

CTHS WELFARE POLICY

Student Welfare at CTHS:

"Will develop self directed and responsible students who achieve their full potential within a caring school." (Adopted from the CTHS Mission statement.)
and in accordance with the Department of School Education will;

- encompass the needs of the school community to meet the personal, social and learning needs of the students
- create a safe, caring school in which students are nurtured as they learn
- be achieved through the total school curriculum and its delivery
- incorporate effective discipline
- incorporate preventive health and social skills
- stress the value of collaborative early intervention when problems are identified
- provide ongoing educational services to support students
- recognise the diversity within the school community and provide programs and support which acknowledge the differences and promote harmony
- recognise the role that the school plays as a resource to link families with community support services
- provide opportunities for students to enjoy success and recognition, make a useful contribution to the life of the school and derive enjoyment from their learning.

CTHS will provide effective learning and teaching within a secure, well managed environment, in partnership with parents/caregivers and the wider community.

RESPONSIBILITIES	
<i>The Principal will ensure that:</i>	<ul style="list-style-type: none"> • a commitment to student welfare underpins all the policies and activities of the school • the school community reviews policies and practices related to student welfare • student welfare is regularly reviewed using appropriate planning processes • a school discipline policy is developed and regularly reviewed • the review processes take into account other mandatory policies • strategic issues identified are incorporated into the school plan • students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school • other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school.
<i>Teaching and support staff, according to their role in the school, will:</i>	<ul style="list-style-type: none"> • 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 students, fellow staff and parents • participate in the learning and teaching process in ways which take account of the objectives in this policy • participate in the school community's implementation of the Student Welfare Policy.
<i>Staff with a specific student support role will ensure that:</i>	<ul style="list-style-type: none"> • the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.
<i>Students will be encouraged to:</i>	<ul style="list-style-type: none"> • 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 • provide their views on the school community decisions, including reviews of student welfare, using agreed upon processes which include student representative councils • practise peaceful resolution of conflict.
<i>Parents/Caregivers will be encouraged to:</i>	<ul style="list-style-type: none"> • 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 • work with teachers to establish fair and reasonable expectations of the school.
<i>District and State office of the DSE will ensure that:</i>	<ul style="list-style-type: none"> • all staff at CTHS are familiar with the Student Welfare Policy • the implementation of this policy is supported and maintained by district staff office • school programs support student welfare priorities and are responsive to the school community

	OBJECTIVES
EFFECTIVE LEARNING AND TEACHING	<p>To enhance effective learning and teaching by:</p> <ul style="list-style-type: none"> • encouraging students to take responsibility for their own learning and behaviour • identifying and catering for the individual learning needs of students • establishing well managed teaching and learning environments • ensuring that learning activities build on prior knowledge 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.
POSITIVE CLIMATE AND GOOD DISCIPLINE	<p>To enhance school climate and discipline by:</p> <ul style="list-style-type: none"> • maximising student participation and ensuring that the principles of equity 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, problem solving and dispute resolution • valuing difference and discouraging narrow and limiting gender stereotypes • incorporating students' views into planning related to school climate and organisation • 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 council.
COMMUNITY PARTICIPATION	<p>To enhance community participation by:</p> <ul style="list-style-type: none"> • 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 school 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 their learning programs • recognising students' families, cultures, languages and life experiences.

OUTCOMES	RESULTS FOR STUDENTS
<ul style="list-style-type: none"> • Students will be active participants in the learning process • Coordinated student services will provide effective support to classroom programs • The learning experiences of students will affirm their individuality and be positive and satisfying. 	<p>Student will:</p> <ul style="list-style-type: none"> • participate in decisions about their own learning • pursue a program of learning relevant to their needs and aspirations • develop an understanding of themselves as well as skills for positive, socially responsible participation • develop competencies which will enhance the quality of their relationships with others • feel valued as learners.
<ul style="list-style-type: none"> • The well being, safety and health of students and other community members will be priorities in all school policies, programs and practices • Principles of equity and justice will be evident in school plans, programs and procedures • The discipline code of the school will provide clear guidelines for behaviour which are known by staff, students and parents who have contributed to their development. • The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together • The school will reflect the values of its community and will welcome the participation of community members in the life of the school • The school will be an inclusive environment which affirms diversity and respects difference. 	<p>Students will:</p> <ul style="list-style-type: none"> • be safe in the school environment • know what is expected of them and of others in the school community • be able to learn without disruption from unruly behaviour • be provided with appropriate support programs • contribute to decision making in the school • participate in all aspects of school life as equals • value difference • be respected and supported in all aspects of their schooling • know and understand their school's organisation and know about student representative councils and other representative bodies as the School Council.
<ul style="list-style-type: none"> • There will be strong links between students, staff and parents and other members of the school community • Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour • The curriculum, goals, plans, and actions of the school will reflect the needs and aspirations of students and the wider school community • Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial • Staff will facilitate parent and community involvement in a range of school activities. 	<p>Students will:</p> <ul style="list-style-type: none"> • be supported by parent and community participation in school activities • value the school as an integral part of the community • along with their families know how to gain access to relevant support services in the community • Students will be partners with parents and teachers in the teaching and learning processes at the school.