



# Mount View High School

*“Delivering Excellence, Innovation and Success”*

## Student Welfare Policy

**Including the School Discipline Policy, School Values, Core Rules and  
Respect and Responsibility**

**2013 - 2016**

## STATEMENT of PURPOSE

All students and teachers have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.

Our school is committed to promoting the highest standards of behaviour and learning. Students at Mount View High School (MVHS) are provided with a high quality educational environment so that they can learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

This Student Welfare Policy is consistent with legal and departmental requirements, is based on the principles of procedural fairness and developed within a framework of student welfare. Staff, parents and students have been consulted to ensure that it reflects the particular needs of our school community.

Mount View High School takes a positive approach to student discipline. Our discipline policy identifies core rules and practices that support quality teaching and learning. It sets clear limits, recognises and promotes positive behaviour as well as applying consequences for inappropriate behaviour.

Document link

[Department of Education and Communities - \*Student Welfare Policy\*](#) (DEC Intranet)

Mount View High school has a commitment to:

- provide quality teaching and learning processes
- provide welfare programs which enable students to enjoy success in a safe and happy environment
- help students develop behaviour which will assist them in becoming independent, responsible, caring members of the school and community
- establish mechanisms to get continuous feedback from all sections of the community

Aims of the Student Welfare Policy

- to provide a safe, supportive environment, encouraging student learning
- to develop in students a sense of responsibility for their own actions and their own learning
- to encourage all students to respect the rights of others
- to work in partnership with parents and the community in a cooperative fashion for the welfare of all students
- to encourage students to develop individuality
- to develop in students a sense of personal worth
- to develop in students personal and social skills to cope with and contribute to life in society
- to provide a school administrative structure with clear and consistent guidelines
- to encourage students to strive for excellence
- to add value to students' lives through an ethos of continual improvement and life-long learning

## **RATIONALE**

Student and staff wellbeing is the responsibility of all. Students develop best in schools where teaching and learning occur in a context of student welfare. Schools need to be safe and happy places for students and their teachers.

Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

Quality teaching and learning is best achieved in a safe, secure, well managed and positive environment in which staff, students, parents and the wider community work together to improve outcomes for all.

## **Focus Area 1 - QUALITY TEACHING and LEARNING**

### *A Quality Learning Environment*

- encompasses everything the school 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 diversity within the school community and provides programs and support which acknowledge difference and promotes 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
  - makes a useful contribution to the life of the school
  - derive enjoyment from their learning.

### *Quality Teaching Environment*

- Refers to pedagogy that creates classrooms where students and teachers work productively in an environment clearly focused on learning. Such pedagogy has high and explicit expectations and develops positive relationships between teachers and students and among students

## **School Programs/Policies Supporting Quality Teaching and Learning**

### **Aboriginal Education**

MVHS focuses on the following areas for action in Aboriginal education and training identified in the Department of Education and Communities (DEC) policy

- improving the educational outcomes of Aboriginal and Torres Strait Islander students
- building increased knowledge and understanding of Aboriginal Australia for all staff and students
- strengthening collaborative decision making with Aboriginal people and communities

Document link

[MVHS Aboriginal Education and Training Policy](#)

### **Assessment and Reporting**

Assessment and reporting is an integral part of teaching and learning. We assess students in order to:

- provide students and parents with feedback on each student's performance and so encourage responsibility, involvement and self-evaluation
- diagnose strengths and weaknesses of individual students
- assess to what extent students have achieved course requirements in each subject
- compare student achievement within their course or group in Years 7, 8, 9 and 10
- assess each Year 10 student according to Record of School Achievement (ROSA) course descriptors
- assess Year 11 (Record of Achievement) and Year 12 (Higher School Certificate) students consistent with the procedure outlined in the MVHS Senior Assessment Policy booklet and NSW Board of Studies requirements

Document link

[MVHS HSC Assessment Handbook](#)

[MVHS Preliminary Assessment Handbook](#)

[MVHS Year 10 Assessment Handbook](#)

### **Child Protection**

In NSW, all agencies which provide services to children, young people and their families, or whose staff come into contact with children and young people in the course of their work, are considered to have a particular role in protecting children and young people from harm.

Staff at MVHS undergo annual training and updates with reference to the Child Protection Requirements as mandatory reporters. This is consistent with the 'Keep them Safe' child protection plan.

Document link

## Curriculum

At MVHS curriculum planning and programming accounts for the needs of all students. This includes students with disabilities enrolled in regular classes and special classes.

Students have access to a broad range of subjects taught by specialist teachers. Year 7 to 10 students acquire a sound foundation in a range of subjects with learning programs based on the mandatory curriculum requirements of the NSW Boards of Studies and the NSW Department of Education and Communities. A range of electives cater for individual student interests and goals.

In Years 11 and 12 MVHS offers a wide range of learning programs, based on Board of Studies syllabuses or approved courses. This curriculum program ensures that students can meet the requirements of the Board of Studies to be eligible gain a Higher School Certificate(HSC).

At MVHS Life Skills courses are offered to enhance the participation of students with special education needs. These courses provide a curriculum structure which encourages students to successfully complete secondary education

Document link

[MVHS Curriculum Website](#)

## Drug Education

This policy covers the possession and use of alcohol, tobacco, illegal drugs and the misuse of over-the-counter and prescribed medications, including the supply of restricted substances, on school premises by students. It also covers the possession and use of alcohol and tobacco on school premises by employees and visitors

Document link

[MVHS Drugs in School Policy](#)

## Excursions

Excursions are seen as important components of the quality education provided at MVHS. They are important in two ways:

- excursions provide first-hand information for areas of course content and in some cases these sections of courses require mandatory field experience
- excursions may provide experiences additional to course requirements and this extracurricular enrichment presents valuable extension opportunities for students

Document link

[MVHS Excursion and Sport Visit Policy](#)

## Homework

Homework is considered a desirable part of the student's education because:

- it provides more TIME on TASK
- It builds good study habits
- it is an integral part of study, consolidation and revision of work

Document link

[MVHS Homework Policy](#)

## Learning and Support Plans (LASPs)

LASPs are individual plans developed for a range of students with particular needs. They are designed to specifically address the learning needs of the student to allow the attainment of educational goals through a process of careful planning and preparation. This allows learning goals to be established and reviewed to meet the specific needs of the student.

LASPs may be developed to meet the needs:

- of students with a disability or special education needs
- integration of students returning from an alternate education placement
- of students eligible for integration funding
- of students identified with behaviours that cause concern
- student following alternative/additional programs of study

## Literacy and Numeracy

Literacy and numeracy teaching at MVHS will incorporate explicit and systematic instruction in the skills, knowledge and understandings required for students to be literate and numerate.

Literacy and numeracy are taught in a balanced and integrated way. Teachers will ensure that students are equipped with a range of literacy and numeracy practices.

Literacy teaching will ensure students have skills that support them in code-breaking and in understanding, using, analysing and evaluating texts for a variety of purposes and audiences.

Document link

[MVHS Literacy and Numeracy Policy](#)

## Values Education

At MVHS values are taught explicitly in classrooms and through the activities and relationships of the school and its community. In schools, core values influence how people communicate, work together and make decisions. They are reflected in the policies and procedures of the school and the DEC.

Document link

[DEC - Values in NSW public schools](#)

## Student Health

The health and safety of students is relevant to learning and is important to the staff at MVHS.

Students benefit if they are provided with opportunities to develop the knowledge, skills and understandings relevant to managing their own health. The present and future health of students can be enhanced by quality learning and positive experiences at school

MVHS provides planned support for all students consistent with the provisions of the DEC Student Health Policy

Document link

[DEC - Student Health Policy](#)

## Student Leadership

MVHS has a strong Student Leadership program. The provision of student leadership opportunities benefits both the school as a whole and the individual student leaders. When students are given the opportunity to exercise more responsibility and authority, they have more incentive to behave in a responsible and mature manner.

Student leadership opportunities occur through senior prefects program, the student representative council and other appropriate school activities.

## Transition Plans

Transition plans are developed for a range of students with particular needs. They are designed to allow a smooth adjustment for the student through a process of careful planning and preparation. This allows the needs of the student to be met and improves the teacher understanding of these needs and how to best manage and accommodate these needs.

Transition plans may be developed in a range of circumstances including:

- movement from Primary school to High School
- integration from a School for Special Purposes setting
- students with a disability
- students changing schools
- students with special needs and/or behaviours

Transition plans are developed in consultation with the school, student, family, supporting agencies and professionals.

Document link

[DEC - Transition Program Guidelines](#)

## Focus Area 2 - DISCIPLINE

### Rules

Department of Education and Communities Core Rules

*All students in NSW Government schools are expected to:*

- attend every school day, unless they are legally excused, and be in class on time and prepared to learn
- maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy
- behave safely, considerately and responsibly, including when travelling to and from school
- show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities
- treat one another with dignity and respect
- care for property belonging to themselves, the school and others

***Behaviour that infringes on the safety of others, such as harassment, bullying and illegal and anti-social behaviour of any kind will not be tolerated.***

Mount View High School Rules

Every student at MVHS is expected to display a high standard of behaviour.

*Students at MVHS will*

- accept that others have the right to learn
- show good manners and speak politely to others
- think about what I am doing - will it affect anyone else?
- come prepared for all lessons
- follow instructions promptly and without arguing
- complete all work carefully and to the best of my ability
- care for property belonging to themselves, the school and others
- not bring drugs or weapons onto school grounds



## **Strategies and Practices to Promote Positive Student Behaviour including Specific Strategies to Maintain a Climate of Respect**

### **The Learning Support Team**

The Learning Support Team may consist of a deputy principal, head teacher welfare, another executive member, year advisor, the LAST and DSC. It meets each week to discuss the needs of students causing concern and develops strategies to support these students.

A Learning Support Team:

- enhances collaboration and provides support for students and school personnel
- ensures a whole school and ongoing plan is implemented to meet the needs of student experiencing difficulties
- coordinates the strategies developed for individual students
- establishes guidance and support systems for staff and students including support from out of school resources

Individual Learning Support Teams are established for:

- \* all students on integration funding
- \* any students identified as being a major cause of concern

An individual team may include some welfare team personnel and other members of staff called on to support the student. The team may include a parent/caregiver and student and devises an appropriate plan for the student with access to support agencies where necessary. Teams can be convened regularly or at point of need.

### **Positive Behaviour for Learning**

MVHS's Positive Behaviour for Learning symbolises our commitment to:

- help students develop behaviour which will assist them in becoming independent, responsible, respectful, caring members of our school community
- provide effective teaching and learning processes
- provide welfare programs which enable students to enjoy success in a safe and happy environment
- establish mechanisms to get continuous feedback from all sections of the community

Every student at MVHS is expected to display a high standard of behaviour.

PBL includes a broad range of 'systems' and 'individual' strategies to assist our students to achieve important social and learning outcomes while preventing problem behaviour.

Through a team approach including staff and students, a set of values were designed to provide the whole school with clear expectations, goals and directions. These values are:

RESPECT	RESPONSIBILITY	EXCELLENCE
Cooperate and Participate	Accept everyone's right to learn	Turn up and be prepared
Use good manners	Take ownership of your actions	Have a go and complete all tasks
Be positive	Be safe	Aim for personal best

These values underpin everything that we do or say in school. Our students are explicitly taught what our values look like in a variety of settings within our school e.g., classroom, corridor, playground and bus bay.

A reward system is in place to recognise and celebrate those students who demonstrate positive behaviour.

## **Strategies and Practices to Recognise and Reinforce Student Achievement**

A positive school climate is one that promotes effective learning and good discipline through:

- developing good relationships between students teachers and parents
- lessons which focus on helping students learn
- encouraging teachers to praise good behaviour and the demonstration of courtesy, kindness and consideration of others both in and out of the classroom
- encouraging students to feel good about themselves and to do the best they can. (MV=E) e.g. entry in State/National academic competitions, cultural/sporting competitions, acceleration, debating, exhibitions, etc.
- a system of awards presented to students for outstanding class or school achievement or behaviour. All awards are recorded and monitored.
- special prizes awarded at Presentation Day and Sports Presentation Dinner.
- encouraging boys and girls equally
- parents and students helping others to read
- supporting students in grief
- Student Representative Council (SRC) - developing leadership skills and giving students a say in the running of the school
- Peer Support - senior students helping junior students settle into high school
- teachers making positive comments on school reports

- encouraging parents to be involved. e.g. phone-outs, neighbourhood meetings, parent/teacher nights, parent Information nights

## MVHS Award System

### *Merit and PBL Award*

This is a certificate issued by teachers to students for good classwork and/or homework, improved behaviour and/or classwork, respect, school service or other similar meritorious behaviour.

Each subject area together with Sport, Learning Support Services (library, careers and reading classes) and School Service has their own coloured Merit Awards.

Students collect these awards and save them towards a set of five of the one colour. Each set of five awards entitles the student to the next level award.

### *Commendation Certificate*

This award is issued when five Merit Awards of the one colour are presented by the student to their teacher or Head Teacher of that subject area.

Teachers may issue a Commendation Certificate for outstanding performance without collecting a set of five Merit Awards if approved by the Head Teacher.

Five Commendation Certificates or five PBL Rewards from any areas across the school entitle the student to receive the next award.

In Week 9 of each term a PBL reward BBQ is held. At this function prizes for PBL and academic success are awarded.

### *Principal's Award*

This is a specially prepared award presented by the principal at a Principal's Assembly. It is earned by either:-

- accumulating five Commendation Certificates or
- issued directly by the principal for particularly outstanding achievement.

### *Excellence Award*

This award consists of an Excellence Award Certificate which is earned by accumulating five Principal's Awards.

An Excellence Award is presented by the principal at the annual Presentation Day. This award is a medallion presented to students who have achieved five Excellence Awards and is presented at the annual Presentation Day

### Principal's Congratulatory Letter

*This is issued at report time to all students who have met the school's requirements of attendance, behaviour, attitude, uniform, effort, etc. as judged by all staff. Such a letter will recognise valued students of the school. It will prove to be an asset for students when they seek employment for it will confirm, to prospective employers, the student's consistent responsible performance.*

(Students who have been on yellow cards, gained 2 or more Misbehaviour or SLER Reports, had more than one uniform warning or a record of repeated lateness or chronic absenteeism do not qualify for this letter)

## **Strategies and Practices to Manage Inappropriate Student Behaviour**

Consistent with Department of Education and Communities guidelines and policies a variety of strategies are used at Mount View High School to assist in the management of inappropriate student behaviour.

These strategies may include – Restitution; Time Out; Learning and Support Teacher (LAST); Detention; Risk Management; Monitoring Card; Suspension; Suspension centres; Alternate Educational Placement.

These strategies are implemented in conjunction with planned management as set out below

### Staff Roles in Student Management

Students are encouraged to exercise self-discipline and to accept responsibility for their learning and behaviour. However, when students make inappropriate choices, a range of consequences will be employed.

Inappropriate behaviours that are in conflict with our rules and beliefs will result in consistently applied consequences.

The school community will be made aware of the need for consistency and the acceptance of responsibility and accountability for the implementation of our values.

All faculties will have a consistent approach to student management and use appropriate school developed procedures

### Classroom/Playground

When student management matters need to be taken beyond the classroom, the staff member needs to:

- complete a STUDENT REFERRAL FORM
- provide supporting documentation
- provide detail of the actions they have already undertaken.
- refer to the head teacher
- ensure that STUDENT REFERRAL FORMS are kept as a record of action, rather than as a punishment in itself.

### Head Teacher

- when no further action is required, the head teacher notes the behaviour, signs and dates the form which is sent to SASS staff for Academy entry and filing.
- where further action is required the head teacher:
  - undertakes further investigation.
  - may apply a variety of sanctions
  - passes on STUDENT REFERRAL FORMS to SASS staff for Academy entry

OR

- in serious cases refers to the deputy principal with necessary supporting documentation.

#### Deputy Principal

When students appear to be at risk across a number of areas, the deputy principal may choose strategies such as e.g.: referral to a counsellor or parent contact. Then

- enters data in Academy as appropriate.
- in serious matters, further investigations may be carried out, in order to impose the most appropriate action. This may include:
  - student counsellor
  - consequence e.g. Executive Detention
  - parent interview
  - referral- Behaviour- Learning Difficulty
  - pre-suspension letter
  - recommendation to Principal for suspension

Each week a printout of the commendations and referrals recorded on Academy are reviewed and appropriate action undertaken.

#### Principal

Implements suspension procedures consistent with Department of Education and Communities policies and procedures.

#### Behaviour Monitoring Program (Yellow Card)

Students who have been placed on the school's Behaviour Monitoring Program (Yellow Cards) will attend a special group during Roll Call while they are part of the program.

The following conditions apply:

- Students will report to Room C1 every Roll Call until they successfully complete the program
- During the Roll Call time:
  - welfare issues associated with reasons for placement on the program and with teachers' comments, will be discussed individually with students
  - at other times, students will work through welfare worksheets
- The Yellow Cards:
  - will not have graffiti on them
  - will have all lessons (including sport) signed/commented by all teachers
  - will have been signed by parents on the previous night
- If the Yellow Card has all positive comments for the previous day, then "no C1" is written for the lunch session.
  - students still attend Room C1 at the beginning of lunch. If their comments have all remained positive, then they are dismissed from C1 detention for that day
  - if comments have been unsatisfactory, the Yellow Card contains graffiti, or parent/teacher signatures are missing then no comment is written for the lunch session and the student completes C1 detention
- An extension to another Yellow Card may occur if:

- there are repeated or ongoing instances of unsatisfactory comments, graffiti or missing signatures, or
- students fail to comply with Special Roll Call room rules and conditions

### Discipline Support Documents

Accountability Conferencing, Child Protection, Classroom Strategy for Teachers, Countering Discrimination, LST Flow Chart, LST Checklist, ACADEMY Guidelines, Learning Difficulties Checklist, PBL Guidelines, Discipline Reporting and Recording Guide, Role Statements for Student Management, School Discipline Strategies and Supporting Documents, Student Discipline Code and Management Flow Chart, Student Management Process, Student Mentoring Program, The Support Cycle, Welfare Programs and Support Services - MVHS

## **Focus Area 3 – COMMUNITY PARTICIPATION**

At MVHS we see a child's education as a partnership between the school, parents and caregivers and the local community. We place great importance on the contribution made by all of these people. We encourage their involvement, and strive to develop and maintain strong community links.

The programs that support and enhance community participation are listed below.

### Beacon Program

Mount View High School became part of the Beacon Foundation in early 2012. Our first year focused on building partnerships with our local community, program knowledge and community participation and support.

The Beacon Foundation is a non-profit organisation that works with students, schools, business and the community through a range of school based programs to increase the opportunity for students to realise their full potential.

Beacon's programs support young people to develop a positive pathway focus through engaging and influencing the attitudes and behaviour of the broader community. By harnessing community involvement, the foundation works within schools to ensure young people are either earning or learning at vulnerable transition points in their lives.

### Cessnock Community of Great Public Schools (CCGPS)

Mount View High school is one of the 16 public schools across the Cessnock area who work together co-operatively to deliver quality academic and wellbeing outcomes for over 4000 students in this community. Together, we are known as Cessnock Community of Great Public Schools (CCGPS).

### Community Liaison Officer

Mount View High School has a Community Liaison Officer who is available at any time to discuss matters of concern, answer questions and help put you in touch with the appropriate person at the school. The role of the CLO is as a point of contact between the community and the school to assist parents/caregivers in a number of ways including

- assisting with communication between the school and parents/caregivers
- promoting the academic, sporting and cultural achievements of the students at the school
- promoting school activities
- encouraging parents and the community to become involved in our school by supporting and
- participating in planned activities
- providing information on the school and the local area

### Newsletters

During school terms a monthly newsletter, "The View" is published and distributed to parents and the community. The newsletter includes a calendar of main events, information from staff and recognition of student achievement throughout the school.

### Parent/Teacher Evenings

Parent/Teacher evenings are held on a regular basis to provide an opportunity for teachers to provide personal feedback to parents regarding the progress of their children at school.

The dates for parent/teacher meetings are published in the school newsletter and parents are encouraged to attend these meeting to establish positive communication with the teachers of their children

### Subject Selection Information Evenings

Subject Selection Information evenings are held to provide subject details for the families of students progressing from Yr. 10 into 11 and from Year 8 into 9. These evenings provide a wonderful opportunity for families to engage with school staff about the selection of subjects and for to gain a better understanding of Board of Studies for senior students

### Year 7 Students and Parents Welcome BBQ

This function gives parents the opportunity to meet the Year 7 teachers and the Year 7 Advisor and other staff members.