



OBERON
HIGH
SCHOOL

PBL COMMUNITY
HANDBOOK

TABLE OF CONTENTS

INTRODUCTION.....	2
SCHOOL WIDE EXPECTATIONS	2
BELONGING AT OBERON HIGH SCHOOL	7
PLAYGROUND DUTY.....	7
ACKNOWLEDGEMENT PROCESSES	10
MINOR INCIDENTS	12
MINOR INCIDENTS WITH HEAD TEACHER SUPPORT	13
DEALING WITH A MINOR INCIDENT	14
MAJOR INCIDENTS	15
DEALING WITH A MAJOR INCIDENT	16
CORRECTIONAL EXPECTATIONS	17
REFLECTION ROOM	17
THE CARD SYSTEM	18
MEETING WITH STUDENTS	18
PHONING PARENTS/CARERS.....	18

Introduction

At Oberon High School we embrace and teach four core school wide expectations. These evolve entirely around educating our students to be respectful, responsible and resilient learners where everyone has the right to be safe.

Student wellbeing is a high priority at Oberon High School. A range of programs are implemented annually across the school to ensure success for our students in both academic and social situations. Our school operates around the policy of re-teaching behaviour and ensuring our students know the correct way to act in any given scenario.

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 eat in designated break times or when permitted.</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 take my hat off and leave it off.</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>

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	I am mindful that I am inside. I only enter the gym with supervision from a teacher.	I help teachers clean up the gym after we have finished in there. I ask the teacher for equipment and entry to the storeroom. I line up quietly before I enter the gym. When I enter the gym, I place my school bag at the back of the stage	I am mindful of other people in the gym. I leave the gym when asked by a teacher.	I show sportsmanship, regardless of the outcome.

		and wait quietly on the edge of the stage awaiting further instruction.		
Assembly	I line up quietly, ready for assembly.	I have my phone off or on silent and in my pocket or bag.	I applaud when appropriate. I take my hat off and leave it off.	
Canteen	I line up in an orderly manner.	I use my own money.	I use my manners.	
Toilets	I wash my hands. I move in and out of the bathroom quickly and return to class immediately.	I use the bathroom appropriately and sensibly.	I leave the bathrooms clean. I report any damage immediately.	
Sport Sporting activities (recess/lunch/PE) Sporting events	I use sporting equipment safely and correctly. I play by the rules and help others. I participate safely. I wear appropriate equipment. I only play non-contact sport.	I take care of the sporting equipment. I am aware of others around me. I look after all equipment, and return all equipment after use. I bring appropriate hydration and nutritional needs.	I am mindful of others not participating. I respect referees and match officials on and off the field.	I will be gracious in winning or losing a game.
Library	I line up, keeping to the left before entering the library. I leave my bags on the step outside. I ensure power cords do not fall across walk ways.	I do not interrupt the Librarian if she is teaching. I listen carefully to the Librarian. I return all loans by the due date. I treat technology responsibly.	I listen to all Librarian instructions. 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 remain in my seat unless instructed. I only walk in the science lab.	I take my hat off and leave it off.	

	<p>I inform my teacher when breakages occur. I wear all appropriate safety equipment.</p>	<p>I only sit on the seats in the science lab. I remove wastes as instructed.</p>		
Room 1	<p>I make myself aware of equipment, such as cables, across the floor.</p>	<p>I use equipment safely and appropriately. I inform staff of any accidents resulting in the damage of equipment. I place equipment away appropriately.</p>	<p>I respect school equipment. I take my hat off and leave it off.</p>	
Online	<p>I report any concerns I have for my peers based on their online presence (e.g. snapchat and Facebook).</p>	<p>I report any cyber bullying that I know or hear about.</p>	<p>I support all members of our school community.</p>	<p>I do not let others affect me. I report any situations immediately.</p>

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

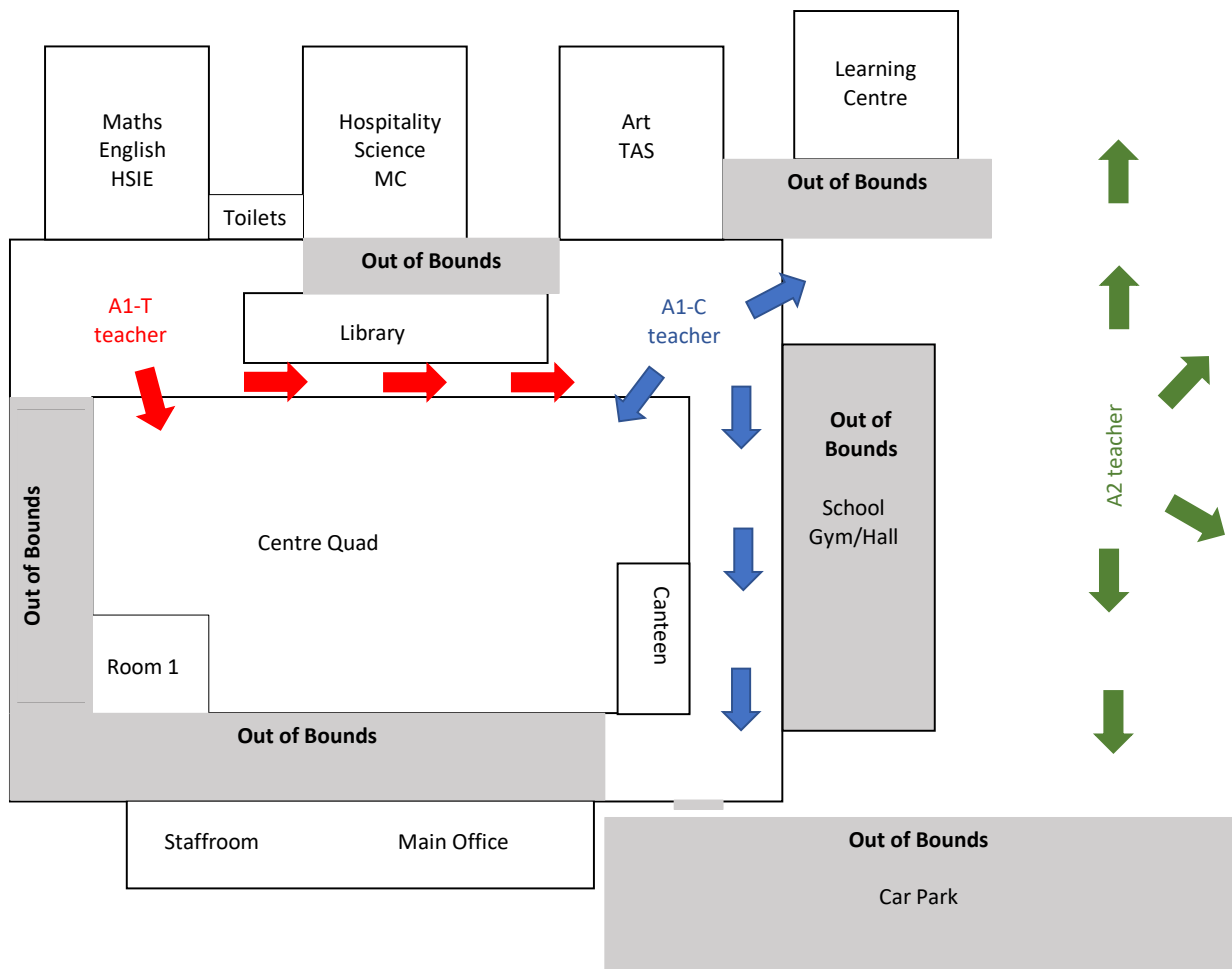
At Oberon High School, we work off a number of bells to signal what areas will be available to students.

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.

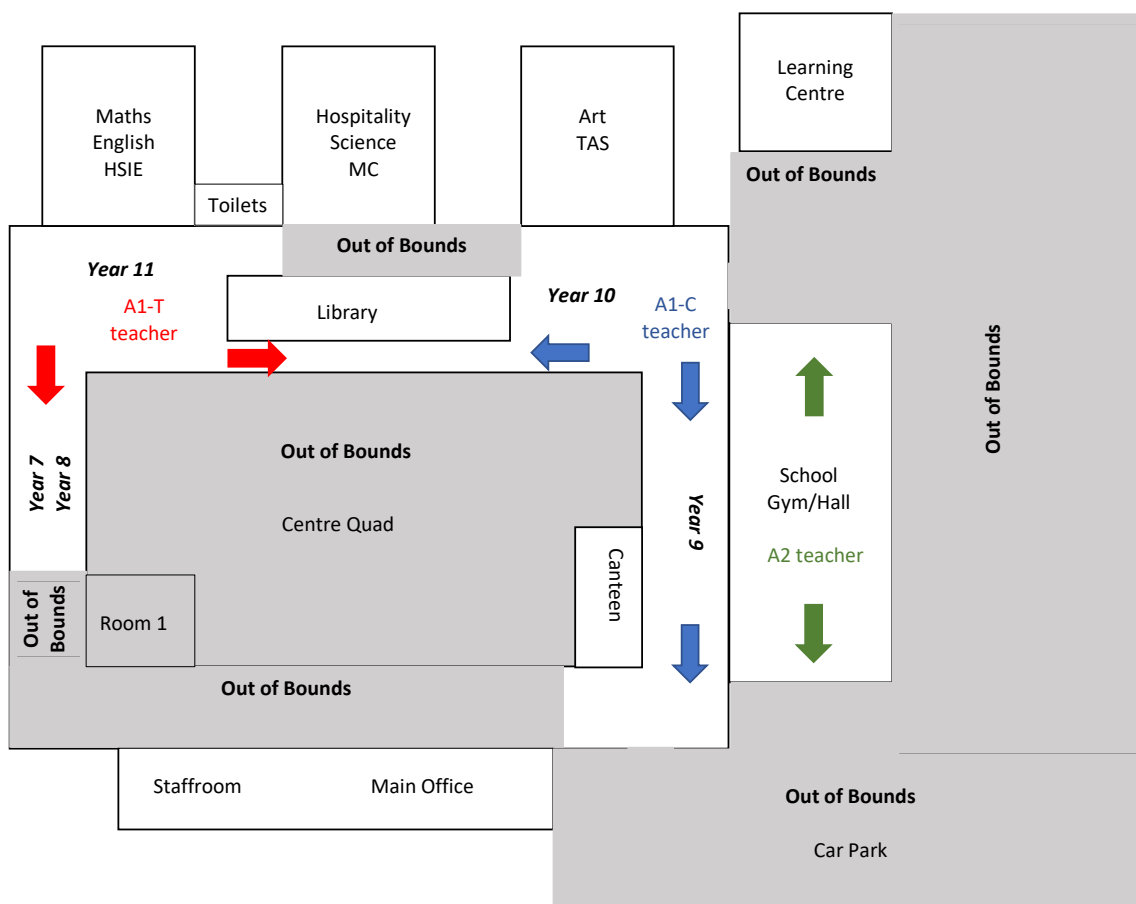


Five bell day

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.

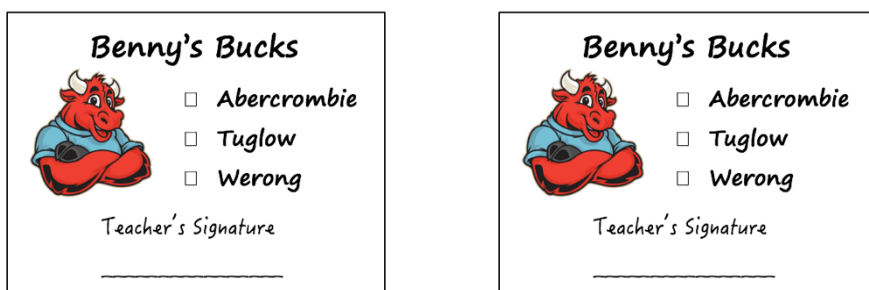
Year areas include:

- 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 Processes

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.

- **Vivo**

These are an online reward system that works towards our online shop where students can purchase iTunes vouchers, canteen vouchers etc.

- **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

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.

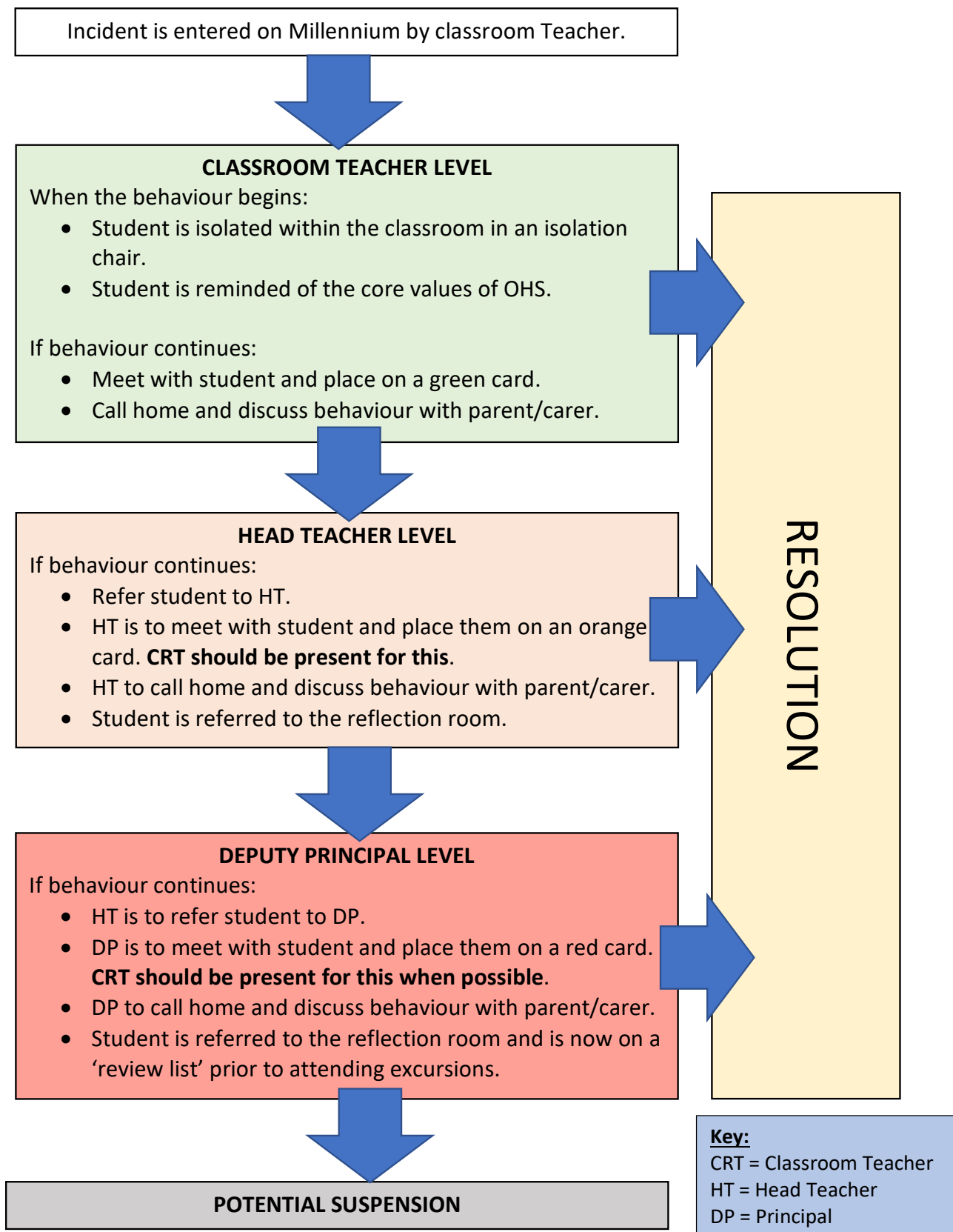
Minor Incidents with Head Teacher Support

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



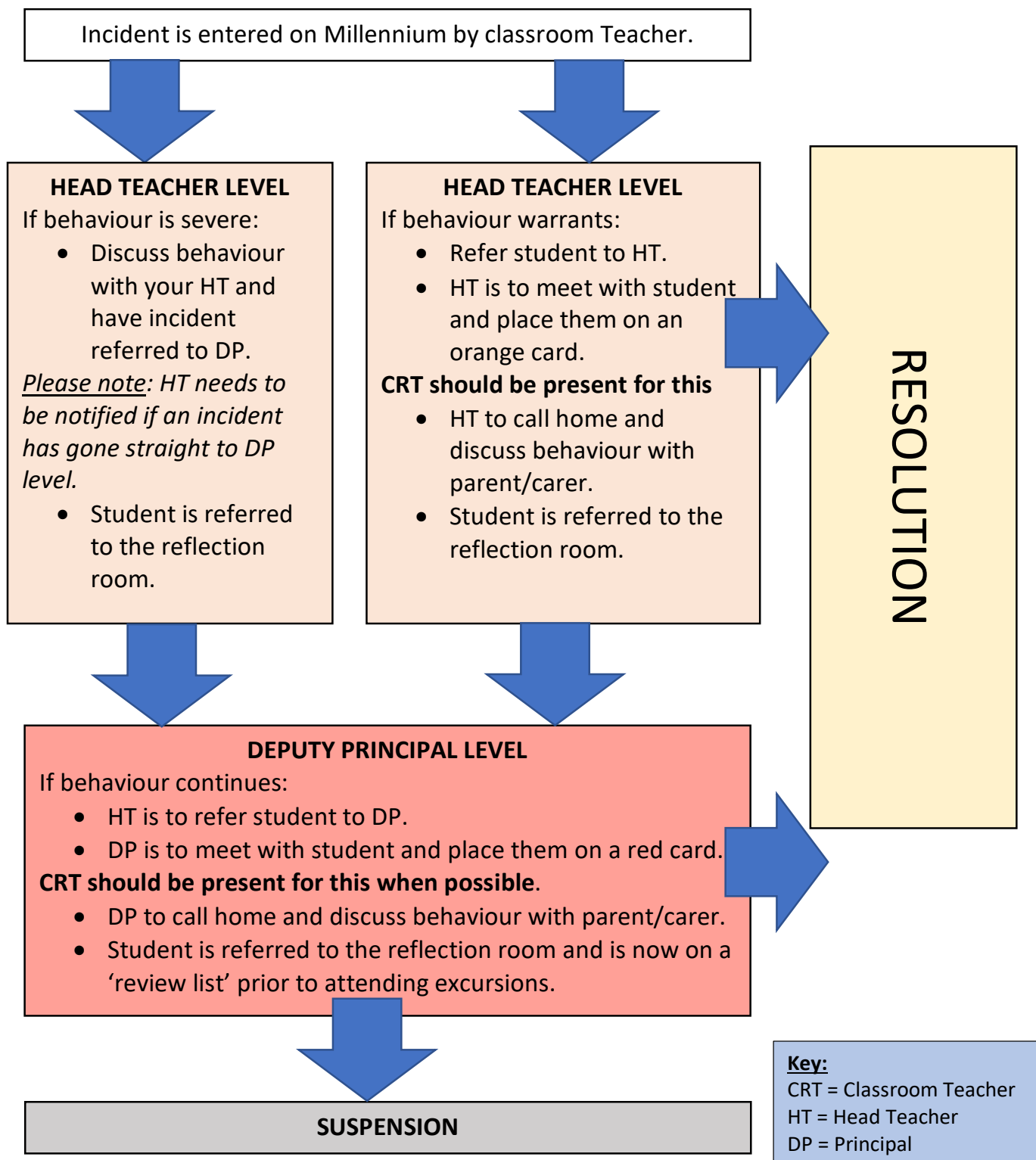
Major Incidents

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



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.

Phoning 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/carers, you may return the call if you have any questions or concerns about the situation.