

WELCOME TO TERM 3!

Principal's Message

This year's NAIDOC Week was particularly special for Ngaruk Gulgul as we proudly hosted our first official NAIDOC celebration, joining communities across Australia in recognising the theme "Fifty Years of Deadly."

Our event began with an acknowledgement of the Darkinyung people, the Traditional Custodians of the beautiful land, sea and waterways on which we gathered. Living on the Central Coast reminds us daily of the privilege of being surrounded by extraordinary landscapes - mountains, bushland, lakes and coastline - and the people who have cared for this Country for tens of thousands of years. The annual Five Lands Walk, with its theme of Walking with the Whales, also beautifully reflected this connection, reminding us that Country is not simply where we live, but who we are connected to. Like the whales that return each year along ancient pathways, we too are connected through story, movement, belonging and community.

NAIDOC has always been more than a week of celebrations. It is a movement that recognises the strength of the oldest continuing culture on Earth and the ongoing contributions of First Nations peoples across education, health, business, the arts, sport and community leadership.

While the anniversary of 50 years of NAIDOC invited us to reflect on the past, it also challenged us to look towards the future. The next fifty years belong to our young people - to a generation who are growing up proud of their identity, reconnecting with language and Country, and continuing the journey towards truth-telling, justice and reconciliation.

At Ngaruk Gulgul, our name means Standing Strong, and this year's celebration reflected exactly that. Standing strong in culture, standing strong in community, and standing strong in identity. We are incredibly grateful to everyone who joined us to make our first NAIDOC celebration such a memorable occasion. It was a day filled with learning, connection and celebration, and we look forward to building on this tradition in the years to come.

I look forward to seeing you all back on Monday 20th July.

Acknowledgement: Portions of the language and themes above draw on the official NAIDOC Week 2026 materials, published by the NAIDOC Committee.

Andrea, Principal

Term 3 Significant Dates

Term 2 Rewards Day (Rescheduled)	Friday 24 July
Parent Teacher Night	Monday 3 August
Youth Booth Health Information Visit	Thursday 6 August
Year 10 Vaccinations	Wednesday 16 September
Year 12 Graduation Day	Thursday 24 September

Term Start/End Dates for 2026

Term 3	Monday 20th July – Friday 25th September
Term 4	Tuesday 13th October – Thursday 10th December



Deputy Principal Message

Congratulations to all students for finishing Term 2 strongly and completing their assessment tasks and units of work. You all deserve this well-earned, 3-week break, as do our amazing teachers and staff. We will be distributing your mid-year reports for Semester 1 over the holiday period and remind you that school resumes on the 20th of July. I encourage everyone to make the most of Term 3 and enjoy every opportunity on offer. This is especially true for our Year 12 students - this is your final ten weeks of school and I promise that it will fly by! Don't forget to smell the roses and savour the experience while it's still here.

Cameron, Deputy Principal

Programs Update

Term 2 was massive for extra-curricular activities at NG! As Andrea has noted in her opening message of this newsletter, we held our first NAIDOC Gathering as a school and community. A highlight was an absolutely epic performance by the legendary Kobie Dee! Our Aboriginal and Torres Strait Islander students also had an opportunity to develop their Financial Fitness, with a special program delivered by the First Nations Foundation. Finally, Brad was able to help our students build cultural knowledge and connections via the fortnightly Eleanor Duncan Men's Group and some combined Men's and Women's events, as well as taking a group to see an amazing Bangarra Dance Theatre performance at the Sydney Opera House.

During weekly Standing Strong Sessions, Stage 5 and Year 12 students were introduced to the Rock & Water program by Cameron and Samm. This NESAI-recognised experience provides young people with a pathway to increased self-awareness, self-confidence and social functioning.

In Week 9, many of our Stage 5 boys participated in the Central Coast High Schools Oz-Tag Carnival. With only a couple of training sessions under their belt, and many still learning the rules of the game, the NG Team represented the school admirably, especially when playing against teams from much bigger schools that were stacked with rep players.

Our much-anticipated Rewards Excursion to Glenworth Valley Laser Skirmish had to be postponed due to rain, but is rescheduled for the first Friday of term (24th July), for eligible students. We look forward to continuing to 'add value to education' in Term 3.

Rick, Programs Manager

Parent/Student Portal

Thank you to everyone who has already registered for and started using our Parent Portal on Sentral. The Parent Portal keeps you up to date on attendances, canteen menus, timetables, parent and teacher night, and other school and community events. It also provides easy access to documents such as newsletters, student plans, and excursion permission slips.

Some of you will know that we have now added StudentPayPlus to the Portal. This lets you put money in your young person's online wallet, which you can then use to prepay and order meals in the canteen. Please note that these online orders have to be placed by 9am on the day. There is also an online store option, where you can purchase items such as school T-shirts. We will be adding more items to this store in the future.

If you're a new parent, or haven't registered for the Portal yet, you will need a family access key. If you don't have a family access key, please e-mail sentral@ngc.nsw.edu.au to receive your unique code. This will link you to the school and your young person's information.

Should you experience difficulties with the Portal, or have any suggestions, please do not hesitate to contact me, NGC's Business Manager, on sentral@ngc.nsw.edu.au for assistance. I also look forward to hearing from you about your experience with our Parent Portal. Any feedback will always be gratefully received!

Vidar, Business Manager

Wellbeing Update

Term 2 seemed to fly by! As always, please contact Lee, our Family Liaison Officer, with any concerns or questions you might have about your young person's wellbeing and experience at school. We will always help however we can. As we look forward to Term 3, we are aware that it typically involves a significant intake of new students. This means the first few weeks can be a little bumpy as newcomers work out how to fit in, and the existing NGC cohort adjust to the changing dynamics. If possible, it is a good time for parents and carers to check in with their young person to see how they are going during this period. We encourage you to let us know if there is anything troubling them so we can assist.



Free Parent/Carer Support Program: Unfortunately, time got away from us in Term 2 and we had to delay the Family Connections program until Term 3. Family Connections is a 12-week, evidence-based program based on skills used in DBT (Dialectical Behaviour Therapy), for families or carers of people who struggle with emotional dysregulation. If you are interested, please contact Lee or complete the form using the QR Code or [this link](#).

Individual Plans: The Individual Plan (IP) is an important reference for us as we do our best to support each young person at our school. Importantly, it is not a static document. At any time, if you identify something you think we could do to better assist your young person, please contact us and we can organise an IP review or update.

Work Placements: Over the course of the term, we hosted four work placement students who were studying Mental Health, Youth Work, Community Services, or similar qualifications. It was a pleasure getting to know them, and their assistance was greatly appreciated. We hope they found the experience equally rewarding and insightful.

DCJ Scholarships: Each year, we support students with applications for DCJ scholarships to provide funding for school materials. This year we had eight successful scholarship students; the most we have ever supported! Congratulations to those students, and thank you Lee for assisting them to apply.

Omnia Inclusive School Leavers Mini-Expo: Omnia Inclusive are running a Mini-Expo on Wednesday 5th August targeted at school leavers with a disability, and their parents and carers. There will be opportunities to connect with local providers regarding study, employment, community participation, and independent living. We intend to take a small group of students, so if you or your young person is interested in attending, please contact us.

Anthony, Student Enrichment and Vocational Pathways Manager

English

Stage 5 English: In Term 3, Stage 5 English classes will study *Poetry in Social Issues*. We will study an array of poems which focus on different social issues such as homelessness, mental health and poverty. Students will then build their own portfolio of poems centered around a particular social issue of their choosing.

Preliminary English: Our Year 11 English students will study the unit *Achieving in English: English in the Workplace*. We will learn about employee rights and responsibilities, WHS, pay and superannuation, and the role of unions. We will also learn how to write a resume and cover letter, as well as complete a career profile.

HSC English: Year 12 will finish up their year with a study of *The Big Screen*. We will learn about the Teen Movie genre and complete a close study of the film *The Breakfast Club*. Toward the end of Term 3, the class will work on revision for their upcoming HSC exam.

Kirk, English Teacher

Maths

Stage 5 Maths: In Term 3, students will deepen their understanding of algebra by simplifying expressions involving positive and zero indices, as well as developing a conceptual understanding of negative indices. Building on this foundation, students will explore linear equations, learning how to interpret and represent them through both worded problems and algebraic formulas. They will strengthen their ability to analyse the relationship between two variables, recognising how one can influence or depend on the other. This will flow onto both linear and non-linear graphs and all of their features and applications.

Year 11 Numeracy: In Term 3, students will continue their foundational work on fractions, decimals and percentages. They will be developing and refining these skills, whilst looking at how they are applied in everyday life through cooking, sharing and even music! Following this, they will begin a unit on probability, examining how it influences everyday decisions and plays a vital role in planning and event forecasting.

Building on this knowledge, students will transition into a unit focused on mass, capacity and measurement. They will investigate the various methods used to quantify and measure, and the importance of choosing appropriate tools and units based on context. Throughout the term, students will continue to look at the role of numeracy in trades, demonstrating how the mathematical skills developed throughout their time at school can be applied in real-world settings.

Year 12 Numeracy: In Term 3, students will consolidate and extend their understanding of the diverse mathematical concepts covered throughout their HSC studies. They will explore how mathematics underpins various disciplines such as music, art, science and the natural world, gaining insight into its broader applications and relevance.

Following this, students will undertake a case study, choosing between Board Games or Dungeons & Dragons. Through their chosen topic, they will investigate and analyse how mathematical principles are applied in these areas, producing a detailed report of their findings. To conclude the term, students will design either their own board game or a unique Dungeons & Dragons character and campaign. They will present their creations and reflect on the mathematical concepts involved, showcasing their ability to connect abstract theory with real-world applications in an engaging and creative context.

Louise, Maths and Numeracy Teacher

Stage 5 History

Term 2 took us back in time as we studied the events of World War I. A major highlight of the term was reading the incredibly empathetic and well-written "letters home" that students composed from the perspective of a WWI soldier in the trenches.

In Term 3, we will investigate World War II. Students will explore how and why Australians commemorate specific campaigns, including the defence of the Kokoda Track and the impact of the attack on Pearl Harbour. They will also look deeply into the historical contexts and lived experiences of Prisoners of War, as well as those serving on the home front.

To bring this history to life, the term features an exciting excursion focused on wartime aviation and technology. Ultimately, students will develop and communicate their own historical perspectives to answer one big overarching question: How did the sacrifices, societal shifts, and alliances of this era fundamentally forge the Australia we know today?

Patty, History Teacher & Kat, Opal Classroom/History Teacher

Stage 5 Geography

In Term 2, we successfully wrapped up our Human Wellbeing unit. Students did a fantastic job investigating complex global wellbeing issues and exploring the innovative ways communities around the world are working to solve them.

In Term 3, we are diving into the first of two units on Environmental Change and Management. Students will investigate how natural environments function and look closely at the scale of human-induced changes that challenge our planet's sustainability. We will also explore how different worldviews influence the way societies use, protect, and manage natural resources. It is going to be a highly relevant and engaging term!

Patty, Geography Teacher

Science

Stage 5: In Term 3, our Stage 5 students will enjoy lots of practical experiences, as we work through the new curriculum science unit called Materials. In this unit we will investigate the finite nature of minerals and resources in Australia, analyse how products are derived from them through chemical bonding, and evaluate the environmental impacts of ongoing resource extraction.

As we explore the world of polymers and their raw materials, properties and environmental impact, we will investigate the extensive effects of microplastic bioaccumulation, and the biodegradability of modern packaging materials and various alternatives. This study empowers students to make informed choices in a world progressively shaped by materials science and sustainable practices.

Preliminary Investigating Science: Our Year 11 Preliminary Investigating Science students will complete the final unit in the Preliminary course this term, as they examine the differences and similarities between scientific theories and scientific laws through practical and secondary source investigations. Students are reminded that the Preliminary Examination is set for Week 9 of Term 3, and will include questions based on Modules 1, 2, 3 and 4. Students will be allowed to have their own Module Workbooks with them during the examinations, as well as a guideline of what is required for each long-answer question. This adjustment helps them cope with exam pressure and has proved to be excellent preparation for their HSC next year.

HSC Investigating Science: The Year 12 HSC Investigating Science students will begin their final module, Science and Society. Through this unit, they consider how scientists create processes, tools and products that challenge and influence society and some of its belief systems, ethics and norms. They will see how our communities debate and regulate science to prevent harmful developments and unacceptable outcomes, and explore the impacts of ethical, social, economic and political influences on scientific research. In Week 8, all students will sit the Assessment 4 'bought in' Trial examination to consolidate their understanding and clarify areas that need further revision. To achieve their non-ATAR accreditation, they will then sit their Final HSC Examination at the start of Term 4.

Janice, Science Teacher



Silver Class - Life Skills

Throughout Term 2, students worked hard to develop their resilience, confidence and self-esteem through a range of learning experiences and personal challenges. By setting goals, persevering through difficulties, collaborating with others and celebrating achievements, students were able to approach their learning with a positive mindset. As we move into Term 3, I encourage Silver Class to continue applying these important skills and building on their successes.

English: In Term 3, students will explore poetry, song lyrics, speeches and advertisements to examine how authors communicate ideas about social issues and social justice. They will analyse poetic techniques, discuss diverse perspectives and develop their own written and verbal responses.

Science: Moving forward, students will investigate the fascinating world of materials, exploring everything from the chemistry of organic compounds to the science behind polymers that are used in everyday products. As part of this unit, students will complete an engaging Scientific Literacy and Comprehension Assessment that challenges them to think like real scientists. They will investigate questions about materials, packaging, and the environment while developing their analytical and problem-solving skills.

Mathematics: In Term 3, students will develop their understanding of algebra, indices and linear relationships. They will calculate distance, and represent mathematical relationships using graphs and formulas.

History: Students will investigate the causes and significance of World War II, including the experiences of Prisoners of War and the reasons Australians enlisted. They will also explore how and why Australians commemorate wartime service.

Geography: Students will examine how environments function, the impacts of human activity on sustainability, and how environmental change can be managed. They will compare case studies from Australia and overseas and propose ways to create a more sustainable future.

Samm, Silver Class Teacher & Mike, Silver Class Science Teacher

Get Ready for Our Fitness Challenge!

This term, students will take part in an exciting Fitness Challenge during practical PDHPE lessons. They will have the opportunity to test their fitness, set personal benchmarks, and see how much they can improve! As part of the program, we will record students' fitness results, participation, and their positive attitude and enthusiasm during activities. Fitness testing will take place in Week 1 and again in Week 8, giving students the chance to track their progress and celebrate their achievements.

Students will participate - and be scored - in a variety of fitness activities, including:

- A medium-distance run (1–2 km)
- Timed sit-ups
- Push-ups
- The beep test
- A short circuit training challenge

Students who are exempt from physical activity will complete a fitness investigation to understand how different activities contribute to overall health and wellbeing outcomes. They will:

- Research each fitness activity completed by the class.
- Explain how each activity benefits a person's health and wellbeing.
- Identify what component of fitness is being tested (e.g. speed, agility, flexibility, strength, or endurance).
- Provide a description of how the activity is performed.
- Identify and explain which muscle groups are used during each activity.

Mike, PDHPE Teacher

Photography, Video and Digital Imaging

Year 11: Term 2 was an action-packed term for Year 11 PVDI students! We have worked hard to master manual camera skills like shutter speed and aperture, and students have absolutely loved getting creative with Photoshop Elements activities.

Looking ahead to Term 3, we will launch our new unit, "The Arranged Image." Students will explore cubism-inspired portraiture and experiment with slicing and weaving photos, drawing inspiration from artists like David Hockney and David Samuel Stern. Towards the end of the term, we will also dive into our highly anticipated film study unit. Students will direct and produce their own stop-motion videos. It is going to be a fantastic term of creating!

Year 12: Term 2 saw our Year 12 PVDI students taking a deep dive into the history of cinema and film genres. We wrapped up the term with a focused film study on the moody, atmospheric world of Film Noir, highlighted by our class viewing of the Batman movie, The Dark Knight.

Term 3 is shaping up to be an exciting one! Students will explore the powerful themes of street journalism and mental health in art. They will also spend the term developing their own major self-directed projects, which will culminate in an exhibition to showcase their incredible final artworks!

Patty, PVDI Teacher

