



Student Wellbeing Procedures



Revised Term 1, 2020

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Student Wellbeing Procedures

These procedures have been developed in conjunction with NSW Department of Education: Student Wellbeing Policy Statement and with the two companion documents: Behaviour Code for Students and Student Discipline in NSW Government Schools as well as the Suspension and Expulsion of Students Procedures 2011.

Rationale

Australian society accepts that parents and families have the prime responsibility for the welfare of their children. Thirroul Public School shares that responsibility with the general community and a range of the community's social institutions. In sending children to this school, parents and carers rightly expect that the students will learn in a caring community concerned for their welfare and well-being.

One of the important skills for life that students need to develop is independence and resilience. Resilience or being able to 'bounce-back' is a powerful tool to ensure students lead happy and healthy lives. Developing a range of coping skills help students develop effective and cooperative strategies as a way of developing positive peer relationships.

Every staff member at Thirroul Public School has a prime responsibility for student wellbeing and welfare of students at our school.

Aims

Through these Student Wellbeing Procedures, the school aims to help its students develop:

- a sense of enjoyment and satisfaction from learning;
- an ability to communicate effectively;
- a coherent set of values to guide behaviour;
- a sense of personal and social responsibility for actions and decisions;
- a sense of personal dignity and worth;
- a sense of cultural identity;
- a feeling of belonging to the wider community;
- a caring attitude towards others and
- an ability to form satisfying and stable relationship.

Procedures Components

There are five major interrelated components of the Student Wellbeing Procedures:

1. Learning Support Programs
2. Merit Systems
3. Student Support Programs
4. Discipline Systems incorporating the Respectful Conduct/Discipline Code
5. Attendance Policy

These systems are supported and overseen by the Learning Support Team with the Principal and Assistant Principals being members of the committee.

Implementation

The Student Wellbeing Procedures at Thirroul Public School will emphasise the positive aspects of students' learning, leadership and behaviour.

In implementing the Student Wellbeing Procedures at Thirroul Public School staff will:

- provide interesting and challenging learning programs;
- involve students at appropriate levels of decision-making;
- recognise the responsibilities of parents/guardians and encourage their participation in decision-making;
- adhere to a set of clearly stated principles developed in consultation with parents and the local community;
- ensure that the developmental, preventative and remedial measures taken fit within the context of a co-ordinated student welfare policy;
- vary the measures taken to meet the needs of individuals or groups;
- use teaching, counselling, consultation and other approaches as appropriate;
- provide for parent and community consultation when planning, evaluating and varying programs;
- involve students in a range of leadership and developmental programs, and
- ensure learning support programs are implemented through the Learning Support Team.

The Learning Support Team

The Learning Support Team may comprise of:

- Principal
- Assistant Principals
- Teacher representatives from each stage
- School Counsellor
- Learning and Support Teacher (LAST)

The committee meets once a fortnight in even weeks on a Wednesday morning at 8:45 am to review the learning and support needs of students. The team develops and implements a range of Learning Support Programs. It also reviews individual student's progress towards stage outcomes and recommends intervention and extension strategies to support their learning.

Teachers are able to refer students to the Learning Support Team for consideration in the various support programs or for assessment by the School Counsellor. This referral process involves the Learning and Support Teacher (LAST) undertaking specific assessments to identify strengths and weaknesses of the students being referred. Should the Learning Support Team decide to refer the student to the School Counsellor for testing, parents will receive a letter explaining the need for the assessment and a Parent Permission Form.

At these meetings, the team considers students who have been referred for support, provide advice for teachers to support the students learning needs and recommend programs of support to help the student. They also review the learning support process and develop strategies for improvement. The Learning Support Team will support the transition of high needs students by providing planned Transition Programs. The Wellbeing Team ensures that review meetings are conducted at least once per year.

The Committee meets on a regular basis to review individual students, set directions for the Student Wellbeing Policy, review the Playground Incidents folders, and designate students to participate in Behaviour Programs and develop and implement Student Support Programs.

The committee will be responsible for the annual evaluation of the current policy through a variety of strategies including:

- teacher response and commitment;
- teaching/ learning programs;
- student outcomes;
- community response;
- interviews and discussions and
- checklists and surveys.

This evaluation may become part of the School's Annual Report.

School Counsellor

Our school has access to a school counsellor three days per fortnight. School counsellors who are registered psychologists and have a teaching background are employed in schools as a resource. They complement and enhance the work of teachers by strengthening schools' student wellbeing provisions and providing counselling and psychological assessment of students with specific needs. School Counsellors provide feedback to teachers, parents and caregivers about the best way to support the development of student learning, health and general wellbeing. Counsellor referrals are co-ordinated by the schools' Learning Support Team.

Attendance at School

The government requires that students are enrolled at and attend a government school or a registered non-government school. All students who are enrolled at school, regardless of their age, are expected to attend that school whenever instruction is provided. 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. We ask parents to inform the school when their child has been absent. This also includes partial absences.

Learning Support Programs

Reading Programs

Macqlit and MiniLit are remedial reading programs which operate with students who qualify for small group work with a qualified school based tutor. Parents of students who qualify will be given the opportunity to attend information sessions and to give permission for their child to attend the tutoring during school time.

High Potential, Gifted and Talented Programs

High Potential Gifted and Talented programs are designed to meet the needs of specific groups of students. These comprise a range of programs, including chess, dance, and music. A weekly enrichment program operating out of a number of Wollongong and Wollongong North primary schools involving students across several stages caters for a variety of interests.

LAST Support

The school has an allocated Learning and Support Teacher (LAST). This teacher is a specialist teacher who may provide support for targeted students, within the classroom. The Learning and Support Teacher (LAST) assists teachers when requested; to develop Individualised Education Programs (IEPs) and Personalised Learning Pathways (PLPs), and to support teachers to make modifications and adjustments in delivering and assessing the curriculum for students and to record same and to advise on funding applications.

Support Funding

The school has a number of students who have been allocated funding to support their learning. The funding is used to employ School Learning Support Officers (SLSO) within the classroom and playground and to provide teacher planning and training time.

Merit Systems

The merit system seeks to identify and reward students who are seen to be setting exceptional examples to others in the school community. A student will receive recognition for a wide variety of reasons linked to our school values.

These might include:

- making a valuable contribution to activities taking place within the school;
- initiating some activity or scheme of practical benefit to the school;
- diligence in class work and assignment work;
- valuable service in a particular area of the school and
- citizenship.

There are several different levels of recognition:

[illegible]

Assemblies

The students celebrate their achievements at a range of assemblies that occur throughout the year.

Years 3 to 6 Assemblies

These are at 9am on Monday and Friday mornings. They are short sessions to discuss specific programs and activities that apply to Years 3 to 6 students.

K to 6 Celebration of Learning Assemblies

Whole school assemblies are held once per term in Week 8 on Monday afternoons after 2 pm, weather permitting. They celebrate the successes and achievement of the students K to 6. At the assembly various certificates and awards are given and classes have an opportunity to showcase their skills through a stage item. SRC Executive have the opportunity to develop their leadership skills by leading the assembly each term. Parents and carers are most welcome to attend this assembly.

Special Ceremonies

The students also celebrate their achievements at special ceremonies that occur throughout the year as described below:

Student Leadership Induction Ceremony

Students who will be undertaking leadership roles in the school are inducted into their positions and presented with badges to identify their role. Parents are welcome to attend these ceremonies to celebrate with us. The positions being inducted include:

- School Captains and Vice Captains
- House Captains and Vice Captains
- SRC Executive
- SRC Representatives
- Library Monitors
- Audio Technicians

Year 6 Graduation Ceremony

This is held on the last Monday of Term 4 and celebrates the achievements of the Year 6 cohort and is a whole school event. It marks the end of 7 years of formal schooling and the beginning of our students learning journey in secondary schooling. Bulli High School, our feeder high school make a valuable contribution to this event.

K-6 Presentation Day

Students from Kindergarten to Year 6 celebrate their achievements with the community. It is held at a local venue and all parents and carers are invited to attend.

Special Awards include:

- The Seacliff Property Award for Technology
- Vic Chapman Award for Leadership
- Thomas Whitton Award for Learning
- Award for the Highest Star Award Recipient
- Don Gray Art Award
- Local and Federal member awards

Star Awards

This is an awards program to acknowledge, encourage and reward positive behaviour and excellent working habits based on our School Values. Teachers' award Star Awards to students who display exemplify our values and strive to excel. Star Awards also acknowledge students who put extra effort into all they do.

Students are required to collect:

- 5 Star Awards to earn a Bronze Certificate
- 10 additional Star Awards to earn a Silver Certificate
- 10 additional Star Awards to earn a Gold Certificate
- Bronze, Silver and Gold earns a Principal's Award
- The Highest Achiever of Star Awards receives the Perpetual Trophy at presentation assembly

Merit Awards also count as Star Awards. Once a bundle of 10 Star Awards and Merit Awards are collected by a student, they need to place them in an envelope marked with their name and class. They are then put in either the K-2 or 3-6 Star Award box located in the office. Star Awards must be in at the office by the Friday before the K-6 Assemblies.

When Star Awards are handed in at the office they are collected by the Star Award Coordinator. Then they are stamped and returned to the student on presentation of their certificate. Students must then collect the next amount of cards to move to the next certificate. Stamped Star Awards can no longer be used towards other Awards.

Bronze Awards, Silver Awards, Gold Awards and Principal's Awards are presented to students at the K-6 Assemblies. The student who receives the highest number of Star Awards will receive the perpetual trophy at the Presentation Day Assembly.



2020
Star Award

I received a Star Award for:

- ☐ Respect
- ☐ Encouragement
- ☐ Sharing
- ☐ Pride
- ☐ Excellence
- ☐ Cooperation
- ☐ Trustworthiness

Class: _____ Date: _____

Signed: _____

STAR AWARD SYSTEM 2020

To achieve awards the following must be returned to school, stapled together, and placed in the appropriate box in the office foyer.

- **5 Star Awards**
Bronze Award
- **10 additional Star Awards**
Silver Award
- **10 additional Star Awards**
Gold Award

Return Bronze, Silver and Gold Awards (only) to receive a Principal's Award.

Student Leadership Programs

SRC (Student Representative Council)

The Student Representative Council comprises two representatives from each Year 1 to Year 6 class who are elected at the beginning of each year by their classmates. The council meets regularly to discuss issues that the students identify as a concern. The SRC identifies solutions to these issues then develops and coordinates activities to raise funds. The SRC are also a part of the decision making process of the school, developing important guidelines for the school. Those have included developing the school values and the criteria for nomination of students for Captain, Vice Captain and SRC Executive.

SRC Executive

The SRC Executive leads the Student Representative Council. Each year the SRC Executive comprises the School Captains, Vice Captains and six executive positions. These are elected from incoming Year 6 students through a nomination and election process that involves all teachers and students from Year 1 to Year 6. The students who wish to nominate must meet the nomination criteria.

Other Support Programs include:

Child Protection

Child Protection lessons are conducted across the school following NSW Department of Education and Training curriculum guidelines. Students participate in these lessons once a week for approximately 10 weeks. The lesson content is based on the student's age and covers the areas of Recognising Abuse, Power in Relationships and Protective Strategies.

Interrelate

Every second year Interrelate conduct a family based evening education program for interested parents and their children. This program is conducted over two sessions. Parents can bring their children to either one or both of the sessions. The two sessions are 'Where do I come From' and 'Preparing for Puberty'. These sessions are designed for students in Years 3 to 6.

Special Student Programs

Each year a range of programs are undertaken in classrooms aimed at improving social relationships and encouraging appropriate behaviour. These programs are as follows:

Anti-Bullying Procedures

Our Anti-Bullying Procedures are being revised in 2020 and will be following departmental guidelines. As a school community we do not accept bullying, in any form. Clear procedures have been built into our Respectful Conduct Code to both monitor and actively support both aggressors and victims.

Stop Think Do. This program aims to:

- improve the social skills and peer friendships of children;
- develop cooperative classrooms and schools;
- develop emotional intelligence, self-esteem and confidence through increased awareness, skills training and goal achievement;
- empower students by teaching self-control, decision making and positive actions while also teaching empathy, responsibility and respect for others and
- develop group skills including active participation, cooperation, organisation and leadership.

Buddy Classes

A class buddy system is an important part of our school's personal development program. The basis of the system is that younger children will be able to identify with a buddy in an older class. This provides security to younger children and responsibility to older leaders of our school. These are usually K/6, 1/5 groupings.

Activities include:

- buddy reading, computer, writing, speaking and listening;
- helping in art/craft, dance and physical education groups;
- class visits to view completed work; and
- sharing special days eg; picnics, walks, fairs.

Personalised Learning Pathways for Aboriginal Students

The Australian Government is committed to Closing the Gap between the educational outcomes of Aboriginal students. To improve the educational outcomes of Aboriginal students it is important that teachers, families and students work together to identify and support the individual needs of students.

Teachers implement Personalised Learning Pathways (PLPs) that include targets negotiated against key learning outcomes for literacy and numeracy and/or social outcomes. This is done in consultation with students and parents.

Bounce Back

Bounce Back is a positive education approach to wellbeing, resilience and social-emotional learning for primary school children.

There are specific teaching programs to cater for students from K-6 and taught on a weekly basis as part of the PDHPE program.

Respectful Conduct System

Purpose and Rationale

Thirroul Public School is committed to, and believes that, a safe and secure environment is essential so that all students can learn, to the best of their ability. Poor student behaviour impacts on student achievement. We are committed, as a school, to model respect for all people and provide instructional; opportunities to assist children as they learn to live in a diverse society.

The DoE Core Rules include:

All students in NSW are expected to:

- attend every school day, unless they are legally excused, and be in class on time and be prepared to learn;
- maintain a neat appearance, including adhering to the requirements of the school's uniform and dress code policy;
- behave safely, considerately and responsibly, including when travelling to and from school;
- show respect at all times for teachers, other school staff and helpers, including the 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.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Our school implements:

- Strategies to promote positive student behaviour, including specific strategies to maintain a climate of R E S P E C T.
- Strategies and practices to recognise and reinforce student achievement.
- Strategies and practices to manage inappropriate behaviour.

For the Students

This system means that students have to make decisions about their behaviour. The student who displays respectful behaviour (both social and academic) deserves commendation and will be recognised through the merit systems. Students can decide to make some positive changes to the way they behave or they choose to accept the consequences described under our Respectful Conduct Code.

For the Parents

This policy document should provide information that will assist parents in discussing your child's behaviour; to congratulate them and also to provide necessary guidance, support and encouragement when needed.

For School Staff

This document will provide a consistent approach when dealing with positive and negative behaviour at school.

All staff and students have the right to be treated fairly and with dignity to achieve their personal best. When parents enrol their children at Thirroul Public School they enter into a partnership with our school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parents and carers is an important feature of our Respectful Code of Conduct Procedures.

Rights and Responsibilities

Teachers, parents and students need to work co-operatively together to achieve a positive school environment.

Student Rights:

Students have the right to:

- be cared for, and treated equally as individuals by the whole school community;
- be free of violence, harassment and bullying;
- work in a safe and peaceful environment with clearly structured and appropriate routines;
- be presented with learning activities, which meet their needs and encourage them to maximise their potential and
- have the opportunity to be involved in making decisions within the school.

Student Responsibilities:

Students have a responsibility to:

- abide by School Values and School Expectations and accept school consequences;
- be prepared for all lessons and complete all required work to the best of their ability;
- show respect for themselves and the rights of others;
- encourage others to do their best;
- respect and care for school buildings, school property and the property of others;
- observe the general dress standards and uniform requirements of the school;
- participate constructively as members of the school community;
- work towards problem solving without violence, intimidation, harassment or bullying;
- allow others to learn without interference;
- be tolerant of differences in others and
- play and behave in a safe manner at all times.

School Responsibilities:

The school will recognise and reinforce appropriate behaviour and achievement through a range of strategies. This may include:

- encouragement and praise;
- modelling of consistent and caring behaviour by staff;
- communicating student achievement to families and community through commendation at assemblies, school newsletter and/or School e-news app and the promotion of public performances and displays of work through media;
- the school Merit Award Scheme and Respectful Conduct Code promoting special activities and excursions for appropriate behaviour;
- implementing the 'Stop, Think, Do' and 'Bounce Back' Programs through explicit teaching in all classrooms K-6;
- short student role plays at school assemblies demonstrating appropriate behaviours and
- improved playground resources and usage.

Family Responsibilities:

Parents and carers will work in partnership with the school to recognise and reinforce appropriate behaviour and student achievement through:

- encouragement and praise;
- ensuring students have necessary equipment to participate in daily lessons;
- regular discussion of student concerns through parent-teacher meetings and interviews;
- attending formal assemblies, performances, sporting events and other school celebrations;
- making use of school programs to support staff, parents and students and
- providing and encouraging a positive environment for home study.

School Values

The school values have been developed by the SRC, in consultation with the teachers and the community:

	School Values
R	Respect yourself and others at all time.
E	Excel in all that you do.
S	Share the responsibility of making our school a safe and happy place.
P	Pride in our learning environment.
E	Encourage others to participate actively in all areas of school life.
C	Cooperate with parents, teachers, students and the whole school learning community.
T	Trust each other to maintain and promote a positive and supportive school environment.

Language of Encouragement

The language of encouragement [LOE] is a specific use of dialogue in a specified way at appropriate times. It is not praise or random encouraging remarks. It is the most effective way to change a child's behaviour a teacher and parent can use. We are all busy people and quite often a lot of our dialogue with children is instructional or directional. With LOE we look for normal everyday events that the child is doing appropriately and de-brief them about it by describing back exactly what you observed and how they should feel about it.

For example: On the way back to class the teacher on duty walks besides a student being monitored and says ' when you came out of class you were walking quickly beside your friends and sharing conversation in a polite way . They were looking and smiling at you and I noticed you all played together in a fun way. You are trying so hard and the others are learning from you how to get along with people.

Where	Expectations
Every day at school	Wear the full school uniform with pride Wear a school hat for outdoor play or activities Keep hands and feet to yourself Speak to a teacher if I see or hear things that aren't right Show respect to all staff, students, teachers, community members, scripture and casual teachers
Classroom	Follow teacher instructions the first time Follow class rules Only be in a classroom if a teacher is there Ask permission to leave the classroom
Playground	Play fairly and Bounce Back from incidents positively Be an Upstander Look after our playground Ask teachers for help when needed Take ownership of your own actions Be respectful towards the playground teacher
Scripture and Ethics	Follow the teacher's instructions Walk to your scripture or ethics class Use good manners Be respectful towards the scripture teacher
Excursions	Follow instructions the first time Stay safe Participate enthusiastically Listen to all teachers
Sport and PSSA	Follow the rules of the game Have a go Display sportsmanship Appreciate the opportunity Stay in the designated area
Library	Follow instructions Use technology safely and appropriately Treat equipment and library resources with care Respect the shared space of the Library
Canteen	Wait quietly for your turn Use good manners (please and thank you) Use positive language with my friends
Toilets	Only go to the toilet when needed Wash your hands Maintain the privacy of others Use toilet paper for what it was intended for
Office	Use good manners Wait patiently for assistance Only come to the office with permission Greet the office staff appropriately before asking a question
Walkways	Walk safely and quietly Acknowledge others
Assembly	Listen when others are speaking Clap others appropriately Stand still and straight when the national anthem or the school song is playing Display the 6 L's
Before School	Before 8:30AM stay seated outside the office because there is no teacher on duty From 8:30 AM onwards, follow the teacher's instructions Play safely
After School	Say goodbye to your teacher Exit the school appropriately, walking on the pathways and around the gardens Interact respectfully with others Follow the road rules

Breaches of School Expectations and School Values will result in:

Teacher intervention and documentation and may result in being referred to another staff member to improve behaviour patterns.

Type of Behaviour	Who	Respectful Action
Minor Behaviours <ul style="list-style-type: none"> Not following teacher instructions Not respecting school grounds, property or people. Rough Play Out of Bounds 	Classroom or Playground Teacher	<i>Determined by the teacher and may involve;</i> <ul style="list-style-type: none"> Verbal Warning Sit out of Play or Time Out in Classroom Redirect to another area or another group Shadow the teacher <i>The incident will be recorded.</i>
Major and/or Repeated Behaviours <ul style="list-style-type: none"> Name calling/ inappropriate language including via text, email or social media Excluding others from play or groups Persistent Minor behaviours Inappropriate behaviour on the way to and from school 	Assistant Principal	<i>Determined by the Assistant Principal and may involve;</i> <ul style="list-style-type: none"> Interview with the Assistant Principal Playground or Classroom Monitoring Service to the class or the school Possible reflection or alternative activity Referral to school counsellor and/or LST <i>The incident will be recorded, contact made with parents and a letter sent home.</i>
Serious Behaviours <ul style="list-style-type: none"> Physical contact with intent to harm Persistent harassment of any kind Absconding from class 	LST/Principal	<i>Determined by the Principal and may involve;</i> <ul style="list-style-type: none"> Interview with student and parents Referral to school counsellor and/or LST Individual Behaviour Plan Mentor Teacher appointed Review meeting <i>The incident will be recorded, contact will be made with parents and a letter sent home.</i>

There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time. Suspension is an option available to the Principal in these situations. The suspension procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities. They can also apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students. This includes the use by a student of social networking sites, mobile phones and/or other technology to threaten, bully or harass another student or a departmental staff member for school related issues.

A summary of categories for suspension from https://policies.education.nsw.gov.au/policy-library/associated-documents/leaflet_1.pdf

Classroom Behaviour Management Strategies

Individual Classroom System

If a classroom incident is severe (that is, it is a major infringement of school rules, and/or is very aggressive, and/or is putting the safety of others at risk, and/or there is consistent failure to follow teacher directions) then the students involved in the incident are immediately referred to the Principal. If the incident is major and intervention is needed beyond the classroom teacher level then the Assistant Principal for the stage will deal with all students involved in the incident. If an incident is minor in nature then the classroom teacher will follow his/her normal individual classroom discipline system.

Assistant Principal

Continued poor behaviour will result in the student being referred to the Assistant Principal. All teachers follow the three strikes and out (for time-out) process as well as individual behaviour management programs, in their classrooms. The student may be asked to spend 2nd half lunch in the reflection room. Continued poor behaviour will result in the student being sent directly to the Principal.

Classroom and Playground Monitoring Cards

Students who display continued poor classroom or playground behaviour may be placed on an Individual Monitoring Card for a period determined by the Assistant Principal. They may also be referred to the Learning Support Team.

Targeted Program

An Individual Education Program (IEP) or a behaviour contract may be devised to address the behaviour of a student and to assist them to use positive strategies at all times.

Classroom Monitoring Booklet

At times teachers may decide to implement a special booklet to monitor behaviour of children who are having difficulties. Details of classroom monitoring are noted onto a Classroom Monitoring Booklet for the student. Parents may be asked to assist to monitor their child's behaviour and provide feedback to the school about improvements or concerns.

Serious Behaviour Causing Concern

It is at the discretion of the Principal, in conversation with the parents, that a child may be withdrawn from any in-school or out of school activity or excursion based on the child's record of behaviour and a risk management process.