



School Behaviour Support and Management Plan

Woolgoolga High School

Overview

This School Behaviour Support and Management Plan is a collaborative effort designed to establish a safe, challenging, and creative environment for all members of our school community. The primary objective is to enhance student engagement and learning by implementing safe and inclusive positive behaviour with your involvement and support.

At Woolgoolga High School, we are committed to cultivating a safe, inclusive, and supportive environment that allows students to thrive socially, emotionally, and academically. Guided by our school motto, "Success Crowns Effort," we actively promote a culture of respect, responsibility, and safety. This plan, with its explicit behaviour expectations, proactive wellbeing strategies, and consistent responses to inappropriate behaviour, is designed to reassure you of our commitment to student wellbeing and success.

A fundamental aspect of our behaviour support and management plan is promoting accountability among students. We have developed a series of structured processes designed to empower students to take ownership of their actions. We ensure that students and staff are well-informed regarding these processes through ongoing discussions, workshops, and reinforcing established expectations. Additionally, staff members are trained to identify opportunities for positive reinforcement and to provide appropriate guidance when students seek support, ultimately fostering a culture of responsibility and accountability within our school community.

The following key initiatives and programs are prioritised and highly valued by our school community:

- SMILE Program (targeting Year 7 and Year 10 students)
- Year 11 Life Ready Camp
- Year group wellbeing days and programs including visits from the Police Liaison Officer
- PDHPE curriculum designed to support student health, safety, and overall wellbeing
- Year 10 Subject Selection Information Night
- Professional learning for staff
- Year 7 transition programs
- Learning Support early intervention strategies
- Student-led lunchtime clubs
- Initiatives by the Student Representative Council (SRC) and Prefect Team

These programs emphasise social and emotional learning to enhance student mental health, cultivate positive relationships, foster a sense of belonging, and mitigate bullying incidents.

Objectives - Guideline Statement

The School Behaviour Support and Management Plan is founded on the following principles:

- A student-centred, positive, strength-based approach.
- A comprehensive care continuum that involves a strategic whole-school method of explicitly teaching social and emotional skills, along with clear behaviour expectations that are proactive and focused on prevention.
- Collaborative partnerships among schools, students, parents, carers, and community members.
- High expectations for student behaviour to foster a safe, inclusive, and respectful school environment.

The School Behaviour Support and Management Plan must:

- Communicate a strategic, integrated whole-school approach.
- Incorporate a multi-tiered care continuum to support all students.

- Establish and maintain high expectations for students through effective role modelling, explicit teaching and planned responses.
- Establish expectations for parents and carers to engage with the school to develop and implement individual behaviour management strategies.
- Embed inclusive and equitable practices to promote positive student behaviour
- Include strategies that recognise, reinforce and teach inclusive and safe behaviours
- Ensure that all students can access and participate in education with reasonable adjustments.

Schools and their communities collaborate to create high-quality learning environments. All students and staff have the right to be treated fairly and with dignity in a setting that is free from disruption, intimidation, harassment, victimisation, and discrimination. To uphold these principles, schools are expected to maintain high standards of discipline, which may include consequences for inappropriate behaviour, such as suspension, expulsion, or legal action, depending on the severity of the behaviour.

When parents enrol their children in public schools, they partner with the school. This partnership is grounded in a shared commitment to providing students with opportunities to take responsibility for their actions and have a meaningful voice in their learning experiences. Collaboration between school staff, students, and parents or caregivers is crucial to behaviour support in government schools.

The partnership between school community members and schools aims to develop socially responsible young people who can make informed decisions. This is achieved through an effective social, cultural, and academic curriculum catering to students' needs.

In implementing the School Behaviour Support and Management Plan, no student will be discriminated against, harassed, or victimised on any grounds, as legislation requires. The plan may apply outside of school hours and off school premises where there is a clear and close connection between the school and student conduct.

Woolgoolga High School staff have completed anti-racism training as part of ongoing mandatory professional learning and implemented the department's anti-racism policy and procedures. The Anti-Racism Policy commits the department to limiting all forms of racism in NSW public schools. It applies to all employees, students attending NSW public schools, parents, carers, volunteers and contractors.

Partnership with parents and carers

Parents and caregivers play a crucial role in our school community. The School Community Charter guides parents and carers in engaging with NSW public schools.

Woolgoolga High School collaborates with parents and caregivers through the Parents and Citizens Association to establish clear expectations for their involvement in developing and implementing student behaviour management strategies.

Woolgoolga High School communicates these expectations to parents/carers via:

- Information Evenings
- Newsletters
- School Website
- Sentral parent portal
- Emails and/or phone calls
- Parent Teacher Interviews

Parents/Carers can provide feedback through the following channels:

- Telephone and/or email
- P&C Meetings
- Meetings with school staff
- Parent/Carer surveys

School-wide expectations and rules

Respect	Responsibility	Personal Best
Positive and collaborative communication is encouraged between students, staff, and the local community.	Ownership of actions is embraced, with choices made to impact oneself and others positively.	Active and enthusiastic engagement in all learning opportunities is expected to help students reach their full potential.
Diversity in interests, abilities, opinions, and cultures is celebrated and valued.	Safety and wellbeing are promoted by encouraging proactive and caring bystanders.	Regular school attendance with a positive mindset maximises learning and personal growth.
Kindness, care, and empathy towards others are demonstrated in all interactions.	Students strive for excellence by challenging themselves, taking initiative, and setting personal goals.	School and classroom expectations are reflected through positive learning behaviours and attitudes.
Courteous communication and behaviour foster trust and mutual respect.	Being organised and prepared for classes reflects a commitment to learning success.	A problem-solving mindset is adopted to approach challenges and resolve conflicts positively.
Positive and respectful relationships are built within the school and broader community.	Respect for the school environment and others' belongings creates a welcoming and caring space.	Leadership is demonstrated and embraced through opportunities to inspire and support others.
Students work cooperatively and inclusively with classmates, teachers, and staff.	All equipment is used correctly and safely to maintain a productive and safe learning environment.	Caring for oneself and others supports a positive and inclusive learning culture.
School property is cared for, and pride is shown in maintaining shared spaces.	Students uphold school and class guidelines, contributing to a respectful and harmonious environment.	Collaboration is encouraged by valuing the contributions, skills, and perspectives of others.
Cultural safety is embraced by showing appreciation and respect for diverse backgrounds and traditions.	Regular and punctual attendance demonstrates a strong commitment to learning and growth.	

Behaviour Code for Students

NSW public schools are committed to providing everyone with safe, supportive, responsive learning environments. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at:

<https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-03-16/pd-2006-03-16-01>.

This document, translated into multiple languages, is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Our school integrates student wellbeing and positive behaviour strategies throughout the care continuum, responding effectively to bullying and cyberbullying. It is important to note that behaviours that do not fall under bullying include mutual disagreements or related incidents.

Our approaches are grounded in evidence-based classroom practices that foster engagement in learning and promote respectful relationships. These practices include:

- Explicitly teaching classroom expectations
- Establishing predictable routines and procedures that are communicated to students
- Encouraging expected behaviour through positive feedback and reinforcement
- Discouraging inappropriate behaviour
- Actively supervising students
- Maximising opportunities for active engagement in learning
- Providing carefully sequenced, engaging lessons that offer students choices
- Differentiating content and tasks to meet the diverse needs of all learners.

Care Continuum	Strategy	Details	Audience
Prevention / Early targeted individual intervention	Restorative Practice	Promotes positive, proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Students 7 – 12 Staff Families
Prevention	PDHPE curriculum	Developing self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7 – 10
Prevention / Early intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community to create and maintain safe online environments to prevent cyberbullying incidents.	Students 7 – 12 Staff Families
Prevention	Communication with parents	Increasing parent's/carers' understanding of how our school addresses all forms of behaviour.	Students 7 – 12 Staff Families
Prevention	Transition from Year 6 - 7	Focusing on a safe and successful movement from primary to high school	Students 7 – 12 Staff Families
Prevention	SMILE program	Building resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7-12 SSO Wellbeing team
Prevention / Early intervention	Student Support Officer	Supporting the implementation of the school's approach to wellbeing.	SSO
Targeted intervention	Learning and Support Teacher	The LaST works with teachers, students and families to support students who require personalised learning and support.	Students 7 – 12 Staff Families

Care Continuum	Strategy	Details	Audience
Targeted intervention	Leadership programs	These include Student Representative Counsel, SMILE mentors	Students 7 - 12
Individual intervention	Monitoring levels	Recording and monitoring student behaviour each lesson within a faculty or a day to allow for a change of pattern in behaviour.	Students 7 – 12 Staff Families
Individual intervention	Attendance monitoring	Addressing barriers to improve attendance and set growth goals.	Students 7 – 12 Year Advisors Staff Families
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students 7 – 12 LaST HT Wellbeing Families

Supporting Positive Behaviour

Success Crowns Effort recognises and reinforces positive behaviours at Woolgoolga High School. Students are rewarded for demonstrating effort, leadership, teamwork, and consistent attendance.

Real levels of achievement are increased significantly when parents, teachers, and students have high aspirations and are involved in all aspects of school life.

Woolgoolga High School staff will regularly reward students for:

- Effort in class
- Demonstrating respect
- Attendance
- Organisation
- Teamwork
- Leadership
- Participation
- Being a good WHS citizen
- Making improvements
- Regular attendance
- Being in school uniform

In addition to this, students can also be awarded Merits, which are the equivalent of house points. There are two types of merit: Academic and School Representation.

Academic (10 points)	School representation (5 points)
• Excellence, Effort and Improvement • Attendance • Organisation	• Sporting (events, competitions, carnivals) • Community and cultural (red Cross, Legacy, Rotary, Acknowledgement of Country, Yarrawarra, Primary school visits etc)

Merits/house points will be allocated using our school-based management system, Sentral.

Students will progress through the school's Positive Awards System, earning Bronze, Silver, Gold, and Platinum awards as they accumulate house points throughout the year. This will provide them with recognition at school assemblies, an end-of-year rewards day, and prizes throughout the year. Students can follow their progress through the Student Portal.

House points and merit awards allow students to progress through the following recognition levels:

Bronze: 100 points, **Silver:** 200 points, **Gold:** 300 points, **Platinum:** 400 points

Students are recognised at assemblies, in newsletters, and via the Sentral Student Portal

Behaviour Support Continuum addressing Attendance and Truancy and Bullying and Cyberbullying.

Planned responses to behaviour that does not meet school expectations are either teacher or executive-managed. Staff use their professional judgement in deciding whether a behaviour is teacher-managed or executive-managed. They should consider whether the behaviour risks the student's or others' safety or wellbeing.

A behaviour of concern is challenging, complex, or unsafe, requiring more persistent and intensive interventions. It 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 – the school executive manages the behaviour of concern.

Corrective responses by class teachers may include:
• re-direct, offer choice or error correction
• prompts
• reteach
• seat change/play or playground re-direction
• stay in at break to discuss/complete work/walk with the teacher
• placement on a green teacher monitoring card
• detention, reflection and restorative practices
• communication with parent/carer
• refer to the Head Teacher
Corrective responses by Head Teachers may include:
• conference, detention, reflection and restorative practices
• communication with parent/carer
• placement on a yellow head teacher monitoring card
• refer to Deputy Principal
Corrective responses by the Deputy Principal may include:
• conference
• detention, reflection and restorative practices
• communication with parent/carer
• placement on a red deputy principal monitoring card
• formal caution
• suspension
• refer to Principal

Monitoring Card System

The Monitoring Card System is a progression of planned, appropriate interventions. At each level, students can reflect on inappropriate behaviour and behaviours of concern, implement strategies to meet school expectations and demonstrate positive, appropriate behaviour

Teacher management strategies may include:

- Check for an IEP, BMP, PLSP or a PLP (for Indigenous students) and follow strategies
- Explicit teaching of classroom rules
- Positive praise for positive behaviour
- Seating plan
- Removal from classroom (supervised and provide work)
- Adapt pedagogy
- Student conference/detention
- Head Teacher support
- Parent contact

Behaviour Improves

- Continued monitoring
- Positive contact with parents
- Positive reinforcement of good behaviour
- Notify LaST/Year Advisor

Continued disobedience where behaviour does not meet school expectations

Teacher Monitoring Green card

Don't issue during lesson, issue during break

- Student conference during break (explain card)
- Create level through incident in Sentral
- Card remains with Teacher
- 5 lessons of monitoring
- Notify Head Teacher, notify Year Advisor for awareness not action
- Parent contact in coordination with Head Teacher
- LaST notified if student has an IEP, BMP, PLSP or a PLP
- List strategies used and outcomes/responses back of card

Continued disobedience if 'RARELY' has been recorded in three or more lessons

Head Teacher Orange card

- Head Teacher only to issue
- Conference with student and support person
- Create level through incident in Sentral
- Contact home – phone/email/letter
- Refer to LaST/ Wellbeing Team/Counsellor (if required) via Sentral
- Notify Year Advisor and Head Teacher Wellbeing
- Issuing Head Teacher to monitor
- If assigning 1 or 'RARELY' complete Sentral entry

Continued disobedience if 'RARELY' has been recorded in three or more lessons

Deputy Principal Red card

- Deputy Principal only to issue
- Conference with student and support person
- Create level through incident in Sentral
- Contact home – phone/email/letter
- Refer to LaST/ Wellbeing Team/Counsellor (if required)
- Notify Year Advisor and Sentral message to staff

Return from suspension
5 days on Deputy Principal Red card (when appropriate)

Continued disobedience if 'RARELY' has been recorded in three or more lessons

Formal caution

- Conference with student and support person
- Create letter through incident in Sentral
- Contact home – phone/email/letter
- Refer to LaST/Wellbeing Team/Counsellor (if required)

Continued disobedience if 'RARELY' has been recorded in three or more lessons

Suspension Interview

Truancy
(Partial / full day)

Attendance card

- Deputy Principal only to issue
- Conference with student
- Create level through incident in Sentral
- Contact home – phone/email/letter
- Refer to LaST/ Wellbeing Team/Counsellor (if required)

Continued truancy on an Attendance card
(or within the Term after successful completion of Attendance card)

Serious incidents

- Physical/verbal aggression
- Physical violence
- Prohibited weapon
- Illegal substance
- Criminal behaviour

Immediate referral to Deputy Principal / Principal

Classroom behaviour

WHS statement:

Students learn best in an inclusive, respectful, and engaging learning environment. At Woolgoolga High School, all students are expected to behave appropriately in the classroom, playground, sports, and when representing the school in the broader community.

Success Crowns Effort - expectations:

- Arrive to class on time and wait quietly until instructed to enter the classroom by the teacher
- Follow teacher instructions at all times
- Sit in allocated seating plans
- Bring necessary books and other equipment to participate in the lesson or activity
- Be respectful to all staff and peers
- Participate in lessons and engage in all set activities
- Treat classroom and school equipment respectfully
- Use appropriate language, tone and voice level
- Use passive and active playground areas appropriately
- Stay within school grounds
- Place rubbish in bins provided
- In the canteen area, stay in designated lines and use good manners

	Behaviour	Consequences may include:
Concerning	• Not following teacher instructions • Disrupting class • Unsatisfactory participation in lesson • Inappropriate comments • Speaking rudely to teachers or peers • Failure to bring appropriate equipment • Inappropriate use of a device (see separate procedure) • Littering • Inappropriate bystander behaviour	• Teacher-managed intervention/monitoring • Student moving seats • Receiving a teacher-managed detention • Incident being recorded on Sentral • Student reflection sheet • Contact with parent/caregiver • Referral to Learning Support Team / Head Teacher / Year Advisor • Formal caution • Playground clean up • Restricted playground access
Serious	• Swearing at teachers or peers • Aggressive or bullying behaviour • Damaging school equipment or property • Sustained, serious non participation in, or disruption of lessons, including sport • Inappropriate physical contact or behaviours	• Referral to Deputy Principal/ Principal • Meeting with student and parent/ caregiver • Formal caution/suspension • Financial compensation to the school for lost or damaged equipment • Provision of more extensive learning and wellbeing support • Referral to support services • Referral to police

Students involved in serious behaviours may be excluded from participating in extracurricular activities or representing the school. This decision will be at the discretion of the relevant Deputy Principal and the organising teacher.

[Department of Education Student Behaviour Policy](#)

Digital Technology use

WHS statement:

Technology is regularly used in the classroom at WHS to engage students and improve performance. However, there are potential drawbacks, as well, as they can lead to distractions. Mobile phones are a prime example of this, as they provide students with access to texting, games, social media, and the internet. Woolgoolga High School utilises phone pouches for all student phones and other digital devices brought into the school.

Success Crowns Effort - expectations:

- Mobile phones and other non-approved digital devices are to be in phone pouches unless teachers specifically instruct otherwise.
- School computers are to be used strictly as instructed by teachers.
- School computer hardware is to be treated with care and respect
- Report any school computer problems or damage to the class teacher

WHS Network Use Procedure and Network User Contract

	Behaviour	Consequences may include:
Concerning	• Continued inappropriate use of technology such as playing games school computer	• Receive warning from teacher • Surrender of device for duration of day • Lunchtime detention • Record incident on Sentral • Referral to HT of faculty • Receive faculty detention
Serious	• Refusal to comply with teacher directions for inappropriate technology use. • Bullying or harassment via technology • Ongoing use of phones despite warnings / interventions	• Contact parent • Referral to wellbeing team • Surrender of device to DP – parent to collect • Receive formal caution / suspension • Notification to e-Safety Commissioner • Referral to police

Students involved in serious behaviours may be excluded from participating in extracurricular activities or representing the school. This decision will be at the discretion of the Wellbeing team, in consultation with the relevant Deputy Principal and organising teacher.

Phone pouch student use

[WHS mobile phone / non-approved digital devices procedure \(PDF 144KB\)](#)

	Behaviour	Consequences may include:
Concerning	Using a mobile phone / non-approved digital device during school hours	On the first occasion: A negative phone incident Sentral entry will be recorded. The phone will be passed onto the Front Office ASAP. On the second occasion within the same term as the first occasion: A negative phone incident Sentral entry will be recorded. The phone will be passed onto the Front Office ASAP. The student will be issued with a formal caution to suspend which will be in place for 50 days. A phone call home will accompany this.
Serious	Continued refusal to comply with WHS mobile phone / non-approved digital devices procedure (on three or more occasions)	On the third occasion, if within the 50 school days of the formal caution: - A negative phone incident Sentral entry will be recorded. The phone will be passed onto the Front Office ASAP. The student will be issued with a suspension.

Students involved in serious behaviours may be excluded from participating in extra curricula activities or representing the school. This decision will be at the discretion of the Wellbeing team in consultation with the relevant Deputy Principal and organising teacher.

Truancy

Student expectations
- Arrive at school before 8:50am in time for Homegroup - Attend all timetabled lessons and activities. - Bring a note from home if you have a valid reason for being late - Report to the Front Office to meet with the Deputy if you arrive after school starting time - Stay on school grounds during break times
Continued truancy on attendance card (or within the same term after successful completion of Attendance card)
- A formal caution may be issued - Conference with student and support person - Create letter through incident in Sentral - Contact home - Refer to LaST / Wellbeing Team / Counsellor if required - The student will be issued with a formal caution to suspend which will be in place for 50 school days. - A phone call home will be made.
Classroom teacher
- Marks roll using PXP on Sentral, noting late arrivals and absences - Follows up with student and discusses student expectations - Issues detention / catchup time - May contact parent/caregiver
Consequences
- Attendance card issued after consultation between Attendance Officer and Deputy Principal - Conference with student - Create level through incident in Sentral - Contact home - Refer to LaST / Wellbeing Team / Counsellor if required

Anti-Bullying Procedure

Bullying behaviour can be:

- Verbal e.g. repeated and unwanted name calling, put downs, sarcasm, insults, threats
- Physical e.g. hitting, punching, kicking, scratching, tripping, spitting
- Social e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- Psychological e.g. spreading rumours, dirty looks, intimidation, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

The school's Anti-Bullying Procedure sets out **the processes for preventing and responding to student bullying**.

Students have a responsibility to:

- Understand the definition of bullying as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. It is not an isolated incident.
- Be assertive in saying "Stop it, I don't like it, go away" to anyone who demonstrates behaviours that are hurtful, offensive or insulting.
- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-Bullying Procedure
- behave as responsible witness
- report incidents of bullying to a teacher

School staff have a responsibility to:

- follow the school Anti-Bullying Procedure
- respect and support students
- model and promote appropriate behaviour
- behave appropriately, respecting individual differences and diversity
- have knowledge of school and departmental policies relating to bullying behaviour
- determine whether bullying has occurred
- respond in a timely manner to incidents of bullying
- investigate and report incidents of bullying and where necessary inform your supervisor, where possible by close of business on the day you became aware of the bullying
- be vigilant and intervene where necessary.
- assist in the provision and determination of appropriate support strategies for bullies and their targets.
- teach students key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

Head Teachers have a responsibility to:

Assist classroom teachers in managing bullying incidents by:

- processing documentation from classroom teacher and refer to Wellbeing Team where appropriate.
- investigating incident, interviewing and implementing strategies where necessary.
- Head Teacher is to begin investigation and decide if it is bullying and its nature, wherever possible within the next school day.
- providing ongoing support for all involved.

Year Advisors have a responsibility to:

- assist the Deputy Principal or Head Teacher where appropriate, in the effective liaison between the school and home, in the successful management of bullying cases.
- provide feedback to staff on bullies and targets, in order to enable effective support strategies to be determined.

- discuss and review incidents of bullying at school wellbeing committee meetings.
- School Counsellor has a responsibility to:
- liaise with Executive, Wellbeing Committee members and parents in regard to the Anti-Bullying Procedure.
- liaise with the relevant Deputy Principal regarding the case management of incidents of an extreme or critical nature.
- assist the relevant Deputy Principal, where appropriate, in the effective liaison between the school and home in the successful management of bullying cases.
- manage the mediation and resolution of an incident, where appropriate.
- assist in the provision of training and development of all staff in anti-bullying and mediation strategies.
- assist, where appropriate, in the provision of conflict resolution and anti-bullying programs for students at Woolgoolga High School.
- assist, where appropriate, in the support of students who are at risk, e.g. inform staff and/or provide appropriate strategies to individuals where necessary.
- support, where appropriate, parents/caregiver in dealing with bullying issues of a general nature

Student Support Officer has a responsibility to:

Be one point of contact for students to refer concerns of bullying by:

- referring the incidents of bullying to the appropriate executive member
- investigating incidents of suspected cases of cyber-bullying and referring it to the appropriate executive member

Deputy Principals have a responsibility to:

Manage bullying incidents referred by a member of the Woolgoolga High School community.

The Principal has a responsibility to:

Intervene as necessary.

Parents and caregivers have a responsibility to:

Support their children to become responsible citizens and to develop responsible online behaviour by:

- supporting their children in developing positive responses to incidents of bullying consistent with the school Anti-Bullying Procedure
- reporting incidents of school-related bullying behaviour to the school
- working collaboratively with the school to resolve incidents of bullying when they occur.

School representation

This page outlines expectations for students to maintain eligibility to participate in extracurricular school-related activities. Representing our school is a privilege earned by our students who embody our school values and principles. Students demonstrate these principles through their commitment to their studies, attendance at school and their adherence to school policies and procedures. We believe that it is important to set high expectations of students in relation to academic effort, personal presentation, attendance and behaviour in order for us to uphold our high expectations and to ensure every student has the best chance of success.

School representation includes any activity where the student represents the school. Examples include but are not limited to: student leadership, inter-school sport including representative sport, debating teams, forums, competitions and performances. Extra-curricular activities may also fall under this category and include any activity that is additional to the core curriculum being delivered. Examples include but are not limited to: special events in and out of school time, such as school socials or year level events, camps, additional courses, and specialised excursions which do not relate to the direct delivery of curriculum programs.

Students may be considered ineligible to participate in extracurricular activities and/or represent the school if they do not meet the school's high expectations in the areas of:

Aspect	Conditions	Exclusion
Attendance	Minimum 80% attendance	Attendance below 80%
Truancy	Attends all lessons	Three or more fractional trancies within a term
Behaviour	Follows school rules	- For 10 school weeks after a formal caution - Suspension six calendar months from the suspension date
Dress Code	Regularly wears school uniform	For 10 school weeks after the second uniform letter

Any student who demonstrates misconduct or disobedience whilst representing the school at any event may be banned from representing the school for a period of 1 term.

Sport Procedure

For the purposes of weekly sport (Wednesday afternoons), the school divides activities into two categories:

- Category A - activities that are conducted wholly on the school premises including bottom oval (Solitary Islands Sports Ground)
- Category B - activities that are conducted off-site including Wiigulga Sports Complex.

The characteristics of each category are shown in the table below:

	Location	Access for support for staff	Exposure to the public
Category A	On the school premises including bottom oval	Immediately available within walking distance	None Limited
Category B	Any other location including Wiigulga (Off-Site)	Requires phone call and >5 minutes response time	Significant

The default position is that any student in the Open Sports Program may apply to attend any category of sport. Certain exceptions apply to activities that require specific qualifications (such as a Ocean Surf Survival Award) for participation.

Due to the need to create a calm and safe learning environment, to protect the wellbeing and safety of staff and students, to support students in taking responsibility for the impact of their actions on others, and to effectively manage risks associated with off-site activities, a student **may be** prohibited from attending a Category B sport if they have:

- Suspension six calendar months from the suspension date
- For 10 school weeks after a formal caution.
- Three or more fractional trancies within a term.
- For 10 school weeks after the 2nd uniform letter

This is in line with our school representation procedure.

Any student who demonstrates misconduct or disobedience whilst at school sport, may be automatically banned from a category B sport.

Students restricted from Category B sports as described above must attend a Category A sport and participate in a satisfactory manner. Category A sports meet the requirement for alternate activities that provide for similar learning outcomes.

Where judgement is required as to whether or not a student meets the criteria for restricted sports access, the Head Teacher PDHPE/Deputy Principal will make the determination, informed by other staff, relevant instructors, or other members of the community.

Positive Rewards for sport selection

At Woolgoolga High School, we value and reward student commitment to our Bronze, Silver, and Gold Awards program. To recognise and encourage excellence, students who have achieved a Gold Award will have the privilege of selecting their Wednesday sport first, followed by Silver and Bronze Award recipients. This system ensures fairness while celebrating student achievements in academics, behaviour, and effort.

In accordance with the Student Behaviour Policy (2024), the school embeds positive behaviour approaches, safe and inclusive practices in all its planned activities, including school sport. The school supports the rights of all students and teachers to be treated fairly and with dignity in an environment free from intimidation, violence and harassment (2.3). Further the School seeks to create a calm and safe environment to support positive student behaviour as well as the wellbeing and safety of all students and staff (2.2).

The school notes that, in accordance with the NSW DoE Behaviour Code for Students, that all students are required to show respect to other students, their teachers and school staff and community members. It is also noted that the students are expected to be aware of and take responsibility for how their behaviour and actions impact others and to be safe and help others make safe choices that do not hurt themselves or others.

The school (through its School Representation/Excursions Procedures) requires that risk assessments be conducted and risk management plans be developed before excursions are approved. The Excursions Procedures also allows for students to be denied the opportunity to participate in an excursion where exceptional circumstances exist and that, where such circumstances exist, alternate activities must be available that provide for similar learning outcomes.

Review dates

Last review date: 30/04/2025

Next review date: 13/10/2025