



CARINGBAH HIGH SCHOOL

A SELECTIVE AND CO-EDUCATIONAL HIGH SCHOOL
PROVIDING HIGH QUALITY AND INNOVATIVE EDUCATION
IN A DYNAMIC AND CARING ENVIRONMENT

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2018

SCHOOL INFORMATION BOOKLET

For Students and Staff

*“Providing high quality and innovative education in a
dynamic and caring environment”*

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WELCOME TO CARINGBAH HIGH SCHOOL



Our school is an academically selective coeducational secondary school in the southern suburbs of Sydney. Each year in Year 7, students come from over fifty primary schools in the south-eastern metropolitan area to join our school community. Student places in Year 7 are gained through the Selective Schools Test, developed by the Australian Council for Educational Research and in Years 8 to 12, through a formal application process. We have a tradition of educational excellence and our professional and skilled teachers are the

key to that excellence. Our teachers are committed to nurturing the best possible outcomes for all students across the curriculum. The school has an impressive history of outstanding results in the Higher School Certificate with our students consistently ranking in the top bands in the HSC examinations.

Following a major rebuilding project, our school boasts excellent facilities for all aspects of learning. Along with a range of general learning spaces, facilities also include state-of-the art technology facilities, a music centre, a library, ovals, multi-purpose courts, language rooms, a drama theatre, food technology unit, industrial arts facilities, science laboratories, photography facilities, visual arts laboratories, an outstanding gymnasium and an environmental educational learning area. We are conveniently located close to transport and the majority of our students use the train network to travel to and from school.

The curriculum assists students to become self-directed, lifelong learners who can contribute to a positive future for themselves and the wider community. In Years 7 and 8, students follow a common curriculum. In Years 9 and 10, they undertake core subjects and are given curriculum choice through three elective subjects. In Years 11 and 12, students study for the Higher School Certificate. Learning experiences are planned to challenge and motivate students, assisting them to develop to their full potential. Students are offered extensive subject choice with courses offered at the highest level and the curriculum geared towards entry to tertiary education courses. Caringbah High School students achieve at the highest level and most gain the university placement of their choice.

Academic excellence is a priority and student enrichment of learning and experience in a wide range of areas is encouraged and vigorously pursued. Our co-curricular activities and programs recognise the many and diverse talents and interests of the students. Public speaking and debating are particular areas of strength, with successes at state and national levels in recent years. The school also takes part in competitions such as Tournament of the Minds, Mock Trial and Model United Nations Assembly with great success. There are over 240 students taking part in the co-curricular music performance program, involved in 18 individual ensembles. Sport also plays a significant role, with many individual and team successes in a range of sports. Many of our students are involved in weekly drama workshops and our Theatresport teams have achieved success at the state finals.

We also foster a strong school spirit through broad, creative and relevant programs. Student leadership is nurtured and the school provides elected delegates to the NSW Student Representative Council. We have an effective Student Representative Council and a very strong student Environmental Team at work in the school. Our Interact Club works to promote community harmony and assist various charitable groups while students are also involved in community service and volunteering programs through activities such as the Duke of Edinburgh scheme, an intergenerational program with our local aged care facility and student mentoring roles with our local primary school. The Inter School Christian Fellowship, known as Generator, is also very active.

We are an innovative school community supportive of the idea of lifelong learning. We continuously evaluate our approaches to learning to ensure that our school is always at the cutting edge in the use of current learning programs and information technology. We also offer a Stage 5 elective, 'Shaping World

Views', a cross-disciplinary course based on critical thinking and problem solving. This course is especially designed to meet the needs of gifted students and is part of the school's Gifted and Talented program. With teaching and learning as our ongoing focus, our senior learning programs are enhanced through a series of targeted learning seminars and our learning centre provides additional teacher access in a range of subjects.

At Caringbah High School we have created a nurturing environment in which the wellbeing of students is paramount. Our Positive Psychology program builds resilience and promotes positive thinking so that we:

- increase the experience of positive emotions in our students;
- encourage students to engage their signature strengths for personal and community goals;
- assist students to live meaningful lives to find purpose and make a difference to our communities at large.

Our goal of valuing students for their individuality is balanced by the goal of teaching them to value and respect the individuality of others. We believe in the importance of tolerance and the acceptance of difference and we prepare students to take their place as responsible community members within our democratic society.

School policies have been developed in consultation with students and parents and are based on principles of respect and responsibility. Our school community strongly supports policies and programs that ensure a safe, harmonious and orderly learning environment. A system of peer support, student advisers and an active Learning Support Team assists students experiencing difficulties. Parents are contacted immediately if a serious issue arises. Caringbah High School is a registered eSmart school with our programs focussed on positive relationships and appropriate use of technology and social media.

The relationships between teachers, staff, students and parents are strong and provide the foundation for the happy and welcoming environment that is characteristic of Caringbah High School. There are also regular opportunities for teachers and parents to meet to discuss student progress. This enhances the home and school relationship and further supports the educational goals of each child. School reports are completed twice a year and they provide important feedback on the progress and achievements of students.

Parents and community groups, including our Parent and Citizens Association and Music Support Group, play an important role in the life of the school. The high level of involvement and support from our parents and volunteers makes the Caringbah High School community very dynamic. Through voluntary school financial contributions and donations to our Parents and Citizens Association, our parents financially support the teaching and learning programs across all areas of our school. The school's facilities are also used by a range of local community groups including local sports clubs and neighbouring schools. All of these activities play a significant role in strengthening partnerships between the school and the community.

I would like to extend a warm welcome to you as you join our school community and encourage you to become fully involved in the learning opportunities that our school has on offer.

A handwritten signature in black ink, appearing to read 'Alan Maclean', with a stylized, looping design.

Alan Maclean
Principal

INTRODUCTION

School Motto



“Omni Vincit Diligentia”

which means

“Diligence conquers all”

History

Caringbah High School opened in 1960 as a coeducational high school and was nominated selective in 1989. The school is situated at 85 Willarong Road, within easy walking distance of Caringbah Station. Currently there are around 915 students enrolled.

When the school opened, the area from which students were drawn covered the whole of the eastern part of the Sutherland Peninsula east of Miranda. This included the area which Sir Joseph Banks explored the day after Captain Cook dropped anchor in Botany Bay. The records show that Banks with Solander and others took the ship's long boat and landed at a point, which we presume was on the southern side of the bay. He then walked all day over a wide area collecting specimens of the exciting new flora.

The specimens were different from any which were to be seen in any other part of the world. One of the specimens, a heath shaped honeysuckle, now known as Banksia Ericafolia, which he mounted, has been framed and may be seen in the National Herbarium of Sydney's Botanic Gardens.

The school chose the Banksia as its emblem because of this unique association with the man of history and science. It grows plentifully in this area. The colours, burnt orange, seen in the flower cob, bottle green and silver grey in the upper and lower sides of the leaves, provide the school's colours. Using any two or all three of these makes the combination for school and sporting uniforms. These colours are distinctive of this school and no other school in the state uses this colour combination.

Vision and Strategic Directions

The vision of the Caringbah High School community is to provide high quality and innovative education in a dynamic and caring environment. Our strategic directions include the creation of:

1. independent and inspired lifelong learners that are engaged and challenged, resilient and resourceful students
2. high performing teachers that are collaborative, lifelong learners
3. a high performing school with organisational excellence and future focussed infrastructure for learning and teaching

School Facilities

The school has a pleasant setting encouraging native flora and fauna. A landscape architect was engaged to develop plans for an Outdoor Learning Centre. The central hub has been established, with brick seating, a pathway, and large shade trees planted. There are also three themed ancillary pods, with a dry creek bed and bridge. Teaching and specialist rooms in all subjects are well equipped and support the latest technology. Facilities in the school include a music centre, five computer rooms, drama and PE studios, library and gymnasium. There are opportunities for students to be members of the concert, jazz, elementary or rock bands as well as ensembles and a choir. Students can participate in private lessons by tutors in various instruments. The school has playing fields for all football codes, hockey, softball, cricket, netball, basketball and other sports.

ROLES AND RESPONSIBILITIES

The **Principal**, Mr Alan Maclean, is responsible for the organisation, management, supervision and efficiency of the school. Parents and students who wish to discuss issues with the Principal can make appointments through the Office.

The **Deputy Principals**, Ms Maria Iemma and Mrs Cassie Majoribanks, are responsible for the efficient operation of school organisation and general supervision of curriculum, staff and pupils. They assist the Principal in leading and managing the school. They share matters relating to school discipline and the welfare of the students. Parents and students who wish to discuss issues with one of the Deputy Principals can make appointments through the Office.

Head Teachers are responsible for the planning and teaching of courses of study provided in their respective subjects. They place students in appropriate levels and are responsible for determining student progress and assessment. They are available by appointment for discussions with parents and students. The appropriate Head Teacher can be contacted through the Office.

Year Advisors are responsible for the personal welfare of students in their respective year groups including: checks on progress, attendance, behaviour and if necessary, contacting parents. Students should always feel free to approach their Year Advisor. Through the Year Advisor, parents may obtain a full report on the academic and behaviour progress of their child. Parents are encouraged to meet the Year Advisor and should feel free to make contact with them when necessary. Names of Year Advisors can be found in this booklet. All Year Advisors are members of the Welfare and Learning Support Team.

Supervisor of Student Health, Mrs Hannah Geraghty, is responsible for assisting and providing support to all student health matters including vaccination. She is a member of the Welfare Team.

The **Sports Coordinators**, Ms Sheena Williams and Mr Paul Littlejohn, organise all timetabled sport for Years 7-11, knockout sporting competitions and sporting carnivals.

The **School Counsellors**, Mr John Rolland and Mrs Devi Naidoo, are available five days per week to support students who may be experiencing some personal difficulties. They also deal with problems referred by the Principal or members of staff. Parents may make appointments for interviews through the Office.

The **Careers Advisor**, Mrs Kate Poppett, gives guidance and advice to students with regard to their selection of careers. Parents and students may arrange interviews with her by appointment.

The **Learning and Support Teacher**, Ms Kathie Lane, assists those students who are experiencing difficulties in learning. Information obtained from primary school record cards, discussions with Year 6 teachers and information supplied by parents act as indicators in identifying "educationally at risk students". Assistance and support is given to the student in a manner appropriate to their learning need. It may take the form of assistance in the class room, withdrawal to work one on one or in a small group situation, or in a team teaching situation in the class room. Team teaching involves collaborative consultation with class teachers so as to provide learning experiences that are appropriate for the students with special needs. School Learning Support Officers provide assistance to those students in the areas of their identified needs.

The **School Administrative Support Staff** led by Mrs Roslyn Woodford are responsible for administrative and monetary matters concerning the smooth running of the school. Appointments to see the Principal and other members of staff should be made through the Office. Parents and students can be assisted with enquiries about: school activities, leave passes, payment of monies and lost property. Health Care Plans and administration of medications are also provided by the First Aid Officers through the Office.

CURRICULUM

All students will be provided with a broad and balanced contemporary curriculum which takes into consideration the needs of students of differing abilities and backgrounds, and seeks to provide for all students an enriching school experience which develops their potential.

Key Learning Areas

English
Mathematics
Science
Human Society and Its Environment (HSIE)
Languages other than English (LOTE)
Technology and Applied Sciences (TAS)
Creative and Performing Arts (CAPA)
Personal Development, Health and Physical Education (PDHPE)



During Stage 4 (Years 7 and 8) all students study from all of the eight Key Learning Areas, by the end of which the mandatory requirements in LOTE, Creative and Performing Arts and Technology and Applied Sciences have been fulfilled.

During Stage 5 (Years 9 and 10) the majority of course work is mandatory, with students allowed to select three elective courses. By the end of Stage 5, the mandatory requirements in all Key Learning Areas have been fulfilled.

Careers

A careers program encompasses all years with special emphasis given to goal setting for Year 9, resume development, work experience and a student enrichment program for Year 10, and to broadening the knowledge and scope of post-school choices for senior students.

Special Programs

A compacted curriculum and intensive learning programs are conducive to increased motivation and promotes best learning for gifted, motivated and self-directed students.

An educational provision for individual students to accelerate in specific subjects is also available at Caringbah High School. These students will study with their age cohort for the majority of subjects and may work independently or with a more advanced group for their accelerated course. A Talented Computing Program may run for students who wish to accelerate computing studies from Year 9.

Student Leadership

All students are exposed to many situations that encourage leadership and social responsibility. The active involvement of students in the Student Representative Council, Interact, Peer Support, and a wide range of co-curricular activities encourage students to think independently and develop their talents as leaders and members of our school community.

CURRICULUM 2018 – PATTERNS OF STUDY

	LINE 1	LINE 2	LINE 3		LINE 4		LINE 5		LINE 6a		LINE 6b				
Year 12	English	Mathematics Legal Studies	<ul style="list-style-type: none">• Business Studies• Chemistry• Design & Technology• Engineering• Food Technology• Geography• Modern History• PDHPE• Physics		<ul style="list-style-type: none">• Visual Arts• Biology• Business Studies• Chemistry• Legal Studies• Physics• Society & Culture• Software Design Development		<ul style="list-style-type: none">• Ancient History• Biology• Chemistry• Economics• French• German• Music• Physics		Biology					Offline	
									<ul style="list-style-type: none">• English X 1• Studies of Religion 1		<ul style="list-style-type: none">• Maths X 1• Studies of Religion 1		<ul style="list-style-type: none">• Drama• Textiles• Japanese Open High School		
Year 11	English	Mathematics	<ul style="list-style-type: none">• Ancient History• Business Studies• Chemistry• French• Geography• Legal Studies• Music• Physics• Software DD		<ul style="list-style-type: none">• Biology• Business Studies• Chemistry• Design & Technology• Economics• Engineering• Japanese• PDHPE• Society & Culture		<ul style="list-style-type: none">• Visual Arts• Biology• Chemistry• Drama• Economics• Food Technology• German• Legal Studies• Modern History• Physics		Biology					Offline	
									<ul style="list-style-type: none">• English X 1• Sport Lifestyle and Recreation		<ul style="list-style-type: none">• Maths X 1• Studies of Religion 1		<ul style="list-style-type: none">• Photography• Community Languages and Open High School Languages		
Year 10	English	Mathematics (Graded Classes)	Science	History and Geography	PDHPE	<ul style="list-style-type: none">• Commerce• Drama• French• German• Information Software Technology• Technology Engineering• Japanese• Technology Timber		<ul style="list-style-type: none">• Commerce• French• Food Technology• Graphics• Health• Engineering• Music			<ul style="list-style-type: none">• Visual Arts• Commerce• Food Technology• Graphics• Information Software Technology• Technology Engineering• PASS• Talented Computer Program (IPT)				
Year 9	English	Mathematics (Graded Classes)	Science	History and Geography	PDHPE	<ul style="list-style-type: none">• Commerce• Food Technology• German• Technology Graphics• Information Software Technology• Technology Engineering• Technology Timber• Music		<ul style="list-style-type: none">• Visual Arts• Commerce• French• Information Software Technology• Engineering• PASS• Shaping World Views• Talented Computer			<ul style="list-style-type: none">• Commerce• Drama• French• Food Tech• Graphics• Engineering• Japanese• PASS				
Year 8	English	Mathematics (Graded Classes)	Science	History and Geography	PDHPE	Technology Mandatory	Visual Arts	Language choice (French, Japanese, German)			Music				
Year 7 All classes follow a study pattern which includes	English	Mathematics	Science	History and Geography	PDHPE	Technology Mandatory	Visual Arts	Language: Students will study all three languages including French, Japanese, German			Music	Student Wellbeing 1 Period per fortnight			

SCHOOL PROCEDURES AND SCHOOL ORGANISATION

Absences

If a student is intending to take leave from school, a note must be presented to the office with the leave dates and the student's Year Advisor should be notified.

When a student returns after an absence:

- He/she should hand a note of explanation in at the Office or complete absence details on the Sentral Parent Portal.
- A note from the green absence booklets issued to students may be used to explain whole or part absences.
- If a student is to be absent for more than three days the school should be notified initially by telephone. When the student returns, a note listing all absent days should be brought to the Office or complete the absence details on the Sentral Parent Portal.
- It is the student's responsibility to approach class teachers regarding missed work and assessment tasks.
- If the student is to be absent for 11 or more days, they must collect an Extended Leave form from the Office prior to their leave.

Accidents

In the event of accidents, the incident should be reported immediately to the nearest teacher. Parents or caregivers of students who have sustained a significant injury (for example to the head, eyes or back) will be contacted at the earliest opportunity. These students will generally not return to class but will be kept in Sick Bay until they can be collected by a parent/caregiver. If necessary an ambulance will be called and the parent/caregiver advised.

Attendance

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility.

Section 22 of the Education Act (1990) states that it is the duty of the parent of a child of compulsory school-age to cause the child:

- (a) to be enrolled at, and to attend, a government school or a registered non-government school, or
- (b) to be registered for home schooling with the NSW Education Standards Authority and to receive instruction in accordance with the conditions to which the registration is subject.

All students who are enrolled at school, regardless of their age, are expected to attend that school whenever instruction is provided. Section 24 of the Act requires Principals to maintain an attendance register (roll) in a form approved by the Minister. Attendance registers must be available for inspection during school hours by a NESA inspector or by any authorised person.

Parents must therefore accept that they have a legal obligation to ensure that their children attend school on all possible occasions. Parents are required to explain the absences of their children from school promptly and within seven school days as well as to take measures to resolve attendance issues involving their children.

Recommendation for the award of any NSW Education Standards Authority (NESA) Record of School Achievement will depend on satisfactory participation at school. As a guide at least eighty five percent attendance is required for the award of a ROSA or a Higher School Certificate.

It should be clearly understood that attendance at school includes attendance at sport, school carnivals and any other school activity organised within normal school hours. The school rewards good attendance with merit certificates for those students whose attendance is perfect each term. Perfect attendance throughout the whole year is rewarded with a silver certificate and medal. Students must not stay at home, or have their absence excused by a parent, for any but serious and urgent reasons. These reasons do not include staying at home to study or to complete homework or assignments.

Change of Address

In the event of sickness or accidents it is important for the school to have up-to-date information. Changes of address will require an Opal card update (see Opal Cards). Changes to student details can be made on the Sentral Parent Portal. Parents are asked to keep the school informed of:

- any changes of addresses
- all telephone contact numbers (home/work/mobile/emergency contact person)
- email addresses

Community Involvement

Caringbah High School has a Parents and Citizens Association, a uniform shop run by volunteers, and a Music Support Group. All these groups benefit the students and support the school in developing school policies and procedures and in fundraising.

Students are also encouraged to play a role in the community. Different groups of students regularly take part in committees and activities intended to develop a social conscience and an appreciation of a range of community issues.

Digital Music Devices

These devices are not to be used while on school grounds and possession or use of them will be treated the same as the misuse of mobile phones.

Early Leave Approval

When there is a need to leave early, students should, before the first bell in the morning or at recess:

- Bring a note from their parent/guardian briefly explaining the nature of the leave and the time leaving;
- Deputy Principals or Head Teachers to approve and sign note (on sport day it must be a Deputy);
- Bring the signed note to Office and be issued with a leave pass, which is to be shown to last class teacher and kept by the student, in case questioned when off the school grounds.

Emergency Procedures

General evacuation of all the buildings will be signalled by the continuous sound of the bells. Students follow the instructions of their teachers and line up in designated areas on the oval. Other procedures are in place to handle various types of emergencies. Emergency procedures are practised at least once per semester.

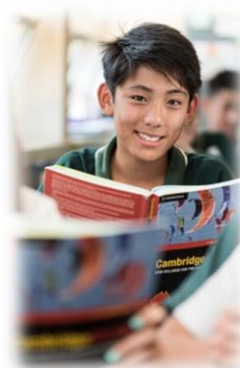


Homework

Regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits. All students are expected to do homework each night.

This homework should consist of:

- a brief revision of lessons completed during the day
- written or organised homework
- study of past work
- preparation for tests
- ongoing work on assignments, projects



Homework Diary

Each student will be given a school diary/learning planner at the beginning of the year. The diary should be used to record homework and assessment tasks and organise a homework and study schedule. Students should also use the diary to plan when major assignments need to be started in order to meet the due date. The classroom teachers and the Year Advisers will make periodic checks of the diary.

Jewellery

Students are entitled to wear a moderate amount of jewellery to school, as long as it does not pose as a risk to themselves or others. The restrictions include:

- earrings are restricted to the wearing of small sleepers and studs;
- facial piercings can only contain a simple stud or must be covered by a bandage;
- necklaces must be short or worn under clothing;
- bracelets and other adornments are not to be too thick or studded (only one bracelet is allowed);
- rings should be small and should not protrude excessively.

Late Arrival to School

- If a student arrives after 8.50am he/she must report to the Office for a late pass, before going to class.
- All latecomers should bring a note of explanation from his/her parent/guardian explaining the reason for the lateness to avoid detention.
- All late arrival must be explained in writing or via the Sentral Parent Portal.

The Learning Centre

The Learning Centre was further developed during 2014 and provides resources for students to build and extend the skills they need for study and research.

The Learning Centre's services include a wide range of homework sessions throughout the year, tutorials on academic writing, research and other skills, individual consultations, discipline-specific support programs and both online and print resources.

An extension of the Learning Centre has been the senior seminar and study skills programs that focus on Stage 6 learning. These seminar programs provide students with a road-map for the work they will need to do during the year ahead and include advice from HSC experts and markers who break down the study process step-by-step.

Lost Property

Students finding valuable items such as clothing, money, wallets and watches, should take them immediately to the Office. Lost money, wallets or purses should be reported immediately to the Office. Students should report to the Office to claim lost property. Losses can be avoided by naming your clothing and property such as jumpers, jackets etc.

Make Up/Personal Appearance

It is expected that Caringbah High School students will wear their uniform with pride, ensuring that it is clean and tidy and follows the school's guidelines on uniform. If makeup is worn it should be applied sparingly and discretely. Hair styles, while expressing individuality, should be sensible and not place students in danger during any practical lessons. Hair colour should remain relatively natural. No fluoro or bright unnatural colours are encouraged.

Medication

Any medication listed on a Health Care Plan (other than asthma inhalers) that needs to be taken during the school day must be left at the Office. The medication must be labelled from the pharmacy and include the student's name and dosage. The administration of the medication will be supervised by the First Aid staff in the Office.

Parents are urged to ensure that students requiring a Health Care Plan, and especially an EpiPen, liaise carefully and regularly with the school and their doctor to ensure the Health Care Plan is current. Students who are aware that they may require an EpiPen are expected to have their own EpiPen with them at all times as well as another clearly labelled, that is kept by the First Aid staff.

Note: School staff are not permitted to supply ordinary use products such as antiseptic wash or headache tablets.

Mobile Phones

- Mobile phones are allowed at school but must be turned off during class time.
- The camera and/or video function must not be used while on the school grounds.
- Phones will be confiscated if used in class (first time a Level 1 will be issued / second time will result in parents being contacted).
- Sick students should **not** use mobile phones to call parents to come for them, but rather go to the Office where they can receive assistance and office staff can call parents if needed.
- Mobile phones and the Apple watch are not allowed in exam rooms.
- Please do not text or call students during school hours. Please contact the office

Moodle

The school uses the Course Management System Moodle, also known as a Learning Management System or a Virtual Learning Environment. It's a web application that teachers at Caringbah High School use to create effective online learning sites. The school also provides a 'parent's page' to keep parents informed about assessments.

Newsletter

The Principal's newsletter, which incorporates news from the P&C and the many and varied achievements of our students, is produced near the end of each month during school terms. It is sent to available parent emails and is accessible on the CHS website.

Opal Cards

Opal card applications are to be completed online at <https://apps.transport.nsw.gov.au/ssts/applyNow>

All change of details, lost or damaged pass enquiries must be done through Transport NSW. Call 131 500 or report lost, stolen or damaged passes at <https://apps.transport.nsw.gov.au/ssts/applyNow>

At the beginning of a new year, students are permitted to use buses and trains until the passes are received. This is usually for a few weeks in February. Passes cannot be used outside school time and only cover journeys from 'near home to station/school' in the morning and from 'school to station/home' in the afternoon.

Behaviour on public transport must be exemplary and parental support is requested. Student concession cards issued by Transport NSW are also available for students who have turned 16, for student concessional travel outside school hours. These cards are available from the Office.

Parents and Citizens Association

The P&C Association meets in the school Library at 7.00pm for a 7.30pm start on the last Tuesday of each month during school term. Streamlined meetings begin with a set time for official business, which is normally followed by a guest speaker or forum on a particular topic. Meetings conclude by 9.30pm at the latest. Parents have done much for the school and it is hoped that new parents may wish to join this parent body, providing ready contact between school personnel and parents. Members of the teaching staff often address meetings of the P&C Association.



On a Friday evening after the Year 7 camp, the P&C will host a Meet & Greet Night for Year 7 parents only, to meet your child's teachers and the parents of other Year 7 students. Details will be circulated prior to this function.

Parent/Teacher Night

Parent/teacher night is held at the beginning of Term 3 to enable parents to receive feedback on their children's academic progress. The date of this meeting can be found on the calendar of school events on the school's website. Appointments are booked on line through the Sentral Parent Portal. Parents receive instructions to enable on line booking approximately two weeks before the meeting. Parents and teachers may arrange a further meeting to discuss a student's progress at any time throughout the year; although in all such cases the student's immediate supervising Year Advisor should be consulted.

Parking, Dropping Off and Pickup

There are official parking restrictions at various places on Willarong Road that carry hefty fines. Pay special attention to the bus bay restrictions:

- Do not park or drive through the bus bay for any reason at all. You risk being fined.
- Drop-off and pick-up is permitted *on the street side* of the bus bay concrete divide, and along Willarong Road outside the Administration building.
- Parents are not permitted to enter the school car park, unless coming to collect a sick child
- Also not permitted and dangerous:
 - U-turns in the car park driveway
 - Stopping and reversing "from the car park driveway" after drop-offs
 - Stopping "across the driveway" for drop-offs

Personal Sporting Equipment

- On Wednesday, school sports day, sporting equipment, skateboards, scooters, surfboards, golf clubs/caddies etc. can be stored in the back room of the Office.
 - Skateboards, scooters and bicycles are not to be ridden during school time or on school premises.
 - During the school day this equipment must be chained up to the railing outside the Office.
- Note: It is compulsory by law to wear a helmet.

Playground Areas

Students spend recess and lunch in courtyards, canteen area, COLA, basketball courts, the football field or the grassed walkway behind the Library.

Punctuality to Lessons

During the day a warning bell rings at the following times:

- before school starts
- at the end of recess
- at the end of lunch

Students therefore have no excuse for being late to lessons and are expected to move as quickly as possible from the previous lesson so as to minimise loss of learning time. If a student is detained by a teacher, then the student is responsible for handing a note written by that teacher to the next teacher, explaining the reason for lateness.

Rolls

Rolls will be marked online daily at 8.50am at the beginning of Period 1 in the student's timetabled classroom. Random roll checks may be held at any time during the week.

Safety Requirements

When working in practical classroom areas the students must observe special safety practice and wear safety equipment. This includes a protective apron which must be worn in Visual Arts, Industrial Arts and Food Technology.

Students must wear fully enclosed shoes with leather uppers when in the work area. Their school shoes are satisfactory if they comply with the school uniform. Students will not be permitted to work in these classrooms if their footwear is inappropriate.

The provision of the above safety equipment is the student's responsibility. Students will be given general safety instructions before commencing practical work. Special instructions on specific power-operated machines will also be given prior to using them in Industrial Arts. The school will supply specialised safety equipment during practical lessons, including eye safety protective shields and glasses, which the student must wear whilst using a power-operated machine or during Science practical lessons.

School Canteen

The canteen is open before school, recess and lunch. Lunches may be ordered before school or at recess. Over the counter choices can be made as well as frequent 'special-of-the-day' options.

School Reports

Each student has two official school reports compiled during the year (end Semester 1 and end Semester 2) indicating the student's progress in the various subject areas.

School Uniform and Code of Dress

The school's uniform policy is strongly supported by the community. Students are expected to wear correct uniform at all times.

If for any reason, any part of the correct uniform is not worn:

- Students must bring a note to school from parents, explaining the situation.
- With this note, a student can obtain a uniform pass from the Office.
- If a student is out of uniform and does not have an explanatory note, he/she must obtain a uniform pass from either Deputy, and is liable for a detention.
- Footwear must be proper leather school shoes - this is a safety issue, especially for TAS and Science.
- Students may wear cross trainers on days when they have PE and on Wednesdays for Sport.



Scripture

- Scripture is in non-denominational groups, with the exception of Catholic and Greek Orthodox scripture.
- Students who wish to attend non-scripture must bring a note from a parent to the scripture coordinator, Mr. Alleyn, explaining the situation.

Sick Bay Procedures

If a student becomes ill during the day arrangements they must report to the Office to be admitted to Sick Bay. Office staff will contact the parent/caregiver and organise for the student to be collected at the earliest convenience. Students should not come to school if they are genuinely ill as this impacts negatively on the health of many others including staff. Students who are unable to continue at school due to ill health will only be allowed to leave the school accompanied by parents or an identified carer.

Social Media

Parents and students are urged to take great care with any access and use of social media. Parents and students are advised that DoE suspension and expulsion procedures apply to activity out of school hours and off school premises where there is a clear and close connection between the school and conduct of students. In our experience it is the use of social media which spills over into schooling that brings this into effect.

Sport

Caringbah High School offers a wide variety of sports which range from traditional swimming, athletics, softball, hockey, rugby and soccer to mountain biking and surfing. Our school enjoys a fine sporting reputation and students have gone on to represent their state and nation. All students are involved in sport on Wednesday afternoons and there are 3 Sport Blocks of approximately 12 weeks. In these blocks, Year 7 students only will rotate amongst the following 3 sports:

- Life Saving (Sutherland Leisure Centre)
- Tennis Coaching (Gilmour Tennis Courts Miranda)
- Burraneer Squash and Fitness (Burraneer Bay Rd, Caringbah)

Years 8 - 11 will choose from over 25 offered sports, in the same 3 Sport Blocks of approximately 12 weeks.



Sport Absences

- Absences from school sport must be kept to a minimum. It is compulsory to attend sport.
- If such absences are unavoidable, a partial-absence note (from the absence booklet) must be presented before 8.50am to either Deputy Principal.
- There is a non-sport venue at school for the supervision of students who, although able to attend school, are injured or not well enough to attend sport.

Travelling To and From School

- Train, Ferry and Bus

Students are reminded that members of the community often judge a school on the behaviour of students travelling to and from school. Be polite to members of the community and travel directly between home and school. Students and parents are advised that DEC policy states that all students are subject to DoE and school suspension procedures on the way to and from school. The final decision as to eligibility for an Opal card is made by the individual transport authorities and not the school. Train, ferry and bus personnel have the right to confiscate passes for unacceptable behaviour.

- Bike Riding

If riding a bike to school observe traffic rules for bicycle travel. After entering the school, walk (not ride) the bike to the bike bay. Helmets are compulsory. Students must provide suitable devices to ensure their bikes are securely stored in the bike racks. The school accepts no liability for damage to bikes or loss of property.

Uniform Shop (pre-loved)

This service is open and run by parent volunteers on the first and last Wednesday of the month (during school term) 8.30-10.45am upstairs in G Block. Good quality second hand uniforms are always available. Helpers are welcome so please contact the Office if you can assist.



Vaccinations

The Health Department offers vaccinations to students. Appropriate official permission forms will be sent home for vaccinations offered. These must be signed before your child can be vaccinated.

Valuable Items

- Money

Large sums of money and items of value should not be brought to school. If it is necessary to bring money or valuables to school then they should be left at the Office for safe-keeping.

- Mobile Phones/Electronic Equipment

While not banned, mobile phones and other electronic equipment (other than BYOD laptops) are not be used during class time. The school takes no responsibility for their loss, damage or theft. They should not be taken into examinations.

SCHOOL BELL TIMES

Monday Tuesday Thursday	
PERIOD 1	8.50am
Recess	10.10am
PERIOD 2	10.30am
Break	11.50am
PERIOD 3	11.55am
Lunch	1.10pm
PERIOD 4	1.50pm
End of Day	3.05pm

Wednesday	
PERIOD 1	8.50am
Recess	10.10am
PERIOD 2	10.30am
Break	11.50am
PERIOD 3	11.55am
Lunch	12.50pm
SPORT	1.30pm
End of Sport (Students dismissed)	2.45pm
End of Day	3.05pm

Friday WEEK A	
PERIOD 1	8.50am
Recess	10.10am
PERIOD 2	10.30am
PERIOD 3	11.05am
Lunch	12.25pm
PERIOD 4	1.00pm
End of PERIOD 4 (Students dismissed)	2.20pm
End of Day	3.05pm

Friday WEEK B	
PERIOD 1	8.50am
Recess	10.10am
PERIOD 2	10.35am
PERIOD 3	11.05am
Lunch	12.25pm
PERIOD 4	1.00pm
End of PERIOD 4 (Students dismissed)	2.20pm
End of Day	3.05pm

SCHOOL WELFARE POLICY



“Wellbeing at Caringbah High is a contemporary strengths-based approach so that every student can connect, succeed and thrive at school and beyond”

Connect Succeed Thrive

Our students will

- Be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community
- Be respected, valued, encouraged, supported and empowered to succeed
- Grow and flourish, do well and prosper

Positive Behaviour Levels

The aim of the positive behaviour levels is to ensure that students understand that negative behaviour may affect their learning and achievement and the learning and achievement of their peers. Students who engage in negative behaviour are encouraged to discuss 'The Stairway to Success' model (see below) with their teachers, Year Advisor, Deputy Principal and Principal.

STAIRWAY TO SUCCESS

committed engaged COMPASSIONATE RESILIENT
collegial happy SELF-DISCIPLINED
IMAGINATIVE empathetic creative independent
POSITIVITY
MANAGING FEAR OF FAILURE

respectful cooperative COMPETENT
participating motivated CONSISTENT goal-orientated
mature CONNECTED
PROGRESSING
FACING FEAR OF FAILURE

understanding flexible dependent self observant
obliging & willing appreciative compliant coping
RECOGNITION
RECOGNISING FEAR OF FAILURE

unimaginative IN DENIAL disconnected
uncommitted uncompassionate anxious unmotivated
ISOLATED disrespectful CONFUSED unproductive
NEGATIVITY
FEAR OF FAILURE



CARINGBAH HIGH SCHOOL

Statement of Purpose

Student Welfare is the responsibility of the whole school community. The safety of all students; their emotional, social and intellectual wellbeing as well as their conduct and behaviour is the primary concern of all staff at Caringbah High School.

Teaching staff with particular responsibilities for student welfare are the Year Advisors, Head Teachers, School Counsellor, Head Teacher Welfare, Deputy Principals and Principal. The school's Welfare/Learning Support Team includes these staff members as well as a number of interested and committed staff. This team meets regularly and is coordinated by the Head Teacher Welfare.

Wellbeing for NSW public schools sets out to enable students to be healthy, happy, engaged and successful.

Wellbeing Framework for Schools

The Wellbeing Framework equips schools and their communities to support students at each stage of their development and to do this through quality teaching, learning and engagement.

Schools will achieve this through planning and decision-making at the local level to meet the needs of their students. This work is underpinned by high standards, clear expectations and counselling and wellbeing resources.

Wellbeing can be shaped by a number of broad influences including the degree to which there is an experience of: choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety.

Caringbah High School works to achieve this by developing and implementing whole school proactive wellbeing programs and by selected intervention for individual students identified as being at risk.

The School's Positive Psychology Program promotes and develops a positive approach to teaching and learning and student wellbeing. Embedded into the curriculum, the program encourages respectful relationships between students and their teachers as they work together to achieve students' best outcomes.

The school acknowledges and values the impact of student wellbeing on learning. The Stairway to Success model provides students and staff with a common set of stages and language to encourage students' progression from a potential state of negative wellbeing/learning to a state of positive wellbeing/learning.

In this progress students are encouraged to develop:

- Independence
- Resilience
- Empathy
- Respect
- Compassion
- Collegiality
- Motivation
- Maturity
- Creativity

The objective of our whole school welfare program at Caringbah High School is to support the teaching and learning of our students and to ensure that graduating students leave our school community with the skills, knowledge and confidence necessary to embrace the challenges of a global future.

Learning Support Team

ROLES AND RESPONSIBILITIES

Principal – Mr A Maclean

- Available for students and parents to discuss student concerns
- Advises and guides the LST

Deputy Principal – Ms M Iemma

- Available to discuss the wellbeing of students in Years 8, 10 and 12
- Administers the welfare level system for Years 8, 10 and 12
- Coordinates the LST and welfare programs

Deputy Principal – Mrs C Majoribanks

- Available to discuss the wellbeing of students in Years 7, 9 and 11
- Administers the welfare level system for Years 7, 9 and 11
- Coordinates curriculum
- Member of the LST

School Counsellors – Mr J Rolland & Mrs D Naidoo

- Available to discuss personal and school wellbeing concerns with students
- Available for regular or occasional appointment with students/families
- Advises and guides the LST and connects students with outside agencies

Student Welfare Coordinator – Ms R Miller

- Responsible for whole school positive wellbeing programs
- Available to discuss personal and school wellbeing concerns with students
- Coordinates Year Advisors
- Facilitates the LST meetings

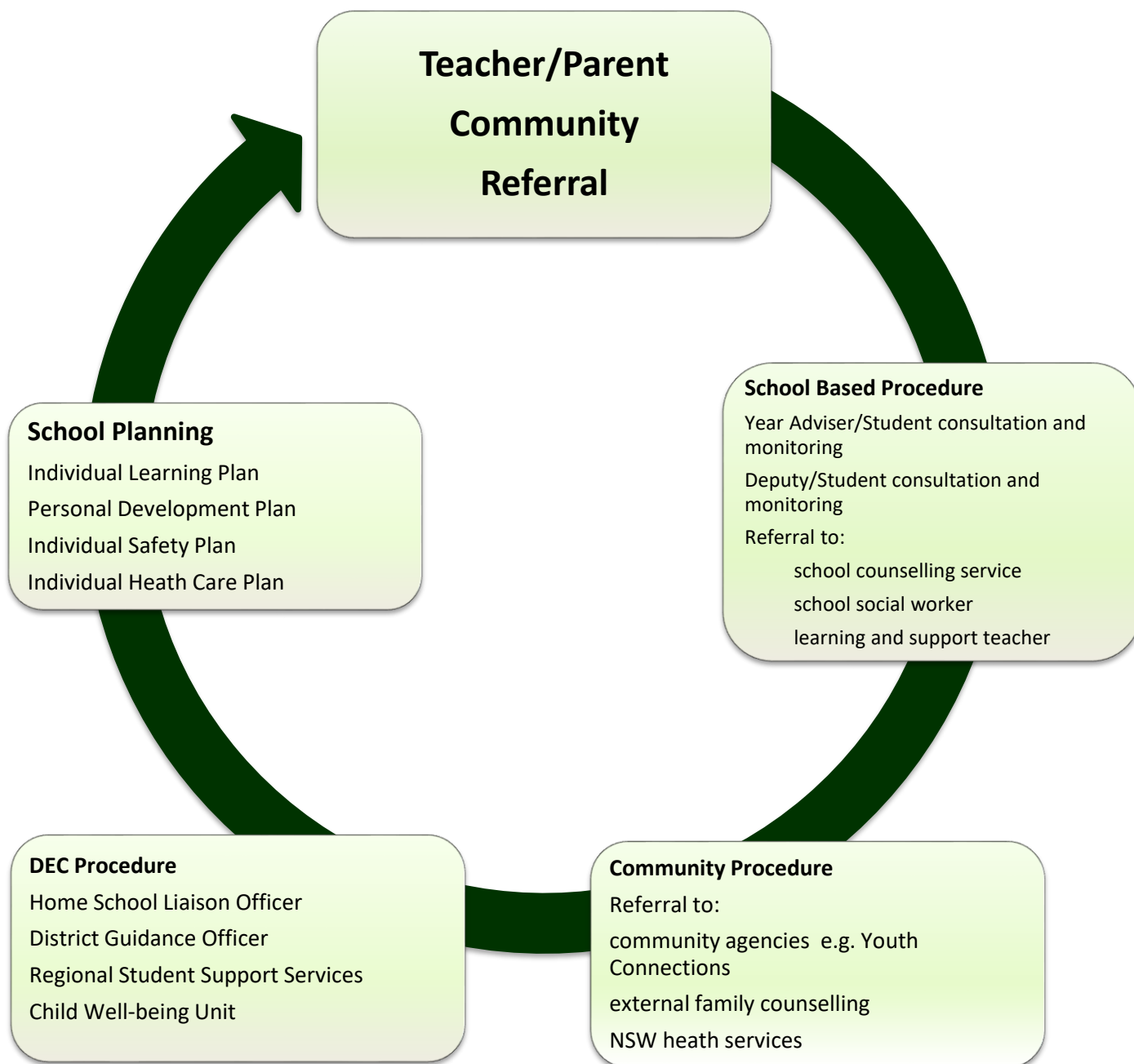
Year Advisors 2018

Year	Year Advisor
Year 7	Ms P Levi
Year 8	Ms S Lam
Year 9	Mr C Cantor
Year 10	Mrs K Poppett
Year 11	Mr E Gerges
Year 12	Mr C Hodson

- Available for any personal/family/class/teacher/general concern for students in their year group
- Coordinates the merit system for students in their year group
- Represents their year groups/individual students in their year group at LST meetings

PROCESS OF WELFARE SUPPORT

(refer to www.keepthemsafe.nsw.gov.au/new)



Whole School Positive Wellbeing Programs

- **Gratitude Writing** – this activity encourages students and teaching staff to reflect on fortunate aspects/events in their lives and express their gratitude in writing.
- **ANTs to PETs** – this program provides students with challenges and strategies in order help them turn **automatic negative thoughts** into **positive eliminating thoughts**.
- **Strengths and Goals** – this program encourages students to consider and further develop their strengths and apply them to the achievement of their personal and learning goals.
- **The Caringbah Strengths Gym** – a series of targeted activities and problem solving challenges that are specifically aimed at Year 7 students.
- **Peer Support Program** – a program designed to establish and maintain positive peer relations between senior students and Year 7 and to aid the transition from primary school to high school for Year 7 students.
- **Year 7**– this camp challenges students to physically and cognitively problem solve and develop and maintain positive peer relations.
- **Year 11/12 Study Camp** – students consolidate the key strategies for HSC success.
- **Educational Theatre Productions** – are a regular complement to the school’s positive wellbeing program. They highlight the importance of appropriate and safe behaviour and encourage a positive attitude to the varied challenges of the adolescent years.
- **Study Skills Program** – this program is run in conjunction with the Head Teacher Teaching and Learning. Students in each year group are provided with learning stage specific study skills activities. The study skills program is facilitated by the Head Teacher Teaching and Learning, the Year Advisor, Head Teacher Welfare and interested teaching staff.
- **Stress Less** – this peer led activity encourages students to share their experiences of stressful situations. Students work to normalise feelings of anxiety by researching, creating and presenting their ideas to their peers.
- **Stage 4 and 6 Transition Program** – an important learning stage, our school works to ease the challenges of transition by the provision of student well-being and learning activities. Students are able to experience and take part in specific learning tutorials run by experienced teachers and outside agency experts.
- **Drug and Alcohol Education** – Year 11 are educated in the dangers of illicit drug use and the possible negative effects of the consumption of alcohol. The promotion of healthy and safe life choices for now, and in the future, is a key element of this program.

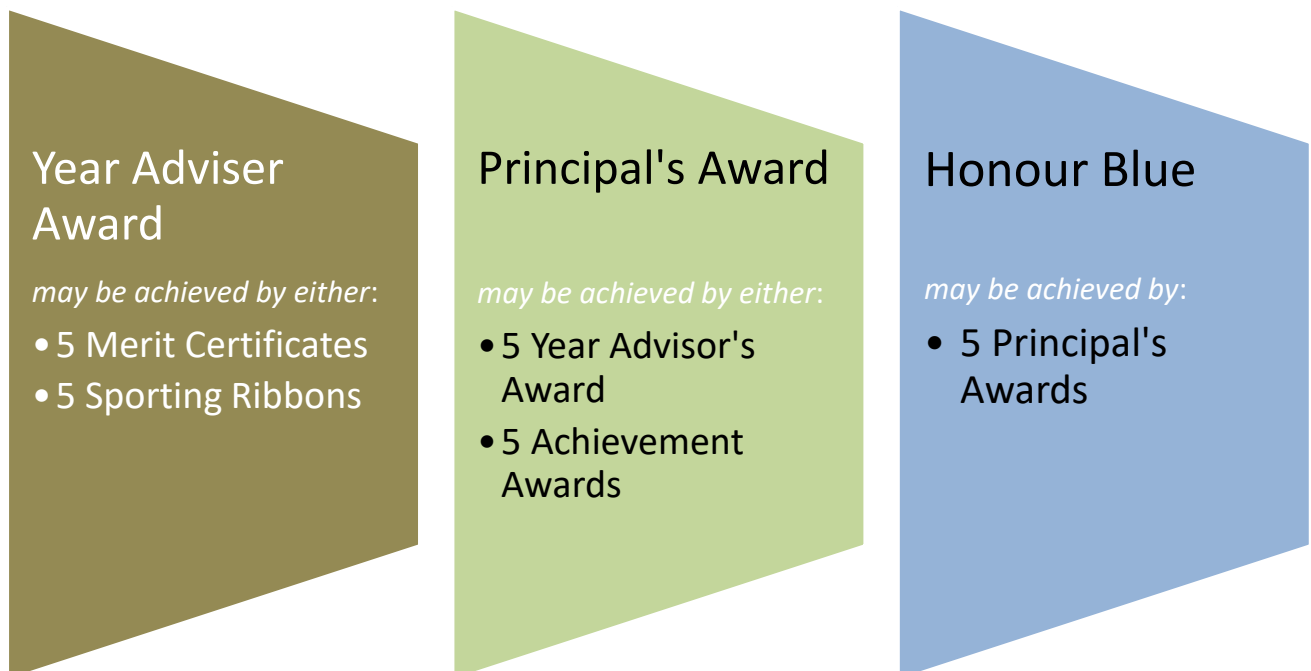
In conjunction with the whole school programs listed above Year Advisors, Head Teachers and teaching staff are active in the provision of a variety of programs, activities, events and challenges that facilitate the wellbeing of students at Caringbah High School.



Merit Levels

Merit certificates are awarded to recognise student effort and achievement in academic and sporting excellence and school and community service. The award of merit certificates in recognition of student achievement is an important part of the school's positive psychology program.

Students are encouraged to progress through the following merit levels:



Students should present their merit certificates in the tray at the Office in 'N' block for processing.

Principal's Awards are presented at year assemblies and/or School presentation assemblies. Student achievement is published in the schools' newsletter.

Non Productive Behaviour Levels

Students who continue to display negative behaviour may be placed on a 'level'. The following flow chart explains this process:

Level	Behaviour	Consequence	Positive Learning
1	<ul style="list-style-type: none"> Negative class or playground behaviour Uniform 	Teacher to place student on this level <ul style="list-style-type: none"> Recorded in Sentral Playground clean-up Negative behaviour whilst on Level 1 will result in student being placed on Level 2 by Year Advisor/Head Teacher 	<ul style="list-style-type: none"> Positive behaviour during this two week period results in no further disciplinary action
Students may bypass Level 1 and be placed directly on Level 2 for the following			
2	<ul style="list-style-type: none"> Class truancy Abuse of property/person Offensive language Public rudeness Smoking Inappropriate use of technology Bullying/cyber bullying 	Deputy Principal/Head teaches to place students on this level <ul style="list-style-type: none"> Recorded in Sentral Whole school detention – one week Issued/letter to parents All teachers notified Possible withdrawal of privileges ie school camps, representative teams, excursions Negative behaviour on Level 2 Students are referred to the Deputy Principal or Principal Student is placed on a Level 3 	<ul style="list-style-type: none"> Positive behaviour during this two weeks results in no further disciplinary action
Students may bypass Level 2 and be placed directly on Level 3 for the following			
3	<ul style="list-style-type: none"> Theft/vandalism Persistent truancy Serious public offence 2nd instance harassment and bullying 	Principal/Deputy Principal to place students on this level <ul style="list-style-type: none"> Referral to the School Counsellor Parents notified Whole school detention – two weeks All teachers notified Withdrawal of privileges ie school camps, representative teams, excursions Continued negative behaviour will result in a student being placed on Level 4 Possible suspension of student from school 	<ul style="list-style-type: none"> Positive behaviour during this two weeks results in no further disciplinary action
Students may bypass Level 3 and be placed directly on Level 4 for the following			
4	<ul style="list-style-type: none"> Violence Illegal substance-use, possession or supply Bringing weapons to school Serious threats of violence 	Principal to place students on this level <ul style="list-style-type: none"> Suspension from school and /or Expulsion from school and /or Exclusion from all state high schools 	<ul style="list-style-type: none"> Suspension Only – progress to a level to be determined after suspension period following a suspension resolution conference Positive behaviour action plan

At all times during this process students are encouraged to modify their negative behaviour. They are provided with concrete strategies to move from the **negativity** stage of the 'Stairway to Success' model to a state of recognition and progress to being a confident learner who is self – disciplined and fully engaged in a **positive** school experience.

This guide does not supersede any school or Department of Education & Training policy.

Anti-Bullying Policy

STATEMENT OF PURPOSE

We believe every individual has the right to be respected and feel safe and bullying is a violation of these rights. At Caringbah High School it is the moral responsibility of all to ensure that the rights of individuals are honoured and that healthy development and citizenship are valued and promoted. The mental and physical health and social and academic consequence of bullying have an enormous impact on staff and the learning and teaching of our students. Bullying concerns and affects us all. At Caringbah High, we have devised a long term plan, whole school strategy for addressing this issue. In essence, bullying in our school is completely unacceptable and is not tolerated. Our aim is to achieve a bully free school.

PROTECTION

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies in particular social networking sites. Conflicts or fights between equals and single incidents are not defined as bullying. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Students, teachers, parents and caregivers and members of the wider school community have a shared responsibility to actively work together to resolve incidents of bullying behaviour when they occur and to create a safe and happy environment, free from all forms of bullying.

PREVENTION

We raise awareness through school curriculum, and our Positive Psychology welfare structure includes student welfare programs such as:

- Peer Support (Year 7 & 10)
- Year 11/12 study camps
- Anti-bullying program (Year 7) including cyber bullying
- Cyber bullying program (Year 8-12)
- 'Mind Matters' (Cross curricula English, Drama, Health – Years 8, 9 & 10)
- 'Brainstorm' – Theatre productions Year 7 & 8 – raising awareness
- Group discussions between teachers and students
- IT protocols
- Learning support committee
- Digital Signage promoting anti-bullying
- MOODLE cyber bullying online course
- Year 8/9 PDHPE curriculum
- P&C information evening on safe internet use
- Anti-bullying signage throughout the school
- Librarian information literacy program
- School website information for parents
- Sustaining eSmart protocols



COMMUNITY FEEDBACK

Tell Them From Me is an online survey system devised by The Learning Bar that helps us capture the views of students, teachers and parents. The Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has engaged The Learning Bar to offer its student feedback survey, its Focus on Learning teacher survey and its Partners in Learning parent survey to NSW government schools.

EARLY INTERVENTION

Staff, students, parents, caregivers, and the wider school community need to be aware of strategies to identify and respond to incidents of bullying.

- Our learning support structure, through a system of referrals, ensures support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships.
- Welfare programs empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.
- eSmart status ensures we maintain our policies and procedures.
- Digital messages on strategies to identify and respond.

RESPONSE

For any incidents of bullying, a member of staff will deal with the problem on the spot, in order to defuse the immediate conflict. Once the immediate issues have been dealt with, the following steps will be taken:

1. A student, parent or staff member reports bullying incidents/problem to the Deputy Principal who will implement the anti-bullying program. The Deputy Principal interviews the victim and bully separately, and records the details of the incident in writing on a standard proforma. The Deputy Principal makes both parties aware of the bullying strategy and policy and discusses the issues surrounding the particular incident. The Deputy Principal works with the students to devise strategies for conflict resolution. The Deputy Principal attempts to reach a position where both parties are satisfied with the outcome; i.e. the victim feels secure and the bully is prepared to modify his/her behaviour in future. The victim understands that any further bullying must be reported immediately. The strategy at this stage is not to apportion blame, or to punish; but to support the victim and make the perpetrator aware of the school policy and of the consequences if behaviour does not change.
2. If the incident is repeated or the problem continues - both parties record the incident/problem in writing on a standard proforma. The Deputy Principal interviews the victim and bully together (method of shared concern) and discusses the problem; makes the bully aware of the feelings of the other person and the effects the conflict may be having; and makes suggestions of strategies for the resolution of the conflict. The Deputy Principal will report this interview to the Learning Support Team who may prescribe external support. A warning of suspension letter will be issued and perpetrator will be placed on level 3. The Deputy Principal contacts both sets of parents explaining the situation, outlining the strategies that have been determined and reinforcing the consequences that may flow from a repeat of bullying.
3. If repeated counselling by the Deputy Principal, or others, does not stop the bullying, sanctions according to the NSW DEC Discipline Policy will be imposed. These could include, but are not confined to suspension.

Caringbah High School keeps central records of all reported incidents of bullying. These are analysed on a regular basis to ascertain major areas where bullying occurs, gender and age of victims and bullies, and strategies which have been successful. A review of the school's policy is undertaken every 12 months, taking into account this annual data.

Caringbah High School will constantly reinforce the fact that bullying is not acceptable and will remind students how to counteract bullying, as well as enforcing our Positive Psychology program aimed to lift self-esteem and resilience; students need to be made aware of their responsibilities not to bully and not to condone bullying by being silent bystanders. The School will continually remind parents that they can confidently approach staff with their concerns, the Year Advisor in the first instance. Parents are encouraged to work with the school in a non-blame situation so that their children are protected and feel safe.

