Ulladulla High School

Student Wellbeing and Fair Discipline Code

~ Policy and Procedures ~
Ulladulla High School

~ Mission Statement ~

Ulladulla High provides
a quality educational environment
in which students strive to
reach their summit

enhancing
personal qualities,
civic responsibility and
commitment to lifelong learning.
Student Wellbeing Policy

Rationale: Student Wellbeing encompasses everything that happens at school to meet our student’s personal and social needs and to enhance their wellbeing. It involves recognising and valuing students and their development as a unique person in our society. The Ulladulla High School Wellbeing Policy is the sum total of all the policies, programs and activities which are planned and implemented for student welfare.

There are a variety of guidance, support and counselling services available to students. We recognise the importance of students, teachers and parents all working together to provide a safe, caring environment in which students can achieve their full potential.

Ulladulla High School recognises that all students can succeed and that it shares the responsibility for individual welfare and achievement with the students themselves and their families.

The Student Wellbeing Policy aims to provide students with the opportunity for every student to take responsibility for his/her own learning and development. This policy focuses on positive behaviour for learning.

To compliment the Student Wellbeing policy are a range of programs available to members of our school community. These include the Tutorial Centre program, Focus on Learning program, Support Teacher Learning Assistance, Peer Tutoring, Middle School project, SNAP Attack, ‘10% on Top’, Gifted and Talented program, diverse opportunities across a number of sports and creative and performing arts. Student leadership opportunities include captaincy of the school and each of four houses – Akarma, Gunjari, Kunara, & Umpara. Student voice is exercised through the Student Representative Council and Student Environment Council.

All of these programs, the work of the school wellbeing team and other key people outlined in this booklet, are there to help students succeed. Students are invited to be active participants in their schooling. In short, each student is encouraged to “strive for his/her summit”.

Welcome to Ulladulla High School

UHS

Quality People

Quality Commitment

Quality Learning for Everyone
~Introduction~

(from “Student Welfare Policy”, NSWDET PD/2002/052/V01)

Student welfare in government schools:
- encompasses everything the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn
- is achieved through the total school curriculum and the way it is delivered
- incorporates effective discipline
- incorporates preventive health and social skills programs
- stresses the value of collaborative early intervention when problems are identified
- provides ongoing educational services to support students
- recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to:
  - enjoy success and recognition
  - make a useful contribution to the life of the school
  - derive enjoyment from their learning.

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents and the wider school community.

As a result of the practices the school puts in place:
- Students will be safe in the school environment.
- Students will know what is expected of them and of others in the school community.
- Students will be able to learn without disruption from unruly behaviour.
- Students will be provided with appropriate support programs.
- Students will contribute to decision making in the school.
- Students will participate in all aspects of school life as equals.
- Students will value difference.
- Students will be respected and supported in all aspects of their schooling.
- Students will know and understand the school’s organisation and know about student representative councils and other representative bodies.
The NSW Government recognises the importance of the following core values to the community. These values represent the aspirations and beliefs of the Australian community as a whole, including its concern for equity, excellence and the promotion of a caring, civil and just society. They are common to a range of secular and religious world-views and are found in most cultures. The NSW DET core values are:

INTEGRITY
Being consistently honest and trustworthy.

EXCELLENCE
Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

RESPECT
Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

RESPONSIBILITY
Being accountable for your individual and community’s actions towards yourself, others and the environment.

COOPERATION
Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

PARTICIPATION
Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

CARE
Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

FAIRNESS
Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

DEMOCRACY
Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

Teachers make values more explicit by including strategies that highlight the core values in their lessons. Discussing the meaning of core values as they occur helps students to develop their understanding of these values and how they operate in a variety of contexts. Teachers assist students to understand school policies by modelling and reinforcing behaviour consistent with the core values.

Values influence all actions and decisions, not only in classrooms, but also in the wider school and its community. Students also adopt the core values by observing the good models provided to them by members of the school community. A comprehensive and multifaceted approach to values education results in the core values informing every aspect of school life.
Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims. These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and care-givers is recognised as the primary influence on each child’s character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

The Department is committed to supporting principals and school staff in the implementation of these rules through statewide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.

The 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 cooperating 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.
Rationale: Students are encouraged to develop self-discipline and accept responsibility for their behaviour at all times. Students who behave appropriately learn effectively.

• **Five Fair Rules.** A summary of our discipline code can be found in the “Five Fair Rules” which were developed by the entire school community during 2006. They are clear, succinct statements posted in every room of the school for staff and students to refer to. These rules form the basis for positive student behaviour within our school. Students are expected to follow these school rules at all times. Students are expected to follow all reasonable instructions given by a staff member at any time. Breaches of school rules that occur outside school hours will result in school action if the matter is related to school issues. Students who act irresponsibly will be dealt with under the school’s Fair Discipline Code.

• **School Uniform.** The Department of Education and Training supports the wearing of school uniform. At Ulladulla High, the P & C association, the SRC and the staff have endorsed the wearing of school uniform by all students. Schools have the power to enforce the wearing of school uniform and failure to comply with the school’s uniform policy will result in disciplinary action, such as a school service, restricted playground access or a detention. In the case of practical subjects, failure to wear suitable protective clothing and appropriate footwear may result in students being withdrawn from certain practical experiences. This may put the completion of requirements at risk. It is the student’s responsibility to wear enclosed shoes with leather uppers.

• **Students involved with illegal drugs, dangerous weapons and explosive devices.** Students found in possession of these substances will be suspended immediately and the police notified. The school has the right under its “Duty of Care” to conduct a bag search where the school suspects a student to be carrying a dangerous or illegal substance in their bag. If the student refuses to co-operate the police will be called to carry out the search and in such circumstances the bag will be retained until the police arrive.

• **Banned items.** The school has identified a number of items that may cause harm to individuals or reduce learning effectiveness. These items can be confiscated by teachers on sight. Students may collect a banned item at the end of the day on the first offence. Subsequent confiscation will require collection by parents. These items are listed in the student prospectus. Mobile phones, whilst not banned are actively discouraged. Mobile phones visible or switched on during learning times will be treated as a banned item.

• **School Diaries.** It is the student’s responsibility to carry their school diary at all times. The school diary is specially designed to include school information, policies, and learning specific for the student’s year group. They will be used in rollcall, in Focus on Learning, in Crossroads and to record homework and assessment tasks. Students who require a pass to exit the classroom, leave school or to explain being out of uniform will have that recorded in their diary. Diaries may be used for school-home-school communication.

---

### Five Fair Rules

1. I will come to class ready to learn and let others learn.
2. I will show respect for myself, others and their property.
3. I will show pride in and look after my school.
4. I will listen actively and speak politely.
5. I will strive to do my best.
Year Advisers are responsible for the welfare of all the students in their year group. He/she will advise students when they need assistance and attend parent interviews when requested by the student or the school. The Year Advisor is the student’s representative on the UHS Student Wellbeing Team. Each Year Adviser has an Assistant who collects merit cards and is also available to help students.

Classroom Teachers provide students with learning programs that meet their needs and can refer students for additional assistance where this is necessary. Classroom teachers often organise extracurricular events which support student learning and development.

Home Teachers teach Year 7 students for two or more subjects and usually see the students each day for rollcall. They spend time building relationships with their students and are available to help with day to day issues.

Roll Teachers are a student’s daily contact and can be the first person to help or refer students to someone else for assistance. If students forget to bring their diary or a note following any absence then the Roll Teacher will remind them.

School Counsellors are all there to help when students who have a problem and need someone to talk to. They can also help students find assistance outside the school.

Girls’ Supervisor and Boys’ Supervisor coordinate special programs to support personal growth of students.

Anti-Racism Contact Officer helps students who believe they have received harassment that has a discrimination bias.

Careers Adviser helps students in their transition from school to work through Career Education programs, excursions, interviews and Work Experience programs. Students are encouraged and assisted to set long term goals in their career planning.

Head Teacher Student Wellbeing is the Leader of the UHS Student Wellbeing Team. Specialist programs for selected students personal growth are coordinated by this Head Teacher.

SASS Staff in the office provide support for sick and injured students. The office SASS staff look after students who arrive late or need leave passes. They also manage reports and examinations. The office SASS staff look after reception, payments and letters home. SASS staff in Library, Science, Agriculture and Home Economics, along with Teacher’s Aides, provide specialist support to assist teaching and learning.

Faculty Head Teachers are responsible for the learning environments and wellbeing of staff and students in their faculties. Each Head Teacher also has an area of whole school responsibility and can be consulted for assistance in this area.

Head Teachers Teaching and Learning have a special focus on enhancing the learning environments for students in years 7 to 9 and years 10 to 12. These Head Teachers support programs for gifted and talented students, gender equity and focus on learning.

Head Teacher Special Education, Support Teachers Learning Assistance and Specialist Itinerant Teachers are available to help students when they have special needs such as hearing, sight or learning disabilities. Individual Education Plans are developed with families for students with special needs and managed by the Learning Support Team, led by the HT.

Head Teacher Administration will talk to students if attendance is causing concern. Students who need leave passes during the day negotiate leave with this Head Teacher.

Head Teacher Technology develops the student’s examination timetables and helps students who need special consideration at examination time.

The Principal, with the Deputy Principals and all members of the student wellbeing network, are responsible for the welfare of everyone in the school. Deputy Principals take responsibility for students in either of years 7 to 9, or years 10 to 12.
~ Tolerance & Harassment Policy ~

Rationale: This part of the Student Wellbeing Policy has been developed to support each student and staff rights. Five Fair Rules No.2 states “I will show respect for myself, others and their property”. Five Fair Rule No. 4 states “I will listen actively and speak politely”. As a school community we have said we value social justice, care, compassion and respect. This policy supports our values.

Definitions: The Welfare Team has defined the following terms:

- **Intimidation** - Making another person feel uncomfortable, unsafe or threatened by the actions or words of others. This can include email or SMS.
- **Harassment** - Any act of intimidation that is repeated.
- **Bullying** - Any action where there is an imbalance of strength, (physical or psychological) and where there is intent to hurt repeatedly over a time.
- **Tolerance** - Displaying care and consideration for others regardless of their background or circumstances

"SCRAM" - a model to prevent or reduce student-student harassment.

1. **Solve** - If the situation is safe, try to resolve the issue calmly.
2. **Caution** - If the situation is not safe, give the person harassing you a warning. You must state that you don't want to be hassled and if necessary will get assistance.
3. **Retreat** - Leave the danger zone immediately and go to a safe area, e.g., Admin block, staff room, library etc.
4. **Act** - If harassment continues you must directly report to a staff member to assist. You must act on your final warning since no follow up empowers the aggressive student and increases the likelihood of more victims.
5. **Maintain** - If the same student continues to harass or threaten, then you must report the matter to the same teacher or member of the Welfare Team.

Students who feel intimidated should speak to any teacher with whom they have a positive relationship. Students who feel harassed or bullied in any way should talk to their Year Adviser/Assistant, Girl’s Supervisor, Boy’s Supervisor, Anti-Racism Contact Officer or Head Teacher Student Wellbeing.

Students who are confrontational or harass staff when they are asked to follow instructions, whether it is in the classroom, playground, on excursions or at sport, will be dealt with by the Fair Discipline Code. Any student who is involved in physical, verbal or sexual intimidation/harassment of a staff member or their family at any time or place will face school discipline action and possible civil action. This includes malicious complaints, swearing directly at or about staff.

**Peer Mediation:** This is a process by which two students who are in dispute sit down in a formal way with older, specially trained students and attempt to solve the problem. The majority of disputes result in a win/win solution for both students and a special contract is drawn up, setting out the agreement that was reached.

Students may approach the staff coordinator themselves or other members of staff may refer them. We believe that this non-violent way of solving problems is an important alternative for students to use rather than solving problems by violence or power.

**Cruelty to Animals:** All students must respect animals and show responsible behaviour towards them, particularly when there are a large number of students present in the schoolyard, on excursions or other visits. Responsible behaviour involves not approaching or interfering with animals so that the animal remains calm. If the animal needs any help, decisions can be made without stressing the animal. Any student found guilty of mistreatment of animals will face school disciplinary action and possible prosecution.

The School has staff members who have accepted responsibility to act as Animal Welfare Officers. They can be found in the Science Faculty.
~ Suggestions, Complaints & Allegations ~

**Rationale:** A professional response to suggestions, complaints and allegations promotes fairness, leads to improvements and creates confidence in the outcome. Complaints as well as compliments and other constructive feedback create opportunities for an organisation to improve its services and prevent future problems. From time to time parents, students and staff will be asked to complete surveys to help the school evaluate and improve current practices.

**Raising and Resolving Concerns**

Students who have concerns are encouraged to speak to their Year Adviser if their wellbeing is affected. Students may choose to speak to the Principal or relevant Deputy Principal if the concern is about teaching and learning, school policies or practices. Where possible this should occur during a class break. Some concerns students wish to raise are best dealt with by the Student Representative Council or Student Environment Council. Students should refer to the ‘Network of Care’ page in this policy for the most appropriate person to speak to when wishing to raise concerns and provide constructive feedback.

From time to time parents/carers may wish to raise concerns or constructive feedback with the school about its staff, policies or practices. All concerns should, in the first instance be raised with the school. A phone call to the Principal/ relevant Deputy Principal will initiate action. Sometimes a member of Region Staff at Bateman’s Bay will need to be consulted before a resolution can be reached. The vast majority of concerns will be able to be dealt with informally.

**Making Suggestions, Making and Resolving Complaints and Allegations**

Any concern raised by student, staff or family member that is deemed to be a formal suggestion, complaint or allegation will be considered under the NSW DET Policy “Responding to Suggestions, Complaints and Allegations”. (Copies available from the school office or NSW DET website www.det.nsw.edu.au/complaints/).

According to the DET policy there are some suggestions, complaints and allegations that will not be dealt with by school personnel but passed on to the appropriate section of NSW DET or require the use of alternate DET policies. These are identified within the “Responding to Suggestions, Complaints and Allegations” Policy.

Generally formal suggestions, complaints and allegations will be identified in writing. A suggestion or complaint form is available on request. Every matter will be considered seriously and promptly acted upon. There are three approaches for resolving suggestions and complaints. These are ‘systems improvement’, ‘negotiation’ and ‘investigation’. The person who receives the suggestion, complaint or allegation will identify the pathway to be used to resolve the suggestion or complaint. All procedures are outlined in the NSW DET policy “Responding to Suggestions, Complaints and Allegations”.

Where a complaint made by a student is shown to be vexatious the school will use the Fair Discipline Code to deal with the matter. An appeal process is outlined in the NSW DET policy.

**Parent and Student Consultation**

Evaluation of school programs and policies include consultation with parents, students and staff. In recent years our whole school community has been involved in revising the school mission statement, developing the school Exit Outcomes, identifying values to support the exit outcomes and identifying the Five Fair Rules.

Parents have also been involved in designing our new school development, in converting our school canteen to a Healthy Canteen and in refining our school uniform. In all of the above evaluations consultation with the School P&C was an important part of the process. The Student Representative Council and Student Environment Council have been consulted in key evaluations in the same way as the P&C have been consulted. When practical, surveys have also been used to gauge parent and student perspectives.

For the 2006 Annual School Report communication between the school and community was evaluated. For the 2007 Annual School Report School Culture was evaluated. In both cases parents, students and staff were involved in contributing to the findings.
The Merit Recognition Scheme will give students positive reinforcement when they accept responsibility for their personal growth and learning. The Merit Recognition Scheme enables students to aim towards short term as well as long term goals over the years they spend at school. The Merit Scheme recognises efforts on a day to day basis as well as at a higher level of achievement.

Teachers identify areas such as Quiet Achievement, Citizenship, Academic Excellence, Outstanding Talent, Attendance, Sportsmanship and School Effort. During class time teachers will reward students who are working well in any of these areas by presenting them with a small merit card. These can be accumulated to qualify for higher levels of awards.

When students persevere and strive to do their best in a number of areas they can achieve the prestigious recognition of a Principal’s Award at a special assembly to which family is invited, and the ultimate, UHS Gold Award, celebrated at Presentation Night. Every Principal’s Award contributes to the House Shield for Principal’s Awards.

Together with a student’s School Certificate, Preliminary Certificate, Higher School Certificate, references and other awards, Merit Awards will be a valuable component of resumes when students leave school. Below is a diagram that shows the progression from small class merits to the highest honour, the Gold Award.

1. **Submit 7 Class Merits from one category to receive a School Award in that category**
2. **Submit a total of 7 from at least 3 areas**
3. **Awarded at School Presentation Night**
4. **Awarded at Principal’s Award Ceremony; contribute to House Shield – Presentation Night**
5. **Consistent work in all areas over a school term**
6. **100% attendance in a semester**
7. **Quiet Achievers Award**
8. **School Attendance Award**
9. **School Citizenship Award**
10. **School Sport Award**
11. **School Effort Award**
12. **School Academic Award**
13. **School Talent Award**
14. **U.H.S. Principal’s Award**
15. **U.H.S. Gold Certificate**

Welcome to Ulladulla High School
The majority of students at Ulladulla High School will never be placed on a discipline level for incorrect behaviour. Failure to follow the Five Fair Rules will result in a consequence being placed by your teacher initially. Continued incorrect behaviour may result in a levels consequence. Members of the Welfare Team will then closely monitor your conduct until your behaviour improves.

**Level 1**

A student may be placed on Level 1 for five school days if he/she fails to follow the Five Fair Rules, shows inappropriate behaviour, attitude or harassment in the classroom, playground or at sport.

A Head Teacher and/or a class teacher will monitor student conduct and a letter of concern will be sent home.

Additionally students may have some of the following consequences:

* a detention;
* isolation from your normal class;
* faculty monitoring sheet;
* student’s name will appear on the levels list published on the school’s computer system notifying all teachers of level placement.

Senior students who are caught truanting for the first time will also be placed on Level 1 as a reminder of their responsibilities. Students who use their mobile phones in learning times may be placed on Level 1.

**Level 2**

A student may be placed on Level 2 by a Head Teacher, or the Deputy Principal, if misbehaviour, failure to follow the Five Fair Rules, attitude or language in the classroom, playground or at sport is more serious or persistent. Students will be placed on this level if you continue to neglect your responsibilities after being placed on Level 1 within a short period.

Inappropriate language includes the words used and the intent of the words. In general, smoking, truancy, failing to follow school policy related to mobile phones and leaving school without permission may also result in placement on Level 2.

Additionally the consequences for Level 2 are likely to include:

* a letter home to explain your misconduct;
* daily conduct cards, playground restriction card and/or daily period attendance card for ten school days. (may be five days if the placement is the student’s first placement on levels);
* exclusion from all excursions (except if a compulsory subject requirement or a specialist wellbeing program), school activities (eg. school socials) and representation whilst fulfilling Level 2 requirements and a further two school weeks;
* sport selection priority placed in jeopardy.
* student’s name will appear on the levels list published on the school’s computer system notifying all teachers of level placement.

For senior students, you may be placed on Level 2 and may have your behaviour monitored informally without the need for a conduct card if the placement is your first time on levels.

**Level 3**

A student may be placed on Level 3 following an interview with the relevant Deputy Principal, if misbehaviour, failure to follow Five Fair Rules, attitude or language in the classroom or playground or at sport is more serious or persistent. This includes behaviour where you seriously infringe the rights of others or ignore your responsibilities. The student will be placed on Level 3 if the conduct has not improved whilst on Level 2.

Examples of this may include: grossly inappropriate language to a student; grossly inappropriate behaviour, striking a student following considerable provocation; persistently leaving the school grounds without permission; continued misbehaviour in class or in the playground.

In addition to level 2, the consequences for Level 3 are likely to include:

* a telephone call and/or a letter home from the Deputy Principal;


- an interview with the Deputy Principal and your parents or carer (where appropriate);
- daily conduct and/or playground restriction card for ten or fifteen school days;
- exclusion from all excursions (except if a compulsory subject requirement or a specialist wellbeing program), school activities or representation for four school weeks
- sport selection priority placed in jeopardy.
- student’s name will appear on the levels list published on the school’s computer system notifying all teachers of level placement.
- students will also be encouraged to see the School Counsellor to help develop the skills that may reduce the likelihood of being placed on Level 3 again.

Students placed on level 3 who hold a leadership position in the school or those who are on the SRC, SEC, Promotion Rollcall will lose their right to participate in this group.

**Level 4**

Level 4 is the consequence of failure to adhere to your Level 3 conditions or a very serious breach of responsibilities, others’ rights or failure to follow the Five Fair Rules.

Examples of conduct that may result in placement on Level 4 are: grossly inappropriate language or behaviour directed towards a teacher; extreme or continual harassment of another student, including email or SMS; physical assault of a student where you are the aggressor or where you both contributed significantly to a fight; threatening someone with a weapon or implement; use or possession of alcohol or illegal drugs; dangerous behaviour; using technology in an illegal manor; persistent disobedience or refusal to cooperate.

The consequences for Level 4 are likely to include:

- suspension from school;
- a telephone call and a letter home from the Deputy Principal;
- an interview with the Deputy Principal/Principal and your parents or carer;
- a written commitment signed by you, your parents and Deputy Principal / Principal;
- daily conduct and/or playground restriction card for fifteen school days;
- exclusion from all from all excursions (may also include a compulsory subject requirement or a specialist wellbeing program), school representation and school activities for six school weeks.
- student’s name will appear on the levels list published on the school’s computer system notifying all teachers of level placement.
- on return to school you may be isolated within your class and will be required to catch up on all work missed if the work was not done whilst suspended.

Students placed on level 4 who hold a leadership position in the school or those who are on the SRC, SEC, Promotion Rollcall will lose their right to participate in this group.

**Level 5**

Students may be placed on this level if behaviour has deteriorated to the point of facing expulsion from school. In addition, students who have not completed requirements for the School Certificate, Preliminary Certificate or Higher School Certificate and have failed to heed the warnings sent to them may be placed on Level 5 for unsatisfactory participation in learning.

The consequences for Level 5 will include:

- long suspension from school;
- a telephone call and a letter home from the Deputy Principal;
- the family given seven school days to respond to the letter outlining expulsion
- the School Education Director will be notified
- an interview with the Principal, Deputy Principal and parents or carer where expulsion is explained. Counsellors and welfare personnel may also be involved.

If students are allowed to return to school (this should not be assumed)

- all work outstanding must be completed
- daily conduct and playground restriction card for fifteen school days and other Level 4 requirements.
- exclusion from all from all excursions, school representation and school activities for six school weeks.
- student’s names will appear on the levels list published on the school’s computer system notifying all your teachers of your level placement.

Students placed on level 5 who hold a leadership position in the school or those who are on the SRC, SEC, Promotion Rollcall will lose their right to participate in this group.
Conduct and Attendance Cards

A consequence for being placed on levels is carrying a conduct and/or attendance card. It is the student’s responsibility to hand their conduct/attendance card to the teacher at the start of the lesson and to collect it at the conclusion. If a ‘C’ (unsatisfactory) is recorded for the lesson by the teacher a Student report will follow and potentially further consequences. If playground restrictions apply the student should report to the teacher on duty at the beginning and end of the break.

Lesson time slots left blank on the card may be declared as truancy. Further consequences follow for truancy.

Parents and carers are asked to support the school by signing the card each day.

School Service Scheme

If you have been placed on Level 2, 3 or 4 and you want to reduce the time of your exclusion from excursions, school representation and activities you can elect to do School Service or Community Service. The Deputy Principal has a list of jobs, and a letter that you will need to get signed by the teacher who gives you the job or the community person in charge of the community service activity.

Each hour of service will reduce your exclusion time by one week. There is no limit as to how much time you can reduce your exclusion by.

Note: Service can only be undertaken when all conduct, attendance or playground restriction sheets have been completed.

Appeals - Extracurricular Activity Participation

If your level placement excludes you from a major excursion or school activity, and you have a previous good record of behaviour, or you feel that there are mitigating circumstances leading to the decision to prevent your participation, you can appeal in writing to the Appeals Committee, headed by the Principal. The appeal must be made at least one week before the activity you wish to participate in is to take place. Your Year Advisor can give you details about this procedure.

Procedural Fairness and Appeals

Every student has the opportunity to appeal the decision to be placed on a Level. Appeals for Levels 1, 2 and 3 should be made the next school day. Appeals for Levels 4 and 5 should be received in writing prior to the parent/carer interview.

If placed on the Level by the Head Teacher, the appeal should be directed, in writing, to the Deputy Principal. If placed on the Level by the Deputy Principal, the appeal should be directed, in writing, to the Principal. If placed on the Level by the Principal, the appeal should be directed, in writing, to the School Education Director, Bateman’s Bay School Education Area Office and the Principal should be notified.

The appeal must outline the reason why the student/family feels the decision was unfair. The appeal may also outline any procedures you believe were not followed. The appeal should also include the student’s written account of the events that led to the decision to be placed on a level. The appeal should be signed by the student, but may be countersigned by the parent/carer. Policies of the NSW DET will be followed when dealing with all appeals.

Related NSW DET Documents

- Student Welfare Policy PD/2002/0052/V001
- Suspension and Expulsion of School Students PD/2002/0014
- Core Rules For Students PD/2006/0316/V01
- Anti-Bullying Plan for Schools PD/2005/0235
- School Uniform Policy PD/2004/0025/V01
- School Attendance Policy PD/2005/0259
- Occupational Health and Safety Policy PD/2004/0007/V001
- Anti-Racism Policy PD/2005/0235
- Drugs in Schools Policy PD/2002/0040/V03
- Student Discipline in Government Schools PD/2006/0316/V01
- Values in NSW Public Schools PD/2005/0131

Welcome to Ulladulla High School