



# Warren Central School

**Student Welfare,  
Good Discipline and  
Effective Learning**

**Student Welfare  
Policy**

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# Preamble

Warren Central School's Welfare Policy strives to encourage and support students at our school to progress academically and socially within the school environment and in the wider community. Our aim is to develop each and every student's full potential in a caring and supportive environment, challenging students to strive for the best they can achieve in a wide range of fields of endeavour and building positive and supportive relationships with all members of the school community.

Warren Central School's Welfare policy is founded upon six Core Values (see page 9) that have been identified through an exhaustive process of community and school wide consultation.

- ◆ Respect yourself, others and your surroundings
- ◆ Be honest and responsible in words and actions
- ◆ Have a go and do your best
- ◆ Be an active listener
- ◆ Work safely, play safely
- ◆ Be proud of our school

Out of these six core values we have developed and implemented two behaviour and merit and systems to guide and support student behaviour and interaction within the school environment:

These two systems are:

- The Raise Responsibility system, which is introduced on page 5.
- The True Colours merit system, which is detailed on page 7.

The application and operation of these systems is the responsibility of all members of staff working at the school however in the end each individual student is responsible for the decisions they make about their progress and behaviour.

Toward the rear of this document you will find a list of suggested strategies to promote good discipline and guide learning (page 16) and the school's Anti Bullying (page 19) and Uniform (page 24) policies.

## Introduction

Warren Central School seeks to provide quality education for all students, taking account of their age, background, ability and interests. Warren Central School aims to help students to become self directed, life long learners who can create a positive future for themselves and for the wider community. For this to occur, Warren Central School needs to be places where every student can learn and grow with confidence. Warren Central School aims to be a place where teaching and learning occur in a context of student welfare. Warren Central School aims 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.

Warren Central School community has developed its own student welfare policy and practice within the framework of the Student Welfare Policy, introduced in 1986. The policy has now been extensively revised to assist schools to build on existing good practice and to incorporate contemporary educational perspectives.

## Context

Student welfare in Warren Central School:

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

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents/caregivers and the wider school community. The objectives and outcomes that follow therefore relate to:

Effective learning and teaching  
Positive climate and good discipline  
Community participation.

# Effective learning and teaching

## Objective

Warren Central School enhances effective learning and teaching by:

- 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 experiences 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.

## Outcomes

- 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.

## Results for students

- Students will participate in decisions about their own learning.
- Students will pursue a program of learning relevant to their needs and aspirations.
- Students will develop an understanding of themselves as well as skills for positive, socially responsible participation.
- Students will develop competencies which enhance the quality of their relationships with others.
- Students will feel valued as learners.

# Positive climate and good discipline

## Objective

To enhance Warren Central School climate and discipline by:

- maximising student participation in decision making and ensuring that principles of equity and fairness 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 (HEALTH AND SAFETY POLICIES)
- establishing clear school rules which are known and understood by all school community Members (DISCIPLINE POLICY)

- monitoring attendance and ensuring that students attend school regularly (ATTENDANCE POLICY)
- 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 councils and school prefects.

## **Outcomes**

- The well-being, safety and health of students and other community members will be priorities Warren Central School policies, programs and practices.
- Principles of equity and justice will be evident in Warren Central School plans, programs and procedures.
- The discipline code of Warren Central School will provide clear guidelines for behavior which are known by staff, students and parents who have contributed to their development.
- Warren Central School will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- Warren Central School will reflect the values of its community and will welcome the participation of community members in the life of the school.
- Warren Central School will be an inclusive environment which affirms diversity and respects difference.

## **Results for students**

- Students will be safe in the school environment.
- Students will know what is expected of them and of others in the school community.
- Students will be able to learn without disruption from unruly behaviour.
- Students will be provided with appropriate support programs.
- Students will contribute to decision making in the school.
- Students will participate in all aspects of school life as equals.
- Students will value difference.
- Students will be respected and supported in all aspects of their schooling.
- Students will know and understand their school's organisation and know about student representative councils and other representative bodies such as the School Council.

# **Community participation**

## **Objective**

To enhance community participation by:

- 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 learning programs
- recognising students' families, cultures, languages and life experiences.

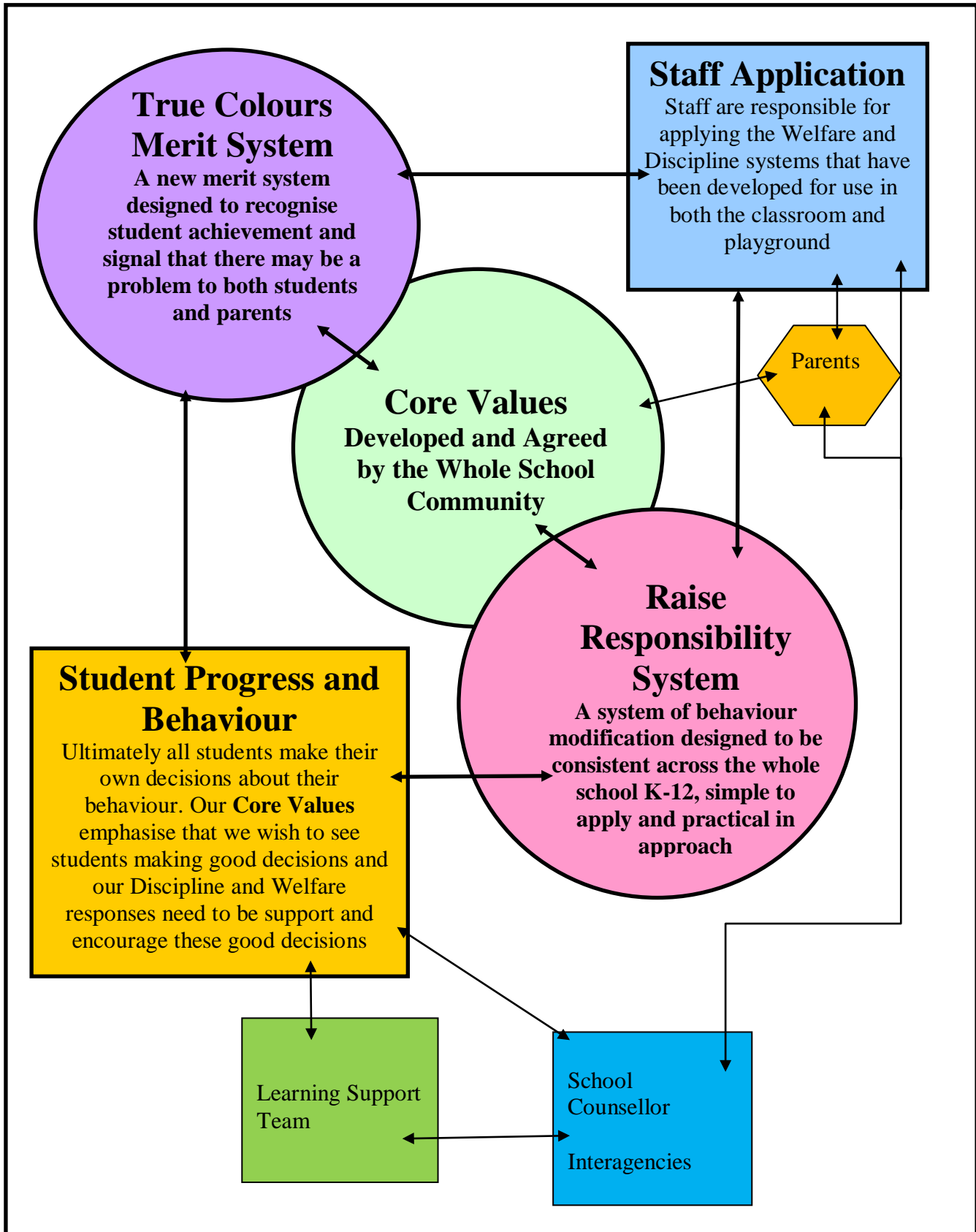
## **Outcomes**

- There will be strong links between students, staff, parents and other members of the Warren Central 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.

## **Results for students**

- Students will be supported by parent and community participation in Warren Central School activities.
- Students will value Warren Central School as an integral part of the community.
- Students and their families will 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 Warren Central School.

# Welfare Policy Flow Chart





## Raise Responsibility system

The following is a brief introduction to the Raise Responsibility approach to behaviour modification which is a mandatory approach to behaviour modification currently being introduced to Warren Central School (as of February 2007). In 2007 it is being introduced in Years K-8 with a progressive introduction to the upper secondary school in following years. For further details of the system please consult the *Raise Responsibility Resource Guide* booklet that has been distributed to all staff and is available from the front administration office.

“People learn best when they feel safe – physically as well as emotionally and psychologically. When people feel anxious or feel that they will be harmed, learning is diminished. This is true of all domains: cognitive, affective and psychomotor. The **Raise Responsibility System** takes an enlightened approach to behaviour modification. How a person feels has a direct bearing on how a person behaves, and people behave better when they feel good, not bad. The key to effective classroom management is teaching and practicing procedures. This is the teacher’s responsibility. Discipline, on the other hand, has to do with behaviour and is the student’s responsibility.

<b>The Raise Responsibility System</b>		
Teaching the Hierarchy	Checking For Understanding	Guided Choices
The hierarchy engenders a desire to behave responsibly and a desire to put forth effort and learn. Students differentiate between internal and external motivation – and learn to rise above inappropriate peer influence.	Students reflect on the level of chosen behaviour. This approach separates the person from the behaviour, thereby negating the usual tendency to defend one’s actions. It is this natural tendency toward self-defence that leads to confrontations between student and teacher.	If disruptions continue, a consequence or procedure is elicited to re-direct the inappropriate behaviour. This is in contrast to the usual coercive approach of having a consequence imposed. Note: In developing this welfare policy it was felt that a complete abandonment of some form of coercive approach was unrealistic, especially in the early stages of implementation. See page 7: True Colours Merit system

<b>Three Principles To Practise</b>		
<b>Positivity</b>	<b>Choice</b>	<b>Reflection</b>
Teachers practise changing negatives into positives. “No running” becomes “We walk in the hallways”. “Stop talking” becomes “This is quiet time”.	Choice-response thinking is taught – as well as impulse control – so students are not victims of their own impulses.	Since a person can only control another person temporarily and because no one can actually change another person, asking Reflective questions is the most effective approach to actuate change in others.

## HOW AM I DOING?

**D**



**De·moc·ra·cy**

**C**



**Co·op·er·a·tion**

**B**



**Both·er·ing**

**A**



**An·ar·chy**

# True Colours Merit System

**PLATINUM**  
 END OF A "STAGE"  
 YEARS K, 2, 4, 6, 8, 10 & 12

**GOLD**  
 STUDENT WITH THE REQUIRED BRONZE AND SILVER AWARDS AT PRESENTATION NIGHT

**SILVER**  
 A STUDENT WORKS TOWARD A SILVER IN TERM 3

**BRONZE**  
 STUDENT WORKS TOWARDS ONE BRONZE AWARDS DURING TERMS 1 & 2

**GREEN**  
 EVERY STUDENT STARTS ON GREEN. MOVEMENT TOWARD AN AWARD CAN ONLY OCCUR WHILE ON GREEN

**COMMENDATIONS AND MERIT CARD**  
 CRITERIA IN THE FOLLOWING AREAS:  
 EFFORT AND ATTITUDE, INITIATIVE, SPORTSMANSHIP, LEADERSHIP, IMPROVEMENT, ACHIEVEMENT, THOUGHTFULNESS, COOPERATION, RESPECT, PRIDE IN SCHOOL, ACHIEVEMENT OF ACADEMIC POTENTIAL

ALL STUDENTS COMMENCE SCHOOL YEAR ON GREEN.  
 STAFF ACTIVELY PROMOTE POSITIVE BEHAVIOURS THAT CAN LEAD TO BRONZE, SILVER, GOLD.



**AMBER**

- HEAD TEACHERS AND ASSISTANT PRINCIPALS
- MONITORING CARD FOR 3 DAYS
- TWO DETENTIONS
- NO SOCIALS
- NO SCHOOL REPRESENTATION

**AMBER**

- DISRUPTION / LATENESS / RUDENESS / UNCOOPERATIVE
- REFUSAL TO COMPLETE SET TASKS
- NON COMPLIANCE WITH OR REFUSAL TO FOLLOW
- REPEATEDLY NOT COMING PREPARED FOR CLASS
- USING A MOBILE PHONE IN CLASS
- BEHAVIOUR WHICH INTERFERES WITH THE RIGHTS AND LEARNING OF OTHERS
- FAILURE TO RECTIFY BEHAVIOURS



**RED**

- DEPUTY PRINCIPAL
- MONITORING CARD FOR 5 DAYS
- 3 DETENTIONS
- NO SOCIALS
- NO SCHOOL REPRESENTATION

**RED**

- BULLYING, HARASSMENT, INCITING OTHERS TO FIGHT
- VANDALISM
- ROUGH PLAY NOT INTENTIONALLY CAUSING PHYSICAL INJURY
- MISUSE OF SCHOOL EQUIPMENT
- TRUANCY
- REPEATED DISOBEDIENCE

**ACTION TAKEN**

- RESOLUTION MEETING WITH DEPUTY
- COUNSELLOR REFERRAL
- BEHAVIOUR PROGRAMME
- REVIEW MEETING

**SUSPENSION**

- TEACHER REFERRAL WHILE ON RED
- MORE THAN 20 CROSSES ON A MONITORING CARD
- HOSTILE BEHAVIOUR AIMED AT A STUDENT OR MEMBER OF STAFF
- PERSISTENT DISOBEDIENCE

**PRINCIPAL'S PINK SLIP**  
 STUDENTS IN DANGER OF EXPULSION  
 4 WEEKS MINIMUM THE REVIEWED

# Implementation:

- All students commence each school year on GREEN
- Progression to Bronze, Silver, Gold may occur with consistent, demonstrated and recognised achievements in a minimum of three criteria within a term (see True Colours flow chart).
- Bronze may be awarded for maintenance of at least three criteria throughout the term/s. GREEN for 1 term and no RISC entries
- Mandatory criteria are for all SILVER/GOLD awards are:  
Attendance > 90% ; school uniform as per policy (records to be maintained) ; No change in colour resulting from RISC entry.
- Silver may be awarded for the attainment of a Bronze award and maintenance of at least FIVE criteria throughout the term.
- Gold may be awarded for the attainment of one Silver award and maintenance of at least SEVEN criteria during the term.
- Platinum is awarded at the end of an academic stage for receipt of Bronze, Silver, Gold throughout the stage. Minimum needed to achieve platinum must be one gold award in Kindergarten and two Gold awards per Stage.
- Students will be nominated by staff, through Head Teachers and Assistant Principals, with evidence to support nomination. Submission of nominations on specified form, by week 6 of each term to D.P. or A.P.
- Auto-nomination will occur through the submitting of Merit cards.  
Ten Merits = AP / DP award;  
Three AP / DP awards = Principal award.  
Three Principal awards = nomination for Colour
- Whole school executive will process nominations confirming or rejecting nomination during weeks 7 or 8. (Referring to RISC and/or Executive records and/or Uniform and/or Attendance records)
- A student will be given the opportunity to discuss specific areas to aspire towards for a successful nomination with class teachers and/or year advisors. Emphasis within these discussions needs to be placed on positive attributes of a student on a particular colour rather than negatives.
- The Merit card system will be a means of providing evidence to support an award or nomination. It needs to be emphasised that merit cards are not the only pathway to the award of Gold, Silver, Bronze, Platinum but they form an important role in positive reinforcement of student behaviour. Their award will be ongoing ie. Students will continue to receive Merits for efforts and achievements irrespective of Award level status
- True Colour Awards will be made at K-12 assemblies in week 8 of each term. Parents / Caregivers to be invited. Week 2 ,T2,T3,T4. Platinum will be awarded on Presentation Night.

- All staff are expected to encourage students to be actively and regularly involved in striving for the achievement of these awards. If students are NOT hard working, responsible members of the school community who respect the rights of others, they will be moved through the colours.
- Principal's discretion may be exercised resulting in variations in a student's progression through the colour sequence. This may occur at any point in the sequence.

## **Commendations and Merit Card Criteria**

- Effort and attitude
- Sportsmanship
- Leadership
- Improvement
- Cooperation
- Initiative
- Achievement
- Thoughtfulness
- Respect
- Achievement of academic potential

## **Core Values**

The following is a list of the Warren Central School's Core Values which reflect the expectations our school community has of the students at our school. These values were determined through wide consultation of the school community and were ratified by the School Council, P&C, Staff and the wider community.

- ◆ Respect yourself, others and your surroundings
- ◆ Be honest and responsible in words and actions
- ◆ Have a go and do your best
- ◆ Be an active listener
- ◆ Work safely, play safely
- ◆ Be proud of your school

## Respect Yourself, Others and Your Surroundings

I have a right to be respected.

*So* I have a responsibility to respect others, their beliefs and their background.

### *Therefore I should:*

- follow instructions given by the teacher, support teacher, relief teacher or parent helper
- show kindness and consideration to others and not engage in bullying
- appreciate the efforts of others
- understand that sometimes people may be upset
- not discriminate against people who are different from me (for example, people with disabilities or people from other cultural backgrounds or religions)
- respect the privacy and personal space of others
- not bring offensive or pornographic material to school
- not access offensive or pornographic material on the Internet
- not have offensive material or drawings on my pencil case, book or other possessions
- help new students to settle in school
- invite others to join
- share equipment fairly, for example, books, computers and sports equipment
- not bully other students
- report immediately any problems involving bullying, teasing, ganging up or fighting
- leave my hat off inside
- peacefully resolve conflict by talking over differences and not resorting to violence
- keep noise to a minimum when moving from class to class

### *and I must not:*

- use alcohol, tobacco and illicit drugs
- bring chewing gum to school
- bring aerosol cans to school
- spit.

## Be Honest and Responsible in Words and Actions

I have a right to be safe and have my property left alone.

*So* I have a responsibility to be honest in words and actions.

***Therefore I should:***

- never willfully damage the school
- be truthful
- eat my lunch in the correct place
- use the toilet facilities, equipment and furniture correctly, taking care not to cause damage
- leave permanent markers and liquid paper at home
- report any damage within the school
- take care when playing near trees, plants, buildings and fences so that I do not cause damage
- park my bike in the bike parking bay
- not ill-treat animals whilst at school or on school excursions and visits (ill-treatment means causing pain or suffering by tormenting, beating, kicking, over-riding, wounding or overloading any animal, approaching or interfering with the animal)
- leave items of value, weapons, toy guns and dangerous toys at home
- obtain permission from the owner before using his/her belongings
- ask permission before using other people's belongings and return them in the same condition they were in when you borrowed them

## Have a Go and Do Your Best

I have a right to learn.

*So* I have a responsibility to allow others to learn, to follow instructions and to complete my work to the best of my ability.

***Therefore I need to:***

- show sustained application to learning (do my best)
- think about how I learn best
- learn as much as I can about learning independently and cooperatively
- stay on task
- contribute to the group if working co-operatively
- help other students when this is acceptable to the teacher and the student being helped
- bring my diary to every lesson (secondary only) and use it
- do my homework
- show my parents notes sent out by the school regarding my progress
- complete all set tasks in the time allowed
- cover all books
- present all work neatly and tidily
- deliver letters, notes, newsletter (Jumbunna) issued by school to my parents.



## Be An Active Listener

I have a right to get an education.

*So* I have a responsibility to be actively involved in my lessons by being an active listener.

*Therefore I should:*

- listen to instructions and follow them whether from the teacher, teacher assistant, relief teacher or parent helper
- ask for help from the teacher or my peers (when acceptable) if I find a learning task too difficult
- wait patiently for my turn when seeking assistance
- wait my turn when talking and listening to others
- listen to others courteously
- either raise my hand or use the method negotiated with my teacher to seek assistance
- listen to what others have to say during classroom discussions without interrupting or ridiculing their responses

## Work Safely, Play Safely

I have a right to be safe and secure at school.

**So** I have the responsibility to behave in a manner that keeps others and myself safe at all times.

### ***Therefore in a practical lesson I need to:***

- know and understand the specific rules which apply to each practical subject
- use equipment correctly and safely
- only use equipment which I am allowed, capable and trained to use;

### ***In general, I need to:***

- always 'think' safety and obey safety signs
- take care when entering and leaving school, especially at the main crossing. If I have ridden my bike I must enter and leave through the main gate and only push the bike while I am on school grounds
- resolve conflict peacefully
- put all rubbish in the rubbish bin
- obey rules that apply to different areas around the school and remain in my allocated playground area
- be considerate towards other people and use common sense when playing
- play games according to the rules and not risk the safety of others or interfere in their games
- play games that do not involve hitting people, throwing sticks, stones, sand or other missiles, ganging up on others or using violence and not play contact sports
- walk in an orderly manner into, around, and out of the school and classrooms
- seek permission from a teacher before entering rooms or leaving the school grounds
- remain seated when eating my lunch (K-12)
- use the toilets only for the correct purpose
- use equipment in the proper manner
- ask a teacher to help when an accident has occurred
- tell a teacher if I can see trouble developing between other students or if I am having a problem with others in the playground which I cannot peacefully resolve
- immediately report anyone using or possessing alcohol, tobacco or illicit drugs
- inform a teacher if I damage equipment
- inform a teacher if I find damaged or dangerous equipment or items
- report immediately all intrusions by potentially dangerous animals and people to a teacher
- wear a hat when outside
- use school grounds and equipment only in school time unless I have been given special permission by the Principal

### ***and I must never:***

- bring weapons onto school premises (weapons can include, but are not limited to, firearms of any kind, knives, hunting slings, catapults or sling shots, knuckle-dusters, studded gloves or sap gloves, blow guns or any device capable of projecting a dart, kung fu sticks or nunchaku, batons of any type, spear guns, mace any defence or anti-personnel sprays that are capable of discharging irritants in liquid, gas or powder form)
- bring alcohol, tobacco or illegal drugs to school
- pretend that a harmless substance, such as sugar, is an illicit drug
- climb into trees or climb onto the walkway roof
- play contact games except under the supervision of a teacher and/or with written permission as required by the DE

## Be Proud of Your School

Your school will treat you with consideration and with your best interest at heart.  
*So* I have a responsibility to be proud of your school.

### *Therefore I need to:*

- arrive at school between 8.20 – 8.40am (secondary) or 8.30 – 9.00am (primary) unless my bus arrives earlier
- always attend school and be punctual unless I am sick or have an appointment with a doctor, dentist or other medical person or unless there is a special reason for my absence
- talk kindly about others and treat other people as I would like them to treat me
- ask my parents to seek special permission from the Principal prior to the absence if I will be on extended leave (ie more than 3 days) from school for a reason other than sickness
- always satisfactorily explain my absence whether a whole day or part day with a note or a phone call from my parents or caregiver within 3 school days
- remember that penalties apply in Stage 5 (Year 9 and 10) and Stage 6 (Preliminary or HSC) if I miss an Assessment Task without a satisfactory explanation (ie an explanation which satisfies the rules set down by the Department of School Education for acceptable absence)
- sign in at the office and collect a Late Note to be signed by my teachers and given to my roll call teacher the following day if I arrive late to school (secondary)
- to sign in and out at the office for approved partial absences
- be punctual to all school activities including lessons, STAR, sport, excursions and assemblies unless I have a valid reason for being absent or late
- obtain permission from the teacher of the class if I need to use the toilet during lessons
- behave courteously and respectfully towards visitors and be orderly in the canteen area
- accept directions from teachers, school staff and leaders
- speak politely and clearly and not use socially unacceptable language (swearing)
- play fairly with others
- use good manners at all times
- be polite to others—students, teachers and visitors to the school
- knock before entering a room

Ensure you show your pride by:

- take good care of my body, my teeth and my hair
- have my parents/caregivers check for head lice regularly
- not share hair brushes or hats
- wear correct school uniform and bring a note when I cannot
- wear a school hat in the playground and use sun screen when available
- immediately attend to a nose bleed or bleeding cut in the appropriate manner, being careful not to get my blood on others or on equipment
- bring a note from my parent/caregiver if I must take medication at school and take it to the person responsible for medication at the office
- wash my hands before eating and after playing, after using the toilet and after touching unclean things
- stay at home if I'm too sick to attend normal lessons or if my illness may severely affect others
- use a pump or roll on deodorant instead of aerosol sprays which are banned in the school

# Strategies to promote good discipline and effective learning

The strategies listed below are not intended to be prescriptive or comprehensive. Rather, they form benchmarks to which teachers at Warren Central School aspire. Also, should good discipline not be evident in certain situations, they form a checklist against which a teacher could compare his/her current classroom practice.

(Many of the strategies noted here are adapted from 'Best Practices Outcome Statements, Quality Assurance Directorate, Consultation Draft, August 1994)

## *Learning*

### **The Learning Environment**

*Teachers at Warren Central School:*

*Seek to provide learning opportunities within a stimulating and secure environment by:*

- being consistent
- not using 'put downs' or sarcasm
- creating a visually rich learning environment which includes student input
- allowing students to build on the accomplishments and contributions of other class members
- modeling appreciation and respect for others
- using appropriate elements from the Quality Teaching Framework;

*Actively support and develop the relationship between home, school and the community by:*

- maintaining an ongoing oral and written communication with parents;

*Use a wide range of appropriate resources to address the interests, needs and attitudes of individual students by:*

- ensuring that the learning environment is organised to cater for different learning styles
- taking opportunities to extend learning experiences beyond the classroom;

*Communicate clear expectations which are understood by students and promote excellence by:*

- developing a shared expectation by students and parents that the students will be successful in learning
- allowing the students to monitor their adherence to their roles and responsibilities
- recognising and valuing student success in its diverse forms.

## **Student Learning**

*Teachers at Warren Central School:*

*Seek to allow students to take responsibility for, and be actively involved in, their own learning by providing opportunities:*

- to articulate the nature and purpose of learning
- to plan activities and employ personally appropriate learning styles to accomplish the task
- to access technology as an integral part of their learning
- to achieve personal excellence and demonstrate pride in their achievement;

*Provide opportunities for students to work both independently and collaboratively in a range of learning activities by:*

- explicitly teaching co-operative structures to students
- comparing and contrasting independent and collaborative learning
- allowing students to make decisions about future learning;

*Provide opportunities for students to take risks in their learning by allowing students to:*

- apply understandings and knowledge from prior experiences to new situations
- generate and explore new ideas
- engage in unfamiliar and challenging tasks
- use mistakes as opportunities for further learning;

*Provide opportunities for students to reflect on their learning and engage in self-assessment of their progress by:*

- allowing them to share in the assessment of their progress and achievement
- explicitly discussing and expanding their range of learning strategies
- giving them the opportunity to articulate a positive and realistic understanding of their progress, achievement and ability.

## **Teacher Learning**

*Teachers at Warren Central School:*

*Seek to provide students with relevant curriculum by ensuring that:*

- teaching programs are consistent with current DEPARTMENT OF EDUCATION AND TRAINING policy
- teaching programs are written using elements from the Quality Teaching Framework
- teaching programs implement syllabus requirements and incorporate school policy
- teaching programs are regularly evaluated and reviewed
- curriculum comprises a core component for all students which is enriched by learning experiences selected according to students needs
- students understand the relevance of their learning in terms of current and future needs;

*Design teaching programs which respond to students' interests, needs and abilities by:*

- developing teaching programs which cater for a variety of learning styles
- incorporating strategies in teaching programs which address equity issues including racism and gender
- ensuring that teaching programs provide for appropriate sequence and continuity in student learning
- using assessment of students needs as a basis for planning
- using a range of teaching strategies
- using a range of appropriate Quality Teaching elements;

*Collaborate with students in the learning process by:*

- making explicit the intended outcomes and purposes of the learning experiences provided
- allowing negotiation on specific learning experiences
- supporting students in pursuing self-directed learning;

*Maximise student learning outcomes through effective use of management strategies for student learning by:*

- providing clear expectations of acceptable standards of behaviour in the classroom
- effective and efficient use of human and physical resources available
- modeling and promoting caring, tolerance and sensitivity

- using relevant support staff (STLA, Student Welfare Teacher, Peers, Executive Teachers, School Counselor)
- accessing relevant information including student records and RISC.
- Referring students to support agencies (eg. Occupational therapy, Speech Pathology, Pediatrician, Far West, Stewart House)

