

STUDENT WELLBEING AND WELFARE PROCEDURE

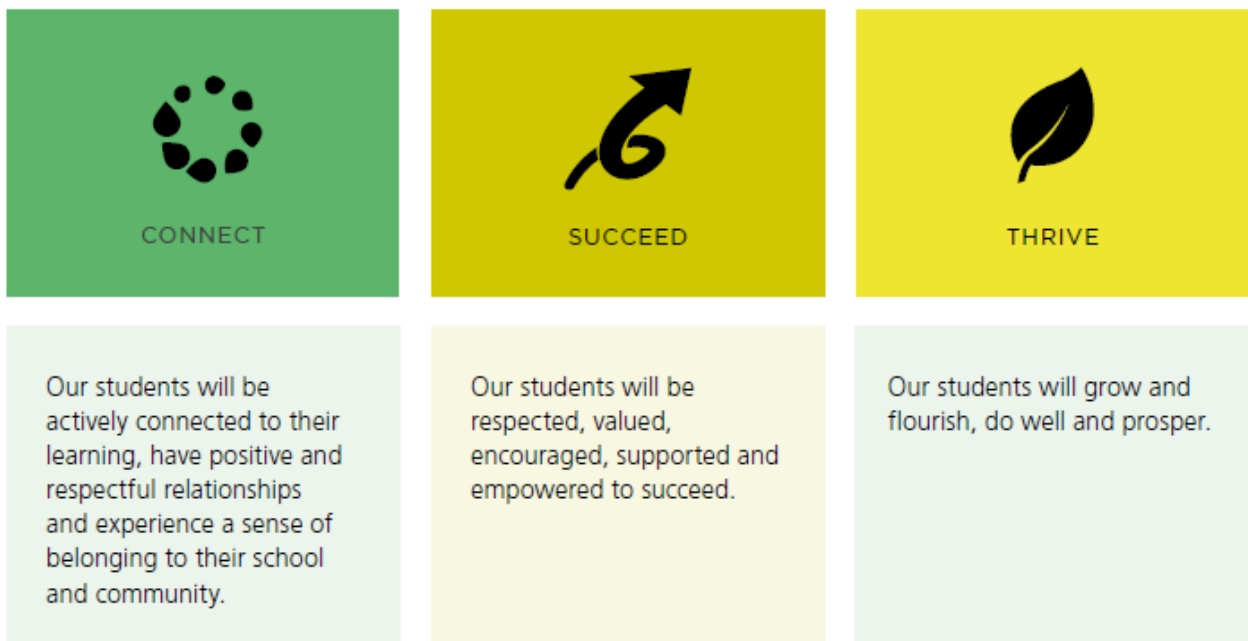
The NSW Department of Education (DOE) is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.



Glendore Public School promotes respectful relationships within the whole school community. It is crucial that every student, staff and community member provides for the protection, safety and welfare of the students. This ensures the foundations of a safe and effective learning environment.

Revised and effective as of January 2016

The DEC commitment to wellbeing is for our schools to support students to *connect*, *succeed* and *thrive* at each stage of their development.



Wellbeing can be recognised across several domains, recognising the multidimensional nature of wellbeing. These domains include:

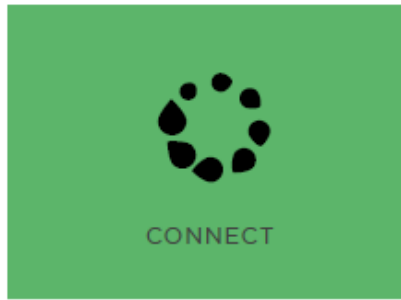
Cognitive Wellbeing: Cognitive wellbeing is associated with achievement and success. It is important for attaining knowledge and experiencing positive learning.

Emotional Wellbeing: 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.

Social Wellbeing: Social wellbeing includes the extent to which we experience positive relationships and connectedness.

Physical Wellbeing: Physical wellbeing is associated with the extent to which we feel physically safe and healthy.

Spiritual wellbeing: Spiritual wellbeing relates to our sense of meaning and purpose. It includes our connection to culture, religion or community and includes the beliefs, values and ethics we hold.



Our Students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community

Quality Teaching

Glendore Public School is committed to using the NSW model of Quality Teaching ensuring the three elements of Intellectual Quality, Quality Learning Environment and Significance are embedded in all teaching and learning.

Curriculum

Key Learning Areas (KLAs) – Mathematics, English, Science and Technology (S & T), Human Society and Its Environment (HSIE) Personal Development Health and Physical Education (PDHPE) and Creative Arts and Performing Arts (CAPA) are taught Kindergarten to Year 6. The KLAs incorporate the perspectives of gender equity, multiculturalism, Aboriginal Education, gifted and talented, and children with special needs.

Aboriginal Education

The NSW Department of Education is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. At Glendore Public School students are engaged in meaningful learning experiences through the use of personalised and differentiated learning opportunities. A variety of cultural activities are provided to students to enhance their social, emotional and spiritual wellbeing.

Multicultural Education

The DOE Multicultural Policy commits schools to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. Glendore Public School teaching practices recognise and value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages, religions and world views. Staff develop individualised learning programs and provide group and in class support to English as an Additional Language or Dialect students.

Assessment and Reporting Procedures

Glendore Public School will provide two formal reports each year. Assessment is ongoing throughout the year. Students are referred to the Learning Support Team, as required. New students are assessed by the Class Teacher and additional support services accessed, if needed.

Parent Interviews

During Term 1 parents/carers are invited into the classroom to participate in a three way conversation with the teacher and their child to discuss progress and future goals. In addressing queries or concerns parents/carers are invited to speak with their child's teacher on both an informal and formal basis (an appointment is required).

Excursions/Performances

As part of their studies students may be given the opportunity to participate in excursions and/or performances. An excursion is a learning experience external to the School site and conducted under the supervision of the School. Performances are conducted both on site and off site, under the supervision of class teachers. These are valuable, additional teaching and learning activities for students who's behaviour meets school expectations, thus ensuring the safety and well-being of all participants.

Homework

Homework supports the consolidation and extension of work done in the classroom, as well as life skills. Homework provides training for students in planning and organising time and develops a range of skills in identifying and using information sources. It establishes habits of study, concentration and self-discipline. This is an optional part of the school's learning program.

Anti-Bullying Code

Bullying within the Glendore School community will not be tolerated. This includes Cyber-bullying, which is deliberate hostile behaviour towards others through any type of Information and Communication Technologies, such as texting, email and social media sites, such as Facebook. All students have the right to feel safe and secure within the School environment. The School Community strives to provide an environment which caters for the needs of all students and fosters positive values, attitudes and relationships. Teaching and learning programs support this code. There is a separate brochure available detailing Glendore Public School's Anti-Bullying Plan.
(GPS Anti-Bullying Procedure 2015)

School Uniform

The wearing of a school uniform at Glendore Public School by students helps build self-confidence and a sense of connection with the community. It is a decision endorsed by the School Community. It:

- Fosters pride in our School.
- Assists in the development and maintenance of a School standard and good conduct.
- Increases the security of children going to and from School.
- Fulfils the community expectation that pupils will present a positive public image.

(School Uniform Policy 2012)

Student Parliament

Year 6 students are provided with opportunities to develop and display leadership qualities by being representatives for their peers in the Student Parliament. Students are provided with leadership activities that link strongly with learning about citizenship, decision making and the processes involved in a democracy. These opportunities can assist all students to learn about, and exercise, the rights and responsibilities of participating in a community that values social equity and justice. Members of the Student Parliament have a contract of agreement for exemplary behaviour throughout the year that is signed by the student, parent/carer and Principal.

(Parliament Handbook 2015)

Transition Programs

The School provides transition programs from Preschool to Kindergarten, and Stage 3 to Stage 4

Kindergarten Transition Program

Enrolment applications need to be returned to the school by the end of August as the Kindergarten teachers visit the Preschools in September.

Parent Information Session

- Introduction of Staff and a general overview of our school.
- An explanation on Best Start which will take place in the first week of school.
- Buddies for Kindergarten who will be the Year 6 students in 2016.
- School Routines such as starting and finishing times and transport.
- Parent Pack.

Kinder Classroom visits for children and parent workshops.

Kindergarten students will:

- Meet Year 5 buddies
- Visit the Kindergarten classrooms and meet the Kindergarten teachers
- Experience Kindergarten activities, including using the interactive smartboards with their buddies and independently.

Parent Workshops include:

- Explanation of the Curriculum
- Tour of the school
- Demonstration on how to access technology home resources, such as Reading Eggs, Mathletics and Study Ladder
- Explanation of the English and Maths expectations and continuums of learning
- Creating Maths games
- How to help at home with Reading and Maths
- Presentation of the School Uniform from Lowes and the P&C
- Explanation of student banking by a representative from the Commonwealth Bank
- Healthy lunch box presentation by the Cancer Council
- Information from the Canteen and P&C.

Year 6 High School Transition

Glendore Public School, in partnership with Callaghan College Wallsend Campus (CCWC), is focused on making the transition from Year 6 to Year 7 a smooth and easy process. At the beginning of each year all students will receive a calendar outlining the important dates for the transition program. This is sent from Callaghan College Wallsend Campus. Any students who are attending a different high school are recommended to contact that high school directly to access their transition information.

All Students

- Expression of Interest enrolment forms are distributed to all Year 6 students for their local high school at the beginning of March
- These forms are due back to Glendore Public School near the end of March
- All students must return this form, even if they have applied for an out of area school or private/independent school, as this secures their place at their local school
- Parent Expo and BBQ is held March. This is an opportunity for parents and students to have a tour of Callaghan College Wallsend Campus and meet staff and student leaders. It is a chance to have any questions answered
- In May, teachers from CCWC visit our school and offer sample lessons and speak with students about the transition program
- In September, confirmation of enrolment letters are sent to all students
- Early December all students are invited to the official transition day at their local high school.

GATS Classes

- Applications for the Gifted and Talented stream are distributed to interested student in February.
- Applications close in March.
- Students sit an exam in June
- Offers of placement are made in August

CAPA Classes

- Applications for the Creative and Performing Arts Class are distributed in February.
- Applications close in March
- Auditions are held in April
- Offers of placement are made in August

Supported Transition

The supported transition program is offered to students, identified by their Year 6 teachers, who may require additional support to integrate successfully at high school. These sessions occur on five consecutive Thursday mornings. Parents drop the students at the CCWC and a small team from the high school work on building confidence and trust with high school staff and routines.

Other opportunities for transition

Throughout the year there are other opportunities for students to participate in activities run by CCWC. These include:

- Leaders Link
- Band Link
- Solar Car Challenge
- CAPA Showcases
- Message Stick Workshops
- Sport activities run by CCWC

Tell Them From Me Survey

Tell Them From Me is an evaluation system that allows students, teachers and parents to voice their concerns and participate in school-wide evaluation in a non-threatening way. The Tell Them From Me student survey provides school principals and school leaders with insight into student engagement and wellbeing, and the impact of teaching practices at their school, from the perspective of students.

School Attendance

School is a place where parents and caregivers, staff and students learn and grow together. Children need to attend school regularly to progress and reach their potential. To achieve this parents have a legal responsibility to ensure their child attends School regularly, and on time.

Appropriate Usage of ICT

When using ICT, students must agree to the following DOE student Portal rules:

- No looking for, reading, sending or linking to anything rude, scary or unkind
- Consult an adult if anything rude, scary or unkind is seen
- Tell a responsible adult about anything received, sent or read that makes them feel uncomfortable

If these rules are not adhered to Department Procedure states that students will be held responsible for their actions when using ICT. The misuse of school technology, internet and online communication services may result in disciplinary action with includes, but is not limited to, the withdrawal of access to services.

Electronic Media Devices

Mobile phones, iPads, Android tablets, laptops, MP3 players/iPods, cameras and similar devices used by students (Refer to Legal Bulletin No. 35) are not encouraged at School. The School cannot accept responsibility for items lost, stolen or damaged. Please remember that without direct supervision children aged under 13 are not to have a Facebook account and all social media usage should be discouraged as children can, inadvertently, put themselves at risk with strangers.



Our students will be respected, valued, encouraged, supported and empowered to succeed.

Individual Learning Needs

Student's learning is assessed, and if appropriate, Individual Education Plans (IEPs) are developed, implemented and regularly reviewed by teachers and appropriate support staff.

Personalised Learning Plans (PLPs) are also developed to support Aboriginal students. These programs focus upon academic, social and cultural aspects of teaching and learning. They are a strengths based plan, developed in consultation with the students, parents/carers and the class teacher. The aim is to close the gap between Aboriginal and non-Aboriginal students, especially in literacy and numeracy.

Out Of Home Care (OOHC)

Students who are in Out Of Home Care (OOHC) will be provided with a OOHC plan within 30 days of enrolment. These plans will identify student strengths, weaknesses and teaching supports.

Learning Difficulties

Children experiencing learning difficulties are supported by the following teams and personnel:

- Learning Support Team
- Reading Recovery (Year 1)
- LAST – Learning and Support teacher (K-6)
- School Learning Support Officers
- School Counsellor

(Learning Support Team Procedures 2014)

Learning Support Team

Parents/carers, class teacher and School support staff work together to provide the most appropriate education plan for individual students supporting their cognitive, emotional and social needs and wellbeing.

Professional Learning

All teachers are provided with professional learning opportunities which enhance the learning outcomes of students. Professional learning refers to all training and development opportunities, formal and informal, individual and shared, which provide opportunities for professional discourse, interaction, practice, reflection and analysis.

Presentation Day

Presentation Day is conducted late in Term 4, parents/carers, and members of the community are invited to join in recognising students academic, sporting and cultural achievements from throughout the year.

Child Protection

The learning area of PDHPE provides the context for Child Protection education. Child Protection education includes teaching and learning activities related to recognising abuse, power in relationships and protection strategies. There is a separate permission note that will need to be returned to the school to enable each child to participate in this program in Term 3. Staff members participate in Keep Them Safe Child Protection training each year.

Working with Children Check

The Working with Children Check is an important part of the NSW Department of Education recruitment process to prevent people who pose a risk to the safety, welfare and well-being of children from being employed or engaged in child-related work.

Student Behaviour and Discipline

The NSW Department of Education and Communities Behaviour Code for Students

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the NSW Department of Education.

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

In NSW public schools students are expected to:

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning
- (NSW DoE behaviour Code for Students)

Student Effort and Achievement

Student effort and achievement will be recognised throughout the School in the following ways:

Displays of student work around the School, including the foyer and photos on the website

Class awards and rewards

Parental Communication

Verbal praise

Praise from a member of staff, including Assistant Principal or Principal

Awards at assemblies

Meeting Expectations awards

Annual Presentation Day awards

Assembly Merit Awards

- Each class teacher can present four Merit awards to their class each assembly.
- Class teachers are encouraged to distribute the awards amongst the whole class during the course of the year.
- Merit award recipients are listed in the Glendore Gazette.

Meeting Expectations Awards

Teachers assess children as Meeting Expectations or Not Meeting Expectations each week, depending on in-class behaviour and completion of set tasks.

You Can Do It Room Co-ordinators will also notify class teachers, based on weekly playground behaviour, if the student is not recommended as Meeting Expectations.

Children are awarded Bronze, Silver and Gold Certificates based on an accumulation of Meeting Expectations each term.

Gold certificate - Meeting Expectations 100% of the term

Silver certificate - Meeting Expectations did not occur in one week

Bronze certificate - where Meeting Expectations did not occur in two weeks

Awards are presented at the end of each term by classroom teachers.

Positive Climate and Good Discipline

Whilst in the classroom, on the playground, travelling to and from School and on excursions, students are expected to maintain appropriate Standards of Behaviour. If behaviour is not satisfactory the school will deal with the behaviour in accordance with the Glendore Public School discipline procedures.

Strategies for Dealing with Unacceptable Behaviour

Strategies for dealing with unacceptable behaviour will include:

Time Out

For minor or isolated inappropriate behaviour, students may spend time out in a supervised designated area on the playground or in the classroom.

Buddy Classroom

For ongoing misdemeanours in the classroom students may be sent to a buddy teacher for time out of the room. These events will be recorded in the Sentral behaviour tracking system and may then be dealt with by the school executive if they are seen as ongoing.

Playground

Playground Duty is assigned as per the school timetable. It is the teacher on duty's responsibility to monitor pupil behaviour in the designated duty area. Teachers will intervene as quickly as possible to prevent or stop unacceptable behaviours. It will be at the teacher's discretion as to the appropriate action for the misdemeanour. This can include being asked to move to the COLA if the student is not wearing a hat, a verbal warning or Time Out for a small infringement, or Time Out where they are sat off the playground for a period of time, with a record of less trivial unacceptable behaviours logged into Sentral. It is the Assistant Principals' role to inform students that they will be going to the You Can Do It Room as a form of discipline or as part of an investigation. The notification of attendance will be sent to class teachers prior to lunch each day.

You Can Do It Room

The purpose of the You Can Do It Room is to investigate issues with victims, witnesses and possible perpetrators. Time and effort will be spent investigating incidents to find the correct series of events leading to a problem. All students have the right to be heard and time will be provided to ensure all students are given an opportunity to share their version of events. All parties with a responsibility for an incident will be counselled and/or have consequences applied. Assistant Principals will also communicate with staff and parents the outcome of the investigations and the consequences of the behaviour.

(You Can Do It Procedure 2015)

Consequences are determined following consideration of available information, DOE Procedure and School policy. The age, maturity, previous behaviour, intellectual capacity and disability of the child are also given consideration in determining consequences. Therefore all cases will be judged independently and consequences applied, as appropriate, with the aim of preventing a reoccurrence of inappropriate behaviour.

Attendance at School Events

In the four weeks leading up to any school event each student's suitability to attend will be considered by the Principal. This review will be based on their behaviour and therefore capacity to represent the school favourably.

You Can Do It Room letters will be used as part of this evidence, along with any warnings or notification of suspension.

Risk Assessment/Risk Management Plans

Some students may have challenging behaviours that pose a risk to the health and safety of teachers, staff, other students or themselves. If it is appropriate the School will conduct a risk assessment and develop a risk management plan to attempt to minimise, and preferably eliminate, associated risk. This will be done in consultation with the Principal, teacher and parent/caregivers. It will also be communicated to all staff and the student's parent/caregivers. For students with a Risk Management Plan each off-site event will be assessed by the Principal, the site manager of the school. Risks will be identified, assessed, minimised or eliminated where possible, communicated, monitored and reviewed. The Principal has a duty of care, under section 19 in the Work Health and Safety Act 2011, to ensure, as far as reasonable, the health and safety of school staff and students.

Suspension Warning Letter

A Suspension Warning Letter will be given for continued disobedience or aggressive behaviour where the above strategies have not met the needs of the student.

Suspension

Suspension is removal of a student from a school for a period of time determined by the principal. Suspensions are imposed in cases of unacceptable behaviour in the interest of the student and/or the school community. Parents are responsible for the supervision, care and wellbeing of students while they are suspended. A student may not enrol in, or transfer to, another government school whilst suspended from a government school.

Students attending special programs such as those offered by tutorial centres, behaviour schools and hospital schools that may involve attending their home school for part of the week may not be precluded from attending the special program if they are suspended from their home school. This is subject to negotiation between the principal of the home school and the principal supervising the special program.

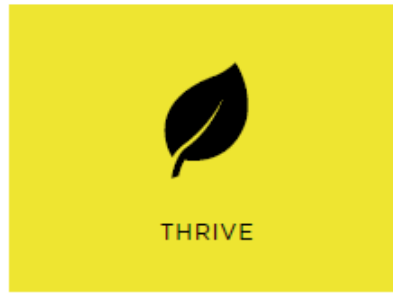
Short suspension

Short suspension is temporary removal of a student from a school following a decision by the school principal or relieving principal for a period not exceeding four school days.

Long suspension

Long suspension is temporary removal of a student from a school following a decision by the school principal or relieving principal for a period not exceeding 20 school days. Long suspensions are only imposed for serious or sustained instances of misbehaviour.

Principals may suspend immediately any student who is physically violent, is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause) or who uses, supplies, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.



Our students will grow and flourish, do well and prosper.

Student Health

Each student diagnosed with:

- severe asthma, type 1 diabetes, epilepsy or anaphylaxis and/or
- diagnosed as being at risk of an emergency and/or
- who required the administration of health care procedures

has an individual health care plan in place. School staff are involved in Cardiopulmonary Resuscitation training annually and anaphylaxis training every two years.

Nutrition in Schools – Healthy Canteens

As an element of the NSW Government's Healthy Canteen Policy, Glendore Public School places great importance on offering food and drinks that are of a high nutritional value in the School Canteen. Each term there are up to two "red food" days offered, where food that is identified as "occasional treat food" will be offered for sale. This supports the positive nutrition messages taught in the classroom.

Sun Safety

A range of strategies are implemented to provide a safe environment for students that protect from the damaging effects of the sun and provide adequate protection. These strategies are outlined in the Glendore Public School Sun Protection Plan. (GPS Sun Protection Procedure 2011)

Crunch and Sip

The Crunch and Sip program involves a time during the school day where students eat vegetables or fruit in the classroom while class continues. (GPS Crunch and Sip Procedure 2012)

Drug Education

The learning area of PDHPE provides the context for Drug Education. Teaching and learning activities reinforce appropriate messages and guide children to develop resilience and knowledge around drug education.

Road Safety Education

The learning area of PDHPE provides the context for Road Safety Education. Teaching and learning activities reinforce appropriate messages and guide children to develop an understanding of road rules and how to safely use transport.

Debating and Public Speaking

Glendore Public School offers students from ES1- S3 the opportunity to participate in public speaking competitions. Stage 3 students participate in debating competitions such as the Newcastle Region 'Train On' competition and the state-wide Premier's Debating Competition.

Scripture

NSW Government schools are required to make time available for Special Religious Education, known in many schools as scripture. Glendore Public School offers optional Scripture lessons to all students.

Swim School

Year 2 – 6 students are provided with the opportunity to participate in Swim School lessons in Term 4 each year. Students develop their physical wellbeing while learning lifelong skills in swimming.

Physical Activity

Sportslink and PSSA opportunities are provided through-out the year to allow students the opportunity to participate in activities that develop their physical wellbeing.

The Life Education Primary school program consists of 13 curriculum based modules focusing on issues around food and nutrition, personal safety, physical activity, cyber safety, safety with medicine and legal drugs; tobacco, alcohol and caffeine. By taking a comprehensive approach to drug and health education modules help children to develop relationship skills, positive communication, problem solving and decision making skills. Glendore Public School students are given the opportunity to attend Life Education every two years.

Performing Arts

Glendore Public School offers students the opportunity to participate in performing arts programs such as Dance, Choir and music classes that allow for the development of social, physical and spiritual wellbeing.

Seasons for Growth

The Seasons for Growth program works to develop students emotional, social and spiritual wellbeing. Seasons for Growth is a social welfare program which supports students who have experienced grief, loss or separation in their lives. The program builds students resilience strategies to help manage change in their lives.

Defence School Transition Aide (DSTA)

The DSTA program provides support to the students whose families are in the Army, Air Force or Navy and their parents. Student's emotional, social and spiritual wellbeing is supported during a resilience building course. Support for the students is in the form of providing transition strategies as they move into and out of our school at posting time, providing activities and strategies to cope with deployments, monitoring students' personal issues such as friendships and any other individual needs.

Values – Steps to Success

Values influence all actions and decisions, not only in classrooms but also in the wider School and its community. Students adopt the Department of Education's core values by observing the good models provided to them by members of the School community. Glendore Public School's 'Steps to Success' Values Program is a whole school initiative used to teach students about values in the classroom and whole school community context.

Parent Helpers

Helpers are invited to assist, and support in a variety of School activities.

Parent and Citizens

P & C Meetings are held the third Tuesday of each month at 6pm in the staffroom, with parent participation in fund-raising and ongoing contributions to our School.

Special Events

Special events are conducted throughout the year to acknowledge particular events including; Easter, ANZAC Day, Book Week, NAIDOC Week, Education Week, Remembrance Day and Christmas.

