



MONARO

High School

Policy | Student Wellbeing Framework Policy

Rationale

The themes embedded within the Department of Education's Wellbeing Framework for Schools (2015) are **Connect, Succeed and Thrive**. Monaro High School's commitment to our students, parents and members of the community is that we will foster teaching and learning environments that enable the development of healthy, happy, successful and productive individuals.

Monaro High School is committed to creating quality learning opportunities for children and young people. This includes strengthening their physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.

The school supports this concept of wellbeing and its close links with learning. We promote a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed.

An individual's wellbeing is constantly changing. How students feel about themselves and their own wellbeing changes over time, in different situations and circumstances, and in response to community and environmental factors. Monaro High School staff are cognizant of the potential wellbeing has to bring about positive change, what is required to foster wellbeing, and how it can become a powerful force in students' learning and development.

Our students will be expected to contribute to their own wellbeing of their communities through acknowledging our core values of

- | Respect
- | Optimisim
- | Acceptance
- | Responsibility

At Monaro High School this is achieved through:

Quality Teaching

Monaro High School teachers consider aspects of and factors contributing to student wellbeing in the delivery of teaching and learning through:

- | Enabling success by personalising student learning and supporting them to achieve.
- | Nurturing professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- | Enabling success by contributing to a positive, supportive and encouraging learning environment.
- | Establishing safe environments which allow students to thrive by delivering high quality learning experiences.

Quality Connections

Monaro High School seeks to enhance student wellbeing through collaboration with:

- | Parents and the broader community to support and enable the aspirations of every student.
- | Parents and the broader school community to actively support and reinforce school policies and procedures.
- | Students, staff, families, communities and other organisations where appropriate.

Quality Learning

Students, Parents and Staff collaborate to develop **personalised learning plans** that are regularly reviewed and revised as appropriate. This enables:

- | Students who are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- | Students who are connected with their cultural, religious or spiritual backgrounds.
- | Students that strive toward and achieve meaningful goals.

Student Wellbeing

Monaro High School is focused on building individual and collective wellbeing through a climate of care and positivity. This is attained by all staff supporting:

- | Parents and the broader school community to actively participate in the school and in helping students to develop positive connections.
- | Students to be confident and resilient learners who have positive self-esteem, stretch themselves, take risks in their learning and demonstrate self-discipline and effort toward their learning.
- | Student learning that takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- | Students to have a strong sense of meaning and purpose.
- | An environment in which there are high expectations for every student.
- | Valued professional practice with a commitment to ongoing improvement and student wellbeing.
- | Resources that are used to best meet individual and collective student needs.
- | An environment that is a safe and healthy place to be.
- | Counselling and wellbeing services that provide essential expertise to schools and communities to guide student growth and development.

Positive Choice and Core Values

At Monaro High School staff are committed to supporting the implementation of Positive Choice theory and our core values . This enables students:

- | To have positive and respectful relationships with each other, their teachers and the community.
- | To experience a sense of belonging and connectedness that respects diversity and identity.
- | Who are self-aware and regulate their own emotions and behaviours.
- | To have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- | To develop strong positive character traits that is reflected in their behaviour decision making and relationships.
- | Who are self-directed, take initiative and grasp opportunity.
- | Who contribute to the learning of other students and to the school community more broadly.
- | To develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.

- | Who are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
- | To be provided with opportunities to succeed where success is celebrated in a way that is meaningful to the student.

Behaviour, Discipline and Character Education

Monaro High School is committed to providing a safe, supportive and responsive learning environment for everyone. Clear implementation guidelines are available and easily accessible to all School Leaders, teaching personnel and other staff.

At Monaro High School we have a levelled intervention approach that will be supported at every stage by a system that is cohesive, expert and responsive.

Every student has the right to learn. Monaro High School take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Classroom teachers have a responsibility to address any behaviour that negatively impacts on effective learning and teaching in the classroom. Classroom teachers have a range of strategies at their disposal to support students to re-engage in positive learning behaviours. Classroom teachers are required to record classroom disturbances in Sentral including the interventions implemented, and record any parent contact. At times, persistent or higher level poor behaviour choices will need to be referred to the Head Teacher of the faculty.

Head Teachers have a responsibility to respond to matters impacting on effective teaching and learning within the faculty. Following classroom teacher interventions Head Teachers have a range of strategies available to them to support the student to both re-engage in positive learning and restore a positive working relationship with the teacher. Head Teachers are required to record classroom disturbances in Sentral including the interventions implemented, and record any parent contact. At times, persistent or higher level poor behaviour choices will need to be referred to the Senior Executive.

Should both teacher and Head Teacher attempts be unsuccessful in re-engaging the student into positive learning behaviours, a referral to the Deputy or other personnel may be required. This could take place via the Student Wellbeing meeting or directly depending on the concern.

The Principal and school staff, using their professional judgement, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgement. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.