

Campbell High School

Support for Students

A Guide for Parents and Carers

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School Contacts

Principal

Deputy Principal

Business Manager

Finance Officer

Student Services (Yrs 7 & 8)

Student Services (Yrs 9 & 10)

Learning Studio

Pastoral Support Officer/International Student Coordinator

Defence Transition Mentor

School Psychologist

Canteen Manager

Kerrie Heath

Rob Emanuel

Julie Molyneux

Faith Hertel

Kate Bolton

Ellie Mayne

Kate Bolton

Steve Lindner

Debbie Dimmock

Lauren Bourke

Hazel Herron

Executive Teachers in charge of Faculties:

English, Humanities and Social Sciences

Mathematics and Languages

Warrumbul Centre

Science

Technology and the Arts

Health and Physical Education

Debbie Dwyer

Adam George

Cara Shipp

Morgan Pyner

Ron Vandergugten

Caitlin Horan

Year Co-ordinators in 2017:

Year 7

Year 8

Year 9

Year 10

Year 7, 2018

Jane Barrett

Tom Rodriguez-Lovibond

Ellie Mayne

Phil Ladamirski

Owen Cusick

Frequently Asked Questions

Navigating high school can feel daunting! At Campbell High School there are no 'wrong doors'. You can explain what you need to any staff member and they will find the right person for you to speak with. If you feel your need is urgent, please make that clear in your contact. In most circumstances we will get back to you quite quickly but please be aware that our commitment for normal communications is to reply within 24-48 hours.

My child seems to be struggling to make friends. Who should I talk to? What can be done?

Please email your child's Compass Teacher in the first instance. If you are unsure who their Compass Teacher is you can phone the front office on 61423166 and they will look it up for you. The Compass Teacher can then discuss this at our regular Year Group meetings where the teachers from each year group collaborate to find support solutions. They may identify that there are a few students who need extra support to make friendship connections and determine a strategy for this. This may include establishing some lunchtime activities, developing some small activity groups or other options.

My child has reported they feel they are being bullied or harassed. Who should I contact? What will be done?

Please email your child's Compass Teacher in the first instance. If you are unsure who their Compass Teacher is you can phone the front office and they will look it up for you. We would then work directly with your child to determine what has been happening from their perspective. We follow a restorative process approach which encourages students to appreciate the consequences of their actions for others and make amends where their actions have harmed others. It requires students to be accountable for their actions and promotes respect for all involved. We may also provide support to develop the confidence and skills to become empowered to be able to respond to problems, or report to staff when feeling concerned.

My child is feeling unsafe but they don't want to report it or for me to report it. What should I do?

You must let us know what is happening for your child. Often students believe that there will be 'repercussions' if they 'tell'. We work very hard to mitigate against this happening and have found that the restorative process we use leads to huge improvements and very positive outcomes. We cannot help if we don't know something is wrong! We have multiple ways that you can let us know that your child does not feel safe. We strongly encourage you to contact the Compass Teacher, Year Coordinator, Student Services Team or just ring the front office and they will put you through to the most appropriate person.

Our email address: ursafe@campbellhs.act.edu.au is also checked daily.

I am concerned about my child's academic progress. Who should I contact? What are the options?

If your concerns are related to a particular subject area then please contact the classroom teacher for that subject. The Faculty Executive is another contact if you feel it is necessary. If your concerns are more general then please contact your child's Compass Teacher or Year Coordinator.

The options are fully based on the needs of the individual child. It may be as simple as the classroom teacher implementing additional supports such as further differentiation of the class tasks. It may be a more complex and long term solution which involves looking at more holistic supports including individualised learning plans, targeted academic interventions or referrals for additional support.

My child is sick or away with my permission. What do I need to do?

Please email - absences@campbellhs.act.edu.au

I need to contact a teacher but am still unsure of their email address or which teachers my child has! What should I do?

Please just contact the front office phone 614 23166. Our staff can access the timetables and give you the names and email contact details of our teachers.

My child has arrived late at school. What do I need to do?

Please come in to the front office and sign your child in. If they arrive at school without you, before 9:30am they need to sign in with Pete our Youth Worker in F11. After 9:30am Students sign in at the front office. Students arriving late will be given a late slip which is to be given to their teacher when entering the classroom. If your child forgets to sign in, or signs in very late you will still receive an absence alert SMS.

My child has an appointment during the day, or I am collecting them early. What do I need to do?

You can email absences@campbellhs.act.edu.au or phone 614 23166 to advise the school. Please provide your child with a note that they can give their classroom teacher to release them at the correct time. Your child will need to be signed out at the front office, and then signed back in if returning the same day.

I have emailed my child's teacher. How long should I expect to wait to hear back from them?

If your matter is urgent, please phone the front office and explain the matter so they can work to get a response as quickly as possible. If it is a non-urgent matter we all try to respond as soon as we can but you can expect a response within two-three working days. If you have not heard back within this time frame, please contact the front office or forward a copy of your original email to the Executive Teacher of the faculty.

I am concerned about something which is happening in a class or have concerns about the conduct of one of my child's teachers. What should I do?

If you feel you are unable to contact the classroom teacher about the matter then please contact the Executive Teacher of the faculty and they will discuss your concerns with you.

I am unsure of what the school's policy is for mobile phones and I am concerned about my child's mobile phone use. What should I do?

We are currently navigating through what it means to have mobile phones in school. We are in the process of developing a proposal for our community outlining how we will manage this issue at

Campbell High School. This has so far included sending some email information, discussing with the P&C, discussing with staff and with groups of students. We all agree that the use of mobile phones and social media and communication apps is a complex area. Currently our teachers make decisions about whether they allow the use of mobile phones to support learning in their classrooms. Some staff have students hand in their mobile phones at the start of each lesson and return them at the end.

As a community we need to make some clear decisions about how we will approach this issue and ask that parents and carers support us as we try to educate and support our kids. Our IT Officer is developing some information to share with our families, we are investigating the purchase of support packages to help guide our work and we are talking to our community.

In the interim, the mobile phone policy is attached and if a teacher requests that a student have phones away and student does not comply, then the phone will be removed from the student. If this is a continuing issue we will not return the phone to the student and will ask that a parent collects the phone from the front office.

My child has told me that some students receive different consequences for what seems to be the same negative behaviours. Is this fair?

We utilise an individualised and restorative approach to supporting students to make positive choices at Campbell High School. Most often, fellow students are unaware of the details of any incident (despite thinking that they do know all the ins and outs!) and very often, the information that students hear is not a full representation of any incident. Our policy is that we DO NOT share what the 'consequences' for other students are broadly with the community. Paramount to us is that we do what we can to have a safe and supportive school community and that we seek to understand a behaviour and put strategies in place so that students can learn from what has happened and be equipped to make better choices in the future. Not every child has the same learning needs and therefore, not every child will receive the same interventions.

If you have concerns about our behaviour support approaches, please feel free to contact the front office. They will take an overview of your concerns and bring it to the Student Support Team who will determine which staff member is most appropriate to discuss your concerns and arrange for contact.

Frequently used email addresses:

Most email addresses are as follows:

Firstname.surname@ed.act.edu.au (e.g. tom.jones@ed.act.edu.au)

Other email addresses you may use include:

To notify the school when payments are made electronically - finance@campbellhs.act.edu.au

To ask a question or have email forwarded on to a staff member - info@campbellhs.act.edu.au

To advise the school that your child is away - absences@campbellhs.act.edu.au

ursafe@campbellhs.act.edu.au **this address is so that students, parents/carers can email with concerns at any time. It is monitored each week day of school term.**

Living Document

Supporting Student Learning at Campbell High School

Our Philosophy and Approach

Campbell High School strives to meet the needs of our students by implementing leading practices based on evidence and research. A multi-tiered system of supports that we call our Response to Intervention Model or just RTI, is an approach for redesigning and establishing teaching and learning environments that are effective and supportive for all students, families, and educators.

Our approach involves an education process that matches research/evidence-based instructional and intervention strategies. We work consistently to increase our knowledge through professional learning which is accredited through the Teacher Quality Institute. Our approach supports student needs in an informed, ongoing approach for planning, implementing, and evaluating the effectiveness of instruction, curricular supports, and interventions. We also use this to focus on and provide high-quality instruction and interventions to students who may be struggling with learning.

Our RTI has three important parts:

1. A multi-tiered system of curriculum, teaching practices, assessment, social and community engagement strategies and interventions;
2. Using a collaborative and shared problem solving approach for decision making at each tier, and
3. Using data and evidence to inform practices at each tier.

We work to ensure resources are allocated in accordance with students' needs. The RTI model is usually shown as a pyramid demonstrating that the majority of students require Tier 1 support with only a very small proportion ever requiring Tier 3 interventions

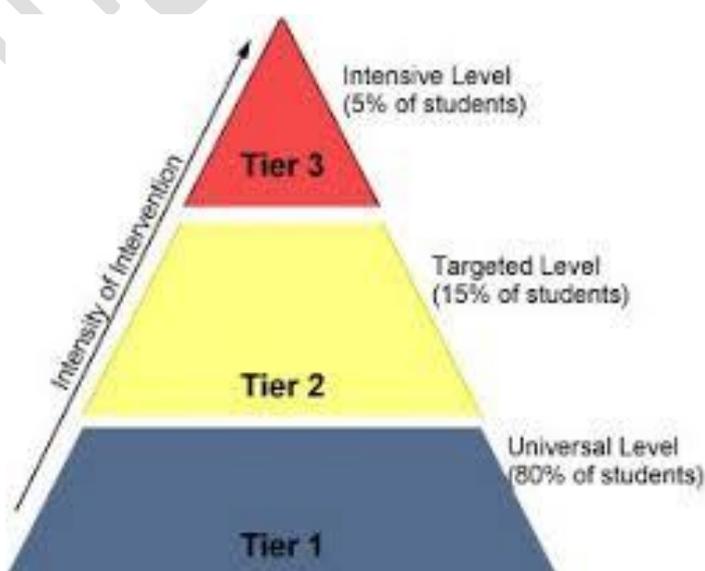


Figure 1

Tier 1 is the foundation. We refer to this as the **UNIVERSAL LEVEL**. This is the school and classroom environment, practices and supports that all students receive in the classroom and in the school.

At Tier 1, teachers differentiate their approaches by proactively planning and implementing a variety of instructional methods matched to varying student skill needs within the classroom. As a school we offer a wide range of extra curricula, enrichment and elective options for our students and support them to engage and find their personal passions, and a responsive pastoral care program. We also work to have clear and well understood expectations for behaviour and learning and the processes in place to support this.

At Campbell High School we focus on implementing Quality Teaching and Learning and we are committed to improving our own teaching practices through developing our knowledge and skills in Formative Assessment (knowing what our students know before, during and after the learning) and Differentiation (responding to what our students know and adjusting our practice to support them to grow in their learning).

Tier 2 involves additional interventions that are provided with an increased level of intensity in addition to the universal strategies instruction for students who show some risk of not meeting grade level standards or who require additional social, learning or emotional supports.

We refer to this as the **TARGETED LEVEL**. Tier 2 interventions usually involve **small group programs** and activities which allow for high levels of personalised learning and give support for specific skill building. These change based on the needs of students but at Campbell High targeted interventions may include, but are not limited to:

- Specialised literacy/numeracy support classes
- Specialised academic skills programs
- Specialised social/emotional learning programs
- Small group tutoring
- Gifted and talented extension programs

Tier 3 involves providing interventions for those students with the highest level of need and who require a holistic and case-management approach. We refer to this as the **INTENSIVE LEVEL**.

Such interventions are tailored specifically to meet the needs of each student. Students receiving intensive interventions have a case manager who will provide evidence based strategies and guidance for other staff across the school, manage parent/carer communications and provide high level academic/social support.

Students may move fluidly among the tiers as a result of their response to instruction and interventions. A student can move from Tier 1 to Tier 2 and back to Tier 1 within a relatively short period of time.

How do we use the RTI Model at Campbell High School?

We aim to ensure that students receive the types and levels of interventions needed in a timely manner. We do this through:

Our Staff – working to ensure our staff have the supports they need to deliver high quality teaching and learning in every classroom every day.

This includes:

- Clear strategic and operational plans
- Clear expectations of practice
- Support through coaching and professional learning to improve practice
- Support of a collaborative, respectful and professional culture of high expectations and ongoing learning

Our Policies and Processes (in accordance with Safe Schools Framework, Gifted and Talented, Disability)

- School wide level agreement system (white, pink, blue cards)
- Individual case management - ILPs, PLPs, BSPs
- Interagency referral
- Targeted programs

Our Students

- Social and Emotional Learning program delivered through Compass
- Student programs - YSW, Defence, Chaplain, Boys Program, CLASSIC
- Student Leadership and Voice - SRC, Year 10 Leaders, CLASS

Our Families and Community

- Engagement in case management - ILPs, PLPs, BSPs
- Family engagement - events, celebrations, P&C and Board Representation
- Community engagement - referrals, shared programs, presentations

Our Shared Values and Beliefs

- Aspire
- Achieve
- Connect
- Respect

If you believe your child requires additional targeted support, please speak to their Compass Teacher or Year Coordinator.

The Compass Program

Compass is our pastoral care program and is designed to give each student and their family a teacher who is there to support them in their time at the school. This teacher is a contact for families and students (their first port of call) to discuss attendance, academic and social issues and any other issues that may arise.

Students meet briefly with their Compass teacher every morning for roll call and notices and for a full lesson every fortnight (alternate weeks to assemblies) to deliver pastoral care sessions. Each Compass unit consists of 5 x class time sessions per term. These currently take place on Tuesdays.

Overview of Morning Compass

Every morning, students meet in small groups with other students from their year group with their Compass teacher. This is effectively a roll group.

The aims of the morning Compass program are:

- To establish and develop positive relationships between Compass teachers and the students in their group.
- To provide close monitoring of students with regard to school uniform, attendance and behaviour.
- For students to receive information about extra-curricular activities via the daily notices.

Overview of Fortnightly Compass Sessions

Compass is our school's pastoral care curriculum that specifically meets the needs of students as they progress through their high school education. The program explores various themes and focuses on the development of students as; a learner, a person, a community member and a contributor to society. Students at each year level have opportunities to address topics not generally covered in class.

Pastoral Care themes - Each year students will explore units of work related to their stage of development and needs of the year group. Topics may include:

Pathways – Students look at their transition into and out of high school. This includes setting personal goals, exploring subject choices and study options, Work Experience, looking at plans for the future (including career aspirations) and completing a Student Pathways Plan.

Wellbeing – Students explore topics to do with personal wellbeing and taking care of themselves and others. This includes looking at lifestyle choices, positive psychology, resilience and relationships.

Protective Behaviours – Students explore ways to minimize harm towards themselves and others. This includes education about advocacy for safe practices around substances, social gatherings and use of technology.

Communities – Students are encouraged to think beyond themselves and engage in ways to make a difference within the school and local communities. This includes being an active member of the school community and 'giving back'.

Compass Teacher Role

Compass Teachers are the first point of contact for parents and carers regarding their child.

Compass groups are developed in year 7 and remain together (ideally with their teacher) until graduating year 10. Students meet with their Compass teacher every morning. During this brief morning session students have their attendance recorded, and receive information relating to things that are happening around the school. The group then undertake fortnightly learning together in Compass Sessions and attend assemblies together.

We encourage parents/carers and compass teachers to make email contact early in the year/following enrolment so that a communication can be established. This teacher will get to know the children in their group and become a point of familiar contact with parents and carers.

Living Document

Student Support Suite

As outlined in the RTI model, Campbell High School has a range of expertise and programs in place to support students to achieve wellbeing and engagement at school. This includes teaching and other expert staff who work individually or in small groups to support students with particular needs or interests. The school prides itself on a student centred approach so programs are developed over the course of each year based on the current needs of the students rather than 'fitting' students into pre-existing programs.

This team includes executive staff, a school psychologist, youth workers, year coordinators; and works with the broader staff to support all students. Compass and classroom teachers, year coordinators and executive staff refer students through to the most appropriate student support team member. If you feel your child would benefit from additional support, please contact your child's compass teacher in the first instance.

Year coordinators

Year Coordinators take on a leadership role and support Compass Teachers and students within their year cohort. They support the attendance, academic progress and social development of students within their year group.

Year 7	Jane Barrett
Year 8	Tomas Rodriguez
Year 9	Ellie Mayne
Year 10	Phil Ladomirski
Year 7, 2018	Owen Cusick

Student Services Executives (7/8 & 9/10 SLCs):

Our Student Services Executive lead a team to promote positive school culture by supporting staff working with whole school, year groups and small groups to facilitate a positive school climate and wellbeing. They develop policies and processes to allow clear expectations of behaviour and engagement across the school and lead a range of other expert staff to deliver programs and initiatives. They also work directly with students who require case management. If you have concerns about the wellbeing or engagement of your child, please speak with the Compass Teacher in the first instance or the Year Coordinator if you feel escalation is needed. The Year Coordinator's work closely with the Student Services Executives and will refer students to them if further support is needed.

Years 7 and 8	Kate Bolton
Years 9 and 10	Ellie Mayne

Additional Wellbeing Staff

School Psychologist

Our School Psychologist works three days per week and facilitates referrals to outside agencies, works with students who require support with mental health and/or students who require appraisals for support. She also works with families and staff to support students with mental health needs.

Youth Support Workers

Our youth workers facilitate programs for small groups of students.

Pastoral Support Officer/International Student Coordinator

Our pastoral support officer facilitates programs for small groups of students (e.g. Wellbeing, volunteering, transition), runs the Breakfast Club and supports students with academic and social and emotional issues.

Defence Transition Mentor

Our DTM supports Defence families and facilitates communication between home and school, supports Defence students with academic and social and emotional issues and facilitates programs for small groups of students.

Principal and Deputy Principal

Our Principal and Deputy Principal work collaboratively to lead all teams across the school to ensure create an environment in which our students can thrive.

Principal	Kerrie Heath
Deputy Principal	Rob Emanuel

Classroom Teachers

Your child will have a number of classroom teachers whom they will see each day. Our teachers seek to develop engaging lessons and to differentiate and scaffold learning so that each child can engage effectively in their learning. The names of your child's teachers can be found on their timetable. If you have a query or comment about your child's learning in a particular learning area, please email the teacher directly.

Faculty Executives

Faculty Executives lead the teachers and support staff in their area including overseeing the development of curriculum and assessment, staff development and student learning. If you are unable to contact your child's teacher or need additional assistance regarding your child's learning in a faculty area, please email the appropriate faculty executive.

English/SoSE	Debbie Dwyer
Science	Morgan Pyner
Maths/Languages	Adam George
Health and PE	Caitlin Horan
Arts/Technology	Ron Vandergugten
Warrumbul Centre	Cara Shipp
Learning Studio	Kate Bolton

Our Restorative Approach

Campbell High School provides a positive and inclusive educational environment rich in quality teaching and learning. Quality teaching requires quality pedagogy, quality curriculum, and quality assessment. Campbell High School uses a restorative approach which encourages students to appreciate the consequences of their actions for others and make amends where their actions have harmed others. It requires students to be accountable for their actions and promotes respect for all involved. Behaviour management procedures at Campbell High School are a partnership between students, teachers, parents and the community based on a mutual regard for our school values of Respect, Achieve, Connect and Aspire. The purpose of this document is to describe the philosophy of student management as well as the processes and procedures which all staff are expected to use. Although every classroom works slightly differently according to the philosophy, perspective and personality of the individual teacher, we aspire to have consistency in classroom management expectations across the school. A consistent approach to classroom management enables a positive and supportive culture amongst staff and students within the school.

Proactive is Always Better than Reactive

We work to implement strategies to avoid undesirable or inappropriate behaviour rather than to spend time addressing the behaviour once it has happened. The following are some ways in which we work to support students to learn at Campbell.

Essential Skills: The 10 Essential skills form the foundation of teaching expectations for staff, which are embedded across the school. These 'skills' are the base upon which effective classroom management is built and our staff regularly update their knowledge of these skills through professional learning opportunities.

Engaging Lessons, Engaging Curriculum: We work to develop learning opportunities which help our students to feel engaged, want to go to lessons on time, come prepared, meet the identified expectations and contribute positively to all aspects of their learning experience.

Relationships: A student's academic and social success is supported when there is a healthy relationship between school, family and the community. Building effective relationships can be challenging at times but the more effort it requires the more rewarding it becomes. We encourage our families to let us know if there are issues outside of school which may be impacting on our students and to work in partnership for every child. We have the most success in supporting young people when families communicate openly and quickly if issues arise.

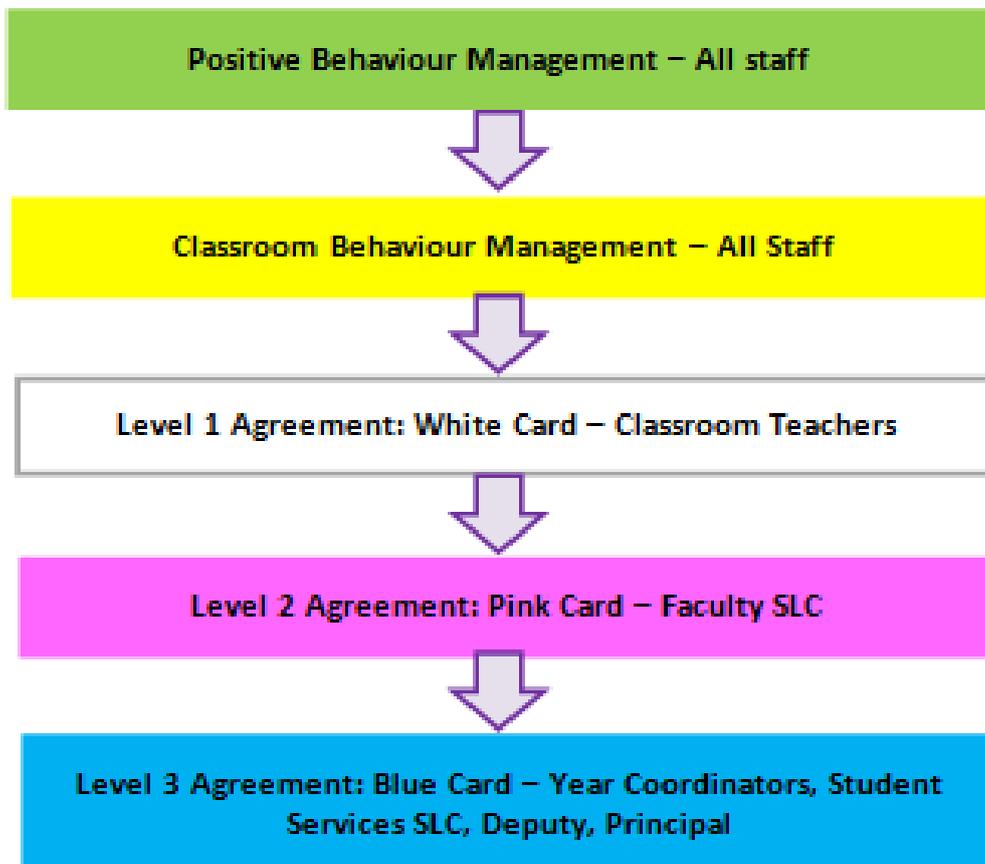
No One is a Blank Slate: We all come to school with past experiences, ideas and expectations which shape who we are and how we behave. The impact of domestic, school, friendship or peer related issues for students cannot be underestimated and may not always be apparent. While these dilemmas are usually beyond our control, we aim to be sensitive and respectful to the concerns of students because we believe that learning occurs best when the learner is emotionally open to learning.

Our Structured Approach to Supporting Positive Behaviours

We believe that behaviour is a component of learning for our young people and that sometimes they make mistakes. Our aim is to help them to learn from these mistakes, take responsibility for their behaviour and find ways to avoid negative behaviours into the future.

We utilise a structured approach to monitoring student behaviour when necessary. This allows us to put clear, structured supports in place that are appropriate to the needs of each student and appropriate to the behaviours being displayed. We are always committed to ensuring our school is a safe community for learning and violence and abuse are unacceptable at Campbell High School.

Behaviour Management Guide Overview



Behaviour Management Processes

Behaviour	Positive Behaviour Management: Everyone	Contact
<ul style="list-style-type: none"> Using appropriate language Completing school work Following teacher instructions Allowing other students to work without disruption Getting along with peers 	<ul style="list-style-type: none"> Give behaviour specific praise and rewards e.g. "I like the way you are..." Be genuine with your praise and give it often Negotiate a reward Acknowledgement for on task behaviour may be; a thumbs up, a smile a verbal acknowledgment Model appropriate ways to communicate with people (positive, eye contact, body language) Merit Certificate Notify Compass Teacher, Year Co or Faculty Exec Parent phone calls 	Classroom Teacher decision

Behaviour	Classroom Behaviour Management: Classroom Teacher	Record
<ul style="list-style-type: none"> Not on task Unprepared for learning Disruptive behaviour (e.g. calling out) Swearing (not at the teacher) Leaving the class without permission Not following teacher instructions Argumentative Inappropriate use of device (e.g. texting) 	<p>Example Strategies:</p> <ul style="list-style-type: none"> Engaging Curriculum, Positive teacher/student relationship Cue with descriptive Encouraging Proximity Selective Attending Repeat instructions Remind about expectations Give choices Redirect to learning Three strike system Change seating Contact parents Verbal agreement Cleaning classroom Community Service (rubbish collection) Classroom rules displayed Conversation after class about classroom expectations Unfinished work sent home and/emailed to parent <p>** Consequences are most effective when they directly match the student's behaviour. (e.g. Drawing on desks = cleaning desks)**</p> <p>Should a student's behaviour escalate quickly and an exit from the classroom become necessary, the student must exit to a buddy class or to the Faculty Executive either in the respective staffroom or their class. If the Faculty Exec is unavailable contact Student Services</p>	Classroom Teacher decision

Behaviour	Level 1: White Card - Classroom Teacher	Record
<ul style="list-style-type: none"> • Persistent non-compliance. • When classroom management strategies have consistently not resulted in a change of behaviour. 	<p><u>What is a white card?</u></p> <p>Student and classroom teacher meet during a break time (teacher based detention) to discuss behaviour which warrants a level 1 agreement.</p> <p>Student and teacher sign the agreement which focus' on how to change/improve behaviour (goals) and how the teacher will support this.</p> <p>Student and teacher will reflect after each lesson (for 4 lessons) and record it on the agreement.</p> <p><u>What if the white card is broken?</u></p> <p>Meet with student at break to warn about breaking Level 1. Classroom teacher will organise to meet with Executive Teacher to discuss whether a Level 2 is needed</p>	<p>L1 recorded on card register.</p> <p>Phone call to parents.</p>

Behaviour	Level 2: Pink Card - Executive Teacher	Record
<ul style="list-style-type: none"> • Persistent non-compliance. • When classroom management strategies have consistently not resulted in a change of behaviour 	<p><u>What is a pink card?</u></p> <p>Student, classroom teacher and Faculty SLC meet during a break time (teacher based detention) to discuss behaviour which warrants a level 2 agreement (restorative).</p> <p>Student and teacher sign the agreement which focus' on how to change/improve behaviour (goals) and how the teacher will support this.</p> <p>Student and teacher will reflect after each lesson (7 lessons for a two week cycle) and record it on the agreement.</p> <p>SLC, teacher and student will have a mid-cycle review.</p> <p><u>What if a pink card is broken?</u></p> <p>Student will spend 1-3 lessons in the Executive Teacher's class or buddy class.</p> <p>Call for parent meeting and extend the Level 2 for another 7 lessons.</p> <p>If broken a second time the Executive teacher will meet with the Year Coordinator about placing the student on a whole school lunchtime detention or appropriate community service</p>	<p>L2 recorded on card register when started</p> <p>Copy of completed L2 given to Year Co</p> <p>Phone call to parents</p>

Behaviour	Level 3: Blue Card – Year Coordinators, SS SLC, DP, P	Record
<ul style="list-style-type: none"> • Persistent non-compliance. • Consistent truancy • Unsuccessful with a Level 2 agreement • Issues across the school • Internal or external suspension 	<p><u>What is a blue card?</u></p> <p>A student and their parent will sign a level 3 agreement (blue card) upon their re-entry from a suspension (internal or external).</p> <p>The student will need to complete lesson checks for 5 days</p>	<p>L3 recorded on card register when started.</p> <p>Phone call to parents</p>

The following behaviours may result in an internal or external suspension:	
<ul style="list-style-type: none"> • Verbal abuse (e.g. swearing at a teacher) • Non-verbal abuse (e.g. threats and gestures) • Physical abuse of others (staff or students) • Misuse of property • Repeated harassment in any form 	<ul style="list-style-type: none"> • Intimidating/threatening behaviour • Significant vandalism • Stealing • Drug related behaviour • Bullying

Incident Reports

An incident report completed by a student means an incident or unacceptable behaviour has occurred. Every incident report needs to be followed up and recorded to ensure that staff and students feel supported in dealing with incidents. Students can access incident reports in the Student Services Suite or may be asked to fill one in by a staff member. The student accused of the negative actions along with the reporter and, at times, witnesses, will be asked to complete the form. This allows students time to think through incidents, consider how they have been affected, reflect on their own actions and the actions of others and gain clarity on the events.

If the incident occurs in the classroom, it is the responsibility of the classroom teacher to follow up with the support of the faculty SLC. If the incident occurs on the playground then it is the responsibility of the playground supervisor to follow up. If the behaviour is of a serious nature, then the Executives of Student Services will follow up.

Student Incident Report Form
Campbell High School



Name: _____ Year Group: _____ Date: _____

Time of Incident: _____ Place: _____

Staff Member/s on duty or first to respond: _____

Students involved?

What happened?

What were you thinking/feeling at the time?

Who has been harmed or affected?

Which Campbell High School values have been broken? (Circle your response)

Achieve	Connect	Respect	Aspire
---------	---------	---------	--------

What do you think needs to happen to make things right?

Student Signature: _____

Recording Staff Member: _____

**** Thank you. Please return this form to your teacher ****



INCIDENT FOLLOW – UP

Classroom Teacher _____

Date: _____

Action Taken (please tick action/s taken):

- | | |
|---|---|
| <input type="checkbox"/> Met with student | <input type="checkbox"/> Parent contact |
| <input type="checkbox"/> Restorative meeting with all parties | <input type="checkbox"/> Issue not able to be resolved – matter referred to Faculty Executive Teacher |
| <input type="checkbox"/> White Card | |
| <input type="checkbox"/> Detention/Community Service | |

Other:

Year Coordinator: _____

Date: _____

Action Taken (please tick action/s taken):

- | | |
|---|---|
| <input type="checkbox"/> Met with student | <input type="checkbox"/> Parent contact |
| <input type="checkbox"/> Restorative meeting with all parties | <input type="checkbox"/> Issue not able to be resolved – matter referred to Faculty Executive Teacher |
| <input type="checkbox"/> White Card | |
| <input type="checkbox"/> Restraint from Harassment | |
| <input type="checkbox"/> Detention/Community Service | |

Other:

SLC Student Services _____

Date: _____

Action Taken (please tick action/s taken):

- | | |
|---|--|
| <input type="checkbox"/> Met with student | <input type="checkbox"/> Parent contact |
| <input type="checkbox"/> Met with student and staff member | <input type="checkbox"/> Parent Meeting: _____ |
| <input type="checkbox"/> Restorative meeting with all parties | <input type="checkbox"/> Blue Card |
| <input type="checkbox"/> Pink Card | <input type="checkbox"/> Internal Suspension |
| <input type="checkbox"/> Restraint from Harassment | <input type="checkbox"/> External Suspension |

Other:

**** Please place this form in the student's file in Student Services ****

Playground Guidelines

During break times, staff actively supervise the area that they have been allocated. This involves ensuring that students are in bounds and that they are adhering to the guidelines below.

Students are not permitted to leave the school during break times.

During break times:

- Students **must not** move into 'out-of-bounds' areas.
- All students are to be in the following areas:
Break 1: Canteen, Main Quad, Hillside, Courts, Quiet Quad, Library and Oval.
Break 2: Canteen, Main Quad, Hillside, Courts, Quiet Quad, Library and Oval.
- No footballs/soccer balls are allowed on the Hillside, Main Quad, Gym Quad, Quiet Quad or the Basketball and Netball Courts.
- Soccer balls are allowed on the tennis courts. Indoor soccer rules apply (kick-ins, not throw-ins, from the side; no offside; no slide-tackling; a goalie throw has to bounce before going over the half-way line; goalie's area is a small semi-circle, not a square). As well, the ball is not to be kicked above head-height.
- The Oval is to be used only for sports.

Shared Expectations and Policies

These shared expectations and policies and procedures will continue to evolve and improve. Others may be added over time.

They include:

- Parent-Carer –Staff Communications
- Uniform
- Truancy
- Mobile Phone and Electronic Device Flowchart
- Bullying and Harassment

Parent/Carer-School Staff Communications : Our Shared Commitment to Working Together

At Campbell High School we seek to work in partnership with parents and carers to support every child to have the best possible learning outcomes.

We consult regularly with our families regarding future directions and current issues and work closely with our School Board and wonderful P&C on many key issues. We regularly have rich conversations in our P&C meetings which feed directly into our school based decision making so encourage you to attend whenever you can.

We are very fortunate to have such an engaged and supportive parent/carers community and encourage you to email our team with your queries and feedback. Our team regularly goes well outside of expectations to provide a rich, inclusive learning environment for our students, many spending multiple weekends and evenings away from their families to ensure our students can access incredible opportunities. We are therefore particularly delighted when parents and carers email to say thank you or to notice something positive that our staff have done and strongly encourage you to do so.

At times parents and carers can feel concerned or anxious about the learning, safety or wellbeing of their child. Again we encourage you to contact us so that we can work together to find a resolution. You should expect respectful and timely communications from our staff about all matters. For non-urgent matters we aim to respond within three working days. If the matter is urgent we ask that you let our front office know so they can put you in touch with the right person to help. As part of our 'No Wrong Door' philosophy, if a staff member cannot help you, you can expect that they will find the person who can. If you believe that this has not happened, please contact a staff member you know well or the Deputy Principal or the Principal.

Similarly, I require that all communications to my staff will also be respectful. At times we can all feel emotional, angry or upset about something that has or we believe has happened and this can lead to individuals writing emails or making phone calls which are threatening, intimidating or otherwise inappropriate (noting that in extreme circumstances this may be an offence under section 474.17 of the Criminal Code Act 1995 (Cwth)). If my staff receives such communications I have asked that they do not reply (or continue the conversation). All staff are entitled to feel safe in their workplace and to be treated as professionals and I will support them in this matter.

We will do all we can to work together to resolve any matters and clarify any issues. We will always take your concerns seriously and work hard to follow the appropriate processes to investigate and find solutions to issues. We accept that any member of our community can make an error and we will seek to rectify that where possible. We always find the best outcomes when we work with a shared belief that we can achieve this together and with a shared respect.

Again, I am grateful to have such a supportive community with whom we can work to find the very best outcomes for our children.



School Uniform Policy

Why Campbell High School has a uniform

As a school with a long and proud tradition of delivering quality education, Campbell HS has always placed a strong emphasis on acceptable dress standards. Our uniform policy promotes a sense of pride in the school in line with the school's mission and values. It is practical and smart, engenders a sense of community and belonging in our school and is designed with health and safety in mind.

Campbell High School Dress Standards and Uniform	
Shirt	School polo shirt - Campbell High School Logo
Pants	Tracksuit pants - Campbell written on leg Blue jeans Plain navy blue shorts Denim shorts Shorts must be of an acceptable length - mid-thigh/longer than the fingertips of the student with arms by their side.
Skirts	Tartan skirt Skirts must be of an acceptable length - mid-thigh or knee length
Jumpers	School hoodie - Campbell High School Logo School jumper or jacket
Shoes	Enclosed footwear

School Dress Standards and Uniform Expectations

Students attending Campbell High School will be expected to attend school wearing correct school uniform, which is neat and in good repair. Uniform will be monitored by all members of the school community.

School uniform will be expected for all students attending public events such as excursions (where applicable), performances, school photographs and interschool competitions.

Health and Safety

The Campbell High School uniform is designed to meet the standards of health and safety for our students. The school shirt is designed with a collar and short sleeves to protect the neck and shoulders from sun.

Shoes are fully enclosed (joggers or black leather shoes). All shoes must meet the safety standards for participation in Science, Technology and PE classes. Students who are not wearing correct shoes may not be able to participate in these classes.

Campbell High School recommends that all students wear a hat when outside, during short and long break or when undertaking learning activities in outdoor environments. All students are encouraged to carry a water bottle with them throughout the day.

What not to wear

Shirt	Singlet/tank tops Crop tops (don't cover stomach) Low cut tops Multi-coloured tops
Pants	Black or coloured jeans (except for blue) Footy shorts Board shorts Leggings/tights Shorts that are not an acceptable length - shorter than mid-thigh/shorter than the fingertips of the student with arms by their side.
Skirts	Any other skirt than the Campbell tartan skirt Tartan skirt - shorter than mid-thigh/shorter than the fingertips of the student with arms by their side.
Jumpers/Jackets	Hoodies or jumpers that do not have a Campbell logo Coloured jumpers Coloured jackets
Shoes	Open toe shoes Ugg boots

Consequences of breaching the policy

The uniform policy is monitored by the Compass teacher; however every teacher has a responsibility to ensure that the school uniform is worn correctly. In the first instance the Compass teacher talks to the student about why they are out of school uniform. If no acceptable reason is given then the following will occur:

- Parents are contacted by Compass teacher and record is made on MAZE
- Any student wearing inappropriate clothing, contact the person on Student Services to arrange appropriate attire for the day
- Continual infringements will result in contact being made home and the SLC Student Services being informed.

The role of parents

We ask our parent community to support the school uniform policy. We believe that parents and students need to ensure that they have the correct clothing, and that it is clean and in good repair.

Second hand uniforms are available through Student Services and support is available for families that require financial assistance with meeting school uniform requirements.

Truancy Policy



Class Attendance

Students at Campbell High School are expected to:

- attend all their classes
- not leave their class until the teacher has dismissed them
- remain on school grounds at recess and lunch
- sign out via the Front Office if they are being picked up by their parent/carer
- go to Sick Bay if unwell and planning to go home

What is Truancy?

At Campbell High School truancy is described as not attending class or leaving the school grounds without permission during the school day.

Students who are late to class (less than 30 minutes) - consequences will be managed by classroom teacher e.g. detention to make up the work and phone call home.

Students who are absent from class (more than 30 minutes) - consequences will be managed by Student Services.

Consequences of Truancy

Students who are found to be truanting will meet with their Year Coordinator or a Student Services staff member to discuss the incident and be placed on the Student Services Register (truancy tab), which tracks student behaviour within the school. The student's parent/carer will be informed. Students will be placed on a detention to make up the time missed. The number and scheduling of detentions will be negotiated with Student Services.

1. The first time a student truant they will meet with a Student Services staff member and the truancy policy will be explained. Parents/Carers will be contacted, details of the truancy will be entered on the Student Services Register and detention/s will be scheduled. Student will also be placed on a Green Card (lesson checks).
2. The second time that a student truant their parents will be informed, parents/carers will be contacted, details of truancy will be entered on the Student Services Register and detention/s will be scheduled. Student will also be placed on a Green Card (lesson checks).
3. The third time that a student truant their parents will be informed, parents/carers will be contacted, details of truancy will be entered on the Student Services Register and detention/s will be scheduled. Student will also be placed on a Green Card (lesson checks).



Electronic Devices Policy

Agreed principles of an effective Electronic Devices policy

1. Learning in the classroom should not be affected by electronic devices such as iPods, mobile phones and cameras/video cameras.
2. Advice to students about the Electronic Devices policy and its consequences is addressed through COMPASS programs. This is particularly relevant to inappropriate use that impacts on student safety.
3. **The school will not be responsible for loss, theft or damage of any electronic device.**
4. The school acknowledges that in certain situations, electronic devices such as cameras and mobile phones can be used as educational tools at the discretion of the classroom teacher.

Agreed policy guidelines

1. Electronic devices are not to be used (or seen) during class time except when the teacher gives permission for *educational use*:
2. Students may use electronic devices before school, after school and during break times.
3. Students may not film or photograph any person or event without explicit permission.
4. Students that breach the guidelines may have their electronic devices confiscated and repeated offences will lead to increased punitive measures including parent/carer contact

Consequences for policy breaches

Before the application of consequences teachers *may* choose to implement a reasonable warning in line with a consistent classroom management policy.

1. First instance: Reasonable warning in line with consistent classroom practice
2. Second instance: The classroom teacher confiscates the electronic device for return at the end of the lesson. Classroom expectations are reinforced and commitment made between teacher and student. Record on MAZE.
3. Third instance: The classroom teacher confiscates the electronic device and gives it to the faculty executive for return at the end of the day. The parent/carer is called to notify issue and classroom agreement is made. Record on MAZE
4. Fourth instance: The device is confiscated. A request is issued to the parent/carer to meet with student services executive to agree on appropriate use of electronic devices. Return of device is negotiated with parents. Record on MAZE.

Mobile technology used inappropriately to contact, film or harass students, staff or community members will be confiscated immediately and parents/carers will be contacted to collect the device.

Living Document



Electronic Devices Flow Chart

First Instance

- Warning to the student given by classroom teacher

Second Instance

- Teacher confiscates the electronic device for return at the end of the lesson
- Commitment made between teacher and student for future

Third Instance

- Teacher confiscates the electronic device and gives it to the faculty executive for return at the end of the day.
- The parent/carer is called to notify

Fourth Instance

- Teacher confiscates device and gives to Student Services.
- A request is issued to the parent/carer to meet with student services executive to agree on appropriate use of electronic devices.
- Return is negotiated with parents

Bullying and Harassment Policy

Definition of Bullying

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Definition taken from 'Bullying No Way' and was developed by the Safe and Supportive Schools Communities Working Group. <https://bullyingnoway.gov.au>

Verbal bullying:

Includes: name calling, 'put downs', threatening, rumours, and verbal aggression.

Physical bullying:

Includes: fighting, pushing, kicking, spitting, throwing things, vandalism of others property.

Social bullying:

Includes: social exclusion, verbal or physical attacks as part of a group towards individuals or other groups.

Cyber bullying:

Includes: use of the internet, mobile phones, email, social media applications to undertake verbal and social bullying.

Bullying also includes inciting others to bully or encouraging other people who are bullying, by such actions as applauding bullying behaviour or watching it happen and not doing anything about it.

Bullying is violence!

Bullying should not be accepted by anyone!

We all have a duty to stand up to bullying and let bullies know that it is not ok!

Definition of Harassment

Can be verbal, physical or written. It is any unwelcome comment or conduct including threats, abuse and insults towards a person

Racial harassment can be verbal, physical or written. It is any unwelcome comment or conduct including threats, abuse and insults towards a person (or persons) based on their culture, nationality or ethnicity or a characteristic belonging to, or generally believed to belong to, a particular group. Racial harassment can be directed towards individuals or groups. If these words or actions are repeatedly directed towards the same person it is called racial bullying.

Sexual harassment can be verbal, physical or written, including via social media. It is any unwelcome comment, advance, request or other unwelcome conduct of a sexual nature which makes a person or group feel offended, humiliated or intimidated.

Bullying/Harassment Flow Chart

The most important thing is that when a student reports bullying to a teacher or a teacher witnesses bullying - they must act through running a restorative conversation, putting in a consequence or seeking support from the Year Coordinator.

If the harassment is of a racial or sexual nature then the Safe and Supportive Schools Contact Officer (SASSCO) may be involved.

