consume alcohol if you are under 18 years of age
- It is illegal to purchase cigarettes if you are under 18 years of age
- Possession and use of illegal drugs is a criminal offence

Visit the website www.lawstuff.org.au for information about laws relating to you.

2.1 Driving

You need to be at least 16 years old to be a Learner (L Plater) for driving a car. For car drivers, you can attempt a Driving Test to get your P1 (red) licence once you have turned 17 and you:

- have been on your L's for at least 12 months
- have logged at least 120 hours driving time which includes 20 hours night-time driving.

If you are driving a car on a Learner (yellow) or P1 (red) licence:

- You must not drive faster than 90 km per hour
- You must have a zero blood alcohol limit
- You must not use any functions of a mobile phone including hands-free devices while driving.

If you are driving a car on a P2 (green) licence:

- You must have a zero blood alcohol level
- You must not exceed a maximum speed limit of 100 km/h



- ***Driving without a licence is illegal***
- ***Seatbelts are compulsory for drivers and passengers in Australia.***
- ***Speeding and drink driving are dangerous and are against the law.***
- ***You could lose your licence or go to jail if you are caught speeding or drink driving.***

2.2 Allowable Work Hours

In order for you to work part-time, you **MUST**:

- **Not** be enrolled in an Intensive English program
- have been **enrolled for at least six months in your current high school**
- have a satisfactory attendance record
- provide your school with a letter of consent from your parents.

Students enrolled in an Intensive English program are not permitted to work.

If you are taking a part-time job, remember:

- Any part-time work during school term must not interfere with your school studies
- You must **NOT** work more than 40 hours per fortnight (14 days) which is a mandatory student visa condition
- You should not work more than 10 hours per week in school terms
- You should not work during school days (Monday – Thursday) as this may impact on your learning
- You should not work past 8pm during the weekend..
-

2.3 Tax File Number

You must obtain an Australia Tax File Number (TFN) in order to work part-time. Your TFN is your personal reference number in the Australia tax system and you will be asked to provide your TFN to your employer at the workplace. If you do not have a TFN, you will be taxed at a higher rate.

You can apply for a TFN online at the **Australian Taxation Office** website at www.ato.gov.au.

2.4 Know Your Work Rights

Workplace rights

Pay rates and workplace conditions are set by Australian law. All people working in Australia, including those from overseas, have rights and protections at work. These cannot be taken away by contracts or agreements. These rights protect:

- entitlement to a minimum wage and superannuation
- challenge of unfair dismissal from the job
- leave, breaks and rest periods
- a healthy and safe work environment

Getting help to resolve a workplace issue will NOT automatically affect your student visa.

If you have questions about your pay and conditions while in Australia, you can contact the **Fair Work Ombudsman** for free information, resources and advice.

Visit **www.fairwork.gov.au** for information for visa holders and international students. This includes information in 27 languages. There are also a range of helpful videos at

www.youtube.com/fairworkgovau about working in Australia in many languages.

You can also contact the Fair Work Ombudsman by phone within Australia on **13 13 94 (Translating and Interpreting Service 13 14 50)**.

Pay

Your minimum pay rate can come from an award, enterprise agreement or other registered agreement, or the national minimum wage. Employees have to be paid the right pay rate for all hours they work including training, team meetings, opening and closing the business and doing a trial shift.

National minimum wage

Certain employees may have different pay entitlements depending on whether they have a reduced work capacity because of disability, if they are under the age of 21 or if they are an apprentice or trainee. You can calculate your correct pay and entitlements using the Pay and Conditions Tool at www.fairwork.gov.au/pay

More information on employment in Australia is available on our website at www.homeaffairs.gov.au and on the website of the Department of Employment at www.employment.gov.au



Always ask for a payslip to keep track of your hourly rate, penalty rates, super contributions and tax details, especially if you are getting paid with cash in hand. This is a mandatory requirement for an employer in Australia.

3. Transport and Travel Concession

Children 4 to 15 years of age are automatically entitled to a child's half fare concession and are required to carry a **Proof of Age Card** to be entitled to the concession fares.

School students **16 years of age and older** are entitled to a half fare concession but are required to carry a **NSW Senior Secondary Student Concession Card** as proof of their eligibility. This will allow you to travel on public transport at concession fares.



Please see your office staff to apply for a Proof of Age Card (under 16 years old) or a NSW Senior Secondary Student Concession Card (16 years old and over). You must carry this card with you at all times and present it to ticket inspectors when required.

Opal card is the smartcard ticketing system used to pay for travel on public transport in Sydney, the Blue Mountains, Central Coast, the Hunter and the Illawarra.

You should get a **green CHILD/YOUTH OPAL CARD** by applying online at the Opal website: www.opal.com.au/ordercard. If you lose your card you can report it as lost or stolen.

You can also get an **unregistered Child/Youth Opal card** from your nearest newsagent or opal retailer over the counter. However, this card is not registered and therefore cannot be reported as lost or stolen.



4. Overseas Student Health Cover (OSHC)

You must have and maintain your Overseas Student Health Cover (OSHC) while you are in Australia. This allows you to access medical services at an affordable cost while you study in Australia. It is also a student visa requirement.

Activate your OSHC membership

You would have already purchased an OSHC membership arranged before you arrive. **It is important that you activate your OSHC as soon as possible if you have not already done that.**

Medibank OSHC members

If your OSHC policy is provided by **Medibank OSHC**, activate your membership by following the steps below:

1. Go to www.medibankoshc.com.au and select “Activate your Membership”
2. Search the student profile using personal details including membership number, birth date and name.
3. Then fill the next page with student information and click “submit” when completed.

Obtain your OSHC membership card

Once you have activated your membership, it is important that you obtain your membership card. Different providers may have different forms of membership card (electronic or plastic card).

If you are **Medibank OSHC member**, you can download your **Digital Membership Card** through the Online Member Services on the Medibank website.

1. log in to Online Members Services at www.medibankoshc.com.au
2. Once logged in, select ‘My Account’ in the top menu
3. Select ‘View Digital Card’
4. Once completed, save a copy of the card to your mobile phone and computer or tablet so that you can access it at all times.

Know your cover

It is important that you know what is covered and what is not covered in your policy, how much you can claim and how to make a claim if you do have to visit a doctor.

If you are a **Medibank OSHC member**, you can access the following **Online Member Services** on www.medibankoshc.com.au:

- Activate membership for new members
- Access digital member card
- Update membership details (including bank details for refund)
- Get policy information
- Make online claims

If you have a problem with your OSHC, you should contact your insurer in the first instance. If you are insured with Medibank OSHC, call 134 148.

*If you are **NOT** a Medibank OSHC member, ensure that you check with your OSHC provider to find out how to activate your cover, obtain your membership card and how to make a claim online.*

Visa Requirements You Should Know

Australia's laws promote quality education and consumer protection for overseas students. These laws are known as the ESOS framework and they include the Education Services for Overseas Students (ESOS) Act 2000 and the National Code 2018.

For a summary of the ESOS framework see: <http://www.internationaleducation.gov.au>

For information about student visa requirements refer to the Department of Home Affairs (HA) website: www.homeaffairs.gov.au

Contact the **International Student Coordinator** at your school if you have any concerns or questions about your school, personal issues or other problems. The Coordinator will assist you or refer you to the appropriate staff member.

Your student visa

As an international student on a student visa, you must:

- comply with your student visa conditions
- ensure you have and continue to maintain your Overseas Student Health Cover (OSHC) for as long as you stay in Australia on a student visa
- tell your school if you change your address or other contact details
- maintain satisfactory course progress and attendance.

Information about visa conditions for student visa holders is available on the Department of Home Affairs website at <https://www.homeaffairs.gov.au/trav/stud/more/visa-conditions/visa-conditions-students>, or call 131 881.

The following regulations apply to your studies at a NSW government school:

5. Attendance and Course Requirements

- You must **attend a minimum of 80%** of all scheduled classes. If you do not meet attendance requirements you may be reported to Immigration, unless there are compassionate or compelling circumstances (refer to guidelines below).
- You must provide a doctor's certificate for any absences of 3 days or more. The doctor must be a registered medical practitioner. If you are absent for 1 or 2 days, a letter of explanation must be provided by your carer or if you are over 18 years, you can provide your own written explanation to the principal.
- You **must meet course progress requirements**. Your school will provide you with information about course requirements as outlined by the NSW Education Standards Authority (NESA). Further information about course requirements is available at: <http://educationstandards.nsw.edu.au>
- If you fail to meet the 80% attendance requirements or the course progress requirements, and fail to appeal or do not receive a successful school appeal outcome, you will be reported to the Department of Home Affairs and this may impact the status of your student visa. An **Intention to Report** letter will be issued to you and your parents and you will have 20 school days to appeal internally then externally. If all your appeals are unsuccessful, you would be reported to Immigration and your visa may be cancelled.

6. Accommodation and Welfare Arrangements

6.1 Homestay for under 18 students

If you are living in a homestay approved by DE International, your accommodation has been arranged by one of the four approved homestay providers.

Rules and expectations

Homestay is a great way to learn about the Australian culture and to improve your English. However, living with a new family in Australia can be quite challenging at first, and you need to follow **some rules on how you are expected to behave in a homestay family**:

✓ Follow the rules

Because your accommodation has been approved by DE International, it is important that you follow the rules to make sure you stay safe during your stay in Australia:

- **Come home for dinner every day** – you are expected to come home after each school day. You cannot stay overnight at a friend's or relative's place without approval from DE International
- **Follow the curfew time** – on special occasions when you have to come home late, you should be home by 8 pm on weekdays and 9pm during the weekends if your host is ok with it
- **Stay in a homestay arranged by one of the four approved homestay providers** (see 9.2) and seek approval from DE International if you want to move
- **Do not invite friends to stay at your homestay overnight** without your host's consent.

Your homestay will also have house rules that you must follow, but a lot of them are just common sense. For example,

- keep your room clean and tidy during your stay
- do not eat in the bedroom for hygiene reasons
- tidy up or clean up after yourself around the home
- call your host if you are running late
- turn off the lights and appliances when you are not using them to avoid wasting energy
- take short showers no longer than 15 minutes to save water, especially during drought season
- switch off your devices by 11 pm
- Internet should only be used for school purpose, and not playing games until early hours of the morning.

*Remember that things will be different from what you are used to at your home overseas and it may take some time for you to adjust – this can be the food, culture, language, food and people in the home. Be **flexible and open-minded**, and don't be afraid to try new things!*

✓ **Be respectful and considerate**

Always show respect and be polite to your homestay family. Treat them the way you would like to be treated. Be aware that what you do in the home may affect others. For example, watch the volume when you play music or watch TV, and clean up after yourself, especially in common areas such as kitchen and bathrooms.

✓ **Take time to know and talk to your homestay family**

Don't be shy! Instead of going into your own room when you come home, hang out with your host family. It's always good to start the day with "good morning" and start a conversation with "How was your day?" when you come home.

Also, don't be afraid to ask questions when you are unsure, and talk to your host if you want to be heard, such as if you want more food at dinner time or if your room is too warm. Just be respectful and reasonable.

Similarly, **your homestay host** also has to follow rules when they are hosting you. For example, they must:

- welcome you into the home and include you in family activities
- give you a key and any passcodes required to access the residence
- provide you with a safe and secure bedroom with storage space for your personal items, and facilities including a bed, desk, chair and adequate lighting
- live in the residence with you at all times, including holiday periods; and inform DE International if there's any change to the accommodation and welfare arrangements
- give you access to heating in winter and cooling in summer
- provide three meals per day, including food for making lunch
- attend school meetings and communicate with the school about your studies.

If there are problems in your homestay and they are not resolved after you speak to your host, or if the matter is sensitive and you prefer to speak to someone else, don't be afraid to speak to your International Student Coordinator. They are here to help you.

6.2 Renting or Sharing an Accommodation (over 18 students)

If you have turned 18 and decided to rent or share an accommodation, make sure you know your rights and responsibilities as a tenant.

The **Fair Trading NSW** website provides useful information on renting:

<https://www.fairtrading.nsw.gov.au/>

Under the law, your landlord must give you a copy of the New Tenant Checklist:

DOs:

- ✓ **Let your school know your new address within 7 days (a student visa**

condition), and let them know of an emergency contact – this person should be a trustworthy adult friend or relative in Sydney, and preferably over 21.

- ✓ Make sure you **sign a lease agreement**, and read and understand the terms. The agreement will protect you if there are problems with your landlord. Remember you cannot be charged for the preparation of the agreement. **Keep a copy** of the agreement and all other related documents.
- ✓ **Check your agreement carefully** so you understand what you are signing up for. A few common things to look for are:
 - **Rent:** Check that the weekly rate is what you have agreed to and the time period of the contract. You have to pay your rent in advance. Your rent can only be increased after the specified period of time.
 - **Bond:** this is a deposit that you pay to cover any damages or if you end the lease early. The maximum you can be asked to pay is 4 weeks of rent. This bond should be refunded to you at the end of your tenancy.
 - **Any other fees** such as administrative fees, utilities (except water) etc
- ✓ **Get a receipt** for any rent or fees that you have paid and keep them for your records. Avoid paying in cash if possible, and make sure you ask for a receipt.
- ✓ **Respect and follow the house rules**, especially if you are sharing the accommodation with others. However, if the house rules are unreasonable, refer to your lease agreement and talk to your landlord.

Keep the accommodation tidy and in good condition. Your landlord has the right to inspect the accommodation but they cannot show up without giving you notice.

Here are some general **Dos** and **Don'ts** when you are renting on your own:

DON'Ts:

- ✗ **Move into an accommodation without an inspection or a key.** You should only move into a place after checking that it is in good condition.
- ✗ **Pay a large deposit for a cheaper rate, or more than you need to.** For example you do not need to pay more than 4 weeks of the rent for the bond.
- ✗ **Rent a place without signing a lease agreement.** It is illegal and is a clear warning sign of scam or subletting. Subletting is illegal in Australia and it will leave you unprotected if something bad happens.
- ✗ **Let your landlord keep your passports, ID document or personal belongings.** While they may ask for copies of your passport or ID documents, they cannot keep them. They also cannot keep your personal items.

Problems with Your Lease

If you think you are being treated unfairly by your landlord, or if you have any unresolved problems:

- talk to your **International Student Coordinator** immediately for help and advice

- make a complaint to **NSW Fair Trading** at:
<https://www.fairtrading.nsw.gov.au/help-centre/online-tools/make-a-complaint>
- talk to the **police** in some cases, such as when you are scammed.

7. Conditions of Enrolment

- You must commence school enrolment on the date stated on the **Confirmation of Enrolment** (CoE) and if this is not possible, notify DE International in writing within 24 hours of the start date on the CoE.
- You must adhere to school rules and the terms and conditions of enrolment as stated on the international student application form. You will receive information about school rules and expected behaviour at orientation.
- Your school may suspend or cancel your enrolment on grounds of misbehaviour. For further information about student behaviour and suspension and expulsion of students, refer to the International Students Coordinator at your school.
- Travel during school holidays, other than returning to your home country, is only permitted if you are travelling with your carer or relatives or on an approved school excursion. Written permission from your parents is required.
- If you want to transfer to another government school you must provide a written request to your school signed by your parents.
- If you want to change provider you must provide a written request to your school signed by your parents. For further information concerning visa regulations about change of provider, refer to the Department of Home Affairs website and the coordinator at your school.

8. Taking Leave

If you are going to be absent for **a week or more** during school term, or plan to take extended leave, your parents **must request approval** from the principal and **DE International** prior to taking leave or booking flights. Approval is only granted on compassionate or compelling grounds (refer to guidelines below).

9. Deferment of Course Commencement Date

Any request for a deferment must be submitted in writing and signed by your parents to DE International. A request for deferment after your student visa has been issued will only be approved where evidence of compelling and compassionate circumstances can be provided. A deferment may affect your visa so please consult the Department of Home Affairs before submitting a request.

9.1 Guidelines for Compassionate or Compelling Circumstances

Leave approved on grounds of compassionate or compelling circumstances is not counted in attendance records. Compassionate or compelling circumstances are generally those beyond your control and which have an impact upon your course

progress or wellbeing. These could include, but not limited to:

- illness, where a medical certificate states that you are unable to attend classes
- bereavement of close family members such as parents or grandparents (where possible a death certificate or other evidence should be provided either prior to departure or on return)
- major political upheaval or natural disaster in the home country requiring their emergency travel and this has impacted on your studies
- a traumatic experience which could include, but is not limited to:
 - involvement in, or witnessing of an accident
 - witnessing or being the victim of crime and this has impacted on you (these cases should be supported by police or psychologists' reports or advice)
- inability to begin studying on the course commencement date due to delay in receiving a student visa.

9.2 Suspension of Studies

If you are required to take leave for **longer than 5 days** from school due to compassionate or compelling circumstances, a suspension of your studies may be possible, whereby your absence is not counted towards your attendance rate.

Prior to taking leave, a signed request from your parents must be submitted to DE International along with evidence of compassionate or compelling circumstances.

A suspension of studies may affect your visa so please consult the Department of Home Affairs before submitting a request.

9.3 Complaints and Appeals

NSW Department of Education has a complaints and appeals process which is available on the website. If you wish to make a complaint or appeal a decision made concerning your enrolment, course progress or other decision, you should contact the International Student Coordinator at your school. Your carer (if you are under 18) or support person (if you are over 18) must be present with you in any appeal interviews.

If you are not satisfied with the outcome of internal complaint and appeal process, you will be given access to the external appeals process through the NSW Ombudsman.

9.4 Work

- Students attending an Intensive English program are not permitted to work part time.
- To work part-time, DE International requires that you must have been enrolled for at least six months in your current school, have a satisfactory attendance record and provide your school with a letter of consent from your parents before beginning part-time work.
- Any part-time work during school term must not interfere with your school studies and must not exceed 40 hours per fortnight. You should not work more than 10 hours per week in school terms as any more hours may impact on your learning.

COVID-19 Information and Resources for International Students and their families

The *COVID-19 Information and Resources* page on the DE International website brings together multilingual resources from DE International, the NSW Department of Education, NSW Health and StudyNSW.

[Visit the COVID-19 Information and Resources webpage](#)

DE International Wellbeing Support Service

The wellbeing of our international students is our number one priority. To ensure our students have access to the support they need, we've partnered with Medibank to offer the *DE International Wellbeing Support Service*. In addition to providing continued access for our students to Medibank's 24/7 Student Health and Support Line, the service also provides new avenues for parents, carers and schools to seek help in supporting the wellbeing of our students.

[Read more on our website](#)

<https://education.nsw.gov.au/news/media-releases/nsw-government-supporting-international-students-through-covid-19>

You can call the Service NSW hotline (13 77 88) for further information on COVID-19 support available or visit the [Service NSW website](#)^{External link}

Arrival Checklist

Here are some useful tips on what you should do during your first few weeks in Australia:

On arrival

- ☐ Let your family know that you have arrived safely in Australia and provide them with your contact number and address
- ☐ Learn your address
- ☐ Remember that in Australia, the emergency phone number is **000**. Also note your relative/homestay host/homestay 24 hour hotline)
- ☐ Get a mobile phone (or an Australian SIM card) and remember your number
- ☐ Tell your International Student Coordinator immediately if you change your mobile number
- ☐ Open a bank account
- ☐ Activate your OSHC and download your digital membership card on your mobile phone; and learn about what is covered by your policy and how to lodge a claim

At School

- ☐ Provide your address to school and let them know immediately and no later than 7 days of any change of address and contact details
- ☐ Provide emergency contact details in Australia and overseas to your school at enrolment
- ☐ Apply for a **Proof of Age Card** (if under 16 years old) or a NSW Senior Secondary **Student Concession Card** (if 16 years old or above) at school
- ☐ Read your international orientation booklet so that you know what to do and what not to do during your study and your stay in Australia
- ☐ Learn about the school rules, student visa conditions, and your rights and responsibility as an international student
- ☐ Find out where your International Student Coordinator is and say hello regularly ☺
- ☐ Find out what clubs and teams you can join (Sports or hobbies)
- ☐ Actively seek help if you have any problems or questions by speaking to your International Student Coordinator, School Counsellor etc

At Home

- ☐ Get a **Child/Youth Opal Card** with your Proof of Age Card/ NSW Senior Secondary Student Concession Card
- ☐ Learn how to use the public transport system, how to go to school from home
- ☐ Download a transport app on your smart phone to help you use the public transport system and look up timetables
- ☐ Get familiar with the area of your suburb such as the local shops, clinic, hospital and police station
- ☐ If you are staying with a homestay family, learn about the homestay rules and spend time to know your homestay family



Forms

Here are some useful forms that you may need to use later:

1. Under 18 Request to Change Welfare Arrangements form

Complete this form to let the school know if your accommodation or welfare arrangements have changed, or if you have changed your address.

2. Over 18 Request to Change Welfare Arrangements form

Complete this form if you are over 18 years old, and have moved out of your homestay or are changing your address.

You **MUST** provide details of an emergency contact person **IN AUSTRALIA**. This person can be your relative, parent or friend but they must be over 21 years old.

3. Leave Request form

Complete this form if you are requesting extended leave for 5 days or more or travelling overseas.

Your leave will only be approved if there are compassionate or compelling reasons.

You may be asked to provide documents to support your reasons.

Make sure you apply for the leave at least 4 weeks before the planned departure date.

4. Leave Requests Flowchart

This step-by-step chart helps you understand the Leave Request process.

DE INTERNATIONAL

UNDER 18 - REQUEST TO CHANGE WELFARE ARRANGEMENTS

Student Family Name Student Given Names.....

Student Reference No SO..... Passport No..... Date of Birth.....

Student's New Address

.....Postcode:.....

Student's Personal Email Telephone No.....

School (or school preferences if school not confirmed).....

Please indicate if accommodation is:

- Living with direct relative (approved by Immigration) ☐
- Homestay family ☐
- Shared accommodation ☐
- Parent with a guardian visa ☐

Reason for changing address

Name, age and gender of people residing at this address

Name.....Age..... M/F Name..... AgeM/F

Name Age M/F Name..... AgeM/F

Name.....Age..... M/F Name..... AgeM/F

CARER CONTACT DETAILS

Given Name Family Name.....

Address

..... Postcode.....

Email Address.....

Telephone: Home Mobile.....Work.....

Carer Signature.....Date.....

ADDITIONAL EMERGENCY CONTACT (over 21 years old)

Name: Home/Work:Mobile:

Name: Home/Work:Mobile:

Student's Signature:

Parent's Signature:

DE INTERNATIONAL

OVER 18 - REQUEST TO CHANGE WELFARE ARRANGEMENTS

Student Family Name Student Given Names.....

Student Reference No SO..... Passport No..... Date of Birth.....

Student's New Address

.....Postcode:.....

Student's Personal Email Telephone No.....

High School (or school preferences if school not confirmed).....

Please indicate if accommodation is

- Living with direct relatives (approved by Immigration) ☐
- Homestay family ☐
- Shared accommodation ☐
- Other ☐

Reason for changing address

Name, age and sex of people residing at this address

Name.....Age..... M/F Name..... AgeM/F

Name Age M/F Name..... AgeM/F

EMERGENCY CONTACT DETAILS

(Must be completed and signed by contact person over 21)

Given Name Family Name (Mr/Mrs/Ms).....

Address

.....Postcode.....

Email Address.....

Telephone: Home Mobile.....

Signature..... Date

ADDITIONAL EMERGENCY CONTACT (over 21 years old)

Name: Home/Work: Mobile:

Name: Home/Work: Mobile:

(MUST BE SIGNED BY STUDENT)

Student Signature..... Date

DE INTERNATIONAL

UNDER 18 - REQUEST TO CHANGE WELFARE ARRANGEMENTS

Student Family NameStudent Given Names.....

Student Reference No SO..... Passport No..... Date of Birth.....

Student's New Address

.....Postcode:.....

Student's Personal Email Telephone No.....

School (or school preferences if school not confirmed).....

Please indicate if accommodation is:

- Living with direct relative (approved by Immigration) ☐
- Homestay family ☐
- Shared accommodation ☐
- Parent with a guardian visa ☐

Reason for changing address

Name, age and gender of people residing at this address

Name.....Age..... M/F Name..... AgeM/F

Name Age M/F Name..... AgeM/F

Name.....Age..... M/F Name..... AgeM/F

CARER CONTACT DETAILS

Given Name Family Name.....

Address

..... Postcode.....

Email Address.....

Telephone: Home Mobile.....Work.....

Carer Signature.....Date.....

ADDITIONAL EMERGENCY CONTACT (over 21 years old)

Name: Home/Work:Mobile:

Name: Home/Work:Mobile:

Student's Signature:

Parent's Signature:

DE INTERNATIONAL

LEAVE REQUEST

Student visa conditions require that you must attend school every day during the school term. All **unapproved** short or extended leave is recorded as non-attendance and **may affect your visa**.

All leave requests must:

- be submitted **at least 4 weeks prior** to planned departure date
- be submitted to **DE International for approval prior to booking flights**
- have attached **signed parent consent letter**
- provide evidence of **medical** or **compassionate / compelling circumstances** if applicable

Travel during school holidays (other than returning to your home country) is only permitted if you are accompanied by a parent, guardian, homestay carer, close relative or on an approved school excursion.

You must submit a **copy of your flight ticket** to DE International, if approval has been granted by DE International.

School _____

Student reference no: **SO**_____ DOB: _____ Date: _____

Student given name: _____ Known as: _____ Family name: _____

Student mobile number: _____ Email: _____

Parent mobile number: _____ Parent email: _____

Expected **departure date**: _____ Expected **return date**: _____

Total number of schools days that you would be missing: _____

Reason for leave request: _____

ATTACH WITH APPLICATION

- ☐ Signed parent letter
- ☐ Translation of letter
- ☐ Supporting documents

Signature - **International Student Coordinator**

*Attendance rate at date of application ____%

Principal ☐ Recommended ☐ Not Recommended

Comment _____

DE International Office Use Only

☐ Approved

☐ Not Approved

Leave Requests Flow Chart

STEP 1

Parents (not carers) must sign the Leave Request Form

STEP 2

Submit completed form and any supporting document to School
(International Student Coordinator)

STEP 3

School forwards request to DE International

STEP 4

DE International assess request

If approved:

Purchase flight ticket and send a copy to school



school forwards flight ticket to DE International

If declined:

Leave is not approved.
Attendance will be affected
if you leave school

Step 1

A letter signed by parents must be provided

Step 2

**Submit completed form and any supporting document to School
(International Student Coordinator)**

Step 3

School forwards request to DE International

Step 4

DE International Assess request

If approved:

Purchase flight ticket and send a copy to school

School forwards flight ticket to DE International

If declined:

Leave is not approved. Attendance will be affected if you leave school



AUSTRALIAN NATIONAL ANTHEM

Australians all let us rejoice,
For we are young and free;
We've golden soil and wealth for toil;
Our home is girt by sea;
Our land abounds in nature's gifts
Of beauty rich and rare;
In history's page, let every stage
Advance Australia Fair.
In joyful strains then let us sing,
Advance Australia Fair.

Beneath our radiant Southern Cross
We'll toil with hearts and hands;
To make this Commonwealth of ours
Renowned of all the lands;
For those who've come across the seas
We've boundless plains to share;
With courage let us all combine
To Advance Australia Fair.
In joyful strains then let us sing,
Advance Australia Fair.