



**LANYON
HIGH SCHOOL**



ACT
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Education

Lanyon High School

Support for Students

A Guide for Parents and Carers to Online Education

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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
Road Ready Coordinator

Teegan Williamson
Megan Tomlins
Kate Sorenson (currently redeployed)
Gavin Smith/Andrew Taylor/Aden Cottrill
Lisa Johnston
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

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. All staff emails are firstname.lastname@ed.act.edu.au

My child is being bullied online. What should I do?

If your student is being bullied via a social media app (for example Instagram, Facebook etc) then please report this to the E Safety Commission. Please ensure your student has blocked the person and has their settings on private. If the bullying is happening via a school based platform (for example Google Classroom, Google Meets etc) then please contact either the students PC teacher or the classroom teacher. Any online bullying via school based platforms will be followed up by the school.

My child is refusing to log on and learn What should I do?

Children refusing to learn can be due to a variety of complex factors. Please talk with your child about what the issues that they are facing are and communicate these with the school by contacting your students PC or classroom teacher. In this booklet we have included a section on supporting online education that will help you navigate this.

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.



Student Behaviour Support

Although every classroom works slightly differently, we aspire to have consistency in classroom management expectations across the school in an online environment.

Safe	Respectful	Learners
<ul style="list-style-type: none"> - We respect other people's right to learn - We follow instructions and are responsible online 	<ul style="list-style-type: none"> - We use respectful language and volume - We are respectful of everyone and their property 	<ul style="list-style-type: none"> - We are in the right place at the right time - We use electronic devices appropriately - We are prepared for learning

If a student displays consistent inappropriate behaviours in the online learning setting, 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.

	Behaviour Observed	How we respond in all settings	Online Classroom Responses	
Levels of response	Minor (classroom teacher)	<ul style="list-style-type: none"> - Inappropriate language - Non-compliance - Mild disruption - Property Misuse 	<ol style="list-style-type: none"> 1. Non-verbal prompt reminding whole class of expectations 2. Describe and correct the behaviour directly to the student 3. Choice 	<ol style="list-style-type: none"> 1. Student will be sent a private message warning them that they will be exited 2. Exited from lesson 3. Problem solving conversation 1:1 with teacher 4. Stage 1 card 5. Contact home
	Major (Classroom Teacher and/or Executive)	<ul style="list-style-type: none"> - Disruption - Defiance - Harassment/bullying - Verbal aggression - 	<ol style="list-style-type: none"> 1. Behaviour referred to executive 2. Executive agreed follow-up procedure 3. Review individual students' data 4. Executive member to determine and communicate follow up 	<ol style="list-style-type: none"> 1. Stage 2 2. Restorative conversation facilitated by exec 3. Exec to contact home 4. Modified learning environment
	Major (Executive and/or Student Services)	<ul style="list-style-type: none"> - Persistent abusive language - Serious threatening behaviour 	<ol style="list-style-type: none"> 1. Behaviour referred to executive 2. Executive agreed follow-up procedure 3. Review individual students' data 4. Executive member to determine and communicate follow up 	<ol style="list-style-type: none"> 1. Stage 3 2. Parent meeting 3. Meeting with SS, Deputy or Principal 4. Suspension 5. Individualised learning program

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Student Wellbeing Support

Pastoral Care Teachers/Pastoral Care Advisors

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 and any wellbeing concerns during the online period. Pastoral Care Advisors take on a leadership role and support Pastoral Care Teachers and students within their year cohort.

Student Services Executive and Pastoral Care Executive

Our Student Services Executive oversees the wellbeing teams, actively promotes school connection and responds to issues that PC teachers or PCA may present.

School Psychologist

Our School Psychologist, Megan Tomlins, 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 significant mental health needs. For referrals please contact your students Pastoral Care Teacher or the Front Office.

School Nurse

The school nurse is a valuable resource for students who may want to discuss a variety of factors including (but not limited to) hygiene, sexual health, nutrition, physical health, mental health and wellbeing. For referrals please contact your students Pastoral Care Teacher or the Front Office. **Please know that our school nurse has been temporarily redeployed.**

Youth Support Workers

Our youth workers facilitate programs for small groups of students to increase school connection..

International Students

International students are case managed by a staff member that ensures that these students are meeting their requirements and reports can be provided on their progress and integration.

External Agencies

There are many external agencies that can support parents and students during this time:

- Parent Link (<https://www.parentlink.act.gov.au/>)
- Education Directorate Support (<https://www.education.act.gov.au/support-for-our-students/>)
- PCYC has a range of online sessions that parents can participate in. can join in on. Please email referral@pcyc.net.au to join a session.

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How To Support My Student to Learn From Home

Establish routines and expectations

- A check in at the start and end of each day. What are you learning today? What resources do you require? What support do you need? This allows your child to process the instructions they have received, organise themselves and prioritise their day. It also gives parents an understanding of what the student has learned, provides another opportunity for the day's learning to be embedded, and demonstrates to your child how seriously you as a parent/carer are taking home learning.
- Start the day at 9:30 am with a consistent finish time.
- Have regular and consistent breaks, movement breaks and also dedicated time for moderate to vigorous activity (just like with PE).

Define a physical learning space for your child to study

- Establish a space in the home where your child's learning will occur most of the time.
- Ensure the learning space is in a family area, not in the child's bedroom.
- The space should be quiet and have internet access but most importantly the space needs to be where parents/carers are able to consistently monitor their child's learning if possible.

Monitor communications with your child's teacher

- Communication between your child's teacher and the child will occur through Google Classroom. All parents should make sure that their child is accessing a Google Classroom for every class.
- Parents can email teachers as well. All staff emails are firstname.lastname@ed.act.edu.au If you know the teacher's first and last name (contact the front office if you do not) you can email them directly.
- In the course of a regular school day your child interacts with multiple adults and other students by mediating, participating in small and large group discussions, asking questions for clarification, collaborating and many other ways. Whilst Google Classroom will help recreate some of these opportunities, parents/carers will need to help provide more opportunities for students to process their learning.
- Encourage and support your child in their learning but make sure that your child does the work and the parent doesn't do it for them, even when they are struggling. If you are unsure of how to support your child with work, please contact their teacher via email.

Encourage physical activity and exercise

- Remind your child to move regularly and exercise. We will provide physical and theoretical work for your child to complete each and every day to promote health, wellbeing and learning.

Screen time and social media

- Whilst home learning will inevitably mean more learning in front of a computer, LHS will endeavour to suggest as many offline learning experiences as possible. This will mean that parents should significantly limit the amount of screen time their child has outside of the designated learning times.
- Please monitor your child's use of mobile phones and social media during learning times as they will be a distraction to their learning. Just like in classrooms, it might be prudent to look after your child's mobile phone during learning times. This is a timely reminder of e-safety and appropriate conduct online.

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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.

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.

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

If your student is being bullied or harassed via a social media platform (Instagram, Facebook etc) please get your student to block the culprit and report them to the E Safety Commission.

If your student is being bullied or harassed via a school based platform (for example Google Classroom, Google Meets etc) please contact the classroom teacher and/PC teacher to notify them as quickly as possible. The school will then respond to this bullying using our school based procedures.

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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

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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