



Wellbeing at Woolgoolga High School

November 2025



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Wellbeing at Woolgoolga High School

Wellbeing is inextricably linked to both effective teaching and learning. At Woolgoolga High School, student wellbeing is of the highest priority. Our programs are designed to support and enhance the physical, social, emotional, spiritual and cognitive wellbeing of all students.

We embrace individual differences and celebrate the rich diversity within our school and the wider community. Woolgoolga High School prides itself on being an inclusive and supportive environment where all students are nurtured as they learn and have their voices acknowledged.

Our school is a place where students can seize opportunities to develop resilience and a sense of identity and belonging to become confident, empathetic and responsible citizens. Through our positive awards system we provide opportunities for all students to enjoy success and recognition, so they feel they are valued members of the school community.

Our school motto, Success Crowns Effort, is embedded into every aspect of our school community, both inside and outside the classroom. Wellbeing and success are built on forming positive relationships and connectedness to others.

We provide a positive, safe and caring learning environment which recognises each student and encourages them to reach their potential through our connections with community and country.



We acknowledge the Gumbaynggirr people as the traditional custodians of the land on which our school stands, and pay our respects to Elders both past, present and emerging.





WHS Wellbeing team

Student Wellbeing is a shared enterprise with all members of the school community. The Wellbeing Team provides an extensive support network to assist all students with their physical, social, emotional, spiritual and cognitive wellbeing

	Principal Ms Lu Nickell		The Senior Executive: Manage whole school programs; collaborate with individuals, groups and families; organise support services; support classroom teachers and Head Teachers with discipline and behaviour issues; ensure the school is a safe place, and oversee child protection issues.
	Deputy Principal 7, 9, 11 Mr Iain Henderson		
	Deputy Principal 8, 10, 12 Ms Carla Taylor		
	Head Teacher Welfare Ms Raechel Whitty		Leads Wellbeing Team and assists Year Advisors in initiating and running wellbeing programs for all year groups.
		School Counselling Service Mr Paul Young and Ms Judy Wall	Provides individual counselling; identifies and assists in the support of students with individual needs; can make recommendations regarding support services available in the community.
	Student Support Officer Mr Daniel Sweed		Supports the wellbeing, resilience and pro-social behaviours of students by delivering individual, small group and whole-school evidence-based programs.
	Girls' Advisor Ms Kate March		Supports and encourages girls in school and with personal issues.
	Aboriginal Education Officer Ms Kelly Hine		
	SRC Coordinator Ms Rachael Stockton		Encourages and supports student voice within the school and facilitates student-led initiatives



		Year 12 Advisors Ms Rachel Wallis & Ms Jo Hine
		Year 11 Advisors Mr Patrick Mullan & & Ms Nicole Rosenberg
	Year 10 Year Advisor Mr Jake Dominey	
	Year 9 Year Advisor Mr Tom Murtha	
		Year 8 Advisors Ms Maddi Rogers Mr Jack Cummins
	Year 7 Year Advisor Mr James Murgatroyd	

The Year Advisors closely monitor students' wellbeing throughout their school years. They assist students with their individual needs and liaise between school staff, parents/caregivers and other students.





WHS wellbeing programs

Whole School <i>Success Crowns Effort</i> through programs which support and enhance the physical, social, emotional, spiritual and cognitive wellbeing of all students.	
• Academic Achievement Centre • Break time initiatives • Community service • Drumming workshops • Home Group • Cultural days / activities • Outdoor gym equipment • Positive mental health initiatives	• Positive mental health initiatives • SMILE (Support, Mentor, Inspire, Listen, Encourage) • Transition programs • HPGE (High Performance Gifted Education) • AIME (Australian Indigenous Mentoring Experience) • Junior AECG (Aboriginal Education Consultative Group)
Year 7 <i>Success Crowns Effort</i> in making connections and developing personal pride	Year 8 <i>Success Crowns Effort</i> in social resilience and personal development
• Belonging day • Peer support initiatives • Local temple visits • Cyber safety workshop • Police talks • Didgeridoo workshop • Camp • Peer Reading / Maths program • Rock and Water • Science and Engineering Challenge	• Police talks • Camp • Cyber safety workshop • Peer Reading / Maths program • Rock and Water • SMILE • RAGE (Re-navigating Anger and Guilty Emotions) • Seasons for Growth • Anxiety management workshops





WHS wellbeing programs cont...

Year 9 <i>Success Crowns Effort</i> in social / emotional awareness and development	Year 10 <i>Success Crowns Effort</i> in making positive choices and developing identity
• Police talks • Reach workshops • Rock and Water • Anxiety management workshops • Interagency / Service providers' BBQ • Service providers pathways • Work It Out • Youth Engagement Strategy program – TAFE taster • Work experience	• EDGE • Careers Market Day • Reach workshop • Peer tutoring • Work experience • Skilled program • Halogen Leadership conference • GRIP – student leadership training • SMILE training • Police talks • Rock and Water • SEC (Science and Engineering Challenge) • Work It Out • Youth Entrepreneur Program • YES+ (Educational Pathways Pilot Program) • Youth Engagement Strategy program – TAFE taster • SwitchedOn (EPPP) • Lions Youth of the Year • Rotary public speaking





WHS wellbeing programs cont...

Year 11 <i>Success Crowns Effort</i> in cognitive growth and evolving as a responsible, young adult	Year 12 <i>Success Crowns Effort</i> in academic achievement and independence
• RYDA • RRISK • GRIP • Getting In There Day • Halogen Leadership conference • Interagency forum • Kindness Card Day / Photobooth • Life ready • Lions Youth of the Year • Rotary public speaking • Staying on Track • Visiting alumni presentations • University presentations • Atomi	• Getting Out There day • GRIP • Halogen Leadership conference • Life Ready • Staying on Track • Visiting alumni presentations • University presentations • School leadership • Atomi





Success Crowns Effort – house points / positive awards system

House Points

Woolgoolga High School supports and celebrates students, their achievements, their contributions to our community and their good behaviour through our house points system.

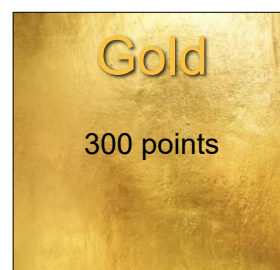
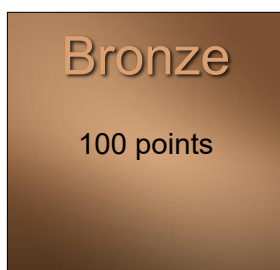
House points are awarded to students for many reasons including, but not limited to:

- Attendance
- Effort and achievement in class
- Demonstrating respect and kindness
- Wearing the uniform with pride
- Participating in school activities
- Representing our school in external contests and events

Points are counted to both the individual student's merit level and their house's points tally.

As students earn more points, they will progress through the bronze, silver and gold awards. The house with the most points at the end of the year is recognised with an off-site celebration.

Students and parents can follow their progress through the Student and Parent Portals.

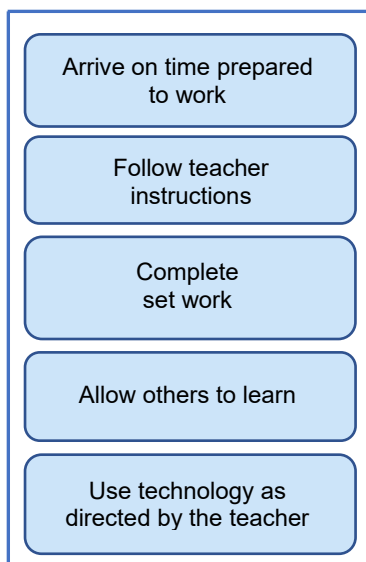




Student behaviour at Woolgoolga High School

Respect between teachers and students is paramount. We provide a positive and safe learning environment where teachers can teach and students can learn.

Classroom behaviour



Student behaviour

WHS statement:

Students learn best when in a learning environment that is inclusive, respectful and engaging. At Woolgoolga High School all students are expected to behave appropriately in the classroom, playground, at sport and when representing the school in the wider community.

Department of Education Policy: [Behaviour Code for Students](#)

Success Crowns Effort - expectations:

- Arrive to class on time
- Wait quietly until instructed to enter classroom by teacher
- Follow teacher instructions at all times
- Sit in allocated seating plans
- Bring necessary books, pens or other equipment as instructed to participate in 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 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 school for lost or damaged equipment - Year Advisor / Deputy Principal monitoring - 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 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.





Bullying

WHS statement:

Woolgoolga High 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.

What is bullying?

Bullying is repeated, harmful behaviour by an individual or group towards one or more persons that may be physical, verbal, social or psychological in nature. Bullying generally involves a misuse of power.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on gender, race, disability, socio-economic status, or sexual orientation. Bullying of any form or for any reason can have long term negative effects on those involved including bystanders.

Conflicts or fights between individuals who are equal in power and single incidents are **not** defined as bullying.

What is cyber bullying?

Cyberbullying refers to bullying through information and communication technologies such as mobile phones and social media.

Department of Education Policy: [Student Behaviour Policy](#)

Success Crowns Effort - expectations:

- Have positive and respectful relationships with all members of the school community
- Be tolerant, friendly and courteous to others
- Respect the property of others
- Report any bullying behaviours, including cyberbullying to the classroom Teacher, Year Advisor, Head Teacher or Deputy Principal
- Don't be a bystander - intervene or make a report if you feel someone else is being bullied.

Prevention and early intervention:

Woolgoolga's Wellbeing Program is designed to support students in fostering positive social interactions and in building resilience and self-confidence. Programs implemented include:

- SMILE – this program is a student led program designed to build positive connections between younger and older students. SMILE mentors undergo rigorous training in developing the skills of listening, starting conversations, building rapport and working as a team, ultimately acquiring an understanding of the importance of wellbeing to all students, whilst being mindful of the implications of child-protection issues.
- Peer support - Grafton pool day
- Year 7 Camp - students participate in team building activities to foster positive relationships
- RUOK day
- National Day of Action against Bullying and Violence.
- Kindness Card Day / Photobooth
- Rock and Water
- Cyber safety talks
- Police talks
- Identification of “at-risk” students through Wellbeing team referrals with extra support provided.



	Behaviour	Consequences may include:
Concerning	- Physical: ⇒ Bumping, tripping, throwing items, hair pulling, scratching, spitting, interfering with personal property or other unacceptable behaviours - Verbal: ⇒ Name calling, insults, writing notes, spreading rumours, teasing, putdowns, sarcasm, text messages, e-mails, blogs - Social: ⇒ Excluding, ignoring, ostracising, inappropriate gestures, leaving someone out, unkind laughter, refusing to sit next to someone or work with someone - Sexual: ⇒ Inappropriate comments about someone's appearance, sexual orientation or experiences - Bystander: ⇒ Passively watching physical violence or bullying	- Interview with relevant staff - Caution - Recording incident on Sentral - Parent meeting - Counselling - Implementing peer mediation program - Undertaking an awareness-raising program - Commencing monitoring card - Receiving formal caution or suspension - Restitution – apology and acknowledgement of impact of action
Serious	- Continuation of any of the behaviours listed above - Bystander: ⇒ Actively “egging on” physical violence and bullying, filming physical violence and bullying - Escalation of bullying behaviour: ⇒ Physical – physical violence; punching, hitting, kicking, fighting ⇒ Verbal – threats, intimidation, coercion, blackmail, ⇒ Sexual – use of coercion or intimidation to blackmail via digital imagery or recording, without consent	- Parent interview with Principal - Receiving suspension for persistent disobedience or aggressive behaviour - Counselling - Appointing teacher mentor - Referral to police

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.



Serious Misbehaviour, Smoking / Vaping, Aggression, Drugs, Weapons

WHS Statement:

Aggressive behaviour, whether verbal, physical, sexual or online, will not be tolerated. Drugs and weapons must not be brought to school under any circumstances. Consistent with the Department of Education and school policy – vaping, selling or being in the possession of e-cigarettes will result in disciplinary action that may lead to a student being suspended from school.

Department of Education Policies: [Student Behaviour Policy](#)

Success Crowns Effort – Expectations:

- Students should report any aggressive behaviour or suspicions of drugs or weapons on the premises to the Deputy Principal.

	Behaviour	Consequences may include:
Serious	- Being physically aggressive towards another student or a staff member such as hitting, punching, kicking, spitting, pushing, indecent or sexual assault - Swearing or being otherwise verbally abusive towards a staff member - Abusing or harassing a student or member of staff online - Bullying (see separate bullying page) - Bringing to school or using a weapon including knives and firearms (including replicas) - Possessing, supplying or using tobacco or vaping products - Possessing, supplying or using illegal drugs - Serious criminal behaviour related to the school e.g. malicious damage to school property	- Referral to police - Principal meeting with parent / caregiver - Receiving suspension - Referral to e-Safety Commissioner - Referral to Child Protection Unit - Receiving additional wellbeing support including managed return to school plan - In sustained cases of serious misbehaviour - expulsion or referral to another school setting.

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.



Attendance

WHS Statement:

School attendance for the entirety of each period of the school day is an essential component in student academic success and wellbeing. When a student misses part or all of the school day without valid reason their learning and social outcomes are compromised.

Department of Education Policies:

[School attendance policy](#)

Success Crowns effort - Expectations

- Arrive at school before 8:50am (Homegroup).
- Attend all timetabled lessons and activities
- Bring a note from your parents/carers if you have a valid reason for being late to school.
- Report to the front office to meet with the deputy if you arrive after the school starting time.
- Stay on school grounds during Break 1 and Break 2
- If it is necessary to leave the school grounds, see a Deputy with a note from home and follow the front office procedures.

	Behaviour	Consequences may include:
Concerning	• Truancy of any lesson/s during the day • Late arrival	• Detention/ catchup with classroom teacher • School to contact parent/caregiver • Teacher records issue on Sentral • Wellbeing / learning support
Serious	• Persistent pattern of truancy • Leaving school grounds • School refusal	• Meeting/contact with parent • Referral to Year Advisor/ Deputy Principal for case management • Starting attendance monitoring • No participation in non-curriculum activities • Formal caution or suspension • Referral to HSLO • Additional wellbeing support - Learning Support Team; counselling; SMILE Mentor; catchup on work at Academic Achievement Centre; outside agency involvement.

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.



Uniform

WHS statement:

A school uniform provides our students with a sense of belonging to Woolgoolga High School and helps to create a strong identity in our community. All students are expected to consistently wear their correct school uniform with pride. Financial assistance may be available for families experiencing financial difficulties to purchase uniform.

Department of Education Policies:

[School Uniform Policy](#)

[Uniforms at school procedures](#)

Success Crowns Effort – Expectations:

- Wear full and correct uniform every day
- If unavoidably out of uniform, bring a note from home to your Home Group teacher for recording on Sentral.

	Behaviour	Consequences may include:
Concerning	• Failure to wear full school uniform without uniform note	• Incident being recorded on Sentral • Student interview • Non participation in extracurricular activities • Lost property/ second hand clothing pool may be utilised • Room 18 detention • Uniform letters / monitoring
Serious	• Persistent failure (more than once a week) to wear full school uniform without uniform note	• Contact/interview with parent • Non participation in extra curricula activities • Financial assistance may be available for families experiencing financial difficulties to purchase uniform.

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.





Technology use

WHS statement:

Technology is regularly used in the classroom at WHS to engage students and improve performance. There are, however, potential drawbacks as well, as they can lead to distractions. Mobile phones are now banned in all NSW public schools. Woolgoolga High School utilises a lockable pouch for all student phones and other non-approved BYOD digital devices brought into the school.

Department of Education Policies:

[Digital devices and online services for students](#)

[Student use of mobile phones in school policy](#)

Success Crowns Effort - expectations:

- Mobile phones and other non-approved digital devices are to be in phone pouches unless specifically instructed otherwise by teachers.
- BYOD and school computers 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 class teacher

[WHS Network Use Procedure and Network User Contract including BYOD](#)

	Behaviour	Consequences may include:
Concerning	• Continued inappropriate use of technology such as playing games on BYOD or 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 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.



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 device procedures (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.





Interventions

Success Crowns Effort means students strive to meet the expectations of their teachers and teachers strive to meet the needs of their students.

	Students	Teacher / Head Teacher may:
Concerning	- Not meeting expectations (as outlined in each section above) - Continuing to be non-compliant	- Interview student – acknowledge student voice - Develop a plan e.g. negotiated seating, setting learning goals, planning learning adjustments - Monitor for a set number of periods - Contact parents - Record on Sentral - Refer to Welfare Team for student support / management / monitoring - Issue detention
	Students	Deputy / Principal may:
Serious	Refusing to comply with expectations and not responding to teacher interventions	- Work with class teacher to improve compliance - Contact parents - Combine monitoring with DP lunch detention - Refer to school counselling services - Place on in-school planning. This could include: negotiated timetable; temporary placement in senior class; partial attendance plan; investigate alternative settings. - Issue formal caution / 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.



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 extra-curricular 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 truanies 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 procedure 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.



At Woolgoolga High School we provide quality education for all our students, taking into account their age, background, ability and interests. We help our students to become self-directed, lifelong learners who can create a positive future for themselves and the wider community.

Woolgoolga High School is situated in a unique, natural environment where every student can learn and grow with confidence.

