



# **SGGHS**

# **School Behaviour Support and Management Plan**

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# SGGHS School Behaviour Support and Management Plan

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# Behaviour Code for Students



NSW Department of Education

## Behaviour code for students

### Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

**In NSW public schools students are expected, to the best of their ability, to:**

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

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

**All students have a right to:**

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

**Behaviour code for students: Student actions**

Promoting the inclusion, 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 across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

**To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.**

#### Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

#### Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

#### Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

[education.nsw.gov.au](http://education.nsw.gov.au)

## Department of Education - Student Behaviour Policy

[Student Behaviour \(nsw.gov.au\)](http://nsw.gov.au)

Student behaviour includes behaviour that occurs:

- at school
- on the way to and from school
- on school endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

NSW Government schools embed positive behaviour approaches, safe practices and inclusive education. Schools implement inclusive and positive student behaviour support and management approaches aligned to the care continuum that establish support and maintain high expectations for student behaviour, in line with the Behaviour Code for Students (statement 1.1).

In line with the policy, the school has developed behaviour support and management plans, including anti-bullying strategies, that prioritise continuity of learning and facilitate whole-school, prevention-focused and positive approaches to behaviour support, to meet the needs of all students (statement 1.3).

Where more intensive and persistent behaviour management interventions are necessary to respond to, manage and address behaviour or behaviours of concern, the school will include the following:

- **Detention and timeout:** planned interventions to allow students opportunities to reflect on and regulate emotions and behaviour.
- **Formal cautions:** opportunity for the student and their parents/carers to understand the impact of the student's behaviour or behaviours of concern and to engage in positive behaviour supports and strategies to address the behaviour or behaviours (statement 1.5).

Behaviour support and management interventions are implemented in line with the Australian Professional Standards for Teachers and the Disability Standards for Education in that they must be fair, equitable, inclusive and proportionate, and take into consideration the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances (statement 1.6).

### **On the way to and from school**

- Be courteous on public transport, keeping noise to a minimum, using appropriate language, boarding and alighting respectfully and standing for the elderly, disabled, pregnant and paying customers.
- When a train or bus stops, allow departing passengers to exit first.
- Be safety-conscious in all respects, obeying traffic signals, using pedestrian crossings and standing behind the yellow line on train platforms.
- Stay off phones and lower the volume of earphones so that you can navigate your way safely through crowds, pathways and roads.
- Be polite and respectful in all interactions with the public.
- Attempt to walk in a single line when in groups and move to the left so members of the public can walk past you. The same applies to stairs/escalators at stations.
- Be caring and helpful towards younger students who may be lost or need help, especially St George students.

### **Outside school hours and off school premises where there is a clear and close connection between the school and student's conduct**

- As a direct representative of the school, wear the full school uniform appropriately and with pride.
- Do not smoke, vape or engage in any illegal activity or negative behaviour that reflects poorly on yourself and the school.
- Be respectful and courteous with members of the public, shop keepers, transport workers, etc.
- Conduct yourself with the same respect and behaviour that is expected in the classroom and with your teacher.
- Make your way directly to school, if arriving late, or to your destination, without loitering in public.

## SGGHS – School Behaviour Support and Management Plan

### Overview

St George Girls High School (SGGHS) is a supportive learning environment that empowers high potential learners to explore their talents and maximise their academic and personal growth within a culture of high expectations. The school community values high impact teaching and collaborative practice to build the capacity of students to be self-regulated and reflective learners. St George Girls High School is committed to explicitly teaching, modelling positive behaviour, and to supporting all students to be engaged with their learning through the delivery of preventive programs and targeted strategies. SGGHS has a strong focus and commitment to developing the social and emotional skills of learners to effectively engage as ethical and respectful citizens who acknowledge, respect and value the interests, abilities and diversity of others. SGGHS promotes an inclusive, engaging, safe and respectful school environment for students, staff and the school community. SGGHS has a strong wellbeing focus which develops capacity in its students to connect, succeed and thrive at all times. SGGHS has a pro-active prevention-focused approach to developing positive behaviours and self-regulation skills, as well as intervention strategies to address complex, challenging and unsafe behaviours.

At St George Girls High School every student is expected to demonstrate the following in all of their actions:

- Respect for self and others
- Pride in the school
- Positive relationships
- Inclusivity and support of diversity

Positive behaviour for learning expectations are underpinned by the **'Dragon Pride Way'**, to which all staff and students are expected to adhere. **Dragon Pride** represents the core values that our community believes are essential for all students to connect, succeed and thrive. **Dragon Pride** expectations are designed as shared, value-based expectations. These expectations are not exhaustive; they are intended as a guide and are designed to promote understanding of the wider social values necessary to be an active and committed citizen in a modern democratic society.



## SGGHS Levels of Intervention and Support Continuum

At SGGHS, we follow the school-developed consequences to address behaviour, as well as intervention support to improve areas of concern, especially in terms of teaching and learning, and wellbeing behaviours.

This document outlines the whole school intervention support and consequences that are used as part of the school's Behaviour Support and Management Plan. All decisions about interventions are applied fairly, involve a focused discussion with the young person displaying the behaviours that impact the learning environment and are communicated to parents/carers where required.

The SGGHS School Behaviour Support and Management Plan addresses the following key areas across the school and clearly outlines the school's expected behaviour:

- Assemblies and Meetings
- Classroom Expectations
- Curricular and Extra-Curricular Activities
- Mobile Phones
- School Grounds
- Technology Use and Digital Devices
- Truancy and Unexplained Lateness
- Uniform

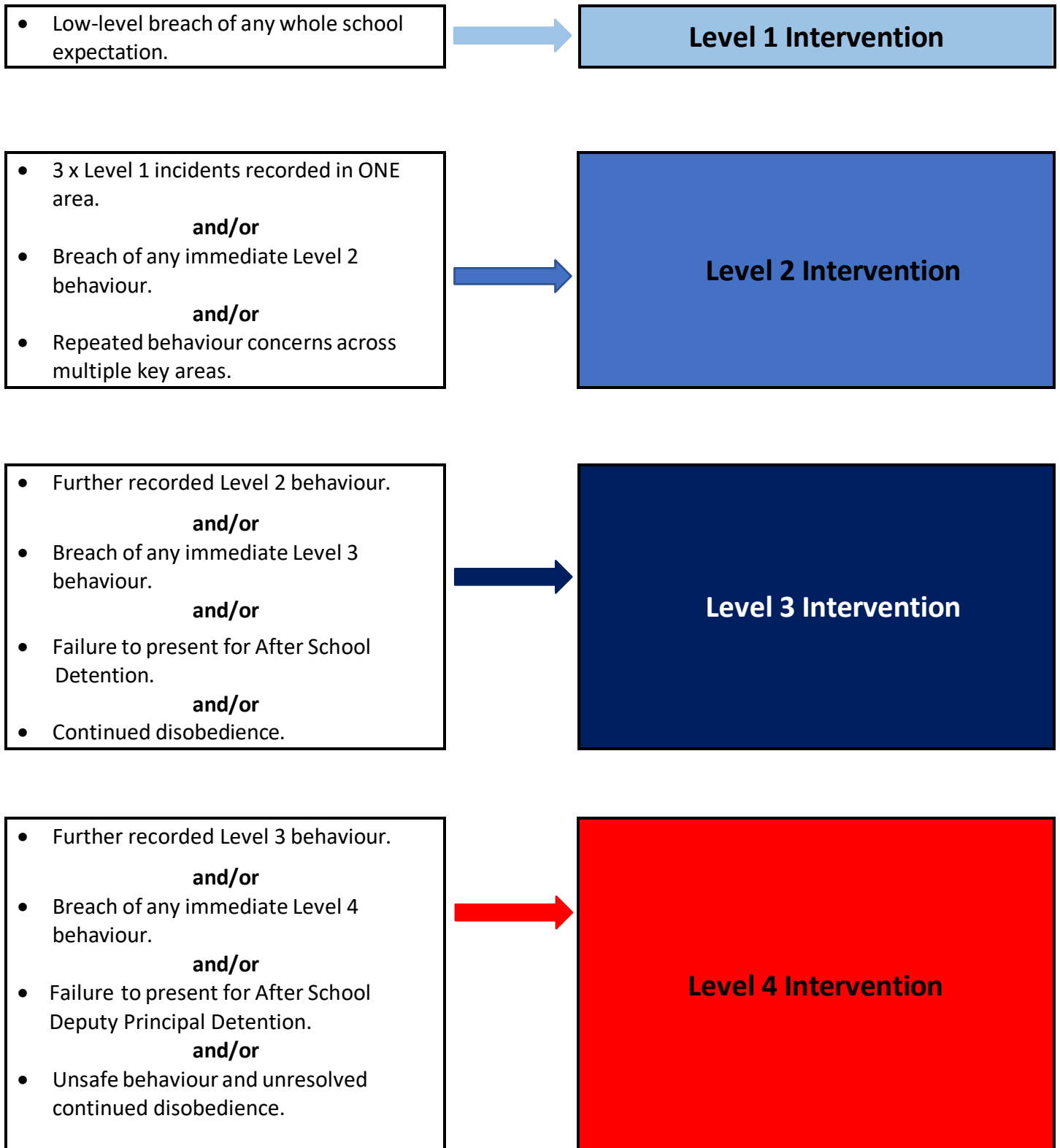
There are different entry points for each student depending on their level of need. An intervention can begin at prevention or at any other point across the continuum, depending on the seriousness of the behaviour.



# SGGHS Levels of Intervention and Support Continuum

Early Intervention/Support Level 1	Targeted Intervention/Support Level 2	Targeted Intervention/Support Level 3	Individual Intervention/Support Level 4
<p><i>Emerging and/or low-level behaviour concerns</i></p> <p><b>Managed By:</b> Classroom Teacher Teacher on Duty Year Adviser Student Support Officer</p>	<p><i>More frequent and repeated behaviour concerns</i></p> <p><b>Managed By:</b> Head Teacher Program Coordinator</p>	<p><i>More challenging and complex behaviour concerns, and continued disobedience</i></p> <p><b>Managed By:</b> Deputy Principal</p>	<p><i>Highly complex and/or serious/unsafe behaviour concerns, unresolved continued disobedience</i></p> <p><b>Managed By:</b> Principal</p>
<p><b>Intervention Support and/or Consequences could include:</b></p> <ul style="list-style-type: none"> <li>Restorative Staff/Student Conversation</li> <li>Mediation</li> <li>Level 1 Incident Record</li> <li>Level 1 Monitoring</li> <li>Parent/Carer Contact (letter/phone)</li> <li>Teacher Lunchtime Detention</li> <li>Student Self-Referral/Cohort Referral</li> </ul>	<p><b>Intervention Support and/or Consequences could include:</b></p> <ul style="list-style-type: none"> <li>Restorative Staff/Student Conversation</li> <li>Mediation</li> <li>Level 2 Incident Record</li> <li>Level 2 Monitoring</li> <li>Parent/Carer Contact (letter/phone)</li> <li>Parent/Carer Meeting</li> <li>Head Teacher Lunchtime Detention</li> <li>After School Detention</li> <li>Student Self-Referral/Cohort Referral</li> <li>Student Management Plan</li> </ul>	<p><b>Intervention Support and/or Consequences could include:</b></p> <ul style="list-style-type: none"> <li>Restorative Staff/Student Conversation</li> <li>Level 3 Incident Record</li> <li>Level 3 Monitoring</li> <li>Parent/Carer Contact (letter/phone)</li> <li>Parent/Carer Meeting</li> <li>After School Deputy Principal Detention</li> <li>Cohort Deputy Principal Referral</li> <li>Student Management Plan</li> <li>Caution to Suspend</li> <li>External Support</li> </ul>	<p><b>Intervention Support and/or Consequences could include:</b></p> <ul style="list-style-type: none"> <li>Restorative Staff/Student Conversation</li> <li>Parent/Carer Meeting</li> <li>Suspension</li> <li>Student Management Plan</li> <li>External Support</li> <li>Expulsion</li> </ul>

## SGGHS Intervention and Support Flowchart



## Immediate Behaviour Breaches for Levels 2-4

### Examples of immediate Level 2 behaviours include but are not limited to:

**NB: These behaviours will result in the inclusion of a Level 2 After-School Detention and Reflection as part of the Intervention/Support Process**

- 3 x Uniform Infringements.
- 3 x Level 1 Mobile Phone infringements.
- Using a mobile phone.
- Having a mobile phone which rings/vibrates/receives a notification.
- Refusing to turn off and/or put the phone out of sight.
- Truancing – whole day, part-day, lesson, assembly, cohort presentation or meeting.
- Accessing unauthorised or unsupervised areas of the school.
- Using school equipment and facilities without permission.
- Demonstrating unsafe and dangerous use of school equipment.
- Using inappropriate language to a staff member.
- Behaving dangerously on school grounds.
- Using a digital device outside of the classroom in an inappropriate manner.
- Accessing social media during the school day.
- Continued lateness to school without a justified reason.
- Forging an early leave note.

### Examples of immediate Level 3 behaviours include but are not limited to:

- Demonstrating aggressive behaviour towards another student or staff member.
- Engaging in verbal abuse to another student or staff member.
- Using social media to intimidate, harass or negatively comment on an identified student (refer to anti-bullying section).
- Accessing another student's digital device, without permission, and used this inappropriately.
- Engaging in cyberbullying of another student.
- Deliberately damaging school property, including graffiti.
- Publicly discriminating against another person.

### Examples of immediate Level 4 behaviours include but are not limited to:

- Bringing a weapon to school.
- Being in possession of and/or supplying and/or using tobacco, vaping devices, alcohol and e-cigarettes.
- Maliciously damaging or stealing property.
- Seriously threatening or engaging in physically violent behaviour.
- Publicly disrespecting the school through negative, inappropriate comments and/or images.

## Detention and Reflection

*Detention and reflection are disciplinary consequences that schools may use to address inappropriate student behaviour. Detention and reflection are applied as close as possible to the breach in behaviour. It allows the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices. The student is always supervised by a staff member.*

Intervention/Support	Overview/Description
<b><i>Teacher/Head Teacher Lunchtime Detention</i></b>	<p>Teacher/Head Teacher Lunchtime Detention are for breaches of behaviour that have occurred within the classroom, during a faculty-based activity, or extra-curricular activity.</p> <p>Faculties will run lunchtime detention that is supervised by the teacher who observed the behaviour, or by the Head Teacher for Level 2. Detentions are for a range of low-level classroom behaviours or for repeated behaviours or disrespectful behaviour. Lunchtime detentions are negotiated and will be for no longer than 20 minutes, held in a classroom. During the lunchtime detention, students may be required to participate in a restorative conversation, mediation, reflection activity or complete the Monitoring Level Card goals and strategies. This is coordinated by each faculty in accordance with their needs. Teachers/Head Teachers will record an incident in Sentral against the student(s) involved.</p>
<b><i>After-School Detention and Reflection</i></b>	<p>After-School Detention and Reflection is for students who are placed on Level 2. After-school detention is run fortnightly for one hour after school. Students must reflect on their behaviour and complete a student reflection to be submitted at the end of the detention time.</p> <p>Students are expected to attend the scheduled After-School Detention and Reflection and must make alternate arrangements for any previously planned activities. In the case that a student is not able to attend, they will be provided the opportunity to either move it to the next fortnight or complete their detention and reflection on the Wednesday after school with the Deputy Principal.</p> <p>Students reflecting on bullying interactions must complete the anti-bullying reflection lesson. This is entered in Sentral, a letter is generated outlining the behaviour, the consequence and a return acknowledgement slip is required from home. The Head Teacher Administration coordinates the student list for the detention afternoon. Teachers are rostered on to supervise the detention room.</p>
<b><i>After-School Deputy Principal Detention and Reflection</i></b>	<p>After-School Deputy Principal Detention and Reflection is for student who are placed on Level 3. After School Deputy Principal Detention is held on a Wednesday afternoon from 3.10pm-4.10pm, as required.</p> <p>Students must reflect on their behaviour and complete a student reflection to be submitted at the end of the detention time. Students reflecting on bullying interactions must complete the anti-bullying reflection lesson. This is entered in Sentral, a letter is generated outlining the behaviour, the consequence and a return acknowledgement slip is required from home. Only Deputy Principals or the Principal can place students on an After-School Deputy Principal Detention and Reflection.</p>

## Suspension

	Overview/Description
<b>Formal Caution</b>	<p>There may be circumstances where an individual student's behaviour is of such concern that formal communication with parents or carers will be required.</p> <p>If such behaviour persists, the principal can issue a formal caution of suspension, in writing, to the parents or carers.</p> <p>The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies.</p> <p>A formal caution is valid for up to 50 school days from the date the caution is issued.</p>
<b>Suspension</b>	<p>There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspension is an action available to the principal in these situations.</p> <p>The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.</p>
<b>Grounds for Suspension</b>	<p>There will be circumstances where a principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school.</p> <p>Principals can use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. When assessing grounds for suspension, principals should consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.</p> <p>Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:</p> <ul style="list-style-type: none"> <li>• continued/persistent disobedience and/or disruptive behaviour</li> <li>• malicious damage to or theft of property</li> <li>• verbal abuse</li> <li>• bullying and cyberbullying</li> <li>• misuse of technology</li> <li>• discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.</li> </ul>
<b>Immediate Suspension</b>	<p>Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:</p> <ul style="list-style-type: none"> <li>• being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes</li> <li>• being in possession of, uses or supplies a suspected illegal/restricted substance</li> <li>• being in possession of, or using weapons including knives and firearms</li> <li>• using an implement as a weapon</li> <li>• seriously threatening or engaging in physically violent behaviour</li> <li>• engaging in serious criminal behaviour related to the school</li> <li>• engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical psychological or emotional harm to others.</li> </ul>

## Withdrawal of School Privileges

	Overview/Description
<i>Non-attendance and/or representation</i>	<p>Students who have been flagged across the SGGHS Level System, due to attendance/lateness/ uniform/inappropriate behaviour, may be ineligible to attend non-compulsory excursions and school activities.</p> <p>Students may also be ineligible to represent the school.</p>
<i>Revocation of Leadership Opportunities and/or Positions</i>	<p>Any student who has been placed on a Level 3 may have any currently held school leadership position revoked OR be ineligible to apply for future leadership positions in the school.</p>

## Expulsion

	Overview/Description
<i>Expulsion</i>	<p>There may be some serious circumstances where behaviour interventions, including suspensions and risk management strategies have not been successful in managing significant behaviours of concern.</p> <p>In these circumstances a principal can consider expelling a student from the school.</p> <p>In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness.</p>
<i>Grounds for Expulsion</i>	<p>The principal and Director, Educational Leadership can consider expelling a student from a particular school on the following grounds:</p> <ul style="list-style-type: none"> <li>• serious behaviour or behaviours of concern where behaviour interventions and risk management strategies, including suspensions, have not been successful.</li> <li>• unsatisfactory participation in learning for students aged 17 years and over, where a student is at risk of receiving an 'N' determination (non-completion of course requirements for this course) in a minimum of 2 courses and has received a minimum of 2 written 'N' warnings in each course.</li> </ul>

# Assemblies and Meetings

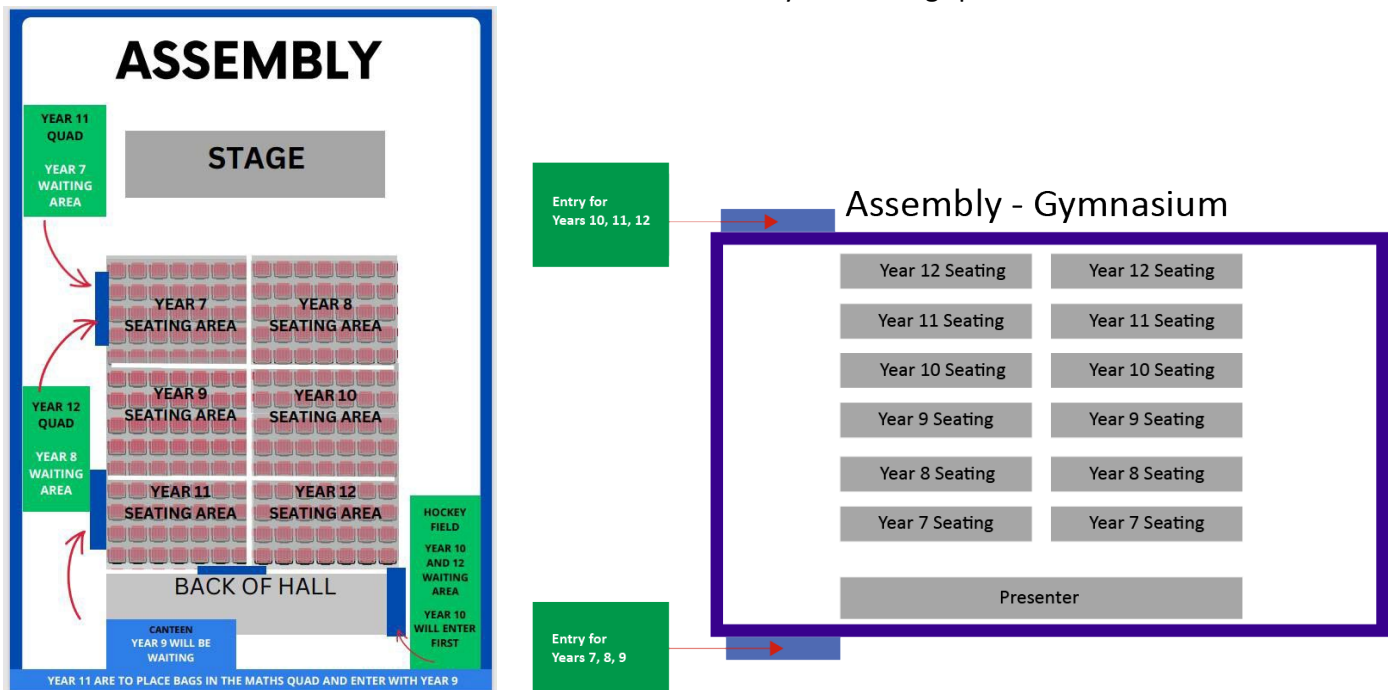
## Whole School Assemblies, Cohort Presentations and Meetings

Whole school assemblies are held fortnightly during Period 2 on Monday A in either the school hall, gymnasium, or timetabled classrooms. Students are notified through the daily announcements the location and any other relevant materials prior to the assembly. On occasion, students will attend a cohort presentation delivered by external presenters, a cohort incursion delivered by SGGHS staff or a cohort meeting. Students will be communicated the details for these events and are to follow all instructions provided at all times.

## Behavioural Expectations

### All students should:

- attend all scheduled assemblies, meetings and presentations as outlined.
- always follow instructions of the teachers.
- move to the designated assembly/meeting holding area and wait quietly for instructions.
- enter quickly and efficiently through the designated doors and move to the cohort seating area.
- fill to the end of the row - do not leave any spare seats, climb over seats or move seats.
- ensure no food or drink is brought into the venue.
- keep valuables securely away in pockets.
- actively listen and not talk to or distract others.
- be respectful to peers when they are presenting or performing.
- respond appropriately when requested – stand quietly, exit calmly etc.
- appropriately acknowledge peers – clap when required but no yahooing or calling out.
- be mindful of their behaviour when in a formal assembly or meeting space.



## Mobile Phones

[Student Use of Mobile Phones in Schools Procedures \(nsw.gov.au\)](http://nsw.gov.au)

The Student Use of Mobile Phones in Schools policy applies to all students in NSW public schools. Students are not allowed to use mobile phones at school, including during recess and lunch.

The Principal may allow students to use mobile phones in specific circumstances, such as for an educational purpose, to achieve student health and wellbeing outcomes, or as part of reasonable adjustment to enable students with specific needs to participate in education on the same basis as other students.

Students have a responsibility to ensure they follow the school procedures outlined below.

<b>Arriving at school</b>	<ul style="list-style-type: none"><li>• Turn off the mobile phone.</li><li>• Place the mobile phone out of sight (e.g., in a school bag/pocket).</li></ul>
<b>During the day</b>	<ul style="list-style-type: none"><li>• If you need to use your phone, you must report to the front office.</li><li>• For educational purposes, a teacher may give permission to turn on and use phones if required for a task.</li><li>• Students must ensure the phone is turned off and put out of sight at the end of the activity.</li></ul>
<b>Leaving school grounds</b>	<ul style="list-style-type: none"><li>• Turn on your phone after leaving the school grounds.</li></ul>

## School Grounds

### Duty of care

The duty of care given by department staff to students arises directly from the special relationship between teachers and students. Duty of care requires teachers to take measures to protect students against risks of harm or injury which reasonably could have been foreseen.

Reasonable care should be taken to prevent risks of harm or injury. Teachers need to be vigilant about identifying potential hazards and dangerous conduct as well as pro-actively promoting student safety and wellbeing.

### School Grounds Behavioural Expectations

#### All students should:

- be in designated outside areas before school and during all breaks – recess and lunch.
- not remain unsupervised in any classroom/corridor before and/or after school, or during breaks.
- keep the playground area clean – put rubbish in the bins provided.
- use school facilities (tables, sport courts) provided appropriately and with care.
- engage safely with other students at all times.
- use appropriate language in the playground when speaking to others – no offensive language.
- use the bathroom and fill water bottles during breaktime, not when the warning bell goes.
- leave promptly for class when the bell goes.
- follow wet weather organisation and allocated rooming arrangements.
- provide easy access for others by not congregating in small groups in thoroughfares and entrances to buildings.
- stick to the left in corridors and stairwells, and not push or rush past others.
- move quietly and calmly inside school buildings – no screaming, yelling, or running.

#### The following items are prohibited at school:

- tobacco
- vaping devices
- alcohol
- e-cigarettes
- suspected illegal/restricted substances
- weapons including knives and firearms or an implement that could be used as a weapon.

### Components of effective playground supervision

Being observant and responsive when on the playground, whether officially 'on duty' or just passing through, is essential. It is important to consistently practise:

- active movement and visibility around the grounds
- proactive intervention to avoid potential problems
- positive interaction with students
- regular acknowledgement of appropriate play
- checks for the correct use of play equipment
- encouragement for keeping a clean, safe environment
- regular reminders to students about the expectations, rules and responsibilities
- fair and consistent implementation of school policies.

## Playground and Out of Bounds Areas for Students



During wet weather supervision, students are to go to their designated areas as outlined below. Students are to be inside the rooms, NOT in the corridors or stairwells.

Year group	Wet weather Rooming
7	Rooms 3/4/CR1/CR2
8	Rooms 22 - 24, and the covered corridor outside Labs 3 and 4
9	Rooms 10, 12 - 15
10	Rooms 16-21
11	Rooms 25 – 28 and CR3
12	Rooms 5-8

# Technology and Digital Devices

[Digital Devices and Online Services for Students \(nsw.gov.au\)](https://www.nsw.gov.au/digital-devices-and-online-services-for-students)

Digital devices include laptops, tablets, wearable technology (such as smartwatches and headphones) and other devices that can receive, store, process and share digital information and connect to applications (apps), websites and other online services. Online services include digital classrooms, chat and messaging, online games, virtual reality, interactive online learning activities, social media and other online spaces.

Students need to use digital devices and online services in a safe, responsible and respectful manner.

Students may only use digital devices and online services in specific circumstances, such as for an educational purpose, to support student learning, wellbeing and educational outcomes, or as part of a reasonable adjustment to enable students with specific needs to participate in education on the same basis as other students.

SGGHS does not tolerate any forms of bullying and has a detailed anti-bullying plan. Students are expected to use digital devices as instructed and should not be used to access any forms of social media during school time, including while attending school-based activities that are offsite.

Please see the school's Anti-bullying Plan for managing conflict and peer relationships.

## Behavioural Expectations

### All students should:

- access the internet only for intended educational and/or wellbeing purposes.
- refrain from using social media platforms during school hours.
- be respectful when using technology facilities at school.
- bring digital devices charged and ready for learning.
- leave any valuable digital equipment at home.
- take responsibility for their own devices.
- ensure any digital device (including air pods) not required for their learning are away and not accessed.

# Truancy and Unexplained Lateness

Truancy refers to unauthorised absences from school, indicating that a child has missed school without permission or appropriate reason, or has not attended a timetabled lesson or activity.

## Behavioural Expectations

### All students should:

- arrive at school on time every day.
- attend all scheduled classes and activities.
- follow the school procedures for late arrival, providing appropriate documentation.

In the following situations students must follow the procedures outlined. A breach of these would be classed as an immediate truancy and the Level Consequences would be followed.

<b>Timetabled Classes and Activities</b>	<ul style="list-style-type: none"> <li>• All students must attend class as per the timetable.</li> <li>• If a student is unwell, they must report to the front office prior to being registered in the clinic.</li> <li>• Students are not permitted to excuse themselves from class for any reason, unless approved by a member of staff.</li> <li>• If a student is not in class or at a scheduled activity, and has not been granted permission to be absent, they will immediately be placed on Level 2.</li> </ul>
<b>Year 12 Flexible Early Leave</b>	<ul style="list-style-type: none"> <li>• All Year 12 students have approved flexible early leave privileges after period 4 (12.20pm).</li> <li>• Students must sign out using the kiosk at the front office and collect their early leave slip.</li> <li>• Year 12 Students are NOT permitted to leave school earlier than the start of lunch, even if they have timetabled study periods.</li> <li>• Any Year 12 student found off site prior to the start of lunch, without an official early leave pass, will immediately be placed on Level 2.</li> <li>• If a Year 12 student is found to be in breach of the approved flexible early leave privileges, they will be revoked and the student will be required to remain onsite until the official end of the day.</li> </ul>
<b>Leaving School Grounds</b>	<ul style="list-style-type: none"> <li>• Once students arrive at school in the morning, they are to remain onsite until the end of the day.</li> <li>• No student is to leave the school grounds during the day, without permission.</li> <li>• Students who are found off site or returning to school grounds will immediately be placed on Level 2.</li> </ul>
<b>Early Leave</b>	<ul style="list-style-type: none"> <li>• If a student requires an early leave from school, they must provide a written note from the parent/carer and present this to a Deputy Principal or Head Teacher Wellbeing before roll call.</li> <li>• The school will call home to confirm any early leave details if they feel necessary.</li> <li>• Any student who provides an illegitimate early leave request will immediately be placed on Level 2.</li> </ul>
<b>Whole Day absence</b>	<ul style="list-style-type: none"> <li>• If a student is absent from school for the whole day, without parental permission, they will immediately be placed on Level 2.</li> </ul>

<b>Unexplained Lateness to School</b>	<ul style="list-style-type: none"> <li>• If a student is late to school they must swipe their attendance at the kiosk, outlining the reason and provide documentation to the front office.</li> <li>• Explanations for lateness will be monitored and checked.</li> <li>• Where students have recorded unexplained lateness, the Level system will be followed.</li> </ul>
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# Uniform

[School Uniform \(nsw.gov.au\)](http://nsw.gov.au)

Schools expect students to wear the uniform during school hours, while travelling to and from school, and when engaged in school activities out of school hours.

## **General Uniform Requirements**

1. All items of uniform must be official St George Girls High School items, which can be purchased at the Uniform Shop.
2. No excessive jewellery (dangly earrings, thick bracelets/necklace) is to be worn – a ring, ear studs, watches, or Dragon/School Badges are acceptable. The maximum size for earrings is 2cm (see page 20).
3. Uniforms are to be of a reasonable length and **no shorter than 10cm above the knee when the student is kneeling.**
4. Makeup is not permitted in the junior school. Senior students may, if they wish, wear light foundation makeup only (no eyeliner, blush or bright lipstick) and pale nail polish – nails should be an appropriate length to safely engage in learning and sport activities.
5. Hijab, if worn, must be plain white or navy.
6. Hair ribbons and elastics, if worn, are to be either red, white and/or navy, or the SGGHS hair ribbon.
7. School backpacks can be purchased through the uniform shop.
8. Neck scarves in winter must be red, white or navy blue - block colour only, no patterns
9. Black lace up school shoes only – not black joggers or boots.
10. Navy blue SGGHS socks in Summer.
11. Navy blue SGGHS socks or beige, navy or black pantihose/closed in tights in Winter. For extra warmth, students are permitted to wear the SGGHS socks over pantihose/tights.
12. The SGGHS puffer jacket may be worn over the school jumper/cardigan in extremely cold weather.
13. **Black jumpers, cardigans or hoodies are not permitted.**
14. Sports jackets are only to be worn on Tuesday sport day or during PE lessons (Years 7 - 10).
15. Skivvies or any visible undershirt are not permitted at any time.
16. Beanies may be worn in winter during break times. Beanies must be red, white or navy blue, with no logos, brandings or patterns on them. All beanies and hats are not to be worn inside.
17. For **cultural and religious reasons**, students may wear the school long-sleeved shirt in summer, with the navy school pants (Years 7-9) OR school skirt (Year 10-12). Students are permitted to wear black tights under the school skirt and a long-sleeved undershirt, either black, white or navy blue with the summer tunic. In these instances, students must see their Cohort Deputy Principal to receive a uniform exemption card.

**Any uniform exemption requests must be in writing to the Cohort Deputy Principal.**



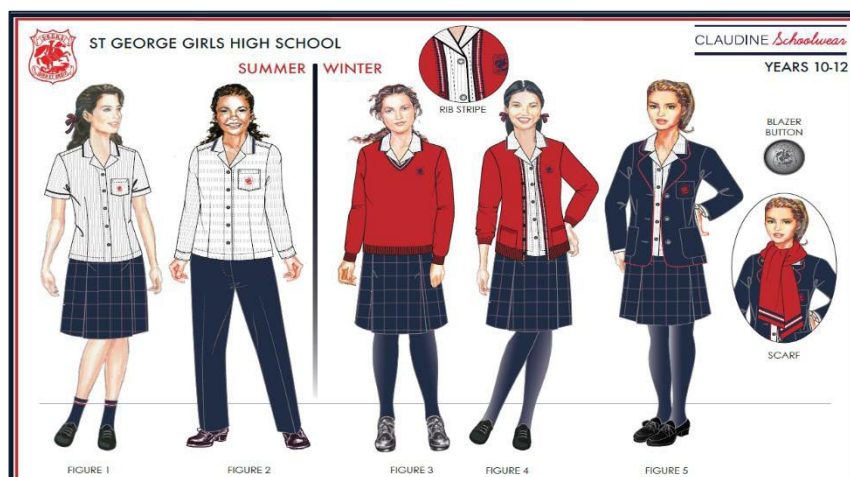
## Junior Uniform - Year 7 - 9

### Summer

Tunic  
 Optional tailored trousers  
 White short-sleeved overblouse blouse  
 Navy SGGHS socks or black, navy or beige pantihose  
 Black leather flat lace up school shoes  
 Red jumper  
 Red cardigan  
 SGGHS blazer

### Winter

Tunic  
 Optional tailored trousers  
 White long-sleeved blouse  
 Navy SGGHS socks or black, navy or beige pantihose  
 Black leather flat lace up school shoes  
 Red jumper  
 Red cardigan  
 SGGHS blazer  
 SGGHS puffer jacket



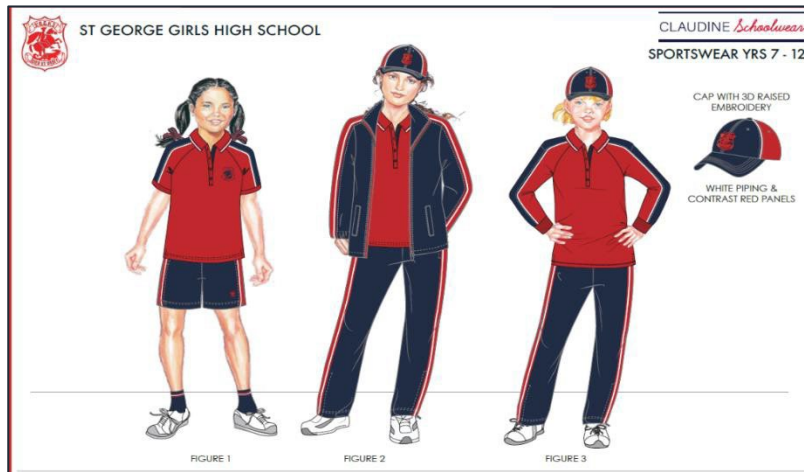
## Senior Uniform - Year 10 -12

### Summer

SGGHS skirt  
 White overblouse- short and long sleeve  
 Optional tailored trousers  
 Navy SGGHS socks or black, navy or beige pantihose  
 Black leather flat lace up school shoes  
 Red jumper  
 Red cardigan  
 SGGHS blazer

### Winter

SGGHS skirt  
 White overblouse- short and long sleeve  
 Optional tailored trousers  
 Navy SGGHS socks or black, navy or beige pantihose  
 Black leather flat lace up school shoes  
 Red jumper  
 Red cardigan  
 SGGHS blazer  
 SGGHS puffer Jacket



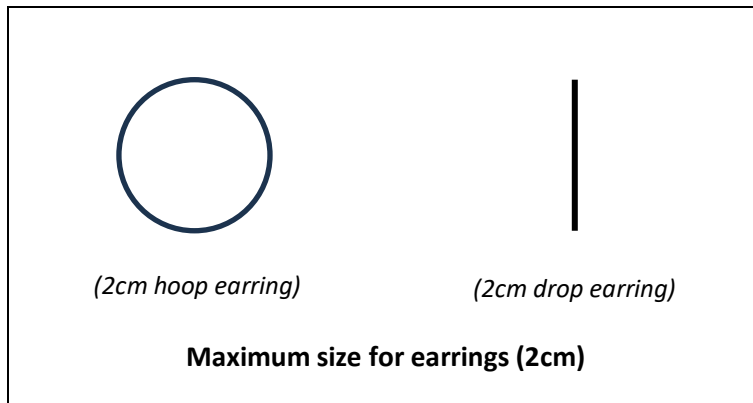
**Sport and PE Uniforms – Years 7 -10**

- Navy and red shorts
- Navy and red microfibre school tracksuit jacket
- Navy and red micro-fibre school tracksuit pants
- Red short-sleeved polo shirt with embroidered emblem
- Red long-sleeved polo shirt with embroidered emblem
- SGGHS navy socks and predominantly white joggers
- Blue and red school baseball cap

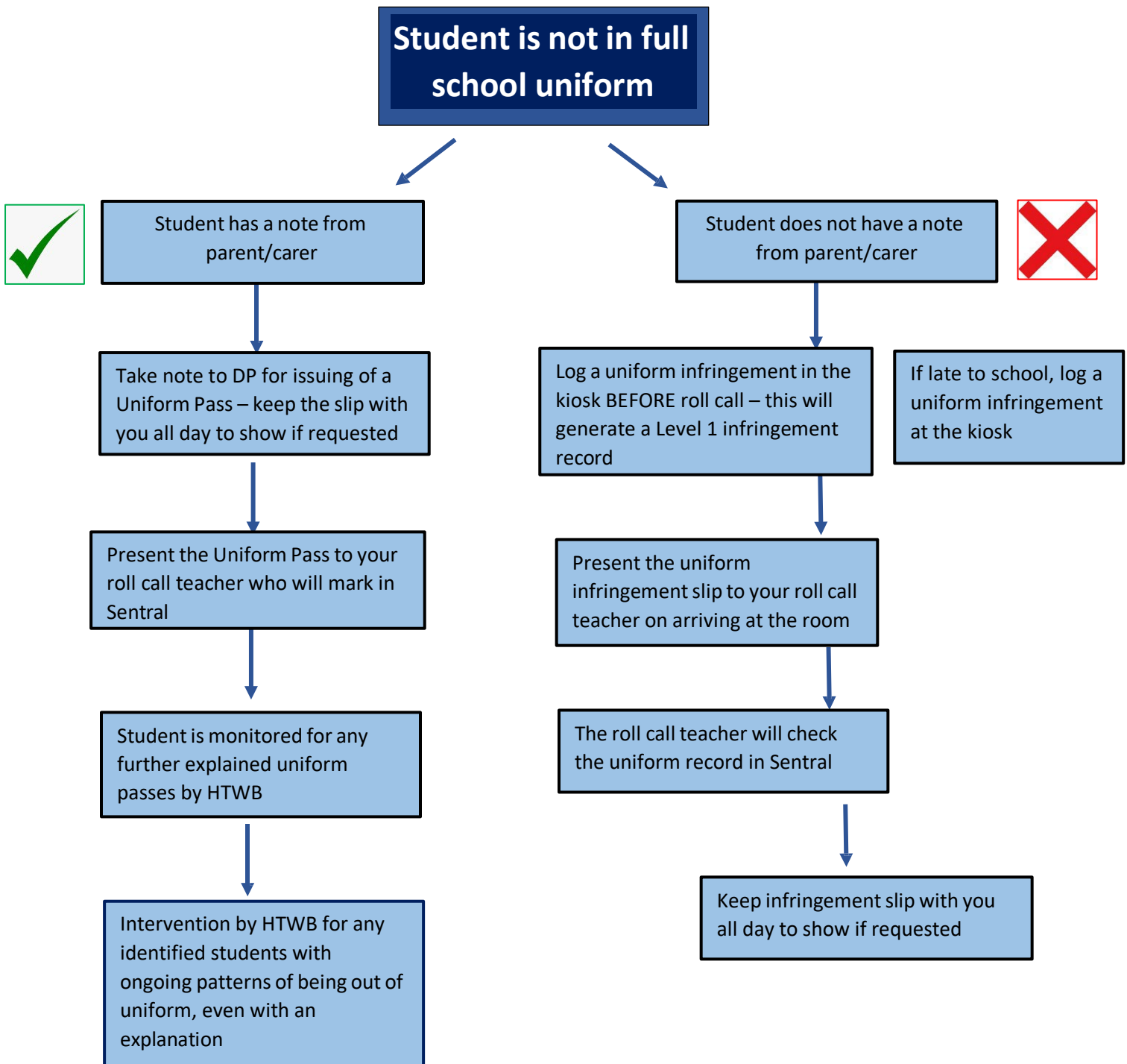
**Other Uniform Items**

- School backpack (chiropractic)
- Technology apron (white)
- Navy sun hat
- Red SGGHS scarf
- School badge

**Note: Sports jackets are not to be worn as uniform on non-sport days for additional warmth**



The flowchart below outlines the school procedures for students who are not in full school uniform, and school monitoring process.



## Anti-Bullying Plan

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

### Resources

The NSW anti-bullying website <https://antibullying.nsw.gov.au/> provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

### St George Girls High School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

## 1 School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture:

- Whole school assemblies
- Cohort assemblies
- Cohort camps (Year 7, 9 & 11)
- Peer Support Training & Program
- Transition Programs (Year 7 & 11)
- Enrichment Day (Year 10)
- Dragon PRIDE Week
- Dragon PRIDE Certificates and Award
- School Service & Merit Systems
- Community Volunteer Program
- SRC Community Activities, e.g. White Ribbon Walk
- School Walkathon
- School Clubs
- SSO Lunchtime Activities e.g. meditation, bracelet making
- Activities Day (Year 7-12)

### 1.1 Student assemblies and lessons

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1 Transition Program (Year 7)	Respectful communication
Term 3 Cohort assembly (Year 7)	'Climbing Out, Breaking Free' – Peer pressure
Term 3 Cohort assembly (Year 8)	Relationships and Anti-bullying
Term 3 Cohort assembly (Year 8)	'The Friendship Formula: Assertiveness, Boundaries & Confidence'
Term 4 SEAL (Years 7, 8, 9)	Dragon PRIDE focus: Respectful and inclusive
	Behaviour Code for Students

### 1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	School Development Day Presentation Day by Deputy Principal Teaching & Learning and Head Teacher Wellbeing on school referral processes for student wellbeing.
Ongoing	Senior Executive and Head Teacher Wellbeing mentor Year Advisers

### 1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- Information on the school's referral process is provided to casual staff when they enter on duty at the school via the Casual Teacher Onboarding and Induction website.
- Deputy Principal Curriculum leads a staff induction at the beginning of each year

## 2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Our school maintains an active partnership with parents and the community in the following ways:

- Monthly P&C and Mothers' Committee Meetings
- P&C events e.g. Mother/Daughter Dinner, Eid Dinner, Multi-Cultural Food Festival, Combined P&C Meetings with Sydney Technical High School
- Information Evenings for parents

### 2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website.

- ✓ School Anti-bullying Plan      ✓ NSW Anti-bullying website      ✓ Behaviour Code for Students

### 2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Ongoing	Email communication to parents on topics covered in cohort assemblies and wellbeing programs
Ongoing	School website, school Facebook and Gazette – Anti-Bullying Plan, NSW Anti-Bullying Website, Behaviour Code for Students, School & Community Activities
Ongoing	Letters of Concern

### 3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE), SEAL & SEED Programs.

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

- Our Year Adviser, LaST and Cohort Teams meet fortnightly.

## Classroom Expectations and Curriculum/Extra-Curricular Activities

Classroom management is a broad term for a range of practices and strategies used by teachers to build quality relationships with each of their students and foster a safe, positive and stimulating learning environment. Well-managed classrooms maintain a positive classroom climate that maximises effective learning time and encourages on-task positive learning behaviours, where disengagement and disruptions are addressed in a timely and appropriate manner.

The most effective classroom management approaches combine preventative and responsive strategies. Preventative classroom management strategies create positive environments that support students to engage in learning, be on-task and display positive learning behaviours. Responsive classroom management strategies aim to positively redirect students to meet classroom expectations and routines when they show behaviours that may impact their own and other students' learning.



### Preventative strategies

Preventative strategies are **proactive** and encourage students to be on-task, motivated to learn and prosocial. Effective preventative strategies include:

- positive classroom climates
- structured instruction to engage students
- effective rules and routines
- pre-corrections to remind students of expectations
- active supervision.



### Responsive strategies

Responsive strategies are **reactive** and provide corrective responses to inappropriate behaviours. They support students to re-engage in learning. Effective corrective responses:

- identify why the student is disengaged or being disruptive
- are understood by the student
- are consistent and expected
- are given calmly
- are **proportionate** to the level of behaviour displayed.

At SGGHS, all students are to adhere to the following expectations and rules both inside the classroom and when engaging in curricular/extra-curricular activities outside of the classroom learning environment.

	<b>Expectation</b>	<b>What does this mean and/or look like?</b>
1.	<b>Be punctual</b>	<ul style="list-style-type: none"> <li>• Be prompt to class/activity: this includes between lessons, after recess and lunch, or following assemblies/meetings.</li> <li>• If a student has been with a teacher or involved in an activity that will make them late to class, they must get a 'late to class' note from the teacher and present it on arrival at their lesson.</li> <li>• Students are to use the bathroom and/or fill up water bottles BEFORE the end of the break, and not between lessons, to ensure they are on time to their lesson/activity.</li> <li>• If a student is late to class, without a legitimate or approved reason, the teacher will record this as a Level 1 incident and continue to monitor any further lateness.</li> </ul>
2.	<b>Bring required equipment</b>	<ul style="list-style-type: none"> <li>• Students are expected to bring all required materials to class/activity for that day to fully engage in teaching and learning activities.</li> <li>• Digital devices should be charged and ready to use.</li> </ul>
3.	<b>Follow instructions</b>	<ul style="list-style-type: none"> <li>• Students are to follow all teacher instructions during the lesson/activity and act accordingly as instructed.</li> <li>• Students are expected to use materials provided by the teacher as intended and if unsure of an instruction, seek clarification.</li> </ul>
4.	<b>Engage in all activities</b>	<ul style="list-style-type: none"> <li>• Students are to be on task at all times in the lesson/activity and completing and/or participating in the task or activity given.</li> </ul>
5.	<b>Complete all set work</b>	<ul style="list-style-type: none"> <li>• Students are to complete all tasks set by the teacher, including substitute teachers, by the due date provided. This includes completion of homework as set by the teacher.</li> </ul>
6.	<b>No eating or drinking</b>	<ul style="list-style-type: none"> <li>• Students are not to eat during class time, unless part of a teaching and learning activity directed by the class teacher.</li> <li>• Exemptions will be made for students with lunch classes and/or students who have been participating in sport training at lunch.</li> <li>• Chewing gum is banned at school.</li> </ul>
7.	<b>Be respectful</b>	<ul style="list-style-type: none"> <li>• Students are to communicate and interact respectfully during a lesson/activity with both teachers and peers.</li> <li>• Students should listen without interrupting or commenting.</li> <li>• Students should be mindful of different opinions and not criticise, laugh or be rude to others. Inappropriate language to either a teacher or peer will not be tolerated.</li> <li>• Swearing, mocking or ridiculing another person will be an immediate Level 2 incident and escalated to the Head Teacher.</li> </ul>

### **On school endorsed activities that are onsite**

- Whether it be incursions, presentations from guest speakers or other school endorsed activities, listen attentively and respectfully, do not speak when they are speaking.
- Raise your hand or politely indicate that you would like to say something. Do not talk over others or back chat.
- Be engaged and show an active interest, be willing to ask questions.
- Show thanks and appreciation at the conclusion of the event.
- Treat the experience and speaker with the same respect and behaviour that is expected in the classroom and with your teacher.
- Follow the instructions and requests of the speaker and teacher.

### **On school endorsed activities that are off-site**

- On endorsed activities such as camps and excursions, be in the right place at the right time, be on time and do not be late to events and commitments.
- Be prepared with all necessary equipment.
- Treat the activity with the same respect and behaviour that is expected in the classroom and with your teacher.
- Follow the instructions and guidelines of teachers and organisers, particularly relating to safety.
- Wear school uniform proudly or when directed wear appropriate clothing for the activity.
- Be safe and look out for the wellbeing of your peers, reporting any concerns to one of the supervising teachers.
- Be engaged, active and involved in activities. Exemptions from any activity must be supported by a signed letter from your parents/carers.
- Be respectful and courteous with members of the public, shop keepers, transport workers, etc.
- Conduct yourself with the same respect and behaviour that is expected in the classroom and with your teacher.



## SGGHS Levels of Intervention and Support Continuum for Classroom/Extra-Curricular Activities

Early Intervention/Support Level 1	Targeted Intervention/Support Level 2	Targeted Intervention/Support Level 3
<i>Emerging and/or low-level behaviour concerns</i>	<i>More frequent and repeated behaviour concerns</i>	<i>More challenging and complex behaviour concerns, and continued disobedience</i>
<b>Managed By:</b> Classroom Teacher/Activity Supervisor	<b>Managed By:</b> Head Teacher	<b>Managed By:</b> Deputy Principal
<b>Examples of Behaviour:</b> <ul style="list-style-type: none"> <li>➤ Late to class</li> <li>➤ Not bringing equipment</li> <li>➤ Talking when meant to be listening</li> <li>➤ Distracting peers</li> <li>➤ Calling out/comments that are not appropriate</li> <li>➤ Mocking/laughing at another student</li> <li>➤ Not following basic teacher instructions</li> <li>➤ Eating/drinking (not water) in class</li> <li>➤ Not completing homework</li> </ul>	<b>Examples of Behaviour: (Incidents that have been identified at Level 1 but are continuing to present as a concern even after a variety of Level 1 intervention strategies have been tried).</b> <ul style="list-style-type: none"> <li>➤ Repeated incidents of breaching classroom expectations in one area or across multiple areas</li> <li>➤ Disrespectful language to another student</li> <li>➤ Damaging classroom or activity equipment/ graffiti (not Level 3 examples)</li> <li>➤ Continued non-completion/submission of homework/classwork</li> <li>➤ Truanting a lesson</li> </ul>	<b>Examples of Behaviour:</b> <ul style="list-style-type: none"> <li>➤ Unresolved Faculty management at Level 2</li> <li>➤ Level 2 monitoring across at least 2 faculty areas at once</li> <li>➤ Physical violence to another student</li> <li>➤ Abusive language to the teacher</li> </ul>
<b>Intervention Support and/or Consequences could include:</b> <ul style="list-style-type: none"> <li>• Restorative Staff/Student Conversation</li> <li>• Level 1 Incident Record</li> <li>• Level 1 Monitoring</li> <li>• Parent/Carer Contact (letter/phone)</li> <li>• Teacher Lunchtime Detention</li> <li>• Mediation</li> </ul>	<b>Intervention Support and/or Consequences could include:</b> <ul style="list-style-type: none"> <li>• Restorative Staff/Student Conversation</li> <li>• Mediation</li> <li>• Level 2 Incident Record</li> <li>• Level 2 Monitoring</li> <li>• Parent/Carer Contact (letter/phone)</li> <li>• Parent/Carer Meeting</li> <li>• Head Teacher Lunchtime Detention</li> <li>• Cohort Referral</li> <li>• After-school Detention – consulted with DP Supervisor</li> </ul>	<b>Intervention Support and/or Consequences could include:</b> <ul style="list-style-type: none"> <li>• Restorative Staff/Student Conversation</li> <li>• Level 3 Incident Record</li> <li>• Level 3 Monitoring</li> <li>• Parent/Carer Contact (letter/phone)</li> <li>• Parent/Carer Meeting</li> <li>• After School Deputy Principal Detention</li> <li>• Student Management Plan</li> <li>• Caution to Suspend</li> <li>• External Support</li> </ul>