



**LANYON
HIGH SCHOOL**



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Lanyon High School

Support for Students

A Guide for Parents and Carers

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School Contacts

Principal
Deputy Principal
Business Manager
Finance Officer

Barbara Monsma
Rebecca Cusick
Jade Uttley
Tahlia Fitzgibbon

Student Services

Student Services Executive
School Psychologist
School Nurse
Youth Worker
Careers Officer
Work Experience Coordinator
ASBAs and VLOs

Teegan Williamson
Megan Tomlins
Kate Sorenson
Gavin Smith/Andrew Taylor/Aden Cottrill
Lisa Johnston
Alison Kirkpatrick
Adrian Haynes

Executive Teachers:

English, Humanities and Social Sciences
Mathematics and Science
Technology and the Arts
Health and Physical Education and Pastoral Care
Disability and Learning Coach

Jessica Klein
Rebecca O'Brien
Kim Rice
Joh Davies
Lara Croucher

Pastoral Care Advisors in 2019:

Year 7
Year 8
Year 9
Year 10

Louise Farrelly
Katherine Harris
Cattlin Hubbard
Emma Menzies

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Frequently Asked Questions

Navigating high school can feel daunting! You can explain what you need to any staff member and they will find the right person for you to speak with. If you feel your need is urgent, please make that clear in your contact. In most circumstances we will get back to you quite quickly but please be aware that our commitment for normal communications is to reply within 24-48 hours.

My child seems to be struggling to make friends. Who should I talk to? What can be done?

Please email your child's Pastoral Care Teacher in the first instance. If you are unsure who their Pastoral Care Teacher is you can phone the front office and they will look it up for you. The Pastoral Care Teacher can then discuss this at our regular Year Group meetings where the teachers from each year group collaborate to find support solutions. They may identify that there are a few students who need extra support to make friendship connections and determine a strategy for this. This may include establishing some lunchtime activities, developing some small activity groups or other options.

My child has reported they feel bullied or harassed. Who should I contact? What will be done?

Please email your child's Pastoral Care Teacher in the first instance. If you are unsure who their Pastoral Care Teacher is you can phone the front office and they will look it up for you. We would then work directly with your child to determine what has been happening from their perspective. We follow a restorative process approach which encourages students to appreciate the consequences of their actions for others and make amends where their actions have harmed others. It requires students to be accountable for their actions and promotes respect for all involved. We may also provide support to develop the confidence and skills to become empowered to be able to respond to problems, or report to staff when feeling concerned.

My child is feeling unsafe but they don't want to report it or for me to report it. What should I do?

You must let us know what is happening for your child. Often students believe that there will be 'repercussions' if they 'tell'. We work very hard to mitigate against this happening and have found that the restorative process we use leads to huge improvements and very positive outcomes. We cannot help if we don't know something is wrong! We have multiple ways that you can let us know that your child does not feel safe. We strongly encourage you to have your student talk to a teacher that they trust. You can also contact the Pastoral Care Teacher, Pastoral Care Advisor, Student Services Team or just ring the front office and they will put you through to the most appropriate person.

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I am concerned about my child's academic progress. Who should I contact? What are the options?

If your concerns are related to a particular subject area then please contact the classroom teacher for that subject. The Faculty Executive is another contact if you feel it is necessary. If your concerns are more general then please contact your child's Pastoral Care Teacher or Pastoral Care Advisor. The options are fully based on the needs of the individual child. It may be as simple as the classroom teacher implementing additional supports such as further differentiation of the class tasks. It may be a more complex and long term solution which involves looking at more holistic supports including individualised learning plans, targeted academic interventions or referrals for additional support.

My child is sick or away with my permission. What do I need to do?

Please email - lanyonHSstudentabsences@ed.act.edu.au as soon as possible. If a student is away for 3 or more consecutive days a medical certificate is required. If your child has more than 7 days in total without any explanation (within one school year) the school is required to send an official attendance letter from the Deputy Principal. If your child has more than 14 days in total, without any explanation, then the school is required to send a second letter that is signed by the Principal.

My child is refusing to come to school. What should I do?

Children refusing to attend school can be due to a variety of complex factors. Please contact the rolls office on 61 421815 to notify the school that your child is refusing to come to school. Please talk with your child about what the issues that they are facing are and communicate these with the school by booking a meeting with your child's Pastoral Care Teacher.

I need to contact a teacher but am still unsure of their email address or which teachers my child has!

What should I do?

Please just contact the front office phone 614 21800. Our staff can access the timetables and give you the names and email contact details of our teachers.

My child has arrived late at school. What do I need to do?

Please come in to the front office and sign your child in. If they arrive at school without you, after 9:05am they need to sign in. Students arriving late will be given a late slip which is to be given to their teacher when entering the classroom. If your child forgets to sign in, or signs in very late you will still receive an absence alert SMS.

My child has an appointment during the day, or I am collecting them early. What do I need to do?

You can email lanyonHSstudentabsences@ed.act.edu.au or phone 614 21800 to advise the school. Please provide your child with a note that they can give their classroom teacher to release them at the



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correct time. Your child will need to be signed out at the Rolls Office and then sign back in if returning the same day.

I have emailed my child's teacher. How long should I expect to wait to hear back from them?

If your matter is urgent, please phone the front office and explain the matter so they can work to get a response as quickly as possible. If it is a non-urgent matter we all try to respond as soon as we can but you can expect a response within 24-48 hours. If you have not heard back within this time frame, please contact the front office or forward a copy of your original email to the Executive Teacher of the faculty.

I am unsure of what the school's policy is for mobile phones and I am concerned about my child's mobile phone use. What should I do?

We are currently navigating through what it means to have mobile phones in school. We all agree that the use of mobile phones and social media and communication apps is a complex area. Currently our teachers make decisions about whether they allow the use of mobile phones to support learning in their classrooms. As a community we need to make some clear decisions about how we will approach this issue and ask that parents and carers support us as we try to educate and support our kids. Student may be placed on a Learning Support Contract if their use of a device is impacting their learning in the classroom.

My child has told me that some students receive different consequences for what seems to be the same negative behaviours. Is this fair?

We utilise an individualised and restorative approach to supporting students to make positive choices at Lanyon High School. Most often, fellow students are unaware of the details of any incident (despite thinking that they do know all the ins and outs!) and very often, the information that students hear is not a full representation of any incident. Our policy is that we DO NOT share what the 'consequences' for other students. Paramount to us is that we do what we can to have a safe and supportive school community and that we seek to understand a behaviour and put strategies in place so that students can learn from what has happened and be equipped to make better choices in the future. Not every child has the same learning needs and therefore, not every child will receive the same interventions. If you have concerns about our behaviour support approaches, please feel free to contact the front office. They will take an overview of your concerns and bring it to the Student Support Team who will determine which staff member is most appropriate to discuss your concerns and arrange for contact.

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Positive Behaviour for Learning @ Lanyon

Positive Behaviour for Learning (PBL) is an evidence-based whole school program which improves student engagement in learning, builds stronger student-teacher relationships and increases time spent on academic instruction. This leads to positive student behaviours and improves student learning and wellbeing outcomes. PBL starts with a universal focus by creating a preventative, positive learning environment for all students; then moves into applying interventions to improve social-emotional skills for small groups of students; and finally, individualising intensive supports for students who have experienced academic and behavioural difficulties over an extended period of time.

Our focus last year was to develop a behaviour expectation matrix, using simple language to support our students in every area of the school. In addition we developed three core values that are the building blocks of our matrix:

- We are safe
- We are respectful
- We are learners

Positive Behaviour for Learning (PBL) has a focus on positive behaviour with clear systems for acknowledging positive behaviour. Our rewards system is linked to developing year group culture and cohesion. Students earn rewards for themselves and their year group.

Year 7 - Blackburn House (Blue)

Year 8 - Bond House (Gold)

Year 9 - Owusu House (Red)

Year 10 - Patterson House (Green)

We will spend time teaching specific behaviours that are appropriate in settings around the school through our Pastoral Care Program.

If you have any questions about PBL you can contact your child's Pastoral Care Teacher for more information.

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PBL Matrix

	Student Empowerment	Pride in our Community	Respectful Relationships	Resilience	Safety
	Safe		Respectful	Learners	
All Settings	We make healthy choices We respect other people's space		We use respectful language/volume We all keep areas clean and tidy We are respectful of everyone's property	We are in the right place at the right time We use electronic devices appropriately	
Front of School	We are aware of the traffic We use the crossing		We refrain from physical contact		
Bike Racks	We walk bikes and scooters We wear a helmet when riding them		We ensure bikes are locked before the bell We report suspicious behaviour We only touch our own property		
Front Office	We ask to borrow equipment		We wait patiently to be served We use the iPad only as needed Parents should report to the front office	We hand in notes before the due date	
Student Services	We respect the safety of staff and students		We check in with SS staff when arriving We ask to borrow equipment We sit patiently	We work calmly on our class work We work calmly with the teacher	
Staff Rooms			We knock first, then wait We respect teacher's property	We use inside voices	
Marketplace Pond	We stay within the boundaries of the space We walk safely We only play ball sports on the courts and oval		We look after the wildlife.		
Moving Around the School	We walk bikes and scooters				
Oval	We stay within the boundaries We play touch or tag instead of tackle We follow the rules of fair play		We allow others to play without interruption		
Courts	We are inclusive of others We follow the rules of fair play		We share the courts space fairly		
Inside Gates	We play sports in the correct designated areas				
Canteen	We walk safely indoors We sit on seats and eat at tables		We wait our turn in lines We play appropriate music at an appropriate volume		
Bathrooms	We use all facilities as intended		We respect people's privacy		
Corridors	We hold onto sports equipment We walk safely from one place to the next		We walk quietly during class time		
Library	We keep food and drinks in bags		We use a quiet voice	We return resources We use resources appropriately	
Assemblies	We line up and sit with our PC class We sit with our bags in front of us		We turn off electronic devices and put them away		

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Uniform



After wide consultation with parents, students, staff and the local community, it has been universally agreed that our uniform policy promotes a sense of pride in the school in line with the school's mission and values. It is practical and smart, engenders a sense of community and belonging in our school and is designed with health and safety in mind.

The wearing of a school uniform contributes to the safe and welcoming environment at Lanyon High School. It also assists in presenting a positive school image in the wider community and a sense of school community amongst our students. It provides easy identification of Lanyon High School students in playground areas and on excursions. Our uniform is cost effective for parents and reduces peer pressure on students to wear expensive 'brand name' fashion clothing to school.

Uniform can be purchased from:

<http://lanyonhs.liquidpromotions.com.au/>

Once ordered, deliveries are available from the Front Office within 4-5 working days. Temporary uniform can be loaned from Student Services until a uniform order arrives.

Second hand uniforms are available for very reasonable prices at the Front Office. We welcome any donations of good quality second hand uniforms which can be given to the Front Office.

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Student Behaviour Support

Lanyon High School uses a restorative approach which gives all parties an equal voice in repairing any harm that has been caused. It develops authentic restorations rather than using just a punitive approach. Restorative practices allows those most affected to be a part of the process of deciding how to restore the situation. External data supports that a restorative approach is effective in stopping cases of bullying from continuing in almost all future instances.

Although every classroom works slightly differently, we aspire to have consistency in classroom management expectations across the school. A consistent approach to classroom management enables a positive and supportive culture amongst staff and students within the school. A proactive approach is always better than reactive. A student's academic and social success is supported when there is a healthy relationship between school, family and the community. Building effective relationships can be challenging at times but we have the most success in supporting young people when families communicate openly and quickly if issues arise.

We believe that behaviour is a component of learning for our young people and that sometimes they make mistakes. Our aim is to help them to learn from these mistakes, take responsibility for their behaviour and find ways to avoid negative behaviours into the future.

If a student displays consistent inappropriate behaviours in the classroom, the teacher may place them on a Learning Support Contract. The teacher will negotiate the areas of concerns with the student and then monitor the students progress over 5 lessons. If a student does not meet the outcomes then the Executive Teacher of the Curriculum Bank will monitor the student on a Stage 2. In some instances, a student may move to a Stage 3 Support Contract which is then monitored through Student Services.



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Truancy

Class Attendance

Students at Lanyon High School are expected to:

- attend all their classes
- not leave their class until the teacher has dismissed them
- remain on school grounds at recess and lunch
- sign out via Student Services if they are being picked up by their parent/carer
- go to Sick Bay if unwell and planning to go home

What is Truancy?

At Lanyon High School truancy is described as not attending class or leaving the school grounds without permission during the school day. Students who miss class time will be required to attend a “catch up session” at lunchtime. If a student has to attend a catch up session more than three times in a term, the student will be placed on the STOP list and unable to attend excursions for the remainder of the term.

Playground Guidelines

During break times, staff actively supervise the area that they have been allocated. This involves ensuring that students are in bounds and that they are adhering to the guidelines below. Students are not permitted to leave the school during break times.

During break times: Students must not move into ‘out-of-bounds’ areas. All students are to be in the following areas:

- School Marketplace (main outside area within the school building)
- Oval (must remain inside the wooden boundary outlines)
- Courts
- Inside Gates (between the oval and the main school building)
- Canteen

Students are encouraged to be active during these break times. Ball sports such as football and soccer can only be played on the courts and oval. Handball may be played in the marketplace and the inside gates area.

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Electronics Devices Policy (Draft)

At Lanyon High School we recognise the use of personal electronic devices to support learning. However, the inappropriate use of electronic devices is disruptive to the learning environment and safety of all students. Electronic devices that can be used as a form of communication or entertainment can be used in class under the instruction of the class teacher for educational purposes.

Agreed principles of an effective Electronic Devices policy

1. Learning in the classroom should not be affected by electronic devices such as mobile phones, digital music players and cameras/video cameras.
2. Advice to students about the Electronic Devices policy and its consequences is addressed through Pastoral Care programs and in academic classes. This is particularly relevant to inappropriate use that impacts on student safety.
3. **The school will not be responsible for loss, theft or damage of any electronic device.**
4. The school acknowledges that in certain situations, electronic devices such as cameras and mobile phones can be used as educational tools at the discretion of the classroom teacher.

Agreed policy guidelines

1. Electronic devices are not to be used (or seen) during class time except when the teacher gives permission for educational use.
2. Students may use electronic devices before school, after school and during break times.
3. Students may not film or photograph any person or event without explicit permission.
4. Students that breach the guidelines may have their electronic devices confiscated and repeated offences will lead to increased punitive measures including parent/carer contact.

Consequences for policy breaches

Before the application of consequences teachers may choose to implement a reasonable warning in line with a consistent classroom management policy.

1. Reasonable warning in line with consistent classroom practice.
2. The classroom teacher confiscates the electronic device for return at the end of the lesson. Classroom expectations are reinforced and commitment made between teacher and student.
3. **If student continues to use an electronic device inappropriately in the classroom they may be placed on a learning support contract.**

This policy is a draft and is under current review by the Student Services Team.

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Student Support

Pastoral Care Teachers

Our pastoral care program is designed to give each student and their family a teacher who is there to support them in their time at the school. This teacher is a contact for families and students (their first port of call) to discuss attendance, academic and social issues and any other issues that may arise.

Pastoral Care Advisors

Pastoral Care Advisors take on a leadership role and support Pastoral Care Teachers and students within their year cohort. They support the Pastoral Care Teachers to monitor attendance, academic progress and social development of students within their year group.

Year 7	Year 8	Year 9	Year 10
Pastoral Care Advisors			
Pastoral Care Teachers			

Student Services Executive and Pastoral Care Executive

Our Student Services Executive lead a team to promote positive school culture by supporting staff working with whole school, year groups and small groups to facilitate a positive school climate and wellbeing. They develop policies and processes to allow clear expectations of behaviour and engagement across the school and lead a range of other expert staff to deliver programs and initiatives. If you have concerns about the wellbeing or engagement of your child, please speak with the Pastoral Care Teacher in the first instance, or the Pastoral Care Advisor if you feel escalation is needed. The Pastoral Care Advisors work closely with the Executives and will refer students to them if further support is needed.

Student Services Executive: Teegan Williamson

Pastoral Care Executive: Joh Davies

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Additional Wellbeing Staff

School Psychologist

Our School Psychologist, Megan Tomlins, works 5 days per fortnight and facilitates referrals to outside agencies, works with students who require support with mental health and/or students who require appraisals for support. She also works with families and staff to support students with mental health needs.

School Nurse

The school nurse is a valuable resource for students who may want to discuss a variety of factors regarding their health. Topics that may be discussed are (but not limited to) hygiene, sexual health, nutrition, physical health, mental health and wellbeing.

Youth Support Workers

Our youth workers facilitate programs for small groups of students. Our full-time Youth Worker is Jessica Haythorpe. She can be found in the Student Services office.

International Students

International students are case managed by a staff member throughout the year. This ensures that these students are meeting their attendance goals and written reports can be provided on their progress and integration.

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Bullying and Harassment

Definition of Bullying

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons.

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. Definition taken from *'Bullying No Way'* and was developed by the Safe and Supportive Schools Communities Working Group. <https://bullyingnoway.gov.au>

Types of Bullying

- Verbal bullying: name calling, 'put downs', threatening, rumours, and verbal aggression.
- Physical bullying: fighting, pushing, kicking, spitting, throwing things, vandalism of others property.
- Social bullying: exclusion, verbal/physical attacks as part of a group towards individuals/groups.
- Cyber bullying: use of the internet, mobile phones, email, social media applications to undertake verbal and social bullying.

Bullying also includes inciting others to bully or encouraging other people who are bullying, by such actions as applauding bullying behaviour or watching it happen and not doing anything about it.

Bullying is violence! Bullying should not be accepted by anyone! We all have a duty to stand up to bullying and let bullies know that it is not ok!

Definition of Harassment

Harassment can be verbal, physical or written. It is any unwelcome comment or conduct including threats, abuse and insults towards a person.

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Racial Harassment

Can be verbal, physical or written. It is any unwelcome comment or conduct including threats, abuse and insults towards a person (or persons) based on their culture, nationality or ethnicity or a characteristic belonging to, or generally believed to belong to, a particular group. Racial harassment can be directed towards individuals or groups. If these words or actions are repeatedly directed towards the same person it is called racial bullying.

Sexual harassment

Can be verbal, physical or written, including via social media. It is any unwelcome comment, advance, request or other unwelcome conduct of a sexual nature which makes a person or group feel offended, humiliated or intimidated.

If the harassment is of a racial or sexual nature then the Safe and Supportive Schools Contact Officer (SASSCO) may be involved.

What to do if my child is being bullied or harassed.

The most important thing is that a student reports bullying to a teacher. The school will ask all students to complete an Incident Report Form to describe the events. The school may also ask students to fill in these forms if they are a witness or a bystander. How the school responds will be tailored to each situation. In the first instance, a teacher will usually respond using a restorative approach. A restorative approach has been evident to prevent any further incidents happening in 3 out of 4 cases. Students may agree upon conditions in the restorative conversation. Examples that students may come up with include forgiveness and staying away from one another. If the bullying or harassment continues then the school may issue a Restraint from Harassment which is a formal contract for the students to stay away from one another. If the Restraint from Harassment is breached then there are range of responses and consequences that the school may issue which range from playground detention to internal/external suspension.

Lanyon High School supports all students involved in social situations to learn from their experiences. We help students navigate their way through social issues and develop strategies for dealing with conflict resolution. Concepts and skills are taught in our Pastoral Care Program and students with particular needs can work with our Youth Worker or their Pastoral Care teachers.

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Follow Up

Classroom Teacher or Pastoral Care Teacher Follow Up:

Teacher: _____ Date: _____

Action Taken (please tick action/s taken):

- Met with student
- Restorative meeting with all parties
- Learning Support Contract
- Detention
- Parent contact
- Community Service
- Issue not able to be resolved – matter referred to Faculty Executive Teacher

Other:

Pastoral Care Advisor Follow Up:

Teacher: _____ Date: _____

Actions Taken (please tick action/s taken):

- Met with student
- Restorative meeting with all parties
- Detention
- Parent contact
- Community Service
- Restraint from Harassment
- Referral to Nurse/Psychologist/Youth Worker

Other:

Executive Follow Up:

Teacher: _____ Date: _____

Actions Taken (please tick action/s taken):

- Met with student
- Restorative meeting
- Detention
- Parent contact
- Learning Support Contract
- Restraint from Harassment
- Internal Suspension
- External Suspension

Other:

Please make sure all details are entered into SAS and this document is placed in SS



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Parent/Carer and School Staff Communications Our Shared Commitment to Working Together

At Lanyon High School we seek to work in partnership with parents and carers to support every child to have the best possible learning outcomes. We consult regularly with our families regarding future directions and current issues and work closely with our School Board and wonderful P&C on many key issues. We regularly have rich conversations in our P&C meetings which feed directly into our school based decision making so encourage you to attend whenever you can.

We are very fortunate to have such an engaged and supportive parent/carers community and encourage you to email our team with your queries and feedback. We are always particularly delighted when parents and carers email to say thank you or to notice something positive that our staff have done and strongly encourage you to do so.

At times parents and carers can feel concerned or anxious about the learning, safety or wellbeing of their child. Again we encourage you to contact us so that we can work together to find a resolution. You should expect respectful and timely communications from our staff about all matters. For non-urgent matters we aim to respond within 24-48 hours. If the matter is urgent we ask that you let our front office know so they can put you in touch with the right person to help.

If a staff member cannot help you or you wish information to be clarified further, you can request a meeting with an executive staff member. If you believe that this has not happened, please contact a staff member you know well or the Deputy Principal or the Principal. Similarly, we require that all communications to staff be respectful. At times we can all feel emotional, angry or upset about something that has or we believe has happened and this can lead to individuals writing emails or making phone calls which are threatening, intimidating or otherwise inappropriate. All staff are entitled to feel safe in their workplace and to be treated as professionals. We will do all we can to work together to resolve any matters and clarify any issues. We will always take your concerns seriously and work hard to follow the appropriate processes to investigate and find solutions to issues. We always find the best outcomes when we work with a shared belief that we can achieve this together and with a shared respect. Again, we are grateful to have such a supportive community with whom we can work to find the very best outcomes for our students.

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