

# WELCOME TO TERM 1!



## PRINCIPAL'S REPORT

At NGC, our students are never the only ones learning. Indeed, our entire staff, Board and school community are constantly engaged in an ever-evolving process of change, growth and contemplation. After all, that is what it means to be in the field of education. If the goal of schooling is to prepare students with the skills, knowledge and awareness to navigate the world that awaits them, then our approach can never be fixed and static.

Every day, but especially at the outset of a brand new school year, we are considering how we can adapt to the needs of our young people, to shifts in society, to changes in the job market, and to global challenges which are becoming increasingly complex.

The first quarter of the 21st century has been marked by repeated shocks and ongoing structural change. Pandemics, geopolitical tensions, demographic shifts, the climate crisis, and relentless technological advancement have reshaped how we live and work. These forces have also compressed the time that individuals, organisations, and governments have to adapt, while widening the gaps between those who can access and benefit from essential 21st-century skills, and those who cannot. Critical thinking, flexibility, and creativity are no longer "nice to have" skills; they are essential for success in the world our young people are stepping into.

At the same time, the workforce is transforming. Green-driven jobs are on the rise. Demand for strong interpersonal and digital skills continues to grow, while some traditional manufacturing skills are declining. Artificial intelligence will further reshape the landscape of work. Some tasks will be automated; others will be transformed. Humans won't disappear from the workforce, but they will certainly need to work with technology, not around it.

All these factors reinforce just how important education and learning is for all of us, and especially for our next generation. Our role is not just to teach content, but to equip young people with the adaptability, confidence, and resilience to navigate a future that is uncertain, fast-changing, and full of possibility. Every small win counts. Every lesson learned matters. And every young person deserves the chance to keep learning, growing, and finding their place in our world.

I look forward to welcoming you all back to school for 2026 on **Wednesday 28th January**. The year ahead will hold many challenges and growth opportunities and as always, we will all do the very best we can until we know better - and then, we'll do better too.

**Andrea, Principal**

## Term 1 Significant Dates

<b>Parent/Teacher Evening</b>	Monday 9th March 2.30pm - 5.30pm
<b>National Close the Gap Morning Tea</b>	Thursday 19th March
<b>Rewards Excursion to the Easter Show</b>	Thursday 2nd April

## Term Start/End Dates for 2026

<b>Term 1</b>	Wednesday 28th January – Thursday 2nd April
<b>Term 2</b>	Tuesday 21st April – Friday 26th June
<b>Term 3</b>	Monday 20th July – Friday 25th September
<b>Term 4</b>	Tuesday 13th October – Thursday 10th December

## Deputy Principal Update

Congratulations to all our students who completed school in 2025 and received their end-of-year reports - it was great to see so many smiling, proud faces at our Christmas celebration. Thank you to all the staff who made this event happen, especially the Christmas committee. Also, well done to everyone who was able to attend the Term 4 Rewards Day to Luna Park because of their positive behaviour and attendance.

As we move into 2026, students will be changing classes and classrooms. This will help us accommodate shifting year groups and the influx of new students we are predicting for the year ahead. I appreciate that this can be a big change for some of our young people, and I encourage parents and families to reach out with any questions or concerns during this adjustment period.

For those students who have received new technology over the Christmas break, please be aware of our school rules around phone use. You will be required to hand in your device when entering our morning circle. It will be returned to you during break times but you will need to hand it in at the beginning of each class.

With the weather proving to be very warm lately, please remember to wear appropriate clothing. Be mindful that if you turn up to school in something deemed inappropriate, you will be asked to put on a change of clothes or if refused, leave school for the day and try again tomorrow. I hope you're all ready for Term 1 2026 and to see what this new year brings!

### Cameron, Deputy Principal



## Parent/Student Portal

Thank you to everyone who has already registered for and started using our Parent Portal on Sentral. It's encouraging to see that the number of users has remained stable since 2024, with over 60 people logging into the Parent Portal in 2025! Hopefully we will see an even higher number for the year ahead.

The Parent Portal keeps you up to date on attendances, timetables, parent and teacher nights, and other school and community events. It also enables you to access documents like newsletters, student plans, and excursion permission slips.

If you're a new parent, or haven't registered for the portal yet, you'll need a family access key. If you don't have this already, please e-mail [sentral@ngc.nsw.edu.au](mailto: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 on [sentral@ngc.nsw.edu.au](mailto:sentral@ngc.nsw.edu.au) for assistance. I look forward to hearing from you about your experience with our Parent Portal, and any feedback will be gratefully received. We are also planning to introduce new features in the coming months, so keep an eye out for further announcements!

### Vidar, NGC Business Manager

## English

**Stage 5 English:** Stage 5 classes will begin the year with a study of documentaries. In this unit, students will learn about the different types of documentaries and the specific film techniques they utilise. For the assessment, our classes will view and analyse the film *The Cove*. Students will then create a presentation about the different documentary film techniques used in the film to make the storytelling more compelling and meaningful.

**Preliminary English:** Preliminary English Studies moves into another era this year with a brand-new syllabus and unit of study. We will begin the year with a mandatory module called *Reading to Write*, in which we will study different forms of writing and purposes for reading, as well as reading and writing techniques and strategies. Students will build a varied portfolio of their own writing for their assessment.

**HSC English:** Year 12 classes will complete their study of *Texts and Human Experiences* in the first few weeks of Term 1, and will then explore what it means to be Australian through the *We are Australian* unit. We will study Australian values, citizenship and national identity. For their assessment, students will create a presentation on an Australian who has had a major impact on our collective culture.

**Kirk, English Teacher**

## Maths

**Stage 5 Maths:** Our Stage 5 students will begin 2026 by exploring financial mathematics, with a focus on building relevant skills around earning and spending money. This will include learning about wages, bank interest, loans and investments. At the end of the term, students will have a solid understanding of how to navigate finances and to budget for the future. Following financial mathematics, students will be learning about the concepts of area, surface area, volume and trigonometry. These are particularly important topics of study for any student wishing to explore a trade.

**Year 11 Numeracy:** This term, students will be introduced to the Preliminary Numeracy course where they will explore how numeracy is embedded in everyday life. This is a highly practical course, looking at how we use mathematical thinking and numerical reasoning in real-life situations. This term, students will focus on how numeracy is used in the collection of information and consider how to display data in a variety of ways to suit different contexts and audiences.

**Year 12 Numeracy:** In Term 1, students will continue their investigation of numeracy with a focus on numerical reasoning and mathematical thinking, applied to location, time and temperature. They will consider the value in being able to understand and read multiple forms of time and temperature, as well as how to interpret maps and organise trip expeditions. Students will have the opportunity to research and plan a trip to a local food shop to demonstrate their understanding of these important numeracy concepts.

**Louise, Maths and Numeracy Teacher**

## Sport, Lifestyle and Recreation

**Term 1 (Weeks 1 and 2) Games and Sports Applications 1:** At the start of the term, students will build knowledge, understanding, and practical skills in sports, covering movement fundamentals and team dynamics that support confidence and success across various games and athletic activities. Those who are interested can extend their learning beyond school by pursuing external opportunities in areas such as refereeing or coaching.

**Term 1 (Weeks 3 to 10) Outdoor Recreation:** Students will learn the skills and knowledge needed to both participate in and help organise outdoor recreational activities. They will showcase their abilities in pitching tents, preparing food outdoors, orienteering and using first aid skills.

**Mike, PDHPE and SLR Teacher**

## Science

**Stage 5:** 2026 brings fresh opportunities and a whole new Science Curriculum for Stage 5. Our students will start the year with a unit called Waves and Motion, and learn how to differentiate between mechanical and electromagnetic (EM) waves, analyse waves and develop an understanding of wave behaviours. By conducting investigations to determine the relationships between distance, time, speed, force, mass and acceleration, students will learn how to apply Newton's laws of motion and how to use mathematical representations to quantitatively relate motion variables.

**Preliminary Investigating Science:** Our Year 11 Preliminary Investigating Science students will consolidate their understanding of the scientific investigation process by carrying out first-hand and secondary source investigations. Through these, they will learn about cause and effect, and how observations can lead to investigations, which then result in the formation of inferences and generalisations. Students will analyse primary and secondary data and will further develop their understanding of scientific questioning and the need for scientists and the general public to work together in the pursuit of truth.

When collecting quantitative and qualitative data while conducting their own practical investigations, students will demonstrate the importance of making detailed and accurate observations, determining appropriate variables and formulating testable scientific hypotheses. During Modules 1 and 2, syllabus content will be addressed through water testing to investigate both its quality and impact on plant and animal life across various locations around the Central Coast.

**HSC Investigating Science:** Our HSC Investigating Science students have been working on the Module 5: Scientific Investigations unit. After concluding this in Week 2 of Term 1, they will then be introduced to the Module 6 Technologies unit, where they will investigate the dynamic relationship between science and technology. Students will explore the rapid development of new technologies and the impact this has had on enhanced industrial and agricultural processes, medical applications and communications. These investigations will give them the opportunity to consider experimental risks, while evaluating the appropriateness and accuracy of using a range of technologies to conduct practical investigations.

**Janice, Science Teacher**

## History

Our year begins with the study of Movement of Peoples, a unit that investigates how Australia developed as a British colony and the lasting effects of colonisation on the land and First Nations peoples. Through this topic, students will consider different migration experiences and complete a research task based on the life of a slave, a convict or a free settler.

Towards the end of the year, the course shifts its focus to key global events of the twentieth century, with students examining World War I, World War II and the Holocaust. Together, these studies build students' historical knowledge, empathy and inquiry skills, providing a strong and engaging foundation for their learning in History.

**Patty, History Teacher**

## Geography

In Term 1, students will explore the concept of human wellbeing and consider how a range of factors can influence quality of life at both individual and community levels. Through this unit, they will engage with key geographical inquiry questions that will guide their research and deepen their understanding of why human wellbeing is an important geographical issue. Students will investigate these ideas using a mix of Australian and global case studies, analysing and comparing initiatives designed to improve human wellbeing in different places. This unit encourages students to think critically about spatial patterns, inequality and the ways geographical processes can shape wellbeing outcomes.

**Patty, Geography Teacher**

## Photography, Video and Digital Imaging

**Year 11:** In Term 1, Year 11 students will develop their confidence using digital SLR cameras. They will learn how to control settings, while experimenting with a range of camera angles and photographic techniques to enhance their visual storytelling.

Alongside practical work, students will build skills in interpreting and analysing photographic and video artworks. Using the Conceptual Framework, they will explore how meaning is created and how artworks connect to the artist's intentions, the audience, and the broader social and cultural context. Case studies will include works by celebrated Central Coast photographer Ken Duncan, as well as contemporary Aboriginal digital artist Wayne Quilliam.

Students will also be introduced to digital post-production, learning foundational image editing and manipulation techniques using Adobe Photoshop Elements. This course offers a strong balance of creativity, technical skill and critical thinking, and I look forward to supporting students as they produce thoughtful and imaginative work throughout the year.

**Year 12:** Year 12 HSC students have embraced the challenges of their advanced PVDI studies with confidence and enthusiasm. Last term, students explored the Pop Art movement, focusing on the work of pioneering collage artist, Richard Hamilton. Through this study, they produced a range of digital media collage artworks that reflected contemporary pop culture. The creativity of their visual decisions and the thoughtful symbolism embedded in many of the works was particularly impressive.

As the year progresses, students will further extend their photographic and moving image skills by investigating surrealism in photography and learning how constructed images can communicate meaning. They will also examine the history of filmmaking, exploring genres such as film noir, as well as street journalism and its role in documenting society. This course continues to provide students with rich opportunities for creative expression, and promises to be an engaging year for our Year 12 cohort.

**Patty, PVDI Teacher**

## Silver Class - Life Skills

In 2025, Silver Class showed outstanding growth across their learning, wellbeing and personal development. Students explored a wide range of topics, including understanding health, wellbeing and identity, analysing media influences, developing help-seeking skills, and building confidence in physical activity and leadership. Through these learning experiences, Silver students have strengthened their ability to think critically, make informed decisions and support the wellbeing of themselves and others.

Silver students have also overcome challenges by developing resilience, perseverance and a positive mindset. Many students have grown in confidence when working collaboratively, expressing their ideas, and engaging in discussions around personal and social issues. They have demonstrated increased independence, improved focus, and a willingness to step outside their comfort zones.

Most importantly, Silver students have achieved significant personal and academic milestones. They have shown pride in their learning, celebrated small wins, and supported one another as a team. Their progress across the past twelve months reflects not only new skills and knowledge, but also growth in confidence, empathy and leadership. We look forward to seeing all our students continue to thrive in 2026.

**Samm, Silver Class Teacher**