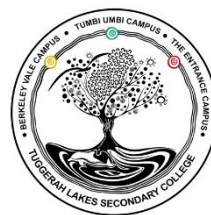




TUGGERAH LAKES SECONDARY COLLEGE THE ENTRANCE CAMPUS



INFORMATION HANDBOOK for Parents, Carers and Students 2024

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facebook.com/TLSCTEC



instagram.com/tlsc tec

THE ENTRANCE WAY

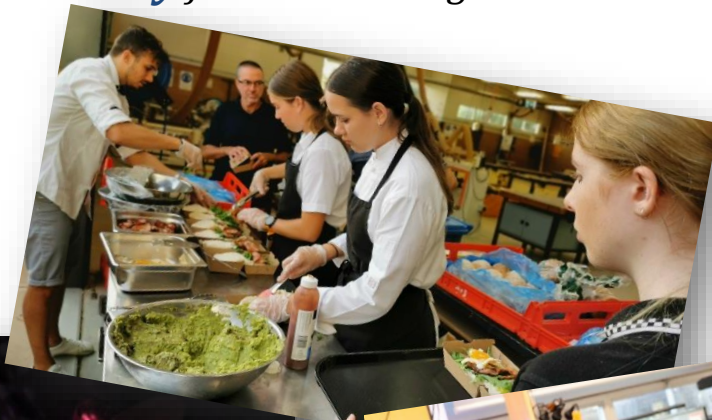


AT THE ENTRANCE CAMPUS

We *respect* ourselves, our friends, our teachers and our environment

We value and build positive *relationships*

We take *responsibility* for our learning and what we do



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Acknowledgement of Country

We gather here on sacred land with respect for and gratitude to her traditional custodians. This country is rich with culture and abundant resources. We are all connected to this place and to her people, stories, plants and animals. This is our country. It is our mother.

This land is, always was and always will be Aboriginal land. Today we pay respect to this country and to those who walked before us, to those who walk with us and to those who will walk after us.



Introduction

Situated between the ocean and the lake in Darkinjung Country, TLSC The Entrance Campus is the senior campus of Tuggerah Lakes Secondary College. It is established as an adult working and learning environment offering multiple pathways to the HSC and beyond. Our campus consists of 810 Year 11 and 12 students from diverse backgrounds including 8% Aboriginal and Torres Strait Islander students. Our campus also has a dedicated support unit for Years 7-12.

The Campus has a strong focus on Aboriginal Education and partnership with Kuriwa Aboriginal Education Consultative Group (AECG) to improve outcomes for our Aboriginal students.

The Entrance Campus offers a broad range of courses to meet the educational needs of students. The structure and diversity of The Entrance Campus allows for the individual needs of all students to be addressed.

Our Campus values are:

Respect Relationships Responsibility

These values underpin the philosophy of the TEC Campus as it endeavours to provide quality education for every member of the school community. We call them 'The Entrance Way'.

Within the TEC Campus we support and encourage:

- A more adult working and learning environment;
- A sense of purpose and motivation to excel at what we do;
- The capacity to develop a love of learning that will stay with individuals throughout their life;
- The ability to make individual decisions and judgements.

TEC school vision:

We aspire to develop respectful and responsible students with the knowledge and skills to thrive in their chosen pathway



Welcome from the TEC Campus Principal



Welcome to the Senior Campus of the Tuggerah Lakes Secondary College. Our Campus community aims to create an adult working and learning environment that offers multiple pathways to the HSC and beyond.

You commence your senior secondary studies at a very exciting time for the campus where, through our 2021-2026 school plan, a key priority is to maximise your engagement with learning through quality programs that will enable you to achieve success in your chosen pathway.

The core values of respect, responsibility and relationships underpin our campus culture and our motto 'New Horizons'. I am sure you will make the most of the considerable opportunities that will be provided to you over the next two years as you seek your new horizons.

You will be made very welcome by our campus community and supported by highly talented, professional teaching and support staff. Your teachers will be central to your learning journey and I encourage you to work collaboratively with them as you set and achieve your learning goals. As you make the transition from a middle school to the senior environment of the HSC and work with us to ensure that your future is what you want it to be. Every student is actively encouraged to make the most of the opportunities that are presented, to meet the expectations of being a part of a senior school, and to develop aspirations for yourself in order to create your future.

Our vision is: *'As a school community, we aspire to develop respectful and responsible students with the knowledge and skills to thrive in their chosen pathway'*. We actively encourage students to take responsibility for all aspects of their learning and progress. Our wish is that you achieve an HSC or equivalent that will assist you to access the best possible career path - whether that path takes you onto further study at University or TAFE, to an apprenticeship or traineeship or to full or part time work. It is vitally important that you attend every day, be active in your learning, complete all set work including assignments and assessments, and be proactive in building positive, mutually respectful relationships with staff and other students.

You will learn about "The Entrance Way" - how we do things on the senior campus - and make a successful transition to our more adult way of doing things in preparation for your next big step: moving from school to the workplace. You will notice this in the classroom, cafeteria and playground, in the way we go about our business and in the way we act. With your focus on learning, we'll support your efforts to success as you follow your chosen pathway towards achieving your HSC (or it's equivalent in Certificate II or III).

Your two year pathway to the HSC will be an exciting one as well as being challenging and rewarding. I urge all students to get involved in campus life from your first day here so that every day counts and you give yourself the best chance to reach your own personal best. I look forward to being part of your learning journey and celebrating your successes in the Higher School Certificate.

Ms Kirrily Harvey

Welcome from the TLSC College Principal



It is my pleasure to welcome you to The Entrance Campus, the Senior Campus, of Tuggerah Lakes Secondary College. Whether you are new to the college and it's supportive community, or successfully transitioning from our Tumby Umbi or Berkeley Vale Campuses, I'm sure you will be made to feel very welcome by our students, caring and excellent teachers and support staff during the next stage of your learning journey as a Senior Student. Your relationships with your fellow students and partnerships formed with your teachers will also be key to your success.

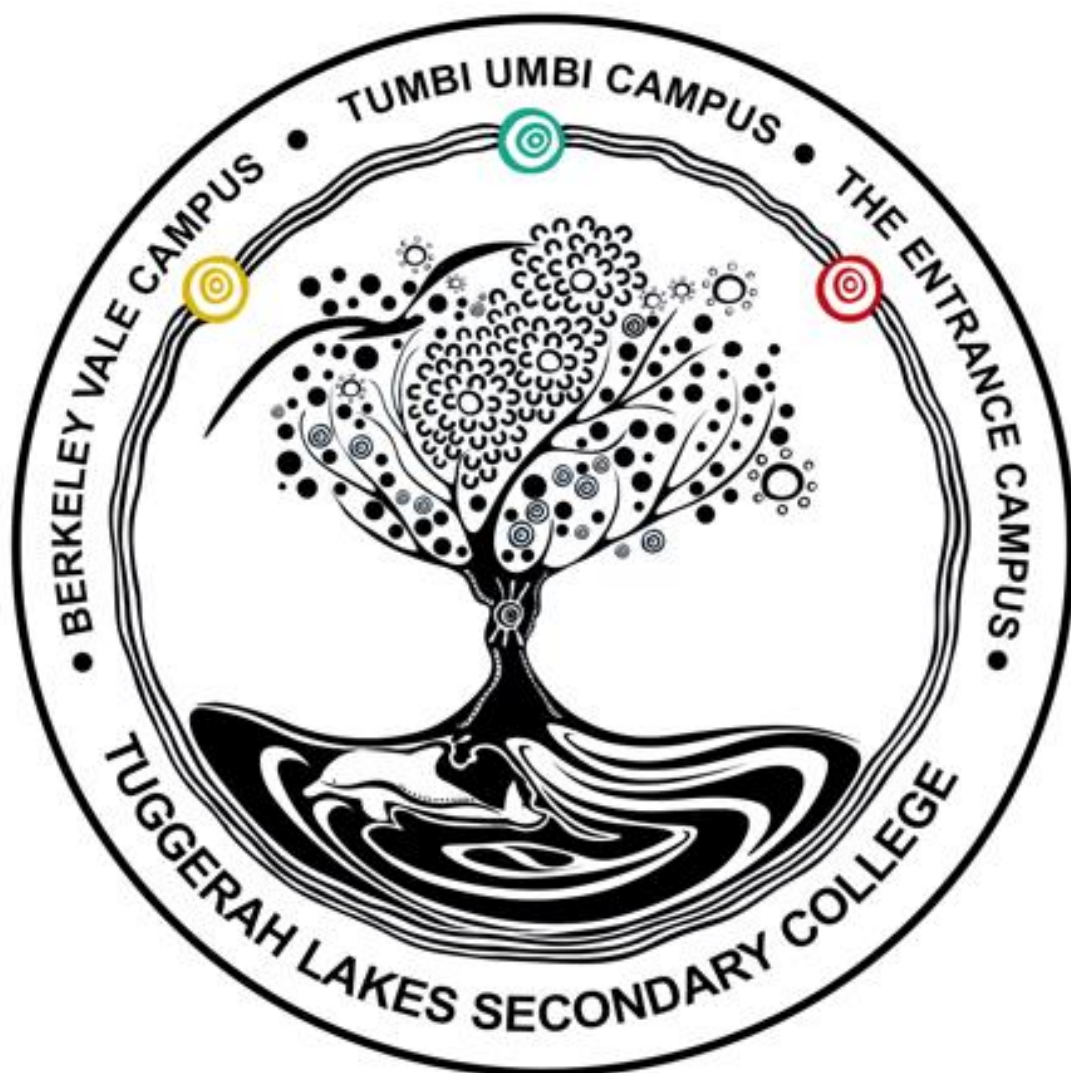
I encourage you to make the most of the many opportunities being part of a college offers all of its students at the Senior Campus both inside and beyond the classroom. There is always something happening - so get involved. Approach all aspects of student life with a positive growth mindset, guided by a responsible perspective in what is an adult learning environment and you will achieve your potential and be well prepared for life beyond school.

I look forward to being part of this next stage of your learning journey and celebrating your successes in your pathway and the Higher School Certificate. Work hard, have fun and my best wishes to you for every success.

Mr Gary Bennett

New Tuggerah Lakes Secondary College Logo

Designed by: Kristy Garner, Emalee Murray, Kalih (Ki) Smith



We are excited to announce the winning entries in The Tuggerah Lakes Secondary College Logo Competition. We'd like to thank everyone from our college's community who participated. Our team of College student leaders on the judging panel who had the toughest role in awarding prizes due to the high calibre of entries.

Congratulations and well done to all our winners and participants!

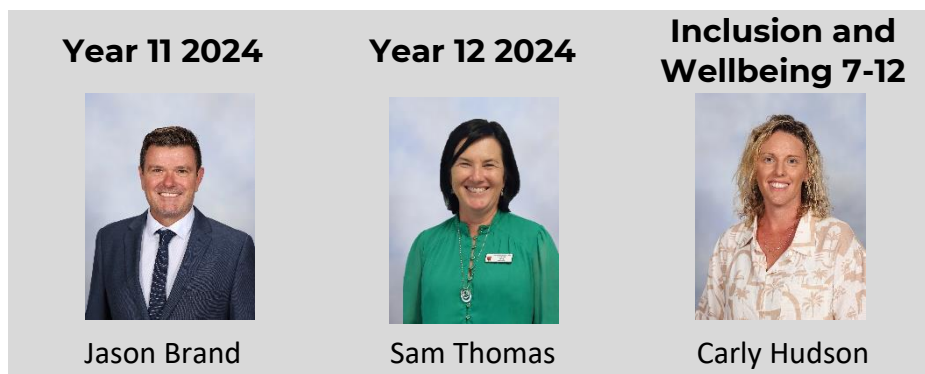
Below is the concept outline from our designers:

- *The **tree** is a symbol of so much in our world. Signifying belonging, knowledge and wisdom whilst providing important links to our cultural past. The tree, as a symbol of life and growth, is the central element in the logo. It is also the symbol used for Tumby Umbi Campus.*
- *The **water** represents our coastal location and is also a symbol of life. It is integral as it connects us with family time, intergenerational knowledge and cultural transfer.*
- *The water is home to the **dolphin** which is the symbol for The Entrance Campus and is associated with the human spirit, and is also used to symbolise the importance of a balanced life.*
- *The **bird** is the symbol of Berkeley Vale Campus. Birds have lived alongside us since the beginning of time and feature heavily in the song lines of Indigenous nations across Australia. Their movements are featured in our dance. They also share their wisdom of our environment, seeking food sources, good water for survival and behaviours that mark the seasons.*
- *The flexible branches of the tree encompasses **Aboriginal symbols** which hold significance to our College and community. This is where I collaborated with Kalih Smith and Emalee Murray to incorporate Aboriginal design embracing meaningful connections.*
- *The story told by Uncle Rob Waters this year (2023) spoke of the **stars** above being ancestors watching over us. Their **campfires** shining bright are a symbol of their presence with us always. You will see **stars and campfires** clustered throughout the tree representing this life long connection to the generations of the past.*
- *The **three meeting places** in the centre of the tree represent our three campuses and our connection to all communities. Our meeting places, with many people gathering around, become part of our story, each day. Surrounded by ancestors and supported with our tree of life and growth. The remaining dots represent our unique qualities and embracing inclusivity.*
- *The symbol on the trunk of the **tree is the meeting place, where the journey meets** which is our place of learning.*
- *The **long journey** symbol that encircles the design as well as the **meeting place** in the centre of the tree tells the story of how our journey blooms in our place of education and provides us with the tools to experience our 'long journey' as we explore our lives outside of school.*
- *My aim was to create a logo that embraces unity, excellence and diversity. Working alongside Ki and Emalee we have embodied our shared values: achievement, thrive, respect, responsibility, relationships, integrity and fairness. I have created a few options for you to discuss and have journaled the journey of the logo where you can see the pencil symbols of Ki and Emalee. We can change components if needed and look forward to hearing from you.*

Welcome from the Deputy Principals

The role of the Deputy Principals within the TEC Campus environment is to ensure that the teaching and learning experiences of our students is of the highest possible standard and that the school operates efficiently and smoothly. Our other responsibilities include:

- Transition 10-11 and 12-13
- Student Wellbeing
- Curriculum
- NSW Education Standards Authority entries
- Assessment and reporting of student achievement
- Daily organisation
- Student attendance



As senior students, we will be encouraging and supporting you as you take responsibility for your own learning, treat others with respect and act and behave as young adults. We will assist you to develop good work habits, learn to manage your time for homework and study, as well as learning to balance the social side of life with work commitments. Experience tells us that students who take responsibility (this includes asking for help when needed) will achieve their goals.

If any difficulties arise, or should you need support with your study pattern, you can come and see us to discuss these issues. We are here to provide assistance and advice, making sure that your pathway through the senior school is the best possible one for you.

From time to time you may receive a letter to see us about wellbeing concerns or application to work. Sometimes this will mean involvement of your parents/carers or caregivers. Whatever happens, we will always encourage open communication within the school and with your parents/carers so that we can work together in partnership towards a common goal, your education and wellbeing.

We warmly welcome you to the senior campus and look forward to working with you.

Mr Jason Brand, Mrs Sam Thomas and Mrs Carly Hudson

Staff Listing 2024

SENIOR EXECUTIVE	TAS/VET	ED / IO IS / MC UNIT
Bennett, Gary – College Pr.	Lawless, Margaret - HT	Hemmerle, Aaron - HT
Harvey, Kirrily – Principal	James, Scott	Aguilera, Bree - Dolphins
Hudson, Carly – DP Inclusion	Terlato, Robert	Bagnell, Kaitlyn
Brand, Jason – DP Year 11	Timperley, Michelle	Brewer, Hannah - ED Unit
Thomas, Sam – DP Year 12		Bushnell, Jean
	VET	Christie, Tahlia
	Teys, Timothy - HT VET	Dowling, Rachel - ARCO
ENGLISH	Garner, Kristy	Hughes, Meredith - MC
Hansen, Carole - HT	Giles, Carolyn - Careers Advisor	Loudon, Jessica
Daniels, Matthew - YA Yr12	Grant, Susan – Yr13 Advisor	Smith, Nathan - ED Unit
Dickman, Penny	McLean, Stephen	
Flint, Jessica	Nieass, Nathan	
Govoronsky, Louise	Screen, Samantha	
Groth, Abigaile - YA Yr12		SASS
March, Darlene	CAPA	Staines, Sally-Anne – Business Manager
Plunkett, Candice (CC BVC)	Williams, Adam - HT	Head, Debbie - SAM
Styles, Hayley - LAST	Dafter, Rebecca	Brown, Tony - Gardener
Walters, Bronson - YA Yr12	Lewis, Alana	Clemow, Kristie - Principal Support
	Marchant, Elyse	Davis, Kerrie
	Taylor, Eleisha - HT Mentor	Herbert, Neal - GA
MATHS		Hilqendorf, Brooke
Gray, Matt - HT Math/Admin		Moloney, Larni
Dezius, Dale	PDHPE	McKiernan, Misti
Dorey, Cooper	McGinley, Scott - HT PDHPE	O'Donoghue, Hollie
Gifford, Laura - YA Yr11	Kearney, Sam - Sport Coord T1/T3	Piper, Sean - TSO
Hollingsworth, Ruth	Kennedy, Fiona	Sciberras, Cathi
Osborne, Jake	Muddle, Levi - Sport Coord T2/T4	Sommerville, Brenda - 1st Aid
Rix, Cheryl	Pye, Carolyn	Van Hemert, Wendy
	Romano, Mel – Girls Advisor	White, Sarah - Print Room
HSIE		
Deaves, Brett - HT	SUPPORT STAFF	
Barwise, Jacob	Nichols, Emma - HT Wellbeing (Relieving)	SLSO
Drabsch, Kieran	Briggs, Paula - LAST	Alexander, Lillie - SLSO PDHPE
Gillmer, Taylah	Burraston, Carlene - Library	Arthur, Tex - SLSO
Harvey, Lachlan (CC TUC)	Campbell, Rebecca - LAST	Brazier, Daniel - SLSO
Spencer, Kirsty-Leigh (T2)	Ellis, Carla - AEC	Brooke, Ella - SLSO
Roberts, Giorgia	Hobbs, Carly - Library	Carter, Ben - SLSO MC
Smith, Dean	Iles, Kylie - Counsellor	Charlton, Brooke - SLSO ED Unit
Van Dam, Ellen	Metz, Lou - Principal Support	Colreavy, Gemma – SLSO IM
	Newell, Sarah - CC Counsellor	Gifford, Kayla - SLSO
	Watson, Hayley – LAST	Gleeson, Cheryl - SLSO
SCIENCE		Gleeson, Katie - SSO
Hull, Brett - HT		Goeschl, April - SLSO
Farmer, Liam – Yr11 YA		Jackson, Peter - SLSO ED Unit
Robson, Marg		James, Gary - SLSO ED Unit
Shanley, Jacob		Johnson, Rebecca - SLSO ED Unit
Smith, Gillian – Yr11 YA		Lowe, Hannah - SLSO MC
Summerell, Dylan		Robinson, Kyle - SLSO
Wallace, Craig		Spencer, Bridgette - SLSO

A-Z OF WELLBEING INFORMATION

Welcome from the Wellbeing Team

Head Teacher Wellbeing: Emma Nichols



Emma Nichols
HT Wellbeing

Year 12 Year Advisors: Abigale Groth, Matt Daniels, Bronson Walters

Year 11 Year Advisors: Laura Gifford, Gillian Smith, Liam Farmer



Abigale Groth
Yr 12 Advisor



Matt Daniels
Yr 12 Advisor



Bronson Walters
Yr 12 Advisor



Laura Gifford
Yr 11 Advisor



Gillian Smith
Yr 11 Advisor



Liam Farmer
Yr 11 Advisor

We would like to take this opportunity to welcome you all to Tuggerah Lakes Secondary College, The Entrance Campus. As members of The Entrance Campus Wellbeing Team and Year Advisors, it is our responsibility to take care of the general welfare and tone of the year group while providing support for administrative issues. We urge all of Year 11 to utilise us as their first point of contact no matter what the reason.

We sincerely encourage each individual to provide their best effort during their senior schooling to maximise future opportunities. We, as do all of the staff, look forward to working with you and encourage students and parents/carers to contact any member of the Wellbeing Team should you have any concerns.

The Wellbeing Team at The Entrance Campus focus on the positive wellbeing and welfare of all students. The Team are available to assist students so that they may reach their true potential, regardless of any issues that may be impacting on them. The Wellbeing Team look forward to meeting and welcoming all students when they move to the senior campus.

Students can access services such as:

- Counselling and advice
- Student financial assistance
- Mentoring
- Study skills
- Resume and application letters.

ARCO

The Anti-Racism Contact Officer (ARCO) plays an important role in assisting and working collaboratively with the principal to implement three major aspects of the Anti-Racism Policy:

1. Promote anti-racism education
2. Support complaint-handling
3. Monitor incidents of racism



Rachel Dowling
ARCO

With your support, we do the very best we can to ensure culturally inclusive, cohesive, safe and engaging learning experiences for all our students. If at any time you find that you have a concern about racism in our school, you are encouraged to come to the school and talk with Rachel Dowling (the ARCO for the Entrance Campus) so that your concern can be resolved.

Careers Advisor - Mrs Giles

The role of the Careers Advisor at the Senior Campus is an important one and you should take advantage of the availability of this service. Any questions with regards to career planning, training pathways, university and employment opportunities are always welcome. Mrs Giles is also your contact if you are attending TAFE as part of your studies, studying a language via NSW School of Languages or if you are a school based apprentice/trainee.



Carolyn Giles
Careers Advisor

Her office is located in the Library and she is available for you to speak to every day during recess and lunch. Appointments can be made for career planning sessions and parents/carers are more than welcome to attend with you. Bookings can be made using the QR code located near the Careers office door.

There is a Careers Webpage on the TEC Campus Website with information, resources and website links to guide you with career research and planning. This is a good place to start looking for any information that you need. Current events, courses and jobs are also posted on The Entrance Campus Facebook and Instagram.

All students are expected to start a Personal Careers Plan which can be accessed from the Year 12 2024 and Year 12 2025 Google classroom. Mrs Giles can assist students to start this Careers Plan.

Learning Enrichment

The Entrance Campus offers Year 11 and 12 students a comprehensive support service to assist with the demands of their Year 11 and Year 12 HSC pathways. The team consists of Mrs Watson and a number of School Learning Enrichment Officers and is located upstairs in A Block.

The Learning Enrichment Team allows for students to self-refer and access support during a free period, recess, lunch, 'Tuesday Drop In' from 12:30-1:30, before and after school. Students are offered a variety of support services, including: literacy and numeracy support, assistance with assessment tasks and organisational skills, time management, essay writing, study skills, work placement support, research skills, major works, time management and disability provisions.



Hayley Watson
Learning Enrichment

Life Ready

Life Ready is a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school.

Life Ready content is based on the needs and interests of the student body and is linked to the following contemporary learning contexts: Mental Health and Wellbeing, Independence, Drugs and Alcohol, Relationships, Sexuality and Sexual Health and Safe Travel. Each year, a program is developed collaboratively with HT Wellbeing and Year Advisors and is adapted according to feedback provided in staff and student evaluations.

Life Ready sessions are scheduled into the yearly calendar.

This program is part of 'The Entrance Way' in meeting our responsibilities to our students and their development in response to the DoE Wellbeing Framework. For more details:

<https://education.nsw.gov.au/schooling/school-community/wellbeing-framework-for-schools>

Mental Health Services and Support

be you

Mental Health Services and Support

<p>Beyond Blue</p> <p>24/7 mental health support service</p> <p>1300 22 4636 beyondblue.org.au</p>	<p>headspace</p> <p>Online support and counselling to young people aged 12 to 25</p> <p>1800 650 890 (9am-1am daily) For webchat, visit: headspace.org.au/ehespace</p>	<p>Kids Helpline</p> <p>24/7 crisis support and suicide prevention services for children and young people aged 5 to 25</p> <p>1800 55 1800 kidshelpline.com.au</p>	<p>1800RESPECT</p> <p>24/7 support for people impacted by sexual assault, domestic violence and abuse</p> <p>1800 737 732 1800respect.org.au</p>
<p>Lifeline</p> <p>24/7 crisis support and suicide prevention services</p> <p>13 11 14 lifeline.org.au</p>	<p>Suicide Call Back</p> <p>24/7 crisis support and counselling service for people affected by suicide</p> <p>1300 659 467 suicidecallbackservice.org.au</p>	<p>Mensline</p> <p>24/7 counselling service for men</p> <p>1300 78 99 78 mensline.org.au</p>	<p>QLife</p> <p>LGBTI peer support and referral</p> <p>1800 184 527 (5pm-10pm daily) qlife.org.au (online chat 3pm-12am daily)</p>

If you are concerned about someone at risk of immediate harm, call 000 or go to your nearest hospital emergency department.

With delivery partners: Early Childhood Australia
Funded by: headspace Australian Government Department of Health

School Counsellors

The Entrance Campus offers the onsite services of a School Counsellor five days a week to work with young people in supporting their mental wellbeing in a private and confidential environment.

Students are encouraged to call into the Counsellor's office (above the canteen) or request to be referred by the wellbeing team if they sense they are struggling with their sense of belonging, relationships, stress related to school work, or unhelpful thoughts. Parents/carers are also encouraged to call the School Counsellor or School Psychologist on 4332 2944 for advice regarding counselling support within the school or for an appropriate referral to an outside health care provider.



Kylie Iles



Sarah Newell

Support Dogs

The Entrance Campus is home to numerous support dogs. The role of school support dogs is to react and respond to people and their environment, under the guidance and direction of their handler. For example, a student might be encouraged to gently pat or talk to a dog which can provide emotional support during moments of stress and/or anxiety.

Some benefits of a school support dog include:

- ✓ Increased self-esteem and positive interactions between staff and students.
- ✓ Decreased blood pressure and increased physical stimulation.
- ✓ Increased memory and problem-solving skills.
- ✓ Increase in positive mood; places students at ease and increases openness/socialisation with others.



Wellbeing Hub

The Wellbeing Hub is a central space on campus that provides a facility for supporting students with health and wellbeing. Katie Gleeson is our School Support Officer and she is the 'go to' person with everything related to the Wellbeing Hub. This ranges from booking appointments for our community services partners and our students and processing referral forms and booking various meetings. The Wellbeing Hub is located within the library and is the central point for students to seek support in a safe environment to:

- Build social connections
- Link to external agencies including housing, Centrelink
- Breakfast from 7:15am each morning
- Food and hygiene packs
- Second hand uniforms
- Emotional regulation strategies/workshops
- Anxiety resilience strategies/workshops
- Health, social and relationship advice



Katie Gleeson
School Support
Officer

Girls Advisor

Mrs Romano is responsible for supporting and implementing the wellbeing approach to female education at the TEC Campus. Her focus is on developing the strengths and virtues that enable girls to thrive within our school community.



Melanie Romano
Girls Advisor

Year 13 Advisor

Mrs Grant's role on campus is to support and provide opportunities for year 12 students to establish appropriate mentors, support and pathways to ensure all students are known, valued and cared for. She will liaise and collaborate with the school's wellbeing team, class teachers, learning support, school counsellor, careers and transition team to devise direction and a course of action needed to support students in transitioning into their post-school pathway.



Susan Grant
Year 13 Advisor



Aboriginal and Torres Strait Islander student support

Our Aboriginal Mentoring Program is targeted for all Aboriginal and Torres Strait Islander students in Year 11 and 12. The programs aims to enhance their engagement and improvement in their academic achievement and support them to complete Year 11 and 12.



Carla Ellis

Aboriginal mentoring can be accessed during student's study periods in the Aboriginal Student Resource Room in E Block or after school on Tuesdays in the school library. The Aboriginal Education Coordinator, Carla Ellis, is on campus Monday, Thursday and Fridays to support students and offers cultural drop in programs during recess and lunch meeting in the E Block Aboriginal Student Resource Room.

Our Aboriginal students also have a Facebook Page: [TEC Aboriginal and Torres Strait Islander Student Yarning](#).

Meeting places

Our campus has indoor and outdoor learning spaces designed to promote Aboriginal culture. For example, Library Area Two, Yarning Circle (main campus and Annex) and Bush Tucker Garden, Aboriginal Student Resource Room, Petroglyph Site and numerous murals around the campus.

Our **Aboriginal Student Resource Room in E Block** is a culturally safe space for our students and community where mob gather to yarn, learn and grow. The space has a kitchenette stocked with tea/coffee and breakfast/lunch items, art, tools, textbooks, resources, comfortable seating area and up to date information boards.

Support for our students

The Entrance Campus is continuously striving to better the support we provide for our Aboriginal students culturally, emotionally, socially and academically. In addition to the support that is available for every student at The Entrance Campus we provide:

- Campus Identified Aboriginal Education Coordinator employed three days per week.
- NSW AECG Project Officer Michael Laurie, NSW Premiers priority program Pirru Thangkuray. Ensuring our students identity and culture is nurtured and valued while on their HSC journey.
- Aboriginal Student Leadership Roll Call Groups which enable a morning check in with Aboriginal Education Coordinator, allowing our Aboriginal and Torres Strait Islander students connection and support.
- Ongoing access to Kuriwa AECG and Aboriginal community members, who guide and support Aboriginal student cultural connections, goals and aspirations.
- School assemblies that honour, celebrate and recognise our student's diverse cultures and histories, for example our Aboriginal Education Awards Ceremony, Reconciliation Week Assembly, NAIDOC events, GulangFest, Message Stick Ceremony.
- College Aboriginal Dance, opportunity for students to gather and learn from NAISDA graduates. Students perform at various events across the Central Coast and at school events.
- Financial support to assist students purchase of school uniforms, course fees, course and leadership excursions, breakfast and lunch supplies, loans of laptop computers etc.
- Strong student enrolment in the Aboriginal Studies Year 11 and HSC course with ongoing access to Aboriginal community members and staff to support academic success
- Offer, promote and support students with Aboriginal School Based Traineeships through programs such as NRL School to Work.
- Ongoing relationships with local Aboriginal organisations to support students and kin in all areas such as health, wellbeing, culture.



Personalised Learning Pathways (PLP's)

Our **PLP Mentoring Program** ensures that every Aboriginal and Torres Strait Islander student at our school has an individual personalised learning pathway and a mentor to help them achieve their goals. Students gather with the Aboriginal Education Coordinator and at the start of Year 11 to yarn and create goals reflective of individual interests in culture, post-school pathways and academics.

The PLP's are revisited and revised throughout both Years 11 and 12 with the Aboriginal Education Coordinator with students updating or amending existing goals and aspirations. The PLP's enable our team to actively engage our Aboriginal and Torres Strait Islander students in a range of pathways and programs best suited to their individual needs.

Teaching and learning

At TEC we value strong connections between our Aboriginal community and staff. Faculties work alongside the Aboriginal Education Coordinator to ensure cultural perspectives are embedded in curriculum and assessment. We are fortunate to have many Aboriginal community members join classes to share knowledge across multiple subject areas as well as weekly support for Aboriginal Studies major works.

Post-school pathways

Post-school pathways are a core focus at TEC. We provide a range of supports and opportunities to help students post-school aspirations. Support for students' post-school pathways include;

- Strong partnership with partner primary school **Brooke Ave Public School**, students complete work experience as identified SLSO over their final 2 years concluding with potential employment.
- **Wollotuka** Newcastle University open days, in school UAC sessions, Aboriginal Student Recruitment Officer
- **Walangu Muru** Macquarie University Early Entry Program, open days and Aboriginal Student Recruitment Officers
- Links with Universities across NSW with access to summer camps, open days, student support officers, careers in sports webinars
- **Australian Defence Force** yarns with Corporal Shane Cox Aboriginal and Torres Strait Islander Recruitment Officer
- Individual student support with University and TAFE applications/enrolments
- Resume writing support workshops, interview skills



A-Z OF STUDENT INFORMATION

AI and schoolwork

GENERATIVE AI ... and Schoolwork



ETHICAL USES

CONCEPT EXPLANATION

Can simplify complex concepts.

RESOURCE CREATION

Can create flashcards, revision activities, analytical tools.

IDEA GENERATION

Can stimulate creative thinking and ideas as a starting point.

FEEDBACK & EVALUATION

Can provide instant feedback on work to allow students to improve quality before submission.

BRAINSTORMING

Create ideas or topics for work to provide different suggestions or perspectives.

REVISION

Create activities to help with better understanding and recall.

PRESENTATION SKILLS

Can provide suggestions to improve presentation skills.

CITATION & FORMATTING

Can provide correct referencing and in-text citation advice.

LOCATE SOURCES

Can be used to find sources to help with research. Similar to using Wikipedia or Google.



UNETHICAL USES

PLAGIARISM

Using AI-generated content verbatim without proper citation or presenting AI-generated work as your own is unethical and is plagiarism. **This is the same if you took a definition from a Google search.**

ASSESSMENT OUTSOURCING

Using AI to create assignments, essays, or projects without any personal input or understanding undermines the learning process and is considered academic dishonesty. **This is the same as a tutor or parent creating your work and you claiming it as your own.**

MISREPRESENTING ABILITIES

Using generative AI to complete tasks that are beyond your understanding and presenting the results as your own. **This is the same as copying someone's assessment or paragraph and tweaking it to make it look different.**

IMPROPER REFERENCE CHECKING

Asking for source references and not checking the validity of the information and relevance. **Example: Claiming this is where you sourced information, but you only used ChatGPT.**

PARAPHRASE/REWRITING

Asking ChatGPT to improve or rewrite your responses is paraphrasing.

Adapted information developed by Miriam Scott: <https://scottybreaksitdown.com/ai/>

Allergies and individual health care plans

Plans are developed for each student with complex health needs. The plan supports students with severe asthma, type 1 diabetes, epilepsy, anaphylaxis and those at risk of an emergency or requiring the administration of specific health care procedures. The need for these plans are discussed upon initial enrolment, if your medical condition changes please notify the office immediately.

Anti bullying plan

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm.

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

The NSW anti-bullying website (see: <https://bullyingnoway.gov.au/>) provides evidence-based resources and information for schools, parents/carers and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Our Anti- Bullying Plan which details strategies implemented to reduce student bullying behaviours can be located on the school website: <https://thentrance-h.schools.nsw.gov.au/supporting-our-students/student-health-and-safety.html>.

Assemblies

Assemblies are held on the COLA every Monday morning before recess from 10.00-10:15am. Students are to sit in alphabetical order in their roll call line.

Assessment

School-based assessment accounts for 50% (in most cases) of the HSC and is a very important component of what we do. The Assessment Schedule and Policy booklets are issued to Year 11 students at the start of the school year and Year 12 students at the start of the HSC Course and are also available on our website. The school assessment policy must be adhered to and is outlined in the booklets. Forms for students requesting Illness / Misadventure / Extension are available from the Deputy.

Attendance

School hours:

Students in Year 11 and 12 attendance hours are from **8am to 2pm** (Monday, Wednesday, Thursday, Friday) and from 8am to 12:30pm (Tuesday). Students in Year 7-10 are required to be in attendance 8am- 2pm daily.

Attendance = Achievement: There is a very strong correlation between achievement and attendance and all students are urged to have 100% attendance.



Whole Day Attendance



100%
PERFECT

At school everyday!
You can achieve personal excellence



98%
IMPRESSIVE

Equates to 4 school days off each year or 20 hours of lost learning time



96%
GOOD

Equates to 8 school days off each year or 40 hours of lost learning time



95%
NEARLY THERE

Equates to 9 school days off each year or 45 hours of lost learning time



94%
ON THE WAY

Equates to 11 school days off each year or 55 hours of lost learning time



92%
NEEDS TO IMPROVE

Equates to 15 days off each year or 75 hours of lost learning time



90%
DANGER ZONE – EDUCATIONALLY AT RISK

Minimum requirement Equates to 1 month off each year



88%
SEVERE IMPACT

Below minimum requirement and at risk of not qualifying for an HSC



80%
EXTREME IMPACT

Equates to 2 months off each year or 200 hours of lost learning time



Below 80%
DESTRUCTIVE

Highly challenging to access any learning

Be at School Everyday

All students are required to have a minimum of 90% attendance. It is Campus policy that students develop acceptable attendance patterns that will be continued when they enter the workforce. Acceptable reasons for absence include sickness or urgent/unavoidable appointments. Medical and dental appointments, driving tests and family commitments should be made outside of school hours wherever possible.

!!!IMPORTANT!!! Dates for **ALL** examinations (i.e. **Year 11 HSC Examination, Year 12 Trial HSC Examination and HSC Examination**) are firmly set in place. Students who are unable to complete an examination should contact the TEC Campus immediately in the case of illness/misadventure and complete the necessary paperwork. **Absence due to family holidays is not deemed to be an acceptable reason for missing examinations.** It is expected that families take note of the advertised dates and avoid interruptions to student learning and assessment.

Absent from school procedures:

Phone contact is encouraged. If the student is aware of an upcoming absence, or a parent knows the child will be absent for some time, please contact the office.

If a student is absent from school, on that day:

1. The TEC Campus will send an SMS message directly to parents/carers to notify of an **unexplained** absence.
2. These SMS messages are incident related and parents/carers should reply to them with an explanation of the absence.
3. The TEC Campus will update school records accordingly and the absence will be marked as **explained**.

If the parent or carer does not receive or reply to an SMS notification, or has not phoned the school, the student must bring a note from a parent or guardian explaining that absence. See sample of note on the next page. Notes are to be handed directly to the office and should include – students name, year, date of absence and reason.

Please note: Absences without explanation, after 7 days, will be regarded as an **unexplained** absence. This may impact on Austudy and Abstudy payments.

For elite sporting performances and some other conditions, exemption forms from school attendance may be able to be issued. Details are available from the Deputy Principal.

Late to school:

Students who arrive late are required to sign in at the front office and will be issued with a printed note which is to be shown to their teacher of that period. This pass should be signed by the parent and returned to school. Students who are persistently late are given detentions and followed up by the Deputy Principals. Without parent explanation, late arrivals will be treated as an unexplained absence.

So what???
I'm only 5 mins late to lesson!

FACTS: Over 1 Year
5 mins late each day
= 3 WHOLE DAYS
1 lesson missed each day
= 38 DAYS

Late to class:

A student who is late to class (from a previous class) will not be admitted unless they present a late note from their previous class teacher. Teachers who are responsible for students being late to class must provide students with a late note. Students late to class without a note must be sent to a Deputy Principal with a note explaining the problem.

Leaving early:

Students wishing to leave school prior to the end of the last period must bring a signed note from their parent or caregiver - notes should also contain the students name, contact phone number and present it to a **Deputy Principal on the day to receive an early leaver pass.**

**STUDENTS ARE NOT TO LEAVE SCHOOL GROUNDS DURING THE DAY.
IN CASES OF EMERGENCY STUDENTS SHOULD SEE A DEPUTY PRINCIPAL.**

Flexible attendance:

Students in Year 11 and 12 who study 10 units on Campus may be eligible for flexible attendance arrangements. It is rare in Year 11 and may only apply to people studying at TAFE. Students are expected to complete the appropriate paperwork from the Deputy Principal. Hospitality students will have in-lieu periods. This only applies to students who do not have a class period 1 or period 5. **STUDENTS ARE NOT PERMITTED TO LEAVE THE SCHOOL GROUNDS THROUGHOUT THE DAY.**

NO STUDENT SHOULD BE OUT OF CLASS DURING CLASS TIME WITHOUT A SIGNED NOTE FROM THEIR CLASS TEACHER.

Bell signals

Bells are rung at the beginning and end of every lesson. Specific bell times are under Bell Times and Lines.

1. **Class bells** consist of one short ring.
2. **Emergency signals** are also sounded:
 - **3 short rings** of the bell indicate an assembly on the cola.
 - **6 short rings** of the bell indicate a lockout.
 - **6 longer rings** of the bell indicate a lockdown.
 - **A continuous bell** indicates an evacuation.

Bell times and lines 2024

- ✓ Warning chime 1 (students and staff finish up break activities and prepare for next lesson) will signal 1 minute before the end of each breaktime
- ✓ Warning chime 2 (students and staff are in or at class ready to learn) 3 minutes into each period.

Week A

PERIOD	MONDAY	PERIOD	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Roll call: 8.00 am - 8.10 am	Roll call	Roll call: 8.00 am - 8.10 am	Roll call	Roll call	Roll call	Roll call
Period 1 8.10 am - 9.05 am	1	Period 1 8.10 am - 9.00 am	6	4	3	2
Period 2 9.05 am - 10.00 am	2	Period 2 9.00 am - 10.00 am	1	5	4	6
Assembly 10.00 am - 10.15 am	Assembly	Recess 10.00 am - 10.30 am	Recess	Recess	Recess	Recess
Recess 10.15 am - 10.45 am	Recess	Period 3 10.30 am - 11.30 am	3	6	5	4
Period 3 10.45 am - 11.40 am	3	Period 4 11.30 am - 12.30 pm	2	1	6	5
Period 4 11.40 am - 12.35 pm	4	Lunch 12.30 pm - 1.00 pm	Lunch	Lunch	Lunch	Lunch
Lunch 12.35 pm - 1.05 pm	Lunch	Period 5 1.00 pm - 2.00 pm		2	1	3
Period 5 1.05 pm - 2.00 pm	5	2.00 pm - 3.00 pm				

Week B

PERIOD	MONDAY	PERIOD	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Roll call: 8.00 am - 8.10 am	Roll call	Roll call: 8.00 am - 8.10 am	Roll call	Roll call	Roll call	Roll call
Period 1 8.10 am - 9.05 am	6	Period 1 8.10 am - 9.00 am	5	3	2	1
Period 2 9.05 am - 10.00 am	3	Period 2 9.00 am - 10.00 am	6	4	3	5
Assembly 10.00 am - 10.15 am	Assembly	Recess 10.00 am - 10.30 am	Recess	Recess	Recess	Recess
Recess 10.15 am - 10.45 am	Recess	Period 3 10.30 am - 11.30 am	1	5	4	3
Period 3 10.45 am - 11.40 am	1	Period 4 11.30 am - 12.30 pm	2	6	5	4
Period 4 11.40 am - 12.35 pm	2	Lunch 12.30 pm - 1.00 pm	Lunch	Lunch	Lunch	Lunch
Lunch 12.35 pm - 1.05 pm	Lunch	Period 5 1.00 pm - 2.00 pm		1	6	2
Period 5 1.05 pm - 2.00 pm	4	2.00 pm - 3.00 pm				

Bus timetable

Please see Red Bus Services Timetable - <https://redbus.com.au/>.

Existing Opal cards need to be updated online to new school - **Tuggerah Lakes Secondary College The Entrance Campus** – see Opal Card.

Cafeteria

Students can access the cafeteria during the hours of 7:30am and 1pm daily. Special dietary needs may be catered for on request. EFTPOS AVAILABLE with no minimum spend.

Cafeteria orders

Orders are preferred online at <https://flexischools.com.au> by 9.00am. When ordering online, items must be selected for the break for which they are required. Orders are also accepted over the counter in the morning and can be collected from the end window at the break. Breakfast orders are available for pick up from the canteen from 7.45am. Orders for breakfast close at 7.30am.

A guide to setting up your students Flexischools account is provided over the page.

Purchasing during breaks

A wide selection of foods will be available for purchase over the counter at both breaks - but not necessarily all foods on the menu. Ordering online is the only way to ensure your choice is available at any given time.

Cafeteria – Flexischools online ordering account set up

Set up your account

1 Download the Flexischools App

Note: for iPhone and iPad please select 'Allow' notifications.

2 Login/Register

- **Already a Flexischools user** – Enter your details and login. To save your login details select 'remember me'.
- **New Flexischools user** – Click '**Register**', enter your email address and follow the instructions in the email to set up your account. Once your account is set up, add new student; search for their school, enter student details and select their class.

3 Top Up Your Account

To make ordering fast and simple, you can set up automatic top ups in your '**User Profile**'.

Order

1 Place your Order

On the app home screen, scroll down to view your school services such as canteen and uniforms. Then **swipe left and right** to view all available services.

2 Make your Selection

Find the service and press '**Order**', then select the items you wish to order.

3 Make Payment

Select your payment option and complete payment to place your order.



Calendar/Events

See the Sentral student portal/campus calendar and our website <https://thentrance-h.schools.nsw.gov.au/>

Campus details

School address: 450 The Entrance Road, Shelly Beach, NSW, 2261

School phone: 02 4332 2944

School email: thentrance-h.school@det.nsw.edu.au

School website: <http://www.thentrance-h.schools.nsw.gov.au>

Facebook: <https://www.facebook.com/TLSCTEC>

Instagram: <https://www.instagram.com/tlsc tec/>

Car parking – students and parents/carers

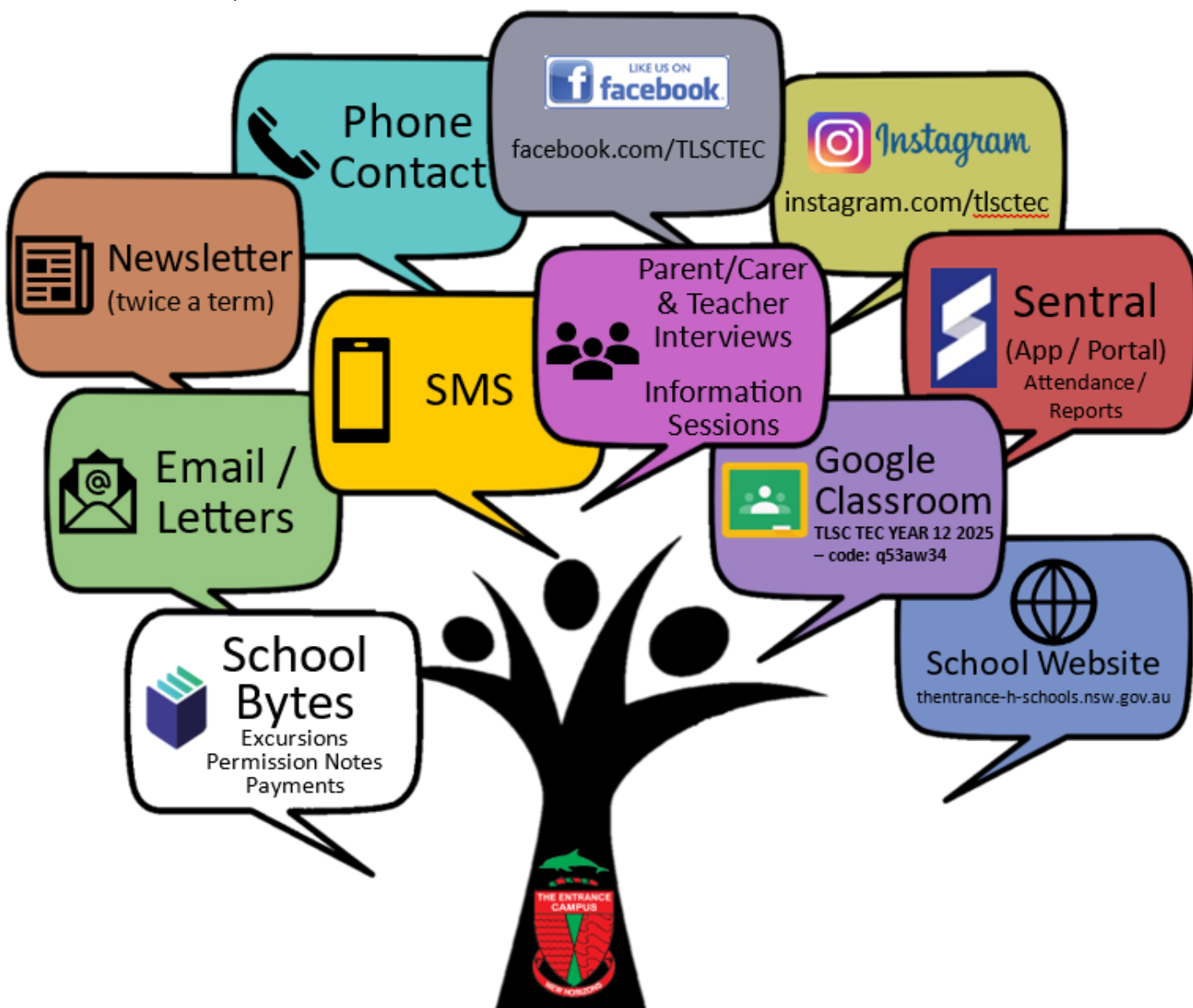
All students and parents/carers are to use the EDSACC council car park (entry via Yakalla St) directly opposite The Entrance Campus main entrance.

Changing contact details – address, email, phone

Any student changing any contact details including address, email, phone numbers, **MUST** notify the **FRONT OFFICE** as soon as possible and complete a 'Change of details' form. This information is vital in emergencies and for NESAs.

Communication

Communication with parents/carers and students via:



Consolidation days

During the year some Practical consolidation days might occur for Year 12. These days assist students prepare for their Major Works. These days are only run if attendance is at 100%. Lessons for other students also run during the day.

Course lines and changes

Students must do a minimum of 12 units (6 courses) in Year 11 and 10 units (5 courses) in Year 12. Students are given the option to drop a course at the beginning of Year 12. Courses are drawn up based on student choices and the availability of staff. A very thorough course selection process exists and course hours are set by NESA so student changes are not recommended except when a student is totally misplaced. Please see the relevant Deputy Principal for any course changes and complete a Course Adjustment Form which is to be signed by parents/carers, head teacher and course teacher.



NSW Department of Education

Behaviour code for students

Information for students and parents or carers

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

In NSW public schools students are expected, to the best of their ability, to:

- show respect to 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
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

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

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of 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

education.nsw.gov.au

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, 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 across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- 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.

Discipline – What is Suspension factsheet

NSW Department of Education



Suspension

Parent/carer fact sheet

What is suspension?

A suspension is when the school asks a student not to attend school for a period of time. Students in Kindergarten to Year 2 may be suspended for up to 5 school days and students in Year 3 – 12 may be suspended for up to 10 school days.

Principals may suspend a student when the student's behaviour has harmed or put a person in danger and another person's safety is at risk. Principals may suspend when they have already tried to manage the student's behaviour of concern in other ways and the school needs time to plan supports for the behaviour and establish safety measures. Principals must consider the behaviour and the needs of the student when deciding to suspend.

Before a suspension occurs, the principal should provide a [formal caution](#) for a behaviour of concern. If the behaviour is serious or a safety issue, your child may be placed on a suspension without a formal caution.

What happens if my child is suspended?

Within 24 hours of deciding to suspend a student, the principal must tell the student verbally where appropriate and parents or carers in writing where possible. You and your child must be given a chance to meet with the school to respond to the suspension. The school will work with you on strategies and supports that can be put in place to help your child.

During the suspension your child will not be allowed at school. The school will provide your child with support to keep learning during the suspension and will check in with you and your child. The [Wellbeing Tip sheet](#) can help you support your child's wellbeing during suspension.

Extension of a suspension

If the suspension doesn't provide enough time to plan supports or there is an ongoing safety risk that is not yet managed, the principal can extend the suspension after speaking with the Director, Educational Leadership. Parents/carers will be notified before the end of a suspension if an extension is approved.

Can I appeal a suspension?

Yes, if you believe that the principal and Director, Educational Leadership made an unfair decision or didn't follow the correct procedures. Refer to [Appeals resource](#).

More information on [advocating for your child](#) is available, as well as our [School Community Charter](#) that outlines ways to communicate with schools.

What is a return to school planning meeting?

Your child will come back to school on or before the date the suspension ends. Your engagement with the school is very important in managing your child's behaviour and developing solutions together. Before your child returns the school will contact you by phone to arrange a planning meeting with school staff who work closely with your child.

The meeting can be in person, on the phone or online in the format that will give the best chance of a positive discussion. The meeting will be about how you can work together to support your child when they return to school. You can bring a support person with you to the meeting. They can provide you or your child with practical or emotional support.

For behaviours of concern which need more strategies and supports, the school will work with you and your child to develop a plan to support them and reduce any risks. Your child may already have one in place. If a plan is already in place, it will be adjusted to help support your child. This plan will be shared with you and with other staff in the school who support your child.

What if the behaviour happens again?

If the behaviour of concern happens again, the principal and school learning support team will identify other ways to support your child's learning. This may include asking experts from within the department to help provide support.

More information

Information on [what to do if your child is suspended](#) is also available.

Telephone interpreter service

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

NSW Department of Education



Suspension factsheet: Supporting your child's wellbeing

How to support your child

A good place to start when supporting your child's health and wellbeing during suspension is to gather expert information and advice. For practical advice and information to support your child's wellbeing follow these links:

- [Wellbeing](#)
- [Counselling and psychology services](#)

Positive and open communication between home and school helps provide students with the best chance to succeed:

- Reassure your child that they are a valued member of the school community.
- Raise any concerns with the school.
- Work in partnership with the school team to develop and implement strategies that support your child's engagement in learning.
- Attend your child's suspension resolution meeting. This may be held face to face, online or over the phone using the format that will give the best chance of a positive discussion.
- Talk to your child about appropriate behaviour that shapes positive, safe, inclusive, and respectful learning environments.
- Encourage your child to actively share their thoughts and ideas respectfully.

Learning from home while on suspension

- A member of staff will contact you, or your child, regularly during the suspension period.

- Help your child learn by setting clear times for learning periods during the day, finding a quiet space, and asking how their learning is progressing.
- Make sure they have breaks, drink water, and support them if they become stressed or worried.
- Allow time for physical activity.
- Supervise your child to use technology safely. The using technology site holds information and resources that you may find useful.

Helpful Links

- [Learning packages](#)
- [Disability learning and support advice](#)
- [Behaviour support toolkit: Support for parents](#)
- [Helping your child learn from home](#)
- [Kids Helpline](#) is Australia's only free phone counselling service for young people aged 5 to 25. Call on 1800 55 1800.

Telephone interpreter service

If you need an interpreter to assist you to contact the school or the local Department of Education office, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language. Tell the operator the phone number you want to ring, and the operator will get an interpreter on the line to help you with your conversation. You will not be charged for this service.

education.nsw.gov.au

Drugs, smoking, alcohol or illegal substances

Smoking (including e-cigarettes), drugs and alcohol are prohibited on Campus premises at all times and moving to and from school grounds (this includes in cars parked on campus).

Environment

At The Entrance Campus, we encourage our students to deepen their understanding of "sustainability" through an environmental component in our learning programs. We also have an **Environmental Team** who have responsibility for implementing various initiatives around the TEC Campus.

- ✓ Water Awareness – The school has a variety of water tanks and bore water along with water efficient practices in class activities and areas where water is being used.
- ✓ Recycling – The school recycles all paper products where possible, along with cans and plastic bottles.
- ✓ Reduce Power – Turn lights off when leaving a room.

Excursions

Excursions are an excellent way of extending the learning experiences of students. Details are provided by course teachers. All permission notes and payments are emailed to parents/carers via School Bytes, with a link to open a secure online permission form and payment portal. See full instructions under Online Permission Notes and Payments.

Fees and payments (see office)

The Entrance school community has set the voluntary contribution at \$80 per year. This can be paid each term, yearly or by other arrangement. A number of courses also have a fee structure attached to them. An invoice is sent to parents/carers on 3 occasions during the year and your support in paying these fees is appreciated. Financial support is available to help eligible families with school related costs.

Make sure your student does not lose receipts for fees and excursions and that these receipts are shown to the appropriate teachers. It is an expectation that course fees are paid before excursion payments can be accepted. Course fees are to be completed before Year 12 Jacket and Formal payments can be accepted.

Online payments are available through the student portal via School Bytes Payment Portal:

<http://web1.thentrance-h.schools.nsw.edu.au/portal/login> on our school website - click on the 'Make a Payment' tab. See Online permission notes and payments - Excursions and events – School Bytes.

Fractional truancy

Students who have been marked present but who are absent from class in other periods and whose names do not appear on the Daily notices as being on school business will be followed up by the class teacher and head teacher. Students who have truanted from class will be given a suitable consequence, such as a detention so that they can catch up on the work missed. Proven and persistent truants are referred to the Deputy Principal, parents/carers are notified and the student is placed on an improvement program. Head teacher's would also consider issuing an N Award Warning letter for those students who are constantly failing to meet work requirements due to persistent truancy.

Google Classroom

TLSC TEC YEAR 12 2025 (Year 11 2024) – code: **q53aw34**

TLSC TEC YEAR 12 2024 (Year 11 2023) – code: **gywmsay**

High Potential and Gifted Education (HPGE)



High potential students are those whose potential exceed that of students of the same age in one or more domains: intellectual, creative, social-emotional and physical.

Gifted students are those whose potential significantly exceeds that of students of the same age in one or more domains: intellectual, creative, social-emotional and physical.

Highly gifted students are those whose potential vastly exceeds that of students of the same age in one or more domains: intellectual, creative, social-emotional and physical.

Talent development is the process by which a student's potential is developed into high achievement in a specific domain or field of endeavour.

Under the HPGE program in the intellectual domain, we run programs including:

- ✓ Year 12 Academic Mentoring
- ✓ Year 12 Academic Learning Conference (Top 10%)

See the Deputy Principal for more information.

HPGE: Talent Development in Arts program

The College Talent Development in the Arts (TDA) program targets students who are performing at an elite level in dance, music, drama, or the visual arts. Students follow an individual plan and participate in talent development programs to ensure they can achieve their creative and academic/vocational goals. The program was extended to music, drama, and the visual arts in 2023. Over the past four years, more than 80 students have successfully graduated the dance program, with many making the transition to elite national dance companies and university programs. The College Dance Company has won awards locally and nationally. Many students have been featured dancers in national dance publications. A hallmark of the program is the capacity for students to take a lead in dance choreography.

HPGE: Talent Development in Sport program

The College Talent Development in Sport (TDS) program targets students who are performing at an elite level in their chosen sport. To be eligible for the program students must be competing at a NSW or Australian level or have the clear potential to do so. Students follow an individual plan to ensure they can achieve their sporting and academic/vocational goals. Over the past five years over 100 students have successfully graduated the program, with over 95% achieving their goals competing at an elite level in state and national squads or making the successful transition to professional sport, whilst completing the Higher School Certificate.

How to study program

We prepare our students for the HSC and support them as much as we can. Please see our website for more information explaining how students can get help for all of their needs <https://thentrance-h.schools.nsw.gov.au/>.

HSC Minimum Standards – Numeracy and Literacy

HSC Minimum Standards testing assesses students' everyday reading, writing and numeracy skills. To obtain a Higher School Certificate, all students are required to achieve a level 3 or 4 in all three tests. Students have four attempts per year, to achieve a level 3 or 4 beginning, in Year 10 and going through until 5 years after they commence their first Year 12 HSC course. Students who follow a Life Skills pattern of study, may be exempt from meeting the Minimum Standards requirements, this will be determined by NESA.

At The Entrance Campus, students who have not met the HSC Minimum Standards will be assessed and then supported through small group and individual assistance. The support sessions will be provided between 2 and 4 times per week and are designed to improve literacy and numeracy skills to the Minimum Standards level of 3 or 4. Students will work with teachers to decide when they are ready to attempt each test.

Practice tests and resources may be found at NESA For more information:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

Illness at school

Students who are ill during the day must report to the main office area so that they are not marked as truanting. Students are **NOT** to phone a parent as this should be done by the office staff. Sick or injured students are to report to the main office area and **MUST** have a note of explanation from their current class teacher or supervising playground teacher.

Illness or disabilities

If your child suffers from any illness or disability, please ensure that the TEC Campus has all information in writing when your child enrolls at the school or at the point of need.

Interpreter service

Parents/carers and carers who don't speak English well and deaf parents/carers and carers who use sign language, can get assistance from the telephone interpreter service. An interpreter can be requested for school matters involving your child such as enrolment, course choice, educational progress, attendance, welfare or behaviour. Interpreters can also be requested for parent-teacher interviews, school meetings, school council meetings, and parents/carers and citizens meetings.

The telephone number to call is 131 450. Ask for an interpreter for the required language and the interpreter will call our school and stay on the line to assist you with your conversation. You will not be charged for this service. Parents/carers and carers who need an interpreter to attend a school meeting should let us know.

Leavers/transfers and signing out process

Students who are leaving this Campus must obtain a leavers form from the front office. Leavers forms will not be given unless the student has a note from his/her parents/carers and an interview with the Deputy Principal. The student takes the leavers form to the careers advisor and other staff, the relevant Head Teachers who collect all borrowed textbooks and equipment. The students must also take the leavers form to their Year Advisor, Library and the Senior Executive. Once the leavers form is completed, and any outstanding fees have been paid, it is handed to the front office and filed. Students who are under 17 are also required to have a letter from their employer or new educational program <https://education.nsw.gov.au/parents-and-carers/pathways-after-school/school-leaving-age>.

Library resource centre

The library is open to students from 7:30am – 2pm. The schools resource centre aims to meet the needs of the students and staff encompassing technology, user-friendly services and a happy welcoming environment. The library provides materials, staff and equipment to help meet the educational needs of the students. As well as books, periodicals and audio-visual materials, the library is stocked with teaching kits, internet access and computers for students and staff to use. A note must be given to students who visit the library during lessons. Students are able to utilise the library during their study periods

Lost property

Students' clothing and personal items should be marked with their name so that returning lost items to their owner is easier. Lost property is located in the Office.

Major project works

Major Projects form a compulsory part of many HSC Courses. Deadlines for Major Projects are early in the year before HSC exams and students and teachers need to be organised and meet these deadlines to a high standard. Major Project Works checks are where formal progress checks are made to ensure students are on track to meet deadlines. Consolidation days form a part of this checking process. It is important that if you have a course with Major Works you ensure that effective timelines are in place to complete work to a high standard. Students are not advised to take on more than two courses at a time with Major Works.

Mobile phone use – Off and away

The NSW Government has announced restrictions on the use of mobile phones in NSW high schools beginning in Term 4, 2023. After careful consideration with our key stakeholders including the students, parents, and staff, we have decided to proceed by using the option of Mobile Phones being turned “off and away” (kept out of sight), to reduce the distractions of students in the classroom.

The new mobile devices management plan at Tuggerah Lakes Secondary College The Entrance Campus will apply to mobile phones and airpods and will occur during all class times and whilst students are in activities such as school assemblies, detentions, as well as while students are on school-based excursions.

Students will still be able to carry their phones while travelling to and from school.

School staff can allow students to use their mobile phones in specific circumstances, such as for an educational purpose, for their wellbeing or to support students with specific needs.

Parents/carers and students wishing to apply for an exemption based on medical grounds will need to apply by first contacting the Deputy Principal of the Year Group to discuss and then gain the required medical information.



TLSC The Entrance Campus Student Mobile Phone Use

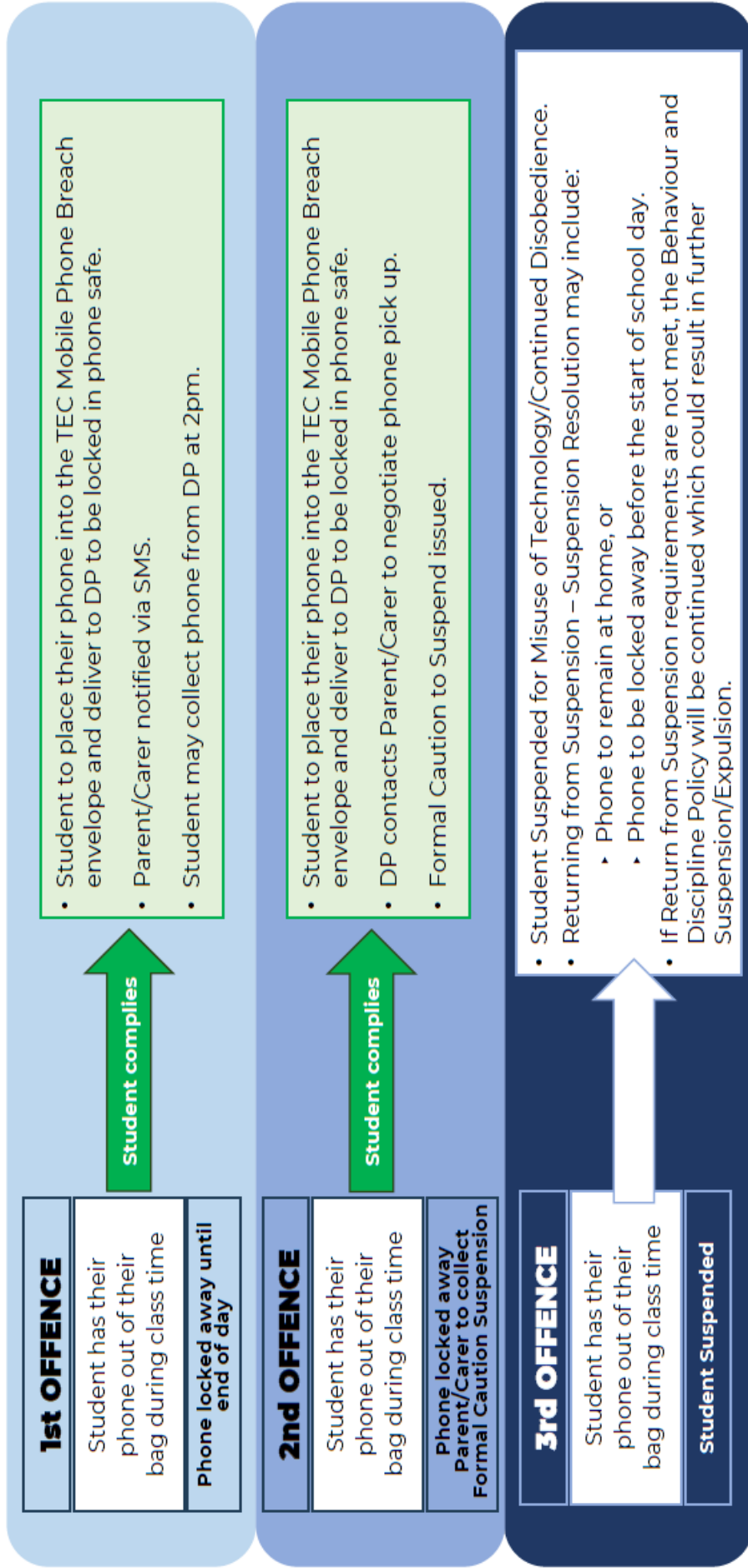
Student Mobile Phone Use – Off and Away

Students may not use mobile phones and connected devices during class time

Unless directed by a teacher for the purpose of a learning activity.

Phones are to be ‘off and away’ in their school bag during class time

This rule extends to all school excursions, assemblies, detentions and other events at the school or offsite, where an approved school activity takes place, unless otherwise advised.



If a student does not comply with instructions, the DP will implement the Behaviour and Discipline Policy.

***NOTE:** All students have the option to elect to store their mobile phone in the school safe for the duration of the day.

'N' Determination

Students that are not making a sustained and diligent effort, or who have not completed some or all of the course outcomes may be issued with an N Determination warning. Please note the issuing of these warnings are official documentation rather than a consequence for missed work.

Office

The Administration office is Located in A block and is staffed 7:30am to 3:00pm daily.

Money/Payments: All fees are to be paid via School Bytes Payment Portal

<https://portal.schoolbytes.education/auth/login> or via the TEC website: <https://thentrance-h.schools.nsw.gov.au/about-our-school/payment-schoolbytes.html> "Online Payments" button.

Payments can also be made at the Front Office by either EFTPOS or Cash. Students may make payments before school, recess and lunch.

Online permission notes and payments - Excursions and Events – School Bytes

When parent permission is required for a student activity (such as an excursion or event) an email will be sent to you, with a link to open a secure online permission form and payment portal.

The online form will contain information about the activity, as well as a section for you to complete and sign (with your mouse or finger). The online form and payment can be completed on any device, including both android and apple mobile phones.

If the activity involves a cost, the online form will show a 'Make Online Payment' button. The online payments are linked to your student and are made by following the prompts to enter the name of the activity, payment amount and credit card details. Please note, you must submit the permission form first before selecting the payment button.

Information submitted by you will be stored securely for the school to review. Your individual response can only be accessed by school staff, due to the sensitive nature of the information you provide. To complete an online permission note sent by the school, please follow the steps outlined below.

Please note: The School Bytes system uses your parent/carer email address to log in, if you receive an error code after creating your account you will need to contact the school on 02 4332 2944 to update your email address in our school system.

The graphic is a dark blue vertical rectangle. At the top left is the School Bytes logo (a green cube icon) and the text 'School Bytes'. Below this is 'Parent App' in large white font, followed by 'Available now!' in light blue. Underneath is 'Download on the App Store or Google Play' in small white text. There are two buttons: 'Download on the App Store' and 'GET IT ON Google Play'. A central smartphone displays the app's dashboard with sections for 'Finance', 'Payment History', 'Attendance', 'Forms', 'Discussions', and 'Attendance'. Surrounding the phone are various icons: a calendar, a credit card, a document with a checkmark, a group of people, a speech bubble, and a bell. At the bottom, a 'Key Features' box lists: 'Get real time push notifications', 'PAYMENT PORTAL - Stay signed in and save your card for secure payments for fees and excursions', and 'Give consent, sign forms and permission notes for excursions and events'.

Opal cards / school travel pass

All students must update their existing Opal card details in 2024 from their previous school to: Tuggerah Lakes Secondary College – The Entrance Campus.

Go online to complete <https://transportnsw.info/tickets-opal/ticket-eligibility-concessions/school-student-travel>

Parent advisory group (formerly P&C)

A parent advisory group is the representative parent body of the school enabling parents/carers to have a voice in various decisions made affecting the education of their children. Parents/carers from this group are invited to have a representative on committees such as the finance committee and also on merit selection panels. This group meets on Wednesday, Week 5 of each Term from 7.30am in the Admin Building.

Parent teacher interviews

Parents/carers may make a request to meet with teachers about the progress of their student. Such requests should always be referred to the Head Teacher who may wish to be present at the interview. Teachers might also wish to interview parents/carers about the progress of students and parents/carers will be contacted by phone, letter or email. Scheduled parent teacher nights are outlined below and these are booked through the Sentral Parent Portal/App.

Year 11 Parent Teacher Nights: Term 1, Week 3 (03/02/2024) and Term 2, Week 9 (24/06/2024).

Year 11 – 12 Transition Parent Teacher Night: Term 4, Week 2 (22/10/2024).

Year 12 Parent Teacher Night: Term 2, Week 2 (7/05/2024).

Prescription medication at school

When a medical practitioner has prescribed medication that must be administered during the school day, parents/carers must: notify the school, provide up to date information as required and supply the medication and any 'consumables' necessary for its administration in a timely way.

The administration of such medication forms part of the department's common law duty of care to take reasonable steps to keep students safe while they attend school. If long term medication is necessary, a proper medical plan along with information and indemnity forms are required (except Asthma inhalers).

Students that require an EpiPen are to keep them with them at all times. Spares are located in the office if needed.

Printing and photocopying

Students can print and photocopy documents in the Library. The cost is 20 cents per Colour A4 page and 10 cents per Black and White A4 page. EFTPOS is now available in the library.



The Entrance Campus School Community Charter

The School Community Charter outlines the responsibilities of **parents, carers, educators** and **school staff** at The Entrance Campus to ensure our learning environments are collaborative, supportive and cohesive.

Collaborative. Respectful. Communication.



We work in partnership to promote student learning.



We treat each other with respect and fairness.



We communicate in a positive and constructive manner.

Respectful communication is a right:

- ✓ Unacceptable and offensive behaviour has no place in our school community.
- ✓ To ensure the safety and wellbeing of students, staff and the community in our school, steps will be taken to address unacceptable behaviour.

Parents and carers can expect:

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

Unacceptable behaviour:

- ✓ 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 reports

Parents/carers will be provided with a report twice a year and are available through the Sentral Parent/Carer/Student Portal. Hard copies are available on request from the front office. Reports are written to provide feedback on a students' level of achievement and progress during the reporting period. Reports contain marks and judgements about achievement of specific course outcomes, and teacher comments about student's achievements, strengths and areas for growth and improvement. In addition, the report contains data on attendance, including whole and partial, explained and unexplained absences. The report will also compare students' achievements against state wide syllabus standards.

Sentral - Parent portal and parent app

Parent/carers can access their child's attendance, check their timetable, read teachers comments and book parent teacher interviews through the Parent Portal which is available via the school website. Click on the 'Our school' tab along the top, select the 'Web Portals' tab, click on the Parent Portal login link.

Parent/Carer first time Sentral users will need to register before they can proceed further (Parent/Carer portal registration <https://thentrance-h.sentral.com.au/portal/register>). It will ask you for a Parent Access Key which can be obtained by contacting the School Office on 4332 2944 or via email: thentrance-h.school@det.nsw.edu.au.

Students can view their timetable by logging into either the Sentral app or web portal using their Department of Education email address/login password and clicking on the 'Login using SSO' button.

Parent portal registration (for first time users) <https://thentrance-h.sentral.com.au/auth/portal?action=register>

Parent & student portal login <https://thentrance-h.sentral.com.au/auth/portal#!/login>

Sentral App



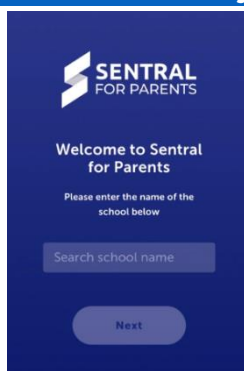
Download the SENTRAL for Parents App

The SENTRAL for Parents app allows you to monitor your student's school journey simply and efficiently. Receive messages and notifications from teachers, report absences, book Parent Teacher Interviews and more. The SENTRAL for Parents app helps you stay connected and informed about your student's education.

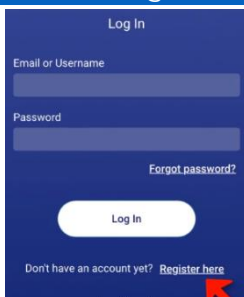
STEP 1: Download the App.



STEP 2: Search for the school – Tuggerah Lakes Secondary College - The Entrance Campus



STEP 3: Login if you have previously registered or register if it's your first time.



STEP 4: First time users enter the student / family key. (The TEC Campus will email these details to you early February 2024.)

Family/Student access key:

IF YOU HAVE RECEIVED A FAMILY/STUDENT ACCESS KEY FROM YOUR SCHOOL YOU CAN ENTER IT HERE.

STEP 5: Click the picture of your child to access information specific to them. You can have multiple children enrolled.

Please contact the office on 4332 2944 if you have any problems.

For further help, watch the following instructional video <https://vimeo.com/431752138>

Social media policy

The School community is expected to respect the rights and confidentiality of others, including members of the School community. Members of the School community are also expected to give due respect to the reputation and good name of the TEC Campus.

When using Social Media, our community is expected to ensure that they **do not**:

- impersonate or falsely represent another person;
- bully, intimidate, abuse, harass or threaten others;
- make defamatory comments;
- use obscene or offensive language towards others;
- post content that is hateful, threatening, pornographic or incites violence against others;
- ask other students for explicit images or engage in conversation of the same;
- harm the reputation and good standing of The Entrance Campus or those within its community; and / or
- use excessive criticism to portray a person as socially, mentally, physically or intellectually inferior.

All reports of cyber bullying and other technological misuses will be investigated and may result in a notification to the police where the School is legally obliged to do so. Sanctions may include, but are not limited to, the loss of computer privileges, suspension or expulsion from the TEC Campus. Students must be aware that in certain circumstances where a crime has been committed, they may be subjected to a criminal investigation by police over which the school has no control.

Responsibilities are broken into 4 user roles below:

1. **Student Users** - All students are to follow the TEC Campus Social Media procedures and all teacher instructions regarding the use of social media within the school;
2. **Teaching Staff** - All teaching staff are responsible for ensuring that students adhere to the guidelines presented within the procedure and follow up on student misuse. Teaching staff are also responsible for reading, understanding and adhering to the DoE's related policies for their own use of social media;
3. **Parents/carers** - Parents/carers are reminded to actively discuss the rights and responsibilities of using social media and the laws that relate to the misuse of the same;
4. **The School Executive** – Are to ensure that staff and students are aware of their rights and responsibilities in the correct use of social media and for teaching students, either through the police liaison officer, teaching staff or outside agencies, the correct and responsible way to engage with social media.

For more information: <http://www.digitalcitizenship.nsw.edu.au/>, <https://www.esafety.gov.au/>



SOCIAL MEDIA SAFETY - FOR STUDENTS

Facebook:

- Make sure your account is private.
- Consider having your middle name instead of your last name.
- Hide personal information including; workplace, address, phone number.
- Hide your friends list.
- Only allow friend requests from friends of friends.
- Remove any inappropriate photos.
- Do not post any inappropriate comments on other pages - it is linked to your account.

<https://www.facebook.com/help/>

Instagram:

- Make your profile private.
- Remove personal information in your bio including; age, location, snapchat name.
- Be mindful of your profile image.
- Be mindful of photos/stories being posted- remove any inappropriate content (including pornographic images, photo that show your workplace or school).
- Avoid tagging yourself in locations.
- Remove/block followers you are not familiar with.

<https://help.instagram.com/>



Snapchat:

- Switch to Ghost mode-turn off your location.
- Do not accept friends you don't know.
- Don't post photos showing your location or personal information.
- Go to settings and open the "Who can...." option-turn off all options.
- Only allow friends to "view" your story.
- Disable who can see your profile in "Quick add".

<https://support.snapchat.com/>



TikTok

- Make your account private.
- Only approve requests from people you know.
- Do not create videos that reveal your location, workplace or school.

<https://support.tiktok.com/en>



Youtube

- Make your channel 'private' or 'unlisted'.
- Do not use your full name-Use a screen name instead.
- Turn off comments on your videos.
- Don't include information of your location, school and workplace.

<https://www.youtube.com/about/policies/#staying-safe>



Get Help

- ✓ The Entrance Campus: Head Teacher Wellbeing, Deputy Principals or Year Advisors
- ✓ Report cyberbullying, image-based abuse, illegal and harmful content: <https://www.esafety.gov.au/report>
- ✓ For more information: <https://www.esafety.gov.au/>

IMPORTANT REMINDER: Students and Parents are not permitted to film or photograph onsite at the school or at school events or upload these images to social media sites without the express permission of the principal.

Sport

A number of sports are offered at Campus and College level for competition and also to foster socialisation. Sport is an integral part of any educational system. It is necessary for the balance and complete education of the young and prepares them for the healthy use of their leisure time in adult life.

Carnivals: Campus and College Carnivals are held in Swimming, Cross Country and Athletics. Successful students are selected to compete against other schools in the Tuggerah Lakes Zone.

School Representative Sport: Students have the opportunity to represent the school in their chosen sport. Knockouts, Gala Days and Carnivals are offered as a part of the Representative Sport Program.

Students representing the school should:

- Show commitment to that team and be prepared to attend regular training sessions, a minimum of four is recommended.
- Consider that their actions reflect on their reputations / their family reputation / and school reputation.
- Wear full school uniform to and from the venue.
- In contact sports, students must wear mouthguards and other protective gear, as appropriate.
- It is a student's responsibility to catch up on missed work when out of the school.
- Submit an assessment task prior to the date where possible if they know they will be absent due to representative sporting commitments. A student is also able to submit a 'misadventure' form if they are unable to make prior arrangements for a test or assessment task.

Study periods

Students who have study periods (mainly Year 12 students) are expected to use these periods effectively. Students are expected to be in the library, cafeteria or faculty study areas. Students are not allowed to leave school grounds (with the exception of Period 5 and only with completed permission notes). Students are not to be kicking or throwing a ball around. The COLA and oval are Out Of Bounds for students on a study period.

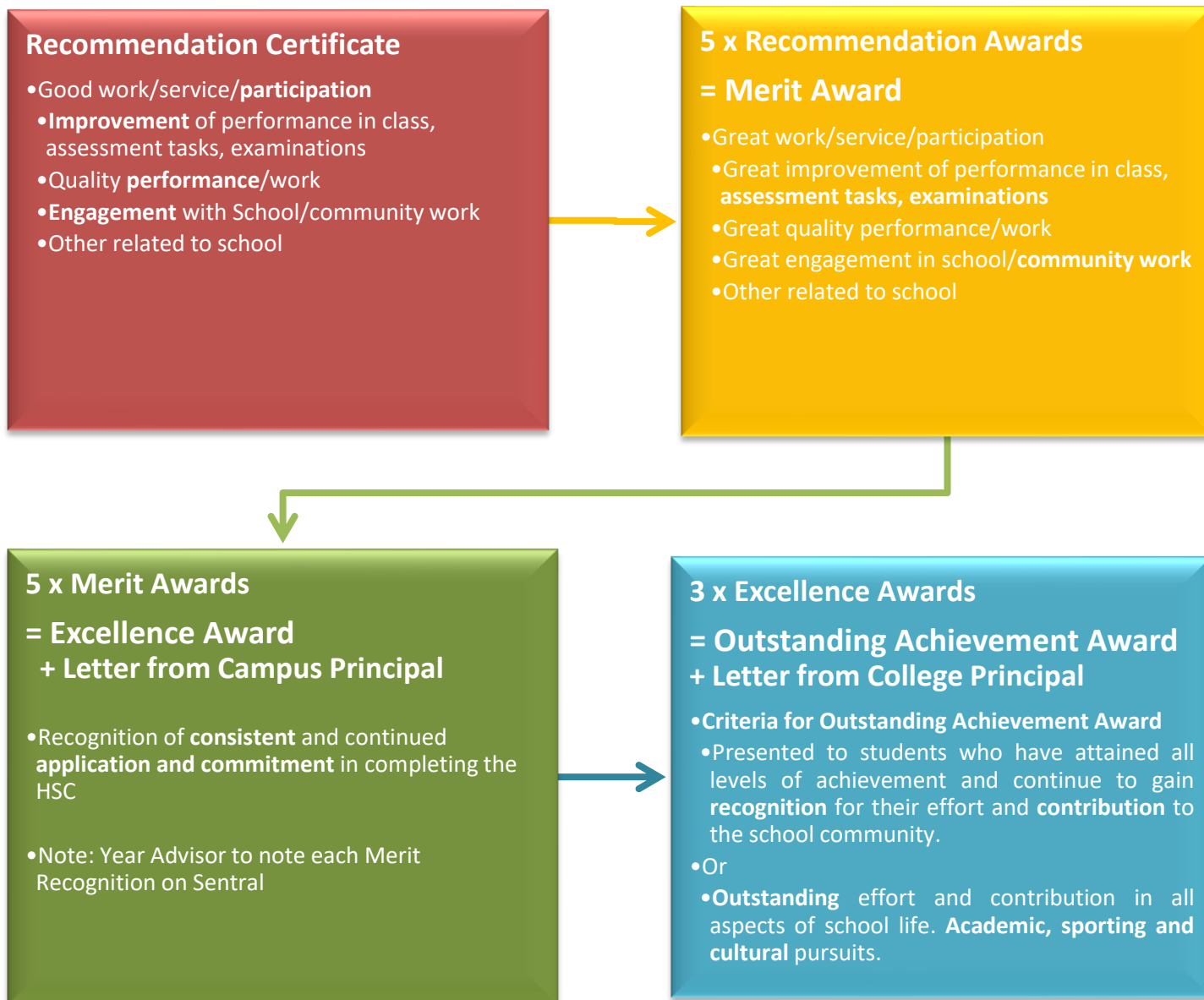
Student Leadership Team

Student Leaders will be determined by the following process:

1. The process of electing the Student Leadership Team will be completed in Term 2.
2. Nominations will be taken from the Year 11 student body – Peer/Staff/Self nominations.
3. Students are issued with TEC Student Leadership application form (requires teacher endorsement) and TEC Student Leadership Roles and Responsibilities.
4. All applications are submitted to Head Teacher Wellbeing for review.
5. Interviews held to elect TEC Student leadership group. The Interview panel can include HT Wellbeing, DP, YA, current captains.
6. TEC Student leadership group presented and Captain speeches to Year 11 cohort and staff.
7. Voting occurs after speeches.
8. Leadership team introduced with 2 Campus Captains and 2 Vice-Captains elected.
9. Announcement of School and Vice Captains occurs during the Year 11 Mid Course Academic Assembly.

NOTE: Any student who is not meeting campus requirements, "N" Award warnings or behaviour issues may be ineligible for the Leadership Team.

Student recognition



Requirements:

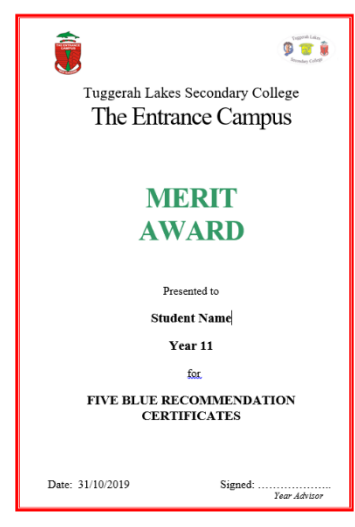
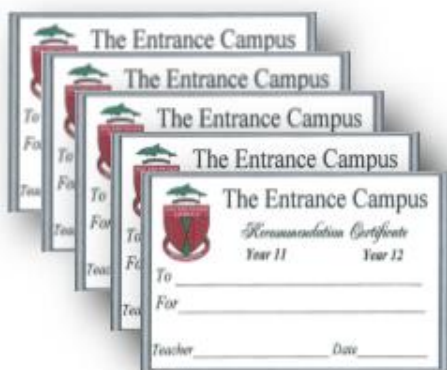
Your teacher issues certificates based on the listed criteria. **Collect those certificates and, when you have 5 or more, give them to your Year Advisor or Teacher.**

The certificates will then be collected and processed for you to receive recognition at the appropriate Assembly.

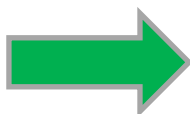
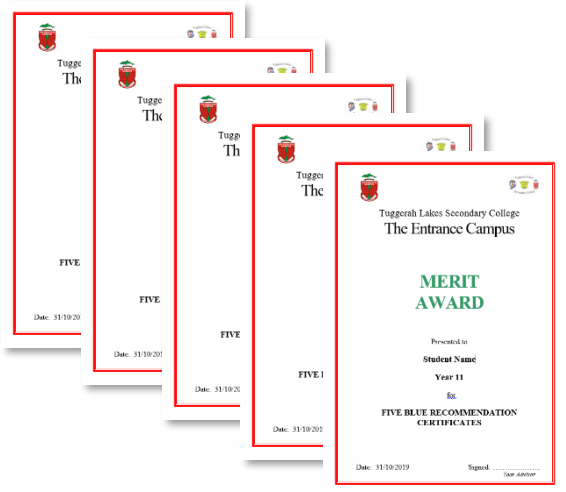
College Blue awards

College Blues are awarded to students for achieving two or more Band 6 results and other outstanding state wide achievements. They are awarded annually at the appropriate assembly. Names of awardees are recorded on the special honour boards in the front office.

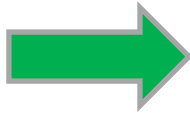
Certificates of recognition



Student who receive **5 Recommendations** attain a **Merit Award**



Student who receive **5 Merit Awards** attain an **Excellence Award**



Student who receive **3 Excellence Awards** attain an **Outstanding Achievement Award**

Technology

21st Century Learning Space: The library is set up with technology kiosks and period by period laptops for loan.

Student Access to Technology: The Entrance Campus is a BYOD (bring your own Device) collegiate.

BYOD (Bring Your Own Device) Requirements:

Hardware:

- Laptop / Tablet or Convertible (With Keyboard) / Mac Laptop / Google Chromebook
- Minimum screen size of 9.7"
- Battery Life of 5+ Hours Recommended
- Dual Core Processor / 8GB RAM or Higher Recommended For Laptop
- Quad Core Processor or Higher for Tablet Devices

Operating System:

- Windows 10 or higher
- Android 4.1 or higher
- Apple iOS 8 or higher
- Mac OSX 10.9 or higher
- ChromeOS any

Wireless:

- Devices that connect via the 802.11n Wi-Fi standard, both 5 Ghz and 2.4 Ghz frequency devices are supported.

Software:

- Students can obtain free copies of Microsoft Office and Adobe apps for Mac/Windows.
- Google Workspace and Office 365 can also be accessed using a modern web browser on Tablet Devices and Chromebook's.
- Canva also available for students

Tuesday afternoon tutorials

Tuesday afternoon tutorials are held 1-2pm and are available through most faculties. Talk to your classroom teacher if you feel that you need assistance or clarification on topics covered in class. If individualised support is required or assistance with completing assessment tasks, either ask your teacher to refer you to the Learning Enrichment Team or contact them directly.

Websites

Other support sites:

Education

<https://hsub.nsw.edu.au/>

<https://www.boredofstudies.org/>

<https://quiz.nesa.nsw.edu.au/home>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers>

<https://www.uac.edu.au/future-applicants/atar>

<https://highschoolnotes.com.au/>

<https://libguides.csu.edu.au/>

<https://thsconline.github.io/s/>

<https://www.smh.com.au/topic/hsc-study-guide-2023-6fxx>

NSW Education Standards Authority

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

The Entrance Campus – Assessment Booklet

<https://thentrance-h.schools.nsw.gov.au/>

Assessment Certification Examination (ACE) – Assessment support

<https://ace.nesa.nsw.edu.au/>

Wellbeing

<http://kidshelpline.com.au>
<https://headspace.org.au/schools/>
<https://www.lifeline.org.au/>
<https://au.reachout.com>
<https://www.blackdoginstitute.org.au/>
<https://www.beyondblue.org.au/>
<https://www.suicidecallbackservice.org.au/>

Support

<https://www.uniting.org/home>
<https://www.employmentplus.com.au/>
<https://www.ryss.com.au/>
<https://salvos.org.au/oasiswyong/>
<https://www.tafensw.edu.au/>
<https://www.aecg.nsw.edu.au/>

The Entrance Campus school uniform

(Available from Lowes clothing store – Bateau Bay Square, Bateau Bay)

All students are expected to wear full school uniform (including enclosed black shoes) at school and when representing the TEC Campus or college at external events. Consistent or serious breaches of the Dress Code may result in students being asked to return home to change into the required uniform. Students are expected to maintain a high standard of personal hygiene and neatness. Clothing and accessories should be clean, safe, modest and in reasonable condition.

Please see HT Wellbeing if you have any concerns or require assistance with obtaining a uniform.

PLEASE NOTE: tracksuit pants, jeans, tights (with no skirt) and hooded jumpers are NOT a part of our uniform and are NOT PERMITTED to be worn.

Course specific uniforms

SPORT, LIFESTYLE & RECREATION - UNISEX	
SLR Shirt	Custom design with School Crest
SLR Shorts	Black with embroidered TLSC
Socks	White sports style
HOSPITALITY	
Chefs Uniform	Available from School
TAS COURSES - Taking Place in Workshops (Metal & Engineering, Construction, Furniture Making, Industrial Technology Timber etc)	
Fully Enclosed Steel Cap Footwear	Predominantly leather upper shoes are to be worn prior to entering and during time in a technology space

The Entrance Campus school uniform shoes

All students should wear black, fully enclosed leather shoes – Samples below





SCHOOL UNIFORM

UNIFORM	DESCRIPTION
Polo Shirt	White short sleeve with school crest
Blouse	White short sleeve with school crest
Long Shirt	White long sleeve under school shirt in winter
Red Jumper	Available at Lowes with school crest
Year 12 Jacket	Ordered annually in March by TEC
Shorts	Grey
Trousers	Grey or black
Skirt	Green and black tartan
Socks	White or black ankle style
Tights	Black opaque stockings (under skirt)
Shoes	Black leather enclosed lace-up (no coloured logos, no white soles)
<p>PLEASE NOTE: TRACKSUIT PANTS, JEANS, TIGHTS (WITH NO SKIRT) AND HOODED JUMPERS ARE NOT PERMITTED TO BE WORN</p>	



AVAILABLE FROM
LOWES BAY VILLAGE BATEAU BAY

RESPECT

RESPONSIBILITY

RELATIONSHIPS

School map



THE ENTRANCE CAMPUS

NOTE:

Rooms on the OUTSIDE of each block are UPSTAIRS
 Rooms on the INSIDE of each block are DOWNSTAIRS

