

Gundagai High School

Student, Parent and Community Guide to Learning and Wellbeing

Developed February 2017



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 implements a comprehensive and supportive framework for student wellbeing.

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.



CONNECT

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, multicultural education.



SUCCEED

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.

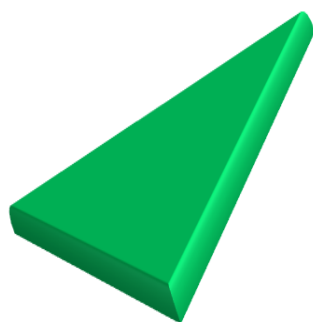


THRIVE

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.

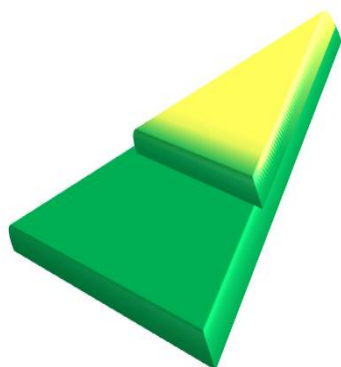
Support Systems



Tier 1 Support

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.

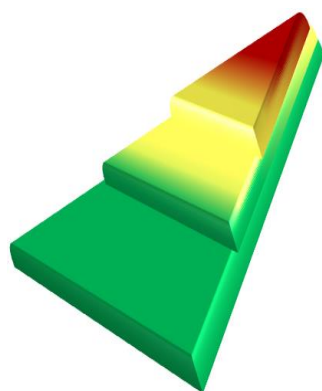


Tier 2 Support

Tier 2 – Substantial or Targeted Support

Substantial support for some students will be required for them to access some or all aspects of school life. Referral to the Learning Support Team may be made by classroom teachers/staff, parents/carers, 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 Pathways (PLP), Health Care Plans, Playground Programs, Social Skills Programs, Individual Risk Management Plans and Behaviour plans.

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



Tier 3 Support

Tier 3 – Intensive or Extensive Support

Extensive support for individual students requiring programming and a planned approach for learning, engagement and support e.g. 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/carers is mandatory to conform to the Commonwealth Disability Standards for Education 2005

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



LEARNING AND WELLBEING

The Learning and Wellbeing Team is a whole school planning and support mechanism with the purpose of addressing the learning needs, wellbeing 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, department support staff, parents/carers and students.

Our team also employs the ethos of Positive Behaviour for Learning so there is a strong focus on systems (what we do to support adults), practices (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 Teacher
- Year Advisers
- Counsellor

The following people may also be included:

- Classroom Teachers
- Parents
- Students
- SLSOs
- Careers Adviser
- Department personnel
- Interagency personnel

Responsibilities

- Develops school guidelines for students experiencing difficulties in learning or those requiring extension
- Meets weekly, document with minutes
- Recommend 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, reviews and discusses 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 Pathways (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
- Reviews 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

Treat others fairly
Be polite and well-mannered

RESPONSIBILITY

Be on time and prepared for class
Maintain a safe environment

INTEGRITY

Follow staff instructions
Mobile devices used for learning

SPECIAL MENTIONS COMMUNITY SERVICE – LEADERSHIP – EFFORT – PARTICIPATION – SCHOOL SERVICE – SPORT ACHIEVEMENT – SCHOLARSHIP	HOW TO GET THERE	LEVEL	REWARDS/RESTORATION	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
	8 Special Mentions in 5 or more areas.	1	<u>LEVEL 1 CERTIFICATE</u> 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	<u>LEVEL 2 CERTIFICATE</u> 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	<u>LEVEL 3 CERTIFICATE</u> 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	<u>LEVEL 4 CERTIFICATE</u> 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	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	
	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	YEAR ADVISER MONITORING 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	HEAD TEACHER MONITORING 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 or illegal manner at school.		Upon return from Suspension there will be a Resolution meeting with Student/Parent/Carer/Deputy/Principal .	