



GRC Peakhurst Campus Student Wellbeing, Management and Engagement Policy





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Student Wellbeing, Management and Engagement Policy

As a NSW Public School, our guidelines are aligned with the Department of Education's policies and procedures. For further information, please refer to the

Department of Education Wellbeing Framework for Schools

https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf

Our belief:

Georges River College Peakhurst Campus is committed to creating a safe, caring and effective learning environment for its students. The welfare, happiness and wellbeing of students at GRC Peakhurst, is of paramount importance.

The aim of our Student Wellbeing, Management and Engagement policy is to, support students in their overall learning and development and in becoming self-directed, life long learners. By becoming active participants in their own long-term social and ethical development, students can create a positive future for themselves and for the wider school community.

At GRC Peakhurst Campus, students, teachers and parents work closely together to help students grow into compassionate, caring and principled members of our community. Students are encouraged to evaluate their behaviours according to principles and values that guide their lives and to the shared beliefs of our school and our community.

Our policy focuses on addressing the personal, social and learning needs of our students, by creating a safe, harmonious and caring school environment, in which students are nurtured and supported as they learn and develop into responsible young citizens.

The purpose of this Student Wellbeing, Management and Engagement policy is to:

- Foster ethical values and responsible attitudes within the school community.
- Develop and encourage a sense of social responsibility to the needs of individuals and groups in the school community.
 - Provide a framework for developing self-discipline.
 - Enhance students' self-acceptance and acceptance of others.
- Strengthen the interaction between the Peakhurst Campus and home and to encourage staff, students and parents to share the responsibility for student wellbeing.
- Ensure that the facilities and organisational structures of the Peakhurst Campus facilitate the positive interaction between students, staff and parents.
- Provide students with quality education in a supportive educational setting which promotes the rights and responsibilities of each individual and is conducive to teaching and learning.

Quality Education: A Definition Derived from the Quality Schools Consortium

Quality Education is education that engages all school participants, including students, teachers, parents,

administrators, support staff and members of the local community in learning that adds quality to the lives of the participants and leads to competence, success and fulfilment both within and beyond the community.

These outcomes are dependent upon the involvement of participants in work, skills and learning experiences that are meaningful and useful to the individuals involved. Engagement of participants is enhanced through the use of processes that include lead management practices to foster continuing dialogue, encouragement, self-evaluation, self-responsibility, constant improvement and best efforts on the part of all participants.

The involvement of all participants in such processes is only possible in a learning environment that is non-coercive, supportive, needs-satisfying and enjoyable.

Dryden J The Quality Schools initiative: Analysis of an education reform as perceived by principals in K-12 consortium schools. Unpublished doctoral dissertation, University of the Pacific, Stockton, C

THE GRC WAY







The GRC Way



Be Respectful



Be Responsible



Aim for Excellence

SCHOOL EXPECTATIONS



OUR SCHOOL EXPECTATIONS



- ♦ RESPECT others and their property.
- ♦ LISTEN to instructions.
- ♦ Be MOTIVATED - Always try to do your best.
- ♦ HANDS OFF.
- ♦ Be ORGANISED and on TIME.

THE GRC WAY		RESPECT	RESPONSIBILITY	EXCELLENCE
SETTINGS	ALL SETTINGS	I will: <ul style="list-style-type: none"> ★ use appropriate language and tone ★ follow instructions ★ say no to bullying ★ care for others and their property ★ treat everyone as I want to be treated ★ be accepting of others ★ be a positive and ethical digital citizen 	I will: <ul style="list-style-type: none"> ★ wear my school uniform with pride ★ be organised and prepared for all lessons ★ act safely ★ communicate safely and appropriately when using social media ★ ensure my mobile phone is switched off and out of sight ★ keep my hands off others ★ be in the right place at the right time 	I will: <ul style="list-style-type: none"> ★ try my best at all times ★ attend school on time every day ★ be proud of my achievements and strive for success ★ take pride in the appearance and culture of my school ★ participate in activities beyond the classroom
	CLASSROOM	I will: <ul style="list-style-type: none"> ★ put my hand up and wait my turn ★ listen attentively ★ encourage others ★ speak and ask questions politely 	I will: <ul style="list-style-type: none"> ★ be prepared ★ bring and look after equipment ★ be on time ★ remain on task ★ seek assistance when needed 	I will: <ul style="list-style-type: none"> ★ complete all my work to the best of my ability ★ continue to improve ★ submit all set work and assessment tasks
	CORRIDORS	I will: <ul style="list-style-type: none"> ★ be on time ★ respect other students' learning ★ be considerate of others ★ make way for others ★ maintain personal space ★ speak quietly ★ use appropriate language 	I will: <ul style="list-style-type: none"> ★ line up and wait quietly ★ keep corridors clean and tidy ★ be punctual to class ★ calmly walk inside buildings ★ keep to the left 	I will: <ul style="list-style-type: none"> ★ know my timetable ★ arrive prepared for classes and practical lessons

SETTINGS	ASSEMBLIES AND ROLLCALL	I will: <ul style="list-style-type: none"> ★ listen to all announcements ★ move quickly and quietly ★ have all equipment displayed as requested ★ congratulate the achievements of others appropriately 	I will: <ul style="list-style-type: none"> ★ follow procedures ★ be prepared 	I will: <ul style="list-style-type: none"> ★ always follow staff instructions ★ participate appropriately ★ sit quietly ★ complete all booklets to the best of my ability
	PLAYGROUND	I will: <ul style="list-style-type: none"> ★ respect others and their property ★ listen to others ★ clean up when requested 	I will: <ul style="list-style-type: none"> ★ be inclusive ★ keep my school clean ★ be considerate of others ★ look after my belongings ★ be water-wise 	I will: <ul style="list-style-type: none"> ★ always follow staff instructions ★ be in the right place at the right time ★ be proud and appreciate my surroundings
	TOILETS	I will: <ul style="list-style-type: none"> ★ respect all facilities ★ respect others and their property ★ keep the area clean 	I will: <ul style="list-style-type: none"> ★ keep my school clean ★ report all problems to a member of staff ★ be considerate of others ★ look after my belongings ★ be water-wise ★ be hygienic 	I will: <ul style="list-style-type: none"> ★ conserve water and paper ★ use toilets during break times ★ always follow staff instructions
	CANTEEN	I will: <ul style="list-style-type: none"> ★ wait my turn ★ maintain personal space ★ only purchase items for myself ★ be polite to the canteen staff 	I will: <ul style="list-style-type: none"> ★ wait quietly in two lines behind the yellow line ★ always follow staff instructions 	I will: <ul style="list-style-type: none"> ★ only be in the canteen if I am purchasing items ★ smile and say 'please' and 'thank you'
	TRANSPORT	I will: <ul style="list-style-type: none"> ★ stand up for members of the public ★ wait in line ★ speak politely and quietly ★ maintain personal space ★ stand to the side while members of the public enter or exit the bus 	I will: <ul style="list-style-type: none"> ★ keep food and drink off the bus ★ keep my belongings with me at all times ★ have my travel pass or money ready 	I will: <ul style="list-style-type: none"> ★ follow instructions ★ be respectful and responsible ★ be a good ambassador for my school
	COMMUNITY AND PUBLIC PLACES	I will: <ul style="list-style-type: none"> ★ use polite language and tone ★ act safely ★ care for others and my surroundings 	I will: <ul style="list-style-type: none"> ★ take pride in my uniform and appearance ★ lead by example ★ assist others and be helpful 	I will: <ul style="list-style-type: none"> ★ be a responsible member of the community ★ be a good ambassador for my school ★ strive for success ★ be proud of myself

STUDENT MANAGEMENT & ENGAGEMENT

BEHAVIOUR

Students are expected to be respectful, responsible and aim for excellence whilst at school and in the community. At all times, students should behave in a way that enhances their own reputation and that of the school. Peakhurst Campus is a place where we endeavour to ensure that all students will feel happy and safe.

MERITS AND POINTS

Positive behaviour is rewarded through a system of merits and awards. Each student begins the year on 0 points and is able to gain points when they receive Merit Certificates or Principal's Awards for excellent effort, participation and/or performance. Students who continue to gain sufficient merit awards will be promoted to a higher level and receive subsequent rewards. At the end of each term, students who have displayed positive behaviour, and have not had any negative incidents recorded, may be eligible for bonus points.

Students behaving inappropriately may be placed on yellow or red levels. In this case, parents/carers will be notified so that we may work together to help resolve the problem. The onus of responsibility is on students to correct their behaviour. Students placed on a yellow or red level will be closely supervised by the Deputy Principals and are required to complete a program of daily monitoring over a number of weeks.

Level	Points
Gold	50+
Silver	40 – 49
Bronze	30 – 39
+2	20 – 29
+1	10 – 19
0	0 – 9
Yellow	Suspension Caution
Red	Return from Suspension

WHOLE SCHOOL APPROACH TO MANAGING STUDENT BEHAVIOUR

DISCIPLINE IS....

"A system of relationships, rewards, rules and sanctions..."

Discipline Guidelines for Student Behaviour

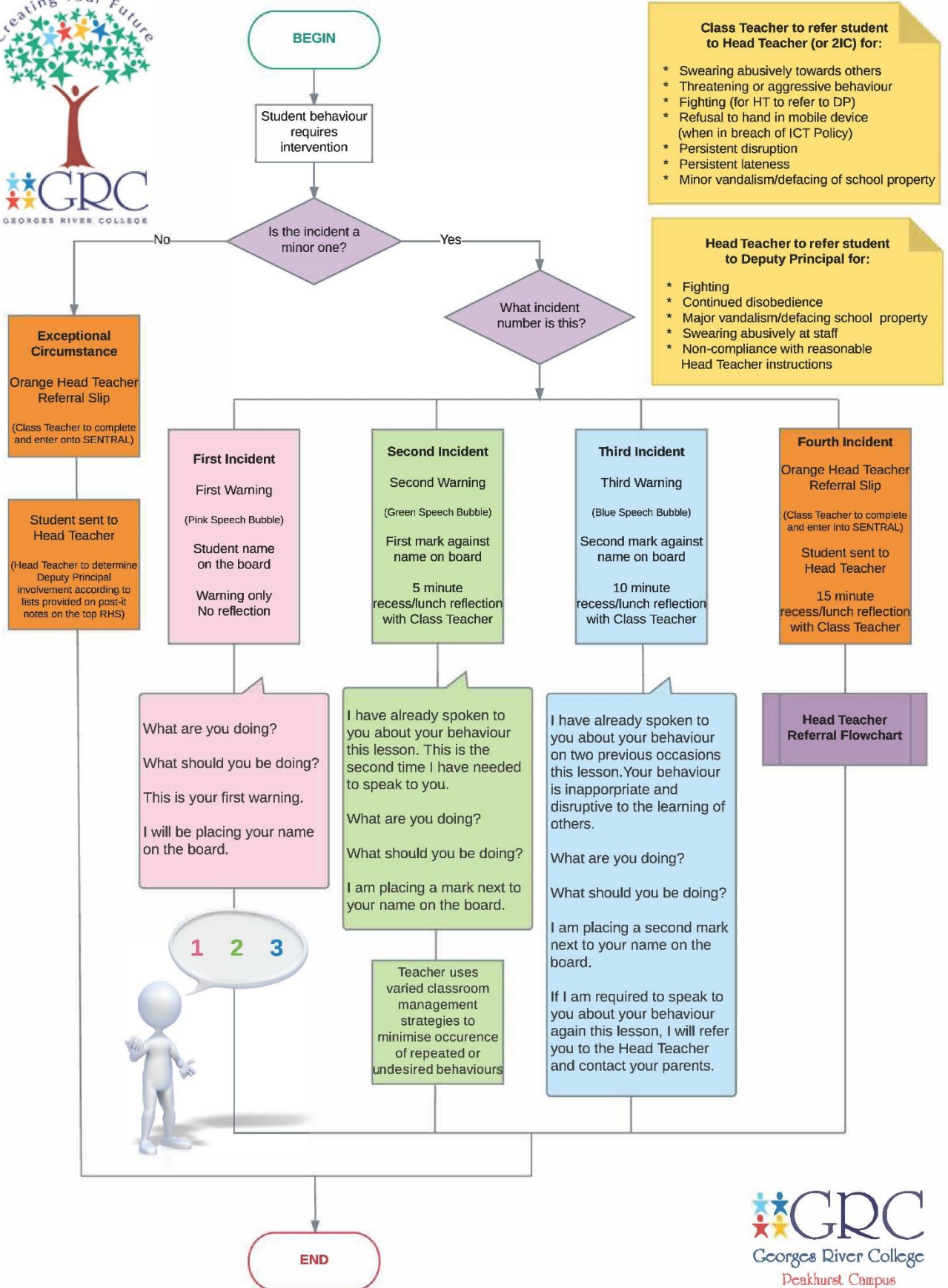
As a NSW Public School, our guidelines are aligned with the Department of Education's policies and procedures. *For further information, please refer to the Department of Education Wellbeing Framework for Schools*

https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf

At GRC Peakhurst Campus, our Student Management Referral Flowchart incorporates the management of behaviour issues to ensure that each student has the opportunity to excel academically, socially and emotionally in a safe and supportive learning environment.

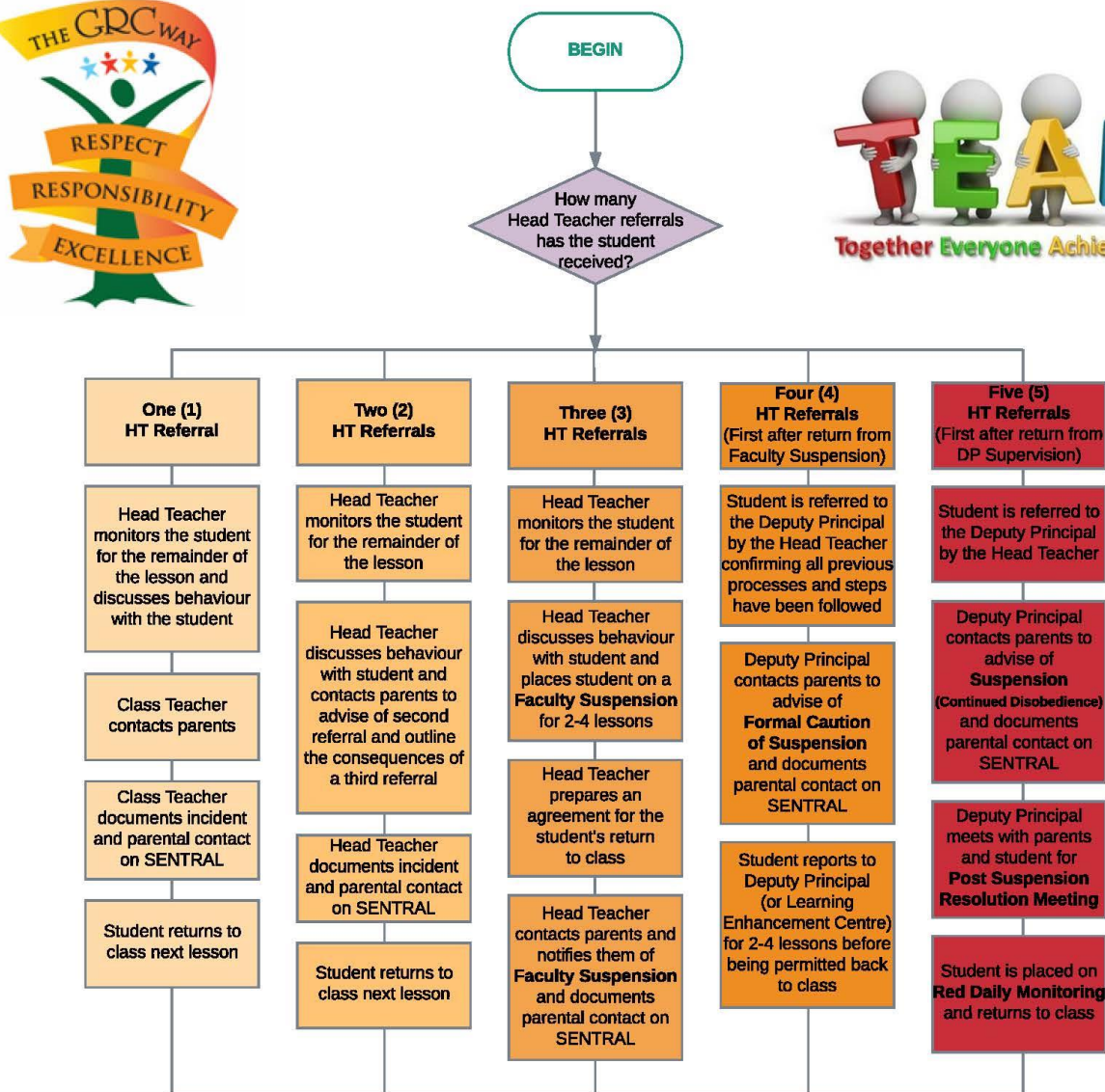
BEHAVIOUR MANAGEMENT REFERRAL FLOWCHART

Georges River College Peakhurst Campus | Updated: October 2017



HEAD TEACHER REFERRAL FLOWCHART

Georges River College Peakhurst Campus | Updated: October 2017



RESPECT IS EARNED.
HONESTY IS APPRECIATED.
TRUST IS GAINED.
LOYALTY IS RETURNED.



CONSISTENCY IS WHAT
TRANSFORMS AVERAGE
INTO **EXCELLENCE**

Behaviour
Management
Referral Flowchart

END



TEACH
encourage
instruct
MENTOR
PRAISE
influence
respect
GUIDE
INSPIRE

The Wellbeing and Learning Enhancement Team

The Wellbeing and Learning Enhancement Team meet fortnightly and comprise of:

Principal
 Deputy Principals
 Head Teacher Wellbeing
 Head Teacher Special Education / Learning Enhancement
 School Counsellors
 Learning and Support Teachers (LaST's)
 Student Advisors
 Girls Supervisor
 Careers Advisor
 EAL/D Teacher
 Student Representative Council Coordinators
 Home School Liaison Officer
 School Chaplain / Youth Workers
 Anti Racism Coordinator (ARCO)

The Wellbeing and Learning Enhancement Team's priorities are to ensure that addressing student wellbeing at GRC Peakhurst:

- Encompasses everything that the school community does to meet the personal, social and learning needs of students and to enhance their wellbeing.
- Is reflected in the way a school community demonstrates care, ensures safety and provides opportunities for students to enjoy success and recognition.
- Is achieved through the total school curriculum and the way it is delivered.
- Focuses on developmental and preventive strategies in all areas of the curriculum and ensures that students with special needs have appropriate support.
- Provides programs and support which acknowledge differences and promote harmony.
- Links families with community support services.

Roles and Responsibilities in the Area of Student Wellbeing and Learning Enhancement

Principal

The Principal's major areas of accountability are:

- Ensuring that the education and wellbeing of all students have the highest priority in the operation of the school.
- Providing quality education for all students in accordance with the priorities of the New South Wales Department of Education and the curriculum requirements of the New South Wales Education Standards Authority.
- Providing educational leadership and developing a vision for the school in consultation with the school community.
- Providing effective communication between the school and the community and promoting the full participation of the school community in the development and achievement of the school plan and strategic directions.
- Managing the school in an effective, efficient and equitable way within available resources and within the relevant legal and policy framework.
- Ensuring efficient and effective management of staff is a high priority in the school.

Specifically, in the area of Student Wellbeing, the Principal is accountable for:

- A comprehensive student wellbeing, management and engagement policy which is regularly reviewed and includes the principles of natural justice and procedural fairness.
- Policies, programs and practices which are regularly reviewed and which promote the protection, safety, self-esteem and wellbeing of students.
- Addressing the wellbeing needs of each student in a safe, responsive and harmonious teaching and learning environment.
- Providing staff training that will promote the consistent implementation of student wellbeing and discipline procedures, in particular child protection, and ensuring staff are conscious of their special duty of care to students in all educational activities in and out of school.
- Practices that ensure all students are treated in accordance with any additional needs.

Deputy Principal

In the area of Student Wellbeing, Management and Engagement, the Deputy Principal is responsible for:

- Providing leadership in shaping the school's educational policies and practices.
- Ensuring management decisions and educational initiatives are consistent Department of Education policies.
- Developing and implementing sound effective management and administration systems.
- Assisting in whole-school strategic planning and implementation.
- Overseeing and coordinating the day to day organisation and administration of the school.
- Overseeing the Head Teacher Wellbeing in the co-ordination of student wellbeing networks, policies and programs.
- Supervising Head Teachers and classroom teachers in matters relating to areas of responsibility, curriculum, management and administration.
- Encouraging and developing active student participation in school life.
- Fostering a wide range of strategies and programs to improve student outcomes and wellbeing.
- Liaising with parents and community on matters relating to areas of responsibility.
- Supporting parent and community interaction and participation in educational programs and school policy issues.
- Helping promote the school within the community.

Head Teacher Wellbeing

In the area of Student Welfare, the Head Teacher Wellbeing's role includes:

- Leading and supervising the personnel and resources of the school's Wellbeing Team.
- Convening regular Wellbeing Team meetings / Learning Enhancement Team meetings and liaising with staff to provide feedback regarding student wellbeing issues as appropriate.
- Liaising with Executive Staff, School Counsellors, Careers Adviser/Girls' Supervisor, LaST's, HSLO and other key personnel within student wellbeing roles.
- Assisting Principal, Deputy Principal and Student Advisers, with parent, teacher and student interviews.
- Assisting in the formulation and review of the School Wellbeing Policies and Programs.
- Co-ordinating the organisation of and assisting in implementation of whole school wellbeing programs. e.g. Peer Support, Mind Matters, Peer Mediation and specific year group programs.
- Facilitating the implementation of preventative and remedial programs for student wellbeing. e.g. personal development, health, mental health, mentoring, school attendance and drug education.

- Being available to counsel and provide guidance to all students in relation to learning and personal needs. In urgent cases, students may need to be withdrawn from lessons.
- Consulting with, and being consultant to, staff and students regarding aspects of students' behaviour and wellbeing.
- Working closely with counselling staff in liaising and networking with community wellbeing agencies including Family and Community Services, Community Health Centres, Youth Support Services, Juvenile Justice, 3 Bridges, Headspace, Georges River Life Care and Family Planning Association as examples.
- Facilitating and organising professional learning opportunities for staff.
- Organising seminars and information evenings for parents / P&C / community stakeholders.

Students Advisers

Each year group is closely monitored by a Student Adviser (or Year Adviser) whose role is to identify specific needs and provide support to individual students. They encourage students to participate in a range of activities and develop their leadership skills and strive to resolve student difficulties and to ensure the most appropriate outcomes for each individual student is attained. Where possible, the Student Advisers will remain with their students during Year 7 through to Year 10, providing continuity for students.

Student Advisers monitor student needs and provide wellbeing services by:

- Being available to students before school, recess and lunch times and attending fortnightly wellbeing team and learning enhancement team meetings after school.
- Being approachable and extending to students trust and confidentiality.
- Possessing a sound understanding of Child Protection and Student Wellbeing policies and procedures.
- Promoting wellbeing, cooperation and a sense of identity with the school.
- Organising specific Year Group activities throughout the year in line with the School's Wellbeing, Management and Engagement Policy.
- Assisting the Deputy Principal in student enrolment processes/provision of a buddy to orientate new students.
- Ensuring each student has an accurate timetable and assisting new students to settle in by ensuring students are familiar with basic school procedures.
- Monitoring and mentoring students within year group using restorative practices.
- Informing/Updating staff regarding medical/personal/family issues (where appropriate) that may impact upon the wellbeing and/or academic progress of students.
- Monitoring and following up poor attendance patterns and liaising with the student, parents, Deputy Principal, Head Teacher Wellbeing and the HSLO where necessary to obtain a satisfactory attendance rate and fortnightly check of students' absence percentages.
- Being the first contact for students, parents and staff in matters concerning a student's overall attendance, progress and wellbeing at school.
- Gathering interim reports on a student when required and assisting with the development of Semester 1 and 2 Student Reports.
- Coordinating Year Meetings as required.
- Consulting with the School Counsellor, the Head Teacher Wellbeing, the Deputy Principal and other experienced personnel in making appropriate referrals re students when necessary.
- Monitoring students causing concern and pass information on to the Deputy Principal and/or Head Teacher Wellbeing.
- Organising work for students with extended absence.
- Liaise with Head Teacher Special Education/Learning Enhancement regarding Special Provisions and/or with the Careers Adviser and coordinate Pathways for students at risk.
- Liaise with Head Teacher Special Education/Learning Enhancement, Head Teacher Wellbeing, Counsellor and Senior SASS/SASS.

Head Teacher Special Education/Learning Enhancement

In the area of Learning Enhancement, the Head Teacher Special Education will:

- Assist in the identification and assessment of students with learning difficulties
- Participate in fortnightly Student Wellbeing / Learning Enhancement Team meetings.
- Liaise with Head Teacher Wellbeing, Student Advisers and Counsellors regarding students identified as experiencing difficulties in basic areas of learning in the mainstream classroom.
- Liaise with Head Teacher Wellbeing, Student Advisers and Counsellor regarding Special Provisions and Access Requests.
- Oversee and assist the Learning and Support Teachers.

Learning and Support Teacher (LaST)

The LaST's role is to assist schools in catering for those students in regular classes who are experiencing difficulties in basic areas of learning, regardless of the cause of the difficulties. In carrying out this role, the LaST will:

- Assist in the identification and assessment of students with learning difficulties
- Provide assistance to all identified students by:
 - Developing special/ group programs
 - Developing individual provisions
 - Liaising with classroom teachers
 - Provide classroom support for identified students
 - Training and developing staff
 - Providing information and resource lists
- Work with program coordinators and classroom teachers, predominantly in a team teaching role within classrooms, to implement programs.
- Assist with the monitoring of student progress on all programs and evaluate programs for students with learning difficulties.
- Monitor students with low support needs by:
 - Assisting with the identification of students
 - Making appropriate referrals for the testing of students
 - Organising of NESA special considerations
- Monitor students requiring Transition support by:
 - Assisting with the identification of students
 - Preparing PLP's
- Manage the integration of students into the classroom.

Student Representative Council Coordinator

The role student representative council coordinator is to oversee student representatives of Georges River College Peakhurst Campus in their planning and organization of activities and projects that will foster the social growth and civic development of all students.

The role of the Student Representative Council Coordinator is to facilitate the academic, cognitive and social-emotional development of the student leadership body at Georges River College Peakhurst Campus. This involves the planning and organisation of various activities that foster the social growth and civic development of all students: In carrying out this role, the SRC Coordinator will:

- Formally mentor formal and informal student leaders, prompting their personal development through sustained exposure to meaningful, contextually appropriate extra-curricular opportunities.
- Collaboratively lead the Peer Support program by developing the skills of SRC students to facilitate small-group activities aimed at easing the transition process for Year 7 students.

- Liaise and engage with external providers to offer school-based initiatives that explicitly engage with adolescent mental health and wellbeing concerns.
- Facilitate student involvement in external and in-school public speaking and leadership opportunities, including the Mental Health Public Speaking Challenge and Leadership By The River.
- Coordinate SRC students' involvement in formal assemblies, including training and preparing the chairpeople who oversee each event and all SRC members who present publically at assembly.
- Organise, plan and supervise the annual Leadership Camp, aimed at developing the social and communication skills of formal and informal school student leaders in order to foster a growing community of leaders.
- Assist the Primary Links program by mentoring SRC students in order to support primary-school students, supervising teachers and represent the school's core values of inclusivity.
- Run annual democratic elections that enable students to elect their leaders.
- Coordinate the interview process for School Captain applicants.
- Mentoring SRC students to proactively embody school values throughout all formal and informal interactions, thereby nurturing a positive, inclusive school culture.
- Coordinating regular whole-school events that enable the school community to creatively explore the school's core values, enhance awareness and empathy for global issues as well as offer social and financial support to charitable causes, including World Vision child sponsorship.

Careers Advisor

In the area of Student Wellbeing, the Career Adviser's role includes:

- Assisting with access to special support services.
- Reporting on students where appropriate.
- Liaising with Student Advisor and Head Teachers to coordinate alternative pathways for identified 'at risk' students. Providing access to work experience and workshops for students interested in seeking alternative choices of education or employment.
- Providing link, workshops and work experience between school, work and TAFE for identified students at risk of not completing the Record of School Achievement.

EAL/D

The role of the EAL/D teacher is to:

- Assess the needs of eligible EAL/D students.
- Discuss with classroom teachers and administrators the options available for EAL/D support.
- Advise or discuss with classroom teachers strategies which can be used in the classroom to help EAL/D students learn English.
- Co-operatively plan units of work with the classroom teacher.
- Undertake face-to-face teaching of EAL/D students, individually or in small groups, working on specific problems or needs.
- Report back to classroom teachers on the work covered and any progress made or problems discovered – academic, social, cultural or emotional.
- Advise classroom teachers on cultural differences which may cause difficulties in the early stages of the EAL/D student's adjustment to the new country / school.
- Provide resources to classroom teachers / teacher aides where requested
- Request to attend parent interviews where appropriate, for EAL/D teacher input.

In addition to the above, EAL/D teachers are also required to:

- Attend fortnightly Wellbeing Team meetings to update the Wellbeing and Learning Enhancement Team members of the types of support currently being provided to students in their school and of any changed or developments in support, timetables, teacher needs.
- Keep school informed of the availability of community groups or services that may be able to provide support for migrant and/or refugee families and also of translating and interpreting services for students eligible for EAL/D support.
- Negotiate timetables and levels of support provided to individual students, in consultation with classroom teachers and other support teachers.

School Counsellors

The school counsellors are available at Georges River College Peakhurst Campus to assist students with additional Wellbeing needs:

The School Counsellor's role in Wellbeing includes:

- Providing counselling services to students.
- Assisting with access to special support services.
- Supporting staff/parents in dealing with students and challenging behaviours.
- Supporting the school in times of crisis.
- Liaising with agencies outside the school to support students.
- Providing long suspension reports for the Principal.
- Maintaining guidance records in relation to student wellbeing.
- Assessing students where appropriate.
- Reporting on students where appropriate.
- Assisting with integration accreditation process.
- Management of behaviour programs where appropriate.
- Supporting students with specific concerns.
- Assisting with the transition of students.

Supervisor of Girls

The Supervisor of Girls is a female school teacher appointed to advise female school students and to promote their interests in high school.

The specific roles of the Supervisor of Girls include:

- Interviewing and counselling girls.
- Advising the Principal/Deputy Principal/Head Teacher Wellbeing of any matters causing concern.
- Liaising with the Head Teacher Wellbeing and School Counsellor for skilled support when required.
- Referring students to the Head Teacher Wellbeing or School Counsellor for counselling or specialised assistance.
- Liaise with school staff when relevant and appropriate.
- Following consultation with the Principal, Deputy Principal or Head Teacher Wellbeing, contacting parents to discuss students' emotional and social concerns (if necessary).
- Maintaining records of girls noting additional needs, circumstance or support.
- Keeping records of interviews.

- Driving the implementation of special initiatives for girls
- Coordinate immunisations.

The Supervisor of Girls should not become involved in implementing punitive disciplinary measures as this could act as a barrier to promoting or maintaining a warm trusting relationship with a student. Acquiring the student's confidence and trust is fundamental for one to be able to work in a proactive manner with students and assist them to achieve positive outcomes.

Home School Liaison Officer (HSLO)

Home School Liaison Officers (HSLOs) are specially trained teachers whose role is to monitor students' school attendance. They work with schools to encourage all students to attend school regularly.

The role of Home School Liaison Officer is to:

- Liaise between all parties to assist in the resolution of attendance problems.
- Provide Wellbeing Support.
- Support Equity Outcomes.
- Visit schools on referral to resolve attendance issues.
- Conduct periodic roll checks.
- Interview/clarify contributing factors associated with attendance concerns.
- Suggest solutions.
- Collaborate with other Department of Education personnel.
- Form support teams.
- Support students, parents and schools.
- Monitor results of interviews.
- Participate in student absence reduction programs.
- Organise conciliation conferences.

Police Youth Liaison Officer (PYLO)

Police Youth Liaison Officers (PYLOs) is Senior Constable Kelly Stewart

The role of the Police Youth Liaison Officer is to:

- Educate students about drugs and alcohol
- Cyber bullying and bullying and the law
- Promote our school's and the police's community partnership

School Chaplain / Youth Workers

Georges River College Peakhurst Campus employs Youth Workers through Georges River Life Care and 3 Bridges. Our Youth Workers are employed 7 days a fortnight. Youth Workers are an integral part of the Wellbeing Support Team as they support the extensive network of student support both within the school and through external agencies.

Anti Racism Co-ordinator

Members of the school community can make a complaint about racism, including students, parents, staff members and members of the school's wider community. Complaints of racism within the school community should be directed to the school's Anti-Racism Contact Officer (ARCO).

The ARCO is the central point of contact for complaints of racism. They record complaints and resolution methods, and maintain all data in line with the Department of Education policy guidelines.

Students' Rights and Responsibilities

Students have the right to:	Students have the responsibility to:
<ul style="list-style-type: none"> be treated with dignity, respect and courtesy. 	<ul style="list-style-type: none"> treat all members of the school community with dignity, respect and courtesy.
<ul style="list-style-type: none"> be valued as individuals, free from prejudice, harassment, intimidation and to feel secure at all times. 	<ul style="list-style-type: none"> value the individual differences of others, not to harass others verbally or physically and always act in a manner that ensures the safety of others.
<ul style="list-style-type: none"> express thoughts, feelings and ideas honestly and without fear. 	<ul style="list-style-type: none"> listen, respect and be open to others' point of view.
<ul style="list-style-type: none"> curriculum which is appropriate to individual and collective needs. 	<ul style="list-style-type: none"> take full advantage of learning opportunities and to allow others to do the same.
<ul style="list-style-type: none"> effective and positive teaching within a learning environment which is free from unnecessary disruption. 	<ul style="list-style-type: none"> allow the teacher to teach effectively.
<ul style="list-style-type: none"> regular scheduled classes. 	<ul style="list-style-type: none"> attend classes punctually.
<ul style="list-style-type: none"> equal access to teachers' time. 	<ul style="list-style-type: none"> ask for help and assistance, but not to monopolise the learning time.
<ul style="list-style-type: none"> participate in and be informed of decisions within the school. 	<ul style="list-style-type: none"> be aware of decision-making process.
<ul style="list-style-type: none"> a clean, safe, smoke-free and attractive school environment. 	<ul style="list-style-type: none"> maintain and keep safe, clean and attractive environment.
<ul style="list-style-type: none"> have all property respected. 	<ul style="list-style-type: none"> respect personal, private and school property.
<ul style="list-style-type: none"> be informed regularly of their progress. 	<ul style="list-style-type: none"> listen to and act on progress reports from teacher.
<ul style="list-style-type: none"> be provided with all relevant information regarding work requirements. 	<ul style="list-style-type: none"> meet work requirements.

Wellbeing Initiatives

The following wellbeing initiatives are aimed at supporting the learning and wellbeing of our students by addressing issues and concerns relevant to their specific needs. These include:

- Aboriginal Education Programs
- Achieving Success
- Love Bites Program
- Mind Matters

- Anger Management
- Bullying
- Building Resilience
- Behaviour in Public Places
- Multiculturalism/Anti-Racism
- Career Paths
- Crime Prevention
- Drug Education
- Georges River Life Care Shine Program
- Riverwood Community Centre Life Skills
- Motivation
- Organisational Skills
- Own It Program
- Pacific Islander Program
- Self Defence Classes
- Sex-Based Harassment
- Strength Program
- Study Skills
- Technology Issue

GRC Peakhurst Campus Anti-Bullying Policy

As a NSW Public School, our guidelines are aligned with the Department of Education's policies and procedures. *For further information, please refer to the*

Department of Education Bullying of Students – Prevention and Response Policy

<https://education.nsw.gov.au/policy-library/policies/bullying-of-students-prevention-and-response-policy>

School Commitment

To provide a supportive and inclusive Wellbeing policy and programs which engage every member of our school and the wider community. We have a firm commitment to ensure that the GRC Peakhurst Campus community actively support the social and emotional learning (SEL) of our students.

Staff, students, parents and the wider community must work collaboratively and cohesively to incorporate a support network aligned with our school values and commitment to Peak Learning (PBL).

GRC Peakhurst Campus **Student Wellbeing, Management and Engagement Policy** is based on the school community's belief that every student has the **right** to:

- Be taught in a safe, inclusive and supportive learning environment
- Be known, cared for and valued as an individual
- Be treated with respect at all times

Values

Respect for self and others

Responsibility for our actions

Excellence in all areas of learning

GRC Peakhurst Campus Anti-Racism Policy

As a NSW Public School, our guidelines are aligned with the Department of Education's policies and procedures. *For further information, please refer to the*

<https://education.nsw.gov.au/policy-library/policies/anti-racism-policy>

School Commitment to ensure that our students are provided with every educational opportunities and staff, are working in an environment which does not discriminate against individuals regardless of race, gender or religion.

At Georges River College Peakhurst Campus we work in line with Departmental policies to ensure that our Mobile Phone policy is aligned with the Department of Education's policies and guidelines to ensure that all students are able to be educated in an environment which maximizes their learning outcomes and is not compromised by issues caused by incorrect use of mobile phones. For further information please refer to <https://education.nsw.gov.au/about-us/strategies-and-reports/our-reports-and-reviews/mobile-devices-in-schools>

GRC Peakhurst Campus Aboriginal Education Policy

- At Georges River College Peakhurst Campus we work in line with Departmental policies and the ideals underpinned in Aboriginal Education and Training of which is the core business for all staff. Through these ideals our school is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so they excel and achieve in every aspect of their education.
- This commitment ensures all staff have access to professional learning opportunities and students are engaged with school programs in collaboration with community and professional networks and agencies to assist in closing the gap in educational outcomes between non indigenous and indigenous students.

<https://education.nsw.gov.au/teaching-and-learning/aec/policy-strategy-and-business-systems>

http://www.federalfinancialrelations.gov.au/content/npa/health/_archive/indigenous-reform/national-agreement_sept_12.pdf

What is Bullying?

Deliberate, repeated and **targeted** psychological, emotional and/or physical harassment of one person by another or a group, occurring at school or in transit between school and home. Bullying includes the harassment of staff and/or students of GRC Peakhurst Campus based on gender, race, disability and sexual orientation.

GRC Peakhurst Campus has a zero tolerance towards all forms of **Bullying and/or cyber bullying**.

Bullying behaviour can be:

- **Verbal** – name calling, continued teasing, spreading rumors, abuse, putdowns, sarcasm, insults, threatening physical abuse
- **Physical** – hitting, punching, kicking, scratching, tripping, spitting, hair pulling, biting
- **Social** – ignoring, excluding, ostracising, alienating, making inappropriate gestures, inappropriate use of mobile phones, malicious SMS/Email /social media messages
- **Psychological** – spreading rumors, dirty looks, hiding or damaging possessions, stand over tactics and forcing a student to do something they do not want to do
- **Racism** – making racial slurs, mocking cultural traditions, making offensive gestures
- **Sexual** – unwanted physical contact, offensive jokes, abusive comments related to supposed sexual behaviour
- **Cyber Bullying** – refers to bullying through information and communication technology

Cyber Bullying

Cyber bullying is an intentional, repeated behaviour by an individual or group to cause distress or undue pressure to others using technology.

Cyber bullying includes all communications that seek to threaten, humiliate, intimidate, control or put another person or persons down.

Cyber bullying is part of the school's anti-bullying policy and must be reported immediately.

Strategies to prevent bullying

We will provide student wellbeing systems that enable all students to feel safe and valued.

- Peer Support Program
- Year Meetings
- Wellbeing Team
- Student Wellbeing Seminars and Presentations
- Programs supported by our community agencies
- Peer Mediation

Strategies to deal with bullying**STUDENTS:**

- must report all incidents to the teacher
- must not retaliate
- are encouraged to seek support from friends
- avoid risky situations
- stand up for yourself and others being bullied by being assertive
- talk about it with others who can help you decide how to handle the situation – friends, teachers, Year Advisor, Peer Support leader and School Counsellor

PARENTS:

- ask your child about their day
- talk to your child about the impact of bullying
- contact the school if you are aware of or suspect bullying

TEACHERS:

- engage in current professional learning programs on bully prevention strategies / plans
- intervene if they witness or suspect a student is being bullied
- report the incident to an Executive Teacher or Student Advisor
- record the incident on SENTRAL

DEPUTY PRINCIPAL/ PRINCIPAL:

- monitor bullying behaviour of students who are repeat offenders
- organise support programs for victims, bullies and bystanders
- liaise with parents or caregivers
- implement anti-bullying messages into the curriculum
- update SENTRAL entries
- follow DoE guidelines

Strategies to deal with cyber bullying**STUDENTS will:**

- **Not respond** online to the bully
- **Block or delete** the person
- **Save the evidence and print it out**
- Report all incidents to either : Teacher, Year Advisor, Head Teacher or Deputy Principal

PARENTS will:

- Support their children in developing positive online usage on all forms of technological media
- Be open and transparent to any discussion around cyber bullying and listen to your child's concerns
- Notify the school if they observe changed behaviours in their child or have concerns about cyber bullying

TEACHERS will:

- Set classroom expectations for ICT
- When evidence is presented by the student, do not delete but download, save, confiscate and refer to senior management, counsellor and parents
- Record on SENTRAL database
- Respect and support students

DEPUTY PRINCIPAL/ PRINCIPAL will:

- Fully investigate the incident
- Implement school procedures
- Contact parents
- If necessary - Involve School Counsellor, Year Advisors (OR)
- Contact Police

Monitoring and Evaluation

Georges River College Peakhurst Campus' Anti-bullying policy is to be reviewed regularly. Patterns of student behaviour will continue to be monitored through the SENTRAL student management and data administration system.

GRC Peakhurst Campus Anti-Racism Policy

1. What is Racism?

The Human Rights Commission defines racism as follows:

Racism can take many forms such as name-calling or verbal abuse, harassment or intimidation. Racism can directly or indirectly exclude people from accessing services or participating in employment, education, sport and social activities. It often manifests through unconscious bias or prejudice. Racism serves to perpetuate inequalities in access to power, resources and opportunities across racial and ethnic groups.

Racist attitudes and beliefs are misconceptions about people based on perceived racial lines and are often founded on the fear of difference, including differences in customs, values, religion, physical appearance and ways of living and viewing the world.

2. Effects of Racism

Racism can adversely affect:

- Educational outcomes
- Individual happiness and self-confidence
- School climate
- Cultural identity
- School and community relations
- Student behaviour

3. Indicators of Racism in Schools

Some indicators of racism include the following:

- Hostility or lack of co-operation between groups
- Appearance of racist graffiti
- Display of racist behaviour, including comments, ridicule or abuse, cyber-racism as well as physical harassment and assault

4. School-Based Strategies

Anti-racism education strategies comprehensively address the three dimensions of the Anti-Racism Policy:

- Promoting acceptance of and respect for Australia's cultural, linguistic and religious diversity
- Challenging prejudiced attitudes
- Ensuring that sanctions are applied against racist and discriminatory behaviours; refer to School Disciplinary Procedures

GRC Peakhurst Campus encourages the participation of all sections of the school community in the activities of the school.

GRCPeakhurst Campus Mobile Phone Policy

Mobile Phones: Acceptable Use Policy

1. Purpose

- Students, their parents or carers must read the policy and understand the acceptable use policy as a condition upon which permission is given to bring mobile phones to school. The home school agreement should be signed to acknowledge recognition of this policy.
- The acceptable use policy for mobile phones also applies to students during school excursions, educational visits and extra-curricular activities on the school site and on external visits.

2. Responsibility








- The decision to provide a mobile phone to their children should be made by parents or carers. It is incumbent upon parents to understand the capabilities of the phone and the potential use/misuse of those capabilities.
- Parents/Carers should be aware that if their child takes a mobile phone to school, the school cannot accept responsibility for any loss, damage or costs incurred due to its use.
- Parents/Carers are reminded that in case of emergency, student services at the front office remains the first point of contact and can ensure your child is contacted quickly and assisted in the relevant way.


3. Acceptable Uses

- The school recognises the importance of emerging technologies present in modern mobile phones. Teachers may wish to utilise these functions to aid teaching and learning and students will have the opportunity to use these at the direct instruction of the class teacher. The use of mobile phones in one lesson for specific purposes does not mean blanket usage is then acceptable.
- Mobile phones should be switched off and kept out of sight once the student enters the perimeter gates at the start of the day.**

Mobile phones and associated paraphernalia e.g. Headphones, chargers etc. should not be seen whilst moving between and during lessons, recess and lunch.

- Please see the table below for directed times that mobile phones, earphones or chargers can/can not be acceptably used.

Entry to school Turned off and placed in bag	Roll call	Period 1	Period 2	Recess	Period 3	Period 4	Lunch	Period 5	End of school
									Phones may be turned on at the end of the day after dismissal from class ONLY

Key for above;  = not acceptable to be seen at any time with phone.

4. Unacceptable Uses

- Students should not use mobile phones to check 'the time', this should be done with planner usage or on a watch.
- **Using mobiles to bully and threaten is unacceptable and illegal.** Cyber bullying will not be tolerated. In some cases it can constitute criminal behaviour.
- Unless express permission is granted, mobile phones should not be used to make calls, send messages, internet usage, take photos or any other associated application.
- Listening to music through headphones will not be allowed in any lesson. Music may be played by the class teacher to improve ambience for learning but will be done through classroom speakers.
- Mobile phones are banned from all examinations.

5. Sanctions

- Students who infringe the rules will have their phone confiscated and sent to Deputy Principal immediately. Phones will be kept in named envelopes in the Deputy Principals / Principals safe.
- **On the first infringement**, the mobile phone will **be confiscated**. The student will be able to collect their mobile phone at the end of the school day.
- **Persistent Offenders:** parents will be contacted and asked to collect the phone at their earliest convenience.
- **Students arguing** with any member of **staff** over a mobile phone infringement will be dealt with very **seriously**. Members of staff have been asked to implement the policy consistently and therefore there should be no cause for argument.

6. Rationale

- GRC Peakhurst understands that mobile phones are an important part of many young people's daily lives and parents may require their children to have a phone for a variety of reasons including safety and ease of contact. When used appropriately in the school environment, mobile phones can be a useful learning tool. However, mobile phones have the potential to cause significant disruption to learning, safety and the efficient operation of the school. This policy outlines how mobile phones are to be used appropriately whilst at school.
- This policy refers to mobile phones, however, the term also incorporates the use of other electronic devices including, but not limited to, iPods, digital cameras and electronic games.

Mobile Phones in the Classroom

- Students are required to have their phones switched off and placed in their bags during lessons. Where a student has to leave their bag outside of the classroom, such as Science or Food Technology lessons, they may keep the phone in their pocket. They are not permitted to have a mobile phone out in any class unless directed by a teacher as part of an educational activity. The use of a mobile phone will not be used as a reward for good student behaviour.

Mobile Phone use between classes

- Students are not to use their phone in any way whilst moving from class to class.

Mobile phones in examinations

- Students are not permitted to have a mobile phone with them during an examination. It is also a breach of NESA rules to bring a phone into a HSC Examination.

Inappropriate use of a phone

- Any use of a mobile phone during class time, without teacher permission, is inappropriate. Examples of inappropriate phone use during **class time** and **recess and lunch** include the:
 - phone ringing or vibrating
 - checking of time

- answering or making of calls
- sending of a SMS or text message
- playing of games, video, media or music
- access of the internet, including social media
- audio recording, videoing or photographing of the teacher or students in the class

Action if Mobile Phones are used inappropriately

- If a teacher deems that a phone has been used inappropriately they may:
- Ask the student to put the phone in their pocket or bag
- Refer to the Head Teacher- phone confiscated until the end of the day
- Refer to Deputy – phone confiscated until the end of the day