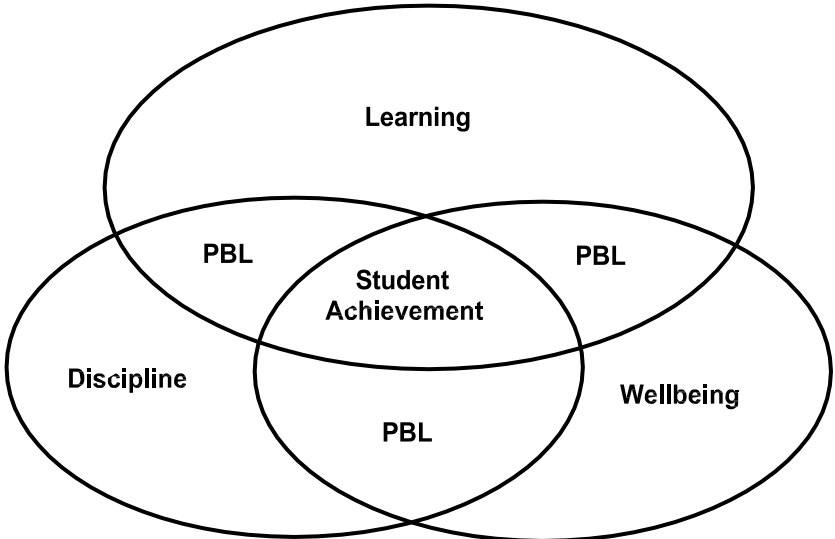




**POSITIVE PARTICIPATION
PROCEDURES**

**INFORMATION FOR PARENTS
AND STUDENTS**



Updated February 2020

Make Learning a Priority - Be Respectful – Act Safely

POSITIVE BEHAVIOUR FOR LEARNING

At Wollumbin High School, we believe that all students can learn and have the right to do so. As such we have the following priorities:

- The provision of quality education for all
- The care and safety of students in our charge

Hence our “Positive Participation Policy” is built on the Positive Behaviour for Learning platform, underpinned by strategies which promote quality learning, fair behaviour management procedures and supportive wellbeing practices.

We are a PBL (**Positive Behaviour for Learning**) school, our expectations are as follows:

- Make learning a priority
- Be respectful
- Act safely

Our expectations are taught explicitly to students. This is done through whole school assemblies, year group meetings, mentoring, classrooms and our everyday interactions with students.

STUDENT ATTENDANCE IN GOVERNMENT SCHOOLS

For students to make learning a priority, school attendance is essential to enable students to achieve their potential and increase career and life options.

Compulsory School Age

In New South Wales, 'compulsory school-age' means that all children from six years of age are legally required to be enrolled at and attending school or to be registered for home schooling. After they complete Year 10, and until they turn 17 years of age, students then have the following options. They may also be in:

- full-time further education and training (e.g. TAFE, traineeship, apprenticeship);
- full-time, paid employment of an average of 25 hours per week; or
- a combination of both of the above.

Attendance

Parents/carers must ensure their children attend every day the school is open for instruction including sports and swimming carnivals.

The school day at Wollumbin High School commences at 8.45am and concludes at 3.05pm. Students who arrive late (9am onwards) or leave early require a note of explanation from parents/carers as it is recorded as a partial absence. Such absence impacts on the student's attendance pattern and should be avoided. Late arrivals and early leavers must report to Administration.

Any student who wishes to leave school prior to the end of the school day MUST present themselves, with a note from their parent, to Administration Desk 1. If a Year 12 student wishes to leave early because their timetable allows, they also must present themselves to the Administration Desk 1 prior to leaving school.

Appointments during school time should be avoided. Attendance for private lessons or extra curricula are not justified absences.

Please ensure your student attends school, thus demonstrating that learning is a priority.

Absence

Parents/carers must provide an explanation for absences to the school within 7 days from the first day of any period of absence through means such as telephone call, written note, text message or email. The 7 day timeframe for explaining absences is a requirement of the *Education Act (1990)*.

The number of explained and unexplained absences is recorded on the student's half year and yearly reports.

A child is considered to have an unsatisfactory school attendance when they have:

- regular absences without explanation
- regular absences and explanations provided by parents are not accepted by the principal, or
- extended periods of absence without an explanation or the explanation is not accepted by the principal. An extended period of absence may be consecutive or irregular patterns of non- attendance.

Justified reasons for absence are explained in the DoE leaflet: Compulsory School Attendance. Absence for such things as birthdays, attendance at concerts, sleeping in, visit friends etc would not be classed as justified reasons. Paid work is not to interfere with attendance at school.

Where frequent absences are explained as being due to illness, consultation between the school and parents must occur regarding the health care needs of the child. Principals can request that medical certificate be provided in such cases.

ROSA, Preliminary and HSC student attendance requirements are explained in the WHS Assessment Policy Booklets and Senior Expectations Booklets issued to students. Please note the circumstances requiring a medical certificate for absence.

Travel

Travel outside of school vacation period is counted as an absence. Parents/carers are encouraged to take holidays with their child during school vacation periods. Travel is considered to be domestic or international travel for the purpose of a family holiday, family business, bereavement or other reasons, which should be specified on the application. Such leave will contribute to your child's total absences for the year.

Leave up to 10 school days: parents/carers should seek approval via a letter addressed to the Principal, explaining the purpose for travelling during school time, travel destination, start and end date of travel and sent to the school at least three weeks before the intended leave date. A written response from the Principal will be provided.

Leave in excess of 10 school days: parents/carers should contact the school at least one month prior to anticipated leave, as there is a special Department of Education form to complete and provide to the Principal. Travel documentation, such as travel itinerary or e-ticket, is to be attached to the application. A written response from the Principal will be provided.

Leave in excess of 50 school days: requires discussion with the Principal to consider whether the student is eligible for enrolment in Distance Education during the proposed timeframe.

Unsatisfactory Attendance

Parents/carers are responsible for making sure their children comply with the legal requirements of school attendance. Parents/carers work in partnership with the school to plan and implement strategies to support regular attendance at school. This includes communicating with the school if they are aware of issues impacting on their child's attendance or engagement with school.

Where schools have unsuccessfully tried a range of strategies to help resolve a student's non-attendance, schools can request assistance from Home School Liaison officers of the Department of Education for additional support.

School Leavers

Parents/Carers must notify the school, in writing, of the new destination well in advance and follow the school's leaver's procedures. WHS will make contact with the new school. Should WHS not know why a student has left the school and cannot identify the new destination DoE procedures will be followed which may include notification to the Child Wellbeing Unit or the Child Protection Helpline.

OUR EXPECTATIONS

The Department of Education places significant importance on the **safety** of students and staff and the maintenance of a **calm learning environment**. These expectations are necessary to ensure: a safe school; a school that allows students to learn and grow; a school that accepts and tolerates individual difference; a school that celebrates the achievements of all and a school that is a calm and enjoyable place to teach and learn each day.

CONSEQUENCES for Non Compliance with these Expectations

Students who do not comply with these expectations will be subject to disciplinary consequences. The consequence that is applied is always at the discretion of Principal and will be consistent with the policies and procedures of the Department of Education.

The following expectations are presented at assembly and for all Wollumbin High School students at all times.

- **Make Learning a Priority**
- **Be Respectful**
- **Act Safely**

1. Journey To And From School

Make Learning a Priority

Arrive at school on time with all you equipment needed for classes that day.

Be Respectful

Show courtesy and respect to all members of the community.

Act Safely

Carry skateboards, bikes or scooters in school grounds

Wear full school uniform at all times. Black leather shoes are a safety item that must be worn by all students. Refer to your WHS planner for a list of approved uniform items.

2. In Class And Mentoring

Make Learning a Priority

Listen to your teachers and actively engage in your learning.

Be Respectful

Act in a manner that does not interfere with the learning of other students.

Act Safely

Calmly and respectfully follow all instructions given to you by your teacher.

3. Assembly And Year Meetings

Make Learning a Priority

Move quietly and quickly to all assemblies and meetings.

Be Respectful

Display courteous behaviour by waiting and listening quietly to all presenters.

Acknowledge all positive contributions to your school respectfully.

Act Safely

Calmly and respectfully follow all instructions given to you by your teacher.

4. Between Classes

Make Learning a Priority

Move quickly between classes to arrive on time.

Be Respectful

Allow your fellow students to arrive at their classes on time.

Act Safely

Hands off other students.

Respect personal space.

5. During Breaks

Make Learning a Priority

Ensure you use your break time for rest or play.

Arrive prepared and on time for your next class.

Be Respectful

Allow others to have a calm and restful break.

Leave the possessions of other people alone.

Clean up after yourselves.

Act Safely

Ensure your break activities are safe to both yourself and others.

Remain in bounds areas.

Hands off other students.

6. **Sport**

Make Learning a Priority

Listen to your teachers and actively engage in your sport.

Be Respectful

Act in a manner that does not interfere with the participation of other students in sport.

Show courtesy and respect to all members of our community.

Show sportsmanship and respect to students and staff from other schools.

Act Safely

Calmly and respectfully follow all instructions given to you by your teacher.

7. **Time Out**

Make Learning a Priority

Complete all work.

Be Respectful

Calmly and respectfully follow all instructions given to you by the supervisor.

Act Safely

Reflect on why you are in time out and plan to make a positive contribution to your school.

8. **Monitoring Cards Or Books**

Make Learning a Priority

Give your monitoring card/book to your teacher at the beginning of every period.

Collect your monitoring card/book from your teacher at the end of every period.

Show your monitoring card/book to the supervising teacher every morning.

Be Respectful

Respectfully accept your teacher's professional assessment of your behaviour and effort.

Act Safely

Reflect on how you are meeting your behaviour targets and how to maintain or improve this achievement.

9. **When Talking To Staff**

Make Learning a Priority

Actively listen and focus on what is expected of you by the teacher.

Be Respectful

Remain calm and use polite and courteous language at all times.

Act Safely

Display emotional control at all times.

10. **When Dealing With Other Students**

Make Learning a Priority

Act in a manner that does not interfere with the learning of other students.

Be Respectful

Remain calm and use polite and courteous language at all times.

Hands off at all times.

Act Safely

Display emotional control at all times to peacefully resolve any conflict.

Act in a manner that does not interfere with the safety of other students.

11. **Using Information Communication Technology**

Make Learning a Priority

Only use devices in class after direct instruction by the teacher and for educational purposes.

Remember: Teachers have the right to access device content at any time.

Be Respectful

ICT devices should not be used to harass others or spread confidential information.

Act Safely

Keep all passwords confidential and only use them for their intended purpose.

12. **On Excursions Or Events Outside The School**

Make Learning a Priority

Actively listen and focus on what is expected of you by the teacher or presenter.

Be Respectful

Use polite and courteous language at all times.

Act Safely

Follow instructions promptly.

Act in a manner that ensures the safety of yourself and other students.

The quality of your school is a result of the combined behaviour of all of us.

RECOGNITION OF STUDENT ACHIEVEMENT

At Wollumbin High School we recognise and reinforce student achievement through:

- Verbal praise to acknowledge and provide positive feedback for actions.
- Ongoing positive feedback e.g.: stickers, comments in books, displays of student work. (exhibitions, performances, notice boards, Principal's office, foyer), outcome awards, merit certificates
- Public acknowledgement of achievement through Assemblies, TALKABOUT, local media, School Website.
- Quality Portfolio presentations
- Acknowledgement of achievement in competitions
- Contact with parents by letter, phone, postcard or through Student Planner
- Acknowledgement by the P & C for students who represent the school at State level or above
- Student participation in non-mandatory excursions
- Acknowledgement of student achievement and community involvement beyond the school
- Interim, Half Yearly and Yearly Student Reports
- Year Adviser's Award, Deputy Principal's Award, Principal's Award, Wollumbin High School Award of Excellence, Award of Honour and Gold Award.

AWARD SYSTEM

To attend the School Picnic students must have achieved a Deputy Principal's Award and not have a history of disobedience, truancy, untrustworthy behaviour or suspension.

The Award System is included in the student planner.

AWARD LEVEL	CRITERIA
Year Adviser's Award (presented at year meeting)	Either 3 postcards <u>or</u> 2 merits (one must be a KLA and the other a PBL Merit) TAKE POSTCARDS OR THE 2 MERITS TO THE YEAR ADVISER
Deputy Principal's Award (presented at assembly)	A Year Adviser's Award plus any TWO merit certificates: TAKE YEAR ADVISER AWARD AND MERITS TO ADMIN OFFICE
Principal's Award (presented at assembly)	A Deputy Principal's Award plus THREE merit certificates: TAKE DEPUTY PRINCIPAL AWARD AND MERITS TO ADMIN OFFICE
WHS Award of Excellence (presented at Awards Night)	A Principal's Award plus FOUR merit certificates: TAKE PRINCIPAL AWARD AND MERITS TO ADMIN OFFICE
WHS Award of Honour (presented at Awards Night)	Two or more Awards of Excellence in one calendar year.
WHS Gold Award (presented at Awards Evening)	Two or more Awards of Honour in one calendar year.

To Achieve Merit Certificates:

KLA MERIT <i>Merit to be issued by Teacher/Head Teacher</i>
Consistently prepared for learning Demonstrates perseverance, effort and/or work ethic Participates positively in learning activities including discussions Meets homework and assessment task requirements Focused on personal best, good attendance and behaviour Other (as determined by teacher/HT)
POSITIVE BEHAVIOUR for LEARNING (PBL) MERIT <i>Merit to be issued by Administration Office/Year Adviser/Executive/Teacher</i>
3 Postcards Consistently following school expectations of learning, respect and safety Maintaining attendance above 95% for a semester Always wearing full school uniform School service Other (as determined by staff)
SPORT MERIT <i>Merit to be issued by PDHPE Head Teacher/Sport Coordinator/Sport Teacher/ House Patron</i>
Positive participation and consistent effort in school sport Represent WHS at district, regional or state sporting level Demonstrating sportsmanship Enthusiastic house spirit at carnivals Umpiring and/or officiating Other (as determined by sport coordinator/HT)
OUTSTANDING ACHIEVEMENT MERIT <i>Merit to be issued by Executive</i>
Provide evidence of a significant achievement such as, but not limited to: Credit or higher in National Academic Competition Community or Public Education Award 5 merits in any one category e.g. KLA Merit, Sport Merit Quality Portfolio consistent high distinctions (QP Merit) Other (as determined by school executive)
CAREERS EDUCATION MERIT <i>Merit to be issued by Careers Adviser/VET Coordinator</i>
Positive participation in workplace learning Positive enrichment of student future career journey Becoming career-ready citizens Other (as determined by Careers Adviser/VET Coordinator)
WOLLUMBIN SPIRIT <i>Merit to be issued by Executive/Teacher</i>
Involvement in such things as: Debating /Public Speaking Publication of Work e.g. Write On Band/Choir Performance Events Exhibitions Peer Tutoring Student Host Program Peer Mediators Other (as determined by teacher/HT)

PARTNERSHIPS IN STUDENT WELLBEING

The Wollumbin High School Student Wellbeing strategy is structured according to the NSW Department of Education Wellbeing Framework for Schools. Our commitment is for our students to connect, succeed and thrive at each stage of their learning and development through an enabling environment based on our Positive Behaviour for Learning School Expectations - make learning a priority, be respectful and act safely.

Wollumbin High School's approach to wellbeing may include, but is not restricted to:

Connect : Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their community.

- 1.1 Addressing Anti Bullying Behaviour
- 1.2 Anti-Racism Procedures
- 1.3 Mentoring
- 1.4 School Uniforms
- 1.5 Student Participation and Leadership
- 1.6 School Attendance
- 1.7 Year Advisers
- 1.8 Cultural Awareness
- 1.9 Extra curricula opportunities including sport
- 1.10 Support programs such as Rock and Water, Peer Mediation, Transition, RRISK

Succeed: Our students will be respected, valued, supported and empowered to succeed.

- 2.1 Learning Programs
- 2.2 Student Behaviour Management Strategies
- 2.3 Protecting Children (Child Protection)
- 2.4 Positive Behaviour for Learning
- 2.5 Supporting Students with Disability
- 2.6 Aboriginal Education Policy & Perspectives
- 2.7 Awards Structure, Postcards and P&C acknowledgement
- 2.8 Support programs such as Peer Tutoring, Learning Support, Homework Help, HSC tutoring, Counsellor Service, Careers Education

Thrive: Our students will grow and flourish, do well and prosper.

- 3.1 Healthy Schools Canteen
- 3.2 Student Health Plans and Profiles
- 3.3 Drug Education (PDHPE)
- 3.4 Assessment Rubrics & Student Self Reflection
- 3.5 Quality Portfolio Program
- 3.6 Extra curricula opportunities including sport
- 3.7 Wellbeing Awareness
- 3.8 Support programs such as T5 extension days, Senior Success, Write On, Camps, Cross Roads, Year 12 Buddies

STUDENT SUPPORT

Careers Adviser

The Careers Adviser assists students in their endeavour's to access the workforce through a negotiated plan which includes resume writing. Work experience and work placement can be negotiated with the Careers Adviser. The Careers Adviser provides advice to students about apprenticeships, cadetships, traineeship, scholarships, and tertiary education opportunities. Information is also provided about senior studies and the Australian Tertiary Admission Rank (ATAR). The Careers Adviser also arranges visit from employers such as the Army, Navy and Air Force and various visits to T.A.F.E. and Career Expos.

Contacting Parents/Carers

Students must seek the support of a staff member who will determine the appropriate action dependent upon the circumstance. If parents need to be contacted, school staff will do so. Students are not to directly contact their parent or carers while at school.

Homework Help

Homework help is a volunteer program run by teachers, designed to assist students in completing their homework, extra classwork and assessment tasks. It can help students establish a regular study routine, give them an opportunity to go over any work they need extra assistance with and build and support independent learners.

Homework help is on every Thursday after school from 3:05 to 4:00pm in Computer Room 2.

Learning Support Room

Students, who are absent for a period of time and need to catch up on missed work, who have difficulty understanding homework or assignments, or do not have access to a computer may attend the Learning Support Room during Break 2 to seek help. In this way students will have the maximum opportunity to ensure success in their learning.

Learning Support Team

The team plays a key role in ensuring specific needs of students with disability and additional learning and support needs are met.

Mentoring

This program aims at providing students, under the guidance of a teacher, an opportunity to:

- Understand the importance and process of learning
- Discuss issues such as anti-racism, anti-bullying, and;
- Foster a group identity in a caring supportive structure.

Mentoring is conducted each morning except Wednesdays, for 20 minutes.

Peer Mediation

This program aims at resolving some students' problems and differences by allowing trained student mediators to negotiate a solution. Students in Years 10 and 11 have the opportunity to be trained in the skills of mediation and using the skills they have developed to prevent disputes between students escalating. The disputes that peer mediators can attempt to resolve are closely monitored by staff.

Peer Tutoring

This program aims at developing the reading skills of identified students in Years 7 and 8 and providing leadership skills for TAFE trained Year 10 student tutors. Students are involved in four twenty minutes sessions each week and are not withdrawn from lessons therefore will not miss any course learning time

Senior Success

Students from years 10-12 are taught strategies to assist them in coping with the demands of the senior years.

Student Assistance Scheme

Through the Student Assistance Scheme, limited financial assistance can be provided to students to meet their immediate needs with uniforms, stationery and additional studies fees. Application can be made through the Administration Office. Students who attend school without sufficient food for the day can see the Deputy Principal who will make some arrangements to ensure their well being.

Student Counselling

The School Counsellor is specially qualified to deal with personal problems or more serious educational or emotional problems. Students may self refer (i.e. book an appointment) or be referred by staff or parents. Contact Administration Office to arrange an appointment.

Students With Disabilities

The school provides an inclusive learning environment and makes every effort to meet the needs of each student. Support for those specialised needs is provided by the Learning Support Team. The school ensures students with disabilities are able to access all facilities and experiences and are not disadvantaged in their learning. The school has a lift, ramps, specialised tables and chairs for those who have a need for them.

The Student Representative Council

The S.R.C. is a small group of students, elected by their peers to represent them and make decisions on their behalf.

They achieve this in many ways, such as:

- Providing a forum for opinions of students
- Allowing for student input into decision making
- Organising social events and fundraising for charities and special projects
- Acting as intermediary between students and staff
- Taking on leadership and responsibility roles in all facets of school life
- Providing opportunities for students to represent the school
- Acting as role models for the rest of the student body

Year Adviser

Year Advisers mentor their students providing support and guidance. Year Advisers are the first point of contact for parents who are seeking information on progress, well-being, attendance or wish to discuss issues or concerns.

Year Meetings

Year 7 to 12 meet with their Year Adviser every Wednesday for special messages, presentation of Year Adviser's Awards and school organisation information.

Year 7 Orientation Camp

The transition of students from primary school to high school is supported by an overnight camp in Term 2 of Year 7. Programs at camp involve students in learning skills that will assist them in making the transition as smoothly as possible. It also gives students an opportunity to develop friendships with other new students. Peer Support Leaders assist the Year 7 teaching team in all activities and in supervision.

ADDRESSING BULLYING BEHAVIOUR – A WHOLE SCHOOL APPROACH

The Wollumbin Community of Schools provide caring environments where every student can feel safe and respected. Bullying of any kind is not acceptable in our schools.

NO ONE HAS THE RIGHT TO BULLY ANOTHER PERSON

NO ONE HAS TO TOLERATE 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.

Bullying will be taken seriously and is not acceptable in any form.

Students and teachers have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students and staff cannot be accepted.

This policy applies to all student bullying behaviour, including cyber bullying, that occurs at school, off school premises and/or outside of school hours where there is a clear and close relationship between the school and the conduct of the student.

Definition of 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. It is a planned and persistent attempt to cause distress. Cyber bullying refers to bullying through information and communications technologies such as SMS, emails and social networks.

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

Sudden flare ups or conflict / fights between equals or single incidents **are not defined as bullying.**

Types of Bullying Behaviour (include)

Physical – hitting, kicking, pushing, spitting, throwing objects, tripping, branding, and obscene gestures. Verbal – insults, name calling, teasing, swearing, put downs, demanding money or goods. Social – alienation, exclusion, note passing, rumours, gossip, stalking. Psychological – hiding or damaging possessions, staring, pulling faces, overt and covert threatening.

Dealing with Incidents of Bullying

Wollumbin High School's procedures for handling bullying complaints are based on the *Restorative Justice Approach* described by the Australian Institute of Criminology. That is, the handling of bullying complaints makes it clear to the offender that bullying behaviour is not tolerated within the school community whilst providing respectful support for the individuals involved. There are five principles that underpin this approach:

1. Students who bully can change their behaviour;
2. Bullying behaviour is the problem, not the person;
3. Harm caused must be acknowledged;
4. Reparation is essential;
5. Bullies and the bullied require support and care.

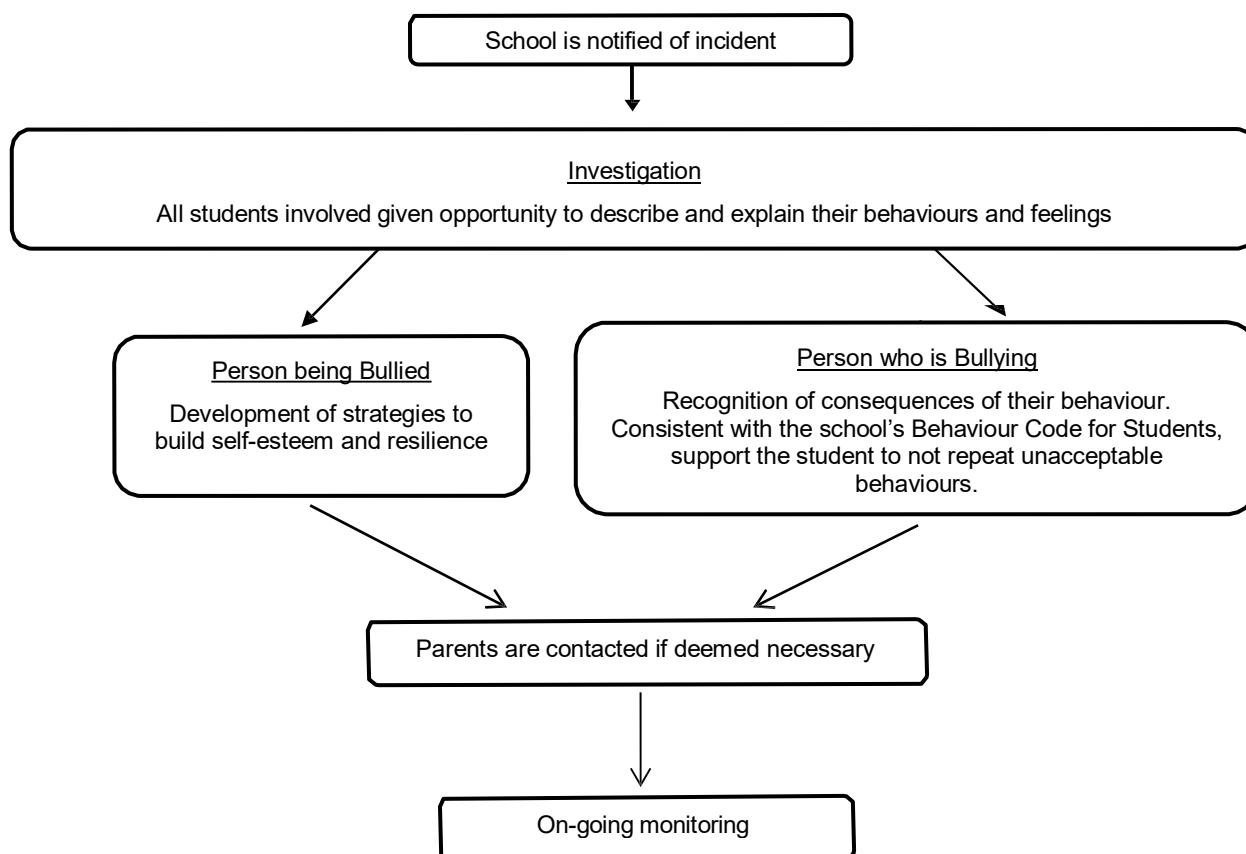
Morrison, B. (2002), *Bullying In Schools: A Restorative Justice Approach*, Australian Institute of Criminology.

What to do if you are being bullied?

What to do if you are being bullied?

1. If you feel you are being bullied report it to a teacher or the Deputy Principal. You will be asked about the bullying behaviour. The staff member may separate you from the student engaged in the bullying behaviour.
2. If the staff member substantiates that bullying has probably happened they will refer incident and student to the relevant Year Adviser or to the Deputy Principal.
3. The Year Adviser or Deputy Principal will interview the student alleged to be engaging in bullying behaviour. During the interview notes will be taken to document the incident.
4. If bullying is substantiated, the student engaging in bullying behaviour will be asked to agree to cease the bullying behaviour. This may be done in writing.
5. If bullying is not substantiated, the issue will be dealt with according to Wollumbin High Behaviour Code for Students and Student Expectations.
6. The student engaged in bullying behaviour will be informed of the following: Bullying is unacceptable and must stop immediately. A record will be made on their personal file (by the staff member using RISC). A letter will be sent home to inform their parents, by either the Year Adviser or Deputy Principal.
7. Further incidents of bullying behaviour will be handled by the Deputy Principal and may result in **suspension from school**.

Dealing with Bullying Flowchart



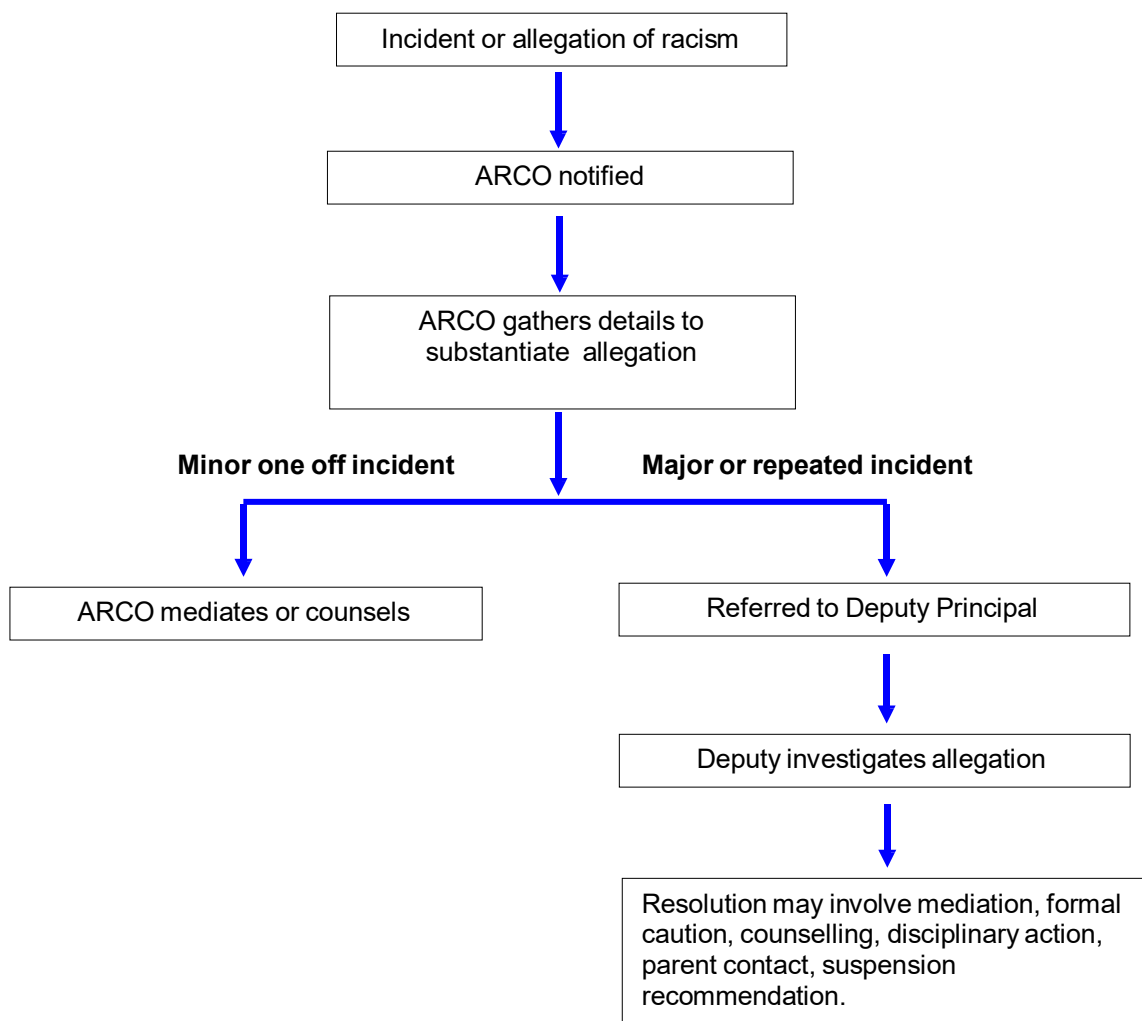
ADDRESSING ANTI-RACISM

Addressing Allegations of Racism

Racism can take place in many forms including the following:

- Name calling or verbal harassment;
- Inappropriate comments or commentary;
- Physical harassment;
- Graffiti;
- Promotion of racist propaganda;

Staff or students hearing or observing racist behaviour MUST inform the Anti-Racism Contact Officer (ARCO) of the incident because some victims of racism may not report the incident themselves. The ARCO is Head Teacher TAS.



BEHAVIOUR MANAGEMENT PROCEDURES

Unacceptable Behaviours at School and Sport	Possible Consequences
<p>Low Level</p> <ul style="list-style-type: none"> • Breaking <i>WHS Expectations</i>: Make Learning a Priority Act Safely Be Respectful • Behaviours that hinder teaching and learning in classrooms, sporting fields or other learning environments. • Breaking the <i>Technology Code of Conduct</i>. • Using banned items. 	<p>Classroom or Sport Teacher may use the following strategies to improve student behaviour: Reminders of expectations or rule. Use a revised seating plan. Short removal from classroom or field. Break detention. Referral to Head Teacher. <i>Blue Faculty Monitoring Card</i>. Parent contact. Change of sport choice. Access to technology restricted. Confiscation of banned item.</p>
<p>Medium Level</p> <ul style="list-style-type: none"> • Repeated breaches of <i>WHS Expectations</i>. • Repeated breaches of <i>Technology Code of Conduct</i>. • Poor attendance. • Fractional truancy. • Wear incorrect inform. • Failure to meet expectations on a Blue Card. • Unacceptable behaviour while on excursion. 	<p>Classroom or Head Teacher may use the following strategies to improve student behaviour: <i>Green Card</i> to monitor attendance in all courses. <i>Yellow Card</i> to monitor behaviour in all courses. <i>Red Card</i> to monitor behaviour in all courses. After school Detention. School service. Parent contact. Formal caution. Withdrawal from class or sport. Exclusion from excursion. Referral to Deputy. Two weeks suspension from technology use at school.</p>
<p>High Level</p> <ul style="list-style-type: none"> • Serious or repeated breaches of <i>WHS Expectations</i> in any setting such as travel to and from school, excursions, playground, between classes and sport. • Persistent fractional truancy. • Whole day truancy. • Continued disobedience. • Failure to satisfy monitoring requirements. • Refusal. • Wearing of non-school uniform items. 	<p>Head Teacher or Deputy Principal in addition to the above may use the following strategies to improve student behaviour: Parent Contact. Close supervision or monitoring. <i>Red Card</i> to monitor behaviour in all courses. <i>Period by Period Monitoring</i>. Restitution. Mediation or Peer Mediation. Suspension Warning Letter. Formal Caution. Withdrawal from co-curricular activities. Attendance Monitoring. <i>Time Out</i>. Referral to Counsellor. Referral to Learning Support Team. Individualised Behaviour Management Plan. Referral to Principal.</p>

BEHAVIOUR MANAGEMENT PROCEDURES

Unacceptable Behaviours at School and Sport	Possible Consequences
<p>Serious Issues</p> <ul style="list-style-type: none"> • In possession of, or under the influence of, suspected harmful substances. • Use of, or under the influence of, alcohol. • Threatening, inciting or supporting violence in any form. • Damaging flora or cruelty to fauna. • Acts of vandalism to school, staff, student or community property. • Repeated or serious peer conflict in any form. • Abusive language via any medium. • Offensive behaviour. • Risking the safety and welfare of others. • Persistent tobacco use. • Inappropriate behaviour in Time Out. • Theft of school, student, staff or community property. • Recording still or video footage of any school activity or staff member without staff permission. • Failure to engage with behaviour management strategies. 	<p>Head Teacher, Deputy Principal or Principal in addition to the above may use the following strategies to improve student behaviour:</p> <p>Short Suspension. Long Suspension. Police contact. Parental Contact. Referral to Counsellor. Referral to Learning Support Team. Referral to School Education Area personnel. Notification to School Education Director. Compensation or replacement. Withdrawal from specific school activities. Technology restrictions.</p> <p>Recommendation for alternative educational placement in Tutorial Centre. Distance Education. Expulsion from Wollumbin High School.</p>
<p>Suspension Items</p> <ul style="list-style-type: none"> • Aggressive Behaviour • Continued Disobedience • Persistent or Serious Misbehaviour • Physical violence or Threats of Physical Violence • Criminal behaviour related to the school • Use of a weapon or threatening use of a weapon • Possession or use of a suspected illegal substance • Persistent or serious misbehaviour 	<p>Principal may use the following strategies to improve student behaviour:</p> <p>Short Suspension. Long Suspension. Expulsion from Wollumbin High School .</p>

BEHAVIOUR MANAGEMENT PROCEDURES

Truancy from school and sport	Possible Consequences
Low Level <ul style="list-style-type: none"> • Single or 2 periods from classroom. 	Refer to HT Parent contacted Attendance monitoring card (green) 5 days. Paper pick up
<ul style="list-style-type: none"> • Break truancy 	Refer to Deputy Principal. Parent contacted Attendance monitoring card (green) 5 days. Paper pick up
<ul style="list-style-type: none"> • Sport Truancy 	Refer to HT Sport Parent contacted Attendance monitoring card (green) 5 days. Paper pick up.
Medium Level <ul style="list-style-type: none"> • Whole day or 3 or more periods • Persistent truanting of breaks, class or sport whilst on Green card 	Refer to DP Parent contacted Attendance monitoring card (green) 10 days. After School Detention
High Level <ul style="list-style-type: none"> • Persistent truanting despite attendance monitoring card and afterschool detentions 	Parent contacted Student placed on period by period attendance monitoring. Suspension warning letter Develop attendance plan with parent and support of LaST, Year Adviser and counsellor as required HSLO referral

TECHNOLOGY CODE OF CONDUCT

In addition to the Wollumbin High School Expectations, Acceptable Computer, Internet and Email Use Policy and the Bring Your Own Device Policy:

- All electronic devices can only be used in class with the express permission of the teacher. These devices must also be silent at all times except when permission is granted by the teacher.
- No inappropriate content is to be on/or accessed on any device.
- Teachers have the right to access any device at any time.
- Sharing/copying of work without specific instructions to do so from the teacher is classed as plagiarism. Copyright and referencing requirements must be followed.
- All work must be backed up. Lost work or technology failure is not an acceptable reason for not submitting set work or assessment tasks.
- Any electronic submission of work must be via the approved submission platform (ie email, google classroom, USB etc).

STUDENT MOBILE PHONE PROCEDURES

Whilst Wollumbin High School recognises that mobile phones are everyday communication tools used in wider society, they have the potential to interrupt learning if used inappropriately within a school environment.

Implementation

- Mobile phones owned by students are brought to school at their own risk. The school does not accept responsibility for damage, loss or theft and will not compensate for such. Student phones should be clearly labelled with their name.
- Mobile phones brought to school by students must be kept out of sight and turned off during lessons.
- Mobile phones are not to be used by students during mentoring, assemblies, meetings or events identified by the school.
- Mobile phones, including the use of headphones, may only be used in learning spaces, Library, PDHPE and Sport under direct instruction and supervision of teachers for educational purposes. The phone must be visible to the teacher.
- Mobile phones are not to be used when moving between classes.
- Use of mobile phones in senior student study periods is to reflect the School Expectations.
- Use of mobile phones before school, during break 1 or break 2 and after school, unless otherwise directed by a teacher, is permitted in line with the school expectations of safety and respect.
- On excursions and at carnivals, students must follow the explicit instructions of staff regarding mobile phone use.
- Under no circumstances is a student to take a call or SMS message during lesson time.
- A parent/carer wishing to contact a student should do so via the Administration Office. Office staff will follow school communication procedures.
- Charging of mobile phones is not permitted at school.
- Mobile phone usage must follow the Technology Code of Conduct guidelines.

Inappropriate use of a mobile phone:

	Consequence
Phone used during learning time without teacher permission or not as teacher instructed.	<p>1. <u>Non Compliance of Procedures</u> Phone turned off by student and handed immediately to the teacher. Student to collect and sign for phone at end of day from Administration Office.</p> <p>2. <u>Repeated Non Compliance of Procedures</u> Phone turned off by student and handed immediately to the teacher. After school detention and suspension warning letter issued by Deputy Principal.</p> <p>3. <u>Persistent Non Compliance of Procedures</u> Phone turned off by student and handed immediately to the teacher. Suspension imposed for Continued Disobedience. Parent to collect device.</p>

BEHAVIOUR MANAGEMENT PROCEDURES – LEVELS & MONITORING SYSTEMS

Blue Card (Faculty)

Issued by class teacher for low level classroom behaviour. Class teacher monitors behaviour over consecutive lessons. Letter sent home, record on Sentral

HT notified (No improvement- notify HT- meeting to take place with Class Teacher, student and Head Teacher to formulate goals and apply any strategies to improve behavioural/learning outcomes). Proceed to next level.

Yellow Card (Whole School Monitoring)

Issued by Head Teacher for persistent low level classroom behaviour or Medium level Behaviours.

Meeting to take place with Class Teacher, student and Head Teacher to formulate goals and apply any strategies to improve behavioural/learning outcomes

Monitoring of behaviours to take place for 5 days across all subject areas. Monitored by HT and LaST. Notify LaST for monitoring. Letter sent home, record on Sentral)

Red Book (Whole School Monitoring)

Issued by Head Teacher or DP for persistent negative behaviour or high level Behaviours. Monitoring of behaviours to take place for designated time (160 points). Monitored by HT and LaST. Notify LaST for monitoring. Letter sent home, record on Sentral).

Possible formal caution (of suspension) if behaviour warrants.

Period by Period Monitoring (Whole School Monitoring)

Issued by DP for persistent negative behaviours after moving through previous interventions and monitoring systems. (Formal caution of suspension) To be signed each individual period and presented to LaST/DP or P each lesson. Duration of monitoring determined by DP.

Time Out. (Removal from regular classes)

In the event that all interventions and monitoring systems have failed to change pattern of behaviour (Time Out procedures may be enacted).

Time out in designated area for a minimum of 3 days as per school time-out policy. If no improvement- suspension from school may be issued.

Other Monitoring Systems

Purple Card (Playground Card)

Issued by HT or DP for issues on playground. Monitoring of behaviour and restricted to Quad area for duration specified by HT or DP (up to 10 days) including break clean ups if specified by HT or DP. Monitored by LaST. Record on Sentral.

Green card (Truancy Monitoring)

Issued by HT or DP for partial or full day truancy. Break clean ups also issued. Card is to be signed each break by duty teacher and each class period including sport.

Monitored by LaST. Record on Sentral.

Period by period Attendance Monitoring

Issued by HT or DP for persistent truancy. To be signed each individual period and presented to LaST/DP or P each lesson. Duration of monitoring determined by DP. Record on Sentral.

BEHAVIOUR MANAGEMENT PROCEDURES - SUSPENSION

1. Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for changing their behaviour thus enabling them to meet the school's expectations in the future.
2. Wollumbin High School will work in partnerships with parents in assisting the student to rejoin the school community. This is most effective when the parent takes an active role in this process.
3. Principals have the authority to suspend or expel a student from a particular school. Short suspension: 4 days. Long suspension: 5-20 days.
4. Wollumbin High School **will** suspend immediately, consistent with the Department of Education and Communities procedures, any student who:
 - Uses, or is in the possession of, a suspected illegal drug or promotes a substance as an illegal drug or supplies a restricted substance (e.g. prescription drugs)
 - Assists other students to obtain illegal substance or to supply restricted substances
 - Is aggressive, violent or threatens serious physical violence
 - Is in possession of, or uses a prohibited weapon, firearm or knife
 - Demonstrates continued disobedience or persistent misbehaviour of the WHS Expectations or Technology Code of Conduct
 - Engages in criminal behaviour related to the school
 - Uses an implement as a weapon or threatens to use a weapon
 - Deliberate or persistent interference to teaching and learning
 - Use of or under influence of alcohol
 - Offensive content or images on a device at school
5. Students must attend a re-entry interview with their parent(s). The interview will be conducted by either the Principal or Deputy Principal. The Year Adviser will attend the interview along with other appropriate personnel.
6. Whilst on suspension students are required to complete the Wollumbin High School "Students on Suspension" book. This book is to be presented and discussed at the re-entry interview.
7. Students will complete a re-entry contract, negotiate their individual improvement Focus Behaviours and be placed on a Behaviour Monitoring Book as part of their re-entry program. Students will not be able to represent the school or participate in extra curricula activities until they have demonstrated consistent, improved behavior
8. Should a student not meet their agreed re-entry program students may be placed in Time Out or a further suspension imposed.

GENERAL INFORMATION

After School Detention

Only executive staff may place a student on afterschool detention. Parents will be informed of a student's placement on 'After School Detention' in writing by a member of the school executive (*found on Sentral*). Parents will be given sufficient time to make alternate arrangements to collect the child from school. Detention will be from 3.10pm to 4.00 pm on a designated day. No student is to be on multiple afterschool detentions. Refer matter to Deputy Principal.

Parent / caregivers may raise concerns before the detention occurs with the Deputy Principal. Only in extreme circumstances will students be able to complete an after school detention commitment with four break detentions under the supervision of the Deputy Principal or Head Teacher imposing the initial detention.

During the detention period students may complete learning activities including homework. Students are to remain seated and may not talk. The teacher rostered on to supervise may cancel the detention of any student who cannot abide by the code of behaviour and the student must be referred to the Deputy for the imposition of further consequences.

Executive monitor the names of student students placed on After School Detention and bring the names of students to DP attention for further action as multiple detentions are not to be incurred by a student.

Names of students on after-school detention will be monitored by the Deputy Principal for attendance, completion of requirements and for patterns of referral and for the action taken. Such data maybe required by the LST or PBL teams.

Banned Items

The DoE Procedures for Suspension and Expulsion of School Students contains a very detailed list of prohibited items including weapons, knives, replicas, explosives and fireworks.

In addition, Wollumbin High School advises that students are not to bring to school items which may injure themselves or another student, cause alarm, distract themselves or others from learning or are of value. In exceptional circumstance valuable items can be left at the Administration Office.

Items not to be brought to school would include:

- Aerosol cans – including spray deodorant
- Lighters/matches
- Inflammable liquids
- Gameboys or similar electronic games
- Inappropriate printed material
- Laser pointers
- Walkie Talkies
- Golf balls
- Items that impersonate banned or illegal items

Students found in possession of these items will have them confiscated and the items will be returned to their parent upon the parent attending the school. Where items are illegal under the NSW Crimes Act police will be contacted. Persistent disobedience in this matter may lead to suspension.

Compensation

Students who intentionally damage school or other people's personal property must make negotiated restitution (compensation) for the damage they intentionally cause. This may include paying for the damage they cause or completing school service. They may be suspended.

Daily Reporting System - Sentral

This is a means of internal communication in which staff share information about their lessons and their students. It enables staff to identify and respond to all types of situations such as students in need of assistance, students worthy of praise and students experiencing behavioural difficulties. Significant issues must also be brought to the attention of executive staff in a timely manner.

Illicit (Illegal) Drugs

When a student is in possession of a suspected illicit drug (e.g. marijuana) or is representing goods as an illicit drug, the Principal (or their delegate) will:

- Suspend the student
- Contact parents or caregivers
- Notify police
- Refer the student to the Counsellor

KLA Detention

Is only one of many strategies that Head Teachers may implement to support appropriate behavior in the school.

Mobile Phones/Cameras/Ipods or similar devices

Should a student bring such an item to school it is at their own risk. These are not to be used during class time unless authorised by a teacher. Students not following this procedure will have the item confiscated and handed to the Deputy Principal. Persistent disobedience could lead to suspension.

Non Compulsory Excursions/School Representation/School Events e.g. Socials, MADDD

There is an expectation that students will follow the WHS Expectations on all activities organised by the school. Students with a history of persistent disobedience, truancy, untrustworthy behaviour or have been suspended during the year, must present their case to a panel for consideration to be included in the activity. The Deputy Principal will oversee the panel. Students may be excluded from those events if the teacher in charge of the activity, in consultation with the Deputy Principal, believes due to previous instances of misbehaviour that the student will be unable to meet the WHS Expectations.

Students who fail to meet the WHS Expectations during any school related activity will have their parents contacted to make arrangements to have them collected from the activity at parental cost. The School will then determine other possible disciplinary action.

The Principal's decision is final on any matter related to unacceptable behavior, and whether a student has approval to participate in a non-compulsory event or represent the school.

School Uniform

As a result of a community and school based decision, the wearing of school uniform is compulsory. Students will not be allowed to attend excursions or school-linked activities, represent the school or attend sport outside the school bounds whilst out of school uniform. Covered in leather shoes must be worn at all times to meet WH & S requirements.

In those circumstances where students are unable to wear the correct uniform, a parental note explaining the circumstances must be presented to the Deputy Principal prior to 8.45am. Parental notes are only valid for one day. Students who persistently fail to follow uniform procedures will be disciplined.

Searching Students' Bags

To ensure the safety of students and teachers the Principal or their delegate have the power to search a student's bag, with or without consent, where they believe they have reasonable grounds to believe that a student is in possession of a dangerous implement or an illegal substance. Have a witness at the search.

Travelling to and from School

There is a shared responsibility between the school and the parents/caregivers for student behaviour when travelling between school and home. Consequently, students may be placed on detention, placed into Time Out or suspended when reports of negative student behaviour are received by the school. Students who travel on buses must follow the New South Wales Department of Transport's **Code of Conduct for School Students on Buses**. Bus proprietors may refuse travel to students who misbehave.

Unsanctioned Legal Drugs

When a student is in the possession of cigarettes or is found smoking they will be placed on after school detention. Repeat offences will cause the student to be suspended. Smoking on school premises is totally prohibited.

Students using inhalants, over the counter or prescription medication inappropriately or are found to be in possession or under the influence of alcohol will be suspended.