

Sydney Boys High School

Student Wellbeing Programs

Academic-Performance Assessment and Underachievement interventions

Existing Programs	Who Monitors/ What Actions	Explanation
Students of Concern Spreadsheet Academic Support Group (ASG)	Principal maintains and updates the spreadsheet after every report period. Students with results below the school standard are identified. Principal's Assistant prepares and sends letters to parents for students of concern (after consultation with year YA) and HTSW HTSW & YAs meets with Principal to discuss and approve actions to be taken in respect of individuals or groups.	All students receive academic reports from the Principal during interview. Students of concern are identified in the ranking process. Parents are sent a letter outlining the school's concerns about the progress of their sons and the range of strategies that might be employed is listed for them. They are asked to contact the school if they do not want the school to act in a particular way in support of their son. Unless the parent responds to the Principal, consent to proceed with one or more interventions is assumed and improvement targets discussed with them. The Principal sends up to three letters home in Years 7-9 and 10-12 explaining to parents that the student is under-achieving and outlining a range of possible interventions. . The Principal meets with the Year Advisers to discuss the students of concern. Possible interventions for individuals and /or groups are discussed and actions agreed upon. These may include: informal personal support; formal or informal interviews scheduled by the Year Adviser; focus groups; attendance at special programs delivered by external professionals or referral to a Counsellor, Careers Adviser, or outside provider. Usually a three-tiered approach is taken: informal encouragement by YA, formal intervention by YA, referral out to Counsellor.
Focus groups	Year Adviser Parents	A target group of students, identified by the Principal, is interviewed by Year Adviser. They discuss similar barriers to learning, where and when it occurs and appropriate remedial actions that need to be implemented.
Warning Letters (Board of Studies proforma)	Teachers will request Deputy Principal to produce BOS letters – adapted as 'Warning Letters'. The Deputy Principal will email a copy of the warning letter to the boy's parents. [SAD letter]	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 Preliminary or HSC assessment tasks. Teachers need to request a letter via the intranet. These letters are created by the senior school deputy, but Head Teachers may also create them. 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.
Progress reports	Year Adviser Deputy Principals	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 Adviser. 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 YAs and students and parents. Year Advisers send electronic proformas for teachers to complete.
Faculty progress letters	HT and class teachers SAD letters on 'find a student'	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 or the Year Adviser or recommendations to the DP re unsatisfactory progress.

Existing Programs	Who Monitors/ What Actions	Explanation
'Find a student' identification	HT Student Wellbeing/ Deputy Principal	Identifications of students being monitored and receiving interventions from Year Adviser, Counsellor, Mentor Teacher, Literacy team etc are noted on Find A Student and school server. Teachers can obtain more information from their HT through database maintained 'Students with concerns'. Data here are Confidential
Individual Learning Support Plans (ILSPs)	Year Advisers SLSO	ILSP is a way to support students to strive for their full academic potentials. YAs 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 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.
Acceleration Individual Learning Plans	Principal Deputy Principal [senior] Head Teachers Class teachers Year Advisers	Refer to Sydney Boys High Subject Acceleration Policy. P: school wide teaching and learning/policies/ acceleration. All accelerants are required to apply for admission into the subject acceleration program. They apply at Faculty level first and if approved draft an <i>Individual Learning Plan</i> and lodge it with the Principal for approval, before the end of term 3. The Principal considers all applications and publishes a list of approved subject accelerants. Qualification includes being within the top 100 in the cohort after the Year 9 results are collated. Students rejected by the Principal on overall academic grounds have the right of a personal appeal in writing to the Principal with staff and family support.
Literacy interventions Literacy Development Plan	Literacy Coordinator Literacy team	Students needing literacy support are identified by the <i>Literacy Team</i> and are provided with appropriate interventions in consultation with Year Advisers. Special classes, lunch sessions and personal support are offered as appropriate. In 2009-2011 a three year experiment gave structured literacy support to boys targeted as having comparative English deficits. NAPLAN gains were significant for most boys.
Student School Diary	Year Adviser Teachers Parents Student Class teacher	School diaries are important sources of two-way communication between the school and the home. They can be hard or soft copy, so long as they are maintained with discipline. Class teachers are urged to use this document to set up monitoring processes with parents of individual students. Students identified as experiencing difficulty managing time, reaching deadlines etc may have their diary monitored on a regular basis by YA, SLSO and parent. Having the parent sign off the homework completed section once a week to monitor progress, is an effective strategy.
Student Reports	Principal, Deputy Principal, Year Adviser All classroom teachers	Yearly and half yearly reports outlining academic award/rank/attitude and involvement in co-curricular activities are prepared. Values Education is included by way of engagement assessment. Teacher, Principal and Year Adviser comments. Principal discusses report contents with each student at a short interview.
Parent Teacher Evenings	Parents and teachers	Evening for junior and senior schools - after half yearly 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 HTSW initiates requests Deputy Principal maintains records Special Provisions are scheduled by the Head Teacher Administration.	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
Educational Access Scheme	School Counsellor YAs 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, YAs and HTSW help students prepare their submissions / applications to limit the chance of exposure of private and confidential material.
Integration Funding	School Counsellors Interventions arranged with teachers / SLSO YAs	Students with special needs can attract integration support funding. Students are identified and applications made through School Counsellors as approved by the Head Teacher Wellbeing.

Welfare- General Student Wellbeing

Existing Programs	Who Monitors/ What Actions	Explanation
Referrals	Everyone School Counsellors /Year Advisers/ HT Student Wellbeing Student	Everyone identifies students' general wellbeing according to the discipline/ welfare flow chart, and advises Year Adviser or School Counsellor initially of concerns. Interventions are recorded by School Counsellor/ Year Adviser. Update given to person making the referral where appropriate. Referral can be made via the Staff Intranet.
Find a Student Notification to Class Teachers	Principal School Counsellors HT Student Wellbeing Year Advisers	Whenever advice is received about a change in a student's circumstances an icon will flag this on 'Find a Student' AND class teachers will be notified of any preferred approach to be taken by teachers.
High Notes	Principal Administration	Recognition and celebration of weekly activities. <i>High Talent</i> section of <i>High Notes</i> . Please email all outstanding performances / achievements to the Principal.
Values Education	HT Student Wellbeing and teachers	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, ethics in research. Participation is assessed on Student Reports twice per year. In Year 10 a special Transition Program is in place to address career goal through the Career Voyage.
Year Camp Outdoor Education	MIC Outdoor Education Year Advisers Teachers	Years 7-10 attend an annual school camp designed to develop strong peer relationships and challenge students. Hierarchical skill development over 3 years. Refer to <i>Outdoor Education Policy</i> and Program. Orienteering and expeditioning are focuses for Year 10 participants, articulating into the Duke of Edinburgh Program.
Career interviews	Career Adviser	All students are interviewed in Year 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	SRC, HT Student Wellbeing, Deputy Principals, Prefect Master, Peer Support Coordinator Peer Mediation Coordinator, Leadership Portfolio	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.

Existing Programs	Who Monitors/ What Actions	Explanation
	Coordinator	
Peer Support	Peer Support Coordinator Facilitators [Year 9]	In Year 9 all students are given a chance to complete phase 1 of training in Values Education. The program in action provides Yr 7 with moral support and YR 9 facilitators an opportunity to develop caring relationships and practise leadership skills on behalf of the school.
Student Award Scheme	Deputy Principal All co-curricular Supervisors MICs for co-curricular activities	A recognition scheme to encourage and recognise student involvement in community/school events/services and academic achievement. This seven level scheme aims at engaging all students with the culture of the scheme. Refer to <i>Student Awards Scheme</i> booklet and policy.
Swimming and fitness	HT Sport/PDHPE	Students unable to swim or are below a target level of fitness are placed in a remedial program to reach a preferred goal before a being able to attend chosen sport. The aim to have all students able to swim 50m and to run 1.6km inside the benchmark time based on ACPHER national fitness standards..
STAR letters	HT Student Wellbeing All teachers Administration	To recognise and encourage positive actions by students such as academic improvement within a subject, courtesy, leadership and kindness. 13 Proforma letters to send home complimenting students on aspects of their behaviour are available on the <i>Star</i> entry icon.
Student School Diary	Student Class teacher Parent Year Adviser	Student diary contains code of conduct and other information. Sections in the diary are designed to promote monitoring by teacher and parent signatures. The effective use of the diary develops organisation skills. Year Advisers will monitor diary use by students identified as experiencing difficulties with organisation/ time management.
Gifted and Talented	Gifted and Talented Coordinator	Every faculty is invited to be represented on the <i>Quality Teaching Team</i> . See <i>Gifted and Talented Policy</i> . Refer to <i>Gifted Education</i> on SBHS intranet.
SRC	SRC coordinator SRC 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.
GPS teams	HT Sport MIC , coach	High runs 16 organised sports. We expect boys to join AAGPS teams for the winter and summer seasons. Competitive team sports promote connectedness, personal responsibility, physical fitness, group goal setting, common purpose and friendship and most of all it promotes and maintains overall wellbeing. In 1st and 2nd grade teams there are at least three training sessions a week one of them being your sport time.
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 Adviser	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 Adviser or School Counsellor or HT Student Wellbeing.
Open Day	Open Day coordinator and all staff	The purpose of Open Day is to market the school in the Eastern Suburbs and the wider community. Celebrate education at high, our cultural diversity and student achievement
Parent Information Evenings	Principal Deputy Principal	Various evenings to provide information regarding subject choices and acceleration
Outside organisations and Wellbeing programs	HT Student Wellbeing	Adolescent welfare and careers issues addressed in regular events such as 1Scope, Headspace presentation, School Police Liaison Officer, High Resolves and Brainstorm Presentations
Junior Dances	SRC	Social events to increase connections with SGHS

Existing Programs	Who Monitors/ What Actions	Explanation
Trivia Night	Executive Year Advisers	
Parent Mentors	P & C Parents	Volunteer parents (>50) are assigned to groups of new parents each year. Their role is to contact those parents by telephone several times before and during the first few weeks of enrolment with a view to answering questions, explaining processes and policies or interpreting calendars, maps, or school to parent communications.
P & C Community Liaison Parents	P & C Parents	A scheme was proposed to have bilingual parents (16) assist LOTE 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	Teachers should refer students involved in minor disputes to Peer Mediation Coordinator who will arrange a Mediation with two trained Yr 11 Mediators. 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 Student Portal.
Peer Support Yr 7	Values Education teachers Peer Support Coordinator Peer Support Facilitators [Yr 9]	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 through school participation.
SAD letters	Everyone Deputy Principal [junior]	Teachers should refer to Deputy Principal incidents of bullying. Incidents will be recorded on the SAD system [Find A Student], parents will be notified. Referrals made to Counsellor/Mediators as required. Patterns of behaviour are evident when all incidents are recorded.
Referrals	Everyone Counsellors/Year Adviser/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, HT Student Wellbeing or Year Adviser. Students can report incidents of bullying, discrimination and other wellbeing concerns through the Student Portal. YAs 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 SAD and appropriate action taken. Zero tolerance for all types of bullying or attempted intimidation or homophobic vilification or harassment or psychological or cyber bullying. 'Intention to suspend' letter is a minimum first offence punishment. Serious or repeated offences result in suspension.

Welfare-Integration of Special Needs Students

Existing Programs	Who Monitors/ What Actions	Explanation
Orientation booklet	Parents HT Student Wellbeing School Administration	Letter to parents at orientation to request Special Needs.
Contact with Primary Schools	School Counsellors HT Student Wellbeing SLSO	All incoming students 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 proved beneficial in attracting first round choices for High.
Support Meeting and action plan	School Counsellor/Parent/Student Year Adviser/SLSO HTSW	Regular meetings are held to update information, review action plan and monitor student's needs. The School Counsellor, HTSW or Year Adviser updates.
National Disability Data Collection	HTSW SLSO YAs Whole school	The school participate in the annual NDDC in May each year. HTSW seek information from all teaching staff in relation to learning adjustments. HTSW also consult with SLSO, YAs and school counsellors in relation to the students to be entered into NDDC. Parents are informed through the High Notes.

Welfare- Year 7 Transition into Sydney Boys High School

Existing Programs	Who Monitors/ What Actions	Explanation
Contact Primary Schools	School Counsellors HT Student Wellbeing School Administration SLSO	Primary schools are contacted to determine any requirements a student may have eg. Preferable groupings for students coming from major feeder schools.
Grouping Policy	Principal School Counsellors HT Student Wellbeing Incoming Yr 7 Adviser	Refer to <i>Purposeful Grouping Policy</i> for year 7 classes. In addition it is policy to ensure students are with familiar faces where ever possible and that primary school advice is considered before finalising class lists.
Peer Support	Peer Support Coordinator and Year 9 Facilitators	Over term 1 peer support groups meet once a week in <i>Values Education</i> . Students are encouraged to discuss concerns, form friendship groups, learn school song etc
Week 1 two day program	DP from Junior School HTSW Yr 7 YAs HT Sport Prefects	Various activities not in students' class groups, so that students can get to know each other. The program involves, The school Song, Orientation and Sporting activities. YAs go through school diary and discuss code of behaviour and other matters. School Prefects take student on tour of school and timetabled classes. HTSW and DP from the Junior School to take students to bus stop
Transition Reports Year 7	Classroom teacher	A report on each Year 7 student's adjustment into different subject areas, completed by the end of term 1. Less formal than Half and Yearly reports.
Parent Year Groups	Parents/ P&C	Parents Year Groups have been operating at SBHS since 2001 to provide friendship and support to each other. Supportive group discussing matters specific to their student's needs. Highly recommended for all parents They operate outside the P & C and bring matters of interest or concern in respect of students in

Existing Programs	Who Monitors/ What Actions	Explanation
		their year to the attention of the Principal.
Yr 7 P&C Welcome	P&C Year 8 group	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 Sydney Boys High School

Existing Programs	Who Monitors/ What Actions	Explanation
Buddy	Transition Coordinator	Year Adviser welcome and organises buddy/ies for new students and monitors student during settling in phase.
Transition Prefect	Transition Coordinator	Incoming students in Years 8-11 are assisted by the Transition Prefect with their transition into a new school. Aligned with students' sports, residence on interests. All new Year 9 students received workshop on Time management.
Orientation folder	Administration	New students provided with info pack

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 Attendance Check or a Teacher record kept and uploaded electronically at the end of the period. Find a student displays a pink box to 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 HT Administration	Daily newsletter distributed period 2 every day lists official absences.
Warning Letters (NESA proforma)	Teachers will request Deputy Principal to produce BOS letters – adapted as '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 the Board of Studies 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 'Find A Student'. If concerns remain about the student's attendance teacher emails the Year Adviser for further investigation.
Reporting Suspected truants	Everyone Deputy Principal HT Administration	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 computer scanned swipe cards located opposite the Deputy's office and in the front office. The onus is on each student to provide a parental letter of explanation for any absence from school. Failure to do so results in students attending a Roll Call class with the Deputy Principal in lieu of the swipe card system.
Find a Student	Deputy Principal	All teachers can access information regarding student's absences.
Unexplained Absences	Year Advisers	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 HTSW. YAs keep record of attendance monitoring.
Year 7-12 notification of absences	Absence Manager	Every day Administration staff advise parents who have not telephoned the school to inform us of their son'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 HT Administration Year Adviser HTSW	Where students are demonstrated school phobic behaviours or have prolonged absences the School Counsellor intervenes, monitors and reports to the HTSW for possible HSLO referral.

Attendance-Sport

Existing Programs	Who Monitors/ What Actions	Explanation
Sport Rolls	Sports Development officer Sport Teachers HT Sport	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 HT Sport is informed of any sports truants. The Sport Administration Officer monitors attendance at sport.

