



2022

SCHOOL INFORMATION BOOKLET

The community of Caringbah High School acknowledges the Dharawal people who are the Traditional Custodians of the land within the Sutherland Shire.

We pay our respect to the Elders past, present and emerging of the Dharawal nation on whose land we learn.

WELCOME TO CARINGBAH HIGH SCHOOL



Our school is an academically selective coeducational secondary school in the southern suburbs of Sydney. Each year, in Year 7, students come from over 50 primary schools in the south-eastern metropolitan area to join our school community. We have a tradition of educational excellence, and our professional and skilled teachers are the key to that excellence. Our teachers are committed to nurturing the best possible outcomes for our gifted and high potential students across the curriculum. The school has an impressive history of outstanding results in the Higher School Certificate with our students

consistently ranking in the top bands in the HSC examinations.

Our school boasts excellent facilities for all aspects of learning. Along with a range of general learning spaces, facilities also include state-of-the-art technology facilities, a music centre, a library, ovals, multi-purpose courts, language rooms, a drama theatre, food technology unit, industrial arts facilities, science laboratories, photography facilities, visual arts laboratories, an outstanding gymnasium and an environmental educational learning area.

The curriculum assists students to become self-directed, lifelong learners who can contribute to a positive future for themselves and the wider community. In Years 7 and 8, students follow a common curriculum. In Years 9 and 10, they undertake core subjects and are given curriculum choice through three elective subjects. In Years 11 and 12, students study for the Higher School Certificate. Learning experiences are planned to challenge and motivate students, assisting them to develop to their full potential. Students are offered extensive subject choice with courses offered at the highest level and the curriculum geared towards entry to tertiary education courses. Caringbah High School students achieve at the highest level and most gain the university placement of their choice.

Academic excellence is a priority and student enrichment of learning and experience in a wide range of areas is encouraged and vigorously pursued. Our co-curricular activities and programs recognise the many and diverse talents and interests of our students. The school also takes part in competitions such as Tournament of the Minds, Mock Trial, Theatresports, Caringbytes, debating and public speaking and Model United Nations Assembly, among others. There are over 240 students taking part in the co-curricular music performance program, involved in 20 individual ensembles. Sport also plays a significant role, with many individual and team successes in a range of sports.

We also foster a strong school spirit through broad, creative and relevant programs. Student leadership is nurtured, and the school provides elected delegates to the NSW Student Representative Council. We have an effective Student Representative Council and growing student Environmental Team at work in the school. The school works to promote community harmony and assist various charitable groups while students are also involved in community service and volunteering programs through activities such as the Duke of Edinburgh scheme, and student mentoring roles with our local primary school.

We are an innovative school community supportive of the idea of lifelong learning. We continuously evaluate our approaches to learning to ensure that our school is always at the cutting edge in the use of current learning programs and information technology. We are alert to instances where students may struggle or underperform and have a robust and effective Learning Support program tailored to individual student needs.

Caringbah High School we have created a nurturing environment in which the wellbeing of students is paramount. Our GIFTed program builds resilience and promotes positive thinking so that we:


- increase the experience of positive emotions in our students
- encourage students to engage their signature strengths for personal and community goals
- assist students to live meaningful lives to find purpose and make a difference to our communities
- Understand common values that drive the learning environment at Caringbah High School

Our goal of valuing students for their individuality is balanced by the goal of teaching them to value and respect the individuality of others. We believe in the importance of tolerance and the acceptance of difference, and we prepare students to take their place as responsible community members within our democratic society.

The relationships between teachers, staff, students and parents are strong and provide the foundation for the safe, happy and welcoming environment that is characteristic of Caringbah High School. School reports are completed twice a year and they provide important feedback on the progress and achievements of students.

Parents and community groups, including our Parent and Citizens Association and Music Support Group, play an important role in the life of the school. The high level of involvement and support from our parents and volunteers makes the Caringbah High School community very dynamic. Through voluntary school financial contributions and donations to our Parents and Citizens Association, our parents financially support the teaching and learning programs across all areas of our school. The school's facilities are also used by a range of local community groups including local sports clubs and neighbouring schools. All these activities play a significant role in strengthening partnerships between the school and the community.

I would like to extend a warm welcome to you as you join our school community and encourage you to become fully involved in the learning opportunities that our school has on offer.



Alan Maclean
Principal

INTRODUCTION

School Motto



“Omnia Vincit Diligentia”

which means

“Diligence conquers all”

History

Caringbah High School opened in 1960 as a coeducational high school and was nominated selective in 1989. The school is situated at 85 Willarong Road, within easy walking distance of Caringbah Station. Currently there are around 915 students enrolled.

When the school opened, the area from which students were drawn covered the whole of the eastern part of the Sutherland Peninsula east of Miranda. This included the area which Sir Joseph Banks explored the day after Captain Cook dropped anchor in Botany Bay. The records show that Banks with Solander and others took the ship’s long boat and landed at a point, which we presume was on the southern side of the bay. He then walked all day over a wide area collecting specimens of the exciting new flora.

The specimens were different from any which were to be seen in any other part of the world. One of the specimens, a heath shaped honeysuckle, now known as Banksia Ericafolia, which he mounted, has been framed and may be seen in the National Herbarium of Sydney’s Botanic Gardens.

The school chose the Banksia as its emblem because of this unique association with the man of history and science. It grows plentifully in this area. The colours, burnt orange, seen in the flower cob, bottle green and silver grey in the upper and lower sides of the leaves, provide the school’s colours. Using any two or all three of these makes the combination for school and sporting uniforms.

School Values

Students and staff at Caringbah High School have collaborated in the construction of our school values. Our values are Community, Opportunity, Respect and Excellence forming the concept of **CORE**. These values are the heart of our school. Staff and students are part of a community of excellence. We take every opportunity to deepen our academic knowledge. We take every opportunity to improve our social and cultural understanding and ensure we demonstrate respect for ourselves and others.

School Facilities

The school has a pleasant setting encouraging native flora and fauna. A landscape architect was engaged to develop plans for an Outdoor Learning Centre. The central hub has been established, with brick seating, a pathway, and large shade trees planted. There are also three themed ancillary pods, with a dry creek bed and bridge. The school also has two other covered outdoor learning areas. Teaching and specialist rooms in all subjects are well equipped and support the latest technology. Facilities in the school include a music centre, with sound proofed practice rooms, drama and PE studios, library and gymnasium. There are opportunities for students to be members of any of the 20 different music ensembles including beginner, intermediate and senior concert and orchestra, jazz orchestra, a range of vocal ensembles and a contemporary music program. Students can participate in private lessons by tutors in various instruments. The school has playing fields and outdoor courts for all football codes, hockey, softball, cricket, netball, basketball and other sports.

STAFF ROLES AND RESPONSIBILITIES

The **Principal** is responsible for the organisation, management, supervision, and efficiency of the school. Parents and students who wish to discuss issues with the Principal can make appointments through the school office.

The **Deputy Principals** are responsible for the efficient operation of school organisation and general supervision of curriculum, staff and pupils. They assist the Principal in leading and managing the school. They share matters relating to school discipline and the welfare of the students. Parents and students who wish to discuss issues with one of the Deputy Principals can make appointments through the school office.

Head Teacher Administration is responsible for the day-to-day staffing of the school and the organisation of the school day.

Head Teacher Teaching and Learning is responsible for subject selections, quality of learning and the professional development of the staff. They are available by appointment for discussions with parents and students. The appropriate Head Teacher can be contacted through the school office.

Head Teachers of Wellbeing are responsible for student wellbeing and student learning support. They are available by appointment for discussions with parents and students. The appropriate Head Teacher can be contacted through the school office.

Faculty Head Teachers are responsible for the planning and teaching of courses of study provided in their respective subjects. They place students in appropriate classes and are responsible for determining student progress and assessment. They are available by appointment for discussions with parents and students. The appropriate Head Teacher can be contacted through the school office.

Year Advisors are responsible for the wellbeing of students in their respective year groups. They are supported in this by the **Assistant Year Advisors**. Students should always feel free to approach their Year Advisors. Parents are asked to contact their child's Year Advisor if they have any concerns or if they need to share information that may impact their child's learning.

Supervisor of Student Health is responsible for assisting and providing support to all student health matters including vaccination and leading the senior Life Ready program.

Sports Coordinators organise all timetabled sport for Years 7-11, knockout sporting competitions and sporting carnivals.

School Counsellors support students by providing psychological counselling, assessment and intervention services. Students may self-refer or may be referred to the School Counsellor through the wellbeing team.

SSLO/School Mentor assists the School Counsellors and wellbeing team in helping students to managing their wellbeing.

Careers Advisors support students in their selection of tertiary pathways and career options. They work with the GIFTed teachers to introduce future focussed thinking and the development of their career portfolios. Parents and students may arrange interviews with the Careers Advisors through the school office.

Learning and Support Teachers assist students with additional learning needs through a range of strategies. Students may be referred to Learning Support by the wellbeing team.

School Administrative Support Staff are responsible for administrative and monetary matters in the school.

The Sentral parent portal is available for parents and carers to access information about school processes, payment of fees, the school day and their child's school reports.

CURRICULUM

All students will be provided with a broad and balanced contemporary curriculum which meets curriculum requirements of the DOE, NESA and meets the needs of High Potential and Gifted students.

Key Learning Areas

English
Mathematics
Science
Human Society and Its Environment (HSIE)
Languages Other Than English (LOTE)
Technology and Applied Sciences (TAS)
Creative and Performing Arts (CAPA)
Personal Development, Health and Physical Education (PDHPE)

In Stage 4 (Years 7 and 8) all students study from all of the eight Key Learning Areas, by the end of which the mandatory requirements in Languages Other Than English, Creative and Performing Arts and Technology and Applied Sciences have been fulfilled.

During Stage 5 (Years 9 and 10) the majority of course work is mandatory, with students able to select elective courses. By the end of Stage 5, the mandatory requirements in all Key Learning Areas have been fulfilled.

Careers

Careers advice is offered to all year groups. Students in Stage 5 GIFTed classes has specialised lessons in goal setting, resume development, work experience and a mock interview process. Students are guided by the careers teachers in the selection of tertiary pathways. Appointments with the careers teachers may be made through the school office.

Acceleration

A compacted curriculum and intensive learning programs are conducive to increased motivation and promotes engaging learning for High Potential and Gifted students.

An educational provision for individual students to accelerate in specific subjects is also available at Caringbah High School. These students will study with their age cohort for most subjects and may work independently or with a more advanced group for their accelerated course.

Student Leadership

All students are encouraged to take on leadership roles and social responsibility. The active involvement of students in the Student Representative Council, Peer Support, Peer tutoring in the library and a wide range of co-curricular activities is available. Students who take on extra-curricular leadership roles are expected to maintain their academic studies.

GIFTed

This is a mandatory area of student for students in Stage 4 and 5. Focusing on wellbeing, the course covers a range of topical and relevant issues for young people. Students are encouraged to develop the 'soft skills' necessary for lifelong learning and success, such as organisation and study skills, safety online, critical thinking and creativity and the development of responsible behaviour.

Elective subjects in Years 9-12 change from year to year based on student choice. Caringbah High School attempts to maintain a broad curriculum pattern within the constraints of its total staffing allocation.

YEAR 12 (Stage 6)

- English Advanced
- English Ext 1
- English Ext 2
- Mathematics Standard
- Mathematics Advanced
- Mathematics Ext 1
- Mathematics Ext 2
- Engineering
- Design & Technology
- Drama
- Biology
- Chemistry
- Physics
- Science Ext
- Business Studies
- Economics
- Legal Studies
- PDHPE
- French
- Visual Arts
- Ancient History
- Modern History
- History Ext
- Society & Culture
- Studies of Religion
- Music 1
- Music 2
- Music Ext
- Software Design & Development

YEAR 11 (Stage 6)

- English Advanced
- English Ext 1
- Mathematics Standard
- Mathematics Advanced
- Mathematics Ext 1
- Engineering
- Design & Technology
- Food Technology
- Music
- Geography
- Business Studies
- Economics
- Legal Studies
- Biology
- Chemistry
- Physics
- French
- Japanese
- Ancient History
- Modern History
- Studies of Religion
- Sport Lifestyle & Recreation
- Drama
- Visual Arts
- Photography
- PDHPE
- Software Design & Development

Year 10 & Year 9 (Stage 5)

- English
- Mathematics
- Mathematics Accelerated
- Science
- Architecture
- Child Psychology
- Commerce
- Computing
- Drama
- Engineering
- Food Technology
- French
- French Continuers
- Future Ready
- Geography
- Graphics Design
- History
- Film & Video
- Marine Studies
- Music
- Japanese Continuers
- Latin
- Media Studies
- PASS
- PDHPE
- Shaping World Views
- Visual Arts
- Photography & Digital Media
- Industrial Technology Timber
- GIFTed

Year 8 & Year 7 (Stage 4)

- English
- Mathematics
- Science
- History or Geography
- PDHPE
- Visual Arts
- Music
- French
- Technology Mandatory
- Japanese
- Latin
- GIFTed

SCHOOL PROCEDURES AND SCHOOL ORGANISATION

Academic Plus and Homework club

Senior students are encouraged to attend Academic Plus on Wednesday afternoons in the library. Junior students are encouraged to attend Homework Club after school on Thursday afternoons in the library. Both programs provide support in these ways:

- One on one and small group tutoring
- Assessment and examination support
- Feedback on practice exam questions and essays
- Easily accessible resources
- Various teaching and learning, careers and wellbeing seminars
- Facilities to sit practice exams under exam conditions
- Opportunity to pre-book meeting rooms and whiteboards for peer mentoring
- Organisational support and time management tips
- Homework help
- Study and research guidance

The parents of students with poor academic results will be contacted. These programs are on offer for all students should they wish to take advantage of a quiet, supportive learning environment.

There are a range of experienced teachers available on different days and times to see students in the library about subject specific issues and general study support. Please contact the library for a timetable.

Accidents

In the event of accidents, the incident should be reported immediately to the nearest teacher. Parents of students who have sustained a significant injury will be contacted at the earliest opportunity. These students will generally not return to class but will be kept in Sick Bay until they can be collected by a parent. If necessary, an ambulance will be called, and the parent advised. An accident report process is then completed by the first aid staff. Accidents at an outside venue will be managed in the same way. Teachers on excursions will carry first aid kits and EpiPens. Students are required to wear the correct clothing, shoes, move around the school in a safe manner and use equipment as instructed to minimise the risk of an accident.

Attendance

All student absences must be notified either via the Sentral parent portal, email or by phone. If a student has an examination or assessment task and will be absent, immediate contact is appreciated. Student absences are monitored by the school.

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility.

Section 22 of the Education Act (1990) states that it is the duty of the parent of a child of compulsory school-age to cause the child to be:

- a. enrolled at, and to attend, a government school or a registered non-government school, or
- b. registered for home schooling with the NSW Education Standards Authority and to receive instruction in accordance with the conditions to which the registration is subject

All students who are enrolled at school, regardless of their age, are expected to attend that school whenever instruction is provided. Section 24 of the Act requires Principals to maintain an attendance register (roll) in a form approved by the Minister. Attendance registers must be available for inspection during school hours by a NESAs inspector or by any authorised person.

Parents must therefore accept that they have a legal obligation to ensure that their children attend school on all possible occasions. Parents are required to explain the absences of their children from school promptly and within seven school days as well as to take measures to resolve attendance issues involving their children.

Recommendation for the award of any NSW Education Standards Authority (NESA) Record of School Achievement will depend on satisfactory participation at school. As a guide at least eighty five percent attendance is required for the award of a ROSA or a Higher School Certificate.

<https://education.nsw.gov.au/policy-library/policies/school-attendance-policy>

It should be clearly understood that attendance at school includes attendance at sport, school carnivals and any other school activity organised within normal school hours. Students must not stay at home, or have their absence excused by a parent, for any but serious and urgent reasons. These reasons do not include staying at home to study or to complete homework or assignments. It is the student's responsibility to contact their teacher for any missed work.

Requests for extended leave should be directed to the Principal.

Bike Riding

If riding a bike to school, students should observe traffic rules for bicycle travel. After entering the school, students should walk the bike to the bike bay. Helmets are compulsory. Students must provide suitable devices to ensure their bikes are securely stored in the bike racks. The school accepts no liability for damage to bikes or loss of property. Students are not permitted to skateboard to school.

Change of Address

In the event of sickness or accidents it is important for the school to have up-to-date information. Changes of address will require an Opal card update. Changes to student details can be made on the Sentral Parent Portal. All new parents will be emailed details to access the Sentral Portal after enrolment. This is typically in week 3 of term 1. Parents are asked to keep the school informed of:

- any changes of addresses
- all telephone contact numbers (home/work/mobile/emergency contact person)
- email addresses

Community Involvement

Caringbah High School has a Parents and Citizens Association, a uniform shop run by volunteers, and a Music Support Group. All these groups benefit the students and support the school in developing school policies and procedures and in fundraising.

Students are also encouraged to play a role in the community. Different groups of students regularly take part in committees and activities intended to develop a social conscience and an appreciation of a range of community issues. Volunteering is an encouraged activity in the school with a range of opportunities available in all years. The school has a tradition of student participation in the Duke of Edinburgh awards scheme.

Early Leave Procedures

When there is an essential need to leave early, students should, before the first bell in the morning or at recess:

- Bring a note from their parent briefly explaining the leave reason and the time leaving
- Deputy Principals will approve and sign the note
- Bring the signed note to the Office and be issued with a leave pass, which is to be shown to the class teacher and kept by the student

The Deputy Principal may ring the parent requesting further detail to verify the leave early application. Parents are requested not to make appointments in the school day if this can be avoided.

Emergency Procedures

General evacuation of all the buildings will be signalled by the continuous sound of the bells. Students follow the instructions of their teachers and line up in designated areas on the oval. Other procedures are in place to handle various types of emergencies. Emergency procedures are practised at least once per semester.

Homework

Regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits. All students are expected to complete homework each night.

This homework should consist of:

- written or organised homework
- a brief revision of lessons completed during the day
- study of past work
- preparation for tests
- ongoing work on assignments, projects

Homework Diary

Year 7 students will receive a school diary at the beginning of the year. The diary should be used to record homework and assessment tasks and organise a homework and study schedule. Students in Years 8 to 12 may purchase a school diary or a term planner. Many students elect to use an electronic diary for their planning.

Jewellery

Students are entitled to wear a moderate amount of jewellery to school if it does not pose as a risk to themselves or others. The restrictions include:

- earrings are small sleepers or studs
- facial piercings can only contain a simple stud or must be covered by a bandage
- necklaces must be short or worn under clothing
- bracelets and other adornments are not to be too thick or studded (only one bracelet is allowed)
- rings should be small and should not protrude excessively

Late Arrival to Procedures

- If a student arrives after 8.50am they must report to the Office for a late pass, before going to class
- All late arrival must be explained in writing or via the Sentral Parent Portal

Lost Property

Lost phones, money, wallets, or purses should be reported immediately to the Office. Students should report to the Office to claim lost property. Losses can be avoided by naming your clothing and property.

Medication

Parents are urged to ensure that students requiring a Health Care Plan, and especially an EpiPen, communicate regularly with the school and their doctor to ensure the Health Care Plan is current. Students who are aware that they may require an EpiPen are expected to always have their own EpiPen with them as well as another clearly labelled, that is kept by the First Aid staff.

Staff are not permitted to administer over the counter medication.

If prescribed medication is required to be taken at school parents are requested to contact the Deputy Principal to discuss the process.

Mobile Phones

- Mobile phones are allowed at school but must be turned off during class time and kept in the student's bag
- The camera and/or video function must not be used while on the school grounds
- Sick students should **not** use mobile phones to call parents or to arrange to be picked up, but rather go to the Office where they can receive assistance and office staff can call parents, if needed
- Mobile phones or smart watches are not allowed in exam rooms
- Please do not text or call students during school hours. Urgent communication should be directed via the school office

Learning Management Systems

The school uses Microsoft Teams as its main learning management system. This provides access to student learning materials, communication channels and a student Class Notebook that can be viewed by the class teacher at any time. Year 7 students will be shown how to access their teams for each subject during the Transition program.

Opal Cards

Our school has partnered with Transport for NSW to use the online School Portal for endorsing school travel applications. You are able to manage all your school travel needs online including applying for school travel passes and tracking the status of your application.

You will need to submit a *new application* if you are: applying for a school travel pass for the first time

You will need to *re-apply or update your details* if the student has a current free school travel pass and:

The student is changing school

The student has changed address

You have received an expiry notification

<https://transportnsw.info/tickets-opal/ticket-eligibility-concessions/school-student-travel>

At the beginning of a new year, students are permitted to use buses and trains until the passes are received. Passes cannot be used outside school time and only cover journeys from 'near home to station/school' in the morning and from 'school to station/home' in the afternoon.

Student concession cards issued by Transport NSW are also available for students who have turned 16, for student concessional travel outside school hours. These cards are available from the school office.

Parents and Citizens Association

The P&C Association meets in the library at 7.30pm – 9.00pm on a selected Tuesday. Please contact the school office for current times. Streamlined meetings begin with a set time for official business, which is normally followed by a guest speaker or forum on a particular topic.

Parent/Teacher Night

Parent/teacher night is held late Term 2 for Years 11 and 12 and at the beginning of Term 3 for Years 7 to 10 to enable parents to receive feedback on their student's academic progress. The date of this meeting can be found on the calendar of school events on the parent portal and you will be emailed notification of relevant details. Appointments are booked online through the Sentral Parent Portal. Parents/caregivers receive instructions to enable online booking approximately two weeks before the meeting. Parents/caregivers and teachers may request further meetings if necessary.

Parking, Dropping Off and Pickup

There are official parking restrictions at various places on Willarong Road that carry hefty fines. Pay special attention to the bus bay restrictions:

- Do not park or drive through the bus bay for any reason at all during 8 – 4 pm. You risk being fined
- Drop-off and pick-up is a permitted *area designated as 5 minute parking* and along Willarong Road outside the Office building (this is sign posted)
- Parents are not permitted to enter the school car park, unless coming to collect a sick child

Playground Areas

Students spend recess and lunch in the canteen area, COLA, basketball courts, the football field or the grassed walkway behind the library.

Prior to 8:49, the ovals and basketball courts are out of bounds. No ball games of any type are permitted before school. The courtyards and COLA are passive areas only before school.

Safety Requirements

When working in practical classroom areas the students must observe special safety practice and wear safety equipment. This includes a protective apron which must be worn in Visual Arts, Industrial Arts and Food Technology.

Students must wear fully enclosed shoes with leather uppers when in the work area. Their school shoes are satisfactory if they comply with the school uniform. Students will not be permitted to work in these classrooms if their footwear is inappropriate.

The provision of the above safety equipment is the student's responsibility. Students will be given general safety instructions before commencing practical work. Special instructions on specific power-operated machines will also be given prior to using them in Industrial Arts. The school will supply specialised safety equipment during practical lessons, including eye safety protective shields and glasses, which the student must wear whilst using a power-operated machine or during Science practical lessons.

School Canteen

The canteen is open before school, recess and lunch. Lunches may be ordered online by using the 'flexischools' app <https://flexischools.com.au/parents> Over the counter choices can be made as well as frequent 'special-of-the-day' options.

School Reports

Each student has two official school reports compiled during the year (end Semester 1 and end Semester 2) indicating the student's progress in the various subject areas. Reports can be accessed via Sentral parent portal.

School Uniform and Code of Dress

The school's uniform policy is strongly supported by the community. Students are expected to always wear correct uniform.

If for any reason, any part of the correct uniform is not worn:

- Students must bring a note to school from parents, explaining the situation
- With this note the student must report to the Deputy Principal
- If a student is out of uniform and does not have an explanatory note, he/she must obtain a uniform pass from the Deputy Principal and parents will be contacted
- Footwear must be proper leather school shoes - this is a safety issue, especially for TAS and Science

Scripture

- Scripture is in non-denominational groups, except for Catholic and Greek Orthodox scripture. Parents will be contacted if they wish their child to attend scripture
- Non scripture is available

Sick Bay Procedures

If a student becomes ill during the school day, they must report to the school office to be admitted to Sick Bay. Office staff will contact the parent and organise for the student to be collected at the earliest convenience. No student should contact their parent direct on their mobile phone.

Social Media

Parents and students are urged to take great care with any access and use of social media. Parents and students are advised that DoE suspension and expulsion procedures apply to activity out of school hours and off school premises where there is a clear and close connection between the school and conduct of students.

Sport

Caringbah High School offers a wide variety of sports which range from traditional swimming, athletics, softball, hockey, rugby and soccer to mountain biking and surfing. Our school enjoys a fine sporting reputation and students have gone on to state and nation representation. All students participate in sport on Wednesday afternoons. Year 7 are allocated a sport rotation and Years 8, 9 and 10 can nominate a sport from a list of choices.

Students are not allowed to change their sport block choice unless there are extenuating circumstances. Parents and students are advised that there may not be spaces in all sports. The teacher responsible for sport organisation will communicate sport choices to students prior to the changeover. Students will walk or be bused to and from the sport venue with an allocated teacher. Students wishing to leave directly from the venue at the end of sport should provide a parental note.

Sport Blocks usually run for 13 weeks.

Sport Absences

- Absences from school sport must be kept to a minimum. It is compulsory to attend sport.
- If such absences are unavoidable, a partial absence must be presented before 8.50am to either Deputy Principal. This should be accompanied by a medical certificate or evidence of medical appointment.
- There is a non-sport venue at school for the supervision of students who, although able to attend school, are injured or not well enough to attend sport.

Uniform Shop (pre-loved)

This service is open and run by parent volunteers on the first and last Wednesday of the month (during school term) 8.30-10.45am upstairs in G Block. Good quality second hand uniforms are always available. Helpers are welcome so please contact the Office if you can assist.

Vaccinations

The Health Department offers vaccinations to students. Appropriate official permission forms will be sent home for vaccinations offered. These must be signed before your child can be vaccinated. Students who present as unwell will not be able to receive a vaccination. Catch up vaccinations are available. The teacher in charge of student health will contact parents regarding all arrangements for vaccinations.



CARINGBAH HIGH SCHOOL

MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
Bell	Time	Mins	Bell	Time	Mins	Bell	Time	Mins	Bell	Time	Mins	Bell	Time	Mins
Warning	8:47 AM		Warning	8:47 AM		Warning	8:47 AM		Warning	8:47 AM		Warning	8:47 AM	
Period 1	8:50 AM	78	Period 1	8:50 AM	78	Period 1	8:50 AM	78	Period 1	8:50 AM	78	Period 1	8:50 AM	78
Recess	10:08 AM	20	Recess	10:08 AM	20	Recess	10:08 AM	20	Recess	10:08 AM	20	Recess	10:08 AM	20
Warning	10:25 AM		Warning	10:25 AM		Warning	10:25 AM		Warning	10:25 AM				
Period 2	10:28 AM	77	Period 2	10:28 AM	77	Period 2	10:28 AM	77	Period 2	10:28 AM	77	Period 2	10:28 AM	77
Break	11:45 AM	5	Break	11:45 AM	5	Break	11:45 AM	5	Break	11:45 AM	5	Break	11:45 AM	5
Period 3	11:50 AM	78	Period 3	11:50 AM	78	Period 3	11:50 AM	40	Period 3	11:50 AM	78	Period 3	11:50 AM	78
Lunch 1	1:08 PM	40	Lunch 1	1:08 PM	40	Lunch 1	12:30 PM	40	Lunch 1	1:08 PM	40	Lunch 1	1:08 PM	40
Lunch 2	1:28 PM		Lunch 2	1:28 PM		Lunch 2	12:50 PM		Lunch 2	1:28 PM				
Warning	1:45 PM		Warning	1:45 PM		Warning	1:08 PM		Warning	1:45 PM				
Period 4	1:48 PM	77	Period 4	1:48 PM	77	Sport	1:10 PM	95	Period 4	1:48 PM	77	Period 4	1:48 PM	77
End of Day	3:05 PM		End of Day	3:05 PM		End of Day	2:45 PM		End of Day	3:05 PM		End of Day	3:05 PM	
Total minutes class time		310			310	including sport		290			310			310

SCHOOL WELLBEING POLICY



“Wellbeing at Caringbah High is a contemporary strengths-based approach so that every student can connect, succeed and thrive at school and beyond”

Connect Succeed Thrive

Student wellbeing and learning support team

ROLES AND RESPONSIBILITIES

Principal

- Available for students and parents to discuss student concerns

Deputy Principal Years 10 to 12

- Available to discuss the wellbeing of students in Years 10, 11 and 12
- Manages the behaviour for Years 10, 11 and 12
- Coordinates curriculum and wellbeing

Deputy Principal Years 7 to 9

- Available to discuss the wellbeing of students in Years 7, 8 and 9
- Manages the behaviour for Years 7, 8 and 9
- Coordinates learning support and wellbeing

School Counsellors

- Available to discuss personal and school wellbeing concerns with students
- Available for regular or occasional appointment with students and families
- Connects students and families with outside agencies

Head Teachers Wellbeing

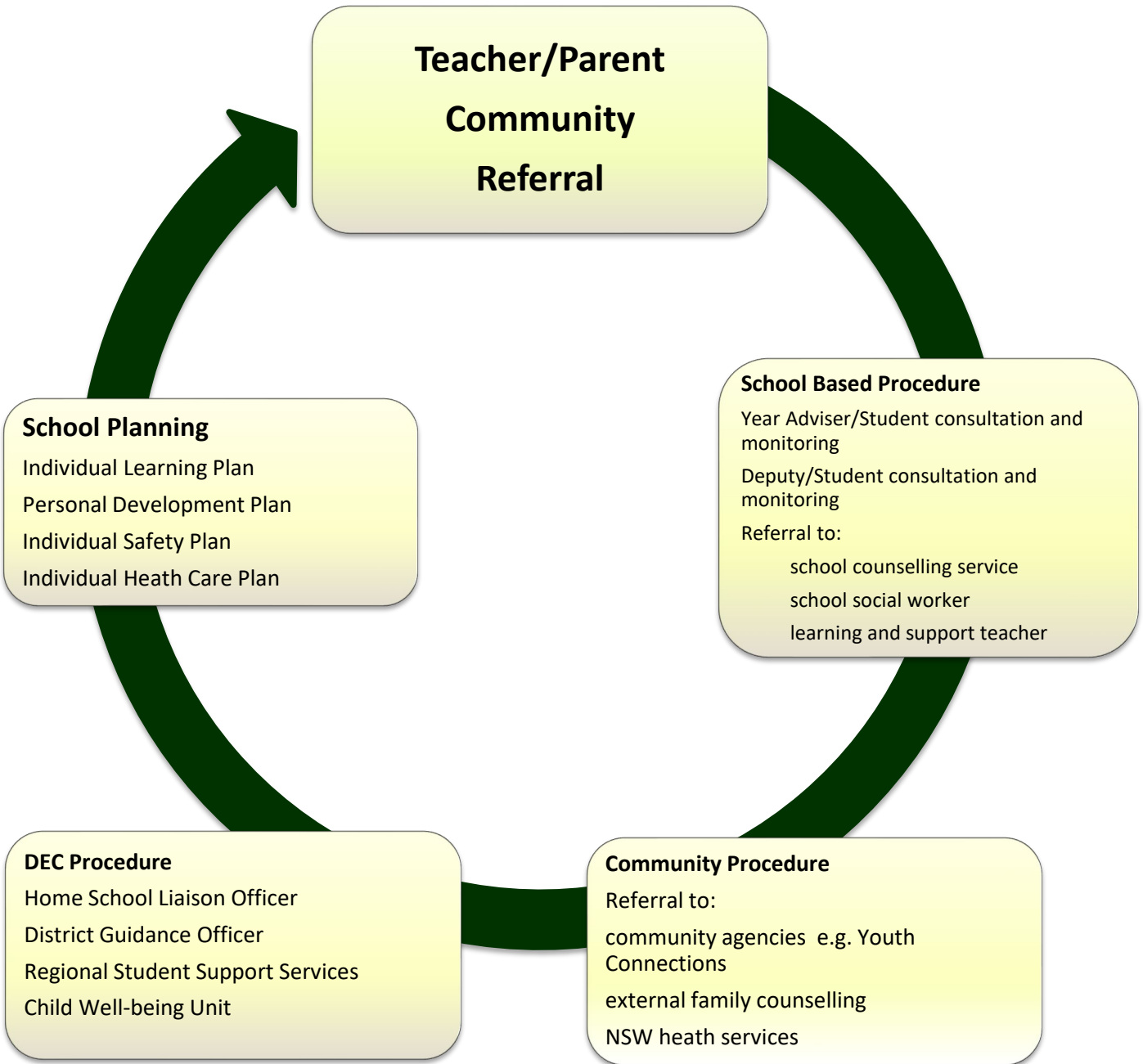
- Responsible for whole school positive wellbeing programs
- Available to discuss personal and school wellbeing concerns with students
- Coordinates Year Advisors
- Facilitates wellbeing meetings
- Leads the GIFTed teaching team

Year Advisors 2023

Year	Year Advisor	Assistant
Year 7	Mr H Chen	TBA
Year 8	Ms Z Haidar	Ms J Barnes
Year 9	Mr A Gollan	Ms J Levett
Year 10	Ms A Namvar	Mr T Maher
Year 11	Ms T Russo	Ms S Williams
Year 12	Ms P Levi	

- Available for any general concern for students in their year group

PROCESS OF WELLBEING SUPPORT
(refer to www.keepthemsafe.nsw.gov.au/new)



Wellbeing for Learning at Caringbah High School

GIFTed

Students in years 7 – 10 have one period of GIFTed per cycle. For each year group the lessons are taught by a team comprising of Deputy Principals, Head Teachers of Wellbeing, Year Advisors and outside providers. GIFTed is the acronym for: **Global Citizenship** – encouraging students to be aware of global issues and to have a sense of their own role as world citizens respecting values and diversity, **Individual** and Collective Wellbeing – alerting students to the importance of the development of physical, mental, emotional and social health, **Future Focus** - preparing students with the skills and capabilities to thrive in a rapidly changing and interconnected world, **Thinking Critically** – allowing students to make reasoned judgments that are logical and well considered.

The learning intention of GIFTed is to improve and maintain wellbeing and learning through the development of 21st century skills. These skills include communication, emotional intelligence, interpersonal relationships, resilience, problem solving and critical thinking. These are the skills that we need to deal effectively with the challenges in everyday life, whether at school, at work or in our personal lives. It will ensure that students can thrive in a world where change is constant and learning never stops.

LIFE READY

Life Ready is a mandatory 25-hour course for Stage 6 students designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school. The development of the life skills will empower students to take positive action to be healthy, safe and well; promote positive and respectful relationships, transition confidently to post school independence and participation in the community. Life Ready lessons, presentations and tutorials will take place on selected Wednesday afternoons for Year 11 only during term 1 and 2. When there is no allocated Life Ready sessions in these terms, and for the whole of term 3, Year 11 students are expected to use this time to access the Academic Plus Program run in the library for senior students or private study.

TRANSITION

Students' transition from Year 6 to Year 7 is significantly influenced by their sense of belonging, relationships, and learning support in school and at home. Year 7 transition into Caringbah High School takes place in the first two days of term 1. Year 7 students do not attend timetabled lessons but spend this time learning about our school's processes, procedures, values and expectations for learning and behaviour. The students interact with their Year 10 Peer Support Leaders who have been selected as role models and have been trained to lead the Year 7 students to be their best version of themselves. Peer support continues each week for the first 6 weeks of Term 1. Year 7 camp takes place in week 6. At camp, students are given further opportunity to bond as a year group. The goal of Year 7 Transition is to ensure that students commence their subject studies with the knowledge and the skills to negotiate the varied demands of high school.

In their transition from Year 11 to Year 12 students are encouraged to refine their collegial approach to learning, further develop their independent learning skills, be organised and to look after their physical and mental health. To aid them in these focus areas, Year 12 students attend a two-day Transition Camp. Devised and delivered by Caringbah High School teachers who have responsibilities in the areas of Teaching and Learning, Wellbeing and Careers. This camp offers students practical ways in which they can prepare academically, socially, and mentally for the rigours of their HSC courses. Students also take part in challenging but fun outdoor activities led by the experienced camp staff that are designed to encourage individual achievement and teamwork success.

LEARNING SUPPORT

Learning support outside the classroom is available for students who are experiencing temporary or ongoing difficulties in achieving outcomes in a single or multiple subject/s. Students referred to learning support through our referral system may be withdrawn from class to either work individually or a small group setting with a learning support teacher. In other circumstances students may attend learning support before or after school. Learning support is offered to students on a needs basis. Learning support teachers might help students with organisation or with skills such as essay writing, how to deconstruct a question or how to make useful study notes.

Academic support is available to Year 11 and 12 students on Wednesday afternoons, in extended library hours or by appointment. Year 12 students are particularly encouraged to take advantage of the experienced subject teachers, as well as learning support teachers, available during their study periods or on Wednesday afternoons.

YEAR 12 MENTORING

The Wellbeing for Learning team offer a Year 12 mentoring program to support Year 12 through the challenges of their HSC year. Teachers volunteer their time to meet with their mentee regularly to discuss their progress, offer help and advice with organisation and to be an empathetic listener. Teachers are not expected to offer subject based tutoring for the student. Feedback from the Tell Them From Me and Year 12 exit polls indicate that having an advocate at school increases confidence and sense of belonging for students and this program aims to ensure students have every opportunity to flourish and have the best school experience we can offer.

COUNSELLING SUPPORT

The NSW school counselling service contributes to student wellbeing in NSW public schools by providing specialised psychological assessment, counselling and intervention services. As well as having a specific role in providing psychological services, the school counselling service contributes to student learning and wellbeing outcomes through membership of school-based learning and support teams. Every student from pre-school to Year 12 in NSW public schools can access the service. Students may self-refer; parents may request a School Counsellor appointment or students may be referred through the Learning Support referral system.

Schools have an important role in student wellbeing and mental health and our strong commitment to social and emotional wellbeing is evident in our various programs, initiatives, and events. Our school's changing context influences our choice and delivery of student wellbeing learning and our team meet regularly to change our content and deliver modes to best meet the needs of our students.

Please contact your child's Year Advisor, the Head Teachers of Wellbeing, or a Deputy Principal for any further clarification.

Merit Levels

Merit certificates are awarded to recognise student effort and achievement in academic and sporting excellence and school and community service. The award of merit certificates in recognition of student achievement is an important part of the school's positive psychology program.

Students are encouraged to progress through the following merit levels:

Year Adviser Award

may be achieved by either:

- 5 Merit Certificates
- 5 Sporting Ribbons

Principal's Award

may be achieved by either:

- 5 Year Advisor's Award
- 5 Achievement Awards

Honour Blue

may be achieved by:

- 5 Principal's Awards

Anti-Bullying Policy

STATEMENT OF PURPOSE

We believe every individual has the right to be respected and feel safe and bullying is a violation of these rights. At Caringbah High School it is the moral responsibility of all to ensure that the rights of individuals are honoured and that healthy development and citizenship are valued and promoted. The mental and physical health and social and academic consequence of bullying have an enormous impact on staff and the learning and teaching of our students. Bullying concerns and affects us all. At Caringbah High School, we have devised a long term plan, whole school strategy for addressing this issue. In essence, bullying in our school is completely unacceptable and is not tolerated. Our aim is to achieve a bully free school.

PROTECTION

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies in particular social networking sites. Conflicts or fights between equals and single incidents are not defined as bullying. Bullying can involve humiliation, domination, intimidation, victimisation, and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Students, teachers, parents and caregivers and members of the wider school community have a shared responsibility to actively work together to resolve incidents of bullying behaviour when they occur and to create a safe and happy environment, free from all forms of bullying.

PREVENTION

We raise awareness through school curriculum, and our Positive Psychology welfare structure includes student welfare programs such as:

- Peer Support (Year 7 & 10)
- Year 11/12 study camps
- 'Brainstorm' – Theatre productions Year 7 & 8 – raising awareness
- GIFTed modules
- IT protocols
- Learning support committee
- Digital Signage promoting anti-bullying
- Year 8/9 PDHPE curriculum
- P&C information evening on safe internet use
- Anti-bullying signage throughout the school
- Librarian information literacy program
- School website information for parents
- Sustaining eSmart protocols
- ARCO reporting



COMMUNITY FEEDBACK

Tell Them From Me is an online survey system devised by The Learning Bar that helps us capture the views of students, teachers and parents. The Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has engaged The Learning Bar to offer its student feedback survey, its Focus on Learning teacher survey and its Partners in Learning parent survey to NSW government schools.

EARLY INTERVENTION

Staff, students, parents, caregivers and the wider school community need to be aware of strategies to identify and respond to incidents of bullying.

- Our learning support structure, through a system of referrals, ensures support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships
- Welfare programs empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders
- eSmart status ensures we maintain our policies and procedures
- Digital messages on strategies to identify and respond

RESPONSE

For any incidents of bullying, a member of staff will deal with the problem on the spot, in order to defuse the immediate conflict. Once the immediate issues have been dealt with, the following steps will be taken:

1. A student, parent or staff member reports bullying incidents/problem to the Deputy Principal who will implement the anti-bullying program. The Deputy Principal interviews the victim and bully separately and records the details of the incident in writing on a standard proforma. The Deputy Principal makes both parties aware of the bullying strategy and policy and discusses the issues surrounding the particular incident. The Deputy Principal works with the students to devise strategies for conflict resolution. The Deputy Principal attempts to reach a position where both parties are satisfied with the outcome, i.e. the victim feels secure and the bully is prepared to modify his/her behaviour in future. The victim understands that any further bullying must be reported immediately. The strategy at this stage is not to apportion blame, or to punish; but to support the victim and make the perpetrator aware of the school policy and of the consequences if behaviour does not change.
2. If the incident is repeated or the problem continues - both parties record the incident/problem in writing on a standard proforma. The Deputy Principal interviews the victim and bully together (method of shared concern) and discusses the problem; makes the bully aware of the feelings of the other person and the effects the conflict may be having; and makes suggestions of strategies for the resolution of the conflict. The Deputy Principal will report this interview to the Learning Support Team who may prescribe external support. A warning of suspension letter will be issued, and perpetrator will be placed on level 3. The Deputy Principal contacts both sets of parents explaining the situation, outlining the strategies that have been determined and reinforcing the consequences that may flow from a repeat of bullying.
3. If repeated counselling by the Deputy Principal, or others, does not stop the bullying, sanctions according to the NSW DEC Discipline Policy will be imposed. These could include but are not confined to suspension.

Caringbah High School keeps central records of all reported incidents of bullying. These are analysed on a regular basis to ascertain major areas where bullying occurs, gender and age of victims and bullies, and strategies which have been successful. A review of the school's policy is undertaken every 12 months, considering this annual data.

Caringbah High School will constantly reinforce the fact that bullying is not acceptable and will remind students how to counteract bullying, as well as enforcing strategies aimed to lift self-esteem and resilience; students need to be made aware of their responsibilities not to bully and not to condone bullying by being silent bystanders. The School will continually remind parents that they can confidently approach staff with their concerns, the Year Advisor in the first instance. Parents are encouraged to work with the school in a non-blame situation so that their children are protected and feel safe.

Caringbah High School Behaviour Management

We are currently developing our Student Behaviour Support and Management Plan in line with the Department of Education Student Behaviour Policy.

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>

We promote positive behaviour and social-emotional learning through prevention, early intervention, and individual intervention.

Our behaviour level process is aligned with Caringbah High School's values of:

Community, Opportunity, Respect and Excellence

Preventative class management strategies focus on students being:

Focused, Organised, Respectful and Engaged.

Students are supported through the process by the wellbeing for learning team and school counselling service.

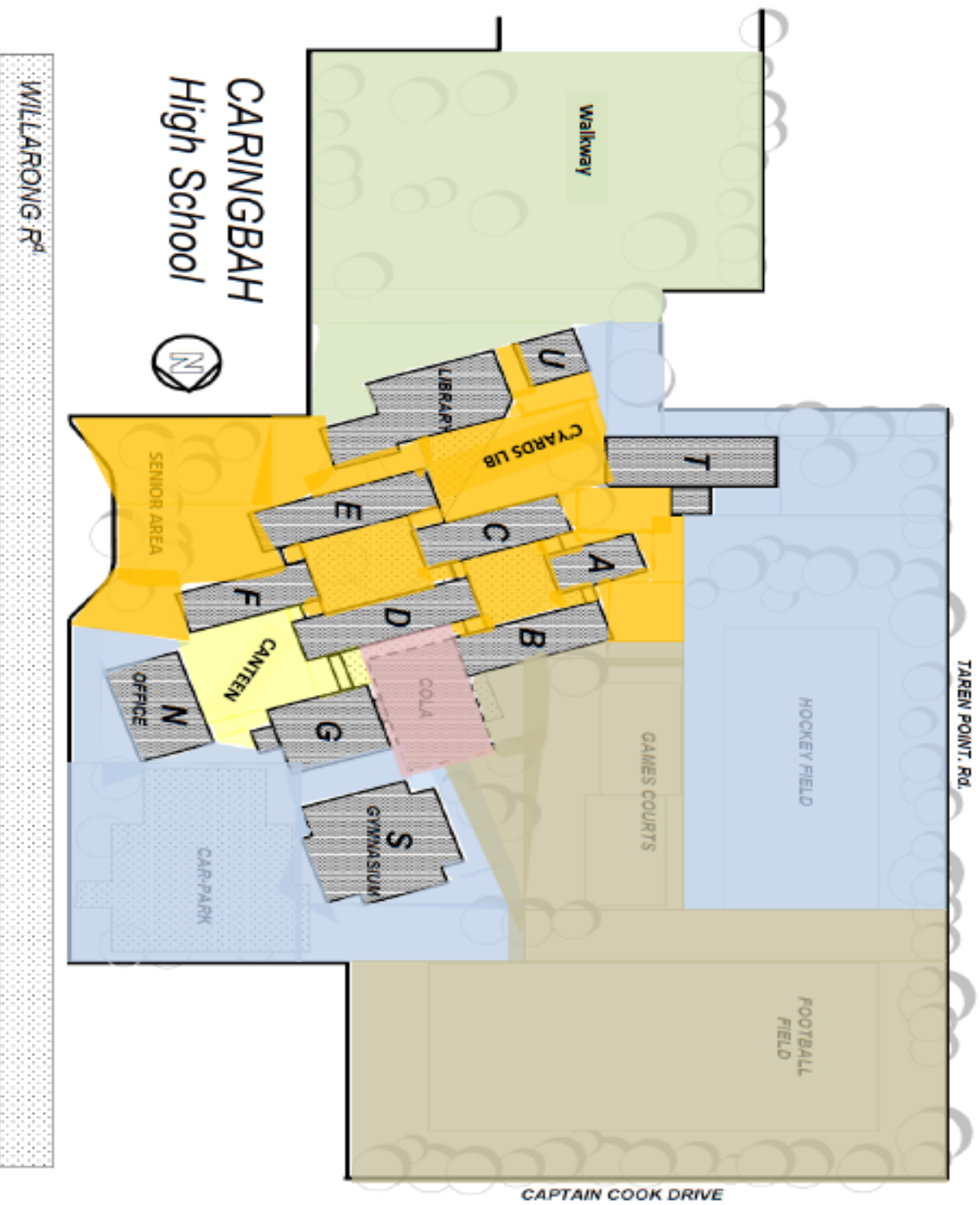
Students who continue to display negative behaviour after prevention strategies will be placed on a Behaviour Level.

The following is a guide:

Level	Behaviour	Consequence
1	<p>Negative class behaviour.</p> <p>Such as, but not limited to: disengagement, non-completion of work, not following teacher instruction or disrupting the learning of others.</p> <p>Negative playground behaviour.</p> <p>Such as: littering or not following teacher instruction</p>	<p>Teacher to place student on Level 1 in Sentral and notify/discuss with Head Teacher and Year Advisor. Teacher to issue a consequence.</p> <p>Such as, but not limited to: reflection writing, lunchtime detention in classroom or clean up duty. Record consequence in Sentral.</p> <p>Student remains on Level 1 for two weeks. Any negative behaviour during this two-week period eventuates in a Level 2. Positive behaviour for two weeks results in the student returning to Level 0.</p>

<p>2</p>	<p>Negative whole school behaviour.</p> <p>Such as, but not limited to: fractional truancy, continued non-compliant behaviour, offensive/discriminatory language inappropriate use of technology, sharing of offensive material online, sharing of examination content on social media, cheating/plagiarism bullying/cyberbullying or abuse of person/property.</p>	<p>Head Teacher, Year Advisor or Deputy Principal to place student on Level 2 in Sentral.</p> <p>Such as, but no limited to: After school detention, reflection writing, School Counsellor/School Mentor intervention. Parents contacted.</p> <p>Student remains on this Level for two weeks. Any negative behavior in this two-week period may result in a Level 3 and further intervention. Positive behaviour for two weeks results in the student returning to Level 0.</p>
<p>3</p>	<p>Negative whole school behaviour.</p> <p>Such as but not limited to: theft, vandalism, truancy, public misbehaviour, causing harm to others, abuse of person and/or causing danger to other students/staff.</p>	<p>Principal or Deputy Principal to place student on Level 3 in Sentral.</p> <p>A formal caution to suspend the student may be determined after consultation with parents and student.</p> <p>Department of Education NSW procedures for ‘caution of suspension’ from school followed.</p>
<p>4</p>	<p>Negative whole school behaviour.</p> <p>Grounds for suspension are:</p> <ul style="list-style-type: none"> • Causes actual harm to any person • Poses an unacceptable risk to health, safety, and learning, and/or welling being of any person. 	<p>Department of Education NSW procedures for suspension from school followed.</p>

Caringbah High playground areas and playground expectations



Out of bounds Areas: The areas coloured in blue are out of bounds for all students at all times except when accompanied by a teacher.

Before School: Students are not permitted to use the games courts, Football fields or the Walkway area to the rear of the library before school. They can be used at recess and lunchtime.

All other areas including the COLA are passive areas before school. This means no ball games or running games of any sort can be played before school in any area.