

Senior Student Support Plan

Keeping the HSC in Perspective

Canterbury Girls High School is committed to providing a caring and supportive school community for all students. Senior students coping with the demands of study, work, family and personal commitments during the transition to adulthood can access help from school staff at any time. The school recognises that students value the sense of connectedness and belonging in the school community. The school seeks to promote positive outcomes for students in their learning, by providing access to appropriate advice, information and guidance on all matters affecting their progress at school. Above all the school recognises it is important to maintain a balanced lifestyle which allows time for relaxation and socialising as well as study, work and family duties. Healthy diet, regular exercise and adequate sleep are essential factors to a healthy life.

People to Help You

At school, members of the Student Wellbeing team are available to assist students with any concerns affecting their progress. Students, and families, should usually ask the Year Adviser for advice at first. The Careers Adviser and School Counsellor are also available. Head Teacher Student Wellbeing, Deputy Principal, Head Teachers, Learning and Support teachers and class teachers can also be approached. Whoever a student or family member speaks to they can be sure their concerns will be listened and responded to. See the student information booklet for role details for each of the Student Wellbeing team members. Students with a language background other than English, Indigenous students, students with special needs due to disability or illness, young carers, young mothers and students who experience ongoing socioeconomic difficulty, should ensure they seek support when required so they can participate effectively and equally in a program of senior study.

Know When To Seek Help – Coping With Stressful Situations

It is important to be aware of the indicators of stress and anxiety, and to seek help quickly if you are finding it difficult to cope. It is also important to know that stress can be a positive influence and assist us to perform at our personal best. Some students thrive on stress. Stress can actually motivate us to achieve. However, we must also have strategies to cope with stress and manage it effectively. Ongoing high levels of stress and anxiety do require support from a counsellor or doctor. Students should visit their GP for advice in relation to effective stress management.

If you are experiencing any of the following signs you should inform your Year Adviser who will take steps to make sure you receive appropriate support so you can participate effectively in learning:

- difficulties concentrating and focusing on study
- feelings of irritability, sadness, negativity, withdrawing from contact, which lasts for longer than a few days
- disturbed sleeping habits,
- living away from home, or living alone, with limited emotional and family support
- chronic illness, or a disability, or health care needs
- issues relating to culture and language background affecting your participation in learning
- financial difficulty
- family breakdown

In addition to school counsellor services, we can also refer students' local agencies for support.

Programs of Study

At Canterbury Girls HS our aim is to assist each student to achieve her personal best, by setting realistic goals for education and work, and maintaining access to a range of pathways to success. Students are guided through the subject selection process in Year 10 to undertake an appropriate pattern of study to suit their needs and abilities.

Detailed information on assessment task policy and procedures is provided in the Assessment Booklets for Years 10, 11 and 12. Tasks are scheduled by each faculty, and a calendar published for

each Year to support students in tracking their individual assessment program.

Flexible Timetabling

The senior timetable includes a Period 5 on Monday afternoons, which enables students undertaking TVET courses to attend classes at TAFE on Tuesday afternoons. School finishes after Period 3 for senior students on Tuesdays to facilitate this arrangement. Students undertaking extension courses may have classes scheduled at this time. Students may also use the Learning Centre or undertake private study at home during period 4 on a Tuesday.

HSC Monitoring

NESA requirements are closely monitored by subject teachers and students not meeting course outcomes satisfactorily are given time and support to improve. Progress interviews with senior executive are held in Term 1 of Year 11 and Term 2 of Year 12. Students are advised on how best to approach the HSC year of study to maximise their potential. Students who do not meet course requirements are given support to complete their studies using alternative pathways.

Senior Learning Centre

The Learning Centre is located in the library on the mezzanine level. Students attend the Learning Centre for private study when they are not timetabled for a face to face lesson. A staff member coordinates the learning centre so that student attendance is monitored and students have access to resources and facilities to support their study programs. A key feature of the Learning Centre is making students aware of study skills, (time management, organisation and planning to complete homework and assessments,) as well as revision and exam preparation.

Transition to Post HSC Study or Work

Managing the transition to post-HSC studies or workplace is a key component of the assistance offered by the Careers Adviser. See the Student Information Booklet for a detailed role statement of how the Careers Adviser can support you. University, TAFE and other applications for post HSC study need to be completed during Terms 2 and 3 of the HSC year. Students seeking special consideration for university admission due to ongoing long term educational disadvantage must also complete Equity Access Scheme applications through the University Admissions Centre.

Leadership & Extra-Curricular Programs

Maintaining a balanced lifestyle includes taking the opportunity to participate and lead within the school community. Representing the school in sporting, community and cultural endeavours can be personally satisfying, as well as a break from formal study. SRC, Prefects, Environmental Ambassadors, Debating and the Performing Arts are all activities at Canterbury Girls which students can contribute to the school community while developing interpersonal skills and confidence.

Well Being Program – Study Skills, Time Management, Coping with Stress

Throughout a student's career at CGHS the skills of resilience and coping are explicitly taught in the mentoring, leadership and student wellbeing programs. The PDHPE Life Ready program provides 25 hours of study. Positive mental health and the skills for recognising risk factors and seeking help is an ongoing focus. Study skills, including time management, revision, memory and exam techniques, as well as learning styles and brain preferences are covered in the program. Each subject area teaches the skills needed for success in that field. In the Day of Well Being each Year group completes a full session and workshop on study skills appropriate to their level.

For parents and carers

Effective communication between home and school remains of paramount importance in the senior years. Parents and carers are welcome at any time to contact the school for advice if they have any concerns. Usually the Year Adviser should be the point of contact. The Careers Adviser and School Counsellor are also important members of the Wellbeing Team who can assist. Interpreters can be arranged for families whose first language is not English. The parent teacher evenings held in Term 1 and Term 3 enable parents to collect the school progress report and to meet with their daughter's teachers. In the Preliminary Year a progress report is provided at the end of Term 1 to indicate how students are coping with the transition to senior study. The Term 3 parent teacher evening is of importance to parents of Year 10 students as it includes the subject information meeting to prepare students for the subject selection process.

The following link to the DoE website is recommended for families:

<https://education.nsw.gov.au/parents-and-carers/learning/tests-and-exams/hsc-help/parents>

This material is also on the Personal Best Moodle Study Program for Years 11-12, which is undertaken in Personal Best time each week.

Completing all components of the Personal Best Program is not compulsory for Stage 6 students, however is highly recommended in an effort to help you achieve your best results possible in the HSC. The only mandatory component is to complete a study plan, as part of flexible attendance in the Learning Centre.

Students work through the following topics in Year 11 and a similar program is scheduled across Year 12 which includes additional time for careers and transition activities:

1. Time Management (Moodle) (Every term)

- Term Assessment Planner/ Calendar
- Study Timetable
- To Do List

This should be updated at the beginning of every term.

2. Wellbeing (Moodle) (Term 2)

- Emotional Intelligence
- Wellbeing Checklist
- Multiple Intelligences
- Competences and Passion
- Self-Reflection

3. Mindfulness Session (Term 2)

- Take part in the Mindfulness session scheduled for your class

4. Habits of Mind (Moodle) (Term 3)

- Habits of Mind
- Strengths and Control
- Exercise and Vitality
- Meaning and Purpose
- Musts and Options