Wauchope High School

STUDENT WELLBEING

CONNECT	SUCCEED	THRIVE
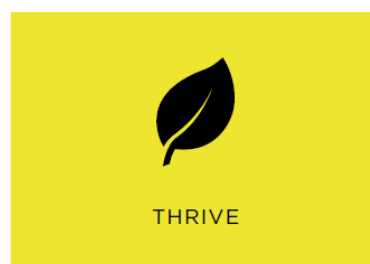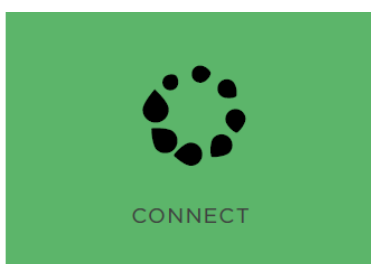
Our shared understanding of wellbeing:

- is that it is dynamic and integral to learning

- focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities

- recognises the importance of developing and shaping the character of the individual

- is multidimensional and interrelated

- takes into account the context of children's and young people's lives and uses both objective and subjective measures

- incorporates the views and perspectives of children and young people themselves throughout the different stages of development

- considers the wellbeing of children and young people in the present as well as focussing on long-term outcomes

- acknowledges the diversity of contributors to and influences on the wellbeing of children and young people, and recognises our obligations and responsibilities.

NSW Department of Education | **The Wellbeing Framework for Schools**

Created:	*July 2015 Draft 6 - 21/1/16*	*Approved by:* WHS P&C as a draft WHS Executive as a draft
Reviewed:	*Exec 11/11/15 Staff 30/11/15*	
Next Review:	*End Term1/Beg. Term 2*	*Team: J. Halliday, L. Keogh, M. Sipkes, , H. Speers, T. Stewart.*
Review led by:	*N. Gough (Deputy Principal)*	

Table of Contents

> This policy will be introduced from the start of the school year in 2016. It is understood that there may be issues, unclear direction etc. in its implementation. For Term 1, at least, the policy will be discussed at every staff meeting to evaluate its processes, clarity and sustainability.

Student Wellbeing and Engagement at Wauchope High School (WHS)

This procedures document aims to bring together the values, practices, programs and personnel which relate to student wellbeing at Wauchope High School within the Wellbeing Framework for Schools. It is designed to inform and guide staff in their work with students and equip them to manage the complex demands which they face each day in their classrooms and in the playground.

At Wauchope High School, we recognise that student achievement is directly related to student wellbeing which impacts on attendance and engagement. We are committed to developing and delivering a range of procedures and programs to promote the health and safety of all students at school. We recognise that students need clear boundaries and rules and we are committed in our work to developing and maintaining positive relationships with students and managing a range of intervention strategies for students who choose to engage in misbehaviour.

An effective procedures document will need to be updated and modified to reflect new school or DE policy. It is anticipated that a formal review of this document will occur every two years, and it is expected that changes will be made within this time. It is intended that the procedures will be reviewed as necessary and any major changes will be done in consultation with staff. This policy should and will remain a developing policy in response to student need and feedback from students, staff and the community.

The document is available to staff on the shared network which enables access to hyperlinks and related to DE policies.

Consultation and implementation process

We have developed a set of procedures that meets the needs of the school community and has their support until the review date in 2018. A process of consultation has been undertaken with all staff, parent/carers through the P&C and students through the SRC.

This procedures document was developed in 2015 with the consultation of:
- Students
- Staff
- Relevant education office personnel
- Community
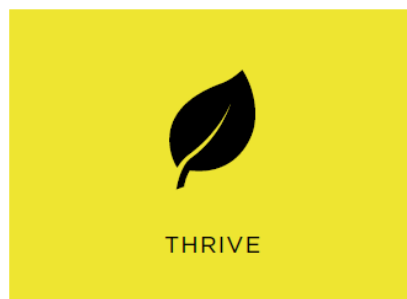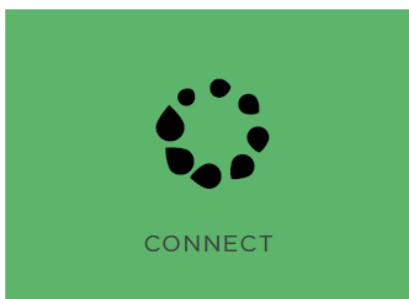
Key Roles of Staff involved in Student Wellbeing

The roles identified below are those that pertain specifically to student wellbeing. The key personnel identified here will have roles in other areas of the school. Their roles are not limited to those published here.

The Principal
Key responsibilities in Student Wellbeing:
- A commitment to student wellbeing that underpins all policies and activities of the school
- Develop and regularly review the Student Wellbeing Policy
- Review policies and practices related to student Wellbeing with the school community
- Ensure that strategic issues identified in reviews are incorporated in the policy
- Assist student, staff and parent/carers to develop strategies for addressing student Wellbeing needs in all activities of the school
- Ensure that other policies and practices in the school are regularly reviewed to ensure that they meet the needs of the students in the school

Deputy Principal
Key responsibilities in Student Wellbeing:
- Management of day to day operation of the school and personnel
- Staff Development
- Staff wellbeing
- Student Wellbeing Years 7 – 12 – Check reports each day for green, yellow and red cards; red card roll call
- Enrolments - interviews
- Overview of whole school Wellbeing programs – policies, programs, initiatives
- Lead Aboriginal Education team
- Supervision of Head Teachers
Jointly with Principal:
- Future directions; strategic school plan, faculty management plans, finance, curriculum planning, educational outcomes, school structure
- School image, public relations, community involvement

Head Teacher Wellbeing
Key responsibilities:
- Coordinate and administer wellbeing programs in the school
- Identify student needs with executive and Wellbeing Team and develop programs to address those needs
- Mediate between groups of students
- Support and supervise wellbeing personnel; Year Advisors, Boys and Girls Supervisor
- Manage transition programs with the Year Advisor and Deputy
- Liaison with executive, staff and outside agencies regarding implementation of wellbeing programs
- Establish teams to initiate new directions in wellbeing programming
- Effectively communicate wellbeing practices to the wider community

Head Teacher Administration and team
Key responsibilities:
- Student attendance
- HSLO procedures in consultation with Deputy
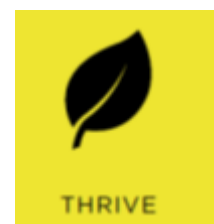
Key Roles of Staff involved in Student Wellbeing – continued

Head Teachers Faculty
Key responsibilities:
- Support staff in the area of wellbeing
- Support student learning and achievements
- Ensure that staff are familiar with the Wellbeing Policy
- Contribute to the provision of a caring, well-managed and secure environment where learning can take place and students, staff and parent/carers feel safe
- Organise parent/carer meetings such as Parent/carer / Teacher afternoons and Subject Selection Evenings (nominated HT)

School Counsellor
As a teacher and psychologist, the DSC works with students with difficulties relating to disability, mental, social, physical or emotional health and liaises with staff as required.
In the interest of student wellbeing, school counsellors are asked to be available from 8.30am – 4.00pm and take part in whole day/year variations such as carnivals, camps, assemblies etc.

Year Advisors
Key responsibilities:

- Ensure smooth transition on enrolment
- Liaison between student and other key personnel – includes staff, parent/carers, peers, appropriate outside support
- Support individual students
- Initiate, with Head Teacher Wellbeing, special programs to support individuals and groups
- Perform essential administrative tasks such as reports, formals, year assemblies

AEW
Key Responsibilities
- Still to speak with P and AEW to determine key responsibilities

Girls' Advisor

Key responsibilities:

- Support key wellbeing programs and Head Teacher Wellbeing
- Interacting with key members of the Wellbeing Team to deliver programs designed to address the needs of individual students
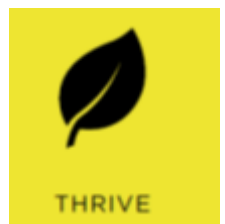
Boys' Advisor

Key responsibilities:

- Support key wellbeing programs and Head Teacher Wellbeing
- Interacting with key members of the Wellbeing Team to deliver programs designed to address the needs of individual students

THRIVE

Key Roles of Staff involved in Student Wellbeing - continued
Teachers and SASS staff
Key responsibilities:

- Ensure that they are familiar with both the Department of Education and Communities' and Wauchope High School's Student Wellbeing Policy and the School Awards
- Participate in the school community's implementation of the Student Wellbeing Policy and the School Merit Scheme
- Contribute to the provision of a caring, well-managed and secure environment where learning can take place and students, staff and parent/carers feel safe
- Assist the school in developing effective mechanisms for integrating behaviour management, conflict resolution and support fir students experiencing difficulty

SASS staff and SLSOs will contribute to this further in their time during staff development day.

Anti-Racism Contact Officer (ARCO)
Key responsibilities:

- Provide support and information to students who have an enquiry or complaint in relation to discrimination, harassment or vilification
- Assist students to identify options available to deal with discrimination, harassment or vilification
- Explain the importance of confidentiality in dealing with a complaint
- Refer complaints to the Principal when required
- Mediate disputes between students

Students
Key responsibilities:

- Act according to the Three Core Values and the Code of Conduct
- Contribute to the provision of a caring, well-managed and secure environment where learning can take place and students, staff and parent/carers feel safe
- Participate actively in the teaching and learning process
- Provide student views on school and community issues through the SRC and any other forum provided for that purpose
- Practice peaceful conflict resolution
- Review the Student Wellbeing Policy

Parent/carers
Key responsibilities:

- Keep the school informed of any changing issues
- Participate in management plan.
- Regular communication with CT/YA/Deputy
- Ensure student has uniform, lunch, books for school. Send notes if they don't
- Participate in management plan which may include liaison with outside agencies
- Collect student from school if situation is not redeemable Access school support services
- Follow up issues with your child
- Follow up issues with your child
- Liaise with HT/DP if any issues arise
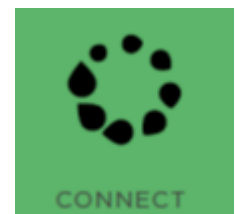
Roles of Key School Teams in Wellbeing

The roles identified below are those that pertain specifically to student wellbeing. The key teams identified here will have roles in other areas of the school. Their roles are not limited to those published here.

In essence, the PBL team examines, informs and develops systems in the school, the LaST looks at individual students and learning groups to maximise student outcomes and the Wellbeing Team initiate and maintain wellbeing programs.

The Student Wellbeing Team

The Wellbeing Team provides an extensive support network to assist all students with their personal, social, emotional and learning needs.

It aims to provide a positive, safe and caring learning environment which recognises each student and encourages them to reach their potential.
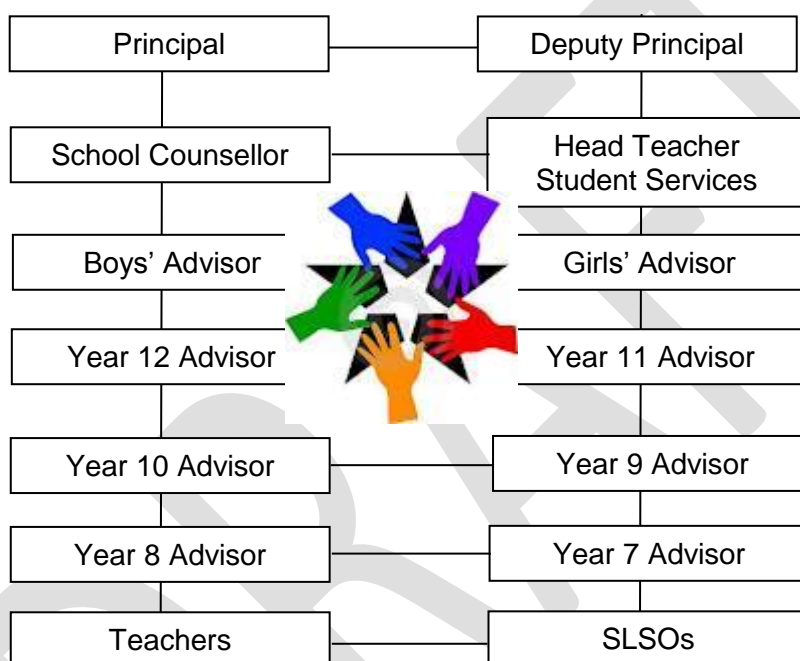
The team:
- Delivers wellbeing programs in the school
- Identify student needs with executive and develops and delivers programs to address those needs
- Supports students by mediating between groups of students/students and staff
- Delivers transition programs with the Transition Coordinator, Head Teacher Wellbeing, Year Advisor and Deputy
- Gives support to parent/carer meetings such as Parent/carer / Teacher afternoons and Subject Selection Evenings
- Liaises with executive, staff and outside agencies regarding implementation of wellbeing programs
- Delivers new initiatives and directions in wellbeing programming
- Communicates wellbeing practices to the wider community
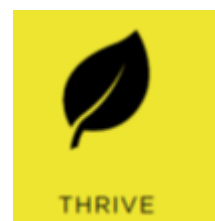
Roles of Key School Teams in Wellbeing - continued
The Learning and Support Team

A Learning and Support Team is a whole-school planning and support mechanism. It is formed with the purpose of addressing the learning needs of students through coordination, development, implementation, monitoring and evaluation of educational programs.

Whole School Planning
The Learning and Support Team may consider implications for whole-school planning issues. These include:
- Coordination of resources within and outside the school
- Collaborative approaches to the development of programs and support
- Mechanisms for students with disabilities and special learning needs.

Areas for action identified by the Learning and Support Team may include:
- Curriculum content
- Teaching and learning strategies
- School organisation
- Teacher support and development
- Student support and development
- Parent/carer and community participation
- State priorities and initiatives

Planning for Individual Students
The Learning and Support Team has a key role in ensuring that the needs of individual students are addressed by coordinating the support cycle processes of appraisal, access, programming and reappraisal. When considering the needs of individual students the Learning and Support Team will need to bring together the people who can assist in the support cycle process. Therefore the Learning Support Team is a flexible team with core members representing the team under different circumstances.

Students in the Special Unit will be case managed by the Head Teacher Support who will be the Learning and Support Team representative at Personalised Learning Plan Meetings and Suspension Resolutions meetings. The Deputy will represent the Learning and Support Team at suspension resolution meetings as appropriate.

The Learning and Support Team/case management teams should consider the support required by the students for them to achieve their planned learning outcomes. These might include:
- Modifications to the curriculum
- Instructional strategies
- Management strategies
- Health care procedures
- Additional services
- Special transport services
- Modifications to buildings
- Specialised support equipment.

Roles of Key School Teams in Wellbeing - continued

Addresses key areas: • Teaching and Learning • School organisation • Training and development • Community Participation	**Considers:** • Implications for school wide planning • Coordination of support resources within and outside the school • Collaborative approaches to development of programs and support mechanisms for students with special learning needs

The Learning and Support Team
contributes to the provision of quality teaching and learning for all students

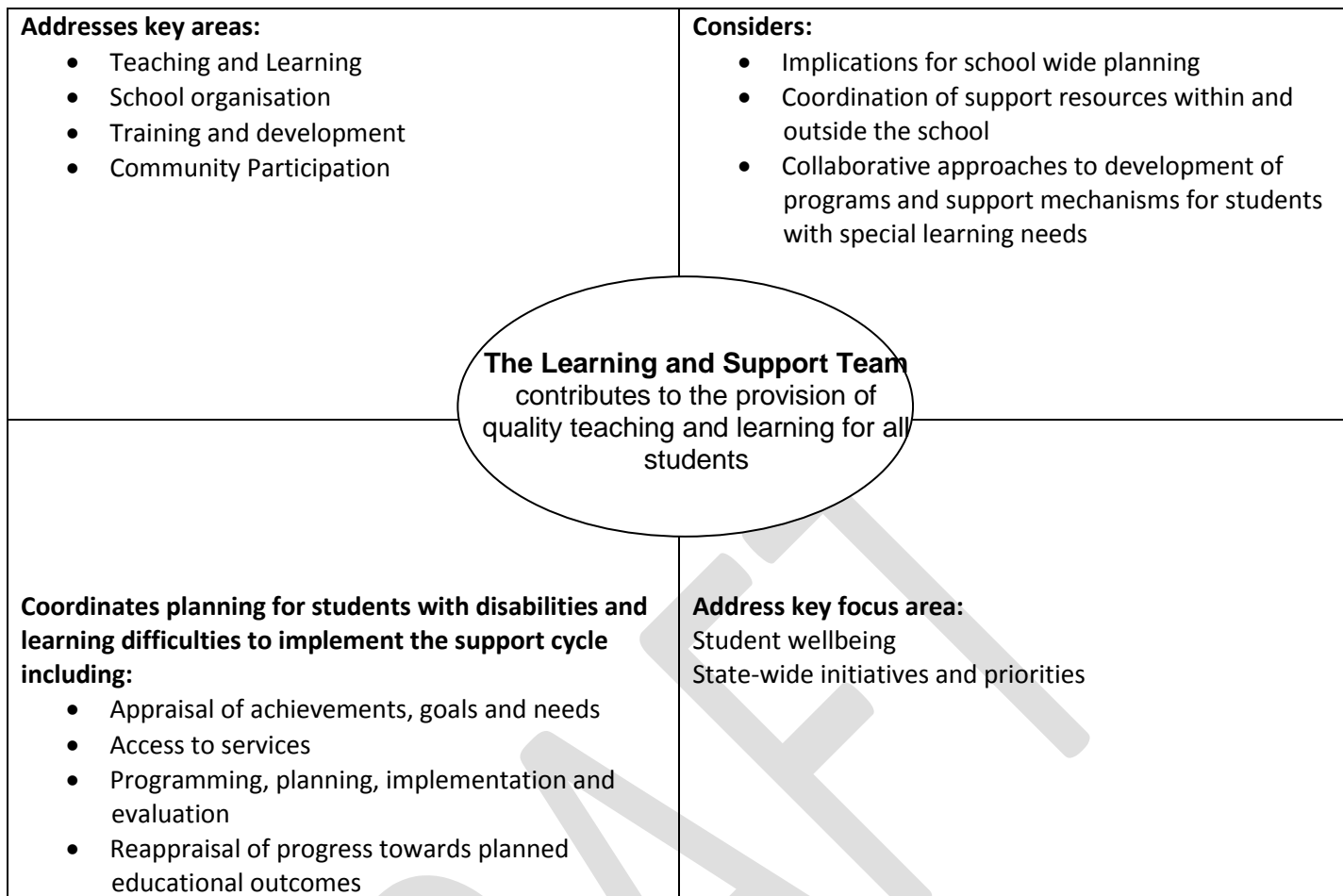|	
Coordinates planning for students with disabilities and learning difficulties to implement the support cycle including: • Appraisal of achievements, goals and needs • Access to services • Programming, planning, implementation and evaluation • Reappraisal of progress towards planned educational outcomes	**Address key focus area:** Student wellbeing State-wide initiatives and priorities

Positive Behaviour for Learning Team

Through the Positive Behaviour for Learning Leadership team, data is used to evaluate our systems and practices so that purposeful, successful and multi-dimensional strategies are employed and appropriate enhancements and interventions are put in place with regards to learning and/or behaviour. The aim is to create an optimum learning environment in which the diverse needs of the full range of students are effectively met. This demands the use of a full range of strategies and provisions.

PBL is intended to support all students and staff across all settings. This team-based process is designed for systemic problem solving, planning, and evaluation. It is an approach to creating an environment within which school-based teams of educators are trained in: effective behaviour management principles and practices; systems change and; in the practical application of research-validated instruction and management practices.

The PBL team supports the Student Wellbeing Policy by developing strategies in line with our PBL goals of *Best Effort, Care and Respect* and *Safety at all Times*. Each of the three goals intersects with student wellbeing principles and where they do, the PBL team will develop programs in line with this policy.

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Other Key Personnel and Wellbeing Programs

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Learning and Support Teacher	The LAST manages programs and works with students experiencing difficulties with learning, including those on funding support. The LAST responds to needs identified by the LaST.
Student Learning Support Officer (SLSO)	Under supervision and direction of a teacher, a SLSO is responsible to the Principal for providing assistance in school routines, classroom activities and management of students with disabilities, behaviour disorders and learning issues.
Careers Adviser	Responsibilities include supporting students in their transition to work and managing alternative pathways in stages 5 and 6.
Home School Liaison Officer (HSLO)	The Home School Liaison Officer works with students with very poor attendance. Referral is made to Port Macquarie Education Office using the HSLO referral form available on the intranet.
ESL Teacher (when provided by DE)	English as a second language teachers work with students on developing their English language skills. These students are often refugee students and this program is funded through the New Arrivals Program.
Out of Home Care program (OoHC)	Students who are in care are eligible for OoHC funding to help their transition to school and to support their learning needs. Applications are managed by the LaST/Wellbeing team.
Sick Bay	Students who are unwell at school may be sent with a note to sick bay. Parent/carers will be contacted and requested to collect students who are not well enough to return to class after one period.
Links2 Learning	An intervention program for students needing support to manage their emotional health including anger and resilience.
Lovebites	A program for all Year 10 students that deals with domestic violence and sexual assault and aims to explore and identify safe and respectful relationships.
Work Experience	A program offered to all Year 10 for a one week intensive block in a workplace environment. Some students at risk of exiting school early may be involved in Work Experience for one day per week as negotiated with their parent/carers.
Student Wellbeing Unit	The unit aims to assist principals and workplace managers to identify and implement appropriate local responses to support the child, young person and their family where the risk of significant harm threshold is not met, (FACS referral) but where there are concerns for the safety, wellbeing or well- being of the child or young person. The Child Wellbeing Unit can be contacted by telephone on (02) 9269 9400 from 8.00 am to 5.30 pm Monday to Friday.
Itinerant Support teachers (Vision, Hearing)	Non-school based staffs who are assigned to support students on their caseload. Referral is using Access Request data base on line and signed off by the School Counsellor, Principal, LST Coordinator and DGO.

Other Key Personnel and Wellbeing Programs - continued

Review Panels	Review panels are conducted by the some or all of the following: Year Advisor, HT/DP. They are meetings with students who are not meeting the school's expectations in relation to learning and/or behaviour. The panel leaders will determine which students are involved by analyzing data from SENTRAL, the LaST and by communicating with teachers.
Canteen	The canteen is run by the P&C association and provides quality food and drinks for the school community.
Student Assistance scheme	Financial assistance for school related expenses is available to families experiencing difficulties with meeting costs. Applications are made through the HT Wellbeing.
SRC Coordinator	Coordinates the SRC.
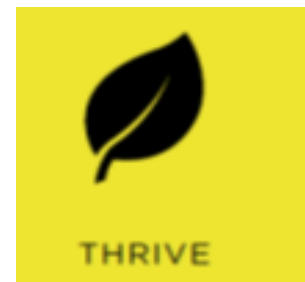
Department of Education Behaviour Code for Students and WHS Procedures
NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:	
Respect other students, their teachers and school staff and community members	Dignity and respect are modelled by staff in the classroom and playground and are reinforced through PBL in class, on assemblies and through the awards system.
Follow school and class rules and follow the directions of their teachers	Staff are responsible for maintaining and active and engaging learning environment. They will reinforce the Department of Education's expected behaviour and WHS three positive behaviour goals. Interventions will be based on maintaining positive and respectful relationships between teachers and students. Class teachers monitor student behaviour in class, managing intervention where needed and referring to the faculty Head Teacher for support with continued misbehaviour following a green card. Following faculty intervention and an yellow card, Head Teachers refer students to Deputy Principal, if students have developed a pattern of misbehaviour. Students who engage in serious misbehaviour will be referred directly to the Deputy. See flow chart. All breaks are supervised by staff who supervise actively and to reinforce the school behaviour code and intervene if needed. Executive complete bus duty in the afternoons and liaise with bus companies as required. Head Teacher Administration and Deputy Principal are rostered on for morning duty which includes monitoring student behaviour as they enter the school.
Strive for the highest standards in learning	All staff follow the PBL process of monitoring equipment as part of the entry procedures. Failure to be prepared for class will result in a Sentral notification and wellbeing procedures enacted.
Respect all members of the school community and show courtesy to students, teachers and community members	Disrespectful behaviour towards others is managed by every teacher "are you demonstrating care and respect?" and "at school, we speak to each other with care and respect". A pattern of disrespectful behaviour is referred to the HT for intervention and if this is unsuccessful referred to the DP.
Resolve conflict peacefully, calmly and fairly	Staff model peaceful conflict resolution and mediate conflict between students if necessary.
Comply with the school's uniform policy or dress code	School Uniform, including covered shoes to be articulated in student information and monitored by all staff. Refer students who are regularly out of uniform to the nominated HT for intervention (record on Sentral, phone parent/carers). Repeat offenders referred to the HT Wellbeing for student assistance and/or the DP for further intervention including sending *Breach of school behaviour code letter* on Sentral.
Attend school each day unless legally excused	Rolls marked in the morning. Explanation of absences required in seven days. Written notification of unexplained absences sent to parent/carers Learning and Support Team (LaST) follows up on high absences and liaises with Student Advisers and parent/carers where required. All staff record whole day and period by period student attendance on Sentral. HT Administration will communicate with parent/carers via *Notification of truancy* letter and SMS. DP will monitor and manage repeat offenders and issue a green card.
Respect all property	Students are expected to manage their own belongings and apply the "hands off" rule in relation to other people and their property. Students who are suspected of stealing or damaging other people's property (including the school's) are to be referred to the HT for investigation and then the DP for further investigation and action if proven.
Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools	Illegal behaviour (weapons, alcohol, drugs) should be reported immediately to the DP/P.
Not bully, harass, intimidate or discriminate against anyone in our schools	All staff have a duty of care responsibility for intervening to stop harassment and bullying and to record their intervention on Sentral. Repeat offenders should be referred to the HT Wellbeing who will intervene, record on Sentral and refer to the DP if the behaviour continues after intervention.

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Department of Education Behaviour Code for Students - Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education. WE implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviours, which are reflected in our Positive Behaviour for Learning (PBL) values as follows:

Best Effort

Attend school every day unless legally excused.

Arrive at school and class on time

Be prepared for every lesson

Actively participate in learning

Aspire and strive to achieve the highest standard of learning

Care and Respect

Treat one another with dignity

Speak and behave courteously

Cooperate with others

Develop positive and respectful relationships and think about the effect on relationships before acting

Values the interests, ability and culture of others

Dress appropriately by complying with the school dress code

Take care with property

Safety

Model and follow departmental, school and/or class codes of behaviour and conduct

Negotiate and resolve conflict with empathy

Take personal responsibility for behaviours and actions

Care for self and others

Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.

Explanation of positive recognition and awards scheme

AWARDS

Principal's Award
for academic success
8 points

Excellence Award
8 points

Letter of Commendation
Blue Letter
4 points

Year Adviser's Award
6 for improvement points

Positive Behaviour Award
1 points
for Best Effort, Care and Respect AND Safety

Achievement Award
4 points

These procedures need reviewing

Bronze Award
10 points

Silver Award
3 Bronze or 30 points

Gold Award
2 silver or 60 points

and
Gold Pass
with special privileges

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The WHS Code of Behaviour - Positive Behaviour for Learning - Three Core Values

Wauchope High School is a community of students, teaching staff, school administrative staff and many voluntary helpers. To gain the greatest benefit from all that this school has to offer, all members have an obligation to themselves, their friends and those who support them to behave in an acceptable and appropriate manner.

At Wauchope High School, we respect our three core values:

- **Best Effort**
- **Care and Respect**
- **Safety at all Times**

As a member of Wauchope High School I am required to develop acceptable behaviour by following three core values.

Best Effort means:-

- ☺ Excellent attendance
- ☺ Consistent effort to be prompt
- ☺ Engaging in all set work
- ☺ Consistently being prepared with the correct equipment
- ☺ Completing all homework
- ☺ Completing all assignment work
- ☺ Enthusiasm and conscientious application
- ☺ Academic achievement
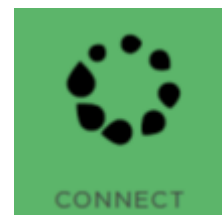
Care and Respect means:-
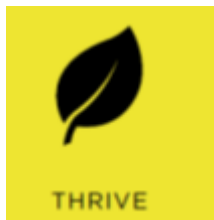
- ☺ Speaking respectfully at all times
- ☺ Following reasonable teacher instructions
- ☺ Ensuring that the learning of fellow students is not interrupted
- ☺ Reporting or stopping bullying or harassment
- ☺ Respecting the property of others, including the school

Safety at all times means:-

- ☺ Using all equipment safely
- ☺ Not behaving in a way that could endanger self or others
- ☺ Solving conflict without the use of physical aggression
- ☺ Not bringing or using banned substances at school
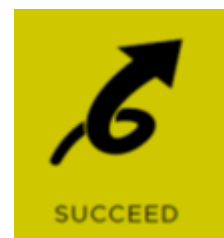
Behaviour which infringes on the **safety** of others, such as harassment, bullying and illegal or anti -social behaviour of any kind will not be tolerated

Summary of general responsibilities of teachers in relation to student wellbeing and behaviour management at WHS (for a more detail see the DE Code of Conduct)

TEACHING AND LEARNING

Classroom teachers are responsible for planning, managing and evaluating the learning environments in which they teach. When lessons are fun, engaging and meet students' needs, poor behaviour is less likely to occur. Specifically, teachers are responsible for:

- o Adhering to the DoE Code of Conduct for employees in their work
- o Following syllabus requirements set by the BOSTES and liaising with Faculty Head Teachers to develop appropriate teaching and learning programs
- o Building positive relationships with the students they teach
- o Modelling respect and responsibility in their communication style
- o Understanding and catering for diverse learning styles of students
- o Planning for differentiation in curriculum delivery to cater for differing levels of student need and disability; making adjustments and accommodations as required
- o Attend to their own professional development needs and continue to look for more effective ways to engage students and manage their learning environment.

ANGRY OR VERY UPSET STUDENTS

Teachers need to be able to **recognise when a student could potentially put themselves or others at risk** because they are in a highly emotional state. Students who have had significant trauma, violence or family conflict in their early years become "hard wired" for a high stress response, which often involves anger, swearing, threats and violence. Substance abuse (particularly alcohol or cannabis) can have the same effect for adolescents .

Whilst this type of behaviour is in breach of DE rules; we, as an educational service for young people, need to be able to put strategies in place to identify and then minimise risk to ourselves and the student.

Students who are upset and angry lose problem-solving and negotiation skills. They operate in their frontal lobe and will want to fight or flee. Stay calm, give them choices. Do not "keep on at them" or "back them into corners". For many students resolution and problem-solving skills are lacking at this time.

Specifically, teachers need to:
- o Recognise students in your class or in the playground who have the capacity for explosive angry outbursts. Avoid "winding them up" and always act to diffuse their anger and attempt to de-escalate conflict.
- o Use strategies such as: voice low and slow, step back, go to the side, avoid direct eye contact, stay calm, give the student an instruction and repeat it calmly – "sit down, book out, quiet please".
- o Avoid direct confrontation or getting into arguments about whose fault the behaviour is. Say "was your behaviour safe?" or "were you showing respect towards others?"
- o Never block a doorway to prevent an angry student from leaving. Allow them to go, send a note to the HT and record their leaving in your period by period roll.
- o Allow a student to show a red or yellow Time Out card to designated place/person and leave without interrogation or additional demands. Record on Sentral at your earliest opportunity and add any concerns you have for the LaST to follow up.
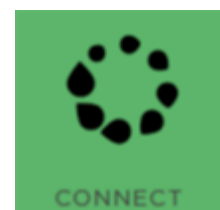
Summary of general responsibilities of teachers in relation to student wellbeing and behaviour management at WHS (*go to Code of Conduct for more details*) - continued


CHILD PROTECTION

All staff need to protect themselves against vexatious allegations made by students. In general once staff know their students they can often recognise warning signs and put strategies into place. Students who have a history of abuse or family conflict are vulnerable to misunderstanding the student/staff relationship and may become overly reliant or dependent on them.

Staff are encouraged to build positive relationships with students and show an interest in their lives, however they need to be careful not to "rescue" students repeatedly and solve their problems for them. If students seek support from staff for non-class- related issues, they need to consider themselves as a **coach or mentor who helps the student to plan and meet their own goals**, developing resilience along the way.

Specifically teachers and **School Learning Support Officers** (SLSOs) need to:

- Manage the learning environment in the classroom to ensure it is safe and productive for students
- Report any concerns about student achievement to the Head Teacher and LaST/Wellbeing HT
- Report any concerns about student wellbeing or safety to the Principal/Deputy Principal as per their responsibilities within current Child Protection legislation
- Avoid being alone with a student. Conduct 1:1 conversation with open classroom doors and in corridors if possible. Do not drive only one student in your car, give students gifts which may make them feel that they have a special relationship with you and do not conduct home visits.
- Stay on the other side of the desk to the student when assisting students with their work. In small senior classes when only one student is present, consider moving to a public space ie, library and stay behind your desk.
- Keep students out of staffrooms. These are areas for staff to work, relax and communicate with colleagues and it is not appropriate for students to be in this area.
- Ask permission to touch a student ie, to correct a technique in PE or use a tool in TAS
- Avoid getting overly involved in students' personal lives. Practise protective interrupting to prevent students disclosing inappropriate information publically "just stop there please, we will continue this conversation at lunch time with the HT/DP/P/SC"
- Inform students before they disclose (where possible) that you have a mandatory responsibility to refer to the Principal along with Student Wellbeing Unit or FaCS if you suspect they may be at risk of harm or involved in illegal activity.

THRIVE
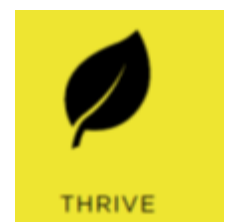
**Suggested Classroom Management Strategies**

PROACTIVE STRATEGIES

- Clearly displayed PBL based classroom rules which are discussed and referred to regularly; prepare visuals if this is required as an accommodation for students
- Explicitly teach and reteach expected behaviours
- Establish and maintain clear rules and routines linked to PBL (e.g line up, book/pens ready, chewing gum in bin, caps off, sit quietly)
- Establish a seating plan
- Establish a quick start activity (or do now task) which is written on the board and is a 5 minutes easy task to start the lesson and get students working and settled quickly
- Outline tasks for the lesson at the beginning with a list on the board to assist students to focus and stay on track
- Give explicit directions and instructions only when class is quiet and settled. First 20 minutes is prime learning time
- Curriculum tasks matched to ability so that **all** students can achieve
- Monitor interest level of students and change activity if necessary
- Provide tasks for early finishers
- Build positive relationships "how did the game go on the weekend?"
- Catch students doing the right thing and reward; use motivators – special events that the group can work towards
- Provide regular and meaningful feedback on draft and completed work
- Display student work
- Focus on moving forward, separate the child and the behaviour
- 5:1 ratio; five positive interactions to every negative interaction

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STRATEGIES FOR MAINTAINING ON -TASK BEHAVIOUR

- Scan classroom, praise the on-task behaviour of students near a non-compliant student
- Move around the room – use proximity, stand near a student off task
- Remind class of expectations when setting up activities (hands up if you need help, working quietly), refer to clearly displayed PBL based classroom rules
- Remind class of how much time is left
- Restate directions to class, refer to board or write them on the board
- Change activity to promote interest and engagement
- Tactically ignore low level, attention seeking behaviour, redirect student to learning

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STRATEGIES TO REDIRECT STUDENT TO ON TASK BEHAVIOUR

- Non-verbal cues
- Redirect privately
- State desired behaviour – remind student of core rule, refer to published classroom behaviours
- Expect - "start your work now" and move away
- Reflective questions "what do you need to get started?"
- "Can you work quietly or do you need to move?"
- "Let's work this out" discussion
- Remove distractions from the immediate environment
- Stand by and assist student to complete part of the task
- Social stories
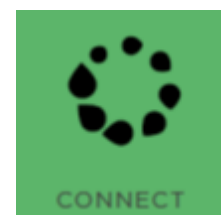
FLOW CHART illustrating the management of student behaviour and the levels of intervention of Teachers, Head Teachers, Deputy Principals and Principal in the classroom

Classroom related misbehaviour including:

    a.   Off task, out of seat, disrupting others, talk when teacher is talking, chewing gum, iPods, phones, equipment

CLASSROOM TEACHER (aided by LaST, SLSO if available in classroom)

In relation to **managing classroom behaviour**, teachers may utilise a range of strategies including:

- Non-verbal cues to redirect student attention (point to class rules, reposition yourself closer to the student, point to the task)
- Short verbal cues to direct student learning and attention
- Range of teacher intervention including moving the student in the room, giving the student time out of the room/activity for a defined period of time ie 10 minutes.
- Detain the student in break times to catch up on work missed due to misbehaviour (this may only be for ½ allotted break time – students must have time to eat and go to toilet)
- Verbal reminder of rules, utilising 3 strikes
- Verbal warning of consequences of breach of rules and teacher green card intervention
- Hand student Green Plan sheet to fill in at isolation desk in classroom. Student is expected to come back at lunch to begin Green card.
- contact parent/carers through phone call and/or letter of concern and record on Sentral – Student completed Green Plan scanned in and sent with *Classroom Letter of Concern – green card*

CLASSROOM TEACHER

 If above strategies do not reshape behaviour, discuss with HT, place student and mentor the student on green card – in that faculty only (5 lessons classroom teacher as mentor)

- Record on Sentral, including the strategies already utilised, send letter home to parent/carers and attach Green Plan sheet, parent/carer contact by phone if behaviour is not improving after 2-3 lessons
- teacher to notify DP when student is placed on green card
- A second green card in another faculty = yellow card with initial HT as mentor
- Green card allows for a focus goal and two optional goals – 2 poor ratings in class on the focus goal will result in yellow card negotiations with Head Teacher

Continued pattern of classroom misbehaviour after class teacher intervention, parent/carer contact and green card including:

    a.   pattern of continued disruption, ignoring warnings, or the first incidence of high level disruption or behaviour which is highly likely to cause harm to someone

    b.   Repeated bullying behaviour in the classroom

HEAD TEACHER

Head Teachers are responsible for supervising and managing teaching and learning in their faculty.

Specifically their role is to:

- Support classroom teachers and manage referrals from them in relation to student wellbeing and behaviour. Interview students; build an intervention plan including detention and withdrawal from class for a period of time
- **Negotiate re-entry into the classroom on yellow card with a teacher and student**

HEAD TEACHER

If above strategies and green card do not reshape behaviour, implement yellow card to mentor students

- Make telephone contact with parent/carers before sending '*Faculty Letter of concern – yellow card'* to parent/carers through Sentral; notify DP
- Mentor student on yellow card
- Supervise and mentor yellow card students at lunch on a rotational basis
- Liaise with and refer to DP, students who are not responding to yellow card intervention
- No school representation

CONNECT
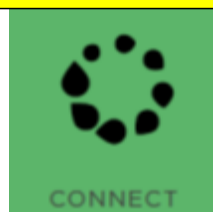
Critical incident, serious breach of DE and WHS Code of Behaviour or pattern of classroom misbehaviour after HT intervention including:

    a.   student not responding to HT intervention **across a range of faculties or as negotiated with DP/P**

    b.   dangerous behaviour including possession of or threatening others with weapons or objects used as weapons

    c.   repeated and/or serious abuse of students and staff, physical violence, suspected drug -induced behaviour

DEPUTY PRINCIPAL/PRINCIPAL

Deputy Principal is responsible for applying the school's wellbeing procedures and referral/liaison with outside agencies. The Principal's role is to manage critical incidents and very serious misbehaviour.

Specifically the role of the DP/P is to:

- Investigate incidents, interview students, make judgments and apply procedures to monitor student behaviour including red cards, communicate with parent/carers and impose consequences including suspension
- No school representation

Strategies that may be used by the Principal and Deputy include:

Suspension

With return on a red card monitored by the Deputy. All student s that have been suspended will have a resolution plan that can be accessed via Sentral.

Issuing a Time Out Card

There are two types of Time Out Card

A Red Time Out – This is given to students who can easily become angry or very upset. Time out cards are usually a part of their behaviour or individual plans. Students with a red card often become stressed, angry or challenging if questioned about their need for time out. Teachers should direct them to their safe place as per their Student Behaviour Management Plan or Crisis Management Plan.

A Yellow Time Out – This is given to students who have been given a time out card for other reasons. These can include medical or mental health issues. They can be permanent or for a day or two only.

If a student has a time out card it will appear will appear under their name on the roll.

Accessing school and/or community support staff

This may require support from staff. The school may be required to provide evidence of following the Wellbeing Policy, student plans, including resolution plans (where they exist) through a record on Sentral. This could include counselling, the School Liaison Police and linking students/families with community organisations.

Access alternate settings at school or in the community

At school this may be with an SLSO under the supervision of the DP. Alternate DE settings requires support from staff. The school will be required to provide evidence of following the Wellbeing Policy, student plans, including resolution plans (where they exist) through a record on Sentral.

Expulsion

This will happen only as a last resort and with the agreement of the Director.

THRIVE
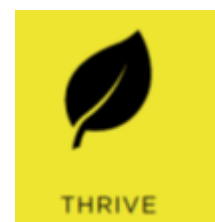
Procedures for effective mentoring of student on green/yellow card

1. Initial meeting with student. Establish some goals. Circle priority areas on the card. Discuss reward strategies.

   Discuss green plan, enter on Sentral, print *out letter of concern – green card* and send to office with green plan. Green plan to be scanned into Sentral and sent home with letter of concern.

   OR

   Discuss green card issues in establishing goals for yellow card.

2. Green card – Check that student has work in their books and has pens to work with. If student is receives ok or excellent no mentoring required. If student receives poor, teacher to ask student to come back at lunchtime for mentoring. Discuss and use a mentoring/coaching/problem solving approach. Try to reinforce students taking responsibility for their behaviour. Two poor judgements on the focus area will result in yellow card discussion with Head Teacher.

   OR

   Mentoring at lunchtime with HT for yellow card. Check that student has work in their books and has pens to work with. Discuss and use a mentoring/coaching/problem solving approach. Discuss and try to reinforce students' taking responsibility for their choices. Fill in last column after each lesson where discussion took place.

3. Contact parent/carers to discuss progress in areas where support is needed.

Caution…

1. Avoid being alone with the student in a room out of view of others, talk in corridors or outside. If in a classroom, stay on your side of the desk.

2. If you have any indications that the student may be at risk of harm from home or at school, refer to DP/P promptly.

3. Do not provide your personal phone numbers or encourage any contact outside of school hours.

4. Avoid getting into discussions which blame others. Reinforce that the student cannot change other people's behaviour, but they can control their own choices. Try to focus on what the student has done.

5. Students will say "the teacher hates me/picks on me etc." Say "what does the teacher want?" Try to build a picture in their heads about a settled classroom environment and a happy teacher! Reinforce that the teacher has the responsibility for all students in the class, build empathy, etc.

6. Avoid getting too involved in their family or social problems, focus on behaviour choices at school.

Professional development to support this policy will focus on building relationships with students and parent/carers/caregivers and successful mentoring strategies.

BEHAVIOUR MENTORING AND SUPPORT FOR STUDENTS AT RISK OF NOT ACHIEVING AT SCHOOL

Risk factors *Students identified as having some or more of these risk factors may be referred to LST/Wellbeing/Executive where they will be assigned a Head Teacher and Mentor.*	o Recognised learning disability o Low levels of achievement o Poor concentration o Poor organisational skills o Low self -worth/self- esteem o History of self- harm	o Poor attendance o Homelessness o Family conflict o History of violence or abuse o Substance abuse o Victim of bullying	o Persistent misbehaviour o Attention- seeking o Oppositional when confronted o Impulsive o Explosive when angry o Bullying

Teacher/HT/Deputy - Oversees the support for the student including regular contact and supervision of monitoring book/card. Communication with parent/carers with regular phone and interview contact. Development of management plan for the student including School to Work planning. Communication with staff via meetings and SENTRAL.
Mentor - Teacher or SLSO nominated by student as being someone who they are comfortable in talking to and they find to be helpful in planning and achieving tasks and goals. The Mentor is prepared to spend a few minutes per day talking with the student and helping them to focus and plan to overcome difficulties.

Funding Support OoHC Recognised learning disability	Behaviour Plan	Green Card	Yellow Card	Red Card	Red Card – S
	• Potential for serious disruption to class or danger to self or others including the teacher • Needs time out to help them to manage their behaviour	• Classroom Disobedience • Social Difficulties • Unsettled or underachieving in class	• Students who are having difficulty meeting attendance, learning and/or behaviour expectations on green card. • Two Green card placements by CTs = yellow card	• Students who are having difficulty meeting attendance, learning and/or behaviour expectations on yellow card.(No improvement after 2 weeks.) • Persistent disobedience across a range of subjects or as negotiated with DP/P • **ON NOTICE OF SUSPENSION**	• Return from suspension • **ON NOTICE OF SUSPENSION** • **Resolution/Behaviour plan on back of card**
Mentored by: LaST/SC/DP	Mentored by: LaST/SC/DP	Initiated and mentored by: CT Sentral must indicate that a range of in-class strategies have been applied Green plan must be completed in class, in isolation	Initiated and mentored by: HT Sentral must indicate the range of strategies HT has put in place alongside Yellow Card placement	Initiated and mentored by DP after discussion with HT. Sentral should record a range of HT strategies.	Mentored by DP
Optional identification card which may be discretely shown if required (ie. to casual teachers)	• Student reports to case manager or mentor and is given an opportunity to calm down/refocus. CM uses their discretion whether to send the child back to class, keep them out of class or send them home. • Record on Sentral.	• CT responsible for mentoring student on green card in classroom for 5 lessons. CT keeps card. • CT records on Sentral, notifies DP and sends letter home. • CT contact parent/carer by phone highly recommended on placement. Parent/carer contact by phone **should** occur if there is no improvement. 2 poor judgements on focus area will initiate yellow card.	• HT responsible for mentoring student on yellow card. Student keeps card. • HT records on Sentral, notifies DP and sends letter home. • HT contacts parent/carers/carers by phone. Continued phone/interview contact **should** occur if there is no improvement. • Head Teacher manages • lunchtime detention (MTTF) – students complete Behaviour Made Easy booklet	• DP roll call. • DP responsible for mentoring student on red card. Student responsible for card. • DP records on Sentral and sends letter home following parent/carer phone call. Continued contact if necessary. • DP manages lunch time detention.	• DP roll call. • DP responsible for mentoring student on red card. Student responsible for card. • DP records on Sentral and sends letter home following parent/carer phone call. Continued contact if necessary. • DP manages lunch time detention.

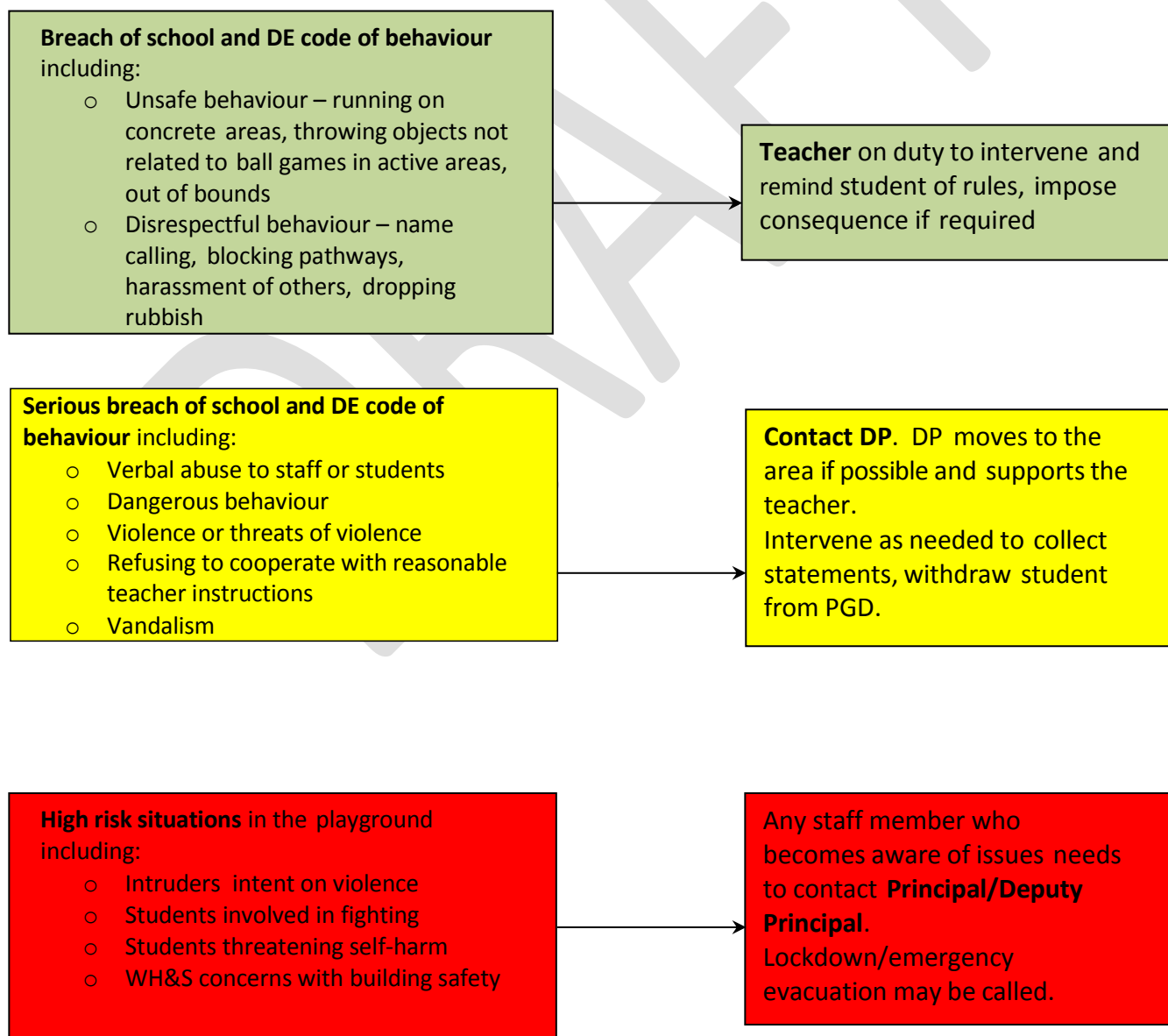**SPECIFIC PROCEDURES RELATING TO BEHAVIOUR MENTORING AND SUPPORT FOR STUDENTS AT RISK OF NOT ACHIEVING**

Situation	Student's responsibilities	Teacher's responsibilities	Manager's responsibilities	Parent/carer's
Funding Support OoHC	o Inform their teacher if they are struggling with class work/expectations o Regular contact with the LAST	o Refer to PLP/Student Behaviour Management Plan o Refer student to Wellbeing/LST if they are not achieving in your class or you have concerns. o Make good use of SLSO's.	o Ensure PLP/Student behaviour management Plan is current o Allocate resources appropriately (LAST, SLSO, Norta Norta etc.) as per PLP and/or other plans o Liaise with Wellbeing/LaST/CT	o Keep the school informed of any changing issues o Participate in management plan.
Behaviour Plan	o Learn to recognise their warning signs of stress/conflict (breathing, pulse rate, edgy, feeling hot, sweaty, crying, anger, yelling, swearing, withdrawal) o Follow established plan (calm down, talk it over, plan ahead, time out) o Implement plan ahead strategy (return to class, continue withdrawal, go home) o Cooperate with longer term interventions including Work Experience, Part time exemption, referral to Agency)	o Build relationships with student in your class o Learn to identify students at risk of not achieving in your class o Attempt to de-escalate conflict (voice low and slow, step back, go to the side, avoid direct eye contact, stay calm, give the student an instruction and repeat it calmly – "sit down, book out, quiet please") o If student shows time out card allow them to leave. Make a note in your roll. o In your judgment if situation is redeemable, try a positive intervention ("that's a shame, we're doing some fun work on".)	o Build relationship with students at risk and their parent/carers o Conduct formal meetings with parent/carers to identify risk and establish management plan (monitoring cards, part time attendance, work experience, going home when situation not redeemable) o When student reports, allow them to calm down (monitor breathing) o Talk it over and plan ahead. Implement plan o Record on Sentral o Liaise with Wellbeing/LST	o Regular communication with Deputy o Ensure student has uniform, lunch, books for school. Send notes if they don't o Participate in management plan which may include liaison with outside agencies o Collect student from school if situation is not redeemable (most parent/carers are happy to do this to avoid suspension**)** o Access school support servcies
Green card	o Discuss behaviour with CT	o Discuss behaviour with student each day.	o Meet with the student daily and assist with problem solving strategies to improve behaviour	o Follow up issues with your child
Yellow card	o Present card to the teacher each lesson. o Attend HT detention	o Fill in card and liaise with HT/DP as needed o Make a judgment about the students' effort for the whole lesson, not just a bad 5 minutes. Did they redeem any issues? o Record an unsatisfactory on Sentral as well as card	o Monitor progress each day. o Plan strategies for success**.** o Intervention as needed(detention, planning meeting, suspension etc)	o Follow up issues with your child o Liaise with HT/DP if any issues arise
Red Card	o Report to DP roll call each day o Attend DP detention			

PLAYGROUND FLOW CHART illustrating the management of student behaviour and the levels of intervention from the Teacher, Head Teacher, Deputy Principals and Principal

It is the teacher's responsibility to report to playground duty on time and actively supervise by moving around in their assigned area and manage any breach of school and DE code of behaviour. If a student is injured they should be sent to sick bay with a note or in the case of more serious injuries, the student should not be moved and the office called to move to the student/ phone ambulance etc. as required. It is the Teacher on Duty's responsibility to follow up with a student who is injured and ensure that "*Accident to school student*" paperwork is completed.

It is the Head Teacher Administration's responsibility to circulate around all of the playground areas, check that staff are in the right supervision area. All staff have a duty of care to every students and all school staff. It is their duty to provide support when issues arise. It is the Deputy Principal's responsibility to support staff to manage any serious breach of school and DE code of behaviour.

PGD can be a positive experience and is an opportunity for teachers to interact positively with students in a less formal setting than in class. Inevitably there will be some students who breach school and DE code of behaviour, and teachers should use the following guidelines:

Breach of school and DE code of behaviour including: ○ Unsafe behaviour – running on concrete areas, throwing objects not related to ball games in active areas, out of bounds ○ Disrespectful behaviour – name calling, blocking pathways, harassment of others, dropping rubbish	**Teacher** on duty to intervene and remind student of rules, impose consequence if required
Serious breach of school and DE code of behaviour including: ○ Verbal abuse to staff or students ○ Dangerous behaviour ○ Violence or threats of violence ○ Refusing to cooperate with reasonable teacher instructions ○ Vandalism	**Contact DP**. DP moves to the area if possible and supports the teacher. Intervene as needed to collect statements, withdraw student from PGD.
High risk situations in the playground including: ○ Intruders intent on violence ○ Students involved in fighting ○ Students threatening self-harm ○ WH&S concerns with building safety	Any staff member who becomes aware of issues needs to contact **Principal/Deputy Principal**. Lockdown/emergency evacuation may be called.

FLOW CHART of anti-bullying procedures

When a student is harassed or bullied *(name calling, racism, homophobia, gender based).*

When a student is physically assaulted or threatened *(threats or acts of violence).*

Students and/or bystanders behave assertively and tell the person to stop.

Students/bystanders report to nearest teacher, who acts to intervene to keep student safe.

Teacher sends for DP if available. Teacher/Head Teacher/DP collect statements. Refer to DP/P.

Harassment continues.

Students and/or bystanders notify a teacher. They can also notify a trusted friend, peer support leader, SRC member, boys/girls adviser, DP, SC, parent/carer, Principal.

THRIVE

DP/P takes referrals for intervention relating to ongoing bullying/harassment from HT, YA, HT Wellbeing or DSC. Continues the investigation, communicates with parent/carers, implements behaviour management strategies including suspension.
Referral to outside agency including Police if required.
Document on Sentral

Teacher interviews the students, investigates the incident and seeks to resolve the issue. Document on Sentral.

Harassment stops. Student monitors situation, informs parent/carers, takes opportunities to help others.

Harassment continues.
Refer to Head Teacher Wellbeing.

Harassment continues. Refer to Year Adviser.

Year Adviser takes referrals from staff if issue is ongoing. Seeks to intervene and support the students and liaise with HT Wellbeing. Document on Sentral.

Head Teacher Wellbeing takes referrals from staff and YA's, intervenes and implements support including liaising with School Counsellor and referral to outside agency. Intervention may involve warning of consequences, social skills programs, coaching to build resilience and anger control and parent/carer contact. Document on Sentral.

Early Term 1 2016 – Year meetings to cover this flow chart and related concepts

Harassment continues.
Refer to Head Teacher Wellbeing.

Summary of procedures relating to truancy – student out of class without permission found by staff member

No student is to be out of class without an out of class pass

Staff member finds students out of class without permission

Don't know the student – let DP or HT know student out of class without permission

Staff member sends student back to class. Student complies.

Classroom teacher detains student at recess or lunch. Teacher notes on PXP roll.

Student becomes oppositional and refuses to return to class. Teacher attempts to find out why. Notify YA or DP if a wellbeing issue is raised. Record on Sentral.
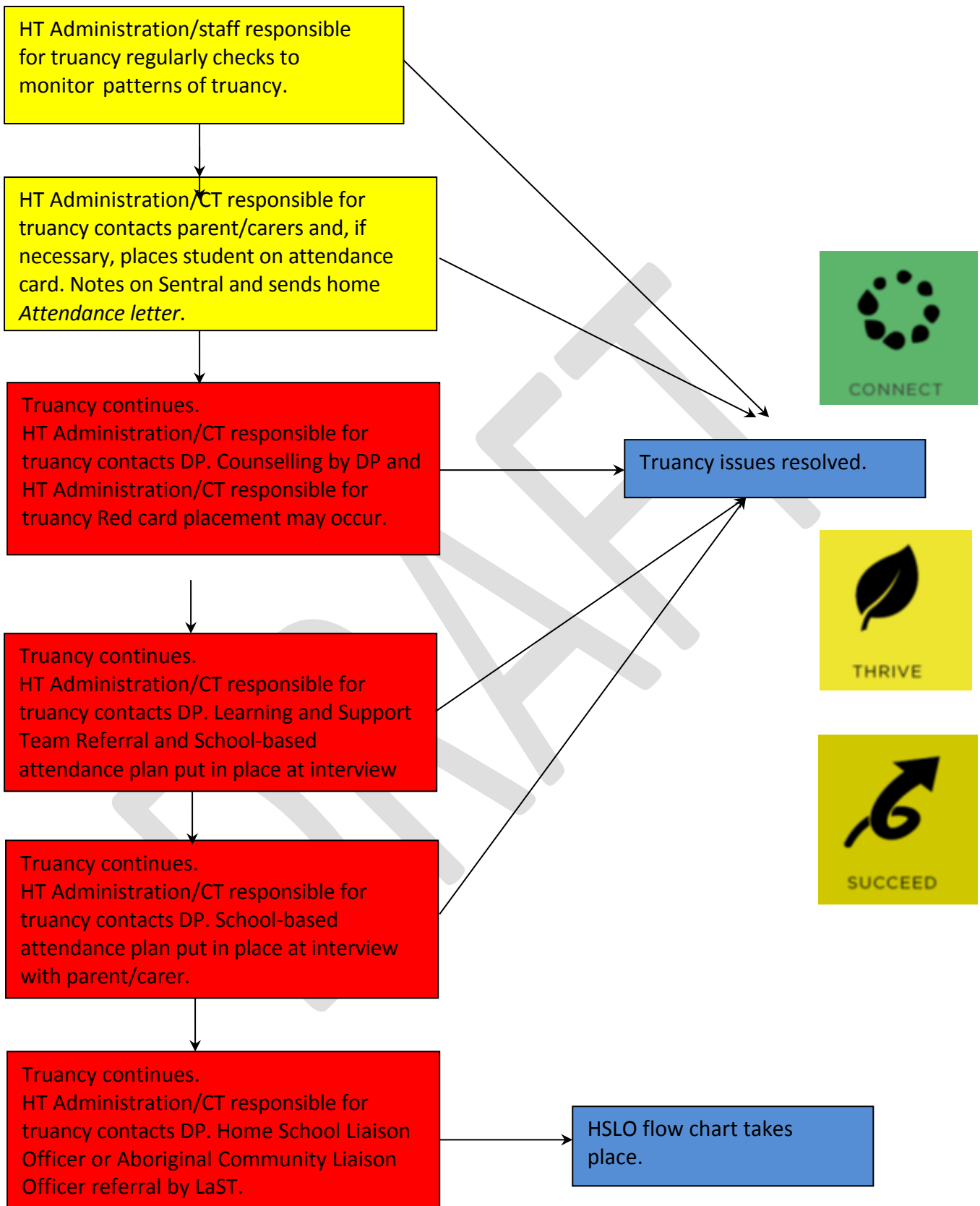OR
Notify Head Teacher of timetabled class.

HT checks Sentral and if the student should have been in class, contact parent/carer by phone or send *truancy notification* letter on Sentral. HT Admin negotiates appropriate consequence for truancy and failure to follow instructions.
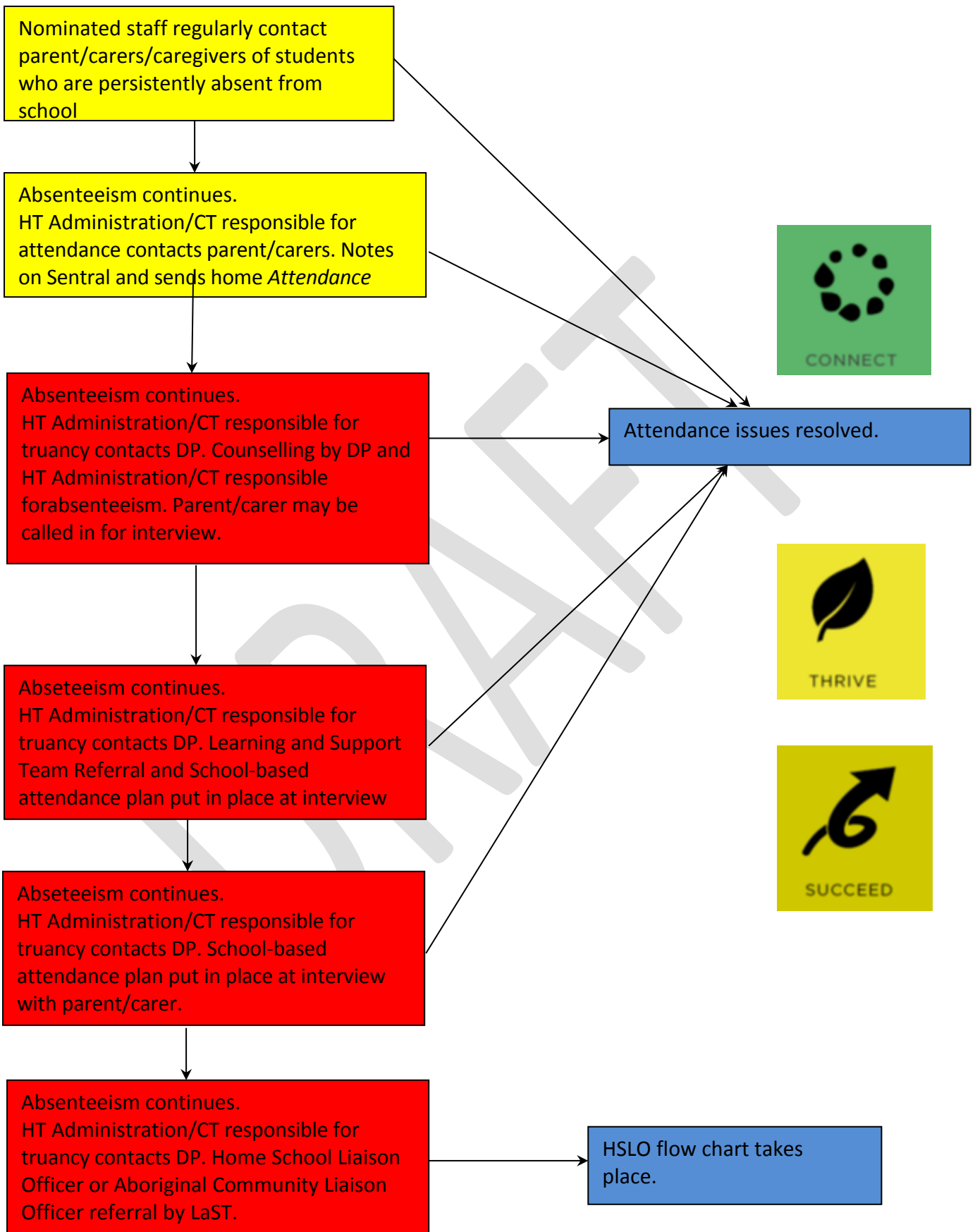
HT notes on Sentral.

SUCCEED

HT Administration/CT responsible for truancy regularly checks to monitor patterns of truancy. Send *breach of school behaviour code* if required. Truancy is a breach of the school and DE rules and may lead to Home School Liaison Officer or Aboriginal Community Liaison Officer Referral and suspension for continued disobedience if it re-occurs.

Summary of procedures - students who regularly truant class or whole days

HT Administration/staff responsible for truancy regularly checks to monitor patterns of truancy.

HT Administration/CT responsible for truancy contacts parent/carers and, if necessary, places student on attendance card. Notes on Sentral and sends home *Attendance letter*.

Truancy continues.
HT Administration/CT responsible for truancy contacts DP. Counselling by DP and HT Administration/CT responsible for truancy Red card placement may occur.

Truancy continues.
HT Administration/CT responsible for truancy contacts DP. Learning and Support Team Referral and School-based attendance plan put in place at interview

Truancy continues.
HT Administration/CT responsible for truancy contacts DP. School-based attendance plan put in place at interview with parent/carer.

Truancy continues.
HT Administration/CT responsible for truancy contacts DP. Home School Liaison Officer or Aboriginal Community Liaison Officer referral by LaST.

Truancy issues resolved.

HSLO flow chart takes place.

CONNECT

THRIVE

SUCCEED

Truancy is a breach of the school and DE rules and may lead to suspension for continued disobedience if it re-occurs.

**Summary of procedures – student identified as being persistently absent from school**

Nominated staff regularly contact parent/carers/caregivers of students who are persistently absent from school

Absenteeism continues.
HT Administration/CT responsible for attendance contacts parent/carers. Notes on Sentral and sends home *Attendance*

Absenteeism continues.
HT Administration/CT responsible for truancy contacts DP. Counselling by DP and HT Administration/CT responsible forabsenteeism. Parent/carer may be called in for interview.

Abseteeism continues.
HT Administration/CT responsible for truancy contacts DP. Learning and Support Team Referral and School-based attendance plan put in place at interview

Abseteeism continues.
HT Administration/CT responsible for truancy contacts DP. School-based attendance plan put in place at interview with parent/carer.

Absenteeism continues.
HT Administration/CT responsible for truancy contacts DP. Home School Liaison Officer or Aboriginal Community Liaison Officer referral by LaST.

Attendance issues resolved.

CONNECT

THRIVE

SUCCEED

HSLO flow chart takes place.

School Representation Policy

We encourage students to try out for and participate in a wide range of activities but remind students that this is a privilege that students must earn through their ability, effort and attitude both within and outside of the classroom. This participation, however, should not be at the expense of their academic progress.

The decision about a student's eligibility to represent the school will be made by the principal after consultation. Participation in School Socials will be determined in a similar manner.

A student may be withdrawn from representation (including school socials) if they have a record of:

- **Poor attendance**

  - It is expected that students maintain an average school attendance pattern of 85% or greater. 85% is a minimum standard and does not reflect the desired attendance pattern.

  - Students who are absent from school on the day of a School Social will not be able to attend that evening.

- **Repeated challenging behaviours** –

  - Students who are, or have been suspended from school will not be permitted to represent the school during their suspension or for at least five weeks after their return from suspension. During this five weeks, they must demonstrate the behaviour expectations of the Department of Education and the school.

  - Students on yellow and green cards will not be permitted to represent the school at any level until they have satisfied the requirements of their yellow/red cards.

  - Students who have been suspended due to behaviour whilst attending a school social will have this privilege withdrawn for 12 months after their return from suspension.

- **Incomplete assessment tasks and overdue work**

  - All students are expected to submit prescribed assessment work both on time and to an acceptable standard. Students with an incomplete N-Award Notification will be ineligible to compete in a representative team or in extracurricular activities (including schools socials).

In relation to **School Socials only**, students with overdue library books will not be able to attend.
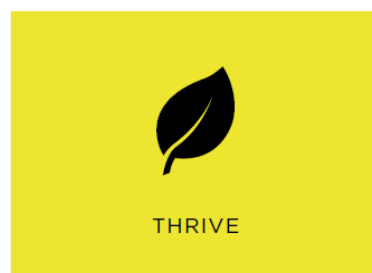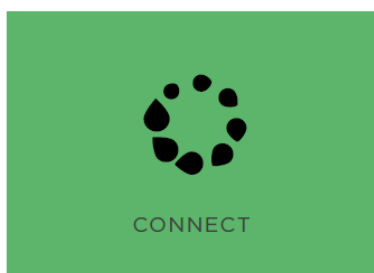
Explanation of procedures relating to school uniform

The students of Wauchope High School are very proud of their school and the wearing of the school uniform is an expression of this pride.

The wearing of school uniform is part of school policy at the request of the P&C Association. Wearing school uniform encourages pride, and improves school tone and conduct. It also provides greater security for students travelling to and from school. We rely upon the assistance of parent/carers to keep students in school uniform.

Work Health and safety regulations apply to all practical lessons. Students wearing unsafe footwear will not be able to take part in these lessons. Alternate work will be provided.

Our uniform shop can supply school uniform items at very reasonable prices (excluding socks and shoes).

Uniform	Summer	Winter
Junior Girls	Navy skirt or navy shorts Blue polo shirt with school emblem	Pale blue polo shirt with school emblem Navy pants, Navy wool or fleecy jumper with school emblem, Navy track suit with school emblem, Navy stockings or white socks
Senior Girls	White shirt with school emblem Navy skirt or pants	White polo shirt with school emblem Navy skirt or pants
Junior Boys	Navy shorts or pants Blue polo shirt with school emblem	Navy pants, Pale blue polo shirt with school emblem, Navy fleecy or wool jumper with school emblem, Navy track suit with school emblem, white socks
Senior Boys	White shirt with school emblem Navy shorts or pants	White polo shirt with school emblem Navy shorts or pants
Footware	Closed in shoes preferably black	
SPORTS UNIFORM	Black and white polo shirts with school emblem, Black shorts, Navy track suit with school emblem, White socks, Sport shoes	

Unacceptable Dress Code (these items are not to be worn to school)
- Board shorts.
- Blue jeans.
- Camouflage attire.
- Black shorts and long pants.
- Excessively baggy style clothing.
- Clothing with logos (other than school's), stripes or patterns.
- Excessive jewellery and/or make-up (the school will be the judge of "excessive").
- Open footwear. This is an work health and safety issue (includes sandals, thongs, scuffs and slip on shoes etc.)
- Underwear that is visible outside clothing.
- Uniforms that show a "gap" between top and bottom clothing articles.
- Scarves, belts and hats that clearly are not in the spirit of our school uniform.

Sport & PE uniform for boys and girls
- Students who are not in Sport/PE uniform will not be able to take part in practical lessons. Alternate work will be provided.

Footwear

Robust closed in footwear must be worn at all times.

Open styles such as thongs, sandals, scuffs and slip-ons are not to be worn.

Students not wearing safe, closed-in footwear will be excluded from practical activities.

Specialist Uniforms

An apron is compulsory for practical work in Food Technology.

Uniform Pool

Some second-hand uniforms are available from the school uniform pool. Enquiries should be made to the front office.

2016 photo yet to be inserted

Students who are not wearing school uniform should see Ms Jones at the English staffroom before school. Failure to do so could result in green/yellow/red card placement due to continued disobedience.
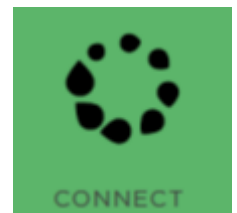
2016 Target   *Increase classroom engagement*

Outcomes: Enhanced coaching and mentoring of student behaviour causing concern and implementation of early intervention from teachers, head teachers and other interested staff.

Resources: Training in effective mentoring and coaching in order to build positive professional relationships with students and community.

Strategy: Modify and strengthen procedures in relation to develop positive behaviours for learning in the classroom.

Classroom teacher manages classroom environment:
- Focus on the wellbeing of all students and staff
- Establish and reinforce classroom expectations and routines, teach behaviour explicitly as per PBL
- Manage learning environment utilising positive relationships and mentoring/coaching student engagement
- Intervene as required ensuring consistency and equity
- Manage intervention strategies as per flow chart and enter on Sentral
- If classroom teacher mentoring does not increase engagement; involving parent/carers in further action as required by flow chart

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Head Teacher's role in supporting teachers and students when there is a pattern of poor classroom behaviour may include:
- Focus on the wellbeing of all students and staff
- Review Sentral entries and discuss intervention with staff
- Investigate the issue by interviewing the student and discussion with the teacher
- Contact the parent/carer by phone to inform them of a pattern of behaviour that will impact on learning
- Implement intervention as per flow chart
- If Head Teacher mentoring/coaching does not increase engaged behaviour; involving parent/carers in further action as required by flow chart

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Deputy Principal's/Principal's role in supporting staff and students where there is a pattern of poor classroom behaviour
- Focus on the wellbeing of all students and staff
- Liaise with Head Teachers regarding students who have not responded positively and modified poor behaviour after a period of 2 weeks on yellow card
- Record on Sentral, interview student, mentor/coach student, phone parent/carer, if appropriate, issue Formal Caution of Suspension and student placed on red card
- Discussion at LaST to investigate support strategies and pathways for the student
- Implement support and intervention strategies which may include suspension

Wauchope High School – PBL Reflection

You have been issued with this plan because your behaviour has not met WHS expectations.

NAME: _____

YEAR: _____ DATE: _____

SUBJECT: _____

TEACHER: _____

I have been placed on this green card because I was not displaying:

☐ Best Effort

☐ Care and Respect

☐ Safety at all times

What I should be doing (WHS minimum expectations)	
Best Effort	Prompt to class and ready to start
	Correct equipment including correct uniform
	Met work expectations 100% Class work Homework Assignment
	Consistent application throughout the period
Care and Respect	Speaking respectfully at all times
	Follows reasonable instructions
	Allows others to learn at all times
	Does not participate or rejects bullying and/or harassment
	Respects the property of others
Safety at all times	Uses equipment safely
	Behaves in a way that does not endanger others
	Solves conflict without the use of physical verbal/aggression

Please take the time to complete this plan carefully – failure to do so may result in a Yellow Card.

What were you doing? Was I warned?

_____

_____

_____

_____

Why were you doing it? How do we fix it?

_____

_____

_____

_____

Student Wellbeing System

Step 1 - Green Card Classroom Teacher – 5 lessons Repeat by negotiation	**Step 2 - Yellow Card** Head Teacher – 6 days Repeat by negotiation	**Step 3 – Red Card** Deputy Principal – 6 days Repeat by negotiation

Step 4 - Suspension
Deputy and Principal

Student: _____ **Teacher:** _____ **Date:** _____

	Excellent	What I should be doing	What I was doing
Best Effort	**Encouraging others** to be prompt to class and ready to start	Prompt to class and ready to start	Late
	Actively supports other students to have correct equipment including uniform	Correct equipment including correct uniform	Does not have correct equipment
	Goes beyond expectations in classwork, homework or assignment work	Met work expectations 100% Class work Homework Assignment	Worked below 65% of expectations Class work Homework Assignment
	Conscientious application	Consistent application throughout the period	Poor application to work
Care and Respect	**Pleasant, respectful and caring** to all throughout the lesson	Speaking respectfully at all times	Disrespectful
	Prompts others to follow reasonable instructions	Follows reasonable instructions	Failed to follow reasonable instructions
	Helps others to learn when appropriate	Allows others to learn at all times	Disrupted the learning of others
	Actively works to prevent bullying and/or harassment	Does not participate or rejects bullying and/or harassment	Bullying and/or harassing others
	Actively prevents others from disrespecting/damaging property	Respects the property of others	Lack of respect for the property of others
Safety at all times	**Helps others** to use equipment safely when appropriate	Uses equipment safely	Unsafe
	Actively prevents others from behaving in a way that endanger others	Behaves in a way that does not endanger others	Dangerous
	Helps others solve conflict without the use of physical verbal/aggression	Solves conflict without the use of physical verbal/aggression	Aggressive, disrespectful to others

Look at the table –Together, select three expectations that your teacher will help you with in class.

What were you thinking at the time you were placed on a card? (Suggestions: annoyed, angry, stupid, angry, happy, ashamed, upset, sorry, like swearing, sad, like I made a mistake)

Who has been affected by your lack of Best Effort/Care and Respect/Safety?

What could you have done differently?

Lesson 1	Goal 1 Excellent ☐ OK ☐ Poor ☐	Discussion with staff mentor:	Student initial: _____
	Goal 2 Excellent ☐ OK ☐ Poor ☐	What I did well –	
	Goal 3 Excellent ☐ OK ☐ Poor ☐	What I can improve on next lesson –	Staff initial: _____

Lesson 2	Goal 1 Excellent ☐ OK ☐ Poor ☐	Discussion with staff mentor:	Student initial: _____
	Goal 2 Excellent ☐ OK ☐ Poor ☐	What I did well –	
	Goal 3 Excellent ☐ OK ☐ Poor ☐	What I can improve on next lesson –	Staff initial: _____

lesson 3	Goal 1 Excellent ☐ OK ☐ Poor ☐	Discussion with staff mentor:	Student initial: _____
	Goal 2 Excellent ☐ OK ☐ Poor ☐	What I did well –	
	Goal 3 Excellent ☐ OK ☐ Poor ☐	What I can improve on next lesson –	Staff initial: _____

Lesson 4	Goal 1 Excellent ☐ OK ☐ Poor ☐	Discussion with staff mentor:	Student initial: _____
	Goal 2 Excellent ☐ OK ☐ Poor ☐	What I did well –	
	Goal 3 Excellent ☐ OK ☐ Poor ☐	What I can improve on next lesson –	Staff initial: _____

Lesson 5	Goal 1 Excellent ☐ OK ☐ Poor ☐	Discussion with staff mentor:	Student initial: _____
	Goal 2 Excellent ☐ OK ☐ Poor ☐	What I did well –	
	Goal 3 Excellent ☐ OK ☐ Poor ☐	What I can improve on next lesson –	Staff initial: _____

Focus Goal:	Optional Goal 1:	Optional Goal 2:

What are you thinking now that you have successfully finished your green card?

Please take me off the green card on Sentral

	Excellent	What I should be doing	What I was doing
Best Effort	**Encouraging others** to be prompt to class and ready to start	Prompt to class and ready to start	Late
	Actively supports other students to have correct equipment including uniform	Correct equipment including correct uniform	Does not have correct equipment
	Goes beyond expectations in classwork, homework or assignment work	Met work expectations 100% Class work Homework Assignment	Worked below 65% of expectations Class work Homework Assignment
	Conscientious application	Consistent application throughout the period	Poor application to work
Care and Respect	**Pleasant, respectful and caring** to all throughout the lesson	Speaking respectfully at all times	Disrespectful
	Prompts others to follow reasonable instructions	Follows reasonable instructions	Failed to follow reasonable instructions
	Helps others to learn when appropriate	Allows others to learn at all times	Disrupted the learning of others
	Actively works to prevent bullying and/or harassment	Does not participate or rejects bullying and/or harassment	Bullying and/or harassing others
	Actively prevents others from disrespecting/damaging property	Respects the property of others	Lack of respect for the property of others
Safety at all times	**Helps others** to use equipment safely when appropriate	Uses equipment safely	Unsafe
	Actively prevents others from behaving in a way that endanger others	Behaves in a way that does not endanger others	Dangerous
	Helps others solve conflict without the use of physical verbal/aggression	Solves conflict without the use of physical verbal/aggression	Aggressive, disrespectful to others

	Excellent	What I should be doing	What I was doing
Best Effort	**Encouraging others** to be prompt to class and ready to start	Prompt to class and ready to start	Late
	Actively supports other students to have correct equipment including uniform	Correct equipment including correct uniform	Does not have correct equipment
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	Actively prevents others from behaving in a way that endanger others	Behaves in a way that does not endanger others	Dangerous
	Helps others solve conflict without the use of physical verbal/aggression	Solves conflict without the use of physical verbal/aggression	Aggressive, disrespectful to others

Focus Goal:	Optional Goal 1:	Optional Goal 2:

Goal 1:	Optional Goal 1:	Optional Goal 2:

Name _____ **No. days on card:** ___

Period 1	Goal 1 Excellent ☐ OK ☐ Poor ☐	Comment:
	Goal 2 Excellent ☐ OK ☐ Poor ☐	
	Goal 3 Excellent ☐ OK ☐ Poor ☐	Initial: _____
Period 2	Goal 1 Excellent ☐ OK ☐ Poor ☐	Comment:
	Goal 2 Excellent ☐ OK ☐ Poor ☐	
	Goal 3 Excellent ☐ OK ☐ Poor ☐	Initial: _____
Period 3	Goal 1 Excellent ☐ OK ☐ Poor ☐	Comment:
	Goal 2 Excellent ☐ OK ☐ Poor ☐	
	Goal 3 Excellent ☐ OK ☐ Poor ☐	Initial: _____
Period 4	Goal 1 Excellent ☐ OK ☐ Poor ☐	Comment:
	Goal 2 Excellent ☐ OK ☐ Poor ☐	
	Goal 3 Excellent ☐ OK ☐ Poor ☐	Initial: _____
Period 5	Goal 1 Excellent ☐ OK ☐ Poor ☐	Comment:
	Goal 2 Excellent ☐ OK ☐ Poor ☐	
	Goal 3 Excellent ☐ OK ☐ Poor ☐	Initial: _____
Period 6	Goal 1 Excellent ☐ OK ☐ Poor ☐	Comment:
	Goal 2 Excellent ☐ OK ☐ Poor ☐	
	Goal 3 Excellent ☐ OK ☐ Poor ☐	Initial: _____

Name _____ **No. days on card:** ___

Period 1	Goal 1 Excellent ☐ OK ☐ Poor ☐	Comment:
	Goal 2 Excellent ☐ OK ☐ Poor ☐	
	Goal 3 Excellent ☐ OK ☐ Poor ☐	Initial: _____
Period 2	Goal 1 Excellent ☐ OK ☐ Poor ☐	Comment:
	Goal 2 Excellent ☐ OK ☐ Poor ☐	
	Goal 3 Excellent ☐ OK ☐ Poor ☐	Initial: _____
Period 3	Goal 1 Excellent ☐ OK ☐ Poor ☐	Comment:
	Goal 2 Excellent ☐ OK ☐ Poor ☐	
	Goal 3 Excellent ☐ OK ☐ Poor ☐	Initial: _____
Period 4	Goal 1 Excellent ☐ OK ☐ Poor ☐	Comment:
	Goal 2 Excellent ☐ OK ☐ Poor ☐	
	Goal 3 Excellent ☐ OK ☐ Poor ☐	Initial: _____
Period 5	Goal 1 Excellent ☐ OK ☐ Poor ☐	Comment:
	Goal 2 Excellent ☐ OK ☐ Poor ☐	
	Goal 3 Excellent ☐ OK ☐ Poor ☐	Initial: _____
Period 6	Goal 1 Excellent ☐ OK ☐ Poor ☐	Comment:
	Goal 2 Excellent ☐ OK ☐ Poor ☐	
	Goal 3 Excellent ☐ OK ☐ Poor ☐	Initial: _____

Parent/carer Signature: _____   Parent/carer Signature: _____

Please take me off the yellow/red card on Sentral