

Gundagai High School

Student, Parent and Community

Guide to Learning and Wellbeing

Updated February 2020



Student Wellbeing

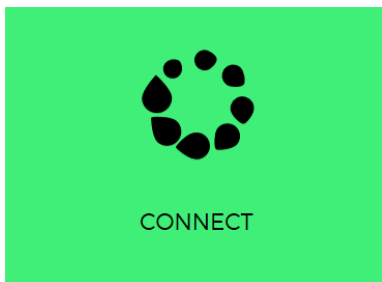
Gundagai High School's vision is to develop the potential of each student through the provision of quality educational experiences. We strive to develop high achieving, compassionate, confident global citizens, who show Respect, Responsibility and Integrity towards themselves, others and their community. As part of this vision Gundagai High School has implemented a comprehensive framework for student wellbeing with the key elements being respect, responsibility and integrity.

Gundagai High School sets out to cultivate healthy, happy, engaged and successful citizens. The school will achieve this through collaborative planning and by providing quality teaching and learning experiences that meet the needs of students. This work is underpinned by promoting high standards, clear expectations and through the provision of support services.

Optimising wellbeing within the school context requires a whole-school approach that covers practices in three domains to strengthen students' cognitive, physical, social, emotional and spiritual development.

The Wellbeing Framework

The Wellbeing Framework equips schools and their communities to support students at each stage of their development and to do this through quality teaching, learning and engagement.



Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Examples of key concepts include: anti-bullying, school uniforms, student participation and leadership, school attendance, anti-racism.



Our students will be respected, valued, encouraged, supported and empowered to succeed.

Examples of key concepts include: student behaviour and discipline, child protection, out-of-home care, supporting students with disability, Positive Behaviour for Learning, supporting EAL / D and refugee students.



THRIVE

Our students will grow and flourish, do well and prosper.

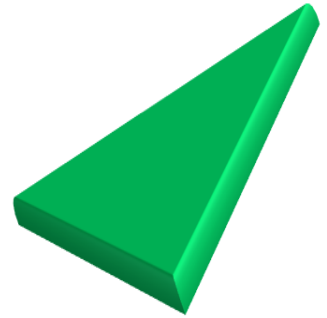
Examples of key concepts include: nutrition in schools, Sun Safety for Students, student health, drug education, road safety education, driver education and training.

Support Systems

Tier 1 – Whole School or Universal Approach and Supplementary Support

Most students will have their learning needs met through high quality, accommodative teaching delivered through the regular classroom program by the classroom teacher. **Supplementary adjustments** are implemented where required e.g. time or environmental allowances, visual prompts, adjusted outcomes.

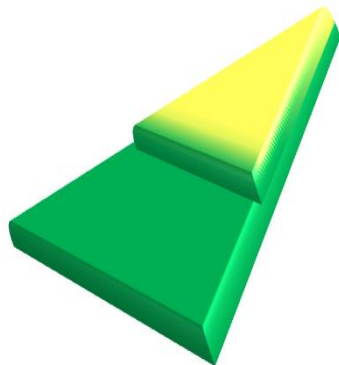
Tier 1 Support



Tier 2 – Substantial or Targeted Support

Substantial support for some students will be required for them to access some or all aspects of schools life. Referral to the Learning Support Team may be made by classroom teachers/staff, parents/caregivers, school counsellor and/or students. Support needs may be met through programs such as: Reading and Comprehension Programs, Numeracy Programs, Multilit, Classroom Support Plans, SLSO Support, Personalised Learning Plans (PLP), Health Care Plans, Playground Programs, Social Skills Programs, Individual Risk Management Plans and Behaviour plans.

Note: Collaboration and consultation with parents/care givers is mandatory to conform to the Commonwealth Disability Standards for Education 2005

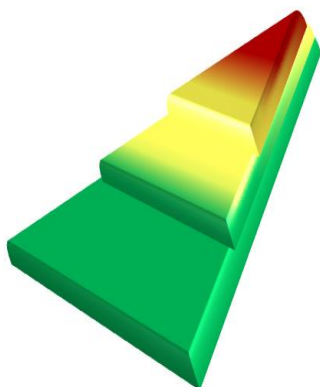


Tier 2 Support

Tier 3 – Intensive or Extensive Support

Extensive support for individual students requiring programming and a planned approach for learning, engagement and support eg. Individual Education Plans (IEP), Individual Learning Plans (ILP), Behaviour Plans (BP), Assistive Technology, Communication Devices or Specialist Staff or Consultants

Note: Collaboration and consultation with parents/care givers is mandatory to conform to the Commonwealth Disability Standards for Education 2005



Tier 3 Support

NOTE : The above Tiers are guidelines only. Individual student needs need to be taken into consideration for effective planning.

Learning and Wellbeing Procedures

The Learning and Wellbeing Team is a whole school planning and support mechanism with the purpose of addressing the learning needs and engagement of all students. A key feature of the Learning and Wellbeing team is the facilitation of collaborative planning between teachers, support staff, interagency support, DoE support staff, parents/careers and students.

Our team also employs the ethos of Positive Behaviour for Learning ie, a strong focus on systems (what we do to support adults), practises (what we do to support students), and data (to inform our decision making about systems and practices.)

Through our focus of collaborative planning the Learning and Wellbeing Team will effectively address the intellectual, physical, social and/or emotional needs of students to assist them in achieving their true potential for learning.

Learning and Wellbeing Team

The learning and wellbeing needs of students are met through the Learning and Wellbeing team and the recommendations for each individual student based on collated information.

Membership of the School Learning and Wellbeing Team:

- Principal and Executive
- Learning and Support Coordinator
- Learning and Support Teachers
- Multicategorical Teachers
- Year Advisers
- Counsellor

May include the following:

- Classroom Teachers
- Parents
- Students
- SLSOs
- Careers Adviser
- DEC Personnel
- Interagency Personnel

Responsibilities

- Develops school guidelines for students experiencing difficulties in learning or those requiring extension
- Meets weekly, document with minutes
- Recommends appropriate whole school activities in relation to student learning needs
- Coordinates planning for students who need additional support to implement the support cycle including:
 - appraisal of achievements, outcomes and needs through assessment
 - program planning, implementation and evaluation
 - access to services within the school and community
 - reappraisal of progress towards planned educational outcomes

Coordinates

- Coordinates referral systems for classroom teachers, parents and students to access support services
- Collaborates, review and discuss referrals from staff, parents/caregivers, students
- Plans group and individual support/extension needs of students
- Provides appropriate course of action for teachers to support group/individual needs of students
- Funding support processes and applications
- Coordinates the support cycle process of appraisal, assessment, programming and reappraisal
 - Refers individuals with identified needs to outside agencies where appropriate

The Learning and Wellbeing Team
contributes to the provision of quality teaching and learning for all students

Planning

- Establishes communication procedures within the school community, including referral and feedback processes
- Provides advice on the selection and allocation of resources to address learning needs
- Tier 1 – Whole school planning for student needs. Supplementary adjustments are implemented where required
- Tier 2 – Substantial Adjustments for the classroom, curriculum, environment and social skills for group/individual support of identified student/s e.g. Reading Programs, Multilit, Classroom Support Plans, SLSO support, Personalised Learning Plans (PLP), Health Care Plans, Individual Risk Management Plans and Behaviour plans
- Tier 3 – Extensive support for individual students requiring programming and a planned approach e.g. Individual Education Plans (IEP), Individual Learning Plans (ILP)

Review and Implementation

- Implements mechanisms for ongoing support services for students and collect and analyse meaningful data. Eg. NCCD
- Provides direction for professional learning programs
- Assists the school with the selection, implementation and evaluation of resources for students experiencing difficulties in learning and those requiring extension
- Review and monitor support programs
- Reviews effectiveness of whole school models and programs and student outcomes
- Records student adjustments on Sentral



Gundagai High School Levels Matrix



RESPECT

RESPONSIBILITY

INTEGRITY

Treat others fairly
Be polite and well-mannered

Be on time and prepared for class
Maintain a safe environment

Follow staff instructions
Mobile devices used for learning

	HOW TO GET THERE	LEVEL	REWARDS/RESTORATION
SPECIAL MENTIONS	8 Special Mentions in 5 or more areas.	1	<p style="text-align: center;">LEVEL 1 CERTIFICATE</p> Parents invited to Assembly & Morning Tea Achievement may be publicised in the school newsletter and on the GHS Facebook page Can attend Level Excursions
	8 Special Mentions in 4 or more areas PLUS Level 5 qualities	2	<p style="text-align: center;">LEVEL 2 CERTIFICATE</p> Parents invited to Assembly & Morning Tea Achievement may be publicised in the school newsletter and on the GHS Facebook page Can attend Level Excursions
	8 Special Mentions in 3 or more areas PLUS Level 5 qualities	3	<p style="text-align: center;">LEVEL 3 CERTIFICATE</p> Parents invited to the Formal Assembly in which you will be presented with your certificate. Achievement may be publicised in the school newsletter and on the GHS Facebook page Can attend Level Excursions
	8 Special Mentions in 2 or more of the following areas: Community Service, Leadership, Effort, Participation, School Service, Sport Achievement and Scholarship PLUS Level 5 qualities	4	<p style="text-align: center;">LEVEL 4 CERTIFICATE</p> Letter to your family commending your achievements Achievement may be publicised in the school newsletter and on the GHS Facebook page Can attend some Level Excursions
	PLACED ON LEVEL 5 WHEN YOU ENROL AT GUNDAGAI HIGH SCHOOL STUDENTS ON THIS LEVEL: COOPERATE WITH OTHERS, ARE HELPFUL AND WORK WELL WITH TEACHERS AND STUDENTS AND RESPECT THE RIGHTS OF OTHERS	5	<p style="text-align: center;">FOR RECOGNISING YOUR RIGHTS AND RESPONSIBILITIES YOU WILL BE ELIGIBLE FOR PARTICIPATION IN NORMAL SCHOOL PRIVILEGES EXCURSIONS, WORK EXPERIENCE, WORK PLACEMENT, SPORTING TEAMS, DEBATES, SPORTING CARNIVALS, CLASS AWARDS, SPECIAL MENTIONS, SRC ELECTION, MERIT TOKENS</p>
	YOU HAVE RECEIVED A NUMBER OF NEGATIVE REFERRALS . AND/OR YOU HAVE RECEIVED A NUMBER OF N-WARNING LETTERS THIS IS A WARNING/PROBATIONARY LEVEL	6	<p style="text-align: center;">YEAR ADVISER MONITORING</p> BEHAVIOUR WILL BE MONITORED BY YOUR YEAR ADVISER. YEAR ADVISER WILL COMMUNICATE WAYS TO MODIFY OR CHANGE BEHAVIOUR TO MAKE IT MORE POSITIVE. RETURN TO LEVEL 5 AFTER TEN SCHOOL DAYS WITHOUT A NEGATIVE REFERRAL
	YOU HAVE RECEIVED FURTHER NEGATIVE REFERRALS AND/OR N-WARNING LETTERS WHILST ON LEVEL 6 REFERRED TO HEAD TEACHER BY TEACHER You may also be issued a SUSPENSION WARNING as a result of continued disobedience	7	<p style="text-align: center;">HEAD TEACHER MONITORING</p> REPORT TO HEAD TEACHER EACH MORNING BEFORE ROLL CALL, GREEN CONDUCT SLIP – PRESENT TO TEACHER AT THE BEGINNING OF EACH LESSON AND B, R, L. UN ON ANY DAY REPORT TO HT AT NEXT BREAK. RETURN TO LEVEL 6 AFTER TEN SCHOOL DAYS WITHOUT A NEGATIVE REFERRAL OR UN
	SUSPENSION You have continued to breach the schools wellbeing values and/or have acted in a dangerous our illegal manner at school.		Upon return from Suspension there will be a Resolution meeting with Student/Parent/Carer/Deputy/Principal.

IF YOU RECEIVE AN N-WARNING LETTER IT CAN RESULT IN A LEVEL DEMOTION. N-WARNINGS NEED TO BE RESOLVED BEFORE YOUR LEVEL IS REINSTATED OR A LEVEL PROMOTION CAN OCCUR

N-WARNINGS

COMMUNITY SERVICE – LEADERSHIP – EFFORT – PARTICIPATION – SCHOOL SERVICE – SPORT ACHIEVEMENT – SCHOLARSHIP

Gundagai High School Mobile Phone Policy

RATIONALE:

- The very nature of mobile devices (e.g. mobile phones, head phones, watches, external speakers) means that they could present a distraction to the process of student learning
- Staff time and efforts are focused on teaching and learning rather than antisocial behaviours

AIMS:

- (i) To minimise disruptions to student learning
- (ii) To reduce the opportunity for anti-social behaviour
- (iii) To enhance learning through the structured use of technology

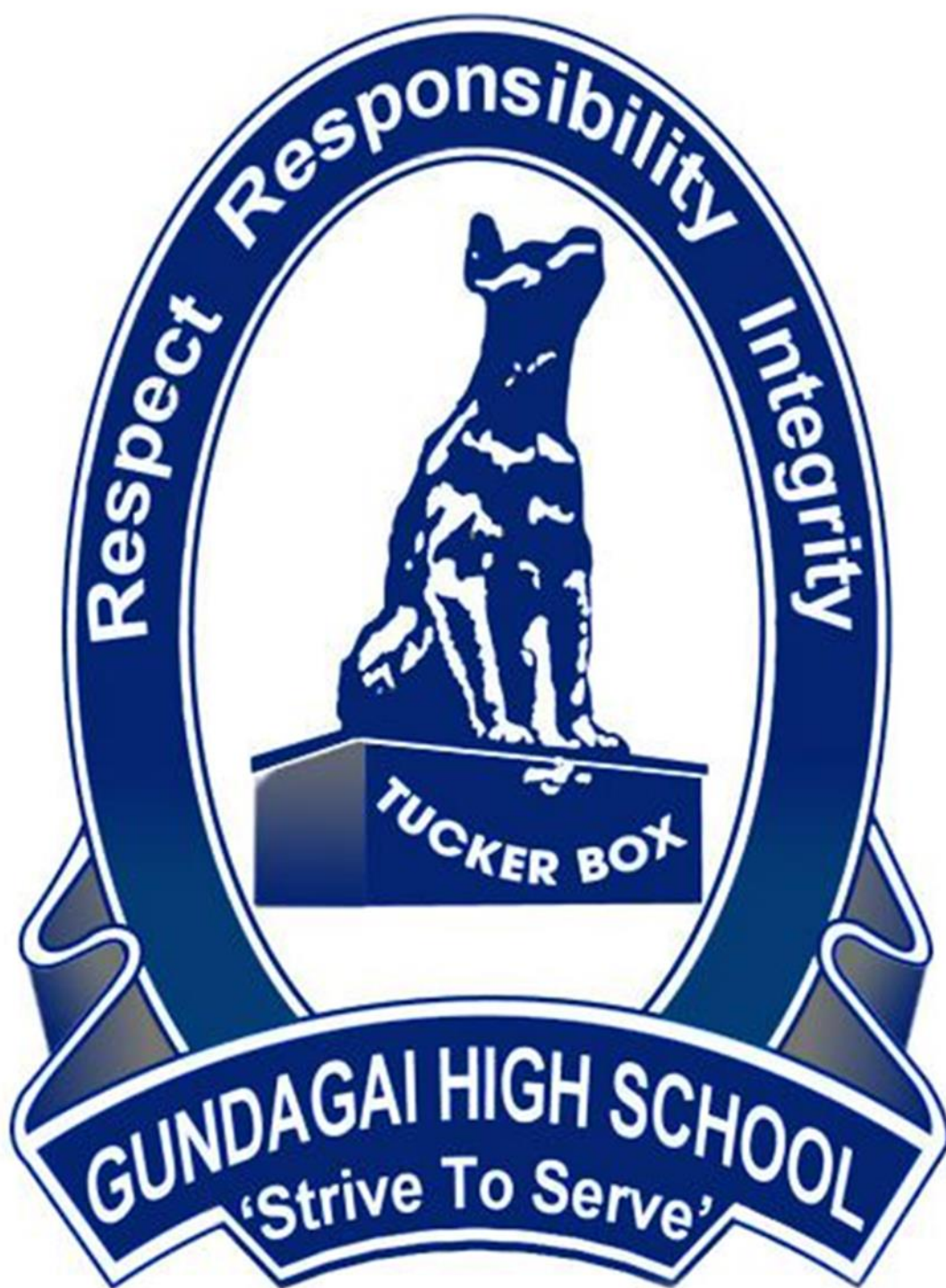
THE POLICY:

1. Mobile devices may be permitted for use during recess/lunch times. Not including external speakers
2. Mobile devices are not to be used or visible in class (including sport or outdoor settings) unless the teacher has given clear explicit instruction for their use.
3. Charging of mobile devices will not be permitted at school.
4. Students are encouraged to use their mobile devices in a way that supports our school values:
 - Respect** - other students' rights to an education without disruption from inappropriate use of mobile devices.
 - Responsibility** - to adhere to the school rules and only have mobile devices out in the playground or if teacher has given explicit instruction for their use in the classroom.
 - Integrity** - show honesty and commitment to the school rules surrounding appropriate use of mobile devices.

Gundagai High School Mobile Device Discipline Strategies

1. If student has phone or device out during the lesson without permission, the teacher will ask for it to be put away. The teacher reports the usage on Sentral and informs the student - If the student consistently getting the device out once each lesson, or uses the phone or device for a second time in the lesson.
2. The second Sentral recording for individual students will result in a phone call home from an executive member.
3. The third Sentral recording for an individual will result in another phone call home and a suspension warning.
4. Subsequent misuse of the mobile device for an individual will be subject to the 'suspension and expulsion of school students procedures' and the student will be suspended for continual disobedience of up to 4 days.
5. If the student continues the behaviour upon return from suspension then the individual will be subject to the 'suspension and expulsion of school students procedures' and the student will be suspended for a second time for continual disobedience of up to 4 days.
6. If the student continues the behaviour upon return from the second short suspension the individual will be subject to the 'suspension and expulsion of school students procedures' and the student will be suspended for a long suspension for persistent or serious misbehaviour of up to 20 days.

NOTE: **Mobile devices include** but are not limited to mobile phones, head phones, watches, external speakers.



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