



RESPECT

EFFORT

CHALLENGE



WELLBEING, BEHAVIOUR AND ACADEMIC PROGRESS SUPPORT POLICY 2024



TALIAH WHITMORE

YUIN WOMAN

Class of 2021

With respect and appreciation, we, the Barrenjoey High School community, acknowledge the Traditional Peoples of the Parramatta and Hawkesbury River Basin, who belong to the land and waters that we live, learn and play on. We acknowledge that this has been and always will be First Nations land.

We pay our respect to Elders past, present and emerging and extend our respect to all First Nations people present today. Since time immemorial First Nations people have lived in harmony with the land, taking only what they needed and giving back love and respect. First Nations people live according to the laws and customs of the land and sea that have been passed down from their ancestors. As the longest continuous culture in the world, First Nations peoples have sophisticated cultures that vary between different Indigenous groups.

We meet you here today with the understanding that when we share knowledge there is a better tomorrow.

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INTRODUCTION



Student wellbeing is of the highest priority both inside and outside the classroom. We want our students to develop resilience, a sense of identity and belonging and to graduate from Barrenjoey as confident, empathetic and responsible citizens. We encourage Barrenjoey students to aspire and strive to achieve the highest standards of learning and achievement of personal goals. We recognise that student wellbeing is at the core of a positive behaviour framework and has significant impacts on the learning outcomes of students. Student wellbeing is the responsibility of all staff at Barrenjoey High School. In addition, the Wellbeing Team operates to focus specifically on providing a safe and supportive environment for all our students.



HELPFUL LINKS



Student Behaviour

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>

Behaviour Code

<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/pd-2006-0316-01.pdf>

School Attendance Policy

<https://education.nsw.gov.au/policy-library/policies/pd-2005-0259>

School Uniform Policy

<https://education.nsw.gov.au/policy-library/policies/pd-2004-0025>

Drugs in School Policy

<https://education.nsw.gov.au/policy-library/policies/pd-2002-0040>

Bullying of Students: Prevention & Response Policy

<https://education.nsw.gov.au/policy-library/policies/pd-2010-0415>

Anti Racism Policy

<https://education.nsw.gov.au/policy-library/policies/pd-2005-0235>

Detention and Time-Out Guidelines

<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/pd-2006-0316-04.pdf>

Student Behaviour Procedures

<https://education.nsw.gov.au/policy-management-schools/revised-policies/student-behaviour/suspension-and-expulsion>

Student Welfare Framework

<https://education.nsw.gov.au/policy-library/policies/pd-2002-0052>

Student Use of Mobile Phones in Schools

<https://education.nsw.gov.au/policy-library/policies/pd-2023-0480>

WELLBEING TEAM



Student wellbeing is the responsibility of all staff at Barrenjoey. In addition, a wellbeing team operates to focus specifically on providing a safe and supportive environment for all our students.

The wellbeing team consists of the following members:

- Head Teacher Wellbeing
- Year Advisors and Assistant Year Advisors
- Principal
- Deputy Principals
- Head Teachers of year group
- School Counsellors
- Learning and Support Teacher
- Home School Liaison Officer
- Anti-Discrimination/Anti-Racism Officer
- Student Support Officer (SSO)

Roles and responsibilities may consist of, but are not limited to:

HEAD TEACHER WELLBEING

- Lead the whole school wellbeing program
- Lead the Wellbeing Team within the school
- Chair, attend and minute wellbeing meetings and liaise with team to case manage specific students, particularly those with significant welfare issues
- Initiate professional learning opportunities for the Wellbeing Team and whole staff through staff development days and other learning opportunities
- Assist Year Advisors and Assistant Year Advisors in initiating and running whole year welfare programs in the areas of social resilience (Years 7 & 8), positive choices (Year 9 & 10) and academic resilience (Years 11 & 12).
- Manage the Barrenjoey Merit system
- Develop and oversee management systems for wellbeing, particularly the use of Sentral.

YEAR ADVISORS (YA) AND ASSISTANT YEAR ADVISORS (AYA)

- Oversee, monitor and support their year group from transition Years 6-7 to the end of Year 12.
- Staff report welfare concerns to YA in the first instance (except for mandatory reporting issues)
- Generate progress reports where necessary and work with team for remedial action
- Run regular year meetings
- Organise camps and other specific welfare programs
- Act as the first port of call for parents with any enquiries or concerns regarding their child's welfare
- Assist with social and ceremonial activities such as graduations, award presentations and online year group communications
- Provide induction to new students
- Attend wellbeing team meetings and work with the team to address specific welfare needs of particular students
- Work with the Head Teacher Administration to arrange classes in transitioning each year

DEPUTY PRINCIPALS

- Take responsibility for two year groups each (7 & 12, 8 & 11, 9 & 10)
- Case manage students with significant wellbeing, behavioural and attendance issues (DP Orange Card Contract) through meetings with students, parents and outside agencies such as medical professionals
- Support post-school student pathways

WELLBEING TEAM



HEAD TEACHER YEAR GROUP

- Support Year Advisors in all their activities from transition Years 6-7 to the end of Year 12
- Support Wellbeing Team with a focus on providing disciplinary support for the year group, leaving YA to focus on welfare
- Attend all year meetings and ensure teaching staff assigned to year group attend as needed
- Attend all camps and other year activities
- Work with the Wellbeing Team to case manage particular students in the areas of uniform, attendance and behaviour, including liaising with parents and overseeing students on HT Blue Card Contracts.

SCHOOL COUNSELLOR

- Work with Wellbeing Team to support individual students, parents and families
- Develop proactive wellbeing initiatives to address identified issues in the school
- Provide professional learning on welfare issues to the Wellbeing Team and whole staff
- Liaise with external agencies in the identification and support of individual students
- Work as a conduit between the Wellbeing and Learning Support teams
- Work with Learning Support on annual NCCD process

LEARNING SUPPORT TEAM

- Attend Wellbeing Team meetings and act as a conduit between the Wellbeing and Learning Support Teams
- Work with the Wellbeing Team to assist identified students with welfare related learning support needs such as disorganisation and anxiety
- Support students in applying for and managing disability provisions
- Coordinate the annual NCCD process

HOME SCHOOL LIAISON OFFICER

- Act as external liaison for the school in case management of students with attendance issues
- Attend Wellbeing Team meetings to update the team on ongoing cases and provide general advice about non-school pathways for students
- Assist the school in the development of attendance policies

ANTI-DISCRIMINATION/ANTI-RACISM CONTACT OFFICER (ARCO)

- Hear complaints from students and staff regarding discrimination
- Facilitate identified written complaints on the appropriate paperwork
- Attempt to resolve these complaints and/or give appropriate advice on action which can be taken
- Pass on written complaints, if deemed necessary, to the appropriate person (eg. DP)
- Help develop an anti-discrimination ethos in the school by receiving relevant anti-discrimination material and distributing it amongst staff members for use and understanding and presenting to students through year meetings and assemblies

STUDENT SUPPORT OFFICER

- One-on-one student support after referral from Head Teacher Wellbeing or Year Advisor
- Runs small support groups targeting students in need
- Referrals to external agencies to provide targeted support for students beyond the school environment
- Liaison with external agencies to develop resources and contacts to inform and support the Wellbeing Team and students

WELLBEING PROGRAM



Barrenjoey adopts a learning stage approach to developing student's social, emotional and academic wellbeing.

Stage 4: Social Resilience

Focuses on developing student social and emotional intelligence, conflict resolution and positive self-esteem.

Stage 5: Positive Choices

Focuses on developing student awareness of the choices available to them and the implications of poor life choices. Encourages students to be proactive, safe and empathetic citizens.

Stage 6: Academic Resilience and Success

Focuses on equipping students with the skills and knowledge to be engaged, independent and successful learners who can manage life's ups and downs.



POSITIVE BEHAVIOUR AT BARRENJOEY

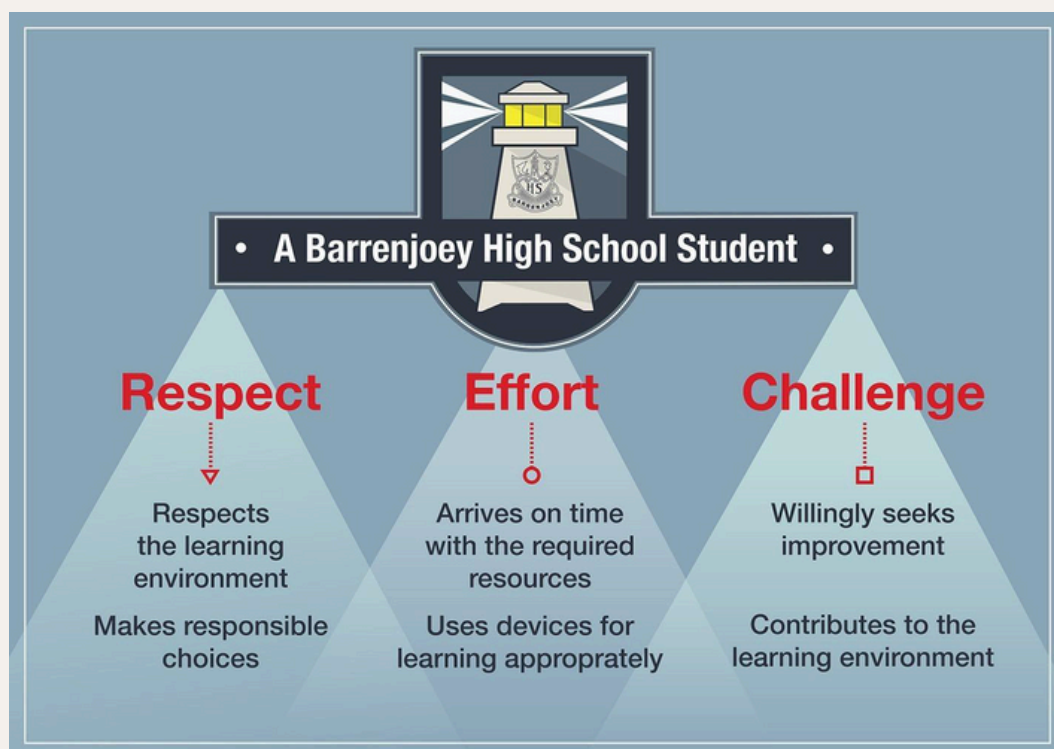


At Barrenjoey we take pride in our unique and highly supportive school ethos. We employ the Positive Behaviour for Learning (PBL) model which is an evidence-based whole school process to improve learning outcomes for all students by promoting explicit positive behaviour expectations. Our motto of Respect, Effort, Challenge is embedded into every aspect of the school community.

While our PBL philosophy adopts a preventative approach to inappropriate behaviour, it is essential for our school community that everyone – students, staff and parents and carers – understand the consequences for inappropriate behaviour. We believe that students function best when expectations regarding rules and procedures are clearly communicated and consistently practiced.

We promote self-discipline and personal responsibility in our students and provide a clear set of consequences for behaviour that does not respect the rights of all students and staff to learn and work in a safe and supportive environment. There are also clear consequences and a support framework for those students whose behaviours impact on their own learning outcomes.

Our expectations for the learning environment reflect our motto of Respect, Effort and Challenge and are as follows:



Our expectations of positive behaviour are set out in this document in relation to:

- Student behaviour in learning spaces
- Student behaviour in all school spaces
- Student behaviour when off-site at sport or excursions
- Respectful relationships
- Attendance and lateness
- Uniform

POSITIVE MERIT SYSTEM



The Barrenjoey Merit System rewards positive behaviour, encourages improvement and sustained application to learning and acknowledges students' accomplishments across all fields of endeavour. It is a cumulative process throughout one academic year. Teachers reward students who display core Barrenjoey values of Respect, Effort, Challenge with positive entries on our school management system Sentral.

These may be given for, but are not limited to:

- Active participation in class
- Improvement in effort and application in course work
- Outstanding effort in an assessment or homework task
- Excellent achievement in school and community pursuits
- Compliance with school rules and teacher directions
- Positive interactions with students and teachers
- The wearing of exemplary school uniform
- Regular attendance

Bronze Merit

Presented to students who gain a total of 15 positive entries. Students are presented with a Bronze Merit Award certificate in front of their peers and a congratulatory letter will be sent home.

Silver Merit

Presented to students who gain a total of 30 positive entries in one academic year. A congratulatory letter is sent home and an award presented by the Year Advisor and/or Head Teacher at a year group meeting.

Gold Merit

Presented to students who gain a total of 45 positive entries in one academic year. A congratulatory letter is sent home and an award presented by a Deputy Principal or Principal at a formal School Assembly.

Barrenjoey High School Gold Medal

Barrenjoey High School Gold Medals are awarded to students who achieve a Gold Merit Award and complete the required number of REC Service Hours (see below). This award is presented at the Achievement Awards ceremony at the end of the year.

Barrenjoey High School REC Trophy and Honour Board

Any student who gains a Barrenjoey High School Gold Medal for every year of their time at Barrenjoey High School will receive a Barrenjoey High School REC Trophy at the Year 12 Graduation and will have their name recorded on the Barrenjoey High School REC Honour Board.

REC Service Hours

Students who wish to attain a Barrenjoey High School Gold Medal need to complete 8 service hours each year. Service hours are those spent working for the benefit of the school or community that do not have another value or award attached to it.

Examples of service hours could include:

- Participation in school working bees
- Volunteer work at Barrenjoey events such as Night Markets or representing Barrenjoey at other local fetes or markets
- Representing Barrenjoey in the community for sport, arts, music or other pursuits
- Volunteer involvement in school events such as Orientation Day and Open Night
- Acting as a reader/writer for other students sitting exams

Students must take responsibility for recording their hours of service in their REC Service Hours booklet and ensuring a supervising teacher signs off for recognition of their service.

The following chart summaries the process:

POSITIVE MERIT SYSTEM



BRONZE MERIT AWARD

15 POSITIVE ENTRIES ON SENTRAL



SILVER MERIT AWARD

30 POSITIVE ENTRIES ON SENTRAL



GOLD MERIT AWARD

45 POSITIVE ENTRIES ON SENTRAL



REC SERVICE HOURS

STUDENT ALSO
COMPLETES 8 HOURS OF
SERVICE



REC GOLD MEDAL



ANNUAL GOLD MEDAL

STUDENT RECEIVES A
REC GOLD MEDAL IN
EACH YEAR



REC TROPHY
&
HONOUR BOARD

ACADEMIC AWARD SYSTEM



In addition to the Barrenjoey Merit System, Barrenjoey also celebrates and recognises academic achievement in connection with reports.

Gold Academic Award: Excellence in Studies

Students who achieve a particular Grade Point Average (GPA) receive a Gold Award sticker on their half yearly and/or yearly reports.

- Year 7 and 8 – GPA of 4.3 or above
- Year 9 and 10 – GPA of 4.2 or above
- Year 11 and 12 – GPA of 4.1 or above

Students receiving a Gold Academic Award in their end of year report also receive an Excellence in Studies certificate, awarded at the Achievement Awards ceremony at the end of the year.

Silver Academic Award

Students who achieve a particular Grade Point Average (GPA) receive a Silver Award sticker on their half yearly and/or yearly reports.

- Year 7 and 8 – GPA of 3.8-4.24
- Year 9 and 10 – GPA of 3.7-4.14
- Year 11 and 12 – GPA of 3.6-4.04

REC Award

Students who are noted as usually or always achieving the Respect, Effort, Challenge behavioural expectations by their teachers in every subject receive a REC Award sticker on their half yearly and/or yearly reports.

Academic Progress Award

Students who achieve an improvement in their GPA of 0.4 or more between the Half Yearly and Yearly report receive an Academic Progress Award sticker on their end of year report.



STUDENT BEHAVIOUR



All students deserve to be supported in a safe and nurturing environment that is inclusive and respectful. At Barrenjoey all students are expected to take responsibility for their own behaviour and to always behave in an appropriate manner. This includes:

- In all learning environments, including classrooms, outdoor learning spaces, the Learning Hub and off-site learning activities in the local area or on excursions;
- During any school activity, including sport, assemblies, wellbeing activities, carnivals, or any other school organised event; and
- In the playground or other parts of the school when moving between classes, arriving or leaving the school or during breaks from formal learning structures.

Respect, Effort, Challenge – Student Expectations on Behaviour in a Learning Space

- Arrive to class on time.
- Follow teacher instructions at all times without argument including instructions regarding mobile phones, devices and seating plans.
- Line up quietly and enter the room respectfully when given permission.
- Speak and act respectfully to staff, guests and peers.
- Bring necessary equipment including books, pens, device and any other equipment needed to participate in the lesson including speciality uniform.
- Participate in lessons and engage in all set activities.
- Treat the learning space and provided equipment respectfully.
- Use appropriate language, tone and voice level.
- Place phones in a room phone pocket if in a classroom or keep switched off and in a bag in other learning spaces. Remove headphones (unless permitted under a learning plan).
- Use devices only in accordance with teacher instruction to support learning.
- Report inappropriate use of technology or equipment.

Respect, Effort, Challenge – Student Expectations on Behaviour in All School Spaces

- Follow teacher instructions at all times without argument.
- Speak and act respectfully to staff, guests and peers.
- Walk through blocks and keep to the left in stairwells and entranceways.
- Stay within playground boundaries.
- In the canteen, line up respectfully and speak politely to canteen staff.
- Place rubbish in bins provided.
- Report inappropriate use of technology or equipment, or dangerous behaviour that risks the safety of one or more students.
-

Respect, Effort, Challenge – Student Expectations on Behaviour when Off-Site

- Follow teacher instructions at all times without argument.
- Speak and act respectfully to staff, peers and everyone in the community including when travelling on public transport.
- Be aware of your actions, noise levels and impact on the community.
- When travelling on public transport, always tap on with a valid Opal Card and offer your seat to an adult if there are no other seats.
- Place rubbish in bins provided.
- Report inappropriate use of technology or equipment, or dangerous behaviour that risks student or community safety.

MOBILE PHONE POLICY



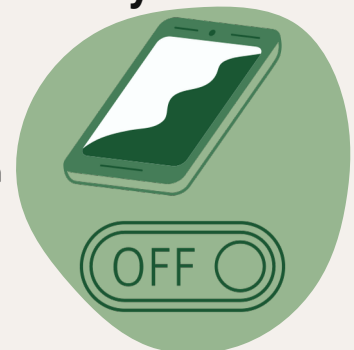
In accordance with the Department of Education's policy, Barrenjoey High School adheres to the 'Off and Away, Gate to Gate' mobile phone policy. There are consequences for students who choose to use their mobile phones at school which can include measures such as temporary confiscation.



Barrenjoey Mobile Phone Policy

Off and Away - Gate to Gate

Students are expected to turn their phone off and put it in their bag while at school. This includes school activities such as camps and excursions.



Healthy Minds & Bodies

The mobile phone policy applies during breaks as well as during class. Students are encouraged to connect with each other and engage in physical activities during breaks.

Making Good Choices

Consequences will apply if students choose not to follow the mobile phone policy. This can include temporary confiscation of the device.



MOBILE PHONE POLICY



Procedure for Misuse of Mobile Phones On School Grounds

LEVEL 0

Mobile phone is switched off and stored in school bag.
No consequences.

Level 1

Mobile phone is seen and/or in use during school hours - 1st incident.

In Class

Teacher sends student to front office to hand in phone. Off and Away slip is given to student to take to teacher. Teacher puts a negative entry on Sentral with a notification to parents/carers via email.



Out of Class on Grounds

Teacher on duty notifies Head Teacher on duty. Head Teacher accompanies student to Front Office. Head Teacher puts a negative entry on Sentral with a notification to parents/carers via email.

Student will be interviewed by Deputy Principal.

Level 2

Mobile phone is seen and/or in use during school hours - 2nd incident. Same procedure as Level 1 followed by interview with Principal and formal caution of suspension. Parents/carers formally notified.

Level 3

Mobile phone is seen and/or in use during school hours - 3rd incident. Same procedure as Level 1 followed by interview with Principal and suspension. Parents/carers formally notified.

BEHAVIOURAL CONSEQUENCES & SUPPORT SYSTEM



An important part of a positive behaviour for learning system includes clear and consistent consequences where the behaviour expectations are not met. The Barrenjoey Behavioural Support System builds in consequences for identifying and dealing with low-level inappropriate behaviour aimed at clarifying expectations and returning students to positive behaviour. A support system and more serious consequences are built in to deal with sustained or serious inappropriate behaviour.

	Low Level	Sustained	Serious
LEARNING ENVIRONMENT	Warning from teacher and immediate consequence to change behaviour (eg. removal of device for lesson, new seating arrangement). Record on Sentral. May result in lunch detention and parent contact.	Repeated failure to follow instructions – parent contact and Level 1 Green Card Classroom Contract. If student does not meet requirements of the classroom contract, then student will be escalated to Level 2 Blue Card HT Faculty Contract. This may include removal from extra-curricular activities including excursions and may result in removal from regular class.	Serious one-off incident will be dealt with by Head Teacher of Faculty or Deputy Principal. Depending on seriousness, this may result in an after school detention and/or suspension warning or suspension (see Serious Misbehaviour section). Ongoing failure to meet behavioural expectations, parent interview, Suspension Warning and Level 3 Orange Card Contract with Deputy Principal.
PLAYGROUND OR OTHER SCHOOL ACTIVITIES	Warning from teacher. Immediate consequence to change behaviour (eg. removal from activity, time out under teacher supervision). Record on Sentral. May result in lunch detention and parent contact.	Repeated failure to follow instructions, parent contacted and Level 1 Green Card Playground Contract. If student does not meet requirements of the playground contract, then student will be escalated to Level 2 Blue Card HT Year Group Contract. This may include removal from extra-curricular activities including excursions and removal from regular playground activities.	Serious one-off incident will be dealt with by Head Teacher on playground duty or Deputy Principal. Depending on seriousness, this may result in an after school detention and/or suspension warning or suspension (see Serious Misbehaviour section). Ongoing failure to meet behavioural expectations, parent interview, Suspension Warning and Level 3 Orange Card Contract with Deputy Principal.
ACROSS THE SCHOOL		Five negative incidents in a term (not otherwise dealt with in faculties) OR persistent lateness, truancy or uniform issues parent contact and Level 2 Blue Card HT Year Group Contract	Ongoing failure to meet behavioural expectations, parent interview, Suspension Warning and Level 3 Orange Card Contract with Deputy Principal.

BEHAVIOURAL CONSEQUENCES & SUPPORT SYSTEM



Low Level Inappropriate Behaviour

The following options can be used as consequences for low-level or one-off inappropriate behaviour. As a part of these consequences, restorative methods are used to engage with students with the aim of reducing ongoing inappropriate behaviour.

<p>Lunch Detentions</p> <p>Lunch detentions can be used as a consequence for inappropriate behaviour and an opportunity to build a relationship with the student using restorative methods aimed at reducing ongoing inappropriate behaviours.</p>	<p>In-Faculty Detentions managed by teachers</p> <p>Teacher supervised intervention to assist with management of inappropriate behaviour eg:</p> <ul style="list-style-type: none"> • Not bringing equipment or PE uniform • Failure to follow teacher instructions • Disrespectful behaviour towards peers, staff or visitors • Non-completion of work or poor work attitude <p>Managed by Head Teachers</p> <ul style="list-style-type: none"> • Persistent Lateness (3 or more unexplained late arrivals per term) • Out of Uniform (2 or more days a week)
<p>After School Detentions</p> <p>Managed by the Head Teachers and Deputy Principals, restorative methods are used during after school detentions to discuss incidents with students aimed at reducing ongoing inappropriate behaviours</p>	<ul style="list-style-type: none"> • Failure to attend Lunch Detentions (can be allocated by all teachers) • Full period truancy (can be allocated by all teachers) • More serious classroom or playground incident (Head Teachers or DPs) • Off school premises without permission (Head Teachers or DPs)

Support Levels as Consequences for Sustained or Serious Inappropriate Behaviour

The Barrenjoey Behavioural Support System is designed to support students who exhibit serious or sustained inappropriate behaviours. These may be related to behaviour in the classroom or playground, bullying or behaviour related to attendance or uniform. The system clarifies the appropriate consequences in response to inappropriate behaviour but also provides support for the student to modify behaviour towards more positive outcomes. The system also serves as support and monitoring for students who have returned from suspension.

In addition to behavioural consequences, consideration will be given at all levels to whether additional actions or intervention is required to support the student. Examples of relevant wellbeing support or interventions may include:

- Referral to Learning Support
- Progress report facilitated by Wellbeing Team
- Referral to Counsellor or Student Support Officer
- Peer mediation
- Mentoring programs
- Financial assistance (eg. for uniform)
- Individualised learning or educational plan
- Referral to another school setting

BEHAVIOURAL SUPPORT FLOW CHART



GREEN CARD

Class or Playground Contract

Report to Classroom teacher or playground teacher.

WHY?

Sustained inappropriate behaviour in a learning space or the playground.

OTHER CONSEQUENCES

- Lunch detention or after school detention for classroom or playground incidents
- Out of Uniform 2 or more days in a week (lunch detention)
- Persistent Lateness: 3 or more times per term (lunch detention)
- Truancy (after school detention)
- Off School Grounds without permission (after school detention)

BLUE CARD

Head Teacher Contract

Report to HT Year Group or HT Faculty

Why? Sustained issues with behaviour including large number of negative entries, truancy, lateness, out of uniform or failure to comply with Green Card.

Review participation in excursions, extra-curricular activities or senior privileges.

ORANGE CARD

Deputy Principal Contract

Report to Deputy Principal Daily

Why? Serious incident or continued disobedience (failure to comply with Blue Card)

Formal Caution or Suspension Issued

Review of participation in excursions, extra-curricular activities or senior privileges.

SUSPENSION

Student given short or long suspension by the Deputy Principal or Principal due to a serious incident or failure to comply with Orange Card.
On return from suspension, student is issued with an Orange Card.

BEHAVIOURAL SUPPORT LEVELS IN DETAIL



	Managed by	Consequence of	Process and Consequences
GREEN CARD CLASS CONTRACT	Class Teacher [Note: this includes Wednesday Sport teacher]	<p>Sustained low level inappropriate behaviour in class such as:</p> <ul style="list-style-type: none"> • Ongoing disruptive classroom behaviour • Lack of application, incomplete classwork or homework • Poor attitude to work • Refusal to follow teacher instructions • Failure to bring equipment • Disrespectful towards class teacher, support staff or peers • Inappropriate technology use • Persistently late to class <p>[Note: Classroom teacher should document inappropriate behaviour by making entries on Sentral and noting actions taken to alter inappropriate behaviour before decision to implement Class Contract]</p>	<ul style="list-style-type: none"> • Sentral entry notifying HT Faculty • Parent phoned (email if unable to contact by phone) • Specific REC Goals established with student – minimum monitoring 5 lessons/2 weeks • Monitoring Card completed by supervising teacher
GREEN CARD PLAYGROUND CONTRACT	Head Teacher Year Group to allocate; Playground teachers to complete monitoring card	<p>Sustained low-level inappropriate behaviour in playground such as:</p> <ul style="list-style-type: none"> • Refusal to follow teacher instructions (including picking up litter, out of bounds) • Disrespectful towards playground teacher and / or peers <p>Note: Playground teachers should document inappropriate playground behaviour by making entries on Sentral and noting actions taken to attempt to alter inappropriate behaviour. This will provide evidence of the need to implement a Playground Contract]</p>	<ul style="list-style-type: none"> • Sentral entry and parent phone call (email if unable to contact by phone) • Specific REC Goals established with student – minimum 10 days to be completed the Quad • Monitoring Card completed by HT playground duty; overall monitoring by HT Year Group

BEHAVIOURAL SUPPORT LEVELS IN DETAIL



	Managed by	Consequence of	Process and Consequences
BLUE CARD HEAD TEACHER CONTRACT	Head Teacher of Faculty Head Teacher of Year Group	<ul style="list-style-type: none"> Failure to comply with Green Card Student with sustained inappropriate behaviour (5 negative incidents in a term) Student with two or more failed Green Cards at the same time Persistent attendance concerns, including truancy across subjects or ongoing unexplained late arrival at school (referred by Head Teacher) Persistently out of uniform (2 or more weeks in a term) (referred by Head Teacher) 	<ul style="list-style-type: none"> Sentral entry notifying relevant DP Parent phoned (email if unable to contact by phone) Specific REC Goals established with student – minimum monitoring 10 days Exclusion from excursions and off-site activities including off-site sport [assessment related excursions permitted with HT permission] Removal from playground (if behaviour is playground related) or possible removal from regular class (if classroom related – removal to be supervised in-faculty) Loss of senior privileges
ORANGE CARD DEPUTY PRINCIPAL CONTRACT	Deputy Principal	<p>Return from suspension OR Serious or Sustained Inappropriate Behaviour including:</p> <ul style="list-style-type: none"> Failure to complete Blue Card Persistent disobedience or defiance, including repeated failure to attend after school detention Abuse, aggressive behaviour and/or rudeness towards staff or visitors Bullying or harassment (verbal or cyber) Destruction of property within school grounds Jeopardising the safety of others Swearing aggressively, directly at any member of staff Smoking or vaping or possession of tobacco or e-cigarettes Possession or use of alcohol Serious inappropriate use of technology and/or social media Stealing Vilification of students: intentionally insulting a person's identity, beliefs, values, race, gender. Sustained pattern of partial or whole day truancy 	<ul style="list-style-type: none"> Suspension Warning issued and recorded on Sentral Parent interview Specific REC Goals established with student/parent – minimum monitoring 10 days, maximum 6 weeks Daily check-in with DP Exclusion from excursions and off-site activities including off-site sport [assessment related excursions permitted with HT permission] Loss of senior privileges In-school suspension option - removal from class(es)

BEHAVIOURAL SUPPORT LEVELS IN DETAIL



	Managed by	Consequence of	Process and Consequences
FORMAL CAUTION	Deputy Principal OR Principal	<ul style="list-style-type: none"> continued/peristent disobedience and/or disruptive behaviour mailcious damage to or theft of property causes actual harm to any person; or poses an unacceptable risk to health and safety, learning, and/or the wellbeing of any person, including where such a risk is posed by physical violence, verbal abuse or psychological abuse. bullying (see Bullying of Students - Prevention and Response policy) and cyber-bullying (see Cyberbullying of staff Legal Issues Bulletin) drugs in schools (see Drugs in Schools policy) weapons and knives in schools (see Knives in schools Legal Issues Bulletin) assault (see Assault harassment, stalking and intimidation of students and staff at school Legal Issues Bulletin) racism or discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity (see Anti-Racism policy) Mis-use of technology (see Technology misuse in schools Legal Issues Bulletin). 	<p>A formal caution is valid for up to 50 school days from the date the caution is issued. Formal cautions should not be carried over into the next calendar year unless consultation has occurred with the Director, Educational leadership.</p>
SUSPENSION			<ul style="list-style-type: none"> Sentral entry Parent interview before return to school Place on Orange Card with specific goals Referral to police where appropriate

SERIOUS MISBEHAVIOUR



For the protection of all students and staff, certain actions and behaviours require immediate and serious consequences. Incidents involving aggression, drugs, weapons, stealing, abuse, harassment and malicious damage to property are dealt with in accordance with departmental policies and procedures.

Matters involving potential criminal offences are referred to the police.

All incidents relating to the possession or use of drugs, including alcohol, tobacco and e-cigarettes, are to be conducted in compliance with the Drugs in Schools: Procedures for Managing Drug Related Incidents (2002, updated 2021).

DECISION TO ISSUE A FORMAL CAUTION

To maintain high standards of student behaviour, schools should communicate regularly to the school community the expectations articulated in the department's Behaviour Code for Students and the school behaviour support and management plan.

There may be circumstances where an individual student's behaviour is of such concern that formal communication with parents or carers will be required.

If such behaviour persists, the principal can issue a formal caution of suspension, in writing, to the parents or carers.

The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies.

A formal caution is valid for up to 50 school days from the date the caution is issued. Formal cautions should not be carried over into the next calendar year unless consultation has occurred with the Director, Educational Leadership.

There will be circumstances where a principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school. (See section 2.1 Grounds for suspension).

A formal caution to suspend must:

- be in writing, via email or post, on school letterhead
- be provided to the student and their parents or carers
- outline the behaviour/s of concern
- provide clear behavioural expectations for the student consistent with the Behaviour Code for Students
- clearly outline the timeframe/expiry date for the formal caution
- highlight the importance of parents or carers in working with the school when managing student behaviour
- provide parents or carers the opportunity to meet with appropriate school staff and a key contact
- advise that the student and parent or carer has the right to a support person in any meeting with the school

SERIOUS MISBEHAVIOUR



- outline the positive behaviour support and strategies in place as a result of the unacceptable behaviour
- indicate if the caution applies to more than one educational setting
- be documented on the department's in-house data system or approved third-party system.

For students attending special programs such as those offered by tutorial centres, behaviour schools and hospital schools that may involve attending their home school for part of the week, formal cautions automatically apply to both settings. If warranted, this can be negotiated between the principal of the home school and the principal supervising the special program and should occur as soon as possible before a formal caution is issued.

SUSPENSION

There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspension is an action available to the principal in these situations.

The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

GROUNDINGS FOR SUSPENSION

Principals can use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. When assessing grounds for suspension, principals should consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:

- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:

- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance

SERIOUS MISBEHAVIOUR



- being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in [Legal Issues Bulletin 22 – Knives in schools](#)) and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others. See definition.

DURATION OF A SUSPENSION

The principal must decide the duration of the suspension with consideration of appropriate time to implement supports for the student and/or put in place appropriate safety measures where relevant.

The duration can be:

- up to 10 consecutive school days for students in Year 7 to Year 12 (If a student is suspended for 3 days at a shared site that they only attend one day a week, then the period of the suspension is from the starting date for 3 consecutive school days. It is not for 3 weeks as they only attend one day a week).

Where a principal originally issues a suspension with fewer days than up to 10 for Years 7 to 12, they may increase the length of the suspension up to those maximum days if required without it being considered an extension.

However, if the number of consecutive school days are insufficient to implement appropriate supports for the student, the principal can extend the suspension for up to 5 additional school days. This would extend the suspension to 11 to 15 school days for students in Years 3 to 12.

RESOLUTION MEETING

- The student has a clear understanding of the reasons for the suspension and how their actions did not meet the standards of the department's Behaviour Code for Students
- The student's parents or carers are present, where possible (a support person or observer may also be present)
- The student has reflected on strategies to avoid repetition of the behaviour in future
- Outcomes of the meeting are documents to support the student's ongoing wellbeing and learning needs, including regular monitoring and mentoring, with clear goals and explicit strategies
- A copy of any behaviour support plan is provided to relevant staff, the student and their parents or carers, where required.

EXPULSION - SERIOUS BEHAVIOURS OF CONCERN

- There may be some serious circumstances where behaviour interventions, including suspensions and risk management strategies have not been successful in managing significant behaviours of concern.
- In these circumstances a principal may consider expelling a student from the school. \
- In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness.

BULLYING



At Barrenjoey we believe that all students have the right to learn as members of a safe and supportive learning community. As in any community, the potential exists for bullying to occur. We are committed to preventing bullying through our Respect, Effort, Challenge values and to dealing with bullying allegations or incidents in a timely and effective manner. An Anti-Bullying Plan is available on our website.

WHAT IS BULLYING?

Bullying is repeated, harmful behaviour by an individual or group towards one or more persons that may be physical, verbal, social or psychological in nature. Bullying generally involves a misuse of power.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, sexual preference or gender identity. Bullying of any form or for any reason can have long term negative effects on those involved, including bystanders.

Single incidents or conflicts or fights between individuals who are equal in power are not defined as bullying. These incidents are dealt with under the general behaviour strategies set out in this document.

WHAT IS CYBERBULLYING?

Cyberbullying refers to bullying through information and communication technologies such as mobile phones, other devices and social media.

RESPECT | EFFORT | CHALLENGE - STUDENT EXPECTATIONS ON RESPECTFUL RELATIONSHIPS

- Have positive and respectful relationships with all members of the school community.
- Be tolerant, friendly and courteous to others.
- Respect the property of others.
- Resolve conflict respectfully, calmly and fairly.
- Report any bullying behaviours, including cyberbullying, to the Year Advisor, Head Teacher or Deputy Principal.
- Intervene or make a report if you feel someone else is being bullied – don't be a bystander.

PREVENTION AND EARLY INTERVENTION

Barrenjoey's Wellbeing Program is designed to support students in fostering positive social interactions and in building resilience and self-confidence. Programs implemented include:

- Peer support – this is a peer led, skills based, experiential learning program led by Year 10 students to support Year 7 in their transition to high school. It develops key skills in resilience, assertiveness, decision making, problem solving and leadership.
- Year 7 Camp – students participate in team building activities to foster positive relationships
- Peer Mediation – students can access specially trained older students who run mediation sessions between groups of Year 7 and 8 students with a view to resolving conflict respectfully, calmly and fairly.
- Anti-bullying/Positive Relationships Program
- Conflict Resolution Program
- Body Image Workshop
- RAISE Mentoring – a mentoring program designed to develop self-esteem and confidence for targeted students
- Social Skills Groups
- Identification of 'at-risk' students through Wellbeing Team referrals with extra support provided including teacher mentors.

BULLYING



CONSEQUENCES FOR BULLYING

Sustained bullying behaviours may include:

- Physical bumping, tripping, throwing items, hair pulling, scratching, spitting, interfering with personal property (eg. 'nuggeting')
- Verbal name calling, insults, writing notes, spreading rumours, teasing, putdowns, sarcasm, persistent and inappropriate text messages, emails or social media postings
- Social exclusion, ignoring or ostracising, inappropriate gestures, leaving someone out, unkind laughter, refusing to sit next to someone or work with someone
- Inappropriate comments about someone's appearance, gender preference, sexual orientation, or sexual experiences
- Bystander behaviour including 'egging on' physical violence and bullying, filming physical violence or bullying behaviour.

Serious incidents of bullying may include escalated behaviours listed above, such as:

- Physical violence punching, hitting, kicking or fighting
- Verbal threats
- Sexting – the sending of provocative or sexual photos, videos or messages by phone, device or social media.
- Failure to end bullying behaviours after school intervention.

Following allegations of bullying, investigations will be carried out and relevant intervention methods used to support students and end the bullying behaviour. These may include:

- Parent meetings.
- Counselling.
- Peer mediation programs.

Appropriate behavioural consequences will be applied depending upon the nature and seriousness of the bullying behaviour. Further information is provided under the heading Behavioural Consequences and Support System. These consequences may include:

- An after school detention for particular incidents.
- A Blue Card contract with the Head Teacher of the Year Group.
- A suspension warning and Orange Card contract with the Deputy Principal.
- Short or Long Suspension, followed by an Orange Card contract with the Deputy Principal
- Referral of possible criminal offences to the police.



ATTENDANCE AND LATENESS



School attendance for the entirety of the school day is an essential component in student academic success and wellbeing. When a student misses part of or all of the school day without valid reason their learning and social outcomes are compromised. Students are encouraged to take responsibility for their learning, which includes being on time and in class for all scheduled lessons. This helps to establish a positive work ethic and commitment that will continue beyond schooling.

RESPECT | EFFORT | CHALLENGE - STUDENT EXPECTATIONS ON ATTENDANCE

- Attend school each day unless you are ill, on approved school-business or leave approved by the Principal.
- Arrive at school before the first scheduled lesson – this is 9am for those starting in Period 1, or 8am for Period 0.
- Attend all timetabled lessons and activities.
- Report to the front office if you arrive after your starting time and sign in.
- Stay on school grounds during Lunch 1 and Lunch 2.
- Only leave school grounds with permission: permission to leave school early must be supported by written communication from home and an early leave pass approved by the Deputy Principal.
- Sign out through the office before leaving school grounds early: Any student leaving school grounds before their final lesson must sign out through the front office, including senior students with flexible attendance privileges and students with an early leave pass.

CONSEQUENCES FOR NON-COMPLIANCE WITH ATTENDANCE EXPECTATIONS

	Low Level	Sustained	Serious
Lateness	3 unexplained late arrivals per term – parent email and lunch detention	6 unexplained late arrivals per term – parent contact and Level 2 Blue Card Contract with HT Year Group. This includes non-participation in extra-curricular activities.	Ongoing failure to meet attendance expectations – parent interview, Suspension Warning and Level 3 Orange Card Contract with Deputy Principal
Truancy	Absence without explanation from a full period – parent contact and after school detention	3 unexplained absences per term – parent contact and Level 2 Blue Card Contract with HT Year Group. This includes non-participation in extra-curricular activities.	Ongoing failure to meet attendance expectations – parent interview, Suspension Warning and Level 3 Orange Card Contract with Deputy Principal

Where lateness and truancy occurrences are related to wellbeing issues, referral will be made to the Wellbeing Team to provide additional support for the student.

Students whose overall attendance falls below 90% are considered to be at risk of poor academic and wellbeing outcomes. At Barrenjoey, we want to ensure that parents and carers are aware when attendance becomes a concern. Contact will be made with parents and carers in the following circumstances to alert parents to poor attendance rates:

- Where academic outcomes and achievement have been impacted by poor attendance, this will result in warning letters from class teachers regarding academic progress. [See section on Concerns with Academic Progress]



UNIFORM



A school uniform provides our students with a sense of belonging to Barrenjoey and helps to create a strong identity in our community. Wearing correct uniform demonstrates commitment to our school values of Respect Effort Challenge. The uniform also embeds safety requirements that are mandatory in a number of the learning environments in the school, particularly with regards to shoes. Our senior students are the role models for the younger students and are expected to consistently wear their correct school uniform with pride.

RESPECT | EFFORT | CHALLENGE - STUDENT EXPECTATIONS ON UNIFORM

- Wear full and correct uniform every day.
- Wear full and correct PE uniform for scheduled PE/sport classes.
- If unavoidably out of uniform, bring a note from home to the Deputy Principal before 9am to be issued with an Out of Uniform Pass.

CONSEQUENCES FOR NON-COMPLIANCE WITH ATTENDANCE EXPECTATIONS

	Low Level	Sustained	Serious
Uniform	Warning provided by teacher. Incident recorded on Sentral.	Two or more days out of uniform in one week – lunch detention and parent email.	Out of Uniform two or more weeks in a term – parent contact and Level 2 Blue Card Contract with HT Year Group. This includes non-participation in extra-curricular activities. If student does not meet the requirements of the Head Teacher Contract, this is escalated to the Deputy Principal for a Suspension Warning and monitoring on a Level 3 Orange Card Contract.

Students and families needing financial support to ensure that uniform expectations are met can contact their Year Advisor or the Treasurer for assistance.

UNIFORM



Barrenjoey allows students to wear any of the uniform below regardless of gender, however the Barrenjoey Uniform can only be purchased from the Uniform Store and not substituted with alternative clothing. All permutations must be worn together.

Years 7, 8 & 9

- Navy cargo pants / short or long
- White polo/collared shirt with school badge
- Junior tartan skirt
- White blouse with red piping on collar
- White or black socks or black tights

Sport Uniform

- Red shorts with Barrenjoey embroidered on the leg
- White polo shirt with school badge
- White or black socks & joggers



Shoes

Barrenjoey complies with the Department of Education's 'Footwear Guidelines for Government Schools'. The school has a duty to implement a uniform policy that ensures students wear appropriate footwear to school.

Aprons

Some subjects require students to wear aprons for both safety and to protect clothing from damage.

Years 10, 11 & 12

- Black cargo pants / short or long
- White short-sleeved business shirt with
- Barrenjoey embroidered on the pocket
- Senior tartan skirt
- White blouse with black piping on sleeves
- White or black socks or black tights

Jackets & Jumpers

- Year 7 & 8 wear navy all weather jackets and sloppy joe with Barrenjoey embroidery
- Years 9 & 10 wear black all weather jackets and sloppy joe with Barrenjoey embroidery
- Years 11 & 12 wear personalised senior jackets or black all weather jackets with Barrenjoey embroidery
- Hoodies & non-Barrenjoey jumpers or jackets are not permissible.



Uniform Store

The Uniform Store is open

- Mon 2.30 – 4.30 pm
- Wed 3.30 – 5.30 pm
- Thurs 8.30 – 10.30 am

The store will be open on

- Mon 27th Jan 2023 12-4pm
- Fri 30th Jan 2023 8:30am - 5pm

All school uniform items are available along with a limited number of second-hand garments. Queries can be directed to Virginia Upton via email: bhsuniformstore@gmail.com

	BLACK	LEATHER	ENCLOSED	SECURE	ACCEPTABLE
	👍	X	👍	👍	X
	X	👍	👍	👍	X
	👍	👍	X	X	X
	👍	👍	👍	👍	👍
	👍	👍	👍	👍	👍
	👍	👍	X	👍	X
	👍	👍	👍	👍	👍

No Uniform?

Barrenjoey will continue to notify parents of incorrect school uniform and consequences will be issued for non-compliance. If your child is unable to wear some part of the school uniform please provide them with a note. They then need to see a Deputy before school. The Deputy will then issue a uniform pass to your child for the day.

If you need to have a conversation regarding any financial difficulty you may be facing with purchasing the uniform please contact the Deputy Principals, Sarah James or Jeff Brown, to discuss your options.

CONCERNS WITH ACADEMIC PROGRESS



At Barrenjoey we work with parents and carers to support students to maintain academic progress from Year 7 through to Year 12. Students are expected to satisfactorily complete the requirements of all courses they study.

This includes:

- Completion of class work and any oral, practical or project work to the best of the student's ability.
- Completion of assessment tasks to the best of the student's ability.
- Maintaining a pattern of attendance and application that will support achievement of key outcomes for the course.

The following issues raise a concern with academic progress:

- Student attendance falls below 85%
- An assessment task is incomplete or not completed on time
- Student completion of course work is unsatisfactory due to poor application or non-completion of course work.

Where students experience illness, misadventure or other wellbeing issues that impact on their ability to complete coursework or assessment tasks, these need to be explained by a parent or carer. For Years 7-9, this process involves a written explanation from a parent or carer. For Years 10-12, the processes for submitting an Illness/Misadventure Form are set out in the Assessment Booklet issued to each year group.

The Academic Progress Concerns Process for giving written warning to students, parents and carers regarding concerns about academic progress is intended to provide support for students. This early intervention system provides opportunities for teachers and staff to work with students and their families to overcome issues with academic progress. The flow charts on the following pages set out the warning process to be followed for Years 7-9 and Years 10-12.

AT RISK NON-COMPLETION OF COURSE

Where ongoing illness or wellbeing issues impact on a student's ability to complete one or more courses, a student may be identified as being 'at risk' of non-completion. The Deputy Principal will discuss the student's progress with the parent/carers to determine what adjustments can be made to support the student to meet the requirements to satisfactorily complete a course. Students will be placed on a Learning Contract that clearly sets out the minimum requirements that must be met to satisfactorily complete the course(s).

CONCERNS WITH ACADEMIC PROGRESS



To satisfactorily complete a course, the NSW Education Standards Authority (NESA) requires that students have:

- Followed the course developed or endorsed by NESA;
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

The Principal will consider the following as minimum requirements to meet the NESA requirements for satisfactory completion of a course by an 'at risk' student:

- Attendance pattern based on 70% attendance, where wellbeing issues impact on the ability to attend full-time
- A genuine attempt at regular course work set for completion in lesson times
- A genuine attempt at completion of at least 50% of assessment work (or over 50% of assessment work for Year 12, in compliance with NESA requirements)
- Achievement of a set of agreed course outcomes which ensure the student demonstrates an appropriate range of the skills and content for the course, which may include practical components of a course

These requirements will be included in any Learning Contract created for a student at risk.

NON-COMPLETION OF ONE OR MORE COURSES

In Years 7-9, where a student has not completed a course this will be recorded in the school report and the appropriate grade will be given for the course.

In Years 10-12, failure to complete a course will result in a student being given an 'N' Determination (Non-Satisfactory Completion of a Course).

Failure to complete one or more mandatory courses in Year 10 means that the requirements of the Record of Student Attainment (RoSA) have not been met. A student can still request a Transcript of Study which will list the non-completed and completed courses. A student is not eligible to commence their Year 11 Preliminary Stage 6 studies unless they have a Year 10 RoSA or equivalent.

A student that has not completed a non-mandatory (elective) course in Stage 5 may be limited in their choices of Year 11 Preliminary Stage 6 courses. A student that does not complete a Year 11 Preliminary Stage 6 course cannot continue with that course in Year 12 HSC.

Failure to complete one or more courses in Year 12 HSC studies may impact on the student's eligibility for the HSC, depending on how many units have been satisfactorily completed. It is compulsory to complete an English course to be eligible for the HSC.

ACADEMIC PROGRESS CONCERNS: YEARS 7-9



CLASS ATTENDANCE CONCERN - OPTIONAL EARLY STEP

- Classroom Teacher discusses and raises issue with HT Faculty.
- Classroom Teacher records 'Class Attendance Concern' on Sentral.
- Classroom Teacher discusses concerns with student, phones parent and sends letter to parent.

NOTE: If the attendance concern has already led to outstanding course work, the teacher should record and process the issue as an Academic Progress Concern.

ACADEMIC PROGRESS CONCERNS - STEP ONE

- Classroom Teacher discusses and raises issue with HT Faculty
- With HT support, CT records 'Academic Progress Warning' on Sentral. Select status 'Further Action Required'. Note: An Academic Progress Warning MUST include listing of outstanding work needing completion.
- Student and parent informed by Classroom Teacher. Classroom Teacher to work with student/parent to determine what support (if any) is required to complete the work.
- Student has two weeks to complete outstanding work. If work is completed, change status of Sentral entry to 'Completed'.

Year 7-9 Assessment Tasks submitted late without explanation receive a 50% penalty. Parents should be advised of late tasks and the impact on student outcome.

ACADEMIC PROGRESS CONCERN - STEP TWO

- Classroom Teacher informs HT Faculty if outstanding work is not completed by due date.
- HT Faculty conducts interview with Classroom Teacher and student.
- HT Faculty phones parent regarding ongoing concern.
- Second 'Academic Progress Warning' letter is generated, with two more weeks given to complete outstanding work. If work is completed, change status of Sentral entry to 'Completed'.

ACADEMIC PROGRESS CONCERN - STEP THREE

- HT notifies DP if work is still outstanding.
- Meeting with DP, parent and student organised to discuss academic progress.
- Student is placed on a Learning Contract.
- HT Faculty and Classroom Teacher to follow Learning Contract and monitor student progress. HT Faculty informs DP of progress.

ACADEMIC PROGRESS CONCERN - STEP FOUR

- If work is still outstanding, DP submits all documentation to-date to the Principal.
- Principal holds interview with DP, student and parent.
- Parent and student advised in writing of interview outcome, including clearly documented requirements that the student must meet to continue with the course.
- If student does not comply, the student will be deemed on the school report to have 'Not Completed' the course and appropriate grade will be given.

ACADEMIC PROGRESS CONCERNS: YEARS 10-12



CLASS ATTENDANCE CONCERN - OPTIONAL EARLY STEP

- Classroom Teacher discusses and raises issue with HT Faculty.
- Classroom Teacher records 'Class Attendance Concern' on Sentral.
- Classroom Teacher discusses concerns with student, phones parent and sends letter to parent.

NOTE: If the attendance concern has already led to outstanding course work, the CT should record and process the issue as an N Warning.

N DETERMINATION PROCESS - STEP ONE

- Classroom Teacher discusses and raises issue with HT Faculty
- With HT support, CT records 'N Warning' on Sentral. Select status 'Further Action Required'. Note: An Academic Progress Warning MUST include listing of outstanding work needing completion OR assessment task completed and submitted late with notification of zero mark.
- Student and parent informed by Classroom Teacher. Classroom Teacher to work with student/parent to determine what support (if any) is required to complete the work.
- Student has two weeks to complete outstanding work. If work is completed, change status of Sentral entry to 'Completed'.

Year 10-12 Assessment Tasks submitted late without a successful Illness/Misadventure Application receive a zero mark. Parents should be advised of impact on student outcome where a zero mark has been applied.

N DETERMINATION PROCESS - STEP TWO

- Classroom Teacher informs HT Faculty if outstanding work is not completed by due date.
- HT Faculty conducts interview with Classroom Teacher and student.
- HT Faculty phones parent regarding ongoing concern.
- Second 'N Warning' letter is generated, with two more weeks given to complete outstanding work. If work is completed, change status of Sentral entry to 'Completed'.

N DETERMINATION PROCESS - STEP THREE

- HT notifies DP if work is still outstanding.
- Meeting with DP, parent and student organised to discuss academic progress.
- Student is placed on a Learning Contract.
- HT Faculty and Classroom Teacher to follow Learning Contract and monitor student progress. HT Faculty informs DP of progress.

N DETERMINATION PROCESS - STEP FOUR

- If work is still outstanding, DP submits all documentation to-date to the Principal.
- Principal holds interview with DP, student and parent.
- Parent and student advised in writing of interview outcome, including clearly documented requirements that the student must meet to continue with the course.
- If student does not comply, the Principal will submit the N Determination at the end of the course in accordance with NESA requirements.

RESPECT

EFFORT

CHALLENGE



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Avalon NSW 2107

Telephone: 02 9918 8811

Email: barrenjoey-h.school@det.nsw.edu.au