



# 2024

## BUNGENDORE HIGH SCHOOL



# PARENT AND STUDENT HANDBOOK

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# Principal's Message

Welcome to Bungendore High School. We look forward to welcoming our new students and developing great working partnerships with our new parents and carers.

Bungendore High School is a public, comprehensive, co-educational high school, that opened its doors for Year 7 and 8 students in 2023. In 2024, we welcome students in Years 7, 8 and 9. It is an absolute privilege to be part of the development of a new school which allows staff and students the opportunity to embrace all aspects of contemporary teaching and learning practices. At Bungendore High School, there is a strong emphasis on continuous student improvement and a focus on all students achieving mastery. We pride ourselves on providing opportunities in all areas of learning for our students to achieve personal success.

It is important that our students thrive in a positive learning environment where we consider the needs of others, treat peers and staff with kindness and consideration, and nurture one another. In order to

achieve this, we have a set of character habits that we will be working to build throughout our time at Bungendore High School. The habits of character are: Empowerment, Perseverance, Integrity, and Community. These four habits spell the word EPIC and we are proud to embrace the opportunity to grow into this word as a descriptor of our school community.

The wellbeing of our students is paramount. In order to be successful, independent learners, we will be explicitly teaching students how to develop the necessary skills to be adaptive, resilient and understand the importance of self-reflection throughout their learning journey. Our wellbeing program is a school-wide program called We are Crew, which comes from the statement: We are crew, not passengers. The program is designed to encourage all students to be active participants in their learning and wellbeing, developing positive academic growth mindsets and building their resilience. Each student works within a small group with a crew leader. The crews meet every day to experience

team building and explicit teaching of social and emotional skills, in addition to learning how to learn. In this way we ensure that every student is known, valued and cared for.

In order to be productive, empathetic members of our connected, global community, we have a set of Positive Behaviour Expectations which are embedded in the daily lives of our students at Bungendore High School. The positive behaviour expectations are for all students to be: Engaged, Responsible, Compassionate and Respectful. We explicitly teach these expectations, as well as utilise them to provide guidance for our everyday behaviour at school.

We have created a Community of Schools with our partner primary schools: Bungendore Public School, Gundaroo Public School and Sutton Public School, entitled the Weereewaa Community of Schools. Together, we are building middle school opportunities and expanding the ways in which our schools support each other to increase opportunities and grow together.

I am very proud to be leading Bungendore High School alongside an extremely talented, inspiring and hard-working staff who are constantly exploring ways to ensure our innovative teaching and learning practices are purposeful and engaging, without losing sight that students are always at the centre of what we do.

**Melissa Giddins**  
Principal



## Aboriginal Education

Aboriginal parents and the Aboriginal community are important partners of Bungendore High School in creating culturally appropriate programs, teaching and learning, that are designed to teach all students about Indigenous Australia.

As we grow, Bungendore High School will establish links with the community, and Elders and community members will be invited into the school as guest speakers, lecturers and mentors. We look forward to continuing to build a strong connection with our local Aboriginal community.

## Absences

If a student is absent from school, this absence will be advised to parents via an automated text message. If you contact the school to advise of the absence prior to 10:00am on the day of absence, it will be marked as an explained absence and the text message will not be sent.

At Bungendore High School, we ask that daily student absences are explained within three days of an occurrence of absence. Parents and carers can explain these via the following means:

- calling the school's office at any time on 6238 8400 or emailing the school on bungendore-h.school@det.nsw.edu.au
- logging on to the Compass portal and giving a brief explanation for absence
- writing and signing a note that the student can hand to the front office
- providing a medical certificate.

If an absence has not been explained within 7 days from the date of absence, a letter will be sent to parents asking for an explanation of absence.

## Assessment

Assessment is a crucial component of teaching and learning as it provides an opportunity for students to develop a specific skill set and build organisational capability while providing students, staff, and parents another set of insights to frame the next step for growth. Assessment can be undertaken in many forms, with not all forms of assessment being written and/or formal assessment tasks.

### Assessment and Reporting

Each semester the development of student skills and progress in each course will be formally assessed. This will be undertaken through a variety of means and will result in students being assessed by their teachers against the NSW Common Grade Scale (A-E) for each key learning area. This grading will be accompanied by a set of comments on areas for commendations and recommendations to improve and sustain future growth.

## Formal Assessment

At the start of each year students will be issued with an Assessment Booklet that will outline all the procedures, rules and assessment schedules for that year.

Students receive a rubric outlining how to achieve at the various levels and to aid them in understanding any areas for improvement.

A few key features of assessment in Stage 4 and 5 are listed below:

- All formal assessment tasks will be issued with a minimum of 14 days (2 weeks) notice.
- All formal assessment tasks will be listed in the assessment schedule for the course which will include:
  - Title of task
  - Weighting
  - Syllabus outcomes being assessed
  - Notification Date
  - Due Date
- No more than 2 tasks will be due per week and no more than 1 per day
- For year 7 and 8 no more than 3 formal assessment tasks per course, per year. For example, English will have no more than 3 per year in year 7.
- For year 9 and 10 no more than 4 formal assessment tasks per course, per year. For example, English will have no more than 4 per year in year 10.

### Assessment Late Submission

The due date for the submission of the assessment task, and the conditions for submission, if any, are outlined on the formal assessment task notification. If the assessment task is not submitted on the due date it is considered to be late. Late assessment tasks can either be justified through a letter from the parent explaining the absence or they will receive a reduction of the marks received, according to the number of days the task is late.

### Year 7-8

- Submit a letter from the parent/carer explaining the reason for absence on the due date which will make the absence be listed as justified in the school system. The task is then submitted on the first day back after absence, or on a new due date approved by the Head Teacher.
- If the student does not have an explained absence for day of submission, a percentage of allocated marks will be deducted on the following scale.

Days Late	Reduction of awarded marks
1	10%
2	25%
3	50%
4 or more	Students will be issued with feed-back on performance and receive zero marks.

## Year 9-10

Submission of assessment as required according to the Formal Assessment Task Notification; otherwise:

- Students who fail to submit formal assessment at due dates without an explanation or completing the following process will be issued with zero marks and only feedback for anything that is submitted.
- Complete an Extension or Misadventure Form and submit it to the subject Head Teacher for approval by the Deputy Principal. Reasons for using this form, preferably ahead of the due date, may include unexpected circumstances and/or sickness. The form can be found at the School Office or Bungendore High School Website.

For further details, please refer to the Bungendore High School Assessment Policy located on the Bungendore High School website.

## Attendance

Bungendore High School recognises the significance of attendance and its relationship in growing positive student engagement and empowerment. It is recognised that achievement is founded on full participation and embracing of school life. In turn, this can only be achieved if all students who are enrolled at school, attend school whenever instruction is provided.

Students must attend school regularly so they can achieve their educational best and increase their career and life options. Regular attendance at school is essential to assist students to maximise their potential. Schools, in close partnership with parents and carers, are responsible for promoting regular attendance of students. It is also acknowledged that attendance is closely linked to belonging, wellbeing and a sense of inclusion that arises within a positive education environment.

In NSW, all children from the age of 6 are legally required to attend school or be registered for home schooling through the NSW Education Standards Authority (NESA). All students must complete Year 10, or its equivalent.

As a parent or carer, you are responsible for ensuring your child attends school every day when they are of compulsory school age. You must explain all absences to the school within 7 days.

## Expectations for Students Arriving and Leaving the School

Students are expected to:

- Arrive at school and remain on school premises during school hours unless written permission has been given from the parent or carer to the school;
- Leave the premises at the end of the school day. Only those students who are enrolled in an extra-curricular activity with a teacher will be permitted to remain in the school buildings.

## Arriving at School

Students arriving at school are expected to arrive before the start of the school day at 9:05. Playground supervision will be provided from 30 minutes before the first bell.

Students who arrive after the first bell are expected to go to the School Office and will be recorded in the school system, issued a late arrival note and then directed to class. Students who are late to school should bring a note from home explaining their lateness.

## Leaving School

At the end of the school day, students will be dismissed from their final period at 3:10pm and make their way home.

## Entering and Exiting Site

**Entering Site**  
(outside of normal start of day)

Students are to proceed to the School Office. They will be issued a late arrival pass through Compass and directed to class.

**Exiting Site**  
(outside of normal start of day)

Students are required to bring a note from home, that details reason for early departure (e.g. appointment), contact details for parent, signed and dated.

Students are to submit note to School Office and then they will be issued with an exit pass that is recorded on Compass.

Students are to have note initialed by executive staff member (Head Teacher or Deputy Principal)



# Bell Times

While on our temporary site, we will not be ringing bells for the session changes, in order to limit our impact on the primary school and the neighbours, and avoid any potential confusion with the bells that ring for the primary school sessions. Our session times are as follows:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	9:05-10:00	9:05-10:00	9:05-10:00	9:05-10:00	9:05-10:00
2	10:00-10:55	10:00-10:55	10:00-10:50	10:00-10:55	10:00-10:55
Break 1	10:55-11:25	10:55-11:25	10:50-11:20	10:55-11:25	10:55-11:25
3	11:25-12:20	11:35-12:30	11:20-12:10	11:25-12:20	11:35-12:30
4	12:20-1:15	12:30-1:25	12:10-12:40 <b>Community Crew</b>	12:20-1:15	12:20-1:15
Break 2	1:25-1:55	1:25-1:55	12:40-1:10	1:25-1:55	1:25-1:55
5	1:45-2:40	1:45-2:40	1:10-3:10	1:45-2:40	1:45-2:40
Crew	2:40-3:10	2:40-3:10	<b>Sport</b>	2:40-3:10	2:40-3:10

## Bicycles, Scooters and Skateboards

At Bungendore High School, we encourage students to travel to school safely. Students riding bicycles, scooters or skateboards to school must wear an approved helmet. Bicycles, scooters and skateboards are not for use during the school day and are to be stored on the bicycle racks or in the admin office for the duration of the day. All students should walk in and out of school – they are not to ride in for safety reasons.

## Canteen

The school canteen offers an online ordering system through the Flexischools App so orders can be placed and paid for the previous day. There will also be food available for students to purchase during designated break times. Details on the Flexischool App can be found on our website.

It is the expectation that students line up in a respectful manner and that only a limited number of students are at the serving counter at any one time. All other

students should be waiting patiently. Students are to leave the area after making their purchases. Students can show respect to their peers by purchasing their own food and allowing for the canteen queue to move efficiently.

## Class Nomenclature

Each year, each student will be assigned a core class. This will be the class with which they will have the majority of their lessons. For Year 7 classes, classes are initially formed based on information from primary schools, student and parent/carer interviews, external test results and other reports from Year 6 teachers. Adjustments may be made after the first few weeks of high school based on testing and observation. In 2024 the class names will be as follows:

Year 7: Red, Orange, Yellow (7R, 7O, 7Y)

Year 8: Green, Blue (8G, 8B)

Year 9: Indigo, Violet (9I, 9V)

Mandatory Technology, Visual Arts and Music classes in Stage 4 have different classes (from the core class) with additional classes in order to meet the class size limits for these courses. These classes will have numbers rather than a name, for example: Tech1, Art2, etc.

## Communication

The school issues a fortnightly newsletter called the Bungendore Buzz, and utilises Facebook, Instagram, the Compass Parent App and the school website to heighten communication channels between the school and its community. We recommend that you follow us on Facebook, and regularly check your Compass App and our website.

Connect with Bungendore High School via:

**Facebook:** [www.facebook.com/BungendoreHS](http://www.facebook.com/BungendoreHS)

**Compass Parent App:** [bungendorehs-nsw.compass.education/](http://bungendorehs-nsw.compass.education/)

**Website:** [bungendore-h.schools.nsw.gov.au/](http://bungendore-h.schools.nsw.gov.au/)

**School email address:** [bungendore-h.school@det.nsw.edu.au](mailto:bungendore-h.school@det.nsw.edu.au)

## Crew

We are Crew is our wellbeing program to support student social and emotional learning, academic learning and contributing to building a strong and connected school community.

## Foundations of We are Crew, Not Passengers

The phrase "We are Crew" comes from a well-known quotation from Kurt Hahn, the German educator who

founded Outward Bound, who said: "We are crew, not passengers, strengthened by acts of consequential service to others."

We Are Crew is a wellbeing approach that has been developed over the last decade and implemented across a number of schools in Australia, the UK and the USA with great success in building the connection of all involved. The following video gives an insight into how crew has been established in a variety of schools in the USA: **The Power of Crew on Vimeo.**

Crew consists of two key elements: Crew meetings and Community Crew.

## Crew Meetings

Crew meetings are small group meetings (between 10-15 students per crew) that meet four times a week. Led by their Crew Leader (an assigned staff member), crews circle up, complete activities, celebrate the success of the crew members, and discuss the challenges of the day through brave conversations. Crew is a time where students develop specific skills for success in school and the broader community. A daily check-in with students helps us to develop strong and meaningful connections within the crew and across the school.

## Community Crew

In the community crew, the whole school community comes together to celebrate the successes of the school and linking the school with the community beyond. Through inviting guest speakers into our school, group activities within our school, or our outreach programs to the communities of Bungendore, Sutton, and Gundaroo, community crew is a weekly opportunity to support student wellbeing and provide opportunities for students to contribute to building a better world.

## Crew names

Our student crew groups are named after precious metals and the groups for 2024 are named as follows:

Year 7: Mercury, Iron, Chromium, Gold

Year 8: Platinum, Silver, Zinc, Copper

Year 9: Titanium, Cobalt, Zirconium, Nickel



# Curriculum

At Bungendore High School we offer a broad curriculum to provide students with a range of learning opportunities in a variety of academic disciplines. Having access to a comprehensive curriculum supports students in their learning and creates opportunities for them to discover potential career paths and interests.

At Bungendore High School, we embrace the best of contemporary learning practice to ensure students are well prepared for the real world and have the tools to achieve personal excellence. This means that lessons are designed for deep learning and to develop general capabilities such as collaboration, communication, and critical and creative thinking, as well as the skills, content and understanding of each Key Learning Area. Student voice is encouraged and some work is based on Inquiry or Project Based Learning principles with opportunities for self-direction and choice of product.

## Agriculture – Stage 4

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies. Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption. The Agricultural Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

## Agriculture Technology – Stage 5

In Stage 5 Agriculture Technology, students develop a diverse and dynamic understanding of Australian agriculture. Students will look at a range of different management and production systems for animal and plant production. Students experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities. Students will develop skills and understanding to contribute positively to their own lifestyle. They will learn how to work safely with livestock and agricultural planting industries.

## Design and Technology Stage 5

The design and technology course helps students to develop the skills required to successfully engage in the design process across a wide range of areas including engineered systems, food technologies, graphics, metals, plastics, textiles and timber. The main learning activity for each unit of work is a design project, supported by a design portfolio that documents and reinforces student learning. Through this course students develop a range of real-world skills such as effective communication, critical and creative

thinking, problem solving and teamwork. The key focus area of sustainability further helps to prepare students for future-focused design.

## English Stages 4 and 5

The study of English enables students to understand and use language effectively, to appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, interpretive and critical. They interact with a variety of texts, including fiction, non-fiction, poetry, film, drama, visual and multimedia texts. Through their engagement with texts and their own experimentation and reflection, they develop receptive language skills (reading, listening, viewing) and expressive language skills (writing, speaking and representing) to become skilful and confident communicators.

## Food Technology Stage 5

The food technology course helps students develop a broad knowledge and understanding of food properties, processing, preparation, nutritional considerations and consumption patterns. Students learn about food in Australia, food equity, product development, food selection and health, food service and catering, food for specific needs, food for special occasions, and food trends. Throughout the food technology course students develop confidence and proficiency in preparing and presenting food.

## Geography Stages 4 and 5

Geography develops students' capacity, knowledge and understanding of key geographical concepts and these interactions in the world around them. They will utilise the skills and tools needed to further explore their place, space, environment and how to manage these sustainably. These skills will be built through a combination of fieldwork, experiential learning and connecting with other institutions.

## History Stages 4 and 5

History develops an interest in and enjoyment of exploring the past. Students develop broadly applicable skills in historical inquiry, including analysing sources and evidence, and sequencing major historical events. They develop research and communication skills, and examine different perspectives to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and purposes.

## Language Stage 4

Learning foreign languages provides an exciting opportunity for students to connect with other cultures in a meaningful way and enables them to reflect on their own place in an interconnected global community. Through highly interactive game-based



learning modules supported by authentic resources, students not only acquire fundamental grammatical and vocabulary knowledge of the French language but also learn about the rich cultures of France and the Francophone world. Over time, students develop the ability to communicate both effectively and confidently in French about topics ranging from family, school life through to French cuisine. ***Tout le monde est prêt? C'est parti!***

## Mathematics Stage 4

Mathematics in Stage 4 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

Topics studied include: Number Theory; Fractions; Introductory Algebra; Introductory Geometry; Units, Area, Volume and Time; Decimals; The Number Line and the Number Plane; Equations; Probability; Percentages and Ratios; Angles and Constructions; and Statistics, Graphs and Tables.

## Mathematics Stage 5

Mathematical ideas have evolved and continue to develop across cultures and have been practised in Australia by Aboriginal and Torres Strait Islander Peoples for thousands of years. Through the study of mathematics, students apply their knowledge and skills to deepen their understanding of the world.

The new Mathematics Stage 5 syllabus follows a Core-Paths structure and is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement allowing them to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively.

Topics include Financial Mathematics, Algebraic techniques, Indices, Equations, Linear & Non-linear Relationships, Numbers of any Magnitude, Trigonometry, Area and Surface Area, Volume, Properties of Geometrical Figures and Data Analysis.

## Music Stage 4

Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real-world practice

of performers, composers and audiences. In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

## Personal Development, Health and Physical Education (PDHPE) Stage 4

Throughout the PDHPE course students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. The theoretical units covered throughout the course include Positive Relationships and Changes in Me which focuses on online and social protocols to protect safety and wellbeing, forms of bullying and harassment and violence, responsible and ethical use of social media and technology as well as transition and physical, social and emotional changes during adolescence, safety in sexual relationships and preventive health practices. The practical component includes fundamental movement skills, lifelong physical activity and health benefits, and skill related components of fitness.

## Personal Development, Health and Physical Education (PDHPE) Stage 5

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

PDHPE is organised into three content strands with a focus on three skill domains:

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

Throughout the course, students develop, strengthen and refine key PDHPE skills that allow them to take action and advocate for the health, safety, wellbeing and participation in physical activity of themselves and others. This includes an emphasis on self-management, interpersonal and movement skills.

## Physical Activity and Sports Studies (PASS) Stage 5

Physical Activity and Sports Studies (PASS) aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities

in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

The course includes modules selected from each of the following three areas of study:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance

## Science Stages 4 and 5

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The understanding of science and its social and cultural contexts provides a basis for students to make reasoned, evidence-based, future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal, social and global issues, including sustainable futures.

Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

## Technology Mandatory Stage 4

Technology Mandatory is a practical subject that engages students in design and production activities. Students learn independently and collaboratively while developing skills in creative thinking, idea generation, designing, planning, managing and evaluating. Across the technology fields, students will trial, test and refine ideas through the development and creation of a product. These fields include industrial, textiles, engineering, agriculture, digital and food technologies. Transferable skills include the responsible use of technology and development of sustainable solutions. Through the completion of a product, these practical and authentic learning experiences will provide students with a sense of satisfaction and real-world skills.

## Visual Arts Stage 4

The aim of Visual Arts in Year 7 and 8 is to develop and enjoy practical and conceptual autonomy in their abilities to represent ideas in the visual arts and to understand the value of the different beliefs that affect meaning and significance. Students will explore the elements and principals of design in art making to communicate meaning through the mediums of drawing, painting, sculpture and printmaking.

## Visual Arts Stage 5

In Stage 5, the study of Visual Art provides various

approaches to understanding the ways in which art forms are created, interpreted and valued in our society. Students will develop the potential to think and act creatively, enhance their artistic talents, develop their skills in solving problems and producing artworks, and make use of different methods of inquiry. Through Artmaking, students explore the expressive potential of various artistic materials and techniques; in Critical and Historical Studies, students develop understandings about the purposes and meanings of artworks, and learn to make judgments about their value.

## Cyber Safety

At Bungendore High School, students are empowered with meaningful strategies including building better relationships online, protecting their digital footprint and how to behave in ways that enhance their online safety.

For students, it is best practice to:

- Back up all your files.
- Change your passwords frequently.
- Make sure your passwords are difficult to trace by using a combination of letters, numbers and capitals.
- Make your settings on social network sites "private" and use only your first name, or an appropriate nickname; and only use the day and month of your birthday.
- Log off your computer at the end of each session, so that others cannot use your access.
- Be aware to not share your passwords with friends, publish your address, phone numbers, school name, full name or date of birth on social media or networking sites.
- Always consider your responsibility as a positive digital citizen and how anything posted or sent can be interpreted or used by others.

The school will provide some support through workshops and the broader school curriculum to develop students' skills in this area. However, students need to act responsibly when operating online and while at school within the DoE Digital Devices and Online Services policies.

For further support, you can access the following resources:

**NSW Police – Advice for Online Safety** - [https://www.police.nsw.gov.au/safety\\_and\\_prevention/crime\\_prevention/young\\_people](https://www.police.nsw.gov.au/safety_and_prevention/crime_prevention/young_people)

**NSW DoE Digital Device and Online Services Policy**

<https://education.nsw.gov.au/policy-library/policies/pd-2020-0471>

**NSW DoE Student use of Digital Devices and Online Services Guide**

<https://education.nsw.gov.au/content/dam/main-education/about-us/strategies-and-reports/media/documents/Student-use-of-digital-devices-guide.docx>

## Emergency Procedures

Students will have an opportunity to practise Emergency Procedures that are in place for Bungendore High School. Students will learn what the alert sounds like, and the methods used to ensure that they are safe in case of emergency. Students will have an opportunity to practise emergency responses under the guidance of Bungendore High School staff.

In the event of an emergency, the school will activate the appropriate contingency plan that engages internal and external DoE assets as need be. Parents will be contacted as soon as needed and informed of events.

## Extracurricular Clubs, Ensembles and Programs

Students have the opportunity to join a variety of school Extracurricular programs. Students can also audition for Ensembles in the Performing Arts. Information for these programs will be given out early in Term 1.

### Interest Clubs

- Agriculture/Farm Club
- Board Games Club
- Diversity Club
- Equestrian Club
- Textiles and Fashion Club

### Performing Arts Ensembles

- Dance Ensemble
- Drama Ensemble
- Ukulele Ensemble
- Vocal Ensemble
- Rock Band

Further interest clubs will be created as opportunities present and need dictates. Any student with an idea for an interest club is welcome to present it to a teacher to see if there is enough interest to create a new club.

Ensembles will have the opportunity to perform at internal and external events.

Sporting teams will be formed based on interest, numbers and opportunities throughout the year.

## Gala Sport Days

A wide variety of Gala Days are held throughout the year in a range of sports for all age groups. Whenever there is a Bungendore High School team trial there will be lists placed for the students to sign up. The sports teachers will advise the students of these opportunities. It is the responsibility of the student to place their name on the list. Trials will be held at lunch times to select teams when required. Students do not need to be playing representative sport to be considered for these teams.

## Habits of Character

The pursuit of any aspiration is framed by the values an individual, institution and community reflect. At Bungendore High School, our core values are our Habits of Character that we will work to develop during our time at Bungendore High School.



EMPOWERMENT



PERSEVERANCE



INTEGRITY



COMMUNITY

These four habits of character spell the word EPIC, and as a school we will strive to embody that word and develop our school to an EPIC level.



# Head Teachers

Head Teachers are responsible for the planning, teaching, evaluating and assessing of the courses of study provided in each of their respective key learning areas, as well as having whole school responsibilities. They are available, by appointment, for discussions with parents, carers and students.

Our Head Teachers in 2024 are responsible for the supervision of the following Key Learning Areas:



## Head Teacher Administration – Christopher Ellis

- Careers
- Learning Support
- Casual Teachers



## Head Teacher Mathematics – Ranay Henderson

- Mathematics
- Science, including Agriculture
- Personal Development, Health and Physical Education (PDHPE)
- Special Education



## Head Teacher English – Dan Jones

- English
- Human Society and Its Environment (HSIE)
- Creative and Performing Arts (CAPA)
- Languages



## Head Teacher Teaching and Learning – June Cassidy

- Technology and Applied Studies (TAS)
- Library

## Homework

The growth of skills, knowledge and understanding is crucial for progress. For this to occur, the development needs to happen in a range of contexts from the classroom to the field and into the home. This development beyond school commonly comes in the form of assigned tasks to enrich students' capabilities; however, the nature and organisation of it needs to be structured to be effective while not overwhelming. At Bungendore High School, homework is utilised to deepen skills and build new capacity and will be reviewed at school with feedback provided.

Homework Club runs once per week all term in the library after school, and twice per week during peak assessment periods. Homework Club is available to all students for support to complete homework and assessment tasks.

## Houses

At Bungendore High School, we are utilising a House structure to group students for sporting and other competitions. The three houses are: Mulloon, Kowen and Tallaganda.

- Mulloon is blue and students with surnames from A to E are in this house.
- Kowen is red and students with surnames from F to Mc are in this house.
- Tallaganda is yellow and students with surnames from Me to Z are in this house.

## Immunisations – NSW School Vaccination Program

NSW Health works in partnership with schools to offer the vaccines recommended for adolescents by the National Health and Medical Research Council (NHMRC) in a school-based vaccination program.

The NSW School Vaccination Program is a partnership between NSW Health and Education and offers students the Diphtheria-Tetanus-Pertussis (dTpa) and Human Papillomavirus (HPV) vaccines in Year 7 and the Meningococcal ACWY vaccine in Year 10.

Online consent for the NSW School Vaccination Program was introduced in 2023 for parents/carers, replacing the previous paper-based consent process.

Public Health Units (PHUs) will work with schools to ensure that parents/carers know how to provide online consent.

The program coordination at the school is undertaken

by Ms Haylee-Jane Smith, our Learning and Support Teacher, and the School Office. If you have any questions, please contact the school or refer to the NSW Health Website.

## Learning Support

Bungendore High School's Learning and Support Team provide direct and timely specialist assistance to students in regular classes with additional learning and support needs and their teachers. Many of these students may come from diverse cultural, linguistic and socio-economic backgrounds.

The Learning and Support Teacher will:

- work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
- plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer
- model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
- provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.
- provide professional specialist advice, support and mentoring to classroom teachers on: how best to cater for the diverse learning needs in their classrooms, and how to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- provide professional specialist advice and assistance about students with additional learning needs to the school's learning and support team
- assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.

## Library

Bungendore High School's Library is a warm and welcoming space where everyone is invited to come and borrow books, access resources, databases and

texts online, seek assistance with their learning or participate in activities that are offered.

The school library enhances student learning outcomes by providing a range of programs, services and resources which support teaching and learning. The library is a centre for collaboration and a hub for investigation. It also supports and encourages students' reading experiences. We aim to build a dynamic library collection that reflects the social and cultural profile of the school community.

## Lockers

The school has a limited number of lockers available for hire while on the temporary site. The lockers are located in the Hall near the Canteen. They can be hired for \$50 per year, consisting of a \$20 hiring fee and a \$30 combination lock deposit which will be refunded at the end of the year. After a student has completed the Locker Hiring Agreement available from the School Office and signed by their parent, they will be issued a School Combination Lock and may use their assigned locker. Students are responsible for lockers, and any damage caused will be billed and dealt with as needed.



Bungendore High School takes no responsibility for the items stored within the lockers; furthermore, they can be inspected without notice. Lockers are to be emptied and left cleaned at the end of the hiring period or the end of the year. A School Office staff member will inspect them, and once deemed as in an appropriate state, the deposit will be returned to the student/ parent.

## Lost Property

All lost property will be sent to the main Administration Office. Lost subject and classroom material will be returned to the relevant subject Head Teacher.

Students are encouraged to label all personal belongings. Students who have lost property should enquire at the main Administration Office or to the subject Head Teacher if it involves subject and classroom material.

## Medical Conditions

The Department of Education Policy regarding medication at school states that students enrolled in NSW Schools who require medication during school hours must inform the school of that fact. All medication, except for asthma medication, must be brought to the main Administration Office at the commencement of the school day.

All medication on school premises must have written authority from parents and carers stating the required dosage and information for it to be administered. Permission forms can be collected from the School Office.

This includes prescription antibiotics, cough medicine, analgesics (pain medications), e.g. aspirin, Panadol and other medications.

## Mobile Phones

Bungendore High School supports the restriction of mobile phones in accordance with the NSW Department of Education: Student Use of Mobile Phones in School Policy. Mobile phone use in schools can impact student learning and wellbeing. Restricting mobile phone use at school aims to increase focus in classrooms, remove distractions and promote positive social interaction, while reducing the potential for online bullying. Bungendore High School has strong teaching and learning practices to support students in the classroom using various forms of appropriate technology, which maximises the benefits and minimises the risks of digital environments and prepares students for life beyond school.

At Bungendore High School all mobile phones are handed in and stored in the School Office for the full school day, including recess and lunch. This approach extends to school excursions, sports carnivals, and other events at the school or off-site where an approved school activity takes place, unless advised otherwise.

Bungendore High School prefers that students do not bring phones to school. The school accepts no responsibility for mobile phones that are brought to school and will not investigate their loss or theft.

If a student brings their phone to school, then on arrival at school, students are to place their phones in their Crew boxes in Admin West. This should occur before

9:05am and students should ensure that they have handed their phones in and are on time to class at 9:05am. Phones will be returned at the end of the final session at school. On Mondays, Tuesdays, Thursdays and Fridays this will be at the end of Crew. On Wednesdays this will be after Sport.

Students who fail to comply with the handing in of phones at the start of the school day will have the phone confiscated, and it may require collection by their parents along with further disciplinary action as needed.

Bungendore High School understands there may be students who have a medical, wellbeing or learning need which will require them to access a mobile phone during the day. Parents of students who believe they meet this need are to complete the Mobile Phone Ban Exemption Form which is available from the School Office, and then submit the form to the Principal.

Parents and carers can make contact with students during the school day through the school office via telephone on 02 6238 8400 or email Bungendore-h.school@det.nsw.edu.au. Students will also be able to contact parents or carers through the school office if urgent.

The full Bungendore High School Mobile Phone Procedures can be found on the school's website.

## NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In 2024, the NAPLAN tests will be online and the test window is in mid-March. The NAPLAN online assessment is a tailored test that adapts to student responses, providing better assessment and more precise results.

Further information for parents and carers will be available early Term 1, 2024. For more information visit: <http://nap.edu.au>.

Additional external tests throughout the year include the Year 7 Transition to High School assessment, the Year 8 Check In assessment and the Year 8 VALID assessment.

## Positive Behaviour Expectations

At Bungendore High School we strive to be productive, empathetic members of our connected, global community. We have a set of Positive Behaviour Expectations that are embedded into the daily lives of our students at Bungendore High School.

The positive behaviour expectations are for all our students to be Engaged, Responsible, Compassionate

and Respectful.

Elaborations and explanations of these words, and what that behaviour looks like, have been created and will be explicitly taught, as well as utilised to provide guidance for our everyday behaviour at school.

## 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

## Privacy Notice

Any personal information that is requested by Bungendore High School and is provided by students and their families is being obtained for the purpose of ascertaining relevant information to allow for planning of school-based activities. Information such as medical or personal requirements and other health care related needs about your child who is currently enrolled at the school is used to support their participation in school excursions, sporting activities or other educational or school activities conducted by or in conjunction with Bungendore High School.

It will be used by the NSW Department of Education to assist planning, to support students, and to minimise risks when conducting school excursions, sporting or

other school activities.

Other persons or agencies that may be provided with this information include, but are not limited to, volunteers and members of external organisations who join with the school or are otherwise involved in the planning or delivery of the excursion, sporting or other school activity; and persons that may be called upon to provide health care treatment or other assistance during or as a consequence of such excursions or activities.

Provision of this information will significantly assist the school in planning a safer educational activity. It will be stored securely. If you have any concerns about provision of this information, please contact the school on 6238 8400 or email [bunegndore-h.school@det.nsw.edu.au](mailto:bunegndore-h.school@det.nsw.edu.au) to discuss further. You may correct any personal information provided at any time by contacting the school office on 6238 8400.

## Recognition of student contribution and excellence

There are several ways in which students can achieve awards, and these are outlined below. The collation of awards towards higher levels is cumulative across the years that a student is attending Bungendore High School.

### Above and Beyond Award

At Bungendore High School, we believe in celebrating and rewarding students who do more than the minimum and who exceed the basic expectations, and as such we have created the Above and Beyond Award. This is awarded to students who make an extra effort, show excellence in their work, achieve highly, or exceed expectations.

### Habits of Character Award

Our Habits of Character are a fundamental element of our awards system. Students who are demonstrating development in their habits of character will receive an award in one of the four categories:

- Empowerment
- Perseverance
- Integrity
- Community

### Bronze, Silver and Gold Awards

Those who receive an Above and Beyond Award or a Habits of Character Award can combine these together to work towards achieving Bronze, Silver and Gold Awards.



### **To achieve a Bronze Award:**

- students will need 25 award certificates in total
- must have at least 5 certificates from each of the four Habits of Character awards.

### **To achieve a Silver Award:**

- Two Bronze Awards, which equals:
  - 50 award certificates in total.
  - at least 10 certificates from each of the four Habits of Character awards.

### **To achieve a Gold Award:**

- Two Silver Awards, which equals:
  - 100 award certificates in total
  - At least 20 certificates from each of the four Habits of Character awards.

## **EPIC Awards**

Students can also achieve EPIC Awards in particular Habits of Character.

An EPIC Award is earned through achieving 40 Habits of Character Awards in ONE of the Habits of Character. For example, achieving 40 Integrity Awards will equal an EPIC Award for Integrity.

## **Honour Roll**

Students attain the Honour Roll status upon achieving 4 EPIC Awards, one in each of the four Habits of Character, combined with a Gold Award. Those who achieve Honour Roll status will have their name on an Honour Board and will join the Bungendore High School Honour Society.

## **Representative Sport**

The representative pathway is for students who have a strong talent in a particular sport. The process generally begins at a Combined High School (CHS) level and can progress through to a National level. Students would generally need to be playing at a representative level outside of school to be considered at these trials. Students will be nominated by the sport staff to have the opportunity to trial at a representative level, so it is essential that we are aware of your child's sporting credentials. There are also opportunities for Multi/AWD athletes to compete in the school representative system in Athletics, Swimming and Cross Country.

## **School Administration**

### **Principal**

The Principal is responsible for leading the school in effective development and management, forward

progress and showcasing the school's positive image. Parent and carers, students and staff are welcome to contact the Principal by appointment to discuss school matters.

### **Deputy Principal**

The Deputy Principal is responsible for assisting the Principal in leading and managing the school, including the efficient day to day operation of the school. Responsibilities include overseeing the curriculum and organisation of the school community, wellbeing and the training and development of staff. Parents, carers and students are welcome to visit the Deputy Principal by appointment to discuss school matters.

### **Head Teachers**

Head Teachers are responsible for the planning, teaching, evaluating and assessing of the courses of study provided in each of their respective key learning areas, as well as having whole school responsibilities. They are available, by appointment, for discussions with parents, carers and students.

### **Head Teacher Administration**

The Head Teacher Administration assists the Principal and Deputy Principal in the general organisation and management of the school. Responsibilities include monitoring student attendance, managing casual relief, organising supervision programs and managing the environment.

### **School Administrative Support Staff**

School Administrative Support Staff are available to support parents and carers, staff and students regarding general information on school activities. Enquiries concerning payment of school fees, first aid, enrolments and attendance should also be directed to the administrative staff.

### **School Counsellor**

A school counsellor is an experienced teacher who has a degree in psychology and post-graduate qualifications in school counselling. The School Counsellor can work with students of all ages and their families, throughout their school years. Our school counsellors are an advocate for the wellbeing of students. They are an empathetic listener who can make students feel comfortable and at ease. They are also an excellent verbal communicator who know how to quickly build relationships based on trust.

Our School Counsellor is available to speak to students both as a referral from the school or self-referral/referral from parents and carers. If you would like to see the School Counsellor, you may do so by contacting them before school or during break time to make an appointment or leave a message at the School Office asking for the school counsellor to see you.

### Who sees the School Counsellor at Bungendore High School?

- Any student who has concerns about school, home or friendships.
- Parents and carers who have concerns about their child's wellbeing.
- Staff who are worried about a student.

### If I see the School Counsellor, what will happen?

The School Counsellor will:

- Listen to you carefully
- Understand your feelings
- Help you see the problem clearly
- Help you to develop problem solving skills
- Help you to learn decision making skills
- Help you to understand yourself and assist you to change, if you want to.

### What are some of the things a School Counsellor can offer?

The School Counsellor can help you develop skills such as:

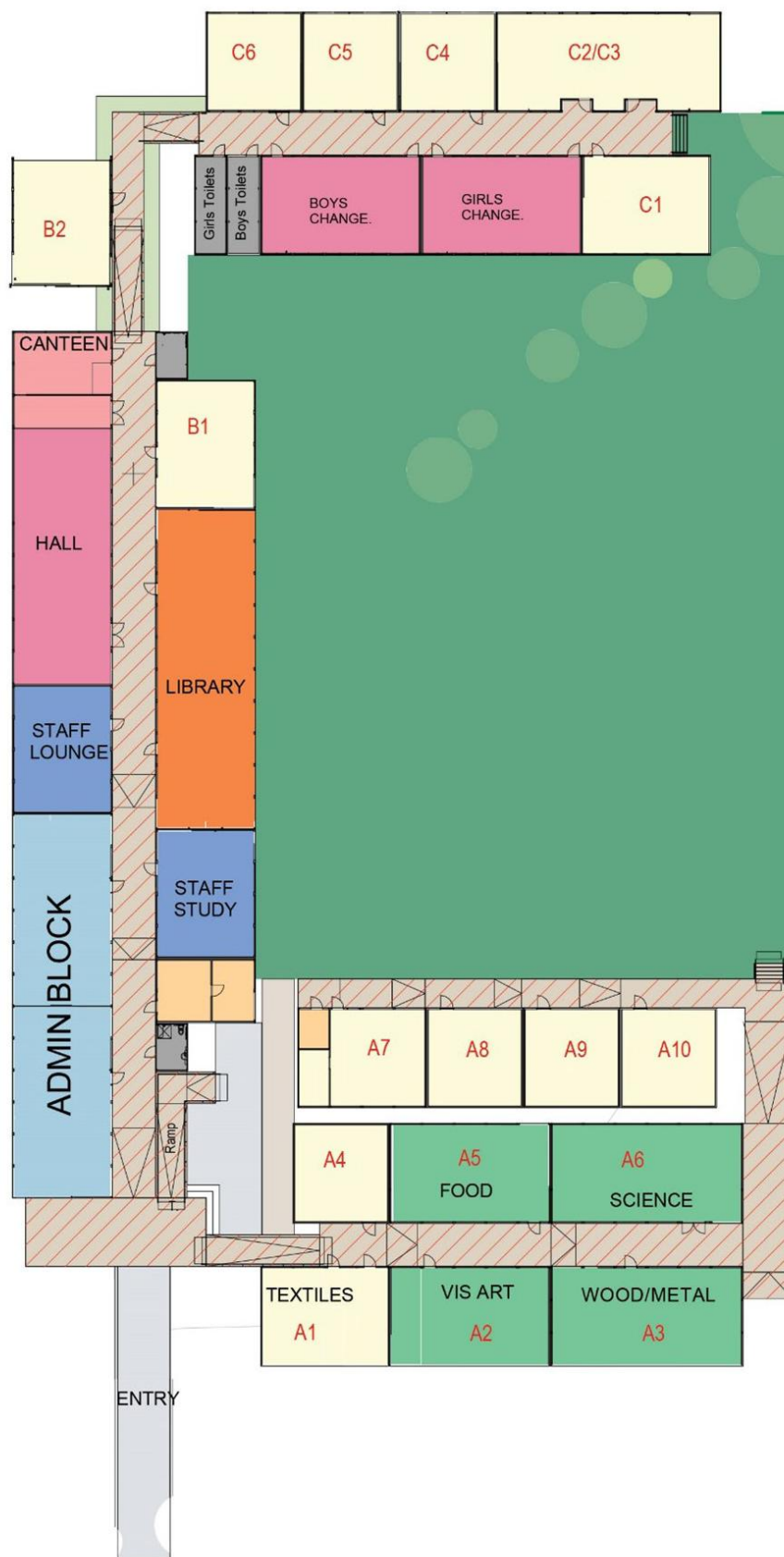
- Relaxation skills
- Communication skills
- Time management
- Stress management
- Assertiveness.

### Some useful websites

- [www.bullingnoway.com.au](http://www.bullingnoway.com.au) Bullying. No Way! provides information and ideas for students, parents and teachers.
- [www.eheadspace.org.au](http://www.eheadspace.org.au) eHeadspace is a confidential, free and secure space where young people or their family can chat, email or speak on the phone with a qualified youth mental health professional.
- [www.itsallright.org](http://www.itsallright.org) The Children of Parents with a Mental Illness (COPM). Promoting better outcomes for children and families where a parent experiences mental illness.
- [www.kidshelp.com.au](http://www.kidshelp.com.au) A non-profit organisation who wants to help kids and young people (ages 5 to 25) feel better, live happier and overcome challenges. Their team of trained and qualified counsellors are there 24/7.
- [www.lifeline.org.au](http://www.lifeline.org.au) Lifeline is a national charity providing all Australians experiencing a personal crisis with access to 24-hour crisis support and suicide prevention services.



# School Map



## School Photos

The years spent at high school are some of the most important and formative years of a student's life. The Bungendore High School photo day will give students and their families an opportunity to purchase photos taken of the student's year group as well as portraits of the student.

## School Sport

Sport is compulsory for Years 7 to 11 in NSW Department of Education Schools. Students will participate in a sporting program designed to further develop sporting skills in a variety of sports. Sport is held on Wednesdays between 1.10pm and 3.10pm at a variety of locations. Permission notes and additional costs may be required for some sports.

## Session Times

Bungendore High School are not ringing bells while we are on the temporary site. Staff and students will be issued with the session times. This is an opportunity to model a contemporary workplace for all students and strengthen self-efficacy.

PERIOD	MON	TUE	WED	THUR	FRI
1	9:05-10:00	9:05-10:00	9:05-10:00	9:05-10:00	9:05-10:00
2	10:00-10:55	10:00-10:55	10:00-10:50	10:00-10:55	10:00-10:55
<b>BREAK 1</b>	<b>10:55-11:25</b>	<b>10:55-11:25</b>	<b>10:50-11:20</b>	<b>10:55-11:25</b>	<b>10:55-11:25</b>
3	11:25-12:20	11:25-12:20	11:20-12:10	11:25-12:20	11:25-12:20
4	12:20-1:15	12:20-1:15	12:10-12:40 <b>COMMUNITY CREW</b>	12:20-1:15	12:20-1:15
<b>BREAK 2</b>	<b>1:15-1:45</b>	<b>1:15-1:45</b>	<b>12:40-1:10</b>	<b>1:15-1:45</b>	<b>1:15-1:45</b>
5	1:45-2:40	1:45-2:40	1:10-3:10	1:45-2:40	1:45-2:40
<b>CREW</b>	<b>2:40-3:10</b>	<b>2:40-3:10</b>	<b>SPORT</b>	<b>2:40-3:10</b>	<b>2:40-3:10</b>

## Sick Bay Clinics

The sick bay clinics are located within the main Administration Office and are available for those students who become ill or have an accident at school.

In case of illness, the classroom teacher or teacher on duty will contact the Administration Office and organise the First Aid Officer to attend to the student in their location. The First Aid Officer will collect the unwell student from their location and admit the student to the clinic. It is anticipated that any stay in the clinic will be for a short time only. After this time, parents/carers will be contacted to take their child home.

The Sick Bay Clinic also provides first-aid facilities for minor accidents. If an accident/injury is more serious, parents/carers and/or an ambulance will be called.

## Sport Carnivals

Bungendore High School students will participate each year in the annual Swimming, Cross Country and Athletic Carnivals. Students who perform well at these events will be offered the opportunity to progress through the representative pathway of Zone, Regional, State and National competitions. Permission notes and additional costs may be required.

It is a requirement that students participate in sport unless exempted by the Principal. Attendance and participation in the school's Swimming, Athletics and Cross-Country Carnivals is compulsory and enhances the development of a student's wellbeing and sense of achievement.



# Staff

Our school staff are comprised of **Executive**, **Teachers**, **Administration**, and **Support Staff**.



**Principal**  
Melissa Giddins



**Deputy Principal**  
James von Stieglitz



**Business Manager**  
Karen Pearce



**Head Teacher Administration**  
Christopher Ellis



**Head Teacher English**  
Dan Jones



**Head Teacher Mathematics**  
Ranay Henderson



**Head Teacher Teaching and Learning**  
June Cassidy



**General Assistant**  
Andrew Nicholls



**School Administration Officer**  
Helen Knight



**School Administration Officer**  
Jessica Mayberry



**School Administration Officer**  
Malisa Wah



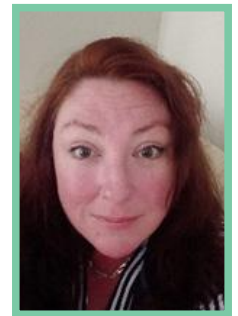
**School Administration Officer**  
Rebecca Lanning



Bianca Edmundson



Michelle Fairall



Josaphine Gordon



Susie Hall



Nicole Irons



Brad Long



Eliza McAlister



Jessica Page

# Staff



Alyce Regan



Gary Sun



Michelle Wells



**Learning and Support  
Teacher (LaST)**  
Haylee-Jane Smith



**School Counsellor**  
Samantha McNear



**Student Support Officer (SSO)**  
Vanessa Blizard



**School Learning  
Support Officer (SLSO)**  
Mariana JB



**School Learning Support Officer  
(SLSO)** Kayla Blundell

## Support Personnel Crew Leader

All students are placed in a Crew group and have a Crew Leader. There are approximately 10 students in each crew group. The Crew Leader has primarily a wellbeing focus. The role of the Crew Leader is to ensure that every student in their Crew is supported across their school life.

## Year Advisor

There is a Year Advisor for each year group. The Year Advisor is responsible for monitoring the progress, attendance, behaviour and wellbeing of students. Students should always feel free to approach their Crew Leader or Year Advisor. Parents and carers may make appointments to discuss their child's progress with their child's Crew Leader or Year Advisor.

Year 7 Year Advisor: Michelle Fairall

Year 8 Year Advisor: Michelle Wells

Year 9 Year Advisor: Alyce Regan

## School Counsellor

Our School Counsellor is available to speak to students both as a referral from the school or self-referral/referral

from parents and carers. If you would like to see the School Counsellor, you may do so by contacting them before school or during break time to make an appointment or leave a message at the School Office asking for the school counsellor to see you.

## Learning and Support Teacher (LaST)

The LaST is a teacher that is at the school to support all students in their learning. This may be through a range of ways and will be communicated to the student and their parents as required.

## Student Support Officer (SSO)

Student Support Officers work in a school as a non-teaching staff member as part of the school's wellbeing team. SSOs have a range of qualifications, backgrounds and professional experience and support students along the care continuum as needed.

## School Learning Support Officer (SLSO)

An SLSO is a staff member who will be present in classes to help students and assist teachers with all aspects of the classroom.

## Student-Led Conferences

Rather than hold a traditional parent & teacher night, at Bungendore High School we hold Student-Led Conferences. Students prepare a portfolio throughout the year, and lead a conference with their parents and teachers to present and discuss their progress in all of their subjects, utilising the information in the portfolios to support their discussion. Parents make bookings on Compass for times with their child's teachers; however, it is the students who lead the conference. Therefore, the students should attend the conference with their parents and/or carers.

## Student Representative Council (SRC)

A Student Representative Council (SRC) is a group of students elected by their fellow students to represent all students in the school. SRCs work democratically to represent the student body in school decision-making and organise ways for students to participate in school life.

## Support Unit

Our Support Unit is being created in 2024, with our special education classes joining us for the first time. We welcome them to our school and look forward to their integration at Bungendore High School. The Multi Categorical (MC) class for our Year 7 students in 2024 is called 7 Amber (7A). As we grow, the number of our special education classes will increase. Demountable buildings that are built for special education are on the temporary site for these classes, and our new permanent buildings will have an entire floor that is dedicated to our Support Unit.

## Technology for Learning

We are very passionate about helping our students to develop the essential skills needed to live and work successfully in the 21st Century.

The new Australian Curriculum and revised NSW School syllabuses have both identified several key future focused learning skills referred to as General Capabilities.

The General Capabilities are: Literacy, Numeracy, Information and Communication Technology, Ethical Understanding, Creative and Critical Thinking, Intercultural Understanding, Personal and Social Capability.

Quality teaching programs across our school incorporate relevant and engaging learning experiences which foster collaboration, creativity and critical thinking. These are supported by the integrated use of technology as a personal learning tool. BHS has implemented a Bring Your Own Device program to support student learning.

## Bring Your Own Device (BYOD)

As part of our strong commitment to future focused teaching and learning excellence, we have a Bring Your Own Device (BYOD) program for all students to support their learning. Students are encouraged to bring their own device from home and are to have them available in every class as required by their teacher. Parents are provided with a list of minimum specifications as well as recommended specifications:

- 802.11ac compatible Wi-Fi
- 6 hour minimum battery life
- 10" minimum screen size
- Physical Keyboard

We have partnered with a technology supplier, Learning With Technologies (LWT), to provide devices and accessories for students that meet our technology requirements. You can go to the portal specifically for our school at: <https://bdhs.orderportal.com.au>.

There are secure charging devices available in the library to charge students' personal devices during the day if necessary. School laptops are also available in the event a student does not have their own device when devices are needed for a lesson.

## Term dates

	First Day of Term	Last Day of Term
<b>Term 1</b>	30th January – SDD 31st January – SDD 1st February – Year 7 start 2nd February – Years 8 & 9 start	12th April
<b>Term 2</b>	29th April – SDD 30th April – students return	5th July
<b>Term 3</b>	22nd July – SDD 23rd July – students return	27th September
<b>Term 4</b>	14th October	19th December – last day for students  20th December – SDD

**NB: School development days (SDDs) for staff are included in these term dates and parents and carers should not send their children to school on these days. School Development Days are held on the following dates:**

**Term 1 – 30 January, 31 January**

**Term 2 – 29 April**

**Term 3 – 22 July**

**Term 4 – 20 December**

# Transition to Year 7 Assessment

The Transition to Year 7 assessment is an online literacy and numeracy assessment for select students on entry to Year 7. It includes two online assessments:

- reading assessment
- numeracy assessment

The assessment uses the same items as the Year 6 reading and numeracy Check-in assessments in Term 3, 2023. This allows schools access to comparable data for the cohort with feedback from the assessment is designed for secondary teachers to analyse individual student strengths and needs and target their teaching accordingly.

Further information for parents and carers will be available early Term 1, 2024.

## Travel

For students needing to access school beyond walking distance, Transport NSW organises travel to school, primarily via buses. The School Student Transport Scheme (SSTS) gives eligible school students free or subsidised travel between home and school on NSW

public transport, including trains, buses, ferries and light rail. Eligible cards are automatically updated for the new school year, so you'll only need to apply if you're:

- Applying for a school travel pass for the first time
- Changing name, school and/or address, or
- Requesting an additional pass as a result of a new shared parental responsibility situation.




Please go to the following website for further information and to apply for a bus pass: [service.nsw.gov.au/transaction/apply-for-a-school-travel-pass](https://service.nsw.gov.au/transaction/apply-for-a-school-travel-pass).

## Uniform Expectations

The Bungendore High School uniform offers a range of seasonal options to suit every student. The uniform plays an important role in creating a sense of identity among students and the community whilst also supporting the safety and wellbeing of our students.

Our students are expected to embrace the school's identity in always wearing the correct school uniform. Purchases of the uniform can be made at the uniform shop located within Bungendore High School or on the Daylight website: <https://daylightsportswear.com/bungendore>.

## Uniform Requirements

<p><b>Tops</b></p> <ul style="list-style-type: none"> <li>• School Polo</li> </ul>	
<p><b>Bottoms</b></p> <ul style="list-style-type: none"> <li>• School Skirt</li> <li>• School Shorts</li> <li>• School Skort</li> <li>• Tracksuit Pants</li> <li>• Formal Trousers</li> <li>• Slacks</li> </ul>	
<p><b>Over Garments</b></p> <ul style="list-style-type: none"> <li>• School Woollen Jumper</li> <li>• School Soft Shell Jacket</li> <li>• School Hoodie Jumper</li> </ul>	



## Uniform Requirements

<p><b>Sports Uniform</b></p> <ul style="list-style-type: none"> <li>• Sports polo</li> <li>• Sports shorts</li> </ul>	
<p><b>Shoes</b></p> <ul style="list-style-type: none"> <li>• All black enclosed shoes and when in practical workspaces – leather upper shoe or enclosed</li> <li>• No steel cap boots</li> <li>• Joggers in any colour can be worn for sport and PDHPE lessons.</li> </ul>	
<ul style="list-style-type: none"> <li>• Socks – any appropriate socks</li> <li>• School Cap</li> </ul>	

### Important note regarding shoes

Black leather shoes are a very important part of the school uniform and are in accordance with Work Health and Safety requirements. Shoes must have a protective leather upper in order to gain access to the science lab, visual art workshop, food technology room and the metal and wood workshop. Canvas shoes are not permitted. Students should wear joggers for sport and PDHPE lessons – these may be in any colour.

### Students not in uniform

It is our expectation that all students are in uniform every day. When a student is unable to wear school uniform on a particular occasion, a note should be presented on the student's arrival at school. The Head Teacher Administration will sign and date the note and issue the student with a Uniform Pass. Students who are not in uniform, and do not have a note from home, will face an appropriate consequence at school.

If a student persists in arriving at school out of uniform, their parents and carers will be contacted, and the matter discussed.

If a student requires assistance to be in uniform, they should approach their Crew Leader, Year Advisor or Year Head Teacher to assist with organising uniform.

Any other items beyond the school uniform are not to be worn. If a student is wearing any item with a logo or slogan not that of the Bungendore High School, the student will be asked to remove the item and will be issued an alternative uniform with their parents informed.

## Valuables

Students are encouraged not to bring valuables to school and it is their responsibility to keep them safe if they do. The school will not accept responsibility for missing or damaged items. This applies to mobile phones, other electronic devices, cash and any other personal items.

## Visitors

Visitors must report to the School Office and receive a visitor's pass. It is necessary to make an appointment for any interview with staff. Volunteers and contractors need to hold a Working with Children Check (WWCC) clearance or complete a WWCC Declaration before visiting the school.

## Wellbeing

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

Our vision at Bungendore High School is to work with our communities within our We are Crew framework to develop students who actively participate in their own learning and wellbeing. This means that we strive to strengthen their cognitive, physical, social, emotional and spiritual development as informed by the Department of Education's Wellbeing Framework. Essential to this is that every child at Bungendore High School is known, valued and cared for in all elements of their daily school life.

We are committed to the promotion of a culture of wellness and our Wellbeing program, We are Crew, seeks to enable our students to flourish in all aspects of their lives as citizens of a challenging and changing world. We aim to develop students who are critical and creative thinkers, resilient, aware of their strengths, independent, have a strong sense of purpose and meaning, and who seek to contribute to the world.





LIBRARY  
HALL  
CANTEEN  
TOILETS  
BLOCK C  
BLOCK E

BLOCK A →

RECEPTION



B





# BUNGENDORE HIGH SCHOOL

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