

Prairiewood High School
Wetherill Park.



**Student Welfare
and
Discipline Policy**

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This Student Welfare Policy is subject to change due to varying circumstances. Students, staff and parents/carers will be informed of any updates via school assemblies, daily bulletins, notes home to parents and/or the Monthly Bulletins. Please ask your child to pass on all information.

INTRODUCTION:

Prairiewood High School aims to provide a safe and positive learning environment in which all students can reach their individual maximum potential. The Student Welfare Policy reflects and reinforces the Values, Beliefs and Mission Statement of Prairiewood High School.

The **Student Welfare Policy** aims to enhance the development of the student through effective learning and teaching within a safe, happy and positive school climate. It incorporates the School Code, Student Reward Scheme and the Discipline Policy and Levels Scheme as well as DET Suspension and Expulsion procedures.

The staff at Prairiewood acknowledges the value of effective communication and recognises the need to keep parents informed about student progress and achievement. At the same time, it is important for parents to provide encouragement to students, and support for school policies, as we work together to provide the best possible educational opportunities for students.

This policy outlines the rules, procedures and support systems that have been established to complement the teaching and learning process by promoting and maintaining a safe, enjoyable and effective school environment for both students and staff.

The **School Code** provides a set of student responsibilities and rights, which encourage the development of self-discipline and behaviour that is acceptable in the school and the wider community. It is the policy of the school that all students will be treated with respect and courtesy at all times and it is expected that all students will respond in a like manner.

The **Student Reward Scheme** provides positive reinforcement and special recognition of student achievement across the curriculum.

The **Discipline Levels Scheme** is designed to assist students to exhibit appropriate behaviours whilst reinforcing the need for all students to take responsibility for their actions and to accept the consequences for inappropriate, unacceptable conduct.

RATIONALE:

'Student Welfare' encompasses everything that the school community does to meet the social, emotional, physical and educational needs of its students.

Effective teaching and learning is best achieved in a safe, secure, disciplined and well managed environment in which teachers, students, parents and the wider school community work together with a particular focus upon continuous improvement and development.

PURPOSE:

The Student Welfare Policy has been designed to create a framework of welfare structures and strategies that will enable students to:

- develop improved levels of self esteem and self discipline;
- develop socially acceptable behaviours and community values;
- develop co-operative learning, teamwork and living skills;
- develop tolerance, understanding and compassion; and
- access a range of pastoral care and welfare support systems both at and beyond the school

This will be achieved through effective teaching by:

- requiring students to take responsibility for their own learning and behaviour;
- identifying and catering for the individual learning needs of students;
- establishing well-managed teaching and learning environments;
- ensuring that learning activities build upon prior knowledge and experiences and ensuring that these are socially and culturally relevant;
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress;
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time;
- ensuring that gender and equity issues are recognised and addressed across the curriculum; and
- providing programs, resources and support services for students with special needs.

This purpose will be further enhanced in a climate of good discipline by:

- maximising student participation in decision-making and ensuring that principles of equity and fairness are reflected in school practice;
- providing opportunities for students to demonstrate success in a wide range of activities;
- developing and implementing policies and procedures that protect the rights, safety and health of all school community members;
- establishing clear school rules that are known and understood by all school community members;
- monitoring attendance and ensuring that students fully attend school regularly;
- providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem-solving and dispute resolution;
- valuing gender and cultural differences and discouraging narrow and limiting gender or cultural stereotypes;
- incorporating students' views into planning related to school climate and organisation;
- establishing networks to support students and making sure that **students and parents** know about, and have ready access to, welfare support services;
- recognising the great need for a positive and respectful relationship between students and staff by ensuring that staff welfare is also a priority; and
- providing resources and opportunities for students to gain leadership experience.

To enhance community participation by:

- building learning communities in which staff, students and parents work together for planned results;
- encouraging parents and community members to actively participate in the education of young people and in the life of the school;
- encouraging students to have a sense of belonging and willingness to contribute to the school community;
- assisting families to gain access to support services in the community;
- fostering close links with the wider community;
- inviting parents to share their skills and experiences in the school community;
- supporting students and their parents in making decisions about learning programs;
- recognising students' families, cultures, languages and life experiences.

At Prairiewood High School we value -

Connectedness: which includes developing a sense of community through friendship, care, compassion, cooperation, acceptance, belonging and sharing.

Resilience: which includes recognising strengths and maximising potential, developing self-management, self-confidence and self-respect and nurturing optimism, perseverance and well-being.

Achievement: which includes attaining personal success in a range of human endeavours, pursuing individual excellence and displaying pride and satisfaction in personal achievement.

Creativity: which includes valuing original ideas, demonstrating enterprise and innovation and engaging with and responding to the aesthetic qualities of the natural and constructed world

Integrity: which includes acting honestly, ethically and consistently.

Responsibility: which includes accepting both individual and collective responsibility and contributing to sustainable community development.

Equity: which includes developing tolerance and commitment to social justice, acknowledging diversity, respecting difference and encouraging distinctiveness.

THE STUDENT WELFARE TEAM

Student welfare at Prairiewood High School is the responsibility of every staff member. The ultimate aim is to provide a positive, safe and enjoyable learning environment so that students may reach their maximum level of achievement both academically and socially through effective teaching and learning.

The Student Welfare Team is a formalised group, which provides a network of support and help to all students and their parents.

The Student Welfare Team consists of:

Principal Head Teacher Student Welfare Head Teacher Administration Year Advisers Assistant Year Advisers Deputy Principals School Counsellors Careers Adviser Learning Assistance Team	Behaviour Management Team Anti-Racism & Anti-Discrimination Contact Officers Special Education Support Staff Other interested PHS staff Outside Agencies/Personnel: <ul style="list-style-type: none"> • Home School Liaison Officer • Itinerant Support Teachers • Community Liaison Officers • Regional Student Welfare personnel
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STUDENT WELFARE ROLES OF THE TEAM MEMBERS

PRINCIPAL

The principal has overriding responsibility for welfare and discipline policies and procedures of the school.

HEAD TEACHER STUDENT WELFARE

The Head Teacher Student Welfare is responsible for the co-ordination of the student welfare team and plays an advisory role in directing team members to the appropriate means of assistance for the students. It is his or her responsibility to oversee the implementation of the Student Reward and Discipline Levels Scheme, with careful attention to the welfare needs of each individual student. The Head Teacher has direct contact with both the school counsellors and outside support agencies. Where necessary, referrals are made to these agencies, when students are in need of professional help. As well, referrals to the Student Welfare Assessment Team are co-ordinated by the Head Teacher Student Welfare.

HEAD TEACHER ADMINISTRATION

The Head Teacher Administration supports students in matters relating to the school attendance policy (e.g. absences, late to school, full day truancy and partial truancy) in addition to welfare matters to do with the Board of Studies for students in Yrs 10, 11 and 12.

YEAR ADVISERS

A Year Adviser is appointed to each 'year group' of students. Her/his main role is the care and welfare of the students for whom s/he is responsible. The Year Adviser is the central figure for the student and his/her prime focus is meeting the needs of each individual. S/he provides support, assistance and care for each individual and when necessary makes the appropriate referrals to seek the most beneficial counselling for the student's specific needs. The Year Adviser is also responsible for overseeing the Half Yearly and Yearly reports and is actively involved in communication with parents and caregivers.

ASSISTANT YEAR ADVISERS

Assistant Year Advisers support the Year Advisers by assisting in the welfare of the students and helping to co-ordinate the organisational aspects of the Year Adviser's position. They are also in direct contact with parents and are involved in the allocation of school merit certificates within the Student Reward Scheme.

DEPUTY PRINCIPALS

Due to the size of enrolments, Prairiewood High School has two deputy principals who work with students in addressing a range of welfare matters with a view to resolving issues relating to behaviour management and overall conduct whilst at school.

SCHOOL COUNSELLORS

The School Counsellors provide professional counselling for all students. Students, staff members or, parents/carers may make referrals to the school counsellors. Students are open to make appointments to see the counsellor at any time during the day and if necessary, the counselling can be family based where the parents have the opportunity to be involved in the process. The School Counsellor may also assist by referring a student to an outside agency such as: The Fairfield Liverpool Youth Health Team (FLYHT), Liverpool Mental Health Team or the Youth Mental Health Team, Drug or Alcohol Counselling Services, etc. according to the identified needs of the student.

Parents/carers are welcome to initiate contact with the School Counsellors at any time in respect of welfare matters relating to their child.

THE CAREERS ADVISER

The Careers Adviser is responsible for

- the ongoing development of career education in the school, culminating in the Work Experience program for all students in Year 10;
- providing advice to students and their families in subject selection and direction with respect to opportunities in T.A.F.E., University admission and community-based programs;
- providing advice and establishing links with outside agencies to early leavers from the school system.

THE LEARNING ASSISTANCE TEAM

The Learning Assistance Team has been established at Prairiewood with the aim of supporting and encouraging every student to achieve his/her full potential. Its focus is to cater for students with learning difficulties regardless of the cause. This team provides a whole school planning and support service aimed at addressing the learning needs and abilities of individual students through development, implementation, co-ordination and monitoring of educational planning and programming.

This is achieved through:

- planning specific educational programs to cater for individual student needs;
- supporting teachers in the development of teaching programs; and
- whole school planning.

The LA Team also works with class teachers and whole faculties to develop teaching strategies and suitable resources to support classroom teaching for students with a learning difficulty or disability. This role includes the delivery of in-school professional development sessions.

LA personnel are appointed to the school on the basis of an initial entitlement from the Department of Education and Training based on student results in the Basic Skills, ELLA and SNAP tests. As well, staff are appointed to specific students with high support needs via the State Integration program.

BEHAVIOUR MANAGEMENT TEAM

The Behaviour Management Team is composed of the Head Teacher Student Welfare, Year Advisers and counsellors. Team members monitor weekly Discipline Levels Sheets and take referrals from staff to identify students who display persistent patterns of misbehaviour and misconduct. Specialist staff may be assigned to specific students such as trained staff mentors or district personnel such as an Itinerant Support Teacher – Behaviour. The BMT

also carries out referrals to outside support schools, such as Ajuga SSP and Rivendell SSP.

ANTI-RACISM CONTACT OFFICER – (A.R.C.O.)

Prairiewood High School rejects racism in all its forms and is committed to the elimination of racial discrimination.

The ARCO is the school person you or your child talks to if you have a complaint about racism. The ARCO's role is to:

1. receive the suggestion, complaint or allegation regarding racism
2. assist you or your child to write the complaint, if required
3. advise you or your child of your rights and the process to be followed in lodging a complaint
4. refer you or your child to a member of the deputy principal who will be responsible for resolving the complaint.

If you need an interpreter to assist you to speak to the ARCO on the telephone or to make an appointment for a meeting with the ARCO, telephone the Telephone Interpreter Service on 131 450 and they will phone the school for you. The school will arrange to have an on-site interpreter present at the meeting, if requested. These services will be free of charge to you. This person is responsible for dealing with all matters relating to discrimination. Enquiries regarding the name of the current ADCO in any year can be made to the Deputy Principal.

ANTI-DISCRIMINATION CONTACT OFFICER – (A.D.C.O.)

Prairiewood High School rejects all forms of harassment, vilification and unlawful discrimination. We strive to ensure that all students and staff are aware of the types of discrimination that are against the law in NSW. Complaints can be about behaviour that is unlawfully discriminatory on the basis of race, sex, marital status, disability, homosexuality, age, transgender or carer's responsibilities. It can be about any DET staff member (including casuals, volunteers, and contractors), a student, or other persons encountered during a DET activity. The ARCO is responsible for dealing with all matters relating to discrimination. Enquiries regarding the name of the current ADCO in any year can be made to the Deputy Principal.

SPECIAL EDUCATION SUPPORT STAFF

Special student support aides are appointed by the DET to Special Education classes, which have students with wide-ranging levels of intellectual and physical disability.

OTHER INTERESTED PHS STAFF

The Student Welfare Committee is open to all staff members. Many teachers are actively involved in the committee through their interest in the needs and welfare of the students whom they teach.

OTHER DEPARTMENTAL STAFF & AGENCIES

HOME SCHOOL LIAISON OFFICER (H.S.L.O.)

The Home Liaison Officer is responsible for the welfare of those students who have an abnormally high absenteeism rate. Referrals are made by the school to the Chester Hill School Education Office from where the Home School Liaison Officer may visit the home to determine the problem that is causing the frequent absences. The HSLO has the authority under the 1990 Education Act to refer unresolved absence cases to higher authorities of the Department of Education and Training and in certain cases, involve the police.

ITINERANT SUPPORT TEACHERS (I.S.T.)

These are Area Office personnel who visit schools to work with and support individual students who have an identified need such as hearing impairment, visual impairment those needing support in the areas of behaviour and/or emotional problems and students who are in out-of-home care. The appointment of an I.S.T. to any child at the school is determined on the basis of priority by Welfare personnel at the Chester Hill School Education Office. Programs of assistance are for short

periods and cease once the need has been met, or further referral is warranted.

COMMUNITY LIASION OFFICERS

When the need arises, Prairiewood High School may draw upon specialist community personnel via the School Education Officer to assist in the resolution of student issues.

OTHER PERSONNEL AND AGENCIES

From time to time, students and their families may require assistance from specialist south West Sydney regional personnel, eg the Director for Fairfield/Hoxton schools or the Student Welfare Consultant (9 793 4900). In special circumstances, other educational facilities may be accessed to provide assistance, such as the Canley Vale Tutorial Centre, Verona SSP, Ajuga SSP and Rivendell SSP.

THE REFERRAL PROCESS

A student needing assistance with learning, behaviour, social skills or for other welfare issues including counselling support, will be referred to the Student Welfare Assistance Team, via his/her Year Adviser.

The Team consists of the Deputy Principal, Head Teacher Student Welfare, Behaviour Management Team Coordinator, Learning Assistance Team Leader, Counsellors and Year Advisers.

The Assessment Team evaluates the referral and then directs the case to the most appropriate sub-team for intervention support or further referral to outside organisations. The sub-team taking on the case will provide feedback to the Assessment Team and to the referring person (if appropriate).

Class Teachers, Year Advisers, Executive Staff, the Academic Review Committee or Parents can make referrals.

PROCEDURES FOR MAKING SUGGESTIONS, COMPLAINTS AND ALLEGATIONS.

In the first instance, parents/staff/students wishing to make a formal suggestion, complaint or allegation should contact the head teacher of faculty, deputy principal or principal for full information regarding any problem. In cases of high sensitivity, the principal should be contacted. Failing a satisfactory outcome, the complainant may make a formal complaint on an official form available from the office, or by download from the Internet.

https://www.det.nsw.edu.au/policies/general_man/complaints/resp_sugg/PD20020051.shtml

If the complaint is in regard to the principal, contact should be made to the Student Welfare Consultant or Director at Chester Hill Office (phone 97934900).

PHS SCHOOL CODE

RIGHTS	RESPONSIBILITIES
<i>What are your rights?</i>	<i>What are your responsibilities?</i>
You have the right to learn.	You have the responsibility of learning all that you can and allowing others to learn.
You have the right to learn in a clean and tidy school environment.	You have the responsibility of helping to keep the school clean and tidy.
You have the right to be proud of your school.	You have the responsibility of helping to maintain the good reputation of the school by wearing the official school uniform correctly and behaving well at all times.
You have the right to learn in a well-organised school.	You have the responsibility of cooperating with school procedures and school organisation by being in the right place at the right time.
You have the right to be respected by staff and students.	You have the responsibility of showing respect to others, respecting their views and earning their respect.
You have the right to safeguard your property.	You have the responsibility of respecting school property and the property of others.
You have the right to be treated with honesty and to be told the truth.	You have the responsibility of being honest and truthful towards others at all times.
You have the right to be safe and secure whilst at school.	You have the responsibility of looking after your own health and safety and doing all you can to ensure the health and safety of others.
You have the right to be informed about what is happening at the school.	You have the responsibility of keeping your parents informed by taking home to them all official letters, newsletters, bulletins, etc.

STUDENT UNIFORM POLICY

"It is the responsibility of the school principal in consultation with the community to determine acceptable minimum standards of dress and grooming and to ensure that this information is conveyed to parents and students. If particular parents do not support the wearing of school uniform their wishes must be respected but a detailed written explanation should be presented."

It is important that all students take pride in their dress, their uniform and their school, and in a large school such as Prairiewood with its proximity to a large retail centre, uniform provides a ready means of identification and belonging and is therefore, a significant element in relation to the safety and security of all students. Those not in uniform draw attention to themselves as possible trespassers on school property.

The requirement to wear uniform assists all families to send their children to school in affordable attire that is attractive and functional thus avoiding the heavy costs associated with keeping up with constantly changing fashion trends.

The community makes general assumption and judgments of the school and those who attend it based on many factors. Presentation and general behaviour are powerful elements in the setting of the reputation for our students so it is every student's duty to uphold and promote the name of the school in a proud and positive way.

The uniform policy at Prairiewood High School has the approval and full endorsement of the School Council, Student Representative Council, and Parents' and Citizens' Association and **is endorsed by the New South Wales Department of Education and Training as follows:**

Failure to meet established general standards of uniform, and the correct wearing of uniform, may prevent students from participating in excursions, sports visits and other representative events.

The principal has authority to take disciplinary action against students who persistently or deliberately breach the school uniform policy.

OUT OF UNIFORM: PROCEDURES

- Students out of uniform on any day **MUST** bring a note, DATED and SIGNED by the parent or guardian, with a brief explanation of the reason for being out of uniform.
- All students with a uniform note from home **MUST** report to their UNIFORM MONITOR during Roll Call. This is the roll call teacher. A pink school uniform pass will be issued and must be carried for the remainder of the day for presentation to staff, upon request.
- All staff have the duty to assist in the maintenance of high uniform standards.
- In cold weather, a white "skivvy" may be worn **underneath the official school uniform** with a school jumper or "sloppy joe". These undergarments are not to be exposed.
- Students OUT OF UNIFORM WITHOUT A NOTE from the parent/carer, may be placed on After-School Detention.
- Students out of uniform for exceptional reasons will be assisted by the HTSW.
- Parents of students facing hardship are welcome to contact the Head Teacher Student Welfare who is able to give assistance in such matters of uniform.

PRAIRIEWOOD HIGH SCHOOL UNIFORM

The school colours are green and yellow.

<p>JUNIOR GIRLS SUMMER UNIFORM (Years 7-10) Blackwatch tartan skirt and lemon blouse with school logo (available only at the school) Plain white socks above ankles Black leather shoes (no steel toed boots) Bottle green 'V' neck sloppy joe or school jumper (with school logo)</p>	<p>JUNIOR GIRLS WINTER UNIFORM Same as for summer, with the addition of: Black pantyhose Plain bottle green slacks</p>
<p>JUNIOR BOYS SUMMER UNIFORM (Years 7-10) College grey school shorts or trousers Lemon shirt with school logo (available only at the school) White socks above ankles with shorts Grey socks above ankles with trousers Black leather shoes (no steel toed boots) Bottle green sloppy joe or school jumper (with school logo)</p>	<p>JUNIOR BOYS WINTER UNIFORM Same as for summer, with the addition of: Long trousers – college grey Grey socks above ankles Bottle green school jumper (with school logo).</p>

<p>SENIOR GIRLS SUMMER UNIFORM (Years 11-12) Blackwatch tartan skirt and green blouse with school logo (available only at the school) Bottle green school jumper (with school logo) Plain white socks above ankles Black leather shoes (no steel toed boots)</p>	<p>SENIOR GIRLS WINTER UNIFORM Same as for summer, with the addition of: Plain bottle green slacks (instead of skirt) Black pantyhose Bottle green school jumper (with school logo)</p>
<p>SENIOR BOYS SUMMER UNIFORM (Years 11-12) Same as for Juniors, but green shirt with school logo (available only at the school) Bottle green school jumper (with school logo) Black leather shoes (no steel toed boots)</p>	<p>SENIOR BOYS WINTER UNIFORM Same as for summer with school tie College grey trousers with grey socks above ankles</p>

UNIFORM OPTIONAL EXTRAS:

- WINTER JACKET – Bottle Green/Yellow/White (with school logo)
- BOTTLE GREEN OR BLACK SCARVES may be worn in winter – no other colours.
- SUN PROTECTING HEADWEAR may be worn out-of-doors.
- A *WHITE SKIVVY* may be worn underneath the official school blouse/shirt **ONLY** if a jumper **OR** sloppy joe is worn on top. Undergarments are not to be exposed on forearms or below jumpers/sloppy joes.

SPORTS UNIFORM for GIRLS and BOYS

The PHS sports uniform (shirt and shorts) can only be purchased at the school (not available in stores).

For health and safety reasons, students involved in sports and PE activities **MUST** wear separate sporting attire. Persistent failure to follow this requirement will lead to detention.

Football socks and parts of the sports uniform may not be worn as regular non-sport school uniform. However, Regional or Zone white and green Representative Sporting Team jacket/jumpers are acceptable as well as Zone Blues jumpers.

Joggers are only to be worn during sport/PE specific times.

SPECIAL NOTES

- Department of Education and Training regulations insist that students wear adequate protective leather footwear during all practical lessons. **Thongs, soft topped sports shoes, sandals and other open toed shoes are banned for safety reasons.** Parents and students are reminded of the need to consider this matter when purchasing footwear for school use.
- Jewellery is generally not permitted. However, a watch and stud/sleeper earrings may be worn as well as religious jewellery that is not overstated.
- **NB. Oversized hooped and pendent earrings** are banned along with **facial/tongue piercings** on the grounds of OH&S.
- Outrageous/extreme hairstyles and colouring are unacceptable.
- Football socks and other parts of the sports uniform may **not** be worn as school uniform, but *Regional or Zone white and green Representative Sporting Team jackets/jumpers* are acceptable.

The Prairiewood High School shirts, blouses, skirts, woollen jumpers, fleecy sloppy Joes, windcheater style jackets and the sport/PE uniform (shirt and shorts) are only available at the school due to their unique styling. This is a security measure put in place to safeguard our students. Please do not purchase look-a-likes as they do not measure up.

For information regarding the operating hours of the Uniform Shop, please contact the office (9 725 5444) during office hours of 8:15 am – 3:15 pm. Hours may vary according to levels of demand throughout any term.

STUDENT ACHIEVEMENT AND BEHAVIOUR LEVELS SCHEME

This revised policy has a positive focus for students and is designed to reflect each student's participation and achievements (as well as non-participation) in teaching and learning programs, extra curricular activities, and in relation to other experiences and opportunities offered beyond the classroom.

- The focus is on the positive not the negative.
- The responsibility for behaviour is with the student
- Movement up and down levels is based on achievement of goals not on amounts of time.
- Expectations are constantly reinforced
- Progression up the merit levels is determined by 'better' rather than 'more' participation in multiple extra curricular activities.
- Positive levels also include tangible rewards – especially for boys
- Students are not rewarded for meeting minimum expectations

LEVEL	DESCRIPTIONS
Platinum	o Exemplary commitment to school life over several years
Gold	o Outstanding effort and growth over a number of years
Silver	o Sustained effort and growth over a number of years
Bronze	o Continued effort and growth over a number of years
Principal's Award	o Demonstrated continued effort and growth
Year Adviser's Award	o Meeting expectations and striving for growth
ZERO	o Meeting whole school expectations (both classroom and playground)
Level 1	o Failure to meet classroom expectations
Level 2	o Failure to meet classroom expectations o Failure to meet expectations in 3 subjects o Breach of school policy
Level 3	o Failure to meet school expectations o Serious breach of expectations
Level 4	o Warning of suspension o Serious breach of school policy

Level 5	<ul style="list-style-type: none"> o <i>Suspension</i> o <i>Failure to meet school expectations on Level 4</i> o <i>Serious breach of school / DET policy</i> <p>*** Note: An important change here is that students returning from suspension will no longer be automatically placed on a discipline level card. Instead, these students will enter into a good behaviour "contract" which will be determined at the suspension resolution meeting. (Placement on a level card may occur for any new problems – according to discipline policy.)</p>
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Reward Levels	How does the student achieve this level?	What will happen?
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<p>ZERO</p> <p><i>Students are meeting whole school expectations (both classroom and playground)</i></p>	<p>This is the level where all students begin.</p>	<ul style="list-style-type: none"> • Participate in all school activities • All rights and responsibilities are available.
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<p>YEAR ADVISER'S AWARD</p> <p><i>Students are meeting expectations and striving for growth.</i></p>	<p>20 merit cards across 4 different subjects</p> <p>= 1 Year Adviser Award</p>	<ul style="list-style-type: none"> • All rights and responsibilities are available • Positive letter home to parents • Presentation of Year Adviser's Award in roll call • Year Adviser's Award for portfolio
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<p>PRINCIPAL'S AWARD</p> <p><i>Students have demonstrated continued effort and growth.</i></p>	<p>5 Year Adviser Awards</p> <p>= 1 Principal's Award</p> <hr/> <p>4 Year Adviser Awards</p> <p style="text-align: center;">+</p> <p style="text-align: center;">20 extra points</p> <p>= 1 Principal's Award</p>	<ul style="list-style-type: none"> • All rights and responsibilities are available • Positive letter home to parents • Presentation of Principal's Award at a formal assembly by the Principal • Principal's Award for portfolio • Celebration BBQ at the end of Term 2 • Publish the new recipients of Principal's Awards in the monthly bulletin • Term 4 Reward Day.
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<p>BRONZE AWARD</p> <p><i>Students have demonstrated continued effort and growth over a number of years.</i></p>	<p>15 Year Adviser Awards</p> <p>= 1 Bronze medallion</p>	<ul style="list-style-type: none"> • All rights and responsibilities are available • Positive Bronze letter home to parents • Bronze certificate for portfolio • Individual notification of level in the monthly bulletin • Presentation of Bronze Medallion at Semester 1 and 2 Presentation Evenings • Celebration Pizza day at end of Term 2 • Term 3 Reward Day • Term 4 Reward Day.
	<p>13 Year Adviser Awards + 40 extra points</p> <p>= 1 Bronze medallion</p>	
Reward Levels	How does the student achieve this level?	What will happen?

<p>SILVER AWARD</p> <p><i>Students have demonstrated sustained effort and growth over a number of years.</i></p>	<p>30 Year Adviser Awards</p> <p>= 1 Silver medallion</p>	<ul style="list-style-type: none"> • All rights and responsibilities are available • Positive Silver letter home to parents • Silver certificate for portfolio • Feature article about the student in the monthly bulletin • Presentation of Silver Medallion at Semester 1 and 2 Presentation Evenings • Invitation to the Leadership Morning Tea with the Principal terms 1 and 3 • Term 2 Reward day • Term 3 Reward day • Term 4 Reward day.
	<p>28 Year Adviser Awards + 40 extra points</p> <p>= 1 Silver medallion</p>	

<p>GOLD AWARD</p> <p><i>Students have demonstrated outstanding effort and growth over a number of years.</i></p>	<p>45 Year Adviser Awards</p> <p>= 1 Gold medallion</p>	<ul style="list-style-type: none"> • All rights and responsibilities are available • Positive Gold letter home to parents • Gold certificate for portfolio • Feature article about the student in the monthly bulletin • Presentation of Gold Medallion at semester 1 and 2 Presentation Evenings • Invitation to the Leadership Morning Tea with the Principal terms 1 and 3 • Term 2 Reward day • Term 3 Reward day • Term 4 Reward day.
	<p>41 Year Adviser Awards + 80 extra points</p> <p>= 1 Gold medallion</p>	

<p>PLATINUM AWARD</p> <p><i>The student has demonstrated exemplary commitment to school life over several years – awarded by Principal.</i></p>	<p>60 Year Adviser Awards + Principal's Recommendation = 1 Platinum Award</p>	<ul style="list-style-type: none"> • All rights and responsibilities are available • Positive Platinum letter home to parents • Platinum certificate for portfolio • Feature article about the student in the monthly bulletin • Presentation of Platinum Medallion at semester 1 and 2 Presentation Evenings • Invitation to the Leadership Morning Tea with the Principal terms 1 and 3 • Term 2 Reward day • Term 3 Reward day • Term 4 Reward day
	<p>58 Year Adviser Awards + 40 extra points + Principal's Recommendation = 1 Platinum Award</p>	

Discipline Levels	How does the student achieve this level?	What will happen?
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<p>LEVEL 1</p> <p><i>The student has:</i></p> <ul style="list-style-type: none"> • failed to meet classroom expectations. 	<p>Move on:</p> <ul style="list-style-type: none"> • Placed on Level 1 by a teacher for an individual class issue. <p>Move off:</p> <ul style="list-style-type: none"> • Meets behaviour targets for 6 consecutive lessons. 	<ul style="list-style-type: none"> • Participate in whole school activities • Loss of privileges in a faculty • Individual seat imposed by teacher • Classroom behaviour contract (level card) • Targeted behaviours negotiated with teacher and listed. • Teacher and student record a comment for each lesson. • Placement on Level 1 incurs a demerit.
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<p>LEVEL 2</p> <p><i>The student has:</i></p> <ul style="list-style-type: none"> • failed to meet faculty expectations • been placed on 3 Level 1 cards • breached school policy 	<p>Move on:</p> <ul style="list-style-type: none"> • Placed on Level 2 by a Head Teacher for failing to respond to Level 1 intervention • Serious school misbehaviour. • Placed on Level 1 for 3 separate subjects. <p>Move off:</p>	<ul style="list-style-type: none"> • Participate in whole school activities • Loss of privileges in a faculty • Level 2 card monitored by Head Teacher. Student mentored across curriculum and signed daily by parents. • Placement on Level 2 incurs demerits.
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	<ul style="list-style-type: none"> Meets behaviour targets for 5 – 10 days (with HT monitor’s discretion) 	
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<p>LEVEL 3</p> <p><i>The student has:</i></p> <ul style="list-style-type: none"> failed to meet school expectations participated in a serious breach of school policy 	<p>Move on:</p> <ul style="list-style-type: none"> Lack of improvement on Level 2 Placed on Level 3 by Head Teacher for serious breach of school policy. <p>Move off:</p> <ul style="list-style-type: none"> Meets expectations for 10 complete consecutive days. 	<ul style="list-style-type: none"> Suspension of all privileges Lose ability to participate in whole school activities Head Teacher telephones parents. Head Teacher mentor monitors Level 3 card across the school Level 3 card is signed daily by parents. Level 3 incurs demerits.
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Discipline Levels	How does the student achieve this level?	What will happen?
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<p>LEVEL 4</p> <p>Warning of Suspension</p> <p><i>The student has:</i></p> <ul style="list-style-type: none"> failed to meet school expectations on Level 3 participated in a serious breach of school policy. 	<p>Move on:</p> <ul style="list-style-type: none"> Failed to respond to support on level 3 card. Placed on Level 4 by Deputy Principal for serious breach of school policy. <p>Move off:</p> <ul style="list-style-type: none"> Meets expectations for 15 complete consecutive days. 	<ul style="list-style-type: none"> Suspension of all privileges Lose ability to participate in whole school activities Deputy Principal monitors Level 4 card across the school Level 4 card is signed daily by parents. Level 4 incurs demerits.
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<p>LEVEL 5</p> <p>Suspension</p> <p><i>The student has:</i></p> <ul style="list-style-type: none"> failed to meet school expectations on Level 4 participated in a serious breach of school / DET policy. 	<p>Move on:</p> <ul style="list-style-type: none"> Failed to respond to support on Level 4 card. Placed on Level 5 by Principal for serious breach of school / DET policy. <p>Move off:</p> <ul style="list-style-type: none"> Suspension resolution completed (parent interview, counsellor evaluation – if required). 	<ul style="list-style-type: none"> Suspension of all privileges Lose ability to participate in whole school activities Level 5 incurs demerits. Once resolution interview with parent and student is completed, the student will be placed on a Student Improvement Plan for monitoring after return to school.
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PUBLIC RECOGNITION OF STUDENT ACHIEVEMENT.

P&C AWARDS

The PHS P&C is a strong supporter of student achievement. Of special importance is the award of the Greta Dowd Scholarship to a girl and boy student continuing their studies in to Year 12 on the basis of their outstanding levels of achievement and effort across a number of areas over the course of their time at PHS. As well, the P&C acknowledges outstanding achievement in a broad range of extra-curricular activities by financially supporting students who represent the school at elite/exceptional levels of competition/commitment.

STUDENT LEADERS INVESTITURE CEREMONY

Students who have been elected to leadership positions by the student body are publicly invested in their office at a special formal ceremony in early term four of each year. The Prefects, (including School Captains and Vice-Captains) are determined by the Year 11 cohort and staff; the Student Representative Council members are elected by each year's cohort; whilst the Sports Council Student leaders are elected by the respective members of each of the school Houses of Goolagong, Fraser, Hollows and Bradman. The Student Leadership Committee is responsible for this prestigious ceremony.

QUIET ACHIEVERS AWARDS

These awards are issued *twice each year* at a special ceremony with peers, school staff and parents invited to attend. They are based upon teachers' recommendations and are awarded to students who deserve recognition for their outstanding effort in classwork and schoolwork. Principals' awards, Bronze Medallions, and other Certificates of Recognition will be presented at these ceremonies. The typical student receiving this award will have demonstrated a conscientious, diligent and sustained approach to his/her studies throughout a semester. Year Advisers and their Assistants are responsible for these award ceremonies.

ANNUAL SPORTS AWARDS

Although students receive ongoing acclaim for participation and outstanding achievement across all sports, throughout the year via our regular assemblies, it is the annual school sports awards ceremony, held in term four, that gives high status recognition to sustained effort, application and achievement by our outstanding athletes as well as whole team achievement by the sporting houses. The PDHPE Faculty is responsible for this outstanding awards ceremony.

THE ANNUAL PRESENTATION EVENING

This very special evening takes place at the end of each year to celebrate outstanding achievement by students across the curriculum. Recognition is paid to students for high achievement in courses as well as citizenship, attendance and all round performance to an audience of parents, friends, staff and specially invited guests. The Presentation committee is responsible for this very important whole school ceremony.

FIRST AID

Although the school does not have doctors or nurses on staff, some teachers and SAS staff are first aid trained and available to attend any student who requires treatment for injuries or illnesses that develop at school. **Please do not send a sick child to school!**

If an ambulance needs to be called to attend to your child, the cost is covered by the school's insurance policy.

Please note the following general procedures:

- Students who are sick **and not physically injured** should report to the school office. The sick student is to have a note from the class teacher, preferably written in the school diary. Where possible s/he should be accompanied by another student.
- Physically injured students should not be moved from the place of injury until a staff member has been notified and first aid personnel have attended. If necessary, the injured student will be transported to the first aid room by wheelchair or crutches. In more serious cases, an ambulance will be called.
- In accordance with the Occupational Health and Safety policy, the school staff will keep a register of those students who have reported as ill and/or injured each day.

As a general rule, with limited space for sick students to be adequately cared for at school, office staff are instructed to contact the parent/carer to come to the school and take the unwell student home. **It is in the interests of all students if parent and emergency contact information is kept up to date. Please inform the office of changes ASAP.**

Please note that school staff are trained to first aid certification and are not authorised to dispense any medications without prior arrangement (see below). This includes the issue of such medication as paracetamol for headaches.

MEDICAL CONDITIONS / MEDICATION at SCHOOL

On enrolment, the parent/carer is required to hand in a completed medical information form for each child enrolled.

Parents should notify the school in writing of any illness or disability that may occur during the year so that staff are informed and appropriate action can be taken if necessary. Any such written communication should be addressed to the Principal or Head Teacher Student Welfare. In some cases, parents may need to make an appointment to speak with the Head Teacher Student Welfare so that an appropriate health care plan can be devised in consultation with parents and in some cases, treating medical practitioner. Doctor's certificates, specialist's reports and/ or other health assessments may need to be presented at this meeting.

NO MEDICATION is to be carried at school by any student without approval from the Head Teacher Student Welfare.

THE SUPPLY OF PRESCRIPTION DRUGS TO ANY STUDENT BY UNAUTHORISED PERSONS IS ILLEGAL. SERIOUS PENALTIES APPLY.

All tablets and medicines are to be labeled with your child's name, roll class and dosage and handed to the School Assistant in charge of the clinic at the school office. It is the responsibility of the student to come to the office at the agreed times to collect the medication.

Please be assured that the school takes your child's privacy seriously and any information provided will be used to ensure that the best possible health care and/or academic plan is developed.

SPORTING INJURIES

From time to time no-fault injuries occur to students, especially in games that are high impact. Regular training with students carrying out warm-up and cooling-down exercises before and after games will help to minimize these injuries.

In the rare event of such injuries occurring, parents are strongly encouraged to take-out personal, private insurance. The DET / Prairiewood High School does not have general accident insurance for all students as the cost is prohibitive for a student body of this size.

The school however, does have insurance for ambulance services. Families receiving ambulance bills for injuries suffered by their child at PHS should just send them to the school office.

PHOTO/MEDIA PERMISSION and THE RIGHT TO PRIVACY

Throughout any school year, opportunities arise that promote Prairiewood High School to the local and wider community.

In any year, PHS students may appear on Sydney morning television, in newspapers and in special educational media publications.

Given the strong likelihood of such opportunities arising, it is necessary for the parent/guardian/carer of students of PHS to waive their right to privacy in respect of the provision by the school of the following:

- Student names,
- promotional photographs of students; and,
- information relating to the reason for the student being involved in the promotion.

In all cases, no further information will be made available in accordance with your Right to Privacy.

At all times, you will have the right to withdraw in writing, such permission.

STUDENT LEADERSHIP PROGRAM

The PHSSLP is designed to deliver a program of leadership skills to three specific groups – School Prefects, Student Representative Council and Sports Council. A staff mentor, a member of the executive, and the deputy principal support each group.

Whole year programs of student activities are devised and executed by the different leadership groups according to their specific school focus. That is, the school prefects are “our ambassadors”, the student council representatives are “our voice”, whilst the sport council leaders are “our spirit”.

STUDENT DISCIPLINE POLICY

Prairiewood High School has a strict and structured code of discipline, from which guidelines are set to address unacceptable and inappropriate behaviours in order to provide a positive learning environment for all students. Our **Discipline Levels Scheme** applies to all students in Years 7 to 12 as a means of reinforcing the school's discipline policy by providing teacher monitoring, encouragement and support to students who choose to exhibit unacceptable behaviours.

The School Discipline Policy supports the NSW Department of Education and Training's policy on suspension and expulsion of school students (2005).

https://www.det.nsw.edu.au/policies/student_serv/discipline/susp_expul/PD20020014.shtml

In addition to lunchtime detentions, which may be imposed by teaching staff, the any member of the school executive may place a student on **After-School Detention** (held on Wednesday and Thursday afternoons from 2.45 until 3.30pm). *Failure to attend a detention without just cause will lead to automatic placement on a level.*

LATENESS/TRUANCY/POOR ATTENDANCE

Regular attendance at school is vital if students are to reach their full potential, both academically and socially. For students under 15 years of age, attendance at school is compulsory under the Education Act 1990. It is the responsibility of parents to ensure that their child attends school on a regular basis. If a student is unable to attend school due to illness or urgent family business, a note is required to be given to the roll teacher on the day of return. This note is to include the reason for the absence as well as the period of absence. An absence that is unexplained after 7 days (that is, no explanatory letter has been sent to the roll teacher) or is the result of truancy will be considered "unjustified" on the child's attendance record.

Students who are persistently late to school will be placed on After School Detention.

Prairiewood High School students are not permitted to loiter in the Stockland Centre, especially on the way to or from school. The school has close ties with the Stockland Management and if any students are found loitering or causing trouble **the school will be notified**. The Management will, as appropriate, involve the Police in any problem situations, which may arise.

Parents/carers need to note that the access gate between the school and Stocklands Mall is locked at 8:25 a.m. each morning. Students arriving after this time may only enter the school from the Prairievale Road main entrance.

A SPECIAL NOTE FOR PRELIMINARY AND HIGHER SCHOOL CERTIFICATE CANDIDATES IN YEARS 11 AND 12:

Yr 11 and 12 students who are absent on days where assessment tasks have been set **MUST ALSO** follow the requirements of the Board of Studies as identified in their Assessment Booklet in addition to the requirements outlined in the previous section.

Students in Years 11 and 12 are considered "post compulsory" students and as such have **chosen** to continue their education at school. In the interest of delivering uninterrupted lessons and in doing so maximize learning outcomes, senior students arriving late on any day will be directed to an area of minimal supervision until the bell rings for the end of the period. It will be their responsibility to catch up on missed work. Those students exhibiting a

habit of lateness will be interviewed by senior staff and could face disciplinary measures if the pattern persists.

As well, NO senior student is permitted to leave the school grounds during their school day. Early departure is permitted following the last scheduled period of the day. Late arrival involving the missing of roll call is only permitted for Yr 12 on days where scheduled lessons commence after period 1. There is no such facility for any Year 11 student.

Senior students having scheduled non-class periods in their timetable are expected to use it wisely for study or assessment preparation.

SMOKING

Smoking is banned in all government schools. A student caught smoking or in the company of smokers will be given an After School Detention as a warning of suspension and a levels card. A second offence will lead to suspension for repeated disobedience.

PROHIBITED WEAPONS

The use or possession of a prohibited weapon, firearm or knife **will** lead to suspension. To ensure the safety of all students and staff, the following weapons are banned from being brought to school:

• Firearms of any kind	• knives of <i>any</i> type or machete
• any imitation or replica of a firearm	• spearguns
• catapults or slingshots	• knuckle dusters
• studded gloves or sap gloves	• whips of any kind
• blow guns or any other similar devices capable of projecting a dart	• Kung fu sticks or nunchuku
• batons of any type	• mace
• any other implements as outlined under State laws	• any defence or anti-personnel sprays that are capable of discharging
• syringes (students who need to use syringes for medical purposes must notify school staff and a register will be kept.)	• irritants in liquid, gas or powder form
▪ Any other implement or device as outlined in <u>Appendix 1</u> , The Weapons Prohibition Act, at the end of this document.	

NOTE: *The Principal may impose a long suspension for the use of an implement as a weapon, threatening to use a weapon or using a replica weapon to threaten or intimidate.*

CRUELTY TO ANIMALS

Students must at all times act responsibly towards animals, whether they are encountered during studies in Agriculture, in other classrooms or in the playground at school, or on school excursions. Actions involving **ill-treatment** such as tormenting, beating, kicking, over-riding, wounding or overloading any animal is prohibited and any student involved will face **very serious consequences**.

Assistance for a wounded animal can be sought from the R.S.P.C.A., W.I.R.E.S. or the Sydney Metropolitan Wildlife Service. Complaints of ill treatment of an animal will be referred to the Police, R.S.P.C.A. inspectors, or National Parks and Wildlife officers. If found guilty, the Act provides for penalties up to two years in jail and fines up to \$4,000.

BANNED ITEMS

In the interest of peace, safety and security, it is **inappropriate** for the following items to be brought to school. Any breach of this rule will result in the item being confiscated and disciplinary action being taken.

Personal audio players and electronic devices for example but not limited to:			
▪ CD players, Mp3 players etc	▪ Laser lights	▪ Pagers	▪ Mobile telephones*
Water bombs		Fireworks and other explosive items	

*Parents/carers who require their child to have a mobile phone for reasons of safety before and after school may **write a letter to the principal** requesting their child be permitted to have the phone at school under the following conditions:

- Requests from parents/carers must include the registration code which will be recorded in a school register;
- Parents/carers must update the supplied information as needed;
- Students will be issued with a laminated “mobile phone permission card” at student’s cost, that is to be produced upon request, by a staff member;
- Phones are not to be used to send or receive spoken, visual or text messages during the school day, with special emphasis on the following;
 - Phone usage in classes will result in disciplinary action;
 - Possession of mobile phones in examinations will result in cancellation of papers and other strong disciplinary action;
 - Students are not permitted to loan their phones to other students whilst at school;
- Students who use their mobile phones to bully, harass or intimidate other students will face serious disciplinary action;
- students will be totally responsible for the safe and responsible storage of their phones at all times.

Parents needing to contact their child during school hours should phone the office on 97255444 and ask to speak to the principal or deputy principal. In the interest of safety, messages to students from people other than parents/carers are not permitted during school hours.

NB All students and staff have the right to privacy in regard to the unauthorised use of personal information or identity.

The use of any item to capture a person’s image, or record voice without permission invades this right.

Person’s abusing this right could face serious disciplinary action.

BULLYING, TEASING and HARASSMENT

Bullying, teasing and harassment of other students (e.g. repeated flicking, tripping or punching a student; repeated name-calling; making up stories or rumours about a student and then making fun of them; or making smart, rude, offensive, sexually explicit or other

worrying comments about students or members of their family) is **TOTALLY UNACCEPTABLE** and reports of such incidents will be treated in a very serious manner by all staff.

**No student should have to put up with being bullied.
If it occurs, please TELL A TEACHER!**

This type of anti-social behaviour usually involves physical, verbal or psychological intimidation (“hassling” and other persistent annoying actions), which may include any or all of the following:

• teasing	• making threats	• making offensive gestures	• pushing/assaulting
• gossiping	• excluding to punish	• spreading malicious rumours	• damaging property
<ul style="list-style-type: none"> • hitting, punching, kicking or touching which is ongoing and annoying • showing intolerance, teasing and taunting; • being aggressive /or intimidating toward someone • making offensive or worrying comments (racial, religious, personal, sexual) • swearing, spreading rumours, making accusations, disruptive behaviour • using unacceptable body language, gestures, mannerisms towards someone 			

All of these forms of harassment and bullying are unacceptable and will be treated seriously as a breach of the Student Welfare Policy and school discipline procedures.

Students who engage in antisocial and unacceptable behaviours will be placed on a Level 4 Discipline Card (Warning of Suspension) by the Deputy Principal and be referred to the school counsellor. **If this unacceptable behaviour continues, a suspension will be imposed.**

SEX-BASED HARASSMENT

The Department of Education and Training is committed to a policy of equal educational opportunity for all students. It recognises that sex-based harassment can deny equality of opportunity and can result in an offensive and stressful workplace or learning environment for those who are subjected to it. **Sex-based harassment is therefore, unacceptable.**

Sex-based harassment is a form of discrimination based on sex and is therefore, prohibited under the Anti-Discrimination Act and Sex Discrimination Act. It involves verbal or physical conduct or a sexist or sexual nature, which is uninvited, unwelcome, intimidating and/or offensive. It is another form of bullying.

It may involve:

- suggestive remarks or innuendo, demeaning comments or jokes.
- displays of offensive pictures or illustrations, obscene gestures.
- continuing or unwelcome phone calls.
- unwelcome and uninvited physical contact.
- subtle pressure for sexual activity or demands for sexual favours.

...as well as any of the following behaviours, which may constitute a criminal offence:

- threatening or menacing behaviours.
- indecent exposure.
- obscene telephone calls
- harassing text/SMS messages.

All incidents involving sex-based harassment should be reported immediately to the Principal or Deputy Principal. Serious incidents of a criminal nature will also be reported to the Police

DETENTIONS

LUNCHTIME DETENTIONS

Students may be placed on a “one-half” lunchtime detention, for failing to follow teacher instructions in the class or playground. There will be no detentions issued for recess. Student who fail to attend a lunchtime detention may be placed on a further lunchtime detention by the staff member OR an after-school detention by a Head Teacher.

AFTER-SCHOOL DETENTION (Wednesdays and Thursdays 2:45 – 3:30 pm)

Students are placed on After School Detention for unacceptable behaviour or conduct and other breaches of school policy including disobeying teacher instructions, persistent lateness, truancy, failure to bring PE uniform and non-appearance at lunchtime detentions. Families are given a minimum of 24 hours notice in order to make the necessary arrangements.

The process for placing students on after school detention is as follows:

- When a breach of school policy occurs, the student will be given a letter to his/her parents explaining when the detention is to take place and why it is necessary;
- Head Teachers, the Deputy Principals, and the Principal place students on this detention;
- The student is expected to hand deliver the detention to the parent/carer;
- The parent is requested to sign the tear-off section of the letter and return it the next day with the student.
- Parents/carers requiring postponement of a detention are to have their child present a letter of explanation to the deputy principal, before recess on the day of the detention.
- Students on detention write out the school code or other materials to reinforce desired behaviours.
- A student who misses a detention due to approved absence or school commitment **will be automatically placed on detention for the following week**. A FURTHER DETENTION LETTER WILL NOT BE ISSUED. It is the responsibility of the student to present him/herself at this next detention given the following.

Students have the following sources of information regarding postponed detentions:

1. This Student Welfare Policy publication;
 2. The initial detention;
 3. Inclusion of names of students on ASD on Daily Notices – read at roll call;
 4. Lists of students on detention displayed on the door of the deputy principal.
- A student who attends school on the detention day yet fails to attend an after-school detention without just cause will be placed on a discipline level card to the value of one level above his/her current level. A further detention is not issued.
 - A student who persistently misbehaves and/or disrupts an after-school detention may be placed on a principal’s detention or suspended from school depending upon the level of disruption.

PRINCIPAL’S ONE HOUR DETENTION (Tuesdays 2:45 – 3:45 pm)

For :

- students who misbehave during Wednesday or Thursday detention; and,
- senior students who intentionally fail to attend extended study.

Failure to attend the Principal’s detention will result in *automatic* suspension for persistent disobedience. Note: extreme disruption to detention will result in suspension.

DISCIPLINE LEVELS SCHEME

HOW THE SCHEME WORKS

1. Students in years 7-10 are placed on one of six levels from 0 - 5, with all students starting on Level 0 and progressing through the levels if misbehaviours are not addressed satisfactorily. Senior students in Years 11 and 12 are either on Level 0 or Senior Card.
2. Only members of the School Executive can place students on a Discipline Level Card.
3. The progress of students on Levels 2, 3 and 4 is monitored daily by a member of the school executive. A parent signature is required to acknowledge that teacher comments and student progress has been checked each day. (Overall, the placement of students on levels is monitored on a weekly basis, by Year Advisers.)
4. The Principal or Deputy Principals will accelerate the movement of any student at any time if the student shows a lack of commitment to improving attitude and behaviours.
5. If the situation warrants, students may be placed directly onto higher levels of discipline by members of school the executive, with student placement on level four (Warning of Suspension) only being done by the senior executive.
6. Every levels card has a Letter to the Parent that outlines the special features of that level and the reason/s for its issue. In most cases, these levels cards are issued to the student for hand-delivery to the parent. This provides opportunity for the child to discuss their problem/s with the parent and is a character building exercise.
7. Parents/carers are welcome to contact the school at any time to discuss their child's progress.

AIMS

1. To establish a discipline scheme that will be effective in a large school and that is progressively reinforcing.
2. To make students clearly aware of their conduct and to make them accept responsibility for modifying behaviour that is not acceptable to the community.
3. To inform parents of their child's conduct and to encourage them to help in modifying unacceptable behaviour.
4. To ensure that counselling and remediation is used at every level to maximise opportunities for improvement. Every teacher and each parent is given the opportunity to be involved in trying to help the student at the various levels.
5. To ensure students are aware that consequences follow actions in all areas of life.
6. To show students that restoration is possible through choice, co-operation and compliance.
7. To support the NSW DET's policy on Suspension and Expulsion (2005).

LEVEL 0 – no card issued.

- All students commence at this level.
- Students on this level meet their responsibilities and enjoy all their rights by co-operating with others and respect their rights.
- Most students will never leave this level.
- It is expected that students will remain on this level and gain the maximum benefit from their education at this school.

LEVEL 1 - Initial "Warning" Level - no Discipline Levels Card issued

Students may be placed on this level if:

- teachers consider a student to be uncooperative; or
- students are causing problems in class or around the school in some of the following ways:

- disrupting other students or staff
- being rude or intolerant to other people
- poor playground behaviour
- being out of bounds
- interfering with the rights of others
- behaving in a discriminatory way.

What happens to students on this level?

- **A member of the school executive, usually a Head Teacher, will place a student on this level and explain the reason for doing so.**
- **Any student placed on after school detention is automatically on Level 1 with a warning that failure to attend detention without just cause will lead to automatic placement of the student on a Level 2 card.**

It is each student's responsibility to be aware of what is inappropriate behaviour and to choose to make a conscientious effort to remedy the problem. If no further reports of misbehaviours are made, in a period of TWO weeks then the student will return to Level 0. If further reports are made, then, depending on the severity of the problem, the student may be placed on a higher level.

Students who need assistance may talk to their year advisers, teachers, parents or the School Counsellor

WHAT HAPPENS WHEN A STUDENT IS PLACED ON A LEVELS CARD?

- Students on levels 2, 3 or 4 will be issued with a Daily Conduct Card, which will be monitored by a teacher or head teacher. This conduct card must be signed each lesson by the class teacher and by the student's parent/carer every day.
- Students will be informed about placement on a level by a member of the school executive who will counsel the student as to the behaviours necessary to return to level 0.
- A student's level will be reviewed after TWO or THREE weeks depending on the level. It is each student's responsibility to ensure that his/her conduct has improved sufficiently for the staff monitor or Discipline Levels Committee to recommend a return to Level 0 (or other lower level) at the time of review.
- A further week, or a higher level of monitoring will occur if:
 1. There is little evidence of improvement and poor behaviours continue to be chosen by the student
 2. Teacher reports are poor or non-existent because the student fails to present the card to the teacher at the beginning of the lesson / fails to collect the card at the end of the lesson / loses the card.
 3. A student repeatedly fails to bring his card to school or have his/her conduct card checked by the monitor.
- The Deputy Principal or Head Teacher monitoring a student may decide to seek a conduct, behaviour and work report from all his/her teachers. The Deputy Principal or Head Teacher may withdraw a student from class or the playground for continued

disruptive behaviour for short periods of time to reinforce required behaviours.

- Aspects of behaviour causing concern will be noted with some goals and strategies set to help a student to change his/her behaviour.
- A letter (on back of conduct card) advising of a student's placement on a Discipline Levels Card will be hand delivered to the student for presentation to the to parents. Parents will be invited to discuss the unacceptable behaviour with the issuing executive and may also be recommended to discuss the student's problems with the respective Year Adviser. All completed students' Daily Conduct Cards must be returned to school to be placed in the respective student's file.

LEVEL 2 (YELLOW CONDUCT CARD)

Students may be placed on this level as a result of:

- teachers concerned at little improvement in behaviour whilst on Level 1;
- repeated deliberate breach of school uniform policy and other school rules;
- being in the company of other students who are smoking;
- general misbehaviour that disturbs the learning of others.

LEVEL 3 (GREEN CONDUCT CARD)

An executive member will be place a student on Level 3,

- if there are multiple, unsatisfactory conduct reports whilst on Level 2. This will *indicate that* the student has continued to be uncooperative and/or ignore the rights of others.
- If the student has truanted or is frequently late to school;
- If the student demonstrates a serious inability to choose acceptable behaviour and conduct; or
- has returned to school following a suspension.

PLEASE NOTE:

- **A student placed on Level 3 may be excluded from involvement in non-classroom school activities (e.g. excursions, sporting as well as other special school events and competitions involving other school or community groups).** This restriction does not include school sports carnivals and sports gala days where all students are expected to attend as a normal school day.
- School Counsellor interview may be arranged.
- A student's placement on this level will be reviewed after TWO weeks. If there is no noticeable improvement, he/she will remain at this level for at least one more week OR be placed on Level 4 if behaviour choices are extremely poor.

**IT IS EACH STUDENT'S RESPONSIBILITY TO ENSURE THAT HIS
or HER CONDUCT IMPROVES SUFFICIENTLY FOR RETURN TO
LEVEL 0.**

LEVEL 4 ("WARNING OF SUSPENSION" - BLUE CONDUCT CARD)

A deputy principal *will monitor students on* this level and parent contact is required.

A student will be placed on Level 4 if:

- his/her conduct has failed to improve whilst placed on Level 3;
- first instance of smoking in school uniform in addition to receiving a detention (*smoking on school premises is prohibited by law*);

- he/she is involved in a serious breach of school policy such as minor cases of physically aggressive behaviour,
- is persistently disobedient (e.g. offensive language, insolence, verbal harassment or abuse directed at a staff member, persistent/serious instances of bullying / harassment of students, etc ...).

Automatic placement on this level will occur for the following offences:

- THEFT, VANDALISM or WILFUL DAMAGE to school or personal property
- MISBEHAVIOUR whilst travelling on the BUS to or from school
- PERSISTENT BULLYING or TEASING of other students
- FAILURE ATTEND DETENTION WHILST ON LEVEL 3 without just cause.
- DISRESPECT OF CANTEEN STAFF

Parents of students placed on Level 4 will be requested to contact the school for an interview. A referral to the school counsellor will be made.

Without exception, students on this level are not permitted to participate in any school excursions or events, nor participate in any school sporting teams or other competitions.

NOTE: A student will be suspended from school for repeated breaches of school policy while on level 4, the warning of suspension level. This includes failure to attend a detention without just cause.

SENIOR CARD – PINK CARD.

Students in Yrs 11 and 12 are models of attitude and behaviour to the junior school by virtue of their seniority. As such, they are expected to promote the school code in a positive and benevolent way. Misbehaviours by seniors are therefore, extremely disappointing and considered serious enough to warrant a special level card.

The period of review is TWO WEEKS for seniors on this card. Failure to show the required improvement in attitude and performance will result in suspension. Persistent misbehaviours could result in expulsion from Prairiewood High School for "Unsatisfactory Participation of a Post Compulsory Student".

Repeated failure to attend Extended Study will result in a Senior Card being issued as well as, principal's detentions.

SUSPENSIONS and EXPULSIONS (Level 5)

"All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, all schools will maintain high standards of student behaviour.

There will be cases of unacceptable behaviour where it will be in the best interests of the school community, and/or the student involved for the student to be removed from the school for a period of time or completely.

Suspension and expulsion are the options available to the principal in these situations."

-Suspension and Expulsion of School Students Procedures, NSW DET (2005).

For serious and/or repeated breaches of the School Code and /or School Discipline Policy,

the Principal may impose a **short suspension** or a **long suspension** according to the following guidelines:

SHORT SUSPENSION (up to and including 4 school days) may be imposed for:

PERSISTENT DISOBEDIENCE

This includes continued breaches of the School Discipline Code such as:

- Repeated refusal to obey staff instructions
- Acts of defiance by students;
- Persistent disruption to the learning of other students;
- Minor criminal behaviour related to the school including graffiti and minor vandalism;
- Use of alcohol or repeated use of tobacco by students.

AGGRESSIVE BEHAVIOUR

This includes but is not limited to:

- hostile behaviour directed towards students, members of staff or other persons including **verbal abuse** and **abuse transmitted electronically** such as by email or SMS text messages.

LONG SUSPENSION (more than four days / up to and including 20 school days) will be imposed for:

1. **Physical Violence:** Which results in pain or injury, or which seriously interferes with the safety and well being of other students and staff.
2. **Use or possession of a prohibited weapon, firearm or knife:** When the student uses or possesses a weapon, which is listed in Schedule One of the Weapons Prohibition Act (see Appendix); the student uses or possesses a knife (without reasonable cause); the student uses or possesses a firearm or replica of a firearm of any type.
3. **Possession or use of a suspected illegal substance:** Not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.

The principal may also impose a long suspension for a period greater than four days and up to and including twenty days for:

4. **Persistent misbehaviour:** Including repeated refusal to follow the School Discipline Code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.
5. **Use of an implement as a weapon or threatening to use a weapon:** When any item is used as a weapon (other than in point 3 above), in a way which seriously interferes with the safety and well being of another person. This includes an offensive implement which is anything made, or adapted for use to cause injury to a person.
6. **Serious criminal behaviour related to the school:** Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

EXPULSION

In serious circumstances of misbehaviour, the principal may expel a student of any age from the school. The principal may also expel a student of post compulsory age (15 years or over) for unsatisfactory participation in learning.

Prior to expulsion the student will be placed on a long suspension. If a resolution for expulsion is not achieved within twenty school days, a further long suspension may be imposed.

If a resolution for expulsion has not been achieved after two long suspensions and the student's behaviour is deemed beyond resolution, the principal and director of schools will apply to the Director-General of Schools to have the student expelled from all government schools.

The case of expulsion for unsatisfactory participation in learning by a student 15 years of age or older will be based on a documented pattern of non serious completion, non serious attempts to meet course objectives or non compliance with Board of Studies requirements for the award of a School Certificate or Higher School Certificate.

POINTS TO NOTE ABOUT SUSPENSION:

- **ALL** students suspended from school will be given a copy of the school's Student Welfare and Discipline Policy, plus an appeals form and a copy of the official Departmental document, "Procedures for the Suspension and Expulsion of School Students". As well,
- students who are placed on **short** suspension will be given a package of schoolwork to complete at home over the suspension period. This will be given to the student at the time of suspension. The issued work is to be completed and returned to the deputy upon resolution of the suspension.
- Students being placed on **long** suspension will be offered schoolwork to complete at home. Additional work will be provided upon request to the Year Adviser after the initial work has been returned to the school. It is the responsibility of the parent/carer to arrange for work to be collected and returned to the school during the time of the suspension.
- Senior students placed on short or long suspension from PHS and who attends TAFE is **not** suspended from TAFE and is expected to continue to attend scheduled classes.

APPEALS:

- Students and parent(s) or carer(s) may appeal if they consider that correct procedures for suspension have not been followed, or that an unfair decision has been reached.
- Appeals should be in writing, stating the grounds on which the appeal is being made and lodged with the director of schools for the Fairfield / Hoxton group.
- Some students, parent(s) or care (s) will require assistance in lodging an appeal. Student, parent(s) or carer(s) requiring assistance should be referred in the first instance to the school education office.
- School education area personnel will identify appropriate support people for the student, parent(s) or carer(s) if this type of assistance is requested. The nominated support person will assist the parent(s) or carer(s) to understand their right to, and process for, appeal.

Appeals can be made to the following officers:

1. **The school education area director** about the imposition of a suspension or a decision to expel a student from a particular school. The school education director may delegate the management of an appeal to an appropriate officer such as the student services officer. In all cases, however, the school education director must make the determination.
2. **The regional director** where a school education director has been so involved in a decision to suspend or expel a student from a particular school as to prevent him or her, on the grounds of procedural fairness, from deciding an appeal. In these cases, the regional director may ask another school education director to deal with the appeal.
3. **The regional director** about the decision of a school education director to decline an appeal relating to a suspension or an expulsion from a particular school. The regional director may delegate the management of the appeal to another suitable officer. In all cases, however, the regional director must make the determination.

SUPPORT PROGRAMS: School based

After-School Study Centre:

Students may be recommended for inclusion in this program following a parent request or teacher referral. This program, which operates from 3.00 until 5.00pm on Monday and Thursday afternoons, involves teachers providing tutorial assistance and support to students experiencing difficulty and also serves to provide a suitable study space for senior students in need. Further information about the after-school study centre is available from the Head Teacher Student Welfare.

Extended Study Program for Students in Years 11 and 12:

The extended study program is designed to assist Year 11 and Year 12 students studying Preliminary and Higher School Certificate Courses, with the ultimate goal being the achievement of satisfactory HSC Course outcomes. As part of the schools' support strategies for students experiencing difficulty in the senior years, those who are identified as not coping and falling behind in their assessment tasks and course work will be required to attend this program. **Attendance is compulsory** for students identified as having difficulties. Failure to attend Extended Study Afternoons will result in a Principal's detention being issued. As well, students will be placed on a senior card for repeated offences.

Peer Mediation:

Peer mediation is a conflict resolution strategy used as part of the peer support program. As part of the peer mediation program, one or two trained students lead other students through a structured process to resolve a dispute. Early intervention strategies such as peer mediation can reduce the likelihood of problems relating to violence, truancy and vandalism. Through peer mediation, students learn to resolve conflict using positive strategies, improve relationships with their peers and develop more successful decision-making techniques. Further information about the after-school study centre is available from the Head Teacher Student Welfare.

Peer Support:

The Peer Support Program focuses on developing communication and social skills, self-confidence and self-esteem. The program includes a 'buddy program' where older students team up with younger students to offer them support in settling into high school. Skills acquired as part of raising levels of self-awareness and self-esteem help students to resist peer group pressure and to make more appropriate choices when faced with difficult or complex situations.

Peer Tutoring:

The Peer Tutoring Program involves Year 10 students tutoring Year 7 students in reading across the curriculum areas. Year 10 tutors are trained by TAFE and are awarded accredited TAFE qualifications on completion of training. Year 7 students receive a Certificate of Participation. Further information about the after-school study centre is available from the Head Teacher Student Welfare.

Principal's Review Committee:

The Principal chairs this monthly meeting at which student progress across Years 7 to 12 is closely monitored. Detailed teacher reports, as well as student or parent interviews with the Year Adviser, HT Administration or Principal will be arranged for students causing concern. When a student is referred to the Principal's Review Committee, parents are notified. Students who are repeatedly referred to the committee will be offered a range of strategies to address their lack of progress. Students who fail to co-operate with these learning programs seriously jeopardise their chances of being awarded the School Certificate at the end of Year 10, the Preliminary Certificate for Yr 11 students and the Higher School Certificate for Year 12 students. **Post compulsory students who persistently do not participate their own learning face expulsion from the school.**

SUPPORT SERVICES: Community based

Students are encouraged, as and when needed, to access some of the additional welfare and support services, which are available in the community:

- HELPLINE 1800 55 1800
- Salvo Crisis Line 9 331 2000
- FLYHT (youth counselling) 9794 1700
- Drug and Alcohol Information & Counselling 1800 422 599
- Family Drug Support 1300 368 186

It is important to keep in mind that teachers and other staff at the school are always available to provide encouragement and support to students as well as provide appropriate recognition and praise for student achievement.

Teachers, year advisers, school counsellors, deputy principals and other staff are always happy to help you and to provide advice in times of need but, of course, you have to let someone know if there is a problem or concern. Generally, your child's Year Adviser would be the first person to approach for welfare related concerns.

CARS AND STUDENT SAFETY

In the interest of student safety, all drivers are required to obey the 40 kph speed signs around schools 8:00 a.m. - 9:30 a.m. as well as 2:30 pm – 4:00 pm on school days.

AS WELL, students may not be “dropped off” or “picked up” in staff or visitors’ car parks with the exception of students with disabilities. Special “stop and go” zones are in place at the front of the school for this purpose. Parents/carers are required to proceed to the furthest car space at the top of the zones as a measure of courtesy and safety for others. They are not available for parking.

Students must not enter the school via vehicle entrances. They are to use pathway entrances.

Unauthorised areas of the school bus bay MUST not be used to park in or pick up students.

Drivers must be wary of pedestrian crossings and allow students to fully cross before proceeding.

Students must use the safety road crossings at the hospital and traffic lights to cross the very busy roads of Prairievale / Lily and Polding and **not cross anywhere else**.

Students entering / leaving the school via Stocklands must exercise caution at all times and use the marked crossings and footpaths. Stocklands is a private property and is available for use by our students if they behave in a safe and responsible manner. This includes students who drive to and from school. Police will be called if students disregard these safety requirements.

Students are not permitted to park on school grounds, including the visitors’ car park, at any time.

SAFE USE OF THE PLAYGROUND

SAFETY / RESPECT / ENVIRONMENT

**Rough play is not permitted at any time.
“Rumbling and Tackling” IS ROUGH PLAY!**

Students are responsible for:

- conducting themselves in a safe and sensible manner;
- staying in bounds;
- keeping the playground clean and in proper order at all times;
- staying out of the buildings UNLESS they are:
 - going to class; including roll call at 8.25 am
 - seeing a teacher,
 - going to the office to make payments or seeing the Principal / a Deputy
 - accessing lockers between 8.15 – 8.25 am / 12.20 – 12.30 pm / 2.45 – 2.55 pm.
- Our school is on a very large site, so we have **Out-of-bounds Areas** that are identified by bright yellow lines painted on the ground as well as in-building areas. That is:
 - the area outside the library for all juniors unless they are going into the library; lunches are not to be eaten at the library entrance
 - all staff car parks
 - the farm, unless in the company of a teacher
 - fence areas
 - the field during recess and lunch 1
 - the walkway that leads from the canteen exit around the back of the hall
 - all garden areas; do not walk or sit on these areas
 - all upstairs areas in the buildings, the Maths and History/Language areas, ramps, all stairways during recess and lunchtimes.

During recess and lunch, students are not to enter or pass through the school building via the Maths and History doors. Students needing to see a staff member or have business with the office are to use the doors near Visual Arts.

Internal toilets are for use as follows:

- History/LOTE – Years 7 & 8 girls only
- English – Senior boys
- Social Sciences – Senior girls (key from Social Science Staff)
- Front Office – NOT to be used at recess or lunchtime – for use by students during class time with written permission from the class teacher. You must have a note.

External toilets –

- Under cover Industrial Arts area – girls and boys toilet blocks available
- Field – PE toilets – girls and boys toilet blocks available

In the Canteen Area. The following rules enable all students to have equal, orderly access to the canteen. Students are to -

- Line up in two lines from the gate at the bottom of the slope leading in to the canteen;
- Wait for the teacher on duty to direct students to the lines in front of the canteen windows;
- Stand behind the line – in two lines – until called to the window by a canteen worker;
- Exit canteen via the northern gates once served. No loitering;
- Only use the canteen if making a purchase;
- Only make personal purchases. Making purchases for friends restricts access for those who line up;
- Use their own money to make purchases and not hand around the canteen trying to borrow from others;
- Access the PE staff or hall via the field walkway and NOT use the canteen area;
- **To treat the Canteen ladies with the utmost respect and courtesy.**

The Undercover IA - raised bitumen area / basketball courts / shade areas:

- no games are permitted in the under cover area as there are too many students who sit here;
- keep clear of the area around the doors of the Languages area, the staffroom and the fire escape leading down from English;
- the upper bitumen area between the covered area and the grassed area may be used for handball ONLY
- students may not access the walkway around the Language/History rooms to go to the library. They are to walk around the outside of the building;
- Students in Yrs 7 & 8 are permitted to play handball ONLY on the basketball courts during recess, whilst Yrs 9 & 10 students have the same use during first half of lunch and Yrs 11 & 12 may use it during lunch 2.

The Front of the School:

- the front of the science and admin blocks are out-of-bounds during recess and lunchtime.
- Student entry to the office area via the front doors of the admin block is not generally permitted in order to reduce congestion in this very busy area.
- the Science-Admin and Admin VA quads are to be used for building access only;
- the external staircases to the Home Ec and Performing Arts blocks are out-of-bounds unless authorized and supervised by a staff member;
- the grassed area between the buildings and the fields are for quiet activities; no ball games are permitted in the interest of student safety;
- the Visual Arts – Industrial Arts area between the gates is to be used as a student thoroughfare only. In order to reduce congestion, students may not gather in this area.

The Field:

- is out-of-bounds during recess and lunch 1
- during lunch 2 – only non-tackle ball games are permitted IF played safely
- no students are to be on the field as observers to games
- footwear and shirts must be worn
- students may change into sports gear only, to play ball games during lunch 2
- the field is to be left in good order
- will be taken out of service if student behaviour becomes unsafe.

**AT ALL TIMES:
Students are to follow the directions of teachers in order to guarantee the safety of all students and provide an attractive, clean and hygienic environment.**

The School Farm:

Students may access the school farm **only** with a member of staff.

Wet Weather – the front of the school and outer playground areas become out-of-bounds.

Students may use the following areas

- Undercover IA area and canteen
- The main corridor area but NOT the stairs leading up to the library
- The library – the teacher librarian will need to limit numbers in the interest of safety

In the interest of health and safety, students using the main building during times of wet weather are required to:

- Remain seated and not wander up and down the length of the corridor
- Enter the main corridor by the VA doors only
- Leave the area clean and tidy after use.

**Respect Self – Respect Others
Violence, bullying and/or harassment will NOT
be tolerated.**

EXAMINATION RULES AND PROCEDURES

Examinations are held under controlled and supervised conditions. In addition to the general school policies and rules which apply to examination and testing activities, the following general rules apply to all candidates who sit for any examinations or tests in any school course:

1. Students are to be present at the times specified for the start of all exams.
2. Mobile phones and other unauthorised electronic devices are banned from all examinations. Students who disregard this rule will have their paper/s cancelled.
3. Students must bring all necessary equipment to satisfactorily complete the examination. No equipment will be loaned to students and under no circumstances will students be permitted to borrow other students' equipment during the examination. No paper or unauthorised examination aids taken in by a student are permitted in the exam venue.
4. Students must cooperate with, and follow the directions and instructions of, any supervising staff. No rudeness, impolite, discourteous or any other form of unsatisfactory behaviour will be tolerated under any circumstances.
5. Students must attempt all examinations/tests in full school uniform. Normal uniform monitoring procedures will apply.
6. There will be no chewing of gum, smoking, eating or drinking during any examination.
7. There is to be **absolutely no talking** once the exam venue or room has been entered and until students have left the exam room or building. No communication of any kind between students during the examination is permitted. By raising a hand and speaking quietly, students may ask questions to exam supervisors.
8. Students must quickly and quietly enter the exam room (as directed) and remain in their appointed seat until they are dismissed by their supervising teacher at the completion of the examination, at which time, they will leave the room in a quiet and orderly manner without causing any disturbance to others who may be still doing exams.
9. It is each student's responsibility to read the instructions to candidates CAREFULLY and ensure that all necessary papers are handed to the exam supervisor at the conclusion of the exam.
10. No student will be permitted to leave the exam room or venue during an exam or until after the scheduled completion time of the exam. Toilet breaks may be permitted during exams only in extreme circumstances.
11. Students must not cheat or copy in any way during an examination.
12. Misbehaviour during exams may lead to suspension.
13. If a student is absent for a scheduled exam, it is his/her responsibility to:
 - (a) Inform the school by telephone **on the morning of the exam** and inform the Head Teacher of the faculty concerned, AND
 - (b) Contact the appropriate Head Teacher to organise an alternate exam task and time to be scheduled and completed during the examination period, AND
 - (c) Immediately upon return to school students must provide a Doctor's Certificate for the day of the absence (to the appropriate Head Teacher) and /or an explanatory note from their parents (to the appropriate Head Teacher).

Any breach or violation of these rules and procedures will be considered as a non-serious attempt and the Head Teacher concerned will take appropriate action. This action will involve parent notification and may result in the award of zero marks for the exam. Students may appeal any such action in accordance with school policies and procedures. These rules apply to any school examination.

Code of Conduct Required of Parents and Other Persons.

Parents are expected to:

1. Treat all persons associated with the school with respect and courtesy
2. Keep clear of all buildings and entrances
3. Ensure their child/children are punctual to school
4. Make appointments in advance of expecting to obtain an interview
5. Leave the grounds when requested
6. Allow staff to supervise, investigate and manage students without interference
7. Make complaints about the school, staff or students through the correct procedures
8. Request permission to attend the school when they have a lawful excuse
9. Follow school procedures governing entry and behaviour on school grounds, including any restrictions that may be imposed.

This Code of Conduct is intended to ensure that students, staff, parents and other visitors are not subjected to behaviours that wound their feelings, arouse anger, resentment, disgust or outrage.

Any person contravening this Code of Conduct is advised that the provisions of the *Inclosed Lands Protection Act (1901) and its Amendments* will be followed given the following:

- Actual physical assaults or threatened physical assaults on students, staff, parents or community members at the school or during the course of school activities;
- Behaviour in a manner in the presence of students, staff, parents or other visitors to the school that causes alarm or concern to the students, staff, parents or other visitors;
- Use of offensive language (ie swearing) in the presence of students, staff or other visitors to the school;
- Any interruption to the learning environment of the school such as entering classrooms without permission;
- Persistent entry to the school site without permission or legitimate reason.

Any person contravening this Code of Conduct is advised that the provisions of the *Inclosed Lands Protection Act (1901) and its Amendments* may be enacted without any warning if there is cause to be alarmed or concerned by their behaviour. This will lead to banning from the school grounds and activities. Further action will include notification to the Police and the possible imposition of penalties, as outlined in the *Crimes Amendment (School Protection) Act*.

COMMENCEMENT OF THE CRIMES AMENDMENT (SCHOOL PROTECTION) ACT

The *Crimes Amendment (School Protection) Act* commenced on Monday 10 February, 2003. Parliament passed the law in December to reinforce the message to the community that schools are valued as special places and will be treated as such at law. Offences under the new Act are:

- (i) A person who assaults, stalks, harasses or intimidates staff or students on school property without causing bodily harm is guilty of an offence. Maximum penalty of 5 years imprisonment applies.
- (ii) A person who assaults, stalks or harasses a member of staff or a student entering or leaving school property for the purposes of school work or duty is guilty of an offence. Maximum penalty of 5 years imprisonment.
- (iii) A person who assaults staff or students on school property causing actual bodily harm is guilty of an offence. Maximum penalty of 7 years imprisonment.
- (iv) A person wounding or inflicting grievous bodily harm on a teacher or student on school property is guilty of an offence. Maximum penalty of 12 years imprisonment. This same penalty applies if the wounding occurs whilst a staff member or student is entering or leaving school premises.

Incidents between students will be dealt with in accordance with existing school discipline and welfare policies.

APPENDIX 1

WEAPONS PROHIBITION ACT 1998

SCHEDULE 1

1. Knives

1. A flick knife (or other similar device) that has a blade, which opens automatically by gravity or centrifugal force or by any pressure applied to a button, spring or device in or attached to the handle of the knife.
2. A ballistic knife that propels a knife-like blade of any material by any means other than an explosive.
3. A sheath knife that has a sheath which withdraws into its handle by gravity or centrifugal force or if pressure is applied to a button, spring or device attached to or forming part of the sheath, handle or blade of the knife.
4. An Urban Skinner push dagger or any other device that consists of a single-edged or multi-edged blade or spike that has a handle fitted transversely to the blade of spike and allows the blade or spike to be supported by the palm of the hand so that stabbing blows or slashes can be inflicted by a punching or pushing action.
5. A trench knife or any other device that consists of a single-edged or multi-edged blade or spike that is fitted with a handle made of any hard substance that can be fitted over the knuckles of the hand of the user to protect the knuckles and increase the effect of a punch or blow, or that is adapted for such use.
6. A butterfly knife or “balisong” or any other device that consists of a single-edged or multi-edged blade or spike that fits within 2 handles attached to the blade or spike by transverse pivot pins and is capable of being opened by gravity or centrifugal force.
7. A star knife or any other device that consists of a number of angular points, blades or spikes disposed outwardly about a central axis point and that are designed to spin around the central axis point in flight when thrown at a target.

2. Miscellaneous weapons

1. Any bomb, grenade, rocket, missile or mine (or similar device, such as tear-gas canister) that is in the nature of (or that expels or contains) an explosive, incendiary, irritant or gas, and whether or not it is “live” or has been deactivated. A “live” rocket must have a propellant charge of more than 100 grams, and a “live” missile must have an explosive or incendiary charge of more than 7 grams, for it to be a **prohibited weapon**.
2. A flame thrower that is of military design, or any other device that is capable of projecting ignited incendiary fuel.
3. Any advice that is designed to propel or launch a bomb, grenade, rocket or missile by any means other than by means of an explosive, including a device known as a PVC cannon.
4. A spear gun having an overall length (being the length of the spear gun when it is not loaded with a spear) of less than 45 centimetres.
5. A crossbow (or any similar device) consisting of a bow fitted transversely on a stock that has a groove or barrel designed to direct an arrow or bolt.
6. A slingshot (being a device consisting of an elasticised band secured to the forks of a “Y” shaped frame), other than a home-made slingshot for use by a child in the course of play.
7. A Saunders “Falcon” Hunting Sling, or any other device in the nature of a hunting sling, catapult or slingshot that is designed for use with, or a component part of which is, a brace that:

- (a) fits or rests on the forearm or on another part of the body of the user,
and
 - (b) supports the wrist against the tension of elastic material used to propel a projectile.
8. A blow-gun or blow-pipe that is capable of projecting a dart, or any other device that consists of a pipe or tube through which missiles in the form of a dart are capable of being projected by the exhaled breath of the user or by any other means other than an explosive.
 9. Any dart capable of being projected from a blow-gun or blow-pipe.
 10. A Farallon Shark Dart, or any other similar device that is designed to expel, on contact, any gas or other substance capable of causing bodily harm and which is reasonably capable of being carried concealed about the person.
 11. A dart projector known as the Darchery dartslinger, or any other similar device that is designed to project a dart by means of an elasticised band.
 12. A mace or any other similar article that consists of a club or staff fitted with a flanged or spiked head, other than a ceremonial mace made for and used solely as a symbol of authority on ceremonial occasions.
 13. A flail or any other similar article that consists of a staff or handle that has fitted to one end, by any means, a freely swinging striking part that is armed with spikes or studded with any protruding matter.
 14. A whip that has a lash which is comprised wholly or partly of any form of metal.
 15. A whip known as a cat-o'-nine-tails, or any other whip that consists of a handle to which there is attached any number of knotted lashes.
 16. Kung fu sticks or "nunchaku" , or any other similar article consisting of 2 or more sticks or bars made of any material that are joined together by any means that allows the sticks or bars to swing independently of each other.
 17. A side-handled baton or any other similar article consisting of a baton, staff or rod that is made of any hard substance and has fitted to one side a handle, whether or not that handle is permanently fixed.
 - 17 (a) An extendable or telescopic baton.
 18. Any hand-held defence or anti-personal device that is designed to administer an electric shock on contact, such as the Taser Self-Defence **Weapon** or an electrified brief-case, but not including any such hand-held device that may lawfully be used on an animal in accordance with the *Prevention of Cruelty to Animals Act 1979*.
 19. Knuckle-dusters or any other similar article that is made of any hard substance and that can be fitted over the knuckles of the hand of the user to protect the knuckles and increase the effect of a punch or other blow or that is adapted for use as such.
 20. A sap glove, or any other similar article, that consists of a glove (including a fingerless glove) that has a layer of powdered lead sewn under the outer covering and positioned over the knuckle area on the back of the glove.
 21. A studded glove, or any other similar article, that consists of a glove (including a fingerless glove) that has a number of raised studs or spikes made of a hard substance and positioned over the back of the glove to increase the effect of a punch or blow.
 22. Any device designed or intended as a defence or anti-personnel spray and that is capable of discharging by any means any irritant matter comprising or containing any one or more of the following substances in liquid, powder, gas or chemical form:
 - (a) chloroactephenone, known as CN

- (b) orthochlorobenzalmalononitrile, known as CS
- (c) dypenylaminechloroarsone, known as DM or Adamsite,
- (d) oleoresin capsicum, known as OC.

- 23. Any device (not being a device referred to in subclause (22) designed as a defence or anti-personnel spray and that is capable of discharging any irritant matter.
- 24. Any acoustic or light-emitting anti-personnel device that is designed to cause permanent or temporary incapacity or to otherwise disorientate persons.

3. Replicas, imitations, concealed blades etc

- 1. Any imitation or replica of a bomb, grenade, rocket, missile or mine(or similar devise), unless it is of an approved type.
- 2. Any imitation or replica of a firearm in respect of which a licence or permit is required under the *Firearms Act 1996* (including any imitation or replica pistol, blank fire pistol, shortened firearm, machine gun or sub-machine gun), unless it is of an approved type.
- 3. A walking stick or cane that contains a sword or any other single-edged or multi-edged blade or spike of any length or of any material.
- 4. A riding crop that contains a knife, stiletto or any other single-edged or multi-edged blade or spike of any length or of any material.
- 5. A Bowen Knife Belt or any other similar article consisting of a belt or belt buckle that conceals or disguises within the article a knife or a single-edged or multi-edged blade or spike of any length or of any material.
- 6. Any article or device that:
 - (a) due to its appearance is capable of being mistaken for something else that is not a **weapon**, and
 - (b) disguises and conceals within it a single-edged or multi-edged blade or spike of any length or of any material.

4. Miscellaneous articles

- 1. Body armour vests (or any other similar article) designed for anti-ballistic purposes and to be worn on any part of the body (other than helmets or anti-ballistic articles used for eye or hearing protection).
- 2. Handcuffs (other than antique handcuffs, or children's toy handcuffs, that are of an approved type)
- 3. Silencers or any other device designed for attachment to a firearm for the purpose of muffling, reducing or stopping the noise created by firing the firearm
- 4. A firearm magazine, being:
 - (a) a rimfire magazine with a capacity of more than 15 rounds, or
 - (b) a centre-fire self-loading rifle magazine with a capacity of more than 5 rounds, or
 - (c) a shotgun magazine with a capacity of more than 5 rounds, or
 - (d) a shotgun tubular magazine extension that is capable of extending the capacity of a shotgun magazine to more than 5 rounds.
- 5. Any article or device, such as a device known as a brass catcher that is designed to be attached to a firearm for the purposes of catching ejected cartridge cases when the firearm is being fired.

STUDENT DISCIPLINE PROCEDURES

