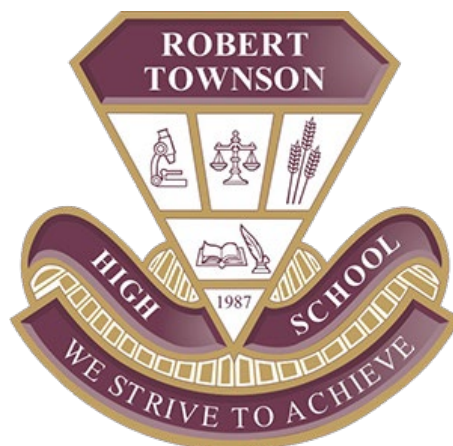


# ROBERT TOWNSON HIGH SCHOOL

## STUDENT LEARNING & WELLBEING POLICY

Last Updated 4<sup>th</sup> of February 2021



# Contents

|   |           |
|---|-----------|
| <b>WELLBEING FRAMEWORK &amp; MISSION STATEMENT</b>                              | <b>4</b>  |
| <b>ROLE OF THE LEARNING AND WELLBEING TEAM</b>                                  | <b>5</b>  |
| LEARNING AND WELLBEING OPERATION GUIDELINES                                     | 6         |
| REFERRING TO THE LEARNING AND SUPPORT TEAM                                      | 6         |
| <b>LEARNING AND WELLBEING REFERRAL PROCESS</b>                                  | <b>7</b>  |
| ROBERT TOWNSON HIGH SCHOOL - WELLBEING LEVELS OF URGENCY (WHOLE-SCHOOL)         | 8         |
| ROBERT TOWNSON HIGH SCHOOL- WELLBEING LEVELS OF URGENCY (YEAR ADVISERS)         | 9         |
| PROTECTION PROCEDURE 2021 (SOURCE: DOE)   | 10        |
| CLASSROOM TEACHER SENTRAL PROCESS   | 11        |
| <b>ROLES AND RESPONSIBILITIES OF THE TEAM</b>                                   | <b>12</b> |
| <b>STUDENT LEARNING AND WELLBEING GOALS AND EXPECTATIONS</b>                    | <b>16</b> |
| <i>Goals for our students</i>   | 16        |
| <i>Goals for our parents</i>  | 16        |
| <i>Goals for our staff</i>  | 16        |
| <i>All school staff are expected to promote student wellbeing by</i>            | 16        |
| <i>Parents are expected to promote student wellbeing by</i>                     | 16        |
| <i>Students are expected to be effective members of the school community by</i> | 16        |
| <b>POSITIVE BEHAVIOUR AND EXPECTATIONS</b>                                      | <b>17</b> |
| POSITIVE BEHAVIOURS IN SCHOOLS: VALUES PROMOTED AT OUR SCHOOL                   | 17        |
| <b>SCHOOL BEHAVIOUR OVERVIEW - SCHOOL BEHAVIOUR MANAGEMENT PLAN</b>             | <b>18</b> |
| SCHOOL BEHAVIOUR MANAGEMENT: POSITIVE   | 19        |
| PROMOTION OF STUDENT ACHIEVEMENT  | 20        |
| SCHOOL BEHAVIOUR MANAGEMENT: NEGATIVE   | 21        |
| <b>CLASSROOM AND FACULTY MANAGEMENT</b>   | <b>22</b> |
| <i>Our School's High Expectations for Behaviour and Learning</i>                | 22        |
| <i>Wellbeing interventions and monitoring</i>                                   | 23        |
| <i>Head Teacher of Faculty/ Head Teacher intervention and monitoring</i>        | 23        |
| <i>Deputy/ Principal interventions and monitoring</i>                           | 23        |
| <i>Notes</i>  | 24        |
| <i>After-school reflections</i>   | 24        |
| <b>LEARNING AND WELLBEING SCHOOL SUPPORT PROGRAMS</b>                           | <b>25</b> |
| STAGE 4 WELLBEING PROGRAMS AND TIERS  | 26        |
| STAGE 5 WELLBEING PROGRAMS AND TIERS  | 27        |
| STAGE 6 WELLBEING PROGRAMS AND TIERS  | 28        |
| STAGE 4 LEARNING AND SUPPORT PROGRAMS AND TIERS                                 | 29        |
| STAGE 5 LEARNING AND SUPPORT PROGRAMS AND TIERS                                 | 30        |
| STAGE 6 LEARNING AND SUPPORT PROGRAMS AND TIERS                                 | 31        |
| <b>HOME ROOMS</b>   | <b>32</b> |
| RATIONALE   | 32        |
| WHAT IS A HOME ROOM   | 32        |
| A SNAPSHOT OF HOME ROOM   | 34        |
| <b>OTHER SCHOOL SUPPORT SERVICES</b>  | <b>35</b> |
| STUDENT ASSISTANCE SCHEME   | 35        |
| USED CLOTHING POOL  | 35        |
| LOCKERS   | 35        |

|  |           |
|--|-----------|
| <b>OUTSIDE SUPPORT ORGANISATIONS</b>             | <b>36</b> |
| CHILD PROTECTION                                 | 36        |
| COUNSELLING SERVICES                             | 36        |
| CYBERSAFETY GOVERNMENT WEBSITE                   | 36        |
| SOCIAL NETWORKING SITES                          | 36        |
| <b>THE LITTLE BOOK OF HELPING HANDS FLYER</b>    | <b>37</b> |
| <b>OUT OF CLASS POLICY</b>                       | <b>39</b> |
| WELFARE PASSES                                   | 39        |
| WELLBEING KITS                                   | 39        |
| TRUANCY PROCEDURES                               | 39        |
| USE OF TOILETS DURING CLASS TIME                 | 40        |
| USE OF TOILETS DURING BREAKS AT RECESS AND LUNCH | 40        |
| <b>OTHER SCHOOL POLICIES</b>                     | <b>41</b> |
| UNIFORM POLICY                                   | 41        |
| FOOD IN CLASS POLICY                             | 42        |
| ELECTRONIC DEVICES POLICY                        | 42        |
| ANTI-BULLYING POLICY                             | 42        |

# Wellbeing Framework & Mission Statement

## Student Learning and Wellbeing Policy

The Wellbeing Framework for NSW public schools contextualises wellbeing to individual students, school settings and local school communities. Wellbeing is dynamic and is vital in embedding it in the complex multi-dimensional work of schools.

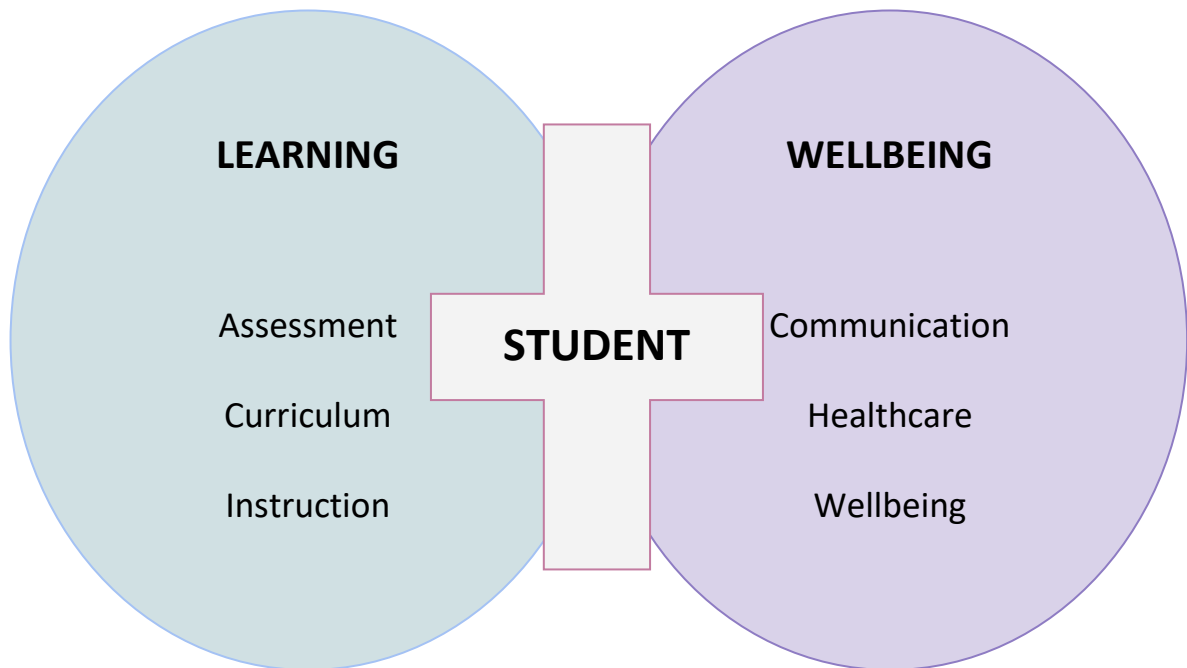
Robert Townson High School believes that student wellbeing encompasses everything that the school community does to meet the personal, social and learning needs of students and to enhance their safety and wellbeing. We are committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development to **connect**, **succeed** and **thrive** at each stage of their development and learning

### The Wellbeing Framework for schools



## Role of the Learning and Wellbeing Team

A learning and wellbeing team is a whole school planning and support mechanism. The school learning and support team plays a key role in ensuring that the specific needs of students with disability and additional learning and support needs are met.



Credit: Every Student Every School (2020)

It is formed with the purpose of addressing the learning and wellbeing support needs of students through identification, investigation, planning and allocating resources, implementing supports, and evaluating the effectiveness of supports and tiered levels of support.



## **Learning and Wellbeing Operation Guidelines**

The Learning and Wellbeing team meet fortnightly to discuss student needs. Meeting agenda and minutes can be found on [Sentral>Communication> Meetings> Welfare](#). To view individual student meeting minutes, go to [Profiles> Support/ Plans/ meeting minutes](#).

### **Referring to the Learning and Support team**

All classroom teachers can refer a student to the Learning and Support Team. Teachers need to be able to identify strategies, accommodations and adjustments implemented in their classroom that have been unsuccessful before placing a referral. These referrals must have the support of their Faculty Head Teacher.

The Learning and Wellbeing Referral Process outlines step by step instructions on making a referral (Page 6). Referrals can be made through [Sentral> Plans? Learning and Wellbeing Referral](#).



# Learning and Wellbeing Referral Process

**SUPPORTING ALL STUDENTS.** All students have access to Tier 1 Universal Learning and Wellbeing programs and supports.

**STEP 1: IDENTIFICATION** Students can be identified as having additional needs through the:

- School enrolment application
- Special and Additional Needs Register (Sentral)
- Meetings (Transition, return from suspension)
- Medical documentation provided to school from specialist
- Student Sentral Flags and data records
- Teaching observations

**TIER 1 Universal learning and/ or wellbeing needs are not meeting student's needs.**

## STEP 2: INVESTIGATE - IS IT URGENT OR CONFIDENTIAL?

**YES.** Please refer to Levels of Urgency.

|   |  |
|---|--|
| <p><b>NEEDS URGENT ATTENTION (TODAY):</b></p> <ul style="list-style-type: none"> <li>• Suicidal ideation with intent</li> <li>• Risk of harm to self and others (current)</li> <li>• Drug and alcohol/substance abuse</li> <li>• Pregnancy</li> <li>• Unable to go home</li> <li>• Sexual assault/harassment</li> <li>• Physical assault</li> </ul> | <p>If a student discloses any of the following to you, you must notify a DP, HT, Wellbeing, Year Adviser or Counsellor immediately.</p> <p><b>THE MOST</b> first done in person or phone <b>ON THE SAME DAY.</b></p> <p>Record on Sentral as <b>CONFIDENTIAL</b> as a data record and notify the above people.</p> <p>*MRG will likely be run by Wellbeing Team / DP pending investigation</p> |
| <p><b>AS SOON AS POSSIBLE:</b></p> <ul style="list-style-type: none"> <li>• Death/trauma in the family**</li> <li>• Self-harm (recapping on a historical event)</li> <li>• Depression</li> <li>• Anxiety</li> <li>• School refusal</li> <li>• Dietary concerns (no food/drink)</li> </ul>   | <p>These concerns should be referred to Year Advisers (Year Adviser to refer to HTW and/or Learning Support/ Wellbeing team if required).</p> <p>** Try to make it a priority to inform YA in a timely manner.</p>   |
| <p><b>DEVELOPING PROBLEMS:</b></p> <ul style="list-style-type: none"> <li>• Social conflict/bullying</li> <li>• Self-esteem</li> <li>• Anger</li> <li>• Family (eg Financial)</li> <li>• Behaviour (Head Teacher of Faculty)</li> </ul>   | <p>These concerns should be referred to Year Advisers and/or HT Faculty as per Sentral referral process.</p>   |

**NO.**

Staff member to review and implement teaching accommodations and adjustments through:

1. Special Needs Register (levels and examples of adjustments listed)
2. Sentral Flags, data records and
3. Learning Plans (PLSP, Behaviour, OOH, ATSI, HIU and Student Growth plans)
4. Consultation with the Head Teacher of Faculty.

## STEP 3: INVESTIGATE

- Teacher trials a range of strategies over a time period (approximately 4 weeks)
- Teacher consults with Head Teacher of Faculty for alternative strategies, suggestions and interventions
- Teacher checks PLSP and implements suggested accommodations and adjustments
- Communicate concerns with Parent/ Carer.

**Presenting need continues despite adjustments to TIER 1 Universal learning and/ or wellbeing levels of support**

## STEP 4: PLAN AND ALLOCATE- Learning and Support Intervention

- With Head Teacher of Faculty consultation, complete a Learning and Wellbeing Referral on Sentral. The referral will be discussed at the next Learning and Wellbeing Meeting.
- Referrals to be made through Sentral Plans > search for student > Create Plan > Learning and Wellbeing Referral. Meeting agenda and minutes are available on Sentral > Communication > Meetings > Welfare > \*Select date. To view individual student meeting minutes go to Profiles > Support/ Plans > meeting minutes.

## STEP 5: IMPLEMENT- Learning and Support

- Learning and Wellbeing to discuss issues, investigate and review current levels of support and adjustments/ accommodations.
- Plan and allocate Tier 2 or 3 Learning and or Wellbeing Supports inclusive of:
  - o Teacher support, learning assessments, EALD support, Counsellor involvement, HSLO involvement, external agency supports
- Set Review Date (Follow up)
- Communicate plan to all personnel (via Sentral data record)
- Implement

## STEP 6: EVALUATE

- Counsellor/ external support referral forms completed (if required)
- Communicate feedback to all stakeholders.
- Recommended interventions are evaluated by all stakeholders and necessary changes made.

## Robert Townson High School - Wellbeing Levels of Urgency (Whole-School)

|  |  |
|--|--|
| <p><b>NEEDS URGENT ATTENTION (TODAY)*:</b></p> <ul style="list-style-type: none"> <li>• Suicidal ideation with intent</li> <li>• Risk of harm to self and others (current)</li> <li>• Drug and alcohol/substance abuse</li> <li>• Pregnancy</li> <li>• Unsafe to go home</li> <li>• Sexual assault/harassment</li> <li>• Physical assault</li> </ul> | <p>If a student discloses any of the following to you, you must notify a DP, HT Learning and Wellbeing, Year Adviser who will assess and refer to counsellor if required.</p> <p>This <b>MUST</b> be done in person or phone <b>ON THE SAME DAY</b>.</p> <p>Record on Sentral as <b>CONFIDENTIAL</b> as a data record and notify the above people. DP, HT Learning and Wellbeing or counsellor to develop 'My plan to stop self harming' (if applicable). If plan already in place, REVIEW.</p> <p><i>*MRG will likely be run by Wellbeing Team / DP pending investigation</i></p> |
| <p><b>AS SOON AS POSSIBLE:</b></p> <ul style="list-style-type: none"> <li>• Death/ trauma in the family**</li> <li>• Self harm (recapping on a historical event)</li> <li>• Depression</li> <li>• Anxiety</li> <li>• School refusal</li> <li>• Dietary concerns (no food/drink)</li> </ul>   | <p>These concerns should be referred to Year Advisers<br/><i>(Year Adviser to refer to HTLW and/ or Learning Support/ Wellbeing team if required).</i></p> <p><i>** Try to make it a priority to inform YA in a timely manner.</i></p>   |
| <p><b>DEVELOPING PROBLEMS:</b></p> <ul style="list-style-type: none"> <li>• Social conflict/ bullying</li> <li>• Self esteem</li> <li>• Anger</li> <li>• Family (eg: Financial)</li> <li>• Behaviour (Head Teacher of Faculty)</li> </ul>  | <p>These concerns should be referred to Year Advisers and/ or HT Faculty as per Sentral referral process.</p> <p>Students can self refer to counsellor.</p>  |



## Robert Townson High School- Wellbeing Levels of Urgency (Year Advisers)

| Level of Urgency                | Examples/ Scenarios   | Action by Year Adviser   |
|---------------------------------|---|--|
| <b>HIGHEST PRIORITY (RED)</b>   | <b>NEEDS URGENT ATTENTION (TODAY)*:</b> <ul style="list-style-type: none"> <li>• Suicidal ideation with intent</li> <li>• Risk of harm to self and others (current)</li> <li>• Drug and alcohol/substance abuse</li> <li>• Pregnancy</li> <li>• Unsafe to go home</li> <li>• Sexual assault/harassment</li> <li>• Physical assault</li> </ul> | <p>If a student discloses any of the following to you, you must notify a DP, HT Wellbeing immediately who will assess and refer to Counsellor if required. This <b>MUST</b> be done in person or phone <b>ON THE SAME DAY</b>.</p> <p>Inform the student you are a mandatory reporter and need their help to support them. Record on Sentral as <b>CONFIDENTIAL</b> as a data record and notify the above people.</p> <p><i>*MRG will likely be run by Wellbeing Team / DP pending investigation.</i></p> <p>Students at this level should be considered for Tier 2 or 3 levels of support</p>   |
| <b>MEDIUM PRIORITY (ORANGE)</b> | <b>AS SOON AS POSSIBLE:</b> <ul style="list-style-type: none"> <li>• Death/ trauma in the family**</li> <li>• Self harm (recapping on a historical event)</li> <li>• Depression</li> <li>• Anxiety</li> <li>• School refusal</li> <li>• Dietary concerns (no food/drink)</li> </ul>   | <p>These concerns should be <b>referred to and addressed by Year Advisers in a timely manner</b>.</p> <p>As a year Adviser, find an appropriate time/ place to meet with the student and check in. Offer a range of in school supports EG: Temporary welfare pass, regular check ins, The RTHS Little Book of Helping Hands etc.</p> <p>Record the incident as a data record (student interview) on Sentral and notify HT Learning Wellbeing (Welfare).</p> <p><i>Please note: this level typically does not require counsellor intervention. Year Adviser to refer to HTW and/ or Learning Support/ Wellbeing team if requiring additional support. If HTW observes the student has had a very low mood over a few days she may seek advice from the counsellor.</i></p> <p>Students at this level should be considered for Tier 2 levels of support. EG: Links to Learning, RAGE Program etc</p> |
| <b>LOW PRIORITY (GREEN)</b>     | <b>DEVELOPING PROBLEMS:</b> <ul style="list-style-type: none"> <li>• Social conflict/ bullying</li> <li>• Self esteem</li> <li>• Anger</li> <li>• Family (eg: Financial)</li> <li>• Behaviour (Head Teacher of Faculty)</li> </ul>  | <p>These concerns should be referred to Year Advisers and/ or HT Faculty as per Sentral referral process. Record and incidences as a data record on Sentral.</p> <p>Students at this level should be considered for Tier 2 levels of support. EG: Links to Learning, RAGE Program etc.</p> <p>Students can self referral to counsellor.</p>  |

# Protection Procedure 2021 (Source: DoE)

## STEP 01

Are you concerned about the safety, welfare or wellbeing of a child or young person under 18 years of age?

Yes

All staff, other than principals and workplace managers, must inform their principal or workplace manager when they have reasonable grounds to suspect any risk of harm to a child or young person.

The staff member should provide all relevant information to assist the principal or workplace manager in decision making

No

No further action required. You should continue to monitor the situation and revisit this again if you have any further concerns.

## STEP 02

Has the principal been informed of the concerns?

Yes

The principal or workplace manager consults the [Mandatory Reporter Guide](#) and may seek specialist advice to determine if the concern is about suspected risk or significant harm.

No

In the event that the principal or workplace manager cannot be informed of the concern, **and the concern is about risk of significant harm**, the staff member makes a report to the Child Protection Helpline and notifies the Director Educational Leadership (DEL) or the Director.

## STEP 03

Does the principal, after consulting the Mandatory Reporter Guide, using their professional judgement or seeking specialist advice, believe the concern is about suspected risk of significant harm?

Yes

The principal:

- makes a report to the Department of Communities and Justice (DCJ) Child Protection Helpline
- provides feedback from the Child Protection Helpline and advises the staff member of the Engagement number.

No


The principal:

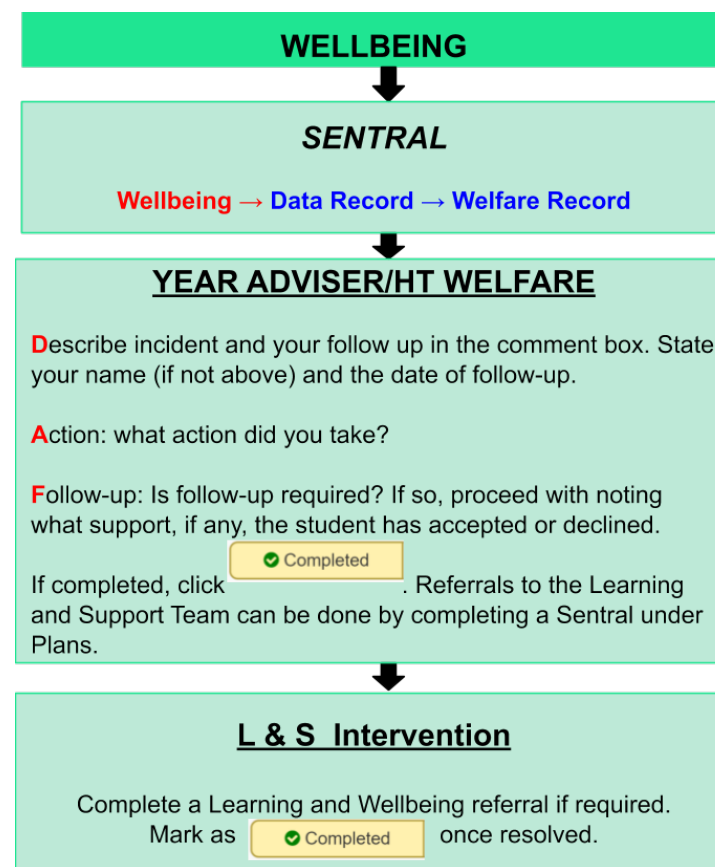
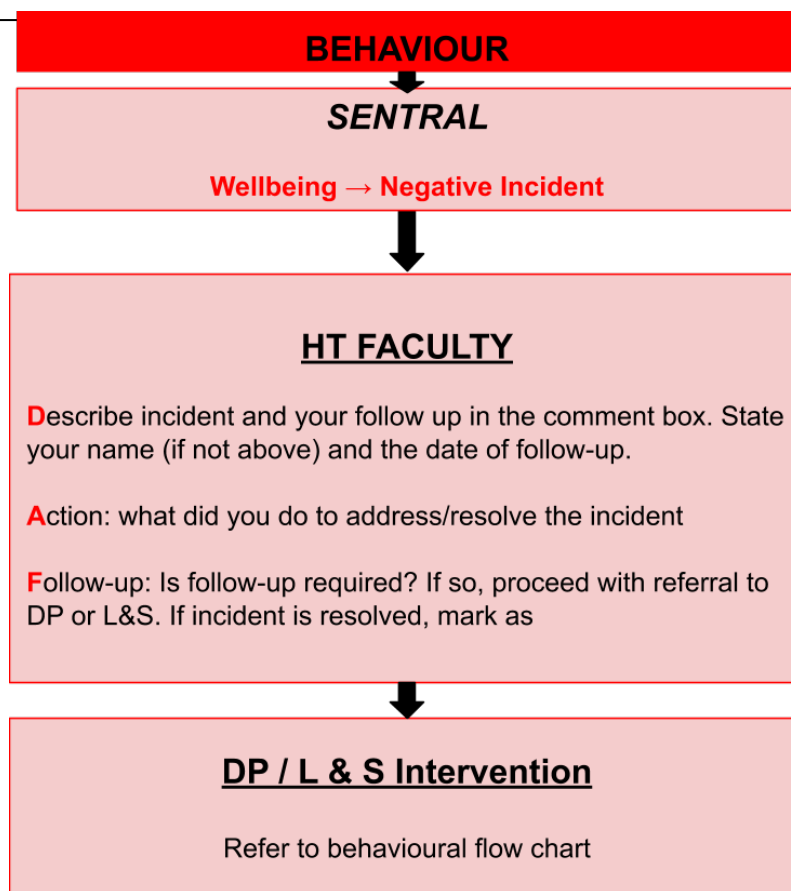
- contacts the Child Wellbeing Unit and advises the staff member of the outcome and Engagement number, or
- documents and monitors concerns and provides feedback to the staff member on action, or
- documents the concerns, no action needed. Provides feedback to the staff member.

# CLASSROOM TEACHER SENTRAL PROCESS

## CLASSROOM TEACHER SENTRAL REFERRAL PROCESS

**Create new incident type on Sentral & complete DAF steps in the incident description box**

- Describe all details of the incident
- Action: what did you do to address/resolve the incident
- Follow-up: what is required? Who needs to follow up? Is this just an FYI? Is a follow up necessary? (Mark as  if follow up is needed)



## **Roles and Responsibilities of the Team**

Robert Townson's Learning and Support Team includes the Principal, Deputy Principal, Head Teacher Welfare, Year Advisers, Learning and Support Teachers, Student Learning Support Officers (SLSO) Student Support Officer (SSO) and School Counsellor. Collectively, this team:

- support teachers in identifying and responding to the additional learning needs of students
- facilitates and coordinates a whole school approach to improving the learning outcomes of every student
- coordinates planning processes and resourcing for students with disability and additional learning and support needs
- designs and implements the supports required to build teacher capacity so that all students access quality learning
- develops collaborative partnerships with the school, parents and carers, other professionals and the wider school community.

Specific roles and responsibilities of **HEAD TEACHER LEARNING & WELLBEING** include:

- Co-ordinating of any Welfare performance
- Overseeing the implementation of stage and student need-specific Welfare programs
- Liaison with School Counsellors
- Supervision of School Learning Support Officers (SLSO's) and the allocation of support periods in collaboration with Learning and Support team.
- Supervising and developing Year Advisers
- Overseeing Year Meetings
- Overseeing the transition of Year 6 to 7 with appointed Year Adviser including Kick Off, Orientation Day and Transition Meetings.
- Overseeing the transition of Senior students into the workforce and or other learning pathways.
- Co-ordinating Learning Support Team meetings
- Identifying, creating, managing and communicating student plans for required students (Behaviour Support, Risk Assessments, Personalised Learning and Support (Wellbeing), Out of Home Care and Health Care plans etc.) in liaison with relevant personnel ( DPs, School Counsellors, DGO, LST, APLS, HSLO).
- Collaboration with LAS teachers to maintain accuracy and communication of Special Needs Register data
- Identifying, creating, managing and communicating student medical needs including Medical Booklet.

- Coordinating student Access Request applications for mainstream students: IFS, student placements and Itinerant support
- Developing a Welfare Plan in line with the School Plan.
- Ensuring the Wellbeing Policy remains current and is clearly communicated to staff.
- Liaising with Senior Executive on Child Protection and state well-being priorities
- Liaising with DEC outside agencies regarding welfare issues and application for support (EG: AP LAS)
- Managing student welfare passes and communication to staff
- Liaising with Learning Support Teachers to comply with Every Student Every School requirements.
- Allocating student lockers for eligible students
- Development and compliance of Anti Bullying Policy.
- Overseeing whole school Merit Program.
- Overseeing the implementation of Student Growth Plans.
- Overseeing the Vaccination Program for years 7 and 10.
- Overseeing welfare-based scholarships.

Specific roles and responsibilities of **LEARNING AND SUPPORT TEACHERS** include:

- Working collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
- Planning, implementing, modelling, monitoring and evaluating teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- Planning, implementing, modelling, monitoring and evaluating personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer
- Identifying, creating, managing and communicating student Personalised Learning and Support Plans of a learning nature, in liaison with relevant personnel (DPs, School Counsellors, DGO, LST, APLS, HSLO).
- Modelling exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
- Overseeing the Life Skill process (identification, communication and reviews)
- Management of Special Needs Register (in collaboration with HTW) and communicate to staff.
- Providing direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.
- Providing professional specialist advice, support and mentoring to classroom teachers on:
- how best to cater for the diverse learning needs in their classrooms, and

- how to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- Providing professional specialist advice and assistance about students with additional learning needs to the school's learning and support team
- Assisting with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.
- Ensuring completion and adherence to Learning support requirements: NCCD, ESL Surveys, Every Student Every School.
- Identification, management and communication of Disability Provisions HSC.
- Identification, management and communication of Special Provisions (7-11)
- Liaising with Welfare on the allocation of School Learning Support Officer (SLSO's) periods
- Conducting Literacy and Numeracy lessons and reporting on Literacy outcomes.

Specific roles and responsibilities of **YEAR ADVISERS** include:

- Co-ordinating stage and student need specific Welfare programs including Wellbeing days
- Monitoring attendance regularly with the assistance of the HSLO. Year Advisers are to carry out attendance report a minimum of once a term and communicate concerns with Head Teacher Administration and the School HSLO.
- Monitoring behaviour on Sentral fortnightly
- Visiting rollcalls to support student wellbeing and pastoral care for identified students in the grade.
- Conducting a fortnightly assembly supported by allocated roll teachers, Head Teachers & DP.
- Communicating any discipline issues with Head Teachers, Welfare and the Wellbeing Team.
- Knowing the students in their year, their special needs and those students who are on a Life Skills program of study.
- Communicating with and attending meetings with parents and other school personnel
- Organising progress reports when requested and/ or required.
- Collecting merit awards and keep records of student achievement
- Arranging Principal's awards & other awards for Formal Assemblies at the end of each term.
- Allocation of Year Adviser Awards for outstanding effort each term at the Formal assembly
- Attending Presentation events and present year awards
- Arranging classes/electives for new enrolling students
- Attending Learning and Wellbeing meetings every 2 weeks
- Filing minutes of meetings and any student information confidentially
- Working collaboratively with the Learning Support Team to develop PLSP's.

- Following process for student class changes and communicate with Office staff
- Year 8, 9 & 10 Year Advisers – collect data for elective choices and liaise with subject line organiser
- Year 6, 7 & 8 Year Advisers arrange class lists and give copy of lists to office
- Facilitating Learning Plan process and review meetings.
- Assisting Head Teacher Wellbeing and LAS team with Access Requests for students with additional needs/ requirements.

Specific roles and responsibilities of **THE SCHOOL COUNSELLOR** include:

- Counselling services to students who self-refer. Referrals may be made by approaching the School Counsellor directly during recess, through teacher referral through HT Welfare or Wellbeing meetings.
- Liaising with School Learning Support team
- Counselling services and feedback where appropriate, to students referred by members of staff.
- Advice to parents seeking assistance.
- Counselling support, where appropriate, to students returning from suspension.
- Counsellor reports as required by the policy on Suspension.
- Testing of students, where appropriate, for special placements and to provide Disability Confirmation Sheets to support school applications for funding or other purposes.

Specific roles and responsibilities of **SCHOOL LEARNING SUPPORT OFFICERS (SLSO) AND STUDENT SUPPORT OFFICERS (SSO)** include:

- Implement individual education plans and programs
- Provide opportunities for students to develop personal, social, independent, living and pre vocational skills
- Attend to the personal needs of students, and
- Operate audio visual aids, duplicating, issuing learning materials and clerical duties.
- ‘Check in’ with students and their welfare needs.
- Enhancing student social and emotional wellbeing and learning outcomes.
- The SLSO and SSO role is primarily focused on learning and welfare needs of students, not behavioural.

# **Student Learning and Wellbeing Goals and Expectations**

## **Goals for our students**

- Provide a secure, caring environment free from bullying and violence
- Offer a relevant & engaging curriculum with a focus on functional literacy and numeracy
- Promote tolerance and acceptance of individual differences
- Encourage and reward positive achievement

## **Goals for our parents**

- Involve parents in decision making regarding student management
- Recognise the parent as the primary educator
- Maintain open communication between the school and home
- Provide information and a resource link to families

## **Goals for our staff**

- Work to ensure staff treat colleagues, students and community members with dignity and respect
- Comply departmental policy and requirements reflective of teaching practice.
- Understand and cater for a diverse range of student needs.

## **All school staff are expected to promote student wellbeing by**

- Recognising the individual and collective worth of students
- Assisting students to strive to achieve their personal best
- Providing a relevant and engaging curriculum
- Incorporating health & wellbeing, and social skills programs
- Following the DoE's Code of Conduct and Child Protection guidelines

## **Parents are expected to promote student wellbeing by**

- Ensuring their child attends school on time and is in correct school uniform.
- Providing adequate nutrition.
- Ensuring current medical and parent emergency contact information is up to date and communicated to the school as soon as it occurs.

## **Students are expected to be effective members of the school community by**

- Behaving in a safe manner at all times, following the school's policies on attendance, use of technology and suspension.
- Showing respect, being co-operative and responsible and recognising individual rights and differences. Following the school's policies on discipline, uniform, use of technology, anti-bullying and anti-racism.
- Striving to achieve their best learning outcomes. This extends to following the school's policies on attendance, movement out of class and in between classes, use of electronic devices and homework.



# Positive Behaviour and Expectations

Our school community has identified and endorses three school rules:



*Be safe*

*Be respectful*

*Be a learner*

Our school rules are modelled by staff and explored through various wellbeing initiatives. Our community's commonly held values underpin our school's expectations that are embodied in the DoE's principles of values education.

## **Positive Behaviours in Schools: Values Promoted At Our School**

**INTEGRITY** - Being consistently honest and trustworthy.

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

**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.

**COOPERATION** - Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

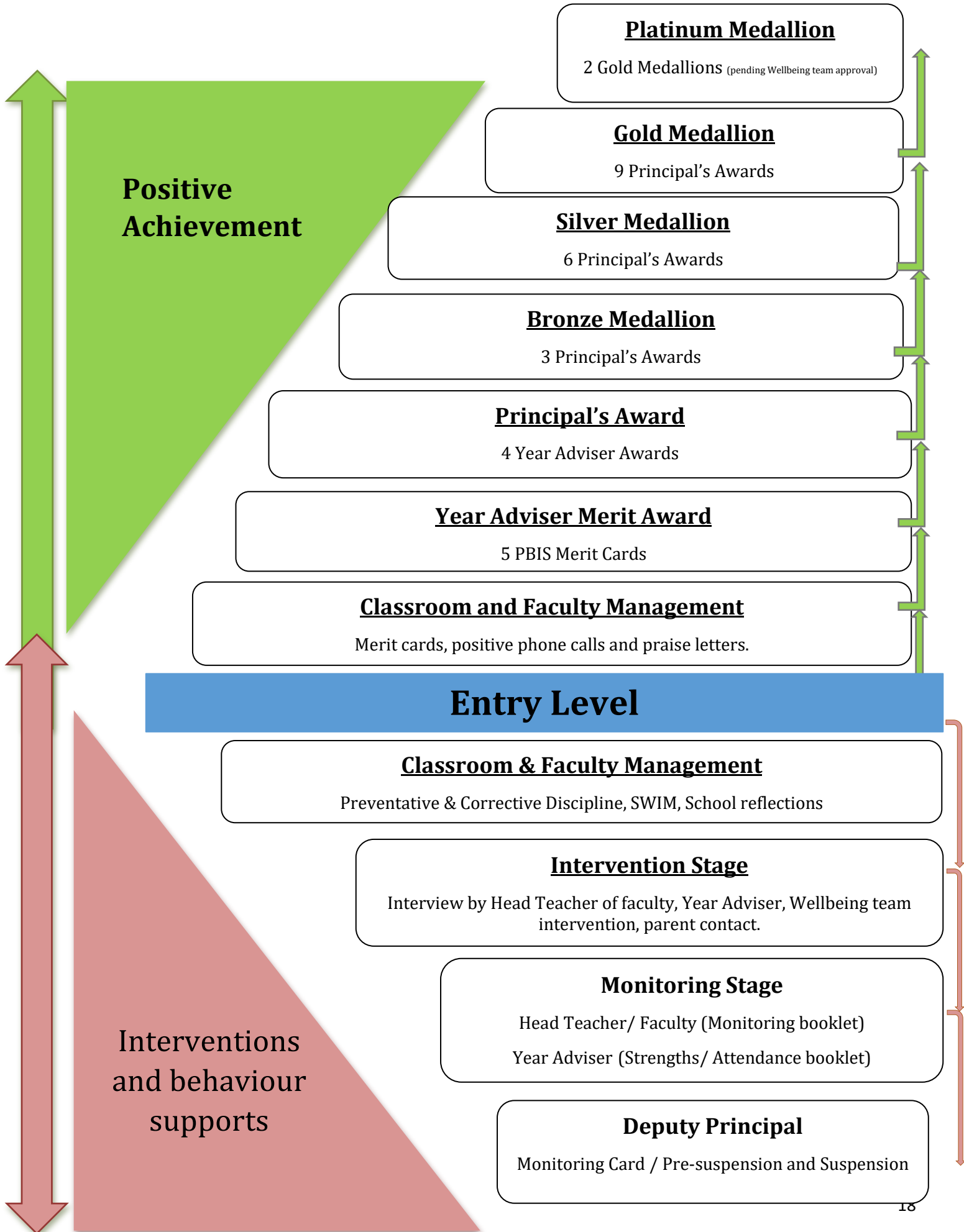
**PARTICIPATION** - Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

**CARE** - Concern for wellbeing of yourself & others, demonstrating empathy & acting with compassion.

**FAIRNESS** - Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

**DEMOCRACY** - Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

# School Behaviour Overview - School Behaviour Management Plan



# School Behaviour Management: Positive

Positive school engagement and behaviour enables effective learning and contributes to an overall positive school climate.

Robert Townson High School's positive behaviour scheme includes:

- Positive, encouraging language that is used by staff to reinforce positive behaviour.
- Parent contact through letters of praise and/or telephone calls.
- Certificates of commendation for volunteer, school and community activities.
- Recognition at formal assemblies.
- Student of the Week awards are made on assembly most weeks. Faculty areas and Year Advisers nominate students. HIU staff administer & record awards.
- ARK awards are awarded to nominated students who display an *Act of Random Kindness*. HIU staff administer & record these awards.
- PBIS Mini Merits (yellow) may be awarded in the classroom or playground for safe, respectful behaviour. Mini merit prize draws occur at least once a term.
- PBIS Merit Cards may be awarded by class teachers for excellence in behaviour, academic, representative or sporting achievement. Merit awards accrue and can be submitted to the Year Adviser for further school awards. Merits may only be presented to Year Advisers during the year they were distributed.

**5 PBIS Merit cards = 1 Year Adviser Merit Award**

**4 Year Adviser Awards = 1 Principal's Award**

**3 Principal's Award = Bronze Medallion**

**6 Principal's Award = Silver Medallion**

**9 Principal's Award = Gold Medallion**

**2 Gold Medallions = Platinum Medallion** (pending Wellbeing team approval)

It is the student's responsibility to submit their awards for the Year Adviser's attention and follow up. Students are encouraged to participate in the merit scheme and are recognised at year assemblies and formal assemblies throughout the year.

It is the Year Adviser's responsibility to manage the merits that are submitted by students and ensure they record the levels as necessary.

Parents are asked to encourage their child to participate in the merit scheme.

## Promotion of Student Achievement

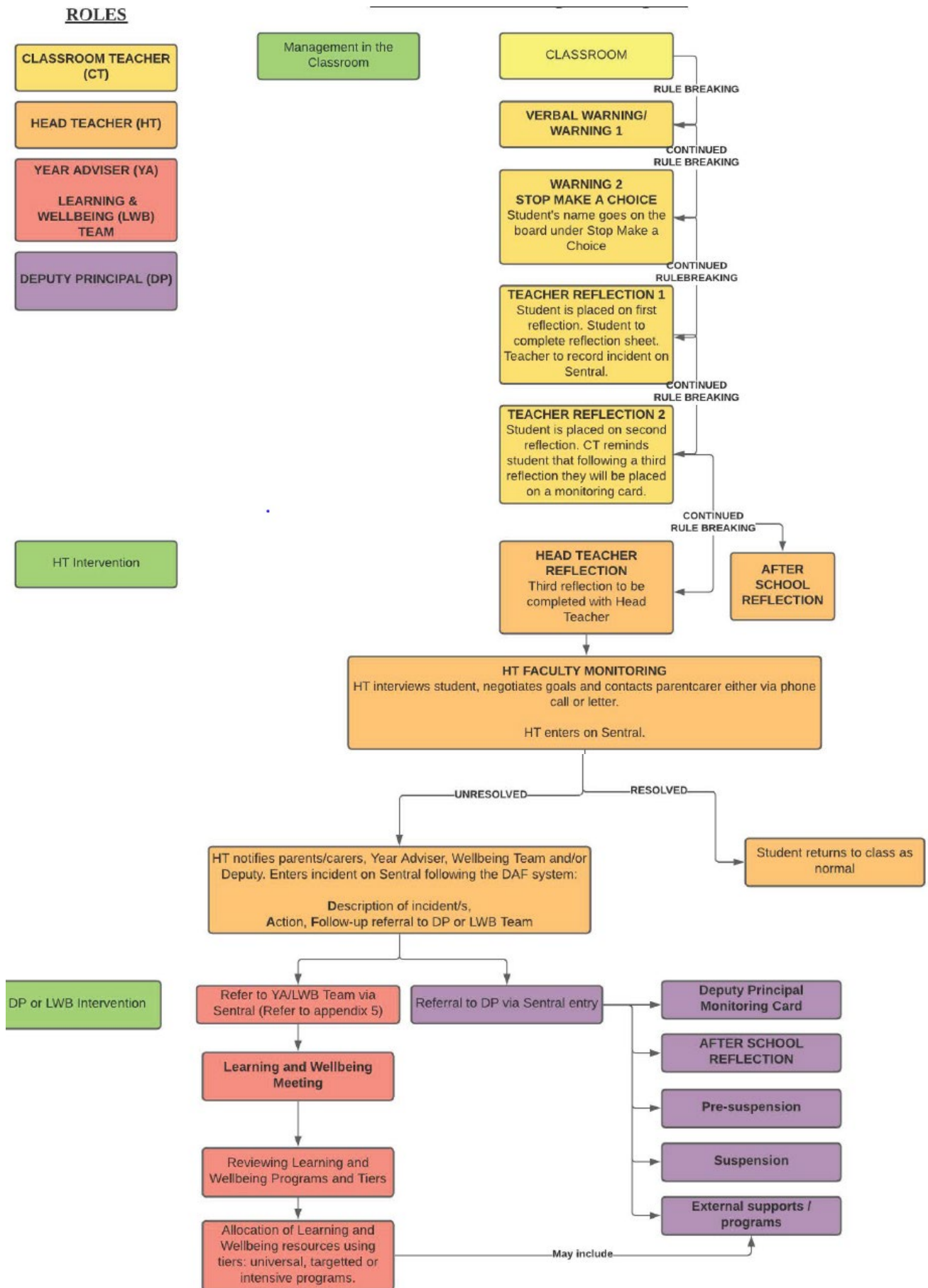
Responding to the implementation of the *Wellbeing Framework for NSW public schools*, we are committed to supporting students to connect, succeed and thrive at each stage of their development of learning. Student and staff achievement is promoted on our website: [www.roberttown-h.school.nsw.edu.au](http://www.roberttown-h.school.nsw.edu.au), the RTHS School App, Facebook, Instagram and our school newsletters (accessible through school website and school app).

A child's photograph will not be published without parental or carer's express consent. A permission to publish form can found at:

<http://www.roberttownh.schools.nsw.edu.au/documents/30971969/30978871/authority%20to%20publish.pdf>

It is the teacher's responsibility to check if the student's photo has permission to be published in school promotional material.

# School Behaviour Management: Negative



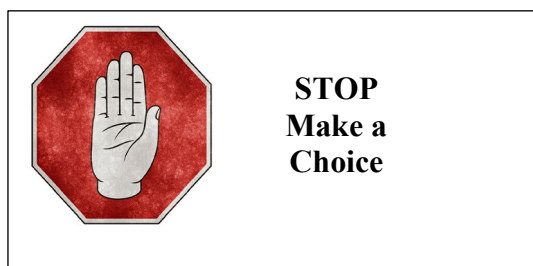
# Classroom and Faculty Management

- Classroom teacher deals with in-class situations using the SWIM model.
- Class teacher to write report and consequence on Sentral and notify appropriate personnel.
- In-faculty management with the Head Teacher may involve the student in a discussion or mediation, placed on a lunch or afterschool reflection or a faculty monitoring card.

## Our School's High Expectations for Behaviour and Learning

|  |  |   |
|--|--|---|
| <p><b>Some examples of being safe include:</b></p> <ul style="list-style-type: none"> <li>• Being in class on time</li> <li>• Sitting on my chair/stool with four legs on the floor</li> <li>• Staying in my seat</li> <li>• Keeping my hands and feet to myself</li> <li>• Following the teacher's instructions</li> <li>• Wearing appropriate uniform</li> </ul> | <p><b>Some examples of being respectful include:</b></p> <ul style="list-style-type: none"> <li>• Being quiet in class</li> <li>• Put my hand up and waiting my turn to speak</li> <li>• Keeping my hands off other people's property</li> <li>• Keeping my hands off other students</li> <li>• Following the teacher's instructions</li> <li>• Using polite language</li> </ul> | <p><b>Some examples of being a learner include:</b></p> <ul style="list-style-type: none"> <li>• Bringing all my equipment</li> <li>• Completing my class work</li> <li>• Completing my home work</li> <li>• Making sure my phone/mp3 player is switched off and in my bag</li> <li>• Allowing others to learn too</li> <li>• Adhering to the Department of Education's Behaviour Code</li> </ul> |
|--|--|---|

### IF STUDENTS ARE NOT MEETING EXPECTATIONS...



If students continue to make poor choices they will be placed at "STOP Make a Choice" stage. This means the student's behaviour is impacting negatively on their learning and the class.

A desk card may be placed on the student's desk to remind them of the specific behaviours that need to be improved.

### HT REFLECTION SHEET



1. Who? Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

2. When? Date: \_\_\_\_\_ Subject: \_\_\_\_\_

3. What were you repeatedly doing? \_\_\_\_\_

4. Which responsibilities weren't you following? Please tick one or more.

|  |   |  |
|--|---|--|
| <input type="checkbox"/> Being Safe<br>I was NOT safe when I was:<br><input type="checkbox"/> Late to class<br><input type="checkbox"/> Rocking on my chair/stool<br><input type="checkbox"/> Getting out of my seat<br><input type="checkbox"/> Touching other students<br><input type="checkbox"/> Failing to follow instructions<br><input type="checkbox"/> Not wearing my uniform | <input type="checkbox"/> Being Respectful<br>I was NOT being respectful when I was:<br><input type="checkbox"/> Calling out<br><input type="checkbox"/> Talking when the teacher is<br><input type="checkbox"/> Taking other people's property<br><input type="checkbox"/> Touching other students<br><input type="checkbox"/> Ignoring the teachers instructions<br><input type="checkbox"/> Using inappropriate or offensive language | <input type="checkbox"/> Being a Learner<br>I was NOT being a learner when I was:<br><input type="checkbox"/> Not bringing my equipment<br><input type="checkbox"/> Not completing my homework<br><input type="checkbox"/> Not completing class work<br><input type="checkbox"/> Playing on my mobile device<br><input type="checkbox"/> Listening to music<br><input type="checkbox"/> Disrupting the class |
|--|---|--|

5. Who did your behaviour affect? \_\_\_\_\_

If students continue to make poor choices it becomes more serious and student will be placed at the "Reflection" stage. At recess or lunch the student will be asked to return to complete a "Reflection Sheet". The incident will be recorded on the school's behaviour system.

If the student's behaviour becomes a significant concern, it may warrant further action. This may include a referral to the Faculty Head Teacher, Year Adviser, Head Teacher Welfare, or Deputy Principal.

## **Wellbeing interventions and monitoring**

- An informal interview may be held between the student, Head Teacher or the Year Adviser when a potential problem is identified.
- The student should be raised at the Learning Support Team meetings (fortnightly).
- The Year Adviser may request a progress report to determine behaviour trends. If student is causing concern in more than one faculty, are placed on more than 2 Faculty Monitoring cards simultaneously or accumulate a significant number of negative incidents, further progression along the levels may occur.
- The Year Adviser may also place the student on a Strengths Monitoring booklet or regularly check in.
- Parent or carer may be contacted.
- The student may be referred to the School Counsellor, Head Teacher Welfare or Deputy (if deemed appropriate).

## **Head Teacher of Faculty/ Head Teacher intervention and monitoring**

- A student is placed on a PBIS monitoring card and supervised by the Head Teacher. The Head Teacher will record this on Sentral.
- It is the student's responsibility to get their card signed for each period and checked at the negotiated time.
- Lunch or afternoon reflections may be issued if student receives a 1 or a 2, or a period is blank. The student may also be placed on card for an extra day.
- A parent interview can be held (either by phone or in person).
- A letter should be generated on Sentral Welfare and sent to the parents and placed on file.
- The student may be referred to School Counsellor or Deputy Principal (if deemed appropriate).
- The student is excluded from representing the school on excursions, sporting or other non-welfare activities involving leaving the school grounds.

At the end of the monitoring period:

- Appropriate behaviour will result in positive parent contact.
- Unsatisfactory completion of the card will result in a student moving to Level 4 pending Head Teacher consultation with Wellbeing team members.

## **Deputy/ Principal interventions and monitoring**

- The student is placed on a PBIS Monitoring card and supervised by the Deputy Principal.
- A parent interview is held (in person or over the phone).
- A letter generated on Sentral Welfare can be sent to the parents and placed on file.
- Referral to School Counsellor (if applicable).
- Case discussion at Learning Support Team meeting.

At the end of the monitoring period:

- Appropriate behaviour will result in positive parent contact.
- Unsatisfactory completion of card may result in a pre-suspension or suspension.
- Pre-suspension warning issued or suspension – either short or long, whichever is deemed appropriate. Long suspensions are to a maximum 20 days duration.
- Issues relating to the suspension must be addressed and resolved prior to the student's return
- Parent interview must be held for students to return from suspension.
- Students resume back at school at Level 4.

## Notes

- Each level is monitored for a maximum of two weeks and students may be moved to the next level within that period at the supervisor's discretion.
- Particular behaviours will result in students automatically being placed on level 4. They include:
  - Possession of illegal drugs.
  - Violence or threats of serious physical violence.
  - Possession of a prohibited weapon.
  - Persistent disobedience or insolence.
  - Engaging in criminal behaviour related to school.
- If a student is on Head Teacher or Deputy Monitoring card, they will not be allowed to attend any school social events, excursions or able to represent the school in any way (e.g. sporting teams).

## After-school reflections

Teachers must refer students to their Head Teacher for approval to be placed on after-school reflections.

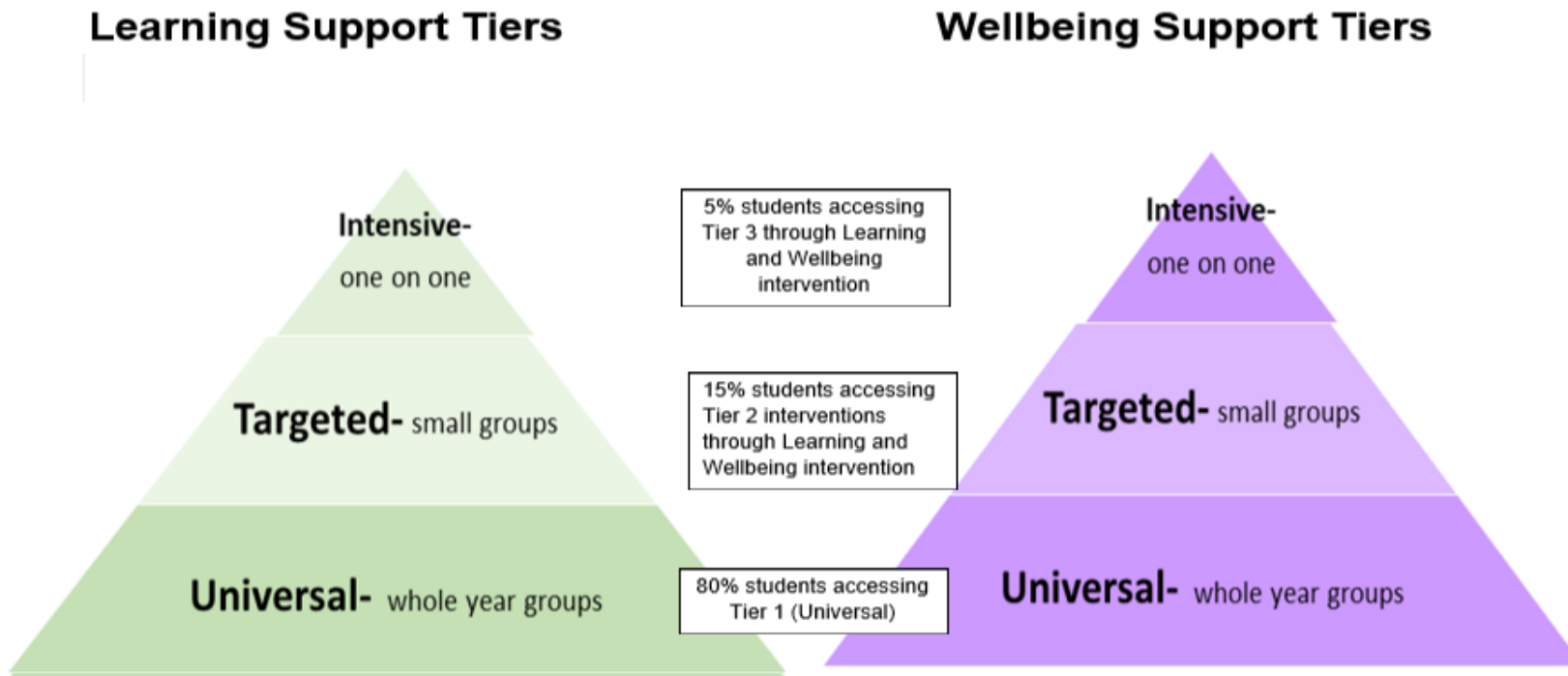
Once approved, Head Teachers will write a letter or place a call to the parent/ carer to inform. The student's name will be added to the Sentral generated reflection list. The Deputy Principal (or nominated representative) is responsible for supervising after-school reflections and notification for non-attendance.

**Notes:** After-school reflection may be given for persistent disobedience in class, non-compliance of lunch reflections and truancy.



# Learning and Wellbeing School Support Programs

Robert Townson High School Learning and Wellbeing Team is to ensure the needs of all students in the school are being met using a three tiered model: universal, targeted and intensive



**Recurring Question:**

1. How is the student responding to the Tier supports and current levels of intervention?
2. What do we need to do/ change/ increase to support the student and their needs?

# Stage 4 Wellbeing Programs and Tiers

**Focus:** Bullying, Resilience and Conflict Resolution

|                                 |   |
|---------------------------------|---|
| <p><b>TIER 3- INTENSIVE</b></p> | <ul style="list-style-type: none"> <li>▪ Bridget to Youth</li> <li>▪ Reconnect</li> <li>▪ Personalised Learning Support Plans (PLSP, OOHC, Risk and Medical plans)</li> <li>▪ Transition</li> <li>▪ Peer Mentoring</li> <li>▪ Year Adviser, Head Teacher Learning and Wellbeing and/ or counsellor one on one intervention.</li> <li>▪ Learning and Support one on one support</li> <li>▪ Assistant Principal Learning and Support request for support</li> <li>▪ Access Request- Integration Funding Support, Itinerant Support, OOHC,</li> <li>▪ Student Support Officer</li> <li>▪ External Support Agencies</li> <li>▪ Scholarship participants</li> <li>▪ Police Youth Liaison Officer- Welfare checks/ sessions.</li> </ul> |
| <p><b>TIER 2- TARGETED</b></p>  | <ul style="list-style-type: none"> <li>▪ Links to Learning</li> <li>▪ ARTucation</li> <li>▪ Rock and Water</li> <li>▪ Brave Program</li> <li>▪ RAGE program</li> <li>▪ HYPE program</li> <li>▪ SLSO and SSO support in class</li> <li>▪ Year Adviser peer mediation</li> <li>▪ Peer Leaders and Kick Off Program</li> </ul>   |
| <p><b>TIER 1- UNIVERSAL</b></p> | <ul style="list-style-type: none"> <li>▪ Aim Higher</li> <li>▪ The Flip Side- Cyber bullying (Brainstorm Productions)</li> <li>▪ Cyber Safety (Uniting)</li> <li>▪ Police Youth Liaison Officer educational talks</li> <li>▪ Student Growth plans</li> <li>▪ Year 8 Camp</li> <li>▪ Health: Vaccinations, Dental and Optometrist checks</li> <li>▪ Breakfast Club</li> <li>▪ Welfare spaces and resources (room, recess, and lunch activities)</li> <li>▪ Harmony Day, R U OK day? Multicultural Day, National Day of Action against Bullying and Violence</li> <li>▪ The little book of helping hands flyer (Mental Health)</li> </ul>   |

## Stage 5 Wellbeing Programs and Tiers

**Focus:** Risk taking behaviours and Healthy Lifestyle choices

|   |   |
|---|---|
| <p><b>TIER 3- INTENSIVE</b></p> <p>5% students accessing Tier 3 through Learning and Wellbeing intervention</p> <p>15% students accessing Tier 2 interventions through Learning and Wellbeing intervention</p> <p>80% students accessing Tier 1 (Universal)</p> <p><b>Intensive-</b> one on one</p> <p><b>Targeted-</b> small groups</p> <p><b>Universal-</b> whole year groups</p> | <ul style="list-style-type: none"> <li>▪ Bridget to Youth</li> <li>▪ Reconnect</li> <li>▪ Personalised Learning Support Plans (PLSP, OOHC, Risk and Medical plans)</li> <li>▪ Transition (transition to Senior school and post school options)</li> <li>▪ Year Adviser, Head Teacher Learning and Wellbeing and/ or counsellor one on one intervention.</li> <li>▪ Learning and Support one on one support</li> <li>▪ Assistant Principal Learning and Support request for support</li> <li>▪ Access Request- Integration Funding Support, Itinerant Support, OOHC,</li> <li>▪ Student Support Officer</li> <li>▪ External Support Agencies</li> <li>▪ Scholarship participants</li> <li>▪ Police Youth Liaison Officer- Welfare checks/ sessions.</li> </ul> |
| <p><b>TIER 2- TARGETED</b></p> <p>5% students accessing Tier 3 through Learning and Wellbeing intervention</p> <p>15% students accessing Tier 2 interventions through Learning and Wellbeing intervention</p> <p>80% students accessing Tier 1 (Universal)</p> <p><b>Intensive-</b> one on one</p> <p><b>Targeted-</b> small groups</p> <p><b>Universal-</b> whole year groups</p>  | <ul style="list-style-type: none"> <li>▪ Rock and Water</li> <li>▪ RAGE program</li> <li>▪ Youth Frontiers (MTC)</li> <li>▪ DAIR Program (Youth Solutions_</li> <li>▪ Female Sexual workshops (Traxside)</li> <li>▪ SLSO and SSO support in class</li> <li>▪ Year Adviser peer mediation</li> <li>▪ Peer Leaders and Kick of Program</li> </ul>   |
| <p><b>TIER 1- UNIVERSAL</b></p> <p>5% students accessing Tier 3 through Learning and Wellbeing intervention</p> <p>15% students accessing Tier 2 interventions through Learning and Wellbeing intervention</p> <p>80% students accessing Tier 1 (Universal)</p> <p><b>Intensive-</b> one on one</p> <p><b>Targeted-</b> small groups</p> <p><b>Universal-</b> whole year groups</p> | <ul style="list-style-type: none"> <li>▪ Tomorrow Man (Tomorrow Architects)</li> <li>▪ Police Youth Liaison Officer educational talks</li> <li>▪ Student Growth plans</li> <li>▪ Health: Vaccinations, Dental and Optometrist checks</li> <li>▪ Breakfast Club</li> <li>▪ Welfare spaces and resources (room, recess, and lunch activities)</li> <li>▪ Harmony Day, R U OK day? Multicultural Day, National Day of Action against Bullying and Violence</li> <li>▪ The little book of helping hands flyer (Mental Health)</li> </ul>  |

## Stage 6 Wellbeing Programs and Tiers

**Focus:** Study Skills and Stress Management

|                                 |  |
|---------------------------------|--|
| <p><b>TIER 3- INTENSIVE</b></p> | <ul style="list-style-type: none"> <li>▪ Reconnect</li> <li>▪ Personalised Learning Support Plans (PLSP, OOHC, Risk and Medical plans)</li> <li>▪ Transition (transition to Senior school and post school options)</li> <li>▪ Year Adviser, Head Teacher Learning and Wellbeing and/ or counsellor one on one intervention.</li> <li>▪ Learning and Support one on one support and/ or Disability Provisions</li> <li>▪ Assistant Principal Learning and Support request for support</li> <li>▪ Access Request- Integration Funding Support, Itinerant Support, OOHC,</li> <li>▪ Student Support Officer</li> <li>▪ External Support Agencies</li> <li>▪ Scholarship participants</li> <li>▪ Police Youth Liaison Officer- Welfare checks/ sessions.</li> <li>▪ Career Adviser Meetings (specific to student needs)</li> </ul> |
| <p><b>TIER 2- TARGETED</b></p>  | <ul style="list-style-type: none"> <li>▪ University Open Days</li> <li>▪ Careers: University Open Days, Expos.</li> </ul>  |
| <p><b>TIER 1- UNIVERSAL</b></p> | <ul style="list-style-type: none"> <li>▪ Tomorrow Man (Tomorrow Architects)</li> <li>▪ Police Youth Liaison Officer educational talks</li> <li>▪ U Turn the Wheel (Various)</li> <li>▪ Study Skills/ Stress management exam preparation workshops (Elevate)</li> <li>▪ All my own work (RTHS)</li> <li>▪ Student Growth plans</li> <li>▪ Health: Vaccinations, Dental and Optometrist checks</li> <li>▪ Breakfast Club</li> <li>▪ Welfare spaces and resources (room, recess, and lunch activities)</li> <li>▪ Harmony Day, R U OK day? Multicultural Day, National Day of Action against Bullying and Violence</li> <li>▪ The little book of helping hands flyer (Mental Health)</li> </ul>   |

# Stage 4 Learning and Support Programs and Tiers

Focus: Literacy and Numeracy

|  |   |
|--|---|
| <p><b>TIER 3- INTENSIVE</b></p> <p><b>Intensive-</b> one on one (5% students accessing Tier 3 through Learning and Wellbeing intervention)</p> <p><b>Targeted-</b> small groups (15% students accessing Tier 2 interventions through Learning and Wellbeing intervention)</p> <p><b>Universal-</b> whole year groups (80% students accessing Tier 1 (Universal))</p> | <ul style="list-style-type: none"> <li>• Personalised Learning Support Plans (PLSP)</li> <li>• Learning Support Teachers one on one support</li> <li>• Roll call reading with Jo Deshto</li> <li>• SLSO support</li> <li>• Head Teacher Learning and Wellbeing.</li> </ul>  |
| <p><b>TIER 2- TARGETED</b></p> <p><b>Intensive-</b> one on one (5% students accessing Tier 3 through Learning and Wellbeing intervention)</p> <p><b>Targeted-</b> small groups (15% students accessing Tier 2 interventions through Learning and Wellbeing intervention)</p> <p><b>Universal-</b> whole year groups (80% students accessing Tier 1 (Universal))</p>  | <ul style="list-style-type: none"> <li>• SLSO and SSO support in class.</li> </ul>  |
| <p><b>TIER 1- UNIVERSAL</b></p> <p><b>Intensive-</b> one on one (5% students accessing Tier 3 through Learning and Wellbeing intervention)</p> <p><b>Targeted-</b> small groups (15% students accessing Tier 2 interventions through Learning and Wellbeing intervention)</p> <p><b>Universal-</b> whole year groups (80% students accessing Tier 1 (Universal))</p> | <ul style="list-style-type: none"> <li>• Numeracy classes</li> <li>• Literacy classes</li> <li>• PAT Test</li> <li>• Best Start</li> <li>• Wordflyers</li> <li>• Read Theory</li> <li>• Mathspace</li> <li>• Maths is fun</li> <li>• NoRedInk</li> <li>• NAPLAN</li> <li>• Literacy reading homework booklet</li> </ul> |

# Stage 5 Learning and Support Programs and Tiers

Focus: Literacy and Numeracy

|  |  |
|--|--|
| <p><b>TIER 3- INTENSIVE</b></p> <p><b>Intensive-</b> one on one (5% students accessing Tier 3 through Learning and Wellbeing intervention)</p> <p><b>Targeted-</b> small groups (15% students accessing Tier 2 interventions through Learning and Wellbeing intervention)</p> <p><b>Universal-</b> whole year groups (80% students accessing Tier 1 (Universal))</p> | <ul style="list-style-type: none"> <li>• Personalised Learning Support Plans (PLSP)</li> <li>• Learning and Support Teachers one on one support</li> <li>• Head Teacher Learning and Wellbeing</li> <li>• SLSO Support</li> <li>• One on one Literacy and Numeracy support.</li> </ul> |
| <p><b>TIER 2- TARGETED</b></p> <p><b>Intensive-</b> one on one (5% students accessing Tier 3 through Learning and Wellbeing intervention)</p> <p><b>Targeted-</b> small groups (15% students accessing Tier 2 interventions through Learning and Wellbeing intervention)</p> <p><b>Universal-</b> whole year groups (80% students accessing Tier 1 (Universal))</p>  | <ul style="list-style-type: none"> <li>• SLSO and SSO support in class.</li> <li>• Minimum Standard Tutorials</li> </ul>   |
| <p><b>TIER 1- UNIVERSAL</b></p> <p><b>Intensive-</b> one on one (5% students accessing Tier 3 through Learning and Wellbeing intervention)</p> <p><b>Targeted-</b> small groups (15% students accessing Tier 2 interventions through Learning and Wellbeing intervention)</p> <p><b>Universal-</b> whole year groups (80% students accessing Tier 1 (Universal))</p> | <ul style="list-style-type: none"> <li>• Mathspace</li> <li>• LEC room</li> <li>• NoRedInk</li> <li>• Wordflyers</li> <li>• Read Theory</li> <li>• Minimum standards.</li> </ul>   |

# Stage 6 Learning and Support Programs and Tiers

**Focus:** Study Skills and Minimum Standards

|  |  |
|--|--|
| <p><b>TIER 3- INTENSIVE</b></p> <p><b>Intensive-</b> one on one<br/>5% students accessing Tier 3 through Learning and Wellbeing intervention</p> <p><b>Targeted-</b> small groups<br/>15% students accessing Tier 2 interventions through Learning and Wellbeing intervention</p> <p><b>Universal-</b> whole year groups<br/>80% students accessing Tier 1 (Universal)</p> | <ul style="list-style-type: none"> <li>• Personalised Learning Support Plans (PLSP)</li> <li>• Learning and Support Teachers one on one support</li> <li>• Head Teacher Learning and Wellbeing</li> <li>• SLSO Support</li> <li>• One on one Literacy and Numeracy support.</li> </ul> |
| <p><b>TIER 2- TARGETED</b></p> <p><b>Intensive-</b> one on one<br/>5% students accessing Tier 3 through Learning and Wellbeing intervention</p> <p><b>Targeted-</b> small groups<br/>15% students accessing Tier 2 interventions through Learning and Wellbeing intervention</p> <p><b>Universal-</b> whole year groups<br/>80% students accessing Tier 1 (Universal)</p>  | <ul style="list-style-type: none"> <li>• SLSO and SSO support in class.</li> <li>• Minimum Standard Tutorials</li> </ul>   |
| <p><b>TIER 1- UNIVERSAL</b></p> <p><b>Intensive-</b> one on one<br/>5% students accessing Tier 3 through Learning and Wellbeing intervention</p> <p><b>Targeted-</b> small groups<br/>15% students accessing Tier 2 interventions through Learning and Wellbeing intervention</p> <p><b>Universal-</b> whole year groups<br/>80% students accessing Tier 1 (Universal)</p> | <ul style="list-style-type: none"> <li>• Senior study room</li> <li>• Minimum standards testing</li> <li>• NoRedInk</li> <li>• Read Theory.</li> </ul>   |

# Home Rooms

## **Rationale**

Robert Townson High School believes that student wellbeing encompasses everything that the school community does to meet the personal, social and learning needs of students and to enhance their safety and wellbeing. We are committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development to *connect*, *succeed* and *thrive* at each stage of their development and learning.

The Wellbeing Framework for Schools contextualises wellbeing to individual students, school settings and local school communities. It is a planned approach that enables schools to implement evidence based strategies that are strengths based, preventative, proactive and focus on early intervention. The Wellbeing Framework for schools along with recommendations from CESE are the guiding principles of the Home Room model.

## **What is a Home Room**

The Home Room will replace the existing vertical roll call structure and will focus on more of a pastoral, learning and wellbeing emphasis than our traditional roll call structure. The purpose of this program is to provide resources and a platform to explicitly teach aspects of behaviour management and socio- emotional wellbeing in a high school setting under the guidance of the Positive Behaviour for Learning in schools (PBL) model. In turn, students will develop a sense of connectedness (to both students and staff) and the necessary skills to manage all aspects of school and student wellbeing.

The Home Room material will tackle such issues as emotional regulation, positive learning behaviours and expectations, healthy lifestyle choices, building independence and managing school work/study load, as well as other areas of student wellbeing, essentially pertaining to preventative mental health.

Our aim is to further integrate the support of emotional and social wellbeing into our existing support structures.





Home Room activities will look at targeting the specific needs of students at RTHS through student and teacher feedback. These will be divided into themes for each stage to be delivered during Home Room time.

Examples of themes include:

|  |                                    |                          |                   |                                 |
|--|------------------------------------|--------------------------|-------------------|---------------------------------|
| <b>Ice Breakers &amp; Building relationships and connections</b> | <b>Study stress and meditation</b> | <b>Mental health</b>     | <b>Resilience</b> | <b>Respectful relationships</b> |
| <b>Social media.</b>   | <b>Study and senior years</b>      | <b>How do you learn?</b> | <b>Careers</b>    | <b>Bullying</b>                 |

## A snapshot of Home Room

|                                |  |
|--------------------------------|--|
| <b>Program Title</b>           | Home Room  |
| <b>Stage level</b>             | <p>Stage 4: Years 7 and 8</p> <p>Stage 5: Years 9 and 10</p> <p>Stage 6: Years 11 and 12</p>   |
| <b>Duration</b>                | <p>20 minutes</p> <p>7 periods/ cycle (fortnight).</p>   |
| <b>Delivery</b>                | <p>See Scope and Sequence for stage themes and suggested delivery timeline. <a href="#">Click here</a> to access.</p> <p>Option for staff to deliver a blend of structured lessons and flexible lessons. Structured lessons (which align with key events/ calendar items or year adviser allocated themes) should be delivered for 2 of the 7 sessions per cycle.</p> <p>To be delivered during roll call time.</p> <p>Option for classroom and outdoor activities. Options for a range of different teaching modes (practical, discussions, written).</p>   |
| <b>Materials and resources</b> | <p>Resources will be provided to teachers to support the effective delivery of Home Room time and the content.</p> <p>Staff have access to:</p> <ol style="list-style-type: none"> <li>1. Home Room How to Guide (this document) and some professional learning around successful implementation.</li> <li>2. Home Room Activity Index. <a href="#">Click here</a> to access.<br/>This document names all activities, provides a summary of the activity, the focus, target group, duration and additional resources.</li> <li>3. Shared Home Room Google Drive Folder.<br/>The shared folder title: <b>Resource Bank</b> contains folders within based on themes e.g.: Resilience, Bullying etc. with detailed lesson plans. This section will be VIEW only. <a href="#">Click here</a> to access.</li> </ol> <p>The shared drive also has a folder <b>Staff Contributions</b> where staff can upload and contribute lesson material for other staff members to access. This section will have EDITING access to allow staff uploads. <a href="#">Click here</a> to access.</p> |

## **Other School Support Services**

### **Student Assistance Scheme**

To assist families meet some of the cost of schooling, public schools receive some money to distribute for clothing, excursion costs, subject contributions (only under certain circumstances) and stationery. Because of the limited funds this money is allocated on a needs basis. Applications for the Student Assistance Scheme can be obtained from the front office, must be signed by a parent and approved by the Principal and or Deputy.

### **Used Clothing Pool**

There is minimal lost or second-hand clothing available for use by students in need. The Head Teacher Welfare and Deputy Principals oversee the distribution of this clothing.

### **Lockers**

Lockers are available free of charge to students who have written medical documentation. Lockers are located in G Block. See LOCKER POLICY (accessible by contacting the school).

## **Outside Support Organisations**

### **Child Protection**

Department of Community Services Helpline 1300DOCS

### **Counselling Services**

Kids Helpline 1800551800 or kidshelp.com.au

Lifeline 131114

ICAMHS – the Infant Child & Adolescent Mental Health Service website [www.icamhs.com.au](http://www.icamhs.com.au) contains information about referrals, links to services and information for carers and families.

Parenting fact sheets are available at [www.oxygenfactory.com.au](http://www.oxygenfactory.com.au)

### **Cybersafety Government Website**

Australia's youth live in a digital world. While this opens up opportunities and provides a rich source of information, education and connection, young people need to avoid the dangers of its misuse.

Cybersafety is the responsibility of the student and their parents/carers.

At Robert Townson High School we support Cybersafety through awareness and education seminars. Bullying using social media sites can be a Police matter, and students and parents are encouraged to check the government's website:

[http://www.dbcde.gov.au/online\\_safety\\_and\\_security/cybersafetyhelpbutton\\_download/questions\\_and\\_answers#1](http://www.dbcde.gov.au/online_safety_and_security/cybersafetyhelpbutton_download/questions_and_answers#1)

### **Social Networking Sites**

If your child has the social media network "Facebook" check the following web address to report harassment, a compromised account or to check the terms and conditions of "Facebook".

## The little book of helping hands flyer



**FIVE WAYS TO WELLBEING**

CONNECT  
GIVE  
BE ACTIVE  
TAKE NOTICE  
LEARN

**YOUTH BEYONDBLUE**

 beyondblue provides information and support to help everyone in Australia achieve their best possible mental health, whatever their age and wherever they live.

[www.beyondblue.org.au](http://www.beyondblue.org.au)

**STYMIE**

Stymie allows students at school to send anonymous notifications about someone they believe is being bullied or harmed.

This allows bystanders to remain anonymous and gives them the courage to overcome fears and social pressures that prevent them from speaking out. It also relieves feelings of hopelessness for students who want to help their peers but don't quite know how.

[www.stymie.com.au](http://www.stymie.com.au)

**OUT AND ONLINE**



Out & Online is an online program to improve wellbeing and reduce mental health symptoms in same-gender attracted youth aged 18-25 years.

Out & Online provides early intervention for symptoms of anxiety and depression based on scientifically tested psychological treatment. Program users receive access to interactive online material tailored to their symptoms, including videos, downloadable audios and tip sheets, online exercises and links to other services.

<https://www.outandonline.org.au/Default.aspx>

**KIDS MATTER**



KidsMatter was developed by mental health professionals and education and childcare staff in response to the high rates of school-age children with mental health difficulties and the problems they face getting help. Even though it is target at early childhood, there are some very useful readings relating to wellbeing and mental health.

<http://www.kidsmatter.edu.au/about-kidsmatter>  
<https://www.kidsmatter.edu.au/families>

**ROBERT TOWNSON**

**THE LITTLE BOOK OF HELPING HANDS**

A GUIDE TO FREE OUTSIDE MENTAL HEALTH RESOURCES FOR TEENAGERS



## THE CHECK-IN APP

Developed by Beyond Blue, the Check-in App helps young people plan how to approach a friend in need while also helping them look after their own mental health

<https://www.youthbeyondblue.com/help-someone-you-know/thecheckin>



Headspace is the National Youth Mental Health Foundation, providing early intervention mental health services to 12-25 year olds, along with assistance in promoting young peoples' wellbeing. This covers four core areas: mental health, physical health, work and study support and alcohol and other drug services.

Information and services for young people, their families and friends as well as health professionals can be accessed through this website, Hadspace centres, online counselling service eheadspace, and postvention suicide support program headspace School Support.

<https://www.headspace.org.au/>



## THE MIND SHIFT

Research-based strategies for young people to deal with general or specific anxieties, including study stress, perfectionism and social anxiety.

<http://mindshift.org.au/>



**The one who falls and gets up is so much stronger than the one who never fell.**



## REACH OUT



An online resource that covers a broad range of youth related health issues.

<http://au.reachout.com/tough-times/mental-health-issues>

- Parents: <https://parents.au.reachout.com/>
- The tool box: <https://au.reachout.com/sites/thetoolbox>
- Recharge - Sleep well - Be well:
- <http://au.reachout.com/recharge-sleep-app>

## SMILING MIND



One of the most popular apps for learning mindfulness meditation, with six different courses to suit each age group.

<http://smilingmind.com.au/>

Developed by Australian psychologists.

## LIFELINE



Lifeline provides all Australians experiencing a personal crisis with access to online, phone and face-to-face crisis support and suicide prevention services. Find out how these services can help you, a friend or loved one.

<https://www.lifeline.org.au/>



## **Out of Class Policy**

Students must be in class at all times unless they have a welfare pass or a permission note from their teacher.

### **Welfare passes**

These are issued to students who have a medical or welfare condition requiring the student to have more frequent rest breaks, toileting or other needs. Welfare passes are issued by the Head Teacher Welfare when medical reports from a doctor or a written request from a parent has been obtained. A flag is placed on Sentral for classroom teachers to easily identify students with a welfare pass.

It is the responsibility of the student to use their welfare pass for the specified need only. If this pass is abused, then disciplinary action may be taken. It is the responsibility of the Head Teacher Welfare to communicate to staff those students who have been issued with a welfare pass.

### **Wellbeing Kits**

Wellbeing Kits are also available for students with wellbeing needs. They aim to help the student by:

1. Identifying the level of crisis and/ or event using a traffic light system
2. Identify when a student is escalating
3. Strategies to minimise the crisis or event and how to ask for help
4. Ways in which the student can keep themselves safe
5. Helpful activities and strategies
6. Support contacts

These are issued by the Head Teacher Learning and Wellbeing in consultation with the Learning and Wellbeing team. The aim is to build student resilience and skills in coping mechanisms to manage life events and complex situations.

It is the responsibility of the student to use their wellbeing kit for the specified need only. If this pass is abused, then disciplinary action may be taken. It is the responsibility of the Head Teacher Welfare to communicate to staff those students who have been issued with a welfare pass.

### **Truancy procedures**

Class Teachers are responsible for recording any student lateness or absences on electronic rolls. If students do not have a note for their absence it is the teacher's responsibility to verify that the absence was unjustified. If the absence was unjustified then the teacher must record the truancy (and consequences issued) in Sentral and discuss the truancy with the Head Teacher.

It is the Head Teacher's responsibility to place the student on an After-school Reflection.

If students are late to class or leave class early without written permission from a Head Teacher or DP, it is the teacher's responsibility to issue a recess or lunch reflection equivalent to the minutes out of class.

## Use of toilets during class time

- Students are encouraged to use the toilets at the appropriate break times during the day at recess and lunchtime.
- Students who find it ***absolutely necessary*** to use the toilet during lessons will be appropriately screened by their teacher and where necessary will be given a permission note to use the toilets in the Administration Block. Students will be required to show their permission note to the Office Staff. DPs will scrutinise the use of this facility to determine any patterns of behaviour exhibited by students. Such students will be interviewed by the DPs and appropriate action taken.
- ***The use of the toilets in the Administration Block by students is for emergencies only.***
- Teachers ***must not allow more than one student at a time*** to use the toilets in the Administration Block and not within 10 minutes of a break such as recess / lunchtime.
- Teachers are encouraged to keep students in for the time they were out of class in the toilet to catch up on class time missed.

## Use of toilets during breaks at recess and lunch

- It is the student's responsibility to use the toilets at the appropriate times at recess or lunchtime or before school.
- It is the student's responsibility to be respectful of toilet building & facilities.
- Staff are to encourage students to use toilets during recess or lunch.
- The Head Teacher of playground duty is responsible for the opening and closing of the toilets at the beginning and end of each recess and lunch break.



## **Other School Policies**

### **Uniform Policy**

Robert Townson High School is a **full uniform school**.

The parent and community representative council ratified the present uniform for both junior and senior students. Full details of the uniform requirements and purchasing details can be found on the website or from the front office.

**It is the student's responsibility** to wear the appropriate school uniform. If there are extenuating circumstances where part of the uniform CANNOT be worn the student must bring a note from their parent or carer explaining the reason for the non-uniform item. This item should be as close to resembling school colours as possible.

**It is the parent or carer's responsibility** to ensure their child has the full school uniform and wears the uniform daily. This includes ensuring enclosed leather school shoes are worn. Parents must supply an explanatory note should there be a reason for a non-uniform item. There are limited items available in the clothing pool or some money available for parents who have difficulty supplying uniform for their child. Please see OTHER SCHOOL SUPPORT SERVICES.

**It is the teacher's responsibility** to encourage and enforce full school uniform at all times. All teachers must mark their rolls electronically and record uniform breaches electronically.

**It is the classroom and roll call teacher's responsibilities to** check uniform and issue green uniform notes to those students who are out of uniform, even with an explanatory note from their carer.

Students with and without an explanatory note for their uniform breach must be noted on Sentral and sent to see the Deputy Principal to borrow an item of clothing for the day.

Repeated breaches of uniform may result in further consequences.

**It is the Head Teacher Block's responsibility** to check the Uniform monitoring book and issue letters of concern for breaches of uniform.

## **Food in Class Policy**

Food and drink are not to be consumed in class (unless the student has a medical condition or a welfare pass). Repeat issues with food being consumed will be referred to the Head Teacher.

Reflections will be given and letters will be sent home to repeat offenders.

## **Electronic Devices Policy**

Robert Townson High School has a strict expectation around electronic devices. Our policy states that electronic devices must be switched off and in bags unless the teacher is using these devices for **approved curriculum** purposes. Breach of this will result in teachers following the school implementing the SWIM welfare management system.

For more information, please refer to the *Electronic Device Policy* (accessible by contacting the school).

## **Anti-Bullying Policy**

Robert Townson does not tolerate bullying. For more information see the Robert Townson High School: Anti Bullying Plan (accessible by contacting the school).