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STUDENT INFORMATION BOOKLET

YEAR 7-12 2024

Integrity Rigour Empathy

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At BHS we inspire students to excel as critical learners, thinkers and champions of diversity who have a positive impact on their world.

Integrity Rigour Empathy

Principal's Welcome Message

It is with a warm and open heart, that we welcome you to Blakehurst High School.

Starting a new school is an important moment in life, that is filled with nervousness, and anticipation. However, it is with great certainty that I can say that all of these emotions will quickly evolve into happiness and excitement.



Our staff, including your Year Advisers will ensure you transition well. Your learning and wellbeing is our priority. Your peers will embrace you and ensure you feel part of our school community. Blakehurst High School is a very vibrant school – there is much happening all the time – fun, engaging lessons, peer interactions and many groups and clubs to be part of. I encourage you to be involved in as much as you can and to come to school with an open mind.

At Blakehurst High School we have high expectations of both staff and our students. We expect you to have pride in yourselves!

The uniform is compulsory, and mobile phones are not to be used whilst at school. Most importantly though, we expect all of our students to take every learning opportunity seriously. Immerse yourself in the lesson at hand; be prepared for learning, be focused and motivated. We expect you to complete your class work and assessments as best as you can, we expect you to think about your learning and ask questions, so you improve each day. We expect you to always demonstrate exemplary behaviour towards others.

The three school expectations and values that we espouse in all that we do are ***Integrity, Rigour and Empathy***. We reiterate these expectations at every opportunity as our school mission is to ***inspire students to excel as critical thinkers and learners, who are champions of diversity and who have a positive impact on their world***. We believe in all of our students, and know that by having the above goal in mind and by demonstrating *Integrity, Rigour and Empathy* you will develop the frame of mind and skills to be highly successful in life.

I am looking forward to our positive journey together and getting to know both you and your families.

Always remember, that I will always be available for you and that I will always believe in you. **You are now a BLAKEHURSTIAN !**

Best wishes, always

Mrs Kapsimalis

The loftiest towers are built from the ground up!

IMPORTANT SCHOOL INFORMATION

Address: Blakehurst High School
270A Woniora Road
BLAKEHURST NSW 2221

Email: blakehurst-h.school@det.nsw.edu.au

Website: blakehurst-h.schools.nsw.edu.au

Telephone: 9546 3281

Office Hours: Student Enquiries 7.45 am – 3.15 pm
Parent Enquiries 8.30 am to 3:15 pm

Year Advisors:

Year 7: Ms Tanya Bourtsouklis / Rachel Hwang
Year 8: Molly Towell / Jayden Hankin
Year 9: Minna Galanos / Ali Fares
Year 10: Maria Poulos / Zoe Georgopoulou
Year 11: Mary Fotiadis / Katrina Shepherd
Year 12: Savannah Vertsonis / Joshua Harris



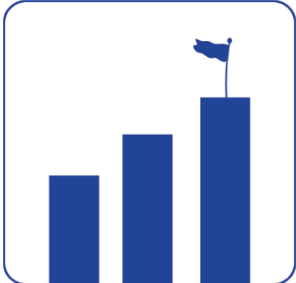

Appointments: All appointments to see any staff member must be booked via a phone call or email prior to coming to the school.

You will find Blakehurst High School to be a caring and friendly school. We are sure you will be very happy here. You will be making new friends and meet many new teachers. Your well-being is the main concern of the teachers at Blakehurst High School. We want you to:

- Be a successful learner
- Enjoy coming to school
- Make good friends
- Get satisfaction from what you do
- Go home feeling that each day, you have made progress
- Know that your teachers care about you.



BHS School Expectations

	<h3>INTEGRITY</h3> 	<h3>RIGOUR</h3> 	<h3>EMPATHY</h3> 
IN CLASS	Demonstrated by: <ul style="list-style-type: none"> • taking responsibility for your own learning • actively following school rules • maintaining a safe learning environment by: <ul style="list-style-type: none"> • arriving to class on time • remaining seated • being attentive 	Demonstrated by: <ul style="list-style-type: none"> • having phones off and out of sight • using class time effectively • achieving the lesson success criteria • challenging yourself to achieve excellence 	Demonstrated by: <ul style="list-style-type: none"> • respecting the learning of others • respecting teacher directions • understanding and respecting diversity
WHOLE SCHOOL	Demonstrated by: <ul style="list-style-type: none"> • having self -pride and pride in our school • displaying honesty in all that you say and do • respecting students, teachers and school property 	Demonstrated by: <ul style="list-style-type: none"> • achieving high standards in all that you do • striving for your personal best • applying diligence in all that you do 	Demonstrated by: <ul style="list-style-type: none"> • considering and accepting others • showing, fairness, care and cooperation for all • appreciating individual differences
COMMUNITY	Demonstrated by: <ul style="list-style-type: none"> • having pride in appearance, conduct, school and self • being honest and taking responsibility for your own actions • practicing strong moral principles 	Demonstrated by: <ul style="list-style-type: none"> • respecting members of the community and their property • showing respect by using appropriate language • following and obeying laws and safety rules 	Demonstrated by: <ul style="list-style-type: none"> • supporting and being proactive to the needs of others • understanding of all cultural beliefs and appreciating members in the community • actively involved in the school and broader community

AT BHS we inspire students to excel as critical learners, thinkers and champions of diversity who have a positive impact on their world

Integrity Rigour Empathy

Attendance Procedures and Supervision Procedures

This document should be read in conjunction with the [School Attendance Policy](#) and [Attendance Matters Website](#).

1. Rationale

Regular attendance at school for every student is essential if students are to achieve their potential and increase their career and life options. Schools in partnerships with parents are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, record and monitor part and whole day absences.

Schools, in providing a caring teaching and learning environment, which addresses the learning and support needs of students, including those with additional learning and support needs or complex health conditions, foster students' sense of wellbeing and belonging to the school community.

Supporting positive school attendance is a shared responsibility - everyone has a role.

Attendance is a whole school and parent/carer responsibility.

Individual staff, student and parent responsibilities are outlined below. For the purpose of this document please note that:

Whole Day Attendance – refers to students who are absent for the entire school day

Part Day Attendance – refers to students who have arrived late to school or who have left early.

Fractional Truancy – refers to students who have not attended a particular class or classes.

Unjustified – refers to attendance issues that no reasonable explanation has been received or the explanation received for the absence has not been accepted by the principal.

Justified – refers to attendance issues where reasonable explanation has been received.

2. Roles and responsibilities

Procedure

Attendance

Community Members	Area of Responsibility	Action/Responsibilities
Students	Themselves/Siblings	<ul style="list-style-type: none"> • Be present and ready to learn. • knowing what class activities are on which school day for example, PFHPE, sport – have a copy of your timetable with you • making sure you are ready for each school day: uniform, books, bag, lunch • speaking with family, a friend or teacher if you have concerns about attending school, or if something is making it difficult to get to school • asking a teacher for help if schoolwork is challenging.
Parents	Children	Parents and carers can help foster positive attendance habits by: <ul style="list-style-type: none"> • helping their child learn the importance of punctuality and routine

		<ul style="list-style-type: none"> ensuring their child arrives on time from the start of the school day, ready to participate in learning reducing disruption to learning where possible, by planning any necessary appointments outside of school time working with the school to encourage and support regular attendance. <p>Parents are required to explain the absences of their children from school promptly and within seven days to the school at the front office, through text, phone call or email.</p> <p>Parents work in partnership with the school to plan and implement strategies to support regular attendance at school, including communicating with the school if they are aware of issues impacting on their child's attendance or engagement with school.</p>
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Staff	Area of Responsibility	Actions/Responsibilities
Attendance Officer	Whole School	<ul style="list-style-type: none"> Send SMS to parents after first period when students are absent from school. Contact parent promptly and within two school days of absence being unexplained (after 7 days an absence becomes unexplained). Enter absentee notes on Sentral <u>Interpreters and translated materials</u>, including letters are available when communicating with parents from language backgrounds other than English in matters relating to school attendance. Update and upload data on attendance from Sentral to EBS4? Email teachers whose role appears as unmarked (daily) Print 85% or less attendance each weeks 4 and 9 of the term and email to parents. Amend discrepancies
Roll Call Teacher	Roll Call Room	<ul style="list-style-type: none"> Mark rolls accurately and submit roll at the beginning of the lesson. Complete head count to ensure accurate numbers Monitor/track students' attendance. If they have been absent remind students to bring notes to the front office. If you have attendance concerns discuss these with Year Adviser.

		<ul style="list-style-type: none"> • Contact Front Office SASS staff with discrepancies
Head Teacher	Whole School	<ul style="list-style-type: none"> • Support staff with general concern about student attendance • Support teachers to mark rolls accurately • Contact Front Office SASS staff with discrepancies
Classroom Teacher	Classes	<ul style="list-style-type: none"> • Mark rolls accurately and submit roll where possible, at the beginning of the lesson. Complete head count to ensure accurate numbers
Year Advisers	Year Group	<ul style="list-style-type: none"> • Provide Pastoral Care in Roll Call room to students who have poor attendance. • At the end of each week enter students onto Sentral if you have attendance concerns. about and create a notification to Attendance Officer
Attendance Officer	Whole School	<ul style="list-style-type: none"> • Collate Year Adviser referrals and week 4 and week 9 below 85% absence data and distribute this to the Deputies
School Counsellor	Whole School	<ul style="list-style-type: none"> • Support students and families with concerns of attendance and relay to Deputies
HSLO	Whole School	<ul style="list-style-type: none"> • Attendance Referrals • To contact parents and meet with students and parents who are on their Case Load • Attendance Interviews twice a term. • Issue Letter 1 to parents at meetings
Deputies	Year Groups	<ul style="list-style-type: none"> • Print Year Group attendance reports fortnightly and distribute to Year Advisers at welfare meetings. • Make HSLO referrals as need be. • Attend HSLO Case Management meeting as need arises. • Manage critical cases and discuss concerns with Year Adviser, SSO, School Counsellor, HSLO and Principal. • Contact Learning and Wellbeing as required. • Contact Front Office SASS staff with discrepancies • Notify CWU and DCJ as required and liaise with Principal
Deputies	Whole School	<ul style="list-style-type: none"> • Oversee whole school attendance policy and liaise with Principal
Principal	Whole School	<ul style="list-style-type: none"> • Manage complex cases with Deputies and Director of Education. <p>Has the authority to:</p> <ul style="list-style-type: none"> • grant sick leave to students whose absences are satisfactorily explained as being due to illness • accept other explanations for absence and record the absence as 'L' • decline to accept an explanation for absence and record the absence as unjustified

		<ul style="list-style-type: none"> • grant an exemption from school attendance for periods totalling up to 100 days in a 12-month period for any one student provided certain conditions are met (see the Exemption from School - Procedures) • grant part-day exemptions from school for periods totalling up to 100 days in a 12-month period (see the Exemption from School - Procedures)
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Lateness

Staff	Area of Responsibility	Actions
Front Office SASS Staff Attendance Officer	Whole School	<ul style="list-style-type: none"> • Daily SMS to parents for students who are late • Record late students • Attendance Officer to Issue lateness report to DPs each fortnight. • Inform students if late 3 times of make up recess and lunch date – with DP
Classroom Teacher	Students	<ul style="list-style-type: none"> • If student is late to class, teacher negotiates make up time with student. • Refer to Head Teacher if student does not attend.
Head Teacher	Students	<ul style="list-style-type: none"> • Head Teacher contacts parents and create make up time • Referral to Deputy for students who do not complete make up time
Deputy Principal	Students	<ul style="list-style-type: none"> • Case manage students including contact with parents and students, make up time, community service or possible reflection room. • Action 3 days late – Recess & Lunch detention to make up time. • Second time 3 times late, issue Friday afternoon detention contact parents.
Principal		<ul style="list-style-type: none"> • Manage complex cases with Deputies and Director of Education.
HSLO	Students/Parents	<p>Home School Support Officers create the connection between students, parents, school and agencies so that students have the best possible opportunity to engage with their learning.</p> <p>Attendance support officers:</p> <ul style="list-style-type: none"> • support attendance of compulsory school age students, between six and 17 years • monitor attendance registers, suggesting areas for development with school-based procedures and identifying emerging issues or concerns • support schools with the development and implementation of school-based strategies and

		<p>school plans to improve attendance</p> <ul style="list-style-type: none"> • collaborate with School Service staff in the resolution of attendance issues • provide advice to School Services and school staff on matters related to attendance; this may include information about attendance professional learning available to department staff • liaise with community, government, and non-government agencies. • Case manage referrals from Deputies
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Truancy

Staff	Area of Responsibility	Actions
Classroom Teacher	Classes	<ul style="list-style-type: none"> • Teacher to mark roll and if student is truanting create makeup time - enter on Sentral and email parents.. • If student does not attend, refer to Head Teacher
Head Teacher	Classes and Referrals from Teacher	<ul style="list-style-type: none"> • As per classroom teacher • Referrals from classroom teachers, speak with student and arrange another makeup time and email parents. If student does not attend, refer to Deputy.
Deputy	Year Groups	<ul style="list-style-type: none"> • Case manage students including contact with parents and students, make up time, community service or possible Reflection Room
Year Advisers	Year Groups	<ul style="list-style-type: none"> • Have a restorative conversation with students regarding their Truancy
Sports Organiser	Students	<ul style="list-style-type: none"> • Informed of truancies, discuss critical cases with HT PDHPE and Deputy • Continuous truants are placed in non-sport for a period of time. Parents are informed

3. Attendance support strategies and programs

Blakehurst High School implements an array of welfare strategies to support student attendance. Working closely with parents and carers is vital. The schools care continuum reflects these.

4. Communication strategy

Audience	Communication channel	Frequency
Student and Parents	<ul style="list-style-type: none"> • Student meetings & parent meetings • Awards at assemblies • Positive phone calls home, SMS • Letters home 	Ongoing

	<ul style="list-style-type: none"> Student diary 	
All staff	Attendance Procedural Documents Induction/Staff handbook Attendance Whole School Evaluation	Annual
All staff	Attendance Professional learning (online and staff development day) <i>This may include; roll marking training, MRG training, attendance data analysis or new resources on attendance matters.</i>	Termly
Attendance Team and Executive Team	<ul style="list-style-type: none"> Agenda item on the Learning and Support Meeting Regular Attendance Meetings Chapter 16 A – request for information 	Weekly/Fortnightly
Whole School Community	<ul style="list-style-type: none"> Newsletters School Website Attendance posters Social Media Posts 	Ongoing

5. Unsatisfactory pattern of attendance

A child is considered to have an unsatisfactory school attendance when they have:

- regular absences without explanation (despite follow-up from the school)
- regular absences and explanations provided by parents are not accepted by the principal, or
- extended periods of absence without an explanation or the explanation is not accepted by the principal.

An extended period of absence may be consecutive or irregular patterns of non-attendance. All cases of unsatisfactory attendance, including part day absences are investigated promptly and school based factors impacting on attendance are addressed. Early identification of students at risk of developing poor school attendance patterns through strategies such as regular roll checks and review of attendance data.

Attendance reports from roll checks are generated at least fortnightly and tabled at Learning Support Team or attendance meetings for follow up by appropriate staff members

6. Learning and support needs, illness, and wellbeing

The school's Learning and Support Team in partnership with parents identify and implement strategies that address the learning and support needs of a student with attendance patterns of concern.

When a student is frequently absent due to illness. The follow process will occur:

- Consultation occurs with parents regarding the health care needs of the student
- Medical certificates are sought for the absences
- Where there are ongoing concerns, approval is sought from parents to contact the student’s doctor so the school has all relevant information regarding the student’s health care needs
- Strategies are developed to ensure regular attendance at school.

7. Reporting Child Protection concerns

Our school ensures that any matter relating to school attendance where safety, welfare or wellbeing concerns arise for a student:


- consideration is given to the requirements of the Child Protection Policy Guidelines: Responding to and reporting students at risk of harm
- all required reports are made to the Community Services Child Protection Helpline or contact made with the Child Wellbeing Unit (as required by the Mandatory Reporter Gu

EVERY MINUTE COUNTS....

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...
10 minutes a day	50 minutes of learning each week	Nearly 1½ weeks per year	Nearly ½ a year of school
20 minutes a day	1 hour and 40 minutes of learning each week	Nearly 2½ weeks per year	Nearly a year of school
½ hour a day	½ a day of learning a week	4 weeks a year	Nearly 1 ½ years of learning
1 hour each day	1 whole day of learning each week	8 weeks per year or nearly a term a year.	Over 2 ½ years of learning

Your child's best learning time is at the beginning of the day...

Check the time your school starts. DON'T BE LATE!



EVERY DAY COUNTS....
A day here or there doesn't seem like much, but...

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means that the best your child can achieve is...
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ a years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2 ½ years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4

Give your child every chance to succeed...

Every day counts!



School Behaviour Support and Management Plan

Statement of Purpose

The students, parents and staff at Blakehurst High School are committed to providing a safe, respectful and supportive learning environment for students and staff. Our staff apply evidence-based practice strategies to help students develop the skills necessary to have strong relationships, make positive decisions, and exhibit behaviours that promote the safety and learning of others and their own.

General Principles

These four principles underpin everything we do at Blakehurst High School:

1. Develop positive relationships with each other and think about the effect on relationships before acting.
Positive relationships make the school a much better and enjoyable place to be in, hence, everything we do will be to nurture and protect these relationships.
2. Actively participate in learning.
Learning is a two-way process, there must be active participation from the students and teachers for true learning to occur.
3. Take personal responsibility for behaviours and actions.
We are in control of our own choices and behaviours; therefore, we take credit when we do well, and take responsibility to fix it when we don't.
4. Resolve conflict respectfully, calmly and fairly.
Our school welcomes mistakes and conflicts as learning opportunities to improve in our ability to work well with others.

School Rules

Developed in consultation with staff, students and parents aligning to the NSW Behaviour Code for Students.

<p>In every setting at all times, we:</p> <ul style="list-style-type: none"> • Treat others and property with respect • Wear the school uniform • Ask staff for help when needed • Leave banned items out of school grounds • Put phones on silent and in Yondr Pouch • Use respectful language at all times • Respect others right to learn • Demonstrate acceptance and tolerance of all values and beliefs 	
<p>In the classroom, we:</p> <ul style="list-style-type: none"> • Arrive on time • Bring materials • Be an active learner • Complete set work • Follow teacher instruction • Sit according to class seating plan • Demonstrate school values of Integrity/Rigour/Empathy 	<p>Out of the classroom, we:</p> <ul style="list-style-type: none"> • Place rubbish in bins • Return any borrowed equipment • Stay within appropriate areas • Follow teacher direction • Be an active and respectful community member

Strategies to Promote Positive Behaviour

Effective behaviour management occurs when staff focus on creating positive classroom climates with high quality student-teacher relationships and engaging lessons to inspire learning. Staff engage in ongoing professional learning and reflective practice to improve their use of preventative strategies. These strategies promote long-term positive behaviours within students, they make teaching more enjoyable and satisfying. We will apply these strategies in our daily practice consistently across the school.

At Blakehurst High School, all staff support and implement the following preventative strategies:



Develop positive relationships with students

Get to know them, greet them warmly, show concern and care, and connect with them



Provide structured and engaging lessons

Make the learning relevant, consider their perspective, be prepared



Teach the rules and routines

Remind them of the rules and why they are needed, show them how to comply, provide feedback



Offer pre-corrections to remind students of expectations

Allow time before beginning the lesson for students to comply. Explain the significance of the Lesson



Use active supervision to help students stay on task

Move around the room to offer support, check -in on students



Model mature social and emotional skills

Show them through your actions how to respond to irritation, conflict or anger

Acknowledging Positive Behaviours and Improvements of Individual Students

Students want to feel capable, to believe that they can do things well. To support this, staff are encouraged to provide verbal acknowledgement when students make positive decisions or show improvement in their behaviour. When this acknowledgement is received as informative feedback, this is what reinforces the behaviour.

Be specific and genuine!

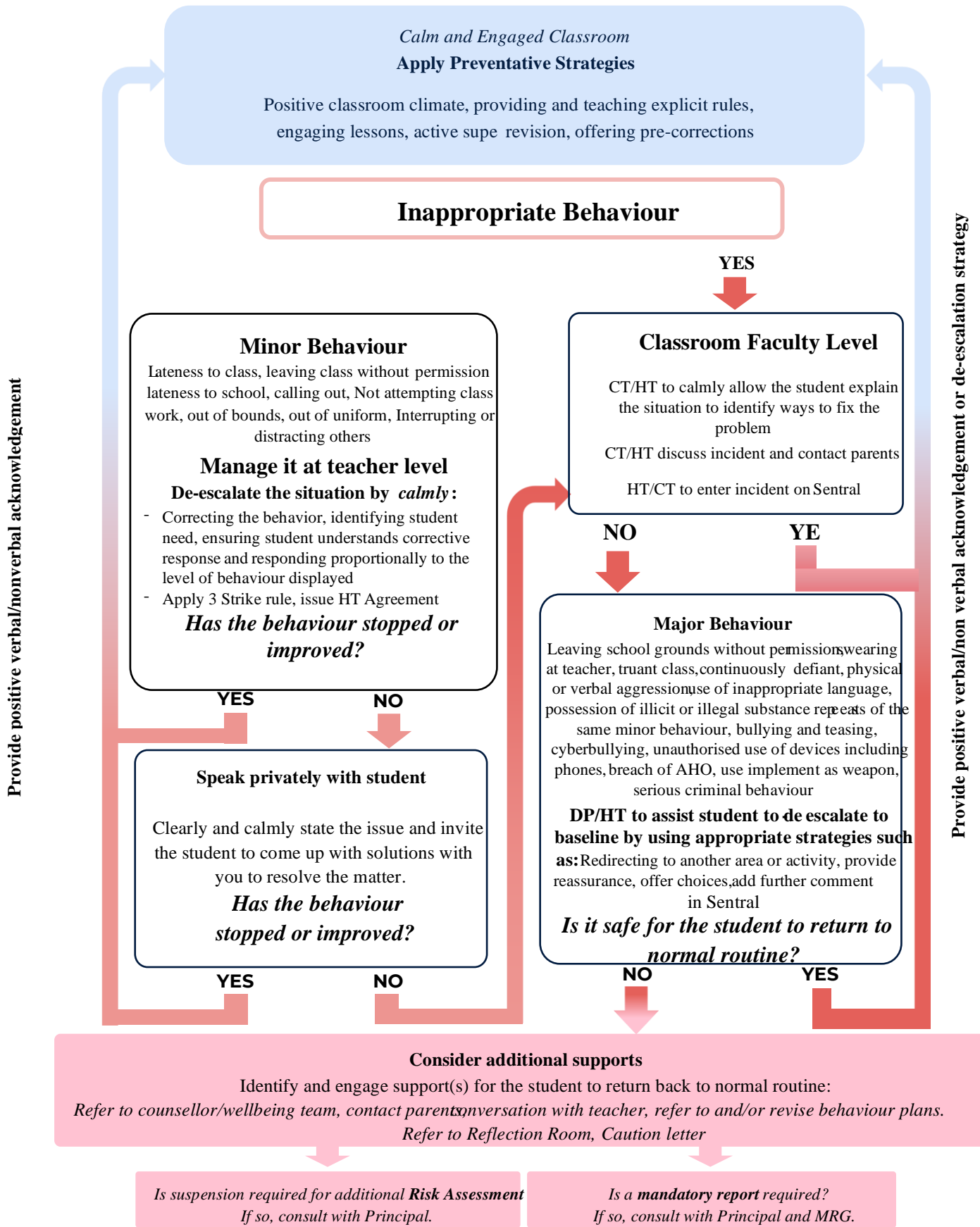
Focus on their efforts and decisions

Provide it immediately after the behaviour occurs

Don't overdo it – there is such a thing as too much praise.

Responding to Inappropriate Behaviour

When students engage in inappropriate behaviour, we strive to understand the function of their behaviour and how we can work together to resolve the situation. When inappropriate behaviour occurs, staff support and implement the following decision flowchart.



Minors and Majors

A minor behaviour is a behaviour that is against the school rules, when this behaviour is ongoing or poses a serious risk of harm, then it becomes a major behaviour. Below are some *examples* of minors and majors:

Minor Behaviours

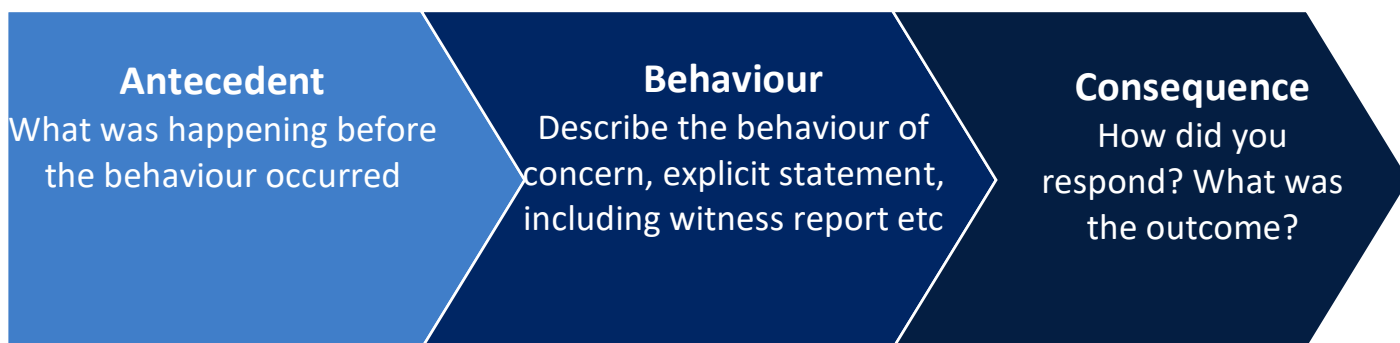
Lateness to class, leaving class without permission, lateness to school, calling out, not attempting class work, out of bounds, out of uniform, interrupting or distracting others

Major Behaviours

Leaving school grounds without permission, swearing at teacher, truant class, continuously defiant, physical or verbal aggression, use of inappropriate language, possession of illicit or illegal substances repeats of the same minor behaviour, bullying and teasing, cyberbullying, unauthorised use of devices including phones, breach of AHO, use implement as weapon, serious criminal behaviour

Recording Behaviour Incidents

Staff record on SENTRAL any minor or major behaviour incidents. This allows us to analyse the data and inform how to best support our students. After a minor or major behaviour, staff will log the incident on Sentral via the student wellbeing section. When logging the incident, use factual language and be sure to include the following:



For example, “Jake Sample threw a pen at Brian Example and walked out of the classroom. This happened right after Brian laughed at him for getting an answer wrong. I checked on Brian who reported that he was fine, but Jake left before I could speak with him – HT was called for follow-up.”

This document is a brief version of the full School Behaviour Support and Management Plan for Blakehurst High School which is informed by the Student Behaviour Policy (2022).

Care Continuum

Students can present a range of behaviours, and the needs of an individual student can range across tiers of support, from universal and preventive support, through targeted or secondary supports, to tertiary or intensive interventions. The table below outlines how the school provides a care continuum for its students and the staff member leading each strategy/program:

Universal Prevention Whole-school practices to maintain safe and respectful learning environments	Early Intervention Initial responses to work with emerging, low-level behaviours	Targeted Intervention Targeted support to encourage positive behaviours in response to complex and challenging behaviours	Intensive Individual Intervention Comprehensive systems of support for highly complex and challenging behaviours
<p>Whole-school rules and expectations Senior Executive/Executive/Staff</p> <p>Whole Sch Welfare Team Support Breakfast Club Sorry Day NAIDOC Day National Youth Week R U OK Day Wear it purple day Pride Day Brainstorm Production Antibullying Workshop First Nations Program Wellbeing Days</p> <p>Welfare Assemblies: Headspace, Police Liaison, Black dog Institute, Legal Aid</p>	<p>Parent interview for attendance and behaviour Senior Executive and Welfare Team</p> <p>Data Blitz for attendance and behaviour Deputy Principals HSLO</p> <p>Student Access to: Student Support Officer School Counsellor support Study Skills Workshops Year Advisors</p> <p>Early Interventions Program</p> <ul style="list-style-type: none"> • Peer Support Yr7 & 10 • Big Fish Little Fish Yr7 • Anti-Bullying Workshops Yr 7 & 8 • My Strengths Yr 8 & 10 • Luke Kennedy – Yr 9 & 11 • Love Bites Yr 10 & 11 • Brainstorm Productions Yr 7 • Backflips Against Bully Yr 8 	<p>School counselling service School Counsellors</p> <p>Learning and Support Team Student Growth Faculty - LaST</p> <p>Rock and Water Student Support Officer</p> <p>Attendance Plans (DP's)</p> <p>BSP/IEP (LaST) Student Counsellor Support</p> <p>External Facilitators: My Strength Headspace</p>	<p>Case Management Deputy Principal, Counsellors, Welfare Team and DoE Wrap Around Team</p>

This table contains more detailed information on each strategy/program within the Care Continuum

Care Continuum	Strategy or Program	Details	Audience	Pathway to Access
Universal prevention	Whole-school rules and expectations	Providing, communicating and explicit teaching of school rules on a weekly basis.	All students	<ul style="list-style-type: none"> • Assemblies • Year Advisor • Meetings • Roll Call Contact: All Teaching Staff, SSO and DPs
Early intervention	Parent interview	Phone call or face-to-face interview with parents for students with emerging concerns to identify and resolve issues early.	Students with multiple absences or minor incidents within a fortnight	<ul style="list-style-type: none"> • Students identified in incident and attendance data by Welfare Team Contact: YAs and DP's
Targeted intervention	School counselling service	Individual mental health assessment and support for students.	Students referred	<ul style="list-style-type: none"> • Students can self-refer or be referred by staff or parent Contact: (School Counsellor)
Intensive individual intervention	Case management	Working collaboratively with the student, relevant staff and external services to plan appropriate supports and adjustments for the student.	Students with multiple major incidents within a term	<ul style="list-style-type: none"> • Students identified in incident data by Wellbeing Team • Learning and Support Team can refer and work with DPs Contact: Deputy Principals

ABOUT BRING YOUR OWN DEVICE (BYOD)

WHAT IS BYOD?

BYOD (Bring Your Own Device) is a strategy that is governed by the NSW Department of Education's (DoE) Student BYOD Guidelines which enables students to bring their own device to the classroom.

The term "device" in this policy refers to personal electronic devices brought into the school, which has the capability of connecting to the department's Wi-Fi network. Mobile phones are not part of the school's program and are not a substitute for the BYOD program.

Blakehurst High School has made the decision that the only devices included in the school BYOD program are laptops.

BYOD acknowledges technology in education means more than meeting specific curriculum requirements.

BYOD is designed to give you, as students and families, freedom to make technology choices that suit you and all your circumstances.

HOW DOES IT WORK?

All students are expected to bring their own computing device to school every day. The school makes *recommendations* as to the model of device students may choose to bring and has a purchasing portal that makes comparison, quotes and purchases available.

There is also some software that is required on the device and the DoE has made a range of free applications available through the student portal.

Students are required to submit a **Student Agreement** that sets out how the device can be used at school.



There are some steps to take before bringing a device to school for the first time:

1. Complete and Submit the Student Agreement

The Student Agreement sets out the rights and responsibilities of students and families in the Bring Your Own Device Program. The Student Agreement must be completed on the Sentral Parent Portal and processed by the school before a device can be connected to school systems.

2. Know your school username and password

3. Sign in to detnsw.net each day your device is at school to authenticate your WI-Fi access.

4. View the Device On-boarding posters at school

The Device On-boarding Guides will be available to view around the school

Students are given induction on the Student Portal by the Librarian in the first few weeks of school.



'Bring Your Own Device' Program: Student Agreement

Bring Your Own Device Student Agreement

2024

Agreement:

- i. We have read the following 4 pages of the Bring Your Own Device Policy Document
- ii. We understand our responsibilities regarding the use of the device and the internet.
- iii. In signing below, we understand and agree to the Bring Your Own Device Policy.
- iv. We understand that failure to comply with the Bring You Own Device Policy will invoke the school's standard discipline procedures and/or the actions outlined in policy documents on the school website.

Name of student:Student ID:

Signature of student:

Date: / /

Name of parent/carer:

Signature of parent/carer:
.....

Date: / /

BLAKEHURST HIGH SCHOOL - ANTI HARASSMENT ORDER

Between &			Signed:
Date	Duration	Issued by	Signed:

Special Conditions

This is a contract both parties have agreed to make work. Put downs, name calling, spreading rumours, being mean/nasty, excluding people from a group, hiding their equipment and personal possessions, taking their seat, etc when done repeatedly **are forms of harassment** that upset people. This can be done: -

- **Directly** – verbally, notes, SMS, chat rooms, Facebook, emails etc., or
- **Indirectly** – through others, or
- **Non verbally** – uncomfortable/intentional staring, ignoring them, etc.

A **School AHO** is given to students that have had previous ongoing forms of harassment from other students to the extent that it has affected their learning at school. It is used when counselling or mediation has not worked or when both parties agree to use it as a means of resolving their differences.

It is based on the idea that conflict or incidents cannot happen if there is no contact or communication between parties.

Remember the whole purpose of this strategy is to avoid incidents of bullying, harassment, intimidation or even assault. **Minor incidents can escalate.**

FORMAL WARNING – An intentional breach of the school AHO may result in a Warning of Suspension, followed by a suspension if the behaviour continues.

Deputy Principal

Student Names _____

We acknowledge the letter above. We understand no contact between the parties means that neither party will approach each other intentionally to communicate (other than necessary as part of normal classroom activity). No communication also includes all text messaging, emails, posted messages, chat rooms, phone calls or messages by other people.

REFLECTION ROOM

The Reflection Room has been set up in one of our existing classrooms and will be used to assist students who demonstrate behavioural concerns, giving them time to reflect and improve their behaviours so they return to the classroom willing to learn and allow others to learn.

This step will be inserted into our Behaviour Management Policy and used as a means to assist students to regulate their own behaviours.

The Reflection Room operates as a pre-emptor to possible suspensions. There is a thorough process that needs to be followed prior to students being eligible to enter the Reflection Room. The flowchart is attached for your information.

We expect that the Reflection Room will offer students a time to consider better methods of behaving and responding to situations and a time to reflect on themselves in a room where they can keep up to date with school work.

Students placed in the Reflection Room will be expected to hand their phones to the Deputy at the start of the day and complete work silently while in the room. They will have their recess and lunch breaks at different times to the school population and will be supervised by a teacher. The amount of time they will spend in the Reflection Room will be determined by the offence and this will be communicated to Parents/Carers by the Deputy.

Implementation of our Reflection Room

CLASS Level	HT Level	DP Level - Student Reflection Room
<ol style="list-style-type: none"> Students warned 2 times in class - names noted on board - Restorative Conversation occurs 3rd warning leads to referral to HT 	<ol style="list-style-type: none"> Restorative Conversation with HT Student placed on HT contract for 3 lessons. If behaviour is not exemplary for every lesson during HT Contract - referral to DP 	<ol style="list-style-type: none"> Restorative Conversation with DP - placed in Reflection Room - parents informed In Reflection Room - Students are supervised, reflect on their actions, continue with School Work, different break times, phone front office the entire day Persistence may lead to further consequences

REFLECTION ROOM PROCEDURE

CLASSROOM TEACHER

Warning 1: De-escalation strategies to allow student to self-regulate (note on board)

Warning 2: Continue de-escalation strategies with a restorative conversation during the lesson (note on board)

Warning 3: If a student requires a 3rd Warning, then they are referred to Head Teacher for immediate placement on Head Teacher contract. Classroom teacher enters the incident on SENTRAL and informs parent that student is now on a Head Teacher contract.

HEAD TEACHER LEVEL – 3 consecutive lessons

- leads restorative discussion with student and classroom teacher to negotiate goals
- records conversation on SENTRAL including consequences of misbehaviour and negotiated goals
- Classroom Teacher to communicate progress of Head Teacher contract each lesson to Head Teacher

RESOLVED

Successful completion of Head Teacher contract

UNRESOLVED

Any failure on Head Teacher contract, student referred to Deputy Principal for Reflection Room entry. Head Teacher to provide copy of Head Teacher contract to the Deputy Principal

DEPUTY PRINCIPAL/REFLECTION ROOM ENTRY

- calls parent/caregiver to notify of entry into Reflection Room
- leads restorative discussion with parent/caregiver and student (face to face/via phone)
- places student in Reflection Room to reflect on behaviour, complete a reflective worksheet and continue to complete class work
- records conversation on SENTRAL including negotiated goals, any consequences and resolution.

RESOLVED

Student returns to class after meeting with relevant Head Teacher and classroom teacher

UNRESOLVED

Student referred to Deputy Principal for possible extension of time in reflection room or possible further senior executive consequences
Deputy Principal to inform parents

Yondr Student Policy Agreement

- I understand that I must turn off my phone and any similar devices and lock my phone inside my Yondr Pouch upon arrival.
- I understand that my Yondr Pouch will remain locked during fire/emergency drills.
- I understand that I will not try to open the Yondr Pouch during the school day without teacher consent.
- I understand that I should remain in possession of my locked Yondr Pouch containing my phone and any similar devices at all times.
- I understand that BLAKEHURST HIGH SCHOOL is not responsible for lost or damaged phones or similar devices.
- I understand that if I damage or lose my Pouch, I am responsible for purchasing a replacement from the school for \$20.
- I understand that phones/wearable devices found outside of the Yondr Pouch will be taken to the Student Administration Office..
- I understand that I will be allowed to open my Yondr Pouch at the end of the day.
- I understand that if I choose to disobey these rules, my actions will lead to consequences per school discipline code.

By signing this agreement, I abide by all the terms and conditions listed above.

Student Name: _____

Student Signature: _____

Mobile Phone & Wearable Devices Policy & Procedure

Rationale

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone.

Mobile phones and other devices such as Apple watches and airpods have advantages for their use in the broader community, however, in schools their use is highly problematic. In schools, mobile phones and other devices present distractions to learning and pose a potential risk to student wellbeing and safety.

Student Expectations

At Blakehurst High School students **may not use mobile phones** or similar devices while on the school grounds at any time.

This applies to all students during class time, sport time and break time.

Please note: This also applies to students undertaking school activities such as excursions and off-site sporting activities.

Exemptions for medical purposes may be given after direct negotiation with the Principal.

Contact between students and their parents/carers will be through the school office during the hours of 7.45am and 3.15pm.

Procedures

Each student will be issued one YONDR pouch free of charge.

At the beginning of the school day all students will secure their phones in the pouch. Mobile phones will remain in the pouch for the duration of the school day.

Upon entering the school grounds students are to:

1. Unlock the pouch using the unlocking stations at the entry gates
2. Turn their mobile phone or device off and place the phone in the pouch
3. Lock the pouch for the duration of the day
4. Unlock the pouch at an unlocking station at the end of the day as they leave the school

If a student is seen with a phone or device after entering the school grounds a teacher will instruct the student to place the phone or device in their YONDR pouch. If a student refuses, the teacher will send the student to the Student Administration.

Office where they will speak to one of the Executive. Their phone will remain in the front office for the remainder of the day.

Mobile Phone - Non-Compliance

Students who fail to follow the instructions or are observed with their phone or device out whilst in school, will be asked to take their phone or device to the office immediately. If the student does not comply the teacher will report to the Head Teacher or another Executive to come and intervene. The student will be removed from class or the playground and parents called.

First Offence: The student will need to take their phone or device to the Student Administration Office. The phone will be returned at the end of the school day. Logged on Sentral.

Second Offence: The student will need to take their phone or device to the Student Administration Office. Parents will be required to make an appointment with a Deputy to collect the phone and discuss the persistent disobedience. A Formal Caution will be issued.

Third Offence: The student will need to take their phone or device to Student Administration Office. Parents will need to collect the phone and discuss the persistent disobedience. Student will be placed in the Reflection Room. A Formal Caution will be issued. Parents will be notified of both these actions.

Continued Offences: Will lead to further management actions. *If students are rude or offensive to staff they will automatically be given a Formal Caution by a Deputy Principal and be placed in the reflection room. It is important to note that restorative inclusive conversations will occur at every stage.*

If a student has their phone or device in a pouch and it rings or buzzes they will be sent to the front office where they can unlock their pouch, turn off the phone or device and return it to the pouch. The phone will be kept in the front office for the remainder of the school day. The above procedure will apply if this persists.

Lost or damaged pouches

Students who have lost or damaged their pouch are not to bring their phone to school until they have organised a replacement pouch. Students will pay a \$20 fee for replacement of the damaged or lost pouch.

Students who need their phone for travel to and from school will hand their phone into the office until a replacement pouch has been purchased.

Students who leave their pouches at home will hand their phone into the office and collect it at the end of the day.

Emergency Contact

All contact with parents during the school day will take place through the front office.

WHAT DO I DO WHEN?

1. **I am late for school** – All absences are included on your report. Unexplained absences will be entered separately as will partial absences.
 - Go to the Front Office, scan in as late and hand in a note written by your parent/caregiver or a medical certificate explaining your reason for lateness.
 - When you scan in, a ticket will be issued that has your time of arrival. This is to be handed to your class teacher.
 - If you do not have a note of explanation on the day you are late, you will be expected to hand in a note on the following day.

2. **I need to leave school early:**
 - Before period one you must bring a note requesting permission to leave school early which has been written by your parent/guardian and take it to Front Office.
 - Notes should be clear and state your name and the reason you need to leave early, where you are going (eg. Doctor at Hurstville) and the time you have to leave the school. “Family Reasons” is not an acceptable excuse for absence. All early leavers are confirmed with a call to the parent/carer.
 - Collect your early leaver ticket at recess from the Front Office.
 - Wednesday afternoons during sport are not an appropriate time for doctor and dentist appointments.
 - Students are **NOT** permitted to leave the school grounds during school hours unless they have written authority from the Principal or Deputy Principal.
 - Students are expected to return to school after appointments where applicable.

3. **I am away from school:**
 - Your parent can call or email the school at blakehurst-h.school@det.nsw.edu.au. Or you can hand in a note to Front Office Absence window which explains your absence on the day you return to school.
 - Notes should be written by your parent/carer. Notes & SMS must clearly state the date(s) you were absent and your full name.
 - If you are going to be absent from school because you are on holiday or overseas etc., you must bring in a note as soon as possible. You should let your Year Adviser know and ask your teachers for the work you will miss. If the leave is more than five school days, you must gain a Principals Leave form from the Front Office-Absence window and have this signed by all relevant staff before going on holiday.

4. I don't know where to go:

- Ask another student in your class or an older student or teacher
- If you have lost your timetable, your **Year Adviser** will give you a new one.

5. I am not feeling well:

- Ask your teacher for a note to go to the Front Office.
- If you are too sick to stay at school, your parent/guardian will be contacted to come and get you. **DO NOT** contact your parent yourself.
- Remember – **Do Not** come to school in the morning if you are feeling too sick to be in class all day. Remember you may infect others.
- **IMPORTANT:** We need a mobile phone number for your parents/caregivers, plus the home and work numbers in case you need to be taken to a doctor or hospital by ambulance.

6. I am hurt or injured at school:

- Go to the First Aid person in the Front Office. Make sure that you have a friend with you and that they tell your teachers.
- You will be given First Aid and, if necessary, your parents/caregivers notified.
- If you are in class and feel unwell, you must have a note from your teacher before going to the sick bay.

7. I have lost some of my equipment or property:

- Ask at the office as it may have been handed in (also try the Print Room).
- **Remember:** Make sure your **Name** is on all your property, including clothes, and keep valuables with you at all times.
- **DO NOT BRING UNNECESSARY VALUABLES TO SCHOOL** eg, lots of money etc

8. I am not in correct uniform: - You will need a uniform pass –

- Bring a note written by your parent/caregiver stating the reason you are out of uniform and when you will be back in uniform. The note should have your name and date, clearly written on it.
- Take your note to The Front Office **before school** begins in the morning so that you can get a **uniform pass** for the time required.
- In the absence of a note or genuine reason, Executive will request you to wear a uniform supplied by the school. If students are persistently out of uniform the school's discipline policy will apply.

THE YEAR ADVISERS

Each Year has two Year Advisers. These teachers will look after you as you progress through school. The Year Advisers will:

- Help you choose your subjects
- Give out your timetables
- Talk to you about any problems that may come up at school
- Organise your School Reports
- Contact your parents about any problems at school
- Keep a record of your progress and behaviour.

But, most of all, Year Advisers are there to encourage students to reach their full potential and achieve their goals.

SPECIAL TEACHERS

There are teachers in the school who will help you in many different ways:-

1. STUDENT SUPPORT OFFICER (SSO)

Oversees the welfare of students at BHS. All conversations are kept confidential.

2. COUNSELLOR

A School Counsellor is specially trained to help all children with problems they may be having or to help them to get information they might need. Students might see the Counsellor about:-

- Academic problems, eg. study plans.
- Personal problems, eg. not getting on with friends.

Appointments can be made by students by placing a note under the door, or parents by phone.

3. EAL/D

English as Second Language/Dialect Support is provided for students of Non-English Speaking Backgrounds. This can include students born overseas who have been in Australia for a short time and students who are born in Australia, but do not speak English at home. Teachers are available to help, not just in English classes, but also in other subjects when possible.

4. SUPPORT TEACHER (LAST)

- The Support Teacher's role is to provide extra support for students experiencing learning difficulties in any subject area.
- The Support Teacher's main focus is on literacy and numeracy skills. They may work with individual students, small groups or whole classes. The Support Teacher often works in the regular classroom, where they will assist students who would like help with the work they are doing with the subject teacher.

- The Support Teacher is also available for students who wish to discuss any problems they may have in a particular subject, or to assist with homework or project completion.
- The Support Teacher runs programs to help improve spelling, reading and writing skills.



MERIT AWARD SCHEME

AIMS

- To encourage achievement in academic, sporting, cultural, personal and practical areas
- To emphasise the achievements of students by focusing attention on them in a tangible way
- To promote consistent response to student behaviour across all faculties
- To provide a graded system of positive reinforcement.

Teachers will give small merit certificates for good work. These should be saved as they count towards the Merit Scheme. Every time you collect 10 merit certificates, hand these the merit award co-ordinator or place in the box outside the maths staffroom.

We would like all students to have achieved a Bronze level by year 9 or 10 and Silver or Gold level by year 12, although some students get there sooner.

Every positive thing you do or extra activity you participate in, counts towards the Merit Scheme.

	BRONZE	SILVER	GOLD
BEHAVIOUR AND EFFORT	<input type="checkbox"/> Perfect Uniform – 1 term <input type="checkbox"/> Perfect Attendance – 1 term <input type="checkbox"/> 10 Merit Certificates (7-8)	<input type="checkbox"/> Perfect Attendance – 1 semester (2 consecutive terms) <input type="checkbox"/> 10 Merit Certificates (9-10) <input type="checkbox"/> Effort and Achievement (teacher identified)	<input type="checkbox"/> Perfect Attendance – 1 year (4 consecutive terms) <input type="checkbox"/> 10 Merit Certificates (11-12)
ACADEMIC	<input type="checkbox"/> Debating - participation <input type="checkbox"/> Academic Competition – Participation <input type="checkbox"/> Premier's Reading Challenge – Completion certificate	<input type="checkbox"/> Achievement in Subject Certificate <input type="checkbox"/> Debating – Zone <input type="checkbox"/> Academic competition – Credit/Distinction <input type="checkbox"/> Premier's Reading Challenge – Gold / Platinum certificate	<input type="checkbox"/> 1 st in Subject Certificate <input type="checkbox"/> Academic competition – High Distinction <input type="checkbox"/> Work chosen for external exhibition <input type="checkbox"/> State level representation for subject <input type="checkbox"/> Model UN Assembly (MUNA) participation
SPORT	<input type="checkbox"/> Participation in grade sports <input type="checkbox"/> Sport Carnivals – participation <input type="checkbox"/> Knock out – participation	<input type="checkbox"/> Zone representation <input type="checkbox"/> Premiership winners <input type="checkbox"/> Knock out – Winner / Runner up	<input type="checkbox"/> Carnival Age Champion <input type="checkbox"/> Sydney East / CHS representation <input type="checkbox"/> House Captain/Vice Captain
SCHOOL AND COMMUNITY	<input type="checkbox"/> Student organisation – participation <input type="checkbox"/> School band / choir – participation <input type="checkbox"/> Presentation on Assembly <input type="checkbox"/> Assistance to the school <input type="checkbox"/> Primary Links leader <input type="checkbox"/> PALS assistance <input type="checkbox"/> Office Messenger – special nomination <input type="checkbox"/> Playing National Anthem at assembly	<input type="checkbox"/> Student organisation – project leader / helper <input type="checkbox"/> Peer Support leader <input type="checkbox"/> Peer tutor – DEAR / Maths <input type="checkbox"/> Speaker – school / local organisation <input type="checkbox"/> Work published in newsletter / website <input type="checkbox"/> PALS mentor <input type="checkbox"/> Peer Mediator <input type="checkbox"/> Completion of Premier's / school Community Service program <input type="checkbox"/> SALSA leader	<input type="checkbox"/> School Captain / Vice captain <input type="checkbox"/> Prefect – Junior <input type="checkbox"/> Prefect – Senior <input type="checkbox"/> Student organisation – leadership role <input type="checkbox"/> Guest speaker – state/national <input type="checkbox"/> Special Awards <input type="checkbox"/> Student initiative in support of others <input type="checkbox"/> Community Service – Gold (60 hours+)

ASSEMBLIES

- An assembly for Students is held on Wednesday's Week A in the Hall. All students are to enter the hall under supervision:-
- Sports Assemblies are held in the Quad.
- Year meetings occur Wednesday's Week B.

PLAYGROUND

- In the event of wet weather, Year 7 students are to sit in the lower corridor of the Main Block.
- Students may not enter the main block before school, as senior classes are being taught.
- Students may not eat or sit in the buildings, except on wet weather days.
- The Canteen area is **only for buying food**.
- Students are not to climb on the fence which encloses the playground.

STUDENT TIMETABLES

Students receive an individual timetable which shows their teachers' names and the organisation for each day of the week including subject abbreviations and rooms.

They can also access their timetable from Sentral.

HOMEWORK POLICY

Rationale:

Parents, guardians and teachers believe that education is a partnership between the school, parents/guardians and students, providing support for students to maximise their learning outcomes.

Effective communication is an integral part of this partnership, promoting awareness and understanding of expectations.

HOMEWORK

Students should be assigned two pieces of homework for every four periods of lessons in a particular subject. One piece should be written.

Students should have their homework diary on the desk during every lesson and all homework should be recorded in the diary.

This policy reflects the views (principles) of the school community that home learning activities should be:

- Relevant
- Challenging
- Skills – based

In addition, home learning activities should provide opportunities for students to develop and demonstrate :

- Initiative
- Resourcefulness
- Problem-solving skills
- Critical thinking skills
- Time management skills
- Resource management skills
- Research skills

OUTCOMES

1. Effective communication of expectations between home and school.
2. Effective communication of expectations within the classroom.
3. Increased student participation in the learning process.
4. Maximising students' achievements through variety of home learning activities to complement range of learning styles.
5. Maximising students' achievements through variety of home learning activities to complement range of learning skills
6. Promoting strategies for parents, guardians and students to enhance the home learning environment.

OUTCOMES

1. Effective communication of expectations between home and school.

Implementation

- a) Writing and signing of messages in student's diary by parents, guardians and teachers when appropriate.
- b) Organising Parents/Guardians/Student Information Evenings.
- c) Publishing Parent Newsletter segment regarding Home Learning activities, information.
- d) Faculty based – devising summary of home learning activities, describing types of tasks e.g. process diary, reading journal, revision.
- e) Distributing Profiles/faculty home learning sheet to be pasted in students' workbooks/folder at beginning of course.
- f) Merit Certificates presented to students (encouragement, recognition)
- g) Sending pro-forma letters sent to parents/guardians re student's unsatisfactory progress.
- h) Promoting student's awareness that on-going discussion of school work with parents/guardians is valuable and expected and is a positive part of their education.
- i) Encouraging reading for pleasure as an expected aspect of home learning.

2. Effective communication of expectations within classrooms.

- a) Teachers requesting diaries on desks in every lesson.
- b) Giving explicit, precise instructions for home-learning activities, including amount of time appropriate to activities.
- c) Allowing time in class for students to copy instructions from board/screen.
- d) Recording any home learning task on DATE DUE entry in diary.
- e) Checking that home learning activity has been completed e.g. as part of class roll mark procedure.
- f) Specifying consequences of non-completion of home learning tasks.
- g) Negotiating tasks, due dates for students with extra commitments e.g. rehearsals, performances, camps, sports practice or extended leave.

3. Increased student participation in the learning process.

- a) Teachers specifying outcomes, skills relevant to home learning activities.
- b) Teachers specifying criteria for assessment of assignments, home learning tasks.
- c) Teaching of learning skills in the context of assignments e.g. information skills, skimming, note – taking skills, time management skills, using templates etc.
- d) Students completing self assessment (or peer, group assessment) sheets/profiles to acknowledge success and promote goal – setting.

4. Maximising students achievements through variety of home learning activities to complement rang of learning styles.

- a) Devising a range of home learning activities to cater for, and expand the skills and experiences of students e.g.
- Written activities
 - Oral activities
 - Performance activities
 - Visual mode

▪ HOMEWORK AND APPLICATION TO STUDY

EXERCISE BOOK AND A4 BINDER BOOK RULES

- These expectations are sent out to all parents at the end of each school year and are drawn to the attention of each cohort at the **Day 1 meeting** of each of Years 7 to 12 by the Deputy Principal or Head Teacher Administration running that Year Meeting.
- **All teachers will regularly remind students of the school's rationale for excellence and organisation in bookwork and check students' books at the start of the course** to ensure that they are properly set up by the end of Week 2. Teachers will continue to insist on the **maintenance of the standards** set out below throughout the year.

■ **STUDENT CLASSWORK BOOKS MUST**

- be covered with a **durable cover** and covers are to remain **pristine** for the year.
- have his/her **name, class, teacher's name and the course** clearly displayed on the front.
- **not** be spiral bound except for a Mathematics Grid book and Visual Arts Process Diary.
- **As with your device be brought to every lesson**

BOOKWORK

Blakehurst High School believes that good bookwork contributes to quality student learning. While students will still regularly use their devices as part of the school's new BYOD policy, we also believe it is imperative for students to continue to use their workbooks as a primary tool for teaching and learning.

All students in Years 7-12 are required to prioritise the quality and upkeep of their bookwork in each of their subjects. They will also be asked to submit these workbooks to their classroom teachers **at least once per term** for feedback and ongoing monitoring of their coursework and progress. Teachers will be reviewing the completion of class and homework tasks and students will be given feedback about the following:

Work completion –classwork is complete and current, homework tasks submitted on time

Standard of completed work – adherence to task instructions, organised and ordered chronologically, depth and detail in work

Book presentation and neatness – headings, dates, margins, worksheets glued into workbook, use of correct pen colours, handwriting

Literacy/writing skills – effort to ensure spelling, grammar, punctuation, sentence structure and syntax are correct, development of vocabulary
--

Student application in class – work ethic, following teacher instructions, participation in class discussion, respect for staff, students and classroom
--

****Please note that some subjects may have some different and/or additional requirements.**

Another key component of this process is the requirement that **parents/caregivers sight and sign off** on the teacher feedback **within one week** of the books being returned to students. This process will strive towards ensuring that teachers, students and parents can remain collectively aligned in our goals to improve student outcomes.

If students are required to work from home for extended periods of time, assigned work will be accessible on Google Classroom and students will be asked to complete these tasks in their workbooks unless otherwise directed by their classroom teacher.

If you have any questions or concerns, please do not hesitate to contact Mr Daniel White (Head Teacher English) via the school's contact number on (02) 9546 3281.

STUDENT CLASS WORK BOOKS MUST:

- be covered with a durable cover
- be labelled with the student's name, class, teacher's name and the course clearly displayed on the front.
- **as with your device be brought to every lesson**

BLAKEHURST HIGH SCHOOL HOMEWORK TUTORIAL CENTRE

The Homework Centre is open Monday and Thursday after school from 3:15pm - 4:30pm. Staff are assigned each week to assist students with homework queries and offer support.

Homework Centre is for students Year 7 - 10 who would who need extra support from teachers, or a quiet space to work. It is also open to students from Years 10-12, who opt in to support their peers. Students choose to attend Monday, Thursday or both days. This is a free service.

If you would like to join Homework Centre, please ask for a note from Mrs Arambatzis, (teacher librarian), have your parent/carer sign it and return it to her.

Sessions operate in our Library on-

**Monday and Thursday afternoons
from 3:15pm – 4:30pm**

SPORTS ORGANISATION

- Sport is conducted on Wednesday afternoons until approx. 2.30 pm.
- It is **compulsory** for all students in Years 7 - 10.
- Do not make medical/dental appointments for your child on sports day.
- Sport is divided into Summer Sport (Terms 1 & 4) and Winter Sport (Terms 2 & 3)
- There are 2 further divisions:
 1. Grade Sport - students compete for the school in sports such as soccer, volleyball, table tennis
 2. Recreational Sport - eg bowling, ice skating, school sport etc.
- A Sports Notice Board is located outside the Gym. It is each students' responsibility to check the board each Monday for details about their sport and/or knock-outs.
- Buses for sport leave from Woniora Road.
- All students are required to wear the correct and complete sports uniform and this will be worn all day to school on Wednesdays.
- Students unable to participate in sport must have a note from parents outlining reasons why they are unable to participate in sport. Students need to see the Sports Co-ordinator in the PDHPE Staffroom on the morning and will be directed to a Non-Sport Room during allocated sport time.
- All Sports details can be found on the Blakehurst High School website in the Sport directory.
- All Zone Sports information can be found on the St George Zone website of www.stgeorgessa.com.au

Year 7 Sport

- Notification will be sent out through "School Bytes".
- You will have to first nominate a Grade Sport and if, at the trials, you do not make the team, you will then be placed into your Recreational Sport choice.

Sports Carnivals - Sports Carnivals are held during the year:

Swimming Carnival	Term 1
Cross Country	Term 2
Athletics	Term 2

Each is followed by Zone, Regional and State levels.

The School Houses are determined by family name:

Barty	Yellow
Kerr	Blue
Riccardo	Green
Tszyu	Red

- **CHS Representation**

Team trials are held from Zone to State levels at various times throughout the year. Notification of these is via the Sports Notice Board and/or Assemblies.

PHYSICAL EDUCATION

- PDHPE is compulsory for every student in Years 7 to 10. For Physical Education lessons students must change into their PE uniform (*in allocated change rooms*) before the lesson and then back into your school uniform at the end of the lesson.
- If you **do not** have your PE clothes with you, you must have a note from your parent/guardian to explain why you don't have your correct gear.
- If you do not take part in PE because you have no uniform **three times** in one term, your PE teacher will inform the Head Teacher who will take disciplinary action.



SPECIAL ACTIVITIES

You can join any of the School's Clubs and Interest Groups. These include:

- Art Club
- Drama
- Book Club
- Ceramics Club
- Chess Club
- Choir
- Debating
- Drama Club
- Environment Club
- Homework Centre
- Public Speaking Club
- Research Club
- Mindful Stitching Club
- Photography Club
- Production Crew Club
- Students Representative Council (SRC)

During the year we have many special activities. You are always welcome to get involved and help. Examples might be, joining in the work for a school concert, or participation in knock out competitions in sport.

PEER SUPPORT PROGRAM

The Peer Support Program helps children live with more direction. It gives Year 10 students the opportunity for self development and provides junior students with a supportive environment in which to develop their own individuality and self esteem.

Year 7 students have just experienced a transition from the familiar and senior position in primary school, to being the "little kids" in high school. Under the leadership of Year 10 students it will provide security and friendship needed to help new students adapt successfully to high school life.

Year 7 students will be organised into small groups with two Year 10 students as your leaders.

As you and your leaders work through the Peer Support activities, your Peer Support leader will be available to advise and guide you.

CANTEEN

- The canteen is open before school, at recess and at lunch time.
- You may order your lunch before school or at recess.
- Students **will not** be served between lessons.
- Always be polite to the canteen staff and wait in line patiently.

SCHOOL REPORTS

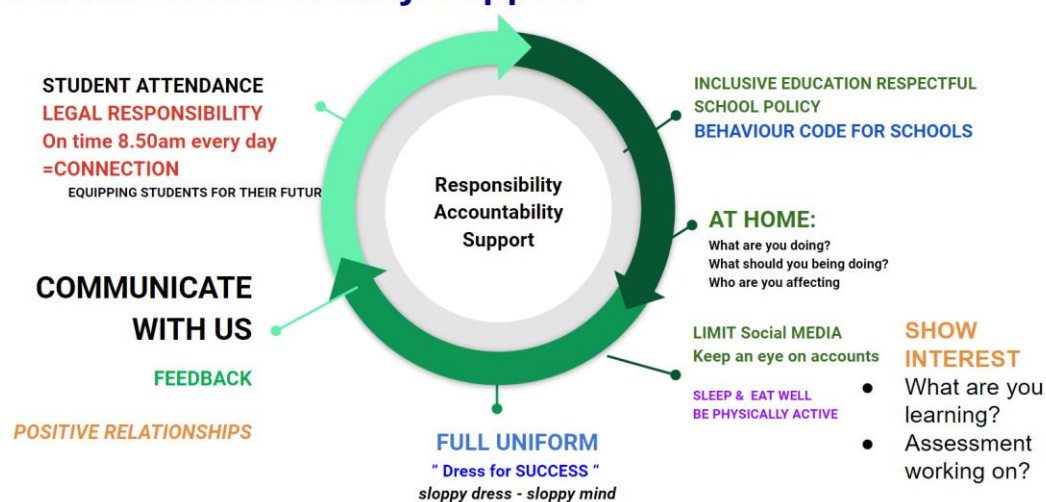
- All students in Years 7 - 12 receive a mid-year and yearly report by email. These are good indicators of how your child is learning. **Please make sure to keep the school updated with your current email address with the office.**
- Mid term 1, there will be a Year 7 Meet the Teachers evening. Late in term 1 there is a Parent/Teacher evening for Year 7/11/12 and early in Term 2 for Year 8/9/10.
- If you have any concerns at all, you are welcome to contact one of the Year Advisers or the Principal.

PARENTS' AND CITIZENS' ASSOCIATION

- Blakehurst High School has an active parent body.
- P & C meetings take place once a term and will be published on our school website.
- For more information, contact the P&C President via the school's email.

The following diagram is a representation of the crucial school parent/carer partnerships

Parent Accountability/Support



No school can work well for children if parents and teachers do not act in partnership on behalf of the children's best interests
~ Author: Dorothy H Cohen

Blakehurst High School Library

- Food is not permitted – bottled water only
- Show respect for staff, students & library resources at all times
- Gaming is not permitted on library computers
- Students must use the bag racks in the foyer
- Keep your valuables with you at all times

Loan Limits & Period

Years 7-10	4 fiction + 4 other resources
Years 11-12	6 fiction + 6 other resources
Fiction & Non-Fiction	14 days
Study Guides	7 days

Providing no-one has reserved the item, students may extend their loan period once.

You are free to borrow from the library collection, however, due to content restrictions, some resources are limited to seniors only.

Overdue & Lost Items

Respectfully return your books on time and keep them in good, clean condition.

Overdue notices are issued once each Term and borrowing suspensions apply for overdues.

It is expected students pay for any lost or damaged items.

Library Services

Black & white printing	\$0.10 per page
Colour printing	\$0.50 per page

Follow the "How to Print" signs in the library.

Our Library Vision

- To support the curriculum by providing the school community with quality, relevant and accurate resources.
- To assist members of the school community to become effective, critical & responsible consumers of information.
- To provide resources that that meet the developmental needs & interests of students.
- To foster a lifelong love and appreciation of reading for pleasure through quality literature.

Our Collection

Our library has a wide collection of non-fiction resources available to borrow. We also have a growing range of fiction including novels, picture books & graphic novels. We have increased our supply of laptops for student use and WiFi is available throughout the library. To support socialisation, we have a range of games that are available during breaks.

We have several online subscriptions:

- Educational videos by *Clickview*
- Ebooks and Audio Books by *Wheelers*
- Britannica Online

Students are encouraged to enjoy our resources and stay connected by accessing *Oliver*, our library catalogue.

Our Space Our library is dynamic and exciting changes will continue over the next few years. 2024 will bring increased 21st century learning furniture and new technology. Our space is designed to promote individual and collaborative study with a fulltime teacher librarian who is always available to support students.

JUNIOR SCHOOL UNIFORM YEARS 7, 8 and 9

<u>GIRLS ALL SEASON</u>	<u>BOYS ALL SEASON</u>
Skirt: Navy Pinstripe 2 Pleat	Shirt: Sky S/S Deluxe Navy Piping + Emb
Blouse: Sky S/S O/Blouse Navy piping	Tie: Compulsory Navy 2 Vert Stripes
Pullover: Slate Blue + Emb	Trousers: Ink Navy Flat Front Style
Jacket: Ink Navy Shell Jacket + Emb	Shorts: Ink Navy Flat Front Style
Slacks: Ink Navy Tailored	Pullover: Slate Blue + Emb
Stockings: 40D Navy	Jacket: Ink Navy Shell Jacket + Emb
Socks: Navy Ankle Style	Socks: Navy Ankle Style
Shoes: Black, leather lace up school shoes	Shoes: Black, leather lace up school shoes
Makeup: Juniors-none	

SENIOR SCHOOL UNIFORM YEARS 10, 11 AND 12

<u>GIRLS ALL SEASON</u>	<u>BOYS ALL SEASON</u>
Skirt: Navy Pinstripe 2 Pleat	Shirt: White S/S Navy Piping + Emb
Blouse: Lemon S/S Navy Piping + Emb	Tie: Compulsory Navy 2 Vert Stripes
Pullover: Slate Blue + Emb	Trousers: Ink Navy Flat Front Style
Shorts: Ink Navy Tailored	Shorts: Ink Navy Flat Front Style
Jacket: Ink Navy Shell Jacket + Emb	Pullover: Slate Blue + Emb
Slacks: Ink Navy Tailored	Jacket: Ink Navy Shell Jacket + Emb
Stockings: 40D Navy	Socks: Navy Ankle Style
Socks: Navy Ankle Style	Shoes: Black, leather lace up school shoes
Shoes: Black, leather lace up school shoes	
Makeup: Subtle make-up	

JEWELLERY: ALL STUDENTS

Studs or sleepers in ears only (no stones). Wristwatch. One ring. Religious jewellery may be worn **under** the uniform.

SPORTS UNIFORM: BOYS AND GIRLS

Polo-shirts: S/S Panel Sky/Navy/White + Emb
Shorts: Navy/Sky "BHS" Panel Cotton; not bike pants, no tights
Track pants: Ink Navy Sky/White Panel + Emb
Track jacket: Ink Navy Sky/White Panel + Emb
Socks: White Sport Style
Shoes: Joggers
Cap: Ink Navy + Emb on side Panel

Note: Sports uniform to be worn to school only on Wednesday, Sport Carnival days and to representative sports events. Practical classes will require closed leather shoes. PE uniform must be **brought** to school on PE days.

SHOES: Blakehurst High Schools Uniform policy requires students only wear **lace up leather school shoes – no ballet style shoes, no non-slip soled shoe, no Raben style shoes, no black Dunlop volleys or canvas shoes, ankle leather boots, ankle Converse boots.**

The following are **NOT** to be worn to school:

<ul style="list-style-type: none"> ▪ Bicycle shorts (either alone or under skirts) ▪ Jeans ▪ T-shirts ▪ Logos on shirts/sloppy joes ▪ Singlets ▪ Hoodies ▪ Canvas shoes 	<ul style="list-style-type: none"> ▪ Thongs ▪ Baseball jackets ▪ Surf shirts (eg. Billabong) ▪ Any item of non-uniform that can be seen ▪ No tracksuit pants ▪ No tights
--	--

The school uniform may be purchased from:

Beare and Ley
 Located in Lowes Basement
 276 Forest Road, HURSTVILLE NSW 2220 PH: 9580 1032 9570 2502

**** Please refer to the Lowes School Uniform Website for Pricing****

https://www.lowes.com.au/schools-online/blakehurst-high-school?gclid=EAlalQobChMIwY36vKWNggMVHskDax3-XAZsEAAYASAAEgIEJvD_BwE



Ladies Jnr SS Sky Overblouse With Emb



Ladies Ink Navy Tailored Pants



Ladies Snr SS Lemon Overblouse With Emb



Boys Jnr SS Sky Overshirt With Emb



Ladies Navy Pinstripe Pleat Skirt



Boys White SS Deluxe Overshirt With Embroidery



Ladies Ink Navy Tailored Shorts



Boys Navy Deluxe College Shorts



Navy College Deluxe Trousers



Navy/Sky Trackpants With Emb



Navy Boys Tie With Crest



Slate Blue Sloppy Joe With Emb



SS Sky/Navy Sports Polo With Emb



Ink Navy Shell Jacket With Emb



Navy/Sky Sports Shorts With Emb



Navy Cap With Emb



Navy/Sky Track Jacket With Emb



Black Leather Belt

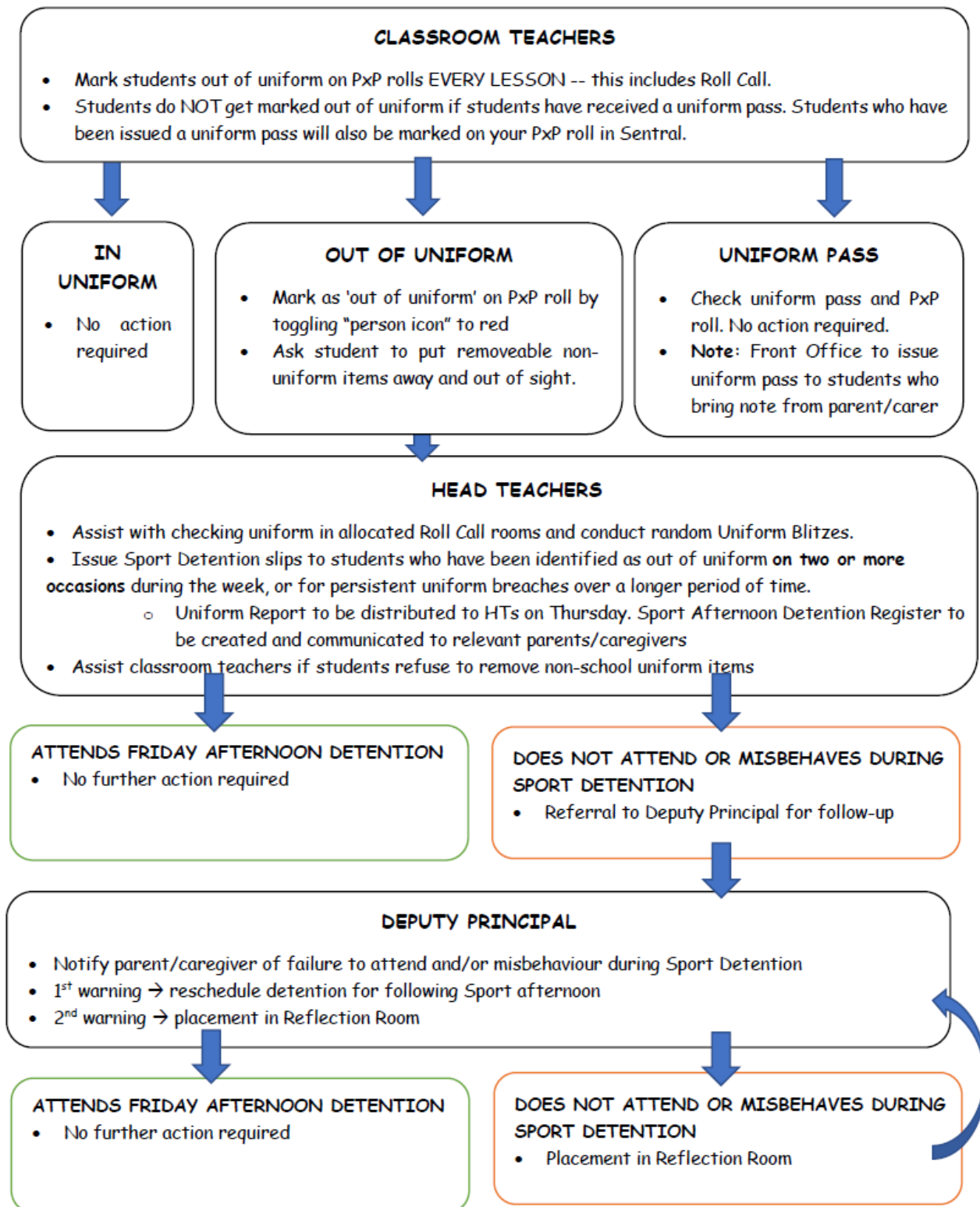
Acceptable Footwear

- The Department of Education and Training (DET) clearly outlines footwear requirements in schools:



- 'Substantial footwear appropriate to a practical activity should be worn. Footwear such as thongs, open weave type shoes, soft slip on shoes, shoes with openings at toes or heels, mesh joggers, fabric shoes, shoes without a heel, platforms or high heel shoes should not be worn'. DET website.
- This is DET policy, under Occupational Health and Safety legislation.
- Blakehurst High School Uniform Code requires all students to wear solid, black, fully enclosed, safe, shoes. Parents need to be aware that there is an important Occupational Health & Safety aspect regarding the shoes your child wears at school. The school is not prepared to breach DET policy.
- This applies to ALL students in Yrs 7 to 10, plus students in Yrs 11 and 12 studying Technology (Industrial Arts, Visual Arts, Textiles & Food), Hospitality, PDHPE, Music and Science courses. If a student is required to enter workshops, kitchens, Textiles rooms, Science they **MUST** have a **SUBSTANTIAL PROTECTIVE** shoe that **COVERS** the top of his/her foot. 'Slip on' type footwear **DOES NOT** meet these requirements.
- All students participating in PE and School Sport are also required to wear a covered **LACE UP** sports shoe that is suitable for them to participate safely in their chosen activity.

BHS UNIFORM PROCEDURE



SCHOOL ADMINISTRATION INFORMATION FOR STUDENTS

Office Hours: 7.45 am – 3.15 pm
Students are not to come to the office during lesson time without a note from your classroom teacher.

- Students are not to come to the office during lesson time without a note from your classroom teacher.
- **Bus and Train Travel** – check eligibility at <https://apps.transport.nsw.gov.au/ssts> and apply directly online on Opal website if eligible.
- **Payment of monies** – All payments are to be made through School Bytes.

Parents are encouraged to set up a School Bytes Parent Portal where you will be able to view all upcoming excursions, activities and your Statement of Account.

- **Sentral Parent Portal** – an email will be sent to parents/carers with information on how to register and access the Sentral Parent Portal. The Sentral Parent Portal will allow you to view attendance information, important notices and school reports.
- **Absence from School** – parents will be notified by SMS if students are absent from school. Parents may reply to the SMS or call the school on 9546 3281 extension 142. Students should bring a note from parent/carer or medical certificate when they return.

Notes/Medical Certificates can be handed in at the Front Office. If parents know of upcoming absence/s they can SMS the school on 0458 029 011 or email the school email blakehurst-h.school@det.nsw.edu.au.

- **Change of Address/phone numbers** – please advise the office of any changes as soon as possible. This can be done through email.
- Skateboards, E-Bikes/E-Scooters and scooters must not be brought to school.

MATERIAL AND SERVICES CONTRIBUTIONS 2024

The contributions which parents pay and the grant that the Government allocates to the school are the basis for the financial management of the school.

From these combined sources the school is responsible for providing for the learning needs of all students. This means financing curriculum and administrative equipment and materials (including safety equipment) all text books, library resources, teaching materials, apparatus, sporting and other equipment. It also includes maintenance and repair of equipment, cleaning materials and grounds and building upkeep.

In order to provide the best learning environment for your child we ask that where possible, prompt payment is made early in the school year. Provision may be made for payment to be made in instalments. **NB:** School fees will accumulate through the years if payment is not made regularly.

Families with students in Year 7 – 10 suffering financial hardship may seek support to assist with contributions and/or uniform through the Student Assistance Scheme. Please ask at the office or telephone the Principal if you would like to know more about this scheme. All enquiries are treated sensitively and with the strictest confidence.

The following list of charges outlines payments for two Sections:

- a) General Sport, Library and Administration charge, which provides equipment, used by all members of our school, such as sporting equipment, printing supplies, library resources (books, computer materials, videos etc.)
- b) Subject specific cost recovery – provides materials used by students in subjects which they study:
 - Art:** paints, clay, equipment
 - Language:** workbook
 - Computing:** discs
 - Drama:** make-up, costumes, scripts

Your support of the school is appreciated. Over recent years, parental contributions have allowed us to provide many new opportunities for students.

The P&C Student Enhancement Fee is also used to fund projects put forward by the school community to directly benefit your child at school this year.

THE STUDENTS' ASSISTANCE SCHEME

- The Students' Assistance Scheme is a scheme set up to help needy families with school expenses. The School receives a limited amount of money each year which is distributed as fairly as possible to families in need. The scheme helps with **uniforms** and **subject fees only** and not with school administration fees or canteen expenses etc.
- If you feel you need assistance, application forms are available from the Front Office.
- All applications are dealt with confidentially.
- Please contact the Principal or the Administration Office for further information.

BHS CONTRIBUTIONS LIST 2024

Year 7 Services & General Equipment charge	\$75	Year 10 Services & General Equipment Charge	\$75
Visual Art	\$50	Visual Art	\$80
Technology Mandatory IA	\$45	Visual Design	\$80
Technology Mandatory HE	\$85	Food Technology	\$120
Languages	\$30	Languages (per language)	\$30
Music	\$15	Textiles & Design	\$60
Computing	\$10	Music	\$30
Science	\$60	Drama	\$30
Maths Online	\$16	IT Timber	\$110
P & C Student Enhancement Fee (payment per family)	\$50	Graphics Technology	\$40
	Total \$436	Information Software Technology (IST)	\$40
<hr/>		Design Innovation STEM (DIS)	\$40
Year 8 Services & General Equipment charge	\$75	Physical Activity & Sports Studies (PASS)	\$35
Visual Art	\$50	Photographic & Digital Media	\$80
Technology Mandatory IA	\$45	Science	\$50
Technology Mandatory HE	\$100	Maths Online	\$16
Languages	\$30	P&C Student Enhancement Fee (payment per family)	\$50
Music	\$15	<hr/>	
Computing	\$10	Year 11 Services & General Equipment Charge	\$95
Science	\$60	Visual Art	\$80
Maths Online	\$16	Biology	\$50
P&C Student Enhancement Fee (payment per family)	\$50	Chemistry	\$50
	Total \$451	Design and Technology	\$50
<hr/>		Drama	\$30
Year 9 Services & General Equipment charge	\$75	Languages (per language)	\$30
Visual Art	\$80	Food Technology	\$130
Food Technology	\$120	Hospitality	\$120
Languages (per language)	\$30	Industrial Technology – Graphics	\$30
Music	\$30	Industrial Technology – Furniture & Timber Products	\$100
Drama	\$30	Music 1 & 2	\$30
Design Innovation STEM (DIS)	\$70	PDHPE – Outdoor Ed Camp	\$40
Graphics Technology	\$40	Physics	\$50
IT Timber	\$110	P&C Enhancement Fee (payment per family)	\$50
Information Software Technology (IST)	\$40	<hr/>	
Visual Design	\$80	Year 12 Services & General Equipment Charge	\$95
Physical Activity & Sports Studies (PASS)	\$35	Visual Art	\$80
Photographic & Digital Media	\$80	Biology	\$50
Science	\$50	Chemistry	\$50
Maths Online	\$16	Languages (per language)	\$30
P&C Student Enhancement Fee (payment per family)	\$50	Design and Technology	\$50
		Drama	\$30
		Food Technology	\$80
		Hospitality	\$130
		Industrial Technology – Graphics	\$30
		Industrial Technology Furniture & Timber Products	\$100
		Music 1 & 2	\$30
		Physics	\$50
		Earth & Environmental Science	\$40
		P&C Student Enhancement Fee (payment per family)	\$50

BELL TIMES 2024

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ROLL CALL	8.50 – 9.00	8.50 – 9.00	8.50 – 9.00	8.50 – 9.00	8.50 – 9.00
1	9:00 - 10:00	9:00 - 10:00	9:00 - 10:30 Inc Assembly & Yr Meetings	9:00 - 10:00	9:00 - 10:00
2	10:00 - 11:00	10:00 - 11:00	10:30 - 11:00 RECESS	10:00 - 11:00	10:00 – 10:30 RECESS
2 Recess	10:00 - 11:00 11:00 - 11:30	10:00 - 11:00 11:00 - 11:30		11:00 – 12.00 PERIOD 2	10:00 - 11:00 11:00 - 11:30
3	11:30 - 12:30	11:30 - 12:30	12.00 – 12.15 SPORTS ASSEMBLY	11:30 - 12:30	11:30 - 12:30 PERIOD 3
4	12:30 - 1:30	12:30 - 1:30		12:30 - 1:30	12:30 - 1:00 LUNCH
Lunch	1:30 - 2:00	1:30 - 2:00	12.15 – 2.30 SPORT	1:30 - 2:00	1:00 - 2:00 PERIOD 4
5	2:00 - 3:00	2:00 - 3:00		2:00 - 3:00	

*Recreational Sports (Jnr/Snr walking, Girls/Boys House Sport, Streamwatch, gardening)
have lunch from 12.15-12.45pm then go to sport

IF SPORT IS WET WEATHER:

PERIOD	TIME
ROLL CALL	8.50 – 9.00
1	9:00 - 10:30 Inc Assembly & Yr Meetings
RECESS	10:30 – 11.00
2	11:00 – 12:00
3	12:00 – 1:00
LUNCH	1:00 - 1:30
4	1:30 - 2:30

Subject to change



At *BHS* we inspire students to excel as critical learners, thinkers and champions of diversity who have a positive impact on their world.

INTEGRITY RIGOUR EMPATHY

Be a **BLAKEHURSTIAN !**