



EXCELLENCE - INNOVATION - OPPORTUNITY - SUCCESS

Student handbook 2024

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College Principal's Message



**ONE COLLEGE
MANY OPPORTUNITIES**

Welcome to the 2024 School Year

We are all about knowing, valuing and caring for every student walks through our campus gates. Through the facilitation of educational teams we provide the opportunities and quality learning environment to develop students into successful lifelong learners and responsible global citizens.

Every one of our students is provided with opportunity and every one of our students is on an educational journey that is unique to them. We recognise, support and celebrate that at both campuses.

How do we do this? By providing:

- a safe, happy, caring and cooperative learning environment
- a relevant, challenging and flexible curriculum
- relationships based on mutual respect and honesty
- a partnership between students, staff, parents and the community
- modelling of excellence and challenging every student to perform their personal best.

We will drive improvement through:

- the pursuit of excellence in all spheres
- focus on literacy, numeracy and the development of technology skills
- better preparing students for employment
- expanding our commitment to physical fitness for all students
- expand programs in the creative and performing arts
- maintain the focus on good discipline and effective learning
- promote civic responsibility and community values in our students
- challenge our students to be the best version of themselves and achieve their personal best.
- develop environmental awareness, understanding, and action in students
- improve the campus experiences of students with special education needs
- advance Aboriginal education and reconciliation programs
- provide opportunities to students in a range of extra-curricula activities

Meaghan Cook
College Principal



Campus Principal's Welcome

Port Macquarie Campus of Hastings Secondary College is more than an education institution it is a learning community built on academic cultural and sporting achievements and high quality extracurricular opportunities. The students at Port Macquarie Campus are supported by a professional teaching and administrative staff committed to helping each student achieve their learning potential.

We have created a positive and supportive learning environment where both students and staff participate in a cycle of continuous learning and improvement that includes establishing high expectations and participation in a safe and respectful manner. We strive for personal best and are committed to our school values and supporting each other in every setting across the campus.



Our unique campus provides an amazing location with ocean breezes and stunning views. It is an exciting time as the Port Macquarie Campus' physical environment evolves into a state of the art facility while maintaining the heritage of our rich past. The new Industrial Arts learning space has also improved learning opportunities for our students. Our new Creative and Performing Arts facility will be open for the 2024 school year and we anticipate the PCYC to be ready for student use across the College in Term 2 2024.



Year seven and eight students have the opportunity to apply for one of three academies: Creative Industries, Sports or STEM (Science/Technology/Engineering/Maths). These academies provide students with special talent and interest with an opportunity to be further supported and extended in these areas. Students not involved in academies have the opportunity to select Personal Interest Projects. Personal Interest Project (PIPs) classes are based on their

individual interest in a wide range of areas such as Sport, Hospitality, Agriculture and Media Studies. We have developed these innovative programmes to increase student engagement in their secondary education.

We are fortunate to work closely with Westport Campus in delivering a broad and flexible curriculum to create many opportunities for all students in the college whether they be academic, sporting or cultural. All our students have the opportunity to reach their potential through choice and ownership of their learning

Every student on our campus is supported by a fabulous Wellbeing team which provides all students the opportunity to engage actively in a safe and respectful environment. We have a diverse range of students all catered for in a variety of curricula and extracurricular pursuits from chess and debating through to sport, cultural and leadership groups and activities. Our First Nations students and community are further supported by our Clontarf Academy and Sista Connections programmes.

We have a very active parents and citizens association who work closely with our staff to enhance the opportunities for our students. We meet regularly on the 3rd Tuesday of the month and invite current and new parent and community members to join us when they can.

Kristen Miller
Port Macquarie Campus Principal

Contact Information

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Director of Educational Leadership
Hastings

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College Executive		
Position	Port Macquarie Campus	Westport campus
College Principal	Meaghan Cook	
Campus Principal	Kristen Miller	Karen Noble
College Deputy principal	Geoff Duck	
Deputy Principals	Kim Burton Rob Lyttle	Duncan Kirkland Damien Huens
Deputy Principal Inclusion	Yet to be Appointed	Benita Seymour
Head Teachers		
English	Jo Southon	Brooke Collins
Mathematics	Jenn Smith	Kellie Barker
Science	Lisa Hall	Lauren Tarleton
Wellbeing	Michelle Kelly	Matthew Smith
HSIE	Chris Fitzpatrick	Monica Di Maio/Jessica Wilkinson
TAS	Leon Ruhl	Paul King
Administration	Louise Newbound	Rebecca Roach
Languages	Yet to be Appointed	Brooke Collins
Creative and Performing Arts	Yet to be Appointed	Rebecca Roach
PDHPE + Sport	Michael Sanderson	Richard MacFarlane
Supported Learning	Heath Pett	Rebecca Winter
College Head Teacher	Michelle Garven	

Our College

Hastings Secondary College has grown with staff, parents and students working together to promote public education in Port Macquarie. We have created a dynamic learning environment that provides a diverse curriculum that allows students to pursue individual pathways. We aim to foster successful learners who are confident, creative individuals and active, informed citizens. This is achieved through sustained, continuous improvement and development of leadership potential, whilst embedding our core expectations of Safe, Respectful and Personal Best.

At Hastings Secondary College, our purpose is to promote a school community (students, staff and parents/carers) that works together to achieve excellence.

Our aim is to provide quality teaching and learning in a high expectation caring environment. We believe that through cooperation and respect for each other, we can all achieve great things. Hastings Secondary College students are encouraged to take responsibility, show respect and do their personal best. We ask all our students to engage meaningfully with their learning.

Curriculum - Years 7 & 8 (Stage 4)

Areas of study:

English	Mathematics	Technology (Mandatory) Home Economics, Woodwork, Metalwork, Textiles, Coding, Electronics, Agriculture
Science	HSIE History and Geography	Creative and Performing Arts Music and Visual Arts
PDHPE	Languages	Academies/PIP classes

English

English in Stage 4 has an emphasis on originality and creativity. An increased focus on the analysis of texts, particularly the influence of language and context on meaning, is a feature of the course.

Students study prose fiction, poetry, drama, film, non-fiction and multimedia texts, learning through both analysis of these texts and through composing their own. Literacy skills in grammar, spelling and punctuation are also an integral part of Stage 4 English.

Mathematics

The Mathematics faculty is a dynamic faculty which aims to foster the intellectual mathematical development of all students. Our teachers strive to develop students' mathematical thinking, competence, understanding, problem solving ability and application of the subject in everyday situations.

Talented students are actively encouraged to undertake the more difficult curriculum options and to participate in competitions such as the ICAS Mathematics Competition.

All students have the opportunity to be extended with enrichment material, group work, class discussions and explore mathematical concepts in the real world.

Science

Stage 4 Science aims to develop a curiosity and understanding about the world and universe around them as well as the use of the Scientific Method to experiment and test hypotheses.

Students will now move into laboratories to do their experiment work using a variety of equipment including Bunsen burners, electrical transformers and microscopes.

HSIE - History & Geography

Global Geography consists of four focus areas in which students learn about the geographical processes and human interactions that shape global environments. Year 7 topics include Landforms and Landscapes and Place and Liveability. Year 8 topics include Water in the World and Interconnections.

Stage 4 History describes the nature of history and archaeology and explains its contribution to an understanding of the past. Students describe major periods of historical time and sequence events, people and societies from the past. Year 7 topics include The Ancient World, The Mediterranean World and The Asian World. Year 8 topics include The Ancient to the Modern World with Depth Studies in Medieval Europe and Expanding Contacts.



PDHPE (Personal Development, Health and Physical Education)

Personal Development, Health and Physical Education contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of, adopting and maintaining a healthy, productive and active life. It involves students learning through movement experiences that are both challenging and enjoyable.

PDHPE provides the opportunity for young people to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future.

The issues that affect young people include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination. Through learning PDHPE, students have opportunities to develop personal coping strategies for everyday life.

Learning areas include:

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

Languages

Stage 4 students have the experience of learning a language for a full year. This enables them to gain a basic mastery of the language, and by the end of the year students should be able to speak and write their name and age, where they live, and some details about their family in another language. They will also be able to understand simple instructions, spoken in language, in the classroom. Reading and writing of the language scripts are also taught, along with speaking and listening skills.

Languages are taught as a means of increasing a student's cognitive thinking skills, as well as improving their capacity to listen. They also improve their understanding of the English language along the way.

Technological and Applied Studies

Agriculture, Computers/Coding, Food Technology, Textiles, Timber, Metal and Electronics

Areas of Study include:

- Built Environments
- Products
- Information & Communication

Students are encouraged to design, produce and evaluate, supported by a Design Folio. A range of Design-related content to support the above is presented through exposure to Agriculture, Computers, Food, Textiles, Timber, Metal and Electronics environments.



Creative and Performing Arts - Visual Arts and Music

Visual Arts provides learning opportunities designed to encourage students to understand the Arts, including the different kinds of creative works they, and others make.

Visual Arts plays an important role in the social, cultural and spiritual lives of students. It offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings.

Students are empowered to engage in visual forms of communication while having a lot of fun.

Visual Arts can be continued as an elective into years 9, 10, 11 & 12.

Music in Stage 4 is designed to reach students regardless of past experience in performing and experience in the subject.

Students will be involved in many practical tasks on a variety of instruments. We have a keyboard lab as well as full class sets of guitars. Students have access to drum kits and electric instruments as well as orchestral instruments.

In Music we learn entry level reading and writing of Music. We examine the instruments of Rock and the Orchestra, Ethnomusicology, Aboriginal Music, Music and the Media, plus the history and development of Rock and Roll.

Our students are provided with textbooks written by our Music teachers and are given the opportunity to experience the variety of extracurricular activities we offer including Band, Vocal Group, Productions and Dance Group.



Zenith - High Achievers Class

Year 7 and 8 high achievers will be extended by a program called Zenith. Entry into the Zenith class is by application and placement is offered based on a combination of parent nomination, teacher recommendation, the student's record of achievement in primary school and their NAPLAN results.

Zenith teachers will use a comprehensive, student centred approach extending high achieving students in their core subject areas. Students may study the core curriculum in common with their year cohort, however the curriculum may be compacted and made more challenging to allow time for enrichment, extension, problem solving and critical thinking skills. It will include project-based learning and across faculty projects that will challenge our most academic students and better prepare them for the complexities of senior studies.

Academies and Personal Interest Projects (PIPs)

Our college offers 3 Academies, each of which are allocated 2 hours of class time per week. The Academies are:

- Creative Industries,
- Sports
- STEM (Science Technology Engineering Mathematics).

Entry into these Academies is by application only.

Those students not doing Academy subjects will be participating in Personal Interest Projects (PIPs). Personal Interest Project classes can vary from year to year and allow the students to experience a wide range of real world learning.



Curriculum - Years 9 & 10 (Stage 5)

Core Subjects

Detailed information about all Year 9 and 10 courses are available in separate booklets from the Front Office. These are provided to students in Term 3 of Year 8 as part of the elective selection process.

- English
- Mathematics
- Science
- Geography
- History
- PDHPE
- Sport



Electives

Students select elective subjects from the possible options below. Electives may incur fees for consumable materials.

Electives run each year based on student choices. A **Stage 5 Curriculum Guide** is given to all students in Term 3 of Year 8 to select electives. This is available on our website.

- Agricultural Technology
- Child Studies
- Commerce
- Food Technology
- Industrial Technology: Engineering*
- Industrial Technology: Metal*
- Industrial Technology: Timber*
- Marine and Aquaculture Technology
- Music
- Photographic and Digital Media
- Physical Activity and Sport Studies
- Psychology
- Textiles Technology
- Visual Arts



*Note: A maximum of two Industrial Technology electives can be studied.

Curriculum - Years 11 & 12 (Stage 6)

Our Senior Study Guide is distributed to students in Term 2 of Year 10 as part of our comprehensive subject selection process supporting students transition to senior studies.

The NSW Education Standards Authority (NESA) has detailed requirements for the award of the HSC, these are included in the guide and communicated to students and parents at information evenings and family interviews.

The guide fully details courses, requirements, fees and the HSC course.

Year 11 and 12 students may select up to two subjects at the other campus to broaden their choices and pattern of study. Transport is provided at no extra cost.

Aboriginal Studies
Agriculture
Ancient History
Biology
Business Studies
Chemistry
Community & Family Studies
Drama
Engineering Studies
English Advanced
English Extension 1 & 2 (Ext 2 Yr 12)
English Standard
English Studies (CEC)
Exploring Early Childhood (CEC)
Food Technology
Geography
History Extension
Industrial Technology
 • Multimedia*
 • Timber products*
Investigating Science
Legal Studies
Marine Studies (CEC)
Modern History
Music 1
Mathematics Standard 1 & 2

Mathematics Advanced
Mathematics Extension 1 & 2 (Ext 2 Yr 12)
Numeracy
PDHPE Personal Development, Health and Physical Education
Photography, Video and Digital Imaging(CEC)
Physics
Sport, Lifestyle and Recreation (CEC)
Textiles and Design
Visual Arts
Work Studies (CEC) 2 Unit

Vocational Education and Training Options

Construction
Hospitality - Kitchen Operations
Hospitality - Food and Beverage
Manufacturing and Engineering (CEC)
Primary Industries
Retail Services
Information and Digital Media Technologies

TAFE and External Providers may offer further VET courses each year

*Note: A maximum of two Industrial Technology electives can be studied.



College Organisation

Assessment and Reporting

All students in years 7 to 10 receive continuous assessment. This occurs through the year and from one year to the next, on the most important components in each subject. Assessment is made from information gained from bookwork, classroom activities, homework assignments and tests. The assessment is cumulative.

All years receive an Assessment Guide which provides detailed information on assessment tasks and expectations. These documents are also available on the campus website.

Separate campus reports are prepared for all year groups. Two reports are sent home with students each year, one at the end of each half-year or semester.

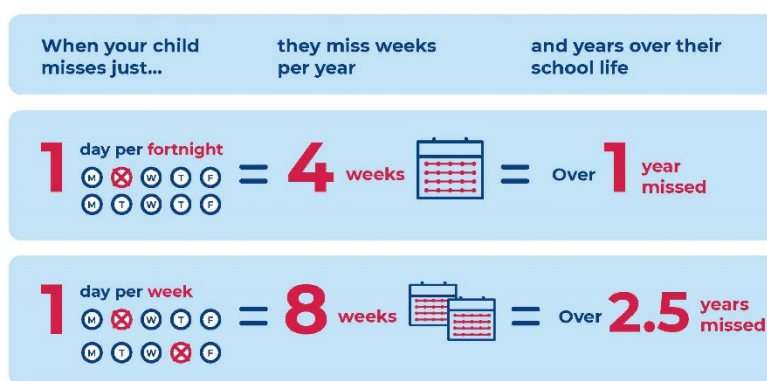
Attendance and Absenteeism

As students return to school each term, parents will be setting up new morning routines and working through how to support their child/ren now they are back in school. At this time, schools can play an important role in helping parents develop and maintain positive habits to increase attendance and engagement.

The Public Attendance Act requires each student to be at school each day. If a student is unable to attend, the College requires that you notify the campus of their absence, and its cause. This should be done when your child is kept from school or immediately upon your child's return to campus.

Days missed = years lost

A day here and there doesn't seem like much, but...



If a



Where a student is absent regardless of reasons, it is compulsory for the College to examine attendance and progress and determine whether the learning requirements have been met. Parents will be notified in advance of our concerns in this matter. Parents can monitor their own child's attendance through the Parent Portal.

Compulsory School Attendance

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.

Late Arrivals

A student arriving late must report to the front office on arrival at school to obtain a late note. All lateness is recorded and students will be expected to provide a parental explanation. Students should bring a note if late, or parents may phone the office to explain.

If a teacher detains a student, they should give that student a late note for the next teacher and indicate the time the student was released.

Bell Times see Appendix

Bus Travel

Bus Passes: Free bus travel is allowed for children living in excess of a 2 km radius from the campus. Eligible school students can access free or subsidised travel between home and school. In addition, a family subsidy may be paid where a car is used to convey children who live in excess of 1.6 km from the nearest bus stop. Parents need to apply for their child's school bus pass online.

You will need to submit a new application if you are:

- applying for a school travel pass for the first time
- requesting an additional pass as a result of a new shared parental responsibility situation (e.g. joint custody).

You will need to re-apply or update your details if the student has a current free school travel pass and:

- The student is changing school or campus
- The student has changed address
- The student has repeated a year
- You've received an expiry notification.

Applications must be completed by the student's parent or legal guardian if the student is aged under 16 years. Students 16 years and over may complete the application form themselves. Free school travel passes are subject to eligibility criteria.

Apply online at:

<https://www.service.nsw.gov.au/transaction/apply-school-travel-pass>

Bus Travel All students must abide by the RMS Code of Conduct. Breaches of this code may result in the loss of free bus travel. On the bus, the driver is in complete charge and students must follow the driver's instructions. Transport may be refused if a student acts in a dangerous or uncooperative manner.

When waiting for buses after school, students are supervised in the campus grounds. When their bus arrives, students line up inside the gate and are directed by the Head Teacher to board the bus when it is safe.

Transport Concessions All students between the ages of 16 and 19 years (or turning 16 before the expiry of the current period - 31st March) are entitled to a NSW Transport Concession Card which entitles them to concession fares on all public transport in NSW. These concession cards are available from the office at the campus.

Canteen

The campus canteen is open Monday - Friday during the school term. The Canteen is open before school commences, at recess and lunchtime. The Canteen menu is available both in the Appendix and on our website.

The Canteen is focused on providing fresh, healthy food to our students each and every day at an affordable price.

College hours

College hours - 8.15am to 2.15pm

Year 11 and 12 Extension classes may occur after 2.15pm

Students should arrive no earlier than 7.45am. There is minimal supervision of students before commencement at 8.00am.

At 8.15am students proceed directly to their Period 1 lesson. Rolls are marked each lesson and students are expected to be punctual. Connect/Pastoral Care is held each day at 9.12am.

Students are not permitted to leave the College/campus grounds during the day without permission. Leaving early will require a signed permission note from their parent/carer and Deputy Principal approval.

Year 11 students are required to remain at school during Wednesday Period 5.



Computers, iPads and Laptops

Within the College there is an extensive network of computers, laptops and iPads for use by the students for class and homework.

The Department of Education provides access to the internet and a school e-mail account for every student to enhance the delivery of education.

Hastings Secondary College recognises that digital devices and online services are an important part of everyday life, shaping the way children and young people learn, communicate, work and play. Students may choose to have their own device, for use at school and at home.

The College is a Bring Your Own Device (BYOD) school which allows students to use their own devices and encourage a student-centred approach to learning. BYOD is **not compulsory** at our College as a variety of devices are available for student use on site.



Emergency procedures Appendix



Excursions

Excursions are an invaluable means of broadening a child's learning experience. Excursions and field trips are organised by teachers to allow students to participate in a wide variety of educational, sporting, cultural and leadership activities. They may also be arranged as outings and field study trips to complement a subject or class program.

Permission notes must be completed, and costs paid in advance of the excursion. Notes should be returned to the organising teacher and costs paid at the Office.

As students are representing the College in the community, exemplary behaviour and the wearing of full College uniform is expected.

Excursions sometimes involve long distance travel and accommodation, which means that they are expensive. Teachers consider the relevance such an excursion has to student learning, and it is on this basis that excursions are offered.

Last minute withdrawals by students cannot be guaranteed a refund of costs, as deposits may have been paid to providers and/or venues.

The College may prevent a student from participating in an excursion if there are Workplace Health and Safety concerns. Students who have had suspensions, poor attendance or are out of uniform may not be permitted to participate in an excursion.

Families experiencing genuine financial hardship may seek Student Support funds for assistance with excursions. Please contact the Office Manager at your campus.

Homework

Students have the responsibility to do homework. All homework should be purposeful and consolidate, enrich or extend the student's learning.

Types of Homework

The type of task will vary according to the needs and age of the individual student and the subjects studied. Tasks may range from project work, revision of class work, reading, answering set questions, preparing for in class assessments or tests and completion of at home assessment task/s. Not every subject will have homework.

In junior years consideration may be specifically given to:

- catch up incomplete classwork
- assessment tasks
- revision of concepts learnt in class
- extension activities



Supervision of Homework

The supervision of homework is primarily the responsibility of parents/carers. Providing a clear and quiet space at home is helpful. Parent/carer cooperation in reinforcing and encouraging their children to complete homework and assessment tasks is an important aspect of our College community working together. Students should use a homework diary to record their tasks and due dates. This may also be useful for parents/carers wanting to check work needing to be done. Homework will be monitored by class teachers.

Library

The library is open in Lunch 1 and 2 for quiet study, classwork, assessment tasks and reading. During lesson time the library is for senior study periods.

Books are available for borrowing.

Photocopying and printing are available. The machine is located in the library office. Students should ask library staff for assistance.

Computers & Internet Specific computers are available for students to undertake classwork and study in Lunch 1 and 2. Internet access is available on all computers.



Leavers

Except for departing Higher School Certificate students, direct contact by parents/carers is required for students to sign out.

Students who are under 17 Years old, have successfully completed Year 10, and provide documented evidence that they are engaged in full-time study, employment or a combination of both may sign out/leave. NOTE: 'Full-time' is defined as an average of 25 hours per week or more. Students who are 17 years old or over may leave school.

Students will be required to complete a Leaver's Form and clear their commitments to the College. This includes returning textbooks/novels or library books and financial commitments.

Lockers

Students may hire a locker for the year at minimal cost. Please contact your child's campus to inquire about a locker.

Lost Property

Students are encouraged to leave valuables to home. Lost property is kept at the office and found articles should be handed to office staff.

Please label all uniform items with your child's name (permanent markers are available when items are purchased in the uniform shop)

Mobile Phone and Electronic Devices Policy

If used effectively, mobile digital devices can be an effective tool for learning. However, an abundance of research reports that unmonitored mobile digital device use has a significant negative impact on students. A reduction in engagement with learning in the classroom, and behaviour problems related to mobile digital device use have prompted our policy. Hastings Secondary College has updated our phone policy to 'Off and Away All Day'.



Normal operating procedures

Mobile Phones are not to be used during school hours. Every student will be assigned a personal Yondr Pouch with an ID Number, similar to being assigned a textbook. While the Yondr Pouch is considered College property, it is each student's responsibility to bring their pouch with them to school every day.

Students are required to use the unlocking stations located at the entrances to their Campus each morning as they enter to unlock their pouch, turn their mobile digital device off and place it inside the pouch. The device remains locked in the pouch throughout the day. At the end of the day students leave their Campus via the exit gates and use the unlocking stations to unlock their pouches. Early leavers may unlock their device at the front office.

No unlocked device is permitted on College grounds during school hours unless part of a specific learning experience at the direction of teaching staff. Student Yondr pouches should be closed and locked at all times except when adding or removing their mobile digital device at the beginning and end of the school day.

Violations /Discipline Procedures

Each of the potential student violations listed will result in the student's phone and pouch being confiscated:

1. Physical damage to the pouch in an attempt to circumvent its intended purpose. (eg: bent pin or stripped lock inside the pouch).
2. Forgetting or losing the pouch.
3. Using their phone and/or earphones during school hours.

When a student chooses to disobey this behaviour expectation and is witnessed by a teacher to have a mobile digital device and/or earphones that has not been secured in a pouch during school hours, the following consequences will be enacted:

1. The teacher will send the student with their mobile digital device to the Deputy Principal to have it placed in a Yondr pouch. The teacher will then generate a phone incident in Sentral.
2. The student will be handed a receipt from the Deputy Principal to say their mobile digital device has been handed in.
3. The Deputy Principal will review the Phone Incident in Sentral and:
 - a. Phone+Pouch will be confiscated and parent/guardian will be notified immediately.

- b. Student's parent/guardian will be invited to the school to pick up their child's phone and a suspension warning will be issued.
 - c. If damaged a replacement pouch may be assigned. The student will only be allowed to bring a phone back to school if they or their parent/carer pay a \$10 fee to replace the damaged pouch.
4. If a student refuses to take the mobile digital device to the Deputy Principal, teachers should send a separate student to a Head Teacher, Deputy Principal and finally Principal for assistance, if required.

At the discretion of the Principal, this action will result in suspension for continued disobedience.

What happens to a mobile digital device handed to the Deputy Principal?

Mobile digital devices are considered the property of the student/parents/carers and are placed in a Yondr pouch in a secure location in the Deputy Principal's Office. Parents will be able to collect the phone at a time negotiated with their Campus.



Mobile phone is seen out of YONDR pouch when class or in the playground



Student is asked to take phone & YONDR bag to Deputy Principal with confiscation slip.



Student is counselled by Deputy Principal. Formal Caution (suspension warning) is issued to student. Phone & YONDR bag is confiscated. Parent is contacted and invited to pick up phone at a time convenient to both parties.



Student collects phone from the Deputy Principal at the end of the day.



Student has been seen with their phone out of their YONDR bag on a second occasion.



At the discretion of the principal, this action will result in suspension for Continued Disobedience

Student refuses to hand over phone to teacher



Student placed in Time Out. Formal Caution (Suspension warning) issued. Phone confiscated, parent contacted & negotiated pick-up time agreed upon.



Student continues to refuse to follow instructions from Deputy Principal (or their delegate)



Parent Portal

Hastings Secondary College has a Parent Portal which will allow parents/carers to access important information regarding your child(ren). The portal provides secure access to data relating only to their child(ren). Registering for the Parent Portal is through the website, using the individual code provided upon enrolment.

Information will include: attendance; timetables; school reports and parents/carers can book meetings on our designated Parent/Teacher evenings via the parent Portal.

Safety

The safety of all students is of paramount importance and one of our core values. This applies in all areas of the College and whilst travelling to and from the campus.

Specialist rooms such as kitchens, laboratories and workshops require students and staff to take special care. Students using these rooms are required to wear specialised clothing and footwear. Students are to wear safe footwear as designated in the College uniform. Open shoes such as sandals and canvas shoes do not meet safety standards. Safety goggles must be worn whilst doing practical work in Industrial Arts and Science.

Students who do not wear the correct equipment may not be able to participate in practical classes.



Sickness and Accidents

Sickness and accidents at the College must be reported immediately to the supervising teacher so that the necessary action can be taken.

The College will call the NSW Ambulance Service in all instances where there is doubt about appropriate treatment. Parents are contacted where possible, before an ambulance is called.

Note: Ambulance School Cover ensures that in the event a student enrolled in a NSW government school has an accident or falls ill while at school or on an organised, fully supervised school excursion and requires an emergency ambulance service, that **neither the school nor the parents will be responsible for the payment** of the ambulance account under the terms and conditions of the policy.

Existing medical Conditions: Parents are required to ensure that the College is fully aware of any medical condition likely to influence a student's daily life, including necessary medication. Students who are Asthmatic, Epileptic, Allergic and/or Anaphylactic are required to have up to date Action Plans. This will help us to meet your child's specific needs.

Sick Bay

Facilities at the College to cater for sick or injured students are limited. Parents are asked not to send children to school if they are unwell. If a child becomes unwell at school parents or carers will be contacted to collect their child and seek medical assistance.

Students who are unwell are to obtain a note from their class teacher and proceed to the front office. The office staff will assess the illness or injury and if necessary, notify parents to collect their child from school.

Students must not phone or text parents.

Sport

Sport is a mandated within the NSW curriculum for Years 7 to 10. Attendance and participation in Sport (which includes a range of physical activities) is compulsory. Every attempt is made to provide experiences in all types of sports and enjoyable physical activities for the health, wellbeing and pleasure of every student. Sports uniform is to be worn.

Students can select from a diverse range of options from the very active to moderate options. A range of free options are available. Some sport options incur a cost (transport and/or provider) and this should be considered in your child's choice.

If, due to sickness or injury, the student is unable to participate in sport, he/she will attend the supervised non-sport group. Parents/carers should provide a note. Please do not arrange appointments in sport time. Students leaving school during Sport hours must take a note to the office for a leave pass.

Sport Times:

Years 7 - a double period is timetabled during the 1 week and 2 singles every second week.

Year 8, 9 & 10 (combined) - Wednesday afternoons

Representative Sport

Students are offered many opportunities to represent either their campus or the College in organised inter-school and zone organised sports.

Students will be asked to register their interest and/or attend try-outs and training vis the student messages read out in PC/rollcall.



Sports Carnivals

Hastings Secondary College holds highly enjoyable and competitive Swimming and Athletics Carnivals every year. Cross Country Carnivals are College events. These carnivals play a vital role in our College spirit, pride and are important sporting and cultural events. Events at carnivals range from serious competitors to enthusiastic participation (for house points) and fun-filled novelty events.

Each student belongs one of four houses and compete for individual points, for Age Champions and house points for the annual champion house.

Sports Houses

Port Macquarie campus houses are named after local beaches

Westport campus houses are Aboriginal names for animals (fauna) local to Port Macquarie.

Colour	House	Campus	Student Surname
BLUE	Bukari - Ring Tailed Possum Towns	Westport Port Macquarie	A-D A-C
GREEN	Kula - Koala Shelley	Westport Port Macquarie	E-K L-R
RED	Talwong - Magpie Flynn	Westport Port Macquarie	L-Q D-K
YELLOW	Wirea - Pelican Lighthouse	Westport Port Macquarie	R-Z S-Z



Student Wellbeing

Wellbeing at Hastings Secondary College is for all students. A focus on wellbeing goes beyond just welfare needs of a few individual students and aims for all students to be healthy, happy, successful and productive individuals who are active and positive contributors to the College and society in which they live.

Year Advisers

There is a minimum of one Year Adviser for each year cohort. The year advisers oversee student wellbeing for their year group – academic social, physical and emotional. As part of the Wellbeing Team they work closely with teachers and other Wellbeing staff in relation to all aspect of your child’s wellbeing. They often arrange school camps, rewards days and review every student report.

Year Advisers are the first point of contact for parents/carers should they have queries or concerns regarding their child(ren) and to discuss performance or to seek guidance. Please phone or email to arrange a phone conversation or book an appointment. Note: Year Advisers are full time classroom teachers.



2024 Year Advisers and contact email

Year Cohort	Port Macquarie campus	Westport campus
Year 7	Bonnie Moss bonnie.moss3@det.nsw.edu.au Alison Black alison.wright3@det.nsw.edu.au	Matt Reynolds mathew.reynolds10@det.nsw.edu.au
Year 8	Lisa Rae lisa.rae@det.nsw.edu.au Lloyd Stone lloyd.stone1@det.nsw.edu.au	Hayley Miller hayley.miller24@det.nsw.edu.au Richard MacFarlane richard.mcfarlane@det.nsw.edu.au
Year 9	Phil Baker phillip.baker18@det.nsw.edu.au Ashleigh Cocking ashleigh.cocking4@det.nsw.edu.au	Jamie Sturtridge jamie.sturtridge@det.nsw.edu.au Kate Dawson katherine.dawes@det.nsw.edu.au
Year 10	Donna Ellem donna.curtis3@det.nsw.edu.au Rory Willaton rory.willaton2@det.nsw.edu.au	Karen Adams karen.j.adams@det.nsw.edu.au
Year 11	Erin Perkins erin.barker9@det.nsw.edu.au Alana O’Shea alana.oshea@det.nsw.edu.au	Clare Leach clare.leach@det.nsw.edu.au Kartia Taylor kartia.strauh5@det.nsw.edu.au
Year 12	Michael Sanderson michael.sanderson@det.nsw.edu.au	Monica Eggins monica.littlewood3@det.nsw.edu.au



Head Teacher Wellbeing

The Head Teachers Wellbeing are responsible for supporting a wide variety of positive, proactive and responsive student wellbeing programs across our College. They liaise with Year Advisors, Counsellors, Chaplain, SSO, Deputy Principals and teachers regarding student wellbeing. The Wellbeing Team provides guidance and counselling and may refer students to the appropriate personnel or outside agencies for additional support as required.

Learning and Support Teacher - LaST

The learning and support teacher provides direct and timely specialist assistance to students in mainstream classes with disability and additional learning and support needs and their teachers. Their work emphasises:

- the needs of individual students
- school priorities, and
- evidence-based programs to assist students with additional learning and support needs.

Learning and support teachers use a collaborative and consultative approach so that students themselves and their parents and carers are actively involved in decision-making.

Careers Advisers

Careers advisers help students explore their education and career options. They liaise with parents, teachers, employers, community agencies, as well as education and training providers to deliver career education programs and activities for groups of students or individuals.

Careers advisers guide students to decide on and develop career goals, explore career options and create effective career and transition strategies.

The College Careers Advisers are available to assist students in all matters relating to work, training and further education. The Careers office is in or near the library and students are able to meet with the Careers Adviser at any lunchtime. Students may also arrange appointments at other times with the permission of both the Careers Adviser and their class teacher.

Chaplain

The National School Chaplaincy Program is a Commonwealth-funded initiative to support the emotional wellbeing of students and the broader school community through the provision of pastoral care services.

Participation in the National School Chaplaincy Program is voluntary for both schools and students.

Counsellor

School counsellors support students by providing psychological counselling, assessment and intervention services. School counsellors work with students of all ages and their families, from Year 7 to Year 12.



School counselling staff work collaboratively with teachers, families, school executive, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. School counsellors support students with a range of issues related to learning, peer and family relationships, and managing emotions such as depression, anxiety, worry or isolation.

A Campus Counsellor is available for students and parents/carers for individual and family counselling and to provide specialised assistance to College staff. Referrals are taken from the students themselves, other students, parents and staff.

Parents can contact the service through the front office staff or their year adviser.

School Learning and Support Officer

School Learning Support Officers are essential members of the Wellbeing Team. They provide support for students with identified diverse learning needs including disability in classrooms and other learning environments. Under the direction and supervision of a teacher SLSOs support the achievement of educational outcomes and may include health and wellbeing activities.

Student Support Officer

Our Student support officer (SSO) works as part of the Wellbeing Team to enhance the wellbeing and learning outcomes of all our students. SSOs support the implementation of the College's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships.

SSOs also have a pivotal role in working collaboratively with external and other government agencies in their support of students and their families.

Aboriginal Education

College Aboriginal Education Team is comprised of many staff dedicated to supporting our Aboriginal students to maximise their skills and opportunities. This team has a strong commitment to working with our Aboriginal students to improve attendance, engagement and educational outcomes

Teachers on the team volunteer as student mentors - to build relationships with a small group of students and support them in completing and updating their Personalised Learning Plans (PLPs) over their years at the College.

Clontarf Academy

The Clontarf Academy is part of the Australia-wide Clontarf Foundation which exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so equips them to participate more meaningfully in society.

Clontarf is a wide-ranging initiative working in partnership with Hastings Secondary College to focus on encouraging behavioural change, developing positive attitudes and assisting students in completing school and securing employment.

Using supportive relationships, a welcoming environment and a diverse range of activities, the young Aboriginal and Torres Strait Islander men in our Clontarf Academy develop improved self-esteem and confidence which assists them to participate in education, employment and society in a positive way.



clontarf
foundation



sense of belonging within the school

Sista Connections

Sista Connections is our Aboriginal Girls program focused on empowering Aboriginal women to be leaders and role models of the future. The program provides academic support, empowerment through entrepreneurship and employment, wellbeing and community connections.

The Sista Connections program builds capacity of our girls, their employability, mental health and wellbeing. As well as developing their pathways to senior success. Sista Connections in partnership with community equips our girls with the tools they need to engage in their education.

Hastings Secondary College prides itself on fostering a strong community.



**Together We Are
Together We Can
Together We Will**

Student Leadership

The Student Representative Council on each campus provides a supportive environment that develops leadership skills and working cooperatively to achieve set goals, inspiring and motivating their peers and promoting a culture of campus pride and belonging.



The expectations of the Student Representative Council and the Leadership Team include representing the interests of the entire student body and promoting social responsibility in the local and broader community.

The objectives of the Student Leadership groups include:

- Building school spirit by encouraging students to participate in campus activities.
- Supporting the wellbeing of College students as a whole.
- Providing an environment for students to ascertain and discuss student opinions.
- Developing relationships and supporting the activities of other groups within the school.
- Bringing the school and wider community closer together by supporting community programmes and charities.
- Creating leadership opportunities for students in both the junior and senior years across the College.

AECG (Aboriginal Education Consultative Group)

The Hastings AECG meets twice a term at different venues in Port Macquarie and Wauchope including schools and TAFE. Meetings are usually held in Weeks 3 and 7 in the afternoon. Staff from schools and agencies, together with Aboriginal parents and community members, are welcome to attend. Current secretary Linda Olive can be contacted at Port Macquarie DOE Network Office (6586 6900) for more information.

The **College Junior AECG** - all Aboriginal students are able to attend and have a voice in the College's Aboriginal programs. Members work towards raising awareness of Aboriginal culture, promoting reconciliation and encouraging parent and community participation in College events. Student representatives attend Hastings AECG meetings to report on progress.



Breakfast Club

Breakfast Club is available at the College. Students can access a free, healthy and simple breakfast whilst connecting with friends and staff.

Breakfast Club operates every day from 7.45-8.10am

Scripture (Special Religious Education)

NSW Government schools have always been welcome to provide time each week for Special Religious Education (SRE), commonly known as 'Scripture'. Authorised representatives of approved religious persuasions have an opportunity to instruct students in the beliefs and practices of their family background. The content of SRE is specific to each religion or denomination.

As this is an opt in program students who do not return notes to school will not be attending SRE classes.

Peer Support

The College Peer Support Program seeks to increase connections for Year 7 students as they transition to Secondary School. This allows students to form relationships and develop empathy and a sense of responsibility towards students they might not typically engage with. While working within these structured groups, older students lead younger students through activities that explore social and emotional skills focusing on resilience, values, and anti-bullying.

The College Peer Support Program integrates leadership training and learning materials to assist the campuses in achieving and maintaining a positive campus culture. It empowers young people to support each other and contribute positively to their campus community.



Student Expectations

All students are responsible for their own behaviour.

All campus rules, policies and procedures are based on our three core values.

Safe, Respectful Personal Best

Explicit lessons will be delivered explaining these expectations in multiple school settings.

Positive expectations for students learning brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. This enables the College to improve social, emotional, behavioural and academic outcomes for children and young people.

HASTINGS SECONDARY COLLEGE <small>EXCELLENCE · INNOVATION · OPPORTUNITY · SUCCESS</small>			Positive Behaviour for Learning
EXPECTATIONS			
SAFE	RESPECTFUL	PERSONAL BEST	
✓ Follow instructions	✓ Control what I say and do	✓ Ask for help	
✓ Be on time and prepared	✓ Actively listen	✓ Work & let others work	



Anti-Bullying Policy

The College rejects all forms of bullying behaviour including online (or cyber) bullying.

The College alongside NSW public schools work to provide safe, inclusive, and respectful learning communities that promote student wellbeing.

The College requires students to be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools.

Hastings Secondary College has well-established strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing, and manage disruptive student behaviour.

The campus anti bully policies, prevention and procedures are outlined in detail on the website. They included high levels of parental and community involvement with the College to improve student attendance, engagement, learning and behaviour.



Award Schemes

Our award scheme aims to recognise and reward students who consistently display excellent attitude and application in the classroom. Students that participate enthusiastically in extra curricula activities and who contribute to the building of a positive culture in the College. The scheme also aims to provide an incentive for all students to build on even the smallest success and to foster a culture that focuses on positive behaviour.

Areas recognised and rewarded include:

Safe, Respectful, And Personal Best Behaviour

Academic Excellence

Sporting Success

Cultural Success

Effort and Achievement

Improvement

Participation

Citizenship

Leadership and Initiative

Attendance

Uniform

Faculty and Subject Excellence Awards

Students are identified each Semester by all faculties for outstanding / consistent academic performance in their subject areas. Certificates and positive letters are sent to parents.

Recognition of Participation

Students who represent our College or participate with Safe, Respectful and at Personal Best in sporting / cultural activities are recognised by the event coordinator & given tickets to major raffle draws.

PBL Classroom Expectations

Each Term, students with an average high COAL score which reflects their consistent Safe, Respectful and Personal Best attitude are recognised with a positive letter home.

Attendance Award

Recognition each term determined by student having 95% or greater whole day attendance, has no recorded late pattern and student has no truancy record are celebrated with a BBQ & fun activity.

GOTCHA

Received on the spot for meeting school expectations of Safe, Respectful or Personal Best at a particular moment in time. Gotchas are also for students achieving scores of 9 or higher in Coal scores. Gotchas are submitted by students for weekly assembly prizes.

Bicycles, Scooters and Skateboards

Students may ride bicycles/scooters/skateboards to school. Workplace Health and Safety requires students to walk the bicycle/scooter/skateboard within the grounds of the campus.

Bicycles are to be parked and locked in the racks provided. Scooters/skateboards may be stored in the campus designated space. Students are advised to provide a locking device for bikes. The College cannot accept any responsibility for bicycles/scooters or their accessories.

All road rules, including the wearing of helmets, concerning bicycles/scooters must be observed. Bicycles/scooters must not enter or leave through the Westport campus staff carpark.

Calculators

Students in years 7 to 12 will need a scientific calculator for Mathematics as prescribed by the NSW Education Standards Authority. They should bring them to every Mathematics lesson. These can be purchased at cost price from the front office.

Classrooms

Classroom spaces are for learning and timetabled lessons. It is expected that school property is used safely and treated respectfully. Students found responsible for deliberate damage may be suspended. Students are not to eat in classrooms and chewing gum is not permitted.



College Ongoing Attitude to Learning (COAL) Scores

The College Ongoing Attitude to Learning (COAL) score, a method of providing regular feedback to parents/carers, on their child's application to learning. Semester reports provide information to parents/carers on student learning and effort. COAL scores are an additional method of providing further feedback.

Class teachers allocate each student a score based on the student's attitude to learning using the scoring matrix. Letters are mailed home, detailing the individual and overall average COAL scores for your child(ren).

Students consistently scoring in the Gold (9 & 10 band) will have their efforts reinforced through a range of reward structures. Similarly, students scoring in the Brown (4 to 5) and Red (1 to 3) bands may be identified for additional learning support.

COAL Score Matrix

10	Outstanding	Is an outstanding student all of the time. Always has correct gear and equipment, and appropriate uniform for subject. Gets equipment out without having to be directed; frequently volunteers answers in classroom discussions; is always on task; always addresses teacher and other students politely; is consistently punctual; well-organized and up to date with bookwork – demonstrates extra care; is always honest, displays the highest order of citizenship and gets on well with all students – modelling the correct behaviours; always obeys classroom rules; a self-motivated learner.
9	Excellent	Is generally an excellent student. Has correct gear and equipment, and appropriate uniform for subject. Gets equipment out without having to be directed; volunteers answers in classroom discussions; is on task; addresses teacher and other students politely; is punctual; organized and up to date with bookwork – demonstrates care; is honest, displays the good citizenship and gets on well with most students; obeys classroom rules. Is usually a self-motivated learner.
8	Very good	Is generally a very good student. Almost always has correct gear and equipment, and appropriate uniform for subject. Gets equipment out without having to be directed almost all of the time; answers questions in classroom discussions; is on task – may need very infrequent redirection; addresses teacher and most students politely; is punctual; exercises care and is usually up to date with bookwork; is honest, displays some citizenship and gets on well with most students; obeys classroom rules.
7	Good	Is a good student most of the time. Mostly has correct gear and equipment, and appropriate uniform for subject. Usually gets equipment out with minimum reminders from the teacher; attempts to answer in some classroom discussions; is usually on task; addresses teacher and other students politely; is punctual; usually up to date with bookwork; is honest, displays occasional citizenship and gets on well with selected students; obeys classroom rules. Consistency of work and behaviour is more the issue.
6	Satisfactory	Is a good student most of the time – but needs encouragement to be more involved and is slightly underperforming; Book not quite up to standard; may need the occasional reminder to be on task/follow rules (these should be minor infringements.) Has equipment but needs reminders to get it out. Occasionally forgetful about gear. Does work – but not to their highest standard. Talkative at times. Manners at an acceptable standard.
5	Marginal	Needs reminders to be on task and follow rules. Teacher needs to supervise to get student to work. Avoids work at times. Work is disorganised or incomplete. Homework or assignments not done. Talkative, needs frequent rule reminders; Punctuality is an issue. Gear, equipment or uniform are more frequently forgotten. Doesn't always display appropriate manners.
4	Some Concerns	This student is causing concern. Gear, equipment or uniform is often forgotten or ignored. Is distracted or disruptive at times. They fail to respond to teacher directions on occasion and need fairly constant supervision to get started and stay on task. Working to a minimum standard. Punctuality can be an issue. Begin to mention to Head Teacher. Some behaviours recorded on SENTRAL. Parents may be involved.
3	Serious Concerns	As above – but of greater concern. Head Teacher needs to be involved. Behaviours significant enough to put on SENTRAL. Attempts have been made to improve behaviour through faculty monitoring, detentions, parent contact etc. May need referring to Learning Support Team. Rude/ disruptive/ not engaged or making due progress
2	Unsatisfactory Performance	As above. Warning letters sent and attempts must have been made to involve parents. Possible referral to DP – depending on performance in other subjects?
1	Non-performance	Attends class. Does nothing. May be an occasional truant. Attempts must have been made to involve parents and a variety of discipline strategies attempted without noticeable improvement.
0	Non-attendance	Student has not attended class in the COAL period.

Wellbeing and Discipline System

Hastings Secondary College develops successful lifelong learners and responsible global citizens.

We will do this by providing:

- A safe, happy, caring and co-operative learning environment
- A relevant, challenging and flexible curriculum
- Relationships based on mutual respect and honesty
- A partnership between students, staff & parent

Student Responsibility System

Teaching and Learning are the core business of Hastings Secondary College. Behaviour must be conducive to learning, with the processes outlined in this document supporting the development of optimal conditions for effective, meaningful experiences both in and out for the classroom.

College staff treasure our proud history of exceptional achievement and the excellent relationships between staff and students. We are being proactive in our approaches to facilitate smooth progression in our school during times of change.

The *Student Responsibility System* aims to increase the level of responsibility exhibited by students to allow **teaching and learning** to remain the focus of the school.

All students are responsible for their own behaviour by supporting our College Expectations of Safe, Respectful and Personal Best.

Process

Hastings Secondary College has implemented Mentoring and Monitoring cards. The cards are a proactive way for students to reflect on positive behaviours as well as a communication tool with their parents.

Student Blue Mentoring Card

- Monitored by chosen staff member/mentor
- Student stays on the Blue Mentoring card for as long as agreed to with mentor / parent
- The student meets daily with their Mentor, reflect on previous day's success & issued with a new card
- Student takes the card home for parent discussion / signature

Teacher (Green) Monitoring Card

After several attempts to teach the student expected behaviours, a teacher may wish to place the student on a Green Teacher Monitoring card.

- Specific behaviour is identified and the student is monitored by the class teacher
- Student stays on card for 5 lessons
- Teacher keeps the card
- Teacher communicates with home via phone and letter.

If no improvement - Teacher liaises with Head Teacher to escalate student to the next level.

Head Teacher (Amber) Monitoring Card

- Student is monitored by subject Head Teacher
- The process allows flexibility on how this is managed between the Class Teacher and Head Teacher
- Head Teacher contacts parents to discuss support the strategies that will be implemented through the Amber card & a Sentral notification letter is sent home by the class teacher.
- Student is monitored for 5 lessons
- Head Teacher may link up with the student either daily or liaise with class teacher to discuss student progress. Head Teacher may extend the 5 lesson monitoring at their discretion





Continued no improvement – Head Teacher liaises with Deputy Principal to escalate student to the next level.

Deputy Principal (Red) Monitoring Card

- This a warning of suspension for the student.
- Deputy Principal contacts parents to discuss support the strategies that will be implemented through the Red card & a Sentral notification letter is sent home by the class teacher.
- Monitored by Deputy Principal – Student reports to Deputy each morning. Student issued with a new card & mentored on focused behaviour & how the day will look for them.
- Student takes the card home at end of day and parents discuss / signs card. Student meets with Deputy the following morning for reflection & issued a new card.
- Student is monitored for 5 days.
- Deputy Principal may wish to extend the 5 lesson monitoring at their discretion
- Positive improvement, student is taken off the card.
- Option: if parent / Deputy or Year Advisor would like the student to go to a Blue Mentoring card for a short period of time for ongoing support / mentoring.

Continued no improvement – The Deputy Principal will make a recommendation to the Principal for suspension.



Information for Parents

Change of Address or Family Circumstance

Communication with parents is an important aspect of your child's education. Please let the office know if there are any changes to contact person, address, phone/mobile numbers, and emergency contacts must be notified as soon as possible. This enables the College to communicate important information and to contact families quickly if necessary.

Parents and carers must ensure they update student's medical records. College staff awareness of the most up-to-date information regarding your child's health is essential.

Campus Fees

Our College requests contributions to enhance your child's educational and sporting programs. To maintain a high standard of education, it is necessary to seek revenue additional to that allocated by the Government. Service contributions are used to provide such items as additional textbooks, library books, sporting equipment and materials and equipment all of which are directed towards the benefit of your child.

Service contributions and elective fees would be appreciated at the beginning of the campus year and may be paid in full or in the case of hardship 1/4 of the prescribed fee at the beginning of each term.

Fees for elective subjects

Elective subjects involve materials that students use for projects and take home at the end. These electives have compulsory fees and should be considered when selecting courses. Details of elective fees are included in the courses handbooks when students are selecting elective options.

Parents who are unable to pay for elective subjects because of financial hardship may be eligible for assistance from the school. The "Student Assistance Scheme", to assist families with education costs, where genuine need exists. Application may be made through the front office and will be managed with the strictest confidence.

Payments

Payment of fees can be made at the Front Office or via the Parent Portal on our website.

<https://hastingssecondarycollege-h.schools.nsw.gov.au/parent-portal-and-online-payments.html>



Enrolments

Local enrolment area

Hastings Secondary College has specific local enrolment areas.

Check your address on <https://schoolfinder.education.nsw.gov.au/index> to see if it is within our local intake area. Our College campuses have designated local enrolment areas.

Out-of-Area enrolments

Schools may accept enrolments from outside their designated local area if places are available. Such applications are subject to the departments policies and selection criteria. Contact [Michelle Garven](#) for further information about our College's out-of-area selection criteria and the application process.

If the demand for local enrolment exceeds the number of places available, Out of Area enrolments will not be available except in exceptional and compelling circumstances.

Applications for Out of Area enrolment will be determined on a case-by-case basis.

Parent/Teacher Evenings

During the year, evenings in terms 1 and 3 are set aside between written reports to provide an opportunity for a personal interchange between parents and teachers. These evenings are recommended for all parents/carers to discuss their child's progress.

A College Year 10 into 11 Information Evening is held in Term 2 to assist students and their parents/carers in understanding senior studies and making subject choices that support their future aspirations.

Contact with class teachers is also available at other times. Initial contact to arrange this should be made through the office or via your child's Year Adviser.

P&C Associations

Hastings Secondary College has campus-based P&C Associations.

These two groups of enthusiastic members of parents, carers and community members work with staff and students of Hastings Secondary College and to meet the immediate needs of our students and the greater campus community.

The P&C provides a forum for people from the campus and the local community to help make decisions regarding the College.

Both groups meet once a month during term time to discuss ways to support the school. We fundraise to enhance our ability to contribute to purchasing equipment and resources for the school and aim to provide a forum for direct communication between the school and parent and community bodies.

Annual fee \$2.00

Meetings - New members are very welcome, please join us at our meeting/s.



Port Macquarie campus
3rd Tuesday of every month during term @ 6.30pm
Staff Common Room



Westport Campus
3rd Monday of every month during term @ 6.00pm
Lab 3 of the Science faculty

Appendix

Campus Specific details

Staff List 2024

PRINCIPAL

Kristen Miller

EXECUTIVE PRINCIPAL

Meaghan Cook

ENGLISH

Southon, Jo (HT)

Black, Alison

Kalea, Bronwen

Moss, Bonnie

Rae, Lisa

Willaton, Rory

MATHEMATICS

Smith, Jenn (HT)

Brennan, Megan

Edge, Di

Hardy, Jess

Lewis-Barnett, Max

Maurer, Deanna

O'Brien, Heather

Starr, Jeanette

Stone, Lloyd (YA7)

SCIENCE

Hall, Lisa (HT)

Clarke, Belinda

Ellem, Donna

Gilchrist, Tim

Holland, Rob

Leach, Amanda

Trewick, Daniel

SCIENCE PREP ROOM

Harris, Diana

HSIE – HISTORY

Fitzpatrick, Chris (HT)

Baker, Phil

Brown, Leana

Jackson, Stuart

Neville, Lucy

Newbound, Louise

Oakeshott, Sara Jane

O'Brien, Mark

Tavete, Ashleigh (YA 8)

White, Mark

CLONTARF

Brewer-Charles, Branston

Maher, Charlie

Scott, Vince

SISTA CONNECTIONS

Kristie Daley AEO

Grainger, Leilani

DEPUTY PRINCIPAL

Kim Burton

COLLEGE DEPUTY

Geoff Duck

PD/H/PE

Sanderson, Mick (HT)

Mara, Olivia

Kramer, Melissa

Neilson, Lyndsay

O'Shea, Alana

Perkins, Erin

TECHNICAL SUPPORT

Morgan, Sean

CAPA

Nestler, Skye (HT)

Diffey, Rebecca

Heddles, Stewart

Moxon, Leanne

Stidwill, Clair

Stirton, Cassandra

TAS

McManus, Andrew (HT)

Harrison, Todd

Naylor, Kate

O'Connell, Ryland

Pullin, Will

Ross, Taylor

Ruhl, Leon

Weatherby, Grant

TAS – PREP KITCHEN

Turner, Sam

ADMINISTRATION

Middleton, Kim (Rel SAM)

Scherf, Jeni (Business Mgr)

Burke, Xanthe

Cassidy, Xanthe

Cocking, Janelle

Gray, Shona

McMahon, Nicole

Nagel, Tani

Robinson, Rochelle

SCHOOL PSYCHOLOGIST

Graham, Amanda

Mason, Leigh

LaST

Davis, Bec

Mason, Sophie

AG PLOT

Cocking, Greg

DEPUTY PRINCIPAL

Rob Lyttle

COLLEGE STAFF

Garven, Michelle

Schwarze, Amy

HT ADMIN

Newbound, Louise

LIBRARY

Jackson, Stuart

Stephens, Kerrin

CAREERS

White, Mark

GENERAL ASSISTANT

Parsey, Greg

Cocking, Greg

SRC

Newbound, Louise

SUPPORTED LEARNING

Pett, Heath (HT)

Abbott, Lee

Byrt, Thys

Carney, Kristy

Carrington, Sue

Cummins, Georgia

Griffin, Christine

Hartill-Law, Ben

Hersee, Simon

Holt, Charlie

Mead, Gail

Pollard, Eve

Riddle, Amy

Russo, Andrew

Taylor, Kelsey

Vaughan, Mark

WELLBEING

Kelly, Michelle (HT)

Brain, Anna (HT Attendance)

Davis, Bec

Mason, Sophie

Munro, Shyley

Waters, Chris

EMERALD

Brain, Anna

LEAP

Edge, Di

Willaton, Rory

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8.15 – 9.12	Period 1 8.15 – 9.12	Period 1 8.15 – 9.05	Period 1 8.15 – 9.12	Period 1 8.15 – 9.12
Connect <i>Please note: Connect Incorporates roll call 9.12 – 9.27</i>	Assembly 9.12 – 9.37	Roll Call Marked Period 1	Connect <i>Please note: Connect Incorporates roll call 9.12 – 9.27</i>	Connect <i>Please note: Connect Incorporates roll call 9.12 – 9.27</i>
Period 2 9.27 – 10.24	Period 2 9.37 – 10.30	Period 2 9.05 – 9.55	Period 2 9.27 – 10.24	Period 2 9.27 – 10.24
Lunch 1 10.24 – 10.54	Lunch 1 10.30 – 11.00	Lunch 1 9.55-10.25	Lunch 1 10.24 – 10.54	Lunch 1 10.24 – 10.54
Period 3 10.54 – 11.51	Period 3 11.00 – 11.53	Period 3 10.25 – 11.15	Period 3 10.54 – 11.51	Period 3 10.54 – 11.51
Period 4 11.51 – 12.48	Period 4 11.53 – 12.48	Period 4 11.15 – 12.05	Period 4 11.51 – 12.48	Period 4 11.51 – 12.48
Lunch 2 12.48 – 1.18	Lunch 2 12.48 – 1.18	Lunch 2 12.05 – 12.35	Lunch 2 12.48 – 1.18	Lunch 2 12.48 – 1.18
Period 5 1.18 – 2.15	Period 5 1.18 – 2.15	Sport 12.35 – 2.15	Period 5 1.18 – 2.15	Period 5 1.18 – 2.15

Canteen Menu

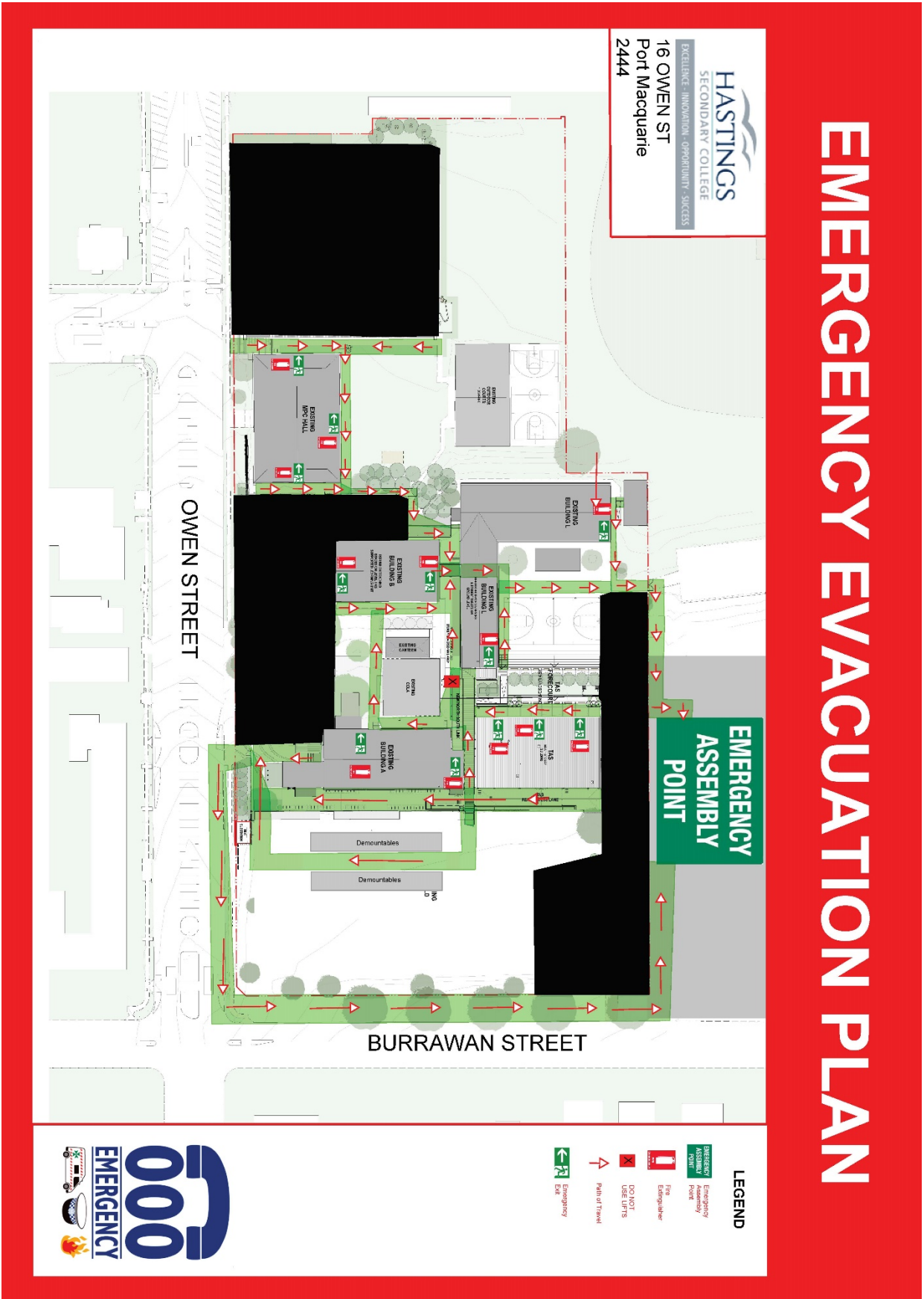
An updated menu will be available in 2024.
Canteen items can be purchased through flexi-schools, a link is available on our website.

Emergency Procedures

The Evacuation Assembly Area is the Lower Oval

The Evacuation will be signalled by a continuous ringing of the school bells

A Lockdown will be signalled by a siren characterised by rising sounds



Uniform – Port Macquarie Campus

In accordance with the Education Act of 1990, and the requirements of the Department of Education & Training, each school community sets its own Wellbeing Policy, including uniform procedures

The Wellbeing Policy, which has been fully endorsed by the P&C, is that all students attending Hastings Secondary College Port Macquarie Campus must wear school uniform.

The college believes that the wearing of uniform is integral to providing and maintaining high standards of education, self- esteem and safety for its student body.

Four major reasons can be provided to support the wearing of school uniform.

- It helps school spirit and fosters pride in the college.
- It promotes cohesion between different groups within the school thus breaking down discrimination based on financial, religious or cultural background.
- It provides a clear identification of students within the school and community. This makes the sighting and removal of uninvited and unwelcome visitors possible.
- It reflects workplace safety in the case of shoes and hoodies.

We appreciate the ongoing support of parents and carers in our endeavour to continually improve our school.

Please note the following:

- If a student is out of uniform, a short note should be provided stating the reason.
- Leggings, hooded tops, tights, jeans and brief shorts are NOT part of the school uniform.
- Excessive jewellery or make-up should NOT be worn to school.
- Enclosed solid black leather shoes must be worn at all times while at school

**HASTINGS**
SECONDARY COLLEGE

EXCELLENCE - INNOVATION - OPPORTUNITY - SUCCESS

Uniform Shop Holiday Hours



Opening Dates and Hours

Tuesday 23 January - 9:00am to 1:00pm

Wednesday 24 January - 1:00pm to 5:00pm

Thursday 25 January - 9:00am to 1:00pm

Westport Campus

The uniform shop will operate in the Westport Campus MPC accessed via the entrance on Findlay Avenue

Port Macquarie Campus

The uniform shop will operate in the Port Macquarie Campus MPC accessed via Owen Street

College Uniform

A College uniform was introduced in 2023. Items can be worn on all school term days. Year 7 are encouraged to purchase the College uniform and older students only when replacements are required.

Current campus uniforms can continue to be worn for 3 years or whilst in good repair.

College uniform items (prices accurate for January 2023)	
Polo royal blue, with College logo unisex, polyester with cotton back fabric	\$22
Shorts ink navy with College embroidery unisex, stretch polyester basketball mesh	\$27
Shorts ink navy with College embroidery stretch microfibre (male/female style options) with zip pocket	\$27
Skirt ink navy with College embroidery Plain navy, two mini pleats, built in bike shorts and zip pocket	\$40
Senior Shirt white button up, College Logo, male style, navy inner neck lining	\$35
Senior Blouse white button up College Logo, Female style, navy piping on sleeve	\$35
Trackpants , ink navy with College embroidery male/female style options) zipper pocket	\$40
Jacket soft shell ink navy with College logo polar fleece lined	\$48
Jacket spray ink navy with College logo lightweight microfibre outer, cotton lining, ink navy	\$38
Jumper ink navy with College logo V neck cotton blend fleecy jumper	\$25
Cap Ink navy with College embroidery Peak cap	\$12
Tie (optional senior uniform) College grey, College navy and teal stripe College logo	\$20

Senior Jackets and Jerseys - ordered individually in Year 10 (for use in Year 11 and 12).

“OLD” Campus uniform (phasing out 2023-2026) Items can be worn until no longer serviceable.

Junior School Uniform Years 7-10

Girls uniform

- Junior school skirt
- Navy blue tailored shorts
- Royal polo shirt with campus logo
- School jumper with logo
- School jacket with logo

Boys uniform

- Grey shorts
- Royal polo shirt with campus logo
- School jumper with logo
- School jacket with logo
- Grey long pants

Girls Senior uniform - Years 11-12

- Senior school skirt
- Navy blue tailored shorts
- White school shirt with campus logo
- School jumper with logo or Senior Jersey
- School jacket with logo or Senior Jacket

Boys Senior Uniform - Years 11-12

- Grey shorts
- White school shirt with logo
- School jumper with logo
- School jacket with logo

Out of Uniform Procedures:

- Students are required to bring a note from home when out of uniform. This should only be under exceptional circumstances.
- Every student out of uniform must report to the English staffroom before school to hand in their note and collect a 1-day uniform pass.
- Students failing to obtain a uniform pass will be supported by an executive mentoring session in Lunch 2.
- A pool of uniforms is available for students experiencing difficulties in obtaining a uniform.
- Students must have uniform to start attending school. Students and families experiencing financial hardship are encouraged to seek assistance by contacting the school.

The campus code of conduct endorsed by the P&C Association requires all students to wear school uniform. It is a requirement of the Department of Education that all government school students wear uniform.

Workbooks and Essential Materials

Lists of books and equipment required for the school year are available on our website from December 2023 until June 2024.

Students enrolling after this time may continue to use books from their previous school or discuss with class teachers the requirements for one semester.

