



# STUDENT HANDBOOK 2024



# Connect with our school community



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[www.facebook.com/whitebridgehs](https://www.facebook.com/whitebridgehs)



# Welcome to a new year at Whitebridge High School

For those attending Whitebridge High for the first time, welcome to the Whitebridge High School family.

The Whitebridge High Student Handbook is updated annually to provide Whitebridge High School families with a reliable guide to the history, philosophy, policies and expectations affecting school life. In addition, current rules and practices are outlined. We ask all students and parents to become familiar with the contents of this handbook and hope you will find it useful.

The school website also contains details of news and upcoming events at Whitebridge High to enable parents to become actively involved in the school through attending events, by becoming a member of the Whitebridge High P&C, volunteering at our Canteen or assisting around the school. Further information and contact details for members of these groups are contained in this handbook. I urge you to come along to a P&C meeting to meet other families and staff, and find out more about your child's school life.

I am looking forward to working with you and your children as we embark on a new school year at Whitebridge High School and together "Seek the Way of Life".

Nadene Harvey  
Principal



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## Important Dates

**Tuesday 31 January** Day 1, Term 1 for Years 7, 11 and 12 (Week A)

**Wednesday 1 February** Day 1, Term 1 for Years 8, 9 and 10 (Week A)

**Friday 17 February** School photos

**Monday 20 February** Year 7 Camp commences



# Whitebridge High School

## *Our School Values*

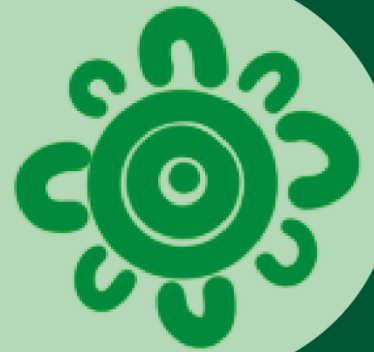
### LEARNING

*Strive for our  
personal best*



### RESPECT

*Keep a kindness  
culture*



### RESPONSIBILITY

*Right place, right  
time, right way*



# Our Staff

---



Principal  
Nadene Harvey



Deputy Principal  
Rod Carter



Rel. Deputy Principal  
Louise Smailes



Deputy Principal  
Melita Morrow



Head Teacher  
Secondary Studies  
Glen Mulhearn



Rel. Head Teacher  
Wellbeing  
Courtney Turner



Rel. Head Teacher  
Teaching & Learning  
Angela Bettison



Head Teacher  
Specialised Learning  
Heidi Court



Year 7 Advisor  
Ashley Fry



Year 9 Advisor  
Bronte Osland



Year 11 Advisor  
Georgia Lindsay



Head Teacher English  
Lisa Murrell



Head Teacher  
Mathematics  
Nick Campbell



Head Teacher Science  
Steven Edwards



Head Teacher  
HSIE/Languages  
Sue Nunn



Head Teacher PDHPE  
Luke Harradine



Head Teacher TAS  
Shane Lloyd



Rel. Head Teacher CAPA  
Brent Budden



Learning and Support  
Teacher  
Dimity Budden



Year 8 Advisor  
Andy Holahan



Year 10 Advisor  
Courtney Turner



Year 12 Advisor  
Emma Beecham

# Student leadership team

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Kienna Klegg  
School Captain



Matisse Murray  
School Captain



Christian  
D'Alessandro  
Vice Captain



Cooper Cooke  
Vice Captain



Levi Smit  
Senior Counsellor



Cassie Corder  
Senior Counsellor



Gabrielle Davison  
Senior Counsellor

The Student Representative Council (SRC) is a place where students have the opportunity to put their ideas forward to make improvements in the school and their learning environment.

Being a part of the SRC is a great way to take initiative around the school, build self-confidence, organisational skills, public speaking skills and leadership qualities that are commended by the local community and school staff.

The SRC is the student voice for taking any ideas the student body has for improvement or changes around the school to the Senior School Leadership Team.

We work collaboratively with the school staff and students to assist in the organisation and running of fundraising events.



# Attendance

Every day counts...

When your child misses just...	That equals...	Which is....	And therefore, from Kind to Year 12, that is...	Meaning that the best your child can achieve is...
10 minutes a day	50 minutes of learning each week	Nearly 1 ½ weeks per year	Nearly ½ a year of school	Equal to finishing school ½ way through Year 12
20 minutes a day	1 hour and 40 minutes of learning each week	Nearly 2 ½ weeks per year	Nearly a whole year of school	Equal to finishing school in Year 11
½ hour a day	½ day of learning a week	4 weeks a year	Nearly 1 ½ years of learning	Equal to finishing school ½ through Year 10
1 hour each day	1 whole day of learning each week	8 weeks per year or nearly a term a year	Over 2 ½ years of learning	Equal to finishing school in Year 10
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ years of learning	Equal to finishing school in Year 11
1 day a week	40 days per year	8 weeks per year	Nearly 2 ½ years of learning	Equal to finishing school in Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing school in Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing school in Year 4



**Above 95%  
Expected Attendance**

**less than 9 ½ days off per year**



**95% - 90%  
Minimum Standard**

**10 – 19 days off per year**



**Below 90%  
Unacceptable Attendance**

**more than 19 days off per year**

**Be on time everyday**

**Your child's best learning time is at the beginning of the day.**

**Give your child every chance to succeed...**



# Bell Times and School Terms

TIME	Monday Week A (Curriculum Release) Week B (Staff PL)	TIME	Every day (except Monday) School Sport – Thursday's: <ul style="list-style-type: none"> <li>Years 7 &amp; 8 Periods 1 &amp; 2</li> <li>Years 9 &amp; 10 Periods 3 &amp; 4</li> </ul>
8.00 – 8.55	Period 0 for senior students only as per timetable	8.00 – 8.55	Period 0 for senior students only as per timetable
8.30 – 8.55	Playground supervision commences	8.30 – 8.55	Playground supervision commences
8.55 – 9.00	Roll Call in period 1 classes	8.55 – 9.05	Roll Call in period 1 classes
9.00 – 10.00	Period 1	9.05 – 10.05	Period 1
10.00 – 10.20	Wellbeing / Mentor	10.05 – 11.05	Period 2
10.20 – 11.20	Period 2	11.05 – 11.35	<b>First Break</b>
11.20 – 11.50	<b>First Break</b>	11.35 – 12.35	Period 3
11.50 – 12.50	Period 3	12.35 – 1.35	Period 4
12.50 – 1.50	Period 4	1.35 – 2.05	<b>Second Break</b>
1.50 – 2.20	<b>Second Break</b>	2.05 – 3.05	Period 5
2.20 – 3.50	<ul style="list-style-type: none"> <li>Students finish school for the day</li> <li>Supervision in the Quad for Bus students.</li> <li>Staff Professional Learning Time</li> </ul>	3.05 – 3.20	Teacher / Student follow up time: <ul style="list-style-type: none"> <li>WoW's / phone calls</li> <li>Supervision for bus students</li> </ul>
		3.20 – 3.50	Staff Professional Learning and Planning Time

Term	Week	Start	Finish
1	A	Tuesday, 30 January	Friday, 12 April
2	A	Monday, 29 April	Friday, 5 July
3	A	Monday, 22 July	Friday, 27 September
4	A	Monday, 14 October	Friday 18 December

# How to read your timetable

The live timetable is available for students and families in the Sentral student and parent portal.

The diagram illustrates how to read a school timetable. It features a central timetable grid with various callouts explaining its components:

- Day:** Points to the 'Monday' header at the top of the grid.
- Week:** Points to the 'Monday' header, which is circled in red.
- Date:** Points to the date '06/09/2021' at the top of the grid.
- Period and Time:** Points to the period 'M' (8:25 - 8:55) in the first column.
- Subject:** Points to the subject 'PDHPE Yr9 (9PDHW)' in the third column.
- Room:** Points to the room 'D8' in the third column.
- Teacher:** Points to the teacher 'MR Renato Martinelli' in the third column.

The timetable grid shows the following structure:

	Monday
	Monday 06/09/2021
0 8:00 - 8:55	
M 8:25 - 8:55	
1 9:00 - 10:10	Dance Yr9 (9DAN21) C6T MISS Kahli Saunders
2 10:15 - 11:15	HSIE Yr9 (9HSIW) E6 MRS Nicole Millgate
3 11:45 - 12:45	PDHPE Yr9 (9PDHW) D8 MR Renato Martinelli
4 12:50 - 13:50	Science Yr9 (9SCIW) A3L MR Stephen Krause
L 13:50 - 14:20	
5 14:20 - 15:20	Mathematics Yr9 (9MATMAS) A15 MS Kelly Mason
AS 15:20 - 16:20	
B 15:20 - 15:50	

## What to leave at home

- Chewing gum and lollies
- Permanent markers
- Soft drinks, high caffeine and energy drinks
- Aerosol deodorants
- Medication, unless registered with the school (Please see the administration office if you need paperwork to bring medication to school)

# How we communicate



## Sentral Portal

- Student Timetables
- Parent Teacher Interview Bookings
- Absentee Notices
- Academic Reports
- Positive merits



## School Bytes Portal

- Online payments
- Permission notes
- School forms
- Sport selections



## Website

[whitebridg-h.schools.nsw.gov.au](http://whitebridg-h.schools.nsw.gov.au)

- Information about the school
- Newsletters
- Upcoming Events
- Subject selection booklets



## Email

- School Information Notices
- Links to online permission notes
- Student notifications



## Facebook

- Showcase of student achievements
- Public messages



## SMS

- Absence notification
- Important information for parents/carers that are unable to answer their phone throughout the school day.

## Other ongoing communication/information methods



### P&C Meetings held each term

- Joining the P&C is one of the best ways to show your children how much you value their education and how interested you are in what they do.



### Parent Teacher Interviews

- Parent Teacher interview are scheduled throughout the year, information on the dates of these events is available on the school calendar.



### Parent Information Evenings

- Information evening targeting specific information such as Early Commencement VET programs, subject selection, wilderness program and transition programs.



Contact Us: (02) 4943 3966 | [whitebridg-h.school@det.nsw.edu.au](mailto:whitebridg-h.school@det.nsw.edu.au)





# REWARDS AND RECOGNITION SCHEME



## WHITEBRIDGE WOW LEARNING / RESPECT / RESPONSIBILITY

**Criteria:** Students demonstrating school values and being observed displaying the schools high expectations.

**Determined by:** School staff

**When awarded:** Anytime

A fortnightly draw of WOWs will take place to reward 2 students from each sports house with a prize. Points will accumulate towards the HOUSE Shield which will be presented at the school Presentation Day.

## WHITEBRIDGE ATTENDANCE RECOGNITION

**Criteria:** Minimum 97% attendance for a 5-week period

**Determined by:** SLST

**When awarded:**

a) Students names will be placed in a prize draw Monday week 6 and the Last Day of every Term.  
b) Merit awards will be issued to students who have met the 97% criteria for each 5-weekblock at the Semester Award assemblies in Term 2 and Term 4. These merits can then count towards the school's recognition program.

## WHITEBRIDGE HIGH SCHOOL OUTSTANDING ATTENDANCE AWARD

**Criteria:** Outstanding attendance across the calendar year with minimum attendance of 97%

**Determined by:** SLST

**When awarded:** WHS Presentation Day

## WHITEBRIDGE HIGH SCHOOL 100% ATTENDANCE AWARD

**Criteria:** Awarded to all students who have attended all school days for which instruction has been provided in a calendar year. 100% school attendance.

**Determined by:** SLST / endorsed by Principal

**When awarded:** Presentation Day (Recognised at Year Assembly)

## MERIT AWARD

**Criteria:** Students displaying High Expectations across the areas of Learning, Respect and Responsibility. For example; Sustained effort, significant improvement, outstanding achievement, initiative, participation, leadership, school service – each KLA is represented by a colour

**Determined by:** Class teacher or program leader

**When awarded:** In class or extracurricular programs.

## BRONZE AWARD

**Criteria:** 10 Merit Awards + 90% attendance

**Determined by:** Learning Support Team / Deputy Principal when student presents the 10 Merit Certificates.

**When awarded:** Year Assembly held each Term  
A congratulations SMS will be sent once a student has achieved a Bronze award (10 merits needed for each Bronze award)

## SILVER AWARD

**Criteria:** 2 Bronze awards plus 20 merits (total 40 merits) + 90% attendance.

**Determined by:** Learning Support Team / Deputy Principal when student has presented the required merits.

**When awarded:** Semester Recognition Assembly with invitation to a Special Morning Tea with Principal plus recognised at Year Assembly (40 merits needed)

## GOLD AWARD

**Criteria:** Silver award plus 20 merits (total of 60 merits) + 90% attendance.

**Determined by:** Learning Support Team / Deputy Principal when students meet the criteria.

**When awarded:** Gold Medal WHS Presentation Day (60 merits needed)

## EMERALD AWARD

**Criteria:** Must be in Stage 6, Gold award plus 20 merits + 90% attendance.

**Determined by:** Principal upon meeting criteria.

**When awarded:** WHS Presentation DAY or Year 12 Graduation (80 merits needed)





# ACADEMIC AWARDS SCHEME



General criteria for all awards will include a minimum standard of attendance as determined by the Principal.

## PRINCIPAL LETTER OF RECOGNITION

**Criteria:** Any area of recognition

**Determined by:** Class teacher

**When awarded:** End of Terms 1 and 3

## AWARD FOR FIRST IN COURSE YEAR 11 / 12 COURSE DISTINCTION 10 / 9 / 8 / 7

**Criteria:** First Place in a stage 6 course of study based on the annual academic assessment schedule and Outstanding achievement in a stage 4 or 5 course.

**Determined by:** Head Teacher based on faculty results for each year - admin office to collate info.

**When awarded:** Presentation Day

## RECOGNITION OF STUDENT ACHIEVEMENT

**Criteria:** Any area of achievement Determined by: Class teacher

**When awarded:** Semester Recognition Assemblies (Terms 2 and 4)

## ACADEMIC MERIT AWARD

**Criteria:** A student who achieves in the Top 10% in 3 or more courses of study based on the academic assessment schedule for Stage 6 and faculty nomination stage 4/5.

**Determined by:** Head Teacher based on faculty results - admin office to collate info.

**When awarded:** Presentation Day

## ACADEMIC PERFORMANCE AWARDS

**Criteria:** A student who achieves in the Top 10% in a course of study based on academic half yearly and yearly performance.

**Determined by:** Head Teacher based on faculty results for each semester - admin office to collate info.

**When awarded:** Semester Recognition Assemblies (Terms 2 and 4)

## WHS PRINCIPALS AWARD FOR HIGHEST ACADEMIC ACHIEVEMENT

**Criteria:** 1 student per Year Group Determined by: Principal

**When awarded:** Presentation Day

**NB:** The Year 12 award will be presented at the Graduation Assembly

## ACADEMIC EXCELLENCE AWARD

**Criteria:** Top 10% of students in a Scholastic Year.  
Stage 6: Top 10% of students in a Scholastic Year – based on aggregate assessment at end of course, Year 11 - best 12 units, Year 12 - best 10 units In  
Stage 4 & 5: Through nomination of academic performance determined by each faculty, in addition to other measures of academic excellence (eg: NAPLAN, VALID, ICAS, HPGE etc)

**Determined by:** Deputy Principal - admin office to collate information supplied by faculty at the completion of the assessment program

## WHS DUX AWARD

**Criteria:** Will be awarded to the Year 12 student who achieves the highest result at the completion of the HSC examinations. The top achievers in the HSC will be invited to the presentation.

**Determined By:** Principal

**When Awarded:** Presentation Day



# SPORTING AWARDS SCHEME



## SCHOOL SPORT MERIT AWARD

**Criteria:** Awarded to a student who represents the school in any Whitebridge High School or East Lake Zone team with sportsmanship and adhering to the school values

**Determined by:** Sport Program Coach / Teacher

**When awarded:** Semester Recognition Assemblies Term 2 & Term 4

## AGE CHAMPION

**Criteria:** Age Champion at one or more of the school carnivals Swimming, Athletics, Cross Country and / or Eastlakes Zone / Hunter Region

**Determined by:** Sports Organiser

**When awarded:** Presentation Day, Acknowledged at the Recognition Assemblies Term 2 or 4 as appropriate.

## HUNTER AREA REPRESENTATIVE

**Criteria:** Student who has been selected in a Hunter Area Team as an athlete/official or a member of a school representative team that has placed 1st or 2nd in the Hunter Area and progressed into the state round of the CHS knockout competition.

**Determined by:** Sports Organiser

**When awarded:** Presentation Day

## NSW REPRESENTATIVE / WHITEBRIDGE HIGH SCHOOL SPORTING BLUE

**Criteria:** Student who has been selected into a NSW CHS Open Team or a NSW All Schools Team and competes at a National Schools Tournament or CHS endorsed event OR a student competing in an Individual NSWCHS event winning a Gold, Silver or Bronze medal.

**Determined by:** Sports Organiser

**When awarded:** Presentation Day

## SPORTS PERSON OF THE YEAR: JUNIOR (YEAR 7-10) & SENIOR (YEAR 11-12)

**Criteria:** A point system will be applied to reflect the participation and level of achievement at the school and elite level across 1 or more sports endorsed through the CHS Sports Program. The recipient must display sportsmanship and the school values at all times and be an outstanding representative of Whitebridge High School.

**Determined by:** Sports Organiser / Endorsed by Principal

**When awarded:** Presentation Day

## WHITEBRIDGE HIGH SCHOOL SHIELD

**Criteria:** The sporting house that has achieved the highest aggregated points accumulated from the 3 sports Carnivals and the school WOW rewards program.

**Determined by:** Sports Organiser + SLST

**When awarded:** Presentation Day with a point tally update provided at the Term 2 Recognition assemblies.

## AUSTRALIAN REPRESENTATIVE

**Criteria:** Student is selected into an Australian All Schools, OPEN or Honour Team following competition at a school sport Australia National event.

A Student winning an Individual Gold, Silver or Bronze medal at a National Schools Championship.

Where the event is not a school endorsed activity, Australian representative honours will be recognised where the sport is endorsed by the National Sporting Body under the Australian Sports commission.

**Determined by:** Sports Organiser / Endorsed by Principal

**When awarded:** Presentation Day

A Student meeting these criteria whilst at school or following Year 12 Graduation from WHS will receive a nomination for the WHS Australian Representative Hall of Fame. All applications will be considered by a panel. Upon recommendation, the Principal may choose to endorse the nomination.



# What we wear

## Girls Years 7 to 10



WBH Blouse S/S Green PC 7-10



WBH Polo Formal Uni Green CB 7-10



WBH Skirt Tartan Pleated PV 7-10



WBH Short Formal Girl Charcoal 7-12

## Girls Years 11 and 12



WBH Blouse S/S White 11-12



WBH Skirt Grey PV 11-12



WBH Short Formal Girl Charcoal 7-12



WBH Pants Formal Girl Charcoal 7-12

## Boys Years 7 to 10



WBH Shirt S/S Green Boys PC 7-10



WBH Polo Formal Uni Green CB 7-10



WBH Shorts EB Boys LG 7-12



WBH Trouser EB FF C (G) 7-12

## Boys Years 11 and 12



WBH Shirt S/S White Boys PC 11-12



WBH Polo Formal Boys W CB 11-12



WBH Shorts EB Boys LG 7-12



WBH Trouser EB FF C (G) 7-12

## Sports Uniform



WBH Polo Sport Boys CB 7-12



WBH Short Sport SMF B Boys 7-12



WBH Polo Sport Girls CB 7-12



WBH Short Sport SMF B Ladies 7-12



WBH Track Pants SMF B 7-12

## Outerwear



WBH Jumper Fleece Bottle Uni 7-12



WBH Jacket Softshell Bottle Uni 7-12



**Website:** [www.alintaapparel.com.au](http://www.alintaapparel.com.au)

**Email:** [whitebtidge@alinta.com.au](mailto:whitebtidge@alinta.com.au)

Parents and students can call into the school office to try on sample sizes of the uniform.



# Footwear Requirements

The school must abide with the Work Health and Safety rules that are now law in all Department of Education schools across the state. When purchasing your child's footwear, use the following images as a general guide.

All shoes **MUST** be fully enclosed black leather shoes. Our uniform code states that these shoes are to be worn on all school days except sport days (Years 7 & 8 Tuesday's, Years 9 & 10 Thursday's). Full leather shoes must be worn for any practical subjects on sports days.

**Correct footwear** - For use with our school uniform – fully enclosed black leather shoes. For safety shoes must not have a platform. The leather must cover the whole foot for safety.



**Incorrect footwear** - Due to Work health and Safety policy and the safety of your child, slip on shoes and shoes that do not cover the whole foot are **NOT** acceptable.



**Correct footwear for sport** - Sport shoes should be leather lace up or Velcro. Shoes should be supportive of feet during exercise. The whole of the upper foot must have a solid cover.



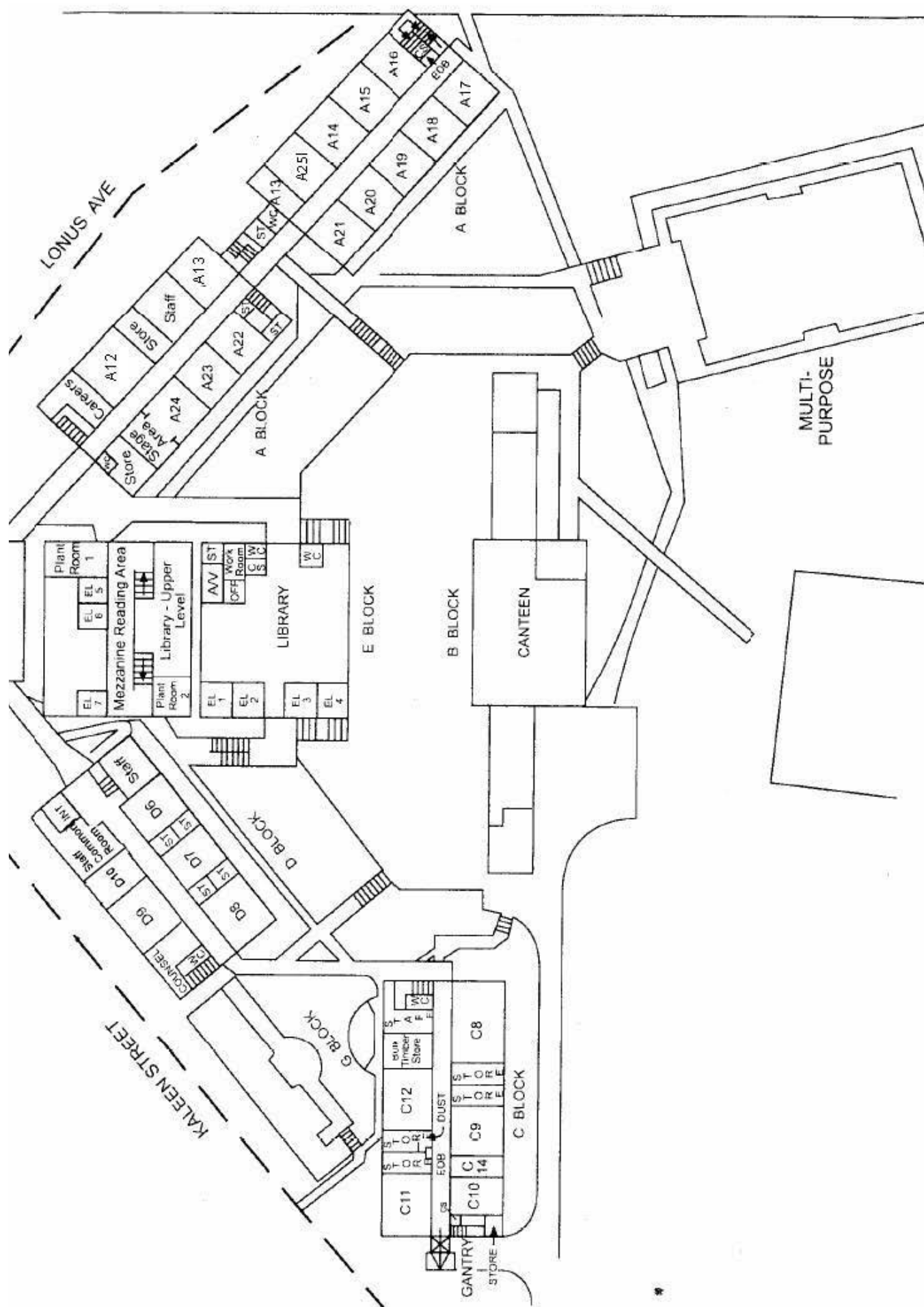
**Incorrect Sports Shoes** – Slip on sports shoes are **NOT PERMITTED**, these include canvas shoes as they are not supportive or appropriate for sport and PE.



The diagram is a detailed architectural site plan of a school campus. It shows the layout of several blocks of buildings, their internal room divisions, and their relationship to the surrounding streets and infrastructure.

- Streets:**
  - Lonus Ave:** Located at the top left of the plan.
  - Kaleen Street:** Located at the bottom left of the plan.
- Building Blocks and Rooms:**
  - A Block:** Located in the top left. Rooms include A1 (Store), A2 (Staff), A3 (Prep), A4 (Science Staff), A5 (Toilet), A6 (Toilet), A7, A8, A9, A10 (Ldry), A11 (Comp), and A12 (Store).
  - B Block:** Located in the center. Rooms include B1 (Major Proj), B2 (Photography), B3 (Girls Toilet), B4 (PE Store), and B5 (Canteen).
  - C Block:** Located at the bottom right. Rooms include C1 (Store), C2 (Store), C3 (Staff), C4 (Staff), C5 (Store), C6 (Store), and C7 (Store).
  - D Block:** Located in the middle left. Rooms include D1 (Princ.), D2 (Clerical), D3 (WC), D4 (WC), D5 (WC), D6 (WC), D7 (WC), D8 (WC), D9 (WC), D10 (WC), D11 (WC), D12 (WC), D13 (WC), D14 (WC), D15 (WC), D16 (WC), D17 (WC), D18 (WC), D19 (WC), D20 (WC), D21 (WC), D22 (WC), D23 (WC), D24 (WC), D25 (WC), D26 (WC), D27 (WC), D28 (WC), D29 (WC), D30 (WC), D31 (WC), D32 (WC), D33 (WC), D34 (WC), D35 (WC), D36 (WC), D37 (WC), D38 (WC), D39 (WC), D40 (WC), D41 (WC), D42 (WC), D43 (WC), D44 (WC), D45 (WC), D46 (WC), D47 (WC), D48 (WC), D49 (WC), D50 (WC), D51 (WC), D52 (WC), D53 (WC), D54 (WC), D55 (WC), D56 (WC), D57 (WC), D58 (WC), D59 (WC), D60 (WC), D61 (WC), D62 (WC), D63 (WC), D64 (WC), D65 (WC), D66 (WC), D67 (WC), D68 (WC), D69 (WC), D70 (WC), D71 (WC), D72 (WC), D73 (WC), D74 (WC), D75 (WC), D76 (WC), D77 (WC), D78 (WC), D79 (WC), D80 (WC), D81 (WC), D82 (WC), D83 (WC), D84 (WC), D85 (WC), D86 (WC), D87 (WC), D88 (WC), D89 (WC), D90 (WC), D91 (WC), D92 (WC), D93 (WC), D94 (WC), D95 (WC), D96 (WC), D97 (WC), D98 (WC), D99 (WC), D100 (WC).
  - E Block:** Located in the center. Rooms include E1 (Store), E2 (Store), E3 (Store), E4 (Store), E5 (Store), E6 (Store), E7 (Store), E8 (Store), E9 (Store), E10 (Store), E11 (Store), E12 (Store), E13 (Store), E14 (Store), E15 (Store), E16 (Store), E17 (Store), E18 (Store), E19 (Store), E20 (Store), E21 (Store), E22 (Store), E23 (Store), E24 (Store), E25 (Store), E26 (Store), E27 (Store), E28 (Store), E29 (Store), E30 (Store), E31 (Store), E32 (Store), E33 (Store), E34 (Store), E35 (Store), E36 (Store), E37 (Store), E38 (Store), E39 (Store), E40 (Store), E41 (Store), E42 (Store), E43 (Store), E44 (Store), E45 (Store), E46 (Store), E47 (Store), E48 (Store), E49 (Store), E50 (Store), E51 (Store), E52 (Store), E53 (Store), E54 (Store), E55 (Store), E56 (Store), E57 (Store), E58 (Store), E59 (Store), E60 (Store), E61 (Store), E62 (Store), E63 (Store), E64 (Store), E65 (Store), E66 (Store), E67 (Store), E68 (Store), E69 (Store), E70 (Store), E71 (Store), E72 (Store), E73 (Store), E74 (Store), E75 (Store), E76 (Store), E77 (Store), E78 (Store), E79 (Store), E80 (Store), E81 (Store), E82 (Store), E83 (Store), E84 (Store), E85 (Store), E86 (Store), E87 (Store), E88 (Store), E89 (Store), E90 (Store), E91 (Store), E92 (Store), E93 (Store), E94 (Store), E95 (Store), E96 (Store), E97 (Store), E98 (Store), E99 (Store), E100 (Store).
  - G Block:** Located at the bottom left. Rooms include G1 (Store), G2 (Store), G3 (Store), G4 (Store), G5 (Store), G6 (Store), G7 (Store), G8 (Store), G9 (Store), G10 (Store), G11 (Store), G12 (Store), G13 (Store), G14 (Store), G15 (Store), G16 (Store), G17 (Store), G18 (Store), G19 (Store), G20 (Store), G21 (Store), G22 (Store), G23 (Store), G24 (Store), G25 (Store), G26 (Store), G27 (Store), G28 (Store), G29 (Store), G30 (Store), G31 (Store), G32 (Store), G33 (Store), G34 (Store), G35 (Store), G36 (Store), G37 (Store), G38 (Store), G39 (Store), G40 (Store), G41 (Store), G42 (Store), G43 (Store), G44 (Store), G45 (Store), G46 (Store), G47 (Store), G48 (Store), G49 (Store), G50 (Store), G51 (Store), G52 (Store), G53 (Store), G54 (Store), G55 (Store), G56 (Store), G57 (Store), G58 (Store), G59 (Store), G60 (Store), G61 (Store), G62 (Store), G63 (Store), G64 (Store), G65 (Store), G66 (Store), G67 (Store), G68 (Store), G69 (Store), G70 (Store), G71 (Store), G72 (Store), G73 (Store), G74 (Store), G75 (Store), G76 (Store), G77 (Store), G78 (Store), G79 (Store), G80 (Store), G81 (Store), G82 (Store), G83 (Store), G84 (Store), G85 (Store), G86 (Store), G87 (Store), G88 (Store), G89 (Store), G90 (Store), G91 (Store), G92 (Store), G93 (Store), G94 (Store), G95 (Store), G96 (Store), G97 (Store), G98 (Store), G99 (Store), G100 (Store).
- Other Features:**
  - Boys Toilet:** Located near the B Block.
  - Girls Toilet:** Located near the B Block.
  - Photography:** Located near the B Block.
  - PE Store:** Located near the B Block.
  - Major Proj:** Located near the B Block.
  - Boys Toilet:** Located near the B Block.
  - Girls Toilet:** Located near the B Block.
  - Photography:** Located near the B Block.
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  - Boys Toilet:** Located near the B Block

# School Plan – First Floor





# Bring your own device

Whitebridge High is a BYOD (Bring Your Own Device) School and as such you may bring a personal learning device to school to support your learning.

If you want to participate in the BYOD program, please visit our BYOD and Technology support page on our website under the Supporting our students heading.



You will need to read and complete our BYOD User Charter then sign and return it to our office.

After the signed User Charter has been returned to school we will help you connect your device to the Department of Education's wireless network.

It is important to understand that the school takes no responsibility for your device and technical support is minimal.

## Devices and the law

There are laws which govern the recording of sound and vision.

Students are not to record at any time whilst on the school premises or on a school activity without permission of a teacher.

## Mobile phones at school

Mobile phones may provide students travelling to and from schools with a degree of security. Whilst many parents can attest to the benefits of a mobile phone for a young person's social connectivity and safety, most will also agree that they can be quite a distraction. With our core business of promoting quality teaching and learning in all classrooms, the distraction of mobile phones is not welcome.

Responsible use of mobile phones is welcome during recess and lunch breaks. Mobile phones are not to be used in classrooms or whilst any teaching and learning or specific school programs are taking place.

There is more information on Mobile Phones in Schools policy in the Policy Library on the Department of Education's website.





# SPECIFICATIONS (BYOD)



## TYPES OF DEVICES

Laptops or "Convertible" devices are all suitable for school use.

iPads are not preferred.

## WIRELESS CONNECTIVITY & OPERATING SYSTEM

2.4Ghz or 5Ghz dual band wireless.

Look for intel Core™ i3, Core i5 and Core i7 in Windows machines and Apple products that are within the latest two versions.

## IMPORTANT CONSIDERATIONS

Lightweight – aim for under 1.5kg

Durable for everyday school use with a hardcover protective case recommended

Runs both apps and programs as well as install apps – during school time

USB ports – needed to connect

Digital peripherals such as a printer, musical keyboard

Software – the Department of Education supplies Microsoft Office Suite software for free. There are also alternatives such as G Suite.

## SCREEN & KEYBOARD

Minimum 10" screen – larger screen for creative and technical work.

Touchscreen for browsing and writing.

Keyboard for typing.



## EARPHONES

We recommend wired earphones/headphones for teacher directed class use.

## BATTERY LIFE & STORAGE



Minimum 6 hrs battery life, enough to last the full day.

Storage – minimum 128GB.

Minimum 32Gb of storage in tablets.

# Mobile phones

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## Purpose

The implementation of the Mobile Phone Pouch Program at Whitebridge High School is designed to support students to use mobile phones, and adjacent technology in a responsible and ethical manner. It provides a 'phone-free' space which encourages students to develop the skills to interact positively with their peers and teachers, and to fully immerse themselves in the learning process.

## Scope

This document outlines the policies and procedures which underpin the management of the Phone Pouch Program, providing a consistent framework for the use of mobile phones in the school environment, relating to both students and staff, through the use of the Phone Pouch system.

The Phone Pouch system will be in place throughout the school day from 8.00am to 3.20pm and covers access to mobile phones and adjacent technology (e.g., earphones and smart watches) on school grounds, at school-related activities and outside of school where there is a clear and close connection between the school and the conduct of students. This procedure identifies that mobile phones are not considered an appropriate device under the Department's BYOD policy.

## Our School's Approach

To support students in the development of positive relationships, social skills, learning habits and overall health and wellbeing, Whitebridge High School has implemented the phone pouch system to create a 'phone free' space for students whilst at school or when engaged in school-based activities. This is the same system utilised at many venues worldwide, including concerts, restaurants, social functions and industries and is designed to increase engagement in the activity or event.

At Whitebridge High School, we recognise the potential impact of mobile phones on student learning outcomes, social skills and overall wellbeing. Whilst mobile phones can be used as a convenient tool for communication and access to information, they can also become unwelcome distractions, discourage the development of essential social skills and isolate young people from their peers. In some instances, this

can lead to social conflict, sleep deprivation, mental and other health challenges.

The decision to implement the Phone Pouch Program is based on evidence and has been made in collaboration with the WHS Parents and Citizens Association, Student Representative Council and teaching staff. A recent survey of over 900 schools to measure the effects of creating phone-free educational environments. These schools achieved notable progress in multiple areas:

- 65% of schools saw an improvement in academic performance
- 74% of schools saw an improvement in student behaviour
- 83% of schools saw an improvement in student engagement in the classroom.

Whitebridge High School is a BYOD school with Microsoft Teams and Google Classroom as our primary online learning platforms. The Department of Education supports the use of laptop computers for this purpose and does not endorse mobile phones as a BYOD device. In some instances, teachers may be permitted to utilise a mobile device as a specific learning tool. For further information on the recommended specifications for BYOD devices at Whitebridge High School, please refer to the BYOD Policy available from the Whitebridge High School website:

<https://whitebridg-h.schools.nsw.gov.au/supporting-our-students/technical-support.html>

All students enrolled at Whitebridge High School will be allocated a phone pouch free of charge. Students enrolling throughout the year will be allocated a pouch as part of their enrolment. If this is damaged or lost a replacement cost of \$15 will be billed to parents/carers.

## Student Expectations

Each student will be allocated a uniquely numbered pouch and expected to have their phone SWITCHED OFF and secured in the pouch for the duration of the school day. Pouches are not to be marked in any way so they can be re-allocated in the future. Students are not permitted to have headphones, air pods or earbuds that connect to their device via Bluetooth. Gaming devices are not permitted for use whilst at school. For students who attempt to communicate via the use of a smart watch, these will be managed by staff the same as an unpouched device.

The expectation is that students follow the process below when entering and exiting the school:

1. Place phone in the pouch upon arrival and press the locking pin to secure device for the duration of the school day
2. Pouched phones are checked during roll call when roll is marked
3. Unlock pouches at one of the unlocking stations as students depart for the day

At the beginning of the school day, students will be required to lock their phone and adjacent technology (e.g., earphones) into their pouch. Staff will be on duty at the school gate to welcome students and assist in the locking process. Students without a phone are still to bring their pouch to school.

Classroom teachers and executive will regularly check that students have their phones locked in their phone pouch and random spot checks will be conducted during lessons throughout the day. For students who choose not to bring a phone to school, they must still bring their phone pouch. If requested, students are to present their pouch to staff at any stage throughout the day.

Students will not have access to their phones during break times. This decision by the school is supported by the Department's Student use of digital devices and online services policy and serves to encourage more positive interactions with students and staff in the playground.

At the end of the school day, students will be able to unlock their phone pouch using the unlocking stations situated at exits and strategic locations around the school. Students are then to secure their phone pouch in their bag for the following day. For students who require an early departure or late arrival, an unlocking station will be available through the school office upon signing in/out for the day. Students are reminded that



even when their phones are released, they are still representing Whitebridge High School and responsible use of devices still applies.

### **Students arriving late to school or leaving early**

Students who arrive late to school MUST pouch their phone at the gate and report directly to the front office to obtain a late slip. They are then to show their teacher a late slip and pouched phone upon arrival to class. Teachers will not admit students late to class without a slip and pouched phone. If a student arrives during break time, they are still to report to the front office to obtain a late slip and pouch their phone. Students who leave early report to the office to obtain a leave slip and unpouch their phone.

### **Senior students with early periods and/or early departures**

Senior students will be expected to pouch their phones at locking stations upon their arrival to school and demonstrate that pouches are locked when entering the classroom. Executive staff will also do random checks to ensure phones are pouched and checking will take place again at roll call. If senior students finish for the day prior to 3.20pm, they are to report to the front office to have their phone unpouched if they leave during a scheduled period, upon having their timetable checked. All students will be issued with a hard copy of their timetable. In addition, year group timetables will be displayed in a range of locations around the school. For students who have misplaced their timetable, a copy can be printed at the library using their student card.

### **Sport/Excursions**

Whilst off-site on school-based activities, the phone pouch system still applies and students must keep their phone in their phone pouch, unless explicitly stated for a specific purpose. This includes school carnivals. Where students may not return to school at the conclusion of an event, the supervising teacher will bring a mobile unlocking station for students to release their phones prior to departure.

### **Adjustments**

Adjustments to any part of this procedure may apply for some students under medical or exceptional circumstances however, full exemptions will not be provided. Parents and caregivers can request alterations, and these will be considered on a case-by-case basis and granted when required by law or at the discretion of the principal. For students who wish to contact employers during the school day or vice versa, the school has provided an official letter attached as an appendix to this policy, indicating that students will not be contactable by mobile phone during the school day

and employers may use the school office contact number or the student email communication protocol.

### **Positive Support for change**

The school will support structured social activity for students during break times such as sporting activities and competitions, additional playground spaces, and extra curricula groups and activities to provide opportunities for students to participate and engage positively with peers. The school's wellbeing team, student support officer and school counsellors are available to support young people who find it difficult to engage in social activities or experience challenge in the withdrawal of mobile phone technology. Students may self-refer to these services.

### **Damaged or Lost Pouches**

Students who have lost or damaged their pouch are not to bring their phone to school until they have organised a replacement pouch. If the students' phone is seen, then staff will follow the procedure outlined above. Students are required to pay a fee of \$15 for the replacement of the damaged or lost pouch. Students who need their phone before or after school but have damaged or lost pouches can hand the phone to the DP each morning where it will be kept until a new pouch is issued. Students who damage school property related to supporting the phone pouch program will be managed in accordance with Student Behaviour Procedures Kindergarten to Year 12 (2022).

### **Policy breaches**

The following flow chart details the management procedures for students who breach the Mobile Phone Policy at Whitebridge High School. This is extended to earphones and other adjacent technology. In addition, if a student has their phone pouch and it buzzes or rings, they will be required to take it to the Deputy Principal, where they can unlock it and switch it off before putting it back in their pouch. If this occurs repeatedly, the process will be escalated.

### **Responsibilities and Obligations**

For students

- Be safe, responsible and respectful users of digital devices and online services and support their peers to be the same.
- Respect and follow school rules and procedures and the decisions made by staff, knowing that other schools may have different procedures and rules.

- Communicate respectfully and collaboratively with peers, school staff and the school community and behave in the ways described in the Behaviour Code for Students.
- Should a student need to make a call during the school day, they must approach the administration office and ask for permission to use the school's phone.
- Students will be required to use their BYOD device to login to their school email address and student portal in the first 5 minutes of every lesson. This supports a workplace approach to personal organisation, responsible communication and learning management.

#### For parents and carers

- Recognise the role they play in educating their children and modelling the behaviours that underpin the safe, responsible and respectful use of digital devices and online services.
- Support implementation of this policy, including its approach to resolving issues.
- Take responsibility for their child's use of digital devices and online services at home such as use of online services with age and content restrictions.
- Communicate with school staff and the school community respectfully and collaboratively as outlined in the School Community Charter (updated Feb 2020).
- Switch off or put their digital devices on silent when at official school functions, during meetings and when assisting in the classroom.
- Provide digital devices that meet school specifications where a school is participating in a bring your own device program and complete any related paperwork.
- During school hours, parents and carers are expected to only contact their children via the school office or through the schools supported student email administration protocol. Students should provide their school email address to their parent for contact.
- If parents need to collect their child from school for any reason, they must contact the office and our school staff will send for the student and action the early leave process to meet the parent at the front office.

#### For the principal and teachers

- Deliver learning experiences that encourage safe, responsible and respectful use of digital devices and online services. This includes:



- Establishing agreed classroom expectations for using digital devices and online services, in line with this procedure and departmental policy.
- Identifying strategies to ensure that all students are able to engage in classroom activities including strategies to accommodate students without a digital device.
- Reading and abiding by the Terms of Service for any online services they use in teaching, including those limiting use by age.
- Educating students about digital citizenship - online privacy, intellectual property, copyright, digital literacy and other online safety related issues.
- Model appropriate use of digital devices and online services in line with departmental policy.
- Respond to and report any breaches and incidents of inappropriate use of digital devices and online services as required by school procedures, departmental policy and any statutory and regulatory requirements. This includes:
  - Reporting the creation, possession or distribution of indecent or offensive material to the Incident Support and Report hotline as required by the Incident Notification and Response Policy and Procedures and consider any mandatory reporting requirements.
  - Working with the department and the Office of the eSafety Commissioner (if necessary) to resolve cases of serious online bullying and image-based abuse.
  - Following the school's behaviour management plan when responding to any incident of inappropriate student behaviour relating to the use of digital devices or online services.
- If feasible and particularly as issues emerge, support parents and carers to understand strategies that promote their children's safe, responsible and respectful use of digital devices and online services.
- Participate in professional development related to appropriate use of digital devices and online services.

#### For School Administrative Staff

- Implement the administrative processes outlined in this policy
- Assist students to lock/unlock their pouches throughout the day when entering/exiting the school grounds where necessary
- Communicate with parents and carers and teaching staff where required to ensure the smooth implementation of the policy

#### For non-teaching staff, volunteers and contractors

- Be aware of the Department's policy, this procedure and act in line with the conduct described.
- Report any inappropriate use of digital devices and online services to the principal, school executive or school staff they are working with.

### **Communicating this procedure to the school community**

Students will be informed about this policy and provided with updates regarding its implementation through Roll Call, Whole School Assemblies and via Google classrooms. Feedback will be collected on a regular basis through the Student Representative Council (SRC).

Parents and carers can access this policy on the school website or in hard copy form at the school administration office.

### **Complaints**

If a student, parent or carer has a complaint under this procedure, they should first follow the school's complaint process. If the issue cannot be resolved, please refer to the Department's guide for students/ parents/ carers about making a complaint about our schools.

### **Review Process**

The principal or delegated staff will review this policy on an annual basis in consultation with the Student Representative Council, Parents & Citizens Association, teaching, administrative and support staff.

## TEMPLATE FOR EMPLOYER

Students wishing to access a copy of this letter for their employer or other structured organisations, should see their Deputy Principal or the Principal and a letter will be printed on school letterhead and signed for them.

Dear Employer,

I write to you on behalf of \_\_\_\_\_, a student at Whitebridge High School. At Whitebridge High School we have taken an important approach to ensuring our student learning environment is free of distractions. As a result, our school has implemented the a mobile phone pouch program which means that our students across Years 7 through to Year 12 do not have access to a mobile phone during the school day. Our students arrive at school from 8am onwards and will conclude their school day at 3.20pm.

We recognise your commitment to employing our students and we know that they make wonderful employees as a result of their work ethic and personal attributes. To support the future progress of our students, we aim to provide a mobile free learning environment that facilitates our young people to develop their knowledge and skills through a dedicated and focussed commitment to learning.

If you need to make contact with \_\_\_\_\_ in relation to their work commitments, we ask that you respect our school learning environment and contact our students outside of the school day. If you need to make contact with them at short notice, please use the school's personal communication protocol. Students can be contacted through their direct email contact which supports them to learn and develop work place organisation and communication practices.

The direct student email address is: \_\_\_\_\_ .

All students are provided with regular opportunities to access their student email throughout the day to manage their commitments and communication.

Individual students may provide an alternate contact arrangement that suits their personal circumstance please discuss this directly with the student.

We thank you for your understanding and your support of our students and their learning.

Sincerely



# Get involved in sport



Each student is involved in timetabled sport periods. During term 1, year 7 sport consists of getting prepared for camp. Students will undertake the “Water survival challenge” at Newcastle Baths, camp cooking and tent setup. For term 2 onwards, students will engage in a range of sports at venues in the local area.

We also run high quality Athletics, Swimming and Cross-Country carnivals. These offer a pathway to Zone, Regional and State carnivals.

Whitebridge High School enters teams in many of the State Knockout competitions throughout the year for both boys and girls. Many of these competitions have an Open (all ages) and Junior (typically under 15) age group. Whitebridge participates in sports such as Basketball, Cricket, Hockey, Soccer, Tennis, Surfing, Rugby League, Netball, Volleyball, Water Polo, AFL and Touch Football. Trials for these teams occur at various times throughout the year. Information for trials are communicated through various means such as Sentral notices, assembly announcements, PDHPE noticeboards and through classes. If students have an interest in these sports, they should pay attention to the notices often so they do not miss crucial information related to trials.





# Sport Houses

Boomalli (Surname A – De)

Jindabyne (Surname Di – J)

Mulgabirra (Surname K – P)

Tingira (Surname Q – Z)



# What to do if...

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## **I am absent from school**

Notify the school of your absence using one of the following methods:

- Sentral Parent Portal: <https://whitebridgehs.sentral.com.au/portal2/#!/login>
- SMS: +61428816792
- Email: [whitebridg-h.school@det.nsw.edu.au](mailto:whitebridg-h.school@det.nsw.edu.au)
- Phone: 02 4943 3966

**I am late to school:** Visit the school office to obtain a late arrival slip before proceeding to class.

**I need to leave school early:** Visit the school office to submit a note from a parent / carer requesting an early leave pass. The note needs to contain details of the reason for the absence from school. It is preferable for this request be made prior to 9am where possible.

**I feel sick at school:** If you are feeling unwell, your teacher will issue you with a slip so you can report to the front office. The school will contact your parent / carer to collect you from school.

**I lost my timetable:** Login to the Sentral portal and print a copy of your timetable or you can save it on your phone or BYOD.

**I am not in correct uniform:** Bring a note from home explaining why you are not in uniform and take it to your Deputy Principal when you get to school.

**I am lost:** Any member of staff is able to help you, ask other students or make your way to the office.

**I lost something at school:** You are responsible for your own belongings at high school. If you do lose something you can check at the front office to see if it has been handed in.

**I am having trouble with another student:** Please talk to one of your teachers or your year advisor who will help you work out what to do next.

**I want to go to the toilet during class:** We encourage students to use the allocated transition time between periods to use the toilets. Your teacher will give you a note to allow you to go to the Sick Bay toilet located near the office during class time. The student toilets will be locked during class time.

**I can't do sport due to illness or injury:** Bring a note from your parent / carer explaining the reasons you cannot participate in sport and take it to the PDHPE staffroom when you arrive at school.



# Canteen information

# Food Shack



SUMMER  
MENU  
2023/24

ALL ORDERS ONLINE & OVER THE COUNTER BY 9:30AM  
Online Ordering: Google WHS-Canteen Square and click on link  
[HTTPS://whitebridge-canteen.square.site](https://whitebridge-canteen.square.site)

## DAILY MENU ITEMS

<b>MONDAY</b> CLASSIC CHEESEBURGER w Beef Pattie, Lettuce, Cheese & Burger Sauce OR VEGGIE BURGER (V) w Lettuce, Cheese, Hommus & Sweet Chilli Sauce	\$7.00
<b>TUESDAY</b> HOT MEATBALL & GRAVY SUB	\$6.50
<b>WEDNESDAY</b> FRESH SUSHI- Teriyaki Chicken, Teriyaki Chicken Avocado or Plain Avocado	\$4.50
<b>THURSDAY</b> TOASTED SWEET CHILLI CHICKEN & CHEESE WRAP	\$6.50
<b>FRIDAY</b> SNACK BOXES- Choose from Oven Baked Fish Cocktails or Chicken Tenders with Potato Wedges (Choice of Sauce)	\$6.00

## SNACKS

Boiled Egg (Order only)	\$1.00	Red Rock Deli (VE) Sea Salt Chips/Grain Waves	\$2.00
Fresh Fruit Cup (VE)	\$2.00	Low fat Chocolate Muffin (V)	\$3.00
Yoghurt, Granola & Berry Cups (V)	\$3.50	Banana Bread (V)	\$3.00
Chocolate Mousse (V)	\$2.00	Snack Box: Hommus, Carrot & Cucumber Sticks	\$4.00
Hommus w Carrot Sticks (VE)	\$3.00	& Rice Crackers	

## SANDWICHES, WRAPS & SALADS

Salad Wrap (V) Lettuce, Tomato Carrot, Cucumber, Onion, Beetroot Cheese	\$6.50	Salad Bowl (VE) (Pre Order) w Lettuce, Tomato, Carrot Cucumber, Beetroot, & Onion	\$7.00
Chicken, Cheese & Lettuce Wrap	\$6.50	ADD CHICKEN, HAM OR EGG	\$8.50
Chicken Salad Wrap	\$7.00	Chicken Caesar Salad Bowl	\$7.50
Ham Salad Wrap	\$7.00	Summer Power Bowl (VE) (Pre Order)	
Chicken Caesar Wrap	\$7.00	Mixed Salad Leaves, Sweet Potato, Sesame Carrot	
Falafel Salad Wrap	\$7.00	Cucumber, Beetroot, Hommus & Seed Mix	\$7.50
Salad & Hommus	\$7.50	ADD FALAFEL, CHICKEN, CHEESE OR EGG	\$9.00
ADD CHEESE	\$8.00		

## HOT FOOD

Garlic Bread (Recess only) (V)	\$3.00	Steamed Veggie (VE) OR Pork Dumplings w Sesame Soy Dressing	\$5.00
Sausage Roll (Lunch Only)	\$4.00	Crispy Chicken Tender Sub w Lettuce Tomato, Aioli & Sweet Chilli Sauce	\$6.50
Spinach & Ricotta Roll (V)	\$4.00	Sundried Tomato Pesto Pasta w Parmesan (V, GF Avail pre order)	\$6.00
Sweet Potato Wedges (V,GF)	\$3.50		
Cheesy Pizza Bread (V)	\$4.00		

## DRINKS & ICE BLOCKS

Water	\$3.00	Juice 250ml (Apple, Orange or Apple Blackcurrant)	\$3.00
Infused Mineral Water (Zero Sugar)		Flavoured Milk 300ml	\$3.00
Lime, Orange, Mango or Passionfruit	\$3.00	Choc, Strawberry	
Vanilla Ice Cream Cups	\$2.00	Flavoured Milk 500ml	\$4.00
Fruit Juice Icy Cups	\$2.00	Choc, Strawberry, Caramel, Vanilla, Ice Coffee	
Apple Blackcurrent, Apple, Orange		Sanitarium Up & Go (Choc, Vanilla)	\$3.00
Twisted Frozen Yogurt	\$2.50		
Watermelon/Mango or Choc/Vanilla			
Fruit Juice Frozen Snap Sticks	\$2.00		

# Wellbeing Hub

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The underlying philosophy of the wellbeing structures of Whitebridge High School is contained in the following set of principles and beliefs.

All members of the school: -

- have the right to feel safe.
- deserve to be treated respectfully.
- value and accept cultural, academic, social and individual differences.
- work to maximise learning experiences.
- support and encourage effective learning.
- take pride in personal and school achievements.
- strive for personal excellence.
- work to develop an environment in which individuals can express individuality.
- believe in tolerance.
- respect others and value differences.
- value our multi-cultural perspectives.
- are responsible for student wellbeing.

On the basis of these principles Student Wellbeing at Whitebridge High School:

- encompasses everything the school community does to meet the personal, social and learning needs of students.
- creates a safe, caring school environment in which students are nurtured as they learn.
- is achieved through the total school curriculum and the way it is delivered.
- incorporates effective discipline.
- incorporates preventative health and social skills programs.
- stresses the value of collaborative early intervention when problems are identified.
- provides ongoing educational services to support students.
- recognises the diversity within the school community and provides programs and support that acknowledge difference and promote harmony.
- recognises the role that the school plays as a resource to link families with community support services.
- provides opportunities for students to;
  - enjoy success and recognition
  - make a useful contribution to the life of the school
  - derive enjoyment from their learning

- recognises the relationship between student and staff wellbeing and ensures that staff wellbeing is also a priority.

To achieve the above, Whitebridge High School has strong wellbeing structures, which include;

- Support from classroom teachers. While each of the people below has a specific role, individual teachers play a major role in Student Wellbeing. Often trust and rapport are established with a particular teacher. Therefore, individual classroom teachers may provide social and academic support, resolve matters of inappropriate behaviour and refer pupils in need to another member of the school care network.
- Each year has a Year Adviser assigned to support the students in that year. Year Advisers play a central role in the school's wellbeing structure. They advocate and support students, monitor student progress and often act as the link between parents and the school.
- A Student Support Officer works within the school community to enhance student wellbeing and learning outcomes in partnership with the wellbeing team and the school counselling service. Student Support Officers provide individual and targeted wellbeing support and whole of school wellbeing initiatives and programs that are evidence-based.
- The Head Teacher of Wellbeing deal with wellbeing needs that have progressed beyond the level of the Year Adviser and deal with large group or whole school wellbeing issues.
- There are three Deputy Principals (Years 7, 10, Years 8, 11 and Years 9, 12) The Deputy Principals deal with wellbeing needs that have progressed beyond the level of the Head Teachers of Wellbeing.
- School Counsellors respond to referrals of individual students from teachers or parents or to pupils who refer themselves directly.

## **What to do if you have a concern?**

### **Students**

If something is concerning you, either personally or because of something happening in the school, talk it over with someone you feel comfortable talking with. Generally, the best place to start is with your Year Adviser, although you may want to speak to one of your class teachers, with a Head Teacher of Wellbeing or with the Deputy Principal. You may also refer yourself to the school counsellor. There are lots of people to help with all kinds of problems, so most importantly, don't hesitate to talk to someone.



## **Parents**

If your concern is subject based (eg about an assignment in a particular subject) it is best to contact the classroom teacher or the Head Teacher of that faculty. If your concern is broader it is best to contact the Year Adviser or Head Teacher Wellbeing. As teachers are unable to leave classes unattended please either make contact by phone, or if you require an interview, organise an appointment time. You might also contact the Deputy Principals or the Principal if you feel your needs have not been met.

## **School Based Initiatives and Programs at Whitebridge High**

Whitebridge High School takes pride in initiating purposeful and age appropriate programs that reflect the needs of every year group. These aim to foster and build a range of skills, supporting their educational, social, emotional, physical and spiritual wellbeing. We run these programs alongside the required curriculum subjects supporting the whole child and their families. National Day of Action Against Bullying – (Whole School) Students in Year 7-12 participate in carefully selected lessons that reflect our school Anti Bullying policy. Students learn about the impact of bullying and learn strategies encouraging students to actively speak out about peer conflict. This day is run on the National Day of Action against Bullying.

Immunisations: New South Wales Health run the Immunisation program every year through Whitebridge High School. Each student has the opportunity to have his or her age appropriate vaccination in accordance with the National Immunisation Scheme. Notes provided need to be returned to the school, before the immunisations take place.

Wellbeing Hub: The Wellbeing Hub is located in A block and is a space designed for students who may have emotional needs to gain support. The HT Wellbeing and Student Support Officer are located in the Wellbeing Hub.

# Aboriginal Education



At Whitebridge High School we have a strong focus on Aboriginal Education; supporting our Aboriginal and Torres Strait Islander students to embrace and engage in their culture, while using knowledge of and support from our community representatives within our initiatives, programs and opportunities we offer. We also ensure all students develop an understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages through the built awareness of Aboriginal Education within our school culture, particularly through ensuring protocols including Acknowledgement and Welcome to Country are always said, and when possible, in Language.

## **The programs and supports we offer for our Aboriginal and Torres Strait Islander students include:**

**Junior AECG:** Our Junior AECG is led by our students and works with our teachers, community and SRC (Student Representative Council), to be a voice for, and create and build more opportunities for, our Aboriginal and Torres Strait Islander students. These members have the chance to attend our local Minimbah AECG as a Junior Delegate at their meetings.

**Cultural programs:** We have the cultural support of community members who are able to lead and support our cultural programs. We have an Awabakal language program, Aboriginal dance group, Aboriginal mural painting and art program, and Didgeridoo group that all of our Aboriginal and Torres Strait Islander students can become involved in.

**Transition and mentor programs:** We offer Year 6 to 7 transition program for Aboriginal students, where we engage the assistance and leadership of our Junior AECG to help support and run these days.

At Whitebridge High School, we also place value in mentoring programs, where we are developing Bro Speak and Sista Speak programs, for our male and female Aboriginal students to engage with.

We also offer and engage in community transition programs for Stage 5 and 6 students, including the NRL Schools to Work program focusing on future education and employment, and Wollotuka Institute campus experience and immersion days at the University of Newcastle.

**Cultural events:** Each year we celebrate and acknowledge cultural events including NAIDOC week, where our Junior AECG help develop the day and celebratory activities for our whole school to become involved. Within this celebration our Aboriginal dance group perform, we have a smoking ceremony, and the whole school are able to participate in cultural activities to develop their appreciation and understanding of Aboriginal culture. As a school we acknowledge Sorry Day, and also have opportunities for our Aboriginal dance group to perform at our partner primary schools' cultural events each year.

**Support programs:** The Personalised Learning Pathways (PLPs) is a primary focus for our school, which includes input from students, parents/carers and teachers, that aims at developing that student's cultural, academic, social and emotional goals. Student's complete their PLP's at the beginning of the year with their mentor teacher, and in consultation with their parents/carers, and will continue to revisit these goals throughout the year.



We also offer Literacy and Numeracy intervention programs with the support of our AEW (Aboriginal Education Worker) and SLSO (Student Learning Support Officer) differentiating for specific learning needs to ensure our Aboriginal students meet their targets, improving literacy and numeracy achievement.

**Aboriginal Education Team:** At Whitebridge High School, our Aboriginal Education team consists of 25 staff members across all faculties to ensure Aboriginal Education is a whole school focus, and our students have the support across the entire staff. Through further community-based support, we have three teachers and three non-teaching staff members who identify as Aboriginal.

**Nanga Mai Awards:** The Nanga Mai Awards ceremony celebrates and recognises Aboriginal students. Each year we nominate multiple students for their dedication to their culture.

If you would like to become involved in any of these opportunities or programs, please see Miss Woloschyn in the CAPA staffroom for more information.

# The Learning HUB

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Whitebridge High School has a centre for student learning called The Learning HUB, located in the library. The main focus of this HUB is to support students and their individual needs. It is staffed by the Head Teacher Teaching and Learning Mrs. Durie, Learning and Support Teachers and School Learning Support Officers.

The Learning HUB offers individual and small group support and is available for students who may need a little extra help with assignments, classwork, study, or organisational skills. It can also be accessed by students who have been away from school for extended periods of time and need some assistance catching up. To utilise The Learning HUB, you will need to complete a self-referral a form which is available in the library. This needs to be completed a few days before you intend to visit.

In addition to The Learning HUB, our team offers a range of other supports to help students reach their goals and navigate high school successfully.

So, come along and take advantage of our HUB.



# High Potential Gifted Education

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High Potential and Gifted students can have a level of cognitive function typical of students several years older, with high levels of fluid thinking, reasoning, and working memory function. Teaching programs, feedback, deliberate practice, and opportunities to access advanced learning are all necessary to help high potential and gifted learners achieve at a high level and develop their talent over time.

Like all students, high potential and gifted learners require scaffolding and structure in learning to help manage the demands of cognitive load. Explicit teaching and guided inquiry are just as necessary for high potential and gifted students as for all students. High Potential and Gifted learners may be able to move through structured and scaffolded activities at a faster pace, and then can benefit from problem solving and applied tasks.

There is strong research to support teaching practices that help align the challenge, complexity, depth, and pace of learning with the learning needs of high potential and gifted students. This can be done through evidence-based effective strategies such as curriculum acceleration, extension and enrichment learning experiences.

Whitebridge High School is a future focused educational community committed to the values of respect, responsibility, and learning. We foster individual talents in an inclusive environment building capacity for lifelong learning. In working with the Department of Education High Potential Gifted Education Policy we have core focuses on differentiated instruction, Enrichment and cocurricular opportunities.

## Differentiated instruction

At Whitebridge High School Compacted curriculum – identify the start point and move forward

- Outcomes, learning activities, products
- Support for learning to target individual need
- Depth studies with rich learning
- Challenge and choice
- Development of learner skills
- Collaboration, critical thinking, creativity, communication, citizenship, character.

## **The Aspire Program**

At Whitebridge High School, we offer students who are self-motivated, driven, and passionate about learning the opportunity to join the Enrichment Program.

### **This program has specific features:**

- Participants not passengers – creating assessment capable visible learners
- Commitment to personal best – maintaining personal responsibility and high expectations around learning
- Special programs with an authentic audience
- WTV, community engagement, IBL projects, events identified by class teachers.
- Academic competitions, including cross-school challenges and connections with the University of Newcastle
- ICAS Maths, English, Digital Technology, Science and Writing
- Active engagement in a minimum of TWO (2) of the following areas: academic, cultural, sporting, leadership, creative and performing arts
- Attendance above 95%.

This also includes the maintenance of a digital student learning portfolio which includes:

- Individual reflection on learning
- Self-identified & documented progress
- School - home partnership
- High engagement with learning through a device (all students should have access to a personal device)
- Self-reported grades (student ownership of learning and progress) against education standards and descriptors.

Students are seen as holistic learners, whereby:

- There is a sense of personal responsibility for learning growth
- Evidence Based learning
- Learning Conversations led by students
- Student voice and self-regulation

### **What do we mean by high potential and gifted students?**

<https://www.youtube.com/watch?v=oZoOfHFW6HY&t=3s>

### **Guiding principles of the High Potential Gifted Education Policy**

<https://www.youtube.com/watch?v=6-bTTLolJzo>

### **For further information on the HGPE and the Enrichment Program**

<https://whitebridg-h.schools.nsw.gov.au/learning-at-our-school/enrichment-program.html>

# Aspire Program – S4 Overview

## High Expectation Learning Culture

Supported by the High Potential and Gifted Education (HGPE) Policy

<https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education>

### Year 7

Enrichment  
program

Learning  
culture  
development

High  
Potential &  
Gifted  
Education  
opportunities

Portfolio  
development  
and extra-  
curricular

Learning  
conversations

## High Expectation Learning Culture

Attendance  
Engagement  
Growth Mindset

Extra-curricular  
Learner Focussed  
Learner Responsibility

### Year 8

Enrichment  
pods

Digital  
portfolio

Targetted  
learning  
and  
Interviews

HGPE  
University  
of  
Newcastle  
Challenge  
events

Extra-  
curricular /  
Passion  
projects and  
HGP  
opportunities

Student  
self  
reporting  
semester  
two

# Sentral Parent Portal

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The Sentral Parent Portal and Parents app allows you to monitor your child's school journey simply and efficiently. You will find numerous smart features that help streamline your day. Receive messages and notifications from teachers, report absences, and more. The Sentral for Parents app helps you stay connected and informed about your child's education.

To register for the Sentral Parent Portal either:

Download the Sentral for Parents App on either Google Play or the Apple App Store or head to <https://whitebridgehs.sentral.com.au/portal2/#!/login> to register for an account.

Once you have registered you can request an access key from the school by emailing [whitebridg-h.school@det.nsw.edu.au](mailto:whitebridg-h.school@det.nsw.edu.au). This access key will enable you to link your Sentral Parent Portal with your child/wards school details.

# School Bytes Portal

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Our school has implemented a system called School Bytes to manage payments, excursion permission and a range of other services. Parents/carers can visit the School Bytes portal at any time. A range of parent guides can be found at: <https://support.schoolbytes.education/hc/en-us/sections/4414095645839-Parent-Guides>



# Values in NSW public schools

This policy sets out the NSW approach to values and values education in public schools.

## Values:

NSW public schools have always taught the values that are the basis of law, customs and care for others in our society.

Values shape attitudes to the changing circumstances, events and issues encountered in daily life.

Schools in NSW share with families and the community the responsibility for teaching values. While values are learnt predominantly in the home and modified through relationships and life experiences, parents and the community have high expectations about commonly held values also being taught in schools.

The demonstration of these values in all areas of public education is both the aim and a measure of success for public schools

## Values education

Public schools teach values, including the values that underpin learning. Public schools also provide students with opportunities to explore the values that lie behind diverse community attitudes to political issues and social concerns.

Values are taught explicitly in classrooms and through the activities and relationships of the school and its community. In schools, core values influence how people communicate, work together and make decisions. They are reflected in the policies and procedures of schools and the Department.

Values guide student welfare and discipline, how the school communicates with parents and the opportunities for staff, students and parents to participate in decision-making. They also guide the learning experiences that are provided for students and how they are provided. Values contribute to all individual and group decision-making in the school community.

This NSW approach to values education involves community consultation, statements of values, school programs and teaching and learning strategies that demonstrate how to make values explicit in a range of learning contexts. A national and international review of literature supports this approach.

The NSW approach recognises that the core values are taught in all classrooms and in school communities. Reflection, explicit teaching and discussion of the core values are essential for schools to communicate to the public the values being taught to students. The approach to values education in NSW underpins every area of school

life in our public schools and avoids the containment of the teaching of values to one-off programs, often additional to the curriculum, or focusing on only one area of teaching or school activity.

## The core values

The Government recognises the importance of the following core values to the community. These values represent the aspirations and beliefs of the Australian community as a whole, including its concern for equity, excellence and the promotion of a caring, civil and just society. They are common to a range of secular and religious world-views and are found in most cultures.

The core values are:

- **INTEGRITY:** Being consistently honest and trustworthy.
- **EXCELLENCE:** Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.
- **RESPECT:** Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.
- **RESPONSIBILITY:** Being accountable for your individual and community's actions towards yourself, others and the environment.
- **COOPERATION:** Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
- **PARTICIPATION:** Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.
- **CARE:** Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.
- **FAIRNESS:** Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.
- **DEMOCRACY:** Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

## In classrooms

Teachers make values more explicit by including strategies that highlight the core values in their lessons. Discussing the meaning of core values as they occur helps students to develop their understanding of these values and how they operate in a variety of contexts.

The K–Year 12 curriculum in NSW public schools provides many opportunities to teach, demonstrate and explore values.

Teachers assist students to understand school policies by modelling and reinforcing behaviour consistent with the core values.

## **In school communities**

Values influence all actions and decisions, not only in classrooms, but also in the wider school and its community. Students also adopt the core values by observing the good models provided to them by members of the school community.

A comprehensive and multifaceted approach to values education results in the core values informing every aspect of school life.

## **Student learning outcomes**

The primary focus in classrooms is learning. Values influence how students learn, the way that they learn and what they learn. In the process of learning students develop:

- knowledge and understandings from the key learning areas.
- skills and competencies in communication, problem solving, planning, organisation and research.
- literacy and numeracy skills.
- confidence in using new technologies.
- safe and healthy lifestyles.
- ecologically sustainable practices.
- core values.
- employment related skills.

## **Outcomes of schooling**

Values influence the way students think, speak and behave. There has always been a strong focus on the importance of values in relation to the achievement of the educational goals and outcomes of public schooling. Some of these broad goals include:

- love of learning.
- high standards.
- care and respect for self and others.
- care and respect for families and communities.
- respect for work.
- fairness and social justice.
- pursuit of excellence.
- being active citizens of Australia and the world.
- appreciating Australia's history and multicultural society.

## **Social outcomes**

Schooling is also about the future. Our community looks to today's students to determine the world of tomorrow. Through classrooms and school communities the core values of NSW public schools will contribute to a society that:

- values all people.
- assists and empowers individuals from disadvantaged groups to actively pursue improved employment, personal and life opportunities.
- contributes to reconciliation between Indigenous and non-Indigenous Australians.
- is comfortable with cultural and linguistic diversity.
- is compassionate towards others in need.
- is aware of its heritage.
- develops social cohesion.
- empowers individuals to become active participants in the democratic processes of Australian society.
- values the contribution of public education to the future of all Australians.
- rejects violence, harassment and negative forms of discrimination.
- supports peaceful resolution of conflict.

This document is the result of two years of work with parents, teachers, principals and school communities. The contribution of the Federation of Parents and Citizens' Associations of NSW, NSW Teachers Federation, Primary Principals' Association, Secondary Principals' Council and the Public Education Council is appreciated and acknowledged.



# Behaviour code for students

## NSW public schools

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

### In NSW public schools students are expected to:

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

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

### Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

### Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

### Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

# School Community Charter

 **Collaborative. Respectful. Communication.**



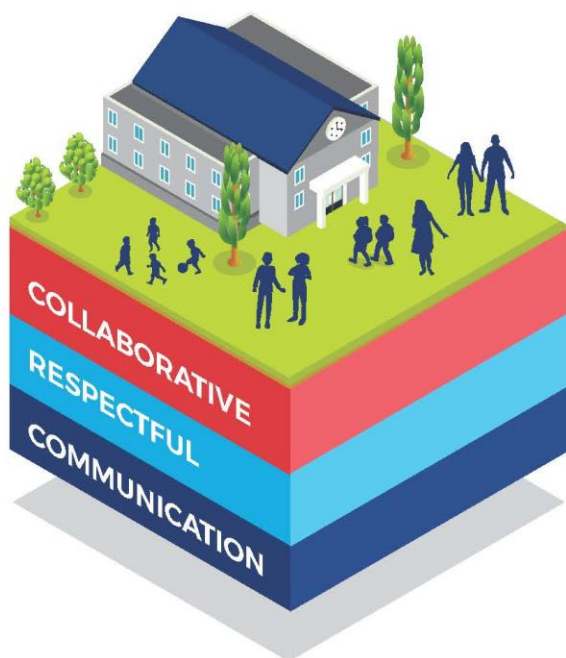
We work in partnership to promote student learning.



We treat each other with respect and fairness.



We communicate in a positive and constructive manner.



## Respectful communication is a right

In all workplaces people have the right to feel safe and respected. Unacceptable and offensive behaviour has no place in our school communities.

### Unacceptable behaviour:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.

**We all play a part**





