

Wallsend South Public School

Student Wellbeing Procedures

This document contains information and procedures relating to:

1. NSW Department of Education Behaviour Code
2. The Wallsend South Public School Context
3. School Values
4. Behavioural Expectations and Consequences
5. Care and Supervision of Students
6. Anti-Bullying (including online bullying) and Anti-Bullying Plan
7. Student Attendance
8. School Uniform
9. Student Health and Medication
10. Student Participation & Leadership
11. Sun Safety
12. Appendix

1. NSW Department of Education's Behaviour Code

BEHAVIOUR CODE FOR STUDENTS NSW PUBLIC SCHOOLS

NSW public schools are committed to providing safe, supportive and responsive learning environments everyone. We teach and model the behaviours we value in our students. In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members,
- Follow school and class rules and follow the directions of their teachers,
- Strive for the highest standards in learning,
- Respect all members of the school community and show courtesy to all students, teachers and community members,
- Resolve conflict respectfully, calmly and fairly,
- Comply with the school's uniform procedure or dress code,
- Attend school every day (unless legally excused),
- Respect all property,
- Not be violent or bring weapons, illegal drugs, alcohol, tobacco or vaping liquid into our school,
- Not bully, harass, intimidate or discriminate against anyone in our schools,
- Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

BEHAVIOUR CODE FOR STUDENTS: ACTIONS

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

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,
- Respect yourself and expect respect from others,

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.

For further information:

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/behaviour-code>

2. The Wallsend South Public School Context

The Wallsend South Public School community values and respects all people and believes in lifelong learning, the celebration of success and the achievement of academic and social potential for all in a secure, stimulating and challenging environment.

OVERVIEW

The student discipline code and learning environment at Wallsend South Public School is designed to promote effective learning for all students in a happy and safe environment. This discipline code seeks to nurture and maintain a school environment that values:

- ourselves, others and the world. We must consider our home, our school and our wider environment;
- effective implementation of the Welfare and Discipline Policy through staff and community working cooperatively to ensure our values are consistently applied.

We aim to create a learning environment where students can develop academically, socially, physically and emotionally and develop a set of core values for themselves.

RESPONSIBILITIES

| | |
|------------------------------|--|
| School | <ul style="list-style-type: none">- ensure student welfare underpins all policies and activities of the school;- involve the school community in reviewing policies and practices relating to student welfare;- provide relevant learning programs which are engaging and rewarding for all students;- encourage responsible behaviour and utilise explicit teaching to discourage inappropriate behaviour;- equip students with the skills they need to manage their own behaviour. |
| Staff | <ul style="list-style-type: none">- promote a happy and safe playground environment;- be consistent in the support of students developing and displaying appropriate behaviour;- respond promptly and appropriately to specific behaviours;- act as a positive role model for all students, in line with the core values of public education and our school;- model effective, consistent and appropriate communication skills. |
| Students | <ul style="list-style-type: none">- model the core values of the school;- assist in providing a happy, caring and safe environment for all;- take responsibility for their own learning and behaviour;- follow teacher directions promptly. |
| Parents / Carers & Community | <ul style="list-style-type: none">- collaborate with staff to support student welfare and wellbeing;- be a positive role model to support students in displaying positive and appropriate behaviour;- shared commitment to provide opportunities for students to take responsibility for their actions. <p><i>See appendix for School Community Code Of Conduct</i></p> |

FACILITATING AND SUPPORTING LEARNING

The Wallsend South Public School community supports its learning programs in three major areas:

1. Promote personal development of students

The school will contribute to the personal development of students by providing opportunities to:

- gain satisfaction associated with challenge and achievement,
- develop understanding and skills in communication and interpersonal relationships,
- develop a realistic and comprehensive self-concept and enhance their self-esteem,
- develop their interests and abilities,
- develop personal values within our framework of community values,
- develop skills in decision making, problem-solving and conflict resolution,
- assist them to understand their own feelings and behaviour and those of others,
- value and respect difference,
- be caring, respectful and supportive of others,
- contribute positively to school.

2. Promote the safety and wellbeing of students

The school will endeavour to enhance or protect the welfare of its students by:

- developing a school and classroom environment conducive to learning,
- promoting a safe and secure environment where basic needs are met and where students are protected from harm (see Procedure 5 regarding bullying),
- encouraging appropriate forms of behaviour.

3. Promote overcoming specific challenges and difficulties

Teachers in the school will endeavour to:

- assist students to optimise their participation in school programs,
- cater for specific learning and needs,
- cater for the emotional, social and physical needs of all students,
- address behavioural problems proactively.

3. Our School Values

WE VALUE OURSELVES, OTHERS AND THE WORLD WE LIVE IN

Students at Wallsend South Public School learn in a school environment which explicitly teaches and models core values. Staff work cooperatively to ensure the values of the school are consistently implemented and applied.

OUR VALUES

Respect: I have respect for myself and others, my education and school property.

Kindness: I am kind to everyone, whether they are my friend or not.

Responsibility: I am responsible for my choices, my actions and my learning.

Resilience: I am resilient. I show perseverance, persistence and courage, even when things get tough. I can bounce back and accept reasonable rules, decisions and changes.

Acceptance: I accept others and show tolerance and understanding to others, I am comfortable with people who are different to me.

Fairness: I am fair, I include everyone in games and activities and treat everyone fairly to make sure they have a fair go.

Care: I show I care by showing compassion, love, trust and empathy to all.

Integrity: I show integrity by being honest, trustworthy and demonstrating honour in everyday life.

Through the explicit teaching of our values, the student welfare procedure aims to help students develop:

- ✓ enjoyment and satisfaction for learning,
- ✓ an ability to communicate effectively,
- ✓ a set of values to guide behaviour,
- ✓ personal and social responsibility for their actions and decisions,
- ✓ personal dignity and worth; self-reliance,
- ✓ cultural identity,
- ✓ a feeling of belonging to the wider community,
- ✓ a caring attitude towards others,
- ✓ an ability to form satisfying and stable relationships,
- ✓ a positive attitude to school attendance and engagement.

WALLSEND SOUTH PUBLIC SCHOOL ONLINE VALUES

In response to 21st century learning and the digital revolution, Wallsend South Public School has developed clear guidelines as to expected behaviours of students when using online and digital platforms.

See Wallsend South Public School Online Values in appendix for further information.

4. Behavioural Expectations and Consequences

STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR INCLUDING SPECIFIC STRATEGIES TO MAINTAIN A POSITIVE SCHOOL ENVIRONMENT

To ensure the effectiveness of this plan, staff and school community need to be consistent in its implementation. Staff members will be required to use their professional judgement and experience in supporting individuals or a group.

The underlying principles of this plan:

- students will be encouraged to accept responsibility for their behaviour,
- teachers and parents play an integral part in assisting students to develop positive and acceptable behaviour patterns that reflect our values,
- consequences for inappropriate choices need to be consistent throughout the school and provide opportunities for students to modify and improve their behaviour,
- students feel supported through this process so that they give honest responses in a safe context; this results in resolution.

The principal, executive and teachers, using their professional judgment are best placed to provide consistent and fair discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources to guide principals and staff in exercising professional judgment. Students learn most effectively in a secure, organised, consistent and disciplined environment encouraged by parents/carers, staff members and students who all have shared responsibility in maintaining and expecting this.

PROGRAMS INCLUDE:

1. School Values Program

See section 3. School Values for further information.

2. Innovative Curriculum and Quality Teaching Practices

The Wallsend South Public School learning community strives to promote an educational climate where curriculum innovation and excellence is encouraged and valued. The school is committed to providing a high quality education for each student. Our practice endeavours to reflect the NSW Quality Education Model, the School Excellence Framework (SEF) with regular evaluation to inform best practice and improved student learning outcomes.

This plan outlines stage outcomes for each stage and provides direction in developing key ideas where students are encouraged to acquire enduring understandings. Classroom learning programs are reflective of this plan and are also needs driven, based on teacher observation and data collection. It is a shared belief of the school that appropriate, needs driven and significant curriculum, reduces negative student behaviour and leads to deeper engagement and learning.

3. Student Monitoring / Data Collection

Wallsend South Public School is committed to monitoring and encouraging the behavioural and academic growth of all students. The school utilises databases to manage and record each student's behavioural, academic and social progress. Data from these databases is used to determine school priorities and areas of strength.

4. Learning Support Team

The school Learning Support Team (LST) meets regularly to discuss and manage targeted student learning and behaviour. The learning support team consists of the Deputy Principal, Assistant Principals, Classroom and Learning & Support Teachers (dependent on stage of learning), and the School Counsellor.

The composition of this team changes from time to time, depending on the particular need of each student who may be referred to the LST. Students may be referred to the LST by teachers who are concerned with particular aspects of a student's growth and development - behavioural, academic, social or emotional. It may also be for supporting extension opportunities. The Learning Support Team discusses strategies to improve particular student outcomes and is responsible for managing support programs throughout the school.

5. Transition to School Programs: Kinder Orientation; Year 2 New Lambton Heights Orientation and Year 6 High School Orientation.

The school is committed to promoting positive student behaviours through a strong focus on Kindergarten, Year 2 to 3 (for students coming to Wallsend South from New Lambton Heights Infants School) and High school transition programs.

It is believed that these programs are important to establish a climate of trust with the students. The Kindergarten transition program involves a formal program in Term 4 that supports transition to school through classroom visits by students and a Buddy program where students are paired with older children of the school.

Year 2 students visit classrooms in Term 4 to become familiar with peers, teachers and school routines. Parents attend an evening information session to support their inclusion and knowledge of the school and our routines.

Year 6 students are supported through strong links with our partner school Lambton High School and are involved in activities that support their transition to high school. Several visits to the Lambton High School and other high schools are organised as part of their transition process.

6. High Potential and Gifted Education

Wallsend South Public School provides rich support for students identified as high potential and/or gifted through a variety of strategies and processes from kindergarten through to Year 6 and in accordance with the High Potential, Gifted and Talented NSW Dept of Education policy (2020). Research suggests that students who are not stimulated or challenged in their learning may become disengaged and lack motivation to learn in the school environment. All student needs are monitored through ongoing assessment with teaching and

learning opportunities designed to extend and engage students appropriately. This maintains student growth, enrichment and engagement.

7. Learning And Support Programs

Learning and Support programs at Wallsend South Public School are designed to ensure that children requiring support in their learning are supported through timely, individualised and appropriate intervention.

Teachers at the school undertake training and development in ways to cater for children who may require additional and specific support. The school accesses learning support teachers and officers (SLSOs) to work with students in classes or withdrawal groups for more intensive assistance. Some students may require an individual education plan (IEP). Parents will be informed if an IEP is put in place.

8. School Counsellor

Our School Counsellor is available to students who are experiencing academic, behavioural or social difficulties. Access to this service is through teacher or parental referral. Parental consent will be sought in order for students to visit the school counsellor. Depending on the level and type of need, the school counsellor works with the school community to improve student outcomes and identify possible strategies for the student.

9. Attendance Monitoring

School attendance is recorded through SENTRAL (online system). Student attendance is monitored carefully by teachers and school executive. It is a legal requirement that all absences are explained in writing or verbally by the parent or caregiver as soon as possible after the absence. Explanations of absences should be given to the class teacher. Parents can also reply to an SMS alert if your child is absent.

A Home School Liaison Officer (HSLO) supports the school to maintain high levels of attendance by the student population. This policy outlines specific requirements and strategies to ensure good school attendance for every student.

10. Assessment and Reporting

Positive student behaviour is encouraged through regular assessment of student learning and behaviour. Parent/Teacher interviews are available on request. Parents wishing to meet with the class teacher should request an interview in advance.

The whole school conducts Parent/Teacher interviews in Term 1 each year for each child to establish a partnership with parents and to share some initial observations in classroom behaviour and attitudes to learning. Formal written reports are prepared at the end of Term 2 and Term 4. These reports indicate levels of achievement in the Key Learning Areas, identify specific learning goals and also provide a summary of each child's attitude and application to learning and the school environment.

11. Student Self-Assessment

All students at Wallsend South Public School are encouraged to be active participants in their learning. Students who take responsibility for their learning and regularly evaluate their performance and effort will be

more likely to set goals and be more independent, focused and resilient in the classroom.

Students will be encouraged to identify strengths as well as areas for development. Much of this self-assessment will take place in the classroom - both formally and informally.

12. Student Leadership

See Section 10 Student Opportunities and Leadership for further information.

13. Anti-Bullying Program

The school has developed a whole school Anti-bullying policy and program which teaches students about the effects of bullying and how bullying should be handled at our school. At the beginning of each school year teachers will discuss and undertake activities that equip students with an understanding of bullying and how to cope with bullying if it is encountered. Common themes across the school include: the role of power in relationships, types of bullying behaviours, and strategies to cope with bullying, what to do when you see bullying and establishing a support network.

See Section 6 Anti-Bullying for further information.

14. Community Participation

Wallsend South Public School seeks to include all community members in supporting students in their learning and behaviour.

Strategies to achieve this goal include:

- Building a learning community in which students, staff and parents work together,
- Encouraging parents and community members to participate in the education of the students at Wallsend South Public School ,
- Acknowledging parents as partners ,
- Encouraging students to have a sense of belonging and ownership to the school ,
- Assisting families to gain access to support services in the community,
- Fostering close links with the wider community,
- Encouraging links between parent and student representative groups,
- Inviting parents to share their skills and experiences in the school community,
- Supporting students and their parents in making decisions about learning programs,
- Recognising students' families, cultures, languages and life experiences.

For further information:

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>
<https://education.nsw.gov.au/content/dam/main-education/public-schools/going-to-a-public-school/media/documents/school-community-charter.pdf>

15. Casual Teachers

At Wallsend South Public School we strive for high expectations of consistency and communication between all members of staff. Casual teachers / visiting teachers are given an induction the school's Workplace, Health and Safety, as well as a folder regarding class information, programming, timetables and behaviour systems

upon their arrival to the school.

STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

Students throughout the year will be recognised through a merit system in assemblies.

Merit Procedures

- Merits are handed out in the school's stage assemblies (ES1 / S1 fortnightly, S2 / S3 weekly).
- Each class teacher will nominate 2 students each week to receive a merit (or 4 per fortnight).
- Merits are tracked by individual class teachers.

Other Awards

Other awards may be handed out by teachers.

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| Classroom behaviours examples: Producing quality work; Completing tasks; Persisting with tasks; Helping others; Listening attentively; Speaking politely; Contributing to classroom organisation and presentation; Personal organisation | Playground Behaviours examples: Playing cooperatively; Staying in the right areas; Using equipment properly; Respecting our playground environment by keeping it clean; Helping others. |
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OTHER STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR

- Ongoing feedback to students for appropriate behaviour (particularly the school values),
- Staff modelling of consistent, caring and controlled behaviour,
- Commendations and recognition immediately, at assemblies, in the weekly newsletters and at special occasions,
- Regular contact with parents and caregivers,
- Verbal praise and recognition,
- Participation in PSSA competitions, inter-school debating, chess and public speaking, language, Art, computer, English, mathematics, science, environmental and web-based competitions and Performing Arts festivals/performances,
- Recognition of students with special needs, remediation and programs for gifted and talented students
- Home reading program and awards.

STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

Classroom Management of Inappropriate Student Behaviour

The teacher plays a pivotal role in maintaining a positive classroom environment and promoting productive relationships with each student. From time to time the teacher will need to manage student behaviour which is not in keeping with the school's expectations. It is important that the teacher understand their role in restoring the student's behaviour to a more acceptable standard. All teachers are asked to use the school's agreed *Classroom Procedures* and refer to the *Behaviour Flow Chart* when managing behaviour.

It is an expectation that teachers will explicitly encourage fair and firm discipline procedures to maintain the class learning focus. Where consequences (time out, check-in sheets etc.) are applied, *the individual teacher is responsible for following through and managing the restorative process*. Giving control over to another teacher to discuss the inappropriate behaviour does little to change the relationship between teacher and student. *In serious circumstances* the student may be referred immediately to the Assistant Principal, Deputy Principal then Principal. The executive member will provide feedback to the Class Teacher as to the outcome/resolution.

A student may benefit from a proactive *Behaviour Goal Card* (purple) to focus on behaviour that needs attention before it becomes established to a degree that it becomes serious. Serious behaviour incidents must be referred to the Planning Room and may result in a student being issued with a *Behaviour Alert Card* (yellow).

Playground Management of Inappropriate Student Behaviour

All staff members must be vigilant when supervising the playground to ensure a safe and happy school environment. All staff members wear a fluorescent vest whilst on playground duty. From time to time students will need to be reminded of rules and expectations. Consequences for inappropriate behaviours will range depending on severity and context. Where incidents are minor, students should be reminded of rules by the teacher dealing with the incident and where appropriate have consequences to reinforce better choices.

Where the behaviour is major or serious, teachers will need to apply the school's policies and procedures (refer to Classroom and Playground Procedures). It is the supervising teacher's responsibility to follow through with an appropriate investigation and referral where necessary. This may involve interviewing students after the play period has ended. It is important to listen carefully to students and give them the opportunity to communicate as some students struggle in these situations due to issues with controlling emotional responses.

A student may benefit from a proactive *Behaviour Goal Card* (purple) to focus on behaviour that needs attention before it becomes established to a degree that it becomes serious. Serious behaviour incidents must be referred to the Planning Room and may result in a student being issued with a *Behaviour Alert Card* (yellow).

Behaviour Goal Card (Purple Card)

Behaviour Goal Cards are used to support students in focusing on a behaviour that needs some attention. It is a proactive strategy that allows the teacher the opportunity to work with the student consistently to build skills and understanding in a specific goal area.

Behaviour Goal Cards may be used at any point in time once a pattern of behaviour has been observed. They are useful as an early intervention tool and should, if used appropriately, increase positive relationships between students and teachers. Communication with parents at this point is recommended to facilitate proactive, low level intervention and to establish a team approach to addressing behaviour early.

For this strategy to be successful it must be seen to be important by the teacher. This occurs when the student sees the teacher following up diligently and keeping the goal as a focus. It is a team approach where the student is mentored and guided by the teacher.

The card should be used sensitively and not advertised to the rest of the class/students. Student dignity is important in this process to ensure that students are positively focused and engaged in improving the behaviour and achieving their behaviour goal. Recognising goal achievement is also very important – a few positive words will go a long way here.

Behaviour Alert Card (Yellow Card)

Behaviour Alert Cards (or Yellow Cards) are intended to alert parents that their child is having a problem with playground or classroom behaviour. This process is about restorative justice so the main purpose is to support the child to reflect on behaviour choices and identify strategies to make positive choices next time. Having issued the card, the teacher will have discussed the problem with the child, explained the reason it was issued and discussed ways to resolve the problem. The teacher should refer to the Behaviour Flow Chart to guide their behaviour management actions prior to issuing a yellow card.

As a consequence of receiving the card, the child will attend the Planning Room and will miss out on play for up to three (3) half lunch sessions. This is determined by an AP after consultation (student and teacher) and an assessment of the situation. The child will not be able to access the canteen for treats but may still order their lunch. The child is not able to attend extra-curricular activities (teacher discretion in consultation with Executive). There is no need for parents to impose any further consequence. However, it would be appreciated if parents would reinforce the importance of positive behaviour at school by having a conversation with their child and then signing the card as an indication that you have sighted it and returning the card to the school the next day. Should parents wish, they are most welcome to telephone and discuss this matter with the issuing teacher.

Expectations of Staff - Classroom and Playground

| Area | Teacher | Assistant Principal | Deputy / Principal |
|------------|--|---|---|
| Classroom | <ul style="list-style-type: none"> • Establish clear class routines and expectations • Follow agreed school classroom management procedures • Investigate/ follow up behaviour incidents sensitively and as needed. • Follow through with consequences for misbehaviour • Contact parents for consultation and consistency in management • Conference with student- make a plan, contract etc. with agreed consequences • Record inappropriate significant classroom behaviour in Sentral • Maintain acceptable documentation of behaviour- plans, referrals • Communicate and refer to stage AP for serious and/or ongoing behaviour causing concern | <ul style="list-style-type: none"> • Ensure school policies and procedures are followed • Support and advise classroom teacher where appropriate • Investigate serious behaviour incidents for principal • Contact parents to discuss incidents and ways to support • Convene LST meeting to address student need • Apply DoE suspension policies where necessary in the absence of the principal | <ul style="list-style-type: none"> • Ensure school policies and procedures are followed • Support Stage APs • Convene LST meeting to address student need • Apply DoE suspension policies where necessary |
| Playground | <ul style="list-style-type: none"> • Know school playground rules and routines • Roam proactively in duty area • Be proactive in identifying high risk students and directing them towards suitable play • Reinforce playground rules • Investigate / follow up playground incidents • Record significant playground behaviour through Planning Room and Behaviour Alert Card (Yellow Card) System | <ul style="list-style-type: none"> • Support and communicate playground policies and procedures • Support teachers in consistency and procedures • Collect and record behaviour referrals on Sentral database • Investigate serious incidents for principal | <ul style="list-style-type: none"> • Ensure school policies and procedures are followed • Support Stage APs • Convene LST meeting to address student need • Apply DoE suspension policies where |

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| | <ul style="list-style-type: none"> • Ensure Behaviour Alert Card is given to the student and then the AP in charge of Planning Room is notified through email or Sentral tagging so that there is a record. <p>Behaviour Alert Card incidents to be recorded in Sentral for behaviour monitoring.</p> | | |
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Playground Procedures

| | Behaviour Level and Education | Typical Behaviours | Possible Consequences | Teacher Responsibilities | Executive Responsibilities |
|---------|---|--|---|--|---|
| Minor | <ul style="list-style-type: none"> o Infringements of school expectations - counselling by the teacher, low level consequences and restitution | <ul style="list-style-type: none"> o Running on the concrete o Kicking balls undercover o Littering o Excluding others o Disobedience o Dangerous use of equipment o Inappropriate language o No hat o Rough play o Out of bounds | <ul style="list-style-type: none"> o Counselling / Discussion o Restoration – apologise, make amends o Lunch/Recess time out (negotiated time) o Reminder of WSPS Values o Time out in visible area if required | <ol style="list-style-type: none"> 1. Give logical consequences 2. Redirect behaviour 3. Monitor behaviour 4. Teach / model positive behaviour 5. Praise / recognise positive behaviour | <ol style="list-style-type: none"> 1. Awareness of procedures at this level 2. Monitor the implementation and consistency of procedures at this level |
| Major | <ul style="list-style-type: none"> o Infringements of school expectations - counselling by teacher recording of behaviour and restitution o Seeking APs assistance / advice. | <ul style="list-style-type: none"> o Continued dangerous use of equipment o Continued aggressive play o Continued inappropriate language o Inappropriate touching o Continued disobedience o Continued inappropriate language o Bullying behaviour o Stealing o Verbal abuse and defamatory comments (racial, appearance, sexual etc) | <ul style="list-style-type: none"> o Communication with classroom teacher o Referral to planning room o Follow up conversation with executive o Shadowing o Behaviour Alert (Yellow) Card o Loss of privileges o Students of concern identified at LST meeting, executive and communications meeting o Behaviour Goal Card | <ol style="list-style-type: none"> 1. Give logical consequences, eg, behaviour card focusing on behaviour goal, daily check ins/ reminders, reduced play area for monitoring, etc. 2. Referral to Planning Room completed and Behaviour Alert Card (Yellow Card) issued (may want to enter an incident record into Sentral) 3. Executive dealing with the incident to contact parent if Behaviour Alert Card (Yellow Card) is not returned 4. Inform classroom teacher | <ol style="list-style-type: none"> 1. Information entered into Sentral 2. Planning Room supervision 3. Support CT where necessary 4. Ensure appropriate follow up if necessary, e.g Risk Assessment, IEP, Behaviour Plan 5. Monitor improvement 5. 6. Refer to LST where appropriate |
| Serious | <ul style="list-style-type: none"> o Infringements of school expectations - investigation by the teacher and/or school executive, o Recording of behaviour, enforcement of consequences and restitution o Emergency-Need assistance immediately. | <ul style="list-style-type: none"> o Physical violence and/or types of abuse, continued intimidation and high level threats o Stealing o Continued bullying o Intentional damage of equipment and property o Continued high level disobedience / ignoring rules placing self or others in danger | <ul style="list-style-type: none"> o Referral to Planning Room and Behaviour Alert Card (Yellow Card) issued o Parent Interview (face to face) o Time off playground with executive and classroom teacher o In school withdrawal o Suspension o Expulsion o Students of concern identified at LST meeting, executive and communications meeting o Behaviour Goal Card | <ol style="list-style-type: none"> 1. Referral to Planning Room completed and Behaviour Alert Card (Yellow Card) issued 2. Inform AP immediately 3. Teacher/Executive/ Student conference | <ol style="list-style-type: none"> 1. Teacher/Executive/ Student conference 2. Information entered into Sentral 3. Parent interview/ phone call/ interview, as appropriate. Discuss goals and strategies 4. Principal or Deputy to consider/manage suspension 5. Complete referrals to District Office and counsellor 6. 6. Monitor and manage Risk Assessment, IEP, Behaviour Plan |

Classroom Procedures

| | Behaviour Level and Consequence | Typical Behaviours | Possible Consequences | Teacher Responsibilities | Executive Responsibilities |
|---------|--|--|--|---|---|
| Minor | <ul style="list-style-type: none"> o Infringements of school expectations - counselling by the teacher, low level consequences and restitution o Deal with issues in class | <ul style="list-style-type: none"> o Answering back o Calling out o Defiance o Disrespect towards a teacher o Disrupting others/Inciting problems o General swearing o Identified lack of effort o Misuse of school or personal equipment o Put downs o Refusal to follow WSPS Values o Throwing items across the room o Unauthorised quick absence from the class | <ul style="list-style-type: none"> o Classroom Reward System o Warning o Counselling / Discussion o Lunch/Recess time out o Record incident in day book o Reminder of WSPS Values o Time out in visible area | <ol style="list-style-type: none"> 1. Give logical consequences 2. Redirect behaviour 3. Monitor behaviour 4. Teach positive behaviour 5. Praise / reward positive behaviour | |
| Major | <ul style="list-style-type: none"> o Infringements of school expectations - counselling by teacher recording of behaviour and restitution o Deal with issue during lesson breaks, seeking APs assistance/advice | <ul style="list-style-type: none"> o Constant misbehaviour- repeated warning behaviours. o Continual misuse of personal or school property. o Continual/long unauthorised absence from class o Inappropriate use of mobile phones o Persistent defiance-disruption o Swearing- persistent or with intent to hurt o Throwing items with intent to hurt o Touching others inappropriately o Vandalism or stealing o Refusal to go to buddy class o Verbal abuse directed at teacher/ student o Bullying, eg targeting/excluding others | <ul style="list-style-type: none"> o Time Out; possible removal into Buddy Class and / or Exec intervention o Planning Room Follow Up o Possible Behaviour Alert Card (Yellow Card) o Completion of work in lunch / recess o Students of concern identified at LST meeting, executive and communications meeting o Follow up conversation with executive o Contact with student's parents / carers o Behaviour Goal Card | <ol style="list-style-type: none"> 1. Give logical consequences 2. Referral to Planning Room completed and (Behaviour Alert Card) Yellow Card issued 3. Executive dealing with the incident to contact parent if Behaviour Alert Card (Yellow Card) is not returned 4. Inform classroom teacher | <ol style="list-style-type: none"> 1. Information entered into Sentral 2. Planning Room supervision 3. Support CT where necessary 4. Ensure appropriate follow up if necessary, e.g Risk Assessment, IEP, Behaviour Plan 5. Monitor improvement 6. Refer to LST where appropriate |
| Serious | <ul style="list-style-type: none"> o Infringements of school expectations - investigation by the teacher and/or school executive o Recording of behaviour, enforcement of consequences and restitution o Emergency-Need assistance immediately. | <ul style="list-style-type: none"> o Consistent misbehaviour- repeated warning behaviours. o Continued bullying after intervention o Extreme misuse of equipment e.g. throwing tables, chairs, deliberately breaking equipment o Extreme sexualised behaviour/including the use of mobile phones o Physical violence (e.g. fighting) o Possession of drugs or weapons o Continued refusal to go to buddy class o Continued vandalism or stealing | <ul style="list-style-type: none"> o Planning Room referral o Parent Interview (face to face) o Time off playground with executive and classroom teacher o In school withdrawal or loss of privilege, eg, not attending special activity or event o Suspension o Expulsion o Students of concern identified at LST meeting, executive and communications meeting o Behaviour Goal Card | <ol style="list-style-type: none"> 1. Referral to Planning Room completed and Behaviour Alert Card (Yellow Card) issued 2. Teacher/Executive/ Student conference | <ol style="list-style-type: none"> 1. Teacher/Executive/ Student conference 2. Information entered into Sentral 3. Parent interview/ phone call/ interview, as appropriate. Discuss goals and strategies 4. Deputy/Principal to consider/manage suspension 5. Complete referrals to Distract Office and counsellor 6. Monitor and manage Risk Assessment, IEP, Behaviour Plan |

Playground Behaviour Expectations

Wallsend South Public School students demonstrate expected behaviours within identified areas of the school, in keeping with our school expectations.

| | Bottom Field / Top Field | Basketball Court | Canteen | Top COLA | Bottom COLA / Astro turf |
|------------------------|---|--|---|---|--|
| Key Ideas | <ul style="list-style-type: none"> • Play in mowed areas • Play safely • Return equipment • Move quickly to lines when signalled • Play fairly and be mindful of others | <ul style="list-style-type: none"> • Follow instructions • Play safely and be mindful of others • Return equipment • Include and encourage others • Move quickly to lines at the bell | <ul style="list-style-type: none"> • Use your manners • Quiet voices • Stand in line and wait your turn • Sit and consume purchases in the canteen area • Move to sun shelter at 2nd half lunch if not yet finished | <ul style="list-style-type: none"> • Walking area • Play safely • Skipping and handball area • Return equipment • Move quickly to lines on the bell | <ul style="list-style-type: none"> • Walking area • Play safely • Be mindful of others • Return equipment • Move quickly to lines on the bell |
| Teaching Points | <ul style="list-style-type: none"> • The playground is a shared space • Wearing a school hat protects me from the sun (not during Winter) • Balls are kept below shoulder height • Playground equipment is fun, but can be dangerous if it is not used properly • We all have a part to play in keeping our playground tidy and rubbish free • Playing games fairly and safely means everyone enjoys the game | As per the points in the first column + <ul style="list-style-type: none"> • Running on the basketball court is permitted for games | <ul style="list-style-type: none"> • The canteen is service for all the school community run by volunteers • It is important to wait your turn quietly so the volunteers can hear what people are ordering • We do not buy food for our friends or ask others for money • Using manners (please and thank you) shows respect towards other people | As per the points in the first column + <ul style="list-style-type: none"> • Handballs are borrowed from teacher on duty in mornings and from classrooms during break times Walking on hard (and sometimes slippery) surface areas stops collisions and people falling on dangerous surfaces | As per the points in the first column + <ul style="list-style-type: none"> • The astro turf is still a very hard surface so not for running • Handballs are borrowed from teacher on duty in mornings and from classrooms during break times |

BUS TRAVEL BEHAVIOUR EXPECTATIONS

Students are to follow the *code of conduct* rules below, set out by the RMS.

CODE OF CONDUCT

To ensure your safety and the comfort of other passengers

Students will:

- behave safely at all times
- respect the needs and comfort of other passengers
- respect bus property by not marking or damaging it
- always follow instructions about safety on the bus
- show your bus pass or ticket to the driver on boarding

Students will not:

- distract the Driver except in an emergency
- eat or drink on the bus
- allow any part of their body to protrude from the bus
- fight, spit, use offensive language or place their feet on seats
- throw any article inside or out of the bus
- Alter, deface, misuse or fraudulently obtain a bus pass
- give, lend or transfer their bus pass to another student

Bus Procedures

- At 2:55pm children are required to walk immediately to the bus assembly area and wait quietly under teachers' supervision before boarding the bus
- Children walk to buses, occupying all available seats before children are permitted to stand.
- Seats are not to be kept for other children
- All parts of the body must be kept inside the bus – **no hands or arms out windows**
- Litter must not be left in the bus or thrown from the bus window
- When alighting from a bus do not cross the road until the bus has moved away and the road is clear.

For further information:

https://www.transport.nsw.gov.au/sites/default/files/media/documents/2017/guidelines_for_managing_school_student_behaviour_on_buses_code_of-conduct_2.pdf

SERIOUS CASES OF MISBEHAVIOUR: SUSPENSION AND EXPULSION

The Principal may take action as necessary to suspend a student from school. In determining whether a student's behaviour warrants suspension, the Principal will consider the welfare of the student, previous incidents and behaviour, policy, teachers and other students in the class or school (a guiding principle is that the unacceptable and disruptive behaviour of one student should not be allowed to interfere with the educational progress of other students and/or threaten the well-being or motivation of teachers). Dependent on the situation the Principal may suspend the student immediately.

In some extreme situations, students may be expelled from a school. There are processes of consultation in place for both suspension and expulsion.

For further information:

https://policies.education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf

EXCURSIONS & SPORTING EVENTS

When students are representing the school, attending any activity organised by the school or under the auspices of the school, student behaviour should be consistent with school expectations.

A student's exclusion from school representation and excursions will result if, after intervention, behaviour support and parental contact, their behaviour is not consistent with the school values.

The decision regarding exclusion will be made after consultation with the principal, parents, class teacher and possibly the Learning Support Team based on the information/documentation available.

SUPPORT FOR STUDENTS

Support will be given to students who have frequent problems managing their own behaviour. Interventions may be in the form of counselling (by the class teacher, executive, student support personnel), specialist support, access to outside agencies and/or an individual behaviour plan if required.

COMMUNICATING WITH PARENTS

Parents will be formally notified in cases where:

- a student has repeatedly breached classroom or playground behaviour standards and has been directed to write plans for improvement;
- exclusion from outside of school activities (all school based activities such as excursions, camps, inter-school sport or other competitions, and visiting performances) is being considered;
- serious breaches of school rules/code of conduct have occurred. Parents will be informed of the actions being taken by the school to address these issues and consequences of any further breaches. In the case of violent behaviour, threats of violence, bullying or persistent disobedience parents will be notified immediately and issued with a copy of "Procedures for the Suspension and Expulsion of School Students" and advised of intended action by the school;
- a student has been involved in an act of elevated physical violence either as a participant or the victim;
- suspension or expulsion is being considered or enacted (as per the policy) by the school;

5. Care and Supervision of Students

BEFORE SCHOOL

- Students arriving at school prior to **8:40am** will wait SEATED under the sun shelter.
- When the bell has rung students may play under the supervision of the teachers on duty.
- Students are only permitted into the classrooms when a teacher is present.
- Contact will be made with parents / carers of students who are repeatedly at school before 8:30am to ask for alternative, safe arrangements to be put in place.

MORNING

- The bell will be rung at **9:00am**.
- The bell indicates that play stops.
- Students will move to their designated area to begin lessons.
- Classroom teachers will meet their class at this area.
- On Monday mornings students make their way to the hall for our Values / Communication assembly after the roll has been marked by the class teacher.

RECESS

- The bell will be rung at **11:00am**.
- Students will be supervised eating their recess seated in designated areas.
- At the **11:07am** bell the teacher dismisses students from this area when they have finished eating. Teachers are on duty in designated playground areas.
- Students are only permitted into the classrooms when a teacher is present and with permission.
- The **11:20am** bell indicates students move immediately to their designated areas. Teachers on the Top and Bottom Fields may choose to signal an earlier exit from these areas to ensure students have adequate time to go to the toilet and get a drink before lining up.

LUNCH

- The bell will be rung at **1:10pm**.
- Students should sit to eat their lunch in designated lunch areas with supervising teachers. Teachers in charge of classes are responsible for the supervision of their students during eating time.
- The **1:20pm** bell signifies to staff that students may move to the playing areas to play once their lunch is completed.
- No canteen access until the 1:20pm bell.
- Equipment may be issued from the sports shed.
- At the **2:00pm** bell the students will line up in their designated class area. Teachers on the Top and Bottom Fields may choose to signal an earlier exit from these areas to ensure students have adequate time to go to the toilet and get a drink before lining up.

AFTERSCHOOL

The bell will be rung at **2:55pm**: bikes/scooters must be walked from the bike racks along the concrete footpaths and across the road (no riding in school grounds or along the boundary pathways and crossings); students crossing the road will obey the instruction of the person controlling the crossing. Students who catch buses home will wait in their designated areas under the supervision of duty teachers.

PICK UP and GO

Families for Pick Up and Go have a sign displayed in the front window of the car. Students are to wait in the Pick Up and Go area while their car reaches the front of the queue. An executive member will then direct students to walk to the car and enter from the kerbside. Cars move from the area once seatbelts are fastened and it is safe to move out into the traffic. Students must be able to open and close their passenger door and put their seatbelt on independently for families to use this service. Students must be collected by 3:15pm from this area or they will be taken to the front office and parents contacted.

EARLY LEAVERS

Children are only to leave school early for justifiable reasons and with the permission of the Principal. This may be obtained by the supervising adult signing the child out at the school office.

LATE ARRIVALS

Students who arrive late to school are to be signed in by their parent / carer at the front office. They will receive a slip that must be sighted by the teacher. Regular late arrival is discouraged as it impacts student education, and teachers should notify their Stage AP of their concern.

INCLEMENT WEATHER

Teachers and students will be advised when students are to remain inside in wet/ extremely hot/ very windy weather. Supervision of students will be in line with the Schools Wet Weather policy.

See appendix for information regarding Playground Duties and Inclement Weather.

OUT OF BOUNDS AREAS AND PLAYGROUND

All students of Wallsend South Public School are expected to stay in the inbound areas at the appropriate times of the day in accordance to the schools supervision policy.



6. Anti-Bullying (including online bullying) and Anti-Bullying Plan

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful individual or group.

Every student has the right to expect that they will spend the school day free from harassment, exclusion and intimidation. At Wallsend South Public School strategies are implemented to challenge and stop bullying with all members of the school community working together to create a safe and supportive environment.

| | |
|---------------------------------|---|
| Executive Members | <ul style="list-style-type: none"> - provide a structured approach for reporting and managing possible incidents of bullying. - notify parents of their child's actions if the bullying persists and take actions in accordance with the school's <i>Welfare Policy</i>. - assist and monitor victims with assertiveness and resilience training. - assist and monitor students displaying bullying behaviour to modify/change their behaviour. - assist and monitor students who demonstrate uncontrollable anger/manipulative behaviour. - examine playground usage and playground supervision procedures. |
| Staff Members | <ul style="list-style-type: none"> - incorporate lessons in the Values and PD/H/PE programs that examine the nature of bullying and actions which can be taken to reduce incidents; this can occur through the PD/Health/PE curriculum. <i>See PD/H/PE Scope and Sequence Overview in Appendix for further information.</i> - be aware of students with poor social interactions and encourage their full participation in class and playground activities. - plan lessons with an emphasis on student participation in which cooperation is evident - respond to notifications by students or parents in a caring, empathetic and proactive manner and respond to observations of bullying, validate reports and record incidents in Sentral. - recommend individual students for a Merit Award to recognise supportive, anti-bullying behaviour. |
| Students Will Be Encouraged To: | <ul style="list-style-type: none"> - learn, play and act appropriately to contribute to a safe and happy environment. - respect the rights and properties of others. - demonstrate the social skills that will allow them to cooperate and contribute to school life positively. - Value and appreciate individual differences in people. - gain enjoyment and make friends during their time at school. - report instances of bullying immediately to a supervising teacher or executive member. - challenge bullying behaviour appropriately. |
| Parents Will Be Encouraged To: | <ul style="list-style-type: none"> - report instances of bullying to the child's class teacher or an executive member at the earliest possible opportunity. - maintain contact with the school's Learning Support team to ensure continued support. - embrace and support the school's values program by reinforcing its key concepts. - encourage their child to be empathetic and to value and respect others. |
| The Learning Support Team | <ul style="list-style-type: none"> - declare a non-tolerance for bullying. - engender a culture where children feel it is wrong for bullying to occur. - ensure that all members of the school community understand the meaning of bullying. - promote anti-bullying strategies within the school |

ONLINE BULLYING

Online bullying, sometimes called cyberbullying, is bullying carried out through the internet or mobile devices.

Online bullying can include:

- sending insulting or threatening messages
- posting unkind messages or inappropriate images on social networking sites
- excluding others from online chats or other communication
- inappropriate image tagging
- sharing someone's personal or embarrassing information online
- creating hate sites or starting social exclusion campaigns on social networking sites
- assuming the identity of the another person online and representing them in a negative manner or manner that may damage their relationship with others
- repeatedly and for no strategic reason attacking players in online gaming.

Online bullying is defined by inappropriate actions online between people who have ongoing contact and are a part of a pattern of repeated behaviours (online or offline). Single incidents or random inappropriate actions are not bullying.

Any action – such as an insulting comment or an embarrassing photo – repeated through sharing and forwarding to others can be called bullying if the individuals involved know each other and have ongoing contact either online or offline.

Online bullying differs from other forms of bullying.

- It is more likely to occur outside school.
- Material can be shared within a very short timeframe and long after the initial incident.
- It can occur “24/7”.
- It is more difficult to defend yourself or escape.

It is important to note that online bullying can result in police involvement (dependent on the situation and context) as it frequently occurs outside of school boundaries and activities.

Responding to an incident of Online Bullying during school hours

When an incident of cyberbullying has been reported the following procedures shall be put in place:

1. Ensure that the student is safe and arrange appropriate support.
2. Contact the student’s parents and alert them to the issue and ongoing concerns regarding the welfare of the student/s and request a meeting to discuss the issue and how best to deal with it.
3. Reassure the student that the school is taking the incident seriously.
4. Gather the facts about the suspected bullying and if possible identify the students involved.
5. Implement appropriate procedures to address the cyberbullying using responses such as restorative justice approaches to conflict resolution. These approaches seek to address cyberbullying issues while providing support to both the victim and the bully.
6. Consequences as per this student welfare policy (anti-bullying) or as appropriate for student displaying cyberbullying behaviour.

Online bullying frequently occurs outside of school hours. Parents and carers should support children at home to maintain positive citizenship and communication when online. It is also important to monitor children when they are online to ensure that they are accessing appropriate platforms. If incidents of online bullying are occurring when students are not at school then this must be managed by parents. Police advice and

intervention can be sought if it's necessary. The school is always supportive of not tolerating any form of bullying.

Wallsend South Public School Online Values

See Wallsend South Public School Online Values in Appendix for further information

ANTI BULLYING PLAN

The school's anti bullying plan is updated annually and is displayed on the school's website.

See Wallsend South Public School Online Values in Appendix for details of the Anti-Bullying Plan.

For further information:

<https://policies.education.nsw.gov.au/policy-library/policies/bullying-of-students-prevention-and-response-policy>

<https://antibullying.nsw.gov.au/>

7. School Attendance

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students.

The law in NSW (Education Act 1990) states that all children between the ages of six and fifteen years are required to attend school regularly. Children may be absent from school due to illness, injury, a special religious ceremony, infectious diseases (e.g. chicken pox, mumps or measles) or if there is a serious family situation which requires student involvement.

Attendance is monitored closely through the SENTRAL roll system and students with unsatisfactory attendance may be referred to the Home School Liaison officer.

| | |
|---------------------------------|---|
| School Responsibilities | <ul style="list-style-type: none">- ensure that encouraging and monitoring regular attendance is a core school responsibility;- maintain an attendance register (roll) in a form approved by the Minister that must be made available for inspection during school hours by a Board inspector or by any authorised person;- provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance;- ensure the school has effective measures in place to contact parents when they have failed to provide a satisfactory explanation for an absence;- ensure that for students with attendance concerns, the learning and support needs of those students are addressed in consultation with parents and NSW Dept of Education staff /external agencies as required- implement the current Dept of Education attendance policy and school procedure. |
| Parent / Carer Responsibilities | <ul style="list-style-type: none">- It is the responsibility of parents or caregivers to make sure that their children attend school every day.- Parents must notify the school of the reasons for a child's absence by responding to the auto-generated SMS that is sent out daily when a student is flagged as being absent. A separate SMS for each child is required to ensure a response registers.- Alternatively parents / carers can phone the school or complete a written note on the day of the child's return to school.- Required to explain the absences of their children from school promptly and within seven days to the school. An explanation for absence must be provided to the school within <i>7 days of the first day of any period of absence</i>.- Plan holidays during school vacation periods. If during term, you are required to apply to the principal in advance (form available) for your child to be absent. |

For further information:

8. School Uniform

The wearing of school uniforms by students helps build self-confidence and a sense of connection with their community. It is important that school uniform requirements are developed in collaboration with the community.

DRESS CODE

The wearing of the school uniform has the support of the Parents and Citizens Association, Student Council and the broader parent body. All students must wear their uniform to school each day unless notification is given for special “out of uniform days”.

Parents of students who are regularly out of uniform may be contacted to discuss the dress code.

The school’s uniform can be purchased from the school’s Uniform Shop either in the shop or online. The school offers a second hand clothing pool of well cared for, good condition uniforms. Parents experiencing difficulty in providing uniforms should contact the Principal.

Students are required to wear a school hat. It is school policy that children wear a hat. Students without a hat must stay under the covered play area. During the winter months the Cancer Council have provided advice that supports non-compulsory wearing of hats when the UV index is low.

For further information:

<https://policies.education.nsw.gov.au/policy-library/policies/school-uniform-policy>

9. Student Health and Medication

Students requiring ongoing medical attention and/or medication will have an individual health plan prepared by their parents/carer, their doctor and the school Learning Support Team. These plans must be updated each year or more regularly if a change in procedure is identified. Health care plans must be provided to the Deputy Principal and consultation with parents / carers engaged in to ensure accurate strategies are put in place.

Asthma puffers are the only medication that students are allowed to have in their possession. Some students may be allowed to carry other medications as part of a health care plan.

Where a short term medical condition requires treatment at school, the parents must complete a form-available from the office.

From time to time students may be sent from class to the school office due to illness. The school medical officer and/or office staff will assess student needs and notify parents should collection be necessary. Parents are asked to keep emergency contact phone numbers up to date to avoid collection problems and distress to the child.

See appendix to view the Emergency Response Plan Proforma

For further information:

<https://policies.education.nsw.gov.au/policy-library/policies/student-health-in-nsw-public-schools-a-summary-and-consolidation-of-policy>

<https://education.nsw.gov.au/student-wellbeing/health-and-physical-care/health-care-procedures/individual-planning>

10. Student Participation and Leadership

The Department of education Wellbeing for Schools Framework and School Excellence Framework require schools to provide opportunities for meaningful student participation and leadership including student voice and decision making.

Wallsend South Public School aims to:

- value and engage student voice within teaching and learning, school planning, operations and governance
- involve students in conversations and decisions about what and how they learn and how their learning is assessed
- develop student participation and leadership skills and nurture character to support their active citizenship
- provide inclusive student leadership opportunities within the classroom, school and wider community, including SRCs
- provide opportunities for student participation and leadership that celebrate difference, diversity, and that recognise, respect and respond to identity and cultural background
- provide opportunities for all students to actively contribute to the school and their community through mentoring, student service learning and volunteering.

STUDENT REPRESENTATIVE COUNCIL (SRC)

Wallsend South Public School has an active SRC. Students in classes vote, in Years 3-6. They elect one SRC members a semester. The SRC meets with the Principal once a fortnight to discuss school matters (eg. fundraising & school events). Year 2 join SRC in Semester 2 each year.

STUDENT ENVIRONMENTAL OFFICERS

Students in Year 5 have the opportunity to become Environmental Officers.

SPORTS LEADERS

Students in Year 5 (end of year) have the opportunity to nominate and run for Sporting House leaders. Students are then voted in by their relevant sporting house (student vote).

SCHOOL LEADERS

Students in Year 5 (end of year) through a peer nomination process have the opportunity to become school

leaders in year 6. After the nomination process, students present a speech to the student body at a special assembly followed by voting.

11. Sun Safety

The increasing occurrence of skin cancer is a matter of concern for the whole community. Skin cancer and related skin damage are the result of frequent and unprotected exposure to the sun. Schools have a role in teaching children about the importance of protecting themselves from the damage that can be done by the sun. Outlined below are strategies and teaching/learning approaches to promote sun safe activities within the school.

| | |
|------------------------------|---|
| Executives' Responsibilities | <ul style="list-style-type: none"> - Ensure that shelter areas are constructed, and trees planted and maintained to provide adequate shade for the school population. - Ensure that sun safe awareness programs are included in the PD/H/PE component of each class program. - Regularly reinforce the sun safe policy through newsletters, parent meetings, student and teacher activities. - Provide hats for purchase as part of the school uniform. - Make SPF 30+ sunscreen available for classroom use. - Encourage adult members of the school community to be positive role models for students by practising sun protective behaviours. |
| Teachers' Responsibilities | <ul style="list-style-type: none"> - Organise outdoor activities in areas of shade as much as possible. - Wherever possible, schedule outdoor activities before 10am and after 2pm [11am-3pm in daylight saving time]. - Act as role models by practising sun protection behaviours: <ul style="list-style-type: none"> o Wearing appropriate hats and clothing for all outdoor activities o Using a sunscreen for skin protection - Discuss sun safe issues so that children understand why sun protection is important. - Include sun safe awareness programs in the PD/H/PE component of each class program. <i>See Appendix for PD/H/PE K-6 Scope and Sequence Overview.</i> - Encourage the application of sun screen by students prior to going outside. - Be aware that in Winter months student may not wear a hat. |
| Students' Responsibilities | <ul style="list-style-type: none"> - Students will be encouraged to : <ul style="list-style-type: none"> - Protect their skin by reducing their exposure to the sun wherever possible. - Wear appropriate school hats whenever they are having lessons outside. - Wear appropriate school hats and SPF 30+ sunscreen for sport, sports carnivals, outdoor excursions and activities as well as on the way home from school. |

| | |
|---------------------------|---|
| | <ul style="list-style-type: none"> - Play in a sheltered area protected from the sun if they do not have their hats. - Be appropriate peer models. |
| Parents' Responsibilities | <ul style="list-style-type: none"> - Parents will be encouraged to : <ul style="list-style-type: none"> - Apply sunscreen to their child at the start of the school day. - Supply a school hat for their child to wear. - Supply a roll on sunscreen for student use during the day. |

For further information:

<https://education.nsw.gov.au/student-wellbeing/health-and-physical-care/sun-safety>

12. Appendix

APPENDIX A. BEHAVIOUR ALERT CARD (Yellow)



BEHAVIOUR ALERT CARD

Student Name:

Date of Issue:

Reason:

Issuing Teacher:

Parent / Carer signature:


What is a Behaviour Alert Card?

Behaviour Alert Card (or Yellow Card) is intended to alert parents that their child is having a problem with playground or classroom behaviour. Having issued the card, the teacher will have discussed the problem with your child, explained the reason it was issued and discussed ways to resolve the problem.

As a consequence of receiving the card, your child will attend the Planning Room and will miss out on play for up to three (3) half lunch sessions. They will not be able to access the canteen for treats but may still order their lunch. Your child is not able to attend out of school excursions until all sessions are completed. There is no need for parents to impose any further consequence. However, it would be appreciated if you would reinforce the importance of good behaviour at school by signing the card as an indication that you have sighted it and returning the card to the school the next day.

Should you wish, you are most welcome to telephone and discuss this matter with the issuing teacher.

APPENDIX B. BEHAVIOUR GOAL CARD (Purple)

**BEHAVIOUR GOAL CARD**

Student Name: _____ Date of Issue: _____

Goal: _____

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| Date: | Date: | Date: | Date: | Date: |
| Yes Not yet | Yes Not yet | Yes Not yet | Yes Not yet | Yes Not yet |

Teacher comment: _____

Parent / Carer signature: _____

Date completed: _____

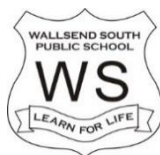
What is a Behaviour Goal Card?

Behaviour Goal Cards (purple) are used to support students in focusing on a behaviour that needs some attention. It is a proactive strategy that allows the teacher the opportunity to work with the student consistently to build skills and understanding in a specific goal area. Behaviour Goal Cards may be used at any point in time once a pattern of behaviour has been observed. They are useful as an early intervention tool and can, if used appropriately, increase positive relationships between students and teachers. Parents may be involved but they do not have to be – this is up to the teacher to manage according to individual cases.

For this strategy to be successful they must be seen to be important by the teacher. This occurs when the teacher follows up diligently and keeps the goal as a focus. The teacher mentors the student.

The card should be used sensitively and not advertised to the rest of the class/students. Student dignity is important in this process to ensure that they are focused and engaged in improving the behaviour and achieving their behaviour goal.

APPENDIX C. WALLSEND SOUTH PUBLIC SCHOOL K-6 PD/H/PE SCOPE AND SEQUENCE OVERVIEW



Wallsend South Public School
K-6 PD/H/PE Scope and Sequence Overview
Personal Development and Health Component



| | Term 1 | Term 2 | Term 3 | Term 4 |
|--------------|---|---|---|--|
| Kindergarten | <p>Unit Title: Friendly Me, Friendly Us</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How can we care for and include each other? • How do we participate with others when we are active? • What choices can help to make me safe, supported and active? <p>Concepts: Anti-Bullying, Values</p> | <p>Unit Title: Growing and Changing</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • What makes me unique? • How do we grow? • What choices can help make me safe, supported and active? • How do we make healthy and safe choices in different situations? <p>Concepts: Child Protection</p> | <p>Unit Title: What keeps me healthy?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • What helps us to stay healthy and safe? • What choices can help make me safe, healthy and active? • How do we make healthy and safe choices in different situations? <p>Concepts: Child Protection, Drug Education</p> | <p>Unit title: Safe and Sound</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • What choices can help to make me safe, supported and active? • What helps us to stay healthy and safe? • How do we make healthy and safe choices in different situations? <p>Concepts: Anti-Bullying, Child Protection</p> |
| Year 1 | <p>Unit Title: How can we include everyone?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How can we be inclusive and respectful? • How can we move and improve our involvement in physical activity? • What influences my decisions and actions to be healthy, safe and physically active? • How can we participate safely and fairly during physical activity? <p>Concepts: Anti-Bullying, Values</p> | <p>Unit Title: Where are my safe places at home and school?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How do we grow and change over time? • How can you act to help make my environments healthy, safe and active? <p>Concepts: Child Protection, Anti-Bullying, Values</p> | <p>Unit Title: Why am I growing and changing?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How does my uniqueness shape who I am? • How do we grow and change over time? • What influences my decisions and actions to be healthy, safe and physically active? <p>Concepts: Child Protection</p> | <p>Unit Title: How do I look after my health, anywhere, anytime? (Part 1)</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • What influences my decisions and actions to be healthy, safe and physically active? • How can I act to help make my environment healthy, safe and active? • How can I be responsible for my own, and others health, safety and wellbeing? <p>Concepts: Child Protection, Drug Education</p> |
| Year 2 | <p>Unit Title: How Can I Be Stronger?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How does my uniqueness shape who I am? • How do we grow and change over time? • How can I be responsible for my own, and others' health, safety and wellbeing? <p>Concepts: Anti-Bullying</p> | <p>Unit Title: How do I look after my health, anywhere, anytime? (Part 2)</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How does my uniqueness shape who I am? • How can I be responsible for my own, and others health, safety and wellbeing? • How can I act to help make my environments, healthy, safe and active? • What influences my decision and actions to be healthy, safe and physically active? <p>Concepts: Drug Education</p> | <p>Unit Title: Why is food a jigsaw?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How can I act to help make my environments healthy, safe and active? • What influences my decisions and actions to be healthy, safe and physically active? <p>Concepts: Nutrition</p> | <p>Unit Title: What are my safe places in the community?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How can I be responsible for my own, and others health, safety and wellbeing? • How can I act to help make my environments healthy, safe and active? • What influences my decisions and actions to be healthy, safe and physically active? <p>Concepts: Anti-Bullying, Child Protection</p> |

| | | | | |
|--------|--|--|--|--|
| Year 3 | <p>Unit Title: How can I form positive relationships while moving?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How can we manage change? • Why are empathy, inclusion and respect important in our relationships? • How can we include others in physical activity? <p>Concepts: Anti-Bullying, Values</p> | <p>Unit Title: How do I make safe decisions?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • What skills and strategies do we need to be healthy, safe and empowered? • How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity? <p>Concepts: Child Protection</p> | <p>Unit Title: How do I look after myself and others?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How does who I am influence others? • What skills and strategies do we use need to be healthy, safe and empowered? • How can I contribute to promote healthy, safe and active communities? <p>Concepts: Anti-Bullying, Child Protection, Drug Education, Values</p> | <p>Unit Title: What are my rights and responsibilities in my community?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How does who I am influence others? • How can we manage change? • Why are empathy, inclusion and respect important in our relationships? <p>Concepts: Values, Child Protection</p> |
| Year 4 | <p>Unit Title: How do I manage my changing world?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How does who I am influence others? • How can we manage change? <p>Concepts: Child Protection</p> | <p>Unit Title: How is my world culturally diverse?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How does who I am influence others? • Why are empathy, inclusion and respect important in our relationships? • What skills and strategies do we need to be healthy, safe and empowered? <p>Concepts: Values</p> | <p>Unit Title: How can I make good decisions online?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • What skills and strategies do we need to be healthy, safe and empowered? • How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity? <p>Concepts: Anti-Bullying, Child Protection</p> | <p>Unit Title: How can I stay healthy?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • What skills and strategies do we need to be healthy, safe and empowered? • How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity? <p>Concepts: Values, Drug Education</p> |
| Year 5 | <p>Unit Title: What is in my community?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How responsible am I for my own and others health, safety and wellbeing? • What actions positively influence the health safety and wellbeing of my community? • How does a healthy safe and active lifestyle enhance connection with others? <p>Concepts: Values</p> | <p>Unit Title: How do others impact on me?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How does my uniqueness change over time? • How can I manage transitions and challenges? • How do empathy, inclusion and respect have an impact on myself and others? • How does a healthy safe and active lifestyle enhance connection with others? <p>Concepts: Anti-Bullying, Values</p> | <p>Unit Title: What tactics do I use?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How can we use strategies and tactics to create solutions to movement challenges? • How can we work with others to build positive relationships during physical activity? • How responsible am I for my own and others' health, safety and wellbeing? <p>Concepts: Values</p> | <p>Unit Title: How can I be safe and physically active?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How responsible am I for my own and others health, safety and wellbeing? • What actions positively influence the health, safety and wellbeing of my community? • How does a healthy safe and active lifestyle enhance connection with others? <p>Concepts: Child Protection, Drug Education</p> |
| Year 6 | <p>Unit Title: How can I be a good citizen?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How does my uniqueness change over time? • How do empathy, inclusion and respect have an impact on myself and others? • How responsible am I for my own and others' health, safety and wellbeing? • What actions positively influence the health, safety and wellbeing of my community? <p>Concepts: Anti-Bullying</p> | <p>Unit Title: How am I responsible for managing my increasing independence?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How can I manage transitions and challenges? • What actions positively influence the health, safety and wellbeing of my community? • How responsible am I for my own and others' health, safety and wellbeing? • How does a healthy safe and active lifestyle enhance connection with others? <p>Concepts: Values, Child Protection</p> | <p>Unit Title: How are we changing?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How does my uniqueness change over time? • How can I manage transitions and challenges? • How do empathy, inclusion and respect have an impact on myself and others? <p>Concepts: Anti-Bullying, Values</p> | <p>Unit Title: How can I look after myself?</p> <p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> • How responsible am I for my own and others health, safety and wellbeing? • What actions positively influence the health, safety and wellbeing of my community? • How does a healthy safe and active lifestyle enhance connection with others? <p>Concepts: Drug Education</p> |

APPENDIX D. ANTI-BULLYING PLAN

NSW Department of Education

Wallsend South Public School

Anti-bullying Plan 2020

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm.
The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Wallsend South Public School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1. School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

| Dates | Communication topics |
|-------------|---|
| Weekly | Whole School K-6 communication assemblies to communicate school values. |
| Fortnightly | ES1 and S1 assemblies to further elaborate and communicate school values and behavioral expectations. |
| Weekly | S2 and S3 assemblies to further elaborate and communicate school values and behavioral expectations. |
| | |

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

| Dates | Communication topics and Professional learning |
|-------------|---|
| Annually | Review of PD/Health Units that explicitly focus on building positive relationships. |
| 2x per term | Communicate values focus for the next period in the communication meeting. |
| Annually | Review of school values and expectations. |
| | |

1.3. New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- information is provided in a handout to staff when they enter on duty at the school.
- an executive staff member speaks to new and casual staff when they enter on duty at the school.
- the principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.
- new staff receive a Good Discipline and Effective Learning Procedures pack which includes information relevant to all procedures and guidelines.

2. Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

☒ School Anti-bullying Plan ☒ NSW Anti-bullying website ☒ Behaviour Code for Students

2.2. Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

| Dates | Communication methods and topics |
|-------------|--|
| Annually | Parent Information Night to communicate class and school procedures for behavioral expectations. |
| 2x per term | School website and school newsletter to communicate school value focus and expectations. |
| Annually | School Council to help define student behaviour expectations and school supports for bullying behaviour. |
| As needed | Parent/Teacher meetings and / or written communication to discuss bullying concerns and procedures. |

3. Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.


Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- Units of works that form part of the PD/H/PE curriculum.
- Class teachers ensure a safe and supportive learning environment by ensuring consistent procedures for the reporting and management of bullying e.g. class communication box, mini lessons taught to address classroom-specific behaviours.
- Executive support by Assistant Principals, Deputy Principal and Principal, where required.
- Promotion of NSW Anti-Bullying Website, <https://antibullying.nsw.gov.au/> for information and activities.

Completed by: Alison Lennard

Position: Assistant Principal (Relieving)

Signature: Alison Lennard  Digitally signed by Alison Lennard
Date: 2022.06.22 20:08:36 +1000 Date: 23/6/20

Principal name: Kelly Deakin

Signature:  Date: 23/6/20

Updated 20/03/2020

How to be an Awesome Southy Digital Citizen ^(S2)

We demonstrate our School Values at school, at home, in public and when we are online.

A guide to showing the WSPS Values Online

We show respect by:

- ✔ treating everyone with kindness and care
- ✔ checking our comments before we post
- ✔ remembering this is new to everyone!

We show responsibility by:

- ✔ checking in regularly on Teams
- ✔ completing the set work to the best of our abilities
- ✔ helping our friends learn online

We show resilience by:

- ✔ taking deep breaths
- ✔ trying again if things don't work the first time (or the second time!)
- ✔ asking for help if we need it

Created for Wallsend South Public School

The Code
How to be a good digital citizen

- Give your personal best
- Treat everyone with kindness and care
- Check in regularly
- Be patient
- Take a break when needed
- Don't give out your personal logins or information online
- Ask for help if you need it
- Post relevant and on topic comments in the right channels
- Check the channels and think before you post

Created for Wallsend South Public School

Emergency Care / Response Plan

2020

This form is to be completed by the principal on the basis of information provided by the parent and / or medical practitioner.

| Emergency Alert | | |
|--|-----------------------------------|------------------------|
| Name of student: | {insert name of student} | {insert student photo} |
| Class: | {insert name of class} | |
| Health condition: | {insert name of health condition} | |
| {insert description of health condition} | | |
| Prescribed medication: | {insert name of medication} | |
| Symptoms / signs to watch for: | {insert signs / symptoms} | |
| Actions steps to be followed: | {insert actions / steps} | |
| Emergency contacts | | |
| {name} | {relationship} | {contact number} |
| {name} | {relationship} | {contact number} |
| {name} | {relationship} | {contact number} |
| Medical Practitioner: | {name} | {contact number} |

APPENDIX G. PLAYGROUND DUTY AND INCLEMENT WEATHER INFORMATION

Playground Duty Information

★ Be prompt to your duties ★

⚙️ Ensure you are actively supervising and roving when on duty ⚙️

🔊 This ensures the safety of our students and demonstrates respect and courtesy to your colleagues 🔊

★ If you swap duties, ensure it is clearly communicated on staffroom whiteboard ★

| Duty | Time | Description of Duty | Alert |
|----------------------|---------------|--|--|
| Morning 8:30 | 8:30 - 9:00 | 8:30 - 8:40 Supervision of arrivals under shelter between basketball court and pebblecrete. All students are seated until 8:40 bell rings and teachers dismiss. 8:40 - 9:00 Roving basketball court and pebblecrete areas. | Pebblecrete is slippery |
| Morning 8:40 | 8:40 - 9:00 | Join 8:30 teacher and dismiss students. Supervises students placing bags at classrooms in K block. Collects morning handballs. Roving top COLA and canteen vicinity. | Morning handballs at entrance to admin block |
| Recess Top Field | 11:00 - 11:20 | 11:00 - 11:07 Supervision classes eating outside of K block (Years 5 & 6). 11:07 - 11:20 Dismiss students and wait for top field arrivals. Roving top field area, signal at 11:17 for students to leave field for return to class. | No ball games |
| Recess Top Cola | 11:00 - 11:20 | 11:00 - 11:07 Supervision of classes eating under top COLA. 11:07 - 11:20 Roving top COLA and toilet area to the hall. | Pebblecrete is slippery |
| Recess Canteen | 11:07 - 11:20 | Supervision of students making purchases from the canteen after the 11:07 bell. Students stay and eat in the canteen area. | |
| Recess Bottom COLA | 11:00 - 11:20 | 11:00 - 11:07 Supervision of classes eating under bottom COLA and pebblecrete area (supported by SLSO for dismissal). 11:07 - 11:20 Roving bottom COLA, basketball court and pebblecrete. | Pebblecrete is slippery |
| Recess Bottom Field | 11:00 - 11:20 | 11:00 - 11:07 Supervision of classes eating outside of D block (Years 3 & 4). 11:07 - 11:20 Dismiss students and wait for bottom field arrivals. Roving bottom field area, signal at 11:17 for students to leave field for return to class. | No ball games |
| Lunch 1 Canteen | 1:20 - 1:40 | Supervision of students making purchases from the canteen. Students stay and eat in the canteen area. Moved to bottom sun shelter at 1:40 if still eating. | |
| Lunch 1 Top COLA | 1:20 - 1:40 | Roving top COLA and toilet area to hall. Monitor hall activities on Wednesday. | Pebblecrete is slippery |
| Lunch 1 Top Field | 1:20 - 1:40 | Collect students assembling outside K block. Roving top field area. | Balls stay below shoulder height |
| Lunch 1 Bottom COLA | 1:20 - 1:40 | Roving bottom COLA, basketball court and pebblecrete. Running allowed on basketball court for purposes of games. | Pebblecrete is slippery |
| Lunch 1 Bottom Field | 1:20 - 1:40 | Collect students assembling outside D block. Roving bottom field area. Balls stay below shoulder height. | Balls stay below shoulder height |
| Lunch 2 Top COLA | 1:40 - 2:00 | Relieve Lunch 1 Teacher. Roving top COLA and toilet area to hall. Monitor hall activities on Wednesday. | Pebblecrete is slippery |
| Lunch 2 Top Field | 1:40 - 2:00 | Relieve Lunch 1 Teacher. Roving top field area. Balls stay below shoulder height. | Balls stay below shoulder height |
| Lunch 2 Bottom COLA | 1:40 - 2:00 | Relieve Lunch 1 Teacher. Roving bottom COLA, basketball court and pebblecrete. Running allowed on basketball court for purposes of games. | Pebblecrete is slippery |
| Lunch 2 Bottom Field | 1:40 - 2:00 | Relieve Lunch 1 Teacher. Roving bottom field area. Balls stay below shoulder height. | Balls stay below shoulder height |

Updated January 2020

Playground Duty Information

Ensure you are actively supervising and roving when on duty
This ensures the safety of our students and demonstrates respect and courtesy to your colleagues

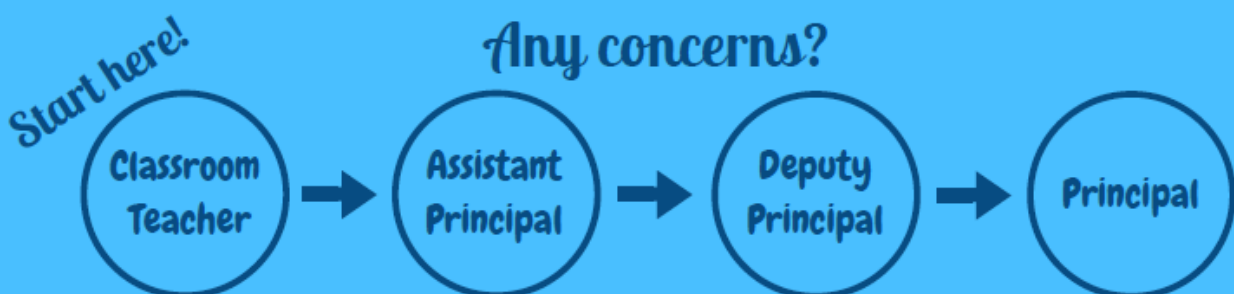
| Duty | Time | Description of Duty | Alert |
|--|--------------------|---|-------------------------------------|
| After school band | 3:00 - 4:15 | Supervision and management of students in the hall. Signal at 4:05 - 4:10 to pack up. Ensure students are collected. | Ensure hall is left tidy and locked |
| Planning Room | 1:20 - 1:40 | Facilitate management of students attending planning room. Review behaviour and / or consequences. | |
| Grandview Bus | 2:55 - 3:15 approx | Collect students from beside {} block. Wait for bus arrival. Escort students to bus. Lock bottom and top pedestrian gates on Grandview. | |
| Smith Road Bus | 2:55 - 3:15 approx | Collect students from beside sports shed. Wait for bus arrival. Escort students to bus. | |
| Pick Up and Go | 2:55 - 3:15 approx | Meet students assembling at Smith Road gate. As cars arrive call for the FAMILY NAME displayed on car windscreen. Escort student/s to car, ensure students get into car from curbside. Lock Smith Road gate and collect crossing signs from Smith Road crossing. | |
| Lock Up | until 4:15 - 4:30 | Lock main entrance gate, turn of urn in staffroom, ensure lift and hall are locked. | |
| Library | 1:40 - 2:00 | <ul style="list-style-type: none"> See timetable on brick wall for which grades can come up on a particular day e.g. Friday = K-2, Wed = 3-6; Allow no more than 50 up (WHS) – use the “Full house” sign if needed (found on white trolley); Students can leave at any time however no ‘replacing’; i.e. if 1 child leaves, another can’t come up; Hats can be kept by students or placed on hat rack (with string), or in tote tray on return box in foyer; Hand out – whiteboards and markers (use only at desks). Chess, Snakes and Ladders and Connect 4 (at desks). These are stored under Circulation desk; Puzzles, geoboards etc are found on shelf near Math’s storeroom and are accessed by students. They can use any suitable floor space for these activities; Encourage a quiet environment showing respect for those who are enjoying quiet time; <ul style="list-style-type: none"> Reading is great!!! They can use shelf markers from the circulation desk.; No need to shelve any books. If kids offer – politely refuse. <p><u>Tips</u></p> <ul style="list-style-type: none"> Start pack up 1.55pm; Students sit in front of internal double doors – allows time for you to check space is tidy and clean and to send anyone back to ‘fix’. Then dismiss students in groups e.g. grades, by hat handing out; Send out kids who aren’t using the space correctly if necessary e.g. hide and seek, excessively loud; <ul style="list-style-type: none"> If students ask about “Dolls” and “Dinosaurs” they are on holidays; There is a phone next to the Commbx if needed. | |
| Top Field and Grandview Car Park Gates | | Ensure the gate is locked if you are the last staff member to leave. If unsure of cars lock the gate behind you. If you are unable to lock the gate, locate a staff member who can (including cleaners). | |

Updated January 2020



How to positively contribute to our school community

- ✓ The wellbeing and education of our students is our collective priority.
- ✓ Respect the time of our teachers – before, during and after school.
- ✓ If you need to discuss an issue, always request a meeting.
- ✓ Set an example for our students by following the school rules.
- ✓ Park in the right places by following the road rules and parking off school grounds.
- ✓ The 9am bell is a signal for everyone: students, teachers, and parents to move on and start the day. If you are in the school after 9am, you need to sign in.
- ✓ The 2:55pm bell signals the end of the school day. Please promptly collect your children and enjoy your afternoon.
- ✓ We are a community who invite and encourage positive conversation.



Adapted from the WSPS Parent/Carer Code of Conduct

The Wallsend South Public School Wellbeing Policy will be reviewed every two years.

The policy was last reviewed and updated by a team of staff in April – July 2020