



*Macarthur Girls High School*

# STUDENT WELLBEING

## Policy and Procedures



# TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>3</b>
<i>Wellbeing .....</i>	<i>3</i>
<i>Rationale.....</i>	<i>3</i>
<b>STUDENT WELLBEING .....</b>	<b>4</b>
<i>Wellbeing Team – Roles and Responsibilities .....</i>	<i>5</i>
<i>Macarthur Girls High School PRIDE Student Wellbeing Program .....</i>	<i>8</i>
<i>PRIDE A-Z Program Model Matrix.....</i>	<i>9</i>
<b>DOE WELLBEING FOR SCHOOLS FRAMEWORK.....</b>	<b>10</b>
<b>CONNECT.....</b>	<b>11</b>
<i>Anti-Bullying.....</i>	<i>12</i>
<i>School Attendance .....</i>	<i>16</i>
<i>Macarthur Girls High School Attendance Policy.....</i>	<i>16</i>
<i>Anti-Racism .....</i>	<i>24</i>
<i>Multicultural Education .....</i>	<i>26</i>
<i>Student Participation and Leadership.....</i>	<i>27</i>
<i>School uniforms.....</i>	<i>30</i>
<b>SUCCEED .....</b>	<b>32</b>
<i>Student Behavior and Discipline.....</i>	<i>33</i>
<i>Protecting Children and Young People.....</i>	<i>39</i>
<i>Out-of-home-care .....</i>	<i>42</i>
<i>Supporting Students with Disabilities .....</i>	<i>44</i>
<i>Supporting EAL/D Students.....</i>	<i>46</i>
<i>Supporting Refugee Students.....</i>	<i>47</i>
<b>THRIVE.....</b>	<b>50</b>
<i>Nutrition in Schools.....</i>	<i>51</i>
<i>Sun Safety for Students .....</i>	<i>51</i>
<i>Student Health .....</i>	<i>51</i>
<i>Drug Education .....</i>	<i>53</i>
<i>Road Safety Education, Driver Education and Training .....</i>	<i>55</i>

# INTRODUCTION

## WELLBEING

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“A sustainable state of positive mood and attitude, resilience and satisfaction with self, relationships and experience at school”.

## RATIONALE

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The NSW Department of Education (DoE) is committed to creating quality learning opportunities for children and young people. This includes strengthening their physical, social and emotional development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.

The concept of wellbeing and its close links with learning are not new. A wealth of evidence is available to inform educators of this important relationship in the work they do every day with students, from preschool students beginning their education journey, to senior students preparing for life beyond school.

In keeping with the aims of the NSW public education system, Macarthur Girls High School helps students to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community. To support this process we aim to create a place where every student can learn and grow with confidence. Students develop best where teaching and learning occur in a context of student wellbeing.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, harassment, victimization and discrimination. The Macarthur Girls High School Student Wellbeing Policy is about working together with our community to provide a quality learning environment which is friendly, inclusive, safe and supportive

The Student Wellbeing Policy encompasses a wide range of school activities of both an informal and formal nature. Macarthur Girls High School Student Wellbeing program, PRIDE, is seen not just as another of the school's programs, but as encompassing all aspects of school life, including learning opportunities which together optimize the wellbeing of our students.

The intended outcomes of the Macarthur Girls High School Student Wellbeing Policy are that all students will:

- feel that school is worthwhile
- see learning as a positive experience
- experience success in learning
- feel that their teachers can assist them with their problems and everyday concerns
- be able to expect confidential and/or sensitive treatment of their problems
- feel safe within the school environment
- develop friendships with other students in the school
- have a realistic self-concept and opportunity to develop their self esteem
- have positive attitudes towards authority
- mix easily with people from different ethnic and religious backgrounds
- develop social skills appropriate to school, home and public environment

# STUDENT WELLBEING

## Introduction

Student wellbeing is an area of responsibility for all staff at Macarthur Girls High School. This requires an ongoing whole school commitment to student wellbeing and staff development to ensure all teachers feel able to meet this role. Regular meetings are held with various members responsible for student wellbeing.

- Principal, Stage Leaders, Head Teacher Wellbeing,
- Counsellor
- Career Adviser, HSLO
- Wellbeing Team
- Learning Support Team

## Roles and responsibilities

While everyone in the school community has responsibility for student wellbeing, including students and parents, certain people by the nature of their role are expected to be reactive and proactive to student wellbeing needs.

## Programs and initiatives

These are programs developed within the school to meet specific needs. They may be proactive, remedial, preventative, or just extend peoples' experiences. They include specific student wellbeing programs, enrichment programs and staff development.

## Policy and procedures

School policies and procedures impact on student wellbeing. All policies and procedures have been created based on the guidelines of DoE.

### **Principal**

- Responsible for whole school
- Student Wellbeing and Leadership with HT Student Wellbeing and Stage Leaders
- Oversee Welfare Team

### **Stage Leader**

#### *Student Management*

- Student welfare and discipline including attendance in consultation with YA and HT Student Wellbeing and attendance monitors
- Meet fortnightly with each YAs and HT Student Wellbeing to discuss any issues including attendance
- Support Welfare Team

### **HT Student Wellbeing**

#### *Staff Responsibility*

- Year Advisers
- Counsellors
- Assistant Year advisers
- Attendance Monitors
- SRC Co-coordinator
- Peer Support organizer
- School Learning Support Officers – Funded through Integration

#### *Resources*

- Welfare budget
- Integration funding

#### *Initiatives*

- Celebrating Student Achievement Assemblies
- SLSO Integration Student timetable development
- External Welfare programs
- Roll Call teacher allocations
- End of Year Reward Days
- Welfare Conference
- Student Leadership Elections
- Merit system
- Staff Welfare Program
- Presentation Assemblies with Community Liaison Officer

#### *Activities*

- PRIDE Programs
- Peer Support
- Student counselling
- Parent Meetings
- Wellbeing Meetings
- Attendance monitor meetings
- Student Leadership
- Anti-bullying program

### *Whole school*

- Whole school welfare programs – Policy and procedures
- Attendance – Policy and processes
- Manage the Disability Provision applications process
- Health Plans for identified students
- Communication student medical issues to staff
- Risk assessment plans for identified students
- Personalized Learning Plans for identified students
- Student Reports
- School Diaries

### **Year Adviser (YA)**

- Develop/enhance PRIDE program and student wellbeing curriculum
- Monitor trends in individual students relating to – academic progress, classroom behaviour, attendance, social behaviour, adjustment and to refer, where necessary to counsellor, Principal, Deputy Principal, Head Teacher Wellbeing
- Initiate and organize cohort assemblies, excursions and stage assemblies/ year meetings
- Provide the initial point of contact for parents and provide liaison between parents and the school to support student learning.
- Provide liaison with the School Counsellor and be proactive in referring students of concern
- Maintain welfare and attendance records on Sentral and student file
- Produce student reports every semester
- Liaise and collaborate with the Stage Leader in the organization and running of Stage Assemblies
- Communication with SASS staff member regarding student information from parent contact and any welfare concerns
- Assist in organization and participate in Celebration of student achievement assemblies
- Monitor student progress and request progress reports from all subjects to provide information to parents and other teachers
- Request work from teachers if a student is absent for an extended period of time
- Attend weekly Welfare meetings
- Assist with new enrolments by providing a student buddy

### **Assistant Year Adviser/ Attendance Monitor Responsibilities**

- Support Year Advisers in the management of student wellbeing
- Ensure punctual attendance of students to roll call
- Interview students who are emerging as 'at risk' (e.g. repeated lateness, unexplained absences, other attendance concerns), documenting discussions and outcomes
- Provide feedback where there are identified attendance concerns
- Assist in organization and supervision of Roll Call groups at assemblies
- Make referrals to HT Student Wellbeing and the relevant Year Adviser when a student is identified as "welfare concern"
- Create fortnightly attendance reports for Year Adviser, Head Teachers and Head Teacher Wellbeing
- Attend fortnightly welfare meetings to discuss attendance
- Relieve Year Adviser when absent in the daily organization of PRIDE
- Communication with Stage SASS staff member regarding student information from parent contact and any welfare concern
- Relieve as Year Adviser if substantive absent for extended period.

## **Head Teacher Responsibilities**

The role of Stage Head Teacher is to support the wellbeing of students in their stage, and liaise with stage staff.

- Ensure teachers are at their roll, open rooms if required. Monitor each roll room daily.
- Check any casuals have the required resources for PRIDE.
- Support Attendance Monitor as required - talk to students who have not followed through and returned notes. Follow through with the process with AM.
- Support and liaise with Year Adviser – discuss the needs of students as appropriate.
- Assist with Year Assemblies – present Head Teacher certificates. Talk to students regarding specific issues, as required
- Liaise with the Stage Leader regarding any specific issues re roll call, PRIDE etc after consultation with the Year Adviser. Contact parents if required
- Check PRIDE evaluations are completed by teachers by the end of each term.
- Follow up discipline issues which occur during PRIDE on Sentral
- Reinforce the use of merit awards for student achievement.
- Ensure PRIDE work is completed and send 'N' awards for Crossroads non completions.
- Support Year Adviser with checking uniform and document as required.
- Celebrate the achievements of students at assemblies.










The aim of the PRIDE program is to establish an educational foundation for young girls to understand and to practise the values of participation, respect, integrity, diversity and excellence. We believe that modelling and instilling these values in everyday school life is central to forming each girl's sense of self-efficacy, character and self-mastery. Our program develops the whole person enabling students to take charge of their own learning and to make responsible choices. The program is designed to inform and motivate girls.

Each year focuses on themes appropriate to the student's intellectual, social and emotional development. These themes cover issues such as identity, relationships, the importance of assisting others, making considered decisions, taking responsibility for one's actions and providing leadership based on honesty, integrity and optimism.

We show pride in ourselves, our achievements and our school, including its traditions and environment, through:

PRIDE: participation, respect, integrity, diversity and excellence

	Taking an active role in school and the broader community.	Participation also includes: <b>Inclusivity</b> - We feel valued and included. Everyone is given an opportunity to participate. <b>Co-operation</b> -We work together to achieve common goals in a harmonious way.
	Respecting ourselves. We treat others and our environment with thoughtfulness and consideration.	Respect also includes: <b>Care</b> We care for ourselves and others. We show empathy and act with compassion. <b>Safety and Security</b> We behave in ways that promote a safe and secure environment. We resolve conflict in peaceful ways.
	Being consistently honest, trustworthy and reliable. We show courage in standing up for ourselves, our beliefs and our community.	Integrity also includes: <b>Responsibility</b> We are accountable for our actions. We are aware of the impact our actions have on ourselves and others. We recognise the need to be well-mannered, polite and courteous.
	Accepting and treating others with respect regardless of difference. We celebrate the diversity of our multicultural school.	Diversity also includes: <b>Fairness</b> We expect and trust that people in our school will be treated fairly for the good of the individual and the common good of the group. <b>Citizenship</b> We strive to be good citizens. We believe in the rights, freedoms, values and responsibilities of living in our country.
	Striving to achieve our best. We have high expectations of ourselves and others. Our work and behaviour are of the highest quality and reflects our potential.	



## PRIDE A-Z PROGRAM MODEL MATRIX

Year	Term 1	Term 2	Term3	Term 4	
	Participation	Respect	Integrity	Diversity	Excellence
Year 7	ATTITUDE	BELIEVE	CONFIDENCE	DIVERSITY	
Year 8	EXPLORE and EVOLVE	FRIENDSHIP AND FAMILY	GOALS	HARMONY / HOPE	
Year 9	IDENTITY	JUSTICE (Adolescents) JOURNEY	KINDLE KINDNESS	LIFE- LOVE, LAUGHTER	
Year 10	MOTIVATION	NAVIGATION / NETWORKING	OPPORTUNITY	POWER	
Year 11	RELATIONSHIPS	SAFETY	TRUST	UNITY	
Year 12	VISION	WISDOM	ZEAL		

# DoE WELLBEING FOR SCHOOLS FRAMEWORK

The Wellbeing for Schools Framework is an overarching policy consisting of 3 domains. Macarthur Girls High School Student Wellbeing policy and procedures have been created based on this framework and guidelines provided by DoE.



## **CONNECT**

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

## **SUCCEED**

Our students will be respected, valued, encouraged, supported and empowered to succeed.

## **THRIVE**

Our students will grow and flourish, do well and prosper.

The school environment is pivotal to the growth and development of our most important assets, our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

# CONNECT

## CONNECT



Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

- Anti-Bullying – Prevent and respond to incidents of bullying including cyber bullying
- School Attendance – Work in partnership with parents to ensure the regular attendance of students
- Anti-Racism – Prevent and respond to incidents of racism and racial discrimination
- Multicultural Education – Enable all members of the school community to participate successfully in our culturally diverse society
- Student Participation and Leadership – Provide opportunities to support the meaningful involvement of students in their school and community

## ANTI-BULLYING

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The NSW Department of Education rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department. Preventing and Responding to Student Bullying in Schools Policy sets out the requirements for preventing and responding to student bullying in NSW government schools. The policy is located at: [https://www.det.nsw.edu.au/policies/student\\_serv/discipline/bullying/PD20100415.shtml](https://www.det.nsw.edu.au/policies/student_serv/discipline/bullying/PD20100415.shtml)

The Macarthur Girls High School Preventing and Responding to Student Bullying in Schools policy applies to all types of bullying behaviour, including cyber bullying, that occurs in NSW government schools, and off school premises and outside of school hours where there is a clear and close relationship between the school and the conduct of the student. At Macarthur Girls High School, bullying will be taken seriously and will not be accepted in any form. All members of the school community have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

Macarthur Girls High School shares the vision of the National Safe Schools Framework of *“developing a shared understanding of bullying behaviour that captures all forms of bullying including cyberbullying.”*

For more information on the National Safe Schools Framework, refer to:

<http://www.safeschoolshub.edu.au/documents/nationalsafeschoolsframework.pdf>

### Procedure

Schools exist in a society where incidents of bullying behavior may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

### Strategies to deal with bullying

- Any incidents of bullying must be reported to a teacher, the Stage Leaders, Principal, Head Teacher Student Wellbeing or subject Head Teachers. All incidents reported must be recorded on Sentral.
- Intervention procedures such as interviews and/or discussion, written statements (where necessary) will take place with all involved and work towards a resolution. Forms for collecting information are available for both victims and perpetrators of bullying incidents to assist the process of recording all relevant details and resolving concerns
- The level of support and help required will be assessed and determined during the interview/discussion process. Conduct cards or other support methods such as mentoring, or referrals to school counsellor may be instituted, as relevant.
- Where necessary Departmental procedures such as suspension, expulsion, reporting to higher authorities such as the police or CWU may be implemented. This will be determined by the Principal and Deputy Principal, in consultation with students involved and parents, caregivers and/or counsellor.
- Teachers will be in serviced on whole school welfare programs such as PRIDE time sessions and Peer Support in order to support and implement the school’s Macarthur Girls High School Bullying: Preventing and Responding to Student Bullying in Schools Policy.
- Incidents of serious bullying incidents involving assaults, threats, intimidation or harassment will be reported to the relevant authorities by the Principal or their delegate. Other relevant bodies, such as the Child Wellbeing Unit, School Liaison Police Officer or Police Youth Liaison Officer will be contacted as required.

## *Programs*

Programs/Initiatives to prevent bullying are inclusive in key learning areas such as PDHPE, Careers and Wellbeing (PRIDE) Programs. Specific programs and activities promote positive relationships and empower students to recognize and respond appropriately to bullying and harassment.

Programs include:

### Year 7

- PRIDE lessons
- Peer Support
- Camp
- PDHPE program – Respectful Relationships
- PDHPE program – Out of Harm's Way 1
- Talks by the School Liaison Police Officer eg. Cyber bullying

### Year 8

- PRIDE Lessons
- PDHPE program – Out of Harm's way 2
- Talks by the School Liaison Police Officer eg. Cyber bullying

### Year 9

- PRIDE Lessons
- PDHPE program – Affirming Diversity
- PDHPE program – Coping with Challenges

### Year 10

- PRIDE Lessons
- PDHPE program – Look after Myself

### Year 11

- PRIDE Lessons

### Year 12

- PRIDE Lessons

The Macarthur Girls High School Student Representative Council (SRC) regularly promotes the school PRIDE values as part of maintaining a positive school environment. School activities that celebrate diversity are integral to promoting positive relationships between all members of the school community. Posters are displayed throughout the school to encourage a positive environment and to discourage bullying behaviours. The National Day of Action against Bullying and Violence is recognized through a whole school assembly as a method of empowering students with strategies for dealing with bullying situations.

## *People*

At Macarthur Girls High School, we:

- maintain a positive climate of respectful relationships where bullying is less likely to occur
- provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers
- develop and implement programs for bullying prevention
- embed anti-bullying messages into each curriculum area and in every year group
- develop and implement early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships through our PRIDE program and CHAT Time session
- develop and implement early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour
- empower the whole school community to recognize and respond appropriately to bullying, harassment and victimization and behave as responsible bystanders

- develop and publicise clear procedures for reporting incidents of bullying to the school
- respond to incidents of bullying that have been reported to the school quickly and effectively
- create a planned combination of interventions to each particular incident of bullying
- provide support to any student who has been affected by, engaged in or witnessed bullying behaviour
- communicate to parents and caregivers on strategies that promote positive behaviour and consequences for inappropriate behaviour
- provide regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of incidents
- identify patterns of bullying behaviour and respond to such patterns
- monitor and evaluate the effectiveness of the Macarthur Girls High School Bullying: Preventing and Responding to Student Bullying in Schools Policy and procedures

**School staff** have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school's Macarthur Girls High School Bullying: Preventing and Responding to Student Bullying in Schools Policy.
- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

**Students** have a responsibility to:

- behave appropriately, respecting individual differences and diversity, upholding the school values of PRIDE
- behave as responsible digital citizens
- follow Macarthur Girls High School Bullying: Preventing and Responding to Student Bullying in Schools Policy
- behave as responsible bystanders, recognizing that bystander behaviour can help prevent or resolve bullying issues
- report incidents of bullying according to our school Macarthur Girls High School Bullying: Preventing and Responding to Student Bullying in Schools Policy procedures.

**Parents and caregivers** have a responsibility to:

- support their children to become responsible citizens and to develop responsible on-line behaviour
- be aware of the Macarthur Girls High School Bullying: Preventing and Responding to Student Bullying in Schools Policy and procedures, and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the Macarthur Girls High School Bullying: Preventing and Responding to Student Bullying in Schools Policy and procedures
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

**All members of the school community** have the responsibility to:

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

## **Review and Evaluation**

Anti-Bullying programs implemented by the Wellbeing Team will be reviewed annually and adjusted in response to evaluations collated at the conclusion of each program. Programs implemented in PDHPE will follow syllabus guidelines in terms of monitoring, evaluation and reporting requirements.

Incidents of serious bullying will be documented on the school's online record system (Sentral), as part of the student profile and under Wellbeing Data Records. Hard copies of relevant documents will be maintained in the students' central files. The digital records will also allow the tracking of incidents of bullying, providing details for an overall monitoring of the number and nature of incidents, and the ability to measure the effectiveness of the school's policy and procedures. Anti-bullying programs, strategies and procedures may be adjusted according to annual evaluations to deter bullying behaviour.



## SCHOOL ATTENDANCE

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The NSW Government has determined that parents, caregivers or persons having custody of a child are responsible for the regular attendance of that child at school until the child is 17 years of age. All students who are enrolled at school, regardless of their age, are expected to attend school whenever instruction is provided, as stated in the NSW Department of Education School Attendance Policy, 2015

This policy sets out the requirements for the attendance of students in NSW government schools.

[https://www.det.nsw.edu.au/policies/student\\_admin/attendance/sch\\_polproc/PD20050259.shtml?query=Attendance](https://www.det.nsw.edu.au/policies/student_admin/attendance/sch_polproc/PD20050259.shtml?query=Attendance)

### MACARTHUR GIRLS HIGH SCHOOL ATTENDANCE POLICY

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Regular attendance at school is essential to assist students to maximise their potential. The encouragement and maintenance of regular school attendance remains a core responsibility of the Principal and teachers.

The need for careful and accurate school monitoring of student attendance is paramount as absence may be symptomatic of deeper underlying problems such as:

- physical abuse
- serious illness in the family
- death in the family
- drug abuse – parent / student
- poverty
- child exploitation
- delinquency
- minor crime involvement
- difficulty in transporting child to school
- parent may condone absences
- sexual abuse

### *Procedure*

The Principal is responsible for the development and effective implementation of attendance policies and procedures that are compliant with School Attendance Policy, 2015. The Department of Education Policy forms the foundation and basis by which the Macarthur Girls High School Attendance Policy is created and implemented.

All teachers have a legal responsibility to maintain accurate rolls of student attendance, both during Roll Call and all lessons. This is a Duty of Care requirement.

At Macarthur Girls High School, three areas have been identified to assist in student attendance monitoring.

- Daily school attendance
- Truancy – Full day and Fractional truancy
- Punctuality/Lateness to lessons

Macarthur Girls High School expectations, responsibilities and requirements for student attendance will be communicated to all stakeholders through a number of ways, including our school website and app, student diary, P&C meetings, stage meetings and newsletters.

The implementation of the Macarthur Girls High School attendance policy with associated procedures ensures the provision of consistent systems across the school to meet Department of Education Policy.

The Macarthur Girls High School Attendance Policy provides clarity to all stakeholders - students, parents and staff about Macarthur Girls High School expectations, responsibilities and requirements for student attendance.

The encouragement and maintenance of regular attendance for each student will ensure students at Macarthur Girls High School maximize their learning potential.

#### *Daily school attendance*

The school day starts with a warning bell at 8:55am. All students and staff are expected to be in their learning space by 9.00am (second bell). All students must be in roll call, ready for their scheduled roll call by the 9:00am bell.

#### *Late arrival to school*

A student, who arrives after 9:00 am, is required to go directly to Reception to sign in to school. Late students are required to present a written explanation from parents/caregivers, unless an exceptional circumstance has occurred on the way to school. In such situations, a note explaining this lateness to school is to be provided to their roll teacher on the next school day.

A signed note from a parent will determine the partial absence as explained, however, a member of the senior executive will determine if the reason for leave is justified or unjustified.

Following the sign in process in Reception, late students must then report to the late room to explain their reason for lateness. Students with unacceptable and unexplained reasons, such as poor personal organization, will be required to attend detentions. Additional interventions such as parent/caregiver contact/interview may be implemented for those students who display continued patterns of lateness without a satisfactory reason, in consultation with Attendance Monitors, Year Advisers, Stage Executive and Stage Leaders.

#### *Persistent Lateness Monitoring*

- Students arriving late three times within a two week cycle will be issued with an afterschool detention.
- Parents of students who fail to attend a designated detention will be contacted by Head Teacher Student Wellbeing/Stage Leader.
- If the lateness pattern shows no improvement parents will be requested to attend an interview with HT Student Wellbeing and Stage Leader.
- Intervention of the Principal if problem persists.
- Further consequences, in consultation with the Principal, could include suspension if students have failed to follow school policy and directive

#### *Early Leave*

A student who wishes to be granted approval for Early Leave must have a note signed by her parent/caregiver requesting permission for the student to leave at the stated time. The student must take this note to the relevant Stage Leader before 8.40 am. Upon granting Early Leave, the stage leader will determine if this leave is justified or unjustified.

The note will be signed and dated by the Stage Leader. The student presents the note to Reception and is issued with an "early leavers pass". This pass is to be shown to the class teacher before leaving class. The student must report to Reception, with her ID card, to "swipe out" before leaving the school grounds. The

“early leavers pass” must be carried by the student as evidence of approval and can be required to be shown to the Police upon request. A student places herself at risk and beyond the duty of care of teachers if she leaves the school without permission. Failure to follow these procedures may result in disciplinary action as per truancy procedures.

### *Study Periods*

Year 12 and Year 11 students who have no lessons at the start of the day (period 1) must arrive at school on time for roll call.

All students must be in the Library for their study periods and sign in. No other venue, such as the quadrangle or Rose Garden, is to be used for study periods, unless explicit instruction is given by the Stage 6 leader or Principal. During study periods students are expected to meaningfully engage in study, homework or assessment tasks in their pursuit of personal success.

Senior students who have finished their timetabled lessons for the day are given the privilege to undertake their study period(s) at home, following written parental approval being received by the school. All students are required to register their departure at Reception using their ID card and select as their reason ‘Flexible Timetable’ at all times unless instructed by the school differently.

### *Truancy – Full day and Fractional truancy*

Truancy is the absence of a student from school without the knowledge or permission of their parent or caregiver. Full day truancy is when a student is absent for the full school day, without appropriate permission. Fractional truancy is defined as a student absenting herself for part of a school day without consent.

### *Punctuality/lateness to lessons*

Students are expected to be punctual to all lessons and roll call. This will ensure maximum learning time for all students in each class. It is also vital for students to understand that punctuality is a basic expectation for life beyond school. To assist students in this understanding, it is important that a consistent process is used to improve student punctuality. When a student arrives late to class, the teacher needs to use discretion in relation to movement times

### *Important Information Regarding Leave/Absences*

#### *Types of Absences*

- sick leave to students whose absences are satisfactorily explained as being due to illness (Attendance Register Code ‘S’) . Students are to provide a note from the parents explaining reason of leave on first day of return to the school. A medical certificate will be required for leave exceeding 3 or more absences.
- an exemption from school attendance for periods totalling up 100 days in a 12 month period for any one student . An exemption from school attendance for students wishing to participate in employment in the entertainment industry for periods totalling up 100 days in a 12 month period for any one student. An exemption from school attendance for students participating in elite Sports or elite Arts events for periods totalling up to 100 days in a 12 month period for any one student. For students participating in elite arts or elite sporting programs who are required to attend regular activities/training during school time an Application for Exemption from Attendance/Enrolment at School must be completed and submitted to the principal for approval prior to commencing the program. (Accredited elite sports programs include national and international sports organizations which run camps for athletes and national sports squads in which students have been selected to

participate. They also include talent identification programs run by the New South Wales Sport and Recreation).

- Principals may record absences using the 'L' Code for students of compulsory school age who have provided an explanation of the absence which has been accepted by the principal. Additional days for students not of compulsory school age may be recorded at the principal's discretion. This may be due to:
  - holidays/travel during school time (If exceeding 10 days a separate application for leave form must be completed prior to the travel dates)
  - misadventure or unforeseen event
  - participation in special events not related to the school
  - domestic necessity such as serious illness of an immediate family member
  - attendance at funerals
  - recognized religious festivals or ceremonial occasions which are identified as pertaining to days of strict observance and may preclude a practicing student from school attendance. Identification of such recognized days must be stated on the signed absent note from parents.

#### *Explained – Unjustified absence*

The Principal or other delegate may decide that the explanation provided by parents or caregivers does not justify their absence (full day or part day) and has not been in the educational interests of the student. This absence is recorded as explained unjustified. Such explanations can include those not listed above and holidays or travel during school time which exceeds 10 days.

#### *Managing applications for extended leave (travel or holiday)*

- From the beginning of 2015, Family holidays and travel are no longer considered under the Exemption from School-Procedures. Travel outside of vacation period is now counted as an absence for statistical purposes.
- From time to time parents/caregivers may approach the school to seek permission for their child to travel during school term for periods of time.
- Travel is considered to be domestic or international travel for the purpose of a family holiday, family business, bereavement or other reasons.
- A Certificate of Extended Leave -Travel should not be issued where the principal is aware that the student has been the subject of contact with the Child Wellbeing Unit or a Community Services (Family and Community Services) report and for whom unresolved issues concerning a risk of harm remain.
- A principal would not accept a reason for travel during school term if it is not in the best interests of the students' educational, social and participation reasons, which should be specified on the application.
- Principals would consult with parents about the intention of the travel and in the case of family holidays, encourage parents to take holidays with their child during school vacation periods.
- Principals would ensure that parents/caregivers understand any implications on student academic progress as a result of the extended leave.
- Principals would also ensure that parents/caregivers understand any implications on their child's academic year/class placement on their return from the extended leave.
- Where the permission sought is for less than 10, and the principal accepts the reason provided for the absence, the principal can record the code 'L' in the roll. An Absence note/email/phone call is required.
- Where the permission sought is for or more than 10 days, and the principal accepts the reason provided for the absence, the principal can also record the code 'L' in the roll but must ask also parents to complete the Application for Extended Leave – Travel . In completing the application, parents/caregivers must specify the reason for the application for extended leave. The Principal

informs the parent that if the Application is accepted, the absences will be recorded as "L" –Leave. Special conditions may be associated with the Certificate.

- Examples of conditions for lengthy leave may include (but are not limited to); completion of set tasks, loss of marks due to missed assessments and alternative assessments. These should be discussed with the parent prior to issuing the certificate.
- Principals would request travel documentation, such as travel itinerary or e-ticket, and ensure this is attached to the Application.
- Principals would ensure that parents are assisted with the completion of the Application and provide a translation service if required.
- Where the travel period exceeds one school term, the principal would contact the Regional office to discuss the particular circumstance and the resultant outcome.
- Principals may decline to accept a parent's Application for Extended Leave Travel. In this case the parent must be advised in writing. Refer to -Declining an Application for a Certificate of Extended Leave -Travel.
- If a student or students do not return on the date specified, the principal must ensure the parents are contacted to establish the whereabouts of the student. If contact is not established then the principal should contact the Regional office and follow processes associated with an Application for Home School Liaison Program support. Record the absence as 'unjustified'.
- On accepting a parent's Application, a Certificate of Extended Leave - Travel must be issued. The original certificate will be provided to the parent and a copy of the certificate placed in each student's record.
- An Application for Extended Leave form, Certificate of Extended Leave are available in the appendices of this document.

#### *Non- Acceptance of explanation for an absence*

Principals may decline to accept as satisfactory an explanation for an absence. The parent should be advised in writing that the explanation has not been accepted and a reason for the decision provided. An "A" Code is used for an unjustified absence.

#### *Frequent absences due to illness*

- Where frequent absences are explained as being due to illness consultation with parents must occur regarding the health care needs of the child.
- Principals may request medical certificates or other documentation when absences explained as being due to sickness are frequent or prolonged. Where principals have concerns about medical certificates being produced for absences, they can ask the parent to request that the doctor write on the certificate the statement 'this child is unfit for school' with specified dates included.
- Where principals have ongoing concerns, they can request the parents' consent to contact the doctor. If the request is denied, or if the principal is still not satisfied with the reason for absence, they can record the absence as 'unjustified'. (Attendance Register Code 'A') and follow procedures as contacting HSLO.

## ***Program and People***

### **Attendance Monitoring**

#### *The Attendance Monitoring Team*

The Attendance Monitoring Team monitors students' attendance. The Attendance Monitoring Team will consist of the Head Teacher Student Wellbeing, Attendance Monitors, Year Advisers, Stage Head Teachers and Stage Leaders. The Team will be provided with patterns of attendance from Attendance Monitors to identify trends in absenteeism and determine strategies to address the issues. An Attendance Monitoring Team meeting for each stage will be led fortnightly by Head Teacher Student Wellbeing. Examples of reports may include:

- Absence: by year, attendance %, individual profile, total number of whole day absences, partial absences, unexplained absences or other upon request. Head Teacher Student Wellbeing follows up students at risk.
- A fortnightly 85% student attendance report and student follow ups will be provided by the Attendance Monitors to Year Advisers, Head Teacher Student Wellbeing and the stage leaders.
- Further Action plans and parent contacts discussed.

### *Head Teacher Student Wellbeing*

Head Teacher Student Wellbeing is responsible for monitoring students' attendance patterns and managing the welfare of those students who have been identified 'at risk'.

**Head Teacher Student Wellbeing** has the responsibility to:

- manage student attendance
- coordinate meetings with Stage Attendance Monitors
- inform Year Advisers, School Executive and Stage Leaders of emerging issues in relation to attendance
- follow up student non-compliance attendance policy instances
- refer students at risk to Stage Leaders including the history of events
- refer students with attendance issues to HSLO or relevant agencies.
- meet with HSLO and other agencies personnel to discuss student attendance issues.

### *Attendance Monitor*

Attendance Monitor is to support students in maintaining regular attendance. By maintaining regular attendance students are able to maximize their learning opportunities. This document should be used in conjunction with the Macarthur Girls High School Attendance Policy. An Attendance Monitor is allocated to each Year Group.

**The Attendance Monitors** have the responsibility to:

- ensure punctual attendance of students to roll call
- visit designated roll classes regularly.
- interview students who are emerging as 'at risk' (e.g. repeated lateness, unexplained absences, other attendance concerns), documenting discussions and outcomes.
- create attendance reports for review.
- meet fortnightly with the HT Wellbeing to provide feedback where there are identified attendance concerns.
- assist in organization and supervision of Roll Call groups at assemblies.
- make referrals to Head Teacher Student Wellbeing and the relevant Year Adviser when a student is identified as "welfare concern".
- award merit certificates to students for punctual and regular attendance to Roll Call (individuals and classes) based on Sentral data.
- inform students of 100% attendance awards.

### *Year Advisers*

Year Advisers are responsible to support attendance monitors by informing them of major wellbeing concerns impacting attendance of the students. They are also responsible to communicate all concerns with Head Teacher Student Wellbeing and Stage Leader requesting further action if required.

**Year Advisers** have the responsibility to:

- follow up welfare attendance concerns identified by Attendance Monitors and Head Teacher Student Wellbeing.
- contact parents/caregivers where appropriate and inform outcome to Head Teacher Student Wellbeing, AM, Stage Executive, Stage Leader.
- Acknowledge 100% attendance, in conjunction with the Attendance Monitors.

### *Stage Executive*

**Stage Executive** have the responsibility to:

- support Attendance Monitors and Year Advisers in managing implementation of PRIDE program
- support Attendance Monitors and Year Advisers in managing attendance issues
- contact parents regarding absentee notes and interviewing students, if required by Year Advisers.

### *Stage School Administration Officer (SAO)*

**Stage School Administration Officers (SAO)** have the responsibility to:

- phone the parent/caregiver if any student is absent for three (3) consecutive days and no communication has been made to the school from home, by no later than the fourth day of an absence
- make relevant parties aware of student attendance concerns they have.

### *Parents/Caregivers*

**Parents/Caregivers** of a child of compulsory school-age have the responsibility to cause the child:

- to be enrolled at, and to attend, a government school or a registered non-government school, or
- to be registered for home schooling with the Board of Studies Teaching and Educational Standards (BOSTES)
- to explain the absences of their children from school promptly and within seven school days to the school. An explanation for absence must be provided to the school within 7 days of the first day of any period of absence
- to provide a note first day back to school.

### *Staff Specific responsibilities*

#### *Roll teacher responsibilities*

Teachers should ensure that normal classroom management procedures are applied in the roll call period. They should insist on students arriving promptly and engage in PRIDE activities.

All attendance issues must be dealt with confidentiality, sensitivity and respect.

**Rolls teachers** have the responsibility to:

- mark students with an X for their first and last day of each term
- mark students as absent by placing 'a' in the day of their absence.
- mount students to check the accuracy of the roll.
- request notes from students for absences; both full and partial absences.
- request notes from students for unexplained lateness.
- place absence and late explanation notes securely in the roll folder.
- sign/validate the daily attendance sheet.
- read Mac Matters aloud to students.
- hand out any information to individuals or groups that have been put in rolls for distribution.
- alert the relevant AM to continued absences or noted patterns where no explanations have been received or there are ongoing concerns.

### *Stage Executive*

**Stage Executive** have the responsibility to:

- Be responsible for the implementation of stage PRIDE programs.
- Assist in organization and supervision of Roll Call groups at assemblies.
- Provide assistance to Roll Call Teachers during the roll call period.



- Support Head Teacher Student Wellbeing, Attendance Monitors, Year Advisers and Stage Leaders resolving student attendance concerns.
- Contact parents/caregivers as required.
- Award merit certificates/PRIDE awards to students for punctual and regular attendance to roll call (individuals and classes)

### *Stage Leaders*

Stage leaders oversee the management of attendance of students in their stages by liaising with Head Teacher Student Wellbeing and HSLO. Stage leaders are also responsible to support Head Teacher Student Wellbeing by attending parent meetings where required to discuss attendance concerns.

**Stage Leaders** have the responsibility to:

- Provide overall supervision of students in their stage.
- Manage 'Non-Compliance' and identify students' at risk due to continued attendance issues.
- Liaise with the Head Teacher Student Wellbeing to discuss student attendance concerns.

## ANTI-RACISM

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The Anti-Racism policy commits the NSW Department of Education to elimination of all forms of racial discrimination in NSW Government schools. It applies to all NSW Public School employees and students, and has implications for each school community.

[https://www.det.nsw.edu.au/policies/student\\_serv/equity/antiracism/PD20050235.shtml](https://www.det.nsw.edu.au/policies/student_serv/equity/antiracism/PD20050235.shtml)

The NSW Department of Education rejects all forms of racism and discrimination. It is committed to the elimination of racial discrimination including direct and indirect racism, racial vilification and harassment.

Under the Anti-Racism Policy, school principals are responsible for ensuring that all learning and working environments are free from discrimination and racism. To support this, schools must appoint an Anti-Racism Contact Officer (ARCO) and ensure that this person is trained.

Anti-racism education focusses on confronting the race-based generalization, stereotypes, bias, prejudice and discrimination that are the foundation of direct and indirect racism.

This policy can be

### *Procedures*

School reports on the progress of anti-racism education strategies, identified in their school plans, through their Annual School Reports.

School is required to maintain records of complaints concerning racism and their resolution in accordance with the Complaints Handling Policy Guidelines.

If there is an incident of racial discrimination within the school students are advised to report the incident to their Year Advisor and the ARCO. Following the complaint the Year Advisor or ARCO records the incident using Sentral. This documentation is vital in the management of such incidents. The issue must be reported to the Head Teacher Wellbeing and the relevant Stage Leader.

### *Program*

Within the school environment students are encouraged to treat each other with respect. This notion is supported through the PRIDE policy and the PRIDE Wellbeing program implemented in the school. Students are taught to show Respect, Integrity and Diversity in their learning and understanding of the wider community. The PRIDE leaders and teachers of each Roll Call are responsible for reinforcing the PRIDE values.

The roles and responsibilities of staff and students towards themselves and others are reinforced through bi-weekly Whole School and Stage Assemblies.

### *People*

- Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy; nominating an Anti-Racism Contact officer and ensuring they are trained; and including anti-racism education strategies in their school plans. Principal, Stage Leaders, HT Wellbeing and ARCO are primarily responsible for managing racism incidents
- All staff is responsible for monitoring their own behaviour to ensure that it does not result in anyone experiencing racism.
- All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community.

The ARCO has the responsibility to:

- receive the suggestion, complaints or allegation regarding racism
- assist the complainant to write the complaint, if required
- advise the complainant of their rights and the process to be followed in lodging a complaint
- refer the complaint to a member of the school executive who will be responsible for resolving the complaint

[http://www.schools.nsw.edu.au/media/downloads/languagesupport/anti\\_racism/antr\\_english.pdf](http://www.schools.nsw.edu.au/media/downloads/languagesupport/anti_racism/antr_english.pdf)

## MULTICULTURAL EDUCATION

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Multicultural education policy responds to the cultural, linguistic and religious diversity of NSW. It commits schools to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society.

[https://www.det.nsw.edu.au/policies/student\\_serv/equity/comm\\_rela/PD20050234.shtml?level=](https://www.det.nsw.edu.au/policies/student_serv/equity/comm_rela/PD20050234.shtml?level=)

Multicultural Education is for all students and school communities. It promotes a shared vision of Australia based in intercultural understanding and community harmony.

The Department's Multicultural Education Policy outlines the responsibilities of schools and department offices in meeting the needs of our culturally diverse population. The Multicultural Plan 2012-15 outlines specific departmental multicultural education strategies with achievements reported in Multicultural Policies and Services Program (MPSP) Reports.

In NSW public schools, multicultural education includes:

- Anti-racism education
- English as an Additional Language/Dialect education
- Interpreting and translation services
- Refugee education

### *Procedures*

Macarthur Girls High School reports annually on achievements in multicultural education in their Annual School Report.

Macarthur Girls High School reports biannually the New Arrivals program Survey on the numbers, languages and visa status of New Arrival Students to inform planning and support strategies in the Department's Multicultural Plan.

### *Program*

Macarthur Girls High School celebrates Multiculturalism through a variety of programs and activities. The PRIDE policy and the PRIDE Wellbeing program implemented in the school promote Respect for others and celebrate the Diversity of the students in our school. The PRIDE leaders and teachers of each Roll Call are responsible for reinforcing the PRIDE values.

Annually the Students Representative Council (SRC) runs a Multicultural Week in which the cultural food, costumes, dances, etc are celebrated by students and staff. Within the school curriculum, a range of Faculties have integrated programs that target multicultural elements of society. There are many project based learning activities within the Faculties of PDHPE, TAS, English, HSIE, Integrated Learning and the EALD staff.

### *People*

- Principals are responsible for ensuring school policies and practices are consistent with the DOE policy and for including multicultural education strategies in their school plans. They are also responsible for ensuring that the EALD Annual Survey is completed accurately to provide information on English language proficiency of students for resourcing purposes.
- All staff members are responsible for ensuring their practices are consistent with the policy.

# STUDENT PARTICIPATION AND LEADERSHIP

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There is no policy for student participation and leadership. The Wellbeing for Schools Framework and School Excellence Framework require schools to provide opportunities for meaningful student participation and leadership, including student voice and decision making.

<http://www.schools.nsw.edu.au/studentsupport/studleadsrc/index.php>

Macarthur Girls High School provides inclusive student leadership opportunities within the classroom, school and wider community, including Student Representative Council (SRC), Sports Council (SPC) and PRIDE Leaders (PL).

## *Procedure*

There is a specific criteria and procedure that is used to for the selection of leaders within each role. These roles provide opportunities for student participation and leadership that celebrate difference, diversity, and that recognise, respect and respond to identity and cultural background. Students are given opportunities to actively contribute to the school and their community through mentoring, peer support and volunteering. All students applying for any school leadership positions have to go through a formal process of application or nomination. Some considerations across all positions are attendance, negative incidents and N awards.

## *Programs*

### **SRC (Student Representative Council)**

Student Representative Council is an important leadership group involving student representatives from across the school. SRC members are involved in initiating and organising various activities around the year. Activities could range from organising completions, talents quests, and multicultural days, to initiating fundraisers in support of community /charity organisations.

## *People*

The SRC is comprised of:

- 2 School Captains
- 2 Vice Captains
- 4 Members from each Year 7, 8, 9 and 10.
- 8 Members from Year 11 and 12 (Prefects)
- SRC Coordinator (Staff)
- Deputy Principals

The SRC has the responsibility to:

- to provide a forum for student opinions. SRC members gather student opinions through roll call visits, surveys, meetings, the SRC website, the SRC email and discussions
- to develop leadership by giving members the opportunity to represent their student body and their concerns
- to encourage the involvement of members in the school decision making process, when appropriate
- to provide links with the local community by representing the school at functions, forums and ceremonies
- to represent the student body at various meetings which may include Principal/ Senior Executive/ Executive/ Staff meetings, P & C, uniform and committees as requested
- to be role models for the students in the school

- to host recognition & school assemblies
- to assist and represent the school at various events during the school year. Examples include visiting schools, local community, local schools, as well as local area
- to uphold, celebrate and be an advocate for Macarthur's values system (PRIDE). Examples may include organising a maximum of 3 mufti days per year (ensuring that these do not clash with the SPC calendar), organising events that may encourage charity collections (charities should be decided and noted in the SRC Yearly Overview)
- The Council's authority shall be limited by this Constitution and the decisions of the Principal.

## *Program*

### **Sports Council**

Sports Council (SPC) is primarily responsible for organising and coordinating major sports events and carnivals held at school. Members initiate various activities involving students and teachers to participate thereby maintaining and motivating school community to be physically active and healthy.

## *People*

The SPC is comprised of:

- 4 representatives from each house in each Year group
- 4 Year 11 students are Vice House Captains
- 4 Year 12 students are House Captains
- A total of 24 students represented in Sports Council

The SPC has the responsibility to:

- assist in the organisation and running of the three major school carnivals (Swimming, Cross Country, Athletics)
- organise promotional materials, house meetings, decorations on the day, relay sign ups and cheer offs
- implement whole school initiatives such as:-
  - Footy Colours Day
  - Sports Spectacular Week
  - Playground Initiative
  - Special events eg. Olympic Games promotion
  - Teacher vs Student sporting matches
- promote sport and physical activity within the school
- involvement in extra-curricular before and after school activities
- uphold the PRIDE values of the school sports Council.

All students elected from Year 7 – 12 have membership for one year.

## *Program*

### **PRIDE Leaders**

PRIDE Leaders were initiated to provide more opportunities to students in school leadership roles.

PRIDE Leaders are selected by Roll Call teachers to fulfill the role of Student Leaders during PRIDE sessions, as well as school representatives for their Year Group. There will be a maximum of 4 (2 each semester) members per each Roll Call class in Year 7, 8, 9, 10, 11 and 12.

## *People*

The PRIDE Leaders have the responsibility to:

- students assist in the delivery and organization of PRIDE activities, Year group activities and excursions
- compose a PRIDE report/ news article for the school newsletter once per Term
- be role models for PRIDE Values for fellow students
- liaise between Year Advisor and Roll Call class. Report issues, concerns and feedback regarding PRIDE activities
- provide formal feedback on PRIDE and year group issues at one Welfare meeting
- students lead a News reading and discussion activity during CHAT time each Wednesday
- students identify a “Thought of the week” to be presented and displayed to PRIDE class each Monday.

## *Program*

### **Peer Support**

Peer Support is a program to support transition of year 7 students and assist them in adjusting to life in High School. The program is run by a select group of Year 11 students. Through a variety of activities the Year 7 students experience different coping mechanisms and other tools they can use to assist with their transition into Macarthur Girls. Students learn how to work in group situations and learn all about life at Macarthur.

## *People*

The Peer Support program also gives Year 11 students the opportunity to develop their leadership skills. They learn different strategies to manage groups and build a rapport with a variety of personalities. These skills are not only vital for the students in their roles as Peer Support leaders, but will also assist them in their everyday life.

The program runs Term 1, 2, and 3, with 4 sessions in each term. The sessions will look at:

- Getting to Know the School – 2 Sessions
- Getting to know each other – 2 sessions
- Resilience – 4 sessions
- Moving on – 4sessions



# SCHOOL UNIFORMS

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This policy requires schools to review and document school uniform or dress code requirements in consultation with their communities and to develop strategies for the wearing of school uniforms.

The wearing of school uniforms by students helps builds self-confidence and a sense of connection with their community. It is important that school uniform requirements are developed in collaboration with the community.

[https://www.det.nsw.edu.au/policies/student\\_admin/uniforms/school\\_uniform/PD20040025.shtml?level=Schools&categories=Schools%7cstudent+administration%7cuniforms](https://www.det.nsw.edu.au/policies/student_admin/uniforms/school_uniform/PD20040025.shtml?level=Schools&categories=Schools%7cstudent+administration%7cuniforms)

## Procedures

### Uniform Requirements

Girls are expected to wear the full school uniform each day with PRIDE. The school is judged by students in uniform and their behaviour in that uniform. Neat appearance in full and correct school uniform is essential. All clothing should be clearly labelled. All items are available from the Daylight School wear shop at Macarthur Girls High. The Uniform Shop is open every Monday from 8am to 4pm.

#### Year 7-12

**All year:** Check tailored skirt

**Year 7-10 Summer:** White short sleeve over blouse with collar with blue piping and school crest

**Winter:** White long sleeve over blouse with collar with blue piping and school crest

#### Year 11-12

**Summer:** Pale blue short sleeve over blouse with collar with blue piping and school crest

**Winter:** Pale blue long sleeve over blouse with collar with blue piping and school crest

### Cultural Uniform:

Long check tailored skirt

Juniors: Long sleeve white over blouse with school crest

Seniors: Long sleeve pale blue over blouse with school crest

Headscarf (hijab) optional, white only

Head bond (Bond) optional dark blue

**School jumper, cardigan or vests with school crest may be worn with the above.**

**If students are wearing a school blazer, the blouses can be tucked into their skirt.**

#### All students

**Shoes:** Black flat lace-up / enclosed plain leather

school shoes NO boots allowed

**Socks:** Plain white short socks, or Black pantyhose (Juniors winter only) – no short stockings or long socks allowed

#### Optional items

**Jumper:** Plain navy V-necked woollen jumper with school crest, or Navy V-necked fleecy top with school crest

**Blazer:** Navy blue with school crest

**Scarf:** Navy blue with school monogram or plain navy / white / black

## Sport Uniform (PE, Sport and Carnivals)

- Macarthur shorts
- Yellow/blue short-sleeved collared shirt with crest
- Sports shoes or joggers with light coloured soles (no canvas shoes)
- School tracksuit, school sport cap (may also be worn outdoors with the summer uniform)
- School swimming costume and cap

The Sports Uniform is not to be worn to school unless prior permission has been granted

## School Bag

Sturdy bag free of graffiti. The school bag must protect the books issued by the school throughout the year. Back packs (with two shoulder straps) are the most suitable school bags. These bags put less strain on the spinal development. **Handbags are not appropriate for school use.**

## Additional Considerations

**The following items are optional but may be worn:**      **The following items may NOT be worn at any time:**

- |   |  |
|---|--|
| • A watch   | • make-up, including eyeliner, eyeshadow or lipstick             |
| • a plain cultural or religious chain (must be tucked inside school blouse) | • acrylic nails/nail polish                                      |
| • one simple ring   | • fashion, open-topped shoes, thongs, sandals or ballet slippers |
| • sleeper or stud earrings (nothing bigger than a 5 cent piece)             | • leggings with short skirt                                      |
| • Clear sun protection lip balm may be used                                 | • long sleeve skivvy under short sleeve shirt                    |

Hair should be kept tidy and back off the face. Ribbons or head bands should only be navy blue or white. The sport uniform including sports shoes should not be worn as school uniform or under the school uniform.

Students who are persistently out of uniform may be subject to an after school detention.

## People

### Out of Uniform

It is recognised that on occasion a student may be unable to wear some parts of, or the entire correct uniform. Notes from parents indicating the reason must be given to the Principal or Stage Leaders before school to receive a uniform 'pass'. A uniform pass will be issued to the student and must be shown to any teacher, on request during the day. Failure to follow these procedures will result in detention. If there is a longer term issue, parents should notify the school directly, asking to speak to the Principal, a Stage Leader or the Head Teacher Student Wellbeing so that an appropriate solution can be found.

# SUCCEED

- Student behavior and discipline - Foster engagement in learning by setting high standards of behavior and discipline.
- Protecting children and young people Child Protection- Ensure the safety, welfare or wellbeing of children and young people.
- Out-of-home care - Support children and young people in statutory out-of-home care.
- Supporting students with disability - Plan and coordinate support needs for students with disability and additional learning needs.
- Supporting EAL/D students- Support English language learners to achieve their full potential.
- Supporting Refugee Students-Support the wellbeing and educational needs of refugee students.

# STUDENT BEHAVIOR AND DISCIPLINE

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## **Student behaviour and discipline**

Good discipline is fundamental to the achievement of Government priorities for the public school system. In line with this, schools must have a school discipline policy which is developed in consultation with school community members based on DOE student behaviour and discipline policy.

[https://www.det.nsw.edu.au/policies/student\\_serv/discipline/stu\\_discip\\_gov/PD20060316.shtml?level=Schools&categories=Schools%7cstudent+administration%7cdiscipline+%26+behaviour&level](https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml?level=Schools&categories=Schools%7cstudent+administration%7cdiscipline+%26+behaviour&level)

At Macarthur Girls High School we support the learning, wellbeing and safety of all students. Collaboration between staff, students and parents/carers is fundamental to maintaining positive student behaviour and effective discipline.

Our school mission is to prepare students for a diverse challenging society, by providing them with the knowledge and compassion to direct, with integrity, their environment and their destiny. We will enrich the potential and achievement of girls through encouraging a committed, caring school environment. Students develop their understanding of behaviours through the PRIDE program from years 7 to 12.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, we maintain high standards of acceptable student behavior.

All students at Macarthur Girls High School are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

## *Procedures*

### **Students Reward Procedures**

- Students receive merit awards to promote positive behavior for learning and receive year adviser awards during Stage Assemblies
- Stage Leader and Principal Awards are given to students in Recognition Assemblies conducted each semester
- Students participate in an annual welfare reward day during term 4
- Commendation letters
- Students learn and continue to develop their understanding of good behaviors through the lessons in the PRIDE program. All students are required to complete lessons on behavior from year 7 to 12.

## **Merit Certificates**

A significant component of positive relationships is affirmation. The merit system at Macarthur Girls High School is a process that allows individuals to be affirmed publicly for their character, behaviour and achievements. Merit Awards are given by teachers across all Key Learning Areas.

Students are recognised and rewarded for achievement and involvement in our school across a range of curricular and extra-curricular activities.

### **Academic Awards**

To be considered for an Academic Merit Award students should:

- show diligence in class work and assignments, and/or
- participate in all varieties of class and school activities, and/or
- consistently do their best in lessons, show improved effort in class work and assignments
- produce work of a high standard.

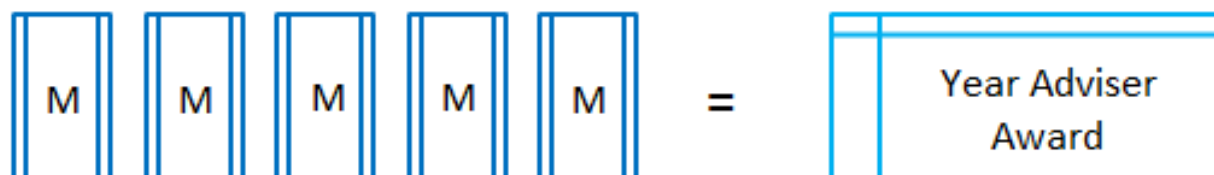
### **Social Awards**

To be considered for a Social Merit Award students should:

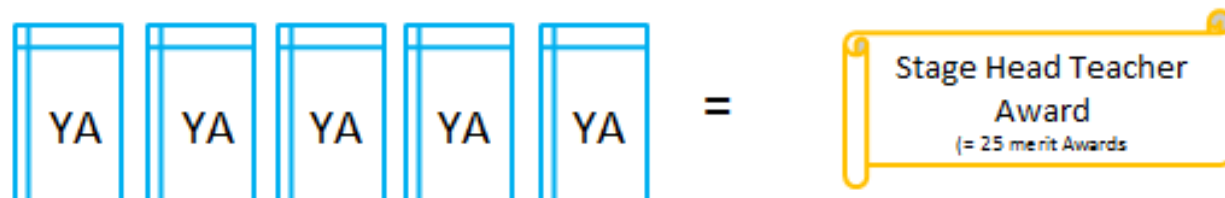
- represent the school in either individual or team events
- become involved in Community Service showing consideration by aiding other members of the school or outside community
- demonstrate leadership by initiating a scheme or activity that benefits the school and/or student body, demonstrating qualities of good citizenship
- participate in cultural activities such as band, choir, public speaking, drama, dance, exhibition of art etc.

Awards students can achieve:

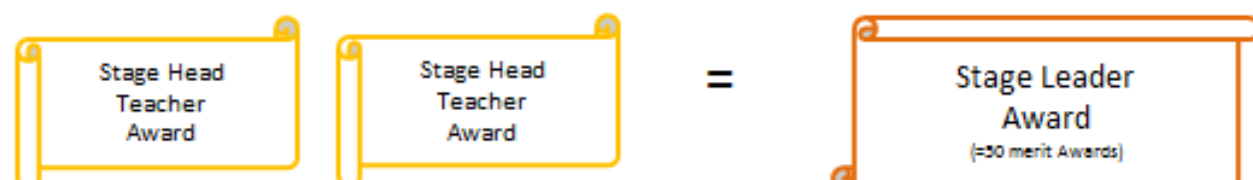
- 5 Merit Awards lead to a Year Adviser Award – Presented at the Stage Assembly
- 5 Year Adviser Awards lead to a Stage Head Teacher Award (25 Merit Awards)
- 2 Stage Head Teacher Awards lead to a Stage Leader Award (50 Merit Awards)
- 2 Stage Leader Awards lead to a Principals Award (100 Merit Awards)
- 2 Principals Awards lead to a Principals Medal (200 Merit Awards)



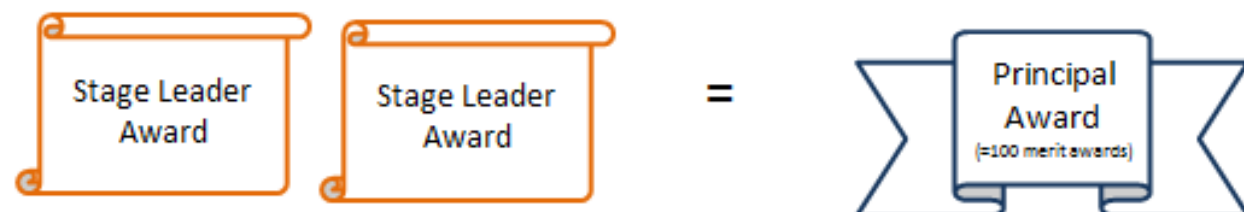
Once five **merit awards** are electronically entered students will be presented with a Year Adviser Award



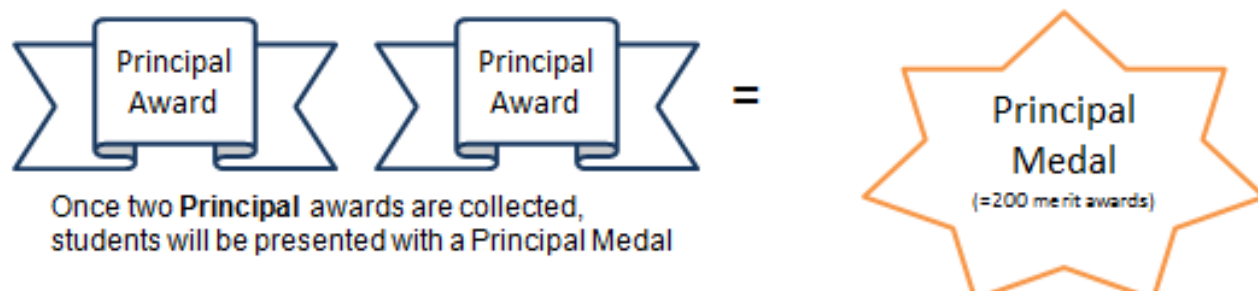
Once five **Year Adviser** awards are collected, students will be presented with a Stage Head Teacher Award



Once two **Stage Head Teacher** awards are collected, students will be presented with a Stage Leader Award



Once two **Stage Leader** awards are collected, students will be presented with a Principal Award



Once two **Principal** awards are collected, students will be presented with a Principal Medal

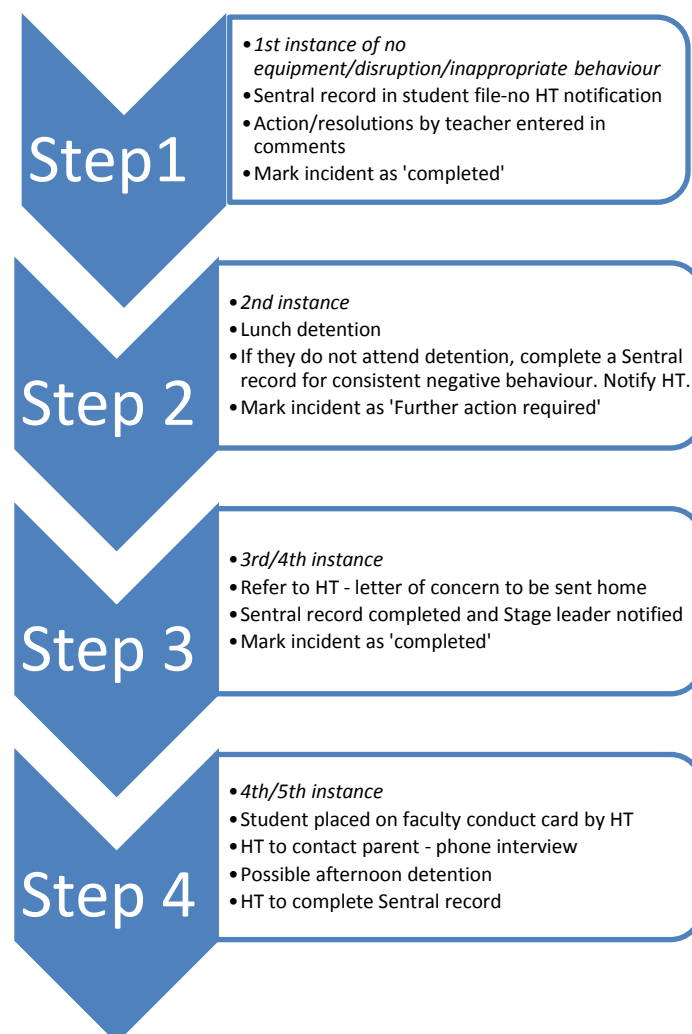
## Student Discipline Procedures

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. Process in the flow chart needs to be followed by all staff to ensure accepted standards of behavior and discipline code of conduct are followed. Suspension and expulsion are the options available to the principal in repeated cases of offensive behaviour and student not abiding by school rules. In such cases of unacceptable behaviour, parents should not be asked to keep students at home without the formal imposition of a suspension unless this is for the remainder of a school day as part of an approved program for personalized learning and support. Principals have authority, consistent with the provisions of these procedures associated documents, to suspend or expel a student from their own school. They will exercise this authority having regard to their responsibilities to the whole school community and to the principles of procedural fairness.

Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies. It is most effective when it highlights the parents' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school and the government school system will work with parents with a view to assisting a suspended student to re-join the school community as quickly as possible

- Link to DEC Suspension and Expulsion of Students Policy

[https://www.det.nsw.edu.au/policies/media/media/socialinclusiondownloads/suspol\\_07.pdf](https://www.det.nsw.edu.au/policies/media/media/socialinclusiondownloads/suspol_07.pdf)





## *People*

### *Principals*

**Principals** have the responsibility to:

- ensure a safe, secure and harmonious work environment for students and staff, and are accountable for this through their Directors, Public Schools
- develop, implement and monitor the school's discipline policy
- ensure that the school's policy is evaluated and reviewed by the school community at least every three years
- ensure that students, staff and parent(s) and carer(s) are provided with opportunities to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management
- provide a copy of their school discipline policy to their Directors, Public Schools when the policy is developed or whenever it is reviewed. A copy must also be made available to the families of children enrolled at the school
- give parents and students a copy of the discipline code or school rules when the policy is developed or whenever it is reviewed.
- ensure that all disciplinary actions involving suspension or expulsion from school are managed consistent with the Suspension and Expulsion of School Students Procedures.

### *Teachers*

**Teachers** are expected to participate in the development of the school discipline policy and to support its effective implementation.

### *Students*

**Students** have the responsibility to:

- follow the discipline code or school rules and to comply with staff directions regarding discipline and appropriate behavior
- show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimization or intimidation.
- move around school as quietly as possible and with consideration for others
- report to Reception if they are feeling unwell, with their diary signed by their teacher
- line up when at the canteen
- never smoke on the school property, on excursions, or in school uniform on their way to or from school
- never bring the following items to school:
  - alcohol or drugs, knives, guns or other weapons (Police will be involved automatically and student suspended)
  - cigarette lighters, matches or cigarettes
  - chewing gum
  - liquid paper and thinners
  - permanent felt tipped pens
  - aerosol cans, e.g. deodorants.
- never use electronic devices to disrupt the learning environment or interfere with the operation of the school in any way. (Refer to the Macarthur Girls Electronics Devices Policy for details on the School Intranet).

### *Parents*

**Parents** have the responsibility to:

- support the school in the implementation of the school discipline policy.

### *Personal Property*

- All clothing and equipment should be marked with permanent ink with the owner's name.
- Students are responsible for their own property and should not bring large sums of money or valuables to school.
- Lost property is handed in to Reception and if not collected is disposed of at the end of each term.
- PE Teachers will provide access to a secure locker for valuables during PE practical lessons. Students are responsible for ensuring their valuables are safely stored according to their teachers' instructions
- No responsibility will be taken for the theft or damage to mobile phones or electronic equipment (e.g. iPads, iPods, Tablets, iPhones, etc.) or other valuables brought to school.

### *Out of School*

- Students should cross Macarthur Street at the traffic lights and in Thomas Street at the 'wombat crossing'.
- School uniform should be worn to and from school.
- Students on excursion must wear full school uniform unless other arrangements have been made by the organising teacher.
- Behavior on buses and trains must be orderly. School passes will be withdrawn for smoking, bad language or unacceptable behavior.
- For the safety of students, once students arrive at school they must not leave the school grounds without the necessary permissions. If students leave the grounds without parental permission and without following school procedures they will be marked as truanting, which will attract consequences as per school policy.
- Playground and Buildings
- Before school, during lunch and recess, Students should be in the appropriate playground areas.
- Students are allowed in school buildings during these times if they are seeing a teacher, or three bells have been rung for wet weather. Students should only use allocated wet weather rooms when a wet break time is announced by the ringing of three bells.
- Students may only visit lockers before school, at recess and lunch.
- Students may not eat in any classroom unless a Deputy Principal has announced a wet recess or lunch.
- Movement in the corridors should be quiet and orderly. There should be no running in the buildings and students must keep to the left on stairs and in corridors.

### *Code of Practice*

Macarthur Girls High School rules are expressed in terms of responsibilities which each member of the school community is expected to honor appropriately. All the rules are based on the principle that every teacher has the right to teach and every student has the right to learn in a safe, positive environment. As a member of the school community your rights are also your responsibility to others.

# PROTECTING CHILDREN AND YOUNG PEOPLE

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## **Protecting and Supporting Children and Young People Policy**

The DOE policy sets out roles and responsibilities of staff in relation to child protection including training, reporting on safety, and supporting children and young people, as well as monitoring, evaluation and reporting requirements. Schools are required to provide a protective and caring school environment that ensures student safety, welfare and wellbeing.

[https://www.det.nsw.edu.au/policies/student\\_serv/child\\_protection/prot\\_children/PD20020067.shtml?query=protecting+children+and+young](https://www.det.nsw.edu.au/policies/student_serv/child_protection/prot_children/PD20020067.shtml?query=protecting+children+and+young)

## *Procedures*

Macarthur Girls High School cares for children, acts in the best interests of the children in its care at all times and take all reasonable steps to ensure the safety of those children in the context of the school's educational activities

Principals ensure that all staff:

- have participated in initial child protection induction and annual updates
- are aware of the indicators of abuse and neglect of children and young people, their obligations to advise the principal of any concerns about their safety, welfare and wellbeing, and the mandatory obligation to report suspected risk of significant harm and the procedures for doing so.
- establish workplace systems for coordinating services for families and children in ways that strengthen and support these and exchange information with other agencies as permitted by law
- escalate concerns if serious safety issues remain after a report has been made
- continue to support and promote the safety of the child or young person who is the subject of concerns
- comply with record keeping requirements, including staff completion of induction and annual updates, and reports to the Helpline.
- use professional judgement and appropriate tools such as the Mandatory Reporter Guide to make decisions
- report to Family and Community Services if the concerns are considered to be risk of significant harm
- seek advice from the Child Wellbeing Unit if there is uncertainty, the Mandatory Reporter Guide indicates this, or there is an observable pattern of cumulative harm.
- Keep a record of reporting Family and Community Services as confirmation that mandatory reporting requirements have been met. The report reference number should be recorded.

## Documentation

- The record and related papers are to be retained by principals or workplace managers in secure storage and kept confidential. These records are to be provided to any successor.
- Where a reference number has been provided by the Child Wellbeing Unit it must be recorded and kept.
- If serious safety issues remain after a report has been made to, and accepted by, Family and Community Services, principals or workplace managers will refer the matter to the departmental regional officer responsible for student services so the case can be taken up at a senior level within Family and Community Services.

## *Programs*

### **Child Protection Awareness Training (CPAT).**

All staff undertake online training every year and Senior Executive inform staff regarding any changes during staff meetings. Initiatives and programs to support child protection policy which have been put in place by Macarthur Girls High School include:

- active supervision before school and during school hours
- Excursion and Incursion Policies
- any person involved with working with students must have a current Working With Children Check
- PRIDE program makes students aware of rights and responsibilities
- Crossroads program addresses personal and social issues for all students in years 11 and 12, has a focus on relationships and drug use, and aims to prevent or reduce risk taking behaviours
- wellbeing teams and learning support teams assist students and their families in matters relating to learning support needs
- teaching communication skills, promote societal values and norms and develop skills and understandings for positive interpersonal relationships
- PRIDE program teaches students strategies for protecting themselves from abuse and assist them to seek help effectively
- attendance policy utilizes wide range of strategies to support the regular attendance of students, including extensive contact with parents' to resolve issues of habitual absence and non-enrolment
- counselling students, assisting parents or carers to make informed decisions about their child's education, assessing students' learning and behavior, assisting schools to identify and address disabilities that affect students' learning, liaising with other agencies about student wellbeing or referring students and their families to specialist services. School counselling service.

## *People*

### *Principal*

Principals and workplace managers must maintain a workplace register of staff participation in annual updates and of inductions of new staff, or they must sight individual records of staff inductions. This applies to all staff including non-teaching staff, part-time, temporary and casual staff.

A record is to be kept of reports to Family and Community Services as confirmation that mandatory reporting requirements have been met. The report reference number should be recorded.

The record and related papers are to be retained by principals or workplace managers in secure storage and kept confidential. These records are to be provided to any successor.

Where a reference number has been provided by the Child Wellbeing Unit it must be recorded and kept.

If serious safety issues remain after a report has been made to, and accepted by, Family and Community Services, principals or workplace managers will refer the matter to the departmental regional officer responsible for student services so the case can be taken up at a senior level within Family and Community Services.

### *Student Wellbeing Team*

The Student Wellbeing Team must adhere to mandatory procedures for conveying risk of harm concerns to the principal or workplace manager. Must maintain confidentiality at all times

### *Teacher*

The classroom teacher must adhere to mandatory procedures for conveying risk of harm concerns to the principal or workplace manager. Teachers follow their duty of care at all times. Failure to report allegations of reportable conduct or a suspicion of reportable conduct against a child who is under 16 years of age, based on reasonable grounds, is possibly an offence under Section 316 of the NSW Crimes Act.

The teachers' responsibility is to report any allegations or evidence of reportable conduct only to the Principal or his nominee. In addition, teachers:

- must not investigate allegations or suspicions of reportable conduct. Investigations must only be carried out by investigators specifically appointed for the purpose.
- maintain confidentiality at all times
- must follow DoE Code of Conduct and not engage in any inappropriate behavior with students.
- must comply with all relevant policies and procedures of the School applicable to electronic information and communication technology (ICT) and social media. Must maintain confidentiality at all times
- participate in a child protection induction and in annual updates. This includes all staff principals, workplace managers, teaching and non-teaching staff, part-time, temporary and casual staff and those who join during the year
- adhere to mandatory procedures for conveying risk of harm concerns to the principal or workplace manager
- ensure, where they have reported any risk of significant harm concerns to the principal or workplace manager, that the principal or workplace manager has reported those concerns to Family and Community Services
- report directly to Family and Community Services if they believe the principal or workplace manager has not reported risk of significant harm concerns to Family and Community Services, and they still have concerns about risk of significant harm
- ensure that any relevant information they become aware of, subsequent to a report being made to Family and Community Services or following contact with the Child Wellbeing Unit, is provided to Family and Community Services or the Child Wellbeing Unit respectively. If the additional information forms concerns about risk of significant harm a report must be made to Family and Community Services
- must supervise actively during playground duties and during class time.
- be aware of their duty of care at all times.
- must supervise students during excursions and teacher to student ratio is followed

#### *School Counsellors*

School Counsellors must adhere to mandatory procedures for conveying risk of harm concerns to the principal or workplace manager and maintain confidentiality at all times. If the Counsellor is unsure about whether or not to talk to a family about concerns that fall below the threshold of risk of significant harm, they can contact the Child Wellbeing Unit for advice.

## OUT-OF-HOME-CARE

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“If a child or young person is temporarily or permanently deprived of his or her family environment, or cannot be allowed to remain in that environment in his or her own best interests, the child or young person is entitled to special protection and assistance from the State, and his or her name, identity, language, cultural and religious ties should, as far as possible, be preserved.” Children and Young Persons (Care and Protection) Act 1998, Section

The out of home care policy relating to children and young people in statutory out of home care who is attending government schools, including preschools. The policy aims to enhance the participation, retention, educational outcomes and wellbeing of children and young people in statutory out of home care who are attending government schools, including preschools. The policy sets out the requirements relating to children and young people in statutory out of home care who are attending government schools, including preschools.

[https://www.det.nsw.edu.au/policies/student\\_serv/student\\_welfare/outhome/PD20100402.shtml?query=out+of+home+care](https://www.det.nsw.edu.au/policies/student_serv/student_welfare/outhome/PD20100402.shtml?query=out+of+home+care)

### *Procedures and People*

#### *Principals*

**Principals** have the responsibility to:

- ensure that assistance is provided to every child and young person regardless of their circumstances including their culturally and linguistically diverse backgrounds, religious or spiritual beliefs, gender and disabilities to access and participate in education on the same basis as all other students to achieve good educational outcomes
- ensure children and young people in out of home care have access to the full range of school activities and programs
- ensure information entered on the enrolment registration number (ERN) database for children or young people identified by the school as being in out of home care is updated when necessary. This includes using “split family” and “change student family” in the family management (family tree) function where there are different care circumstances for students and their siblings.
- give consideration to reviewing the plan where there are changes in other aspects of the child or young person’s life, such as a change of care placement, which may cause disruption to their schooling
- provide additional support to enhance the educational outcomes of children and young people in out of home care which may be provided by:
  - the carer, other professional staff (for example, speech therapists) and designated non-government agencies
  - other departmental staff, for example, school counsellors or learning and support teachers
  - must ensure the development and review of education plans is conducted in collaboration with the carer, caseworker, child or young person and other, appropriate, stakeholders.
- to ensure carers and the child or young person are provided with a copy of the education plan as soon as possible after it is developed and whenever it is reviewed. A copy should be provided, by the carer or school to Community Services NSW or the designated government or non-government agency with case management responsibility
- ensure each child or young person’s education plan is kept on file, is accessible to those who need access to it, and accompanies the child or young person’s record if there is a change of school
- send of copies of reports to caseworker twice a year
- ensure there is appropriate permission for access to information concerning children and young people in out of home care. Permission will not necessarily be required in all cases if, for example, this is

necessary under the Information Exchange provisions of part 16A of the Children and Young Persons (Care and Protection) Act 1998

- ensure the care status of a child or young person in out of home care is not disclosed, including to departmental staff, unless this is required by legislation or necessary for the safety, welfare and wellbeing of the child or young person. This includes disclosing information on a 'need to know' basis to enable the development of an education plan. Information may be provided to another agency if this is necessary under the Information Exchange provisions of part 16A of the Children and Young Persons (Care and Protection) Act 1998.

#### *Teachers*

**Teachers** have a responsibility to:

- participate in the development and implementation of education plans for children and young people in out of home care, the annual review of such plans, and to support their effective implementation.
- maintain the confidentiality of the care status of the child or young person in out of home care except as authorised by the principal (or otherwise required by law).

#### *Out of home care coordinators*

**Out of home care coordinators** have a responsibility to:

- coordinate and monitor the educational support for children and young people in out of home care in government schools.
- work with educational services staff, and relevant staff in other agencies, in establishing effective and efficient modes of working to improve the educational outcomes for children and young people in out of home care. This includes being a contact point for receiving information about children and young people entering out of home care and about health assessments conducted by NSW Health
- not disclose the care status of a child or young person in out of home care, including to departmental staff, unless this is required by law or necessary for the safety, welfare or wellbeing of the child or young person.

#### *Out of home care teachers*

**Out of home care teachers** have the responsibility to:

- work with school and educational services staff to build the capacity of teachers and schools to support children and young people in out of home care and improve their educational outcomes.
- never disclose the care status of a child or young person in out of home care, including to departmental staff, unless this is required by law or necessary for the safety, welfare or wellbeing of the child or young person.

#### *Carers*

School and educational services staff are expected to liaise with carers and the caseworker to encourage their involvement in the educational planning process for the child or young person in the care.

# SUPPORTING STUDENTS WITH DISABILITIES

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## **Supporting student with disabilities**

The primary responsibility for meeting the learning and support needs of students with disability lies with their school and the classroom teacher. The school learning and support team plays a key role in coordinating and planning support for students with disability and additional learning needs.

## **People with Disabilities - Statement of Commitment**

The policy outlines commitment to people with disabilities, education objectives based on the principle of “normalisation” and responsibilities at state, regional and school levels. It also articulates the rights of parents, caregivers and students.

[https://www.det.nsw.edu.au/policies/general\\_man/general/spec\\_ed/PD20050243.shtml?query=students+with+disabilities](https://www.det.nsw.edu.au/policies/general_man/general/spec_ed/PD20050243.shtml?query=students+with+disabilities)

Students and staff with disabilities will be provided with the same opportunities as other people to take advantage of the range of education, training and employment opportunities provided by the Department.

- This policy applies to all staff employed in Public Schools NSW in both school and non-school based positions. It also applies to students who attend public schools and has implications for each school community.
- This policy has been developed to reflect commitments made by the NSW Department of Education and Communities within its Disability Action Plan.

## ***Procedures and Programs***

The Learning and Support Team assists classroom teachers to address the educational needs of students with a disability, learning difficulty or behaviour disorder. Parents or caregivers have a vital role to play in the work of the Learning and Support Team through discussing and planning for their child's needs, therefore a consultation meeting is planned along with the Wellbeing team.

The primary responsibility for meeting the learning and support needs of students with disability lies with their school and the classroom teacher. The school learning and support team plays a key role in coordinating and planning support for students with disability and additional learning needs.

LAST (Learning and Support) - students who experience difficulties in basic areas of learning and behavior are supported by the LAST teachers. Personalized learning programs are implemented by the LAST for students needing support.

The integration funding support program is a targeted support program for eligible school aged students with confirmed disabilities enrolled in a regular class and attending on a full time basis. Personalized learning plans are prepared by the Wellbeing team for all students with integrated support.

Vision and Hearing Support - itinerant support teachers provide support for students with hearing and/or vision impairment and their teachers.

Every School Every Student- Funding Support for implementing targeted disability program for school aged students. The funds are to maximize full participation in the range of programs to for students with disabilities enrolled in regular classes.

Assisted Travel Support Program supports students with disability who are unable to travel to and from school under the Transport for NSW's School Student Transport Scheme may be eligible for transport



assistance under the Department of Education and Communities' Assisted School Travel Program (ASTP). This plays a significant role in meeting the needs of eligible students with disability by providing free specialized transport to and from school where parents and carers are unable to provide or arrange transport for the student either fully or in partial. This program is managed by Head Teacher Student wellbeing.

## *People*

### *Principal*

**The Principal** has the responsibility to:

- ensure that students, staff, parents and carers with disability are provided with the same opportunities as other people
- ensure school staff are aware of their obligations towards students with disability and their parents and carers under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.
- enforce that school and teacher practice supports the provision of personalised learning and support for students with disability
- distribute resources in a manner that enables the school to meet the identified learning and support needs of students with disability in consultation with students and or their parents and carers
- participate in the annual Nationally Consistent Collection of Data on Schools Students with Disability (NCCD).

### *Teachers*

**Teachers** have the responsibility to complete sections of NCCD as required.

### *Learning and Support Teachers*

**Learning and Support Teachers** have the responsibility for managing whole school data for NCCD each term.

## SUPPORTING EAL/D STUDENTS

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Learning English is essential for success at school and for further education, training and employment. Schools are required to provide support for students learning English as an additional language or dialect (EAL/D) so that they can fully participate in schooling and reach their full potential. This includes intensive English language support for newly arrived students and ongoing support for continuing EALD students.

[https://www.det.nsw.edu.au/policies/student\\_serv/equity/comm\\_rela/eald\\_advice.pdf](https://www.det.nsw.edu.au/policies/student_serv/equity/comm_rela/eald_advice.pdf)

### *Procedures and Programs*

Macarthur Girls High School, through differentiated curriculum and specific teaching and learning programs, will address the learning needs of students from culturally and linguistically diverse backgrounds require specific support.

Students who are learning English as a second language are provided with appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.

Macarthur Girls High School promotes positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by encouraging their active engagement in the life of the school.

### *People*

**The Principal** has the responsibility to:

- include EAL/D student support operations as an integral part of the school plan including professional learning, allocation of resources and regular evaluation
- ensure that the school meets its EAL/D student support accountability and reporting requirements including the completion of the school's EAL/D Annual Survey and EAL/D New Arrivals surveys
- allocate responsibilities for the management of EAL/D student support, including coordination, professional supervision and policy and planning
- ensure, that EAL/D teaching positions are filled by teachers with appropriate EAL/D teacher qualifications
- ensure that all teachers are able to cater for the needs of EAL/D students through the delivery of differentiated curriculum across all subjects
- establish and maintain procedures for the enrolment and appropriate class placement of newly arrived EAL/D students
- ensure the collection and maintenance of accurate EAL/D student data
- ensure the English language proficiency of EAL/D students is assessed, and updated regularly, using the EAL/D Learning Progression and recorded in ERN
- ensure procedures are in place for the identification, assessment, tracking and reporting on EALD students, including students requiring targeted support such as refugee and newly arrived students
- ensure the development and implementation of effective modes of EAL/D program delivery and teaching practices responding to the school's EAL/D need.
- report through the Annual School Report on how the English language proficiency loading and targeted (individual student) funding has been used to support EALD, newly arrived and refugee students.

### *Teachers*

**All teachers** have the responsibility to use culturally and linguistically inclusive strategies that support EAL/D learners to participate in classroom activities. These strategies may include encouraging the use of first language, using scaffolds and differentiating teaching, learning and assessment.

## SUPPORTING REFUGEE STUDENTS

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The United Nations 1951 Convention relating to the Status of Refugees defines a refugee as “a person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country...”.

Students in NSW government schools are identified as refugees and humanitarian entrants if:

- they have a refugee visa subclass
- they are asylum seekers who have had similar experiences to refugees, or
- they arrived as part of a humanitarian or family migration program but have had refugee-like experiences.

In general, students from a refugee background have greater educational and support needs than most other newly arrived EAL/D students. Refugees and asylum seekers have usually escaped from war or civil unrest, have often experienced trauma and in some cases torture, may have lost family members and have often spent long periods in temporary refugee camps or urban areas outside their own country.

Refugee children who have had disrupted or limited education prior to arrival in Australia, may have little prior experience of formal schooling, limited literacy skills in their first language and in addition may have complex welfare and health problems, including mental health issues as a result of their refugee experiences.

Students with disrupted education need additional EAL/D and literacy support and may take longer to achieve the language and content syllabus outcomes of their peers as they may not have the content knowledge or literacy skills in their first language on which to build new knowledge. Supporting refugee students

Resettlement support is critical in enabling refugees to overcome the impacts of trauma and adjust to life in Australia. All schools with refugee students have a responsibility to ensure that appropriate support is provided to meet their educational and welfare needs.

<https://detwww.det.nsw.edu.au/multicultural-education/refugee-student-support>

### *Procedures*

The school plan privileges, amongst other areas, the improvement of student learning and wellbeing, including attention to be paid to their literacy and numeracy skills, overall welfare and learning support. Refugee students often have higher learning support needs due to English often being a second language. Welfare issues that need to be addressed include, but are not limited to: the impact of trauma, dislocation, family issues and cultural adjustments. The school aims to attend to these issues through the following procedures:

- Profiles and PLPs to be devised for identified refugee students to be used by teachers at need
- Identified refugee students to be oriented into the school upon arrival
- Students to attend weekly refugee welfare meeting
- Bi-weekly tutoring sessions for literacy and numeracy to run in the school library
- School Counsellor to be available on request to deal with student wellbeing
- Parents and the wider community to be involved in their child’s progress at school through the School Community Liaison Officer and consultations with the Refugee Coordinator.
- Professional learning delivered to staff, and information on how to differentiate for refugee students uploaded to Staff Drive.

## *Program*

The school's aim is to develop and implement a Refugee Program over 2015-2016. The Program will include the following:

- Process of identification of learning and social needs of refugee students in consultation with parents
- Profiles and PLPs for identified refugee students
- Literacy and Numeracy support / tutoring through a partnership with NGO Reledev (for more information, see below)
- Weekly meetings for refugee students at lunchtimes
- Strategies for individual teachers to use to cater for the needs of refugee students
- Professional Learning for staff in understanding and catering for the needs of refugee students
- Orientation Program/Day to be developed and implemented for new refugee students
- Other, depending on identified needs

### **Reledev – D.R.E.A.M Australia**

Reledev is a non-profit organization providing Relief, Education and Development through projects both at home and abroad. It aims to empower and build promising futures through training, education and volunteering. Reledev is a non-denominational and non-political organisation. In 2016, Reledev is piloting D.R.E.A.M Australia, a community project that aims to empower girls from mixed refugee backgrounds.

Their program is premised on the belief that:

- Every girl should be given the opportunity to grow into their potential
- Every girl should have access to a supportive community network, and
- Every girl should feel fearless.

Tutorials will operate twice a week after school in the library at the same time as the Homework Club. The program will be open to refugee students in Years 7-11 (Tutorials for Year 12 for further consideration in future).

The following coverage is planned:

- English Tutorials - 1 hour per group per week
- Maths Tutorials - 1 hour per group per week
- Other subjects for further consideration in future.
- Tutorial Groups per Subject: Up to 3 groups of 6-10 girls each
- Target Ratio: 1 tutor to 3-5 students

The Refugee Coordinator will work with the following parties to ensure the development of the program:

- Head Teacher EAL/D
- Head Teacher Mathematics
- Head Teacher English

## *People*

### *Principal*

**The Principal** has the responsibility to:

- examine school practices and procedures to ensure they are consistent with the policy
- nominate a Refugee Coordinator and ensure they have access to training
- include strategies for the well-being of refugees in their school plans.

### *Head Teacher EAL/D*

**The Head Teacher EAL/D** has the responsibility to oversee the implementation of the Refugee Program in collaboration with the Refugee Coordinator.

### *Refugee Coordinator*

**The Refugee Coordinator** has the responsibility to:

- develop and implement the Program
- identify student needs
- devise student profiles and Personalised Learning Plans for identified refugee students
- welcome new refugee students to the school,
- work with NGO Reledev
- organise professional learning opportunities for staff around refugee awareness
- devise and post to the staff hard-drive teacher strategies for refugee students
- host the weekly refugee meetings.

### *Head Teacher English and Head Teacher Mathematics*

**The Head Teacher English and Head Teacher Mathematics** have the responsibility to deliver their current programs to the Refugee Coordinator so appropriate activities can be arranged during the tutoring sessions with the NGO, Reledev.

### *Teachers*

**All teachers** have the responsibility to:

- differentiate programs and lessons to cater for needs of refugee students
- monitor the needs of their students over time

### *The School Counsellor*

**The School Counsellor** has the responsibility to assisting with trauma management for refugee students.

### *The Community Liaison Officer*

**The Community Liaison Officer** is responsible for liaising with parents and the wider community about needs of students, including refugee students.

### *All Staff*

**All staff** have the responsibility for teaching and dealing with refugee students in a caring and understanding manner, acknowledging the social, emotional and learning difficulties they may face.

# THRIVE

- Nutrition in schools - Promote and model healthy eating and good nutrition in school programs
- Sun Safety for Students - Plan and implement best practice strategies for sun safety
- Student health - Promote the healthy development of students and protect the health and safety of those with health care needs
- Drug education - Educate children and young people about drugs and preventing drug misuse
- Road safety education, driver education and training - Educate students to be safe on the roads through road safety and driver education

## NUTRITION IN SCHOOLS

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Macarthur Girls High School promotes and model healthy eating and good nutrition at school.

School provides opportunities for students to learn about and practice ways of adopting and maintaining a healthy, productive and active life through the student welfare policies and programs and through Personal Development, Health and Physical Education, Science, TAS and HSIE. Our PRIDE program has modules to educate students regarding good nutrition and healthy lifestyle.

Link to Nutrition in Schools Policy

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

## SUN SAFETY FOR STUDENTS

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Our schools take sun safety seriously and implement a range of strategies to support school environments that protect students from the damaging effects of the sun.

Each school has a responsibility to provide a safe environment for students and staff and this includes providing adequate protection from the sun.

<http://www.schools.nsw.edu.au/studentsupport/studenthealth/sun-safety/index.php>

Shaded areas are provided students in the playground for sun protection during breaks times and before or after school. Students are encouraged to wear hats and sunscreen when outdoors and are required to wear a hat for all PE lessons. Sunscreen is provided for students at whole school outdoor events such as sporting carnivals and excursions.

## STUDENT HEALTH

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### Student Health

This policy provides a summary and consolidation of policy on student health in NSW public schools. It is designed to be read in conjunction with the department's student health website and the policy implementation documents.

[https://www.det.nsw.edu.au/policies/student\\_serv/student\\_health/student\\_health/PD20040034.shtml?query=student+health](https://www.det.nsw.edu.au/policies/student_serv/student_health/student_health/PD20040034.shtml?query=student+health)

At Macarthur Girls High School we follow the Student Health in NSW Public Schools Policy when implementing practices related to student health. The health and safety of students is relevant to learning and is important to schools. The present and future health of students can be enhanced by quality learning and positive experiences at school. All children and young people of legal school age are entitled to participate in education and training regardless of their health support needs. Support for students on health issues must be provided in a way that does not discriminate unlawfully against any student.

- Schools assist students who have health support needs at school by means that include the provision of first aid (including emergency care), the provision of temporary care when students become unwell at school, the administration of prescribed medications and health care procedures, and the development of individual health care plans if required.
- Students benefit if they are provided with opportunities to develop the knowledge, skills and understandings relevant to managing their own health. Taking into account what is reasonable and safe in an individual case; schools are expected to support students to develop independence in managing their own health.

- Schools rely on and value the cooperation of parents, medical practitioners, health services, other relevant agencies and local community resources to assist them to support the health of students. Schools must assist with the administration of prescribed medication or health care procedures during school hours where this support cannot reasonably be undertaken by parents or others outside school hours. The non-emergency administration of prescribed medication and health care procedures by staff is performed on a voluntary basis. The school's duty of care does not extend to administering medication and/or health care procedures to students who are able to administer this medication or carry out this procedure themselves. If, however, a student self-administers prescribed medication and/or health care procedures, the school has a duty to take reasonable steps to ensure that the self-administration is carried out safely.

## ***Procedures***

### **Students who become unwell at school and First Aid Procedures**

Students who become unwell or injured at school are transferred to sickbay and are provided with first aid at a local level by a first aid trained administration staff member. This care is provided in line with the department policy and procedures regarding first aid in schools. If possible and appropriate the student is transferred into the care of the parents/carer. All incidents requiring first aid care are documented in accordance with the Incident Reporting Policy.

[https://detwww.det.nsw.edu.au/policies/administrative/reporting/incident\\_reporting/PD20070362\\_i.shtm?query=incident+](https://detwww.det.nsw.edu.au/policies/administrative/reporting/incident_reporting/PD20070362_i.shtm?query=incident+)

### **Administration of prescribed medications and health care procedures**

The administration of prescribed medications and health care procedures is carried out by administrative staff members who are trained. Direct correspondence between the schools, parents and health care providers is necessary if a student requires specific health care procedures to be followed. All relevant staff are trained appropriately to administer medications..

### **Individual Health Care Plans**

Individual health care plans are developed for any student who has been: -

- diagnosed with severe asthma, type 1 diabetes, epilepsy or anaphylaxis and/or
- diagnosed as being at risk of an emergency and/or
- requires the administration of health care procedures

Relevant staff members, parents and practitioners are consulted in the development of individual health care plans and in any cases where their assistance in administration of prescribed medication and/or health care procedures may be called upon.

## ***Programs***

### **First Aid Training and Professional Learning**

All staff members undergo annual mandatory professional learning in first aid through the completion of the E-Emergency Care Certificate and Anaphylaxis training. Staff members are also provided with the opportunity to receive CPR training. This training is mandatory for staff members wishing to conduct an excursion.

Administration staff who provide care for unwell or injured students are provided with additional first aid training through the completion of a Senior First Aid Certificate.



## Health Education and Engagement Programs

The following programs operating within the school provides opportunities for students to learn about and practise ways of adopting and maintaining a healthy, productive and active life.

- Years 7 – 10 PDHPE and TAS Curriculum
- PRIDE Welfare Program
- Sports Council
- Sporting Challenge
- Sporting Carnivals
- Integrated Curriculum (Healthy Lifestyles Unit)

## People

### *The Principal*

**The Principal** is responsible for negotiating an appropriate arrangement for temporary care of students who are unwell at school.

### *School Administration Staff*

**School Administration Staff** (SASS) are responsible for providing temporary care for students who are feeling unwell or who are injured at school, until parents can be contacted and care can be transferred to the parent/carer. In cases of emotional distress the Head Teacher Student Wellbeing, Year Advisors and Counsellors may be called upon to assist in the care of the student.

Health Care Plans are reviewed annually and staff members are informed of any changes in relation to students' health care needs when necessary. Students with anaphylaxis conditions, diabetics or any other severe physical or mental health issues have an individual health care plan prepared by Head teacher Wellbeing.

### *Parents/Carers*

**Parents** have the responsibility to:

- co-operate with the school on student health matters
- inform the school of the health needs of the child at enrolment or when health conditions develop or change
- liaise with the child's medical practitioner about the implications of any health condition on schooling and convey advice and information from the medical practitioner to the school
- if required, provide prescribed medication and 'consumables' for administration by the school in a timely way and as agreed with the principal
- where relevant, collaborate with the school in planning to support the child's health needs at school including updating information and reviewing plans.

## DRUG EDUCATION

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Children and young people are influenced through many life experiences. Schools teach and guide children and young people to develop resilience, courage and self-regulation in responding to social and environmental influences.

The policy sets out requirements for school to plan and implement appropriate responses to drug related incidents, with an emphasis on prevention through drug education and safe and supportive school environments, and intervention and support for students who may be involved.

[https://www.det.nsw.edu.au/policies/student\\_serv/student\\_welfare/drug\\_incid/PD20020040.shtml?query=drug+education](https://www.det.nsw.edu.au/policies/student_serv/student_welfare/drug_incid/PD20020040.shtml?query=drug+education)

It also covers the possession and use of illegal drugs, and the misuse of over-the-counter and prescribed medications, including the supply of restricted substances, on school premises by students. It also covers the possession and use of alcohol and tobacco on school premises by employees and visitors.

## *Programs*

The purpose of the PRIDE program (CROSSROADS – Drugs and Alcohol) is to maximize support for young people at risk of misusing drugs. It assists school to implement appropriated prevention and intervention strategies, and to identify and support young people who may be experiencing drug use problems. Drug education is a part of PDHPE curriculum as well. Children and young people are influenced through many life experiences. At Macarthur Girls High School we teach and guide students to develop resilience, courage and self-regulation in responding to social and environmental influences

## *People*

### *The Principal*

The **Principal** has the responsibility to:

- implementing policy and procedures for managing drug related incidents in schools
- ensuring the school rules and consequences about possession and use of tobacco, alcohol and illegal drugs at school by students are made known to students, staff and parents
- ensuring departmental policy about tobacco and alcohol use on school premises by visitors and community groups is made known to the school community
- monitoring and reviewing the implementation and effectiveness of responses to drug related incidents
- ensuring all drug-related incidents are managed in conjunction and consistent with Drugs in Schools Procedures for Managing Drug-Related Incidents.

### *Head Teacher Student Wellbeing*

**Head Teacher Student Wellbeing** has the responsibility to:

- support the implementation of the Drugs in School Policy
- inform the Principal when they have reasonable grounds to suspect that a student is involved in drug related behaviors.

### *Year Adviser*

**Year Adviser** has the responsibility to:

- construct the PRIDE lesson (CROSSROADS – Drug Education) and to be delivered by roll call teachers for three terms
- work closely with Head Teacher Student Wellbeing, Counsellors and Roll Call teachers with regards to suspected student involved in drug related behaviors.
- monitor student participation in PRIDE lessons (CROSSROADS) and follow-up students who are not participating in the lesson.

### *Counsellors*

**Counsellors** have the responsibility to:

- work collaboratively with Head Teacher student Wellbeing and Year Adviser.

### *Teachers*

**Teachers** have the responsibility to:

- deliver PRIDE lesson (CROSSROADS – Drug Education) during PRIDE time Monday to Wednesday for three term
- encourage students to establish and maintain healthy lifestyles free of problems associated with drugs.

### *Parents*

**Parents** have the responsibility to:

- support the school in the implementation of the school discipline policy
- encourage students to establish and maintain healthy lifestyles free of problems associated with drugs .

Students have the responsibility to:

- follow the discipline code and to comply with staff directions regarding misuse of drugs and alcohol
- show respect for teachers, fellow students and other staff and not engage in any form of prohibited drugs.

## **ROAD SAFETY EDUCATION, DRIVER EDUCATION AND TRAINING**

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The Road Safety Education, Driver Education and Training Policy is designed to support effective road safety education programs in NSW public schools K-12. It also assists schools to plan effective driver education for students in Years 9 and 10 and Stage 6 Crossroads.

[https://www.det.nsw.edu.au/policies/curriculum/schools/road\\_safe/PD20020033.shtml?query=road+safety](https://www.det.nsw.edu.au/policies/curriculum/schools/road_safe/PD20020033.shtml?query=road+safety)

### *Programs*

Effective road safety education programs are taught in each stage of learning (7-10) as part of Personal Development, Health & Physical Education (PDHPE) syllabuses at Macarthur Girls High School.

- Driver education programs are being taught as part of the PDHPE 7-10 syllabus.
- RYDA excursion.

### *People (Roles and Responsibilities)*

All school staff have the responsibility to:

- ensure that road safety is taught as part of the Personal Development, Health and Physical Education key learning area within each stage of learning
- take reasonable measures to protect students against risk of injury or harm which should have reasonably been foreseen
- take reasonable care for the health and safety of all in the workplace.

### *Parent/Caregivers*

**Parents/Caregivers** have the responsibility to:

- cooperate with the school and other government agencies on issues relating to road safety
- where relevant, collaborate with the school in planning to support the child's safety needs at school .

### *Students*

**Students** have the responsibility to:

- contribute to the provision of a healthy and safe environment
- co-operate with staff in managing safety
- develop the understandings and skills needed to progressively manage their own safety.