



School Representation Policy 2024

1. Objectives and Policy Statement

1.1 As a school representative, students have a unique opportunity to develop their skills and understanding in the wider community. With such opportunities, students are representatives of themselves, their family, their peers, and the school.

1.2 Student representatives are to embody pride in their school and are expected to understand the responsibilities associated with representation including, where applicable:

- wear our school uniform with pride,
- arrive on time to the venue,
- be polite and considerate to all,
- care and take responsibility for the environment.

1.3 The purpose of this policy is to outline the expectations and responsibilities of a student representing the school and the circumstances under which a student may be temporarily withdrawn from school representative opportunities due to a demonstrated pattern of behaviour contrary to the *WRAP* values of Woollooware High School. the school's *Student Engagement Flow*, and the NSW Department of Education's *Student Behaviour Policy* (see attached).

2. Audience and Applicability

2.1 This policy applies to all students who are chosen to represent Woollooware High School (or any representative school competitions, such as CHS) in any capacity, including (but not limited to) student leadership, sport teams, performing arts, debating and public speaking, cocurricular programs (e.g. Duke of Edinburgh Award), excursions (including Thursday sport), camps, work experience, and other school-related activities that require a positive and respectful representation of our school.

3. Criteria for Withdrawal from Representation Opportunities

A student may be temporarily withdrawn from school representative opportunities if their behaviour consistently disrupts the learning environment or undermines the values and expectations of the school. Therefore:

3.1 If a student is currently on *Faculty Monitoring*, they will be temporarily withdrawn from representation opportunities, with alternate learning opportunities (if applicable) supplied by the coordinator/organiser of the excursion/camp.

3.2 If a student is currently on *Whole School Monitoring*, they will be withdrawn from representation opportunities, with alternate learning opportunities (if applicable) supplied by the coordinator/organiser of the excursion/camp.

3.3 If, in the opinion of the Principal, the safety of a student or group of students cannot be guaranteed, a student will be temporarily withdrawn from representation opportunities, with alternate learning opportunities (if applicable) supplied by the coordinator/organiser of the excursion/camp.

4. Responsibilities

4.1 It is the responsibility of any student who is selected to represent Woollooware High School to:

4.1.1 commit themselves to the responsibilities outlined in Section 1.

4.1.2 complete any missed work/assessments by the due date whilst on representative duties. This includes completing the variation to assessment form if applicable. Alternative arrangements may be made in some cases with their class teacher.

4.2 It is the responsibility of the Faculty Monitoring Head Teacher to clearly communicate to parents/carers, representation opportunity coordinators/organisers, and the Senior Executive when a student has been temporarily withdrawn from representation opportunities.

4.3 It is the responsibility of the Deputy Principal to clearly communicate to parents/carers and staff that a student has been temporarily withdrawn from representation opportunities as part of the *Whole School Monitoring* process.

4.4 It is the responsibility of the coordinator/organiser of a learning representation opportunity to supply alternate learning opportunities for students who are temporarily withdrawn from excursions and camps. Such alternate learning opportunities are to be completed at school or at home.

5. Monitoring and Support

5.1 While temporary withdrawal from representation opportunities is a serious consequence, the school is committed to supporting students in making positive changes. Students who are temporarily withdrawn will have access to:

- Academic support to address any issues related to classwork or learning.
- Ongoing check-ins with school staff to ensure they are receiving the guidance and assistance needed to succeed.
- The school counselling service and the student welfare team.

6. Associated Documents

6.1 Woollooware High School's WRAP four pillars (see attached)

6.2 Woollooware High School's Student Engagement Flow (see attached).

6.3 NSW Department of Education Student Behaviour Policy:

<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/pd-2006-0316-easyreadstudentbehaviour.pdf>

7. Evaluation

7.1. This policy will be evaluated after 12 months from implementation and then reviewed as part of a three-year cycle (or when necessary).

8. Contact

8.1. Woollooware High School Executive Team.



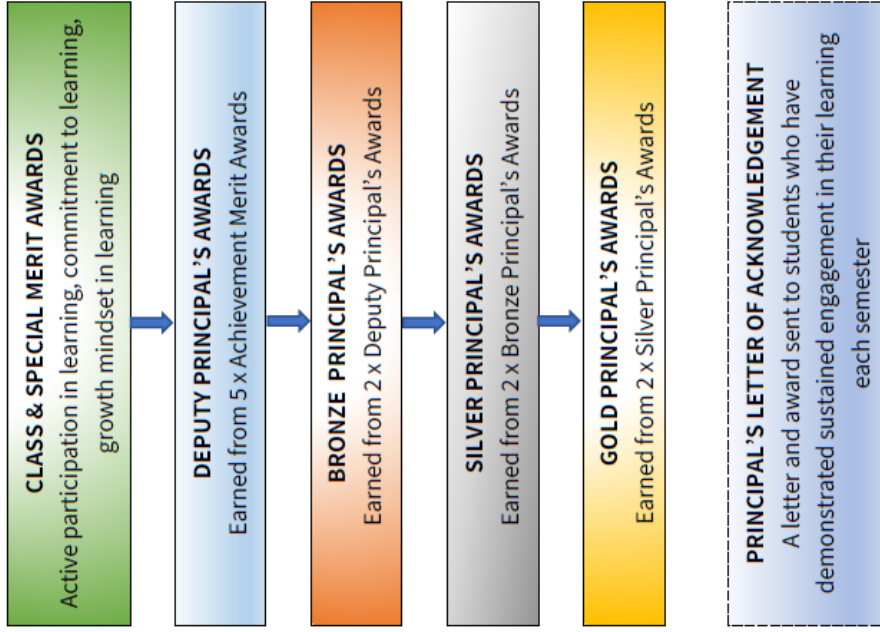
Woollooware High School Expectations of Conduct & Behaviour

Four Pillars – Our School Values	We expect each WHS student to:	Expected Classroom Behaviours	Expected Playground Behaviours
<p>W Develop and value the WHOLE person</p>	<ul style="list-style-type: none"> • Be an active, attentive learner • Take responsibility for their behaviour • Show support and care for others • Respect the rights of others 	<ul style="list-style-type: none"> • Create a positive classroom environment • Be honest, polite and co-operative • Be an active, co-operative learner • Value the rights of others to learn 	<ul style="list-style-type: none"> • Be a good sport and play safe • Remain in bounds • Develop respectful relationships • Move to lessons quickly
<p>R RESPECT staff, your peers, yourself & the school</p>	<ul style="list-style-type: none"> • Be polite and considerate to all • Let teachers teach and learners learn • Be a positive member of the school • Respect the rights of others to feel safe 	<ul style="list-style-type: none"> • Be respectful, follow classroom rules • Use digital devices and mobile phones at the appropriate times • Respect and appreciate differences in others • Keep your hands to yourself 	<ul style="list-style-type: none"> • Be a responsible digital citizen • Use appropriate language • Be friendly and well-mannered • Follow all staff instructions
<p>A Achieve your ACADEMIC potential</p>	<ul style="list-style-type: none"> • Demonstrate a growth mindset • Be prepared for every lesson • Be active learners at school and at home • Be in the right place at the right time 	<ul style="list-style-type: none"> • Strive to achieve your personal best • Bring the correct equipment every lesson • Complete homework and submit assignments on time • Be resilient and embrace challenges 	<ul style="list-style-type: none"> • Enjoy positive interactions with your peers • Good nutrition and hydration fuel the brain • Use the toilets during break times • Move to lessons quickly
<p>P Show PRIDE in yourself & your school</p>	<ul style="list-style-type: none"> • Wear our school uniform with pride • Arrive on time each day • Be a positive representative of the school • Care for the school environment 	<ul style="list-style-type: none"> • Be in the right place at the right time • Display pride in your learning • Care for your learning environments • Be proud of your achievements 	<ul style="list-style-type: none"> • Be friendly and fair with others • Always conduct yourself with pride • Maintain a clean playground • Consider the school image

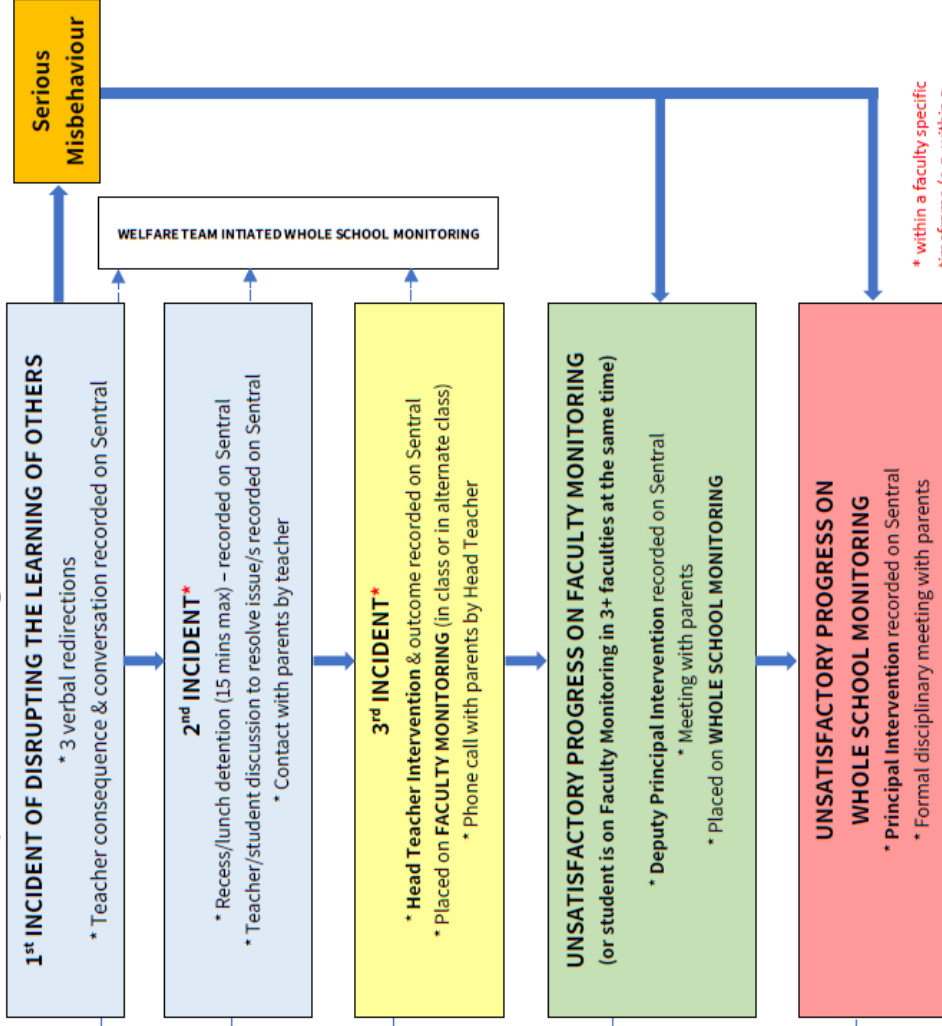


STUDENT ENGAGEMENT FLOW

Positive Learning Engagement



Disruption to the Learning of Others



* within a faculty specific timeframe (e.g. within a fortnightly timetable cycle)