Moorebank High School

Student Welfare Policy

Mr N. Magriplis Principal
MOOREBANK HIGH SCHOOL

STUDENT WELFARE POLICY

Rationale/Background:

A: **General:**

The Student Welfare Policy documents the roles (of all members of the school community), the methods/strategies employed and the supportive infra-structure.

B: **Systemic Level:**

This policy is developed in accordance with:-

i. the Moorebank High School Management Plan

ii. Student Welfare, Good Discipline and Effective Learning (D.E.S. 1996)

C: **School Level:**

Moorebank High School is viewed (both internally and externally), as a school which provides opportunity to all its students.

The school motto, statement of purpose, focus activity into defining, detailing and achieving this opportunity.

The Student Welfare Policy was reviewed in 2010 and recommendations are being implemented in 2011.

The major parental bodies (P&C and School Council) have supplied input into the formulation of this policy. Equally, input from students provided data for consideration.

D: **Focus of This Policy:**

This policy:

i. is concerned with effective learning and the quality of school life

ii. provides a detailed framework for the optimal participation of students in the school

iii. implements those aspects as detailed by the Minister of Education during 1996.

Equally, the Moorebank High School Welfare Policy has 3 major focuses, viz:

- effective learning and teaching
- positive climate and good discipline
- community participation

Aspects included in this policy include:

* the school discipline policy/behaviour management plan
* recognition practices adopted within the school
* support structures/services within the school

**THE TEACHER'S ROLE IN SCHOOL DISCIPLINE**

While teachers have the liberty to teach in a way that suits their particular style(s) and which may vary with the demand of different subjects, they nonetheless have the responsibility, as part of the larger educational unit, the school, to provide consistency in fulfilling certain basic requirements.

In doing this all teachers should:-

1. Ensure that all classroom furniture and decorations are preserved in good order.
2. Treat students with respect in language and attitude, for only then do they have the right to expect these things in return.

3. Be aware of and use the discipline options open to them before seeking assistance from a higher authority.

4. Be aware that the community expects a certain standard of dress. An inappropriately dressed teacher can hardly expect a positive response to criticism of a student for untidiness.

5. Be familiar with school rules to more effectively ensure they are adhered to.

6. Be punctual to class and duties to provide a positive role model.

Good discipline outside the classroom is effective only if teachers accept that its maintenance is a co-operate responsibility, that it is a team effort involving the whole staff. To this effect all staff should:-

1. In the playground: be punctual and mobile in the performance of their duties. They should establish guidelines for cleanliness and expect from students responsible behaviour. Be aware of out of bounds and transit areas and play a positive part in policing these.

2. Movement: insist students are punctual to lessons, (no toilets or drinks between lessons) and require orderly behaviour of students in movement between lessons.

3. Assemblies: escort students to the hall and supervise entrance into the specific areas in the hall. Supervision should be maintained during the assembly. Students whose behaviour is unacceptable are to be referred to the detention room.

4. Sport: be aware of their group and supervise at all times. Demand suitable standards of behaviour and dress.

5. Other Duties: (eg. exams) be punctual and play a positive part in the supervision of behaviour.

6. Roll Call: clearly establish rules of behaviour; children to be seated; no early marks given; etc.

**Effective Communication**

1. Head Teachers and Year Advisers to report back to staff at staff meetings on any major disciplinary problems and action when taken.

2. Regular feedback with regard to truancy, major offences and attendance patterns. Staff to be made aware of their rights and responsibilities as teachers towards the pupils, the school and the Department in this area.

3. Effective communications of student progress through faculty notice sheets filled in weekly.

4. Teachers should accept responsibility for feedback to follow up disciplinary procedures.

5. Fill in year adviser referral sheet.

6. Complete progress reports and return to Year Adviser.

7. Coordinate class work for student absences.

**Positive Aspects of School Discipline**

Discipline within the school becomes effective when children are given a sense of responsibility and develop a positive response to the school and to themselves in the school.

1. **Student Representative Council (S.R.C.)**

   The S.R.C. provides students with an opportunity to participate in aspects of the decision making within the school. The future aims include a website page and on line suggestion forum.
2. Award System:

Commenced in 1985, this has a two-fold purpose:- To provide encouragement for students in their studies, their participation in school activities, for service to the school and to their fellow students. Also to establish standards of excellence and to recognise and reward the achievement of such standards. Applications are also completed for public awards such as the Ministers award and the Hughes award, merit assemblies are conducted twice a year in term 1 and term 3.

3. Year 7 Induction/Prefect Liaison:

To enable junior students to more confidently take their place in the school, and to show them, through the guidance of their senior peers, standards of behaviour that is desirable.

4. Class Sizes:

Where possible, low ability and/or difficult classes will be smaller, to more effectively deal with displayed or expected pupil problems.

5. Improved Assemblies:

The school assembly should play an important part in the establishment of a desirable school tone through effective supportive supervision by all staff and a better assembly format. Whole school assemblies will be conducted and pupils are to play a larger part in assemblies. Prefects will chair school assemblies. Year assemblies should be an opportunity for students to receive recognition from peers.

6. Curriculum:

To meet the needs of the selective and community stream, by implementing differentiation within the curriculum, and continue with the extension class program. Introduction of relevant course: eg. Life Skills Courses- Junior school.

7. Interact:

A Committee consisting of students who work with rotary and coordinate fundraising for charities throughout the year.

8. Prefect Induction:

The prefect body usually consists of 24 prefects with an equal number of selective and non-selective students. The school aims to expand leadership opportunities within this group.

9. Peer Mediation:

Year 10 students are provided with this leadership opportunity.

10. Behaviour Management:

Skills roll call provides an opportunity for students with behaviour issues to have more help getting their issues under better management.

11. Year 11 Study Skills/Crossroads Camp:

12. Schedule:
ROLE STATEMENTS

Role of the Principal:
* Provide leadership and direction.
* Make decisions based on recommendations from Student Welfare Team.
* Provide staff support and the opportunities for professional development.
* Encourage a caring atmosphere.
* Liaise with subject departments, parents and community regarding policy and programs.

Role of Student Welfare Team:
* Meet on a regular basis.
* Design and implement new programs.
* Draft and evaluate new programs.
* Share ideas for solving problems and conflicts.
* Support other members of the Welfare Team and Staff.
* Liaise with counsellor and outside agencies.
* Report back to staff, principal, parents.
* Disseminate information.
* Inservice staff on Welfare Issues and Strategies (including the role of Student Advisers).

Role of the Deputy Principals:
* Member of Student Welfare Team.
* Make recommendations to the Principal in student welfare matters.
* Liaise with staff, students, parents and outside agencies.
* Promote a safe, healthy and caring school environment.
* Guide programs related to student behaviour and attendance.
* Liaise with H.S.L.O. for monitoring attendance.

Role of Student Welfare Co-ordinator:
* Co-ordinate the work of the Student Welfare Team.
* Liaise with School Executive.
* Promote awareness of welfare issues.
* Initiate staff development related to student welfare.
* Encourage a caring environment.
* Interact with outside agencies and relay new information to the school.
* Encourage involvement of students and parents.
* Take responsibility for initiating, implementing and maintaining Student Welfare programs.
* Chair and convene interview panels for student advisers.
* Convene Student Welfare meetings.
* Negotiate and evaluate roles of Student Advisers.
* Liaise with principal for Student's Assistance Scheme.
* Attend Learning Support team meetings and communicate information to the welfare team.
* Liaise with the HSLO. (Fortnightly meetings)
* Coordinate merit assemblies.
* Ensure welfare team keep to yearly timelines.
* Prepare yearly budget.
Role of the Student Adviser:

* **Communication:**
  - disseminate information
  - attend welfare meetings
  - collate information to provide an overall picture of the student
  - liaise with parents/students/staff/outside agencies
  - liaise with counsellor
  - conflict resolution
  - written an/or oral communication to parents eg. reports, progress reports, references

* **Leadership:**
  - provide a role model
  - encourage participation in school activities
  - delegate tasks eg. camps, socials, uniforms
  - represent students at executive levels
  - assist implementation of Student Welfare policies and programs eg. peer support, study skills, drug education
  - member of Student Welfare Team
  - member of Critical Incidents Team
  - chair formal assemblies, year meetings and parent information meetings, eg. Assessment Procedures, Yr. 6 to 7 Evening

* **Administration:**
  - maintain full student records including subjects, classes, documentation sent from school and received by school
  - responsible for enrolment and leaving procedures of students
  - co-ordinate subject selection procedures at required stages
  - monitor attendance
  - complete all necessary paperwork links to S.C. and H.S.C. Assessment Programs
  - monitor uniform standards
  - co-ordinate fund raising activities especially Yr. 10 and Yr. 12
  - liaise with feeder primary schools, when required
  - collating and checking reports
  - organise merit activities, excursions, formals
  - chair merit assemblies
  - assist with the organisation of presentation day
  - coordinate student movement between classes

Role of the Assistant Year Adviser

* Assist and support the Year Adviser, be in constant communication with the Year Adviser.
* Collect and coordinate the merit system.
* Relieve the Year Adviser when they are absent.
* Liaise with the front office on collecting merit certificates.
* Assist with checking and editing reports.
* Assist with the organisation of merit activities (excursions, formals).
* Attend Welfare Meetings.
* Assist with mid semester progress reports.
* Interview Recurrent late students.

Role of the Counsellor:

* Advise principal, Student Welfare Team and Staff.
* Provide unrestricted access for all students, staff and parents.
* Act as the resource person for staff development.
* Liaise with outside agencies and with Departmental Support Staff eg. ISTB, ISTH.
* Provide student assessments, where necessary, as basis for special programs and report to parents and teachers
* Assist in preventative programs eg. Study Skills, Social Skills.
* Liaise with Student Welfare co-ordinator in assisting the promotion of Student Welfare issues.
* Participate in the work of school student welfare committees.
* Respond, as part of a team, to schools experiencing major serious incidents.
* Counsel students, individually and in groups.
* Refer students or their families to other agencies concerned with health and welfare of students and liaise with agencies as required.
* Report and make recommendations when students have received a long suspension from school.
* Work with groups of parents focusing on the welfare needs of their children.
* Provide advice to review committees concerning the education of students with special needs.

**Role of the school Chaplain**

* Participate in the work of student welfare committees.
* Respond, as part of the welfare team, to major serious incidents.
* Counsel students, individually and in groups.
* Provide unrestricted access for all students, staff and parents.
* Liaise with Student Welfare coordinator in assisting in the promotion of Student Welfare issues.

**Role of the student Adviser Boys**

* Act as mediator between students involving conflict.
* Encourage and advise students in trying their best at school on a daily basis.
* Communicate with Year Advisers about issues that arise.
* Monitor uniform, diary and equipment during Roll Call.
* Liaising with Counsellor, Deputy's and Principal.
* Communicate with parents in relation to specific issues.
* Attend Welfare meetings.
* Referral to appropriate person regarding concerns about boys.

**Role of the student Adviser Girls**

* Organise and operate uniform clothing pool – both donated items and items for re-sale by students/parents.
  * Act as Mediator between students when conflict arises.
  * Advise girls when encouragement and advice is sought.
  * Offer comfort and listen to students advising and referring to the appropriate person.(Year Adviser, Chaplain, Counsellor, peer mediation)
  * Organise visits by health authorities and other interested groups. (Hep B, HPV injections)
  * Communicate with Year Advisers on potential problems.
  * Attend Welfare Meetings.
  * Liaise with Counsellor and Chaplain.
  * Communicate with parents on specific issues.
  * Monitor uniforms.
  * Organise girls meetings/assemblies as required. (Uniform, toilet issues).

**Role of the Teacher:**

* Model qualities and values esteemed by the school and the community.
* Provide challenging and interesting learning experiences for all students.
* Seek to enhance the self esteem of students in all aspects of school life.
* Be sensitive to the welfare needs of students.
* Provide appropriate support and referral for all students.

**Role of Parents / Caregivers:**

* Support the school's programs and policies.
* Encourage the student's interests in all aspects of schooling.
* Participate in the formulation of Student Welfare policies and programs.
* Participate in decision-making process regarding student welfare policies and programs.
* Take part in the Student Welfare Program, as appropriate.

**Methodology for Evaluation:**

* Student Welfare Team will review the effectiveness and appropriateness of the policy annually - both before and after the surveying process is conducted.
* The Student Welfare Team will survey students, staff and parents using a variety of tools. Random samples of target groups will be taken each year.
Moorebank High School

CLASSROOM BEHAVIOUR
MANAGEMENT PLAN

Our educational belief:
Positive learning environments are free of distractions, where teachers can teach effectively and student learning is maximised.

Our learning values:
- care and respect;
- effort and quality and
- sense and safety.

Factors which influence learning environments:
- effective communication;
- high expectations of achievement;
- correcting student behaviour in a positive way;
- developing classroom pride and
- demonstrating care for students.

Student behaviour:
If a student’s behaviour is unsatisfactory in the classroom it is important that each of his/her teachers implement a consistent set of behaviour management procedures that draw their attention to the behaviour in terms of the classroom rules.

For this classroom behaviour management plan to be effective it must be used by all teachers within the school in a consistent, firm and friendly manner. Students need to have the system explicitly explained to them and need to understand the steps involved.

Teachers are strongly advised not to engage in conversation (debate, argument etc) with students regarding the merits of their behaviour but instead should refer the inappropriate behaviour to the “Classroom Rules” and follow the classroom behaviour management plan.

Any inappropriate or disruptive behaviour must be documented using an Intervention Register, Incident Report or RISC entry.

Our Classroom Rules:
At Moorebank High School we:
1. Follow teachers’ instructions without question.
2. Respect people and property.
3. Listen, are polite and attentive.
4. Always work to the best of our ability.
5. Remain in our seat unless we have permission from the teacher.
6. Keep the classroom and playground neat and tidy.

Steps for dealing with inappropriate classroom behaviour:

Verbal warning (1st or 2nd teacher intervention in a lesson)
Give the student a specific instruction / direction related to the classroom rules.
For example:
- “you are expected to follow my instructions”
- “you don’t have my permission to leave your seat”
- “you’re disrupting the class and not allowing me to teach”
- “you must not touch the property of others”
- “your calling out is very disruptive to the lesson”

At the 2nd verbal warning the teacher needs to include a comment regarding continued inappropriate behaviour will lead to the student being placed at the isolation desk.

For example:
- “next time you leave your seat without permission you will be sent to the isolation desk”

Isolation (3rd teacher intervention in a lesson)

Student is sent to the isolation desk and required to complete a Behaviour Management Worksheet.

The teacher’s comment might be “move to the isolation desk and complete this Behaviour Management Worksheet”.

At the isolation desk students must:
- remain seated and silent at all times;
- not communicate with other students in the class;
- complete a Behaviour Management Worksheet and
- not disrupt the teacher, class or lesson in any way.

When they have completed the Behaviour Management Worksheet the student should put up their hand, not call out and wait for the teacher.

If the Behaviour Management Worksheet is completed satisfactorily, the student (only under the direction of the teacher) should be returned to their regular seat and requested to continue with the normal class work.

If the Behaviour Management Worksheet is not completed satisfactorily the teacher may briefly explain their concerns and the student must remain at the isolation desk.

If the student refuses to complete the Behaviour Management Worksheet or is in any way disruptive while at the isolation desk they must be removed from the class and sent (with another student) to the Head Teacher or Deputy Principal (only in urgent situations).

An intervention register must be commenced for any student who is placed at the isolation desk and the completed Behaviour Management Worksheet attached.

Note: If a student causes further disruption or behaves inappropriately after they have been returned to the class from the isolation desk, they should be immediately removed from the class.

Removal from class (4th teacher intervention in a lesson)

Send the student to the Head Teacher or Deputy Principal (only in urgent situations) under the escort of a reliable student from the class (with the Behaviour Management Worksheet).

The student will be interviewed by the Head Teacher regarding their behaviour as documented in the Behaviour Management Worksheet.

The student is to remain withdrawn from class for the remainder of the lesson and supervised by the Head Teacher. If this is the 1st class withdrawal, the student may be permitted to attend their next lesson depending on the teacher’s report (verbal or written) to the Head Teacher.

Note: The student must report to the Head Teacher at the beginning of the next lesson.

The class teacher is to complete the “Teacher Intervention” section of the student’s Intervention Register (as soon as possible) and provide it to the Head Teacher or Deputy Principal so that the specific behaviour from the lesson may be considered.

A RISC entry is to be created by the class teacher indicating that the student was withdrawn from class.

RISC details should include – Student: Student’s name, Contact Category: Subject, Teacher: Teacher’s name, Type: Withdrawal, Contact Description: Inappropriate behaviour or classroom
rule/s broken, Contact Solution: Sent to Head Teacher / Deputy Principal.

Head Teacher intervention (may include):

1st withdrawal from class
- Interview and verbal warning, lunch detention, apology etc.
- The Head Teacher is to complete the “Faculty Intervention” section of the Intervention Register and return it to the class teacher.
- Update RISC entry completing “Contact solution” section.

2nd withdrawal from class
- Interview and faculty monitoring, behaviour contract, parent phone contact, after school detention, written parent contact (unsatisfactory letter) etc.
- The Head Teacher is to complete the “Faculty Intervention” section of the Intervention Register and return it to the class teacher.
- Update RISC entry completing “Contact solution” section.

3rd withdrawal from class
- Interview and faculty withdrawal (faculty suspension – parent notification required immediately by Head Teacher – phone (optional) and letter) – organise supervision of student by alternate Head Teacher or Deputy Principal, referral to the Support Teacher Behaviour.
- Note: The class teacher is responsible for providing appropriate work each lesson for any student placed on faculty withdrawal.
- Formal record of interview and conditions of return to class required.
- The Head Teacher is to complete the “Faculty Intervention” section of the Intervention Register and return it to the class teacher.
- Update RISC entry completing “Contact solution” section.

4th withdrawal from class
- Interview and refer to the Deputy Principal.
- Faculty withdrawal (faculty suspension – parent notification required immediately by Head Teacher – phone (optional) and letter) – organise supervision of student by Deputy Principal.
- Note: The class teacher is responsible for providing appropriate work each lesson for any student placed on faculty withdrawal.
- Update RISC entry completing “Contact solution” section stating referral to Deputy Principal.
- Complete the “Senior Executive Intervention” section of the Intervention Register.
- Documentation required:
  - Intervention register, including all class teacher and Head Teacher entries
  - All Behaviour Management Worksheets (3 or 4 in number)
  - Record of interview (with parent / carer) from the previous faculty withdrawal

Deputy Principal intervention (may include):

1st referral from Head Teacher
- Student interview, parent contact and other intervention as appropriate.
- Record of interview and conditions of return to class to be provided to the Head Teacher.
- The Deputy Principal is to complete the “Senior Executive Intervention” section of the Intervention Register and return it to the Head Teacher.
- Update RISC entry completing “Contact solution” section.

2nd referral from Head Teacher
- Student interview, parent contact and formal written caution (for continued disobedience).
- Copy of the formal written caution and conditions of return to class to be provided to the Head Teacher.
- The Deputy Principal is to complete the “Senior Executive Intervention” section of the Intervention Register and return it to the Head Teacher.
- Update RISC entry completing “Contact solution” section.

3rd and 4th referral from Head Teacher
- Student interview, parent contact and possible short suspension.
- Complete the “Senior Executive Intervention” section of the Intervention Register.
- Suspension resolution conditions provided to all class teachers.

5th referral from Head Teacher
- Student interview and referral to the Principal for possible long suspension.
ASSISTANCE AVAILABLE TO STUDENTS

STUDENT ADVISER YEAR 11 AND 12

The role of the Student Adviser is one of pastoral care rather than discipline. Students can discuss any problems they may be having at school with their Student Adviser. These problems range from learning difficulties, relationships with other students or teachers, to personal problems.

The Student Adviser correlates information and monitors progress of individuals. This information is communicated to parents. Parents can call upon the Student Adviser to discuss their child's progress at any time. The Student Advisers are responsible for developing the self-esteem of their students by encouraging and recognising the good work of individuals.

SCHOOL COUNSELLOR

The School Counsellor is a highly trained, skilled professional who is employed to deal with students who may have emotional problems.

The Counsellor is available to assist pupils and parents resolve the problems associated with adolescence - peer relationships, preparation for exams and relationships with teachers/parents. Appointments to see the Counsellor may be made by students, parents or staff by contacting office personnel. Currently the Counsellor is at Moorebank High on Monday, Wednesday and Thursday each week.

CAREERS ADVISER

The Careers Adviser is able to provide necessary information, guidance and counselling to the parents and students regarding:

* Career choice/job prospects

* Subjects/course selection for students wishing to meet academic requirements for further, post secondary education
Student Support at Moorebank High School

Who do I see at Moorebank High if:

I have family relationship problems, (including conflict at home)?
You may choose to see either your:
- Year Adviser
- Year Adviser Girls
- School Counsellor
- Welfare Coordinator
- School Chaplain

I am depressed, extremely stressed or anxious about life?
You may choose to see either your:
- Year Adviser
- Year Adviser Girls
- School Counsellor
- Welfare Coordinator
- School Chaplain

I am having difficulties with learning or understanding my work?
You may choose to see either your:
- Classroom teachers
- Head Teachers
- Support Teacher Learning Assistance
- Learning Support Team Coordinator
- Counsellor
- Year Adviser

I am having conflict with people at school?
You may choose to see either:
- Peer Mediation Coordinator
- Your Year Adviser
- Year Adviser Girls
- School Counsellor
- Welfare Coordinator
- Deputy Principal
- School Chaplain

I have been threatened and feel unsafe at school?
You may choose to see either your:
- Year Adviser
- Classroom teacher
- Teacher/Head Teacher on duty
- Peer Mediation Coordinator
- Year Adviser Girls
- Welfare Coordinator
- Deputy Principal
- Principal
- School Chaplain

I am being bullied or harassed (including name calling or racial discrimination)?
You may choose to see either:
- Anti-Discrimination Officer
- Your classroom teacher
- Teacher/Head Teacher on duty
- Peer Mediation Coordinator
- Your Year Adviser
- Year Adviser Girls
- Deputy Principal
- Principal

Where do I find help?

Counsellor - Ms Bechara
F Block Top Level (Monday, Thursday and every second Friday) Ms H Becker (Wednesdays)
See Ms Bechara personally to make an appointment.

Year Adviser Girls - Mrs Carney, English staffroom

2012 Year Advisers Assistant
Year 7 Mrs Khunger Mrs Isaia
Year 8 Mr Mitchell Mrs Dunbar
Year 9 Mrs Singh Mrs Mangan
Year 10 Mr Aloia Ms Dennison
Year 11 Mr Ghossain Mrs Cazouris
Year 12 Ms Hand Mrs Davidson

Support Teacher Learning Assistance
Mrs Slater, Computing/Languages Staff Room

Peer Mediation Coordinator – Ms Moore, HISE Staff Room

Anti-Discrimination Officers - Mrs Patel, Industrial Arts Staffroom Mrs Khungar, Science staff room.

Learning Support Team Coordinator – Ms Dettino, Computing/Languages Staff Room

Welfare Coordinator – Ms Moore, HISE Staff Room

Deputy Principals
Mrs Grego – Teacher quality and development.
Mr Horsley – Curriculum and quality teaching.
Mr Newby – Technology and systems (8,10,12).
Ms Martin – Student well-being (7,9,11).
Level 1, Administration block

School Chaplain-
Rob White – F Block bottom le