



# GRAFTON HIGH SCHOOL

## STUDENT WELLBEING AND DISCIPLINE HANDBOOK



### Achieving Excellence

# WELLBEING AND DISCIPLINE PHILOSOPHY

## Purpose

- ✓ To create order.
- ✓ To promote learning.
- ✓ To raise the social awareness of students.
- ✓ To guide individuals to exercise responsible choices about their behaviour.
- ✓ To mobilise a community of care to support staff, students and parents.

## Aims

- ✓ Make school a good place to be.
- ✓ Promote the concept that you own your own behaviour.
- ✓ Teach responsible and appropriate behaviour.
- ✓ Build a caring environment characterised by strong student/staff relationships.
- ✓ Involve parents in the process.

## Assumptions about Behaviour

- ✓ Social awareness (of a common set of values that articulates into a code of acceptable behaviour), dictates how we expect to be treated by others and how we treat others.
- ✓ We are independent beings who have the capacity to make responsible decisions/choices about our behaviour.
- ✓ People choose to behave irresponsibly for many different reasons.
- ✓ People respond better to correction, when it is done in an informed, positive, caring and sensitive manner.
- ✓ A caring environment characterised by trusting relationships, mutual respect, cooperation and encouragement is more likely to influence responsible choices in behaviour.
- ✓ A classroom where the curriculum is relevant helps produce appropriate behaviour.
- ✓ When staff and parents work together in a positive way students benefit.

## Preferred Practice

At the operational levels of the school (classroom, playground, group and individual inter-action) the following cycle of practice should be implemented:

- ✓ *Prevention:* In all interactions it is better if we work to prevent and minimise problem behaviours.
- ✓ *Positive Correction:* It is better if correction is positive. The common goal of correction should be to teach us something about our behaviour. The focus should be on: Owning your own Behaviour, Respect for Others and Building Positive Relationships.
- ✓ *Logical Consequences:* The goal should be to teach something positive about behaviour.
- ✓ *The consequences* should be relevant, timely and purposeful towards identifying appropriate choices.
- ✓ *Repair/Rebuild/Retrain:* The most socially responsible focus is restitution and reconciliation. Following appropriate 'cooling off' time, members of the school community, through appropriate school structures and strategies, should take the initiative to begin the repair/rebuild/retrain process.

# SCHOOL CODE OF BEHAVIOUR

## RIGHTS AND RESPONSIBILITIES OF STUDENTS

**All students and teachers have rights.**

**It is the responsibility of each student and teacher to respect the rights of others.**

### 1. THE RIGHT TO BE TREATED FAIRLY

My responsibilities are:

- To treat teachers and fellow students with respect.
- Not to swear or use inappropriate language.
- Treat others as I would like them to treat me.
- Do my best to be polite and cheerful.
- Set a good example.
- Not to bully or put down others.
- Not to fight.
- To solve problems using school procedures.

### 2. THE RIGHT TO LEARN TO MY FULL POTENTIAL WITH DIGNITY

My responsibilities are:

- Set goals and strive to achieve them.
- Listen to the classroom teacher.
- Co-operate with others.
- Strive to achieve to my full potential.
- Help others in need.
- Let others learn.
- Try my best in all subjects.
- Study and do my homework.
- Be respectful to others.

### 3. THE RIGHT TO EXPRESS MY OPINION

My responsibilities are:

- Respect the feelings of others.
- Think before I speak.
- Express my opinion at the right time.
- Listen to others' opinions.
- Let others express their opinions.
- Be polite.
- Exercise self-control.

### 4. THE RIGHT TO EXPECT MY PROPERTY TO BE SAFE AT SCHOOL

My responsibilities are:

- Don't use others' property without permission.
- Don't support others who are doing the wrong thing.
- Leave other people's property alone.
- Don't leave valuables in my bag.
- Don't steal.
- Don't leave my things lying around.

### 5. THE RIGHT TO A WELL MAINTAINED SCHOOL

My responsibilities are:

- Don't bring weapons to school.
- Don't drink alcohol, smoke or use drugs at school.
- Don't indulge in dangerous activities.
- Don't damage school property.
- Wear school uniform.
- Don't graffiti walls or furniture.
- Keep the school clean.
- Clean up my lunch area.
- Don't throw food.

## SHARE PROGRAM



Grafton High School is a PBL School. PBL stands for Positive Behaviours in Learning. The five core school values of GHS are Safety, Honesty, Acceptance, Responsibility and Effort. Students will learn more about how to exemplify these values as well as being rewarded for showing these core school values during their time at GHS.

The GHS PBL Matrix, which shows students acceptable behaviours around the school, is displayed below.

VALUES	Classrooms	Playground	All Settings
<b>Safety</b>	<ul style="list-style-type: none"> <li>Wear all appropriate uniform.</li> <li>Use equipment appropriately.</li> <li>Sit on all four legs of your chair.</li> <li>Keep your hands and feet to yourself.</li> </ul>	<ul style="list-style-type: none"> <li>Stay in bounds.</li> <li>Keep your hands and feet to yourself.</li> <li>Follow instructions.</li> <li>Keep to the left when moving around the school.</li> <li>Keep walkways clear.</li> </ul>	<ul style="list-style-type: none"> <li>Wear school uniform.</li> <li>Stay in bounds.</li> <li>Keep your hands and feet to yourself.</li> <li>Follow instructions.</li> <li>Keep to the left when moving around the school.</li> <li>Keep walkways clear.</li> </ul>
<b>Honesty</b>	<ul style="list-style-type: none"> <li>Tell the truth.</li> <li>Do your own work.</li> <li>Ask permission to borrow equipment and return it.</li> <li>Ask permission to leave the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Hand in found items.</li> <li>Follow the rules of the game.</li> </ul>	<ul style="list-style-type: none"> <li>Tell the truth.</li> <li>Ask permission to borrow equipment and return it.</li> <li>Follow instructions.</li> </ul>
<b>Acceptance</b>	<ul style="list-style-type: none"> <li>Be kind.</li> <li>Use school language.</li> <li>Let others have their opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Be kind.</li> <li>Use school language.</li> <li>Create an inclusive environment.</li> </ul>	<ul style="list-style-type: none"> <li>Be kind.</li> <li>Use school language.</li> <li>SHARE a SMILE</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>Wear school uniform.</li> <li>Bring correct equipment.</li> <li>Follow instructions.</li> <li>Put rubbish in the bin.</li> <li>Report bullying and tell the bully to stop.</li> </ul>	<ul style="list-style-type: none"> <li>Wear school uniform.</li> <li>Put rubbish in the bin.</li> <li>Report and tell others to stop bullying.</li> <li>Follow instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Wear school uniform.</li> <li>Be on time.</li> <li>Have a note if late or out of class.</li> <li>Follow instructions.</li> <li>Put rubbish in the bin.</li> <li>Report bullying and tell the bully to stop.</li> <li>Be in the right place at the right time.</li> </ul>
<b>Effort</b>	<ul style="list-style-type: none"> <li>Do your personal best.</li> <li>Show improvement.</li> <li>Show excellence in your behaviour.</li> <li>Show kindness.</li> </ul>	<ul style="list-style-type: none"> <li>Move to class quickly when the bell rings.</li> <li>Put rubbish in the bin.</li> </ul>	<ul style="list-style-type: none"> <li>Move to class quickly when the bell rings.</li> <li>Show respect.</li> </ul>

## WHAT DOES GRAFTON HIGH SCHOOL DO TO MEET THE NEEDS OF THE STUDENTS?

NEEDS	WELLBEING PROGRAMS
<p><b>1. Personal Needs</b></p> <ul style="list-style-type: none"> <li>* To be self-reliant.</li> <li>* To have a sense of responsibility.</li> <li>* To have strong feelings of self-worth.</li> <li>* To have personal safety.</li> <li>* To have a support network.</li> </ul> <p><b>2. Social Needs</b></p> <ul style="list-style-type: none"> <li>* To be able to value differences between people.</li> <li>* To be able to resolve disagreements.</li> <li>* To be able to use leisure time effectively.</li> <li>* To have necessary social skills.</li> <li>* To receive support from the community.</li> </ul> <p><b>3. Learning Needs</b></p> <ul style="list-style-type: none"> <li>* Opportunity to learn without disruption.</li> <li>* To receive quality teaching and learning programs.</li> <li>* To develop appropriate study skills.</li> <li>* To take responsibility for one's own learning.</li> <li>* To receive relevant curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>* Awards Program.</li> <li>* Anti-bullying and anti-discrimination policy.</li> <li>* Case Management approach to individual students.</li> <li>* Student Representative Council.</li> <li>* Peer Support.</li> <li>* Fund-raising for various charities and community groups.</li> <li>* Community Support Register.</li> <li>* Discos.</li> <li>* Aboriginal Education Officer.</li> <li>* Levels Discipline System.</li> <li>* Discipline Code.</li> <li>* Work Experience.</li> <li>* Reading Program.</li> <li>* Learning Support Team.</li> <li>* Anti-Racism (ARCO).</li> <li>* Positive Behaviour for Learning.</li> <li>* RAP Resourceful Adolescent Program</li> <li>* Teen Mental Health First Aid</li> </ul>
TEACHING & LEARNING	CURRICULUM
<ul style="list-style-type: none"> <li>* Positive reinforcement by teachers.</li> <li>* Fair and consistent discipline.</li> <li>* Literacy skills across the curriculum.</li> <li>* Parent/teacher/student meetings.</li> <li>* Constant communication between parents and Grafton High School.</li> <li>* Code of Behaviour prominently displayed in each classroom</li> <li>* Clear and consistent teacher expectations.</li> <li>* Variety of teaching strategies.</li> <li>* Awareness of the needs of individual students.</li> <li>* Regular homework and assignments.</li> <li>* Assessment Policy.</li> <li>* Thinking Skills lessons in Year 7.</li> </ul>	<ul style="list-style-type: none"> <li>* Aboriginal Studies classes.</li> <li>PDHPE classes.</li> <li>* LOTE classes.</li> <li>* Multicultural perspectives.</li> <li>* Gender Equity perspectives.</li> <li>* HSC Pathways 1, 2 and 3.</li> <li>* Peer Reading Program.</li> <li>* Thinking and Social Skills for Year 7.</li> <li>* Activities Week.</li> <li>* Sport.</li> <li>* Life Skills Program</li> <li>* Development Days.</li> <li>* Electives.</li> <li>* Careers Education.</li> <li>* Year 10 School to Work Program.</li> <li>* Vocational Education Program.</li> <li>* Year 9 School to Work Program.</li> </ul>

## LIFE IN A LARGE SCHOOL CAN BE VERY CONFUSING

Students frequently find themselves in the following situations needing guidance and support:



## WHAT TO DO IF YOU ARE ABSENT FROM SCHOOL

**Your responsibility is to:**

1. You should make every effort to catch up on work missed.

A Parent/Carer should notify the school (Attendance Desk) by telephone, email, or fax before 10.00 am on the day of absence to prevent an SMS or letter being sent home. Alternatively, a verbal or written explanation for the absence from the parent/carer may be submitted on the day of return. It is a DoE legal requirement that all absences be explained within 7 days.

## WHAT TO DO IF YOU ARE LATE TO SCHOOL

*You should have a note signed by your parent/carer explaining your late arrival.*

**Your responsibility is to:**

1. Report to the Attendance Desk for late arrival and have the reason why recorded. You will be issued with a late slip.
2. Take the late slip to your class so that you may be admitted to class and produce it if required in following classes.

## WHAT TO DO IF YOU ARE LATE TO CLASS

**Your responsibility is to:**

1. Provide an acceptable explanation and note from previous class teacher.
2. If your teacher detains you at the end of a lesson you must ask him/her for a note to take to your next teacher.
3. If you are out of class you must have a pass signed by your teacher.

## WHAT TO DO IF YOU NEED TO LEAVE SCHOOL BEFORE 3.15 PM

*Appointments and early departures are to be avoided unless absolutely necessary.*

**Your responsibility is to:**

Bring a completed school absence/leave form, signed by your parent/carer, explaining the reason for early leave from school.

1. **BEFORE SCHOOL** take this to the Attendance Desk where a staff member will record the reason and issue a leave pass.
2. On your return to school, report to the Attendance Desk. If the leave pass return time is incorrect office staff will record the amended time and issue a new pass.



## WHAT TO DO IF YOU ARE SICK AT SCHOOL

**Your responsibility is to:**

1. Obtain a note from your teacher and take it to the Print Room (Sick Bay).
2. You **MUST NOT** ring or text your parents. Print Room staff will do this for you if it is necessary.
3. Report to Front Office if the Print Room is unattended.

***Do not leave the clinic, return to class, leave the school or go into the playground without first reporting to Print Room staff or the Front Office.***

## WHAT TO DO IF YOU ARE OUT OF UNIFORM

**Your responsibility is to:**

1. Bring a note signed by your parent/carer explaining why you are out of uniform and present it to your On TRAC teachers.
2. Keep note all day to show on request to any teacher.
3. Uniform is marked each period by the class room teacher.
4. If you do not bring a note, your name will be recorded on the roll as out of uniform.
5. Students with 30 or more “strikes” may have parents/carers contacted by Head Teachers
6. Students with 30 or more “strikes” will not be permitted to attend school socials.

## WHAT TO DO IF YOU ARE HAVING PERSONAL PROBLEMS

**You could:**

1. Share your problem with your Year Advisor, a trusted member of staff, or a member of your family.
2. See the School Counsellor, Head Teacher Wellbeing or your Deputy Principal.
3. Talk to someone at Community Health which is located next to Grafton Base Hospital (☎ 6641 8702) or someone at the Family and Community Services in Fitzroy Street (☎ 6641 2400).

## WHAT TO DO IF YOU ARE NOT COPING WITH YOUR WORK

***Remember, we all have trouble coping at times.***

**You could:**

1. Talk to your teacher about your work and the problems you are having.
2. Talk to your Year Advisor, a teacher you like or any adult who works at the school.
3. See the School Counsellor, the Support Teacher Learning Difficulties, Head Teacher Wellbeing or your Deputy Principal.
4. Talk to a senior student or friend.
5. Talk it over with your family at home.

## WHAT TO DO IF YOU WANT TO SEE THE SCHOOL COUNSELLOR

1. Visit the School Counsellor's office during recess or lunchtime and ask for an appointment. If the School Counsellor is not there, either leave a message under the door, ask your Year Advisor to make an appointment for you or ask the Front Office to make an appointment.
2. If it is an emergency see the Principal, one of the Deputy Principals or the Head Teacher Wellbeing to help you find the Counsellor.
3. Students can be referred to the School Counsellor by parents.

## WHAT TO DO IF YOU ARE LEAVING GRAFTON HIGH SCHOOL

**Your responsibility is to:**

1. Bring a note from your parent/carer or have them ring the school, indicating your new address (and school if applicable). This is to be directed to the Front Office.
2. Obtain a *Leavers Form* from the Front Office.
3. Take this form to all your teachers, Head Teachers of each faculty and your Year Advisor for signing.
4. Return the completed Leavers Form to the Front Office.

***You must pay all outstanding fees, return all text books, school equipment, library books and bus passes before signing off can be completed.***

**we can  
help**

## HOW TO GET HELP AT GRAFTON HIGH SCHOOL

- ✓ See one of your teachers who you like and can talk to.
- ✓ See your Year Advisor.
- ✓ See your School Counsellor.
- ✓ See the Head Teacher Wellbeing.
- ✓ See your Deputy Principal.



## WELLBEING TEAM

### Head Teacher Wellbeing:



Grafton High School cares about student wellbeing. We will ensure that staff and students are equipped to be able to help students with any problems they may have. Mrs Nichols is your Head Teacher Wellbeing and can be located in the PDHPE Staffroom.

We know that changing schools can be a big challenge and we want to help you in any way possible. There is a range of other staff able to give you advice. Class Teachers will help you with problems relating to classwork and homework. Don't be afraid to ask. Year Advisers can give advice or direct students to other people who can help, as well as keep records of your achievements at school.

### School Counsellor:

Chrissy and Terri can provide guidance to students, parents and teachers over a wide range of matters, including personal problems and learning difficulties. All interviews are strictly confidential. The Counsellors' office is at the front of D Block.



Chrissy

### Aboriginal Education Officer (AEO):



Fran helps all students develop an appreciation of Aboriginal people and their culture as well as supporting Aboriginal students with health, welfare and educational matters. The AEO office is located on the ground floor of W block.

### Learning and Support Teacher:

Ms Hargreaves support students with additional learning needs. Their office is located upstairs in W Block.

As you can see, there are many people who are available to help you settle into Grafton High School and cope with the varied aspects of high school life. Our Welfare Team is available for you to contact regarding any problem or concern you may have at school. Parents are also able to contact us on matters relating to their child's school life.



## SCHOOL PERSONNEL



**Mr South**  
**Principal**



**Mr Moar**  
**Deputy Principal**  
(Yrs 7, 9 & 11)



**Mr Bertus**  
**Deputy Principal**  
(Yrs 8, 10 & 12)

### HEAD TEACHERS OF KEY LEARNING AREAS

ENGLISH .....	Mrs Patterson
MATHEMATICS .....	Mrs Merry
SCIENCE .....	Mrs Hill
HUMAN SOCIETY AND ITS ENVIRONMENT .....	Mr Robertson
LOTE/MUSIC/DRAMA/VISUAL ARTS/DANCE .....	Ms Feeney
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION .....	Mr Hartmann
TECHNOLOGICAL & APPLIED STUDIES .....	Ms Wilks
SUPPORT .....	Mr Durney
TEACHING AND LEARNING .....	Mrs Martin
WELLBEING .....	Mrs Nichols
<b>CAREERS</b> .....	Mrs Piper
<b>HT ADMIN</b> .....	Mrs Hayton
<b>ABORIGINAL EDUCATION OFFICER</b> .....	Mrs Williams
<b>SCHOOL COUNSELLOR</b> .....	Mrs Lasker / Mrs Jackson
<b>TEACHER-LIBRARIAN</b> .....	Mrs Lynch
<b>YEAR ADVISERS / ASSISTANT YEAR ADVISERS</b>	
Year 7 .....	Mr Townley / Miss Singh
Year 8 .....	Ms Taylor / Ms Hubbard
Year 9 .....	Ms Morris / Mr Piper
Year 10 .....	Mrs Gorham / Mr Johnston
Year 11 .....	Mrs Scott / Ms Wilks
Year 12 .....	Mr Litchfield / Mrs Butcher

## GRAFTON HIGH SCHOOL JUNIOR UNIFORM

- Plain sky blue, short sleeve shirt with collar (No T-shirts)
- Plain black shorts (No coloured trims)
  - Please note:
    - Black shorts **MUST** be worn by ALL students when completing sport/physical activity subjects. Shorts should be of an appropriate length (i.e. reaching mid-thigh at their shortest).
- Blue tartan school skirt (May be worn with black stockings)
- Royal blue Grafton High School jumper/hoodie or plain royal blue jumper/hoodie
  - Please note:
    - Jumpers, even if royal blue, will not be accepted as uniform if they contain other designs and/or motifs.
    - Junior students should not wear past or current senior jerseys. They will be considered out of uniform if this occurs.
    - Blue Combined High School (CHS) jumpers will be considered as uniform. North Coast representative jumpers and PSSA jumpers will not be considered uniform and all other jackets/jumpers/hooded jumpers, will not be considered Grafton High School uniform.
- Plain black track pants, ¾ pants or slacks (No coloured trims, no tights)
- Fully enclosed shoes/joggers with leather or solid uppers
  - Please note:
    - Student shoes must be flat or with a minimal heel, have a good grip and fit well (No thongs or sandals will be permitted)
    - Leather upper shoes are mandatory for practical subjects
    - See below for additional information
- White socks
- Students are encouraged to wear the school cap or bucket hat for sun protection





## GRAFTON HIGH SCHOOL SENIOR UNIFORM

- Plain white, short sleeve shirt with collar (No T-shirts)
- Boys: Plain grey shorts (No coloured trims)
- Girls: Plain black shorts (No coloured trims)
  - Please note:
    - Shorts MUST be worn by ALL students when completing sport/physical activity subjects. Shorts should be of an appropriate length (i.e. reaching mid-thigh at their shortest).
- Navy blue school skirt (May be worn with black stockings)
- Royal blue Grafton High School jumper/hoodie, plain royal blue jumper/hoodie or senior jersey
  - Please note:
    - Jumpers, even if royal blue, will not be accepted as uniform if they contain other designs and/or motifs.
    - Blue Combined High School (CHS) jumpers will be considered as uniform. North Coast representative jumpers and PSSA jumpers will not be considered uniform and all other jackets/jumpers/hooded jumpers, will not be considered Grafton High School uniform.
- Plain black track pants, ¾ pants or slacks (No coloured trims, no tights)
- Fully enclosed shoes/joggers with leather or solid uppers
  - Please note:
    - Student shoes must be flat or with a minimal heel, have a good grip and fit well (No thongs or sandals will be permitted)
    - Leather upper shoes are mandatory for practical subjects
    - See below for additional information
- White socks
- Students are encouraged to wear the school cap or bucket hat for sun protection.



## SCHOOL ATTENDANCE

Students must by law attend school each day it is open. If students are unable to attend for some reason then the following procedures should be followed:

A Parent/Carer should notify the school by telephone, email, or fax before 10:00 am on the day of absence to prevent an SMS or letter being sent home. Following an absence from school, a verbal or written explanation must be provided within 7 days. Alternatively, a parent/carers can respond to the absence notification text. Please note that text messages can only be sent in response to an absence notification. All other text messages are not received by our system.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified.

Written explanation notes should be handed in at the Attendance Window which is at the Front Office. Notes must clearly state: student's full given name and surname, year, date or dates absent, reason for absence and signed by parent or guardian.

NB: There is a form available from school (see below). This form ensures all necessary information is included and assists in the filing of notes. Please use it whenever possible.

If a student is going to be absent for any day please notify the school. This can be done by:

- Telephoning 6642 3355
- Emailing the School [graffton-h.school@det.nsw.edu.au](mailto:graffton-h.school@det.nsw.edu.au)
- Delivering or sending a note to the attendance desk.

If a student is to be absent for a period of greater than 20 school days then parents need to apply for an exemption from attendance through the front office.

Students who arrive late to school must report to the Attendance Window, preferably with a note from their parent/carers stating the reason for being late. They will then be issued with a Late Arrival slip. Students will not be admitted to class unless they produce this Late Arrival slip.

Students who wish to leave the school during the day must bring a note from home requesting permission to do so. This note must be submitted before school, at recess or lunch before the pass out can be issued. Students must be signed out at the Attendance Window before leaving and signed in at the Attendance Window when they return to school.

The procedures outlined are designed for the safety and Wellbeing of all students, to reduce the level of truancy and to assist the running of the school.



### GRAFTON HIGH SCHOOL

PHONE: 6642 3355

FAX: 6642 3184

E-MAIL: [graffton-h.school@det.nsw.edu.au](mailto:graffton-h.school@det.nsw.edu.au)

STUDENT NAME (Please print) : \_\_\_\_\_ YEAR : \_\_\_\_\_

DATES of WHOLE DAY ABSENCES: \_\_\_\_\_

DATE of PARTIAL ABSENCE: \_\_\_\_\_ TIME: \_\_\_\_\_

REASON for ABSENCE: \_\_\_\_\_

*NOTE: Illness and family emergencies are the only lawful reasons for leave. School sport is compulsory.*

SIGNATURE OF PARENT/GUARDIAN: \_\_\_\_\_ DATE: \_\_\_\_\_ PHONE NO: \_\_\_\_\_

## THE SCHOOL DAY

School commences at 9:05am each day and concludes each day at 3:15pm. There are six periods in each day. Recess is from 11:03am to 11:23am and lunch is from 1:01pm to 1:41pm. On Tuesdays at 10:50am to 11:03am an Assembly occurs. In A week the Assembly is held in the main quad for all students to attend. In B week Year assemblies are held.

Some senior classes commence at 8:30am, with the remainder of senior and all junior classes commence at 9:05am with your On-TRAC group.

Year 7 has their own special area in which to sit and have their breaks, in the W block quad.

No food is to be eaten on the school oval. Students are only allowed onto the oval during breaks after eating areas are free from rubbish and two bells have been rung.

Grafton High's timetable structure is a 10 day cyclic timetable. This means we have 6 periods a day and a Week A and Week B timetable.

Each student's individual timetable will be issued at the start of Term 1 and students will be shown how to read it.



## BELL TIMES – 2019

### Week A and B

	MONDAY Week A/B	TUESDAY Week A	TUESDAY Week B	WEDNESDAY Week A/B	THURSDAY Week A/B	FRIDAY Week A/B
Roll Call	9.05 – 9:15 (10)	9.05 – 9:10 (5)	9.05 – 9:10 (5)	9.05 – 9:15 (10)	9.05 – 9:15 (10)	9.05 – 9:15 (10)
OnTrac	9:15 – 9:25 (10)	9:10 – 9:20 (10)	9:10 – 9:20 (10)	9:15 – 9:25 (10)	9:15 – 9:25 (10)	9:15 – 9:25 (10)
1	9:25 – 10:14 (49)	9:20 – 10:05 (45)	9:20 – 10:05 (45)	9:25 – 10:14 (49)	9:25 – 10:14 (49)	9:25 – 10:10 (45)
2	10:14 – 11:03 (49)	10:05 – 10:50 (45)	10:05 – 10:50 (45)	10:14 – 11:03 (49)	10:14 – 11:03 (49)	10:10 – 10:55 (45)
ASSEMBLY		10:50 – 11:03 (13) <i>Assembly</i>	10:50 – 11:03 (13) <i>Year Assembly</i>			
Recess	11:03 – 11:23 (20)	11:03 – 11:23 (20)	11:03 – 11:23 (20)	11:03 – 11:23 (20)	11:03 – 11:23 (20)	10:55 – 11:23 (20)
3	11:23 – 12:12 (49)	11:23 – 12:12 (49)	11:23 – 12:12 (49)	11:23 – 12:12 (49)	11:23 – 12:12 (49)	11:23 – 12:12 (49)
4	12:12 – 1:01 (49)	12:12 – 1:01 (49)	12:12 – 1:01 (49)	12:12 – 1:01 (49)	12:12 – 1:01 (49)	12:12 – 1:01 (49)
Lunch	1:01 – 1:41 (40)	1:01 – 1:41 (40)	1:01 – 1:41 (40)	1:01 – 1:41 (40)	1:01 – 1:41 (40)	1:01 – 1:41 (40)
5	1:41 – 2:30 (49)	1:41 – 2:30 (49)	1:41 – 2:30 (49)	1:41 – 2:30 (49)	1:41 – 2:30 (49)	1:41 – 2:30 (49)
6	2:30 – 3:15 (45)	2:30 – 3:15 (45)	2:30 – 3:15 (45)	2:30 – 3:15 (45)	2:30 – 3:15 (45)	2:30 – 3:15 (45)

**Friday Week B = Year Assembly.**



## HOMEWORK, ASSESSMENT AND REPORTS

Students are assessed on a combination of classwork, homework, assignments, and tests. In Year 7 three reports will be issued: an Interim report during Term 1, Mid Course report for Term 2, and the Yearly report in Term 4.

Homework is an essential part of the school's education program. As well as providing for both revision and extension of work done in class, it is intended to develop self-organisation and independent work habits in students. Students who follow a regular homework/study program throughout the year perform better in exams than those who leave study until the last minute.

## COMMUNICATION AND PARENT/TEACHER INTERVIEWS

There are a number of ways in which parents can find out what is happening in the school and seek answers to any concerns.

- *The School Newsletter* is published and is distributed by email. A hard copy is always available for students, parents and carers at the Front Office. It is also published on the Grafton High School website. It celebrates student and school achievements and provides up to date information on school activities. Please ensure your contact details are up to date including your email address.
- *Facebook* is a quick and easy forum where we like to connect with our school community. We post and share the amazing things our students achieve, videos of the high school experience, inform parents/carers of upcoming events, when excursions are due to leave and arrive back home, and reiterate information handed out to students or in the newsletter. "Like" the Grafton High School Facebook page to view posts, photos and videos about the creative and talented students we have here at GHS.
- *Parent/teacher afternoons:* Parents are encouraged to attend these sessions to discuss their child's progress. They occur after reports are issued for Term 1 Interim and Mid Course. You will be notified of the date and time via the School's Newsletter, Website and Facebook Page.
- *Direct contact with individual teachers:* Please feel free to call or email class teachers about specific subject issues. The Head Teacher of each particular subject area is also available and their names can be found in this booklet.
- *Wellbeing concerns:* Mr Townley, your Year Adviser, Miss Singh, your Assistant Year Adviser and Mrs Nichols, Head Teacher Wellbeing, are the people you call. Your Deputy Principal has the overall responsibility for welfare and discipline issues of Year 7 students.
- *Learning and Support Teacher:* Ms Hargreaves provides direct assistance to students in regular classes who have additional learning needs in conjunction with regular classroom teachers. Parents who have concerns about their child's progress should contact their subject teacher or Mr Townley, Miss Singh or Mrs Nichols.

Communication with your son/daughter/ward during school hours: If you need to contact your child urgently, please call the Front Office staff for assistance. Parents should not contact students directly by mobile phone as this can cause significant disruption in the classroom. Students are not permitted to use mobile phones or electronic devices in class unless instructed by their teacher as part of their learning.

## POSITIVE AWARDS PROGRAM

Grafton High School recognises the positive achievements of the student body in many areas including academic performance, cultural activities, community service, sport, and behaviour and attitude, amongst other aspects of high school life.



Teachers use a wide variety of ways to recognise student achievement. Informally, teachers may recognise consistent performance through a positive entry in our whole school electronic recording system and by issuing SHARE tokens. Formal recognition of student achievement can occur weekly at whole school assemblies, on a semester by semester basis at formal year group merit awards assemblies (outlined below) and annually at Grafton High School's Presentation Night held late in Term 4.

## GOLD, SILVER AND BRONZE MERIT AWARD SCHEME, 7-12

In the Gold, Silver and Bronze Merit Award Scheme, the onus is on the student to achieve the award. This scheme is to promote positive behaviour in our students, in all subjects. Merit Cards are distributed to those who want to participate in the scheme by the students' Year Adviser or the Merit Awards Coordinator.

These cards are signed each lesson by the classroom teacher. The students return them to the Merit Awards Coordinator on completion. Each stage in this scheme has specific requirements that the students must meet, including attendance. The requirements and expectations are increased at each level.

An award for each stage is generated, which outlines the requirements the students had met to receive the award. These certificates are presented at whole school assemblies on a regular basis.



## FORMAL YEAR GROUP MERIT ASSEMBLIES

Awards presented at the formal year group assemblies are given by teachers for performance in class, for cultural participation, for school service and community service, and for sporting achievement. These awards occur two or three times annually.



## EXTRA CURRICULAR ACTIVITIES

At Grafton High School we offer a variety of extra curricular activities for students to enrich their learning.

### Debating/Public Speaking

This activity is a lot of fun and available to students from all years. Students participate in competitions organised by the Department of Education and Training and in local competitions. See Mrs Castle or Mr Piper in the English D Block staffroom for more information.



### Performance Ensembles

Students interested in joining instrumental and vocal groups will have the opportunity to participate in rehearsals. If you play an instrument or sing, see Mr Townley in your Music lessons for more information. The school has many performance opportunities for students. These include the school band that meets every Wednesday 3:30 - 4:30pm in the Music room (A14). The School Choir meets every Tuesday at lunch in the school's Music room (A14). Instruments are available for hire at a cost of \$20.00 per semester for students who perform in these groups.



## LIBRARY



The library is a fun teaching and learning centre and an important part of your education. You'll find the library a helpful and friendly place to learn and discover new and interesting ideas. During your Year 7 Library Orientation, all library services and procedures will be explained. See the Grafton High School website for opening times and library updates.

It's all about reading! A diverse range of literature and variety of featured authors ensures there will always be something to interest you. Reading for pleasure can have a very positive influence on academic achievement. It also improves wellbeing as it develops empathy for others and helps you 'walk in another's shoes'. All Year 7 students are encouraged to read regularly and participate in the 2019 Premier's Reading Challenge.

At Grafton High School we promote a positive attitude towards knowledge seeking. Our extensive range of non-fiction and reference books will help you research topics and find information to assist with your assignments. The library is also a digital learning centre with computers and iPads available for student use. The AV Room is used for video presentations and documentaries, and the Outback Room is a versatile learning and teaching room. We are proud of our students' achievements and have regular displays in the library to showcase their great work.

Mrs Lynch – Teacher Librarian

*'Time in the library is time well spent!'*





# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION AND SPORT

Grafton High School is one of the leading sporting schools on the North Coast. In recent years, the school has won state championships in Squash, Tennis, Cricket, Hockey and Rowing. The school is also very competitive in Rugby League, Rugby Union, Netball, Australia Rules and Athletics.

Students are given every opportunity and encouraged to participate in representative fixtures in all sports. Many students from the school gain Regional and State Representation. Elite athletes at Grafton High School will have every opportunity to reach their full potential with the use of the High Performance Centre. This allows individual athletes to train and develop personal skills.

Year 7 students follow an integrated Personal Development, Health and Physical Education and Sport program. If students are unable to participate in Physical Education, they must supply the school with a note.

Students will have 6 periods of Personal Development, Health and Physical Education and Sport per cycle. They will be required to wear a sport uniform for these periods.

Mr Hartmann

Head Teacher Personal Development, Health and Physical Education

<b>Sport Houses:</b>	<b>Colour:</b>
Cameron	Green
Davies	Blue
Page	Yellow
Smith	Red



Athletics Carnival



Inside the High Performance Centre

## CANTEEN

The canteen is open from 8:15am. If you are ordering your lunch, do so before school or at recess. A wide range of healthy food is available as well as stationery items. We would certainly appreciate any new additional volunteers to help prepare and serve for a few hours, once or twice a month. Find out what really goes on in the school! Contact Jenny Sneesby or Nolene Chevalley at the canteen. Ph 6642 1293.



# BEHAVIOUR MANAGEMENT POLICY (DISCIPLINE)

## DEFINITION

Behaviour Management is the process of enabling a student to come back on task with his/her learning, encouraging self-control and giving a sense of choice over his/her own behaviour.

## PURPOSE OF BEHAVIOUR MANAGEMENT

- To promote good discipline to ensure **effective learning**. (DoE Policy Statement.)
- To promote a **partnership** between the school and parents/carers, involving them sooner rather than later in the resolution of discipline/behaviour management problems.
- To promote and develop **stability in the social conduct** of students. (Ability to get on with others, respect for others and accountability for one's actions).
- To develop in students **personal maturity**. (Responsibility, tolerance to frustrations of learning and social relationships and a sense of individual effort and pride).
- To foster **moral development**. (Manners, standards, rules and the difference between acceptable and unacceptable).
- To provide **emotional security**. (Encouragement, positive reinforcement, helpful guidance).

## ACTIONS REQUIRING IMMEDIATE CONSEQUENCES

The following behaviour is not acceptable at Grafton High School.

- Physical violence and/or threats of violence.
- Verbal or physical harassment of a member of staff, student or member of the community.
- Possession, selling or passing of any suspected illegal drug.
- Smoking, possessing or supplying cigarettes.
- Drinking, possessing or supplying alcohol.
- Theft or the wilful damage of property (staff, student or school).
- Spitting, throwing of food or any other material.
- Cruelty to animals.
- Acting in a manner that places self and/or others in danger.
- Misuse of technology.
- Misconduct playing sport.
- Misconduct on excursions.
- Persistent disobedience.
- Possessing or using any item as a weapon.

Such behaviour by a student of Grafton High School must be reported immediately to either a teacher or Deputy Principals.

The matter will be investigated as soon as possible.

Parents/Carers of students involved will be contacted as soon as possible.

Such behaviour **may** result in:

1. An immediate suspension and/or placement on the appropriate disciplinary level.
2. An immediate suspension pending expulsion from Grafton High School.
3. Expulsion from the NSW School System.
4. The police being contacted and informed.

## **CONSEQUENCES OF BEING PLACED ON A SUSPENSION**

1. Your Parents/Carers will be informed in writing of the nature and duration of the suspension. A copy will be placed in your student file.
2. You will not be able to attend school for the time of your suspension.
3. You are not permitted to approach the school area (footpaths outside school) or be in the school playground without the specific permission of the Principal.
4. You will be provided with a work program. (long suspension)
5. A Resolution of Suspension Interview will be negotiated between the Deputy Principal and your parents/caregivers. At this meeting the conditions of your return to school will be negotiated.
6. Further consequences may include:
  - Being placed on a Discipline Level.
  - Being required to participate in a Counselling Program.
  - Attend appropriate information/counselling/rehabilitation session/tutoring/wellbeing programs.
  - Completion of a Behaviour Booklet.

## **CONSEQUENCES OF BEING PLACED ON A LEVEL**

1. The Discipline Levels Scheme operates to provide a fair and consistent set of actions and consequences to inform and guide teachers, students and parents/guardians.
2. This Levels Scheme is supported and managed by the Deputy Principal.
3. The Scheme has TWO levels: Levels 1 and 2.
4. The majority of students will never be entered on a Discipline Level.
5. The emphasis of this scheme is on students taking responsibility for their actions.
6. At all times it is the Wellbeing of the student that is of primary concern. However, students also need to learn that there are consequences for their actions and that these consequences will be applied and must be faced up to.
7. Communication with parents/caregivers is a priority and at all times it is the school's desire to work in co-operation with parents/caregivers and the community.

Students may be placed on a Level in one of two ways:



- As a result of report(s) of inappropriate actions/behaviour that has been passed on to the Student Wellbeing Team or Deputy Principals via the Student Incident Report process.
- As a result of the direct action taken by the Principal or Deputy Principals in response to a student's inappropriate action/behaviour in the playground or the classroom which requires immediate action (including on return from suspension).

## LEVEL 1 BOOK

Whilst on Level 1, students are expected to abide by the school expectations and follow the classroom procedures. They are as follows:

1. Be on time
2. Line up with the correct equipment/tool kit.
3. Remove hat and enter the classroom quietly.
4. Use electronic devices as instructed by the teacher and /or the User Agreement.
5. Sit with your feet and four chair legs on the floor. (2 & 4 on the floor)
6. Work quietly.
7. Do your personal best.
8. Keep the classroom clean and tidy.
9. Present to parent/carer for a signature at the end of each day.

### Conditions and Consequences

- Report to D2 for On-TRAC.
- A maximum of 10 days to achieve 5 successful days.
- A successful day is one that has no more than 1 unsatisfactory period on that day.
- Loss of a booklet will count as an unsuccessful day.
- If 5 days are not completed satisfactorily within 10 days your parent/guardians will be contacted and you will be placed on a Level 2 monitoring book.

## LEVEL 2 BOOK

Whilst on Level 2, students are expected to abide by the school expectations and follow the classroom procedures. They are as follows:

1. Be on time
2. Line up with the correct equipment/tool kit.
3. Remove hat and enter the classroom quietly.
4. Use electronic devices as instructed by the teacher and /or the User Agreement.
5. Sit with your feet and four chair legs on the floor. (2 & 4 on the floor)
6. Work quietly.
7. Do your personal best.
8. Keep the classroom clean and tidy.
9. Present to parent/carer for a signature at the end of each day.

### Conditions and Consequences

- Report to D1 for On-TRAC.
- A maximum of 10 days to achieve 5 successful days.
- A successful day is one that has no more than 1 unsatisfactory period on that day.
- Loss of a booklet will count as an unsuccessful day.
- If 5 days are not completed satisfactorily within 10 days your parent/guardians will be contacted and you may be suspended from school for persistent disobedience.

### Level 1 and 2 students cannot do the following:

- Represent the school in sport/extra-curricular or cultural activities
- Attend excursions or social events, i.e. school disco.

## DISCIPLINE SCHEME (MONITORING AND ATTENDANCE)

Students may also be placed on a monitoring booklet in order to improve performance or improve poor attendance whilst at school.

While on a monitoring booklet students are expected to abide by the school expectations and follow the classroom procedures. They are as follows:

1. Be on time
2. Line up with the correct equipment/tool kit.
3. Remove hat and enter the classroom quietly.
4. Use electronic devices as instructed by the teacher and /or the User Agreement.
5. Sit with your feet and four chair legs on the floor. (2 & 4 on the floor)
6. Work quietly.
7. Do your personal best.
8. Keep the classroom clean and tidy.

### Conditions and Consequences

- You are to report to your Attendance/Monitoring book supervisor each day.
- Hand this booklet to your teacher at the beginning of every period to be checked.
- 6 periods a day must be checked as present to count as a satisfactory day.
- 10 satisfactory days are needed to successfully complete the booklet.
- Failure to complete the booklet will result in being placed on a Level 1 Behaviour Monitoring Booklet.

## ADDITIONAL STRATEGIES, CONSEQUENCES AND RESTITUTION

1. When it is obvious that a student is failing to respond to the system of levels, the Head Teacher Wellbeing, in conjunction with the Deputy Principal, may choose to deal with the student either by:
  - a) Designing an individual behaviour management plan appropriate to the student's needs.

**OR**

  - b) If all appropriate student Wellbeing strategies and alternative options have been explored, the student may be considered for expulsion.
2. Where inappropriate behaviour involves damage to property, the problem may well be satisfactorily resolved by giving the student the chance to make restitution, e.g. paying for a broken window, removing or painting over graffiti, etc. Good restitution will have the following characteristics:
  - The victim will consider it fair.
  - It will require effort on the part of the offender.
  - It will not encourage further offences.
  - It is in line with community expectations.

It is relevant to the offence.



## Student Wellbeing Program 2019

Our Student Wellbeing program takes a whole school approach to the wellbeing of our students. The aim of the program is to develop an inclusive and supportive environment that facilitates open and respectful communication between staff, students, parents and community. Students will develop skills and demonstrate behaviours from the school value system: **S**afety, **H**onesty, **A**cceptance, **R**esponsibility and **E**ffort.

### Aims:

Our Student Wellbeing Program aims to build a caring environment characterised by strong student/staff relationships where our students feel safe and supported. We aim to promote responsible and appropriate behaviour to enhance learning opportunities which encourage every student to reach their full potential.

### Students will develop:

A sense of belonging	Social Awareness	Responsible behaviour	Resilience and a growth mindset
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### Wellbeing Team Members:

Head Teacher Wellbeing Year Advisors Careers Advisor	Deputy Principal School Counsellor Transition Coordinator	Support Teachers School Learning Support Officers Aboriginal Education Officer	Student Support Officer Chaplain Home School Liaison Officer
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### Whole School Programs:

Anti-Bullying, Discipline & Attendance Policies	SRC Committees	Year group Wellbeing Days	Wellbeing Support; SSO Chaplain	Teachers as Mentors	Vaccinations	Peer Support	Police Talks	Positive Awards Program	Sports House System	Learning Support Team	Interagency Support	School to Work Transition	Spot on Coffee	Breakfast Club
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Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>Whole School Values: Safety, Honesty, Acceptance, Responsibility and Effort</b>					
<b>Focus Areas:</b> <b>Personal and collective identity, relationships and resilience</b>		<b>Focus Areas:</b> <b>Connectedness and resilience, risk-taking, conflict resolution, goal setting</b>		<b>Focus Areas:</b> <b>Connectedness and resilience, study habits, post-school transition</b>	
<b>Leadership:</b> SRC  <b>Transition:</b> Peer Support Orientation days Peer Tutoring  <b>PDHPE:</b> The nature of Health/Balanced lifestyle Adolescence and change/ Nutrition/ Sense of Self Exploring Risk/Safe Behaviour/ Relationships Drug Use  <b>MindMatters:</b> TBA  <b>Targeted Programs:</b> Special Transition Wellbeing Day/ Solid Mob  <b>Seminars/Workshops:</b> Police talks- Positive Relationships,cyber safety, school attendance Brainstorm Productions- Relationships Stymie Safe on Social  <b>Camp:</b> Great Aussie Bush Camp Tea Gardens (6/3–8/3/19) Rewards Excursion	<b>Leadership:</b> SRC  <b>PDHPE:</b> Drug Wise Bullying/Harrassment First Aid/Personal Safety Self Image Respectfull Relationships Mental Health Sexual Health  <b>MindMatters:</b> TBA  <b>Targeted Programs:</b> Wellbeing Day/ Solid Mob Girls support group Wellbeing day-communication and acceptance  <b>Seminars/Workshops:</b> Brainstorm Productions- Relationships Stymie NRL GC Titans- Belonging and Acceptance Presentation Police talks- Alcohol, cyberbullying Safe on Social  <b>Camp:</b> Rewards Excursion	<b>Leadership:</b> SRC Duke of Edinburgh  <b>PDHPE:</b> Challenges and Opportunities/ Resilience Diversity/ Empathy Responsibility Nutrition/Drug use Physical activity  <b>MindMatters:</b> TBA  <b>Targeted Programs:</b> Wellbeing Day RAP program  <b>Seminars/workshops:</b> Police talks- Drug use Stymie Safe on Social  <b>Camp:</b> Rewards Excursion Wellbeing camp- team building	<b>Leadership:</b> SRC Duke of Edinburgh Peer Support Leader Training  <b>PDHPE:</b> MentalHealth/Discrimination Road Safety/ Relationships Sexual health/Decision Making/Risk Behaviours Drug use/ Health information  <b>MindMatters:</b> TBA  <b>Targeted Programs:</b> Wellbeing Day  <b>Seminars/workshops:</b> Police talks- Road Safety Stymie Safe on Social  <b>Camp:</b> Leadership camp Rewards Excursion	<b>Leadership:</b> SRC Duke of Edinburgh Peer Support Leaders  <b>PDHPE:</b> Crossroads program; Personal identity Mental health and wellbeing Relationships Sexuality and sexual health Drugs and alcohol Safe travel. Core of Life-pregnancy program  <b>MindMatters:</b> TBA  <b>Targeted Programs:</b> Transition support Teen Mental Health First Aid  <b>Seminars/workshops:</b> Wellbeing Day – Stress Management/ Study Skills Police talks Stymie Safe on Social	<b>Leadership:</b> SRC Duke of Edinburgh Prefects  <b>PDHPE:</b> Crossroads program  <b>MindMatters:</b> TBA  <b>Targeted Programs:</b> HSC Mentors Transition support  <b>Seminars/Workshops:</b> Wellbeing Day – Stress Management/ Study Skills Police talks Stymie Safe on Social  Rewards Excursion