

PITTWATER PRESS

BE RESPECTFUL

ASPIRE

BE RESPONSIBLE

Tuesday 15 December 2020. Week 10B

Wrapping up the Year

Jane Ferris. Principal's Report

Zoom meetings with parents: Parents who had indicated an interest in attending Zoom meetings in planning for the school joined one of nine sessions run last week before and after school. Thank you to those who participated; not only did these parents feel well informed with our priorities as a school, but also had a valuable input into discussion. Based on these discussions, we will roll out information to you that will assist you in supporting your child as we move into the routine of new school day in 2021.

In this newsletter I have included the expectations we have around **self-regulated homework** in the new school day. Below is an example of how the homework will be timetabled each day.

	MonA	TueA	WedA	ThuA	FriA
0					
1	PDHPE: GUND BARN_2	Music: URSN C5	PDHPE: GUND DM1	Maths: HUYN B24	Music: URSN C5
2	Visual Arts: LORE C6	English: LEON B25	Visual Arts: LORE C6	Music: MEYE C5	Technology (Mandatory): CRUN K1
L1					
3	Technology (Mandatory): CRUN K1	HSIE: COYT A6	Science: BIBI BL16	English: LEON B25	Science: BIBI BL16
4	English: LEON B25	Technology (Mandatory): CRUN K2		Science: BIBI B7	PDHPE: PAYN BARN_2
L2			HSIE: COYT A6		
5	Science: BIBI BL16	Science: BIBI BL16	Maths: MCCL B24	HSIE: COYT A6	Maths: HUYN B24
6					
HW	English Homework TAS Homework	English Homework Science Homework	Maths Homework HSIE Homework	Maths Homework Science Homework	Maths Homework Music Homework

	MonB	TueB	WedB	ThuB	FriB
0					
1	Maths: HUYN B24	Visual Arts: LORE C6	HSIE: COYT A6	Maths: MCCL B24	PDHPE: PAYN BARN_2
2	Music: URSN C5	Science: BIBI BL16	English: LEON B25	English: LEON B25	Technology (Mandatory): BULT K1
L1					
3	English: LEON B25	PDHPE: GUND DM2	PDHPE: PAYN BARN_2	HSIE: COYT A6	Music: URSN C5
4	Science: BIBI B7	Technology (Mandatory): BULT K1		Visual Arts: LORE C6	English: LEON B25
L2			Maths: MCCL B24		
5	Drama: GLEE P1	Maths: MCCL B24	Visual Arts: LORE C6	Science: BIBI BL16	Maths: MCCL B24
6					
HW	English Homework Maths Homework	Science Homework PDHPE Homework	Maths Homework Art Homework	Maths Homework HSIE Homework	English Homework Maths Homework

Information Evenings for Parents and Students: In the first few weeks of Term One 2021, we will be running a series of Information Evenings for parents and students by year group. See the Deputies' report for details and information about dates. These evenings will be invaluable for the triangulation of working together between school, student and parent to ensure every student reaches their potential. The sessions will be tailored for each year group and include topics covering self-regulation and homework, study skills, literacy and building resilience.

Holiday Reading: Yet again I wish to emphasise the value of reading. As well as a tremendous recreational activity that can bring mindfulness and joy, it is essential to success at school. Reading builds up fluency, vocabulary, writing skills, knowledge and comprehension. If your child has difficulty reading, consider an audio book or spend time reading with them, modelling through your own enjoyment of reading as a valuable pastime. If reading is maintained over the holidays, this will give students a healthy jumpstart to the new school year. This newsletter includes a reading list to assist you.

HSC results and morning tea: Because of delays caused by COVID, the HSC results will not be out until Friday after school has broken up. However, many of us will be on site to welcome the outgoing Year 12 to an HSC morning tea from 10.00 to 11.00. Students should enter the school by the creek side gate as we will be in the Trade Training Centre area. We are very excited to share results with you and congratulate you all for your best efforts in a year like no other.



Self-Regulated Homework Expectations @ Pittwater High School

Importance of self-regulated homework: The opportunity to engage in sustained meaningful homework, promotes self-efficacy and self-regulation. Tasks are not only designed to reinforce the subject skills and content, but also to develop students' ability to plan, prioritise and organise their time. It is imperative that these skills are developed from Year 7 onwards, leading to levels of autonomy and independence needed in the senior school and, later in life, the workplace. At Pittwater High School we have now built time into the day to allow for structured homework whilst also providing opportunity for teachers to deliver more timely feedback and guidance. At PHS we will further support students to develop time management skills, guide them to become more independent learners and ensure their workloads are manageable.

Expectations of students: With timetabled homework set daily, we expect students to set aside a **minimum of 1 hour** a day to complete this work. Homework will be differentiated to allow access and completion by all students, while also being challenging and engaging for high potential students. Unless a student is involved in a school based extracurricular activity or attending the Learning Centre, **students are expected to go directly home** to complete this work. Setting up a regular routine is the first step in organisation and time management for completing these learning tasks and developing as an efficient and self-managed learner.

Self-regulated homework for the junior school: This may include a task building on classwork that day, a task designed to complement and extend on the topic, a stage in an assignment to complete by a due date (milestone), a pre-lesson task to be prepared for development in the following lesson, or studying for examinations or tests through preparation of notes or question practice. Daily reading is also a part of the self-regulated homework routine. Through fiction and non-fiction text, students deepen their knowledge and connections to their world, build up fluency in reading to assist comprehension, broaden their vocabulary, develop curiosity, imagination, creativity and problem solving, and it is well documented that reading is also a platform to enhance writing skills.

Years 7 and 8: Homework will be timetabled for one hour per day. Each day, two subjects will be identified where 20 minutes of homework for each will be completed. Additionally, students are also required to read for a minimum of 20 minutes a day. **Years 9 and 10:** Each day two subjects will be identified for 30 minutes of homework. Where some students elect to do more demanding courses (eg higher level mathematics, accelerated courses, or languages), they should anticipate the need to do more than one hour a day in order to excel. In addition, students should be reading an average of 30 minutes a day.

Self-regulated homework for the senior school: By Years 11-12, students should have developed the skills of autonomy and self-regulation. Specific homework will be set in all subjects as outlined above in the junior school. Students are also expected to review all lessons studied that day by completing notes, organising topic summaries, preparing for assessment tasks, completing practice questions and studying for exams. Times will vary according to learning needs and individual programs of learning. However, as a guideline, for every hour of class, students should be setting aside 30 minutes for self-regulated homework.

How parents and carers can support self-regulated homework: Parents and carers can assist homework by supporting their child to develop independence in completing this work. Have the expectation clearly communicated to your child that they are to come directly home to complete their schoolwork, prior to other activities. Regularly check your email for any notifications from teachers about major assignments or communications about whether your child is falling behind. Do not do the work for them but encourage them to do the best they can within a reasonable time limit. Students are encouraged to always attempt tasks rather than become hindered through procrastination. Encourage the student to speak to the teacher themselves if they are struggling. If they fail to complete the homework, and there is no reasonable explanation, please let them face the consequences.

Consequences of homework not completed: Consequences will depend on the nature of the homework and the amount of time the student had to complete it. Generally, as a minimum, the teacher will record that homework was not completed and on the third such occasion a letter of concern will be emailed home and/or an N-award warning (10 to 12) issued. For major assignments not completed on time, communication to parents will be immediate. Students may also be placed on detention in order to complete homework.

DEPUTY PRINCIPALS' REPORT

Ms Fleming, Mr Blaker, Ms Behringer

Following is the organisation for the end of this year and highlights of important dates for next year.

Wednesday 16/12/20

All 7-10 students are to wear sport uniform. All students including Year 7 will participate in sport afternoon.

All students will be dismissed at 2.45pm

Year 7-10 Reports

Although reports are not due out until Wednesday we will publish them on Tuesday. Reports will be available on the parent/student portal.

Parent Information Evenings

Parent and Student Information Evenings have already been scheduled for next year. Please see the save the date information to confirm these dates.

School Uniform

A reminder that in 2021, all students in Years 10-12 are required to wear the Senior Uniform. Uniforms can be purchased online and all students must be in full uniform from the first day of term.

2021 BELL TIMES

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Seniors PO	7.45 – 8.40	7.45 – 8.40	7.45 – 8.40	7.45 – 8.40	7.45 – 8.40
P1	8.45 – 9.40	8.45 – 9.40	8.45 – 9.40	8.45 – 9.40	8.45 – 9.40
P2 Includes Roll Call	9.40 – 10.40	9.40 – 10.40	Assembly-Year meetings 9.40 – 10.00 10.00 – 10.55	9.40 – 10.40	9.40 – 10.40
<u>MORNING TEA</u>	10.40 – 11.05	10.40 – 11.05	10.55 – 11.10	10.40 – 11.05	10.40 – 11.05
P3	11.05 – 12.00	11.05 – 12.00	11.10 – 12.05	11.05 – 12.00	11.05 – 12.00
P4	12.00 – 1.00	12.00 – 1.00	Lunch 12.05 – 12.35	12.00 – 1.00	12.00 – 1.00
<u>LUNCH</u>	1.00 – 1.30	1.00 – 1.30		1.00 – 1.30	1.00 – 1.30
			Year 8 - 10 Organisation 12.35- 12.55 SPORT 12.55 – 2.25	P4 12.35 – 1.30	
P5	1.30 – 2.25	1.30 – 2.25		P5 1.30 – 2.25	1.30 – 2.25
Students leave at 2.25pm to complete self-regulated home learning with option of remaining in Learning Centre until 3.15pm					
Seniors P6	2.25 – 3.15	2.25 – 3.15	2.25 – 3.15	2.25 – 3.15	2.25 – 3.15
Teaching And Learning Staff	2.25 – 3.15	2.25 – 4.00 Staff Meeting	2.25 – 3.15	2.25 – 3.15	2.25 – 3.15

PITTWATER HIGH SCHOOL

IMPORTANT DATES EARLY 2021

Return to School

YEAR	DATE
7, 11 & 12 only	Friday 29 January (Week 1A)
Whole School	Monday 1 February (Week 2B)

Student and Parent Information Evenings

Venue: School Hall

Year	Date	Time
7	Wednesday 10 February	6.00pm – 7.00pm
8	Wednesday 10 February	7.15pm – 8.00pm
9	Monday 8 February	6.00pm – 7.00pm
10	Wednesday 3 February	6.00pm – 7.00pm
11	Wednesday 3 February	7.15pm – 8.00pm
12	Monday 8 February	7.15pm – 8.30pm



SCHOOL UNIFORM



Summer Tartan tunic of school material and design, Tartan pleated skirt and blue blouse. White socks.

Winter Blue short-sleeved, pin tucked blouse, choice of pleated tartan skirt of school material and design, or long black pants available from the uniform shop, choice of white or black sock or black stockings.

All Year Choice of grey V-neck woolen jumper, or maroon fleecy sweatshirt with PHS embroidered.

Shoes Black leather shoes. No white marking or edges. No suede. No boots.

Junior Girls Years 7 – 9 Summer Uniform



Summer Maroon polo shirt with PHS crest, grey shorts, of school design and grey or white socks.

Winter Maroon polo shirt with PHS crest, choice of grey shorts or long grey trousers of school design, and grey, black or white socks.

All Year Choice of grey V-neck woolen jumper, or maroon fleecy sweatshirt with PHS embroidered.

Shoes Black leather shoes. No white marking or edges. No suede. No boots.

Junior Boys Years 7 – 9 Summer Uniform

NB. Socks must be clearly visible on the ankle as per photos

Senior School Uniform



Senior Girls and Boys Summer Uniform

Senior Girls All Year

White tailored shirt with maroon trimming and PHS embroidered

Grey pleated skirt or black tailored PHS trousers

Black stockings or white or black ankle socks

Maroon woolen V-neck pullover with school crest

Year 12 may wear their senior jackets instead of the pullover

Black leather lace up school shoes. No white marking or edges. No suede. No boots.

Senior Boys All Year

White tailored shirt with PHS embroidered

Grey tailored school shorts or trousers

White or black ankle socks

Maroon woolen V-neck pullover with school crest

Year 12 may wear their senior jackets instead of the pullover

Black leather lace up school shoes. No white marking or edges. No suede. No boots.

Maroon School Tie with PHS crest

NB. Socks must be clearly visible on the ankle as per photos

Junior and Senior Footwear

The NSW Department of Education and Communities (DEC) guidelines in relation to safety and footwear in schools, under the Work Health and Safety (WHS) Requirements, prohibit students participating in practical activities in school if not wearing substantial footwear deemed safe by the DEC.

Unsafe shoes include those with openings; platform or high heels; shoes made from unprotective, open-weave materials such as canvas and cottons or similar; and other materials that do not provide adequate protection.

The staff, students and community of Pittwater High School have developed a uniform policy; in conjunction with the DEC and WHS guidelines and policies, ensuring safety and comfort for our students.

School shoes are to be:	School shoes are NOT to be:
<ul style="list-style-type: none"> • All black lace up school shoes • The entire foot is to be enclosed by the shoe including the upper section of the foot • The shoe is to have a stout sole and firm leather uppers • The shoe is to have low heels 	<ul style="list-style-type: none"> • Open weave and canvas shoes for example: Dunlop volleys • Alternate colours, must be all black • Open toe shoes • Ballet flats • Different coloured trimming

Examples of Acceptable Shoes



Examples of Unacceptable School Shoes



School Sports Uniform and Shoes



All Years

White polo short sleeved shirt with printed PHS logo, maroon sport shorts, white socks.



All Years

Navy blue microfiber track pants with PHS letters embroidered, navy blue microfiber jacket with maroon stripe, white trimming down sleeves and PHS embroidered crest.

Sports Shoes

Sports and PE shoes have similar restrictions placed upon them as our black school shoe. These shoes are also worn in the classrooms and school grounds, therefore, are applicable to the DEC and WHS policy and guidelines.

The Pittwater High School uniform policy allows for more flexibility in the choice of free colour for Sports and PE shoes.

However, all other requirements are the same as our policy and guidelines for the black school shoe.

Examples of Acceptable Sports Shoes



Examples of Unacceptable Sports Shoes



RECOMMENDED READING LIST

7-10

Richard Adams - Watership Down
Louisa May Alcott - Little Women
Lewis Carroll - Alice in Wonderland
Marcus Clarke - For the Term of His Natural Life
Charles Dickens - Great Expectations
Kenneth Grahame - The Wind in the Willows
Daphne du Maurier - Rebecca
George Eliot - Silas Marner
Miles Franklin - My Brilliant Career

Suggested texts for the English K-10 Syllabus 6

William Golding - Lord of the Flies
Ernest Hemingway - The Old Man and the Sea
Frances Hodgson Burnett - The Secret Garden
Rudyard Kipling - The Jungle Book
George Johnston - My Brother Jack
Harper Lee - To Kill a Mockingbird
C S Lewis - The Lion, the Witch and the Wardrobe
George Orwell - Animal Farm
Ruth Park - Playing Beatie Bow
Henry Handel Richardson - The Getting of Wisdom
John Steinbeck - Of Mice and Men
J R R Tolkein - The Hobbit

Stage 4

Roald Dahl - Matilda
Jeff Kinney - Diary of a Wimpy Kid series
Captain Underpants series - Dav Pilkey
JK Rowling - Harry Potter series
Eoin Colfer - Artemis Fowl series
Patrick Ness - A Monster Calls
David Mairowitz - A Tale of Two Cities
Neil Gaiman - Coraline
Anthony Horowitz - Crocodile Tears
Carole Wilkinson - Dragon Keeper Trilogy
Jackie French - Hitler's Daughter
Lauren Oliver - Liesl & Po
Sandy Fussell - Samurai Kids series
Veronica Bennett - Shakespeare's Apprentice
David Almond - Skellig
R.J. Palacio - Wonder
Anthony Horowitz - Stormbreaker
Valerie Zenatti - A Bottle in the Gaza Sea

Stage 5

Will Kostakis - The First Third
Peter Clutterbuck - Captains of the Community
Rick Riordan - 9 from the Nine Worlds
Charles Dickens - A Christmas Carol
Jules Verne - A journey to the centre of the Earth
Irini Savvides - Against the Tide -

YEAR 7 BACKFLIPS FOR BULLYING INCURSION

On Thursday 26 November, we had an amazing performance on bullying. The performers used flips and tricks to discuss the impacts of bullying.

It was EXACTLY what our year group needed and addressed all areas of bullying. It was not only relevant but also so engaging. The students all loved every minute of it. The performance allowed the students to get involved and I heard lots of them talking about it afterwards, in a positive light.

Mrs Juric—Year 7 Advisor
Year 7 Adviser



DRONE DAY

Thank you to Yamaha Drones for coming to school for 20 students to learn about careers in drones and how to fly using small drones and simulated flying on the C2 computers.



CHESS

The annual Pittwater High School Chess Competition is up and running in the Library on Monday during Lunch 2. The competition runs for four weeks. It is wonderful to see so many students and staff participating and challenging themselves and each other.

Many students have been heard to comment "This is fun!"

Chess Club is run every Monday Lunch 2 and our school participates in the Metropolitan Secondary Schools Chess Competition during Term 2.

Come along and join the fun.

Mrs Mumford



THIS SUMMER HOLIDAYS...



KEEP COOL & READ (or listen to) A GREAT BOOK!!

More than 2,100 eBook and more than 800 Audiobook titles
available – ALL FREE!

Here's just a few of the latest titles available

Scan the QR codes and sign-in with your @education details to go straight to any of these titles

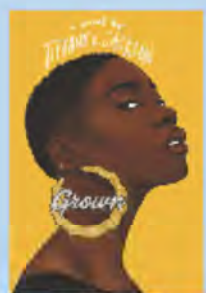
OR

See the poster on the next page for instructions on how to browse for others using the app...

eBooks:



Audiobooks:



eBooks and Audiobooks anytime, anywhere

**Make
anyplace
your reading
place.**



Borrowing our eBooks and Audiobooks is as easy as:

1

Download the
ePlatform app from
your app store

2

Find our school
library and log in
using your
@education details

3

Browse, then borrow an
eBook or Audiobook
and read/listen on your
smart device



Search for and download the ePlatform app:



**Download the eBook
and Audiobook app
now!**

Staying safe these holidays

Below is a list of support services if you require any throughout the holiday period.

Student Support

In Person

Headspace (Low Level Intervention): 02 9937 6500 (Brookvale) 02 8021 3668 (Chatswood)

YESS (Moderate Level Intervention): 1800 937 776

CYMHS (High Level Intervention): 02 9388 5150

Online/Phone

EHeadspace: 1800 650 890 (9am-1am/ 7 days a week). eheadspace.org.au

ReachOut: <https://au.reachout.com/>

BeyondBlue: 1300 224 436 (24 hrs/ 7 days a week), youthbeyondblue.com

Kidshelpline: 1800 551 800, kidshelpline.com.au

Parent Supports and Advice

NSW Mental Health Line: 1800 011 511 (24 hours/7 days a week)

ParentLine: 1300 301 300

Family Referral Service: 1800 066 757 (8am-6pm, Mon-Fri)

Lifeline: 13 11 14 (24 hrs/7 days a week)

Specific Supports

Sydney Drug Education and Counselling Centre: 02 9977 0711, www.sdecc.org.au

Butterfly Foundation (Eating disorders and Body Image): 1800 334 673, butterfly.org.au

Taldumande (Youth homelessness and crisis accommodation): 02 9460 3777,

<http://www.taldumande.org.au>

Twenty10 (LGBTIQA+ counselling services and support): 02 8594 9555,

www.twenty10.org.au

Domestic Violence Line: 1800 656 463, www.1800respect.org.au

Suicide Call Back Line: 1300 659 467, suicidecallbackservice.org.au (provides telephone and online counselling as well as online supports if worried about someone)

In an emergency, call 000. Parents and Students can also approach their GP for support and referral to a mental health clinical via a Mental Health Care Plan which entitles Medicare rebated sessions.

We wish you a safe and happy holiday and look forward to welcoming you back to school in 2021.

Supporting your young person during the holidays



Holidays can take students away from friends and their usual school supports.

Changes to routine can cause some young people to feel stressed, isolated and alone. Parent support is very important at this time.

Below is some information to help you support young people to stay in a healthy headspace in school holidays. There is also some information that may help you to identify when your young person might need some extra support and where to go for help.

There are a number of ways you can support your young person's mental health and wellbeing in the holidays:

1. Encourage them to stay connected

Social relationships are important to your young person's general wellbeing.

It is okay if they take time out for themselves at times, but encourage them to keep in contact with friends over the holidays. Friends can provide both play and support, and spending time with friends is also important for keeping and building on existing friendships.

If your young person is not feeling up to going out, even a phone call, email, text message or Facebook message can help them to feel connected to friends and family.

2. Encourage them to stay involved

Encourage involvement with volunteer work, hobbies, clubs or committees, or sports – these can help young people feel connected to their wider community. Participate with them when you can.

Involve them in decisions and give them responsibility at home (e.g. deciding what to eat for dinner and helping to prepare it).

Help them to identify and set realistic goals. Setting and achieving realistic goals can be incredibly motivating and can help build self-confidence.

3. Encourage physical activity

Physical activity is important for everyone's health and wellbeing. If your young person is feeling down or finding things are difficult, physical activity may be the last thing they feel like doing. But even small activities, like walking around the block, can help relieve stress and frustration, provide a good distraction from worrying thoughts, improve concentration and improve mood.

If your young person is struggling to get active, find a physical activity that you both enjoy and can do together (e.g. swimming, playing sports with friends or cycling) and make a plan to do it regularly.

4. Encourage a regular routine

Getting a good night's sleep helps young people to feel energised, focused and motivated.

Adolescence is a time when a number of changes to the "body clock" impact on sleeping patterns and young people are more likely to have problems with sleep. Developing a sleeping routine can help. Encourage your young person to

wake up around the same time each day, get out of bed when they wake up, and go to bed around the same time each night.

Avoiding caffeine after lunchtime, having a quiet, dark and uncluttered bedroom and shutting down electronic devices before bed can also help them to get a good night's sleep.

5. Encourage healthy eating habits

Eating well doesn't only reduce the risk of physical health problems, like heart disease and diabetes, but it can also help with sleeping patterns, energy levels, mood, and general health and wellbeing.

A good balanced diet with less junk food/ lots of sugars and more veggies, fruit, whole grains and plenty of water will ensure your young person has all of the vitamins and minerals to help their body and brain function well.

6. Encourage play!

Devoting time to just having fun can help to recharge your young person's battery, revitalise their social networks and reduce stress and anxiety.

Supporting your young person during the holidays

headspace.org.au



headspace
School Support

Tips to help you support your young person

1. **Recognise** their distress or concerning behaviour.
2. **Ask** them about it (e.g. "I've noticed you seem to be sad a lot at the moment.")
3. **Acknowledge** their feelings (e.g. "That seems like a really hard place to be in / I can understand why you are upset about that.")
4. **Get appropriate support** and encourage healthy coping strategies (e.g. "Do you need some help to handle this?")
5. **Check in** a short time afterwards to see how they are going.



Signs that may suggest that your young person is struggling

It is normal for young people to have ups and downs. However changes in mood, levels of participation and thinking patterns which persist for more than a couple of weeks may indicate that your young person needs extra support.

Changes in mood include:

- Being irritable or angry with friends or family for no apparent reason
- Feeling tense, restless, stressed or worried
- Crying for no apparent reason, feeling sad or down for long periods of time

Changes in activity include:

- Not enjoying or not wanting to be involved in things they would normally enjoy
- Being involved in risky behaviour they would normally avoid
- Unusual sleeping or eating habits

Changes in thinking include:

- Having a lot of negative thoughts
- Expressing distorted thoughts about themselves and the world (e.g. everything seeming bad and pointless).

If you believe that your young person is at risk of harm you should seek professional support from your GP, mental health service or emergency department.

Support service options

- **headspace** centres provide support, information and advice to young people aged 12 to 25 - headspace.org.au
- **eheadspace** provides online counselling and telephone support to young people aged 12 to 25 - ehheadspace.org.au 1800 650 890
- **Kids Helpline** is a 24-hour telephone and online counselling service for young people aged 5 to 25 - kidshelpline.com.au 1800 55 1800
- **Lifeline** is a 24-hour telephone counselling service - lifeline.org.au 13 11 14
- **Parentline** 1300 301 300
- **ReachOut.com** for information about well-being.

For more information visit headspace.org.au/schoolsupport or headspace@headspace.org.au

Please refer to the **headspace School Support Suicide Prevention Toolkit – A Guide for Secondary Schools** for further guidance.



About us

As your local Transition to Work provider, The Salvation Army Employment Plus is committed to providing a range of specialised services that are designed to support young people aged 15 to 21 years on the pathway to employment or education.

We are with you all the way

At Employment Plus, you will be connected with one of our Youth Employment Consultants who will **comprehensively assess your needs at your first appointment**; and regularly meet with you to discuss and assess your goals and aspirations.

To make sure your goals are achieved, we will prepare a personalised Job Plan to help you gain employment and/or education through a mix of individual, group and self-paced activities aimed at improving your job readiness and employability. We will stay in touch with you regularly through face to face appointments.

Helping you find a job

When you are ready to find work, we will:

- Guide you on local job opportunities
- Schedule interviews with employers who have current or upcoming vacancies
- Prepare and coach you for interviews
- Arrange relevant Work Experience activities

To help you find the job you want, we provide free WiFi at all of our sites.

Helping you find education

If you feel that education will be a better stepping stone to employment, we will connect you with local education and training opportunities to help you gain:

- **A Year 12 equivalent qualification; or**
- **A Certificate III or higher qualification**

Support when you find a job or education

When you have found a job or started education, you will **receive support in the first weeks of your placement**. This may include:

- Pre-placement coaching and preparation
- **Attendance on-site for your first day**
- **Weekly contact in the first weeks of your placement**

Other services and learning opportunities

We will provide access to Employment Plus' Allied Health and community support services as required.

Your Youth Employment Consultant will draw on Employment Plus' national partnerships with specialists such as Reach and Headspace, as well as our relationships within The Salvation Army, to assist you to overcome barriers to education or employment.

We offer regular learning activities which support you to develop job search, employability and personal skills; as well as industry knowledge.

These include:

- Meetings with local employers to understand their expectations
- Practical job search skills workshops, including résumé writing, interview practice and online job search
- Employability skills workshops teaching teamwork, communication and organisation
- Personal development sessions focusing on areas such as relationships, healthy living, developing a positive attitude to work, goal setting and coping with change

Need a hand? We're here to help

☎ 136 123

🖱 employmentplus.com.au

📍 Visit an Employment Plus site

Gosford Suite 2 Ground Floor 4 Watt St
Hornsby Suite 2 Ground Floor 22-28 Edgeworth David Ave

Chatswood Shops 12-15 Level 1 3-9 Spring St
Ryde Part Level 4 5-9 Devlin St



Lifeline Saving
Lives

Crisis Support. Suicide Prevention.

GIANT BOOK FAIR

Brookvale

St Augustine's College
Federal Parade

December 10-13

Thursday 11-7, Friday 9-7,
Saturday 9-5, Sunday 9-3