



# Student Welfare Policy 2022

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## ***STATEMENT OF PURPOSE***

Schools support the learning, wellbeing and safety of all students. Shoal Bay Public School is committed to providing a safe, supportive and responsive learning for everyone, fostering high quality teaching and learning. The school is proud of its friendly, family orientated learning environment that is underpinned by strong home-school partnerships.

The school community recognises the importance of a system of core values and beliefs that represent the aspirations of parents, carers, students and teachers. The foundation of our school's core values is expressed in the school motto; 'Excellence through Effort' as well as in our school vision 'Excellent education in a supportive environment'. Positive behaviour and clear expectations for behaviour are fundamental to achieving these goals. All students have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

Collaboration between staff, students, parents and carers is fundamental in maintaining positive student behaviour and effective discipline. Our school and community work together to provide a learning environment underpinned by the Positive Behaviour for Learning (PBL) framework.

The school welfare policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

## ***SHOAL BAY PUBLIC SCHOOL EXPECTED STANDARDS OF BEHAVIOUR***

Our school expectations, based on the Positive Behaviour for Learning framework are **RESPECT**, **RESPONSIBILITY** and **EXCELLENCE**.

The school expectations were developed in consultation with students, parents and staff members and reflect the core values of our community.

The schoolwide expectations apply to all school settings. The expectations are clearly defined and taught explicitly through weekly PBL lessons and are reinforced on a daily basis across all aspects of day to day learning. The school community is committed to supporting student behaviour with a consistent, school-wide positive approach.

We implement teaching and learning approaches that support the development of skills needed by students to meet our high standards for safe, respectful and engaged behaviour.

<b>SHOAL BAY PUBLIC SCHOOL EXPECTATIONS FOR ALL SCHOOL SETTINGS</b>	
<b>RESPECT</b>	<b>Be caring</b> <b>Be cooperative</b> <b>Be polite</b>
<b>RESPONSIBILITY</b>	<b>Be safe</b> <b>Make good choices</b> <b>Own your actions</b>
<b>EXCELLENCE</b>	<b>Be prepared</b> <b>Be involved</b> <b>Be your best</b>

All students in NSW government schools are expected to:

- Attend school every day (unless 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 or dress code policy
- Behave safely, considerately and responsibly, including when travelling to and from school
- Show respect at all times for teachers, other school staff and helpers, including following class expectations, speaking courteously and cooperating with instructions and learning activities
- Treat one another with dignity and respect
- Care for property belonging to themselves, the school and others



## SHOAL BAY PUBLIC SCHOOL

### POSITIVE BEHAVIOUR FOR LEARNING EXPECTATIONS



	RESPECT	RESPONSIBILITY	EXCELLENCE
<b>All Settings</b>	-Be caring -Be cooperative -Be polite	-Be safe -Make good choices -Own your actions	-Be prepared -Be involved -Be your best
<b>Moving Around School</b>	-Walk quietly -Greet others	-Stay left -Consider others -Right place, right time	-Be on time -Follow staff instructions
<b>Bus Lines</b>	-Listen for instructions -Use good manners	-Remain seated -Keep your area tidy -Be on time	-Bus pass ready -Walk sensibly to the bus -Know where you are going
<b>Bus</b>	-Listen for instructions -Use good manners -Consider others	-Stay seated -Wear Seat belts	-Be prepared for your stop -Behave appropriately -Listen to the bus driver
<b>Playground</b>	-Speak politely -Play cooperatively	-Keep it clean -Right place, right time -Tell, Turn, Talk	-Be on time -Listen and follow instructions
<b>Canteen</b>	-Bring your manners -Wait patiently -Quiet talk	-Be prepared -Stay behind the line	-Plan your purchase -Money ready
<b>Assembly</b>	-Whole body listening -Polite greeting -Appropriate applause	-Be on time -Break time is toilet time -Move and stand quietly in your line -Listen for messages	-Settled and focused -Congratulate success appropriately -Participate actively
<b>Morning Play</b>	-Welcome others politely -Share the space -Consider and care for others	-Right place, right time -Walk safely and sensibly -Take care of your belongings	-Be organised -Be a positive role model -Be independent
<b>Office</b>	-Speak politely -Wait patiently	-Be prepared (notes) -Speak clearly -Listen carefully	-Have teacher permission -Right place, right time
<b>Lines</b>	-Listen to your teacher -Move quietly	-Be prepared -Move sensibly -Be on time	-Be ready to move -Stay in two lines
<b>Toilets</b>	-Keep it clean -It's private	-Use appropriately -Be hygienic	-Break time is toilet time



## SHOAL BAY PUBLIC SCHOOL

### POSITIVE BEHAVIOUR FOR LEARNING

### PLAYGROUND EXPECTATIONS



	RESPECT	RESPONSIBILITY	EXCELLENCE
<b>All Settings</b>	-Follow instructions -Use appropriate language -Safe hands and feet	- Hats on heads - Own your actions	-Ask a teacher for help if needed - Learn from your mistakes
<b>Bubblers</b>	-Wait patiently -Use appropriately	-Save water -Report problems	-Turn off when finished -Return to playground promptly
<b>Eating Areas</b>	-Eat your own food -Wait for teacher's instructions	-Sit in the designated areas -Lunchboxes in designated areas	-Wait, listen, play -Rubbish in the right bin at the right time
<b>Grass / Tree Areas</b>	-Care for plants and environment -Share the space -Follow instructions	- Play safely -Report concerns to teacher -Stay visible to teacher	- Set an example for others -Leave at the bell
<b>Fixed Equipment</b>	-Wait your turn -Follow instructions	-Walk on / around fixed equipment -Hands and feet to yourself -Ask before playing	-Be kind and patient -Know how to use the equipment
<b>Sandpit</b>	-Share equipment	-Use equipment for its purpose -Pack up and cover the sandpit	-Sand in the pit -Shoes and socks on
<b>Hard Surfaces / Concrete Areas</b>	-Respect other people's space -Keep areas clean	-Put equipment away - Use equipment safely -Look out for others	-Include others -Agree on the rules before we begin -Demonstrate good sportsmanship
<b>Ball Games</b>	-Play safely -Be aware of others -Be friendly and inclusive	-Play on grass areas -Play by the negotiated Shoal Bay rules	-Be considerate of others -Demonstrate good sportsmanship
<b>Sensory Garden</b>	-Maintain a friendly space -Gentle, quiet play	-Return things to their homes --Care for plants and equipment	- Be inclusive -Be considerate of people, plants and sensory items
<b>COLA</b>	-Follow teacher instructions -Play safely	- Lunch boxes in designated areas -Pack away equipment on time	-Share the space -Be aware of others
<b>Transitions</b>	-Walk quietly -Greet others	-Stay left -Right place, right time	-Be on time -Consider others

## ***RECOGNITION AND REINFORCEMENT OF POSITIVE STUDENT BEHAVIOUR AND ACADEMIC ACHIEVEMENTS***

Practices that recognise and reinforce student behaviour and achievement are an essential part of good discipline and effective learning. Encouraging expected behaviour practices can be formal and informal and adapted by teachers according to the situation and to what is appropriate for the individual student.

Positive encouragement of expected behaviours:

- produces immediate and quick results by reinforcing positive behaviours and expectations
- provides an incentive for students to work towards behavioural and academic goals
- acknowledges students respond best to positive reinforcement and increases motivation, buy-in and effort
- increases on task and attending behaviours

### **a) Verbal Praise and Caught You Being Good Awards**

Students are acknowledged for following behaviour expectations verbally and given 'Caught You Being Goods' for displaying respect, responsibility and excellence throughout the school. The 'Caught You Being Goods' are placed in a stage box and are drawn for weekly individual rewards. The 'Caught You Being Goods' are then accumulated in a whole school prize box contributing to whole school PBL rewards.

### **b) PBL Reward Days**

At the end of each term (or when the whole school token box reaches the designated markers), all students participate in student selected PBL reward days. Students select whole school rewards through the school parliamentary program and their class representatives.

### **c) Positive Classroom Rewards**

Positive rewards are integrated into the running of each classroom to promote and reinforce positive behaviour and work habits. Rewards and systems may vary in each classroom but ultimately tie back to our whole school PBL system. For instance, a classroom currency system would be used to 'purchase' class rewards but would then also be translated into 'Caught You Being Goods' for use in the school wide recognition program.

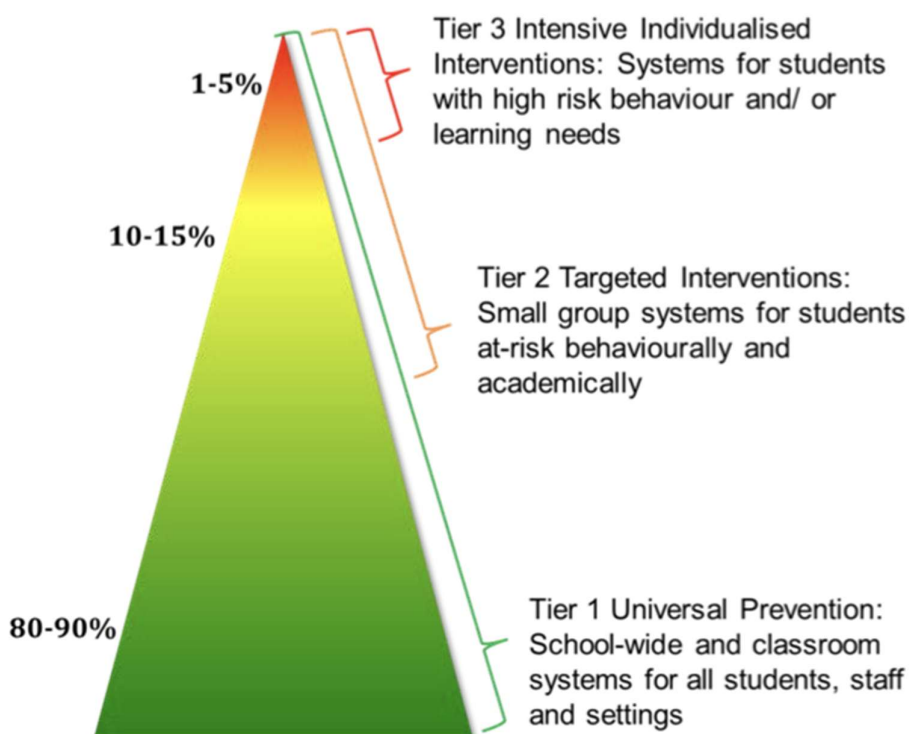
### **d) Merit awards**

Certificates of recognition are awarded to between 3 and 5 students, according to class size at fortnightly assemblies.

## ***STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE BEHAVIOUR***

PBL establishes strong school-wide universal systems that promote early intervention, and the explicit teaching and acknowledgement of social-emotional skills. PBL helps schools to develop consistent systems to promote positive behaviour and to discourage less desirable behavior.

The diagram below shows how the PBL continuum applies to all students.



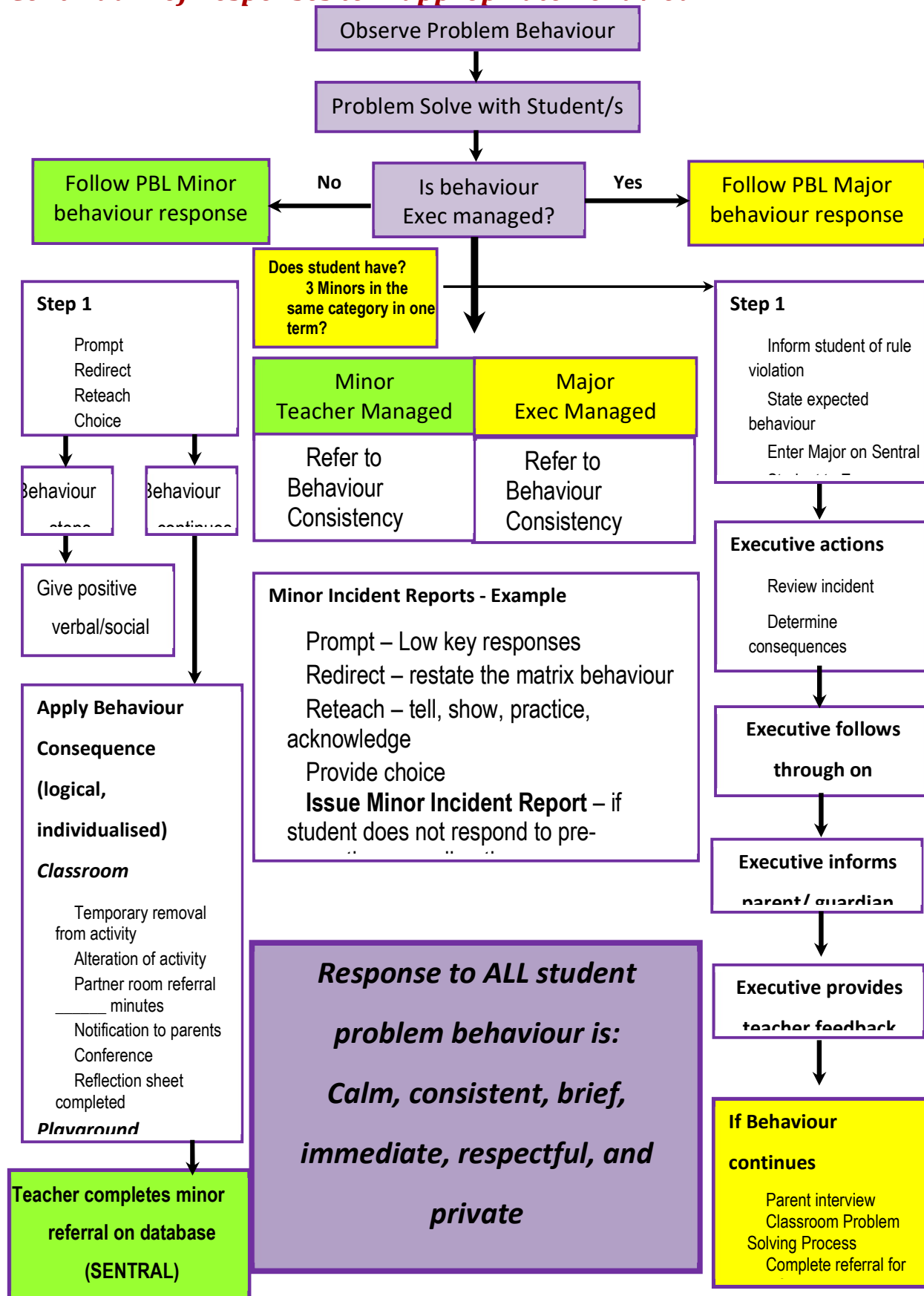
Most students respond to the Tier 1 Universal Preventions and consequences.

Some students, approximately 10-15%, will require additional academic and behavioural supports. The Tier 2 supports strengthen and build upon what has been taught to students at the universal level.

A smaller group of students, approximately 1-5 percent, may need individualised and intensive Tier 3 supports as well as universal and targeted support. The school will build upon the foundations of the school-wide system to support these students. Interventions focus on creating and implementing individualised behaviour support plans that are linked to the universal system.



## Continuum of Responses to Inappropriate Behaviour





## SHOAL BAY PUBLIC SCHOOL

### BEHAVIOUR CONSISTENCY GUIDE

Response to ALL student problem behaviour is: *calm, consistent, brief, immediate, respectful, and private.*



*Prompt* – low key responses, *Redirect* – restate the matrix behaviour, *Reteach* – tell, show, practice, acknowledge, *Provide choice* and relate *Consequences* to the behaviour being corrected.

**Expectation:** **Positive acknowledgement** – Caught You Being Good tokens and verbal praise.

**Purple:** **Teacher correct:** conversation, reminder of expectations, remove from play, time out-walk with teacher.

**Orange:** **Record on Sentral (minor): TIME OUT** - teacher applies appropriate immediate consequence, notify CT.

**Red:** **Record on Sentral (major): Thinking Room** – possible parent letter, warning letter or suspension.

**\*\*\*3 minors in the SAME category = MAJOR**

<p><b>Physical violence/Rough play/games</b> <b>Keep Hands and Feet to Self</b></p> <p>Unintentional contact</p> <p>Intentional contact - Pushing/ shoving/ grabbing/ tackling</p> <p>Tackling/striking with intent to harm Pursuing to strike Spitting on or at somebody</p>	<p><b>Disrespectful Manner/Swearing</b> <b>Use Respectful Language</b></p> <p>Swearing as an exclamation Indistinct mutterings Isolated lack of respect in manner</p> <p>Challenging manner/ lying Swearing amongst peers/ Lack of respect</p> <p>Verbally aggressive Swearing abusively at adult/peer/ Repeated lack of respect</p>	<p><b>Toilets</b> <b>Use Facilities Appropriately</b></p> <p>Playing in the toilet</p> <p>Inappropriate use of toilet area and facilities</p> <p>Repeated inappropriate use of toilet area and facilities or damage to area Invading privacy</p>
<p><b>Defiance or Dishonesty</b> <b>Follow Instructions</b></p> <p>Slow to comply with requests or complete tasks</p> <p>Refusal to follow instructions Removal of self without permission Intentional dishonesty</p> <p>Intentional and persistent refusal to follow instructions Repeated dishonesty</p>	<p><b>Inappropriate use of Property</b> <b>(Equipment /Resources)</b> <b>Use Equipment Safely and Respectfully</b></p> <p>Careless use or accidental breakage of property</p> <p>Breakage of property and/or reckless misuse</p> <p>Intentional breakage or damage of property through destructive use</p>	<p><b>Intimidation/ Harassment/ Exclusion</b> <b>Use Kind, Calm Words</b></p> <p>Isolated name calling, put downs, spreading rumours, intimidation, manipulation or exclusion</p> <p>Repeated name calling, put downs, spreading of rumours, intimidation, manipulation or exclusion</p> <p>Sustained name calling, put downs, spreading of rumours, intimidation, manipulation or exclusion Threatening harm</p>
<p><b>Climbing</b> <b>Play Safely</b></p> <p>Climbing without supervision</p> <p>Climbing or swinging after a warning</p> <p>Intentional climbing and refusal to follow safety instructions</p>	<p><b>Touching</b> <b>Safe Hands and Safe Feet</b></p> <p>Inappropriate touching without intent</p> <p>Inappropriate contact with intent</p> <p>Deliberate, targeted, inappropriate touching</p>	<p><b>Right Place/ Right Time</b> <b>Stay Visible and in Defined Areas</b></p> <p>Careless wandering / Out of bounds</p> <p>Repeatedly out of bounds</p> <p>Absconding Intentionally evading supervision</p>

## ***BEHAVIOUR INTERVENTIONS FOR TIER 1 – UNIVERSAL USE IN ALL SETTINGS FOR ALL STUDENTS***

In keeping with the PBL ‘Continuum of Responses’ flowchart (pg.8), the response to inappropriate behaviour for all students, in all settings follows the pre-determined and explicit pattern outlined in our Behaviour Consistency Guide (pg.9). As outlined, consequences for inappropriate behaviour range from opportunities for redirection and re-teaching of expectations to time out from regularly scheduled activities to Thinking Room and to possible suspension, depending on the circumstances.

### **Green Zone**

The Green Zone is a teacher led initiative providing all students an optional alternative playground space for recess. This space is specifically designed to provide a safe space for students to learn, practice and engage in self-regulation strategies.

### **Alternate Playground Options**

For students who prefer a quieter space to relax and regroup between classes, Shoal Bay Public School offers a range of alternate playground options as a means of promoting positive behaviour choices and engaging students in conscious choices to support their emotional regulation. A weekly program is available on the white board outside the front office. Choices for alternate play include Garden Club, Library, Sensory Garden and structured sporting activities on the North Playground.

### **Thinking Room**

The Thinking Room is located in a Stage Supervisor’s classroom and operates five days a week during lunch. Referrals to the Thinking Room are from classroom incidents, playground incidents and serious bus incidents or incidents outside of school grounds and hours that have a clear and close connection between the school and the conduct of students. A student may be referred to the Thinking Room for a single MAJOR behaviour (see Behaviour Consistency Guide pg.9) or for a series of 3 or more MINOR behaviour incidences from the same category. Referrals may also occur at the Stage Supervisor’s discretion to allow for individualised conflict resolution planning and reflection on behaviour.

All students who attend the Thinking Room have an opportunity to discuss their behaviour and the events related to incidents with the Thinking Room Supervisor. The Thinking Room Supervisor will assist each student to reflect on their behaviour, identify possible positive behaviour choices for the future, provide guidance around restoring relationships if necessary and will ensure that the student understands the given consequences.

Some incidences referred to the Thinking Room, particularly those that involve violence may require statements from victims, perpetrators and witnesses to ensure compliance with the DoE policies and guidelines.

Referrals to the Thinking Room will be recorded in the student monitoring database (Sentral). Depending on the nature of the incident and the student’s ongoing behaviour record, a letter may be sent home informing parents / carers and guardians of the circumstances and possible consequences, including potential suspensions.

Any student who attends the Thinking Room 3 times in any single term and / or accrues 3 Majors in a single term, will be excluded from a school event. e.g. a visiting show, sports team, excursion etc. Each term begins as a clean slate.

## **Monitoring Card**

Staff may implement a behaviour monitoring card for students who have several behaviour incidents or a pattern of inappropriate behaviour. These students will be referred to the Learning Support Team for consideration for Tier 2 PBL interventions.

## **Suspensions**

Shoal Bay Public School student suspensions are based on the [Department of Education policy \*Suspension and Expulsion of School Students – Procedures 2011\*](#).

## ***BEHAVIOUR INTERVENTIONS FOR TIER 2-TARGETED INTERVENTIONS FOR STUDENTS AT RISK BEHAVIOURALLY, SOCIALLY OR ACADEMICALLY***

In addition to the Tier 1 Universal strategies and policies, students who require additional support to learn and demonstrate the school wide PBL values and expectations will be referred to the Learning and Support Team for consideration for inclusion in Tier 2 programs. The data collected in the school wide student monitoring database (Sentral) is monitored regularly to identify patterns of student behaviour as well as anomalies in the data that could indicate a student's need for increased support. Shoal Bay Public School currently offers a range of programs at the Tier 2 level specifically targeting support needs across academic, social, emotional and behavioural contexts.

## **Lunch Bunch**

Lunch Bunch is a social skills program tailored to the needs of each cohort. Students develop relationships with their peers while engaging in hands on activities targeting the social skills required to increase student success and demonstrate positive behaviour for learning across all school settings.

## **Brave**

The BRAVE program introduces students to a range of therapeutic techniques to manage anxiety including: relaxation training, identification of emotions and thoughts, positive self-talk, coping skills and problem solving.

## **Rock and Water**

Rock and Water is a hands-on program designed for our more senior students and focusses on developing self-respect, self-confidence and self-reflection.

## **Drum Beats**

Drum Beats is an education program which uses music and rhythm to develop confidence and a sense of community for students who require additional support to communicate effectively, express themselves in a group situation and develop the confidence needed to thrive in all areas of school life.

### **Check In – Check Out (CICO)**

CICO is an individualised accountability system that allows targeted students to interact and be mentored by a staff member on a daily basis. CICO is a highly structured program that provides daily student feedback, improves home / school communication and internalises success and accomplishment of goals.

### **Academic Interventions**

The Learning and Support Team offer targeted support for small groups and individuals requiring additional support in literacy and numeracy. Inclusion in MinLit, MultiLit, MacqLit, Fluency Fitness, Automaticity and Working Memory groups is based upon teacher referral and evidence collected against the established criteria for Tier 2 interventions.

### ***BEHAVIOUR INTERVENTION FOR TIER 3- INTENSIVE INTERVENTIONS FOR STUDENTS WITH HIGH RISK BEHAVIOUR AND LEARNING NEEDS***

In addition to the interventions provided at both the Tier 1 and 2 levels, students who display high risk behaviour and learning needs will be closely monitored and supported by a multidisciplinary team. The interventions at this level will be tailored to individual needs and circumstances of each student. Services provided for students requiring Tier 3 support include but are not limited to:

#### **Behaviour Intervention Plans and / or Behaviour Contracts**

Individualised plans created in conjunction with the student and their support teams outlining desired positive behaviours, possible triggers and personalised tools to work towards goals. These carefully structured documents are based on Functional Behaviour Analysis and include regular data collection and analysis, daily monitoring and intensive mentoring and coaching from school staff.

#### **Referral to Counsellor or other External Support Providers**

Referral to school, departmental or external support providers will be based on the individual needs of the student and their families.

#### **Access to Alternative Settings**

Collaboration with Student's Physicians, Allied Health Professionals or Mental Health Providers

## ***RECORD KEEPING***

Each negative incident is entered on the school's database of student monitoring (Sentral). This data is regularly used to inform future teaching and learning for individuals and groups of students as well as in the creation of our whole school PBL curriculum.

In line with DoE requirements, more formal records may be required from time to time. In these instances, an individual record will be established and behavioural strategies will be tailored to meet the specific needs of students. These strategies are mandatory and will be implemented consistently by all staff.

### **Classroom Behaviour Expectation and Record Keeping**

Within each classroom at Shoal Bay Public School a school wide card system is to be used in K-6. While the behaviour expectations remain the same as those outlined in our PBL matrix, for the purposes of classroom monitoring, the following system is in place.

**First Card:** Prompt, redirect and reteach the desired PBL expectation

**Second Card:** The student has not corrected their behaviour or has required a second redirection of a school wide behaviour expectation and as such receives a structured "Time Out" to reflect on their behaviour choices and to self-regulate before returning to the group. A second card constitutes a MINOR and will be recorded in the student monitoring database (Sentral).

**Third Card:** A continuance of poor choices results in the student being asked to leave the class and to report to the Stage Supervisor. The Stage Supervisor will determine (in conjunction with the classroom teacher) whether the behaviour constitutes a MINOR or MAJOR behaviour, records the behaviour in the student monitoring database (Sentral) and follows through with the relevant consequences. (See Behaviour Consistency Guide pg.9)

### **Playground Behaviour Expectations and Record Keeping**

The expectations for behaviour in the playground are also outlined in our schoolwide PBL matrix. As in all settings, repeated inappropriate behaviour in the playground is recorded on the student monitoring database (Sentral) as either MINOR or MAJOR and the relevant outlined consequences applied.

## ***RESPONSIBILITIES OF STUDENTS, TEACHERS AND PARENTS / CARERS***

Shoal Bay Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The Department of Education provides a policy framework and resources, access to specialist advice and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

### **The Principal**

- is accountable for ensuring a safe, secure and harmonious work environment for students and staff
- is responsible for the development, implementation and monitoring of the school's discipline policy
- is responsible for ensuring the school's policy is evaluated and reviewed by the school community at least every three years
- ensures that students, staff, parents and carers are provided with opportunities to contribute to the development of the policy
- ensures staff are provided with training and development opportunities in behaviour management
- provides a copy of the Student Welfare Policy to the Director, Public Schools when the policy is developed or whenever it is reviewed
- makes available a copy of the policy to the families of children enrolled at the school
- ensures that all disciplinary actions involving suspension or expulsion from school are managed consistent with the Suspension and Expulsion of School Students Procedures
- oversees the development, implementation, review, improvement and monitoring of the school's wellbeing teaching and learning programs

### **Assistant Principals**

- support staff, students, parents and carers and relevant DoE personnel in regards to student wellbeing matters
- liaise with Principal and oversee complex welfare and discipline issues
- facilitate the implementation of Positive Behaviour for Learning for their stage
- work with complex welfare and discipline issues in a sensitive manner
- liaise with staff, students, parents, caregivers and relevant DoE personnel in regards to student wellbeing matters
- keep staff informed in relation to students experiencing difficulties
- implement strategies to assist Tier 2/3 students to improve their behaviour

### **Learning Support Team (LST)**

- assists classroom teachers to address the educational needs of students with a disability, additional learning or behaviour needs
- the LST consists of the Principal, the school counsellor, the Learning and Support Teacher (LaST) and classroom teachers
- parents or caregivers have a vital role to play in the work of the LST in discussing and planning for their child's needs
- meetings are scheduled by the Principal and occur on a fortnightly basis

### **Learning and Support Teachers (LaST)**

- support children targeted as having additional social and/or learning needs
- may collaborate with the classroom teacher in a team-teaching role or withdraw student(s) to work individually or in small groups
- responsible for organising and running the Learning Support Team meetings
- coordinate PLSPS, external providers and targeted intervention programs

### **School Counsellor**

- work with students and staff to determine strategies that will support student and staff wellbeing
- participate in the LST meetings to provide guidance and support and report on individual student caseload
- creates and implements targeted programs to support the needs of the school community

### **School Learning Support Officers (SLSO)**

- provide targeted assistance for students identified as having diagnosed or imputed learning, emotional, physical or behavioural needs
- collaborate with the class teacher to support students with additional needs
- implements therapeutic plans designed by external providers

### **Teachers**

- respect and support students
- model and promote appropriate behaviour
- participate in the development of the school discipline policy and support the effective implementation of the school discipline policy
- have knowledge of school and departmental policies relating to student welfare
- maintain clear communication with parents and work with parents to achieve positive outcomes for students
- are proactive in playground supervision and classroom management and respond in a timely manner to incidents of inappropriate behaviour in accordance with the Behaviour Consistency Guide (pg.9)
- provide curriculum and pedagogy that supports students' learning, wellbeing and safety

### **Students**

- are expected to follow the welfare procedures / school expectations and to comply with staff directions regarding discipline and appropriate behaviour
- respect other students, their teachers and school staff and community members
- follow school and class expectations and follow the directions of their teachers
- strive for the highest standards in learning
- resolve conflict respectfully, calmly and fairly
- comply with the school's uniform policy and / or dress code
- attend school every day (unless legally excused)
- respect all property
- are not to be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- are not to bully, harass, intimidate or discriminate against anyone in our schools



## Parents

- support the school in the implementation of the school welfare policy
- ensure students attend every school day, unless they are legally excused
- ensure students are in class on time and prepared to learn
- work with the school to seek positive solutions to issues, including reporting issues to the class teacher, Assistant Principal and Principal

## ***WHO TO CONTACT IN OUR SCHOOL***

The first point of contact for any communication is your child's classroom teacher.

If there are further concerns, please contact the Assistant Principal who is the team leader for the year group your child is in.

- Early Stage 1 (Year K): Mrs Kym Powell
- Stage 1 (Years 1 and 2): Mrs Dominique Parker
- Stage 2 (Years 3 and 4): Mrs Rebecca White
- Stage 3 (Years 5 and 6): Mr Peter Hamshaw

Our school Principal will then be the point of contact for issues that are unresolved beyond the Assistant Principals.

All matters will be referred back to the most appropriate person, starting with the classroom teacher.