Albury High School

Good Discipline and Welfare Policy
INTRODUCTION

When parents enrol their children at Albury High School, they enter into a partnership with the School staff.

This partnership is based on shared responsibility and mutual respect, and aims to achieve effective learning and good discipline so that the School environment is both productive and harmonious. Understanding appropriate public behaviour develops in a student a responsibility for his or her behaviour.

An effective learning environment is one where students strive to do well in an atmosphere of high expectations, where students have the right to learn and teachers the right to teach.

The expectations of good discipline in NSW schools and schools

Albury High School (and all NSW schools) has the following requirements of students:

- sustained application to learning
- respect for other individuals and their property
- courtesy to other students, to teachers and to community members
- due respect for teachers
- no violence, discrimination, harassment, bullying or intimidation
- no weapons
- no illegal drugs, alcohol or tobacco
- peaceful resolution of conflict
- adherence to the school dress code
- compliance with the school discipline policy
- upon arrival at school students are to remain within the school grounds at all times

While meeting these expectations, students also have the right to
expect courtesy, fairness, respect and excellence in teaching.

**Albury High School**

Albury High School is committed to providing high quality comprehensive education in a caring and supportive environment.

At Albury High School we believe in:

- mutual respect and co-operation
- tolerance, harmony and a fair go for all
- empowerment of the individual through learning
- learning in a safe and happy environment
- each individual's potential to achieve personal excellence
- active participation of individuals and groups
- creating challenging opportunities for students to experience success
- the individual accepting responsibility for their own actions
- valuing individual differences
- peaceful resolution of conflict

**The School Discipline Policy**

The School Discipline Policy is in five parts:

1. student code;
2. strategies to promote good discipline and effective learning within the school;
3. practices designed to recognise and reinforce student achievement;
4. strategies for dealing with unacceptable behaviour; and
5. complaint resolution procedures.

In considering these strategies, no student will be discriminated against based on his or her physical or intellectual ability, gender, race, marital status, sexual preference or age.

**The School Rules or Discipline Code**

The School Rules or Discipline Code at Albury High School can be summarised by a set of responsibilities and rights, and by the Student Code.
# Rights and Responsibilities of Our Students

<table>
<thead>
<tr>
<th>An Albury High School student has the RIGHT to:</th>
<th>An Albury High School student has the RESPONSIBILITY to:</th>
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<tbody>
<tr>
<td>be treated responsibly and with respect</td>
<td>be polite and always show respect to others regardless of individual differences, physical or intellectual ability, gender, race, marital status, sexual preference or age</td>
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<tr>
<td>achieve and reach their potential through:</td>
<td>co-operate with teachers and other students, participate in school activities, act sensibly, and not disturb the learning of others; attend regularly, be punctual, follow the Student Code, dress code and all reasonable requests</td>
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<tr>
<td>effective teaching</td>
<td>don’t do anything which may threaten or cause danger to others or self; not steal, damage or destroy the property of others or the School; not use illegal drugs, alcohol or tobacco and not carry any weapon</td>
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<tr>
<td>effective learning</td>
<td>behave in a manner that will bring credit to the School and to self; and to take information to their home and the School community</td>
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<tr>
<td>have a safe and non-threatening environment</td>
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<tr>
<td>be proud of the School and of their personal achievements</td>
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STUDENT CODE

Students at Albury High School develop through:

**CO-OPERATION**

Participating in all class activities
Behaving safely, considerately and responsibly, including when travelling to and from school.
Getting along with others
Following teachers' instructions
Taking information home to parents

**RESPECT**

Allowing others to learn
Speaking politely at all times
Being proud of your appearance
Following your School's uniform code
Caring for your School

**RESPONSIBILITY**

Attending every school day, unless they are legally excused
Being on time and prepared to work
Making the most of your abilities
Completing all your work
Looking after your belongings
Taking advantage of the opportunity to learn

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.
Strategies to promote good discipline and effective learning

Through various programs, structures and strategies, Albury High School promotes good discipline and effective learning. In particular:

- providing an appropriate and diverse curriculum which meets the needs of each student
- providing opportunities for students to achieve success
- ensuring a safe and secure educational environment
- maintaining a School and classroom environment conducive to learning
- encouraging appropriate forms of behaviour by providing suitable role models
- establishing a fair and consistent code of behaviour
- improving the self-discipline of students by rewarding good behaviour and explaining the consequences of inappropriate behaviour
- teachers positively interacting with students both inside and outside the classroom
- supporting appropriate training and development programs
- communicating regularly and appropriately with parents
- providing appropriate support programs and support personnel
**Practices designed to recognise and reinforce student achievement**

Albury High School recognises and reinforces student achievement by:

- modelling of consistent and caring behaviour by staff
- communicating regularly with parents
- providing appropriate forums for recognising student achievement
- using a Merit Program

**MERIT PROGRAM**

Albury High School's Merit Program aims to:

- reinforce positive work/behaviour models across the School, within the classroom and at sport
- reward those students who continually strive to perform well, those students who achieve personal success, and those students who are academically, physically or creatively talented.
- recognise those students who participate in school and community service.

**Structure**

Students who work and participate well may receive a-

**Merit Award**

receive 6, place in a box at the Reception Office or in D block first floor and receive a:-

**Certificate of Merit**

receive 6 Certificates of Merit, which is achieved by attaining 36 merit awards and receive a:-
Bronze Medal

- First choice of sport
- Social Outing

receive 6 more Certificates of Merit, place in a box at the Reception Office or in D block first floor and receive a-:

Silver Medal

- The benefits above +
- Own canteen line
- School recognition

receive 6 more Certificates of Merit, place in a box at the Reception Office or in D block first floor and receive a-:

Gold Medal

- The benefits above +
- Parents meet for formal dinner provided by Hospitality students with Principal.

receive 6 more Certificates of Merit, place in a box at the Reception Office or in D block first floor and receive a-:

Certificate of Excellence (in lieu of a "bar")

At the end of Year 12, the student returns the gold medal and it will be mounted on a plaque together with whatever number of bars (engraved gold rectangles) they have been awarded.

It is possible to receive several medals and bars throughout a student's high school career.

Merit Certificates recorded by the office will be returned via the student's roll call teacher.
**Strategies for dealing with unacceptable behaviour**

Most unacceptable behaviour by students can be addressed in the regular classroom situation. However, some may require counselling, the services of teachers with particular skills, special classes and/or appropriate referral. Particular measures may:

- assist students towards full participation in the School's educational program
- cater for specific learning difficulties
- address behavioural problems
- assist students in coping with their particular difficulty or problem
- develop a sense of self-worth and belonging to the School and the wider community

**Consequences of inappropriate behaviour may include:**

- detention
- reprimand, loss of privilege, short class, time-out at a class-planning desk
- close monitoring to modify behaviour via an improvement plan
- withdrawal from class/activity/excursion/sporting team
- after school detention OR F25 detention in recess breaks
- parental contact
- school-wide monitoring to modify behaviour via an improvement plan
- restitution and/or School service
- In school suspension
- official suspension, exclusion and expulsion from the School
Inappropriate behaviour is best dealt with by using the Student Management Program.

The school uses **restorative conference practices** to resolve conflicts when someone or something has been harmed or offended.

A Restorative Conference is a way of bringing together everyone involved. It could be family, friends, school staff and other supportive people. They all come together in a safe place to talk about;

1. What has happened?
2. Who has been affected?
3. How can we find a way to repair what was done?
4. How can we do things differently in the future?

**Student Management Program**

The major aim of the Student Management Program is to initiate an integrated, systematic approach to student management with a view to preventing incidents of student misbehaviour from becoming entrenched and serious. However, it is also designed to accumulate sufficient documentation necessary to support the process of suspension of the small number students who fail to respond to the School's programs, strategies and resources. The program aims to:

- support the classroom teacher in the areas of student management and welfare
- monitor student behaviour across the school
- provide a comprehensive record of the behaviour of individual students
- provide a means for identifying individual students who require assistance prior to a crisis situation developing

For its effective implementation, the Student Management Program uses a system of stages.
STAGE 1

A student at this Stage has become disruptive or behaved in an inappropriate or unacceptable manner in any of the following: the classroom, playground, School activity or during travel between home and the School. The student will be referred to the Head Teacher responsible. The student will be asked to make an acceptable plan to modify his/her behaviour and will be monitored (within the class or group), and will be required to carry a Faculty Progress Card to monitor this plan. The Head Teacher will apply consequences. The Head Teacher may withdraw the student from class. The student, if withdrawn from class, will be under the direct supervision of the Head Teacher or a Senior Teacher who will monitor behaviour and progress. The Year Adviser will also assist to improve the behaviour. Parents will be informed by Letter A of the student's placement on Stage 1.

Student's Responsibilities

The Student is responsible for the maintenance of the Faculty Progress Card for a total of 8 attended lessons with the Class Teacher, the Head Teacher or a nominated Senior Teacher. During this time, the student is under the supervision in class of the assigned supervisor. The student's responsibilities include:

1. bringing the Card to school each day, presenting the Card to the assigned supervisor at the beginning of each lesson and collecting the Card at the end of each lesson;

2. presenting the Card to a parent/care giver for signature prior to the next day’s lesson;

3. satisfactorily fulfilling the requirements of the Card.

Note: If the Card is lost or left at home, then the student may be given an after school detention of one hour and may be referred to the Student Management Panel for possible placement on Stage 2.
A student at this Stage has not appeared to improve his/her behaviour but has continued to disrupt the education of other students, or behave in an unsatisfactory manner in two or more faculties. The Student Contact Teacher Year / Student Adviser will recommend Stage 2 placement to the Student Management Panel. The student will negotiate, with the Student Contact Teacher Year / Student Adviser, a plan to modify his/her behaviour within the classroom, and will be required to carry a *Daily Progress Card*, to be completed by all of the student's teachers, to monitor this plan. The Student Contact Teacher Year will apply consequences. The Year Adviser will also assist to improve the behaviour of the student. Names of students placed on Stage 2 will be published on the *Daily Attendance Sheet*. Parents will be informed by *Letter B* of the student's placement on Stage 2 and be invited to attend an interview.

Students who truant classes will be placed on stage 2 for a 10 day period. They will report to the Deputy Principal on a daily basis.

**Student's Responsibilities**

The Student is responsible for the maintenance of the *Daily Progress Card* until progress is deemed satisfactory. During this time, the student is under the supervision in class of the assigned supervisor. The student's responsibilities include:

1. Presenting the *Card* to the teacher at the beginning of each lesson and collecting the *Card* at the end of each lesson;
2. Presenting the *Card* to a parent/care giver for signature *prior* to the next day;
3. Presenting the *Card* to the Student Contact Teacher Year or student Adviser for signature *prior* to the first lesson of the day;
4. Satisfactorily fulfilling the requirements of the *Card*.

**Note:** If the *Card* is lost or left at home, the student may be placed on an after school detention for one hour and may be referred to the Student Management Panel for possible placement on Stage 3.
A student at this Stage has failed to respond to counselling, mediation or other interventions at Stage 2, or has been promoted from Stage 4, or has been badly behaved in three or more faculties. The student will receive help from Head Teachers, the Year Adviser, Student Welfare Committee and the School Counsellor to improve behaviour. Outside agencies may be involved. The student will negotiate, with the Deputy Principal, a plan to modify his/her behaviour, and will be required to carry a School Progress Card, to be completed by all of the student’s teachers, to monitor this plan. The student will not be allowed to attend any sport excursion, any School excursion or social function. Names of students placed on Stage 3 will be published on the Daily Attendance Sheet. Parents will be informed by Letter C of the student's placement on Stage 3, and will be required to attend an interview with the Deputy Principal.

**Student's Responsibilities**

The Student is responsible for the maintenance of the School Progress Card for 10 attended school days. During this time the student is under the supervision in class of Class Teachers and Head Teachers. The student's responsibilities include:

1. bringing the Card to school each day, presenting the Card to the Class Teacher at the beginning of each lesson and collecting the Card at the end of each lesson;

2. presenting the Card to a parent/care giver for signature each day;

3. presenting the Card to the Year Adviser / student contact teacher year for signature each day;

4. presenting the Card to the Deputy Principal for signature daily

5. satisfactorily fulfilling the requirements of the Card.

**Note:** If the Card is lost or left at home, then the student may be given an after school detention of one hour and may be referred to the Deputy Principal for possible placement on Stage 4.
STAGE 4

A student at this Stage has not improved their behaviour or attitude, nor responded to the assistance provided at Stage 3, and proved to be beyond the help of the School. A student at this Stage may also have repeated unacceptable or violent behaviour, or has suddenly become guilty of gross misconduct. The Principal or Deputy Principal will remove the student from all classes and School activities and place them on SUSPENSION (either WITHIN - SCHOOL, SHORT or LONG) for the welfare of the School community. Names of students placed on Stage 4 will be published in the Daily Attendance Sheet. Parents will be informed and will be required to attend an interview with the Principal or Deputy Principal in an attempt to resolve the suspension. Expulsion may result.

Student's Responsibilities

The Student is responsible for completing all work given whilst on an in-school suspension.

NOTE: No Mobile phones or media devices such as Ipods will be allowed while a student is on an in-school suspension. Theses devices must be surrendered to the Deputy Principal. They will be returned at the end of the school day.

Upon return to school after a long suspension (greater than 4 days) any work that has been provided for the student must be completed prior to their re-entry interview. Their re-entry to the school will be conditional upon their accepting the authority of the school and guidelines established in an interview with the school principal.

Following the return to the School (if applicable), the Student will be placed on Stage 3 and referred to the Deputy Principal for implementation of Stage 3 conditions.

If not, the student may be expelled from the School in accordance with the procedures of the Department of Education and Training for Suspension and Expulsion.
CONSEQUENCES OF STUDENT BEHAVIOUR

RESPONSIBLE MEMBER OF SCHOOL COMMUNITY

RECEIVE POSITIVE RECOGNITION OF EFFORTS

Teacher commendation
Success with work
Letters to parents
Publicity in “Grapevine”
Praise on assemblies
Special occasions

If a monitoring Card is lost or left at home, then an after school detention of one hour will be given. The student may be referred to the Student Management Panel for possible placement onto the next stage.

expulsion
FAILURE TO ACCEPT RESPONSIBILITY
(UNACCEPTABLE BEHAVIOUR)

STAGE 1  HTF & CT & YOU
Head Teacher applies consequences:
   Eg make up lost time
   restitution
   teacher/faculty detention
   parental contact

   Faculty Progress Card

Student makes a plan to solve the problem
RECORD TO STUDENT WELFARE TEAM

STAGE 2  HT & SA/SCTY & CT & YOU
Head Teacher applies consequences:
   Eg restitution
   faculty detention
   withdrawal from class
   parental contact

   Daily Progress Card

Student makes a plan to solve the problem
RECORD TO STUDENT WELFARE TEAM

STAGE 3  DP & SA/SCTY & YOU
Deputy Principal applies consequences:
   Eg restitution
   school detention
   withdrawal from class/activities
   parental contact

   School Progress Card

Student makes a plan to solve the problem
RECORD TO STUDENT WELFARE TEAM

STAGE 4  P & DP & YOU
DP or Principal applies consequences:
   Eg withdrawal from class/activities
   parental contact
   suspension

RECORD TO STUDENT WELFARE TEAM
Suspension and expulsion from the School

Suspension highlights for the student and the parents the unacceptability of the student's behaviour and the parents' responsibility for remediation of that behaviour. The School will work with parents in assisting the student to rejoin the School community (which may include counselling and access to special behaviour programs).

As long as the behaviour is unacceptable, the student's continued enrolment will be in jeopardy.

Suspensions can be short (up to four days) or long (up to 20 days). If these do not resolve the matter, expulsion from this School (to enrol at another high school) may result, or in extreme cases expulsion from all schools (no enrolment at a public school).

Principals of public schools will suspend, consistent with the procedures, any student who commits the following offences:

- *is physically violent*: Any student who is physically violent, resulting in pain or injury, or who seriously interferes with the safety and well being of other students, staff or other persons, is to be suspended immediately. The matter may need to be reported to NSW Police. [long suspension]

- *is in possession of a firearm, prohibited weapon*, (as defined by Schedule One of the Weapons Prohibition Act), or *knife* (without reasonable cause): Any student in possession of a prohibited weapon, firearm or a knife (without reasonable cause), is to be suspended immediately. The matter must be reported to NSW Police immediately. [long suspension]

- uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance. [long suspension]

- *continued disobedience* (or students who are insolent or engage in verbal harassment and abuse)

- aggressive *behaviour* (towards staff and other students, including abuse transmitted physically, verbally or electronically)
**Complaint resolution procedures**

All members of the school community have a responsibility in the development and maintenance of a harmonious climate at the School.

While the School has in place many strategies to prevent conflict, grievances/disputes do occur. In the event that conflict occurs, grievance/dispute procedures to resolve it effectively should be implemented as quickly as possible.

The five aspects of complaint resolution are:
- making a complaint
- receiving a complaint
- conciliation (response & resolution)
- decision
- appeal

The vast majority of concerns that arise from students, parents and others need never take the form of a formal complaint. Principals and teachers are available to discuss and resolve these concerns in more informal ways.

Note: Parents may lodge a formal complaint on behalf of their child. If the complaint is against the Principal, the complainant must refer the complaint to the School Education Director.

A full copy of *Resolution of Formal Complaints* is available upon request from the principal.

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**School Attendance Policy**

The Education Reform Act, 1990 requires the Class Roll to be marked accurately so as to record daily attendances.

The Act outlines justifiable defences for non-attendance including:
- the child is prevented from attending as a result of sickness, danger of infection, infirmity or misadventure, or unforeseen event;
- the child has not been absent on more than 3 days or 6 occasions in the last 3 months that the School was open.

The Act specifies that absences must be explained within 7 days of the occurrence or can be recorded as “unjustified”.

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At Albury High School:

Students are expected to be at the school each day and to be present for each lesson or activity. Attendance at all School functions (e.g., sports afternoons, carnivals, etc.) is compulsory. School Hours are 8.55 am - 3.30 pm.

Rolls will be marked at 8.55 am each School day (unless otherwise advised).

It is not advisable to arrive at the School before 8.15 am. In case of an accident between 8.15 am and 8.55 am, report to the main office.

Attendance during the day is monitored by classroom teachers and non-attendance at individual lessons is reported to the Principal (or delegated officer) using the Daily Attendance return. Lateness and fractional truancies are recorded as 'part-absence'.

If you are absent, you are required to bring a note signed and dated by your parent or caregiver that gives a reasonable explanation of your absence. This note should be handed to your Roll Call Teacher on the day of your return. (Failure to provide a note within 5 school days will mean a record of unexplained absence entered on the roll and may require investigation. Unexplained absences are recorded on reports).

Absences due to serious illness are understandable, but absences for such unacceptable reasons as shopping or minding smaller children or family reasons are to be avoided. Dental and medical appointments should be arranged outside School hours whenever possible.

In cases where the sickness is in excess of 4 school days, a medical certificate (detailing the nature and duration of the sickness) may be requested.

Parent/caregivers will be contacted (by letter) after 3 days of consecutive unexplained absence. In the event of a prolonged absence, the Principal should be notified after two days.

In cases where unsatisfactory attendance cannot be resolved by the school, referral will be made to the Home-School Liaison Officer.
**LATENESS**

Students must be at Roll Call by 8.55 am or be recorded as late. Late students:

- must report (if arriving)  
  - a) During Roll Call - report to their Roll Call teacher  
  - b) After 9:02am - report to the Administration office  
- will not be admitted to class without a *Late Slip*.

Lateness is recorded and repeated lateness may incur penalties.

The number of times you have been recorded as a late entry to school is printed on your school report each semester.

If late to class during the school day, students must carry a note of explanation from the member of staff who detained them. Otherwise they can expect to make up the time they were late in a recess break at their teachers convenience.

**LEAVING THE SCHOOL DURING THE DAY**

- Students are not permitted to leave the school grounds without the **written permission** of the Principal or a Deputy Principal.

- Students who need to leave the school **early**, must give a note to a Deputy Principal or Head Teacher Welfare **before 8.55 am**. This note should include: the date, student name, roll class, parent/caregiver signature and a contact phone number. Students will then go to the Administration Office for their pass.
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<tr>
<th>Date</th>
<th>Subject</th>
<th>Citation</th>
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</table>
Also refer to:

AHS Anti Bullying Policy
AHS Mobile phone use policy
AHS School Uniform Policy
