

ANTI-BULLYING PLAN 2024

Irrawang High School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Irrawang High School Commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School Culture and Inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour. Our school engages in the following practices to promote a positive school culture.

In an ongoing way, students are taught how bullying behaviours align to the NSW Department of Education Behaviour Code for Students by the Principal and Deputy Principals. Specifically in relation to anti-bullying we teach and model the inclusive and safe behaviours we value in our students. At Irrawang High School, students are expected, to do their personal best, to:

- show respect to other students, their teachers and school staff and community members;
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported;
- resolve conflict respectfully, calmly and fairly;
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our school;
- not bully, harass, intimidate, or discriminate against anyone in our school.

Irrawang High School takes action in response to behaviour that is detrimental to self or others. All students have a right to:

- safety at school;
- be treated with respect by other students, teachers and school staff;
- express their views, set goals and self advocate.

To meet the expectations set out above, students at Irrawang High School, are expected to do their personal best to adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Take care with school property and the property of staff and other students.

Safety/Responsibility

- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices.

1.1 Student Assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1	<ul style="list-style-type: none"> Weekly PBL Lessons delivered by Head Teacher Wellbeing and Principal or Deputy Principal during whole school assembly. For four weeks, specific anti-bullying topics include: What is Bullying? Types of Bullying; Anti-Racism and Cyber Bullying, with a particular focus around this learning for Year 7 students as they enter high school. Weekly PBL Lessons delivered by classroom teachers based on the focus expectations relating to respect, responsibility and personal best for student behaviour improvement as extrapolated from the school's behaviour data. The lessons go for 10 minutes at the start of lessons and are rotated through the school's timetable. Year assemblies as required to address the needs of the year group including anti-bullying trends. Harmony Day celebration is held on 21 March where the school as a whole recognises the diversity of staff and students' backgrounds and focuses on bringing everyone together as Australians. The messaging focuses on inclusiveness, respect and a sense of belonging for everyone. Students and staff are encouraged to wear orange to show their support and there are fun events held throughout the school day to promote inclusion and harmony in the school. Anti-Racism Contact Officer – information, teaching and exposure of the support available to students from the ARCO in the event that they experience racism.
Term 2	<ul style="list-style-type: none"> Weekly PBL Lessons delivered by Head Teacher Wellbeing and Principal or Deputy Principal during whole school assembly. Weekly PBL Lessons delivered by classroom teachers based on the focus expectations for student behaviour improvement as extrapolated from the school's behaviour data. The lessons go for 10 minutes at the start of a lessons and are rotated through the school's timetable. Year assemblies as required to address the needs of the year group including anti-bullying trends. NAIDOC Week Celebrations usually occur in the last week of Term 2 as the official NAIDOC dates fall within the school holidays. (7-14 July 2024). Activities include a whole school NAIDOC Assembly and cultural enrichment. Police School Liaison Officer Presentation to Year 7 – Cyber Bullying
Term 3	<ul style="list-style-type: none"> Weekly PBL Lessons delivered by Head Teacher Wellbeing and Principal or Deputy Principal during whole school assembly. Topics include: What is Bullying? Types of Bullying; Anti-Racism and Cyber Bullying. Weekly PBL Lessons delivered by classroom teachers based on the focus expectations for student behaviour improvement as extrapolated from the school's behaviour data. The lessons go for 10 minutes at the start of a lessons and are rotated through the school's timetable. Year assemblies as required to address the needs of the year group including anti-bullying trends. The National Week of Action against Bullying and Violence - 12 to 16 August 2024. Bullying No Way Week, formally known as National Day of Action against Bullying and Violence, is Australia's key bullying prevention initiative and connects schools and communities to find workable solutions to prevent bullying. Wear It Purple Day - 30 August 2024. Students and staff are encouraged to wear purple to show their support to young rainbow people and celebrate the diversity of the rainbow community. Irrawang High School aims to foster a safe and supportive environment for rainbow students by empowering students through education about sex, sexuality, gender diversity and challenge harmful ideas that exist about rainbow people who may face challenges different to their peers. The schools works towards creating an environment of true equality to enable rainbow young people to thrive without limitations. R U OK? Day (Thursday 12 September 2024). Students and staff are encouraged to wear yellow and engage in fun activities throughout the day. But EVERY day is the day to start a meaningful conversation with those we care about and ask, 'are you OK? On this day the school encourages everyone to reach out whenever they spot the signs a friend, family member or colleague is struggling with life. By taking the time for an R U OK? conversation and genuinely listening with an open mind, we can all help the people in our world feel supported and connected, long before they're in crisis. Because a conversation could change a life.
Term 4	<ul style="list-style-type: none"> Weekly PBL Lessons delivered by Head Teacher Wellbeing and Principal or Deputy Principal during whole school assembly. Weekly PBL Lessons delivered by classroom teachers based on the focus expectations for student behaviour improvement as extrapolated from the school's behaviour data. The lessons go for 10 minutes at the start of a lessons and are rotated through the school's timetable. Year assemblies as required to address the needs of the year group including anti-bullying trends.

1.2 Staff Communication and Professional Learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	<ul style="list-style-type: none"> Code of Conduct (annual updates and review) Gender and Sexuality Diversity at School: Advocacy in Action e-Conference 2024 PBL Matrix and Consistency Guide Induction and Refresher Irrawang High School Placemat 2024 Behaviour Policy and Procedures 2024 Suspension and Expulsion Procedures 2024 Student Behaviour Code
Term 2	<ul style="list-style-type: none"> Anti-Bullying Procedures Updated and Reviewed
Term 4	<ul style="list-style-type: none"> Annual evaluation of student wellbeing including experiences of bullying through Tell Them From Me Survey Annual evaluation of staff experiences relating to student wellbeing through Tell Them From Me Survey Annual evaluation of parent experiences with their child's experiences of wellbeing and bullying through Tell Them From Me Survey Inclusion of anti-bullying and anti-racism teaching and data in the school's annual report
Ongoing	<ul style="list-style-type: none"> PBL Team meetings (fortnightly) Anti-Racism Policy Training – Biannually Aboriginal Cultural Education – Let's take the first step together (every 3 years) Disability Standards for Education Leaders (every 3 years)

1.3 New and Casual Staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways:

- The Head Teacher Administration, Head Teacher Wellbeing, Head Teacher Teaching and Learning and/or Faculty Head Teachers speak to new staff when they enter on duty at the school, as part of the induction process (Term 1, annually) to ensure all staff understand the school's management strategies and expectations.
- All staff provided with the PBL Placemat through Sentral which provides the 7 essential skills relating to managing student behaviour and wellbeing.
- New staff receive a Staff Induction Handbook and take part in the induction delivered by the Head Teacher Teaching and Learning.
- Explanation of ARCO role.
- Are provided with mandatory professional learning requirements to support student wellbeing.

2 Partnerships with Families and Community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

School Anti-bullying Plan

NSW Anti-bullying website

Behaviour Code for Students

2.2 Communication with Parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Ongoing	Enrolment/Information packs (provided during Stage 4 transition & individual enrolment interviews)
Ongoing	Fortnightly newsletter with contributions by Head Teachers Wellbeing, Deputy Principals, Principal and Head Teacher Attendance relating to relevant student wellbeing matters including anti-bullying.
Term 1	Publish updated plan in newsletter and website

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

Program	Description	Target	Service	Times	Room/Space
Youth Clinic	In partnership with Hunter New England Health Irrawang holds a weekly Youth Clinic with alternating sessions led by Senior Social Worker Jamie Culver and Clinical Nurse Consultant Kaitlyn Rooney. Youth Health team provide students with improved access to a confidential and no-cost health service. The clinic conducts comprehensive screenings for emerging health concerns spanning physical, sexual, and mental health domains.	Students identified via LST/MRG	Jamie Culver Kaitlyn Rooney Roslyn Byrne (clinic administration)	Tuesdays	OT room near TAS
Drop In with SSO (Hayden)	1:1 time with SSO during recess/lunch or approved times. Students to seek support for brief intervention, advice and information and referrals.	IHS students	SSO	Recess Lunch	Wellbeing Hub Library
My Strengths	1:1 support with SSO; survey and support to identify students' 5 personal strengths Trialling program to propose as part of 6-7 transition (feature strengths of students)	IHS students Personal guidance and growth mindset	SSO	As requested by LST team	Wellbeing Hub Library
Perfect Presence (20 Week)	Group Program & Individual Support Planning Resilience, Wellbeing, Mental Health, Healthy living/body/mind. Students will attend 1:1 with facilitator in Term 3 1 period a week; Group program participation in Term 4	Intervention support for students with disengagement behaviours (multi-year cohort)	PCYC	Mondays and Tuesdays (Term 1)	/
Top Blokes	Peer-Mentoring program for young men to develop healthy lives and behaviours	Male Students (years 9 & 10)	Top Blokes Foundation	Thursdays periods 1 and 2	/
Salvation Army	Jean and Brian Rennie - Community Service Leaders in Raymond Terrace. Assistance Line - Monday - Friday 9-4pm	Students at risk - identified via LST and	Jean and Brian Salvation Army		

	parents. Urgent financial assistance, crisis support only, homelessness team member, community meal Tuesdays 4-5pm at Senior Citizen club Boomerang Park, gold coin donation. Food Bag with frozen meals	requiring support			
Food Bank Australia	Foodbank in schools - gives students the opportunity to eat a wholesome, nutritious breakfast on a regular basis. Having breakfast has been shown to have a positive impact on factors such as physical and mental health, social skills, concentration, behaviour, attendance, and academic outcomes.	Students at risk- identified via LST and MRG requiring support	SSO	Provide breakfast to students on Mondays and Fridays when Breakfast club is not running.	Wellbeing Hub Library/playground
Lunch Packs & Food Provision	Students and their families who require support with food assistance. Lunch Pack – water, sandwich, yoghurt pouch, snacks Food Provision – Fortnightly Food hampers	Students & Families Students identified via LST/MRG	IHS SSO	Daily (Lunch Packs) Friday fortnightly (Food Hamper)	Wellbeing Hub Library
Dress for Success	Job ready program, the aim is to empower women in providing a network of support, professional attire, and development tools to help women thrive in the workplace.	Personal Growth Empowerment Support Job ready	Jacque Liddell Wellbeing SLSO	1 session per term	Off -site - Broadmeadow
Rock & Water	Self-Awareness, and increased self-confidence and social functioning, anti-bullying, decision making regarding violence	Social challenges & Personal Growth	SSO and Chaplain Audrey Marlee Byrnes Greg Field	6 Weeks Term 2 2024	Wellbeing Hub Library
Impact Academy And On her game	This program has collaborated with NRLW Premiership-winning Newcastle Knights and the skilled female athletes from the Hunter Wildfires Rugby Union team to deliver Impac Academy for males and On Her Game for females. The aim of the program is to enhance self-efficacy, health, wellbeing, positive relationships, and sport skills.	Leadership Self-efficacy Health Wellbeing Positive relationships sport skills	Impact Academy	Term 1	Irrawang High School
Fit 4 Life	Boxing, Muay Thai, MMA, physical fitness, and resilience	Students identified via LST/MRG in requiring this early intervention to develop skills to manage aggressive behaviours and feelings of anger.	PCYC SSO Sarah Heffernan	Tuesdays Recess & Period 3	NOVA MMA Gym Heatherbrae
I-RESPECT	Teaching boys about healthy and respectful manhood to better support each other emotionally and hold each other to account, while ensuring girls and women are safe and considered equal.	Male students identified via LST/MRG	PSFaNS SSO	TBC	Wellbeing Hub

SHINE	Young Women's Program, positive life skills, bullying, body positivity, communication skills, relationship, and social skills	Identified via LST/MRG	Private Facilitator (Kerrie Middleton)	Friday 19th June 1 Full Day	Common Room
RAGE	RAGE is designed for young people who have difficulty controlling their emotions. This program helps students to identify feelings of anger, along with triggers, and explore alternate strategies to coping with frustration.	Students with issues of anger	Samaritans/Salvation Army SSO	TBC 6 weeks	TBC
Love Bites Junior	Healthy Relationships: Year 7 - #friends - themes of communicating mindfully, warning signs of abusive behaviour, power in relationships, responding to concerns as bystanders, seeking help and rights and responsibilities in relation to sharing sexualised image Year 8 - Respectful Relationships - respect in relationships, gender roles and stereotypes, gender and relationships, jealousy, sexual harassment and homophobia, challenging harassment, discrimination, and gender stereotypes and seeking help	Year 7 & 8 Students referred by deputies/LST for early intervention	SSO and Audrey co-facilitate/ external provider/ Girl Advisor Sarah Heffernan	TBC	Wellbeing Hub Library
Love Bites	Respectful Relationship Education: <i>Relationship Violence & Sex and Relationships</i>	Year 9 (edited) Year 10, 11 & 12	SSO & external support facilitator/ external provider/ Girl Advisor Sarah Heffernan	TBC Weeks 4 to 6 (Year 11)	Wellbeing Hub or Classroom
Seasons for Growth	Understand and cope with experience of change, grief, and loss.	Students experiencing grief and loss	SSO Chaplain - Audrey	TBC	Wellbeing Hub Library
Teen Mental Health First Aid Training	Accredited Mental Health First Aid Training	Years 7 to 9 Years 10 to 12	SSO	TBC	Wellbeing Hub Library
Study Without Stress	Targets difficulties many students have in coping with building stress during final years of schooling	Years 11 & 12	SSO Headspace	Weeks 7 & 8	Wellbeing Hub Library
The Resilience Doughnut	Resilience program that looks at building support strategies through a holistic network of personal strengths	Years 7 - 9	SSO	/	Wellbeing Hub Library
The Resilience Project	Emotionally engaging programs and provides evidence-based, practical wellbeing strategies to build resilience.	Years 7 - 9	SSO	/	Wellbeing Hub Library
Rhythm 2 Recovery	Hand drumming musical program exploring positive communication and expression	Years 7 to 9 Years 10 to 12	SSO	/	Wellbeing Hub Classroom
Cool Kids	Program supporting students to learn and manage anxiety linked behaviours. <i>Education program – not substitute for counselling</i>	Years 7 to 9 Years 10 to 12	SSO	/	Wellbeing Hub Library
Headstart	Students develop acceptance of disabilities and risk taking behaviour that can cause life long harm	Year 10			

Just Like Me	Promoting an inclusive school environment	Year 7 and 8			
Independent Drug Education	Educating students about risk taking behaviour and risk associated with drugs and alcohol	Year 9 and 10			
Brainstorm Productions	Live drama performances to support mental health, cyber safety, resilience and relevant issues	Years 7 to 12	Brainstorm Productions	Term 2	Hall
Defence Mentor Programs	Supporting defence families and students transitioning to working, living and attending school in the Raymond Terrace and Medowie areas.	Students of parents who work for Australia Department of Defence	Defence Mentor	Ongoing	Mentoring Room
Clontarf	Supporting and working with Aboriginal make students and their families from years 7 to 12.	Years 7 to 12 Aboriginal boys	Clontarf Staff	Ongoing	Clontarf Room
Aboriginal Learning and Engagement Centre	Supporting and mentoring Aboriginal students to achieve academically towards the attainment of an HSC, focusing on learning and wellbeing.	Years 7 to 12 Aboriginal Students	Head Teacher ALEC SLSO ALEC	Ongoing	ALEC
Ngarralbaa Support	Supporting Aboriginal student wellbeing and cultural safety through cultural and community programs to enhance students' sense of belonging.	Years 7 to 12 Aboriginal Students	Aboriginal Education Officer	Ongoing	Ngarralbaa Room
Wellbeing Scope and Sequence	Wellbeing focus on Positive Relationships and Transitioning to High School including	Year 7	Year 7 Advisors	Ongoing	Year Advisor Staffroom
Wellbeing Scope and Sequence	Welcome to Year 7 Presentation	Year 7	Year 7 Deputy Principal	First Day of Year 7	Hall
Wellbeing Scope and Sequence	Wellbeing focus on Staying Safe Online	Year 7	Year 7 Advisors	Terms 3 and 4	Year Advisor Staffroom
Wellbeing Scope and Sequence	Wellbeing focus on Resilience in various social, school and personal settings.	Year 8	Year 8 Advisors	Terms 1 and 2	Year Advisor Staffroom
Wellbeing Scope and Sequence	Wellbeing focus on Healthy Habits	Year 8	Year 8 Advisors	Terms 3 and 4	Year Advisor Staffroom
Wellbeing Scope and Sequence	Wellbeing focus on Students in year 9 experience many psychological and developmental changes. The focus is Leadership so we are engraining a positive school culture that supports student personal growth and development.	Year 9	Year 9 Advisors	Terms 1 and 2	Year Advisor Staffroom
Wellbeing Scope and Sequence	Wellbeing focus on Dangers Associated with Drugs	Year 9	Year 9 Advisors	Terms 3 and 4	Year Advisor Staffroom
Wellbeing Scope and Sequence	Wellbeing focus on Students in year 10 are ready to become more independent in their schooling and personal lives. The wellbeing focus Independence (Mark Wells incursion) will equip them with necessary skills and	Year 10	Year 10 Advisors	Terms 1 and 2	Year Advisor Staffroom

	knowledge to become positive members in society.				
Wellbeing Scope and Sequence	Wellbeing focus on Transition into senior school (Headstart, World of Work, All My Own Work, Wellbeing escape room)	Year 10	Year 10 Advisors	Terms 3 and 4	Year Advisor Staffroom
Wellbeing Scope and Sequence	Wellbeing focus on Year 11 Students have reached their senior stage of their schooling, assist them in developing into positive members of society. The wellbeing focus of Identity (Tomorrow Man and Tomorrow Woman) will explore what stereotypes exist and how that shapes individuals..	Year 11	Year 11 Advisors	Terms 1 and 2	Year Advisor Staffroom
Wellbeing Scope and Sequence	Wellbeing focus on Life Ready. There are eight (8) focus areas to prepare Year 12 for life outside of school.	Stage 6	Year 12 Advisors Year 11 Advisors	Terms 3 and 4	Year Advisor Staffroom
Wellbeing Scope and Sequence	Wellbeing focus on Year 12 Students have reached their senior stage of their schooling, assist them in developing into positive members of society. The wellbeing focus of Identity (Tomorrow Man and Tomorrow Woman) will explore what stereotypes exist and how that shapes individuals..	Stage 6	Year 12 Advisors Year 11 Advisors	Terms 1 and 2	Year Advisor Staffroom
Wellbeing Scope and Sequence	Wellbeing focus on is for most students Semester 2 Year 12 a stressful time, the wellbeing focus will be Self Care.	Year 12	Year 12 Advisors	Terms 3 and 4	Year Advisor Staffroom
Peer Support	Year 7 students build positive relationships with Year 10 students who mentor them as they transition into high school.	Year 7 students	Year 10 Peer Support Leaders	Terms 1 and 2	Year Advisor Staffroom
Year Camps	Students attend camps to build resilience and connections with students and staff.	Year 7 and 9	Year 7 and 9 Year Advisors	Various	Year Advisor staffrooms
Student Leadership	The school has a multifaceted approach to student leadership with opportunities and inclusion of student voice through: <ul style="list-style-type: none"> • Irrawang United • SRC • School Captains and Ambassadors • Sport Captains • PBL Leaders • PALS – Physical Activity Leaders • CAPA Leaders • Junior AECG 	Years 7 to 12	Various staff leaders	Ongoing	Various
Extra-curricular Activities	<ul style="list-style-type: none"> • Anime Club • Art Clubs • Chess Club • Dance Ensemble • Drama Ensemble • Drum Corps • Hoop Ensemble • Lunchtime Karaoke • Lunchtime Trivia • Mud Mates • Sporting competitions • Rock Bands • Vocal Ensemble 	Years 7 to 12	Various staff leaders	Ongoing	Various

Snack 'n' Study	Homework Club to enable students to study and work together outside of school time with support from teachers. Every Monday, 3.15-5pm	Years 7 to 12	Various staff leaders Led by Miss Baker	Weekly	Library
Breakfast Club	Community volunteers (3 days a week) and the SSO (2 days a week) provide breakfast for students.	Years 7 to 12	Defence Mentor SSO	Daily	Quadrangle
Head Teacher Wellbeing	<p>Wellbeing Framework Themes:</p> <p>Connect</p> <ul style="list-style-type: none"> ■ Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences. ■ Students have positive and respectful relationships with each other, their teachers and the community. ■ Students experience a sense of belonging and connectedness that respects diversity and identity. ■ Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour. ■ Students are connected with their cultural, religious or spiritual backgrounds. ■ Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential. ■ The school is focused on building individual and collective wellbeing through a climate of care and positivity. ■ Parents and the broader school community actively participate in the school and in helping students to develop positive connections. <p>Succeed</p> <ul style="list-style-type: none"> ■ Students are succeeding in their learning. ■ Students strive toward and achieve meaningful goals. ■ Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning. ■ Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student. ■ Students develop strong positive character traits that are reflected in their behaviour decision making and relationships. ■ Staff enable success by personalising student learning and supporting students to achieve. ■ Staff enable success by contributing to a positive, supportive and encouraging learning environment. 	Year 7 to 9 Year 10 to 12	Mrs Yeomans Mr Tonks	Ongoing	Wellbeing offices

	<p>■ Parents and the broader school community actively participate in supporting and reinforcing student learning.</p> <p>Thrive</p> <p>■ Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.</p> <p>■ Students are self-directed, take initiative and grasp opportunity.</p> <p>■ Students contribute to the learning of other students and to the school community more broadly.</p> <p>■ Students have a strong sense of meaning and purpose.</p> <p>■ Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.</p> <p>■ Students are recognised and celebrated.</p> <p>■ Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.</p> <p>■ The school has high expectations for every student.</p> <p>■ Parents and the broader community support and enable the aspirations of every student.</p>				
Whole School Merit System	<p>Students receive commendations which are monitored in the weekly assembly. Awards are various, including:</p> <ul style="list-style-type: none"> • Student of the week • Commendations • Quick merits • Like its 	Year 7 to 12	Mr Tonks	Daily	Hall
School Counselling Team	<p>School counselling is available to support students' wellbeing.</p> <p>There is a school counsellor on site every day. Students can access counselling via self referral. Parents can access via a referral form. Staff can refer students to the school counsellor via a Learning Support Team referral in sentral.</p>	Years 7 to 12	Bryce Ray William Sands Karen Carcary	Daily	Counsellor's Office
School Chaplain	<p>The school chaplain works with the SSO to mentor students to manage positive relationships at school, as well as the provision of food for students if required. The school chaplain facilitates connections with community as required.</p>	Years 7 to 12	Audrey Ayuningthyas	2 days per week, Monday & Wednesday	Mentor's Office
SLSO	<p>SLSO staff work with all staff to support students to engage with school and link students with access to services and learning support.</p>	Years 7 to 12	Various	Daily Ongoing	Library Classrooms

Completed by: Nicole Huxley

Position: Head Teacher Wellbeing 10-11, Head Teacher Wellbeing 7-9, Deputy Principal Inclusion and Support, Principal

Signature: Justin Tonks, Gabi Yeomans, Meg Spicer, Nicole Huxley

Date: 30 April 2024

Principal name: Nicole Huxley

Signature: Nicole Huxley

Date: 30 April 2024