

KINGSCLIFF HIGH SCHOOL



ACHIEVEMENT THROUGH ENDEAVOUR

STUDENT WELLBEING AND DISCIPLINE POLICY

2020-2022

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KINGSCLIFF HIGH SCHOOL

Student Wellbeing and Discipline Policy

1. STATEMENT OF PURPOSE

Student wellbeing is the responsibility of the whole school community. A well organised and managed *student wellbeing and discipline policy* that is comprehensive and has the support and commitment of staff, parents, students and the community will create an environment in which effective teaching and learning can take place and a climate in which all students can experience a sense of identity, security, purpose, achievement and support.

The Kingscliff High School's *Student Wellbeing and Discipline Policy* fosters engagement in learning, sets clear limits, recognises appropriate behaviour and applies consequences for inappropriate behaviour. The Policy reflects our school's values and is written in accordance with the **Core Rules** for students in NSW government schools.

[Core Rules in NSW Government Schools](#)

This policy outlines a system of relationships, rules and recognitions designed to develop self-discipline within students. School wellbeing initiatives and disciplinary procedures play an important role in guiding students through adolescence towards responsible adulthood. Staff, parents and students must accept the balance which exists between personal freedom and the responsibilities necessary in our diverse learning community.

Inspiring students to become lifelong learners and aspirational citizens

2. VALUES AND CORE RULES

Kingscliff High School Values

Our Values:

- **Safe:** Physically, socially and emotionally
- **Tolerant:** Acceptance of diversity
- **Achieving:** Working to potential
- **Respectful:** Treating others as you want to be treated

The NSW Core Rules

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and co-operating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated

[NSW Core Rules](#)

[Behaviour Code for Students](#)

3. STUDENT WELLBEING

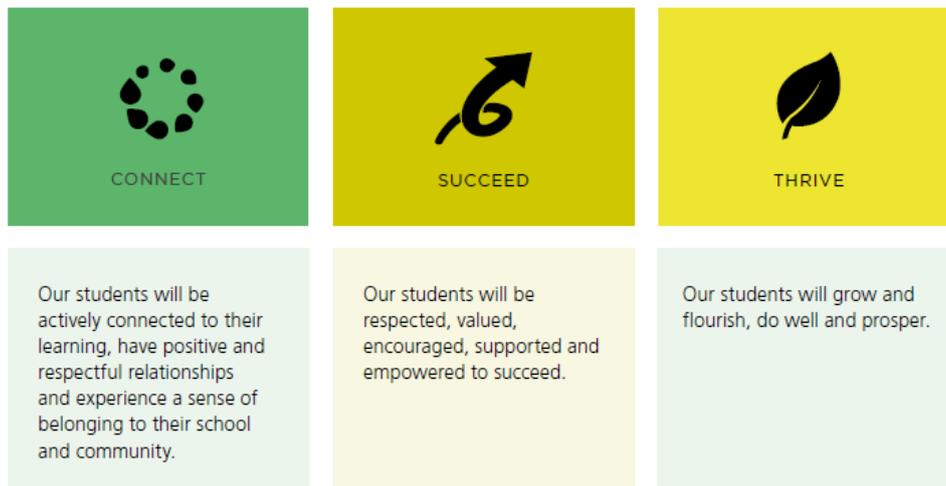
Wellbeing is more than the absence of physical or psychological illness. In very broad terms, wellbeing can be described as the quality of a person's life.



Education &
Communities

Public Schools NSW

The Wellbeing Framework for schools



[Student Wellbeing Framework](#)

Student Wellbeing Support Personnel

Kingscliff High School has a range of skilled and experienced staff with a variety of responsibilities in supporting student wellbeing. Please follow the hyperlink for a description of each role.

- [Principal](#)
- [Deputy Principal](#)
- [Head Teacher Welfare](#)
- [Wellbeing Co-ordinator](#)
- [Year Adviser](#)
- [School Counsellor](#)
- [Senior Psychologist Education](#)
- [Itinerant Support Teachers](#)
- [Aboriginal Education Officer \(AEO\)](#)
- [Learning and Support Teacher \(LaST\)](#)
- [Home School Liaison Officer \(HSLO\) and Aboriginal School Liaison Officer \(ASLO\)](#)
- [Student Case Managers](#)
- [School Learning Support Officers \(SLSO\)](#)

Home School Liaison Officer and (HSLO) & Aboriginal School Liaison Officer (ASLO)

Student Wellbeing Programs

In addition to engagement in a good quality learning environment, students benefit from a variety of special programs and services offered by school staff and community providers. There are a number of benefits from participation for both the student and the school, including:

- Heightened awareness of support networks for all participants
- Significant reduction in interpersonal relationships issues at school for participants; i.e. dealing with social conflict and bullying issues
- Improvement in behaviour and school attendance of most participants.

Please follow the hyperlink for a description of each program.

- [Take a Stand](#)
- [Girls Group - Being Real](#)
- [Boys Group – Being Real](#)
- [Rock and Water](#)
- [Life Ready](#)
- [Stewart House](#)
- [Whole Youth Secondary Program](#)
- [Music for Life](#)
- [Switched On – Respectful Relationships](#)
- [Wellbeing Expo](#)
- [Positive Adolescent Sexual Health \(PASH\)](#)
- [Youth Frontiers](#)
- [Safe On Social](#)
- [Recre8 - Bush Adventure Therapy Program](#)
- [Upstander Day](#)
- [Youth Aware Mental Health \(YAM\)](#)

4. ACCEPTABLE BEHAVIOUR GUIDELINES

Positive Behaviours for Learning (PBL)

Kingscliff High School has a focus on explicitly reinforcing positive behaviour expectations to support every student. STAR students at Kingscliff High School are **Safe, Tolerant, Achieving and Respectful**.

Strategies:

- STAR student posters displayed in all classrooms and other areas of the school
- PBL expectations taught at stage assemblies
- STAR student sessions in K Week for Year 7
- Explicit discussion in classes

We believe that behaviour intervention works most effectively when school and home work together to reinforce and support positive behaviours.

Be a STAR student In the classroom		
	How you do it	What it looks like
S Safe	Follow staff directions Line up Remain seated Hands and feet to self	
T Tolerant	Nice or nothing Acknowledge other's opinion Accept difference Be patient	
A Achieving	Be on time Be prepared for learning Do your best Celebrate success	
R Respectful	Hats off, earphones away Speak appropriately Look after equipment and the learning space Use technology as directed for learning	

School Expectations



To be a STAR student in the Classroom

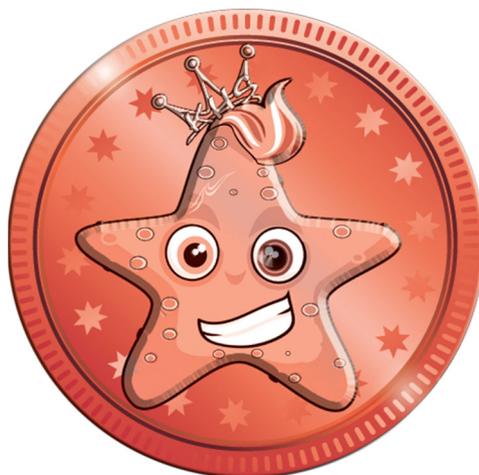
We should:

- Arrive at class before my teacher starts the lesson
- Listen to and carry out teacher directions
- Bring what I need to each lesson
- Allow myself and others the opportunity to learn
- Follow safety rules in specialist classrooms
- Respect the belongings of other students and school property
- Take pride in my work and do my best
- Be tolerant of the attitudes/responses/beliefs of other students
- Complete all work and activities to the best of my ability.

To be a STAR student in the Playground

We should:

- Respect the personal space of others
- Share playground areas with others
- Put rubbish in the bins
- Play school approved games/sports in the right place
- Share active areas
- Take care of school property and equipment
- Return borrowed equipment
- Show sportsmanship and be tolerant of different skill levels
- Play fairly and safely within the rules
- Be sun safe.



Attendance at School

NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children. (Compulsory School Attendance- Information for Parents, DoE 2015)

[Compulsory School Attendance- Information for Parents](#)

Some points to assist parent awareness:

- The amended Education Act (1990) requires parents to ensure that children between the ages of six and seventeen attend school each day that the school is open for instruction.
- Regular attendance is described as 100%. Except in the case of absences for reasons identified and accepted as valid by the Principal eg. sick. An 85% or 90% attendance record is not regular attendance.
- If children are absent from school, parents are required to provide the school with an acceptable explanation within seven days of the absence.
- Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An *Application for Extended Leave* may need to be completed

ROLL CALL: All students, juniors and seniors are required to attend a Roll Call period at 8.45 am each day. Seniors are required to attend Roll Call even if they have a study period during periods 0, 1 and 2.

ABSENCES: On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Whole Day Absences - notes should be provided for all absences explaining the reason for the absence. This, by law, should be provided within 7 days of the absence and handed in to their roll teacher. Alternatively notes can be faxed to 02 6674 3270. **All correspondence with the school should include student's full name, year and parental signature.**

Long Term Absences: should be discussed with Year Advisers prior to the absence if possible

Late Arrivals: All students who arrive late for their first class must report to the front office window with a note (from care provider) explaining both the reason for lateness and the time of arrival at school. Students arriving late without a note must report to a Deputy Principal. Sanctions will apply to students who repeatedly arrive late without a note.

Early Leavers: All students, including seniors, wishing to leave school early must bring a note to the HT Admin to be counter signed. These notes must include the reason and time of departure. At the time nominated for departure students take the signed note to the transaction window to receive an early leavers pass.

Sport afternoons are not an appropriate time to arrange appointments. Sport is a mandatory component of the Record of School Achievement and any more than three sport absences in a year will result in a warning letter being sent.

For further details of attendance roles, responsibilities and processes please follow the links below:

[KINGSCLIFF HIGH SCHOOL ATTENDANCE- ROLES](#)
[WHOLE DAY ATTENDANCE AUDITING](#)

Uniform

Kingscliff High School takes pride in the fact that students wear the school uniform. We expect that all students will aim for high standards of dress.

A written description of the official school uniform is available from the following link:

[Kingscliff High School Uniform Description](#)

Please note that all items are embroidered with the school's official logo and are unisex (apart from the girl's skirt). *Skirt minimum length is set as standing up straight, with arms by the sides and fingers pointing directly to the ground, skirt hemlines MUST be below the end of the fingertips.*



Junior School uniform:

- Logo/waves
- Appropriate skirt length



Senior School uniform:

- Logo/waves
- Appropriate skirt length





Acceptable shoes

Unacceptable shoes



Please follow the hyperlink below to see relevant DEC policies:

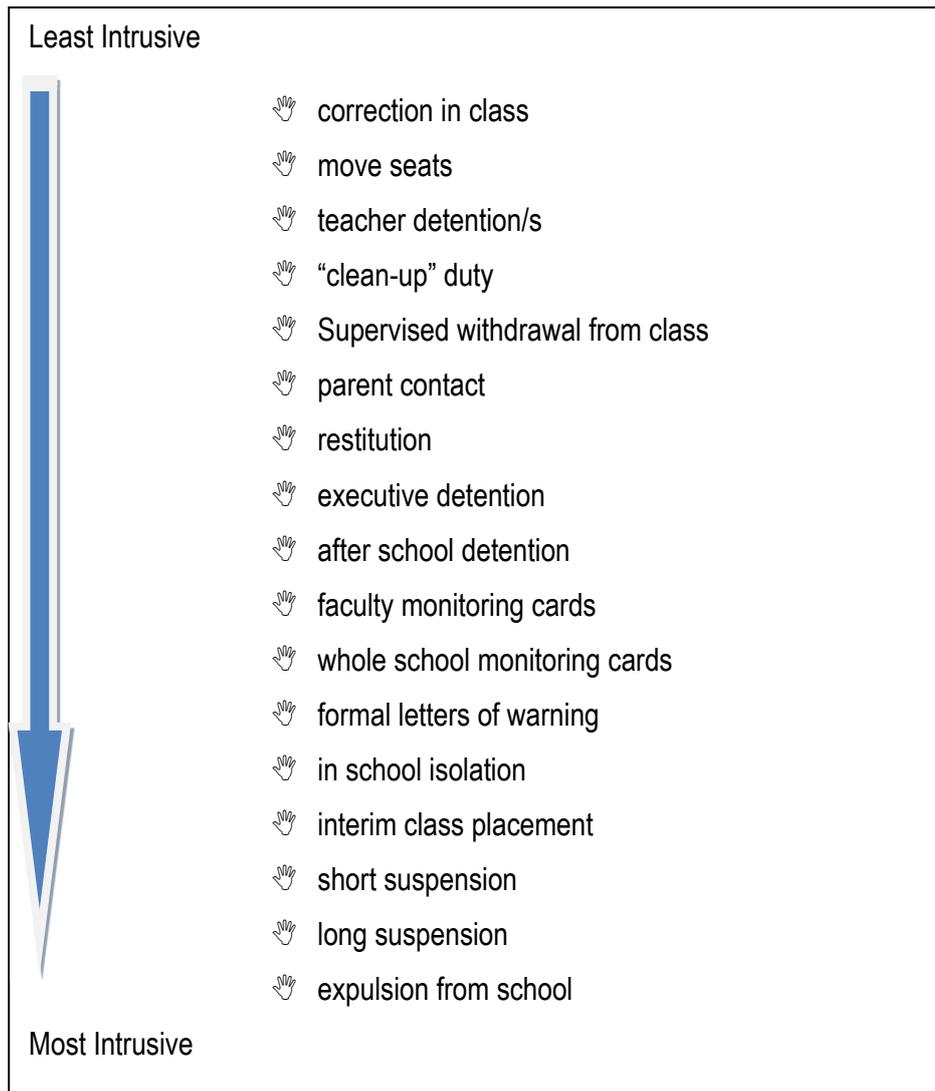
[Behaviour Code for Students](#)

[School Uniforms in NSW Government School](#)

Consequences for Unacceptable Behaviour

Students not applying the positive behaviours for learning disrupt the learning of all students in the class. When all students are being STAR students then all students have the opportunity to learn. Kingscliff High School has interventions for students whose behaviour falls outside of the STAR expectations. That is being SAFE, TOLERANT, ACHIEIVING, RESPECTFUL.

The school response to inappropriate behaviours will move from the least intrusive strategy to the more intrusive should the behaviours be displayed persistently.



Students who have been suspended have lost the right to represent the school or participate in non-compulsory excursions.

Please follow the hyperlink below for a description of each strategy:

[School Strategies To Support Behaviour Modification](#)

Student Management Flowchart

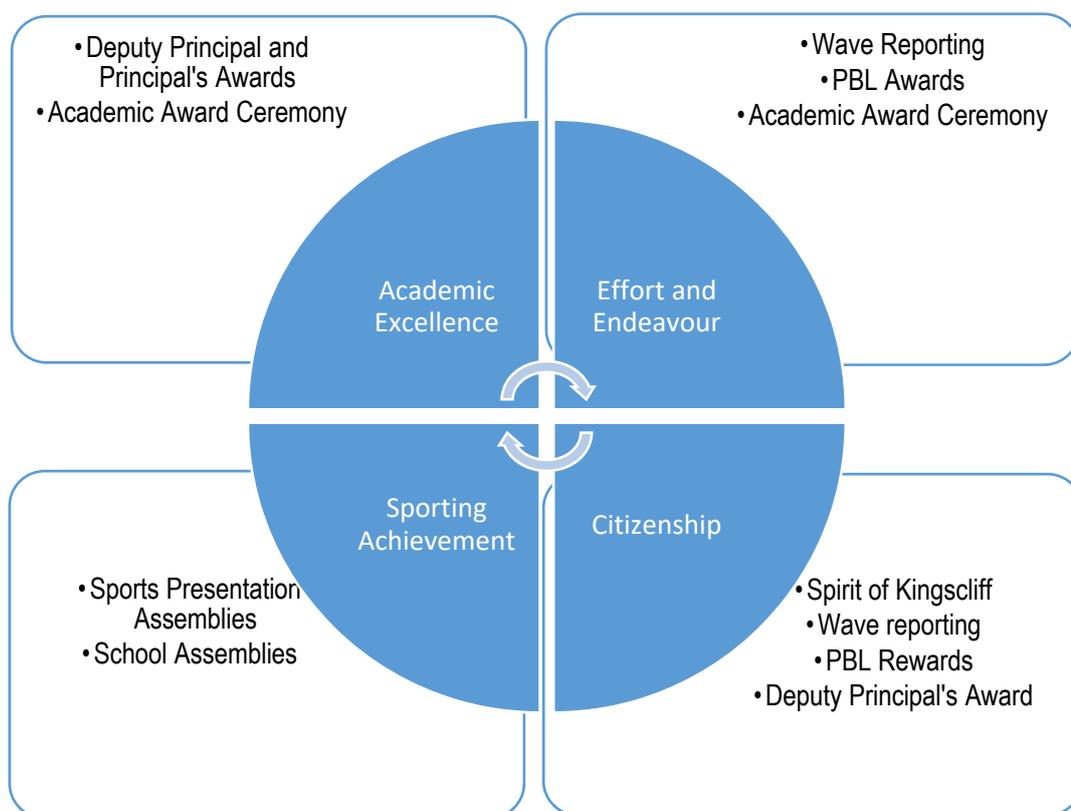
STAFF LEVEL	BEHAVIOURS ADDRESSED	CONSEQUENCES OF NON STAR BEHAVIOUR
<p style="text-align: center;">Class Teacher</p>	<p>SAFE</p> <ul style="list-style-type: none"> • Safe behaviour • Be in bounds <p>TOLERANT</p> <ul style="list-style-type: none"> • Be mindful of the attitudes, responses, beliefs and feelings of others • Sportsmanship <p>ACHIEVING</p> <ul style="list-style-type: none"> • Punctuality • Bring equipment • Endeavour to Achieve <p>RESPECTFUL</p> <ul style="list-style-type: none"> • Uniform • Discipline • Clean Surroundings • Following instructions • Respect equipment • Bullying behaviour 	<ul style="list-style-type: none"> • Detention • Isolation • Parental contact • Litter duty • Enter on Sentral • Enact anti-bullying strategies • Refer to Head Teacher
<p style="text-align: center;">Head Teacher</p>	<ul style="list-style-type: none"> • Failure to resolve STAR Behaviour at classroom teacher level: • Initial investigation of serious offences: <ul style="list-style-type: none"> ➢ Aggressive behaviour ➢ Physical violence ➢ Weapons ➢ Illegal substances ➢ Offensive language ➢ Vandalism/Graffiti ➢ Continuing bullying behaviour 	<ul style="list-style-type: none"> • Monitored executive detention • Playground exclusion • Faculty monitoring • After school detention • Parent contact • Statements from witnesses • Enact anti-bullying strategies • Refer to Deputy Principal
<p style="text-align: center;">Deputy Principal</p>	<ul style="list-style-type: none"> • Failure to resolve STAR behaviour at Head Teacher level • Referral from HT for serious offenses • Repeated truancy 	<ul style="list-style-type: none"> • Parent contact • Enact anti-bullying strategies • Formal warning letter • Whole school monitoring • In school isolation • Interim class placement • Refer to Principal
<p style="text-align: center;">Principal</p>	<ul style="list-style-type: none"> • Failure to resolve STAR behaviour at Deputy Principal level • Referral from Deputy Principal 	<ul style="list-style-type: none"> • Long and Short Suspension • Expulsion • Refer to Department of Education

5. CELEBRATING STUDENT ACHIEVEMENT

Kingscliff High School is an outstanding school, and this is largely due to the efforts and positive attitude of the vast majority of our students.

Student achievement is based upon opportunity and engagement. Kingscliff High School strives to ensure all students are given as many opportunities as possible to display their skills and abilities. These opportunities occur in the classroom, on the sporting field, in cultural activities and in community service. Our teachers strive to fully develop the talents and capacities of all students in pursuit of attaining the highest educational standards. The diligence and sustained efforts of students, supported by accomplished teachers using Quality Teaching principles, are key factors for student success.

The school has a range of structures to identify and celebrate the achievements of our students.



Please follow the hyperlink below for a description of each recognition strategy:

[CELEBRATING STUDENT ACHIEVEMENT](#)

6. ADDRESSING BULLYING BEHAVIOUR

Kingscliff High School provides a caring environment where every student should feel safe and respected as an individual. Bullying of any kind is not acceptable at Kingscliff.

NO ONE HAS THE RIGHT TO BULLY ANOTHER PERSON

NO ONE HAS TO TOLERATE BULLYING

This policy has three major components:

1. Primary Prevention
2. Early Intervention
3. Handling Bullying Complaints

Each component will be supported with staff training and development.

[Bullying Interventions](#)
[Bullying? No Way!](#)
[Enhancing Online Safety](#)

Definition of Bullying

Bullying is any action which makes another person feel threatened. It involves the inappropriate use of power by one or more persons over another less powerful person or group. Bullying is usually an act that is repeated over time. It is a planned and persistent attempt to cause distress.

*Bullying is not simply aggressive behaviour but **repeatedly unfair behaviour** in the context of an imbalance of power.*
Rigby, K., (2010) *Report: Enhancing responses to Bullying in Queensland Schools.*

Bullying can be:

TYPE	DESCRIPTION
physical	punching, hitting, pushing, tripping, taking people's things, even for a joke.
verbal	name calling, demanding money or goods, using threatening words and put downs. For example: "I'm gonna get you". "You're dead". "You're a loser".
social	alienating, shutting people out of groups, ignoring others, making rude gestures, spreading rumours and gossip.
psychological	spreading rumours, stalking, dirty looks, hiding or damaging possessions, passing notes, stares and whispers etc..
cyber	use of electronic communications to bully. For example, SMS, emails, chat rooms, social networking sites.

A casual occurrence or a sudden flare up or disagreement is not necessarily bullying.

Primary Prevention

Student	Parent
<ul style="list-style-type: none"> • STYMIE • 'Take A Stand' program • K Week (student training) • Boys group – Real Skills • Girls group – Real Skills • Vertical Roll groups (Years 7-12) • PBL 	<ul style="list-style-type: none"> • Early notification • Access to wellbeing and Discipline Policy • Links to information for dealing with bullying behaviour • STYMIE
Staff	Curriculum
<p>Training in:</p> <ul style="list-style-type: none"> • Recognising Bullying. • Effective Support Strategies • Implementing school policy on addressing bullying behaviour • Conflict Resolution Training • Non-Violent Crisis Intervention Training 	<ul style="list-style-type: none"> • Cross KLA teaching and learning units that address bullying behaviour • Valuing and promoting classroom discussions on student-related issues

Early Intervention

Student	Parent
<ul style="list-style-type: none"> • K Week, 'Take A Stand • Student leaders and mentors • Clear statement of responsibilities of students who witness bullying • Clear procedures for students to report bullying • Confidentiality of reports and online reporting • Vertical Roll groups • STYMIE 	<ul style="list-style-type: none"> • Early notification to parents of all students involved in bullying behaviour. (Students being bullied and those who are bullying.) • Early identification of students experiencing difficulty • Supporting children, provision of resources • STYMIE
Staff	
<p>Training in:</p> <ul style="list-style-type: none"> • Procedures for Handling Bullying Complaints • Clear procedures for dealing with bullying claims • Early identification of students experiencing difficulty • Supporting students, training in conflict resolution and assertiveness training • Welfare meetings – alerts regarding students with bullying issues 	

Principles for Handling Bullying Complaints

Kingscliff High School's procedures for handling bullying complaints are based on the *Restorative Justice Approach*. That is, the handling of bullying complaints makes it clear to the offender that bullying behaviour is not tolerated within the school community whilst providing respectful support for the individuals involved. There are five principles that underpin this approach:

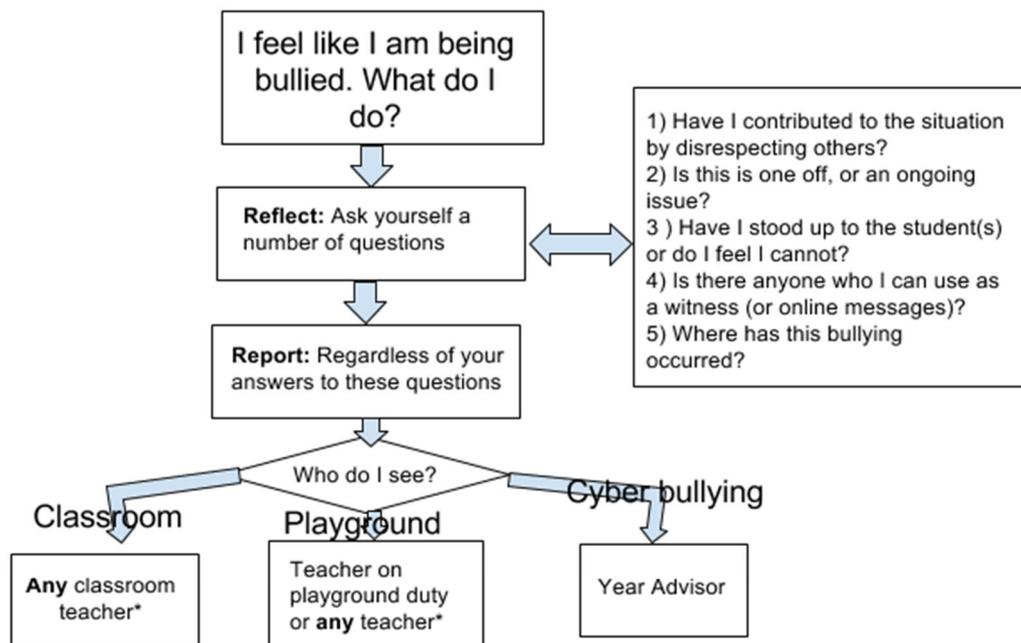
1. Students who bully can change their behaviour.
2. Bullying behaviour is the problem, not the person.
3. Harm caused must be acknowledged.
4. Reparation is essential.
5. Bullies and the bullied require support and care.

Morrison, B. (2002), *Bullying In Schools: A Restorative Justice Approach*, Australian Institute of Criminology

All students are encouraged to report any incident of bullying.

What should I do if I am being bullied?

The biggest power that students engaging in bullying have is the **silence** of those who they are bullying. Bullying behaviour is often covert and conducted under the radar of teachers. If bullying is not reported then it cannot be dealt with. **Bullying is damaging** and must not be allowed to continue therefore **it is important to report instances of bullying.**



*Students may feel they can approach certain teachers more easily than others so ongoing bullying can be reported to **any** teacher. However, one off cases of disrespect are best reported to the nearest teacher straight away.

Not everything that is reported as bullying is actual bullying but may be just a conflict situation that needs resolving. Often this can be done at the classroom teacher level.

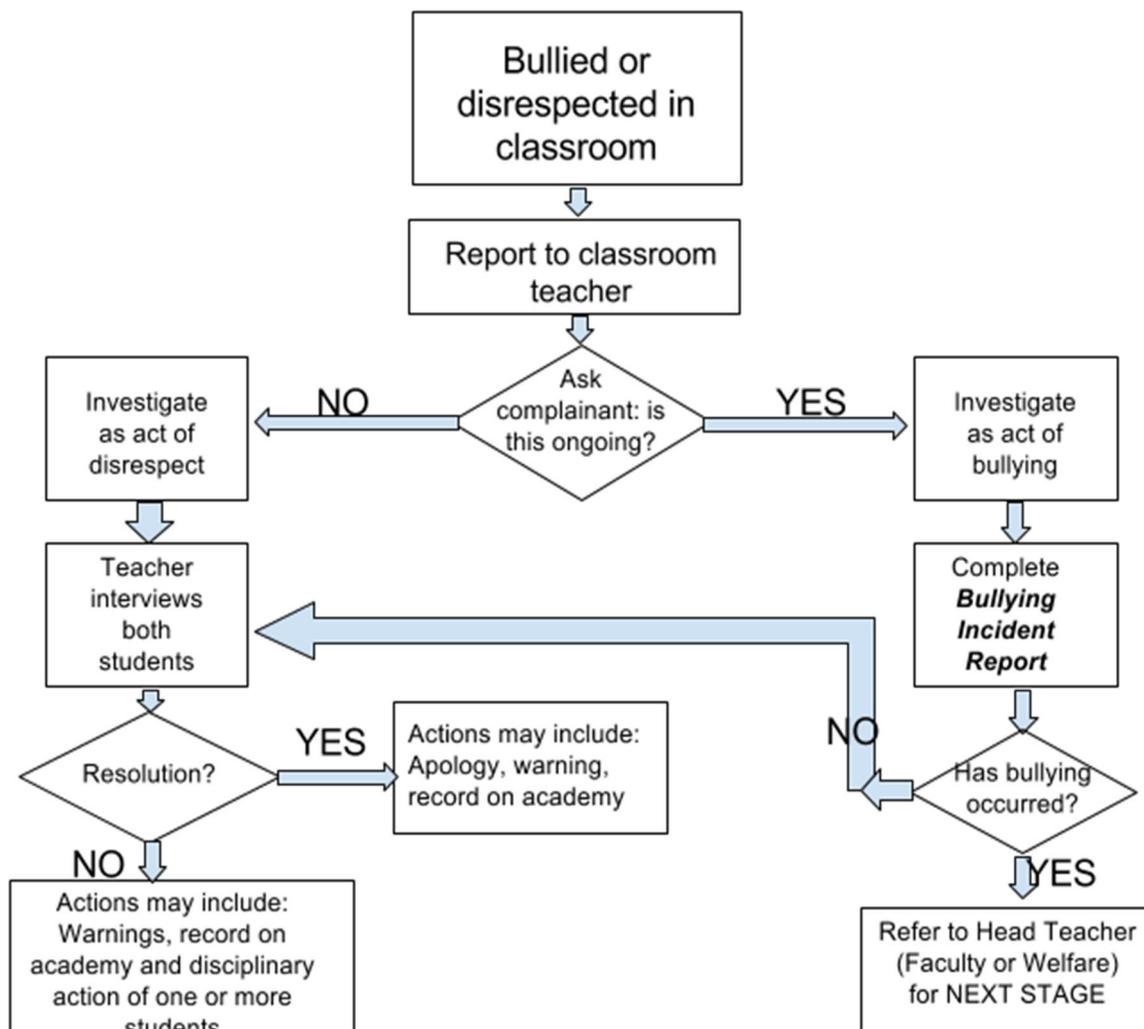
What should I do if I witness bullying?

1. Support your friend with an I statement. (e.g. I do not like the way you are treating Mary.)
2. Be firm but do not yell or argue.
3. Report it to a teacher. Make an online report or you may obtain a bullying incident report form from the library and hand it in at the front office. Remember Bullying Incident Reports are CONFIDENTIAL and the identity of the person making the report will be protected.
4. Fill out a *Bullying Witness Statement*.

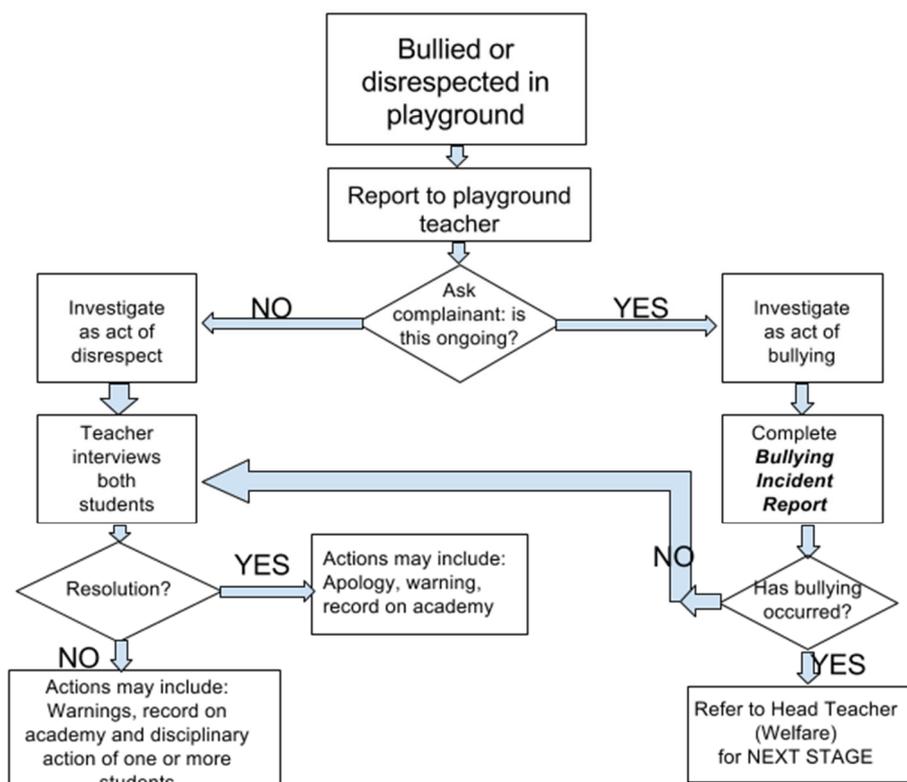
Responsibilities

Classroom Teacher Responsibilities

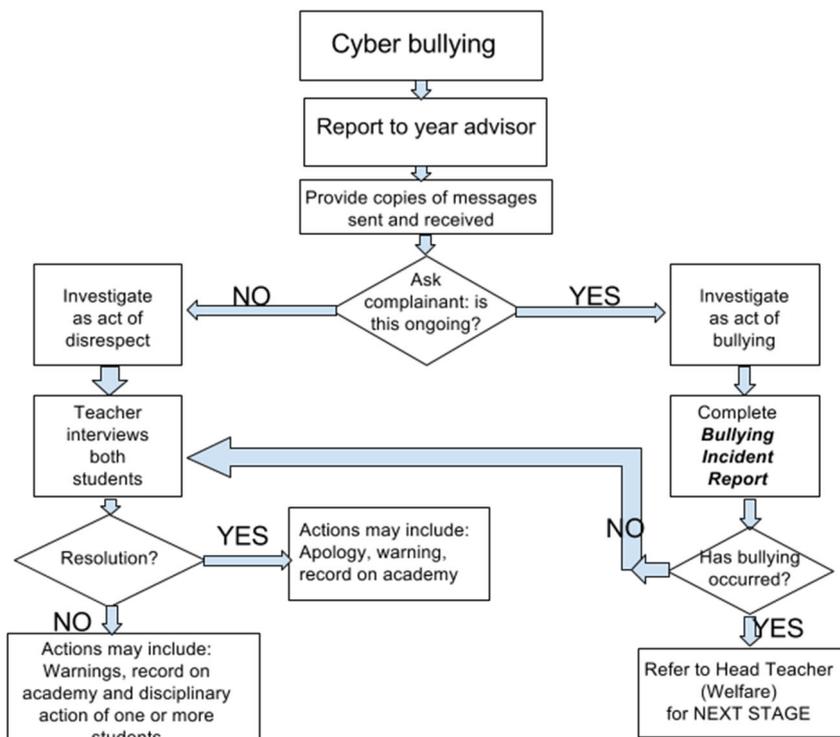
a) Classroom



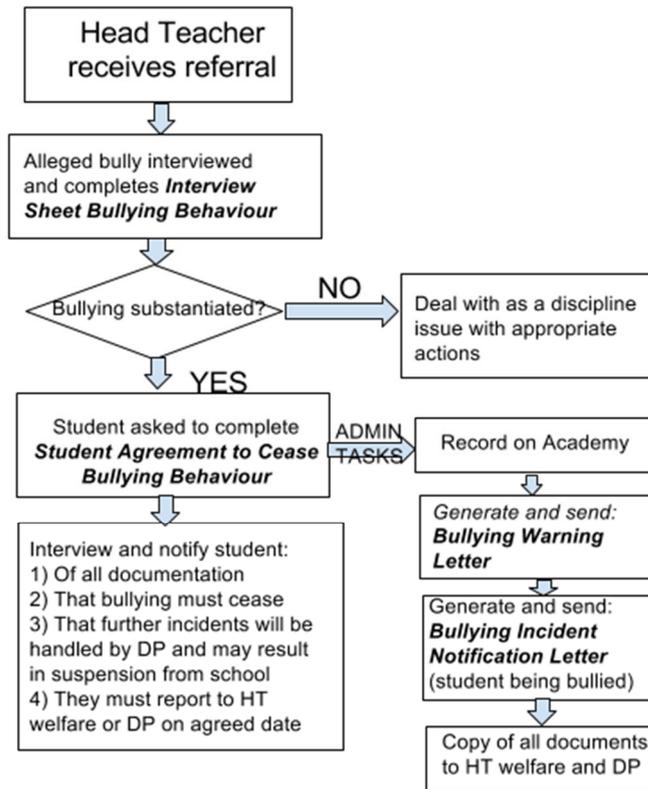
b) Playground (similar process)



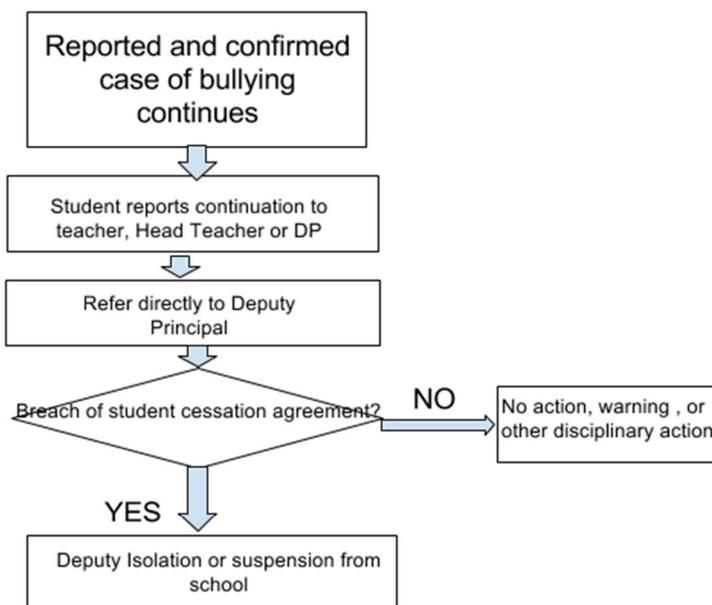
c) Cyber bullying (Year Adviser)



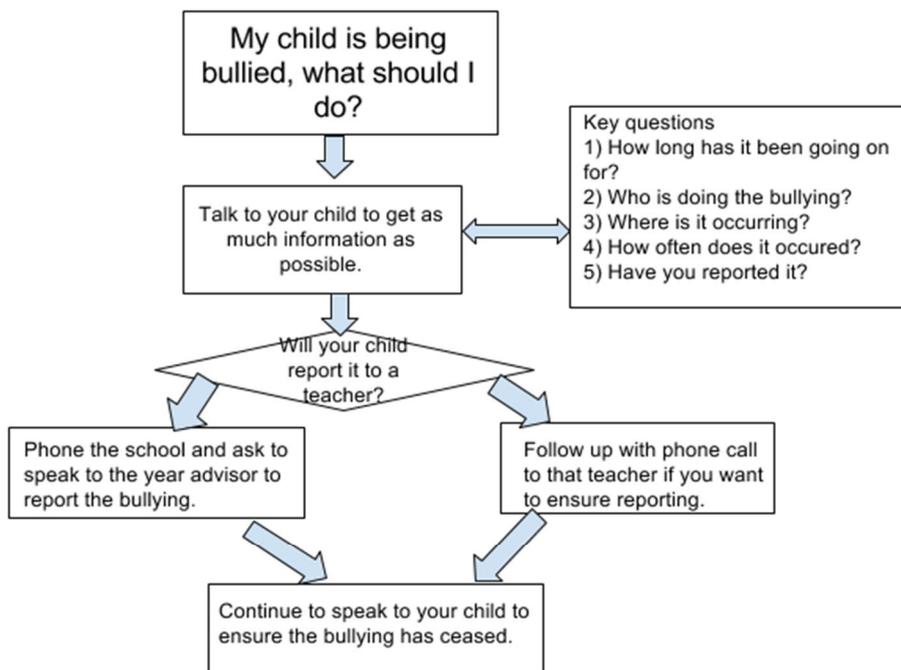
Head Teacher Responsibilities



Deputy Principal Responsibilities



Parental Responsibilities



7. APPENDICES

1. [Behaviour Codes for Students](#)
2. [Learning Support Team Roles and Responsibilities](#)
3. [Student Wellbeing Program Descriptions](#)
4. [Kingscliff High School Attendance Roles and Procedures](#)
5. [Uniform Information](#)
6. [Strategies to Support behaviour modification](#)
7. [Celebrating Student Achievement](#)
8. [Bullying – a student's guide](#)
9. [Kingscliff High School - Wave Program](#)
10. [Links to Supporting Documents](#)

Appendix 1 – Behaviour Code for Students



NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students 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 students, teachers and community members
- 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

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education and Communities will back the authority and judgment of principals and school staff at the local level.

Appendix 2 – Learning and Support Team (LST) Roles and Responsibilities

LST

The LST at this school consists of the Principal, Deputy Principals, Head Teacher Welfare, Year Advisers, School Counsellors, Itinerant Support Teacher (IST), Aboriginal Education Officer (AEO), Learning and Support Teachers (LAST), Home School Liaison Officer (HSLO), Aboriginal Liaison Officer (ASLO) and School Learning Support Officers (SLSO). This team meets weekly and as circumstances dictate. Head Teachers and class teachers make valuable contributions to this team by input at the weekly Welfare Meetings held in the staff Common Room each Monday at recess.

The LST team is also supported by advice from Faculty Head Teachers, the Work Health & Safety Committee, School Captains and Vice Captains and the Student Representative Council.

Principal

- Provide leadership for whole school student wellbeing
- Set school tone and clear limits for discipline
- Articulate expectations regularly
- Support and encourage the LST
- Liaise with parents, the community and DET with regard to policy, programs and practices pertaining to student wellbeing issues
- Provide staff support and opportunities for professional development to enhance effectiveness in teaching and student wellbeing areas
- Encourage a caring and supportive environment
- Manage all students on and returning from long suspension

Deputy Principal

- Assist the Principal to provide leadership for whole school welfare
- Assist Principal in setting school tone and clear limits for discipline
- Assist Principal in articulating expectations regularly
- Ensure a safe, healthy and clean school environment
- Encourage a caring and supportive environment
- Promote with students an understanding of the significance of positive behaviours for their own learning and the learning of others
- Co-ordinate student discipline policy and practices
- Co-ordinate, with the Head Teacher Welfare, the administration of the LST

- Co-ordinate, with the Head Teacher Welfare, the development and/or implementation of proactive, preventative and support programs for students
- Assist the Head Teacher Welfare to develop appropriate submissions and programs for students with funding support
- Oversee staff development programs in relation to student wellbeing
- Liaise with students, staff, parents, the community and DEC with regard to policy, programs and practices pertaining to student wellbeing issues, especially the DEC Suspension and Expulsion Procedures and Protecting and Supporting Children and Young People
- Manage all students on and returning from short suspension
- Case manage integration students as required
- Assist students to establish positive behaviour learning plans
- Monitor all students as they fulfil their post suspension agreement obligations
- Manage whole school behaviour monitoring
- Manage the After School Detention program
- Act on wellbeing issues as they arise on a day to day basis

Head Teacher Welfare (HTW)

- Manage the LST Team
- Assist the Deputy Principal to ensure the full range of student wellbeing programs and initiatives are effective
- Identify, assess and resource student wellbeing needs
- Develop and/or implement proactive, preventative and support programs
- Liaise between all members of the LST and teachers, parents, community organisations and regional support staff
- Chair the weekly student welfare meetings
- Chair the weekly LST meetings
- Co-ordinate the welfare activities of Year Advisers
- Provide information to staff via a weekly Welfare Bulletin
- Co-ordinate Learning and Support Teams
- Prepare submissions and manage special education, integration and other student wellbeing programs seeking funding support or alternate placement of students
- Co-ordinate, with the Deputy Principal, the development and/or implementation of proactive, preventative and support programs for students
- Manage the allocation of SLSOs
- Supervise the compilation of Individual Learning and Support Plans and Risk Management Plans for identified students
- Supervise the school IM support class
- Liaise with outside agencies to support student wellbeing needs
- Act on wellbeing issues as they arise on a day to day basis

Wellbeing Coordinator

- Coordination of whole school wellbeing initiatives and youth programs
- Whole school attendance supervision
- Liaise and assist Year Adviser and LaST staff
- Work collaboratively with the Head Teacher – Welfare
- Liaise and assist students and their families with improving school engagement
- Collaborate and liaise with DET Learning Engagement team members

Year Advisers

- Assist the Deputy Principal and Head Teacher Welfare in the full range of student wellbeing programs and initiatives relevant to their year group
- Provide support for students to facilitate positive educational and social outcomes
- Assist in the identification, assessment and resourcing of student wellbeing needs
- Assist in the preparation of submission for special education, integration and other student wellbeing programs
- Provide briefings to Head Teacher W for weekly Welfare Bulletin and for staff at weekly welfare meetings
- Liaise with parents on behalf of the school as appropriate
- LST member for students with additional leaning and support needs
- Liaise with academic ceremony coordinator to organise and Chair the academic presentation ceremony for their year group
- Maintain detailed, professional and reliable records of contact with parents and students in their year group

School Counsellor

- Provide counselling for students as necessary
- Provide support to staff and parents on student wellbeing matters
- Provide briefings to HTW for weekly Welfare Bulletin and for staff at weekly welfare meetings
- Provide information to staff about the wellbeing needs of students
- Act as resource for training & development in the area of student wellbeing
- Liaise with all members of the LST and staff
- Liaise with outside agencies to support student wellbeing needs
- Assess learning and behavioural difficulties
- Assist in the preparation of submissions for special education, integration and other student wellbeing programs
- Assist in the integration of students with funding support
- Assist with the reintegration of students returning from long suspension

Senior Psychologist, Education

- Identifying and addressing learning difficulties
- behavioural management
- student wellbeing
- supporting students with special needs

Itinerant Support Teacher Vision (ISTV), Hearing (ISTV) and Transition (ISTT)

- Provide support to students with identified additional learning and support needs referred from Regional placement panel and from the school LST
- In consultation with the school, develop individualised programs to support students with identified additional learning and support needs referred from Regional placement panel and from the school LST
- Assist in the integration of students with additional learning and support needs
- Assist in the preparation of submission for special education, integration, student wellbeing programs and alternate placements
- Liaise with outside agencies to support student wellbeing needs
- Join Learning and Support Team for students with additional learning and support needs
- Assist the Head Teacher Welfare as appropriate

Aboriginal Education Officer (AEO)

The school is committed to providing opportunities for all students to maximise their potential. This includes the provision of special programs of support for Aboriginal and Torres Strait Islander (ATSI) students.

- Provide a supportive environment for ATSI students which help them value their identity and to become aware of the value of education
- Assist teachers, as requested, by providing direct insights into groups, or individual students, to increase teacher's understanding of ATSI students
- Provide an effective method of communication between the home and the school and community agencies
- Assist ATSI communities to identify more closely with the school
- Act as role model to students
- Provide briefings to Head Teacher Welfare for weekly Welfare Bulletin and for staff at weekly welfare meetings
- Learning and Support Team for ATSI students with additional learning and support needs
- Attend weekly LST meetings

Learning and Support Teacher (LaST)

- Collaborate with the classroom teacher to support assessment for learning of students with additional educational needs and identify specific learning and support needs
- Assist teachers to plan, implement, model, monitor and evaluate teaching programs and personalised adjustments for students with additional learning and support needs
- Provide direct support for students with additional learning and support needs through a range of strategies including the areas of social integration, language and communication, literacy, numeracy and behaviour
- Work collaboratively with students, parents and carers to maximise learning outcomes for students with additional learning and support needs
- Provide professional specialist advice and assistance about students with additional learning needs to the school's Learning and Support Team
- Assist with professional learning for class teachers and School Learning Support Officers
- Provide briefings to Head Teacher Welfare for weekly Welfare Bulletin and for staff at weekly welfare meetings
- Attend weekly LST meetings

Home School Liaison Officer and (HSLO) & Aboriginal School Liaison Officer (ASLO)

- Co-ordinate and liaise with the Principal, Head Teacher Administration, Head Teacher Welfare and members of the LST regarding students with attendance problems
- Investigate students whose attendance is irregular or unsatisfactory
- Encourage and support students with attendance problems to attend school
- Provide parental support to encourage and support students with attendance problems to attend school

Student Case Managers

- Advocate for individual students with additional learning and support needs
- Provide input to the Learning Support Team (LST)
- Assist in planning and implementation of LST recommendations
- Provide feedback to staff, Head Teacher Welfare and Year Advisers.

School Learning Support Officers (SLSOs)

School Learning Support Officers are integral members of the school's Learning and Support Team. Duties can be varied but their core responsibility is to support students with additional learning and support needs. They are managed by and responsible to the Head Teacher Welfare.

Appendix 3 – Student Wellbeing Program Descriptions

No-Bullies Program

This school endeavours to provide a safe and enjoyable teaching and learning environment for all students and staff. The program seeks to promote empowerment of individuals and promote tolerance and acceptance of others amongst all students.

The Anti-Bullying Program has five main parts:

- Strategies for supporting staff in identifying and addressing bullying issues
- Strategies for increasing student resilience
- Strategies for developing tolerance towards others
- Strategies for providing information and support to parents and the wider community
- Strategies for providing support to students identified as bullies.

This program is coordinated by the Head Teacher Welfare, the Year 7 Adviser and the Learning and Support Teacher (LAST).

Take a Stand Program

This program focuses on the development of relationship skills and personal growth. It aims to build student awareness and skills around core values, self-respect, responding to peer pressure and setting personal boundaries. The program is co-coordinated by the Head Teacher Welfare, the Year 8 Adviser and the Family Centre (Tweed Heads). It is delivered to all Year 8 students as a follow up to the Year 7 No Bullies Program. Activities are delivered to gender segregated groups with appropriate content, while some sessions are combined. Groups are limited to no more than 12 students. Take a Stand workshops are run over two days, with half the students participating each day. Activities are delivered by a range of personnel including school staff, counsellors, district support personnel, the police, family centre staff and drug and alcohol counsellors.

Students attend a series of workshops which include activities on distinguishing healthy and respectful relationships, the law, Rock and Water, personal safety, bullying. Cyber safety, Practical, drama and role playing activities are features of the workshops.

Girls Group – Being Real

This program focuses on the development of relationship skills, both on a group and interpersonal level. Sexual relationships and family relationships are included. Other sessions include sexual health and safety, social media, mental health, drug and alcohol workshops and self-esteem building. It is run at school for 2 hours each week over 2 terms. Students are withdrawn from class to attend.

The program is co-ordinated by the Head Teacher Welfare, facilitated by the Family Centre and funded by the RealSkills project. The program is delivered to 14 targeted students from Years 8 and 9. A range of students participate; those who have exhibited bullying behaviours, victims, students at risk and students with social or mental health needs. Some students who have demonstrated leadership qualities are also selected to provide balance within the group. The aim is to select a diverse group of students who become a cohesive group during and after the program.

Most sessions are run by Family Centre staff. A number of visiting counsellors and practitioners attend to present workshops and sessions. Depending on the group there may be a camp offered at the conclusion of the program.

Boys Group – Being Real

Focus areas of the program include relationships skills, communication skills and managing conflict, coping with stress, dealing with emotions, mental health, drug and alcohol education, sexual health and sexual assault, family relationships, self-awareness and resilience, self-esteem building and future planning and visioning.

This program is similar to Girls Group and is presented to a targeted group of boys in Years 8 and 9. A diverse group of boys is selected. The program is co-ordinated by the Head Teacher Welfare, facilitated by the Family Centre and funded by the RealSkills project. The program runs for 2 hours each week for 9 weeks on a withdrawal from class basis.

Rock and Water

Rock and Water is delivered to all Year 7 boys and other groups targeted by Sentral analysis and input from the LST and school executive. The program provides an opportunity for boys to understand and develop self-management and personal control skills. Physical exercises are constantly linked to mental and social skills.

The program is based upon the idea that the development of your own body awareness assists in the development of emotional awareness, which in turn, fosters the development of self-awareness. Self-awareness leads to calm considered decision making, particularly in conflict situations.

The key areas of the program included verbal and emotional expression, emotional control, self-management of impulse-driven tendencies and the ability to respond to and manage aggressive tendencies in both themselves and others.

Life Ready

This course is delivered to all Year 11 students and provides an opportunity to extend the outcomes achieved by the Personal Development, Health and Physical Education program from Years 7 -10. The program is co-ordinated and delivered by Kingscliff High School staff with the assistance of guest presenters.

Crossroads reflects some of the contemporary health issues facing young people. It acknowledges and aims to support senior students as they face changing issues related to identity, independence and their changing responsibilities. Time is spent on self-reflection and the sharing of perceptions, ideas and experiences in a safe supportive environment.

The course is organised around two key aspects of young people's lives; relationships and drugs. Research indicates the well being of young people is at risk during this time as they struggle to deal with change in many areas of their life.

Stewart House

Identified students are offered a placement in Stewart House when positions are available. Students are offered a twelve day stay because they need a break. Some are suffering from ill-health; some have recently experienced a period of sorrow or loss. Some have never had a proper holiday and unfortunately some are victims of poverty or neglect.

During their stay they make new friends and join in new experiences. There are caring and capable adults to guide them and develop new visions and directions for the future. Outcomes include more self-confidence,

enhanced self-esteem and many students are better able to cope with the problems they will face as they go through life.

Whole Youth Secondary Program

Coordinated by the Head Teacher Welfare and conducted by Mr John Imbrogno, a trained Rock and Water and Rites of Passage facilitator, The Whole Youth Program is designed for boys in Years 8 to 10 with 'check in' opportunities for previous participants in Years 11 and 12. The program creates a safe and respectful space to enable boys to express themselves. It aims to improve peer interaction, self-esteem, awareness and empathy and in doing so help participants to recognise their core strengths and passions. Students will develop tools to cope with changes in their lives, skills to help prevent violence and bullying and build an awareness around drug and alcohol use.

Coordinated by the Head Teacher Welfare, participation in this program is by invitation or self-referral. Parents are required to sign a permission note. Sessions are held in 2 hour weekly blocks throughout the year. Duration of participation in this program is negotiable.

Music for Life

This program is delivered by One Vision Productions using innovative hiphop and multimedia platforms. Students have the opportunity to work directly with renowned MC's and hip hop artists. Students work collaboratively to develop lyrics, create a professional Hip Hop track and an accompanying film clip. Specific workshops aim to develop students strengths and skills in areas such as; teamwork, communication, goal setting, audio-visual and music production technology, lyrical composition, dance and performance arts. Additional benefits of the program may include: enhanced wellbeing, increased motivation to learn, improved self-esteem, strengthened resilience, team work, understanding and the ability to manage emotions.

Switched On – Respectful Relationships Program

A program delivered to all Year 10 students. It is run over two days with half the year group attending on each day. 'Switched On' is a Family Centre REALSkills program funded by the federal government and delivered by a team of community and health service providers from across the Tweed. It is coordinated by the Head Teacher Welfare and the Year 10 Year Adviser.

This program is fun and interactive. It aims to get students thinking about respectful relationships and be able to identify characteristics of a healthy and unhealthy relationship. Areas covered include identifying a sense of what makes a 'good' man/woman and how they can achieve this in their own lives, respectful and safe intimate relationships, domestic and family violence and its impacts, social media and cyber safety, identifying abuse in relationships and local service providers and avenues of support.

Wellbeing Expo

Conducted every second year and coordinated by the MindMatters Team, the Wellbeing Expo is a whole school, whole day event which has been developed to promote positive mental health and resilience. It aims to assist our students and their families to understand the issues around sound mental health and to be able to access the support agencies and resources that exist within the community. Community service providers, local businesses and performers are invited to attend to showcase a diverse array of information, presentations and demonstrations that raise awareness of mental health issues, promote wellbeing and give students strategies to deal with complex pressures associated with being a young person in today's society.

Youth Frontiers

Youth Frontiers is a youth mentoring program funded by the NSW Department of Education. It is aimed at students in Years 8 or 9 who have the capacity to benefit from youth mentoring that focuses on leadership and civic engagement. Over a 6 month period, it involves 30 hours of mentoring by a community volunteer and the development of a community project. The Wellbeing Coordinator and the Learning and Support Teachers are the school based contacts for this program.

Safe On Social

Training sessions for students on cybersafety and the responsible use of social media. Topics covered are; What really is social media, how things can go wrong, using social media with awareness, what the collective total of social media posts says about an individual, identity theft and other personal risks, online defamation, harassment and offensive content, cyber bullying and abuse - the legal implications and social media and employment opportunities.

This program is delivered by an expert in the field with over 20 years' experience in areas of information technology and security, risk management and business consulting. Students are also given access to a guide, 'Safe Use of Social Media Cheat Sheet' on how to lock down their privacy when using the major social media platforms.

Recre8 – Bush Adventure Therapy

Periodically, we have the opportunity to nominate targeted 'at risk' students to participate in this powerful program. It is primarily an early intervention program for young people, aged 14-19 years old in the Northern Rivers of New South Wales and the southern Gold Coast regions, who want to work through challenges with drugs and alcohol, mental health, juvenile offences, or behavioural issues they may be facing at home, at school and in the community. It is a 10 day exciting and challenging wilderness journey which involves a crucial therapeutic element. Participants have the opportunity to be guided and supported to reflect on their lives, come to know themselves more deeply, and develop goals and strategies for creating a fulfilling and positive future. Nominations are made in consultation with the Learning and Support Team and facilitated by the School Counsellor and/or the Head Teacher Welfare.

Positive Adolescent Sexual Health Conference (PASH)

Each year the PASH Consortium which consists of over 30 North Coast youth and sexual health services conduct a free two day regional sexual health conference for young people aged 15 years and over, their teachers and parents. It focuses on improving sexuality, safe relationships, sexual health and intimacy awareness. Participants use arts based platforms to develop skills and protective behaviours around improving young people's body image, communication skills, social media, condom use, STI reduction and treatment, confidence to negotiate sex and sexual identity.

SRC (Student Representative Council)

Student Representative Council (SRC) is made up of a group of students from all year levels who work with the student body, staff and the P&C. It allows students the opportunity to develop strengths such as leadership, agency and greater participation in activities within the school and the wider community. The SRC works to promote student voice and partnerships in school activities and decision making.

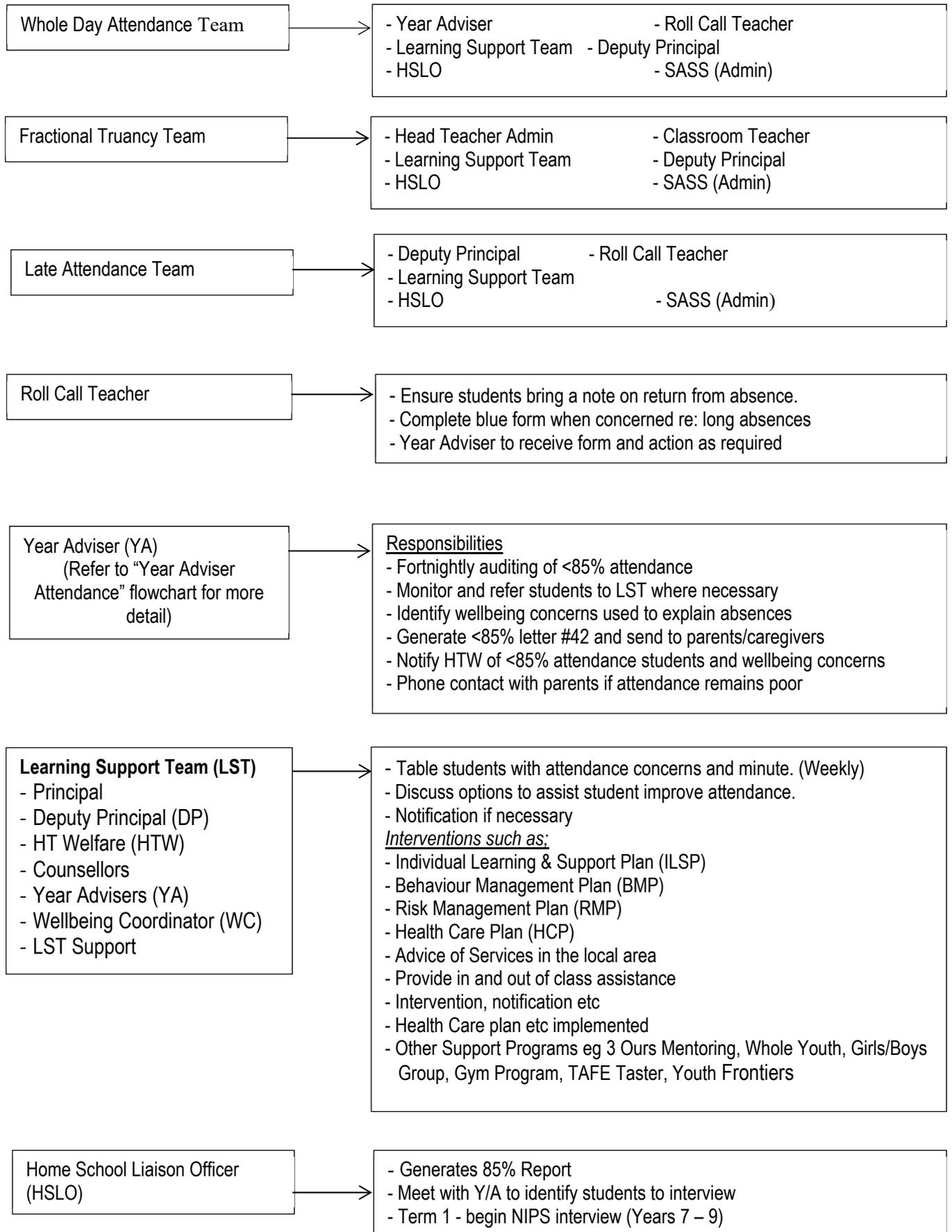
Upstander Day

This is a Kingscliff High School anti-bullying initiative in recognition of the National Day of Action Against Bullying and Violence. It aims to support student wellbeing by raising awareness, promoting human rights and providing education on how to take action against bullying and violence towards self and others.

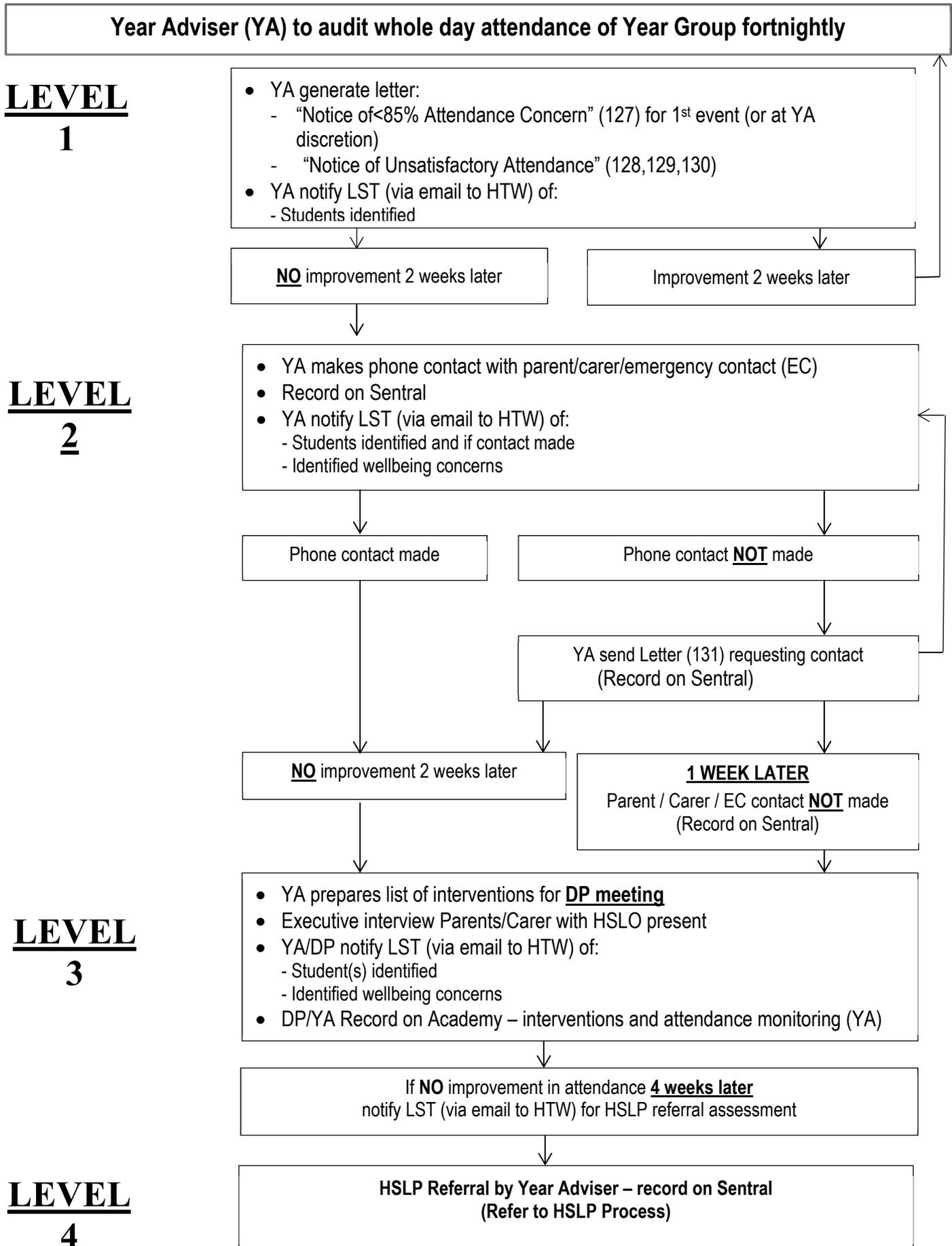
Youth Aware Mental Health (YAM)

YAM is a program aimed at addressing the mental health needs of young people developed by the NSW Department of Education in partnership with the Black Dog Institute. It is a school-based peer support and mental health literacy program called Youth Aware of Mental Health (YAM). It is delivered by Department of Education staff and local community health service personnel.

Appendix 4 – Kingscliff High School Attendance Roles and Procedures



Whole Day Attendance Auditing



Appendix 5 – Kingscliff High School Uniform Information

JUNIOR UNIFORM:

Slacks/Trousers: Boys/Girls tailored navy with belt loops.

Shorts: Navy shorts (choice of embroidered: - tailored, knit, cotton or 'peach' texture taslon materials) with wave pattern logo. Shorts minimum length is set as standing up straight, with arms by the sides and fingers pointing directly to the ground, shorts hemlines **MUST** be below the end of the fingertips.

Girls skirt: Check skirt (fabric 7033, Butterick Pattern 5712) – *skirt minimum length is set as standing up straight, with arms by the sides and fingers pointing directly to the ground, skirt hemlines MUST be below the end of the fingertips.*

Polo Top: Mid blue polo shirt with wave pattern collar and sleeve trim. School shirts minimum length must overlap the waistband of skirt or shorts by at least 5cm when a student stands straight with arms held straight out at shoulder height.

Girls & Boys Cold Weather: A navy, v-neck sloppy joe with wave pattern logo may be worn. Girls may wear plain black stockings / tights with their skirts. School embroidered tracksuit pants. Some children opt to wear warm base layers beneath their uniform shirts, these should be plain blue, white or black in colour. **Hoodies or similar are not permitted.**

SENIOR UNIFORM:

Slacks/Trousers: Boys/Girls tailored navy with belt loops.

Shorts: Navy shorts (choice of embroidered: - tailored, knit, cotton or 'peach' texture taslon materials) with wave pattern logo. Shorts minimum length is set as standing up straight, with arms by the sides and fingers pointing directly to the ground, shorts hemlines **MUST** be below the end of the fingertips.

Girls skirt: Check skirt (fabric 7033, Butterick Pattern 5712) – skirt minimum length is set as standing up straight, with arms by the sides and fingers pointing directly to the ground, skirt hemlines **MUST** be below the end of the fingertips to be worn with:-

Senior Polo Top: white with wave pattern collar and sleeve trim. School shirts minimum length must overlap the waistband of skirt or shorts by at least 5cm when a student stands straight with arms held straight out at shoulder height.

Girls & Boys Cold Weather: A navy, v neck sloppy joe with wave pattern logo. Girls may wear plain black stockings / tights with their skirts. School embroidered tracksuit pants. Some children opt to wear warm base layers beneath their uniform shirts, these should be plain blue, white or black in colour. **Hoodies or similar are not permitted.**

SHOES: All students are to wear safe footwear. This means a support sole and a firm, strong upper shell to protect the feet.

ALL SCHOOL:

Hats - The wearing of navy or maroon wide brimmed hats is encouraged for sun protection. Caps are permitted. A small insignia is allowed (no alcohol, drugs or offensive advertising or logos permitted). **Beanies, hoodies or similar are not permitted.**

SPORTS UNIFORM:

North Coast Region, State and Australian school representatives may wear their rep. shirts, jackets or tracksuits **on Wednesday sports days only.**

Appendix 6 – School strategies to support behaviour modification

Teacher Detention / “Clean-up” Duty / Supervised Withdrawal

Supervised Withdrawal from class, isolation within the classroom, temporary placement in another classroom and recess or lunchtime detentions may be imposed and supervised by teachers for minor breaches of school rules or classroom behaviours. Explicit discussion regarding the inappropriate behaviour is a key feature. The length of any detention should allow the student adequate time to eat, drink and access the toilet.

Clean-up duty is often given to students who breach school rules or whose behaviour falls outside the STAR student positive behaviours in the playground.

Cleaning can provide restitution and involves restoring or paying back for damage. For example a student who has defaced school property with graffiti may be required to clean graffiti from desks as part of the consequences for his or her behaviour.

Executive Detention

Where unacceptable behaviour warrants the intervention of Head Teachers, student may be placed on executive detention. Parent may be notified when this action is taken.

Students who fail to attend an executive detention may be given two executive detentions. Failure to attend these detentions may result in referral to the Deputy Principal and/or an after school detention.

After School Detention

After School Detention is issued to students who significantly or repeatedly breach Department of Education Core Rules, Kingscliff High School rules or behaviours that do not conform with the STAR student positive behaviours for learning. Parental contact explaining the reason for the detention is always given when issuing these detentions. After School Detention is held in the MPU each Tuesday and Thursday between 3.15pm and 4.00pm. The detention is supervised by a Head Teacher.

Students who fail to attend an after school detention will be given two after school detentions. Failure to attend these detentions may result in referral to the Deputy Principal and suspension from school.

Behaviour Monitoring System

Faculty Behaviour Monitoring

Students who fail to modify their behaviour and continue to display inappropriate behaviours will be placed on *Faculty Behaviour Monitoring* for a period of 7 days (one school timetable cycle). Students on *Faculty Behaviour Monitoring* are required to demonstrate continuing improvement in their behaviour. The only way for students to move off the *Faculty Behaviour Monitoring* is through satisfactory completion or escalation to Whole School Behaviour Monitoring. Satisfactory completion will be achieved when a student records seven days of satisfactory behaviour and has returned to STAR positive behaviours.

As part of the *Faculty Behaviour Monitoring* process the following actions will take place:

- Parent/carer will be notified by mail or telephone
- Students will have detentions at lunch and/or recess and/or after school
- Parents are asked to check the card daily and have a conversation with their student about behaviour expectations and then sign the card
- The Faculty Head Teacher will check and sign card daily and discuss behaviour progress with the student.

Whole School Behaviour Monitoring

Students placed on *Whole School Behaviour Monitoring* will have either failed to modify their behaviour whilst on Faculty Behaviour Monitoring or will have been placed on monitoring for more than two faculties. Whole School Behaviour Monitoring is normally supervised by a Deputy Principal.

- Parent/carer will be notified by mail or telephone
- Students will have detentions at lunch and/or recess and/or after school
- Parents are asked to check the card daily and have a conversation with their student about behaviour expectations and then sign the card
- The Deputy Principal will check and sign card daily and discuss behaviour progress with the student.

Return from Suspension Behaviour Monitoring

All students returning from suspension are placed on seven days of *Return from Suspension Behaviour Monitoring* during re-integration and are supervised by the Deputy Principal. Satisfactory completion will be achieved when a student records seven days of satisfactory behaviour and has returned to STAR positive behaviours.

Students who have been suspended have lost the right to represent the school or participate in non-compulsory excursions.

In School Isolation

This may be imposed by the Principal, or Deputy Principals, to highlight the seriousness of the breach of school rules. Isolation is a consequence that allows the student time out to reflect on behaviour and develop a plan to return to class. While on isolation, students may have recess and lunch breaks at separate times to the rest of the school.

Parent/carer will be notified by mail or telephone

Interim Class Placement

Students who continue to disrupt the learning of their peers may be withdrawn from one or more classes and placed in an alternative classroom environment. This action will be taken in consultation between the Learning Support Team, Principal and/or Deputy Principal. All interim placements will be supported with whole school behaviour monitoring.

Parent/carer will be notified by mail or telephone

Procedural fairness

Procedural fairness is a basic right of all individuals dealing with public authorities. All individuals have a legitimate expectation that Department of Education officers will follow these principles when decisions are made affecting their rights, interests or legitimate expectations. This includes when dealing with suspensions and expulsions. Procedural fairness is generally recognised as having two essential elements.

The right to be heard which includes the right:

- to know why the action is happening
- to know the way in which the issues will be determined
- to know the allegations in the matter and any other information which will be taken into account
- of the person against whom the allegations have been made to respond to the allegations.

The right of a person to an impartial decision which includes the right to:

- impartiality in the investigation and decision making phases
- an absence of bias by the decision maker.

Additionally students with special needs and who have a Behaviour Management Plan in place should have a person familiar with the plan as a support person before any significant interview that may result in serious disciplinary action.

Suspension

This is imposed by the Principal where there is persistent and continued disobedience, physical violence, threats of violence, aggressive behaviour, possession or use of a suspected illegal substance possession of a weapon or other matters in line with the policy and procedures of the Department of Education and Communities. Suspensions highlight the seriousness of the breach of school rules and are seen as a consequence to allow for time out and to provide a formal opportunity to resolve the matter in conjunction with parents, guardians or caregivers.

Students who have been suspended have lost the right to represent the school or participate in non-compulsory excursions.

Expulsion

The Principal may expel a student where all other possible strategies have not resolved the problem, and it is considered that improvement may take place in an alternative school.

In serious circumstances of misbehaviour the Principal may expel a student of any age from the school. The Principal may also expel a student of post compulsory age for unsatisfactory participation in learning.

[Suspension and Expulsion of School Students - Procedures](#)

Appendix 7 – Celebrating Student Achievement

Class Merit Postcard Scheme

All teachers encourage and reward effective learning through their own personal systems of positive reinforcement. Every teacher is encouraged to issue at least two Merit Awards to students in each of their classes per cycle. This does not preclude the teacher issuing more, or at other times, as they deem appropriate. Students are selected based upon their level of co-operation, improvement, hard work and consistent motivation.

Head Teacher and Year Adviser Awards

Awards can be achieved through outstanding effort and application in areas of Academia sport and /or civic achievements.

Principal's and Deputy Principal's Awards

These awards can be issued at any time to deserving students for their academic, sporting or civic achievements. Students are often referred by teachers for these awards. Students may be nominated from any subject area. Recipients are presented with a certificate by the Principal or Deputy and acknowledged in the weekly newsletter.

Spirit of Kingscliff Awards

Spirit of Kingscliff Awards recognise and celebrate the large numbers of students who are the quiet achievers, showing diligence and sustained effort. These are the students who make Kingscliff High School an excellent school. They are the spirit of Kingscliff. There is an assumption that, until otherwise identified, all students are worthy of a Spirit of Kingscliff Award.

Early in Term 4, every staff member is asked to identify any student they feel should NOT receive an award due to their action, or inactions, over the past twelve months. Staff are asked to write their faculty name on an alphabetical list of students in year groups. These lists will be posted in the staff common room for a period of one week. The playground, excursions, buses and sport will have the same status as classrooms for identification processes.

Sentral data, including welfare, N determination and attendance records, are used to ensure all recipients are worthy. Any student on any level, on After School Detention, on Deputy's Isolation or suspended will be ineligible for an award in that year.

If a student receives only one demerit against their name, the Deputy Principal will seek further clarification of the demerit to determine if an award is appropriate. If a student receives two or more demerits they will not receive an award.

A celebration of the Spirit of Kingscliff awardees is incorporated into the Annual Academic Award Ceremonies.

WAVE Reporting (We All Value Education)

This report reflects learning behaviours and is carried out twice per term. It is mailed home to parents and is an account of how students learning behaviours allow them to get the most out of the learning opportunities provided at Kingscliff High School. The students learning behaviours are measured against a graded scale of behaviours that support learning, which is called the Wave Performance Continuum

Scores are sent out twice per term to communicate the students engagement with learning. This will assist parents in encouraging their child to get the most out of their learning at Kingscliff High School.

WAVE reports should be read in conjunction with Academic Progress Reports.

Academic Progress Reports

Students' efforts are overtly rewarded and reflected in their school report each semester. Particular emphasis is placed in these reports on positive achievements.

Academic and Sporting ceremonies

Outstanding achievement, endeavour and school service are identified and celebrated in the annual Academic awards ceremonies.

Other achievements may be recognised through informal year meetings/ceremonies.

An annual ceremony recognising sporting excellence is held in Term 4

Positive Behaviours for Learning (PBL) Reward System

Kingscliff High school has a focus on explicitly teaching positive behaviour expectations to support every student in maintaining STAR behaviour across the school. All students are expected to know and practice the **Positive Behaviours for Learning** at all times.

Students are supported in developing and maintaining appropriate behaviours through positive reinforcement. These behaviours are taught in lessons and will be reinforced in whole school assemblies, newsletters and through signage.

Kingscliff High School has a range of strategies for rewarding students who consistently apply the **Positive Behaviour for Learning** values.

There are three levels for **PBL** rewards:

1. BRONZE
2. SILVER
3. GOLD

Appendix 8 – Bullying – a student's guide

What to do if you are being bullied:

In The Classroom

1. If you are bullied in class report it to your class teachers. Your teacher will separate you from the student engaged in the bullying behaviour. You will be asked to fill in a *Bullying Incident Report*.
2. The student and Teacher will discuss the *Bullying Incident Report*.
3. If the Teacher substantiates that bullying has probably happened they will refer the student and the *Bullying Incident Report* to the Faculty Head Teacher and/or Head Teacher Welfare.
4. The Head Teacher Welfare will interview the student alleged to be engaging in bullying behaviour using the *Interview Sheet Bullying Behaviour*.
5. If bullying is substantiated the student engaging in bullying behaviour will be asked to complete and sign a *Student Agreement to Cease Bullying Behaviour*.
6. If bullying is not substantiated the issue will be dealt with according to Kingscliff High School's *Student Discipline and Welfare* policy.
7. The student engaged in bullying behaviour will be informed of the following:
 - Bullying is unacceptable and must stop immediately.
 - A record will be made on their personal file (by the Teacher using Sentral)
 - A letter will be sent home to inform their parents, by the Head Teacher Welfare. (*Bullying Warning Letter*)
 - Further incidents of bullying behaviour will be handled by the Deputy Principal and may result in placement in Deputy Principal isolation or **suspension from school**.
8. A letter will be sent home (bullied student) – *Bullying Incident Notification Letter*.
9. All documentation is to be handed to the Head Teacher Welfare and Deputy Principal.
10. The Head Teacher Welfare/Deputy Principal will follow up the student who has engaged in bullying behaviour and their plan in one week. (Student will report to Head Teacher Welfare / Deputy Principal on the day agreed in the *Student Agreement to Cease Bullying Behaviour*).

In The Playground

1. If you are bullied in the playground report it to the teacher on duty or your Year Adviser. The playground teacher or Year Adviser will ask you to fill in a *Bullying Incident Report*.
2. The student and teacher will discuss the *Bullying Incident Report*.
3. If the teacher substantiates that bullying has probably happened they will refer the student and the *Bullying Incident Report* to the Head Teacher Welfare.
4. The Head Teacher Welfare will interview the student alleged to be engaging in bullying behaviour using the *Interview Sheet Bullying Behaviour*.
5. If bullying is substantiated the student engaging in bullying behaviour will be asked to complete and sign a *Student Agreement to Cease Bullying Behaviour*.
6. If bullying is not substantiated the issue will be dealt with according to Kingscliff High School's *Student Discipline and Welfare* policy.
7. The student engaged in bullying behaviour will be informed of the following:
 - Bullying is unacceptable and must stop immediately.
 - A record will be made on their personal file (by the Teacher using RISC).
 - A letter will be sent home to inform their parents, by the Head Teacher Welfare. (*Bullying Warning Letter*)
 - Further incidents of bullying behaviour will be handled by the Deputy Principal and may result in placement in Deputy Principal isolation or **suspension from school**.
 - A letter will be sent home (bullied student) – *Bullying Incident Notification Letter*.
8. All documentation is to be handed to the Head Teacher Welfare and Deputy Principal.
9. The Head Teacher Welfare/Deputy Principal will follow up the student who has engaged in bullying behaviour and their plan in one week. (Student will report to Head Teacher Welfare / Deputy Principal on the day agreed in the *Student Agreement to Cease Bullying Behaviour*).

Cyber Bullying

1. If you are bullied by text or online report it to the Head Teacher Welfare or your Year Adviser. They will ask you to fill in a *Bullying Incident Report*.
2. The student and teacher will discuss the *Bullying Incident Report*. You will be asked to provide copies of messages sent and received.
3. If the teacher substantiates that bullying has probably happened they will refer the student and the *Bullying Incident Report* to the Head Teacher Welfare.
4. The Head Teacher Welfare will interview the student alleged to be engaging in bullying behaviour using the *Interview Sheet Bullying Behaviour*.
5. If bullying is substantiated the student engaging in bullying behaviour will be asked to complete and sign a *Student Agreement to Cease Bullying Behaviour*.
6. If bullying is not substantiated the issue will be dealt with according to Kingscliff High School's *Student Discipline and Welfare* policy.
7. The student engaged in bullying behaviour will be informed of the following:
 - Bullying is unacceptable and must stop immediately.
 - Where DET devices have been used for cyber bullying students may lose internet and computer network access privileges or have DET laptops confiscated for a period of time.
 - A record will be made on their personal file (by the Teacher using RISC).
 - A letter will be sent home to inform their parents, by the Head Teacher Welfare. (*Bullying Warning Letter*)
 - Further incidents of bullying behaviour will be handled by the Deputy Principal and may result in placement in Deputy Principal isolation or **suspension from school** and may also include long term suspension of internet access and/or removal of DET laptop.
 - A letter will be sent home (bullied student) – *Bullying Incident Notification Letter*.
8. All documentation is to be handed to the Head Teacher Welfare and Deputy Principal.
9. The Head Teacher Welfare/Deputy Principal will follow up the student who has engaged in bullying behaviour and their plan in one week. (Student will report to Head Teacher Welfare / Deputy Principal on the day agreed in the *Student Agreement to Cease Bullying Behaviour*).

What will happen if the bullying does not stop?

1. Report the repeated bullying to the Deputy Principal.
2. The Deputy Principal will ask you to fill in a *Bullying Incident Report*.
3. The Deputy Principal will interview the alleged bully and the student making the bullying complaint.
4. The Deputy Principal will interview the student alleged to be engaging in bullying behaviour using the *Interview Sheet Bullying Behaviour*.
5. If bullying is substantiated the student engaging in bullying behaviour will be asked to complete and sign a *Student Agreement to Cease Bullying Behaviour*.
6. If bullying is not substantiated the issue will be dealt with according to Kingscliff High School's *Student Discipline and Welfare* policy.
7. If continued bullying is substantiated the bully may be placed in Recess and Lunch isolation for a minimum of two days.
8. The student engaged in bullying behaviour will complete the *Addressing Bullying Behaviour Booklet* and make a Plan to change their behaviour. Parents or carers are to sign the *Addressing Bullying Behaviour Booklet* and the booklet is to be returned to the Deputy Principal.
9. A copy of all documentation will go to the Year Adviser of the student engaged in bullying behaviour and to your Year Adviser.
10. A note will be made on the personal file of the student engaged in bullying behaviour by the Deputy Principal (RISC notification).
11. Students (bully and bullied student) will participate in conflict resolution mediation with the support of the Deputy Principal and/or school counsellor.
12. A letter will be sent home to the parents of the student engaging in bullying behaviour – a *Bullying Behaviour Isolation Placement Letter*.
13. A letter will be sent home to the parents of the student who has been bullied– *Bullying Incident Notification Letter*.
14. The student engaged in bullying behaviour will meet with the Deputy Principal to discuss their Plan. (The student may also be required to see the school counsellor).
15. The Plan will be sent to the Year Adviser and Welfare Head Teacher.
16. The Deputy Principal will follow up the student engaged in bullying behaviour and check progress on their plan in one week. (Student will report to Deputy on the day agreed in the *Student Agreement to Cease Bullying Behaviour*).
17. The *Bullying Incident Report, Interview Sheet: B/B* and *Mediation notes* are to be placed in the file of the student engaged in bullying behaviour. Mediation notes will also go to the bullied student's file.
18. A third substantiated bullying report will result in suspension from school

Appendix 9 – Kingscliff High School WAVE Program

Aim:

- Enrich positive and respectful relationships between students, parents and teachers.
- Engage our learning community in a manner supportive of teaching, learning and student success.
- Provide an opportunity for regular and structured performance evaluation measured against the school's core values, twice a term.
- Clearly identify students at all levels of The WAVE Performance Continuum
- Provide recognition to students who demonstrate positive behaviour.
- Provide support to students who are showing signs of disengagement.
- Clearly identify students who are having difficulties in a particular subject relative to other subjects.

Values:

- Safety: Physically, socially and emotionally.
- Tolerance: Acceptance of diversity.
- Respect: Treating others as you want to be treated.
- Integrity: Doing what is right when no one is watching.
- Resilience: Bouncing back from adversity.
- Honesty: Telling the truth.

Method:

1. Each class teacher will be asked to complete The WAVE Report for each of their junior classes twice a term. The WAVE reports will be posted on the Parent Portal. Teachers will align each of their student's behaviour on The WAVE Performance Continuum.
2. Students will be identified as:

10	Outstanding	GOLD
9	Excellent	GOLD
8	Very Good	BLUE
7	Good	GREEN
6	Satisfactory	GREEN
5	Some Concerns	BROWN
4	Several Concerns	BROWN
3	Serious Concerns	RED
2	Unsatisfactory Behaviour	RED
1	Non-performance	RED
3. Reports will be generated and distributed to families. Student scores will be collated and colour groups established. Data will be utilised by various staff to reward, encourage or support students.

Students who are absent or new:

Students who have been regularly absent for the reporting period may be awarded a score of 5 or below **if suitable** (as identified on the WAVE Performance Continuum). If a student has been regularly absent for the reporting period due to school related business, professional discretion by the teacher is encouraged (ie. based on student engagement when they have attended class, engagement levels during previous reporting periods etc).

For students who are new, use your professional opinion to award the student with a score, even if it has only been one lesson.

When completing the WAVE Report:

- Be consistent and fair. Ensure that you refer to The WAVE Performance Continuum when making judgments.
- Encourage students to talk to you about their scores and how they can improve.
- Make sure that you complete your report on time.
- Please ensure that your WAVE report class list is accurate. If there are any issues with your class list please inform your Head Teacher.

WAVE Performance Continuum

10	Outstanding	<p><i>Is a model student</i> A student who is active towards their learning. This student goes above and beyond to support their own learning and the learning of others.</p> <p>Always prepared for lessons, with the correct equipment. Always on task. Demonstrates consistent diligence towards their work. Demonstrates an ability to foster positive relationships with students, teachers and members of staff. Is consistently punctual. Is always honest. Always respectful towards others. Always in uniform. Demonstrates the ability to problem solve and to bounce back from adversity.</p>
9	Excellent	<p><i>Is an excellent student</i> A student who consistently strives to reach their personal best and does not interrupt the learning of others.</p> <p>Always prepared for lessons, with the correct equipment. Always on task. Demonstrates diligence towards their work. Demonstrates an ability to foster positive relationships with students, teachers and members of staff. Is punctual. Is always honest. Always respectful towards others. Demonstrates discipline towards learning. Always in uniform. Demonstrates the ability to problem solve and to bounce back from adversity.</p>
8	Very Good	<p><i>Is a very good student</i> A student who consistently follows teacher instruction and does not interrupt the learning of others.</p> <p>Prepared for lessons, with the correct equipment. Always on task, may need infrequent redirection. Is diligent towards their work. Interacts positively with students, teachers and members of staff. Is punctual. Is always honest. Always respectful towards others. Displays discipline towards learning. Always in uniform. Displays the ability to problem solve and to bounce back from adversity</p>
7	Good	<p><i>Is a good student</i> A student who follows teacher instruction and does not interrupt the learning of others. Would improve with a more consistent approach.</p> <p>Usually prepared for lessons, with the correct equipment. Usually on task. Completes tasks as directed. Interacts positively with students, teachers and members of staff. Is punctual. Is always honest. Respectful towards others. Displays discipline towards learning. Always in uniform. Usually displays the ability to problem solve and to bounce back from adversity.</p>

6	Satisfactory	<p><i>A good student most of the time.</i></p> <p>Needs encouragement to be positively involved in their learning and the learning of others.</p> <p>More often prepared for lessons, with the correct equipment. More often on task. Completes tasks as directed most of the time. Interacts positively with students, teachers and members of staff. Although sometimes needs to be reminded to demonstrate positive behaviours. Is punctual most of the time. Is always honest. Respectful towards others – sometimes needs reminders. Displays discipline towards learning most of the time. Always in uniform – sometimes needs reminders. Displays the ability to problem solve and to bounce back from adversity most of the time.</p>
5	Some Concerns	<p><i>There are some concerns with this student</i></p> <p>There are times when this student needs to be reminded about positive behaviour towards learning.</p> <p>Sometimes unprepared for lessons and sometimes without equipment. Sometimes requires teacher guidance to complete tasks to a satisfactory standard. Needs guidance to interact positively with others. Is sometimes tardy. Does not always display appropriate behaviour. Sometimes displays discipline towards learning. Sometimes displays the ability to problem solve and to bounce back from adversity. Student may have attendance issues (non-school related) for this reporting period.</p>
4	Several Concerns	<p><i>There are several concerns with this student</i></p> <p>This student demonstrates a minimum level of engagement towards their learning and frequently disrupts the learning of others.</p> <p>Often unprepared for lessons and sometimes without equipment. Often requires teacher guidance to complete tasks. Needs guidance to interact positively with others. Is often tardy. Does not always display appropriate behaviour. Often disengaged with learning. Needs regular rule reminders. Student may have attendance issues (non-school related) for this reporting period.</p>
3	Serious Concerns	<p><i>There are serious concerns with this student.</i></p> <p>This student is frequently disengaged towards their learning and disrupts the learning of others.</p> <p>Frequently unprepared for lessons and without equipment. Frequently requires teacher guidance to complete tasks. Needs guidance to interact positively with others. Is frequently tardy. Does not always display appropriate behaviour. Frequently disengaged with learning. Needs frequent rule reminders. Student may have attendance issues (non-school related) for this reporting period.</p>
2	Unsatisfactory Performance	<p><i>This student is mostly not prepared for learning.</i></p> <p>Regular interventions are required to regulate this student's behaviour.</p> <p>Work is rarely completed Often does not interact positively with others. Mostly disengaged with learning. Student may have attendance issues (non-school related) for this reporting period.</p>
1	Non-performance	<p><i>This student is completely disengaged with learning.</i></p> <p>Work is never completed Dismissive of teacher support Does not interact positively with others Student may have attendance issues (non-school related) for this reporting period.</p>

Appendix 10 – Links to Supporting Documents

This document should be read in conjunction with the following DET documents:

[Values in NSW public schools](#)

[Student Welfare Policy](#)

[Suspension and Expulsion of Students Procedures](#)

[Suspension and Expulsion- Information to Parents](#)

[School Attendance Policy](#)

[Preventing and Responding to Student Bullying in Schools Policy](#)

[School Uniform Policy](#)

[Anti-Racism Policy](#)

[Work Health and Safety Policy](#)

[The Disability Discrimination Act \(1992\)](#)

[Disability Standards for Education 2005](#)