

Liverpool Girls High School



# Student Handbook Information for Students, 2020



Education



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# Welcome to Liverpool Girls High School

We at Liverpool Girls High School are very proud of traditions, history, innovative approaches to learning and the school's achievements over the last 66 years. The school is located in the south-western suburbs of Sydney and is part the Liverpool Network Group of the NSW Department of Education. The school was established in 1954 replacing the then Liverpool Home Science School which opened in 1929. The school is a multicultural comprehensive girls high school with over 89% of the students coming from a culturally and linguistically diverse (CALD) communities. The school has students from about 62 different countries with over 50 languages being spoken by the students and their families. Aboriginal students account for 2.1% of the school population.

A broad range of curriculum options are offered and have been structured to meet students' needs, abilities and interests. There is an ongoing focus on student engagement with students actively involved in their learning. The school receives much well deserved praise from the community and is recognised as having high academic achievers and quality learning through leadership programs, exhibitions, school to work planning, volunteer programs, vocational education programs, a wide range of co-curricular activities and an information communication technology (ICT) focus that is embedded in all student learning activities. Our school is one of the top schools in terms of the value we add to our students' learning and achievement.

The school has built a strong community relationship with Liverpool Hospital working in partnership to provide many educational and community based experiences for our students and its staff. Community partnerships have also been formed with many local businesses, national and international companies, universities and community providers who enhance the educational experiences of the students.

The school has received many awards in the past and has been recognised as a School of Excellence. We, as a school community, are very proud of our school and work together in harmony to build on the outstanding reputation that the school has built since 1954. We work to ensure every student excels through "Innovation Excellence and Learning".

This handbook has been designed to help you learn about how Liverpool Girls High School operates.



# A Message from the Principal

Welcome to Liverpool Girls High School and thank you for choosing our school. We are a special place that caters for the education of young women in a learning environment that sets high standards for all students to achieve success and do their very best.

One of the features of our school is that we provide individual learning opportunities for all of our students through our varied curriculum and our extensive extra-curricular activities that we operate in the school. Students learn from participating in a range of hands-on programs including activities such as:



- writers group
- Book Club
- the environmental club
- the school cafe
- the knitting group
- school choir
- various school bands
- dance groups
- fitness groups
- sporting groups
- debating
- public speaking
- Mock Trial
- Student Leadership Council (SLC)
- Competitions
- And many more activities that operate each year to capitalise on students interests.

The school has a dedicated and experienced staff who provide a range of learning opportunities for our students. Our extensive welfare and wellbeing programs ensures that students are monitored and that strategies are put in place to address our student needs in a proactive way. We pride ourselves on being a caring school who looks after the wellbeing of our students in their social, academic and individual development as responsible citizens ready to play their part in the future of our nation in a modern future global world.

I look forward to working closely with all levels of the school community in building on the past successes of our school and have no hesitation in recommending Liverpool Girls High School as an excellent choice for your daughter. As a learning community we work together - students, parents, teachers and community organisations to provide the best education for our students.

David Hargrave  
**PRINCIPAL**



# General Information

Welcome to Liverpool Girls High School. Our school is a multi-cultural comprehensive high school for students from Years 7 - 12. We have students from over 60 nationalities with many languages being spoken by our students.

## OUR LEARNING PROGRAMS AT LIVERPOOL GIRLS HIGH SCHOOL

In an effort to meet the needs of our diverse student population, the school provides support programs for our students to help with their learning needs.

- Learning success programs for those students who need extra help with literacy and numeracy.
- English as an Additional Language (EAL/D) support programs for students new to Australia whose first language is not English.
- Refugee Transition programs to give additional support for our students who are refugees.
- Aboriginal Education - support and enrichment programs for our Aboriginal students.
- A diversified curriculum with choice for Years 7 - 12 mainstream classes that cater for all learners with a variety of different subjects.
- STEAM curriculum program in Year 7
- Gifted and talent programs that enrich student learning through a diversified curriculum, extension courses and enrichment programs that are offered as part of our extra-curricular programs
- Vocational Education (VET) courses available in both Stage 5 and Stage 6 classes.
- Business partnerships that provide avenues for students to participate in authentic learning situations that brings realism to the learning environment.
- Courses that link industry and TAFE to courses that are offered through Liverpool Girls High School.
- Volunteer programs that link Liverpool Hospital to Liverpool Girls High School.
- Saturday School of Community Languages that operates on Saturday mornings for the learning of a variety of foreign languages.



## Liverpool Girls High School

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LIVERPOOL NSW 2170  
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Twitter: @LiverpoolGirlsH  
Facebook: <https://www.facebook.com/LGHS2170/>

**Office Hours: 8.15 am to 3.30 pm weekdays**

TERM DATES FOR 2020	
<b>Term 1:</b>	<b>Tuesday 29 January 2020 to Thursday 9 April 2020</b>
Students Commence:	Years 7, 11 and 12 commence Wednesday 29 January 2020 Years 8, 9 and 10 commence Thursday 30 January 2020
<b>Term 2:</b>	<b>Monday 28 April 2020 to Friday 6 July 2020</b>
Students Commence:	All students commence Tuesday 3 April 2020
<b>Term 3:</b>	<b>Monday 20 July 2020 to Friday 25 September 2020</b>
Students Commence:	All students commence Tuesday 21 July 2020
<b>Term 4:</b>	<b>Monday 12 October 2020 to Friday 18 December 2020</b>
Students Commence:	Monday 12 October 2020
Students Finish:	Years 7-11 finish Wednesday 16 December 2020



# Key people you need to know ...

## THE SCHOOL LEADERSHIP TEAM:

Principal:	Mr David Hargrave
Deputy Principal (Years 9 and 11):	Mrs Jurcevic (Acting)
Deputy Principal (Years 8 and 12):	Mrs Queffert
Deputy Principal (Years 7 and 10)	Ms Hill (Acting)
School Business Manager	Mrs K Baverstock
Head Teacher Administration (Students):	Mrs Duke
Head Teacher Welfare:	Ms M Sparkes (Acting)
Head Teacher English:	Mrs A Minos
Head Teacher Mathematics:	Mrs Oudomvilay
Head Teacher Science:	Mrs Clark
Head Teacher Social Sciences:	Ms Henriques (Relieving)
Head Teacher History:	Mrs D Mavrikos
Head Teacher Technology and Applied Studies (TAS):	Ms Doan
Head Teacher PDHPE:	Ms Quigley
Head Teacher Creative and Performing Arts:	Ms Young
Head Teacher Teaching and Learning:	Mr Houghton (Relieving)

## THE SCHOOL WELFARE TEAM:

Head Teacher Welfare:	Ms M Sparkes		
Year 7 Adviser	Mrs Riley	Assistant Year Adviser	Mrs Swami
Year 8 Adviser	Ms A Hill	Assistant Year 7 Adviser	Mr P Sokias
Year 9 Adviser:	Mr Dixon	Assistant Year 8 Adviser:	TBA
Year 10 Adviser:	Ms Kalebic	Assistant Year 9 Adviser:	TBA
Year 11 Adviser:	Ms Foster	Assistant Year 10 Adviser:	Ms Elkojje
Year 12 Adviser:	Ms M Becich	Assistant Year 11 Adviser:	TBA
School Counsellor:	Ms A Kelleher	School Counsellor:	Ms S Mehta

## OTHER SPECIALIST AND SUPPORT STAFF:

Careers Advisor:	Ms Dokmanovic
Transition Advisor:	Mrs Sukkar
Librarian and Library Assistant:	Mrs Knott and Ms Roache
Technology Support Officer:	Mrs Nichols, Mrs Heidler, Mr Keyworh
School Administration Manager:	Mrs Nurthen
Reception	Mrs Churton
Student Reception:	Mrs Lefoe
Administration Service Centre	Mrs Calogridis, Mrs Perry, Mrs Tazzyman, Mrs Holmes
Printing / Resource Room:	Mrs McPherson
Science Assistant and	Mrs Watts and Mrs Phongsa
First Aid Officers:	All SASS officers
Technology and Applied Sciences Assistant:	Mrs Phongsa
General Assistant:	Mr Redding, Mr Hopley
VET Coordinator:	Ms Elkojje



# School Bell Times and Timetable Organisation - 2020



The school timetable is organised around an eight period day. Most periods are double periods to maximise learning time, reduce the amount of movement during the day and minimise what students need to carry in their bags each day. The timetable structure will change in 2021 to a 4 period per day two week cycle.

On Wednesdays school will finish at 2:32 pm for most students. Some classes such as Extension classes in Stage 6 or co-curricular activities may take place. This is also a period for scripture classes if these are available for interested students.

Sport is integrated into the school curriculum so there is no formal sports afternoon. Stage 6 are offered sports activities on a Friday afternoon to promote active healthy life styles.

When you arrive at school, you should **immediately** enter the school grounds. It is not safe for you to wander the streets, loiter at shops or at the front of the school. As soon as the school warning bell sounds, the school gates are locked. If you arrive after this time you will need to enter through the front door of the school. You will need to press the bell, wait for the door to be unlocked, and then line up for a late pass. If you are late to school, you should bring a note from your parents to explain your lateness. If you do not bring a note, you will be issued a detention.

School Begins at 8:50 am every day with Home Room - Roll Call taking place and uniform checks carried out. A whole school assembly is held each fortnight on a rotating basis throughout the year.

At High School, students are expected to be independent and so there is an expectation that students are organised with the timetables each day to ensure that all timetabled classes are attended. The Head Teacher, administration will check those students not in class and disciplinary action will result.

Stage 6 students are expected to be in timetabled classes at all times. Year 12 students who are timetabled with a study period are to be in the Stage 6 Learning Engagement Centre. A full time teacher is available to assist with study, assignments, preparation for examinations and to assist with the pressures of the HSC.

During the year activities that involve periods for careers, wellbeing events, information sessions and study groups will be held as part of the whole school learning program. All students are expected to attend these sessions.

During class time no student should be wandering the school without a "pass" or reason to be out of class. Parents will be informed about students not attending classes, which may effect progression to the next stages of study or result in an N Determination for not satisfactorily meeting course requirements as set by NESAs.

From 2021, the school will move to a two week cycle with 4 x 80 minute periods each day.

## LESSON TIMES - 2020

Time	Length	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 am	10 minutes	Home Room	Home Room	Home Room	Home Room	Home Room
9:00 am	38 minutes	Period 1	Period 1	Period 1	Period 1	Period 1
9:38 am	38 minutes	Period 2	Period 2	Period 2	Period 2	Period 2
10:16 am	30 minutes	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>	<b>Recess</b>
10:46 am	38 minutes	Period 3	Period 3	Period 3	Period 3	Period 3
11:24 am	38 minutes	Period 4	Period 4	Period 4	Period 4	Period 4
12:02 pm	6 minutes	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
12:08 pm	38 minutes	Period 5	Period 5	Period 5	Period 5	Period 5
12:46 pm	38 minutes	Period 6	Period 6	Period 6	Period 6	Period 6
1:24 pm	30 minutes	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b> <a href="#">Stage 6</a> Early Finish	<b>Lunch</b>	<b>Lunch</b> <a href="#">Stage 6</a> Early Finish
1:54 pm	38 minutes	Period 7	Period 7	Period 7 <a href="#">Stage 6</a> Sports / Extension / TAFE	Period 7	Period 7 <a href="#">Stage 6</a> Sports / Extension / TAFE
2:32 pm	38 minutes	Period 8	Period 8	End of Day <b>2:32 pm</b>	Period 8	Period 8 <a href="#">Stage 6</a> Sports / Extension / TAFE
3:10 pm		End of Day	End of Day	Staff Meetings to 3:40+ pm	End of Day	End of Day
<b>After School Hours</b>		Help Desk to 5:00 pm	Help Desk to 5:00 pm		Help Desk to 5:00 pm	

# The Curriculum at Liverpool Girls High School

STAGE 4			
<b>YEAR 7</b> English Mathematics Science Geography	History STEAM (Integrated Study) Music PDHPE TAS Mandatory Visual Arts	<b>YEAR 8</b> English Mathematics Science Geography	History Languages Music PDHPE TAS Mandatory Visual Arts
STAGE 5			
<b>YEAR 9</b> <u>CORE</u> English Mathematics Science Geography History PDHPE	Child Studies Commerce Dance Drama Food Technology Music PAS Photography, Digital Media Visual Arts  VET – Retail / Business	<b>YEAR 10</b> <u>CORE</u> English Mathematics Science Geography History PDHPE	Child Studies Commerce Dance Drama Food Technology History Elective Music PAS Photography, Digital Media Visual Arts  VET – Retail / Business
STAGE 6			
<b>PRELIMINARY COURSE</b> Ancient History Biology Business Studies Chemistry Community and Family Studies Design and Technology Drama English EALD English Standard English Advanced English Extension English Studies Food Technology Geography Investigating Science Legal Studies Mathematics Advanced Mathematics Standard Mathematics Extension Modern History Music	PDHPE Society and Culture Studies of Religion Sports Recreation Textiles and Design Visual Arts  VET – Business Services VET – Retail	<b>HSC COURSE</b> Ancient History Biology Business Studies Chemistry Community and Family Studies Dance Design and Technology Drama Economics English ESL English Standard English Advanced English Extension 1 Food Technology Geography History Extension IPT Investigating Science	Legal Studies Physics PDHPE Mathematics Mathematics Standard Mathematics Extension 1 Mathematics Extension 2 Modern History Music PDHPE Science Extension Society and Culture Spanish Beginners Sports Recreation Textiles and Design Visual Arts Work Studies  VET – Business Services VET – Retail VET - Hospitality Food and Beverage



## Strategic Directions 2018 - 2020

### OUR VISION ...

At Liverpool Girls High School we co-create high quality learning that empowers young women to thrive and succeed within an inclusive and supportive global community.

### OUR AIMS ...

- Students have varied opportunities to engage in future ready learning programs that builds their skills in collaboration, creativity, critical thinking, citizenship and communication so that they have a love of learning, self-knowledge, a people sense, worldliness, comfort with complexity, the ability to set goals and open minds that consider many possibilities.
- Students are inspired to be life-long learners with a passion for learning through active engagement with the wider community.
- Teachers are well trained professionals who encourage high expectations providing high quality innovative and differentiated learning ensuring students are future ready.
- The wider community works in partnership with the school to provide quality learning opportunities for all students in varied and responsive ways.
- The school celebrates and promotes the diversity of an inclusive community where all belong.

### OUR DIRECTIONAL GOALS AND PURPOSE

#### ENGAGE

... **active and focused learners** who co-create challenging, purposeful and relevant quality learning that supports pathways beyond school through quality practice that is designed to maximise each students' learning potential.

#### EMPOWER

... **leading through learning** to co-create a school that empowers the community in developing a culture of collaboration, shared vision and direction that is responsive to the changing needs of learners in a future ready environment.

#### ENABLE

... **learning partnerships** that co-create meaningful learning partnerships that enable students to connect learning to real-world applications and develop skills to be agile and flexible learners.

## OUR CORE VALUES

### OUR BELIEFS

#### *We believe ...*

- in providing quality teaching and learning programs that personalise the curriculum to meet individual abilities; and learning needs;
- in giving opportunities for involvement, participation, collaboration and co-operation in order to facilitate excellence;
- that all students and staff have the right to further their educational experience through co-curricular and professional activities;
- everyone has the right to be provided with leadership opportunities and mentoring roles; and
- every student can succeed.

### OUR EXPECTATIONS

#### *We expect the school community to ...*

- actively embrace the learning opportunities provided through the school curriculum, co-curricular and professional learning activities;
- demonstrate commitment to learning and achieve personal best, striving to become critical thinkers and independent learners;
- responsibly engage in digital literacy and be responsible digital users;
- take pride in and maintain the safety of the learning environment;
- demonstrate active citizenship within the school, local and wider community;
- take responsibility for individual learning behaviours, actions and resulting consequences; and
- respect and accept diversity and differences.

### OUR VALUES

#### *We value ...*

- honesty and integrity;
- a passion for personal growth and life-long learning;
- respect, understanding, acceptance and appreciation of each other's culture, ethnicity, age, gender, sexuality, religion, beliefs and ability;
- a sense of belonging by being an integral part of the school and wider community;
- creating and maintaining a safe and purposeful learning environment;
- being environmentally aware; and
- personal and collective achievement, encouraging everyone to achieve their personal best.

### OUR COMMITMENT

#### *We are committed to ...*

- providing excellence in Girls Education with a focus on individual needs;
- providing staff with the opportunity to demonstrate and enhance their expertise as models of lifelong learning;
- an environment for the school community that is safe, fair and focused;
- encouraging and rewarding personal achievements;
- being an active and responsive learning community; and
- life-long learning for a challenging and ever changing global world.

## OUR PERFORMANCE MEASURES

- Differentiated explicit programs with embedded literacy and numeracy focuses have been created in ALL courses
- All formal assessments tasks follow standard school format and protocols that give feedback and allow for student reflection on their learning.
- Significant increase in the number of students reporting the ideal achievement level in high challenges and high skills equal to or greater than state average. (TTFM)
- Significant increase in the number of students demonstrating expected growth in literacy and numeracy in achieving the minimum standard or above. (NAPLAN)
- Significant growth in student performance in the upper bands on SMART and RAP data sources.
- All staff complete training in collaboration protocols and reflective practice.
- Significant increase in student performance in the upper bands based on SMART and RAP data sources.
- Increased student satisfaction in learning opportunities from base line data through TTFM, IEPs and other relevant sources.
- Processes are in place so that students reflect on their learning in all courses.
- Significant increase in positive behaviour and student engagement
- Significant impact of community partnerships on student learning growth as indicated in growth data.



Education

# **Behaviour code for students**

## **Information for parents/carers and students**

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.

# Our Guiding Principles and Directions

Our Guiding Principles establish a common ground and defines the expectations and values that we have as a school community to build a strength of character in each individual as an integral member of our school community. They guide our day-to-day behaviours and interactions with others as we 'reach' to be the best person that we can possibly be.

**R**espect

**E**xcellence

**A**ct Safely

**C**ooperation

**H**onesty





## Following our Guiding Principles of “REACH” – *Our school expectations*

REACH	VIRTUAL SPACES	LEARNING	CORRIDORS AND STAIRS	OFFICE AREAS	TOILETS	PLAYGROUND	CANTEEN	ASSEMBLY
<b>R</b> <i>Respect</i>	Be respectful of all online users	Be respectful to all	Be considerate of others	Use manners	Act responsibly	Be prompt to class	Use your manners	Arrive on time
<b>E</b> <i>Excellence</i>	Use devices appropriately	Take pride in your learning	Move directly and quietly to your classroom	Talk at a lower level	Use toilets appropriately	Move to class when bells go	Take care of the facilities	Celebrate achievement
<b>A</b> <i>Act Safely</i>	Be a responsible cyber citizen	Follow instructions	Keep corridors and stairwells clear and tidy	Walk in the office area	Good hygiene means “wash hands and use bins”	Keep it clean	Line up in an orderly manner	Line up in alphabetical order
<b>C</b> <i>Cooperation</i>	Use devices responsibly	Be ready to learn and participate	Keep to the left	Be ready with what you require	Leave the toilets how you want to find them	Share the space co-operatively	Wait patiently	Stay quiet and respectful at all times
<b>H</b> <i>Honesty</i>	Complete all your own work	Take responsibility for your actions	Interact positively with others	Have a valid reason	Use in a timely manner	Remain in bounds	Always pay for what you take	Hand in all absence and uniform notes

# Our Expectations

## PERSONAL PRIDE

### Self-respect

Each student is encouraged to regard herself as a worthwhile and important member of the school community and is expected to treat all other members of the community, her peers and members of staff, with the same respect. She has the right to be free from physical, sexual, mental and racial harassment.

### Being prepared for class

Each student is expected to have the required books, equipment, appropriate uniform and completed homework ready for all lessons. During any one lesson all work set by the teacher should be completed carefully and to the best of the student's ability.

### Following Instructions

Part of a student's personal pride is to follow the instructions of her teachers. This shows respect for the right of all students to learn. No student has the right to interrupt or prevent the learning of others. Indeed, each student has the right to:

- learn and reach her full potential
- be treated with respect and courtesy
- be safe and for her property to be safe.

### Pride in Australia

Students should take pride in being Australian and an appreciation of the achievements and the diversity of our nation. The Australian flag will be raised daily and the national anthem sung at every formal assembly. There are various opportunities for students to take part in citizenship activities and to display this in many community activities offered by the school. We also acknowledge that our school is built on Aboriginal land and embrace Aboriginal heritage and culture as part of our school's ethos.

### Care of the Environment

Students should look after the environment in which they learn, by showing respect and care for the belongings of other students and of the staff, school property, the grounds and the buildings. Parents are contacted in instances where vandalism occurs.



*LGHS students at the Western Sydney University Study Day*



## Dress Code Framework

DOE Policy Ref: PD 20040025

At Liverpool Girls High School we endorse the wearing of school uniform as it gives students the sense of belonging and fosters pride in the school. Wearing school uniform assists in ensuring the safety of students at school and outside the school. The wearing of school uniform is supported by the Department of Education and Communities. Liverpool Girls High School expects students to wear school uniform during school hours, while travelling to and from school, and when engaged in school activities out of school hours.

It is expected that students will wear PE/Sports uniform for PE and Sport classes, activities and competitions. The PE/Sports uniform is **not to be worn when travelling to and from school** – it should be carried in the student' bag and changed into for PE/Sport classes.

There are some loan uniforms available for students to change into when they are not wearing the correct uniform.

### GENERAL SCHOOL UNIFORM

**Junior Uniform (Years 7- 10):** Embroidered white shirt, skirt (worn **no shorter** than with the hem touching or **slightly** above the knee) or pants (NEW), ankle length white socks and plain black leather shoes.

Black tights, a plain white skivvy (worn **under** long sleeved school blouse) and a school jumper may be worn in winter. Head and neck scarves should be navy blue, matching the school jumper. A varsity jacket is available for winter. Students may also wear the school tie and school blazer which are options as part of the dress code.



**Senior Uniform (Years 11 and 12):** Embroidered blue shirt, skirt (worn **no shorter** than with the hem touching or **slightly** above the knee) or pants (NEW), ankle length white socks and plain black leather shoes.

Black tights, a plain white skivvy (worn **under** long sleeved school blouse) and a school jumper may be worn in winter. The Year 12 commemorative jacket may be worn by Year 12 students. Head and neck scarves should be navy blue, matching the school jumper. A varsity jacket is available for winter. Students may also wear the school tie and school blazer which are options as part of the dress code.

Socks should be plain white and should be worn approximately 2cm above the ankle. Knee length stockings/socks or socks below the ankle are not acceptable

## PE/SPORTS UNIFORM

Worn **ONLY** during practical PE and Sport classes, activities and competitions. Embroidered polo shirt and shorts. A tracksuit is available for winter or cold days. The new sports uniform is now available.

**Correct Footwear for PDHPE/Sport** – Sport shoes should be predominantly white, either lace up or Velcro. Shoes should be supportive of the feet during exercise. The whole of the upper foot must have a solid cover. Sports shoes **are not** to be worn at any time of the school day other than for practical PDHPE/Sport lessons. They should be carried in the student' bag and changed into for PDHPE/Sport classes. At the conclusion of PDHPE/Sport classes students should change their shoes back to plain, black leather school shoes.



**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.



## HEALTH AND SAFETY REQUIREMENTS – Footwear, jewellery ...

Footwear is an important safety item. Good soles provide a sound grip on the floor preventing accidents such as slips, trips and falls from occurring. Footwear can also protect feet from damage caused by accidents such as falling objects or chemical spillages.

Sandals, open footwear or high heeled shoes are not permitted. If students present for a class or activity with inappropriate footwear the student may be excluded and offered alternative educational activities until they are wearing appropriate footwear. The cooperation of parents is requested in ensuring that their children wear correct footwear.

Footwear which is suitable for the general school environment means enclosed leather shoes, which are flat shoes or shoes with a minimal heel that have a good grip, fit well and are suitable for walking on a number of different surfaces during the working day (e.g. stairs, playgrounds, grass and sports fields). *DEC Footwear Guidelines; H&S Directorate, Oct 2012*

When purchasing your child's footwear, please use the following images as a general guide. All shoes MUST be full leather, plain black standard school shoes and should NOT extend over the ankle or have a platform. The leather must cover the whole foot for safety.

**Correct Footwear:**



**Incorrect Footwear:**



Large hooped earrings are unsafe and should not be worn. Excessive amounts of jewellery are also unsafe and should not be worn. Make-up is to be kept to a minimum.

**Framework initially developed:** March 2010  
**Reviewed and redeveloped:** November 2012  
**Reviewed and redeveloped:** May 2013  
 Reviewed and redeveloped October 2013, 2014, 2016, 2017, 2019  
**To be evaluated** October: 2020



## Uniform Price List, 2020

Available from: **Liverpool School Uniforms and Embroidery**  
**SHOP 2/170 George Street LIVERPOOL – Ph 9601 0812**

Girls Summer/Winter Uniform ~ Years 7-10		
Blouse	White short sleeve blouse logo embroidered	\$ 29.99
Blouse	White long sleeve blouse logo embroidered	\$ 32.99
Skirt	Tartan royal/navy/red/white mid length	\$ 52.99
Skirt	Tartan royal/navy/red/white long length	\$ 72.99
Slacks / Pants	Navy with 2 side pockets belt loop, LGHS Insignia <b>(NEW)</b>	from \$ 44.99
Tights	Navy winter weight	\$ 11.99
Cardigan	Navy cardigan logo embroidered	\$ 54.99
Jumper	Navy acrylic jumper logo embroidered	\$ 67.99
Varsity Jacket	Navy zip front with white stud buttons logo	\$ 49.99
Cap	Navy with logo embroidered	\$ 15.99
Socks	Red robin white	\$ 4.99

Girls Summer/Winter Uniform ~ Years 7-10		
Blouse	Sky short sleeve blouse insignia emb. on collar	\$ 32.99
Blouse	Sky long sleeve blouse insignia emb. on collar	\$ 35.99
Skirt	Tartan dark navy/royal/red stripes check mid length	\$ 52.99
Skirt	Tartan dark navy/royal/red stripes check long length	\$ 72.99
Slacks / Pants	Navy with 2 side pockets belt loop, LGHS Insignia <b>(NEW)</b>	from \$ 44.99
Tights	Navy winter weight	\$ 11.99
Cardigan	Navy cardigan logo embroidered	\$ 54.99
Jumper	Navy acrylic jumper logo embroidered	\$ 67.99
Varsity Jacket	Navy zip front with white stud buttons logo	\$ 49.99
Cap	Navy with logo embroidered	\$ 15.99
Socks	Red robin white	\$ 4.99

Sports uniform ~ Years 7-12		
Polo Shirt	Sky navy striped collar short sleeve logo embroidered (old style)	\$ 35.99
Polo Shirt	Sky navy striped collar short sleeve logo embroidered (old style)	\$ 37.99
Shorts	Navy sky piping with insignia embroidered (old style)	\$ 32.99
Jacket	Navy sky/white with LGHS logo <b>(NEW)</b>	from \$ 69.99
Trackpants	Navy sky piping <b>(NEW)</b>	from \$ 44.99
Polo Shirt	Navy sky / white short sleeve <b>(NEW)</b>	from \$ 38.99
Polo Shirt	Navy sky / white long sleeve <b>(NEW)</b>	from \$ 42.99
Shorts	Navy sky / white with LGHS insignia <b>(NEW)</b>	from \$ 36.99

Accessories		
School Bag	Back Pack Navy logo embroidered (large)	\$ 79.99
Apron	Bib with adjustable halter full length white BA95 (one size)	\$ 19.99
Scarf	Navy acrylic	\$ 11.99
Hijab	Navy Lycra (two pieces)	\$ 19.99

**\* All prices are subject to alteration**

Uniforms are available from:



**Liverpool Uniforms and Embroidery**

**Shop 2 / 170 George Street - LIVERPOOL 2170**

**Phone: 9601 0812**



#### SUPPLIER OF SCHOOL APPROVED UNIFORMS

- ❖ Custom made garments
- ❖ Made to measure
- ❖ Laybys welcome
- ❖ Mastercard, Visa Card Eftpos
- ❖ Gift Certificates



#### BUSINESS HOURS

<b>Monday – Thursday</b>	9:00 am – 5:00 pm
<b>Friday</b>	9:00 am – 4:00 pm
<b>Saturday</b>	10:00 am – 2:00 pm
<b>Sunday (Peek Season)</b>	10:00 am – 2:00 pm



## General and Specific Subject Contributions, 2020

### General Contribution

Stage 4 (Years 7 and 8) - \$36.00  
= \$9.00 per term

Stage 5 (Years 9 and 10) - \$36.00  
= \$9.00 per term

Stage 6 Year 11 - \$40.00  
Stage 6 Year 12 - \$30.00  
= \$10.00 per term

Specific Subject Contributions	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Child Studies			\$15.00	\$15.00		
Dance			\$20.00	\$20.00	\$20.00	\$20.00
Design and Technology			\$40.00	\$40.00	\$45.00**	\$45.00**
Drama			\$10.00	\$10.00	\$15.00	\$15.00
Exploring Early Childhood					\$20.00	\$20.00
Food Technology			\$55.00	\$55.00	\$70.00	\$70.00
History Elective			\$15.00	\$15.00		
Industrial Technology - Timber			\$40.00	\$40.00		
Information and Software Technology			\$10.00	\$10.00		
Information Processes and Technology					\$15.00	\$15.00
Information Technology					\$20.00	\$20.00
Music			\$20.00	\$20.00	\$20.00	\$20.00
Photography and Digital Media			\$50.00	\$50.00		
Photography/Video/Digital Media/Visual Design					\$60.00	\$60.00
Technology Mandatory	\$20.00	\$20.00				
Textiles and Design					\$30.00**	\$30.00**
Textiles Technology			\$30.00**	\$30.00**		
VET - Business Services					\$15.00	\$15.00
VET - Entertainment Industry					\$15.00	\$15.00
VET – Hospitality: <i>Food and Beverage</i>					\$165.00*	\$70.00*
VET - Retail Services					\$15.00	\$15.00
Visual Arts	\$20.00	\$20.00	\$50.00	\$50.00	\$50.00**	\$50.00**
Visual Design			\$25.00	\$25.00		
* Hospitality Uniform is required						
** Additional costs will be incurred for major works and projects						

### Additional Items available for purchase

Calculator	\$20.00
Clip Case	\$4.00
Hospitality Uniform – One off payment for the two years	\$95.00
Ruler (LGHS)	\$1.00
Year 7 Book Pack (books, folders, pencils, ruler, calculator, Visual Arts Diary and clip case)	\$42.00
Visual Arts Diary	\$4.20



# Student Information and Responsibilities

## ATTENDANCE AND PUNCTUALITY

### The compulsory years of schooling

In New South Wales, all children from six years of age are **legally required** to attend school. After you complete Year 10 and until you turn 17 years of age, you have the following options. You may be in:

- full-time further education and training (e.g. TAFE, traineeship, apprenticeship);
- full-time, paid employment for an average of 25 hours per week; or
- a combination of both of the above.

You are expected to attend all school activities, on time. Regular attendance helps you:

- develop the skills needed to access the world of work and other opportunities;
- to learn the importance of punctuality and routine; and
- make and keep friendships.

### What if you have to be away from school?

If you have to be absent from school, your parents must tell the school and provide a reason for your absence by sending a note to school. You should hand this in to your roll call teacher the first day you return to school.

Only a small number of reasons for absence may be accepted by the Principal. For example, if you:

- have to go to a special religious ceremony;
- are required to attend a serious or urgent family situation (e.g. a funeral); or
- are too sick to go to school or have an infectious illness.

When absences are **unexplained** by your parents, or the explanations are not accepted by the Principal, the school will work with you and your parents to help address the issue. The main aim is to sort out what is preventing you from getting to school and to put strategies in place to help you restore an appropriate attendance pattern. Sometimes, the school will ask support staff and other agencies to assist.

### What might happen if you continue to have unacceptable absences?

It is important to understand that the Department of Education may take further action where children of compulsory school age have recurring numbers of unexplained or unacceptable absences from school. Some of the following actions may be undertaken:

- **Attendance meetings and compulsory attendance conferences**

You and your parents can be asked to a meeting with school personnel and other educational officers. The aim of this meeting is to help identify strategies to support you and your family in restoring appropriate attendance. Other agencies may also be invited to this meeting.

If the school and other educational officers have tried to help improve your attendance, without success, you and your parents can be asked to go to a compulsory attendance conference. The conference will be run by a trained conference convenor. The aim of the conference is for the school, and other identified agencies to further identify the issues which are impacting on your attendance.

The outcome of a compulsory attendance conference is for the “parties” to agree to undertake certain actions to improve your attendance. These actions are written in the form of undertakings.

- **Applications to the Children’s Court – A Compulsory Schooling Order**

Legal compliance can be sought through an application to the Children’s Court for a Compulsory Schooling Order. The aim is to assist you and your family to address the issues which are preventing satisfactory school attendance but has the added enforcement of a Court’s powers.

#### ▪ **Prosecution in the Local Court**

If all attempts by schools and educational support staff fail to improve your attendance, action can be taken in the Local Court and the result can be fines up to a maximum of \$11,000.

Adapted from Compulsory School Attendance - Information for Parents. NSW Department of Education and Communities.

### **At Liverpool Girls High School**

If a student is unavoidably absent from school, parents must send a note of explanation with the student **on the day of return**. The note must be given to your roll teacher. The note should include the following information:

- ✓ the date the note is written,
- ✓ your name and roll class, and
- ✓ the date of and reason for your absence.

All notes must be written and signed by your parent or caregiver. **Where your parents cannot write English, any letter written to the school should be written in your parents' language and the school will have it translated into English.**



If you are absent from school for more than two days, your parents should contact the school by phone (9602 0083) and you should bring a note of explanation when you return to school.

**School Attendance Notes** are sent to your parents if you have an unexplained absence. Any unexplained absence from either class or school will be treated as truancy. Your parents will be informed and action will be taken.

**Medical and dental appointments** must be made **out of school time**. Centrelink considers these appointments as unjustified leave as they can be made out of school hours.

If you must take **leave for a part of a day**, a note should be given to the Head Teacher Administration, Students before school. This note should include your name, roll class, the reason for the leave, time and date, and a contact phone number. The Head Teacher Administration, Students will check this leave request with your parent before issuing you with a leave pass. You need to collect your Early Leavers Pass from the Front Office in the break before you need to leave. You must show this pass to your class teacher before they will allow you to leave class.

If you are **late to school** you must bring a note from home explaining the reason for your lateness. On arrival at school you must report to the Front Office with the note. A Late Pass will be printed and issued to you. You need to take this note home, have it signed by your parent and returned it to your roll call teacher the following day. You will not be admitted to class without the Late Pass.

Absence may affect payments from Centrelink. The school provides Centrelink with attendance information regularly at their request.

### **WHY IS IT IMPORTANT TO COME TO SCHOOL ON TIME?**

Everyone has the right to an education. **Only by regular school attendance** can you make the most of educational opportunities, leading to greater social and economic outcomes.

It is the **duty of the parent** of a child of compulsory school age to cause the child to be enrolled at, and to

**attend**, school.

All students who are enrolled at school, regardless of their age, are **expected to attend that school whenever instruction is provided**.

You are expected to **attend all school activities, on time**. Regular attendance helps

- develop the skills needed to access the **world of work and other opportunities**, and
- make and keep friendships.

### Arriving at school and class on time

- ensures that **you don't miss out on the important learning** activities scheduled early in the day when you are most alert;
- helps you learn the importance of **punctuality** and routine; and
- gives you time to greet your friends before class and therefore **reduces the opportunity for classroom disruption**.

**Lateness is recorded as partial absence and must be explained** by parents or carers in the same way as other forms of absence; promptly and within seven school days.

Absences for these reasons are **unacceptable**

- attending medical appointments;
- translating for family members;
- shopping;
- sleeping in;
- working around the house;
- minding younger siblings and other children;
- minor family events such as birthdays; and
- hair cuts.

Parents and carers are encouraged **not to withdraw their children from school for family holidays**. \



*Small group interactive learning in Mathematics*

# Completing Absentee Notes and Notices

## Information for parents and carers

It is important to tell the school if your child has to be absent from school and to provide a reason for the absence.

Principals are legally responsible for keeping accurate records of student attendance.

Principals are also responsible for deciding if the reason given for an absence is justified.

Wherever possible, parents and carers are encouraged to provide an explanation for absences before the absences occur.

The Principal of the school has the right to question parents' requests for their child to be absent from school. The Principal also has the right to question an explanation given for a child's absence from school.

To explain an absence parents and carers may:

- send a note, fax or email to the school
- telephone the school, or
- visit the school.

### Bilingual Absentee Notes

Three bilingual absentee notes are available to assist you to inform the school of your child's absence.

Absentee note 1 should be used when a child is absent for 1 whole day.

Absentee note 2 should be used when a child is absent for more than 1 day.

Absentee note 3 should be used when a child is absent for part of the day.

### Absentee Notices

If the school has not received an explanation for a child's absence they may send you an Absentee Notice.

Principals use the Absentee Notice to contact parents within two days of an unexplained absence. The Absentee Notice must be completed in English and returned to the school within seven school days, giving a reason for the absence.

### Completing details of absences

Sections of the Absentee Notes and the Absentee Notice ask you to provide details for your child's absence or partial absence.

For the school to be able to understand the reasons given, these sections should be completed in English. Possible reasons are provided in this leaflet and have been translated into English for you to copy onto the forms, if applicable.

If you have difficulty understanding the Absentee Notes or Absentee Notice or with completing the details you may telephone the school to explain the reason for your child's absence. If you telephone the school you do not need to fill in a written note as well.

### Telephone Interpreter Service

If you need an interpreter to assist you to contact your child's school, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language. The interpreter will call the school and stay on the line to assist you with your conversation. You will not be charged for this service.

## Possible reasons for absence

### Medical reason:

- Flu
- Stomach-ache
- Diarrhoea
- Cold
- Headache/Migraine
- Strong pain
- Fever
- Broken bone
- Vomiting
- Infectious illness eg chicken pox
- Nose bleed
- Asthma
- Rash
- Injury
- Medical appointment
- Dental appointment
- Optometry appointment
- Physiotherapy appointment
- Specialist appointment
- Other - I will telephone the school to explain

### Family reason:

- Funeral
- Moving residence
- Arrival or departure of an immediate relative from overseas
- Unavoidable involvement in a serious family incident
- Other - I will telephone the school to explain

### Other reason:

- Misadventure and unforeseen events eg fire, flood
- Participation in special event, eg attendance at a religious ceremony
- Family holiday
- Transport difficulty
- Unavoidable delay
- Other - I will telephone the school to explain

## BYOD DEVICES - LAPTOPS / NOTEBOOKS:

All students are encouraged to bring an electronic device with them to school to aid in their learning. Some devices are available for student use, but this needs to be arranged with the Technology Support Officer (TSO) before school each day for a loan device.

- If you have any issue with your device with connectivity, please take it immediately to the Technology Support Officer (TSO) who will assist you with your issue.
- It is your responsibility to bring your laptop to school each day fully charged as there are insufficient power stations for all students to charge laptops at once. Your device should be able to operate fully charged for at least six hours.
- You should keep your device safe in your school bag when travelling to and from school.
- You should resist using your device on public transport as this may be a security risk.
- Ensure that you use your device appropriately at all times as a tool for learning.
- Staff may view material placed on your device at any time.

### Student Device Security

- Always keep your password confidential.
- Log off at the end of each lesson.
- Never send hoax emails, spam or unlawful publications to anyone.
- **Always backup your work.**

## DIARIES

All students are expected to have either their supplied or electronic diary as an organiser for study. Students are expected to bring their diary each day to record assigned tasks, any work that needs to be finished at home. Each night the students are expected to use their diary and timetable to plan for the next day so they have everything they need to come to school ready to learn.

## DISABILITIES AND MEDICAL CONDITIONS

Parents and caregivers are asked to inform the Principal of any disabilities and medical conditions that may require special consideration or affect the progress of their children at school.

### Schools provide support to individual students by:

- consulting with parents and treating medical officers;
- administering prescribed medication in response to parents' written requests and in consultation with staff and parents;
- administering health care procedures in response to parents' written requests and in consultation with staff and parents;
- developing and implementing individual health care plans for students with more complex needs;
- communicating relevant information about the student's health conditions to other members of the school community on a 'need to know' basis to ensure the student's safety;
- using and storing information with due regard to issues of privacy and confidentiality; and
- staff training and support.

## EMERGENCIES

A beeping sound with instructions will be communicated over the PA system advising to evacuate the buildings, go into lockdown or lockout procedures. If the electricity is cut off a battery backup will operate the manual system. An instruction sheet with a map of what to do is located in each room throughout the school. You must follow your teacher's instruction if there is an emergency situation that arises.

## HOMEWORK

To supplement the work done at school, homework and home study is expected each night. Students are encouraged to plan ahead for due tasks and assignments and plan in your school diary using the Course Outlines and Assessment Booklets issued to all students. This will help students maintain progress and develop the habit of studying.

## INFORMATION TECHNOLOGY

Students have access to computers in the library, and specialist computer rooms. Each student has access to their own student portal in which they can store their individual files securely. Students are issued with their own password which provides them with access to the school network through their portal. The school network boasts a wide array of programs, as well as access to the internet. Students are expected to act appropriately when using technology.

## ILLNESS AT SCHOOL

If you are unwell before leaving home for school you should **not come to school**.

If you are sick at school you need to ask for a green Out of Class Pass from your teacher, leave class and report to the Front Office. You should always have a phone number where your parents or another adult can be contacted in case of an illness or emergency. Under **NO CIRCUMSTANCES** should a student ring their parents/carer. The school will make contact with your parents/carer.

**For your safety it is important that you make sure your contact details are updated and correct at all times.** If your parent changes a phone number or your emergency contact phone numbers change, please inform the school **immediately**. You can bring a note or ask the Front Office for a pink Change of Details Form. If you change address you need a note or a pink Change of Details Form, and three (3) proofs of your new address. You need to give this to the Front Office.

If a student is injured or too ill to participate in Physical Education and/or sport, a valid Medical Certificate or a note signed by a parent or caregiver, stating the date and the nature of the complaint, is to be given to the PD/H/PE teacher prior to the commencement of the lesson.

## OUT OF CLASS

Students are expected to be in class each lesson, or for seniors, the Learning Centre. Teachers will issue a pass on a lanyard to students who are required to leave the class with a legitimate reason. Only ONE student is to be out of any one class at a time. Students who do not have a pass will incur disciplinary action.

## PERSONAL PROPERTY

The school cannot accept responsibility for lost or stolen property and money. All personal property should be clearly marked with your name. If you need to bring valuables or more money than usual to school, these should be left at the Front Office. The school requires parent notification of medical needs and any medicines or tablets you need to take during the day should be left with instructions at the Front Office before school.

## SCHOOL BUS SERVICES:

Students who travel by bus to school should make an application through the Administration Office for a bus pass. Passes are issued to students who live more than 2 km from the school (in a direct line). Buses depart from the front of the school each afternoon.

Students are required to:

- remain behind the fence until their bus has arrived;
- enter the bus in an orderly manner;
- show OPAL pass on boarding the bus; and
- respect the Bus Driver's requests.

Students must not leave the school grounds and return at a later time to catch a bus.

If OPAL Cards are lost or stolen, a replacement pass can be ordered in by going to the OPAL Card website.

A replacement fee will apply.

Buses servicing Liverpool Girls High School include:

Interline (9765 7222), Transit Systems (8778 5860) and TransDev.(8700 0555)

## SCHOOL LIBRARY

Our library is jointly shared with Liverpool Boys' High School. It is open before school and during lunchtime. Students can borrow either six (6) books (Years 7 to 10) or twelve (12) books (Years 11 and 12) for a two (2) week period. The library catalogue is available on the Department of Education student portal home page.

### **Library Printing**

You are allowed to use the library for printing, however, you must use your own Student Identity Card and PIN number. You will be allocated a maximum of \$5.00 for printing per term. If you print more than this you will need to pay the additional amount. The cost of printing is:

- Black and White - 5c per page
- Colour - \$1.00 per page
- Photocopying (black and white only) - 5c per page

### **Library Computers**

There are 24 computers in the library that you can access through the school server. You will need your network name and password. The library also has 20 laptops with wi-fi access for printing.

### **Library Activities**

The library runs the following co-curricular activities:

Junior Book Club (for Years 7 and 8) meets each Thursday at recess in weeks 4 and 8 (see Mrs Knott to register).

Knitting Club (all years) – meets during Terms 2 and 3 during recess or lunchtime (pay \$5.00 at the fees office for a bag, wool and needles). Listen to the daily notices to find out when this club starts.

## SENIOR FLEXIBLE TIMETABLE:

Each term senior attendance is reviewed. Senior students with good attendance will be allowed privilege of a flexible timetable. At the Principal's discretion and with parent permission, you may be permitted to arrive late and leave early on certain days. If you are a senior student with poor attendance you will be timetabled for class in the Senior Study Centre during period 1 on Wednesday and period 7 and 8 on Friday as part of your regular timetable. This provides support for you in catching up work missed due to poor attendance and the opportunity to seek study support and assistance with your learning.

## SMART (MOBILE) PHONES

Some students require access to a mobile phone for safety reasons when going to and from school.

Students should use passwords / pin numbers to ensure that unauthorised phone calls cannot be made on their phones (by another person if stolen). Students should keep their passwords / pin numbers confidential. Mobile phones and/or passwords should not be shared.

Mobile phones should be used **appropriately** at school. Mobile phones should not be **used to make calls, send SMS messages, or communicate with others during class time**. Mobile phones **should not disrupt classroom lessons** by ringing, beeping, or vibrating. Mobile phones may not be used to audio record, video or photography any person at school without their prior consent. Mobile SMART phones maybe used in the classroom as part of learning with **consent of the classroom teacher**. Students using mobile phones inappropriately or to bully other students will face disciplinary action.

Parents should contact the front office if needing to leave a message for their daughter. **The security of a mobile phone brought to school is the responsibility of the student. No responsibility will be taken by the school for lost or stolen mobile phones. The school accepts no responsibility for replacing mobile phones that are lost.**



## SMOKING

Government and NSW Department of Education policy prohibits smoking on school premises or on school excursions. This includes parents/carers and community members visiting the school. In accordance with health advice regarding the dangers of tobacco smoking, especially for young people, smoking in school uniform outside of school grounds is also prohibited.

## STAGE 6 PASSPORT PROGRAM

At Liverpool Girls High School we pride ourselves on providing a balanced education for all of our students. To highlight student achievement and showcase the individual student's participation in their education, we issue all Stage 6 students with a blue Passport Portfolio. The aim of this portfolio is to build a more complete picture. The special skills that students achieve and develop whilst at high school, and to document the completion of mandatory programs, 25 hour Life Ready (formally Crossroads) and All My Own Work programs and to track experience of work related studies. Sporting activities are available to Stage 6 students and a certificate indicating participation will be given at the completion of Stage 6. These components must be completed in order to be awarded the HSC credential at the end of Stage 6 study. The Stage 6 Passport Program is an eight (8) term program starting in Term 4, Year 10 and finishing in Term 3, Year 12.

### **Some of the key events of the Stage 6 Passport Program include:**

**Year 10:** Careers Fair @ LGHS, Work Readiness event – Liverpool Hospital, Work Experience, All My Own Work (Mandatory program), Crossroads (Mandatory Program) and study skills program. Students will also engage in a range of welfare workshops including wellbeing, resilience and stress management programs.

**Year 11:** Ex Students Forum, Swimming, Cross Country and Athletics Carnivals (Mandatory Sport program), Careers Fair @ LGHS, and the Awaken the Dream Workshop. Students will also engage in a range of other welfare and study skills workshops including wellbeing, resilience and stress management programs.

**Year 12:** Swimming, Cross Country and Athletics Carnivals (Mandatory Sport program) and the Achieve Anything Workshop. Students will also engage in a range of other welfare and study skills workshops including wellbeing, resilience and stress management programs.

## STUDENT IDENTITY CARDS

All students are issued with Student Identity Cards which are used to record late arrival at school and for library borrowing. You should bring your Student Identity Card to school every day. If lost, a replacement fee of \$10.00 will need to be paid at the Administration Service Centre before a new card can be issued.

## SWIM SCHOOL

Year 7 students during Term 4 swim school is held at Whitlam Centre Pool in Liverpool. All students in Year 7 are expected to participate in this girls only and designed program to ensure that all Year 7 students have the basic water safety skills and are able to swim.

## THE HELP DESK:

Liverpool Girls High School runs a free homework centre for all students. It is called the Help Desk and runs three days per week in the school library after the end of the school day. The Help Desk is supervised by teachers from the school. It operates from 3:15pm – 4:45pm on Monday, Tuesday and Thursday afternoons. It is designed to support your learning by offering teacher support in homework, research, assignments and subject specific assistance. Support is provided in specialist subjects on different afternoons. This is advertised in advance so that you can attend on the appropriate days. If you want to attend the Help Desk, you need to complete a permission note and return it to the the Front Office.

## THE STAGE 6 LEARNING EXCELLENCE HUB:

Liverpool Girls High School operates a Senior Study Centre which provides support for all Year 12 students who do not have another timetabled class. It is staffed by specialist teachers who provide one on one and small group assistance. The Senior Study Centre is designed to be a quiet study area where Year 12 can get help with time management, study skills, revision techniques, planning, essay writing, assessment preparation and stress management facilities are designed to support individual and small group work. Senior Study Centre teachers provide advice on balancing study, family and work and support students in the range of issues experienced during Year 12 and in preparing for the HSC and transition to work or further study. The Senior Study Centre provides internet access and has a small reference library with resources to support all HSC courses.

## TRANSFERRING SCHOOLS

If you need to transfer to another school you need to:

- bring a letter from your parent that includes your name and roll call class, the name of the school that has accepted your enrolment application, the date you are starting at the new school and why you are leaving Liverpool Girls High School.
- complete the yellow Clearance Form. This will take you about an hour. You will need to pay any outstanding subject contributions, return all textbooks and library books and may need to return your laptop.
- You might like to donate your school uniform to the school clothing pool.

## VACCINATION PROGRAM – NSW Adolescent Vaccination Program

All Year 7 students will be offered a range of vaccination programs throughout the year provided by nurses from NSW Health.

Students cannot be vaccinated unless a completed and signed consent form is returned to school. **Look out for consent forms early in 2020!** Information on the program is available in many languages at: [www.health.nsw.gov.au/PublicHealth/Immunisation/school\\_prog/idex.asp](http://www.health.nsw.gov.au/PublicHealth/Immunisation/school_prog/idex.asp)

A record of vaccination will be given to your child at the time of each vaccination. Please keep these for your records and provide a copy to your GP.

## VISITORS TO THE SCHOOL

Visitors to the school are welcome. Visitors must come through the secure area in the front office, sign the visitors register and obtain a **Visitors Pass** which is to be worn at ALL times when on premises. All visitors must sign out on departure through the secure area in the front office. Visitors not directly related to students who are working with students **MUST** have DOE clearance before being allowed entry to the school. This **MUST** be cleared with the Principal first in-line with Department of Education regulations re Child Protection Policies.



## Liverpool Girls High School

Forbes Street Liverpool  
NSW 2170

Telephone : (02) 9602 0083

Fax : (02) 9822 4351

Principal: David Hargrave

Deputy Principal: Mrs A Queffert

A/Deputy Principal: Mrs L Jurcevic

A/Deputy Principal: Ms N Hill

Business Manager: Ms K Bavertock

email: [liverpool-h.school@det.nsw.edu.au](mailto:liverpool-h.school@det.nsw.edu.au)

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

Twitter: @LiverpoolGirlsH

### STUDENT IMMUNISATION RECORDS

Dear Parent/Caregiver,

This is a reminder that Liverpool Girls High School **does not** keep a register of your daughter's vaccination / immunisation records.

If you need to obtain a copy of your daughter's record of immunisation, you will need to do the following:

- Lodge a request email to the NSW Health Department at [SWSHLD-SchoolRecords@health.nsw.gov.au](mailto:SWSHLD-SchoolRecords@health.nsw.gov.au)
- Include your daughter's full name, date of birth and name/s of high schools enrolled in NSW

If you need more information about immunisation, it is available by either contacting your local Public Health Unit on 1300 066 055 or visiting the NSW Health website at [www.health.nsw.gov.au/meningococcalW](http://www.health.nsw.gov.au/meningococcalW)

Yours sincerely

David Hargrave  
**PRINCIPAL**

Ms M. Sparkes  
**A/HEAD TEACHER WELLBEING**

# Student Well Being

## Bullying and Cyberbullying

The NSW Department of Education rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department of Education.

Adapted from [https://detwww.det.nsw.edu.au/policies/student\\_serv/discipline/bullying/PD20100415\\_i.shtml?level=](https://detwww.det.nsw.edu.au/policies/student_serv/discipline/bullying/PD20100415_i.shtml?level=)

Bullying is **repeated** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on gender, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Conflict or fights between equals or single incidents **are not defined as bullying**.

Adapted from <https://detwww.det.nsw.edu.au/lists/directoratesaz/stuwelfare/behaviourprgms/antibullying/index.htm>

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

All members of the school community contribute to the preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.

**School staff** have a responsibility to:

- respect and support students;
- model and promote appropriate behaviour;
- have knowledge of school and departmental policies relating to bullying behaviour; and
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan.

**Students** have a responsibility to:

- behave appropriately, respecting individual differences and diversity;
- behave as responsible digital citizens;
- follow the school Anti-bullying Plan;
- behave as responsible bystanders; and
- **report incidents of bullying** according to their school Anti-bullying Plan.

**Parents and caregivers** have a responsibility to:

- support their children to become responsible citizens and to develop responsible on-line behaviour;
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour;
- support their children in developing positive responses to incidents of bullying consistent with the school

*Anti-bullying Plan;*

- report incidents of school related bullying behaviour to the school; and
- work collaboratively with the school to resolve incidents of bullying when they occur.

## Bystander behaviour matters

Most bullying takes place when bystanders are present, although most bystanders do not act to discourage it. When a bystander does act there is a good chance that the bullying will stop. Reconciliation is more likely when bystanders intervene than when teachers intervene. The majority of peer interventions are effective.

Adapted from Cyberbullying - Information for Staff in Schools. NSW Department of Education and Communities.

## AT LIVERPOOL GIRLS HIGH SCHOOL WE “IGNORE, WALK AWAY AND TELL THE CLOSEST TEACHER

### Bullying Survival Tips

Here are some things you can do to combat bullying. They're also good tips to share with a friend as a way to show your support:

- **Ignore the bully and walk away**  
It's definitely not a coward's response - sometimes it can be harder than losing your temper. Bullies thrive on the reaction they get, and if you walk away or ignore hurtful emails or instant messages, you're telling the bully that you just don't care. Sooner or later the bully will probably get bored with trying to bother you. Walk tall and hold your head high. Using this type of body language sends a message that you're not vulnerable.
- **Hold the anger**  
Who doesn't want to get really upset with a bully? But that's exactly the response the bully is trying to get. Bullies want to know they have control over your emotions. If you're in a situation where you have to deal with a bully and you can't walk away with poise, use humour - it can throw the bully off guard. Work out your anger in another way, such as through exercise or writing it down (make sure you tear up any letters or notes you write in anger).
- **Don't get physical.** However you choose to deal with a bully, don't use physical force (like kicking, hitting, or pushing). Not only are you showing your anger, you can never be sure what the bully will do in response. You are more likely to be hurt and get into trouble if you use violence against a bully. You can stand up for yourself in other ways, such as gaining control of the situation by walking away or by being assertive in your actions. Some adults believe that bullying is a part of growing up (even that it is character building) and that hitting back is the only way to tackle the problem. But that's not the case. Aggressive responses tend to lead to more violence and more bullying for the victims.
- **Practise confidence.**  
Practise ways to respond to the bully verbally or through your behaviour. Practise feeling good about yourself (even if you have to fake it at first).
- **Take charge of your life.** You can't control other people's actions, but you can stay true to yourself. Think about ways to feel your best - and your strongest - so that other kids may give up the teasing. Exercise is one way to feel strong and powerful. (It's a great mood lifter too!) Learn a martial art or take a class like yoga. Another way to gain confidence is to hone your skills in something like chess, art, music, computers, or writing. Joining a class, club, or gym is a great way to make new friends and feel great about yourself. The confidence you gain will help you ignore the mean kids.

At Liverpool Girls High School you can join lots of special groups and activities. Some of these include:

The School Café	Writers in Residence	Student Leadership Council
Young Philosophers group	Artists in Residence	Student Forum
Choir	Art Therapy group	Environment group
Bands and Music groups	Sustainable Garden Project	Recycling Team
Dance groups	Sports Team	Indigenous Dance group
Drama groups	School Spectacular	Knitting group
Mock Trial	Library Team	Debating
Peer Support leader	Student wellbeing leader	Year adviser committee

Talk about it. It may help to talk to a school counsellor, teacher, or friend - anyone who can give you the support you need. Talking can be a good outlet for the fears and frustrations that can build when you're being bullied.

### **Find your (true) friends.**

If you've been bullied with rumours or gossip, all of the above tips (especially ignoring and not reacting) can apply. But take it one step further to help ease feelings of hurt and isolation. Find one or two true friends and confide how the gossip has hurt your feelings. Set the record straight by telling your friends quietly and confidently what's true and not true about you. Hearing a friend say, "I know the rumour's not true. I didn't pay attention to it," can help you realise that most of the time people see gossip for what it is - petty, rude, and immature.

Adapted from [http://kidshealth.org/teen/homework/problems/bullies.html#a\\_Bullying\\_Survival\\_Tips](http://kidshealth.org/teen/homework/problems/bullies.html#a_Bullying_Survival_Tips)

## **Cyberbullying**

### **ADDRESSING CYBERBULLYING IS A WHOLE-OF-COMMUNITY RESPONSIBILITY, AND REQUIRES A WHOLE-OF-COMMUNITY RESPONSE.**

#### **Cyberbullying is:**

Cyberbullying is commonly defined as the use of information and communication technologies to support repeated and deliberate hostile behaviour intended to harm others. It can happen to anyone, anytime, anywhere and can leave you feeling unsafe and alone.

It can include:

- abusive texts and emails;
- posting unkind messages or images;
- intimidating others online;
- excluding others online;
- inappropriate image tagging; and
- inappropriate discussions.

**Remember**, treat others as you would like to be treated when socialising online.

#### **How is it different to face-to-face bullying?**

While cyberbullying is similar to face-to-face bullying, it also differs in the following ways: the bully can have a sense of being anonymous;

- it can occur 24/7 and be difficult to escape;
  - it is invasive and you can be targeted while at home; and
  - it can have a large audience – sent to groups or posted on a public forum which can be permanent.
- These are a number of reasons why the Department of Education blocks social network sites from access using laptops and equipment.

Adapted from <http://cybersmart.gov.au/Teens/How%20do%20I%20deal%20with/Cyberbullying.aspx>

**No-one has the right to bully another person. At its most serious, cyberbullying is illegal and can be investigated by the police.**

#### **How do I deal with it?**

- **Ignore it.** Don't retaliate or respond, no matter how tempting it is. If they don't get a response they may get bored and go away.
- **Block** the person doing the bullying and change your privacy settings. This will stop you seeing messages or texts from a particular person.

- **Tell someone.** Tell an adult you can trust. You may want to talk to your mum, dad or a brother or sister. Or you can contact the Cybersmart Online Helpline service, call Kids Helpline on 1800 551 800 or visit [www.cybersmart.gov.au](http://www.cybersmart.gov.au).
- **Collect and keep the evidence.** This can be useful in tracking the bully down. Save texts, emails, online conversations or voicemails as evidence.
- **Report it to:**
  - your school - they should have policies in place about bullying and cyberbullying.
  - your ISP and/or phone provider, or the website administrator - there are actions they can take to help.
  - the police - if there is a threat to your safety the police will help. The Deputy Principal can help you arrange a meeting with either the Police Youth Liaison Officer or the Police School Liaison Officer. The Liverpool Area Command number is 9821 8444.

### If a friend is being cyberbullied...

It can be hard to know if your friends are being cyberbullied. They might keep it to themselves. If they are being cyberbullied, you might notice that they may not chat with you online as much, suddenly receive lots of SMS messages or are unhappy after they have been on the computer or checked their phone messages. They may stop hanging around with friends or have lost interest in school or social activities.

### Help stop cyberbullying:

- **Don't be a bystander. Stand up and speak out!** If you see or know about cyberbullying happening to a friend, **support them** and report the bullying. You would want them to do the same for you.
- **Don't forward** on messages or pictures that may be offensive or upsetting to someone. Even though you may not have started it, you will be seen to be part of the cyberbullying cycle.

### Helpful resources to check out:

#### Brochures

- Cyberbullying and the protection of students - Advice for parents and carers  
<http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/behaviourpgrms/antibullying/cyberbullying.pdf>
- Anti-bullying - how to encourage your child to be an effective bystander - Advice for parents and carers  
<https://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/behaviourpgrms/antibullying/bystanderbhvr.pdf>

#### Useful websites

##### Anti-bullying

<https://detwww.det.nsw.edu.au/lists/directoratesaz/stuwelfare/behaviourprgms/antibullying/index.htm>

Digital Citizenship <http://www.digitalcitizenship.nsw.edu.au/>

Bullying. No way! website [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)

Cybersmart Teachers Gateway and kids portal [www.cybersmart.gov.au](http://www.cybersmart.gov.au)

Click - A Technology Guide [www.schoolatoz.nsw.edu.au/technology](http://www.schoolatoz.nsw.edu.au/technology)

Remember **to treat others as you would like to be treated** when communicating online.

Adapted from <http://cybersmart.gov.au/Kids/Get%20the%20facts/Cyberbullying.aspx>



[www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)

## What to do if you are being bullied

You have a right to feel safe and be safe. If you are being bullied here are some ideas about what you can do.

**Talk to someone about it.** Find a trusted friend, teacher or carer who will listen to how you feel, be supportive, and perhaps even help you work out what to do.

- Talk to your friends - they can help you tell a teacher or your parents or just to feel better.
- Talk to your parents - tell them all about what's been happening.
- Talk to your teacher or another staff member - tell them all about what's been happening. If you don't want to do this in public, make an excuse to see the teacher about something else, for example your homework.
- If you can't talk to someone face-to-face go online at Kids Helpline <http://www.kidshelp.com.au/> or call a Kids Helpline counsellor on 1800 55 1800.

**Try a few of the strategies that have worked for others.** Only try these strategies if you are not in any immediate danger of being physically hurt and you feel confident you can do them

- Ignore the bullying - turn your back and walk away.
- Act unimpressed or pretend you don't care what they say or do to you. You could say 'okay, whatever' and walk away.
- Use strong, assertive statements, starting with the word 'I'; tell the other person 'I want you to stop that' in a strong confident voice. Practice this with your friends.
- Use 'fogging' which means making a joking or funny comment that makes the other person think you don't care about what they say.
- Ask your friends to speak up for you. And remember to do the same for them!

**Try to stay positive.** Focus on all the things that you do well, the people who like you and care about you. Write down your thoughts and feelings about the bullying to help you think clearly about what you can do.

**Hang around with your friends and be with people who help you feel good about yourself.** Good friends respect, encourage and support you. They care for your wellbeing and are fun to be around. You'll make new friends by respecting, encouraging and supporting others.

**Try to sort out the problem behind the bullying.** If you feel safe to do so, talk with the other people involved and ask them how you might be able to sort out the problem together.





### What is bullying?

Bullying has three key features. It:

- involves a misuse of power in a relationship
- is ongoing and repeated, and
- involves behaviours that can cause harm.

Bullying can also occur online. This is known as cyberbullying, which is using technology such as the internet or mobile devices to bully someone. It can include sending abusive texts and emails, posting hurtful messages and putting inappropriate comments on pictures of others.

Bullying of any kind is not acceptable in NSW schools, whatever the reason. Schools are committed to working with parents, staff and students to prevent bullying and respond quickly and effectively if it does occur.

### What can you do if your child has been bullied?

#### Listen calmly and get the full story

Your child needs to know that they are being heard. Their feelings matter and their concerns should be taken seriously. Encourage your child to talk about what happened. Explain to your child that reporting the bullying is okay.

After listening to their concerns, ask questions to get more details if needed: who, what, where, when.

#### Reassure your child that they are not to blame

Children may blame themselves and this can make them feel even worse. Say supportive things like, 'That sounds really hard to deal with', or 'I'm so glad you told me. You should feel safe at school'.

#### Ask your child what they want to do – and what they want you to do

It is important to help your child to find their own solution as this will help them feel that they have some control over the situation.

If your child is not in any immediate danger and they feel confident, they could try these strategies:

- Ignore the bullying.
- Turn their back and walk away.
- Act unimpressed or pretend they don't care.
- Say "No" or "Just stop!" firmly.

If the bullying happened at school, support your child to tell a teacher. If your child wants to talk to someone other than the school or you think added support would help, you could tell them to go to the Kids Helpline website. They can also call for free on 1800 55 1800.

#### When do I contact the school?

Your child may be reluctant for you to speak to school staff. Discuss the idea and reassure them that the school would want to know and is able to help.

If needed, make an appointment to meet with your child's teacher. You could also ask to talk with the principal.

Contact the school immediately if you have a concern about your child's safety.

#### Support for parents and carers

Kids Helpline also has a parent line with trained teams who provide support, information and counselling for parents of children aged 0-18 years. You can call them for the cost of a local call from 9am to 9pm Monday to Friday and 4pm to 9pm on weekends on 1300 1300 52.

#### Telephone interpreter service

If you would like to contact the school or Parent Line NSW and need assistance with English please call the telephone interpreter service on 131 450, tell them what language you need and ask the operator to make the call. The operator will get an interpreter on the line to assist you with your conversation. You will not be charged for this service.



### What is online bullying?

Online bullying – or cyber-bullying – is engaging in bullying behaviour using technology such as the internet or mobile devices. Online bullying is different from other forms of bullying several ways:

- It is more likely to happen outside school.
- Material can be shared quickly and long after the first incident.
- It can happen anytime, day or night.
- It is more difficult to defend yourself or get away.

### What does online bullying look like?

Online bullying may include sending abusive messages, posting hurtful or threatening material on social media, imitating or excluding others online and making inappropriate comments on posts or pictures.

### How do I know if my child is being bullied online?

The following behaviours may indicate your child is upset by something happening online:

- being hesitant about going online
- seeming nervous when an instant message, text message or email appears
- being visibly distressed after using a computer or mobile device
- suddenly avoiding the internet
- closing a laptop or hiding a mobile device when others enter the room.

### How can I keep my child safe online?

Be aware of the age restrictions for the sites and applications your child wants to use, and remind them not to share their passwords or personal information with others.

Talk with them about how they use the internet and mobile devices and understand the privacy settings. Make sure they know they can tell you or another trusted adult if they are being bullied online.

### What can I do if my child is bullied online?

There are lots of things you can help your child to do if they are being bullied online:

- remind your child not to respond or retaliate
- keep a record of any incidents of online bullying for example take screenshots
- block or delete the user who is bullying
- remind your child to change their privacy settings
- contact the service provider – they can help to block messages and calls
- report the bullying.

### How to report online bullying?

Keep records or screenshots of calls or messages that are offensive or hurtful.

If the bullying is related to school, contact the principal to report what has happened and work together to resolve the issue.

Call the police if your child is physically threatened, and report serious online bullying behaviour to the Office of the eSafety Commissioner.

### Useful websites:

<https://antibullying.nsw.gov.au>  
[www.esafety.gov.au](http://www.esafety.gov.au)  
[www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)  
[www.kidshelpline.com.au](http://www.kidshelpline.com.au)



# Promoting student wellbeing

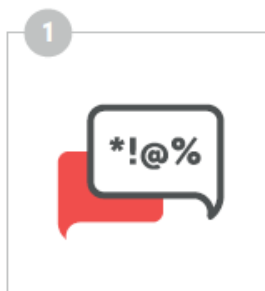
[www.stymie.com.au](http://www.stymie.com.au)



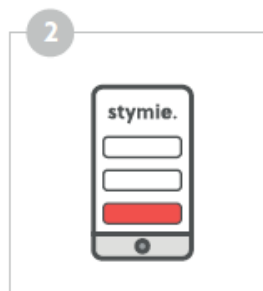
[enquiries@stymie.com.au](mailto:enquiries@stymie.com.au)

**One in four Australian students are bullied.  
Stymie gives kids the power to say something.**

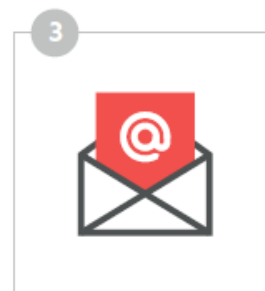
Stymie allows students at your school to send anonymous notifications about someone who they believe is being bullied or harmed. Allowing them as bystanders to remain anonymous, gives them the courage to overcome the fears and social pressures that prevent them from speaking up. It also relieves feelings of helplessness for students who want to help their peers but don't quite know how. **Ultimately, Stymie helps your school community foster caring and respectful relationships.**



*An incident occurs that involves bullying, harassment, assault or illegal activity.*



*Bystanders use an internet-enabled device to make an anonymous notification via Stymie.*



*Your school receives the notification & responds to the incident according to its wellbeing framework.*

Learn more at [stymie.com.au](http://stymie.com.au)



I have a **GROWTH**  
**MINDSET.**

I am in charge of how smart I am because

I can **GROW** my **BRAIN**  
like a muscle by learning hard things.

I can achieve  
**ANYTHING**

with **EFFORT** and  
**RIGHT STRATEGIES.**

And when I fail or make a mistake,  
it is a **GREAT** thing, because

I can **LEARN** from them and  
**I GET BETTER!**

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# Assessment Procedures

## FOR SCHOOL-BASED ASSESSMENT TASKS AND COURSE COMPONENTS

### COURSE COMPLETION CRITERIA

The following course completion criteria refer to all NSW Education Standards Authority (NESA) courses.

A student will be considered to have **satisfactorily completed a course** if, in the Principal's view, there is sufficient evidence that the student has:

- **followed the course** developed or endorsed by the NESA; and
- **applied themselves with diligence and sustained effort** to the set tasks and experiences provided in the course by the school; and
- **achieved** some or all of the course outcomes.

### PRINCIPLES AND PRACTICES OF GOOD ACADEMIC CONDUCT ~ What is meant by good scholarship?

Good scholarship means being honest and ethical about what is your own work and what isn't, and about where you got your information.

Research using different sources of information is an important part of HSC work. Being an ethical researcher and a good scholar means listing all your sources and correctly citing each source and using your own words to communicate what you have learnt.

Good scholarship means being an effective researcher and applying effective study habits.

### STUDENT RIGHTS

*Students have the right to ...*

- be informed of the assessment policies of the school and the NSW Education Standards Authority;
- receive clear guidelines and information relating to what is required of you for each assessment task;
- be told in advance of the due date and requirements for each assessment task;
- receive feedback that assists you to review your work and guide how you can improve your work;
- query the mark/grade for an individual task at the time it is returned to you; and
- request from the Principal an appeal against any assessment and/or the RoSA grade(s) awarded.

### STUDENT RESPONSIBILITIES

*Students are expected to ...*

- become familiar with, follow and fulfil the assessment requirements of your study as set by the school;
- understand what is required of you;
- complete all set tasks on time, or follow correct procedures if you are unable to meet a deadline;
- record your task information and dates in your school diary;
- be fair and honest in all aspects of your work
- perform all tasks required and attend all tests scheduled in assessment programs. Students should

endeavour to complete each task to the best of their ability;

- not engage in behaviour which could be considered cheating or malpractice, including plagiarism;
- ensure that all assessment work is your own or acknowledge the contribution of others;
- respect the rights of and integrity of others; and
- follow up any concerns you have with tasks at the time they are marked and returned.

*It is the responsibility of absent students, including students on work placement, or extended leave to check whether an assessment task has been issued in their absence. Absence will not be accepted as a reason for assessment activities not completed on time.*

## SCHOOL RESPONSIBILITIES

*The school is responsible to ...*

- to set assessment tasks which will be used to measure student performance fairly in each component of a course;
- to realistically specify a mark / weighting for each assessment task;
- to inform students of the requirements of each assessment task;
- to give reasonable advance notice in writing (usually two weeks) of the exact date for completing or submitting the task;
- to keep records of each student's performance on each assessment task; and
- to provide students with information and feedback about their progress.

## ASSESSMENT PROCEDURES FOR SCHOOL-BASED ASSESSMENT

Assessment is the process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information and feedback on student achievement and progress and set the direction for ongoing teaching and learning. Assessment;

- provides opportunities for teachers to gather evidence and provide feedback about student achievement in relation to outcomes;
- enables students to demonstrate their learning - what they know and can or are able to do;
- clarifies student understanding of concepts and promotes deeper understanding; and
- provides evidence that current understanding is a suitable basis for future learning.

The school based assessment program provides a measure of a student's achievement in each course based on:

- a wider range of syllabus outcomes than can be measured by an external examination; and
- multiple measures and observations made throughout the course rather than a single assessment event such as a single paper and pen test.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final assessment event.

Each assessment task allows teachers to collect information and evidence about a student's learning and achievement in relation to course outcomes and provides the opportunity for constructive feedback about progress.

## TYPES OF TASKS

**In-class tasks** – require students to prepare for the task at home and in previous lessons in class. The task is completed in-class, as part of a timetabled lesson. These types of tasks may include: examinations, writing tasks, practical tasks, performances, speeches or presentations.

**Hand-in tasks** – these require students to satisfactorily complete and submit a task by a due date. These types of tasks may include: research assignments, design or representation tasks and portfolios.

**Group tasks:** some tasks will require group participation. When this is the case each member of the group will be responsible for their contribution and will be assessed individually.

Students will complete school-based assessments as part of their HSC, which contribute 50% of their final HSC mark for a course (except VET courses) and which are used to assign an A-E grade. Tasks may include tests, written assignments, practical activities, fieldwork and projects.

## SUBMISSION OF ASSESSMENT TASKS

- All students will be given notification of what the requirements and expectations are for assessment in each subject area.
- All hand-in assessment tasks should be submitted according to the instructions on the notification sheet.
- A faculty coversheet must be completed and receipt retained. All assessment tasks must be signed in with a teacher.

## PENALTIES FOR LATE OR NON-SUBMISSION

- Failure to hand in assessment work will result in 'N' Course Warning letters being sent home and recorded as non-attempts for determining the Final Stage Grade.
- Failure to meet the deadlines will result in a non-attempt being recorded and a 'N' Course Warning letter being generated. (This includes students on **unapproved leave** who fail to meet deadlines).
- The task must be completed and submitted to a satisfactory standard to meet NSW Education Standards Authority requirements.
- 'N' Determinations will be made where the student has failed to demonstrate with evidence their progress in any course over time.

## FAILURE TO COMPLETE A TASK

- If a student fails to complete a task as specified in the assessment program and feel they have a valid reason they must complete a Misadventure Form and attach the supporting evidence and issue to Head Teacher of the course.
- The Head Teacher will determine, on the basis of this evidence, the validity of the claim and may grant an extension of time or a mark to be awarded based on a substitute task.
- The inability to print assessment tasks by the due time is not an acceptable excuse for the late submission of a task. 'N' Course Warning letter will be generated.
- When there is no valid reason for not completing an assessment task, as determined by the Head Teacher, a non-attempt will be recorded and a 'N' Course Warning letter will be generated.
- Students at risk of not meeting LGHS internal assessment requirements will be given formal 'N'

Course Warning letters which may lead to a 'N' Determination being made for the course.

## ABSENCES

If a student is absent on the day of an assessment task or the day a task is due they must follow the flow chart as outlined.

- The student or their parent/guardian **MUST ring the school** and inform the Head Teacher.
- The student **MUST report to the Head Teacher on the first day of return to school** with a valid medical certificate or supporting evidence. Failure to report with appropriate documentation within five days will result non-attempt being recorded.
- The student **MUST complete a Misadventure Form** issued by and returned to the Head Teacher within five days.
- To satisfy NSW Education Standards Authority requirements the task must be completed and submitted at the time determined by the Head Teacher. Failure to follow these procedures could lead to an 'N' Course Warning letter being generated.
- Absence from school when a task is distributed does not automatically entitle a student to extra time to complete the task.
- Any student who will be absent from school for an assessment task or for the submission of a task, because of their involvement in a conflicting school activity (e.g: debating, sport commitments etc) must inform the class teacher or Head Teacher who will arrange an alternative date for the task to be completed. Failure to inform your teacher will result in a non-attempt being recorded and an 'N' Warning letter being generated.
- For all absences greater than 4 weeks, an estimate will be provided or a substitute task given, only if the student has had their leave approved by the Principal.

## COMPUTER FAILURE

- A student presenting work produced via computer or submitting work on-line who experiences computer or printer failure **MUST follow these procedures:**
  - (a) present to the Head Teacher before school, documentary evidence eg : note from home;
  - (b) plus work saved on a USB key, using Office 2010 or a later version;
  - (c) or hard copy of drafts, rough notes etc.
- Only after these initial procedures have been completed on the due date, will the Head Teacher consider a student's request for misadventure.
- A Misadventure Form must be completed as normal and submitted.

## GROUP TASKS

- The same rules apply as for other tasks as outlined above.
- An individual student will be penalised for failure to meet group requirements.



## APPEALS PROCESS

- Students should ensure that any questions or problems they have, about the marks/grades or teacher feedback for a piece of work, are resolved at the time the work is returned.
- Students have the right to appeal the result of a formal assessment, the marking process or the Head Teacher determination of a misadventure based on the following grounds:
  - *The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.*
  - *The students were not informed in advance of the conditions and method of assessment.*
  - *The process was discriminatory in some way.*
  - *The student was ill or suffered misadventure at the time of the assessment (must be supported by a valid medical certificate).*
- To begin the appeal process, collect an appeal form from the Deputy Principal and when all paper work is completed present these forms to the Principal for a final determination.

## ACADEMIC MISCONDUCT / MALPRACTICE

If any student participates in any form of academic misconduct they will be awarded a non-attempt, have an interview with the Head Teacher, be issued with a letter of caution and attend a parent interview, if deemed appropriate. The work will not be used as evidence to determine satisfying course requirements an 'N' Course Warning letter may be generated. The student may be required to re complete the task or an alternative.

### **Examples of academic misconduct include:**

- Plagiarism, that is,
  - (a) *copying someone else's work in part or whole and presenting it as your own;*
  - (b) *using large amounts of material directly from books, journals, CDs or the internet without reference to the original source;*
  - (c) *downloading documents directly from the internet or site;*
  - (d) *buying, stealing or borrowing another person's work and presenting it as your own; and*
  - (e) *submitting work to which another person, such as a parent, coach or subject expert has contributed substantially.*

Plagiarism is dishonest. It is a legal, moral. It is a scholarly requirement that you must acknowledge the ideas of others when you use them to build your own insights and understanding.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to the student:

- *providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas;*
- *answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills;*
- breaching school examination rules;
- paying someone to write material for you or attend an examination posing as you;

- using non-approved aids during an assessment task or examination;
- contributing false explanations to explain why work was not submitted by the due date;
- assisting another student to engage in malpractice;
- disrupting an assessment task or examination;
- after having been given permission to submit a task at a later date, you attempt to find out details of the task;
- deliberately not attending school for a day, or part of a day, before an assessment task is due, therefore gaining additional study time, will be questioned in the validity of the work with extra time; or
- Assisting another student to engage in malpractice.

### Working on tasks during lessons of other courses

Students **must not** truant classes to work on assessment tasks or use time during lessons of other courses. Students **may** work on assessment tasks during designated study periods. Students who use time during lessons of other courses to work on assessment tasks will have gained an unfair advantage over other students and will consequently receive zero for this task.

Students who engage in malpractice, including plagiarism, in examinations and assessment tasks will receive a zero score, be asked to satisfactorily complete and submit an alternative task and will have their name recorded on the NSW Education Standards Authority malpractice register by their school. They may be awarded an 'N' Determination for that course that will not be counted towards the HSC.

### ZERO MARKS

Zero marks will be awarded for an assessment task or an examination if:

- a student does not complete an illness/misadventure application within **five (5) school days from the date of assessment**;
- a claim based on illness is not supported by an appropriate medical certificate; and / or
- insufficient evidence is provided in support of an application based on misadventure.

### A NOTE ON VALID MEDICAL CERTIFICATES

When providing a medical certificate as supporting evidence for an illness/misadventure application, it is important that the medical practitioner gives a **reason why you are unable to attend school or complete the examination or assessment task**. General reasons such as 'unfit for work' are not sufficient. A more detailed explanation allows the school to more fairly decide about illness and misadventure applications. A medical centre may be contacted to verify your attendance at the time indicated on the medical certificate.

### SPECIAL EXAMINATION – DISABILITY PROVISIONS

Students in Year 11 or Year 12 requiring special provisions for examinations (such as a 'reader', 'writer', extra time, rest breaks, large print papers, braille papers, coloured paper or the use of a computer) should contact the Head Teacher, Teaching and Learning for further advice. For Year 12 students, applications from students with special examination and disability needs for the Higher School Certificate are assessed by the NSW Education Standards Authority in order to provide eligible students with practical support in NSW Education Standards Authority examinations. Special Examination Provisions need to be usually completed by the end of Term 1 with supporting documentation to support the application.

For more details, refer to the NSW Education Standards Authority website:

<http://www.boardofstudies.nsw.edu.au/manuals/specialexamprovisions>

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's examination performance is affected.

### 'N' DETERMINATIONS

'N' determinations are issued for the non-completion of requirements in a course. This is issued after at least two 'N' Course Warning letters have been issued.

Students who have **not complied with the requirements for satisfactory completion** of a course cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the Principal's determination.

Framework developed prior to 2010  
Revised 2012, 2013 2015, 2016, 2017  
To be revised November 2020



# MEETING REQUIREMENTS FOR COURSE PROGRESS

~ Course completion Criteria ~

**YOU need to Show  
evidence of ...**

(a) following the course developed by  
NSW Education Standards Authority.

- ✓ In each of your subjects.
- ✓ The syllabus details.
- ✓ The content or information of classwork.
- ✓ Completed all classwork and assessments.

(b) Applied yourself with diligence and  
sustained effort to the set tasks and  
experiences provided in the course by  
the school

- ✓ Diligence means hard work and applying yourself to all of your work all of the time.
- ✓ Sustained effort means keeping working continuously.
- ✓ Set tasks = class work, activities and assessments.
- ✓ Experiences = excursions and all activities.
- ✓ Attending all classes

(c) Achieving the course outcomes

**ATTENDANCE - 85% or more**

- ✓ Following the teachers' guidance in what is required in the course.
- ✓ Succeed in completing classwork.
- ✓ Completing assessments, tests and examinations successfully.
- ✓ Work is handed in ON TIME!

- ✓ 85% or more attendance rate.
- ✓ Full day absences = expectation of a parent note and doctor's certificate.
- ✓ Late to school = note from parent with a valid reason.
- ✓ Leaving school early = note from parents with a valid reason.

**Do you meet  
these  
requirements?**

# Gradings used to report on student progress and achievement

*Meanings of School-based Assessment Grades for all Subjects from NESAs Grading Descriptions (2013).*

Grade	Performance Descriptors - (Meanings of Grades)
<b>A</b>	Indicates outstanding achievement in the course. The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	Indicates high level of achievement in the course. The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	Indicates sound achievement in the course. The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	Indicates basic achievement in the course. The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	Indicates elementary achievement in the course. The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## *The "N" Determination*

An 'N' determination means you have not satisfied requirements for the award of a subject. You will receive an N determination in a course if you do not meet the following requirements.

- a) follow the course developed or endorsed by the Board; and
- b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by your level of involvement, the completion of assignments, homework, etc. completed and your level of achievement commensurate with your ability as well as satisfactory attendance.

# PBL - Reach Tokens



## REACH Award

### 1 REACH Token

- Distributed for students demonstrating REACH values (refer to REACH matrix)

## School Representation Award

### 3 - 5 REACH Tokens

- Participation in Debating Teams, Mock Trials, competitions

## 100% Attendance Award

### 5 REACH Tokens

- Attendance per term
- 4 Terms additional 5 tokens

LIVERPOOL GIRLS HIGH SCHOOL

## REACH TOKEN

- RESPECT
- EXCELLENCE
- ACT SAFELY
- COOPERATION
- HONESTY

Student: \_\_\_\_\_ Roll: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_



## CAPA and TAS Award

### 3 - 5 REACH Tokens

- Performing or assisting in a Creative Arts Event.
- Active participation in co-curricular activities
- Having artwork, Industrial Technology and multimedia selected to be displayed.

## Citizenship and Community Service Award

### 3 REACH Tokens

- Active participation in leadership group – SLC, Peer Support, Peer Mentoring, Wellbeing leaders, YAC
- Volunteer as a reader and/or writer during exams.
- Hospitality for a school event
- Active participation in a fundraising event e.g. 40 Hour Famine, Legacy Day, family partnership presenters
- Active participation volunteering at a partner primary school.

## Sport Award

### 3 REACH Tokens

- Participation in carnivals.
- Sets a record at a school carnival.
- Participation in a knockout team.
- Participation in a Zone, Regional or State Carnival.
- Outstanding effort in a Gala Day.
- Volunteer to assist sport organisation.
- All sports hours achieved



## PBL – Academic Achievement Awards System

### Academic Achievement Award

Is equivalent to 10 tokens

Presented by Classroom Teacher during class time for Academic – Excellence, Improvement or Effort.

### SILVER

Is equivalent to 30 tokens

Once students have 5 Academic Achievement Awards, they hand these to their Year Advisor and receive a Silver Award – to be handed out during Stage Assemblies.

### GOLD

Is equivalent to 50 tokens

Once students have 3 Silver Awards, they hand these to their Year group's Deputy Principal and receive a Gold Award – to be handed out during Stage Assemblies by Deputy Principal.

### PRINCIPAL

Is equivalent to 100 tokens

Once students have 2 Gold Awards, they hand these to the Principal and receive a Principal's Award – to be presented to the student at Presentation Assembly.

### DIAMOND

-Year 12 student only  
- Supported by student portfolio

Year 12 Students who have 2 Gold Awards, 3 Silver Awards and 15 Bronze Awards hand these to the Principal as part of their Award Portfolio to receive a Diamond Award at their Graduation Ceremony.

# In summary ~ FAQs

## What you should do if ...

- ✓ **you are sick at school** – Get a note from your teacher to go to the front office to student reception. Do not go between periods without a note. The front office will contact parents of sick students via school telephone. Students should not ring their parents first.
- ✓ **you were sick and stayed home** – Bring a note signed by your parents or caregiver clearly explaining why you were absent. Hand this note to your roll teacher the very next day you come to school. Letters will be sent home if absences are unexplained, every two weeks.
- ✓ **you are late to school** – you need to report to the student reception desk to sign in and obtain a late pass. You must then go directly to class. Your time of arrival will be recorded on the attendance system and will be included in roll marking each lesson.
- ✓ **you are late to class** – you need to have a note from the teacher who detained you from the lesson before and give this to the next teacher. Late students will be dealt with by the teacher of the class you are late to. Repeated incidents will be followed up by the Head Teacher Administration, Students.
- ✓ **you truant class** – each teacher enters your attendance each lesson. If you truant class your class teacher will follow up your attendance, repeated truancy will be followed up by the Head Teacher Administration. Parents will be contacted for repeat offenders.
- ✓ **need to leave school early** – You need to bring a note signed by parent/caregiver requesting early leavers pass. The note needs to clearly explain the reason for leaving early. The note should be presented to student reception before school and an early leavers pass will be issued when you leave via the front office. You may be asked to produce your pass outside of the school so make sure that you have it with you.
- ✓ **need to go to the toilet during class time** – In an emergency, your teacher for the lesson will give you a pass on a lanyard. Only one student from any class will be permitted to go to the toilet at any one time. It is your responsibility to use the toilets during break times.
- ✓ **you are not in the correct uniform** – Students should bring a note in the morning to explain why and when they are likely to be back in correct uniform and have a uniform pass issued by a Deputy Principal in the front office before 8.45am.
- ✓ **you bring money to school** – Students should avoid bringing large sums of money to school, however, if the student has large sums of money with them the office staff in the Front Office will take care of it for the day. Students should keep valuables with them at all times.
- ✓ **you have lost something at school** – Every care should be taken to look after your belongings. All lost property is located in the front office or print / resource room. Simply ask the ladies if they have had your item handed in, if it is not there ask the ladies to keep a look out for you. It is important to have your name clearly marked on all of your items especially jumpers and jackets.
- ✓ **you have a problem and would like to talk to someone** – See your Counsellor or Year Adviser. Appointments can be made at school office to see the Counsellor. You must not be out of class to see the Counsellor without your teachers being aware of where you are. You may see the Year Adviser at recess and lunch without an appointment.
- ✓ **You are moving to another school or leaving school** – You need to bring a note signed by your parent/caregiver. This letter should be presented to Mrs Homes the enrolment offer at the student reception desk and she will arrange your clearance procedures.



# Bus Schedules / Timetables

Interline



LIVERPOOL GOYS AND GIRLS HIGH SCHOOL  
ISSUE DATE: 12 March 2018

LIVERPOOL BOYS & GIRLS HIGH SCHOOL			
ROUTE	FROM	TIME	MORNING BUS ROUTES
1038	BRINGELLY AUSTRAL	7.13	EX CNR THE NORTHERN RD & BADGERYS CREEK RD – Via The Northern Rd, L Bringelly L Kelvin Park Dr, (Kelvin Pk & Medich 7.18) complete loop clockwise L Kelvin Park Dr , L Bringelly Rd (Rossmore Post Office 7.30), Bringelly , L Edmondson (Austral Shops 7.38),Edmondson, R Fifteenth Ave, Fifteenth Ave at Twenty Second Ave 7.50, <b>CONNECTION TRANSFER</b>
853		7.50	<i>Transfer to 853 for travel to school (see below)</i>
1008	AUSTRAL	7.20	CNR FIFTEENTH AVE & FOURTH -Via Fourth, L Fifth , R Edmondson, R Bringelly Rd, L Eastwood, (Ingleburn Rd & Eastwood Rd 07.27), L Heath, L Rickard, L Ingleburn Rd, R Eastwood, R Bringelly Rd, L Edmondson, R Fifteenth Fifteenth Ave at Twenty Second Ave 7.45, <b>CONNECTION TRANSFER</b>
853		7.50	<i>Transfer to 853 for travel to school (see below)</i>
1026	AUSTRAL, KEMPS CREEK, ROSSMORE	7.20	EX CNR FIFTEENTH AVE & TWENTYEIGHTH - Via Twentyeighth, L Seventeenth, R Craik, L Gurner, L Devonshire, R Lee & Clarke, R Herbert, L Watts, Herbert St & Watts Rd (7.28) L Ramsay , R Herley, R Twelfth, R Devonshire, R Fifteenth, Fifteenth Ave at Twenty Second Ave 7.50, <b>CONNECTION TRANSFER</b>
853		7.50	<i>Transfer to 853 for travel to school (see below)</i>
853	WEST HOXTON, MIDDLETON GRANGE, LIVERPOOL	7.50 7.52	EX FIFTEENTH AND 22ND AVE – Via Fifteenth, R Second, L Mannow,U-Turn EX CNR MANNOW AV & CARMICHAEL DR - Via Mannow , R Second, Kingsford Smith Av & Flynn Av 0754, First Av & Hoxton Park Rd 0804, Miller TAFE, Hoxton Park Rd 0808, Hoxton Park Rd & Hill Rd 0815, L Flowerdale, R Moore , Bigge St, R Lachlan, R Forbes to Liverpool Girls & Boys High School
1051	GREENWAY PARK, HOXTON PARK, LIVERPOOL	7.42	EX CNR COWPASTURE RD & GREENWAY DR (SOUTH) -Greenway Dr, L Cowpasture, R Tibooburra,(Tibooburra Rd & Pacific Palms Cct 07.48), L Pacific Palms, R Nineteenth, L Pacific Palms, R Lismore, L First, R Hoxton Park Rd (07.50) L Flowerdale Rd, R Moore, L Northumberland, R Elizabeth, L Bigge,R Lachlan, R Forbes to school 8.29
1040	WEST HOXTON HOXTON PARK	7.36	EX CNR FIFTEENTH AVE & TWENTY SECOND AVE --- Fifteenth , R Second, L Mannow, across to Cowpasture Rd , L Tibooburra(Tibooburra & Pacific Palms 7.42), L Pacific Palms, <i>Continues as route service 854</i> service (see below) for travel to school (8.19)
854	HOXTON PARK, LIVERPOOL.	7.42	EX CNR TIBOOBURRA RD & PACIFIC PALMS CCT - Via Pacific Palms, R Nineteenth, L Pacific Palms, R Lismore, L First (First & Hoxton Park Rd 7.48) R Hoxton Park Rd , (Miller TAFE - Hoxton Park Rd 0752) Hoxton Park Rd near Hill Rd (0759), L Flowerdale, R Moore, Bigge,R Lachlan, R Forbes to Liverpool Girls & Boys High School 0819
856	ROSSMORE , AUSTRAL HORNINGSEA PARK, PRESTONS	7.15	EX ROSSMORE POST OFFICE - Via Bringelly Rd, R Eastwood (Eastwood Rd & Ingleburn Rd 0719) L Heath, L Rickard, L into Leppington Stn (7.27) Rickard, R Ingleburn, R Eastwood, R Bringelly Rd, L Edmondson, Scott Park 7.35,Edmondson, R Seventh, R Browns Ave, L Sixth, R Browns Rd, L Bringelly Rd , Camden Valley Way (Camden Valley Way & Horningsea Park Dr 0745), L Corfield Rd, R Braidwood, Wroxham (Prestons Shops, Wroxham St 0752) thru lights to Bomaderry, R Dalmeny Dr (Dalmeny Dr & Ash Rd 0755) L Camden Valley way to Beech Rd, L Beech Rd Pine Rd & Beech Rd 0801), <b>no pick up for Liverpool Schools on Myall Rd after Furlong Ave &amp; on Ingham Dr</b> , Via Kurrajong, L Old Kurrajong, L Reserve, R Graham, L Hume Hwy (Graham Av & Hume Hwy 8.12) Liverpool Stn (8.25) L Moore, R Bigge,R Lachlan, R Forbes to Liverpool Girls & Boys High School 0830

<b>LIVERPOOL BOYS &amp; GIRLS HIGH SCHOOL</b>			
<b>ROUTE</b>	<b>FROM</b>	<b>TIME</b>	<b>MORNING BUS ROUTES</b>
1005	ROSSMORE, LEPPINGTON, HORNINGSEA PARK, LURNEA, LIVERPOOL	7.11	EX CNR BRINGELLY RD & ALLENBY RD - Via Allenby, L Rossmore Cr, L Graham, R Mark, McCann, R Eastwood, L Joseph, R George, Joseph & George Rds (07.18) George, L Camden Valley Wy, Leppington Hotel (7.26) Camden Valley Way, Cowpasture, R Joshua Moore Cowpasture Rd & Joshua Moore Dr (7.32) L Horningsea Park Dr, (Camden Valley Way & Horningsea Park Dr 0735), L Camden Valley Way, L Beech (Camden Valley Way & Beech Rd 7.42) Beech, R Kurrajong, L Wonga, R Jedda, ( Jedda Rd before Leo Ave 0750), L Hill, R Reilly, L Webster, R Hoxton Park Rd, Macquarie, R Scott, L Bigge, R Lachlan, R Forbes, Liverpool Girls & Boys High School 0811
857	CATHERINE FIELD, LEPPINGTON, HORNINGSEA PARK, CASULA	7.26	EX CNR CATHERINE FIELD RD & CAMDEN VALLEY WAY -Via Catherine Field Rd, R Chisholm Rd, R Deepfields Rd, L Camden Valley Wy Catherine Field Shop, Catherine Field Rd 0728, Camden Valley Way & Dwyer Rd 0733, Leppington Hotel, Camden Valley Way 0738, Camden Valley Way & Horningsea Park Dr 0743 Via Camden Valley Way direct to Hume Hwy, R Leacocks, R Hume Hwy, Hume Hwy after Graham Av 0804 Liverpool Interchange, L Moore, R Bigge, R Lachlan, R Forbes to School
1048	DENHAM COURT, CHURCHILL GARDENS	7.31	EX DENHAM COURT RD & CAMDEN VALLEY WAY -Via Denham Court Rd, L Springmead, Springmead Dr & Denham Court Rd 0733, L Cubitt, R Culverston, L Zouch, R Campbelltown Rd to Denham Court Rd r/bout, turn around & return to BP Service Stn, Campbelltown Rd 0741 Campbelltown Rd, The Cross Roads 0751, R Hume Hwy, Graham Av & Hume Hwy 0758, R Holston, R St Andrews Blvd, R Lakewood, R Congressional, Congressional Dr & Lakewood Cr 0803, Congressional, R Hume Hwy, R Moore, Liverpool Interchange Via L Moore, R Bigge, R Lachlan, R Forbes to Liverpool Girls & Boys High School 0826
852	PRESTONS	7.52	EX CNR CORFIELD RD & BRAIDWOOD DR - L Corfield Rd, L Braidwood Dr, R Bundanoon Rd, Kookaburra Rd, L Bumbera St, R Braidwood Dr, Braidwood near Batehaven 0755, L Wroxham St (Prestons Shops, Wroxham St 0758) Thru lights to Bomaderry Dr, L Dalmeny Dr, L San Marino Dr, (Kurrajong Rd & San Marino Dr 0802) R Kurrajong Rd (Casula Mall - Kurrajong Rd 0807), L Old Kurrajong Rd, L Reserve Rd, R Graham Ave, L Hume Hwy 0813 Express to Liverpool Girls & Boys High School
866	CASULA, LURNEA, LIVERPOOL	7.58 8.02	CASULA - INGHAM DR & MYALL RD- Via Ingham, L Kurrajong CASULA MALL Kurrajong Rd - Via Kurrajong, R Napier, L Bligh, L Shortland, R Wonga, (Wonga Rd & Supply Av 0807), R Hillview, Graham, L Amalfi, R Boundary (08.10) L Liverpool St, R Reilly, L Gill, R Rose, L Hume Hwy, Copeland, R Moore, Bigge, R Lachlan, R Forbes to Liverpool Girls & Boys High School 0836
865	CASULA, LURNEA, LIVERPOOL	8.01 8.03	EX CASULA MALL, INGHAM DR - Via Ingham Dr, L Kurrajong Rd, CASULA MALL Kurrajong Rd - R Wonga (Wonga & Supply Ave 8.07) R Hillview, L Hill, R Reilly, L Gill, R Rose (Rose & Thorn St 8.14), L Hume Hwy, Copeland, R Moore, Bigge, R Lachlan, R Forbes to Liverpool Girls & Boys High School 0833
3033	MACQUARIE FIELDS, GLENFIELD	7.36	EX MACQUARIE FIELD SHOPS CNR ATCHISON RD & PARLIAMENT RD - Via Parliament, L Brooks, R Victoria, L Canterbury, (Canterbury & Harrow 7.43) R Harrow Rd, L Belmont, R Railway Pde (Glenfield Station 7.51), Railway Pde, R Glenfield Rd overbridge, Glenfield Rd, R Campbelltown Rd (The Cross Roads 7.58), R Hume Hwy, R Leacocks, R Hume Hwy, & Express via Hume Hwy, R Macquarie, Scott, Bigge, R Lachlan, R Forbes to Liverpool Girls & Boys High School 0823

<b>LIVERPOOL BOYS &amp; GIRLS HIGH SCHOOL</b>			
<b>ROUTE</b>	<b>TO</b>	<b>TIME</b>	<b>AFTERNOON BUS ROUTES</b>
854	CARNES HILL (PREVIOUSLY 2059)	3.15	TO CARNES HILL -FSD HILL RD & HOXTON PARK RD - R Campbell, L Goulburn, L Elizabeth, R College Express to Hill Rd & Hoxton Park Rd (Hoxton Park Rd & Hill Rd 1536) Miller TAFE - Hoxton Park Rd 1543, First Av & Hoxton Park Rd 1546,R Lismore, L Pacific Palms, R Nineteenth, L Pacific Palms, R Tibooburra (Tibooburra Rd & Pacific Palms Cct 1551), L Cowpasture Rd Greenway Dr & Carmichael Dr 15.58
2034	CASULA (CHURCHILL GARDENS) HORNINGSEA PARK, ROSSMORE	3.16	TO CHURCHILL GARDENS, HORNINGSEA PARK & ROSSMORE -FIRST STOP Pine Rd & Yew Pl - Via R Campbell, L Bigge, L Speed, R Mill, L Hume Hwy, R Myall, L Box, R Pine, L Beech, R Camden Valley Wy, R Horningsea Park Dr, R Joshua Moore Dr, L Cowpasture, R Bringelly Rd, R Browns, L Sixth, R Browns, L Seventh, L Edmondson, R Bringelly Rd Rossmore Public School 1606
857	CASULA , CATHERINE FIELDS	3.25	TO INGHAM DR & CATHERINE FIELD - FIRST STOP INGHAM DR & TULLOCH CL - NO STOPS BETWEEN ROTH ST & PINE RD & DALMENY DR & ASH RD - Express to Ingham Dr, (Casula Mall- Ingham Dr 15.52) R Myall, L Box, R Pine to cnr Roth St then no stops to Ash Rd,( Dalmeny Dr & Ash Rd 1602) Camden Valley Way, (Leppington Hotel 1620) R Catherine Field Rd, R Chisholm , L Deepfields, L Catherine Field Rd to Catherine Field Rd & Camden Valley Wy 1639
857	GLEN REGENT , GLENFIELD ,	3.25	EX SCHOOL TO LIVERPOOL STATION TRANSFER TO 870
870	MACQUARIE FIELDS	3.40	TO GLEN REGENT & MACQUARIE FIELDS - FIRST STOP LEACOCKS LN & TUCKER RD - Express to Leacocks Lane, (Leacocks Ln & Tennant St 1556) L Hume Hwy, L Campbelltown Rd, L Glenfield Rd, Glenfield Rd overbridge, Railway Pde, (Glenfield Station 4.09), L Belmont, R Harrow Rd, L Canterbury, R Victoria, L Brooks, R Parliament to cnr Atchison Rd (Macquarie Fields Shops 1623)
2078	LINKS ESTATE, GLEN REGENT, DENHAM COURT	3.37	TO LINKS ESTATE, GLEN REGENT & DENHAM COURT - Express to Hume Hwy, L Congressional Dr, L Lakewood, L St Andrews, L Holston, L Hume Hwy, L Leacocks, L Hume Highway, L Campbelltown Rd, to Denham Ct Rd r/bout, turn around & return via Campbelltown Rd, L Zouch, R Culverstone, L Cubitt, R Springmead, L Denham Ct Rd to Denham Court Rd & Campbelltown Rd 1625
853	HOXTON PARK MIDDLETON GRANGE CARNES HILL	3.36	TO HOXTON PARK RD - R Campbell, L Goulburn, L Elizabeth, R College, Moore St , L Flowerdale, R Hoxton Park Rd, (Hoxton Park Rd & Hill Rd 1559) Hoxton Park Rd (First Av & Hoxton Park Rd 1609) R Cowpasture, L Flynn, (Kingsford Smith Av & Flynn Av 1617) L Kingsford Smith, Second, L Mallow ((Mallow Av & Carmichael Dr 1621)to cnr Cowpasture Rd
851	PRESTONS	3.38	TO PRESTONS - FIRST STOP SAN MARINO DR & KURRAJONG RD - Express to Kurrajong Rd, (Kurrajong Rd before San Marino Dr 1607), L San Marino, R Dalmeny, R Bomaderry, Wroxham,(Prestons Shops, Wroxham St 1611) R Braidwood to cnr Mowbray Rd 16.13
2022	CASULA PRESTONS	3.40	TO CASULA & PRESTONS - FIRST STOP GRAHAM AVE - NO STOP CASULA MALL Express to Graham Av, L Reserve, R Old Kurrajong, R Kurrajong, L Mowbray, R Braidwood, L Bumbera, R Bundanoon, L Braidwood (Braidwood Dr & Tullich Ave 1610)
2024	LURNEA	3.40	TO LURNEA - EXPRESS TO ROSE - Via R Campbell, L Bigge, L Speed, R Mill, L Hume Hwy, R Rose, L Gill, R Reilly, L Liverpool St, R Boundary, L Amalfi, R Graham, Hillview, L Wonga, L Shortland, R Bligh, R Napier, L Kurrajong to Casula Mall - Kurrajong Rd 1605

<b>ROUTE</b>	<b>TO</b>	<b>TIME</b>	<b>AFTERNOON BUS ROUTES</b>
2031	LURNEA PRESTONS	3.40	TO LURNEA & PRESTONS - Via Bigge, R Lachlan, R Forbes, R Campbell, L Bigge, L Terminus, Macquarie, Hoxton Park Rd, L Webster, R Reilly, L Hill, R Hillview, L Wonga, R Kurrajong, L Bernera, R Wroxham, Braidwood south to Corfield Rd & Braidwood Dr

SCHOOL SPECIAL BUS SERVICES

**Liverpool Girls High School T:**

BUS NO.	TIME	MORNING BUS ROUTE
<b>902</b>	07:11	<b>From Holsworthy</b> via Moorebank, diverts to set down in Campbell St <b>(07:45)</b>
<b>M90</b>	07:19	<b>From Bankstown Interchange (Stand C)</b> , diverts to set down in Campbell St <b>(07:59)</b>
<b>902X</b>	07:22	<b>From Sandy Point</b> via Pleasure Pt, Voyager Pt, Holsworthy Station (07:43) (L) Infantry (R) Bardia (L) Village Way (Wattle Grove Shops 07:46) (R) Australis (R) Wattle Grove (L) Heathcote (L) Newbridge (L) Speed (L) Bigge to Campbell St <b>(08:11)</b>
<b>M90</b>	07:39	<b>From Bankstown Interchange (Stand C)</b> , diverts to set down in Campbell St <b>(08:19)</b>
<b>903</b>	07:40	<b>From Chipping Norton</b> (Earnest Ave) diverts to set down in Campbell Street <b>(08:04)</b>
<b>902</b>	07:41	<b>From Holsworthy</b> via Moorebank diverts to set down in Campbell St <b>(08:15)</b>
<b>901</b>	07:47	<b>From Wattle Grove Shops</b> , diverts to set down in Campbell St <b>(08:15)</b>
<b>904</b>	07:48	<b>From Fairfield Station</b> , sets down in Campbell Street <b>(08:24)</b>
<b>903</b>	08:10	<b>From Chipping Norton</b> diverts to set down in Campbell Street <b>(08:34)</b>
<b>901</b>	08:11	<b>From Holsworthy</b> via Wattle Grove diverts to set down in Campbell St <b>(08:45)</b>

BUS NO.	TIME	AFTERNOON BUS ROUTE
<b>901</b>	14:50	<b>To Holsworthy Station</b> (join bus in Campbell St) via Wattle Grove and route <b>901</b>
<b>901</b>	15:08	<b>To Holsworthy Station</b> (join bus in Campbell St) via Wattle Grove and Route <b>901</b>
<b>902</b>	15:12	<b>To Holsworthy Station</b> (join bus in Campbell St) via Moorebank and Route <b>902</b>
<b>M90</b>	15:19	<b>To Burwood</b> (join bus in Campbell St) via Bankstown and Route <b>M90</b>
<b>903</b>	15:29	<b>To Chipping Norton</b> (join bus in Campbell St)
<b>904</b>	15:49	<b>To Fairfield</b> (join bus in Bigge Street near Hume Hwy) via Lansvale and Route <b>904</b>

(L) Bus turns Left (R) Bus turns Right  
Routes in *Italic* refer to public bus services  
UPDATED: 15/12/2015



# Transit Systems School Travel Advice Sheet

## LIVERPOOL BOYS & GIRLS HIGH SCHOOL

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

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

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

MORNING SERVICES		
Bus No	Departing	Bus Route
9306	7:30	EX CECIL HILL HS via Spencer, U-turn at roundabout, L> Feodore, L> Lancaster, U-turn at roundabout to Cecil Hills Shops, L> Feodore, R> Spencer, L> Frederick - North Liverpool, L> Wilson, R> Dowland, R> Aplin, L> Delgarno - Marriott, L> North Liverpool, R> Rundle, R> South Liverpool, R> 2nd Brolga (07:49), L> South Liverpool, L> Rundle, R> North Liverpool, L> Montgomery, R> Brown, R> Gemalla, L> Wearne, R> Lalich, L> North Liverpool - Reservoir, L> Elizabeth, L> Hume, R> Bigge, L> Lachlan, R> Forbes to Liverpool HS. (Arr. 08:15)
9201	7:34	EX CARTWRIGHT & CABRAMATTA via Cartwright, L> Miller, R> Willandra, L> Banks, L> Cabramatta, R> Cartwright, L> Hoxton Park, L> Memorial, L> Copeland, R> Moore, L> Bigge, R> Lachlan, R> Forbes to school. (Arr. 08:05)
9029	7:35	EX EMMAUS COLLEGE via Baker, Aldington, R> Abbott, L> Mamre, L> Kerrs, L> Mt Vernon, L> Mamre, L> Elizabeth, L> Duff, R> Selkirk, R> Cecil, L> Elizabeth, R> Wilson, R> Mount (8:03) then via R> Cowpasture, R> Elizabeth, L> Cabramatta (Bonnyrigg HS bus bay 8:15), R> Townview, L> Reservoir, L> Elizabeth, L> Bigge, R> Lachlan, R> Forbes to school. (Arr. 08:35)
9311	7:35	EX LORD HOWE & HINCHINBROOK via Lord Howe, R> Hinchinbrook - Partridge, L> Whitford, R> South Liverpool, L> St Johns, R> Matthew, L> South Liverpool, Meadows, R> Elizabeth, L> Bathurst, R> Campbell, L> George, R> Lachlan, R> Forbes, R> Campbell to school (Arr. 08:05)
9301	7:41	EX GREEN VALLEY RD & LORD HOWE DR via Lord Howe, R> Green Valley, L> St Johns, R> North Liverpool - Reservoir, L> Edna, L> Phyllis, L> Townview, L> Oliphant (South), R> Townview, L> Reservoir, L> Elizabeth, R> College, R> Moore to Liverpool Station (08:10) then EXPRESS to school (Arr. 08:13)

AFTERNOON SERVICES		
Bus No	Departing	Bus Route
9621	15:14	TO BONNYRIGG HEIGHTS - EXPRESS (First set down Elizabeth Dr after Marsden Rd), via Elizabeth, R> Reservoir, R> Townview, L> Cabramatta, R> Elizabeth, L> Montgomery, R> Brown, L> Aplin, R> Simpson, R> Wilson, L> Mount to Freeman CC
9800	15:27	TO GREEN VALLEY via Forbes, R> Campbell, L> Bathurst, R> Elizabeth, L> Meadows - South Liverpool, R> Matthew, R> St Johns, L> Green Valley, R> Oliveri, L> Rundle, R> Green Valley to Rundle Rd
9810	15:30	TO MILLER via Forbes, R> Campbell, L> Bathurst, R> Elizabeth, L> Maxwells, R> Sadleir, L> Insignia, R> Bobin, L> Heckenberg, R> Cartwright, R> Busby, R> Sth Liverpool, R> Sadleir, L> Sutton, R> Sinclair, L> Maxwells to Elizabeth Dr
9703	15:31	TO MILLER via Forbes, R> Campbell, L> George, R> Moore, L> Copeland, R> Memorial, R> Hoxton Park, R> Cartwright, L> Miller, R> Willandra, L> Banks, L> Cabramatta to Cartwright Ave.
9805	15:32	TO MOUNT PRITCHARD via Forbes, R> Campbell, R> Bigge, L> Hume Hwy, R> Cumberland Hwy, L> Townview, R> Reservoir - Nth Liverpool, R> Meadows to Meadows rd after Elizabeth Dr

Key: L> Bus turns left; R> Bus turns right; EX - bus departs from  
Effective: 14-Oct-19


# Forms

The following pages contain forms that maybe helpful in providing information to the school.

- Explanation of Absence
- Request for Early Leavers
- Request for Uniform Pass
- Change of Student Information *eg Address, phone numbers*
- Student Appeal / Misadventure

# EXPLANATION OF ABSENCE FORMS

Liverpool Girls High School  
**EXPLANATION OF ABSENCE**



**Student's Name:** First Name: ..... Family Name: .....  
Year: ..... Roll Class: ..... Roll Teacher: .....


Date(s) absent from school: .....

Reason for Absence: .....  
.....

Parent / Caregiver signature: ..... Date: .....

✂ -----

Liverpool Girls High School  
**EXPLANATION OF ABSENCE**



**Student's Name:** First Name: ..... Family Name: .....  
Year: ..... Roll Class: ..... Roll Teacher: .....


Date(s) absent from school: .....

Reason for Absence: .....  
.....

Parent / Caregiver signature: ..... Date: .....

✂ -----

Liverpool Girls High School  
**EXPLANATION OF ABSENCE**



**Student's Name:** First Name: ..... Family Name: .....  
Year: ..... Roll Class: ..... Roll Teacher: .....

Date(s) absent from school: .....

Reason for Absence: .....  
.....


Parent / Caregiver signature: ..... Date: .....





# REQUEST FOR AN EARLY LEAVER'S PASS

Liverpool Girls High School  
**REQUEST FOR EARLY LEAVER'S PASS**



**Student's Name:** First Name: ..... Family Name: .....  
Year: ..... Roll Class: ..... Roll Teacher: .....


Date to leave early from school: .....  
Reason for request for leave: .....  
Parent / Caregiver signature: .....  
Date: .....

DP Authorisation Stamp  
Before 8:45 am

**YOU MUST GIVE THIS STAMPED FORM TO THE FRONT OFFICE ON LEAVING  
YOU NEED TO SWIPE OUT AND RECEIVE A LEAVER'S PASS FROM THE OFFICE**

✂ -----

Liverpool Girls High School  
**REQUEST FOR EARLY LEAVER'S PASS**



**Student's Name:** First Name: ..... Family Name: .....  
Year: ..... Roll Class: ..... Roll Teacher: .....


Date to leave early from school: .....  
Reason for request for leave: .....  
Parent / Caregiver signature: .....  
Date: .....

DP Authorisation Stamp  
Before 8:45 am

**YOU MUST GIVE THIS STAMPED FORM TO THE FRONT OFFICE ON LEAVING  
YOU NEED TO SWIPE OUT AND RECEIVE A LEAVER'S PASS FROM THE OFFICE**

✂ -----

Liverpool Girls High School  
**REQUEST FOR EARLY LEAVER'S PASS**



**Student's Name:** First Name: ..... Family Name: .....  
Year: ..... Roll Class: ..... Roll Teacher: .....

Date to leave early from school: .....  
Reason for request for leave: .....  
Parent / Caregiver signature: .....  
Date: .....


DP Authorisation Stamp  
Before 8:45 am

**YOU MUST GIVE THIS STAMPED FORM TO THE FRONT OFFICE ON LEAVING  
YOU NEED TO SWIPE OUT AND RECEIVE A LEAVER'S PASS FROM THE OFFICE**



# REQUEST FOR UNIFORM PASS

Liverpool Girls High School  
**REQUEST FOR UNIFORM PASS**



**Student's Name:** First Name: ..... Family Name: .....  
Year: ..... Roll Class: ..... Roll Teacher: .....


Items: .....  
Reason for being out of uniform: .....  
.....

Parent / Caregiver signature: .....  
Date: .....

Authorisation Stamp  
Before 8:45 am

✂ -----

Liverpool Girls High School  
**REQUEST FOR UNIFORM PASS**



**Student's Name:** First Name: ..... Family Name: .....  
Year: ..... Roll Class: ..... Roll Teacher: .....


Items: .....  
Reason for being out of uniform: .....  
.....

Parent / Caregiver signature: .....  
Date: .....

Authorisation Stamp  
Before 8:45 am

✂ -----

Liverpool Girls High School  
**REQUEST FOR UNIFORM PASS**



**Student's Name:** First Name: ..... Family Name: .....  
Year: ..... Roll Class: ..... Roll Teacher: .....

Items: .....  
Reason for being out of uniform: .....  
.....

Parent / Caregiver signature: .....  
Date: .....

Authorisation Stamp  
Before 8:45 am





## Change of Details / Information

Please advise us if you have recently changed your family contact details or address. You will need to **provide 3 copies of proof** of student's residential address (e.g. council rates, residential lease, electricity accounts, etc). Change of student name or guardianship **requires proof** (e.g. court documents, official or legal notice etc.) **Must also provide a copy of the Medicare Card.**

STUDENT/S DETAILS:			
Student Name:		Roll:	Date of Birth:
Student Name:		Roll:	Date of Birth:
Student Name:		Roll:	Date of Birth:
ANY BROTHERS OR SISTERS ENROLLED AT A NSW GOVERNMENT SCHOOL? <input type="checkbox"/> YES / <input type="checkbox"/> No			
If yes, which school?		List Names / details below	
Student Name:		Year:	<input type="checkbox"/> M / <input type="checkbox"/> F Date of Birth:
Student Name:		Year:	<input type="checkbox"/> M / <input type="checkbox"/> F Date of Birth:
CONTACT DETAILS:			
Parent / Caregiver (Mother)	Title:	Name:	
	Email:		
	Work Phone:	Mobile Phone:	
Parent / Caregiver (Father)	Title:	Name:	
	Email:		
	Work Phone:	Mobile Phone:	
Previous Address			
New Address:			
Home phone:	Old Number:	New Number:	
Emergency Contact 1	Title:	Name:	
	Relationship:		
	Work Phone:	Mobile Phone:	
Emergency Contact 2	Title:	Name:	
	Relationship:		
	Work Phone:	Mobile Phone:	
SPECIAL CIRCUMSTANCES AND INFORMATION:			
Family Law Court Orders:			
Health Information:			
Other Information: (e.g. doctors information, medical information, parent name change, etc.)			
SIGNATURE OF PERSON UPDATING INFORMATION			
Signature:	Name:	Relationship:	

- Timetable adjusted (Edval)   
  ERN Adjusted   
  Teachers notified – SENTRAL broadcast  
 BOSTES Updated – Ms Duke   
  Processed by: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_





# Student Appeal / Misadventure

This form is to be completed by a student who is unable to attend/submit an assessment task on the due date. Procedures in this assessment booklet must be followed in order for any consideration to be extended with regards to the task.

1. Complete and present this form to the appropriate Head Teacher. *(This should be done prior to the due date where applicable or on the first day of your return to school.)*
2. If approval is granted, this form together with any other relevant documents such as a doctor's certificate with a valid medical reason must be attached to the assessment task on submission

Failure to submit this form promptly may adversely affect the result of your request. It should not be assumed that an application using this form will be successful, as the reasons advanced will be assessed on their merits.

Student's Name: ..... Home Phone: .....

Year/Course/Class: ..... Teacher: .....

Assessment Task Missed: ..... Due Date: .....

### Student Statement in Support of the Appeal / Misadventure

You need to detail your reasons for the appeal. You may provide evidence to the contrary that supports your appeal. Supporting evidence attached  YES  NO Type: .....

*My appeal is based on the following grounds:*

.....

.....

.....

Student's Signature: ..... Parent's Signature: .....

### Recommendations / Action:

.....

.....

### Endorsement

Class Teacher:  YES  NO Signature: ..... Date: .....

Head Teacher:  YES  NO Signature: ..... Date: .....

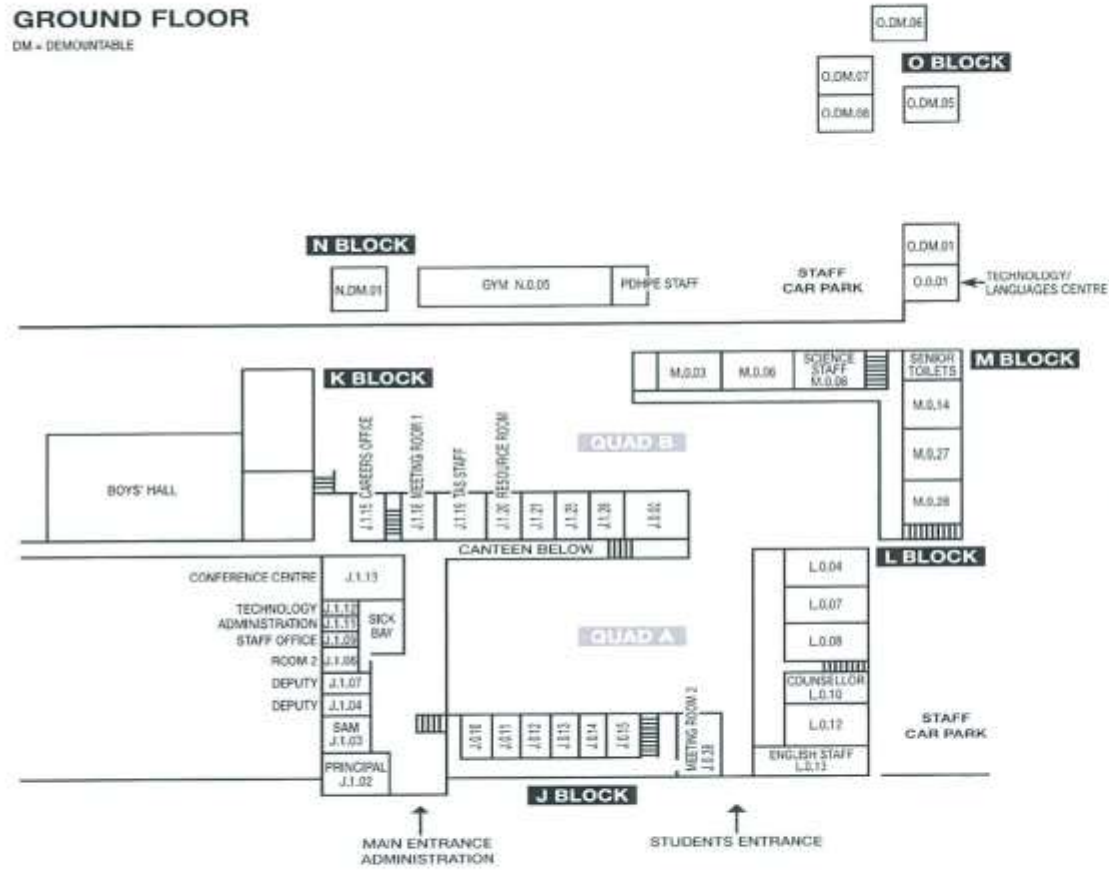
New Submission Date: ..... (if granted)

Copy to :  Head Teacher;  HT Welfare,  Student File,  Student Copy  Noted SENTRAL

# LIVERPOOL GIRLS HIGH SCHOOL MAP

## GROUND FLOOR

DM = DEMOUNTABLE



## LOWER GROUND FLOOR

DM = DEMOUNTABLE



## FIRST FLOOR

