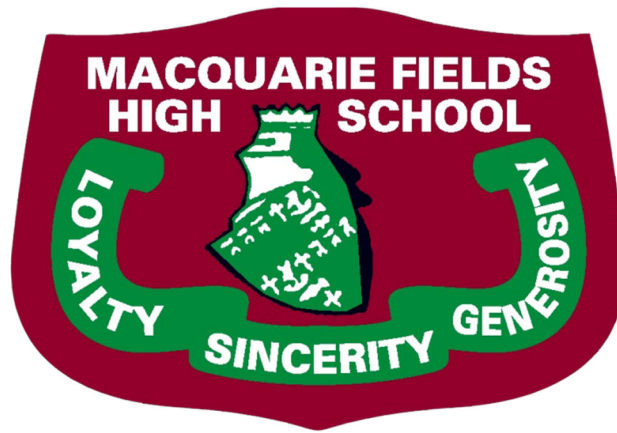


Macquarie Fields High School



A Selective and Comprehensive High School

2022

**Information
for
New Students and Parents**

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Special Welcome

A special welcome to you as a new member of the student body at our school.

Our school is very friendly and you will develop a strong sense of belonging in a short period of time.

The school offers academic excellence within a supportive environment. A wide range of co-curricular activities are available to support learning and to enrich your school experience.

Our Vision:

Our empowered learning community values and fosters inclusivity through a shared aspiration for the collective growth of all. We will continue to achieve this through loyalty, sincerity and generosity as engaged and dynamic citizens. (2021-2024 School Improvement Plan)



Ms K O'Brien
PRINCIPAL

Mr J Perrett
DEPUTY PRINCIPAL
YEARS 7 & 10

Mrs H Costa
DEPUTY PRINCIPAL
YEARS 8 & 11

Mrs L Trieu
DEPUTY PRINCIPAL
YEARS 9 & 12

Website: www.mfhs.nsw.edu.au or www.macfields-h.schools.nsw.edu.au

Phone: 9605 3111

MACQUARIE FIELDS HIGH SCHOOL

TO THE STUDENT

Welcome to Macquarie Fields High School! We hope that you enjoy your time here and that you achieve the goals that you would like to achieve. We are a caring school. We encourage you to seek opportunities to follow your interests. We have high expectations of you as a member of our school community and your ability to achieve personal excellence.

TO THE PARENT(S)/GUARDIAN(S)

It is our intention to involve families and community members in the life of the school as much as possible as we believe you have a valuable contribution to make. Therefore, we look forward to your active support and involvement in whatever capacity you feel able to help us within the advancement of our school, in both the achievement of our school goals and in supporting your child's education.

THE HISTORY OF MACQUARIE FIELDS HIGH SCHOOL

Our school began on this site in 1981. It was originally established as a temporary school in demountable accommodation. Macquarie Fields High School was established to facilitate learning for the local population explosion which was likely to have caused overcrowding at James Meehan High School and Ingleburn High School during the 1980's. The parents worked hard to establish a permanent school on the site and eventually were successful in achieving their goal.

Our first Year 12 group were educated in demountables. The school was completed in 1987 and the new buildings were fully occupied for one term before the end of that year. The hall is the oldest building on our present site.

The first Principal was Mr Don Harwin and his Deputy was Mr Mike Wilson. Mr Harwin began in 1981 with about fourteen staff members and was appointed to Menai High School in 1988. During the seven years of his leadership, very strong community links were forged and it is to his credit and that of the early staff members that the school developed into one of the most outstanding schools in our region. In its relatively short history, our school has helped many students achieve to their full potential and we have had many successes in the educational, cultural and sporting fields.

During most of its early history, the school catered for students with a wide range of abilities and cultural and socio-economic backgrounds. The school was funded by the Disadvantaged Schools Program till the end of 1989. During 1988, our school was targeted to become one of a number of new Selective High Schools that were to be established the following year. Our school was chosen because of its strategic location in relation to transport and also because the two other high schools were in such close proximity. It was felt that the population explosion had largely passed and that the two neighbouring schools would be able to cope with slightly increased enrolments resulting from our school being made a Selective High School.

Since 1989, the school has had a "mixed mode" intake of community and selective students. In 1994, in response to parents' concerns about an imbalance between the number of community and selective students in Year 7 intakes, the Department of School Education established a special committee of review to determine the future composition of the student body. The recommendation of the review committee was that the school would continue in the mixed mode for the foreseeable future.

In 2012, the school established a Special Education unit to cater for the educational and social needs of students with primary diagnosis of Autism Spectrum Disorder. This faculty has been a welcome addition to the school, enriching the educational experience of all our students and staff and the Special Education classes are an integral part of our school. We continue to share our school's values of Loyalty, Sincerity and Generosity with our community.

In 2009 the school was identified as a Centre for Excellence for its work on Teacher Quality through school based mentoring programs. The school work in collaboration across the network and with the University of Western Sydney and the University of Sydney in Literacy and Numeracy programs, as well as improved processes for professional experiences. From this time frame school continues to be partnered with the University of Sydney as the central hub high school for the St Andrews network.

Research, initiatives and improved practice in professional experience continue to be a focus with our school providing support in the implementation of the “Great Teaching Inspired Learning” initiatives across the Department of Education. In 2019 the school received the Director of Educational Leadership award for St Andrews in acknowledgement of our significant contribution in this field.

SCHOOL PERSONNEL

PRINCIPAL:	Ms K O'Brien	
DEPUTY PRINCIPAL:	Mr J Perrett	Years 7 & 10
DEPUTY PRINCIPAL:	Mrs H Costa	Years 8 & 11
DEPUTY PRINCIPAL:	Mrs L Trieu	Years 9 & 12

ADDRESS: 2 Harold Street
MACQUARIE FIELDS NSW 2564

E-MAIL: macfields-h.school@det.nsw.edu.au

POSTAL ADDRESS: PO Box 269
INGLEBURN NSW 1890

TELEPHONE: 9605 3111 **FAX:** 9605 3044

SCHOOL COUNSELLORS: Mr P Navoev
Ms S Freeman
Ms S Lang

STUDENT SUPPORT OFFICER Mr Henry Yoo

STUDENT ADVISERS 2022

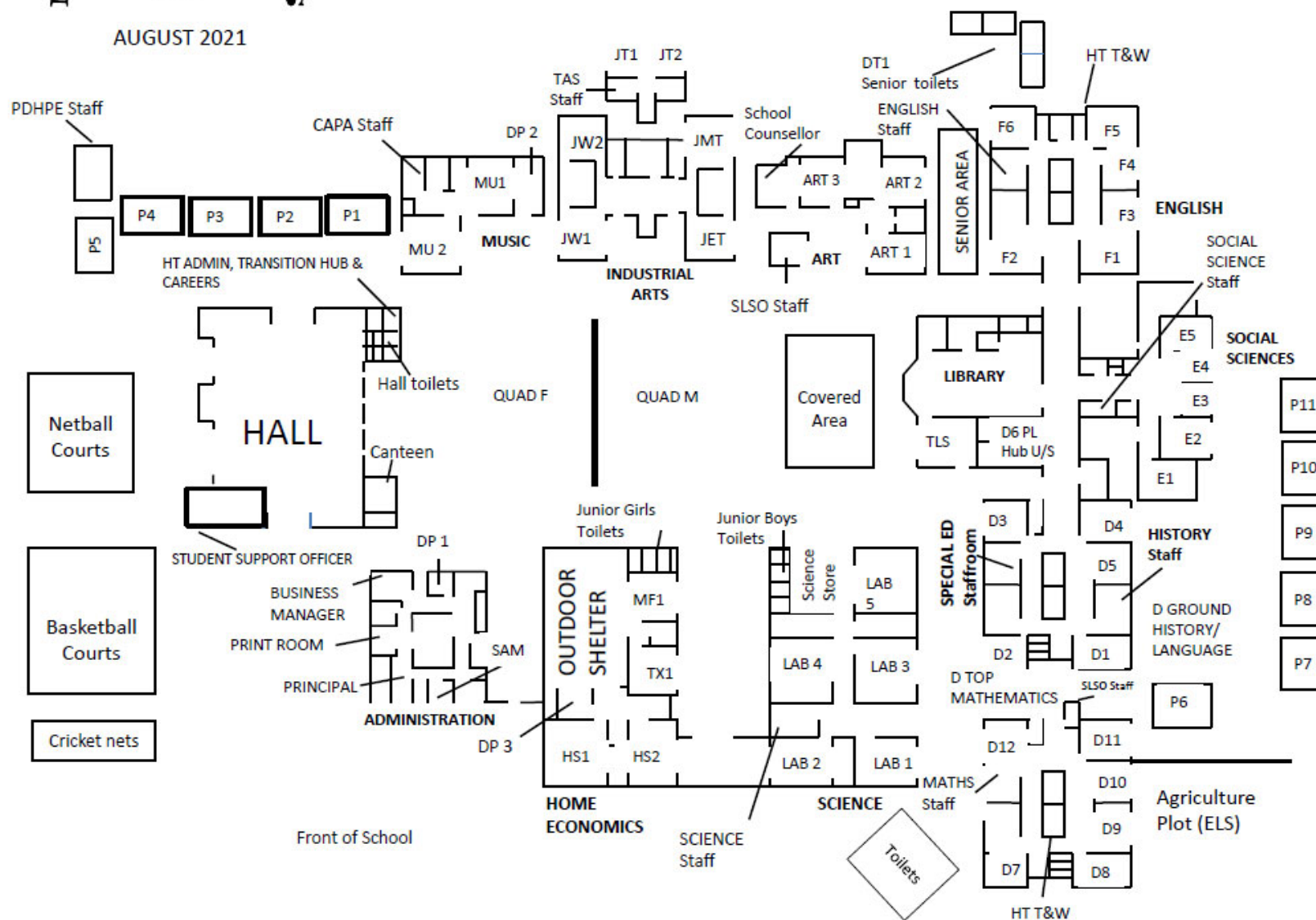
Year 7 Student Advisors	Ms R Hall and Ms L Doan
Year 8 Student Advisors	Miss K Moore & Miss H Holden
Year 9 Student Advisors	Miss B Er & Ms V Lai
Year 10 Student Advisors	Mr A Colless & Mr S Duncan
Year 11 Student Advisors	Miss S Bell & Miss C Wano
Year 12 Student Advisors	Ms C Fong & Mr T Wood

HEAD TEACHERS:

Administration	Mrs J Buckler
Creative & Performing Arts	Mrs K Metcalfe
English	Mrs J Hall (Rel)
History/Languages	Mr T Neale
Mathematics	Mr G Plowes
PDHPE	Miss N Boyles (Rel)
Science	Mr W Matchett
Social Sciences	Mr P Celestino
Special Education	Mrs P O'Sullivan (Rel)
Technologies/Agriculture	Mr G Byrne
Head Teacher Teaching & Wellbeing	Years 7 & 10 Ms Collins
	Years 8 & 11 Mrs Judge
	Years 9 & 12 Ms Hegde
Aboriginal Liaison Officer	Mrs I Judge
Careers Advisor / VET Co-ordinator	Mrs J Buckler
LEAPS Co-ordinator	Miss S Georgiou
Learning and Support Teacher	Mr N Antony
Peer Support Leader	Miss R Shakespeare
Business Manager	Mrs J Brooker
Administrative Manager	Ms L Samuels (Rel)



AUGUST 2021



GOALS FOR MACQUARIE FIELDS HIGH SCHOOL

Macquarie Fields High School aims to:

- Further develop its culture of excellence through high expectations, positive relationships and quality teaching and learning.
- Share curriculum objectives so that teaching and learning is unified and purposeful from the perspectives of students, teachers and the community.
- Ensure all students develop skills and values that allow them to become responsible, empowered, creative and adaptable individuals committed to lifelong learning for the betterment of themselves, others and the environment.
- Focus specifically on designing relevant, engaging curriculum and co-curricular experiences and opportunities through deepening teacher knowledge, skills and practice so that students are connected and learning outcomes are enhanced.



CURRICULUM GOALS AT MACQUARIE FIELDS HIGH

The curriculum pattern offered at our school is based on the broad principles of learning. All our courses aim to:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- support all students to develop a positive mindset and the capacity to establish and maintain safe, healthy and rewarding lives
- prepare all students to participate effectively and responsibly in the society in which they will live
- encourage and enable all students to enjoy learning and to be self-motivated, reflective and competent learners who can take part actively in further study, work or training.

The curriculum in Years 7-10 is made up of courses in several key learning areas. These areas offer both mandatory and elective courses. These have all been carefully planned to meet the NSW Education Standards Authority (NESA) requirements towards the award of a ROSA (Record of School Achievement) .



RESPONSIBILITIES OF MEMBERS OF THE SCHOOL COMMUNITY

Members of the school community of Macquarie Fields High School are expected to:

represent the school with pride by:

- upholding the school motto: ***Loyalty, Sincerity & Generosity***
- behaving appropriately in the classroom, in the playground, when travelling to and from the school and when attending school activities
- dressing in accordance with the school uniform code and standards of appropriate dress
- be responsible for their actions by being thoughtful, courteous and respectful of the rights and property of all members of the school community (peers, teaching staff and others)
- support a safe and happy environment which is
 - free of racism, sexism and other forms of prejudice
 - free of weapons, illegal drugs, alcohol and tobacco
- maintain and promote a clean and healthy environment
- respect the right of individuals to voice an opinion or answer questions without fear of being ridiculed or “put down” and to be valued as individuals
- encourage and support achievement in all aspects of school life and the wider community and strive for personal improvement and excellence
- be punctual and attend timetabled lessons, be properly prepared for each day’s work and complete all homework
- follow our mobile phone policy
- behave in a manner that will
 - not endanger the safety of others or themselves
 - not offend others
 - not involve physical violence or verbal abuse
- accept the direction of people in authority.

The following procedures have been developed with the help of staff, parents, the Student Representative Council and the Student Leadership Team (Captains/Prefects) in an effort to improve tone, consistency and fairness throughout the school. All students and staff are to ensure that these standards are complied with at all times.

CLASSROOM PROCEDURES

BEFORE THE LESSON STARTS

- All junior classes (7-10) must line up outside the classroom and wait for their teacher. No junior student is allowed to enter a classroom until directed by a teacher and only with a teacher present. Classes are to be **settled and quiet** before entering classrooms. If the teacher is absent, the Head Teacher (or relieving Head Teacher) will advise the class of what to do.
- Senior classes (11-12) are to wait outside the classroom for their teacher. If the teacher is absent, senior classes are to remain in their timetabled room and the Head Teacher (or relieving Head Teacher) will provide clear direction of what is expected of the students during the period.
- No student is to enter a **specialist room** without a teacher present. Classes using the **library** are to line up outside the main library door and wait for their teacher.
- Hats are not to be worn in classrooms or inside buildings. All hats are to be removed **before** classes are allowed to enter. Beanies and bandanas are not to be worn.
- **All students must be punctual** to class. If a student is late to class without an acceptable reason (and a note to verify this), there will be an appropriate consequence. If a teacher is responsible for a student being late to another class or activity, the student must ask that teacher for a note to explain the delay.
- Students are not to enter buildings prior to the bells for the start of lessons.

DURING THE LESSON

- Students must ensure their own **safety** and the safety of others at all times. Do not lean back on chairs or engage in dangerous or unacceptable behaviour.
- Students must not engage in **vandalism or graffiti**. Report such instances to the teacher or Head Teacher immediately.
- In general, **food and drink** are not to be consumed in classrooms (with the exception of senior classes before and after school). On **extremely hot days**, students may drink **plain water** during lessons. No drink is to be consumed near computers.
- Students must use **appropriate language** at all times. Foul, abusive, racist or sexist language will not be tolerated.
- All students must have the correct **equipment** for all classes.
- All students who leave the classroom (to go to the toilet/sick bay/library/SILC room, etc.) **must have a note**. Only **one student** at a time may leave the room.
- In general classrooms, mobile phones, ipods, electronic games and other digital devices must be **turned off** and **kept in student's school bags**. In practical classrooms, phones (only) may be taken into class but must remain turned off. Any student disobeying this school rule **must** be reported by the teacher to one of the senior executive for persistent disobedience. For the protection of your personal items, valuables such as those mentioned **should not** be brought to school and the school can accept no liability for any loss or damage.

AT THE END OF THE LESSON

- The classroom is to be **clean and properly arranged** before any student is allowed to leave at the end of the lesson. All rubbish is to be placed in the bins provided.
- Students are to remain **seated** (or at their work areas) until the bell rings. They are **not to begin to leave** the room until directed to by the teacher.

OTHER

Students are not to:

- enter **staff rooms** at any time.
- enter the **staff common room** at any time.
- use **staff computers**.
- use **staff photocopiers**.
- enter **store rooms** without **direct teacher supervision**.

1. SCHOOL FEES AND COURSE COSTS

1.1 ANNUAL SCHOOL FEES

Years 7 - 10	-	\$90
Years 11 and 12	-	\$100

The general school fee helps provide funds for resources such as paper for photocopying, whole school mailings and the purchase and maintenance of school equipment, including sport equipment and material needs for Performing Arts. This fee also helps to offset costs associated with improving the school environment.

1.2 COURSE COSTS

In addition to general school fees there are course costs associated with various units of study. Details of these costs will be communicated to students and parents when the units are offered to students. Parents who have difficulty in affording these costs should apply to the Principal for funds from the "Student Assistance Scheme". Course costs are compulsory. Additional resources are provided for each student through these fees.

1.3 PAYMENT OF FEES, COURSE COSTS, EXCURSION MONEY

The school office staff handles the collection of all money. It is best if money is paid at the office before school between 8.30 am and 8.55 am, during recess or during lunchtime. A receipt is always issued for all money collected.

1.4 STUDENT I.D. CARD - \$6.00

All students must purchase an ID card at a cost of \$6.00. This enables them to:

- priority sign-in when late due to bus/train delays
- borrow resources from the library
- provide proof of identity at school events
- apply for a mobile phone pass
- apply for an early leave and late start pass, or a parking permit in the senior school
- \$10 for a replacement ID card if lost.

1.5 TECHNOLOGY FEE - YEARS 7-12 \$50.00

The technology fee is used to provide computer software, internet access to all school buildings and the networking and cabling costs involved. The government has supplied the school with a large number of computers that will be upgraded every three years. The funding however, provided does not cover the very substantial costs of setting up the networks and cabling to all areas in the school.

1.6 TEXTBOOK FEE - YEARS 7-10 \$20.00 YEARS 11-12 \$40.00

The textbook fee is used to purchase new textbooks as the need arises. For example, the senior textbook fee contributes to the purchase of textbooks for the new HSC for Preliminary and HSC Courses. The junior textbook fee contributes to the purchase of textbooks for new syllabi and additional resources to meet the special needs of students.

2. GENERAL SCHOOL ORGANISATION

INTRODUCTION

The school day starts at 8.55 a.m on Monday and Tuesday and 9.05am Wednesday, Thursday and Friday and ends at 3.15 p.m and is divided into four teaching periods.

A whole school assembly runs each Monday morning (weather permitting) in the quadrangle. These assemblies are run by students in the Leadership Team.

Class Rolls are marked electronically during PCG (Pastoral Care Roll Call Groups). Teachers check class rolls each teaching period, so absences from class are noticed immediately, reducing the incidence of fractional truancy significantly. Suspected truancy is later followed up by Head Teachers or the Deputy Principal.

The students uniforms are also checked on roll call and a note is recorded electronically for students who are out of uniform. Students who are out of uniform need to see their Deputy Principal before school with a note to get a uniform pass.

ABSENCES - STUDENTS

A special booklet of proforma notes has been developed for use by parents.

- ◆ The booklet is provided to parents or guardians to assist them in keeping a record of their children's absences and to inform the school in writing of the reason for any whole day absences. Absences need to be explained within 7 days.
- ◆ All notes must be handed in the day the student returns to school following any absence(s).
- ◆ Only notes from this booklet will be accepted by roll teachers to help ensure the legitimacy of students' notes as well as ensuring that all the necessary information is provided for our records. This should also improve the accuracy of the absence data on School Reports.
- ◆ The "tear-off" butt in this booklet will assist parents/guardians to keep an accurate record of their children's absences.
- ◆ Extra books will be available from the administration office upon request. A reminder is included towards the end of each booklet.
- ◆ Parents can notify the school of a student's absence by phone also. Parents will be sent an SMS text message when students are absent or late. Responding to these messages will be acceptable in lieu of a note. It is very important that parents keep the school up to date with their details especially phone numbers.

Please note:

- ◆ Parents are always welcome to make an appointment to peruse any notes that have been presented by their child. You may also wish to review attendance records, especially partial absences for lateness and early departure during the day.
- ◆ Students who will be absent from school for 5 days or longer, for reasons other than sickness, **MUST** apply to the Principal for an exemption from attendance at school. At least 2 weeks' notice is required and approval is not automatic. Application forms are available from the front office. Exemptions should not be requested to add to the length of published new school holiday periods.

STUDENTS NEEDING TO LEAVE SCHOOL EARLY-

- ◆ If a student needs to leave school before the end of the school day, they must bring a note to the FRONT OFFICE BEFORE SCHOOL.
- ◆ The student will then be given a slip which must be signed by the Head Teacher Administration – Mrs J Buckler.

- ♦ At the time of departure, the student must report to the front office to collect their School Leave Pass before leaving the school grounds.
- ♦ Students needing to leave school early should only do so if they are attending a specialist medical appointment.

ASSEMBLIES

- Semester Award assemblies are held twice a year in the school hall chaired by the School Captains. Here class awards for the semester are distributed as well as any special awards associated with competitions or achievements
- PBL ticket draws are carried out on a weekly basis. Students go to Roll Call in their rooms then move to the Quad for their Assembly each Monday morning.
- Year assemblies are held Week 6 of the term. During these meetings Year Advisors address various issues significant to the age level of the year cohort and design activities to help build emotional resilience.

ATTENDANCE REQUIREMENTS

All children under the age of 17 are required by law to attend school regularly. The Department of Education requires that students must attend every school day unless ill. Our school believes that it is important for young people to develop the self-discipline necessary for punctuality and regular attendance. **Research has shown a strong correlation between high attendance rates and higher academic achievement.** Students are required to bring a note from home to explain an absence from school. The front office has booklets that can be used for this purpose. The note needs to be returned with the student on their first day at school after an absence.

See also **Leave during School Terms / Absences-Students**

BELL TIMES

Students in Years 7 to 10 have lessons scheduled from period 1 (9.15) to period 4 (ending at 3.15). Some senior students have lessons scheduled outside of these times during periods 0 and 5.

MONDAY	BELL TIMES	TUESDAY	BELL TIMES	WEDNESDAY THURSDAY FRIDAY	BELL TIMES
Period 0 (for some Seniors)	8.00-8.55	Period 0 (for some Seniors)	8.00-8.55	Period 0 (for some Seniors)	8.00-8.55
Punctuality Reminder Bell	8.53	Punctuality Reminder Bell	8.53	Punctuality Reminder Bell	9.03
Roll Call	8.55-9.05	Roll Call & PBL	8.55-9.15	Roll Call	9.05-9.15
Morning Assembly	9.05-9.15				
Period 1	9.15-10.30	Period 1	9.15-10.30	Period 1	9.15-10.30
Recess	10.30-11.00	Recess	10.30-11.00	Recess	10.30-11.00
Period 2	11.00-12.15	Period 2	11.00-12.15	Period 2	11.00-12.15
Period 3	12.15-1.30	Period 3	12.15-1.30	Period 3	12.15-1.30
Lunch	1.30-2.00	Lunch	1.30-2.00	Lunch	1.30-2.00
Period 4	2.00-3.15	Period 4	2.00-3.15	Period 4	2.00-3.15
Period 5 (for some Seniors)	3.15-5.30	Period 5 (for some Seniors)	3.15-5.30	Period 5 (for some Seniors)	3.15-5.30

BICYCLES

For safety reasons, bicycles are not to be ridden while students are on school property. If a student rides a bike to school, it must always be ridden in a careful manner. Any student found doubling on a bicycle will be banned from riding to school. Students are to leave their bikes in the bicycle area which is located outside of the Deputy Principals office near the Home Economics building. All bikes should be locked up using a very thick chain and secured with a heavy padlock. The school accepts no responsibility for the security or supervision of bicycles. It is compulsory, by law, that students wear a bike helmet to and from school and while riding a bike. It is the responsibility of parents to ensure that their child observes the law in regard to the riding of pushbikes. Students will also be banned from riding bikes if they persistently refuse to wear a helmet.

BRING YOUR OWN DEVICE

MFHS has a Bring Your Own Device (BYOD) Policy to support students who wish to bring their own laptop to school for educational purposes. All devices brought to school for BYOD need to comply with the BYOD specifications in order for them to be able to connect to the school network. Prior to connecting their device to the network, students must return a Student BYOD Agreement to the Library. This agreement must be signed by the student and by a parent/carer. Copies of the agreement and the BYOD device specification list are available from the school library. Students are responsible for their own devices.

CAR PARKING

Parents – Parents are not permitted to park in the area reserved for staff or in the bus bay. Please use the visitor's car park when you have an appointment at the school. Parents are not permitted to drive onto school grounds to drop off or pick up their child, unless they are being picked up from sick bay or there is an extenuating circumstance.

Students - Students who are licensed may apply to park on school grounds by submitting an application for a car parking permit. Strict conditions apply. No permit means absolutely no parking on school grounds.

CELEBRATION DAY

The last Thursday of Term 3 is set aside as the school's Celebration Day. This day celebrates the multi-cultural nature of our school and the camaraderie between all students. It also showcases the talents of our students.

COMMUNICATION HOME

Our Community Newsletter is published twice per term online on our website to keep parents informed about school activities and news. The newsletter includes an updated calendar of school events. Go to: <http://www.macfields-h.schools.nsw.edu.au/>

DEODORANT

1. Roll on deodorant is allowed at school.
2. Spray deodorant is not permitted at school. Some of our students have had severe reactions to these sprays at school, requiring hospitalisation. This is important to ensure all environments remain safe for student learning.

DISABILITIES

Parents are asked to keep the school fully informed of any known medical, psychological supporting or physical disabilities as they affect their child. The school assumes responsibility for the well-being of all children. Please be sure that all such disabilities are discussed with the Year Advisor or School Counsellor.

DROPPING OFF AND PICKING UP

Parents are not permitted to drive onto school premises to drop off or pick up their child. We suggest parents drop off and pick up students at Hazletts oval. On rare occasions there may be an exemption given appropriate notification and documentation.

EQUIPMENT

All students are required to provide themselves with basic equipment, pens, pencils, an eraser, a ruler, a pair of compasses, a protractor, scissors and glue. Liquid Paper and permanent felt or texta pens are **not** to be brought to school. Each student will be required also to purchase an exercise book(s) for each subject. These should not be bought until teachers instruct the students what books are needed. Text books are loaned to students as required. Any lost, damaged or defaced books must be paid for.

EMERGENCY EVACUATION PROCEDURES/LOCKDOWN

Each school is required to regularly assess the effectiveness of its emergency evacuation and lockdown procedures and conduct practice drills. Students and staff need to be familiar with evacuation procedures as outlined in the ***Emergency Evacuation Policy and Procedures*** document and the ***Lockdown*** document, issued to all staff. Emergency Evacuation and Lockdown drills are practised throughout the school year.

FIRST AID

Available for minor injuries in an emergency situation only.
All staff are trained in Emergency Care. It is essential that parents contact details are kept up to date in case of emergency.

Staff are also trained to deal with anaphylaxis, allergic reactions and asthma. Staff are trained annually on CPR also. The school has a defibrillator on site for use in an emergency.

HATS

We encourage all students to wear hats when on the playground playing sport. Hats are not to be worn in class or during playing of the National Anthem.

HEALTH PLANS

Students will be required to have updated Health Plans, signed off by their doctors, submitted to the school. Separate advice will be given to parents of students with Anaphylaxis and asthma.

HOUSES

There are four houses in our school that are designed to contribute to enriching our school culture. These are:

Bellbird:Blue Firetail:Red Honeyeater:Yellow Rosella:Green

House Points can be allocated to students and this contributes to our MFHS House of The Year.

ILLNESS

Students who do not feel well **must** report to the office after seeking permission from their class teacher in the first instance. A designated first aid officer will, where appropriate, deal with sickness or accidents. The school does not have trained personnel to cope with anything other than minor medical matters. In general, parents will be contacted and asked to pick up sick children so it is important for the school to have **up-to-date contact** information and that students know where and how to contact a parent. In emergency cases, an ambulance will be called. Parents must inform the school about students on any medication that has to be taken at school. Because of the dangerous nature of some medications students are generally not permitted to carry medication with them at school. Any variation to this needs to be confirmed with the Deputy Principal in charge of their year group. (See also MEDICATION AT SCHOOL). Students with anaphylaxis must have a health plan (see HEALTH PLANS) and where stipulated carry an EpiPen on them. Students who carry an EpiPen are subject to random audit.

Covid – 19 – Students with flu like symptoms should not come to school until they have a negative COVID result and symptoms are resolved.

LATE NOTES AND PUNCTUALITY

Students are expected to arrive on time for school every day. Frequent lateness may result in a detention. A student arriving late must report to the office and use their Student Identity Card to log on through the computerised attendance system. Students will be issued with a late pass which must be signed by parents and returned the following day to the student's Roll Call teacher. If you provide your child with a note on the day of lateness, it will not be necessary for the school's "late note" to be taken home and signed. A doctor's certificate or dental appointment card will be accepted as a "note". Students who are late to school without a satisfactory reason will face appropriate disciplinary action, the details of their lateness having been recorded and communicated to the Deputy Principal.

LEAVE DURING SCHOOL TERMS

Reasons for Granting Full Day Exemptions from Attendance at School

Principals, Directors, Public Schools NSW and Executive Directors may grant exemptions due to:

- exceptional domestic circumstances.
- the child being prevented from attending school because of a direction under section 42D of the Public Health Act 1991
- employment in the entertainment industry or participation in elite sporting events for short periods of time i.e. for one or two days, and at short notice.

Application forms are available from the school office and must be submitted 2 weeks prior to the event. Generally leave is not granted for holidays taken during school terms, especially where the leave applied for is added to the beginning and/or end of a specific holiday period.

LOST ITEMS

If students lose a book, bag or some other item, then they are advised to check at the Main Office. It will help if all personal items are clearly labelled including clothes, calculators and other important or valuable items which may be brought to school. If they find valuables or other items lying about, they should take them to the main office. To avoid theft, students should **never leave valuable items in a bag**, especially money, mobile phones and/or computer equipment. Students should always keep their bags with them or in the case of specialist rooms where bags are not allowed, they should take their valuables with them. The school can take no responsibility for valuables stolen or lost at school. It is the responsibility of students to protect their possessions. The theft of mobile phones cannot be investigated and students are urged not to bring these to school. (See also Mobile Phones)

MEDICATION AT SCHOOL

The school (Head Teachers Teaching and Wellbeing, Year Advisors and/or office staff) must be informed if students on medication need to take the medication during school hours. An indemnity form, available from the office, must be completed by a parent or guardian and the medication left with office staff where it will be kept in a secure place. Students are then required to go to the office to have their medication. The dose is given according to instructions and the student is required to sign that the medicine has been taken. Students in the possession of or under the influence of illegal substances at school will be suspended from school. Parents and police will be informed.

MOBILE PHONES

Students must apply for a ***Mobile Phone Permit*** if they wish to bring a mobile phone to school. Strict conditions govern the issuing of this permit. Students who continue to violate the Mobile Phone Policy may be suspended from school. Mobile Phone Applications are available from the front office from Day 1, Term 1. All mobile phones are to remain turned off in bags at all times.

MUFTI DAYS

From time to time, as announced, the school holds mufti days where students may come to school out of uniform. On such days, students pay a gold coin donation which is forwarded to a designated charity or cause. Such days promote community awareness and responsible citizenship.

Students are not allowed to wear thongs or sandals on such days. Clothing and footwear should be sensible and appropriate for wearing to school. Inappropriate T-shirts, revealing tops or excessively short pants, etc are not permitted. Where a student is inappropriately dressed, parents will be called and asked to pick up their child and have them dress appropriately for the school day.

OUT OF BOUNDS

Certain areas in the school are declared out-of-bounds to students for various reasons. These include:

- **Staffrooms**, students must not enter staffrooms at any time (see Classroom Code).
- **Office Areas**, unless the student has official business there and a staff member is present.
- **Some Playground Areas** which are not supervised during recess breaks.
- **Inside Buildings** before school and during various breaks, unless under the instruction and supervision of a teacher or the student is moving directly to the Library.
- **Local Shops**. A student must not leave the school grounds without permission at any time.

Relevant outdoor areas are sign-posted, 'Out of Bounds', in most cases.

PARENTS AND CITIZENS ASSOCIATION

The Parents and Citizens Association meets on the third Monday of each month at 6:30pm in the school hall. New parents are especially welcome. We would welcome your support and contribution to the life of the school. The Parents and Citizens Association supports the school in many ways and receives feedback on what is happening at school. Parents who are suitably trained can play a significant role in the merit selection process for new staff appointments should they wish to participate.

REQUEST TO LEAVE SCHOOL DURING THE DAY

All requests to leave school during the day must be made **in writing**. Requests should only be made for urgent or very important reasons. Parents are reminded that medical and dental appointments should be made **outside** of school hours as full and half-day absences or leave contribute to a child's attendance being unsatisfactory with regards to the award of a ROSA (Record of School Achievement) or Higher School Certificate, where students fail to achieve educational outcomes.

Students must present a note from a parent, requesting that they leave school early, to the front office **BEFORE SCHOOL**. They will need their student identity card to access the computerised system for recording early departure. They will be issued with a **permission to leave school** slip which must be signed by a Deputy Principal or Head Teacher Administration and which they are required to carry on them after they leave the school grounds. The parent's signature will be checked and the partial absence entered on the child's computer record. Details will also appear on the daily absence sheet.

SCHOOL UNIFORM - POLICY ON MONITORING

All students at Macquarie Fields High School must wear the school uniform. The school's Uniform Committee, which includes representatives of parents, staff and students, has formulated a school uniform code that is accepted and supported by all concerned. We believe that it is important for all students to wear uniform to enhance a sense of community and belonging, to show students' pride in the school and for safety reasons, so that our students are easily identifiable.

A student who is out of uniform for a **LEGITIMATE** reason must bring a note from a parent or guardian, clearly explaining the reason for this, and obtain an out-of-uniform pass from the Deputy Principal for your year group or Head Teacher Administration. This should be done before school starts ie before roll call.

Students' uniform will be monitored on a daily basis through their PCG. Consistent failure to wear uniform without appropriate documentation could result in a Deputy Principal detention and a formal interview involving parents. Details about school uniform availability and price lists are at the end of this document.

SENIOR EARLY LEAVE & LATE START

To qualify for this pass Year 11 and 12 students may be eligible to apply for a senior early leave and late start pass. This is dependent on students that must have at least an 90% attendance rate and no warning letters issued for outstanding work or assessment tasks. If students qualify this pass allows senior students to sign-in and out at irregular times throughout the day. Applications stating the terms and conditions of this privilege are available from the Head Teacher Administration. This privilege can be withdrawn at any time where students fail to act responsibly.

SPECIAL EDUCATION CLASSES

The Special Education Faculty aims to inspire and support all students in striving for success both within the school and in the wider community. Our Special Education classes support students who have a primary diagnosis of Autism Spectrum Disorder.

The faculty supports students in these classes to complete regular curriculum and/or life skills courses, across the Key Learning Areas. Students in Special Education classes are involved in curricular and co-curricular with students in mainstream classes. Student contributions to the Student Representative Council (SRC) are valued.

The faculty values parent and student involvement in planning and review processes. Individual Education Programs (IEPs) are developed in collaboration with students, parents, staff and community support agencies, where appropriate, at the commencement of each year.

These programs, which are reviewed annually, address the learning needs of individual students, both academically and socially. Parents are also actively involved in our transition to work meetings, open days, further education information meetings and Positive Partnership.

Post school transition planning is a focus of the faculty. Students are provided with opportunities to participate in Community Access, Travel Training and Work Exploration programs and initiatives which are designed to empower and upskill students in preparation for their chosen post school pathway.

Additional information issued to the students in these classes.

SPORT

Sport is held each week for the students in Years 7, 8, 9 and 10. Sport and physical activity is a compulsory part of the school curriculum and NSW Department of Education requirements. Students are permitted to wear sport uniform any day they have sport or PDHPE or a PDHPE elective.

Students in Year 7 and 8 have an integrated program at school which includes a variety of sports such as soccer, cricket, touch football, racquet sports, rugby league, t-ball and Australian Rules.

Year 7 and 8 students will also have the opportunity to participate in a Gala Day against other teams from schools within the Hume Zone Region.

Students in Year 9 and 10 have an integrated program at school which includes a variety of sports such as soccer, cricket, touch football, racquet sports, rugby league, Australian Rules, tennis, Fitness at the leisure centre, indoor soccer and indoor hockey.

Year 11 and 12 students do not do integrated sport, however they can still participate in other sporting opportunities such as inter-school knock-out teams. Students who are interested in sport can pursue their interests by electing the Sport and / or PDHPE, Leisure and Recreation elective subject.

The school has three major sporting carnivals throughout the year. These are the cross country, swimming and athletics carnivals. These carnivals are held on a regular school day and all students are expected to attend. A permission note is handed out for each carnival and must be signed by a parent or guardian in order for students to attend these carnivals.

Students who are unable to do sport due to injury or illness are required to bring a note to school detailing the nature of their injury or illness. Students who are unfit to do sport engage in school service activities/or appropriately modified physical activities for the duration of the sports afternoon.

Students in Years 7 - 10 are required to wear sports uniform on the day that sport is on their timetable. If they are unable to wear their sports uniform on a given day they are required to submit a signed note, as with the normal policy when students are out of uniform.



STUDENTS' PERSONAL DETAILS

Students' details (including telephone numbers and emergency contact details) are collected from all students at the time of enrolment. When these details change, it is important that a ***Family and Student Information*** form is collected by the student from the front office and returned so details are current at all times.

SUPERVISION

Every effort is made to supervise students throughout the school day. No student should attempt to leave the school without permission before 3.15 pm. The Principal and other executive staff may be found in their offices in the main office from 8.30 am each day. Students in need of assistance should seek help at the front office. Students are supervised from 8.55 am to 3.15 pm. Students should avoid arriving too early and should leave the school grounds promptly when lessons or after-school activities end. No student is permitted to leave the school grounds at lunch or recess to access shops or go home for any unauthorised reason.

TELEPHONE / MOBILE TELEPHONES

The school has a *blue telephone* located at the office. This telephone is available for student use during recess and lunch. **Emergency contact during the day may be made by ringing the school switchboard on 9605 3111.** No student can use a mobile phone on school grounds **for any reason**. Consequences will be implemented regarding persistent disobedience in relation to the school mobile phone policy. (See mobile phone policy)

TRAVEL – OPAL CARDS

Students are required to go to the OPAL CARD website www.opal.com.au and follow the instructions to apply for a School OPAL card. Students must download the application form and apply. OPAL cards will be sent directly to the home address. Student travel is no longer completed through the school front office.

WATER

We have bubblers available for students. We ask that if students bring water bottles that they not contain glass elements.

Due to COVID 19 students should not drink directly from the bubblers. Students should refill a water bottle that they bring from home. Water is also available from the canteen to purchase.

3. COURSES OF STUDY AND THE CURRICULUM

At Macquarie Fields High School, students can study a broad range of courses. Subjects studied in the junior school in addition to English, Mathematics, Science, History, Geography and PDHPE, can include; Commerce, Music, Agriculture, Drama, Visual Art, Technics, Sport Studies, Information Software Technology, STEM, Food Technology and Design & Technology, as well as other courses developed within the school and approved by the NESA. The senior school curriculum offers a variety of interesting courses at most levels of study. A booklet outlining senior school courses is issued separately.

Note Civics & Citizenship is studied within the History and Geography courses on offer.

CREATIVE AND PERFORMING ARTS

Macquarie Fields High School has a strong tradition of success in Creative and Performing Arts. Throughout the year there are many opportunities for students to become involved in extra curricular activities such as Dance, Drama, Music and Visual Arts. We encourage students to become involved in the many ensembles and performances that take place or in the tutoring programs that we offer.

Opportunities include:

- ◆ **Musical and Dramatic Productions**
- ◆ **Schools Spectacular** - annual concert that brings together students from schools across the state
- ◆ **Variety Night** - opportunity for students to share their talents and enthusiasm for singing, dancing, playing and acting
- ◆ **Vocal Ensemble**
- ◆ **Band program and instrumental tutoring**
- ◆ **Young Artist Award**
- ◆ **Dance Ensemble**
- ◆ **Tap Ensemble**
- ◆ **String Ensemble**
- ◆ **Annual 'In The Picture' Art Exhibition**
- ◆ **Rock Band**
- ◆ **Ukulele Ensemble**

CO-CURRICULAR ACTIVITIES

A student's experiences at school should not be restricted to classroom activities. A good "all-round" student will participate in a number of activities across sporting and cultural areas. Students should aim to maintain a healthy balance between their academic pursuits and other activities. Often some of the events that help develop "team players" are co-curricular. Students look back upon and often remember with fondness those activities that reached beyond the classroom. Students also develop a special rapport with the staff who promote and supervise these activities.

At Macquarie Fields High School, we encourage students to participate in all aspects of school life, and indeed, we reward such students through our merit system.

There are also a variety of other co-curricular activities for students to work in groups or to represent the school. These activities include:

- | | |
|---|---------------------------------------|
| ◆ Chess Competitions and Tournaments | ◆ Mathematics Competition |
| ◆ Australian Schools Computing Competition | ◆ Mock Trial Competition |
| ◆ Business Competition | ◆ Public Speaking Competitions |
| ◆ Camps | ◆ Social Justice Group |
| ◆ Chemistry Competition | ◆ Science Competition |
| | ◆ Environmental Club |

- ♦ **Debating Competitions**
- ♦ **Better Homes & Kitchens Club**

- ♦ **Artify Club**
- ♦ **Future Teachers Club**

HOMEWORK

▪ **What is meant by Homework?**

Homework is an extension, consolidation or review of work initiated in the classroom. It may be initiated by the classroom teacher to achieve some specific purpose or it may be initiated by the student for purposes such as revision of work or private research. In this case, homework might more appropriately be referred to as study.

▪ **Purpose of Homework**

Homework is intended to:

- consolidate, extend and enrich the student's school experience
- aid in the development of regular study habits
- provide opportunity to practice, and thus develop, particular skills.

In the sporting world, people become good at a particular sport through regularly devoting time and effort to the consolidation and improvement of their sporting ability. In education, the same is true. The successful student generally needs to devote a good deal of time and effort to homework and study.

▪ **Types of Homework**

Homework may take various forms. Some of these may include:

- Preparation for future lessons (eg reading, research assignments)
- Preparation for tests and examinations.
- Review of work covered in class.
- Short assignments set on a frequent basis.
- Longer assignments set on a less frequent basis.
- Completion of some aspect of work commenced in class.

▪ **How much homework is necessary?**

The amount of set homework may vary from time to time and will depend on the age and ability of the students. It is generally believed that an average student, with good personal organisation of time and resources, should spend:

YEAR 7	1 HOUR PER NIGHT
YEAR 8	1 ½ HOURS PER NIGHT
YEAR 9	2 HOURS PER NIGHT
YEAR 10	2 ½ HOURS PER NIGHT
YEAR 11	3 HOURS PER NIGHT
YEAR 12	3+ HOURS PER NIGHT

These times are intended as suggested times as there are so many variables which can affect a student.

▪ **The Importance of a Study Program**

Students should formulate a weekly homework/study program which allows for

- **parity of subjects** - students are encouraged to think of each subject as having equal value and should therefore devote equal time and effort to each subject.
- **planned time allocation** - The time given to short homework assignments, set on a regular basis needs consideration and must be balanced against work on larger, less-regular assignments and student-initiated study.

- **The Role of the Homework Diary**

A homework diary is a necessary part of a student's school requirements and **must** be brought to school each day. Students are encouraged to record homework information and due dates on a daily basis. Effective time management is an important aspect of student learning and a homework diary will be an essential part of meeting deadlines, and developing good organisational skills. All students will be issued with a **Macquarie Fields High School Diary**.

- **The Role of Parents in Homework**

Parents are encouraged to take an active interest in the type and amount of homework set and when it is due. They are also urged to support and assist but not to complete homework to be done by their children. From time to time a homework activity might be set which involves a parent in partnership with the student to complete a task.

- **All My Own Work**

Students need to create their own texts. Sometimes it is tempting, when undertaking project or essay work, to copy slabs of information from books or the internet without recognising the source. This is called plagiarism. In Years 10/11 students undertake a formal **All My Own Work** program in preparation for the Higher School Certificate.

INFORMATION RESOURCE CENTRE (SCHOOL LIBRARY, SENIOR INDEPENDENT LEARNING CENTRE)

The **Information Resource Centre** consists of the Library and the Senior Independent Learning Centre. Each section has its own unique purpose, and both serve the school in developing students' information literacy skills.

The following services and facilities are available (some charges may apply) through the Information Resource Centre in addition to full library/reference facilities:

- Internet access
- Scanner
- Printing



IRC personnel include

- 1 teaching staff member, who is a trained Teacher Librarian. The Teacher Librarian manages and develops resources in the Information Resource Centre
- 2 library assistants (SAS staff).

The **Library** has a large stock of books, magazines, newspapers and journals. The librarian and library assistants are available to help students make good use of the facilities in the library which is open before school, recess and at lunch. Classes are frequently taken to the library to work in particular subject areas and senior students may work there in their study periods. A photocopier for student use is located in the library (a small charge applies). There are more than 30 networked computers which also allow printing from the network.

A **Senior Independent Learning Centre** is part of the library. Students studying courses via the Open High School (i.e. by correspondence) also work in this area. The centre is well resourced with computers which are networked and connected to the Internet.

SPORT (extra-curricular)

Macquarie Fields High School has a traditional sports program. Besides allocated year groups for sport, there is a wide variety of activities in which students may choose to become involved in. Students who excel at a particular sport are given the opportunity to

participate in that sport at a variety of levels from school through to state level. Opportunities include:

- ◆ **Hume Zone Grade Sport** - inter-school competition
- ◆ **Combined High Schools (CHS) Knockouts** - the school enters teams in a wide variety of sports into these state wide competitions
- ◆ **Hume Zone Teams** - trials and trainings are held after-school in most sports. Successful students then participate in the area carnival
- ◆ **Sydney South West Area teams** - these are selected from zone teams at the area carnival
- ◆ **CHS Teams** - these are selected at the area carnival
- ◆ **Zone Athletics, Cross-Country and Swimming Teams** - these are selected at the zone carnival
- ◆ **Area Athletics, Cross-Country and Swimming Teams** - these are selected at the zone carnival

TECHNOLOGY

Technology is a vital part of teaching and learning at Macquarie Fields High School. The school is committed to the use of appropriate classroom technology to create a dynamic and relevant learning environment in all curriculum areas. We believe that by providing students with access to a wide range of appropriate technologies we will establish a learning climate that values technological literacy, encourages the appropriate use of technology related skills and maximises educational opportunities.

Our school believes that technology is an effective and necessary tool to enhance problem-solving skills, strengthen research skills, and improve communication and presentation skills and to provide cooperative learning experiences for our students.

Technology is integrated into all curriculum areas. Some Key Learning Areas, such as Science, Technologies, provide opportunities for students to experience and develop specialist technological skills in research, design and manufacturing. All faculties use computer-based information and communication technologies to enhance teaching and learning.

The computer network at Macquarie Fields High School is used for curriculum material, administration, internet access, email and limited communication throughout the school. Currently all staffrooms, four computer labs, several faculty mini labs, the library, the Senior Independent Learning Centre and the school's administrative system are all networked and have internet access. Students have access to more than 100 computers and some of the latest technology, including scanners, digital cameras, midi keyboards and recording software, presentation software and hardware, laptop computers, digital projectors, Smartboards and graphics tablet. The school has both a computer and an internet use policy that all staff and students are required to follow.

Our school is always striving to improve and upgrade our resources so as to provide students with the most diverse and up-to-date technological resources available to schools.

4. STUDENT WELLBEING AND THE PASTORAL CARE SYSTEM

The underlying philosophy of the wellbeing structures of Macquarie Fields High School is contained in the following set of principles and beliefs.

All members of the school:

- deserve to be treated respectfully.
- value and accept cultural, academic, social and individual differences.
- support and encourage effective learning.
- take pride in personal and school achievements.
- strive for personal excellence.
- are responsible for student wellbeing.
- have the right to feel safe.

On the basis of these principles student wellbeing at Macquarie Fields High School:

- 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.
- incorporates effective discipline.
- incorporates preventative 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 that 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
- recognises the relationship between students and staff welfare and ensures that staff wellbeing is also a priority.

To achieve the above, Macquarie Fields High School has strong wellbeing structures, which include:

- The arrangement of support from classroom and PCG teachers. While each of the people below has a specific role, individual teachers play a major role in student wellbeing. Often trust and rapport are established with a particular teacher. Therefore individual classroom teachers may provide social and academic support, resolve matters of inappropriate behaviour and refer pupils in need to another member of the school welfare network.
- Roll classes in to *Year groupings*. These roll groups are known as Pastoral Care Groups (PCG's). The PCG teacher generally stays with the same students from Year 7 through to Year 12, which creates strong rapport and support.
- A Year Adviser and Assistant Year Adviser are assigned to support the students in each year. Year Advisers play a central role in the school's wellbeing structure. They counsel and support students, monitor student progress and often act as the link between parents and the school.
- A Head Teacher Teaching and Wellbeing who deals with wellbeing needs that have progressed beyond the level of the Year Adviser and deals with large group or whole school wellbeing issues.
- There is a Deputy Principal who deals with wellbeing needs that have progressed beyond the level of the Head Teachers Teaching and Wellbeing.
- School Counsellors respond to referrals of individual students from teachers or parents or to pupils who refer themselves directly.

What to do if you have a concern?

Students

If something is concerning you either personally or because of something happening in the school, talk with someone you feel comfortable with as soon as possible. The best place to start is your Year Adviser, although you may want to speak to one of your class teachers or the Head Teacher Teaching and Wellbeing. You may also refer yourself to the school counsellor. You might talk to your Peer Support Leader. There are lots of people to help with all kinds of problems. Most importantly, don't hesitate to talk to someone.

Parents

If your concern is subject based (eg about an assignment in a particular subject) it is best to make contact with the classroom teacher or the Head Teacher of that faculty. If your concern is broader it is best to contact the Year Adviser or Head Teacher Teaching and Wellbeing. As teachers are unable to leave classes unattended. Please either make contact by phone, or if you require an interview, organise an appointment time. You might also contact the Deputy Principal for your child's year group or the Principal if you feel your needs have not been met.

ABORIGINAL EDUCATION

Aboriginal and Torres Strait Islander students are identified through enrolment processes and can also identify with teachers at the school for inclusion in the school Aboriginal programs. Students from an Aboriginal and Torres Strait Islander background populate 2% of our school through the Comprehensive and Selective streams and across years 7 to 12. Our school has developed strong ties with AFL Indigenous Academy, the OCHRE Opportunity Hub, the NRL School to Work Program, the AECG and KARI over the last six years. These institutions and the DoC assist in the development of programs tailored specifically to the needs of our Aboriginal students.

Students are encouraged to be an active part of the school community by extending an 'Acknowledgement of Country' at all larger school functions and by representing the Aboriginal community in our School Representative Council. Aboriginal and Torres Strait Islander meetings are held every week in the school library and these details are advertised to all students through the daily notices. To develop school awareness and knowledge of culture, Aboriginal and Torres Strait Islander students are encouraged to invite a friend to these meetings.

Aboriginal and Torres Strait Islander students engage in a variety of artistic, athletic and academic projects within the school and they are also encouraged to engage in programs outside of school so as to develop connections with other schools and the Aboriginal community. To assist with the development of formative assessment tasks and larger assignment Aboriginal and Torres Strait Islander students can access laptops through the Head Teachers Teaching and Wellbeing. A policy with all the rules and regulations needs to be signed by a parent or guardian and then students are issued with a USB to save their school work and can gain access to the laptops and calculators when required.

Teachers have had extensive training in the '8 Ways of Learning' model to ensure they differentiate programs to meet the needs and learning styles of our Indigenous students. The school is also training teachers in the use of the EALD Capability Framework. Teachers have access and are encouraged to make contributions to students personalised learning plans throughout the year. This ensures students are supported in meeting their personal goals and their achievements are acknowledged. Parents and the AECG are consulted throughout the process of IEP reviews through phone or school interviews. Many parents will also book an interview with their respective HT Teaching & Wellbeing during parent teacher nights to discuss their child's progress.

Any students who are interested in engaging in any programs or wishes to be kept informed of school projects should make contact with Mrs Judge HT Teaching & Wellbeing. Likewise

parents are invited to contact Mrs Judge for any further information or to discuss their child's learning.

ANTI-BULLYING PLAN

Our school will not tolerate the bullying of students. We cannot eliminate bullying but we can reduce incidents of bullying and work towards harm minimisation.

The Anti-Bullying Plan was reviewed thoroughly in 2019 in consultation with staff, parents and students. All students were issued with a copy of this plan. Additionally, the School Representative Council (SRC) has issued their own Anti-Bullying Statement which aligns to the focus part of our plan.

Bullying can involve the use of electronic means (cyber-bullying) which can impact on a student's well-being inside and outside of school. Not all instances of inappropriate behaviour constitutes bullying. If you suspect bullying – report it.

It is an expectation that parents work closely with appropriate staff to resolve issues related to potential bullying and / or cyber-bullying.

Macquarie Fields High School and Positive Behaviour for Learning (PBL)

Macquarie Fields High School is a diverse learning environment that aims to equip students for their role in society beyond the school years.

Positive Behaviour for Learning (PBL) is a whole school system that focuses on teaching students the behaviours that the community encourages them to display through modelling, lessons and positive rewards. The PBL system encourages students to participate actively in the school community by recognising examples of student learning in a safe and respectful way.

The aim of the PBL system at Macquarie Fields High School is to apply behaviours, rewards and consequences consistently across the whole school and allow for students to learn the behaviours that they are expected to display.

The Behaviour Matrix

The Behaviour matrix outlines the behaviours expected of students, not just in terms of whole school, but also for individual areas. These behaviours are displayed around the school in relation to the areas they represent and form the basis for the lessons that are to be carried out during PBL roll call on Tuesday. This allows the school to show a consistent approach to the types of behaviours that are expected.

	Whole School	Learning Space	Canteen	Playground	Toilet	Outside School	Transition	Formal Occasions
S A F E	I am calm and I think before I act.	Use equipment/resources appropriately.	Line up in the correct queue	Play safely without tackling.	Use toilets correctly.	Follow instructions.	Walk sensibly and keep left.	Follow teacher's directions.
	I am in the right place at the right time.	Listen to teacher's instructions.		Remain inbounds.	Wash hands after using the toilet.	Be aware of surroundings.	Hold onto sporting equipment.	Enter and exit appropriately.
	I am cyber smart.	Keep hands and feet to myself.		Report strangers to the front office.		Move directly into school grounds.		
	I am dressed and equipped for any given activity	Place bags in appropriate areas. Think before you act.						
R E S P E C T F U L	I use appropriate language and manners.	Promote fairness.	Buy for yourself.	Share space with others.	Keep the toilets clean.	Be an ambassador.	Respect others space.	Wear full school uniform.
	I value my peers, teachers, and my community.	Take pride in yourself and your school.	Use your own money.	Speak politely, use manners.	Report damage immediately.	Show consideration for members of the public.	Keep hallways and walkways clean.	Use appropriate language.
	I care for my school environment.	Value opinions of others.	Speak politely.	Place rubbish in the bin.	Respect privacy of others and their property.	Respect, privacy of others.		Politely acknowledge the achievement of others
	I treat others fairly.	Use appropriate language and tone.		Care for the environment and wildlife.				
	I take pride in myself and appearance.							
L E A R N E R S	I take responsibility for my own learning.	Be an enthusiastic learner.	Use the canteen at appropriate times.	Eat in designated areas.	Use your designated toilets.	Allow others to learn and participate fully in the activity.	Move directly to class.	Respond appropriately to the program.
	I strive for my personal best.	Strive to constantly better yourself.	Make healthy choices.	Go to class when the bell goes.	Use the toilets at recess and lunch.		Line up quietly and sensibly.	Understand the values of participation and cooperation.
	I am ready to learn.	Be organised and ready for all tasks.	Order your lunch.	Protect your personal property.	Get a pass during class.			
	I am a productive team member.	Recognise personal and peer's success		Be weatherwise.				
	I set personal goals and aim for success.							

Strategies for dealing with unacceptable behaviour

Overall students are expected to follow the code of conduct for students set by the Department of Education.

The school has developed a well-structured sequence of steps designed to assist students to modify their behaviour by:

- requiring students to reach agreement with staff on specific aspects of their behaviour that are to improve.
- informing parents when behaviour is unsatisfactory and the nature of such behaviour
- involving parents and staff in jointly monitoring future behaviour over negotiated periods of time.
- providing support through wellbeing personnel and school counsellors.

Schools generally function best when there is trust, a positive atmosphere, cooperation and general observance of school rules. We aim to build a good environment where there is a healthy attitude to work, friendliness, fair competition and recognition of effort and achievement.

Consequences

In terms of behavioural difficulties, our key focus is prevention and teaching students the skills to manage their own behaviours. Students not behaving in a positive manner will be placed through the following procedures.

Major and Minor Behaviours

Behaviours have been classified in the diagram overleaf as minor or major behaviours to indicate level and frequency. It indicates the types of behaviours that are not acceptable and who deals with the behaviours at each level

Please note that principles of government schools **must** suspend immediately any student who is;

- In the possession of a suspected illegal drug;
- Violent or threatens serious physical violence;
- In the possession of a prohibited weapon.

Such suspension can be for a period of up to 20 school days.

The final stage of behaviour management will include some, or all of the following;

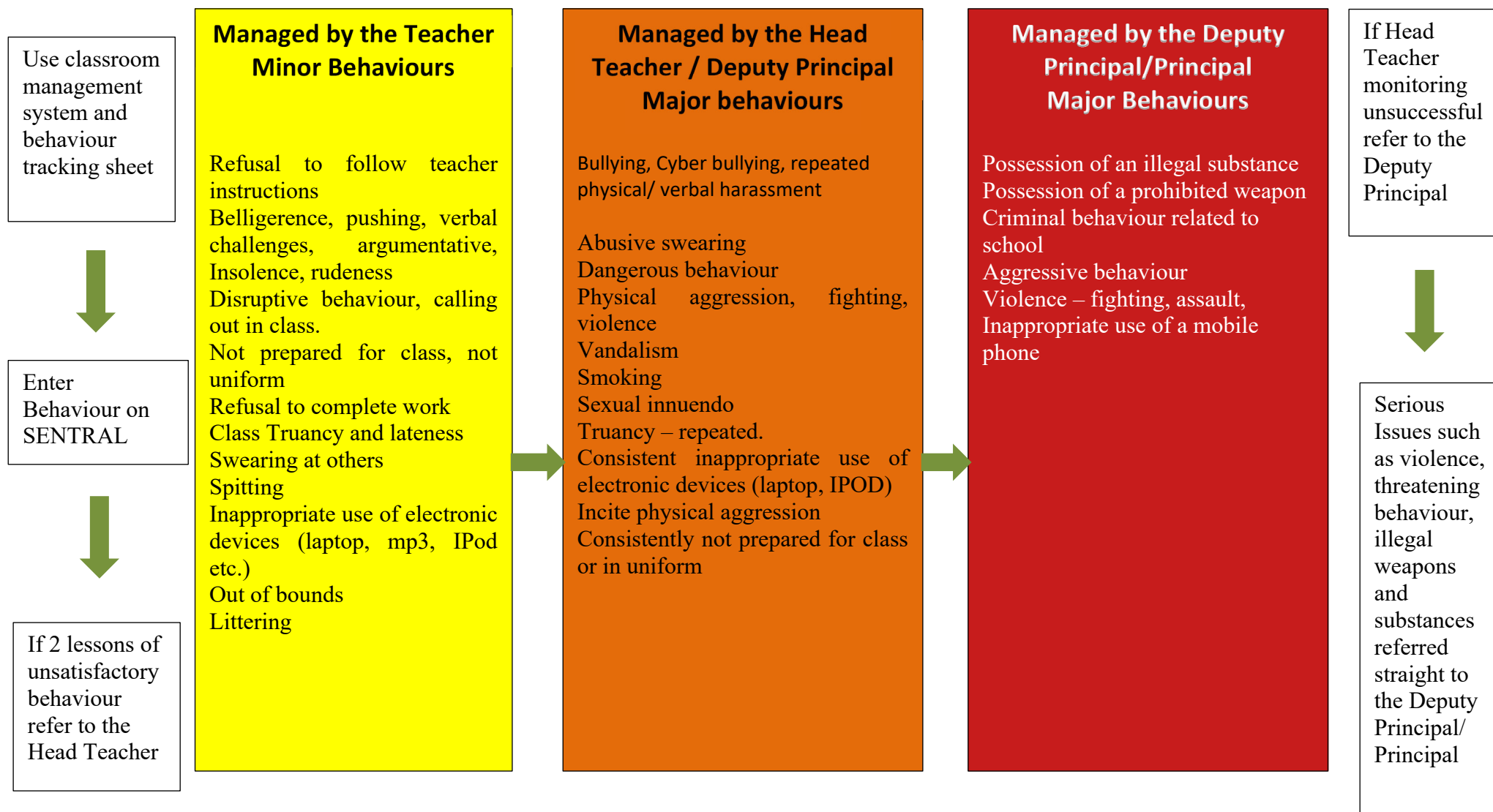
- Principal may impose a long suspension or expulsion
- Full report to the Director, Public Schools NSW
- Principal may recommend to the Director that the child either be:
Transferred to another school, or
- Expelled from Macquarie Fields High School or all NSW Government schools.



Macquarie Fields High School

Positive Behaviour for Learning

Flowchart of Major and Minor Behaviours



CAREERS ADVISER

The Careers Adviser is available to discuss alternative and/or further educational pathways/options with students, as well as give students direction and advice in regard to job opportunities, work experience, career information and vocational education and training. The Careers Adviser is an important and integral member of our Learning Support programs in the school.

ENGLISH AS AN ADDITIONAL LANGUAGE DIALECT (EALD) TEACHER

The EALD teacher is available to help students where English is not their native language or the language spoken at home. The role of the EALD teacher is to provide support and assistance to such students and their teachers. **EALD staff are located in the English Staffroom.** This team is led by Mrs Luisa Trieu (Deputy Principal) and Ms Sangeeta Hegde (HT Teaching & Wellbeing)

HEAD TEACHERS

The role of the Head Teacher is complex but relates more specifically to matters relating to courses within their Key Learning Area. Their role is to ensure that pupils studying their subject/s are doing as well as possible. This involves the monitoring of students' results, behaviour and attitudes within that faculty. They also consult with all other teaching and wellbeing members regarding student progress in their courses. Concerns relating to a subject area should be directed to the Head Teacher.

Please note that within that K.L.A. Head Teachers are responsible for:

- assessing students needs
- designing, co-ordinating and evaluating programs to meet these needs based on relevant NESA syllabuses and whole school initiatives
- providing for extension/remediation
- supervising classroom teachers
- encouraging the highest academic success possible in that subject
- dealing with inappropriate student behaviour in that subject
- fostering good attitudes, safe practices and co-operation

The school executive staff also consists of Head Teachers Teaching and Wellbeing and the Senior Executive Staff - the Principal and the Deputy Principals.

TRANSITION ADVISER OFFICER

A Transition Adviser is a teacher who works with the Careers Adviser, as a member of a school career and transition team, to support students with particular needs plan their transition from school.

Students can be referred to the Transition Adviser by the Principal, Deputy Principals or members of the School to Work, Welfare and Learning Support Teams.

The Transition Adviser works to develop closer connections with support agencies, industry and training providers in order to source for example, work experience opportunities, trade taster courses and industry specific short courses to assist students in preparing for their transition to the workforce or into further study.

The Transition Adviser, working in conjunction with the Careers Adviser, also coordinates whole school Year 10 Work Experience Program, Year 10 School to Work Program, Year 10 Taster Week, the All My Own Work Program and facilitates the Year 6 into 7 Transition Program for students in the Special Education Faculty.

LEARNING SUPPORT TEAM

The Learning Support Team is a group of teachers and assistants who help identify, work with and support students experiencing significant difficulties in the classroom. These difficulties may be because of: an intellectual disability; a language disorder; other disabilities; literacy or numeracy difficulties; behavioural or emotional issues.

Members of the team include:

- Deputy Principals
- Head Teacher Teaching and Wellbeing
- Learning Support Teachers who works in the classroom with students who have a learning disability or difficulty
- School Learning Support Officers who works with students who have a disability to assist them in and out of the classroom
- School Counsellors who help diagnose or identify specific or specialised factors that significantly impact upon a student's learning
- EALD coordinator, who works with students whose first language is not English
- Careers Adviser

Parents or carers of students who are concerned about significant learning or behavioural difficulties experienced by their child can contact their respective Head Teacher Teaching and Wellbeing, to discuss their concerns.

Also, students who wish to ask for extra support are encouraged to speak to their Year Adviser and, from here, a referral can be made to the Learning Support Team should the problem need more specialised support.

SCHOOL COUNSELLORS

The school has two School Counsellors available at different times during the week. The Counsellors work closely to support students, supervising a range of personal and educational problems.

Appointments can be made with Counsellors by students experiencing problems. Parents too, can make appointments with the Counsellor if they feel their child is in special need of counselling.

Student Support Officer (SSO)

The school has a School Support Officer who is available at different times during the week. SSOs support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships.

They also have a pivotal role in working collaboratively with external and other government agencies in their support of students and their families.

STUDENT AWARD SCHEME

The positive reward system has been designed to both reward students immediately for good behaviour as well as ensure the merit system is accessible to all. The aim of the rewards system is to ensure that all students can access the schemes and that it is not just used as a tool for rewarding students who may have behavioural issues in class.

Daily Rewards – The PBL ticket

Students

- Students will be rewarded instantaneously by teachers for positive behaviour through a system of tickets handed out by teachers.
- Students are to keep the tickets they receive through the week and hand them to their roll call teacher the following Monday to record the number. Students then ensure their names are on the tickets and place them in a box located in the library to be a part of a weekly prize draw at Monday assembly. It is the **students' responsibility to hand them in on time before the draw**. Prizes will include a variety of high and low value items such as iTunes vouchers and canteen vouchers.
- At the end of each term the top 10 in each year group will be invited to a BBQ/Pizza lunch as a reward for their efforts, run by the PBL team.
- At the end of the year the top 6 students from all year groups will be rewarded with an excursion.
- For every 10 tickets received throughout the year a student can receive a merit award from the roll call teacher.

Name _____

PCG _____ Year _____

Teacher _____

1. Show this to your PCG teacher on Monday

2. Place it in PBL box located in the Library for Wednesday's draw

Collect prize at assembly?

Please tick No ☐ Yes ☐

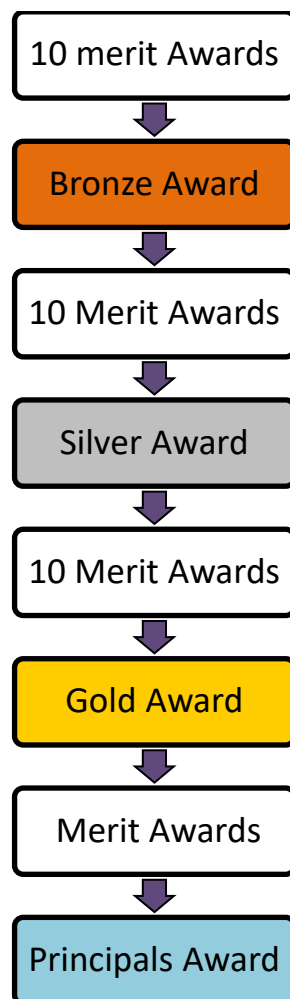
	Safe	Respectful	Learner
Whole School			
Learning Space			
Canteen			
Playground			
Toilet			
Public Areas			
Transition			
Formal			
Occasions			

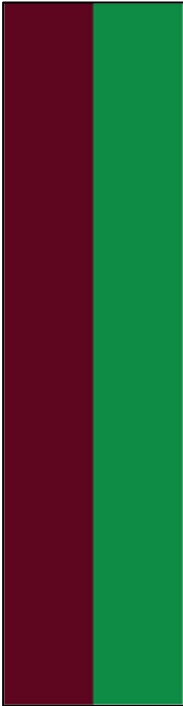
Whole School Rewards – The Merit System

In line with PBL the merit and award system has been reviewed and modified and will be reset annually.

- Teachers will hand out awards (see sample overleaf) for excellent work in class, on the sporting field, social/cultural activities and school community service. These awards are not based on their behaviours like the tickets but are to acknowledge work and achievement of students
- The awards will be in increments of 15-20. Students can hand them in 5 at a time.
- When a student receives 10 PBL tickets throughout the year their Roll Call teacher gives them a merit award.

- Students will hand in awards to their year advisor who will pass these on to the SASS staff looking after the database in the library.
- Teachers will tick the appropriate category that the award falls into for data purposes.
- At the bronze level students will be given an award and badge on Wednesday morning assembly.
- At the silver level students will be given an award and badge at the Semester Awards.
- At the gold level students will be given an award and badge at Presentation Night. They will be able to wear the badge the following year.
- Once reaching gold, students awards will still be collated and used to determine the Principal's award and other awards on Presentation night.
- Students at the silver level will be invited to the end of year excursion with the students that have high ticket rewards.
- A data base will be kept in the library with the number of awards and the categories noted.





Certificate of Merit

☐ Academic ☐ School Community Services ☐ Social/Cultural ☐ Sport

Awarded to _____

For _____

Teacher

Date

SAMPLE



SAMPLE MENU

GOURMET SANDWICHES

H CHICKEN SCHNITZEL & CHEESE / \$7
Chicken schnitzel, aioli, lettuce, cheese, tomato, cucumber & roasted carrots

H VEGETARIAN / \$6.50
Lettuce, cucumber, tomato, avocado, cheese, herbed mayo & roasted carrots

PULLED PORK / \$7
Pulled pork, lettuce, cheese, tomato & roasted carrots

BURGERS

H CHICKEN SCHNITZEL BURGER / \$5
Chicken schnitzel, lettuce & mayo

H BEEF BURGER / \$5
Beef patty, cheese, lettuce, tomato & burger sauce

PULLED PORK BURGER / \$5.50
Slow cooked pulled pork with slaw

FLAME GRILLED CHICKEN BURGER / \$5
Flame grilled chicken patty, lettuce & mayo

HOT FOOD

H CHEESE PIZZA / \$3
Personal round pizza with pizza sauce, herbs & cheese

H BBQ CHICKEN PIZZA / \$4
Personal round pizza with BBQ sauce, chicken & cheese

HAM & PINEAPPLE PIZZA / \$4
Personal round pizza with pizza sauce, herbs, ham, pineapple & cheese

H VEGETARIAN PIZZA / \$4
Personal round pizza with pizza sauce, seasonal vegetables & cheese

H MEATBALL SUB WITH SALAD / \$5
Meatballs in a tomato based sauce on a long roll with lettuce tomato & red onion

HOT FOOD

H HONEY MUSTARD CHICKEN / \$4.50
Chicken breast in a honey mustard sauce with seasonal veggies served with boiled rice

FETTUCINE BOSCAIOLA / \$5
Creamy fettucine with ham and mushrooms

H SPAGHETTI BOLOGNESE / \$5
Mince ragu served with spaghetti

H MINCE NACHOS / \$4.50
Seasoned mince on a bed of corn chips with salsa & cheese

PULLED PORK NACHOS / \$5
Pulled pork on a bed of corn chips with salsa & cheese

H BUTTER CHICKEN / \$5
Butter chicken made with chicken breast and served with boiled rice and seasonal veg

LASAGNE / \$4.50
Layers of lasagne sheets topped with mince ragu, bechamel sauce & cheese

HOT FOOD

H BURRITO / \$5
Mince with a taco seasoning on a warm tortilla with lettuce, tomato, rice & cheese

HOT DOG / \$2.50

6 NUGGETS / \$3.50

MINCE BEEF PIE / \$3.50

SAUSAGE ROLL / \$3

H MINI SPINACH & CHEESE ROLL / \$2

H WEDGES / \$3

H CHEESE TOASTIE / \$2

H GARLIC BREAD / \$2

A SELECTION OF
SANDWICHES AND
SUSHI WILL ALSO BE
AVAILABLE

SCHOOL UNIFORM

The Macquarie Fields High School uniform is available to purchase from Lowes at Minto.

Minto Marketplace
10 Brookfield Road
MINTO NSW 2566

(02) 9820 1611

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