



Sydney Distance Education High School

Learning Hubs Handbook for Students and Supervisors



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Sydney Distance Education High School

Learning Hubs Handbook for Students & Supervisors

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1. ABOUT THE LEARNING HUBS

The Learning Hubs are learning centres staffed by Sydney Distance Education High School (SDEHS) teachers. SDEHS home students are encouraged to attend their local Learning Hub regularly to get assistance with their school work. Students will also be invited to attend faculty study days at the Learning Hubs and have access to Wellbeing, Transition, Learning Support, and Careers teachers when requested.

Attendance at the Learning Hubs is flexible. Some students attend for the whole day, while others may attend for a few hours.

All SDEHS students are expected to visit their local Learning Hub within three weeks of your first enrolment. The purpose of this initial visit is to familiarise yourself with your Learning Hub and to support your transition to distance education. Supervisors are also encouraged to attend the first visit to meet the Learning Hub teachers. Bring your own device with you when you visit.

Please contact your [Year Adviser](#) to organise a date and time for your first Learning Hub visit.

If you have any questions about attending your local Learning Hub please contact our Learning Hub Coordinator. You can click on the link of your local Learning Hub for more information.



2. ATTENDING THE LEARNING HUBS

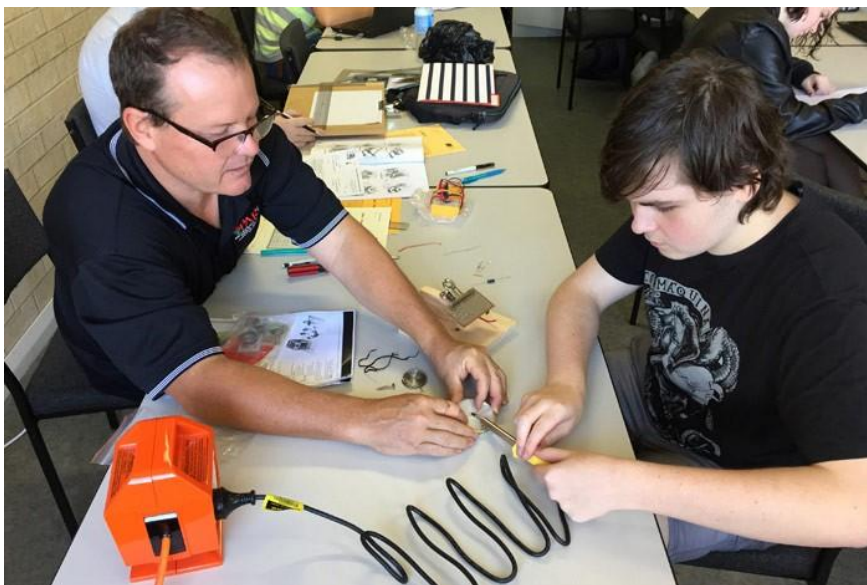
Woy Woy Learning Hub

The Woy Woy Learning Hub is located in the Coast Community Connections complex at 93 McMasters Road, Woy Woy.

The Woy Woy Learning Hub operates between 9 am and 3 pm each MONDAY of school term. Students are able to attend for all or part of the day.

Mondays 9 am to 3 pm

Coast Community Connections
93 McMasters Road, Woy Woy
Learning Hub phone: 02 4346 1309



Ingleburn Learning Hub

The Ingleburn Learning Hub is located in the Greg Percival Community Hall, corner of Oxford Road and Cumberland Road, Ingleburn. The Ingleburn Learning Hub is a five minute walk from Ingleburn Train Station.

The Ingleburn Learning Hub operates between 9 am and 3 pm each TUESDAY of school term. Students are able to attend for all or part of the day.

Tuesdays 9 am to 3 pm

Ingleburn Community Hall

Cnr Oxford Road & Cumberland Road, Ingleburn

Learning Hub phone: 0429 550 612



Glenbrook Learning Hub

The Glenbrook Learning Hub is located in the building closest to Ross Street and the carpark, on the site of the Glenbrook Centre at 1 Ross Street, Glenbrook. The Glenbrook Learning Hub is a five minute walk from Glenbrook Train Station.

The Glenbrook Learning Hub operates between 9 am and 3 pm each THURSDAY of school term. Students are able to attend for all or part of the day.

Thursdays 9 am to 3 pm

Glenbrook Centre

1 Ross Street, Glenbrook

Learning Hub phone: 0472 811 894



Miranda Learning Hub

The Miranda Learning Hub is located in the Endeavour Room of the Miranda Community Centre, 93 Karimbla Road, Miranda. The Miranda Learning Hub is a two minute walk from Miranda Train Station and Westfield Miranda.

The Miranda Learning Hub operates between 9 am and 3 pm each MONDAY of school term. Students are able to attend for all or part of the day.

Mondays 9 am to 3 pm

Miranda Community Centre

93 Karimbla Road, Miranda

Learning Hub phone: 0436 670 804



Tuggerah Learning Hub

The Tuggerah Learning Hub is located in the Tuggerah Community Hall at 9 Anzac Road, Tuggerah. The Tuggerah Learning Hub is a five minute walk from Tuggerah Train Station.

The Tuggerah Learning Hub operates between 9 am and 3 pm each TUESDAY of school term. Students are able to attend for all or part of the day.

Tuesdays 9 am to 3 pm

Tuggerah Community Hall

9 Anzac Road, Tuggerah

Learning Hub phone: 0472 803 167



Woolloomooloo Learning Hub

The Woolloomooloo Learning Hub is located at Sydney Distance Education High School, 38–68 Forbes Street, Woolloomooloo in the school library. The Woolloomooloo Learning Hub is a ten minute walk from either Kings Cross or St James Train Station.

The Woolloomooloo Learning Hub operates two days per week, between 10.30 am and 2.30 pm each WEDNESDAY and between 9.00 am and 2.30 pm each FRIDAY of school term.

Students are able to attend for all or part of the day.

Wednesdays 10:30 am to 2:30 pm

Fridays 9 am to 2:30 pm

SDEHS Library

38-68 Forbes Street, Woolloomooloo

Learning Hub phone: 02 9383 0200



3. ATTENDANCE AT THE LEARNING HUB

– SUPERVISOR CONSENT

Students who attend the Learning Hubs are required to submit a consent form signed by their supervisor. Supervisors have signed the Supervisor's Agreement on enrolment. This form is to ensure that supervisors are aware that the supervisor's responsibilities as outlined in that agreement also apply when students attend the Learning Hubs.

Learning Hub Supervisor Consent Form

Student's name _____

Supervisor's name _____

- I hereby consent for my student to attend the following SDEHS Learning Hub(s).
Woy Woy ☐ Miranda ☐ Tuggerah ☐ Ingleburn ☐ Glenbrook ☐ Woolloomooloo ☐
- Year 11 and 12 ONLY – I hereby consent for my student to leave the Learning Hub/school grounds unaccompanied during the lunch break.
- Year 7–10 ONLY – I hereby consent for my child to leave the Learning Hub/school grounds for lunch accompanied by a SDEHS staff member.
- I hereby authorise the teacher in charge of the SDEHS Learning Hub, where it is impractical to communicate with me, to consent to my child receiving such medical or surgical treatment as may be deemed necessary.
- I understand that my student _____ is not required to stay at the Learning Hub for the entire day and has my permission to depart the Learning Hub at any time.
- I understand that my student has to sign in and, on departure, sign out of the Learning Hub
- I understand that my student is required to abide by the student *Code of Conduct* and all of the rules stipulated in the *Learning Hubs Handbook for Students and Supervisors*.
- I am aware of my responsibilities as outlined in the Supervisor's Agreement that I signed on enrolment into SDEHS and that I am responsible for knowing where my student is at all times. This includes before and after Learning Hub visits.
- I have read and understand all the conditions for students visiting a Learning Hub as outlined in the *Learning Hubs Handbook for Students and Supervisors*.

Supervisor's signature _____

Student's signature _____

Date _____

4. STUDENTS SIGNING IN & OUT OF THE LEARNING HUBS

Students wishing to attend the Learning Hubs to seek assistance with their learning (from the Learning Hub teachers or their class teachers) are required to sign in on arrival and inform the Learning Hub teachers what time they will be signing out. Students are required to sign out at the time discussed when leaving the Learning Hubs. Students attending the Learning Hubs for the first time each school year are required to sign the Student Code of Behaviour Contract. Students attending the Learning Hubs must provide the following information to the Learning Hub teacher: name, year, time in, time out and reason for visit.

5. LUNCH BREAKS AT THE LEARNING HUBS

Any students who have submitted a signed Learning Hub Excursion Consent Form may leave the learning hub at lunch time 12.30 to 1 pm or the time stipulated by the Learning Hub teacher to get lunch.

Students in Years 11 or 12 are permitted to sign themselves out unaccompanied for their lunch break. They must sign back into the Learning Hub at the end of lunch. Only students who have submitted a signed Learning Hub Excursion Consent Form may do this. When visiting the Woolloomooloo Learning Hub students must sign out of the front office as well as the Learning Hub when leaving the premises to buy lunch, and must sign back in at the office and the Learning Hub on return from lunch by 1 pm.

Students in Years 7–10 may only leave the Learning Hub grounds or school grounds during lunchtime if they are accompanied by a Learning Hub teacher or a supervisor. Only students who have submitted a signed Learning Hub Excursion Consent Form may do this. When visiting the Woolloomooloo Learning Hub students must also sign out of the front office as well as the Learning Hub when leaving the premises to buy lunch, and must sign back in at the office and the Learning Hub on return from lunch by 1 pm.

6. STUDENT BEHAVIOUR AT THE LEARNING HUBS

Sydney Distance Education High School aspires to create a safe, caring school environment that promotes student learning and at the same time encourages students to take responsibility for their own learning and behaviour. These expectations are consistent with the SDEHS Code of Behaviour. Students are aware of the expected behaviour at the Learning Hubs as they are required to sign the Student Code of Behaviour Contract when they first attend a Learning Hub. Processes for managing student behaviour at the Learning Hubs are:

- For low level disruptive behaviour the teacher will tell the student to stop the behaviour and will give a maximum of 2 warnings. Teachers will tell the student what behaviour is unacceptable. The teacher may ask the student to sit at a different table and will note any consistent disruptive or negative behaviours on the Student Management System. On the third warning for low-level disruptive behaviours the teacher may decide to phone the supervisor and ask them to collect the student from the Learning Hub. Where there is low-level disruptive behaviour over multiple Learning Hub visits this will be reported to the Learning Hub Coordinator and Head Teacher Welfare for follow up and intervention support strategies.
- For more serious behaviour the supervisor will be phoned after the first incident and the student will be required to leave the Learning Hub immediately. The teacher will then phone the school and advise the Learning Hub Coordinator and the Head Teacher Welfare. Where appropriate the teacher may ask students to write a report of behaviours. This includes incidents of bullying. The Head Teacher Welfare in consultation with the Learning Hub Coordinator and where appropriate the Deputy Principal will follow up with supervisor and student. This may result in a period when the student is not allowed to attend the Learning Hub while a risk assessment or behaviour intervention strategies are being developed and implemented by Student Wellbeing or Learning and Support teams.
- Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated. Any student who breaches the Sydney Distance Education High School Code of Behaviour may be required as a condition of attendance at all future events (including Study Days, Open Days, Camps and Excursions), to be accompanied by a supervisor for the duration of the event. In some cases, students may be refused permission to attend future school events.

Sydney Distance Education High School

Code of Behaviour

Your right is to have the opportunity to learn
Your responsibility is to allow all students to learn

Be prepared to learn

Students

- Show a positive attitude
- Engage with their learning
- Do their best at all times

Your right is to be treated with fairness and respect
Your responsibility is to treat others with fairness and respect

Respect yourself and others

Students

- Accept responsibility for the choices they make
- Treat all people with respect - use appropriate language and actions, including online and texting
- Follow teachers' instructions at all times

Your right is for your property to be safe and secure
Your responsibility is to look after school property

Care for your own and school property

Students

- Are responsible for looking after their own property and school property
- Respect the property of others

Your right is to be safe and happy at school
Your responsibility is to act in ways which keep yourself and others safe

Behave safely

Students

- Report to the office, sign in and wear a name tag
- Remain on the school grounds with their supervisor unless they have permission to leave
- Behave in a way that does not put themselves or others at risk, including online and texting
- Follow WHS (Work Health and Safety) procedures at SDEHS
- Act responsibly and access only appropriate sites and materials on the internet.

DoE Core Rules

All students in NSW Government schools are expected to:

Attend every school day, unless they are legally excused, and be in class on time and prepared to learn

Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy

Behave safely, considerately and responsibly, including when travelling to and from school

Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities

Treat one another with dignity and respect

Care for property belonging to themselves, the school and others

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated. Any student who breaches the Code of Behaviour may be required, as a condition of attendance at all future school events (including attendance at Learning Hubs, Study Days, Open Days, Camps and Excursions), to be accompanied by a supervisor for the duration of the event. In some cases, students may be restricted from attending future school events.

Revised 10.11.17

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Student Code of Behaviour Contract

To be signed by all students on their first attendance at the Learning Hubs each year.

Students attending the Learning Hubs agree to:

- Be prepared to learn
- Respect yourself and others
- Care for your own and school property
- Behave safely

Students will:

- Sign in and wear a name tag (Sydney Distance Education High School Learning Hub only)
- Remain at the Learning Hub unless they have permission to leave
- Follow all Workplace Health and Safety procedures
- Act responsibly and access only appropriate sites and material on the internet
- Behave in a way that does not put themselves or others at risk, including online and texting

I _____ will adhere to the SDEHS Student Code of Behaviour at all times while at the Learning Hub.

Signed _____

Date _____

Ref: Learning Hubs Handbook 4.6.18

7. SYDNEY DISTANCE EDUCATION HIGH SCHOOL

ANTI-BULLYING POLICY

The Sydney Distance Education High School Anti-Bullying Policy states that **verbal, physical, social and psychological forms of bullying, including cyberbullying will not be tolerated at SDEHS**. Any reported or noticed incidents of bullying at the Learning Hubs should be reported to the Learning Hub teacher, who will report it to the Learning Hub Coordinator. The Learning Hub teacher or the Learning Hub Coordinator will collect or record student and/or teacher statements and refer to the Head Teacher Welfare or a Deputy Principal, if required. The SDEHS Anti-bullying action flowchart lists a range of possible actions that will be taken. These include counselling referral, loss of privileges (including Learning Hub visits), supervisor contact, development of a risk assessment and referral to Principal for serious incidents or referral to external agencies. See Anti-bullying flowchart on page 17.

The Department's *Bullying – Preventing and Responding to Student Bullying in Schools Policy* published on 21 March 2011 is implemented as the SDEHS Anti-Bullying Policy in the context of our school. See Student Wellbeing Policy for the full Anti-Bullying Policy.

Any reported or noticed incidents of bullying at the Learning Hubs should be reported to the Learning Hub Coordinator in the first instance.

What is bullying?

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

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

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

Bullying behaviour can be:

- **verbal** including name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** including hitting, punching, kicking, scratching, tripping, spitting
- **social** including ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** including spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones

The school has a range of policies and practices, including welfare and discipline policies, which apply to student behaviour generally. The school's Anti-Bullying Plan sets out the processes for protection, prevention, early intervention and response to student bullying.

Cyberbullying

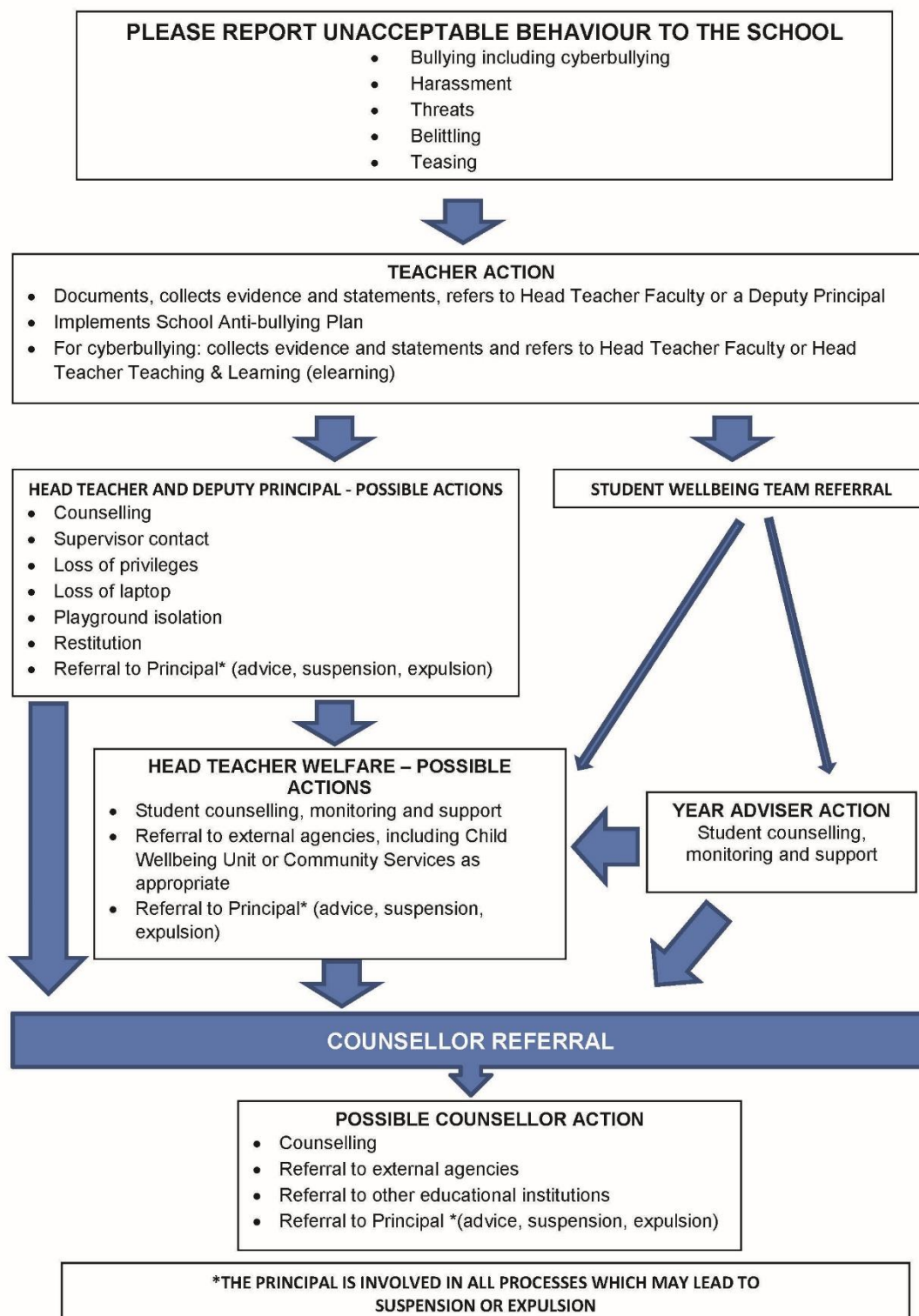
Cyberbullying is defined by the Australian Communications and Media Authority (ACMA) as the use of information and communication technologies to support repeated and hostile behaviour intended to harm others, sometimes used as an extension to other forms of bullying, and can result in the target of bullying experiencing social, psychological and academic difficulties.

Cyberbullying can involve humiliation, domination, intimidation and victimisation and all forms of harassment including those based on sex, race, disability, homosexuality or transgender.

Forms of cyberbullying include:

- Flaming – heated online exchanges
- Harassing and threatening messages
- Denigration – sending nasty SMSs, pictures or prank phone calls
- Impersonation – using person's screen name or password
- Outing or trickery – sharing private personal information, messages, pictures with others
- Posting 'set up' images or video
- Ostracism – Intentionally excluding others from an online group
- Sexting – sharing explicit material by mobile phone

4.12.4 Anti-bullying action flowchart



8. STUDENT WELLBEING SUPPORT

Students are able to access support from the following Student Wellbeing Team members via teacher referral, self or parent referral. Members of the Student Wellbeing Team conduct Field Service Visits at the Learning Hubs to run special programs and to meet with their students and their supervisors.

Head Teachers Welfare

Head Teachers Welfare build networks of family and community support and where appropriate refer students and families to appropriate personnel and agencies. They also identify students who are at risk of disengagement; implement support, case management and review processes including individual learning plans in liaison with relevant personnel and families. Head Teachers Welfare are responsible for all Mandatory Reporting of Child Protection issues to Family and Community Services as Principal delegate.

Year Advisers

Year Advisers have an overall support role for students and supervisors, which includes identifying students of welfare concern or who have disengaged from learning. They also provide advice on Part-Programs, organising exemptions from attendance and referring students to relevant people regarding subject selection and NESA requirements.

Supervisor of Girls

The Supervisor of Girls supports girls who are disengaged, through referrals from teachers, Student Wellbeing Team, Learning and Support Team and student reviews. Supervisor of Girls conducts regular Field Service Visits to support the girls and their families, as well as providing leadership opportunities.

Supervisor of Pregnant Girls

The Supervisor of Pregnant Girls supports pregnant students and young mothers with their school engagement and learning. The Supervisor of Pregnant Girls conducts regular Field Service Visits to support the girls and their families, and connects these girls with community agencies and other supports.

Supervisor of Boys

The Supervisor of Boys supports boys who are disengaged, through referrals from teachers, Student Wellbeing Team, Learning Support Team and student reviews. The Supervisor of Boys conducts regular Field Service Visits to support the boys and their families, as well as providing leadership opportunities.

Transition Coordinator

Transition Coordinators liaise with Year Advisers, Head Teachers Welfare, Head Teacher Administration (Enrolments) and the Learning and Support Team to identify newly enrolled and / or targeted students who need support to engage with Sydney Distance Education High School. They conduct transition visits in the students' homes to explain school processes and procedures to the students and their supervisors including how to use the school elearning and email systems, and to ensure students are supported in organising their school lessons and study program.

Social Justice and Volunteering Coordinator

Students wishing to participate in the Premier's Student Volunteering Program should contact the Social Justice and Volunteering Coordinator.

Aboriginal Education Coordinator

The Aboriginal Education Coordinator oversees, monitors and evaluates the Personalised Learning Pathways (PLP) for Aboriginal home students at Sydney Distance Education High School. They also liaise with community organisations, parents, carers and staff to create effective networks to improve educational outcomes for Aboriginal students.

Out of Home Care Coordinator

The Out of Home Care (OHC) Coordinator oversees, monitors and evaluates the statutory education plans for Out of Home Care students within 30 school days of enrolments. They also liaise with community organisations, parents, carers and staff to create effective networks to improve educational outcomes for OHC students.

LGBTQIA + Coordinator

The LGBTQIA+ Coordinator supports the engagement and wellbeing of home students who openly identify as LGBTQIA+ through referrals from teachers, the Student Wellbeing Team, Learning Support Team and on enrolment. The LGBTQIA+ Coordinator conducts regular Field Service Visits to support LGBTQIA+ students and their families.

9. MOBILE PHONE USE AT THE LEARNING HUBS

Sydney Distance Education High School aspires to create a safe, caring school environment that promotes student learning and at the same time encourages students to take responsibility for their own learning and behaviour. The expectation is that mobile phones are on silent and left in students' bags or in their pockets, if requested by a teacher, while in the Learning Hubs, unless there is an important reason (medical or other) for the phone to be left on. In special circumstances permission to have the mobile phone on must be sought from the supervising Learning Hub teacher. Students may use their phone to listen to music using headphones, if they require this to be able to concentrate on completing schoolwork. There should be no use of social media, no phone calls, no texting/messaging on phones at the Learning Hubs. If a student needs to make a phone call (eg to a supervisor) they must seek permission from the Learning Hub teacher and step outside to do so.

Inappropriate use of mobile phones

Mobile phones are not to be used for inappropriate purposes, including cyberbullying, unauthorised taking of pictures or video of other students or staff, surfing the net or sending emails while at the Learning Hub.

Procedures to be followed in case of a student's inappropriate use of mobile phones at Learning Hubs are:

- Teacher will tell the student to stop using the phone, put the phone on silent and put the phone away in their bag or pocket and will give a maximum of two warnings.
- On the third warning the teacher will phone the supervisor and ask them to collect the student from the Learning Hub. The teacher will then phone the school and advise the Learning Hub Coordinator.
- The Learning Hub Coordinator will phone the student and supervisor in order to re-negotiate a return visit to the Learning Hub with a commitment that the Learning Hub mobile phone protocols will be adhered to by the student.
- Where there is repeated misuse of the mobile phone over multiple Learning Hub visits the Learning Hub Coordinator will liaise with the Head Teacher Welfare regarding consequences that may include restrictions of visits.

10. RESPONSIBLE USE OF EMAIL MESSAGING

At Sydney Distance Education High School, including at the Learning Hubs, the following procedures are followed in relation to email messaging.

Within elearning

The elearning Team conducts weekly reviews of all message logs.

Any incident of inappropriate use is reported to the Head Teacher, Teaching and Learning (elearning), who responds as below.

On a forum or wiki

Note: This is a faculty responsibility.

Forums and wikis should be monitored by teachers as part of their regular teaching practice. Any incident of inappropriate use is reported to the Head Teacher of the faculty.

Response

The Head Teacher to whom the matter is referred then responds as follows.

- Analyses all message logs or forum posts of each student involved
- Contacts the student who received the inappropriate email and their supervisor and informs them the matter is being investigated and addressed
- Contacts the student and their supervisor by phone and followup letter and informs them of the inappropriate behaviour
- Refers perpetrator and 'victim' to School Counsellor for followup
- Delivers an ultimatum:
 - If the student who sent the inappropriate email agrees in writing to behave appropriately and with respect in the future then they keep their messaging and forum rights
 - If the student does not respond to Head Teacher contact, or they send more inappropriate messages, then their messaging and forum rights are taken away, whereby the student and supervisor is contacted again by the Head Teacher

All action is documented and kept in the student's file and recorded on DELTA, the school database.

11. INTERNET ACCEPTABLE USE POLICY

Introduction

The internet is a wonderful resource that adds another dimension to topics being studied in class. It allows students to collect and share information and communicate and collaborate with people from around the world. The internet offers facilities that can enhance students' learning opportunities and outcomes in all key learning areas and generic skills.

As well as using the internet in these ways, the school publishes its own website providing the benefits of developing literacy, writing and critical thinking skills.

There are also undesirable aspects of the internet including:

- Socially and culturally inappropriate material
- Offensive material
- Gambling sites
- Misinformation.

The NSW Department of Education and Training provides the internet service free of charge to schools. In order to maintain a safe and appropriate environment for students accessing the internet, all internet access at school is filtered automatically at the service provider to prevent known undesirable sites from being accessed. In addition to the filter, access is given under teacher supervision, but this supervision may not always be direct.

Code of Behaviour

It is the school's policy that ALL internet access is to be for educational purposes only. The following outlines the school's code of behaviour.

Publishing on the Internet

- Communication through e-mail and via the school's internet website is treated as a form of publishing. Students must gain teacher approval for publication.
- It is the school's policy that no student will be identified by full name and no student's contact details are to be published.
- Students will observe the rules of "Netiquette".

Downloading information and signing up for services

- Students will not knowingly access or attempt to access sites that are inappropriate or not of an educational nature.
- Students must gain teacher approval before downloading software, screensavers and other utilities not essential to browsing the internet.
- Students must not sign up for any services available on the internet without first gaining teacher approval.

Receipt of Inappropriate Internet material

- In the case of an inappropriate site or image being displayed on a computer, the student must immediately turn off or minimise the screen and quietly report it to the teacher. All inappropriate sites will be reported to the Department in order to have them included in the filter.

Equity of Access to the Internet

- All students with parental permission will be given the opportunity to use the internet as part of their classroom studies as appropriate

Copyright Issues

- Any material accessed and used from the internet will be acknowledged and copyright respected.

The Consequences

Breaches of the Code of Behaviour will result in loss of access to the internet or as specified in the school's *Student Wellbeing Policy*.

12. GUIDE TO ACCESSING ONLINE COURSES

Go to the school e-learning homepage <https://elearning.sdehs.nsw.edu.au/> or go to our school's website <https://sydneyh-d.schools.nsw.gov.au/> and click on *elearning site*.

You will arrive at the front page of the SDEHS elearning site.

Click on the **login** button in the top right-hand corner of the webpage. This will take you to the login page.

Type your username which is your DET portal user name the that you use to access your school email account (eg john.smith). This is not case sensitive. If you do not have a DEC portal user name please ring the school on 9383 0200 and ask for assistance. Type in your **password** which is your first name, **lowercase** (eg john).

The first time you log in you will be prompted to change your password and confirm it. Write down your password so you do not lose it. Your account will be confirmed and you will be logged in.

You will see a welcome page and list of your courses in the 'My Courses' block on the right hand side of the page.

Check the programs you need by scrolling down on the right side of the screen eg Adobe Reader, Windows Media Player or Adobe Flash. If you do not have them, click on the buttons which will take you to the download pages.

Click on the course you wish to begin work on.

Work your way through the activities listed according to the instructions on the title page sent to you by your teacher.

Remember if you have any problems ring your teacher immediately.

13. SCHOOL CLUBS RUNNING ON LEARNING HUB DAYS AT WOOLLOOMOOLOO LEARNING HUB

- Wednesday – 1–2 pm School Choir.
- Friday – 1–2 pm Health Club.
- Friday – Twice a term. Student Leadership Group.

14. STUDENTS WITH A NO HUB / SCHOOL VISIT ALERT

Processes

The following processes apply if a student with a No Hub / School Visit alert on the learning management system signs into a Learning Hub:

- The Learning Hub teacher advises the supervisor that they will need to ring Deputy Principal for advice and will advise the Learning Hub Coordinator.
- The Learning Hub teacher immediately phones the Deputy Principal or any other member of the Senior Executive if the relevant Deputy Principal is not available. The Deputy Principal reviews the student's file and decides whether the student and supervisor can stay on that particular day.
- If Deputy Principal permission is granted for the student to stay on that day, the Learning Hub teacher monitors the student's engagement and behaviour for the day and notes progress on the student's Roll Call Card.
- If the Deputy Principal says that the student is not able to stay, the supervisor takes the student home.
- The Deputy Principal advises the Learning Hub Coordinator and liaises with Head Teacher Welfare to review the student's Risk Management Plan.
- The Head Teacher Welfare contacts the supervisor to notify them that they will implement a review process with the Deputy Principal. This will include the development of a Risk Management Plan. The Head Teacher Welfare and advises that the student cannot return to the Learning Hub until the Risk Management Plan is in place.
- The Head Teacher Welfare in consultation with the Deputy Principal creates a new Risk Management Plan with a review date. The review date is after a 3–5 week Learning Hub visit trial. The Risk Management Plan is emailed to Learning Hub teacher and Learning Hub Coordinator who records the review date (the end of the 3–5 week trial) on the student Roll Call Card.
- The Learning Hub teachers monitor the student at the Learning Hub for the 3–5 week trial and reports back to the Head Teacher Welfare at the end of the 3–5 week trial. If student behaviour is not appropriate at any time during the trial weeks, the Learning Hub teacher lets Head Teacher Welfare and Learning Hub Coordinator know and the student and supervisor are informed by Learning Hub Coordinator that the student is required to leave the Learning Hub immediately. If the review outcome is that the No Hub / School Visits can be removed, the Head Teacher Welfare works in consultation with the Deputy Principal to have the alert removed.