



LUCAS HEIGHTS COMMUNITY SCHOOL

Wellbeing and Discipline Procedure 2021

Staff/Parents



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MISSION STATEMENT

The school culture promotes and sustains a safe and supportive environment for all, where the inherent dignity and worth of each person is valued and protected. The school upholds the rights of all people to equity of access within a safe and supportive learning environment, in which they can take appropriate risks and meet personal challenges in their learning and personal growth.

Lucas Heights Community School ensures the Wellbeing framework for school's framework underpins our policy to ensure all students are connected to their school community and have opportunities to succeed and thrive.

The school's goals endeavour to:

- Enhance student's self esteem.
- Develop student's self-regulation and accountability for behaviours.
- Engage student's in meaningful learning that will promote life long learning skills and enable them to connect, succeed and thrive.

Our policy incorporates the NSW DOE core rules for all students.

THE CORE RULES

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.
- Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

SCHOOL VALUES – Years K-6



The poster features a dark blue background with light blue abstract patterns. At the top right is the school logo. The central text asks 'Are You on PAR?' in large white letters. Below this are four white rounded rectangular boxes, each containing a value in bold red letters and its definition. On the right side, the words 'School Values' are written vertically in large red letters, with 'Lucas Heights Community School' written vertically in white below them. At the bottom left, the text 'O: Communication and Engagement' is written vertically in white.

Years K-6
Are You on *PAR*?

PARTICIPATION
Be an active learner in all tasks and seek opportunities to grow.

CARE
Look after the school environment and the wellbeing of yourself and others.

ACHIEVEMENT
Approach school with a positive attitude.

RESPECT
Value yourself and the rights of others.

RESPONSIBILITY
Follow school values and expectations.

School Values
Lucas Heights Community School

O: Communication and Engagement

SCHOOL VALUES – Years 7-12



The poster features a blue background with a glowing effect. At the top right is the school's circular logo. The central text asks 'Are You on PAR?' in large white letters. Below this are three white rounded rectangular boxes, each containing a value and its corresponding actions. On the right side, the words 'School Values' are written vertically in large red letters, with 'Lucas Heights Community School' written vertically in smaller white letters next to it. At the bottom left, there is a small vertical text credit.

Years 7 - 12

Are You on *PAR*?

PARTICIPATION

- Attend school every day
- Be an active learner in all tasks
 - Cooperate with others
 - Seek opportunities to grow

CARE

- Be fair and tolerant
- Look after the wellbeing of yourself and others
 - Show care for the school environment

ACHIEVEMENT

- Approach school with a positive attitude
- Use my time effectively to set realistic goals
- Be proud and support success of yourself and your peers

RESPECT

- Value yourself and the rights and opinions of others
 - Communicate and act politely
 - Practice good hygiene

RESPONSIBILITY

- Wear correct school uniform
- Be punctual to school and class every day
 - Be prepared for learning in every lesson
- Represent the school in a positive manner at all times
 - Use technology devices responsibly and in an ethical and appropriate manner at all times

School Values
Lucas Heights Community School

©: Contribution and Engagement

ATTENDANCE

We believe it is only possible to take full advantage of the learning opportunities available at school when students attend regularly as is required by law. We recognise students who regularly attend school and reward them through the merit system.

Parents are legally responsible for the regular attendance of their child and teachers are responsible for the care and monitoring of students whilst at school.

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents/compulsory-school-attendance-information-for-parents>

Some points to assist parent awareness:

- The amended Education Act (1990) requires parents to ensure that children between the ages of six and seventeen attend school each day that the school is open for instruction.
- Regular attendance is described as 100%. Except in the case of absences for reasons identified and accepted as valid by the Principal e.g. sick. An 85% attendance record is not regular attendance.
- If children are absent from school, parents are required to provide the school with an acceptable explanation within seven days of the absence.
- Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An Application for Extended Leave may need to be completed.

The Assistant Principal Welfare, Year Adviser, Head Teacher Welfare and Deputy Principals monitor attendance and lateness and interview students who show consistently poor attendance and/or punctuality. Parent contact will be made for students who are persistently late or absent. Any absence or late arrival must be justified.

If a student is found to be truanting, they will be counselled by the Year Adviser but they will also be required to follow the consequences as outlined in the levels system.

Please refer to Attendance Guidelines 7-12 and Attendance K-6 2021, Appendix A.

EVERY DAY COUNTS....

A day here or there doesn't seem like much, but...

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means that the best your child can achieve is...
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ a years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2 ½ years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4

Give your child every chance to succeed...

Every day counts!



STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR

Refer to Behaviour Matrix 7-12, Appendix B.

WELLBEING

We have dedicated wellbeing teams for K-6 and 7-12 which report to staff weekly through executive meetings and maintains consistent contact with teachers to communicate student wellbeing issues. The Wellbeing team meet fortnightly to discuss student wellbeing and also to discuss students with learning support issues at LaST meetings.

Years K-6

In K-6, the school values are promoted in all classroom settings through whole-school merit and teacher reward systems. Emphasis is placed on encouraging positive behaviours where students feel valued, safe and supported. Teachers refer to the K-6 LHCS Behaviour Management Flowchart when addressing inappropriate behaviours in the classroom and on the playground. Parents/guardian communication is fundamental in supporting student wellbeing and this is established through parent-teacher interviews, online communication (e.g. Seesaw, Enews, Facebook etc.) and student reports.

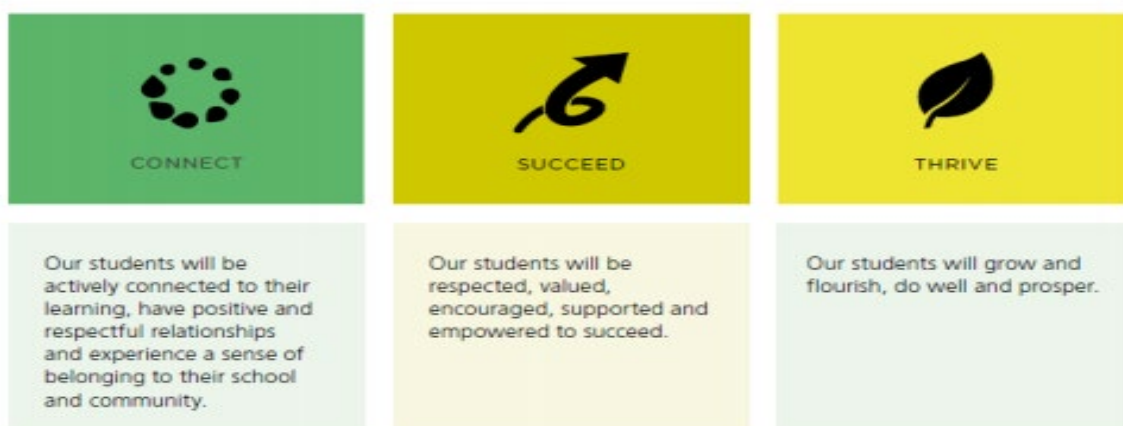
In K-6, students are monitored in the first instance by their classroom teacher. Students receive support and feedback to address underlying issues and rectify behaviour. It is only if the behaviour continues and/or escalates that students are referred to the AP/Deputy Principal for further action. Parents are kept well-informed and are encouraged to support their child in making positive behaviour changes.

Years 7-12

In 7-12, Year Advisers monitor student behaviour via Sentral and will regularly intervene to assist students to manage their behaviour. Progress reports on students are filled in by relevant staff and are used to monitor a student's performance. Progress reports are used to inform parents and maintain open communication which promotes positive engagement. Alternatively, these reports can be used to open a conversation with students who may be unaware of the extent of their behaviours; once alerted, students are empowered to act in changing their conduct.

The use of "Wellbeing – Parent Advice Letter" (positive behaviour reinforcement) also assist in enhancing positive conduct at all levels of schooling. Students who demonstrate positive behaviour receive a letter in the mail which reinforces their positive conduct, which often also has a positive effect on relationships between teachers and students. Likewise, a Parent Advice Letter ("PAL") which expresses concern regarding a student's behaviour can be sent to parents with the aim of correcting negative behaviour. The main aim of this system is to ensure that parents remain informed as we believe that consistent contact with parents promotes positive student behaviour; a system of transparency and connectedness to the school community.

The Wellbeing Framework for schools



Our school counsellor/s are professionally trained and can act in a supportive capacity for students struggling with personal issues or stress. The counsellors are an integral part of the Wellbeing Team and are often referred to when students require access to special provisions. Special provisions are necessary for students who need more assistance in exam situations; they can promote a student's participation and engagement in a subject if the student feels supported by the system. Furthermore, counsellors assist students to adopt more positive attitudes to situations and often emphasise the importance of actions and consequences in an individualised setting. The support and comfort offered by counsellors contributes to a child's sense of wellbeing and self-esteem.

YEAR 12 MENTORS

Every Year 12 student is supported by a mentor of their choice and this teacher serves to advise students throughout the course of the year. Students may approach their mentor for assistance with study skills, counselling or any other reasonable request. Students who access the help of their mentors find themselves more engaged and content because they have a consistent support base in a stressful year.

ANTI-BULLYING POLICY

Lucas Heights Community School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. The NSW anti-bullying website <https://antibullying.nsw.gov.au/> provides evidence-based resources and information for schools, parents and carers, and students. Lucas Heights Community School has an Anti-Bullying Plan in line with the Department of Education policy, as well as an Anti-Bullying Policy which details the strategies implemented to reduce student bullying behaviours.

Discrimination in any form is unacceptable. Students who discriminate against or harass others are promptly counselled by staff or counsellors and guided into acknowledging and taking responsibility for their actions through the school's disciplinary system.

Please refer to the school's anti-bullying policy Appendix C.

STUDENT REPRESENTATIVE COUNCIL (SRC)

LEADERSHIP ROLES

Students are given several and various opportunities to engage in leadership roles. The SRC enables students to extend their interests and those of their peers. The SRC has frequent sessions and discussions which encompass a range of issues central to school life. SRC representatives feel empowered by the negotiation they engage in with other students and staff and by their role in promoting awareness of charities through fundraising ventures. Students are also provided with excursions and incursions revolving around leadership. When students access these opportunities, they are rewarded by developing a stronger sense of self and community.

VOLUNTEERING

Students are also given the opportunity to enhance their interpersonal and leadership skills by engaging in volunteer work. Lucas Heights Community School is an avid supporter of volunteering because it strengthens all aspects of a student's life. Volunteering is undertaken within the school; the Peer Support program, Peer Mediation and Peer Tutoring programs enable students to contribute their skills and time in the interests of others. The Aboriginal liaison officer will encourage certain students to be responsible for the raising of the flag and reading the acknowledgement to country on morning assembly, which imbues them with a sense of responsibility and pride. The school sustainability programs enable students to contribute their skills and time in the interests of caring for the environment.

STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

MERIT/AWARDS SYSTEM

In addition to recognising and reinforcing positive behaviour, we aim to build students' self-esteem through recognising their achievements through a structured merit system.

This merit system encourages students to work towards achieving personal and academic goals through accumulating different awards corresponding to the consistency and nature of their effort/s.

The school will use light blue merit cards (recorded on Sentral) which focus on school core values. This is reinforced throughout the school through Value assemblies which focus specifically on identified values and areas of achievement.

A student progresses through the stages of the merit system as follows:

1. Students accumulate TEN merit cards and will receive ONE BRONZE Certificate. Students will receive notification of advancement of awards through the student portal. Merits can be awarded by all staff.
2. Once students have collected TWO BRONZE certificates they become eligible for a SILVER certificate.
3. An accumulation of TWO SILVER certificates will allow students to access a GOLD certificate. These certificates may be presented at Morning or Year Group Assemblies.
4. An accumulation of THREE GOLD certificates will allow students to access a DIAMOND certificate (Principals Award) All DIAMOND certificates will be presented on Presentation Night at the end of the year.



Lucas Heights Community School K-12 Merit System



2 Bronze Awards
= 1 Silver Award

2 Silver Awards
= 1 Gold Award

3 Gold Awards
= 1 Diamond Award



10 Merit Cards = 1 Bronze Award



HOUSE POINTS

House Points are part of the schools Positive Behavior reinforcement model and are used to acknowledge students who uphold our school values. House Points supplement the welfare system and rewards programs, as students can receive House Points for a range of positive interactions including social, academic and sporting.

Years K-6

House Tokens are part of the school's Positive Behavior reinforcement model and are used to acknowledge students who uphold our school values. House Tokens supplement the welfare system and rewards programs, as students can receive House Tokens for a range of positive interactions on the playground and during whole-school events.

The winning house, which has the most tokens each term, will receive a reward for each of its members. House captains will track the accumulated points through a token system, where students place a coloured token into the appropriate house barrel.

The table below outlines some ways in which students can accumulate House Tokens:

Playground	<ul style="list-style-type: none"> • Positive interactions with peers • Supporting or helping others • Caring for our school environment
Whole-School Events	<ul style="list-style-type: none"> • Participation in whole-school events • Sportsmanship • Following school values and expectations

*Issuing of tokens is not limited to the above examples.

Years 7-12

The table below outlines some ways in which students can accumulate House Points and the responsibility of staff in awarding those Points.

House Points are attached to the award system in Sentral, located on the left hand side under Wellbeing in the section titled AWARDS. Students receive a house point every time an award is given. Students can then track their accumulated Points via the Portal. Points are also tallied by House and Grade, with cups awarded at the end of the year to houses, grades, and students.

End of year awards are given to the house with the most Points as well as students who show improvement or accumulate the most Points for their house.

It is expected that staff recognise student achievement and award students House Points regularly in both a classroom and a whole school capacity. Year Advisors will award points each semester based on reports in relation to the table below.

Achievement	Points	Responsibility
Consistent positive attitude to learning on subjects	15 per semester	Year Advisor
Academic awards	10 per award	Presentation Assembly committee
Uniform - no unexplained	5 per term	Year Advisor
Lateness - no unexplained	5 per term	Year Advisor
Grade sport	5 per term	Sport coordinator
CHS sport	5 per event	CHS coordinator
Wellbeing PAL letter <ul style="list-style-type: none"> • Academic • Behaviour • Achieving goals in Learning Hubs • Extracurricular activities • (e.g. dance, debating etc) • Any other at teacher discretion 	5 per letter	Classroom teacher Head teacher
Merit card	1 per card	Classroom teacher
SRC	5 per term	SRC coordinator

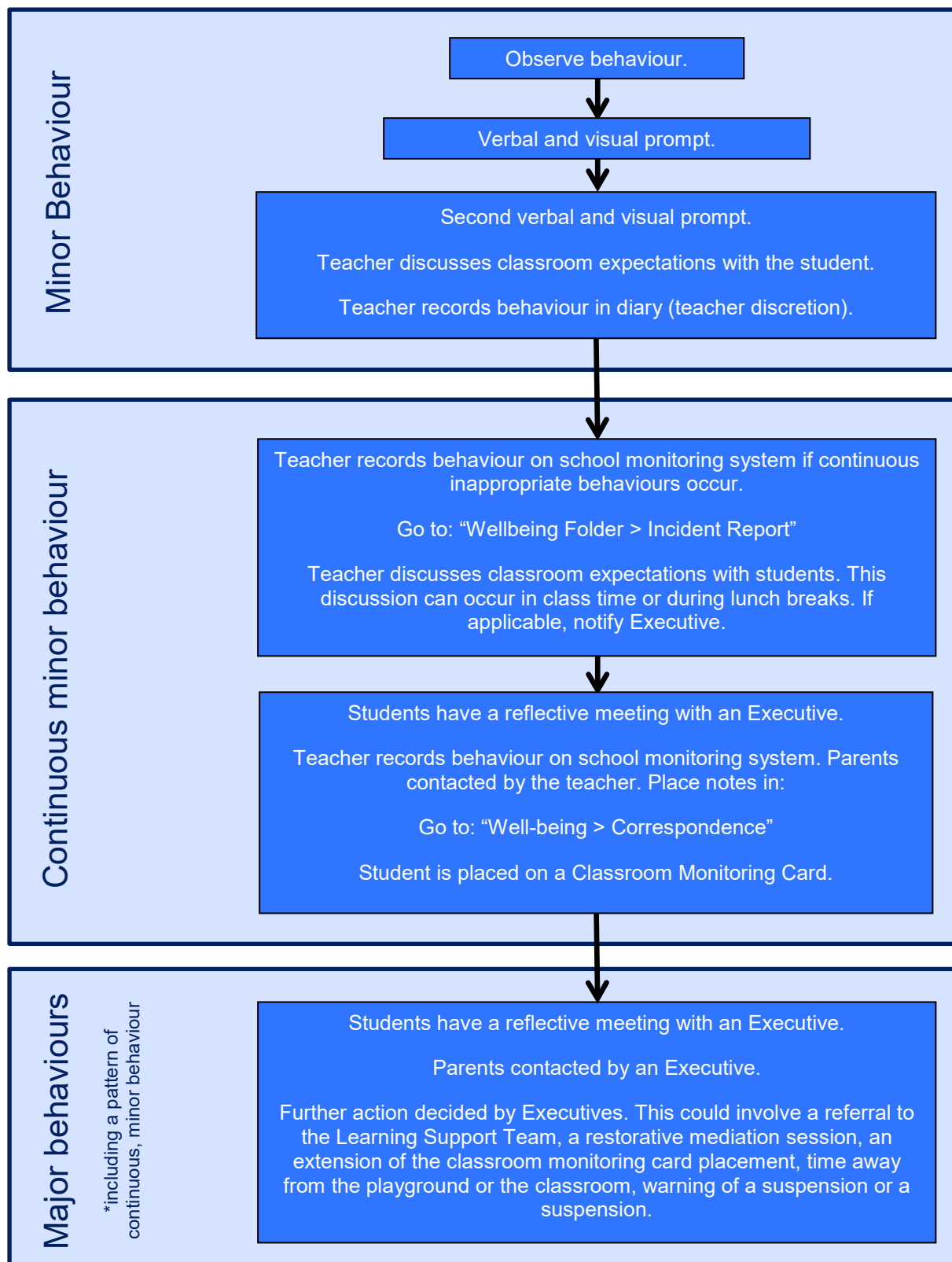
Example:

Achievement	Points	Student A	Student B	Student C
Attitude to learning on reports - all "A's"	5 points per subject	50 (10 x 5)	50 (10 x 5)	10 (2 x 5)
Academic awards	10 per award			
Uniform - no unexplained	5 per term	10 (2 x 5)	10 (2 x 5)	0
Lateness - no unexplained	5 per term	10 (2 x 5)	10 (2 x 5)	0
Grade sport	5 per term	10 (2 x 5)	10 (2 x 5)	
CHS sport	5 per event	10 (2 x 5)	10 (2 x 5)	20 (4 x 5)
Wellbeing PAL letter <ul style="list-style-type: none"> • Academic • Behaviour • Achieving goals in Learning Hubs • Extracurricular activities (e.g. dance, debating etc) • Any other at teacher discretion 	5 per letter	25 (5 x 5)	45 (9 x 5)	15 (3 x 5)
Merit card	1 per card	10 (10 x 1)	10 (10 x 1)	10 (10 x 1)
SRC	5 per term			
TOTAL		125	145	55

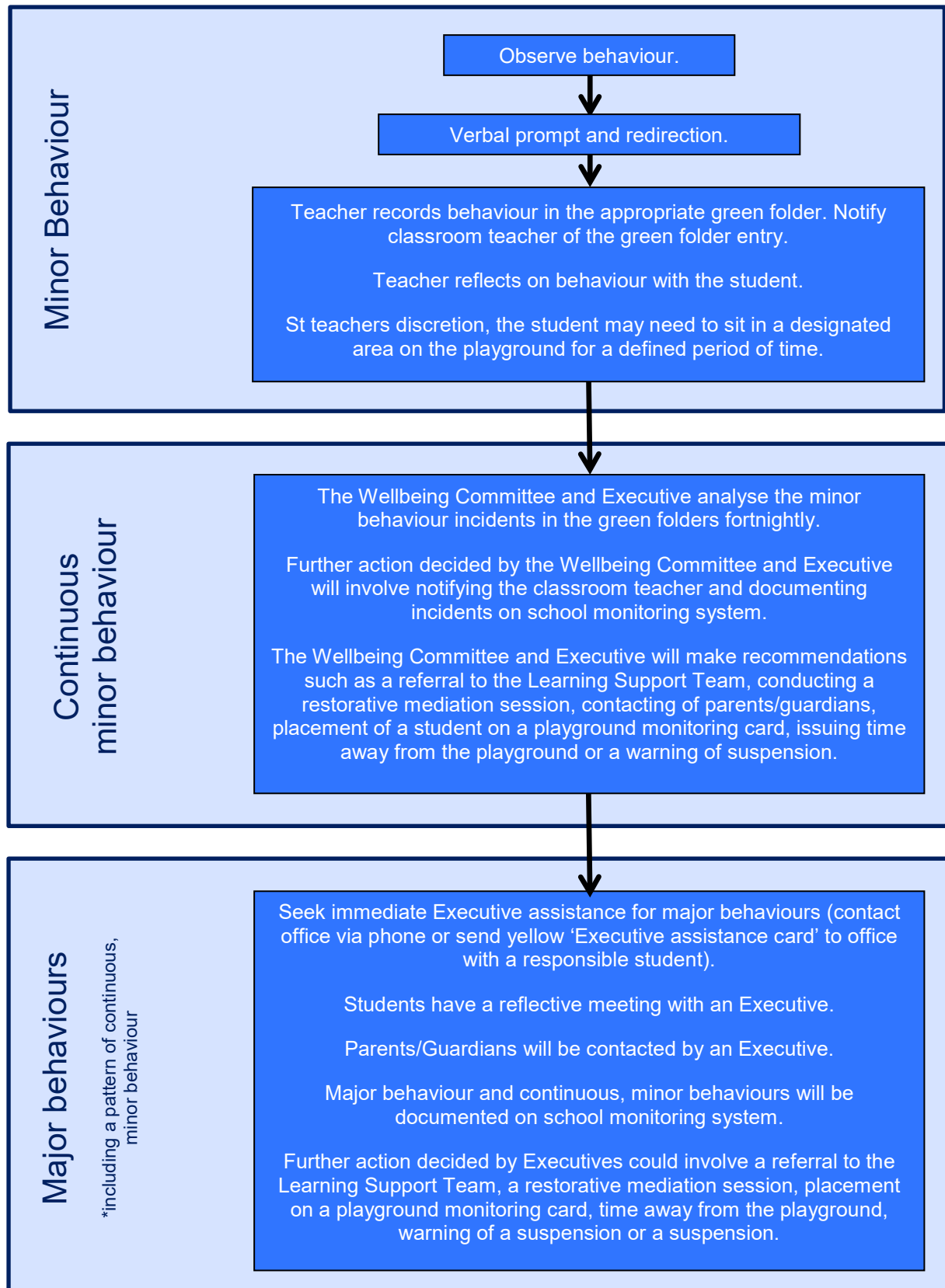
At the end of each year, 7-12 students who have achieved the minimum House Points can attend a Rewards Day. Students are selected based on their House Point achievements which can be accumulated by demonstrating the school values in any social, academic or sporting setting. The SRC for each grade nominate TWO venues they would like to attend and present this to the school executive.

STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

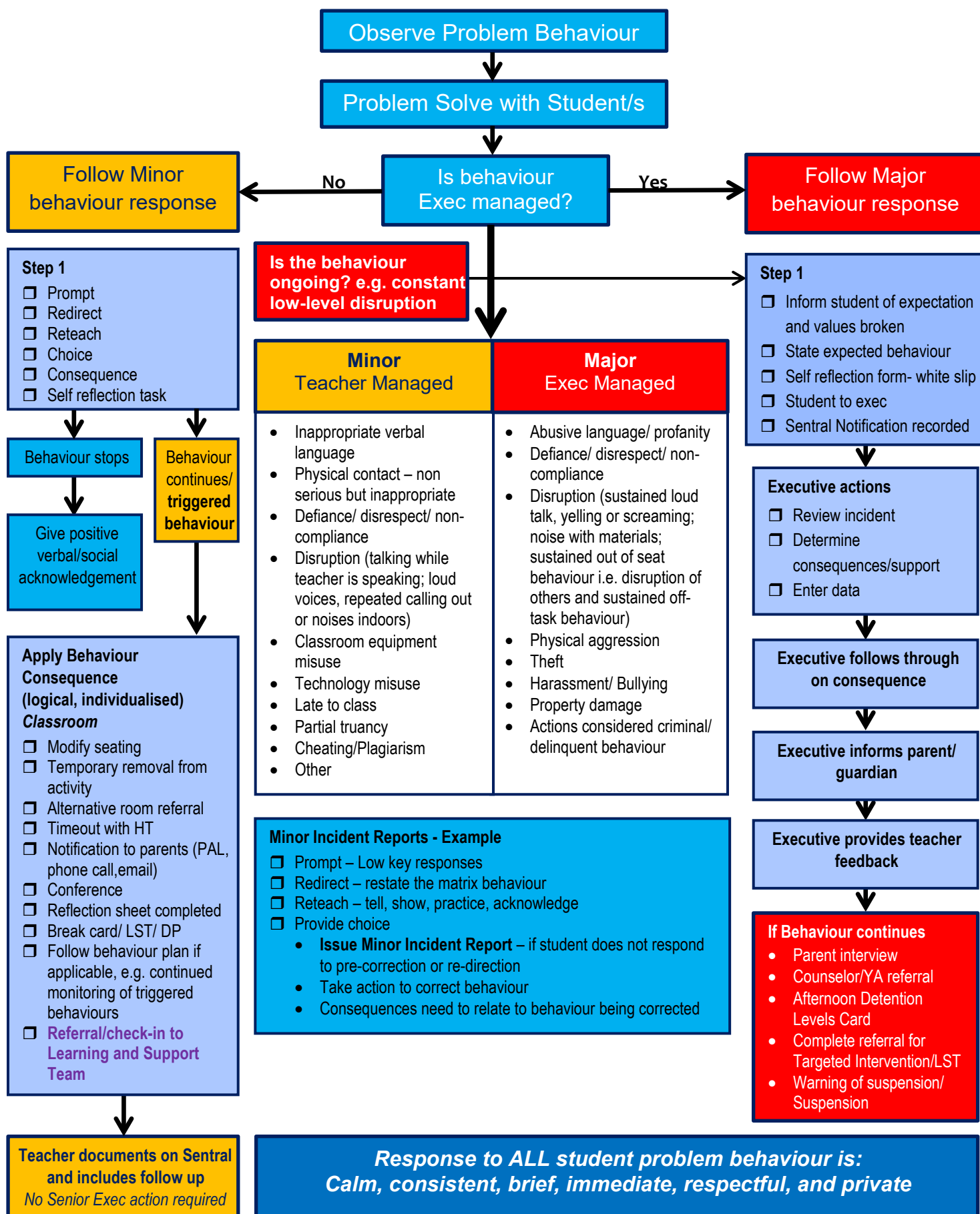
K-6 Lucas Heights Community School - Behaviour Management Flowchart – Classroom



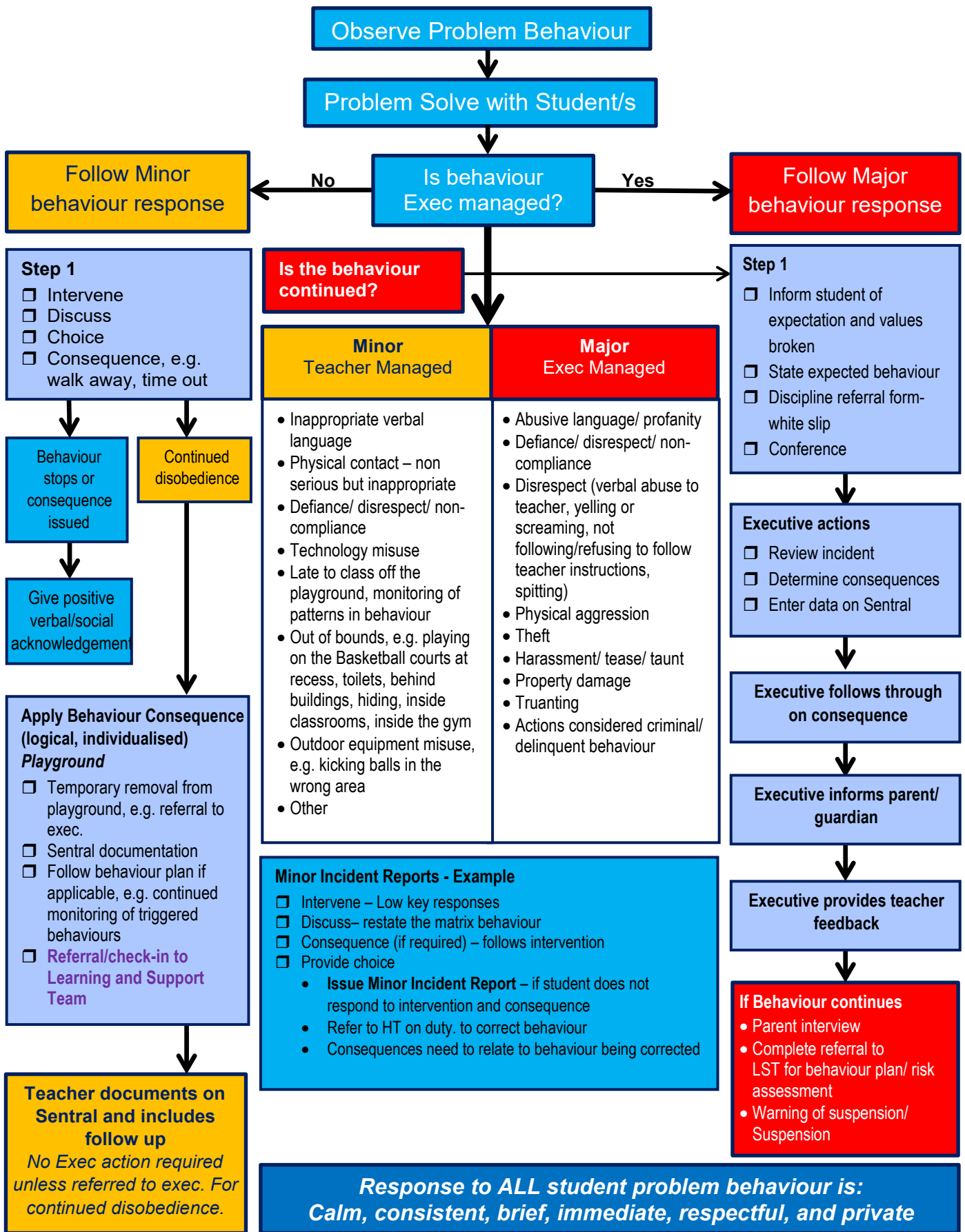
K-6 Lucas Heights Community School - Behaviour Management Flowchart – Playground



7-12 Lucas Heights Community School - Behaviour Management Flowchart - Classroom



7-12 Lucas Heights Community School - Behaviour Management Flowchart - Playground



THE BEHAVIOUR MONITORING SYSTEM

Lucas Heights Community School manages inappropriate student behaviour through its monitoring system. The system is designed to allow students to independently monitor their behaviour and make appropriate modifications at certain levels so as to avoid an escalation of consequences. Students who are held accountable for their actions and can see a clear pathway from actions to consequences will be more likely to develop self-discipline and make the necessary changes to their behaviour.

The system is a whole school approach to monitoring student behaviour. across a variety of teaching contexts and subject areas; this involves a number of staff and support programs thereby making the student consistently accountable and increasing the likelihood that a student will strive to modify their behaviour.

STAGES OF THE BEHAVIOUR MONITORING SYSTEM

Students who misbehave at a class/playground/school level will be given consequences based on the Behaviour flowchart (*please see pages 14-17*). We recognise that some students are unaware of the inappropriateness of their behaviour and the methods they can use to alter it; counselling, by teachers, head teachers and/or year advisers, is a beneficial way of addressing past, present and future behaviour.

High School Monitoring Card System – Years 7-12

Level One – Faculty Monitoring card

- If a student receives TWO white slips/Sentral entries (or more) from one faculty in a fortnight as a result of breaching the school's behavior matrix, the Head Teacher will place the student on a Faculty Monitoring card (Green) for a minimum of one week.
- A SENTRAL entry is made to record the behaviour on the school administration system and parent correspondence is generated. Usually a note will be sent home and a copy is also given to the student to take home on the day of placement.
- Students will be issued with the monitoring card for a five day period to record their progress. The card will specify the target behaviours that the student must focus on. This is an opportunity for the student to demonstrate improved and appropriate behavior, and be removed from the system.
- It is the student's responsibility to ensure they hand their card to the teacher at the beginning of each lesson. Students who fail to ensure their card is filled out will have time on the level extended.
- Students on this level are monitored by the Head Teacher.
- Successful completion of all requirements will result in the student being removed from the level.
- If the student fails to modify their behaviour they may be escalated to Level Two of the system.

Level Two – Amber

- Students will be placed on this level for:
 - Failure to modify their behavior on Level One
 - Repeatedly not following the school values
 - Truancy
 - Threatening students or staff
- Students who are placed on this level will not be permitted to represent the school in any capacity for one week.
- The student will be isolated in the classroom or placed in an area allocated to them by the supervising teacher.
- Students will be issued with an Amber monitoring card by the deputy for a period of FIVE days. This information will be entered on Sentral and a note sent home informing parents of the placement. The card will specify the target behaviours that the student must focus on. This is an opportunity for the student to demonstrate improved and appropriate behaviour, and be removed from the system.
- It is the student's responsibility to ensure they hand their card to the teacher at the beginning of each lesson. Students who fail to ensure their card is filled out will have time on the level extended.
- Parents are required to sign the bottom of the card each day. This is crucial in strengthening the partnership between school and home.
- Successful completion of all requirements will result in the student being removed from the level.
- If the student fails to modify their behaviour they may be escalated to Level Three of the system. The student also increases the likelihood of a warning of suspension letter for continued disobedience.
- The student will be offered support by the counsellor and/or wellbeing team to modify their behaviour.

Level Three – Red

- Students will be placed on this level for:
 - Failure to modify their behavior on Level TWO
 - Continuing to not follow the school values
 - Suspension
- Consequences include:
 - Afternoon detention
 - Removal from playground
 - Removal from class setting
 - No school representation
 - No excursions
- Students placed on Red Level have not successfully completed Amber Level requirements or been involved in more serious offences or demonstrated repeated misbehavior. All students at this level will be referred to the senior school executive.
- Investigation and records will be made on SENTRAL. Suspension will be enacted if deemed appropriate. Parents will be immediately notified by phone and required to attend an interview.
- Students at this level will be placed on a monitoring card for a period of TWO weeks. (Students suspended from school will start the monitoring phase upon their return).
- After Two weeks of positive behavior, the student will have a meeting with the deputy who will determine if the student is moved down to Level Two or removed from the levels system
- If a student is unable to modify their behavior on this level, a formal warning of suspension will be issued, along with a parent interview. Continued breaches on this level can result in a suspension.
- The student will be offered support by the counsellor and/or wellbeing team to modify their behavior.
- Students returning from suspension will be placed on an Amber card, monitored daily by the deputy.

Letters Home/Parent Contact

Students who persistently demonstrate inappropriate behaviour will be managed within the school's level system but, at a stage/faculty level, teachers are encouraged to maintain open communication with parents and keep them informed of their child's conduct. Letters are sent home indicating notification of the child's conduct and seeking parental cooperation as a means of teaching students to be responsible and respectful.

Teachers are also encouraged to liaise with stage coordinators/year advisers in order to develop an understanding of the reasons for why a child may be 'acting out' or not completing work. At times, a student's attitude can be directly impacted by their personal circumstances and we need to take this in consideration. This does not, however, alter our overall philosophy of making students accountable for their actions. It is merely an avenue teachers use to understand the contributing factors to a child's behavior, and allows adequate supportive strategies to be put in place to help support students to re-engage in school.

For students in 7-12, Year Advisers may also send out a progress report on a child if they feel, or have heard from other staff, that the child has been consistently displaying poor behaviour. Parents can also make a request for a progress report to be sent out on their child if they have noticed a reduction in work at home or any other significant factors.

ANTI-Discrimination Policy

At Lucas Heights Community School, we advocate cultural inclusivity in class, peer groups and in whole school approaches. We make it clear to students that we do not support incidents of 'racial abuse, harassment and discrimination'.

Our teaching and learning strategies are implemented so as to combat indirect racism as well. We ensure that all staff implement cultural diversity in some part of the teaching programs and discussion about the reasons and inadequacies of stereotypes, bias and prejudice feature in a range of key learning areas.

Please refer to Anti- Discrimination policy Appendix D for more details.

Appendix A:

Attendance Guidelines - Years K-6

Responsibilities for Attendance implementation

Our school follows the Department of Education's Student Attendance In Government Schools Procedures (2015)

<https://education.nsw.gov.au/policy-library/policies/school-attendance-policy>

Parents:

- understand the legal requirements and educational necessity for regular school attendance
- to provide written or SMS explanations for student absences within 7 days
- to get their child to school on time, every day that the school is open
- notify the school of extended leave situations in advance; if leave is longer than ten or more days, parents must complete an application for extended leave (form) and submit to the office
- to provide a doctor's certificate if students are absent for three or more days

Teachers:

- to accurately record and carefully monitor student attendance
- to ensure class roll is marked promptly each morning on SENTRAL by 9.30am
- to follow up unexplained absences with parents after three days
- to contact parents if absences are affecting learning outcomes in your class
- to monitor relevant students through LAMP documents for attendance concerns
- to ensure they discuss at risk students with their stage supervisor at team meetings
- to accept late arrival slips by checking the time and date and questioning any discrepancies with the student; then filing the late note and following up

Stage Supervisors:

- to support teachers in the accurate recording of student attendance
- to discuss instances of unsatisfactory attendance at Learning Support Team (LST) meetings/ Wellbeing meetings

Assistant Principal – Wellbeing:

- to ensure attendance is permanently on weekly team, LST meetings
- to liaise regularly with the Deputy Principal, Stage Supervisors and teachers
- to monitor rolls at two weekly intervals and bring any concerns to the attention of the Learning Support Team and the Deputy Principal (office to provide information)
- to liaise with office staff with attendance updates for Facebook / School eNews throughout the year

Deputy Principal:

- to follow up instances of unsatisfactory attendance by conducting student meetings, parent phone calls after three unexplained absences per term
- to inform staff of any attendance DoE and school updates
- to notify HSLO (Home School Liaison Officer) immediately of any students with extreme unexplained absences (whole or partial)
- to maintain all records so that they are easily accessible for the HSLO and the school
- to distribute the parent pamphlet from the NSW Department of Education regarding Student Attendance at Kindergarten Orientation days

The HSLO:

- to provide the school with support in its endeavours to improve school attendance
- to monitor attendance of notified students with the assistance of the Deputy Principal,
- with the assistance of the classroom teacher, will make daily checks on these students' attendance
- to conduct roll checks at least once a term or when requested by the school
- to present to parents at Kindergarten transition parent information sessions

Administration Staff:

- to ensure absence notifications received are promptly recorded on Sentral, weekly report placed in DP/ AP pigeonhole
- to file absentee notes in the office
- to enter late arrivals and early departures on the system and notify the Deputy Principal of any regular occurrences
- to send late arrival slip with the student to the class teacher
- to provide parents/carers with early departure slip when removing students from school early (after approval to leave early is given by the Principal or delegate-Deputy Principal)
- to manually backup SENTRAL rolls to EBS4 once a week (every Monday)
- to insert procedures for notification of absence and the importance of prompt arrival regularly via communication platforms
- to contact parents if a child cannot remain in sick bay and needs to go home
- to provide fortnightly print out of absences to HT /AP/ DP

Students:

- to take pride in regular attendance;
- to be on time every day;
- when late present to the School office with an explanation note where they will be given a Late Arrival slip
- must not leave early unless collected by a parent/caregiver or their approved nominated persons. If a child brings in a note requesting to leave early, it must be signed by the Principal or their delegate
- if a student is sick they must go through their classroom teacher to obtain a sick bay pass, then present to the office

Roll Marking Procedures

- roll marking is to be recorded daily and accurately by teachers in SENTRAL by 9.30am
- during an in school activity where teachers are not in their usual classroom, the roll will need to be marked by using a paper roll or electronically. If a paper roll is taken, the office will need to ensure the information is transferred onto the system by 9:30am
- casual teachers are to mark a paper roll which will be located in the Casual Folder, initial at the bottom, then send this roll to the school office for staff to enter into SENTRAL by 9:30am
- if casual teacher is to be on the class for an extended period of time (blocks) they will be given access to the system and will record absences in the same manner as class teachers
- School Development Days and Public Holidays are deactivated in ebS4 so as not to appear in the class roll as active

References:

School Attendance Policy (PD20050259)
Student Attendance in Government Schools: Procedures

Attendance Guidelines - Years 7-12

Responsibilities for Attendance implementation

Our school follows the Department of Education's Student Attendance In Government Schools Procedures (2015)

<https://education.nsw.gov.au/policy-library/policies/school-attendance-policy>

Parents:

- understand the legal requirements and educational necessity for regular school attendance
- to provide written or SMS explanations for student absences within 7 days
- to get their child to school on time, every day that the school is open
- notify the school of extended leave situations in advance
- if leave is 10 or more days, parents must complete an application for extended leave form and submit this to the office
- to provide a doctor's certificate if students are absent for 3 or more days.

Teachers:

- to accurately record and carefully monitor student attendance
- to ensure learning hub roll is marked promptly each morning on SENTRAL by 9.10am
- to ensure class rolls are marked each period on PXP (before the end of the period)
- to follow up truancies (if a student has been present all day but absent from your class, check Sentral at the end of the day, as YA and counsellor notifications will be recorded. Have a meeting with student to discuss as soon as possible the next day, if truancy occurred follow discipline procedures and record on Sentral))
- to contact parents if absences are affecting learning outcomes in your class
- to alert the relevant YA of repeated absences from class or learning hub
- to ensure they refer at risk students through SENTRAL notification/paperwork to wellbeing/LST meetings
- to accept late arrival slips by checking the time and date and questioning any discrepancies with the student; recording further lateness on Sentral if it has occurred. EG they arrive at school at 9.50 but do not make it to your class until 10.05, a further late arrival needs to be added to Sentral for these 15 minutes

Year Advisers:

- to support teachers in the accurate recording of student attendance
- to follow-up instances of unsatisfactory attendance by conducting student meetings/parent phone calls after 3 whole day absences in a term
- to follow up instances of partial attendance/ truancy after 3 partials in a term
- to fill in LAMP documents for attendance concerns and save these into the google drive LHCS Wellbeing in the folder LAMP (Lateness and Attendance Monitoring Program) documents 2020 under the correct year group
- to discuss unsatisfactory attendance with HT Wellbeing/ Learning Support Team (LST) meetings

HT Wellbeing:

- to oversee and support teachers in the accurate recording of student attendance
- to inform staff of any attendance DoE and school updates
- to ensure attendance is permanently on weekly team, LST and executive meeting agenda's
- to liaise regularly with the Deputy, YAs, teachers and the HSLO (Home School Liaison Officer)
- to monitor rolls at 2 weekly intervals and bring any concerns to the attention of the Learning Support Team, the Principal and the HSLO
- to notify HSLO immediately of any students with extreme unexplained absences (whole or partial)
- to maintain all records so that they are easily accessible for the HSLO and the school
- to distribute the parent pamphlet from the NSW Department of Education regarding Student Attendance at Year 7 Orientation days
- to liaise with office staff with attendance updates for Facebook and School eNews throughout the year

The HSLO:

- to provide the school with support in its endeavors to improve school attendance
- to monitor attendance of notified students with the assistance of the relevant staff who, with the assistance of the classroom teacher, will make daily checks on these students' attendance
- to conduct roll checks at least once a term or when requested by the school
- to present to parents at transition parent information sessions

Administration Staff:

- to ensure absence notifications received are promptly recorded on Sentral, weekly report placed in HT Wellbeing pigeon hole
- attendance codes can not be altered after 7 days from the date of absence, daily SMS will be sent to parents seeking explanation for absences. Weekly absence letters will be sent home for absences that still remain unexplained, seeking explanation.
- to file absentee notes from parents in the file on the attendance desk in the office, medical certificates are placed directly in the student's file
- to enter late arrivals and early departures on the system, notifying HT Wellbeing of any regular occurrences
- to send late arrival slip with the student to the class teacher
- to issue toilet passes during class time to students and record on Sentral
- to provide parents/carers with early departure slip when removing students from school early after approval to leave early is given by the Principal or Principals delegate (Deputy Principal)
- to manually backup SENTRAL rolls to EBS4 once a week (every Monday);
- to insert procedures for notification of absence and the importance of prompt arrival regularly via communication platforms.
- to contact parents if a child cannot remain in sick bay and needs to go home

Students:

- to take pride in regular attendance
- to be on time every day
- when late present to the School office with an explanation note where they will be given a Late Arrival slip
- must not leave early unless collected by a parent/caregiver or their approved nominated persons. If a child brings a note requesting to leave early, it must be signed by a deputy
- if a student is sick they must go through their classroom teacher to obtain a sick bay pass, then present to the front office

Roll Marking Procedures:

- Roll marking is to be recorded daily and accurately by teachers in SENTRAL by 9.10am;
- Casual teachers are to mark rolls on Sentral using the casual teacher log in
- School Development Days and Public Holidays are deactivated in ebS4 so as not to appear in the class roll as active

References:

School Attendance Policy (PD20050259)
Student Attendance in Government Schools: Procedures

Appendix B: Behaviour Matrix K-12

Lucas Heights Community School – School Values Years K-6

Values	All Settings	Outdoor Areas	Learning Areas	
Care and Participation	<ul style="list-style-type: none"> Be in the right place at the right time. Follow teachers' directions. Report unsafe situations to the teacher. Move sensibly and safely. 	<ul style="list-style-type: none"> Wear a hat or sit on the covered area steps. Play safely in the right place at the right time. Participate in approved games. Use personal and school equipment safely (device/technology free) Leave playgrounds and other areas promptly/quietly and line up at bell times. 	<ul style="list-style-type: none"> Use toilets appropriately. Leave promptly. Wash hands after using the toilet. 	
Respect and Responsibility	<ul style="list-style-type: none"> Speak politely to everyone. Be a good listener. Treat others the way you want to be treated. Wear school uniform. Accept consequences. Take pride in our school. 	<ul style="list-style-type: none"> Play cooperatively and respectfully. Use polite language. Share equipment and space. Look after school property. Respect our school environment and put your rubbish in the bins. Use good manners, line up sensibly and quietly, wait patiently at the canteen. 	<ul style="list-style-type: none"> Respect the privacy of others. Keep the toilets clean and tidy. 	
Achievement	<ul style="list-style-type: none"> Try your best. Be equipped, prepared and ready to learn. Allow others to learn. Be an active participant. 	<ul style="list-style-type: none"> Learn and accept the rules of the game. Be a problem solver. 	<ul style="list-style-type: none"> Go to the toilet in break times. 	
Values	PSSA/Excursions	Assemblies	Before/After	Walkways/Transition
Care and Participation	<ul style="list-style-type: none"> Follow pedestrian and road safety rules. Always stay with your group. Stay in approved areas. Follow all directions. Use equipment for intended purpose. 	<ul style="list-style-type: none"> Enter and exit assemblies in an orderly manner. 	<ul style="list-style-type: none"> Be seated until a teacher arrives for morning duty. (devices kept in bags) Be in the right place at the right time. Wait sensibly in the bus bay. Stay in your seat and do not to distract the driver. 	<ul style="list-style-type: none"> Be in the right place at the right time. Only visit the office if you have permission from a teacher.

Respect and Responsibility	<ul style="list-style-type: none"> • Be a good sport. • Always be supportive and respectful of others. • Be patient/wait sensibly. • Follow Code of Conduct initially signed. 	<ul style="list-style-type: none"> • Be an active listener. • Applaud appropriately to show appreciation. • Sing our national anthem with pride. 	<ul style="list-style-type: none"> • Be respectful and polite to all community members. • Arrive and leave school at the correct time. 	<ul style="list-style-type: none"> • Move quietly and sensibly so others can continue learning. • Enter office quietly and speak politely using appropriate manners.
Achievement	<ul style="list-style-type: none"> • Learn the rules of the game. • Be a team player. • Try your best 	<ul style="list-style-type: none"> • Listen carefully for all information. • Participate with pride. • Completing 5L's. 	<ul style="list-style-type: none"> • Have your opal card ready to show the driver. • Know your morning/afternoon routine. 	<ul style="list-style-type: none"> • Return to class promptly and quietly.

Lucas Heights Community School – School Values Years 7-12

Values	All Settings	Outdoor Areas	Learning Areas
Care and Participation	<ul style="list-style-type: none"> • Follow teachers' instructions. • Have a go, even when you are unsure • Be willing to collaborate with others • Contribute to your school community • Report unsafe situations. • Be in the appropriate place at the right time. • Move sensibly and safely. 	<ul style="list-style-type: none"> • Wear a navy hat and sunscreen in summer. • Play safely • Participate in approved games. • Use school equipment safely • Use personal/School technology appropriately (device/technology free) • Leave playgrounds and other areas promptly/quietly • Move to class at bell times. • Use toilets appropriately, and leave promptly. • Wash hands after using the toilet. 	<ul style="list-style-type: none"> • Walk quietly into the classroom. • Use classroom equipment and furniture safely. • Bring all required equipment and follow instructions for use • Participate in all tasks to the best of your ability • Ask questions if you are unsure of instructions
Achievement	<ul style="list-style-type: none"> • Try your best. • Be equipped, prepared and ready to learn. • Allow others to learn. • Be an active participant. • Support the success of others 	<ul style="list-style-type: none"> • Keep hands to yourself • Learn and accept the rules of the game. • Be a problem solver. • Go to the toilet in break times. 	<ul style="list-style-type: none"> • Keep course work neat and organised • Be responsible for your own learning. • Use the internet and devices appropriately. • Follow instructions. • Complete all set work to the best of your ability • Accept and apply feedback • Set learning goals • Develop a growth mindset

Respect and Responsibility	<ul style="list-style-type: none"> • Speak respectfully to everyone. • Treat others with kindness. • Wear school uniform with pride. • Be an active listener. • Be proud to be part of the Lucas Heights community. • Be inclusive of others, and accept differences. • Own your actions and accept the consequences • Responsibly use technology • Interact cooperatively and respectfully. • Use respectful language. • Share equipment and space. • Respect school property. • Respect our school environment and put your rubbish in the correct bins provided. • Be Sun Smart • Respect the privacy of others. • Keep the toilets clean and tidy. • At the canteen line up sensibly and be respectful. • Play correct games in designated areas. • Respect the right of others to learn and teachers to teach. • Be tolerant of others and their opinions. • Care for your classroom environment and others' belongings. • Be polite. • Be prepared for learning. 			
	Values	Sport/Excursions	Assemblies	Before/After School Bus
Care and Participation	<ul style="list-style-type: none"> • Participate in all activities • Follow pedestrian and road safety rules. • Always stay with your group. • Stay in approved areas. • Use equipment for intended purpose. • Volunteer to help where you can 	<ul style="list-style-type: none"> • Enter and exit assemblies in an orderly manner. • Give your attention to the speaker 	<ul style="list-style-type: none"> • Be in the appropriate place at the right time. • Wait sensibly in the bus bay • Respect others personal space • Stay in your seat and do not distract the driver. • Offer your seat when required 	<ul style="list-style-type: none"> • Get to class on time. • Only visit the office if you have permission from a teacher. • Respect others personal space • Be aware of your surroundings when moving
Achievement	<ul style="list-style-type: none"> • Learn the rules of the game. • Be a team player. • Show good sportsmanship 	<ul style="list-style-type: none"> • Listen carefully for all information. • Participate with pride. • Acknowledge achievements 	<ul style="list-style-type: none"> • Have your opal card ready to show the driver. • Know your morning/afternoon routine. • Look out for/help peers • Complete all homework and assessment tasks 	<ul style="list-style-type: none"> • Return to class promptly and quietly. • Attend all lessons on time.
Respect Responsibility	<ul style="list-style-type: none"> • Be a good sport by always being supportive and respectful of others. • Be patient/wait sensibly. • Follow Code of Conduct initially signed. 	<ul style="list-style-type: none"> • Be an active listener. • Applaud appropriately to show appreciation. • Sing our national anthem with pride. • Be in the right place at the correct time for roll call/year meetings. 	<ul style="list-style-type: none"> • Be respectful and polite to all community members. • Arrive and leave school at the correct time. • Refrain from swearing 	<ul style="list-style-type: none"> • Move quietly and sensibly so others can continue learning. • Enter office quietly and speak politely using appropriate manners.

Appendix C: Anti-Bullying Policy

Lucas Heights Community School is an inclusive environment where diversity is acknowledged and individual differences are respected. ALL members of the community have a shared responsibility to ensure that strategies are in place to minimise the occurrence of bullying and to deal effectively with bullying when it occurs.

Lucas Heights is a community school and, as such, has developed a culture where cooperation and acceptance is fostered and harassment is not tolerated. Teachers are informed of the importance of child protection and will act accordingly to ensure that a child's safety, physically and mentally, dictates their actions.

BULLYING DEFINITION

"Intentional repeated behaviour by an individual or group of individuals that causes hurt, distress or undue pressure of another.

Bullying involves the abuse of power in relationships. It can involve all forms of harassment including:

- Sex
- Race
- Disability
- Homosexuality
- Transgender

Definitions of Bullying

Bullying may take many forms including:

- **Physical** – hitting, kicking, spitting
- **Verbal** – name calling, teasing, insulting comments
- **Racist** – name calling and insulting comments – racial or religious vilification
- **Sexist** – name calling and insulting comments deriding gender
- **Psychological** – being threatened, stalked, offensive gestures
- **Cyber** – misuse of any technologies, especially social media platforms, to abuse, stalk, intimidate and threaten others. Cyber bullying can include the sending and exchanging of inappropriate and sexual images
- **Social exclusion** – ignoring, the spreading of malicious or abusive rumours
- **Sexual** – unwanted touching, abusive comments about sexual orientation, use of explicit and inappropriate sexual language

At Lucas Heights Community School we recognise that bullying can:

- Devalue, isolate and frighten;
- Affect an individual's ability to achieve;
- Cause long-term effects on those engaging in bullying behaviour, those who are the targets of bullying behaviour, and those who are onlookers or bystanders

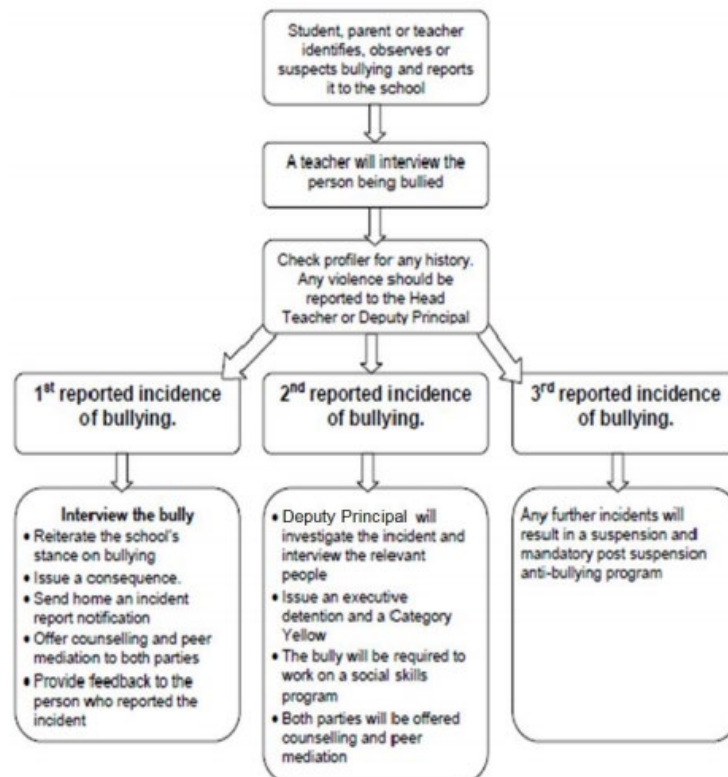
Lucas Heights Community Anti-Bullying Strategies

It is important to note that our school believes that reducing bullying occurs when there is a partnership between students, staff and parents. Acting together is a powerful way of reducing anti-social behaviour and contributing to a safe and secure school and home environment.

Lucas Heights Community School is aware that a child's tendency to bully stems from a variety of factors. We are committed to the welfare of each child but we are also focused on making students accountable for their actions. Thus, we combine a welfare and disciplinary approach to ensure a balanced approach to treating and reducing bullying.

1. Inform students, through class and whole-school discourse, the definition of bullying and the responsibilities students have in contributing to a whole-school harmonious environment;
2. Teach and model the core values of respect, tolerance and inclusivity in all aspects of schooling be it in the classroom, on the sports field or on excursions

3. Recognition of positive achievement through the school website and our official Facebook page
4. Develop program-specific activities across year groups to develop further awareness of bullying and strategies to reduce its impact and occurrence; in addition, ensuring that students are constantly practicing the school values in a variety of settings
5. Encourage active participation in recognising events such as Harmony Day, NAIDOC week and White Ribbon which reinforces the need for tolerance and respect across cultures
6. Encourage students to actively report bullying, either as witnesses or victims, so that immediate action can be taken;



7. Maintain open communication with the parents of all the parties concerned so as to reinforce expectations of positive behaviour
8. Organise conflict resolution opportunities between parties involved in order to develop an understanding of the reactions and actions of each student and develop a plan of resolution
9. Providing peer support and peer mediation programs which assist younger students in developing strategies to reduce bullying and allow older students to reinforce their responsibilities as they act as mentors to others; students also develop links with other students which can act as a supportive network in times of potential distress;
10. Provide visual encouragement through motivational posters and signs that reflect a 'zero tolerance' of bullying
11. Invite the police liaison officer to the school to discuss legal and social ramifications of bullying
12. Arrange cyber-safety workshops and talks from guest speakers to ensure students are aware of their digital footprints; strategies are offered to assist students in protecting themselves from online predators or cyber-bullying
13. Encourage parents of cyber-bullying to take the matter to the police as cyber-bullying is considered a crime
14. Inform students of how they can protect their passwords so as to maintain control of their privacy
15. Organise leadership days and training to encourage students to develop harmonious relationships with others and to act as a 'leader' if they witness bullying
16. Develop a strong SRC team that can act to voice their concerns re bullying to staff and work with the school on developing strategies to combat bullying
17. Reward students, through the merit system, who are seen to be actively reducing forums which contribute to bullying

18. Encourage and support students to undertake volunteering activities so as to improve their values-based learning
19. Involve staff, students and parents in revising procedures across the school for documenting bullying

Students who are being bullied are encouraged to:

- Report the incident/s to a teacher or to their year adviser. Immediate reporting can reduce the tendency for bullying to reoccur;
- Not accept bullying as a part of 'growing up';
- Tell a 'friend/s' who may act to support them if the incident is repeated;
- Keep parents informed because, if a child feels uncomfortable about discussing it with the teacher, a parent can act as an intermediary;
- Work with the year adviser, teacher or counsellor to develop strategies to counteract bullying behaviour;

Teachers/Year Advisers who hear or are told about bullying should:

- Ensure that the student reporting the incident is not overly distressed and feels comfortable in returning to the class or playground
- Ask the student reporting to write a report on the incident/s (which may help to relieve their anxiety); this report serves as important documentation that the teacher needs to proceed further with the incident
- Offer the student counselling if they appear distressed
- Discuss the matter with the 'bully' and explain the ways in which the 'targeted' student feels
- Reinforce school values and the reasons for them when interviewing the 'bully'
- Ask the 'bully' to explain why their actions are unacceptable, referring to the school values
- Offer the 'bully' counselling which may help them to deliberate over their anti-social actions and to learn about strategies that may help them access power in more positive ways
- Inform the student (if applicable) about the potential special needs of the 'victim' and the reasons for their behaviour; students with autism or other 'disabilities' may often invite attention from certain students who fail to understand their particular needs so communication and education is essential
- Offer students involved the opportunity to resolve differences through 'conflict resolution' discussions
- Consult with the parents of both children in order to inform parents and follow up on any home situations which may be exacerbating the behaviour
- Inform staff who teach the students so that they can proactively monitor the situation in the class or playground
- Maintain open communication with both students so as to let them know that you are actively monitoring the student over the long term.

In cases where a student is found to be repeatedly harassing a student, staff will apply disciplinary measures as indicated in the levels system section. Any severe cases of bullying may have consequences such as suspension or expulsion; these consequences are subject to the decision of the principal who will decide after reviewing all the facts of the case.

Fighting and/or Assault

Violent behaviour is unacceptable and will not be tolerated. Students who encourage violence will also be subject to disciplinary measures. The principal will suspend a student who is physically violent, threatens or assaults others. Students have the right to expect that the school environment is a safe and secure environment.

Students who are assaulted/feel threatened should inform the teacher on duty immediately rather than respond in kind to the assault.

Students who are aware that a fight may occur between students should understand that they have a responsibility to report the potential fight to a member of staff. Their actions could prevent potential serious injury to other students. We expect that ALL students will act in the interests of the community.

Appendix D: Anti-Discrimination Policy

At Lucas Heights Community School, we advocate cultural inclusivity in class, peer groups and in whole school approaches. We make it clear to students that we do not support incidents of 'racial abuse, harassment and discrimination'.

Racist attitudes and beliefs are misconceptions about people based on perceived racial lines and are often founded on the fear of difference, including differences in customs, values, religion, physical appearance and ways of living and viewing the world. The school rejects all forms of racism. It is committed to the elimination of racial discrimination in our school – including direct and indirect racism, racial vilification and harassment – in all aspects of the learning and working environment. No student, employee, parent, caregiver or community member should experience racism within the learning or working environment.

Responsibilities and Delegation:

The Principal has the responsibility to:

- examine school practices and procedures to ensure they are consistent with the Department's Anti-Racism policy, nominating an Anti-Racism Contact Officer (ARCO) and ensuring they are trained and include anti-racism education strategies in the school plan.

School staff have a responsibility to:

- have knowledge of school and departmental policies relating to Anti-Racism
- promote acceptance of and respect for Australia's cultural, linguistic and religious diversity
- challenge prejudiced attitudes
- monitor their own behaviour to ensure that it does not result in anyone experiencing racism
- supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community
- ensure that sanctions are applied against racist and discriminatory behaviours in line with school processes.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- follow the school Anti-Racism policy
- behave as responsible individuals
- report incidents of racism in accordance with the school's Anti-Racism policy.

All members of the school community have the responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school's Anti-Racism Policy through words and actions
- work collaboratively with the school to resolve incidents of racism when they occur.

Monitoring

- the school will report on the progress of anti-racism education strategies, identified in the school plan, through the Annual School Report
- the school is required to maintain records of complaints concerning racism and their resolution in accordance with the Complaints Handling Policy Guidelines
- the Anti-Racism Contact Officer and the school welfare team will monitor and review this policy annually.

Implementation Guidelines

A student, parent, staff member, or any member of the school or the community can make a complaint about racism. Complaints about racism are dealt with using the Department's Complaints Handling Policy Guidelines. Data relating to complaints of racism, and the methods used to resolve them, are maintained in line with these guidelines. Complaints of racism can be made to any staff member, but are best facilitated by the Anti-Racism Contact Officer (ARCO) who has been appropriately trained.

The ARCO, in consultation with the Welfare team, assists the school in delivering proactive educational opportunities to help develop an understanding and acceptance of Australia's cultural diversity. These can occur through the scheduled student welfare activities that are planned and mapped out by the Wellbeing team as part of their Welfare Plans for respective year groups.

Receiving a complaint

- Complaints of racism should be referred to the ARCO or the Principal as soon as is practicable and documented on Sentral. If the complaint has been referred to the Principal or other executive member of staff, it is important that they inform the ARCO who assists in maintaining records of complaints of racism. Students who make a complaint can do so to any staff member or the ARCO who will then follow the procedures outlined below.
- If the matter has been initially referred to the ARCO, they will speak with the complainant and assess if it is appropriate to seek informal resolution, consistent with the Complaints Handling Policy Guidelines. An informal resolution may be sought depending on the seriousness of the complaint and whether or not the complainant is fearful of, or intimidated by the respondent.
- If an informal resolution is not appropriate or possible, the ARCO may assist the complainant to put the complaint in writing if necessary and inform the complainant of the relevant procedure and their rights. The ARCO will then refer the matter to the delegate who is usually the Principal or an executive member of staff.
- It is not the role of the ARCO to lead any negotiation that seeks a formal resolution or to make decisions regarding complaints. The Principal or the Principal's nominee (the delegate) may wish to seek the assistance of the ARCO in seeking resolution.

The delegate's role

- The delegate is usually the Principal or an executive member of staff nominated by the Principal to approve or conduct formal action such as negotiation or investigation.
- The delegate leads the negotiation or investigation, if required. The delegate follows the steps described in the appropriate procedure from the Complaints Handling Policy Guidelines.

If a negotiated settlement is not possible, it is the delegate who makes a final decision and informs the complainant and respondent.



