

Mount Pritchard Public School

Deeds Not Words



STUDENT WELFARE POLICY

2017

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DEFINITION

Student Welfare encompasses everything that the school community does to meet the personal and social needs of students and enhance their well being. It involves recognising, valuing and developing each student as a total and unique person in the context of society.

The Student Welfare Program is the sum total of all the policies, structures and activities which are planned and implemented by the school to promote Student Welfare.

RATIONALE

Mount Pritchard Public School exists for learning, and students learn best in an environment where everyone feels safe and happy. In this environment everyone receives trust, respect and appreciation and positive relationships are based on mutual respect.

Students spend a large part of their time at school, therefore the school accepts responsibility for assisting the total development of its students. To do this we address Student Welfare.

GOAL

Develop positive attitudes, skills and self-esteem.

OUTCOMES

The school will provide an environment where:

- The rights of the individual are respected
- Confidence and self-esteem are developed
- Social, emotional and physical well-being is developed
- Life skills are developed
- Enjoyment and satisfaction is gained from learning
- Support and safety is ensured
- Cultural identifies are valued
- There is a sense of personal, academic and social responsibility

MEASURES

PREVENTATIVE	REMEDIAL	GENERAL PD
Counsellor	Fair Discipline Policy	Classroom Practices
Curriculum Committees	Reading Recovery	School/Team Awards
Student Welfare Committee	ESL	Self Esteem & PD Programs
Peer Support	Itinerant Teaching	Clubs & Extra-curricular Activities
Child Protection	School Counsellor	Camps/Overnight Excursions
Preventative Drug Ed.	HSLO	Student Welfare Committee
Fair Discipline Policy	STLD	P & C
HSLO	Referrals to other Agencies	Individual programming
Life Education	Community Nurse	Parental Involvement Assistance
Community Nurse	Clinic/Sick Bay	School Parliament
HV/AIDS Education	Critical Incidents	Prefects
Playground Duty	Mandatory Notification	School Assemblies
Bus Duty		Pastoral care and Discipline Policy
Learn to Swim/Water Safety		Scripture
Sun Protection Policy		Fitness Program
Road Safety		Aboriginal Education Perspective
School Council		Non-sexist Policy
School Rules		Anti-racism Policy
Healthy Canteen		Multi-cultural Perspective
Gifted & Talented Programs		Parent/Teacher Interviews
Student Parliament		Human Sexuality Education
Visits by Community Agencies		Gifted & Talented Programs
Evacuation Procedures		Student Initiatives
Critical Incident Procedures		
Positive Incentive Awards		
Mandatory Notification		

WELFARE ROLES

All members of the school community have a continuing role in student welfare. The contribution of schools is made in partnership with the home and communities in which students live.

PARENTS

It is believed that the parents will:

- Support and participate in the school's program where appropriate
- Participate in decision-making

PBIS- Committee:

The PBIS committee has a representative from each stage. We meet to discuss possible TPL, reflect on TPL and any updates that need to be made in regards to the PBIS program. Each week we focus on one of our school rules 'value of the week' and we address this at our Monday morning assemblies. Classes discuss the value of the week throughout the week in a variety of ways and respond by posting a 'letter' to our PBIS post box.

TEACHER

Every teacher has the responsibility to:

- Create a learning environment free from anxiety and failure
- Provide students with the basic skills and knowledge of each KLA incorporating: →
 - Child Protection
 - Preventative Drug Education
 - Peer Support
 - Human Sexuality (Stage 3 only)
 - Gifted and Talented Strategies
- Formulate rules with the students
- Provide a positive role model of patience, understanding, self-respect and respect for others
- Encourage students to accept responsibility
- Use current and appropriate curriculum, resources and teaching methods
- Cater to the individual needs of each student in their class and where necessary refer them to appropriate support personnel, i.e.
 - HSLO
 - School Counsellor
 - LaST
 - Reading Recovery
 - ITBD
 - Gifted and Talented Activity Coordinators
 - EAL/D
 - Integration/Support
- Encourage students to share and work cooperatively
- Recognise and praise student effort, achievement and positive attitudes
- Promote students' development of self-esteem
- Prepare students to participate in and contribute to society
- Communicate regularly with parents regarding students' achievement and progress
- Establish the code of school behaviour taking appropriate action in accordance with PBL program.

EXECUTIVE

The principal and executive staff have a specific leadership role in planning, coordinating, monitoring and evaluating the school's programs.

Their responsibilities are to ensure that:

- Teachers are supported and encouraged in the delivery of school programs and policies
- The work of support staff is facilitated
- All staff accept their responsibilities in relation to student welfare
- Staff are involved in decision making
- School – community interaction is promoted
- All school programs are regularly evaluated and adjusted to meet students' current needs
- There are effective strategies in place for the following:
 - Critical Incident Management
 - Crisis Management
 - Work Occupational Health and Safety
 - Anti-racism
 - Mandatory Notification

- All behaviours are addressed in accordance with the Fair Discipline Policy

SCHOOL COUNSELLOR

It is the role of the School Counsellor to promote the welfare of students by:

- Counselling students
- advising and supporting teachers in providing for the particular needs of specific students
- providing a link between home and school by acting as a point of information
- liaising with support services outside the school e.g.
 - Community Nurse
 - Department of Community Services
 - External support agencies
 - Placement panels
 - In school programs

SUPPORT TEACHER

It is the role of the support teachers to work cooperatively with other teachers to:

- implement and assess appropriate intervention programs for students
- provide support in the form of team teaching and/or withdrawal of specific students

HOME SCHOOL LIAISON OFFICER

It is the role of the Home School Liaison Officer to:

- support the implementation of the Student Welfare Program
- monitor school attendance to encourage the full participation of all students
- liaise with parents and the school community
- seek the intervention of the District Guidance Officer and Department of Community Services when necessary

IMPLEMENTATION OF SCHOOL BASED PROGRAMS

FAIR DISCIPLINE POLICY

The school believes that discipline should be consistent and that positive and negative behaviour should be addressed appropriately and effectively. This can only be accomplished by ensuring that all staff fully implements the Fair Discipline Policy and Merit System (see Appendix A).

It is the responsibility of the Student Welfare Committee to inform new staff members of the procedures to effectively implement this policy.

PREVENTATIVE DRUG EDUCATION PROGRAM (STAGES 1 – 3)

Drug Education aspects of:

- communication
- self-esteem
- interpersonal relationships
- decision making
- assertiveness training
- leadership
- values

This program occurs over a ten week period every year, utilising small, K – 6, mixed ability groups.

Preventative Drug Education lessons (see Appendix B).

PREVENTATIVE DRUG EDUCATION.

The lessons are taken from the K – 6 Drug Education Resources, Early Stage 1 – Stage 3 – DSE 1997 (see Appendix B for a scope and sequence chart for this document).

CHILD PROTECTION

The Child Protection Program is based on the NSW Department of School Education Child Protection Manuals. The two strands covered in the document are:

1. Protecting Oneself
2. Nature of Relationships

This program is taught by the class teacher. All teachers must be inserviced prior to teaching these lessons.

The program is sequential and each unit has a specific focus and contributing questions which must be followed (refer to Appendix C and the NSW Child Protection Manual).

The school requires that teachers must notify the principal of:

1. any student thought to be "at risk" of abuse or neglect
2. any student disclosures, at any time throughout the year, of abuse or neglect

All staff are to be made aware of the Department of Education's policy re Child Protection and their responsibilities re notification, as outlined in the documents.

- child Protection: Procedures for Recognising and Notifying Child Abuse and Neglect 97/019 (S.018)
- Child Protection: Procedures to be Followed in Response to Allegations of Improper Misconduct of a Sexual Nature by a Staff Member Against a Student (S.017)

The Welfare Committee recognises that staff will need support if disclosure has occurred.

HUMAN SEXUALITY (STAGE 3 ONLY)

The Human Sexuality Program is conducted by an external agency **Interrelate** the school pays for the program at no cost to students

The program includes;

1. How are people different? (Years 5 and 6)
2. How do we change during puberty? (Years 5 and 6)
3. Human Reproduction (Year 6)
4. Relationships (Year 6)

GIFTED AND TALENTED

The school recognises that students have varying abilities in the six Key Learning Areas and that it is the responsibility of the school in general, and particularly that of the class teacher, to identify gifted children. Once identified as “gifted”, student’s learning needs will be met in order that they develop their talents to their full potential. This can be done by:

- Providing challenging activities and classroom practices which promote autonomy and responsibility for learning
- Appropriate peer tutoring, both within the school and with the high school
- Excursions, camps and activity groups

The school also recognises that teachers may need professional learning and support in order to both identify and meet the needs of gifted students. The School Counsellor should be actively involved in the identification process (refer to Appendix E).

STUDENT LEADERSHIP

Mount Pritchard Public School recognises the importance of student participation in the running of the school, and the need for students to develop leadership and decision-making skills. Students have the opportunity to participate in decision-making and leadership through the SRC and Prefect Body.

Role of the Prefect Body

- to assist teachers in the upholding of school rules
- to undertake daily duties as directed by the Principal
- to set an example to other students through their behaviour and attitude
- to represent the school at special ceremonies functions
- to participate in the SRC meetings and projects.

Roles of the SRC

- to provide students with a forum where concerns and issues can be raised
- to organise whole school activities for the purpose of fund raising
- to improve communication between the staff and student body
- to carry out specific duties as determined at the beginning of each year
- to operate in accordance with the School Rules.

Elections

- Students elected as a Prefect will also act as Members of the SRC either in the capacity of Captain Vice Captain, Prefect or Class Delegate
- Elections for Prefects/Captains place prior to Week 8, Term 4 of each year.
- Students running for a position of Prefect will be required to prepare and deliver a speech in front of all students in Years 5 and 6 prior to voting.
- Voting for the position of Prefect/Government Minister will take place immediately after the speeches in the form of a secret ballot. All students in Years 3- and 6, and all members of staff will receive a ballot paper. Votes will be counted by 2 staff members
- A total of 8 Prefects/ 2 vice captains and 2 captains will be elected through majority vote. And then an interview with the principal and AP S3.
- House captains for each House will also be elected as part of this process.
- SRC representatives will be elected in term 1 of the following year.

APPENDIX A

FAIR DISCIPLINE POLICY OVERVIEW

CLASS ROOM

APPROPRIATE BEHAVIOURS	INAPPROPRIATE BEHAVIOURS
Observing class rules Being polite Displaying effort to achieve Showing pride in work Carrying out assigned tasks properly Being prepared to listen Behaving so as not to interfere with our disrupt other children Showing respect and care for school property and equipment	Calling out Arguing Annoying and touching others Running in the room Swinging on chairs Throwing objects Touching others property without permission

SCHOOL AND COMMUNITY

APPROPRIATE BEHAVIOURS	INAPPROPRIATE BEHAVIOURS
Showing respect to other students Showing respect to adults Showing pride in the school Observing school rules Being responsible for the appearance of the school Showing respect for other children and adults outside of school	Swearing Insolence, "back chatting" Interfering with other children Damaging school property Stealing Showing any disrespect to an adult Mimicking others Writing graffiti Teasing, name calling, "niggling" Racism Play fighting/ contact sport (tackles)

IMPORTANT NOTE:

When implementing the Fair Discipline policy, staff members should take into consideration the special needs of some students enrolled in the school, particularly these:

- On behaviour modification programs
- With little or no English
- Receiving support from the counsellor or other agencies outside the school

Behaviour Policy- School Rules

Be Safe
Be Respectful
Be Responsible
Be a Learner

UNACCEPTABLE PLAYGROUND BEHAVIOURS

- There are now 4 levels of unacceptable behaviour, each with a specific punishment/consequence. These are outlined below.
- It is imperative that **ALL** students and staff are made aware of the playground rules. It is expected that the rules and consequences be taught early in Week 1, Term 1 and be revised throughout the year. A poster size copy of the rules should be displayed in each room.
- It is the responsibility of the duty teacher to pass on information about poor behaviour at the change of duty. It is also their responsibility to make sure each child knows what “time out” means and why they are being punished regardless of the level breached.
- A Discipline Committee is to be established to deal with Level 4 offences/formal interviews. It will consist of:
 - The Principal
 - The School Counsellor, if available
 - A Deputy Principal
 - The Class teacher and Team Leader of students/ involved

BEHAVIOUR	CONSEQUENCE
LEVEL GREEN	Verbal reprimand. 5-10 min shadow walk or time out
• Running on hard surfaces	Verbal reprimand. 5-10 min shadow walk or time out.
• Out of bounds (crossing red lines)	Verbal reprimand. Send to sheltered areas in top/bottom quad.
• No hat	Verbal reprimand. . 5-10 min shadow walk or time out.
• Inappropriate language while playing a game	Verbal reprimand. Pick up paper. Teacher supervised. 5-10 min shadow walk or time out.
• Littering	Verbal reprimand. 5-10 min shadow walk or time out.
• Equipment in the wrong area	Verbal reprimand. 5-10 min shadow walk or time out.
• Loitering	Verbal reprimand. 5-10 min shadow walk or time out.
• Picking up / playing with sticks	Verbal reprimand. 5-10 min shadow walk or time out.
• Eating while playing / standing	Verbal reprimand. 5-10 min shadow walk or time out.

NOTE: “Time out” - These times are suggestions to guide the Teacher.
Please use professional judgement and Discretion.

BEHAVIOUR	CONSEQUENCE
LEVEL YELLOW	15-20 min shadow walk or time out (1/2 lunch)
<ul style="list-style-type: none"> • Spitting 	15-20 min shadow walk or time out (1/2 lunch)
<ul style="list-style-type: none"> • Inappropriate use of seats 	15-20 min shadow walk or time out (1/2 lunch)
<ul style="list-style-type: none"> • Out of bounds (within school) 	15-20 min shadow walk or time out (1/2 lunch)
<ul style="list-style-type: none"> • Interfering with others games 	15-20 min shadow walk or time out (1/2 lunch)
<ul style="list-style-type: none"> • Inappropriate use of toilets 	15-20 min shadow walk or time out (1/2 lunch)
<ul style="list-style-type: none"> • Taking the property of others (hats, balls, equipment) 	15-20 min shadow walk or time out (1/2 lunch)
<ul style="list-style-type: none"> • Play fighting / contact sport (tackles) 	Equipment confiscated. 15-20 min shadow walk or time out (1/2 lunch)

BEHAVIOUR	CONSEQUENCE
LEVEL RED	Investigate incident. Fill in playground red slip and send slip to office. Student to miss rest of play time (keep with you or sit close by). Time out for 2 days.
<ul style="list-style-type: none"> • Teasing / Arguing 	Investigate incident. Fill in playground red slip and send slip to office. Student to miss rest of play time (keep with you or sit close by). Time out for 2 days.
<ul style="list-style-type: none"> • Intimidation 	Investigate incident. Fill in playground red slip and send slip to office. Student to miss rest of play time (keep with you or sit close by). Time out for 2 days.
<ul style="list-style-type: none"> • Racism 	Investigate incident. Fill in playground red slip and send slip to office. Student to miss rest of play time (keep with you or sit close by). Time out for 2 days.
<ul style="list-style-type: none"> • Disrespect to an adult (back chat or arguing) 	Investigate incident. Fill in playground red slip and send slip to office. Student to miss rest of play time (keep with you or sit close by). Time out for 2 days.
<ul style="list-style-type: none"> • Swearing at another student 	Investigate incident. Fill in playground red slip and send slip to office. Student to miss rest of play time (keep with you or sit close by). Time out for 2 days.

BEHAVIOUR	CONSEQUENCE
LEVEL 4: BLACK: Immediate action required <ul style="list-style-type: none"> • Extreme violence (use of weapons, punch ups, kicking, choking, biting) 	Investigate the incident. Fill in black slip. Send both the student and slip to the office (if student doesn't comply, send slip to an executive). Minimum 3 days spent in time out. Possible warning of suspension / suspension from executive.
<ul style="list-style-type: none"> • Stealing property of value (money, toys, etc.) 	Same as other Level Black consequences
<ul style="list-style-type: none"> • Leaving school grounds 	Same as other Level Black consequences
<ul style="list-style-type: none"> • Failure to comply with previous consequences (e.g. insulting or swearing at a teacher, walking away or ignoring teacher) 	Same as other Level Black consequences

LEVEL 4 CONSEQUENCES OTHER ACTION TAKEN	Immediately 3 day suspension. Notify District Superintendent. Police involvement where appropriate. See Department Guidelines attached. Parent interview. Possible longer suspension. Interview with Discipline Committee. Parent can bring a friend.
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DETENTION

LUNCHTIME TIME OUT

- For Level Red and Black offences.
- To be held each day during lunch time (11:10 – 11:40).
- Supervision by a teacher or executive.
- A Red Note / Black note will be sent to parents informing them of their child's behaviour and the detention. It is to be signed and returned.
- The letter is to be generated and incident recorded through SENTRAL a signed copy is sent to parents. Class teacher and supervisor notified through SENTRAL.
- Team leaders are to be informed by teacher who enters child's name in book / Sentral.
- The detention will be a group counselling session. It will be teacher directed and the children will discuss the reasons they are on detention. A general group discussion will be held about the ways of changing behaviour, what other actions could have been taken.
- Each child will write down behaviour modifications as discussed by the group, in the form of a contract, which will be given to the class teacher.
- Failure to attend a Lunchtime Detention (other than absence) leads to another detention.

**SUSPENSION, EXCLUSION AND EXPLUSION
OF STUDENTS FROM SCHOOL
AND PROCEDURES FOR THE DECLARATION OF PLACE VACANT**

GENERAL PRINCIPLES

1. Schools make every effort to ensure that education is a rewarding and relevant experience for all students.
2. It is essential that suspension, exclusion, expulsion and the declaration of place vacant are seen as strategies within the student welfare policy and fair discipline code of the school. These strategies are to be used only in serious cases of misbehaviour in accordance with these guidelines. Principals should use their available authority immediately if they believe that the safety of staff or students is at risk.
3. It is the responsibility of the principal to ensure that students, parents and staff are fully aware of these guidelines within the context of the school's student welfare policy.
4. The principal will seek early and positive support from parents or caregivers in resolving discipline and behaviour problems. Suspension provides a period when all parties can seek a positive resolution to the problem.
5. A student who is extremely insolent, persistently disobedient, and disruptive or continually harasses other students or staff may be suspended from school. No school has to tolerate behaviour of this kind. The motivation, work and safety of other students and staff must not be jeopardised.
6. The principal has the authority to ban weapons being brought onto school premises. The school's fair discipline code should include a statement on weapons banned from the school. Principals may exercise discretion in deciding whether to ban potential weapons completely or whether to allow their presence when they are used solely in a benign manner (see Appendix A).
7. Violent behaviour must be dealt with swiftly and will result in immediate suspension.
8. Where unacceptable behaviour has occurred over an extended period of time, only those incidents previously notified to the student and parents or caregiver may be used as grounds for suspension, exclusion or expulsion.
9. When considering these strategies the principal must ensure that no student is discriminated against in terms of sex, race, religious or cultural background, socio-economic status, physical or intellectual disability.
10. Verbal advice must be confirmed in writing within a week and translated, if necessary, into languages other than English. Principals must offer the services of an interpreter at any point where it is clear that one is needed or requested.
11. Students of any age may be suspended, excluded or expelled.

12. The principal may refuse enrolment of a student on the grounds of previous documented violent behaviour if there is evidence that the student has not learned that appropriate skills to manage this behaviour.
13. A student should not be sent home before the end of the school day unless the parent or caregiver specifically agrees.
14. Students who attend school premises without permission of the principal during periods of suspension or exclusion, or if they have been expelled, can be asked to leave the premises by the principal or person then in charge of the site. If they refuse to leave, police should be called (see Appendix).
15. Any action by a student that could constitute a criminal offence must be reported to the police.
16. Each school is to maintain a suspension and exclusion register. Details are to be provided to the assistant director-general (region) at the end of each term. A nil return is required where appropriate.
17. The assistant director general (region) may review the suspension, exclusion or declaration of place vacant of a student at any time.

PROCEDURES

Urgent Circumstances

1. In circumstances where violence has occurred, or where for some other reason the safety of students or staff is considered to be at risk, the principal will immediately suspend the student pending determination of the appropriate action to be followed.
2. If a student's behaviour is threatening to other students or staff, the principal may call the police.

Non-urgent circumstances

Before suspension is considered the principal will:

1. Ensure that all appropriate school student welfare strategies and discipline options have been applied and documented and that personnel such as school counsellors have been involved:
2. Provide a formal, written caution to the student and the parents or caregiver
3. Discuss with the student and parents or caregiver the unacceptable Behaviour, consequences and clear expectations of what is required
4. Record action taken.
5. The principal must consider any response from the student, parents or caregiver. Where expulsion is recommended the principal must forward a submission through the director of schools to the assistant director-general

(region) detailing the reasons, the action taken to moderate the student's behaviour, the school counsellor's report and any response from the student, parents or caregiver.

A copy of this submission will be provided to the student and parents or caregiver by the assistant director general (region) indicating that any further response must be made within 14 days to the assistant director-general (region).

6. The assistant director-general (region) will at the expiration of the 14 days, consider any response from the student, parents or caregiver and, if he or she supports the principal's recommendations, forward the to the Director General.

DECLARATION OF PLACE VACANT

General Principles

1. Principals may declare vacant the place occupied by a non-serious student of post-compulsory age on the grounds of poor attendance and /or other non-compliance with Board of Studies requirements for the award of the School Certificate and Higher School Certificate.
2. All oral advice must be confirmed in writing within a week and translated, if necessary into languages other than English.
3. Every school is to maintain a register of students whose places have been declared vacant. The register should be available to the director of schools upon request.
4. It will be student's responsibility to negotiate re-enrolment or enrolment at another school.

Procedure to be followed

1. Before declaring a place vacant the principal will:
 - (i) ensure that all appropriate student welfare strategies and discipline options have been applied and documented and that personnel such as school counsellors, year advisers and/or other relevant support staff have been involved:
 - (ii) provide at least two formal cautions to the student detailing the poor attendance and/or non-compliance with requirements which are unacceptable
 - (iii) discuss with the student and parents or caregiver the poor attendance and or non-compliance with requirements and clear expectations of what is required for continued enrolment.
2. When declaring a place vacant the principal will:
 - (i) inform the student in writing of the precise grounds upon which the action is being considered:

- (ii) give the student the opportunity to express his or her view of the incident(s). This view must be taken into account before a final decision is made to declare a place vacant;
 - (iii) inform the student before the interview that he/she can bring another person to the meeting;
 - (iv) notify the parents or caregiver of:
 - the declaration of place vacant
 - the implications of this action
 - the procedures for re-enrolment
 - the right of appeal
 - (v) record action taken in the place vacant register
 - (vi) notify the assistant director general (region) through the director of schools
3. Should the student and/or parents or caregiver believe they have grounds, they may appeal to the director of schools within ten days.

The director of schools will:

- (i) review all the available material
- (ii) discuss the issues with the person making the appeal and any other relevant parties as appropriate
- (iii) attempt to resolve the matter and, if this is not possible, determine a course of action
- (iv) advise all parties of the decision and the reason for it in writing.

SUSPENSIONS

In cases of suspension – both short and long – the principal will:

1. inform the student of the precise grounds upon which suspension is being considered. The student must be given the opportunity to express his or her view of the incident(s). This view must be taken into account before a decision is made to suspend:
2. notify the parents or caregiver in writing of:
 - the suspension
 - the date and probable duration of the suspension
 - the reasons for the suspension
 - the expectation that the student will continue with studies at home
 - the importance of their assistance in resolving the matter
 - their responsibility for the care and safety of the student while under suspension
 - any intention to proceed to exclusion or expulsion
3. convene a meeting of personnel involved in the welfare and guidance of the student, including the parents or caregiver to discuss appropriate action in the interests of the student concerned and of the school.
4. record action taken in the suspension register.

Short suspension – up to four days

1. In determining whether a student's behaviour is serious enough to warrant suspension, the principal will consider the welfare of the student, teachers and other students in the class or school.
2. The principal may impose a short suspension of up to four school days.
3. The principal will not impose any more than two short suspensions on an individual student in any one calendar year. If the unacceptable behaviour persists after two short suspensions, strategies such as alternative educational programs must be considered.

Long suspension – five days or more

1. If a short suspension has not resolved the problem or the behaviour is so serious as to warrant an immediate long suspension, the principal will advise the appropriate director of schools.
2. The principal will ensure that all relevant documentation is retained on a file at the school for review by the director of schools and that a report from the school counsellor is sought if not already available. The report from the school counsellor should include recommendations for further action.
3. The principal will offer to develop, with the student and parents or caregiver, an agreed study program to be undertaken by the student during the period of suspension.

4. The principal, in regular consultation with the direct of schools, should utilise the school, education resource centre and other available resources in seeking a means of resolving the problem and lifting the suspension with 20 days.
5. The principal will not impose any more than two long suspensions on an individual student in any one calendar year without the approval of the director of schools.
6. If after two long suspensions the matter has not been resolved, alternative strategies must be considered including alternative educational programs, exclusion or expulsion.

EXCLUSION FROM SCHOOL

1. Exclusion is not a substitute for expulsion. Accordingly, exclusion from a school may take place only where a long suspension has not resolved the problem, and it is considered that the student might develop self-discipline and cooperative behaviour in a suitable alternative school.
2. Where a student is excluded from the school, regional staff, in conjunction with the principal and parents or caregiver, will arrange a suitable alternative school placement for the student within ten school days. If this cannot be arranged an application for expulsion or a return to the school are the only other options.
3. The principal must immediately notify the parents or caregiver in writing of an intended exclusion from the school. A copy of this letter and a report from the school counsellor must be placed on the file, which is to be retained at the school. The director of schools must also be provided with copies of all documentation on file.

EXPULSION

1. In extreme circumstances the principal may recommend expulsion. In these cases the student will be immediately suspended pending the Minister's decision.
2. Expulsion may be recommended following violent behaviour or the bringing of weapons to school, irrespective of any police action taken.
3. Expulsion can only be approved by the Minister on the recommendation of the Director General.
4. Prior to recommending expulsion the principal will notify the student and the parents or caregiver in writing of his or her intention, giving reasons for the action and allowing four school days for the student, parents or caregiver to respond.

WEAPONS PROHIBITED IN SCHOOLS

- Possession of certain weapons is a criminal offence under the provisions of the Prohibited Weapons Act, 1989.
- If a principal becomes aware that a student or any other person on school premises or at a school activity is in possession of a weapon or weapons, he or she should contact the police. The student should be suspended immediately.
- Weapons can include, but are not limited to, the items listed below. This list outlines the types of weapons that should be banned from school premises.
 - firearms of any kind
 - any imitation or replica of any firearms
 - knives
 - hunting slings, catapults or slingshots
 - knuckle-dusters
 - studded gloves or sap gloves
 - blow guns or any other similar device capable of projecting a dart
 - whips of any kind
 - kung fu sticks or nunchaku
 - batons of any type
 - spear guns
 - mace
 - any defence or anti-personnel spray that are capable of discharging irritants in liquid, gas or powder form.
- Principals may use their discretion in allowing some of the items onto school premises if satisfied they are used solely for benign purposes, e.g. knife used for the purpose of eating lunch.
- The school's fair discipline code should include a statement on weapons banned from the school.

MERIT SYSTEM

- A Merit System will operate at Mt Pritchard Public School with the aim of encouraging and recognising positive behaviour. It will complement the level system already in place for unacceptable behaviour.
- There will be 6 levels in the Merit System, each with a specific reward.
- All students will be made aware of the Merit System and its operation at the same time as they are made aware of the playground rules. It is proposed that the rules and consequences for inappropriate behaviour as well as the Merit System be taught early in Week 1, Term 1 and be revised throughout the year.
- The Merit System is not to take the place of any positive behaviour program set up by the class teacher.
- Students will receive a merit for a positive behaviour or action. This can occur in the class or the playground and is at the discretion of the teacher.
- Examples of behaviour which might warrant a merit include helping an injured student, showing good sportsmanship, cleaning-up the playground or speaking politely to a teacher.

LEVEL 1

- Small Certificate of Merit
- Certificate to be presented at a K-2 or 3-6 assembly.

LEVEL 2

- Large Certificate of Merit.
- Awarded to a student who has received three small Certificates of Merit
- Awards to be presented at a K-2 or 3-6 assembly by the Principal.
- Parents are to be invited.

LEVEL 3

- Bronze Award
- Awarded to a student who has received three large Certificates of Merit (nine small Certificates).
- Award to be presented at a whole school assembly on Monday morning. Parents will be invited.
- Student's photo will be displayed in Foyer.

LEVEL 4

- Silver Award
- Awarded to a student who has received a Bronze award and three large Certificates of Merit.
- Award to be presented at a whole school assembly on Monday morning. Parents will be invited.
- Students photo will be displayed in Foyer

LEVEL 5

- Gold Award
- Awarded to a student who has received a Bronze award, Silver Award and three large Certificates of Merit.
- Award to be presented at a whole school assembly on Monday morning. Parents will be invited.
- Students photo will be displayed in the Foyer.

LEVEL 6

- Platinum Award
- Awarded to a student who has received a Bronze award, Silver award, Gold award and three large Certificates of Merit.
- Award to be presented in a frame at Presentation Day in Term 4. Parents will be invited.

Citizenship Awards

Once a term students are nominated for a citizenship award and one student in each stage is selected. Parents are invited to attend.

Freebees

These tokens are given for each of the school rules as well as for being Healthy (as part of the Crunch and Sip program) & Live Life Well program.

Students name go into a draw and they receive a certificate and can purchase an item from the canteen.

APPENDIX B

DRUG EDUCATION – SCOPE AND SEQUENCE

Syllabus Links

The activities in this unit link to the following objectives, outcomes and content strands from the draft *Personal Development, Health and Physical Education. K-6 Syllabus and support Document.*

	Early Stage 1	Stage 1	Stage 2	Stage 3
UNIT ONE	<p><i>All about medicines</i> Medicines</p> <ul style="list-style-type: none"> • Safe use • Safe storage • Administration by responsible adult <p>Family network</p>	<p><i>Medicines and me</i></p> <p>Medicines</p> <ul style="list-style-type: none"> • Administration of medicines • Safe use <p>Family roles and responsibilities</p> <p>Family network</p>	<p><i>Drugs affect me</i></p> <p>Drugs</p> <ul style="list-style-type: none"> • Definition <p>Medicines</p> <ul style="list-style-type: none"> • Administration of medicines • Storage of medicines • Effects of tobacco • Passive smoking <p>Family roles and responsibilities</p> <p>Family network</p>	<p><i>Keeping myself safe around drugs</i></p> <p>Drugs</p> <ul style="list-style-type: none"> • Definition • Legal and illegal <p>Medicines</p> <ul style="list-style-type: none"> • Safe and unsafe usage <p>Tobacco</p> <ul style="list-style-type: none"> • Effects and usage • Smoke free places <p>Alcohol</p> <ul style="list-style-type: none"> • Associated harms <p>Support network</p>

UNIT TWO		<p><i>Keeping myself safe around medicines</i></p> <p>Medicines</p> <ul style="list-style-type: none"> • Storage of medicines and substances <p>Safe use unsafe situations</p> <p>Unknown substances</p> <p>Emergency support</p> <p>Family network and support network outside the family</p>	<p><i>Drugs affect me and others</i></p> <p>Drugs</p> <ul style="list-style-type: none"> • Definition <p>Medicines</p> <ul style="list-style-type: none"> • Précised and 'over the counter' drug <p>Tobacco</p> <ul style="list-style-type: none"> • Effects • Passive smoking • Smoke free places • Clarifying values about smoking 	<p><i>Making decisions about drugs</i></p> <p>Drugs</p> <ul style="list-style-type: none"> • Definition • 'over the counter' and prescribed • legal and illegal <p>Alcohol and tobacco</p> <ul style="list-style-type: none"> • role of the media • legislation on drugs • advertising of drugs • decision making and values clarification

APPENDIX C

CHILD PROTECTION CONTENT OVERVIEW

Stage 1

Unit 1 (Year 1)

- How do people touch me?
- Why do people touch me?
- Where do people touch me and when should I say NO?
- Who can I tell if somebody touches the private parts of my body?

Unit 2 (Year 2)

- When am I in danger?
- What can I do when I am in danger?
- How can I say No?
- Who can I tell?

Stage 2

Unit 1 (Year 3)

- Why do people touch each other?
- What kind of touching is wrong?
- How can I identify situations in which sexual assault may occur?
- When do I have the right to say No?
- Who could I tell if I am in danger of sexual assault?

- Unit 2 (Year 4)
- What can I do if threatened with sexual assault?
 - Who could I tell about sexual assault?
 - Who in the community can and will help children who have been sexually assaulted?

Stage 3

- Unit 1 (Year 5)
- What personal rights do I have?
 - What is sexual assault?
 - When are children in danger of being sexually assaulted?
 - What can we do if we are sexually assaulted?
 - Who can I talk to about sexual assault?

- Unit 2 (Year 6)
- With whom do I form relationships and why?
 - What rights and responsibilities do I have in my personal relationships?
 - How do sex-role stereotypes affect my relationships with other people?
 - What attitudes and values do I need to develop and maintain positive relationships?

Please note: Kindergarten classes have a separate document and content overview for teaching Children Protection.

Refer to Pre-School Child Protection Curriculum Document for this level

APPENDIX D

HUMAN SEXUALITY CONTENT OVERVIEW (content covered through Interrelate provider) Parent permission required for students to participate.

Unit 1

Focus question *How are people different?*

TEACHING/LEARNING ACTIVITIES Stage 3

- Grouping activity according to characteristic
- Determine age and gender by cutting out and sorting pictures i.e. male/female, youngest to oldest. This activity is followed by a class discussion how gender is determined.
- Listing the physical attributes that help to determine gender under the headings MALE and FEMALE.

- Directed learning activity using overheads
 - clarify body shapes, male and female
 - external genitals, male and female
- Worksheet labelling male and female differences
- Heredity Worksheet
 - Group research task to finding word meaning
 - Groups then report back to the class. Students individually complete questions at the end of the sheet.
- Visualisation activity to focus on individual physical
- “My Family” worksheet – students draw pictures of themselves and describe similarities with other family members.

Unit 2

Focus question *How do we change during puberty?*

TEACHING/LEARNING ACTIVITIES Stage 3

- Discuss changing body shapes of males and females.
- Introduction term “puberty”
- Glands – their functions and effect on the body (worksheet)
- Small group work – list body changing during puberty.
- Introduce term “reproduction”.
- Discuss, draw and label the male external and internal reproductive system.
- Discussion of Nocturnal Emissions (wet dreams) and associated feelings.
- Discuss, draw and label the female external and internal reproductive system.
- Directed Learning – The Menstrual cycle
- Look at feminine hygiene products available
- View video “Perhaps You’ve Noticed You’re Changing”.
- Feelings Lucky Dip (Role Play). Discuss

Unit 3

Focus question *How do people reproduce?*

TEACHING/LEARNING ACTIVITIES Year 6 only

- Brainstorm – why do people have children?
- Discussion of the term “reproduction”.
- Revise male and female reproductive organs.
- Teacher directed activity on “fertilisation” and “sexual intercourse”.
- Draw diagrams of the female reproductive organs and track the journey of the sperm to the egg.
- Group research various stages of pregnancy.
 - View Video
- Practical discussions and/or panel session with community members about the birth process.
- Discussion of contraception.
- Sexually transmitted diseases.
 - What are they?

Unit 4

Focus question *How do our relationships grown and change?*

TEACHING/LEARNING ACTIVITIES Year 6 only

- Mind map members of their families
- Brainstorm similarities and differences between families
- Discussion of what is meant by the term “love”.
- Scenarios to explore different types of relationships.
- Worksheet – Level of Relationships
- Brainstorm
 - Qualities of a best friend
 - Qualities of boy/girlfriend
- Parent/adult survey on puberty and sex education.

APPENDIX E

IDENTIFICATION OF GIFTED STUDENTS

Identification of Gifted Students

Gifted Students - are those with the potential to exhibit superior performance across a range of endeavours.

Talented Students - are those with the potential to exhibit superior performance in one are of endeavour.

Gifted and Talented Students are to be found in all communities regardless of their socio-cultural or socio-economic backgrounds.

It is important for teachers to be sensitive to factors, which can help or hinder the recognition and development of special gifts and talent in young people.

These factors are motivation, self esteem, peer pressure, social-economic, socio-culture, linguistic and disability

Giftedness and talent may occur in different areas including the Creative Art, Academic subjects, Social and leadership skills and sporting interests. Opportunities for students to achieve their full potential should be provided as a matter of daily routine.

(Policy for the Education of Gifted and Talented Students Nov. 1991).

Assessment of the academically Gifted and Talented Students combine the results from a cognitive and achievement test battery with records or parent and teacher behavioural rating and parent and teacher interviews about the student's achievement.

Weightings usually given to these criteria are:

1. Individual ability test results
2. Record of Achievement
3. Parent or teacher behaviour ratings
4. Products or additional information from parent interview

Drs Hann and Wilson (1958) distinguished two steps in the identification process:

- a) the systematic screening of all children to locate those who may be gifted
- b) selection or the process of determining which students will be included in special programs

THE RIGHT OF THE LEARNER

All children have the right to engage in learning experiences

- Which build upon their existing levels of learning
- Recognise their particular needs and special characteristics
- Promote them with the utmost motivation and challenge
- Promote their optimum development

This right of the learner should be readily accepted when making provision for children with learning disabilities (is often not accorded to) as well as the gifted.

Betts/Neihart
Profiles of the Gifted and Talented

6 Different types of G & T Children

1. **The Successful**

These make up to 90% of identified G & T students in schools

Learnt the system well

Score high on achieve test and IQ tests usually

Rarely exhibit problem at school because eager for approval from teachers and other adults.

Often become bored with school and use system to get by with as little work as possible

Approval makes them dependent on parents and teachers

Generally liked by peers and included in social groups

Often **underachieve** in college and late adulthood

2. **The Divergently Gifted**

Schools often fail to identify these students unless G & T Program been in place for at least 5 years and teachers have been thoroughly inserviced.

High degree of creativity

Often appear obstinate, tactless, sarcastic, question authority and may challenge teacher

Not conform to system and have not learnt to use it to their advantage

Receive little recognition and few rewards, and interactions at school and home often involve conflict

Challenges peers sometimes and is not welcome in groups.

Some have sense of humour and creativity that makes them popular

Some at risk for eventually drug addiction and delinquent behaviour of not acknowledged by early high school.

3. The Underground

Years 5 – 8 females generally or some males may like to hide their giftedness. They hide talent to appear more included in a non-gifted peer group.

May have been highly motivated before Year 5, frequently appear insecure and anxious.

Tendency to push these children to continue their diligence/standards but they seem to benefit by being accepted for the time being.

Alternatives should be explored for meeting their academic needs while undergoing this transition.

4. The Dropouts

Typified as angry because the system has not met their needs for many years and they feel rejected.

May express this anger by acting depressed and withdrawn or by acting out and responding defensively. Frequently their interest extend beyond school and they do not receive support and affirmation for their talents and interests in these students and perhaps hostile to them

School seems irrelevant to these students and perhaps hostile to them.

Frequently been identified very late, self-esteem very low and traditional programming not appropriate. (Must do something different for these).

5. Doubled Labelled

Gifted students physically, emotionally disabled or L.D.

Most gifted programs do not identify these children or offer special program addressing their needs.

They often do not exhibit gifted behaviour, they may have sloppy handwriting and disruptive behaviours

It is difficult for them to complete work

Often confused about their abilities

Display symptoms of stress

They may feel discouraged, frustrated, rejected, helpless or isolated

Often impatient and critical and react stubbornly to criticism

Traditionally they are either ignored as average or referred for remedial assistance.

School systems tend to focus on their weaknesses and fail to perceive their strengths.

6. The Autonomous Learner

They have learned to work efficiently in the school system but they have learned to use the systems to create new opportunities for themselves

They make the system work for them

They are independent and self directed, well respected and often have a leadership role in their schools

They have a strong sense of personal power and are able to express their feelings, goal and needs clearly and appropriately.

SOME GUIDING PRINCIPLES

- A variety of identification procedures should be used
- Wherever possible parents should be actively involved in the assessment and placement process
- Students from disadvantaged and minority populations shouldn't be overlooked. Allowance should be made for the nomination and identification of students who lack enrichment opportunities.
- Prior to a recommendation for placement there should be a comprehensive evaluation of the student's cognitive ability, academic readiness and social-emotional maturity.
- Assessment should be related to the goals of the program. For example, where the assessment is for accelerated progression across cohorts there will need to be an emphasis on assessment of academic ability.
- Identification and assessment procedures should be dynamic, not static, with continual re-evaluation in the light of theory, research and experience.
- Provision should be made for the re-nomination and identification of students who are late developers.

“There is no one best system for identifying gifted children”

(Sattler, 1998, page 665)

“When a student is being considered for accelerating progression, the school should carry out a comprehensive physiological evaluation of intellectual functioning, academic skills and social-emotional adjustment”.

(Implementation Strategies, 1991, page 22)

ASSESSMENT AND COUNSELLING OF GIFTED AND TALENTED STUDENTS

Notes for School Counsellors, NSW Department of School Education 1991

APPENDIX F

SUN PROTECTION POLICY

Mount Pritchard Public School recognises that it has a responsibility to provide a safe environment for students and staff, and part of this responsibility is the provision of a sun protection plan. In line with this belief and the Department of School Education's 'Protection from the Sun' Guidelines the following policy will apply.

Students and staff will be encouraged to protect their skin by:

- Reducing their exposure to the sun, wherever possible
- Wearing hats (preferably broad-brimmed) when involved in any outdoor activities
- Wearing clothing which provides increased protection from the sun (e.g. woven fabric with collars and longer sleeves)
- Making use of the school's shaded areas whenever possible, particularly at times of peak UVR
- Using 15+ broad-spectrum sunscreens as other sun protection measures, particularly when participating in outdoor excursions and sporting events.

Students will:

- Participate in teaching and learning activities focussing on sun protection
- Follow the school's "Not Hat, No Play" rule
- Be encouraged to wear sunglasses

Staff will:

- Ensure all students are made aware of the dangers of exposure to the sun through appropriate teaching and learning activities
- Be encouraged to model appropriate behaviour (re sun protection) while on playground duty, excursions and other outdoor activities

Parent and community members will:

- Be made aware of the school's sun Protection Policy
- Participate in workshops on sun protection and the prevention of skin cancer
- Support the policy by ensuring their child has a hat

The School will:

- Provide the necessary resources to implement the Sun Protection Policy
- Monitor and review the policy
- Ensure the school uniform provides adequate protection from the sun
- Make available sunscreen for use by students and staff involved in excursions and sporting events
- Extend existing shade areas through the planting of trees

PSSA POLICY RE SUN PROTECTION

It is a requirement of Mount Pritchard Public School that all students participating in PSSA or other representative sport wear a hat or sun visor whenever practicable. When not involved directly in a game or competition, students are to be seated in shaded areas (if available).

Students are encouraged to carry sufficient quantities of water, to prevent dehydration and heat exhaustion. Students displaying signs of heat exhaustion or stress are to be removed from the game.


The use of sunscreen as an additional precaution is encouraged.

Student accidents

All accidents need to be recorded in SENTRAL

Accident reports complete when needed

Head and Face injuries parents must be contacted.

		Injury to student monitoring		Date:	
Student name:		Type of injury: see Sentral			
Actions by class teacher:		Actions by office:			
Check on student during the session		Assessed student and applied appropriate first aid (including icepack)			
Send for assistance if required		Contacted parents if injury was serious or head/ face injury			
Send student back to office for further assessment Time:		Sent monitoring slip to class teacher.			
Inform parents if parents collect student.		Checked in with classroom teacher			
Other: eg student not participating in physical activities		Other: eg follow up call to parents.			