

ARTARMON PUBLIC SCHOOL



Student Wellbeing Procedure

2018

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RATIONALE

Student Wellbeing encompasses everything the whole school community does to meet the personal, social and learning needs of students to enable them to become life long learners who can create a positive future for themselves and their wider community.

The Artarmon Public School Student Wellbeing Procedure aims to provide effective learning and teaching for all students. This is achieved within a positive, secure, well-managed environment in partnership with parents and the wider school community.

Student Wellbeing is concerned with recognising and valuing each student as an individual. It's aim is to provide an environment where he or she can work towards his or her potential. Diversity is affirmed and differences are respected. Programs are tailored to meet the varying needs of students at our school.

Wellbeing is multidimensional by nature and includes the domains of cognitive, emotional, social, physical and spiritual wellbeing.

This Student Wellbeing Procedure embraces the core values as described by the government that represent the aspiration and beliefs of the Australian community as a whole. These core values include concern for equity, excellence and the promotion of a caring, civil and just society.

Wellbeing is shaped by a number of broad influences including the degree to which there is an experience of choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health and safety.

The rights and responsibilities of students, teachers, support staff and parents/caregivers are promoted. Students are encouraged to take responsibility for their own behaviour as they work towards self discipline, to respect the rights of others and to build workable and trusting relationships with their peers, teachers, other school staff and community members. Through the Code of Behaviour, clear guidelines are provided for appropriate behaviour which incorporates teachers' expectations and students' views, as well as reflecting the values of the community.

Students are made aware of consequences for their behaviour. Guidelines, expectations and consequences are clearly stated and managed consistently.

CORE VALUES

In the context of Student Wellbeing the whole school community will work towards promoting the core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

These core values in the school and classroom context translate to:

- **Integrity:**

Being consistently honest and trustworthy.

- **Excellence:**

Striving for the highest personal achievement in all aspects of schooling, individual and community involvement, work and life-long learning.

- **Respect:**

Having regard for yourself and others, understanding lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

- **Responsibility:**

Being accountable for your individual and community's actions towards yourself, others and the environment.

- **Cooperation:**

Working together to achieve common goals, providing support to others, and engaging in peaceful resolution of conflict.

- **Participation:**

Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

- **Care:**

Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

- **Fairness:**

Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

- **Democracy:**

Accepting and promoting the rights, freedom and responsibilities of being an Australian citizen/resident.

PROMOTING EFFECTIVE STUDENT WELLBEING

At Artarmon Public School, Student Wellbeing is continually reviewed, enhanced and maintained through:

- quality learning and teaching
- a positive school environment with effective behaviour management
- values education
- strong community participation

These areas are supported by:

- DoE policies
- maintaining and following up-to-date school procedures
- implementing innovative and relevant school programs
- collaboration with specialist and support personnel
- active school and community based committees

At Artarmon Public School a number of policies, procedures, programs and committees are established and maintained to support the wellbeing of students.

LEARNING AND TEACHING

Aims

In the context of Student Wellbeing the school aims to enhance learning and teaching by aligning our procedure with the DoE Wellbeing Framework for Schools, by:

- helping students to take responsibility for their own learning
- helping students to develop the understanding that learning is life long
- identifying and catering for the individual learning needs of students
- establishing well-managed teaching and learning environments
- ensuring learning activities are relevant and appropriate to students' needs
- providing frequent opportunities for students and their parents to discuss learning programs and progress
- identifying and providing key social skills and personal development programs in assisting students to acquire necessary interpersonal skills over time.
- supporting students in developing their language skills so they can communicate effectively and solve problems constructively
- ensuring equity issues are recognised and addressed across the curriculum

Effective learning and teaching is enhanced by:

- encouraging students to take responsibility for their own learning and behaviour
- identifying and catering for the individual needs of students
- establishing well-managed teaching and learning environments

School Outcomes

Artarmon Public School will:

- monitor the school curriculum ensuring the inclusion of social skills programs
- promote collaborative early intervention
- investigate and implement appropriate educational services to support students
- link families with community support services where possible
- provide support to enable students to experience success and recognition
- provide opportunities for students to make a valuable contribution to school life

Student Outcomes

At Artarmon Public School students will:

- be active participants in the learning process
- access appropriate educational services that provide effective support school programs
- experience success in a wide range of activities
- undertake experiences that support individual learning needs
- have achievements or areas of difficulty communicated to parents

Relevant School Programs

Please note that these can change from year to year

Across Grade Grouping according to student needs

Bands: Senior Strings, Junior Strings, Senior Band, Junior Band, Training Band, Concert Band, Orchestra - utilising specialist music teachers

Buddies

Artarmon Academy

Child Protection

Choirs: Year 2, Kameraigal, Cowan

Competitions: Debating

Maths Olympiad

Public Speaking

University of New South Wales (e.g. English, Mathematics)

Chess Junior Chess

Dance Jnr Girls, Snr Girls, Boys Dance

English as a Second Language (EAL/D)

Excursions/Incursions/Camps

Gardening / Sustainable Environment

Leadership camps and courses such as Halogen Young Leaders

Learning Support

Life Education / Interrelate

Musical/School Performances

Open Day Performances

Specialist Sporting Programs eg. Gymnastics , Tennis, Swimming, Soccer, Milo Cricket Clinic,

PSSA Sport, Carnivals, Sport in Schools, Walkathon, Footsteps

Reporting of Student Achievements

Support Teacher for Students with Learning Difficulties (STLA)

Assessment: Within class groups

 Across grade

 Standardised

 Diagnostic

 Counsellor

Visiting Performers

Book Week

SCHOOL CLIMATE AND BEHAVIOUR MANAGEMENT

Aims

In the context of Student Wellbeing the school aims to enhance a positive school climate and promote good behaviour management by:

- developing, implementing and regularly updating policies and procedures to protect the rights, safety and health of all school community members
- maximising student participation in decision making and ensuring the principles of equity and fairness are reflected in school practice
- incorporating students' views into planning related to school climate and organisation
- providing opportunities for students to demonstrate success in a wide range of areas and activities
- providing students with personal, private and public recognition for their achievements
- monitoring attendance and ensuring that students attend school regularly
- establishing clear school rules which are known and understood by all school community members
- maintaining high standards of behaviour, based on values and ethical principles
- incorporating the core values to guide behaviour
- assisting students to develop an understanding of their rights and responsibilities and respect for the rights of others
- assisting students to develop a responsibility for their actions and decisions
- assisting students to develop a sense of personal dignity and worth
- implementing programs and practices that assist students to develop a positive self esteem and self concept
- assisting students to become independent and self-reliant
- implementing programs that provide students with enjoyment and satisfaction from learning
- assisting students to develop a caring attitude to form satisfying and stable relationships at school
- assisting students to develop a feeling of belonging to the wider community
- providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and conflict resolution
- assisting the whole school community in the importance of valuing difference and discouraging narrow and limiting gender stereotypes
- establishing networks to support students and making sure students and parents know about, and have ready access to support
- providing resources and opportunities for students to gain leadership experience

The wellbeing, safety and health of students and other community members is a priority in policies, procedures, programs and practices at Artarmon Public School.

Behaviour management is concerned with the development of appropriate and responsible attitudes and behaviours in students. It implies the development of self discipline.

SCHOOL CLIMATE AND BEHAVIOUR MANAGEMENT

School Outcomes

Artarmon Public School will:

- promote a disciplined, ordered and cohesive community environment where individuals take responsibility and work together
- ensure the school reflects the values of its community and welcomes the participation of community members in the life of the school
- ensure a simple, clear set of school and class rules are negotiated and prominently displayed for students to refer to
- ensure an inclusive environment which affirms diversity and respects difference
- promote the development of self discipline in its students
- encourage collaboration amongst staff to ensure early intervention programs are implemented when problems arise
- investigate ongoing educational services to support students
- link families with community support services where possible
- provide adequate support to ensure students experience success and recognition
- provide opportunities for students to make valuable contribution to school life
- Teachers to work with class to determine class rules and consequences
- distribute the school Code of Behaviour to all families at the start of each new academic year
- consider staff wellbeing in assisting them to meet the requirement of this policy

Student Outcomes

At Artarmon Public School students will:

- be safe in the school environment
- know what is expected of them and of others in the school community
- learn without disruption from unruly behaviour
- be provided with appropriate support programs regarding the development of appropriate behaviour
- contribute to decision making in the school
- participate in all aspects of school life as equals
- respect and value difference and diversity within their peers and adults
- be respected and supported in all aspects of their schooling
- demonstrate increasing confidence in social settings and will be provided with skill development in conflict resolution
- understand their school organisation and know about Student Representative Council and School Council
- be provided with opportunities to gain leadership experience

CORE RULES

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school community.

The following core rules for student behaviour have been developed to establish consistent expectations in all government schools and are based on the core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy as described in the introduction of this document.

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy
- Behave safely, considerately and responsibly, including when travelling to and from school
- Show respect at all times for other students, their teachers, school staff and members of the community. This includes following class rules, speaking courteously, and cooperating with instructions and learning activities
- Treat one another with dignity and respect
- Care for property belonging to themselves, the school and others

Behaviours that infringe on the safety of others or anti-social behaviour of any kind will not be tolerated.

THE DISCIPLINE CODE

At Artarmon Public School everyone has rights and responsibilities.

- Students have a right to maximise learning opportunities and to work and play in a secure, encouraging environment.
- Staff have a right to teach quality programs in a safe and supportive environment and to be treated with respect.
- Parents have a right to participate in the learning partnership.
- Visitors have a right to feel welcome in the school and be treated with respect.
- Visitors are expected to behave in an appropriate manner consistent with the schools core values.

Students rights:

- Learn in a pleasant, clean and positive environment
- Be treated fairly and with respect, courtesy and patience
- Feel comfortable, safe and valued.

Student responsibilities:

- Make effective use of their learning time, without hindering the learning of others.
- Treated others fairly and with respect, courtesy and patience
- Make others feel comfortable, safe and valued.

Staff rights:

- Teach in a pleasant, clean and positive environment
- Be treated fairly and with respect, courtesy and patience
- Feel comfortable, safe and valued.

Staff responsibilities:

- Develop, implement and monitor quality programs for all students
- Encourage student self-esteem and achievement.
- Provide collegial support for peers and work as a team towards identified school goals.
- Fairly allocate and use resources.
- Provide for student safety through punctual and visible disciplined playground supervision.
- To follow OH&S guidelines
- To keep parents informed of each students social, emotional and academic development.
- Treat others fairly and with respect, courtesy and patience in accordance to the profession's code of conduct.
- Make others feel comfortable, safe and valued.
- Adhere to DoE Code of Conduct.
- Responsibilities outlined in Child Protection legislation.

Parent/ Caregivers rights:

- Be provided with honest feedback about their students progress at school
- Be treated fairly and with respect, courtesy and patience
- Feel comfortable, safe and valued.

Parent/ Caregivers responsibilities:

- Support the school's rights and responsibilities charter.
- Ensure that students arrive on time and ready to learn.
- Treat school staff, other parents and student fairly and with respect, courtesy and patience
- Actively pursue relevant student and school information.
- To treat information gleaned about students whilst helping in the school environment as confidential.
- Ensure their child is at school at the appropriate time and leaves school at the appropriate time.
- Provide a note explaining any absence their child has had from school.
- Work in partnership with the school to gain the best outcomes for their children such as supporting home reading and homework.
- Support the school in partnership encouraging students to follow the school rules.

School Rules and Student Responsibilities

Artarmon Public School's rules have been developed to meet the needs of the school community and are consistent with the Core Rules in NSW Government Schools.

Our rules can be simplified to:

- ✓ **Be Responsible**
- ✓ **Respect others**
- ✓ **Always do our best**
- ✓ **Play Safely**

Rules	Responsibilities Students will:
Be Responsible	<ul style="list-style-type: none">• be punctual• adhere to the school dress code• be in the right place at the right time• deliver notes/money to school promptly• stay out of classrooms and other out of bound areas unless supervised by a teacher• not steal, damage or destroy school property and the property of others• hand in lost property• return all equipment (sport, library books, class items etc)• make correct choices to fully participate in all school activities• keep mobile phones securely packed away, using only after 2.55 or with the expressed permission of a teacher• use technology such as emails, internet and mobile phones appropriately- not to bully other students or access / disseminate inappropriate information.
Respect Others	<ul style="list-style-type: none">• be kind and considerate• accept everyone as an equal• be polite to other students, teachers and visitors• try and work out problems positively• treat others as they would like to be treated• share equipment and play areas fairly• be a good sport and be modest in success and generous in defeat.• understand and respect the view of others• care and respect the school environment and property

Always do our best	<ul style="list-style-type: none"> • participate in the classroom activities • be enthusiastic and enjoy learning • be ready to learn, bringing equipment where needed (pens, pencils, rulers, library bag, notes and homework) to school each day • co-operate with teachers and class members in an acceptable manner • keep up to date with work and complete unfinished work at home • follow the instructions of teachers and others working in the school. • follow the school's homework policy
Play safely	<ul style="list-style-type: none"> • travel directly to school and to leave school promptly at 2.55. • be in the right place at the right time • play only in supervised areas • play safely with others and equipment • only eat their own food • not bring/do anything that might cause injury to self or others • obey school rules • travel to and from school in a safe and sensible manner • move and act sensibly in the variety of activities offered at school • leave prohibited materials at home *

Prohibited Items

At Artarmon Public School, the following items must not be brought to school:

- Chewing gum
- Knives or weapons of any description
- Drugs (illegal). All medications must be taken to office
- Matches and lighters
- Toy guns, swords, toys with sharp edges
- Glass bottles
- Expensive toys
- Other items that cause problems to students and teachers at the discretion of the Principal

Not to be Worn

At Artarmon Public School the following must not be worn:

- Nail polish
- Make up
- Earrings other than studs

School Times and Punctuality Expectations

At Artarmon Public School, school commences each school day at 8.55am and concludes at 2.55pm. For Kindergarten in Term 1 only school concludes at 2.45pm. All students are expected to be in attendance between these times.

Staff are responsible for students between the hours of 8.25am and 2.55pm. Students are not permitted on the school grounds before 8:30am or after 2.55pm (unless they are involved in an extra curricular activity that takes place before or after school).

Students who arrive at school after 8.55am, must report to the office, accompanied by their parent or caregiver to fill in an Explanation Note. If a student arrives without the note they are to be sent to the office to gain one.

Students are not permitted to leave the school grounds before 2.55pm unless escorted by their parents or caregiver. The parent or caregiver must present the teacher with an Explanation Note before the teacher presents them with the student.

All notes must be retained by the class teacher as a record of the student's partial absence from school and must be documented as such in the Class Roll.

If a student presents a teacher with a note from the parent or caregiver asking that the student be sent home early then the teacher is to refer the student and the note to the office.

When on an excursion, PSSA function or when the school holds special events, and a student's parent or caregiver is accompanying the group and requests that they take their child early, the parents must have permission from the class teacher or Principal before taking their child. Students will not be allowed to leave the care of a teacher with any other adult unless the student's parent has notified the teacher.

GENERAL PLAYGROUND PROCEDURES AND EXPECTATIONS

At Artarmon Public School students are expected to wear the school hat whenever they are outside. Students are not allowed to play in the toilets or out of bounds areas. All teachers at the commencement of the school year are to fully inform students of the playground boundaries and expectations for playing within these.

Whilst on playground duty staff will be vigilant and mobile, maintaining a safe and happy playing period for the students.

The general playground procedures and expectations are outlined below:

- **HATS ARE TO BE WORN BY ALL STUDENTS WHEN OUTSIDE.**
- Students are expected to move quickly to assembly area at the end of each break.
- K-2 students are to sit and eat in designated areas for the first 10 minutes of recess and lunch. There is to be no play for the first 10 minutes of lunch.
- The teacher on duty is to check that eating areas are rubbish-free before allowing students to play.
- Students who wish to go to the canteen are to line up and be polite to the canteen staff.
- The teacher on second half lunch duty is to collect lost property and place into the appropriate class's lunch tub or in the "no name" container.
- All lunch boxes and personal property to be placed in class crates.
- Students on the playing on the oval must ask permission of the teacher on duty to leave the area for first aid attention or to go to the toilet.
- Students are to leave school orderly and promptly.
- All students and parents are to leave the school using the gates and crossings.
- Students are not to ride bikes, scooters or skateboards in the playground.
- Uncollected children are to report to the office by 3.05pm.
- Students are not to play on the equipment out of school hours.

Out of Bounds

- All buildings are out of bounds before school, during recess and at lunchtime.
- Students must be supervised by a teacher when in buildings.
- Students may enter buildings if they are attending a meeting, an organised activity (eg chess) or have specific permission from a teacher (not to fetch any personal items eg money, a ball or a hat).
- Students may enter buildings to fetch/return/store a musical instrument but only with the permission of a teacher on duty.
- No student should be around the front of the McMillan Road main school building other than to walk to or from the playground.
- Students must not play near or around the car park.
- Students must not play behind buildings. They must be visible to the teacher on duty.

PLAYGROUND PROCEDURES AND ROUTINE RULES

Games

- Small ball (tennis-size) games allowed in playground.
- Large ball and cricket games played only on the oval.
- No large group chasing games around school buildings.

Canteen

- At recess, students may go to canteen via the gate near the hall.
- Students must WALK to and from the canteen.
- Students return to playground as soon as they have bought items.
- Students must be polite to those serving at the canteen.
- At lunchtime, students go with the teacher on oval duty to the canteen. They must leave the canteen area as soon as purchases are made and proceed to either the oval or the playground. No student should go to the canteen at any other time apart from monitors collecting class lunches or returning class lunch box.
- If the oval is not in use, students wait until teacher on oval duty sends them to canteen. They should return to the playground immediately after purchasing food or drinks.
- K-2 students are not permitted to purchase at the canteen at recess.

STRATEGIES AND PRACTICES TO PROMOTE STUDENT BEHAVIOUR AND LEARNING

At Artarmon Public School many strategies are implemented to foster positive behaviour and learning. These strategies include:

- encouraging students to be responsible for their own learning and behaviour
- the provision of appropriate curriculum to meet the needs of each student
- providing opportunities for student success through conscientious and committed teaching
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- recognising student efforts, achievements, attitudes and behaviour through praise and encouragement (intrinsic and extrinsic), class achievement awards, awards for exemplary behaviour and the privilege of being involved in special activities

Appropriate Curriculum

Artarmon Public School offers all students access the curriculum in accordance with the NSW Education Standards (NESA) and the DoE (Department of Education).

To maintain effective standards of knowledge and understanding of curricula, staff are regularly trained through professional development meetings, and are provided with opportunities to attend inservices and workshops.

Supporting Students to Achieve Success

Programs implemented at Artarmon Public School aimed at supporting students to achieve success include:

- Leadership is encouraged and developed through various activities such as Leadership camp, SRC representation, organisation of morning assemblies, etc.
- Buddy Program - aims to encourage positive relationships within the school community and to develop communication, self-esteem and group work skills through participation in activities.
- Life Education (Grades K-4) - aims to develop harm minimizing strategies in relation to legal and illegal substances.
- Interrelate Program for Years 5 and 6 – A personal development and sex education program.
- Child Protection Program - aims to provide students with the skills which will assist them in protecting themselves against physical and emotional harm.
- Support Staff - Support Staff are used by Artarmon Public School to support teachers in providing relevant and individual learning/behavioural programs for students. These staff include – EAL/D Teacher (English as an Additional Language/Dialect), STLA Teacher (Support Teacher Learning Assistance), School Counsellor, Learning Support Team and Voluntary Parent Programs.

Strategies to Recognise and Reinforce Student Achievement

Awards

Awards and public recognition of achievement are part of daily life at Artarmon Public School. Recognition may be in many forms. It ranges from the informal intrinsic acknowledgement, formal merit awards, to public mention in assemblies or Newsflash.

The intention of the system is to encourage each student at Artarmon Public School to strive for his/her personal best and, as a result, receive regular recognition for his/her efforts within that year.

Teachers also to develop their own incentives and awards system within their classrooms. These are to include a range of intrinsic and extrinsic rewards for appropriate behaviour and achievement socially, behaviorally and academically.

It is preferred that students develop a respect for and value intrinsic rewards.

Individual Class Systems

Teachers develop and use reinforcement systems designed to suit the needs of individual students and the unique qualities of each class. Teachers acknowledge or reinforce a particular behaviour with the intention of adding value to, and strengthening, that behaviour.

Teachers use a wide variety of reinforcements including:

- Verbal Praise
- Stickers, stamps and other reward systems
- Individual, table and house points
- Displaying achievement to other teachers and students

Assembly Awards

Assembly Awards provide students with recognition of an achievement or appropriate behaviour.

Class teachers award Merit Awards at assembly and recognition is given to the recipients in Newsflash.

Class teachers will keep a record of Assembly Merit Awards awarded to students.

Achievement Awards include:

- ✓ Excellence
- ✓ Improvement in academic work
- ✓ Effort in academic work
- ✓ Active participation in an activity
- ✓ Completing a task to the very best of a student's own ability
- ✓ Consistent effort

Appropriate Behaviour Awards include:

- ✓ Behaviour which reflects the schools core values
- ✓ Improvement in a specific behaviour
- ✓ Cooperation in group work
- ✓ Positive interaction/communication with members of the school community
- ✓ Making an effort to improve
- ✓ Displaying tidiness
- ✓ Care of personal/school property
- ✓ Displaying initiative
- ✓ Citizenship

House Points

Four houses are allocated to students upon enrolment. Students compete for their house in the Athletics, Swimming and Cross Country carnivals. House Captains and Vice Captains are elected from Year 6.

Students are awarded house points in class, the playground and sporting activities for appropriate behaviour. At the end of each week these are counted and the winning House is recognised.

At the end of the year the Sports' House with the most accumulated points is recorded on the Honour Board.

Other Awards

Recognition is given for participation in special events. Students who participate in extra curricular activities, or who show outstanding achievement in different fields of endeavour, are recognised for their efforts at school assemblies (eg. participation in Music and Dance Festivals, Debating, Public Speaking, Academic and Sporting Competitions) and through Newsflash.

Presentation Assemblies

The Presentation Assemblies are held at the end of the school academic year and celebrate the achievements of students.

Presentation Assembly: Kindergarten

Kindergarten students receive 6 awards per class – two are for academic achievement, one is for excellence in English, one is for excellence in Mathematics, one is for excellence in a Key Learning Area (KLA) and one is for class citizenship. There is also a grade EAL/D award and a grade outstanding citizenship award.

Presentation Assembly: Year 1 and Year 2 Combined

Year 1 and 2 students receive 6 awards per class – two are for academic achievement, one is for excellence in English, one is for

excellence in Mathematics, one is for excellence in a Key Learning Area (KLA) and one is for class citizenship. There is also a grade EAL/D award and a grade outstanding citizenship award.

Presentation Assembly: Years 3 – 6 Combined

Years 3-6 students receive 6 awards per class – two are for academic achievement, one is for excellence in English, one is for excellence in Mathematics, one is for excellence in a Key Learning Area (KLA) and one is for class citizenship. There is also a grade EAL/D award and a grade outstanding citizenship award.

The following awards are also presented at this assembly:

Harmony Award
Synergy/Goodwill Award
Outstanding Citizenship Year 6
School Spirit
Dux
Junior Sportsman of the Year
Senior Sportsman of the Year
Junior Sportswoman of the Year
Senior Sportswoman of the Year
Service to Band
Service to Strings

Honour Board

Each year names of the students who are elected as prefects are written on the school Honour Board.

Strategies for Dealing with Unacceptable Behaviour

Unacceptable behaviour is defined as any behaviour which:

- prevents students from enjoying their right to learn feel respected and secure
- prevents teachers from performing their right to teach or maintain effective supervision of other students; and /or
- places either students or staff in unsafe and/or threatening situations
- causes willful damage to property

At Artarmon Public School strategies are implemented which are designed to:

- assist students in modifying their behaviour to a more socially acceptable standard
- assist students in accepting responsibility for their behaviour and actions
- assist students in developing strategies to use in similar situations and circumstances; and
- providing other students and staff respite from the disruption to their learning environment

Classroom Rules and Expectations

Classroom rules are our avenue to protect everyone's right to ensure active enactment of each person's responsibilities whilst at school.

All teachers, at the commencement of the school year are to negotiate their classroom rules with the students. Classroom rules are to be prominently displayed in the classroom.

Teachers are responsible for maintaining consistency and fairness when implementing their classroom rules.

The staff is committed to an assertive discipline strategy where students are provided opportunities to reflect upon their behaviour and consider more appropriate ways of dealing with issues. This will be enhanced by the regular review of classroom rules.

1. Warning

- The student is given a verbal reminder or visual cue about the rule that has been broken in the class or playground and the expectations of the school.
- The student states which rule has been broken and states the appropriate behavior.
- The student is made aware of further action such as the prospect of "time out" or reporting to the grade supervisor, if the inappropriate behaviour continues.

2. Time Out

- In the playground a designated area will be used for time out or the student may be asked to walk with the teacher on duty.
- While in "time out", a child may be asked to state what positive ways they could respond to the situation they are in time out for or just reflect quietly on their inappropriate behaviour.

- The length of time spent removed from the group will be stipulated to the child by the teacher and will be kept to a minimum.
- The student may be requested to fill out a thinking form to assist their reflection and for class teachers to keep on file. This may be sent home for parents to sign.
- A Student Behaviour Incident Report must be completed and sent to the Deputy Principal when a serious incident occurs or if the teacher feels that there could be repercussions. Parents of students involved will be contacted.
- If the inappropriate behaviour continues, the student will be made aware of the prospect of seeing the Deputy Principal, missing play and being placed on the Step Program.
- Learning Support Team, School Counsellor and Behaviour Team may be contacted.

3. Additional Behaviour Management Support from Department of Education

- Continued inappropriate behaviour that has failed to be adequately modified may require assistance from the Assistant Principal Learning and Support (AP LaS). A referral will be made through the Learning Support Team.
- The AP LaS will work with school personnel to develop and implement a tailored social skills and behaviour modification plan for individual students.
- In certain circumstances involving the threat or use of violence, possession of a suspected illegal drugs, possession of a prohibited weapon, instances of persistent disobedience or engaging in criminal behaviour related to the school, suspension from school will occur in accordance with the "Procedures for the Suspension and Expulsion of School Students" issued by the DoE.

4. Individual Behaviour Plan

- This plan is developed by the class teacher with support from the Learning Support Team or AP LaS to modify behaviour of individual students in a positive and constructive way.
- The outcomes to be achieved and suitable rewards for modified behaviour are negotiated with the child.
- Parents are informed when a child partakes in an individual behaviour plan and are kept up to date on its progress and effectiveness in modifying target behaviours.

Continuing Unacceptable Behaviour

Students will be placed on the Step Program if their unacceptable behaviour continues and they have not responded to warnings and time out. * See Appendices.

Parents are contacted as set out in the STEP Program.

COMMUNITY PARTICIPATION

At Artarmon Public School we aim to enhance student welfare through building a learning community in which staff, students and parents work together. Community participation is encouraged by:

- building a learning community in which staff, students and parents work together for planned results
- recognising that students have differences in their family circumstances, cultures and languages
- consultation with community members in drafting school procedures
- keeping parents informed through Newsflash and Skoolbag
- encouraging parents and community members to participate actively in the education of students and in the life of the school
- acknowledging parents as partners in school education
- inviting parents to share their skills and experiences in the school community
- supporting students and their parents in making decisions about learning programs
- encouraging students to have a sense of belonging in the school community
- assisting families to gain access to support services in the community
- fostering close links with the wider community with involvement in such events as the Artarmon Fair, etc
- utilisation of community resources such as Thompson Oval and Artarmon Reserve
- encouraging links between the Student Representative Council and the wider community
- excursions to local businesses and service providers to compliment in-school learning

Student and Community Outcomes

At Artarmon Public School:

- students will be supported by parent and community participation in school activities
- students and parents will value the school as an integral part of the community
- students and their families will know how to gain access to relevant support services within the community
- students will feel valued, working in partnership with parents and teachers in the learning process at school.
- students will display a pride in their school

Appendix 1

DESCRIPTION OF SOME SCHOOL PROGRAMS AND PROCEDURES

Students are provided with a number of Student Wellbeing programs that promote student safety, positive self esteem, the recognition of student achievement and personal choice in learning to foster independence and autonomy. Programs are tailored to help foster the learning potential of all students.

School procedures support student learning, acknowledge differences and promote harmony.

PROGRAMS

Anti-Bullying

The Artarmon Public School Anti-Bullying Procedure states that bullying is not tolerated at Artarmon Public School. Students are provided with strategies to promote assertiveness and to deter and report any form of bullying behaviour including cyberbullying.

Buddies

Students from K-3 are matched with students from 4-6. The Buddy Program provides students with a friendly, supportive school environment in which to develop their confidence, individuality and self esteem.

The student 'buddies' participate together in a variety of stimulating and challenging activities planned by their teachers. These activities focus on the social, physical and academic needs of both sets of students.

Care and Supervision Policy

The Supervision Procedure clearly outlines the roles and responsibilities of students, teachers and parents with a focus on 'duty of care'. It is designed to ensure the safe supervision of students at all times.

Child Protection

The Child Protection Program is taught each school year where students are taught to recognise uncomfortable situations and to reinforce the assertiveness to say 'no' and to report any uncomfortable situations to a network of adults.

Enrichment

A number of enrichment programs are made available to students on a voluntary basis both during school and out of school hours to foster student interests and talents. These may include such programs as band, choir, chess, debating, leadership workshops, PSSA, gardening etc.

Homework

Homework is a valuable part of schooling, allowing for practicing, extending and consolidating work in class. It provides parents and caregivers insights into what is being taught and their children's progress. Artarmon's Homework Procedure outlines the general principles and expectations.

Interrelate

Years 5-6 participate in the Interrelate Program which focuses on social and sexual development of students.

Leadership

Leadership programs include school prefects, house captains and vice captains as well as whole school programs such as the Student Representative Council (SRC).

Learning Support & Gifted and Talented Programs

Teachers are professionally developed in strategies of differentiating the curriculum to cater for the varying needs of students. Students are grouped within classes, across grades and across stage in some areas.

Learning Support Team

The Learning Support Team is a committee comprising of the Principal, the counsellor, executive teachers and teachers established to support student learning and students with special needs K-6.

Life Education

K-4 students participate most years in this program which emphasises healthy eating, healthy lifestyles and drug education.

Sunsafe

Artarmon School adheres to the DoE guidelines and Sunsafe Policy. Hats must be worn whenever students are outside.

Social Skills

A number of social skills programs operate within the school to provide for the needs of students K-6.

Students are taught strategies such as the "**High 5**" to assist them to be proactive in the playground.

Students requiring extra assistance in this area may be referred, through the Learning Support Team to the AP LaS.

Student Representative Council (SRC)

All students from Kindergarten to Year 6 have the opportunity to participate in the SRC. A Student Council Representative is elected to represent their class and meetings are held on a regular basis. The SRC consists of students from Kindergarten to Year 6.

The SRC is an opportunity for students to develop leadership skills and to be a responsible school member. Through the Council students raise issues, discuss ideas and solve problems which will help make the school a safe and happy environment.

Transition and Orientation Programs

There are 3 Kindergarten Orientations.

The first one in Term 3 is, "Preparing your child for Kindergarten". Students visit Kindergarten classrooms.

The second one in Term 4, details of school organisation as well as inviting the President and the P&C committees to provide information. Students visit Kindergarten classrooms.

The third one in Term 4 is just for students to visit Kindergarten classrooms.

Transition to school programs cater for students with special needs.

There is an Orientation Program for entering Year 5 OC students and their parents in Term 4.

Uniform

A variety of uniform options are made available to students to help cater for their personal preferences and needs. Year 6 students provide input into components of their uniform in their final year.

Parent and Citizen Association (P&C)

The P&C meets the fourth Wednesday of each month to discuss issues concerning parents, students, the broader community and the school.

Support Teacher for Learning Assistance (STLA)

The Support Teacher for Learning Assistance works in consultation with class teachers and the Learning Support Team to support students requiring additional assistance.

School Counsellor

Counselling services are available in the school for students requiring assistance and students with specific learning, behavioural, emotional and/or physical needs.

Teachers may seek permission from parents to refer a child to the school Counsellor for assessment or for support in catering for the needs of the child in the school setting.

Parents may request Counsellor assistance by first making an appointment with the classroom teacher.

School Learning Support Officer (SLSO)

An SLSO is a teacher's assistant employed by the school to support students who have received funding for special needs or specific purposes by the Department of Education.

Outside Support Agencies

Teachers, supervisors, the Counsellor and Principal work closely with specialist teachers and therapists from Departmental support units and outside agencies to support students requiring extra expert assistance within the school setting.

The DoE's current policies can be found at their website:

Education.nsw.gov.au

Appendix 2

YOU CAN DO IT! EDUCATION

Artarmon Public School employs the You Can Do It! Education Program K-6.

The core purpose of this program is the development of students' social and emotional capabilities, including Confidence (academic, social), Persistence, Organisation, Getting Along, and Resilience.

Central to the development of these 5 Foundations is instilling in students 12 Habits of the Mind that support and Foster the 5 Foundations, which include: Accepting Myself, Taking Risks, Being Independent, I Can Do It, Giving Effort, Working Tough, Setting Goals, Planning My Time, Being Tolerant of Others, Thinking First, Playing By The Rules and Social Responsibility (which includes the values of Caring, Doing Your Best, Freedom, Honesty, Integrity, Respect, Responsibility, Understanding, Tolerance and Inclusion).

The core purpose of the YCDI Program is the elimination of social and emotional difficulties and disabilities that constitute barriers to students' learning and wellbeing.

The YCDI Program is deliberate in restructuring negative Habits of the Mind and in the explicit teaching of alternative positive Habits of the Mind.

YCDI's focus is on building social, emotional, and motivational capacity of students' rather than on their problems and deficits. It encourages prevention, promotion and intervention efforts in order to build the social and emotional strengths of students.

At the beginning of each school year, all staff are trained, in how to implement the YCDI program.

The keys to success and happiness are displayed in each classroom within the school and lessons take place weekly, focusing on a different Key to Success and Happiness.



YCDI RESILIENCE

<p>Examples of Resilient behaviour</p>	<ul style="list-style-type: none"> • Not getting extremely angry and fighting when someone is acting meanly or unfairly • Not worrying a lot about having to take a test or meeting someone new • Not getting very down and staying away from people when you do not understand something or get a bad mark or if someone says something bad about you • Calming down within a reasonable amount of time after being extremely angry, down or worried • Bouncing back to work and play after being very upset about being excluded by a peer from playing or when you have done poorly on a test
<p>Behaviour specific feedback</p>	<ul style="list-style-type: none"> • Well done, you are keeping calm • You have bounced back well after that problem • You are expressing your feelings – not just getting angry



YCDI CONFIDENCE

<p>Examples of Confident behaviour</p>	<ul style="list-style-type: none"> • Trying something new – ‘having a go’ • Talking with a strong voice • Trying to do something hard without teacher help • Answering difficult questions asked by the teacher • Asking to play with others • Expressing an opinion that might not be popular
<p>Behaviour specific feedback</p>	<ul style="list-style-type: none"> • That took confidence • You really stood up for what you believed • Look how far you’ve come • That wasn’t easy to do, but you did it • Look how much you’ve learned • I like the way you are not afraid to do things differently • All along, I knew you could do it • Wow, I can’t believe you did that • You really had a confident voice when you spoke in class • I know that was difficult for you, but you did it • I’m really pleased you tried and were not afraid to make a mistake



YCDI GETTING ALONG

<p>Examples of Getting Along behaviour</p>	<ul style="list-style-type: none">• Being helpful when working in a group• Listening and not interrupting in class when someone else is talking• Talking rather than fighting when someone acts unfairly• Sharing materials• Following important classroom decisions and school rules• Helping someone else with their work• Treating teachers and classmates with respect• Cleaning up school grounds• Volunteering in the school community
<p>Behaviour specific feedback</p>	<ul style="list-style-type: none">• You cooperated well• You are working well together• Sharing a book is a sign of being a good friend• I appreciate how well you are getting along• Thanks, Jake, for waiting until she finished talking• Members of this group must really respect each other• You didn't fight. You talked it out. Great!!• When you help others with their work, you learn more yourself• You made the new student feel welcome• Arthur benefited from your help. You are a helpful person• Volunteering is a great way to show you care.



YCDI ORGANISATION

<p>Examples of Organised behaviour</p>	<ul style="list-style-type: none">• Having a goal to do your very best in school• Recording homework assignments and due dates in a planner• Planning ahead of time when you are going to do homework• Handing work in on time• Making sure you understand the teacher's instructions before beginning work• Being prepared / having your 'learning tools' – books, pens <u>etc</u>• Having a neat desk• Having neat folders with handouts and having work neatly filed into sections
<p>Behaviour specific feedback</p>	<ul style="list-style-type: none">• You really planned well• You finished on time• Thank you for being prepared to learn by having your 'learning tools'• Doesn't it feel good to be organised?• I really liked the way you listened and followed all of the directions for this task• You're really organised• You're good at scheduling time• When you are prepared, you can do a good job




YCDI PERSISTENCE


<p>Examples of Persistent behaviour</p>	<ul style="list-style-type: none">• Not being distracted by others• Checking work for errors• Not giving up when doing a complicated task• Finishing all work• Being patient in the practise of fine motor skills (e.g. handwriting)• Practising with a parent at home
<p>Giving Effort: thinking that the harder you try, the more successful you will be, as well as knowing that success is not caused by external factors (luck) but internal factors (ability, effort).</p> <p>Working Tough: thinking that in order to be successful, you sometimes have to do things that are <i>not</i> easy or fun.</p>	
<p>Behaviour specific feedback</p>	<ul style="list-style-type: none">• You really put a lot of energy into that.• Great effort.• You stuck to that like glue.• I like it when you try hard.• Boy, you're on task now all the time.• You tried really hard. Doesn't that feel good?• I knew I could count on you to go the extra mile.• Your results have improved due to your sustained effort.• I'm so glad you keep trying.• You're not going to let mistakes stop you.


Appendix 3 The Step Program



Every day is a new day! ALWAYS START ON STEP 1

Why you have been placed on Step 1	What happens to you on Step 1	How you are taken off Step 1
<p>Your behaviour is:</p> <p>UNSATISFACTORY</p> <p>You are causing problems in class or in the playground. You are doing this:</p> <p><i>Never Seldom Sometimes Often Always</i></p> <p>This behaviour may be thoughtless occasional teasing, name-calling, occasional exclusion or theft of belongings. This can be annoying and hurtful and can escalate and then involve more serious forms of bullying.</p>	<p>You will talk to the Assistant Principal or Grade Supervisor. The class teacher will contact your parents.</p> <p>Because of your behaviour you will:</p> <ul style="list-style-type: none"> • be given a consequence. • Fill in a "Thinking Time Form". You may be asked to take it home and have your parents sign it. • The Assistant Principal will fill out a "Student Behaviour Incident Report". <p>Your teachers will write on a card every day. A stamp is given for good behaviour at the end of the day.</p>	<p>When you return to the playground or class you must have the supervising teacher sign your card for each session. You will get 1 stamp for each day you follow the school rules.</p> <p>You are taken off Step 1 when you have 3 stamps within a week</p> <p style="text-align: center;"></p>

Why you have been placed on Step 2	What happens to you on Step 2	How you are taken off Step 2
<p>Your behaviour is:</p> <p>VERY UNSATISFACTORY</p> <p>You are causing problems in class or in the playground. You are doing this:</p> <p><i>Never Seldom Sometimes Often Always</i></p> <ul style="list-style-type: none"> • There has been no improvement in your behaviour. • Your behaviour is deliberate. • Behaviour may include cruel teasing, theft of belongings, cyberbullying, continual exclusion and some threats of or actual physical abuse, for example pushing, tripping, kicking or punching. 	<ul style="list-style-type: none"> • You will be given a consequence. • Your parents will be informed by the Assistant Principal or Grade Supervisor. • You will write a behaviour agreement with your teacher or Year Supervisor. • Your teacher and Year Supervisor will write a comment about your behaviour every day. • A stamp is given for good comments. • Your record sheet will have to be signed by a parent or carer. <p>You will meet with the principal to review your goals and behaviour agreement.</p>	<p>When you return to the playground or class you must have the supervising teacher sign your card for each session. You will get 1 stamp for each day you follow the school rules.</p> <ul style="list-style-type: none"> • When you have 3 stamps you are taken off Step 2 and your behaviour monitored. <p style="text-align: center;"></p>

Why you have been placed on Step 3	What happens to you on Step 3	How you are taken off Step 3
<p>Your behaviour is:</p> <p><i>EXTREMELY UNSATISFACTORY</i></p> <p>You are causing problems in class or in the playground. You are doing this:</p> <p><i>Never Seldom Sometimes Often Always</i></p> <ul style="list-style-type: none"> • There has been no improvement in your behaviour. • You need help from your parents and teachers to avoid serious consequences and being placed on Step 4. <p>Behaviours may include cruel, malicious and intense actions. It involves serious physical assaults and severe verbal, cyberbullying or social bullying such as name-calling and exclusion.</p>	<ul style="list-style-type: none"> • Your parents will be asked to an interview with the Principal and Counsellor and other people if required. • Your teacher or Year Supervisor will write a comment about your behaviour every day in a report book. • You will be given a consequence. • You will write a behaviour agreement with your teacher or Year Supervisor. • Partial enrolment • Immediate half-day in-school suspension. • A warning of suspension will be given. 	<p>When you return to the playground or class you must have the supervising teacher sign your card for each session. You will get 1 stamp for each day you follow the school rules.</p> <ul style="list-style-type: none"> • If you behave well you will be placed on Step 2 and your behaviour monitored. <p style="text-align: center;"></p>

Why you have been placed on Step 4	What happens to you on Step 4	How you are taken off Step 4
<p>Your behaviour is:</p> <p><i>Unsafe for others and disrupts the learning of other students.</i></p> <ul style="list-style-type: none"> • You have not followed your behaviour agreement or meet your agreed goals. 	<ul style="list-style-type: none"> • Your parents will be invited to a meeting with the Principal. Other personnel may be invited eg Counsellor • You will be suspended • The School Education Director will be informed. 	<p>Reentry meeting with Principal, Teacher and School Counsellor. You may be required to undertake re-entry program and sign a behaviour agreement.</p> <p>The Principal will need to assess if there is a need for a Risk Assessment to be completed.</p> <p>You will have a daily conduct sheet which you will show the Principal at the end of each day for a week. Your behaviour will be monitored.</p>

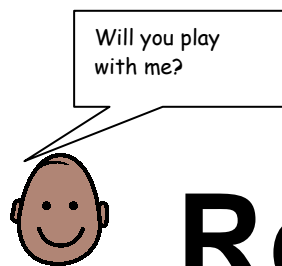
Appendix 4 Resources and Forms

ARTARMON PUBLIC SCHOOL CODE OF CONDUCT

This Code of Conduct will help to keep me happy and safe. It will help me do my best work.

RRAP Rules

Be Responsible



Will you play
with me?

Respect others.



Yes, thanks.
You are kind.

Always do your best.



Play safely.



Are you using the High 5?





**Artarmon Public School
Code of Conduct
Step Program**

<i>Name:</i>	<i>Class:</i>	<i>Date:</i>	<i>Step:</i>
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<i>Behaviour Causing Concern</i>	
<i>Not keeping myself and others safe</i>	<i>Not behaving well in the classroom and stopping others from learning.</i>
<i>Not treating teachers and students with kindness politeness and fairness.</i>	<i>Not wearing my school uniform.</i>
<i>Not respecting the opinions and ideas of others.</i>	<i>Not behaving well travelling to and from school and on excursions.</i>
<i>Other</i>	

<i>Date</i>	<i>Teacher's Comment</i>	<i>Supervisor's Comment</i>	<i>Stamp</i>

<i>Recommendation</i>



Artarmon Public School

McMillan Rd Artarmon 2064

Date _____

Dear _____

The behaviour of your child _____ of class _____ is of concern and they have been placed on Step 1 of the Code of Conduct.

They will miss playtime at lunch. Their behaviour will be monitored and when they receive 3 stamps in a row they will return to the playground.

If they have not received 3 stamps in a row within 6 days then they will progress to Step 2.

Signed _____

Deputy Principal



Artarmon Public School

McMillan Rd Artarmon 2064

Date _____

Dear _____

The behaviour of your child _____ of class _____ is of concern and they have been placed on Step 2 of the Code of Conduct.

They will miss playtime at lunch. Their behaviour will be monitored and when they receive 3 stamps in a row they will return to the playground.

If they have not received 3 stamps in a row within 6 days they will progress to Step 3.

Signed _____

Deputy Principal



Artarmon Public School

McMillan Rd Artarmon 2064

Date _____

Dear _____

The behaviour of your child _____ of class _____ is of serious concern and they have been placed on Step 3 of the Code of Conduct.

Your child has had an immediate half day, in school suspension.

Tomorrow, your child will sit outside the Principal's Office and complete work there.

Your child has completed and signed a behaviour agreement.

A warning of suspension has been given.

Your child's behaviour will be monitored and when they receive 3 stamps in a row they will return to the playground.

If they have not received 3 stamps in a row within 6 days then your child may be suspended in accordance with Department and Training Guidelines suspension procedures.

Signed _____

Principal

ON COMPLETION SEND TO STAGE SUPERVISOR AND SEND TO DP FOR FILING

Student Behaviour Incident Report

Date ___/___/___ Time _____

Monday	Tuesday	Wednesday	Thursday	Friday
--------	---------	-----------	----------	--------

Student/s Involved

Name	Class	Name	Class

Location

Details of Incident

Name of Teacher _____

Action by Teacher

Further Action Required Yes No



Writing about my Behaviour



Name _____ Class _____

1. What did you do? K-2 students can draw with teacher scribing if need be. Students can write on the back as well.

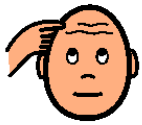
2. What rule/s did you break?

3. Why do we have this rule?

4. What should you have done?

5. What will happen if you do not behave?

Name _____ Class _____ Date _____



Thinking Time Form

What did you do?

Is this in the school rules? Yes or No _____

What will you do to make it better?

What will happen if you make it better?

What will happen if you do not behave well?

Student

Teacher/ Supervisor



ARTARMON PUBLIC SCHOOL BEHAVIOUR AGREEMENT

Name _____ Class _____

Everyone at Artarmon has the right to work and play in a secure, safe and happy environment.

I will follow the School's Rules. I will:

**Be responsible
Respect others
Always do my best
Play safely**

I will particularly try to:

Signature _____