

NARARA VALLEY HIGH SCHOOL

NEWSLETTER

June 2025

PRINCIPAL REPORT

As Term 2 and our first semester ends, we have a wonderful opportunity to reflect on what has been a highly productive and enjoyable year so far. Narara Valley High School has engaged in a diverse array of activities, both in the classroom and through extracurricular pursuits.

Central Coast Dance Festival

It was my pleasure to attend the Central Coast Dance Festival this year to see our highly talented dancers perform. Narara Valley High School entered performances in multiple shows across the festival as well as providing MCs. Every student taking part did their school proud! I would like to sincerely thank our Dance teacher, Ms Ragen, who choreographed the dances and took great care of our students throughout. I would also like to recognise our HT CAPA, Mrs Akhurst, who was the official photographer for the festival. We are so fortunate to have such talented students and staff at our school.

Support Unit Snow trip

In Week 9 an intrepid group of travellers from the Narara Valley High School Support Unit made their way to Perisher for a wonderful week in the snow. It was great to see the smiling faces when they returned on Friday afternoon after what was a memorable week. Staff reported that the students had a great time and were fantastic to work with throughout. There are a number of action shots posted on the school Facebook page which are recommended viewing. My sincere thanks to Mr Barnes, Ms Rose, Mr Sultana, Ms Greentree and Ms Golledge for taking the students on this adventure. These things don't happen without staff giving up large amounts of their own time and we are all very grateful.

NAIDOC

In Week 10 we are celebrating NAIDOC week with a big day of activity on Wednesday. Students will take part in a diverse range of learning opportunities celebrating the theme of 2025: The next generation: Strength, vision and legacy. My thanks in advance to Ms Ludlam as chief organiser, as well as Taeya Davison and the fantastic organising team.

Farewell, Mr Bannister

At the end of Term 2 our school officially farewells Mr Brian Bannister after decades of dedicated service to the students, staff and community of Narara Valley High School. Mr Bannister is our longest serving staff member, having been a teacher at the school since before it's establishment on the present day site. His contributions have been too numerous to mention, as has the depth of his commitment. Bannister house proudly carries his name, which is a fitting tribute to his particular dedication to sport at our school. On behalf of Narara Valley High School, I would like to congratulate and sincerely thank Mr Bannister for all that he has done. We wish him a long and happy retirement.



ANDREW SKEHAN
Principal



DEPUTY PRINCIPAL REPORT YEAR 7 & 10

YEAR 7

As we reach the end of Term 2, I would like to take a moment to reflect on the progress and achievements of our Year 7 students. This term has been filled with learning, growth, and community engagement, and I am proud of how our students have embraced the challenges and opportunities presented to them.

Academic Achievements

Year 7 has made remarkable strides in their academic pursuits. Many students have shown great improvement in their literacy and numeracy skills, thanks to their hard work and the dedication of our teaching staff. Students have also been introduced to new subjects this term in Tech classes, which have sparked enthusiasm and curiosity among students.

Extracurricular Activities

This term, many Year 7 students participated in various extracurricular activities, including Targeted Sports Program events, CAPA and Dance festivals just to name a few. These activities not only enhance students' skills but also foster teamwork and camaraderie. I encourage all students to get involved in the upcoming events in Term 3, as they provide valuable opportunities for personal growth and social interaction.

Looking Ahead

As we prepare for Term 3, I encourage students to set personal goals for their learning and to continue to strive for excellence. I look forward to seeing many parents attend our 7 to 10 Parent Teacher Evening, and am hopeful that some valuable conversations will be had on supporting our Year 7 students reach their educational goals.



DEPUTY PRINCIPAL REPORT YEAR 7 & 10

YEAR 10

As we conclude Term 2, I would like to also take this opportunity to reflect on the achievements and developments of our Year 10 students. This term has been a significant period of growth as our students prepare to transition into their senior years of schooling.

Year 10 has displayed commendable dedication to their studies, with many students achieving impressive results across various subjects. Our teachers have been working diligently to provide engaging and challenging lessons that cater to the diverse learning needs of our students. I encourage parents to discuss their child's progress and achievements during this term, as it is important to celebrate their hard work.

Subject Selection for Year 11

A key focus for Year 10 this term has been the subject selection process for Year 11. Our students have been actively engaged in discussions about their future pathways and the subjects they wish to pursue. We conducted an information session to guide students and parents through the selection process, highlighting the importance of choosing subjects that align with their interests and career aspirations. I thank all of those who attended this event.

Students will be interviewed by our Transition Team Week 1 next term and we encourage open conversations at home to help guide their decisions. It is essential that students consider their strengths, passions, and future goals when making their choices.

Thank you for your ongoing support and encouragement of our students. Together, we can continue to foster a positive and nurturing learning environment. Wishing everyone a safe and enjoyable break!



GEOFFREY FLEMING
Deputy Principal
Year 9 & 12

Education

DEPUTY PRINCIPAL REPORT YEAR 9 & 12

Year 9

It's been a productive and positive time for our Year 9 cohort as they continue to engage with their core classes and three chosen electives. Students are demonstrating growing independence and curiosity in these subjects, and it's been great to see many embracing new challenges with enthusiasm and creativity.

Recently, all Year 9 students participated in a survey regarding their elective choices for next year. As they prepare to move into Year 10, they may have the option to transition into a **100-hour elective**, allowing them the opportunity to study a new elective. Mr Fleming and Mr Enders will provide more information to students and their families during Term 3.

As always, we remind students to continue upholding the **PBL values** that guide our school community:

- **Respect** – for teachers, peers, and the learning environment.
- **Responsibility** – by being prepared, arriving to class on time and making positive choices.
- **Personal Best** – by setting goals, staying focused, and striving to improve in all areas.

A few important reminders:

- **Mobile phones must be off and away** during the school day. We thank students and families for continuing to support this important policy, which helps keep our classrooms focused and respectful.
- **The Year 9 winter jumper is red** and part of the official uniform. Please ensure students are wearing the correct attire during colder weather. **NVHS black tracksuit pants are available from the uniform shop** and may be worn as part of the winter uniform. These tracksuit pants are warm and ideal for the cold mornings and chilly days at school.
- Looking ahead, **students entering Year 10 in 2026 will have the option to purchase and wear the new NVHS Black jumper**—a distinctive part of the updated senior student uniform.

I am proud of the way Year 9 students are embracing their learning and responsibilities. With continued effort and commitment to our school values, they are laying strong foundations for success in future years.



RESPECT



RESPECT FOR MY TEACHERS

- I follow the teacher's instructions the first time they are given.
- I listen respectfully. (No calling out or speaking whilst the teacher is giving instructions.)




RESPECT FOR OTHERS

- I Keep my hands to myself.
- I use appropriate language. (No swearing or vulgar language- directed or nondirected).
- I think before I say things to others and don't say it if it might be hurtful to them.




RESPECT FOR MY SCHOOL ENVIRONMENT

- I put my rubbish in the bin.
- I treat school property and equipment with care




RESPONSIBILITY




UNIFORM RESPONSIBILITY

- I wear my school uniform proudly




CLASSROOM RESPONSIBILITY

- I enter the classroom in a quiet and respectful manner.
- I sit and remain in the assigned seating plan.
- I have the correct equipment ready and use it appropriately.



YONDR

- I lock my phone in my YONDR pouch before roll call each day



ATTENDANCE RESPONSIBILITY

- I attend school each day.
- I am on time for class.
- I obtain permission if I need to leave class




PERSONAL BEST




PERSONAL BEST EACH DAY, EVERY DAY

- I complete all my set work to the best of my ability.
- I participate in classroom discussion in a positive manner
- I complete all of my homework.
- I complete all of my assessment tasks and ensure I submit them by the due date.
- I participate in all school activities in a positive manner.









Education

DEPUTY PRINCIPAL REPORT YEAR 9 & 12

Year 12

As we approach the final term of schooling for our Year 12 cohort, a sense of anticipation, focus, and excitement is beginning to build. This upcoming term marks a significant milestone in your educational journey, with Trial HSC Examinations scheduled for Weeks 5 and 6 of Term 3.

The Trials are a crucial opportunity for students to experience the structure and demands of the HSC under exam conditions. They provide valuable insight into each student's progress and help identify areas that need refinement ahead of the final exams. While the pressure can feel intense, remember that preparation, time management, and support are key to navigating this period with confidence.

Here are some key reminders for the coming weeks:

- **Study smart:** Focus on targeted revision, practise past papers, and seek feedback from your teachers.
- **Stay healthy:** Maintain a balanced routine with enough rest, good nutrition, and time for exercise or relaxation.
- **Seek support:** Reach out if you're feeling overwhelmed. Your teachers, Year Advisors, and the Wellbeing Team are here to help.

In addition, a reminder that school fees must be finalised by the end of Term 3. Parents are receiving regular statements of accounts that need to be paid. If you have any concerns or require assistance, please contact the school office to discuss available options.

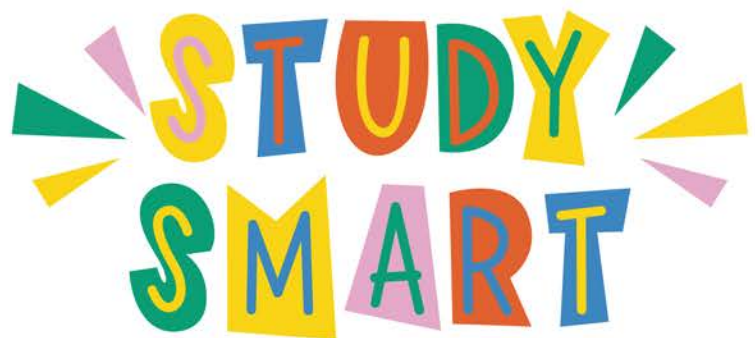
We're also excited to let you know that details regarding the Year 12 Formal will be shared shortly. This is a much-anticipated celebration of your achievements, and we look forward to marking this special occasion together.

We encourage students to use the upcoming holiday break to begin structured preparation, balancing rest with regular revision. The final term is not just a countdown—it's a chance to consolidate learning, aim high, and finish strong.

Let's make it count, Year 12!



AMANDA BARRALES
Rel. Deputy Principal
Year 9 & 12





DEPUTY PRINCIPAL REPORT YEAR 8 & 11

Year 8:

We want to express our sincere gratitude to all our families for attending our Subject Selection Night. Your engagement and support are vital as your child navigates the important decisions regarding their educational pathways over the coming years.

Evening Highlights:

The night was filled with valuable information about the various subjects available to students as they prepare for Years 9 and 10. We hope you found the presentations insightful and that they helped clarify any questions you had about the curriculum and subject offerings.

Positive Community Feedback:

We received overwhelmingly positive feedback from participants, highlighting the enthusiasm and sense of community in our school. It was wonderful to witness families coming together to discuss and explore options for their children's education. Your participation not only supports your own child but also strengthens our school community.

Subject Selection Guidance:

As a reminder, we encourage students to carefully consider their subject selections, for their 200 and 100-hour courses. Here's a brief overview:

- **200-hour Courses:** These are more in-depth subjects that require a greater commitment for the next two years and will allow students to explore topics in greater detail. They often align with specific interests and career pathways, providing a solid foundation for future studies or vocational training.
- **100-hour Courses:** These subjects offer a more introductory experience, allowing students to engage with a variety of topics without the same level of commitment over a one-year period. They can be a great way for students to discover new interests.

It's essential for students to reflect on their strengths, interests, and future aspirations when making these selections. We encourage open discussions at home about the potential impacts of these choices. As our students prepare to embark on this exciting journey into Years 9 and 10, we wish them all the best. These years are crucial for their academic and personal development, and we are here to support them every step of the way. Thank you once again for your partnership and support in your child's education. Together, we can ensure they have a rewarding and successful experience at Narara Valley High School.

DEPUTY PRINCIPAL REPORT YEAR 8 & 11

Year 11:

As we continue our academic journey this year, I want to take a moment to emphasise the importance of students attending all of their classes on time. Being present and punctual not only sets a positive tone for your learning but also ensures you are fully prepared to engage with the material being taught. Each lesson is an opportunity to deepen your understanding and enhance your skills as you prepare for the HSC.

The Benefits of Consistent Attendance:

- **Enhanced learning:** Regular attendance allows you to absorb information progressively, making it easier to connect concepts and retain knowledge.
- **Active participation:** Being in class gives you the chance to participate in discussions, ask questions, and collaborate with your peers, all of which enrich your educational experience.
- **Staying on track and up to date:** Missing classes can lead to gaps in your understanding, making it challenging to keep up with coursework and assignments.
- **Clear N-Ward Warnings:** If you have received any N Award-warnings regarding assessment tasks, please take immediate action to address these concerns. Clearing these warnings is crucial for your academic progress. Remember, it's never too late to turn things around, and taking proactive steps now can lead to positive outcomes.
- **Seek Support When Needed:** If you find yourself struggling with coursework or need assistance, please do not hesitate to reach out for help. You can speak to your Year Adviser, Head Teacher of Faculty, or myself as Deputy Principal. We are here to support you and ensure you have the resources you need to succeed.

Your education is a partnership between you and the school, and we are committed to helping you achieve your goals. Let's make this year a successful one by staying engaged, attending all classes, and supporting one another. Wishing you all the best in your studies, Mr Goodenough.



ROY GOODENOUGH
Deputy Principal
Year 8 & 11

WELLBEING

NAIDOC Week Celebrations - Wednesday 2nd July 2025

Today was one for the memory books!

We kicked off our NAIDOC celebrations with a Community Yarn Up, welcoming the parents and families of our Aboriginal and Torres Strait Islander students.

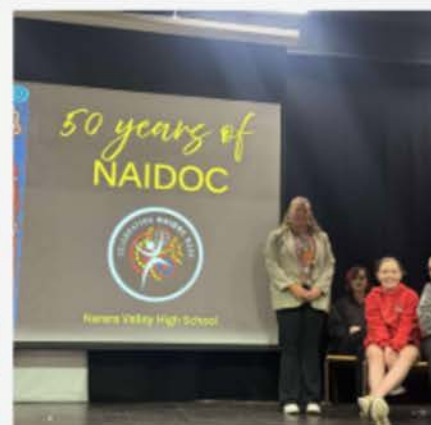
Our day began with a powerful welcome assembly, led by students who shared the meaning of NAIDOC and the significance of this year's 50th anniversary theme.

After recess, students rotated through a variety of engaging cultural activities, including bracelet making, Yulunga games, keychain decorating, and scratch art.

Everyone enjoyed a special BBQ lunch featuring kangaroo meat tastings, wattle seed ice cream, and lemon myrtle damper.

Congratulations to the winners of our NAIDOC Day prize draw!

A huge thank you to our amazing students and staff. We loved seeing the enthusiasm, engagement, and strong sense of community that shone through the entire day.



WELLBEING

Stand Tall

Our students represented our school proudly at Stand Tall in Darling Harbour yesterday.

After a very early, chilly morning on the train, we arrived to hear some amazing speakers and musical performances.

Our students displayed impeccable behaviour the entire day and should be proud of themselves.



Coast Shelter Dinner Drive

Our latest student volunteers for Coast Shelter Dinner Service: Ruby, Gabriella, Ben, Xavier, Scout and Ivy... always respectful, always kind, always compassionate. It is our privilege to share the kitchen with them.



Reconciliation Week

We began the week with a whole school assembly to acknowledge National Sorry Day.

We were incredibly proud to hear from some of our amazing Aboriginal and Torres Strait Islander students, who spoke powerfully about the significance of this day. They also shared what's ahead for Reconciliation Week, highlighting the activities planned over the next four days.

It was a meaningful and moving start to an important week of reflection, learning, and connection.



WELLBEING

Reconciliation Week: Amazing Race

During Reconciliation week our students participated in an Amazing Race around the school, uncovering clues and learning about the rich cultures and histories of Aboriginal and Torres Strait Islander peoples.

It was heartwarming to hear their reflections and insights as they engaged with the activities, deepening their understanding and appreciation for the significance of reconciliation.



Reconciliation Week Walk

Some of our Aboriginal and Torres Strait Islander students proudly took part in this year's Reconciliation Walk, hosted by Coast Shelter.

Together with our local community, we walked down Manns Road, Gosford, before entering Industree Group Stadium for the main event.

Students enjoyed a rich celebration of culture through song, dance, and storytelling. We're so grateful to have been part of this special Reconciliation Week event, honouring connection, understanding, and unity.



WELLBEING

Reconciliation Week activities

As part of our ongoing acknowledgement of Reconciliation Week, our Year 7 and 8 students, along with our Support Unit classes, have participated in engaging lessons throughout the week. It was fantastic to see students actively sharing their learning and reflections.

Some of their incredible artworks are now on display alongside a “Then and Now” journey outside the Wellbeing Office. We encourage everyone to stop by and take a moment to appreciate the creativity and thoughtfulness our students have brought to this important week.



WELLBEING

Community announcements



Mingaletta
Mingaletta & Torres Strait Islander Corporation

FAMILY FUN DAY AT MINGALETTA

Join us for a day of connection, culture and community, designed especially for gudjagang (children) and their families.

**Tuesday, June 24
11am-2pm**

at: **Mingaletta Aboriginal & Torres Strait Islander Corporation**
6 Sydney Ave, Umina 2257

What to expect:

- Petting zoo
- Face painting & Art workshops
- Jumping castle
- Immunisations
- Chats with local health and wellbeing workers
- Free Merchandise (limited number)

For more info contact: Thomas.Franks1@health.nsw.gov.au



headspace
Gosford

music group

with Trent Crawford

TRENT CRAWFORD
MUSIC.COM

what?
Join headspace Gosford and Trent Crawford for a 10-week program to get involved with music...whether you're learning an instrument, writing songs or programming beats on a computer! Get inspired by your favorite genre (rock, country, pop, metal and more) and let Trent help you build the skills to master it! At the end of the program, you will have the opportunity to show off your new skills on stage or in a small concert!

where?
headspace Gosford
1/237 Mann Street, Gosford

when?
Friday afternoons, 3:30-5pm
Kicking off on 6 June

Call our Groups Coordinator Tracey to sign up on 4304 7870!

VOCATIONAL EDUCATION AND TRAINING (VET)

Our beginning VET students are quickly approaching the 20-week mark in their Vocational Education Courses, and it's been inspiring to see their growth. They've been diving into hands-on projects, building real-world skills, and preparing for upcoming assessments. This milestone reflects their hard work and dedication, and we're excited to see how they continue to develop in the coming weeks.

Work placements have commenced and continue to play a crucial role in Vocational Education, offering students practical, real-world experience and exposure to industry settings. We are dedicated to strengthening our partnerships with local businesses to provide meaningful work placement opportunities. Early feedback from employers has highlighted the competence and professionalism of our VET students, and we are delighted with their performance thus far.

Congratulations to all students who have successfully completed their initial round of work placements.

As we move into Semester 2, we ask our VET students to maintain focus and dedication as their assessment will continue to come from now on. We want all our students to give themselves the best opportunities at achieving competence in all areas of their respective courses by being in classes consistently, applying themselves with diligence and completing all work (including course work, practical preparation activities and practical assessment) is vital to their success.

Our Year 12 VET students are almost to the end of their journey, but we would also like to encourage them to stay focused and maintain motivation to ensure that all work and course expectations are met to achieve final qualifications. As we are very close to Trial Examination time, we ask those students sitting exams to begin their study preparations now, along with their teacher direction to ensure they are as best prepared to sit these examinations as possible.

We are excited to see what the second half of the year has in store for our students and for us as their trainers. As always, please reach out if you have any questions or concerns.



Real Skills. Real Experience. Real Futures.

NVHS VOCATIONAL EDUCATION & TRAINING

Has your child considered studying a VET subject at NVHS?

- Real-World Skills
- Learn by Doing
- Boosts Employability
- Builds Confidence & Independence**
- Pathways to Employment**



well★done

VOCATIONAL EDUCATION AND TRAINING (VET)

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We are excited to see what the second half of the year has in store for our students and for us as their trainers. As always, please reach out if you have any questions or concerns.



Important upcoming VET dates:

YR 12 TRIAL EXAMINATIONS – Term 3, Weeks 5 & 6



SARAH ANDERSON
Rel. VET Coordinator

CAREER

CAREERS AND TRANSITION NEWS

Year 10 Update: Future Pathways, Subject Selection & Work Experience

This semester, our Year 10 students have been focusing on future pathways, with a strong emphasis on subject selection and gaining real-world experience through Work Experience and TAFE taster programs.

Subject Selection Interviews – Term 3 Week 1

Subject Selection Interviews will take place in Week 1 of Term 3 (Monday 21 July – Friday 25 July). These interviews help students make informed decisions about their senior school subjects and career aspirations.



**Parents and carers who wish to attend are encouraged to book a timeslot via the Student Portal.
Bookings are open until 5:00pm on Friday 11 July.**

Work Experience and Industry Exposure

Work Experience placements are ongoing, with students gaining insight into a variety of careers and workplaces. So far, we've seen some exciting placements, including:

- **Australian Reptile Park** – where a student explored wildlife care and conservation.

The Australian Reptile Park, located in Somersby on the Central Coast of New South Wales, Australia, is a renowned wildlife facility recognized for its extensive collection of reptiles and other native Australian fauna. The park is committed to both education and conservation, providing visitors with the opportunity to engage with and learn about a diverse range of species, particularly those indigenous to Australia.

I was fortunate to undertake a work experience placement at the park, where I gained invaluable knowledge and hands-on experience in animal care. This included daily tasks such as feeding, habitat cleaning, and overall animal welfare, alongside engaging with visitors.

During my time at the park, I had the privilege of meeting both dedicated professionals and an array of fascinating animals, creating memories that will last a lifetime. Over the course of four days, I rotated between working with reptiles and mammals, both of which provided unique and rewarding experiences.

This opportunity has solidified my aspiration to pursue a career as a zookeeper, and I am now more determined than ever to work full-time at the Australian Reptile Park in the future.

Report and photos by Khiara Krug, Year 10



CAREER

CAREERS AND TRANSITION NEWS

- **RAAF Base** – where another student experienced a structured and immersive introduction to Defence Force careers.

The Air Force Youth Program provides young men and women with exposure to various skills, trades, and lifestyle experiences. Students participate in a range of indoor and outdoor activities that offer insight into a wide variety of careers, including aircrew roles, engineering, maintenance, logistics, air traffic control, fire and rescue, administration, ground defence, and many others.

Through my experience with the program, I gained a clearer understanding of where my career could go. I had the pleasure of meeting incredible people from all over New South Wales, as well as many inspiring men and women who serve in our defence forces. I also learned about different career opportunities and how to pursue them.

During the program, my days were spent at RAAF Base Williamtown, visiting various stations and facilities to observe different jobs in action. I also had the opportunity to eat in the mess and work out in the base gym, which added to the full experience of military life.

This experience is open to everyone with opportunities for people from all backgrounds if you're interested in Defence work experience. <https://defencecareers.nga.net.au>

Report and photo by Lewis Pankhurst

In addition to individual placements, many students have been attending **TAFE YES (Youth Engagement Strategy)** taster days, sampling vocational training across a wide range of industries including:

- Hair, Beauty and Makeup
- Animal Care
- Health and Childcare
- Café Operations and Hospitality
- Automotive, Electrical and Plumbing



These opportunities are helping students explore their interests, build confidence, and start thinking critically about their future goals.



CAREERS AND TRANSITION NEWS

The **Work Experience process and the Term 2 Assessment Schedule** have already been emailed to families.

If you have questions or need support with upcoming placements, please don't hesitate to get in touch with the school.

We're proud of the way Year 10 students are engaging with these opportunities and thank our families for their continued support.

Years 11 & 12 Update: Vocational Pathways and HSC Preparation

Year 11 – Building Foundations for Stage 6

Our Year 11 students began their senior journey this year with a **Stage 6 Parent Information Evening** held early in Term 1.



This session helped families understand the structure and expectations of senior study and the various pathways available beyond school.

A key focus for many of our students has been the integration of **vocational education and training (VET)** into their HSC pattern of study.

This year, we have **21 eVET students** participating in a range of courses through TAFE and other RTOs. These include:

- Fitness
- Electrotechnology
- Automotive (Mechanical Technology)
- Early Childhood Education and Care
- Human Services (Allied Health Assistant)
- Beauty Services (Make Up)
- Community Services
- Animal Care



We also have a student completing a School-Based Apprenticeship and Traineeship (SBAT) in Barbering, attending TAFE one day a week and participating in a paid work placement another day each week.

A special mention goes to **Maydia Fennell**, who is studying 4-unit Automotive and will sit her HSC exam in this subject alongside the Year 12 cohort this year. Congratulations also to **Tazmyn Pellew** and **Mackenzie Williams**, who are completing their **4-unit Beauty Services (Make Up)** course in 2025.



CAREERS AND TRANSITION NEWS

Maydia's report:

In my TAFE TVET Automotive Mechanics course, I've been learning the fundamentals of how cars work and how to fix them. We've covered everything from engines and suspensions to transmissions and brakes. I've gotten hands-on experience using tools safely and effectively, which has helped me understand how different systems in a car connect and function together. It's been a great way to build my confidence and mechanical skills.



One of the most important things I've gained is the ability to identify and troubleshoot problems quickly and efficiently. I've been learning how to spot common issues, like worn parts or engine faults, and apply the right solutions to get things working again.

This course has given me a strong foundation for moving into the automotive industry, where I'm excited to keep growing and learning even more.

Year 12 – Preparing for the Final Stretch

In Term 2, we hosted a **Year 12 Parent Information Evening** focused on preparing students for the HSC and life beyond school. One of the highlights was hearing from recent graduates, who shared their personal HSC experiences and insights into university, TAFE, and workforce transitions.

This year, **10 Year 12 students** are finishing up their eVET courses in October. Areas of study include:

- Information and Digital Technology (Cloud Computing)
- Human Services (Allied Health Assistant)
- Tourism, Travel and Events
- Certificate III in Health Services Assistance (via SBAT, with three students completing this pathway)



Academic Support and Post-School Planning

Both Year 11 and 12 students recently participated in **HSC workshops** as part of the *HSC Pathway to Success* initiative, run by **Macquarie University** in partnership with **Inspiration Education**. These sessions were delivered by experienced senior HSC markers, school counsellors, and university ambassadors. The program provided valuable strategies for managing the academic pressures of the HSC and planning meaningful post-school pathways.

We are proud of the way our senior students are embracing both academic and vocational opportunities as they prepare for their future careers and further study.

CAREERS AND TRANSITION NEWS

Supporting Student Futures

Throughout Terms 1 and 2, the Careers and Transition (CAT) team have been working hard to connect students with meaningful and inspiring opportunities to explore their future pathways. Many of these initiatives will continue into the second half of the year, and we're incredibly proud of the way students are engaging with the experiences provided.

Mentoring Programs

- **Plan-It Youth Mentoring (Year 10):** Every Monday, a group of dedicated community mentors works one-on-one with selected Year 10 students, providing support, goal setting, and guidance. We sincerely thank our mentors for generously sharing their time and wisdom.
- **NRL School to Work (Indigenous students):** Through the NRL's School to Work program, Indigenous students engage in mentoring, leadership training, and work experience. A special thank you to **Jason Fairleigh**, who facilitates these impactful sessions every second Monday.

Industry Workshops and Experiences

- **Women in Construction Workshop:** Year 10 students **Mia Jones** and **Tayla Howarth** recently attended a workshop hosted by **North Construction** at Gosford RSL. They heard from female leaders in the construction industry, met members of the Mariners Women's Football team, and got hands-on building birdhouses.
- **ADF Career Talk:** Early in Term 1, members of the **Australian Defence Force recruitment team** visited the school to share information about ADF career pathways. Students were engaged and asked thoughtful questions about trade and university options within the defence forces.
- **Guide Dogs NSW Talk:** On Thursday 19 June, students met **Karlee Symonds** and her guide dog Isla. Karlee, who has been blind since birth, gave an inspiring presentation about her life, challenges, and the role of guide dogs. She also spoke about career opportunities within the **Guide Dogs NSW/ACT organisation**.



CAREERS AND TRANSITION NEWS

Hands-On Skill Development

- **White Card Training:** Two **White Card** sessions were delivered this semester, allowing students to gain the certification needed for work experience in construction. The trainers praised students for their focus and professionalism. At least one more session is planned for later in the year.



Careers Expo

At the end of Term 1, students visited the Central Coast Careers Expo at The Entertainment Grounds. With stalls from universities, TAFE, employers, and trade training providers, students were able to explore a wide range of future opportunities and try out practical skills in hands-on demonstrations.

A huge thank you to the following staff who assisted Mrs Miller on the day - **Mrs Spence (Work Studies teacher)**, **Mr Bayhan Baydar (SSO)**, and **Mr Carroll (Year 10 Advisor)** —and an extra thank you to Mr Carroll for driving the shuttle bus!



CAREERS AND TRANSITION NEWS

ATSI School-Based Traineeship in Health

On Monday 2 June, Linda Tanner from Central Coast Local Health District spoke to our Aboriginal and Torres Strait Islander students about a School-Based Apprenticeship opportunity at Gosford Hospital.

Students who participate will:

- Work one day a week in a health-related role (e.g. nursing),
- Attend TAFE on Wednesday afternoons, and
- Continue regular school on the other four days.

This paid program provides a valuable pathway into the health sector and is a fantastic opportunity for students considering careers in healthcare.

The CAT team looks forward to continuing these programs and adding even more valuable opportunities in Terms 3 and 4. If your child is interested in participating in any upcoming events, please encourage them to speak to the Careers Adviser.

COMING SOON

HANDS-ON CAREER EXPERIENCES FOR YEAR 10–12 STUDENTS

We're excited to offer two fantastic opportunities next term for students interested in **Hospitality and Construction**. These hands-on programs are designed to give students insight into industry expectations and workplace skills while connecting classroom learning to real-world experiences.

★ Hospitality Hotshots Program – Gosford RSL ★

What's involved:

Behind-the-scenes tours and hands-on rotations in:

- Kitchen (e.g. pizza or arancini making)
- Catering & table service
- Functions & event setup
- Beverage service
- Motel operations (e.g. triple-sheeting a bed)

When:

- **Day 1: Thursday 14 August 2025, 10:00am–2:30pm (arrive 9:45am)**
- **Day 2: One-day work experience between 8–12 September 2025**

Where: Gosford RSL, West Gosford

Who: Year 10–12 students studying or interested in Hospitality

Students will also participate in one day of work experience during September.



How to register:

Students must submit an **Expression of Interest (EOI)** via the **QR code on the flyer** below and speak to the Careers Adviser for approval.

CAREERS AND TRANSITION NEWS

Hospitality Hotshots Program

Explore a career in hospitality

Gosford RSL Club is offering students an exciting opportunity to immerse themselves in the hospitality industry and explore local career pathways on the Central Coast.

What's involved?

DAY 1: Club Experience

Spend a day at Gosford RSL to:

- Tour the venue and go behind the scenes
- Take part in hands on activities across different departments
- Learn about career pathways in hospitality

DAY 2: Work Experience

Complete a one-day work experience opportunity, offering hands-on learning in one of the club's key areas: motel, kitchen, restaurant service or events.

Why join?

- ✓ Explore the hospitality industry
- ✓ Meet and learn from industry professionals
- ✓ Gain real industry experience

Submit your EOI



Date	Thursday 14 August 2025. Followed by one day of work experience between 8-12 September 2025.
Time	10:00am- 2:30pm.
Where	Gosford RSL Club. 26 Central Coast Highway, West Gosford.
Who	Year 10-12 students
How	Submit your Expression of Interest with the above QR code.

CAREERS AND TRANSITION NEWS

★ Construction Taster Program – On Site at School ★

What's involved:

- A full-day, hands-on carpentry experience run by Construction Trade Qualifications (CTQ)
- Simulated construction site including a safety briefing and project-based teamwork
- Students will help construct a selected item for the school - Outdoor learning platform

This is a unique opportunity available by invitation only. Students will be contacted if they meet the requirements.

When: Wednesday 6 August 2025

Where: At school

Who: 15 students selected from Year 10

Requirements:

- Students must wear steel-capped boots
- All other PPE and materials are provided
- Cost: Fully funded (no cost to students or school)



Upcoming Free Webinars for Senior Students and Parents

There are two topical and informative webinars coming up, designed to support senior students and their families as they explore work and study options:

How to Get a Job in Retail This Shopping Season

- **When:** Tuesday 29 July 2025 at 5:00pm (AEST)

A practical session offering tips and advice for landing a casual or part-time job during the busy holiday retail season.

Register via [this link](#).

Navigating Your Post-School Plans with Confidence

- **When:** Thursday 21 August 2025 at 6:00pm (AEST)

A reassuring and insightful discussion about post-school options for students who are still unsure about their next steps.

Register via <https://register.gotowebinar.com/register/1727622386719158620>

Both webinars are free and suitable for students and parents.



PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

**"Never say never because limits, like fears, are often just illusions."
- Michael Jordan -**

As the year continues, our many sporting endeavors grow and the Blacksnakes continue to be successful across a range of programs and competitions!

TSP - TSP Cup Gala Day – Tuggerah Sporting Complex

The Term 2 TSP Cup Gala Day was held at the Tuggerah Sporting Complex and proved to be an exciting and action-packed day for all students involved. Despite the strong winds that swept through the complex throughout the day, student enthusiasm, school spirit, and sportsmanship remained unwavering. The blustery conditions created some challenges, but our athletes rose to the occasion and competed with outstanding resilience and adaptability.

The gala day featured competition across four sports: netball, rugby league, soccer, and basketball. Each sport saw a high level of skill and commitment from students, with impressive performances delivered across the board.

In netball, our students were exceptional. The conditions made accurate passing and shooting particularly difficult, but the team adjusted superbly and worked together with discipline and creativity. Their defensive efforts were relentless, and their attacking combinations sharpened as the day progressed. Their teamwork and determination saw them only lose one game (by one to Wadalba) and ultimately win the competition. Their success was a standout on the day and is a credit to the hard work and preparation of the team and their coaches.

In rugby league, our players showed true grit and toughness (even if some of the games were changed to league tag), competing with intensity and great physicality. Several games came down to the wire, with our students demonstrating improved game awareness, strong defensive structure, and some explosive attacking plays. The windy conditions played havoc with ball control and kicking accuracy, but the team's communication and commitment were impressive under pressure.

Soccer also saw several strong performances, with students managing the difficult wind conditions effectively by adjusting their tactics and keeping the ball on the ground. Players displayed excellent teamwork and sportsmanship across all matches. The commitment to positional play and ball movement under pressure was a highlight, and many students showed strong technical improvement since the start of the term.

In basketball, players showed high energy levels and sharp skills. Fast breaks, team defence, and transition play were evident throughout the day, and the students maintained composure and sportsmanship in every game, considering the boys were playing much older competitors. Given the outdoor conditions, the basketballers did an excellent job adjusting their shooting and passing, and their positive attitude was evident in every match.



PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

The TSP Cup Gala Day was also an opportunity for students from different schools to engage with one another in a competitive yet respectful environment. It was fantastic to see students encouraging one another, showing pride in their performances, and representing their schools with maturity and enthusiasm.

Overall, the day was a great success and highlighted the depth of talent across the TSP programs. Special congratulations go to the netball team for taking out top honours, and to all participants for their energy, commitment, and adaptability under tough weather conditions. We look forward to the next TSP Cup installment with great anticipation.

Please see the school Facebook for a recap of the day by NBN News.

Sport

This term we utilised the services of Motiv8 sports who provided highly engaging and fun activities for all students. Moving into term 3 we will once again be heading back out into the community for school sport. Students have now selected their sports and payments have been sent out. A reminder that students need to pay the \$35 bus fee to confirm their place in the sport. Each fortnight, students are required to bring their money for their sport and payments will be made at the venue. Please see below for the cost of each sport.

Clip n Climb:	\$16.50
Lasertag:	\$14-18 depending on the amount of games played
Gym:	\$6.50
Tenpin Bowling:	\$10
School Sport:	Free



Cross Country & Zone Athletics

Sydney North Cross Country occurred with two of our fabulous students finishing first and second in the 17+ AWD race. Congratulations to our amazing twins, Luke and Josh Roberts finishing first and second respectively. Now onto CHS!

Zone Athletics will occur on Monday of Week 10 - results to come!

CONGRATULATIONS



PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

KNOCKOUT SPORTS / GALA DAYS

We have had many different knockout teams compete over the last term, however, our most successful has been our Open Girls Netball Team and Open Girls Touch Football Team. Unfortunately both teams met their respective ends in the Round 16. A huge effort to be in finals contention and hopefully we continue to build into next year!

Below is a link to see Sydney North and NSWCHS updated trials for sports, dates and extended information:
<https://app.education.nsw.gov.au/sport/Calendar/TermCalendar?t=430&a=8&sp=&el=0&et=&act=&st=1,2,8,3,5,4&pl=false&par=true&dis=true&se=true&nep=false&nes=false&ml=False&vat=true&vaw=false&vad=false>



2025 PDHPE STAFF



Mr Neate - Head Teacher
 Ms Moody - Tues, Wed, Thursday, Friday (Sports Coordinator)
 Mr Wickert - Mon, Tues, Wed, Thurs, Friday - Athletics Carnival Organiser
 Mr Koen - Mon, Tue, Thur, Fri - Year 11 Year Advisor
 Mr Rodrigues - Mon-Fri - Cross Country Carnival Organiser
 Ms Ludlam - Head Teacher Welfare
 Mr Bowers - Mon-Fri - Swimming Carnival Organiser - Rel Year 12 Year Advisor



EVAN NEATE
Head Teacher PDHPE



CREATIVE & PERFORMING ARTS

CENTRAL COAST DANCE FESTIVAL



SUPPORT UNIT

Support Unit students have been busy this term. They have participated in work experience and Targeted Programs at Fairhaven.

For Targeted Programs the students made a variety of items that they then sold at a pop-up stall. On work experience days students participated in woodwork. Thank you to April and her team at Fairhaven for this valuable experience.



SUPPORT UNIT

Fairhaven – Work Experience



Students also attended Work experience at the Fairhaven Copack Factory. Thank you to Ivy and her team for supporting our students in gaining valuable work skills.



SUPPORT UNIT

Mrs Chiswick, Billy and Emily attended a Bush Tucker workshop in collaboration with Central Coast Council and Deadly ED. as part of a grant that was secured by staff in the support unit which will provide a variety of plants to start a bush tucker and Australian naïve garden.



Luke and Joshua Roberts placed 1st and 2nd at Regional Cross Country. Congratulations boys!



SUPPORT UNIT

Snow Trip

Our incredible Support Unit students have made the most of their snow trip which was packed with unforgettable moments. From friendly snowball battles that had everyone laughing, to gaining confidence on the slopes during ski lessons – their smiles said it all!

It's was amazing to watch them challenge themselves, support one another, and most importantly, have so much fun. We're so proud of each and every one of them!

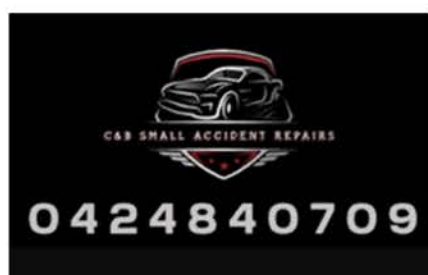


LET IT
SNOW



HABITAT FOR HUMANITY AUSTRALIA

We would like to say a massive thank you to the following companies who so generously sponsored our 2025 Humanitarian trip to Cambodia. Your support of our project was invaluable and so very appreciated.



COMMUNITY ANNOUNCEMENTS

Central Coast Winter Holiday Junior Chess Tournament (ages 6 to 17)

Entry fee \$10

For full entry details
please email, not text:

Gary Losh

glosh6090@gmail.com

0432 453 726



**Before entering,
please email me
for the full flyer**

For NSW country players. Limited to 88.
Please don't pay until entry confirmed.

Tuesday 15 July

Must pre-enter by Sunday 13 July

Erina Trust Hall (enter via Ilya Ave off Karalta Rd)

9.30am – 4.00pm

**Minimum ability: Must know how to move the
pieces and complete games independently.**

Carers for school
aged children are
urgently needed.

**Become a foster carer with
Wesley Dalmar and make
a difference.**

Wesley Dalmar provides respite, temporary, adoption and permanent placements for children from birth to 18 years of age. Aftercare support is available for young people transitioning into adulthood.

**Call 1300 325 627
Support, training and
allowance provided.**

wesleymission.org.au

COMMUNITY ANNOUNCEMENTS



FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to [What is a reasonable adjustment?](#) below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

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COMMUNITY ANNOUNCEMENTS



WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The *Disability Standards for Education 2005* define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

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COMMUNITY ANNOUNCEMENTS



HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and *Disability Standards for Education 2005*.

This document must be attributed as *Fact sheet for parents, guardians and carers*.