



PARENT & STUDENT HANDBOOK 2026



Welcome to Dungog High School

Welcome to Dungog High School where we provide quality education for every student in a safe and supportive environment. At Dungog High School our highly committed staff demonstrate our core values of respect, responsibility and personal best in their teaching to ensure our students become successful learners and responsible global citizens.

New staff are provided with an induction process that is led by the School Administration Manager. This will allow new staff to familiarise themselves with the expectations of staff at Dungog High School and the systems we use.

Vision Statement

Creating an inclusive community for growth and learning.

Shared Beliefs and High Expectations

1. All staff will establish and maintain high expectations, standards and boundaries for students to encourage mutual respect and positive relationships in the classroom.
2. High expectations and early and ongoing intervention are essential.
All students can achieve high standards given the right time and the right support

Core Values

Dungog High School's three core values:

RESPECT:	Treating yourself and others in a considerate and caring manner.
RESPONSIBILITY:	Taking ownership of your actions and their outcomes.
PERSONAL BEST:	Trying your hardest to perform as well as you can.

Contact Details

Worimi Country
126 Eloiza Street, Dungog NSW 2420
Telephone: 02 4992 3022

School Hours: 9.00 am - 3.17 pm
Office Hours: 8.30 am - 3.30 pm

Website: dungog-h.schools.nsw.gov.au
Email: dungog-h.school@det.nsw.edu.au
Facebook: facebook.com/DungogHighSchool



Roles and Responsibilities

Principal

Organises, manages, and supervises the school. The Principal also represents the school in the community on many occasions. Parents and students who wish to discuss issues with the Principal can make an appointment through the front office.

Deputy Principals

Responsible for the efficient running of school operations and the general supervision of staff and students. They assist the Principal in the development of teaching programs and curriculum planning. They address and resolve matters relating to school discipline and the wellbeing of the students. Parents and students who wish to discuss issues with one of the Deputy Principals can make appointments through the front office.

Head Teacher Wellbeing

Assists the Principal and Deputy Principals in ensuring the wellbeing and safety of students and the implementation of whole school wellbeing programs.

Head Teacher Administration

Assists the Deputy Principals in the day-to-day management of the school. Responsibilities include management of the timetable and student subject selections.

Careers Adviser

Career planning and actively promotes career opportunities for young people. Career lessons are delivered by the Careers Adviser in Year 10. Available for advice and information to parents and students in other years. Coordinates work experience and NSW Education Standards Authority (NESA) entries.

Faculty Head Teachers

Plan and teach courses in specialised subject areas. They are responsible for all matters in their own subject areas including teaching and learning programs, excursions, setting and marking of examinations, placing of students in appropriate classes and assessing student progress. They are also responsible for assisting in school behaviour management particularly relating to their own subject area.

School Counsellor

Helps students with personal problems. Meets with students individually and organises small groups of students who are dealing with the same problem. The counsellor and chaplain are also available to assist parents in need. Students can complete a self-referral themselves (found in the student entrance of the office) or be referred by a member of staff or parent.



Learning Assistance Support Teachers (LASTs)

LASTs assist students experiencing difficulties in the key learning areas from Years 7-12. Information obtained from primary school record cards, discussions with Year 6 teachers and information supplied by parents/carers act as indicators in identifying 'educationally at-risk students'. Dungog High School supports facilitating the integration of students into mainstream learning experiences. Thereafter, assistance and support are given on a withdrawal and team-teaching basis. Withdrawal teaching involves withdrawing students from class for short periods for intensive learning. Team teaching involves collaborative consultation with class teachers in order to provide appropriate adjustments to programs for students. The support teacher also regularly monitors students' class and homework and maintains contact with parents/carers if there is an area of concern.

School Administrative Support Staff

Provide parents/carers and students with general information on school activities. Appointments to see the Principal and Deputy Principals should be made through the front office. Enquiries about uniform, leave passes, payment of monies and lost property should be directed to the front office.

Year Advisers

Year Advisers are the first contact for parents and students. They are available to assist the students in their year group with problems or concerns and will seek the appropriate support required. The Year Adviser also assists students with the selection of subjects and concerns with study. Students are encouraged to ask for help from the Year Adviser with any issues they may have.



Year 7
Jolene
Ninness



Year 8
Isaac Petersen



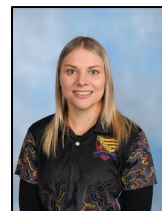
Year 9
Dan Allen



Year 10
Vanessa
van de
Scheur



Year 11
Tina Wheeler



Year 12
Kayla
Campbell



School Organisation

Timetable	
Roll Call & Period 1	9:00am – 9:57 am
Period 2	9:57am – 10:49am
Recess	10:49am -11:19am
Period 3	11:19am – 12:11 pm
Period 4	12:11pm – 1:03 pm
Lunch	1:03pm - 1:33 pm
Period 5	1:33pm – 2:25 pm
Period 6	2:25pm – 3:17 pm

Note

- Dungog High School runs a timetable over a two-week cycle
- Each period runs for 52 minutes
- Roll marking is held in Period 1 at 9am and the lesson will run for 57 minutes
- Some subjects may have 'double periods'
- There are two 30-minute breaks
- Assembly is held every second Tuesday, alternating with Pastoral Care in Period 4
- Sport is integrated into the student's timetable

Assembly

A whole school assembly occurs every second Tuesday during Period 4. All students on school premises during an assembly are expected to attend. Students are to attend their period 4 class for roll marking and then move quickly to the Multi-Purpose Centre (MPC) and line up with their year group. Students must pay attention to each speaker and no eating is permitted during assembly. If for any reason an assembly is postponed or cancelled, notification will be given. Students must demonstrate respectful behaviour at all year meetings, whole school assemblies and formal whole school ceremonies.

Communication

Contacting Teachers

The school is committed to working in a partnership with parents and carers to achieve the best educational outcomes for students. Teachers are always pleased to discuss issues parents wish to raise and will often initiate that dialogue. We encourage parents also to contact us if there are any concerns you have about your child's educational or social development at school.

However, teachers have a primary responsibility to teaching and to the learning experiences of their daily classes and so are not usually available if you arrive for an unscheduled interview.

The best procedure is to email or ring the school and ask for a scheduled phone call or personal interview. If the office staff cannot arrange this immediately the teacher will be able to contact you to arrange a mutually convenient time for further discussion. Alternatively, a note from you directly to the teacher concerned can also be the first step in a formal interview.



Parent Teacher Meetings

There are several meetings scheduled throughout the year. Please read Compass notifications, our newsletters and check our Facebook page to be aware of these dates. Attendance is a great way to connect and build relationships with staff.

Uniform

Dungog High School is a uniform school for all students. Uniform promotes a sense of belonging and creates a positive identity for the school community. Uniform also contributes to the personal safety of students.

The uniform can be purchased from Lowes Raymond Terrace.

Year Group	Uniform Description
Junior	• Yellow buttoned collared shirt with school logo • Yellow polo shirt with school logo • Plain white undershirt (optional) • School tartan skirt, grey drill shorts, (mid-thigh to knee length only) or trousers • Plain grey tailored shorts (mid-thigh to knee length), or dress pants • Maroon jumper, hoodie, rugby jersey with logo • Fully enclosed all black shoes, preferably leather (WHS requirement) • White/black/grey socks or black stockings • Religious attire
Senior	• White collared shirt with school logo and maroon piping • White polo shirt with school logo and maroon piping • Plain white undershirt (optional) • School tartan skirt, grey drill shorts, (mid-thigh to knee length only) or trousers • Maroon jumper, hoodie, rugby jersey with logo • Senior DHS branded jersey • Fully enclosed all black shoes, preferably leather (WHS requirement) • White/black/grey socks or black stockings • Maroon blazer (optional) • Religious attire
Shoes	• School shoes must be made of a sturdy material (preferably leather) • The shoe must cover the entire upper section of the foot to protect against falling objects or spilt liquids. • The shoe standard at DHS is completely black with limited brandings or logos.

Note: DHS branded black tights are the only acceptable tights for 2026



Students who present themselves to school **without the correct footwear will not be permitted** to participate in practical activities in Industrial Arts, Science, Agriculture, Food Technology and Textiles.

The shoe must be **COMPLETELY BLACK** (including sole and laces) with **LIMITED BRANDING OR LOGOS**.

Footwear is an important safety item. Good soles provide sound grip preventing accidents while leather uppers protect the foot from falling objects and chemicals. For the safety of all students the decision has been made that all students must wear BLACK LEATHER LIKE shoes. Sandals, open footwear, or high heels are not permitted.

Uniform Pass

We recognise that occasionally it is difficult for students to be in uniform. On these occasions, students need to bring a note from parents outlining any problems to their Period 1 Teacher.

Notes will not be accepted for long term out of uniform. If there are reasons for long term out of uniform, then the relevant Year Adviser should be contacted.

Students who are consistently out of uniform will need to meet with the Head Teacher Wellbeing to resolve the issue. If you require support to purchase uniform items, please contact the office to select an item from the clothing pool or apply for financial assistance.

Jewellery

Please keep jewellery to a minimum - no item that can cause damage to wearer or other students. Stud earrings or sleepers are safer than pendants which have led to torn earlobes. During PE lessons, no jewellery is allowed, except stud or sleeper earrings.

Sunsafe

Considering the Australian climate, a sensible hat is an optional item of uniform and is encouraged. Any hat worn should be plain and inexpensive as they are easily lost at school. Sunscreen is also available at school for the students use during sport and PE. If your child has sensitive skin, it would be wise if they bring their own sunscreen to school.

Please label all clothing and personal items with the student's name.



DUNGOG HIGH SCHOOL EXPECTATIONS

RESPECT

In The Classroom

- Put my hand up and wait quietly to speak
- Take my hat and hood off when I enter a classroom
- Be accepting of the opinions and contributions of others
- Keep my workspace tidy

In The Playground

- Take pride in yourself and others at DHS
- Give others personal space
- Speak politely and use appropriate language
- Own your behaviour

All Settings

- Be courteous
- Consider others
- Place rubbish in bins
- Share facilities fairly

RESPONSIBILITY

- Arrive on time to class
- Submit work on time
- Help create a positive environment for learning
- Engage in all learning activities
- Mobile phones and personal electronic devices switched off and out of sight

- Take care of tables, seating and bins
- Keep away from areas that are out of bounds
- Active playground areas are the front oval and basketball court
- Start walking to class when the bell goes

- Wear the school uniform with pride
- Follow staff directions
- Stay in designated areas
- Follow correct safety procedures

PERSONAL BEST

- Be productive
- Remain focused
- Strive for improvement
- Have all books and equipment required for class

- Report inappropriate behaviour
- Take care of your area
- Show good sportsmanship

- Show pride in the school
- Be kind, helpful and supportive of others
- Be resilient
- Attend school everyday



DUNGOG HIGH SCHOOL

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone. We teach and model the behaviours we value in our students. In NSW public school students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers, and community members
- Resolve conflict respectfully, calmly, and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol, or tobacco into our schools
- Not bully, harass, intimidate, or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing, and safety of all students in NSW Public Schools is a high priority for the Department of Education. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect	Safety	Engagement
• Treat one another with dignity • Speak and behave courteously • Cooperate with others • Develop positive and respectful relationships and think about the effect on relationships before acting • Value the interests, ability and culture of others • Dress appropriately by complying with the school uniform or dress code • Take care with property	• Model and follow departmental, school and/or class codes of behaviour and conduct • Negotiate and resolve conflict with empathy • Take personal responsibility for behaviour and actions • Care for self and others • Avoid dangerous behaviour and encourage others to avoid dangerous behaviour	• Attend school every day (unless legally excused) • Arrive at school and class on time • Be prepared for every lesson • Actively participate in learning • Aspire and strive to achieve the highest standards of learning

The Principal and school staff, using their professional judgement, are best placed to maintain discipline and provide safe, supportive and responsive learning environments.

For further information:

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents/behaviour-code-for-students>

Student Mobile Phone and Smart Watch Policy

1. As students enter the school grounds, they must have their phones turned off and in their school bag. Students have the option of borrowing a phone pouch to store their phone throughout the day.
2. Mobile phones must remain in school bags at all times, including during recess and lunch breaks. Phones are not permitted to be used to make purchases at the school canteen.
3. Mobile phones may be used after the last bell of the day.
4. The 'Students' Use of Mobile Phones in Schools Policy' also applies to excursions and sporting events unless otherwise determined by the principal.
5. Principals may allow students to use mobile phones in specific circumstances, such as a medical reason, or part of reasonable adjustment to enable students with specific needs to participate in education on the same basis as other students. An exemption letter will be required, and the information provided to school staff.
6. The student must take full responsibility for their property and 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.

Further non-compliance will be treated as a discipline issue:

FIRST INCIDENT: If a student is not compliant with the mobile phone policy, for example is caught using their phone or if it is seen out of their bag, the student will be required to place their mobile phone in a secure phone pouch for the remainder of the day. The pouch will be carried by the student. At the end of the school day, the pouch can be opened in a deputy principal's office. A Compass Chronicle entry will be completed, and parents contacted to inform them of the breach and explain school expectations around mobile phones at school.

SECOND INCIDENT: The student will be required to place their mobile phone in a secure phone pouch for the remainder of the day. The pouch will be carried by the student. At the end of the school day, the pouch can be opened in a deputy principal's office. A Compass Chronical entry will be completed, and a formal caution issued. Parents will be contacted to inform them of the subsequent breach and explain school expectations around continued mobile phone use at school.

SUBSEQUENT INCIDENTS: A suspension may be issued.

Anti-Bullying NSW Strategy

The NSW Anti-bullying Strategy brings together evidence-based resources and information to support NSW schools, parents and carers, and students to effectively prevent and respond to bullying.

Information on the current research can be found in the NSW Department of Education's literature review, **Anti-bullying interventions in schools - what works?**

Defining bullying

Bullying has three main features – it:

- involves a misuse of power in a relationship
 - is ongoing and repeated, and
 - involves behaviours that can cause harm.
- 

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying can have a lasting impact on everyone involved, including those who witness it. That is why it is important to work together to create safe school communities for everyone.

Some behaviours, while not bullying, are conflicts that still need to be addressed and resolved. Examples include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence

What can parents do if they suspect their child is being bullied?

- Do not directly approach any other student or their family.
- Contact the school and make an appointment to discuss the issue.
- Work with your child's school to solve the problem by establishing a plan for dealing with the current situation and future bullying incidents.

For more information and resources, visit the anti-bullying website:

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying>

No Contact Policy

The school's Welfare and Discipline policy articulates the shared values of Respect, Responsibility and Personal Best as the foundation for all interactions within our school community.

The No Contact policy simply states:

All students are to keep their hands to themselves. This is regardless of intention and personal perspective regarding the nature of the physical contact.

Refraining from physical contact with other students supports the values associated with Positive Behaviour for Learning of Respect, Responsibility and Personal Best.

To comply with the No Contact policy, students must:

- Keep their hands to themselves at all times – 'hands off' rule.
- Refrain from pushing, hitting, kicking or any other physical contact that constitutes an act of violence and/or aggression.
- Refrain from hugging, stroking/caressing or kissing other students.

By maintaining the personal space of each individual, the following is ensured:

1. Avoiding and preventing the development of violent exchanges, resulting in potential injury and consequent suspension.
2. Safer and more conscious movement around the school grounds including stairwells, corridors, classrooms and playgrounds.
3. A safer environment that focuses on the business of learning is further encouraged and secured.
4. Equity in the nature of student exchanges is fostered. Students who lack assertiveness will not be faced with the discomfort of their personal space being challenged. It reduces



the risk of sexual harassment. It reduces opportunities for exclusion through the selective visible expressions of affection for some students in preference of others.

5. A reduction in the exchange of bacteria and contagious illnesses, promoting sound hygiene practices when combined with regular and effective hand washing.
6. Positive communication is promoted with a reliance on language that 'builds up' the confidence of others rather than 'put-downs'.

Voluntary School and Course Contributions

Dungog High School receives some funds from the state and federal government; however, these funds are not always sufficient to provide students with consumables used in lessons. Our contributions are set well below the state average. Payments can be made by easy instalments throughout the year. Please contact our front office to discuss further.

Voluntary General Contributions for 2026 are:

Grade	1 st child	2 nd child	3 rd child	4 th child+
7-10	\$70	\$59.50	\$52.50	\$35
11-12	\$80	\$68	\$60	\$40

Subject Consumable Contributions

Some subjects use a considerable number of materials from which the individual students personally benefit. For example, Food Technology students experiment with recipes and Industrial Technology students take home items they make. These subjects go beyond the minimum requirements of the curriculum. Students should only select these electives if they are prepared to financially contribute for required materials.

Payments and Excursions

Payment of electives, excursions, etc. can be made at the school office by cash, cheque or EFTPOS, or via the Compass Parent Portal.

Financial Assistance

Parents may apply to the school for financial support if there is a difficulty in meeting costs. This is done through the Student Assistance Scheme and the Head Teacher Wellbeing will consider applications for the Student Assistance Scheme or payment plans can also be arranged. Please contact the front office for further assistance or you can find the form to complete on the school website.

Excursions

Periodically the school may take students on excursions for educational purposes. Before any student is permitted on such an excursion, a parent consent form MUST be completed by the parent/guardian along with any costs associated with the excursion by the due date. Consent and payments can be made on the Compass Parent Portal. Students who submitted their note and money late, have an unacceptable record of behaviour or are out of uniform may not be permitted to attend any non-compulsory excursions.



Compass Parent Portal

The Compass Parent Portal is a significant tool in the day-to-day management of your student's enrolment at Dungog High School. The Parent Portal provides parents with 24/7 access to important information about their child. It allows parents to advise the school about absences and any amendments to family details. Parents/carers of all new students will receive a letter giving details of how to register and access the portal.

Wellbeing

If students are experiencing difficulties in any area they can seek support from their Year Adviser, Head Teacher Wellbeing, School Counsellor or Chaplain, Girls and Boys Adviser, Careers Adviser, Learning and Support Teacher or the School Executive.

The Wellbeing team meets regularly to discuss policies and programs dealing with the wellbeing of all students in the school. Our school's student wellbeing policy is committed to the wellbeing of the whole school community and reflects our core values.

The wellbeing of the school community is a joint responsibility of the students, staff and parents and carers of Dungog High School.

Some programs relevant to Year 7 include:

Student Assistance Scheme – assistance is available for students in financial need. Contact the school office for more details.

Wellbeing Notifications - persistent low-level wellbeing concerns are passed to the Year Adviser by concerned teachers.

Policies and Procedures - the school has extensive Wellbeing Policies and Procedures. These documents can be found on our school website: <https://dungog-h.schools.nsw.gov.au/>.

Breakfast Club is available in the EWC for students who miss breakfast at home or who travel for long distances on the bus each morning. This is a healthy and friendly club to help students begin each day positively. Students who do not respect the rules of this club will be asked to leave.

Engagement and Wellbeing Centre (EWC) is a designated space for exploring topics of interest and importance to young people. Secondary students can find resources to enhance their understanding of how they can develop skills to build their own sense of wellbeing and to contribute to the wellbeing and safety of the whole school community. Wellbeing improves students' academic performance, behavior, social integration, and satisfaction. Wellbeing improves teachers' ability to interact with students, teach concepts, face challenges, and avoid burnout.

Please feel free to contact the school either through the Head Teacher Wellbeing, Year Advisers, or Deputy Principals if you have any problems which you feel may affect the wellbeing of your child.



Enrolment and Attendance

Enrolment

Every child is entitled to be enrolled at the government school that is designated for the intake area within which the child's home is situated and that the child is eligible to attend.

Year 7

Parents should complete the Expression of Interest provided by their primary school. Parents will then be sent an invitation to enroll online at Dungog High School.

Years 8 – 12

Parents of students in Years 8 to 12 should contact the high school to discuss your child's potential enrolment and required procedures, including a possible risk assessment.

During the enrolment process, please advise the Deputy Principal of any special circumstances, allergies, health or medical conditions affecting the student.

Attendance

Regular attendance at school is essential for students to achieve quality life outcomes. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Attendance is compulsory at all timetabled lessons. The roll is marked every lesson. Truancies from class are reported and will be followed up. Parents/carers will be notified where truancy is a concern, and appropriate steps taken. Students must move promptly to their class when the bell rings. Students will be recorded as 'partial truancy late' if they arrive to class after the roll has been marked. Any student out of class during lessons must have a note from the teacher (except for Year 11 and 12 study periods). Students in Years 10, 11 and 12 with poor attendance will be issued with Course Warning Letters for not having satisfied requirements and for inability to meet course outcomes.

Absences

Regular attendance at school is essential to assist students to maximise their potential. Parents will receive an SMS in the morning notifying if their child is absent during roll call.

When a student is absent for three or more days without an explanation the school will contact the parent by phone, letter, or email requesting the reason for the absence. This is done to assist parents and to ensure that problems do not arise. All absences are shown on school reports.

It is important to explain student absences. Parents/carers are required to respond within seven days of the first day of absence with an explanation. If it is an extended absence, please keep the school informed. Explanations can be via the Compass Parent Portal, a written note, email or phone call by parent/carer. If a note/email is sent to the school, it should include - student's full name, year and date(s) and reason(s) for the absence(s) and signed by the parent/carer.

Parents will receive a letter from the school if attendance falls below 85%. Year Advisers will also make contact to check on the student and provide support to improve attendance.

Late Arrivals

When a student arrives at school late, the student is to report to the office. A note from their parents with explanation of lateness should also be produced on arrival. No student will be admitted to class without a late pass from the office.



Home School Liaison Officer (HSLO)

Students who remain below 85% attendance will be referred to the HSLO for further action. This may involve a school meeting, Secretary's Compulsory Schooling Conference at Maitland Office or further action.

Partial Day Passes

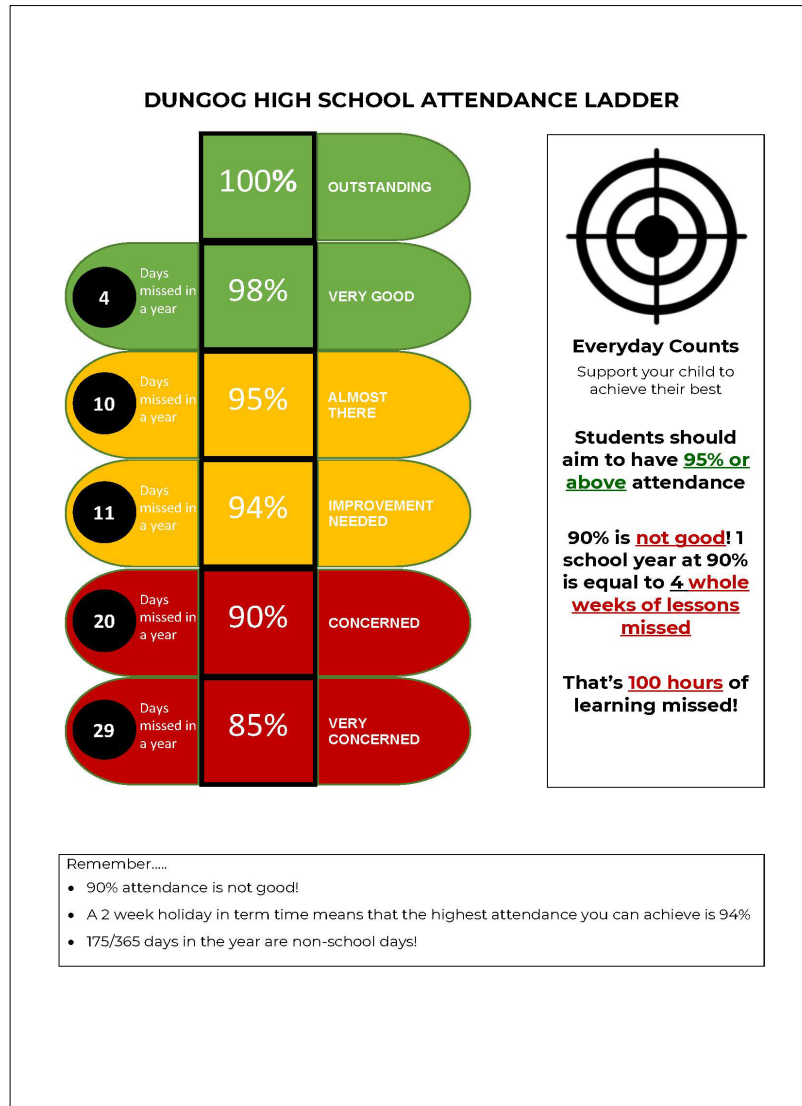
If students need to leave school early, parents are required to provide a note or email that includes the student's full name, year and roll class, the reason for leaving school grounds, and whether the student will be returning. These notes should be submitted to the front office or sent via email to dungog-h.school@det.nsw.edu.au. An early leave pass will be issued to the student, granting permission to leave class at the specified time. Students must then sign out at the office before leaving the school premises. Students returning to school are required to check in at the front office to have their return time recorded. Please note that students are not permitted to loiter or visit friends' homes or shops during this time.

Change of Details

To keep our records accurate, **it is important to let the school know if any of your contact details have changed.** This includes: your daytime telephone number; your home/mailling address; your family structure; email address. The school should also be notified of any changes to a student's medical details.

It is very important to keep these details up to date in case of an emergency. Please contact the school office immediately if you need to advise of any changes, and complete the change of details form provided at the front office.





Toilet use and Attendance

Supporting Student Learning: Managing Toilet Use During Class

At our school, we want to ensure every minute of class time counts towards your child's learning and engagement. To help with this, we encourage students to use break times for activities like going to the toilet whenever possible. This helps minimise interruptions during lessons and allows all students to benefit from focused teaching time.

Why this matters:

- It maximises learning time and helps students stay engaged.
- It encourages responsible use of break times.
- It ensures staff can supervise students effectively during breaks.
- It helps prepare students for future workplaces where breaks are scheduled.

Special arrangements are in place for students with health needs:

If your child has a long-term health issue, they can have a permanent pass to use the toilet as needed. For short-term or emergency health needs, temporary passes can be arranged through the school.

If your child occasionally forgets to use breaks for toilet visits, staff will support them with one-off passes while encouraging good habits.

Thank you for your support in helping us create the best learning environment for all students.

If you have any questions, please contact the school office.

Learning and Support Team

Learning and Support Teacher (LaST) assistance is available to help all staff with those children in mainstream classes experiencing obstacles in areas of learning. Staff provide support to students as advised by the Disability Standards for Education. Staff differentiate and adjust lessons, assessment tasks and exams to ensure all students with additional needs can access content on the same basis as every other student.

The LaST:

- assists in identification and assessment of students with difficulties.
- consults with staff and parents to plan appropriate programs and strategies
- works with classroom teachers in assisting and encouraging under achievers.
- implements programs, both inside and outside the school curriculum designed to assist all students to reach a functional level of numeracy and literacy.

School Learning Support Officers (SLSOs) are an integral part of the Learning and Support Team, providing in class support and assistance for students with learning difficulties. They may work with the whole class, small groups or with individual students based on specific needs.

Hearing and Vision Itinerant Support Teachers provide specialised support to students with hearing and vision needs, in and out of the classroom. Itinerant support teachers (hearing or vision) work in a multi-disciplinary team with students, parents and carers, school learning and support teams and other professionals. They may carry out student assessments, take part in review meetings, support school staff in making teaching and learning adjustments and provide professional learning for school staff.

Learning and Support Team (LST)

Dungog High School LST meets regularly to provide support for students experiencing difficulties. This team consists of Deputy Principals, Head Teacher Wellbeing, Year Advisers, School Counsellor, Boys and Girls Advisers, Learning and Support Teachers.

Learning and Support Team Notifications and Referrals

Academic concerns are passed on to the LST by concerned teachers, the Year Adviser or parents.

Personalised Learning and Support Plans (PLSP)

Each year we are required to complete the National Consistent Collection of Data (NCCD) for all students with additional learning and support needs. 's PLSPs will be updated by staff and mailed to parents at the end of Term 1. Parents can request a meeting from Term 2 to discuss their students' needs and make any required adjustments.

Inclusion and Support Faculty

Dungog High School is very proud to have five Multi-Categorical Inclusion and Support classes.

Specialist support classes in regular schools have fewer students than regular classes. Class sizes depend on the class type and, in some cases, the students' additional learning and support needs.



Every specialist class has a teacher and a school learning support officer. Class teachers – in consultation with parents and carers and allied health professionals, where appropriate – are responsible for planning personalised learning and support for each student.

Students in specialist support classes have the opportunity to participate in the school and community activities their school offers, on the same basis as students in regular classes.

For students enrolled in specialist classes in regular schools, there is the flexibility for them to undertake some of their learning in other regular classes in the same school. This is largely dependent upon the resources available and the personalised learning and support needs of the students.

General Student Information

Sickness at School

There are sick bays for students situated in the front office and are available for use by students who:

- have sustained a minor injury at school
- have been referred by a teacher and given a note to hand to office staff
- students report to the front office where relevant details are collected. If necessary, parents will be contacted. **Students are not to phone parents requesting they collect them.**
- students remain in the sick bay whilst waiting to be collected by parents or a designated contact person. **Students will not be allowed to go home unless parent or emergency contact person on our records is available for them.**
- if there are any doubts or concerns about a student's condition, the ambulance will be contacted and, if advised to do so, the school will place the student in their care to be taken to the hospital. Every attempt will be made to contact parents or the student's designated emergency contact.
- If student injury/illness is obvious the teacher on duty will contact an ambulance directly in order to pass on all relevant information about the student's symptoms and/or incident.

Accidents

In the event of accidents, the incident should be reported immediately to the nearest teacher. Parents/carers of students who have sustained a significant injury (for example to the head, eyes or back) will be contacted at the earliest opportunity. These students will generally not return to class but will be kept in the front office area until they can be collected.

Lost Property

Any articles found, which are obviously lost should be taken to the Administration Office. Also, if you lose articles you should inquire about them at the office. If all items belonging to a student are marked with their name, it is easy to have them returned. It is expensive to replace uniform, shoes, calculators, etc. so please ensure all items are labelled with student's name.

Valuable articles and money should not be left unattended in bags in the playground. If you have any such items which you may not be able to look after whilst at PE or sport, please leave them with a teacher or at the office for safe keeping.



Mathematic Tutoring (Room N1)

This is available for students requiring mathematics assistance every lunchtime. Please see the Maths staff for more information.

Health Care Procedures and Medication

If your child has a health condition which may require support, including the need to have prescribed medication administered during school hours or at a school event such as an overnight excursion, please contact the school to discuss your child's needs. While the main role of the school is to provide education, we want to work with you to keep your child healthy and safe at school. Staff will be advised of students with medical conditions.

An individual health care plan must be developed for students who have;

- severe asthma, Type 1 Diabetes, Epilepsy, or Anaphylaxis
- any student who is diagnosed as having a condition that may require an emergency response

The Principal is responsible for assessing, in consultation with appropriate school staff, the parent/carer and the medical practitioner, how the school will meet the health care needs of the student. Plans will be reviewed at the beginning of each year. Parents will be asked to update plans with any changes.

Non-prescribed medications

In general, schools do not administer medication which has not been specifically requested by a medical practitioner as part of a negotiated Health Care Plan, including but not limited to over-the-counter pain medications. Students bringing medication from home must provide the front office with a note with appropriate parental consent.

Enrolling a student with a Medical Condition

As part of the enrolment process parents will have completed medical details and health conditions regarding their child. **If this has not been done or if there have been changes in your child's medical condition recently**, please contact the school to enable us to update your child's medical information.

Anaphylaxis

Anaphylaxis is a severe and sometimes sudden allergic reaction to an allergen. Anaphylaxis is potentially life threatening and always requires an emergency response. Students who identify with Anaphylaxis must have an ASCIA plan, in colour and with a current student photo. The plan must be completed by a doctor and is required to be updated every 12 months. Students are expected to always carry their own EpiPen. Regular checks will be conducted to ensure students are carrying their EpiPen and we will record expiry dates.

Parents and Citizens Association and Canteen

Dungog High School P & C is an association of parents and citizens with an interest in the education of all students attending the High School. At its Annual General Meeting each March its members elect a president, a vice-president, a secretary, a treasurer, patrons, an auditor and a solicitor.

The P & C meets in the Library or front office at 5pm on the third and seventh week of each term.



A welcome is extended to all parents to join the P & C. It is a worthwhile way of becoming involved in the school and giving support to your children.

Canteen

The Canteen Committee would like to welcome you to Dungog High School. The Canteen has two part-time supervisors with volunteers who come in each day on a roster basis. We need four volunteers each day to fill the roster. **If you can assist in the Canteen, would you please complete the form at the back of this handbook and return it as soon as possible** - we would like as many names as possible. As the Canteen is run on a cafeteria style basis, parents who prefer not to handle money can assist with food preparation only.

We provide students with healthy nutritious lunches at a reasonable price and your patronage benefits the school. Students are encouraged to order their lunch at the beginning of the day to ensure they are guaranteed our specialty dishes of the day. Students can pay with cash or EFTPOS.

Transport

School Student Transport Scheme

All High School students that reside outside a 2km radius from the school are eligible for free transport. Students wishing to apply for free travel need to apply online at the Transport for NSW web site (<https://transportnsw.info/tickets-opal/ticket-eligibility-concessions/school-student-travel>) and fill out the SSTS subsidised travel form for each bus company you will be using.

Parents will need to contact the bus operator to obtain pick up and drop off times and bus stop locations. Any new bus stops need to undergo a risk assessment and obtain approval from the relevant council. This can take some months so we would advise you do this ASAP. If your stop has not been approved before you are wishing to start you will need to make arrangements to get to the closest approved bus stop. The bus company can tell you where that would be.

Bus companies are responsible for the behaviour of students while they are on the bus and have their own discipline system. In some instances, the school may be notified and further action may be taken. Students may be suspended from bus travel, by the bus company, if their behaviour is unsatisfactory.

Traveling with Provisional Licence Students

Parents are advised not to permit their son or daughter to travel to or from school in a vehicle that is not driven by an adult. The dangers of being transported by relatively inexperienced student drivers are obvious. Where an occasion arises when a student will be transported by another student, it would be appreciated if a note could be provided to the Deputy Principal indicating that this arrangement has parental approval.

Bus Bay Procedures

Students who are on the first buses line up at the appropriate gate. Students on all other buses are to line up at their bus sign on the basketball courts and wait until their turn to line up at gates.

- LINQ Bus Lines: Lower end of the bus bay area – Paterson, Vacy, Martins Creek, Hilldale.
- Sheltons Buses: Top end, with three bays numbered from the closest to the exits as Bay 1



School Drive Subsidy

Students are eligible if:

- they are a resident of NSW or an overseas student who is eligible for free government education
- from their home address:
 - The distance to school exceeds 2 km (straight line distance) or 2.9 km walking distance, and
 - The distance to the nearest transport pick up point (where available) exceeds 2 km (straight line distance) or is at least 2.9 km walking distance.

Where public transport is available at the prescribed minimum distance from home, eligible students may also be eligible for a free school travel pass under the School Student Transport Scheme. Details are given during the application process for the School Drive Subsidy scheme. For more information: <https://transportnsw.info/tickets-opal/ticket-eligibility-concessions/school-student-travel>

You can also apply for a Travel Pass by going to Shelton's Bus Service website <https://www.sheltonsbus.com.au/>

Library

The Library has been designed to be a flexible, future-focused learning environment, integrating advanced technology and promoting connection, collaboration and inclusion. The Library houses a variety of resources including laptops, books, robotics, circuitry, Lego, 3D printers, a laser cutter, a vacuum former, drones, VR equipment and more.

The Library is open for student use before school, at recess and at lunch. Teachers can book the distinct Library zones for class lessons.

There are three key staff available to help you in The Library, our fulltime Teacher Librarian, our e-Learning Coordinator, and our Library School Administration Officer.

With future focused learning and digital literacies, we have not forgotten that the simple pleasure of reading is discovered in the Library. To this end we have gone to great lengths to make our book area easily accessible and inviting and we encourage students to browse and borrow books during break times.

More information about using the Library will be provided during Library lessons for all Year 7 students during Term 1.



Homework

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.

(The amount of time will depend on age and the child's concentration span. It does not need to be long at first, begin with 20 minutes, but should increase over the years.

Dungog High School Leadership Team

School Presidents, Vice Presidents, and Prefects

These students are the leaders of the student body at Dungog High School. They are the chief student ambassadors of the school. As such, they set and uphold standards for all students. All students should respect them and cooperate with them in their work. Students can speak to the leaders about any concerns they have. The Leadership Team meet with the Senior Executive every Tuesday to discuss current issues within the school.

Presidents	Vice Presidents	Prefects
Chase Hoffman Charli Jackson	Baxta Brown Seth Pritchard	George Black Lily Shelton-Jones

Student Representative Council (SRC)

Mr Peterson and Ms Williams are the SRC Coordinators. The council meets regularly to discuss issues of importance to students.

The role of the SRC is one of leadership. Students are encouraged to initiate and take part in whole school activities aimed at motivating other students. SRC also spends time organising fun days, charity collections and other activities aimed at enhancing the lives of students at Dungog High School.

Aboriginal Education

Dungog High School offers many opportunities for Aboriginal and Torres Strait Islander students with a key focus on improving student academic outcomes while also providing a caring and supportive environment.

Our Aboriginal Education Officer - Kara Clements is available to support students in a variety of ways and is at school 5 days a week.

We have a Culture Room which is situated in the center of the school. It is a room for everyone regardless of cultural background and everyone is welcome. The room will primarily support Aboriginal Education and the programs that run within the school to support closing the gap initiatives and cultural lessons. The room will be a place for students to receive one on one support or small group activities with Kara or a teacher. The room will provide important resources students may not have at home such laptops and internet access. We provide an environment to support student's education while also giving them a sense of belonging and cultural connection.



Dungog High School also has a strong Junior Aboriginal Education Consultative Group which empowers Aboriginal and Torres Strait Islander students to take an active role in school decision making alongside the SRC. Giving students a voice with matters that affect their education.

Dungog High School also has a strong connection with Murrook Cultural Centre and the Manning Regional AECG. They provide regular workshops for our students to ensure they are culturally connected, and students have opportunities to attend on country experiences.

Sport

Sport is compulsory. Students in Years 7 to 10 will participate in four periods of sport per fortnight which will be built into their timetables. If participation is not possible or needs to be limited, a note from home should be given to this teacher at the start of the sport period.

Carnivals

There are three annual sports carnivals, Swimming, Athletics and Cross Country. All students are expected to attend these events, with the chance to earn points for their sport house.

Sport Houses at Dungog High School

Murray, Robinson and Nicholson were the three original houses. They were formed in 1954 when the numbers at Dungog Central Secondary School became too large for the small school's carnival. Fitzgerald was added later. Student houses are based on surnames.

Fitzgerald was named after Raymond Fitzgerald who was the local member of the State Parliament for many years. Helped in making deputations with P&C and CWA to government for the establishment of secondary classes at Dungog in 1951. House colour: Yellow. Surnames A-E

Murray was named after John E Murray who was Headmaster of Dungog Primary School from 1940 until his retirement in 1953. During his time as Headmaster secondary education began at Dungog. House colour: Red Surnames F-K

Nicholson was named after Maree Nicholson who was the first pupil of Dungog Central School to sit for and pass the Intermediate Certificate. House colour: Blue. Surnames L-Q

Robinson was named after Frank Robinson who was P & C President for 27 years and was one of the forces behind having secondary classes begin at Dungog in 1951. He was also a Mayor of the Shire. House colour: Green. Surnames R-Z

School Newsletter

A newsletter, with information about current and upcoming school events, is available to parents and students on a regular basis. The school newsletter is published digitally monthly and can be accessed on Facebook, the Dungog High School website and will be emailed to parents.



Technology

Dungog High School recognises the importance of equipping students with the technology skills they need to be successful in the future

At our school, technology is an integral part of learning. Students in Years 7 and 8 have access to school computer banks, which teachers book as needed. While these students are encouraged and supported to bring their own laptops, it is not mandatory. Students in Years 9 to 12 are expected to bring a personal laptop to school each day (BYOD). To support this initiative, the school offers a laptop loan program for students in Years 9-12.

We use the Office 365 digital learning platform, which is freely available to all NSW public school students. Students do not need additional software for their schoolwork. Class materials are often distributed through Microsoft Teams which is accessible via the student portal. MS Teams can be used on any internet-connected device, enabling flexible, anytime, anywhere learning. Further information about accessing learning from home can be found on the technology page of the Dungog High School Website.



Bring your own device (BYOD)

At Dungog High we believe technology is an increasingly important part of an effective learning environment. We encourage students to bring their own personal laptop to use in the classroom.

The advantages and benefits of BYOD

Higher student engagement

Seamless learning between school and home. Streamlining communication, reducing lost work and increasing visibility for parents/carers of their child's learning.



Career-ready skills

When students bring their own device they will refine their basic computer skills and digital literacy on a daily basis, preparing students to take on more complex tasks and responsibilities of a modern work environment.



Anywhere, anytime learning

With personal devices in the classroom students can access their learning digitally, at school or at home. This fosters independent learning, organisational skills and an ability to express themselves creatively.



Personalised learning

Using their own personal device students can access differentiated learning to meet their own personal needs, including the ability to utilise assistive technologies such as screen readers.



Canteen Menu

Canteen Menu

Hot Food

Garlic Bread	2.80
Lean Sausage Roll	4.20
Lean Spinach & Ricotta Roll	4.40
Beef Party Pie- Low Fat	2.80
Cheese Melt (Recess)	2.20
Ham & Cheese Melt (Recess)	3.30
Potato Wedges	4.20
Potato Scallop	1.50
Chicken Goujons (6)	4.20
Chicken Wedges (5)	5.30
Lasagne	4.90
Bacon/Egg Roll	5.60
Bacon/Lettuce/Tomato Roll	5.60
Chicken Burger/Lettuce/Mayo	6.60
Chicken Burger with Bacon	7.90
Chicken Caesar Burger	7.90
Sweet Chilli Chicken Burger	6.60
Cheeseburger	5.60
Hamburger	6.90
Noodles- Beef or Chicken	3.00
Honey Chicken/Fried Rice ^{special day}	5.60

Toasted Wraps

Teriyaki Chicken & Cheese	5.30
Butter Chicken & Cheese	5.30
Chicken & Cheese	4.20
Ham & Cheese	4.20
Spinach, Feta, Sundried Tomato	5.30
Taco Mince & Cheese	5.30

Sushi

Chicken x 2 pieces	3.70
Teriyaki Chicken x 2 pieces	3.70

Salads

Chicken Caesar Salad	5.80
Garden Salad	4.20
Gourmet Garden Salad	5.80
*Add chicken	1.50

Toasted Sandwiches

Chicken & Cheese	5.30
Ham & Cheese	5.30
Ham, Tomato & Cheese	5.30

Sandwiches

Egg/Lettuce	5.30
Curried Egg/Lettuce	5.30
Salad	5.30
Ham/Cheese/Tomato	5.30
Chicken/Lettuce/Mayo	5.30
Salad & Meat (Chicken or Ham)	5.80

Wraps

Flame Grilled Chicken	6.90
Chicken, Lettuce, Tomato, Cheese, Mayo	
Chicken Schnitzel	6.90
Chicken, Lettuce, Cheese, Capsicum, Carrot, Mayo	
Chicken Caesar	6.90
Chicken, Ham, Cheese, Lettuce, Caesar Dressing	
Taco	6.90
Taco Mince, Sour Cream, Lettuce, Cheese, Salsa	
Ham & Salad	6.90
Small Wrap — varieties of above)	4.50

Rolls

Salad	6.40
Meat/Salad (Chicken or Ham)	6.90

Snacks

Fruit Salad	4.80
Diced Fruit- plain	3.60
Red Rock Sea Salt Chips	1.80
Grainwaves	1.80
Blueberry or Choc Muffin (low fat)	3.60
Custard Tub	1.50
Chocolate Mousse	1.50
Fruit Yoghurt	2.80
Frozen Juice Cups	1.50
Frozen Snap Stix	1.50
Frozen Yoghurt	2.80
Paddlepop	2.80

Drinks

Water	2.70
Plain Milk 600ml	2.80
Flavoured Milk 300-500ml	3.50-4.60
Fruit Juice 250ml	3.20
Chill Aloe Juice	4.20
Liptons Iced Tea	4.70
Juice Bomb	3.60
Hot Chocolate	2.20

YEAR 7 SUPPLEMENT

2026



Dates to Remember

Year 7 Orientation Day

Tuesday 2 December 2025

- Primary students get to know the school and its routines by interacting with current staff and students.
- Stationery packs containing the books and stationery needed to begin Year 7 will be available to purchase online through Stuart & Dunn (details on how to order will be emailed to parents). Stationery can also be purchased at retailers such as Officeworks and Big W.
- Uniforms are available to purchase from Lowes at Raymond Terrace.

Day 1 for Year 7

Monday 2 February, 2026

Meet at the Multi-Purpose Centre for Assembly and roll marking.

- A settling in day with some lessons and peer support activities.

General Information

Homework and Study

Coping with homework is one of the major adjustments that Year 7 students have to make when they reach high school. Having different teachers for different subjects can mean several homework tasks are set for any one particular night. Homework and study are necessary to reinforce the material that is taught at school. A supportive home environment is also essential for successful learning.

Year 7 students will be given classes on how to study and complete homework successfully. Also helpful, will be the information sheets for parents and students that are included in this booklet. Students are encouraged to use diaries to keep track of homework, assessments, timetable and important dates.

Parental Involvement

Parental involvement in school life is essential and is fostered in several ways at Dungog High School. On certain occasions, parents are invited to attend school for specific reasons, such as Parent/Teacher Nights. Parents are also needed as volunteers to assist in the canteen and the P&C hold regular meetings which any parent may attend. Finally, parents will be contacted by the school if there are concerns about their child's progress and/or wellbeing. Parents are welcome to make appointments with any teacher to discuss their child's progress. Please contact the front office by phone or through the school email. Teachers are on class most of the time, so a message will be taken, and staff will do their best to return your call in a timely manner which may take a number of days, we appreciate your patience.

Year 7 Reports

Year 7, as with the rest of the school, are given two reports every year. These are issued at the end of Semester 1 (Term 2) and at the end of Semester 2 (Term 4).



Faculty Information

Standard equipment which will be expected for each class:

- blue, black and red pens
- glue stick
- eraser
- workbook necessary for specific subject
- coloured pencils
- ruler
- pencil
- pencil

Complete book packs can be ordered online and home delivered from Stuart & Dunn – details on how to order will be emailed to parents.

Subjects in Year 7

In Year 7 and 8, you are lucky enough to experience most subjects offered at High School. In Year 9 and 10 students can select 2 elective courses.

The subjects you will study are:

English	
Mathematics	
Science	
HSIE	Geography and History
Technology & Applied Science (TAS)	Digital Technologies, Engineered Systems, Food/Agriculture, Materials Technology
Modern Languages	German
CAPA	Music
PDHPE	
Library	
SRE	Religion, non-religion
Sport	

Class Placement

In order to organise Year 7 classes, we work closely with our partner primary schools to get a clear picture of each student's overall ability. Primary schools indicate each student's ability and skill level, based on a number of criteria.



ENGLISH

All students in Year 7 will complete the course as specified in the N.S.W. English syllabus. Students will be encouraged to use, understand, appreciate, evaluate and enjoy a range of texts and be encouraged to shape meaning in ways that are personal, imaginative, interpretive and critical.

Through responding to and composing a wide range of texts and through the close study of texts, students will develop their reading, writing, listening, speaking, viewing and representing skills. More basic skills will be addressed where appropriate and remedial assistance will be available as needed.

ASSESSMENT: Students will be assessed as they learn new skills in an informal manner and will be given opportunities to improve their own work through the editing process. At the end of each unit of study, students will be assessed against the outcomes taught. This data will be used to determine class placement in Year 8.

HOMEWORK: Students will be expected to read every night for at least 15 minutes. The individual class teacher may also set assignments for students which will be set as homework.

EQUIPMENT: Each student must have one exercise book for each term, a blue or black pen, a red pen and a ruler for margins.

MATHEMATICS

THE COURSE: All students follow the same course as specified in the N.S.W. syllabus. Students will undertake a course of study that covers areas of Mathematics involving Working Mathematically, Number and Algebra, Measurement and Geometry and Statistics and Probability. As students enter High School with a very wide range of performance in Mathematics, the depth of study in each topic will vary among students.

Students may be provided with a textbook (if they purchase a textbook cover) or digital copy. Students are encouraged to enter the Australian Mathematics Competition.

ASSESSMENT: At faculty level assessment is carried out by means of regular common tests and/or assignments.

The results of all the common tests produce the half-yearly and yearly assessments. Class placement for Year 8 comes from whole years' work, with the common assessment used as a moderator.

HOMEWORK: Homework is set on a regular basis and the individual class teacher decides whether frequent nightly homework, longer assignments, or a combination of the two is appropriate to the particular class.

STUDY/REVISION: Students are encouraged to carry out at home study/ revision. This is different from homework but is extremely important and allows students to reach their full potential.

EQUIPMENT: Each student should bring an exercise book (possibly two if the teacher requests), ruler and writing equipment, together with the textbook, if issued, to each lesson. The recommended exercise book would contain 150 pages or more and could be a grid book - that is, the pages are printed with a 5mm grid instead of being lined.



In addition, at appropriate times during the year the students would be expected to bring geometrical instruments - pencil, eraser, compass, setsquare and protractor. Calculators will be used during the end of Year 7 and are available from the school office for \$35 (current price).

SCIENCE

There is no doubt that Science has made a tremendous impact upon our lives, both as individuals and as members of society. To cope with an ever-increasing bank of knowledge, ideas, and technological change, it is important that people develop certain skills, attitudes and an awareness of the relationship between science and society.

In this course, Science is not regarded simply as a store of facts, principles and laws, but also as a process - a process that is one way of 'finding out' about our world.

In studying Science at school, you not only learn about what others have discovered but also understand how scientists go about their work.

Emphasis is placed upon the development of basic science skills including:

- making accurate observations
- manipulation of equipment
- recording of data
- working individually and in teams
- recalling information
- problem solving, etc.

During the course, both practical and theory work will be assessed. These marks will be used to determine class placements in Year 8. Homework assignments will be given on a regular basis.

EQUIPMENT: one exercise book, blue or black pen, a calculator, a ruler and lead pencil, in a pencil case, and leather shoes (or with a sturdy upper) for lab work.

HUMAN SOCIETY & ITS ENVIRONMENT (HSIE)

In Year 7 all students will study one semester (two terms) of History and one semester of Geography.

Students will cover the following topics during Year 7: The Ancient World

- Investigating the Ancient World
- The Mediterranean World: Egypt (Depth Study)
- The Asian World: China (Depth Study)

In Geography, students will cover the following topics:

- Landscapes and Landforms
- Place and Liveability

Equipment: One exercise book; coloured pencils; a blue, black and red pen; a ruler; a lead pencil.



PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

The PDHPE course is a compulsory subject for Year 7 students. It is allocated four periods per fortnight in Year 7. This will be made up of theoretical and practical classes, during which students will develop their knowledge, understanding, skills, values and attitudes required to support and advocate for the health and wellbeing of themselves and their community.

EQUIPMENT:

Theoretical lessons: 96-page exercise book and pencil case (minimum expectations: blue or black pens, red pens, and lead pencil).

Practical lessons: Appropriate footwear is needed for practical lesson. Students can wear their sports uniform on scheduled practical days.

UNIFORM: Runners are advised for practical lessons.

CHEWING GUM: This is not allowed at school as it can be life-threatening if inhaled.

ILLNESS: We understand that students may not be able to participate in PE occasionally, due to illness or injury. Students need to provide a note from a parent/carer at the start of the practical period if participation needs to be modified, a duration period should be stated if it is to cover more than a single period. In the case of ongoing medical issues, which will exclude or limit participation for an extended time, documented evidence should be given to the teacher at the commencement of the school year (or as the issue arises). If a student is unable to participate in a practical lesson, they will be given a modified or alternate task, providing them with the opportunity to still meet course outcomes.

ASTHMA: Asthma sufferers should carry their inhalers to PE lessons and follow their individualised asthma plan, provided by their GP. Asthma management plans should be provided to the front office at the start of Year 7 (or when provided by the GP).

ANAPHYLAXIS: If a student has an EpiPen they carry with them they should bring this to all lessons.

SUN PROTECTION: Practical lessons are often outdoors, we encourage students to wear sunscreen, a hat (and sunglasses if appropriate for the activity). Sunscreen can be provided to the students on their request.

MODERN LANGUAGES

The study of a modern language is compulsory for students in Year 7. The study of modern languages fosters intercultural awareness; deepening their understanding of culture and identity, and broadening student's horizons.

Students will learn language structures and experience the culture through film, music, literature and food. Students learn to speak, write and read about information relating to themselves, their families and their worlds, and are encouraged to continue their German study at home through the use of the Education Perfect program and other applications.

Assessment: Throughout the year students' complete tasks which allow them to demonstrate their ability to understand and communicate in the taught language, with periodic informal testing to guide their learning.



Equipment: Students must have one A4 sized exercise book, a black or blue pen, a red pen, a ruler and coloured pencils.

TECHNOLOGY

MANDATORY 7-8

Context	Indicative Hours	Technology Mandatory Years 7- 8
Digital Technologies	50	Design and Production
Agriculture and Food Technologies	150	Agriculture and Food Technologies
Engineered Systems		Digital Technologies
Material Technologies		Engineered Systems
		Material Technologies

- All four-technology context areas must be delivered in years 7-8.
- At least four design projects must be produced across Years 7-8, one for each of the four contexts.
- At least four design and production folios must be developed across Years 7 – 8.
- Technology contexts may be repeated.

By the end of Stage 4, students explore problems and opportunities considering functional, economic, environmental, social, technical and/or usability constraints. They investigate, select, justify and safely use a range of tools, materials, components, equipment and processes to develop, test and communicate design ideas using appropriate technical terms and technologies. Students plan, manage and evaluate the production of design solutions. They develop thinking skills to communicate the development of digital and non-digital solutions.

Agriculture and Food Technology

The Agriculture and Food Technologies context integrates content from agriculture (food and fiber production) and food technologies to enable delivery with consideration of the school context and available resources.

Digital Technologies

The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and decompose real-world problems, and implement and evaluate digital solutions. Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey.

Engineered Systems

The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines and structures. Students are provided with opportunities to experiment and develop prototypes to test their solutions. They understand how forces and the properties of materials affect the behaviour and performance of engineered systems, machines and structures. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions.



Materials Technology

The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities.

The Material Technologies context can include but is not limited to electronics, graphics, metals, multimedia, polymers, textiles, timber.

EQUIPMENT: A4 lined paper, A4 display folder, manila folder, glue stick, HB pencils, coloured pencils, pens, eraser, 300 mm rule.

Subject contributions are applicable for Technology and Applied Science classes.

CREATIVE & PERFORMING ARTS (CAPA)

Students will study Music in Year 7 and Visual Arts and Drama in Year 8.

Music

The aim of music is to increase the aural awareness, understanding and appreciation of differing styles of Music. In turn this allows students to respond to music in an individual way and increase their enjoyment of Music.

Music in year 7 consists of performance, listening, research and creativity. Performance of simple songs with accompaniments, some of which are written by the students themselves. We also sing for fun from 'folk' to 'top 40'. Graphic scores and workshops are also performed.

Performance: The focus of this course is performance. This will range from simple melody work on keyboards/guitar/voice as well as extension work for students who show interest and are gifted and talented.

Listening is for aural awareness of different musical cultures - the orchestra and its instruments, the way instruments are used, and the way music is put together.

Research covers all the written areas of the course, including the orchestra and instruments used in other musical styles. We also look at Australian, Aboriginal and folk music.

Creativity is a major part of the music course. Students work individually or in groups, to compose graphic and traditional sound scores, rhythm scores and accompaniments to songs. Year 7 students are also invited to take part in the choir, stage band and vocal groups (who often entertain at local functions and concerts). Any interested student can be catered for.

EQUIPMENT: A music book (with manuscript in the center), a pen, a pencil and a positive attitude.

Subject contributions are applicable for music and art classes.



SPECIAL RELIGIOUS EDUCATION (SRE/Scripture)

Special religious education is an integral part of school activities, taking place in school hours and under the jurisdiction of the school. The Principal supports special religious education by ensuring that no academic instruction or formal school activities occur during time set aside for special religious education. Such activities create conflict of choice for some parents and students attending special religious education. Principals also support special religious education by making adequate facilities available for the provision of special religious education and special education in ethics, including timetable provisions and classrooms.

Parents/caregivers of non-special religious education students may be offered alternative activities, including special education in ethics where available, only after an opt-out decision by parents/caregivers has been communicated to the school. A parent/caregiver may at any time notify the school in writing that they do not wish their child to attend special religious education. Students are to continue in the same arrangement as the previous year unless a parent/caregiver has requested a change.

Student information is confidential, and teachers of special religious education are only to be given:

- the names of the students in their class
- any special information, such as disability or special needs, which might affect the health, behaviour or performance of particular students.

The Principal is not responsible for, and does not disseminate details of, lesson content for special religious education, but will provide the name and contact details of the approved provider or their local representative.

Thanks to the generous support of the combined churches of this district our school provides scripture for all students' Years 7 - 11. These lessons are delivered via weekly class lessons for Year 7 and special assemblies and or classes up to twice per term for years 8 - 11.

This is a very well organised program and is not linked to any specific denomination but allows students the chance to discuss, question, think and ultimately make decisions for themselves regarding the Christian faith.



APPENDICES



Canteen Roster

Please complete this form and return it to the High School if you are able to assist in the Canteen - you do not have to have students at the school, members of the community are welcome to volunteer at the Canteen.

Hours: 9.30am - 2.30pm. Morning tea and light lunch provided.

Name	
Address	
Phone Number	

DAY/TIME PREFERRED: Please circle one on each line.

Monday	Tuesday	Wednesday	Thursday	Friday
Weekly	Fortnightly	Monthly	Once Term	Lunchtime only (1.03 – 1.33pm)

EMERGENCY ROSTER:

If possible, I would like to work with:

STUDENT TO RECEIVE ROSTER:

Name: Year: Roll:



Request for support at school of a student's health condition

This request form includes four sections:

1. Student details
2. Request for administering prescribed medication
3. Request for other support
4. Parent and emergency contact details

Please remember to sign and date the form on page 48 before returning all four pages to the school.

Student details

First name:Last name:

Date of Birth:

Enrolled at this school: Yes ☐ No ☐ Class, if currently enrolled:.....

Current school if not enrolled:

Health/medical condition:.....

.....

Could your child experience an emergency reaction in relation to this condition? (please tick)

Yes ☐

No ☐

Doctor's name/medical centre:.....

Doctor's address:

Doctor's phone number:

Please provide the name, address and phone number of any other doctor or medical specialist who may currently be treating your child.

Allergy/medical condition	Doctor's name	Address	Telephone

If your child has a documented plan to support any health or medical needs from a previous school or organisation (e.g., preschool, occasional care, etc.) please provide it to the school as an attachment to this form.



Request for administering prescribed medication to the student

Note: if your child is to take more than one prescribed medication, please attach a separate request for each medication.

Name of prescribed medication:.....

Prescribed for (name of medical condition):.....

Prescribed dosage:.....

What are you requesting the school to do?

.....

.....

Expiry date of the medication:

Note: if you can't provide this information now, we will need to know the expiry date when the medication is given to the school.

Special storage requirements if any e.g., in refrigerator:.....

.....

Special instructions for administering the prescribed medication/s e.g., must be taken with food or with a glass of water:

.....

Through information you have obtained from your doctor or got yourself, are you aware of any likely side effects from the prescribed medication?

Yes ☐

No ☐

If Yes, please provide more information:

.....

If your child administers his or her own medication at home, do you request that he or she self-administers this medication at school?

Yes ☐

No ☐

Note: the Principal needs to approve a decision for a student to self-administer.

If yes, please describe what support your child needs to administer the medication in a non-emergency situation at school. You may like to include information about how you support your child at home to administer their medication.

.....



Note: Where possible, the medication should be provided to the school in its original pharmacy packaging.

Secure delivery of prescribed medication is important for the safety of your child as well as for the safety of other students in the school.

Please name the person who will carry the medication to school:

.....

Note: if you are unable to deliver the medication to school, it is advisable that you nominate a responsible person, who is not a school staff member, to transport the medication to the school.

For some medications and some students, it can be appropriate for them to carry their own medication to and at school. For example, asthma reliever medication and pancreatic enzymes for cystic fibrosis. If your child is to carry their own medication, we want to be able to support this and request some information so that we are well informed.

Note: The school may still need you to provide an additional supply of the medication for storage in central location/s within the school and for use if your child needs the school's help.

Would you like the Principal to consider a request for your child to carry their medication?

Yes ☐ No ☐

Note: The Principal needs to approve a decision for a student to carry their own medication at school.

If yes, please describe where and how your child will carry this medication, for example, my child will carry it on their person in a medical pouch or bum bag.

.....

.....

.....

Note: Your child's medication should be clearly labelled with their name.



Request for other support

Please provide details of any other health care support needs of your child while they are at school and involved in school activities.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Parent contact details

Name:

Relationship to child:

Address:

Home phone: Work phone:

Mobile phone:

Email:

Parent or carer signature: Date:

Privacy notice

The information requested on the form is essential for assisting the school to plan for the support of your child's health needs. It will be used by the NSW Department of Education and Communities for the development of arrangements with you to support your child's health needs. Provision of this information is voluntary. If you do not provide all or any of this information, the school's capacity to support your child's health needs could be impaired. This information will be stored securely. You may correct any personal information provided at any time by contacting the Principal.



A Guide for Parents - Successful Study

- 1 Encourage your child to sit for a **fixed time** every day to:
 - organise tasks
 - do homework
 - review the day's work
 - study for tests

(The amount of time will depend on age and the child's concentration span. It does not need to be long at first, begin with 20 minutes, but should increase over the years. Come to an agreement on the most suitable time, keeping the need for a break, snack, favourite T.V. program etc. in mind).
- 2 Help the student find a **suitable place** for this routine study - a desk in a quiet room is best, but not essential. One alternative is a whole family 'quiet, busy time' - reading, doing puzzles or paying bills are possible activities for other members of the family. Consider a daily period of TV free time for everyone OR perhaps use TV to advantage (quietly entertaining younger children).
- 3 **Reward** your child for a **settled study routine**; help set achievable goals and agree on rewards like extra privileges.
- 4 Be aware of potential **interruptions**. You may need to monitor the phone.
- 5 Help your child use the school diary to regularly record homework and assignments.
- 6 Take an **active interest** in the student's work:
 - ask questions
 - talk to other parents
 - help plan time management and encourage use of homework diary (good homework habits lead to good study habits)
 - help by testing or hearing learned work.
- 7 **Good health, physical comfort and general well-being** are conducive to success in study and schoolwork. Healthy snacks, a balance between study, exercise and recreation, and sufficient sleep should ensure this. Junk food such as chocolate, coke and chips (i.e. high sugar and salt foods) ultimately cause tiredness and depression.
- 8 Some **practical** suggestions:
 - a) visualisation - a helper reads out information while the student creates a mental image - then test. Useful for spelling; maths formulae; foreign language vocabulary. (Also, Look, Cover, Write, Check)
 - b) help with mnemonics (e.g. ROY G BIV - the colours of the rainbow)
 - c) encourage visual display of facts to be learnt - (formulae; vocabulary; key words; maps; schematic diagrams etc.)
 - d) learning by listening - CDs/pen drives with recorded information can be used in an MP3 player or in the car. Certain types of classical music have also proven effective in promoting successful study. The student can either have the music playing in the background or can record material to be learnt over suitable music and listen to it as suggested above. (See list of Reading and Resources - available from school).



How Do You Study?

SUMMARIES

Reducing information to KEY FACTS, which can be learnt. Expressing the main ideas in your own words e.g.:

- read, cover, write in your own words
- underlining/highlighting - rewrite - summary style
- list topics, sub-topics, key-phrases, key points for **reinforcement**.
- summary cards, mind mapping, natty notes

After you have learnt your summary, practise RE-EXPANDING BACK TO A PARAGRAPH.

ROTE LEARNING

Some information can only be learnt by heart i.e., constant practising e.g., Maths and Science Formulae.

Use pocket cards, multiple copies of posters on walls in conspicuous places e.g., the toilet.

NATTY NOTES

Writing your summaries in your own style, using different coloured pens, different styles of print, size, shapes, speech bubbles. These are your notes and should be simple, can be untidy BUT interesting for you to recall.

MIND MAPPING

Mind mapping is using colour, symbols, pictures, different sized print plus words to give an overview of a topic, around a central key concept. Again, these are your personal summaries. They can be messy.

RHYMES

Make a sentence even more unforgettable by using multi-sensory imagery e.g., ROYGBIV - red, orange, yellow, green, blue, indigo and violet.

Make your own silly sentences to remember the reasons or facts.

BUDDY STUDY

Learning with your peers, explaining and verbalising what you know, to somebody else. Constantly explaining what was said/or being learnt e.g., say to mum "Do you know what I learnt today"? Study doesn't always have to be a lonely, onerous task. Team up with 3-4 of your friends using each other's knowledge and skills - being with your friends you no longer are at home wishing you were with your friends!

VISUAL DISPLAYS

Make studying fun. Use images and techniques e.g., SUPER STUDY MOBILES - coat hangers around your room with KEY WORDS, SUMMARY POINTS ON A PARTICULAR TOPIC, FLOW CHARTS.



