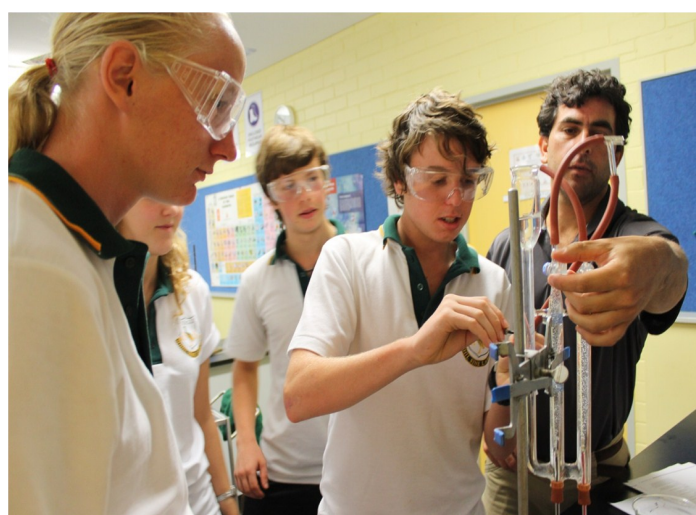


Kyogle High School Here to Learn, Here to Lead

Student Wellbeing and Learning Policy



Student Wellbeing and Learning Policy

Statement of Purpose

To prepare our students for life and work by ensuring a caring environment where quality learning is valued by all.

We want to develop individuals who are:-

Learning Platform		Values Platform
Literate and numerate		Being honest and trustworthy
Independent and organised		Doing their personal best
Creative and critical thinkers		Valuing themselves and others
Effective communicators		Taking ownership for all actions
Capable and innovative with technology		Can work together
Environmentally, socially and culturally aware		Taking an active part in school and community
		Showing kindness and compassion to self and others
		Treating people equally and without prejudice and injustice
		Supporting the rights, Freedoms and responsibilities of our Australian communities

Kyogle High School

Here to Learn, Here to Lead

Student Wellbeing and Learning Policy

MAKING KYOGLE HIGH SCHOOL BETTER FOR EVERYONE THROUGH:

- **Effective learning and teaching**
- **A positive climate and good discipline**
- **Community participation**

'All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, all schools will maintain high standards of student behaviour'.

From the Department of Education and Communities Policy

- Welfare and learning at Kyogle High School is about providing the best opportunities in a supportive and encouraging atmosphere.
- This will occur in the classroom, in the playground and across a range of extra-curricular activities.
- Discipline is a significant aspect of our policy, but it is only part of the process. Links between learning and behaviour are viewed as interconnected.

The policy we present is the culmination of many hours of planning, discussion, evaluation and research by students, parents and staff. Thank you to all the members of the committee who unselfishly gave their time and efforts to develop this policy.

Celebrating Achievement

Kyogle High School promotes a safe, fair and respectful environment where students are encouraged and supported to achieve their personal best in classroom and extracurricular activities. Student achievement is celebrated both formally and informally throughout the school year.

Celebrating achievement within the classroom and school environment with regard to learning, effort, and attitude and being a positive classroom influence. Celebrating achievement and participation in sporting, cultural, community, pastoral and non-classroom related

AWARD	Awarded to Students who:	Management
Positive feedback	Contribute in a safe, fair and respectful manner participating to the best of their ability	Teacher/Coordinator level
Recognition Award (Old WINZ Award)	Contributes in a safe, fair and respectful manner participating to the best of their ability Demonstrates extra effort and contributes in a positive way to an activity.	Teacher/Coordinator gives to student or attaches to work sample A detachable segment is placed in a box for a weekly draw at Assembly for canteen voucher FIVE of these awards is equivalent to an award for excellence Students can exchange these awards with their Year Advisor or a Head Teacher (teacher retains the merits)
Merit Award Excellence in Academic, Sporting, Cultural, Consistent Application	Contributes in a safe, fair and respectful manner participating to the best of their ability Demonstrates a high degree of effort and contributes in a positive way to an activity. This student may have : <ul style="list-style-type: none"> • Achieved an High grade/result • Demonstrated a high degree of consistency in effort and application • Demonstrated a consistent attitude to creating a positive environment within the classroom, school community, wider community • Represented their school at a sporting, community or cultural event. 	A student can receive one of these awards by achieving 5 regular Merit exchanged with Year Advisor or Head Teacher Student places detachable slip into Merit slips box for weekly draw. Student collects 5 awards to Year Advisor – these are documented on Academy and converted into a Bronze Award Bronze Awards are presented at Year Assembly Letter goes home to acknowledge receipt
Bronze Award	Bronze 1 Have received 5 Merit Awards for Excellence in Academic, Sporting, Cultural, Application Bronze 2: Have received 10 Merit Awards for Excellence in Academic, Sporting, Cultural, Consistent Application	Student collects awards and gives to their Year Advisor documented on Academy and converted into a Bronze Award Bronze Awards are presented at Year Assembly A Letter is sent home to acknowledge receipt of Bronze Award

<p>Silver Award</p>	<p>Silver 1: Have received 15 Merit Awards for Excellence in Academic, Sporting, Cultural, Consistent Application Silver 2: Have received 30 Merit Awards for Excellence in Academic, Sporting, Cultural, Consistent Application</p>	<p>Student submits merit awards to Year Advisor Documented on Academy to recognise a Silver Award. Silver Awards are presented at Year Assembly Letter sent home to acknowledge receipt</p>
<p>Gold Award</p>	<p>Gold 1 Have received 45 Merit Awards for Excellence in Academic, Sporting, Cultural, Consistent Application Gold 2: Have received 90 Merit Awards for Excellence in Academic, Sporting, Cultural, Consistent Application</p>	<p>Student submits merit awards to Year Advisor Documented on Academy to recognise a Gold Award. Gold Awards are presented at Formal Assembly Letter sent home to acknowledge receipt of a Gold Award SRC/P&C Reward/School Reward</p>
<p>Platinum Award</p>	<p>To achieve a Platinum Award the student has achieved 145 awards for Excellence in Academic, Sporting, Cultural, Consistent Application across their enrolment at Kyogle High School</p>	<p>Student submits 15 merit awards or submits 5 more merit awards which are added to Academy to recognise a Silver Award. these are documented on Academy and converted into a Bronze Award Platinum awards are presented at Formal Presentation Assembly Letter sent home to acknowledge receipt of Platinum Award SRC/P&C Reward/School Reward</p>
<p>Industry and Effort</p>	<p>Awarded for consistent effort and application in a class or subject group</p>	<p>Determined by Faculty Criteria based on subject specific data Awarded at formal semester prize giving ceremony</p>
<p>1st in Subject Awards</p>	<p>Awarded for academic excellence in a class or subject group</p>	<p>Determined by Faculty Criteria based on subject specific data Awarded at formal semester prize giving ceremony</p>
<p>Year Advisor's Award</p>	<p>Awarded to a student who has consistently demonstrated a positive attitude and high level of commitment toward their studies, cooperative and positive behaviour within the school community and demonstrated leadership, role modelling or positive qualities within their cohort.</p>	<p>Students may formally apply for the Year Advisors Award outlining their suitability based on the criteria Year Advisor and SRC Representatives consider applications and suggest other possible nominees for recommendation Students are awarded the Year Advisor's Award at the semester presentation assembly</p>
<p>Principal's Award</p>	<p>To receive this award, students would need to show:</p> <ul style="list-style-type: none"> • Involvement in a significant and positive manner across a broad range of school activities. • Commitment to their studies • That they have achieved their best possible results • Regular attendance, commitment to correct uniform, cooperative and positive behaviour and performance within total school community (teachers, peers). 	<p>Students are required to apply in writing and to attend an interview with the Year Advisor and Principal. Any students who believes they meet the criteria may apply on an annual basis The Principal's Award and Medal is presented at the end of year presentation awards ceremony</p>

Proposed Merit Award Structure using Academy



Bronze 1 = 5 awards = 1 Academy entry point



Bronze 2 = 10 awards = 2 Academy entry points



Silver 1 = 15 awards = 3 Academy entry points



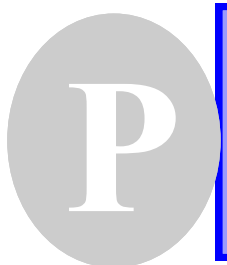
Silver 2 = 30 awards = 6 Academy entry points



Gold 1 = 45 awards = 9 Academy entry points



Gold 2 = 90 awards = 18 Academy entry points



Platinum = 138 awards = 29 Academy entry points

Step 1

Teacher collects 5 awards

Writes names on list and hands to Office

Step 2

Office makes an Academy entry

Academy tracks points & therefore award

Step 3

Awards printed off report

Copy given to Year Adviser

Kyogle High School

Here to Learn, Here to Lead

Student Wellbeing and Learning Policy

BI-ANNUAL YEAR ADVISORS AWARD



Awarded to student who has contributed to their year group in a positive manner as a role model

PRINCIPAL'S AWARD



Formal student application process

PRINCIPAL'S GOLD MEDAL

Regardless of academic stature or progress through the merit system, students are also eligible to apply for The Principal's Gold Medal.

The Principal's Gold Medal recognises the achievements of students across a broad range of school activities, not only those students who obtain high academic, sporting or cultural excellence.

Students are required to apply in writing and to attend an interview.

To receive this award, students would need to show:

- Involvement in a significant and positive manner across a broad range of school activities.
- Commitment to their studies.
- That they have achieved their best possible results.
- Regular attendance, commitment to correct uniform, cooperative and positive behaviour and performance within total school community (teachers, peers).

The Principal will present the Principal's Gold Medal to successful applicants at Presentation Day, at the end of each school year.

STUDENT WELLBEING AND LEARNING POLICY

(Positive Phrases to use) <http://www.behaviourmanagement.org/phrases-to-use.html>

The Kyogle High School Wellbeing and Learning Policy revolves around being SAFE, FAIR and RESPECTFUL

CLASSROOM		PLAYGROUND
<p>Classroom teachers are encouraged to use the full range of classroom management strategies at their disposal to bring about modifications to student behaviour and academic application within a safe, fair, respectful and responsible framework. The Academy Welfare database should be utilised to record and research any relevant /significant information about student welfare issues, including what ,if any strategies have been used with the student concerned. Learning and Support team Minutes alongside Case Management materials, SmartData and classroom data are also vital resources for classroom teachers to investigate and use as a support to their classroom environment.</p>		<p>Playground Duty teachers are encouraged to utilise the full range of behaviour modification techniques at their disposal to solve behaviour problems in the playground before utilising TIC/Deputy intervention. The Academy database should be utilised to record and research any relevant/significant information about student welfare issues, including what strategies have been used with the student concerned. Student behaviour is encouraged to be Safe, Fair, Respectful and Responsible at all times.</p>
Examples of behaviour	Consequences	Examples of behaviour
<p>GREEN</p> <ul style="list-style-type: none"> Kyogle High School Classrooms promote a Safe, Fair and Respectful Learning Environment Students work classroom environments which support and extend their learning experiences. A variety of teaching and learning experiences are available to cater to the needs of students. 	<p>GREEN</p> <ul style="list-style-type: none"> Positive Reinforcement School Award System Intrinsic and Extrinsic Reward Safe, Fair, Respectful Learning Environments Varied teaching and learning opportunities 	<p>GREEN</p> <ul style="list-style-type: none"> Students display Safe, Fair and Respectful behaviour within the playground and non-teaching areas. Out of Bounds areas are respected, safe play in sports is respected, (no tackle football) The playground is kept clean and tidy Skateboards are not permitted in playground and must be secured in provided cupboard between 9am and 3.30pm. Interactions with other students are safe, fair and respectful.
Consequences		Consequences
<p>GREEN</p> <ul style="list-style-type: none"> Teacher on duty monitors safe, fair and respectful environment Teacher on Duty consequences – clean area, move into in bounds area, request for safe play – confiscation of ball for tackle. 		

Examples of behaviour	Consequences	Examples of behaviour	Consequences
<p>YELLOW Classroom Patterns of Disruptive Behaviour;</p> <ul style="list-style-type: none"> • Unsatisfactory amount of work • Lack of appropriate equipment • Disruption to class • Lateness/truancy • Inappropriate language • Disrespectful behaviour toward others • Uncooperative behaviour • Mobile phone/electronic devices in classroom 	<p>TEACHER BASED INITIATIVES – can include</p> <ul style="list-style-type: none"> • Teacher/student conversation • Adjustment of work • Seating Plan • Reiteration of classroom routines/ rules (Safe, Fair, Respectful) • Positive/praise incentives • Homework/resubmission of task/ restitution • Preliminary documentation on Academy • Contact with Welfare Team • Teacher consults Head Teacher • Teacher consults alternate resources (Learning Centre, Academy etc) 	<p>YELLOW</p> <ul style="list-style-type: none"> • Persistent misbehaviour continuing after initial duty teacher request and/or consequence • Persistent disrespectful behaviour toward others • Persistent minor disagreement with another student. • Persistent Out of Bounds • Persistent Litter around seating area • Persistent Leaving/returning without a pass • Persistent Rough Housing/tackle football • Persistent disregard Safety of self and others in playground 	<p>TEACHER BASED INITIATIVES Teacher on P.G.D. - to be initiated only after the student has failed to respond to routine requests in the playground.</p> <p>Minor behaviour:</p> <ul style="list-style-type: none"> • Teacher based restitution (apology, paper pick up, clean up, move from area, confiscation of football etc) • Record on Academy Welfare • Negotiated follow up with teacher if unresolved – notify TIC.

Examples of behaviour	Consequences	Examples of behaviour	Consequences
<p>ORANGE FACULTY MONITORING Student not responding to classroom teacher interventions</p> <ul style="list-style-type: none"> • Collaboration with Head Teacher to find solutions to modify behaviour • Faculty initiatives/support to reduce disruption <p>Ongoing Disruption after reasonable measures taken by Teacher/Head Teacher</p> <ul style="list-style-type: none"> • Despite recorded Faculty Intervention (on Academy Welfare) the student becomes a formal referral to the Learning and Support Team – Student will be monitored by Deputy Principal and/or Head Teacher in charge of the Year. 	<p>HEAD TEACHER/FACULTY BASED Initiatives may include:</p> <ul style="list-style-type: none"> • HT /student interview • Reiteration of classroom routines/rules (Safe, Fair, Respectful) • Restitution if appropriate • HT phone call/letter home requiring parent signature (followed up if not returned) • Access to extra-curricula activities at Principal's discretion <p>Ongoing refusal by student to comply in a safe, fair and respectful manner despite</p> <p>Teacher/Faculty initiatives will result in a Head Teacher/LaSTeam Referral</p> <p>Ongoing and/or Unresolved behaviours</p> <ul style="list-style-type: none"> • Head Teacher referral to Welfare Coordinator • Student in collaboration with Head teacher, LaS Team and staff develop a Behaviour and Learning Plan to support student needs and assist in the making of sensible choices. • Teacher /Head Teacher are notified of strategies student will work on and support required. • Student is supported to make the right choices in terms of behaviour. • Learning and Support Team meet on a weekly basis to consider support networks for students in need of extra support to be safe, fair and respectful within classroom environments 	<p>PGD Teacher/Head Teacher in Charge/Deputy Principal Report</p> <p>The following behaviours will result in Academy Documentation and an Incident report to the Deputy Principal for consideration of suspension</p> <ul style="list-style-type: none"> • Smoking • Illicit substances • Persistent Out of bounds • Riding Skateboards on grounds • Leaving/retuning without a pass • Persistent disobedience • Aggressive/abusive behaviour toward students or staff • Ongoing concern over Safety of self and others 	<p>TIC on Duty</p> <p>The following behaviours will result in Academy Documentation and an Incident report to the Deputy Principal for consideration of suspension</p> <ul style="list-style-type: none"> • HT interview and restitution • Recorded on Academy - Letter home - signed by parents and followed up by HT/Playground Supervisor. • Referral to Deputy – incident report on Academy • Access to extra-curricula activities at Principal's discretion

<p>(Deputy Principal/Head Teacher – Whole School Monitoring) Students causing ongoing disruption within the classroom will be monitored via the Learning and Support Team.</p> <p>Learning and Support Team referral (LaST Meeting) – Interventions and strategies developed, monitored and recorded on Academy Welfare. (Meetings occur Monday lunchtimes and involve the KHS Learning and Support Team)</p> <p>Ongoing uncooperative behaviour, truancy, ongoing work refusal/participation, ongoing inappropriate interactions with peers, non-submission of tasks, ongoing disruption to the learning of others.</p> <p>Cases are considered individually and students are monitored and supported via the recommendations of the Learning and Support Team.</p> <p>Access to extra-curricula activities at Principal’s discretion</p> <p>NOTE: These are behaviours causing ongoing disruption within the teaching and learning environment of the classroom. Serious incidents, which warrant suspension, are recorded on Academy and the Head Teacher notifies the DP.</p>	<p>Behaviours Leading to Suspension either in classroom or playground (Deputy Principal/Principal)</p> <ul style="list-style-type: none"> Continued Disobedience Aggressive Behaviour Physical violence Prohibited Weapon Illegal Substance Criminal Behaviour Persistent Misbehaviour <p>Process of Investigation will include:</p> <ul style="list-style-type: none"> Request and coordination of incident reports from witnesses Student interview and parental contact Police notified if required Academy documentation and LaST Referral Suspension procedure if warranted <p>Staff/students/parents involved debriefed/contacted regarding outcome</p> <p>Return from suspension meeting/LaST intervention – ongoing monitoring.</p> <p>Outside agencies contacted if required</p> <p>NOTE: Incident statements regarding bullying and harassment will be swiftly investigated by the Deputy Principal (incident/witness statements collected)– can be used for witness statements and data gathering for incidents without legal implications – issues become a LaST referral if not resolved quickly)</p> <p>Return from Suspension (Deputy Principal/Principal)</p> <p>Student attends a formal interview at the conclusion of period of suspension. Student, Parent and relevant school personnel may be present (Counsellor, LaS Teacher, Year Advisor, other)</p> <p>Formal interview outlines recommendations, strategies and conditions for return from suspension agreed upon by the student, parent and staff. These conditions are recorded on Academy Welfare for further reference.</p> <p>Before returning to normal classes the student commit to monitoring of behaviour for a period of 10 days – which can be adjusted depending on student commitment.</p> <p>All intervention strategies are to be documented on Academy</p> <p>LaST referral with negotiated recommendations for behavioural support/change</p> <p>LaST referral (support systems put in place)</p> <p>Ongoing monitoring until issue/s readdressed at LaST meeting and resolved or ongoing monitoring until resolution.</p>
<p>Suspension</p> <p>Students displaying ongoing disruptive behaviours which impact on teaching and learning at Kyogle High School may be suspended.</p> <p>In this situation, despite intervention and support the student has not been able to display a genuine improvement to their classroom behaviour.</p> <p>Student entries on Academy and LaS Team recommendations will be considered and Suspension may be the most suitable option.</p> <p>Suspension can occur as a result of the following behaviours</p> <ul style="list-style-type: none"> Continued Disobedience Aggressive Behaviour Physical violence Prohibited Weapon Illegal Substance Criminal Behaviour Persistent Misbehaviour 	