



CONSERVATORIUM
HIGH SCHOOL
Fiat lux

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WELLBEING POLICY



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DET Wellbeing framework

What is wellbeing?¹

In very broad terms, wellbeing can be described as the quality of a person's life. Wellbeing needs to be considered in relation to how we feel and function across several areas, including our **cognitive, emotional, social, physical and spiritual wellbeing**.

Wellbeing in schools is for all students. A focus on wellbeing goes beyond just welfare needs of a few individual students and aims for all students to be healthy, happy, successful and productive individuals who are active and positive contributors to the school and society in which they live.

Cognitive wellbeing is associated with achievement and success, how information is processed and judgements are made, informed by motivation and persistence to achieve and is important for attaining knowledge and experiencing positive learning.

Emotional Wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.

Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.

Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes: physical activity, nutrition, physical safety and security, and preventative health care. Physical wellbeing enables positive health outcomes.

Spiritual wellbeing is related to our sense of meaning and purpose, formed through a range of influences including culture, community and religion and includes beliefs, values and ethics we hold.

¹DET Wellbeing Framework. Downloaded 29 April, 2021 from <https://education.nsw.gov.au/student-wellbeing/whole-school-approach/wellbeing-framework-for-schools>

Statement of purpose

Students at Conservatorium School are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community. We expect our students will demonstrate Social Responsibility by modelling appropriate behaviour, by encouraging appropriate behaviour and by discouraging and reporting inappropriate behaviour of others in the CHS community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims. These rules are based on the NSW DET core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

The Principal is committed to supporting students and school staff in the implementation of these rules through school policies and programs, in order to promote the highest standards of behaviour and learning in our school.

School Values

The whole school community has agreed on the school values of respect, compassion and integrity and these values are explicitly taught.

Character Strengths²

Con High uses the VIA Classification of Character Strengths and Virtues as the foundation of its Wellbeing and Student Management Programs to create a positive learning environment and develop students who are equipped for the 21st century. These strengths are encapsulated in the belief of Be Good, Feel Good and Do Good.

The Whole Musician

As the State's only specialist music school, we are committed to developing in our students the knowledge, skills, understandings, attitudes, habits, dispositions and mindsets required to become whole musicians. We achieve this through the school values of compassion, integrity and respect. We also give students the opportunity to develop character strengths through a positive behaviour model. We believe making music is a community service that brings joy.

² <https://www.viacharacter.org/character-strengths> Downloaded 10-5-21

School Rules & Code of Conduct

All students at Conservatorium High School are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform and dress code policy.
- Behave safely, considerately and responsibly at all times, including when travelling to and from school and involved in activities in the school precinct.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Care for property belonging to themselves, the school and others.
- Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Wellbeing, Welfare and Leadership Programs

Conservatorium High School has a variety of regular daily processes, programs and people and a number of ongoing annual programs that positively contribute to the well being of our students.

The daily regular processes and programs include:

Restorative Practice

Peer Support

Learning Support Team

Welfare Team

Year 12 and Staff Mentor Program

School Counsellor

Peak Performance Coach

Youth Worker

Student Representative Council

School Captains

House Captains and House System

House Patrons

Personal Development Programs

Wellbeing Programs

Careers Adviser

Girls Adviser

Buddy system for new students

The ongoing, less frequent and annual programs include:

Leadership and Team Building Days

Lifeready Camp (Year 11)

Driver Ed Program

House Concerts

Study skills

Year 11 Leadership Program

In Year 11 students have an opportunity to participate in a Leadership Training Program. We believe leadership is a skill students will use throughout their lives and everyone should receive training. The program is founded on the school values of compassion, respect and integrity and allows each individual to explore their own character strengths to develop a positive leadership approach. Each student participates in community service, completes a Leadership Reflection Statement and after an interview with the Principal becomes a school leader.

Extra Curricular Activities

The school readily acknowledges that certain extra-curricular activities can be of benefit to students, if the activity serves to complement the school's music and/or academic programs. However, Con High students have very full timetables into which many hours of personal practice have to be fitted and additional activities do lead to additional stress for students.

Before seeking permission to take on extra-curricular commitments, students must ensure that the proposed activity would neither clash with existing school obligations nor impede giving of one's best at school. Applicants seeking permission to take on additional (extra-curricular) activity must demonstrate how it can be accommodated on their timetable.

At the Conservatorium High, two courses of study run concurrently: the NSW curriculum that is binding on all schools in this State, and the Conservatorium High music program that is unique to the State's only specialist music high school. The music program is funded by a grant from the State Non-Tertiary Music education grant. Con High students and their parents are the beneficiaries of that grant. The school must ensure that these special State funds are used to optimal advantage. Accordingly, Con High commitments always take precedence over extra-curricular activities. Please refer the school Extracurricular Policy.

Conservatorium High School Community Responsibilities

The school is not, by itself, responsible for or equipped to ensure the wellbeing of our students. This is a shared responsibility of parents and students in partnership with teachers and other staff. This social responsibility will be demonstrated by acting in a manner that has positive outcomes for all members of our community and the wider, global community.

The school has responsibilities in the areas of:

- providing students with skills and knowledge and the ability to reason
- developing students as members of society (to be able to work cooperatively and constructively with others)
- providing for the physical welfare of students while in the school's charge
- developing students as individuals
- providing consistency in dealing with students
- providing a well disciplined environment
- developing self discipline
- providing a caring environment that develops mutual respect
- recognising the role that the school plays as a resource to link families with community support services.

Each teacher has a responsibility to encourage in his or her students

- a sense of enjoyment and satisfaction from learning
- an ability to communicate effectively
- a coherent set of values to guide behaviour
- a sense of personal and social responsibility for their actions
- a sense of personal dignity and worth
- self-reliance
- a sense of cultural identity
- a feeling of belonging to the wider community
- an ability to form satisfying and stable relationships

Each student has responsibilities in the areas of:

- undertaking set tasks with due diligence and to the best of their ability
- following the school rules, code of conduct and DET rules
- interacting effectively and appropriately with other students, staff, institutions and outside agencies in their capacity as representatives of the school
- following teacher's instructions/directions, ensuring a safe, secure and productive environment
- behaving in a manner that consistently demonstrates social responsibility that aligns with NSW DET core values, school expectations and Code of Conduct

Parents/Caregivers have a responsibility to develop in their children:

- a sense of enjoyment and satisfaction from learning
- an ability to communicate effectively
- a coherent set of values to guide behaviour
- a sense of personal and social responsibility for their actions
- a sense of personal dignity and worth
- self-reliance
- a sense of cultural identity
- a feeling of belonging to the wider community
- an ability to form satisfying and stable relationships

Student Management Plan

The Conservatorium High School Student Management Plan is founded on the expectations implicit in the core rules and core values, on the responsibilities of all stakeholders and on positive and corrective interventions, some of which are listed below:

These intervention strategies are enforced consistently across the entire school and are underpinned by Restorative Practice and the development of Character Strengths.

Positive Intervention

Classroom progress

Recognition assemblies

Academic Advisors

SRC

Welfare Team

Excursions

Extra Curricula Programs

Learning Support Team

Corrective Intervention

Classroom Management Intervention

Incident Reports

Counsellor Support

House Patrons

Restorative Questions

Welfare Meetings

Academic Advisors

Suspension, Resolution, Re-Entry

Special programs eg Home School Liaison

Wherever possible, instances of inappropriate behaviour should be managed through restorative practice. This does not, however, undermine or diminish school and DET rules, policies and procedures on Suspension and Expulsion of School Students.

Strategies to Promote Positive Behaviour and Effective Learning (Positive Intervention)

- Provide a secure, caring, safe environment
- Provide challenging and interesting learning experiences for all students
- Provide support as necessary and appropriate, to all students
- Model appropriate behaviour
- Reward appropriate behaviour
- De-value inappropriate behaviour
- Use Restorative Practice where appropriate
- Assist staff to implement school systems to manage behaviour
- Liaise with staff, students, parents and outside agencies to ensure effective communication of student needs and behaviour
- Monitor behaviour through Sentral, Classroom/Head Teacher Contracts, Conduct Books and/or through in/direct observation

The following strategies have been devised in accordance with the school's ethos and Department of Education and Training policies and procedures. Conservatorium High School is committed to:

Providing a stimulating and secure learning environment by;

Ensuring classroom activities are appropriate to each student's level of ability

Ensuring that all student effort is valued

Encouraging a positive classroom tone

Showing students respect and expecting students to respect the rights of others

Encouraging a positive home-school relationship through;

Discussing when appropriate with parents and students their roles in promoting acceptable student behaviour

Providing opportunities for two-way communication between parents and the school in the form of electronic communications (email, SMS), interviews, information nights and the P&C

Inviting community involvement in decision making on committees and P&C and in other capacities deemed appropriate in the school

Valuing the cultural backgrounds of students

Catering for the interests, needs and attitudes of individual students by

Providing a diverse range of opportunities and resources throughout the school

Teacher assessment and planning which caters for the needs and learning styles of individual students within each class

Providing appropriate support programs and personnel eg. School Counsellor, English as an Additional Language or Dialect teachers (EALD), Integration Support, Gifted and Talented Students programs, Restorative Practices, Leadership Programs, buddy system and mentor program.

Clearly establishing and communicating expectations through;

Parent meetings, newsletters/NW@CHS, policy documents and the school website

Roles and responsibilities being clearly established and adhered to in the classroom

Support of the school Learning Support & Welfare Teams

Our staged system of behaviour management – The Level System

Rewarding and valuing student effort and success

Providing programs that develop self discipline, self esteem, self evaluation and communication by:

Accepting the notion that making mistakes is a normal part of learning and encouraging students to accept this on their way to achieving their goals

Developing in students the skills to take responsibility for their actions through the use of such strategies as restitution and mediation

Including classroom and group learning experiences such as Character Strengths, House Activities and other Personal Development lessons and programs.

Strategies to recognise and reinforce student achievement (Positive Intervention)

The following is a list of some of the strategies employed:

- School acknowledgment of Achievement at Assembly
- School acknowledgment of Achievement in NW@CHS
- School acknowledgment of Achievement on school displays
- School acknowledgment of Achievement on CHS Website
- Performance Opportunities; individual and ensemble; Assembly and P&C
- Recognition Certificates for Co-Curricula representation, eg., PAU Ensembles, SYO, School Spectacular, Music camps, Academic Competitions, sports
- Year 12 Concerto Competition
- Chaos Special Purpose Grants
- Positive Publicity via photographic displays
- Speech Night for Academic Awards and all HSC and exam based awards (SC & HSC Medals)
- Recognition & Valedictory (Term 3) Concert for all Service Awards, House Championship and induction of new House Captains
- Vouchers, Badges, Subscriptions
- Letter of Recognition from Principal

Strategies for dealing with unacceptable behaviour (Corrective Intervention)

The school approach to unacceptable behaviour is based upon the tenant that school experiences should be learning experiences. Restorative Practices give students and staff strategies to help them learn how to manage difficult situations and maintain positive learning relationships as well as develop character strengths.

RESTORATIVE PRACTICE

Central focus of Restorative Practices: Relationships.

Repairing harm, responsibility for repairing harm and strengthening relationship,

The term Restorative Practices describes a range of formal and informal practices that assist in the development of social literacy at three levels.

1. Building and strengthening relationships
2. Solving day to day problems and difficulties
3. Formal interventions to address serious incidents of harm.

Restorative Practices has a strong pedagogy focus which are explicitly linked to the NSW Quality Teaching and Learning Framework.

OLD PARADIGM RETRIBUTIVE JUSTICE		NEW PARADIGM RESTORATIVE JUSTICE
Misdemeanor defined as breaking the school rules	1	Misdemeanor defined as adversely affecting others
Focus on establishing blame or guilt, on the past (did he/she do it?)	2	Focus on problem-solving by expressing feelings and needs and how to meet them in the future
Adversarial relationship and process	3	Dialogue and negotiation – everyone involved in communicating and cooperating with each other
Imposition of pain or unpleasantness to punish and deter/prevent	4	Restitution as a means of restoring both/all parties, the goal being reconciliation
Attention to right rules, and adherence to due process	5	Attention to right relationships and achievement of the desired outcome
Conflict represented as impersonal and abstract: individual versus school	6	Misdemeanors recognised as interpersonal conflicts with some value for learning
One social injury replaced by another	7	Focus on repair of social injury/damage
School community as spectators, represented by member of staff dealing with the situation	8	School community involved in facilitating restoration
People affected by misdemeanour not necessarily involved	9	Encouragement of all concerned to be involved – empowerment
Miscreant accountability defined in terms of receiving punishment	10	Miscreant accountability defined as understanding the impact of the action, seeing it as a consequence of choices and helping to decide how to put things right

Restorative Questions

The following questions are asked of those who have caused harm:

- What happened?
- What were you thinking about at the time and which character strength dominated?
- What have you thought about since? Identify the character strength that could have balanced this situation and explain how.
- Who has been affected by what you have done and how?
- What are you going to do to modify your behaviour and which character strength will you use to resolve the issue?

The second set of questions is asked of those who have suffered harm:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others? What character strength can you call on to help in this situation?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Student Behaviour Management

Students who are struggling to meet school expectations and follow the school Code of Conduct will participate in the process detailed below.

Restorative Discussion and Classroom Contract

Teacher will give 2 explicit warnings for inappropriate behaviour

On the 3rd warning student will receive the Restorative Questions to complete ASAP

Teacher and student have a meeting to resolve the issue and repair the relationship. Student proposes the resolution strategies

Student placed on a Classroom Contract for 6 lessons, letter sent home to parents with details of behaviour, support and resolution



Head Teacher Restorative Interview and Contract

If the student breaks the Contract or receives 3 warnings again in class while on a Contract they are referred to the Head Teacher

If the student does not participate meaningfully in the process they are referred to the Head Teacher

Student is placed on a Head Teacher Contract for the next 6 lessons and must see the Head Teacher at the end of each lesson

A letter is sent home to parents with details of behaviour, support and resolution



Deputy Principal Restorative Interview and Booklet

If the situation does not improve and/or the student is issued with multiple Contracts the student is referred to the Deputy Principal for a formal interview

Student is placed on a Booklet to be completed by all teachers in all classes

Letter and phone call to parents detailing behaviour, support and resolution



Breaking Deputy Principal Contract

If the pattern of behaviour continues a Formal Warning will be issued. The Deputy will follow the DET Suspension and Expulsion of Students and the student will be referred to the Principal for consideration and this may lead to a suspension from school

Links for Parents and Students

Headspace: 02 9114 4100	www.headspace.org.au
Kids Help Line: 1800 55 1800	www.kidshelp.com.au
Beyond Blue: 1300 22 4636	www.beyondblue.org.au
NSW Mental Health: 1300 794 991	www.mentalhealth.asn.au
Black Dog Institute: 02 9382 2991	www.blackdoginstitute.org.au
Lifeline Australia: 13 11 14	www.lifeline.org.au
Counselling Online	www.counsellingonline.org.au
Bullying No Way!	www.bullyingnoway.com.au
Children & Youth Health	www.cyh.com
Metro Magazine	www.metromagazine.com.au
National Alcohol Campaign	www.nationalalcoholcampaign.health.gov.au
National Youth Alcohol Campaign	www.drinkingchoices.com
Drug Information @ your library	www.druginfo.sl.nsw.gov.au
Action on Smoking and Health	www.ashaugt.org.au
Centre for Tobacco Free Kids	www.tobaccofreekids.org
An excellent site — there will be other links to useful and informative sites.	www.reachout.com.au
Information on drugs, drug problems and services to help. Managed by the NSW Gov.	www.druginfo.sl.nsw.gov.au
Drug information on the internet. Managed by the Australian Drug Information Network.	www.adin.com.au
Information about health in different languages.	www.mhcs.health.nsw.gov.au
Drug Smart is also available at libraries.	www.communitybuilders.nsw.gov.au/drugsaction/zcard.html
The anti-bullying network is concerned with providing information about handling and addressing bullying in schools.	www.antibullying.net
Centre for Adolescent Health	www.rch.unimelb.edu.au/adolescent
Stay Smart Online provides all Australian online users with information on the simple steps they can take to secure themselves online. This includes information and advice on how to secure your computer and your transactions online.	www.staysmartonline.gov.au