



Coolamon Central School

STUDENT WELLBEING AND BEHAVIOUR MANAGEMENT PROCEDURES



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FAIR PLAY TO ALL
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INTRODUCTION

Student wellbeing is the responsibility of the whole school community. The Student Wellbeing and Behaviour management procedures enable the young learners to experience a sense of identity, security, purpose and achievement. When these procedures have the support and commitment of the school community, there will be an environment where effective teaching and learning can be optimised.

As wellbeing is dynamic and integral to learning, it is vital that it is embedded in the complex multi-dimensional work at Coolamon Central School. The teaching staff at CCS strive for excellence in teaching and learning and also recognised that through building trusting and respectful relationships with the students, they are creating quality learning opportunities for our young people so as to strengthen their cognitive, physical, social, emotional and spiritual development.

The Student Wellbeing and Behaviour management procedures at CCS have been designed to create a framework of wellbeing structures and strategies that will enable students to;

- be engaged in learning,
- make positive connections,
- have opportunities for choices,
- have achievements and positive behaviour recognised, and
- feel safe and support in their personal development.

This will be achieved by Coolamon Central School's commitment to;

- support students to connect, succeed and thrive at each stage of their development and learning;
- provide opportunities that are age rigorous, meaningful and dignified;
- have a shared responsibility underpinned by productive relationships that support students to learn;
- enable environments, informed and guided by legislative and policy requirements;
- focus on the development of quality teaching, learning and engagement; and
- be responsive to the needs of school and incorporating wellbeing into planning and processes.

Students at Coolamon Central School will;

- be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.
- be respected, valued, encouraged, supported and empowered to succeed, and
- grow and flourish, do well and prosper.

NB. The school procedures reflect the school's values, Core Rules for students in NSW government schools and the Wellbeing Framework.

CCS SCHOOL VALUES

Coolamon Central School recognises the importance of the following core values to our school community. These values represent the aspirations and beliefs of the school community as a whole.

The values are taught explicitly in classrooms and through the activities and relationships of the school and its community. The CCS values guide student wellbeing, learning and behaviour management, how the school communicates with parents and the opportunities for staff, students and parents to participate in decision-making. They also guide the learning experiences that are provided for students. They are reflected in the policies and procedures of Coolamon Central School and the department.

CARE AND COMPASSION

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

RESPECT

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

RESPONSIBILITY

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

DOING YOUR BEST (EXCELLENCE)

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



CORE SCHOOL RULES

Promoting the learning, wellbeing and safety of all students is a high priority at Coolamon Central School. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

The following outlines a number of common behaviours that students display in relation to each core rules. There are strategies that the teachers, executive and parents can use to promote and change the students' behaviour and they are based on the Department of Education Behaviour Code.

A guided chart is also provided to deliver consistent corrective feedback and the consequences when the expectations of behaviours of students are not followed. The school shall endeavour to address and modify behaviours using this guide and follow the departments' suspension and expulsion procedures as necessary.

BE RESPONSIBLE

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

BE RESPECTFUL

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

BE READY TO LEARN

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

BE RESPONSIBLE

Student Expectations

Model and follow class codes of behaviour and conduct

Resolve conflict with empathy

Take personal responsibility for behaviour and actions

Care for self and others

Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

PROACTIVE STRATEGIES

- Teaching the behaviour expectations, providing consistent positive feedback to students
- Consistent corrective feedback and consequences when expectations are not followed.
- Refer to department's electronic device policy and anti-bullying policy / CCS anti-bullying plan
- Year adviser mentoring
- Anti-bullying activities in year meetings
- Counselling program is instigated with the school counsellor
- Referral to: executive, year advisors, wellbeing team, L&ST counsellor
- Staff all trained in first aid
- Explicit teaching of school rules including displaying posters to students and parents.
- clear guidelines provided on bus travel
- Active supervision of students
- Crossroads program
- Time-out cards
- Mentor teachers
- Pastor program
- Wellbeing team meetings
- Professional learning
- Positive/ negative incidents monitored via SENTRAL
- Non-Violent Crisis Intervention/Individualised student plans are regularly reviewed

STUDENTS NOT BEING RESPONSIBLE- levels of action taken

Teacher

1. Provide verbal reminder/warning of rule and the expected behaviour/ teaching of behavioural expectation. Provide positive feedback of expected behaviours.
2. Consistent reinforcement and consequences(x on board or similar approach if appropriate).
3. Organise timeout (time-out in-class *and/or* time-out with buddy class).
4. Class detention- interview with teacher to rectify the issue- check all learning support plans – Risk management plans where appropriate.
5. Referral to HT if not rectified.
6. SENTRAL wellbeing entry (possible parent contact check with supervisor- See SENTRAL entry levels).

Executive

- SENTRAL referral to supervisor (info only) – Check monitor faculty as required.
- Referral to Learning and Support Team.
- If class detention was not reasonable or not attended then executive detention scheduled.
- Wellbeing referral to supervisor + Executive detention
- Parent contact – interview /student interview-statements taken/Confiscation of objects/suspend computer account.
- Follow Anti-Bullying policy/ plan.
- Mediation / counselling referral.
- Yellow monitoring booklet/ Independent learning room (ILR)/ alternative timetable organised.

Deputy Level

- Student interview- where appropriate with the student's year adviser as support.
- Parent interview (DP) + student withdrawn from playground + counsellor referral + behaviour monitoring book or attendance monitoring book.
- ILR (DP) + Refer to HSLO (Principal) /Refer to School Counsellor (DP) Education program is instigated for student with the year adviser/ Risk assessment plans developed.
- Suspension recommendation to the Principal.

Principal Level

- **Short Suspension / Long Suspension. This includes: breaches of the school discipline code such as: refusal to follow staff instructions.**
- Refer to Home School Liaison Officer.
- Referral to Principal for child wellbeing- mandatory reporting.
- Call Police./Health and Safety: Contact incident report and support hotline- 1800 811 523
- Bus company may impose sanction.

BE RESPECTFUL

Student Expectations

Treat one another with dignity Speak and behave courteously

Cooperate with others

Develop positive and respectful relationships and think about the effect on relationships before acting

Dress appropriately by complying with the school uniform or dress code

Take care with property

PROACTIVE STRATEGIES

- Share the Wear
- School supplement of uniforms
- Monitoring of uniform on SENTRAL
- Student assistance/lost property/temporary clothing pool
- Hands-off rule
- Monitoring all incidents on SENTRAL
- Classroom management practices- Modelling respectful relationships
- MindMatters-professional learning
- HOW2Learn dispositions explicitly taught
- Department's anti-bullying policy
- Referral to: executive, year advisors, wellbeing team, L&ST, counsellor
- Wellbeing programs addressing positive relationships
- Police Liaison Officer contact/ support
- Restorative justice
- ARCO position
- Rock & Water Program
- Targeted Curriculum links
- Wellbeing activities, events, programs and days- e.g. Harmony Day/RUOK/National Day of Action against Bullying and Violence
- Staff collaboration and communication via SENTRAL

STUDENTS NOT BEING RESPECTFUL- Level of action taken

Teacher

1. Provide verbal reminder/warning of rule and the expected behaviour/ teaching of behavioural expectation. Provide positive feedback of expected behaviours.
2. Consistent reinforcement and consequences(x on board or similar approach if appropriate).
3. Organise timeout (time-out in-classand/or time-out with buddy class).
4. Class detention- interview with teacher to rectify the issue- check all learning support plans – Risk management plans where appropriate.
5. Referral to HT if not rectified.
6. SENTRAL wellbeing entry (possible parent contact check with supervisor- See SENTRAL entry levels).
Other strategies: students send to HT/AP /Establish seating plan / Suggest alternative use of language/ Student interviews – restorative practices

Executive

- SENTRAL referral to supervisor (information only) – Check monitor faculty as required.
- Referral to Learning and Support Team.
- If class detention was not reasonable or not attended then executive detention scheduled.
- Wellbeing referral to supervisor + Executive detention/ ILR/ Monitoring booklets
- Removal from class/playground /NO HAT – PLAY in shade/ Removal from activity if not wearing appropriate clothing
- Parent contact – interview /student interview-statements taken/Confiscation of objects/suspend computer account.
- Student interviewed to address expectations of behaviour.
- Contact GA or Health & Safety Committee for immediate removal of offensive graffiti or dangerous materials.
- If violent act of aggression report directly to Principal

Deputy Principal

- Follow DoE discrimination policy/ Anti-Bullying policy
- Student interview- where appropriate with the student's year adviser as support.
- Parent interview (DP) + student withdrawn from playground + counsellor referral + behaviour monitoring book
- ILR + Refer to HSLO (Principal) /Education program is instigated for student with the year adviser/ Risk assessment plans developed.
- Suspension recommendation to the Principal.

Principal

- Short Suspension / Long Suspension. This includes: breaches of the school discipline code such as: refusal to follow staff instructions. following Department of Education Suspension Policy
- Referral to Principal for child wellbeing- mandatory reporting.
- Call Police./Health and Safety: Contact incident report and support hotline- 1800 811 523

BE READY TO LEARN

Student Expectations

Attend school every day (unless legally excused)

Arrive at school and class on time

Be prepared for every lesson

Actively participate in learning

Aspire and strive to achieve the highest standards of learning

PROACTIVE STRATEGIES

- Encourage organisation with HOW2learn positive recognition e.g. Bluey's
- Monitoring of attendance and behaviour through SENTRAL
- Referral to: executive, year advisors, wellbeing team, L&ST counsellor
- Parent contact
- Provision of material to support student learning
- Annual communication with parents surrounding required equipment
- Active Learning and Support team
- Visual displays around school promoting core values and behaviours
- Differentiated curriculum
- Fostering and building positive relationships with students
- Engaging learning opportunities provided
- Focus on student wellbeing
- Teacher professional learning
- Effective feedback strategies
- Individualised student plans are regularly reviewed Reward system

STUDENTS NOT READY TO LEARN- Level of action taken

Teacher

1. Provide verbal reminder/warning of rule and the expected behaviour/ teaching of behavioural expectation. Provide positive feedback of expected behaviours.
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Executive

- SENTRAL referral to supervisor (information only) – Check monitor faculty as required.
- Referral to Learning and Support Team.
- If class detention was not reasonable or not attended then executive detention scheduled.
- Wellbeing referral to supervisor + Executive detention/ ILR/ Monitoring booklets
- Removal from class/playground / Removal from activity if not wearing appropriate clothing or required equipment
- Parent contact – interview / letter /student interview
- Yellow monitoring booklet/ ILR/ alternative timetable/ N- Award warning procedures

Deputy Principal

- Follow assessment procedures/ Attendance policy
- Student interview- where appropriate with the student's year adviser as support.
- Parent interview/contact (DP) + student withdrawn from playground + counsellor referral + behaviour/ learning monitoring or attendance monitoring book.
- ILR + Refer to HSLO (Principal) /Refer to School Counsellor/ Education program is instigated for student with the year adviser/Learning plans developed.
- Suspension recommendation to the Principal.

Principal

- Short Suspension / Long Suspension. This includes: breaches of the school discipline code such as: refusal to follow staff instructions. following Department of Education Suspension Policy
- Referral to Principal for child wellbeing- mandatory reporting.
- Follow department Attendance Policy
- Health and Safety: Contact incident report and support hotline- 1800 811 523

LEARNING & POSITIVE BEHAVIOUR AWARDS

The K - 12 Award system aims to acknowledge great learning and positive behaviour in our classroom and the playground. Once a student has received an award it cannot be taken away from them. The award system will renew annually. All students who behave well and/or learn well regularly will be able to attain the highest level every year.

Great Learning and Positive Behaviour will be acknowledged with:

- Certificates and recognition at assembly,
- Letters home to parents,
- Senior students in uniform will be rewarded with study passes when they reach silver award
- There will be annual prizes for silver, gold, platinum and opal recipients at assembly,
- Weekly/Fortnightly draws of free and frequent awards for prizes. Students place the free and frequents in the box outside the student window in the front office
- Principal morning tea
- Award excursions
- Award privileges

THE AWARD LEVEL PRESENTATION

Before the assembly organiser processes the awards, the organiser will “clear” all recommended recipients with the Deputy Principal and Principal. There is an expectation that full school uniform is required to accept the award at the major assemblies.

REWARD ASSEMBLIES

There are weekly (primary) and fortnightly (secondary) subject awards presented to students, which contribute to their award levels. The school holds whole school assemblies throughout the year to recognise outstanding achievement.

DOUBLE PLATINUM AND OPAL

For students who achieve the two highest levels in consecutive years there be a nomination to receive special recognition at presentation night.

Great Learning Positive Behaviour- Awards and Points

Award	Year K-11	Year 12
Bronze Award	20	15
Silver Award	50	35
Gold Award	80	60
Platinum Award	120	90
Opal	180	135

Free and Frequent – (Bluey) 1 Point

Students will receive these awards daily for great learning and positive behaviour that happens in the classroom and the playground. Secondary Students put their Blueys in the rewards box in the front office and primary students have a box in their individual classes. The Blueys are counted by Year Advisers and recorded onto a central system. These points accumulate towards Bronze, Silver, Gold, Platinum and Opal Awards. At the weekly/fortnightly assembly, there are stationary prizes drawn from the accumulated Blueys.

Examples of great learning and behaviour include:

- Being focused in class and follow classroom rules, wear your school uniform
- Give someone a helping hand
- Complete your homework on time and to the best of your ability

Great Learning & Positive Behaviour Awards – 5 Points

Students will receive these awards fortnightly for:

- Consistent great learning and engagement in activities that support the learning of themselves and others.
- Consistent positive behaviour and engagement in activities that support the wellbeing of themselves and others
- Engagement and interaction with the H2L Dispositions and Habits

Community and School Service Awards – 5 Points

Students can apply to their year advisor or class teacher to receive a Community Service and/or School Service Award for their contributions to the school and local community. Students must describe their service and have their application signed by a teacher or community member.

Sporting Awards – 5 Points

Students can apply to the Sport and PD/H/PE Co-ordinator to receive a Sporting Award for representing Coolamon Central School at Riverina, State or National level.

Coolamon Central School Spirit Awards Junior School Spirit (Year K-9) –20 points

Junior School Spirit awards are presented to students who go above and beyond to do something exceptional for the school and the broader community such as:

- Community Meals
- Lead a school or community event

Senior Spirit Awards (Year 10-12) – 20 points

Senior School Spirit awards are presented to students who go above and beyond to do something exceptional for the school community such as:

- Silver/Gold Duke of Edinburgh
- Leading and organising school and community functions or events,
- Coaching and umpiring a full season of sport,
- Sustained effort in running programs in infants and primary. For example, sporting competitions at lunch (Year 10,11 and 12 students only),

School Spirit Awards are presented to students who go above and beyond to do something exceptional for the school and the broader community. This may include leading and organising school and community functions. Students need to get an application form from their Year Adviser.

Principal's Award – 10 Points

Students will receive a Principal's Award for demonstrating consistent application and commitment to learning across all subjects in their semester reports.

Earn your Points

- Free and Frequent – (Bluey) 1 point
- Great Learning & Positive Behaviour Awards – 5 points
- Junior School Spirit (Year7-9)–20 points
- Senior Spirit Awards (Year 10-12) – 40 points
- Community and School Service Awards – 5 points
- Sporting Awards – 5 points
- Principal's Award- 10 points

Students put their Blueys in the rewards box in the front office or the rewards box in their classroom where they will be counted towards bronze, silver & gold awards. There is a draw of blueys to win prizes and vouchers.

MONITORING AND CORRECTION OF BEHAVIOUR

Coolamon Central School is committed to personalised and differentiated learning and support for every student to succeed. There is targeted support so that students can achieve their learning outcomes.

As a students' wellbeing can affect their engagement and success in learning, the school understands that there is sometimes a need to bring about positive change through monitoring, explicit teaching and the use of corrective actions. As part of the monitoring and teaching procedures the teachers are enabling students to make choices so as to positively impact on their learning and engagement in school. The provision of choice supports self-regulation, self-discipline and achievement and this is reinforced through the explicit teaching of the HOW2Learn dispositions. When students have choice and opportunities to engage in activities that are of interest and value to them, their wellbeing is enhanced.

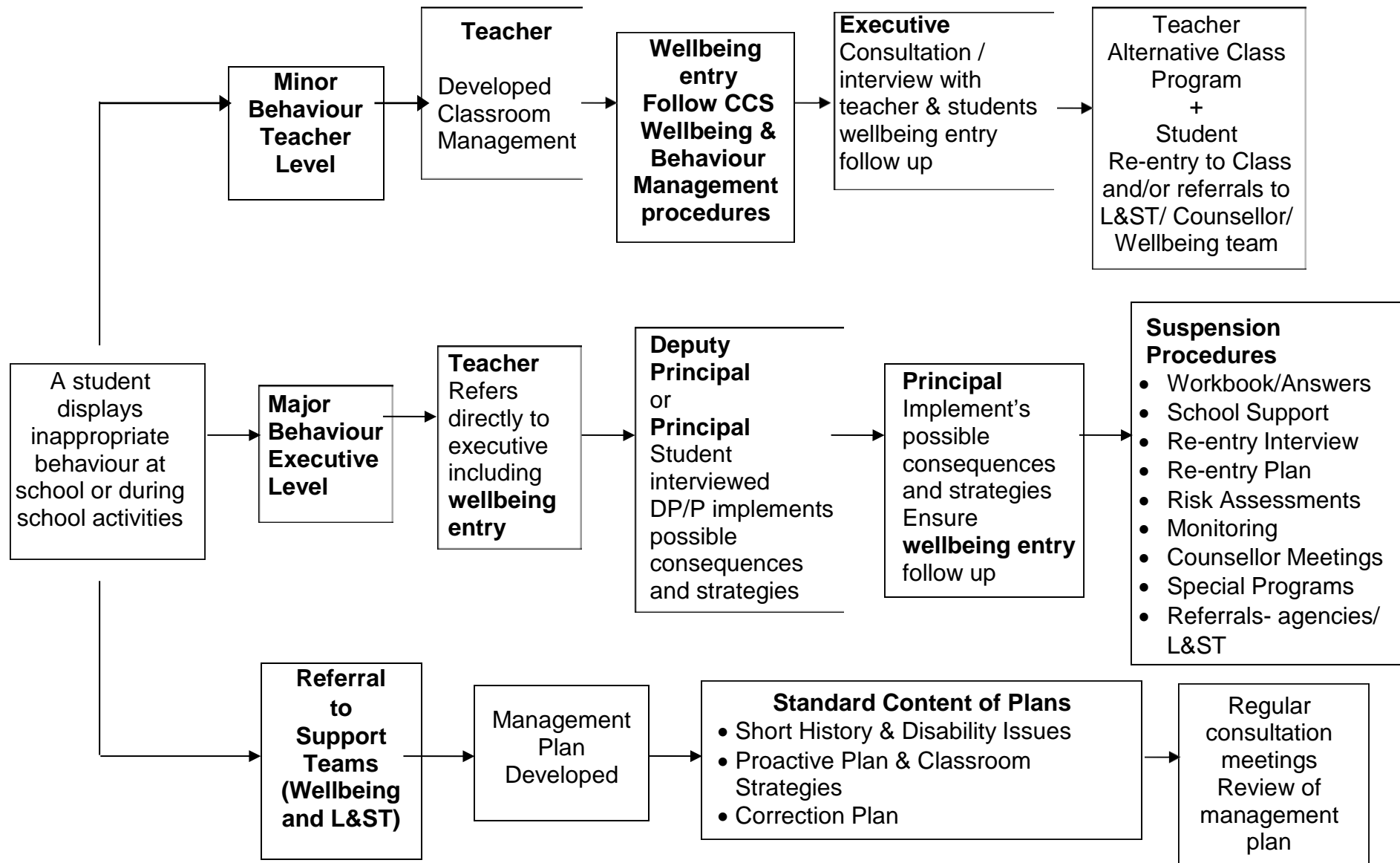
Students who have demonstrated behaviours that cannot be rectified at a class or teacher level may need additional monitoring and use of corrective action. The students are closely monitored so as to modify or track their behaviour in the school. These monitoring levels are meant to adjust student behaviour so that they are able to make more positive choices and learn to self-reflect. Monitoring is not a punishment but a process to support the student to make modifications to their behaviour.

The levels of monitoring, HOW2learn dispositions and corrective actions are outlined in more detail in this section.

TYPES OF MONITORING AT COOLAMON CENTRAL SCHOOL

- Blue Monitoring
- Yellow Monitoring
- Red Monitoring
- Year adviser monitoring
- Class monitoring
- Independent Learning Room
- School Counsellor
- Parent request monitoring
- Alternative class timetable
- Behaviour management plans
- Independent learning plans
- Personalised learning pathways
- Executive and class detentions

STUDENT WELLBEING & BEHAVIOUR MANAGEMENT FLOW CHART



LEVELS OF BEHAVIOUR

Teacher- Minor Issues	Head Teacher/ Assistant Principal- Major Level	Senior Executive Major Level
<p> Incomplete class learning Lateness Unprepared for class Swearing-inappropriate comments Bullying- initial reporting Out of chair Interruptions of learning Misuse of Computer/technology Talking out of turn Not following safety rules Chewing gum Out of bounds Refusal to follow directions Mistreatment of equipment No hat- no play Primary Cyber bullying- reporting </p>	<p> Truancy Aggressive behaviour Swearing at teacher Bullying- Physical/Verbal Failure to attend teacher detention Misuse of Computer/ technology Spitting Disrespectful comments towards staff Arguing with staff Out of bounds Smoking- report Uniforms Cyber bullying </p>	<p> Serious aggressive behaviour Truancy Swearing at staff Bullying- Physical/Verbal Fighting Out of bounds Smoking Drugs-(Principal) Uniform(DP) Attendance Sexual Harassment Racial discrimination Cyber bullying </p>

CORRECTIVE ACTION

As a teacher and executive you will need to address inappropriate behaviour of the students. It is important that you utilise corrective actions when getting the students to modify their behaviours. When carrying out corrective action you must;

- **maintain eye contact,**
- **minimise embarrassment and hostility by using a respectful voice,**
- **maintain a non-threatening distance,**
- **give clear choice to maximise student responsibility,**
- **be consistent in your actions and follow-up,**
- **develop a network of support.**

The following list outlines choices of corrective action that can be useful:

1. **TACTICAL IGNORING** Decide what to ignore, for how long to ignore and what to do if the ignoring is not working.
2. **NON-VERBAL MESSAGES** Hostile body language needs to be avoided. Eye contact should be firm without glaring. The key is treating students respectfully.
3. **SIMPLE DIRECTIONS** States clearly what the teacher expects the student to do, is couched in respectful language, accompanied by "please" or "thankyou" and the use of the student's name
4. **POSITIVE REINFORCEMENT** This catches the student using appropriate behaviour. Feedback should be specific (encouraging) and not generalised (praise) e.g. "Well done, you put your hand up." rather than "Good work." **RULE REMINDERS** This keeps the interaction brief but relevant. The teacher restates the rule.
5. **QUESTION & FEEDBACK** A response is invited by using a "what" question.
6. **DEFLECTION** Strong feelings/conflicts are acknowledged and the time is provided for dealing with them.
7. **DEFUSION** This uses a mild, appropriate humour or repartee to take the heat out of a potential conflict. It is NOT a strategy all teachers will be able to use successfully.
8. **BLOCKING RESTATE** A verbal strategy that re-asserts the teacher's direction by using the words repeatedly e.g. restating the relevant rule/s.
9. **ASSERTIVE MESSAGES** 'When this happened ... then I' Using I-messages to explain to the student how the teacher is feeling about the behaviour.
10. **DISTRACTIONS AND DIVERSIONS** The student's attention is deliberately distracted and it is diverted into a safer course of action.
11. **OVERLAPPING CLEAR COMMAND** The teacher excuses themselves from dealing with one student to give a simple direction to another student. The teacher then goes back to the first student.
12. **CHOICES** This is never the first step. It follows tactical ignoring, rule reminders and simple directions.
13. **TAKE ASIDE** The student is simply taken aside and asked what is going on and offered help.
14. **ISOLATION WITHIN THE ROOM** The student is given the choice of working or moving. Given some time, the student is then asked to move if they have continued to be disruptive. This is a logical consequence for the behaviour.
15. **TIME-OUT WITHIN THE ROOM** This would normally last between 5 and 15 minutes and students would then return to the class.
16. **REMOVAL FROM THE ROOM** A choice is offered about being on task or having to leave. The policy in place should make clear how students will be removed, where they will go, what they will do while out of the room, when they can return to class, what conditions apply to their return and when parents will be consulted.
17. **CONTRACTING AND CONFERENCING** The effect of behaviour on other people is clarified. What student's will do to remedy the situation is explored. How the teacher can help and support the student in the process is explored.

HOW2LEARN DISPOSITIONS



Reflectiveness

is the **strategic aspect** of learning where learners are ready, willing and able to **BE CRITICALLY SELF AWARE AND RESPONSIVE TO FEEDBACK**



Self regulation

is the **emotional aspect** of learning where learners are ready, willing and able to **CONNECT WITH THE LEARNING AND WORK THROUGH DIFFICULTIES**



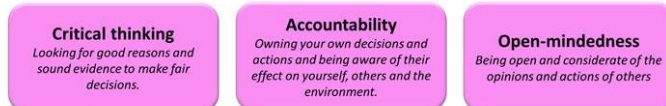
Reciprocity

is the **social aspect** of learning where learners are ready, willing and able to **CONNECT SOCIALLY WITH OTHERS FOR MUTUALLY BENEFICIAL LEARNING**



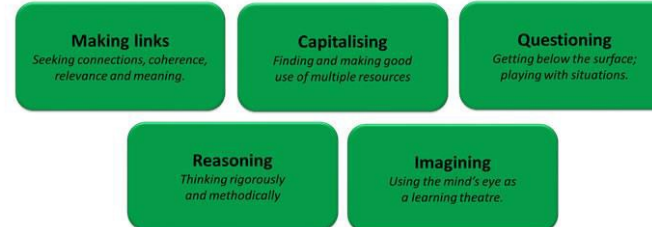
Responsibility

is the **community aspect** of learning where learners are ready, willing and able to be **ACCOUNTABLE FOR THEIR INDIVIDUAL AND COMMUNITY'S ACTIONS TOWARDS THEMSELVES, OTHERS AND THE ENVIRONMENT**



Resourcefulness

is the **thinking aspect** of learning where learners are ready, willing and able to **CHOOSE AND USE RESOURCES WISELY KNOW WHAT TO DO WHEN YOU DON'T KNOW WHAT TO DO**



MONITORING- GENERAL

The Year Adviser, Learning and Support Team or classroom teacher may request a student progress report to be written for various reasons. An observation booklet may be required for students where parents have requested information or a request from the Learning and Support Team.

BLUE MONITORING BOOK

Students may be placed on a blue monitoring book for the following reasons:

- For repeated minor offences;
- At the request of a parent or student (in negotiation with a member of the Senior Executive);
- At the discretion of the senior executive.

Classroom teachers are asked to place a brief comment and initial the in the space provided of the booklet. If a student does not follow the core rules the teacher implements the behaviour management procedures.

YELLOW MONITORING BOOK

Students may be placed on a yellow monitoring book for the following reasons:

- When a student is involved in a major incident and it is felt that their behaviour warrants monitoring;
- When a student is repeatedly referred to the executive for behaviour or learning related incidents;
- Numerous negative wellbeing entries;
- At the discretion of the executive;
- A recommendation from Wellbeing Team or Learning and Support Team;

Generally a student is placed on book for a period of five (5) days, on occasions longer. During this time, the classroom and roll teachers are to place a comment and initial in the space provide d and rate behaviour and learning. The student is to rate the lesson in space provided. The booklet has to be shown to a member of the executive at recess, lunch and end of the day.

- If a negative comment has been placed on the book during the previous period an immediate interview with an executive is required. Excessive negative comments will incur an extension of the period placed on the monitoring booklet, executive detention or ILR. These negative incidents must still be recorded as wellbeing entries on SENTRAL.
- A letter warning of short suspension is sent home.

EXECUTIVE DETENTION ROOM

- Students are placed in executive detention by Principal, Deputy Principal or Executive staff.
- Executive detention is held from 1:50 -2:10 pm each school day, Primary may elect the time slot of 1:30-1:50 or 1:40 -2:10pm
- Parents are to be notified by mail or email if requested.
- SENTRAL entry recorded and detention roll marked.
- The executive detention is to be coordinated via the Deputy Principal

The supervisor of executive detention will:

1. Ensure the student(s) attending executive detention are quiet (no talking).
2. Ensure students are on a learning tasks
3. Sign each student off as either satisfactory or unsatisfactory in completing in SENTRAL.
4. For students who are unsatisfactory a short report will be required giving details in SENTRAL.

Students are to complete a learning sheet during the executive detention that is related to modification of behaviour. They are to clearly explain their behaviour that led to their placement in the executive detention, what the appropriate behaviour should be and the consequence of further behaviour of this type. The completed acknowledge sheet will be filed in the Deputy's office file.

ILR- INDEPENDENT LEARNING ROOM

The ILR is a dedicated time-out facility to assist the student to modify their behaviour according to the CCS behaviour management procedures. The ILR is used according to the guidelines set out requirements for the use of time-out strategies, including dedicated time-out rooms, in NSW government schools.

The dedicated time-out procedures lies within the continuum of interventions used to assist students to regulate and/or control their behaviour. It is used as a proactive strategy to support self-calming and to provide an opportunity for students to reflect on their actions.

As there are a small number of students who have very complex needs that may require specific, personalised learning and support when more general time-out procedures are not appropriate. These interventions, including any on-going use of a dedicated time-out room, may only be implemented if developed, monitored and reviewed by a case management team, consented to by the parents or carers and approved by the principal. The case management team may include the student, parents or carers, school and local Department of Education staff, health professionals and staff from other agencies or government departments.

Students are placed in ILR by Principal, Deputy Principal or Executive or according to any behaviour and/or learning plan.

- Students will be placed in the ILR room for various times.
- Parents notified by phone or mail.
- SENTRAL wellbeing entry.
- The ILR Room is to be coordinated via the Deputy Principal and supervised by Executive staff.

The Supervisor will:

1. Ensure the student(s) attending ILR are quiet (no talking).
2. Ensure students either learning tasks on home learning/assessment tasks or read.
3. Sign each student off as either satisfactory or unsatisfactory in completing in SENTRAL.
4. Record students who are unsatisfactory a short report will be required giving details in SENTRAL.
5. Record the names of students attending the ILR will be listed on daily notices.
6. Ensure students need to be aware that repeated failure to modify their behaviour after being in the ILR will lead to them being taken through the suspension procedures.
7. Provide reading material – suitable material to be placed on the table e.g. selected articles or magazines etc. If home learning or assessment tasks are not available students can read these.
8. Maintain posters on the walls to reflect positive behaviour.

RESOLUTION OF SUSPENSION BEHAVIOUR MANAGEMENT PLANS

1. Upon return from suspension the student together with their parent or care giver will have a resolution meeting with either the Principal or Deputy Principal.
2. During this meeting the issues leading to the suspension are acknowledged and clarified. The School Core Rules are restated.
3. The requirements of re-entry are stated and the consequences of failure to comply with the School Core Rules are explained – see proforma in SENTRAL.
4. The school offers support to the student e.g. Counselling, referral to LST etc.
5. The student upon accepting these requirements the parent / care giver and student sign the Return from Suspension Management Plans then the student is returned to class. Secondary students are placed on red monitoring book. Primary students on a yellow or blue monitoring booklet.
6. The Return from Suspension Management Plan is saved electronically and in student file.
7. A copy of the Return from Suspension Management Plan is offered to be sent to parent / care giver for their records as required.
8. A copy of the Return from Suspension Management Plan is issued to the Year Adviser, Executive Teachers and the student's class teachers are notified through daily notices the date of return.

STUDENT BEHAVIOUR AND LEARNING MANAGEMENT PLANS

Management Plan Development Process

- Management plans are confidential documents.
- Teachers of students who have management plans will be issued with a hard copy of the students' management plan.
- Management plans can be developed by the Principal, Deputy Principal, Executive, Learning and Support Team and the Wellbeing Team. The level is generally determined by the Principal.
- Management plans include- Risk management, behaviour and learning plans, attendance plans.

Procedure to Introduce Management Plans Learning and Support Team

1. The Learning and Support Team (LST) to receive referrals from teachers for assistance with specific students.
2. The LST carries out their investigation and assessment of the student(s) who has been nominated.
3. The LST develops a Management Plan for the nominated student – see proforma in in SENTRAL.
4. The LST calls a meeting of the Year Adviser of the student and all teachers of this student.
5. The LST to present to the Year Adviser and teachers the newly prepared Management Plan where they clarify the student's background.

Wellbeing Team

1. The Year Adviser and class teachers now take on the responsibility to work the Management Plan with the student in an agreed and consistent manner until the next review meeting.
2. Teachers are to refer to the student's management plan as they prepare their lessons for the class.
3. The Year Adviser and teachers will meet at regular intervals - refer to Term calendar (5 weekly) to review and update the Management Plan on the network.
4. Management Plan Team Meeting minutes and maintenance of the Management Plan on the school network.

WELLBEING TEAM

The Student Wellbeing Team at Coolamon Central School has a pivotal role to play in connecting character development in children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live. The Student Wellbeing Team is a formalised group, which provides a network of support to assist all students and their parents.

At Coolamon Central School, all staff are committed to providing the support to enable our students to connect, succeed and thrive. The teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people at our school. The school's focus is on giving children and young people voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

The Student Wellbeing Core Team

The core team is responsible for developing and driving the implementation of a whole-of-school approach to the promotion of health and wellbeing. School demographics and need will determine the size and makeup of the wellbeing core team, which usually involves: the Principal or Deputy Principal, Chaplain, Special Education Coordinator and Curriculum Coordinator.

The Student Wellbeing Team includes the following:

- Deputy Principal
- Head Teacher of Welfare
- School Counsellor
- Year Advisers
- Supervisor of Girls
- Supervisor of Boys
- Transition Coordinator
- Wellbeing Officer

In addition, the Aboriginal Education Coordinator, who is responsible to the Deputy Principal, liaises with the Student Wellbeing Team and also attends the meetings when appropriate.

The secondary team is led by the Head Teacher of Welfare. The primary wellbeing team is integrated with the Primary Learning and Support Team along with the class teachers. These structures ensure that communication is effective and supports the wellbeing procedures at Coolamon Central School.

ROLES AND RESPONSIBILITIES TO SUPPORT WELLBEING

PRINCIPAL

The Principal has overriding responsibility for wellbeing and policies and procedures of the school. The Principal leads the Primary and Secondary Wellbeing and Learning and Support Teams.

DEPUTY PRINCIPAL & EXECUTIVE

- Addressing a range of wellbeing matters with a view to resolving issues relating to behaviour management and overall conduct whilst at school.
- Are responsible for supporting the wellbeing and behaviour management procedures and plays an advisory role in directing team members to the appropriate means of assistance for the students.
- It is his or her responsibility to oversee the implementation of the Student Achievement and Behaviour Expectations, with careful attention to the wellbeing needs of each individual student.
- Monitors students who are not meeting the requirements of their Stage 5 & 6 courses, as well as offering opportunities for students to find alternative pathways into tertiary education.
- The Head Teacher also manages the assessment booklets for all years and is part of the appeals process.
- The Head Teacher may have direct contact with both the parents, school counsellors and outside support agencies. Where necessary, referrals are made to these agencies, when students are in need of professional help.
- Wellbeing matters to do with the NESA for students in Years 10, 11 & 12.
- Responsible for overseeing the reports and is actively involved in communication with parents and caregivers.
- Provide advice and/or refer students to relevant person regarding subject selection and NESA requirements

Head Teacher of Welfare

The Wellbeing Coordinator, with assistance from the core team, will be responsible for the following:

- developing appropriate policies/procedures with school leadership including, strategic plans, values and organisational structures that support the promotion of school wellbeing. Marketing these through regular newsletters and other strategies.
- Providing day-to-day advice to Principal/Deputy Principal on student wellbeing issues
- Building and maintaining a safe school community. This includes attending to critical incident and emergency management, safety and action plans, wellbeing alerts, individual learning plans, cyber safety, positive behaviours, restorative practices and non-punitive bullying interventions. Ensuring all staff understands the legal implications and importance of respecting confidentiality, privacy, duty of care and mandatory reporting.
- Supporting the implementation of national and state initiatives linked to health, wellbeing and safety in schools. E.g. National Safe Schools Framework, MindMatters & KidsMatters national mental health initiatives, National School Drug Education Strategy, Cyber safety, Sun smart, Asthma Friendly, Anaphylaxis Management, Diabetes/Epilepsy education, First Aid qualifications.
- Empowering and advocating for students, parents/carers and staff so their voices are heard in relation to Wellbeing matters. A gate keeping role that promotes distributed leadership. E.g. creating forums for students, parents/carers, staff and the school community to raise, discuss and promote solutions to wellbeing issues within the school community.

- Managing the wellbeing budget. Seeking and promoting improved access to funding opportunities.
- Promoting the development of parents/carers as partners in wellbeing within your school community.
- Listening to student/staff requests for assistance and providing support in the application of student modifications or accommodations, seeking help, including referral, providing community supports and liaising with/involving education Student Services staff.
- Acknowledging that attending to student needs can be tough. Organising care of self and others through debriefing, both informally with colleagues and more formally via supervision with a trained practitioner, such as a psychologist, social or youth worker.
- Developing and strengthening relevant partnerships with community facilities and agencies to promote health and wellbeing.

YEAR ADVISERS

A year adviser is appointed to each 'year group' of students. Her/his main role is the care and wellbeing of the students for whom s/he is responsible. The Year Adviser is the central figure for the student and his/her prime focus is meeting the needs of each individual. S/he provides support, assistance and care for each individual and when necessary makes the appropriate referrals to seek the most beneficial counselling for the student's specific needs.

- Establish and maintain an efficient and caring network, rapport and environment.
- SENTRAL updates and identify students of wellbeing concern
- Complete a wellbeing review of their students each term
- Be available for parents to organise interviews over the phone, in person or at Parent/Teacher nights.
- Co-ordinate any change of subject, course or class – use correct forms.
- Conduct Year meetings on a fortnightly basis.
- Organise student progress reports when required by parents or other staff.
- Present achievement awards to year group.
- Refer ALL child protection disclosures immediately to Principal. Retain confidentiality as per Child Protection guidelines.
- Participate in Learning and Support Team meetings as required. Organise and/or participate in coordinated support meetings as required.
- Liaise with roll call teachers and Head Teachers to develop wellbeing support strategies to foster increased engagement for students of concern
- Organise and/or participate in case meetings at school level to support the wellbeing and engagement of students
- Communicate student wellbeing and engagement concerns to students' supervisors, Wellbeing Coordinator, School Counsellor, DoE personnel and centres as appropriate.
- Liaise with Wellbeing Coordinator regarding student awards and present them at Wellbeing Days.
- Support and be actively involved in wellbeing initiatives
- To support individual students through difficult times.
- To assist teachers understand the practical needs of individual students every year.
- To monitor trends in individual students relating to – academic progress, classroom behaviour, attendance, social behaviour, adjustment etc. and to refer, where necessary to counsellor, Principal, Deputy Principal, Head Teacher of Welfare etc.
- To disseminate appropriate information to school personnel regarding issues affecting students in the year.
- To initiate/develop/enhance programs that develop and promote group cohesion and identification (encourage and support camps, dances etc.).

- To support and liaise with SRC including the nomination process.
- To support and participate in Peer Support training and selection processes.
- To provide liaison between parents and the school.
- Maintain a check on whole day absences and intervene where necessary.
- To assist with new enrolment procedures.
- To regularly survey students and monitor interest/concerns.

SCHOOL COUNSELLOR

The School Counsellors provide professional counselling for all students. Students, staff members or, parents/carers may make referrals to the school counsellors. Students are open to make appointments to see the counsellor at any time. At any time in respect of wellbeing matters relating to their child the School Counsellor:

- Participate in the work of school student Wellbeing team committees
- Respond, as part of a team, to schools experiencing major serious incidents
- Counsel student individually and in groups
- Assess students' needs using psychological and educational tests, rating scales and observation, and report the results to parents and teachers
- Refer students or their families to other agencies concerned with the health and wellbeing of students and liaise with such agencies as required.
- Provide advice to review committees concerning the education of students with special needs
- Report and make recommendations when students have received a long suspension from school
- Work with groups of parents focusing on the wellbeing needs of their children
- Students can self-refer and / or be referred by parents and school personnel.

THE CAREERS ADVISER

Assist students at those transitional times such as when they begin school or as they move into the senior school, students struggling to keep up with the academic demands of their studies, disengaged or at risk students and students who may be considering leaving school for work or further education The Careers Adviser is responsible for

- the ongoing development of career education in the school, culminating in the Work Experience program for all students in Year 10;
- providing advice to students and their families in subject selection and direction with respect to opportunities in T.A.F.E., University admission and community-based programs;
- providing advice and establishing links with outside agencies to early leavers from the school system
- works with students, parents, teaching and executive staff at school, counsellors, the Wellbeing and Learning Support teams TAFE, outside agencies, industry and community partnerships to find individual solutions for individual students.
- develops connections with students in order to provide consultation, program tuition, initial mentoring and advocacy which support young people in transition,
- to promote active engagement and retention of targeted students

SUPERVISOR OF GIRLS

Responsible for supporting issues regarding girls, including the following:

- Identify girls who are disengaged, through referrals from teachers, Student Wellbeing Team, Learning and Support Team and student reviews. Maintain a record of interventions and Record information, where necessary in student contacts in SENTRAL and communicate information to all relevant stakeholders.
- Organise the Girls' Day In and other activities for girls.
- Alert girls in the school to activities and other relevant matters.
- Organise girls to attend leadership courses.
- Attend Student Wellbeing Team meetings.
- Support and be actively involved in wellbeing initiatives.
- Build on community support and networks to encourage girls to collaborate with staff, parents, carers and the community in the development of various programs and events
- Provide a record each term Head Teacher of Welfare and senior executive of activities, achievements and interventions with girls.
- Other duties as negotiated with the executive.

Note: This position includes DoE financial allowance.

SUPERVISOR OF BOYS

Responsible for supporting the school executive on issues regarding boys, including the following:

- Identify boys who are disengaged, through referrals from teachers Student Wellbeing Team, Learning Support Team and student reviews. Maintain a record of interventions. Record information, where necessary in student contacts on SENTRAL and communicate information to all relevant stakeholders.
- Address issues surrounding: masculinity, traditional gender roles, bullying and harassment, youth culture, goal setting, self-esteem and confidence.
- Organise the Boys' Day In and other activities for boys.
- Alert boys in the school to activities and other relevant matters.
- Organise boys to attend leadership courses.
- Attend Student Wellbeing Team meetings.
- Support and be actively involved in wellbeing initiatives.
- Build on community support and networks to encourage boys to collaborate with staff, parents, carers and the community in the development of various programs and events
- Provide a record of activities, achievements and interventions with students each term for Head Teacher of Welfare and senior executive.
- Other duties as negotiated with the executive.

TRANSITION COORDINATOR - Year Adviser/ Kindergarten teacher

- These positions are appointed through discussion with the Principal
- Liaise with and visit partner schools.
- Organise the orientation and taster days.
- Liaise with Year Advisers, Head Teacher of Welfare and the Learning and Support Team to identify newly enrolled and / or targeted students who need support to engage with Coolamon Central School
- Conduct field service visits for these students to explain school processes and procedures

to the students and their supervisors

- Keep a written record of all interventions and save all information in SENTRAL. Enter all relevant information on SENTRAL
- Evaluate the program at the end of each year

ANTI-RACISM CONTACT OFFICER

The Anti-Racism Contact Officer (ARCO) is the trusted person to whom individuals and groups initially bring complaints about racist incidents, which they have experienced or observed in the school or workplace. The contact officer's role is to collect information which alerts the school or workplace executive to the complaint and to assist in the investigation, not to be responsible for resolving the manner.

ATTENDANCE COORDINATOR

Attendance coordinator supports students in matters relating to the school attendance policy (e.g. absences, late to school, full day truancy and partial truancy)

HOME SCHOOL LIAISON OFFICER (H.S.L.O)

While the school retains the major responsibility for maintaining regular attendance of all students, the Home School Liaison Officer, working in a team, provides a supportive, non-coercive resource to students, parents and schools to encourage the full participation of all students in schooling.

WELLBEING PROGRAMS

In preparing our young learners for a successful experiences at school there are a number of programs that the school wellbeing team employs to maximise the positive experiences at CCS. Excursions, enrolment procedures, transition programs, student representative council, peer support, girls and boys education and the Learning and Support Team are integrated into the wellbeing procedures. The following procedures are a general outline of the programs offered for more detailed procedures refer to the relevant policies.

EXCURSIONS- General

Integral to the Coolamon Central School Wellbeing procedures is the provision of various educational experiences including excursions. Excursions, both local and inter-regional can be conducted for the following purposes:

- To allow students to participate in sporting events
- To fulfil subject specific outcomes
- To provide a year group with wider social and educational experiences.

The benefits of excursions to students are that they:

- Provide students with the opportunity to gain experiences in a setting outside the normal school environment,
- Encourage student s to develop a sense of social responsibility,
- Encourage students to socialise beyond their usual peer groups,
- Encourage students to be responsible for their actions,
- Contribute to developing a health, positive school and year group environment,
- Promote student unity.

The teacher in charge of an excursion is responsible for ensuring that it is planned and conducted in accordance with Coolamon Central School Excursion Procedures and department policy.

ENROLMENT - Wellbeing Team

As the year adviser and classroom teacher these are the general procedures to follow. After the Principal has accepted the enrolment the Deputy Principal and Wellbeing Team has the responsibilities to:

1. Contact previous school/teacher as necessary.
2. Student to get tour of the school and any enrolment kits (Year adviser or AP to organise). Organise buddy student. Organise timetable. Explain awards and school rules.
3. Learning and Support Team notified.
4. Date set for enrolment- Staff emailed and to sign class enrolment form.

TRANSITION PROGRAMS

YEAR 7 TRANSITION

At Coolamon Central School our students develop positive learning experiences through ongoing opportunities for participation, and a focus on developing quality relationships and doing your best.

To enhance a sense of belonging and connectedness students will undergo peer support sessions with fully trained Year 10 students during their transition days. The teachers at Coolamon will provide the support that your child requires. They set high, yet achievable expectations, and aim to build on students individual strengths.

Middle Years' students are in Years 5-8 and it represents an important stage in a child's development. These are the years when they are experiencing positive relationships, being genuinely engaged in learning and developing high self-esteem that will have a major and lasting impact on them as young people. With this in mind, Coolamon Central has developed a series of: *taster days, excursions and orientation days for year 5-6 students* that will enable students to come confidently into secondary studies. Parents are an extremely valuable component in this program as they strengthen the partnership within our school community.

Taster Days

These days are thoroughly enjoyed by the students and teachers as they get to experience the specialty classes and meet new people. There are two taster days each year for all Year 5 & 6 students. All students in our area are welcome as we want to provide our young people with the skills necessary for secondary studies. The peer support program continues throughout the year and students will have communication with their Year 11 support partner on the first day of Year 7 and then in regular organised sessions. The Peer Support Camp is a vital component of the transition program. We offer many excursions such as, ski trip, girls sleep over, Blue Water Holes camp, day excursions and special wellbeing excursions. In later years, Melbourne, Canberra and Sydney trips.

KINDERGARTEN TRANSITION

Our partnership with the Coolamon Pre-School and the Coolamon Early Childhood Centre continues from one year to the next. Together we build on our Transition to School Program with a commitment to facilitate positive relations with all members of our school and community. At Coolamon Central School our dedicated staff, parents and students, along with Coolamon Pre-School and Coolamon Early Childhood Centre, have worked collaboratively to create a safe, caring and happy environment where every child is supported during their transition to school. Our Transition to Kindergarten comprises of three main phases.

Phase One: Parent Information Evening

Phase One starts with our Parent Information Evening, which is held in the Kindergarten classroom. Parents have the opportunity to hear about the benefits of a Central School, Best Start Assessment, L3 (Language, Literacy and Learning), TEN (Targeting Early Numeracy) and the Board of Studies Curriculum requirements. Each year every parent/caregiver is given a comprehensive information pack including a Kindergarten Information Booklet. Each year the Parent Information Evening is evaluated and any suggested changes are made for the following year.

Phase Two: Kinder Transition

Phase two is our Kindergarten Transition Days. Perspective Kindergarten students for the following year come up to school and participate in a range of activities, based around a specific theme. They come to Coolamon Central for three sessions, to help ease the transition from Pre-school or Day Care to 'big school'. These sessions are held in the Kindergarten classroom to allow students to adjust to the environment in which they will be learning. Where possible the Kindergarten Teacher for the following year runs these sessions so they become familiar with their teacher. During this phase the teacher for the following year also visits the Pre School and Early Childhood Centre to do observations of the students in a familiar setting and to discuss concerns or pertinent information from the each facility's Directors.

Phase Three: Kinder Orientation

Kindergarten Orientation and Best Start Assessment signals the final instalment for the Kindergarten Transition Program. Our Orientation program runs over 2 half days. The days are designed to introduce the children to routines and activities they would experience in a normal Kindergarten school day. Students embraced the experience and are excited about starting school next year. Best Start Assessment will takes place by appointment at the beginning of the following year. Our team is committed to ensuring the transition to Coolamon Central School is a safe and happy one for all concerned.

Peer Support is an experiential learning program based on the principle that, at every level and in every age group in society, people absorb information and values from each other. It educates young people so that they are more able to resist negative peer pressure, to care for each other and to follow a healthy lifestyle. Having positive peer influence introduced into the school community by training volunteer senior students to act as group leaders to a group of junior students gives senior students opportunities for self-development and provides junior students with a supportive environment in which to develop their own individuality.

This program assists in providing senior students with the opportunity to accept responsibility within the school and the community. It involves the senior students as active participants in the learning process and, through practical experience; they develop communication and leadership skills and a greater awareness of their own abilities and responsibilities.

As Year 7 students have just experienced a transition from a familiar and senior position in primary school to the most junior and anonymous position in high school. The small, family-sized groups, each under the leadership of a senior student, provide security and friendship to help them adapt successfully to high school life. The Peer Support Program can often help to safeguard them against developing harmful habits. This Program aims to reach children when they can be vulnerable and susceptible to harmful influences. It provides a safe environment in which positive ideas can be explored and nurtured, engendering the necessary skills. It also encourages the building of support networks which aid in the development and sustenance of successful human relationships.

These peer support groups aim to provide a safe and friendly environment where all participating students have the opportunity to experience success in group work.

- To develop new friendships.
- To present and develop group work skills.
- To present the skills of effective communication and their importance in developing relationships.
- To recognise the effects of peer pressure and present skills for dealing with negative peer pressure.
- To help students become aware of their values and understand that we can have different values and still be friends
- To present students with ways that they can build their own self-esteem, as well as help others to build theirs.
- To develop a heightened self-awareness.
- To help students become more aware of their feelings and learn to handle them appropriately
- To present the skills of goal-setting and to see how they can be used in students' lives.
- To give senior students an opportunity to practice the leadership role and learn more effective leadership skills.
- To provide junior students with an opportunity to make a senior friend, to get to know other students and to feel more comfortable in their environment.

STUDENT REPRESENTATIVE COUNCIL- review 2017

The aim of the SRC is to give students a voice in their own education. It promotes student leadership, school citizenship and student participation in school decision-making. The SRC is bound by a student devised SRC Constitution.

Student Representative Council

The name of the organisation shall be the Coolamon Central School Student Representative Council. They are to organise, co-ordinate and participate in:

- i. school / student activities
- ii. decision making activities
- iii. some fund raising activities.
 - a) To liaise between – students and staff – school and community.
 - b) To carry out its own decisions.
 - c) To provide a forum for student opinion.
 - d) To develop leadership.
 - e) To promote improvement in the school.
 - f) To promote school spirit by motivating the student body to be more active.

The Council's authority shall be limited by this constitution and the decisions of the Principal.

School Student Representative Council Code of Conduct and Responsibility Policy Election

Process- Primary

- i. The role of the SRC is determined by the Stage 2 and 3 students
- ii. The positions are elected in Term 4 of the previous year.
- iii. Students who have displayed appropriate behaviour throughout the year by following the CCS Code of Conduct are eligible for nomination.
- iv. Two (2) students from each year group will be selected.
- v. Captains and Vice Captains automatically are part of the Primary SRC.

Election Process- Secondary

- i. The role of the SRC is determined by the Year 6-11 students and all staff at CCS.
- ii. The positions are elected in Term 3 of each year for Captains & Vice Captains.
- iii. Students who have displayed appropriate behaviour, learning engagement, participation in school events and attendance throughout the year by following the CCS's Code of Conduct are eligible for nomination. Attendance below 90% is not an acceptable level for nomination.
- iv. Must be on Silver Wellbeing Level at time of nomination.
- v. Students with N- Warning in progress is not acceptable for nomination. Students with significant level of negative behaviour reported through SENTRAL are not acceptable for nomination.
- vi. The students' must have a nomination by a teacher for captain and vice-captain positions.
- vii. Students must write a statement for nomination based on the school core values, past wellbeing levels and their leadership capacity.
- viii. Two (2) students from 7/8 and four (4) students from 9-11 will be selected in term one. This is based on nominations.
- ix. Captains and Vice Captains automatically are part of the Secondary SRC.

Functions of SRC

- i. To establish and maintain communication between students and other school bodies.
- ii. To provide student advice on educational issues to relevant school bodies.
- iii. To raise student issues with relevant school bodies.
- iv. To take action on recommendations to the relevant school bodies.
- v. To promote student physical and mental wellbeing.
- vi. To raise funds to improve student wellbeing and educational outcomes.
- vii. To raise funds for, and awareness of, charities deemed acceptable by the SRC.

Expectations

- i. One (1) council meeting will be held per fortnight, with additional meetings as required.
- ii. The Teacher Coordinator or Principal may call additional meetings. Students may call additional meetings if the majority of student members request it and they have the approval of the Teacher Coordinator or Principal.
- iii. Meetings are to be organised by the Teacher Coordinator and/or President.
- iv. Council members are expected to attend all meetings.
- v. If a council member is unable to attend a meeting, the student should advise another member of the council and provide an apology for the meeting.
- vi. If a member neglects to attend meetings without a valid reason for a total of **three (3)** consecutive meetings or repeated absences, they will be asked to justify their continuing representation to the SRC. If no justification is given or the justification is not accepted by the majority of the SRC the position will be declared vacant. A new member must then be elected.

Behaviour Code for Primary and Secondary SRC

1. Representatives are expected to abide by the core school rules and CCS Code of Conduct. They are expected to:
 - Set a good example.
 - Provide a sense of service.
 - Assist P&C on fundraisers.
 - Usher information evenings.
 - Fulfil special duties.
 - Behave responsibly.
 - Engage in learning opportunities
 - Engage in the wellbeing levels.
 - Represent Coolamon Central School.
 - Respect our school and the wider community.
 - March at Coolamon's ANZAC DAY and Remembrance Day ceremonies.
 - Wear full School Uniform at all times.
2. If a student receives **three (3) negative** SENTRAL referrals they will be asked to justify their continuing representation to the SRC. If no justification is given or the justification is not accepted by the majority of the SRC the position will be declared vacant. A new member must then be elected.
3. Representatives are expected to follow etiquette of meeting procedure. The chairperson remains in control of the meeting at all times.
4. Representatives should reflect the importance of their position as leaders.

GIRLS' EDUCATION PROGRAM

The role of the Girls' Adviser is to ensure the wellbeing of the girls at Coolamon Central School. One way in which this role can be fulfilled is through the development and organisation of special events. Such initiatives include:

- Personal health lectures for girls in the junior school
- Peer support programs
- Resource management seminars for senior girl

For so many of our students, school is the only place of learning and support. Therefore the purpose of these initiatives is to provide support and understanding to our female students at Coolamon Central School. The Girls Year 7 Sleep Over is a wellbeing initiative of the Girls Adviser.

BOYS' EDUCATION PROGRAM

The Boys Education program at Coolamon Central School provides education on a wide range of issues. The program targets the following areas:

- Masculinity
- Traditional gender patterns
- Bullying and harassment
- Youth culture
- Boys and literacy
- Underachievement across most key learning areas
- Self-esteem and confidence
- Goal setting
- Rock and Water

THE SCHOOL LEARNING & SUPPORT TEAM

Facilitates and coordinates a whole school approach to meeting the learning needs of all students. The school learning and support team is a whole school planning and support mechanism. The team addresses the learning support needs of all students through the coordination, development, implementation, monitoring and evaluation of educational programs.

Areas for action identified by the learning support team may include:

- Curriculum and content delivery
- Teaching and learning strategies
- Assessment and reporting
- School organisation
- Teacher support and development
- Student support and development
- Parent and community participation
- State priorities and initiatives

MODEL FOR LEARNING AND SUPPORT TEAM

The learning and support team is a whole school planning and support mechanism. This model provides a way of thinking about the work of the learning and support team. It highlights the cyclic process that is applied to the work of the learning and support team, such as whole school organisation and planning or the provision of support for individuals, groups of students or staff.

To remain responsive to the changing needs of individuals and groups of students, the learning and support team uses whole school data to underpin the decision making process. The learning and support team has a key role in developing and supporting teachers' capabilities to design, implement and evaluate programs and personalised learning and support plans. To do this, the team works cyclically through a series of planning steps to address the needs of individual students, groups of students and staff.

This model is used to build and strengthen understanding of the processes that the learning and support team applies in their work. Quality teaching applies these cyclic processes all the time. It represents good practice.

The learning and support team:

- identifies students with additional learning and support needs regardless of cause
- analyses data and evidence to understand more fully students' learning and support needs
- prioritises the needs of these students and their teachers
- allocates resources (teachers, funding, programs) to meet the needs of students
- regularly evaluates efficacy of interventions and re-aligns services.

Each step in the planning process is supported by effective communication and collaboration.

Appendix

1. Department of Education Behaviour Code

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level. The guidelines for promoting learning and wellbeing in the school are based around three core rules and the expectations that are expected in all NSW public schools.

Behaviour Code for Students

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/supported-students-successful-students/behaviour-code-for-students>

In NSW public schools students are expected to:

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

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

Behaviour Code for Students: Actions Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

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

Safety

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

Engagement

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

2. Relevant Department of Education links

- a) Wellbeing-Connect/Succeed/Thrive
<http://www.schools.nsw.edu.au/studentsupport/studentwellbeing/index.php> <https://www.det.nsw.edu.au/wellbeing>
- b) Department Policy Library
<https://education.nsw.gov.au/policy-library>
<https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy>
- c) Time-out procedures
https://education.nsw.gov.au/policy-library/associated-documents/timeout_gui.pdf
- d) Suspension Procedures- updated 2017- refer to department for current procedures
https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf
- e) Health and Safety
<https://education.nsw.gov.au/policy-library/policy-groups/whs-and-wellbeing?refid=285789>
- f) Health and Safety- Student Safety and planning (Staff only)
<https://education.nsw.gov.au/inside-the-department/health-and-safety/risk-management/student-safety>
- g) Incident planning & reporting (Staff only)
<https://education.nsw.gov.au/inside-the-department/health-and-safety/emergency-planning-and-incident-response/incident-support>
- h) Protecting and supporting Young People
<https://education.nsw.gov.au/policy-library/policies/protecting-and-supporting-children-and-young-people-policy?refid=285835>
- i) Learning and Support
<https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/programs-and-services/learning-and-support>

3. Coolamon Central School Anti-Bullying Plan

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the ***Bullying: Preventing and Responding to Student Bullying in Schools Policy*** of the New South Wales Department of Education.

Statement of purpose

At Coolamon Central School we aspire for a safe and caring environment. Every person has the right to experience positive and respectful relationships. They have the right to learn and teach in a happy and safe environment. Bullying behaviour is not acceptable at Coolamon Central School and is contrary to the CCS Wellbeing Procedures. The Coolamon Central School Anti-Bullying Plan applies to all bullying behaviour involving students, including cyber-bullying that occurs at Coolamon Central School and outside of school hours where there is a clear and close relationship between the school and the conduct of the student.

Protection

At Coolamon Central School we aim to create an environment where bullying is not tolerated. Preventative programs establish a climate that stops bullying behaviour and reactive programs deal with any incidences that may arise. All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

Prevention and Early Intervention

Features of Coolamon Central School programs that deter bullying include:

- Regular student surveys about bullying to students, parents and staff.
- **The CCS Wellbeing Procedures** which outlines firm action and appropriate consequences.
- A school ethos that emphasizes respect for others and ourselves.
- Team meetings at which bullying prevention is a permanent agenda item.
- Liaison with partner primary schools to identify high risk students.
- Liaison with other schools through the enrolment process to identify high risk students.
- Active supervision of students during lessons, excursions, sporting activities and breaks by staff.
- Communication of policy and incidents (when appropriate) with staff, students, parents, other agencies.
- Cross Curriculum Anti-Bullying philosophy - information about bullying being presented in the classroom within the subject contexts; see Appendix B for lesson ideas.
- Expectation of respectful interactions between staff and students.

CCS Programs with specific Anti-bullying components include:

- Year 7/11 camp incorporating 'anti-bullying' and peer support sessions.
- Year 7 Social Development Program coordinated by the Year Adviser / Primary Classroom Teacher.
- Fortnightly Year meetings in which bullying is a regular agenda item.
- The Wagga Wagga Police's 'Postcards' Program to help prevent cyber-bullying.
- Year 10/11 Peer Support training.
- Cyber-bullying workshops for staff, parents and students presented by Police School Liaison Officer,
- Staff professional development workshops such as **H2L** and **MindMatters** that focus on key skills to avoid and deter bullying.
- Special programs such as SRC anti-bullying days, mental health awareness days, RUOK day, Cyber-safety days.

Procedures for Handling Bullying Complaints

Coolamon Central School's procedures for handling bullying complaints are based on the **Restorative Justice Approach** described by the Australian Institute of Criminology. There are five principles that underpin this approach:

1. Students who bully can change their behaviour.
2. Bullying behaviour is the problem, not the person.
3. Harm caused must be acknowledged.
4. Reparation is essential.
5. Bullies and the bullied require support and care.

All students are encouraged to report any incident of bullying. The procedures for handling a reported incident of bullying are to be implemented on the day of the report or the next school day.

4. WELLBEING ADMINISTRATION- SENTRAL

The wellbeing system at Coolamon Central School is administered through SENTRAL. SENTRAL is used for but not limited to;

- Recording positive behaviour and learning,
- Recording negative behaviour at different levels,
- Recording learning/ behaviour plan,
- Excursions organisation,
- Roll marking,
- NESA monitoring of incomplete tasks (N- warning),
- letters relating to- Incomplete learning/ Unacceptable behaviour/ Leaving the school grounds without permission /Commendation- Awards,
- Short and Long suspension notification.

5. SPECIFIC YEAR ADVISER DUTIES Reviewed annually

DUTIES OF THE YEAR 7 ADVISER

1. Co-ordinate the Orientation Program for enrolling Year 7 students
 - Organise the Year 6-7 Promotion Evening early in Term 2. This includes a presentation from the Principal, a presentation by the Captains highlighting the school, some entertainment (drama and/or music), a speech by some current Year 7 students
 - Update the booklet for new Year 7 students - to be distributed to Year 6 students prior to orientation days - liaise with Deputy Principal
 - Liaise with schools to organise suitable times to visit and speak to students - take booklets with you. In this session with kids don't forget to allow time for questions
 - Organise orientation days and Taster Days
2. Distribute and collect enrolment forms and information booklets to students in Year 6 at Primary Schools
3. Collect data from primary schools regarding literacy, numeracy, social skills, etc. to assist you in allocating classes. Use this data to allocate students to year & classes.
4. Construct Student files
5. Publish student database of class allocation on year 7 noticeboard prior to day 1 Term 1. Include roll call in database
6. Meet with Year 7 teachers early in Term 1 to discuss students who require special needs.
7. Refer kids to counsellor
8. Sentral entries into wellbeing
9. Be vigilant with preparation and record keeping regarding parent teacher interviews. Record all interviews so that you don't forget follow up action in Sentral
10. Have meeting with Head Teachers to assist in allocation of students to Year 8 classes

DUTIES OF THE YEAR 8 ADVISER

1. Inform students of class allocations – Day one Term one
2. By the end of term 3 co-ordinate elective choices for year 9 and 10.
3. Liaise with:
 - Principal
 - Timetables
 - Organise Year Excursion

DUTIES OF THE YEAR 9 ADVISER

1. Liaise with Wellbeing Coordinator. Yr. 9/10 electives class size maximums are 24(food tech), 20(Technics) and 30 (all other electives)
2. Students may still come to you wishing to change their elective subjects. This is usually allowed up to the end of Week 3 Term 1 no later. This is due to ROSA of the specified number of hours studied in a subject. Use change of subject form
3. New enrolments will be required to make elective choices. These will be limited to the vacancies which are available
4. Organise Year Excursion

DUTIES OF THE YEAR 10 ADVISER

1. Continued monitoring of progress re Non-award of ROSA.
2. Conduct Parent/Teacher interviews as required.
3. Document appropriate information.
4. Be aware of School's role i.e. inform parents of all conditions.
5. Keep Principal informed.
6. Liaise with Head Teacher.
7. Liaise with all staff involved.
8. Senior Subjects Choices: Obtain a list of courses which will be offered from Head Teachers.
9. Organise Year Excursion.
10. Record of Secondary Achievement.

DUTIES OF THE YEAR 11 ADVISER

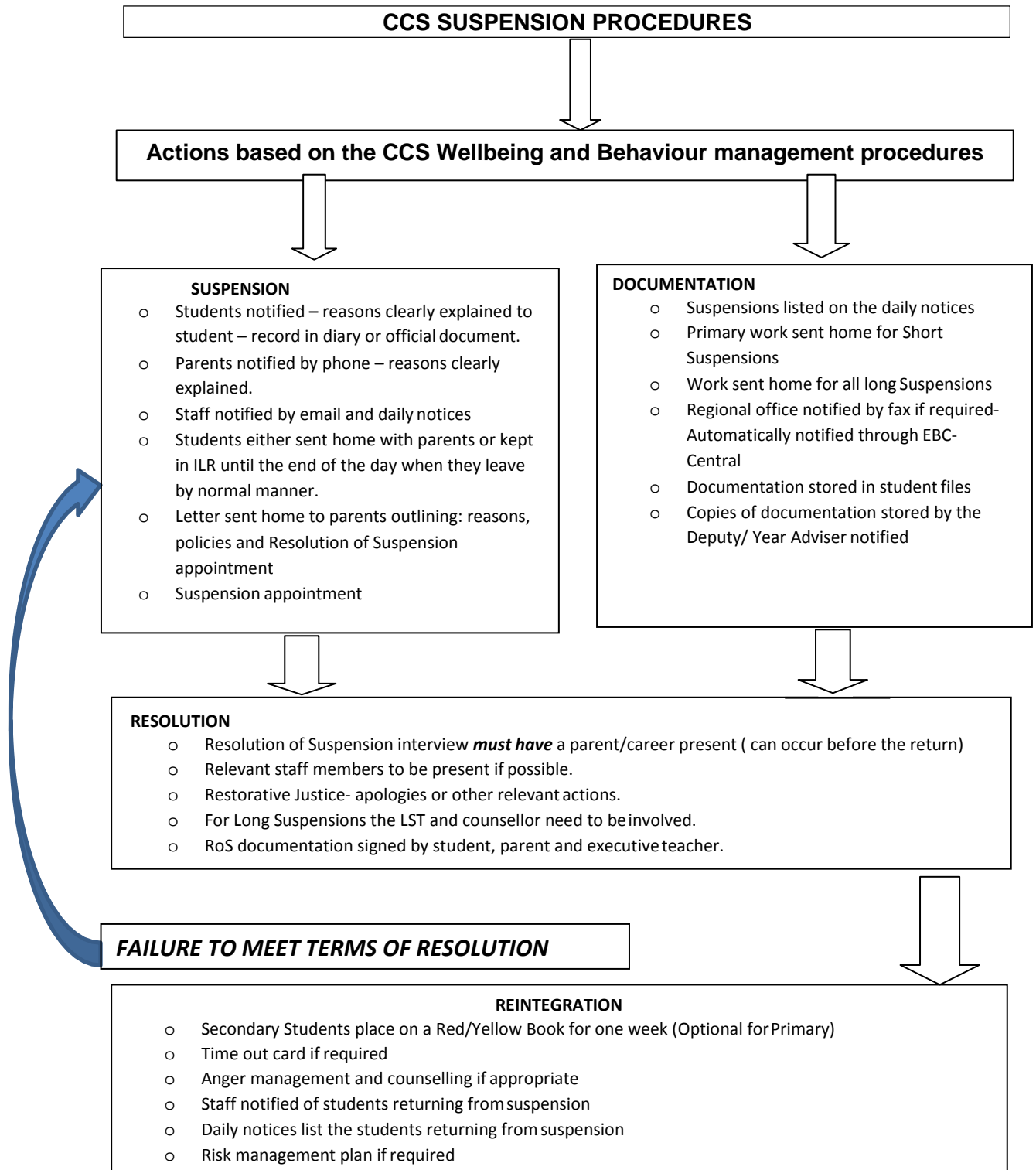
1. Liaise with Teachers and Deputy Principal to check all students' subjects satisfy the HSC guidelines.
2. Begin fund-raising for Year 12.
3. Order Football Jumpers – Term one.
4. Interim reports.
5. Liaise with LAST for special provisions (writers etc.) for exams.
6. Monitor subject changes. Unless there are exceptional circumstances should not take place after Week 5 of Term one.
7. Keep front office, Head Teachers and Executives informed.
8. Organise Year Excursion.

DUTIES OF THE YEAR 12 ADVISER

1. Career assistance.
2. Early admission procedures. VTAC, UAC applications – August.
3. Student Career interviews. Work with Careers Adviser Term two.
4. Administration.
5. Assist with HSC candidate details.
6. Student attendance check.
7. Check HSC entries. Liaise with Deputy Principal.
8. Fundraising for formal.
9. Compile student based fundraising by end of Term one.
10. Community Service activities.
11. Encourage maximum participation for ROSA.
12. Year 12 formal organisation.
13. Initial meeting with parents Term one.
14. Liaise with previous Year 12 Adviser and Principal.
15. Speech - Toast to Year 12.
16. Year 12 Final Assembly.
17. Organise last week of Term three. The format, speakers etc.
18. Liaise with Principal previous Year 12 Adviser.
19. Give address to Year 12.
20. References.
21. Issue students with information sheets immediately after Trial HSC.
22. Begin writing late Term three.
23. Gift to the school - Organise students to liaise with principal.
24. Book return day - Consult with executive.
25. Organize a time for Executive to be in the Library –during sport time.

25. SUSPENSION PROCEDURES

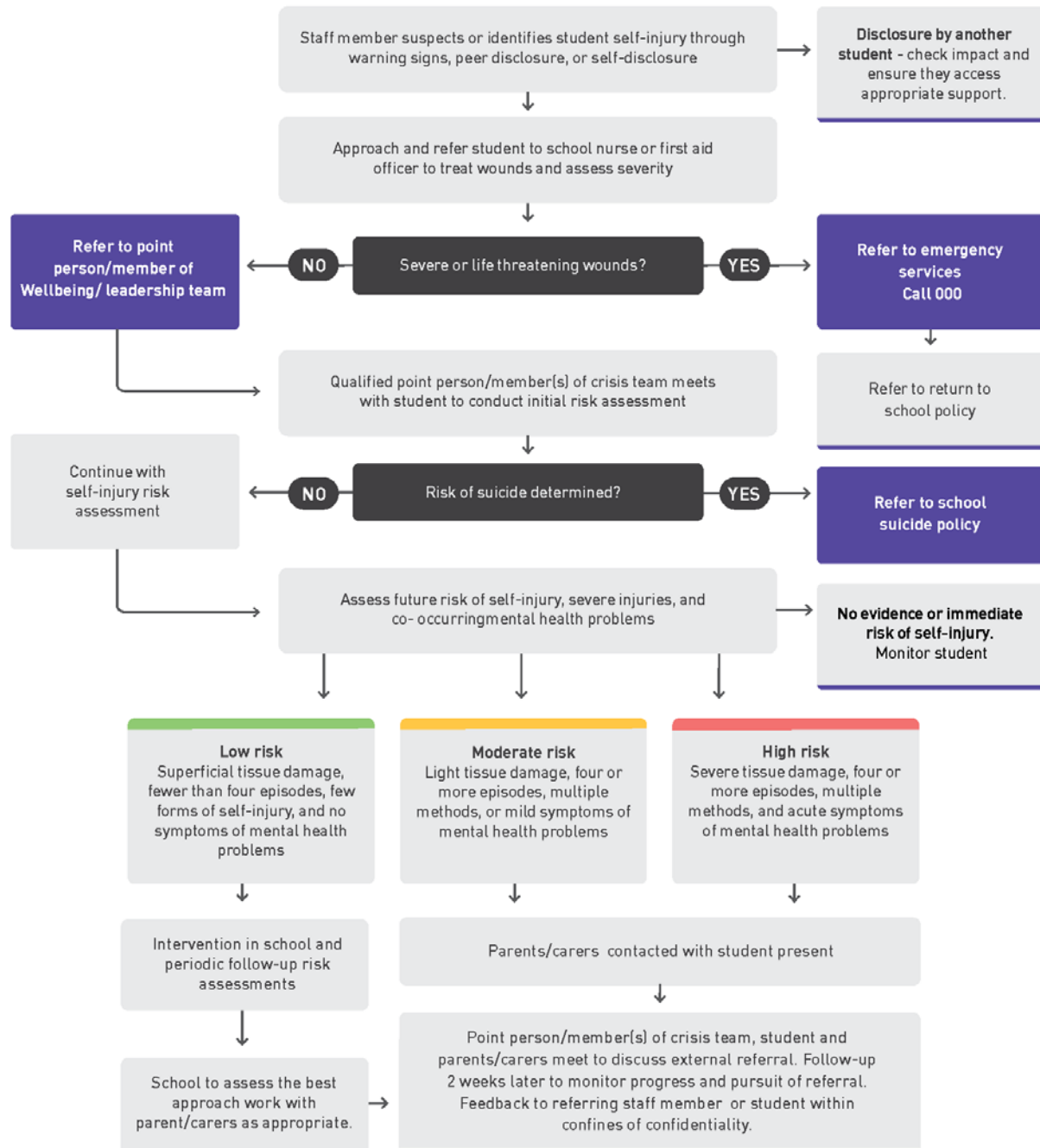
As part of the behaviour management procedures it may be necessary to suspend a student from school. Suspensions are only made by the Principal after evidence and the procedures the department document are followed
<https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy>



MINDMATTERS SPOTLIGHTS: SELF-HARM

Responding to incidents of self-harm

All incidents of self-harm should be responded to quickly. Use this flowchart to guide staff responses to an incident at your school, or to develop your school's self-harm response procedures. It may be useful to display this flowchart in a prominent location in staff rooms.



Adapted with permission from Berger, E., Hasking, P., & Reupert, A. [2015]. Developing a policy to address non-suicidal self-injury in schools. *Journal of School Health*, 85, 629-647.

MindMatters is a national mental health initiative for secondary schools developed by beyondblue with funding from the Australian Government Department of Health.

