



Lithgow
HIGH SCHOOL

In pursuit of excellence for all

ORIENTATION DAY



YEAR 7 2025



Lithgow
HIGH SCHOOL
In pursuit of excellence for all



WELCOME TO OUR LEARNING COMMUNITY AT LITHGOW HIGH SCHOOL!

The school's motto is *Per ardua ad astra*, or in Wiradjuri, *Wuurrawin Gandamay Maldhangu Budhugu*. In English; "Through Adversity To The Stars."

Our commitment is to ensure all learners strive for their personal excellence. The school is founded upon a culture that recognises, promotes, and celebrates individual achievement and success for everyone.

Lithgow High School offers a wide range of Academic, Cultural, Social, and Sporting Experiences. Students should never lose sight of their main purpose: **to develop knowledge and skills to become contributing members within our community and active citizens in our society.** Our expectation is that every student will be a *Safe, Respectful, Responsible, Learner*. The school expects students to take responsibility for their learning and for their actions, and to maximise their participation and opportunities in school life.

Parents and Carers are partners in our mission to ensure success for every student. We provide a range of opportunities to connect with our school. The school provides Parent Information Evenings, regular Newsletters, the Website and School Facebook Page, and the Sentral Parent Portal. The Parents' and Citizens' Association (P&C) is an important consultative body of the school. It meets on the first Monday of every month at 5.00pm. All parents are encouraged to come and have their say. Parental enthusiasm, participation, and support can only enhance students' learning and positive participation within the school. We urge our families to take up opportunities for involvement, which are regularly published in our Newsletter.

Lithgow High School takes pride in Public Education; we do not discriminate against our youth based on their belief, race, gender, or economic status. We have a proud reputation and high expectations for student participation, achievement, and success. We work together with partner schools in the Western Gateway Education Community and with Universities and TAFE. We offer a breadth and depth of opportunities and high academic expectations from 7 to 12, which can only be found in Public Education. Ours is a cohesive school community where families, students, and teachers work together for student success, and a more equitable society.

Welcome to your inclusive, successful, community school.

Mr Foty Loupos JP
Principal

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SCHOOL STAFF

SENIOR EXECUTIVE



Foty Loupos
Principal



Jena Shaw
a/Deputy Principal
Years 7, 9 and 11














Brett Jeffers
Deputy Principal
Years 8, 10 and 12



Linda Jennison
Deputy Principal
Inclusion and Support

EXECUTIVE

Head Teachers may oversee faculties, or they may have special responsibilities in the school. They are the people you should see first if you have any problems.




			
Kylee Brooke English	Stu Holt Human Society and Its Environment/LOTE	Rod Lewis Science	Alan George r/Mathematics
			
Shane Conroy PDHPE	Robert Mendham Technology & Applied Science	Lauren Aldrick Creative & Performing Arts	Andrew Burton a/Special Education
			
Deb Farebrother Administration	Spiridoula Dervenis Teaching, Learning & Wellbeing Years 7, 9 and 11	Fotini Papas Teaching, Learning & Wellbeing Years 8, 10 and 12	

YEAR ADVISERS

Each year has a Student Adviser who looks after the welfare and pastoral care of students in that year. Student Advisers are always available to help with any problems that you may have.

		
Jennifer Gaiter Year 7	Caleb Mathieson and Kaitlyn Bird Year 8	Cassandra Curran Year 9
		
Lauren Carolan Year 10	Erika Marlin Year 11	Shanyn Pirie Year 12


WELLBEING STAFF AND SCHOOL COUNSELLORS

		
Rosemary Black Wellbeing Hub Coordinator School Counsellor	Jody Cross Wellbeing Centre Coordinator	Lisa Hawkins Student Support Officer

ABORIGINAL EDUCATION SUPPORT

	
Kylie Young Student Learning Support Officer Aboriginal Education Officer	Tarni-Lee Cable Aboriginal Student Learning Support Officer Aboriginal Education Officer

COMMUNITY LIAISON OFFICER

	<p>Our Community Liaison Officer is available to assist parents/carers in a number of ways. These include:</p> <ul style="list-style-type: none"> • Encouraging parents and the community to become involved in our school by supporting and participating in planned activities; • Providing effective communication between the school, parents, caregivers and the community in relation to how the school is organised and operates; • Promoting the Academic, Sporting and Cultural Achievements of the students at Lithgow High School; • Networking with community organisations to utilise resources and provide interagency links to relevant school personnel. • Attendance Program • Clothing Pool and Uniform Shop (Located in Eskbank Building)
Sam Luchetti Community Liaison Officer	


YEAR 7 2025 INTENSIVE SUPPORT HUB (ISH) TEAM

Lithgow High School has put in place structures to ensure appropriate support and communication within the school community to meet the needs of its students. Below are the key staff who will be working closely with students, parents/carers, external agencies, and teaching staff with the Year 7 2024 Cohort.

The ISH Team communicates daily to ensure appropriate wrap-around support is provided to students. The main responsibilities of the ISH Team are to:

- Triage Learning, Wellbeing and Behaviour as needs arise
- Monitor and evaluate educational and wellbeing outcomes to support growth and development
- Communicate and meet with parents/carers and external agencies
- Support Faculty Head Teachers in the follow up of incidents
- Collaborate with staff on differentiation, adjustments, and special provisions
- Coordinate Learning and Support Teacher and (LaST) and Student Learning and Support Officer (SLSO) timetables to ensure appropriate and targeted support is provided
- Manage the needs of cohort specific requirements
- Coordinate whole year group activities

		
Jena Shaw a/Deputy Principal Years 7, 9 and 11	Spiridoula Dervenis Teaching, Learning & Wellbeing Years 7, 9 and 11	Jennifer Gaiter Year 7 Year Advisor

	
Bonnie Goodsell Learning and Support Teacher Years 7, 9, and 11	Student Learning Support Officer Vanessa Edwards

SENIOR LEADERSHIP TEAM

SCHOOL CAPTAINS

			
Amelie Aldridge	Bianca Capomolla	Ariel Kulinga	Darius Pokanau

PREFECTS

			
Bree Carter	Elizabeth Clarke	Bronte Johnston	Marijke McLoughlan
			
Tiger Prentice	Lillian Reeve	Abbey Taylor	Wyatt West

2025 TERM DATES

Terms	First Day of Term	Last Day of Term
Term 1	Thursday 6 th February	Friday 11 th April
Term 2	Wednesday 30 th April	Friday 4 th July
Term 3	Tuesday 22 nd July	Friday 26 th September
Term 4	Tuesday 14 th October	Friday 19 th December

SCHOOL DEVELOPMENT DAYS (STUDENT FREE DAYS) ARE:

Term 1	Friday 31 st January to Wednesday 5 th February
Term 2	Monday 28 th April and Tuesday 29 th April
Term 3	Monday 21 st July
Term 4	Monday 13 th October

SCHOOL HOLIDAYS

Autumn Holidays	Monday 14 th April to Thursday 24 th April
Winter Holidays	Monday 7 th July to Friday 1 th July
Spring Holidays	Monday 29 th September to Friday 10 th October
Summer Holidays	Monday 22 nd December 2025 to Monday 26 th January 2026

YEAR 7 2025 KEY DATES

Date	Event
Thursday 6 th February	First Day - Year 7
Tuesday 11 th February	School Photo Day
Tuesday 18 th February	Year 7 Welcome BBQ
Wednesday 12 th March – Monday 24 th March	NAPLAN Testing Window Exact dates TBA in 2025
Monday 7 th – Wednesday 9 th April	Year 7 Camp Great Aussie Bush Gardens at Kincumber
Tuesday 6 th May	Year 7 Parent Teacher Evening
TBA	Year 7 Vaccinations

2025 BELL TIMES

	Mon, Tue, Wed, Thu	Friday – Social Squad Day
Warning Bell	8.57am	8.57am
Home Room	9.00am – 9.20am	9.00am – 9.20am
Period 1	9.20am – 10.10am	9.20am – 10.10am
Period 2	10.10am – 11.00am	10.10am – 11.00am
Recess	11.00am – 11.30am	11.00am – 11.30am
Period 3	11.30am – 12.20pm	11.30am – 12.20pm
Period 4	12.20pm – 1.10pm	12.20pm – 1.05pm
Lunch	1.10pm – 1.40pm	1.05pm – 1.45pm
Period 5	1.40pm – 2.30pm	1.45pm – 2.30pm
Period 6	2.30pm – 3.20pm	2.30pm – 3.20pm
End of Day	3.20pm	3.20pm

SCHOOL CANTEEN

The Lithgow High School Canteen offers a variety of food and beverage options for students and staff. The menu includes a selection of sandwiches, salads, hot meals, snacks, and drinks, catering to diverse tastes and dietary preferences.

Our Canteen is a sub-committee of the P&C. All profit made from the Canteen is donated back to the school.

Parents/Carers can support the Canteen either through purchasing food or by volunteering once a month.

Recess and lunch orders can be placed online.



Lithgow High School Canteen Online Ordering
<https://bopple.app/lithgow-high-school-canteen/menu>



BEHAVIOUR CODE FOR STUDENTS

NSW Department of Education

Behaviour code for students

NSW public schools

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

In NSW public schools students are expected to:

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

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

Behaviour Code for Students: Actions

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

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

Respect

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

Safety

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

Engagement

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

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

SCHOOL COMMUNITY CHARTER



School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 - 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

Ensuring respectful learning environments for all members of NSW Public Schools communities.

We treat each other with respect

We prioritise the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work together with the school

© NSW Department of Education



We create
collaborative
learning
environments

We
all play
our part

We work
in partnership
to promote
student
learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:
education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

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

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

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



**Collaborative.
Respectful.
Communication.**

School Community Charter

education.nsw.gov.au

COMPULSORY SCHOOL ATTENDANCE



Education &
Communities

Compulsory School Attendance

Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

What are my legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The *Education Act 1990* requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the Board of Studies, Teaching and Educational Standards for homeschooling.

Once enrolled, children are required to attend school each day it is open for students.

The importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An *Application for Extended Leave* may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.



LITHGOW HIGH SCHOOL MOBILE PHONE POLICY



If throughout this process, the student is refusing to follow teacher instructions, their behaviour is affecting the learning of others, and poses a physical or psychological threat to themselves or others, then normal disciplinary procedures will be followed.

If the in-class exchange escalates, requiring immediate intervention, then the teacher will send for the Deputy Principal to collect the electronic device and/or the student.

GUIDELINES FOR PARENTS IN SUPPORTING THEIR STUDENT AT SCHOOL

These guidelines are designed to assist parents, carers, and guardians to ensure a positive and effective partnership with the school in building successful learning for their students. Lithgow High School is a safe, respectful, responsible learning community.

The responsibility for promoting and upholding the core values of the school community falls on those with the greatest capacity to reason and control their actions (adults), therefore, it is always the expectation that all staff/parents/caregivers model acceptable behaviour within the school setting and at school sponsored activities.

As a parent/caregiver, you play an influential role in the development of your student's sense of justice, equity, and their appreciation of the worth of all members of the community. You are one of the most influential role models in your youth's life.

Fundamentally, we ask that we work together where your student's behaviour has overstepped accepted standards.

We request that you are mindful of the hurt and damage social media may cause to the school, staff members, and other parents/caregivers and ask that you bring concerns to the notice of school staff.

We seek the support of parents/carers and visitors in the following ways:

- Support the school by reminding children to follow the school expectations and support school-imposed consequences for breaches of the behaviour code.
- Treat all persons associated with the school with respect and courtesy in person, over the phone and online.
- Make appointments in advance of expecting to obtain an interview, remembering that school staff are busy working with students.
- We kindly ask parents to avoid making and receiving calls or texts to your student during the school day, this will assist children to build resilience and independence, develop important work skills and allow staff to teach without interruption. Please encourage students to follow school expectations regarding the use of devices. In the case of an emergency please call the Front Office on 6352 1422.
- Encourage your child to report issues of concern to a trusted adult at school, a teacher, Year Adviser, or member of the Executive. Discuss issues or concerns about the school, staff or students through the correct procedures (as outlined in the table below).
- Never approach students in the school with a view to making allegations against or threatening students.
- Follow school procedures governing entry and behaviour on school grounds. Follow all signposted entry, exit and parking rules when entering the school or bus bay in a vehicle.
- All persons entering onto the school grounds must obtain a visitor pass from the Administration office.
- **Note:** Visitors' passes will only be given to visitors with an appointment. This is a work health and safety requirement.
- Attend meetings and parent teacher meetings, if possible.

EFFECTIVE COMMUNICATION WITH LITHGOW HIGH SCHOOL

On occasion parents/carers may need to call the school to:

- Discuss the progress, health, or welfare of own child(ren), or family issues.
- Express concern about alleged actions of own child(ren) or other students.
- Enquire about school policy or practice.
- Express concerns about the alleged actions of staff or volunteers.

When this is the case, please call the office on (02) 6352 1422 and to assist in passing the message to the right person give the staff member who takes the call your student's name and year group and a brief overview of your concern.

CONCERN	APPROPRIATE ACTION
Concern regarding academic progress of own child	<ul style="list-style-type: none"> • Directly contact the child's teacher by note, email or by phone to arrange an appointment. • For concerns across a range of subjects contact the Year Adviser
Concern regarding the wellbeing of own child	<ul style="list-style-type: none"> • For minor issues, directly contact your child's Year Adviser. • For more serious concerns, contact either the Counsellor, HT TLW, or Deputy Principal and give an overview. • To convey information about change of address, phone no., emergency contact, custody details, health issues etc, please contact office staff.
Actions of other students	<ul style="list-style-type: none"> • Contact the class teacher or Head Teacher of the subject for a classroom problem. • Contact Deputy Principal for playground or travel problems.
School Policy or Practice	<ul style="list-style-type: none"> • Contact the Office. State nature of concern and make an appointment to see the Deputy Principal or Principal.
Actions of a staff member	<ul style="list-style-type: none"> • For minor matters, leave a message for the staff member or their Head Teacher directly to clarify concerns. • For more serious matters, contact the Deputy Principal or Principal and state concerns.

NOTE: In the rare cases, where people wishing to express concerns do so in an offensive, aggressive, threatening or violent manner, the Principal (or nominee) has the legal authority to:

- Terminate any phone conversation or meeting.
- Direct the person to immediately leave the school grounds.
- Call the Police to remove the person should he/she refuse.
- Withdraw permission (by letter) for the person to enter the grounds without the Principal's permission and/or subsequently limit that person's contact with school staff.
- Seek further legal avenues.

The school community appreciates the support and partnership of parents and community in ensuring that Lithgow High School is a safe respectful and responsible community of learners.

POSITIVE BEHAVIOUR FOR LEARNING (PBL)

Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for young people.

When PBL is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- reduced inappropriate behaviour.
- increased time focused on instruction.
- improved social-emotional wellbeing.
- positive and respectful relationships among students and staff.
- support for teachers to teach, model and respond effectively to student need.
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time.

LITHGOW HIGH SCHOOL PBL MATRIX

	School Wide	Learning Areas	Walkways	Playground	Canteen	Assembly	Bus Bay	Excursions
Respectful	<ul style="list-style-type: none"> • I speak politely and calmly • I follow staff instructions always • I care for others, their property and the school environment 	<ul style="list-style-type: none"> • I am inclusive of others • I remove my hat when inside • I keep the classroom tidy • I eat my food during the break times • I listen when others are speaking 	<ul style="list-style-type: none"> • I walk quietly • I line up outside classrooms • I respect the learning happening in other classrooms 	<ul style="list-style-type: none"> • I play by the rules • I place rubbish in the bin • I eat my food during the break times 	<ul style="list-style-type: none"> • I line up quietly and wait my turn • I order food politely • I place rubbish in the bin 	<ul style="list-style-type: none"> • I sit quietly and listen actively • I remove my hat • I acknowledge success with applause • I stand and sing the national anthem 	<ul style="list-style-type: none"> • I wait my turn to board the bus 	<ul style="list-style-type: none"> • I listen to teacher and follow all instructions
Safe	<ul style="list-style-type: none"> • I keep hands and feet to myself • I am in the right place at the right time • I behave at school in a safe and orderly manner 	<ul style="list-style-type: none"> • I use equipment appropriately • I sit at my designated seat and desk safely 	<ul style="list-style-type: none"> • I keep to the left • I carry equipment appropriately • I keep the walkway clear 	<ul style="list-style-type: none"> • I run and play games in active areas • I sit, eat and walk in passive areas • I walk away from confrontation • I am active in the active areas and passive in the passive areas • I stay off the railings • I stay inbounds 	<ul style="list-style-type: none"> • I line up in marked places 	<ul style="list-style-type: none"> • I keep the walkway clear 	<ul style="list-style-type: none"> • I use marked crossings • I stay on the footpath • I line up • I remain behind the railings until my bus has arrived 	<ul style="list-style-type: none"> • I stay with my group at all times • I report any concerns immediately to staff • I behave safely and respectfully on all transport • I wear my seatbelt • I follow all safety instructions
Responsible	<ul style="list-style-type: none"> • I wear school uniform • I report problems • I use technology appropriately 	<ul style="list-style-type: none"> • I bring the correct equipment • I seek permission to leave the classroom • I follow teachers' instructions when using devices 		<ul style="list-style-type: none"> • I use equipment as intended • I use break times appropriately 	<ul style="list-style-type: none"> • I only buy food and drink for myself 	<ul style="list-style-type: none"> • I enter the assembly quietly and sit in my designated area 	<ul style="list-style-type: none"> • I interact positively with the community • I bring and use my own bus pass 	<ul style="list-style-type: none"> • I am on time for departure • I wear full school uniform
Respectful	<ul style="list-style-type: none"> • I attend school • I do my personal best • I allow and support the learning of others 	<ul style="list-style-type: none"> • I arrive to class on time • I bring my device charged and ready to use • I collaborate with my teachers and peers • I come to class ready to learn • I complete tasks to the best of my ability 	<ul style="list-style-type: none"> • I carry a note when out of class 	<ul style="list-style-type: none"> • I move to class when the first bell rings 	<ul style="list-style-type: none"> • I only use the canteen before school and during breaks 	<ul style="list-style-type: none"> • I support and participate in cultural, school and community celebrations 		

SCHOOL UNIFORM

UNIFORM POLICY

The Department of Education and the School Community mandate the wearing of Uniform. Lithgow High School Uniform is selected and endorsed by the P&C and the SRC. All students are expected to be in uniform every day.

The wearing of school uniform teaches students the importance of equity, compliance with community and workplace standards, and is vital preparation for workplace expectations.

The Department of Education's Behaviour Code for Students rules includes:

"Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy."

Students must always adhere to the uniform guidelines. A student who is not in uniform may be loaned replacement school uniform garments at the start of Period 1. These items are to be returned at the end of the day.

Students out of uniform may be excluded from activities such as: excursions, {unless mufti is required on the permission note} or for health and safety reasons and when attending formal occasions such as Assemblies and Presentation Days.

The discipline system, including lunch detentions, and/or exclusion from some classes, may be used for students frequently out of uniform or who refuse to follow the school policy on uniform.

Financial assistance is available for families' experiencing difficulties. Please contact the Principal or Deputy Principal in these circumstances. Most items of the school uniform are available for purchase from the school Uniform Shop.

LITHGOW HIGH SCHOOL UNIFORM SHOP

The Lithgow High School Uniform shop is located in the Eskbank Building and is owned and operated by the Lithgow High School P&C.

All profits are donated back into the school, purchasing resources, and supporting learning outcomes for all our students.

Link to Lithgow High School Online Uniform Shop

<https://lithgowhighschool.company.site/>



YEAR 7 UNIFORM FITTINGS

Year 7 students can be fitted to purchase or lay-by their uniform by the end of 2022. Please visit the shop during the regular shop hours or make an appointment for a private fitting by calling the LHS Uniform shop during November and December.

Lithgow High School Uniform Fitting Information



Option 1. In Store



Step 1: Visit LHS Uniform Shop

Option 2. Order Online - By 15/12/24



Step 1: Determine your size

Step 2: Order Online

Visit our website:

lithgowhighschool.company.site

Step 3: Delivery or Pick Up

Select home delivery or collect in store



Flexible Payments and Returns Policy

Layby available in store 20% deposit required. 6 months on Exchange and Return

Step 2: Order Online

The shop will be open extended days in January for those unable to attend before December

Tuesday	21	January	8:00am - 11:00am
Wednesday	22	January	8:00am - 11:00am
Thursday	23	January	8:00am - 11:00am
Tuesday	28	January	8:00am - 11:00am
Wednesday	29	January	8:00am - 11:00am
Thursday	30	January	8:00am - 11:00am
Friday	31	January	8:00am - 11:00am
Monday	3	February	8:00am - 11:00am
Tuesday	4	February	8:00am - 11:00am
Wednesday	5	February	8:00am - 11:00am

*Extended hours on these days if busy



0493 444 120



lhsuniforms@gmail.com



School Term Hours

Tuesday	8:00-am -10:00am
Thursday	8:00am - 10:00am

Online shop: <https://lithgowhighschool.company.site>

JUNIOR UNIFORM (YEARS 7 – 10)



Pants / Shorts	<ul style="list-style-type: none"> Plain dark navy shorts. Plain dark navy pants Plain grey pants or the navy-blue tracksuit pants
Skirt	<ul style="list-style-type: none"> LHS Check from the Uniform Shop May be worn with navy, black or skin-coloured stockings
Tops / Shirts	<ul style="list-style-type: none"> Sky blue & navy collared polo shirt or sky-blue collared shirt both with emblem Official LHS hooded jumper Navy blue woollen jumper
Winter Coat	<ul style="list-style-type: none"> Plain navy blue
Shoes	<ul style="list-style-type: none"> For safety reasons fully enclosed leather shoes must be worn. Socks are to be worn at all times. Adequate protection for feet is necessary for all practical lessons (Science, Technology and Applied Sciences, Visual Arts).
Sport and PE	<ul style="list-style-type: none"> All students representing the school in sport are to wear the school sports uniform. Sports Uniform and running shoes are required for PE lessons.
Other Items	<ul style="list-style-type: none"> Navy Blue beanies, gloves, hats and scarves may be worn in colder months.

OFFICIAL DUTIES UNIFORM

In some circumstance's students may be asked to wear formal school uniform to prestigious formal events such as presentation Days, Anzac Day and ceremonies. Limited numbers of the navy school blazer are available for loan. Black leather shoes should be worn with the skirt or formal pants, white or blue cotton shirt and tie and navy wool jumper as appropriate.

ITEMS NOT ACCEPTABLE AS UNIFORM

General	<ul style="list-style-type: none"> Bike pants, long-legged tights, denim jeans or shorts. Football shorts, shorts of unacceptable length. Low-cut tops, midriff tops, singlets.
Colours, Logos and Slogans	<ul style="list-style-type: none"> Non-school logos, slogans, and patterns. Colours other than navy for jumpers and sky blue for polo shirt. Colours other than navy or grey for pants and shorts.
Shoes	<ul style="list-style-type: none"> Inappropriate shoes include open toed shoes, thongs, ballet flats, sandals, Ugg-boots, slippers, shoes which do not cover the entire foot. Students who arrive at school in inappropriate shoes will have their Parents/Caregivers contacted and they will be asked to bring appropriate shoes to school. Students wearing unsafe shoes will not be able to participate in practical lessons and will be provided with alternative work. Parents will be notified by teachers when this occurs.
Jewellery, Accessories	<ul style="list-style-type: none"> For safety reasons, long overly large or spiky jewellery, including earrings, necklaces, bangles or piercings are BANNED and may be confiscated. Confiscated items can be collected from the front office at the end of the school day.

MUFTI/NON-UNIFORM DAYS - MINIMUM DRESS STANDARDS

From time to time we have mufti days which are run by the Student Representative Council. These days raise money for charities or for the SRC which in turn assists students and makes improvements to the school.

Our simple minimum dress standard is:

- tops must have sleeves (no singlet tops).
- tops must meet pants or skirts (i.e. no bare midriffs).
- necklines of girl's tops must not reveal cleavage.
- shorts and skirts to be of acceptable length.
- feet must be completely covered by the shoes for safety purposes and socks must be worn.
- clothing must not have offensive language, symbols.

SEEKING ASSISTANCE

Various structures at Lithgow High School have been set up to help you if you need assistance.

STAFF

- Classroom teacher
- The teacher on playground duty
- Year Advisers
- Head Teacher Teaching, Learning and Wellbeing
- Faculty Head Teacher
- Wellbeing Coordinator
- The school Counsellor
- School Support Officer
- Deputy Principal
- Principal
- Front office staff

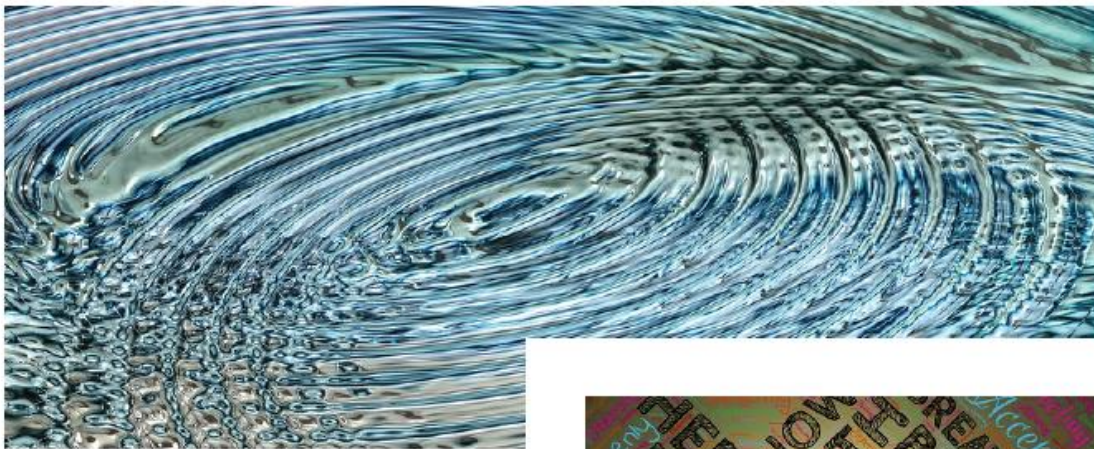
PEER MEDIATORS

The Peer Mediators (Year 10 - 12 selected students) have also been trained in Confidential Conflict Resolution. Your problems/concerns can be placed in the "Speak Up" boxes. One is outside the Deputy's Office and there is one in the library. The school can do nothing about problems students are experiencing if they do not let somebody know.

THE WELLBEING CENTRE



Wellbeing Centre



DID YOU KNOW...

Lithgow High School provide **free Wellbeing supports** to it's students through our **Wellbeing Centre**. The Wellbeing Centre operates 5 days per week in discrete locations throughout the school.



IF YOU WOULD LIKE TO FIND OUT MORE

Come and have a **chat** with **Ms Cross** our Wellbeing Centre Coordinator or **Rosemary Black** our School Counsellor, they are both located in the **School HUB**. We offer small group activities, private and confidential counselling (including Drug and Alcohol counselling), a Women's Health Nurse, social groups and a Rainbow Council for LGBTIQ+ Allies and supporters. As well as our Student Support Officer Lisa who runs a variety of programs and is available for wellbeing checkins known as Watz Up appointments and our School Nurse Lisa.



**Helping students reach their true
potential**

THE SCHOOL LIBRARY

The School Library is a multi-function dynamic environment that caters to the needs of **ALL** students. Along with the traditional fiction and non-fiction book resources, students have access to e-books, audio books and different forms of technology.

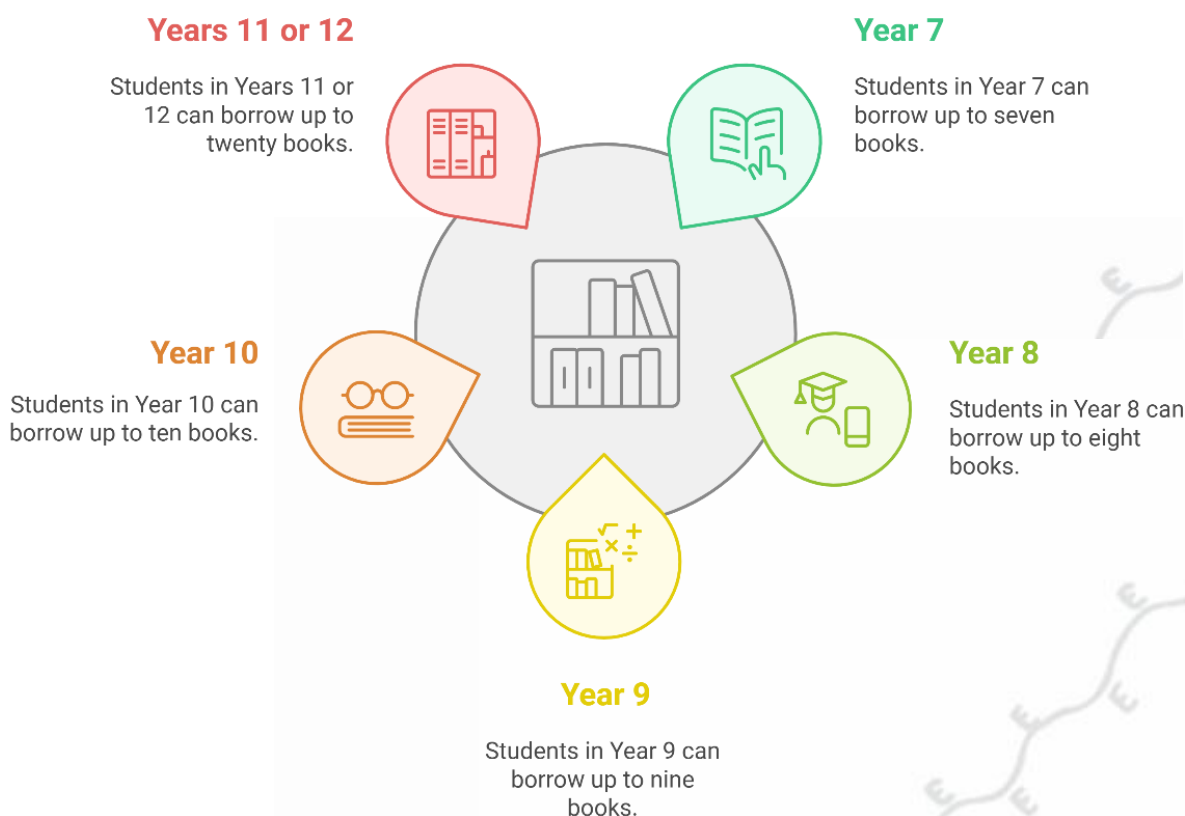
The library is open from 8.30am - 3.30pm.

The e-book library is free of charge for our students and is accessible 24/7. The e-library currently houses over 1700 books, which students can download and read off-line. All students attending Lithgow High School are shown this resource and provided their login details by the Teacher-Librarian.

The library operates on a photo ID card system. Year 7 students are issued their Library Card in Term 2; however, they may borrow resources from Day 1, Term 1. Once cards are issued, students need to always carry these with them so that resources, textbooks, laptops, and games may be borrowed.

Students are encouraged to provide suggestions of books they would like to see in the library.

Library Book Borrowing Policy



If a student loses or damages a library resource, it is their responsibility and a replacement will need to be paid for. Students are advised never lend a book they have borrowed to a friend. If it is not returned the student who borrowed the book is still responsible for replacement costs.



eBooks & Audiobooks

Anywhere, Anytime



Borrowing eBooks & Audiobooks has never been so easy

- 1 Download the ePlatform app from your app store



ePlatform Digital Libraries
Your eLibrary starts here

- 2 Find our library and log in using your library ID

- 3 Browse and borrow to read or listen on your device



ePlatform
digital libraries

SPECIAL RELIGIOUS EDUCATION (SRE)

Timetabled SRE classes are held once per fortnight for Year 7 and Year 8. A SRE teacher appointed by the Lithgow Christian Education Association takes these lessons and presents a Christian perspective on many of the issues facing teenagers.

For Year 7 students, all parents/carers who have not nominated a religious persuasion on the school enrolment form, or who have nominated a religious persuasion not offered by the school, will be sent via mail an SRE Participation Form which they are asked to complete and return. This indicates whether they wish their child to attend SRE classes or attend non-SRE. Students who do not attend SRE classes are provided with alternative meaningful activities (non-curriculum) in accordance with NSW Department of Education policy.

SCHOOL CANTEEN

Lithgow High School has an award-winning P&C run Canteen. We buy and prepare foods that meet the guidelines set out by the NSW Canteen Association. We have a wide range of healthy foods and cater for vegetarian and special diets.

The Canteen is the main fundraiser for the school, which means every time your child buys from the canteen you are helping the school. To be able to serve the students quickly we need volunteers. We work on a four-week roster starting at 10.45am and finishing at 1.40pm. Volunteers are not required to handle any money, cut up food or clean, so come along and enjoy a day in our Canteen.

Our Canteen provides a valuable facility for all students and relies heavily on parents for voluntary workers. The Canteen Manager or the Canteen Coordinator will gladly accept parent names as volunteers. Inquiries can be made at the canteen or by phoning (02) 6351 2308.

Lunch orders can be made before school. The canteen accepts cash payments and has EFTPOS facilities. An updated price list will be made available in the 2024 Student Handbook.

BRING YOUR OWN DEVICE (BYOD)

BYOD is a strategy whereby students will be able to bring a familiar personal device to school to use as their primary technological device. The school will provide the ability to connect compatible devices to a filtered internet service.

There is a permission form that needs to be understood and signed off by both the student and their parent/guardian before a student brings their own device.

To find out more about BYOD visit

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



LITHGOW HIGH SCHOOL STUDENT LINKS PAGE

The Lithgow High School Student Links page is your go-to hub for all the essential online resources. Here, you'll find quick access to the links you need for each subject, as well as tools to support your learning journey. Whether you're looking for research materials, subject-specific resources, or online learning platforms, the Student Links page keeps everything in one convenient place to help you stay organised and succeed.

Ensure this link is saved to your Favourites or is bookmarked on all your devices.



LHS Student Links

Students

- English / Reading
- Maths / Numeracy
- AI & Thinking Tools
- Science
- PDHPE
- Technology and Applied Sciences
- Careers
- VET
- Home Room
- Wellbeing
- Years 11 - 12

STUDENT PORTAL

MICROSOFT TEAMS

Education Perfect

MS ONEDRIVE

SCHOOL LIBRARY

SENTRAL EDUCATION

MICROSOFT WORD

MICROSOFT EXCEL

MS POWERPOINT

MICROSOFT SWAY

MS ONENOTE

Immersive Reader

ClickView

itc think drive

Aus Identities

Edval

Lithgow High School Student Links Page

<https://sites.google.com/education.nsw.gov.au/8125lithgowstudentlinks/students>



YEAR 7 2025 CURRICULUM

YEAR 7 2025 TRANSITION PROGRAM – TERM 1 2025

During Term 1, Year 7 students will undertake a specially designed Transition Program. The program will cover a range of areas to support students gain confidence and understand key processes as they commence their learning at Lithgow High School.

Details of this program will be made available early in Term 1, 2025.

HOMEWORK, ASSESSMENT AND STUDY REQUIREMENTS

Homework requirements vary from subject to subject. Where homework has been specifically set, it should be seen by students and parents as an integral part of course work and an important part of students' learning.

Students will be required to complete assessments throughout the year for their courses. Two weeks' notice is usually provided, and the nature of the tasks will vary. If, at any time, students or parents/carers have a question regarding your schoolwork, it is advised to discuss this with the relevant class teacher or Year Adviser.

The ISH Team will coordinate extra support for students who require additional support to complete classwork and assessment tasks.

HOMEWORK AND STUDY CENTRE

Lithgow High School operates a Homework Centre each Thursday 3.30pm – 4.30pm. All students are invited to attend to receive additional support with completing homework, assessment tasks and improving literacy and numeracy skills.

Parents/carers are advised to contact the Head Teacher Teaching, Learning and Wellbeing for further information.

SPORT

At Lithgow High School, we are excited to offer a vibrant and inclusive weekly Sporting Program that not only promotes regular physical activity but also enhances the physical, social, and mental well-being of our students. Our program is designed to foster teamwork, resilience, and a love for active lifestyles, ensuring students build lifelong habits that benefit their health and happiness.

In 2025, Year 7 Sport will take place during periods 5 and 6 on Wednesdays, offering a mid-week opportunity for students to unwind, refresh, and build connections with peers. Students can choose from a wide selection of activities tailored to various interests, fitness levels, and skill sets (see the list below). Our goal is to make sport accessible to everyone, and while a few options may have a small associated cost, we strive to keep fees as affordable as possible.

Term 1	Term 2 – 4 (subject to availability and may change)
Archery Basketball (\$3) Cricket Netball Swimming (\$4.60) Tennis (\$3)	Board Games Bushwalking Cattle Show (Show Team) Indoor Soccer Lawn Bowls Rock Climbing... ...and many more

ENGLISH

The study of English is about examining the intention and meaning of texts as it relates to individuals and the world, as well as analysing the ways in which meaning is created. Students will study a range of text types including printed, visual and electronic texts.



Students will be expected to complete work both in class and at home that is both creative and comprehensive.

When novels are being studied, it is expected that students will read them in their own time and work on the novels will be completed in class time. When films are studied, they will be viewed in class.

English covers a variety of ideas and concepts and units of work should appeal to a variety of students.

There are ample opportunities for students to use their BYO Device, including Literacy Planet, which engages students in spelling, grammar, and comprehension learning.

SCIENCE

Year 7 is an exciting year for students. They are introduced to the major disciplines of Science (Biology, Chemistry, Physics, Astronomy) through an inquiry approach and are taught to work safely in a science laboratory.

The following topics are studied:

- Being a Scientist
- Being an Engineer
- Being an Astronaut
- Being a Physician

Stage 4 Science is a two-year course, so it is important for students to keep their bookwork in good condition and up to date.

Students will be provided with a Science Practical Book.

For safety reasons, students are required to wear appropriate shoes as stated in the school's uniform policy.



MATHEMATICS

Mathematics requires a consistent approach to study both in class and at home. The study of Mathematics at Lithgow High School requires the use of a device to access tasks set using a range of platforms.

Students will be working from booklets for each topic which will be made available online only for every student which supplement student notebook by providing additional problems for children to solve.

Year 7 Mathematics program includes the following:

- Basic Skills Testing
- Integers
- Fractions, Decimals and Percentages
- Angle Relationships, Properties of Geometric Figures
- Time
- Indices
- Patterns and Algebra
- Perimeter and Area
- Financial Mathematics
- Simple Probability
- Linear Relationships
- Data Collection and Representation



PERSONAL DEVELOPMENT, HEALTH, AND PHYSICAL EDUCATION (PDHPE)

In Year 7, students are given an introduction to areas of both Health and Physical Education and undertake a combination of theory and practical coursework. Students require a device, an exercise book and will need an appropriate change of clothes and shoes for practical lessons. Areas of study include:

Physical Education Topics:

- Fitness and Skills Testing
- Athletics
- Minor Skills
- Gymnastics
- Games
- Dance



Health Education Topics:

- Nutrition and Physical Activity
- Relationships and Self Esteem
- Change

GEOGRAPHY

Students cover two main topics whilst also learning geographical knowledge, understanding, concepts, skills and tools throughout. Students will undertake this course in Terms 1-2 or Terms 3-4.

- **Landscapes and Landforms:** Students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms, and they describe the value of landscapes and landforms to different people. Students examine issues of landscape degradation and ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.
- **Water in the World:** Students examine water as an environmental resource and the processes of the water cycle. They explore the importance of water for sustaining life and the extent to which fresh water is available and accessible. Students investigate sources of water for human use and the different ways people use water. They explore factors that affect access to fresh water and examine strategies used to preserve water. Students appreciate the value of water to different people across the world.



HISTORY

Students cover three topics whilst also learning about historical skills and concepts. Students will undertake this course in Terms 1-2 or Terms 3-4.

- **Investigating the Ancient Past (including ancient Australia)**
Students discover how historians and archaeologists investigate history, the range of sources that can be used in an historical investigation, the nature of sources for ancient Australia, and the importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander peoples.
- **The Mediterranean World - Egypt, Greece, OR Rome**
Students shall examine the physical features of an ancient Mediterranean society and how they influenced the civilisation that developed there, the roles of key groups, the influence of law and religion, the significant beliefs/values/practices of the ancient society, contacts, and conflicts within and/or with other societies and the role of a significant individual in the ancient Mediterranean world.
- **The Asian World - China**
Students shall examine the physical features of ancient Chinese society and how they influenced the civilisation, the roles of key groups, the influence of law and religion, the significant beliefs/values/practices of ancient China, contacts, and conflicts within and/or with other societies and the role of a significant individual in the ancient Asian world.



CREATIVE AND PERFORMING ARTS – DRAMA, MUSIC, VISUAL ARTS

Practical work will take place in class. A log book is kept to record information, ideas and feelings. Regular performances are a feature of this subject.

- **Drama**

In Drama you will explore, both practically and theoretically, the ideas behind acting and theatre. The first term will focus on improvisation and will explore setting, situation and character. The second term will focus on script work and will explore interpretation, use of space and language.

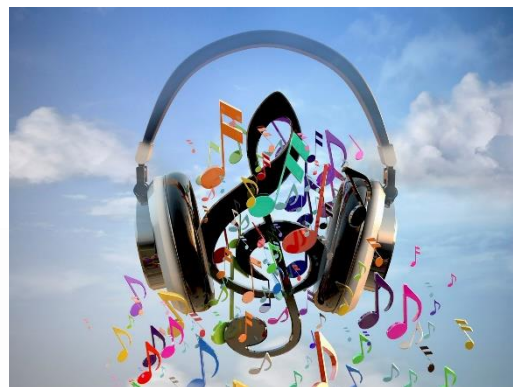
Whilst Drama is mostly a practical subject, it is expected that students bring a writing book every lesson to record their practical experience and maintain a logbook. Students are asked to respect the class rules of the teacher when working in an unstructured space. Drama is an excellent opportunity for students to learn how to express themselves in new and creative ways within a supportive environment. Through engaging practical activities, students learn communication and problem-solving skills.



- **Music**

Students learn about music of different styles, from different places around the world, and from different times in history, through learning experiences of listening, performing, composing and research. Students learn to understand and use music notation. There will be opportunities to develop skills playing classroom instruments.

The Music course provides students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment of performing, composing, and listening. The study of music fosters knowledge, understanding and skills that contribute to lifelong processes of learning and to the appreciation and enjoyment of music.



- **Visual Arts**

Students explore a range of visual arts and art forms such as painting, drawing, printmaking, sculpture, ceramics, photography, video, filmmaking, design, crafts, and architecture. The study of visual arts includes research of artists and their artworks, visual arts, and techniques as well as practical projects.

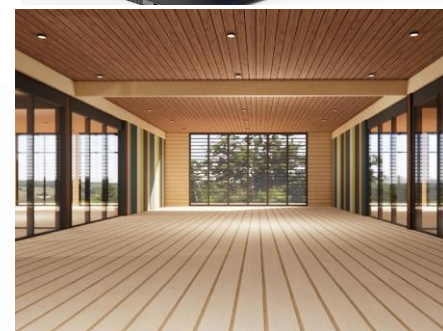
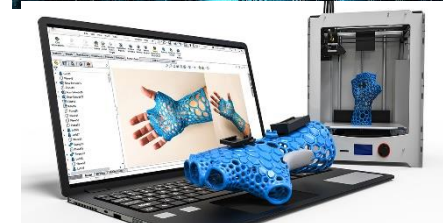
In addition to the work in class, student document the processes they use in developing practical work in a Visual Arts Process Diary (VAPD). Homework will take the form of a research assignment and you will have an end of semester test. For safety reasons, students are required to wear appropriate shoes as stated in the school's uniform policy.



TECHNOLOGY MANDATORY

Technology mandatory provides students with opportunities to become technologically literate individuals capable of developing creative solutions to identified problems and situations in a range of contexts:

- **Agriculture and Food Technologies:** Students investigate innovative and sustainable supply of food and fibre. Students develop knowledge and understanding about agricultural technologies, food selection and preparation, and how to make informed choices when experimenting with and preparing nutritious food.
- **Digital Technologies:** Students become innovative creators of digital technologies as they develop fluency in programming and using spreadsheets. They use these skills to solve information problems and to automate repetitive tasks.
- **Engineered Systems:** Students learn how forces and the properties of materials affect the behaviour and performance of engineered systems, machines, and structures. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions using Robotics, 3D Scanners, CAD and 3D Printing.
- **Materials Technologies:** Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation, and practical investigation when they make products. Projects focus on Timber Technologies in Year 7 and may also include graphics, metals, multimedia, and textiles.



Practical Project Work

Students have the opportunity to engage in a range of design projects throughout the year which involves:

- **Design Folio:** This is the story of the design project's development, from the first rough ideas on paper to the final evaluation of the design brief solution. It is a document that contains text, graphics, and sample test materials.
- **Project Management:** Students will be given ongoing feedback on their project management skills. This will be marked progressively throughout the assessment task. It will be marked by the teacher observing how you work, how time is used and how problems are solved.
- **The solution:** This is the solution or product that you produce resulting from the design process.

Safety

Students will be required to complete a range of workshop and equipment safety modules using the OnGuard Training System before commencing any practical project in kitchens, labs and workshops. Students will be provided with demonstrations on how to use a range of equipment and tools safely. For safety reasons, students are required to wear appropriate shoes as stated in the school's uniform policy.

LANGUAGE OTHER THAN ENGLISH - JAPANESE

Students will be looking at the benefits of learning a foreign language as well as sampling the cultural and language aspects of Japanese. Students will be required to bring their equipment to class each lesson and shall be encouraged to complete regular revision of the day's lesson at home.

There will be a research assignment and exams testing for oral, aural and written competency each semester.

Students will have a broader perspective on how other cultures work and live in the world as well as working and living with other cultures here in Australia.




INTEGRATED LEARNING PROJECT - PERMACULTURE

The Integrated Learning Project (ILP) is a one semester course completed by all Year 7 students. Students investigate Permaculture which is a style of Agriculture that is sustainable and relies heavily on, climate, an understanding of the requirements of plants, and how these influence the varieties of vegetables that can be grown at Lithgow High School.

The students research appropriate varieties of vegetables and grow these at the school's farm. Other aspects of permaculture studied are composting, mulching, compost worms, recycling/reusing and the role of chickens in permaculture systems.



YEAR 7 BOOK PACKS AND EQUIPMENT REQUIREMENTS

BYOD Device	<p>Students are expected to Bring Their Own Device (computer) as Lithgow High School is transitioning to an online learning environment.</p> <p>See BYOD flyer for suggested specifications.</p> <p>https://lithgow-h.schools.nsw.gov.au/content/dam/doe/sws/schools/l/lithgow-h/important-events/2024/orientation-2024/Lithgow_High_School_2025_Device_Flyer.pdf</p>	
Stationery	Blue, Black, Red Pens, HB Pencils, Highlighters, Eraser, Sharpener, 30cm Ruler Glue Stick	
English	1 x 128 A4 page exercise book	
Science	1 x 128-page A4 exercise book	
Mathematics	2 x 128-page 5mm A4 grid books Scientific Calculator (available from Front Office) Geometry Equipment – Compass, Protractor, Ruler	
Geography	1 x 96-page A4 exercise book	
History	1 x 96-page A4 exercise book	
PDHPE	1 x 48-page A4 exercise book	
Drama	1 x 48-page A4 exercise book	
Music	1 x 96-page Music Book (Ruled pages and Staved Manuscript pages in the centre)	
Visual Arts	Art Pack – Purchase from the school in Term 1	
Technology	1 x 128-page A4 grid book	
Japanese	1 x 128-page A4 exercise book	
Integrated Learning Program	1 x 48-page A4 exercise book	

*Some of our local newsagents will have the book packs made up for purchase.

YEAR 7 PEER SUPPORT PROGRAM

Our Peer Support Program involves all Year 7 students and provides students with a supportive, fun and engaging environment where young people can develop understanding, skills, attitudes and strategies to improve their mental, social and emotional well-being.



peer support

All Peer-led modules are designed to equip young people with the skills to deal proactively with life experience.

Year 7 students are timetabled to meet in small groups every fortnight throughout the year. Sessions will run for 50 minutes and during this time students will work through varied activities. Sessions are led by trained Year 10 Peer Support Leaders, supervised by a teacher.

Briefing and debriefing sessions, led by teachers, take place before and after each session.

Over the year students will cover three modules, these include:

- Rethinking Challenges
- Strengthening our Connections
- Behaving with Integrity

Parents can support the Peer Support Program by discussing with their child the activities, concepts and understandings they developed by participating in the Peer Support Program. This helps students develop a positive connection between school and home.

READING TIMETABLES

Lithgow High School operates on a two-week cycle: Week A and Week B. Each day consists of:

- Home Room (HR) - Roll Call / Reading – 20 minutes
- 6 x 50 minute lessons. These are called “Period 1”, “Period 2” etc.
- 2 x 30 minute breaks

Lesson / Period		Day of the Week				
		MonA	TueA	WedA	ThuA	FriA
Week A (Days 1 – 5)	0 HR	Home Room HomeRoom (HRI13) Room: I13 M Stamper	Home Room HomeRoom (HRI13) Room: I13 M Stamper	Home Room HomeRoom (HRI13) Room: I13 M Stamper	Home Room HomeRoom (HRI13) Room: I13 M Stamper	Home Room HomeRoom (HRI13) Room: I13 M Stamper
	1	Mathematics Yr7 (7MATH) Room: B21 L Aldrick	PDHPE Yr7 (7PDHH) Composite Room: GYM3 C CURRAN	Science Yr7 (7SCIH) Room: I15 R Hughes	Sport Yr7 (7SPOH) Room: E15 R Hutton	Mathematics Yr7 (7MATH) Room: B11 L Aldrick
	2	English Yr7 (7ENGH) Room: B33 L Chegwidan	Science Yr7 (7SCIH) Room: I15 R Hughes	English Yr7 (7ENGH) Room: B33 L Chegwidan	Science Yr7 (7SCIH) Room: I15 R Hughes	Science Yr7 (7SCIH) Room: I15 R Hughes
	3	Mandatory History Yr7 (7HIS2H) Room: Z27 K Bird	PDHPE Yr7 (7PDHH) Composite Room: Z17 L Kelso	Music Yr7 (7MUS2H) Room: B11 M George	Music Yr7 (7MUS2H) Room: B16 M George	English Yr7 (7ENGH) Room: B33 L Chegwidan
	4	Technology Mandatory Yr7 (7TEC3) Room: E26 S Dervenis	Drama Yr7 (7DRA2H) Room: B34 T Rushton	Technology Mandatory Yr7 (7TEC3) Room: E26 S Dervenis	Japanese Yr7 (7LANH) Room: Z24 V Williams	Japanese Yr7 (7LANH) Room: Z24 V Williams
	5	Technology Mandatory Yr7 (7TEC3) Room: E26 S Dervenis	Mathematics Yr7 (7MATH) Room: B21 L Aldrick	Japanese Yr7 (7LANH) Room: Z24 V Williams	Drama Yr7 (7DRA2H) Room: E12 T Rushton	PDHPE Yr7 (7PDHH) Composite Room: GYM1 L Kelso
	6	Music Yr7 (7MUS2H) Room: B16 M George	English Yr7 (7ENGH) Room: B33 L Chegwidan	Mathematics Yr7 (7MATH) Room: B21 L Aldrick	Wide Reading Yr7 (7WRH) Room: LIF J Cross	Technology Mandatory Yr7 (7TEC3) Room: E26 S Dervenis
	AF1					
	AF2					
Week B (Days 6 – 10)	0 HR	Home Room HomeRoom (HRI13) Room: I13 M Stamper	Home Room HomeRoom (HRI13) Room: I13 M Stamper	Home Room HomeRoom (HRI13) Room: I13 M Stamper	Home Room HomeRoom (HRI13) Room: I13 M Stamper	Home Room HomeRoom (HRI13) Room: I13 M Stamper
	1	Technology Mandatory Yr7 (7TEC3) Room: E26 S Dervenis	Music Yr7 (7MUS2H) Room: B16 M George	English Yr7 (7ENGH) Room: B33 L Chegwidan	Sport Yr7 (7SPOH) Room: E15 R Hutton	PDHPE Yr7 (7PDHH) Composite Room: GYM1 L Kelso
	2	Mandatory History Yr7 (7HIS2H) Room: Z27 K Bird	PDHPE Yr7 (7PDHH) Composite Room: Z14 L Kelso	Mathematics Yr7 (7MATH) Room: B21 L Aldrick	Music Yr7 (7MUS2H) Room: B16 M George	Drama Yr7 (7DRA2H) Room: E12 T Rushton
	3	Science Yr7 (7SCIH) Room: I15 R Hughes	Japanese Yr7 (7LANH) Room: Z24 V Williams	Mandatory History Yr7 (7HIS2H) Room: Z27 K Bird	Mandatory History Yr7 (7HIS2H) Room: Z27 K Bird	Science Yr7 (7SCIH) Room: I15 R Hughes
	4	Mathematics Yr7 (7MATH) Room: B21 L Aldrick	Sport Yr7 (7SPOH) Room: E15 R Hutton	Science Yr7 (7SCIH) Room: I15 R Hughes	Japanese Yr7 (7LANH) Room: Z24 V Williams	Mathematics Yr7 (7MATH) Room: B21 L Aldrick
	5	Japanese Yr7 (7LANH) Room: Z24 V Williams	Peer Support Yr7 (7PSH) Composite Room: IL C J Cross	Music Yr7 (7MUS2H) Room: B16 M George	Drama Yr7 (7DRA2H) Room: E12 T Rushton	Non Religion Yr7 (7NRH) Room: E14 R Hutton
	6	Mandatory History Yr7 (7HIS2H) Room: Z27 K Bird	Science Yr7 (7SCIH) Room: I15 R Hughes	Technology Mandatory Yr7 (7TEC3) Room: E26 S Dervenis	English Yr7 (7ENGH) Room: B33 L Chegwidan	Sport Yr7 (7SPOH) Room: E15 R Hutton
	AF1					
	AF2					

Quick Quiz

1. How many days in a cycle?
2. What class takes place Wed A Period 4?
3. Where is Home Room?
4. Where is Peer Support held?
5. How many periods of PDHPE are there over a cycle?
6. What is the next school day after Fri B?

Subject Name

Class Name

Technology Mandatory Yr7 (7TEC3)

Room: E26
S Dervenis

Location

Teacher

Mathematics Yr7 (7MATH)
Room: B21
L Aldrick

SCHOOL MAP: FINDING YOUR WAY AROUND LITHGOW HIGH SCHOOL

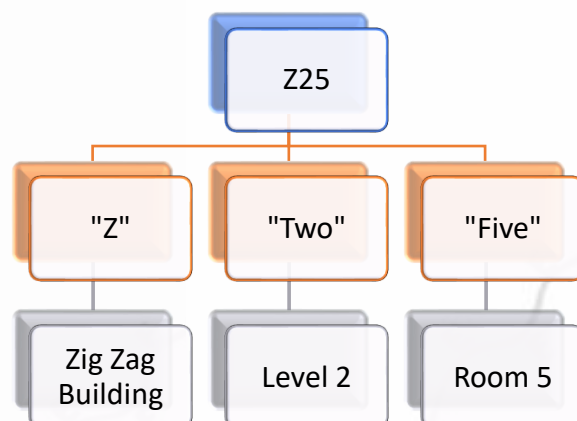
Each building is named after one of the original coalmines in Lithgow. You can find specific Faculty staffrooms in different buildings when you need to seek assistance or see teachers during break times. A map is provided at the end of this booklet. Ask a teacher or a Senior Student to help you when required.

Building	Faculty Staffrooms and Key Spaces	Location
Bowenfels	Creative and Performing Arts (CAPA)	Level 1
	English	Level 2
	Wellbeing Hub	Level 2
Eskbank	Uniform Shop	Level 1
	Technology and Applied Science (TAS)	Level 2
Hermitage	Gymnasium and Change Rooms	-
Invincible	Science	Level 1
	Library – Library Lessons appear as “LIF” (Library Fiction) on timetables	Level 2
	Integrated Learning Centre (ILC) – Inside library	Level 2
	Teaching, Learning & Wellbeing (Learning Support) – inside Library	Level 3
Methven	Special Education Unit	Level 1
Trade Training Centre (TTC)	Specialist Construction, Timber and Metal Workshops (See TAS Staff in Eskbank)	Level 1
Vale of Clwydd		
Zig Zag	Personal Development, Health and Physical Education (PDHPE)	Level 1
	Community Room; Human Society and Its Environment (HSIE)	Level 2
	Mathematics	Level 3

Classrooms and Learning Spaces are named using the following system:

- A Letter – This is first letter of the building name
- A number (1, 2 or 3) – The level (floor) within the building
- A number (1 to 9) - The position of the room

For example: Room Z25 is stated as “Room Z-Two-Five” (NOT “Z-Twenty-Five”)





PLAYGROUND MAP



Passive Area



Out of Bounds



Active Area



Walkway

