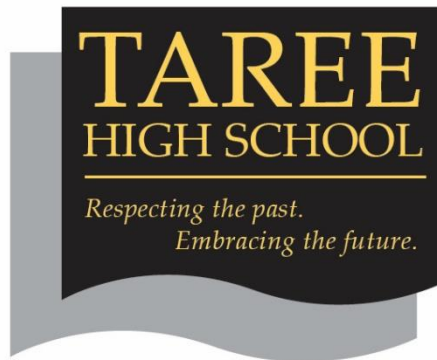


# Wellbeing Policy THS 2020 - 2022



# Wellbeing Policy THS



Taree High School acknowledges the Biripi people as the Traditional Owners  
of the land on which we teach

We pay our respects to the Elders past, present and future  
and pay respect to all Aboriginal People in our school community,  
wherever they may come from



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## Introduction

Taree High School believes in a quality education where everyone matters. We encourage life-long learning and community connections. Opportunities and experiences are provided which enable the development of successful learners, confident and creative individuals and active, informed citizens. Personalised learning programs are implemented to cater to students' academic, social and behavioural needs, to develop them into well-balanced, productive members of society with the ability to make informed decisions.

The values of Cooperation, Participation and Respect are central to our focus: *respecting the past, embracing the future*.

Our Wellbeing Policy aims to support effective learning and teaching within a secure and well-managed environment, in partnership with parent bodies and the wider community and follows processes outlined in the following New South Wales Department of Education documents:

- Wellbeing for schools (2015)
- Student Welfare, Good Discipline and Effective Learning - Student Welfare Policy (1996)

## Key Staff

Students are better prepared for learning when they are healthy, safe and happy, which reinforces that student wellbeing is the responsibility of all staff; however, staff which play a key role in supervising, leading and supporting wellbeing in our school are:

|  |   |  |
|--|---|--|
| Ms Allison Alliston  | Executive Principal                                 | Ms Alliston is responsible for the education and welfare of all students, all educational programs, learning outcomes, the management of staff and staff welfare development, financial management of the school, the management of the school property and developing partnerships between the school and the school community. |
| Mr Nigel Reece &<br>Mrs Raylene Starke   | Deputy Principals                                   | Mr Reece and Mrs Starke are responsible for the day-to-day organisation of the school and for the welfare of all students and staff. They oversee the teaching and learning programs in the school.  |
| Mrs Lanie Rainger &<br>Mrs Rhonda Farley   | Head Teacher Wellbeing<br>&<br>Head Teacher Support | Mrs Rainger and Mrs Farley are responsible for the provision of leadership in student welfare and for the development of staff.  |
| Ms Therese Sullivan, Ms<br>Sally Dahdah, Ms Jill<br>Smithurst & Mrs Bev<br>Lamonte | Learning and Support<br>Teachers                    | These teachers help students who are having difficulty in learning. They work with regular classroom teachers to help them make the classroom work more manageable. They also help students to be more confident and independent in their learning.  |

|  |                                    |  |
|--|------------------------------------|--|
| Various  | <b>Year Advisers</b>               | Year Advisers are like the surrogate parent for a particular year (for example Year 8) accepting responsibility for a child's learning and welfare while at school. Year Advisers work closely with the Head Teacher Welfare and classroom teachers, and is often the first person a parent should approach to discuss any problems or issues. |
| Ms Kim Voss &<br>Ms Kasey Brown                    | <b>School Counsellors</b>          | Ms Voss & Mrs Connolly assist teachers by strengthening the school's student welfare provisions and provide counselling and psychological assessment of students with specific needs. Their work with teachers in the classroom is designed to improve student learning outcomes.  |
| Mrs Christy<br>Summerville & Miss<br>Nicole Howard | <b>Youth Outreach Workers</b>      | Mrs Summerville and Miss Howard provide support to students as a part of the school's Learning Support and Wellbeing teams, alongside the school counsellor. They also assist in establishing links with community organisations and agencies.   |
| Mrs Rhonda Farley                                  | <b>Anti-Racism Contact Officer</b> | Mrs Farley help parents, students or staff experiencing problems with racism and to provide interested parents with copies of the relevant Department policies on this issue. She will listen to the problem and find ways to resolve it as quickly as possible.   |

As a Connected Communities school, Taree High School and our community is also supported by the following staff:

|              |  |  |
|--------------|--|--|
| Mr Jay Davis | <b>Senior Leader, Community Engagement</b> | Jay is the link between the school and the local Aboriginal community. He provides advice to the schools leadership on key issues related to Aboriginal students and their families and the wider community. Jay is committed to creating a Gathang language program within Taree High School. Jay is the contact person between the school and other government departments on relevant Connected Communities policies and initiatives. |
|--------------|--|--|

|                        |                                     |   |
|------------------------|-------------------------------------|---|
| Ms Eileen McGrady      | <b>Aboriginal Education Officer</b> | Eileen and her team of Aboriginal Learning and Support Officers, work closely with teachers to develop culturally appropriate resources and programs. They promote Aboriginal education, encourage students and support parents. Eileen also coordinates Wakali and the ACMF Music Program. The Team is also responsible for SistaSpeak.  |
| Uncle Russell Saunders | <b>Elder-in-Residence</b>           | <p>Uncle Russell enhances our knowledge and understanding of local Biripi culture, language and histories. He works in collaboration with the Aboriginal Education Officer (AEO) to develop resources for staff to use in their classrooms by liaising with them in planning, embedding and implementing Aboriginal perspectives into their programs.</p> <p>Uncle Russell also leads or co-delivers lessons with teachers, mentors students through the Wakali Program, and liaises with other Elders to encourage their participation at Taree High School.</p> |

## The Wellbeing System – Rationale

The Wellbeing System supports THS's Positive Behaviour for Learning Core Values and Behaviour Expectations which are promoted throughout the school.

*Staff and Students are expected to exhibit:*

| COOPERATION   | PARTICIPATION  | RESPECT  |
|---|--|--|
| <ul style="list-style-type: none"><li>• Model and follow departmental, school and/or class codes of behaviour and conduct</li><li>• Negotiate and resolve conflict with empathy</li><li>• Take personal responsibility for behaviour and actions</li><li>• Care for self and others</li><li>• Avoid dangerous behaviour and encourage others to avoid dangerous behaviour</li></ul> | <ul style="list-style-type: none"><li>• Attend school every day (unless legally excused)</li><li>• Arrive at school and class on time</li><li>• Be prepared for every lesson</li><li>• Actively participate in learning</li><li>• Aspire and strive to achieve the highest standards of learning</li></ul> | <ul style="list-style-type: none"><li>• Treat one another with dignity</li><li>• Speak and behave courteously</li><li>• Cooperate with others</li><li>• Develop positive and respectful relationships and think about the effect on relationships before acting</li><li>• Value the interests, ability and culture of others</li><li>• Dress appropriately by complying with the school uniform and dress code</li><li>• Take care with property</li></ul> |





Earn Points for  
Your House!!



go **HOOKE!!**  
go **MANNING!!**  
go **MURRAY!!**  
go **PEEL!!**

## ALL SETTINGS BEHAVIOUR EXPECTATIONS

| CORE VALUE                | IN OUR CULTURE...       | WHAT IT MEANS   | WHAT IT LOOKS LIKE |
|---------------------------|-------------------------|---|--------------------|
| <b>C</b><br>COOPERATION   | Walk Softly             | <ul style="list-style-type: none"> <li>• Work together</li> <li>• Follow reasonable instructions</li> <li>• Encourage peers</li> <li>• Be in the right place, at the right time</li> <li>• Wear school uniform</li> </ul>   |                    |
| <b>P</b><br>PARTICIPATION | Stand Tall and Be Proud | <ul style="list-style-type: none"> <li>• Have a genuine go!</li> <li>• Complete tasks</li> <li>• Be fair</li> <li>• Be prepared</li> </ul>  |                    |
| <b>R</b><br>RESPECT       | Look Them in the Eye    | <ul style="list-style-type: none"> <li>• Be considerate</li> <li>• Use manners and polite language</li> <li>• Accept others differences</li> <li>• Use equipment correctly</li> <li>• Keep the environment clean</li> </ul> |                    |

Positive Behaviour for Learning (PBL) is an evidenced-based whole school systems approach to support the school and the community foster healthy and supportive environments. By proactively targeting behaviour THS maintains an environment that maximises student engagement and ensures learning potential.

As a result of successful implementation and ongoing development of the PBL system:

- Students respond positively as they have been taught what is expected
- Staff deliver consistent responses to students learning and behaviour
- Students feel safe and cared for at school. Parents, family and community are more involved in their school.
- Unproductive and challenging behaviours are reducing for most students.

### How does PBL work at Taree High School?

PBL at Taree High School has developed 3 key behavioural expectations:

- Cooperation
- Participation
- Respect

The schools PBL slogan is “CPR..... Breathing spirit into Taree High”

## Our PBL 'Expected Behaviours' Matrix

| Setting                           | COOPERATION (RULE)   | PARTICIPATION (ACTION)  | RESPECT (BEHAVIOUR)   |
|-----------------------------------|--|---|---|
| ALL SETTINGS                      | <ul style="list-style-type: none"> <li>• Work together</li> <li>• Follow instructions</li> <li>• Encourage others</li> <li>• Be in the right place, at the right time</li> <li>• Wear school uniform</li> </ul>            | <ul style="list-style-type: none"> <li>• Have a genuine go!</li> <li>• Complete tasks</li> <li>• Be fair</li> <li>• Be prepared</li> </ul>                                | <ul style="list-style-type: none"> <li>• Be considerate</li> <li>• Use manners and polite language</li> <li>• Accept others differences</li> <li>• Use equipment correctly</li> <li>• Keep the environment clean</li> </ul> |
| CANTEEN                           | <ul style="list-style-type: none"> <li>• Line up</li> <li>• Be patient</li> <li>• Follow instructions</li> </ul>   | <ul style="list-style-type: none"> <li>• Only buy for yourself</li> <li>• Use your own money</li> </ul>   | <ul style="list-style-type: none"> <li>• Be polite</li> <li>• Put rubbish in the right bins</li> </ul>  |
| EXCURSIONS                        | <ul style="list-style-type: none"> <li>• Be organised - hand in notes and money by due date</li> <li>• Uphold community expectations</li> <li>• Go to sleep at lights out</li> <li>• Always follow instructions</li> </ul> | <ul style="list-style-type: none"> <li>• Attend excursions</li> <li>• Participate in activities</li> <li>• Wear uniform</li> <li>• Actively listen to speakers</li> </ul> | <ul style="list-style-type: none"> <li>• Be polite</li> <li>• Represent with pride</li> <li>• Take care with the facilities and other's property</li> </ul>   |
| HALLWAYS/TRANSITION               | <ul style="list-style-type: none"> <li>• Use area just for walking</li> <li>• Move directly to your destination</li> </ul>   | <ul style="list-style-type: none"> <li>• Keep to the left</li> <li>• Give way when needed</li> </ul>  | <ul style="list-style-type: none"> <li>• Be courteous</li> <li>• Be patient</li> </ul>  |
| GATE                              | <ul style="list-style-type: none"> <li>• Show your leave pass or timetable to the teacher</li> <li>• Uphold community expectations</li> </ul>  | <ul style="list-style-type: none"> <li>• Wait patiently for the teacher on Gate Duty to let you out</li> </ul>  | <ul style="list-style-type: none"> <li>• Be polite</li> <li>• Represent the school with pride</li> </ul>  |
| LIBRARY                           | <ul style="list-style-type: none"> <li>• Allow others to work without interruption</li> <li>• Work in an appropriate area</li> <li>• Always follow instructions</li> </ul>   | <ul style="list-style-type: none"> <li>• Use the library for school work and reading</li> </ul>   | <ul style="list-style-type: none"> <li>• Talk quietly</li> <li>• Be considerate of other Library users and staff</li> </ul>   |
| LIFT                              | <ul style="list-style-type: none"> <li>• Keep lift areas clear at all times</li> </ul>   | <ul style="list-style-type: none"> <li>• Lend a hand to those who need it</li> </ul>  | <ul style="list-style-type: none"> <li>• Care for the lift</li> </ul>   |
| PLAYING FIELD & BASKETBALL COURTS | <ul style="list-style-type: none"> <li>• Use school equipment and facilities with care</li> </ul>  | <ul style="list-style-type: none"> <li>• Play in a safe manner by following the rules</li> <li>• Be Sun Smart</li> </ul>  | <ul style="list-style-type: none"> <li>• Listen to teachers when they talk to you</li> </ul>  |

| Setting     | COOPERATION (RULE)   | PARTICIPATION (ACTION)   | RESPECT (BEHAVIOUR)  |
|-------------|--|--|--|
| QUADRANGLE  | <ul style="list-style-type: none"> <li>Put your rubbish in the right bins</li> </ul>   | <ul style="list-style-type: none"> <li>See some litter, pick it up, use the bin</li> <li>Play in a safe manner</li> </ul>  | <ul style="list-style-type: none"> <li>Be considerate of others sharing this space</li> <li>Take good care of the environment</li> </ul>   |
| STAIRWAYS   | <ul style="list-style-type: none"> <li>Move safely</li> </ul>  | <ul style="list-style-type: none"> <li>Keep to the left</li> <li>Concentrate and avoid distractions</li> </ul>   | <ul style="list-style-type: none"> <li>Be considerate of others</li> <li>Be patient</li> </ul>   |
| TOILETS     | <ul style="list-style-type: none"> <li>Flush the toilet after use</li> <li>Report any problems, e.g. graffiti, mess, inappropriate behaviour, etc.</li> </ul>  | <ul style="list-style-type: none"> <li>Use facilities properly</li> <li>Be hygienic</li> </ul>   | <ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Allow for the privacy of others</li> <li>Keep the facilities graffiti free.</li> </ul>   |
| AG PLOT     | <ul style="list-style-type: none"> <li>Follow safety guidelines</li> <li>Be a positive team member</li> <li>Ask questions when unsure</li> <li>Put equipment away in the right place when finished</li> <li>Follow instructions from the teacher and the Farm Assistant</li> </ul> | <ul style="list-style-type: none"> <li>Complete allocated tasks responsibly</li> <li>Let the teacher know if you notice any problems</li> <li>Get involved in working with the animals and in the gardens</li> </ul> | <ul style="list-style-type: none"> <li>Respect the animals welfare</li> <li>Approach animals calmly</li> <li>Use manners when interacting with members of the public</li> <li>Consider the neighbours and their property</li> <li>Take care of the equipment and tools used</li> </ul> |
| AFTER SPORT | <ul style="list-style-type: none"> <li>Stay within the quadrangle</li> <li>Follow instructions</li> </ul>  | <ul style="list-style-type: none"> <li>Act appropriately</li> <li>Keep hydrated</li> </ul>   | <ul style="list-style-type: none"> <li>Be considerate of others sharing this space</li> </ul>  |
| ASSEMBLY    | <ul style="list-style-type: none"> <li>Enter in an orderly manner</li> <li>Settle quickly and follow instructions</li> </ul>   | <ul style="list-style-type: none"> <li>Actively listen to all speakers</li> <li>Sit up and face the podium</li> </ul>  | <ul style="list-style-type: none"> <li>Give your attention to the speaker</li> </ul>   |

### *Teaching Appropriate Behaviours*

The PBL team are responsible for developing lesson plans which teach students our expected behaviours. These lessons are taught during Pastoral Care in Week 5 and Week 9 of each term. It is an evidenced-based process that uses data from the school's reporting system, Millennium. The PBL Team:

- Analyse data each Term, with two areas of need identified for further education;
- Develop lessons to address the identified behaviours during Weeks 5 and 9 of each term;
- During the Week 1 whole school staff meeting, the PBL team will model the lesson content. Any issues are corrected, and the lesson is delivered by Staff during the Pastoral Care periods in Week 5 and Week 9.
- Data is collected throughout the term using Millennium and reward ticket collation. New areas for focus are selected from analysis of the data in Weeks 4 and 8 and the process is repeated.
- Merits are produced by staff in Weeks 3 and 7 each term and are presented at Year Meeting in Weeks 4 and 8.

### *In Practise*

#### PBL Team

- The PBL team meet on a fortnightly basis, alternate weeks to the whole school staff meeting.
- The teams functions include:
  - Meeting regularly
  - Developing and addressing items on the action plan.
  - Regular Communication to staff, students and Parents about expectations.
  - Develop and maintain PBL resources including matrices, lessons and prizes.
  - Actively manage THS's PBL method on a weekly basis. This includes prize draws, ticket counting and promotion.
  - Review data for decision-making on teaching of specific behaviours.
  - Engage in Professional Learning relating to PBL.
  - Completing a Team Implementation Checklist survey and conducting an Effective Behaviour Support survey, annually.
  - Access Educational support services to ensure budget allocation, internal coach support and external support.

#### Staff

- THS Staff are a crucial element to the success of PBL within the school and wider community. They are responsible for:
  - Educating students about PBL specific behavioural focuses, this is conducted during pastoral care.
  - Maintaining the language and expectations that have been implemented through the PBL model.
  - Rewarding students through the use of CPR tickets.
  - Reporting negative behaviour on Millennium.
  - Generating Merits for positive behaviour on Millennium.
  - Providing feedback to PBL team through the completion of an EBS survey.

#### Students

- Students are the major focus of PBL at THS. By supporting students through the use of the PBL model THS ensures students are supported in their learning and overall wellbeing.
- Students are actively engaged in the PBL process in the following ways:
  - Demonstrating consistently positive behaviours across all of the schools settings.
  - Knowing and following the core values of the school.
  - Collecting CPR tickets and depositing them in the CPR prize box.
  - Rewards for Bronze, Silver and Gold levels.
  - Supporting their peers in achieving their potential at THS

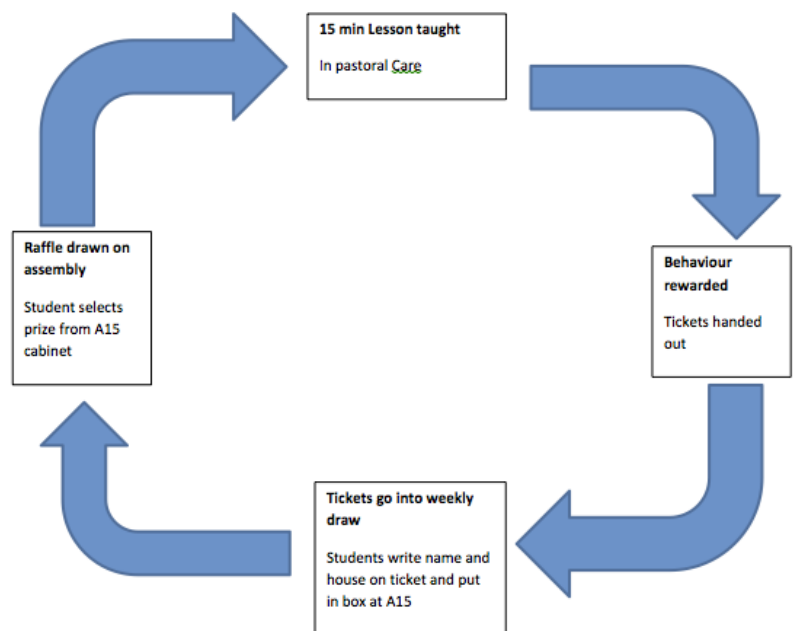
## Parents and Community

- Parents and the community provide support to THS in the following ways:
  - Use the PBL language of Cooperation, Participation and Respect
  - Are aware of current PBL focus and provide parental support

### *Reward System*

The PBL rewards system is a 3 tiered system. Students collect CPR tickets, which are tallied as points towards their house and their individual totals. Below is a diagram of how CPR tickets are awarded and then used to reward students on a weekly basis. After the weekly prize draw, tickets are collected and counted. They are then tallied in the following ways:

- **Student:** tickets are added to student tally and count towards individual reward system
- **House:** Merit points are added to towards house point tallies
- **Faculty:** Points are awarded to faculty for faculty prize at the end of the year
- **Postcard:** Contribute to individual merit tally of recipient student



### *Weekly Draw:*

A member of the PBL team collects the ticket boxes from A15 and Senior Prep and conducts the weekly draw on Tuesday's assembly. The winner has their choice of the rewards in the A15 display cabinet.

The tickets are collated by a PBL team member and added to individual students and house point totals.

### *House Rewards:*

At the completion of each term, the house totals are announced at the Wednesday Week 10 assembly. The tally is also displayed on the electronic score board. At the end of year Presentation Night, the PBL trophy is awarded to the winning house captains.

### *Individual Rewards*

Students' points are tallied on a weekly basis from their CPR tickets. They accumulate and each time a student receives 10 CPR tickets they receive a Merit Award.

### *Merit Awards*

Merit Awards are awarded to students by teachers through Millennium and a letter sent to parents acknowledging this achievement.

### *Postcards*

PBL postcards are generated at a faculty level, and are designed to recognise students who have shown a vast improvement in application and behaviour. They are entered onto Millennium by HTs and posted home as a hardcopy postcard. The postcard features a rotation of student artwork.



## The Level System Overview

### Merit Levels

These Levels recognise and encourage any student who has achieved personal success in areas of school life, and also reward those students who go on to achieve excellent or outstanding success in areas such as community service, personal effort, leadership, participation, school work, school service or sport.  
DIAMOND 92 golds) + rewards excursion

- All students are placed on Level 0 when they enrol at Taree High School.
- All students in Years 7-11 commence each year on this level.
- Year 12 students carry their merit points earned in term 4 in year 11 into the following year

### BRONZE LEVEL (10 Merits)

- Students are awarded Merit Awards at Year Level Assemblies.
- Teachers complete individual student entries in the Merit Award Register in Millennium during Merit Week (Week 3 and 7 of each term)
- Students are awarded 1 personal merit for every **10 CPR tickets** accumulated
- Students receive tickets for a pizza lunch at the end of each semester.
- Students are acknowledged at Year Level Assembly

### SILVER LEVEL (15 Merits)

- Students are awarded a **Year Adviser's Award** by accumulating 15 Merit Awards.
- Head Teacher Welfare generates a letter notifying parents of Silver level placement.
- Students name published in the school newsletter.
- Students are eligible for a VIP discount pass to local businesses
- Students receive tickets for a pizza lunch at the end of each semester.
- Award presented at School Assembly.

### GOLD LEVEL (20 Merits)

- Students are awarded a **Principal's Award** by accumulating 2 Year Adviser's Awards
- Head Teacher Welfare generates a letter notifying parents of level placement.
- Students receive a movie voucher for Fay's Twin Cinema
- Students receive tickets for a pizza lunch at the end of each semester.
- Award presented at Formal Assembly to which parents are invited to attend.

Teachers are encouraged to issue students with Merit Awards for achievement in any school related area: for example, leadership, service, academics, personal effort, participation or sporting excellence.

Teachers can nominate students for Merit Awards at anytime using the Merit Award entry in Millennium. Merit weeks are the weeks leading up to the deadline for printing of certificates for the following week's year group assemblies.

Merit Awards will be issued to students week 4 and 8 by their Year Adviser. This ensures prompt and meaningful recognition for student achievement.

Administration staff will generate the Merit Awards.

Awards will be distributed to pigeonholes for signing. Teachers are then required to place the awards into the relevant Year Advisers pigeon hole for distribution to students.

### Merit Levels – additional awards

#### Awards presented at Formal Assemblies each Semester

- ***Unbroken Attendance Award*** – issued to students who have no partial or whole day absences for the semester.
- ***Diligence Award*** – awarded to students for sincere and persistent application to their studies. Nominations are collated and students must be nominated in at least three of their enrolled subjects to receive this award. Nominations are made by teachers through the Millennium system three weeks before a Formal Assembly. The Diligence Nomination entry is made “active” by the Head Teacher Welfare during each nomination period.

#### Awards presented at Presentation Evening

- ***Diamond Award*** – for a student placed on Gold Level and who has received two or more Principal's Awards. A summary of the students' achievements will be read out.

### Behaviours Which Result in Merit Levels

|                           |   |
|---------------------------|---|
| Completing tasks          | This may include finishing work or activities to an expected timeline and standard or exceeding the normal expectations for performance   |
| Excellent Work            | This student demonstrates a high or exceptional performance of work either in a single or multiple instances  |
| Improved Work             | This student has demonstrated a better or changed standard of work or exceeded expectations of performance, either consistently, frequently or in a single instance   |
| Helping others            | This student renders assistance, proffers aid or alleviates the concerns or situation of others. This is demonstrated through single or multiple instances and is frequently shown through a student's demeanour and attitude towards individuals, groups and tasks               |
| Leadership and initiative | This may include formal or informal examples of leading others or activities; E.g. A House Captain who leads their house well at the swimming carnival; a student writes a letter to the principal outlining a dangerous situation in the playground and offering a good solution |
| Excellent Behaviour       | This student demonstrates a high or outstanding standard of behaviour either in a single or multiple instances  |



|                           |   |
|---------------------------|---|
| <b>Improved behaviour</b> | This student has demonstrated better or changed and more appropriate behaviours either consistently, frequently or in a single instance   |
| <b>Community service</b>  | This may include planned or spontaneous helpful actions; E.g. helping a distressed or hurt student, putting other's rubbish in the bin. It also will include Volunteering activities.     |
| <b>School service</b>     | This may include planned or spontaneous actions by students; E.g. book monitor, office messenger, member of Student Representative Council (SRC), volunteers for tasks either frequently. |
| <b>Achievement</b>        | This may include a single instance or multiple instances of accomplishment or success   |
| <b>Effort</b>             | This student has demonstrated hard work, extra application and energy or interest to tasks or behaviour   |
| <b>Sportsmanship</b>      | This student has demonstrated a high level of sportsmanship, and/or achievement that has been recognised by the Head Teacher PDHPE and their Coach.                                       |

## Positive Behaviour

*Co-operation  
Participation  
Respect*

### Positive Behaviours:

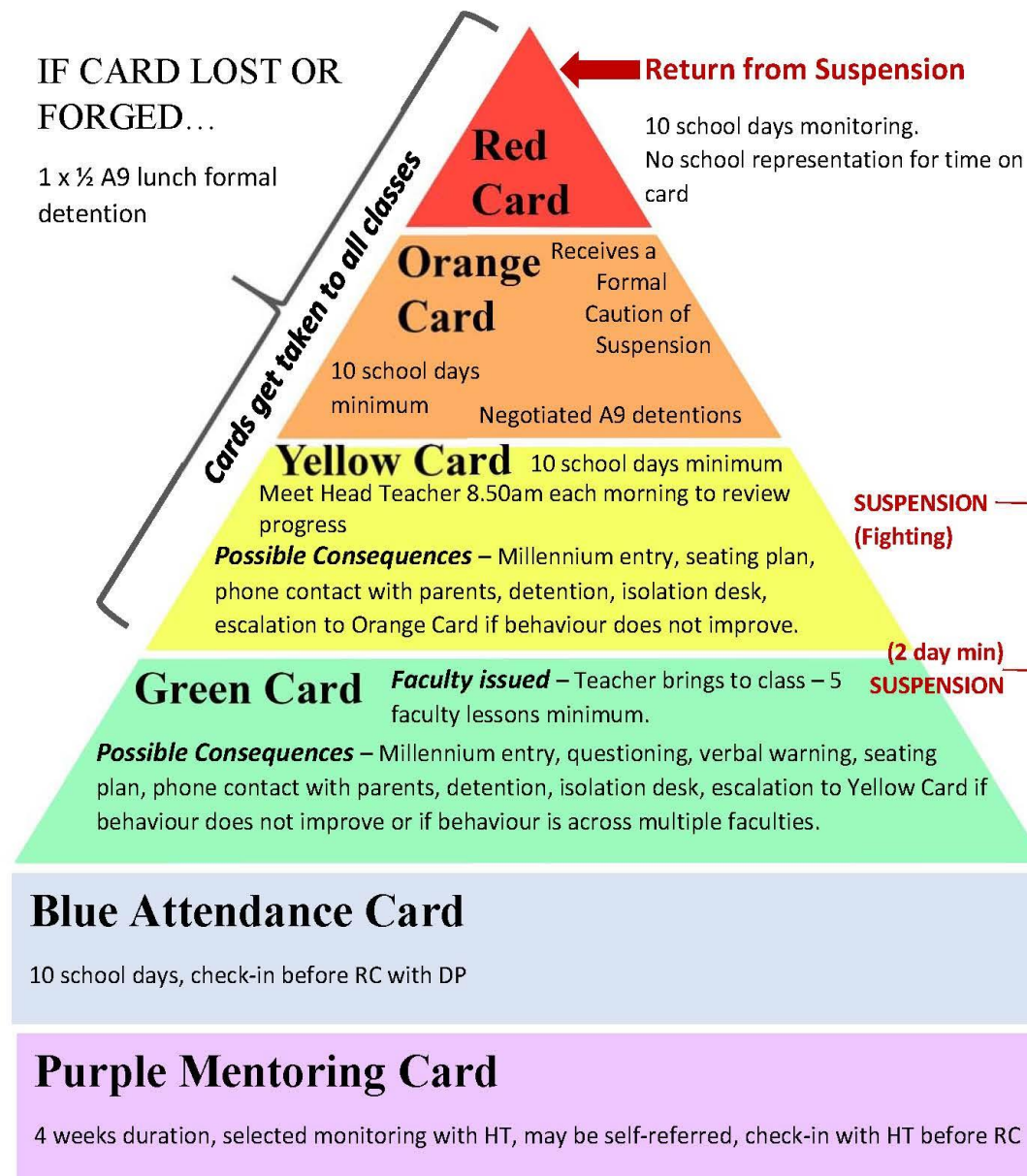
- Diligence
- Effort
- Helping others
- Improvement
- Achievement

### Rewarded through:

- ✓ CPR Tickets
  - 10 merits = Bronze = Merit Award, pizza lunch ticket at end of semester
  - 15 merits = Silver = Year Adviser's Award, eligible for VIP discount pass to canteen, pizza lunch tickets end of semester
  - 20 merits = Gold = Principal's Award, movie voucher, pizza lunch)
- ✓ Merit Certificates
- ✓ PBL Postcards

IF CARD LOST OR FORGED...

1 x ½ A9 lunch formal detention



## MILLENNIUM ENTRIES

### Incident Types :

- ☐ Abusive and insulting behaviour
- ☐ Bullying
- ☐ Chewing gum
- ☐ Criminal behaviour
- ☐ Damage to property
- ☐ Failure to bring necessary equipment
- ☐ Graffiti
- ☐ Inciting violence
- ☐ Indecent gestures
- ☐ Littering
- ☐ Persistent lack of effort
- ☐ Physical violence
- ☐ Pushing and shoving
- ☐ Refusal to follow instructions
- ☐ Sexual conduct
- ☐ Spitting
- ☐ Swearing - direct
- ☐ Swearing - indirect
- ☐ Talking
- ☐ Theft
- ☐ Throwing
- ☐ Unapproved use of digital device
- ☐ Vilification
- ☐ Not Wearing Appropriate Shoes
- ☐ Out of class without permission
- ☐ Unsafe or dangerous behaviour
- ☐ Unsafe or dangerous use of equipment

Repeated incidences lead to Green or Yellow Card

## Demerit Levels

These levels describe the actions which will be taken to help students who are choosing to ignore the rights of others or neglect their own responsibilities, so they can properly choose to change their behaviour and outlook.

Within the classroom / playground, teachers use appropriate behaviour management strategies which may include:

- Interviewing of student
- Verbal warning / encouragement
- Name on the board
- Change to seating plan / placement
- Teacher detention etc.
- Isolation desk
- Speak to parents

Any inappropriate or disruptive behaviour must be documented by the Classroom Teacher on the students Millennium Register, including actions taken to rectify the behaviour.

### **GREEN LEVEL (Class Monitor)**

- Teacher consults with their Head Teacher and Millennium Register entries viewed.
- Together, they plan the appropriate student management plan / consequences.
- A Head Teacher, as part of a management strategy, may place a student on a Green Monitoring Card.
- Phone contact is made with parents by the teacher.
- A Millennium Action is completed and the Placement on Green Faculty Monitoring letter is printed and placed in the front office for posting.
- The classroom teacher will negotiate with the student positive goals and targets for the student to work towards achieving.

### **YELLOW LEVEL (Whole School)**

- Teacher consults with their Head Teacher.
- Millennium Register entries viewed.
- Together, they plan the appropriate student management plan / consequences.
- A Head Teacher, as part of a management strategy, may place a student on a Yellow Monitoring Card for a 5 day period (minimum); including A12 detentions to be negotiated.
- Phone contact is made with parents by the Head Teacher.
- When placed on the card, a Millennium Register Entry is to be made indicating date and time of issue.
- A Millennium Action is completed and the Placement on Yellow Monitoring Card letter is printed and placed in the front office for posting.
- Year Deputy Principal notified (placement published on the Daily Email).
- The monitoring card would be taken by the student to all classes and checked on a daily basis by the Head Teacher.
- Student will meet with the Head Teacher each morning at 8.50am to review progress.
- Head Teacher / Teacher work towards addressing the issue / student behaviour at Classroom / Faculty Level.

## ORANGE LEVEL (Whole School)

- Head Teacher consults with the Year Deputy Principal.
- Millennium Register viewed.
- Together, they plan the appropriate student management strategy, may place a student on an Orange Monitoring Card for between a 5 and 10 day period. Phone contact is made with parent by the Year Deputy Principal.
- When placed on the card, a Millennium Register Entry is to be made indicating date and time of issue.
- A Millennium Action is completed and the Formal Caution - Placement on Orange Monitoring Card letter is printed and placed in the front office for posting.
- The monitoring card would be taken by the student to all classes and checked on a daily basis by the Year Deputy Principal.
- Year Deputy Principal / Head Teacher / Teacher work towards addressing the issue / student behaviour.
- Student will meet with the Year Deputy Principal each morning at 8.50am to review progress.
- No school representation or extra-curricular activities while on the Orange Card.
- Orange Level is a **Formal Caution of Suspension**. Continued disobedience may result in further disciplinary action, such as, suspension.
- Students will complete detention in A12 as negotiated.

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graph TD; A[ORANGE LEVEL (Whole School)] --> B[SUSPENSION]; B --> C[RED LEVEL (Whole School)];
```

## SUSPENSION

## RED LEVEL (Whole School)

- **Return from suspension.**
- No school representation for a minimum of 5 school weeks.
- Daily Monitoring on Red Monitoring Card for 5 to 20 day period by the Year Deputy Principal.

Teacher Responsibilities when teaching students placed on the Demerit Level system:

- Teachers should check the Daily Email each morning to see which students are on the Demerit Level system.
- Teachers should ask to see the student's card at the beginning of the lesson and return the card at the end of the lesson.
- Teachers should complete the card giving a score of C, B or A recognising Behaviour and Effort as Unsatisfactory, Satisfactory or Excellent.
- Teachers should complete a Millennium Register Entry and seek guidance from their Head Teacher for appropriate consequences when issuing a C.

Student Responsibilities when placed on the Demerit Level system:

- Students should bring their monitoring card to school daily.
- Students should present their card to each of their teachers at the beginning of the lesson.
- Students should collect their card from their teacher at the end of the lesson.
- Students should maintain A/B rating.
- Students should have their card signed by a parent/caregiver each evening.
- Students are to meet with the monitoring staff member before school each morning to review their progress.

If a student fails to accept any of the above responsibilities one or more of the following actions will occur:

- Detention (lunchtime).
- Moved to the next monitoring level.
- Placed on In-School isolation.
- Placed on a card for additional time.
- Suspended from school.

### Behaviours Which Result in Demerit Levels

The following behaviours may result in a student being placed on a Green, Yellow or Orange Level.

|                               |  |
|-------------------------------|--|
| Inappropriate Verbal Language | Verbal messages or use of words in an inappropriate way for the developmental age of the student (e.g. name calling, teasing).   |
| Physical Contact              | Non-serious, but inappropriate physical contact (e.g. over-affectionate, patting, light tapping, etc.).  |
| Non-compliance                | Defiance / Disrespect / Non-Compliance<br>Low-intensity failure to respond to adult requests (e.g. yelling, "no!" when asked to do something).   |
| Mild disruption               | Talking while teacher is speaking. Loud voices or noises inside classrooms or buildings.   |
| Property Misuse               | Student deliberately destroys another student's equipment/possession or work in an inappropriate way (low-intensity incident) e.g. scribbles on another student's page, snaps another student's pencil through rough handling. |
| Dress Code Violation          | Student wears clothing or shoes that do not fit within the school uniform or footwear policies.  |
| Late to class                 | Missing the beginning of class time.   |
| Fractional truancy            | Missing whole lessons or part lessons.   |
| Cheating / Plagiarism         | Act dishonestly or unfairly in order to gain an advantage, especially in a game or examination: to steal and pass off (the ideas or words of   |

|              |   |
|--------------|---|
|              | another) as one's own: use (another's production) without crediting the source.   |
| <b>Other</b> | For example, other low level behaviours.<br>Out of Bounds – non-compliance with playground rules.<br>Defiance - Refusal to follow directions.<br>Disruption - Behaviour causing an interruption in a class or activity. |

The following behaviours may result in a student being placed on an Orange Level, Suspension or Red Level.

|                             |  |
|-----------------------------|--|
| <b>Abusive Language</b>     | <b>Abusive Language / Inappropriate Language / Profanity</b><br>Verbal messages that include swearing, name calling or use of words in an inappropriate way for the developmental age of the child.  |
| <b>Continued Defiance</b>   | <b>Disrespect / Non-Compliance</b><br>Refusal to follow directions, talking back and/or socially rude interactions. In this case the student refuses to follow directions after initial request has been made directly to that student, or is deliberately slow  |
| <b>Continued Disruption</b> | Behaviour causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing, and / or sustained out-of-seat behaviour (e.g. tantrums, excessive yelling or screaming).  |
| <b>Physical Aggression</b>  | Actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)  |
| <b>Forgery or theft</b>     | Student is in possession of, having passed on, or being responsible for removing someone else's property (e.g. taking someone else's personal belongings etc.). This also includes identity theft.   |
| <b>Harassment</b>           | <b>Harassment/ Tease / Taunt</b> Student delivers disrespectful messages (verbal, gestural or in written form, including social media) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and / or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters |
| <b>Property damage</b>      | Any form of injury or damage caused to the property, due to negligence or intentionally by the person who is not the owner of the property   |
| <b>Continued Absconding</b> | Within school grounds or leaving school grounds or attempting to run away; leave suddenly; hide from staff (fence, roof, gates), safety issues   |
| <b>Continued Smoking</b>    | Smoking is illegal on the school site and surrounds during the school day that is 8am -4pm. Third smoking offence.   |
| <b>Racism/Harassment</b>    | Deliberate, demeaning actions and/or comments about a person's race, age, colour, religion, sexuality or disability.   |
| <b>Cruelty to animals</b>   | Causing pain or suffering by tormenting, beating, kicking, overloading or wounding/killing an animal.  |
| <b>Criminal behaviour</b>   | Criminal or delinquent behaviour may include but not limited to:<br>Possession or use of a prohibited weapon.<br>Making credible threats.<br>Stalking and cyber stalking.<br>Custody of a knife at school.<br>Use of technology to intimidate or harass.<br>Harassment and Victimisation.  |

|  |   |
|--|---|
|  | Criminal Damage.<br>Vilification.<br>Possession, or suspected possession, of an illegal substance |
|--|---|

## Anti-Bullying

At Taree High School bullying is taken very seriously and is not acceptable in any form. Students should expect to spend the school day free from the fear of bullying, harassment and intimidation. Any inappropriate behaviour that gets in the way of teaching and learning and interferes with the wellbeing of students cannot be accepted.

Bullying: devalues, isolates and frightens; it affects an individual's ability to achieve and has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying and the onlookers or bystanders.

Teachers, students, parents, caregivers and members of the wider community have a responsibility to work together to address bullying.

### Defining Bullying Behaviour

- Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.
- Bullying involves the abuse of power in relationships.
- Bullying is aggressive behaviour that involves unwanted, negative actions. Bullying involves a pattern of behaviour repeated over time.
- Bullying is intentional.
- Bullying involves all forms of harassment (including sex, race, disability, and sexuality), humiliation, domination, intimidation and victimisation of others on the basis of these.

Bullying behaviour can be:

- Verbal eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- Physical eg hitting, punching, kicking, scratching, tripping, spitting
- Social eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- Psychological eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones

Cyber bullying is a form of bullying using text or images posted on personal websites or sent by mobile phone or email. Cyber bullying is a particularly insidious, powerful and devastating form of bullying. Although cyber bullying generally happens outside school, it affects what happens in school, contributing to poor school performance, depression and even suicide.

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to:

- create a safe and happy environment, free from all forms of bullying.
- promote positive relationships that respect and accept individual differences and diversity within the whole school community
- actively work together to resolve incidents of bullying behaviour when they occur
- support the Anti-bullying plan through words and actions.

Students, teachers, parents, caregivers and members of the wider school community can expect:

- that students will be safe at school, free from bullying, harassment, intimidation and victimisation
- to know what is expected of them and others in relation to the Anti-bullying plan
- that all students will be provided with appropriate support when bullying occurs.

Students can expect to:

- know that their concerns will be responded to by school staff
- be provided with appropriate support
- participate in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment.

Students have a responsibility to:

- behave appropriately in accordance with the school's rules
- follow the school's Anti-bullying plan
- respond to incidents of bullying according to the school's Anti-bullying plan

Parents and caregivers have a responsibility to:

- support their children in all aspects of their learning
- be aware of the school's Anti-bullying plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying support all students of the school to deal effectively with bullying.

Teachers have a responsibility to:

- respect and support students in all aspects of their learning
- model appropriate behaviour
- respond in an appropriate and timely manner to incidents of bullying according to the school's Anti-bullying plan

### **Anti-Bullying Strategies at Taree High School**

- Transition program for Year 6 students from local primary schools – targeted 'at risk' students attend additional visits to High School
- Positive Behaviour for Learning (PBL) program across whole school with the core values of 'Cooperation, Participation and Respect (CPR)'
- Curriculum focus on anti-bullying (eg PD/H/PE-'relationships')
- Wellbeing programs – one off sessions targeting specific groups, Cyber Bullying (police liaison officer), Year 7 camp, Talks by community members, Bullying No Way' program in Years 7 and 8.

Constant awareness raising anti-bullying activities. Examples could include: Newsletter, Year meetings, Pastoral Care sessions, Signage around the school, Digital screen in main foyer, Programs such as 'Bounce Back', 'You Can Do It', beyou, RUOK Day, RAGE, Managing the Bull.

### **Procedures for Reporting and Dealing With Bullying Behaviour at Taree High School**

#### **PARENTS**

At home:

- Encourage your child to discuss bullying.
- Teach and model assertive behaviour.
- Teach empathy and helping behaviours to enable your child to support victimised peers. Encourage your child to follow the schools reporting procedures.



If your child is being bullied:

- Listen calmly to what your child is saying.
- Contact the school (Year Adviser or Head Teacher Wellbeing) on 6552 1166
- Find out the facts from the school. Do not ring other parents.
- Do not involve other students in the matter.
- Be supportive of your child – acknowledge that bullying will not be tolerated.

If your child is the bully:

- Talk to your child about bullying.
- Help your child understand the consequences of bullying.
- Seek help/advice from the school to develop ways to stop bullying eg: counselling
- Reinforce positive behaviour

STUDENT: Feeling Bullied

- Seek help – see your teacher, Year Adviser or Head Teacher Wellbeing; be willing to seek and accept help in resolving any conflict.
- Accept access to support services to help in developing resilient behaviours (eg: counsellor, Head Teacher Wellbeing, Year Adviser, Youth Outreach Worker, Deputy Principal).

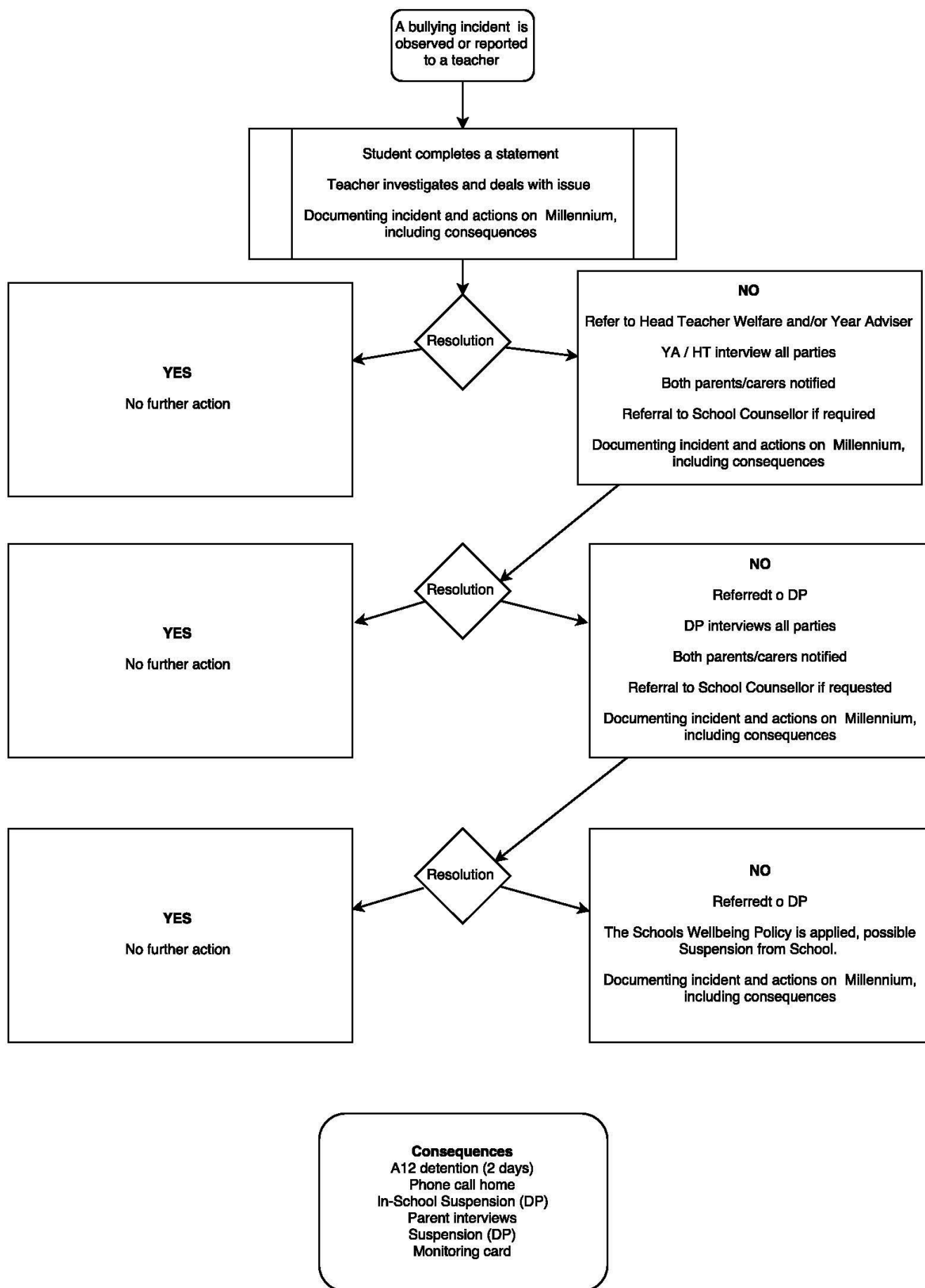
STUDENT: The Bully

- If you have bullied others:
- Be co-operative during staff interviews – you will be given a chance to talk about your version of the incident.
- Do not involve other students in the matter.
- Be willing to seek and accept help in resolving any conflict.
- Acknowledge that bullying will not be tolerated.
- Accept access to support services to help in developing positive behaviours (eg: counsellor, Head Teacher Welfare, Year Adviser, Youth Outreach Worker, Deputy Principal).
- Be willing to accept consequences of bullying others.

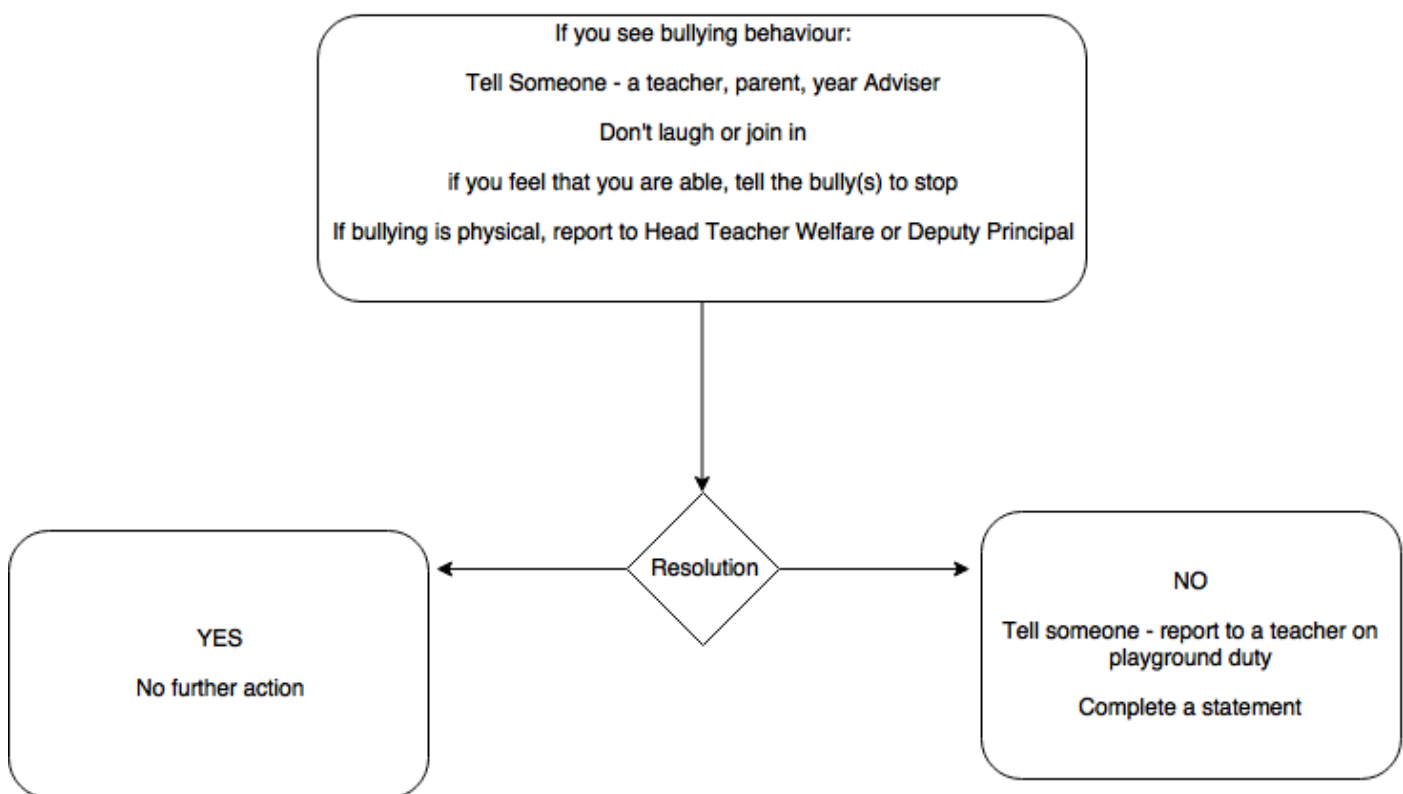
As a consequence of bullying others you may be required to: (1st offence): attend A9 detention (2 days)  
(Repeat offences):

- Head Teachers to impose faculty isolation and/or playground isolation (2 days), (If bullying continues)
- Deputy Principal may impose Monitoring Cards / In-school Suspension / Suspension / Referral to School Counsellor.

## THE TEACHER



## THE STUDENTS



## Monitoring and Evaluating the Anti-Bullying Plan

Indicators of the success of Taree High School's Anti-bullying Plan include:

- reduced incidence of bullying (noted through surveys, Millennium entries and suspension data)
- increased reporting of bullying incidents by targets, parents and bystanders (through staff response)
- staff better able to deal with bullying incidents from their classrooms and playground duties (noted through Head Teachers, Year Advisers and Deputy Principal comments)
- increased parent familiarity with school anti-bullying procedures.

The Anti-bullying Plan must be reviewed on a regular basis, so that all members of the school community are aware of and remain committed to it. The review will provide opportunities for reflection and renewal.

Strategies to review the school's Anti-bullying Plan include: surveys (student / staff / parents), Millennium entries and the Suspension register

Taree High School will develop and implement a revised plan, if necessary, following the review.

## Attendance and Absenteeism

The *Education Act 1990* (NSW) requires that parents (including caregivers) ensure that children of compulsory school age are enrolled at and regularly attend school, or are registered with the Board of Studies, Teaching & Educational Standards NSW for home schooling. The New South Wales Department of Education may take legal action against parents and caregivers who do not send their children to school without a valid reason.

Taree High School requires that individual students maintain, at least, an 85% attendance record to satisfy course requirements for the award the RoSA, Preliminary and/or Higher School Certificate.

At Taree High School:

- All rolls (including lessons and sport) are marked electronically commencing with the Official Roll Mark during Period 1 at 9.00am.
- Students late to school should present at the Front Office with a note explaining their lateness, and then make their way directly to their timetabled class, where teachers note the arrival time on the electronic roll.
- Students seeking leave from school report to the Front Office before school, to present their note and have a Leave Pass issued.
- Absentee notes must be given to the Front Office before school, recess or lunch.
- The Front Office will send an SMS to all families of Absent Students (Unexplained) by 10.30am each day.
- The Front Office will send a Truancy SMS to all families of truanting students each afternoon, notifying which period their student was absent.
- The Front Office will complete a Three Day Absence Letter for all students with three or more unexplained absences weekly.
- Sick students are directed to First Aid – who note sick bay placement on Millennium. Students must present at First Aid and refrain from contacting home. First Aid Officers will arrange with parents the next course of action for their child.
- Where there is an ongoing attendance concern, the student will be referred to the LST (Learning Support Team) and if necessary, complete a referral for HSLO/ASLO intervention.
- Parents can monitor student attendance through the Millennium Parent Portal.
- It is important that parents/carers keep their contact details current and updated when changes occur. A Change of Details form is available at the Front Office

Truancy:

- Sport – the Sport Coordinator follows up and arranges for truants to be processed (Millennium Register Entry, Letter and disciplinary action as appropriate)
- The Year Deputy Principal and Head Teacher Welfare follow up and arrange for truants to be processed (Millennium Register Entry, Letter and Classroom Teacher Notification)
  - Year Deputy Principal – Year 7 and 11
  - Year Deputy Principal – Year 8 and 12
  - Head Teacher Welfare – Year 9 and 10
- The Year Deputy Principal or Head Teacher Welfare will be notified by continued truancy through millennium by classroom teachers. The Deputy Principal or Head Teacher Welfare will discuss with the Teacher what disciplinary action should be taken (Blue Card Monitoring, Make-up lesson, completion of work missed).
- Persistent truancy will be dealt with by the Year Deputy Principal and may result in suspension from school.

Explaining a student's absence:

Providing a reason - If your child has to be absent from school, it is important to tell the school and provide a justifiable reason for the absence. To explain an absence parents and caregivers must send a note to the school office. This must be provided within SEVEN days of the absence.

*What is a valid reason?*

- Medical Reason

Flu; Stomach-ache; Strong pain; Diarrhoea; Cold; Headache/Migraine; Fever; Broken bone; Vomiting; Infectious illness, e.g., chicken pox; Nose bleed; Asthma; Rash; Injury.

*Please note Medical, Dental, Optometry, Specialist appointments, and the like, need to be supported with documentary evidence of attendance. Preferably, these appointments should be made after school or during holidays.*

- Family Reason

Funeral, Moving residence; Arrival or departure of an immediate relative from overseas; Unavoidable involvement in a serious family incident

- Other Reason

Misadventure and unforeseen events, e.g., fire, flood; Participation in special event, e.g., attendance at a religious ceremony; Transport difficulty; Unavoidable delay

When a note is received describing a situation like those above, the Official School Roll notes the absence as JUSTIFIED.

*What is NOT a valid reason?*

Shopping; Sleeping in; Working around the house; Minding younger siblings and other children; Minor family events such as birthdays; Hair appointments; Reasons provided SEVEN days or more after the absence

These reasons, even with parental permission, will be marked on the Official School Roll as EXPLAINED, but as UNJUSTIFIED absences.

It is important to realise that parents (including carers) may be prosecuted if children have recurring unjustified absences from school.

The Head Teacher Welfare is responsible for processing the Justified and Unjustified absences, and for contacting parents/caregivers when absences are not approved by the school. The Head Teacher Welfare will direct the office staff to mark the Official School Roll each day.

*What about Holidays?*

Parents and carers are encouraged *not to withdraw their children from school for family holidays*. These absences will be recorded as unjustified unless the Deputy Principal/Principal has granted Leave or an Exemption from School prior to the event. This policy is available on the Department of Education website:

[https://www.det.nsw.edu.au/policies/student\\_admin/attendance/sch\\_polproc/exempt\\_gui.pdf](https://www.det.nsw.edu.au/policies/student_admin/attendance/sch_polproc/exempt_gui.pdf)

## Electronic Devices

Taree High School does not encourage, or support, students in bringing mobile phones or electronic devices to school. Students who bring these items to school do so at their own risk. Staff are not responsible for their loss, theft or damage.

Mobile phones / electronic devices are not to be used during lessons, within school buildings, between classes, during detention or on the way to, or during sport.

Our stance is: “Turn It Off, Put It Away or Lose It”

- Students will be asked to “Turn Off and Put Away” all mobile phones and other listening devices.
- Students who are seen with a phone or listening device during class time will be asked to hand it in. These devices will be stored at front office for the day and picked up at end of day.
- Students who either fail to hand in phone when asked or repeat step one will be referred to a Head Teacher. These phones will be kept by school until picked up by parent or carer.
- Students who continue to fail to comply will be referred to the Year Deputy Principal and will face the risk of suspension from school for continued disobedience.
- Charging stations will be available for charging mobile phones in the library. Students are not to charge phones on school power points outside of this station.
- Phones will be swapped for the teacher’s toilet pass when a student needs to leave the room. Students will receive their phone when they hand back the teacher pass.

Under no circumstances will inappropriate use of mobile phones with cameras be tolerated. Students are not to use the above listed devices to threaten, bully, intimidate or otherwise harass other people. No photograph, video or recording of any staff member and/or student is to be taken without their permission. This use may involve Police action.

### *Emergency Contact*

Parents/Caregivers who need to contact students during school hours must report to, or phone the front office (02 6552 1166). Students needing to contact parents/caregivers during school hours must do so through the Front Office.

## Social Media

Taree High School acknowledges that the use of social media applications such as social networking sites, blogs, wikis, message boards and video and audio sharing websites is ever increasing. As a school, we believe that supervised and proper use of social media allows students to engage, interact and collaborate with their peers, and can assist with learning outcomes.

This policy provides our school community with standards of use as they engage in conversation and interactions using digital media. It is the responsibility of the user to ensure they act in a responsible manner when using these platforms; they will be held accountable for their actions while using the internet and online communication services.

It is the responsibility of the student to:

1. Report inappropriate behaviour and material to a member of staff.
2. Never knowingly initiate or forward emails or other messages containing:
  - a message that was sent to them in confidence;
  - a computer virus or attachment that is capable of damaging recipients’ computers;
  - chain letters and hoax emails.

3. Refrain from sending or publishing unacceptable or unlawful material or remarks, including offensive, abusive or discriminatory comments, which include:
  - threatening, bullying or harassing messages;
  - using obscene or offensive language towards others
  - making excessive or unreasonable demands upon another person;
  - sending sexually explicit or sexually suggestive material or correspondence;
  - requesting sexually explicit or sexually suggestive material or correspondence;
  - publishing or sending false or defamatory information about a person or organisation.
4. Ensure privacy and confidentiality is maintained by not disclosing personal information including names, addresses, photographs, credit card details and telephone numbers of themselves or others.
5. Understand that the misuse of internet and online communication services may result in disciplinary action, including suspension from school.

The Taree High School Facebook page - Our page exists to keep community members abreast of news and information regarding our school and students.

When interacting with the official Taree High School Facebook page, all users are expected to act in a respectful and courteous manner. Any user in breach of our school's Social Media Policy will be denied access to our page and the issue will be referred to a Senior Executive members of staff (Principal or Deputy Principal) for further disciplinary action.

Users are also reminded that the page's Admin post information from a variety of school sources. Questions, concerns or issues, should be directed to the school and the appropriate member of staff by phoning 6552 1166.

### Millennium

Millennium is an online learning and student management software. It is used to track student attendance, assessment and welfare data and for semester reporting. All families are issued a username and password to access the Parent Portal.

To access the portal, log into the Millennium PARENT Portal:

Website: [www.Millenniumschoools.net.au/portal/](http://www.Millenniumschoools.net.au/portal/)  
 Username: *your username*  
 Password: *your password*  
 School: tareehs

### Parent / Caregiver and School Contact

Parents and Caregivers are encouraged to contact the school by visiting the front office, by phone (6552 1166) or via email ([taree-h.school@det.nsw.edu.au](mailto:taree-h.school@det.nsw.edu.au))

#### Who to contact

|   |   |
|---|---|
| School Office between 8.30am and 3.45pm | General enquiries.<br>Enrolment enquiries.<br>School leaver enquiries.<br>Change of Student details |
|---|---|

|                                     |  |
|-------------------------------------|--|
|                                     | Absences   |
| Classroom Teacher                   | Classroom and subject matters  |
| Head Teachers of Subjects           | Ongoing classroom and subject matters  |
| Head Teacher Student Administration | Subject Selection<br>RoSA and HSC Enquiries  |
| Head Teacher Wellbeing              | Serious welfare matters<br>Attendance - Early leaver requests<br>Student Assistance                          |
| Year Advisers                       | For welfare related matters<br>To organise a progress report<br>To organise work during prolonged absence    |
| Deputy Principals                   | Serious issues requiring immediate notification.<br>Ongoing welfare matters.<br>Transition from Years 6 to 7 |
| Executive Principal                 | Ongoing serious issues requiring immediate notification.   |

### Complaints, compliments or suggestions

If you have a complaint, compliment or suggestion about any aspect of our school we are always willing to listen. Taree High School follows the Departments Complaint Handling Guidelines, which can be found at <http://www.dec.nsw.gov.au/about-us/how-we-operate/how-we-handle-complaints>

### Pastoral Care

Taree HS operates a 20 minute Pastoral Care period each Wednesday. A student's Pastoral Care Group is the same as their Roll Call Class. Pastoral Care Groups support each other, to develop their intellectual, emotional and social connections.

Pastoral Care Groups work on activities which reinforce the PBL expected behaviours.

In addition, Year 7 to 10 Pastoral Care Groups explore content that supports youth mental health. Activities are sourced from Smiling Mind (<http://smilingmind.com.au>), Beyond Blue (<https://www.beyondblue.org.au>) and Reach Out (<http://au.reachout.com>).

Year 11 and 12 Pastoral Care Groups complete independent study during this time and may participate in organisational skill lessons.



### Allergy and Anaphylaxis Management

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. Taree HS follows the procedures issued by the Department of Education *Anaphylaxis Procedures for Schools*, including:

- All staff know the identity of students who are at risk of anaphylaxis
- First Aid staff liaise regularly with parents
- Parents are required to keep their child's Health Care Plan/ Anaphylaxis Management Plan current
- Staff follow information contained in the student's Anaphylaxis Management Plan
- Staff complete face-to-face and online training in how to recognise and respond to an anaphylactic reaction, including administering an adrenaline autoinjector
- First Aid staff ensure the schools, and students spare, adrenaline autoinjectors are stored correctly (at room temperature and away from light) in the First Aid room off the Library Office.
- All Staff know where the adrenaline autoinjectors are located
- All Staff follow the procedures in the student's ASCIA Action Plan for Anaphylaxis, which are found in the staff common room, first aid room, and every faculty staff room.

### First Aid

Where an injury or illness does occur, first aid facilities that are adequate for the immediate treatment of injuries and illnesses that may arise in a school, are provided. Taree High Schools Sick Bay is located in the Library.

Further information can be found on the Departments website, including issuing of Individual Student Support, Health Conditions, Prescribed Medications and Health Care Procedures.

<http://www.schools.nsw.edu.au/studentsupport/studenthealth/schpracprog/firstaid/index.php>

If caregivers wish to discuss their child's health and medical needs, they should contact the Head Teacher Welfare.

### Harm Minimisation Strategies

Harm minimisation does not condone dangerous behaviours or drug use, but refers to policies and programs aimed at preventing and reducing harm associated with both licit and illicit drugs.

It uses the three pillars of demand reduction (preventing or delaying use and supporting people to recover from dependence), supply reduction (reducing the production and supply of illegal drugs and regulating the use of legal drugs) and harm reduction (reducing the adverse health, social and economic consequences of use).

Taree High School teaches, and explores, Harm Minimisation strategies throughout our curriculum.

### Nutrition

The Taree High School P&C operate the school canteen. The P&C follow the guidelines of the Fresh Tastes @ School - NSW Healthy School Canteen Strategy, including the promotion of healthy choices and only operating, or selling 'occasional' foods at certain times. Policy:

[https://www.det.nsw.edu.au/policies/student\\_serv/student\\_health/nutrition/PD20110420.shtml?level=](https://www.det.nsw.edu.au/policies/student_serv/student_health/nutrition/PD20110420.shtml?level=)

The teaching of nutrition education is also promoted within the Personal Development, Health & Physical Education (PDHPE) and Technology & Applied Studies key learning areas.

## Sun Smart

Taree High School enjoys shaded grounds and encourages students to seek shade when outdoors during peak ultraviolet radiation times. Classes which participate in outdoor activities, encourage students to wear sun safe hats that protect the head, neck and ears. Students are also encouraged to use a 30+ (or higher), broad spectrum and water-resistant sunscreen. Sunscreen is also made available to students; however, staff access information provided by parents/carers about known allergies and ask parents/carers to notify the school if their child has an allergy to a chemical, fragrance or colouring agent in sunscreen that they have not already identified. These students are required to provide their own sunscreen.

## Smoking on school grounds

The DoE Drugs in Schools Policy refers to the smoking of cigarettes and e-cigarettes on school grounds. Smoking (including vaping) on school premises, including school buildings, gardens, sports fields and car parks, is **prohibited**. This includes students, employees, parents, visitors and other people who use school premises, including community groups. Principals must manage incidents involving tobacco consistent with the school's student welfare and discipline policies and Suspension and Expulsion of School Students - Procedures.

The key factor in responding to students who smoke at school is to address it as a social health issue. The purpose of targeting smoking is to build an awareness of the associated long-term health issues, not merely as a behaviour that must be punished.

If teaching staff are confronted by a student smoking (or vaping) on school grounds it is important to focus on the process of behaviour modification. Other issues should not be raised, nor should the situation be allowed to escalate into a confrontation. For this purpose it is essential for teachers to follow a clear and concise procedure-

Address the student in a clear and non-confrontational manner, e.g. "Hello Jane, you know that smoking is not permitted in school grounds. Please put the cigarette out. I am required to report this incident to the HT Welfare. Mrs Rainger will be in touch with you soon to discuss this matter."

Complete a Millennium entry (check Notification and notify through Millennium HT Welfare).

The student will be interviewed by the HT Welfare as soon as possible following the incident. During this interview the student will be-

- asked about their smoking habit (source, pattern of use etc.),
- asked if they would like to access information related to the associated risks,
- informed about school and government policy related to smoking on school grounds. At this point it will also be explained to students that teachers have a duty of care in relation to under age students smoking within sight of teachers (e.g. on the way to and from school),
- told that their parents will be notified about this incident. HT Welfare to make phone contact with parents for first incident, contact by letter inviting parents in for interview for second and subsequent incidents, and have the procedure for managing ongoing infringements explained.

For students who re-offend (Second incident) -

- the above procedures are revisited,
- parents are informed by letter and asked to come in for interview. At this interview strategies are put into place to assist students with management of their smoking, e.g. counselling, Quit programs, etc. A discussion will be held of the consequences related to students who continue to re-offend.

For students who re-offend (third and subsequent incidents) - Continued disobedience.

- HT Welfare refers to Deputy Principal to discuss strategies and possible suspension procedures.

Students suspected of smoking.

If a student / group of students is suspected of smoking in the playground, the teacher should approach and make them aware of those suspicions. A report should also be made to the Head Teacher Welfare or Deputy Principal. The student / group of students should be moved on from the area if the behaviour is repeated. The Deputy Principal can assist in this process.

## Student Leadership

The Student Representative Council is the prime student leadership body in the school. Students are elected annually through the democratic process of peers voting for their year/ group representatives. Student representatives show their leadership through following school rules, including the wearing of the school uniform. Each student pledges to do their best in all school endeavours: academic, sporting and cultural. As our students are representing their peers, rather than themselves, they must bring to the attention of the SRC the needs or concerns of their peer group, even if they disagree with those concerns. As ambassadors within the school, our student leaders are expected to be sensible, caring and good role models for younger SRC members and students.

Despite the hard work expected, being a part of the SRC is a fun and extremely rewarding experience.

### STRUCTURE

The Council consists of 42 members:

|                |   |
|----------------|---|
| Year 8 –       | 2 boys and 2 girls                                  |
| Year 9 –       | 3 boys and 3 girls                                  |
| Year 10 –      | 4 boys and 4 girls                                  |
| Year 11 –      | 5 boys and 5 girls                                  |
| Year 12 –      | 5 boys and 5 girls (2 Captains and 2 Vice Captains) |
| Koori –        | 2 representatives                                   |
| Support Unit – | 2 representatives                                   |

### SCHOOL CAPTAINS

The Council is led by 2 Captains and Vice Captains from Year 12. Students wishing to run for Captain must submit a written application. If accepted, the nominees attend an interview with the Executive Principal, the current Year Advisor and SRC Coordinator and the outgoing Captains. A campaign speech is required to be given in front of school executive, Year 12 and interested staff. Unlike year elections, the staff, the SRC and Year 12 peers vote for these school ambassadors.

### MEETINGS

The SRC meets daily during Roll Call, and hold one longer meeting during Pastoral Care each week, chaired by a Captain. Minutes are recorded by an annually elected Secretary. Other meetings are called when needed.

### COMMITTEES

At the beginning of each term of office, during the SRC Orientation Day, representatives elect be a member of one of five committees. These are:

Social/Spirit Cup (the 4 Captains are automatically included)

- Environment
- Technology
- Well-Being
- Public Relations

Each committee is headed by a senior representative and meets once per week to discuss committee projects.

#### ANZAC DAY & REMEMBRANCE DAY ATTENDANCE

Representatives are required to represent Taree High school by attending the annual community ANZAC and Remembrance Day commemorations in full school uniform. A wreath is laid and the Captains give an address if required by the local sub-branch.

#### SPIRIT CUP and SPIRIT DAY

THS Spirit Day is an initiative first introduced in 2008 by the SRC. Its presence on our annual calendar creates a more enjoyable environment within the school and boosts school spirit. It achieves this by breaking down the barriers between students and teachers as well as students and their peers, the support unit and mainstream students and barriers between different year groups. Spirit Day encourages students and teachers to participate, cooperate and support each other in a variety of activities while competing in their House groups. This day is traditionally held on the last school day of Term Two. The various activities are chosen, organised and run by our student leaders and overseen by the four Captains. At the end of the day the inaugural Spirit Cup is awarded to the winning house. Points are tallied from SRC activities at Athletics and Swimming Carnivals and Spirit Day itself. There are also plans to include the PBL tally in the near future. Former Captains are invited back to judge House war cries after lunch.

#### SOCIALS

The SRC is responsible for the organisation and running of Socials in Terms 1, 2 and 4. The Hall can cater for up to 300 guests and the COLA in spring/summer months. SRC members DJ these events, serve in our refreshment stand and secure student bags. The local Police are notified and security guards are hired for the peace of mind and safety of students, staff and families. The Social is set up during the 2 hours of sport time on Wednesdays. Parents are contacted if their child has not attended but bought a ticket. All SRC members are expected to help in this timeframe, with the exemption of senior members who attend academic classes.

#### NEWSLETTER

The SRC is responsible for writing, collating and editing the school newsletter to ensure our school community is kept informed of Taree High's achievements.

#### CANTEEN

Each term SRC members are rostered on to serve in the canteen – this can consist of between 2 and 4 shifts per term for individuals. Every care is taken to ensure senior representatives are given less shifts than junior members. This applies especially to Year 12 in Term 3 each year.

#### FUNDRAISING

The SRC is responsible, in a joint capacity with the canteen, for any fundraising projects. At the annual orientation day, four charities are voted on by the SRC to be the focus of that year. Each is assigned an out of uniform day over the 4 terms. Student leaders run cake stalls wherever possible to boost revenue for charities chosen. The SRC is also available to raise funds for various school sporting and academic competitions.

#### POSITIVE BEHAVIOURS FOR LEARNING

Our student leaders are part of the staff team that runs PBL initiatives within the school. SRC representatives are regularly invited to and attend meetings to ensure that young people's perspectives and ideas are integrated into this whole school venture.

#### SRC STAFF COORDINATOR/S

A staff Coordinator and Assistant Coordinator are appointed to oversee the SRC. Their role is to support, give advice and facilitate the decisions made by our student leaders. It is important that our young people are given not just a voice, but are listened to and are thus empowered to see projects they are passionate about reach fruition.

## SUMMARY

Taree High School's Student Representative Council continues to be proud of its good conduct when representing Taree High in the community and at our school events. This applies especially in maintaining our school's core values of Cooperation, Participation and Respect.

## Uniform

Students, parents and staff have indicated strong support for the wearing of the school uniform as a means of fostering school identity and tone. At Taree High School students are expected to wear the appropriate uniform at all times. It should be noted that according to the NSW Department of Education policy (DoE Core Rules), students are expected to "Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy".

Students not in uniform lose the opportunity to leave the school during breaks (Year 11 and 12 ONLY), go on excursions, represent the school, assist the school as a Runner or be publicly presented to the school at assemblies and public meetings. It may also be necessary for them to be excluded from practical subjects for inappropriate footwear, for reasons of safety.

The school can help students who are unable to wear the uniform because of financial hardship. Please contact the Head Teacher Welfare if this is the case.

Uniforms can be purchased locally at LOWES, Workwise Clothing Taree and other clothing outlets. Pre-loved uniforms are available through the Head Teacher Welfare, who coordinates the school's Uniform Pool.

While every effort is made by students to wear their uniform, we understand that on rare occasions students are unable to be in full uniform.

When unable to wear uniform, students must bring a note explaining the reason to the Head Teacher Welfare at the beginning of the school day, who, will then provide an exemption for the day. Any non-uniform item must cover the body. Items such as singlet tops, midriff tops, cut off shorts, hipster jeans and micro mini-skirts are unacceptable. Clothing with logos depicting references to alcohol, drug use, racism, anti-social behaviour and sex are unacceptable. Parents of students wearing unacceptable clothing will be contacted via phone and the student may be sent home. This is also the policy on Out of Uniform days where students are required to dress appropriately, with appropriate clothing. They are also required to bring all materials required for normal classroom activities. E.g. PE uniform, covered shoes for practical subjects.

Footwear is an important safety item. Shoes with a good sole can improve grip on surfaces and can assist in preventing accidents such as slips, trips and falls from occurring. Footwear can also provide a protective barrier and protect feet from injury caused by falling objects or spillages.

Shoes of Taree High School students must fully enclose the feet, including the upper section of the foot; the shoe is to have a stout sole and firm leather upper; the shoe is to have low heels. This means NO canvas shoes, NO mesh/open weave shoes and NO open shoes. This is outlined in the Student Handbook, and on the school's Facebook page.

All Teachers are to note, through their Millennium Rolls, each lesson students who are out of uniform and without a Pass. The Head Teacher Welfare will run a Uniform Report weekly and students who persistently wear the incorrect uniform without an explanation will be deemed as neglecting their responsibilities to uphold Taree High School's values and policies, and as such, will be dealt with using the Wellbeing Policy.

## Related Policy Documents

The following Department of Education Policy documents were consulted by Taree High School when creating our Wellbeing Policy. They can be found on the department's website:

- Student Welfare Policy (PD20020052)
- Values in NSW public (PD/2005/0131/V01)
- Suspension and Expulsion of School Students Procedures (PD20060316)
- Student Discipline in Government Schools - Support materials (PD20060316)
- Student Discipline in Government Schools Policy (PD20060316)
- Student Attendance in Government Schools: Procedures (PD20050259)
- Social Media Guidelines (PD20110418)
- Social Media Policy (PD20110418)
- School Uniform Policy (PD20040025)
- School Uniforms in NSW Government Schools Guidelines (PD20040025)
- School Attendance Policy (PD20050259)
- Protecting and Supporting Children and Young People - Procedures (PD20020067)
- Homophobia in schools Policy (PD20050287)
- Homework Policy (PD20020003)
- Homework Policy Guidelines (PD20020003)
- Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms (PD20060316)
- Exemption from School - Procedures (PD20050259)
- Drugs in Schools Policy (PD20020040)
- Bullying: Preventing and Responding to Student Bullying in Schools Policy (PD20100415)
- Bullying: Preventing and Responding to Student Bullying in Schools Planning Document (PD20100415)
- Anti-Racism Policy (PD20050235)
- Anti-Racism: Complaints of racism (PD20050235)
- Anti-Racism: What schools can do? (PD20050235)
- Complaints Handling Policy (PD/2002/0051/V04)