

Cowra High School Student Wellbeing Programs

Academic-Performance Assessment and Underachievement interventions

Existing Programs	Who Monitors/ What Actions	Explanation
Students of Concern Spreadsheets	<p>Youth Worker maintains and updates the spreadsheet after every report period. Students with results below the school standard are identified.</p> <p>Deputy Principal & Year Advisor meets with parents to discuss and approve actions to be taken in respect of individuals or groups.</p>	All students receive academic reports from the Deputy Principal during interview. Students of concern are identified by the Student Advisor and the Youth Worker. Parents are invited for an interview about the progress of their student and the range of strategies that could be utilized to support them. These may include: informal personal support; formal or informal interviews scheduled by the Year Advisor; focus groups; attendance at special programs delivered by external professionals or referral to a Counsellor, Careers Advisor. Usually a three-tiered approach is taken: informal encouragement by YA, formal intervention by YA and Deputy Principal, referral to Counsellor.
Focus groups	<p>HT Engagement Data Analyst P and C AECG</p>	A target group of students, identified by the Principal and HT Engagement, is interviewed by Data Analyst. They discuss similar barriers to learning, where and when it occurs and appropriate remedial actions that need to be implemented.
N Warning Letters (NESA proforma)	<p>Teachers will request Deputy Principal to produce N Award letters – adapted as ‘Warning Letters’. The Deputy Principal will email a copy of the warning letter to the parents after a phone call home to parents. Youth Worker</p>	All parents of students of Years 10-12 will receive letters after a student’s failure to submit tasks or to attend classes. These letters apply to everyday tasks set by the teacher as well as to Year 11 or HSC assessment tasks. Teachers need to compose a letter via Sentral, these letters are created by the Head Teachers and Deputy Principal reviews. It is the teacher’s responsibility to follow up the request by checking that the letter has been sent, following up on work not submitted, or on whether the protocols stated in the letter are adhered to. Head Teachers are responsible for monitoring Warning Letters sent on behalf of Faculty members and for discussing individual students’ progress issues with their colleagues. N Award data base is collated by the CHS Youth Worker.
Progress reports	<p>Year Advisor Deputy Principals</p>	Progress reports need to be completed by all of a student’s teachers to identify areas of weakness/strength. Any concerned teacher may request a progress report from a Year Advisor. Teachers are asked to respond promptly to requests for a Progress Report as interviews usually happen very quickly after the request is made. Data gathered from progress reports form the basis of interviews between Year Advisors and students and parents. Year Advisors send electronic proformas for teachers to complete.
Faculty progress letters	<p>HT and class teachers</p>	Faculties generate their own letters for Years 7-9 relating to work being incomplete, non-serious attempts, missed classes or failure to submit tasks. Home responses may signal areas for learning interventions and further referral to Counsellors, LST or the Student Advisor or recommendations to the DP re unsatisfactory progress.

Existing Programs	Who Monitors/ What Actions	Explanation
'Find a student' identification	Learning Support Team	Identifications of students being monitored and receiving interventions from Year Adviser, Counsellor, Mentor Teacher, Literacy team etc are noted on Find a Student on Sentral LST Minutes. Teachers can obtain more information from their HT through database maintained 'Students with concerns'. Data here is Confidential.
Individual Learning Support Plans (ILSPs)	Year Advisors SLSO Support Teachers LST Teacher SSO Aboriginal Education Team	ILSP, PLP is a way to support students to strive for their full academic potentials or cultural goals. Student Advisors, Aboriginal Education Team or LST identify students who would benefit from individual accountability. They will contact students and parents in order to set up individual plan. The plan will be monitored by SLSO by meeting with students regularly. SLSO/LST/Aboriginal Education Team help students with their time management and communicate to parents in relation to student's progress. Parents work in partnership with the school so that students can maximise their potential.
Literacy interventions Literacy Development Plan	Literacy Coordinator Learning Support Teacher	Students needing literacy support are identified by the <i>Literacy Support Team</i> and are provided with appropriate interventions in consultation with Year Advisers, HT's or DP. Special classes and personal support are offered as appropriate. In 2022- 2024 a three year experiment gave structured literacy support to students targeted as having comparative English deficits. NAPLAN and Check In Assessment gains were significant for most students in the target group.
Student Reports	Principal, Deputy Principal, HT, Year Advisors All classroom teachers	End of Course and Mid Course reports outlining academic award/rank/attitude and involvement in co-curricular activities and attendance are prepared. Values Education is included by way of engagement assessment. Teacher comments, Principal discusses report content some students at a short interview. Principal issues, 'Principal Awards for high attendance, achievement in outcomes assessed and Commitment to Learning.
HPGE – Triple O	HT PDHPE and Reengagement Officer	This program students apply for via and expression of interest. HT PDHPE, Re Engagement officer, Principal and Deputy Principal are the panel who make the decisions on successful applicants to access personalised Fitness program two times a week.
Parent Teacher Evenings	Parents and teachers	Evening for junior and senior schools - after Mid Course reports to meet teacher and discuss progress and areas for improvement.

Academic-Special Provisions

Existing Programs	Who Monitors/ What Actions	Explanation
NESA request	School Counsellor and Youth Worker initiates requests. Deputy Principal maintains records, Special Provisions and supports organization and communication with external stakeholders, staff and parents.	Any student experiencing extenuating circumstances that may affect performance should see School Counsellors who request special provisions for that student such as separate exam space, extra time, computer, rest periods etc.
Stage 6 Support	School Counsellor Year Advisors HTSW	A scheme for HSC students experiencing extenuating circumstances in their last two years of schooling that may have an impact on overall results [death in immediate family, illness in family etc]. School Counsellors, Student Advisors, Youth Worker and Deputy Principal help students prepare their submissions / applications to limit the chance of exposure of private and confidential material.
Integration Funding Support	School Counsellors Interventions arranged with teachers / SLSO Year Advisors	Students with special needs can attract integration support funding. Students are identified and applications made through School Counsellors as approved by the Head Teacher Literacy Numeracy and Support.

Welfare- General Student Wellbeing

Existing Programs	Who Monitors/ What Actions	Explanation
Student Referrals	Everyone School Counsellors /Student Advisors Learning Support Team Student	Everyone identifies students' general wellbeing according to the discipline/ welfare flow chart, and advises Learning Support Team, Student Advisor or School Counsellor initially of concerns. Interventions are recorded by School Counsellor/ Year Adviser and Learning Support Team Meeting Minutes. Update given to person making the referral where appropriate. Referral can be made via Sentral
Find a student Notification to Class Teachers	Principal School Counsellors Student Advisor Deputy Principal	Whenever advice is received about a change in a student's circumstances an icon will flag this on Sentral and referred to the appropriate personnel AND class teachers will be notified of any preferred approach to be taken by teachers.
Celebration of Student Success Assessment and Extra Curricular activities	Principal Administration	Recognition and celebration of weekly activities. Please email all outstanding performances / achievements to the Principal. Postcard sent home and academic or extra curricular awards at assembly.
Values Education	Deputy Principal SSO Youth Worker Aboriginal Education Team	Program runs from 7-9 and includes units of work on positive emotions, mental fitness, grit, resilience, self-esteem, anti-bullying, digital nutrition, organisation, morality, philosophy, racism, interpersonal skills. Participation is assessed on Student Reports, LST referral, return from suspension or at risk students identified at PBL Meetings.
Year Camps 7,9 and 11	Year Advisors Teachers Deputy Principal	Years 7-10 attend an annual school camp designed to develop strong peer relationships and challenge students. Refer to Excursion <i>Policy</i> and Curriculum Programs for cross faculty excursions.
Career interviews	Career Advisor	All students are interviewed in Years 10, 11 and 12 by the Careers Adviser and selected senior students on the careers plan. Career Adviser give advice on career/subject options and goal setting.
Leadership Programs	SLC, Deputy Principals, SSO	The School endorses the belief that all students should be provided with as many opportunities to develop leadership skills and take on responsibility as possible. Leadership roles are written with specific responsibilities and levels of achievement and accountability.
Love Bites Junior and Senior Programs	Stages 4 and 5 students Wellbeing Team External Providers	Love Bites aims to provide young people with a safe environment to examine, discuss and explore respectful relationships. All Love Bites programming takes a strength-based approach and views young people as active participants who are able to make choices for themselves and their relationships when supported with information and opportunity for skill development. Love Bites education is focused on three critical areas for learning: <ul style="list-style-type: none"> • Knowledge: youth-led collaborative learning • Attitudes: critical thinking and decision-making and • Behaviours: problem solving and communication skills
Year Group Focused Wellbeing Days	All Years 7-10	The days are designed for students to develop their skills in an area where they can learn the importance of self care, successful collaboration and where to seek further support for overall health. All students are provided the opportunity to achieve, ensure they know at school and in the community who can support them with the view to increase students advocacy, belonging and success at school and the wider community.

Existing Programs	Who Monitors/ What Actions	Explanation
Peer Support	Peer Support Coordinator Facilitators [Year 10]	In Year 10 all students are given a chance to complete phase 1 of training. The program in action provides Yr 7 with moral support beginning in Yr 10 providing facilitators an opportunity to develop caring relationships and practise leadership skills on behalf of the school.
Student Award Scheme/Eagles/Gold Medallions PBL Weekly Assemblies	Deputy Principal All co-curricular Supervisors	A recognition scheme to encourage and recognise student involvement in community/school events/services and academic achievement.
SLC Leadership	SLC coordinator SLC representatives	Every year has elected representatives to represent student opinion, to bring matters of concern to the attention of the Principal, to initiate improvements on behalf of the student body and to promote community service and charitable endeavours by students.
Parent Teacher nights	Parents Teachers	An important forum to meet people involved in a student's education, to explore strategies to assist student enhance or improve performance and engagement in a subject area and to discuss concerns.
Parent communications	Parents Head teachers Class teachers Year Advisors	Any problems/concerns a parent has at a faculty level should be directed to the Head Teacher of that subject. Any problems/concerns at a student welfare level should be referred to Year Advisor or School Counsellor or Deputy Principal.
Open Days	Open Day coordinator and all staff	The purpose of Open Day is to market the school in the Cowra community and the wider community. Celebrate education at high, our cultural diversity and student achievement as well as promote Year 6 orientation and transition.
Parent Information Evenings	Principal Deputy Principal	Various evenings to provide information regarding subject choices and how to support their child in senior school and the HSC.
Outside organisations and Wellbeing programs	Deputy Principal	Adolescent welfare and careers issues addressed in regular events such as Headspace presentation, School Police Liaison Officer, RAGE Programs, cultural advisor workshops , Aboriginal Education student workshops, Wagamibirra Dance group with primary feeder schools
P & C Community Liaison Parents	P & C Parents	Parents volunteer to help clarify or translate communications to and from the school

Welfare- Anti-Bullying

Existing Programs	Who Monitors/ What Actions	Explanation
Peer Mediation	Everyone Peer Mediation Coordinator Deputy Principal	Teachers should refer students involved in minor disputes to SSO or Deputy Principal who will arrange a Mediation. This intervention is not suitable for any incidents of bullying. The program is preventative, targeting low level altercations / disputes between students. Students can self-refer for a Peer Mediation session through the SSO or and SLSO.
Peer Support Yr 7 Student Participation	Values Education teachers Peer Support Coordinator Peer Support Facilitators [Yr. 10]	All Year seven students are taken through transition program and strategies for dealing with bullying through Peer Support and Values Education lessons. This program aim to maximise students' connectedness at High School through school participation.
Referrals	Everyone Counsellors/Year Advisor/HT Student Wellbeing or Deputy Principal	The Anti-Bullying Policy – all teachers need to address incidents or suspicions of bullying. Students to be referred for disciplinary action to DP for all incidents of bullying. Suspected victims of bullying should be referred to the Counsellor if the student will not disclose or discuss a problem. Students referred for support to Counsellor, SSO or Year Advisor. Students can report incidents of bullying, discrimination and other wellbeing concerns to any staff member. Yas/SSO/Deputy Principal will investigate bullying incidents and refer to relevant DPs for disciplinary procedures.
Discipline suspension/detention	Everyone Deputy Principal	All incidents of bullying are recorded on Sentral and appropriate action taken. Zero tolerance for all types of bullying or attempted intimidation or homophobic vilification or harassment or psychological or cyber bullying. 'Formal Caution' letter is a minimum first offence consequence. Serious or repeated behaviours result in suspension where procedural fairness is ensured for all parties involved.

Welfare-Integration of Special Needs Students

Existing Programs	Who Monitors/ What Actions	Explanation
Orientation Meeting	Parents Principal Deputy Principal	Invitations to Year 6 parents inviting them to have an interview in Term 3 to structure an IEP for their student and PLP for Aboriginal students and review at the end of Semester One of Year 7
Contact with Primary Schools	School Counsellors SLSO LST Teacher Student Advisor Support staff Year 6 teachers	All incoming student's Primary schools are contacted and information relating to students gathered eg. Counselling and Learning needs, Previous years' visits by executive to selected Primary feeder Schools.
Support Meeting and action plan	School Counsellor/Parent/Student Year Advisor/SLSO HTSW	Regular meetings are held to update information, review action plan and monitor student's needs. The School Counsellor, LST or Year Advisor updates.
National Disability Data Collection	HT LN SLSO Year Advisors Whole school	The school participate in the annual NDDC in May each year. HT Literacy Numeracy seek information from all teaching staff in relation to learning adjustments. HT Literacy Numeracy also consult with SLSO, YAs and school counsellors in relation to the students to be entered into NDDC. Parents are informed through meetings and documentation.

Welfare- Year 7 Transition into Cowra High School

Existing Programs	Who Monitors/ What Actions	Explanation
Contact with Primary Schools	School Counsellors HT Literacy Numeracy School Administration SLSO LST	Primary schools are contacted to determine any requirements a student may have eg. Preferable groupings for students coming from major feeder schools.
Peer Support	Peer Support Coordinator DP and Year 10 Facilitators	Over Term One peer support groups meet once a week. Students are encouraged to discuss concerns, form friendship groups etc
Yr 7 P&C Welcome Evening	P&C Aboriginal Education Team Senior Executive	A social evening to welcome parents, meet staff and register names with other parents in a student's class. Designed to get parents of students in the same class to connect with one another.

Welfare- New Students to Cowra High School

Existing Programs	Who Monitors/ What Actions	Explanation
Buddy on Enrolment	Transition Coordinator	Year Advisor welcome and organises buddy/ies for new students and monitors student during settling in phase.
Orientation folder	Administration	New students provided with info pack
Literacy Numeracy Assessment	Learning Support Teacher	Test literacy and numeracy skills for appropriate class placement

Attendance-Partial Absences

Existing Programs	Who Monitors/ What Actions	Explanation
Class rolls	Class teacher	All teachers must maintain accurate class rolls. Rolls must be marked every period using the PXP Sentral software or a Teacher record kept and uploaded electronically at the end of the period. Find a student displays and indicate that a student was present in the corresponding period and an 'a' if the student was absent. Students whose attendance <i>in class</i> is of concern should be reported to HTs.
Daily newsletter/ Absentee email	Class Teacher Roll Call teacher Administration Attendance Officer	Official daily roll mark roll call All parents are text messaged absences daily. Calls are made daily by attendance officer re student absences
Warning Letters (NESA proforma)	Teachers will request Deputy Principal to produce Nesa 'Warning Letters'	All parents of students from 10-12 will receive letters after a student's persistent failure to attend classes. Teachers need to request a letter via the intranet. Absence from class itself is not a problem for NESA but missed experiences of the course is. When sending letters for absences from class, missed topics / content / experiences need to be detailed. The number of periods missed should also be stated.
Reporting students with multiple absences from class	Teachers	Teacher concerned about the progress of students in Years 7-9 as indicated by their class rolls, should investigate their attendance record by referral to LST. If concerns remain about the student's attendance teacher emails the Year Adviser or DP for further investigation.
Reporting Suspected truants	Everyone Deputy Principal HT Attendance Officer	Suspected Truancy (Years 10, 11 and 12): Please refer suspected truants in Years 10-12 to DP of Senior School. Suspected Truancy (Years 7, 8 and 9): Please refer suspected truants in Years 7-9 to DP of the Junior School.

Attendance-Whole Day Absences

Existing Programs	Who Monitors/ What Actions	Explanation
Roll call procedures	Roll Call Teacher Deputy Principal [seniors]	Years 7-12 Attendance is monitored by Sentral. The onus is on each student to provide a parental letter of explanation for any absence from school. Failure to do so can affect Austudy or Abstudy payments.
Sentral PXP	Deputy Principal	All teachers can access information regarding student's absences.
Unexplained Absences	Year Advisers Attendance Officer	Year Advisers monitor and contact students and parents to check wellbeing concerns in relation to student absences. They share their concerns with Head Teachers if an irregular pattern of absences is detected. If needed, matter to refer to Deputy Principal. Sentral keep record of attendance monitoring.
Year 7-12 notification of absences	Attendance Officer	Every day Administration staff advise parents who have not telephoned the school to inform us of their child's absence that their student is absent from school and that a letter will be required upon the student's return. Communication to parents is by automatically generated text message.
Prolonged Absence	School Counsellor Deputy Principal AEO SSO Year Adviser	Where students are demonstrated school phobic behaviours or have prolonged absences the School Counsellor intervenes, monitors and reports to the Deputy for possible HSLO referral. Student must be referred to the LST and prioritised for the Attendance Team.

Attendance-Sport/HPGE

Existing Programs	Who Monitors/ What Actions	Explanation
Sport Rolls	Sports Coordinator Sport Teachers HT PDHPE	Teacher are provided with individual sport rolls and a copy of daily absences. Teachers mark the roll they are given for the session of sport. The Sports Coordinator is informed of any sports truants. The Sport Coordinator monitors attendance at sport.
Cowra vs Camden CKC Cup CHS Knockouts Europe Excursion Ski Trip School Spectacular Bangarra Dance On Country opportunities for Aboriginal students	HT PDHPE Deputy Principal – Excursions Teacher in Charge of Excursions	These opportunities are provided for the students in HPGE sport. Other excursions staff provide an expression of interest for students and are able to access the opportunity to travel to other countries and go and experience and learn skills where Cowra cannot provide these experiences. There is fundraising for students to assist with the cost of excursions to ensure equity for all students at school.