

COROWA

High School

RESPECT | RESPONSIBLE | ACHIEVE

Student Wellbeing Policy
2022



Corowa High School

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Education

School Discipline and Wellbeing Policy – Corowa High School

Statement of Purpose:

Our Discipline and Wellbeing Policy has been formed in accordance with the following DoE policies:

- Core Rules in NSW Government Schools
- Values in NSW Public Schools
- Bullying: Preventing and Responding to Student Bullying in Schools Policy
- School Attendance Policy
- School Uniform Policy
- Suspension and Expulsion of Students – Procedures
- Anti-Racism Policy
- Work Health and Safety Policy
- School Community Charter

All NSW DoE policies can be found at <https://education.nsw.gov.au/policy-library>

The implementation of this policy is aimed to ensure Corowa High School provides effective learning and teaching within secure, well-managed environments, in partnership with parents/caregivers and the wider school community.

Corowa High School recognises that for procedural fairness to occur all people have the right to be heard and the right for an impartial decision to be made. This policy has been designed to reflect this.

Corowa High School aims to create a culture that encourages students to grow academically, socially and culturally. Its structures and programs are constantly being evaluated and modified to encourage this culture. In particular, the school aims to:

- Reward student effort and **ACHIEVEMENT** in all fields of endeavour;
- Provide positive strategies to help students gain the most from their school experience;
- Encourage **RESPECTFUL** and **RESPONSIBLE** relationships within the school community;

These values are encompassed and reflected in our whole school wellbeing program.

Behaviour code for students

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

Students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour code for students: actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The Core Values:

The Government recognises the importance of the following core values to the community. These values represent the aspirations and beliefs of the Australian community as a whole, including its concern for equity, excellence and the promotion of a caring, civil and just society. They are common to a range of secular and religious world-views and are found in most cultures.

The core values are:

INTEGRITY: Being consistently honest and trustworthy.

EXCELLENCE: Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

RESPECT: Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

RESPONSIBILITY: Being accountable for your individual and community's actions towards yourself, others and the environment.

COOPERATION: Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

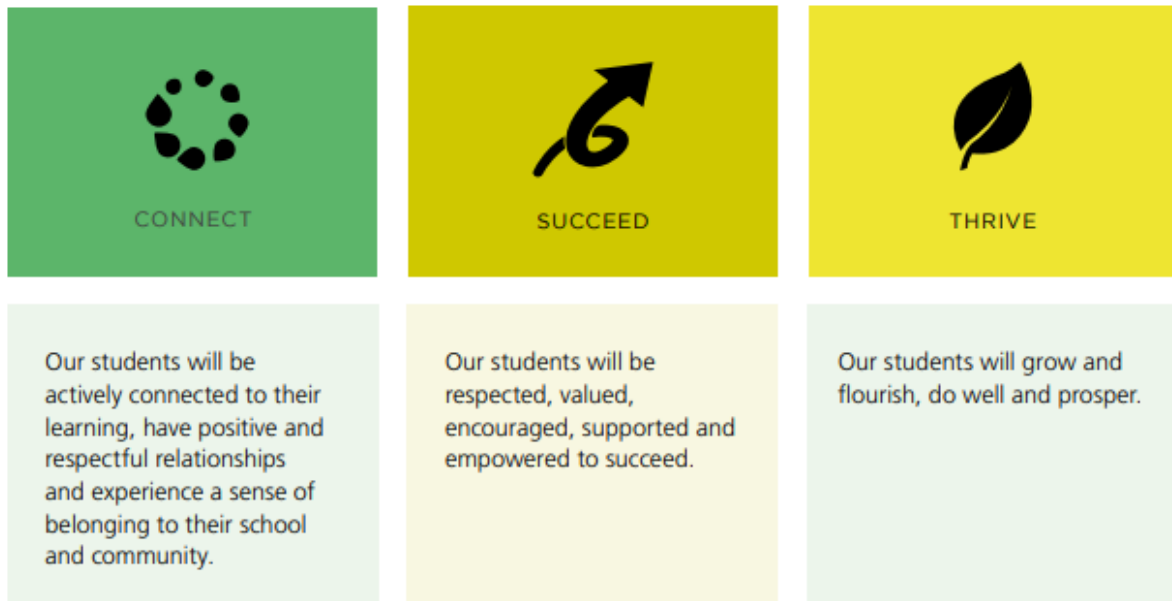
PARTICIPATION: Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

CARE: Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

FAIRNESS: Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

DEMOCRACY: Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

Working together to Connect, Succeed and Thrive



Teacher Responsibilities:

Connect:

- Provide students learning opportunities to actively connect to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community
- Prevent and respond to incidents of bullying and cyberbullying as well as various forms of discrimination
- Reinforce the importance of a school uniform and the community's expectations
- Monitor attendance of students
- Seek meaningful opportunities for students to be involved in their school and community

Succeed:

- Set high standards of behaviour and self-regulation
- Plan and coordinate support for students with a disability
- Support EAL/D students to reach their full potential
- Ensure the safety and wellbeing of young people
- Utilise assessment to inform quality teaching

Thrive:

- Promote the healthy development of students and be aware of students with identified learning needs to ensure they benefit from personalised learning and support.
- Be responsible for legislative and policy requirements that directly relate to your faculty and teaching area

Student Responsibilities:

Connect:

- Students are active learners who exercise self-regulation appropriate to their age and level of understanding.
- Students are respectful and responsible in their relationships with others

Succeed:

- Students seek and accept assistance when it is required
- Students apply their personal best towards their own learning and respect the learning of others

Thrive:

- Follow school rules and values while in the classroom, playground and within our community
- Report issues or concerns to relevant staff or carers while working together to find solutions.

Parent Responsibilities:

Connect:

- Parents and the broader school community actively participate in the school and in helping students to develop positive connections and caring relationships

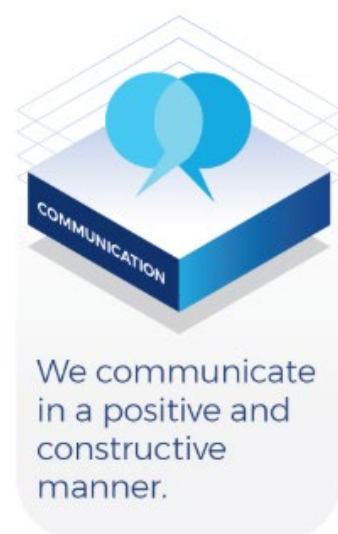
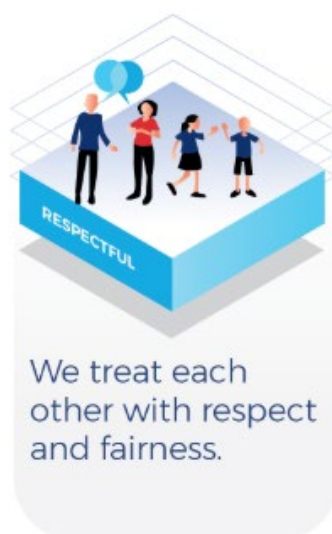
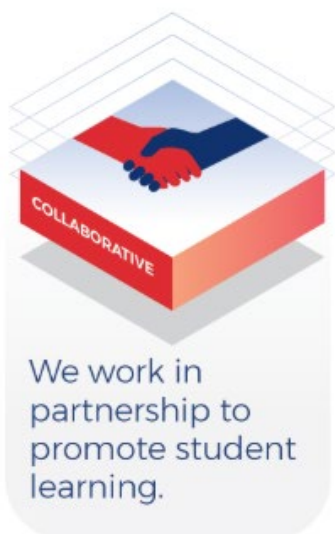
Succeed:

- Parents and the broader school community actively participate in supporting and reinforcing student learning

Thrive:

- Parents and the broader community support and enable the aspirations of every student.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

Collaborative. Respectful. Communication.



School Specific Programs

Positive Behaviour for Learning:

Corowa High School operates under an evidence-based wellbeing program called PBL that has been customised to meet our context. This program establishes core expectations developed from staff, student and community feedback and aims to teach expected behaviours based on these expectations.

Corowa High School's Positive Behaviour for Learning Expectations are:

- Respect
- Responsibility
- Achievement

A matrix was developed in consultation with students, staff, parents and community. This matrix outlines what these stakeholders see as appropriate expectations in each of the areas of our school.

Awards:

Staff continually acknowledge student effort and achievement through the use of a range of methods, including Sentral Wellbeing. This is an online system that allows staff to acknowledge a student's achievement and effort and share this acknowledgment with family through the Parent Portal. Parents and students can access information on awards that students have received via <https://corowahs.sentral.com.au/portal/login>

At the end of each stage, students may apply for a Principal's Award. This is awarded to students who can demonstrate the highest levels of Respect, Responsibility and Achievement in a range of areas within our school and its community. Applications for this award are available from the Deputy Principal.

Additional awards are presented each year to students to acknowledge the ongoing effort and performance that they apply towards their studies. These include, but are not limited to:

- Education Week Awards – presented to students who continually demonstrated out school motto of Carpe Diem.
- Semester Awards – presented to students each semester for outstanding performance as reported by their classroom teachers in their semester reports.
- Academic and Sporting Awards – presented to students for outstanding achievement in different academic and sporting endeavours.

School Formal Assemblies are held fortnightly and are also an opportunity for students to be acknowledged. Semester Assemblies are held at the end of Term 2 and 4. Parents will receive an invitation to attend if their child is receiving an award.

Rewards Excursions:

Each semester Year Advisors plan a rewards excursion or event to acknowledge those students who have continuously demonstrated our school values of Respect, Responsibility and Achievement.

As these excursions and events are aimed at acknowledging those students who **continually** and **consistently** apply themselves, students who have received discipline based entries that contradict our school expectations will be ineligible to attend.

PBL Acknowledgement:

Students and parents are able to access information related to the child's learning via the Parent and Student Portal at corowahighschool.com.au

This includes school reports, timetables, reward and discipline entries from staff, attendance information and assessment results.

The screenshot shows the PBL (Parent and Student Portal) interface. The sidebar on the left contains the following menu items: Dashboard, My Profile, Resources, Activities, Attendance, PBL, Reporting, Assessments, and School Records. The main content area displays the 'Overview' section, titled 'Summary for 2019'. Below the title, there is a table showing the number of incidents for 2019:

	2019
Reward Systems	0 Incidents
Discipline Systems	0 Incidents
N-Awards	0 Incidents

At the bottom of the page, it states: 'The Corowa High School Student and Parent Portal is powered by Sentral'.

Representing Corowa High School:

The completion of learning tasks is a priority for all students to ensure that they achieve at their personal best. For this reason, to be eligible to represent Corowa High School on any non-mandatory sporting, academic or cultural event or activity, students must have no outstanding assessment tasks. This can be checked by students and parents by logging into the Parent/Student Portal as identified above.

Teaching staff will confirm via Sentral prior to handing out permission notes that students are eligible to participate in all activities or events. Students can access additional support in their learning at any time from classroom teachers or the Learning and Support Team in the A8 classroom.

Year Advisors:

Staff nominate to take on the paid role of Year Advisor for stages and are allocated a teaching allowance of 3 periods per fortnight as well as 6 support days each year.

Year Advisors meet each fortnight with the Wellbeing team and are responsible for the ongoing monitoring of students within the allocated stage.

Year Advisor roles and responsibilities include but are not limited to:

- Ongoing support of students within their allocated stage, with issues related to wellbeing
- The coordination and attendance of school camps
- The reviewing of school reports for their allocated stage
- The coordination of information from staff to parents in the form of progress reports
- The coordination of annual events to support student learning and wellbeing

Student Monitoring Cards

School staff use monitoring cards to track student behaviour, application and attendance. These cards are used to monitor students and provide regular updates to parents about how their child is performing at school. These cards focus on our core values of **Respect, Responsible and Achieve**.

PBL Monitoring Day #:	1	2	3	4	5	6	7	8	9	10	✓	STUDENT RESPONSIBILITIES
												Present card to teacher each lesson
												Parent to sign each evening
												Report to DP before roll call

Student's Name: _____ Date: _____

		Period 1	Period 2	Recess	Period 3	Period 4	Lunch	Period 5	Period 6
Deputy Principal – Formal Caution	Subject:								
	Respect:								
	Responsible:								
	Achieve:								
	Homework:								
	Teacher's Signature:								

Please indicate how the student has demonstrated our PBL Values by indicating:
 0 = Unsatisfactory, 1 = Satisfactory or 2 = Outstanding
 A 0 must be followed up with a Sentral entry in Wellbeing detailing the concerns in that lesson.

Corowa High School Wellbeing Interventions and Support

Universal		Targeted		Individual	
Universal interventions help our school to create a positive, inclusive and supportive school climate, building the preconditions for optimal student learning, development and wellbeing		Targeted interventions complement our universal interventions and provide essential additional support for cohorts of students who may have specific needs or vulnerabilities. Targeted interventions include individual interventions for a cohort.		Individual interventions are designed for students who are identified as requiring intensive tailored support to engage positively in education.	
SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT	A whole-school evidence-based approach to promote improved behaviour that uses school level data to inform actions across all three tiers.	WELLBEING PROGRAMS	Research based programs delivered to identified cohorts of students. These have included but are not limited to Cyber Safety education, Resilience Building and Social Skill Development.	BEHAVIOUR SUPPORT PLANS	Developed in collaboration with students, parents and allied health professionals, this is a school-based plan for students who require additional supports and interventions.
WHOLE SCHOOL WELLBEING TEAM	Whole school representative team including Year Advisors, Deputy Principal, School Counsellor, Girls Advisor and specific staff.	ABORIGINAL EDUCATION	Individual learning plans are developed for all Indigenous students in consultation with students and their family. Additional support is available upon request from Regional Office.	INDIVIDUAL EDUCATION PLANS	A tool to assist in developing strategies to address the particular educational needs of students.
ANTI-BULLYING ACTION PLAN	A whole-school plan developed with staff, students and community that outlines supports for students as well as strategies for teachers, parents and students on how to manage bullying behaviour and work together to combat it.	PEER SUPPORT and TRANSITION PROGRAMS	Programs delivered by staff and students to support the transition of students to Corowa High School. These programs are delivered to students from our local partner schools as well as our junior students upon enrolment.	LEARNING AND SUPPORT TEAM	Learning Support Officers and a Learning and Support Teacher are available to support identified students in extending their learning as well as supporting learning where needed.
STUDENT LEADERSHIP	All students have the option of participating in a range of leadership programs or activities. Our Student Representative Council consists of students from Year 8 to 12.	EAL/D	Individual learning plans as well as additional support are available as well as additional support from regional office.		

COROWA HIGH SCHOOL - Behaviour Matrix

LOCATION	RESPECT	RESPONSIBLE	ACHIEVE
Whole School	<ul style="list-style-type: none"> • Listen to others • Look after all property • Be considerate • Be co-operative 	<ul style="list-style-type: none"> • Wear your school uniform • Keep your environment clean • Bring the right equipment • Be on time 	<ul style="list-style-type: none"> • Be ready to learn • Encourage others • A friendly and fair environment • Do your personal best • Carpe Diem
Classroom	<ul style="list-style-type: none"> • Listen to others • Follow teacher instructions • Look after all property • Be considerate and co-operative 	<ul style="list-style-type: none"> • Bring the right equipment • Be on time • Work as a team 	<ul style="list-style-type: none"> • Be ready to learn • Take pride in what you do • Strive to improve • Enjoy success
Canteen	<ul style="list-style-type: none"> • Use good manners • Line up correctly 	<ul style="list-style-type: none"> • Wait quietly & patiently • Buy for yourself 	<ul style="list-style-type: none"> • A friendly and fair environment
Assembly	<ul style="list-style-type: none"> • Listen • Follow instructions 	<ul style="list-style-type: none"> • Enter quietly • Be attentive 	<ul style="list-style-type: none"> • Appreciate and acknowledge your peers
Walkways	<ul style="list-style-type: none"> • Co-operate with others 	<ul style="list-style-type: none"> • Be safe 	<ul style="list-style-type: none"> • Keep Left
To & from school	<ul style="list-style-type: none"> • Use appropriate language • Be polite • Obey bus rules • Look after all property 	<ul style="list-style-type: none"> • Use footpaths • Use school crossings • Obey road rules 	<ul style="list-style-type: none"> • Be on time • Wear your uniform • Safety • Be a good citizen
Excursions / Sport	<ul style="list-style-type: none"> • Wear your uniform • Follow instructions 	<ul style="list-style-type: none"> • Be organised • Be safe 	<ul style="list-style-type: none"> • Be a good sportsperson • Have a go!
Front Office	<ul style="list-style-type: none"> • Good manners • Speak kindly 	<ul style="list-style-type: none"> • Wait quietly and patiently 	<ul style="list-style-type: none"> • Be a good citizen
Library	<ul style="list-style-type: none"> • Look after all property • Be considerate • Be co-operative • Use appropriate language and actions 	<ul style="list-style-type: none"> • Be polite • Enter and leave quietly • Bring the right equipment 	<ul style="list-style-type: none"> • Be ready to learn • A friendly and fair environment
Playground	<ul style="list-style-type: none"> • Care for your environment • Care for people & property • Use appropriate language & actions • Follow instructions 	<ul style="list-style-type: none"> • Bin your rubbish • Be polite • Be positive 	<ul style="list-style-type: none"> • Safety • Be friendly, fair and co-operative • A clean environment • In class on time
Toilets	<ul style="list-style-type: none"> • People's privacy and property 	<ul style="list-style-type: none"> • Flush and wash hands • Keep area clean 	<ul style="list-style-type: none"> • A safe and healthy environment