



LUCAS HEIGHTS COMMUNITY SCHOOL

Student Handbook High School 2022

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SECTION 1: SCHOOL ORGANISATION AND STRUCTURE

WELCOME

Welcome to Lucas Heights Community School.

Our K-12 Community School opened with the first Year 7 intake of 60 students in Term 1, 1992. From temporary premises we moved to the new, spacious Lucas Heights site at the end of Term 2, 1992 with 10 staff, 68 students and an enthusiastic parent support group. We now have a student population of over 800 students K-12 and learning is supported by outstanding classroom spaces and teaching resources across the school.

Lucas Heights Community School provides a safe, positive and caring environment where students, staff and the community believe that every individual is capable of learning, achieving and growing. Ensuring that every child is known, valued and cared for is a key priority at our school. In a climate of rapid growth and change, all staff are committed to providing education programs which analyse student performance data to plan teaching and learning programs. Our teachers create and adapt processes to identify students with needs in all curriculum areas, particularly literacy and numeracy.



Our school has much to offer and we know you will take advantage of this. Our strategic directions focus on student-centred learning, quality teaching practices and leadership connections. As a school, we strive for all of our students to become a successful, happy learners.

THE SCHOOL STRUCTURE AND STAFFING

Lucas Heights Community School is structured to provide continuity in learning and student wellbeing from Kindergarten to Year 12. The school is divided into a Junior School (Kindergarten - Year 6) and the Senior School (Years 7 - 12), with the opportunity for sharing and interaction between each part of the school. In Years 7 - 12 students have a year adviser who will remain with the group all year and continue with the students to their next year. Students are assigned to a Learning Hub that meets four times a week.

The current school staff and their areas of responsibility are set out below.

Principal K-12

Deputy Principal 7, 8, 9

Deputy Principal 10, 11, 12

Deputy Principal K-6

Mrs J Perkins

Ms R Cahill

Ms J Rogers

Mrs C Lakiss

Coordinators

English/Library

Mathematics/Visual Arts

PDHPE

Science/Careers

H.S.I.E

Technology and Applied Studies/Music

Support Unit/Languages

Office

Mrs R Greenwood

Mr S Conlan

Mr D Burke

Ms Nadine Carratt

Mr J Serena

Mrs D James

Ms S Barr

Mrs A Bell

Student Welfare

Year 7 Student Welfare Adviser

Year 8 Student Welfare Adviser

Year 9 Student Welfare Adviser

Year 10 Student Welfare Adviser

Year 11 Student Welfare Adviser

Year 12 Student Welfare Adviser

Ms S Harris

Mr R Naiker

Ms F Schincaglia

Mrs J Venables

Mr T Minett

Ms H Deep

School Counsellor

Ms K Sheehy

Mr J Cottle

Ms B Gourley

Lucas Heights Community School

Code of Behaviour

We the students of Lucas Heights Community School believe that we should:

- Take responsibility for our own learning
 - Respect everyone's right to learn
 - Be sensible and courteous
- Respect one another and all our property
 - Keep our school clean

School Values

- Participation
 - Care
- Achievement
 - Respect
- Responsibility

BELIEFS ABOUT STUDENT WELLBEING AT LUCAS HEIGHTS COMMUNITY SCHOOL

We believe that:

- positive self-esteem is important to the development of the individual
- all school community members are responsible for the wellbeing of students
- effective student wellbeing facilitates learning
- school should be a safe, caring and secure environment
- all students have rights and responsibilities

BELIEFS ABOUT TEACHING AND LEARNING AT LUCAS HEIGHTS COMMUNITY SCHOOL

We believe that:

- all students have the right to learn
- learning is lifelong
- all students learn in different ways at different rates
- teachers are facilitators of learning
- students supported by the whole school community are responsible for their learning
- assessment and reporting are ongoing and integral to teaching and learning

BELIEFS ABOUT SCHOOL/COMMUNITY INTERACTION AT LUCAS HEIGHTS COMMUNITY SCHOOL

We believe that:

- all members of our learning community have the responsibility to work together to achieve quality outcomes for students
- the community is a valuable source of expertise and resources
- school decision making and process development should involve community consultation

CONTACTING THE SCHOOL

The Office and You

The school office is staffed from 8.15am to 3.15pm. Outside these hours the answering machine will be in operation. Office staff will endeavour to answer questions that arise but may need to refer to a member of the teaching staff for detailed information.

All visitors to the school should sign the Visitors Book in the Office when they arrive where they must be issued with a badge/sticker if they are intending to enter the school grounds.

Money Collection:

- Money may be paid to the office by students or placed in a clearly marked envelope and deposited in the locked counter slot.
- Alternatively parents may pay at the office by cash, cheque or EFTPOS, via the “Make a payment” tab on the School’s website or over the telephone by credit card anytime.

THE SCHOOL DAY – BELL TIMES

Years 7 – 12					
	Monday	Tuesday	Wednesday	Thursday	Friday
First Bell	8.45	8.45	8.45	8.45	8.45
Roll Call	8.50	8.50	8.50	8.50	8.50
Period 1	9.00	9.00	9.00	9.00	9.00
Period 2	9.50	9.50	9.50	9.40	9.50
Recess	10.40	10.40	10.40	10.20	10.40
Period 3	11.10	11.10	11.10	10.50	11.10
Period 4	12.00	12.00	12.00	11.30	12.00
Lunch	12.50	12.50	12.50	12.10	12.50
Period 5	1.20	1.20	1.20	SPORT	1.20
Period 6	2.10	2.10	2.10		2.10
Home	3.00	3.00	3.00	2.40	3.00



THE SCHOOL CANTEEN

The school canteen is operated by an external company, Made Fresh. Made Fresh is totally committed and firmly adheres to the 'Healthy Canteen Strategy Program'.



Lucas Heights Community School have passed the 'Master Menu Check' and have attained a 'Healthy School Canteen' certificate.

Made Fresh have introduced an online ordering system in conjunction with Flexi-schools. EFTPOS facilities are also available for students to use.

Made Fresh understands that the school environment has a significant impact on the development of eating habits and it is their priority to 'Build Australia's Healthier Generation'.

MADE FRESH  **flexischools** 

Our school has now introduced a great new online ordering system for the School **Canteen** called Flexischools. Flexischools allows you to place all your canteen orders online **in a matter of seconds, at any time of the day.**

1. **Download the Flexischools App** (Note: for iPhone and iPad please select 'Allow' notifications.)
 
2. **Add your School and Group:**
Click on the search icon, enter your school name, select your school and year group, or groups relevant to you.
3. **Login/Register:**
Click the '**Order now**' button located in the bottom right-hand corner of the app, this will open a login screen.
 - **Already a Flexischools user** - Enter your details and login. To save your login details select 'remember me'.
 - **New Flexischools user** - Click 'Register', enter your email address and follow the instructions in the email to set up your account. Once your account is set up, add new student; search for our school, enter student details and select their class.

Once registered, you can start placing orders immediately. If you have any questions, please contact the Flexischools Customer Service Team on **1300 361 769**, or you can contact them via their website.

The Flexischools system is now available and ready to use, so we look forward to seeing your next order online.

If you have any questions about the online services we are introducing, please ask the school office for more information.

ATTENDANCE AND PUNCTUALITY AT SCHOOL

All children are required by law to attend school regularly until they are seventeen years old. One of the main reasons for unsatisfactory progress at school is irregular attendance. Rolls are marked every day before classes commence. Roll checks may be taken at random intervals throughout the day.

Notes

If you are absent from school, we ask that your parent responds to the Absence SMS, or contact the front office. Alternatively, you must bring a note on your first day back after your absence. This note must be dated and signed by your parent or guardian. Please hand absence notes in to the front office.

SMS Notification

An SMS message is automatically sent to parent's mobile to confirm student absence.

Long Absences

If you are going to be away for more than 3 days please contact the school. Please note that if absent for 3 days or more, a medical certificate is required.

If you are absent for 10 days or longer, you must apply for an exemption. This can be obtained from your Year Deputy or the front office.

Late Notes

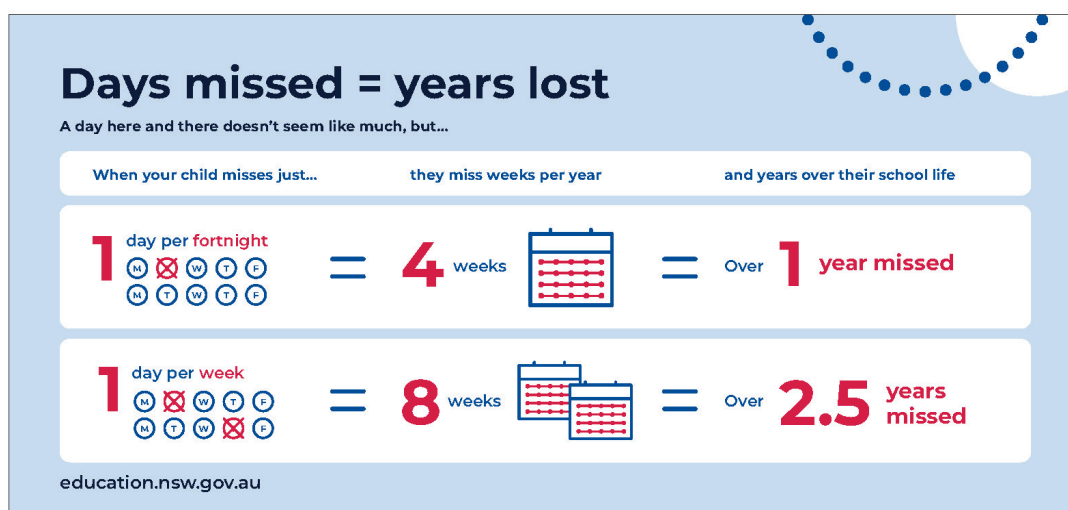
You should always try to be at school before the bell. If you are late, report to the Office for a late note. You should have a note from home explaining your lateness to hand to the Office staff. Secondary students who are regularly late without reasonable excuse will be placed on detention.

Leaving Early

If you have parental permission to leave school early you must:

- take a note to the Office before school and have it signed by a Deputy Principal.
- show the note to your class teacher before leaving class
- collect your leave pass at the Office before leaving school.

The school must be notified in the case of extended leave. Fifteen days per calendar year is the maximum allowed by the Department of Education.



SECTION 2: STUDENT REQUIREMENTS

School and Grade Contributions 2022 – High School

The schedule of school financial contributions and charges is made up of three categories of payment; a general school voluntary contribution, compulsory subject fees, and a technology levy.

Income generated from the voluntary contributions supports a wide range of educational resources, supplementing government grants to implement the school's educational programs. Resources range from software, literacy resources, additional texts, library resources, sporting equipment, musical instruments and also to the operation and stocking of the school printing facilities.

The income generated from specialist subject contributions and charges supplements the cost of materials used by each student on projects made in the course of their various lessons. These projects either become the property of each student, or they may be used and/or consumed during lessons.

There is also a Technology Levy which is crucial to cover various computer resources, such as computer related consumables and the purchase of current hardware and software. This levy also contributes to the employment of two technical support officers who provide essential support for school and student owned devices.

A statement of account will be sent out once per term to itemise all the school contributions. It will also list any outstanding excursion payments that are invoiced to each student as required.

Various payment options are available. Payment may be made by cash, cheque or EFTPOS at the front office, alternatively you can pay by credit card by telephone although our preferred payment would be online via the "\$Make a payment" tab on the School's website.

Should families be experiencing financial difficulties please contact the Principal or either Deputy Principal in writing, to discuss the possibility of alternative arrangements.

Payment of fees is greatly appreciated. The funds raised are used to provide improved learning resources for students and help us in our efforts to provide a quality education for all students.

Mrs Julie Perkins
Principal



LUCAS HEIGHTS COMMUNITY SCHOOL

Student Use of Digital Devices and Online Services Procedures

Purpose

Our school acknowledges the educational value of digital devices and online services in supporting and enhancing educational outcomes and student wellbeing. We also recognise they may cause harm if used inappropriately and that we need to support our students to use them in safe, responsible and respectful ways.

Scope

This procedure provides a consistent framework for the safe, responsible and respectful use of digital devices and online services by students in our school. It sets out the shared responsibilities of school staff, students and parents and carers. It also provides a framework to manage potential risks to student safety and wellbeing.

This procedure covers student use of digital devices and online services in school-related settings, including on school grounds, at school-related activities and outside of school where there is a clear and close connection between the school and the conduct of students. This procedure covers the use of school-provided and personal digital devices and all online services.

7-12 School's Approach

Year 7- 12 students at LHCS in 2021 will be required to bring a laptop style device to school. It is important to note that most laptops only have a realistic lifespan of 3 years.

LHCS recognises the need to prepare our students for a rapidly-changing world where technology now plays a huge role in our personal, social and professional lives. Bring Your Own Device (BYOD) refers to students bringing a personally owned electronic device to school for the purpose of enhancing their learning. There are multiple different model devices available and this school has chosen a BYOD model that will meet the needs of most students and one which is also compatible with our wireless network.

During class all devices such as mobile phones are to be turned **OFF AND AWAY** in the student's bag, unless approved by the class teacher. Students should not use the device to record images, video or sound (unless under explicit teacher instructions). o Students should not use the device for accessing, downloading or sending inappropriate, offensive or prohibited material.

Further information regarding LHCS BYOD can be found on the school website.

Damage and Loss

Students bring their devices onto the school site at their own risk. Students should protect their device by using a protective case and padded sleeve in a backpack. In cases of malicious damage or theft of another student's device, existing school processes for damage to the school's or another student's property will apply.

Technical Support

The school will not provide technical support for repair and maintenance of hardware and software issues pertaining to the device. Students should not expect or ask their teachers for technical support. The school accepts no responsibility for the repair of a device resulting from any technical support given by a teacher or another student. The school does employ technical support to assist BYOD connection to the DOE's wireless network. **The device must meet the wireless capability specification to be able to connect to the DOE's wireless network.**

Device Repairs, Maintenance and Warranties

Students are solely responsible for the repairs and maintenance of their own device. The school accepts no responsibility for the provision of repair and/or maintenance services for a student's device.

Warranties: Students should understand the limitations of the manufacturer's warranty on their devices, both in duration and in coverage. Under Australian consumer legislation, warranties usually last for one year, during which any manufacturing defects will be repaired or the device will be replaced (as per the specific terms and conditions of the manufacturer). **Extended Warranties:** At the time of purchase, students may also purchase an optional extended warranty (to extend the standard warranty period) from the supplier/manufacturer of their device, during which any manufacturing defects that may occur will also be repaired.

Insurance

Devices owned by a student or a student's family are not covered by the DOE's Treasury Managed Funds. When students purchase their device, they may also purchase an optional insurance policy from a relevant insurance company. As portable devices are subject to a higher risk of accidental damage, prior to signing up for an insurance policy, students should be fully aware of the details and limitations of the policy, including any excess charged for making a claim. As a guide, a suitable insurance policy should cover all types of devices and provide worldwide replacement cost coverage against: Accidental damage, damage from falls and liquids, theft, fire, vandalism and natural disasters (such as floods, cyclones, earthquakes, tornados, water damage, and power surges due to lightning).

What if I am not able to provide a laptop for my child (7-12)?

Lucas Heights Community School understands that the BYOD program adds an additional cost for families. At the same time, we know the phenomenal benefits of students utilising technology in the classroom and we are keen to keep moving forward using BYOD in teaching and learning.

Lucas Heights Community School does have a laptop for loan process for students whose families are working towards the purchase of a laptop or where a student's laptop is undergoing repairs. Our loan policy is for short term loans of up to 2 weeks. Students requiring a laptop for a longer period can loan a laptop on a day to day basis through the Deputy Principal's office.

- Parents need to provide their child a note outlining the reason for their child not having their laptop and request a loan laptop. Students need to provide the note to their relevant Deputy Principal.
- Students will be provided with a copy of the laptop for loan policy and agreement document which needs to be signed by the student and their parent/ guardian.
- Students return the signed document and are provided with a laptop to loan.
- Day to day loaning of laptops;- students report to the Deputy Principal's office and sign a laptop out at the beginning of the day and return the laptop at the end of the day.

Exemptions

Exemptions to any part of this procedure may apply for some students in some circumstances. Parents and carers can request an exemption and these will be considered on a case-by-case basis and granted when required by law or at the principal's discretion.

Consequences for inappropriate use

Students who use their devices inappropriately will be subject to the same disciplinary measures that students receive when they fail to abide by the school's code of conduct.

Confiscation of the device for collection from the front office at the end of the school day.
Confiscation of the device until such time as a parent or caregiver is able to attend school to collect the device or pending an interview between the student, parent or caregiver and the Deputy Principal or Principal.

- Loss of internet and network privileges for a period of time.
- In cases of bullying, harassment or threatening behaviour, school-based management (detentions, meetings, suspensions) as well as outside agencies such as the police will be involved.
- In cases of refusal to hand over the phone, school-based discipline will be followed.
- Recording of inappropriate activities will be dealt with as a serious breach of the school's behaviour systems.

For further reference please refer to the school behaviour management plan and wellbeing and discipline procedures.

Network, Internet and email usage.

The DEC provides students with secure storage on Google Drive or OneDrive as well as access to some printers in the school. Students should not save inappropriate or offensive material or games on the network.

LHCS provides **filtered internet access** for students across the school for use in class. This internet service is filtered by the NSW DEC and is intended for research and learning and communication between students and staff. The Internet is to be used for educational purposes.

Students are not to access, download or distribute inappropriate offensive or prohibited material. Students will not download any material that represents a breach of copyright law. Students will not use Wi-Fi to connect devices to unfiltered internet.

NSW DoE provides each student with their **own email address and webmail service**. This is accessible through the DEC student portal. The use of this service is outlined in the DEC's internet and email usage policy.

Contact between students and parents/ carers during the school day

Should a student need to make a call during the school day, they must:

- approach the administration office and ask for permission to use the school's phone during school hours, parents and carers are expected to only contact their children via the school office.

Responsibilities and obligations

Supporting students to use digital devices and online services in safe, responsible and respectful ways is a shared responsibility.

For students

- Be safe, responsible and respectful users of digital devices and online services, and support their peers to be the same.
- Respect and follow school rules and procedures and the decisions made by staff, knowing that other schools may have different arrangements.
- Communicate respectfully and collaboratively with peers, school staff and the school community and behave in the ways described in the Behaviour Code for Students.

For parents and carers

- Recognise the role they play in educating their children and modelling the behaviours that underpin the safe, responsible and respectful use of digital devices and online services.
- Support implementation of the school procedure, including its approach to resolving issues.
- Take responsibility for their child's use of digital devices and online services at home such as use of online services with age and content restrictions.
- Communicate with school staff and the school community respectfully and collaboratively as outlined in the 2018 School Community Charter .
- Switch off or put their digital devices on silent when at official school functions, during meetings and when assisting in the classroom.
- Provide digital devices that meet school specifications where a school is participating in a bring your own device program and complete any related paperwork.

For the principal and teachers

Deliver learning experiences that encourage safe, responsible and respectful use of digital devices and online services. This includes:

- Establishing agreed classroom expectations for using digital devices and online services, in line with this procedure and departmental policy.
- Identifying strategies to ensure that all students are able to engage in classroom activities including strategies to accommodate students without a digital device.
- Reading and abiding by the Terms of Service for any online services they use in teaching, including those limiting use by age.
- Educating students about online privacy, intellectual property, copyright, digital literacy and other online safety related issues.
- Model appropriate use of digital devices and online services in line with departmental policy.
- Respond to and report any breaches and incidents of inappropriate use of digital devices and online services as required by school procedures, departmental policy and any statutory and regulatory requirements. This includes:
 - Reporting the creation, possession or distribution of indecent or offensive material to the Incident Support and Report hotline as required by the Incident Notification and Response Policy and Procedures and consider any mandatory reporting requirements.
 - Working with the department and the Office of the eSafety Commissioner (if necessary) to resolve cases of serious online bullying and image-based abuse.

- Following the school's behaviour management plan when responding to any incident of inappropriate student behaviour relating to the use of digital devices or online services.
- If feasible and particularly as issues emerge, support parents and carers to understand strategies that promote their children's safe, responsible and respectful use of digital devices and online services.
- Participate in professional development related to appropriate use of digital devices and online services.

For non-teaching staff, volunteers and contractors

- Be aware of the department's policy, this procedure and act in line with the conduct described.
- Report any inappropriate use of digital devices and online services to the principal, school executive or school staff they are working with.

Communicating this procedure to the school community

Primary students will be informed about this procedure through their classroom teacher.

High school students will be notified of this procedure through their Google Classroom and Year adviser meetings.

Parents and carers will be advised via the school newsletter. This procedure can be accessed electronically via the school's website and in hardcopy at the school's administration office.

Complaints

If a student, parent or carer has a complaint under this procedure, they should first follow our school's complaint process. If the issue cannot be resolved, please refer to the department's guide for students/parents/ carers about making a complaint about our schools.

Review

The principal or delegated staff will review this procedure annually.

Appendix 1: Key terms

Bring your own device is an optional program where parents and carers can provide personal digital devices for use at school. Any decision to adopt a bring your own device program is made by the principal in consultation with a school community. All digital devices used in schools are covered by the *Student Use of Digital Devices and Online Services* policy. Schools retain discretion to determine the specifications of personal devices to be used at school.

Digital citizenship refers to the skills and knowledge a person needs to effectively use digital technologies in a positive way so they can participate in society, communicate with others, and create and consume digital content.

Digital devices are electronic devices that can receive, store, process and share digital information and connect to applications (apps), websites and other online services. They include desktop computers, laptops, tablets, smartwatches, smartphones and other devices.

Digital literacy is the set of social, emotional and technological skills and competencies that people need to understand to use digital devices and online services, and to expand their opportunities for education, employment and social participation, including entertainment.

Educational purpose is any use approved by school staff that supports student learning, wellbeing and educational outcomes.

General capabilities are the broad collection of knowledge, skills, behaviours and dispositions described within the Australian curriculum and NSW syllabus.

Image-based abuse occurs when intimate, nude or sexual images are distributed, or threatened to be distributed, without the consent of those pictured. This includes real, altered and drawn pictures and videos. This is a crime in NSW.

Online bullying involves using technology such as the internet or mobile devices to bully someone. Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. Bullying behaviour can also involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability, or sexual orientation.

Online safety is the safe, responsible and respectful use of digital media, devices, other technology and online services.

Online services are any software, website or application that can gather, process or communicate information. This includes digital classrooms, chat and messaging, online games, virtual reality, social media and other online spaces.

Reasonable adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students.

School-related settings include school grounds, school-related activities and outside of school where there is a clear and close connection between the school and the conduct of students. This connection may exist in situations where: there is discussion about school taking place outside of school hours; a student is wearing their school uniform but is not on school premises; a relationship between parties commenced at school; students are online in digital classrooms; and where online contact has flow on consequences at school and duty of care requires the school to respond once an incident is reported.

School staff refers to school personnel who have some level of responsibility for implementing policy and the school digital devices and online service procedure. This includes principals, senior staff, teachers, non-teaching staff, school administrative staff, volunteers and contracted staff engaged by schools.

Appendix 2: What is safe, responsible and respectful student behaviour?

Be SAFE

- Protect your personal information, including your name, address, school, email address, telephone number, pictures of you and other personal details.
- Only use your own usernames and passwords, and never share them with others.
- Ask a teacher or other responsible adult for help if anyone online asks for your personal information, wants to meet you or offers you money or gifts.

- Let a teacher or other responsible adult know immediately if you find anything online that is suspicious, harmful, inappropriate or makes you uncomfortable.
- Never hack, disable or bypass any hardware or software security, including any virus protection, spam and filter settings.

Be RESPONSIBLE

- Follow all school rules and instructions from school staff, including when using digital devices and online services.
- Take care with the digital devices you use: make sure the devices you bring to school are fully charged each day and are stored appropriately when not in use; understand that you and your parents and carers are responsible for any repairs or IT support your personal devices might need; make sure the devices you bring to school have the latest software installed and take care with the school-owned devices you share with others, so that other people can use them after you.
- Use online services in responsible and age-appropriate ways: only use online services in the ways agreed to with your teacher; only access appropriate content and websites, including when using the school's filtered network and personal, unfiltered networks; and do not use online services to buy or sell things online, to gamble or to do anything that breaks the law.
- Understand that everything done on the school's network is monitored and can be used in investigations, court proceedings or for other legal reasons.

Be RESPECTFUL

- Respect and protect the privacy, safety and wellbeing of others.
- Do not share anyone else's personal information.
- Get permission before you take a photo or video of someone, including from the person and from a teacher.
- Do not harass or bully other students, school staff or anyone, this includes cyberbullying using a digital device or online service.
- Do not send or share messages or content that could cause harm, including things that might be: inappropriate, offensive or abusive; upsetting or embarrassing to another person or group; considered bullying; private or confidential; and/or a virus or other harmful software.

Appendix 3: Specifications required for BYOD

The wireless network in high schools operates on the 802.11n 5Ghz standard. Devices that do not meet this standard will not connect to the network. Please see the attached recommended specification for student BYOD laptops.

The laptop should be a Windows laptop and not a Chrome OS / Chromebook laptop. See specifications sheet when purchasing.

DOE has negotiated with Microsoft, Adobe and other providers to supply students with software free of charge for BYOD devices including: Microsoft Office 2019, Office 365, Adobe Creative Suite and others.

Recommended Specifications for laptops at LHCS

Form	<p>Windows Laptop</p> <p>Note: The main reason students give for not bringing their device is that it is too heavy. Please consider purchasing a light and portable device. There are a number on the market at present. Also consider the needs and interests of your child. If they are interested in IST a laptop that has enough memory and processor speed (CPU minimum i5) may be required to support the programs.</p>
Operating system	Microsoft Windows 10 or newer
Wireless capability	<p>802.11n 5Ghz</p> <p>This may be advertised as “dual band” wireless or 802.11abgn.</p> <p>The DOE’s wireless network installed in high schools only operates on the 802.11n 5Ghz standard. Devices that do not meet this standard may not be able to connect to the DOE’s wireless network. In some cases a dongle may be purchased to allow the device to connect. This cannot be guaranteed though.</p>
Storage capacity	Minimum of 256GB
RAM	Minimum of 8GB
Battery Life	Minimum of 6 hours
Accessories	Protective case/cover with padding preferably
Software	<p>DOE has negotiated with Microsoft and Adobe to provide students with both of these pieces of software for FREE.</p> <p>Both pieces of software require students to sign in with their DOE username and password. The software will need to be downloaded or installed.</p> <p>Microsoft office 365 link: https://www.office.com/?auth=2</p> <p>Adobe Creative Suite - DOE now has single sign in for Adobe: https://www.adobe.com/au/creativecloud.html#</p> <p>Adobe link explained https://sites.google.com/education.nsw.gov.au/adobe-students</p>

Appendix 4: 7-12 School User Agreement



TO BE RETURNED TO YEAR DEPUTY

Lucas Heights Community School BRING YOUR OWN DEVICE (BYOD) STUDENT AGREEMENT YEARS 7 - 12

Students must read this agreement in the company of an adult unless otherwise excused by the Principal. This page is to be signed and returned to the school. By signing at the bottom of this page students agree to the following behaviours:

- ☐ I agree that my use of the Department's internet will be primarily for learning.
- ☐ I agree to only ever use my own portal/internet log-in details and never share my log-in with others.
- ☐ I agree to not hack or bypass any hardware and software security implemented by the Department or my school.
- ☐ I agree to not use a BYO Device to knowingly search for, link to, access or send anything that is;
 - ☐ offensive
 - ☐ pornographic
 - ☐ threatening
 - ☐ abusive
 - ☐ defamatory
 - ☐ criminal / illegal
- ☐ I agree to report inappropriate behaviour and material to my teacher.
- ☐ I agree to stay safe by not giving out my personal information to strangers.
- ☐ I understand that my activity on the internet is recorded and these records may be used in investigations, court proceedings or for other legal reasons.
- ☐ I acknowledge that the school cannot be held responsible for any damage to or theft of my device.
- ☐ I agree that use of my device during school activities is at the direction of the teacher.

..... in the presence of:
Student Name *Parent/Carer Name*

..... in the presence of:
Student signature *Parent/Carer Signature*

Class: Date:/...../.....

UNIFORM POLICY AND DESCRIPTION

THE LHCS UNIFORM POLICY

At all times, a student's uniform is expected to reflect the values of the school, be neat and tidy and comply with relevant WHS requirements (including hair, shoes, jewellery and aprons). A detailed description of uniform requirements is on the following pages.

Consequences for not following school uniform are at the discretion of the Uniform Coordinator and the Deputy Principal and may include:

- Lunch detention for not providing a note to explain incorrect uniform.
- Being sent home to change.
- Not being able to participate in various school activities.
- After school detention for persistent infringement (7-12 – 3 times a term unexplained)

NB: If students are out of uniform, they must carry a note signed by a parent explaining the temporary reason for being out of uniform. This note must be co-signed by the students Deputy Principal, Uniform coordinator or K-6 class teacher.

Hats

Hats must be bucket or cap style with the LHCS logo and must be worn by all K-6 students whilst outdoors.

Hair

Headbands or scrunchies should be plain navy blue, red or white or junior school tunic fabric. For practical classes, hair is to be worn in a safe way that meets WHS requirements. Hair may need to be restrained by wearing a net or by tying it back. Practical class teachers will advise on this issue.

Sports Day

Full sports uniform must be worn on sports day and in PDHPE lessons.

NB: WHS requirements still apply. If students have any practical classes on sports day, appropriate shoes must be worn for those classes.

A note regarding any identifying marks

Any identifying marks, hairstyles, colours, clothing styles, jewellery, tattoos, insignia etc, which are deemed by the Deputy Principal to be in conflict with school or social values must not be displayed.

Year 12 Outer Garment

The style, graphics and colour scheme of the Year 12 garment are to be determined in consultation with the Year Adviser. The garment may be worn from the beginning of Term 4 in Year 11. A school shirt must be worn under the outer garment. Student nicknames displayed on the garment are at the discretion of the Deputy Principal or Year Advisor.

Purchasing the LHCS uniform

Our uniform supplier is ***Claudine School wear at Caringbah***. Uniform can be purchased online or in store. Visit the Claudine website for more information on how to order.

Phone: 02 9526 2525

Website: Claudineschoolwear.com.au

Address: 23 President Ave Caringbah, NSW, 2229

SCHOOL UNIFORM DESCRIPTION – YEAR 7 TO YEAR 12

7 to 12 Items	
All Seasons Uniform	
Shirt:	White shirt with school crest
Skirt:	Navy blue
Shorts:	Navy blue “college baggies”
Pants:	Navy blue
Tights:	Black (Opagues). Black socks <u>only</u> may be worn <u>under</u> tights in colder weather
Belt:	Plain black leather or vinyl with plain silver buckle
Tie:	Optional item. Navy blue with school crest. Worn by Years 11 and 12 only.
Socks:	White with navy blue and red stripes. (Every day and sports day)
Sports Uniform	
Polo top:	Navy blue and sky blue sports polo with school crest
Shorts:	Navy blue microfibre with LHCS logo
Tracksuit:	Navy blue with sky blue and red piping. Microfibre fabric. School crest on jacket and LHCS logo on pants
Shoes:	Suitable cross trainers or sports specific style
Socks:	White with navy blue and red stripes. (Every day and sports day)

7 to 12 Additional Items	
Pullover:	Navy blue wool with school crest
Sloppy Joe:	Navy blue V neck with school crest
Jacket:	Navy blue with sky blue and red piping and school crest. Microfibre fabric. This jacket is the same as the track suit top and may be worn on any day. The full track suit however is to be worn on sports day only
Shoes:	All over black, full leather uppers to cover the entire foot. Lace-up preferred. Hook and loop (Velcro) or buckle fasteners are acceptable. See accompanying footwear description.
Hat:	Navy blue, bucket style or cap both with LHCS logo.

Scarf:	Navy blue, plain fine wool or synthetic.
Gloves	Navy blue, fine knit wool or synthetic (not sold in the uniform shop)
	Singlets or T shirts may and sometimes should be worn under shirts or blouses in colder weather. These must be plain white with no writing or motif visible through shirts.

A DETAILED DESCRIPTION OF SCHOOL FOOTWEAR

The following styles of shoes are **ACCEPTABLE** Footwear

The school expects students to follow Department of Education and Training Policy and the OH&S Act 2000 by wearing enclosed leather, lace-up, buckle or Velcro fastened shoes. They must cover the whole top of the foot and have a low heel. If leather pull-on or lace-up boots are worn, they should be no higher than 3cm above the ankle bone.



The following styles of shoes are **NOT ACCEPTABLE** Footwear

Students must not wear skate shoes, black soft ballet style shoes, open top Mary-Jane/dolly shoes, canvas or similar fabric type shoes. If you are not sure what footwear is acceptable then please consult the school before buying new shoes. A salesperson at a shoe shop will not necessarily give you the correct advice in terms of approved school styles. Please check with the school.



Please Note: Shoes must be of a firm leather upper type to satisfy reasonable safety requirements. Failure to wear acceptable shoes may result in exclusion from a practical work area and or exclusion from some activities.

SPORTS SHOES

For most school sports and for PDHPE lessons, cross training sports shoes will be acceptable. In some cases however shoes will need to be of a style suitable to the specific sport. This should be clarified with the relevant sports coaches. In any case, it is important that the sports shoe chosen provides adequate support and protection for the whole foot.

Sports and PDHPE shoes with full leather uppers are preferred however fabric uppers are acceptable. Fabric upper shoes however will not meet safety requirements in most practical work areas whereas full leather upper sports shoes will. Students who choose to wear fabric upper sports shoes on sports day will need to bring their normal school shoes to change into for practical lessons which may occur on sports day. If students have a PDHPE practical lesson on days other than sports day, they are expected to bring sports shoes, along with their sports uniform, to change into for their PDHPE practical class.

SECTION 3: COMMUNICATION

SCHOOL TO HOME

Communication between school and home occurs in a variety of ways:

School eNews app

Lucas Heights Community School are paperless for notes and no longer send home printed copies. We encourage you to download the 'School eNews' app and take advantage of the convenience it offers you in accessing the most up to date information on school activities.

School website – www.lucasheigh-c.schools.nsw.gov.au

The school website is an excellent source of current information about the school. It provides general information as well as places to seek more specific information.

Facebook

Lucas Heights Community School regularly upload event information, event images and School notifications to our School Facebook page, Lucas Heights Community School. We recommend for parents and carers to follow our page to keep up to date with what is happening at LHCS.

Specific Notes

These notes are to the group of students who are involved in a specific activity, such as an excursion, sport, a school performance etc. All notes are uploaded to the School eNews app. We offer the option to digitally sign your permission, or alternatively, you can print the note and return the permission to the front office. If you do not have access to the 'School eNews' app, additional copies are available on the School website under the 'Events' tab.

Individual Notes

These notes are addressed to parents discussing their child's progress and their behaviour, often requesting parent/teacher interview.

Information nights

These occur at a variety of times during the year depending on the year of the student. Please access the School eNews app, School website or our Facebook page for event details.

School reports

In June and December each year parents receive reports through the Parent Portal on the progress of their child. There are opportunities to speak to staff about a student's progress at the parent/teacher nights. Parents do need to organise an allocated time within the interview periods.

HOME TO SCHOOL

It is essential that parents make contact with the school when a problem exists. Remember, in the first instance it is best to make contact with the office who will refer the matter to the relevant staff member.

There are a number of ways that communication can be established between home and school. Please make use of any or all of these:

- Telephone call - phone no. 9543 8317
- Letter
- Make an appointment for a parent/teacher interview through the office
- School learning profiles
- Special information nights
- Involvement in school advisory committees
- Special functions
- Special appointments

PARENTS & CITIZENS ASSOCIATION

The objectives of our P&C association are to:

- promote the interests of the school, by bringing parents, citizens, pupils and teaching staff into close cooperation.
- assist one providing equipment required by the school.
- reporting the material requirements of the school.
- assist the teaching staff in the establishment of school policies, and management of all facets of school activity.

Membership of our P&C association is open to all members of the school community; parents, teachers and local citizens.

Lucas Heights Community School's P&C is an active and involved team, who have great support from parents and other members of the school community.

All parents are encouraged to become a member of the Lucas Heights Community School P&C. Yearly membership is \$2. Meetings are held on the first Wednesday of each month at 6pm in the staff common room.

SECTION 4: CURRICULUM

KEY LEARNING AREAS (KLA) YEARS 7-12

KLA	Stage 4: Years 7 & 8	Stage 5: Years 9 & 10	Stage 6: Years 11 & 12
English	English	English	English Studies English Standard English Advanced English Extension 1 English Extension 2
Mathematics	Mathematics	Mathematics Stage 5.3 Mathematics Stage 5.2 Mathematics Stage 5.1	Mathematics Standard Mathematics Mathematics Extension 1 Mathematics Extension 2
Science	Science	Science Marine Studies	Biology Chemistry Marine Studies Physics Investigating Science Science Extension
Human Society and Its Environment	History Geography	Australian History Australian Geography Commerce History Elective	Ancient History Business Studies History Extension Legal Studies Modern History Society & Culture
Languages other than English (LOTE)	Spanish Italian	Spanish Italian	Spanish
Personal Development, Health, Physical Education	PD/H/PE	PD/H/PE PASS (Physical Activity & Sports Studies)	Life Ready (Compulsory in Year 11) PD/H/PE Community and Family Studies Sports Coaching
Design & Technology Industrial Technology	Design & Technology	Child Studies Design & Technology Textiles & Design Food Technology IT (Timber)	Building & Construction (Vocational) Engineering Studies Hospitality Operations (Vocational) Design and Technology Information Processes & Technology Engineering Studies
Visual & Performing Arts	Visual Arts Music	Dance Photographic & Digital Media Drama Music Visual Arts	Dance Drama Visual Arts Music
Courses External to the School studied through the School			Part time traineeship TAFE courses including Vocational courses

LUCAS HEIGHTS LEARNING COMMONS

Lucas Heights Community School is proud to offer students access to a cutting-edge learning centre boasting a sophisticated and innovative environment designed to foster student learning and development in a Twenty First Century context. The Learning Commons focuses on facilitating and shaping future teaching and learning practices, encouraging student collaboration, creativity, problem solving and critical thinking while also supporting digital media and information literacies.

The Learning Commons is a central learning area of Lucas Heights Community School and caters for a wide range of advanced teaching and learning experiences. It offers students a flexible environment in which to learn and connect. Features include a stylish senior study area, sit-down work stations, team work areas, stand-up BYOD and laptop stations, device charging bay, digital printing facilities, an open teaching amphitheater, a comfortable lounge area and a range of portable soft furnishings. The Learning Commons allows students equitable access to digital technologies and support including desktop PC's iPads. In its promotion of literature and reading it continues to house a large collection of Fiction and Non-fiction books available for student use.

The Learning Commons is utilised in various ways to enhance student learning outcomes:

- The annual Year 7 Project Based Learning (PBL) initiative, where students work collaboratively to solve a driving question and present their final product to their peers, teachers, parents, and members of the community.
- Whole year groups come together for meetings and projects, showcase experiments at the Lucas Heights Science Fair, listen to guest speakers at the Wellbeing Festival.
- regular classroom activities to allow for improved collaboration.
- homework club after school on Wednesday afternoons called the "Rosella Network" where tutors from various Universities, past students and teachers work with students each week on additional study, assistance with their classroom and homework, or help with an upcoming assignment or exam.

SPORT

YEARS 7-10 PORT HACKING ZONE GRADE COMPETITION + RECREATIONAL ACTIVITIES

Overview of Thursday sport

School sport contributes significantly to the cognitive, social, emotional and physical development of students. It is part of the NSW schools' curriculum requirements and provides opportunities for students to learn about and practice ways of adopting and maintaining a healthy, productive and active lifestyle.

To supplement the requirement for students to participate in sport Lucas Heights Community School has entered the Port Hacking Zone Grade Sport Competition in addition to offering House Sport at The Ridge on Thursday afternoons.

To assist you to guide your child's choice, more information including transport and costs for each sport are listed on a note that is sent home. Students will choose their sport electronically through their Sentral portal and permission notes will be made available on enews. Please be aware that Grade Sports require travelling via bus each week to the venue, this attracts a cost of \$7.00 per week. This is to be paid weekly at the bus prior to leaving school. House sport requires no payment as students walk to The Ridge.

Grade Sport	
A selection of sports: Beach volleyball, basketball, soccer, netball, touch, Oztag, water polo etc	20 Week competition against other schools in Port Hacking zone.

House Sport	
A selection of sports; Soccer, Oztag, cricket, basketball, netball, touch football etc	Students walk from school to The Ridge Sporting Complex and participate in non-competitive House Sport. Students are placed in teams based on their sporting House and play against other houses for points.

Some sports may not go ahead if student numbers are insufficient. In this case, students will be advised by the notice board at the PE window at school or on Sentral daily notices. They will then need to re-choose another sport via their Sentral portal.

CHS - Sydney East regional sport

The **School Sport Unit** promotes and supports the implementation of appropriate sport and sport-focused programs for all students by encouraging participation, skill development and excellence in performance.

Use the link below to check for trials of specific sports to represent the Sydney East Region.

Sydney East School Sport - <https://app.education.nsw.gov.au/sport/sydneyeast>

Try outs for regional and zone teams are announced on assembly and displayed on the PDHPE notice board. Students may progress to make regional, NSW All schools and Australian schools level.

CHS – KO competitions

The school enters a number of teams in the CHS KO competition. Most competitions are open competitions but some sports also cater for junior teams.

Trials for these teams are announced on assembly and displayed on the notice board outside the staff study.

There will also be opportunities for students to participate in Gala Days that will allow participation in both competitive and new sports.

School Carnivals – Swimming, Cross Country and Athletics

Students have an opportunity to participate at school, zone, regional, state and possibly All Schools level in these three disciplines.



SECTION 5: STUDENT WELLBEING

STRATEGIES TO PROMOTE SELF-DISCIPLINE AND EFFECTIVE LEARNING

To ensure all students are aware of it, the Behaviour Matrix is displayed in classrooms:

- The levels based discipline policy is applied across the school K-12
- The levels system uses cards signed by both teachers and parents to ensure transparency and allows students and parents to reflect on the implications of student behaviour
- A central welfare file on each student is monitored by Year Advisors, K-6 welfare coordinators and teachers
- Year Advisors and K-6 welfare coordinators report on student welfare issues at fortnightly Staff Meetings which aids in meeting the needs of individual students
- Student Welfare is a high priority for the Executive at LHCS
- The school ascribes to the policy of frequent and immediate contact with parents when the need arises, this may be through phone calls or emails.
- Student support structures of peer tutoring, and other literacy initiatives build consideration and shared responsibility across the school
- The example provided by the student leadership team – comprising the SRC, School Captains, Vice-Captains and Prefects promotes leadership, teamwork and self-discipline across the school community and gives students the opportunity to accept responsibility for their own behaviour

RECOGNITION OF STUDENT ACHIEVEMENT

LHCS encourages students to be proud of their own individual achievements and understands the importance of celebrating the achievements of others.

- A tiered award system of bronze and silver merit awards culminating in the Principal's Citation
- Student achievement is formally recognised at school assemblies, value assemblies and the annual LHCS School Presentation Night
- Lucas Heights Community School regularly upload event information, event images and School notifications to our School Facebook page, Lucas Heights Community School.
- Student work is displayed across the school– foyer, library, and classrooms
- The school is regularly recognised for participation in performance initiatives such as School Bands, dance ensembles and choir
- Competition in representative sport, zone and regional teams and grade sport
- Achievement of students is also recognised in state academic competitions in mathematics and science

MERIT SYSTEM

Purpose of the Merit System

The LHCS merit system has been designed in consultation with students, parents and staff K-12. It seeks to reward and recognise both achievement and significant improvement in the school context. The merit system has three levels. The names of these levels are Bronze, Silver, Gold and Diamond.

Presentation Awards

As part of the school's merit system, the school recognises significant improvement and achievement in a range of areas at the school's Presentation Awards.

These areas include:

- Excellence Across the curriculum – students who are determined to have reached this award receive a special certificate and medallion.
- Academic Advancement – these are students nominated by their class teacher who have shown most improvement in their work.
- Academic Diligence – this is awarded to students who work diligently but who are not necessarily successful academically.
- Sport awards – Students who have shown high achievement in a range of sports receive a certificate and a medal and/or a trophy.

LEVELS SYSTEM

School Philosophy

The underlying philosophy of the welfare and discipline system at Lucas Heights Community School is developing self-discipline and an understanding that unacceptable behaviour has consequences. Every student is responsible for their actions and the resulting consequences.

The levels system ensures fair and consistent management of student behaviour across the school system and covers all school contexts.

The progress of all students on levels is reviewed weekly. Students changing levels are required to meet with their Deputy Principal daily. Note that all student monitoring cards must be filled in and returned for students as part of the consideration for being taken off a level.

WELFARE CONTACTS

School Counsellors

Kellie Sheehy

Jason Cottle

Belinda Gourley

Head Teacher Welfare

Sandra Holden

Head Teacher Support Unit

Ms S Barr

Year Advisors 2021

Hannah Deep (12)

Tyran Minett (11)

Joanne Venables (10)

Frida Schincaglia (9)

Rowan Naiker (8)

Sherrell Harris (7)

ANTI-BULLYING STRATEGIES

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

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:

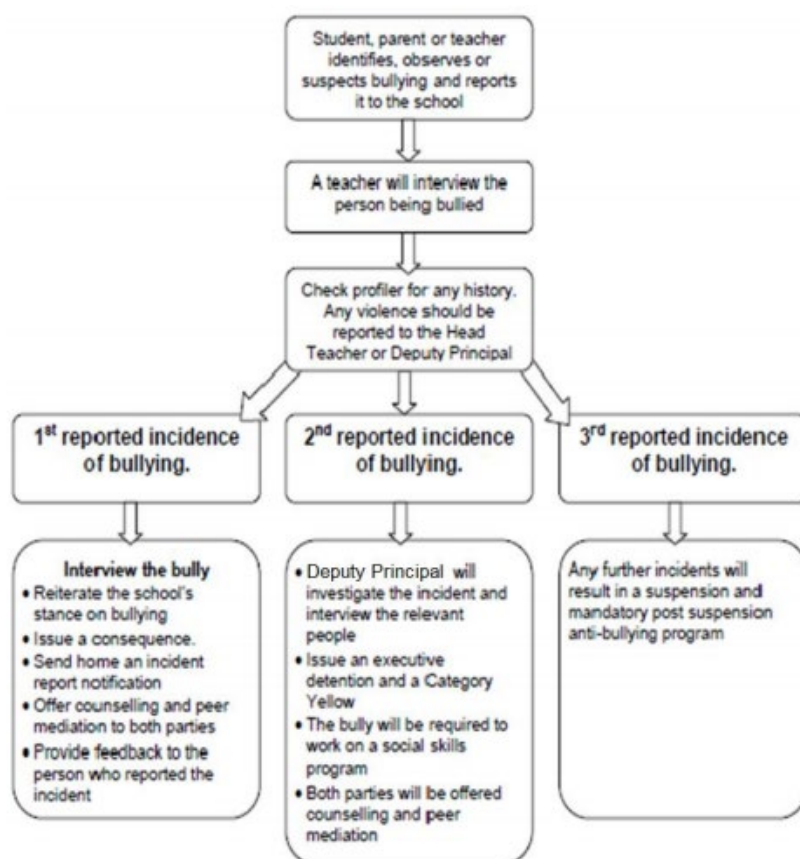
- Devalue, isolate and frighten;
- Affect an individual's ability to achieve;
- Cause long-term effects on those engaging in bullying behaviour, those who are the targets of bullying behaviour, and those who are onlookers or bystanders

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 behavior;
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 an upstander 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 behavior;
- 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.

ANTI-DISCRIMINATION

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.

THE STUDENT REPRESENTATIVE COUNCIL

All students from Year 5 to 12 elect a new Student Council each year. This group of hardworking students will represent their fellow students and become involved in school decision making for a twelve month period. The Council meets weekly to discuss your ideas and concerns and to plan activities which will benefit all students at Lucas Heights Community School.

The SRC Constitution for Lucas Heights Community School is based on the following goals:

1. Represent student feelings, interests and opinions as part of the decision making process of the school.
2. Promote school spirit and good relations between students, staff, other schools and the community.
3. Encourage participation in all aspects of school life.
4. Co-ordinate fund-raising for school and community projects.
5. Assist, as needed, on school assemblies and other school functions.

To ensure all students in the Junior School are adequately represented, each elected representative has an allocated class with which to maintain contact. Also, interested students from Kindergarten to Year 4 classes have the opportunity to attend and observe the regular meetings.

SECTION 6: QUICK REFERENCE

WHAT TO DO IF.....

Travel

Bus Passes: Obtain an application form from the administration office.

Conduct: If you misbehave on the bus, you may have your bus pass confiscated by the bus company and/or be put off the bus.

Attendance

Late Arrival: report to the office for a late pass before going to class.

Absent: give your teacher the completed absentee proforma from your parents the day you return to school. If you are going to be absent for more than three days, your parents are required to contact the school. The absentee proformas are available from the office.

Leaving Early: bring a note from your parents to the office **before roll call**. This letter should show the date it was written, your name, your roll call class, the time and date when you wish to leave, the reason for the request and one of your parent's signatures. If permission is granted, you must show your leave note to your classroom teacher or the teacher you have at the time you leave, then report to the office to collect your leave pass.

Sport

Unable to participate in sport: you must give a note explaining the reason for your inability to participate in sport for that particular day to the class teacher (K-6) or the sport coordinator (Years 7-10).

Leaving sport early: Students may only leave school on sport afternoon if they have a note from parents notifying the school of the appointment time, the name of doctor/dentist and a contact phone number.

Canteen

Lunch Orders: Years 7-12 order their lunch before school or at recess at the canteen and collect it at the beginning of lunch. When you wish to purchase other items, line up at the correct window behind the white line and move to the counter when directed.

Sick Bay

If you feel ill during the day, ask your teacher for a pass to go to the clinic, which is located in the administration block. Take the clinic pass to the administration office. In the case of an accident, report to the nearest teacher immediately.

Uniform/Equipment

Lost property: located in the front office.

Out of uniform: report to the duty teacher before you begin school for a uniform pass.

MAP OF LUCAS HEIGHTS COMMUNITY SCHOOL

