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ANTI-BULLYING

Policy date:
Monday, 21st May 2012

Preventing and Responding to Student Bullying:
This policy sets out the requirements for preventing and responding to student bullying at Granville South Creative and Performing Arts High School.

Objectives and Values – Policy Statement:
Granville South Creative and Performing Arts High School rejects all forms of bullying. No student, employee, parent, care giver or community member should experience bullying within the learning or working environments of the school.

At Granville South Creative and Performing Arts High School all students are unique individuals who have the right to feel and be safe, and to have their individuality respected. All students are valued members of the school community.

Audience and Applicability:
The policy applies to all student bullying behaviour, including cyberbullying, that occurs at Granville South Creative and Performing Arts High School, and off school premises and outside of school hours where there is a clear and close relationship between the school and the conduct of the student.

Context:
Granville South Creative and Performing Arts High School exists in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all school executive, teachers, SASS, auxiliary staff, students, parents, caregivers and members of the wider school community.

All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

Definition of Bullying Behaviour:
Bullying is repeated verbal, physical social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation, and all forms of harassment, including that based on race, sex, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Face-to-face bullying behaviour includes:

- Repeated teasing
- Repeated name calling and put-downs
- Leaving someone out of a group
- Spreading rumours about someone
- Repeatedly threatening someone with violence
- Coercing someone into giving up their property
Forcing others to do something
Stealing from others
Not allowing another person to voice an opinion
Mimicking others
Making decisions for another person
Telling someone who they can have as a friend
Repeatedly infliction physical harm on someone

Cyberbullying includes:
- Flaming – heated exchanges
- Harassing and threatening messages, eg. ‘text wars’, ‘griefers’, by mobile phone, facebook, emails etc.
- Denigration – sending nasty SMS, pictures or prank phone calls, ‘Slam books’ (websites or negative lists)
- Impersonation – using a person’s screen name or password, eg. Sending a message to a hate group with personal details.
- Outing or trickery – sharing personal information, pictures or messages with others
- Posting set-up images/video, eg. ‘happy slapping’
- Ostracism – intentionally excluding others from an online group, eg. Knocked off buddy lists
- Sexting – sharing explicit material by mobile phone
- Using mobile phones, facebook, email etc. to spread rumours about someone.

Responsibilities for preventing and responding to Bullying:

Executive
Principals are responsible for:
- Implementing the policy within the school
- Submitting a copy of the school’s Anti-Bullying Plan to the School Education Director whenever it is reviewed
- Reporting annually to their school community on the effectiveness of the school’s Anti-Bullying Plan.

School Education Directors are responsible for monitoring the local implementation of the policy set out by the Department of Education and Communities.

Regional Directors are responsible for ensuring the regional implementation of the policy set out by the Department of Education and Communities.

School staff
School staff have a responsibility to:
- Respect and support students
- Model and promote appropriate behaviour
- Have knowledge of school and departmental policies relating to bullying behaviour
- Respond in a timely manner to incidents of bullying according to the school’s Anti-Bullying Plan.

Bullying - preventing and responding guidelines
In addition, teachers have the responsibility to:
- Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

In addition, the welfare co-ordinator has the responsibility to:
- Raise awareness with staff, students and parents about bullying e.g. posters, slogans, photographs, themes, essays, competitions etc.
- Coordinate PBIS lessons and welfare programs including Rock and Water that convey anti-bullying themes
- Link the school to Anti-Bullying programs eg Beyond Bullying (UWS and NSW Police project)

**Students**

Students have a responsibility to:
- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens
- Follow the school Anti-Bullying Plan
- Behave as responsible bystanders
- Report incidents of bullying to school staff.

*Most bullying takes place when bystanders are present, although most bystanders do not act to discourage it. When a bystander does act there is a good chance (around 50%) that the bullying will stop. Students who are ‘defended’ are better adjusted and report less peer victimisation one year later. Reconciliation is more likely when bystanders intervene than when teachers intervene. The majority of peer interventions are effective.*


**Bystanders**

Bystanders are people who are present when an incident of bullying occurs. Bystanders are also people who are aware that cyber-bullying is occurring.

Bystanders have a responsibility to:
- Intervene in bullying incidents, either by reporting the incident to staff (see “Procedures for reporting bullying incidents” below) or defending the victim by intervening verbally during incidents of bullying

**Student leaders**

In addition to the above responsibilities, student leaders have a responsibility to:
- Intervene in bullying incidents, either by reporting the incident to staff (see “Procedures for reporting bullying incidents” below) or defending the victim by intervening verbally during incidents of bullying

**Parents and caregivers**

Parents and caregivers have a responsibility to:
- Support their children to become responsible citizens and to develop responsible on-line behaviour
- Be aware of the school Anti-Bullying Plan and assist their children in understanding bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the school Anti-Bullying Plan
- Report incidents of school related bullying behaviour to the school
- Work collaboratively with the school to resolve incidents of bullying when they occur.
The school community
All members of the school community have the responsibility to:
- Model and promote positive relationships that respect and accept individual differences and diversity within the school community
- Support the school’s Anti-Bullying Plan through words and actions
- Work collaboratively with the school to resolve incidents of bullying when they occur.

Police Youth Liaison Officer (YLO)
The role of the YLO is to:
- Promote programs that divert young people from entering the juvenile justice system
- Develop, implement and evaluate youth-specific programs such as ‘crime prevention programs’
- Coach other police in interacting effectively with young people and delivering services appropriately
- Represent the Service at community forums and meetings to help solve problems locally, enhance dialogue and break down barriers, and
- Promote networking, inter-agency cooperation and youth consultation.

School Liaison Police officer (SLP)
The role of the SLP is to:
- increase the positive relationships and remove barriers between the school community and police
- implement programs on cyber crime and stalking, and bullying and harassment to reduce the incidence of crime and anti-social behaviour, including bullying, amongst youth
- implement strategies to reduce the incidence of crime and anti-social behaviour, including bullying, amongst youth.

Procedures for reporting incidents of bullying:

For students:
- Inform teachers and parents/caregivers
- Complete a written incident report for the teacher honestly and accurately

For teachers:
- Teachers are to collect written statements from all involved including bystanders
- Enter details of the incident on to SENTRAL database
- Teachers will refer incidents of bullying to Head Teachers, the Welfare Co-ordinator or Year Advisers, who will make a judgement about the severity of the incident and will either deal with it him/herself or refer the incident on to the Stage Co-ordinators, Deputy Principals or the Principal.

For executive:
- Executive members may request that the Community Liaison Officer contacts the parents/carer of the student/s involved to advise them of the situation, and that the school is investigating the incident and will report the outcome.
- Collect incident reports from all involved including bystanders
- Peer mediation and/or referral to the school counsellor
- Implement the school discipline policy regarding bullying incidents (e.g. withdrawal from class or playground, suspension etc.)

For senior executive:
- Victims and witnesses are interviewed and counselled as part of the investigation process.
- Incident reported to the Safety and security hotline if applicable
• Senior executive staff may report incidents of cyberbullying to the police
• Liaise with parents, school counsellor, Police Youth Liaison Officer and School Liaison Police Officer to develop welfare strategies.

For parents/caregivers:
• Parents/caregivers need to inform the school if their child has reported that he/she is being bullied, or that they are aware that another child is being bullied.

Responding to incidents of bullying:

For students:
• Bystanders have a responsibility to either inform a teacher that bullying is occurring or to intervene verbally to defend the victim by requesting that the bullying ceases. It is not acceptable to become involved in an aggressive manner including swearing or physical intervention
• Victims need to inform a teacher that they are being bullied
• Victims must refrain from responding with either verbal or physical aggression. Strategies to avoid conflict include walking away and counting to 10, taking deep breaths, engaging in positive self talk such as “I’m okay, I can deal with this”.

For teachers:
• Teachers need to treat every report of bullying seriously
• Follow the school Anti-Bullying Plan (see “Procedures for reporting incidents of bullying” above)

For executive:
• Liaise with parents, school counsellor, Police Youth Liaison Officer and School Liaison Police Officer to develop, initiate and implement welfare programs that redress the issues of bullying and victimisation.
• Investigate the incidents of bullying through student interviews, collating student and teacher statements

For parents/caregivers:
• Alert the school
• Do not become personally involved by approaching the offending student or the family of the bully
• Talk with your child about what is happening to them and offer them emotional support and affirmation

Teaching staff have received training on using the following Bullying management process to investigate and follow up incidents of bullying behaviour.

Strategies in place for preventing bullying:
• Beyond Bullying program – student survey data, community and family brochures and staff training, anti – bullying lessons delivered by classroom teachers across all faculty areas.
• PBIS
• Peer support
• Rock and water
• Presentations by the School Liaison Police Officer
• Executive presentations of school culture surveys to Year Groups.
• Harmony Day and the Challenge program
• Take 2 Respectful Relationship workshop for Year 9
• Together for Humanity Year 9 program
High Resolves for Year 8
Integrating cyber-bullying texts into “Focus on Reading” lessons
Consistent implementation of classroom management strategies as per the school’s student behaviour management plan.
Anti-bullying materials including posters

Assistance for victims of bullying:
- School Counsellor
- Rock and water
- Student helpline
- Parents
- School Anti-Racism Contact Officer (ARCO)
- Boys and Girls Welfare Advisers
- Welfare Team members
- School welfare leaders – SRC and Prefects
- All Teaching staff

Assistance for the bully:
If you think you may be at risk of bullying others or if you have a tendency to engage in any of the bullying behaviours described at the beginning of this document, you should speak to your parents, a teacher whom you get along well with, a school based Community Liaison Officer, your year adviser or stage coordinator. The school staff will arrange a meeting with one of the School Counsellors who will recommend a course of action and helpful strategies.

Contact information:
School Liaison Police Officer (SLP)
Constable Shannon Thomson
South West Region, Auburn Police Station
Corner Queens St and Susan St Auburn
Telephone  (02) 9646 8686

Lifeline  13 11 14
Beyond Blue  1300 22 4636

The Community Liaison Officers (CLOs) at the school can assist students and parents/caregivers with any questions of concerns about bullying and can provide a range of contacts.
Granville South Creative and Performing Arts High School – Phone Number: 9892 2654

Examples of agencies that can assist students and parents/caregivers:
High Street (Counselling service, training)
Transcultural Health
Beyond Blue
Migrant Resource Centre
Kids Helpline
Staff Present when Incident Reported

Bullying incident identified by student, staff or parent.

- Provide warning, and correct behaviour by stating which behaviour is expected or use other strategies you have been taught to manage bullying.
- Is this a first minor offence?
- NO other minor offences
- NO, other major offences

Was there a Resolution?

- YES
  - Praise student/s for taking control and following through.
- NO
  - Make sure an incident report has been filled and refer student to Year Coordinator.

Year Coordinator or Appointed Staff Member

Set up interview with parents. Follow through with consequences at appropriate step.

- YES
  - Interview student/s with structured interview forms.
  - Prepare behaviour agreements. Outline what the consequences will be if breaking the agreement.
  - Have agreements signed by parents and students.
  - Review in two weeks.
- NO

Was there a Resolution?

- YES
  - Praise student/s for taking control and following through. Send letter to parents informing them of positive results.
- NO

Figure 4.1. Bullying Management Process
ASSESSMENT AND REVIEW SCHEDULES TARS, EARS, PARS

Policy date:
Friday, 28th January 2011

School contexts
At Granville South Creative and Performing Arts High School the ‘Assessment and Review Schedules (TARS, EARS & PARS)’ are undertaken in a spirit of cooperation, reflection and development at an individual, faculty and school level.

The Annual Review process is to be undertaken in a thorough, professional and collaboratively manner leading to whole school improvement and positive student outcomes.

The Principal is required to certify that documentation of policies and practices for the Annual Review process exist in the school.

For beginning teachers or teachers seeking a work report, the professional evaluation process will involve observation of classrooms. The Principal will only act as a referee for teachers who have been observed in the classroom. For all other staff, classroom observation is a matter of professional choice in consultation with colleagues and supervisors.

At Granville South Creative and Performing Arts High School a culture of peer observations and open sharing of teaching ideas and resources is strongly encouraged. It is assumed that everyone can learn and develop by working with and observing others demonstrating their teaching skills in a classroom setting.

Professional Learning
A key focus of the Annual Review process must include professional learning for teachers, Executive staff, the Deputy Principals and the Principal. This will include a leadership conference, a professional development focus at Executive meetings, Executive development and management meetings with the Principal, Senior Executive meetings, and other conferences involving Classroom Teachers, Head Teachers and other leadership personnel.

In-school professional learning conferences will occur regularly (approximately every three weeks) with a focus on quality teaching and student learning outcomes. Professional Learning sessions will be developed at the school level based on identified needs as reflected in the School Plan 2009–2011 and annual School Culture surveys and led by school staff.

Funds will be allocated according to the School Plan 2009–2011 and targets for the provision of individual professional learning opportunities for all teaching staff.

Opportunities will also exist at both staff and faculty meetings for professional dialogue about school programs, initiatives, policies, procedures and best practice.

Annual Review
The Annual Review process commences through Classroom Teacher and Head Teacher contact and discussion. Appraisal of staff performance and providing for staff growth occurs through dialogue, observation, conferencing, demonstration of lesson preparation as well as sharing of notes, resources and planning materials. Both written and oral evidence is crucial to the success of the agreed Annual Review process.
Teacher Assessment and Review Schedule (TARS) – NSW Department of Education and Training

“For school teachers (including temporary teachers) in determining the level of satisfactory performance of a teacher, principals should make this judgement using the following standards:

- The teacher knows their subject content and how to teach it to their students
- The teacher knows their students and how they learn
- The teacher plans, assesses and reports for effective learning
- The teacher communicates effectively with their students
- The teacher creates and maintains a safe and challenging learning environment through the use of classroom management skills
- The teacher continually improves their professional knowledge and practice
- The teacher is an actively engaged member of their profession”

The strategies and processes in place at Granville South Creative and Performing Arts High School to assist teaching staff meet the requirements of TARS in a professionally rewarding way are:

- personal goal setting supported with an individual professional learning plan;
- whole school and individual professional learning opportunities focussing on achieving school targets;
- scheduled Faculty meetings to share and reflect upon quality teaching practice and other issues;
- individual conferences with the Head Teacher to allow feedback on teaching programs, assessment and reporting practices, faculty policies and other documentation;
- participation, where possible, in the school Creative and Performing Arts program;
- collection and analysis of benchmark data for future planning including NAPLAN, HSC and SC results; and
- provision of documentation as required during formal Faculty monitoring e.g. work samples, attendance registers, assessment tasks (including notifications and marking criteria), teaching programs and registration.

Executive Assessment and Review Schedule (EARS) – NSW Department of Education and Training

“Executive teachers are an integral part of the school leadership team and are appointed to schools to assist the principal in leading and managing the school.

Executive teachers have whole school responsibilities. Within their delegated areas of responsibility, executive teachers have duties as determined by the principal for the development, implementation and evaluation of school policies and programs, and for ensuring that learning environments are safe and effective. These responsibilities and duties will be developed through consultation and documented, evaluated and reviewed at the school.

In addition to the standards required for school teachers, executive teachers must demonstrate the capacity to provide successful educational leadership.

In determining the level of satisfactory performance of an executive teacher, principals are also to assess an executive teacher against the following:

1. Successful teaching experience with capacity to initiate improvement in teaching, learning and classroom practice.
2. Knowledge of curriculum, assessment and student welfare with the ability to lead and design quality, inclusive teaching and learning programs.
3. Educational leadership skills to build the capacity and manage the performance of individuals and teams.
4. Well developed communication and interpersonal skills with the capacity to build relationships and engage students, staff and parents.

5. Ability to plan and manage resources effectively and equitably to support teaching and learning.

6. Knowledge of and commitment to the Department’s Aboriginal education policies.”

The strategies and processes (in addition to those included in TARS) in place at Granville South Creative and Performing Arts High School to assist Executive staff (including Deputy Principals) meet the requirements of EARS in a professionally rewarding way are:

- participation in an overnight Executive leadership conference;
- leadership of professional development activities at in-school professional learning conferences Executive meetings and School Development Days;
- leadership of and participation on school committees such as Curriculum, School Evaluation, Learning Support, Creative and Performing Arts and Welfare;
- participation in a whole school annual review and evaluation process including the School Culture survey and Annual School Report;
- participation and leadership, where possible, in the school Creative and Performing Arts program;
- analysis and evaluation of faculty based and school student performance data including NAPLAN, HSC and SC results;
- participation in the whole school Faculty monitoring program; and
- provision of documentation as required during formal Faculty monitoring e.g. individual professional learning plans, work samples, attendance registers, assessment tasks (including notifications and marking criteria), teaching programs, registration, Faculty plan and various faculty policies.

In addition to the formal Faculty monitoring undertaken by the Senior Executive, Head Teachers will meet on a regular basis with the Principal and once per term with the Deputy Principal responsible for their faculty. Discussions will focus on faculty progress and student learning outcomes, areas for improvement, faculty policies, faculty management (including finance and resource management practices), staff performance and support, career development opportunities and experiences and future directions.

Written feedback will be provided by both the Principal and Deputy Principals regarding the Faculty monitoring process and Executive Assessment Review Schedule (EARS) conferences detailing outcomes and recommendations including a timeline for the development of issues.

The Deputy Principals, together with the Principal, have a key leadership role in managing the TARS and EARS processes. Additionally, each Deputy Principal will participate in their own EARS process which will be managed by the Principal. This process will involve weekly Senior Executive conferences, an annual review of school roles and responsibilities, leadership of various programs and committees and a formal meeting with the Principal each Semester to discuss their personal professional development plans, evaluate the progress of key programs and analyse student performance data and other school information e.g. attendance patterns, suspension rates, behaviour records.

A review of the Senior Executive performance is undertaken as part of the annual School Culture survey including feedback from staff, students and parents / carers. The results of this survey are discussed and analysed by the Senior Executive (Principal and Deputy Principals), Executive and all staff of the school and presented to students and parents / carers. A whole school decision making process is then undertaken to determine adjustments necessary to the School Plan and future directions for the school.
**Principal Assessment and Review Schedule (PARS) – NSW Department of Education and Training**

“The Principal occupies the pivotal position in the school and is accountable for leadership and management consistent with relevant state legislation and the policies and priorities of the NSW government. The task is complex and requires the Principal to be the leader in the school community.

The major areas of accountability of the Principal are identified within:

- educational leadership;
- management and implementation of curriculum;
- learning outcomes;
- management and implementation of programs and responsibilities for student safety, welfare and wellbeing;
- establishment of effective decision making and communication procedures within the school and the community;
- enhancement of the performance development and welfare of staff and implementation of equal employment opportunity principles;
- whole school planning and resource and risk (incl. OH&S) management;
- participation of the school community in developing and achieving the school’s goals and purposes; and
- promoting the development of constructive professional relationships amongst staff.

Observations of educational programs and management responsibilities can be both informal and formal. A prerequisite is that the level of professional trust needs to be high and the circumstances need to be negotiated. Observations should focus on the planning, implementation and evaluation of educational programs and management responsibilities and their impact on student learning outcomes. They provide an opportunity to reflect on areas such as leadership strategies, professional development, student and staff welfare, educational outcomes and the management of the school.

The documentation to be reviewed will include:

- the annual school self-evaluation
- the annual school report
- the school management plan
- the annual financial statement and
- the school’s policy for the implementation of the annual teacher assessment and review process.”

The Principal will provide regular feedback to the leadership team (including the Deputy Principals, Stage Coordinators and Executive) regarding the progress, documentation and outcomes from the ‘Principal Assessment and Review Schedule’ (PARS) process undertaken with the School Education Director (SED). Where relevant and practicable, the Principal will directly involve the Deputy Principals in the PARS program.

**Conclusion**

All teaching staff, including Classroom Teachers, Head Teachers and Deputy Principals, will have their performance appraised by the agreed annual review by November each year.

Professional dialogue, provision and acceptance of constructive criticism and honesty when dealing with others is fundamental to the success of the Teacher Assessment and Review Schedule (TARS), Executive Assessment and Review Schedule (EARS) and Principal Assessment and Review (PARS) at Granville South Creative and Performing Arts High School.
BOOKWORK

Policy date:
Friday, 28th January 2011

Rationale:
Well presented bookwork is a valuable aspect of the teaching – learning process. It reflects the student’s willingness to strive for excellence.

Aim:
- To encourage students to take pride in their bookwork.
- To foster students’ organisational skills.
- To assist in developing positive work habits.
- To provide opportunity for students to refine their literacy skills.

Implementation:
- A separate book is required for each subject (see Faculty requirements below)
- Books are to be covered and labelled with both student name and subject.
- All work is to be neatly presented.
- Margins must be included using a ruler.
- Each page of work must include a date.
- Mistakes are to be corrected in an appropriate manner.
- Books must be handed in when requested.
- No graffiti or drawing on / in books and folders.
- A copy of bookwork rules should be signed and placed in students’ books
- Unsuitable bookwork may be required to be re-done in the students own time.
- Books should be marked / checked twice each term

Faculty requirements:
All Faculties require Blue and Red Pens, Ruler, Coloured Pencils and Glue

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<tr>
<th>Subject</th>
<th>Year 7 and 8</th>
<th>Year 9 and 10</th>
<th>Year 11 and 12</th>
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| ENGLISH | ● 480 page exercise book labelled English Work Book  
| MATHS   | ● 240 page Grid book  
         ● Calculator, Geometry Set | ● 240 page Grid book  
         ● Calculator, Geometry Set | ● 240 page Grid book  
         ● Calculator, Geometry Set |
<table>
<thead>
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<th>Items</th>
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<tbody>
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<td>SCIENCE</td>
<td>• 480 page exercise book</td>
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<td></td>
<td>• 480 page exercise book</td>
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<tr>
<td></td>
<td>• 480 page exercise book</td>
</tr>
<tr>
<td>H.S.I.E.</td>
<td>• 240 page exercise book labelled Geography</td>
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<tr>
<td></td>
<td>• 240 page exercise book labelled History</td>
</tr>
<tr>
<td></td>
<td>• One Individual A4 exercise book</td>
</tr>
<tr>
<td>P.D.H.P.E.</td>
<td>• 240 page exercise book</td>
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<tr>
<td></td>
<td>• Sport/PE uniform – Blue Polo shirt and Navy Blue shorts or track pants</td>
</tr>
<tr>
<td></td>
<td>• One Individual A4 exercise Book</td>
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<tr>
<td></td>
<td>• Sport / PE uniform</td>
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CREATIVE AND PERFORMING ARTS - COMMITMENT TO LEARNING

Policy date:
Friday, 28th January 2011

Name: ______________________________________________ Roll: ________________

As a Creative and Performing Arts Selective student at Granville South Creative and Performing Arts High School, I make the following commitment:-

As a Creative and Performing Arts Selective (CAPA) student I will:

1. Attend all rehearsals, workshops, and performances during school hours and extra-curricular times, on time and for the full duration.
2. Bring the correct equipment to all rehearsals and performances including instruments, costumes, rehearsal wear, etc.
3. Meet my Creative and Performing Arts program commitments as a priority over outside personal commitments.
4. Represent Granville South Creative and Performing Arts High School at all times as a positive, engaged and supportive member of the Creative and Performing Arts selective community.
5. Keep up with my studies in all other subject areas, and understand that it is my responsibility to catch up on any missed work.
6. Accept that my placement in the selective stream is on the basis of meeting the requirements of this “Creative and Performing Arts Commitment” and the school “Commitment to Learning” documents.

Student: ____________________________________________ Date: ___ / ___ / ___

Parent / Carer: __________________________________________ Date: ___ / ___ / ___

Principal: ____________________________________________ Date: ___ / ___ / ___

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COMMITMENT TO LEARNING

Policy date:
Friday, 28\textsuperscript{th} January 2011

At Granville South Creative and Performing Arts High School we believe that a commitment to learning is essential for student success. Our aim is to promote and develop a learning culture which emphasises self-discipline, commitment and cooperation. Students, parents/carers and teachers/staff all have an influence on the learning culture of the school.

All parties agree that academic success is the outcome of a cooperative effort. To ensure that all students have an equal opportunity to maximise the benefit from their school learning experiences, we agree to the following responsibilities:

As a student I will:
7. Follow all school and classroom rules, code of behaviour and expectations.
8. Attempt to complete all school work and homework to the best of my ability.
9. Come to school with all necessary equipment. Make a genuine effort to engage in learning and not disrupt the classroom environment.
10. Actively use the school diary to assist me to manage my learning.
11. Always treat others with respect and courtesy and discuss concerns with teachers.
12. Be a positive and cooperative member of the classroom, school and wider community.
13. Communicate with others in a respectful manner (no teasing, harassment or bullying).

As a parent/carer I will:
1. Support the schools’ welfare and discipline programs and policies.
2. Encourage my child to spend time reading each day and to complete their homework.
3. Regularly discuss my child’s work with them and assist in developing a weekly study plan.
4. Sign my child’s diary each week and monitor its use.
5. Communicate with the school at regular intervals to discuss my child’s progress.
6. Support the school in its endeavours to engage with our community.
7. Ensure my child communicates in a respectful and courteous manner.

As a School we will:
1. Consistently and fairly enforce the classroom rules, school rules and code of behaviour.
2. Closely monitor student learning and progress to maximise outcomes.
3. Provide an engaging learning environment for all students.
4. Use the school diary and other means to communicate regularly with parents / carers.
5. Work to make learning an enjoyable experience.
6. Provide opportunities for students to receive extra help outside of class time.
7. Communicate with students and parents / carers in a respectful manner.

Student: ____________________________________________ Date: ___ / ___ / ___
Parent / Carer: ________________________________ Date: ___ / ___ / ___
Principal: ________________________________ Date: ___ / ___ / ___

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DIGITAL EDUCATION REVOLUTION (DER)

Policy date:
Monday, 4th June 2012

Statement of Purpose
The Digital Education Revolution (DER) is focused on providing students in schools with the very best information and communication technology.

The NSW Department of Education and Communities policy on Digital Education Revolution (DER) has been designed to provide a wireless enabled specialist educational laptop. These laptops are connected within the school via managed wireless infrastructure, to every student in years 9 – 12 by June 2012.

Granville South Creative and Performing Arts High School is committed to efficiently implementing the DEC’s and DER programs to provide the best learning outcomes for students.

Procedures

Student Laptops
- The DER Program is directed at secondary students in Stage 5 and 6. Laptops will be allocated to all Year 9 students enrolled at the time of issue starting in August 2009 and ending in 2012.
- This is a government funded program where students are provided with a laptop at no cost to the student.
- Prior to receiving a laptop students must return a signed “Laptop User Charter”. This charter includes a commitment to taking the laptop home to charge the battery. This charter must be signed by the student and by a parent/carer.
- Parents/carers and students will certify that they will agree to comply with the conditions in the “Laptop User Charter” prior to issue of a laptop. Non-compliance may result in the recall or remote freezing of the laptop.
- Following the provision of information to parents and the return of the signed “Laptop User Charter”, the school’s Technical Support Officer (TSO) will assign laptops to students.
- Once a laptop is allocated to a student and the student has logged on so as to authenticate, only that student can access the laptop.
- Laptops will be replaced in circumstances of warranty related breakage, theft supported by a police event number and in some cases of accidental damage or loss supported by a statutory declaration. It is the student’s responsibility to notify the TSO of any laptop related incident. The TSO will assist with any legal documentation.
- Students accepting an allocated laptop in Year 9 will be required to take the laptop home each day for study purposes and charging.
- In certain cases it will not be possible for a student to take the laptop home. Provision for safe storage and daily charging will be available by the TSO.
- The Principal may decide it is not advisable for particular students to take the laptop home due to home or other circumstances. This decision must be discussed with the parents/carers. The basis for such decisions must not be discriminatory and must be clear and transparent.
- In the circumstance of a parent/carer not signing a “Laptop User Charter”, the student will be given access to a laptop for class/day use only.
- Ownership of laptops will be formally transferred to the students who have completed Year 12 at the end of their final school year. Laptops remain the property of NSW DEC until transfer takes place.
- The school has the ability to remotely freeze a laptop. A frozen laptop can’t be logged onto or have its hard drive accessed until it is returned to the school. A laptop is frozen if it is stolen, lost, or when a student fails to present it when requested to by a staff member.
- Students moving from one government school to another within the state generally will retain their allocated laptops. Laptops need to be returned if a student leaves school before the end of Year 12, or moves interstate, overseas or to a non government school.

**Student Roles**
- A student receiving a laptop is required to use the laptop as an educational tool to further learning outcomes and further develop Information Communication and Technology (ICT) skills.
- Students are responsible for charging the battery in the evening on a daily basis.
- Students are responsible for the security and condition of the laptop.
- Breakages, loss or damage caused by negligence or deliberate acts may restrict access of a laptop for home usage. The cost of repair or a replacement laptop in these circumstances cannot be met by the school.
- Students are required to bring laptops to school every day.
- Students are to use laptops in classrooms when directed by the classroom teacher. Students are to follow teacher’s instructions when using the laptops. Screens should be placed down when requested by the teacher.
- For technical support and any laptop concerns, the Technical Support Officer (TSO) is located in D Block.
- Assignments are to be submitted in hard copy to your teacher unless directed otherwise (e.g. email).
- Laptops are not equipped for printing. Work needs to be emailed to the students own DEC portal email. Backing up work is the responsibility of the student. Students are advised to back up their work every week.
- Students are to inform the Principal or Deputy Principal if taking planned leave from school. Any student with approved leave needs to return their laptop to the TSO and it will be re-issued on their return.
- Any loss of peripheral equipment (i.e. charger, laptop case), is the responsibility of the student. The school will not be able to meet the cost of replacement items.

[Return to Contents]
DIARIES

Policy date:
Monday, 21\textsuperscript{st} February 2011

At Granville South Creative and Performing Arts High School we believe in the importance of assisting students to develop sound study habits that help in their ability to manage learning time. School diaries form an integral part in helping students to become active, independent learners.

Purpose of the diary:

- **Organisation** - to help students become well organised, record homework and assessment tasks, reminders, results and messages.
- **Communication** - to support home/school communication. Parents / carers and teachers are encouraged to write notes in the diary, to share relevant information about the student and school events.
- **Information** - to provide the student and their parent / carer with some general information about school procedures.

Roles and responsibilities:

- **School**
  Head Teachers, as part of faculty management, are responsible for ensuring that staff meet requirements in relation to diary monitoring and usage.
- **Year Advisers**
  Year Advisers support Roll Call Teachers in the monitoring student diary use.
- **Head Teachers / Stage Coordinators**
  Head Teachers and Stage Coordinators support Roll Call Teachers and Year Advisers where students do not meet the school’s expectations regarding diary usage.
- **Roll Call Teachers**
  Roll Call Teachers are the key to ensuring students develop quality diary organisational skills. Students need to be taught these skills. This will occur at year meetings, during study skills lessons and at roll call.
  Roll Call Teachers assist early in the year to demonstrate to students how to use their diary effectively for:
  - communication;
  - planning and important notes;
  - recording homework and assessment tasks; and
  - understanding school information provided.
  The Roll Call Teacher is responsible for checking that student diaries are being regularly used by students and are signed on a weekly basis by parents/carers.
  Roll Call Teachers are required to sign student diaries at least once a week to support the school’s ‘commitment to learning’ to monitor student diary usage.
- **Class Teachers**
  Class Teachers are to monitor that each student has a diary on their desk for each lesson and that homework and assessment information is recorded.
  Students who do not meet these expectations will be dealt with by the teacher in the first instance following their faculty policy.
  Class Teachers need to provide time for students to enter homework in their diaries.
Class Teachers should use the student diary to inform parent/carers of concerns regarding a student’s commitment to their learning, failure to complete set work and homework and any behaviour issues. The communication section of the diary should also be used for positive comments.

- **Students**

Students are required to have their school diary on their desk for each lesson. Students are to keep their diary neat and presentable, to be checked weekly by their Roll Call Teacher. Students are responsible for noting down homework and assessment tasks in their diaries, for completing homework on time to the best of their ability, for seeking help if they experience difficulties and for taking note of teacher feedback in order to improve their work. Graffiti, inappropriate material or removal of any diary pages is not acceptable. Students may be required to cover the cost of replacing or repairing the diary where they are responsible for damage.

- **Parents/carers**

Parents/carers are asked to review and sign their child’s diary each week for students in Years 7-10. They should encourage diary use and the value of organising study habits for students in Years 11-12. Parents/carers should support students in their efforts to complete homework and assessment tasks to demonstrate that they value homework and support the school. Parents/carers should encourage students in their study efforts and praise them when homework is completed.

Student: _________________________________ Date: ____/__/_____

Parent / Carer: _______________________________ Date: ____/__/_____

Roll Call Teacher: _______________________________ Date: ____/__/_____

**Return to Contents**
ENROLMENT

Policy date:
Monday, 27th February 2012

Context:
Students are entitled to be enrolled in their designated government school (their local school).
All schools are required to have clear guidelines about the process on which non-local enrolments will be accepted. These guidelines must be available to parents and those seeking enrolment at the school. The processes used to decide whether or not a non-local enrolment request can be accommodated must be open and transparent.

No student requesting enrolment is to be discriminated against on the grounds of race, age, religion, ethnicity, disability, sexual preference or marital status. Auburn Girls HS is a single sex school.

Granville South Creative and Performing Arts High School was identified as a selective and comprehensive school in 2010. The first in-take of Year 7 Creative and Performing Arts selective students will occur in 2012. Vacancies in the selective program during the year or in year groups other that Year 7, will be filled as per the school’s Creative and Performing Arts Selective Students placement policy (see below).

The Community Student Placements policy (see below) outlines the process and guidelines applicable for the placement of students in the comprehensive stream of Granville South Creative and Performing Arts High School.

The Principal, chair of the OH&S committee and the School Counsellor will consider any information related to a possible OH&S risk associated with the enrolment of a student. They will seek further advice as required from Student Services, the District Guidance Officer (DGO) and any other agencies involved with the student seeking enrolment.

The boundary for the local intake area is illustrated in the map below.

Community Student Placements policy:

Enrolment ceilings and buffers
Variations in enrolment ceilings are necessary to accommodate local community needs in the context of recent changes. Changes that affect anticipated enrolments include the rising number of enrolments from the legislated raised school leaving age to 17 years and the introduction of the Creative and Performing Arts selective stream in 2012. The physical and staffing resources of the school have also been considered in setting the following ceilings and buffers:

- An enrolment ceiling of 87 will apply in each year for the Year 7-10 Community stream students.
- An enrolment ceiling for Year 11 and Year 12 Community students is contingent upon variables including the number of students leaving for work or further education at TAFE or another setting, as well as curriculum constraints where particular subjects and classes may have vacancies following current student choices.
- An enrolment ceiling of 87 will apply for the Support unit.
- Historical enrolment data indicates that a buffer of 5 places in each year group is appropriate.
Enrolment Criteria for Placement as a Community Student

In-Area Enrolment – Community Placements

i. We require proof of address in the name of parent or caregiver from at least two (2) different sources. These could include a rates notice, rental agreement, electricity bill or a gas bill. Families must live in the Department of Education and Communities (DEC) local boundaries to be considered ‘local students’.

ii. Students enrolling will also need to provide a birth certificate or passport and other documents such as Family Court Orders, recent School Reports and proof of clearance from the previous school.

iii. Temporary visa holders need to be checked with DEC before enrolment can take place.

iv. Where a parent claims that the student lives with a guardian (other than a parent) in area, we require a Statutory Declaration to state who is the legal guardian.

v. A risk assessment and information form will be sent to the previous school for review before the enrolment and where possible, an interview with the Principal or Deputy Principal will be held for students seeking enrolment at or after the commencement of the school year before enrolment is finalised.

vi. Enrolment interviews are held with the Principal or Deputy Principal to discuss the student’s learning needs and history, school expectations, programs and school organisation.

vii. Once a student has been accepted, all forms will need to be returned to the school, a school uniform purchased and a portion of the school contributions and subject contributions paid.

viii. The starting date will be up to a week following the interview.

Out-of-Area Enrolment – Community Placements

Students residing outside of the local in-take area may be considered for enrolment based on current student numbers and the gap in the enrolment ceiling. The school’s Enrolment Placement Panel will meet to consider applications from students residing out of the local in-take area.

The panel will take into account the need for gender balance, appropriate academic aptitude and areas of student achievement.

Further consideration will be given to the following areas:

i. Sibling preference if the student applying for enrolment has a sibling already enrolled within the community and/or selective streams of the school.

ii. For year 7 placements, whether the student was enrolled at an in-area primary school (Granville South, Blaxcell Street or Guildford) in Year 6.

iii. Proximity and access to the school.

iv. Availability of curriculum or subject combinations.

v. Structure and organisation of the school.

vi. Primary Principal’s comments and recommendation for students seeking a Year 7 placement.

vii. Special welfare or compassionate consideration based on the student’s circumstances that are supported by the applicant’s current School Counsellor and endorsed by the applicant’s current School Principal and/or School Education Director.

viii. Overseas fee paying students approved by the Department of Education and Communities and the International Students Centre.

ix. Students whose talents and abilities support the ethos and special programs of the school, as determined by the panel.
There is no implied order established by this list of criteria. A holistic approach, based on the individual’s application, will form the basis of assessment by the panel where places are available.

Applications for out-of-area enrolment may include previous academic reports, merit certificates and current comments from the applicant’s Principal.

An offer of an out-of-area position in Years 8 – 12 will be contingent on an interview conducted by the Principal or Deputy Principal with the applicant and the applicant’s parent(s).

The same process may also be applied for out-of-area positions in Year 7 made late in the year prior to commencement at the school, or during the school year requested for enrolment.

The waiting list for out-of-area applicants will be maintained for a period of ONE calendar year. The size of this list will reflect realistic expectations of potential vacancies and applicants will be advised of this.

**Creative and Performing Arts Selective Students placement policy:**

**Enrolment ceiling**

The school can currently cater for 20 students (Year 7 only) in the Creative and Performing Arts Selective stream class.

**Enrolment Placement Panel**

The Creative and Performing Arts Selective stream enrolment placement panel will consist of the Principal, Deputy Principal, Head Teacher Creative and Performing Arts and the classroom teachers responsible for each strand of the student auditions and a Parent representative.

The Creative and Performing Arts Selective Enrolment Placement Panel is responsible for:

i. Monitoring, evaluating and revising this policy from year to year or as required.

ii. Consideration of Creative and Performing Arts Selective stream applications based on the enrolment criteria listed below.

iii. Placement of Creative and Performing Arts Selective stream applicants on a waiting list (where necessary).

iv. Identifying three groups of students from all applications:

   - Those students to whom offers shall be made.
   - Those students who shall be placed on the waiting list.
   - Those students who are unsuccessful in their application.

**Enrolment Criteria for Placement as a Creative and Performing Arts Selective Student**

Students applying for enrolment in the Creative and Performing Arts Selective are required to complete the appropriate enrolment application and undertake a formal audition.

The audition will be conducted at Granville South Creative and Performing Arts High School by the Head Teacher Creative and Performing Arts and another teacher with expertise in the relevant curriculum area.

Once Selective stream applications close, students and their parents will be notified in writing and by phone of their personal audition date and time.

Following all auditions, the audition committee for each curriculum area will provide a written report, together with a recommendation regarding the enrolment application, to the Creative and Performing Arts Selective stream enrolment placement panel for their consideration.

The school’s Creative and Performing Arts Selective stream enrolment placement panel will meet to consider all applications for the selective stream. The panel will take into account the audition
committee report and recommendations as well as consider the need for gender balance, appropriate academic aptitude and areas of student achievement.

Further consideration will be given to the following areas:

i. Sibling preference if the student applying for enrolment has a sibling already enrolled within the community and/or selective streams of the school.

ii. For year 7 placements, whether the student was enrolled at an in-area primary school (Granville South, Blaxcell Street or Guildford) in Year 6.

iii. Proximity and access to the school.

iv. Availability of curriculum or subject combinations.

v. Structure and organisation of the school’s selective stream.

vi. Primary Principal’s comments and recommendation (provided with the application).

vii. Students whose talents and abilities best support the values and expectations of the school’s Creative and Performing Arts programs, as determined by the panel.

There is no implied order established by this list of criteria. A holistic approach, based on the individual’s application, will form the basis of assessment by the panel where places are available.

Additional information:

This policy needs to be read in conjunction with the Department of Education and Communities (DEC) ‘Enrolments of Students in Government schools: a summary and consolidation’ (1997) policy document.

Intake boundary map:

See next page
HOMEWORK

Policy date:
Friday, 28th January 2011

1. Introduction
Granville South Creative and Performing Arts High School believes in the importance of homework in helping students to achieve their potential, in helping them to become active, independent learners and in promoting an engagement in learning.

2. Purpose of homework
a) to provide students with practice in aspects of the curriculum by:
   - consolidating and reinforcing skills and understanding.
   - extending school learning, for example through additional reading.
   - enabling students to devote time to particular demands such as coursework or assignments.

b) To encourage students to develop the confidence and self-discipline to work on their own and to become independent learners (an essential skill for adult life)

c) to encourage students to manage their time;

d) to foster a partnership between home and school by providing parents with an opportunity to share in their child's learning;

e) to enable parents to be involved in and informed about the type of work being undertaken in class.

3. Homework Support
The following forms of support are available to students in their homework tasks:
- The school library information and resource centre. (Books and computers are available.)
- The public library.
- Homework Centre (Monday and Wednesday)
- School website (for certain subjects).
- Teaching staff.

4. Marking and feedback
A variety of methods of assessment and feedback can be used e.g.
Self-assessment - students assess work themselves.
- Peer-assessment - work is assessed by other students.
- Teacher-assessment - impression marking.
- Teacher-assessment - comprehensive marking - detailed.
- Teacher-assessment - aspect marking - concentrating on one facet of the work.

The nature of the assessment used should be appropriate to the task being done. There is a need for assessment and feedback to be as immediate as possible to provide information to students and to motivate them.
5. Frequency and duration of homework

Faculties may decide for themselves the frequency of the allocation of homework. However, on average, students should have homework in the amounts specified below and faculties will need to be aware that, if they set longer tasks, students will need help in breaking these down into manageable chunks.

Stage 4 weekly homework allocation in minutes

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>English</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Geography</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>History</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Maths</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>TAS</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>Music</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Science</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Technology</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Stage 5 weekly homework allocation in minutes

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Geography</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>History</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td>Maths</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Science</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Electives 200 hr</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Electives 100 hr</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Stage 6 weekly homework allocation in hours:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each subject</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

*Students wanting an ATAR would need to study for at least 20 hours a week

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MOBILE PHONES

Policy Date
Thursday, 16th February 2012

Rationale
The staff at Granville South Creative and Performing Arts High School accepts that parents provide their children with a mobile phone primarily to protect them from risks related to personal safety or to be able to contact them outside of school hours. This policy is intended to provide students, teachers and parents with guidelines on the appropriate and acceptable use of mobile phones during the school day. Under no circumstances should mobile phone usage interfere with or disrupt the learning environment. There is no place for making or taking calls, sending or receiving messages or accessing the internet in any learning space in the school. Please note it is a criminal offence to use a mobile phone to harass, bully, intimidate or photograph (without their permission) another student or teacher and under Department of Education and Community policy, the school may be required to involve the police in such matters.

Students who bring a mobile phone to school do so under the following conditions.

Policy
1. Mobile phones should not be brought to school unless there is a specific need.
   Students bring mobile phones to school at their own risk. The school accepts no responsibility for loss, theft or damage either at school or travelling to or from school.
2. Students may only bring a mobile phone to school if parents have signed and returned the acceptable usage policy and the mobile phone is registered with the school.
3. This policy also applies during sport, school carnivals, excursions and other extra-curricular activities.
4. Mobile phones should be turned off and stored in school bags. If bags are required to be left outside a classroom, mobile phones may be stored in a pocket for that lesson only.
5. Under no circumstances are mobile phones to be turned on and used in any building, classroom or other learning space. This also applies in corridors and when moving between classes.
6. Students may use mobile phones at recess or lunch in the playground areas only. Use should be kept to a minimum.
7. Students must never use their mobile phones to call outsiders and other persons to come to the school for any reason.
8. If a student has a need to contact their parents during the school day, this must be done through the front office under supervision. Parents are not to contact their child on their mobile phone during the school day. In emergencies, contact can be made via the school office.
9. Any breaches of this policy will result in the mobile phone being confiscated by a member of staff. The phone will be securely stored in the front office area from where it will be returned at the end of the day.
10. Repeat offenders or those refusing to hand over their mobile phone to a member of staff, will be referred to the Deputy Principal and will be dealt with formally in accordance with the school’s welfare and discipline policy.
Related Documents

Legal Issues Bulletin No. 35 The Use of Mobile Phones, Portable Computer Games, Recording Devices and Cameras in Schools and TAFE NSW Institutes (17 July 2009)

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NON-DETERMINATION PROCESS

Policy date:
Wednesday, 19th May 2010

Below is the Non-Determination process / steps for the School Certificate, Preliminary Certificate and Higher School Certificate.

**Step 1: FIRST WARNING LETTER PROCESS**
- **Initial concern expressed and student interviewed**
- Prepare first N Warning letter
- Obtain Principal’s signature
- Interview student and give student N Warning letter
- Mail a copy of the letter to the parents / caregiver
- Task completed (redeemed)

**Note:** SASS file in school central filing system and provide copies as required

**Step 2: SECOND WARNING LETTER PROCESS**
- **Interview with student and parents/caregiver, improvement strategies outlined**
- Prepare second N Warning letter
- Obtain Principal’s signature
- Give student N Warning letter
- Head Teacher interview with student and parent/caregiver (in person or by phone if necessary)
- Acknowledgment slip is signed and attached (possible at parent/caregiver interview)
- Attach copy of interview record
- If no parental response/acknowledgment is received in two weeks mail another copy of the letter home. (Note date of sending second copy)
- Task completed (redeemed)

**Note:** SASS file in school central filing system and provide copies as required

**Step 3: THIRD WARNING LETTER PROCESS**
- **Interview to outline process & negotiate improvement program with student, parent, Head Teacher and Principal**
- Prepare third N Warning letter
- Obtain Principal’s signature
- Give student N Warning letter
- Arrange interview with student, parent/caregiver, Head Teacher and Principal
- Acknowledgment slip is signed and attached (possible at parent/caregiver interview)
- Attach copy of interview record
- If no parental response/acknowledgment is received in two weeks mail another copy of the letter home. (Note date of sending second copy)
- Task completed (redeemed)

**Note:** SASS file in school central filing system and provide copies as required

**Step 4: HEAD TEACHER FINAL RECOMMENDATION / ADVICE TO PRINCIPAL**
- **Meeting between the Head Teacher and Principal to review ‘N’ Determination documentation**
  - Head Teacher recommendation (tick one of the following):
    - Course Completion
    - Course ‘N’ Determination
  - Principal’s determination (tick one of the following):
    - Course Completion
    - Course ‘N’ Determination
### Step 5: ‘N’ DETERMINATION MEETING (IF REQUIRED)

**Interview to discuss ‘N’ determination and process with student, parent/caregiver, head teacher and principal**

<table>
<thead>
<tr>
<th>Task</th>
<th>Date / Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘N’ Determination letter completed and signed by Principal</td>
<td></td>
</tr>
<tr>
<td>Parent/caregiver and student notified of appeal process and provided documentation</td>
<td></td>
</tr>
<tr>
<td>Parent/caregiver ‘N’ Determination acknowledgement receipt returned to the Principal</td>
<td></td>
</tr>
<tr>
<td>All ‘N’ Determination documentation placed in school central filing system</td>
<td></td>
</tr>
</tbody>
</table>

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STAGE COORDINATORS

Policy date:
Monday 29th January 2012

Role Statement

“Student welfare in government schools:
  • encompasses everything the school community does to meet the personal, social and learning needs of students
  • creates a safe, caring school environment in which students are nurtured as they learn
  • is achieved through the total school curriculum and the way it is delivered
  • incorporates effective discipline
  • incorporates preventive health and social skills programs
  • stresses the value of collaborative early intervention when problems are identified
  • provides ongoing educational services to support students
  • recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
  • recognises the role that the school plays as a resource to link families with community support services
  • provides opportunities for students to:
    – enjoy success and recognition
    – make a useful contribution to the life of the school
    – derive enjoyment from their learning.

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents and the wider school community.

The objectives and outcomes that follow therefore relate to:
  • Effective learning and teaching
  • Positive climate and good discipline
  • Community participation.”

Student Welfare, Good Discipline and Effective Learning - Student Welfare Policy – DET 1996

Stage Coordinators will be responsible for supporting the school’s:
  • teaching & learning programs
  • welfare and discipline policies
  • professional learning initiatives
  • administrative operations

The Stage Coordinator will need to assist the Senior Executive, Head Teachers and Classroom Teachers in the management of student welfare, discipline, curriculum and academic progress.

Stage Coordinators will be allocated according to the following structure:
  • Stage 4 – Year 7 & 8
  • Stage 5 – Year 9 & 10
  • Stage 6 – Year 11 & 12
Administration:
- The Stage coordinators will operate out of the E-Block office.
- A concessional allowance of 9 periods is to be provided to each Head Teacher appointed as a Stage Coordinator.

Involvement may include:
- Classroom support
- Progress reports
- Year Advisers – Year meetings
- Faculty withdrawal
- Playground withdrawal
- After school detention
- Academic monitoring
- Parent and community communication
- Formal Cautions
- Short Suspensions
- Long Suspension
- Attendance monitoring

Teaching and learning
The Stage Coordinator is a challenging position with strong teaching and learning leadership roles in the areas of staff and executive professional development.

- Stage 4
  - Coordination of the four Year 7 Teams with the Deputy Principal Teaching and Learning, which includes leading one of the four teams
  - Team teaching of selected Year 7 classes at four lessons per cycle to provide release time for faculties to develop their stage 4 literacy plans
  - Liaise with Head Teachers in the development of faculty specific literacy plans
  - Coordination of the Year 7 and 8 Reading program that includes the implementation of the diagnostic reading tools and monitoring student progress in consultation with the Year 7 team and Year 7 and 8 roll call teachers
  - Coordination of demonstration literacy lessons between the High School Teachers and the Primary School Partners.

- Stage 5
  - Team teaching of designated Year 9 classes at four lessons per cycle to provide release time for faculties to develop their stage 5 literacy plans.
  - Supervision of the Year 9 and 10 Reading program that includes the implementation of the diagnostic reading tools and monitoring student progress in consultation with the Year 9 and 10 roll call teachers
  - Development and coordination of the stage 5 student review panel
  - Coordination, monitoring and dissemination of student individualised learning plans, and career data to relevant staff, students and parents.
  - Liaise with the school to work team to develop the vocational pathways of identified vulnerable students.

- Stage 6
  - Team teaching of designated Year 12 classes at four lessons per cycle to provide release time for faculties to develop their stage 6 literacy plans.
  - Coordination of students Individual learning plans and study skills during DEAR time.
– Coordination and establishment of the senior student review panel  
– Leading professional learning sessions for senior teachers that includes HSC corporate marking simulation sessions, examination preparation etc.  
– Coordinate interviews with parents and staff of selected students to discuss student individualised learning plans on a term basis.  
– Development of senior school skill sessions and HSC examination preparation workshops in collaboration with the Year Advisers.

Classroom Management:

• The school’s classroom behaviour management (PBIS and Raise responsibility) systems will operate as normal.
• Teachers are expected to follow the normal referral system and work directly with their Head Teacher to resolve ongoing classroom behaviour issues related to continued disobedience.
• Documented evidence of student continued disobedience and disruption within the classroom will remain the responsibility of the classroom teacher. This information may be provided via student referrals, an intervention register or RISC / Academy and will be crucial in ensuring the necessary information is available for Head Teachers and Stage Coordinators.
• Teacher intervention and follow up of disruptive classroom behaviour is a vital step in the management of student behaviour.
• Stage Coordinators will not be involved in the day-to-day management of classroom disobedience and disruption. This is the responsibility of classroom teachers and their Head Teacher.
• Stage Coordinators may need to assist with Issues of defiant behaviour and serious non-compliance in the classroom setting.

Professional Learning:

• Stage Coordinators are to work closely with the Deputy Principals, Head Teacher Mentor and KLA Head Teachers to support the professional development of teachers. The focus should be to improve student engagement and teaching & learning practices.
• Stage Coordinators will be responsible for supporting teachers directly in classroom to assist with the implementation of the school’s classroom behaviour management plan.

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STATEMENT OF DUTIES – DEPUTY PRINCIPALS

Policy date:
Friday, 28th January 2011

“Executive teachers (including Deputy Principals) are an integral part of the school leadership team and are appointed to schools to assist the principal in leading and managing the school.

Executive teachers have whole school responsibilities.

Within their delegated areas of responsibility, executive teachers have duties as determined by the principal for the development, implementation and evaluation of school policies and programs, and for ensuring that learning environments are safe and effective.

These responsibilities and duties will be developed through consultation and documented, evaluated and reviewed at the school.

In addition to the standards required for school teachers, executive teachers must demonstrate the capacity to provide successful educational leadership.

In determining the level of satisfactory performance of an executive teacher, principals are also to assess an executive teacher against the following:

1. Successful teaching experience with capacity to initiate improvement in teaching, learning and classroom practice.
2. Knowledge of curriculum, assessment and student welfare with the ability to lead and design quality, inclusive teaching and learning programs.
3. Educational leadership skills to build the capacity and manage the performance of individuals and teams.
4. Well developed communication and interpersonal skills with the capacity to build relationships and engage students, staff and parents.
5. Ability to plan and manage resources effectively and equitably to support teaching and learning.
6. Knowledge of and commitment to the Department’s Aboriginal education policies.”

Executive Assessment and Review Schedule – NSW Department of Education and Training – 2010

The Deputy Principals are in a position of educational leadership within Granville South Creative and Performing Arts High School. It is expected that the Principal and Deputy Principals will act as a professional team in the effective management of the school and its programs.

The role of both Deputy Principals is to assist in the management of the school. The Principal bears primary responsibility for the whole school and the two Deputies are responsible to the Principal for any authority delegated.

The Deputy Principals will also be familiar with current trends in education, furthering professional and leadership skills. It is essential that they be involved within the community and are aware of the attitudes, needs and aspirations of the school community.
The Deputy Principals are responsible to the Principal of Granville South Creative and Performing Arts High School for:

1. EDUCATIONAL LEADERSHIP
   - Providing leadership in improving pedagogy for all staff
   - Supervising the quality education of students at Granville South Creative and Performing Arts High School
   - Providing assistance and advice on matters relating to the total school curriculum
   - Monitoring effective teaching and learning practices throughout the school, including faculty reviews
   - Coordinating school based curriculum development
   - Liaising with SEA training and development personnel
   - Supporting the Principal in administering the annual *Teacher Assessment Review Schedule*
   - Supporting the Principal in administering the annual *Executive Assessment Review Schedule*
   - Supporting the Principal in preparing documentation and reports for the *Principal Assessment Review Schedule*
   - Supporting the Principal in administering the ‘Complaints Handling Policy’ procedures
   - Supporting Head Teachers in administering the ‘Teachers Experiencing Difficulty’ procedures
   - Developing a culture which demonstrates that learning is valued

2. EDUCATIONAL PROGRAMS AND LEARNING OUTCOMES
   - Liaising with the Principal to introduce curriculum variances
   - Leading information days and evenings regarding the selection of subjects
   - Supervising the development and implementation of sequenced teaching and learning programs relevant to the current needs of all students and including anticipated learning outcomes
   - Working with the staff to implement a variety of teaching and learning strategies which take into account the learning styles and needs of students
   - Evaluating teaching and learning programs including assessment of student outcomes
   - Analysing system-wide data which impacts upon school priorities, targets and teaching and learning programs to improve outcomes eg. demonstrating proficiency in the use of the *Principals Analysis Package, SMART data* and in-servicing executive in the use of the data to inform teaching practice
   - Leading the Self Evaluation team in faculty reviews on a rotational basis
   - Developing and monitoring of procedures for excursions
   - Reading of interim, half yearly, yearly reports in conjunction with the Principal
   - Leading and managing school assessment and reporting

3. STUDENT WELFARE AND DISCIPLINE
   In supporting student welfare and discipline issues within Granville South Creative and Performing Arts High School, each DP has responsibility for the following years. Responsibilities for the years will alternate year by year so that each Deputy Principal is able to have an in depth knowledge of each student.
   - M. Toaetolu – Years 8, 10 & 12
   - T. Price – Years 7, 9 & 11
   - Addressing the needs of each student in a safe, responsive and harmonious teaching and learning environment
• Providing staff training that will promote the consistent implementation of student welfare and discipline procedures – in particular child protection
• Supporting teaching staff in the implementation of the school and DET welfare policy
• Supporting Head Teachers in the disciplining of students who have not responded to faculty initiatives
• Assisting the Principal in investigating student behaviour which may lead to a formal suspension
• Preparing and tracking the associated suspension paperwork
• Organising and chairing post – suspension interviews
• Supervising students returning from formal suspensions
• Liaising with the School Counsellor / HSLO / ISTB and Strathfield office in relation to welfare and discipline issues
• Participating in whole school welfare projects
• Monitoring student attendance, especially in relation to lateness, fractional truancy, ongoing and long term absences
• Having a ‘roving’ presence on playground duty at recess and lunchtimes
• Interviewing students who have failed to meet Board of Studies outcomes and requirements for the School Certificate, Preliminary Certificate and Higher School Certificate

4. STAFF WELFARE, DEVELOPMENT AND MANAGEMENT
• Coordinating the Early Scheme Teachers and Beginning Teachers Program and the induction program for teachers and executive newly appointed to the school
• Coordinating a gifted and talented program within the school including staff professional development
• Leading the Community Liaison Officer’s
• Supervising Head Teachers and classroom teachers
• Coordinating school in-service and the professional development of long term and probationary teachers
• Providing professional support to teachers and Head Teachers seeking promotion
• Leading staff in the development and implementation of effective communication and decision making processes including the staff sign on book, school intranet, minutes of meetings, daily notices and others
• Modelling collaboratively developed decision making processes
• Building supportive, collaborative and effective teams including attending their faculty meetings
• Recognising and celebrating the achievements of staff at every opportunity
• Encouraging each teacher to undertake a whole faculty and whole school responsibility
• Facilitating the growth and professional development of staff, ensuring all staff are able to implement effective learning and teaching programs and meet departmental requirements
• Maintaining all documentation to meet the requirements of the school, Board of Studies and DET
• Fostering a culture where professional learning is valued
• Supporting the implementation of the DET Professional Learning policy

5. ADMINISTRATION, INCLUDING PHYSICAL AND FINANCIAL RESOURCE MANAGEMENT
• Modelling the use of technology in school administration and in classroom applications
• Contributing to whole school resource management including supporting Head Teachers to align their budgets with faculty management plans
• Participating as an active member of the school finance committee
• Leading the Annual School Report (ASR) team and preparing the final document
● Coordinating applications for school excursions so that DET and school priorities are not compromised
● Coordinating security, including issuing of keys to permanent and temporary staff
● Coordinating assessment and examination programs in consultation with the Head Teachers supervising these programs
● Supervising the physical maintenance of the school in consultation with the Principal
● Liaising with SEA personnel as required
● Supporting the School Administrative Manager (SAM) in supervising school support staff, including the General Assistant
● Coordinating matters relating to the general organisation and administration of the day to day running of the school eg change to bell times, Variations to Routine, permission for teachers to leave the school
● Overseeing the completion and despatch of DET correspondence as requested by the Principal

6. SCHOOL AND COMMUNITY PARTNERSHIPS

● Promoting the involvement of the community in decision making in the school
● Supporting the participation and contribution of community members in whole school involvement and attending P&C meetings on a rostered basis
● Working and communicating effectively with parents to optimise the personal, social and educational welfare and development of their children
● Supporting staff with strategies for informal and formal communication with parents.
● Advocating for mutual respect and trust to be maintained between staff and members of the school community as documented in the professional code of conduct

As well as other responsibilities as required by the Principal.

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STATEMENT OF DUTIES - EXECUTIVE

Policy date:
Friday, 28th January 2011

“Executive teachers are an integral part of the school leadership team and are appointed to schools to assist the principal in leading and managing the school.

Executive teachers have whole school responsibilities.

Within their delegated areas of responsibility, executive teachers have duties as determined by the principal for the development, implementation and evaluation of school policies and programs, and for ensuring that learning environments are safe and effective.

These responsibilities and duties will be developed through consultation and documented, evaluated and reviewed at the school.

In addition to the standards required for school teachers, executive teachers must demonstrate the capacity to provide successful educational leadership.

In determining the level of satisfactory performance of an executive teacher, principals are also to assess an executive teacher against the following:

1. Successful teaching experience with capacity to initiate improvement in teaching, learning and classroom practice.
2. Knowledge of curriculum, assessment and student welfare with the ability to lead and design quality, inclusive teaching and learning programs.
3. Educational leadership skills to build the capacity and manage the performance of individuals and teams.
4. Well developed communication and interpersonal skills with the capacity to build relationships and engage students, staff and parents.
5. Ability to plan and manage resources effectively and equitably to support teaching and learning.
6. Knowledge of and commitment to the Department’s Aboriginal education policies.”

Executive Assessment and Review Schedule – NSW Department of Education and Training – 2010

Executive staff are in a position of educational leadership within Granville South Creative and Performing Arts High School. It is expected that the Executive will act as a professional team in the effective management of the school and its programs.

The role of all Executive staff is to assist in the management of the school. The Principal, supported by the Deputy Principals, bears primary responsibility for the whole school and the Executive are responsible to the Principal and Deputy Principals for any authority delegated.

All Executive staff will also be familiar with current trends in education, furthering their professional and leadership skills. It is essential that they be involved within the community and are aware of the attitudes, needs and aspirations of the school community.
The Executive staff are responsible to the Principal of Granville South Creative and Performing Arts High School for:

1. EDUCATIONAL LEADERSHIP
   - Providing leadership in improving pedagogy for all staff E1
   - Supervising the quality education of students at Granville South Creative and Performing Arts High School E1
   - Providing assistance and advice on matters relating to the total school curriculum E3
   - Monitoring effective teaching and learning practices throughout the school, including faculty reviews E3
   - Coordinating school based curriculum development E3
   - Supporting the Principal in administering the annual Teacher Assessment Review Schedule E7
   - Supporting the Principal in administering the annual Executive Assessment Review Schedule E6
   - Supporting the Principal in preparing documentation and reports for the Principal Assessment Review Schedule E7
   - Supporting the Principal in administering the ‘Complaints Handling Policy’ procedures E5
   - Supporting Head Teachers in administering the ‘Teachers Experiencing Difficulty’ procedures E5
   - Developing a culture which demonstrates that learning is valued E2

2. EDUCATIONAL PROGRAMS AND LEARNING OUTCOMES
   - Liaising with the Principal to introduce curriculum variances E2
   - Leading information days and evenings regarding the selection of subjects E2 E6
   - Supervising the development and implementation of sequenced teaching and learning programs relevant to the current needs of all students and including anticipated learning outcomes E1 E2
   - Working with the staff to implement a variety of teaching and learning strategies which take into account the learning styles and needs of students E2 E4
   - Evaluating teaching and learning programs including assessment of student outcomes E1 E3
   - Analysing system-wide data which impacts upon school priorities, targets and teaching and learning programs to improve outcomes eg. demonstrating proficiency in the use of the Principals Analysis Package, SMART data and in-servicing executive in the use of the data to inform teaching practice E2 E3 E6
   - Leading the Self Evaluation team in faculty reviews on a rotational basis E6 E7
   - Developing and monitoring of procedures for excursions E5
   - Reading of interim, half yearly, yearly reports in conjunction with the Principal E4
   - Leading and managing school assessment and reporting E3

3. STUDENT WELFARE AND DISCIPLINE
   In supporting student welfare and discipline issues within Granville South Creative and Performing Arts High School, each DP has responsibility for the following years. Responsibilities for the years will alternate year by year so that each Deputy Principal is able to have an in depth knowledge of each student. M. Toaetolu – Years 8, 10 & 12  T. Price – Years 7, 9 & 11
   - Providing staff training that will promote the consistent implementation of student welfare and discipline procedures – in particular child protection E5 E6
   - Supporting teaching staff in the implementation of the school and DET welfare policy E7
   - Assisting the Principal in investigating student behaviour which may lead to a formal suspension E4 E5 E7
   - Supervising students returning from formal suspensions E4 E5
• Liaising with the School Counsellor / HSLO / ISTB and Strathfield office in relation to welfare and discipline issues E5 E7
• Participating in whole school welfare projects E6 E7
• Monitoring student attendance, especially in relation to lateness, fractional truancy, ongoing and long term absences E4 E5
• Having a ‘roving’ presence on playground duty at recess and lunchtimes E4 E5
• Interviewing students who have failed to meet Board of Studies outcomes and requirements for the School Certificate, Preliminary Certificate and Higher School Certificate E4

4. STAFF WELFARE, DEVELOPMENT AND MANAGEMENT
• Support the Early Scheme Teachers and Beginning Teachers Program and the induction program for teachers and executive newly appointed to the school E6 E7
• Support a gifted and talented program within the school including staff professional development E3 E6
• Providing professional support to teachers and Head Teachers seeking promotion. E7
• Leading staff in the development and implementation of effective communication and decision making processes including the staff sign on book, school intranet, minutes of meetings, daily notices and others E6 E7
• Modelling collaboratively developed decision making processes E3 E6 E7
• Building supportive, collaborative and effective teams including attending their faculty meetings E6 E7
• Recognising and celebrating the achievements of staff at every opportunity E7
• Encouraging each teacher to undertake a whole faculty and whole school responsibility E1 E6 E7
• Facilitating the growth and professional development of staff, ensuring all staff are able to implement effective learning and teaching programs and meet departmental requirements E6
• Maintaining all documentation to meet the requirements of the school, Board of Studies and DET E3 E6
• Fostering a culture where professional learning is valued E7
• Supporting the implementation of the DET Professional Learning policy E6 E7

5. ADMINISTRATION, INCLUDING PHYSICAL AND FINANCIAL RESOURCE MANAGEMENT
• Modelling the use of technology in school administration and in classroom applications E2 E4
• Coordinating applications for school excursions within faculty so that DET and school priorities are not compromised E1 E2
• Coordinating assessment and examination programs with faculty. E3
• Supervising the physical maintenance of the school in consultation with the Principal E5 E7
• Liaising with SEA personnel as required E6
• Support and distribute information on matters relating to the general organisation and administration of the day to day running of the school eg change to bell times, Variations to Routine, permission for teachers to leave the school E6
• Overseeing the completion and despatch of DET correspondence as requested by the Principal E6 E7

6. SCHOOL AND COMMUNITY PARTNERSHIPS
• Promoting the involvement of the community in decision making in the school E7
• Supportings the participation and contribution of community members in whole school involvement E7
• Working and communicating effectively with parents to optimise the personal, social and educational welfare and development of their children E3 E5 E6
- Supporting staff with strategies for informal and formal communication with parents. E4 E7
- Advocating for mutual respect and trust to be maintained between staff and members of the school community as documented in the professional code of conduct E6 E7

As well as other responsibilities as required by the Principal.

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STATEMENT OF DUTIES - TEACHERS

Policy date:
Friday, 28th January 2011

“Teachers in the Education Teaching Service have a responsibility to ensure that students gain the knowledge and skills they require to become effective learners and ultimately effective and responsible citizens and understand and appreciate the values and beliefs supported by Australian society.

They also have a responsibility to meet the high standards of professional and ethical behaviour required by the Department, the public, parents and the profession itself.

Teachers undertake this responsibility within the framework of the law and lawful instructions from their employer.”

Teachers Handbook - Professional and Legal Responsibilities of Teachers

“For school teachers (including temporary teachers) in determining the level of satisfactory performance of a teacher, principals should make this judgement using the following standards:

- The teacher knows their subject content and how to teach it to their students
- The teacher knows their students and how they learn
- The teacher plans, assesses and reports for effective learning
- The teacher communicates effectively with their students
- The teacher creates and maintains a safe and challenging learning environment through the use of classroom management skills
- The teacher continually improves their professional knowledge and practice
- The teacher is an actively engaged member of their profession”

Teacher Assessment and Review Schedule – NSW Department of Education and Training – 2010

The main focus of the classroom teacher is on the planning, preparation and teaching of programs to achieve specific student outcomes.

Classroom teachers should engage in critical reflection in order to improve knowledge and skills to better engage students and improve their learning.

As the classroom teacher gains experience his or her contribution to the school program beyond the classroom increases.

All classroom teachers may be required to undertake other duties in addition to their timetabled teaching responsibilities.

Classroom teachers assist in the management of the school. The Principal, supported by the Deputy Principals and Executive staff, bears primary responsibility for the whole school and classroom teachers are responsible to the Principal, Deputy Principals and Executive for any authority delegated.

Classroom teachers should also be familiar with current trends in education, furthering their professional and leadership skills. It is essential that they be involved within the community and are aware of the attitudes, needs and aspirations of the school community.
Teaching staff are responsible to the Principal of Granville South Creative and Performing Arts High School for:

1. EDUCATIONAL LEADERSHIP
   - Providing quality education for all students at Granville South Creative and Performing Arts High School. E1
   - Providing assistance and advice on matters relating to the total school curriculum. E7
   - Participating in the development and delivery of effective teaching and learning practices throughout the school, including faculty reviews. E1, E2, E6.
   - Participating in school based curriculum development. E3, E6
   - Participating in the administering of the annual Teacher Assessment Review Schedule. E4
   - Developing a culture which demonstrates that learning is valued. E4

2. EDUCATIONAL PROGRAMS AND LEARNING OUTCOMES
   - Participating in the development and implementation of sequenced teaching and learning programs relevant to the current needs of all students and including anticipated learning outcomes. E2, E3
   - Working with the staff to implement a variety of teaching and learning strategies which take into account the learning styles and needs of students. E3, E4
   - Evaluating teaching and learning programs including assessment of student outcomes. E3
   - Analysing system-wide data which impacts upon school priorities, targets and teaching and learning programs to improve outcomes eg. demonstrating proficiency in the use of the Principals Analysis Package, SMART data and in-servicing executive in the use of the data to inform teaching practice. E2, E4.
   - Developing and monitoring of procedures for excursions. E4, E5
   - Completion of interim, half yearly, yearly report in conjunction with the Principal. E6, E7
   - Participating in the development and implementation of school assessment and reporting. E3, E7

3. STUDENT WELFARE AND DISCIPLINE
   - Ensuring they are familiar with DET’s and the school’s Student Welfare Policy and the School Discipline Policy. E5
   - Contributing to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents. E4, E5, E6
   - Participating in the school community’s implementation of the Student Welfare Policy. E5, E7
   - Supporting the development of effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties. E5, E6, E7
   - Addressing the needs of each student in a safe, responsive and harmonious teaching and learning environment. E5
   - Following the department’s child protection policies. E4, E5
   - Following school policies and support Head Teachers, Deputy Principals and the Principal in the disciplining of students causing disruption. E7
   - Assisting in investigating student behaviour which may lead to a formal disciplinary action or suspension. E4, E5
   - Providing required documentation to support school policies regarding the welfare and discipline of students. E5, E7.
   - Supervising, as classroom teachers, students returning from formal suspensions
   - Liaising with the School Counsellor / HSLO / ISTB and Year Advisers in relation to student welfare and discipline issues. E5, E7
   - Participating in whole school welfare projects
• Monitoring student attendance in classes, especially in relation to lateness, fractional truancy, ongoing and long term absences. E3, E7
• Undertaking playground duty responsibilities as required at recess and lunchtimes. E5
• Interviewing students (and providing appropriate documentation) who have failed to meet Board of Studies outcomes and requirements for the School Certificate, Preliminary Certificate and Higher School Certificate. E3, E4

4. STAFF WELFARE, DEVELOPMENT AND MANAGEMENT
• Participate and develop in a gifted and talented programs within the school including staff professional development. E3, E6
• Liaise when required with the Community Liaison Officer’s E2, E7.
• Participate in the development and implementation of effective communication and decision making processes including the staff sign on book, school intranet, minutes of meetings, daily notices and others. E7
• Modelling collaboratively developed decision making processes. E3, E7
• Building supportive, collaborative and effective teams. E6, E7
• Recognise and celebrate the achievements of staff. E7
• Participate where appropriate in whole faculty and whole school responsibility E1, E6, E7
• Participate in professional development of activities, ensuring you are able to implement effective learning and teaching programs that meet departmental requirements E6
• Maintaining all documentation to meet the requirements of the school, Board of Studies and DET. E3, E7
• Supporting the implementation of the DET Professional Learning policy. E1, E2, E7

5. ADMINISTRATION, INCLUDING PHYSICAL AND FINANCIAL RESOURCE MANAGEMENT
• Modelling the use of technology in classroom applications E2, E4
• Contributing to faculty resource management including supporting Head Teachers to align their budgets with faculty management plans. E7
• Provide educational value for school excursions so that DET and school priorities are not compromised. E1, E2
• Coordinating assessment and examination programs in consultation with the Head Teachers supervising these programs. E3
• Report any OH&S issues to the appropriate authority. E5, E7
• Complete any obligations you have in relation to the efficient administration of the school. Eg Sign in/out, Sick Calls etc. E7
• Complete and despatch of DET/School correspondence as requested by the Principal or their delegate. E7

6. SCHOOL AND COMMUNITY PARTNERSHIPS
• Promote the involvement of the community in decision making in the school. E7
• Supporting the participation and contribution of community members in whole school involvement.E7
• Communicating effectively with parents to optimise the personal, social and educational welfare and development of their children. E3, E7
• Develop strategies for informal and formal communication with parents.E4, E7
• Advocating for mutual respect and trust to be maintained between staff and members of the school community as documented in the professional code of conduct. E7

As well as other responsibilities as required by the Principal.
WELFARE AND DISCIPLINE

Policy date:
Monday, 21st May 2012

Student welfare

Rationale:
The student welfare and discipline policy of Granville South Creative and Performing Arts High School represents the core values and core rules of NSW state schools. Welfare or student support programs relate in a broad sense to student well-being.
“It encompasses everything the school community does to meet the personal, social and learning needs of students”. (NSW Department of Education and Training 1996)

Aims:
The student welfare policy at Granville South Creative and Performing Arts High School underpins the programs and processes that meet the learning, personal and social needs of the students.

Learning
- Facilitating excellence in student achievement by embedding the NSW Quality Teaching framework with encouragement and differentiation to realise their full potential in partnership with the wider community.

Personal
- Fostering qualities of self-confidence, optimism, high self-esteem and a commitment to personal excellence... (Adelaide Declaration Goal 1.2)

Social
- The capacity to exercise judgement and responsibility in matters of morality, ethics and social justice. (Adelaide Declaration Goal 1.3)

Implementation:
The above aims will be achieved through specific initiatives outlined in the school’s student welfare program. These initiatives contain developmental, preventative and remedial dimensions.

Implementation Process
- Year advisers and student leaders will be familiarised with the policy. They will then be communicate the policy to students;
- All students will be issued with a copy of the Granville South Creative and Performing Arts High School Welfare Policy to read and take home to their parents/care givers;
- Parents/Caregivers will be informed about the policy through emails, the newsletter and the school website;
- Staff will each receive a copy of the policy;
- Teachers and Executive will implement the policy and procedures in their specific school roles;
- The Welfare Team will provide structures and, where necessary, programs, to support student welfare and well-being as outlined in the policy and procedures;
- Students will be expected to follow the policy at all times, and participate in welfare programs as members of the GSCAPAHS community.

Student management plan (refer policy statement above):
This plan is based on the educational belief that positive learning environments exist where teachers can teach effectively and student learning is maximised.

Five classroom rules are exhibited in all classrooms and are reinforced with all students by their teachers.

1. Follow Teacher’s instructions without question
2. Remain in your seat unless you have permission from the teacher
3. No hats to be worn in the classroom
4. No food, drink or chewing gum permitted in the classroom
5. Act safely, sensibly and courteously at all times.

A student may be placed at a time out desk if their behaviour is unacceptable.

Time out provides:
- Learning to continue for all
- A circuit breaker for the teacher and student
- Short term relief from inappropriate student behaviour
- The student with time to reflect on the situation
- An opportunity for the student to resolve the situation

There are set rules applied to the time out desk and a student who refuses to move to the time out desk or comply with these rules will be withdrawn from the classroom immediately by the Head Teacher, Stage Coordinator, Deputy Principal or Principal. The non-compliant student will then meet with the Head Teacher of the faculty where the inappropriate behaviour occurred. This will take place the next time the student has the same subject. A reflection sheet is filled out by the student while sitting at the time out desk. The incident is then recorded by the teacher in their intervention register.

Students returning from a suspension will be interviewed by the Principal or their delegate on their return and work through a return from suspension commitment plan.

A post suspension monitoring card is issued to the returning student, allowing teachers to provide them with feedback and the necessary rehabilitation support. The student will be monitored by a senior executive member.

A faculty monitoring card and support faculty monitoring card enable students to be evaluated at the faculty level to redress learning and behavioural issues.

Granville South Creative and Performing Arts High School takes a strong stance against bullying in all its forms (refer policy statement above).

Positive Behaviour Intervention (PBIS) and Support:

This whole school support system requires students to focus on a positive behavioural skill every week. These behaviours are outlined in roll call and discussed further at the weekly assembly. In addition to this strategy, three positive behavioural lessons are conducted every term to explicitly teach positive behavioural expectations to students.

Student academic achievement and citizenship is recognised at the weekly assembly. A weekly raffle is conducted to promote the positive behaviour skill of the week. The student of the term award recognises outstanding effort and achievement and is sponsored by our Australian Business Community Network partner JP Morgan.

The Core Rules and Values:
Core Rules - Student Discipline in NSW Government Schools

Core Rules
Values in NSW public Schools

Evaluation:
Our school will review its systems and procedures periodically to ensure the content remains relevant and consistent with Departmental objectives and guidelines.

References:
NSW DEC Student Welfare Policy

Student Discipline in Government Schools - Policy & Practice