ROOTY HILL HIGH SCHOOL
PERSONALISED LEARNING POLICY (PERSIST)

This policy and the associated practices integrate the school’s practices in relation to the following Department of Education (DE) policies. The school uses and follows DE procedures for each of the DE policies and a link to the procedures for each policy is included in this document. Staff members undertake annual updates on each of the mandatory policies and the procedures to be followed in the school.

- The Wellbeing Framework for Schools
- Student Health and “Keeping Them Safe”
- School Discipline: Student behaviour management including risk assessment & risk management, discipline, suspension, anti-bullying, anti-racism and anti-discrimination
- Enrolment, transition, attendance & retention
- Student Recognition (see RHHS assessment, reporting & recognition policy)

However, the school’s own policy is holistic, incorporating a personalised learning strategy underpinned by the school’s values. The school’s over-arching strategy recognises that there are well researched and evidence based practices and behaviours that are associated with academic and personal success for individual students, groups of students and the positive culture of the school.
School Values: Persist
When students start at the school, when parents view the school’s website or Facebook page, when teachers issue reports and when students reflect on their behaviour, they do so using the school’s values. At enrolment and then in class students learn about the school’s values and learn how to demonstrate those values in their work, their behaviour, their relationships and their language.

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<th>PARTICIPATION &amp; ENTHUSIASM</th>
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<tr>
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<td>This school fosters enthusiasm and school spirit in an environment that values the participation of students, staff, parents and the wider community. Are you actively involved in the life of the school?</td>
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<th>E</th>
<th>EXCELLENCE</th>
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<td>Students and adults who support them are expected to do their best to achieve excellence. Have you done your best?</td>
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<th>R</th>
<th>RESPECT &amp; RESPONSIBILITY</th>
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<td>Students are expected to respect the rights of others, themselves and the school in an environment of harmony and personal responsibility. Do you respect yourself, respect others and take responsibility for your own actions?</td>
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<td>Students, staff and parents work towards quality, success and recognition for themselves and the school. Can you evaluate your own performance?</td>
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<th>INNOVATION &amp; CREATIVITY</th>
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<td>Initiative and continuous improvement are expected for individuals, teams and the school. Can you find a better, smarter or more creative way?</td>
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<td>The school is committed to the safety and wellbeing of all members of the school community. Have you made sure you and others are safe?</td>
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<th>TEAMWORK &amp; LEADERSHIP</th>
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<td></td>
<td>Individuals work together to create a harmonious, tolerant and effective school community. Have you been an asset to the team?</td>
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The Rooty Hill High School PERSIST Policy Framework

- **Learners**: Individuals and groups of students supported by their families, peers and the school community to be loved, healthy, safe, learning, contributing, and achieving.

- **Persist values**: Students, staff and parents living the school values in high quality relationships

- **Responsible Behaviour**: Students working in a culture of personal responsibility and high expectations

- **Personalised Learning**: Students learning to know, learning to do, learning to be, learning to live together, learning to live sustainably
Learners: A Charter for our Students
As a local, comprehensive, community school, the school community has adopted the principles of the action plan for young Australians. We would like our students to develop and graduate as confident, resilient and active citizens. The school community would like students to be:

1. Young people who are loved
   1.1. Live in a family that gets along well together
   1.2. Have time with their families
   1.3. Have friends
   1.4. Get along with friends and classmates
2. Young people who are healthy
   2.1. Physically healthy
   2.2. Mentally and emotionally healthy
   2.3. Sexually healthy
   2.4. Healthy lifestyle choices
3. Young people who are safe
   3.1. Safe from maltreatment, neglect, violence and sexual exploitation
   3.2. Safe from accidental injury and death, including in motor vehicles
   3.3. Safe from bullying and discrimination
   3.4. Safe from crime and anti-social behaviour
4. Young people who are learning & developing
   4.1. Attend, enjoy and engage at school
   4.2. Work effectively as a team member and, where appropriate as a team leader
   4.3. Ready for employment and tertiary studies
   4.4. Participating in structured and unstructured play, hobbies and leisure activities
5. Young people who are contributing to their school and the community
   5.1. Engage in decision making and support the school and the community
   5.2. Care for the environment
   5.3. Develop positive relationships, take responsibility and choose to act kindly (not to bully or discriminate)
   5.4. Develop self-confidence and successfully deal with setbacks and adversity
   5.5. Feel they have choices and control to influence their life circumstances and future
   5.6. Engage in law abiding and positive behaviour that demonstrates the school’s values in action in and out of school
6. Young people who are achieving the material basics
   6.1. Live in a positive and sustainable community with school links from K – 12
   6.2. Access to transport and the materials, including ICT, needed for school success

Work in work places that uphold the dignity and rights of younger workers
Responsible Behaviour (School Discipline Policy)

The school community is committed to the development of responsible behaviour among students, throughout the school and in the community.

The school’s practices integrate the application of values, procedures and behaviours for members of the school community using the principles and practices of Choice Theory, a system of thinking and behaving based on personal responsibility and the right of students to make choices. The key platforms used by the school are the key PERSIST questions on page 6 and the Raising Responsibility Scheme (see below).

The school community recognises the capacity of students to make decisions about their own lives;

In a Choice Theory school:

- All members of the school community are responsible for their own behaviour and everyone understands they can only control their own behaviour by controlling what they think, feel and do.
- People cooperate with, and operate from, an agreed set of values. At Rooty Hill High School, the school-community’s values are based on the school motto, PERSIST (see above). Respect and responsibility are expected from all students and the adults with whom they work.
- The adults working with students recognise that individuals behave in ways that meet their needs for survival, fun, freedom (choice), love & belonging or power (control & recognition). The school works to help students meet their needs in positive ways.
- Systems and routines build on the belief that adolescents want to have choice, influence and control in their lives. They want and need opportunities to exercise their rights, make choices and accept responsibility.
- The focus is on the future and on finding options and solutions for future action.
- Personal growth is enhanced by questioning, reflecting and acknowledging.
- Positive and negative behaviours are named as the basis for identifying opportunities for acknowledgement and change. The focus is on the intrinsic values of recognition and consequences, not on external reward and punishment.
- The school community acknowledges that conflict occurs and that both students and adults need to be able to manage themselves during conflicts and develop respectful, resilient behaviours. Students, staff, parents and community members are expected to demonstrate positive behaviours in responding to and resolving conflict.
- Students undertake a social curriculum in which they learn about key aspects of Choice Theory, behaviour and relationships. All new teachers undertake professional learning to be able to use Choice Theory with students.
- There are opportunities for students, staff and parents to make responsible choices and to understand the consequences of those choices.
The Raising Responsibility Scheme

- At Rooty Hill High School, the Raising Responsibility System (RRS - designed by Marvin Marshall) is used to develop effective procedures and identify behaviour that is “above (or below) the line”.
- In RRS discipline is defined as a quality held by students, staff and parents in managing their work, behaviour and lives. It is the lack of discipline that leads to poor choices and negative consequences.
- The role of the teachers, students and adults is to develop procedures and systems to help all students demonstrate cooperative and democratic behaviour – doing the right thing. It is also the role of teachers and adults to act when students are bossing, bullying or unable to control their own behaviours (anarchy).
- Classroom procedures include the BBC (lesson outline tool), class rules, class meetings, faculty documentation and assignment rubrics. School procedures are outlined below.
- All Year 7 students and new enrolments are taught how to use the school’s values and the Raising Responsibility Scheme.

Above the line behaviours include:
- Presenting quality work
- Working well in a team
- Acting co-operatively and accepting difference
- Kindness
- Respect for self and others
- Taking responsibility

Below the line behaviours include:
- Bullying, cyber-bullying
- Harming self or others
- Disrupting learning
- Not completing assignments
- Truancy
**Personalised learning**

Education is the systematic study of how people learn to know, do, be, live together and live sustainably. If students are to learn how to be successful adults who understand themselves and others, who can live and work with others and who can achieve their potential, the school has a mandate to provide opportunities for students to learn in a wide range of academic, emotional and social domains. Students at Rooty Hill High School are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.

The Personalised Learning Team, including the Deputy Principal, Head Teacher Junior School, Head Teacher Senior School, Year Advisers, Careers Adviser, School Counsellors and Learning Support staff support students to become confident and resilient learners, have positive self-esteem and take risks in their learning. They oversee the implementation of the school plan, strategic direction 2: Personalised Learning and the alignment of school practices with departmental and government policy.

At Rooty Hill High School this is done in the following ways:

**Connecting**

- A structured personalised learning program in which every student has a personal learning plan and opportunities to reflect on their goals, achievements and plans at least once per semester.
- The systematic teaching of metacognitive skills across the curriculum.
- Structured teaching of a social curriculum (through the PDHPE program) of the school’s key frameworks in participation, responsibility and safety. The social curriculum program encourages students to be self-aware, to be able to manage their own emotions and behaviours, to develop social and emotional skills and to develop and maintain positive relationships and engage in pro-social behaviour.
- Whole school events and programs including Harmony Day, NAIDOC Week, Sustainability Day, practical learning week and Learning Neighbourhood events. These events help students to connect with their cultural, religious or spiritual backgrounds.
- Whole year group events based on research into adolescent behaviour and motivation – see matrix for each year group
- Specific targeted programs for identified groups of students including the AFL Indigenous Academy, SALSA (students as lifestyle activists), Debating, the Year 7 induction program, Year 7 swim school, the Year 8 Being Unique program, the Year 9 LEAP mentoring program, the Maori and Pacific Islander program, the Year 10 Careers and transition program and the peer mediation program. These programs support the development of positive and respectful relationships between students, teachers and the community and provides students with a sense of belonging and connectedness that respects diversity and identity.
- Intensive programs of support that connect students from enrolment etc.....
- Strong connections to the partner primary schools creating effective transitions from pre-school to, and then through, high school.
- All students participate in the annual Tell Them from Me Survey. Data from the survey is used to inform school planning.
Succeeding

- Recognition Scheme (See Assessment & Reporting Policy for Details)
- Personalised digital portfolios based on the ACARA/BOSTES capabilities.
- Individual monitoring of attendance, completion of work, behaviour in class and behaviour in the playground.
- Both individual case management and group approaches to student wellbeing and learning. The case management approach replaces the learning support team model that was ineffective in such a large school.
- Student success is recognised at informal and formal assemblies and through Quality Awards, Merit and Significant Achievement awards.
- The provision of a Learning Centre and opportunity for customised learning for every student.
- A Leadership elective studied by students in Year 9.
- Class profiles (an extensive database of relevant student data) is used by teachers to personalised learning for students.
- Parents engage with the school in a variety of ways including attendance at school events, assemblies and meetings and through the school Facebook page and our school website.

Thriving

- Opportunities for students to constantly review and update their digital portfolios to showcase their academic and social achievements.
- Personalised learning interviews assist students to reflect on and positively shape their behaviour in the context of ethical decision making.
- Teachers have high expectations and provide quality learning environments that fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- Student leadership, mentoring and mediation programs run by students for students, including the School Ambassador program for Years 7 – 9 encourage students to use initiative, be self-directed, grasp opportunities and contribute to the learning of other students.
- Assemblies to celebrate learning including Deputy Principal Assemblies in Terms 1 and 3 and Principal Presentation Assemblies at the end of Terms 2 and 4 for students in Year 7 – 10. Years 11 & 12 have presentation assemblies.
- The Excellence Assembly, held at the start of each year to recognise the achievements of the past year and to establish expectations and culture for the new year.
- The Student Representative Council (SRC) meets weekly under the guidance of the appointed teacher SRC coordinator/s. Students are elected following the procedures outlined in the RHHS SRC constitution (2006). The SRC are instrumental in coordinating major whole events including Harmony Day and Sustainability Day. The SRC is supervised by the SRC coordinators who work closely with the Deputy Principal and Principal.
- The school has a School Council which is the premier policy making body in the school and its members are committed to driving the implementation of the school plan.
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<th>YEAR GROUP</th>
<th>Events</th>
<th>Programs</th>
<th>Junior/senior programs</th>
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<td>• Start Up Year 7</td>
<td>• Literacy program</td>
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<td>• ICT4Me program</td>
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<td>• Digital footprint</td>
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<td>• Onwards &amp; upwards</td>
<td>• Raising Responsibilities</td>
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<td>• Celebration Program</td>
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<td>• Personalised Learning Interviews</td>
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<td>• Swim School</td>
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<td>• Year 6 into 7 Transition:</td>
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<td>• Being Unique Day</td>
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<td>9</td>
<td>• X, Y &amp; Z Elective Excursions</td>
<td>• LEAPS</td>
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<td>• Deputy Principal’s Assembly</td>
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<td>• Presentation Assembly</td>
<td>• Year 9 Leadership Elective</td>
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<td>• ATSI Day – Compass Sydney Uni</td>
<td>• We are successful seniors program</td>
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<td>• Compass – Spectacular Science</td>
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<td>• Compass – Mad Maker</td>
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<td>• We are successful seniors program</td>
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<td>10</td>
<td>• Personalised Learning Interviews</td>
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<td>• SALSA Peer Leadership</td>
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<td>• SALSA Peer Leadership</td>
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<td>Exit Interviews</td>
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<td>UWS Careers Market</td>
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<td>Deputy Principal’s Assembly</td>
<td>Mock Trial</td>
<td>School Captains Elections</td>
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<td>Presentation Assembly</td>
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<td>All My Own Work</td>
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<td>Tournament of the Minds</td>
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<td>National Young Leaders Day</td>
<td>SLEP (Senior Leader Education Program) Training</td>
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<td>Deputy Principal’s Assembly</td>
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<td>Presentation Assembly</td>
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<td>Graduation</td>
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<td>Whole school</td>
<td>Excellence Assembly</td>
<td>AFL Indigenous Academy</td>
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<td>Harmony day</td>
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<td>Learning Neighbourhood Art on the Hill</td>
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<td>Sustainability Day</td>
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<td>Other whole school initiatives coordinated by the SRC</td>
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Procedures

The school has detailed procedures in relation to:
- Attendance
- Retention
- Enrolment and transition to high school
- School Uniform
- Health management
- Child Protection and Keeping Them Safe
- Positive and negative behaviour management including positive recognition, suspension.
- Bullying, cyber bullying
- Harassment, discrimination and homophobia
- Use of mobile phones & social media in schools
- Risk assessment and risk management
- Student leadership, Student Representative Council, SRC constitution, School Ambassadors
- Targeted programs

The detailed procedures in each area are available to parents by request to the school. Parents can also access Sentral (student learning and management system) to access their child’s attendance record. Please contact the school to obtain an access code.

An overview of each procedure follows.

Attendance

Attendance is critical to success at school and Rooty Hill High School has a long record of student attendance at and above state, regional and local levels. The minimum required attendance is 85% of each school term and failure to meet attendance requirements can affect student progression and the award of credentials. Key aspects of the attendance procedures include:

- There is no “roll call”. Rolls are marked every lesson enabling close monitoring of attendance.
- Parents need to provide a note, or leave a message, if their son or daughter is going to be absent or late to school. If students will be absent for more than five days parents need to seek exemption for the absence. This includes extended illness, plans to travel overseas and employment/work experience organised individually. Exemption is granted by the principal up to 50 days. Over 50 days the exemption must be approved by the School Education Director. Exemptions are not automatically granted. Exemption application documents are available at the school office and on the website.
- The school uses SMS text messaging to advise parents if their sons or daughters will be absent and to advise of variations to school routine that might affect attendance.
- Truancy is “below the line” behaviour that has negative consequences.
• If a student is sick he/she should not be sent to school because the school does not have medical facilities and the risk of contagion needs to be minimised. Parents should advise the school as soon as they know their son/daughter is unwell.

• Parents who have a concern about the attendance of their sons or daughters should contact the Year Adviser and/or the Head Teacher Administration.

Retention

In NSW students must attend school until the age of 17 unless they have:

• Completed the School Certificate and have 25 hours of paid employment.
• Completed the School Certificate and have an apprenticeship or traineeship.
• Enrolled in an alternative education program offered by TAFE or a private provider.
• Completed the Higher School Certificate.

The school provides assistance to students who need or want to leave school before they turn 17. The assistance is provided by the Head Teacher Senior School, the Transition Coordinator and the Careers Adviser. It should be noted that students who leave before the age of 17 and who do not meet the criteria above are not eligible for family allowances or benefits paid by the government through Centrelink.

Enrolment and transition to high school

Every school is required to have detailed enrolment procedures for:

• Year 6 to 7 transition and enrolment
• Individual enrolment.

The detailed procedures and checklists conducted by the school for every enrolment can be accessed through the deputy principals and/or the school’s website.

Enrolment into high school is not an automatic process and can take up to a week for an individual enrolment. The following procedures are followed for every student wishing to enrol:

• Initial contact by parent or caregiver.
• Checking by the school that the guardians of the student live in the school’s drawing area.
• Contact by the school with the student’s previous school. This contact includes verification by the other school that the student is meeting academic requirements for the year in which he/she is enrolled and that there is no history of violence. A risk assessment for enrolment at Rooty Hill HS is done for each student.
• Where the student is enrolling from another country, parents need to contact the Evans Intensive Language Centre for visa and language checks.
• Preliminary interview to review risk assessment and develop risk management plan (if necessary), review academic documents and complete enrolment application forms. The deputy principal will be involved in this step if a risk management or individualised learning plan is needed.
• Extended interview with Head Teacher (Junior or Senior school) and completion of initial student survey, subject selections and induction.

Out of Area Enrolments

For 6 into 7 enrolments, the following criteria is used:

1. Students who live in area
2. Students who live out of area but who are able to demonstrate leadership, performance, sporting and or academic skills that are addressed at the school
3. Students who live out of area and attend partner primary schools (Rooty Hill PS, Eastern Creek PS, Minchinbury PS)
4. Students who live out of area and have siblings at RHHS
5. Students who live out of area and have special learning, cultural or personal needs that can be addressed by the school
6. Students who live out of area and are directly related (child/sibling) to ex students
7. Students who live out of area and whose safety requires a geographic placement

School Uniform

At Rooty Hill High School, full school uniform must be worn for health, safety and school security reasons. Details of the school uniform can be found on the school’s website and in enrolment materials. In particular:

• Students must wear a covered, leather shoe with socks to school.
• Students may NOT wear a “hooded” jacket for security reasons.
• Student may NOT wear jewellery that can be “caught” in physical activities. This includes large earrings, large nose rings and large mouth piercings.
• Students may NOT wear any item that is offensive such as a T-Shirt with rude language. This applies to mufti days as well as to normal school activities such as sport and PE.

Health management

At the time of enrolment parents and caregivers should notify the school of any health problems and, as the student progresses through school, should notify the school of any developing health conditions that might or will impact on the student’s attendance, learning or relationships at school. In the case of chronic, severe or developing health concerns a student will have an individual health/behaviour plan and these are commonly developed for students with conditions such as diabetes, severe asthma, autism spectrum disorder, epilepsy, chronic illness and mental health conditions. A health plan is always developed for a student with potential anaphylaxis and all staff undertake training and regular updates in responding to critical health events.

If a student is sick, he or she should stay at home, particularly if they have a contagious illness. The Department of Health has rules in relation to major illnesses such as whooping cough, swine flu, measles and chicken pox. Parents should seek the advice of their doctor and notify the school.
If a student becomes sick or is injured during the day, the school’s administrative staff will contact parents. Students should not leave the school when sick (even if they have phoned their parents) without reporting to the office. The school has detailed procedures for managing illness and injury that are designed to keep students safe until medical attention arrives or parents can be contacted. Parents need to have current details on the school’s database. The school does not have medical facilities and can only provide initial first aid.

Mental illness often emerges during adolescence. This includes depression, bipolar disorder, anxiety disorders, schizophrenia and other less well known conditions. The school works closely with all students and teachers may take an important role in identifying changes in student behaviour that can indicate that the student is experiencing chronic or episodic mental illness. Many students can still attend school and the school will work closely with the student and the family.

The key point of contact for parents and students in relation to all individual health management concerns and plans is the Year Adviser.

Through the PDHPE curriculum and other faculty programs students learn about good physical, mental, social and sexual health and the impact of drugs, junk food, risky behaviour and lack of exercise in increasing the risk of poor health. The school pioneered the SALSA (students as lifestyle activists) program where Year 10 students work with Year 8 students on developing a healthier lifestyle. The school is committed to promoting positive health through providing education and support on a range of health issues that affect adolescents such as drug and alcohol abuse, sexuality and mental illness. Particular focus on these health issues is presented to Senior Students via the Crossroads Program.

**Supporting students’ mental health and wellbeing**

The school aims to provide a safe, supportive environment where help-seeking behaviours are valued and encouraged. Occasionally, some young people experience feelings of sadness, worthlessness and suicide ideation. Although difficult to detect, key risk indicators are:

- withdrawal from friendship groups
- talk of or attempts of self-harm
- loss of a family member of friend
- experiencing mental health and/or drug and alcohol problems
- risk taking behaviours without fear of consequences

If students are feeling unhappy, unwell or unsafe they might tell their friends and we encourage students and their friends to tell a teacher if they think they or a friend needs help.

Additional support for students is also available at:

https://headspace.org.au

https://www.beyondblue.org.au

https://kidshelpline.com.au
The Social Curriculum: To promote positive mental health, the social curriculum (delivered through PDHPE lessons) provides opportunities for students to learn about wellbeing and focus on building resilience, developing strong communication and problem solving skills and the importance of positive relationships and strong connections.

Identifying students needing help through personalised learning: Systems are in place to identify and support students who are at risk of social and emotional problems, learning difficulties and disengagement. Staff are trained to follow procedures to respond to disclosures of self-harm or suicidal thoughts. Students have access to school counsellors as well as external support agencies.

Health Plans: Parents are asked at enrolment or, if a mental health problem develops for their child, to inform the school of any students health care concerns, including mental health, in order for the school to develop a health plan.

Suicide Response Plan: Schools are required to have strategies in place in case of suicide. At this school, we use the Department of Education Plan (2015- see link below) and key staff are trained to implement the procedures in relation to supporting the students, families and the wider community.


Child Protection & Keeping Them Safe

In 2010, the NSW government introduced new legislation and procedures for child protection called “Keeping Them Safe”. Under this legislation the government established a “threshold of significant harm”. The Department of Community Services (DoCS) will act when the threshold is met. The school has mandatory procedures (a decision making tree) through which senior staff have to work before they contact DoCS. In serious and urgent matters the school will, and community members should, contact the police.

At the school level, the staff and the school community has a stated value about “safety” for every student. Schools are among the safest places where adolescents spend time. Teachers, student friends, parents and the administrative staff often notice when students are unsafe physically (including neglect and homelessness), emotionally, psychologically or sexually. When students are in unsafe situations, the school will act to notify and will provide support to the student through counselling, student assistance and, where needed, contact with the police. More specialist services will be negotiated with community agencies and other government departments including Health, Juvenile Justice and the police.

Positive and negative behaviour management

The school’s framework for Responsible Behaviour (school discipline) is explained above.

- Positive behaviour: The school has specific procedures for positive recognition that can be accessed through the school’s website and the school’s policy on assessment, reporting and recognition. The majority of students behave positively every day and the school has targets in
the school plan for recognising the high levels of positive behaviour seen in quality work, quality behaviour and quality relationships. Many students are also recognised beyond the school through local & zone, regional, state and national awards for academic achievement, citizenship, achievement in sport and achievement in the arts.

- **Negative behaviour**: The school’s Responsible Behaviour (school discipline) policy and procedures work effectively for more than 95% of the students enrolled at the school. For a small minority more specific, continued intervention and support is required and some students have one or more serious incidents that require intervention and more serious consequences.

- **Suspension**: The school follows the DE policy and procedures for suspension and expulsion. Violence (including fighting), possession of prohibited weapons and the use or possession of illegal drugs at school (including alcohol) will result in suspension. In most cases, the police will also be informed in line with DE requirements. A suspension can also be imposed for continued disobedience, deliberate damage to school property, theft, bullying and harassment. The majority of students who are suspended once are never suspended again because they act to control their behaviour and stay “above the line”. Students who are suspended for 4 days or less (short suspension) are required to complete the suspension workbook. Students who are suspended for 5 - 20 days (long suspension) will be enrolled at the Suspension Centre (based at Chifley College Bidwill & Evans HS) and/or will be provided with work to complete at home.

*Please see the flowchart below which outlines the processes that are followed for positive and negative behaviour.*
Managing Classroom Behaviour - Teacher

It is the responsibility of the classroom teacher to ensure quality learning in an environment that promotes above the line behaviour. The teacher should have high quality lesson designs using BBC and clearly articulated routines and procedures which are linked to RHHS values. Students are expected to demonstrate quality work, quality relationships and quality behaviour. Below the line behaviour should be effectively managed using the flow chart below.

Below the Line Behaviour

Use a range of verbal & non-verbal strategies (ENVOY, RRS Charts, PERSIST Values). Repeat as necessary

Address unacceptable patterns of behaviour immediately – verbal warning or refocus to above the line behaviour

If misbehaviour is serious i.e. dangerous & unsafe behaviour, swearing at a teacher, violence

Repeat verbal warning / record on board

Isolate student within the classroom

Have private conversation with student regarding behaviour

Seek assistance

If applicable, apply strategies from ILP or RMP/IBP

Remove student from class for supervision in a colleague’s room. Student to complete RRS Reflection sheet

Interview student after class and negotiate consequences. Assist student to develop a plan

Collect any necessary student statements and/or refer to HT with copies of management strategies attempted eg: Sentral referrals and Behaviour Plans

Record on SENTRAL

Parent contact by way of Faculty Letter of Concern and/or phone call.

Negotiate targets and place student on Faculty Monitoring Card. Teacher to monitor.

Refer to Head Teacher and follow faculty guidelines & procedures

Head Teacher

Revised 160912 CM
Managing Classroom Behaviour – Head Teacher

The Head Teacher is responsible for supporting teachers to develop a variety of classroom management strategies to maximise the use of classroom time for productive learning. The Head Teacher will initiate strategies and lead others in designing responses to managing challenging student behaviours in the classroom. The Head Teacher will conduct a risk assessment for students demonstrating unsafe or dangerous behaviour.

Continued disobedience or serious misconduct, persistent disruptive behaviour, unsafe, disrespectful, irresponsible behaviour, deliberate damage to property, swearing at a teacher, minor theft

- Interview student and assist student to develop a plan
- Initiate appropriate consequences such as detentions during or after school or repairing
- Place student on Faculty Monitoring Card to be monitored by the HT. Progress call to parents
- Record on Sentral
- Provide feedback to teacher and negotiate re-entry of student
- If misbehaviour is serious i.e. dangerous behaviour, swearing at a teacher, violence

- Withdraw student from class to work with HT or 2IC
- Change classes
- Parent contact by way of Faculty Letter of Concern and/or phone call.
- Collect any necessary student statements and/or refer to DP with copies of management strategies attempted e.g: Sentral referrals and Behaviour Plans

DP
Bullying and cyber bullying

Conflict in relationships is normal because individuals want different things. Learning to manage conflict positively with parents, friends, teachers, community members and employers is a major task for adolescence. In a school with a very diverse population, conflict can be handled in different ways in different families. Teasing and practical jokes that are seen as fun in some families and groups are not acceptable to other families and students.

The adults in the school community need to model and expect positive, kind and solutions-focused behaviours in conflict. They need to avoid telling students to use violence, threats and aggressive behaviour when in conflict.

At school, students need to stay “above the line” and need to show respect for themselves and for others as they seek agreement, compromise or a solution to a conflict. They do not have to be a friend to everyone but should try to act in a friendly manner at all times. They need to be safe (kind, understanding and caring) in their relationships. With younger students, older students should act as mentors and provide peer support.

- Bullying and cyber bullying are not the same as conflict. Bullying is a deliberate behaviour (choice) where one or more students set out to be unkind, hurtful, cruel or mean to another student or group. At its worst bullying can result in violence, sexual assault, theft of property and suicide. More often it involves name calling, making up stories, spreading rumours and leaving the person out of the group. Bullying can also include “bystander” behaviour where students support the bullies rather than helping the victim. Bullying can happen in families and the community and then be brought into school. It can also happen on social media sites where the record of the comments made can be accessed forever by employers, adults and the police.

The Office of the Children’s eSafety Commissioner provides a range of up-to-date information and resources, coupled with a comprehensive complaints system to assist children who experience serious cyberbullying. If you need to report an incident of serious cyberbullying please visit https://www.esafety.gov.au/

Students need to report bullying – of themselves or others. Once bullying behaviour is identified, the school’s staff will take action.

Please see School Anti-Bullying Plan

- Harassment, discrimination and homophobia are all forms of “below the line” behaviour, bullying and breaches of the school’s Responsible Behaviour policy. Students are expected to accept that others are different from them and that discrimination or harassment based on race (ethnicity), gender, sexuality (homophobia), socio economic status, disability or religion is behaviour that will require adults to act. Students should advise their teachers, anti-racism contact officers, year advisers, counsellors, head teachers and/or the deputy principals if they see or hear harassment and discrimination.

Please see the flowchart below which outlines the process that is followed for student conflict, bullying and harassment.
Managing Student Conflict

Conflict occurs in schools just as it does in the communities that the schools serve. Rooty Hill High School utilises a range of procedures designed to prevent conflict from occurring and to manage or to resolve conflicts as they become apparent. Positive student relationships are supported through various strategies including: Anti-racism, Anti-bullying, Peer mediation, Peer Support, Learning Neighbourhood, PDHPE Social Curriculum, Raising Responsibility and RHHS values. One of the roles of the Year Adviser is to know students well and assist them to work together in line with school values.

Conflict occurs

- Student, teachers or bystanders behave assertively and tell the person to stop

Teacher interviews the students and seeks to resolve the issue

Teacher records incident on Sentral and informs Year Adviser

Year Adviser may make informal contact with student(s)

Year Adviser monitors student(s) for continued patterns of conflict

Conflict continues

- Year Adviser interviews student(s) and attempts mediation and resolution

If necessary, YA refers to School Counsellor or Anti-Racism Officer

Conflict continues

- Year Adviser contacts parents

Conflict continues

Refer to Head Teacher Junior/Senior School

- Head Teacher Junior/Senior School interviews victim and perpetrator(s) and contacts parents

Parent contacts school and is referred to appropriate Year Adviser

If serious or repeated acts of aggressive behaviour refer to Deputy Principal

Head Teacher Junior/Senior School and/or Deputy Principal interviews student(s)

Letter of Warning

Suspension

Students given opportunity to participate in special programs and peer mediation

Letter of Warning

Suspension

Students given opportunity to participate in special programs and peer mediation

Suspension
Use of mobile phones and social media at school

The school recognises that many parents want their children to have access to a mobile phone during the school day so they can be contacted if needed. Phones should be switched off during lessons, unless they are being used in a learning activity and parents should be aware of school timetables when trying to make contact so they do not interrupt a class. Mobile phones and other electronic devices cannot be taken into examinations and cannot be used in classes without teacher permission.

Students are responsible for the security of their own mobile phones and personal electronic devices, computers during school hours. The school does not replace lost or stolen personal property.

Many newer mobile phones have access to data including social media sites. Students cannot use social media sites unsupervised when using the school’s computers unless those sites have been approved for DE learning activities. Students who bring a mobile phone or other device to school may have access to social media sites and, if they misuse these sites during school hours, parents will be asked to take action. When social media sites are used to bully or threaten other students outside school hours, parents will be expected to remove their children’s access. The school’s deputy principals can offer advice to parents if needed.

- Sexting: On occasions students have photographed and electronically transmitted sexually explicit material. This is a breach of telecommunications legislation and child pornography legislation. The police will be contacted if the school is informed.
- Facebook for students: The school has a Facebook page for senior students. This site is approved by the school; and is monitored by senior staff. It is designed for students to have access to information and feedback in a user friendly, networked medium. No teacher or administrative staff member should have students on their personal social media sites unless that student is a relation. This information needs to be disclosed by the staff member to the principal.

Risk assessment and risk management

Under the NSW Work Health & Safety legislation and the DE regulations, schools are required to undertake risk assessments to ensure that risks to staff and students are identified. These assessments include:

- Workplace assessments that assess physical, chemical, psychological hazards in the school.
- Individual student risk assessments at enrolment, for disability provision and after long suspensions for violence.
- Assessment of the risks of various activities for different groups of students including sport, excursions, science experiments and events.

If a potential hazard or risk is identified by the risk assessment, the school principal must ensure the risk is managed. This includes the development of risk management plans for students with disabilities, health issues and behaviour and conduct issues.
Student Leadership

The school is committed to providing all students with a range of enriching leadership opportunities that aim to build the skills and capacities of every student. Promoting and enhancing student voice is of paramount importance in all student leadership programs. The school provides leadership opportunities for students in the following domains:

**Academic leadership (eg Tournament of the Minds, competitions, technology...):** Students are encouraged to participate in any extra-curricular activities that may enhance their knowledge or understanding in a particular content area. Such activities can include debating, competitions such as robotics or science and technology, Tournament of the Minds or excursions and field trips.

**Leadership through social justice, the environment, sport and the arts:** Students have different areas of interest and strength and are encouraged to pursue these interests with vigour when the opportunity arises. Cultural pursuits in areas of the arts, music, environment, sport, community interests or global social justice issues are provided and recognised.

**School leadership (including SRC, ambassadors):** Students are encouraged to become involved in student leadership opportunities. Students can elect to be trained as Junior Ambassadors in Year 7 and nominate as a candidate for the SRC at any stage of their schooling. Students can nominate to be trained for a number of peer leadership initiatives such as Peer Support, Peer Mediation or SALSA. There is also a Leadership course that students can elect to study as a 100 hour or 200 hour elective in Year 9 and 10.

**Portfolios:** Students receive their individual portfolio at the end of the school year in the form of an e-portfolio. This e-portfolio documents all accomplishments that have been achieved by the student in terms of their involvement in school events and programs including academic programs and competitions such as Tournament of the Minds or Gifted & Talented Program, school service such as SRC or Junior Ambassadors and participation in sport or specific cultural achievement.

In 2016, the school will introduce a new personalised digital portfolio to enable students to submit evidence of their capabilities against a range of benchmarked criteria.

Targeted programs

**AFL Academy:** The Indigenous AFL Academy is for all Indigenous students Year 7-10. Students meet two afternoons a week with Indigenous students from Doonside Technology HS and Plumpton HS to work on building their teamwork and goal setting skills.

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1 During 2016 the SRC will be redesigning its charter and functions to ensure compliance with BOSTES registration requirements and new approaches to student leadership and student voice in school decision making. This policy will be issued when completed.
LEAPS (Law Firms Encouraging & Assisting Promising Students): A group of 20 Year 9 students are identified by the Year Adviser, Head Teacher Junior Students and Deputy Principal to partake in a mentor based program with law firm Blake Dawson & Partners. Here, students are individually paired with a lawyer from the firm and meet every fortnight throughout Terms 2 & 3 to discuss their accomplishments and future plans.

Boys & Girls Mentoring Programs: Students identified in Year 8 as experiencing behavioural or learning difficulty at school are paired with a Year 11 mentor to work through a series of esteem building and anger management strategies.

SALSA (Students As Life Style Activists): Year 10 SALSA Leaders are trained to deliver a series of 4 health lessons on the topic of nutrition, physical activity and an active lifestyle to all Year 8 health classes.

Peer Mediation: Students in the Year 9 Leadership Elective are trained as Peer Mediators to assist in the resolution of minor conflicts such as teasing and bullying between Year 7 and 8 students.

Year 6 Transition: Year 6 students planning on enrolling at Rooty Hill HS are given the opportunity to attend Orientation Days, Early Intervention and a Gala Day in December with the aim of building a familiarity with the school’s environment and systems in preparation for Year 7 the following year.

Year 7 Induction and special program: All Year 7 students participate in Peer Support which occurs once a week during Term 1. It involves Year 7 students being placed into small groups led by Year 9 Peer Leaders to work on building the confidence of Year 7 students and their familiarity of the school ethos.
Personnel

In every classroom and learning space the supervising class teacher and school learning support officers (when present) have the adult responsibility and duty of care for student safety and learning. Every student has the responsibility to behave with respect for themselves and others and to take responsibility for their own actions. They have the right to learn in safe, productive and challenging classrooms supported by their peers. They also have the right to reach their potential and be the best student they can be.

In most small schools, the school has one learning support team to oversee the implementation of student welfare. This model is unsuited to a very large and complex high school and, in the case of individual students needing additional support the school establishes a case management team, in general chaired by the Year Adviser.

By contrast, the personalised learning and leadership programs for all students are staffed by specialist teachers, teachers holding positions of responsibility and key executive staff.

Role descriptions in relation to this policy for:

Principal and Deputy Principals:
The Senior Executive is responsible for:
- ensuring that the education and welfare of all students has the highest priority in the operation of the school
- providing high quality education for all students in accordance with the legislative and regulatory priorities of the NSW DE and the requirements of the Board of Studies and Teacher Standards (BOSTES)
- managing the school in an effective, efficient and equitable way within available resources and within the relevant legal and policy frameworks
- promoting the full participation of the school community in the development and achievement of the school’s goals and purposes

One deputy principal will be responsible for leading the work of the school plan in the strategic direction of personalised learning.

The deputy principal with responsibility for the personalised learning program supervises the implementation of the Personalised Learning Policy (PERSIST).

Head Teacher Senior School
The Head Teacher Senior School is responsible for:
- coordinating, supervising and monitoring of key student programs
- personalised career counselling for senior students
- SC and HSC monitoring and implementation
- monitoring student progress
- supporting students wellbeing through the implementation of the RHHS Persist Policy
**Head Teacher Junior School**  
The Head Teacher Junior School is responsible for:  
- coordinating, supervising and monitoring of key student programs  
- providing individual support to students and families  
- monitoring student progress  
- supporting student wellbeing through the implementation of the RHHS Persist Policy

**Head Teacher Teaching & Learning**  
The Head Teacher Teaching and Learning is responsible for:  
- key aspects of the schools personalised learning program  
- developing whole school strategies for differentiated teaching & learning  
- developing classroom teacher expertise  
- supervision, development and evaluation of the Learning Centre

**Head Teacher Administration**  
- Attendance policy  
- Timetabling

**Faculty Head Teachers**  
The Head Teacher is responsible for:  
- ensuring an orderly and supportive environment  
- overseeing student recognition  
- managing student welfare and behaviour within faculty  
- analysing welfare referrals

**Transition Coordinator (Year 6 Adviser)**  
The Transition Coordinator is responsible for:  
- establishing high school orientation and induction programs  
- improving data and information transfer on each student’s academic and social strengths and areas for improvement  
- supervision of the School-to-Work program

**School Counsellor**  
The School Counsellor is responsible for:  
- providing a counselling service to students individually and in groups  
- contributing to the assessment of students' needs to improve learning outcomes  
- assessing students' learning and behaviour

**Year Advisers**  
Members of the teaching staff can apply to be Year Advisers when a vacancy occurs. As this position is both paid and has a time allowance, the Deputy Principals may interview for the position if there is more than one applicant.  
The Year Adviser is responsible for:  
- providing individual support to students  
- coordinating programs and events for year group
**Anti-racism contact officer**
The ARCO is the contact between students, staff, parents and community members who wish to make a complaint regarding racism.

**SRC coordinator**
The SRC coordinator supports the activities of the SRC and liaises with the principal, school executive and other groups within the school community on behalf of students.

**Administrative and School Learning Support Officers (see also school operations plan)**
School learning support officers, under the supervision and direction of a teacher, assist in classroom activities, school routines, and the care and management of students with special needs.