



Conservatorium High School

WELFARE & DISCIPLINE POLICY

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Statement of purpose

Students of the Conservatorium High School are afforded an excellent general education. They are taught in a manner which enables them to learn to the best of their ability and which esteems the values of self-discipline, tolerance and enterprise. Students at the Conservatorium High School are expected to behave in a manner which is socially responsible and, by example, encourages appropriate behaviour in others. Conservatorium High students do not turn a blind eye to wrongdoing. When they encounter inappropriate behaviour, they report it to the relevant authorities.

In support of these goals, fundamental rules governing behaviour have been developed so that expectations upon students in the matter of their behaviour are consistent across all NSW government schools. These rules are based on the NSW DET core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy. The crucial role of parents and care-givers in the education of their children is acknowledged as the primary influence on their children's character and behaviour. Parents and care-givers are seen as essential partners with teachers; all work together upholding school rules.

The Principal is charged with the responsibility of promoting quality teaching and learning, and supporting students and school staff in the implementation of school rules and the maintenance of the highest standards of behaviour.

School Rules & Code of Conduct

All students at the Conservatorium High School are expected to

- Attend every school day unless legally excused, be punctual to class and prepared for lessons
- Maintain a neat appearance and abide by the school's uniform and dress code policy
- Speak courteously and comply with class instructions
- Be respectful and deferential to teachers, support staff and all Conservatorium employees
- Acknowledge the dignity of all people by treating everyone with respect, behaving considerately and responsibly at all times (including when travelling to and from school)
- Respect property, private and public

Illegal or anti-social behaviour (harassment, bullying, etc.) infringes on the right-to-safety of others. It will not be tolerated.

Conservatorium High School Community Responsibilities

The school is not, by itself, responsible for or equipped to inculcate socially acceptable behaviour into students. This is a shared responsibility between parents and students in partnership with teachers and other staff. Social responsibility will be demonstrated by acting in a manner that has positive outcomes for all members of our community and the wider, global community.

The school is responsible for

- providing students with skills, knowledge and the ability to reason
- developing students as responsible members of society who able to work cooperatively and constructively with others
- ensuring the physical welfare of students
- fostering students' individuality
- dealing with students in a consistent and even-handed manner
- developing students' self-discipline
- cultivating a tolerant and well-disciplined environment based on mutual respect
- linking families with community support services

Teachers have a responsibility to foster in students

- the delight and satisfaction of learning
- the ability to communicate articulately and effectively
- coherent social values to guide their behaviour
- personal and social responsibility for their actions
- respect for the dignity and intrinsic worth of all people
- self-reliance
- a feeling of belonging to the wider community

Students are responsible for

- applying themselves with due diligence and working to the best of their ability
- following the school rules, the Code of Conduct and all DET rules
- interacting effectively and appropriately, as representatives of the school, with other students, members of staff, institutions and outside agencies
- following teachers' instructions and directions to ensure the maintenance of a safe and secure environment that is conducive to productive study
- behaving in a socially responsible manner consonant with the spirit of the NSW DET core values, the school rules and the Code of Conduct

Parents/Caregivers are responsible for developing in their children

- the joy and satisfaction of learning
- the ability to communicate articulately and effectively
- a set of coherent social values to guide their behaviour
- personal and social responsibility for their actions
- respect for the dignity and intrinsic worth of all people
- self-reliance
- a feeling of belonging to the wider community

STUDENT MANAGEMENT PLAN

The Conservatorium High School STUDENT MANAGEMENT PLAN is informed by the expectations implicit in the core rules and core values. It takes cognisance of the responsibilities of all stakeholders and entails a combination of positive and corrective interventions, some of which are listed below. These intervention strategies are operative across the entire school; they are to be implemented consistently and underpinned by Restorative Practice.

POSITIVE INTERVENTION

Classroom progress
Recognition assemblies
House points
Year Advisers
S.R.C.
Welfare team
Excursions
Extra-curricula programs
Student action team
Learning support team

CORRECTIVE INTERVENTION

Classroom management intervention
Incident reports (SENTRAL)
Counsellor support
Monitoring Booklets
House Advisers
Restorative questions
Welfare meetings
Restorative strategies
Special programs
Detention, suspension, resolution, re-entry

Wherever possible, instances of inappropriate behaviour should be managed through the mechanism of restorative practice. This approach does not diminish the validity of or in any way impinge on established school and DET rules, policies and procedures on such matters as detention, suspension and expulsion of school students.

Strategies to Promote Good Discipline and Effective Learning (Positive Intervention)

- Provide a secure, caring, safe environment
- Provide challenging and interesting learning experiences for all students
- Provide all students with the necessary and appropriate support
- Model and reward appropriate behaviour
- Use Restorative Practice when appropriate to do so
- Assist staff in implementing school systems to manage behaviour
- Liaise with staff, students, parents and outside agencies to ensure student needs are communicated effectively
- Monitor behaviour through Conduct Books and/or through direct and indirect observation

The following strategies accord with the Department of Education and Training policies and procedures. The Conservatorium High School is committed to

Providing a stimulating and secure learning environment by

- Ensuring classroom activities are appropriate to each student's level of ability
- Ensuring that student effort is valued
- Encouraging a positive tone in the classroom
- Showing respect towards students and expecting that they, in turn, will respect the rights of others

Encouraging a positive home-school relationship by

- Discussing with parents and students their roles in promoting acceptable student behaviour
- Providing opportunities for two-way communication between parents and school in the form of electronic communications, interviews, information nights and the P&C
- Inviting community involvement in decision-making at the P&C, on committees and in other relevant forums
- Valuing the cultural backgrounds of students

Catering for the interests and needs of students by

- Providing a diverse range of opportunities and resources throughout the school
- Ensuring teacher assessment and planning caters for the needs and learning styles of all students in the class
- Providing appropriate support programs and personnel eg. School Counsellor, English-as-a-Second-Language teachers (E.S.L), Integration Support, Gifted and Talented Students (GATS) programs, Restorative Practices, Leadership programs, buddy system and mentor program
- Using the Anti-Bullying policy and procedures where appropriate

Clearly establishing and communicating expectations through

- Presentations at parent meetings, newsletters/NW@CHS, policy documents and the school website
- Establishing clear roles and responsibilities and adhered to them in the classroom
- Support of the school Learning Support & Welfare Committee
- Our graded system of behaviour management as articulated in this policy
- Rewarding and valuing student effort and success

Providing programs that develop self-discipline, self-reflection, resilience and articulateness by

- Taking as given that making mistakes is a natural part of learning and encouraging students to strive for the highest goals
- Developing in students a sense of responsibility for their actions through the use of such strategies as restitution and mediation
- Drawing on classroom and group-learning experiences such as Peer Support, Anti-bullying systems, House activities and other personal development lessons and programs

Strategies to recognise and reinforce student achievement (Positive Intervention)

The following is a list of some of the strategies employed:

House Points System

Merit Awards for outstanding behaviour and/or work: Bronze, Silver, Gold.

School acknowledgment of Achievement at Assembly

School acknowledgment of Achievement in NW@CHS

School acknowledgment of Achievement on school displays

School acknowledgment of Achievement on CHS Website

Performance Opportunities; individual and ensemble; Assembly and P&C

Recognition Certificates for Co-Curricula Music representation, eg., PAU Ensembles, AYO, SYO,

School Spectacular, Music camps, AMEB

Recognition Certificates for Co-Curricula Academic representation, eg., English, Mathematics, Science, Geography Competitions etc.

Recognition Certificates for Co-Curricula Sports representation, eg., regional and state

Yr 12 Concerto Competition

Chaos Special Purpose Grants

School Magazine

Positive Publicity via photographic Displays

Speech Night for Academic Awards and all HSC and exam based awards (SC & HSC Medals)

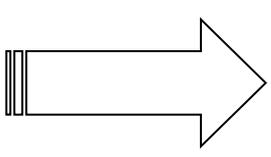
Recognition & Valedictory (Term 3) Concert for all Service Awards, House Championship and induction of new House Captains

Vouchers, Badges, Subscriptions

Letter of Recognition from Principal

The House Points/Merit System

Students are rewarded with House Points for excellent behaviour, work or activities. This collective recognition encourages students to work together for the common good and reflects our commitment to social responsibility. Collective Recognition works concurrently with the Individual Recognition through Merit Awards

House Points	Converts to	Merit Awards
5 House Points	or is equal to 	Bronze certificate
25 House Points		Silver Certificate
50 House Points		Gold Certificate
100 House Points		Principal's Award
200 House Points		SED's Award
Swimming and Athletics Carnivals – House Points		

House Points	Converts to	Merit Awards
1 House Point	Participation in each race	
2 house Points	Third Place in a Race	
3 House Points	Second Place in a Race	
4 House Points	First Place in a Race	
5 House Points	Student Volunteer official	
5, 10, 15 House Points	3 rd , 2 nd & 1 st in House Cheers	
15 House Points	Most Colourful/Decorated House	
Accumulated House Points	Are used to determine	Winning a Sports Carnival
HOUSE CONCERTS - House Points		
25 House Points	Are won for	Most tickets sold by student
50 House Points	Are won for	Each First Night Award
200 House Points	Are won for Participation	Undertaking House Concerts
300 House Points	Are won (on top of Participation)	Winning the House Concerts

Merit Awards are given to students who exhibit outstanding behaviour. Teachers are encouraged to reward students who meet the criteria with House Points in the classroom. Teachers are empowered to issue the certificates regularly at staff/faculty meetings. An unaligned member of staff will be appointed as the House Points/Merit coordinator. Students can hand 5 Bronze merit Certificates in to the House Points/Merit Coordinator to gain a Silver Certificate. Students can hand 2 Silver Awards in to the House Points/Merit Coordinator to gain Gold. Students can collect merit certificates throughout their years at the school. Bronze, Silver and Gold awards are handed out to students on assembly. Principal's and SED's Awards are handed out at Valedictory & Recognition (Term 3) Concert.

House Points Criteria (Could include but are not limited to)

- Contribution to school environment and community
- Exceeding Expectations
- Good contribution to class activities or good performance in class tasks
- Good attitude including being prepared
- Good performance or conduct
- Outstanding Attendance Record (No unexplained/partial Absences for a term)
- Effort with class work regardless of academic achievement
- Contribution to well-being of others or general helpfulness
- Outstanding Uniform
- Academic, sporting, performance achievement or improvement
- Contribution to whole school activities
- Leadership and citizenship skill.
- Participation in extra-curricula activities
- Most tickets sold for school concerts

Note this is not an exhaustive list.

RECOGNITION & VALEDICTORY CONCERT

Term 3 Concert is a dedicated Recognition Evening. The Concert is FOR Yr 12 and all those students who receive Service Awards and Principal's Awards and SED's Awards. It will also be the occasion where the House Championship is presented and incoming House Captains are inducted.

School Medals

School Medals are awarded for outstanding Academic and Musical success.

Performance Workshop Medals	
Outstanding Performance in Yr 7 & 8	Bronze Performance Workshop Medal
Outstanding Performance in Yr 7, 8, 9 & 10	Silver Performance Workshop Medal
Outstanding Performance in all stages	Gold Performance Workshop Medal
School Certificate Medals	
All Third Top Band (or higher) Results	SC Bronze Medal
All Second Top Band (or higher) Results	SC Silver Medal
All Top Band Results	SC Gold Medal
Dux of Year 10	Rhodium Medal
Higher School Certificate Medals	
All Third Top Band (or higher) Results	HSC Bronze Medal
All Second Top Band (or higher) Results	HSC Silver Medal
All Top Band Results	HSC Gold Medal
First in the State in Subject/s	HSC Gold Medal
Dux of the School	Platinum Medal
Peer Recognition Medals	
Students Choice Performance (Stage 4)	Peer Review Bronze Medal
Student's Choice Performance (Stage 5)	Peer review Silver Medal
Student's Choice Performance (Stage 6)	Peer Review Gold Medal
Student's Choice School Contribution (Yr 12)	School Spirit Medal

Strategies for dealing with unacceptable behaviour (Corrective Intervention)

The school's approach to unacceptable behaviour is premised on the belief that Restorative Practices afford students and staff useful strategies to assist them in learning how best to manage difficult situations and to maintain positive learning-relationships.

RESTORATIVE PRACTICE

Central focus of Restorative Practices: Relationships.

The term Restorative Practices describes a range of formal and informal practices that assist in the development of social awareness at three levels.

1. Building and strengthening relationships
2. Solving day-to-day problems and difficulties
3. Formal interventions to address serious incidents of harm.

Restorative Practices have a strong pedagogy focus which is explicitly linked to the NSW Quality Teaching and Learning Framework.

OLD PARADIGM RETRIBUTIVE JUSTICE		NEW PARADIGM RESTORATIVE JUSTICE	
Misdemeanour defined as breaking the school rules	1	Misdemeanour defined as affecting others adversely	
Focus on establishing blame or guilt, on the past (did he/she do it?)	2	Focus on problem-solving by expressing feelings and needs and how to meet them in the future	
Adversarial relationship and process	3	Dialogue and negotiation – everyone involved in communicating and cooperating with each other	
Imposition of pain or unpleasantness to punish and deter/prevent	4	Restitution as a means of restoring both/all parties, the goal being reconciliation	
Attention to right rules, and adherence to due process	5	Attention to right relationships and achievement of the desired outcome	
Conflict represented as impersonal and abstract: individual versus school	6	Misdemeanours recognised as interpersonal conflicts with some value for learning	
One social injury replaced by another	7	Focus on repair of social injury/damage	
School community as spectators, represented by member of staff dealing with the situation	8	School community involved in facilitating restoration	
People affected by misdemeanour not necessarily involved	9	Encouragement of all concerned to be involved – empowerment	
Miscreant accountability defined in terms of receiving punishment	10	Miscreant accountability defined as understanding the impact of the action, seeing it as a consequence of choices and helping to decide how to put things right	

Restorative Practice Questions

The following questions are asked of those who have caused harm:

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you think you need to do to make things right?

The second set of questions is asked of those who have suffered harm:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Corrective Interventions

For **serious offences**: assault/drugs/abuse etc. school must inform parents and record on computer. These offences may lead directly to suspension.

Wherever possible the Restorative Practice Questions should underpin all processes.

In each stage of the following model, staff are to interview students using the Restorative Questions. If a student persists with the unacceptable behaviour at one stage and the interview at that stage does not resolve the issue and student may be asked to speak to the Head Teacher of the faculty. If the behaviour persists after the HT interview the student is not responsive to any other appropriate corrective interventions the student will be interviewed by the Deputy Principal.

Restorative Strategies



Classroom Strategies Teacher/Student

Unacceptable behaviours such as:

Classroom/Rehearsals	School environment	Concerts
Not on time to class Not following instructions Not having all their equipment Not following classroom rules Talking Rocking on chair Teasing (low level) Throwing things (eg rubber) Talking over a speaker in class Accidental swearing Inappropriate makeup/jewellery School bag in class Not on task Manipulating (low level) Mobile phones/ipods Unprofessional	Eating Inside * Running around acting silly Pushing Disturbing other classes with noises or gestures Undermining teacher Disruptive interactions with other students, noises/gestures Low level non-compliance (eg uniform, littering) Having more than one person in a practice room without permission Failure to report known offences of others	Talking Mobile phones Ipods Leaving early without permission Arriving late

Will result in the following strategies being employed:

Warning 1 – name on board or clear verbal warning, note in teachers diary

Warning 2 – interview with teacher at negotiated time (plan to modify behaviour) using the Restorative Questions.

RESTITUTION

Warning 3 – in same lesson, sent to HT

Teacher to enter details on SENTRAL re: incident and resolution

Faculty Strategies Teacher/Student/Head Teacher

Students are sent to the Head Teacher when poor behaviour persists.

Unacceptable behaviours such as:

Refusal to stay for immediate teacher interview

Failing to attend planned teacher interview without a reasonable excuse

Offensive language (eg swearing used as verbal abuse or persistent swearing)

Warning 3 – in same lesson, sent to HT for persistent misbehaviour

Having had 2-3 interviews with class teacher and showing no improvement

Will result in the following strategies being employed:

Any or all of the following

Interview with HT using the Restorative Questions to problem solve situation for returning to class

RESTITUTION

Notification to parents – either by phone, letter or email

Withdrawal from class -Formal proforma negotiated for return to class with Teacher, HT and student – possible conduct card

Consultation with teacher before students return to class – proforma for more forward plan

Executive meeting consultation to look at a student's misbehavior across a range of subjects -
Referral to Year Adviser or House Adviser or Counsellor
Head Teacher is to let the student know that the Deputy Principal will be informed.
Head Teacher to enter details on SENTRAL re: incident and resolution

School Strategies Student/Deputy Principal/Parent/Principal

Students are sent to the Deputy Principal or Principal for unacceptable behaviours such as:

Persistent repetition of unacceptable behaviours in previous stages

Intimidation or bullying of staff

Intimidation or bullying of students

Physical or verbal abuse

Graffiti

Sexual harassment

Behaviour/action that leads to suspension as stipulated by DET policy (e.g. drugs, alcohol, theft, violence and persistent disobedience)

Which will result in the following strategies being employed:

Interview with student and Deputy Principal, starting with the Restorative Questions.

RESTITUTION

Consultation with parent and Principal which may lead to suspension.

DP/Principal to enter details on SENTRAL/Suspension Register re: incident and resolution

ANTI-BULLYING POLICY

Purpose: To protect students from bullying and foster a school culture where bullying is unacceptable

Definition: Bullying is intentional, repeated behaviour by an individual or group that causes distress, hurt or undue pressure to another person or persons

Rationale:

1. Students and staff have been victims or perpetrators of bullying at the Conservatorium HS
2. Staff and students need to be aware of strategies to identify and respond to incidents of bullying
3. The school must have policy and procedures in place to ensure the wellbeing of our students and to meet Departmental requirements

Aims:

1. To implement and maintain a whole-school approach to address the problem of bullying
2. To enhance self-esteem and to build resilience
3. To enhance the learning environment and students' predisposition to learn
4. To avail students of the means whereby they can deal effectively with problems associated with bullying
5. To heighten the whole school's awareness of the issue

Outcomes:

- Identify the needs of our students and develop strategies to meet these specific needs
- All students to have acquired strategies whereby to deal with instances of bullying, whether as a victim or a witness

- Individual with a tendency towards bullying to be taught strategies that might curb these tendencies
- Students to acknowledge and esteem 'difference' as a fact of life
- Regularly survey students to elicit feedback about their perception of the prevalence of bullying, where it occurs and general satisfaction with school life [QSL survey]
- Publish a student grievance procedure in Student diaries and
- A decrease in bullying incidents
- Staff to recognise that all incidents of bullying are unacceptable and to be proactive in addressing this issue

Policy in Action

Student Program:

- All students will be made aware that bullying is unacceptable behaviour and that there are procedures in place for dealing with this problem [student diary/ assemblies/performances]
- All students will observe the school's rules about bullying
- All students will participate in surveys of the prevalence of bullying and of opinions about bullying
- Seniors will participate actively in identifying and reducing the incidence of bullying and acting as role models
- All Year 7 students participate in Peer Support, aimed at building friendships, enhancing resilience, challenging stereotypes and encouraging assertive behaviour

Staff Program:

- Staff should be active in identifying and eliminating bullying behaviour while on playground supervision, in the corridors, in the classroom, at sport venues and in the staffroom.
- Teachers should report suspected bullies and suspected victims of bullying to House Advisers for early intervention and monitoring.
- Teachers should support and participate, where possible, in welfare programs designed to assist the elimination of bullying [eg. Restorative Practice, peer mediation, peer support, peer tuition/mentoring]
- Staff will be provided with in-service training on the anti-bullying policy and be made aware of the different strategies for combating bullying

Procedures for staff dealing with bullying incidents:

1. Teachers respond to all incidents of bullying
2. All incidents to be reported to relevant person [outside class to Deputy Principal, within class to Head Teacher or Deputy Principal, among staff to the Principal]
3. Perpetrators and victims to be reported to relevant House Adviser for follow up/monitoring
4. Deputy, HT or House Adviser to inform Counsellor of all major concerns. All referrals, apart from self referrals, should go through the House Adviser
5. If a pattern of bullying emerges through SENTRAL system parents are interviewed and a plan of action implemented
6. All physical forms of bullying will result in detention/s and possible notice of intention to suspend through the Deputy Principal.

Procedures for students:

- I. Be cognisant that bullying in any form is not acceptable

2. Report incidents of bullying to your class teacher, teacher on playground duty, House Adviser, School Counsellor, Head Teacher or DP

Procedures for Parents:

If you suspect your child is a victim of bullying please:

- a. Contact House Adviser or the Deputy and they will liaise with counsellor
- b. Liaise with relevant school staff on a regular basis until your child feels safe.

LATENESS & ABSENCE

Students are to attend all day, every day at school unless they are ill or some other leave is approved.

Students absent for any reason must provide a written explanation (this may take the form of letter, email or a reply to the SMS sent from school) WITHIN 7 DAYS. Failure to explain within 7 days will result in the absence being declared unexplained regardless of reason. (This is DET policy)

Students wishing to take leave from school for holidays, performances, tours etc. must make formal application to the Principal for permission to be released from school.

Students are to Swipe on to the CHS office computer swipe system when they arrive every day. After a short period of grace when first coming to the school in which a restorative approach has not rectified this behaviour, students more than 5 minutes late on any day (without a valid excuse/parental permission) will complete a lunchtime detention/clean-up at the second half of their lunch on the day of the lateness. Students must report to the teacher-on-duty in the plaza at either 12.30 or 1.30 and follow the teacher's instructions regarding cleaning up the school. Failure to complete Lunchtime Detentions will result in an Afternoon Detention.

In exceptional circumstances lunchtime late detentions may be made up on the following day. Failure to do so will result in an afternoon detention.

Students who are late more than 3 times in a 2 week period will also have an afternoon detention on an "A Week" Thursday afternoon.

Students who continue to disobey the school rules and teachers' instructions regarding lateness will receive a Suspension Warning Letter and may well be suspended for Continued Disobedience.

UNIFORM POLICY & DRESS CODE

Conservatorium High School is a Full School Uniform precinct. There are three (3) forms of school uniform.

- 1) Standard Summer and Winter academic uniform
- 2) Performance uniform
- 3) Sports uniform

The Standard (academic) uniform is to be worn every day and for ALL school activities unless otherwise stated.

The Performance uniform is to be worn for all formal performances unless otherwise stated.

The Sports uniform is only to be worn for sports, athletics and swimming carnivals, for allocated PW lessons and by juniors (Yr 7 – 10) on Sport Days.

Students who do not comply with the school uniform policy will go through the normal Restorative Practice approach. Those students still recalcitrant will receive firstly warnings, then detention, suspension warning and may well be suspended for Continued Disobedience.

- Students must be correctly dressed in school uniform. Minimal make up, nail polish or jewellery, other than studs or sleepers. Teachers of practical subjects have the right to ask students to remove jewellery that may interfere with the safe conduct of lessons.
- Uniforms for the Conservatorium High School are ordered and sold by the Uniform Committee (a subsidiary of the P&C).
- Uniforms are not available anywhere else and patterns and materials are NOT available for home sewing.
- The work of the Committee is done on a wholly voluntary basis and the small mark-up on uniform items goes towards P&C funds.
- Because this is a small school, the orders for uniforms are correspondingly small - consequently it is only possible to order some items once a year.
- A small stock of all items is kept at the school.
- Payment should preferably be made by cash or cheque (made out to Conservatorium High School P & C)
- Credit facilities can be offered.
- School ties and House jerseys are available for purchase through the school office.

Clothing Pool Secondhand uniform items for all students are available from the clothing pool. By donating uniforms you no longer require to the P&C, a stock of more easily affordable uniforms is maintained and money is raised for the school

**Available all year from P&C Uniform Shop*

***From a store of your choice*

<p>Summer Uniform - Junior Girls</p> <ul style="list-style-type: none"> •Blue/white check dress * •Black leather fully enclosed shoes ** •Black or white socks (Long or short) ** •Wide brimmed hat (optional but advisable) ** <p>Winter Uniform - Junior Girls</p> <ul style="list-style-type: none"> •Grey check pinafore * •Lemon blouse* •Black Blazer* •Black Jumper V-Neck* •Black Vest - V-Neck* •Black tights/black socks** •Black leather fully enclosed shoes** •Slacks - plain grey or school grey check* •Black hat (optional)** •House Jersey 	<p>Summer Uniform - Senior Girls</p> <ul style="list-style-type: none"> •Blue/white check waisted skirt * •White blouse with check trim * •Black leather fully enclosed shoes **(<i>optional strap and buckle leather shoes for girls in Years 11 and 12 (apart from those taking Art/Science).</i>) •Black or white socks (Long or short) ** •Wide brimmed hat (optional but advisable) ** <p>Winter Uniform - Senior Girls</p> <ul style="list-style-type: none"> •Grey check kilt* <i>orders taken Feb/March Approx.</i> •Black tights OR black socks** •Slacks - plain grey or school grey check* •Black hat (optional)** •House Jersey •All other items as for junior uniform apart from shoes
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<p>Summer and Winter Uniform - Junior & Senior Boys</p> <ul style="list-style-type: none"> •Mid grey slacks with black blazer and/or 	<p>Performance Uniform - Girls</p> <ul style="list-style-type: none"> •White performance blouse * •Black performance pants *
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<p>black V-neck jumper**</p> <ul style="list-style-type: none"> •White shirt** •School tie <i>available at school office</i> •Black socks** •Black leather fully enclosed shoes** •Black V-neck jumper or black V-neck sleeveless jumper* •Summer - white short sleeve open neck shirt* with school logo on pocket •Black hat (optional but advisable) •House Jersey <p>Boys' Uniform - Additional Information</p> <ul style="list-style-type: none"> •School ties are available from the school office (Junior and Senior) •Black Bow Ties are also available •Iron-on Crests for shirt pockets are available from the school office 	<ul style="list-style-type: none"> •OR •Long black skirt - no shorter than calf length**. •Black shoes and black stockings**. •Black Hair Ribbons/Bands**. •No jewellery except non reflective studs or sleepers •Flesh/white coloured underwear <p>Performance Uniform - Junior & Senior Boys</p> <ul style="list-style-type: none"> •White long sleeve shirt** •Black Bow Tie <i>available from School Office</i> •Black trousers ** (not jeans) •Black socks** •Black leather fully enclosed shoes** <p>Sports Uniform – Girls and Boys – Summer and Winter</p> <ul style="list-style-type: none"> •White T shirt with school logo (summer)* •Black T shirt with school logo (winter)* plus school jumper •Black shorts or track pants** •Black or white joggers** •House Jersey •Plain black or white hat** (compulsory)
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COMPUTER USAGE POLICY

Students of Conservatorium High School are to comply with the DET [Online Communication Services: Acceptable Usage for School Students](#) policy and the [Digital Education Revolution - NSW Laptop user charter](#). While these policies are designed to relate to the use of DET computers, strict adherence to these policies is a condition applied to those students bringing their own computers to school.

Students will be aware that:

- they are held responsible for their actions while using internet and online communication services.
- they are held responsible for any breaches caused by them allowing any other person to use their e-learning account to access internet and online communication services.
- the misuse of internet and online communication services may result in disciplinary action which includes, but is not limited to, the withdrawal of access to services.

Students will report:

any internet site accessed that is considered inappropriate.

any suspected technical security breach involving users from other schools, TAFEs, or from outside the NSW Department of Education and Training.

iPOD & ELECTRONIC DEVICE POLICY

This policy needs to be considered in the context of the Computer Usage Policy above.

1. Bringing mobile phones, iPods and electronic devices to school will be neither encouraged nor discouraged.

2. Students must be reminded that should they bring mobile phones, iPods and electronic devices to school they do so at their own risk.
3. Students may use their phones/iPods/devices during breaks as long as they follow the rules for appropriate use.

A mobile phone/iPod/electronic device will be deemed to have been used inappropriately if it
-disrupts or is likely to disrupt the learning environment or interfere with the operation of the school.

-is likely to threaten or be used to bully any person through any SMS or text message, photographic, or other data transfer system available on the device.

- Devices are not to be turned on during class unless required by staff for educational purposes

What action can be taken if students use mobile phones/iPods/devices inappropriately?

If students use devices inappropriately, schools have the right to take action.

Depending on the circumstances, action may include the following

- banning a student from using device during the course of the school day
- confiscating devices from individual students
- requiring a student to hand in their devices to designated school staff at the beginning of the school day for collection when the student goes home
- applying student disciplinary provisions.

MOBILE PHONE POLICY

The Conservatorium High's policy on the use of mobile phones at school takes into account the special nature of the school, the strongly expressed view of the P&C, the concerns of teaching staff, and the legitimate needs of students.

1. Mobiles are not to be taken to class.
2. Students are to keep their mobile phones in their lockers and ensure that the locker is shut and padlocked.
3. Teachers may authorise the use of mobiles on a specific occasion(s) if required for a particular, pre-advised educational purpose.
4. Teachers will impound any mobiles brought into the classroom whether the handset is switched on or off. The phone will be kept securely by the school office and returned to the student only at the end of the day.
5. Phones may be used during recess.
6. Phones may be retrieved from lockers for use during the lunch period. They must be returned to lockers well before the end of the lunch period in order to avoid crowding in the locker area and possible lateness to class.
7. Parents wishing to contact their child should phone the school and request that their child returns the call at recess or lunchtime.
8. If a parent must contact his/her child due to an emergency the school will fetch the student from class.
9. Repeated failure to follow the above rules will result in the student's mobile being confiscated and only returned to the parent or carer following an appointment with the Deputy Principal and/or the issuing to the student of a Suspension Warning letter.

Links for Parents and Students

Headspace: 02 9114 4100	www.headspace.org.au
Kids Help Line: 1800 55 1800	www.kidshelp.com.au
Beyond Blue: 1300 22 4636	www.beyondblue.org.au
NSW Mental Health: 1300 794 991	www.mentalhealth.asn.au
Black Dog Institute: 02 9382 2991	www.blackdoginstitute.org.au
Lifeline Australia: 13 11 14	www.lifeline.org.au
CounsellingOnline	www.counsellingonline.org.au
Bullying No Way!	www.bullyingnoway.com.au
Children & Youth Health	www.cyh.com
Metro Magazine	www.metromagazine.com.au
National Alcohol Campaign	www.nationalalcoholcampaign.health.gov.au
National Youth Alcohol Campaign	www.drinkingchoices.com
Drug Information @ your library	www.druginfo.sl.nsw.gov.au
Action on Smoking and Health	www.ashaugt.org.au
Centre for Tobacco Free Kids	www.tobaccofreekids.org
An excellent site – there will be other links to useful and informative sites.	www.reachout.com.au
Information on drugs, drug problems and services to help. Managed by the NSW Gov.	www.druginfo.sl.nsw.gov.au
Drug information on the internet. Managed by the Australian Drug Information Network.	www.adin.com.au
Information about health in different languages.	www.mhcs.health.nsw.gov.au
Drug Smart is also available at libraries.	www.cornrnunitybuilders.nsw.gov.au/drugsaction/zcard.html
The anti-bullying network is concerned with providing information about handling and addressing bullying in schools.	www.antibullying.net
Centre for Adolescent Health	www.rch.unimelb.edu.au/adolescent
Stay Smart Online provides all Australian online users with information on the simple steps they can take to secure themselves online. This includes information and advice on how to secure your computer and your transactions online.	www.staysmartonline.gov.au

STUDENT MANAGEMENT PLAN Summary Page

CORE VALUES

Integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

CORE RULES

All students at the Conservatorium High School are expected to

- Attend every school day unless legally excused, be punctual to class and prepared for lessons
- Maintain a neat appearance and abide by the school's uniform and dress code policy
- Speak courteously and comply with class instructions
- Be respectful and deferential to teachers, support staff and all Conservatorium employees
- Acknowledge the dignity of all people by treating everyone with respect, behaving considerately and responsibly at all times (including when travelling to and from school)
- Respect property, private and public

Restorative Practice Questions

The following questions are asked of those who have caused harm:

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you think you need to do to make things right?

The second set of questions is asked of those who have suffered harm:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



SCHOOL RULES and CODE OF CONDUCT

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