



Oberon High School Wellbeing Document



**RIGHT TO BE SAFE
RESPECTFUL
RESPONSIBLE
RESILIENT**

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SCHOOL VISION

At Oberon High School, we aim to work in partnership with all members of the school community to develop a learning culture where all students achieve success. We endeavour to support teachers professionally in creating a generation of confident, innovative, creative and inspired learners who are responsible and productive global citizens. Through the development of a school culture that values safe, respectful, responsible and resilient learners. We aim at 'Educating the whole person for the whole of life'.

SCHOOL AIMS

"Educating the whole person for the whole of life."

Oberon High School acknowledges the previous educational experiences of our students and the ongoing role of family as the primary educators of every one. In this context, Oberon High School aims to provide all students with experiences, which will

Academic:

- Be relevant now and in the future. A big focus for Oberon High School is ensuring that our students are future ready. Students studying in Stage 4 are currently studying a subject focusing entirely on project based learning.
- Lead to the further development of skills in:
 - i. Literacy so students can communicate by reading, writing (using appropriate grammar and spelling),speaking and listening effectively,
 - ii. Numeracy so that students can use mathematical skills as they are required,
 - iii. Technology so that students can utilize both processes and components to ensure technological confidence, competence and currency,
 - iv. Research and investigation so students can discover information determine its veracity and manipulate it effectively to meet their needs,
 - v. Reasoning so that students can consistently make well informed and considered decisions, and
 - vi. Self-discipline so that students can set goals, plan and action strategies to achieve them in study and in life generally.

Personal Self-Esteem:

- Enhance self-image and self-esteem, encourage a positive attitude and further develop individuality,
- Enable each student to strive to achieve to the best of his/her ability.

Development of Social Skills:

- Support the further development of positive values on which to structure their lives,
- Develop their tolerance and respect for other people and different points of view,
- Enhance their awareness of social and community issues,
- Enhance their skills of self-discipline,
- Further develop their understanding and acceptance of the need for rules/laws,
- Further develop their ability to relate positively with the community and their peers,
- Further develop their knowledge of themselves and their responsibilities towards others.
- Further develop students' ability to be resilient in a range of social settings.

Beyond School:

- Prepare students for the transition from school to the workforce and/or further education and embrace students' ability to deal with the challenges of everyday living,
- Instill a desire to achieve as highly as possible and to pursue lifelong learning.

Resources:

- Enable students to effectively use the resources available to the school, both human and material.

Leisure / Culture:

- Further develop a wide range of academic and sporting interests and encourage participation in leisure activities catering for individual differences,
- Increase appreciation of the visual and performing arts.

SCHOOL WIDE EXPECTATIONS

Our school wide expectations at Oberon High School are based around the 4 R's:

- Respectful
- Responsible
- Right to be safe
- Resilient

These 4 R's have been developed to create a supportive and inclusive learning environment for all members of the Oberon High School community.

Area	Right to be Safe	Responsible	Respectful	Resilient
All Settings	<p>I stay off the green bars.</p> <p>I always keep my hands to myself.</p> <p>I follow all safety/emergency instructions.</p> <p>I keep my hands to myself.</p>	<p>I wear my full school uniform with pride.</p> <p>I attend school every day on time.</p> <p>I bring all equipment ready for school.</p> <p>I move promptly to class as the bell rings.</p> <p>I take responsibility for my actions.</p> <p>I use the toilet when possible at lunch/recess.</p> <p>I report all safety concerns in the school.</p> <p>When I become aware of someone being harassed or bullied, I report it to a teacher.</p> <p>I report any bullying I witness.</p>	<p>I use suitable language and always say please and thank you.</p> <p>I put all rubbish in the bin.</p> <p>I leave my phone in my pocket or bag and it always either on silent or turned off.</p> <p>I get help when I see someone getting called names, punched or kicked or hear negative comments.</p> <p>I always listen and follow teacher instructions.</p>	<p>I stand up for myself.</p> <p>I do not let others affect me.</p> <p>I seek assistance from staff to deal with a situation positively.</p>
Classrooms	<p>I sit on my chair correctly.</p> <p>I use geometrical instruments appropriately.</p> <p>I do not throw things in class.</p> <p>I act in a way that does not endanger myself or others in the workshop, kitchen and practical rooms.</p> <p>I follow emergency instructions.</p>	<p>I bring all equipment to class.</p> <p>I listen to and follow all instructions.</p> <p>I look after others' property.</p> <p>I use my device appropriately.</p> <p>I place sports equipment in lockers during class.</p>	<p>I remain quiet, and listen to the teacher carefully.</p> <p>I keep my hands to myself, and only touch my own equipment.</p> <p>I put my technology away when asked.</p> <p>I speak appropriately to everyone in a respectful tone.</p> <p>I use school equipment correctly, putting it away when asked.</p>	<p>I always try to do my best.</p> <p>I try again if I get something wrong.</p> <p>I remain positive in all situations.</p> <p>I accept different opinions.</p>

	I eat in designated break times or when permitted.		I take my hat off and leave it off.	
Quad	I hold all balls, except if I'm playing handball. I walk in the quad.	I play by the rules. I listen for the bell and move quickly when it rings. I place all my rubbish in the bin. I am in bounds and only in the designated areas.	I give everyone a turn.	I accept when I am out in handball. I show sportsmanship, regardless of the outcome.
Area 2	I play games that do not involve contact. I remain visible to all staff, staying in bounds at all time.	I play by the rules. I listen for the bell and move quickly when it rings. I place all my rubbish in the bin.	I give everyone a turn.	I show sportsmanship, regardless of the outcome.
Corridors	I walk in the corridors. I keep to the left. I hold all balls and avoid contact with others and their equipment. I keep pathways clear. I avoid blocking the stairs.	I always look where I'm walking. I keep my hands to myself. I move quickly between classes, avoiding conversations. I refrain from touching the heaters, unless directed by staff.	I walk quietly past all classes.	
Bus Area	I remain in bounds, away from car park. I wear my helmet correctly when riding my bike and scooter. I hold all balls and avoid contact with others and their equipment.	I am aware of my surroundings, including buses and cars. I wait for my bus on the grass in front of the school. I move on and off the bus appropriately.	I stay away from all cars, parked and moving.	

Gym	<p>I am mindful that I am inside.</p> <p>I only enter the gym with supervision from a teacher.</p>	<p>I help teachers clean up the gym after we have finished in there.</p> <p>I ask the teacher for equipment and entry to the storeroom.</p> <p>I line up quietly before I enter the gym.</p> <p>When I enter the gym, I place my school bag at the back of the stage and wait quietly on the edge of the stage awaiting further instruction.</p>	<p>I am mindful of other people in the gym.</p> <p>I leave the gym when asked by a teacher.</p>	<p>I show sportsmanship, regardless of the outcome.</p>
Assembly	<p>I line up quietly, ready for assembly.</p>	<p>I have my phone off or on silent and in my pocket or bag.</p>	<p>I applaud when appropriate.</p> <p>I take my hat off and leave it off.</p>	
Canteen	<p>I line up in an orderly manner.</p>	<p>I use my own money.</p>	<p>I use my manners.</p>	
Toilets	<p>I wash my hands.</p> <p>I move in and out of the bathroom quickly and return to class immediately.</p>	<p>I use the bathroom appropriately and sensibly.</p>	<p>I leave the bathrooms clean.</p> <p>I report any damage immediately.</p>	
Sport Sporting activities (recess/lunch/PE) Sporting events	<p>I use sporting equipment safely and correctly.</p> <p>I play by the rules and help others.</p> <p>I participate safely.</p> <p>I wear appropriate equipment.</p> <p>I only play non-contact sport.</p>	<p>I take care of the sporting equipment.</p> <p>I am aware of others around me.</p> <p>I look after all equipment, and return all equipment after use.</p> <p>I bring appropriate hydration and nutritional needs.</p>	<p>I am mindful of others not participating.</p> <p>I respect referees and match officials on and off the field.</p>	<p>I will be gracious in winning or losing a game.</p>
Library	<p>I line up, keeping to the left before entering the library.</p> <p>I leave my bags on the step outside.</p>	<p>I do not interrupt the Librarian if she is teaching.</p> <p>I listen carefully to the Librarian.</p>	<p>I listen to all Librarian instructions.</p>	

	I ensure power cords do not fall across walk ways.	I return all loans by the due date. I treat technology responsibly.	I use the different areas of the library as directed. I take my hat off and leave it off.	
School Farm	I stay out of the sheds and paddocks unless permission is given. I undertake work tasks safely. I follow animal welfare and chemical safety guidelines.	I use equipment carefully. I return equipment after use. I ask for help and guidance if needed.	I shut the gate, mate!	
Science Lab	I use equipment when requested or instructed. I always wear correct footwear. I inform my teacher when breakages occur. I wear all appropriate safety equipment.	I remain in my seat unless instructed. I only walk in the science lab. I only sit on the seats in the science lab. I remove wastes as instructed.	I take my hat off and leave it off.	
Room 1	I make myself aware of equipment, such as cables, across the floor.	I use equipment safely and appropriately. I inform staff of any accidents resulting in the damage of equipment. I place equipment away appropriately.	I respect school equipment. I take my hat off and leave it off.	
Online	I report any concerns I have for my peers based on their online presence (e.g. snapchat and Facebook).	I report any cyber bullying that I know or hear about.	I support all members of our school community.	I do not let others affect me. I report any situations immediately.

OBERON HIGH SCHOOL RULES

At Oberon High school it is expected that students will

1. Obey all staff instructions
2. Always do their best
3. Work without disturbing others
4. Work and act safely
5. Respect the rights and responsibilities, feelings and property of everyone at school
6. Be in the right place at the right time.
7. Follow the four school expectations of right to be safe, respectful, responsible and resilient.

Rules for Students while Travelling to and from School

- Students must exhibit good behaviour and obey all the rules of the road while walking or riding to and from school.
- Students must exhibit good behaviour and act courteously when travelling on buses. Students must observe the regulations as explained by the bus driver. Students sign a behaviour agreement with the RTA which will be enforced.
- Special written parent/carer permission must be obtained if students wish to alter their journey to or from school. These notes are to be given to the driver.
- Students who wish to drive to school must have the written permission of parents/carers and may not transport passengers unless there is specific written permission.
- Students must not leave the school grounds after they arrive at school.

General Rules for the Safety and Comfort of Students and Staff

- To avoid allergic reactions, students must not bring strongly perfumed items to school.
- All medications must be given to the administrative staff in an appropriately labelled container with written instructions for their use.
- Soft drink bottles must not be brought onto the school grounds if the seal has been broken
- The school cannot take responsibility for personal property.
- Smoking is not permitted on school premises.
- All visitors must report to the Main Office.
- All students must wear school uniform.

- Offensive slogans and advertising of commodities such as tobacco and alcohol is unacceptable on any clothing including hats/ caps.
- All aerosol cans are banned from NSW DET schools.



BELONGING AT OBERON HIGH SCHOOL

Every student has the right to feel like they belong at Oberon High School. Every student belongs to a house group that consists of a mixture of students from Year 7 to Year 12. These house groups are:

- Abercrombie (blue)
- Tuglow (red)
- Werong (yellow)

A lot of different aspects are structured from the basis of a student's house group.

1. This is the house each student belongs to on sporting carnival days.
2. Wellbeing groups are designed based on which house each student is in.
3. Free and frequent awards are handed out and accumulated through a student's house group.
4. Rewards will be given out as a whole house group.

PLAYGROUND DUTY

At Oberon High School, we work off a number of bells to signal what areas will be available to students.

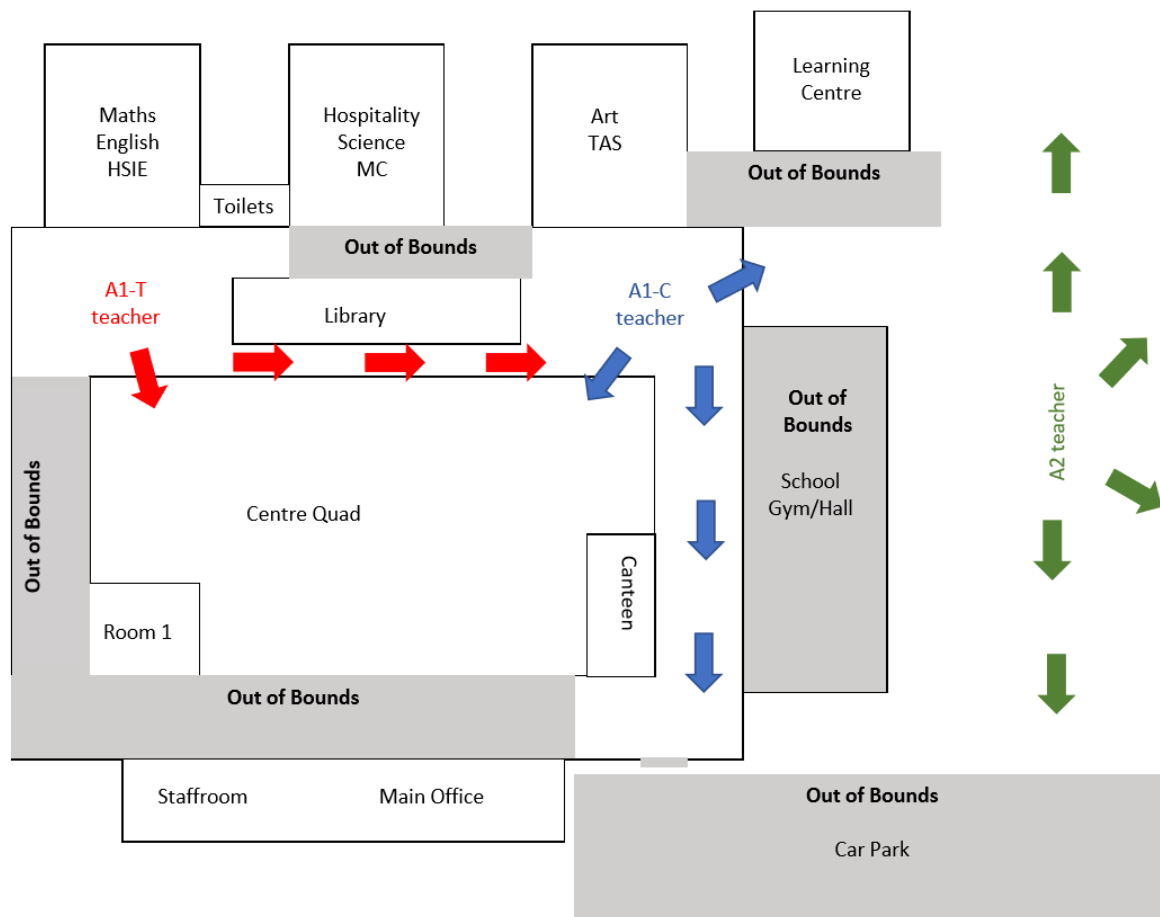
At all times, students should remain within the school premises. They are not permitted to walk up the street for food or drive in their cars. The staff carpark and front of the school is always out of bounds to all students. Students are permitted to go to the front office to give notes, pay money or ask a question. Students should not be socialising in groups up there or congregating in front of the Deputy Principal's office.

In all weather conditions Year 12 students are allowed to be in their designated Year 12 room. This changes annually based on the Year Advisor. During 2019, Year 12 students are allowed to be in room 2.

One bell day

This means it is an 'outside' day and students are to be in the quad or out the back in 'Area 2' (A2).

Students should only be in the corridors to move between the quad and A2 or to go to the toilet. When walking through the corridors, students should not be walking behind the library, but rather only in front of it. They may enter the library if they wish to read or play games. When out the back in A2, students can play any ball games, but they must remain as non-contact games i.e. rugby league cannot be played at recess and lunch.

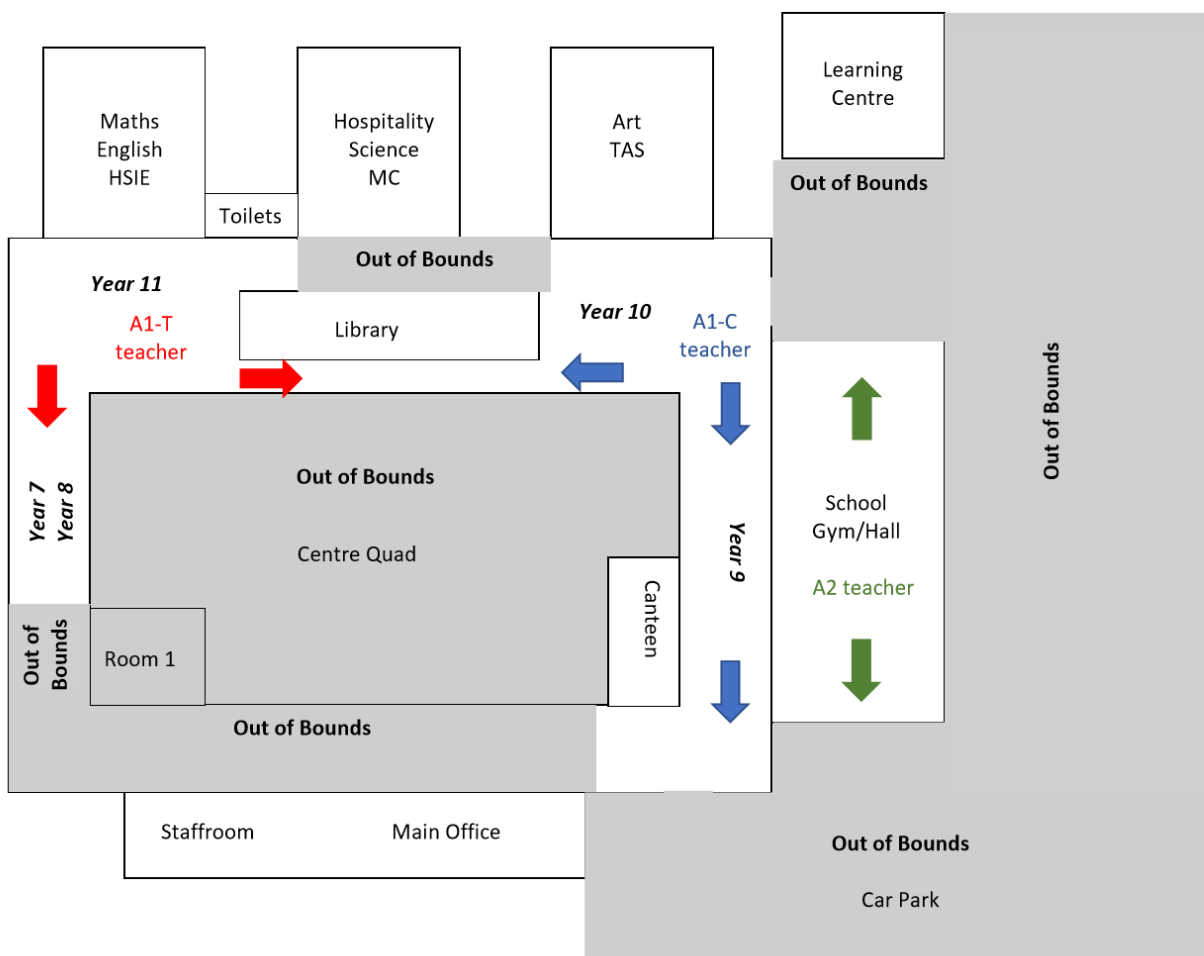


Five bell day

This means it is an 'inside' day. Students are to be inside only and not out in the quad or A2. Students may sit in their year areas, play non-contact sport in the school gym or access the library for reading and games.

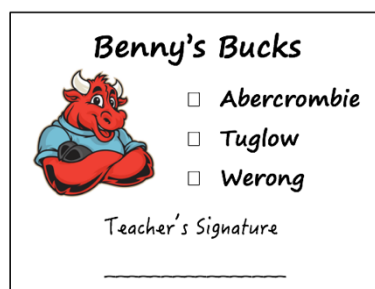
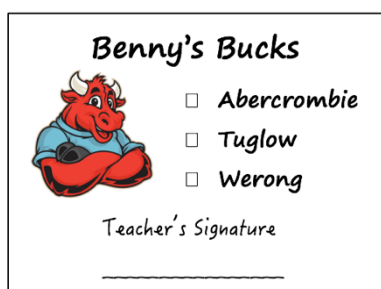
Year areas include:

- Year 7 and 8 are permitted to sit in the corridor leading up to room 1. They may not go past room 1 as the remainder of this corridor stays as out of bounds.
- Year 9 are permitted to sit in the corridor leading up to the gym.
- Year 10 are permitted to sit in the area down from the TAS rooms. Students should not be sitting in the corridor behind the library or directly in front of the heater.
- Year 11 are permitted to sit in the area down from the Maths rooms. Students should not be sitting in the corridor behind the library or directly in front of the heater.
- Year 12 are permitted to be in their Year 12 room. This room is negotiated with their Year Advisor.
For 2019, this room will be room 2.



ACKNOWLEDGEMENT PROCESS

It is important to celebrate the many successes of our students and acknowledge their variety of strengths. Student's positive behaviour choices are acknowledged through our Benny's Bucks that build up in their house groups. Once the house receives a certain number of tokens, that group of students receive a reward. Their tokens then go into the whole school barrel, working towards a whole school reward.



Oberon High School also acknowledges their students who show all the correct attributes with potential access to significant activities such as the National Youth Science Forum, the Aboriginal Summer School for Excellence in Technology and Science (ASSETS) and the UBS Finance Academy.

Students are acknowledged and rewarded in a number of different ways:

- **Positive recognition and verbal praise**
- **Free and frequent acknowledgements**

These are in the form of Benny's Bucks and can be handed to any student by any staff member for showing they are upholding the 4 R's.

- **Term awards**

- P&C kind citizen awards

- **Semester awards**

These are awarded at a commendation assembly in semester one and presentation night in semester two acknowledging students for:

- 1st in course
- Academic achievement
- Improvement
- Consistent effort

- **Yearly reward**

- Wet and Wild or Jamberoo excursion
- Scholarships for students to use on excursion or school expenses

- **Annual awards**

- Tabitha Williams trophy for sportsmanship
- Team player of the year
- Premiers sporting challenge
- Pierre De Coubertin award
- Junior and Senior Male/Female sportsperson of the year
- Principal's Indigenous awards – these are awarded to one student in each stage
- Oberon Arts Council award for academic excellence in Visual or Creative Arts, Drama or Public Speaking
- Inner Wheel Debating award
- Grant Sherringham Memorial award for high achievement in science
- Oberon Medical Centre award for excellence in science
- Katoomba St Café Hospitality scholarship
- Oberon Business and Tourism Association award
- Highest academic achiever and runner up of each year group
- Year 10 ADF award
- Year 12 ADF award
- Ruben F Scarf award
- Caltex all-rounder award

ASSESSMENT PROCEDURES

Assessment Schedule

Will outline tasks, due dates, weighting and outcomes
Released beginning of each academic year and available on Millennium



Assessment Task

Including a marking scheme is distributed at least two weeks before due date
Each student signs to say they have received the task



I am having difficulty completing the task...

NO

YES

Seek Guidance

From the classroom teacher before the due date



That helped me...

YES

NO

Extension or Renegotiation of Assessment Task

See classroom teacher with either the
*"Application for Extension to Assessment Task
Due Date"* or *"Renegotiation of Assessment Task"*
form



Submit Assessment

On or before the due date to the classroom
teacher or the Head Teacher if the classroom
teacher is absent



Teacher marks Assessment

Marks assessment and records marks on Millennium
Makes copies of student work samples
Returns the assessment to students within a reasonable timeframe

MINOR INCIDENTS

At Oberon High School, the following incidents have been identified as minor:

- Late to class
- Not on task
- Eating/drinking (other than water) without permission
- Chewing gum
- Wearing hats in the classroom
- Talking over the top of the teacher or when asked not to
- Graffiti of desks/equipment
- Swinging on chair
- Back chatting
- Using mobile phone without teacher permission
- General disruption
- Not following staff instructions
- Conversational swearing
- Moving furniture without permission
- Using head phones without permission
- Sitting on the floor/tables without permission
- Out of class without a note
- Out of uniform without a slip from the Deputy Principal
- Leaving class without permission
- Negative body language
- Kissing

Please note that any persistent recurrence of a behaviour listed above can escalate to a Head Teacher level.

MINOR INCIDENTS WITH HEAD TEACHER SUPPORT

Minor Incidents typically requiring Head Teacher support include:

- Persistent refusal to follow instructions
- Continued mobile phone breach
- Continual back chat
- Refusal to attend a detention
- Throwing objects in class with the intent to hurt or get a negative reaction from another student
- Spitting
- Partial in-school truancy (if student is avoiding class)

If situations have continued to lack improvement, intervention from the Deputy Principal or Principal may be required. In this case, the minor incident escalates to then being classified as a major incident.

DEALING WITH A MINOR INCIDENT

Incident is entered on Millennium by classroom Teacher.

CLASSROOM TEACHER LEVEL

When the behaviour begins:

- Student is isolated within the classroom in an isolation chair.
- Student is reminded of the core values of OHS.

If behaviour continues:

- Meet with student and place on a green card.
- Call home and discuss behaviour with parent/carer.

HEAD TEACHER LEVEL

If behaviour continues:

- Refer student to HT.
- HT is to meet with student and place them on an orange card. **CRT should be present for this.**
- HT to call home and discuss behaviour with parent/carer.
- Student is referred to the reflection room.

DEPUTY PRINCIPAL LEVEL

If behaviour continues:

- HT is to refer student to DP.
- DP is to meet with student and place them on a red card. **CRT should be present for this when possible.**
- DP to call home and discuss behaviour with parent/carer.
- Student is referred to the reflection room and is now on a 'review list' prior to attending excursions.

POTENTIAL SUSPENSION

RESOLUTION

MAJOR INCIDENTS

At Oberon High School, the following incidents have been identified as major:

- Severe safety risk
- Swearing directly at a teacher
- Threatening behaviour directed at a teacher or another student
- Blatant refusal to follow instructions after Head Teacher contact
- Physical violence
- Purposely damaging property
- Animal welfare breach
- Continued harassment or bullying of staff or student(s)
- Refusal to hand over a phone after Head Teacher contact
- Use or possession of drugs, alcohol and/or weapons
- Discrimination – this includes race, religion and/or sexual preference
- Truancy – HSLO referral if needed
- Social media actions that impact on students at school
- Persistent disobedience

Please note that major incidents are typically dealt with by the Deputy Principal or Principal and may result in in-school isolation or suspension. This is judged on a case by case scenario, often in reference to the Department of Education's 'Suspension and Expulsion of School Students – Procedures' policy.

DEALING WITH A MAJOR INCIDENT

Incident is entered on Millennium by classroom Teacher.

HEAD TEACHER LEVEL

If behaviour is severe:

- Discuss behaviour with your HT and have incident referred to DP.

Please note: HT needs to be notified if an incident has gone straight to DP level.

- Student is referred to the reflection room.

HEAD TEACHER LEVEL

If behaviour warrants:

- Refer student to HT.
- HT is to meet with student and place them on an orange card.

CRT should be present for this

- HT to call home and discuss behaviour with parent/carer.
- Student is referred to the reflection room.

DEPUTY PRINCIPAL LEVEL

If behaviour continues:

- HT is to refer student to DP.
- DP is to meet with student and place them on a red card.

CRT should be present for this when possible.

- DP to call home and discuss behaviour with parent/carer.
- Student is referred to the reflection room and is now on a 'review list' prior to attending excursions.

SUSPENSION

RESOLUTION

CORRECTIONAL EXPECTATIONS

It is expected that students are re-taught how to behave appropriately and that they understand what they have done to get them into the situation they are in. All methods of re-teaching, no matter the severity, should involve restoration with the initial teacher where the problem behaviour occurred. Teachers are expected to meet with the student initially if a green card placement is required. Teachers should be present when a Head Teacher meets with a student when placement on an orange card is required. If the situation or behaviour requires placement on a red card, the whole scenario should be documented on Millennium and restoration with the initial teacher should also be at the forefront of correcting the expectation with a student.

When a student is placed on an orange or red card, they should be referred to the reflection room. At a red card level, students will need to meet with the Deputy Principal or Principal to negotiate their attendance on excursions. This does not necessarily exclude them from the excursion, but simply further reflects the implications of their behaviour and what is expected behaviour when leaving the school premises and representing Oberon High School. This may require a student to help set up an event or help pack the bus to give back to the school. This will be decided upon on a case by case basis and is up to the VOR Coordinator, Deputy Principal and Principal's discretion.

REFLECTION ROOM

This will be situated in room 10. Students are to report here at recess or lunch time (depending on the time of day the incident occurs). The first 10 minutes should be spent calming down and individually, quietly reflecting. The next 10 minutes should be spent completing an activity that not only reflects upon the behaviour but may give light into why the behaviour is occurring, along with teaching a better way to deal with the situation should it ever arise again. This may include a conversation with the teacher on duty or completing a way to rectify the situation with the teacher that it occurred with.

THE CARD SYSTEM

When placing a student on a card (of any colour), parent contact will be made. Green cards are used to correct behaviour of minor incidents and the whole process is conducted by the classroom teacher. Orange cards are used when the behaviour of a green card has not been corrected or the incident that has occurred falls in the minor incident requiring Head Teacher support category. This should be completed by the Head Teacher and the classroom teacher. Red cards are for uncorrected orange card behaviour or major incidents. This should be completed by the Deputy Principal or the Principal.

MEETING WITH STUDENTS

When meeting with students and placing them on a card, it is highly important that they understand what expectation of Oberon High School they have not met. The student should be the one filling out the back of the card as an agreement between the teacher and student. Both the teacher and student need to sign the bottom of the cards to acknowledge the agreed upon expectations. When talking with the students, there should be continuous reference to the 4 R's: respectful, responsible, right to be safe and resilient. Not all 4 R's need to be filled out on the back of the card, only the one relevant to the behaviour that is being re-taught.

CONTACTING PARENTS/CARERS

Parents/carers will be called when a student is placed on a card. It is important that parents/carers understand what expectation has been breached, and what the teacher and student have agreed upon to re-teach/fix this behaviour. If you are unable to be contacted, a voicemail will be left when possible. As a parent/carer, you may return the call if you have any questions or concerns about the situation.

OUR SCHOOL ANTI-BULLYING PLAN

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education.

The plan has been developed by a team of teachers, parents and students, including students who are representatives of the Oberon Youth Council. Through implementation of numerous programs with our local primary schools, this plan enables a broad perspective of the K-12 school environment.

Behaviour that involves bullying occurs when someone keeps doing or saying things to have power over another person, whether this is in person, over social media websites, or via the use of emails and text messages. The NSW Department of Education defines bullying as 'intentional, repeated behaviour by an individual or group of individuals that causes stress, hurt or undue pressure'.

It must be noted that it is not bullying when two people of about the same physical and emotional strength engage in mutual teasing, rare conflicts, or have a one off argument or fight.

Oberon High School will not tolerate behaviour that involves bullying. There are numerous strategies in place that explain the options of how the school will deal with a range of different incidents, (*see Early Intervention and Response sections*).

Statement of Purpose

Harassment, violence and bullying will not be tolerated at Oberon High School. At Oberon High School we aim to recognise, deal with, provide support and implement preventative strategies for incidents that involve bullying and harassment.

Protection

Each year group is surveyed by the PDHPE staff to monitor and gauge a consensus of the status and types of bullying that is occurring within the school.

Strategies students are encouraged to use include:

- Ignore and walk away from bullying and harassment.
- Ask the bully to stop, and explicitly tell them what behaviour is inappropriate or unwanted.
- Be a responsible bystander and stick up for someone else.
- Talk to or write a statement for the Year Advisor, Girls Advisor, Deputy Principal or Principal.
- Stay with a group of friends and support each other.

- Talk to a school captain or older student.
- Look for ideas on an anti-bullying website, such as *Bullying. No Way!* Website.
- Talk to the school counsellor or school chaplain and ask for strategies to cope with the issue.

Serious incidents of assault that result from physical fights (including all physical fights which involve blows to the head), will be reported to the police. Parents are informed if this happens. Students involved in fighting or violent behaviour can expect to be suspended.

Prevention

Oberon High School has a range of strategies implemented to prevent bullying and harassment behaviour. Oberon High School operates on a positive behaviour for learning structure, where all policies have incorporated the school ethos of safe, respectful, responsible and resilient behaviours.

Strategies that have been implemented at Oberon High School, include:

- A detailed Year 6 into Year 7 transition program with the local feeder schools and St Joseph's Catholic School.
- All Oberon High School students are reminded at whole school assemblies and year meetings that they have access to the *Bullying. No Way!* Website. Students are also provided with a lesson to navigate their way through the website.
- The whole school body is included in a variety of wellbeing days e.g. R U OK? Day and Everyone Belongs Day.
- A peer support buddy program between the Year 10 students and the Year 7 students transitioning up into high school, implemented during the rollover phase.
- Anti-bullying sessions and awareness of harassment issues are raised during year meetings by Year Advisors.
- Fortnightly wellbeing program ran by house captains in house meetings, focusing particularly on building resilience in students.
- Explicit classroom programs within the Personal Development curriculum.
- Transition programs for the college structure students through Crossroads.
- Visiting performances/programs that raise awareness to bullying related behaviour, its impact and coping strategies, such as the Butterfly Effect.
- Professional learning for teachers around bullying, particularly dealing with cyber bullying.
- Local police members presenting and talking to the whole student body regarding bullying and cyber bullying.

Early Intervention

Students that are being bullied or are at risk of being bullied have a range of programs and people they can access. These programs are also targeted at students who engage in bullying behaviour.

The programs that are implemented at Oberon High School, include:

- Behaviour support for students identified during exchange of information by their primary school as at risk for bullying.
- Access to their Year Advisor, Racism Officer, Girl's Advisor, School Chaplain and the School Counsellor.
- Young women and young men's groups in junior school through the Centacare program.
- Monitoring cards using a traffic light system to re-teach and correct behaviour.
- Monitoring books for student behaviour when students are at risk of suspension.
- Students all have access to the school chaplain who is readily available for support.
- Access to the *Bullying. No Way!* website.
- Team building exercises through year group activities. E.g. Year 7 camp.
- SRC acting as leading advocates for positive peer support networks.
- House captains leading their own vertical group of students in a wellbeing program.

Response

To encourage students to recognise and respond appropriately to bullying and harassment, and empower bystanders to step forward and stop bullying. Year Advisors are to be in constant contact with the principal and deputy principal with regards to welfare issues. All incidents are to be recorded and referred to appropriate staff members on Millennium.

All written incident reports or parent contacts are to be investigated within the week by executive where possible.

Interventions at Oberon High School include:

- Reflection room. This is used to reflect on behaviour and teach better ways to react to future situations.
- Counselling with the school counsellor.
- Support from the school chaplain.

- A record of incidents on Millennium.
- Social skills, junior and senior development programs run within the MC class.
- Interviews with local police officers when necessary.
- Parent/carer interviews.
- Referral to outside agencies i.e. Bathurst Headspace.
- Year meetings with the Year Advisor to address widespread problem behaviour.
- Referral to the Child Well-Being Unit or Community Services if appropriate.
- Disciplinary consequences, including suspension when necessary.
- Comprehensive strands 1 & 3 from the Personal Development curriculum.

It is important for students to know they have easy access to a teacher, especially at recess and lunch. There are four teachers actively supervising different parts of the playground; along with all other teachers being able to be found in either their own staff room or the staff common room.

Oberon High School's staff utilise their staff email and Millennium referral system to provide an efficient and confidential way of communicating information about students. Information about identified issues that the whole staff needs to be aware of are communicated through a range of meetings, whether it be KLA meetings, whole staff meetings, morning musters on a Monday or morning tea on a Friday.

This plan was developed by a team of teachers, support staff, parents and senior Oberon High school students, in conjunction with the Senior Executive and presented to staff at a staff meeting and to parents at the P&C meeting. It is published on the school website and parents are made aware of school policy and support resources through our newsletter, and mobile phone school application.

The plan is constantly reviewed by our Wellbeing Team.

**For a copy of the Department of Education and Training Bullying
Preventing and Responding to Student Bullying in Schools Policy**

https://www.det.nsw.edu.au/policies/student_serv/discipline/bullying

Additional Information

School Liaison Police officer (SLP): Belinda Bostock – 0437 884 494

Online Support for Anti-Bullying and Harassment

- NSW Department of Education <https://www.det.nsw.edu.au/wellbeing/connect/antibullying>
- “Bullying No Way” Safe Australian Schools Together <http://bullyingnoway.gov.au/index.html>
- Bathurst Headspace Facebook page <https://www.facebook.com/headspacebathurst>
- Kids Help Line (2015) Ph: 1800 55 1800 <http://www.kidshelpline.com.au/>
- Beyond Blue; Depression and Anxiety <https://www.beyondblue.org.au/>



Principal's Comment

Oberon High School strives to provide an inclusive quality education for all students targeting both educational and social needs to support all students. It is our aim to provide our school community with the necessary knowledge about harassment and bullying, and the strategies that can be used to assist in dealing with such behaviours. At Oberon High School, we aim to work in partnership with all members of the school community to develop a learning culture where all students achieve success. Through the development of a school culture that values safe, respectful, resilient and responsible learners, we aim at 'Educating the whole person for the whole of life' in a harassment free environment.

School Contact Information

Oberon High School

Ross St, Oberon, NSW, 2787

Ph: (02) 6336 1606 Fax: (02) 6336 2164

Email: oberon-h.school@det.nsw.edu.au Web: www.oberon-h.schools.nsw.edu.au

This policy commits the department to the elimination of all forms of racial discrimination in NSW Government schools. It applies to all NSW Public School employees and students, and has implications for each school community.

1. Objectives - Policy statement

1.1 The department rejects all forms of racism. It is committed to the elimination of racial discrimination in NSW Government schools – including direct and indirect racism, racial vilification and harassment – in all aspects of the learning and working environment.

1.2 No student, employee, parent, caregiver or community member should experience racism within the learning or working environment.

1.3 Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all NSW Public School staff.

1.4 All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

1.5 Schools have trained Anti-Racism Contact Officers and provide timely and professional responses to complaints regarding racism.

2. Audience and applicability

2.1 This policy applies to all staff employed in NSW Public Schools including NSW government schools and corporate offices. It also applies to students who attend government schools and has implications for each school community.

3. Context

3.1 The [NSW Anti-Discrimination Act \(1977\)](#) along with the [Commonwealth Racial Discrimination Act \(1975\)](#) make racial discrimination and vilification illegal in New South Wales. These Acts provide the legislative context and foundation for the Anti-Racism Policy of the department.

3.2 The [Multicultural NSW Act \(2000\)](#), the [NSW Government Plan for Aboriginal affairs, education, employment and accountability: OCHRE \(2013\)](#), the [National Framework For Values Education In Australian Schools \(2005\)](#) as well as the Department's [Aboriginal Education and Training Policy](#), [Code of Conduct Policy](#), [Multicultural Education Policy](#), [Student Welfare Policy](#) and the [Values in NSW Public Schools Policy](#) provide related requirements that complement the implementation of this policy.

3.3 The [Complaints Handling Policy Guidelines](#) establish the standard approach to resolving complaints about racism that must be used in all learning and working environments.

4. Responsibilities and delegations

4.1 The Deputy Secretary, School Operations and Performance is responsible for ensuring the implementation and monitoring of the policy and the inclusion of anti-racism education strategies and targets within the Department's [Multicultural Plan](#).

4.2 Executive Directors and Directors are responsible for examining practices and procedures that support NSW Government schools to ensure they are consistent with the policy.

4.3 Directors, Educational Services and the Director, Early Learning and Primary Education are responsible for ensuring the availability of training for Anti-Racism Contact Officers.

4.4 Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy; nominating an Anti-Racism Contact Officer and ensuring they are trained; and including anti-racism education strategies in their school plans.

4.5 All staff are responsible for monitoring their own behaviour to ensure that it does not result in anyone experiencing racism.

4.6 All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community.

4.7 The Leader Equity is responsible for the publication and currency of the policy and support material, the provision of advice on the interpretation and implementation of the policy and the development of anti-racism strategies to be included in the Department's [Multicultural Plan](#).

5. Monitoring, evaluation and reporting requirements

5.1 The Deputy Secretary, School Operations and Performance will report annually, through the Department's Annual Report and the Multicultural Policies and Services Program (MPSP) Report, on anti-racism education achievements in NSW Government schools, including reporting on the progress of anti-racism strategies identified in the Department's [Multicultural Plan](#).

5.2 The Leader, Equity will monitor the implementation of the policy and [Multicultural Plan](#), and coordinate the development of the MPSP Report and MPSP Appendix for the Department's Annual Report, which will report on the progress of anti-racism education strategies in NSW Government schools.

5.3 Schools will report on the progress of anti-racism education strategies, identified in their school plans, through their Annual School Reports.

5.4 Schools are required to maintain records of complaints concerning racism and their resolution in accordance with the [Complaints Handling Policy Guidelines](#).

Implementing the Anti-Racism Policy at Oberon High School

Oberon High School will not tolerate racist behaviour of any description. We are committed to the elimination of racial discrimination - including direct and indirect racism, racial vilification and harassment - throughout the school in our structures, culture, curriculum, and in the teaching and learning environment.

- All teachers will put an end to acts of racism by applying consistent consequences.
- All staff are responsible for reporting any act of racism to the Anti-Racism Contact Officer (ARCO).
- The ARCO is responsible for maintaining a register which is used to record any complaints concerning racism at Oberon High School.
- Any complaints about racism will be investigated by the ARCO.
- Victims of racist acts will be supported, and in the case of children, their parents will be informed of the incident.

Consequences of racist behaviour by students

- Perpetrators of racist acts will be recorded in the Anti-Racism Register and a letter will be sent to the child's parents informing them of the incident. Other consequences may also apply.
- If a second incident occurs within a school year, the child's parents will be asked to attend an interview with the stage supervisor and the ARCO, with the class teacher and student present if possible.

- If a third incident occurs within a school year, the child responsible for the act of racism will be suspended from school.
- The student responsible for an act of racism must write a letter of apology to the victim after any incident.
- If a serious act of racism occurs a student may be suspended from school immediately.

Anti-Racism Procedures at Oberon High School

Our complaints handling guidelines are as follows:

1. Making a complaint

Any person or group of people with a complaint should seek assistance from the nominated ARCO. The person or group of people making the complaint should have either directly experienced or observed the alleged racist behaviour or practice. They may approach any staff member to help them bring their complaint to the contact officer.

Parents/guardians may lodge a complaint on behalf of their child.

2. Accepting a complaint

The nominated contact officer will:

- Obtain the details of the complaint and take careful notes
- Inform the person(s) making the complaint of the process by which the complaint will be investigated and the confidential nature of that process; their right to be protected from victimisation for making the complaint; their right to approach an external body such as the Anti-Discrimination Board or Ombudsman.

3. Investigating the complaint

The ARCO will immediately refer the complaint to the Principal, who will appoint an executive staff member to investigate the complaint with the ARCO. They will:

- Interview the person(s) against whom the complaint is made and inform them of the investigation process and their rights.
- If appropriate, seek resolution of the issue by conciliation to the satisfaction of all parties.
- Prepare a written report for the Principal. If the Principal or Deputy Principal is the subject of the complaint, or if the complaint is about schoolwide practices, the complaint should be forwarded to the school education director for action.
- The report must be made within five working days of the contact officer receiving the complaint. If resolution through conciliation has not been possible, the report will include a clear recommendation on what action is to be taken.

Any of the parties involved in the above interview and conciliation process may bring another person to the meeting for support and should be made aware of this well ahead of time.

Community groups should be represented by no more than two people, in addition to the person(s) making the complaint. Where any of the persons involved is of non-English speaking background or is hearing impaired, access to a professional interpreter, or other appropriate action must be offered.

The school anti-racism contact officer (ARCO), currently Mr Gyan Mudaliar (Head Teacher Science), has the responsibility for investigating any racist incidents in school and maintaining the anti-racism register.

4. Making a decision

The Principal or Deputy Principal will:

- Decide on appropriate action. This may include a further attempt to resolve by conciliation.

- Advise all parties of the action and the reasons for it. The action may include:

For employees

- Provision of a support program
- Requiring staff to participate in an anti-racism development program
- Formal disciplinary action
- Dismissal of the complaint as groundless

For students

- Provision of a student welfare program including, as appropriate, a stronger emphasis on anti-racist perspectives in the school's overall curriculum
- Disciplinary action within the context of the school's Fair Discipline Code
- Dismissal of the complaint as groundless
- Advise the person(s) who made the complaint and any individual(s) found to have acted in a racist manner, of their right to appeal and how to do so.
- If the complaint concerns a student, and is confirmed, the parents/carers will be informed. So too will the parents of the student who was the focus of the racist behaviour.

5. Appeal

Should the person(s) making the complaint, or the person(s) found to have acted in a racist manner, be unhappy with the decision, they may appeal to the next most senior officer. For example, if the decision was made by a principal, appeal can be made to the school education director. Officers dealing with an appeal will:

- Review all the available materials
- Discuss the issues with the person making the appeal and any other relevant parties as appropriate
- Attempt to resolve the complaint through further conciliation and, if this is not possible, determine a course of action
- Advise all parties of the decision and the reason for it
- Deal with the appeal within ten working days

5. Further Action

The Principal or Deputy Principal will be responsible for regular monitoring of the situation to ensure that the recommended actions are implemented.

PROGRAMS ON OFFER FOR STUDENTS

Oberon High School has a range of programs on offer for students. These programs range through a variety of contexts and can each relate back to the wellbeing framework of being able to connect, succeed and thrive.

At Oberon High School we have connected our students to learning, by developing programs which create positive and respectful relationships at our school and within the school community. The following programs were developed to enable this connection:

- Implementation of the Anti-bullying document within the school community.
- Organisation and running of student, parent and community sessions of bullying, cyberbullying and care for others program.
- The Oberon High School P&C have implemented a citizenship and kindness award at school assemblies to encourage positive connections between students.
- In collaboration with the Oberon Council our students participate and lead the Oberon Youth Council holding many executive positions. Several SRC students and other students have the opportunity and regularly attend youth council meetings to support youth people in Oberon.
- Our school has introduced multiple cultural days and fund raisers throughout the year to respect diversity and recognise identity and differing cultural backgrounds.
- Our school continues to reward regular school attendance through our student wellbeing programs such as PBL which has seen the introduction of Benny's Bucks to inspire and motivate students.

Oberon High School students are respected, valued, encouraged and supported to succeed through newly implemented procedures and regular evaluations and changes to existing programs. The following programs are examples of how Oberon High School supports their students in succeeding:

- Gifted and Talented education groups
- Literacy Numeracy Programs
- Aboriginal Education
- ESES Implementation
- Support and Funded Student learning
- School Improvement
- House wellbeing program
- Peer support
- Year 6 into 7 transition
- Senior college transition from Year 10 into Year 11
- Staff and student PBL teams have been established and are constantly evaluating the new PBL system within the school. PBL was implemented to encourage and support student growth, wellbeing and self-esteem. It operates around student belonging and making house groups a dominant part of school life.

Through the introduction of and promotion of many school and community based programs our students are provided opportunities to grow and flourish, do well and prosper. The following programs outline the opportunities students of Oberon High School have to help them thrive within the schooling environment:

- A healthy eating day where particular healthy foods are reduced in price to encourage good nutrition and healthy eating. Both the school and P&C continue to contribute to this program.
- A variety of sporting programs and weekly sport has allowed for structures to provide a larger range of inclusive sports to encourage higher levels of participation.
- Educational programs and PBL include and promote safe environments and sun smart behaviours.
- In conjunction with Rotary Oberon we have ensured that all senior students engage in road safety programs along with introducing regular visits from School Police Liaison officers. Bike safety programs have also been introduced in all year group meetings to highlight the dangers relating to bike users and students on the road.
- In conjunction with the Oberon Council, local feeder schools, district school counsellors and external agencies we are developing a plan to provide extra levels of student counselling and mental health support for our small rural community as a result of increasing statistics.

EXTRA-CURRICULAR ACTIVITIES

Oberon High School is constantly seeking new and innovative ways to engage students both in and outside the classroom. A few of the extra-curricular activities that Oberon High School offers its students are:

- **Work Experience** – Year 10 students are given the opportunity to experience working environments in a job of their choice.
- **Makerspace** – which is constantly being updated with new challenges involving all different aspects of creating and solving puzzles and challenges.
- **Chess competitions**
- **Gymnastics** involving trampolines – the gym is often opened to students to learn how to correctly complete flips using trampolines.
- **Rock band** – the Oberon High School rock band is open for all students to join, and rehearses during the week in a designated lunch time.
- **Vocal group** – this group is open for all students to join. They rehearse once a week during lunch time, and often lead the Australian anthem at assemblies.
- **Showcase** – this end of year performance is an opportunity for students to show case their different talents and perform them to both the school community and the Oberon community.



- **ANZAC Day** – all students of Oberon High School are invited to march in the community lead ANZAC march each year.
- **Rural Fire Service** – Students in Years 9 and 10 are given the opportunity to participate in the Rural Fire Service cadet program during sport time.
- **Sport competitions** – students are given the opportunity to represent

Oberon High School in a range of different sporting events, and are available to students across all year levels. These sports include, but are not limited to futsal, soccer, touch football, rugby league, basketball and netball.

- **Rural cup** – students participate in two full days of sport throughout the year where they verse other students from Canowindra and Molong in a variety of sports.

THE NETWORK OF CARE

All students are expected to follow our school rules and to act as responsible members of our school community.

If students have difficulties at school, a Wellbeing Network will help them:

- **Student Advisor** – The student advisors role is to help students settle into high school and in later years to help with other activities such as subject selection, homework, timetables, uniforms and getting on with other students.
- **Counsellor** – The School Counsellor’s role is to help students in their personal lives or in classroom work, to better achieve at school.
- **Girl’s Advisor** - the role of the Girl’s Advisor is to help girls at any time. The Girl’s Advisor is Ms Hibbert.
- **Boy’s Programs** – The role of the Boy’s Program Coordinator is to help boys at any time and run programs specifically targeted at the needs of our male cohort.
- **Learning Support Team (LST)** – The LST supports students who are having difficulties in reading, spelling and mathematics, in class and individually. The team also monitor students at all levels and develops programs to cater for a wide academic range. Gifted and talented students are also supported by the Learning Support Team.
- **School Chaplain** – The school chaplain has a wide variety provisions on offer to students. These include: pastoral services of comfort in grief, etc. stress related help and comfort for students, conflict resolution team for students to students, help with programs and support structures for stress with study, etc. The school chaplain may also assist with student welfare concerning conflict at home, as well as refer students seeking as to appropriate religious bodies along with helping students explore their spiritual issues.
- **CentaCare** – we have had an ongoing relationship with CentaCare who delivers youth work services that support the work of our School Counsellor.

General Information about Oberon High School



SCHOOL STRUCTURE

At the end of 2015, Oberon High School started a new structure within the senior years of the school, called the compressed curriculum. Under this structure students study three subjects for their HSC in each of the two traditional years. In each year they complete the Preliminary and HSC courses in these three subjects as well as the HSC examinations in those three subjects. This means at the end of Year 11, students have completed three HSC subjects, and only have three left to focus on. The desire to change to this structure was supported by the idea of students only needing to focus on three subjects at a time, it also enables students to be able to leave at the end of Year 11 with three completed courses, with all necessary qualifications awarded where necessary. This structure has also given all students involved a larger list of subjects to choose from, broadening our available curriculum.

Traditional Model Vs Compressed Curriculum

	Term 4		Term 1	Term 2	Term 3	Term 4		Term 1	Term 2	Term 3	Term 4
Traditional	Finish Year 10		Start 6 Preliminary HSC Courses		Finish 6 Preliminary HSC Courses	Start 6 HSC Courses				Finish 6 HSC Courses	Sit 6 HSC Exams
Compressed	Finish Year 10	Start 3 Preliminary HSC Courses	Finish 3 Preliminary HSC Courses	Start 3 HSC Courses	Finish 3 HSC Courses	Sit 3 HSC Exams	Start 3 Preliminary HSC Courses	Finish 3 Preliminary HSC Courses	Start 3 HSC Courses	Finish 3 HSC Courses	Sit 3 HSC Exams

For this structure to succeed, our school year begins in Week 6 of Term 4 each year. This roll over stage pushes Year 7 students into Year 8, Year 8 into Year 9, Year 9 into Year 10 and Year 10 start the compressed model and essentially the beginning of the HSC. Having this roll over time, ensures all junior courses are completed and given all required lengths of time. It also provides a large chunk of time that is dedicated to a very in-depth transition program that is implemented by the new Year 7 advisor each year. This provides the opportunity of the creation of a close network between the high school and all feeder schools, along with helping the Year 6 students take the leap into high school.

Our structure does change the way that we have to think about terms and semesters. In traditional settings the school year starts at the end of January with Semester 1 corresponding directly to Terms 1 and 2, whilst Semester 2 corresponds to Terms 3 and 4.

In our setting we commence our new school year at rollover during Term 4 each year which changes how our semesters and terms align. All students move up a year group at this stage. This can be seen in the table above with the movement of Year 10, however, all students follow the same pattern.

Semester 1 for our school commences mid Term 4 each year and finishes mid Term 2 (this still is a full 2 terms though) with second semester commencing mid Term 2 and finishing mid Term 4. This then allows us to rollover at that time to start a new school year.

We are still bound by state priorities such as NAPLAN and the Higher School Certificate. However, it has meant that a number of activities annually found in a school calendar are carried out at different times to a traditional school. This includes examination and reporting which happens earlier as our semesters finish earlier than a traditional school.

School Year – Term and Semester

		Semester 1		Semester 2	
Traditional	Term 4 Last Year	Term 1	Term 2	Term 3	Term 4
Oberon High	Term 4 Last Year	Term 1	Term 2	Term 3	Term 4
		Semester 1		Semester 2	

BELL TIMES

MONDAY		TUESDAY - FRIDAY	
Period 1	9:00am	Period 1	9:00 am
Period 2	9:48am	Period 2	9:53 am
Recess	10:36am	Recess	10:46am
Assembly	11:06am		
Period 3	11:36am	Period 3	11:16 am
Period 4	12:24pm	Period 4	12:09am
Lunch	1:12pm	Lunch	1:02pm
Period 5	1:42pm	Period 5	1:32 pm
Period 6	2:30pm	Period 6	2:25pm
End of Day	3.18pm	End of Day	3.18 pm

Monday - A warning bell will be rung 2 minutes before 9.00am, 11.06am and 1.42pm

Tuesday - Friday - A warning bell will be rung 2 minutes before 9.00am, 11.16am and 1.32pm

1 Bell = All playground areas available

3 Bells = Assembly

5 Bells = Inside, Hall and Quad only

Continuous Bell = Emergency evacuation

2 bells interval/2 bells interval – Lock down, lock out



MEDICATION AT SCHOOL

Legally we are unable to give out medication for anything at school, including headaches. Should your student need to take medication at school we need a written permission note from Parents/Carers with instructions. Special procedures apply in the case of prescribed medication. Please see school for details.

Permission letter for the Administration of Medication at School is available at the School Office.

In line with the School's Drug Education Policy and the Department of Education and Training requirements regarding the administration of medications I wish to advise the following:

- All medications must be under the control of the Principal and/or a nominated staff member. They should be handed in to the Front Office for safe storage and administration. Students should not carry medications on their person or self-administer medications without supervision.

The only exceptions to this are:

- Where a student suffers chronic asthma and is required to carry a 'puffer' on his/her person while at school. Students who are Type1 Diabetics can administer required medications. Students who are anaphylactic should carry their own Epipen.
- A parent/carer can administer the medication during the school day by arrangement with the Principal.

Under no circumstances will the school administer painkillers of any kind unless written permission and the medication is provided by the parent/carer.



SUBJECT REQUIREMENTS

All subjects require basic writing equipment and other supplies consisting of:

- School Diary
- Blue, red and black pen
- Ruler
- Pencil
- Eraser
- Coloured pencils
- Textas
- Scissors
- Glue stick
- Safety glasses and solid shoes for practical subjects (*The school supplies safety glasses for \$4.00*)
- Calculator (*The school supplies Casio fx-82MS for \$25 each*)



*Teachers have requested that students use books that are STAPLED or SEWN – not ones with a glued spine because they tend to be less durable.

Subjects you will do in Year 7 and Requirements

SUBJECTS	PERIODS PER TWO WEEK CYCLE	Requirements
All KLA Subjects	Daily	Chromebook
English	8	A4 book (128 pages)
Mathematics	8	A4 book (128 pages) Scientific calculator (available at the front office)
Science	8	2 x A4 book (192 pages) 20 page display book Enclosed footwear
History/Geography	7	A4 book (128 pages)
Technology Mandatory	8	2 x A4 book (128 pages) Enclosed footwear Safety glasses for metal and wood work
Music	6	Music book (available for \$2 from the front office)
PD/H/PE	4	A4 book (64 pages) Appropriate footwear
Sport	4	Sport clothes
Visual Arts	4	A4 Visual Arts Process Diary (available at the school office) 2B pencil Eraser
Numeracy and Literacy, extension programs	20 minutes per day 8 days per two week cycle	A4 book (48 pages)
Assembly		

Subjects you will do in Year 8 and Requirements

<u>Subject</u>	<u>Requirements</u>
All KLA Subjects	Chromebook
English	A4 Exercise Book (128 pages)
Mathematics	A4 Exercise Book (128 pages) Scientific Calculator
Science	A4 Exercise Book (128 pages) A4 Display Book USB Enclosed footwear
History/Geography	A4 Exercise Book (128 pages)
Technology Mandatory	2X A4 Exercise Book (128 pages) Enclosed footwear
LOTE	A4 Exercise Book (64 pages)
PDHPE	A4 Exercise Book (96 pages) A4 Display folder Appropriate Footwear
Sport	Sport Clothes Appropriate Footwear
Visual Arts	A4 Visual Arts Process Diary

Subjects you will do in Year 9 and Requirements

<u>Subject</u>	<u>Requirements</u>
All KLA Subjects	Chromebook
English	A4 Exercise Book (128 pages)
Mathematics	A4 Exercise Book (128 pages) Scientific Calculator
Science	A4 Exercise Book (128 pages) A4 Display Book USB
History/Geography	A4 Exercise Book (128 pages)
Child Studies	A4 Exercise Book (128 pages)
Physical Activity and Sport Studies	A4 Exercise Book (128pages) Appropriate Footwear
PDHPE	A4 Exercise Book (96 pages) Appropriate Footwear
Sport	Sport Clothes Appropriate Footwear
Visual Arts	A4 Visual Arts Process Diary USB/SD Card
Drama	A4 Visual Arts Diary
Work Education	A4 Exercise Book (128 pages)
Photography	A4 Visual Arts Process Diary USB/SD Card
Agriculture	A4 Exercise Book (96 pages) Enclosed Footwear Hat
Food Technology	A4 Exercise Book (96 pages) Enclosed Footwear A4 Display Folder
Wood	A4 Exercise Book (64 pages) Safety Glasses Enclosed Footwear
Metals	A4 Exercise Book (64 pages) Safety Glasses Enclosed Footwear
Music	Manuscript Workbook A4 Exercise Book (128 pages)

Subjects you will do in Year 10 and Requirements

<u>Subject</u>	<u>Requirements</u>
All KLA Subjects	Chromebook
English	A4 Exercise Book (128 pages)
Mathematics	A4 Exercise Book (128 pages) Scientific Calculator
Science	A4 Exercise Book (128 pages) A4 display Book Enclosed footwear USB
History/Geography	A4 Exercise Book (128 pages)
Child Studies	A4 Exercise Book (128 pages)
Physical Activity and Sport Studies	A4 Exercise Book (128pages) A4 Display Folder Appropriate Footwear
PDHPE	A4 Exercise Book (96 pages) Appropriate Footwear
Sport	Sport Clothes Appropriate Footwear
Visual Arts	A4 Exercise Book (64 pages) A4 Visual Arts Process Diary USB/SD Card
Drama	A4 Visual Arts Diary
Work Education	A4 Exercise Book (128 pages)
Photography	A4 Exercise Book (64 pages) A4 Visual Arts Process Diary USB/SD Card
Agriculture	A4 Exercise Book (96 pages) Enclosed Footwear Hat
Food Technology	A4 Exercise Book (96 pages) Enclosed Footwear
Wood	A4 Exercise Book (64 pages) Safety Glasses Enclosed Footwear
Metals	A4 Exercise Book (64 pages) Safety Glasses Enclosed Footwear
Music	Manuscript Workbook A4 Exercise Book (128 pages)

Subjects you will do in Senior College and Requirements

Subject	Requirements
All KLA Subjects	Chromebook
All English	A4 Exercise Book (128 pages)
All Mathematics	A4 Exercise Book (128 pages) Scientific Calculator
Business Studies	A4 Exercise Book (196 pages)
Hospitality	A4 Exercise Book (128pages) Chef's Uniform Black Leather Shoes A4 Display Folder
PDHPE	A4 Exercise Book (128 pages) A4 Display Folder
Industrial Technology	A4 Exercise Book (64 pages) Safety Glasses Protective Footwear
Metals and Engineering	A4 Exercise Book (64 pages) Safety Glasses Protective Footwear
Modern History	A4 Exercise Book (196 pages)
Photography	A4 Visual Arts Process Diary USB/SD Card
Primary Industries	A4 Exercise Book (96 pages) Safety Glasses Work Gloves Hat Appropriate footwear
Physics	A4 Exercise Book (196 pages) Scientific Calculator A4 Display Folder Geometry Set
Senior Science	A4 Exercise Book (196 pages) Scientific Calculator A4 Display Folder Safety glasses
SLR	A4 Exercise Book (64 pages)

SCHOOL FEES: GENERAL SCHOOL CONTRIBUTIONS

Voluntary General School Contributions for 2019

First Two Children	\$60.00 each
Additional children -	no charge
Membership of P & C Association	\$3.00 single \$5.00 family

These General School Contributions will be spent on educational resources for your student. Payment can be made in one lump sum or in instalments.

The Student Assistance Scheme is available to parents/carers in financial difficulty.

Please contact the Principal, Mr Craig Luccarda on 6336 1606 for details.

Your financial contribution to the school is much appreciated.

Technology Contribution Years 7-12

For supply of printing paper and materials	\$10.00
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Compulsory Subject Materials Fees

These fees contribute to the costs of materials used and consumed by students in the course of their chosen studies. They are published with subject selection guides so that choices can be made, knowing the costs associated with each subject choice. Should parents have difficulty in making these payments for subject materials, they should contact the Principal for support from the Student Assistance Scheme.

Year7 – Year 8		Stage 6 Course	Year 11 – 12 2017
TAS Technology Fee (Materials)	\$30	Metals and Engineering VET	\$200
Year 9 – Year 10		Industrial Technology	\$100
Industrial Tech Timber	\$80	Hospitality Operations VET	\$200
Industrial Tech Metal	\$100		
Visual Arts	\$50	Rural Operations VET	\$60
Visual Arts Process Diary	\$6.50	Photography & Digital Media CEC	\$100
Information Software Technology	\$10	Construction Pathways VET	\$120
Child Studies	\$20	Visual Arts	\$100
Photography	\$50	Sports Coaching VET	\$60
Food Technology	\$100		
Design and Technology	\$50	Visual Design	\$100

Distance Education & TAFE Courses

Any students undertaking distance education courses need to pay the course fee to the School of Distance Education.

UNIFORM LIST

Boys Year 7-12	School day wear
	<p>Black trousers (not jeans or cargo pants) or plain black track pants but no stripes (including white) or black shorts and red school polo shirt with logo.</p> <p>Black or white socks to be worn with appropriate footwear – see below.</p>
	Sports uniform
	Plain black track pants or shorts with red polo shirt with logo.
Girls Year 7-12	School day wear
	<p>Black pants (not jeans, leggings or tights) or plain black track pants but no stripes (including white) or black shorts or black drop waist 40cm pleated skirt (available from school) and red school polo shirt with logo.</p> <p>Black or white socks to be worn with appropriate footwear – see below.</p>
	Sports uniform
	Plain black track pants or shorts with red polo shirt with logo.

Footwear:

- All students need a pair of black school shoes to wear on formal occasions.
- For some practical subjects such as TAS subjects, science and agriculture solid footwear is mandatory for students to be allowed to participate in the practical activities.
- For sport, soft soled footwear is appropriate.

Team uniforms:

- On occasions, school teams identify themselves in competition or other extra-curricular activities through provision of special shirts that use the school colours in a different design eg Dance Team, Rural Cup Team etc. Students are not to wear these as normal school day uniform.
- Students who have earned CHS representative shirts or jumpers at that level may be granted permission by the senior executive to wear them as school day uniform, but not for formal school occasions. eg Presentation Night, Special Assemblies, Education Week, etc

Jumpers, Jackets and coats:

- Students in Year 7 to Year 9 are expected to wear the red fleecy tops with school logo as their school jumper.
- Students in Year 10 to 12 have the option to purchase a senior jumper with school logo.
- *Plain* black coats or jackets are permitted over a school jumper. A black jacket with school logo is available for purchase from the school.
- No *Hoodies* are permitted.
- No logos other than the school logo are permitted with the exception of small brand logos on hats and clothing.

Formal school occasions:

- All students are expected to wear skirts or long trousers, rather than shorts or track pants, and black shoes.
- School Representatives e.g. School Captains and debating will require a white or black shirt to wear with a school blazer and tie borrowed from the school to wear on representative occasions. A decision of white or black shirt must be consistent for all members of the team.

ITEMS AVAILABLE FOR PURCHASE AT THE SCHOOL OFFICE

Item	Price
School Polo Shirt	\$24.00
Polar Fleece School Jumper	\$28.00
Black Track Pants	\$22.00
CCC Track Pants	\$55.00
CCC Shorts	\$27.00
Black School Coat	\$45.00
Senior School Jumper	\$60.00
Black Pleated Skirt	\$27.00
Calculator	\$25.00
Art Diary	\$6.50
Safety Glasses	\$4.00
USB Sticks	\$6.00
Year 7 Music Book	\$2.00
Year 9/10 Manuscript Book	\$3.50
Senior Manuscript Book	\$4.50

These items are available for purchase from the school office. The school office is open between 8:30am and 3:30pm.

WHAT DO I DO WHEN?

I AM ABSENT FROM SCHOOL?	Give a note of explanation to the main office or roll call teacher on the day you return to school. If you are likely to be away from school for more than three days, ask your parents to ring the school. Notes will be sent out for shorter absences. Explanations must be forthcoming within 7 days.
I am late for School?	Report to the main office to sign in if after 9.20am. You will be issued a Late Note to allow you to enter class. You should bring a note explaining the lateness. Between 9.00am & 9.20am go directly to roll call, detentions will be issued for unexplained lateness.
I am not in School Uniform?	You should bring a note of explanation to the Deputy Principal before 8.55 am in the morning. You will be issued with a Uniform Pass . Regular offenders will have parents contacted.
I am leaving early?	Present a note to the Deputy Principal before school starts explaining why you need to leave early. You will be issued with a Leave Pass to show your teacher at the required time. Students must sign out at the main office.
I am sick at school?	Report to the main office with a note from your class teacher. If you are unable to return to class then your parents will be contacted to take you home. Emergency first aid is available at the front office.
I am late to class?	If this occurs because you were late getting away from your previous class request a note from that teacher. If this is not the case then the teacher may place you on a detention or some other punishment.
I am unable to do sport?	See the Sports Organiser, preferably with a note explaining why you can't do sport. If you do not have a note, still see the Sports Organiser as early as possible and bring your note the next day.
I am being bullied or picked on?	Talk to the teacher on playground duty, your class teacher or Student Advisor. Don't retaliate. Students who fight will be suspended.

I am involved in breaking a window or causing damage?	If you cause damage to school or other people's property report the incident immediately to the teacher on duty.
I need a permanent Lunch Pass?	Lunch passes may be issued on receipt of a written parental request for a student to go home for lunch and return to school and must be carried with you when leaving the school. They will be withdrawn if guidelines are not followed. A parent/carer must be at home with the student.
I need to leave school for any other reason?	Bring a note from your parent/carer, explaining why you are leaving. Take this note to the Deputy Principal, before school, to seek approval and present the pass to your teacher when you leave. Students must sign out at the main office. Students must sign in upon return to school.
I know of or have witnessed acts of vandalism around the school?	Advise any teacher. Your advice will be treated confidentially.
I have lost property?	Check with the main office and see the Deputy Principal.
I want to see my Student Advisor?	See your Student Advisor at recess or lunchtime and make an appointment that is convenient to both.
I want to see the School Counsellor?	Appointments may be made at the main office or directly with the Counsellor at recess or lunchtime. Do not leave class without permission. If you have an appointment you will have a note to show your teacher.
I need to be out of class for any reason?	Collect a signed permission slip from your teacher and show it on request to any staff member who requests it.



SCHOOL BUSES

The school is serviced by Oberon Bus Company:

- Hampton Road
- Bathurst Road
- Essington
- Tarana
- Hazelgrove
- Black Springs
- Little River
- Edith
- Mozart Road
- Burruga
- Swallows Nest
- Black Springs
- Progress Association

Details of these routes (pick up points, time, etc.) can be obtained from the operator themselves. Phone: 6336 1837 or 0448 361 687

Parents are asked to discuss with their children the need for care while they are waiting for, board and alight from the buses. This will avoid dangerous situations. In particular, students must keep off the roadway and wait until their bus is stationary before attempting to board.



Misbehaviour on buses is a safety issue and the school will support the bus companies in their disciplinary dealings with students who behave in an unsafe manner.

OBERON HIGH SCHOOL AND SOCIAL MEDIA

- **Facebook** – you can like the page Oberon High School NSW DOE on Facebook which will give you constant updates on what is going on with both the students and staff of Oberon High School.
- **Oberon High School Skoolbag** – you may download this app for free from the app store which will give you access to information that enables you to know what is going on within the schooling environment. This app gives you access to the school newsletters and also provides updates of when events are coming up, or how excursions are progressing throughout the day. The differing categories of the app also provide easy access to forms you may need to complete if your student is absent from school, or you need to make a payment to the front office. This app is very convenient if you would like to keep up to date with all the amazing opportunities the students of Oberon High School are offered on a regular basis.



PARENTS AND CITIZENS ASSOCIATION

P & C Executive is: Still open to interest

President – Lynette Armour

Secretary – Vicki Reynolds

Treasurer – Renee Silcock

The P&C provides the chance for parents and other interested members of the public to find out about particular aspects of the school's program and information about its activities. The P&C also forms an important decision-making function in many school matters.

The P&C usually meets on the second Thursday of each month in the Staff Common Room at 5:30pm. This association forms a link between parents and school. Some fundraising activities are arranged during the year. This important contribution helps the finances of the school. All parents and friends are very welcome and strongly encouraged to attend the meetings and functions that are organised.

SCHOOL CANTEEN

Oberon High School is committed to both physical and mental wellbeing of students. It is for that reason that our school conforms to the Healthy Canteen Strategy in conjunction with the range of general wellbeing programs within the school. The Healthy Canteen Strategy promotes healthy eating through a daily menu primarily consisting of everyday foods. There is a selection of occasional foods available, however, they constitute a smaller proportion of the menu. Everyday foods are rated as healthier options to occasional foods.

What Can I Buy?

The School Canteen sells lunches, an array of hot food, drinks and fruit.

When Is The Canteen Open?

It is open each day from Recess to the end of Lunch.

When Do I Order Lunch?

Lunch orders are to be placed at recess time.



Canteen Help

The canteen is run by Mrs Veronica Kelly, with the invaluable help of parents, and it aims to provide students with a selection of food items.

Anyone interested in helping in the canteen needs to contact Veronica at school on 6336 1606.

Price List

Fillings	Sandwich	Bun
Ham, Cheese	4.00	4.50
Ham, Cheese & Tomato	4.50	5.00
Tuna, Lettuce & Mayo	4.50	5.00
Chicken, Lettuce	4.00	4.50
Chicken, Lettuce & Mayo	4.50	5.00
Egg & Lettuce	4.00	4.50
Extra Filling	50c	
Salad with Ham	5.00	5.50
Salad with Ham and Cheese	5.20	5.70
Salad with Chicken/Tuna	5.00	5.50
Salad with cheese	4.50	5.00
Salad Box	5.00	
Salad Box with Ham & Chicken	6.00	
Salad Box with Egg	EXTRA 50c	

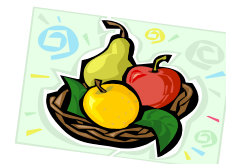
Pies

Plain Pie Goodeating	\$3.30
Sausage Rolls Goodeating	\$2.50
Sauce	50c



Monday	Chicken Nuggets(5)	\$2.50	Sauce	50c
Tuesday				
Wednesday	Lasagne Single Serve	\$4.00		
Thursday	Potato Wedges	\$1.50		
Friday	Chicken Burger	\$5.00		

Everything is available if ordered at Recess
(All items comply with the healthy School Canteen Policy)



SEASONAL
FRUIT

TECHNOLOGY POLICY

Student Agreement

By signing the Bring Your Own Device (BYOD) Student Agreement, students are acknowledging that they will not use their own device to knowingly search for, link to, access or send anything that is:

- Offensive
- Pornographic
- Threatening
- Abusive
- Defamatory
- Considered to be bullying

Use within the classroom

Teachers have the authority to decide when and how the devices are used in the classroom.

Cyber Safety

Keeping usernames and passwords secret. If someone misuses a username and password to post damaging information about a child it can be difficult to remove. Children recognising that if messages are threatening, a parent or carer should be told immediately. Cyberbullying, if threatening, is illegal and can be reported to the police.

Theft and damage

Students are responsible for securing and protecting their devices at school. Any loss or damage to a device is not the responsibility of the school or the Department of Education.

Damage

The cost for repair of any damage to Chromebooks that is not covered under the manufacturer's warranty is the responsibility of each parent/carer. Should any parent/carer wish to discuss the cost of repair or any other issue relating to damage or loss of a Chromebook, this should be addressed to the Principal.

Confiscation

Student devices may be confiscated if the school has reasonable grounds to suspect that a device contains data which breaches the BYOD Student Agreement.

MOBILE PHONE POLICY

Policy on student use and management of

Mobile phones, iPods and similar devices

Mobile phones are a problem in many schools. They can take photos, videos and connect to the internet. Sound players such as MP3s and iPods have also become a significant problem in classrooms.

Policy

Students are at school to learn. Teachers must be able to teach.

Students should not bring mobile phones/iPod's or similar devices to school under normal circumstances.

In the interests of

- the **safety** of all of our students from forms of bullying and other abuse
- the **educational well-being** of all of our students

Oberon High School introduced the following:

- If a student has a mobile phone/ iPod or similar device with them during class time and it is seen, heard by a staff member or disrupts learning, it will be confiscated and held at the front office for safe keeping. **It will only be returned to a parent or carer.** It is up to the student to inform that parent or carer of the need to collect the mobile phone/iPod or similar device.

-If any student needs to bring a mobile phone/iPod or similar device to school they must ensure it is turned off before entering the school grounds. Students are only to use mobile phones/iPod devices if instructed to by staff for educational purposes. Students are able to use personal electronic devices at recess and lunch **ONLY**.

Appropriate Procedures

- Devices including attachments such as head phones can be left at the front office for safe-keeping until the student leaves the school for the day. Unless a student has permission to leave early the device **will only be returned after the bell for afternoon dismissal**. No student will have reason to be out of class early to collect a mobile phone/iPod or similar device.

When the mobile phone/iPod or similar device is at the office for safe keeping it will be kept in a labelled container and will normally **only be returned to the owner or his/her parent or carer**.

Further Notes

- If a student brings a mobile phone/iPod or similar device to school and it is damaged or lost, the school can take no responsibility. Any valuable item is brought to school at the owner's own risk.
- **Any parent who wishes to have a message delivered to their child can always ring the school office on 63361606 and a message will be delivered immediately. Students are able to ring home from the front office for important issues at recess and lunchtime. Students who wish to make trivial calls will be charged 50c.**

- The policy may be relaxed in relation to excursions at the discretion of the supervising teacher in consultation with the Deputy Principal or the Principal as a matter of safety and communication.

It is understood that many parents prefer their children to have a mobile phone with them outside school for safety reasons but they do not need them during lessons. It is therefore important for parents to realise that phone calls or messages to students during class time can cause disruption and potential friction between students and teachers. Any variation of this is at the discretion of the teacher and head teacher of the faculty (i.e. returning the phone to the student prior to the end of the school day).

SNOW/FLOOD POLICY

Issues:

- Snow falls are unpredictable in nature, making it difficult to make decisions in relation to road closures and sending students home. Snow may fall prior to school commencing, or after school has commenced.
- A number of stakeholders are involved: Council who may close roads based on advice from their staff; the bus company; Oberon Public School and St Joseph's Catholic School, who utilise the same bus services.
- Duty of care for the Principal extends to employees and students.
- Changes to the WHS laws means that employees are no longer covered by Workers Compensation if involved in an accident whilst travelling to school and the chance of this is increased if snow or ice is predicted.
- This policy is a guide and cannot cover all situations that may arise. Decisions will need to be made on the day based on the best information available at the time and in the interests of the welfare of students and staff.
- Where there is doubt over conditions, the Principal will consider the safety of staff and students in making a decision.



Procedures:

Snow before school:

- All school members should check live traffic .com for road closures.
- Council website is updated from 7am on. Police advise on road closures between 4pm and 7 am. Council also advertise closures on radio stations 2LT and 2BS. Principal will contact Council or police to seek advice on closures, contact the bus company and make a decision as to whether the school is open. This decision will be discussed with the Director NSW Public Schools Bathurst and notice given via 2BS.
- Staff unable to attend school due to road closures should advise the Deputy Principal or Principal. If possible they should report to their nearest school.

- The Oberon High School Facebook page will be updated as soon as possible.

Snow during school hours:

- Parents who live out of town will be requested to provide advice in writing at the beginning of the year, of an alternative home in town their child can go to, in the event of road closures and buses not being able to deliver students. The school will attempt to advise parents if buses are unable to deliver students home. Parents will also be required to advise the school in writing whether in the case of buses taking students home early, if would rather collect their child from school, or have their child go to a nominated house in town.
- Parents who live in town will be requested to advise the school if: their child is to go home on the bus; walk home or remain at school to be collected by a parent.
- In cases where students are to go home early, an assembly will be called in the school hall, where all students and staff are to attend.
- The Principal will meet with staff to ascertain which staff should leave school, and those are able to safely stay in order to provide adequate supervision for students. Where it is safe to do so, staff should remain at school until the buses have left.
- The Deputy Principal and Head Teachers will ensure that students are safely escorted from the hall to the buses as they arrive. Students who live in town will remain at school, unless the parent requests otherwise.
- Office staff will maintain a list of actions nominated by parents, with phone numbers, and call parents to advise them that buses have gone home early. The Principal or nominee will contact 2BS to advise of the situation and contact the Director NSW Public Schools Bathurst.
- The Oberon High School Facebook page will be regularly updated as needed.

“Black Ice” in car park or footpaths

- In conditions where ice is likely to form in the car park, the Principal or nominee should inspect the car park. If ice is present, the car park should be closed by a tape and warning sign. Staff will need to park on the roadside.
- Should ice form on the entry footpath, this should be taped off with a warning sign and an alternative path across the lawn be marked by cones to the front entrance of the school. In these situations, students are to remain in the buildings until conditions are safe.
- In cases where staff deem it unsafe to travel to school due to dangerous roads, they should contact the Deputy Principal or Principal as soon as possible, advising them of their intentions.