WARNERS BAY HIGH SCHOOL

“Quality Education For All”

Introductory Booklet
2014

For detailed information, please refer to our website: www.warnersbay-h.schools.nsw.edu.au

Students and Parents should refer to the
“Student Welfare, Good Discipline & Effective Learning Policy”

School Address: 1 Myles Avenue, WARNERS BAY 2282
Telephone: 49549488
Email: warnersbay-h.school@det.nsw.edu.au
Website: www.warnersbay-h.schools.nsw.edu.au
WELCOME TO
WARNERS BAY HIGH SCHOOL

As a large comprehensive high school, we provide an extensive range of opportunities, programs and initiatives to cater for student interests, talents and education needs.

Dedicated staff provide a range of extra curricular activities to ensure students have every opportunity to pursue their interests and talents within a dynamic, supportive environment.

We expect students to actively engage in the learning programs and strive to achieve their personal best.

We encourage students to work co-operatively to maximize their learning outcomes and to seek support and advice when needed.

Enjoy your time at Warners Bay High School.

DR SHARON PARKES
Principal

WARNERS BAY HIGH SCHOOL
BELIEFS

WE BELIEVE
- every person can learn and experience success;
- learning is a life long experience;
- learning should be enjoyable, relevant and challenging;
- learners require a supportive environment which fosters high self-esteem through recognition and inclusion;
- learners need to be actively engaged, take risks and apply their learning to other experiences and situations;
- learning is best achieved when a student is intrinsically motivated and acknowledges his/her responsibility in the learning process;
- learning how to learn is essential;
- quality relationships and quality teaching facilitate quality learning.

WE VALUE
- every student as an individual and as a member of our student body;
- every staff member for her/his talents and contributions to our school;
- parents and the wider community as partners in the learning process;

“Quality Education For All” therefore means:
- providing educational opportunities and experiences to enable every student to develop his/her talents and capacities to full potential;
- continuous training and development for all staff to ensure quality teaching and professionalism;
- a commitment to parent education through the dissemination of information and inclusion in decision making processes.
EXIT SKILLS:

Our aim is that every student who graduates from our school will demonstrate proficiency in:

In relation to themselves:
- a positive self-image and high self-esteem
- self-direction as a learner and a person
- an understanding of the need to set goals and make informed choices
- the ability to adapt to change and a willingness to experiment and take risks
- literacy in print and technology
- the ability to use leisure time effectively

In relation to others:
- independent work with a team spirit
- recognition of the power of collaborative problem solving
- mutual respect and courtesy with an understanding of the need to resolve conflict peacefully
- familiarity with a second language and an appreciation of cultural diversity

In relation to society:
- entry-level workplace skills
- a capacity to exercise sound judgment in matters of ethics, integrity, social justice and the environment
- a sense of citizenship combined with a social conscience and an ability to care.
WHO’S WHO ?

PRINCIPAL: Dr S Parkes is responsible for the overall effectiveness of the school and takes a particular interest in educational leadership, developing productive relationships with parents and the community and the management of both human and physical resources.

DEPUTY PRINCIPAL - WELFARE AND ADMINISTRATION: Mr N Best is responsible for the efficient organisation and administration of the school. He deals with matters relating to the welfare and discipline of students.

DEPUTY PRINCIPAL - CURRICULUM: Ms M Dal Zotto is responsible for the Curriculum within the school and the development of staff. She deals with matters relating to academic achievement and eligibility for educational qualifications.

HEAD TEACHER OF STUDENT WELFARE AND LEARNING SUPPORT: Ms J Riley leads the team that is responsible for overseeing the welfare of all students and the provision of support for students with special needs. The Head Teacher Welfare is also the school’s Anti-Discrimination and Anti-Racism Contact Officer.

HEAD TEACHERS ADMINISTRATION: Mr T Husband and Mr K White assist in school administration, monitor attendance, co-ordinate school maintenance, and facilitate Vocational Education and Training (VET).

HEAD TEACHER TEACHING AND LEARNING: Ms P O’Keefe co-ordinates whole school programs for Gifted and Talented students, the Middle School (Year 5 – 8) and the professional development of practicum students. She also provides support in quality teaching and reporting practices.

HEAD TEACHERS: Co-ordinate the courses of study provided in each of their respective learning areas. They also supervise the teachers within their faculties.

<table>
<thead>
<tr>
<th>English</th>
<th>Mathematics</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms S Dobbie</td>
<td>Mr J Furner</td>
<td>Ms H Winter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>Social Science</th>
<th>Technological and Applied Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr J Ostermann</td>
<td>Ms R Noonan</td>
<td>Mr S Munday</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Languages other than English</th>
<th>PD/Health/PE</th>
<th>Creative and Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms L Sherwood</td>
<td>Mr M Davy</td>
<td>Ms T Farmer</td>
</tr>
</tbody>
</table>

SCHOOL ADMINISTRATION AND SUPPORT STAFF: may be contacted by parents by phone and by students before school, at recess and lunchtime for general information about school activities. They also collect and provide receipts for school contributions and excursions, and provide First Aid support for students who are ill. Please do not hesitate to contact Mrs Cupitt with regard to any of these matters.

SPORTS ORGANISATION: Ms Gillies organises sport for Years 9 and 10 on Tuesday afternoons. Sport for Years 7 and 8 is integrated into the normal timetable and is supervised by Ms McAlpine. Ms Brown co-ordinates inter-school sporting competitions. Details about sport will be provided early in Term 1.
Stage 4 (Years 7 and 8) and Stage 5 (Years 9 and 10) Pattern of Study

The curriculum at Warners Bay High is in line with the requirements of the NSW Board of Studies. The implementation of the Australian National curriculum will commence in 2014.

In Year 7 students will undertake study in eight Key Learning Areas. These are:

- English
- Mathematics
- Science
- Human Society and its Environment (HSIE) - Geography and History
- Languages other than English (LOTE) – either French or Japanese
- Creative and Performing Arts (CAPA) - Music and Visual Arts
- Technological and Applied Studies (TAS) - Technology
- Personal Development, Health and Physical Education (PD/H/PE)

Apart from the Triple E (Enrichment, Extension and Engagement) class, Year 7 classes are based on the language chosen. These classes stay together for all subjects EXCEPT Visual Arts, Technology and Sport.

In Years 8, 9 and 10, students continue their studies in those key learning areas required by the curriculum guidelines, as well as having the opportunity to select from a wide range of electives.

Stage 6 (Years 11 & 12)

During these years students will be able to select from a range of HSC courses, including TAFE courses. It is recommended that students and parents seek advice from Ms Dal Zotto (Deputy Principal Curriculum) or Mr White (Career’s Adviser) before making a final choice about their choice of study.

GENERAL FINANCIAL CONTRIBUTIONS AND SUBJECT FEES

The General School Contribution allows the school to purchase extra equipment, textbooks, software and resources over and above the global budget provided by the NSW Department of Education and Training. These additional resources allow students to achieve their personal best and maximize their learning outcomes. The General School Contribution is a voluntary contribution and is scheduled as follows:

<table>
<thead>
<tr>
<th>Years</th>
<th>Contribution</th>
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<tbody>
<tr>
<td>7 – 10</td>
<td>$80.00</td>
</tr>
<tr>
<td>11 - 12</td>
<td>$95.00</td>
</tr>
</tbody>
</table>

A maximum of $200.00 is levied for three or more children.

The Principal and Staff are very grateful of the support of parents through the voluntary contribution process.

Subject Contributions. These fees cover the cost of consumables used by students over and above the minimum course requirements and apply to a number of courses.

It is essential that these fees are paid to ensure that students have access to these resources.

Accounts are posted to parents with each school newsletter.

The school has a Student Assistance Scheme to help parents to meet the financial commitments of schooling. Assistance with fees, uniforms and some excursions is available. Application forms are available from Mrs Cupitt in the Front Office or from the Head Teacher Welfare. Funds are strictly limited and all applications are treated confidentially.
STUDENT WELFARE AND LEARNING SUPPORT

Student Welfare is central to the achievement of our school aim of “Quality Education for All”. Our school is made up of individuals who have different abilities, backgrounds, personalities and needs. Student Welfare encompasses everything we do to meet the educational, personal and social needs of each student.

We hope your time at Warners Bay High School is happy and successful. We ask you to help us to keep our school a friendly, caring place where we value respect, tolerance, consideration and active participation in our many programs.

STUDENT WELFARE PROGRAMS FOR YEAR 7 - The aims of the Year 7 student Welfare Program are to enable students to get acquainted and make friends, and assist with the transition from Year 6 to Year 7.

- Orientation Day - all new Year 7 students are invited to spend a day at High School in Term 4 with Peer Support Leaders.
- Peer Support - a Peer Support Program operates in Term 1 to assist Year 7 with settling into High School.
- Year 7 Focus Day at the Outdoor Education Centre - a special day held in Term 2 with a focus on building networks and learning about the prevention of harassment and bullying.

STUDENT WELFARE PROGRAMS FOR YEARS 8,9 & 10 -

Each Year cohort has Focus Days organised each year, covering such topics as career planning and e-safety. As well, the Welfare Team co-ordinates small group activities for those students with specific needs, including mentoring programs such as Plan-it-Youth.

STUDENT WELFARE AND LEARNING SUPPORT TEAM - The Student Welfare and Learning Support Team offers support and guidance to all students. If students need help they can see their Year Adviser, the Counsellors, the Head Teacher Welfare or one of the Deputy Principals. Our Student Welfare and Learning Support Team for 2012 is comprised of the following:

Ms J Riley - Head Teacher Student Welfare and Learning Support
Mr N Best - Deputy Principal (Welfare/Administration)
Ms M Dal Zotto - Deputy Principal (Curriculum)
Mr T Husband - Head Teacher VET / Administration
Mr K White - Head Teacher Administration/Careers Adviser
Ms P O'Keefe - Head Teacher Teaching and Learning (CATS Co-ordinator)
Ms S De Nardi - Counsellor
Ms M Wall - Counsellor
To Be Advised - Year 7 Adviser (A-J)
To Be Advised - Year 7 Adviser (K-Z)
Ms M Drummond - Year 8 Adviser (A-J)
Mr M Morrissey - Year 8 Adviser (K-Z)
Mr C English - Year 9 Adviser (A-J)
Mr A Forbes - Year 9 Adviser (K-Z)
Ms A Stoddart - Year 10 Adviser (A-J) + Career & Transition Support Team (CATS)
Mr L Ford - Year 10 Adviser (K-Z)
Mrs J Mulry - Year 11 Adviser (A-J)
Mrs M Presutti - Year 11 Adviser (K-Z)
Ms A Corliss - Year 12 Adviser (A-J)
Ms C Gillies - Year 12 Adviser (K-Z)
THE STUDENT WELFARE AND LEARNING SUPPORT TEAM - meets weekly to discuss student needs and ways to support students. The team develops programs and strategies for students with special needs, disabilities and learning difficulties. At Warners Bay High, the majority of students are responsible and co-operative, however, for those who break the Code of Behaviour and are unco-operative, the committee develops Behaviour Management Programs.

HEAD TEACHER STUDENT WELFARE AND LEARNING SUPPORT - co-ordinates the programs and procedures of the Student Welfare and Learning Support Team. The Head Teacher Welfare works closely with all of the Year Advisers to provide support for students.

YEAR ADVISERS - support the welfare of students in their year. They develop an understanding of each student’s special needs and are ready to give assistance with personal problems. The Year Adviser is the first person to contact if parents have a concern.

SCHOOL COUNSELLORS - provide psychological support for students. Referrals can be made by teachers, parents and students. Our school has a Counsellor available each day.

CAREER ADVISERS - assist students with the selection of appropriate careers and provide advice on the choice of suitable subjects. Mr White and Mr Alexander are our Career Advisers.

STUDENT WELFARE, GOOD DISCIPLINE AND EFFECTIVE LEARNING POLICY – Warners Bay High has a clear Student Welfare, Good Discipline and Effective Learning Policy that reflects the needs of this school and aims to provide a positive, supportive learning environment, promote responsible behaviour and encourage academic progress.

This policy is available on our school website: www.warnersbay-h.schools.nsw.edu.au

It contains details of all the school's student welfare and discipline programs. We expect self-discipline from our students and require students to make positive decisions about their behaviour.

Our Commendation Scheme provides positive reinforcement for productive behaviours and can lead to Bronze, Silver, Gold and Platinum awards.

The Student Welfare, Good Discipline and Effective Learning Policy provides details of the following:

- The aims of the school in Student Welfare.
- The Student Welfare Program
- The Commendation Scheme and Awards
- Expectations of student behaviour
- The Code of Behaviour
- Uniform Policy
- Anti-Harassment/Bullying Policy
- Homework Policy
- Drugs and Medication Policy
- Attendance Policy
- Acceptable Use of Technology
- Sun Protection Policy
- Strategies for Promoting Good Behaviour
- Discipline and Suspension Policy

We encourage you to read this policy carefully for future reference.
Th is code applies in all school settings and to all activities organised under the auspices of the school

All of the students at Warners Bay High School are expected to:

- strive for their personal best in all aspects of schooling.
- attend every school day, (unless legally excused), be in class on time and be prepared to learn. Students must not leave the grounds without permission
- maintain a neat appearance by adhering to the requirements of the school’s Uniform Policy.
- behave safety, considerately and responsibly, including when travelling to and from school. Ensure everyone’s safety by not bringing dangerous objects or prohibited substances to school.
- show respect at all times for teachers, other school staff and helpers, by class rules, speaking courteously, co-operating with instructions and participating in learning activities.
- treat one another with dignity and respect. Respect the rights of others and attempt to resolve conflicts peaceably without harassment, verbal abuse or violence.
- care for their own property and the property of the school and others. Respect the school environment and accept the responsibility to keep it clean.
- be co-operative and make responsible behaviour choices.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Suspension: We expect all students to behave safely and responsibly. Students may be suspended for violent behaviour (pushing, shoving, fighting, threatening etc), possession and/or use of drugs or weapons and persistent disobedience.

BANNED ITEMS:

- illegal substances and drug related materials
- alcohol
- cigarettes and tobacco related material (e.g. lighters)
- aerosol cans
- weapons – knives, imitation guns, slingshots, blades
- MP3’s or any other listening devices are NOT TO BE USED in class
COMMENDATIONS SYSTEM

Students may be rewarded for outstanding effort and achievements. Commendations will be awarded to those students who have been a fine example to fellow students and others in the school community. Equal attention will be paid to effort and achievement.

To qualify for a Commendation, a student must perform admirably in one of the following areas:

1. Academic Achievement  
2. Sporting Achievement  
3. Cultural Achievement  
4. School/Community Service

Students must deposit the butt of the Commendation in a box in the Library to ensure that they are eligible for Commendation Certificates which are awarded at Year assemblies each term.

- **Bronze Award**  Three (3) or more commendations in any 1 category.
- **Silver Award**  Five (5) or more commendations in any categories.
- **Gold Award**  Seven (7) commendations across (2) categories.
- **Platinum Award**  Fifteen (15) Commendations across (2) categories.
- **Principal’s Award**  >Twenty (20) Commendations in total.
- **Special Endeavour**  Ten (10) commendations in any 1 category
ATTENDANCE PROCEDURES

ATTENDANCE

School attendance by students is required by law up to the age of 17 years. Regular attendance at all lessons is necessary if the outcomes of courses are to be met and the student is deemed to be eligible for the award of an appropriate credential.

Roll Marking is a legal requirement and students cannot be marked present if they are not in the roll marking room during the specified Roll Call period. Roll call is held at 9.00am each day. It is the responsibility of all students to be at Roll Call on time.

Any absences from school must be explained by a note from your parent/guardian and given to your Roll Teacher during Roll Call the first day back after an absence. A note should also be brought in if you have prior knowledge of an absence e.g. holidays in school time. The name and class of the student must appear on the note together with the date of the note and the date of the absence. Parents or guardians are requested to contact the Front Office if a student's absence will exceed two (2) days.

When a student is absent from school without an explanation, a letter requesting a reason for the absence, is sent to the parent/guardian. Rolls are checked by the Head Teacher Administration, and regular absences, along with truancy, will be recorded and reported to parents/guardians. Students who are at risk due to poor attendance or truancy may be referred to other authorities such as the Home School Liaison Officers.

Truancy from lessons also contravenes school rules and students may disqualify themselves from being awarded an appropriate secondary school credential if they are unable to meet course outcomes due to their poor attendance. Students who frequently truant will be placed on an attendance monitoring card by the Head Teacher Administration.

EXEMPTIONS FROM SCHOOL

In special circumstances, where a student will be absent from school for more than 5 days, the Principal may grant an exemption from school. Applications to the Principal can be made by contacting the Administration office.

LUNCH PASS

Students who live close to the school and who wish to have lunch with one or both parents/guardians can obtain a lunch pass by completing an application form obtained from the Deputy Principal Welfare / Administration.

LEAVING THE SCHOOL GROUNDS

Students are not to leave the school grounds without permission. Permission notes to leave early or for part of the day must be taken to Front Office before 9.00am. Students will be given a “School Leave Pass for Partial Absence” which must be shown to the class teacher before leaving class. This slip must be kept with the student when they leave the grounds and shown if requested by a member of staff. Students who leave during the day must sign out at the Front Office.

LATENESS TO SCHOOL

If late for school, students must report to the Front Office in A Block to obtain a “Late Arrival Slip”, which they give to their teacher when they go to class. If students do not have a note from a parent/guardian with them to explain their lateness, they are also given a “Late Slip/Partial Absence Notice” which must be completed by a parent/guardian explaining why the student was late it must be returned to school and given to the Roll Teacher the following day, so that the roll can be adjusted.

LEAVING THE CLASSROOM

If it is necessary to leave the classroom you must have a note from your teacher. Students should use the Recess and Lunch breaks to use toilet facilities in order to minimise the need to leave the room during class time.
## BELL TIMES

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday - Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 0</td>
<td>08:15-08:55</td>
<td>Period 0</td>
</tr>
<tr>
<td>Roll Call</td>
<td>09:00-09:06</td>
<td>Roll Call</td>
</tr>
<tr>
<td>Assembly</td>
<td>09:06-09:20</td>
<td></td>
</tr>
<tr>
<td>Period 1</td>
<td>09:20-09:57</td>
<td>Period 1</td>
</tr>
<tr>
<td>Period 2</td>
<td>09:57-10:34</td>
<td>Period 2</td>
</tr>
<tr>
<td>Recess</td>
<td>10:34-10:54</td>
<td>Recess</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:54-11:31</td>
<td>Period 3</td>
</tr>
<tr>
<td>Period 4</td>
<td>11:31-12:08</td>
<td>Period 4</td>
</tr>
<tr>
<td>Period 5</td>
<td>12:08-12:45</td>
<td>Period 5</td>
</tr>
<tr>
<td>Period 6</td>
<td>12:45-01:22</td>
<td>Period 6</td>
</tr>
<tr>
<td>Lunch 1</td>
<td>01:22-01:42</td>
<td>Lunch 1</td>
</tr>
<tr>
<td>Lunch 2</td>
<td>01:42-02:04</td>
<td>Lunch 2</td>
</tr>
<tr>
<td>Period 7</td>
<td>02:04-02:42</td>
<td>Period 7</td>
</tr>
<tr>
<td>Period 8</td>
<td>02:42-03:20</td>
<td>Period 8</td>
</tr>
<tr>
<td>Lunch 1</td>
<td>01:22-01:42</td>
<td>Lunch 1</td>
</tr>
<tr>
<td>Lunch 2</td>
<td>01:42-02:04</td>
<td>Lunch 2</td>
</tr>
<tr>
<td>Period 7</td>
<td>02:04-02:42</td>
<td>Period 7</td>
</tr>
<tr>
<td>Period 8</td>
<td>02:42-03:20</td>
<td>Period 8</td>
</tr>
</tbody>
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## TECHNOLOGICAL AND APPLIED STUDIES FACULTY PRACTICAL REQUIREMENTS

Please note the following requirements of students participating in practical lessons in Years 7 & 8 Technology, 8, 9 & 10 Food Technology, 9 & 10 Child Studies.

**MANDATORY REQUIREMENTS**

- An apron – freshly laundered and covering most of the body
- A hair net
- **SOLID ENCLOSED LEATHER SHOES.** Running shoes with non-leather uppers and shoes that expose the top of the foot do not satisfy OH & S requirements.

Section 8 of the OHS Act 2000 (NSW) requires that WBHS provide safe systems for staff, students and visitors. This means that all staff and students are required to wear fully enclosed leather shoes as part of their Personal Protective Equipment (PPE) whilst participating in practical lessons.
## UNIFORM

### JUNIOR UNIFORM

<table>
<thead>
<tr>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gordon Tartan Skirt – choice of two styles</td>
<td>Black trousers or shorts from uniform shop</td>
</tr>
<tr>
<td>White blouse with black piping and school crest</td>
<td>White polo shirt with school crest</td>
</tr>
<tr>
<td>Black trousers</td>
<td>Black school tracksuit jacket can be worn as school jacket</td>
</tr>
<tr>
<td>Black shorts – purchased from uniform shop</td>
<td>Black zip up fleece with school crest</td>
</tr>
<tr>
<td>White Polo shirt with school crest</td>
<td>White socks</td>
</tr>
<tr>
<td>Black school tracksuit jacket can be worn as school jacket</td>
<td><strong>Black enclosed shoes</strong> with substantial leather upper - safety requirement</td>
</tr>
<tr>
<td>Black woollen jumper with school crest</td>
<td>Black school tie - for formal occasions and when representing the school/excursions</td>
</tr>
<tr>
<td>Black wool cardigan</td>
<td>Collared white business shirt with school initials when wearing tie</td>
</tr>
<tr>
<td>White socks or black stockings</td>
<td>School brimmed cap – for sun protection at assemblies and outdoor activities</td>
</tr>
<tr>
<td><strong>Black enclosed shoes</strong> with substantial leather upper - safety requirement for practical subjects</td>
<td>Black scarf</td>
</tr>
<tr>
<td>Black school tie or tab tie – for formal occasions and when representing the school/excursions</td>
<td>Black Apron and cap for TAS</td>
</tr>
<tr>
<td>School brimmed hat/cap – for sun protection at assemblies and outdoor activities</td>
<td></td>
</tr>
<tr>
<td>Black scarf</td>
<td></td>
</tr>
<tr>
<td>Black Apron and cap for TAS</td>
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</tbody>
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### SENIOR UNIFORM (in addition to above)

<table>
<thead>
<tr>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Polo</td>
<td>Senior Polo</td>
</tr>
<tr>
<td>Senior Jersey</td>
<td>Senior Jersey</td>
</tr>
</tbody>
</table>

Black enclosed shoes “with substantial leather upper” are mandatory and are an WHS requirement for all practical subjects.

Year 9/10 may wear sport uniform on Tuesdays.

**School hat is required for sun protection during assemblies/outdoor activities**

### PD/H/PE/SPORT

<table>
<thead>
<tr>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black shorts with white trim</td>
<td>Black shorts with white trim</td>
</tr>
<tr>
<td>White sports shirt with school crest</td>
<td>White sports shirt with school crest</td>
</tr>
<tr>
<td>Black school tracksuit – with white trim and school crest</td>
<td>Black school tracksuit with white trim and school crest</td>
</tr>
<tr>
<td><strong>Black joggers</strong> / Black sports shoes</td>
<td><strong>Black joggers</strong> / Black sports shoes</td>
</tr>
<tr>
<td>White socks</td>
<td>White socks</td>
</tr>
</tbody>
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**Limited and safe jewellery which meets WHS standards**

**Minimal use of makeup in keeping with the values of the school and the standards expected in future employment**

No hooded jumpers

Belts must be plain – no studs

Chains are not permitted on uniform

All items of clothing must be in school colours

All items of uniform are available from our UNIFORM SHOP
STUDENTS PLAYGROUND GUIDELINES

These guidelines are provided to help students make good decisions in relation to the conduct in and around the school so that they, and other students and staff, can feel safe and secure in a co-operative learning environment.

GENERAL GUIDELINES

SAFETY

All student behaviour must ensure the safety of themselves and others. Students will:

- stay out of areas that are roped off for safety reasons and follow the directions of all signs.
- use all safety crossings when crossing the roads outside the school.
- ensure that all objects and materials brought to school are safe. Dangerous objects including illegal substances, alcohol, cigarettes, lighters and aerosol cans are banned, as are weapons such as knives, imitation guns and slingshots. Objects must not be thrown at any time.
- participate only in non-contact sports.
- move to class when the bell rings in a safe and orderly manner.
- allow other people to move freely around the playground at all times.
- encourage the resolution of conflict by peaceful and co-operative means. Students must not use physical or verbal violence, nor encourage others to use violence. In the case of conflict, students who run to a fight or incite violence will be subjected to disciplinary action.
- remain in supervised areas at all times. Students wishing to leave the school grounds before the end of the school day must have permission and apply for a pass.
- stay out of courtyards, unless moving between areas or seeing a teacher. Some students may be given permission by teachers to sit quietly in courtyards. Those students must keep the area clean and allow for “walk through” traffic. The school entry and the courtyard in A Block are walkthrough areas only.

ENVIRONMENT

All school community members have a responsibility to keep the environment clean and safe.

Students will:

- put all rubbish in the bins provided
- keep the areas in which they are sitting clean of rubbish
- assist teachers and others to clean up if requested. If necessary, plastic gloves are available in the Deputy Principal’s office.

ENTRY AND EXIT OF SCHOOL

Students will:

- enter or leave the school through the pedestrian gates, not the gates used by vehicles.

MORNINGS

Students will:

- remain in supervised areas. These areas include the Quadrangle, the Bottom Oval and the Canteen.
- remain within the school grounds. Visits to local shops before 9.00 am are not permitted, particularly by bus travellers.
PERIOD 8 MONDAYS

Students will:
- remain in the Quadrangle and Canteen areas if they are remaining at school. Bus travellers are not permitted to leave the school grounds at this time unless they are collected by parents or other arrangements have been made to ensure that they are safe.

RULES FOR EACH AREA

QUADRANGLE AND CANTEEN SHELTER

Students will:
- play only handball with a tennis ball in the Quadrangle. Footballs, soccer balls and similar are not to be used in the Quadrangle.
- use the seats in the Canteen Shelter as a passive area.

CANTEEN

Students will:
- line up in an orderly fashion when waiting to be served.
- order for themselves only.
- leave the area immediately upon being served.

The Canteen will be open between lessons for Senior students only, to allow them to purchase items during study periods.

FRONT OF THE SCHOOL AND “A” BLOCK

Students will:
- use this area passively, without playing active, physical games or running around.
- be protective of the gardens, the area around the flagpole and the front of the school.

TENNIS, BASKETBALL COURTS AND MPC SURROUNDS

Students will:
- seek permission from the PD/H/PE staff before using the tennis courts or the MPC.
- stay away from the front and the side of the MPC, as these areas are out of bounds. During examination periods, the area behind the MPC and the basketball courts will also be declared out-of-bounds areas.

VOLLEYBALL COURTS – Year 7 Area
- This area is for the exclusive use of Year 7 students during Semester One.

FIELDS

Students will:
- actively use the fields for non-contact games and activities. Students are not permitted to sit along the far fences or amongst the trees.
MAP OF SCHOOL

KEY

- OUT OF BOUNDS

Block A  Principal, Deputy Principal Curriculum, Deputy Principal Administration & Student Welfare, Administration Office, Sick Bay, Councillors’ Office, PDHPE and LOTE Staff Rooms

Block B  Science and Social Science Staff Rooms, Science Labs, Drama Room

Block C  History and English Staff Rooms, Head Teacher Teaching and Learning’s office

Block D  Common Room, Maths Staff Room, Library, Careers Office, Head Teacher Welfare’s Office

Block E  TAS and Creative & Performing Arts Staff Rooms, Technology and Visual Arts Classrooms
MEDICATION AND SICKNESS

PROCEDURES IN RELATION TO THE USE OF MEDICATION

Prescribed medications.
- If students require regular and/or intermittent medication the parent/guardian is required to complete a Health Care plan which outlines the student's condition and medication requirements. This form is available from Mrs Cupitt at the Front Office or from the Head Teacher Welfare. The completed form should be lodged at the Front Office on enrolment or by the end of Year 6. STUDENTS MUST NOT CARRY MEDICATION (except for Asthma, Diabetes and Anaphylaxis).
- Parents/guardians are requested to supply medication on a daily basis only and in an appropriate container clearly labelled with the student's name, details of medication and dosage. All medication (except Asthma, Diabetes and Anaphylaxis) must be stored at the Front Office.
- Students who require Ventolin puffers may carry their puffers for self-administration. Parents of such students are required to complete a School Asthma Action Plan form which is available from the Front Office. The completed form should be lodged at the Front Office upon enrolment or the end of Year 6.

Full details of our Medications Policy will go home in our Drug Policy issued early in Year 7.

It is the parent/guardian's responsibility to inform the school of your child's illness.

SICKNESS AND ACCIDENT PROCEDURE

Students who are ill should report to the Front Office clinic and must not leave the school without seeking assistance. Students must NOT ring their parents prior to coming to the sick bay. The clinic is in A Block and is attended to by two qualified First Aid Officers. All visits to the clinic are recorded. No student may enter the clinic without permission and NO visitors are allowed. If a student is ill enough to necessitate going home the school will contact the parent or guardian or person nominated by the parent, to come to the school and personally collect the student from the Front Office.

PARENTS/GUARDIANS: Please ensure that the school has a phone number where you or your representative may be contacted in case of emergency.

If deemed necessary, a student will be sent to hospital by ambulance. A contribution based on school size is paid by the school, which covers ambulance service for accidents and chronic sickness at school.
GENERAL INFORMATION

UNIFORM SHOP
Warners Bay High has a Uniform Shop where all school uniforms can be purchased. A list of prices and opening times is attached. We encourage you to visit our one stop shop for your uniform needs.

LOCKERS
These are available for Years 7 to 12. Locker keys are issued after an annual fee of $20.00 is paid at the office. Lockers are not transferable from one student to another. If a student loses a key there is a charge of $5.00.

LOST PROPERTY
Students should report to the Lost Property Department located in the Front Office in A Block.

PERSONAL PROPERTY
- Do not bring valuable articles to school.
- Do not leave money or valuable articles unattended.
- School bags should be taken to class each period and not left in the playground.
- Mobile phones are the student’s responsibility and MUST NOT be turned on or taken out of bags in class. Students are not to text message or to play games on phones during lessons.
- The school cannot accept responsibility for mobile phones or other personal possessions which are stolen or lost at school.

PARENTS AND CITIZENS ASSOCIATION
P&C Meetings are held on the 4th Tuesday of each month at 7.30pm in the School Library. All parents and guardians are welcome to attend.
A parent bulletin is published twice in Terms 1, 2 and 3 and once in Term 4, and distributed to each family prior to the P&C Meeting. Parents elected at P&C Meetings represent the parent body on all the major school decision making committees.

CANTEEN RULES
- Canteen Volunteers must be treated with respect at all times or you will not be served. Queue quietly behind the yellow line.
- Students will get quicker service if they order their lunch before 9.00am.
- There will be a special line for Year 7 in Term 1.
- The Canteen area is out of bounds unless students are lined up to order or it is raining.
- The Canteen is open to juniors only before school, at recess and at lunch time. It is not available.
- Seniors may use the Canteen during study periods if they show proof of their seniority.
- In fairness to other students, no one should order for others and a limit of three (3) items per person applies.
- The canteen is closed between 12.30pm and 1.00pm.
- The Year 7 book pack is available from the Canteen.

Lunches have to be ordered before 10.00am and collected at the side door of the Canteen. We prefer orders to be handed in and paid for before school. All items on the price list are available over the counter except for sandwiches which are specially made.

Volunteers are welcome to help in the Canteen in any way. You do not have to serve. Many hands make light work. between or during periods.
TRAVEL TO AND FROM SCHOOL

BUSES
Buses are provided to transport students who do not live within walking distance of the school.
Details of bus numbers, times of arrival and departure will be announced at beginning of the year by the Deputy Principal. Students will be advised of alterations as they occur.
Students alighting from buses must enter the school immediately.
In the afternoons after school, students must wait in the canteen area or as directed by staff on duty. Each bus is called on the loud speaker.
Loading of buses is supervised in Myles Avenue after school. Students not catching buses should leave the school as soon as possible after 3.20pm. Students should wait for buses in the Shelter and Quadrangle areas. They are not to leave the grounds and then return to catch a bus.
Students catching buses on Monday afternoons must remain in the Quadrangle after 2.40pm until the buses arrive after 3.20pm. Bus students are not permitted to leave the school grounds during this time.

LOST BUS PASSES: Students must notify the Front Office immediately a bus pass is lost and request a form for a replacement bus pass. This form is to be filled out and taken to the office of Newcastle buses. The cost of a replacement bus pass is $15.00.
Conduct on buses is expected to be of the highest standard. Students’ behaviour on buses is a reflection on our school and misbehaviour will not be tolerated.

PLAYGROUND SUPERVISION
Reduced supervision is provided between 8.30am and 9.00am. Students should not arrive at school much before this time unless they have an early lesson. Students are expected to exercise a high degree of self-discipline. A Deputy Principal and a School Administration Officer with First Aid qualifications will be present at school before lessons to provide student support. Playground duty teachers are on duty from 8.40am.
Rostered staff supervision in assigned areas is provided at Recess and during Lunch periods. Students must keep to these areas.

EXCURSIONS
Excursions will be undertaken throughout the year at the discretion of the Head Teacher and Principal. Information sheets and parental consent forms will be supplied to each student prior to an excursion. All students must complete Medical Forms and Asthma Management Forms which will be attached to the permission note. Full school uniform, including the school tie, must be worn unless otherwise stated.
TEXTBOOKS
Textbooks are generally issued on loan by the school and must be treated with care. Replacing textbooks requires considerable expense so the books lent to students must be well looked after.

FIRE AND EVACUATION
It is essential for the safety of students and staff that in the event of fire certain evacuation procedures are specifically followed.
Such procedures are clearly outlined and prominently displayed in each Block.
These procedures will be rehearsed early in Term 1 each year, and as often as necessary to ensure the safe and orderly evacuation of all buildings.
Continuous ringing of bells and/or siren with or without a PA announcement indicates an evacuation of the school as practised in first term each year.

DIARY & HOMEWORK
Each student in Year 7 should have a diary. You are encouraged to use a diary every lesson to record homework. At night you should check your homework. In Year 7 we believe you should do half an hour to an hour of homework/study each night. Homework can include “finishing off” class work, set work, assignments and reading.

STUDENT REPRESENTATIVE COUNCIL
Warners Bay High School has a Students’ Representative Council. Its role is to provide a body of elected students to represent all of the other students in the following ways:

• to put forward proposals for consideration by the School Principal and staff;
• to act as a liaison group between students and staff;
• to act as a liaison group between students, the community and any other interested bodies;
• to assist in planning for the future of the school.

USE OF TECHNOLOGY
Upon enrolling at Warners Bay High School, it is a requirement that an Acceptable Use of Technology Agreement be signed. This policy covers the use of:
• the internet
• e-mail
• school computers
• mobile phones
• other electronic devices
as well as the inappropriate use of technology and the consequences of such behaviour.
A copy of this agreement is presented in this booklet.
At High School many students will have further to travel, will make new friends and take up new activities which also involve more travel. The risk of injury on the road actually increases in the teenage years. About 40% of these accidents are pedestrian accidents. A further 40% are accidents involving passengers in vehicles. Young drivers in the 17 – 25 age group are still gaining experience as drivers and tend to be more at risk of accidents.

Please remember the following:

As a passenger:
- follow the Department of Transport Code of Conduct for Bus Travellers and the directions of Bus drivers and Transport Inspectors
- wait for buses in the Canteen Area until your bus number is called
- move to the line and enter the bus in an orderly manner when instructed to do so by the teacher on duty
- at the homeward end of your journey, always wait until the bus has gone before crossing the road
- always wear seat belts when these are available in cars and buses
- think about your safety and consider the driver’s experience and the other circumstances before becoming a passenger in a car
- try not to distract the driver.

As a pedestrian:
- walk on the footpath wherever possible – otherwise, walk so you are facing the oncoming traffic
- remember to stop, look, listen and think before crossing roads
- be aware that motor vehicles generally have right of way
- be defensive, drivers don’t always see you and don’t always stop
- remember roundabouts make it difficult to predict vehicle movements
- do not enter or leave the school via the carpark entrances
- use the pedestrian crossing lights on King Street.

If you ride a bicycle:
- check that your bicycle is roadworthy and the correct size for you
- wear an approved safety helmet
- ride in a safe and responsible manner
- choose a safe bicycle route to ride
- store your bicycle in the bike racks at school and use security locks
- do not ride in the school grounds.

Wheeled recreational devices:
- skateboards, roller blades, roller skates and scooters by law are not allowed on roads with painted lane lines, centre lines or a median strip
- must not be ridden at night
- are banned from some footpaths
Student drivers

- Students who are licensed are free to drive to and from school. This is a matter for them, their parents and the owner of the vehicle.
- The school does not allow students to park in the school grounds and does not accept responsibility for damage to vehicles.
- Students using a private vehicle to drive themselves or other students to school activities such as VET courses, sport and excursions at other venues are required to submit consent forms for both the driver and any passengers.

TIPS FOR PARENTS

How parents can help their children settle in:

1. Provide regular opportunities for casual discussions. Encourage voluntary communication about activities and difficulties.
2. Make allowances for the settling in period by adopting a calm approach to difficulties and placing them in a true perspective.
3. Assist the maturity process by gradually expecting more and more self-reliance.
4. Constantly encourage and praise your child giving credit for genuine effort.
5. Show interest and express confidence both in the child and the school.
6. Attempt to provide study facilities away from other family members.
7. The pattern of work and study habits established in Year 7 are particularly important as this follows on in the years thereafter.
8. Should problems arise, contact the school at any time to discuss them. Make an appointment to see a particular person if you feel discussion at length is necessary. If you are unsure who to contact ring the Year Adviser or Head Teacher Welfare. Do not allow a problem to persist. Your visit to the school is always welcome and is a mark of your concern and interest.
9. Encourage your child to read through this booklet and know procedures before Year 7 begins.
10. Encourage your son or daughter to see the relevant teacher if they don't understand the work, or to see their Year Adviser if they have a problem.
HOMEWORK POLICY

DEFINITION
Homework includes anything that a student does at home which complements the work done at school. Depending on the course taken, it can include any of the following:
- Assignments, projects or research.
- Completion of work done at school or writing up notes missed due to absences.
- Regular revision or study.
- Preparation for exams or other assessment tasks.
- Listening to or watching relevant cassettes or CD's.
- Reading set texts or related material.
- Using Information Technology to gain knowledge or to do research.
- Completion of practical tasks or practising skills.

PURPOSE
The primary purpose of Homework is to inspire and empower the student to take responsibility for his or her own learning and to extend the home/school partnership in the education of the whole child.
Also it should:
- Provide additional practice for the work covered in class to facilitate consolidation.
- Allow time for work set in class to be completed.
- Facilitate in-depth research tasks.
- Provide time for extension work to be completed.
- Re-inforce the development of regular work habits outside school hours.

Issues as indicated by students/staff and parents by surveys.
1. Communication between staff, students and parents needs to be improved.
2. Homework should be consistently given over all subjects, over all ability levels and over all Year Groups.
3. There is a need to spread Homework so that, students are neither overloaded nor left without any.
4. Homework needs to be challenging, interesting and relevant to the student’s learning.
5. Students need to be shown how to study and how to organise their Homework.
6. There is a lack of sufficient Homework attempted in Years 9, 10 and 11.
7. Homework should be followed up within a short time.

GUIDELINES
The following guidelines are an attempt to address the concerns raised in the issues above.
Homework should be:
- A purposeful and integral part of the learning experience.
- Appropriate to the ability level of the student and the circumstances of each child.
- Set regularly by teachers of all classes. The frequency and form will depend upon the subject.
- Not be too time consuming.
- Recorded in the School Diaries to help students organise their Homework and to help staff and parents to communicate with regard to Homework.
THE ROLE OF THE SCHOOL
- Encourage all students to have and use a diary.
- Provide Diaries for all students at a subsidised rate until they become widely accepted.
- Provide study skills instructions for all students.
- Communicate to students, staff and Parents/Care givers the value of Homework.

THE ROLE OF TEACHERS
Teachers should:
- Ensure that Homework is relevant to school work and is given regularly.
- Give students clear instructions as to what is expected of them, how it will be assessed and record details of Homework given.
- Follow up incomplete Homework.
- Assess the Homework and record student outcomes.
- Be prepared to adjust Homework expectations when a student’s Diary shows that the student has already enough Homework.
- Communicate with parents about concerns related to Homework.
- Insist that students record Homework in their Diary.
- Instruct students on how to study and to organise their work.

THE ROLE OF FACULTY HEAD TEACHERS
Head Teachers should:
- Develop, with their staff, a faculty policy with clear expectations as to what is required of students and staff.
- Provide written guidelines for students, at the start of each year, with regard to Homework and Assessment tasks.
- Develop subject guidelines to help students know how best to study and organise their work.

THE ROLE OF STUDENTS
Students should:
- Record details of Homework in their school Diary.
- Complete the Homework within the given time.
- Inform teachers when the volume of Homework given across all subjects appears excessive and ask for alternatives such as task reduction or extension of time.

As a guideline, students should be expected to spend the following time on Homework each week.

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>4 to 6 hours per week</td>
</tr>
<tr>
<td>Year 8</td>
<td>5 to 8 hours per week</td>
</tr>
<tr>
<td>Year 9</td>
<td>6 to 10 hours per week</td>
</tr>
<tr>
<td>Year 10</td>
<td>7 to 10 hours per week</td>
</tr>
<tr>
<td>Year 11</td>
<td>8 to 15 hours per week</td>
</tr>
<tr>
<td>Year 12</td>
<td>10 to 30 hours per week</td>
</tr>
</tbody>
</table>

THE ROLE OF PARENTS/CARE GIVERS
Parents and Care Givers can help by:
- Supporting students in completing Homework.
- Providing, if possible, a dedicated place and desk for Homework to be done.
- Assist students and teachers by monitoring Homework as indicated in the student’s School Diary.
- Communicating with teachers about concerns with Homework.
ACCEPTABLE USE OF TECHNOLOGY

Rationale
The provision of opportunities for learning and the care and safety of students at Warners Bay High School are priorities of the school. We support the use of technology to assist communication and access to information. The following guidelines for the appropriate use of technology have been drawn up to provide a safe learning environment for all students.

Use of the Internet
The school’s Internet facilities exist to provide access to curriculum related information. Students must:

- Only use the Internet to look for material that is related to the school curriculum. (Publications dealings with pornography or extreme violence are not permitted. The Internet cannot be used for commercial activities, product advertisement or political lobbying.)
- Follow copyright law by not copying and/or distributing another’s work, and by correctly acknowledging the work of others.
  - Use WWW access when undertaking individual research. (News, MSN, My Spaces, Chat, Facebook, E-mail, Telnet or other activities on the Internet cannot be accessed without permission.)
  - Protect personal information, such as address, telephone number, parent’s work address and telephone number, or name and location of the school.

Use of E-mail
The School’s E-mail access allows communication and the transmission of work between students and between students and home. Students must:

- Be respectful, accurate and use appropriate written expression at all times, such as would be acceptable in a written communication with the Principal or in a school assessment.
- Protect the network. (Students must not send or receive any E-mail containing executable files of any kind (*.exe, *.ini, *.bat, *.zip, *.com etc).

Use of School Computers
The local area network consists of approximately 380 computers linked to a series of file servers and the Internet. It is a public system, where private and confidential information must not be stored. Students must:

- Use the computer network for school related work only. (No files of any executable kind eg *.exe, *.bat, *.com, *.zip etc which are not directly related to classwork, will be stored in a Student’s Home Directory, or the computer hard drive.)
- Seek authorization from Computer Co-ordinator before installing or organizing any program to operate either on an individual computer or across the network. (Files on the local hard drive, “C” drive, must not be modified, deleted, created or renamed.)
- Log into the schools network and Internet using their own user code and password. (Students will maintain the security of their storage area on the system, and access to the DET Portal, by not telling or giving in anyway, their password to another student.)
- Accept responsibility for all files stored on their Home Directory.

Use of mobile phones.
Students are permitted to use mobile phones at school during recess and lunch in special and exceptional circumstances. However, the school cannot accept responsibility for any mobile phones or other personal equipment which are broken, stolen or lost at school or when students are travelling to and from school.
Students must:

- Respect the learning conditions of all students. Students have the responsibility to turn off their phone or any other electronic equipment before entering a classroom or participating in an outside practical activity. They must not:
  - have their mobile phone / electronic device on during lessons or any other school activity.
  - text messages or to play games during lesson times.
  - take photos or videos of any school activity, including student interaction in the playground.
  - transmit or publish unauthorized images.

**Use of Other Electronic Devices eg MP-3 Players**
The school cannot accept responsibility for any personal equipment which is broken, stolen or lost at school or when students are travelling to and from school. Students who bring such equipment to school must respect the learning conditions of others and therefore these devices are not to be used in class.

**INAPPROPRIATE USE OF TECHNOLOGY**
Students’ use of electronic equipment must not disrupt their learning or the learning of others, and must not threaten, or pose a potential threat, to the safety and well-being of any member of the school community.

- Students are not allowed to interfere with the workings of the school network or the Department of Education and Community portal.
- Section 85ZE of the Commonwealth Crimes Acts states that person shall not knowingly or recklessly:
  
b) Use a telecommunication service supplied by a carrier to menace or harass another person.
  
  or
  
c) Use a telecommunication service supplied by a carrier in such a way as would be regarded by reasonable persons as being in all circumstances offensive.

**Consequences**
- If students choose to disregard school regulations and use technology inappropriately then teachers will use regular strategies for dealing with unacceptable behaviour. This could include;
  - warnings / moving of student to another part of the room.
  - detention
  - confiscation of equipment and checking of stored data until a suitable meeting time.
    
    (Equipment, generally, must be collected from the teacher by the end of the school day, with arrangements being made at the time the equipment is confiscated. However, if this misuse is serious, the Principal could retain the equipment until parents have been contacted and arrangements made to collect it.)

- Repeated or serious misconduct will result in the issuing of disciplinary notifications, suspension or expulsion. Students will have their access to the computer network and the Internet blocked.

- In serious cases where
  - threats have been made,
  - unauthorized images transmitted or published,
  - vandalism to the network has occurred
    the Police will be contacted.
RATIONAL

- Warners Bay HS rejects all forms of bullying.
- The policy applies to all student bullying behaviour, including cyberbullying that occurs in and off school premises where there is a clear and close relationship between the school and the conduct of the student.
- Bullying is the repeated verbal, physical, social or psychological behaviour that is harmful and involves an imbalance of power and the misuse of that power by an individual or group towards one or more persons. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including those based on sex, race, disability, homosexuality or transgender. Conflict or fights between equals or single incidents are not defined as bullying.
- Preventing and responding to bullying is the shared responsibility of all staff, students, parents and caregivers and members of the school community.

IMPLEMENTATION STRATEGIES

1. PREVENTION OF BULLYING

Students have the responsibility to:

- Ensure the health and safety of all students, staff and community members.
- Treat others with dignity and respect at all times, particularly when using on-line communication and social network sites.
- Refuse to participate in the bullying of others.
- Report extreme conflict or bullying to relevant adults; Year Advisers, Counsellors, HT Welfare, Deputy Principal.

Teachers have the responsibility to:

- Maintain a positive climate of respectful relationships.
- Embed anti-bullying messages in curriculum.
- Empower students to behave as responsible bystanders in intervening appropriately in bullying situations.
- Deal effectively in examples of immediate extreme aggression / violence.
- Report extreme conflict or suspected bullying to WBHS Welfare team. Teachers should refer to Anti-Bullying register for information.
- Participate in supportive programs for individual students as designed by Welfare team.

The Welfare Team has the responsibility to:

- Identify students at risk of developing long term difficulties with long-term relationships and develop appropriate support.
- Develop and implement early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour.
- Develop curriculum workshops for each Year which consistently promotes the anti-bullying message and school procedures. This would include early intervention programs for students transitioning from Year 6 to Year 7 as well as specific Focus Day activities for each Year.
- Promote and publicise the school anti-bullying approaches to parents, caregivers and the school community.
Parent / Caregivers have the responsibility to:

- Support their children to become responsible citizens and to develop appropriate on-line behaviour.
- Be aware of school anti-bullying plan and assist their children to understand bullying behaviour, its effects on others and the importance of the role of all students, even bystanders, in preventing bullying and harassment.
- Report to Welfare team information regarding student conflict and potential bullying situations.

2. RESPONDING TO BULLYING

Students have the responsibility to:

- Report extreme conflict and suspected bullying to members of Welfare team.
- As the victims of bullying, work co-operatively with members of the Welfare Team to behave appropriately in response to bullying. The use of violence to respond to bullying is not appropriate, and will result in disciplinary action.
- As perpetrators of bullying, manage behaviour which has been identified as causing distress and humiliation to others.
- As bystanders, support victims and work appropriately with members of Welfare team to assist those engaging in bullying behaviour.

Teachers have the responsibility to:

- Report extreme conflict and suspected bullying to members of the Welfare team.
- Work co-operatively with students and members of Welfare team to resolve conflict or bullying between students or groups of students.

The Welfare Team has the responsibility to:

- Respond to incidents of bullying quickly and effectively.
- Provide support to any student who has been affected by, engaged in or witnessed bullying or extreme conflict.
- Identify patterns of bullying behaviour and respond appropriately to such patterns.
- Match planned combinations of interventions to particular incidents and circumstances. Such interventions could include:
  - Organisation of mediation
  - Use of “Shared Concern” method of dealing with bullying.
  - Development of group or individual workshops on bullying and its effects.
  - Referral to appropriate outside support agencies eg specialised counselling, Kids Help Line, School Police Liaison Officer.
  - Imposition of disciplinary procedures, including class withdrawals, playground restrictions and detentions, even suspensions
  - Contacting of parents.
- Maintain an Anti-Bullying register.
- Provide updates, within the bounds of privacy legislation, to parents or caregivers about the management of incidents.

Parents / Caregivers have the responsibility to:

- Report school based extreme conflict and suspected bullying to members of Welfare team.
- Work co-operatively and collaboratively with school Welfare team personnel to resolve issues arising from bullying / extreme conflict.
- Support their children in behaviour changes which may be necessary to prevent further incidents.
STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE
STUDENT BEHAVIOUR
WELFARE & DISCIPLINE PROGRAMS

The Welfare & Discipline Programs exist to help improve the conduct of students who display unacceptable behaviour. There are two Behaviour Management Programs. It is expected that the majority of students will not be on Behaviour Management Programs because they will continue to be cooperative, responsible and follow the school's code of conduct.

- Each classroom teacher will use a 'RAP' sheet to record incidences of unco-operative and irresponsible behaviour. 'RAP' sheets are records of the students' misbehaviour and the strategies used by the class teacher to address these issues. Continuous misbehaviour or more serious incidents are referred to the Head Teacher of the faculty.
- Each Head Teacher and the Deputy have referral forms to use when students exhibit irresponsible behaviour. Head Teachers will inform students when a referral is written and what behaviour caused the referral to be necessary. Referrals are not issued for minor misbehaviour that should be dealt with at class or faculty level. Referrals are for repeated or serious misconduct as reflected on the RAP sheet.
- Placement of students on Behaviour Management Programs
- There are two systems of behaviour management for students who continue to exhibit unacceptable behaviour:

  ONE – student Welfare and Learning Support Team
  The student Welfare and Learning Support Team includes the Head Teacher Welfare, Year Advisors, Deputy Principals, School Counsellor, Head Teacher Administration and the Support Teacher Learning. Class room teacher 'RAP' sheets are given to the Year Adviser by the Head Teacher Faculty when Faculty strategies have been exhausted. The Year Adviser places the student on a 'welfare' monitoring card for 5 days to analyse student behaviour and difficulties that may be experienced across school settings. Additional plans, strategies and programs are developed to help students improve their behaviour. Parents are notified by letter when placed on a 'welfare' monitoring card. Students who are unable to improve their behaviour despite the welfare strategies and programs/support provided are then referred to the Discipline team.

  TWO – Student Discipline Team
  The Student Discipline Team consists of the Deputy Principal, Head Teacher Welfare and 2 co-ordinators. The classroom teachers 'RAP' sheet along with the documented interventions made by the Welfare Team are referred to the Discipline team when their strategies have failed to be effective. Students are placed on a Discipline monitoring card for 5 days with daily detentions and a letter home. The student continues to access the 'welfare' support strategies made available. If the student's behaviour does not improve, a suspension warning letter is automatically sent home and placement onto a second discipline monitoring card occurs. Alternative strategies are then utilized such as exclusion from the playground, placement into senior classes, daily detentions and LST meetings with parents. Continued failure to meet behavioural expectations may result in suspension.

  Suspension – in certain cases such as violence, drugs, weapons or continued disobedience immediate suspension will be required as decided by the Deputy or Principal. Parents are notified by the Deputy or the Principal who will work with the parents to resolve the situation so the student can return to school.

  Students whose behaviour is a high concern and risk to other and/or themselves will be placed on OH&S/Risk Management Plans