KOTARA HIGH SCHOOL

STUDENT WELFARE

GOOD DISCIPLINE AND EFFECTIVE LEARNING POLICY

(2014)
CONTENTS

THE STUDENT WELFARE, GOOD DISCIPLINE AND EFFECTIVE LEARNING POLICY for Kotara High School has been designed to reflect the particular needs of this school.

THE STUDENT WELFARE AND BEHAVIOUR MANAGEMENT POLICY - contains:

Page 2-3 Role of the School
Page 4 Student Welfare Program
Page 5-6 The Roles of School Personnel
Page 7-8 Community Participation - The Role of Parents *(which was prepared by parents)*
Page 9-10 The Rights and Responsibilities of Students
Page 11-12 The Commendation Scheme - Merits and Awards
Page 13 Kotara High School Rules
Page 14-15 Playground Areas and Rules
Page 16-17 Uniform Policy
Page 18-19 Homework Policy
Page 20 HIV-AIDS/HEP B - Blood Handling Policy
Page 21 Attendance Policy
Page 22-23 Promoting Good Behaviour
Page 24-27 Discipline Procedures
Page 28 Technology/Internet Policy
Page 31 MP3/IPOD Policy
Page 33 Drug Policy
Page 39 Clinic

It is our belief that by an understanding of roles and responsibilities in the above we will have a positive, supportive, learning environment for students, staff and parents. The Student Welfare and Behaviour Management Policy aims to promote responsible behaviour, to encourage quality learning and self-discipline.
THE ROLE OF THE SCHOOL
BELIEF STATEMENTS

CURRICULUM
We believe that Kotara High School will continue to offer a curriculum which satisfies the needs of students, ensuring equity for all. We aim for quality learning and teaching.

STUDENT WELFARE AND EQUITY
We believe in continuing to evaluate, modify and improve our Student Welfare Policy and practices. All students are encouraged to value themselves and each other and to interrelate harmoniously, positively and responsibly within the school. All students irrespective of ability, talents and interests are valued as individuals and treated accordingly.

STAFF DEVELOPMENT AND STAFF WELFARE
We believe in the provision of quality professional development for all staff and value working together and supporting each other professionally.

PARENT PARTICIPATION, COMMUNITY AND SCHOOL IMAGE
We believe that all members of the school community - students, staff, parents and citizens - should collaborate to establish effective partnerships which promote a positive image of the school and support the development of all students.

ORGANISATION AND ADMINISTRATION
We believe in achieving the most efficient and effective processes by planning and developing systems that meet the needs of the entire school community.

INFORMATION TECHNOLOGY
We believe that information technology should be used by students and staff as an efficient and effective tool for quality learning, teaching and administration. Access to, and efficient use of information technology is encouraged, providing opportunities for all to achieve quality outcomes.

ABORIGINAL EDUCATION
Kotara High School acknowledges that the school must be a place where Aboriginal students have a right to be Aboriginal and to express their own unique cultural identity. Aboriginal education involves the education of Aboriginal students as well as the provision of a curriculum incorporating an Aboriginal perspective for all students, highlighting traditional, transitional and contemporary Aboriginal cultures and heritages.
For all our Aboriginal students the school works with their parents and the student to develop a Individual Learning Plan (ILP). A teacher is allocated to each of these students to oversee the ILP.

SCHOOL MISSION STATEMENT

The mission of Kotara High School is to challenge each student in a safe, caring, comprehensive public school to:

- maximise individual achievement
- realise intellectual potential
- develop moral and ethical values
- develop self-discipline and initiative
We provide quality education through effective and enjoyable teaching and learning, actively supported by the whole school community.

“Student Welfare includes everything that the school community does to meet the personal and social needs of students and enhance their well being. It involves RECOGNISING, VALUING AND DEVELOPING each student as a total and unique person in the context of society.”

It has three focus areas:

- Effective learning and teaching
- Positive climate and good discipline
- Community participation

Student Welfare is the sum total of all the policies, structures and activities which are planned and implemented by the school to meet these focus areas.

Through its Student Welfare and Behaviour Management Policy, Kotara High School aims to help its students develop a realistic and positive approach to themselves and the school community by:

1. Providing a safe, challenging and supportive environment conducive to learning - promoting effective learning and teaching with caring and interested teachers committed to quality education and the welfare of students.
2. Promoting a sense of enjoyment and satisfaction from learning - developing interest, abilities, learning skills, acceptable values and skills in decision making.
3. Offering varied learning experiences, programs and strategies to enhance self-worth.
4. Providing challenges and encouraging achievement suitable to the individual.
5. Promoting tolerance and harmony - respecting selves and others.
6. Respecting and caring for personal property, the property of others and the school itself - in a safe, healthy environment.
7. Encouraging students to behave responsibly and to develop self discipline.
8. Providing an accepted code of school behaviour which encourages students to accept responsibility for their actions.
9. Providing opportunities for development of student independence and responsibilities through quality leadership, role models and contributions to decision making.
10. Using all opportunities to encourage students to have pride in themselves, their school, our community and nation.

EXIT OUTCOMES

Students who attend Kotara High School, where we all “Aim High” will:

- Communicate effectively
- Achieve potential in all areas
- Be self-directed learners
- Believe in self-worth, through achievement
- Value positive relationships
- Be responsible community members
- Show respect for self, others and the environment
- Resolve conflict peacefully
The Student Welfare Program includes all the activities, practices and structures that contribute to the effective implementation of the Student Welfare Policy. It incorporates programs that are preventative, remedial and that promote the personal development of all students, focusing on effective learning and teaching, good discipline and community participation.

<table>
<thead>
<tr>
<th>QUALITY RELATIONSHIPS</th>
<th>EFFECTIVE LEARNING AND TEACHING</th>
<th>A CARE NETWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Rep. Council</td>
<td>Quality Teaching</td>
<td>Positive Strategies</td>
</tr>
<tr>
<td>Peer Support</td>
<td>Supportive Teachers</td>
<td>Student Welfare Policy</td>
</tr>
<tr>
<td>Class Climate</td>
<td>Mixed Ability Classes</td>
<td>Student Welfare Committee</td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>Learning Support</td>
<td>Clear Roles and Rules</td>
</tr>
<tr>
<td>Work Experience</td>
<td>Gifted &amp; Talented Program</td>
<td>Rights and Responsibilities</td>
</tr>
<tr>
<td>Year 7 Camp</td>
<td>Literacy Strategies</td>
<td>Medical Information</td>
</tr>
<tr>
<td>Year 9 Camp</td>
<td>Gender Equity</td>
<td>Merit/Award Scheme</td>
</tr>
<tr>
<td>Jindabyne - Year 11</td>
<td>Lifesaving</td>
<td>Communication</td>
</tr>
<tr>
<td>Excursions</td>
<td>Study Skills</td>
<td>Student Assistance Scheme</td>
</tr>
<tr>
<td>Sports Days/Teams</td>
<td>Homework Policy</td>
<td>Counselling</td>
</tr>
<tr>
<td>Charity Days</td>
<td>Bike Education</td>
<td>Support Groups</td>
</tr>
<tr>
<td>Student Welfare Days</td>
<td>Child Protection</td>
<td>Community Input</td>
</tr>
<tr>
<td>School Dances</td>
<td>Peer Tutors</td>
<td>Special Ceremonies</td>
</tr>
<tr>
<td>Crime Prevention</td>
<td>Parent Tutors</td>
<td>Attendance Policy</td>
</tr>
<tr>
<td>Parent Interviews</td>
<td>HIV/AIDS Education</td>
<td>School Uniform Policy</td>
</tr>
<tr>
<td>Information Nights</td>
<td>Drug Education</td>
<td>Clothing Pool</td>
</tr>
<tr>
<td>Plays</td>
<td>Family Planning Talks</td>
<td>New Arrivals Scheme</td>
</tr>
<tr>
<td>Presentation Ceremonies</td>
<td>High Retention Rate</td>
<td>Year Assemblies</td>
</tr>
<tr>
<td>Displays, Performances</td>
<td>Year 12 Study Day</td>
<td>Staff Development</td>
</tr>
<tr>
<td>Recognising Achievement</td>
<td>Year 10 Reflective</td>
<td>Stress Management</td>
</tr>
<tr>
<td>Awareness Days</td>
<td>Learning Program</td>
<td>Learning Support Team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literacy Team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year Advisers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Head Teacher Student Welfare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys &amp; Girls Adviser</td>
</tr>
</tbody>
</table>

PROMOTING

- respect
- trust
- self esteem
- acceptance
- leadership
- sense of achievement
- creativity
- decision-making
- responsibility
- active participation
- care
- growth
- support
- self-discipline
- Communication
## ROLES OF SCHOOL PERSONNEL

<table>
<thead>
<tr>
<th>Principal &amp; Deputy Principals</th>
<th>Head Teacher Welfare</th>
<th>Student Well-Being Co-ordinator</th>
<th>Year Advisers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr S Barnett Principal</td>
<td>Mrs K Spicer-Worth</td>
<td>Mr S Brown</td>
<td>Mrs K Germon Yr 7</td>
</tr>
<tr>
<td>Mr C Dibben DP (Yrs 7, 9 &amp;11)</td>
<td></td>
<td></td>
<td>Mrs Threadgate Yr 8</td>
</tr>
<tr>
<td>Mrs L Morton DP (Yrs 8, 10 &amp; 12)</td>
<td></td>
<td></td>
<td>Mr C Danvers Yr 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ms L Scobie Yr 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mr T Pulsford Yr 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mr B Kelly Yr 12</td>
</tr>
</tbody>
</table>

- **Implement the school/state Student Welfare policy**
- **Review Student Welfare Policies**
- **Develop support networks for students**
- **Liaise with HT Welfare, Yr Advisers, Counsellors, LASTs, Career Adviser and Girls & Boys Advisor re individual student or whole school welfare issues**
- **Liaise with parents and outside agencies re student welfare needs**
- **Involvement in relevant Learning Support Team (LST) meetings in developing and implementing students’ Individual Education Plans (IEP)**
- **Organise relevant parental contact/ interviews when required**
- **Inform staff of welfare needs of individual students as required**
- **Provide advise & support to all staff re individual students**
- **Complete Access Request Forms as required**
- **Liaise with DEC personnel**
- **Publish & distribute the Student Welfare Team’s meeting’s agenda and minutes in electronic form**
- **Complete Access Request Forms as required**
- **Liaise with DEC personnel**
- **Provide advise & support to all staff re individual students**
- **Liaise with partnership schools re Yr 6 to 7 students**
- **Co-ordinated the Yr 6 to 7 orientation program**
- **Complete Access Request Forms as required**
- **Conduct Year Meetings**
<table>
<thead>
<tr>
<th>School Counsellors</th>
<th>Girls &amp; Boys Advisers</th>
<th>Learning and Support Teachers (LAST)/Careers Advisor</th>
<th>Classroom Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms C Kelly</td>
<td>Mrs J Newton (Girls)</td>
<td>Ms A Atkinson (LAST), Mr D Turnidge (LAST)</td>
<td></td>
</tr>
<tr>
<td>Ms E Marshall</td>
<td>Mr H Zimmermann (Boys)</td>
<td>Ms P Campbell (Careers Advisor)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement the school/state Student Welfare policy</td>
<td>Implement the school/state Student Welfare policy</td>
<td>Implement the school/state Student Welfare policy</td>
<td>Provide all support to all students</td>
</tr>
<tr>
<td>Develop support networks for students</td>
<td>Develop support networks for students</td>
<td>Develop support networks for students</td>
<td></td>
</tr>
<tr>
<td>Liaise with Principal, DPs, HT Welfare, Yr Advisers, LASTs, Career Adviser and Girls &amp; Boys Adviser re individual student or whole school welfare issues</td>
<td>Liaise with Principal, DPs, HT Welfare, Yr Advisers, Counsellors, LASTs and Career Adviser re individual student or whole school welfare issues</td>
<td>Liaise with Principal, DPs, HT Welfare, Yr Advisers, Counsellors, and Girls &amp; Boys Adviser re individual student or whole school welfare issues</td>
<td>Provide support and/or accommodate adjustments to individual student’s curriculum</td>
</tr>
<tr>
<td>Liaise with parents and outside agencies re student welfare needs</td>
<td>Liaise with parents and outside agencies re student welfare needs</td>
<td>Liaise with parents and outside agencies re student welfare needs</td>
<td>Provide extension to Gifted &amp; Talented students</td>
</tr>
<tr>
<td>Involvement in relevant Learning Support Team (LST) meetings in developing and implementing students’ Individual Education Plans (IEP)</td>
<td>Involvement in relevant Learning Support Team (LST) meetings in developing and implementing students’ Individual Education Plans (IEP)</td>
<td>Involvement in implementing students’ Individual Education Plans (IEP)</td>
<td></td>
</tr>
<tr>
<td>Organise relevant parental contact/interviews when required</td>
<td>Organise relevant parental contact/interviews when required</td>
<td>Organise relevant parental contact/interviews when required</td>
<td>Attend relevant parental interviews</td>
</tr>
<tr>
<td>Inform staff of welfare needs of individual students as required</td>
<td>Inform staff of welfare needs of individual students as required</td>
<td>Inform staff of welfare needs of individual students as required</td>
<td>Attend relevant Year meetings</td>
</tr>
<tr>
<td>Provide advise &amp; support to all staff re individual students</td>
<td>Provide advise &amp; support to all staff re individual students</td>
<td>Communicate with parents re student progress &amp; well-being</td>
<td></td>
</tr>
<tr>
<td>Organise Special Provisions in conjunction with the LASTs</td>
<td>Organise Special Provisions in conjunction with the School Counsellors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liaise with partnership schools re Year 6 to 7 students</td>
<td>Liaise with partnership schools re Year 6 to 7 students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview &amp; counsel students</td>
<td>Complete Access Request Forms as required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test &amp; assess students</td>
<td>Develop &amp; implement transition to work programs &amp; plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete relevant student reports as required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete Access Request Forms as required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liaise with DEC personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COMMUNITY PARTICIPATION
THE ROLE OF PARENTS

Parents have said that their role should be seen as:

1. Supporting the school and being available to help where needed.
   - Valuing the school and encouraging their children to have school pride.
   - Helping to promote a positive image of the school
   - Being involved with and interested in school activities.

2. Being aware of school policies and positively supporting these e.g. uniform.

3. Checking the facts on both sides before reacting, if concern arises over students.

4. Encouraging their children to make positive contributions to the learning and teaching process.

5. Providing suggestions for and assisting with some of the physical needs of the school.

6. Providing consistent discipline and guidance at home; promoting positive behaviour at school - the right to learn.

7. Encouraging, guiding and providing pastoral care to help build a positive self concept in each child and the desire to achieve his/her best.

8. Setting a positive example at home - encouraging tolerance of differences.

9. Encouraging children to communicate openly about all aspects of the school life.

10. Seeking information related to their child’s education.

In conjunction with their role, parents see **their responsibilities** in the school context as being:

1. Accepting the prime responsibility for the welfare and behaviour of the children.

2. Providing the student with the necessary physical needs and social support to ensure that each child may satisfactorily progress through school.

3. Being aware of and supporting this Student Welfare Policy and Program.

4. Working together with the school as partners.

When school and parents share genuine care and concern for each child, it is more likely the full academic, social and personal potential of each child will be developed.

**Parents play a vital role in the school**

At Kotara High parents can contribute to the positive school climate not only by being supportive at home but also by assisting with:

- The P & C
- The Canteen
- Meetings/Committees
- Parent Tutors
- Fundraising
THE ROLE OF THE SCHOOL

What parents believe the school should provide:

Parents feel that the school should:

1. Create an enjoyable learning environment in the school.
2. Implement special programs that will provide special outcomes and opportunities.
3. Improve, develop and encourage communication between school and parents in all areas.
4. Develop and encourage effective communication in all activities.
5. Emphasise the importance of homework and study.
6. Cater for the full range of abilities in each child and extend each child as fully as possible - assisting students with learning problems.
7. Encourage the full academic, social and physical potential of all students.
8. Offer as wide a variety of subject choices and materials as possible.
9. Provide good role models as staff.
10. Develop, foster and encourage school pride.
RIGHTS AND RESPONSIBILITIES OF STUDENTS

- All students have responsibilities which are related to rights.
- All students and teachers have the responsibility to respect the rights of other students and teachers.
- When all responsibilities are carried out and rights are respected, our school should run smoothly.

**RESPONSIBILITY**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I have the responsibility to treat all others with understanding - not to laugh at others, tease others or try to hurt their feelings. I have the responsibility not to ill-treat any animal at school or on a school excursion.</td>
</tr>
<tr>
<td></td>
<td>I have the right to be treated with understanding and fairness.</td>
</tr>
<tr>
<td>2.</td>
<td>I have the responsibility to treat others politely and with respect.</td>
</tr>
<tr>
<td></td>
<td>I have the right to be treated with respect and politeness.</td>
</tr>
<tr>
<td>3.</td>
<td>I have the responsibility to respect others and treat them equally regardless of sex, culture, race, age and appearance.</td>
</tr>
<tr>
<td></td>
<td>I have the right to be treated with equality.</td>
</tr>
<tr>
<td>4.</td>
<td>I have the responsibility to make decisions based on my needs and abilities rather than peer pressure.</td>
</tr>
<tr>
<td></td>
<td>I have the right to be safe.</td>
</tr>
<tr>
<td></td>
<td>I have the responsibility to REPORT any form of abuse or harassment to myself or others. I have the responsibility NOT to retaliate to harassment or abuse. I must think about the consequences of my actions and act in a safe and sensible manner.</td>
</tr>
<tr>
<td></td>
<td>I have the right to be safe from any form of harassment or abuse: verbal, physical, social and emotional- including hitting, punching, cyber-bulling, threatening, name calling, ganging up on etc.</td>
</tr>
<tr>
<td></td>
<td>I have the responsibility to make myself aware of the special requirements for practical subjects in regard to protective clothing and correct footwear. I have a responsibility to behave in a safe manner.</td>
</tr>
<tr>
<td></td>
<td>I have the right to be safe in class.</td>
</tr>
<tr>
<td>5.</td>
<td>I have the responsibility not to steal, damage or destroy the property of others and to take good care of my own property.</td>
</tr>
<tr>
<td></td>
<td>I have the right to expect my property to be safe.</td>
</tr>
</tbody>
</table>
### RESPONSIBILITY

6. I have the responsibility to co-operate with teachers and other students to make sure that lessons proceed and that I keep up-to-date with required work.
   I will not behave so as to interfere with other students’ rights to learn. I will bring all necessary school materials.
   I also have the responsibility to be punctual, to attend school and to take part in activities that will be of benefit to me.
   Where possible I will arrange medical appointments outside school time.

7. I have the responsibility to ensure a healthy environment by not using and by discouraging others from using substances which may interfere with one’s health (cigarettes, alcohol, illegal drugs)

8. I have the responsibility to care for the class and school - to keep it neat and clean and to be prepared to remove litter. I have the responsibility to report vandalism.

9. I have the responsibility of telling teachers about any defective buildings, machinery, and equipment. I have the responsibility of following all safety practices in all classrooms.

10. I have the responsibility to behave so that the community will respect the school.
    I will maintain a high standard of dress at school. Basic requirements are cleanliness, tidiness and pride in my school uniforms at all times.

11. I have the responsibility to learn self-control. I will learn to resolve conflict peacefully.
    I must face the consequences of my actions.

13. I have responsibility to protect my rights and the rights of others by carrying out my full responsibilities.

### RIGHT

I have the right to learn - other students will not deprive me of this by their behaviour.

I have the right to a healthy school.

I have the right to have a pleasant, clean and well maintained classroom, school and grounds.

I have the right to be provided with a school in which I am not in physical danger. When defects occur, they will be repaired.

I have the right to expect the local community to support, respect and have pride in the school.

I have the right to be helped to learn self-control.

I have the right to expect that all these rights will be mine so long as I am carrying out my full responsibilities.
THE COMMENDATION SCHEME
MERITS AND AWARDS

The purpose of this scheme is to recognise students who set fine examples to others in the school community and/or show excellence in an area.

To qualify for a merit a student is to have consistently achieved at a high level, or have shown consistent effort/improvement in one of the following five separate areas.

1. Academic / Quality Work
2. Sporting
3. Cultural
4. Student Welfare
5. School Service / Citizenship

When issuing a Merit your teacher will clearly indicate the category and reason. Only merits issued for substantial reasons will count towards an award. Below are examples of substantial reasons. This will be at the discretion of the Year Adviser.

1. ACADEMIC MERITS
To be considered for an academic merit, students could:
- consistently present quality work in class and assignments
- have consistent and positive participation in class activities
- set high standards of behaviour
- display academic excellence in a particular area
- display marked consistent improvement in progress

2. SPORT MERITS
To be considered for a sport merit, students could:
- achieve quality regular participation in school sport, representative sport, carnivals
- consistently exhibit the many aspects of good sportsmanship
- be age champion at school swimming, cross-country or athletics carnivals
- be selected to represent KHS in any sport, showing skill and/or leadership

3. CULTURAL MERITS
To be considered for a cultural merit students could:
- show significant involvement in cultural presentations and performances
- be selected to represent KHS in cultural performances and exhibitions showing skill and commitment
- achieve quality consistent participation or work in areas such as Music, Art, Drama, Fashion, Debating, Dance and Starstruck

4. STUDENT WELFARE and SCHOOL SERVICE / CITIZENSHIP MERITS
To be considered for a merit in one of these two areas students could:
- set high consistent standards of behaviour, dress and co-operation in playground or classroom
- consistently exhibit values such as honesty, loyalty, trustworthiness, respect and good manners
- show consistent unselfishness and consideration by helping members of the school community
- participate in programs or activities that benefits the school
- consistently display citizenship, consideration for others and contribute to improvements in school life.

- It is your responsibility to take the merit slips to your Year Adviser when applying for an award.
- Merits will complement your school report and references. They will indicate your positive qualities to a future employer and are extremely valuable to you.
- Note - Certificates for special school related activities will count as merits e.g. Science Quiz, Starstruck Certificate, Young Artists, Quality Awards, Peer Support, School Medals.
COMMENDATION LEVELS FOR AWARDS

The following awards will be made on merits given in any one year.

YEAR ADVISER’S (BRONZE AWARD) FOUR merits in any two areas of school life.
Awarded by Year Adviser at Year Assembly.

DEPUTY PRINCIPAL’S (SILVER AWARD) SIX merits in at least three areas of school life.
Awarded by Deputy at School Assembly.
Minimum of 2 in each of 2 categories.

PRINCIPAL’S (GOLD AWARD) EIGHT merits covering four areas of school life.
Awarded at Formal Assemblies.
Minimum of 2 in each of 2 categories.

AWARD FOR OUTSTANDING ACHIEVEMENT (PLATINUM AWARD) TEN merits covering four areas of school life,
minimum of 2 in each of 3 categories. This is an
outstanding achievement. Awarded at Presentation Night.

For the Bronze and Silver awards, in addition to the required number of merits, students must have displayed good behaviour and a good standard of uniform. For the highest awards of Gold and Platinum, in addition to the required number of merits, students must have displayed excellent behaviour for a considerable period of time, a consistent good standard of uniform and staff endorsement. This will be at the Principal’s or Year Adviser’s discretion.

To seek an award, Merit Certificates must be taken to the Year Adviser.

Your award will be recorded, your merits returned and it will be presented at the next appropriate assembly or Presentation Night Ceremony.

PRIVILEGES

BRONZE
- 1st choice of sport
- 1st choice of interest electives after Silver, Gold and Platinum

SILVER
- 25% off dance tickets. Special Canteen access.
- 1st choice to be spectators at home matches

GOLD
- above plus:
- 50% off dance tickets

PLATINUM
- as above plus free dance tickets

- Awards will be granted for a 12 months period from date of issue.
- Awards cannot be issued to Students on CONDUCT BOOKS. If a student goes on a conduct book after receiving an award, all privileges will be lost while they are on the book. (Students, however, may receive Merits whilst on a Conduct Book.)

TERM QUALITY WORK AWARDS
These are awarded towards the end of Terms 1, 2 and 3. Each teacher can name two students per term for a Quality Award which is presented at a formal assembly.
KOTARA HIGH SCHOOL RULES

These rules and beliefs are for all members of Kotara High. They are few in number and designed for the welfare of everyone and for the smooth, safe running of the school. These rules are displayed in many classrooms.

SCHOOL RULES: To create a quality school we believe in:

1. Being responsible for your own actions.
2. Being considerate and respectful of others.
3. Caring for your property, that of others and the property of the school.
4. Moving about the school in a safe, orderly manner: to lessons, in the playground, at the canteen, to buses etc.
5. Being punctual to Roll Call, classes, assemblies and all school activities.
6. Knowing special procedures and following them - e.g. leaving early to attend an appointment.

CLASSROOM RULES: To have a quality classroom we believe in:

1. Respecting the rights of others to learn.
2. Entering the room in a sensible manner - removing hats when inside.
3. Being prepared for every lesson with the right books, clothing and equipment.
4. Using common-sense in asking and answering questions including raising your hand and waiting.
5. Paying attention to the teacher’s instructions, doing your work as well as you can and allowing others to do the same.
6. Leaving the room tidy.
7. Ensuring that mobile phones and other electronic devices are turned off before entering the room and are out of sight, unless given specific instructions for use by the teacher.

Please note:

1. Chewing gum / bubble gum / textas / liquid paper are not permitted at school.
2. Skateboards are not to be brought to school except for sport (and stored during the day).
3. Prohibited weapons, unsafe subjects, aerosol cans and laser pointers are not allowed at school for safety reasons.
4. It is expected that students will travel directly to and from sport unless with the expressed permission of the parents and Deputies an exception is made.
5. The Hudson Park shelter area is out of bounds.

Teachers may negotiate additional classroom rules and beliefs with their classes.

These rules apply to all school functions, dances, sport, excursions and activities.

INTERNET POLICY

Breaches of the Internet Policy’s Code of Behaviour will be treated as other breaches of the School Welfare Good Discipline and Effective Learning Policy and could include restriction of access to the Network for a period of time.
PLAYGROUND AREAS AND RULES

These rules apply before school, at recess and lunchtime. They allow for:
• Safety
• Freedom of movement
• Respect for property.

Canteen:
• Students waiting to be served queue appropriately. Move out of the canteen when served.
• Ball games are not permitted in the Canteen area except during PE and sport.
• Students are to keep off Physical Education equipment.

Quadrangle:
• Handball games only - no kicking, throwing or cricket.
• Throwing a tennis ball deliberately onto a roof will result in the student being asked to replace the ball. Further consequences may apply.

Basketball Courts:
• Southern end (Canteen end) - basketball, handball games.
• Northern end (D block end) - basketball or handball only.

Note: The kicking of tennis/footballs/the playing of cricket in any of the above areas is banned.

Eastside:
• Includes the area east of A, B and C blocks and the space between A block and the canteen.
• It also includes the passive areas in the courtyards of A, B, C and D blocks. It excludes the steps, the walkway and the grass area near D block.

Multipurpose area:
• Only students involved in organized activities are to be in the active area.
• Cricket and/or touch football only to be played.
• Cricket rules: - Must use a “normal” cricket bat and tennis ball.
  - Game must be restricted to the selected area
• Touch football rules: - Must use a football.
  - Approximately 15 a side (max 20)
  - No tackling, holding or body blocking

• All students who do not following the correct procedures are to leave the area immediately
• Students in the passive area must be at all times quiet and non active
• Handball can be played on the pathway leading from the MPC to the steps.
• Multipurpose Centre cannot be entered unless with a teacher.

In the grounds:
• Skateboards are not permitted at school.
• Bicycles are not to be ridden in the school grounds.
• Bicycles must enter the school grounds by the Corriston Crescent entry.

In the blocks:
• Small groups may be seated in the blocks in wet and dry weather.
• Ball games are not permitted inside the blocks.
• Students are not to sit in the stairways.
• Rooms are out of bounds (except during wet weather).
• Blocks are quiet areas between 8.15 – 9.00 am. This is to help facilitate the teaching of Period 0 lessons to Years 11 and 12.

Out of Bounds Areas:
• The bushland.
• The carpark behind the canteen.
• Westfield Shopping Centre and anywhere outside the school fences including Hudson Park.

Misconduct in the playground will mean that you are sent to the Head Teacher in charge of playground or the Deputy where you wait until interviewed.
UNIFORM POLICY
WHY WE WEAR UNIFORM

Kotara High School places great emphasis on the promotion and encouragement of wearing our school uniform. Departmental Policy states “school uniforms foster pride in the school, assist in the development and maintenance of tone and good conduct, and reduce to a minimum distinctions because of clothing between children in the same school”. The wearing of our uniform is important as it serves to identify the students of Kotara High School and foster respect and responsibility.

The wearing of school uniform by all students is mandatory. Parents/Guardians can assist by providing the correct uniform and ensuring their child cooperates in this matter. It is important to consider the reasons why the school community has chosen to have a uniform.

- People judge one another by their appearance. It can shape expectations, influence reactions, often inaccurately. The wearing of a uniform helps to ensure that people are not misjudged as individuals and learners.
- Without a uniform, many students would compete in fashion stakes which can be a costly exercise. The winners would be those who could afford it. This would divide our school.
- By wearing a uniform we identify as one group. Without it there would be splinter groups based on clothing styles.
- Uniforms help us make our school safe. We can easily identify people who should not be in the school and who place students at risk. We can also identify you if you need assistance. Your uniform says ‘You are from Kotara High’.
- We all enjoy and take pride in being part of a successful team. The community supports us in wearing our school uniform, showing we are proud of our achievements and the benefits of being part of our team.
- Most work places have dress codes or uniforms these days. A visit to local businesses, banks, corporations and even supermarkets and shops will highlight this. Therefore, our school Policy reflects the workplace. It helps promote self discipline and understanding of the importance of neatness in personal appearance.
- Sporting teams have uniforms and team members and supporters take great pride in the way they are ‘turned out’.
- School uniform reinforces that school is about learning and we believe assists students to establish that mindset.

Community
The school community fully supports a policy and set of procedures to ensure that all students comply with uniform requirements. In accepting an offer to enrol at this school, all students acknowledge their commitment to meet school expectations regarding the wearing of the school uniform. Should a student be out of uniform, a ‘green slip’ is given and parents are informed. Persistent failure to comply will lead to detention and parent contact.

However, students who are not able to be in full uniform due to exceptional circumstances must obtain a signed permission from one of the Deputy Principals before school, upon the presentation of a note from a parent/guardian.

We are proud of our school and school uniform, and have high expectations of our students wearing our uniform in its entirety and with pride.

Use Lowes at Westfield Kotara to purchase your uniform. Please refer to the following for our detailed policy on school shoes and sport shoes.

Pictures of the correct uniform may be viewed on the school website and in the front office foyer.
**ACCEPTABLE UNIFORM**

**Girls**
- Tartan Skirt is the official school uniform (all girls need to have one)
- White School Blouse (School Crest)
- White School Polo (School Crest)
- White Socks
- Black Stockings/Tights (worn under the school skirt only)
- Black Jumper/Cardigan/Plain Black Sweatshirt
- School Winter Jacket (School Crest)
- Black Shoes with Black laces or Black shoes with a fully enclosed toe box and a strap
- Black Tailored Trousers
- Black School Shorts

**Boys**
- Black Trousers or Black Shorts
- White Shirt (School Crest)
- White School Polo (School Crest)
- White Socks
- Black Jumper/Cardigan/Plain Black Sweatshirt
- School Winter Jacket (School Crest)
- Black Shoes with Black laces

*Black jeans are not school uniform*

**SPORT/PD/H/PE**

**Girls**
- Black KHS Sports Shorts
- White KHS Sports Shirt
- White Socks
- Black Track Pants
- Supportive Sport Shoes with laces

**Boys**
- Black KHS Sports Shorts
- White KHS Sports Shirt
- White Socks
- Black Track Pants
- Supportive Sport Shoes with laces

Additional information about acceptable school shoes is available on the school website.

**ADDITIONAL UNIFORM DETAILS**

- Students who represent the school at State level may wear the special T-shirts as part of school uniform.
- Plain white socks are preferred but **small** brand names are acceptable.
- Black tights are only to be worn under the school skirt
- Slip on Shoes are not allowed to be worn
- No canvass shoes are allowed to worn as sports shoes
- Jewellery - avoid excessive jewellery. Students will be asked to remove items deemed to be inappropriate.
- Green Tie with School Crest/ Badge
- Sandals/Thongs are not permitted at school AT ANYTIME by the Department of School Education due to safety concerns.
- Brand names on any item of uniform must be very small (matchbox size).
- T-shirts under shirts must be plain white.
- Special requirements for certain sports as nominated by sport teacher - to be worn only at sport.
- Wearing of hats at sport and in the playground is encouraged, however wearing of head scarves / hats is **not permitted** in classrooms except for religious reasons.

**PRACTICAL SUBJECTS**

All TAS classes with a practical component require students to wear covered footwear to protect the foot from sharps and spills. Students may change into appropriate footwear before class. Failure to have appropriate footwear may see students excluded from practical lessons.

**AVAILABILITY OF UNIFORMS**

**Uniforms** - Boys and Girls Uniforms are available at Lowes, Westfield Kotara.

**Uniform Pool** – The school does operate a limited school uniform pool.

**Uniform Assistance** - Students experiencing difficulty in obtaining uniform should contact the Principal or the Administration Office.
HOMEWORK POLICY

THE DIFFERENCE BETWEEN HOMEWORK AND STUDY

Homework is usually formally organised and given by the teacher to all the students in the class. Homework can be given for many reasons (outlined below). **Students are expected to complete homework in an allotted time.**

Study is slightly different. It is a program of revision designed by the student in conjunction with the teacher to prepare for examinations.

Both Homework and Study are essential to prepare students for the internal and external exams they will face at school.

**Belief Statements about Homework**
We believe that homework should reinforce the learning in the classroom. Therefore it is important that homework should:

- Be a time for positive action by students & therefore be presented as important;
- Provide parents with an indication of what is happening in the classroom (when possible);
- Be challenging and stimulating to all students on many different levels;
- Encourage the development of independent study habits;
- Vary according to the needs of the class.

The following should be used as a guide only:

**Years 7/8** Students should have regular exercises to improve skills. These are the building blocks for their future study.

**Years 9/10** Combine the acquisition of knowledge with the building of skills. There should be clear goals related to preparation for the School Certificate.

**Years 11/12** It is essential that all homework activities relate to preparation for the HSC. Students should be acquiring information and skills.

**The Teachers role is to:**
- Provide interesting and challenging homework appropriate to the class and the subject;
- Cultivate a belief in self directed home study;
- Consider the availability of relevant resources and materials required to complete the tasks and make sure that students are furnished with access to this information;
- Provide a balance of open ended, creative and practice activities;
- Give clear explicit instructions and feedback; review and mark all work within an acceptable period;
- Be consistent in their approach to homework;
- Teach the necessary research and other skills to enable students to complete homework tasks;
- Provide homework tasks that can be completed over a period of time – taking into account the different activities in which the children may be involved.

**The Parents role is to:**
- Provide encouragement for the child and help wherever possible;
- Respect the child’s knowledge and skills;
- Communicate with the teacher and check that homework is being done.
The Students role is to:
- Accept the responsibility for the completion of the homework and complete tasks to the best of their ability;
- Ask for the help of the teachers and family if necessary;
- Ensure the work is handed in for marking and that comments made by the teacher are followed up when homework is returned.

We believe the following are suitable formal activities:-
- Practice and consolidation;
- Written work, eg questions, essays;
- Reading which requires a response, eg book reviews, character analysis, essays;
- Reading - aloud and/or silent;
- Design and make activities or projects;
- Research work;
- Writing tasks, eg diary/journal writing, handwriting, text types.

We believe that the following are suitable informal activities:-
- Reading and being read to for enjoyment;
- Observation and discussion;
- Using the home/school environment, eg measuring, plotting, mapping;
- Drawing;
- Reading the paper, watching the news,

We believe that these activities are NOT suitable for homework if they:
- Involve work not covered in class or appropriate to the subject or class;
- Involve equipment not readily available in the home or may be dangerous if used unsupervised;
- May cause conflict or confusion with parents if the requirement are not clearly spelt out;
- Requires any expense.
HIV-AIDS/HEP B-BLOOD HANDLING POLICY

All staff and students are potentially at risk because their situation exposes them to injuries that expose them to human blood. All cases of external bleeding should be dealt with carefully. **Therefore it is necessary to consider all human blood as being potentially infectious.** To ensure a safe environment risk management practices should be routine.

**POLICY**

- All staff are encouraged to have **Hepatitis B** vaccinations.
- All staff and students should ensure that personal injuries are covered with a waterproof bandage.
- In all incidents of blood spills implement the Blood Policy below.
- If you come into contact with blood, wash area thoroughly with a mild bleach or disinfectant quickly or arrange for this to be done.
- Record incidents in the accident book located in the front office.
- Tools involved are to be disinfected with a mild bleach.
- All staff have ready access to protective gloves. All Staffrooms, Prep rooms and Practical rooms have swabs, gloves and a mild bleach supplied for this purpose.
- First Aid Kits are provided for sporting teams and all excursions with a “blood kit”.
- Education of the students in procedures and self-protection occurs as part of their PD/Health/PD course as well as part of introductory lessons in practical subjects.
- Any syringe found in the playground is **NOT** to be handled except by trained staff.
- In cases where **E.A.R.** is required, masks are available.

**POLICY ON FIRST AID – BLOOD HANDLING**

- Staff may be involved to whatever extent they feel confident and have the expertise.
- A designated First Aid Officer is available to deal with all incidents requiring treatment of a First Aid nature. Either take the patient to the Sick Bay for treatment, if they are able to be moved or summon the First Aid Officer to the injury site.
- For **bleeding** injuries, each Staffroom has swabs and disposable gloves in a sealed plastic bag, for use by any staff member who chooses to be involved.
- As much as possible have the casualty handle their own blood control/spill.
- **Used swabs and gloves** are to be placed in the plastic bag and deposited in the bin provided in the clinic.
- First Aid supplies will be replaced, on request, by the designated First Aid Officer.
- In case of nose bleed, shirts are available from the PE Staffroom for students.
- The General Assistant will clean up the injury site when necessary, using prescribed materials.

**IN CASES OF DISCLOSURE OF SUSPECTED HIV/AIDS**

- If a student or staff member disclose that they could be or are a carrier this information **must by Law remain confidential**.
- If they are seeking help and you feel that you are unable to give it, suggest to them: **there are people who know more about this and could be of help.** **If they agree,** refer to Welfare Head Teacher, Counsellor or Principal for appropriate action.
ATTENDANCE POLICY

- Rolls are marked daily for Years 7-10. Seniors use “swipe system” notes for absences are required on the 1st day back. All absences must be explained. Parents will be notified if the reason is unacceptable.
- Parents are contacted for unexplained absences within the week after the student has been back at school.
- Parents are contacted if the student is away for three days and no reason for the absence has been received. Telephone contact with the school is encouraged.
- Reports will show total absences, explained, unexplained, full and partial.
- Prior notification of impending absences is appreciated e.g. hospital stay.
- Roll Patrons will report any attendance causing concern. Students whose attendance is causing concern will be interviewed early and where appropriate be required to make a plan to improve the situation. Discipline consequences may occur.
- Seniors must attend the weekly morning Year Assembly and Tuesday morning Assemblies. Failure to attend will bring a partial absence notification.
- Year Advisers will follow up any students whose attendance is causing concern. Students and parents should note that the Home School Liaison Officer may become involved if attendance is causing concern, even if notes are being sent in to explain absences.

LEAVING SCHOOL GROUNDS

To provide a stable, safe environment it is essential that the following points be followed if you need to leave school.

- Students who need to leave for an appointment (Doctor, Dentist etc) must bring a note to the Administration Office before 9.00a.m.
  - The note must have full details of appointment.
  - Details will be entered in the Early Leavers Book and your note will be filed.
  - You will be issued with a Permission to Leave the School card signed by a Deputy Principal. If requested outside school you must show this note.
  - You will be marked as a partial absence.
  - You are encouraged to make appointments after 3.15 p.m.

- Students who become ill at school must report to a Deputy. If it is necessary for you to go home the office will ring a relation and you will remain in sick bay until collected. When a relation arrives the office will arrange for your name to be entered in the Leaver’s Book and to be signed out.
  Students must not leave the school without permission (as above). This would bring an immediate referral.

LATE ARRIVALS

- Students who are late must report to the Main office, to sign in and get a late note to enter class.
- In each situation the student must bring a note. If no note can be provided on the day, one must be supplied the next day.
- Unexplained and repeated lateness will bring a referral and will count as partial absence on reports.
- Attendance is a significant component of references and reports and is closely looked at by employers.
PROMOTING GOOD BEHAVIOUR

We aim to develop:  
- Responsibility  
- Effective Communication  
- Self-Discipline  
- Conflict Resolution

The following strategies promote **good discipline and effective learning**.

1. Maintaining **classroom behaviour** is primarily the responsibility of the individual teacher. Teachers need to be **insistent** and **caring** in their efforts to develop self-discipline in students, consistently applying school rules and modelling controlled behaviour.

2. **ACCEPTABLE BEHAVIOUR** can be encouraged by using **preventative**, **developmental** and **remedial measures** such as:
   - Effective learning and teaching strategies.
   - Clear, simple classroom rules established with the students. Students should be aware of the **logical** consequences if class rules are broken. Rules and consequences should be displayed in each classroom.
   - Promptness by the teacher to class, supervision of entry and exit.
   - Learning names, establishing rapport and enhancing self-esteem.
   - Teaching to the appropriate **level** and needs of the student. Making lessons important, interesting, involving and relevant.
   - Explaining why some forms of behaviour are unacceptable.
   - Giving a **warning** before invoking a consequence.
   - Feedback should be given in relation to behaviour and performance.
   - Using eye contact, voice tone, non-verbal gestures and encouraging comments to reinforce expectations.
   - Keeping responses appropriate to the student’s behaviour.
   - Providing frequent acknowledgement, compliments, recognition and privileges for acceptable behaviour. **Concentrate on positives**.
   - Providing Merits, fairly and equally, in all the listed areas according to the Merit Scheme - academic, sport, cultural, school service and student welfare.
   - Acknowledge good behaviour and effort.

3. **UNACCEPTABLE BEHAVIOUR** can be responded to by:
   - Explaining unacceptable behaviour/logical consequences.
   - Individual interview making a plan to improve.
   - In class isolation **“Time-Out”** - Many classes will have a time-out desk.
   - Additional work/withdrawal of privileges.
   - Referral to the Head Teacher. (This will be the first step for serious misbehaviour.) Students should not be stood outside except for a brief (less than 10 minutes) cooling off time. If students are to be outside longer, they must go to the Head Teacher.

4. **REFERRALS (to Head Teacher)**
   Referrals should be made only after:
   - The teacher has attempted to rectify the situation and there is little sign of improvement.
   - The teacher has made it clear to the student why the referral is being made.
   - The student has indicated an unwillingness to respond to help and direction.

**REFERRED STUDENTS:**
- The student should be sent directly to the Head Teacher and the referral form should be completed as soon as possible.
HEAD TEACHER:
- **Support to staff** will be offered by the Head Teacher in maintaining classroom discipline, both by supporting the teacher’s disciplinary measure and by suggesting alternative behaviour management strategies. Head Teachers will also encourage the use of Merit awards for deserving students.
- **Documentation**: The Head Teacher will sign and record the Referral forms and any other supporting documents from individual teachers.
- The Head Teacher will:
  - **Interview the student** and assist the student in making a plan to solve the problem.
  - Enter the referral into SWAT.
  - **Send a letter home** to notify the parents of the referral.
  - **Impose a penalty** according to this Policy. This may include restitution.

YEARS ADVISER is responsible:
- For keeping **accurate profiles** on all students in the year.
- For filing referrals and records of the levels of all students.
- If more than one referral is received the student may be considered for movement to a Conduct Book or different level.
- For attending Student Welfare Meetings to represent their students.

DEPUTY:

**Problems Outside the Classroom**
Where the behaviour problem occurs outside the classroom, or is a very serious classroom problem, the Head Teacher will refer the students to the Deputy and as soon as possible explain the situation to the Deputy.

The Deputy will then:
- Interview the student and make a plan to improve the situation.
- Set a penalty (eg playground detention). This may include restitution.
- Complete a referral depending on the severity of the offence.
- Send a referral letter home if referral is issued.
- Advise the Year Adviser.

**ADDITIONAL SUPPORT:**
Often misconduct indicates other problems. We offer a range of support. Students can be helped to learn self-discipline by seeing the Counsellor, Student Welfare Head Teacher, Girls’/Boys’ Adviser or Year Adviser.

5. Should the classroom misbehaviour continue, the Head Teacher will consult the Year Adviser requesting a Progress Report on the student to determine whether problems exist in other faculties.

6. Where a student is on a conduct book and is repeatedly getting crosses in the same subject, the situation should be reported to the Head Teacher of that subject as this indicates a need for follow up.
DISCIPLINE PROCEDURES

The Discipline Procedures are used for those students who disrupt the educational progress of themselves and others; or who exhibit irresponsible behaviour. At Kotara High, the majority of students respond to the responsible, positive climate and good discipline; therefore for most students there is little need for the operation of the discipline code.

LEVELS OF DISCIPLINE

1. **The Levels System exists to recognise** the majority of students who exhibit acceptable behaviour and to modify the conduct of students who display unacceptable behaviour.
   - There are three levels of discipline: 0, 1, 2, 3. Each student commences on **Level 0** when they enter this school. This indicates that a student’s behaviour is responsible. It is expected that students will remain on this level during their time at Kotara High School because they will continue to be co-operative, be responsible and follow school rules. At any time over ninety nine per cent of our students are on Level 0.
   - Each Head Teacher, Deputy and the Principal have **referral forms** to use when students exhibit irresponsible behaviour. All will inform students when a referral is written. The student will be required to see the Head Teacher or Deputy immediately for interview. Head Teachers or Deputies will:
     - Keep a register of discipline referrals through Sentral
     - Record action taken e.g. faculty discipline
     - Notify the parents by standard letter

2. **Placement of students on Levels**
   - Individual Teachers **do not** place students on levels. This occurs after consultation between the Year Adviser and the Deputies/Principal
   - It takes **more than one** teacher’s referral to place a student on a level - except in the case misconduct being serious enough to warrant immediate placement on a level by a Deputy or the Principal.
   - Students are **warned** by their Year Adviser or Deputy Principal that there is a likelihood of being moved to a higher level.

**Student Welfare Committee**

The full Committee includes Student Welfare Head Teacher, Year Advisers, Deputy Principals, School Counsellor, Girls’ Supervisor, Boys’ Adviser and Student Welfare Assistant.

Other teachers may attend this meeting if they are concerned about a particular student.

**Seniors’ Code of Conduct**

Each senior student is issued with a Senior Contract which must be read carefully by students and parents. A signed note should be returned to the school to acknowledge receipt and reading.

**Attendance Monitoring Book**

Students who have repeated truancies (partial or full days) may be placed on an Attendance Monitoring or Level Conduct Book for a set period.

3. **The Discipline Level** on which a student is placed depends upon:
   - The nature of the offence
   - The number of referrals by different teachers
   - The student’s current discipline Level. Each Year Adviser keeps records so that past behaviour is considered as well as what positive actions the student has taken to resolve any issues.
   - Levels 1 and 2 are for progressively worse behaviour. Each Level has its own set of consequences including loss of privileges. With each increase of Level more privileges are lost.
Students must complete the required days before they are considered for movements up the Discipline Code, although Year Advisers/Deputies may reduce the number of days if the student is progressing very well.

- Students on Level 1 may return to Level 0 by satisfactorily completing **5 school days** on a Student Behaviour Management Book.
- Students on Level 2 may return to Level 1 by satisfactorily completing **10 school days** on a Behaviour Management Book.

**Parents will be notified by letter about changes in Level** where levels are raised. Levels are listed each week on the School’s Daily Notice. Serious misbehaviour may bring an immediate Level at the discretion of the Deputy or Principal. Students who do not complete the necessary days for a Level at the end of a year may be required to complete these at the start of the next year. Each student’s situation will be carefully reviewed. Single referrals do not carry over year to year.

**AFTER SCHOOL DETENTION**

The school has a policy of after-school detention for those students who display unsatisfactory behaviour.

Students on detention are given an information letter for their parents to sign and return. Failure to attend will result in an interview with the student and failure to attend on a second occasion will result in parent interview with the Deputy Principal. The school is willing to negotiate alternative times with parents should difficulties arise regarding after-school detention.

**SUSPENSION AND EXPULSION PROCEDURES**

Kotara High School follows the Suspension and Expulsion Procedures of the NSW Department of Education.

**General Principles**

- All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, all schools will maintain high standards of student behaviour.
- There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the principal in these situations.
- Collaboration between school staff, students and parents is an important feature of discipline in government schools. All should be fully aware of the suspension and expulsion procedures and their place in the context of that school’s student welfare and discipline policies.

**SUSPENSION**

- In determining whether a student’s misbehaviour is serious enough to warrant suspension, the principal will consider the safety and welfare of the student, staff and other students in the class or school.
- The full range of school student welfare and discipline strategies will have been implemented, in most cases, before a suspension is imposed.
- In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due to such as the safety of students or staff because of violence, the presence of weapons or illegal drugs.
- Principals of government schools must suspend immediately and consistently with these procedures, any student who:
  - is in possession of a suspected illegal drug
The Government firmly believes that schools must be places which are absolutely free of illegal drugs.
Suspension is to occur immediately if the substance is being represented by the student as an illegal drug, or on confirmation (in accordance with the relevant procedure for identification of illegal substances) that the substance is, in fact, illegal.
Under, arrangements made with the NSW Police Service the substance will generally be identified within 48 hours of the material being handed to the police by the school Principal. The cost of this identification will be met by the Department of Education and Communities. The NSW Police Service will hold the substance pending any legal action. Schools should contact their School Education Director to make arrangements.

- **is violent or threatens serious physical violence**
  Any student intentionally causing injury or threatening serious physical violence against another student or teacher is to be suspended immediately.

- **is in possession of a prohibited weapon**
  Any student in possession of a prohibited weapon, or using or threatening to use, any item or instrument as a weapon, is to be suspended immediately.
  The matter must be reported to the police immediately.

In circumstance other than those outlined in **violent or threatens serious physical harm or in possession of a prohibited weapon** above, suspension usually will occur after the principal has:

- ensured that all appropriate school student welfare strategies and discipline options have been applied and documented
- ensured that all appropriate support personnel available within the school system and externally have been involved
- ensured that discussion has occurred with the student and parent or caregiver regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- provided a formal written caution detailing these behaviours, as well as clear expectations of what is required of the student in future, and recorded all action taken

Principals of government schools may also suspend, consistent with the procedures, any student who, among other things:

- **is persistently disobedient**
  Students who, in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, may be suspended. Students who persistently disrupt and prevent the learning and teaching of others may also be suspended. Suspension of these students should only occur after school based intervention has failed.

- **engages in criminal behaviour related to the school**
  If criminal behaviour is suspected the police are to be notified by the school. A police investigation of a particular matter does not remove the Principal’s obligations, under these procedures, to deal with the behaviour as an internal disciplinary matter.

Principals may impose either a short suspension of up to and including four school days or a long suspension of up to and including 20 school days.
EXPULSION

General Principals

- In serious circumstances of misbehaviour the Principal may expel a student of any age from the school. The Principal may also expel a student of post compulsory school age for unsatisfactory participation in learning.
- Students expelled from a particular school for misbehaviour may not re-enrol in that school without the approval of the regional director.
- In all cases where consideration is being given to expelling a student, the gravity of the circumstances require that particular emphasis be given to procedural fairness issues.

Expulsion from a Particular School for misbehaviour

When considering expelling a student for misbehaviour, the Principal must:

- Ensure, except as a result of a serious incident, that all appropriate student welfare and discipline strategies have been implemented and documented. This means that the student is expelled form one particular school only. With the exception of the circumstances outlined in 2 below, the principal, in conjunction with the superintendent or relevant district office staff and the parents or caregiver, must arrange a suitable enrolment for the student in another school or education facility.
- The decision to expel a student from the school may be made on the basis of:
  - misbehaviour of a student of any age; or
  - unsatisfactory participation in learning by a student of post-compulsory age, eg. a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives, and/or non-compliance with Board of Studies’ requirements for the award of a School Certificate or Higher School Certificate.
- Prior to making a decision to expel on the grounds set out in point 2 above, the student must receive at least one formal written warning that such action is being contemplated. A program of improvement should be developed in conjunction with the student. The student must also be provided with a reasonable period in which to demonstrate an improvement in his or her participation.
- Where the student is being expelled on the grounds set out in point 2 above, the arrangement of an alternative placement is the responsibility of the student and the student’s parents or caregiver. If a suitable alternative cannot be arranged, it is not necessary in these cases for the principal to re-admit the student, recommend expulsion from the government school system or refer the issue to the School Education Director.
- The Principal will ensure, except as a result of a most serious incident, that all appropriate student welfare strategies and discipline options have been implemented and documented prior to expelling a student from the school because of misbehaviour.
TECHNOLOGY/INTERNET POLICY

All staff at Kotara High School support student equity of access to information and information technology. These guidelines have been drawn up to provide a safe environment for all students. Parents and guardians are encouraged to discuss these guidelines with their children.

The Aims of Using Technology at Kotara High School:
• To enhance learning opportunity and outcomes in all Key Learning Areas.
• To assist students and staff to develop information and communication skills necessary to use computer technology and access to the internet effectively and properly.
• To reflect community values.

Strategies:
• Student use of computers in the school and access to the internet will be monitored by supervising teachers at all times. Student use of computer technology and internet access at school must be for appropriate educational purposes and in line with the Code of Behaviour below.
• The school will not provide identifying data, such as full name, address or other information that describes a personal situation or location of students, staff or community members.
• Students are warned about providing personal information about themselves or others across the internet through school or home accounts.
• Students are made aware that it is the responsibility of all users to ensure that all passwords remain confidential and are known only to their rightful owners.
• Written permission from parents or guardians will be obtained before photographs or written work is published.

Code of Behaviour:
Breaches of this code of behaviour will be treated as other breaches of school’s Student Welfare, Good Discipline and Effective Learning Policy and could result in referrals, discipline levels, suspension and restriction of access to computers and the internet for a period of time. They may also be required to pay for repairs necessary because of deliberate abuse or misuse of Information Technology equipment. (As appropriate to their actions).

Under this code of behaviour:
• Students will recognise that Information Technology equipment (computers and all peripherals) are the property of the school and are to be used only in an educational context. They will be required to use the equipment with due care and will be held responsible for deliberate misuse, abuse or damage to hardware.
• Students who cause damage to the software programs or operating systems by “hacking” or deliberately introducing viruses will be subject to disciplinary action under the school’s Welfare, Good Discipline and Effective Learning Policy.
• Students will not bring to school and load any programs of information in any form (including downloading from the internet or e-mailing) without the prior approval and express permission of the supervising teacher.
• Students are not permitted to bring into the school and load computer games of any kind on any school computer. This includes CD ROM games.
• Students will treat material printed directly from sources on the internet as a source of information and not submit it as part of an assignment or research work without quoting it as a direct reference or in any way plagiarise the work. Works used in this way will be referenced appropriately when cited in research work. (i.e. author’s name, name of published work and the website address and date obtained).
• Students will abide by all current copyright provisions of work they access as resource material on the internet and when using reference works on CD, eg. encyclopedias.
• Students will not join any group or organisation advertising itself on the internet without prior permission from their teacher and parent/guardian.
• Students will not disclose identifying details of themselves, others or the school to any internet site, company, group or organisation.
• Students will not create their own web page or edit an existing one without consulting their supervising teacher.
• Students will transmit e-mail message only under the supervision of a teacher. Students may not set up e-mail addresses with free e-mail providers using their school internet access without the prior approval and express permission of their supervising teacher who will evaluate their educational relevance.
• Students will immediately report any inappropriate material or material of a highly controversial nature to the supervising teacher. Students will not cause any inappropriate material to be downloaded to school computers, nor bring inappropriate material from other sources into the school computers. (Inappropriate material includes material of an illegal, dangerous, sexist, racist, political extremist, violent or sexually explicit nature.) The school will report such material to the Schools Technology Centre on the local call number 132348.
• Students will abide by the common “etiquette” protocols and be aware of the legal and ethical implications of inappropriate behaviour on the internet.

Equity of Access:
• The school will provide equity of access to information technology for all students.
• The school will provide equity of access to the internet of all students. Initially there will be no cost to the student. (This may need to be reviewed over time.)
• Equity instruction will be provided during class time. A time limit may need to be invoked to ensure this.

Management of Information Technology/Internet Access:
• Staff will be responsible for supervising the use of Information Technology at all times. Staff will ensure that students use Information Technology for educational purposes and will not permit students to load or play computer games at any time.
• Staff will monitor computers in the KLA areas for inappropriate material, games or programs/information which should not be installed on them in line with copyright laws and the strategies outlined above. An identified member of staff will be responsible for monitoring computers in CR1, CR2 and CR4.
• The role of the internet contact person will be negotiated and communicated to staff and students.
• The school will use a variety of strategies to restrict access to inappropriate material and to handle situations where inappropriate materials are found. This includes provision for restriction through the internet service provider and through cyberpatrol at the school level. Where inappropriate material is found, the material will be removed immediately, the computer system checked for further breaches and an investigation undertaken to identify the source of the material. If any person is found to be responsible for deliberately downloading (or otherwise acquiring) such materials they will be subject to disciplinary measures.
• An identification and authentication system will be used and managed by the internet contact person.
• A copy of this Technology and Internet Access Policy will be distributed to all parents and guardians of students at Kotara High School and printed annually in the “Keeping in Touch” newsletter produced by the school for parent information. All students will be
allowed access to the internet under the terms of this policy, unless a parent or guardian specifically requests that their child not access the internet at school.

**Outcomes:**
Implementation of this policy will ensure that:

- Access to computer technology and the internet is equitable for all students.
- Access to computer technology and the internet benefits student learning and broadens educational possibilities in line with community values.
- Students will develop valuable communication skills using technology.
- Students will use their access to computers and internet resources responsibly.
POLICIES

Mobile phones, MP-3/IPod and other electronic devices POLICY

- Students are responsible for the safe carriage and care of their electronic devices. The school will NOT accept any financial responsibility for the loss or damage of any electronic device brought to the school.
- All students will come to class with all electronic devices off and away. This means that there are no earphones hanging out of clothing and devices are in bags.
- Students will not assume in any lesson that they have the right to use their electronic devices. It is important for students to remember that the teacher is responsible for setting the lesson and needs to have all students’ undivided attention at some or most times during the class.
- When the teacher constructs a lesson where there is the possibility that students may listen to music (where students are doing independent research or study for example) students will be given permission by the teacher at that time. If this is the case music via earphones can be used provided the sound is suitable and does not interfere with the learning of others.
- It is up to the individual teacher and only that teacher to decide whether Ipods and MP3s are allowed in their class.
- No student will argue with the decision of the teacher or compare the teacher’s decision to that of any other teacher.
- Even in classes where Ipods and MP3s are allowed to be used as soon as the teacher wants to address the class all music devices will be switched off and earphones removed from the students’ ears.
- Ipods and Mp3s are not to be shared between students as this provides a distraction to each student.
- Only the student listening to the Ipod or MP3 should be able to hear the music.
- The use of mobile phones in class is strictly forbidden. At times however a mobile phone may be used as a calculator or to download digital media for educational purposes. Mobile phone use in class may be allowed in this case if the need is justified by the teacher.
- All electronic devices may be used in the playground provided they are not in breach of communication laws (eg: photographing other students or staff without their permission)
- If the student is using electronic devices at an inappropriate time or they are seen (including ear-phones) during class without permission, then the teacher will confiscate them and give the device to the relevant Deputy Principal. The student will collect the device from the Deputy Principal at the end of the school day. If any student that has their electronic device confiscated more than once then their parents will have to come to the school to collect it.
DRUG POLICY

DRUG PREVENTION AND INTERVENTION PLAN

KOTARA HIGH SCHOOL

Kotara High School ensures that all drug-related incidents are managed in conjunction and consistent with the departmental Drugs in Schools Policy and Drugs in Schools Procedures for Managing Drug-Related Incidents.

Kotara High School provides a plan and appropriate strategies in response to drug related incidents. It has an emphasis on prevention through drug education and safe and supportive school environments, and intervention and support for students who may be at risk of drug related harm.

STATEMENT OF PURPOSE

- Drug use by young adults is a matter of concern for parents, educators and the community because of its potential for harm. While most young adults who experiment with drugs do not become problem drug users, some will experience difficulties. Drug misuse is associated with increased risk of adverse educational, social and health outcomes. Early and heavy use of alcohol and illicit drugs are associated with early school leaving, unplanned parenthood, unemployment, criminal behaviour and mental health problems including depression and suicide.
- At Kotara High School, all members of the school community have the right to be treated fairly and with dignity in a safe setting free from disruption, intimidation, harassment, threat and discrimination. Our school aims to play a role in early intervention for students who experience drug use problems. Early intervention includes developing a whole school approach to drug prevention to help reduce or eliminate drug related problems before they become entrenched. A whole school approach ensures that broad preventative measures, as well as support for students at risk of drug related harm, are in place.

DEFINITION OF A DRUG:
The World Health Organisation defines a drug as any substance which, when taken into the body, alters its function physically or psychologically, excluding food, water and oxygen. Drugs can be legal, over-the-counter and prescribed medications, or illicit drugs.

RESPONSIBILITIES AND PROCEDURES (as per departmental guidelines)

3.1.2 Immediate action
The immediate priority in any drug related incident is to ensure the safety and welfare of students and staff.
Immediate action might include:
- Establishing the basic facts necessary to ensure the safety and welfare of the students. It may be necessary to find out from the students:
  - What type of drug was taken
  - How much was taken
  - When and how it was taken
  - Whether more than one type of drug was taken
  - Whether anyone else was involved
  - Summoning help or providing first aid or emergency care
  - Isolating students or confiscating any drugs.
Staff must attend to the safety and welfare needs of all students involved, including those not directly concerned but who may have observed the incident.

3.2.2 Informing the principal
The principal must be informed, as soon as possible, of any drug related incident in the school.

3.1.2 Follow-up action
The principal must ensure appropriate follow-up actions are implemented as per departmental policy and guidelines once the immediate safety and welfare needs of students have been attended to. The goals of any follow-up actions are to:

- Support the student to continue his or her education
- Assist the student to overcome problems relating to drug use
- Ensure on-going safety and welfare of students and staff.

Where a student is suspended for a drug related incident, the purpose of the suspension is to allow time for:

- The student to reflect on his or her behaviour
- The family and the school to plan appropriate support to assist the student to change the behaviour and to successfully return to school.

The purpose of informing the relevant trained staff is to ensure that appropriate actions are taken.

Appropriate actions by the principal might include:

- Speaking with the student about concerns
- Discussing concerns with parents/carers
- Monitoring the situation
- Referring the student to the school counsellor for assessment of drug use problems
- Self referral by the student to the school counsellor.

School Staff:

Staff to whom students have disclosed drug related issues should:

- acknowledge that the students issues are important
- refer student to relevant trained staff

- Teachers are expected to exercise a duty of care daily through the supervision practices within a school and the way information about students is assessed and acted on.
- Teachers are expected to support the implementation of the ‘Drugs in Schools Policy’.
- Teachers are expected to inform the principal when they have reasonable grounds to suspect that a student is involved in drug related behaviours.
Confidentiality and privacy:

- Consideration, however, needs to be given to privacy rights of children and young people, particularly in the case of students aged 16 years and above, before disclosing their actions to a parent/caregiver.

Refer to the Privacy Code of Practice for additional details.

Students:

- Can self refer to the school counsellor
- Are encouraged to report to school staff any suspected risk of harm to other students in relation to drug issues
- Should understand that the details of what is talked about in the session are private, and will not be discussed outside the interview without the permission of the young person, unless it involves any disclosure of information that affects the safety or welfare of the student or others

Refer to the Privacy Code of Practice for additional details.

Parents/caregivers and Community:

Their support may be vital in helping their children overcome drug problems

- Support students to become responsible citizens and to develop responsible behaviours
- Contact the school if you are aware that any child is at risk of drug related harm
- Be aware of the schools Drug Prevention and Intervention Plan
- Work collaboratively with the school to resolve incidents of drug related issues
- Model and promote positive relationships with the school in support of students at risk of drug related harm

WITHIN-SCHOOL PROCEDURES

- The school has designated personnel nominated by the Principal to supervise/administer medication.
- School staff managing the implementation of the Medications Policy have the right to indicate they are not willing to be involved in the supervision/administration of a particular medication. In such cases, the Principal will contact the student’s parents.
- Medication will not be administered or supervised by staff without the required documentation in place.
- The Principal is to be informed in all cases where students require medication during the school day. For regular use of medication parents are requested to complete the required forms which outline the student’s condition and requirements. When regular medication is required, detailed advice is also to be obtained from the student’s doctor, including details of side effects or allergies related to the medication. Forms are available from the Principal.
- All medication is kept at the Front Office, in accordance with the Poisons Act 1966 Regulation. Facilities are available for storage of medication requiring refrigeration.
- Students who bring medication to school for administration:
  - In addition to regular medication, all other (short term) medication must have a letter with it from parents/caregiver. This letter must be seen and signed by the Student Welfare Co-ordinator.
  - Students must then take medication to the Front Office for registration and storage in a locked container. Full details of medication to be administered/supervised are recorded in the Medications Register, signed and dated by one of the designated personnel and the student taking the medication. Another designated person will be the witness.
Parents are requested to supply medication on a daily basis only and in an appropriate container clearly labelled with the student’s name, details of medication and dosage. Students will not be given “double doses” if their schedule has been interrupted.

Students who suffer from Asthma may carry their puffers for self-administration. Such students must have completed Asthma Action Forms which are filed in the Office.

It is the responsibility of the student taking the medication to proceed to the Front Office for supervision/administration of their medication.

Kotara High School encourages parents to schedule all medication where possible, especially antibiotic and short-term medication, so that such medications are given to students before school and on arrival home from school.

Where students require regular medication, the Principal will ensure consultation is carried out with the appropriate teaching and School Administrative Support staff on the implications of the student’s enrolment/continued enrolment, giving attention to:

- the exact nature of the student’s medical condition and requirements
- a plan for meeting these requirements
- the resources, facilities and support services which are available and may be required to meet the student’s needs, particularly in an emergency.

Students who carry medication without the required documentation in place will be referred to the Principal who will contact parents for clarification and documentation. In certain circumstances additional action on the part of the Principal may be necessary.

Additional forms will be required for camps and excursions. The Principal will determine two designated personnel for camps/overnight excursions.

**SPECIFIC SITUATIONS**

**ANALGESIC SUBSTANCES**
- This School does not dispense analgesics for pain relief. If students require such medication, the medication should be brought from home and stored in the Front Office with an appropriate parental consent note. Paracetamol is the only analgesic permitted in schools.

**ASTHMA**
- Asthma affects a significant number of students. Kotara High School staff will endeavour to implement every precaution to reduce the effect that an asthma attack could have on any student attending the school.
- Parents of students suffering from asthma are requested to complete the school “Asthma Action Plan” which includes consent to carry Asthma medication.
- Students with asthma should carry their medication with them at all times
- Parents and staff should encourage students to educate themselves in the use of asthma medication. This is supported by an education program conducted in PD/H/PE.

**JUVENILE DIABETES**
- Parents of students with Diabetes should inform the school and complete the appropriate forms which outline the procedures to follow when students experience blood sugar reactions, or they require medication.
- Medication is to be kept at the office and the student self-manages as required. Designated personnel supervise in a private setting.
- The student will be encouraged to carry food/drink to treat blood sugar reactions.

**EPILEPSY**
- Parents of students who experience Epileptic seizures should complete the appropriate forms which outline the procedures to follow if the student has an epileptic seizure.
Information from the student’s medical practitioner will be requested in order to determine if the school staff can provide the appropriate care, particularly in an emergency.

**REGISTER OF MEDICAL CONDITIONS**
- Year Advisers will be advised of any medical conditions which may affect the student’s success and well-being at school. All teachers will be informed about the student’s medical condition if appropriate.
- Staff should check medical lists for class groups and all extra curricula activities.
- Parents are requested to advise the school as soon as possible of any change in their child’s medical condition.
- Students have a responsibility to remind teachers of medical conditions when necessary.
- Medication information is kept in the student’s files and confidentiality is always of the highest concern.

**DISCIPLINE PROCEDURES**

The disciplinary stage is concerned with protecting the health and safety of all students by enforcing appropriate consequences as a deterrent to the use or the possession of drugs or alcohol or being intoxicated at school events, excursions or travelling to or from the school.

**Students are not allowed to:**
- Smoke tobacco or other drugs or be in the company of smokers
- Drink alcoholic beverages; be in possession of alcohol, be under influence of alcohol or be in the company of drinkers
- Use illegal drugs
- Inappropriately use prescribed or over-the-counter medicines
- Inappropriately use solvents or inhalants
- Possess drug related objects such as syringes, bongs, pipes, cones etc.
- Possess tobacco related objects such as cigarettes, lighters, matches etc.
- Bring aerosol cans to school

Kotara High School also prohibits the possession, sale, supply, exchange or negotiation in relation to any of the above items.

If any of the rules above are disregarded then the following action will be taken in accordance with the school’s [Discipline Policy](#) and the Department of Education and Training’s “Drug Related Issues in Schools - Policy Guidelines”
- Parents/guardians will be informed in the case of suspected illegal drugs. The police and School Safety & Response unit notified.
- Police will be asked to analyse the substance - results will be known in 48 hours. Student may be withdrawn from class until results are known.
- The Deputy Principal in consultation with the Principal, will take disciplinary action, including suspension for illegal drug use or sale; suspension and Level 3 for alcohol; other discipline as required.
- Rehabilitation/counselling programs will be recommended
ROLES OF THE KEY STUDENT WELFARE PERSONNEL

The Principal is responsible for:
- The approval of the planning, development and implementation of a drug education program within the school
- Development and implementation of a school policy for drug use situations in the school
- Approving teacher training in drug education for members of staff
- Assessing the role of staff drug use in the formulation and implementation of the school policy
- Judging the necessity for police involvement
- Assisting police to conduct enquiries within the school
- Staff members believed to be intoxicated by alcohol or other drugs during school hours will be interviewed by the Principal and appropriate follow up action taken

The Deputy Principal is responsible for:
- Providing support to the Principal and other staff in their dealings with students involved in drug use
- Investigating the possession of chemical substances by students
- Maintaining the discipline policy in relation to drug use and abuse
- Liaising with the Principal and Welfare Team on issues to do with drug use and abuse
- Judging the degree of parental involvement necessary for policy development and for situations where their children have been identified with a problem

The Welfare Team is responsible for:
- Providing support to the Principal and other staff in their dealings with students involved in drug use
- Facilitating an atmosphere within the school so that students and staff can openly discuss controversial issues
- Supporting staff concerned with colleagues’ drug use
- Becoming well informed about drugs and drug use
- Encouraging the development and implementation of drug education programs
- Co-ordinating the professional resources available to staff
- Providing staff with information on current trends in drug use and abuse in the school community
- Assisting and encouraging the training of school administrators, parents and staff about drugs and drug education
- Consulting with counselling services as to the best possible action to be taken in a situation
- Liaising with and utilising community resources and referral agencies
- Ensuring that the students’ welfare is paramount

The Role of the Head Teacher includes:
- Promoting a full understanding of this policy in his/her faculty
- Implementing drug education across the curriculum

The Role of the Teacher:
- Teachers need to exercise professional judgements when dealing with student problem behaviour and to be aware that not all problem behaviour is associated with drug use. Within the school community, the teacher does not have to carry full responsibility for students’ drug using behaviour. A student encountering difficulties needs to be referred to appropriate school personnel whose responsibility it is to talk to the student and to be aware of the resources and agencies available to address the relevant issues.
The Teachers’ Role Includes:
- Supporting the drug education program within the school and within their faculty
- Being aware of students and staff encountering difficulties
- Knowing and appreciating the roles and responsibilities of other members of the school community
- Notify Deputies/Principal as a report “student at risk”
- Being aware of the impact of their own drug use and their colleagues’ drug use
- Assisting in creating an atmosphere in which students feel free to discuss issues/problems openly
- Liaising with the school Welfare Team
- Recognising that the students’ welfare is paramount
- Dealing with drug related issues as they arise
- Being positive role models

Role of the Student includes:
- Understanding and supporting this policy
- Encouraging those with difficulties to seek help
- Knowing the roles of members of Welfare team who can help
- Providing good role models for other students
- Being aware of the impact of drugs on his/her own health

Role of the Parent/Guardian:
The school community cannot address the issue of student drug use without parental support. It is essential that the messages for positive health behaviours are consistent at school and at home.

The Role of the Parent/Guardian includes:
- Being prepared to be involved in developing and implementing the school drug policy
- Being prepared to attend a drug education program for parents to assist them to better deal with the issue of young people and drug use
- Acknowledging that the school alone cannot solve or prevent problems and therefore needs parental support
- Being positive role models

CLINIC
The First Aid Clinic is situated in A Block and is attended by qualified First Aid personnel. Students who are injured or ill should report to the Girls Adviser or Deputy Principal. If a child needs to be sent home, parents will be contacted to collect the student. For minor ailments, a one period duration is the allowable time. In cases of accident, parents are contacted immediately. Students should never be sent to school when not well. All medication must be monitored from the Front Office. In cases of emergency an ambulance will be called at the Principal’s discretion.