



# **Prairiewood High School Anti-Bullying Guidelines**

# Prairiewood High School

## Anti-Bullying Guidelines

This document outlines the processes for preventing and responding to student bullying in our school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education.

The NSW Department of Education rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the department.

Members of the school community contributed information and feedback to inform the writing of the PHS Anti-Bullying Guidelines. A staff committee worked to facilitate student surveys and collected feedback in student focus groups. Parent contribution was gained via surveys and input from the P&C.

This document will be reviewed by representatives from the school community: staff, parents/community, and students, every three years.

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## Statement of purpose

The Prairiewood High School Anti-Bullying Guidelines provides clear definitions for understanding bullying behaviour, and the processes for educating students on social behaviours and responding to bullying. The purpose of the document is to outline the provision of a safe and respectful learning environment for PHS students, where bullying is not accepted, and clearly explain the school's response if bullying does occur. We recognise that bullying may occur based on sexuality, religion, race, or other factors, and we will respond accordingly.

The PHS school community believes that a safe and respectful school community, where all students have the opportunity to learn to their potential, is founded on positive relationships. The Anti-Bullying Guidelines is founded on the principle that members of our school community have a responsibility to:

- be aware of what constitutes bullying behaviour
- prevent bullying by promoting positive relationships and anti-bullying messages
- report bullying when it occurs and
- respond to bullying according to this plan.

Prairiewood High School aims to provide a positive culture where bullying is not accepted. In alignment with our Positive Behaviour for Learning framework, all members of the school community will have the right to respect from others, the right to learn or teach, and the right to feel safe and secure in the school environment.

At PHS we take a whole-school approach to anti-bullying, and are focused on developing a supportive school culture that includes wellbeing programs, and a positive learning environment that encourages diversity and empowers students.

## Aims of the PHS Anti-Bullying Guidelines:

- To outline the positive protections provided by the school to create a safe, respectful learning environment, and develop resilience in students
- To outline the educational and wellbeing programs that are in place to build social skills
- To take reasonable steps to see members of the school community are aware that bullying is unacceptable and to seek support and cooperation from school community members to ensure that the Anti-Bullying Plan is implemented
- To take reasonable steps to see members of the school community are aware of what constitutes bullying behaviour, and the signs and evidence of bullying
- To identify bullying when it occurs, and respond to it effectively
- To take reasonable steps to see that the school community is aware of their responsibility to report bullying: by students, parents and staff
- To outline the clear processes that are in place for responding to incidents of bullying – student wellbeing and discipline response
- To empower victims and bystanders to speak up and report bullying behaviour
- To outline the intervention programs to support students at risk of involvement in bullying incidents and
- To reduce incidents of bullying at PHS by promoting a zero tolerance approach to bullying.

## Bullying Behaviour

Bullying involves an individual or group being affected regularly and over time by negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten, and/or hurt others repeatedly.

Bullying is a clear form of harassment. Harassment is behaviour that is intended to disturb or upset, and it is characteristically repetitive. We define repetitive behaviour as behaviour that occurs more than once.

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.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that 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.

Cyberbullying refers to bullying through information and communication technologies, using, but not limited to, SMS, pictures, sounds, videos, emails, instant messaging, chat, and other forms of social media, such as Facebook, Snapchat, Twitter and Instagram.

Bullying behaviour can be:

- **verbal** – e.g. name calling, teasing, abuse, put-downs, sarcasm, insults, threats
- **physical** – e.g. touching, hitting, punching, kicking, scratching, tripping, spitting
- **social** – e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** – e.g. spreading rumours, interfering with or damaging possessions, threatening or extorting in relation to money, school work, possessions or safety and
- **technological** – e.g. abuse on social media, malicious SMS, email,

or chat messages, taking and sharing photos of others without their permission.

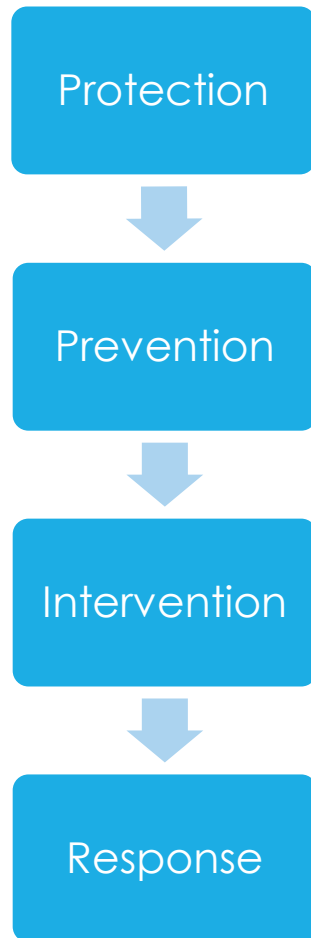
The effect of bullying is such that it:

- Devalues, isolates and frightens
- Affects an individual's ability to achieve and
- Has negative mental health and wellbeing impacts on individuals engaging in bullying behaviour, individuals who are the subjects of bullying behaviour, and onlookers or bystanders.

Conflict or fights that are single incidents are not defined as bullying. These incidents will be dealt with according to the PHS Student Wellbeing and Department of Education Discipline Policy.

## Approach to Anti-Bullying at PHS

Bullying behaviour is not accepted at Prairiewood High School. The school will adopt a four-phase approach to bullying:



### 1. Protection:

PHS has a clear Anti-Bullying Plan and Anti-Bullying Guidelines, developed in consultation with staff, students, and parents. All stakeholders have a shared responsibility in protecting students from bullying. PHS has a whole-school emphasis on developing a positive learning environment, characterised by respect, through the Positive Behaviour for Learning framework. Students are further supported, through welfare programs, to develop resilience and positive mental health and wellbeing.

### 2. Prevention:

Students participate in SRL lessons which focus on building understanding of behaviour expectations in school and online settings, social skills and positive relationships. PHS provides programs to recognise the value of diversity, the importance of positive and respectful relationships, the negative impacts of violence and aggression, and the harmful impacts of bullying behaviour. Prevention programs are delivered as part of the curriculum across KLAs and to students through student welfare programs.

### 3. Intervention:

PHS offers strategies and programs for students who are identified as experiencing difficulties with social relationships related to serious bullying behaviours or due to other wellbeing concerns.

### 4. Response:

PHS has a clear plan to respond to incidents of serious bullying. The Anti-Bullying Guidelines empowers the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders. A range of Wellbeing and discipline strategies will be implemented as part of this plan.

# 1. Protection

## A shared approach to dealing with bullying

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

### Staff responsibilities:

- respect and support students
- have reasonable knowledge of school and departmental policies relating to bullying behaviour
- communicate the school policy and Anti-Bullying Guidelines to students, including definitions and repercussions of bullying
- take reasonable steps to respond in a timely manner to incidents of bullying according to the school's Anti-Bullying Guidelines and
- ensure open lines of communication between home and school to respond to bullying situations if they arise.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying
- be aware of where anti-bullying messages are taught in the curriculum and
- take reasonable steps to identify signs of bullying in the school environments.

### Student responsibilities:

- behave appropriately, respecting individual differences and diversity

- behave as responsible digital citizens – this means interacting with others online in a positive and respectful manner, and ensuring that comments, images, videos and other material shared online respects the privacy and reputation of all
- have a clear understanding of the different forms of bullying. i.e. psychological, cyber and physical
- follow the school Anti-Bullying Guidelines and be aware of the consequences associated with bullying
- behave as responsible bystanders – make it clear to the bully that his/her behaviour is unacceptable, support the target of bullying, and
- report incidents of bullying according to the school Anti-Bullying Guidelines.

### Parent and caregiver responsibilities:

- support their children to become responsible citizens and to develop responsible online behaviour
- be aware of the school Anti-Bullying Guidelines and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-Bullying Guidelines
- support their children to become resilient and confident to report bullying
- report incidents of school-related bullying behaviour to the school and
- work collaboratively with the school to resolve incidents of bullying when they occur.

### All members of the school community have the responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school's Anti-Bullying Guidelines and
- work collaboratively with the school to resolve incidents of bullying when they occur.

## Protection from bullying through creating a climate of positive relationships and respect for others

### Positive Behaviour for Learning:

Prairiewood High School utilises a school-wide behavioural framework – Positive Behaviours for Learning (PBL) - to enhance the school welfare and discipline system. Our Safe, Respectful Learner (SRL) framework reduces behavioural problems by explicitly teaching expectations and appropriate behaviours, and redirecting the focus to promote positive behaviour, and thus create and maintain a safe and harmonious, quality teaching and learning environment. The three core school rules based on Positive Behaviours for Learning are:

- Safe
- Respectful
- Learner

All students at PHS are expected to be safe, respectful learners at all times. Students are encouraged to display positive relationship skills, social responsibility, problem solving and resolution skills in their relationships with others. At Prairiewood High School, we develop a safe and respectful learning environment by:

- taking reasonable steps to make relevant school support services and personnel available to students, including the Year Advisors, School Counsellors, Head Teacher Wellbeing, and Deputy Principals
- referral of bullying incidents, and prompt response to serious incidents within a reasonable time frame
- professional development for teachers, particularly teachers new to the school, in the Anti-Bullying Plan and Guidelines and processes
- developing positive and productive staff-student relationships
- encouraging staff and students to use positive PBL language.

- building a positive school climate that fosters a sense of achievement and belonging for all students
- SRL lessons that focus on behaviour expectations, social skills and positive relationships
- rewarding positive student behaviour through the SRL Merit system
- promoting SRL behaviour in the classroom, playground, assemblies, newsletters, the school website, and on social media
- quality teaching, learning, and curriculum
- the use of effective and engaging pedagogy; and
- communication of clear rules and procedures about behaviour guidelines, bullying, and harassment to staff, students and parents/caregivers.



## Resilience

Resilience is how individuals respond to threatening or stressful situations, and is about how we “bounce back” from challenges. In protecting against bullying, building resilience can substantially minimise the effects of bullying, and is crucial in helping students to develop the ability to cope in spite of adversity and achieve positive outcomes.

Resilience is changeable, and can be built upon. Resilience programs are provided for all students through the student welfare programs organised by the Wellbeing Team. Resilience includes having the confidence to speak up about situations, such as bullying, and building the strength to maintain positive mental health and wellbeing in challenging situations.

Parents and teachers have a responsibility to build resilience in PHS students, by providing safe, supportive and nurturing relationships and environments, and encouraging increasingly higher levels of independence, autonomy and initiative. The key skills that young people need to be resilient are:

- Self-esteem
- Social skills
- Self-control
- Problem-solving skills
- Realistic expectations
- Optimistic thinking patterns

These skills are covered in Wellbeing programs at PHS, but should also be encouraged and developed at home.

Resilience is a significant protective factor in bullying situations – it gives students the confidence to stand up for themselves and others in positive ways, report bullying, and recover from bullying incidents. Resilient young people are also less likely to be bullies.

## Wellbeing

The Department of Education Wellbeing Framework for Schools 2015 explains the notion of wellbeing in the extract below:

The literature sets out a range of contexts in which wellbeing is experienced. These contexts recognise that wellbeing needs to be considered against a background of how we feel and function across several domains, recognising the multi-dimensional nature of wellbeing. These domains include cognitive, emotional, social, physical and spiritual wellbeing.

Cognitive wellbeing is associated with achievement and success. It includes how information is processed and judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.

Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.

Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.

Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.



## 2. Prevention

### Strategies and programs for bullying prevention

The school will implement strategies aimed to prevent bullying:

- promotion of the safe, respectful learner (SRL) message in all aspects of school life: assemblies, year meetings, on school social media and in classrooms
- professional development for staff relating to the Anti-Bullying Plan and Guidelines annually
- community awareness and input relating to bullying, its characteristics, and the school's programs and response
- provision of programs that promote resilience, life and social skills
- the school policy on bullying is clarified with students each year in SRL Lessons
- curriculum includes anti-bullying messages and strategies, embedded in KLAs, through wellbeing programs, and SRL lessons and
- Student Leadership groups, staff and students to promote the strategy of the Anti-Bullying Hand.

### Anti-Bullying in the curriculum

Prairiewood High School provides programs to recognise the value of diversity, the importance of positive and respectful relationships. Prevention programs are delivered as part of the curriculum across Key Learning Areas.

- Prevention strategies, embracing diversity and promoting positive relationships are addressed through units in the PDHPE programs, mandatory for Years 7-10, including:

- Focus on the importance of connectedness, the impact of bullying and the benefits of seeking help in developing a healthy sense of self
  - Clarification of mental health with a focus on the importance of effective communication in establishing caring and respectful relationships
  - Showcasing harm minimisation and drug use, identifying the consequences of risk behaviours while fostering coping skills and reinforcing the positive effects of physical activity on health
  - Exploration of issues and the role played by power in a range of relationships, with students developing skills for recognising harassment and abuse, and accessing relevant health and support services
  - Investigation of the factors which influence health and self-esteem decisions while recognising the need for resiliency skills to meet social challenges and
  - Case studies and problem situations to prepare an advocacy strategy that affirms diversity, with students formulating protective strategies.
- The PDHPE Crossroads program focuses on fostering understanding and recognition of relationships, resilience and being an individual within facets of personal, social and community identity
  - Social and emotional learning is covered in the English curriculum through study of texts and characters
  - Recognition of cultural diversity and acceptance showcased in Visual Arts through multicultural studies of architecture and Aboriginal art and
  - The promotion of empathy and understanding towards the history of Australia, including Aboriginal Australia in Human Society and it's Environment.

**Wellbeing programs for anti-bullying and positive relationships:** A range of anti-bullying initiatives are embedded into the Wellbeing Yearly Plans:

**Year 7:**

- Peer Support program: Term 1 Resilience and Term 3 Anti-Bullying focus on building positive relationships
- High Resolves program of global citizenship develops sense of collective identity and justice
- Cyber Safety sessions delivered by the Police Liaison Officer promoting positive online behaviour and providing information regarding legal consequences of inappropriate behaviour

**Year 8:**

- High Resolves program of global citizenship develops sense of collective identity and justice
- Health and Wellbeing Sessions
- Cyber Safety sessions delivered by the Police Liaison Officer promoting positive online behaviour and providing information regarding legal consequences of inappropriate behaviour

**Year 9:**

- High Resolves program
- Health and Wellbeing Sessions
- Cyber Safety sessions delivered by the Police Liaison Officer promoting positive online behaviour and providing information regarding legal consequences of inappropriate behaviour

**Year 10:**

- Cyber Safety sessions delivered by the Police Liaison Officer promoting positive online behaviour and providing information regarding legal consequences of inappropriate behaviour
- Opportunity to build relationships with junior students through Peer Support and Mediation training

**Year 11:**

- Wellbeing and mental health sessions focusing on stress, anxiety and building resilience
- Year meetings and learning activities focused on avoiding risk and peer pressure

**Year 12:**

- Wellbeing and mental health sessions focusing on stress, anxiety and building resilience
- Year meetings and learning activities focused on avoiding risk and peer pressure

### 3. Intervention

Intervention is critical to responding effectively to bullying. At PHS we will communicate to staff, students, and parents/caregivers the importance of reporting bullying incidents involving themselves and/or others.

In addition, students identified as developing difficulties with building relationships, students who have previously been bullied, and students who have engaged in bullying behaviours, will be supported to build positive relationships and resilience.

These students will be referred to the Wellbeing Team for support, and may be referred to one or more of the following early intervention programs:

- **MMA (Manage My Anger) program** - designed to raise students emotional intelligence and emotional regulation skills. Psycho-education around types of anger, triggers, communication styles, stress management, and problem solving skills
- **Drumbeat program** - social development program which explores relationships, community, communication, resilience and identity - through the use of African drumming
- **Cool Connections** - group program targeted at Year 7/8 students working on building positive relationships and interactions
- **Up and Go program** - this program occurs during roll call and Period 1 where students have breakfast together and with the teacher mentor. They discuss their learning and behaviour goals for the day and reflect on their progress the following morning
- **Rock and Water program** - a program to develop resilience, self-belief, confidence, and inner health. This program is valuable to teach students when to stand firm (that is, be a rock) and when to relax (become like water). It assists students to make considered decisions about their actions, manage anger, and build self-esteem

- **PACE/ SSWAI** - Positive Attitude Changes Everything and/or Success Starts With An Idea are programs aimed at students in need of support to improve and/or enhance their understanding of the self, those for whom wellbeing entries indicate a lack of motivation, confidence, engagement, and/or appropriate social interaction
- **SWYPE case management** - involves individual case management for youth at risk. This involves one to one mentoring program which seeks long term benefits and is conducted once a week for up to two hours
- **Peer Mediation** - allows students to solve minor peer-related issues with the assistance of trained senior student mediators
- **Youth Frontiers Mentoring** - MTC Youth mentoring program run in school. Program links students with an appropriate mentor who can help them identify strengths, goals and work towards achieving a community project
- **Time-out cards** - students may be issued a Time-out card by a Deputy Principal if they need assistance regulating their behaviour
- **Working with counsellors** - counsellors will offer support and guidance until necessary and
- **Gold class** - specialised class for students who have behavioural difficulties and/or learning needs.

Other Early Intervention strategies are implemented at Prairiewood High School, particularly for Year 7 students to assist with transition from primary school to high school.

- **Year 6 to Year 7 Transition** - the Wellbeing Team and Learning Support team collects and collates the data and information provided by the primary schools. Additional transition days are provided to students who require additional support and students who have been identified with behavioural issues.

## 4. Response

### Teacher response

All staff are committed to a common response to bullying when it occurs. Immediate intervention is crucial and clear procedures will be followed when a serious case of bullying is discovered. Teaching staff have a responsibility to take reasonable steps to address incidents of bullying as classrooms aspire to be safe, and supportive environments.

At PHS, teachers will:

- Watch for signs of distress, isolation and suspected incidents of bullying
- Identify serious bullying behaviour and take reasonable steps to intervene and
- Complete a notification on Sentral of bullying incidents.

### Student response

Anti-bullying prevention education for all students, and regular communication of our Anti-Bullying Guidelines, teaches students to identify bullying, harassment, and victimisation behaviours, and report these incidents. Additionally, students, through learning activities organised by the Wellbeing Team, and embedded in the curriculum, understand the importance of speaking up in support of students whom they witness being bullied.

### Parent/Caregiver response

Ongoing consultation with the community regarding our response to bullying and the communication of our Anti-Bullying Guidelines, means that parents and caregivers are aware of what bullying is, and report bullying if it occurs.

## Reporting bullying

Bullying may be reported:

- In person by a student to a teacher
- Via a confidential box outside the Head Teacher Wellbeing's office or
- By a parent via phone, email, or interview.

All serious incidents of bullying that have been reported will be recorded on Sentral, and Year Advisors and the Head Teacher Wellbeing will be notified. The Sentral report will include the type of bullying, number of incidents and the action taken by the appropriate staff.

The Head Teacher Wellbeing chairs a fortnightly meeting with the Wellbeing Team that includes: Deputy Principals responsible for Student Wellbeing, Year Advisors, Counsellors, Learning Support Team representatives and staff. At these meetings reports of each year group are tabled that include but are not exclusive to bullying. The minutes from these meetings are disseminated to all staff via email.

When the need arises the Year Advisor, Head Teacher Wellbeing, and/or Deputy Principal will place a notification for staff regarding particular types of bullying or individuals who may need support in dealing with bullying on Sentral, or communicate with teacher in person or via email. At times it may also be necessary for the Principal, Deputy Principals, Head Teacher Wellbeing or Year Advisors to raise awareness of bullying behaviours and the importance of reporting bullying by addressing student assemblies or year meetings.

In the School Plan meetings, the team tracks the progress of the plans and goals. The annual evaluation of wellbeing programs will also include data, review and recommendations for improvements to anti-bullying practices.

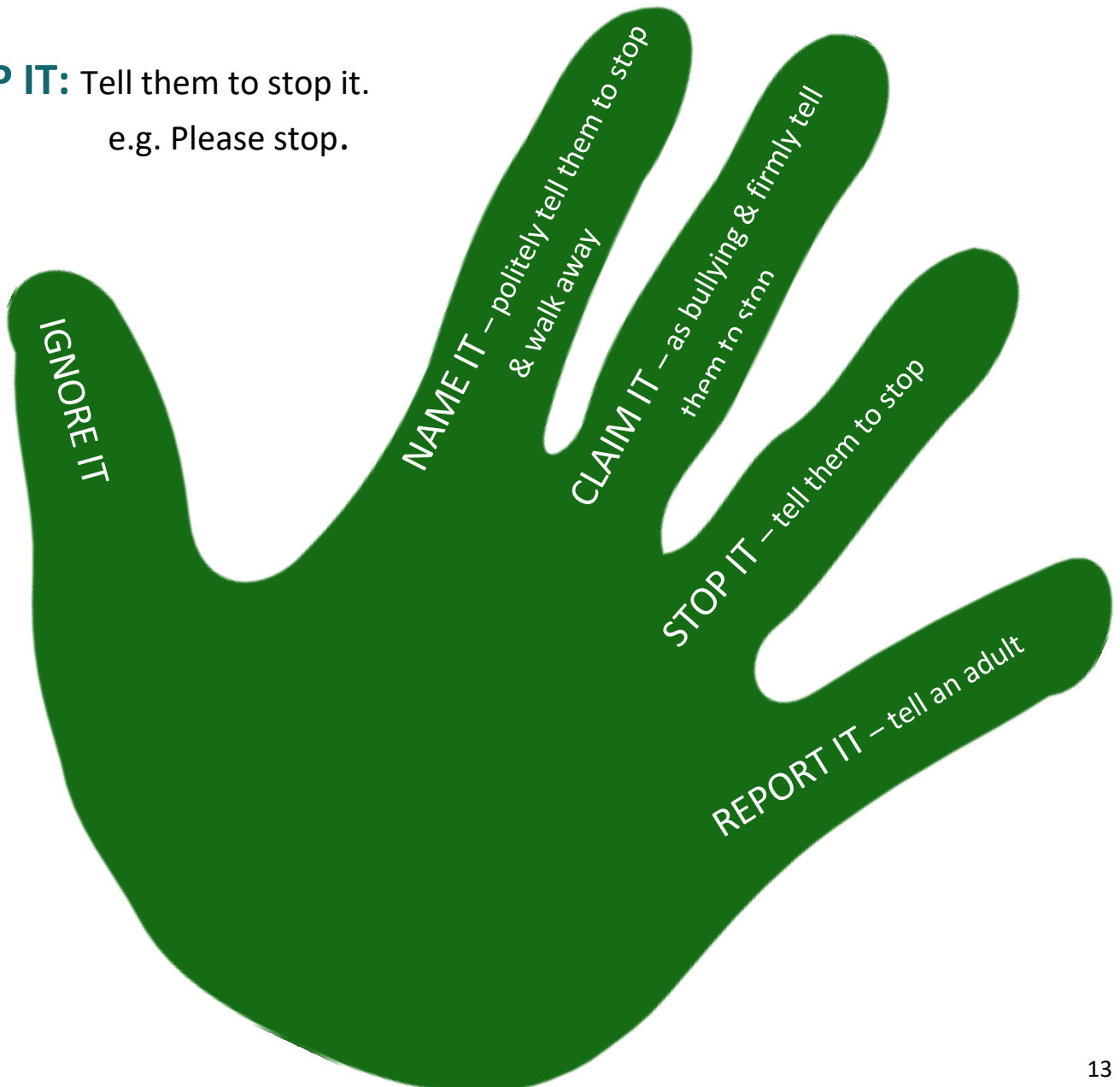
# Anti-Bullying Hand

**NAME IT:** Name what they are doing.  
e.g. You're name calling.



**CLAIM IT:** Claim it as bullying/harassment  
e.g. That's bullying.

**STOP IT:** Tell them to stop it.  
e.g. Please stop.



## Response to Bullying

The following steps will be followed by teachers but may not necessarily occur in this order:

### Step 1: Respond to the situation

- Advise students that they are engaging in bullying behaviour, and to cease this behaviour
- Advise students if you will record the incident on Sentral
- Talk to students individually about the incident
- Refer physical assault directly to Deputy Principal



### Step 2: Refer to Wellbeing Team

- Create a new notification on Sentral and notify Head Teacher Wellbeing and Year Advisors
- Head Teacher Wellbeing and Year Advisor will work together to support victims- parents/carers will be notified if required
- Teacher, counsellor or peer mediation may occur
- Bullies work with Year Advisors to identify how to change their behaviour
- Wellbeing Team or Deputy Principal may refer students to targeted program or support



### Step 3: Refer to the Deputy Principal

- In the case of persistent or extreme bullying, the Head Teacher Wellbeing will refer to the Deputy Principal.
- Collect written reports from bully(ies), bystander(s)/witness(es), and victim(s) to determine student involvement.
- Using the recorded history on Sentral, the Deputy Principal will then determine actions to be taken by the school. These actions may include:
  - Contacting parents of the bully(ies) and victim(s)
  - Arranging for parent and/or student interviews
  - Organising Student Monitoring cards
  - Referring students for counselling

Note: Persistent long-term bullying is grounds for suspension/exclusion and the Senior Executive will make decisions regarding this.



## Bullying interventions at PHS

At Prairiewood High School we strive to consistently deal with bullying incidents as outlined in the Teacher Responses to Bullying section of this document. The implementation of these procedures is supervised by the Deputy responsible for specific year groups, the Head Teacher Wellbeing and Year Advisers, in conjunction with the Student Wellbeing Policy.

- Once identified, each bully, victim and witness, will be spoken with, and all incidents or allegations of bullying will be investigated and documented
- In serious incidents, both bullies and victims will be offered counselling and support
- If student bullying persists, parents will be contacted and consequences implemented, consistent with the school's discipline policy
- Consequences for students will be individually-based, and may involve:
  - Exclusion from class;
  - Exclusion from playground;
  - School suspension;
  - Withdrawal of privileges; and/or
  - Ongoing counselling.
- Reinforcement of positive behaviours

### Communication with parents and carers

The Principal, Deputy Principals, Head Teacher Student Wellbeing and/or Year Advisors will make contact with parents as required.

### Incidents involving assault, threats, intimidation, or harassment

Staff are to report these types of incidents to the Deputy Principal responsible for the year group. Deputies will assess the situation and refer

to the Principal where a decision will be made of the appropriate action to be taken. In incidents involving assaults, threats, intimidation or harassment, the school follows the guidelines as per the Student Suspension and Expulsion policy of the Department of Education. Reports are made to the Police Youth Liaison Officer, Local Area Command and School Safety and Security when required.

### Complaints handling policy

Prairiewood High School implements the Department of Education Complaints Handling Procedures. The Principal deals with formal complaints by following the procedures outlined in the policy at [www.dec.nsw.gov.au/about-us/how-we-operate/how-we-handle-complaints](http://www.dec.nsw.gov.au/about-us/how-we-operate/how-we-handle-complaints).

### Communicating the Anti-Bullying Plan

The Anti-Bullying Plan will be distributed to all staff members and the Community Support Group (Parents and Citizens). The plan will be placed on the school website and parents will be informed of its location by the Principal's report in the school newsletter. Students will be informed of the plan by the Deputy Principal responsible for their year group.

### Monitoring and evaluating the Anti-Bullying Guidelines

The PHS Anti-Bullying Guidelines will be presented to the school community for consultation and reviewed every three years. Each year the Wellbeing Team will review the data collected on bullying and will make recommendations on future improvements.

### School contact information

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