

# Gosford High School



Integrity - Excellence - Spirit  
Diversity - Opportunity

## Year 7 - 2021



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**School Administration**

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**Principal:**

Mr Michael Smith

**Deputy Principal – Years 7, 9 and 11**

Ms Sharnee Klempert

**Deputy Principal – Years 8, 10 and 12**

Ms Adrienne Scalese

**Business Manager**

Mr S Tibbs

**Head Teachers:**

English	Ms C Scott
Mathematics	Ms C Rix
Science	Ms K Barbeler
HSIE	Mr P Dewell
TAS	Ms M Johnson
Creative and Performing Arts	Ms W Mortimer
PD/Health/PE	Ms J Freeman
Administration (Relieving)	Ms C Cowper
Welfare	Mr C Howe
Secondary Studies	Ms S Daw
Teaching and Learning	Ms K Brownlee
Technology	Mr B Jackson

**Year Advisers:**

Year 7	Mr B Laginestra
Year 8	
Year 9	Mr J Abra
Year 10	Mr B Bennett
Year 11	Ms P Moloney
Year 12	Ms N Badior

**Careers Advisers:**

Ms M Brady and Mr D Sneddon

**Teacher Librarian:**

Ms C Beckett

**School Counsellors:**

Ms G Chivers, Ms E Russo, Ms D Sims

**School Administration Manager**

Ms A Page

**2021 - School Calendar**

Term 1	Term 2	Term 3	Term 4
27 <sup>th</sup> January to 1 <sup>st</sup> April	19 <sup>th</sup> April to 25 <sup>th</sup> June	12 <sup>th</sup> July to 17 <sup>th</sup> September	5 <sup>th</sup> October to 17 <sup>th</sup> December

- **Years 7, 11 & 12 first day – Friday 29<sup>th</sup> January, 2021**
- **Years 8, 9 & 10 first day – Monday 1<sup>st</sup> February, 2021**
- **Staff Development Days (*students do not attend*) are scheduled for 27<sup>th</sup> and 28<sup>th</sup> January, 19<sup>th</sup> April, 12<sup>th</sup> July and 17<sup>th</sup> December.**

**School Times**

Monday – Friday: School commences 9:00am ends 3:10pm  
(Except Week B Wednesday school ends 2:45 pm)

## **Principal's Message**

I would like to pass on my most sincere welcome to Gosford High School.

This Information Booklet will be an important resource for you and your parents as you navigate your high school experience in the coming months. Please remember that if other issues arise, that may not be covered in this booklet, we are happy to answer questions that will clarify the situation for you. Our aim is to make your transition to high school as seamless and comfortable as possible.

We are very proud of our student body at Gosford High School. They have made significant contributions to our school, our community and the wider environment. I have no doubt that you too will contribute to our successes and become valued and valuable members of our 'family'. Please read this booklet carefully and keep it in a safe place for future reference.

I very much look forward to sharing experiences with you, whether that be within the curriculum or in the many and varied curriculum enrichment opportunities that will come your way at Gosford High School.

Best wishes to you all.

***Mr Michael Smith***

### **Deputy Principal - Years 7, 9 and 11**

Welcome to Gosford High School and congratulations on your achievement in attaining a placement here. The transition from primary to high school is always a daunting one, however with the opportunities offered to you with our transition program and getting to become familiar with Gosford High School and its teachers, ensures a more comfortable environment. Our Elite Leadership Force (ELF) students in year 10 will provide a peer support mentor role during the transition period.

The next few months are going to be a huge learning experience for you and it is vital that you listen to information provided to you, ask questions to seek clarification, and seek support if you need it or are unsure of anything. There is a strong wellbeing network in place to help and support you. Your first point of call being your Year Adviser, then our Head Teacher Welfare, and of course, you can come and see me anytime you would like to.

The learning environment at Gosford will be markedly different from primary school and there will be many changes to come to terms with – having a variety of teachers, finding your way around the school, adjusting to the structure of the day and the bell times, studying subjects that you have never done before, keeping up with the homework and assessment demands and making new friends – all of this takes time and patience but it is important that you enjoy the experience. Your teachers will support you through this transition.

Communication is very important in a successful transition to high school. Please ensure you and your parents/caregivers ask any questions to the appropriate staff member at any time. We are more than happy to help.

Welcome to Gosford High School and its community. I look forward to working with you over your next six years of secondary school.

***Ms Sharnee Klempert***

## Deputy Principal - Years 8, 10 and 12

Congratulations on your enrolment at Gosford High School. Our team of teachers and support staff all hope that your time will be productive and pleasant both for you as well as for your parents.

The school is what you make of it. How you respond to the opportunities in learning, extra-curricular activities and in behaviour will determine how you see your school and what you really gain from it. Your school is a place of learning. It is also a place to socialise, to make friends, to help others, to share and to learn, to care and work together.

All the facets of this school become a shared responsibility, with teachers, students and parents all playing a vital role in achieving many goals. Your role in this is pivotal. It will need your full attention and effort over your time here. You will have a wide range of opportunities and it is up to you to make the best of these.

Read this book carefully and keep it for future reference. Many of your questions and needs are initially answered in these pages. Consult the page on 'Individual Roles of Personnel' to find out who does what and what help is provided.

If you miss your transport at the end of the day, report to the teacher on bus duty or the Deputy Principal and we can arrange to contact your parents and discuss what to do. Most students should have an agreed plan with parents about what would happen if you miss your transport. It is most important in these cases that you know the contact numbers for your parents (written in your school diary).

Being new to this school it is possible to get disoriented (or lost). It's very normal and to be expected. Simply stop and ask for help as we are here to support you. Welcome to the Gosford High family – we hope you enjoy your learning experiences at Gosford High School.

***Ms Adrienne Scalese***



Front of school



Main Quad and A block

## Bell Times

All years 7-10 students commence classes at 9:00 every day.

Assembly will take place on Wednesday B during period 2.

Recess and lunch breaks are in yellow. Due to sport on Wednesday, lunch is after period 3.

A period 0 Lesson (e.g. an extension class) includes both 0a and 0b, and runs from 8:00 - 9:00. This is for Senior or accelerated students only.

Year 11 students have an extended period 1 lesson on Monday. Wednesday and Thursday, indicated by period 0b, which starts at 8:30

With permission, senior students may start late and finish early if they do not have timetables classes.

	Mon/Tues/Thurs/Fri	Wed A	Wed B
0a	8:00-8:30	8:00-8:30	8:00-8:30
0b	8:30-9:00	8:30-9:00	8:30-9:00
1	9:00-10:10	9:00-10:10	9:00-10:10
2	10:10-11:10	10:10-11:10	10:10-10:45
Recess	11:10-11:30	11:10-11:30	10:45-11:05
3	11:30-12:30	11:30-12:30	11:05-12:05
4/L1	12:30-1:30	12:30-12:50	12:05-12:25
L1/L2	1:30-1:50	12:50-1:10	12:25-12:45
L2/4	1:50-2:10	1:10-2:10	12:45-1:45
5	2:10-3:10	2:10-3:10	1:45-2:45

Example of a year 7 timetable:

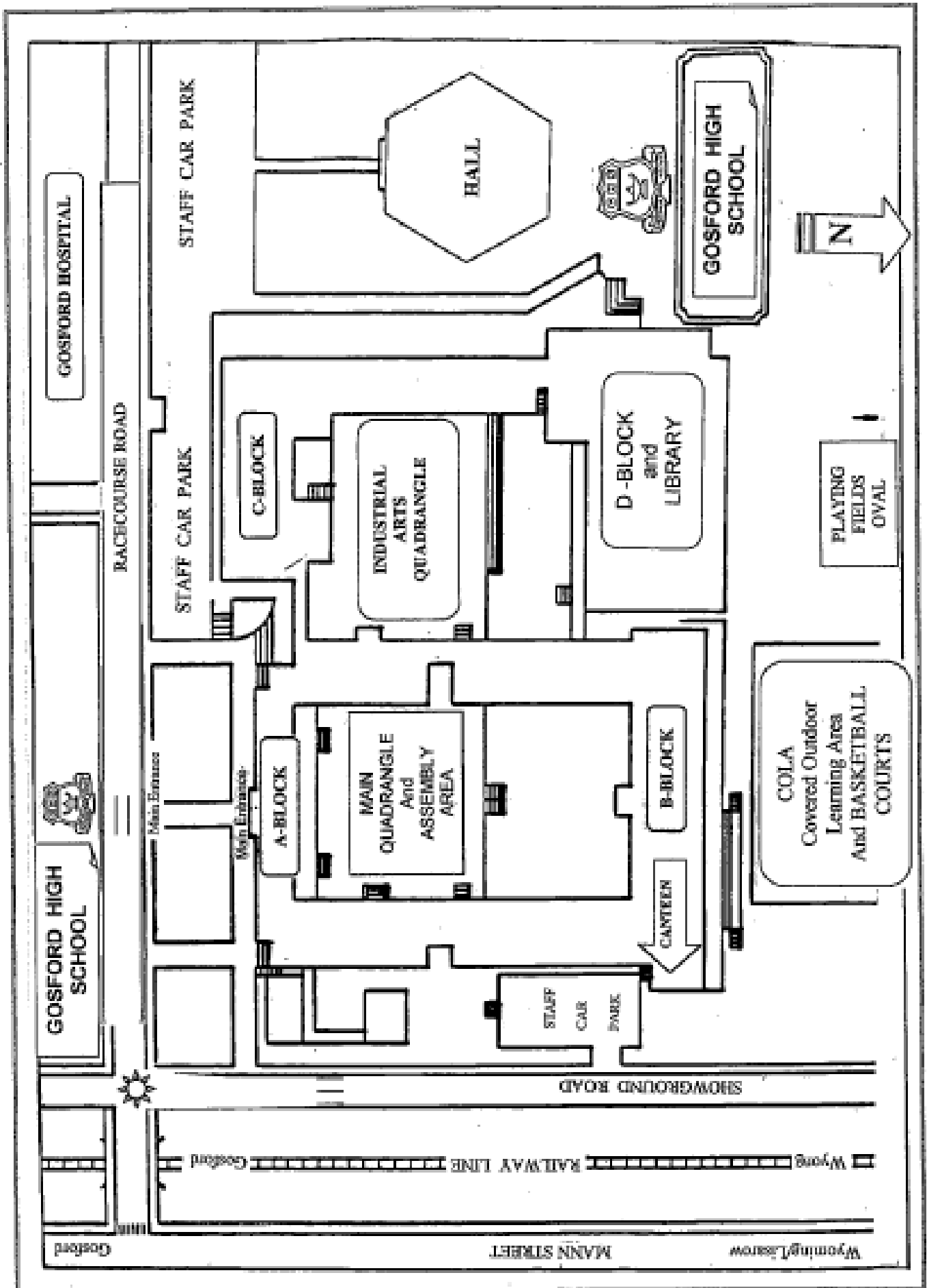
Bef_Sch	MonA	TueA	WedA	ThuA	FriA
0a					
0b					
1	Science (7SCID) Room: L1 Mr Robert Forsberg	PE (7PDHD) Room: B6 Mr Prashant Titheradge	PE (7PDHD) Room: B6 Mr Prashant Titheradge	PE (7PDHD) Room: B6 Mr Prashant Titheradge	Visual Arts (7VA7) Room: AR3 Miss Erin Arundel
2	Technology (7TAS7) Room: TX2 Dean Groom	English (7ENG) Room: B5 Mr Simon Andrew	Agriculture (7AGR) Room: A2 Mr Robert Forsberg	Maths (7MAD) Room: A13 Ms Glenda Horner	Science (7SCID) Room: L3 Mr Robert Forsberg
R					
3	Sport (7SPOD) Room: A6 Ms Emily Bouwhuis	Agriculture (7AGR) Room: A2 Mr Robert Forsberg	Geography (7GEOD) Room: B3 Mr Daniel King	English (7ENG) Room: B5 Mr Simon Andrew	Geography (7GEOD) Room: B3 Mr Daniel King
4/L1	Sport (7SPOD) Room: TD1 Ms Emily Bouwhuis	Technology (7TAS7) Room: TX2 Dean Groom		Visual Arts (7VA7) Room: A2 Miss Erin Arundel	Maths (7MAD) Room: A13 Ms Glenda Horner
L1/L2					
L2/4			Enrichment (7ENRD) Room: MMC Mr Simon Andrew		
5	Maths (7MAD) Room: A13 Ms Glenda Horner	Science (7SCID) Room: L6 Mr Robert Forsberg	Enrichment (7ENRD) Room: MMC Mr Simon Andrew	Geography (7GEOD) Room: B3 Mr Daniel King	English (7ENG) Room: B5 Mr Simon Andrew

MonB	TueB	WedB	ThuB	FriB
Technology (7TAS7) Room: TX2 Dean Groom	English (7ENG) Room: B5 Mr Simon Andrew	PE (7PDHD) Room: A6 Mr Prashant Titheradge	Science (7SCID) Room: A2 Mr Robert Forsberg	Technology (7TAS7) Room: TD1 Dean Groom
Geography (7GEOD) Room: B3 Mr Daniel King	Maths (7MAD) Room: A13 Ms Glenda Horner	Assembly (7ASSEMBLY)	Visual Arts (7VA7) Room: AR3 Miss Erin Arundel	Science (7SCID) Room: L4 Mr Robert Forsberg
Maths (7MAD) Room: A13 Ms Glenda Horner	Technology (7TAS7) Room: TX2 Dean Groom	Science (7SCID) Room: L4 Mr Robert Forsberg	Visual Arts (7VA7) Room: AR3 Miss Erin Arundel	English (7ENG) Room: B5 Mr Simon Andrew
PE (7PDHD) Room: B6 Mr Prashant Titheradge	Geography (7GEOD) Room: B3 Mr Daniel King		Geography (7GEOD) Room: B3 Mr Daniel King	Geography (7GEOD) Room: B3 Mr Daniel King
		Enrichment (7ENRD) Room: MMC Mr Simon Andrew		
English (7ENG) Room: B5 Mr Simon Andrew	Sport (7SPOD) Room: B6 Ms Emily Bouwhuis	Enrichment (7ENRD) Room: MMC Mr Simon Andrew	Maths (7MAD) Room: A13 Ms Glenda Horner	Visual Arts (7VA7) Room: AR3 Miss Erin Arundel



## School Map





## Individual Roles of Personnel

- Your **Class Teachers** will help and advise you. Do not be afraid to ask questions and seek help where you need it.
- Your **Year Adviser's** role is to look after the welfare of your Year. They are interested in you as a person and will be available to make sure that you understand what is expected of you, to allay any doubts or fears you may have and to provide guidance and support in particular circumstances.

The Year Adviser is a liaison person between the parent and the school, and the role is to advise in areas of concern. However, for matters relating to a specific subject, the Head Teacher of that subject should be contacted. The Year Adviser is available for interview, by appointment. The key role of the Year Adviser is Pastoral Care. This will occur with the whole group, in small groups as well as individually.

- The **Head Teacher Welfare**, coordinates whole school student welfare programs. The HT Welfare has meetings with Year Advisers and the wellbeing team, and they monitor student progress and lead the learning support team.
- The **Head Teacher Administration (Attendance)**, approves requests to leave the school (**pass outs**) during school hours. You must have a request note which should be placed in the box located outside the head of Administration office when you arrive at school.
- Each **Deputy Principal** has the role of implementation and monitoring of all curriculums in terms of teaching and learning for their year cohorts. This includes faculty programs and assessment policies and NSW Education Standards Authority (NESA) requirements. Students who are experiencing learning problems are eventually referred to the Head Teacher Teaching and Learning.

If there is a need to inform the Deputy of a problem or you need a uniform pass, on those occasions, when you have arrived at school without the correct or full school uniform, a note should be presented to your respective Deputy and a uniform pass obtained.

- The **Principal, Mr Smith** is always interested in what goes on in the school. Whilst he is confident to delegate routine matters to the staff, this does not mean that he is detached from the day to day school life experiences of students, staff, parents and community in the school. Mr Smith's job is to provide the educational and managerial leadership of the school.
- **School Counsellor** – Our School Counsellors have special training in educational psychology and counselling as well as teaching experience and are available to help individual students with personal and educational problems. Students may self-refer or may be referred by teachers or parents. Counsellors are also available to parents who are welcome to telephone the school to make an appointment. GHS has a School Counsellor on site every day of the week.

## Interviews

Parents and guardians requesting an interview with a member of staff should make an appointment by phoning the school in advance. We regret it is not always possible to make appointments on the day required.

## **Student Behaviour**

Teachers have an obligation and a right to teach and students have a right to learn in an environment which is supportive and free of disruption.

Acceptable behaviour is that which promotes, within the classroom, the qualities of excitement, exploration, scholarship and learning. This will develop student awareness of the needs of self, of peers, of teachers and indeed of the broad community, resulting in a personal joy in learning and a lifelong pursuit of knowledge.

Strategies to promote good discipline and effective learning within the school are:

1. A positive and challenging learning environment
2. High expectations of co-operation, consideration and courtesy in the school community with all its various aspects
3. Clearly defined classroom rules
4. The provision of an environment in which weapons, violence, discrimination, harassment, bullying or intimidation, illegal drugs, alcohol and tobacco are unacceptable.

Inappropriate behaviour denies the fulfilment of these expectations.

In the belief that discipline is necessary to protect the rights of all students and teachers while encouraging the development of self-discipline strategies for dealing with unacceptable behaviour are applied. These include:

1. Guidance, counselling and reprimand
2. Loss of privileges, including attendance at excursions, sporting or other school visits
3. Sanctions appropriate to the misbehaviour
4. Official School Detention
5. Suspension (in accordance with the Department of Education and Communities policy)
6. Expulsion (in accordance with the Department of Education and Communities policy)

## **The School Discipline Policy**

Gosford High is a selective school serving the needs of potentially high achieving students. In striving for excellence, emphasis is on the importance of self-discipline, the acceptance of responsibility by individual students for their own behaviour and learning, and on mutual respect for others and their possessions.

A partnership between students, parents and staff shares the responsibility of developing effective learning and teaching practices, taking place in a safe and secure environment, supported by positive acknowledgment within a clearly defined discipline policy.

## **Discipline Code**

Expectations of our partnership include:

- a sustained application to learning, courtesy and respect for other students, teachers and community members, compliance with all school rules and the School Discipline Policy, regard for personal possessions and the school environment, adherence to the standards of dress determined by the school community, acceptance by parents and caregivers of

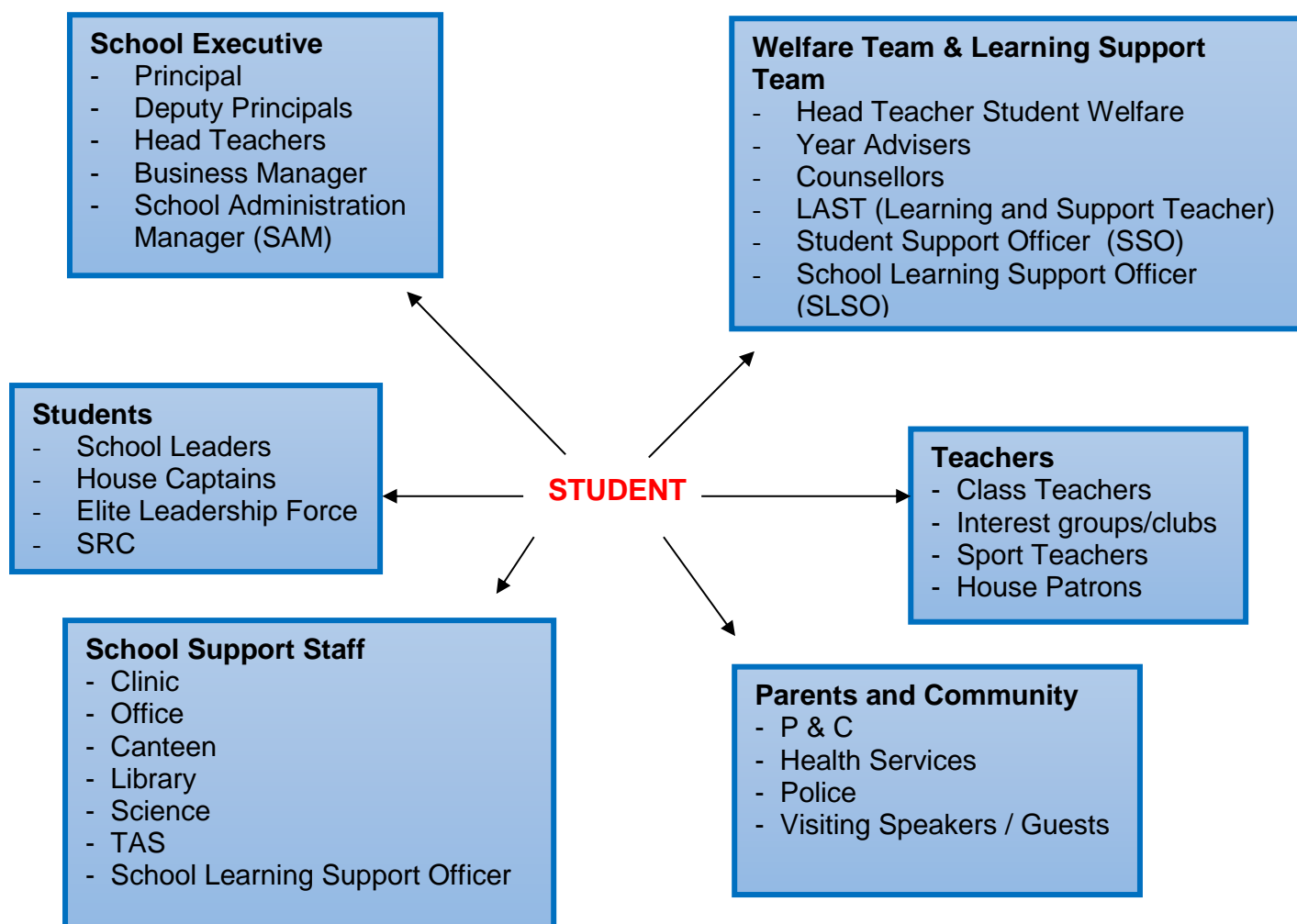
a shared responsibility for student discipline and acknowledgement that school authorities have the right to enforce rules and requirements

These expectations will occur in an environment that is free of violence, discrimination, harassment or bullying, weapons, illegal drugs, alcohol and tobacco.

Our Welfare team is a dynamic collaboration of staff members who are charged with the responsibility of student well-being. Their roles are integral to our school and each play a vital part in helping our students flourish personally and socially, as well as academically. The team comprises of:

### Network of Care

A number of people are concerned with the welfare of students. These people form a team which ensures that school expectations are clearly communicated and are valued by all parties.



### GHS & DoE Programs and Policies

School and DoE programs and policies which support the learning and wellbeing of students at our school include:

- The Award Scheme
- Anti-Harassment
- Administration of Prescribed Medications and Drug Policy
- Anti-discrimination
- Integration of students with disabilities
- High Potential and Gifted Education policy

- Gender Equity
- Aboriginal Students
- Student Leadership
- Attendance
- Critical Incidents Management
- Child Protection
- Conflict Resolution / Mediation
- Environmental Awareness
- Career Education
- Discipline
- Continual evaluation and development of the broad curriculum with the aim of catering for all learning styles and engendering in students a love of learning in a challenging environment.

## School Travel – OPAL Card

- **New applications** (students who do not currently have an Opal Card) - apply for a bus and/or train card at [www.transportnsw.info/school-students](http://www.transportnsw.info/school-students) during Term 4.
- **Update details** (students who currently have an Opal Card) – complete change of school update for Gosford High School at [www.transportnsw.info/school-students](http://www.transportnsw.info/school-students) during Term 4

## Accident and Illness at School

In case of accident or illness, students must report to the front office. Students cannot go to the Clinic during class time unless they have written permission from a teacher. They must enter their name in the clinic register.

If your child is ill at school a parent will be contacted by phone and requested to take the child home. In the case of an accident, parents will be informed so that they may decide on whether the need for more specialised treatment is warranted. If necessary, an ambulance will be called, before parents are informed, but parents will be then contacted immediately.

We would stress that if students are not well in the mornings they should be kept at home. If there should then be an improvement, the student can be sent to school making sure to follow the 'late to school procedure'.

From all the above you will understand the necessity for continuous available contact with parents. Please supply alternative numbers to ensure that either you, or a responsible person designated by you, is available at all times. Reliable telephone numbers are our vital links with parents.

## Students Bringing Medicines to School

Gosford High School does not administer medication which has not been specifically requested by a medical practitioner for an individual student for a specific condition nor is it allowed for students to carry and self-administer medication without approval from the Principal.

**Prescribed Medications** such as EpiPen or asthma treatments require a detailed, current authorised ASCIA plan provided by a medical practitioner, in addition to a detailed letter from home.

**All other medication** such as pain relief or antihistamines (non-prescribed) also require a medical practitioner's current authorisation. NSW Health and DoE policy advises that any

over the counter medication may still be potentially harmful and that schools should follow the same procedures as for prescribed medications. If your child requires medication kept at school, please supply the relevant documents and medication in the original packaging with the expiry date clearly visible to the administration office.

If your child has anaphylaxis the school must have a copy of your child's current ASCIA Action Plan. If your child has been diagnosed with asthma, the school must have a copy of your child's Asthma Management Plan. Both of these plans should be completed in consultation with your child's doctor

### **Contacting Students at School**

Students may not have visitors at the school. Should an emergency arise, parents may contact the school by telephone. Messages of an **URGENT** nature will be relayed to the child and if necessary the child will be permitted to ring parents back.

Students must travel to and from the school as directed by parents and may not leave by other means unless school is so advised by the parents. Students must not contact outsiders at any time during school hours.

### **Phones at School**

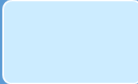

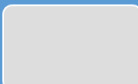

Students are to have their phones turned off and in bags at all times within the classroom. The only exception to this rule, is if a teacher has given explicit instruction to the student so they can use their phone as part of the teaching and learning occurring in the lesson.

### **Scripture**

No formal Scripture lessons are provided for students at the school. However, on several occasions during the year, various denominations will provide seminars, usually for one lesson, for those students who wish to attend. These seminars usually have a 'life-skills' theme rather than a doctrinal approach. Details will be distributed as they become available.

### **Student Achievement**

Students achievements are recognised in many ways at GHS, including at year assemblies, Blues News (GHS newsletter) social media and at semester Principal Award Ceremonies. Our Merit System is used on a regular basis by staff to recognise application, effort, leadership and achievement of student's years 7-12. These merits accumulate, leading to students being recognised more formally at various milestones (see below merit system award table).

	<b>MERIT AWARD</b> <ul style="list-style-type: none"><li>• Merit Award = 20 Merits</li></ul>
	<b>YEAR ADVISOR AWARD</b> <ul style="list-style-type: none"><li>• Year Advisor Award = 40 Merits</li></ul>
	<b>DEPUTY PRINCIPAL AWARD</b> <ul style="list-style-type: none"><li>• Deputy Principal Award = 80 Merits</li></ul>
	<b>PRINCIPAL AWARD</b> <ul style="list-style-type: none"><li>• Principal Award - 160 Merits</li></ul>

## Student Leadership

The school's leadership programs provide opportunities for students to develop a variety of skills throughout their schooling.

The Leadership Programs available at GHS are:

- **SRC Student Representative Council:** The SRC includes students from each of the cohorts (years 7-10) as nominated and elected by their peers.
- **Year 9 and 10 – Elite Leadership Force (ELF)** – These students play a vital role within the transition program at GHS. ELF students assist with taster days, orientation day, year 7 camp, GATS and PBL days. Students are part of the ELF program for one year (Term 4 through to end of Term 3). The application process includes staff nomination of support and video application addressing criteria. ELF students also provide leadership across the GHS community through assisting with school tours, presentation ceremonies and events.
- **House Captains** – House Captains for each sports house are elected to lead at various events from sports carnivals to House Games events which are held at lunchtimes at school.
- **Senior Leadership Team** – The GHS senior leadership team consists of year 12 students. Positions include: two school captains, two vice captains and six prefects. The rigorous selection process includes nominations, elections, speeches and interviews to elect these positions.

## House System

All new students will be placed in one of the following four houses:

<u>House Name</u>	<u>Colours</u>
Kingsbury	Red and White
Rowe	Black and White
OSU	Brown and Gold
Wheeler	Green and Gold

Kingsbury, Wheeler and Rowe were named after past local dignitaries. OSU represents the Old Students Union, who used to sponsor many school events.

## Movement in and about the school

Bells:

1 Bell -	Start or completion of lesson
Continuous Bells -	Emergency Evacuation
Repeated short rings -	Lockdown Procedure

Students are required to move quickly and quietly to and from their classrooms keeping to the left of the corridors. No student is permitted inside the building before school, at recess or at lunchtime, unless:-

- a) It is wet weather
- b) He/she is using the Library
- c) He/she is required to be there by a member of staff
- d) Conducting business at Administration Office

**NB: *No student may use the front corridor (near the Administration Offices) while moving to classes. Another route is to be used.***

## **Emergency Procedure**

An emergency procedure exists for evacuating the school premises if required. It is signalled by continuous bells. The students are to vacate the building in an orderly fashion, using exits according to notices posted around the school. Students should familiarise themselves with the exits relevant to the classrooms they are in. The designated 'Safe Area' is the northern section of the school oval.

## **Care of Property and School Cleanliness – Lost Property**

Students are expected to take care of their own property and that of the school. The finder of lost property should take it to the Administration Office.

Your name should appear on each item of uniform, your textbooks and your notebooks. Your school bag should be clearly marked for easy identification.

Students are advised **NOT** to bring large amounts of money to school. If for some reason large amounts of money must be brought to school, do not leave it in wallets in unattended school bags. Wallets containing opal cards/money, should be kept with you. During PE and school sporting activities students are advised to leave all monies and valuables in the custody of the PE teachers or teacher in charge of the sporting group.

Bins are provided in classrooms and in the playground and should be used for the disposal of rubbish. Defacement of school property will be regarded most seriously and parents of offenders will be required to reimburse the school for any damage caused.

Parents of the student responsible for the breakage will meet cost of repair of broken windows, where it is felt that the "accident" could have been avoided.

## **Academic Calendar 2021**

Academic attainment is measured by progressive assessment throughout the year. Assessment Tasks for each subject will provide results for the overall grades. An Assessment Policy Booklet will be published containing all information around the assessment process and all assessment tasks, including time frames for the tasks for each subject for 2021. Additionally, homework, assignments and projects will be used for informal assessment.

Reports are issued at the end of Terms 2 & 4 although there is an interim report for Year 7 towards the end of Term 1.

## **Attendance Procedures**

Every absence from school, whether short or long term, must be explained via email, SMS or phone call to the school. Explanations are filed and must be available for perusal by Department of Education personnel, including the Home School Liaison Officer. Absence from school is notified using an SMS on the day of the absence, you can also choose to reply to this SMS.

If an absence is not explained within 7 days it will then remain unexplained and will be recorded as unjustified on the student's report. Please call the school if you know your child will be absent for two days or more,

**Extended leave:** If a student is going to be absent for an extended period of time, the Year Adviser and Attendance Officer should be contacted so appropriate paper work is filled out

2 weeks prior to the absence, so that work can be sent home, and/or assessment can be accommodated.

**Late Arrival:** If a student is late, he/she should report to the Attendance Office. In most cases, an explanation is requested. If, for example, a train or bus is late a note is not required.

**Passouts:** Occasionally, it is necessary for a student to request a passout to leave school early. Requests for passouts are to be in writing and require: the student's full name and year, the date, departure time, full explanation for the request and caregiver's signature.

Passout letters are placed in the letterbox outside the Head Teacher Administration's Office by 9.00 am. Passout slips are then available for collection at Recess 1 from the Attendance Office. Passouts cannot be given so that students may attend part-time employment.

Students must carry the passout with them at all times outside of school grounds.

## **GHS P&C Association**

Gosford High School has an active Parents & Citizens Association (P&C) that contributes significantly to the life of the school and the many opportunities that are offered to students. The P&C is made up of a dedicated core of parents and carers, who meet to discuss and plan how best the P&C can aid the school's current and future needs. It is a community of parents, grandparents, aunts, uncles, teachers and staff as well as members of the local community who are working together to provide opportunities for the benefit of our children.

The P&C meets at 6:30pm in Weeks 3 and 8 of each term in the school common room. The meetings provide a forum for parents to voice their opinions, discuss options and become informed about the school. The meetings include a report from the Principal, Mr Michael Smith. In addition, guest presentations are held on issues that are of interest and concern to parents. Items such as curriculum changes, wellbeing information, excursions, bus travel, and school safety have been covered at these meetings.

Being a member of the P&C enables you to attend meetings of particular interest and cast votes directly affecting the direction of an outcome. Membership of the P&C for six years is \$12.00.

## **GHS Library**

The library is the hub of the school and caters for all students in a dynamic 21<sup>st</sup> Century learning environment. We have embraced flexible learning and provide a number of different areas to accommodate the variety of users' needs. These include two designated teaching areas, a seminar room, a small classroom, two booth seating areas for group work and three lounge areas for quiet reading.

We have a number of desk top computers, laptops, smart board, smart TV and colour printer/scanner/photocopier for teacher and student use. Our library catalogue OLIVER is the gateway to our print and online resources. These include an extensive collection of current and classic fiction, curated non-fiction and eBooks all of which support the curriculum as well as provide material for personal interest as we foster a life-long love of learning. Students must have their ID cards to borrow books and laptops and will need to have funds on their papercut account to be able to print at school at a cost of 10c per page. See the library staff to add the minimum \$1.00 before printing.

Junior students may use the library facilities from 8:40am in the morning and every recess and lunch with the exception of Monday Recess 2. Senior Students Monday and Tuesday



8.30am, Wednesday – Friday 8am. The library staff, Ms Beckett (Teacher Librarian), Ms Molloy (SASS) are available for help and support from 8:00am until 3:10pm.

## School Communication

The 'Blues News' is our school newsletter produced periodically and is a communication link between the school and parents. This is emailed to parents and also published on the school website.



### Gosford High School

An inspired and ethical community of learners and leaders

T: 02 4325 2048

E: [gosford-h.school@det.nsw.edu.au](mailto:gosford-h.school@det.nsw.edu.au)

Gosford High School Facebook and Instagram pages are also used to communicate any changes to routine, and student achievements.



## Bring Your Own Device Policy 2021

Gosford High School Bring Your Own Device (BYOD) program aims to improve student learning experiences both in and out of the classroom. Gosford High School provides considerable freedom to students in their choice of device. The school does so with the expectation that students will make good decisions with regard to their personal use of technology. While the use of the BYOD program allows individualised learning and classroom access to a dynamic learning environment, it is not compulsory and students who do not have a BYOD device will still be provided with the opportunity and access to an academically challenging and diverse curriculum.

The BYOD User Charter needs to be read and students agree to usage conditions before students are permitted to bring their device to school and connect it to school facilities. Any questions should be addressed to the Head Teacher Technology (Mr Jackson) or Deputy Principal.

Please note the following in terms of our use of computers and technology at the school in 2021.

- Students who bring their personal devices to school are **solely responsible** for the care and maintenance of that device. The school does not accept responsibility for the theft, damage or loss of a student's device.
- **Teachers will determine if personal devices may be used in class** and if this occurs it will only be for educational purposes.

There are computers and printers in the library and CR1 and CR2 for students to access at break times to complete assignments and homework. Students will need to purchase a print card from the library.

There are a small number of laptops available for loan from the library. Please see Mr Jackson, Head Teacher Administration (Technology) for arranging these loans.

### **BYOD DIGITAL DEVICE & ONLINE SERVICES PROCEDURE**

All students/parents/caregivers at GHS are required to read and abide by the BYOD charter. This charter is located on our school website, and the link for this document for your reference is by clicking on the title/hyperlink above.

This policy explains appropriate use of the student using BYOD for educational purposes, and the implications of not following rules associated with responsible use of technology.

## **GHS Assessment Policy Stage 4**

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### **The purpose of School Assessment**

Assessment is the process of collecting evidence of student learning in order to draw an inference about an individual's (or a group's) current level of attainment.

- The fundamental purpose of assessment is to improve student learning.
- Assessment of student learning should be undertaken formally and informally for all learners and requires a whole school, rather than individual teacher approach.

Your assessments will be:

- relevant, appropriate, fair and accurate
- able to provide useful information about where you are in your learning
- able to show a complete picture of your achievement in an area of learning

### **Guidelines for students**

To achieve the best in your assessment tasks you should:

- Apply diligent and sustained effort to all tasks. Maintain a high level of attendance in class and keep your bookwork and homework up-to-date.
- Follow the GHS style guide and know the rules regarding plagiarism. Plan ahead.
- Know what the task is asking you to do, look at the marking guidelines and if you have any questions, ask your teacher well before the due date.
- Hand in all tasks on time. Remember to record your name, class, teacher's name on the task.
- On return of the task, read the feedback given along with the marking guidelines to gain a fuller understanding of the mark awarded.

### **The role of the teacher, faculties and the school is to:**

- Develop policies for assessment in subject areas. An assessment schedule is published for each subject at the beginning of the year.
- Use common tests/tasks to moderate class marks when there is more than one class in the year
- Provide students with the due date, type of task, marking guidelines and duration of task (if a test) at least two weeks before the due date.
- Explain the requirements of the task, providing exemplars, scaffolds, expectations etc.
- Have students sign a 'Notification of Task' sheet when the task is issued by the teacher.
- Record when the task is submitted /completed.
- Provide meaningful and timely feedback to all students.
- Report on student outcomes.

### **Homework**

Homework consists of a variety of areas: completing and consolidating class work, working on assessment tasks, and revising for tests can be worked on in the home environment. A designated area at home, with a calendar/whiteboard to plan assessments is beneficial for organisation.

## **Year 7 2021 Subject Outlines**

The program of subjects offered in Stage 4 is designed to provide all students with a wide range of educational experiences. The subjects to be studied in Year 7 are listed below with the number of periods per fortnight allocated to each shown in parentheses. Several courses are semesterised (e.g., Agriculture) and therefore students study double the number of periods for one of the subjects for the first semester and then change to the other subject.

Agriculture (2), Visual Arts (5), Technology and Applied Studies (TAS) (5), English (6), Geography (6), PDHPE (5), Mathematics (6), Sport (3), Science (6) and Enrichment (4).

Students will also take part in an integrated sports program.

### **English**

The Year 7 English course is designed to help our Gifted and High-Performance students develop a deeper understanding of the way language makes meaning in a variety of contexts and to provide them with the cognitive and linguistic skills necessary for effective written and spoken communication.

Students study literature, film, media, nonfiction, graphic novels and digital texts. The texts give students experience of Australian literature, insights into Aboriginal and Torres Strait Islander experiences, multicultural experiences in Australia and literature from other countries and times.

Students learn to:

- ♣ read, enjoy, understand, appreciate and reflect on the English language in a variety of texts
- ♣ develop their skills, knowledge and understanding
- ♣ create texts that are imaginative, interpretive, critical, analytical and powerful
- ♣ use language and communicate appropriately and effectively
- ♣ think in ways that are imaginative, interpretive and critical
- ♣ express themselves and their relationships with others and the world
- ♣ reflect on their learning

Our robust learning programmes provide the opportunity for our students to engage in a wide array of interesting and challenging writing, speaking, listening, viewing and critical thinking activities. Students undertake a wide reading program which exposes them to a variety of genres, enhances their literacy skills and deepens their engagement with their learning.

The assessment programme in Year 7 requires students to complete four assessment tasks.

### **Mathematics**

Year 7 Mathematics builds on students' knowledge of fractions, decimals and percentages and then extends their knowledge in algebra, equations and measurement. Students are always excited to apply their algebraic and equation solving skills to real life problems.

Students will also be introduced to the use of a calculator in preparation for more complex calculations in future years.

Year 7 Mathematics incorporates investigations into geometrical and number plane properties. Mathematical software such as Geogebra or Desmos may be used to explore these properties.

Students develop their problem-solving strategies within class work and have the opportunity to sit the UNSW ICAS Mathematics competition.

At the end of the year, Year 7 participates in a 'Maths Fun Day', a hands-on mathematical activity day which is eagerly anticipated and widely enjoyed by all students.

All years at Gosford High School have access to an extensive online library of past papers, notes, videos and other resources in *GHSOnline*, a Moodle platform.

## **Science**

Science is an exciting new subject introduced at the high school level in which students are encouraged to learn and study the physical, biological, chemical and spatial world, in a dedicated environment. Year 7 Science introduces students to specially designed science laboratories that allow complex and interesting experiments to take place. Initially, we teach laboratory technique, experimental design and simple experiments, including the use of Bunsen burners! Our programmes are based on the following premises:

- Scientific models: Scientists work through special processes to construct models or concepts of our world. These allow them to plan, predict events and solve problems.
- New information: Science is constantly evolving and we must incorporate information to alter and improve our models.

Students are encouraged to use these premises to plan, design, predict and solve problems in science.

Organisation of Work - Class work is organised into units that include theory and practical components. Practical components complement the information learnt in theory lessons and allow for independent discovery learning. Issues raised are examined, researched and help expand our scientific models. Some questions raised form the basis of projects and home research.

## **Agriculture**

This interesting and enjoyable introductory course is compulsory for all students in Year 7 for one period per week throughout the year. Agriculture is an Applied Science, and as such covers topics such as agronomy, agricultural history, growing plants hydroponically, vegetable growing and raising chickens.

Your Agriculture teacher can provide more information if you are interested in being involved in extracurricular events.

## **HSIE**

In 2020 Year 7 students will study Stage 4 Geography. Stage 4 Geography is designed to develop in student's enjoyment of, and an interest in, the interaction of the physical and human environments. Students will have opportunities to develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

In Stage 4 Geography students will study the following topics:

- Landforms and Landscapes
- Place and Liveability
- \* Water in the World
- \* Interconnections

## **Technology and Applied Studies**

A study of Technology and Applied Studies enables students to combine their imaginative ideas with the theory of design to be creative and innovative in making quality design solutions. Technology is also about utilising contemporary technologies to support problem solving, critical thinking and communicating design ideas effectively across different platforms of communication. Across the two-year course, students learn about and learn to use contemporary technologies with materials, tools and techniques to facilitate a STEM approach to concept learning. Design solutions are functional and aesthetic as students become designers and the results of their reflective, flexible and creative thinking skills enable individual design solutions to real world problems to be realised. The underlying principle to a study of Technology and Applied Studies is that students become a designer by building and transferring knowledge and ideas to the different design briefs, empowering the student to innovate for today and tomorrow.

Year 7 students study – coding, engineering and textiles technology

Year 8 students study – coding, timber and food technology

## **Visual Arts**

Year 7 Visual Arts students learn a variety of skills and techniques, and acquire a broad knowledge of some of the media used in art making, from painting, drawing and sculpture to ceramics, photography, computer-generated art, printmaking and design.

The course consists of two areas:

- art making
- art historical and critical studies (art studying)

In art making, students will produce artworks over a period of two to six weeks according to the complexity of the task. Students are encouraged to use their immediate world as a source of ideas, and to think creatively about visual communication.

In art studying, students learn about the practice of artists and how they respond to their world.

**The Visual Arts Diary (VAD):** The diary is distributed in class and needs to be brought to every art lesson. It shows a record of plans, processes and evaluations of art making, art studying responses and assignment work.

Please note that, as this is mainly a practical subject, there is a financial contribution associated with the Visual Arts Course.

## **Personal Development, Health and Physical Education**

Each student in Year 7 is allocated five periods per cycle for this subject. During these periods the students work in the Content Strands:

- Health, Wellbeing and Relationships
- Movement Skill & Performance
- Healthy, Safe and Active Lifestyles

For practical lessons PE uniform must be worn at all times, as it is designed to allow the students to work safely and to adopt the healthy habit of changing clothes for vigorous activity.

## **Hats are compulsory**

**Showers** – after some particularly energetic lessons all students may wish to shower. This applies particularly during units such as cross-country running where showering and changing allows the return to the classroom to be fresh and clean. Showers are encouraged after all vigorous lessons and are always available.

For theory lessons each student will require a book as ordered in the book pack. Coloured pencils, ruler, glue, scissors are items which will be useful in many lessons.

### **Enrichment**

As part of the transition program in year 7, all students participate in Enrichment each Wednesday for a double period. Enrichment provides collaboration within the cohort, allowing students from other year 7 classes to get to meet and work together in a PBL designed curriculum.

### **Sport**

Year 7 sport is separate from the remainder of the school. Students will participate in a variety of sports to cater for a broad range of interests.

### **Co-Curricular activities offered at GHS**

Students at GHS can participate and extend themselves in various activities. Some of these include:

- Music Ensembles: The Central Coast Conservatorium provide expert tutors for these groups.
  - Concert Band (GHS has three concert bands of varying musical levels)
  - Stage Band
  - Chamber Ensemble
  - Choir
- Dance Ensemble: taught by external dance tutor
- Debating and Mock Trials
- Chess Club
- Numerous inter school sporting teams
- Book Club in the library
- International Language and HSIE trips
- Media Team
- School Musical
- Orange Trip – sporting and cultural teams





## Uniform

Gosford High School policy requires that each student wear the approved school uniform. School uniforms are available from the Gosford High School uniform shop, located at the school.

### Uniform Shop

Gosford High School's Uniform shop is located upstairs in A Block.

The operating hours are:

- Monday 11:00am – 2:00pm
- Wednesday 8:30am – 11:30am
- Friday 8.30am – 11.30am



### SCHOOL UNIFORM: (GIRLS)

#### Junior:

Skirt -	GHS Jnr skirt
Shorts -	Girls navy shorts
Slacks -	Jnr/Snr slacks
Blouse -	GHS Jnr light blue blouse
Jumper -	Blue Jnr wool jumper
Jacket -	School microfiber jacket
Jacket -	Softcell jacket for winter
Socks -	White socks for summer
Shoes -	Black leather upper
Black tights for winter	

#### Senior:

Skirt -	GHS Snr skirt
Shorts -	Girls navy shorts
Slacks -	Jnr/Snr slacks
Blouse -	GHS Snr white blouse
Jumper -	Red Snr wool Jumper

Jacket -	School microfiber jacket
Jacket	Softcell jacket for winter
Socks -	White socks for summer
Shoes -	Black leather upper
Black tights for winter	

## **SCHOOL UNIFORM: (BOYS)**

### **Junior:**

Shorts	-	GHS Jnr/Snr navy shorts
Trouser-		GHS grey trousers
Shirts	-	GHS Jnr boys light blue shirt
Jumper	-	Blue Jnr wool jumper
Jacket -		School microfiber jacket
Jacket1-		Softcell Jacket for winter
Socks	-	White socks
Shoes	-	Black leather upper

### **Senior:**

Shorts	-	GHS Jnr/Snr navy shorts
Trouser-		GHS grey trousers
Shirt -		GHS Snr boys white shirt
Jumper -		Red Snr wool jumper
Jacket -		School microfiber jacket
Jacket -		Softcell jacket for winter
Socks -		White socks
Shoes -		Black leather upper

### **P.E. Uniform: - Unisex for 7-10**

Sport shirt -	GHS sport polo shirt
Sport shorts -	GHS sports shorts
Track pants --	GHS track pants for winter
Shoes -	Joggers or sports shoes must be worn
Cap	Navy, available at the school administration office, compulsory for all lessons (the hat is included in the fees for YR7 and will be distributed in class)

### **Accessories: Optional**

GHS tie  
Belt for boys – black or navy

### **Jewellery: (Applies to both juniors and seniors summer and winter)**

Should be restricted as a safety precaution

- Watch = 1
- Bracelet = 1
- Rings = 2 small, plain
- Earrings = small studs or sleepers only

**Note:** As a safety precaution, and Departmental regulation, the wearing of soft shoes is NOT permissible in the workshops or Food Technology rooms. Long hair must be restrained by a net or cap by both girls and boys. Leather shoes are to be worn in Workshop, food technology and Science.



## Canteen

Canteen Menu for each day on the web site

[www.gosford-h.schools.nsw.edu.au](http://www.gosford-h.schools.nsw.edu.au)

The canteen is open every morning from 8.40 am to 9.00 am and during recess and lunch breaks.

We provide bags and ordering is available until the end of 2<sup>nd</sup> Recess. Payment must be made when ordering.

### Canteen Layout

- Window far right end – Senior end. Only Years 11 and 12 may be served from this window.
- Middle windows – All items **except hot food** for all years, CASH only, no change given- canteen voucher given for any change needed
- Windows far left end – hot foods (plus all other items **when** purchased with hot food)

### Canteen Rules

1. No one is to enter the canteen without the supervisor's permission.
2. Students **NOT** buying should stand **clear away** from serving windows.
3. Manners (please and thank you) at all times.

The canteen supervisor can be contacted by calling our office and leaving a message.

# NOTES