



Mendooran Central School

LEARN TO LIVE

***Welfare and Discipline Framework –
Promoting a Positive School Culture***

- ***Effective Teaching and Learning***
 - ***“Firm but Fair” Discipline***
 - ***Staff and Student Welfare***

OBJECTIVE

Mendooran Central School aims to develop resilient and responsible students capable of displaying sound values and working toward fulfilling their individual academic, social and creative potential.

“Students achieve maximum learning outcomes when they are able to work in a caring, secure, supportive environment, which involves the whole school community working together to provide quality educational programs.”*DEC NSW.*

Welfare involves the wellbeing of students *regardless of their cultural, ethnic or economic background or gender*. Welfare encompasses everything the school community does to meet the personal, social and learning needs of students. Equity is measured by the achievement of the DEC syllabus outcomes based on individual needs.

Staff welfare is also a priority. The ¹[Code of Conduct](#) states that staff need to be, *‘courteous and responsive in dealing with colleagues, students and members of the public and to work collaboratively with colleagues.’*

As employees who work with students we have a special responsibility in presenting ourselves as appropriate role models for those students. In our discourse we need to promote positive values and tolerance, in order to promote a positive school culture. Modelling respect in our interactions with students and staff can have a profoundly positive influence on a student’s personal and social development.

The focus of the Welfare and Discipline framework is the promotion of students’ personal responsibility for their own behaviour. Students are encouraged to develop their intrinsic motivation to develop a positive and responsible attitude.

¹ https://detwww.det.nsw.edu.au/policies/staff/ethical_behav/conduct/Code_guide.pdf

RESPONSIBILITIES

Roll Call Teachers

Roll call patrons are seen as first line carers for students.

They are encouraged to be proactive in their approach to ²[welfare and discipline](#) issues by:

- Building positive relationships with students, in informal sessions in roll call and out of class.
- Developing teambuilding, leadership and peer support skills as well as reinforcing the ³[Core Values](#).
- Consulting with Executive in monitoring social and educational development.
- Referring to the School Learning Support team, school counsellor or parents when required.
- Looking for changes in behaviour e.g., isolation, non- medicated etc.
- Record and maintain an accurate roll, monitor absenteeism and refer attendance trends that are a concern. Refer attendance trends of concern to attendance to Attendance Officer.
- Actions needed may include low level mediation, advice for students as well as monitoring and reporting changes in behaviour to relevant executive.
- Monitoring the school uniform and issuing a green (Secondary) or pink (Primary) slip where appropriate.

Teachers

Teachers are encouraged to use classroom management strategies including establishing classroom rules and guidelines. Additionally:

- Structuring teaching using the ⁴[Quality Teaching](#) framework.
- Employing appropriate classroom management strategies, ⁵[conflict avoidance and resolution techniques](#).
- Repeated offences or unacceptable behaviour referred to HTSS or AP.
- Communicating with Roll Call teachers to develop a holistic view of the student's behaviour.
- After consultation with supervisor contacting parents about positive behaviour.
- Recording positive and negative behaviours through merit system.
- Rewarding positive behaviour through ⁶[Secondary Merit system](#) and Primary Win Bin, drawing a prize fortnightly.

² FrontOffice/Policies/StudentWelfareFlowchart

³ FrontOffice/Policies/CoreValues

⁴ <https://detwww.det.nsw.edu.au/regions/riverina/proflearning/qualityteaching/index.htm>

⁵ <http://www.vadr.asn.au/peer.pdf>

⁶ FrontOffice/Temp&Pro/MeritSystem/SecAwardsFlowchart

- Work toward providing opportunities for equity of outcomes for all students, regardless of their cultural, ethnic or economic background or gender.
- Encourage students to accept responsibility for their own behaviour.
- Model respect in their interactions with students, staff and parents and carers.

Student Learning Support Officers

Under the supervision and direction of a teacher, a School Learning Support Officer is responsible to the Principal or the supervisor for:

- Providing assistance in school routines
- Classroom activities
- The care and management of students with disabilities and behaviour disorders.
- Providing teaching with ongoing feedback regarding individual student welfare, behavioural and learning support needs.
- Assisting with development of resources targeting the individual needs of students.

Executive (Principal, Head Teacher & Assistant Principal)

Executive are responsible for maintaining a productive educational environment.

- Ensuring learning is not jeopardised by ongoing problem behaviour, through effective discipline focussed on students owning their behaviour.
- Liaison with parents, Principal, school counsellor, learning support team and outside agencies where necessary.
- Liaison with staff in administering effective punishment where necessary (internal & external suspension).
- Arranging and conducting TARS interviews each semester, following up on concerns and areas of support for staff.
- Ensuring faculty meetings each fortnight include student welfare on the agenda.
- Build positive relationships with and between students, staff and parents and carers.
- Model respect in their interactions with students, staff and parents and carers.
- Recording positive and negative behaviours in RISC.
- Monitor the well-being and positive working environments of all staff.

Girls Advisor & Boys Advisor

- Provide support and advice to Year advisers about the welfare of the students
- Take on particularly difficult and complex issues in the area of girls and boys development, conflict resolution, additional support and guidance.
- Initiate activities to support the personal development of particular groups of boys and girls.

- Referral of serious issues to the Learning support team, Principal, Assistant Principal or HTSS.
- Be available for use as a 'time out mentor' for students identified by Executive/LST.

SASS

- Communicate any variations to routine involving student and staff welfare to relevant roll call teacher and executive. For example. Students in sick bay, partial absences etc.
- Communicate whole day absence list to individual teachers after recording in OASIS.
- Informing relevant staff and managing; ill health, accidents or medication issues involving students.

Students

- Take responsibility for their own learning and behaviour.
- Actively participate in the learning process.
- Work toward modelling the Core values.
- Be proactive in preventing issues escalating i.e. conflict avoidance and reporting incidents or concerns to appropriate staff.

STRUCTURES

⁷The Learning Support Team

This team consists of the School Counsellor, Principal, Executive, LST Leader and STLA. The team's aim is to identify students with special needs or talents. The team identifies strategies and programs to support and enhance these needs while liaising and communicating back to staff and/ or outside agencies to meet identified needs.

Boy's and Girl's advisors to meet with Executive fortnightly, or as required, to maintain communication regarding welfare issues.

Referrals for LST access are to be made on the pink forms, located in the filing cabinets in the office, general staff room or secondary staff room and should be delivered to the LST Leader.

Behaviour Support Team

Currently under development

Student Representative Council

The SRC is a group of students elected by their peers to communicate on their behalf and provide a link between the student body and the whole school decision making process. They are an integral part of the school and meet regularly to discuss ideas, pass resolutions and provide feedback to their peers.

⁷ FrontOffice\Policies\Learning Support Team.docx

Each week, a representative from SRC is to report to Principal, consulting on matters discussed.

At each whole school assembly an SRC representative should be prepared to report the minutes of meetings, motions put forward etc. with student body.

Each year 2 representatives are elected from each year from Year 5 to Year 12, including Captains and Vice captains. *The constitution is annually revised to ascertain any changes required to responsibilities and composition.*

⁸Anti-Bullying

We monitor the well-being and social interactions of our students, in accordance with the DEC ⁹[Anti- Bullying Plan](#), thus ensuring a safe and supportive school environment.

⁸ FrontOffice\Policies\Anti-Bullying

⁹ FrontOffice\Policies\Anti-BullyingPlan