

# KHHS WELFARE AND WELLBEING POLICY



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*Rationale: The Killarney Heights High School Welfare Policy continues a focus on positive education. The values of respect, connect and aspire are the underlying principles of this wellbeing framework. It is the aim of the staff and students at Killarney Heights High School to build a respectful school community that is connected in physical, emotional and social ways. This will provide an environment where all students have the opportunity to aspire to achieve their own hopes and desires.*

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# KHHS Welfare and Wellbeing Policy

## Guide to the 2016 KHHS Welfare and Wellbeing Policy

- School Values
- Expected behaviours embracing KHHS values in all settings across the school
- Student Management Framework
- Discipline System
- Anti-Bullying Policy – Encouraging positive participation
- Positive Peer Culture – Peer Mediation
- Peer Support Program information
- Staff wellbeing roles within the student management framework
- Attendance Policy

## KHHS Welfare TEAM for 2016

Yr 7 Adviser Yr 7 Assistant Adviser Yr 7 Deputy	Ms Helen Urquhart Ms Kate Thompson Ms Dennielle Woskanian
Yr 8 Adviser Yr 8 Assistant Adviser Yr 8 Deputy	Ms Brenda Beneke Mr Tom Morey Ms B Baker
Yr 9 Adviser Yr 9 Assistant Adviser Yr 9 Deputy	Ms Kiara Wilson Mr Garry Pearson Ms Dennielle Woskanian
Yr 10 Adviser Yr 10 Assistant Adviser Yr 10 Deputy	Ms Sophie Burton Mr Josh Brown Ms Brenda Baker
Yr 11 Adviser Yr 11 Assistant Adviser Yr 11 Deputy	Ms Signe Earnist Mr Jean-Marc Kleber Ms Dennielle Woskanian
Yr 12 Adviser Yr 12 Assistant Adviser Yr 12 Deputy	Ms Sara Vaccaro Ms Emma Higgs Ms Brenda Baker
Counsellor/s	Mr Joseph Taffa
Learning and Support Teachers (LAST)	Ms Anne Perkes / Ms Lynda Stephens
Supervisor of Girls	Ms Julie McDermott
Positive Peer Culture / Peer Mediation Coordinator	Mr Laurie McGinness
School Counsellor	Mr Joseph Taffa
SRC Coordinator	Ms Suzanne Holman
Prefect Coordinator	Ms Genavieve Zoeller

# At Killarney Heights High School our values are:

- **We respect** students, teachers, parents, our school, environment and community
- **We connect** by listening, learning, accepting and working together positively
- **We aspire** to be confident self-motivated learners
- **We seize all opportunities** to become resilient people

Learn with our head our hand our heart

## Expected behaviours embracing KHHS values in all settings across the School:

### RESPECT

- **Respect** yourself, others and your environment
- **Respect** by taking pride in your uniform, your language and your positive actions
- **Respect** by valuing the right to learn and by celebrating diversity

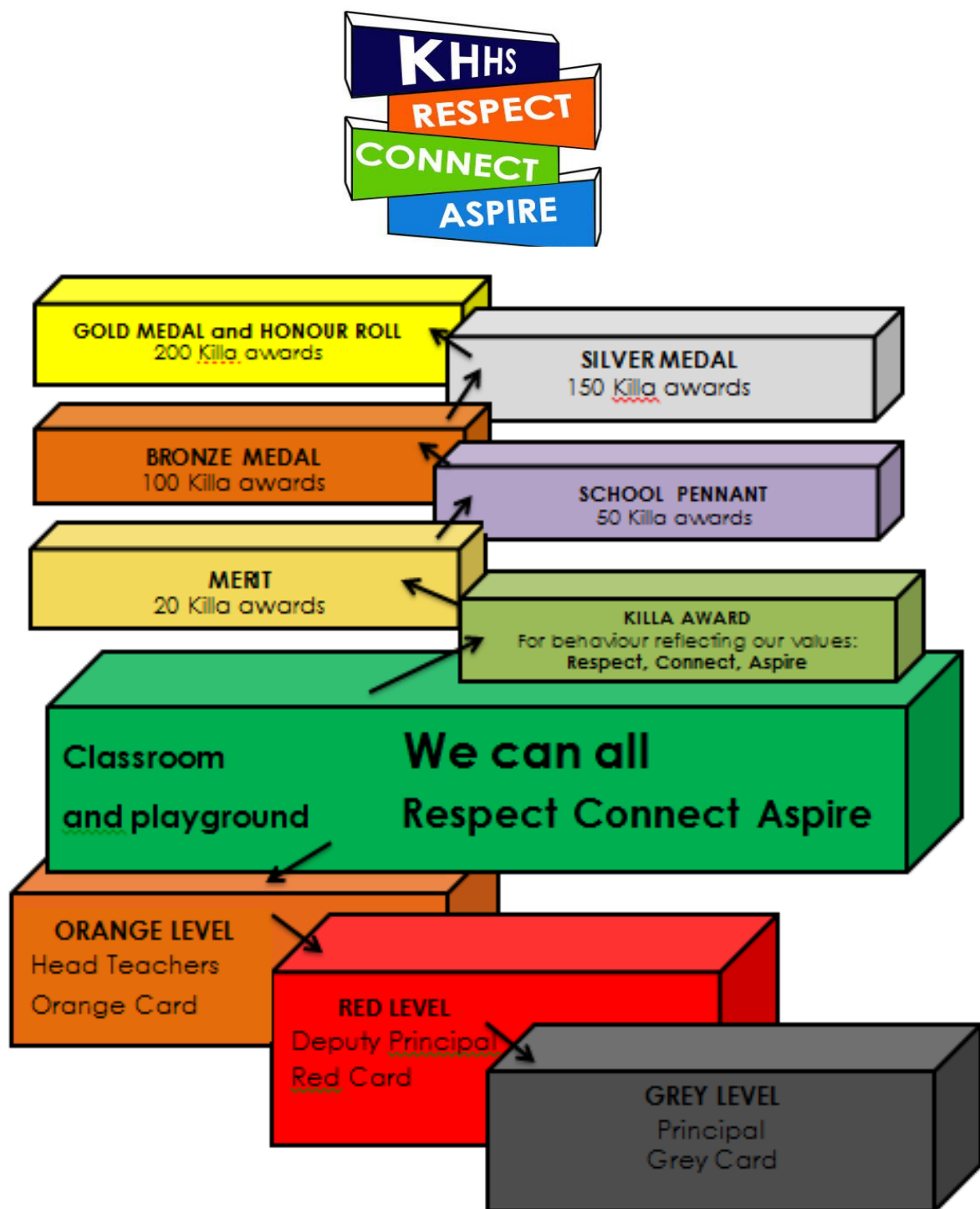
### CONNECT

- **Connect** with your school, your community and your future
- **Connect** through positive relationships, active learning and listening
- **Connect** by accepting differences and practising empathy

### ASPIRE

- **Aspire** to actively participate in your school, your community and your life
- **Aspire** to explore opportunities
- **Aspire** to set and achieve personal goals

# KHHS Student Management Framework



**This framework** is designed to represent and display the expected student behaviours.

The Green section conveys the school values of 'Respect, Connect and Aspire' that we seek to foster within the Killarney community.

As students demonstrate these values they will be rewarded, being promoted positively through the coloured stages of the framework, and acknowledged for their positive growth and development.

For students in need of individual assistance to work in this positive direction, there is specific monitoring and intervention, through the Green, Orange, Red and Grey stages of this framework.

# STAFF WELLBEING ROLES WITHIN THE STUDENT MANAGEMENT FRAMEWORK

## The Student Management Framework

Killarney Heights High School seeks to ensure that all aspects of a student's progress, behaviour and achievements are known, recorded and recognised. To build and maintain an effective communication system between students, staff, parents and the wider community is essential.

It is our aim at Killarney Heights High School to build a respectful school community that is connected in physical, emotional and social ways. This will provide an environment where all students have the opportunity to aspire to achieve their own hopes and desires.

## Wellbeing responsibilities of the Classroom Teacher

- Encourage a caring atmosphere in the school and endeavour to improve the self-esteem of students
- Utilise the language of expected student behaviours, on display in all classrooms
- Reward students for commitment in academic, social and extra-curricular activities by issuing 'Killa awards'
- Provide interesting and relevant lessons for students and be willing to try new ideas
- Utilise effective classroom management techniques and be assertive in classroom management situations
- As evident on the KHHS Discipline System clearly outline the consequences of negative behaviour
- Consult with Head Teacher on student issues and teaching program matters
- Consult with Head Teacher on school policies and the implementation of these
- Record positive, negative and general comments on Sentral
- Attend in-service courses where possible and share this information among staff at the earliest convenience.
- Use the Green Card monitoring system for breaches in the classroom

## Wellbeing responsibilities of the Faculty Head Teacher

- Encourage a caring atmosphere in the school and provide a caring and supportive environment for students and staff
- Liaise with faculty staff and ensure that students and parents are contacted frequently
- Record positive, negative and general comments on Sentral
- Manage and in-service staff
- Present awards and work with students within own faculty as appropriate
- Liaise with school executive, year advisers and designated Deputy Principal on matters concerning student welfare that require follow-up after faculty intervention.
- Use the Orange Card monitoring system for repeated breaches in the classroom

## Responsibilities of the Counsellor

- Encourage a caring atmosphere in the school
- Counsel students, building a professional relationship of trust and confidentiality (within DoE guidelines)
- Act as a resource person for students, parents and staff
- Be a member of the welfare committee
- Refer student and their families to other support services when necessary
- Facilitate information to relevant staff

## Wellbeing responsibilities of the Year Adviser / Head Teacher Welfare

- Encourage a caring atmosphere in the school
- Publicly recognise student success and achievement
- Counsel students, building a professional relationship of trust and confidentiality (within DoE guidelines)
- Be in regular contact with students through interviews, home room groups and year group meetings
- Be accessible to students and their parents
- Keep in contact with parents/care givers by telephone, letter or interview
- Record positive, negative and general comments on Sentral
- Liaise as required with Deputy Principals, Counsellor, Supervisor of Girls and outside agencies
- Liaise as required with individual staff members
- Assist in organizing special whole year events e.g. forums, year initiatives
- Organise programs for year meetings.
- Review Sentral wellbeing data regularly and attend scheduled welfare meetings to review and discuss student information and progress

## Wellbeing responsibilities of the Supervisor of Girls

- Provide support for individual girls or small groups of girls who may be experiencing personal, social, family or behaviour difficulties
- Access and organise programs that support girls in developing positive social and academic skills and increase their self-efficacy
- Work collaboratively with Year Advisers, Counsellor and Deputy Principals to address issues associated with attendance, performance and participation of girls
- Record positive, negative and general comments on Sentral
- Actively participate as a member of the school Welfare Team
- Organise and run the Department of Health Immunisation Programs

## Wellbeing responsibilities of the Deputy Principal

- Encourage a caring atmosphere in the school
- Promote a safe school environment
- Record positive, negative and general comments on Sentral
- Be informed of student welfare progress and regress through Sentral student wellbeing data
- Follow up with Faculty and Welfare Team concerns in interviewing students regarding significant breaches across faculties
- Work with the Counsellor, LAST, Careers Adviser, external agencies to provide information and services to students and families
- Assist year advisers in parent interviews as required
- Use the Red Card monitoring system for significant breaches across faculties

## Wellbeing responsibilities of the Principal

- Encourage a caring atmosphere in the school
- Present awards and provide publicity for the Welfare Program as necessary
- Provide staff support and opportunities for professional development
- Liaise with staff, Year Advisers, Head Teachers and the Deputy Principals
- Complete Sentral entries for accurate student records
- Coordinate contacts with external officers and the Department of Education and Communities staff
- Determine a particular course of action for a student in individual situations
- Use the Grey Card monitoring system for serious breaches across the school

# **KHHS POSITIVE PEER CULTURE PROGRAM - PPC**

## **(PEER MEDIATION)**

Positive Peer Culture is part of the Killarney Heights High School student management framework. This wellbeing initiative is aimed at improving student-student relationships within the school, and using a restorative justice process to work towards peaceful solutions.

Even though conflict and bullying are rare at KHHS we still need to develop strategies within all students to work through situations.

Positive Peer Culture is a proven program in which trained students act as mediators when disagreements occur between other students. It has been found that this has benefits for all involved. Minor disputes are dealt with before they escalate. The students involved learn that disputes can be solved without aggression and that this process leads to better results for both parties. The trained student mediators also benefit in developing skills and attitudes, that will help them in their personal lives and their careers.

Staff may refer students for peer mediation or students may also self-refer. The Positive Peer Culture mediation sessions are generally conducted during Homeroom time to minimise disruption to students' scheduled lesson times. Mr McGinness is the Coordinator of this wellbeing program.

## **KHHS PEER SUPPORT PROGRAM**

At Killarney Heights High School 'Peer Support' is an important program for building resilience, student connections, and helping students cope with day-to-day challenges of school and life. Student leaders who are involved in the program have the opportunity to develop and practise skills such as decision making, assertiveness and leadership. It is expected that peer support leaders are role models in areas across the school and community life.

The program begins with the training of peer support leaders who will then welcome and orient the incoming year group into Killarney. The first "hands on" activity for the peer support leaders is the 'Year 6 Orientation Day' which is usually held early in December, meeting the year 6 students for a friendly chat and to show them around the school.

The new school year begins with two Year 7 Orientation Days on Day 1 and Day 2 of Term 1. The peer support leaders have an active role in working with year 7 classes through a set program spread throughout the year.

The support that the leaders offer to their Year 7 students continues throughout the year where leaders will be actively involved with the year 7 students, encouraging them and supporting them in the playground and in school activities.