



# Wellbeing at Woolgoolga High School

February 2024



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## Wellbeing at Woolgoolga High School

Wellbeing is inextricably linked to both effective teaching and learning. At Woolgoolga High School, student wellbeing is of the highest priority. Our programs are designed to support and enhance the physical, social, emotional, spiritual and cognitive wellbeing of all students.

We embrace individual differences and celebrate the rich diversity within our school and the wider community. Woolgoolga High School prides itself on being an inclusive and supportive environment where all students are nurtured as they learn and have their voices acknowledged.

Our school is a place where students can seize opportunities to develop resilience and a sense of identity and belonging to become confident, empathetic and responsible citizens. Through our positive awards system we provide opportunities for all students to enjoy success and recognition, so they feel they are valued members of the school community.

Our school motto, Success Crowns Effort, is embedded into every aspect of our school community, both inside and outside the classroom. Wellbeing and success are built on forming positive relationships and connectedness to others.

We provide a positive, safe and caring learning environment which recognises each student and encourages them to reach their potential through our connections with community and country.












*We acknowledge the Gumbaynggirr people as the traditional custodians of the land on which our school stands, and pay our respects to Elders both past, present and emerging.*













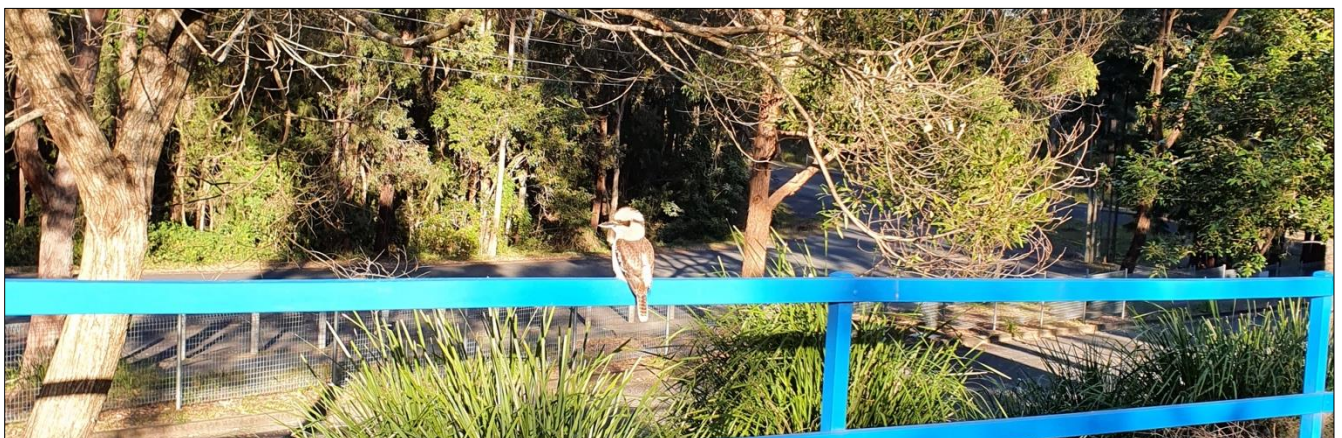
## WHS Wellbeing team

Student Wellbeing is a shared enterprise with all members of the school community. The Wellbeing Team provides an extensive support network to assist all students with their physical, social, emotional, spiritual and cognitive wellbeing

	Principal Ms Lu Nickell		<p>The Senior Executive:</p> <p>Manage whole school programs; collaborate with individuals, groups and families; organise support services; support classroom teachers and Head Teachers with discipline and behaviour issues; ensure the school is a safe place, and oversee child protection issues.</p>
	Deputy Principal 7, 9, 11 Mr Iain Henderson		
	Deputy Principal (relieving) 8, 10, 12 Ms Claire O'Halloran		
	Head Teacher Welfare (relieving) Ms Kate March		Leads Wellbeing Team and assists Year Advisors in initiating and running wellbeing programs for all year groups.
		School Counselling Service Mr Paul Young and Ms Judy Wall	Provides individual counselling; identifies and assists in the support of students with individual needs; can make recommendations regarding support services available in the community.
	Student Support Officer Mr Daniel Sweed		Supports the wellbeing, resilience and pro-social behaviours of students by delivering individual, small group and whole-school evidence-based programs.
	Girls' Advisor Ms Dani Canakis		Supports and encourages girls in school and with personal issues.
	Aboriginal Education Officer Ms Kelly Hine		Assists Aboriginal students with connections to cultural identity, country and language.



	Year 12 Year Advisor Mr John-Paul Van Schie		<p>The Year Advisors closely monitor students' wellbeing throughout their school years. They assist students with their individual needs and liaise between school staff, parents/caregivers and other students.</p>
	Year 11 Year Advisor Mr Dylan Kinninmont		
	Year 10 Year Advisor Ms Rachel Wallis		
		Year 9 Advisors Mr Patrick Mullan Ms Nicole Rosenberg	
	Year 8 Year Advisor Ms Josie Athorn		
	Year 7 Year Advisor Mr Tom Murtha		
	SRC Coordinator Ms Kate March		





## WHS wellbeing programs

<p><b>Whole School</b>  <i>Success Crowns Effort</i> through programs which support and enhance the physical, social, emotional, spiritual and cognitive wellbeing of all students.</p>	
<ul style="list-style-type: none"> <li>• Academic Achievement Centre</li> <li>• Break time initiatives</li> <li>• Community service</li> <li>• Distance Ed – Woopi Project room</li> <li>• Drumming workshops</li> <li>• Home Group</li> <li>• Cultural days / activities</li> <li>• Outdoor gym equipment</li> <li>• Positive mental health initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• SMILE (Support, Mentor, Inspire, Listen, Encourage)</li> <li>• Transition programs</li> <li>• HPGE (High Performance Gifted Education)</li> <li>• AIME (Australian Indigenous Mentoring Experience)</li> <li>• Junior AECG (Aboriginal Education Consultative Group)</li> </ul>
<p><b>Year 7</b>  <i>Success Crowns Effort</i> in making connections and developing personal pride</p>	<p><b>Year 8</b>  <i>Success Crowns Effort</i> in social resilience and personal development</p>
<ul style="list-style-type: none"> <li>• Grafton pool day</li> <li>• Peer support initiatives</li> <li>• Local temple visits</li> <li>• Cyber safety workshop</li> <li>• Police talks</li> <li>• Didgeridoo workshop</li> <li>• Camp</li> <li>• Peer Reading / Maths program</li> <li>• Rock and Water</li> <li>• Science and Engineering Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Police talks</li> <li>• Cyber safety workshop</li> <li>• Peer Reading / Maths program</li> <li>• Rock and Water</li> <li>• SMILE</li> <li>• RAGE (Re-navigating Anger and Guilty Emotions)</li> <li>• Woopi Warriors</li> <li>• Seasons for Growth</li> <li>• Anxiety management workshops</li> </ul>





WHS wellbeing programs cont...

<p><b>Year 9</b>  <i>Success Crowns Effort</i> in social / emotional awareness and development</p>	<p><b>Year 10</b>  <i>Success Crowns Effort</i> in making positive choices and developing identity</p>
<ul style="list-style-type: none"> <li>• Police talks</li> <li>• Reach workshops</li> <li>• Rock and Water</li> <li>• Anxiety management workshops</li> <li>• Interagency / Service providers' BBQ</li> <li>• Service providers pathways</li> <li>• Work It Out</li> <li>• Youth Engagement Strategy program – TAFE taster</li> <li>• Work experience</li> <li>• Woopi Warriors</li> </ul>	<ul style="list-style-type: none"> <li>• EDGE</li> <li>• Elevate Education</li> <li>• Careers Market Day</li> <li>• Reach workshop</li> <li>• Peer tutoring</li> <li>• Work experience</li> <li>• Skilled program</li> <li>• Halogen Leadership conference</li> <li>• GRIP – student leadership training</li> <li>• SMILE training</li> <li>• Police talks</li> <li>• Rock and Water</li> <li>• SEC (Science and Engineering Challenge)</li> <li>• Work It Out</li> <li>• Youth Entrepreneur Program</li> <li>• YES+ (Educational Pathways Pilot Program)</li> <li>• Youth Engagement Strategy program – TAFE taster</li> <li>• SwitchedOn (EPPP)</li> <li>• Lions Youth of the Year</li> <li>• Rotary public speaking</li> <li>• Woopi Warriors</li> </ul>





## WHS wellbeing programs cont...

<b>Year 11</b> <i>Success Crowns Effort</i> in cognitive growth and evolving as a responsible, young adult	<b>Year 12</b> <i>Success Crowns Effort</i> in academic achievement and independence
<ul style="list-style-type: none"> <li>• RYDA</li> <li>• RRISK</li> <li>• GRIP</li> <li>• Getting In There Day</li> <li>• Halogen Leadership conference</li> <li>• Interagency forum</li> <li>• Kindness Card Day / Photobooth</li> <li>• Life ready</li> <li>• Lions Youth of the Year</li> <li>• Rotary public speaking</li> <li>• Staying on Track</li> <li>• Visiting alumni presentations</li> <li>• University presentations</li> <li>• Atomi</li> </ul>	<ul style="list-style-type: none"> <li>• Getting Out There day</li> <li>• GRIP</li> <li>• Halogen Leadership conference</li> <li>• Life Ready</li> <li>• Staying on Track</li> <li>• Visiting alumni presentations</li> <li>• University presentations</li> <li>• School leadership</li> <li>• Atomi</li> </ul>







## Success Crowns Effort – house points / positive awards system

*Success Crowns Effort* - Real levels of achievement are increased significantly when parents, teachers and students have high aspirations and involvement in all aspects of school life.

Woolgoolga High School staff will regularly reward students for:

- Effort in class
- Demonstrating respect
- Attendance
- Organisation
- Teamwork
- Leadership
- Participation
- Being a good WHS citizen
- Making improvements
- Regular attendance
- Being in school uniform

In addition to this, students can also be awarded Merits which are the equivalent of house points. There are two types of Merits: Academic and School Representation.

### Academic (10 Points)

- Excellence, Effort and Improvement
- Attendance
- Organisation

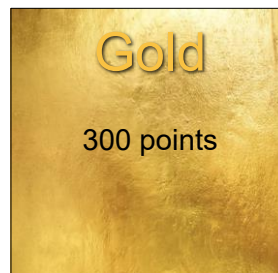
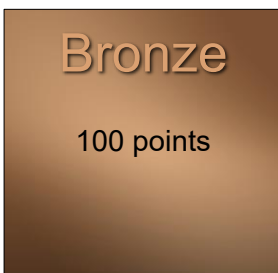
### School representation (5 points)

- Sporting (events, competitions, carnivals)
- Community and cultural (Red Cross, Legacy, Lions, Rotary, Acknowledgement of Country, Yarrawarra, Primary school visits etc)

Merits/house points will be allocated using our school-based management system Sentral.

Students will progress through the school's Positive Awards System earning Bronze, Silver, Gold and Platinum awards as they accumulate house points throughout the year. This will provide them with recognition at school assemblies and other prizes.

Students can follow their own progress through the Student Portal.

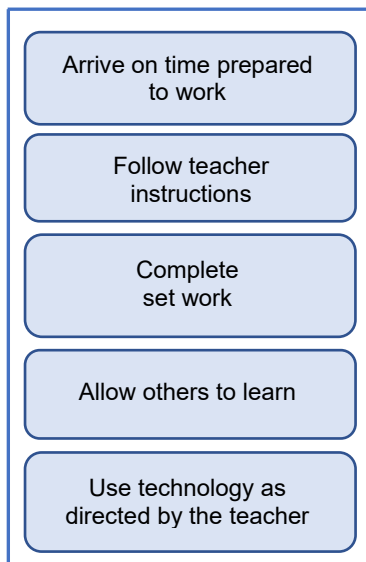




## Student behaviour at Woolgoolga High School

Respect between teachers and students is paramount. We provide a positive and safe learning environment where teachers can teach and students can learn.

### Classroom behaviour



### Student behaviour

#### WHS statement:

Students learn best when in a learning environment that is inclusive, respectful and engaging. At Woolgoolga High School all students are expected to behave appropriately in the classroom, playground, at sport and when representing the school in the wider community.

#### Department of Education Policies:

[Behaviour Code for Students](#)

[Student Discipline in Government Schools Policy](#)

[Student Discipline in Government Schools – Support Documents](#)

[Bullying: Preventing and Responding to Student Bullying in](#)

[Schools Policy Suspension and Expulsion of Students](#)

#### Success Crowns Effort - expectations:

- Arrive to class on time
- Wait quietly until instructed to enter classroom by teacher
- Follow teacher instructions at all times
- Sit in allocated seating plans
- Bring necessary books, pens or other equipment as instructed to participate in lesson or activity
- Be respectful to all staff and peers
- Participate in lessons and engage in all set activities
- Treat classroom and school equipment respectfully
- Use appropriate language, tone and voice level
- Use passive and active playground areas appropriately
- Stay within school grounds
- Place rubbish in bins provided
- In the canteen area, stay in designated lines and use good manners

	Behaviour	Consequences may include:
Concerning	<ul style="list-style-type: none"> <li>• Not following teacher instructions</li> <li>• Disrupting class</li> <li>• Unsatisfactory participation in lesson</li> <li>• Inappropriate comments</li> <li>• Speaking rudely to teachers or peers</li> <li>• Failure to bring appropriate equipment</li> <li>• Inappropriate use of device (see separate procedure)</li> <li>• Littering</li> <li>• Inappropriate bystander behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-managed intervention / monitoring</li> <li>• Student moving seats</li> <li>• Receiving a teacher-managed detention</li> <li>• Incident being recorded on Sentral</li> <li>• Student reflection sheet</li> <li>• Contact with parent / caregiver</li> <li>• Referral to Learning Support Team / Head Teacher / Year Advisor</li> <li>• Formal caution</li> <li>• Playground clean up</li> <li>• Restricted playground access</li> </ul>
Serious	<ul style="list-style-type: none"> <li>• Swearing at teachers or peers</li> <li>• Aggressive or bullying behaviour</li> <li>• Damaging school equipment or property</li> <li>• Sustained, serious non participation in, or disruption of lessons, including sport</li> <li>• Inappropriate physical contact or behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Deputy Principal / Principal</li> <li>• Meeting with student and parent / caregiver</li> <li>• Formal caution / suspension</li> <li>• Financial compensation to school for lost or damaged equipment</li> <li>• Year Advisor / Deputy Principal monitoring</li> <li>• Provision of more extensive learning and wellbeing support</li> <li>• Referral to support services</li> <li>• Referral to police</li> </ul>

Students involved in serious behaviours may be excluded from participating in extra curricula activities or representing the school. This decision will be at the discretion of the Wellbeing team in consultation with the relevant Deputy Principal and organising teacher.





## Bullying

### WHS statement:

Woolgoolga High rejects all forms of bullying behaviours including online, (or cyber bullying) by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing.

### What is bullying?

Bullying is repeated, harmful behaviour by an individual or group towards one or more persons that may be physical, verbal, social or psychological in nature. Bullying generally involves a misuse of power.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on gender, race, disability, socio-economic status, or sexual orientation. Bullying of any form or for any reason can have long term negative effects on those involved including bystanders.

Conflicts or fights between individuals who are equal in power and single incidents are **not** defined as bullying.

### What is cyber bullying?

Cyberbullying refers to bullying through information and communication technologies such as mobile phones and social media.

### Department of Education Policies:

[Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)

[Student Discipline in Government Schools](#)

[Suspension and Expulsion of School Students- Procedures](#)

[Bullying Advice for Parents](#)

### Success Crowns Effort - expectations:

- Have positive and respectful relationships with all members of the school community
- Be tolerant, friendly and courteous to others
- Respect the property of others
- Report any bullying behaviours, including cyberbullying to the classroom Teacher, Year Advisor, Head Teacher or Deputy Principal
- Don't be a bystander - intervene or make a report if you feel someone else is being bullied.

### Prevention and early intervention:

Woolgoolga's Wellbeing Program is designed to support students in fostering positive social interactions and in building resilience and self-confidence. Programs implemented include:

- SMILE – this program is a student led program designed to build positive connections between younger and older students. SMILE mentors undergo rigorous training in developing the skills of listening, starting conversations, building rapport and working as a team, ultimately acquiring an understanding of the importance of wellbeing to all students, whilst being mindful of the implications of child-protection issues.
- Peer support - Grafton pool day
- Year 7 Camp - students participate in team building activities to foster positive relationships
- RUOK day
- National Day of Action against Bullying and Violence.
- Kindness Card Day / Photobooth
- Rock and Water
- Cyber safety talks
- Police talks
- Identification of “at-risk” students through Wellbeing team referrals with extra support provided.



	Behaviour	Consequences may include:
Concerning	<ul style="list-style-type: none"> <li>• Physical:               <ul style="list-style-type: none"> <li>⇒ Bumping, tripping, throwing items, hair pulling, scratching, spitting, interfering with personal property or other unacceptable behaviours</li> </ul> </li> <li>• Verbal:               <ul style="list-style-type: none"> <li>⇒ Name calling, insults, writing notes, spreading rumours, teasing, putdowns, sarcasm, text messages, e-mails, blogs</li> </ul> </li> <li>• Social:               <ul style="list-style-type: none"> <li>⇒ Excluding, ignoring, ostracising, inappropriate gestures, leaving someone out, unkind laughter, refusing to sit next to someone or work with someone</li> </ul> </li> <li>• Sexual:               <ul style="list-style-type: none"> <li>⇒ Inappropriate comments about someone's appearance, sexual orientation or experiences</li> </ul> </li> <li>• Bystander:               <ul style="list-style-type: none"> <li>⇒ Passively watching physical violence or bullying</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Interview with relevant staff</li> <li>• Caution</li> <li>• Recording incident on Sentral</li> <li>• Parent meeting</li> <li>• Counselling</li> <li>• Implementing peer mediation program</li> <li>• Undertaking an awareness-raising program</li> <li>• Commencing monitoring card</li> <li>• Receiving formal caution or suspension</li> <li>• Restitution – apology and acknowledgement of impact of action</li> </ul>
Serious	<ul style="list-style-type: none"> <li>• Continuation of any of the behaviours listed above</li> <li>• Bystander:               <ul style="list-style-type: none"> <li>⇒ Actively “egging on” physical violence and bullying, filming physical violence and bullying</li> </ul> </li> <li>• Escalation of bullying behaviour:               <ul style="list-style-type: none"> <li>⇒ Physical – physical violence; punching, hitting, kicking, fighting</li> <li>⇒ Verbal – threats, intimidation, coercion, blackmail,</li> <li>⇒ Sexual – use of coercion or intimidation to blackmail via digital imagery or recording, without consent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Parent interview with Principal</li> <li>• Receiving suspension for persistent disobedience or aggressive behaviour</li> <li>• Counselling</li> <li>• Appointing teacher mentor</li> <li>• Referral to police</li> </ul>

Students involved in serious behaviours may be excluded from participating in extra curricula activities or representing the school. This decision will be at the discretion of the Wellbeing team in consultation with the relevant Deputy Principal and organising teacher.



## Serious Misbehaviour, Smoking / Vaping, Aggression, Drugs, Weapons

### WHS Statement:

Aggressive behaviour, whether verbal, physical, sexual or online, will not be tolerated. Drugs and weapons must not be brought to school under any circumstances. Consistent with the Department of Education and school policy – vaping, selling or being in the possession of e-cigarettes will result in disciplinary action that may lead to a student being suspended from school.

### Department of Education Policies:

[Student Discipline in Government Schools Policy](#)

[Student Discipline in Government Schools – Support Documents](#)

[Bullying: Preventing and Responding to Student Bullying in Schools Policy Suspension and Expulsion of Students](#)

### Success Crowns Effort – Expectations:

- Students should report any aggressive behaviour or suspicions of drugs or weapons on the premises to the Deputy Principal.

	Behaviour	Consequences may include:
Serious	<ul style="list-style-type: none"> <li>• Being physically aggressive towards another student or a staff member such as hitting, punching, kicking, spitting, pushing, indecent or sexual assault</li> <li>• Swearing or being otherwise verbally abusive towards a staff member</li> <li>• Abusing or harassing a student or member of staff online</li> <li>• Bullying (see separate bullying page)</li> <li>• Bringing to school or using a weapon including knives and firearms (including replicas)</li> <li>• Possessing, supplying or using tobacco or vaping products</li> <li>• Possessing, supplying or using illegal drugs</li> <li>• Serious criminal behaviour related to the school e.g. malicious damage to school property</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to police</li> <li>• Principal meeting with parent / caregiver</li> <li>• Receiving suspension</li> <li>• Referral to e-Safety Commissioner</li> <li>• Referral to Child Protection Unit</li> <li>• Receiving additional wellbeing support including managed return to school plan</li> <li>• In sustained cases of serious misbehaviour - expulsion or referral to another school setting.</li> </ul>

Students involved in serious behaviours may be excluded from participating in extra curricula activities or representing the school. This decision will be at the discretion of the Wellbeing team in consultation with the relevant Deputy Principal and organising teacher.



## Attendance

### WHS Statement:

School attendance for the entirety of each period of the school day is an essential component in student academic success and wellbeing. When a student misses part or all of the school day without valid reason their learning and social outcomes are compromised.

### Department of Education Policies:

[Student attendance in government schools procedures](#)

[School attendance policy](#)

[Guidelines for supporting school attendance](#)

[Exemption from school procedures Education Act 1990](#)

### Success Crowns effort - Expectations

- Arrive at school before 8:50am (Homegroup).
- Attend all timetabled lessons and activities
- Bring a note from your parents/carers if you have a valid reason for being late to school.
- Report to the front office to meet with the deputy if you arrive after the school starting time.
- Stay on school grounds during Break 1 and Break 2
- If it is necessary to leave the school grounds, see a Deputy with a note from home and follow the front office procedures.

	Behaviour	Consequences may include:
Concerning	<ul style="list-style-type: none"> <li>• Truancy of any lesson/s during the day</li> <li>• Late arrival</li> </ul>	<ul style="list-style-type: none"> <li>• Detention/ catchup with classroom teacher</li> <li>• School to contact parent/caregiver</li> <li>• Teacher records issue on Sentral</li> <li>• Wellbeing / learning support</li> </ul>
Serious	<ul style="list-style-type: none"> <li>• Persistent pattern of truancy</li> <li>• Leaving school grounds</li> <li>• School refusal</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting/contact with parent</li> <li>• Referral to Year Advisor/ Deputy Principal for case management</li> <li>• Starting attendance monitoring</li> <li>• No participation in non-curriculum activities</li> <li>• Formal caution or suspension</li> <li>• Referral to HSLO</li> <li>• Additional wellbeing support - Learning Support Team; counselling; SMILE Mentor; catchup on work at Academic Achievement Centre; outside agency involvement.</li> </ul>

Students involved in serious behaviours may be excluded from participating in extra curricula activities or representing the school. This decision will be at the discretion of the Wellbeing team in consultation with the relevant Deputy Principal and organising teacher.



## Uniform

### WHS statement:

A school uniform provides our students with a sense of belonging to Woolgoolga High School and helps to create a strong identity in our community. All students are expected to consistently wear their correct school uniform with pride. Financial assistance may be available for families experiencing financial difficulties to purchase uniform.

### Department of Education Policies:

[School Uniform Policy](#)

[School Uniforms NSW Government School Guidelines Shoe Guidelines](#)

[Work Health & Safety](#)

### Success Crowns Effort – Expectations:

- Wear full and correct uniform every day
- If unavoidably out of uniform, bring a note from home to your Home Group teacher for recording on Sentral.

	Behaviour	Consequences may include:
Concerning	<ul style="list-style-type: none"> <li>• Failure to wear full school uniform without uniform note</li> </ul>	<ul style="list-style-type: none"> <li>• Incident being recorded on Sentral</li> <li>• Student interview</li> <li>• Non participation in extracurricular activities</li> <li>• Lost property/ second hand clothing pool may be utilised</li> <li>• Room 18 detention</li> <li>• Uniform letters / monitoring</li> </ul>
Serious	<ul style="list-style-type: none"> <li>• Persistent failure (more than once a week) to wear full school uniform without uniform note</li> </ul>	<ul style="list-style-type: none"> <li>• Contact/interview with parent</li> <li>• Non participation in extra curricula activities</li> <li>• Financial assistance may be available for families experiencing financial difficulties to purchase uniform.</li> </ul>

Students involved in serious behaviours may be excluded from participating in extra curricula activities or representing the school. This decision will be at the discretion of the Wellbeing team in consultation with the relevant Deputy Principal and organising teacher.







## Technology use

### WHS statement:

Technology is regularly used in the classroom at WHS to engage students and improve performance. There are, however, potential drawbacks as well, as they can lead to distractions. Mobile phones are a prime example of this, as they provide students with access to texting, games, social media and the internet. Woolgoolga High School utilises phone pouches for all student phones and other non-approved BYOD digital devices brought into the school.

### Department of Education Policies:

[Online Communications Services: Acceptable Usage for School Students](#)

[Social Media Guidelines](#)

[Social Media Policy Work Health & Safety](#)

### Success Crowns Effort - expectations:

- Mobile phones and other non-approved digital devices are to be in phone pouches unless specifically instructed otherwise by teachers.
- BYOD and school computers to be used strictly as instructed by teachers.
- School computer hardware is to be treated with care and respect
- Report any school computer problems or damage to class teacher

### [WHS Network Use Procedure and Network User Contract including BYOD](#)

	Behaviour	Consequences may include:
Concerning	<ul style="list-style-type: none"> <li>• Continued inappropriate use of technology such as playing games on BYOD or school computer</li> </ul>	<ul style="list-style-type: none"> <li>• Receive warning from teacher</li> <li>• Surrender of device for duration of day</li> <li>• Lunchtime detention</li> <li>• Record incident on Sentral</li> <li>• Referral to HT of faculty</li> <li>• Receive faculty detention</li> </ul>
Serious	<ul style="list-style-type: none"> <li>• Refusal to comply with teacher directions for inappropriate technology use.</li> <li>• Bullying or harassment via technology</li> <li>• Ongoing use of phones despite warnings / interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parent</li> <li>• Referral to wellbeing team</li> <li>• Surrender of device to DP – parent to collect</li> <li>• Receive formal caution / suspension</li> <li>• Notification to e-Safety Commissioner</li> <li>• Referral to police</li> </ul>

Students involved in serious behaviours may be excluded from participating in extra curricula activities or representing the school. This decision will be at the discretion of the Wellbeing team in consultation with the relevant Deputy Principal and organising teacher.



## Phone pouch student use

[WHS mobile phone and non-approved BYOD devices procedure \(PDF 144KB\)](#)

	Behaviour	Consequences may include:
Concerning	<ul style="list-style-type: none"> <li>Using a mobile phone / non-approved digital device during school hours</li> </ul>	<ul style="list-style-type: none"> <li><b>On the first occasion:</b> A negative phone incident Sentral entry will be recorded. The phone will be passed onto the Front Office ASAP. A text message will be sent home to inform parents</li> <li><b>On the second occasion within the same term as the first occasion:</b> A negative phone incident Sentral entry will be recorded. The phone will be passed onto the Front Office ASAP. The student will be issued with a formal caution to suspend which will be in place for 50 days. A phone call home will accompany this.</li> </ul>
Serious	<ul style="list-style-type: none"> <li>Continued refusal to comply with WHS mobile phone / non-approved digital device procedures (on three or more occasions)</li> </ul>	<ul style="list-style-type: none"> <li><b>On the third occasion, if within the 50 school days of the formal caution:</b> A negative phone incident Sentral entry will be recorded. The phone will be passed onto the Front Office ASAP. The student will be issued with a suspension.</li> </ul>

Students involved in serious behaviours may be excluded from participating in extra curricula activities or representing the school. This decision will be at the discretion of the Wellbeing team in consultation with the relevant Deputy Principal and organising teacher.





## Interventions

Success Crowns Effort means students strive to meet the expectations of their teachers and teachers strive to meet the needs of their students.

	Students	Teacher / Head Teacher may:
Concerning	<ul style="list-style-type: none"> <li>Not meeting expectations (as outlined in each section above)</li> <li>Continuing to be non-compliant</li> </ul>	<ul style="list-style-type: none"> <li>Interview student – acknowledge student voice</li> <li>Develop a plan e.g. negotiated seating, setting learning goals, planning learning adjustments</li> <li>Monitor for a set number of periods</li> <li>Contact parents</li> <li>Record on Sentral</li> <li>Refer to Welfare Team for student support / management / monitoring</li> <li>Issue detention</li> </ul>
	Students	Deputy / Principal may:
Serious	<ul style="list-style-type: none"> <li>Refusing to comply with expectations and not responding to teacher interventions</li> </ul>	<ul style="list-style-type: none"> <li>Work with class teacher to improve compliance</li> <li>Contact parents</li> <li>Combine monitoring with DP lunch detention</li> <li>Refer to school counselling services</li> <li>Place on in-school planning. This could include: negotiated timetable; temporary placement in senior class; partial attendance plan; investigate alternative settings.</li> <li>Issue formal caution / suspension</li> </ul>

Students involved in serious behaviours may be excluded from participating in extra curricula activities or representing the school. This decision will be at the discretion of the Wellbeing team in consultation with the relevant Deputy Principal and organising teacher.



## School representation

This page outlines expectations for students to maintain eligibility to participate in extracurricular school related activities. Representing our school is a privilege earned by our students who embody our school values and principles. Students demonstrate these principles through their commitment to their studies, attendance at school and their adherence to school policies and procedures. We believe that it is important to set high expectations of students in relation to academic effort, personal presentation, attendance and behaviour in order for us to uphold our high expectations and to ensure every student has the best chance of success.

School representation includes any activity where the student represents the school. Examples include but are not limited to: student leadership, inter-school sport including representative sport, debating teams, forums, competitions and performances. Extra-curricular activities may also fall under this category and include any activity that is additional to the core curriculum being delivered. Examples include, but are not limited to: special events in and out of school time, such as school socials or year level events, camps, additional courses, and specialised excursions which do not relate to the direct delivery of curriculum programs.

Students may be considered ineligible to participate in extra-curricular activities and/or represent the School if they do not meet the School's high expectations in the areas of:

Aspect	Conditions	Exclusion
Attendance	Minimum 80% attendance	Attendance below 80%
Truancy	Attends all lessons	Three or more fractional truanancies within a term
Behaviour	Follows school rules	<ul style="list-style-type: none"> <li>For 10 school weeks after a formal caution</li> <li>Suspension six calendar months from the suspension date</li> </ul>
Dress Code	Regularly wears school uniform	For 10 school weeks after the second uniform letter

Any student who demonstrates misconduct or disobedience whilst representing the school at any event will automatically be banned from representing the school for a period of 1 term.



At Woolgoolga High School we provide quality education for all our students, taking into account their age, background, ability and interests. We help our students to become self-directed, lifelong learners who can create a positive future for themselves and the wider community.

Woolgoolga High School is situated in a unique, natural environment and it is here that every student can learn and grow with confidence.

