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Wagin DHS is a District High School catering for students from Kindergarten to Year 10.

Our Vision: To provide a stimulating, supportive and empowering environment for all members of the school community and to facilitate each child’s optimum academic, social, physical, creative and emotional development for life-long learning.

Our Beliefs

We believe that our students, staff and school community will achieve our vision and fulfil our values by:

- Operating as one school
- Being positive
- Being consistent
- Being collaborative
- Staff engaging in professional dialogue and learning
- Meeting the needs of students
- Providing a safe and inclusive learning environment
- Building strong relationships within the school and the community
- Aiming high

Our Values:

Cooperation and Collaboration
We work together and with the community to achieve our shared goals.

Respect and Care
We respect ourselves and each other – our relationships are based on trust and an acceptance of responsibility for ourselves.

Excellence
We believe in the pursuit of excellence and that learning is life long and self directed.

Empowerment
We are empowered to accept responsibility for controlling our learning, teaching and school environment.

Equity and Inclusivity
We support a safe, inclusive learning environment where all students are given equity of access to education.
SCHOOL PRIORITIES FOR 2015

Teaching and Learning
Learning Environment
Leadership
Relationships and Pastoral Care

ASSEMBLIES

Whole School Assemblies led by the Student Councillors, are held in the Brenda O’Neill Courtyard at 1:50 pm on selected Mondays. Each primary class will be responsible for presenting an item. The dates and classes responsible are published in the school newsletter.

ATTENDANCE

Students are required by law to attend school until the END of the year they turn 17.

Regular attendance is critical for students to achieve optimal learning at school. Missing school adds up:

- If a child misses an average of five days a term (years 1 to 10), they miss out on approximately one year of school
- If a child misses one day a week of school (from years 1 to 10), they will miss almost two years of school
- If a child misses 1.5 days a week of school (from years 1 to 10), they will miss almost three years of school
- If a child misses two days a week of school (from years 1 to 10), they will miss almost four years of school
- If a child misses three days a week of school (from years 1 to 10), they will miss almost six years of school
- If a child misses five weeks a term (years 1 to 10), they miss almost five years of school.

ABSENCES

Under the Education Regulations the only acceptable reasons for absences from school are illness and medical or dental appointments which cannot be arranged outside school hours.

The Attendance Rolls kept by the teachers are legal documents, and may be called upon by a Magistrate as Court evidence.

An explanation is therefore required for all absences. The explanation must give the reason for the absence and may be delivered verbally or in writing. If not provided, the school will send out a letter requesting an explanation.

When students from Year 6 – 10 are absent, an SMS is sent to a parent requesting a reason for the absence.

Family holidays are not acceptable reasons for absences.
ARRIVAL AT SCHOOL

The official starting time for school is 8.50 am. Children are not permitted to be at school before 8.30 am - unless special arrangements have been made – i.e. departure for a school activity. Parents are requested to adhere closely to these times as the supervision and safety of students can not be guaranteed before this time.

Students arriving at school before 8:30 are required to sit in the under cover area until they are dismissed by a staff member.
Primary classrooms are open at 8:30am.

BUSES

There are eight buses which bring children to and from the Wagin School. Each bus has a copy of bus rules which the children must follow.

At the commencement of each school year, bus drivers advise children about safety, conduct and rules involved in bus travel.

Please refer issues regarding all bus organisational matters to the respective bus contractor. All problems involving children’s behaviour on buses should be referred to the bus driver and through them to the bus contractor.

New parents requiring bus transport for their children are required to complete an application form requesting transport online at www.schoolbuses.wa.gov.au

CANTEEN

Our P&C canteen offers students and staff a wide range of nutritious foods and drinks. A menu is sent home with students at the start of the school year. The canteen is run by Christine Lunt with the help of volunteer parents. Assistance is always needed and parents will be made most welcome, so please contact the Canteen on 9861 1348 if you are able to help out. It’s a great way to meet people.

CANTEEN - LUNCH ORDERS

Lunch orders are handed in to the class teachers in years K, P, 1, 2 & 3. Parents are asked to send money in an envelope and clearly print -

   the child's name / class /items required.

These are collected by the class teacher, taken to the canteen and distributed by the teacher at lunch time.

Children in years 4 - 10 place their orders at the canteen and pay for their lunch. At lunchtime the children collect their orders from the canteen.

Students are able to purchase snacks at recess and lunch following the designated lunch eating time.

Canteen price lists are sent home and regularly updated.

Any parents able to assist in the preparation of food within the canteen are encouraged to pass their name in to the school.
COMMUNICATING WITH OUR SCHOOL

Parents are encouraged to READ THE PUBLICATIONS ‘Complaints Management’ and ‘Communicating with the School’ to ensure that communications between the home and the school are effective. These are attached.

COMMUNITY NURSING SERVICES

The School Nurse, Pia Lambert, is in attendance at the school on Wednesday mornings each week.

Screening procedures cover a full health appraisal of children, either at Kindergarten or Pre-Primary.

Vision and hearing may be checked at any time if requested by concerned parents or teachers.

The nurse liaises with Community Health Services, Community Welfare and other facilities in the town to solve these problems.

Some time is spent assisting teachers in the classroom with courses concerned with Parenthood, Drug Awareness, Growing Up and Health Education.

CRUNCH & SIP

Crunch & Sip is a set break IN Primary classes to eat fruit or salad vegetables and drink water in the classroom. Students re-fuel with fruit or vegetables during the morning or afternoon, assisting physical and mental performance and concentration in the classroom. This gives kids a chance to refuel, a bit like putting petrol in a car.

Each day, students are encouraged to bring fruit or salad vegetables to school to eat in the classroom at a set time. Each child requires water bottle filled with water into the classroom to drink throughout the day to prevent dehydration.

BREAKFAST CLUB

Each morning from 8:30am to 8:45am Breakfast Club is open in the Art Room. All students are able to attend to have a bite to eat or just to socialise. Volunteers are required to assist with the running of Breakfast Club. Please see the School Chaplain if you are interested in assisting.

HOURS OF INSTRUCTION

<p>| | |</p>
<table>
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<tr>
<td>STUDENTS SHOULD ARRIVE AT SCHOOL AFTER</td>
<td>8.30 am</td>
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<tr>
<td>CLASSES COMMENCE</td>
<td>8.50 am</td>
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<tr>
<td>MORNING RECESS</td>
<td>10.50 am - 11.10am</td>
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<tr>
<td>LUNCH</td>
<td>1.10 pm - 1.50 pm</td>
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<tr>
<td>SCHOOL FINISHES ON MONDAYS (ONLY)</td>
<td>2.30 pm</td>
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<tr>
<td>SCHOOL FINISHES</td>
<td>3.20 pm</td>
</tr>
</tbody>
</table>

Students should not come to school before 8.30 am as the school grounds are not supervised before that time. Students who do arrive early are required to sit outside of the cluster until 8:30am.

Students should leave the school grounds promptly after being dismissed at the end of the day.
INTERVIEWS: PARENT/TEACHER

Parent teacher interviews are encouraged and parents should feel free to contact the school to arrange an appointment at a time convenient to all parties.

LUNCH AND RECESS DELIVERIES

Parents are requested to leave lunches at the Front Office. These will be delivered to the classes.

LUNCH TIME PROCEDURES

Students who eat lunch at school will do so under teacher supervision in a designated area. They will be dismissed to play when staff are satisfied they have eaten their lunch.

If your child has a particular need to return home for lunch, your permission in writing is requested. Requests for students to return home for lunch need to be forwarded to the School Office, where a Leave Pass will be issued.

Students must carry the Leave Pass with them whilst they are out of the school grounds. Students who go home for lunch are expected to be under the care of an adult. They must return to school by 1.50 pm.

LEAVING SCHOOL GROUNDS

Education Regulations provide that no child shall leave the school grounds during school hours without a written request by the parent and then only with the permission of the Principal/Deputies. Requests for students to leave the school grounds will be forwarded to the School Office, where a Leave Pass will be issued. Students must carry the Leave Pass with them whilst they are out of the school grounds.

Students will not be granted permission to go down town to purchase lunches or refreshments - the School Canteen should be used for these purchases.

LIBRARY

The School Library Resource Centre is a very valuable and important part of your school. Parents are urged to ensure that library books that are taken home are treated with respect and are returned on time. Parents may be asked to pay for valuable books that are damaged or lost.

LOST PROPERTY

Each year we accumulate many items of unclaimed property. To prevent your child losing items it is important that all items and equipment be clearly and permanently labelled with your child's full name.

The lost property cupboard is kept locked but the key is available from the Registrar.
MEDICAL INFORMATION

Please update any change to your child’s medical conditions through the Front Office.

Students with medical conditions require a management plan which needs to be updated at the start of every year.

If your child needs medication at school, a form must be completed to permit staff to give medication.

MESSAGES

Verbal messages via children between home and school are discouraged. Please communicate with school either by letter or telephone (9861 1877). This is necessary if bus travel is involved. Bus drivers and the school should be advised if a child is not to catch a bus home.

Please refrain from ringing the school and asking to have messages delivered to your children. Such messages will only be relayed in case of emergencies.

ELECTRONIC DEVICES AND STUDENTS ONLINE POLICY

This policy covers all ICT equipment including mobile phones, programs, apps and online content that may be used at school. See attached Policy.

MONEY AND VALUABLES

Children should not be allowed to bring money to school unless it is for a specific purpose, such as for canteen purchases.

Students should not bring personal items (toys, sports equipment) to school.

No responsibility can be accepted for money or valuables lost or stolen that are not in a teacher's direct care.

NEWSLETTER

The school newsletter is sent home fortnightly on a Wednesday with the youngest student in each family. Parents are urged to read it as it contains many items relating to school activities or changes in routines. The deadline for articles to be included in the newsletter is 3.20 pm the Tuesday before. The school newsletter will be available on the school’s website: www.wagindhs.det.wa.edu.au

NO HAT, NO PLAY POLICY

All Primary children must wear a blue bucket school hat or cap (with flap) when outdoors. In accordance with Cancer Foundation research stating that UV rays are damaging all year round, the school has a no hat, no play policy. It is important that children have their own hat at school every day as they are required to wear it every day in all terms of the year, whatever the weather. School hats are available from the uniform shop.

Secondary students are required to wear a school cap.
**Sunscreen** - It is also a responsibility of parents to supply sunscreen when appropriate, such as warm days, sports days and other days when outdoor activities are being held.

**PARKING FOR PARENTS**

Parent parking near the school is available in the following locations:
- In Tavistock Street (in marked bays)
- In Upland Street

Students have right of way at all times on the school grounds. Parent cars must not be driven onto any part of the school site.

**POSITIVE BEHAVIOUR SUPPORT**

Wagin District High School has implemented a school wide approach to behaviour management called Positive Behaviour Support (PBS).

PBS is a whole school strategy for helping all students achieve important social and learning goals. As part of the PBS program we have established clear behaviour expectations for all school community members in all areas of our school.

Wagin District High School behaviour expectations are:

- E ~ Engaged
- M ~ Manners
- U ~ Understanding
- S ~ Strive

We explicitly teach these behaviours to all students and acknowledge them frequently for their positive behaviour. EMUS cards are given out to students as an acknowledgement for positive behaviour. All EMUS cards are collected and go into a draw at assemblies.

Wagin District High School’s behaviour expectations will build on our social, emotional and academic learning program, promote a positive school environment and give more time for teaching and learning. By detailing expected behaviours and teaching them to students in a positive way, we will provide a common language and understanding for everyone in our school to be successful.

We believe that by helping our students practise good behaviour, we will build a school community where all students can succeed and grow.

See PBS Matrix below.
<table>
<thead>
<tr>
<th>Whole School: All the time</th>
<th>Engaged</th>
<th>Manners</th>
<th>Understanding</th>
<th>Strive</th>
</tr>
</thead>
</table>
| • Arrive on time ready to start  
• Remain in appropriate areas | • Use common courtesies when greeting  
• Keep hands and feet to yourself  
• Use appropriate language  
• Keep to the left when walking in corridors and verandas  
• Walk through the school quietly | • Communicate positively  
• Accept each other’s differences  
• Care for other people and the environment | • Wear the correct school uniform  
• Do your best  
• Attend everyday |

| Learning Areas | Be organized and on time  
• Work collaboratively  
• Be an active learner | Help others  
• Listen actively  
• Raise your hand to speak  
• Leave your classroom and work areas tidy | • Start your work straight away  
• Follow instructions  
• Care for and respect resources | • Complete homework  
• Stay on task  
• Aim to improve |

| Play Areas | Be aware of others  
• Play safe  
• Play in appropriate areas | Listen to the duty teacher  
• Use appropriate language  
• Share and take turns  
• Be a good team member | • Include others  
• Wear your hat | • Problem solve: Stop, Think, Act  
• Put rubbish in the bin  
• Respect the environment |

| Eating Areas | Sit when eating  
• Place all rubbish in the bin  
• Hold all sport equipment still | Listen to the duty teacher  
• Eat with your mouth closed  
• Talk respectfully | • Invite others to sit with you  
• Wait for duty teacher to release you  
• Eat your own food | • Stay seated until released  
• Pick up any rubbish |

| Information and Communications Technology (ICT) | Use IT equipment appropriately  
• Shut down and store IT equipment correctly | Keep food and drinks away from the IT equipment  
• Respect IT equipment and report breakages  
• Treat others respectfully while online  
• Screen down when asked  
• Wash hands before using IT equipment | • Share equipment  
• Be patient  
• Access appropriate websites  
• Close laptops when walking  
• Games and music only when allowed | • Increase your ICT skills |

| Before & After School | Listen to staff  
• Get organized for the day  
• Return all equipment to appropriate areas  
• Move safely when arriving and leaving school | Say good morning or good afternoon to others  
• Wait to be released at the end of the day | • Be safe on the school bus  
• Arrive and leave the school grounds safely  
• Be on time for breakfast club | • Clean up your area before you go home  
• Be road aware |
STUDENT COUNCIL

A Student Council is elected each year at the Wagin District High School and consists of students from Year 5 to Year 10.

This Council holds regular meetings to offer suggestions, to present the students’ views and to help out in the school where appropriate.

P & C ASSOCIATION

The Parents & Citizens Association is the parents’ organisation and deserves support. It is an excellent way to keep informed about school activities, to learn about what is planned to improve educational outcomes, and to directly assist in developing the best educational facilities possible for our children.

The P&C Association meets in the Library Resource Centre. Dates and times for meetings will be advertised in the school newsletter.

In past years the P & C has done much to assist the school with considerable financial donations.

The functions of the Wagin District High School P&C are to:

• Encourage parents to participate in developing the school’s educational policy
• Develop parent participation and involvement in the school
• Be the forum for parents to discuss issues pertaining to the school and its community and for gathering opinion
• Promote and support communication and cooperation within the school community and to bring educational matters to the attention of the wider community
• Provide extra amenities for the benefit of the school students

To become a financial member an annual subscription fee is paid:

• Payment is $1 per member
• Entitles members to vote on any issue being debated at a meeting
• The $5 per family P&C donation (levy) that is paid with school fees does not confer membership on the person paying.

REPORTING TO PARENTS

K
End of semester one – progress report
End of semester two – progress report

PP– 10
End of semester one – formal report
End of semester two – formal report

SCHOOL DRESS

Parents are requested to send their children to school in uniform. Our dress code has been developed with input from parents, students and staff.

The wearing of a uniform assists in the development of children's pride in their school, gives them a sense of belonging and adds to the tone of the school. It should be worn at all times.
The school would appreciate parental encouragement of our dress code and asks that parents closely supervise their children’s standard of appearance.  
**No denim is to be worn.**

School uniforms are available for purchase through the school Uniform Shop which is open on Friday mornings between 8:30am and 10:30am. To assist with ordering school uniforms a sizing range will be available at school for parents who are unsure what size their children are. Students will be able to try on different sizes to ensure the correct size is ordered. Orders can be given to the Front Office in a clearly labelled, sealed envelope containing the order and correct money.

A copy of the school’s Dress Code Policy is included at the back of this booklet. Pamphlet style copies of the policy are available from the school.

**Dress Code requirements in practical learning areas.**

**Physical Education / Sports**  
Faction/House coloured shirt, with blue shorts.  

**Secondary students will be required to change prior to and after Physical Education periods.**  
The school has hot showers for students and parents are requested to see that students bring a towel on P.E. days if they wish to shower.

Physical Education clothes should suit the weather.  
Students who fail to bring a change of clothes in order to avoid P.E. or sport will have such action viewed in the same light as deliberately missing any other subject; eg. English or Mathematics.

**Home Economics**  
Home Economics students must wear covered shoes in accordance with Safety Council Regulations.  
Clean caps and aprons must be worn when preparing food.

**Art and Craft**  
Students should wear a protective over-shirt to Art and Craft classes.

**Design and Technology** (woodwork, metalwork, industrial arts)  
Students should wear protective clothing such as an apron or overalls. Regulations require the wearing of hard covered shoes whenever Design and Technology facilities are used. All students with long hair must be prepared to tie their hair back or wear a net. **Safety glasses are necessary in Design and Technology** (provided by the school).

**SCHOOL SOCIALS**

Year K - 10 socials are usually conducted towards the end of each term. These are arranged by the Student Councils in liaison with the Primary and Secondary Deputies and other teaching staff.

At times, primary socials for K to 7 may also be run by the Year 7 student councillors.
SCHOOL CHAPLAIN

Chaplaincy provides a positive impact on the character, attitudes and values of young people.

The chaplain provides trusted guidance on spiritual, moral and ethical issues. The chaplain is someone staff, parents and students can voluntarily turn to in time of need, and they offer practical support to students who are at risk. The chaplain does not duplicate the work of teachers or parents, but makes a distinctive contribution within the entire school community.

All chaplains aim to provide a sensitive Christian presence within a secular state school system. School chaplains work with students, families and staff in the school community to fulfil the following roles.

Social
The chaplain offers strategic support and training to develop leadership and citizenship skills for specific groups of students.

Emotional
The chaplain provides pastoral care through pastoral conversations with individuals and groups experiencing personal or social difficulties enabling them to work through their difficulties and adjust to change.

Spiritual
The chaplain stimulates and challenges students to examine the big questions of life and meaning, helping them to formulate their own beliefs and values systems and works with staff to incorporate aspects of the core shared values into the educational program of schools.

Mental
The chaplain provides self esteem and social skill enhancing programs for specific groups of students that will enable students to participate more confidently and effectively in the educational programs of the school.

Physical
The chaplain creates networks between the school and welfare and community-based services. The chaplain informs students of the services that are available to them and enables them to independently access those services.

This project is funded by the National School Chaplaincy Program and contributions from local community and business groups.

SCHOOL COSTS

In order to enrich the opportunities available to your child in the school, the Department of Education Regulatory Framework provides that a Principal may establish funds for this purpose.

These funds are dependent on the contributions of the parents and it is in the best interests of the children if all parents contribute.

All children share in the benefits provided by school funds. It would be appreciated if payment be made to the school at your earliest convenience so that this collection and budgeting can be finalised. For flexible payment options, please see the Registrar.
Secondary subject contributions are designed to save you money by utilising a form of book hire, and a bulk-purchasing system. Payment of these contributions is in lieu of parents having to purchase expensive books.

**SCHOOL COUNCIL**

The Wagin District High School Council is made up of representatives from the parents and community, members of the general community, and the school staff.

The council has responsibility to:
- Take part in establishing and reviewing the school’s objectives, priorities and policy directions
- Financial planning to support the above
- Promote the school in the local community
- Assist in formulating codes of conduct
- Determine dress code for the students
- To approve charges and costs

Council members are responsible for liaising with the groups they represent to ensure that decisions made at Council Meetings reflect their views. An election for parent representatives is held each year. The election of the P&C representative to School Council is held at the P&C Annual General Meeting each school year.

**TERM DATES 2015**

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<tr>
<th></th>
<th>Students</th>
<th>Teachers</th>
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<td><strong>SEMESTER 1</strong></td>
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<td><strong>TERM 1</strong></td>
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<td>Monday 2 February - Thursday 2 April</td>
<td>Thursday 29 January - Thursday 2 April</td>
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<td><strong>HOLIDAYS</strong></td>
<td>Wednesday 3 April – Sunday 19 April</td>
<td>Friday 3 April – Sunday 19 April</td>
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<tr>
<td><strong>TERM 2</strong></td>
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<tr>
<td>Monday 20 April – Friday 3 July</td>
<td>Monday 20 April – Friday 3 July</td>
<td></td>
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<tr>
<td><strong>HOLIDAYS</strong></td>
<td>Saturday 4 July – Sunday 19 July</td>
<td>Saturday 4 July – Sunday 19 July</td>
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<tr>
<td><strong>SEMESTER 2</strong></td>
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<td><strong>TERM 3</strong></td>
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<tr>
<td>Monday 20 July - Friday 25 September</td>
<td>Monday 20 July - Friday 25 September</td>
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HOLIDAYS
Saturday 26 September - Sunday 11 October

TERM 4
Tuesday 13 October - Thursday 17 December

There are six School Development Days scheduled as per the DoE calendar for 2015:

Term 1:  Thursday January 29th (mandated)
         Friday January 30th (mandated)
         Friday March 6th (Woolorama)
Term 2:  There will be no Development Day in Term 2
Term 3:  Monday August 24th (Week 6)
Term 4:  Monday October 12th
         Friday December 18th (1/2 day)

VISITORS TO THE SCHOOL

Please always sign in at the front office and wear a Visitor’s Label when visiting the school. This is required as a Duty of Care towards our students.
The relationship between the home and the school plays a very important part in a child’s education. Parents play a critical role in successful learning: they contribute much to their child’s development and are among the most important influences on the way in which the child approaches learning.

Teachers are responsible for the more formal aspects of children’s learning, and successful teaching builds on the home experiences of the child. This is most effective where there is an active partnership with parents.

Two-way communication is a critical factor in the partnership between parents and the school. Where a partnership exists, it is easier for parents to feel confident about the teaching and learning that takes place in the classroom and to solve problems.

**Matters relating to your child in the classroom**
Teachers report student performance to parents and caregivers in a range of forms. These could include formal and informal meetings and interviews, telephone calls, portfolios, learning journeys and student progress reports. This communication process involves parents as partners in their child’s education and development.

All parents are encouraged to maintain regular contact with their child’s teacher. Unplanned meetings may not result in a positive outcome due to the preparation time required by teachers. Please make an appointment through the school office, for a convenient time to discuss your child’s progress.

**Other School Matters**
Other enquiries and concerns relating to school issues should be directed to the office where the School Officer and the Registrar will determine the staff member with responsibilities in that particular area. A message will then be passed on to that person for a response. It may well be appropriate for one of the Deputies or Principal to address the matter. This does not relate to private or personal messages which should be dealt with out of school hours unless of an urgent nature.

**Staff privacy**
Enquiries and concerns regarding school and student matters should be dealt with through the school, in school time. All staff have the right of privacy out of hours and ask for this right to be respected.

**What to do if you have a problem**
- Identify the problem clearly before going to the school.
- If there is more than one problem, list them to ensure that the extent of the problem is clear to the school.
- Decide whether the problem is a concern, a query or a complaint. This will help in finding a solution.
- Make an appointment to talk with the teacher. This should be arranged through the school office.
• Stay calm. Even if you don’t feel it, being calm will help your child’s education. Positive two-way communication is required for this partnership to succeed.

Parents and caregivers are responsible for:
• Maintaining regular contact with their child’s teacher to monitor the child’s progress.
• Making a convenient appointment time to discuss student progress.
• Resolving concerns regarding student performance in a supportive manner with the child’s teacher.
• Clarifying issues with the school rather than discussing them within the community. This will support a more effective line of communication between the school and parents/carers.
• Following due processes to discuss issues regarding student performance with the Deputy or Principal if the matter is unresolved at classroom level.
• Communicating with school staff in school time regarding the business of the school.
• Taking advantage of greater involvement in the school through the P&C Association, School Council.

Teachers are responsible for:
• Reporting student performance to parents and caregivers regularly through a range of forms, which could include meetings and interviews, telephone calls, portfolios, learning journeys and student progress reports.
• Resolving parent concerns relating to student and classroom issues, where possible.
• Referring parent enquiries, concerns and complaints to the Principal where appropriate.
• Communicating with parents and caregivers in school time regarding the business of the school.
• Maintaining confidentiality in dealing with each enquiry.

The Principal is responsible for:
• Ensuring whenever possible that concerns and complaints are resolved at the school level.
• Ensuring that enquiries, concerns and complaint procedures are communicated clearly to parents and community members.
• Ensuring that school policies and procedures are modified where necessary to address areas of concern.
• Maintaining confidentiality in dealing with each enquiry.
Objectives:
To ensure that complaints lodged at Wagin District High School are resolved in a prompt and efficient manner.

To promote the highest standard of professionalism in dealing with our community.

Policy:
Staff at Wagin District High School are responsible for managing the resolution of disputes and complaints lodged with us.

We will make every effort to promptly resolve disputes and complaints lodged with us according to the principles of procedural fairness.

Where we cannot resolve a complaint, the complainant, Principal or District Director can forward written complaints to the Director General of the Department of Education and Training.

Making a Complaint
Complaints can be made:
verbally; by letter; by email; or by facsimile.

Help is available at the school to support complainants to formulate, write and lodge a complaint. Complaints can be lodged with the school using any of the contact methods listed above.

Written complaints should be addressed
“PRIVATE AND CONFIDENTIAL”.
The Principal
Wagin District High School
10 Ranford Street
WAGIN  WA 6315

Minimum information when making a complaint:
You should provide the following information when making a complaint:
• your name and contact details;
• copies of any relevant correspondence or documents relating directly to the complaint;
• the nature of the complaint; and
• what you consider is needed to resolve the complaint.

In the case of a verbal complaint, where you do not want to be identified or to lodge the complaint in writing, we will endeavour to work directly with you to resolve the matter.

Responsiveness:
We will acknowledge written complaints within 5 school days. We seek to resolve local complaints within 14 days. If because of the serious nature of the complaint, it is deemed necessary to forward it on to another section of the Department, we will do this without delay.

In all cases you will be kept informed of the progress of your complaint.
Enquiring on a complaints progress:
You may enquire as to the progress of your complaint at any time by directly contacting the appropriate person. At the time of lodging a verbal complaint, or in the acknowledgment letter for a written complaint, this person will be identified for you.

Outcome of a complaint:
We will advise you verbally or in writing of the outcome of the complaint. The outcome of all written complaints will be provided to you in writing.

When you are unhappy with the outcome of a complaint:
If you are unsatisfied with our attempts to resolve your complaint, you may wish to express your concerns to the Regional Executive Director. To do this contact:

Mr Kim Guelfi
Regional Executive Director
PO Box 394
NORTHAM WA 6401

While this request can be made verbally, it is preferable that it is made in writing. Help in making this request will be provided by us, or the district office, upon your request.

Complaints judged to be vexatious, trivial or without substance, or where it is judged to not warrant further action, will not be progressed. You will be advised of this decision in writing.

Definitions:
Complaint:
The expression of dissatisfaction with any aspect of government education and training. It may be general in nature or relate to particular staff, a part of the organisation, a policy or a decision. Any person may lodge a complaint, however, staff employed by the Department of Education and Training cannot use this process if they are acting in an official capacity. A complaint must contain sufficient detail to enable it to be addressed and recorded.

Locally Managed Complaint:
A verbal or written complaint made in relation to a school or staff member, and managed by the school.

Centrally Managed Complaint:
A complaint lodged in writing with the Director General of the Department of Education and Training, and managed at Central Office. Such complaints may be redirected to the local level to be managed if it is deemed appropriate.

Complainant:
A person or persons lodging a complaint.
As outlined in the Australian Standard AS 4269-1995 our complaints handling policy demonstrates:

Commitment - We recognise your right to complain and to have your complaint dealt with seriously.
Fairness - We understand the need to be fair in our complaints handling processes.
Resources - We have adequate resources for effective handling of complaints.
Visibility - Our complaints handling processes are available from our school office or can be arranged by ringing 9861 1877
Access - We accept complaints lodged by phone, fax, in writing and via email.
**Assistance** - Upon request, we will provide a complainant with the support needed to formulate and lodge a complaint.

**Responsiveness** - Complaints will be dealt with quickly and efficiently.

**Charges** - There will be no charge to the complainant for the raising of a complaint with us.

**Remedies** - Where a complaint results in the identification of changes that should be made to our processes, those changes will be made.

**Data Collection** - Data about complaints lodged with our school is collected and recorded.

**Systemic and Recurring Problems** - Complaints are regularly analysed for the identification and addressing of systemic and recurring problems.

**Accountability** - We report our complaints handling processes against our documented performance standards.

**Reviews** - We review our complaints handling process annually.
## VACCINE PREVENTABLE DISEASES

<table>
<thead>
<tr>
<th>Disease</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tetanus, Diphtheria, Pertussis</td>
<td>2, 4, 6, months and 4 years</td>
</tr>
<tr>
<td>Measles, Mumps, Rubella</td>
<td>12 months and 4 years</td>
</tr>
<tr>
<td>Haemophilus (Hib) Heb B2</td>
<td>Birth, 2, 4, 6, 12 months</td>
</tr>
<tr>
<td>Polio – oral drops,</td>
<td>2, 4, 6, months and 4 years</td>
</tr>
<tr>
<td>Meningococcal C,</td>
<td>after 1st birthday once only</td>
</tr>
<tr>
<td>Chicken pox,</td>
<td>after 1st birthday once only</td>
</tr>
<tr>
<td>Influenza,</td>
<td>yearly</td>
</tr>
<tr>
<td>Pneumococcal disease</td>
<td>2, 4, 6, months</td>
</tr>
<tr>
<td>Rota Virus</td>
<td>2, 4, months</td>
</tr>
</tbody>
</table>

## INFECTIOUS DISEASES

### CHICKEN POX

Transmission: Airborne or droplet infection; direct contact with fluid from a vesicle of an infected person. Once the scabs are dry they are no longer infectious.

Incubation period: 13 to 17 days.

Period of communicability: From 2 days before rash until all blisters have crusted.

Exclusion: Exclude until at least 5 days after the eruption first appears. Some remaining scabs do not justify exclusion.

Contacts: Any child with an immune deficiency (e.g. leukaemia); or receiving chemotherapy, should be excluded for their own protection.

### IMPETIGO (SCHOOL SORES)

Transmission: Direct contact with an infected person.

Incubation period: Usually 4 to 10 days.

Period of communicability: Until sores are healed.

Exclusion: Exclude until treatment has commenced. Sores on exposed surfaces must be covered with a dressing.

Contacts: Not excluded.
**HAND, FOOT AND MOUTH DISEASE**

Transmission: Airborne or droplet infection or direct contact with the fluid in the blisters or contaminated nose or throat secretions.

Incubation period: Usually 3 to 7 days.

Period of communicability: While blisters are present. Faeces remain infectious for several weeks.

Exclusion: Exclude until all blisters have crusted.

Contacts: Not excluded.

**HEAD LICE**

Transmission: Close contact with an infected person.

Incubation period: The eggs usually hatch in 7 to 10 days. Once hatched the lice are capable of laying eggs in 10 days.

Period of communicability: Until lice and nits (eggs) are destroyed.

Exclusion: Exclude until the treatment has commenced.

Contacts: Do not exclude.

Note: Head lice infestation does not transmit disease. For more advice contact school/child health nurse.

**MEASLES**

Transmission: Airborne or droplet infection; or direct contact with contaminated nose or throat secretions.

Incubation period: 8 to 14 days (usually 10 days)

Period of communicability: About 4 to 5 days before rash begins until 4th day after rash appears.

Exclusion: Exclude for at least 4 days after the onset of the rash.

Contacts: Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case they may return to school.

Immunisation: Measles/Mumps/Rubella vaccine is recommended at 12 months and 4 years.
PERTUSSIS (WHOOPING COUGH)

Transmission: Airborne or droplet infection, or direct contact with contaminated nose or throat secretions.

Incubation period: 6 to 20 days. Usually 7 to 10 days.

Period of communicability: From onset of catarrhal symptoms to 3 weeks after onset of cough.

Exclusion: Exclude for 21 days from the onset of cough or for 5 days after starting antibiotic treatment.

Immunisation: Diphtheria/tetanus/pertussis (DTP) at 2, 4, 6 months and 4 years.

RINGWORM

Transmission: Direct contact with infected person, contaminated articles or animals.

Incubation period: 4 to 14 days.

Period of communicability: As long as lesions are present and viable spores persist on contaminated materials.

Exclusion: Exclude until the day after treatment has commenced.

Contacts: Not excluded.

RUBELLA (GERMAN MEASLES)

Transmission: Airborne or droplet infection; direct contact with contaminated nose or throat secretions; mother-to-child.

Incubation period: 14 to 21 days. Usually 16 to 18 days.

Period of communicability: From 7 days before to at least 4 days after the onset of the rash.

Contacts: Not excluded.

Immunisation: Measles/Mumps/Rubella vaccine recommended at 12 months and again at 4th birthday. All females of childbearing age should ensure that they are immune.
SCABIES

Transmission: Skin contact with infected person or contact with infected clothing, towels or bedding.

Incubation period: 2 to 6 weeks before onset of itching in individuals not previously infected. Those individuals who have been previously infected develop an itch 1 to 4 days after re-exposure.

Period of communicability: Until mites and eggs are destroyed.

Exclusion: Exclude until the day after treatment has commenced.

Contacts: Not excluded. Family contacts will probably be infested and should be treated.
WDHS FORMAL DRESS CODE

For students representing the school at special functions. (eg School Captains on Anzac Day).

* Navy skirt/grey dress trousers
* White cotton dress shirt with collar
* Black Blazer – loaned from school
* Stockings for girls

OTHER INFORMATION ABOUT DRESS CODE

Hair: Hairstyles which inhibit the full and safe participation of a student in the curriculum will not be allowed.

Head gear: Hats are to be worn at all times in the school yard. Primary Students (K-6) wear a navy wide brimmed hat and Secondary (Yr 7-10) wear a cap free from advertising and/or slogans.

Footwear: Must be appropriate to the safety needs of the school. No thongs or open backed shoes. Closed in shoes are recommended.

Logo: Uniform items are pre-printed with the school logo.

HOW THE SCHOOL WILL SUPPORT DRESS CODE

* Students will be encouraged and reminded to wear a uniform by Teachers, the Principal and Deputy Principals.

* Students who are frequently out of uniform will be followed up with a home contact by the Deputy Principal.

* The school will support parents as much as possible to keep students in uniform.

* Pre-loved uniforms will be made available for sale through the Uniform Shop.

WDHS FORMAL DRESS CODE

WAGIN DISTRICT HIGH SCHOOL

Our dress code has been developed in discussion between parents, students and teachers.

Wagin District High School values student safety and building a sense of community. The benefits of the School Dress Code are:

- Allows for easy identification and better care for our students when on excursions.
- Builds school identity and spirit.
- Allows for our school to be recognised in the community.
- Keeps costs of clothing reasonable for families
- It is a requirement for all students meet the dress code
UPPER BODY DRESS

Jumper: Navy, with school logo
Shirts: Navy, with school logo
Leavers Tops: Year 10 Students only, these items may have hoods.
Dress: Houndstooth WDHS dress
Winter Jackets: Navy, with school logo
Scarves: Navy

LOWER BODY DRESS CODE

Trousers, pants: Navy
Skirts: Navy
Tracksuit Pants: Navy (no stripes)

NOT ACCEPTABLE

- Tank tops
- Low necklines
- Advertising Logos
- Denim
- Chequered Jackets
- Midriff tops
- Shearing Singlets
- Nail Polish

SPORT DRESS CODE

Students going on excursions will be expected to wear uniform. Clothing may be provided if required.

School sport shorts: Navy
Shirts: Faction coloured

When representing the school

Shorts/skirts: School
Shirts: Navy

JEWELLERY

Whilst each child has the right to express their own uniqueness, it is the role of the teachers and parents to help students to reflect on how their identity is shaped by concepts such as culture and fashion. In order to assist this, teachers and parents should encourage students to refrain from wearing jewellery at school. Jewellery and adornments which are dangerous or in any way inhibit the student’s full participation in the curriculum will not be allowed.
ELECTRONIC DEVICES and STUDENTS ONLINE 2014

Covering all ICT equipment, including mobile phones, programs, apps and online content that may be used
**Background**

Wagin District High School (WDHS) is committed to making significant improvements to the level of technology integrated into the curriculum across the school. Students need to be provided opportunities to engage with a variety of learning tools in a safe and supported environment. The purchase and use of electronic devices came about from being part of the Improving Literacy and Numeracy National Partnership Program (ILNNP) and being a 1:1 Macbook school. The intention is to use devices across the school starting with iPads Kindy to Year 2 and Macbooks or iPads Yr 3-10. To support this WDHS has:

1. Invested in network infrastructure to adequately support a large number of mobile/wireless devices;
2. Invested in ICT tools for use by class teachers such as IWB (Interactive White Boards) to ensure teachers were able to present content/curriculum in a digital format;
3. Increased the number of mobile devices available for students including Macbooks and iPads.

The use of innovative technologies such as iPads, Macbook and Smart Phones are now required as critical for students as members of our society and as future employees. The use of ICT devices through use of apps for learning, specific programs and online resources will benefit students in many ways including: using Safari for web browsing, Camera to record students, Maps through Google Maps to find places in the world, YouTube to see online videos, Mail to access emails, Photos to make slideshows, as a digital media player, Notes for word processing and Calendar to use as a daily timetable. Families wishing to supply their child an electronic device for learning may be required to purchase specific apps or programs. School managed devices will have apps or programs added by the school administration only.

**Purpose**

ICT is to be provided and used as a tool to assist student learning.

**Online Services**

Wagin District High School recognises the importance of maintaining cybersafe classrooms. The internet offers enormous potential benefits for learning and teaching and socialising. Web technologies offer great opportunities for students and teachers to contribute to the web, this can include: blogs and personal spaces such as MySpace and Facebook. When we publish or share work with digital technologies we need to consider who sees it. The wireless capacity of 1- to-1 devices such as the iPad will enable students to access the internet for information and research and to connect with their peers for communication and collaboration. With this increased capacity to connect comes an increased need for students to understand the ethical and legal (including privacy and copyright) considerations for safe and responsible behaviour online.

Teachers are strongly encouraged to familiarise themselves with the resources available at this site [http://www.det.wa.edu.au/education/cmis/eval/curriculum/ict/cyberbullying/](http://www.det.wa.edu.au/education/cmis/eval/curriculum/ict/cyberbullying/) and to highlight safe and responsible use of the internet as a regular part of their learning and teaching program.

Wagin District High School will consider the Me We See model when considering cybersafe classrooms. This is a simple description of the spaces that we can work in.

- **Me** is a personal, private space, only you can see such as on your iPad.
- **We** is a community space that is secure; you know the members and you have an identity known to others. We spaces include the Ultranet or SPS school intranets.
- **See** is a space that will give you a world-wide audience and includes spaces such as websites and YouTube.
Definitions

**App:** Short for application is a program which can be downloaded onto the iPad via the iTunes store – located on the iPad or computer – either by syncing or with wireless networks. There are also web apps which can be accessed through Safari, the web browser on the iPad.

**Sync or Syncing:** Syncing (short for synchronisation) is the process by which data is moved from a computer to an iPad. iPad Syncing is employed when users want to add or remove content - songs, albums, movies, TV shows, podcasts, etc. - to their iPads. It is used to synchronize (thus the term sync) the contents of the iTunes library on the computer and the iPad library on the device. Syncing is performed by connecting the iPad to the computer using the iPad cable. Syncing is usually automatically initiated when the iPad is connected.

**Links with PBS**

It is expected that teaching staff will explicitly teach students the expectations of using ICT across the school according to our whole school ICT Behaviours Expectations:

<table>
<thead>
<tr>
<th>ENGAGED</th>
<th>MANNERS</th>
<th>UNDERSTANDING</th>
<th>STRIVE</th>
</tr>
</thead>
</table>
| • Use IT equipment appropriately  
• Shut down and store IT equipment correctly | • Keep food and drinks away from the IT equipment  
• Respect IT equipment and report breakages  
• Treat others respectfully while online  
• Screen down when asked  
• Wash hands before using IT equipment | • Share equipment  
• Be patient  
• Access appropriate websites  
• Close laptops when walking | • Games and music only when allowed |
WAGIN DISTRICT HIGH SCHOOL ELECTRONIC DEVICES POLICY GUIDELINES

ACCESS AND SECURITY

Principal must:
Monitor what apps, programs, devices are purchased and the purpose of them for student learning.
Tailor disciplinary action to meet specific concerns when students breach the agreement.
Inform students of the consequences should they breach their charter.
Promptly address the misuse or destruction of any ICT device.

Coordinators must:
Be the only staff members (admin exempt) to sync any iPad device at any time (unless specific permission is granted).
Be the only staff members (admin exempt) to download or purchase apps for use for students or staff at any time through iTunes (unless specific permission is granted).
Be the only staff members to change security settings on any ICT devices at any time (unless specific permission is granted).
Purchase relevant apps or programs for students use after approval from Principal.

Teachers must:
Be aware of their responsibilities for supervising student use of ICT devices.
Provide appropriate supervision for students using ICT devices at school.
Receive an Electronic User Charter signed by the student (Years 4-7) or by the parent (K-3) before granting students access ICT.
Tailor disciplinary action to meet the specific concerns when students breach the charter.
Inform students of the consequences (e.g. withdrawal of iPads use) should they breach their charter.
Report any damage to any ICT device to the Coordinators immediately.
Consider the We See Me model for online spaces and communities.
Work from the SAMR model to assist with digital technology integration into the classroom.
Dear Parents/Guardians,

I am writing to seek approval for your child to use Apple iPads or Macbooks as a 1-to-1 learning device. The focus of the program at Wagin DHS is to provide tools and resources to the 21st Century Learner and improve literacy learning.

These devices are at the forefront of digital technology and coupled with their use in education make them a valuable tool for teaching and learning in this rapidly changing world. This includes the use of approved ‘apps’ to enhance and complement student learning such as eBooks, spelling and phonics games, developing questioning skills and recording reading.

If you agree to your child using electronic devices please complete the Electronic User Charter. You will also need to ensure that your child reads or understands the Electronic User Charter. This charter will need to be signed by parents and guardians of children in Kindergarten to Year 3. Students in years 4-7 will need to read and sign the agreement themselves. The signed document will need to be returned to the school before your child can access any ICT learning devices.

Yours Sincerely,

Cassandra Harris-Moroney
Principal
WAGIN DISTRICT HIGH SCHOOL
ICT User Charter
Students K-3

ICT Usage:

My child agrees to follow the rules set out below when using ICT at school:

- I will ask the teacher before I use ICT
- I will tell the teacher if I see something that makes me uncomfortable
- I will take care of all the equipment
- I will not change the iPad or Computer settings
- I will not intentionally download or remove any apps or programs

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| • Use IT equipment appropriately  
• Shut down and store IT equipment correctly | • Keep food and drinks away from the IT equipment  
• Respect IT equipment and report breakages  
• Treat others respectfully while online  
• Screen down when asked  
• Wash hands before using IT equipment | • Share equipment  
• Be patient  
• Access appropriate websites  
• Close laptops when walking | • Games and music only when allowed |

I understand if I break the rules:

- I may not be allowed to use ICT
- The police may be contacted

I agree for my child to abide by the ICT User Charter.
I understand that if my child breaks any of the rules stated above it may result in disciplinary action determined by the principal in accordance with the Department’s Behaviour Management in School’s Policy.

Name of Student:

Parent Signature:

Date:
ICT Usage
I agree to follow the rules set out below when using ICT at school:

- I will ask the teacher before I use ICT
- I will follow all of the teacher’s instructions when using ICT
- I will not give out my password to other people
- I will not let other people log on to my account
- I will tell the teacher if I think someone is using my account
- I am responsible for anything that happens when my account is used
- I will tell the teacher if I see something that makes me feel uncomfortable
- I will only use work from the Internet if I have asked the teacher
- I will not access sites that I have been told not to access (e.g., YouTube, Facebook, MySpace, etc.) unless the teacher gives permission
- If I download pictures or work I will state the source
- I will not give out my name, phone number, address, name of the school or photographs without checking with my teacher
- I will take care with all of the equipment
- I will not change the iPad, Macbook or Computer settings
- I will not use ICT to be mean, rude or unkind to other people
- I will ensure any email I send or work that I publish is polite, carefully written and well presented

I understand if I break the rules:

- I will be held responsible for any breaches caused by myself or another person using my account
- I may not be allowed to use ICT
- The police may be contacted and I may be held legally liable for any offences committed

I agree for my child to abide by the ICT User Charter.

I understand that if I break any of the rules stated above it may result in disciplinary action determined by the principal in accordance with the Department’s Behaviour Management in School’s Policy.

Name of Student: ________________________________

Parent Signature: ________________________________

Date: ________________________________
Permission for students to have an online services account
(Please write the name using one capital letter per box)

Student’s first name

Student’s last name

Student’s preferred name

School

Class ID

Parents / responsible persons

Do you give permission for your child to have an online services account?  Yes / No  (circle one)

I agree to and understand the responsibilities my child has when using the online services provided at school for educational purposes, in accordance with the Acceptable Usage Agreement for school students. I also understand that if my child breaks any of the rules in the agreement, that the principal may take disciplinary action in accordance with the Department’s Behaviour Management in Schools policy.

Name of parent or responsible person:  ______________________________

Signature of parent or responsible person:  ______________________________  Date:  _____________________

Note: while every reasonable effort is made by schools and the Department of Education to prevent student exposure to inappropriate online content when using the Department’s Online Services, it is not possible to completely eliminate the risk of such exposure. The Department cannot filter Internet content accessed by your child from home or from other locations away from school. The Department recommends the use of appropriate Internet filtering software.

Office use only: Date processed:       / /  Processed by (initials):

Note:  This permission slip should be filed by the teacher.
Permission to publish Images of students and students’ work

Dear parent or responsible person,

Your permission is sought for the school to publish video or photographic images and/or samples of your child’s work taken during school activities.

If you give permission, the school may publish the images internally on Department of Education intranet sites, in online and hard copy school newsletters, Department of Education public Internet websites, school annual magazines and local newspapers. If published externally to an open website or publication, third parties would be able to view the photographs and work.

By signing the attached consent form you agree to the following:

- The school will only publish the first name of the student. Family names will not be revealed.
- The images or work samples would be used for the purpose of educating students, promoting the school, or promoting public education.
- The images or work samples may be reproduced as many times as required for these purposes.

Any video or photograph captured by the school will be kept for no longer than is necessary and will be stored and disposed of securely. Whilst every effort will be made to protect the identity of your child, the Department of Education cannot guarantee that your child will not be able to be identified from the video, photograph or work sample.

Please complete the consent form below and return it to the school by (SCHOOL TO INSERT DATE). This consent, if signed, will remain effective until such time as you advise the school otherwise.

Cassandra Harris-Moroney
Principal
Wagin District High School

CONSENT FORM

I agree to the videoing or photographing of my child during school activities for use by the school in educating students and promoting the school and public education. I also agree to the publication of these images or samples of work of (insert child’s name) in ways including, but not limited to, public web sites or intranet web sites of the Department of Education, school newsletters (print and online), magazines and the local newspaper. I will notify the school if I decide to withdraw this consent.

Name of student: ___________________________ Form / Class: ___________________________

Signature of student: ___________________________ Date: ___________________________

Signature of parent/responsible person: ___________________________ Date: ___________________________

Note: This consent form should be filed by the school and a copy provided to the parent.
Wagin District High School

Pastoral Care

and

Behaviour Management

in

Schools Policy

Approved by School Council 27\textsuperscript{th} May 2013
Reviewed May 2013
STUDENT BEHAVIOUR MANAGEMENT POLICY

OVERVIEW
The following document aims to provide guidelines to all members of the Wagin District High School community for the successful management of student behaviour.
In keeping with the school ethos all students, teachers and parents have the right to an orderly, safe and pleasant school environment where students can exercise the right to learn and teachers the right to teach.
Effective student management is essential in the development self-disciplined students who choose to learn and develop into valued members of the community.
This BMIS document stresses the need for a consistent, positive, approach, which actively encourages students in their education. It ensures individual's rights and responsibilities are not infringed upon, by providing an appropriate and logical sequence of consequences for student's behaviour.

MANAGEMENT AND REVIEW PROCEDURE
1. All staff will review the school's behaviour management procedures each year and take amendments to the school council for ratification.
2. General behaviour management discussions will be an integral part of staff meetings. (ie No discussion of individual students).
3. Behaviour management issues are to be scheduled for discussion and resolution when required.
4. Behaviour expectations and reminders will be regularly communicated to the school community using the School Newsletter and school assemblies.
5. Staff has the responsibility of monitoring the consistent use of appropriate student behaviour.
6. When required, behaviour management meetings will be convened by the Deputy with “at risk” students
7. Staff have the responsibility of ensuring the consistent use of the agreed behaviour management procedures throughout the year.
8. A system of rewards for individual and group excellence will be negotiated with recipients to encourage positive behaviour and achievements.
Wagin DHS BMIS – Flow Chart

Classroom / Yard

Rules Broken

Low Key Warning

Time out in Classroom
Restorative Justice Questions

Buddy Class
Restorative Justice Questions on return
- Incident report written
- Enter on SIS Behaviour
- Good Standing lost
- Parent contacted

Severe cases

Follow the 1,2,3 Warning

Problem
Resolved: student returns to class / yard

Unresolved:
Refer to Deputy

Referral to Deputy Principal who may:
- Use Restorative Justice Questions
- Negotiate behaviour contract
- Refer to Principal
- Develop special program or IEP or IBP
- Call a parent conference – involve other agencies as required
- Withdraw student from some or all classes
- Suspend student & provide work
  (Re entry meeting following suspension with Student, Parent, Deputy and Teacher).

Examples of Severe Clause Offences:
- Physical assault to a student or teacher
- Verbal abuse to a student or teacher
- Damage to property
- Intimidating behaviour

NOTE: Please ensure you have an effective positive reward system implemented in your classrooms.

NOTE: The BMIS policy takes into consideration a child who has a recognised disability and will be applied accordingly. This could include the use of after school detention, in-school suspension and out of school suspension.

School exhausts all possible strategies

Recommendation for Exclusion
See DET BMIS Policy
GENERAL PRINCIPLES OF CLASSROOM MANAGEMENT

It is understood that teachers will adopt individual strategies for classroom management. These will be reflected in the teacher’s classroom policy documents.

General principles include:
1. The development of an inclusive working environment.
2. The development of a positive working relationship between teachers and students.
3. Ensuring students clearly understand what is and what is not acceptable behaviour.
4. An emphasis on appropriate and logical “consequences” of behaviour.
5. Teachers to be assertive and consistent in regard to acceptable standards of behaviour.
6. That all endeavours are made to “work out” a solution when problems occur.

The measure of an effective teacher’s pastoral care and the BMIS system is:
“By how much do my positives to students exceed my corrections of students?”

BUILDING A POSITIVE SUPPORT ENVIRONMENT

Positive interaction is an important aspect of effective classroom discipline and teachers create this:

1. Encouraging students by:
   (a) Provide positive feedback, encouragement and praise, noticing improvement, effort, contribution and persistence.
   (b) Recognising their strengths
   (c) Expressing confidence in them
   (d) Providing opportunities for them to be useful, and successful
   (e) Demonstrating respect and courtesy to them.
2. Concentrating on making positive comments acknowledging acceptable behaviour rather than waiting for misbehaviour.
3. Criticizing the work or negative behaviour of the student and not the student as a person.
4. Showing an interest in the students as people and not just as students in the subject being taught e.g. Ask their opinions, the sports they play, what they do outside of school, their family, etc.
5. Providing a stimulating environment.
6. Being prepared for, competent in and enthusiastic about the material being taught.
7. Actively listening to students by:
   (a) Making a response, which conveys understanding of the other individual and the situation he/she is in;
   (b) Ensuring that verbal statements and non-verbal behaviour correspond.
8. Talking openly and positively to students after confrontational incidents.
9. Regularly using reward systems, such as:
   (a) Merit Certificate – available from year coordinators and generally presented by them at end of semester.
   (b) Proforma letter of Commendation – available from the Front Office by filling in appropriate details and returning them to the office for immediate typing and posting.
   (c) Commendations of work by a senior person – Deputies and Principal are pleased to be shown exemplary student work and will write a commendation on that work.
CODE OF STUDENT BEHAVIOUR

- Be punctual, prepared and wearing school uniform.
- Display good manners, respect and politeness.
- Respect self, others, the environment and school resources and property.
- Work and behave responsibly at all times.
- Aim high.
Policy on GOOD STANDING

**PURPOSE**
To recognise and encourage all students to maintain
- High standards
- Obey the code of student behaviour
- Support our school ethos of Aiming High

Maintaining Good Standing requires:
- Satisfactory attendance and punctuality.
- Behaviour according to code of student behaviour.
- Satisfactory Dress Code.

Maintaining Good Standing means students will be eligible to attend specific activities.

If students lose their Good Standing, they are unable to participate in extra curricula activities; ie camps, excursions, socials etc. They must maintain or regain Good Standing to become a participant.

**ATTENDANCE AND PUNCTUALITY**

Students will lose their Good Standing if their attendance is unexplained and below 90%.

**Regaining Good Standing**
Students who have lost their Good Standing due to attendance or punctuality will be able to regain it by fulfilling their future attendance requirements.

The responsibility for checking attendance and punctuality rests with the Teacher/Form Teacher. Attendance will be revised fortnightly and parents contacted if necessary.

**STUDENT BEHAVIOUR**

Students will lose their Good Standing if their behaviour according to the school rules is deemed unsatisfactory.

**Unsatisfactory Behaviour is:**
Incidents resulting from poor behaviour, detentions, class withdrawals, buddy class more than three times in the week and breaking school rules.

**Regaining Good Standing**
Students who have lost their Good Standing due to behaviour will be able to regain it by demonstrating a significant and sustained commitment to behaving in an appropriate manner.

The responsibility for checking behaviour rests with the Deputy Principal who will notify the students and their parents when a student needs to be on a behaviour contract. The Deputy negotiates contracts with the students, and checks them daily. The Deputy Principal will negotiate and check contracts for students who are suspended, and those who continually lose Good Standing.
**DRESS CODE**

Students will lose their Good Standing if their school dress is deemed unsatisfactory.

**Unsatisfactory School Dress**
Failure to wear appropriate uniform.

**Regaining Good Standing**
Students who have lost their good standing due to Dress Code will be able to regain it by fulfilling the uniform requirements.

The responsibility for checking dress code rests with all staff. If a student continues to wear non-uniform clothing notify the Deputy Principal who will check dress standards daily or as needed.

**IMPORTANT POINTS**

1. School Administration will notify all staff of students who have lost their Good Standing and when it has been regained.

2. Students / Parents / Guardians will be notified that Good Standing has been lost and how it may be regained.

3. The period of time a student loses Good Standing will be determined by the Principal or Deputy Principal and the incident the student has been involved in.
GOOD STANDING PROCESS
LOSS AND RENEWAL

**Behaviour**

MSB incident reports reach Deputy Principal notifying of behaviour.

Deputy Principal notifies student and parents/carers of loss of Good Standing.

Students negotiate a Good Standing contract with the Deputy Principal/Form Teacher.

Good behaviour contract issued to student who regularly meets with Deputy/Form Teacher until Good Standing regained.

Student regains Good Standing.

**Dress Code/Attendance**

Teacher/Form Teacher checks for dress / attendance daily.

Deputy Principal notifies student and parents/carers of loss of Good Standing.

Deputy Principal initiates contact.

Teacher/Form Teacher notifies student of loss of Good Standing and contacts parents/carers if it is a persistent problem.

Teacher/Form Teacher notifies deputy of renewal of Good Standing. Students who have not regained Good Standing continue.

Student regains Good Standing.