



**WILLOUGHBY GIRLS HIGH SCHOOL**

**A Leader in Girls Education**

# **STUDENT WELLBEING**

**Updated November 2018**

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**PHILOSOPHY of the SCHOOL**

What do we want for our students?

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D****ACADEMIC EXCELLENCE**

A school where ...

- .... expectations of individual excellence are the norm
- .... students achieve better than expected results
- .... teachers use engaging methodologies which intellectually challenge students
- .... students are excited about their learning and see relevance in their class work
- .... subject knowledge, skills and attitudes are taught with rigour
- .... talented students are catered for in both classroom and extracurricular contexts

A school which aims for the best possible academic outcomes for students.

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T****STUDENT-CENTRED LEARNING**

A school which ...

- .... encourages students to take responsibility for and risks in their learning
- .... supports students to excel as individuals, work co-operatively in groups and compete
- .... assists and supports students with learning difficulties
- .... provides opportunities for students to exercise real choices in their own learning
- .... develops student capacity for critical reflection and articulation on a wide range of ideas

A school where independent learning is part of the fabric of the classroom and the school.

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E****GIRLS EDUCATION OUTCOMES**

A school which ...

- .... trains students to confidently utilise a broad range of modern technologies
- .... implements a comprehensive and effective literacy program for all learners
- .... ensures that girls have opportunities to succeed in the creative arts
- .... fosters and develops student confidence in personal and public arenas
- .... promotes positive attitudes towards a healthy lifestyle
- .... enhances the career and life prospects of all girls

A school which practises contemporary thinking about gender equity.

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E****GOOD CITIZENSHIP AND VALUES**

A school which ...

- .... teaches ethical conduct and values held in high regard by our society
- .... encourages and rewards student initiative in leadership
- .... incorporates and responds to student voices
- .... ensures that girls feel safe, good about themselves and enjoy their schooling
- .... caters for and is inclusive of students from all cultural backgrounds
- .... balances individual rights with collective responsibilities and respect for others
- .... maintains a sense of order and an environment conducive to learning

A school which promotes core values &amp; an optimistic view of the future.

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E****THE LEARNING COMMUNITY**

A school where ...

- .... students, staff and parents work together to achieve the shared vision of the school
- .... students and teachers reflect together on the teaching/learning relationship
- .... developmental opportunities are provided for students, staff and parents
- .... clear expectations of roles and responsibilities are reflected in its policies and procedures

A school which values life-long learning, active involvement and continuous improvement.

## PART 2 THE WELLBEING / DISCIPLINE NETWORK

The School sees itself as a supportive and caring place in which the maintenance of an orderly and happy environment is the responsibility of all members of the School Community.

### C O N N E C T

**Students** are expected to treat staff and fellow students with respect and consideration and are encouraged to take an active part in maintaining their own positive environment. Peer Support leaders, Prefects, SRC and Sport House Captains are groups which empower students to play a pivotal role in the wellbeing network within the school.

**Parents/carers** form a vital part in the network. They are encouraged from their first contact with the school to approach it whenever they have a concern. They will also be involved in discipline / wellbeing processes initiated by the school.

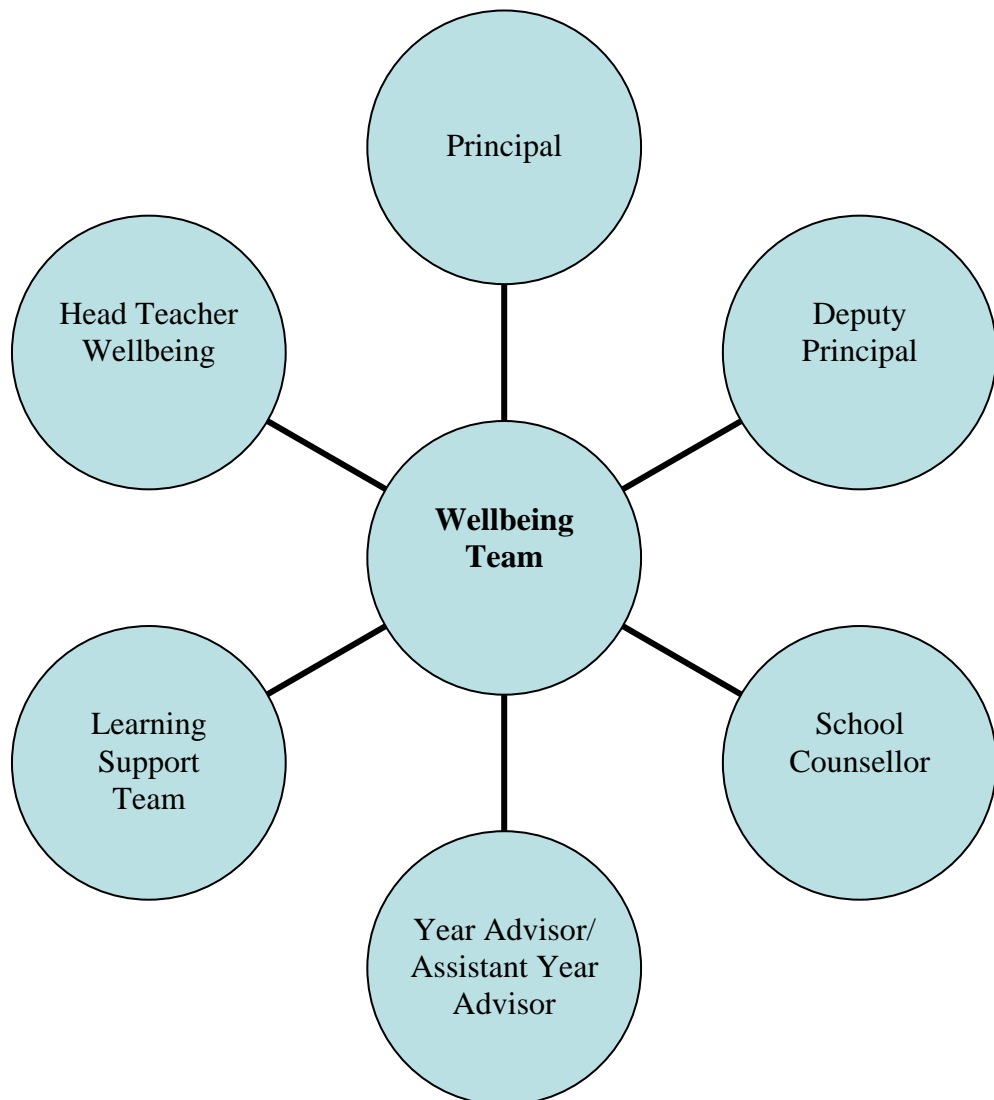
**Teachers** are the linchpin of the wellbeing network, in that they are often the first to observe or be informed of possible problems. Their first point of referral may be -

- **Year Advisers / Assistant Year Advisers**  
provide advice and support on most wellbeing issues due to the close relationship they have with the year group. They play a key part in attendance monitoring, often the first sign of wellbeing issues.
- **The Head Teacher Wellbeing**  
coordinates and administers wellbeing programs in the school, support and supervise wellbeing personnel, monitors health problems at school and assists in providing advice to students and parents with financial problems.
- **The Faculty Head Teachers**  
provide immediate support to their staff when behavioural problems emerge in class. The initial function of the Head Teacher is in supporting teachers and students in providing a cooling off period and then putting in place strategies aimed at restoring the student to a harmonious classroom situation.
- **The Learning and Support Team**  
Work in conjunction with the wellbeing team. They look at individual students and learning groups to maximise learning outcomes.
- **The School Psychologist and School Counsellor**  
provides one to one support for students and can access outside agencies to assist students, their families and the school in resolving issues.
- **The Senior Executive**  
The Principal and Deputy Principals are the next level of support or may be involved directly if a wellbeing / discipline problem is particularly serious or occurs outside the classroom.

## THE WELLBEING TEAM

### E N A B L E

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

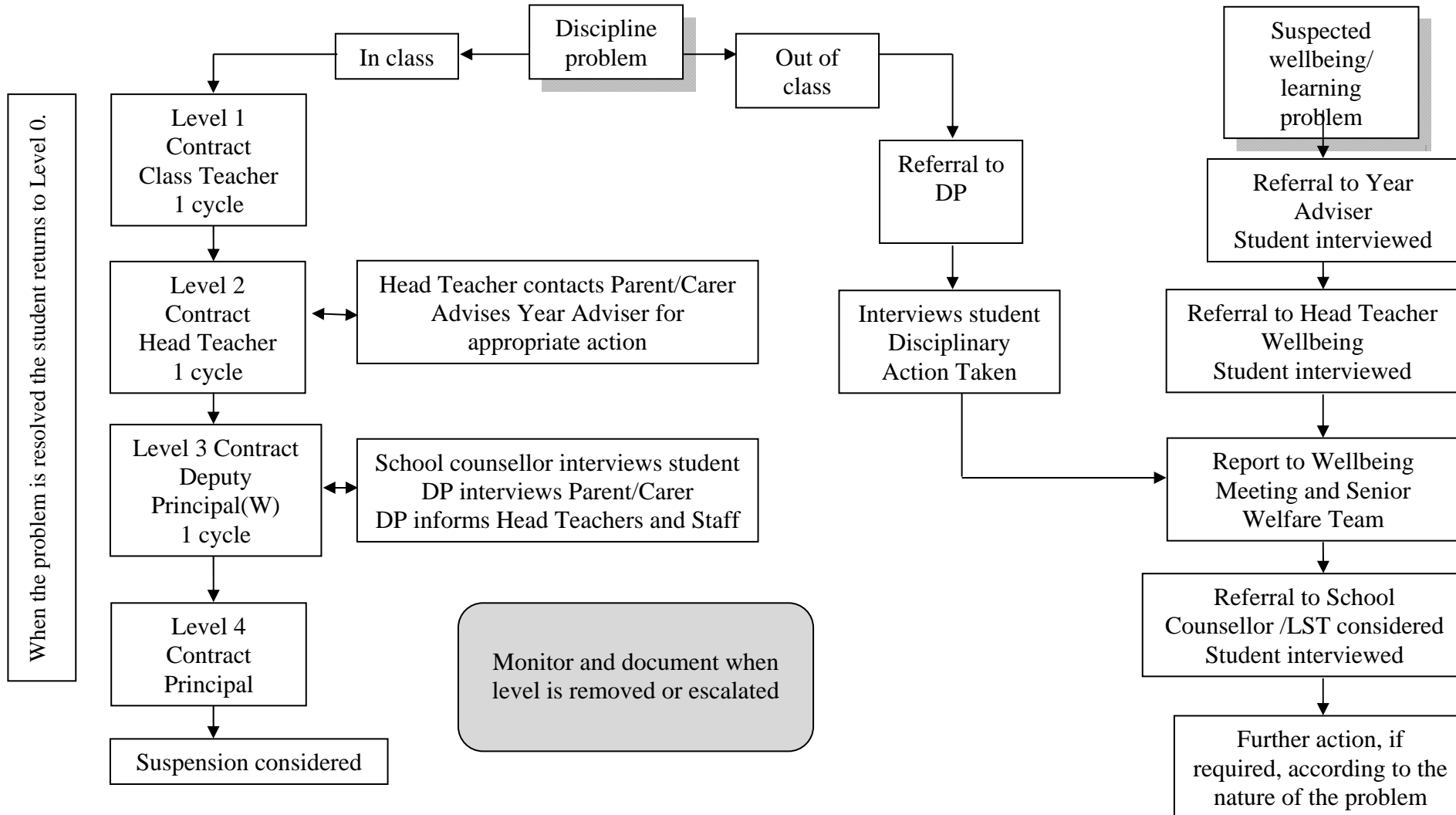


The Wellbeing Team:

- Coordinates wellbeing programs, including transition programs, for each year group
- Develops and reviews all programs on a yearly basis, based on the changing needs of year groups
- Identify student needs with executive and develops and delivers programs to address those needs
- Provide support for students in a school and learning context in regards to their physical, emotional, social and mental health

# WELLBEING / DISCIPLINE FLOWCHART

Staff deal with problems as they arise. If any issues remain unresolved, the arrows in the flowchart show path to be followed.  
**NOTE:** Cases involving child sexual assault, violence, drugs or weapons need to be referred directly to the Principal as soon as possible.



## **PART 3      STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING**

### **3.1      The Learning Environment**

#### **S U C C E E D**

At the core of successful school experience for each student is appropriate curriculum, exciting and enjoyable lessons and remediation and/or enrichment strategies when needed.

At Willoughby Girls High School this is enhanced by:

- a broad curriculum with a wide range of choices
- faculty programs which provide the framework by which each student can enjoy success and satisfaction to suit her ability and aspirations
- an experienced, enthusiastic staff who compile and present these programs
- a Learning and Support teacher, EALD teachers, careers adviser and school librarian to provide assistance to groups or individual students who require it
- an active GATS Program in the School to monitor enrichment activities and outside competitions and activities.

To ensure an effective working environment within the classroom a set of class rules has been developed.

### **3.2      The Social Environment**

Both within and outside the classroom, the way in which students relate to each other, their teachers and families provides the foundations for a happy and safe school experience. To ensure a positive social environment the School provides:

#### **C O N N E C T**

- clear and consistent School / Classroom rules and consequences
- Peer Support by Year 10 students for Year 7 students
- PD/H/PE Programs to engage and support students
- Home Room Groups which meet daily to monitor attendance and provide a wellbeing forum for discussion of issues as they arise
- a welcoming environment for parents to approach the School at any time and on special Information Evenings and Parent / Teacher Nights
- a network of staff to respond to student needs (see Wellbeing / Discipline Network)
- Student Wellbeing information through a regular Newsletter and P & C meetings etc
- a School Counsellor AND School Psychologist
- wellbeing days for each year group and a Wellbeing Week being run in conjunction with Mental Health Day

### 3.3 The Home Room Group System

#### C O N N E C T

A Home Room Group is a unit of students within a year. The Home Room Group meets once a day with their teacher for the purpose of:

- roll mark and attendance check
- communication of school messages
- discussion of topics of importance
- pastoral care and guidance.

There is an Extended Home Room Group time once a cycle.

#### **Advantages of the Home Room Group System**

The Home Room Group System:

- provides each student with a stable supportive environment over a six year period
- positions the group teacher so that they see his/her students grow up, and enables him/her to develop a relationship with each student
- makes possible a healthy interchange of ideas between teachers and students
- provides useful feedback about student attitudes and preferences to the school administration.

#### **The Role of the Home Room Group Teacher**

The Home Room Group Teacher remains with the group from one year to the next. Students are therefore able to establish a close relationship with the Home Room Group Teacher, who should be easily accessible and approachable. Students who have a problem, or want advice or help, may seek out the Home Room Group Teacher in the first instance.

### 3.4 Attendance procedures

From January 2010, legislation requires all students in NSW to complete school to Year 10 and then continue with either education and training, full time employment, or a combination of education/training and employment, until at least the age of 17 years. It is most important that students attend school regularly and arrive punctually, if they are to gain maximum benefit from their schooling.

PLEASE NOTE: All absences require a note of explanation written and signed by a parent/guardian, with the date and the student's name and Home Room class included. (Where a parent/guardian is unable to write in English, notes may be written in a language other than English.) Refer to the school's assessment policies for more detail on procedures where any form of absence is involved. Absent students are responsible for following up any work missed on their return to school.



## **Illness / Misadventure**

When a student is absent due to illness or misadventure, a parent/guardian may wish to contact the school office by phone. On the first day of return, a note of explanation is to be handed to the Home Room teacher. If a note is not received within seven (7) school days, the absence will be recorded as 'unjustified' in accordance with Departmental procedures. Parents/guardians should notify the school where an absence is likely to exceed three days and must provide a note of explanation on the student's return to school. For extended or frequent absences, a Doctor's Certificate may be required by the school. Where a student is absent for an examination/assessment task, the school is to be contacted *prior* to the commencement or submission of the task and a parental/guardian note must be presented on the first day of return (Years 7-12). In addition, for Years 10-12 a Doctor's Certificate must accompany the parent note. This documentation is to be handed to the relevant Head Teacher (or a teacher within the appropriate Faculty) in the case of assessment tasks or the examination co-ordinator in the case of examinations.

## **Leave**

Families are expected to arrange holidays in school vacations. If parents believe they have a special case for leave, the Principal must be contacted at least ten school days in advance and permission sought by letter. Notes informing the school after the leave has been taken are not accepted as justified. In the case of unforeseen /emergency leave, the Principal needs to be contacted as soon as possible. Documentary validation (eg medical certificates or statements, invitations, proof of travel, court documents etc) is sought to support leave applications. Where an explanation is not accepted, the absence will be recorded as unjustified. All students are required to attend until the last day of school each term. All students are required to attend until the last designated day of school for their year group.

## **Early Leave**

If a student has to leave early on a school day, parents/guardians need to send a note with student's Name and Home Room clearly marked. Notes are to be presented before period one to be signed by the Deputy Principal, who will issue a special 'School Leave Pass for Partial Absence'. This pass is used by the student to indicate that she has been granted 'official early school leave'. Leave from school is only granted under exceptional circumstances. Leave appointments should not be made in school time. If this is unavoidable, an appointment card must be presented to the Deputy Principal, Mrs Watts, at school before 9.00am together with the note requesting permission to be absent from school.

## **Lateness**

All students late to school must report to the school office for a 'late pass'. This 'late pass' states the reason and should be signed by the parent/guardian and returned to the Home Room teacher the next day. In cases where students have been consistently late, parents will be notified and a school detention will be issued. If a student is late to any class, she must obtain a late note from the teacher of her previous class, if she were detained by that teacher.

## **PART 4: SCHOOL DISCIPLINE CODE**

The Willoughby Girls High School Discipline Code outlines a series of rights and responsibilities each student has to self, other students, the school and the community. All students enrolled at Willoughby Girls High School are expected to comply with the requirements of this code.

### **All students at Willoughby Girls High School have a right to:**

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- be treated with courtesy, fairness and respect
- an education which suits their interests, abilities and career choice
- fully develop their academic, social, creative and physical potential
- be safe from physical harm, bullying, victimisation and harassment
- work in an environment which offers the maximum chance of success

### **All students at Willoughby Girls High School have a responsibility to:**

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- work in order to learn
- be punctual and prepared for all lessons and activities
- follow reasonable instructions from those in authority and obey school rules
- behave sensibly and safely
- complete all set work
- wear the correct uniform
- be tolerant, friendly and courteous to others
- respect the school and others property
- be well behaved in the classroom, playground, at sport, on excursions and while travelling to and from school
- refrain from any form of bullying or harassment.

### **The following behaviour will not be tolerated at Willoughby Girls High School:**

- sustained disruption of the work of teachers and students
- any forms of bullying or harassment
- discrimination against students and staff
- possession of dangerous implements or weapons
- dangerous, violent, threatening or abusive behaviour
- the possession of illegal drugs, alcohol and tobacco
- persistent disobedience
- persistent truancy or unexplained absences
- vandalism or theft.

## 4.1 School Rules

- Show respect and speak courteously to all members of the school community at all times.
- Take care of your own property and respect the property of others.
- Obey requests from teachers and others in positions of authority.
- Be in the right place at the right time.
- Maintain your safety and the safety of others
  - at school
  - while travelling to and from school
  - on excursions
  - at sporting events.
- Be polite and courteous to members of the public.
- Maintain a neat appearance and wear full school uniform at all times.
- Come prepared for your lessons and comply with the school's Class Rules.
- Under no circumstances bring to school
  - cigarettes
  - alcohol
  - illegal drugs
  - weapons
- Students should not bring to school
  - large sums of money or valuables
  - a mobile phone, iPods or similar technology.
- Act in a responsible manner toward animals by not ill-treating any animal whilst at school or on school excursions and visits.
- Refrain from any form of bullying or harassment
- Attend school every day, be in class on time and prepared to learn.

## 4.2 Class Rules

### Getting to Class

- Arrive at school on time.
- Be punctual for class. Unless you have a note from your previous teacher lateness to class is unacceptable.
- Juniors must wait at the door of specialty rooms until told to enter by the teacher.

### In Class

- Be ready to begin the lesson immediately by having books and equipment ready.
- Complete work set by the teacher in class without disturbing other students.
- Remain in the classroom unless a permission note is given by the teacher to leave for a special reason.
- Work quietly without inappropriate comments to your teacher or other students.
- When asking a question or seeking assistance raise your hand.
- Bring necessary books and equipment to class so you will not have to borrow from others.
- Do not write on desks / chairs / furniture or damage school property in any way.
- Do not eat food or chew gum in classrooms. You may drink water only.

### Before Leaving Class Rooms

- At the end of the lesson students must remain seated until directed by the teacher to stand for movement to the next class.
- Students must clean the desks and floors of all papers, waste etc before leaving any classroom.
- At the conclusion of the last period students should assist by leaving furniture well ordered, securing windows and leaving room clean.

## CONSEQUENCES

### If Lateness to Class occurs, the student

- will be dealt with by the Classroom teacher or Head Teacher as appropriate.
- may have to make up time lost at recess or lunchtime or by doing an after school detention.

### If Misconduct in Class occurs, the student

- will be given a verbal warning.
- may be placed at a desk by themselves.
- may be given a lunch detention and/or detained for an interview with the teacher.
- may be placed on a Level 1 Contract.

### If Misconduct in Class persists

The student will be sent to the Head Teacher who may

- - issue an after school detention, and
- - arrange for the commencement of a Level 2 Contract.

**NB:** Depending on the nature of the misconduct the student may be sent straight to the Head Teacher.

## 4.3 Anti-Bullying Policy & Procedures

## Our Commitment:

*“Provide a safe, secure,  
disciplined and quality learning  
environment”.*

## POLICY

### C O N N E C T

### Rationale

Willoughby Girls High School Anti-Bullying Policy is designed to provide a school environment where students feel safe and free from bullying, harassment and intimidation. Our school is an inclusive environment, where diversity is affirmed and individual differences are accepted. The policy encompasses a comprehensive set of procedures to ensure all members of the school community are aware of the nature of bullying, its consequences and strategies to address bullying behaviour.

### Definitions

Bullying is a pattern of repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or a group towards one or more persons.

Online bullying refers to bullying through information and communication technologies. This may be through SMS, pictures, sounds, videos, emails, instant messaging, chat and other forms of social media such as Facebook, Snapchat, Twitter and Instagram.

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Bystanders are anyone who is aware of bullying but does not act to try and stop it.

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

### \* The Anti-Bullying Statement

#### *Students have a right:*

- to be treated with respect
- to be safe
- to be able to express opinions without fear
- to learn and do their best
- to work out problems without threat or intimidation.

#### *Students have a responsibility:*

- to treat others with respect and courtesy
- to behave in a safe manner in the classroom, the playground and on the way to and from school
- to understand the feelings and opinions of others
- to allow others to learn and do their best
- to work out problems without using violence.

## Outcomes

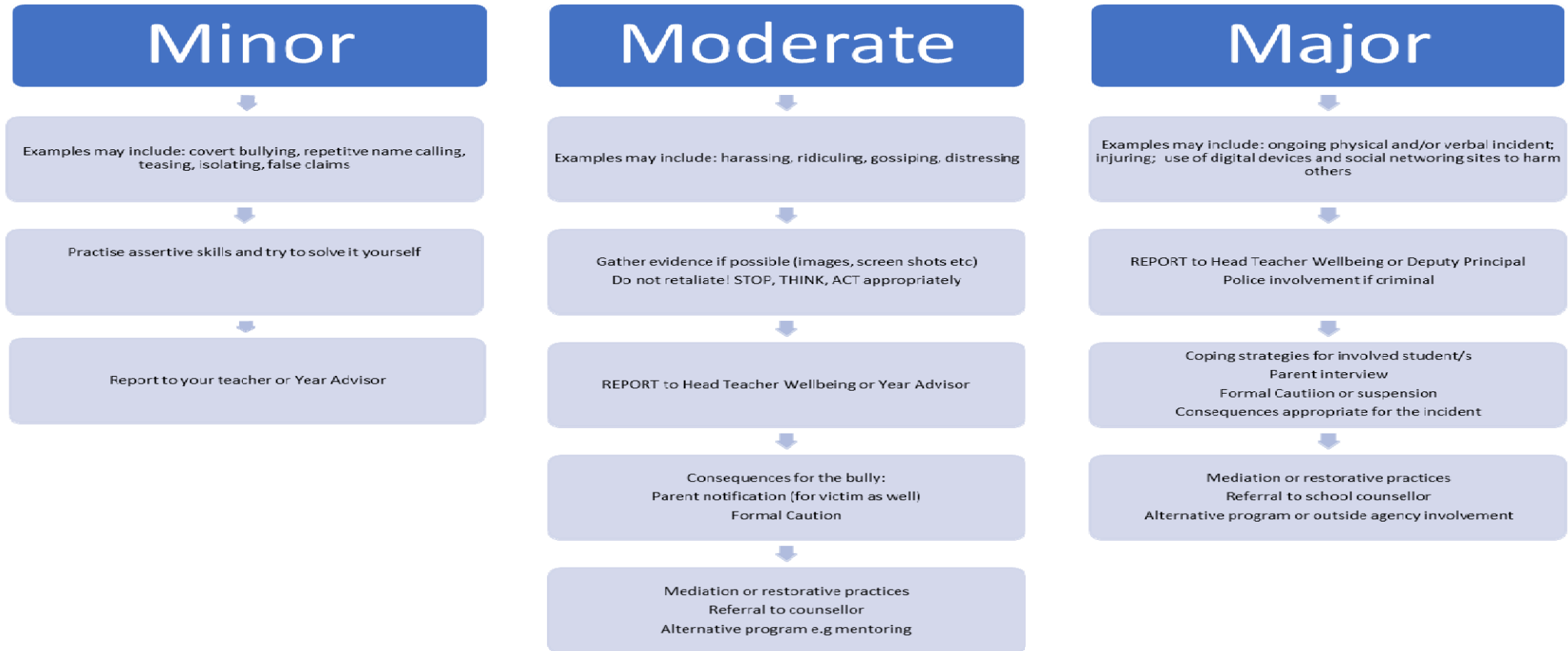
The Willoughby Girls High School Anti-Bullying Policy seeks to:

### E N A B L E

- promote a school culture of being positive, caring, respectful and supportive
- promote a positive school environment that provides safety, security and support for students and promotes positive relationships and student wellbeing
- empower students to be confident, resilient, balanced, and are able to form positive relationships, have a strong sense of self, a cultural awareness to enable them to become exemplary, empowered citizens and have respect for living in a diverse society.
- modify the behaviour of the bully and educate the victim through relevant support programs
- reduce the incidence of bullying through a unified approach
- ensure school community members understand and have confidence in the procedures and strategies
- establish, maintain and monitor effective communication networks between students, staff and parents
- recognise the need for whole school and parent support and involvement
- reinforce that all members of the Willoughby Girls High School community need to be aware of their responsibility to act as positive anti-bullying role models, thereby ensuring their actions do not support other people bullying
- acknowledge and implement procedures and strategies
- distribute relevant anti-bullying material to staff, students and parents
- conduct a planned schedule of policy evaluation.

# ANTI-BULLYING PROCEDURES FOR STUDENTS

**Bullying: HAVE you heard about it? Seen it? Or are you involved?**



## **4.4 Drug Education Policy & Procedures**

### **Rationale**

Willoughby Girls High School does not tolerate drug misuse.

The school has an interest in the health, personal and legal well being of students and staff. The consumption of alcohol and other drugs can interfere with a student's ability to learn and the staff's ability to teach. There is no place for any inappropriate drug related activity at Willoughby GHS.

Our policy, through the curriculum and student wellbeing programs, aims to develop knowledge, skills and attitudes which will assist students towards responsible decision making about drugs.

Parent and community support for the school's approach is sought.

### **Policy Aims**

The policy aims to:

- emphasise the high priority of preventative drug education through continuing development of programs within the curriculum
- provide educational programs for staff and parents
- encourage all adult members of the school community to act as role models
- implement appropriate consequences as a deterrent to the use or possession of tobacco, alcohol and illegal drugs
- ensure students, parents and staff understand the school procedures, including intervention and action strategies, if a student participates in drug related activities

Willoughby GHS prohibits students:

- smoking or possessing tobacco or other drugs
- consuming or possessing alcoholic beverages
- using solvents or inhalants inappropriately
- using, possessing, dealing, selling or touting prohibited or illegal drugs
- possessing drug related implements eg syringes, bongs
- passing off any substance as an illegal drug
- using prescribed or over-the-counter medications inappropriately

The use, possession, sale, supply, exchange or negotiation of items in relation to any of the above is prohibited at school, on the way to and from school and during school organised or endorsed activities.

### **Prevention Strategies**

Students need to be informed and educated in a number of ways. These include:

- incorporating accurate and clear information about drugs into the curriculum, particularly the Personal Development, Health and Physical Education programs
- building student self-esteem as an alternative to drug use
- developing student skills in assertiveness, communication and decision making
- in-servicing staff on appropriate skills and perspectives
- providing a climate of open communication for the discussion of drug related issues
- ensuring that students understand the school procedures and consequences
- educating parents, teachers and students through a variety of methods and resources
- seeking feedback from the school community through surveys and forums



## Intervention Strategies

The objective of intervention is to reduce the harmful and inappropriate use of alcohol and other drugs. Incidents will be dealt with in a supportive manner in the best interests of the students, staff and other parties concerned. The identification of problems can occur in the following ways.

- Students or parents may voluntarily approach staff
- Students may be identified through disciplinary action
- Staff may approach appropriate staff to express concerns about a member of the school community

Students in need of assistance may be referred for drug counselling or medical treatment, and parents will be contacted.

## Action Strategies

Below are the *procedures* and consequences for inappropriate drug related activities. Any student knowingly in the company of another student engaging in inappropriate drug related activities will be subject to disciplinary action.

### 1 Dealing, selling, touting, possessing and using illegal drugs.

*Report to Principal as soon as possible*  
*Principal interviews student/s with third party present*  
*Ensure safety of student/s and others*  
*Inform parents*  
*Immediately inform the police*  
*Inform the School Education Director*  
*Feedback to staff as appropriate*

Immediate suspension which may lead to expulsion  
Repeated offence – school expulsion  
Referral to professional counsellor, participation in an intervention program and school disciplinary action (eg detentions, loss of privileges) apply for each offence

### 2 Possession and use of alcohol, solvent inhalants and abuse of prescribed drugs.

*Report to the Principal*  
*Interview the student*  
*Ensure safety of student/s and others*  
*Inform the parents*  
*Deputy Principal interviews parents and student*  
*Feedback to staff as appropriate*

Suspension considered  
Second offence – short suspension  
Third Offence – long suspension and interview with Principal regarding possible expulsion  
Referral to professional counsellor, participation in intervention program and school disciplinary action (eg detentions, loss of privileges) apply for each offence

### **3 Possession and use of tobacco.**

*Report to Deputy Principal*  
*Deputy Principal records incident*  
*Inform Parents*  
*Feedback to staff as appropriate*

First offence – parents informed, counselling

Second offence – short suspension, parents interviewed, counselling (eg Quit Program)

Third offence – suspension and parent interview to discuss student's educational future

Referral to professional counsellor, participation in intervention program and school disciplinary action (eg detentions, loss of privileges) apply for each offence

#### **Medication**

The following information and procedures are provided for the taking or possession of any prescribed medication at school or during school organised or endorsed activities.

- Parents are to notify the school in writing if medication is required.
- The First Aid Officer supervises the self-administration of prescribed drugs and their storage.
- Any student seen taking prescribed medication is to be referred to the HT Wellbeing
- It is the student's responsibility to obtain medication at the appropriate time.
- A written record of all administrations is kept by the school.
- Analgesics are not provided by the school.
- A bronchodilator puffer is kept in the first aid kit for emergency purposes.

### **4.5 HOMEWORK POLICY - LEARNING BEYOND THE CLASSROOM**

Beyond the classroom learning is a valuable part of schooling. It allows for practising, extending and consolidating work undertaken in class. Beyond the classroom learning provides training for students in planning and organising time and develops a range of skills in identifying and using information sources. Additionally, it establishes habits of study, concentration and self-discipline. These qualities are essential for students to become independent and self-directed learners.

At Willoughby Girls High School each subject area has different expectations of what work students should complete at home. Work done at home links directly to what students are learning in classes and in many cases, this involves pre-reading or viewing of material in preparation for class, finishing off work not completed in class, ongoing assignment work, preparation for tests, examinations and in-class assessments.

Students need to practise skills regularly. In all subjects, students benefit from revising and reviewing work covered in class each day. Students should also engage in at least 30 minutes reading for pleasure every night. This is a suitable bed time or pre-sleeping activity and students should read a book or ensure their electronic devices are on the night setting.

The amount and complexity of school work undertaken at home will progressively increase as students move from Year 7 through to Year 12. However, it is important that home study is balanced with other commitments such as family time, a hobby, creative or performing art, part-time employment, time spent with friends, physical exercise and rest.

All students are encouraged to plan well ahead for assignments, projects and assessment tasks, all of which are listed on the school's calendar. Planning ahead and regularly spending time working on long term tasks will avoid overload and stress at times when several tasks are due at the same time.

(Please note that this policy is based on the Department of Education and Training Homework Policy.)

## 4.6 Uniform Policy & Procedures

The Willoughby Girls High School Community requires the wearing of school uniform because of its positive effect on personal morale and school image.

Full school uniform should be worn to and from school, to excursions (unless otherwise stipulated) as well as at school during the school day.

This policy is endorsed by the 1996 NSW Public School Discipline Policy in which the Department of School Education requires of all students “adherence to the standards of dress determined by the school community.”

### Uniform Requirements :

#### Junior Uniform: (Years 7 - 10)

##### Summer

Royal blue dress in school check  
Short white socks covering the ankle  
Black laced college shoes (Sandshoes, sandals, boots, shoes with higher heels and sneakers are **NOT** permitted for safety reasons, eg Technology Rooms, Science Laboratories)

##### Winter

School Hat - All students are encouraged to wear the school hat

A-line pinafore tunic in school check  
Long sleeved white blouse with collar (Knit or other style shirts are **NOT** acceptable)  
Royal blue jumper with V-neck and school crest  
Junior blazer with school crest  
Short white socks covering the ankle or black stockings (with black socks if desired)  
Black laced college shoes (Sandshoes, sandals, boots, shoes with higher heels and sneakers are **NOT** permitted for safety reasons, eg Technology Rooms, Science Laboratories)  
White skivvy (optional) under white blouse with long sleeves  
Navy or black scarf (optional)  
Navy or black gloves (optional)  
Black school coat (optional)

**Note:** Regulation blue long pants are available and may be worn with school blouse throughout the year.

#### PE Uniform

Navy blue shorts with white polo-shirt with school crest.  
White sandshoes, short white socks  
School Tracksuit  
School Cap

#### Senior School Uniform (Years 11 and 12)

Royal blue skirt  
White blouse with collar and school letters  
White skivvy (optional) under white blouse  
Royal blue jumper with V-neck and school crest  
Senior blazer with school crest  
Short white socks covering the ankle or black stockings  
Black laced college shoes (Sandshoes, sandals, boots, shoes with higher heels and sneakers are **NOT** permitted for safety reasons, eg Technology Rooms, Science Laboratories)  
Navy or black scarf (optional)  
Navy or black gloves (optional)  
Black school coat (optional)  
Tie (Year 12 Prefects only)

**Note:** Knit or other style shirts are **NOT** acceptable

**Note:** Regulation blue long pants are available and may be worn with school blouse throughout the year.

In addition to the clothing requirements that make up the standard school uniform students must adhere to the following:

- no jewellery may be worn apart from studs or sleepers where a student has pierced ears. Students will be asked to remove excessive jewellery. A watch is part of a student's equipment. Where it is necessary for some special form of religious symbol or medical tag to be worn, special permission must be sought from the Deputy Principal or Head Teacher Wellbeing. Such items should be worn around the neck and concealed beneath the uniform.
- no brightly dyed hair
- no makeup or nail polish is permitted
- Regulation PE uniform (plus the school tracksuit if desired) must be worn for all PE classes and Sport. However, these items may not be worn prior to or after the class/sport unless otherwise instructed.

### **Breaches of Uniform**

Where an emergency means the student cannot wear any part of the school uniform a student must bring a note of explanation giving the date she will be again wearing full uniform. This note should be presented before 9:00 am to the Head Teacher Wellbeing (if unavailable to the Deputy Principal) before school, and a Blue Pass will be issued. Students who do not have a Blue Pass will be referred to the Head Teacher Wellbeing and placed on School Detention.

Families in difficult circumstances are encouraged to apply for assistance from the Principal with uniform costs under the Students' Assistance Scheme for Years 7-10.

## **PART 5      PRACTICES DESIGNED TO RECOGNISE AND REWARD STUDENT ACHIEVEMENT**

### **E N A B L E**

- the School Merit Awards System comprising bronze, silver and gold awards
- special awards assemblies including Silver Awards presentations, Annual Presentation Day, Prefects Investiture and presentation of other awards throughout the year
- articles and acknowledgments of achievements in the School Newsletters and local newspapers

### **T H R I V E**

- opportunities for leadership through election to School Prefects, Student Representative Council or House Captains
- regular personal contact with parents to commend student achievements
- positive comments on Progress Reports.

## **PART 6      STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR**

The causes of unacceptable behaviour are often complex and may involve welfare and discipline issues. The initial response to such behaviour depends on the discretion of the teacher. Teachers have an obligation to respond appropriately to unacceptable behaviour and should at no time tolerate such behaviour. As far as possible classroom teachers should deal with problems as they arise. Head Teachers are responsible for maintaining a high level of discipline in their own Faculty. Only when teachers and (following referral) Head Teachers have exhausted the strategies at their disposal should students be referred to the Deputy Principal.

### **6.1      The Levels System** for dealing with unacceptable behaviour.

The **Levels System** is a structure to help students take responsibility for, and make significant changes to, their behaviour.

- Students enter a contract with their level manager to improve their behaviour in specified areas.
- If a student makes the required improvements then she is taken off the level.
- If a student does not make the improvements, then she goes to a higher level, and may eventually be suspended.
- Students are responsible for demonstrating an improvement on their contract card.
- Students whose behaviour is acceptable are considered to be on Level 0.

#### **Placement within the Levels System**

##### **Level 1 - Pink - Monitored by Class Teacher**

A student should be placed on this level by the Class Teacher for clearly unacceptable attitude/behaviour. If the student continues to misbehave the student proceeds to the Level 2 - Blue. Students on Level 2 level are monitored by the Head Teacher.

Strategies to be employed by the Class Teacher whilst the student is on the Level 1 include:

- interviewing the student
- monitoring student attitude/behaviour on a Level 1 Contract Card for approximately 1 cycle
- deciding when the student should return to Level 0 or be referred to the Head Teacher and placed on the higher Level 2

The aim at this Level 1 Contract is for the student's attitude/behaviour to improve and return to Level 0 as soon as possible.

##### **Level 2 - Blue - Monitored by Head Teacher**

The student may come to Level 2 via the Level 1 ie. Class Teacher referral or directly if unacceptable behaviour has occurred. The Head Teacher monitors student behaviour for approximately 1 cycle. The student is responsible for reporting to the faculty Head Teacher and presenting the Level 2 Contract Card.

Strategies to be employed by the Head Teacher whilst the student is on the Level 2 include:

- interview with student following each lesson
- monitoring student behaviour for approximately 1 cycle
- parent contact

### **Level 3 - Yellow - Monitored by Deputy Principal**

Students who fail to show improvement at Level 2 are few in number, and often have the capacity to present serious attitude/behavioural problems. These students are:

- interviewed by the Deputy Principal
- referred to the School Counsellor
- monitored closely on a Level 3 Contract Card
- given the assistance of outside agencies if appropriate
- to report to the Deputy Principal who offers support and counselling on a daily basis
- a parent/carer interview is arranged and ongoing contact with parents/carers ensures that good behaviour is jointly reinforced and bad behaviour discouraged.

Occasionally, a student on Level 3 will fail, for various reasons, to show the necessary improvement.

### **Level 4 - Red - Monitored by the Principal**

Students who continue displaying poor attitude and behaviour are placed on Level 4 Contract. Level 4 students report daily to the Principal. It is expected that students on Level 4 will either improve or the Principal may consider suspension or expulsion.

Short (up to 4 days) or long suspension (5-20 days) or expulsion from the school (usually occurs following a long suspension that has not been resolved) are among the strategies available to the Principal at this level. Expulsion from Willoughby Girls High School means arranging a suitable alternative school placement. Expulsion from the government school system can only be approved by the Minister.

Before a student is permitted to return from suspension, issues leading to the suspension must be resolved. The Principal may put in place disciplinary action (eg detention, loss of privileges) following the student's return.

**In all cases, once a student has demonstrated an ability and a willingness to comply with the school's discipline code, she is reinstated at Level 0. If a student does not continue to comply following the completion of a Level Contract she will again be placed on the Level she completed eg Level 3. The student does not commence again at Level 1.**

## **6.2 The Wellbeing/Discipline Network**

Refer to the Wellbeing/Discipline Flowchart on Page 6

## **6.3 Suspension and Expulsion**

Suspension and Expulsion are strategies within our Discipline Policy. These strategies are used only for very serious breaches of the discipline code. Refer to the Suspension and Expulsion of School Students Procedures document 2011.

## Suspension

Suspension provides a period when all parties can seek a positive resolution to the problem. A suspended student must remain at home in the care of a parent/carer.

When a student is suspended by the Principal, the student will remain at school until the end of the day unless parents/carers are contacted for early leave. The student will be given a letter by the Principal stating the reasons for the suspension, the length of the suspension, and inviting parent/carers to an interview to discuss the problem. The readmission of the student to the school is contingent upon the parent/carer agreeing to and attending the interview, at which a plan will be agreed on to ensure that the offending behaviour does not recur.

Suspension is a crucial step.

- It signals that the school is not prepared to have the motivation, work and safety of students and teachers jeopardised by the actions of any student.
- It affirms that a student does not have the right to attend school and persist in misbehaviour
- It confirms that parents and carers have responsibility for the behaviour of their children
- It provides a period when the student can reflect on her actions and all parties can work towards a positive resolution to the student's problems. A suspension cannot be resolved unless there is a positive and constructive outcome.

There are two types of suspensions.

**Short suspension may range from one to four days.** A student may receive a short suspension for:

**Continued disobedience.** This includes, but is not limited to: breaches of the school discipline code such as: refusal to obey staff instructions, defiance; disrupting other students; use of alcohol or repeated use of tobacco.

**Aggressive Behaviour.** This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including damaging the property of the school or students; bullying (including cyberbullying); verbal abuse and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.

**Long suspension is up to and including twenty school days.** A student may receive a long suspension for:

**Physical Violence.**

**Use or Possession of a prohibited weapon, firearm or knife.**

**Possession, supply or use of suspected illegal substance.**

**Serious criminal behaviour related to the school.**

**Use of an implement as a weapon.**

**Persistent or serious misbehaviour.** This includes, but is not limited to: repeated refusal to follow the school discipline code; threatening to use a weapon in a way that may seriously interfere with the safety and wellbeing of another person; making credible threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach, including bullying, harassment and victimisation.



## **Expulsion**

When a suspension does not, or cannot, resolve a problem, the Principal may expel the student from this school.

Where a student is expelled from the school, district office staff, in conjunction with the Principal and parent/carer, will arrange a suitable alternative school placement for the student within ten school days.

The Principal will notify the parents/carers in writing of an intended expulsion from the school.

The Principal will advise the School Education Director.

### **6.4 Loss of Privileges**

Students who persistently breach the school's discipline code may lose privileges such as representing the school in sporting events and attending school excursions.

Senior students may lose their special privileges.

### **6.5 School Detention**

A weekly School Detention is held, after school hours, as a consequence for students who do not comply to school rules and standards. Head Teachers are rostered to supervise these detentions which are held one afternoon each week until 4:00 pm.

At the discretion of the Head Teacher, and depending on the nature of the offence, students may be required during the detention:

- to sit in silence
- in the instance of vandalism, to make restitution in the form of school service eg. cleaning desks, tidying rooms or playground
- complete a Personal Response Sheet.

**NB:** If a student has been placed on detention 5 times in any one term, a parental interview with the Deputy Principal will be required possibly leading to a short suspension.

If a student fails to attend a detention, the Deputy Principal will -

- interview the student
- place the student on 2 further detentions
- inform the parent/carer by letter.

Failure to attend the 2 further detentions will result in -

- a parent interview with the Deputy Principal (the Head Teacher will provide documentation of the original offence prior to the interview).
- 2 further detentions.

Failure to complete further detentions could lead to suspension from school.

## 6.6 Truancy

Truancy is an unapproved absence from class or school. This may be:

- partial
- whole day.

### Consequences

Students who truant:

- a whole day will be placed on 2 School Detentions and the parents/carers informed
- part of a day will be given 1 or 2 School Detentions at the discretion of the Deputy Principal
- from Sport will be given 2 School Detentions
- repeatedly will be given the School Detentions, placed on Level 3 to be monitored by the Deputy Principal and parent/carer informed
- following Level 3 monitoring will be interviewed by the Principal who may consider suspension.

## 6.7 Breaches of Uniform

If a student does not wear full regulation uniform to school and does not present a note from her parents requesting short term exemption, the student will automatically be placed on School Detention. A note explaining the School Uniform Policy may be sent home with the School Detention Notification. Families who cannot provide the uniform for financial reasons are invited to apply to the Principal for assistance from the Students' Assistance Scheme for Years 7-10.

## 6.8 Personal Property

**Mobile phones, ipods or similar technology should not be brought to school.** If these items are needed before or after school, or for teacher authorised educational purposes, they should only be used at these times. Students will be required to keep their mobile phone switched off and not visible while at school.

Students bringing mobile phones, ipods or similar technology to school do so at their own risk and the school will not accept responsibility for any loss of or damage to these items.

Unauthorised or inappropriate use of mobile phones, iPods or similar technology will result in the item being confiscated. Girls may collect the item at the end of the school day from the Deputy Principal and will be issued with an after school detention. If such items are again brought to school and correct procedures are not followed, the item will be confiscated for a week and two after school detentions issued. Further instances of disobeying school rules may result in more serious consequences.

Students should not carry large sums of money or bring valuables to school. Students are advised to keep their electronic learning devices safe with the student in the student's locker or in student's bag and locked away during PDHPE and sport.

Lost property must be handed into the school office or to the Head Teacher Wellbeing.