TWEED RIVER HIGH SCHOOL

STUDENT WELFARE AND DISCIPLINE POLICY
INTRODUCTION

STUDENT WELFARE IN GOVERNMENT SCHOOLS
- Encompasses everything the school community does to meet the personal, social and learning needs of students
- Creates a safe, caring school environment in which students are nurtured as they learn
- Is achieved through the total school curriculum and the way it is delivered
- Incorporates effective discipline
- Incorporates preventive health and social skills programs
- Stresses the value of collaborative early intervention when problems are identified
- Provides ongoing educational services to support students
- Recognises the diversity within the school community and provides programs and support, which acknowledge difference and promote harmony.
- Recognises the role that the school plays as a resource to link families with community support services.
- Provides opportunities for students to:
  - enjoy success and recognition
  - make a useful contribution to the life of the school
  - derive enjoyment from their learning.

STUDENT WELFARE AT TWEED RIVER HIGH SCHOOL
At Tweed River High School we aim to provide a positive school climate within which the whole school community interacts to allow each student to develop their unique talents to their greatest extent. The policy which follows outlines our objectives and relates to:

Effective Learning and Teaching
Positive Climate and Good Discipline
Community Participation
Responsibilities of our Community Members

EFFECTIVE LEARNING AND TEACHING

OBJECTIVES - To enhance effective learning and teaching by:
- Encouraging students to take responsibility for their own learning and behaviour
- Identifying and catering for the individual learning needs of students
- Establishing a well-managed teaching and learning environment
- Ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- Providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- Identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time ensuring that gender and equity issues are recognised and addressed across the curriculum.

IMPLEMENTATION STRATEGIES AT TWEED RIVER HIGH SCHOOL
Tweed River High School offers students the enjoyment gained from a sense of achievement through implementation of a diverse curriculum, structured to cater for their individual abilities and interests. This curriculum provides:

- Remedial assistance (LD, Parents as Tutors, Peer Tutoring) where required.
- Acceleration within faculty areas and negotiated programs.
• Pathways, JSSTAFE, SET Program and Vocational Education for seniors.
• Access to Distance Education for those students where there are problems with regular attendance at school, e.g. young mothers.
• Career education to be integrated across all KLAS from 7-12 including Work experience from 9-12.
• Mentoring once a week for Years 7-12.
• Welfare issues programmed from 7-12.
• Study skills courses for senior students.
• Seniors Program for academic success.
• Mentors and alternative programs, (eg. Star Program) for students with special needs and access to specialist staff e.g. ISBD, HSLO.
• Emphasis on Equity – e.g. support for students with disabilities, young mothers, ATSI and NESB students. We address the need to structure the curriculum to enhance both Boys and Girls Education.
• Education for Health and Safety – e.g. Health, PD Health & PE, Drug Education, all aspects of road safety and social skills.
• Encouragement for students to develop full potential to achieve e.g. Excellence in Sport; talented students days; liaison with local universities and organizations; entry into competitions. Recognition of achievement is by means of Merit awards. A database levels system, commendable certificates and assembly presentations offer student recognition.
• Negotiated IEP for each special needs student to meet their individual requirements. This may involve integration into the school community or whole community.

**POSITIVE CLIMATE AND GOOD DISCIPLINE**

**OBJECTIVES** - To enhance school climate and discipline by:

• Maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice.
• Providing opportunities for students to demonstrate success in a wide range of activities.
• Developing and implementing policies and procedures to protect the rights, safety and health of all school community members.
• Establishing clear school rules, which are known and understood by all school community members.
• Monitoring attendance and ensuring that students attend school regularly.
• Valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, and problem solving and dispute resolution.
• Valuing difference and discouraging narrow and limiting gender stereotype.
• Incorporating students’ views into planning related to school climate and organization.
• Establishing networks to support students and making sure that students and parents know about, and have ready access to, this support.
• Recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority
• Providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments.

**IMPLEMENTATION STRATEGIES AT TWEED RIVER HIGH SCHOOL**

We aim to make the school climate calmer, quieter and kinder by encouraging students to develop self-discipline and a personal set of values. A clear set of guidelines will provide students with security and boundaries. These guidelines include:

• Staff modelling of consistent, caring and controlled behaviour
• Discussion with parents and caregivers of their roles and responsibilities in managing student behaviour.
• All students will be made aware of both their rights and responsibilities which apply whenever they are involved in activities with Tweed River High School
• A Credo (Appendix A) will be displayed to ensure that all students are aware of the school’s expectations. In addition copies of “Rights and Responsibilities” (Appendix B) and “Classroom Learning/Behaviour” (Appendix C) shall be on display in each classroom and included in the school diary.
• The provision of integrated programs which develop self-discipline, self-review, communication and responsible decision making, such as:
  - stress management programs
Encouragement of respect for teachers as professional educators
The development of a school discipline code
Understanding of the particular needs and pressures experienced in the local community developed by interaction with the PSPI committee and P&C.
Liaison with supportive community agencies
The provision of appropriate support programs, such as counselling and remediation
Year 7 Orientation, peer support and peer mediation.
Merit Awards presented at formal Year assemblies
Involvement of students in the decision making processes of the school and in running assemblies, social activities, fundraising etc. both through SRC.
Whole school database (RISC) to facilitate staff recognition and reward of good behaviour and effort and to raise student self esteem.
Ongoing regular contact with parents or caregivers.
Recognition and public acknowledgement, through school newsletter and local media, of individual and group involvement or achievement.
Year 11 and 12 Careers newsletter
Guidelines for dealing with unacceptable behaviour (Appendix E)
A code of safe behaviours. Student’s exhibiting violence possessing a prohibited weapon or an illegal substance may be given a short (4 days) or long (7-20 days) suspension. All such suspensions require parent interviews and negotiated re-entry to school (Appendix F).
Programs and policies which promote understanding and appreciation of individual differences. These include the Aboriginal Education Policy, Anti-Racism Policy (Appendix G).

COMMUNITY PARTICIPATION

OBJECTIVES - To enhance community participation by:

• Building learning communities in which staff, students and parents work together for planned results.
• Encouraging parents and community members to participate actively in the education of young people and in the life of the school
• Acknowledging parents as partners in school education
• Encouraging students to have a sense of belonging to the community
• Assisting families to gain access to support services in the community
• Fostering close links with the wider community
• Encouraging links between parent and student representative groups
• Inviting parents to share their skills and experiences in the school community.
• Supporting students and their parents in making decisions about learning programs.
• Recognising students’ families, cultures, languages and life experiences. Ref 4.

IMPLEMENTATION STRATEGIES AT TWEED RIVER HIGH SCHOOL

• Tweed River High School actively seeks community involvement from parents, local businesses, sporting, service clubs and community groups.
• Tweed River High School has a P&C.
• Tweed River High School has an active PSPI committee and student involvement. Assistance and support for students and families is sought through Community counsellors- Family Support, Community Health and DET Specialist staff.
• Parents / Caregivers are encouraged to make appointments with appropriate staff whenever they have cause for concern.
RESPONSIBILITIES OF OUR COMMUNITY MEMBERS

TEACHERS

Teaching and support staff will:

- Ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy.
- Contribute to the provision of a caring, well-managed, safe environment for all.
- Participate in the school community’s implementation of the Student Welfare Policy
- Abide by the Child Protection Guidelines to ensure protection and safety of all students under their care.
- Be aware of their obligation to notify the Principal in cases of suspected sexual, physical and emotional abuse or neglect (Appendix H).

All staff with a specific student support role will ensure that:

- the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

These include:

- Head Teacher Welfare (Appendix I)
- Student Adviser (Appendix J)
- Careers Adviser (Appendix L)
- School Counsellor (Appendix M)

STUDENTS

Students are responsible for and will be encouraged to:

- Act according to the discipline code established by the school community.
- Contribute to the provision of a caring, safe environment for fellow students, staff and parents.
- Participate actively in the learning and teaching process.
- Strictly adhere to the rules concerning the carrying of weapons and use of drugs.
- Resolve conflict by peaceful means.
- Treat animals in a humane way at all times.

PARENTS

When parents enrol their children at public schools they enter into a partnership with the school staff. Such understanding should lead the student to develop a responsibility for his or her own behaviour. Parents are responsible for ensuring their children attend school. They share in the responsibility of shaping their children’s understandings and attitudes about acceptable behaviour. They assume greater responsibility for their children’s behaviour as their children travel to and from school. Ref 5.

Parents will be encouraged to:

- Participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline code.
- Share responsibility for shaping their children’s understanding about acceptable behaviour.
How is Discipline dealt with in the School?

The Responsible Behaviour Program (RBP)

Introduction:
The Responsible Behaviour Program is a very different behavioural management process. It operates on the following premises.

1. Good teaching practice, connection with staff and students and engagement of students in their learning will reduce discipline issues.
2. When behavioural issues occur a non-aggressive process of management is used which reduces conflict between staff and students.
3. The TRHS Rules form the basis of the Responsible Behaviour Program.

<table>
<thead>
<tr>
<th>TRHS RULES</th>
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<tbody>
<tr>
<td>• Arrive on time to class with the correct equipment</td>
</tr>
<tr>
<td>• Follow the teacher’s instructions</td>
</tr>
<tr>
<td>• Be responsible for your own actions</td>
</tr>
<tr>
<td>• Respect others</td>
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</tbody>
</table>

4. The TRHS Rules and Consequences Sheet is on page
5. In addition to TRHS Rules, some teachers may have specific classroom rules.

The Process:
If a student is misbehaving the teacher can use a number of classroom management strategies to manage the behaviour. These strategies include verbal warnings, isolation within the classroom and classroom detention. If the student continues to misbehave (and in doing so takes the teacher away from the core business of teaching) then the teacher should refer the student to the Head Teacher using the Class Teacher Action Record.

The Head Teacher may use a range of strategies including placing the student on a Head Teacher Lunch Detention. After students have been given two Head Teacher Lunch Detentions they are referred to the Deputy Principal.

The Deputy Principal may use a range of strategies including an After School Detention.

The Detention Room:
The Detention Room is in A6/A7. The chart on page indicates the process involved in the Responsible Behaviour Program.

RBP Administration
All discipline issues are tracked using the RISC database. Please ensure that when you have incidents involving poor behaviour that these are entered into RISC. Any positive behaviour needs to be entered to allow Deputy Principals, Head Teachers and Year Advisers an overall picture of their behaviour.

Problems to Be Avoided in this Process

- Good teaching practice is the best deterrent for discipline problems. Be on time, mark the roll and settle the class but most importantly be prepared with lessons that will engage them.
- Don’t engage students in an argument match. If a student refuses to go to the Head Teacher send for the Head Teacher, Deputy.
- Use your own management practices as long as you are consistent and they are consistent with the RBP process. Students hate confusion but understand fairness.
- Maintain high and consistent expectations of behaviour and work ethic.
## TRHS Rules and Consequences

### 1. Arrive on time to class with correct equipment.

<table>
<thead>
<tr>
<th>What does this mean?</th>
<th>Suggested consequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be to class on time.</td>
<td>• Continual lateness results in faculty detention.</td>
</tr>
<tr>
<td>• Mobile phones and iPods turned off and in bags.</td>
<td>• Phone call home if persistent lack of correct equipment.</td>
</tr>
<tr>
<td>• No chewing gum. Hats off.</td>
<td>• Phones and iPods confiscated.</td>
</tr>
<tr>
<td>• Be seated where directed by the teacher.</td>
<td>• Gum in bin.</td>
</tr>
<tr>
<td>• Teacher marks roll.</td>
<td>• Hats in bag or confiscated till end of lesson.</td>
</tr>
<tr>
<td>• Close the door.</td>
<td>• Borrowed equipment requires a personal item to secure transaction.</td>
</tr>
<tr>
<td>• Equipment on the desk.</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Follow teacher's instructions.

<table>
<thead>
<tr>
<th>What does this mean?</th>
<th>Suggested consequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Orderly entry.</td>
<td>• Ask student RBP Questions.</td>
</tr>
<tr>
<td>• Listen quietly to explanation and expectations.</td>
<td>• Name on board.</td>
</tr>
<tr>
<td>• Work co-operatively with your group or learning buddy.</td>
<td>• Paper pick-up.</td>
</tr>
<tr>
<td>• Complete all class work.</td>
<td>• Faculty detention.</td>
</tr>
<tr>
<td>• Give all teachers especially casuals your cooperation.</td>
<td>• Parental contact and referral to Head Teacher</td>
</tr>
</tbody>
</table>

### 3. Be responsible for own actions.

<table>
<thead>
<tr>
<th>What does this mean?</th>
<th>Suggested consequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Take responsibility for your choices.</td>
<td>• Ask student RBP Questions.</td>
</tr>
<tr>
<td>• Make good decisions and commit to your learning.</td>
<td>• Name on board.</td>
</tr>
<tr>
<td>• Allow others to learn without interruption.</td>
<td>• Paper pick up.</td>
</tr>
<tr>
<td>• Act in a safe manner at all times.</td>
<td>• Faculty detention.</td>
</tr>
<tr>
<td>• Be a positive class member.</td>
<td>• Debrief with student any issues or concerns.</td>
</tr>
<tr>
<td>• Focus on improving your results.</td>
<td>• Apology for action.</td>
</tr>
</tbody>
</table>

### 4. Respect others.

<table>
<thead>
<tr>
<th>What does this mean?</th>
<th>Suggested consequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Good manners and respect to all staff and visitors.</td>
<td>• Rephrase disrespectful talk.</td>
</tr>
<tr>
<td>• Hand up to answer or ask question.</td>
<td>• Apologise.</td>
</tr>
<tr>
<td>• Allow everyone to have a voice.</td>
<td>• Modelling of good behaviour and manners.</td>
</tr>
<tr>
<td>• Confidentiality and no ‘put downs’</td>
<td>• Faculty detention.</td>
</tr>
<tr>
<td>• Care for property and classroom environment.</td>
<td>• Workshop issue to consider other choices and possibilities.</td>
</tr>
<tr>
<td>• Use kind words and actions.</td>
<td>• Phone call home and referral to Head Teacher.</td>
</tr>
<tr>
<td>Steps</td>
<td>Strategies</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------</td>
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<tr>
<td><strong>Step 4</strong></td>
<td>Principal (or delegate)</td>
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<tr>
<td></td>
<td><strong>Step 3</strong></td>
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<td></td>
<td><strong>Step 2</strong></td>
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<td></td>
<td><strong>Step 1</strong></td>
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<tr>
<td><strong>Step 1</strong></td>
<td>Classroom Teacher</td>
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<tr>
<td></td>
<td><strong>Step 2</strong></td>
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<tr>
<td></td>
<td><strong>Step 3</strong></td>
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<td><strong>Step 4</strong></td>
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</tbody>
</table>

**Strategies may include:**
- Red Behaviour Monitoring Card
- Contact with parent
- In-School Isolation
- After School Detention
- DP (T Hodges coordination)
- H.T Lunch Detention #2
- Referred to DP (T Hodges) if another HT Lunch Detention Slip is given
- H.T Lunch Detention #1
- Faculty/student Monitoring Card
- Subject HT detentions
- Contact with parent
- Year Adviser Progress Report
- RBP questions
- CRT detentions
- Paper pick up
- Contact with parent

**Notification:**
- Suspension package and parent notification
- DP (T Hodges) phones parent
- After School Detention Notification letter to parent
- HT (M Green) phones parent
- Warning Letter #2 to parent
- H.T (M Green) phones parent
- Detention Warning Letter #1 to parent

**Welfare Support:**
- May include:
  - External agencies
  - School based support programs
  - Learning Support Team
  - Head Teacher Welfare
  - Year Advisers
  - STLA
  - Aboriginal Education Assistant
  - Counsellor
I have the RIGHT TO LEARN

- Allow others to learn and not be interrupted
- Be on time to class and all school activities
- Complete all work to the best of my ability
- Bring the right equipment to every class
- Find virtue in the labour of pursuing my goals

I have the RIGHT TO BE SAFE

- Be in the right place at the right time
- To keep my belongings safe as well as those of others
- Make the school safe by not threatening, hitting or hurting anyone in any way
- Make the classroom safe by obeying teacher instructions and safety directions especially in practical classes
- Make the school safe by not bringing illegal substances or weapons into the school and reporting those who do

I have the RIGHT TO BE RESPECTED

- Treat others properly and with consideration
- Use acceptable language
- Always tell the truth
- Not steal, damage or destroy the belongings of others and report vandalism when it occurs
- Keep the school environment clean and tidy
- Have positive relationships with others by not verbally abusing or harassing them

In accordance with the NSW DET Policy Statement on “Procedures for the Suspension & Expulsion of School Students” the Principal has the right to suspend any student for:

- Continued disobedience
- Aggressive behaviour
- Physical violence
- Use of possession of a prohibited weapon, firearm or knife
- Possession or use of a suspected illegal substance
- Use of an implement as a weapon or threatening to use a weapon
- Serious criminal behaviour related to the school
- Persistent misbehaviour
STUDENT ACHIEVEMENT PROGRAM

Rewards at each stage:

School Achievement certificates are made available to all members of staff. We are encouraged to award certificates to students based on their participation in all aspects of school life.

STAGE 1:

Students hand in 10 certificates to HT Welfare. The students with 10 awards will receive a McDonalds pass and a special School Achievement Award.

STAGE 2:

Students hand in a further 10 certificates to the HT Welfare. Students will receive a School Achiever Pen or Canteen voucher and a special School Achievement Award.

STAGE 3:

Students hand in a further 10 certificates to the HT Welfare. Students will receive a Ten Pin Bowling Pass or an Epic Skate Park Pass Award.

STAGE 4:

Students who continue to receive awards will have their awards processed and will be recognised for their efforts with a movie pass.

Processing of awards:

- Students submit their awards to HT Welfare once they have 10 awards.
- HT Welfare will enter student details onto a data base, stamp the awards, organise prizes and certificates and give the awards to the Year Adviser.
- Processed certificates to be returned to the student at a Year Assembly (Not necessarily a formal assembly) giving appropriate recognition to the student for their effort.
- Information from the data base can be accessed to establish a list of students to be invited to attend an Achievers Excursion.
- Students need to maintain a consistent approach to school life in order to maintain their status – checks will be carried out (RBP staff, DP’s, HT’s, YA)
- Stage 4 and beyond – students will continue to be recognised and rewarded for their efforts.
- This will be shown diagramatically in classrooms – to promote School Achievement.
- Letter of commendation to be sent home to parents at the teacher's discretion.

Awards are given for:

-Principal's Quality Work (p31)
- Academic performance
- Citizenship
- Creative and Performing Arts
- Personal Best
- School to Work
- Sport
APPENDICES

APPENDIX “A”

DRUG EDUCATION GUIDELINES AT TWEED RIVER HIGH SCHOOL

USE OF ILLEGAL DRUGS ON SCHOOL PREMISES
Alcohol and Illegal Drugs will not be tolerated at Tweed River High School. If a student is suspected of possessing an illegal drug at school, the following steps will be taken:

1. The Deputy Principal or Principal will be informed immediately
2. Whenever possible, parents/guardians will be contacted.
3. Police will be informed and criminal charges may be laid.
4. The student will be suspended from school.
5. Where students are suspected of being under the influence of illegal substances, parents/guardians will be contacted and asked to remove the student from the school.

In addition to integrated lessons as part of the PD/H/PE program, drug education will be the focus of Year Advisers programs in order to counteract growing drug use within the community. These programs will address concerns about alcohol and tobacco as well as illegal drugs.

DRUGS OF CONCERN

ANALGESICS AND PRESCRIPTION MEDICATIONS
The school staff will not administer these. It is preferred that students do not bring these drugs to school. If they do so, a DET parental permission note must be provided to the front office, which will store medication until needed. Arrangements may be made for students to take medications in the Front Office.

The parents of any student requiring the administration of long-term prescribed medication during school hours must sign a “Deed of Indemnity” at the front office and notify the school any possible side effects. Prescribed drugs may be stored in the medical officer’s room but students will be required to self-administer. A record of this administration is signed by the person supervising the procedure and witnessed by another staff member. This includes the use of insulin.

INHALERS
In accordance with departmental regulations, students suffering with asthma are required to carry inhalers with them at all times. Additional inhalers will be kept at the front office for emergency use. Students are required to self-administer or receive assistance from the school first aid officer at the front office. Arrangements may be made for the use of a nebuliser where necessary.

TOBACCO
Tweed River High School is a TOBACCO FREE ZONE for students, staff, parents and visitors. NO tobacco usage is permitted within the school grounds. Students who are repeat offenders will be suspended from school and a condition of their reinstatement will be to undertake counselling.

Parents, visitors, community members and staff will be required to refrain from its use on school premises. A bond will be required of Community groups using school premises to cover the removal of cigarette butts and
acceptance of the Tobacco Free rule will be a condition of use of the school premises. Community groups who continue to disregard the hiring conditions will be denied access to school property.

ALCOHOL
NO Alcohol is allowed on or off school premises at any function when students are present. Alcohol must not be consumed on or brought onto school premises during school hours. The use of alcohol on school premises outside school hours, by community groups, is the discretion of the Principal. A condition of community groups using/hiring school premises is an acceptance of the Alcohol Free rule. A cleaning bond will be required to ensure this agreement is upheld and if additional cleaning is required the bond will be forfeited.

Any student who is found to be intoxicated at school, will have their parents/guardian contacted, and will be suspended. Students suspected of being under the influence of alcohol will have their parents informed and be removed from the school. When students have been suspended, a condition of reinstatement will be that the student and parent/guardian agree to undertake counselling.

REGISTER OF MEDICAL CONDITIONS
All teachers will be provided with information about noteworthy medical conditions that exist within the student body. This information will be placed within an accessible, yet discreet; location in all staff rooms to enable rapid and easy identification of students and specific class teachers will be given special information. Confidentiality will be maintained.

SYRINGES AND CONDOMS
Any syringe or condom found on school property will be removed by the Principal or designated officer using thick gloves. These are to be disposed of in a non-glass, plastic (preferably hard), screw top container.

CLINIC
A regularly monitored clinic (monitored on the change of period bell) is situated in the Administration block for the use of students who must bring an explanation note from a teacher for approval by the Deputy Principal or another designated officer. Students will remain in the sick bay until they are collected by a parent or designated contact. If parents cannot be contacted and the student's condition is considered serious, the student will be taken to a hospital by ambulance.

SOLVENTS AND PROPELLANTS
Cleaning staff and Head Teachers of departments, which use solvents and propellants, are responsible for appropriate storage, securing and monitoring of the use of these substances. Such solvents and propellents must not be in the possession of students.
ANTI-RACISM POLICY STATEMENT

The NSW Department of Education & Training rejects racism in all its forms. It is committed to the elimination of racial discrimination – including direct and indirect racism, racial vilification and harassment – in its organization, structures and culture, in its curriculum, and in the learning and working environments for which it is responsible. Ref.6.

SCHOOL STRATEGIES OF TWEED RIVER HIGH SCHOOL

The Schools Aboriginal Education Assistant, a member of Welfare Committee, supports all students in all classes and liaises with Aboriginal/Islander families, community workers and leaders. Camps and counselling will be arranged as appropriate. A staff member has been appointed as the Anti-Racism Contact Officer (ARCO).

ABORIGINAL EDUCATION POLICY

Curriculum, teaching and assessment programs will be challenging and culturally appropriate. Schools will have a supportive learning environment. Aboriginal communities and the Department of Education and Training will become partners in the whole educational process. All Department of Education & Training staff and student will have a knowledge and understanding of and respect for Aboriginal Australia. Ref 7.

SCHOOL STRATEGIES OF TWEED RIVER HIGH SCHOOL

- Support for this schools' PSPI Committee or other designated committees.
- Appropriate curriculum is taught.
- The school community seeks every opportunity to join with the Aboriginal community to celebrate our heritage.
CHILD PROTECTION

All staff members of the Department of Education & Training have a special duty of care to the students in the NSW public school system. In particular, teachers and other staff must be aware that their interaction with students creates a special, trusting relationship.

OBLIGATION TO NOTIFY

The Department of Education & Training requires all staff who have reasonable grounds to suspect that a student under 18 years of age has experienced abuse or neglect, or is at risk of abuse or neglect, to inform the Principal. Community members may also raise concerns about the suspected abuse or neglect of a student with the Principal. Private citizens may make notifications anonymously if they wish.

In cases of suspected sexual, physical or emotional abuse or neglect of a student, Principals must immediately notify the Department of Community Services. The role of the Department of Education & Training in Child Protection is to provide educational programs which aim to protect children from abuse, assist them to seek help effectively and support the development of skills for positive, non-coercive relationships. Ref. 8

SCHOOL STRATEGIES OF TWEED RIVER HIGH SCHOOL

All staff are trained annually in Child Protection issues. When appropriate staff may use appropriate physical contact with students. Eg. Comforting, consoling, congratulating, administering first aid, gymnastic, swimming, etc. Child Protection Programs are conducted as part of an integrated PD/H/PE program. Staff with specific welfare responsibilities liaise with local community and government agencies to maintain their awareness and ensure the protection of students.
ROLE OF HEAD TEACHER WELFARE

To provide quality support to staff and students of Tweed River High School. This role incorporates the following responsibilities:

- Convenor or Student Welfare Committee
- Co coordinator and supervisor of six Year Advisers
- Development of programs and procedures to meet the identified needs of students particularly in the areas of:
  - anti-violence
  - peer mediation
  - anti-bullying
  - gender equity
  - Boys Education Strategies
  - Peer support
- Development and supervision of Individual Behaviour Programs with Learning Support team for students at risks.
- Liaise with community welfare agencies and support personnel eg. ITB.
- Liaise with RBP on matters of student behaviour.
- Encourage wearing of school uniform and administration of Student Assistance Scheme.
- Day to day support for key welfare personnel such as Deputy Principal.
- Support for students, parents and staff in dealing with problems affecting children's school life.
- Supervise Merit Awards
ROLE OF STUDENT ADVISER

To guide and assist students of a particular year in their subject selection and educational progress and to safeguard each student’s physical, social, emotional and intellectual development as far as is possible within the school setting.

- Assist with enrolment and adjustment to school.
- Advise with subject selections and clarification and setting of student goals.
- Counsel students who are having difficulties with one or more classes, other students or teachers.
- Refer students to Head Teacher Welfare, School Counsellor or Youth Counsellors where deemed necessary.
- Liaise with outside agencies as necessary for the benefit of students eg. Community Health.
- Administer systems of encouragement for students, eg. Merit Awards
- Review and update subject selection booklets yearly.
- Liaise with parents to monitor student progress, send work home in case of illness and advise parents of avenues of assistance to assist the student’s progress.
- Check and add comments to Half Yearly and Yearly School Reports.
- To act as an advocate for students within their year.
- Co ordination and administration of the Student Assistance Scheme.
ROLE OF THE CAREERS ADVISER

The role of the Careers Adviser is currently under review as part of the Directorate of Vocational Education's general review of the implementation and management of Vocational Education in schools.

In general terms though the Careers Adviser:

- Maintains the Careers Centre.
- Conducts student interviews by appointment.
- Undertakes Career Interviews with all Year 12 students.
- Supervises students studying by Distance Education.
- Liaises with post-school education and training providers.
- Organises school visits by appropriate guest speakers.
- Liaises with employers in relation to Work Experience and potential or actual job vacancies.
- Coordinates UAC & QTAC procedures.
- Administers the Board of Studies entries.
- Coordinates Senior school course selections and changes.
- Maintains a database of Senior school student courses.
- Assists Year Advisers with the BOS student entry procedures for Preliminary & HSC courses.
- Prepares and distributes a Year 11 and 12 Careers Newsletter.
- Administers and monitors the Careers budget.
- Co-ordinates student applications for Tax File numbers.
- Liaises with other Careers Advisers and the Vocational Education Consultant to develop and organise appropriate activities for students.
- Co-ordinates the Work Experience program for Year 9 – 12 students.
- Participates in Parent/Teacher evenings.
- Liaises with P&C as appropriate.
- Liaises with TVET Coordinator.
- Registers and facilitates TVET Programs in school.
- Facilitates registration and ongoing management of TVET program within the school.
- Liaises with TVET Coordinator within the school.
- Liaises with TAFE for appropriate student subject selection.
ROLE OF SCHOOL COUNSELLOR

School Counsellors are experienced teachers with post-graduate training in school counselling. They compliment and enhance the work of teachers by strengthening schools’ student welfare provisions and providing counselling and psychological assessment of students with specific needs. Their collaboration with teachers in classroom is designed to improve student learning outcomes.

School Counsellors are appointed to a school (their “centre” school) where they are members of staff administratively responsible to the Principal. They also provide services to other nearby schools, and, when in those schools, are responsible to the respective Principals.

School Counsellors work in consultation with teachers, including itinerant teachers, home school liaison officers, the school executive and other school staff to improve student learning and behaviour. They also work with district student services equity personnel, in schools, to assist in the implementation of Department of Education & Training strategic priorities.

School Counsellors:
- Participate in the work of school Student Welfare and Learning Support committees.
- Respond, as part of a team, to schools experiencing major critical incidents.
- Counsel students, individually and in groups
- Assess students’ needs using psychological and educational tests, rating scales and observation, and report the results to parents and teachers.
- Refer students or their families to other agencies concerned with the health and welfare of students and liaise with such agencies as required.
- Provide advice to review committees concerning the education of students with special needs.
- Report and make recommendations when students have received a long suspension from school.
- Work with groups of parents focusing on the welfare needs of their children.