


GREYSTANES HIGH SCHOOL



Year 7 Student Handbook 2025



*We empower our learning
community to thrive,
strive and succeed*

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Note: Information provided in this booklet is accurate at time of publication. It may be varied at the discretion of the Principal.

Welcome to Greystanes High School

Welcome to Greystanes High School. You may be a new student to the school or simply returning for the new school year. The new school year brings with it the opportunity to meet up with good friends, make new friends, work with your teachers and explore new opportunities. Inevitably, there will be challenges along the way, but as a school community we are here to support you.

As a school we have high expectations of all students. Your teachers will work with you to achieve your personal best and strive for continuous improvement. Working partnerships between you and your teachers are critical for success. These partnerships are built on the values of Respect, Responsibility and Active Learning. These are the foundations of our school and it is important that all members of the school community – students, parents and teachers – work to uphold these values. While striving to achieve your personal best in all subjects is expected, I also hope that you take the opportunity to build strong friendships and have fun in your learning.


Greystanes High School offers you the opportunity to participate in a range of academic, sporting and cultural activities. Extra curricular activities include: Knock Out sporting teams, Art Club, Duke of Edinburgh, Student Representative Council, Student Voices, dance, music tutoring, debating, Robotics and public speaking to name but a few. Take the time to get involved! Participate, build your skills and talents, whilst becoming a leader within our school community. I would encourage you to take advantage of The Learning Centre which is open Tuesday and Thursday afternoon until 4.30pm. The Centre provides an opportunity for you to use the library facilities, whilst also accessing a qualified teacher to assist with homework and assessment tasks. Afternoon tea is provided and it is important to remember that this service is provided free of charge.

As a school community we are committed to creating a safe and happy learning environment. In the event that you have an issue at school or your parents have a concern, your Year Adviser is the first port of call. Other teachers you may access include; the Deputy Principals Ms Kriz, Ms Lam and Mr Parnis, Head Teacher Well Being Ms Gilmore, the School Counsellors Mr Correy as well as the Student Support Officer. Greystanes High School enjoys the services of a highly professional and committed team of teachers and administrative staff who are dedicated to working with and for students and their families. I take this opportunity to wish you all the best and I look forward to working with you in the years to come.

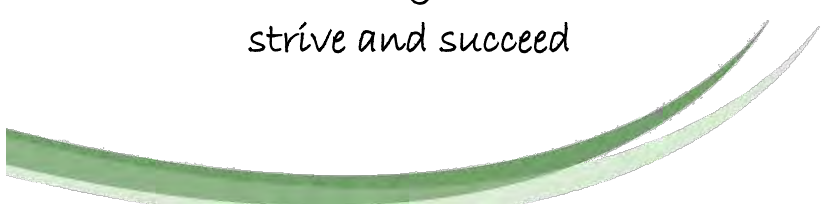
Yours sincerely



Mr Grant Sparke
Principal



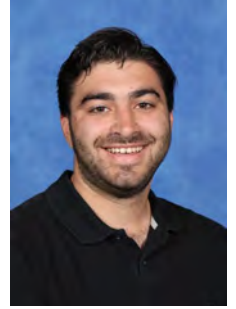
*We empower our learning
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strive and succeed*



Year 7 Adviser

Welcome to Greystanes High School, we are thrilled to have you join our community and can't wait to see all the amazing things you'll accomplish here.

As your Year 7 Advisor at Greystanes High School, I'm here to support you as you settle into high school life and help you make the most of your journey with us. My role is to be your first point of contact for any questions, concerns, or challenges you might face. I'll work with you to ensure a positive and productive experience by providing guidance, organising activities, and being there for your well-being.



This handbook is designed to give you all the essential information about our school including policies and schedules Use it as a guide to help you navigate your first year and find support whenever you need it.

Remember, you are not alone – we're all here to help you succeed and thrive at Greystanes High School.

Mr A Riccardi

TAS Faculty, VET Coordinator

Located in C Block

Pattern of Study in Year 7

In Year 7, students will be required to study:

Mandatory units

- ◆ English
- ◆ Mathematics
- ◆ Science
- ◆ History
- ◆ Technology
- ◆ Geography
- ◆ Visual Arts
- ◆ Music

Additional unit of study:

- ◆ Literacy
- ◆ Numeracy
- ◆ Wellbeing, How to be a Year 7 student

Schedule of Fees - 2025

General Contribution

Senior Students (Years 11 & 12)	\$ 100
Junior Students (Years 7 – 10)	\$ 80
2 nd Child	\$ 45
3 rd and Subsequent Children	\$ 30

Year 7 Mandatory Fees

Subject Technology Access fee (all students) (English, Maths, Science, History/Geography, PD/H/PE)	\$ 65 per year
Music	\$ 20 per semester
Visual Arts	\$ 40 per semester
Year 7 Industrial Arts	\$ 30 per semester
Year 7 Home Economics	\$ 30 per semester

Prices are current at time of publishing



GREYSTANES HIGH SCHOOL

Beresford Road, Greystanes NSW 2145. PO Box 125, Wentworthville NSW 2145

Telephone: 029631 9144 Facsimile: 02 9896 3087

Email: greystanes-h.school@det.nsw.edu.au Website: www.greystanes-h.schools.nsw.edu.au

SCHOOL FEES – 2025

ALL STUDENTS

General Contribution	\$100	Senior Students (Years 11 & 12)
	\$ 80	Junior Students (Years 7 – 10)
	\$ 45	2 nd Child
	\$ 30	3 rd and Subsequent Children

COURSE FEES – 2025

YEARS 7/8 Mandatory Fees

Subject Technology Access fee (all students) (English, Maths, Science, History/Geography, PD/H/PE)	\$ 65 per year
Music	\$ 20 per semester
Visual Arts	\$ 40 per semester
Year 7 Industrial Arts	\$ 30 per semester
Year 8 Industrial Arts	\$ 30 per semester
Year 7 Home Economics	\$ 30 per semester
Year 8 Home Economics	\$ 50 per semester

YEARS 9/10 Mandatory Fees

Subject Technology Access fee (all students) (English, Maths, Science, History/Geography, PD/H/PE)	\$ 65 per year
Design & Technology	\$ 70 per year
Drama	\$ 20 per year
Food Technology	\$150 per year
Film Studies	\$ 30 per year
Industrial – Metal	\$ 70 per year
Industrial – Timber	\$ 70 per year
Computing Technology	\$ 35 per year
Music	\$ 40 per year
Photographic & Digital Media	\$ 75 per year
Visual Arts	\$ 75 per year

SCHOOL FEES – 2025

PRELIMINARY HSC (Year 11)

Subject Technology Access fee(all students)	\$ 65 per year
Construction – VET	\$ 90 per year +(\$110 for WH&S Induction course)
Entertainment – VET	\$110 per year +(\$110 for WH&S Induction course)
Design & Technology	\$ 60 per year
Drama	\$ 45 per year
Food Technology	\$ 100 per year
*Hospitality – VET - Food and Beverage	\$180 per year + (\$90 for uniform only)
*Hospitality - VET	\$180 per year + (\$75 for uniform only)
Industrial Technology – Timber	\$ 80 per year
Enterprise Computing	\$ 30 per year
Music	\$ 55 per year
Visual Arts	\$110 per year

**Please Note: The students in Food and Beverage will require a Uniform only to do this course. Uniforms need to be measured, ordered and paid for by students by week 3 of Term 1. This cost is in addition to the course fee.*

HSC (Year 12)

Subject Technology Access fee(all students)	\$ 65 per year
Construction – VET	\$ 90 per year
Entertainment – VET	\$ 70 per year
**Design & Technology	\$ 50 per year + <i>cost of material for Major Works</i>
Drama	\$ 45 per year
Food Technology	\$ 90 per year
Hospitality – VET - Food and Beverage	\$150 per year
Hospitality – VET - Kitchen Operations	\$150 per year
**Industrial Technology – Timber	\$ 50 per year + <i>cost of material for Major Works</i>
Enterprise Computing	\$ 30 per year
Music	\$ 55 per year
Visual Arts	\$120 per year

***Students in Design & Technology and Industrial Technology, will be required to purchase material at their own cost for their major works*

Who's Who



Mr G Sparke
Principal



Mr A Parnis
Deputy Principal



Ms T Kriz
Deputy Principal



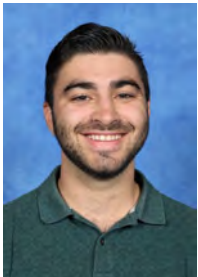
Ms S Lam
Deputy Principal

Years 7 and 10

Years 8 and 11

Years 9 and 12

Year 7-12 Advisor



Year 7
Mr A Riccardi
TAS



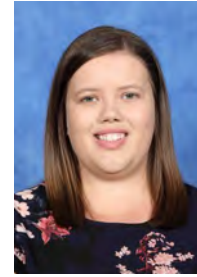
Year 8
Mrs L Tran
Maths



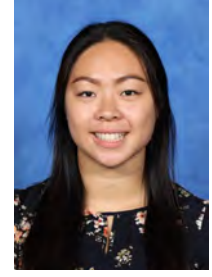
Year 9
Ms M Norman
Learning
Support



Year 10
Ms G Drakos
Maths



Year 11
Ms T Mills
English



Year 12
Ms J Chau
Maths

House Group Leaders



Bradman
Ms G Bellave
English



Gilmore
Ms L Siuhengalu
LOTE



Monash
Ms J Limbu
HSIE



Parkes
Mrs S Gurung
Learning Support

Other People You Need to Know



Ms V Senthilnathan
Head Teacher
Administration



Ms M Farnham
Head Teacher
Teaching & Learning
(3 days)



Mr H Newell
Head Teacher
Teaching & Learning



Ms H Dunsing
Head Teacher
Learning Support
Literacy & Numeracy



Ms S Gurung
SRC Coordinator



Mr R Scanes
Sports Organiser
PDHPE



Ms J Cook
Sports Organiser
PDHPE

School Counsellors

School Counsellors are qualified teachers and psychologists. The current school Counsellor is Mr B Correy. His office is located in the Wellbeing Hub.

Difficulties of various kinds and intensity arise in everyone's lives. Some of these difficulties can be solved by the person themselves, some can be discussed with parents or teachers but other may be of such a personal or deep nature as to need special help. Some students may feel reluctant to discuss some difficulties with their parents or teachers. The School Counsellor may be able to assist you in the following areas:



Academic: Such as indecision about staying at school, the Higher School Certificate, goal setting and the inability to progress in one of more subjects.

Personal: Difficult home situations such as no appropriate place to study, illness, death, relationships with parents, sisters or brothers. You may be worried about your health, home problems, drugs, relationships, depression, fear, anxiety, adjustments to school or any other aspect of your life.

You are welcome to make an appointment with the Counsellor. This is done by contacting the D Block office.

The Community and Wellbeing Hub

Welcome to the Greystanes High School Community and Wellbeing Hub, a key facility within the school infrastructure that has been designed to maintain and promote student wellbeing. Colloquially known as 'The Hub', the site is a dynamic space that has been developed to offer respite and foster mindfulness as a crucial element of student wellbeing, with a special emphasis on building individual and collective resilience within the school community.

As students step into The Hub, a positive and supportive ambiance welcomes them, providing a refuge for students who might be challenged by the complexity of the school environment. This space was thoughtfully shaped to accommodate the diverse needs of our student body, with an emphasis on providing a purpose-built space to run small group activities for our students, staff and the broader community.

During break times, students will find a dedicated team ready to support their wellbeing. The Head Teacher of Wellbeing resides in The Hub and oversees the Student Support Team. Within The Hub, students will also find the Student Support Officer, School Counsellor, Wellbeing Health In-Reach Nurse, and Year Advisers are also present, offering guidance, counselling services, and health resources to address various aspects of student wellbeing. Within The Hub, students will also find our Community Liaison Officer who is an integral link between our students and the broader community.

Mindfulness is at the heart of our hub, and dedicated spaces encourage students to participate in brief mindfulness activities such as deep breathing exercises and mindful awareness practices, all geared toward enhancing resilience. The Student Support Officer is available during break times to guide students on their journey to cultivating present-moment awareness and resilience.

The Community and Wellbeing Hub plays an important role as a meeting place for many integral teams at Greystanes High School. These are not limited to, but include the following:

- Student Support Team
- Community Liaison Officer
- P & C
- Girls Group
- Wellbeing Advisory Group
- Youth Active Leadership Team
- Diversity Team
- Aboriginal Education Team
- Other external support agencies





GREYSTANES HIGH SCHOOL - Positive Behaviour for Learning (PBL)

Classroom Rules - Respectful, Responsible, Active Learners will:

Core Values	Actions and Behaviours
Respect	<p>1. Value yourself and others</p> <ul style="list-style-type: none"> • Be presentable and in full school uniform • Seek support when needed • Be inclusive and accepting of others • Use appropriate verbal and non-verbal communication
	<p>2. Value staff</p> <ul style="list-style-type: none"> • Show that you are listening and paying attention to the teacher • Follow instructions and engage in respectful conversations at all times • If you have concerns, seek clarification after class or at an appropriate time
	<p>3. Value our resources</p> <ul style="list-style-type: none"> • Look after the school's facilities and all equipment. • Behave safely and consider the impact of your actions on your school environment • Report unsafe situations
	<p>4. Be in class</p> <ul style="list-style-type: none"> • Attend class and be on time • Go straight to class when the bell rings • Line up safely outside your classroom
Responsibility	<p>5. Be prepared to learn</p> <ul style="list-style-type: none"> • Use the toilet and bubblers during break times • Have all of your required equipment ready eg charged laptop
	<p>6. Avoid distractions</p> <ul style="list-style-type: none"> • Mobile phones off and away • Put food and drink away before entering the classroom • Remain engaged in your learning
Active Learning	<p>7. Initiative</p> <p>Is being proactive and taking necessary steps to guide my own learning</p> <ul style="list-style-type: none"> • Seek challenges in your learning • Be self motivated and willing to take risks in your learning • Explore ideas independently
	<p>8. Perseverance</p> <p>Is maintaining determination and always striving to do your best</p> <ul style="list-style-type: none"> • Expect and accept challenges • Consistently pursue your goals despite difficulties • Continue to seek help from peers and teachers to support your learning
Active Learning	<p>9. Critical Thinking</p> <p>Is the ability to question, analyse, interpret and evaluate aspects of your learning</p> <ul style="list-style-type: none"> • Ask clarifying questions that are relevant and support your learning goals • Apply what you have learnt to achieve your learning goals • Measure your achievement against the Learning Intention and Success Criteria
	<p>10. Self Reflection</p> <p>Is the process of examining your own experiences, strengths and weaknesses with the goal of gaining self awareness and personal growth</p> <ul style="list-style-type: none"> • Use the Success Criteria to self assess where you are at now and where to next • Utilise feedback to improve your understanding of your learning • Allow time to think deeply and evaluate your learning and motivations

NOTE: if the routines and procedures are not followed, your teacher will apply the PAL system

Merit Award System

School Values Positive Entry/PBL School Values letter are given to students during the school day for demonstrating the school's values of respect, responsibility, and active learning. **The idea is for immediate and frequent reward and recognition of positive behaviour.**

Some examples of possible positive behaviours that could be rewarded –

Respect	Student	Uses polite and considerate communication Listens attentively to teacher and other students Is fair and plays by sports rules
Responsibility	Student	Assists teacher or other students Helps keep room or playground tidy Reports bullying or unsafe work environment
Active Learning	Student	Voluntarily seeks feedback and completes work Makes clear effort to improve their understanding Diligently completes class or homework tasks

Students will be awarded a school values acknowledgment through an online entry on Sentral. Teachers will tick the relevant core value achieved by the student. The values data will be automatically collated via Sentral and in combination with other positive rewards, the data will be used to award the appropriate achievement level in the Merit system.

Merit/Commendation letters are given out to students in recognition of excellence in academic, creative and sports performance. These are rewards for:

- Best in class/in cohort/or being on task
- Achievement at a certain level
- Personal best attempt in assignment

Students then progress through the award system to receive the Achievement Award per stage. The Achievement and the Bronze Awards will be presented at House Assemblies.

Higher Awards

Silver Award – To gain this award students must have earned 2 Bronze Awards and completed 10 hours of in school community service in a school community program or event (eg. Extra-curricular activity) or external community service (must be negotiated with relevant DP).

Gold Award – In Stage 4, students must have earned a Silver Award and completed 10 hours internal or external community service. In Stage 5 and 6, **students** must have earned a Silver Award and completed 10 external hours of community service.

Silver and Gold awards will be presented at Presentation Night.

Examples of School and Community Service

School service examples:-

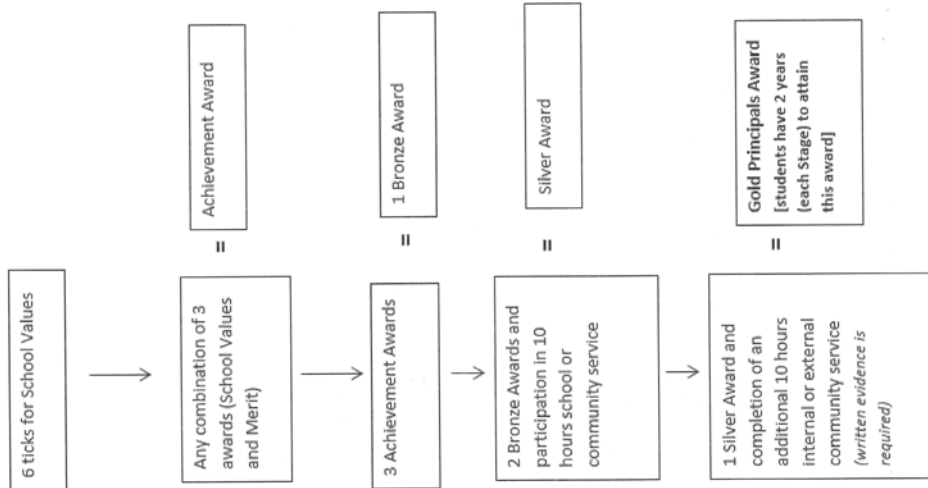
- Night of Stars performing/assisting
- Debating/Public Speaking
- Examination reader/writer
- Volunteer – Parent Teacher
- Year 12 Mocktails waitressing
- Grade or KO sports assistant
- Library monitor

Community service examples:-
Charity work/fundraising
Volunteer work
Tutoring
Local sporting events helper
Helping at a nursing home

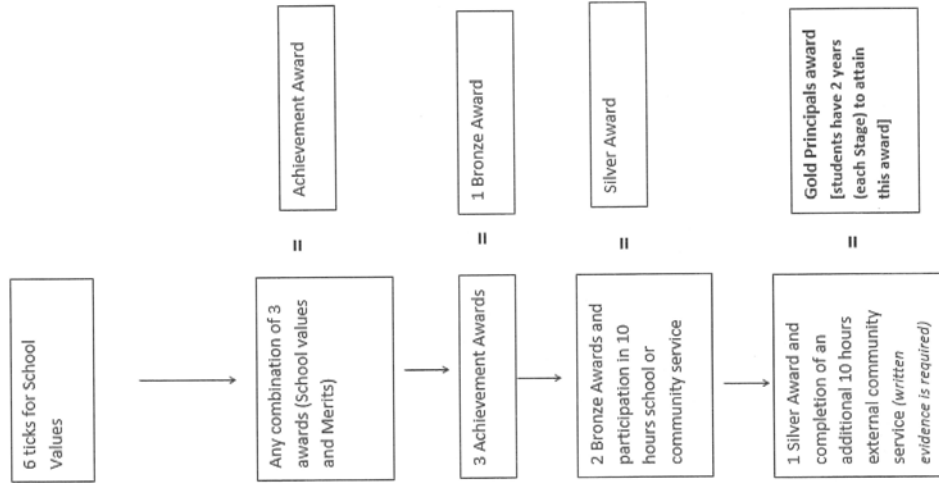
A log sheet tracking a minimum of 10 hours of service must be completed and signed by an independent person (not family). These sheets can be picked up at G Block office.

PLEASE NOTE: PBL Award System runs on a yearly basis but the Bronze, Silver and Gold awards will accumulate to the end of the students HSC year.

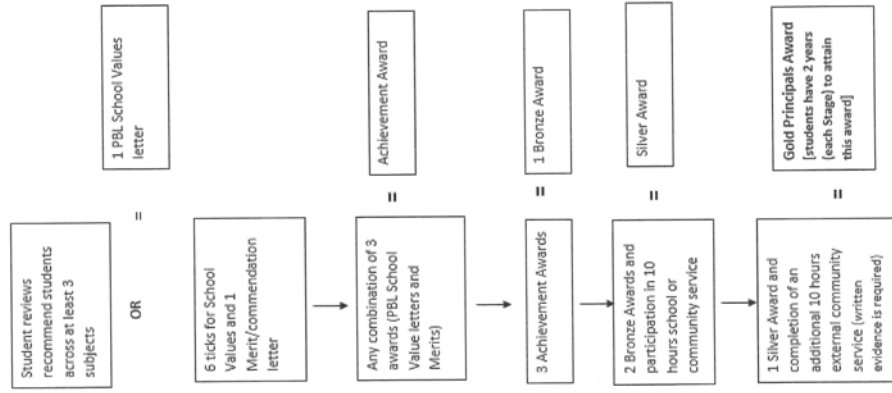
STAGE 4



STAGE 5



STAGE 6



Greystanes High School Promoting Active Learning

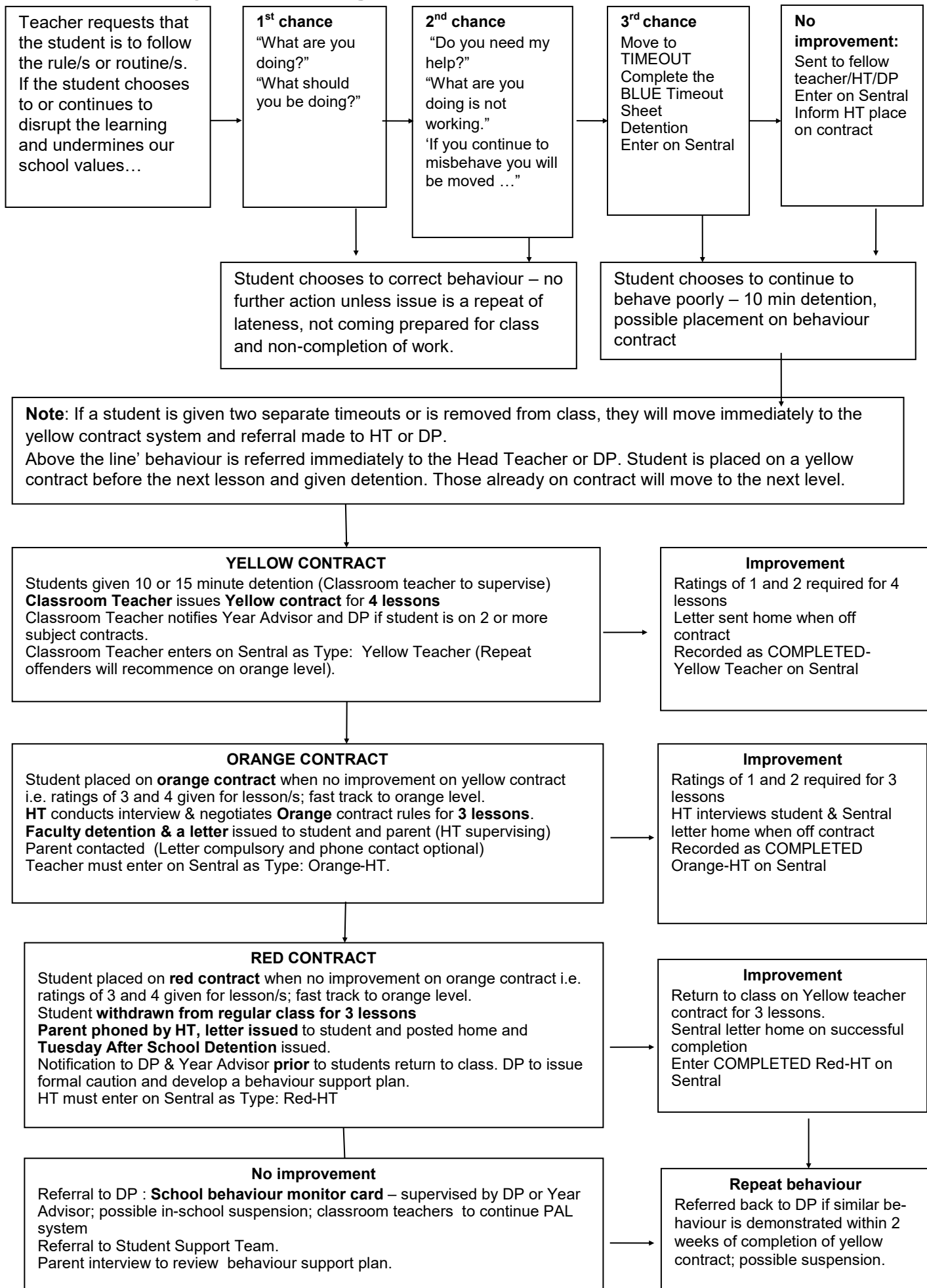
- ◆ Bullying others/repeat dangerous behaviour
- ◆ Abusing a staff member or visitor to school
- ◆ Abusing other students
- ◆ Being physical/aggressive
- ◆ Being violent or out of control
- ◆ Leaving the room without permission
- ◆ Openly defying teachers and other staff
- ◆ Receiving a 3rd chance in the PAL system
- ◆ Serious breach or repeated breach of laptop usage contract
- ◆ Any behaviour that seriously undermines learning or our school values
- ◆ Being late or unprepared for class

**ABOVE THE LINE behaviour
= IMMEDIATE TIME OUT OR
REMOVAL and REFERRAL**

- ◆ Using inappropriate language – verbal and non-verbal
- ◆ Using visible/audible inappropriate items e.g. earphones, iPod, mobiles, gum
- ◆ Disrupting or annoying others
- ◆ Calling out and talking at the wrong time
- ◆ Off task or not working
- ◆ Out of seat without permission
- ◆ Ignoring staff
- ◆ Not following reasonable instructions without questioning
- ◆ Name calling or annoying others
- ◆ General breach or laptop usage policy
- ◆ Any behaviour that undermines learning or our school values

**BELOW THE LINE behaviour
= 1st or 2nd CHANCE
or other CONSEQUENCES**

Greystanes High School - PAL Flow Chart



School Procedures and Policies

1. Student Attendance at School

Regular attendance at school is essential if students are to maximise their potential and achieve course outcomes. Regular attendance and engagement in educational programs is strongly linked to the likelihood of students experiencing success in learning. Students who exhibit poor patterns of attendance are at risk of not achieving their potential and are disadvantaged in the quality of choices they are able to make in later life. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff monitor part or whole day absences as a part of their duty of care. The school considers 10 days absent for the whole year the maximum accepted standard.

a. Daily Absence

Student absences should be explained **within seven days** of an occurrence of absence. Parents can explain these via the following means:

- ◆ Using the Sentral Parent Portal
- ◆ Calling the school's attendance office at any time Ph: (02) 8868 9126
- ◆ If leaving a voicemail please clearly state your child's name, House Group and reason for their absence
- ◆ Replying to the SMS sent by the school
- ◆ Writing and signing a note that the student can submit via the mail slot located outside the finance window (D Block)
- ◆ Providing a doctors certificate

Reasons for absences such as the following may **not be justified**:

- ◆ Shopping
- ◆ Sleeping in
- ◆ Working around the house
- ◆ Caring for younger siblings and other children
- ◆ Minor family events such as birthdays
- ◆ Hair cuts

Parents are required to contact the Year Advisor/Head Teacher Administration if ongoing attendance issues occur. If it is a prolonged illness then medical certificates are required.

← Sentral portal

Sentral for Parents App

Register on the portal

Student reports

Booking parent-teacher interviews

Registration is only required once, even if you have multiple children attending GHS.

To complete the steps below, you will require an **access key** that has been provided to you in an email from the school. If you do not have the email, first check your SPAM folder then **email the school**.

Note: The email will be sent to Year 7 parents and parents of new enrolments in Week 3. Please wait until Week 4 before contacting the school for an access key.

Registration can be complete on a computer (see below) or in the **Sentral for Parents App**.

Register using a computer

- Follow this link to register: [Register on the Sentral portal](#) 

The screen will look like this:



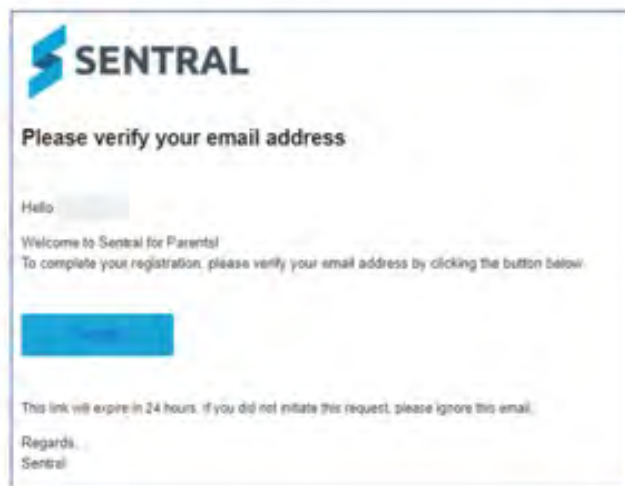
- Complete this form.
- Press *Create Account*

Check your email

This step must be completed before you can proceed.

- Check the email address you used in the registration step.
- Click the Verify button in that email.

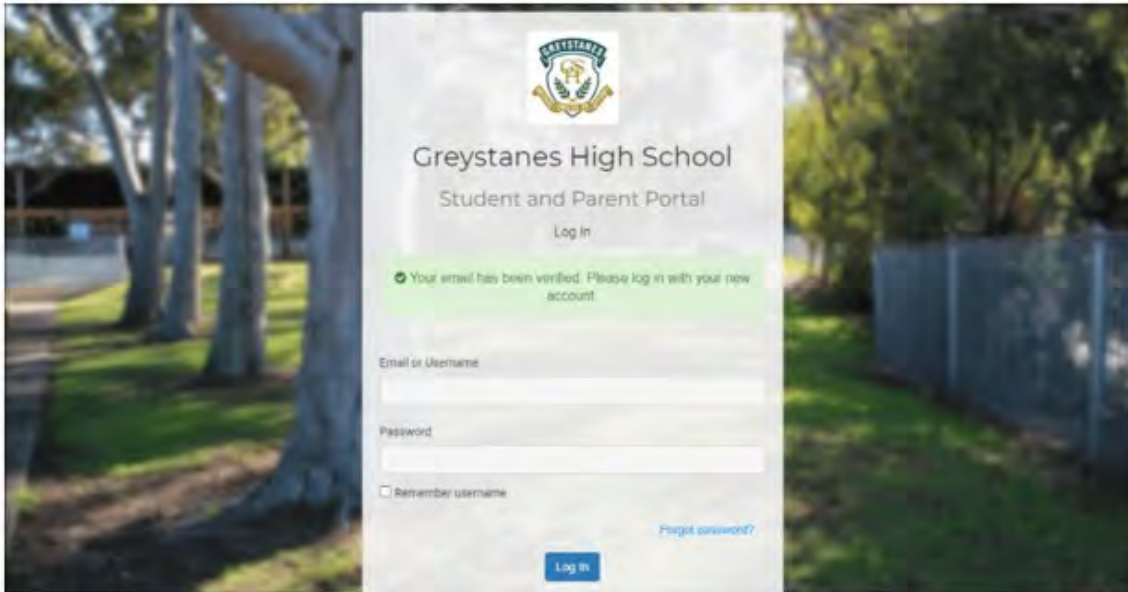
(If you do not receive the email, check your SPAM folder.)



Screenshot of email requesting you verify your email address.

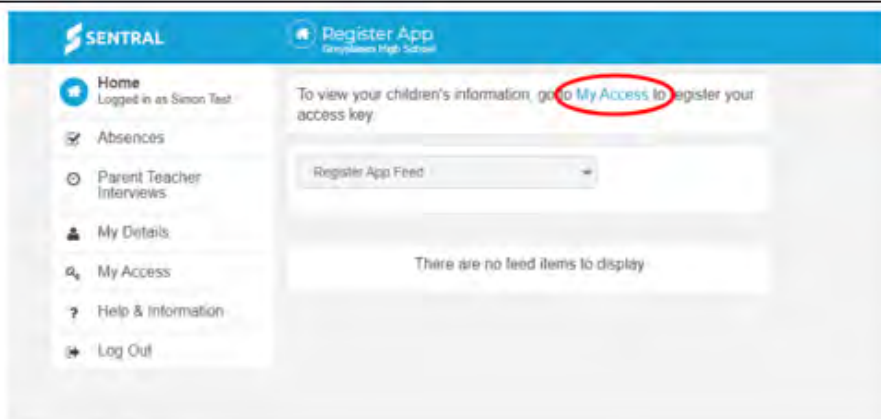
Sign in to the Portal for the first time

- You will now be presented with the screen shown below.
Sign in using the email address and password you just registered with.



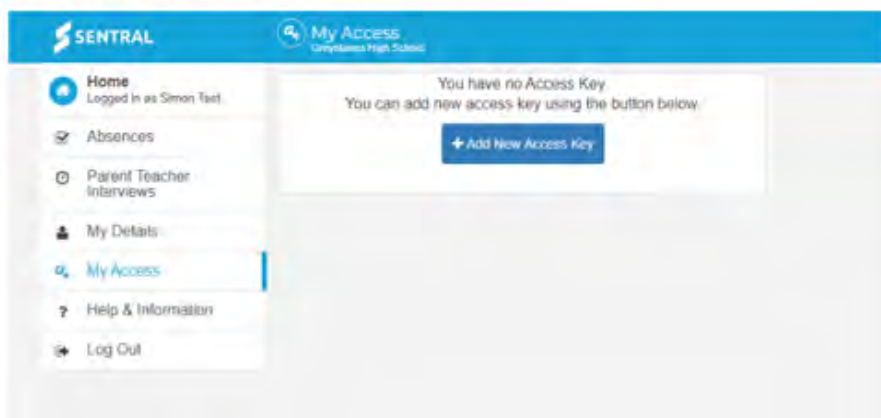
After verifying your email address, you will be presented with this screen to login.

- When entering the portal for the first time, you need to enter the **Access Key** provided to you in a letter or email from the school.
The Access Key is a case sensitive and must be entered exactly as it is written on the letter.
- Click the My Access link.



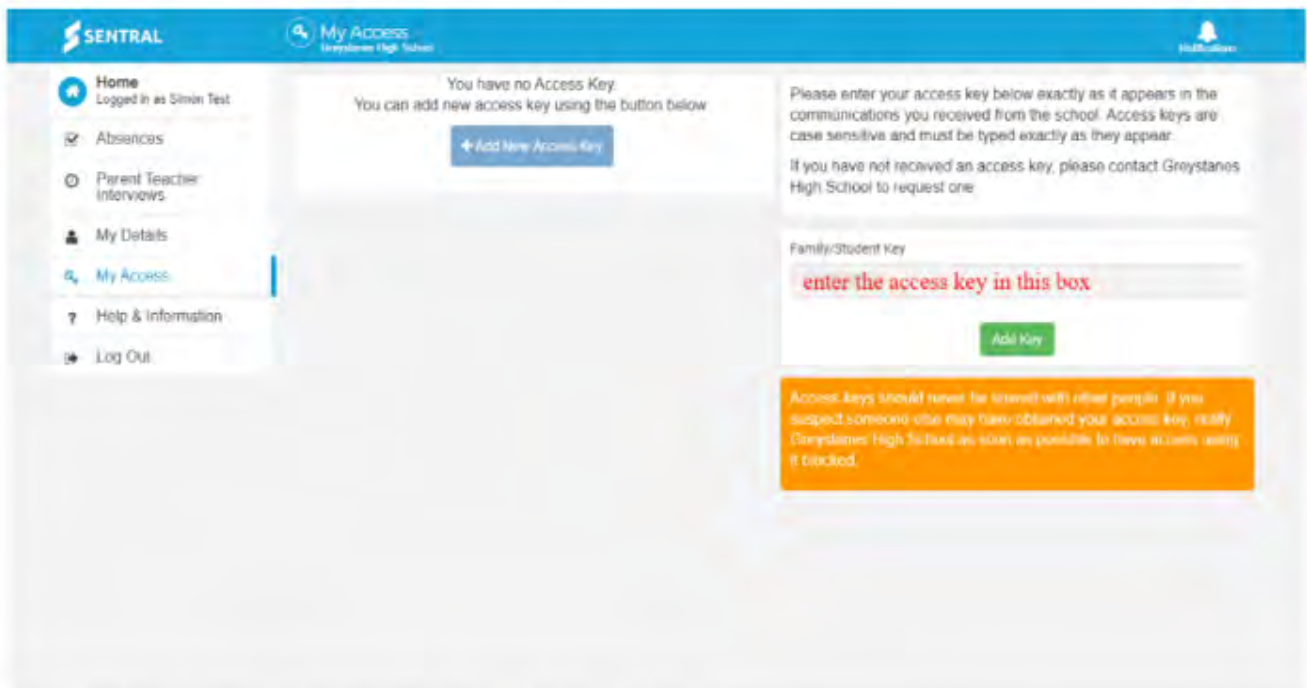
The My Access link.

- Click the **Add New Access Key** button.



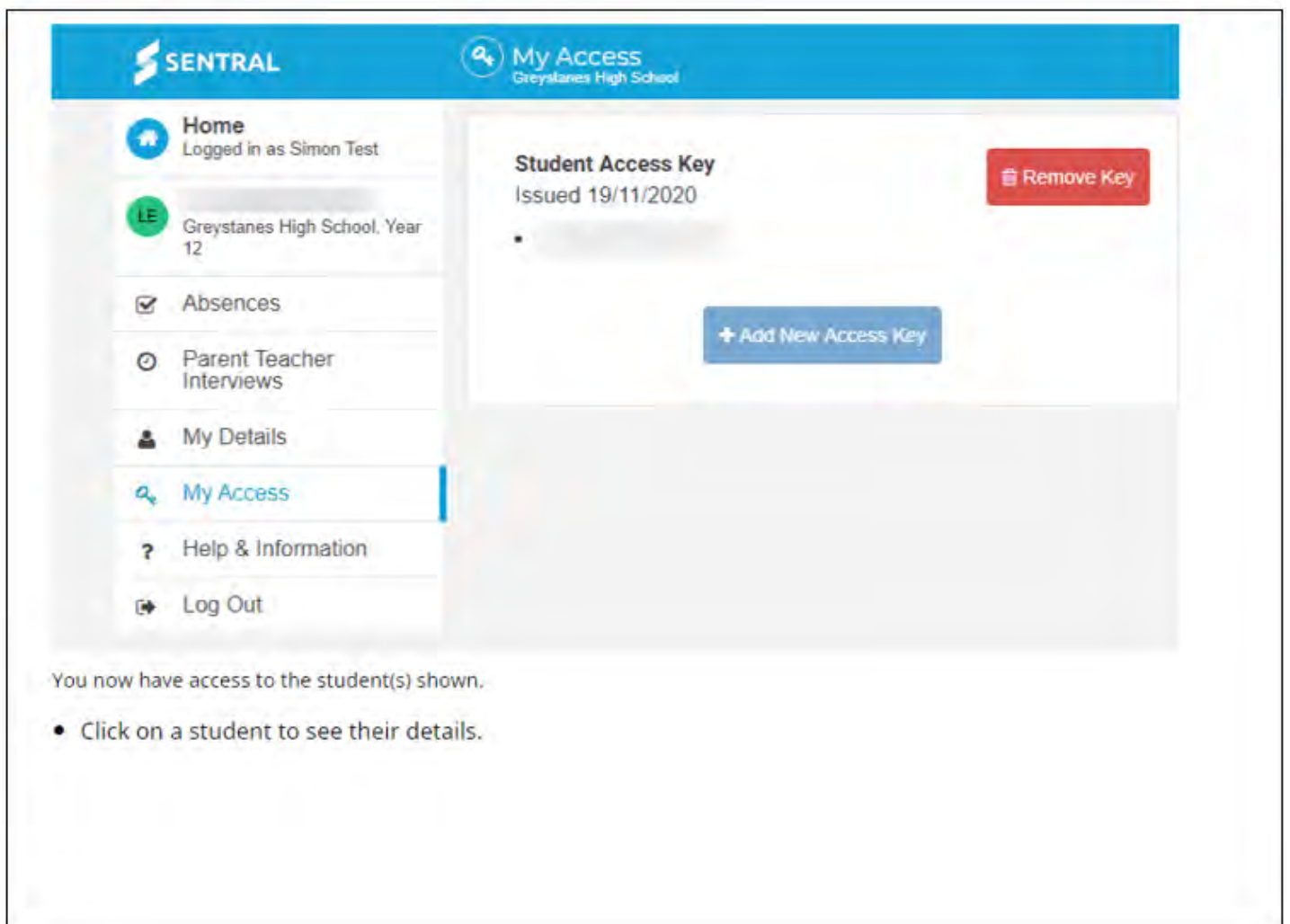
Screen showing the Add New Access Key button.

- Enter the access key in the box as shown below:



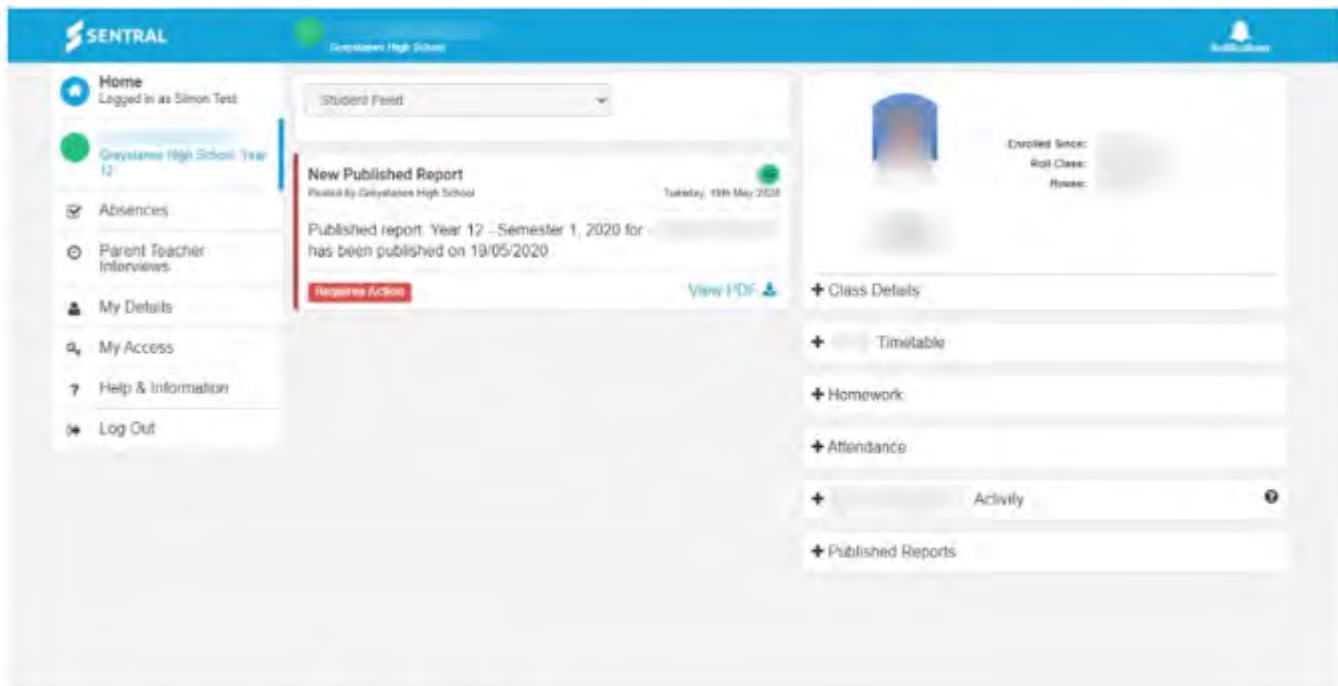
Enter the Access Key provided by the school in the box as shown.

The student(s) added will be shown on the screen and in the left-hand side menu.



You now have access to the student(s) shown.

- Click on a student to see their details.



The student view shows the student's details.

b. Exemption from Attendance at School (refer Guidelines for Leave p 36)

Principals, Directors, Public School and Executive Directors (School) may grant exemption due to:

- ◆ Exceptional circumstances (including the health of the students where sick leave or alternative enrolment is not appropriate)
- ◆ The child being prevented from attending school because of a direction under the Public Health Act 2010. (The parent is not required to complete an application for exemption)
- ◆ Employment in the entertainment industry - refer to children’s employment
- ◆ Participation in elite arts or sporting events

c. Overseas and Interstate Travel

The following procedures need to be adopted if students are thinking about taking an overseas or interstate trip with their family. We encourage families to travel during school holidays. Any student who is taking leave needs to give the school notice and completing a *Certificate of Extended Leave - Travel* form. The Principal can approve up to 100 days leave. **More than 100 days leave requires the approval of the Director.**

A two month trip or more, would mean that the student will not have the required number of school time hours, and therefore the Principal will not be able to sign the form that says he/she has satisfactorily met the course requirements. In such a case the student may need to repeat the year of courses involved. To be given consideration for satisfactorily meeting course requirements a student returning from leave would need to demonstrate that they have caught up on all missed course work including class notes, course summaries and assessment tasks and worked toward achieving the outcomes of all courses.

Procedure for leave application:

- ◆ Collect a copy of the Application for Extended Leave - Travel from G Block Office
- ◆ See the Head Teachers of all the subjects you study and ask them to complete the form
- ◆ Have the form completed by your parents and returned to the Principal
- ◆ Attach a copy of the itinerary or airline tickets and
- ◆ You may need to make an appointment to discuss your proposed absence from school with the Principal.

Please note that approved leave is no longer classified as an exemption.

2. Lateness and Early Leavers

Students are expected to be at school prior to 8.25am. This ensures that students don't miss out on the important learning activities scheduled early in the day when students are most alert, helps students learn the importance of punctuality and routine, and gives students time to greet their friends before class.

The Department of Education requests that a reasonable explanation be provided for lateness. Students who arrive late without a justifiable reason will have a consequence imposed such as a detention or play-ground clean-up (depending on the frequency of lateness). Their late arrival is recorded on the official roll and on the student's school report. If lateness is persistent, parents will be contacted by the Head Teacher Administration to discuss the reasons and develop a plan to improve attendance.

Under no circumstances will pupils leave the premises during school hours without the permission of the Principal or Deputy Principal. An 'Early Leavers' pass will be issued in response to a written request from a parent. Students not carrying this pass will be redirected back to school by authorities if caught. The note giving an adequate reason is to be presented to the Head Teacher Administration, **a minimum of 24 hours prior to the requested leave time**. Only in exceptional/emergency situations will notes for Early Leave be processed on the day. Parents are advised to make appointments for their son or daughter outside of school hours where possible.

3. Injury and Illness at School

It is essential that parents inform the school if contact or emergency telephone numbers change. If an accident/injury or illness occurs at school we will: render basic first aid, and contact parents

In the case of an accident which requires urgent medical attention, we will call an ambulance. The P & C cover this cost through ambulance insurance policy. Other medical costs are the responsibility of parents. The school does not have sufficient staff to supervise students in Sick Bay for lengthy periods of time. If a student is too ill to return to class, parents will be contacted and arrangements made for the student to be collected from school. One period in length is the maximum time permitted in Sick Bay.

4. Detention

Detention sessions are held during lunchtime or after school. At these sessions, pupils go to selected classrooms to be supervised by teachers as a consequence for such things as disturbing the progress of a lesson or breaking school rules.

For more serious offences students are detained after school on a Tuesday for fifty minutes, ending at 3.40pm. Parents are informed of after school detentions by letter. Usually parents/carers will be provided with at least 24 hours notice of detentions.

5. Digital Devices not including mobile phones

At Greystanes High School, students are expected to bring a device such as a laptop or tablet to school every day for use in learning in accordance with the Greystanes High School BYOD Policy, Student agreement and BYOD Charter.

Use of electronic devices in other situations such as excursions or at TAFE will be subject to the rules and expectations of the venue and students are expected to follow the rules laid out by the staff supervising the event. Mobile phones must be “off and away” during excursions as per policy (p22).

6. Movement About School

Pupils are to move in an orderly manner and keep to the left side of corridors and stairway when moving about the school or when lining up for classes.

7. Office Duty—Years 7 and 8

Office Duty by students has been a feature of life at Greystanes High School for many years. Throughout the year students from Years 7 and 8 are selected in turn from the roll to perform this duty.

The purpose of Office Duty is multi faceted. First and foremost it is a community service for the entire school community. Greystanes High School is a large school and the school does not have an intercom system. Many students will be called to the school offices throughout the day to take messages from their families, see the Principal, DPs, Counsellor or other school personnel. The vital function the office duty students perform enables a timely response. Performing the duty helps develop and refine skills of time management, understanding and following directions and interpersonal skills. Students get to understand the structure of the school better and come into contact with a wide variety of teachers, Head Teachers and support staff. The students receive praise and encouragement for doing the duty and many students report that they thoroughly enjoy the responsibility that comes with their day of office duty. The P & C support the practice of office duty, however if any parent wishes that their child not complete office duty please contact G Block Office and their child’s name will be removed from the office duty roll.

8. Out of Bounds Areas

Certain areas in the school grounds are out of bounds. These include car parks, the front lawn and all areas indicated in the out of bounds map. In the afternoon, students waiting for parents to pick them up must wait inside the school grounds to ensure their safety.

9. Presence in Classrooms

No pupil is to be in classrooms before or after school or during recesses. These areas are out of bounds at these times and at lunch without the permission of a staff member.

10. School Canteen

Lunches may be purchased from the school canteen by order (before school only), or at recess and lunch. Pupils will not be given permission to leave the school grounds to purchase lunches, or to go home during lunchtime. Students are not permitted to organise the delivery of fast foods such as pizza to the school as this breaks the Healthy School Canteen Policy. Students must use cash or keycard to pay for items.

11. Sport

The aim of the sports program is to teach the basic rules, techniques and skills of different sporting activities for students to be able to partake in active interests during their leisure time.

Wednesday afternoon sport is compulsory for all students in Years 7-11. Students have the opportunity to choose a Grade or House/Recreational sport. Grade teams play against six other schools in the Hills zone on a weekly basis. Sports include: cricket, basketball, touch, tennis, softball, baseball, netball, water polo, volleyball, soccer and hockey. House/Recreational activities include: aerobics, basketball, skating, squash, soccer, softball, touch, tennis, volleyball, swimming, indoor rock climbing and lawn bowls.

Talented students have the opportunity to represent the school at Zone, Regional or State levels.

We have a commitment to our zone to participate in swimming, cross country and athletic carnivals and have a very proud and successful record. We have consistently been the highest performing school in the region in all of these sporting activities.

All students must wear the PE/Sport uniform which can only be purchased at the school uniform shop. Students unable to participate in sport will assist staff in scoring or other ways at sport. Appointments should not be made on a Wednesday afternoon as it is a mandatory part of the curriculum. If they are, an appointment card must accompany a note requesting permission to leave early the day before sport.

Students without proper sports uniform (including sports shoes) will be sent to a room for the sports afternoon and be detained until 2.50pm. Disobedient or unruly students will be detained till 2.50pm.

Many students go by bus to sporting venues. Despite our best organisation, buses are sometimes late in bringing the students back to school, usually they return by 2.40pm. All students should have an **emergency plan** in case they miss their bus home. Students and parents should discuss the procedure.

12. Sport Bus Money

◆ How does my child pay for their sport bus?

A (5 return trip) pre-paid bus card can be purchased from the front office. When a student gets onto a bus he/she will present the card to a teacher who will validate it. Each time it is used a hole will be punched in the card. Once all trips on the card have been punched your child must buy a new card.

◆ How can I pay for the card?

You can pay by cash, eftpos or credit card (MasterCard or Visa) in person at the D Block Finance Window. Cards may also be purchased by online by using School Bytes Portal.

◆ What if my child changes sport?

The card has no time limit. It can be used on sport travel until the trips have been made. After the card expires a new card will need to be purchased.

◆ Will my child still need to bring money for Sport?

If he/she does a **Recreational Sport** or **plays Grade Sport** they will still need to bring money for entry to the venue or bus fare. If he/she plays a **House Sport** there will be no need to take any money.

◆ What happens if my child forgets to bring his/her card or money for the venue?

Under the new WHS laws staff are not allowed to carry money. If a student forgets his/her money or card he/she will not be allowed to go to sport. He/she will be required to do a non-sport activity for that afternoon.

◆ What if my child loses his/her card?

Unfortunately once your child purchases his/her card it is his/her responsibility. If he/she loses the card, he/she will have to purchase a replacement card before he/she travels again.

◆ Who should I contact for further information?

The Sports Organisers, will be happy to answer any queries you may have about sport. You can contact them on the usual school telephone number: 9631 9144.

13. Staff Rooms

These are out of bounds at all times to students. If you wish to see a teacher, knock and wait for a teacher to answer.

14. Supervision Before and After School

The school day commences at 8:25am (9.00am Wednesday). Supervision is available from 8am. Parents are asked to ensure that students are not on the premises before that time. The school **does not accept responsibility** for students prior to 8am or after 3pm unless they are under the care and direction of a teacher. School lessons are from 8:25am to 2:50pm (9.00am - 2.30pm Wednesday).

15. Textbooks

Textbooks may be issued by some faculties in the school.

These texts will be provided to the students in good condition and are expected to be returned in the same condition.

16. Travelling to and from School

Pupils are subject to school rules when travelling to and from school. Whether walking or travelling by public transport, they are expected to obey all safety rules, and to conduct themselves in such a way as to bring credit to themselves, their parents, and the school.



Mobile Phone Policy Gate to Gate- Off and Away

Purpose

- To develop the responsible use of mobile phones by students.
- To minimise the disruption to student learning.
- To minimise the impact of inappropriate use of social media during school hours.

Gate to Gate - Off and Away Policy

- Phone must be off and away at all times, both in class and in the playground.
- 'Off and away' means it cannot be used, seen or heard.
- Under no circumstances will students be able to use their phone as part of a lesson. There will be no teacher's discretion. iPads are available from the library for photographic requirements.
- Students will need to bring either cash or card to use at the canteen.
- Students with a diagnosed medical concern that requires the use of a phone (eg diabetes) may be provided with an exemption plan. Medical Specialist paperwork will need to be provided to a Deputy Principal for approval.
- Students will not be issued with a pouch.
- Staff will each receive a number of pouches that will have their name and a number on them that will be issued to students in class or playground and returned to their tray by SASS staff after they have been used by a student.

Student Management

If a student uses a phone or has a phone out in class or in the playground:

- No warnings or chances given.
- Student will place their phone in a pouch provided by the teacher.
- The pouch is locked and retained by the student.
- Entry made on SENTRAL by the teacher that includes the pouch number.
- Student takes their phone pouch to D Block Office finance window at the end of the day to unlock. Do not dismiss students early to do this.
- D Block SASS records the name of students as they return pouches.

First Infringement:	Second Infringement:	Subsequent Infringements:
<p>The following day</p> <ul style="list-style-type: none"> • G Block calls parent / carer (or texts if no answer) • This communication is documented on the original Sentral entry. 	<p>The following day</p> <ul style="list-style-type: none"> • G Block identifies students with two infringements. • G Block create a bulk formal caution entry (misuse of technology), prints Formal Caution of Suspension letters* and sends them to DPs. • DPs interview students, call carer/parents and issue letters. 	<p>The following day</p> <ul style="list-style-type: none"> • G Block identifies students with three or more infringements. • List is sent to DPs for referral to the Principal • Potential suspension from school.

* Formal Caution letters are pre-signed by Principal

Anti-Bullying Policy

Rationale

Schools are among the safest places in the community for children and young people. Greystanes High School prides itself on being a safe and supportive school. This policy and its practices are designed to prevent and respond to incidents involving harassment, bullying, as well as aggression and violence as forms of bullying. This school values diversity and works to ensure that all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing. Positive Behaviour for Learning activities and other school Welfare Programs within the school work to develop positive and respectful relationships with peers and teachers and student confidence about their emotional and social skills (Adapted from *National Safe School Framework*).

AIM

To make the whole school community aware that bullying behaviour is unacceptable. School should be an enjoyable and safe environment for students and teachers.

This policy is underpinned by the following guiding principles that represent fundamental beliefs about safe, supportive and respectful school communities.

THE SCHOOL'S ATTITUDE TO BULLYING

Greystanes High School does not tolerate bullying in any form. Every member of the school community has the right to learn and teach in a happy and safe environment.

This belief aligns with the National Safe Schools framework which is based on the overarching vision that "All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing."

WHAT IS BULLYING?

Bullying consists of deliberate, hurtful behaviour repeated over a period of time by one or more persons who use power inappropriately over another less powerful person or group.

Bullying can take the following forms:

- Verbal** (name calling, put downs, threats)
- Physical** (hitting, punching, kicking, scratching, tripping, spitting)
- Social** (ignoring, excluding, ostracising, alienating)
- Psychological** (spreading rumours, stalking, dirty looks, hiding or damaging possessions)

WHY DO PEOPLE BULLY?

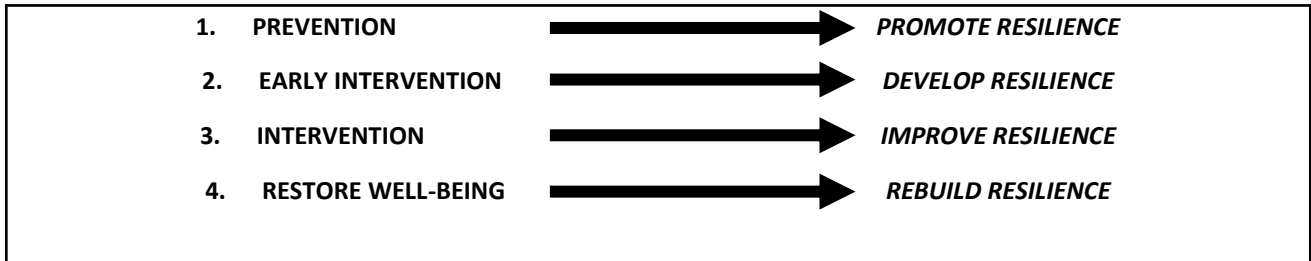
- ◆ Entertainment or revenge
- ◆ Experience power, to prove themselves or impress others
- ◆ To compensate for perceived failure or lack of friends, to fit in with what others are doing.
- ◆ Because it is seen as an acceptable, funny or smart thing to do.

CHARACTERISTICS OF A BULLY

- ◆ High energy levels
- ◆ Good verbal skills and an ability to talk themselves out of trouble
- ◆ A high estimation of their own ability
- ◆ An ability to manipulate individual groups
- ◆ An enjoyment of conflict and aggression
- ◆ A delight in getting their own way
- ◆ The appearance of being popular, but often disliked
- ◆ May have higher levels of anxiety, stress, depression and self harm

WHO ARE THE VICTIMS?

- ◆ Often have poor social skills
- ◆ Lack the confidence to seek help
- ◆ Don't have the support of the teacher or classmates who find them unappealing
- ◆ Blame themselves and believe it is their own fault
- ◆ Are desperate to 'fit in'
- ◆ View is very often reinforced by the attitude of adults in their lives
- ◆ It is highly unlikely that they will seek help.



STRATEGIES FOR DEALING WITH BULLYING

1. PREVENTION

These strategies are designed to enhance the emotional and social health of all students. They develop in students an awareness of the nature of bullying, the consequences, how they can help to reduce it, and what to do if they are bullied.

- ◆ Build mutual respect and promote safety at school
- ◆ Deliver a curriculum that promotes and models positive behaviour, health, wellbeing and personal success.
- ◆ Inclusive Teaching and Learning
- ◆ Encourage supportive relationships
- ◆ Transitions
- ◆ Involve whole school community

Programs currently in place at school which address these strategies are:

- | | |
|----------------------|-----------------------------|
| Peer Support Program | ◆ SRC |
| ◆ Peer Reading | ◆ Year 11 Crossroads Course |
| ◆ Peer Mediation | ◆ Mentoring |
| ◆ Counsellor | ◆ Year 7 PBL Lessons |
| ◆ House Group | ◆ Antibullying Hand |

2. EARLY INTERVENTION

Early Intervention strategies target those students who remain personally and socially at risk. It aims to reduce the intensity, severity and duration of risk behaviour by utilising appropriate support programs and treatment.

- ◆ Assess Risks and Identify Needs
- ◆ School Based Counselling and Support
- ◆ Development of Programs to Improve Skills
- ◆ Monitor and Evaluate Student Support Programs

Initiatives currently in place at school which address these strategies are:

- | | |
|-----------------------------------|----------------------------|
| ◆ House Group Leaders | ◆ School Counsellor |
| ◆ House Group Teachers | ◆ House Group Programs |
| ◆ Attendance / uniform monitoring | ◆ Peer Mediation |
| ◆ School's referral system | ◆ Tell Them From Me survey |
| ◆ High St. Youth Centre/ The Y | ◆ SST meetings |

- ◆ School ceremonies—Presentation Night, ◆ Staff and Faculty Meetings
- ◆ Year Advisers ◆ Social Skill Programs across the school

3. INTERVENTION

Intervention strategies provide students with access to support and provide treatment for those students who experience serious or persistent difficulties.

- ◆ Referral Procedures for Bullying
- ◆ Counselling Services
- ◆ Continuum of support
- ◆ Monitor and evaluate process

The school supports these strategies through:

- ◆ Code of conduct / School Rules
- ◆ SST and Wellbeing Team
- ◆ House Group Teachers / Leaders
- ◆ Lines of referral
- ◆ Counsellor and local Youth Centres

4. RESTORE WELL-BEING

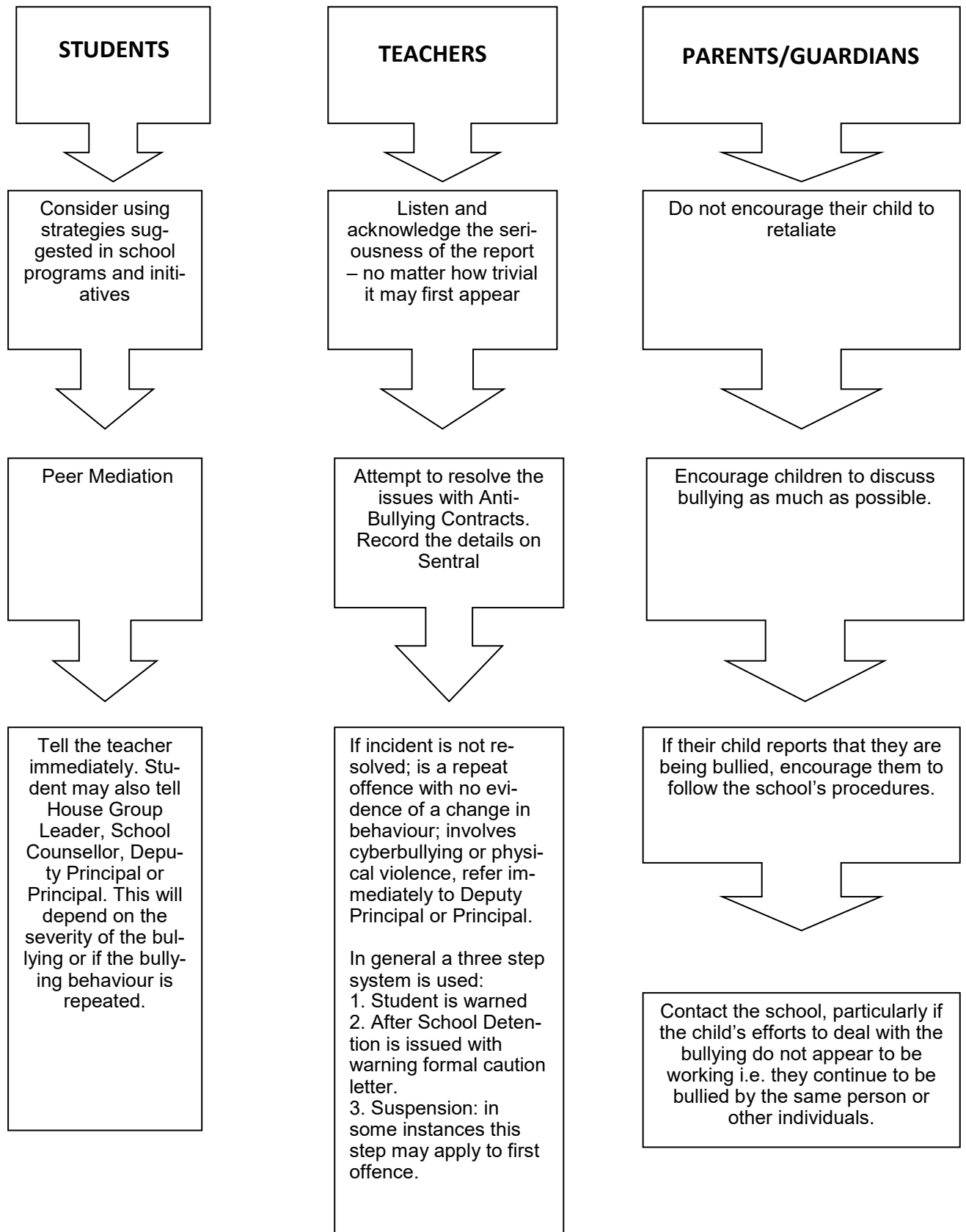
Restoring well-being aims to provide appropriate support to students and members of the school community affected by emergency situations or potentially traumatic incidents which may be beyond people's normal coping abilities.

- ◆ Monitoring and supporting all persons involved in a traumatic incident.
- ◆ Plan for emergency response
- ◆ Provide counselling and support
- ◆ Monitor recovery and evaluate plans

- ◆ The school supports these strategies by:
- ◆ House Group
- ◆ Internal and external counselling
- ◆ School emergency policy and procedures
- ◆ Reviewing and evaluating plans after any implementation.

Procedure for dealing with a Bullying Incident

If bullying occurs, the actions outlined below should be taken:



Bullying exists at all levels in our society. It has been proven now that the effects of bullying on learning and general adjustment at school can be devastating and far-reaching for the students involved. We trust that the whole school community can share the responsibility for combating bullying whenever and wherever it occurs.

Anti-Bullying Strategies Specific to Greystanes High School

Who has responsibilities to deal with bullying and harassment?

Each group within the school community has a specific role in preventing and dealing with bullying.

Parents/Caregivers

- ◆ Report any concerns involving bullying to the school immediately
- ◆ Discuss the issue of bullying with their children (i.e. to understand the bullying behaviour)
- ◆ Support the school in its purpose to create a safe and caring environment
- ◆ Actively work within the school to resolve incidents of bullying behaviour when they occur
- ◆ Support their child to develop positive ways of responding to incidents to bullying

Students

- ◆ Implement the strategies of the Anti-bullying Hand
- ◆ Report any incidents of bullying whether personally involved or a witness
- ◆ Make it clear to peers that bullying is not acceptable
- ◆ Develop in consultation with staff strategies to deal with bullying
- ◆ Behave appropriately, respecting individual differences and diversity and work cooperatively with others

Teachers

- ◆ Respond in an appropriate and timely manner to incidents of bullying
- ◆ Model positive and caring relationships including respectful and peaceful ways of resolving conflicts by negotiation skills and non-bullying behaviour
- ◆ Teach the values of cooperation and tolerance
- ◆ Respect and in all aspects of their learning support students who may be experiencing bullying

Executive Staff/Welfare Leaders

- ◆ Investigate and reports of bullying and act appropriately
- ◆ Support, advise and assists students who are being bullied
- ◆ Consult and discuss problems with parents ensuring confidentiality where necessary
- ◆ Refer serious or repeated bullying to the Senior Executive
- ◆ Record bullying incidents and outcomes on SENTRAL
- ◆ Provide a learning environment in which students and staff are safe at school free from the fear of bullying, harassment and intimidation

What can be done to make the school a peaceful and safe place for all?

1. Prevention

- ◆ Improving the professional learning of staff, parents and caregivers regarding their roles in the reporting, intervening and assessing of help and support when incidents of bullying occur
- ◆ Naming and shaming bullying as unacceptable through avenues such as drama presentations, curriculum work, social skilling and public announcements on assemblies or in newsletters
- ◆ Building the self-esteem and resilience of students through curriculum initiatives, social skills courses and other welfare activities
- ◆ Promoting and reinforcing consistently a school culture of cooperation, understanding and the need for positive relationships
- ◆ Facilitating an ethos within students that it's OK to tell or report incidents of bullying
- ◆ Explicitly teaching the "Anti-Bullying Hand" to all students to give them a series of steps to follow if they feel they have been bullied.

Currently students are supported through: Peer Support Program, Peer Mediation, SRC, PDHPE Lessons, House Group, Mentoring, Year 11 Crossroads Course, Peer Reading, Counsellor, PBL Values and Student Voices Team

2. Early Intervention

- ◆ Ensuring students, their parents and caregivers are proactive in reporting incidents of bullying to teachers so that appropriate support can be provided to those students involved
- ◆ Identifying students who are personally or socially at risk
- ◆ Developing programs to improve skills dealing with bullies
- ◆ Utilising appropriate school based support programs and treatment to reduce the intensity, severity and duration of bullying
- ◆ The school currently supports these strategies through: Classroom Teachers, Year Advisors and Counsellor, SENTRAL, School Referral System, Wellbeing Staff and Faculty meetings, Tell Them From Me Survey, Community
- ◆ Proactive Information via Facebook

3. Intervention

- ◆ Using the Anti-Bullying Behaviour Contracts as a basis of discussion with the person being bullied and the student doing the bullying. These sheets are used at the initial interviews where students are counselled as to appropriate behaviour
- ◆ Recognising the potential for the bullying behaviour to be repeated or recur, the incident will be recorded on SENTRAL to identify patterns of repeat offending.
- ◆ Minor incidents can be referred to our Peer Mediation Team.

Monitoring if there is a continuation of the bullying behaviour after the official warning has been issued in the interview. If so disciplinary action will be taken by the Senior Executive. Initially the action could take the form of detention, removal from the playground, peer mediation or an appointment with the school counsellor but suspension and even expulsion may be considered depending on the nature of frequency of the bullying behaviour.

The school currently supports these strategies through:

- ◆ School's Disciplinary Policy
- ◆ PBL Values
- ◆ House Group Leaders and Teachers
- ◆ Lines of referral
- ◆ Counsellor and local support agencies



School Uniform Policy

The Parents & Citizens Association, SRC and staff support the wearing of school uniform. The following is the description of the school uniform and jewellery and body piercing guidelines.

All clothing items of the school uniform are available from the School Uniform Shop. The shop is located in the Hall and is open on Mondays and Thursday from 7.30am – 10.30am and Tuesdays from 1.00pm to 4.00pm.

The following uniform will be expected to be worn.

All Students

Black lace-up leather school shoes with black laces and leather tongue; the welt and all surfaces must be completely black



White skivvy (under shirt if needed)

Bottle green pullover or 'sloppy joe' with school badge

Green school jackets (optional)

Tie (optional) – only to be worn with button through shirt

Plain black or Greystanes cap (optional)

School black scarf with logo optional winter uniform

** Beanies, Hoodies and Sweat Bands are not permitted **

Shirts:

Years 7-10

An "ice" coloured shirt with school badge or transfer on pocket available from the school uniform shop.

Years 11 and 12

White shirt with school badge

White regulation button through shirt (short or long sleeves) with school transfer on pocket

BOYS

Long or short mid grey school trousers (serge or drill) with fly.

No corduroy or external side pockets.

Shorts are not to be longer than knee length.

Plain white ankle length socks.

GIRLS Years 7-10

Bottle green gabardine school skirt.

Bottle green school shorts or slacks.

Plain white ankle length socks.

GIRLS Years 11-12

Green Check Skirt or as above.

PE AND SPORT UNIFORM

Black Greystanes sports shorts – Green, white and black Greystanes T-shirt, sports shoes and white socks.

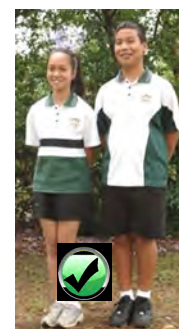
Plain black or Greystanes cap (compulsory).

Black Greystanes tracksuit pants permitted for BOTH boys and girls

Leggings are not permitted as outer wear

Note: The sport uniform may be worn to and from school on a Wednesday in place of the normal school uniform. Students are **not** permitted to mix and match.

** Students who have represented Sydney West or Combined High Schools may **not** wear their **representative jacket** as it is not part of the school uniform.**



Jewellery and Body Piercing – All Students

No differentiation is made between male and female students with respect to the wearing of jewellery or of body piercing.

The whole issue of enhancement to personal appearance using jewellery, body piercing and other adornments is a matter on which there is a huge range of public opinion. Rather than make definitive rules with regard to all aspects of these matters the School Council, P & C and school staff endorse the following guidelines.

Guidelines

Jewellery is not permitted to be worn at Sport, Industrial Arts, Physical Education, Science classes, or in any other class where the teacher believes a safety or hygiene issue exists.

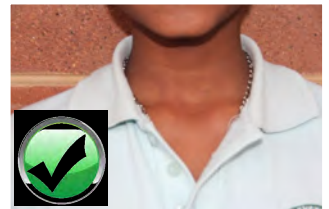
The wearing of jewellery, use of body piercing and jewellery used with body piercing, or the use of other adornments **must not detract from the wearing of school uniform** or be of such size or construction or be placed in such a manner as to **create a potential safety risk for either the wearer or others.**

Students may wear small unobtrusive items that do not detract from the wearing of school uniform or present a potential safety risk.

Large chunky or brightly coloured items are not permitted. (*Examples include: spikes, studs, large leather wristbands and chunky rings*)

The risk to safety resulting from body piercing and the use of jewellery will be determined based on the location of the piercing and the size and construction of the jewellery.

As these matters are so open to personal interpretation the School Council, the P & C Association and the school staff endorse the school Principal or nominee to be the final and sole judge in the interpreting of these guidelines.



P & C meet
Second
Wednesday of
the Month in
each School
Term
7.00pm - Library

Parents & Citizens Association

As a school community, it is important to us that parents, staff and students work together for the benefit of our students. Parents are encouraged to participate in the Parents & Citizens' Association that works to support the school. Meetings are held on the second Wednesday of the Month in each School Term at 7.00pm in the school Library.

The Principal and other members of staff and community partners attend these meetings to discuss matters of concern or interest to the school community. The Principal provides an update on programs/events at the school. Teachers attend to share information about the teaching and learning programs and other initiatives and leadership programs.

Student Representative Council (SRC)

The Student Representative Council allows you to voice your opinions concerning the improvement of Greystanes High. The duties of the Council include the organisation of social functions, fund raising for charities, improving the school surroundings and the school community and acting as a forum for communicating ideas between students and school executive.

The Student Representative Council represents you and is here to help you. If there is any matter you would like to have discussed at a Council meeting, feel free to write a submission and present it to the SRC leader.

All students are encouraged to accept the challenge of student leadership by seeking to be elected to the SRC. You may be the person who can really make a difference to the life of our school.

Duke of Edinburgh

At Greystanes High School, the Duke of Edinburgh Award Scheme operates for students when they reach 14 years of age, generally Year 9.

The award involves four sections; Service, Skills, Physical Recreation and Expeditioning, which on satisfactory completion, leads to an award at either Bronze, Silver or Gold level. The award has been very successful at Greystanes

High School over many years and we have a committed staff who encourage students through all aspects of this exciting and challenging program.

This is a program that develops a student's independence and skills. It is a program highly regarded by business and industry because it develops the leadership skills of those participating.



Do you live 2 kilometres or more from School?

Free bus transport to and from school each day is available for students who live a minimum distance from their school - to be eligible for a School Opal card pupils must reside MORE than 2.0km straight line distance or 2.9km walking or further.



How to apply?

- ◆ Application is available online.

<https://apps.transport.nsw.gov.au/ssts/>

<https://www.opal.com.au/en/about-opal/opal-for-school-students/>

Student Safety arriving and departing School

Parents are requested not to drive into the school grounds or bus bay to “drop off” or “pick up” their child if they have been driven to school

For pickup it is preferred that you organise a location some distance from the entry to the school to help alleviate congestion or have your child wait inside the school grounds until you arrive for “pick-up”.

If there is a situation where you require temporary permission to drive on school grounds, contact the school grounds, contact the school office for a ‘Temporary Parking Permit’ e.g. a child may require crutches and needs to be dropped/picked up.

Special Religious Education

Special Religious Education (SRE), previously referred to as scripture, is available for students in Years 7-11 on an opt -n basis. A note will be sent out to parents prior to commencement of SRE classes. A note is also found in the enrolment pack.

SRE classes are delivered by **Holroyd Combined Churches**. The lessons are interactive and seek the active involvement of students. Students' opinions are sought and different opinions accepted.

SRE classes aim to have a positive influence on students by:

- ◆ Encouraging them to develop meaningful relationships
- ◆ Seeking to meet their individual needs
- ◆ Presenting models of Christian living
- ◆ Offering stable concepts in a changing world
- ◆ Advocating forgiveness and tolerance of differences

During the time that SRE classes are being held, students not participating will remain in their classrooms with their class teachers and will participate in meaningful activities - **such as reading, private study, revision or completing homework.**

Students participating in SRE will leave their normal classes and be located in a separate space and be supervised by representatives of Holroyd Combined Churches.

Voluntary student activities of a religious nature

Voluntary student activities of a religious nature in schools (VSA) are not part of Special Religious Education.

Greystanes High School has a VSA group that meets periodically and is run by an external provider. Students are required to return a permission note to attend this group. The sessions include students participating in Christian reading from the Bible, reflection and discussion about Christian views with the beliefs and viewpoints of all students respected.

Our Library

Greystanes High School Library is a multi-functional area that provides an environment that is conducive to future focused learning. Our primary aim is to provide a quality service, a variety of resources and recreational activities.

Opening Hours

The library is open from 8.00am until 2.50pm Monday to Friday, except for Friday Recess 1 and Wednesday Lunch.

Learning Centre

'Excellence is not being the best; it is doing your best.'

The Learning Centre is a great place for students to complete their homework and assessment tasks with the support of a teacher.

Open on Tuesdays and Thursdays from 3.00pm until 4.30pm.

Research... Get the facts!

Search the Library Catalogue for books and websites

To access your account, log into your student portal and open **Oliver Library**. Students can borrow up to 8 non-fiction and 4 fiction books for a 2-week period. There is an option to renew and reserve items online.

World Book Online - is an online encyclopedia. Find thousands of current and reliable resources including articles, websites, videos and images. Open the website (<https://worldbookonline.com/wb/Login?ed=wb>) and enter the username (ghs13) and password (ghs13). Explore the site!

ClickView Online - Access thousands of educational videos. Open the website (<https://www.clickview.com.au>) and enter your student portal details. Select Greystanes High School. Begin your search!

Premiers Reading Challenge

The Premier's Reading challenge is a literacy engagement program that was introduced by the Premier in 2004 to:

- Encourage students to read more books and enjoy reading
- Improve literacy levels

The challenge requires students to read 12 books between the beginning of the school year and early September.

GHS Library Website – Contains the latest library news, subject links, competitions, information skills and much more.

<https://oliver-17.library.det.nsw.edu.au/3/home/news>

Student Suggestion Box

Cannot find what you want in our library collection? Then make a suggestion. The student suggestion box is located on the library circulation desk.

Become a Library Monitor

GHS library monitors are responsible for the daily operations of the library. Some of the duties include: loans & returns, shelving, IT support, setting up displays, reading out assembly messages, running competitions and lots more.

Applications are available at the beginning of each year.

Join a Club!

Meet new people with similar interests.

Book Club
Code Club
Chess Club
Puzzle Club

Recreational Activities

Chess
Putt Putt Golf

Printing & Photocopying

Black & White - 5 cents per page
Colour - 50 cents per page
Photocopying - 20 cents per page (see library staff for assistance and payment.)
Print balance can be topped up at the D Block office.

Student ID cards

Students ID cards are required to borrow library resources. A replacement card can be purchased at D Block Office for \$5.00.

Library Staff

Library Instructional Leader

Library Assistant



Mr D. Ahmadzai

BYOD Program

At Greystanes High School there is a mandatory BYOD program across all years. This means that all students are required to bring a device from home that meets the set of specifications determined by the school. These specifications are available on the school website. Please note in particular the specifications related to **wireless compatibility**.

Students will use devices in the classroom under the direction of their teachers to complete a range of classwork and learning activities. Student devices may not be used every day in every lesson; the use of the device will depend upon the particular learning activity and will blend with other activities such as reading, writing, discussion, debate, group activities and assessment. However, it is still expected that students bring a fully charged device to school every day. Students will be using Google Classroom for all subjects and their teachers will give them the codes to sign up at the beginning of the course.

All students and parents are required to read and accept the terms of the school BYOD policy agreement and charter before a device can be used at school. This can be found on the school website. Note that choosing to bring a personal device to school implies that the student and their parent/carer accept the agreement and charter.

It is important that students and parents are aware of the following essential responsibilities and information:

- ◆ **Students are responsible for securing and protecting their own devices at school.** Students and their parents/caregivers are responsible for arranging their own insurance if desired and should be aware of the policy and warranty conditions for their own device. **The school does not accept responsibility for any loss or breakage.**
- ◆ Students are solely responsible for the maintenance and upkeep of their devices. This includes the backing up of data and updating of applications including anti-virus software. **Any loss or damage to a device is not the responsibility of the school or Department.**

Students' devices may be confiscated and returned to parents if the school has reasonable grounds to suspect that a device contains data which breaches the BYOD student user agreement.

Please ensure that devices used for BYOD do not have parental controls or antivirus software that limit configuration of the following areas: network and connectivity, DNS and Proxy, VPN usage. Any limitations in the aforementioned fields can prevent internet access as usage of the DoE proxy is a requirement for internet usage at school.

Note too that students can download Microsoft and Adobe licensed software for free to use on their school device from: bit.ly/byodsoftware

Bring Your Own Device Program Device Specification



Hardware Specification

The device must meet *all* of the following requirements:

Form Factor	<p>Laptop, tablet device or convertible device that includes a camera. The device must be in a protective case made of sturdy material.</p> <p>A tablet device must have a physical keyboard attachment with separate keys for A – Z and 0 – 9 and which physically move when depressed.</p>
Physical Dimensions	<p>Minimum Screen Size: 9.7" Maximum Screen Size: 15" (diagonal dimension)</p>
Operating System	<ul style="list-style-type: none"> • Windows 10 or later • Apple Mac OS X 10.11 or later • Apple iOS 10 or later • Android 4.4 (KitKat) or later
Wireless Compatibility	<p>Device must have 5GHz 802.11n support to connect to the wireless network. This may be advertised as "Dual Band Wireless", "802.11abgn", "802.11agn", "802.11ac" or "Gigabit Wireless".</p> <p>Note: Devices marketed as "802.11bgn" do not support the required standard.</p>
Storage Space and Battery Life	<p>The devices battery is required to last the whole school day without charging (approx. 6 hrs). The device must have a minimum of 8GB internal storage.</p>

Please take special note of the Wireless Compatibility requirements. This is the most difficult requirement to verify yourself for Windows laptops. If you are unsure, consider purchasing a recommended device.

Software Specification

Additionally, the device must meet all of the following functional requirements pertaining to software:

Operating System	As per the Hardware Specification, above
Web browser	Any modern web browser. Windows computers must run Internet Explorer 11 or newer
Word Processor	Any word processor. e.g. Microsoft Word
Spreadsheet Package	Any spreadsheet tool. e.g. Microsoft Excel
Presentations	Any presentation tool. e.g. Microsoft PowerPoint
Security Software	Windows laptops should run: Microsoft Security Essentials or Windows Defender MacOS X laptops should run: ClamXav 2 Sentry

Students can download Microsoft and Adobe licensed software for free from: bit.ly/byodsoftware

Recommended Devices

Generally, the Windows and Apple laptops are recommended.

Type	Recommended System
Windows Laptop	Any well-known brand meeting requirements
Windows Tablet	Microsoft Surface
Apple Laptop	MacBook Air 13 inch
Apple Tablet	iPad Wi-Fi 32GB

Student Assessments Year 7-9

Assessment

Each course of study will have a series of assessment tasks. These will take a variety of forms including essays, topic tests, examinations, research tasks and practical class assessments.

At the completion of each task, students will receive a mark or grade for that task.

Method of Reporting

Reports will be available on a semester basis. There will also be a Parent Information Evening and a Parent Teacher Night.

Student Responsibilities

Assessment tasks must be completed on or by the due date.

Failure to complete a task by the required date will result in marks being deducted.

Note:

It is expected that students hand in their work on the due date in the lesson of the subject of the task, NOT after that time.

All work must be that of the students.

In the case of malpractice e.g. copying or Internet dumping, the student may suffer a penalty or be awarded zero. The decision will be made by the Principal in consultation with the relevant Head and class teacher.

All work, not only Assessment Tasks, is to be completed.

Students should be aware that the Principal must certify that all courses of study have been satisfactorily studied, i.e. assignments, practical work, class essays, topic tests or research are completed. Failure to complete all set work may place the student's completion of Stage 4 outcomes in jeopardy.

A genuine attempt at all tasks, including assessment tasks, must be made. All work must be submitted to an acceptable standard and as a hard copy (on paper), unless otherwise directed by the teacher.

Refer to relevant Assessment Handbook for year 10, 11 and 12 assessment policy and NESAs guidelines.



Guidelines for Leave

Domestic Necessity

1. Applications for exemption may be considered where there is urgent need for help in the applicant's home as a result of a family emergency and this need cannot be met in any other way. Exemptions under such circumstances may be considered only if the situation cannot be met by the Principal granting leave for a short period (up to 15 days).
2. In all cases applicants must provide conclusive evidence to support their application. Every effort should be made to find a solution other than exempting the child from school.
3. The applicants must provide details of the responsibilities that the child is expected to undertake during the period of the exemption. These responsibilities should be within the child's physical and mental capabilities.
4. The applicants must agree to an appropriate educational program, developed in consultation with the investigating officer.
5. The investigating officer must have contact on a regular basis with the child and applicants to ensure the wellbeing of the child and to enable the monitoring of any changes.
6. If the urgency of the situation lessens, the Certificate of Exemption may be withdrawn.
7. In the recommendation for the granting of a Certificate of Exemption, no child should be discriminated against on the grounds of sex, age, or future education opportunity.

Health of a Child

1. Applications for exemption may be considered where medical evidence shows that attendance at school would be contrary to the child's best interests - mental, physical or otherwise and that a short term leave, granted by the Principal, would not be sufficient. The possibility of enrolment in Distance Education should be investigated as an alternative to exemption.
2. Applicants must provide medical documents from a medical specialist such as a paediatrician that state the nature of the disability and that attendance at school would be contrary to the child's best interests. An indication of the duration of the incapacity should also be provided.
3. Wherever possible some form of appropriate educational instruction should continue.
4. The investigating officer must have contact on a regular basis with the child and applicants to enable the monitoring of any changes in the situation.
5. Certificates on health grounds will be granted only for the duration of the medical certificate or until the end of the school year for which the exemption is sought.

Continuing Education

1. Applications for a Certificate of Exemption may be considered for enrolment and participation in a full-time course at a business college, a College of Technical and Further Education or other approved educational institution.
2. Applicants must provide a letter from the educational institution stating that a place for the student is available in the desired course.
3. The granting of a Certificate of Exemption is conditional on the applicant providing documentary evidence of enrolment in a full-time course to the investigating officer within 7 days of the commencement of the course.

Employment - General

1. Applications for Certificates of Exemption may be considered if the student has been offered a permanent full-time employment opportunity that is available only if taken up immediately.
2. Written evidence of the offer of employment must be provided.
3. An appointment with the Principal is to be made to discuss this exemption.

A CERTIFICATE OF EXEMPTION MAY BE WITHDRAWN AT ANY TIME IF THE CONDITIONS ARE NOT BEING MET

Please note that the absence due to exemption is recorded as 'leave' and may impact on your attendance.

Plagiarism Policy

Policy Rationale

With the explosion of information now available to students, it is essential that they learn how to use the ideas and work of others correctly in their own work and become competent with the accepted ways of acknowledging this use.

This policy aims to help students:

- ◆ understand what plagiarism is;
- ◆ know the procedures that will be used when plagiarism occurs; and
- ◆ develop strategies to avoid plagiarism including the correct use of referencing.

Definition of Plagiarism

Plagiarism can be deliberate or inadvertent. Plagiarism is a form of cheating and, as such, is serious student misconduct.

Plagiarism usually takes one of three forms:

- ◆ When students use the ideas, words or work of **other students** and submit these in an assessment task as their own;
- ◆ When students use the ideas, words or work from published sources (Internet, books, magazines, electronic databases etc.) and submit these in an assessment task **without acknowledgment**; and
- ◆ When students **contribute less** than their fellow students to a group assignment and then claim an equal share of the marks.

Procedures for Addressing Plagiarism

Where a teacher believes a student has plagiarised, the matter will be reported to the relevant Head Teacher and the student will be notified and given an opportunity to show why they should not be penalised.

The onus will be on the student to show the Head Teacher that the work submitted is entirely their own and not intentional or inadvertent plagiarism. To help establish the originality of their work, a student may be required to provide their notes and/or draft copies to show how they developed their ideas and/or method of expression.

Where a student admits plagiarising or cannot show the work to be their own, a mark of zero will be awarded and the student will be considered to have not achieved the outcome(s) specified in the task.



How should sources be referenced at the end of work?

Students are required to acknowledge sources as a means of providing written recognition of any ideas that are used or adapted for their work.

Refer to the link below for information.

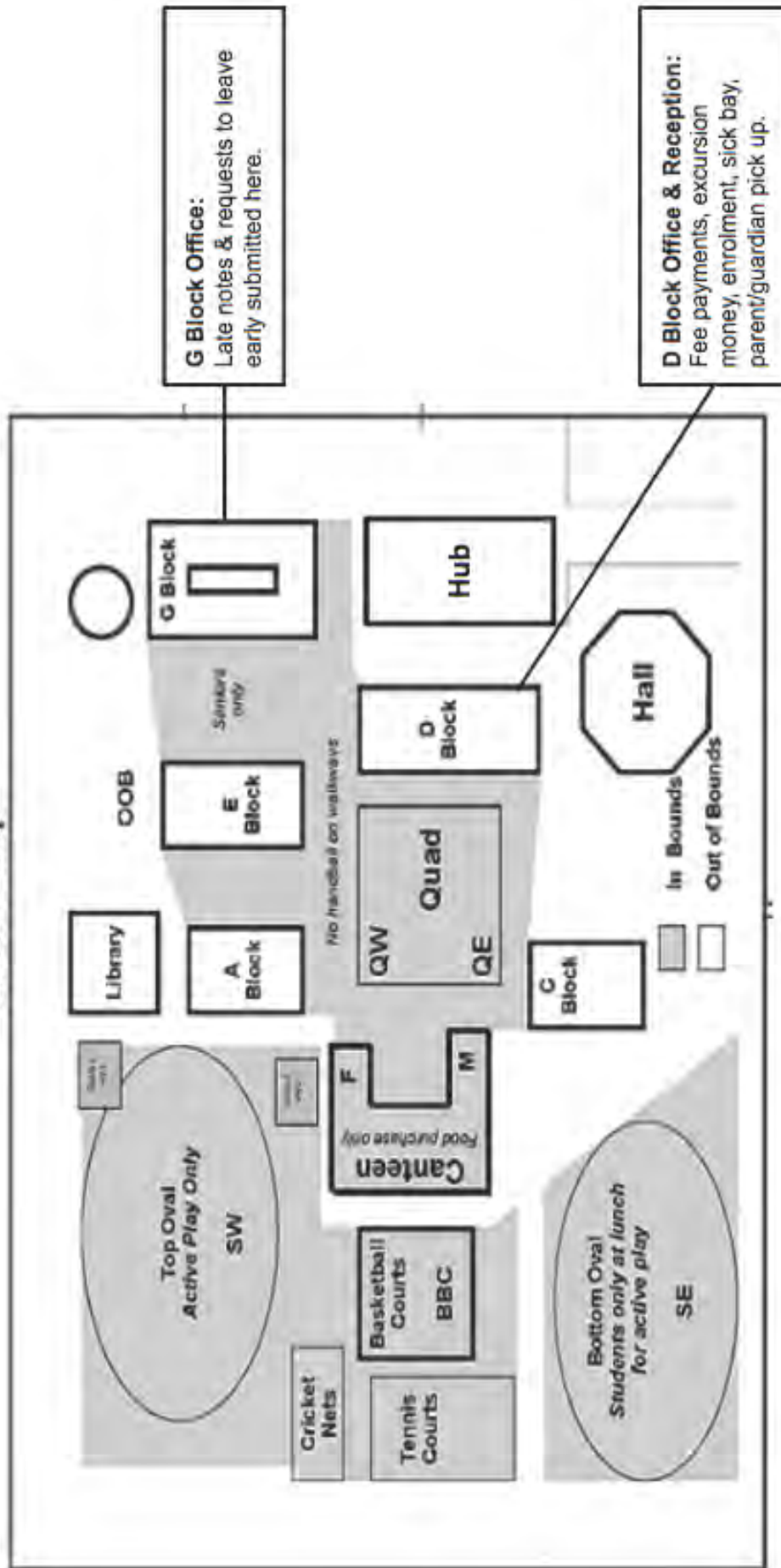
<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Bell Times Week A+B

Monday		Tuesday		Wednesday		Thursday		Friday		
Period 1	8.25am 9.50am	85* mins	Period 1	8.25am 9.50am	85* mins	Period 1	8.25am 9.50am	Period 1	8.25am 9.50am	85* mins
Recess 1	9.50am 10.10am	20 mins	Recess 1	9.50am 10.10am	20 mins	Recess 1	9.50am 10.10am	Recess 1	9.50am 10.10am	20 mins
Period 2	10.10am 11.25am	75 mins	Period 2	10.10am 11.25am	75 mins	ASSEMBLY	10.10am 11.25am	Period 2	10.10am 11.25am	75 mins
Recess 2	11.25am 11.45am	20 mins	Recess 2	11.25am 11.45am	20 mins	Period 2	11.25am 11.45am	Recess 2	11.25am 11.45am	20 mins
Period 3	11.45am 1.00pm	75 mins	Period 3	11.45am 1.00pm	75 mins	Lunch 1	11.45am 1.00pm	Period 3	11.45am 1.00pm	75 mins
Lunch 1	1.00pm 1.20pm	20 mins	Lunch 1	1.00pm 1.20pm	20 mins	Lunch 2	1.00pm 1.20pm	Lunch 1	1.00pm 1.20pm	20 mins
Lunch 2	1.20pm 1.35pm	15 mins	Lunch 2	1.20pm 1.35pm	15 mins	SPORT	1.20pm 2.30pm	Lunch 2	1.20pm 1.35pm	15 mins
Period 4	1.35pm 2.50pm	75 mins	Period 4	1.35pm 2.50pm	75 mins			Period 4	1.35pm 2.50pm	75 mins

*Second bell 5 minutes in for latecomers/roll submissions

School Map





School Travel Advice Sheet

GREYSTANES HIGH SCHOOL

Details of specialised trips operating to or from school are listed below, please call our helpline (8778 5830) or visit our website www.transitsystems.com.au/sydney to check details are still current. For personalised trip planning advice between home and school use the TfNSW Trip Planner at: www.transportsw.info, alternatively call 131 500.

HANDY TIP: Real-time transport apps such as *Next There* or *Trip View* can be downloaded to your smart phone and show the exact location of your bus in real-time.

Conditions of Carriage: Students must have a School Student Transport Scheme (SSTS) Opal card issued in their name, Child/Youth Opal card, or pay the correct cash fare. Opal Cards must be carried and ready for inspection on every trip, and tapped on at the start and end of every journey. Always arrive at the bus stop at least five minutes prior to the bus departure time. Further information about SSTS Opal cards is available at: www.transportsw.info.

MORNING SERVICES		
Bus No	Departing	Bus Route
824	7:10	EX PARRAMATTA STATION via route 824 to Allen St near Finlayson St. Walk to Old Prospect Rd after Boronia St and transfer to the 811X due 7:35.
810X	7:20	EX MERRYLANDS STATION via route 810X to Beresford Rd and set down at school (Arr. 08:01)
811X	7:35	EX OLD PROSPECT RD AFTER BORONIA ST via route 811X to Beresford Rd and set down at school (Arr. 07:44)
7017	7:35	EX OLD PROSPECT RD & CENTENERY RD then via Old Prospect, L> Boronia - Chelmsford, L> Old Prospect, L> Damien, R> Lucinda, R> Adler, L> Olga, R> Ringrose, L> Old Prospect, L> Cumberland, R> Whalans, R> Gozo, R> Old Prospect, L> Beresford to school (Arr. 08:00)
7014	7:40	EX MERRYLANDS STATION via Merrylands Rd, R> Cumberland, L> Old Prospect, R> Beresford to Greystanes Shops then to school (Arr. 08:05)
810X	7:42	EX PARRAMATTA STATION via route 810X to Beresford Rd and set down at school (Arr. 08:01)
7016	7:45	EX GIPPS RD & BIRRIWA ST via Gipps Rd, L> Macquarie, L> Bayfield, L> Cumberland, L> Merrylands Rd, R> Greystanes Rd, L> Watkin Tench, R> Driftway, R> Butu Wargun, L> Greystanes, R> Bathurst, L> Beresford Rd to school (Arr. 08:07)
7008	7:50	EX PARRAMATTA STATION via Argyle St, L> Pitt St, R> Great Western Hwy, L> Beresford Rd to school (Arr. 08:05)

AFTERNOON SERVICES		
Bus No	Departing	Bus Route
7517	14:55	TO GREYSTANES via Beresford, L> Old Prospect, R> Ringrose, L> Olga - Lucinda Rd, L> Damien, R> Old Prospect, R> Chelmsford, L> Wirrallee, L> Centenary to Old Prospect
9630	15:00	TO MERRYLANDS (EXPRESS - first set down after Chelmsford & Wirrallee) via Wirrallee, R> Centenary, L> Hollywood, L> Richmond, R> Hamilton, R> Frances, L> Friend to Coleman
7509	15:00	TO MERRYLANDS STATION via Beresford Rd, R> Bathurst St, L> Greystanes Rd, L> Merrylands Rd, L> Treves, R> McFarlane, L> Pitt to Merrylands Station.
7511	15:00	TO GREYSTANES via Beresford, R> Old Prospect, L> Gozo, L> Whalans, L> Cumberland, R> Old Prospect to St Paul's.
7514	15:00	TO GREYSTANES via Beresford Rd, R> Old Prospect, L> Gozo, L> Whalans, R> Kippax, R> Taylor, R> Bolaro, L> Birriwa, L> Gipps, L> Macquarie L> Bayfield, R> Cumberland to Holroyd High
810X	15:09	TO MERRYLANDS STATION via route 810X servicing all stop to Merrylands Station.

Key: L> Bus turns left; R> Bus turns right; EX - bus departs from

Effective: 19-Apr-21

Lockdown/Lockout Procedures

LOCKDOWN

Is a procedure used when there is an immediate and imminent threat to the school such as school intruders. Lockdown minimizes access and visibility by securing staff and students in rooms and allowing no-one to leave until the situation has been declared safe. The process secures students and staff and removes innocent bystanders from immediate danger.

A lockdown signal – continuous bell for 30 seconds – is sounded

Lockdown Procedures (during class time)

In response to an unauthorised intruder, hostage or abduction threats or a threat external to the school:

Principal or designated officer will call 000 or local police and the Health and Safety Hotline on 1800 811 523. Deputy Principal to move to the main entrance to direct emergency services and allow access to authorised personnel only.

All outside activities will cease. PE classes or other groups to report to nearest secure area such as the change rooms in the Canteen.

Staff to:

- ◆ Lock classroom doors, turn off lights and keep students out of sight and away from windows. Where possible, sit under the desks to increase protection.
- ◆ Check corridors to ensure all students are in classrooms.
- ◆ Take the roll (check against the absentee list for the day).
- ◆ Ensure no use of mobile phones by students.
- ◆ Staff not teaching should NOT ring the office. They should lock their staffroom door and keep out of sight of windows and await an announcement.

Procedures (not during class time)

Should a lockdown be required when students are not in classrooms the following should occur:

Lockdown at lunchtime or recess

Students from the following areas are to immediately go to the designated areas and implement lockdown strategies:

Top oval	→	Library
Basketball Courts/behind Canteen	→	A Block
Bottom oval	→	C Block
Canteen	→	E Block
Quad & Surrounds	→	D Block

Lockdown during Assembly

Students from the following areas should go immediately to the designated area and implement lockdown strategies:

Bradman	→	E Block	HG 1-5	Downstairs	HG 6-10Upstairs
Gilmore	→	A Block	HG 1-5	Downstairs	HG 6-10Upstairs
Parkes	→	C Block	HG 1-10	Downstairs	
Monash	→	D Block	HG 1-5	Downstairs	HG 6-10Upstairs

During a prolonged lockdown the Principal will consult with authorities such as police and bus companies. If possible parents should be advised to stay away from the school so as not to interfere with authorities or emergency services. The local media or school website might be employed to relay this message.

LOCKOUT

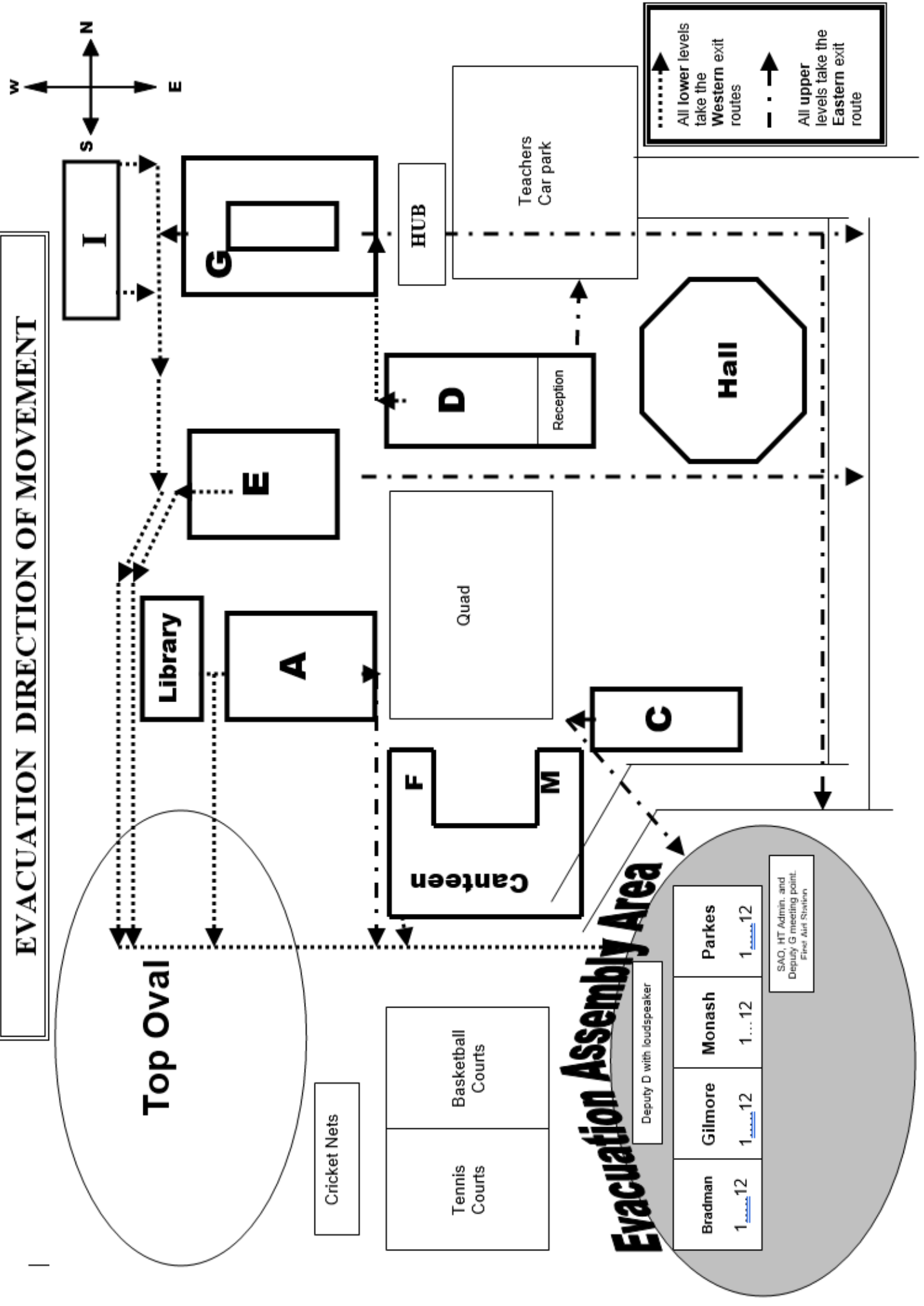
Lockout is a procedure which allows school activities to continue as normal while curtailing the intrusion of outside activity. It prevents unauthorized personnel entering the school. It is commonly used when the threat is general or the incident is occurring off the school property.

A lockout signal is given – 2 long continuous bells.

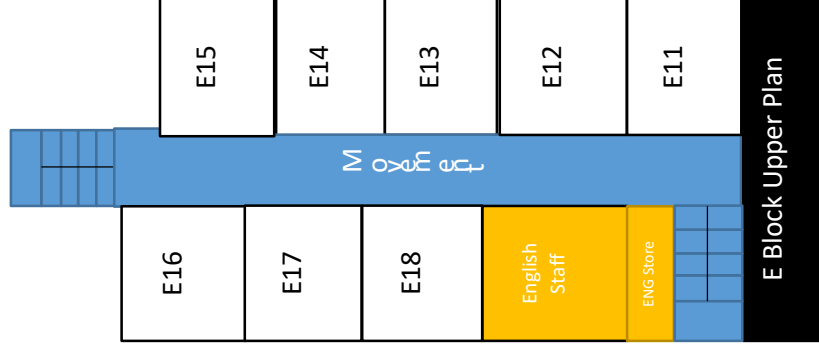
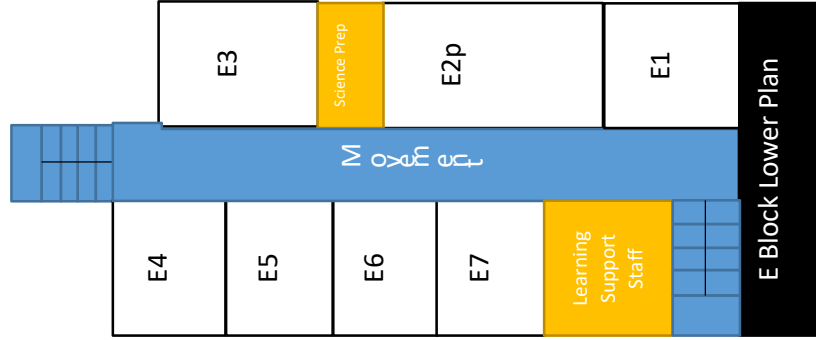
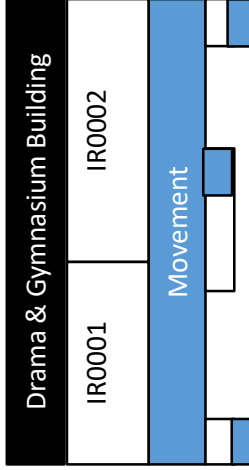
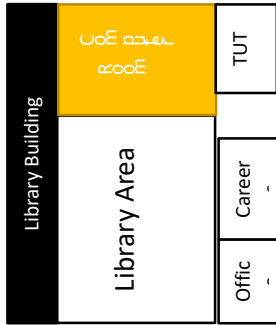
Procedures

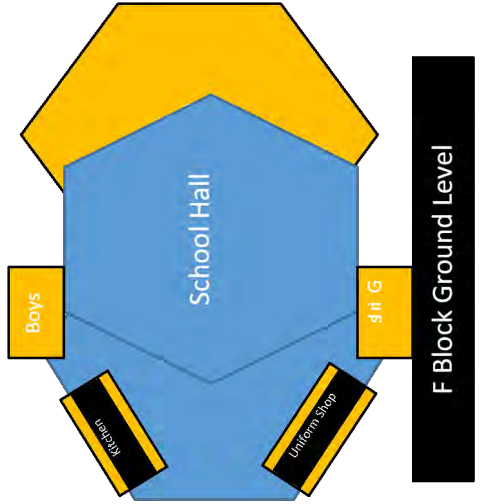
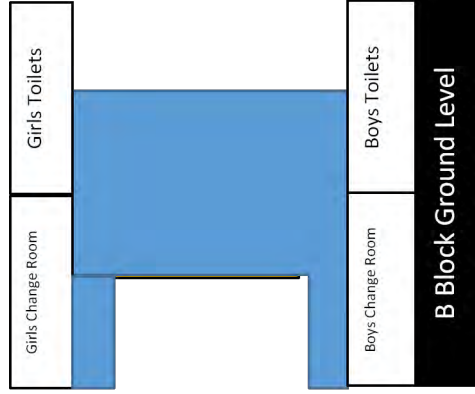
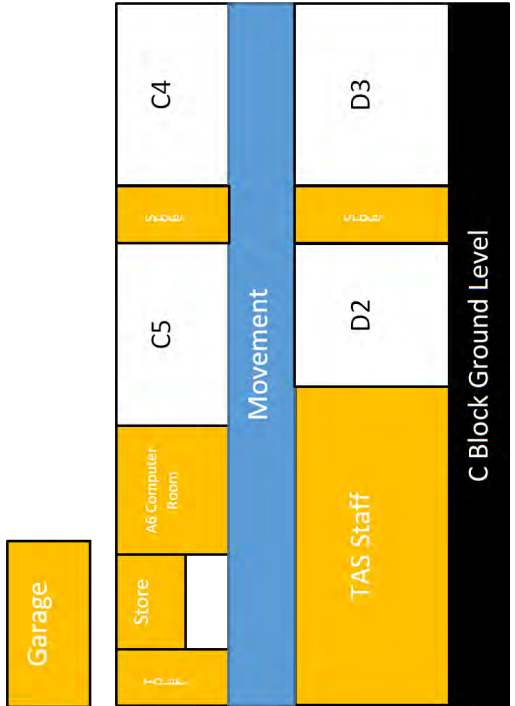
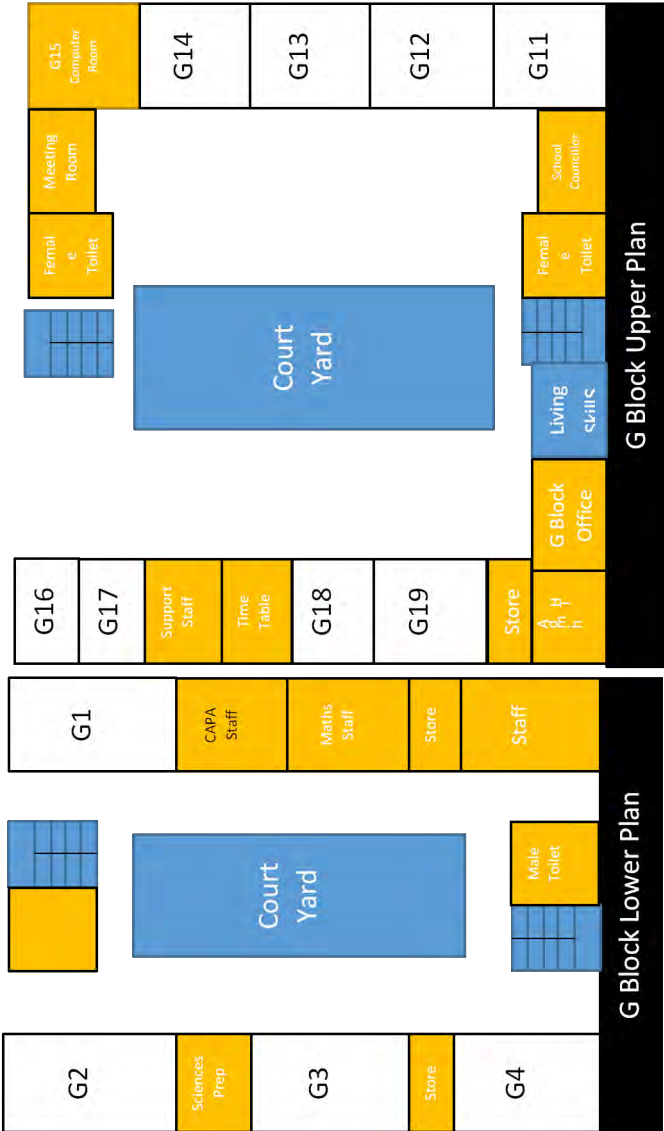
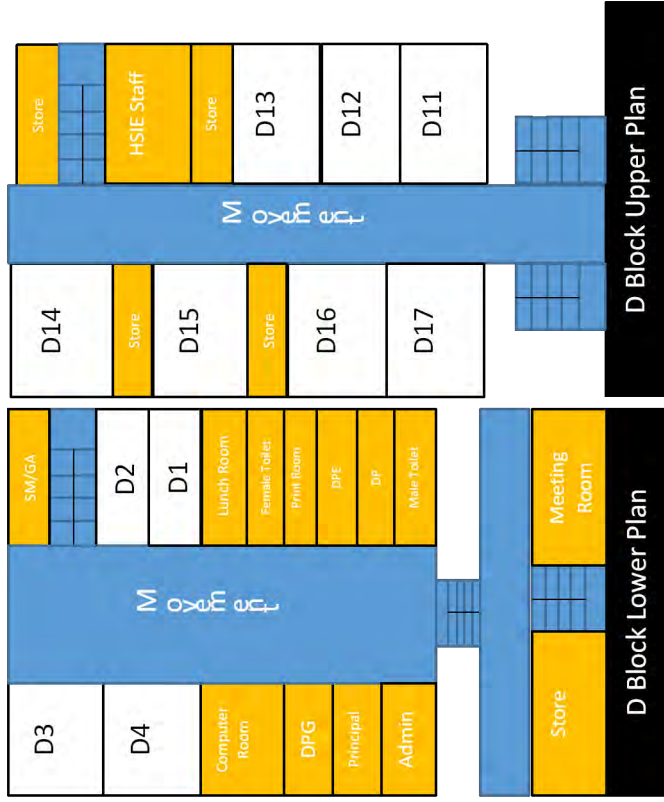
- ◆ Principal or designated officer will call 000 or local police and the Health and Safety hotline on 1800 811 523.
- ◆ Deputy Principal to lock school entrances and allow only authorised personnel into the school.
- ◆ Students outside of classrooms are to return to the nearest school building and classrooms. All other lessons are to continue as normal.
- ◆ Principal or designated officer is to lock exterior bloc doors and gates.
- ◆ Staff are to await official notification of the end of the lockout vis use of 2 long continuous bells designating “All Clear”.

EVACUATION DIRECTION OF MOVEMENT



Room Location Map





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English



The English faculty is located in Upper E Block.

The Head Teacher is Mr Brown.

Year 7 English

Course Description:

The aim of English in Year 7 is to enable students to use, understand, appreciate, reflect on and enjoy the English language in a variety of texts and shape meaning in ways that are imaginative, interpretive and critical.

English in Year 7 is both challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression in order to become active, independent learners and to learn to work with each other and reflect on their learning.

In all units, students will explore a range of texts including novels, plays, poems, songs, non-fiction texts, films, picture books and short stories. Students will use devices to publish their work and the internet for research. Students will be asked to express their ideas and understanding in many different ways. This could include the delivery of speeches, composition of essays and imaginative pieces, completion of comprehension tasks and the design of multimodal texts.

Unit A: <i>Coming of Age</i>	In this unit students explore concepts of individuality and the transitory stages of life. Through their study of a range of poetry, students consider their own identity, individuality and place in the world.
Unit B: <i>The Hero's Journey</i>	In this unit students explore the concept and narrative structure of the 'hero's journey'. They do this through an exploration of culturally significant texts and myths and legends which either conform to or subvert the conventions, narrative structure and character archetypes common to hero's journey.
Unit C: <i>Poetry</i>	In this unit students undertake a close study of poetry. They focus on the identification and analysis of a range of poetic techniques across a broad range of poetry, including works by Australian and Torres Island poets.
Unit D: <i>Close Study of Text</i>	In this unit students focus on a significant print text. They examine how language can be used to convey significant ideas and messages. They also learn about the importance and impact of a composer's context on their work and how audiences must consider this when evaluating the value and meaning of a text.

English – continued

Assessment Task	Date of Task	Weighting %
Unit A — Coming of Age—Reading and Writing Task	Term 1	20
Unit B —Hero’s Journey—Scaffolded Extended Response	Semester 1 or 2	20
Unit C — Poetry—Poetry Anthology and Evaluation	Semester 1 or 2	20
Unit D —Close Study of Text—Imaginative Writing Task	Semester 1 or 2	20
Class activities	Semester 1 or 2	20
Total Weighting %		100

Report Outcomes: The outcomes below will appear on both Semester One and Semester Two reports. Individual classroom teachers will use a student’s performance and progress on assessment tasks to assess these outcomes both formatively and summatively. Homework and class activities will be used to formatively assess these outcomes.

Stage 4 Semester 1 and 2

Outcome 1	Used a range of approaches to read and understand increasingly complex texts
Outcome 2	Examined and explained how meaning is created through the use of language form, features and structures
Outcome 3	Made connections between concepts, text, and their broader context
Outcome 4	Created a range of texts for different audiences and purposes
Outcome 5	Drafted texts and reflected on the development of their own and their peers’ learning

Mathematics



*The Mathematics faculty is located in Lower G Block.
The Head Teacher is Mr Harris.*

Course description

This course was designed to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Report Outcomes - Semester 1

Students will have:

- ◆ Compared, ordered and calculated with integers to solve problems
- ◆ Represented and operated with fractions to solve problems
- ◆ Operated with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
- ◆ Generalised number properties to operate with algebraic expressions including expansion and factorisation

Course Outcomes - Semester 2

Students will have:

- ◆ Performed operations with fractions
- ◆ Developed skills in classifying and determining the properties of
- ◆ Performed operations with decimals
- ◆ Generalised number properties to operate with algebraic expressions
- ◆ Performed calculations with time
- ◆ Applied appropriate mathematical techniques to solve problems



Assessment Schedule

Students sit common tests every term. This is for all students in the year. Results from these tests are used to moderate class marks which teachers have for their individual classes. The class assessment will be based on a range of class based assessment including project work, assignments and practical problem solving activities based on the topic content.

Task	Date of Task	Weighting %
Common Test	Term 1, Week 9	20
Common Test	Term 2, Week 5	20
Common Test	Term 3, Week 9	20
Common Test	Term 4, Week 5	20
Class Mark	Class Assessment Mark	20
Total Weighting %		100

Mathematics - Year 7 - Scope and Sequence 2020

Term 1

1	2	3	4	5	6	7	8	9	10
Unit 1 Operation with whole numbers				Unit 2 Fractions			Unit 3 Indices		
MAO-WM-01, MA4-INT-C-01				MAO-WM-01, MA4-FRC-C-01			MAO-WM-01, MA4-IND-C-01		

Term 2

1	2	3	4	5	6	7	8	9	10
Unit 4 Algebra Techniques				Unit 5 Decimals			Unit 6 Length		
MAO-WM-01, MA4-ALG-C-01				MAO-WM-01, MA4-FRC-C-01			MAO-WM-01, MA4-LEN-C-01		

Term 3

1	2	3	4	5	6	7	8	9	10
Unit 7 Equations				Unit 8 Area			Unit 9 Angles		
MAO-WM-01, MA4-EQU-C-01				MAO-WM-01, MA4-ARE-C-01			MAO-WM-01, MA4-ANG-C-01		

TERM 4

1	2	3	4	5	6	7	8	9	10	
Unit 10 Geometrical Figures				Unit 11 Probability						
MAO-WM-01, MA4-GEO-C-01				MAO-WM-01, MA4-PRO-C-01						



Science



Course description – Semester 1

This is the first unit that Science students will complete at high school. It addresses many of the skills they will require throughout their Science studies and gives them a basis for much of their further study. The students are required to use these skills in the classroom as well as in their individual investigation project. It addresses the history of Science and places Science in the context of everyday existence.

Students are introduced to the Science laboratory. The unit will focus on safe and effective scientific practice. Students will be introduced to the skills and equipment that scientists use.

Students will then build an understanding of the use and need for classification in both the living and non-living world. They learn how cells function as individual entities as well as in combination with others of the same or different types. Students are introduced to the microscope and develop skills in its use.

Report Outcomes - Semester 1

Students will have:

- ◆ Demonstrated knowledge and understanding of the content in this unit.
- ◆ Planned and conducted a variety of investigations.
- ◆ Processed and analysed data and information.
- ◆ Researched and communicated information effectively.
- ◆ Performed and presented an individual student research project.

Assessment Schedule - Semester 1

Task	Date of Task	Weighting %
Fields of Science	Term 1 or 2	20
Open ended Investigation	Term 2	20
On going classwork	Term 1 or 2	10
Total Weighting %		50

Course description – Semester 2

These units will continue to address the development of skills in experimentation, observation and recording, literacy, numeracy and use of technology. Students will apply their newly developed knowledge and skills to investigate matter and chemicals in our world. Students investigate how scientific understanding and technological developments have contributed to finding solutions to problems involving the different properties of compounds.

Students also investigate how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfer and transformation.

Students will be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process. A range of formal and informal strategies will provide opportunities for students to achieve the outcomes.

Report Outcomes – Semester 2

Students will have:

- ◆ Demonstrated knowledge and understanding of the content in this unit
- ◆ Planned and conducted a variety of investigations
- ◆ Processed and analysed data and information
- ◆ Researched and communicated information effectively

Assessment Schedule - Semester 2

Task	Date of Task	Weighting %
Matter and Elements Topic Test	Term 3 or 4	20
Separating Mixtures	Term 3 or 4	20
On going classwork	Term 3 and 4	10
Total Weighting %		50

Please note-

Due to equipment restrictions not all teachers will start with the same topic. Exact dates of tasks will be provided by the teacher.

Assessment is ongoing throughout the course. All student work will be continually monitored and individual teachers may set tasks in addition to those listed above e.g. - practical reports, class tests, homework, data interpretation and analysis.

Human Society and its Environment

The HSIE faculty is located in Upper D Block.
The Head Teacher is Mr G Simmons.



Geography

Course Description

This course introduces students to the discipline of Geography and the nature of geographical inquiry. Students examine geographical processes that form and transform environments and human interactions within environments.

Report Outcomes

Students will have:

- ◆ Located and described the diverse features and characteristics of a range of places and environments.
- ◆ Described processes and influences that form and transform places and environments
- ◆ Explained how people connect with places and environments and influence a range of geographical issues.
- ◆ Discussed management of places and environments for their sustainability.
- ◆ Acquired and processed geographical information by selecting and using geographical tools for inquiry .
- ◆ Communicated geographical information using a variety of strategies.



Revised Assessment Schedule Year 7 Geography

Date of Task	Term 1	Term 2	Ongoing	Weighting %
Type of Task				
Research Task	35%			35%
Semester Examination		35%		35%
Course Work			30%	30%
Total Weighing %				100%

Assessment Schedule

Student participation in class activities and the satisfactory completion of homework are essential components of this course and will constitute a major part of the assessment weighting.

Program Summary

The teaching and learning program provides opportunities for students to:

- ◆ Explore landscapes and landforms and how these are effected by people
- ◆ Become competent, discriminating and creative users of technologies

History – The Ancient World

Course Description

This unit investigates the Ancient world including societies of Ancient Egypt and Ancient China. It explores the main features of these societies, including how they lived and governed themselves. Topics covered include: gods, myths, temples and burial practices of the Ancient Egyptians and the dynasties and way of life in Ancient China.

Report Outcomes

Students will have:

- ◆ Demonstrated knowledge and understanding of past societies and their legacies.
- ◆ Identified and sequenced people and events within specific periods of time.
- ◆ Used historical sources.
- ◆ Identified different motives, perspectives and interpretations of the past.
- ◆ Communicated in appropriate oral, visual, digital and written forms.
- ◆ Located, organised and selected information from a variety of sources.

Assessment Schedule Year 7 History 20245

Date of Task	Term 1	Term 2	Ongoing	Weighting %
Type of Task				
Research Task	35%			35%
Semester Examina-		35%		35%
Course Work			30%	30%
Total Weighing %				100%

Assessment Schedule

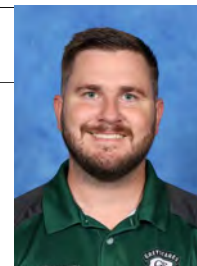
Student participation in class activities and the satisfactory completion of homework and class work are essential components of this course and will constitute a major part of the assessment of outcomes

Program Summary

- ◆ Investigating the Ancient Past
- ◆ Ancient Egypt
- ◆ Ancient China



PDHPE



The PDHPE faculty is located in Upper A Block.

The Head Teacher is Mr Leonard.

Course Description

This introduction to PDHPE addresses health issues relevant to young adolescents and develops basic skills in a variety of sports. Students participate in one theory and one practical class each week.

Students explore the nature of health, look at ways to enhance and develop resilience and connectedness and learn to interact respectfully with others. They propose skills and strategies to enhance their health and wellbeing, recognize factors that influence changes and transitions and evaluate strategies to manage risky situations as well as current and future challenges.

Students gain an understanding of the benefits of physical activity and participate in a wide variety of physical activities to apply, adapt and vary movement skills with increased confidence and precision. These practical activities may include Indigenous games, athletics, dance, gymnasium as well as a variety of invasion, striking and court games.

Report Outcomes

Students will have:

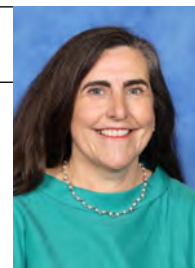
- ◆ Performed a movement sequence using the elements of composition
- ◆ Demonstrated fundamental movement skills.
- ◆ Refined, applied and transferred movement skills in a variety of dynamic physical activity contexts
- ◆ Examined and devised strategies to manage current and future challenges
- ◆ Demonstrated an understanding of the factors that promote a sense of personal identity and build resilience and respectful relationships
- ◆ Proposed strategies that enhance health, safety and wellbeing



Assessment Schedule

Task	Date of Task	Weighting %
Practical		
Movement Sequence	Term 1	10
Track and Field	Term 1	10
Basic movement skills	Ongoing	15
Application of skills	Ongoing	15
Theory		
Creating Connections	Term 1	20
Changes and Challenges	Term 3	10
Safety Awareness Task	Term 4	20
Total Weighting %		100

Creative and Performing Arts



*The Creative and Performing Arts Faculty is located in Lower G Block.
The Head Teacher is Ms K O'Dea.*

Music

Course Description

Where did music originate? Can anyone make music? How easy is it to play a musical instrument? Find the answers as you explore the elements of sound, sound sources and the organisation of sound through the performance of various styles of music. Learn about different instruments and the role they play in the modern symphony orchestra. Research how composers use different styles and patterns of music to express themselves. Create your own music!!

Report Outcomes

Students will have:

- ◆ Performed music representative of the topics studied.
- ◆ Performed music using different types of notation
- ◆ Demonstrated an understanding of basic musical notation.
- ◆ Organised and notated compositions using traditional and non-traditional notation.
- ◆ Demonstrated an understanding of the musical concepts through analyzing a variety of listening pieces.
- ◆ Completed a research assignment on an instrument of the orchestra

Assessment Schedule

Component	Task	Date of Task Semester 1	Date of Task Semester 2	Weighting %
Performance	In The Hall/Ode to Joy	Term 1	Term 3	20
Composition	Graphic Score	Term 1	Term 3	30
Listening	Score Reading Activity	Term 1	Term 3	10
Performance	5 Note Bossa Nova	Term 2	Term 4	20
Listening	Instrument Assignment	Term 2	Term 4	20
Total Weighting %				100

Program Summary

The teaching and learning program provides opportunities for students to:

- ◆ Explore music of different cultures and genres.
- ◆ Discuss and analyse the diversity of Australian music
- ◆ Investigate the instruments of the Symphony Orchestra.
- ◆ Research various important composers of music.
- ◆ Participate in performance, listening and composition activities.

Visual Arts

Course Description

Students explore the world of Visual Arts to create a Body of Work in forms such as drawing, painting, ceramics and sculpture. Students will study the works of a variety of artists both contemporary and historical.

Report Outcomes

Students will have:

- ◆ Experimented with particular forms, materials and techniques
- ◆ Produced a Body of Work using a range of media
- ◆ Comprehended that works can be explained critically and historically in different ways.
- ◆ Completed a research assignment.
- ◆ Presented work in a Visual Arts diary recording their art making and critical/historical studies.

Assessment Schedule

Semester 1 and Semester 2			
Task	Date of Task	Date of Task	Weighting %
Realistic Drawing	Term 1	Term 3	20
Ceramic Sculpture	Term 1	Term 3	20
Class Test	Term 2	Term 4	20
Chuck Close Portrait	Term 2	Term 4	20
Visual Arts Diary	Ongoing	Ongoing	20
Total Weighting %			100

Program Summary

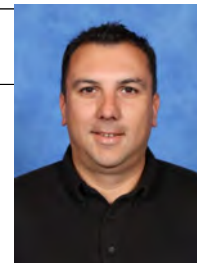
The following elements will be continuously incorporated into the teaching and learning program:

- ◆ Artistic terms, processes and procedures.
- ◆ In-depth case studies of a variety of artists.
- ◆ Safety in the Visual Arts classroom.
- ◆ Theory and application of art making techniques.
- ◆ Development and creation of a variety of artworks.

Technology and Applied Studies (TAS)

The TAS faculty is located in C Block.

The Head Teacher is Mr A Parnis.



Technology Mandatory

Course Description

The study of Technology Mandatory in Years 7–8 enables students to become responsible users of technologies and designers of solutions. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluate solutions to identified needs and opportunities.

Report Outcomes

A student:

- ◆ Designs, communicates and evaluates innovative ideas and creative solutions to authentic problem or opportunities.
- ◆ Plans and manages the production of designed solutions.
- ◆ Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
- ◆ Designs algorithms for digital solutions and implements them in a general purpose programming language.
- ◆ Investigates how food and fibre are produced in managed environments.
- ◆ Explains how the characteristics and properties of food determine preparation techniques for healthy eating.
- ◆ Explains how data is represented in digital systems and transmitted in networks.
- ◆ Explains how force, motion and energy are used in engineered systems.
- ◆ Investigates how the characteristics and properties of tool, materials and processes affect their use in designed solutions.
- ◆ Explains how people in technology related professions contribute to society now and into the future.

Assessment Schedule

Semester 1 and Semester 2		
Task	Date of Task	Weighting %
1. Practical Class work	Ongoing throughout the course	60
Course fee due by Week 4 each semester to purchase materials to make projects.		
2. Assignment	Week 9 of the semester	20
3. Design Folio	Ongoing throughout the course	20
Total Weighting %		100

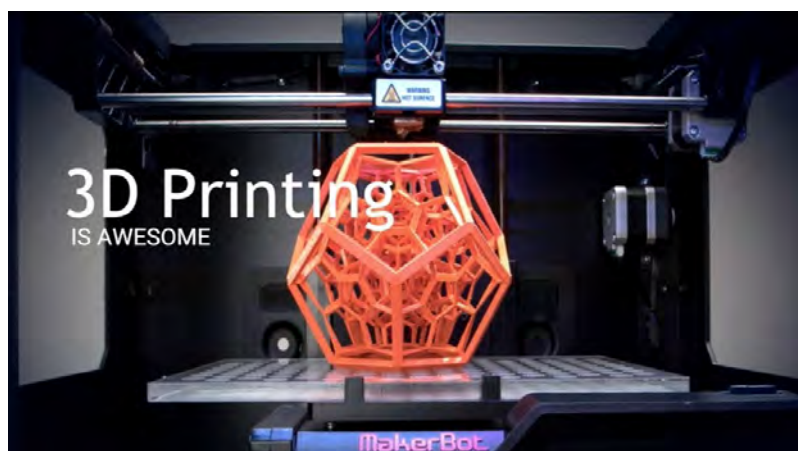
Dates due are a guide only and may be changed at the discretion of the Head Teacher.

Technology Mandatory– continued

Program Summary

The following context areas will be continuously incorporated into the teaching and learning program:-

- ◆ Safe working procedures when working on practical tasks.
- ◆ The Agriculture and Food Technologies context integrates content from agriculture (food and fibre production) and food 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.
- ◆ 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.
- ◆ The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials.



Literacy

Course Description

The ability to read is an essential life skill. Through explicit teaching, students will explore a range of strategies designed to support them as they transition into high school. Through exposure to various text types, students will be challenged to demonstrate their comprehension and vocabulary by responding to individual, and whole class tasks that generate their ability to respond with Increasing sophistication.

1. Understand common verbs and the role they play in shaping their responses to questions
2. Develops vocabulary and language acquisition skills
3. Makes connections between a range of language, structural and visual features with a texts purpose and audience
4. Develop critical thinking skills including improved inference and deductive reasoning

Assessment Schedule

Type of Task	Timing
Vocabulary Assessments	Semester 1 and Semester 2
Short Answer	Semester 1 and Semester 2
Purpose & Audience Test	Semester 2

Numeracy

Course Description

To be numerate is to use mathematical ideas effectively to participate in daily life and make sense of the world. Through explicit teaching and learning tasks, students will review and develop a variety of core numeracy skills. Building numeracy skills as students transition into their secondary education, will enable them to be prepared to access the secondary curriculum in Mathematics and other subjects. Beginning with place value, students develop their number sense and revise the four operations: addition, subtraction, multiplication and division.

Report Outcomes

1. Understood place value in 4- and 5- digit numbers
2. Compared and ordered 4- and 5- digit numbers
3. Used mental and written strategies for adding numbers
4. Used mental and written strategies for subtracting numbers
5. Used mental and written strategies for multiplication
6. Used mental and written strategies for division
7. Used operation strategies for working with money

Assessment Schedule

Type of Task	Timing
Place Value 1 Quiz	Term 1
Addition 1 Quiz	Term 1
Subtraction 1 Quiz	Term 1
Multiplication 1 Quiz	Term 2
Division 1 Quiz	Term 2
Money Quiz	Term 2
Multiplication 2 Quiz	Term 3
Division 2 Quiz	Term 3
Place Value 2 Quiz	Term 3
Addition 2 Quiz	Term 4
Addition 3 Quiz	Term 4
Subtraction 2 Quiz	Term 4

Skills for Success —A Year 7 Wellbeing Course

Course Overview and Objective

The Skills for Success course aims to support students' transition into High School and give them the skills they need to be a successful Year 7 student. The course is based on developing knowledge and understanding and skills in the areas of

- our school values of respect, responsibility and active learning
- wellbeing, peer relationships and resilience
- digital literacy.

Students will have 2 periods of Skills for Success per cycle.

The outcomes for the course will be competencies based on the topics of study and students will be assessed using a range of formative assessments as having either

- ◆ demonstrated the competency consistently
- ◆ made progress towards the competency, or
- ◆ not yet demonstrated the competency.

The scope and sequence below gives an outline of the topics studied, but the timing and order of lessons will be flexible to allow for all activities and workshops to be run with all classes.

Scope and Sequence

Term 1

Week 1	Weeks 2-7	Week 8	Week 9 - 10
O-Week	Digital Literacy Lessons 1 - 3 PBL Lessons 1 - 3 Peer Support Sessions 1 - 3	Year Meeting Peer Support session 4	Digital Literacy Lesson 4

Term 2

Week 1 - 7	Week 8	Weeks 9 - 10
Digital Literacy Lessons 5 - 8 PBL Lessons 4 - 6 Peer Support sessions 5 - 7	Year Meeting TTFM survey	PBL Lesson 7 Peer Support Session 8

Term 3

Weeks 1 - 8	Week 9 - 10
RIOT - Resilience In Our Teens program Police Liaison Workshop Friendship Workshop	Year Meeting PBL Lesson 8

Term 4

Weeks 1 - 7	Week 8	Weeks 9 - 10
What's Your Digital Brand? Workshop Project Based Learning Group project	Year Meeting TTFM survey	Wrap up of program Evaluation