



Wiley Park Girls High School – School Behaviour Support and Management Plan

Overview

WPGHS is a safe, inclusive, and supportive learning environment where students are motivated to achieve their personal best. We have a strong focus on student wellbeing to ensure a solid foundation so that all girls can actively engage in their learning. Key programs prioritised and valued by the school community are **Positive Behaviour 4 Learning** (PB4L - The Wiley Way) and a **Social Emotional Learning** (SEL) curriculum. These universal proactive programs are supported by early, targeted, and individual intervention from an extensive Student Empowerment Team of Student Advisers, Student Support Officer, Youth Workers, and School Psychologists. The team coordinated by our Head Teacher Wellbeing includes the Learning Support Team and EAL/D specialist staff to collaboratively work with our experienced teachers to support students with school engagement and learning, to ensure all students can be safe, successful, and empowered.

Appendix 1.

Promoting and reinforcing positive student behaviour and school-wide expectations

WPGHS has the core values of **Safety**, **Respect** and **Learning** and has related school-wide expectations and responsibilities for each value.

Appendix 2.

The rationale for explicitly teaching and reinforcing the expectations is that:

1. Everyone has the right to:
 - Feel safe, cared for and respected.
 - Learn and teach without disruption.
2. Everyone is expected to:
 - Be responsible for their own behaviour.
 - Respect the rights of others.

WPGHS uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- promotion and explicit teaching of PB4L expectations across the school and within classrooms.
- informal and formal teacher recognition systems.
- Reward tokens and prize draw for targeted expectations.
- Merit Cards, Student of the Month, positive calls and letters home, and Celebration Assemblies and excursions.
- All formal recognition systems contribute a point/s to student attainment across a levelled rewards system.

Appendix 3.

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone. We teach and model the behaviours we value in our students. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses. The values and expectations at WPGHS are reflective of the NSW Department of Education’s *Behaviour Code for Students*.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students \(nsw.gov.au\)](#)

Details of WPGHS Mobile Devices Management Plan and Uniform Management Plan can be found at the end of this document.

Appendix 4 and 5.

Whole School Approach Across the Care Continuum

WPGHS embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- explicitly teaching classroom expectations.
- establishing predictable routines and procedures that are communicated clearly to students.
- encouraging expected behaviour with positive feedback and reinforcement.
- discouraging inappropriate behaviour.
- actively supervising students.
- maximising opportunities for active engagement with learning.
- providing carefully sequenced engaging lessons that provide options for student choice.
- differentiating learning content and tasks to meet the needs of all learners.

Prevention

Intervention	Details	Audience
The Wiley Way (PB4L –	✓ Teaching expected behaviours	✓ Whole School

Universal)	✓ Encouraging expected behaviours ✓ Effective teaching and learning practices	
The Wiley Way (PB4L - Classroom Systems)	✓ Positive relationships ✓ Classroom environment ✓ Classroom expectations ✓ Classroom procedures + routines ✓ Encouraging expected behaviours	✓ Whole School
The Wiley Way – Student Recognition System	✓ Reward Tokens ✓ Merit Cards ✓ Student of the Month ✓ Achievement Letters ✓ Attendance Awards ✓ Positive Calls/Letters	✓ Whole School
Social Emotional Learning (SEL) Curriculum / Personal Growth Workshops (PG)	✓ Timetabled periods to explicitly teach self-awareness, self-management, responsible decision-making, social awareness, and relationship skills.	✓ Years 7 – 9 (SEL) ✓ Years 7 – 12 (PG) ✓ 1 period per cycle
Year Adviser	✓ Nominated point of contact for parents and students to increase their understanding of school processes,	✓ Year Adviser, Students, Families
Wellbeing Diary (staff + students)	✓ Diaries have wellbeing and mindfulness prompts based on the PERMA model (positive emotions, engagement, relationships, meaning and achievement)	✓ Whole School
Attendance Monitoring	✓ Review of data at 3 checkpoints per term to identify target groups and related referrals	✓ Attendance Team, students, families
Student Leadership Teams	✓ SRC ✓ Media Team ✓ Student Wellbeing Team ✓ Gym Team	✓ Targeted students and staff
Warrior Day 1 & 2	✓ A whole day event of internally and externally provided workshops to reinforce the key messages of significant calendar events such as Harmony Week, International Day of Women, National Day of Action Against Bullying + Violence, and R U OK Day.	✓ Whole School

Early Intervention

Intervention	Details	Audience
PB4L – Universal	✓ Responding to problematic behaviour (minor)	✓ Whole School

	✓ Data and ongoing management	
PB4L -Classroom Systems	✓ Active Supervision ✓ Activity Sequence + Choice ✓ Opportunities to Respond ✓ Task Difficulty ✓ Responding to problematic behaviour	✓ Whole School
Classroom Problem Solving	✓ The Wellbeing Team and Learning and Support Team creates a learning and engagement plan with student and teacher actions for identified students.	✓ Student Empowerment Team/Class Teachers
Wellbeing + Health In-Reach Nurse	✓ Individual support/information sessions	✓ Identified students/families
Wellbeing Programs	✓ Targeted programs provided by internal teams (SSO/3 Bridges) and external groups including Creating Chances, Belmore Youth Centre, Backflips Against Bullying, Police Youth Engagement Officer.	✓ Targeted student groups

Targeted Intervention

Intervention	Details	Audience
Resilience Team	✓ Mediation for initial peer issues	✓ Students identified by Empowerment Team
Student Support Officer	✓ Small group and/or 1 on 1 support ✓ Mediation for repeat peer issues	✓ Students identified by Empowerment Team
Bounce Back Youth Worker	✓ Small group and/or 1 on 1 support – Engagement	✓ Students identified by Empowerment Team
3 Bridges Youth Worker	✓ Small group and/or 1 on 1 support - Attendance	✓ Students identified by Empowerment Team
Learning Support Team (LST)	✓ The LST work with teachers, students, and families to support those students who require personalised learning and support.	✓ Students identified by Empowerment Team
Targeted programs provided by external agencies (eg: Mission Australia, Belmore Youth Centre)	✓ Programs may include LIFT (Living Independently for Teens); Sisterhood Program; RAW, for example.	✓ Students identified by Empowerment Team

Individual Intervention

Intervention	Details	Audience
School Psychologist	✓ Individual counselling ✓ Assessment ✓ Complex Case management	✓ Identified students/families

	including referrals to external agency	
Student Support Officer	✓ Case management including referrals to external agency	✓ Identified students/families
3 Bridges Youth Outreach Worker	✓ Family Case management including referrals to external agency	✓ Identified students/families
Wellbeing + Health In-Reach Nurse	✓ Assessment ✓ Case management including referrals to external agency	✓ Identified students/families
FUSION Youth Worker	✓ Developing and monitoring student support and management plans	✓ Identified students/families / class teachers

Planned responses to inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying.

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in applying The Wiley Way flowchart when managing behaviours of concern. Staff consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

Executive managed – behaviour of concern is managed by school executive.

Corrective responses by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- conference
- detention, reflection and restorative practices
- communication with parent/carer

Appendix 6

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below) liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

Appendix 7

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

Responses to all behaviours of concern apply to student 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the [Incident Notification and Response policy](#); [Incident Notification and Response Procedures](#); [Student Behaviour policy](#) and [Suspension and expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection, and restorative practices

Intervention	Details	Responsibility	Record
Student In-lesson Conversation	✓ Student may be invited by the teacher for a brief private interview within a lesson	✓ Classroom Teacher	✓ Sentral entry

Reflection Desk	✓ Student may be moved to identified seat in classroom within a lesson	✓ Classroom Teacher	✓ Sentral entry
Detention	✓ Student may be required to attend to nominated space for reflection on behaviour of concern (maximum of 15 minutes)	✓ Classroom Teacher	✓ Sentral entry ✓ Parent Contact
Teacher + Student Negotiated Time – out	✓ Student may be sent to nominated teacher's classroom for part of a lesson following repeated problematic behaviour (minor)	✓ Classroom Teacher and Faculty Head Teacher	✓ Sentral entry ✓ Parent Contact
Head Teacher Time-Out	✓ Student may be sent to the Faculty Head Teacher for part of a lesson following more serious problematic behaviour	✓ Classroom Teacher and Faculty Head Teacher	✓ Sentral entry ✓ Parent Contact
Restorative Interview	✓ Student may be invited to meet with the Classroom Teacher and Executive Teacher to complete a Restorative Interview.	✓ Classroom Teacher and Faculty Head Teacher	✓ Sentral entry ✓ Parent Contact
Faculty Monitoring	✓ Student may be placed on a Faculty Monitoring Card for a nominated subject until target is achieved (3 – 7 subject periods)	✓ Classroom Teacher and Faculty Head Teacher	✓ Sentral entry ✓ Parent Contact
Faculty Suspension	✓ Student may be timetabled to complete class work in an alternate classroom	✓ Classroom Teacher and Faculty Head Teacher	✓ Sentral Entry ✓ Parent Contact
Monitoring Book	✓ Student may be placed on a Monitoring Book for all subjects	✓ Year Advisor/Deputy Principal/Principal	✓ Sentral Entry ✓ Parent Contact
Conflict Prevention Agreement	✓ Student may be expected to agree to set actions to remove peer conflict	✓ Deputy Principal/Principal	✓ Sentral Entry ✓ Parent Contact

NOTE: Ongoing non-compliance or serious misbehaviour will be referred to the Senior Executive where a student may receive a Formal Caution of Suspension or Suspension.

Partnerships with parents/carers

The best education happens when students, parents and schools work together. WPGHS will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

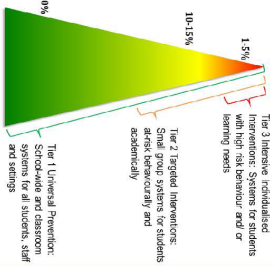
- regular whole-school communication via our School Stream app.
- regular individual teacher-parent contact via phone, text, or email.
- Employment of Community Liaison Officers.
- scheduled targeted parent meetings as required

NOTE: It is expected that students/families identified for these interventions engage in the services provided as part of their Behaviour Support Plan and in the expectations listed in the School Community Charter below.

The School Community Charter outlines the responsibilities of parents, carers, educators, and school staff in NSW public schools to ensure our learning environments are collaborative, supportive, and cohesive.

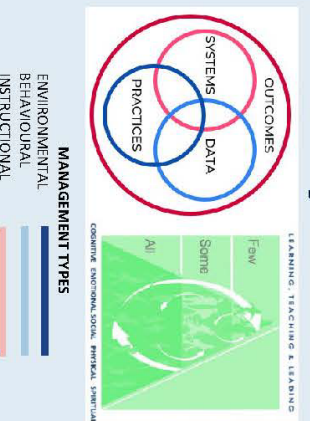
<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

Appendix 1

Leadership - Common language, vision and experience - Statement of purpose - Whole school engagement - Consistent staff modelling of expectations - PBL visibility Principal support, participation and leadership - Align to the strategic improvement plan and department priorities - Regularly attends meetings - Sustains PBL leadership team - Budget to support implementation, professional learning and systems PBL leadership team - Work with staff, students, family and community - Representation from across school community and stakeholders - Decision-making processes adopted Operating procedures - Roles and responsibilities - Scheduled meetings - Staff professional learning - Action planning - Working smarter Communication system - Presenting data - Analyse feedback - Disseminating information	Defining Expected Behaviour Defining school-wide expectations - Socially, culturally, contextually appropriate and positively stated 3-5 expectations 1-3 words per expectation - Developed/reviewed by all stakeholders - All encompassing - Supportive of academics Defining specific rules for all settings - School expectations matrix - Linked to social culture of school - Positive, age appropriate, action-based language - Agreement by > 80% of staff - Visible for specific settings Defining specific behaviours - Observable - Measurable - Positively stated - Understandable - Always applicable Procedures and routines for non-classroom aligned with school expectations matrix - Teach/model	Teaching Expected Behaviour Teach behaviour skills like academics. Teach positive social culture. Lesson content - Derive from the matrix - Non-classroom procedures - Classroom procedures Define/tell - Matrix expectation - Specific skill - Context Teach/show - Show and model - Non-example/examples - Check for understanding Practise - Monitor - Re-teach - Booster lessons School-wide lesson schedule - Scope and sequence - Responsive to data Informal teaching and monitoring - Pre-correct/remind - Active supervision - Provide feedback - Re-teaching	Positive Behaviour for Learning Tier 1 Universal Prevention Essential Features Framework  Encouraging Expected Behaviour Positive reinforcement is a powerful tool for change Adult attention - Non-contingent - Contingent - Building relationships Effective positive feedback - Specifically describe the behaviour - Provide a rationale - Can include a positive and motivating consequence 4 positives to 1 correction (minimum) - Timing and frequency - Contingent on demonstration - Menu of reinforcers that fade over time Continuum of reinforcement - Free and frequent – all staff, every day - Intermittent – delivered semi-regularly - Long and strong – Term/Semester/Year-long	Effective Teaching and Learning Practices Environmental Management Relationships - Positive climate - Positive relationships Classroom environment - Organisation of space Behavioural Management Classroom expectations - Purpose - Translating school-wide expectations - Using classroom data Classroom procedures and routines - Clear and functional Encouraging expected behaviour - Classroom continuum of acknowledgement - Focus on feedback - High rates of positive reinforcement Responding to inappropriate behaviour - Staff managed minor errors taught like academic Instructional Management Active supervision - Moving - Scanning - Interacting Opportunities to respond - Tracking students - Oral response - Response cards - Response devices - Direct instruction Activity sequence and choice - Varying intensity or degree of difficulty of tasks - Materials - Type of task - Placement and with whom Task Difficulty - Differentiation of the curriculum - Reasonable adjustments - Scaffolding learning
 Tier 3 Intensive individualised interventions. Systems for students with high risk behaviour and/or learning needs Tier 2 Targeted interventions. Small group systems for students with moderate risk behaviour and/or academically Tier 1 Universal Prevention. School-wide and classroom systems for all students, staff and settings NSW Department of Education Adapted from Missouri University SWPBS	Responding to Inappropriate Behaviours Minor (Teacher Managed) Preventative strategies - Active supervision - Pre-correct Indirect instructional strategies - Proximity control - Signal, non-verbal cue - Ignore/attend/praise Direct instructional strategies (order) - Redirect - Re-teach - Provide choice - Student conference Applied logical consequences - Instructional - Consistent - Individually determined - Restorative - Promote motivation to learn	Responding to Inappropriate Behaviours Major (Executive Managed) Further support and consultation - Parent/carer contact/consultation - Tier 2/Tier 3 LST based intervention - Multidisciplinary teams - Inter-agency support Clear referral pathways - Behaviour referral form, data decision rules A School-wide behaviour system has: - Minor and major categories with defined behaviours - Behaviour referral forms (BRFs) - A behaviour consistency flowchart or continuum Considerations - Consistency - Use least intrusive strategy - Specific yet brief - Quiet, respectful interaction with student - Use a positive neutral tone - Clear and explicit instructions - Consider function of behaviour	Data and Ongoing Monitoring "The use of data increases the likelihood of effective action steps taken in the problem-solving process" Data for decision making - Frequently communicate data with staff - Outcome data Decision making process - Collect and chart data - Analyse and prioritise - SMART goals - Select strategies - Determine results indicators - Evaluate action plan Data management systems - Data collection-behaviour referrals - Big 5 data-based decision-making model and referral solution plan Evaluation tools - Self-Assessment Survey (SAS) - Tiered Fidelity Inventory (TFI) - Benchmark of Quality (BoQ) - School-wide Evaluation Tool (SET) - Triangle Data Tool	Instructional Management Active supervision - Moving - Scanning - Interacting Opportunities to respond - Tracking students - Oral response - Response cards - Response devices - Direct instruction Activity sequence and choice - Varying intensity or degree of difficulty of tasks - Materials - Type of task - Placement and with whom Task Difficulty - Differentiation of the curriculum - Reasonable adjustments - Scaffolding learning

Positive Behaviour for Learning: Tier 1 Classroom systems of support

PBL Problem Solving Process and Continuum



Relationships

Creating a positive classroom climate requires attention to the interactions between teachers and students.

The use of preferred adult behaviours includes

- proximity
- active listening
- eye contact
- pleasant tone of voice
- smile and use students' name

Classroom Environment

Organising the physical space will include attention to:

- layout of learning space to allow movement, access to resources and defined areas for working
- lighting, ventilation and temperature control
- seating arrangements and plans
- storage of student, teacher and class resources
- displays of student work
- posting expectations and routines
- schedules and timetables

Active Supervision

3 components: *moving, scanning, interacting*

- Allows for the provision of immediate learning assistance
- Increases student engagement
- Reduces inappropriate and increases appropriate behaviour
- Provides knowledge of students' use of expectations
- Allows for encouragement of those using expectations or appropriate behaviour
- Allows for timely correction of learning errors (academic/ social-emotional)

Classroom Expectations

To be effective, classroom behaviours/rules need to be linked to the 3-5 school-wide expectations, student negotiated, clearly posted, explicitly taught, and specifically reinforced.

They should be:

- Observable
- Measurable
- Positively stated
- Understandable
- Always applicable

Classroom Procedures and Routines

- Clarification of individual classroom routines/activities.

Examples: entering room, large group instruction, small group activities and independent seatwork time

- Explicitly teach using:
 - tell
 - show
 - practise
- Prompt or pre-correct regularly for success
- Continuously supported through monitoring and providing specific feedback

Encouraging Expected Behaviour

Effective encouragement at a rate of 4:1 will increase:

- on task behaviour
- correct responses, work productivity and accuracy
- attention and compliance
- cooperative play
- foster intrinsic motivation

Four components of effective recognition and encouragement of students

1. Adult non-contingent and contingent attention
2. Effective specific positive feedback
3. Use of a tangible reinforcement system
4. A menu or continuum of reinforcers.

Opportunities to Respond

Definition: Is an instructional question, statement or gesture made by the teacher seeking an academic response from students.

- **Verbal Responses** – orally answering a question, sharing their ideas, reviewing or summarising prior learning, repeating a new concept.
 - Individual questioning
 - Choral responding
- **Non-verbal Responses** - white boards, response cards, student response systems (technology devices, nonverbal e.g. thumbs up). Guided notes
- **Other practices** –computer assisted instruction, class-wide peer tutoring, direct instruction

Activity Sequence and Choice

Empowering students increases student engagement and personal motivation.

For students who *can* do assigned academic work but *choose not to* do it consider ...

- Activity sequencing
 - task intersperse
 - behaviour momentum
 - Choice
 - order of completion
 - materials used to complete task
 - whom they work with
 - where they will work
 - what they can do once task is complete
- Choice can be used class wide, to groups or with individual students.

Task Difficulty

Many behaviour problems are the result of a mismatch between the task and a student's skills or strengths.

Adjustments can be made in 3 ways

- Assignments length or time frame allotted
- The mode of task completion
- The extent of instruction or practise provided

Remember the importance of prevention





The Wiley Way – Expected Student Behaviours + Responsibilities

Everyone has the right to..	Everyone has the responsibility to..
Feel safe, cared for and respected	✓ Use polite and respectful language.
	✓ Use polite and respectful volume and tone
	✓ Wear correct school uniform
	✓ Move safely around the school
	✓ Take care of school resources, property, and resources
Learn and teach without disruption	✓ Attend school every day.
	✓ Be in the right place at the right time.
	✓ Keep phones turned off and away, all day, gate to gate.
	✓ Know your timetable, & be prepared with required equipment.
	✓ Actively participate in learning opportunities.

THE WILEY WAY – STUDENT RECOGNITION

Recognition Types	Recognition Levels
1 Merit Card = 1 merit point	Level 1 = 0 – 9 merit points Level 2 = 10 – 19 merit points Level 3 = 20 – 29 merit points Bronze = 30 – 39 merit points Silver = 40 – 49 merit points Gold = 50 – 60 merit points Principals Medallion = 2 x Gold
Student of the Month = 2 merit points	
Attendance Award = 2 merit points	
Recognition Letter = 2 merit points	
Year Advisors Award = 2 merit points	
Phone Call Home = 2 merit points	

WILEY PARK GIRLS HIGH SCHOOL

MERIT AWARD



Awarded for demonstrating the following school value:



☐ EMBRACE LEARNING
☐ ESTABLISH RESPECT
☐ ENSURE SAFETY

NAME _____

TEACHER _____

DATE _____

SCHOOL UNIFORM MANAGEMENT PLAN

Wiley Park Girls High School is committed to the creation of a safe and respectful environment for all staff and students where learning is the priority. A focus on students wearing full school uniform every day ensures we have a safe, respectful, learning environment.

By wearing full school uniform, students:

- ✓ Model our core values of being a safe, respectful learner.
- ✓ Demonstrate pride in themselves and our school.
- ✓ Communicate that they are ready to cooperate with the NSW Department of Education's Behaviour Code for Students.
- ✓ Meet Work, Health, and Safety requirements.

The NSW Department of Education provides two key documents to inform school management plans on school uniform.

1. **The School Uniform Policy - Sets the department's requirements for local school uniforms or dress codes.**

Three main points have been highlighted from this policy below.

1.2 The department supports the wearing of school uniform, which promotes a sense of belonging for students and creates a positive identity for the school community. School uniforms also contribute to the personal safety of students by allowing easier recognition of students inside the school and in the community.

1.3 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.

1.8 Decisions about school uniform requirements must comply with work health and safety, and anti-discrimination legislation. A school uniform should promote the health and safety of students by identifying items necessary for particular activities to protect students from injury (for example, items for sun protection or safe footwear).

2. **The Behaviour Code for Students - NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone.**

This document states that in NSW public schools, students have expected actions to meet the high standards for respectful, safe, and engaged behaviour. It lists the action of 'dress appropriately by complying with the school uniform or dress code' as demonstrating respect.

School Uniform at WPGHS

The formal School Uniform at WPGHS consists of:

- o Shirt: White polo shirt or blouse (Year 7-10) and Lemon polo shirt or blouse (Year 11-12). The shirt must have a collar and sleeves; it may have the school emblem but no other markings. Any shirt worn under the school shirt must be white.
- o Pants: The colour is bottle green. Pants must be full length and not tracksuit style.

- o Skirt: Green tartan skirt (Year 7-12) that can be knee or ankle length.
- o Fleece or knitted jumper: Bottle green colour either with the school emblem or plain.
- o School Jacket – tracksuit style.
- o Shoes: Should be black leather school shoes. For safety reasons they must be completely enclosed, (scuffs, sandals, or thongs are not permitted at any time). Shoes should not have raised soles or heels that could lead to an injury.
- o School Tie: Is recommended, but optional for students in all years.
- o Hats: Students are encouraged to wear hats when outdoors in the sun.
- o Scarves: If worn as a hijab are to be plain black in colour. No jilbabs are to be worn. Neck scarves worn for warmth are to be bottle green.
- o Jewellery: Should be conservative, non-distracting to the school uniform and not hazardous. This means that large earrings or large rings are not permitted. Valuable items should not be brought to school. The school accepts no responsibility for lost property.

The Sports Uniform at WPGHS consists of:

- o The sports uniform consists of a school sport shirt and school sport shorts or tracksuit pants.
- o Appropriate sport shoes, not fashion trainers, must be worn with the sports uniform.
- o Students are expected to wear sports uniform for all practical PE classes and sport periods.

Cooperation with the School Uniform Management Plan

We recognise that most students demonstrate great pride and respect by wearing the full school uniform correctly most of the time. Students identified as complying with the school uniform expectations will be formally recognised.

- ✓ Students that are wearing full school uniform will be eligible to receive a raffle ticket every period of every day. There are prize draws twice per term.
- ✓ Students who have zero uniform entries on Sentral will receive the equivalent of 5 Merit Cards (5 points) in The Wiley Way – Student Recognition System. This will be tallied twice per term. Points accrued contribute to students achieving bronze, silver, and gold certificates.

Breach of the School Uniform Management Plan

At WPGHS we value a sense of belonging and safety for students and a positive identity for the school community. Staff will monitor incorrect student uniform across the school day. Breaches of the School Uniform Management Plan will be recorded in the following categories.

Category of breach

Category 1 - A minor single breach.

This includes students wearing:

- a black undershirt.
- incorrect shoes (example non-leather or open shoes).
- no school shirt under school jumper.
- non-conservative accessories such as badges and decorative clips on uniform items or in student's hair or hijab.
- loose or long hijab (including jilbabs) that covers school crest/uniform or poses a health and safety risk.

Category 2 - A major single breach

This includes students wearing:

- a non-uniform jumper, jacket, or hoodie.
- non-uniform bottoms (example, jeans, black trackpants, tights or skirt).

Category 3 - A serious breach.

This is when a student has one or more examples from Category 1 AND Category 2 on the one day.

Levels and Consequences

Each category of school uniform breach has an allocated point. Student points will result in the following consequences.

Category 1 = 1 point

Category 2 = 2 points

Category 3 = 3 points

Points will be tallied for the first half and second half of each term.

Level 1 = 1 - 3 points

Reviewed June 2024

Community Liaison Officers will call to inform parents, clarify school uniform guidelines, and determine whether support is required.

Level 2 = 4 - 6 points

A member of our Executive Team will speak with students to clarify school uniform expectations.

Community Liaison Officers will call to inform parents, clarify school uniform guidelines, and determine whether support is required.

Level 3 = 7 - 9 points

The Deputy Principal will speak to students to issue a verbal caution of suspension due to ongoing non-compliance. Parents will be informed of this step.

Level 4 = 10 - 12 points

The Deputy Principal will speak to students to issue a Formal Caution of Suspension due to continued disobedience. Parents will be informed of this step and involved in completing a student success plan.

Level 5 = 13 - 15 points

The Deputy Principal will speak to students to issue a Suspension due to persistent disobedience. Parents will be informed of this step and required to attend a Suspension Resolution Meeting.

Failure to cooperate with staff directions within the School Uniform Management Plan may result in a staff management response different to the levels listed above.

ADDITIONAL NOTES

1. Families who are experiencing difficulty in providing uniform items should contact the school.
2. Students attending with a note from parents excusing non-uniform item/s for a single day need to attend to the Head Teacher Wellbeing or Year Advisor before attending roll call where a uniform exchange will be provided.
3. Students attending with a note from parents excusing non-uniform item/s for an extended period need to speak with their Deputy Principal before attending roll call. A uniform exchange will be provided.
4. Students arriving late will be required to follow the procedures listed in the School Uniform Management Plan as part of the sign-in process.

Appendix 5

MOBILE DEVICES MANAGEMENT PLAN

Wiley Park Girls High School is committed to the creation of a safe and respectful environment for all staff and students where there is a focus on learning. We acknowledge that students may need a mobile device to support safe travel to and from school, while also recognising the need for a management plan to prevent misuse and unsafe practices of mobile devices. As the NSW Government has announced a ban on the use of mobile devices in NSW high schools beginning in Term 4, 2023, our management plan, including staff responses to breaches of the plan has been reviewed and updated.

At WPGHS we follow the '**Phones Off and Away. All Day. Gate to Gate**' management plan. The purpose of this plan is to increase focus in classrooms, remove distractions and to also promote positive social interaction, while reducing the potential for online bullying.

The Mobile Devices Management Plan at WPGHS will apply to mobile phones and will occur during all school hours, including break times such as during lunch and recess, as well as while students are on school-based incursions/excursions, including carnivals. It is important to note that the Mobile Devices Management Plan is inclusive of mobile phones, tablets, smart watches, earphones/air pods, speakers, and other similar electronic devices.

Students will still be able to carry their phones while travelling to and from school.

School staff may direct students to use their mobile phones in specific circumstances, such as for an educational purpose.

NOTE: It is strongly recommended that students do not bring their mobile device/s to school. The school or staff are not responsible for the loss, theft, or damage of mobile devices. Students who choose to bring their mobile device/s to school, do so at their own risk.

Phones Off and Away. All Day. Gate to Gate.

Student responsibilities with the Mobile Devices Management Plan.

- ✓ Upon arrival at the school gate, students are to TURN OFF their mobile phones and devices and store them in their school bag.
- ✓ Mobile phones and devices are to remain in student's school bags until students have left the school gate at the end of the day.
- ✓ All contact between students and their families must be through the school's front office.
- ✓ Mobile phones and devices should only be used when directed by a classroom teacher during a lesson for educational purposes.
- ✓ Students must turn their smart watch to 'aeroplane mode' on arrival at school.

Student breaches of the Mobile Devices Management Plan.

- ✗ Storing phone or devices in their pocket/sleeve.
- ✗ Storing earphones/air pods in their ears/around their neck.
- ✗ Using a mobile device to check the time, or to look at their timetable.
- ✗ Using a mobile device during lesson transitions, recess/lunch, in the bathroom.
- ✗ Texting or calling family or friends.
- ✗ Using apps such as Tik Tok and Snapchat
- ✗ Taking photographs, video, and recordings.
- ✗ Turning on their devices hot-spot.
- ✗ Using the phone to purchase food from the Canteen.

Breach of the Mobile Device Management Plan

Staff will instruct students who do not store their mobile device/s correctly or who are using their mobile device/s without teacher direction to:

1. Immediately place their mobile device in a MOBILE DEVICE BREACH ENVELOPE.
2. Deliver the envelope to the front office where the mobile device will be stored securely. A member of our Office Team will enter the receipt of the student's mobile device on Sentral. The class teacher will also record the student's information as a negative report on Sentral as a breach of the Mobile Device Management Plan.
3. Collect their mobile device from the Deputy Principal once the bell has rung for the end of the day.

The faculty Head Teacher will be contacted where a student fails to cooperate with the above steps.

The Deputy Principal will be contacted where a student fails to cooperate with the faculty Head Teacher.

Failure to cooperate with staff directions within the Mobile Device Management Plan may result in a staff management response different to the levels listed below.

LEVEL ONE

The first breach of the Mobile Device Management Plan for the term. A student can collect their mobile device/s from the Deputy Principal at the end of the day and will receive a reminder of student responsibilities with mobile devices.

LEVEL TWO

The second breach of the Mobile Device Management Plan for the term. A student can collect their mobile device/s from the Deputy Principal at the end of the day and will receive a reminder of student responsibilities with mobile devices. Parents will be informed. The student and parent will be required to sign a Mobile Device Student Contract.

LEVEL THREE

The third breach of the Mobile Device Management Plan for the term. Parents will be contacted to collect the mobile device/s from the school. This demonstrates continued disobedience of WPGHS Wiley Way rights and responsibilities. The Deputy Principal will issue a verbal caution of suspension. The student and parent will work with the Deputy Principal to create a Mobile Device Success Plan for the students. Some of the strategies that may be used include:

- Student leaving the mobile device/s at home.
- Checking in the mobile device/s each morning with the Deputy Principal or nominated staff member.
- Placement on a monitoring book.

LEVEL FOUR

The fourth breach of the Mobile Device Management Plan for the term. This demonstrates persistent non-compliance of WPGHS Wiley Way rights and responsibilities. The Deputy Principal will issue a formal caution of suspension. Parents will be contacted to collect the mobile device/s from the school and be required to meet with the Deputy Principal to review the Mobile Device Success Plan.

NOTE: A Formal Caution remains active for 50 school days. A student who reaches Level Four will jump to Level 5 if the next breach is within this timeframe. As an example, a student reaches Level 4 in Week 8 of this term. They have another breach of the Mobile Device Management Plan in Week 3 of the following term: this will be considered a Level 5 breach with suspension as the consequence due to the Formal Caution of Suspension still be active.

LEVEL FIVE

The fifth breach of the Mobile Device Management Plan for the term. This demonstrates persistent non-compliance of WPGHS Wiley Way rights and responsibilities. The Deputy Principal will issue a suspension. Parents will be contacted to collect the mobile device/s from the school and required to meet with the Deputy Principal for a Suspension Resolution Meeting.

Appendix 6



THE WILEY WAY – LEADING BEHAVIOUR + ENGAGEMENT

UNIVERSAL PREVENTION	UNIVERSAL INTERVENTION	CLASSROOM TEACHER LEVEL 2 + 3
ORGANISATION Learning space Seating plan Lesson schedule Routines for transitions EXPECTATIONS Display visuals. Teach classroom matrix. Re-enforce with acknowledgement. Give verbal instructions ACKNOWLEDGEMENT Body language Proximity Verbal TANGIBLE Sticker/rewards chart Reward Tokens Prizes Merit Cards Positive calls/text home Recognition Letters Student of the Month	BODY LANGUAGE Selective attention Eye contact Cues Proximity VERBAL Short re-directions (reminder) Private Student Interview (student may be asked to step outside of classroom or stay behind at the end of the period) CORRECTION Offer choice + take-up time. Seat change. Reflection Desk. Detention Teacher-directed Time-out.	UNFOCUSSED BEHAVIOUR Eating/Chewing gum. Swinging on chairs. Littering. DISRUPTIVE BEHAVIOUR Talking. Incorrect use of equipment. Calling out. Leaving work zone. Off task/unrelated activity. Excessive social talking. Arguing with teacher directions. Swearing. ACADEMIC CONCERN Late to class. No/Incorrect equipment. Poor work completion. Incomplete homework. Fractional truancy.
		MANAGEMENT PLAN 1. Review preventive strategies +learning adjustments/ accommodations. 2. Issue correction strategies. 3. Student Interview. 4. Reflection Desk. 5. Detention (recess/lunch)
← ----- Aim is to re-engage student in learning ----->		



THE WILEY WAY – BEHAVIOUR REFERRAL AND RE-ENGAGEMENT

HEAD TEACHER LEVEL 4	SENIOR EXEC VIA HT LEVEL 5
*Repeated Level 3 ----- SAFETY Refusal to follow teacher directions. Arguing with peers. Bullying. Discrimination/racism. Damage property. Unintentional physical contact. PROCEDURAL Repeated failure to cooperate with teacher directions/school processes. ACADEMIC CONCERN Non-serious attempt-Assessment Task. Incomplete Assessment Task. Plagiarised work/use of AI.	* Persistent Level 3 ----- PROCEDURAL Failure to follow phone procedure. Failure to follow uniform procedure. Persistent failure to cooperate with teacher directions. Refusal to follow HT directions. SAFETY Swearing directed at teacher. Intentional physical contact. Threats of violence. Inciting/contributing to student conflict. Vandalism. Theft. Use/possession of weapon/alcohol/vape/drugs. Videoing/photographing students/staff/incidents. Sharing unapproved videos/photographs
MANAGEMENT PLAN	MANAGEMENT PLAN
1. Teacher/student time-out 2. Head Teacher time-out 3. Restorative Interview 4. Faculty Monitoring 5. Parent Meeting 6. Faculty Suspension 7. Faculty Engagement Plan	1. Parent Meeting 2. Behaviour Monitoring 3. Conflict Prevention Agreement 4. Formal Caution of suspension 5. Suspension 6. Reporting safety + wellbeing concerns to Department of Education.

NOTE: Students may have an individual behaviour support plan that must be followed.



WPGHS – Understanding Bullying

What is bullying?

There is a nationally agreed definition of bullying which all Australian schools now use:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has **three key features**. It:

- 1). involves a misuse of power in a relationship
- 2). is intentional, ongoing and repeated
- 3). involves behaviours that can cause harm.

Bullying has **four different forms**:

Cyberbullying – for example, mean or inappropriate texts, emails, posts, images, or videos. This includes sharing images or videos without consent.

Verbal bullying – for example, teasing, name calling, yelling.

Physical bullying –for example, kicking, tripping, hitting. This can include taking or damaging personal possessions.

Social bullying – for example, rumours, mean jokes, exclusion.

What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- mutual conflict that involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- single episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

What to do if I think I have been bullied?

Information on managing bullying for students and parents can be found at the Kids Helpline website.

This website lists 3 steps when managing peer conflict or bullying.

1. Stay Calm.

- Ignore and carry-on. Focus on your learning, your friends, your routines, and your family.

2. Report It.

- Respond rather than retaliate. Speak to your class teacher, your Year Adviser. Ask your parents to contact the school on your behalf.

3. Get Support

- There are many staff at school that can help. See the table below.
- There are many online resources available. See the table below.

Concern	Staff Member	Student Support
• Issue with peer/s	Year Adviser	Student interviews + follow-up
• Repeat issue with peer/s	Year Adviser	Resilience Team interviews + supports
• Ongoing or serious issue with peer/s	Head Teacher Wellbeing	Mediation with Student Support Officer
• Persistent or serious issue with peer/s	Deputy Principal	Conflict Prevention Agreement
External Supports		
https://bullyingnoway.gov.au/resource/fact-sheets/studentstips/secondary-school-students-bullying-fact-sheet.pdf		
https://kidshelpline.com.au/teens/issues/bullying		
https://www.esafety.gov.au/		