“Providing high quality and innovative education in a dynamic and caring environment”
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WELCOME

Caringbah High School became an academically selective high school in 1989. Each year in Year 7, students come from over fifty primary schools in the south-eastern metropolitan area. Student places in Year 7 are gained through the Selective Schools Test, conducted by the Australian Council for Educational Research and in Years 8 to 12, through a formal application process. Caringbah High School has an impressive history of outstanding results in the Higher School Certificate (HSC). Our students consistently rank in the top bands in the HSC examination.

Caringbah High School has a tradition of educational excellence and our professional and skilled teachers are the key to that excellence. Our teachers are committed to nurturing the best possible outcomes for all students across the curriculum.

Following a major rebuilding project which concluded in 2011, our school boasts excellent facilities for creative and performing arts and environmental education. Facilities include state-of-the art technology facilities, a purposely built music centre, a library, oval, tennis and basketball courts, design and technology equipment, language rooms, a drama theatrette, food technology unit, industrial arts facilities, science labs, photography facilities and an outstanding gymnasium. We are conveniently located close to transport and major shopping centres.

The curriculum helps students to become self-directed, lifelong learners who can contribute to a positive future for themselves and the wider community. Learning experiences are planned to challenge and motivate students, assisting them to develop to their full potential. Students are offered extensive curriculum choice, geared to tertiary entry. Courses are offered at the highest level. Academic excellence is a priority, but student enrichment of learning and experience in a wide range of areas is encouraged and vigorously pursued. In addition, there is a wide range of extra-curricular activities and programs that recognise the many and diverse talents and interests of the students, including the Student Representative Council, School Music Performances, the School Newsletters, Tournaments of the Minds, Mock Trials, Debating and Public Speaking, Music, Dance, Shakespeare Festival, Interact, Inter School Christian Fellowship ‘Generator”, Young Achievers, The Duke of Edinburgh Program and Technology Challenges.

In Years 7 and 8, students follow a common curriculum. In Years 9 and 10, students study stage 5 in core subjects and are given curriculum choice through elective subjects. In Years 11 and 12, students study for the Higher School Certificate. Caringbah High students achieve at the highest level and most gain the University placement of their choice.

We are an innovative school community supportive of the idea of lifelong learning. We continuously evaluate our approaches to learning to ensure that our school is always at the cutting edge in the use of current learning programs and information technology. We also offer a stage 5 elective ‘Shaping World Views’, a new cross-disciplinary course based on critical thinking and problem solving. This course is especially designed to meet the needs of gifted and talented students.

The school was the first in the state to provide an accelerated course of study enabling a cohort of students to complete the Higher School Certificate in five years or less.

We also offer a stage 5 elective ‘Shaping World Views”, a new cross-disciplinary course based on critical thinking and problem solving. This course is specially designed to meet the needs of gifted and talented students.

Technology is a vital component of our curriculum from Years 7 to 12. Courses in Information Technology are available in the junior and senior school. The school has dedicated computer rooms, networked classrooms and the latest software to support student learning.

Caringbah High promotes and recognises individual achievement across the full range of individual talents and ability. For example, Caringbah High students have represented Australia in the International Science
Olympiads in Denmark, Turkmenistan and Germany at the World Scholars Cup in Korea in 2008 and at the United Nations Youth Assembly at The Hague in 2009 and 2010. The school fosters a strong school spirit through broad, creative and relevant programs. These include peer monitoring, study skills, mathematics and enrichment programs, careers, sports, music and community volunteering.

At Caringbah High School we have created a nurturing environment in which the wellbeing of students is paramount. Our Positive Psychology program builds resilience and promotes positive thinking so that we promote and:

- increase the experience of positive emotions in our students;
- encourage students to engage their signature strengths for personal and community goals;
- engage students to live meaningful lives to find purpose and make a difference to our communities at large.

Our goal of valuing students for their individuality is balanced by the goal of teaching them to value and respect the individuality of others. We believe in the importance of tolerance and the acceptance of difference and we prepare students to take their place as responsible community members within our democratic society.

Our school community strongly supports policies and programs that ensure a safe, harmonious and orderly learning environment. School regulations have been developed in consultation with students and parents and are based on principles of respect and responsibility. A system of peer support, student advisers and Year advisers assists students experiencing difficulties. Parents are contacted immediately if a serious issue arises.

The relationships between teachers, staff, students and parents are strong and provide the foundation for the happy and welcoming environment that is characteristic of Caringbah High School. We work to enhance self-esteem in students and to ensure both responsible behaviour and a strong sense of civic pride. Parents and community groups play an important role in the life of the school. The high level of involvement and support from our parents and volunteers makes Caringbah High School community very dynamic. Our Parent and Citizens Association and Music Support Group meet regularly and the various cultural backgrounds within the school are represented.

There are also regular opportunities for teachers and parents to meet to discuss student progress and to enhance the home and school relationships to further support the educational goals of their children. School reports are completed twice a year, after half yearly and yearly examinations. They provide important feedback on the progress and achievements of students.

Voluntary school contributions help the school to provide:

- basic teaching materials
- photocopy paper for worksheets and exams
- a great range of learning materials that vary from geometrical instruments to guitar strings, textbooks, class novels and educational videos, reference books and computer software

Course fees are payable in addition to voluntary contributions where students choose particular elective courses in Years 8 to 12.

The school’s grounds are used for a number of community events such as charity fundraising. Local sports clubs and neighbouring schools regularly use the sports oval, tennis courts and gymnasium. All of these activities play a significant role in strengthening partnerships between the school and the community.

David Chapple
INTRODUCTION

Our School
Caringbah High School is a safe and caring learning community where individual needs are recognised and talents fostered in the pursuit of personal excellence. Social responsibility and ethical behaviour underpin all relationships and actions. Students at Caringbah High achieve academic excellence. Our success is achieved through the education of the 'whole' student. We focus on a range of educational needs to enhance individuality, creativity and a balanced education. We offer innovative technology to help build student knowledge, understanding and skills and better prepare your child for the modern world. We offer opportunities and enhance teaching and learning through links with local universities. Our students are encouraged to excel through a positive focus that builds confidence and resilience. Our highly qualified and experienced teaching staff are here to support your child, and meet the needs of gifted and talented 21st century learners. Our students learn in comfortable, well-equipped classrooms and enjoy spacious, landscaped grounds that boast native flora and fauna.

The school was opened in 1960 as a co-educational high school and was nominated selective in 1989. The school is situated at 85 Willarong Road, within easy walking distance of Caringbah Station. Currently there are around 910 students enrolled.

Aims and Goals
The aim of Caringbah High School is to provide quality education in a caring and secure environment. Our goals are academic excellence and social responsibility. The school has a long established reputation for excellence in academic and sporting achievement and for community involvement.

School Motto

“Omni Vincit Diligentia”
which means
“Diligence conquers all”

School Symbol and Colours

In 1960, when the School opened, the area from which students were drawn covered the whole of the eastern part of the Sutherland Peninsula east of Miranda. This included the area which Sir Joseph Banks explored the day after Captain Cook dropped anchor in Botany Bay. The records show that Banks with Solander and others took the ship’s long boat and landed at a point, which we presume was on the southern side of the bay. He then walked all day over a wide area collecting specimens of the exciting new flora.

The specimens were different from any which were to be seen in any other part of the world. One of the specimens, a heath shaped honeysuckle, now known as Banksia Ericafolia, which he mounted, has been framed and may be seen in the National Herbarium of Sydney’s Botanic Gardens.

The school chose the Banksia as its emblem because of this unique association with the man of history and science. It grows plentifully in this area. The colours, burnt orange, seen in the flower cob, bottle green and silver grey in the upper and lower sides of the leaves, provide the school’s colours. Using any two or all three of these makes the combination for school and sporting uniforms. These colours are distinctive of this school and no other school in the state uses this colour combination.
Facilities

The school has a pleasant setting encouraging native flora and fauna. Teaching and specialist rooms in all subjects are well equipped and support the latest technology. Facilities in the school include a music centre, five computer rooms, drama and PE studios, library and gymnasium. Students can participate in private lessons by tutors in various instruments. There are opportunities for students to be members of the concert, jazz, elementary or rock bands as well as ensembles and a choir. The school has tennis courts and playing fields for all football codes, hockey, softball, cricket, netball, basketball and other sports.

CURRICULUM

All students will be provided with a broad and balanced contemporary curriculum which takes into consideration the needs of students of differing abilities and backgrounds, and seeks to provide for all students, an enriching school experience which develops their potential.

Key Learning Areas

- English
- Mathematics
- Science
- Human Society and Its Environment (HSIE)
- Languages other than English (LOTE)
- Technology and Applied Sciences (TAS)
- Creative and Performing Arts (CAPA)
- Personal Development, Health and Physical Education (PDHPE)

During Stage 4 (Years 7 and 8) all students study from all of the eight Key Learning Areas, by the end of which the mandatory requirements in LOTE, Creative Arts and Technology and Applied Studies have been fulfilled.

During Stage 5 (Years 9 and 10) the majority of course work is mandatory, with students allowed to select three elective courses. By the end of Stage 5, the mandatory requirements in all Key Learning Areas have been fulfilled.

Special Programs

A compacted curriculum and intensive learning programs are conducive to increased motivation and promotes best learning for gifted, motivated and self-directed students.

An educational provision for individual students to accelerate in specific subjects is also available at Caringbah High School. These students will study with their age cohort for the majority of subjects and may work independently or with a more advanced group for their accelerated course. A Talented Computing Program may run for students who wish to accelerate computing studies from Year 9.

Careers

A careers program encompasses all years with special emphasis given to goal setting for Year 9, resume development, work experience and a student enrichment program for Year 10 and to broadening the knowledge and scope of post-school choices for senior students.

Student Leadership

All students are exposed to many situations that encourage leadership and social responsibility. The active involvement of students in the Student Representative Council, Peer Support, debating and public speaking, and the annual school fundraising day (Canter) all encourage students to think independently and develop their talents as leaders and members of our school community.
SCHOOL PROCEDURES AND SCHOOL ORGANISATION

Homework
Regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits. All students are expected to do homework each night.

This homework should consist of:

- a brief revision of lessons completed during the day
- written or organised homework
- study of past work
- preparation for tests
- ongoing work on assignments, projects

Homework Diary
Each student will be given a school diary/learning plan at the beginning of the year. The diary should be used to record homework and assessment tasks and organise a homework and study schedule. Students should also use the diary to plan when major assignments need to be started to meet the due date. The classroom teachers and the year advisers will make periodic checks of the diary.

Moodle
The school uses the Course Management System Moodle, also known as a Learning Management System or a Virtual Learning Environment. It’s a web application that teachers at Caringbah High use to create effective online learning sites. The school also provides a ‘parent’s page’ to keep parents informed about assessment.

School Reports
Each student has two official school reports compiled during the year (end semester 1 and end semester 2) indicating the student’s progress in the various subject areas.

Rolls
Rolls will be marked daily at 8.55am at the beginning of Period 1 in the student’s timetabled classroom. Random roll checks may be held at any time during the week.

Late Arrival to School
- If a student arrives after 8.55am he/she must report to the Administration Office for a late pass, before going to class.
- After 11.15am the late pass issued to students must be signed by their class teacher, each period of the day and returned to the office at the end of the day or early the next day. Failure to follow this procedure will result in a detention.
- All latecomers should bring a note of explanation from his/her parent/guardian explaining the reason for the lateness.
- Until a late arrival is explained in writing, the part-absence remains unexplained.

Early Leave Approval
When there is a need to leave early, students should, before the first bell in the morning:

- Bring a note from their parent/guardian briefly explaining the nature of the leave and the time leaving;
- Deputy Principals or Head Teachers to approve (on sport day it must be a Deputy);
- Sign book on counter at office and be issued with a leave pass, which is to be shown to last class teacher and kept, in case questioned when off school campus.
Absences

When a student returns after an absence:

- He/she should hand a note of explanation in at the Administration Office;
- A note from the green absence booklets issued to students may be used to explain whole or part absences;
- If a student is to be absent for more than three days the school should be notified initially by telephone. When the student returns, a note should be brought listing all absent days.
- It is the student’s responsibility to approach class teachers regarding missed work and assessment tasks.

Change of Address

In the event of sickness or accidents it is important for the school to have up-to-date information. Changes of address will probably mean that new travel application forms will be needed. Parents are asked to keep the school informed of:

- any changes of addresses
- all telephone contact numbers (home / work / mobile / emergency contact person)
- email address

Punctuality to Lessons

During the day a warning bell rings at the following times:

- before school starts
- at the end of recess
- at the end of lunch

Students therefore have no excuse for being late to lessons and are expected to move as quickly as possible from the previous lesson so as to minimise loss of learning time.

If a student is detained by a teacher, then the student is responsible for handing a note written by that teacher to the next teacher, explaining the reason for lateness.

Transport

- Bus, train & ferry transport application forms are available from the Administration Office.
- Students will be issued with passes as soon as possible following application.
- Note that these forms are not processed at school, but rather sent to CityRail or the bus companies.
- There is a cost for replacement of lost or damaged passes. No charge to change address.
- At the beginning of a new year, students are permitted to use buses and trains until the passes are received by the school. This is usually for a few weeks in February.
- Passes cannot be used outside school time and only cover journeys from ‘near home to station/school’ in the morning and from ‘school to station/home’ in the afternoon.
- Behaviour on public transport must be exemplary and parental support is requested.

Personal Sporting Equipment

- On Wednesday, school sports day, sporting equipment, skateboards, scooters, surfboards, golf clubs/caddies etc. can be stored in the Administration Office.
- Skateboards, scooters and bicycles are not to be ridden during school time or on school premises.
- During the school day this equipment must be chained up to the railing outside the Administration Office.
- Note: It is compulsory by law to wear a helmet.
School Uniform and Code of Dress
This school’s uniform policy is strongly supported by the community. Students are expected to wear correct uniform at all times.

If for any reason, any part of the correct uniform is not worn:
- Students must bring a note to school from parents, explaining the situation.
- With this note, a student can obtain a uniform pass from the Administration Office.
- If a student is out of uniform and does not have a uniform pass, he/she must obtain a uniform pass from either Deputy, and is liable for a detention.
- Footwear must be proper leather school shoes - this is a safety issue, especially for TAS and Science.
- Students may wear cross trainers on days when they have PE and on Wednesdays for Sport.

Lost Property
Students finding valuable items such as money, wallets, clothing and watches, should take them immediately to the Administration Office. Lost money, wallets or purses should be reported immediately to a Deputy Principal. Students should report to the Administration Office to claim lost property.

Losses can be avoided by naming your clothing and property.

Playground Areas
Students spend recess and lunch in courtyards, canteen area, COLA, basketball courts, the football field or the grassed ‘walkway’ behind the Library.

School Canteen
The canteen is open before school, recess and lunch. Lunches may be ordered before school or at recess. Over the counter choices can be made as well as frequent ‘special-of-the-day’ options.

Scripture
- Scripture is in non-denominational groups, with the exception of Catholic and Greek Orthodox scripture.
- Students who wish to attend non-scripture must bring a note from a parent to the scripture co-ordinator, Ms Graham, explaining the situation.

Sport
Caringbah High School offers a wide variety of sports which range from traditional swimming, athletics, softball, hockey, rugby and soccer to mountain biking and surfing. This school enjoys a fine sporting reputation and students have gone on to represent their state and nation. All students are involved in sport on Wednesday afternoons and there are 3 Sport Blocks of approximately 12 weeks. In these blocks, year 7 students only will rotate amongst the following 3 sports:
- Life Saving
- Tennis Coaching (courts at Fenton & Drake Ave, Caringbah)
- Burraneer Squash and Fitness (Burraneer Bay Rd, Caringbah)

Further information will be available at the beginning of the year.
Sport Absences
- Absences from school sport must be kept to a minimum as all students are required to attend sport.
- If such absences are unavoidable, a partial-absence note (from the absence booklet) must be presented before 8.55am to either Deputy Principal.
- There is a non-sport venue at the school for the supervision of students who, although able to attend school, are injured or not well enough to attend sport.

Canter
The Canter is a fun run/walk/optional race, over 10 kilometres held at Wanda Beach. It is designed to provide a day of fun and fitness and to gather a financial base to support students in academic, cultural and sporting endeavours. Only students who have participated in the Canter can apply to benefit from these funds.

Community Involvement
Caringbah High School has a Parents and Citizen’s Association, a uniform shop run by volunteers, and a Music Support Group. All these groups benefit the students and support the school in developing school policies and procedures and in fundraising.

Parent and Teacher meetings are held to facilitate communication between teachers and parents and to complement the two semester student reports that inform parents about their child's progress at school.

Students are also encouraged to play a role in the community. Different groups of students regularly take part in committees and activities intended to develop a social conscience and an appreciation of a range of community issues.

Newsletter
The Principal's newsletter, which incorporates news from the P&C and the many and varied achievements of our students, is produced near the end of each month during school terms. Currently it is sent to available parent emails and is accessible on the CHS website.

Mobile Phones
- Mobile phones are allowed at school but must be turned off during class time.
- The camera and/or video function must not be used while on the school campus.
- Phones will be confiscated if used in class (first time a Level 1 will be issued / second time will result in parents being contacted).
- Sick students should not use mobile phones to call parents to come for them, but rather go to the office where they can receive assistance and office staff can call parents if needed.

Digital Music Devices
These devices are not to be used while on school campus and possession or use of them will be treated the same as misuse of mobile phones.

Uniform Shop (pre-loved)
This service is open and run by parent volunteers on the first and last Wednesday of the month (during school term) 8.30-10.45am upstairs in G Block. Good quality second hand uniforms are always available. Helpers are welcome so please contact the Administration Office if you can assist.
Parents and Citizens Association

The P&C Association meets in the school Library at 7.00pm for a 7.30pm start on the last Tuesday of each month during school term. Streamlined meetings begin with a set time for official business, which is normally followed by a guest speaker or forum on a particular topic. Meetings conclude by 9.30pm at the latest. Parents have done much for the school and it is hoped that new parents may wish to join this parent body, which gives a ready contact between school personnel and parents. Members of the teaching staff often address meetings of the P&C Association.

On the Friday evening the week after the Year 7 camp, the P&C will host a Wine & Cheese Night for Year 7 parents only, to meet your child’s teachers and the parents of other Year 7 students. Details will be circulated prior to this function.

Parking / Dropping Off and Pickup

There are official parking restrictions at various places on Willarong Road that carry hefty fines. Pay special attention to the bus bay restrictions:

- Do not park or drive through the bus bay for any reason at all. You risk being fined.
- Drop-off and pick-up is permitted on the street side of the bus bay concrete divide, and along Willarong Road outside the Administration building.
- Parents are not permitted to enter the school car park, unless coming to collect a sick child
- Also not permitted and dangerous:
  
  U-turns in the carpark driveway
  Stopping and reversing “from the carpark driveway” after drop-offs
  Stopping “across the driveway” for drop-offs

Vaccinations

The Health Department offers vaccinations to students. Appropriate official permission forms will be sent home for vaccinations offered. These must be signed before your child can be vaccinated.
### Monday
**Tuesday**
**Thursday**

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### Friday
**WEEK A**

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**WEEK B**

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SCHOOL WELFARE
POLICY

“Providing high quality and innovative education in a dynamic and caring environment”

Key Messages
1. Opportunities for all students to develop their talents and explore their potential in a nurturing environment
2. State of the art facilities engage students in their learning
3. Highly experienced, dedicated and caring staff
4. Develop young people into responsible and caring community members
5. Ongoing links to universities and learning institutions to prepare students for lifelong learning
6. A welcoming and friendly school where parents are valued partners in their child’s education
Positive Behaviour Levels

The aim of the positive behaviour levels is to ensure that students understand that negative behaviour may affect their learning and achievement and the learning and achievement of their peers. Students who engage in negative behaviour are encouraged to discuss ‘The Stairway to Success’ model (see below) with their teachers, Year Advisor, Deputy Principal and Principal.
Statement of Purpose

Student Welfare is the responsibility of the whole school community. The safety of all students; their emotional, social and intellectual wellbeing as well as their conduct and behaviour is the primary concern of all staff at Caringbah High School.

Teaching staff with particular responsibilities for student welfare are the Year Advisors, Head Teachers, School Counsellor, Head Teacher Welfare, Deputy Principals and Principal. The school’s Welfare/Learning Support Team includes these staff members as well as a number of interested and committed staff. This team meets regularly and is co-ordinated by the Head Teacher Welfare.

The National Safe Schools Framework describes a safe and supportive school in the following way:

*In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing.*

Caringbah High School works to achieve this by developing and implementing whole school proactive wellbeing programs and by selected intervention for individual students identified as being at risk.

The School’s Positive Psychology Program promotes and develops a positive approach to teaching and learning and student wellbeing. Embedded into the curriculum, the program encourages respectful relationships between students and their teachers as they work together to achieve students’ best outcomes.

The school acknowledges and values the impact of student wellbeing on learning. The Stairway to Success model provides students and staff with a common set of stages and language to encourage students’ progression from a potential state of negative wellbeing/learning to a state of positive wellbeing/learning.

In this progress students are encouraged to develop:

- Independence
- Resilience
- Empathy
- Respect
- Compassion
- Collegiality
- Motivation
- Maturity
- Creativity

The objective of our whole school welfare program at Caringbah High School is to support the teaching and learning of our students and to ensure that graduating students leave our school community with the skills, knowledge and confidence to so necessary to embrace the challenges of a global future.
Learning Support Team

ROLES AND RESPONSIBILITIES

Principal – Mr. D. Chapple
- Available for students and parents to discuss student concerns
- Advises and guides the LST

Deputy Principal – Ms. M. Iemma
- Available to discuss the wellbeing of students in years 8, 10 and 12
- Administrates the welfare level system for years 8, 10 and 12
- Coordinates the LST and welfare programs

Deputy Principal – Mr. G. Lucas
- Available to discuss the wellbeing of students in years 7, 9 and 11
- Administrates the welfare level system for years 7, 9 and 11
- Coordinates curriculum
- Member of the LST

School Counsellor – Mr. J. Rolland
- Available to discuss personal and school wellbeing concerns with students
- Available for regular or occasional appointment with students/families
- Advises and guides the LST and connects students with outside agencies

School Welfare Worker – Ms. J. Homsi
- Available to discuss personal and school wellbeing concerns with students
- Available for regular or occasional appointment with students/families
- Advises and guides the LST and connects students with outside agencies

Student Welfare Coordinator – Ms. R. Miller
- Responsible for whole school positive wellbeing programs
- Available to discuss personal and school wellbeing concerns with students
- Coordinates Year Advisors
- Facilitates the LST meetings

Year Advisors 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Year Advisor</th>
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<tbody>
<tr>
<td>Year 7</td>
<td>Mr C. Cantor</td>
</tr>
<tr>
<td>Year 8</td>
<td>Mr C. Hodson</td>
</tr>
<tr>
<td>Year 9</td>
<td>Ms M. Hayes</td>
</tr>
<tr>
<td>Year 10</td>
<td>Ms N. Kudsi</td>
</tr>
<tr>
<td>Year 11</td>
<td>Ms J. Rankin</td>
</tr>
<tr>
<td>Year 12</td>
<td>Ms D. Middleton</td>
</tr>
</tbody>
</table>

- Available for any personal/family/class/teacher/general concern for students in their year group
- Coordinates the merit system for students in their year group
- Represents their year groups/individual students in their year group at LST meetings
PROCESS OF WELFARE SUPPORT
(refer to www.keepthemsafe.nsw.gov.au/new)

School Planning
- Individual Learning Plan
- Individual Safety Plan
- Individual Health Care Plan

DEC Procedure
- Home School Liaison Officer
- District Guidance Officer
- Regional Student Support Services
- Child Well-being Unit

Teacher/Parent
Community
Referral

School Based Procedure
- Year Adviser/Student consultation and monitoring
- Deputy/Student consultation and monitoring
- Referral to:
  - school counselling service
  - school social worker
  - learning and support teacher

Community Procedure
- Referral to:
  - community agencies e.g. Youth Connections
  - external family counselling
  - NSW health services

PROCESS OF WELFARE SUPPORT
(refer to www.keepthemsafe.nsw.gov.au/new)
Whole School Positive Wellbeing Programs

- **Gratitude Writing** – this activity encourages students and teaching staff to reflect on fortunate aspects/events in their lives and express their gratitude in writing.

- **ANTS to PETs** – this program provides students with challenges and strategies in order help them turn **automatic negative thoughts** into **positive eliminating thoughts**.

- **Strengths and Goals** – this program encourages students to consider and further develop their strengths and apply them to the achievement of their personal and learning goals.

- **The Caringbah Strengths Gym** – a series of targeted activities and problem solving challenges that are specifically aimed at year 7 students.

- **Peer Support Program** – a program designed to establish and maintain positive peer relations between senior students and year 7 and to aid the transition from primary school to high school for year 7 students.

- **Year 7 and 11 Camp** – this camp challenges students to physically and cognitively problem solve and develop and maintain positive peer relations.

- **Educational Theatre Productions** – are a regular complement to the school’s positive wellbeing program. They highlight the importance of appropriate and safe behaviour and encourage a positive attitude to the varied challenges of the adolescent years.

- **Study Skills Program** – this program is run in conjunction with the Head Teacher Teaching and Learning. Students in each year group are provided with learning stage specific study skills activities. The study skills program is facilitated by the Head Teacher Teaching and Learning, the Year Advisor, Head Teacher Welfare and interested teaching staff.

In conjunction with the whole school programs listed above Year Advisors, Head Teachers and teaching staff are active in the provision of a variety of programs, activities, events and challenges that facilitate the wellbeing of students at Caringbah High School.
Merit Levels

Merit certificates are awarded to recognise student effort and achievement in academic and sporting excellence and school and community service. The award of merit certificates in recognition of student achievement is an important part of the school’s positive psychology program.

Students are encouraged to progress through the following merit levels:

**Bronze**
*may be achieved by either:*
- 5 Merit Certificates
- Year Advisor’s Award
- Achievement Award
- Sporting Ribbons

**Silver**
*may be achieved by either:*
- Principal’s Award
- 5 Year Advisor's Award
- 5 Achievement Awards

**Gold**
*may be achieved by either:*
- 5 Five Principal's Awards

**HONOUR BLUE**
5 GOLD AWARDS

Students should present their merit certificates in the tray at the administration office in ‘N’ block for processing.

Merit awards are presented by the Year Advisors’ at year assemblies and/or School presentation assemblies. Student achievement is published in the schools’ newsletter, electronic notice boards and other school media site.
Non Productive Behaviour Levels

Students who continue to display non-productive behaviour may be placed on a ‘level’. The following chart explains this process. The examples below should not be considered as an exhaustive list of behaviours/actions. They are provided as a guide only.

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviour</th>
<th>Consequence</th>
<th>Positive Learning</th>
</tr>
</thead>
</table>
| 1     | Negative class or playground behaviour | Teacher to place student on this level  
- Recorded in RISC  
- Playground clean-up  
- Negative behaviour whilst on Level 1 will result in student being placed on Level 2 by Year Advisor/Head Teacher | Positive behaviour during this two week period results in no further disciplinary action |

Students may bypass Level 1 and be placed directly on Level 2 for the following types of non-productive behaviour

- Class truancy
- Abuse of property/person
- Offensive language
- Public rudeness
- Smoking
- Inappropriate use of technology
- Bullying/cyber bullying

Deputy Principal/Head teaches to place students on this level  
- Recorded in RISC  
- Tuesday detention – one week  
- Letter to parents  
- All teachers notified  
- Possible withdrawal of privileges ie school camps, representative teams, excursions  
- Negative behaviour on Level 1  
- Students are referred to the Deputy Principal or Principal  
- Student is placed on a Level 3

Positive behaviour during this two week period results in no further disciplinary action

Students may bypass Level 2 and be placed directly on Level 3 for the following types of non-productive behaviour

- Theft/vandalism
- Persistent truancy
- Serious public offence
- 2nd instance harassment and bullying

Principal/Deputy Principal to place students on this level  
- Referral to the School Counsellor  
- Parents notified  
- Tuesday detention – one week  
- All teachers notified  
- Withdrawal of privileges ie school camps, representative teams, excursions  
Continued negative behaviour will result in a student being place on Level 4

- Possible suspension of student from school

Positive behaviour during this two week period results in no further disciplinary action

Students may bypass Level 3 and be placed directly on Level 4 for the following types of non-productive behaviour

- Violence
- Illegal substance-use, possession or supply
- Bringing weapons to school
- Serious threats of violence

Principal to place students on this level  
- Suspension from school and /or  
- Expulsion from school and /or  
- Exclusion from all state high schools

Positive behaviour action plan

Suspension Only – progress to a level to be determined after suspension period following a suspension resolution conference

Positive behaviour action plan

At all times during this process students are encouraged to modify their negative behaviour. They are provided with concrete strategies to move from the negativity stage of the ‘Stairway to Success’ model to a state of recognition and progress to being a confident learner who is self-disciplined and fully engaged in a positive school experience.

*This guide does not supersede any school or Department of Education & Training policy.*
Anti-Bullying Policy

STATEMENT OF PURPOSE

We believe every individual has the right to be respected and feel safe and bullying is a violation of these rights. At Caringbah High School it is the moral responsibility of all to ensure that the rights of individuals are honoured and that healthy development and citizenship are valued and promoted. The mental and physical health and social and academic consequence of bullying have an enormous impact on staff and the learning and teaching of our students. Bullying concerns and affects us all. At Caringbah High, we have devised a long term plan, whole school strategy for addressing this issue. In essence, bullying in our school is completely unacceptable and is not tolerated. Our aim is to achieve a bully free school.

PROTECTION

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies in particular social networking sites. Conflicts or fights between equals and single incidents are not defined as bullying. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Students, teachers, parents and caregivers and members of the wider school community have a shared responsibility to actively work together to resolve incidents of bullying behaviour when they occur and to create a safe and happy environment, free from all forms of bullying.

PREVENTION

We raise awareness through school curriculum and our Positive Psychology welfare structure includes student welfare programs such as:

- Peer Support (Year 7 & 11)
- Year 7 & 11 camps
- Anti-bullying survey in Year 7
- Anti-bullying program (Year 7) including cyber bullying
- Cyber bullying program (Year 8-12)
- ‘Mind Matters’ (Cross curricula English, Drama, Health – Years 8 9 10)
- ‘Break Free’ camp (Years 9, 10) aimed at improving resilience
- ‘Brainstorm’ – Theatre productions Year 7 & 8 – raising awareness
- Group discussions between teachers and students
- ‘Help when you Need it’ – available on school website
- IT protocols
- Learning support committee
- Digital Signage promoting anti-bullying
- MOODLE cyberbullying online course
- Year 8/ 9 PDHPE curriculum
- Parents & Citizenship information evening on safe internet use
- Anti-bullying signage
- Librarian information literacy program
- School website information for parents
EARLY INTERVENTION

Staff, students, parents, caregivers, and the wider school community need to be aware of strategies to identify and respond to incidents of bullying.

- Our learning support structure, through a system of referrals, ensures support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships.
- Data analysis using STEMs allows us to identify at or after enrolment students who have experienced bullying or engaged in bullying behaviour.
- Welfare programs empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.
- Establish esmart status.
- Digital messages on strategies to identify and respond.

RESPONSE

For any incidents of bullying, a member of staff will deal with the problem on the spot, in order to defuse the immediate conflict. Once the immediate issues have been dealt with, the following steps will be taken:

1. A student, parent or staff member reports bullying incidents/problem to the Deputy who will implement the anti-bullying program. The Deputy Principal interviews the victim and bully separately, and records the details of the incident in writing on a standard proforma. The Deputy Principal makes both parties aware of the bullying strategy and policy and discusses the issues surrounding the particular incident. The Deputy Principal works with the students to devise strategies for conflict resolution. The Deputy Principal attempts to reach a position where both parties are satisfied with the outcome; i.e. the victim feels secure and the bully is prepared to modify his/her behaviour in future. The victim understands that any further bullying must be reported immediately. The strategy at this stage is not to apportion blame, or to punish; but to support the victim and make the perpetrator aware of the school policy and of the consequences if behaviour does not change.

2. If the incident is repeated or the problem continues - both parties record the incident/problem in writing on a standard proforma. The Deputy Principal interviews the victim and bully together (method of shared concern) and discusses the problem; makes the bully aware of the feelings of the other person and the effects the conflict may be having; and makes suggestions of strategies for the resolution of the conflict. The Deputy Principal will report this interview to the Learning Support Team who may prescribe the PCYC STR8TLK program. A warning of suspension letter will be issued and perpetrator will be placed on level 3. The Deputy Principal contacts both sets of parents explaining the situation, outlining the strategies that have been determined and reinforcing the consequences that may flow from a repeat of bullying.

3. If repeated counselling by the Deputy Principal, or others, does not stop the bullying, sanctions accord to the NSW DEC Discipline Policy will be imposed. These could include, but are not confined to suspension.

Caringbah High School keeps central records of all reported incidents of bullying. These are analysed on a regular basis to ascertain major areas where bullying occurs, gender and age of victims and bullies, and strategies which have been successful. A review of the school’s policy is undertaken every 12 months, taking into account this annual data.

Caringbah High School will constantly reinforce the fact that bullying is not acceptable and will remind students how to counteract bullying, as well as enforcing our Positive Psychology program aimed to lift self-esteem and resilience; students need to be made aware of their responsibilities not to bully and not to condone bullying by being silent bystanders. The School will continually remind parents that they can confidently approach staff with their concerns, the Year Advisor in the first instance. Parents are encouraged to work with the school in a non-blame situation so that their children are protected.