

# *Kingswood High School*



*Tolerance & Charity*

## ***STUDENT WELFARE & DISCIPLINE POLICY***

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# **STUDENT WELFARE IN NEW SOUTH WALES SCHOOLS**

Schools provide effective learning & teaching within a secure, well-managed educational environment which:

- encompasses everything the school community does to meet the personal, social and learning needs of students;
- creates a safe, caring school environment in which students are nurtured as they learn;
- is achieved through the total school curriculum and the way it is delivered;
- incorporates effective discipline;
- incorporates preventative health and social skills programs;
- stresses the value of collaborative early intervention when problems are identified;
- provides ongoing educational services to support students;
- recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony;
- provides opportunities for students to:
  - enjoy success and recognition
  - make a useful contribution to the life of the school
  - derive enjoyment from their learning.

## **STUDENT WELFARE AT KINGSWOOD HIGH SCHOOL**

Through the partnership that exists between teachers, students and parents, the Kingswood High School Student Welfare Policy aims to develop in its students:

- a sense of enjoyment and satisfaction from learning;
- the ability to communicate effectively;
- the acceptance of the responsibility for their own learning and behaviour;
- a commitment to consistently producing quality work;
- a caring and tolerant attitude towards others;
- a commitment to life-long learning;
- a sense of personal and social identity in a multicultural society;
- the ability to develop flexible and adaptable work practices, both as an individual and as part of a team;
- a considered set of values and attitudes that reflect acceptable community standards.

*EFFECTIVE*

*LEARNING*

*AND*

*TEACHING*

# Objectives

Kingswood High School Student Welfare Policy is aimed primarily at enhancing effective learning and teaching by:

- establishing well-managed teaching and learning environments;
- identifying and catering for the individual learning needs of students;
- providing co-ordinated support services for students;
- providing opportunities for students and parents to discuss learning programs, student behaviour and progress.

# Outcomes

Students will:

- actively participate in decisions about their own learning;
- be able to pursue programs of study relevant to their own interest and aspirations;
- be engaged in consistently producing quality work;
- develop a sense of responsibility for their own learning & actions;
- develop skills for responsible participation in society.

## **Effective Learning and Teaching at Kingswood High School are implemented through:**

### **1. Literacy Programs**

- Literacy is the ability to read and use written information and to write appropriately in a range of contexts. It is used to develop knowledge and understanding, to achieve personal growth and to function effectively in our society. Literacy involves the integration of speaking, listening and critical thinking with reading and writing. Effective literacy is intrinsically purposeful, flexible and dynamic and continues to develop throughout an individual's lifetime. (State Literacy Strategy 1997)
- The school works on the development of student literacy through a range of programs & initiatives including Time Out for Reading; the NIM peer tutoring program; targeted reading programs; the Blitzing Literacy in the Secondary Schools (BLISS) program; training of staff at whole school & faculty levels, ELLA tests and results, Spell Well, and targeted spelling programs.

### **2. Curriculum Patterns**

The school is committed to offering a wide variety of subjects in both junior and senior years, with a mix of Board developed and Board endorsed courses in Years 11 and 12, to cater for the diverse aspirations of our students. Vocational education and training pathways continue to be strongly supported as well as a significant range of subject choice for students wishing to apply for tertiary studies.

### **3. Year-Based Programs**

To meet the diversity of student needs, a variety of specialist programs has been developed and implemented for particular year groups, using seminars, workshops and lectures.

Such programs include:

- 25 Hour PD/H/PE Program for Years 11 & 12 – Crossroads;
- Study Skills for Years 11 & 12;
- *Where To Now?* Program for Year 10;
- Careers Program for Year 10;
- Years 8 - 9 Curriculum Workshops;
- Anti-bullying initiatives;
- Nepean Integration Project;

These programs aim at developing competencies in students in the areas of decision-making, time management, goal setting, health and personal development issues.

### **4. Classroom Environment**

Kingswood High School places a high priority on providing its students with safe, secure and attractive classroom learning environments. Teachers are encouraged to paint and decorate their rooms, to display student work in them and report any damage promptly. The Physical Resources budget allows teachers to apply for grants to enhance the appearance of their classroom. Ongoing maintenance and replacement programs ensure the safety and comfort of students' desks and chairs.

## **5. Staff Training And Development**

Training and Development programs that address Effective Teaching and Learning include:

- Literacy strategies;
- Conflict resolution including Pikas method;
- Child Protection guidelines and their implementation, legislative frameworks including Anti-discrimination, child protection, Occupational Health and Safety etc.;
- Teacher mentoring skills;
- Probationary teachers course;
- Mixed ability teaching practices;
- Classroom management such as Bill Rogers approaches;
- Drug Education;
- Technology in Learning and Teaching (TILT);
- Aboriginal Education;
- School Leadership Strategy;
- Vocational Education training.

## **6. Assessment & Reporting Practices:**

Students are regularly assessed using a wide range of strategies to support and monitor student learning, to diagnose student needs and to evaluate the effectiveness of teaching/learning programs. Assessment is linked to syllabus outcomes and assessment processes are made explicit to students. For Years 10-12, formal assessment programs are established to ensure the outcomes and requirements of each course are achieved. These programs are clearly outlined in information booklets provided to each student.

School Certificate involves assessment of student performance for each subject using performance descriptors (A-E) to identify each student's standard of achievement. In addition, compulsory external texts will be held in November for English-literacy, Mathematics and Science. Kingswood High School has nominated to participate in Trial testing for an Australian History, Geography, Civics and Citizenship. Students will receive their own results for these tests in a package with their school-based grades for all subjects.

For each semester, formal examinations are scheduled for Year 10 and set weeks are determined for faculty testing for Years 7-9. There is no formal testing period for Year 11 (preliminary courses) in semester one and the final examination is held at the end of Semester 3. Year 12 have a Term 2 examination and a Trial Higher School Certificate examination mid-term 3.

The year has two reporting periods and detailed written reports are provided for parents summarising student achievement and identifying areas for improvement at the end of each semester.

## **7. Gender Equity**

Gender equity strategy implementation at Kingswood High School seeks to present an equitable approach to the education of boys and girls in a culturally diverse school community. The objectives of the gender equity strategy are:

- to develop skills and behaviours that will enable girls and boys to construct equal and respectful relationships;
- promote and report on the achievements and interests of boys and girls equally;
- to recognise and work to eliminate sexist attitudes and gender stereotyping by using inclusive language and curriculum;
- to provide equal access for girls and boys to programs, facilities, equipment and resources;
- to provide equal opportunities for the participation and performance of boys and girls in all aspects of computer and information technologies; all subject areas and school-based decision making processes.

## **8. Support Unit**

The Kingswood High School support unit of four classes allows students with intellectual disabilities to enhance their education in the following ways:

- A positive and happy learning environment is provided.
- Support students are taught to follow the School Code of Conduct.
- Individual programs are run for each student and are reviewed at least annually at an ITP meeting, developing skills for independent living.
- Students are integrated in the mainstream elective classes, and access all relevant school experiences.
- Community/business links continue through the work experience, and Enclave programs.
- Links are maintained with the Penrith Centre, regarding re-integration of students who have attended there for individual help.
- Review reports are produced for each student twice yearly, for the two Review meetings, held with the DGO and District Consultant.
- Primary schools are visited re the Year 7 intake each year in Term 3, and Parent Information Evenings are run for incoming Year 7 students.
- Executive and staff are informed about specific needs of any support student who might require individual assistance around the school.
- New teachers and student teachers are given information about Special Education, and teaching students with learning difficulties.

*POSITIVE  
CLIMATE*

*AND*

*GOOD  
DISCIPLINE*

# Objectives

Kingswood High School enhances positive school climate and discipline by:

- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and conflict resolution.
- establishing clear school rules and attendance monitoring procedures which are understood by all school community members;
- maximising student participation in decision making and ensuring that principles of equity and fairness in all aspects are reflected in school practice;
- recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority;
- providing resources and opportunities for students to gain leadership experience.

# Outcomes

- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- All members of the school community will enjoy the benefits of a safe school environment, free from unruly behaviour.
- The school will be an inclusive environment reflecting the just and agreed values of the community and welcoming community participation in the life of the school.
- The students will be respected, supported and participate in all aspects of school life.

# 1. Discipline Policy

Our paramount goal at Kingswood High school is to create a stimulating and secure environment where all students' potential is maximised, where students work co-operatively with each other and their teachers in the learning process and where appreciation and respect for the needs and rights of others are clearly evident.

At Kingswood High School, students are expected to take responsibility for their learning and for their behaviour. Both teachers and parents have a vital role in developing this sense of responsibility and personal commitment. This partnership emphasises that parents share the responsibility with teachers for shaping their children's understanding of acceptable and appropriate behaviour and participating in the development of improvement plans when necessary.

Our school policy strongly supports good discipline and effective learning and thereby helps students to become self-directed, life-long learners who can create positive futures for themselves and their wider community.

Every student's right to learn depends on teachers being able to carry out their duties in classrooms and playgrounds that are free from disruption, intimidation, harassment and discrimination. The school Discipline Policy emphasises the requirement that all students treat each other and the school staff with dignity, courtesy and respect. The use of insolent, offensive or abusive language to a teacher is unacceptable and is regarded as a most serious matter in terms of the school's discipline code.

## **The Expectations Of Good Discipline In NSW Public Schools**

NSW public schools have the following requirements of all students, as outlined in the 1995 Ministerial Statement:

- sustained application to learning
- respect for other individuals and their property
- courtesy to other students, to teachers and to community members
- due respect for teachers
- no violence, discrimination, harassment, bullying or intimidation
- no weapons
- no illegal drugs, alcohol or tobacco
- peaceful resolution of conflict
- humane treatment of animals in all circumstances
- adherence to the standards of dress determined by the school community
- compliance with all school rules and the School Discipline Policy.

While meeting these expectations, students also have the right to expect courtesy, fairness, respect and excellence in teaching.

# Our School Code of Conduct

Underpinning Kingswood High School's Discipline Policy is the School Code of Conduct which has been collaboratively determined and evaluated in accordance with the Department of Education and Training's Fair Discipline Code.

## *Student Responsibility*

## *How To Keep It*

1. Respect The Truth  
Be honest and truthful in all situations.
2. Respect Yourself  
Take pride in yourself and your appearance.  
Bring credit to yourself, your family and your school.  
Maintain high standards of behaviour through your words and actions.
3. Respect Other People  
Show care, courtesy and consideration towards others.  
Use language which will not hurt or offend others.  
Listen to the other person's point of view.  
"Do unto others as you would have them do unto you".
4. Respect Other People's Property  
Care for that which does not belong to you.  
Do not interfere with the property of others.
5. Strive For Excellence  
Do your best in all situations.  
Take pride in whatever you do.  
Do not be satisfied with second best.
6. Learn All You Can  
Take advantage of all your opportunities to learn.  
Pay close attention in class.  
Bring the necessary materials to all lessons.  
Be actively involved in school activities.
7. Earn Our School A Good Name  
Wear your uniform with pride.  
Abide by the school Code of Conduct.  
Play sport fairly.  
Do your best in all aspects of school life.  
Speak and act in a way to bring credit to you and your school.  
Support your Prefects and S.R.C.
8. Look After Our School  
Take care of buildings, grounds, furniture and all school property.  
Help to keep everything clean and tidy.  
Leave prohibited materials at home.  
"Do The Right Thing".
9. Be In The Right Place At The Right Time  
Attend all lessons.  
Be punctual.  
Always remain in bounds.  
Follow basic school procedures.
10. Abide By Our School Motto  
Help to develop an atmosphere of mutual co-operation and respect.  
Show "Tolerance and Charity" towards other people.

# Homework, Home Study And Revision Policy

Regular homework is encouraged by classroom teachers in order to:

- develop students' ability to research and analyse subject-related material;
- develop and extend students' skills, understanding and knowledge
- provide a source of assessment;
- develop students' organisational skills.

Homework is regularly set by all faculties for all students. The class teachers select homework tasks appropriate to their particular class and monitor the completion of these tasks. Records of completion are kept in teachers' mark books. Follow-up is essential if a particular student fails to regularly complete homework and teachers are encouraged to contact parents if they are concerned about a student's homework record. A homework grade (A-E) is recorded on the semester report of each student in Years 7 -10.

Even if homework tasks are not directly set for a given evening, students are expected to revise the class work that has been done during the day, work on longer term projects and assignments and spend some time reading material of their own choice.

## Recommended Time For Homework:

<i>Years 7 - 8:</i>	<b>At least</b> 1 hour for 5 out of 7 nights per week
<i>Years 9 - 10:</i>	<b>At least</b> 1½ - 2 hours for 5 out of 7 nights per week
<i>Years 11 - 12:</i>	<b>At least</b> 2 - 3 hours for 5 out of 7 nights per week.

# Strategies To Provide Good Discipline And Effective Learning Within The School

Practices which foster positive discipline are an essential part of our school's behaviour management . These practices include:

- The provision of an appropriate curriculum that meets the needs of all Kingswood High School students, including enrichment and remediation programs.
- Teachers promoting a classroom climate which fosters mutual respect and valuing of people's differences.
- Encouraging all students to achieve their potential by learning to the best of their ability.
- Providing a range of teaching strategies and learning activities that create a learning environment where all students can succeed as both independent and co-operative learners.

## ***For example:***

- Group work
- Peer tutoring
- Provision of homework, extension and remediation work
- Use of support personnel, e.g. Support Teacher Learning (STL), English as a Second Language (ESL), Counsellor, Home School Liaison Officer (HSLO), Support Teacher Behaviour (STB)
- Consistently recognising and commending students' effort and achievement at individual, class, faculty and whole-school levels
- Maintaining an attractive and stimulating classroom environment
- Use of effective classroom management techniques
- Provision of training and development activities
- Regular liaison with parents regarding the progress of their children
- Provision of early intervention programs that support good discipline and effective learning, such as Skillstreaming, *I Can Do It* behaviour management program, peer mediation, remedial reading scheme (NIM), Peer Support, teacher mentoring, outside agency programs
- Development of positive relationships with local service groups, community and government agencies and local police
- Staff modeling of consistent, caring and calm behaviour and peaceable dispute resolution practices.

## Practices Designed To Recognise Student Achievement

Kingswood High School's practices focus on the use of positive reinforcement to promote student effort and achievement in academic, social, cultural and sporting areas and include:

- Praise
- Promoting and displaying quality work in the classroom and other school locations
- Merit Certificates
- Weekly school assembly reports
- Weekly year group meeting reports
- Formal assembly presentations
- Parent newsletters
- Local media publicity
- Visits to classrooms by Executive/Year Adviser
- Sending students and their work to see Head Teachers, Deputy Principals, Principal.
- Displays of student work in foyer
- Participation of students in working parties and committees
- Participation of students in school and year assemblies
- Participation of students in leadership and other opportunities offered by other agencies

The promotion and use of the school's merit awards system is consistently undertaken by all staff.

# Strategies For Dealing With Unacceptable Behaviour

At Kingswood High School, strategies for managing unacceptable behaviour are implemented through referrals and graded practices. The concept of restitution, or “making things right”, empowers students to be responsible for their own behaviour, and to take an active role in determining how they will find solutions for their mistakes.

Responses to unacceptable behaviour at Kingswood High School include:

- Warning
- Reprimand
- Monitoring (class and playground monitoring cards)
- Detention
- Formal caution
- Withdrawal from playground
- Allocated tasks or jobs
- In-school isolation
- Suspension, expulsion
- Counselling
- Support programs I Can Do It, Anger Management Group, Peer Mediation, teacher mentors, STB
- Parent conferencing
- “What If I” structured reflection program
- Completion of anti-drug/smoking/alcohol packages
- Restitution, reconciliation and repairing relationships
- Participation in approved outside agency programs

The overriding priority at Kingswood High School is to provide a learning and working environment that is emotionally and physically secure so that our students are able to learn all they can and achieve their highest educational goals.

## **BANNED ITEMS**

For the safety of students and staff, and the good order of our school, the following are banned:

- Drugs and drug-related objects
- Alcohol
- Tobacco and matches/lighters
- Weapons, including replicas and dangerous objects that can be used as weapons
- Aerosol cans
- Laser pointers
- Large rubber bands
- Steel rulers
- Mobile phones
- Walkmans and CD Players
- Electronic games and devices
- Liquid paper
- Spirit based textas

Banned items will be confiscated if brought to school. Police will be called immediately if drugs or weapons are found. A range of other consequences could apply, as outlined in the section above.

The overriding priority at Kingswood High School is to provide a learning and working environment that is emotionally and physically secure so that our students are able to learn all they can and achieve their highest educational goals.

## 2. Behaviour Action Guidelines

The Principal bears the overall responsibility for the implementation of an effective Student Welfare and Discipline Policy. Such responsibility is delegated to the relevant personnel, as outlined in this document, and as referred to in a range of school policy and procedural documents.

The following procedure is designed to manage students who, persistently behave in an inappropriate manner. Primarily, the aim is to intervene early and encourage students to modify their behaviour before more serious consequences occur. For those students who continue to behave inappropriately, consequences will include loss of privileges, withdrawal from class, playground and ultimately suspension.

It is expected that all teachers will provide a safe, challenging and positive classroom/playground environment. If inappropriate behaviour occurs, the Behaviour Action Guidelines should be used incrementally, although serious misbehaviour may be dealt with directly as in Action 4.

The process is clearly structured so that all members of the school community know at any point exactly what is to be expected.

### Action 1

- **The Classroom Teacher/Playground Teacher** uses a range of behaviour modification strategies including clear direction, short detention, in-class/playground isolation referral to Peer Mediation, Pikas interview. Teachers document any such incidents, and use Blue Slip books issued to all teachers when referrals to Head Teacher are necessary. In doing so the teacher may seek advice from Head Teachers, School Counsellor, Year Adviser, STLD, ESL Teacher, Careers Adviser. Parent contact is encouraged, with knowledge of Head Teacher, at an early stage.

### Action 2

- **Head Teacher (Faculty or Playground)** interviews and assesses student and if necessary contacts parents and documents all actions. Head Teachers take appropriate behaviour modification procedures, e.g. after-school detention, yellow Faculty Monitoring Card, playground isolation, referral to intervention programs, referral to counsellor.

### Action 3

- **The Head Teacher (Faculty or Playground)** liaises with **Year Adviser** and may request a Progress and Conduct Report. An interview involving parents, Head Teacher and other appropriate personnel (Year Adviser, STLD, ESL, Head Teacher Welfare and other Head Teachers) the student and interagency personnel may be arranged. Faculty isolation may be applied and parents notified in consultation with parents to provide time for the matter to be resolved. An appropriate behaviour improvement plan is devised with parents to provide time for the matter to be resolved. Referrals to Counsellor or district personnel may be considered.

### Action 4

- The relevant Deputy Principal is advised of serious breach of discipline by referring Head Teacher in classroom, playground or sport and receives all relevant reports from teachers, students, Year Advisers and Head Teachers. A decision will be made to either:
  - Seek alternative actions e.g. through yellow Monitoring Cards; within school isolation; withdrawal from playground; participation in school or district intervention programs.
- OR
- Refer the matter to the Principal to consider suspending the student as a last resort or due to the seriousness of the situation.

### Action 5

- If action at Level 4 proves ineffective, the Principal in consultation with District Superintendent may put into place procedures for long suspension or expulsion of student.

## **3. School Monitoring Cards**

### **a: Class monitoring card (yellow):**

#### **Role of Monitoring Head Teacher**

The Monitoring Head Teacher will:

1. a) Closely monitor and guide the progress of the student in meeting targeted behaviour.  
b) Ring parent as required (e.g. misplacement of Monitoring Card)
2. Observe patterns of behaviour shown on the card and discuss with appropriate staff as necessary.
3. Decide to conclude the use of the class monitoring card at the end of the initial period of time **if** the targeted behaviour is achieved.
4. Inform the Deputy Principal, at any time, that the student's efforts have been unsatisfactory and discuss other intervention strategies.
5. In the event of the Monitoring Head Teacher being unavailable, the faculty's Relieving Head Teacher will assume these responsibilities.
6. All completed cards to Year Adviser for processing, and filing in central file by the administrative staff.

#### **Role of Year Adviser**

The Year Adviser will:

- Note the students on class monitoring cards and support their progress for the initial period
- Organise Progress & Conduct cards, student central file and other relevant information with a view to parent interview if the class monitoring card is extended beyond this time, or if requested by the Monitoring Head Teacher or Deputy Principal.
- Continue to support the student if the class monitoring card is extended the initial period of time.
- Be present, where possible, at the parent interview if the student fails to achieve the targeted behaviour.

## **Role of Class Teachers**

The Class Teacher will:

- Check 'Kids on Cards' Sheet daily.
- Refer student to Monitoring Head Teacher at the beginning of the period if student comes to class without the card. Class teachers should use Out of Class Green slip.
- Monitor student behaviour in class and indicate **Satisfactory** or **Unsatisfactory** on card for targeted behaviour.
- Create an expectation of success and reinforce appropriate behaviour and work attitudes

Although Class Monitoring Cards monitor the specified behaviour, any other misbehaviour should be dealt with through normal classroom or faculty approaches. Appropriate behaviour is to be expected at all times in accordance with the School Code of Conduct (printed on the back of Class Monitoring Cards).

## **Responsibility of Students**

- To see monitoring Head Teacher each morning before roll call with card or at a mutually agreed time
- To give monitoring card to each teacher at the beginning of roll call/lesson/time out
- To give monitoring card to parents each evening for signing and to discuss day's progress with them.

## **b: Playground Cards**

### **(Withdrawal from playground, Re-entry to playground)**

- Where a student's use of the playground is withdrawn, he/she will be monitored in isolation by a Head Teacher for a specified period of time on a **withdrawal card** from **playground**.
- At the completion of a Playground Withdrawal Card the student will be allowed to return to the playground with a **'Re-entry to Playground'** Card for a specified period of time.

Any unsatisfactory response to either card will result in more serious consequences. Repetition of inappropriate behaviour from a previous resolved incident will also result in more serious consequences, e.g. within school isolation, playground withdrawal, suspension.

- Students successfully completing Playground Cards may return to normal school activities with no further penalties.

### **Procedure:**

- Head Teacher informs the Deputy Principal, Year Adviser, referring Teacher, Head Teacher Welfare and Counsellor.
- Referring Head Teacher monitors the student or the Deputy Principal may organise and notify an alternative Head Teacher to monitor the student, and adds information to 'Kids on Cards' Register.
- A Formal Caution letter is written to parent/carer informing them of the situation.

### **Role of Monitoring Head Teacher**

The Monitoring Head Teacher will:

- Supervise the student a specified period of time in accordance with the instructions on the card. The Head Teacher will monitor where possible only one student at a time.
- Either:
  - Inform the Deputy Principal at any time that the student's efforts have been unsatisfactory and that other intervention strategies are required.

OR

Inform the Deputy Principal, at the end of the isolation period, that the desired outcomes have been satisfactorily achieved and the student should proceed to the **Re-entry to Playground Card**.

- Complete the **'Re-entry to Playground Card'** filling in Playground Area, **to which the student will be limited**.
- Issue **Re-entry to Playground Card** for a specified period of time and check it during that week.
- Refer inappropriate behaviour on **'Re-entry to Playground Card'** to relevant Deputy Principal.

In the event of the Monitoring Head Teacher being unavailable, the faculty's Relieving Head Teacher will assume responsibility.

## **Role of Playground Duty Teacher:**

The Playground Duty Teacher will:

- Monitor the behaviour of the student.
- Fill out the 'Re-entry to Playground' card in accordance with the card's instructions.
- Refer any inappropriate behaviour to monitoring Head Teacher.

## **Procedures for a student causing concern while on class or playground monitoring cards.**

- An interview with the student will be held and the personnel involved may include Deputy Principal, Year Adviser, parent, student and separately, Counsellor.
- The Year Adviser will provide details of student's progress.
- The Deputy Principal will inform the parent/carer of the situation and the possibility of more serious consequences.
- Parental/Caregiver input will be encouraged by the Senior Executive.
- The interview will cover requirements of all students in NSW government schools; KHS Code of Conduct, rights and responsibilities of all students, specific areas of concern, within school and agency support available; options to be considered if unsatisfactory behaviour is not improved; agreed plan of action (improvement plan) at conclusion of the interview.

## 4.Suspension

- All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination. Suspension is only one strategy within the school's welfare policy and discipline code.
- In most cases, suspension will be imposed as a last resort, after the full range of school and external welfare and discipline strategies have been implemented.
- Suspension provides time out from school to enable students to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour that led to the suspension and to make a commitment to change their behaviour to meet the school's expectations in the future. Suspension also provides time for school & district personnel to plan appropriate support for the student to assist with successful re-entry.
- In determining whether a student's misbehavior is serious enough to warrant suspension, the Principal will consider the safety and welfare of the student, staff and other students in the class or school.
- Principals of government schools must suspend immediately and consistently with these procedures, any student who:
  - *Is in possession of a suspected illegal drug*
  - *Is violent or threatens serious physical violence*
  - *Is in possession of a prohibited weapon*
  - *Is persistently disobedient*
- Principals may also suspend students, after the full range of school and external welfare and discipline strategies have been implemented, who:
  - *are persistently disobedient*
  - *engage in criminal behaviour related to the school*
- Procedures for the Suspension and Expulsion of School Students are outlined in detail in the Department of Education and Training *Good Discipline & Effective Learning* (October 1998) guidelines.
- The Senior Executive will issue work for the suspension period along with the suspension letter and documentation.
- The Principal will check suspension register to determine any prior suspensions either short or long, and the Deputy Principal will provide a suspension letter and inform necessary school personnel by:
  - Providing 4 copies of suspension letter (Principal, Year Adviser, Counsellor, Self)
  - Notifying Roll Office
  - Whiteboard notation
  - Updating 'Kids on Card's' sheet.
  - Refer student to the Counsellor if interview is urgent.
  - In cases of suspension for smoking, alcohol or drug-related offences, the student must undertake QUIT smoking package or work through alcohol/drug awareness courses as part of re-entry conditions.

## **Post Suspension Procedures**

- The suspension will not be lifted until the parent/caregiver has been contacted and/or attended a suspension resolution interview with a member of the Senior Executive.
- The interview will cover requirements of all students in NSW government schools, KHS Code of Conduct, rights and responsibilities of all students, specific areas of concern, within school and agency support available, options to be considered if unsatisfactory behaviour is not improved and an agreed approach to supporting the student through a negotiated improvement plan. Students are expected to take responsibility for their behaviour and participate in the development of their improvement plan.
- The Senior Executive will decide whether the student will be placed on Blue Card or a Behaviour Improvement Plan, e.g. for example “I Can Do It Program”, and will discuss the case with the Monitoring Head Teacher.
- A student returning from suspension will be placed in most cases, on a Blue Card or a Behaviour Improvement Plan for, in most cases, a minimum of 10 satisfactory days.
- A student returning from suspension will attend the first available Executive Welfare panel.
- A Post Suspension Blue Card will be initiated by the Senior Executive, while Behaviour Improvement Plans will be initiated by Head Teacher, Welfare, in consultation with Senior Executive. Both will be monitored by Head Teachers.
- Loss of privileges will be invoked as per policy – (see Appendix)

## **Post Suspension Monitoring Card (Blue)**

- This card targets the whole school code of conduct.
- Students returning from suspension will normally be placed on a Post Suspension Blue Card for 10 satisfactory days. Successful completion of the Blue Card will result in the monitoring Head Teacher recommending to the Deputy Principal that the student comes off the card.

## **Role of Monitoring Head Teacher**

The monitoring Head Teacher will:

- Closely monitor and guide the student.
- Inform Deputy Principal, after the nominated period, that the student’s behaviour is satisfactory and will recommend termination of the card

OR

- Inform the Deputy Principal immediately if the student’s progress on the Post Suspension Blue Card is unsatisfactory (including not handing card into Monitoring Head Teacher).

## **Role of Deputy Principals**

When a student is referred to the Deputy Principal for unsatisfactory progress on Post Suspension Blue Card, the Deputy Principal will:

- Interview student where possible with monitoring Head Teacher.
- Inform parent/care giver, Year Adviser and other relevant staff and discuss revision of the improvement plan.
- Initiate further consequences in consultation with monitoring Head Teacher for example isolation, parent interview, case management, Head Teacher/parent interview, other school or outside agency interventions.

## **Role of Year Adviser**

The Year Adviser will:

- Sign the student's card at the outset and support the progress of the student.
- Be present, where possible, following the post suspension parent interview to support the improvement plan.

## **Role of Class Teacher**

The Class Teacher will:

- Check 'Kids on Cards' sheet daily.
- Refer student immediately to Monitoring Head Teacher at the beginning of the period if the student comes to class without the card. Class teachers should use Out of Class greenslip. Students without cards are not to be admitted to class.
- Monitor student behaviour in class
- Indicate, with a circle, **satisfactory** or **unsatisfactory** behaviour. Blue Slip and follow up unsatisfactory behaviour.
- Provide a written comment, if desired, and initial card.

If behaviour is deemed to be unsatisfactory, the class teacher should take action in the normal manner, including referral of student to faculty Head Teacher via blue slip system, for breaches of discipline.

## **Responsibility of Students**

- To see monitoring Head Teacher each morning before roll call with card or at a mutually agreed time
- To give monitoring card to each teacher at the beginning of roll call/lesson/time out
- To give monitoring card to parents each evening for signing and to discuss day's progress with them.
- Must complete the card within the nominated period.

## **Executive Welfare Panel:**

- The Executive Welfare Panel will consist of the Head Teacher Welfare (Convenor), Deputy Principals and another Head Teacher on a rotational basis.
- The purpose of the Executive Panel to interview the student returning from suspension and support their progress successful re-integration and progress on their improvement plan.
- Head Teacher Welfare will submit a weekly report to the school executive.

## 5. Behaviour Management Strategies

- The Senior Executive in consultation with the Counsellor, Parent/Carer, Head Teacher Welfare Student, Year Adviser and other relevant personnel may determine an appropriate program of support for the student at school and at home as an alternative to or in conjunction with the normal post suspension monitoring card.
- Head Teachers will monitor student progress.

### a. 'I Can Do It' Program

#### Role of Head Teacher

The Monitoring Head Teacher will:

- Closely monitor and guide the progress of the student in meeting the **three agreed behaviours**.
- Liaise with the Head Teacher Welfare regarding the student's progress who will inform parents and teachers of student's progress.

#### Role of Year Adviser

The role of Year Adviser will:

- Liaise with the Head Teacher Welfare regarding the student's progress.
- Support the progress of the student on a daily basis and sign the previous day's sheet.

#### Role of Class Teacher

The Class Teacher will:

- Ensure that students on the program have their booklet. **NO** booklet **NO** entry to class. Send the student immediately to the Monitoring Head Teacher.
- Monitor the student's progress as per the agreed behaviours.
- Indicate by number the student's level of achievement of the agreed behaviours.
- Comment, if desired, and sign in the appropriate space.

Liaise with monitoring Head Teacher and/or the Head Teacher Welfare at **any** time regarding the student's progress.

## **b. Planning Booklet**

- Students may be required to complete the Planning Booklet which is designed to allow the student to reflect on their behaviour and develop appropriate strategies for more effective participation in the classroom.

### **Role of Monitoring Teacher.**

The Monitoring Teacher will:

- Explain the purpose of the booklet to the student.
- Monitor the student's progress in completing the booklet and provide guidance where necessary.
- Assist the student in developing their behaviour management plan.

### **Responsibility of Student**

- To complete the 'Planning Booklet' to the best of their ability.
- To consult member of the Monitoring Teacher at the times required by the booklet.

## **c. Green Calm Cards**

- A member of the Senior Executive may issue a Calm Card to a student as a part of a behaviour management strategy. The student needs to be able to identify signs that he/she is in danger of losing control of the situation.
- This card enables students to leave class and go straight to the relevant Deputy Principal or designated contact person.
- Calm cards are issued only when in extreme circumstances.

## **6. Progress And Conduct Reports**

- Progress and Conduct reports are spot checks on a student usually requested by a member of the Executive but may also be initiated by a Year Adviser (in consultation with a parent or member of executive).
- The Progress and Conduct reports should confirm information already contained in Blue Slips (only recent events may indicate a change).

There should be a 24 hour turnaround on Progress & Conduct report requests, thus teachers should complete a Progress & Conduct A.S.A.P.

- Following a Progress and Conduct report on a student an interview may be held with the student, parent, Year Adviser and/or member of executive initiating the request.

## 7. Referral Booklets

Teachers are to document, on Blue Slips, any persistent inappropriate behaviour.

- The Blue Slip is to be passed to the Head Teacher and marked either:
  1. For Your Information Only (FYIO)  
(Action Level 1)

**OR**

  2. Action Required (Action Level 2 or 3)
- The Head Teacher:
  - will initial the Blue Slip and document any action taken;
  - pass the Blue Slip to Year Adviser to be filed.

## 8. Welfare Team

The Welfare Team of Kingswood High School consists of Head Teacher Welfare, Year Advisers, Counsellor, HSLO, Head Teachers Administration, STB, ESL, STLA, Careers Adviser, Senior Executive, Support Teacher (Behaviour). Representatives of outside welfare agencies are encouraged to attend and participate actively in all welfare meetings and initiatives (see Appendix for contacts).

## 9. Student Recognition

The recognition of student effort and achievement in academic, social, cultural and sporting areas is a priority of Kingswood High School. The school's discipline policy outlines the variety of activities and methods of recognition which are practised at Kingswood High School. (See Appendix 4)

## 10. Student Leadership

Kingswood High School offers a variety of opportunities designed to develop and enhance the potential of leadership in its students. These include:

- Student Representative Council
- Captains and Prefects
- Local service club activities
- Business and industry participation (including 'E Team')
- Official school representation at district and state levels
- Membership of school committees
- Peer Leadership Training
- Leadership camps
- Peer Mediation
- NIM

## **11. Staff Welfare**

Staff welfare is an integral component of the school's overall welfare responsibilities. Training and Development programs meet school and individual needs. The provision of a positive and happy working environment should be a major focus of the school. All staff have a role to play in supporting and encouraging their colleagues, and in contributing to all facets of school improvement in a constructive and sensitive manner. The Department of Education and Training's Employment Assistance Scheme is available to all departmental employees, as are the services of the District Staff Welfare Officer.

## **12. Department of Education and Training Mandatory Policies**

- Young mothers in education
- Anti-racism (procedures)
- Anti-discrimination Procedures
- Child Protection Reporting Procedures
- Critical Incident Procedures
- Multicultural Education
- Aboriginal Education Policy
- Special Education Policy
- Procedures for the Suspension and Expulsion of School Students
- Attendance Policy

These policies can be accessed from the Principal.

# Attendance Policy – Appendix 1

- Regular attendance is an essential component of learning and student welfare at Kingswood High School.
- Regular attendance is essential to satisfy:
  - The legal requirements of the Education Reform Act 1990;
  - School Certificate regulations;
  - Preliminary HSC Certificate regulations.
- Attendance is a whole school responsibility and the following procedures and guidelines outline the manner in which the school can meet these mandatory regulations. The Head Teacher (Administration) is responsible for informing students, parents and staff of school attendance requirements at the beginning of each year.
- Vertical rolls are used Years 7 to 12.
- Students who are absent must provide a written explanation on their return.
- Students who arrive late will obtain a Late Pass by:
  - Completing the Late Students Sheet; and
  - Completing a late pass, which is signed by one of the nominated staff.

Regular latecomers will have a letter sent home notifying parents/caregivers of this unsatisfactory situation.

- Senior students who have study periods in the morning are permitted to arrive late provided:
  - They submit to the Head Teacher (Admin.) the relevant permission slip; and
  - They follow the set procedures and complete the appropriate documentation
- Senior students who have study periods in the afternoon are permitted to leave school early provided:
  - They submit to the Head Teacher (Admin.) the relevant permission slip; and
  - They sign out as they leave the school each day.
- Senior students following alternative pathway arrangements must follow the attendance procedures as outlined to them by the Head Teacher (Admin).
- Students who need permission to leave school early must bring a signed note to the Rolls Office before school where the Head Teach Admin. Will issue an *Early Leavers Pass*. This pass should be retained by the student and shown as required.
- All staff are required to mark their class rolls each lesson.
- Where a student's attendance is causing concern the Head Teacher Admin will discuss the situation with the relevant member(s) of the Welfare Team to determine an appropriate strategy. Such strategies may include:
  - Letter warning of unsatisfactory attendance;
  - Student interview;
  - Parental contact by phone;
  - Parental interview at school;
  - Home School Liaison Officer (HSLO) intervention;
  - Counsellor intervention;

- Referral to other members of the Welfare team; and
  - Participation in case management meetings with school and outside personnel.
- 
- Strategies to encourage attendance may include:
    - Verbal encouragement by all school staff;
    - Rewarding good and/or improved attendance through the school's merit certificate programme;
    - Raising the profile of the value of good attendance through the presentation of Merit Certificates by the Principal at formal assemblies and attendances being recorded on reports;
    - HSLO addressing target groups and/or year assemblies as the need arises;
    - The monitoring and enforcement of School Certificate, Preliminary HSC and HSC requirements;
    - Close monitoring of fractional truancy and recognition of individual improvement;
    - Involvement of District Attendance Team in targeted initiatives; and
    - Letters home the parents recognising improvement.

# Loss Of Privileges Policy – Appendix 2

## Rationale

Being able to represent Kingswood High School is considered to be a privilege. All students and teachers benefit from the enhancement of this school's name.

A student who has damaged the name of the school, or who creates the impression that they do not know how to represent the school properly, may not be able to take part in school activities that are likely to bring them into contact with the community at large.

## Areas Affected

- School excursions
- Sport/Cultural Activities (debating, mock trials, knockout competitions)
- S.R.C. representation
- Presentation Night
- School Dances/Discos
- Work Placement
- Other related school activities as may arise.

## Implementation

1. Only the Senior Executive have the authority to invoke the loss of privileges for a student.
2. This will be done after consultation with relevant Head Teacher or Sport Organiser.
3. The duration of loss of privileges will be determined by:
  - the seriousness and type of offence
  - the prior record of the student
  - the privileges a student will surrender (e.g. grade sport finals/speech night etc.)
4. Organisers of school events should check with Senior Executive before finalising attendance list for extra curricular activities.
5. School excursions/sport/cultural or social activities:  
Depending on the reason for suspension/misbehaviour, a student may be stopped from participating in such activities for a short period of time. If this is the case, parents/caregivers will be notified.  
SRC representation:  
SRC representatives suspended from school may have their representative status cancelled. This will depend on the circumstances of the suspension and will be determined by the Principal. Parents/caregivers will be notified immediately.  
Discos.  
Any student who misbehaves at discos or who has been suspended from school will not be able to attend the disco following the misbehaviour. A suspended student will not attend a disco held during the term in which the suspension takes place.

# Intruders Policy – Appendix 3

## Introduction

There have been a number of occasions where intruders, including ex-students and students officially absent on that day, have entered the school to make contact with other students. On several occasions staff have felt extremely uncomfortable about directing these students from the scene. Despite directions to leave the school from staff and senior executive, and the issuing of letters warning of police action should the students continue to trespass, several ex-students have persisted in their visits. The presence of these intruders represents a clear security risk for staff and students.

In response to this serious threat to the safety of students and staff, and to the good order of the school, the following measures will be taken -

- 1) Warning letters are issued by the Principal or Deputy Principals on each occasion identified intruders are sighted by staff in the school grounds. This letter refers to our powers under the Inclosed Lands Act.
- 2) Copies of these letters are placed in the central file of students and ex-students of the school as well as in a recently established “Intruders” file maintained in the Deputy Principal’s office. This will include photographs of persistent intruders where possible.

This issue of intruders has been discussed with the Local Area Commander of Police, who supports our actions in contacting police when dealing with persistent intruders.

The following guidelines are outlined to assist staff in dealing with intruders in the school:

If you observe or are confronted by members of the public on the school grounds -

- 1) Enquire why the person(s) is on the school grounds. If they appear to have some legitimate reason to see a member of staff or a student, direct or accompany them to the Administration Office.
- 2) If they have no legitimate reason, calmly direct them to leave the school. Do not in any way attempt to physically remove them.
- 3) If the intruder(s) fails to comply with your instructions, send a reliable student to either the Senior Executive, or a Head Teacher so that you can be provided with support. If there is no one around to help you, leave the scene and obtain support yourself.
- 4) If you feel in any way, threatened or intimidated, remove yourself from the vicinity. Get a message to the Senior Executive or a Head Teacher so that the police can be contacted.
- 5) If you observe an intruder whose identity is known to you (eg. an ex-student) and they leave before you can approach them, inform either the Senior Executive or a Head Teacher. There may be a pattern to their attendance and the Principal may wish to issue the person with a Formal Caution concerning trespassing. The school photographs collection held in the Library may be useful in identifying ex-students.

# Anti-Smoking Policy – Appendix 4

## Background

The Department of School Education's policy on discouraging students from smoking is quite clear. Memorandum to Principals 89/118, Establishing Schools as Drug Free Zones, states that "Principals should ..... be firm in dealing with incidents where legal drugs such as tobacco and alcohol are used by students in school time." In addition schools have been smoke-free working environments since July, 1988.

Moreover it should be the role of a school to actively discourage lifestyle choices amongst students that are unhealthy. The school's Personal Development, Health and Physical Education program presents an anti-smoking theme.

## Procedures

We need to more effectively deal with the problem of students smoking at school and to this end the following procedures should be implemented:

1. Staff should be vigilant when on playground duty or in the general undertaking of their duties. It is not appropriate to ignore situations where students are smoking and it is essential that all staff are consistent in their expectations. Staff on playground duty should regularly move to areas where smoking amongst students is likely (e.g. Western Area toilets) and demonstrate vigilance.
2. If a student is detected or observed smoking then the teacher should:
  - (a) **Write out a Blue Slip to ensure documentation is noted.**
  - (b) Confiscate any remaining cigarettes, lighters, matches etc.
  - (c) Have the student report at a suitable time so that the teacher can record the student's name in the Smokers Register in the Deputy's Office. If the **FIRST OFFENCE**, then
  - (d) Issue proforma letter to parents and impose an after school detention (if not practical then three half lunch detentions)
  - (e) Follow up on return of acknowledgement slips and attendance at detention(s). Teachers may want to utilise the support of either the Head Teacher in charge on the day of the incident or their Faculty Head Teacher.
  - (f) If it is the student's **SECOND OFFENCE** for smoking, then teachers should use the proforma letter for a second offence and instigate a detention as above. The student should also be issued with a Quit Smoking Package and this should be completed by the student during detention(s). This kit has been prepared by the PD/H/PE Faculty.
  - (g) If it is the student's **THIRD OFFENCE**, then the Deputy Principal or Leading Teacher should be informed so that the student can be withdrawn from class (Head Teacher Monitoring) and the playground. Parental contact will occur as is normal procedure with an in-school suspension. The student will complete educational material related to the impact of smoking on health.
3. If a student re-offends then the Deputy Principal//Principal should be contacted. Further in-school suspension time or a formal school suspension may follow.

It is intended that vigilance by all staff and a consistent and effective response will reduce the incidence of students smoking at school.

# Student Recognition System.

**Bronze, Silver and Gold Medallions are to be awarded for a range of endeavours across the school rather than achievement in one subject/area.**

**Students may receive Bronze, Silver and Gold Medallions through one of 2 methods:**

## Method 1

A **four-tiered** system of awards will operate:-

**Level 1** - A Recognition Certificate. All teachers are able to award these certificates at their discretion for **WORTHWHILE ACHIEVEMENTS** in various areas, both within and beyond the classroom. It should be stressed that the awards must be earned if the system is to be successful it is important that these certificates be used consistently throughout the school and that they replace all existing certificates issued by individual departments. Head Teachers are issued with these certificates for distribution to staff members within their faculties.

**Level 2** - An Achievement Award. These awards are to be presented to any student who has obtained 5 Recognition Certificates. Achievement Awards will be presented at Year or other formal Assemblies and be signed by the Principal.

**Level 3** - Students who receive 3 Achievement Awards will receive a Gold Award. These awards will be presented at Year or at other formal assemblies.

**Level 4** - Students who receive 3 Gold Awards may make application to receive a school medallion which will be presented at Speech Night, or at other formal assemblies.

**ACCUMULATION OF CERTIFICATES** - Levels 1, 2 and 3 certificates can accumulate over a student's time at Kingswood High School. Certificates earned this year can be added to Certificates earned in future years, with the ultimate aim of obtaining a medallion. In order to obtain a medallion, a student must accumulate gold awards that reflect whole-school participation. No more than 5 Merit certificates from any one area/subject may be counted towards a Gold Award. Application for a medallion must be in writing and submitted to the year adviser, to be discussed by the welfare team and school executive for ratification.

## Method 2

1. The **Year Adviser 9,10,11 & 12** may nominate student(s) to receive a **bronze** medallion.  
The **Year Adviser 10,11 & 12** may nominate student(s) to receive a **silver** medallion.  
The **Year Adviser 12** may nominate student(s) to receive a **gold** medallion.
2. The nomination is discussed by the Welfare Team and a recommendation for either approval/ non-approval is made by the Welfare Team.
3. The recommendation by the Welfare Team is considered by the executive and a final decision is made.

# The Role Of Year Advisers – Appendix 6

This document contains a list of the tasks which have been and can be undertaken by Year Advisers. It is not intended to be prescriptive or exhaustive.

## All Year Advisers

Although each year group has its individual needs and requirements, many aspects of all the Year Adviser's tasks are common to most or all groups. The job involves the areas of administration, student welfare and the many organisational tasks relevant to the different year groups. These include:

- Interview students with difficulties and refer to appropriate personnel if required.
- Issue/maintain year lists.
- Process leavers and enrolments.
- Attend Welfare Team meetings and Year Advisers' meetings.
- Progress and Conduct Reports - prepare, distribute, collect, collate, follow-up as appropriate.
- Communicate with parents as needed.
- Attend and participate in Parent/Teacher Evenings.
- Liaise with Head Teacher Welfare as needed.
- Liaise with Senior Executive and Executive as needed, e.g. student numbers, curriculum patterns, welfare and background information on students etc.
- Liaise with classroom teachers concerning student issues - two-way flow of information.
- Liaise with School Counsellor/s regularly.
- Liaise with Support Teacher (Learning Difficulties), English as a Second Language Teacher and other support networks as necessary.
- Liaise with Head Teacher Administration (Rolls) and HSLO regarding student attendance.
- Initiate and monitor Year Adviser's Monitoring Cards (pink).
- Reports
  - update class/subject lists as required.
  - co-ordinate the printing and distribution of black subject reports.
  - receive and checking teacher's reports after Head Teacher proof reading.
  - check teacher's reports.
  - organise re-writes.
  - collate and add covers.
  - write general comments.
  - co-ordinate the duplication of completed reports.
  - send duplicates to be placed in central file.
- Liaise with relevant Executive regarding Board of Studies Documentation, e.g. School Certificate and Higher School Certificate entries, Records of Achievement, gradings etc.
- Collect work on request for students who are seriously ill (extended absence).
- Compile and write official school references.
- Process paperwork before entry to the Central File.
- Issues timetables.
- Participate in the School Annual Presentation Evening as required.
- Organise Year Assemblies as per the calendar
  - Presentation of awards
  - Co-ordinate the program of the assembly
- Organise and run weekly Year Meetings.
- Utilisation of Peer Mediation and the Pikas Method as appropriate.

# The Role Of The School Counsellor – Appendix 7

What?	How?
Complementing the work of learning support teams.	<ul style="list-style-type: none"> <li>• assessing students, referring to relevant agencies concerned with the health and welfare of students</li> <li>• counselling students and the parents or carers</li> <li>• assisting schools to gain access to integration or special education support by completing necessary assessments and filling out the sections of referral proforma reserved for counsellors</li> <li>• assisting schools to understand equity issues as they affect individual students</li> </ul>
Collaborating with principals, teachers, parents or carers, and other agencies to enhance the well-being of all students, including those experiencing emotional and behavioural difficulties.	<ul style="list-style-type: none"> <li>• counselling or supporting students including those who have experienced abuse, misused drugs, or experienced depression or related disorders</li> <li>• liaising with local community health services to ensure appropriate support for students such as the above</li> <li>• assisting schools to develop resilience in students</li> <li>• participating in anti-bullying strategies</li> <li>• participating in conflict resolution</li> <li>• participation in school welfare team initiatives</li> </ul>
Assisting students to make positive choices	<ul style="list-style-type: none"> <li>• counselling students who have been suspended from school</li> <li>• involving students in decision-making about their educational progress in a context of increasingly varied educational and vocational pathways.</li> </ul>
Providing support or counselling to students who may have experienced sexual, physical or emotional abuse or neglect	<ul style="list-style-type: none"> <li>• providing support to students, using language consistent with and supportive of that used in child protection curricula</li> </ul>
Reporting the outcomes of school counsellor work	<ul style="list-style-type: none"> <li>• communicating the results of assessments to parents or carers and teachers</li> <li>• scheduling follow up meetings with teachers and parents or carers to monitor the success of interventions and modify interventions if necessary</li> </ul>
Maintaining the integrity and quality of counselling practice	<ul style="list-style-type: none"> <li>• explaining to the wider school community elements of good counselling practice</li> <li>• clarifying with students, teachers, and parents or carers, their understanding of counselling, including the confidential nature of the service and circumstances in which limits are placed upon that confidentiality</li> <li>• promoting school counselling as a career</li> </ul>

## Student Welfare: Support And Intervention Programs – Appendix 8

### OVERVIEW 1999

PROGRAM	OUTLINE OF PROGRAM	DURATION/FREQUENCY	TARGET GROUPS/NAMES	CO-ORDINATOR
<b>I Can Do It</b>	Behaviour modification program with negotiated behaviours as its target. Closely monitored by class teachers and HTW.	Variable, minimum of 2 weeks.	Identified Year 7 & 8 students. Students who do not respond to normal post-suspension procedures. Students requiring close monitoring of up to 3 behaviours.	Head Teacher Welfare
<b>What If I?/ Planning Room Booklet</b>	Allows student to work through series of activities that identify the way they respond with certain behaviours. The monitoring executive member discusses the student responses with the student.	As required 1 to 2 days.	Students facing 2 <sup>nd</sup> short-suspension.	Head Teacher Welfare or nominated teacher.
<b>Anti-Bullying Groups, incorporating Peer Mediation Program</b>	Committee formed (students, staff, parents, PDO Support, Police Youth Liaison Officer, Community representatives). Committee will determine and oversee specific programs aimed at addressing areas of bullying and harassment at school.	To be determined by committee	Students experiencing problems with social adjustment.	Head Teacher Welfare
<b>NESB Group</b>	A high impact learning program targeting NESB students at risk. Its aim is to support students with poor attendance, behaviour, attitude, low self esteem and increase confidence in their work. The program's 3 modules are conflict resolution, study skills & real work experience.	To be organised by school in conjunction with Blacktown District Office personnel and local Penrith NESB Support groups.	Students identified by Welfare Team as at risk in the areas identified in program outline.	NESB Community Liaison Officer from Blacktown District Office, Deputy Principal 7-9-11, Penrith NESB Support Groups.

PROGRAM	OUTLINE OF PROGRAM	DURATION/FREQUENCY	TARGET GROUPS/NAMES	CO-ORDINATOR
<p><b>Nepean Family Integration Project Group</b></p>	<p>The program aims to provide young people who have recently left home, or who are at risk of becoming homeless, and their families with access to a variety of resources and services that will:</p> <ul style="list-style-type: none"> <li>• Assist in the reduction of emotional and social stresses that contribute to family conflict and family breakdown</li> <li>• Assist young people who have left home to have meaningful contact with their families and where appropriate, facilitate a process that leads to reconciliation</li> <li>• Shield young people who have recently become homeless from the cycle and culture of homelessness</li> <li>• To refer students to appropriate community agencies.</li> </ul>	<p>a) As required/referred by Head Teacher Welfare for whole family support.</p> <p>b) In school groups and training to be determined and operational Terms 2,3 and 4.</p>	<p>As referred by Welfare Committee and Head Teacher Welfare.</p>	<p>Geoff Toole/HTW/NFITP/PDO.</p>
<p><b>Individual School to Work Plans</b></p>	<ul style="list-style-type: none"> <li>• Focuses on self analysis of the individual students interests, skills and abilities</li> <li>• Develops students' understanding of the changing nature of work and training including future trends</li> <li>• Develops critical thinking and problem solving skills in the student</li> </ul>	<p>Terms 1, 2 &amp; 3 (4 if needed)</p>	<p>Identified Year 9/10 students.</p>	<p>Head Teacher Welfare in consultation with Welfare Team.</p>

PROGRAM	OUTLINE OF PROGRAM	DURATION/FREQUENCY	TARGET GROUPS/NAMES	CO-ORDINATOR
<b>Bridging The Gap</b>	Two Programs: a) Two days/weeks for one term. Intensive social, educational and welfare intervention.  b) One day seminars for groups of upto 15 - Years 9/10/11 students plus Year Adviser.	a) As previously stated.  b) As previously stated.	At risk Year 9/10 students meeting program requirements.	Head Teacher, Ted Cox, B.T.G. staff and Careers Adviser.
<b>Young Women's Transition</b>	Life Skills program including, literacy, numeracy, employment and related social support.	3 days per week for 6 weeks.	Girls identified, over 15 years, who are at risk of failing to make transition from school to independent living.	Head Teacher Welfare in conjunction with Welfare Team and Kerry Williams.



# COMMUNITY PARTICIPATION

## Objectives

Kingswood High School values and enhances community participation by:

- encouraging parents and community members to participate actively in the education of young people and in the life of the school;
- fostering close links with the wider community and acknowledging parents as partners in school education;
- recognising students' families, cultures, languages and life experiences and assisting families to gain access to support services in the community.

## Outcomes

- These will be strong links between students, staff, parents and other members of the school community.
- Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour.
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.
- Students parents and teachers will understand that the learning and teaching programs in the school are relevant and beneficial.

## **1. P & C Association**

This group meet monthly to provide a democratic and valued perspective on decision-making in the school. P & C activities include:

- identifies and addresses needs within the school in conjunction with the schools senior executive;
- provides representatives for all school committees;
- organises fundraising activities;
- participates in Merit Selection Panels.

## **2. Communicating With Parents**

Regular contact between teachers and parents regarding the progress of their children occurs by phone, through letters and direct meetings. Parents receive regular school bulletins and school reports are issued twice a year. Parents are invited to attend Parent-Teacher Evenings, Year Assemblies, Presentation Evening, Subject Selection and other information evenings.

Two way communication is essential and encouraged by the school.

## **3. Enhancing The School Learning Environment**

The school community is encouraged to participate in identifying areas in need of improvement, and to assist in ongoing development and maintenance of school grounds and gardens. Working bees are regularly held and the P & C assists in school ground and garden maintenance.

## **4. Addressing Department Of Education And Training Policies**

The community is represented on all school committees which address the development, implementation and evaluation of Department of Education & Training Policies, mandatory and otherwise.

## **5. Inter Agency Links: Health And Safety Initiatives**

Current Department of Education & Training guidelines direct schools to link with local and State Health & Welfare agencies. These include Department of Community Services, Local Area Health Services, government and non-government support agencies such as Insearch, Bridging The Gap, Barnados, Stewart House, The Smith Family, Lifeline and The Nepean Family integration project. Links with local Police are being extended and strengthened through such initiatives through the RAP committee and Drug and Alcohol programs.

(See Appendix E)

## **6. Service Club Support**

The school has developed strong and positive links with Kingswood Lions Club, and enters students in the Lions “Youth of the Year” program. Links with the Rotary, Zonta and Apex Service Clubs are also encouraged by the school through student initiatives and exchange programs.

## **7. Crime Prevention Strategies**

The school is currently liaising with Penrith and Regentville Police in developing student central workshops aimed at developing appropriate social behaviour as alternatives to criminal and anti-social activities. The School’s Intruder’s Policy has been developed in conjunction with Police advice.

(Appendix F)

# **INTER-AGENCY CONTACTS**

<b>NAME CONTACT</b>	<b>ADDRESS</b>	<b>PHONE</b>
Barnados Penrith	Hosking Street CRANEBROOK	4729 1211
Bridging The Gap	ST MARYS.	9673 2852
Community Justice Centre	Level 1 311 High Street PENRITH.	4732 1933
Dalmar Family Counselling	562 High Street PENRITH.	4731 4600
Dept of Community Services	329 High Street PENRITH.	4731 6222
Dept of Housing	Necle Cart Building Level 2 311 High Street PENRITH.	4721 6411
Drug Information, Counselling Education	57 Belmore Street PENRITH.	4731 3944
Family Skills Training Program	56 Woodriffe Street PENRITH.	4731 6744
Help Program - Penrith City Council Early Leavers Program	Station Street PENRITH.	4721 7264
Impact - Intervention Mentally III Parents & their Children		4724 2585
Juvenile Justice - Western Sydney	P.O. Box 746 BLACKTOWN.	9831 8088
Kingswood Community Health Centre	P.O. Box 504 KINGSWOOD.	4736 6566
Living Skills Centre	123 Evans Street PENRITH.	4721 7588
Mission Employment	114-116 Henry Street PENRITH.	4732 2544
Nepean Family Integration Project		

Inter Youth Services		4722 9404
Nepean Migrant Access Sources	25 Swanston Street ST. MARYS	9833 2708
Nepean Skills Centre	30 Copeland Street KINGSWOOD.	4732 3923
Obley	ST. MARYS.	9623 2879
Parent Support Network	P.O. Box 40 ROOTY HILL.	9625 0335
Penrith Community Health Centre	111-113 Henry Street PENRITH.	4721 7233
Penrith Streetwork Project	3 Worth Street PENRITH.	47 21 7750
Sexual Health Clinic	Nepean Hospital KINGSWOOD.	4724 2507
The Warehouse (Penrith Youth Health Centre)	13 Reserve Street PENRITH.	4721 8330
Wentworth Area Health Service -Alcohol Related Problems	Derby Street PENRITH.	4731 1442
Western Area Adolescent Mental Health Team	111-113 Henry Street PENRITH.	4732 2388