

## South Grafton High School

Our school values excellence and innovation

#togetherweroar



South Grafton High School  
Principal: Ms Kristine Pizarro  
Tyson Street South Grafton 2460  
Telephone (02) 66421466

Website: <http://www.sthgrafton-h.schools.nsw.edu.au>

Email address: [sthgrafton-h.school@det.nsw.edu.au](mailto:sthgrafton-h.school@det.nsw.edu.au)



Education

## Contents

Statements of Principle .....	3
South Grafton High School PBL Matrix .....	4
Strategies for Dealing with Unacceptable Behaviour .....	5
Student Behaviour Management Chain .....	5
All teachers .....	5
Head Teachers .....	5
Deputy Principals and Principal .....	5
Roles of Personnel Involved in the Management of Wellbeing and Discipline .....	7
STUDENTS .....	7
CLASSROOM TEACHERS (Refer to Appendix I) .....	7
HEAD TEACHERS – KLA (Refer to Appendix II) .....	7
HEAD TEACHER TEACHING AND LEARNING .....	7
HEAD TEACHER WELLBEING .....	7
STUDENT SUPPORT OFFICER .....	7
SCHOOL COUNSELLOR .....	8
YEAR ADVISERS .....	8
DEPUTY PRINCIPALS (Refer to Appendix III) .....	8
PRINCIPAL .....	8
LEARNING SUPPORT TEAM .....	8
South Grafton High School Homework Implementation Guidelines .....	9
Uniform and Dress Standards .....	10
School Socials .....	11
Mobile Phone and Personal Technology .....	11
Fractional Truancy .....	12
Behavioural Management Plan .....	13
STRATEGIES TO PROMOTE GOOD BEHAVIOUR AND EFFECTIVE LEARNING WITHIN THE SCHOOL .....	13
PRACTICES DESIGNED TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT .....	13
Award System .....	14
Award Flow Chart .....	15
THE LEVEL SYSTEM – Management of Discipline .....	16
APPENDICES .....	17
Appendix I Classroom Teacher Checklist (to be completed before passing disciplinary action to Head Teacher) .....	17
Appendix II Head Teacher Checklist (to be completed before passing disciplinary action to Deputy Principal) .....	18
Appendix III Deputy Principal Checklist (to be completed before passing disciplinary action to Principal and/or Suspension/Expulsion) .....	19
Appendix IV Reasons for Suspension .....	20
Appendix V- Weapons Prohibited in Schools .....	21

## Statements of Principle

South Grafton High School has zero tolerance for any behaviour that is harmful to the wellbeing of others.

Our School Wellbeing and Discipline Implementation Guidelines comprises of:

1. The School Discipline Code;
2. Strategies and practices to promote Positive Behaviour for Learning;
3. Strategies and practices to manage inappropriate behaviour.

The Discipline Code of Our School

The aim of the school's discipline code and wellbeing implementation guidelines is to develop a school community where all members:

- Show Respect
- Take Responsibility
- Personal best

The Wellbeing and Discipline Implementation Guidelines of South Grafton High School reflect the principles and of the NSW Department of Education as set by:

[Drugs in Schools Policy](#)

[Managing Drug Related Incidents](#)

[Procedures Protecting and Supporting Children and Young People Policy](#)

[Anti-Racism Policy](#)

[Nutrition in Schools Policy](#)

[Student Attendance Policy](#)

[School Uniform Policy](#)

[Student Discipline in Government School Policy](#)

[Student Welfare Policy](#)

[Suspension and Expulsion of School Students Procedures](#)

[Safe Working Policy](#)

[Homework Policy](#)

[Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)

Other supporting documentation includes: South Grafton High School Anti Bullying Procedures, BYOD Student Agreement and Implementation Guidelines, and Suicide Postvention Response Plan. These documents can be located on the school website and Sentral.

As a result of implementing the South Grafton High School Wellbeing and Discipline Implementation Guidelines students will:

- Show sustained application to learning and development of self-discipline.
- Show respect and courtesy to other individuals and their property.
- Act in a non-violent manner, free of discrimination, harassment, bullying or intimidation.
- Not bring to or use weapons at school (Appendix V).
- Abstain from illegal drugs, alcohol and tobacco.
- Seek peaceful resolution of conflict.
- Adhere to standards of dress determined by the school community.

To achieve these outcomes staff and students will need to review and be familiar with the PBL Program and Matrix.

## South Grafton High School PBL Matrix

	All Settings	Playground	Moving around the school
<b>TAKE RESPONSIBILITY</b>	<input type="checkbox"/> Wear the correct school uniform <input type="checkbox"/> Be in the right place at all times <input type="checkbox"/> Follow instructions <input type="checkbox"/> Keep a clean and tidy environment <input type="checkbox"/> Stay calm and accept consequences	<input type="checkbox"/> Follow directions of staff <input type="checkbox"/> Use the toilet during recess and lunch <input type="checkbox"/> Stay in bounds <input type="checkbox"/> Use the bins for litter	<input type="checkbox"/> Follow directions of staff <input type="checkbox"/> Use the toilet during recess and lunch <input type="checkbox"/> Line up ready for your class <input type="checkbox"/> Be in the right place at the right time <input type="checkbox"/> Stay to the left
<b>SHOW RESPECT</b>	<input type="checkbox"/> Use appropriate language and tone <input type="checkbox"/> Be considerate of others <input type="checkbox"/> Listen to others <input type="checkbox"/> Hands off	<input type="checkbox"/> Use school language <input type="checkbox"/> Respect your own and others' property <input type="checkbox"/> Show tolerance <input type="checkbox"/> Hands off	<input type="checkbox"/> Speak politely to and about others <input type="checkbox"/> Respect each other's personal space <input type="checkbox"/> Hands off
<b>PERSONAL BEST</b>	<input type="checkbox"/> Take pride in what you do <input type="checkbox"/> Be ready to learn <input type="checkbox"/> Encourage others <input type="checkbox"/> Move sensibly	<input type="checkbox"/> Keep your area clean and tidy <input type="checkbox"/> Move to class when the bell rings <input type="checkbox"/> Include and encourage others <input type="checkbox"/> Play safely	<input type="checkbox"/> Be prepared for class <input type="checkbox"/> Move to class when the first bell rings

	Classroom	To and from School	Excursions/Sport
<b>TAKE RESPONSIBILITY</b>	<input type="checkbox"/> Arrive on time <input type="checkbox"/> Be prepared and on task <input type="checkbox"/> Digital devices off <input type="checkbox"/> Food away <input type="checkbox"/> Bags in the right place <input type="checkbox"/> Follow instructions	<input type="checkbox"/> Be on time <input type="checkbox"/> Look out for others <input type="checkbox"/> Once in, stay in <input type="checkbox"/> Be road safe <input type="checkbox"/> Travel safely	<input type="checkbox"/> Notes and fees in on time <input type="checkbox"/> Dress appropriately – hat, clothes and footwear <input type="checkbox"/> Follow teachers' directions and requests
<b>SHOW RESPECT</b>	<input type="checkbox"/> Follow teachers' instructions <input type="checkbox"/> Let others learn <input type="checkbox"/> Look after the classroom <input type="checkbox"/> Take off hats <input type="checkbox"/> Digital devices off/ food away	<input type="checkbox"/> Care for myself, others, property and the environment <input type="checkbox"/> Listen and follow bus driver instructions <input type="checkbox"/> Use your manners and respectful language to all	<input type="checkbox"/> Be proud of SGHS <input type="checkbox"/> Respect your own and others property <input type="checkbox"/> Behave lawfully
<b>PERSONAL BEST</b>	<input type="checkbox"/> Challenge yourself <input type="checkbox"/> Have a go <input type="checkbox"/> Be proud of what you do <input type="checkbox"/> 4 on the floor	<input type="checkbox"/> Set a good example for SGHS <input type="checkbox"/> Be proud of SGHS	<input type="checkbox"/> Watch out for your mates <input type="checkbox"/> Demonstrate sportsmanship at all times <input type="checkbox"/> Accept the referee/umpire's decisions <input type="checkbox"/> Complete set tasks <input type="checkbox"/> Slip, slop, slap, wrap and slurp

# Strategies for Dealing with Unacceptable Behaviour

## Student Behaviour Management Chain

### All teachers

- Warning and statement of expected behaviour.
- A second warning, if appropriate.
- Relocation within the classroom, keeping back after class and interview (with witnesses, if appropriate).
- Implementation of Classroom Conduct Level and parent contact. This may include teacher-student interviews, Sentral entries, consultation with HT, other support personnel and parents, and detentions.
- Relocation out of class (to Head Teacher).

Note: Teachers should be supplied with a copy of their HT's timetable.

Teachers must not leave students unsupervised outside classrooms.

If a student is removed from the classroom a Sentral entry must be entered.

### Head Teachers

- An informal HT interview and/or warning.
- Placement on the Head Teacher Level of Discipline, with associated lunchtime detentions as considered necessary. Failure to meet commitments of the Head Teacher Level will result in a student being referred to the Deputy Principal for appropriate action.
- Further parent contact by Sentral letter and phone updates.
- Referral to the Learning Support Team, if relevant.

### Deputy Principals and Principal

- An informal DP interview and/or warning.
- Placement on the Executive Conduct Level of Discipline, with loss of privileges and school representation. Failure to meet commitments on this level may (unless there are mitigating circumstances) result in a student being suspended for persistent disobedience.

For more serious breaches the Deputy Principal and Principal may use:

- i. Suspension (Appendix IV).
- ii. In-school isolation, where students attend no regular classes for a set time prior to, or in special situations an alternative to suspension.
- iii. Further notification of parents, including the penalty being applied and the consequences of any further breaches e.g. placement on a more serious Level of Discipline. Parents may be invited to negotiate an effective process to improve the situation.
- iv. Counselling provided by School Counsellor or Student Support Officer.
- v. Referral to the school Learning Support Team.
- vi. Referral for placement in the Tutorial Centre.
- vii. Expulsion for serious repeat offenders against the school rules and the rights of others.

If necessary a referral to the Learning Support Team can be used to develop specific strategies for students with more persistent and widespread problems.

At all times a student may be fast tracked to a Head Teacher or Deputy Principal for a serious breach of our wellbeing and discipline code.

Once a student is referred to a higher discipline authority, the management of the student disciplinary process is entirely at the discretion of that person and their decision will be binding on all parties.

# Roles of Personnel Involved in the Management of Wellbeing and Discipline

## STUDENTS

1. Show Respect
2. Take Responsibility
3. Personal Best.

## CLASSROOM TEACHERS (Refer to Appendix I)

1. Provide adequate, relevant learning experiences appropriate to the abilities of students.
2. Be sensitive to the wellbeing of students.
3. Deliver lessons designed for maximum student engagement using appropriate Learning Adjustments.
4. Implement fair and consistent discipline within the classroom.
5. Encourage students to understand and follow appropriate school wellbeing and discipline procedures.
6. Support and encourage students with discipline problems.
7. Complete Award entries as appropriate.

## HEAD TEACHERS – KLA (Refer to Appendix II)

1. Oversee discipline within the KLA by supporting teachers within their KLA.
2. Encourage classroom teachers to implement fair and consistent discipline within the classroom.
3. Encourage their KLA staff to understand and follow school wellbeing and discipline policies.
4. Support and encourage staff with student discipline problems.
5. Conduct parent interviews.
6. Make recommendations to Deputy Principals and Principal for further appropriate action.
7. Provide feedback to teacher on any actions taken with their students.
8. Provide support to staff on Playground Duty.
9. Assist with Bus Duty.

## HEAD TEACHER TEACHING AND LEARNING

1. Monitors attendance of students and provides feedback to parents and teachers.
2. Consults with the HSLO on the management of persistent school non-attenders.
3. Is responsible for non-curriculum discipline issues that warrant a Head Teacher Level.

## HEAD TEACHER WELLBEING

1. Is responsible for overseeing the wellbeing of students.
2. Coordinates the Wellbeing Team (Year Advisers and SSO).
3. Member of the Learning Support Team.
4. Develops and implements wellbeing programs and guidelines in collaboration with relevant staff.

## STUDENT SUPPORT OFFICER

1. Provides individual wellbeing support for students that have self-referred or have been referred by staff, parents/carers.
2. Member of the Wellbeing team and Learning Support Team.
3. Develops and implements wellbeing programs and guidelines in collaboration with relevant staff.

## SCHOOL COUNSELLOR

1. Provides specialised psychological assessment, counselling and intervention services. Students access the school counselling service by self-referral or referral from parents/carers or Learning Support Team.
2. Member of Learning Support Team.
3. Makes referrals to outside support services and contact with parents/carers as needed.

## YEAR ADVISERS

1. Responsible for supporting the wellbeing of all students in their particular year.
2. Monitor student Awards system for their year group.
3. Keep teachers informed of issues and needs of students.
4. Organises and conduct Wellbeing activities and year assemblies.
5. Responds to issues as per the South Grafton High School Anti-Bullying Plan.

## DEPUTY PRINCIPALS (Refer to Appendix III)

1. Manage a serious breach of discipline.
2. Encourage and assist Head Teachers to implement fair and consistent discipline within KLA's.
3. Maintain records of misdemeanours and liaise with the relevant Year Adviser on wellbeing issues.
4. Respond to issues as per the South Grafton High School Anti-Bullying Plan.
5. Maintain a Suspension and Expulsion Register.
6. Make recommendations to the Principal.
7. Notify parents/carers concerning discipline level system, suspensions and expulsions.
8. Coordinates the Learning Support Team.

## PRINCIPAL

1. Provides leadership and direction.
2. Enables provision of school structures that allow for an efficient wellbeing program.
3. Ensures that opportunities are given for professional learning for all teachers in management and wellbeing areas.
4. Make decisions re suspensions and school expulsions; and communicates these decisions to appropriate personnel.
5. Reinforces the authority of all staff in relation to appropriate areas of discipline and provides support where necessary.

## LEARNING SUPPORT TEAM

1. Addresses the learning support needs of students.
2. Have structured weekly meetings with a specific agenda.
3. Discussion and action of student referrals.
4. Provides support documentation for relevant staff regarding student referrals.



# South Grafton High School Homework Implementation Guidelines

At South Grafton High School, there is no such thing as 'no homework'.

The school library is opened and staffed every afternoon from 3pm to 3:30pm. Students are encouraged to use this facility to complete Homework and assignments.

Regular homework is an essential part of the school's educational program. It is intended to develop self-organisation and independent work habits as well as providing revision and extension of work completed in class.

## Homework Responsibilities:

- Teachers are responsible for establishing homework guidelines for their classes, for setting assignments and specific activities, for marking assignments, and checking that activities have been completed satisfactorily.
- Students are responsible for organising a regular home study program that allows them to complete homework tasks by the due date, for ensuring that set activities are done, and that regular revision of class work is done.
- Parents are responsible for helping their child organise a quiet workplace and a workable home/study timetable, for checking that set homework activities are completed, and for helping their child to find and use non-school information.

As a guide, students are expected to average the following time on homework/revision/ study each week night:

Years 7 - 8: ½ - 1 hour;

Years 9 - 10: 1 - 2 hours;

Years 11 - 12: 2 - 3 hours.

Although homework may not be issued every night from every teacher, there are still tasks that can be worked on at home to improve knowledge and to support learning and understanding at school. This can include:

- Finish any incomplete class work or notes.
- Read over notes and summarise notes to reinforce understanding of the day's lesson.
- Write a list of questions to ask your teacher if there are points you do not understand.
- Read ahead in your textbook to prepare for the next lesson.
- Explain what you learnt in class to a member of your family.
- Complete past or practice examinations.

## Uniform and Dress Standards

All students at South Grafton High School are expected to wear the school uniform and to adhere to the standards of dress determined by the school community. Wearing school uniform is a school expectation, is fully endorsed by both the P&C and SRC and fits into our Positive Behaviour for Learning matrix. It is the responsibility of all students attending South Grafton High School to wear the appropriate school uniform in a neat and responsible manner. It creates a safer environment for our students while at school, on their way to and from school and on school excursions. It also promotes pride in the school. All staff will encourage the wearing of school uniform and will enforce the school uniform implementation guidelines. Students out of uniform on a persistent basis, without a valid reason, will be treated as a breach discipline. This will involve:

1. For persistent cases a warning of persistent disobedience.
2. Students will be required to wear BLACK LEATHER SHOES. Sturdy leather shoes are a safe work practice requirement. To get consistency across the school, the colour is black. This is also in line with the uniform for many partner primary schools. Acceptable shoes will also be those that are sturdy, have laces, buckles or Velcro. WH&S requirements are that footwear is safe and sturdy. Additionally, Technology, Visual Arts and Science subjects require substantial footwear appropriate to a practical activity should be worn. Footwear such as thongs, open weave type shoes, or shoes with open backs or platforms do not meet this requirement.
3. Thongs, sandals and uncovered footwear, for occupational health and safety reasons, cannot be considered as acceptable footwear at school.
4. Students in unsuitable footwear will be withdrawn from any classes where such footwear would pose an WH&S risk.
5. Uniform compliance will be checked daily in class by teachers who will indicate on their electronic class roll if a student is out of uniform.
6. Students out of uniform will be recorded on Sentral.
7. Students wearing inappropriate (uncovered) footwear will be taken to the front office and parents contacted.
8. A change of clothes for PE and sport is encouraged. Students have their sports uniform as their change of clothes for the activity to ensure they are not in sweaty clothes at other lesson times.
9. Sport and PE uniform compliance will also be recorded as our normal class roll procedures.
10. Students in inappropriate clothing will be withdrawn from all classes pending their parents being contacted to either provide replacement clothing or to take them home.
11. Support may be available to help the student through the situation by using student assistance.

The decision not to wear school uniform does not rest with the individual student. Any decision not to wear the school uniform will be determined by the parent/carer in consultation with the Principal.

## School Socials

To be eligible to attend school socials students must gain consent from a parent/guardian via the correct permission note.

Students that are on a discipline level are not eligible to attend school socials.

Any student who is asked to leave a school social due to poor behaviour including smoking or who is found to have come to the social after drinking alcohol or who consumes alcohol at the social will be suspended. The student will also be excluded from all further socials for the next twelve months.

## Mobile Phone and Personal Technology

The inappropriate use of mobile phones disrupts the learning environment and interferes with the operation of a school. Mobile phones have the potential to be used to:

- Bully, intimidate or harass other students through SMS or messaging;
- Store inappropriate photographic images and video;
- Cheat during tests and examinations;
- Communicate to persons outside the school without parent/carer knowledge; interfere with the continuity of learning within the classroom.

The high risk of theft is also potentially a significant problem to monitor and police.

The Principal or Deputy may be contacted to arrange for special provisions in the case of a specific circumstance.

Mobile phones may be taken on excursions and used in an appropriate manner to communicate with parents/carers if necessary with teacher approval.

In the best interest of students, mobile phones are not permitted during the course of the school day. Phones seen by staff will be considered to be in use. Normal disciplinary procedures will apply. This is in line with the PBL matrix where “Technology off and away” applies.

Parents/Carers wishing to convey a message to their child may do so by phoning the school, whereby the message will be passed on. Students may also seek permission from the Front office to make a brief phone call regarding urgent issues at no expense.

If students bring mobile phones to school, it is at their own risk. The school will not accept any responsibility for any loss or damage.

## Fractional Truancy

Students are to attend every class as per the NSW Department of Education Core Rules for Students in NSW Government Schools and Student Discipline in NSW Government Schools.

### Core Rule Number One

“All students in NSW government schools are expected to: Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.”

Procedures to deal with fractional truancy:

1. If a student is missing from a class; however, present at school that day -
  - Teacher is to follow up with student.
  - If no reasonable excuse, the teacher is to follow South Grafton High School Wellbeing and Discipline Implementation Guidelines i.e. Class Conduct Level and parent contact.
2. If a student is out of class without a note or reasonable excuse, direct the student to class, where possible escort the student to class where the class teacher should record the truancy and place the student on a Class Conduct Level.
3. Follow normal procedures if a student fails the Class Conduct Level.

## Behavioural Management Plan

### STRATEGIES TO PROMOTE GOOD BEHAVIOUR AND EFFECTIVE LEARNING WITHIN THE SCHOOL

The School is:

- Aiming to provide appropriate curricula and programs to meet the needs of each student.
- Providing a desirable atmosphere that is conducive to learning.
- Developing a small number of rules that are fair, clear, and consistently applied.
- Cooperating and discussing with parents their role in promoting acceptable student behaviour.
- Providing appropriate support programs e.g. counselling, remediation, mentors.
- Providing programs that develop self-discipline, self-evaluation, communication and conflict resolution skills.
- Implementing Case Management Teams where appropriate. Developing co-operative learning strategies.
- Promoting good behaviour and a safe environment by the consistent implementation of the South Grafton High School Wellbeing and Discipline Implementation Guidelines by all staff.

### PRACTICES DESIGNED TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

The School recognises student achievement and Positive Behaviour for Learning through various levels and Awards system. Students are recognised by:

- Teacher encouragement at classroom level and recording of positive behaviour through the Sentral system. The Wellbeing Quick Entry or Positive Incident is given to a student for demonstrating the school PBL core values.
- The use of Calm Tokens as another form of positive reinforcement to students demonstrating the school PBL Core values. The tokens go into a fortnightly draw for a \$5 canteen voucher.
- Academic Award for student's who achieve 70% or more in Assessment task. Award entry on Sentral and Achievement Award issued (Yellow card). Cards go into a term draw for a Gift card.
- Consistent behaviour and Personal best Award entries recoded by classroom teachers at the end of each term.
- Feedback and contact with parents e.g. telephone, email and postcards.
- Extra Curricular Award for school representation and Attendance Award for more than 94% attendance in a term.
- Semester Presentation of Awards ceremony for all areas of student endeavour including Principal Awards of Academic Excellence and PBL Awards.

## Award System

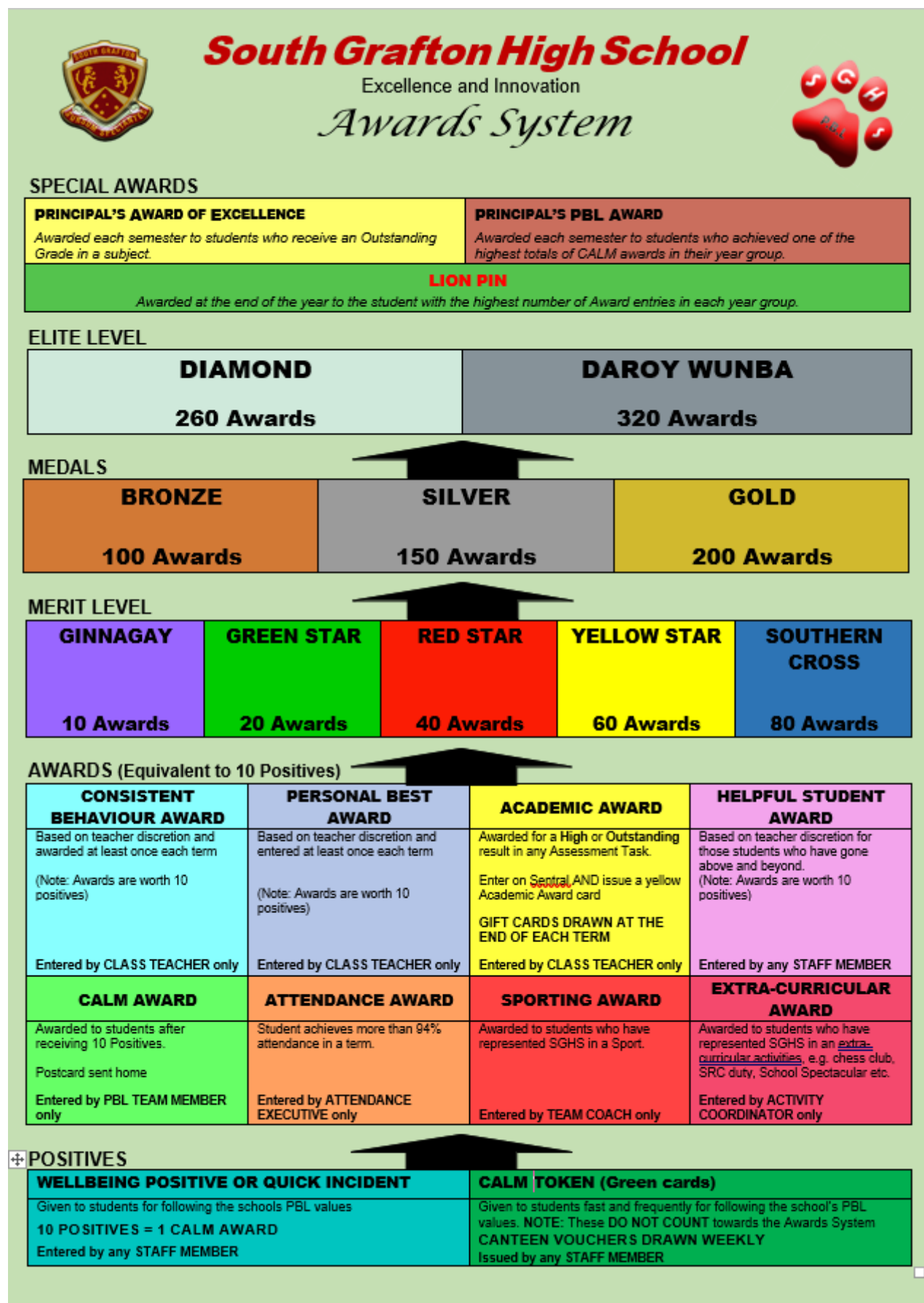
Staff are to use Sentral Student Wellbeing to give students A POSITIVE INCIDENT (Wellbeing Quick Entry) and for AWARDS.

AWARD entries should be used under the following criteria:

### AWARD entry Criteria

Award entry	Who can enter it?	Example
Academic	All Staff	Student achieves 70% or more in Assessment task.
Sporting	Staff Coaching team	Represented SGHS in a Sport.
Extra- Curricular	Staff supervising activity	Represented SGHS in a extra-curricular activity, e.g. Chess club, SRC duty, Schools spec etc.
Attendance	HT Teaching and Learning	Student attends sporting carnivals and meets attendance criteria set by HT teaching and learning
Consistent behavior	All Staff – to be entered at the end of every term. PBL Post card can be sent out.	Student displays consistent behaviour for whole term. Based on teacher discretion.
Personal Best	All Staff – to be entered at the end of every term.	Teachers assess student's effort for the term using PBL matrix.
Helpful Student	All Staff	Student offers to assist staff member or another student.
CALM Token "Free and Frequent Voucher"	All Staff are encouraged to award 4 per timetable cycle.	Student displays behaviour from PBL Matrix.
Principal Award for Academic Excellence	Principal	Students ranked within the top 5 places of the course studied. Points are then totaled to give an aggregate score as follows: 1 <sup>st</sup> = 5 points, 2 <sup>nd</sup> = 4 points, 3 <sup>rd</sup> = 3 points, 4 <sup>th</sup> = 2 points and 5 <sup>th</sup> = 1 point.

## Award Flow Chart



## THE LEVEL SYSTEM – Management of Discipline

[illegible]



## APPENDICES

### Appendix I Classroom Teacher Checklist (to be completed before passing disciplinary action to Head Teacher)

- Followed the South Grafton High School Wellbeing and Discipline Implementation Guidelines.
- Applied PBL principles.
- Provided adequate, relevant learning experiences as defined in teaching programs.
- Catered to the needs of all students with appropriate learning adjustments as per teaching programs.
- Delivered lessons designed for maximum student engagement as evidenced by appropriate plans.
- Implemented fair and consistent discipline in the classroom.
  - Non-Verbal Cues
  - Reminder
  - Warning
  - Move Student
  - Private Discussion
  - Detention
  - Parent Contact
- Provided appropriate documentation for students exhibiting inappropriate classroom behaviour with Sentral entries.
- Class Conduct Level issued and monitored. This can be bypassed for serious breaches of the school discipline code.
- Referred to the school Learning Support Team in regards to wellbeing concerns and learning difficulties for individual students.
- All actions and strategies fully documented.
- Classroom teacher has kept parents informed of student progress.
- In difficult situations the (Hurry Up Send Help Card) can be used.
- Considered if the situation could have been handled better.

Appendix II Head Teacher Checklist (to be completed before passing disciplinary action to Deputy Principal)

- Followed the South Grafton High School Wellbeing and Discipline Implementation Guidelines.
- Applied PBL principles.
- Monitored KLA teaching programs.
- Supported classroom teacher with appropriate lesson delivery to maximise engagement, in regard to student achievement of outcomes, as per teaching programs.
- Ensure that learning adjustments have been incorporated into lesson delivery.
- Supported staff to implement fair and consistent discipline in the classroom.
- Supported and promoted TPL for teachers.
- Classroom teacher has been actively supervised/supported.
- HT Level issued and monitored. This can be bypassed for serious breaches of the school discipline code.
- Parent contact has been made.
- All actions and strategies fully documented.
- Considered if the situation could have been handled better.

Appendix III Deputy Principal Checklist (to be completed before passing disciplinary action to Principal and/or Suspension/Expulsion)

- Followed South Grafton High School Student Wellbeing and Discipline Implementation Guidelines.
- Applied PBL principles.
- Supported Head Teacher to implement fair and consistent discipline in the school.
- Has referred to DoE Policy.
- Used the Good Practice Guide and Legal Issues Bulletin 5.
- Is familiar with Suspensions and Expulsions Policy 2011.
- Referral to Learning Support Team as appropriate.
- Parental contact has been made.
- Executive Level 1 and/or 2 issued and monitored.
- All actions and strategies fully documented.
- Considered if the situation could have been handled better.

## Appendix IV Reasons for Suspension

The Principal may impose a short suspension (4 days) on students for:

- Continued Disobedience. This relates to such things as breaches of the School's disciplinary code, minor criminal matters, refusal to follow staff instructions, gross insolence towards staff, ongoing truancy etc.
- Aggressive Behaviour. This relates to hostile behaviour that is directed towards other students, school staff or members of the community. Including abuse, the making of threats, both verbally and by electronic means.

The Principal must impose a long suspension (20 days) on students for:

- Physical violence that seriously interferes with the safety of others.
- Possession of a weapon (Appendix V).
- Possession, use or dealing in a suspected illegal substance.

The Principal may impose a long suspension on students for:

- Use of an object (not classified as a prohibited weapon), in a manner, which seriously interferes with the safety of others.
- Persistent misbehaviour which interferes with the rights of others
- Criminal behaviour relating to the school.

As well as the above a student may be suspended for a behaviour that reflects a non-serious attempt to meet HSC requirements.

Each behaviour is defined below:

- Persistently disobedient: repeatedly disregard orders, break rules, not obey instructions.
- Insolent: offensive, insulting, act of despising, interference with lawful commands.
- Abusive: engage in verbal harassment and abuse.
- Disruptive: persistently disrupt and prevent the learning and teaching of others.
- Non-serious attempt: unsatisfactory participation in learning activities (non-serious attempt, not meeting requirements).

Before a student is suspended for continued or persistent disobedience, school based intervention will have been tried. This intervention could be in the form(s) of:

- Discussion with warnings to student.
- Contact with parents outlining the warning.
- Counselling.
- Isolation from class.
- Outlining expectations/responsibilities by the Deputy Principal or Principal.

## Appendix V- Weapons Prohibited in Schools

- Possession of certain weapons is a criminal offence under the provisions of the Prohibited Weapons Act, 1989.
- If the Principal becomes aware that a student or any other person on school premises or at a school activity is in possession of a weapon or weapons, he or she should contact the police. The student should be suspended immediately.
- Weapons can include, but are not limited to, the items listed below. The following weapons are banned from the school premises:
  - firearms of any kind.
  - any imitation or replica of any firearm.
  - knives.
  - hunting slings, catapults or slingshots.
  - knuckle-dusters.
  - studded gloves or sap gloves.
  - blow guns or any other similar device capable of projecting a dart.
  - whips of any kind.
  - kung fu sticks or nunchaku.
  - batons of any type.
  - spear-guns.
  - mace.
  - defence or anti-perspiring sprays that are capable of discharging irritants in liquid, gas or powder form.

Further details are available from Appendix 15 of Suspension and Expulsion of School Students – Procedures.