MOUNT KANWARY PUBLIC SCHOOL
STUDENT WELFARE POLICY

Student Welfare encompasses all that the school community does to meet the personal, social and learning needs of every student.

At Mount Kanwary Public School, staff, in partnership with parents, caregivers and the wider school community, provides a caring and well managed environment where effective teaching and learning takes place.

OUR MISSION STATEMENT

To create an environment of friendship, care, challenge and support which encourages pupils to work towards achieving their potential as self-directed independent learners by developing and incorporating the values of:

- A fair go for all;
- Respect;
- Responsibility;
- Doing your best;
- Co-operation;
- Acceptance;
- Caring; and
- Honesty.

The outcomes for students relate to:

- effective teaching and learning;
- community participation; and
- positive climate and good discipline.

EFFECTIVE TEACHING AND LEARNING

We believe that our students will:

- feel valued as learners;
- develop an understanding of themselves;
- develop socially responsible behaviours; and
- value the school as a place of learning.
COMMUNITY PARTICIPATION

We believe that:

- students will be supported by parents/caregivers and school community participation in school activities;
- students, parents and teachers will value the school as an integral part of the community; and
- students, parents and teachers will be partners in the teaching and learning process.

POSITIVE CLIMATE AND GOOD DISCIPLINE

We believe that students will:

- feel safe in the school environment;
- be provided with appropriate support programs;
- value individual differences;
- be able to learn without disruption from inappropriate behaviour; and
- be responsible for their own behaviour.

EFFECTIVE TEACHING AND LEARNING

We believe that the achievement of student outcomes is facilitated by:

- the provision of quality teaching and learning programs in a positive learning environment which promotes and supports the learning of all students;
- the provision of appropriate curriculum in all Key Learning Areas;
- the provision of programs to provide support for enrichment and extension to meet the needs of all students;
- the provision of integration and learning support programs;
- students taking responsibility for their own learning by:
  - having knowledge of the outcomes they are aiming to achieve
  - self evaluation
  - goal setting
  - establishing roles and responsibilities to develop leadership skills; and
- engaging parents/caregivers as partners in the education process.
Outcomes

Students will:

- be active participants in the learning process;
- feel valued as learners;
- pursue a program of learning relevant to their needs, interests and aspirations; and
- be measured by relevant assessment and evaluation processes implemented by teachers and students themselves, in collaboration with parents.

COMMUNITY PARTICIPATION

We believe that the success of our students at school will be enhanced by parent, carer and community participation in various forms. This participation is fostered by:

- traditional structures—P & C Association, School Council, parent/carer support groups;
- school events—orientations, excursions, assemblies, Celebration Days;
- parent/carer information—class meetings, curriculum information meetings;
- assisting families to gain access to support services;
- wider community links—Choral performances, Public Speaking, Debating and PSSA sport;
- opportunities for parent help—literacy, numeracy, sport,
- formal/informal interviews; and
- recognising and valuing student cultures, languages and experiences.

Evaluation of Community Participation

Success is measured by:

- parent/carer involvement and participation;
- growth in positive feedback relevant to the needs of the students from the wider community;
- improved support for school programs and actions through parent education;
- parents/carers sharing the responsibility for student development;
- staff support for parent/carer involvement in all activities; and
- parent/carer education of teaching and learning programs that exist within the school.
GUIDELINES FOR THE ELECTION OF SCHOOL LEADERS

- All Year 5 students who are enrolled at Mount Kanwary Public School at the time of the election are entitled to nominate for a leadership position provided they meet all the School Leadership criteria. (Resume)

- Each student wishing to nominate must complete the Leadership resume and submit it to the Principal by the required date before the election.

- The Principal and teachers will determine which students are eligible to become candidates based on the content of the resume. These students will have a five minute interview with the principal. Ineligible candidates will be notified verbally and in writing and reasons provided.

Election Run Up

1. All candidates will prepare and present a speech outlining their leadership qualities. This may be supported by an appropriate poster.
2. Candidates will not be permitted to provide voters with gifts.

Voting

1. All students are eligible to vote.
2. All teachers and support personnel who work in the school are eligible to vote.
3. All votes have the same value.
4. The vote is secret and preferential ie. 1, 2, 3
5. Votes will be counted by the principal and one other member of staff.
6. Separate voting for school leader and house captain – Green = School leader, Blue = Wrens captain, red = Robins captain
7. Election results will be announced at Presentation Night.
8. Election results i.e. Number of votes will remain secret.
DISCIPLINE CODE

The Mount Kanwary School Discipline Code is consistent with the Department of Education and Training core rules which state that all students in N.S.W. 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 teachers, other school staff and helpers including following class rules, speaking courteously and cooperating with instructions and learning activities;
- treat one another with dignity and respect; and
- care for property belonging to themselves, the school and others.

Good discipline and effective learning takes place in an environment where a partnership between parents, teachers and students is based on mutual respect and where each partner supports the decisions and responsibilities exercised by the others.

Teaching and Learning is the essential core activity of the school.

The aim of the Discipline Code is to create a positive climate where:

- students and teachers have the right to work in a safe environment free from disruption or harassment;
- students can be treated fairly and with dignity; and
- effective teaching and learning takes place.
EXPECTED OUTCOMES OF GOOD DISCIPLINE

Students will have:

- respect for others and their property;
- respect for the school environment;
- sustained application to learning;
- courtesy at all times to other students, teachers and community members;
- respect for teachers;
- no violence, harassment, bullying or intimidation;
- peaceful resolution of conflict;
- wearing of full school uniform;
- safety within the school, coming to and from school and at all school activities;
- compliance with all school rules and the Discipline Code;
- acceptance by their parents/caregivers of the shared responsibility for student discipline;
- no drugs, weapons, alcohol, or tobacco;
- care and concern for animals; and
- the right to receive respect, courtesy, fairness and quality teaching.

RESPONSIBILITIES

Parents have responsibility for:

- The primary care of their child or children;
- Ensuring their child or children attend school;
- Ensuring their child or children arrive at school on time;
- Travel to and from school;
- Shaping their child or children’s understanding of attitudes about acceptable behaviour;
- Communicating with and supporting the school in the learning process; and
- Communicating with and supporting the school in the acceptable behaviour of their child or children.

Teachers have responsibility for:

- The education and care of all students when at school;
- The provision of quality educational programs to meet needs, capabilities, interests and aspirations of students; and
- Communicating with parents about the educational progress and behaviour of each student.
Students have responsibility for:
- Developing responsibility for their own behaviour;
- Using technology appropriately;
- Developing the ability to be an active participant in their own learning; and
- Adhering to the School Rules and Discipline Code.

SUPPORT FOR STUDENTS AND FAMILIES

The following avenues of support are available for students and families:
- Teachers, School Learning Support Officers, the SAM and GA.
- Staff with specific roles, Principal, Learning Support Team, Aboriginal contact, Anti-Racism contact, First Aid co-ordinator;
- School Counsellor;
- I.S.T.B— special teachers to support behaviour;
- Home School Liaison Officer to support attendance;
- School Council;
- School Parliament;
- P & C Association;
- All parents and care givers;
- Students, buddies, school leaders;
- Health Department agency case workers; and
- Individual targeted programs.
- Child Wellbeing Unit

THE SCHOOL BEHAVIOUR MANAGEMENT PLAN

The school aims to provide programs to assist students to:
- Develop responsibility for their own behaviour;
- Self-evaluate;
- Effectively communicate and use conflict resolution skills; and
- Make informed decisions for personal health choices and safe living.

The major focus of the behaviour management plan is on ACCEPTANCE OF RESPONSIBILITY FOR BEHAVIOUR CHOICES and RESTITUTION, by requiring students to make things right if they have made an inappropriate choice for their behaviour. Restitution helps students to make an internal evaluation of what they can do to repair their mistake - to learn from their mistake.
STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

Strategies include:
- Provision of an appropriate curriculum;
- Support for children to achieve success;
- Communication with parents including the importance of their role in assisting student understanding of acceptable behaviour;
- Provision of appropriate support programs; and
- Personal development programs including Drug Education, Child Protection and You Can Do It.

PROCEDURES FOR DRUG RELATED ISSUES

Procedures include:
- Meeting with parents, the School Counsellor and school personnel;
- Implementation of a counselling program; and
- An in-school program of restitution developed in line with the Discipline Code guidelines for dealing with inappropriate behaviour.

PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

The following strategies may be used:
- verbal praise;
- stickers;
- house points;
- class points at assembly;
- special responsibilities;
- classroom incentives;
- merit awards;
- recognition at assemblies;
- recognition in the School Newsletter;
- visits to other classrooms;
- special sports presentations;
- attendance at excursions; and
- letters to parents.
STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

The School Discipline Plan

It is the right of every member of the school community

to be happy and safe at Mount Kanwary School.

Our Discipline Plan relies on our students taking responsibility for their own behaviour and choosing to obey our school, classroom and playground rules.

Our school rules are:

Attend school every day – be on time and ready to learn.

Be honest and truthful.

Keep control of yourself – behave safely, considerately and responsibly.

Respect others – follow class rules, speak courteously and be co-operative.

Treat one another with dignity and respect.

Care for all property – personal, that of the school and of other students.

Wear your school uniform with pride.

Our School rules apply to all behaviour at school. There are some specific playground rules that apply to where students may play, how equipment is used, sitting to eat, disposal of rubbish etc. Each class also has its own set of rules or agreements that are worked out by the students and the teacher together and these also reflect the school rules.

Outlined below are the consequences for students who choose inappropriate behaviour.

- Depending on the nature of the behaviour, the student may be asked to “fix” the behaviour, which offers them the chance to make better choices for minor incidents.
- If the inappropriate behaviour continues or if the behaviour choices are more serious or inappropriate and warrant time out from the playground or time out in class, the behaviour may be recorded in the class behaviour book. Teachers will send for each other’s books if they need to record playground behaviour of a student who is not in their own class. The date of the incident will be recorded on a class list in the front of the behaviour book to help with the tracking of inappropriate behaviour.
- Teachers will talk with students at this point about the choices they have made and about the strategy that should have been used by the student in their particular situation. Time out at green seat during recess or lunch time will give the student time to think about their choices.
- If there are 2 entries in the class behaviour book within 2 weeks the student will spend time with the class teacher to plan to change their behaviour. The student will spend time discussing their behaviour choices and working out better strategies to deal with situations at school. This is not regarded as punishment, but rather as a consequence and a way of helping students to plan for improved behaviour. Parents will be notified of the student’s behaviours (Inappropriate Behaviour Notification)
and the student and parents will be made aware of the consequences of further inappropriate choices (Behaviour Monitoring). The school will seek the parents’ support.

- If there is a further entry in the class behaviour book within 2 weeks, the student’s parents will be invited to attend a meeting to discuss Behaviour Monitoring. This interview will be attended by the student, the parent, the class teacher and the principal. If the parent does not attend this interview, it will proceed and involve the student, the class teacher and the principal.

**Behaviour Monitoring**

The student will have a card that will help with the monitoring of their behaviour. The length of the monitoring (up to 5 days) will be determined by the Principal and class teacher. The school counsellor may also be involved at this stage.

*While the student has this card he/she will be confined to a specific section of the playground to play in (allocated by the principal or class teacher), he/she will not be allowed to represent the school for sport or as part of a musical group or to attend any extracurricular activities.*

The student will be responsible for the card and will need to make sure that it is at school as needed. If the card is not at school, then another card will be issued and an extra day added. *(Depending on the circumstances.)*

*The teacher in the classroom or the playground will record the observed behaviour and sign the card which will be taken home each day for the signature of the parent and for a student comment about how they are progressing. (self-evaluation)*

*The class teacher will work with the student to help him/her set goals to work towards whilst on the Behaviour Monitoring Card.*

Any Unsatisfactory entry by a teacher on the Behaviour Monitoring Card will result in an in-school suspension, the length of which will be determined by the principal and class teacher. At this point a Suspension Warning will also be issued.

The Behaviour Monitoring Card will also be used during In-School Suspension. An Unsatisfactory entry on the Behaviour Monitoring Card during In-school Suspension will result in a suspension for a period of time determined by the principal and class teacher.

1 x ‘U’ on Behaviour Monitoring Card = In-school suspension + Suspension warning

2 x ‘U’ = Suspension
‘s Behaviour Choices Plan

My goals are:-

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

I understand that while my behaviour is being monitored I will only be allowed to play in the part of the playground that is allocated to me and that if I chose to go out of that area without permission the teacher will mark my behaviour as unsatisfactory.

If a teacher records that my behaviour is unsatisfactory for any reason, I will be choosing to go back to planning and I will also be choosing an in-school suspension.
I (not my parents) am responsible for this card and if it is not at school, a new one will be given to me and an extra day will be added.

While my behaviour choices are being monitored I am not allowed to represent the school in any way. Eg As a sporting representative or member of a musical group.

Student: _________________________  Class Teacher: _________________________
Parent: _________________________   Principal: _________________________

MY PROGRESS  The teacher in the classroom or the playground (both halves of lunch) will record the observed behaviour and sign the card.

G = good choices   F = fair choices  U = unsatisfactory choices

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<tr>
<th>DAY/ DATE</th>
<th>PLAYGROUND</th>
<th>CLASSROOM</th>
<th>MY COMMENTS</th>
<th>PARENT’S SIGNATURE</th>
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LET’S CELEBRATE______________________________  DATE ___________________
In-school Suspension

The student will be provided with work to complete in a classroom other than his/her own. He/she will not be allowed to go into the playground at lunch and recess time but will be supervised inside. It is important to note that some behaviour choices will warrant immediate consequences and sometimes it may be necessary to by-pass a step or steps in the plan.

Swearing, rudeness, verbal abuse, and cyber bullying will not be tolerated from students and any incident will result in time with the Principal and a note home to parents.

Behaviour of a violent or threatening nature will result in immediate in-school suspension, or suspension.

Possession of drugs, cigarettes, alcohol or any implement that may constitute a weapon, will result in immediate suspension.

Any student who has been suspended or on an in-school suspension will return to school/class on a Behaviour Monitoring Card.

SUSPENSION

If a student’s misbehaviour is serious enough to warrant suspension the principal will consider the safety and welfare of students and staff.

Immediate suspension will occur for any student who:

- is in possession of a suspected illegal drug. Police will be advised;
- uncontrolled violence; or
- is in possession of an illegal weapon i.e. using or threatening to use any item as a weapon. Police will be notified.

After the application of appropriate welfare strategies suspension will also occur for:

- persistent disobedience, verbal abuse or harassment, disruption to learning and teaching of others, threats or acts of a violent nature; or
- criminal behaviour relating to the school.

Suspension applies for students of any age. The principal may impose either a short suspension of up to or including four school days or a long suspension of up to and including twenty days.

Parents will be formally notified, in writing, of serious breaches of the school rules or discipline code, informed of the penalty that is being applied and of the consequences of any further breaches. They must be informed of the availability of counselling to students and parents. They will be invited to negotiate an effective process to improve the situation.

A student who is extremely insolent, persistently disobedient or continually harasses may be suspended, excluded or expelled from school.

Violent behaviour resulting in injury to students or staff must be dealt with swiftly and result in immediate suspension.
ROLES AND RESPONSIBILITIES

The Class Teacher will be responsible for:

- following strategies for managing unacceptable behaviour as set out in the School Discipline Plan;
- establishing student, and teacher roles and have them displayed in the classroom;
- conducting individual student discussions based on Choice Theory;
- negotiating a verbal plan or setting expectations;
- holding the student accountable for implementing the plan;
- encouraging self assessment;
- providing feedback if/when appropriate;
- placing a student on a Behaviour Monitoring Card with desired behaviours identified; this card can be for class behaviour only, playground behaviour only or for both class and playground behaviour.
- informing and enlisting parent help if/when appropriate;
- arranging discussion time (off the playground) for students who have not been able to put their plan into action; Unsatisfactory behaviour on the Behaviour Card
- enlisting the help of the Principal for students who are not making progress in modifying their behaviour.

The Student will be responsible for:

- Accepting the consequences of their behaviour choices;
- establishing a plan to modify unacceptable behaviour;
- conscientiously trying to put the plan into action;
- seeking help, if necessary, to rectify the situation; and
- suggesting an appropriate restitution.

The Principal will be responsible for:

- considering alternative strategies for individual cases;
- providing assistance and/or advice for helping these students improve their behaviour;
- utilising appropriate human resources available - students, parents, School Counsellor, support staff, Department of Education and Training;
- monitoring the behaviour of ‘at risk’ students; and
- monitoring welfare through individual and group reports.
- implementing procedures for serious cases of misbehaviour as per Department of Education and Training Policy;
- overseeing the discipline process; and
- mediating in parent/teacher meetings.
STRATEGIES FOR DEALING WITH UNACCEPTABLE CLASSROOM BEHAVIOUR

Classroom teachers are responsible for:

- regular classroom meetings to foster joint ownership of rules, values and responsibilities;
- classroom problems;
- recording unacceptable behaviours in the Class Behaviour Book;
- communicating with the principal; and
- communicating with parents (if necessary).

Personal Behaviour Plan

Individual needs of students are addressed through appropriate programs and strategies.

These programs:

- are aimed at developing self-esteem, social skills or living skills; and
- are supported by the principal and support staff.

ON-GOING DISRUPTIVE CLASSROOM BEHAVIOUR

- Students may be sent to work in the other classroom for either a short period of time, cool down time; or after consultation with the Principal for longer periods.
- It is the responsibility of the class teacher to arrange appropriate work.

It is important at this stage to:

- provide the opportunity for the student to make restitution at any stage in this sequence; and
- maintain an on-going contact with the parents.
- Continually disruptive behaviour may result in suspension.

STRATEGIES FOR DEALING WITH UNACCEPTABLE PLAYGROUND BEHAVIOUR

The teacher on duty resolves playground disputes except for MAJOR problems:

- injuries- which are sent for treatment to the office;
- accidents- which are dealt with and reported to the Principal;
- fighting- sent to the Principal; or
- bullying - the teacher will record the incident in the Class Behaviour Book and make time to work with the student to implement anti-bullying strategies. The student should be encouraged to work on restitution and the parents will be notified.

*If urgent assistance is required send for the other teacher on site.*
Minor Incidents—Talk

- acknowledge the misbehaviour and discuss better choices;
- give minor incidents a consequence if appropriate. Eg. time out at the green seat Ask CT/RT questions; *What did you want to happen? What can you do to “fix” the problem.*
- observe to check a better choice has been made; and
- record in the Class Behaviour Book if necessary.

RESOLUTION OPTIONS FOR ON-GOING OR MORE SERIOUS BEHAVIOUR

Behaviour Monitoring Card

- targets specific behaviours that are negotiated with the teacher;
- student has limited access to the playground;
- student reports to duty teacher at beginning of session and presents the card;
- designated area and desired behaviour discussed - CT/RT choices;
- teacher observes the student throughout session;
- student reports to the duty teacher at the end of session to have the card signed;
- student self-evaluates daily
- parents to **sign the card daily**; and
- student is withdrawn from playground if unsatisfactory behaviour is observed and recorded.

Planning

- students may be referred for inappropriate behaviour choices;
- discussion with the Principal may be necessary;
- attendance to be recorded in the Behaviour Book;
- individual written or verbal plan - recorded by the student ;
- written plan maintained by the classroom teacher and stored in the Class Behaviour Book for reference
- strategies for dealing with behaviour recorded in the Behaviour Book and signed by the student and teacher.

Planning Strategies to Address Inappropriate Behaviours

The School Staff works to:

- assist students to recognise and discuss behaviours;
- assist students to make restitution for inappropriate behaviours through school service or apologies;
- assist students to develop self-esteem;
- support students to make appropriate behaviour choices;
- implement structured play to support students; and
- Implement “You Can Do It” Strategies.
ON-GOING INAPPROPRIATE PLAYGROUND BEHAVIOUR

- student may be removed from playground;
- student to take time out to make a plan with the class teacher or principal;
- contact with parents is important and should be instigated for serious/continual unacceptable behaviour;
- Principal to be informed and given copies of all relevant information;
- a Counsellor Referral may be made.
ANTI-BULLYING POLICY

What is bullying?

- Bullying is the repeated intentional harming or hurting of a person, or their belongings, by another person or persons.
- It is distinguished by how the targeted person feels.
- Bullying can be physical, verbal or psychological.
- Bullying involves the abuse of power in relationships and can involve all forms of harassment (including sex, race, disability etc).

The school takes bullying seriously and it is not acceptable in any form.

Types of Bullying Behaviour

- Verbal eg. Name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- Physical eg. Hitting, punching, kicking, scratching, tripping, spitting
- Social eg. Ignoring, coercion of other students, humiliating, excluding, ostracising, alienating, making inappropriate gestures.
- Emotional eg. Spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Bullying

- Devalues, isolates and frightens
- Affects a students’ ability to achieve
- Has long term effects on those engaged in bullying behaviour, those who are subjects of bullying and the onlookers and bystanders
- May affect the child’s attendance at school

All members of the school and wider community have a responsibility to work together to address bullying.

Students can expect to –

- Know that their concerns will be responded to by school staff and be provided with appropriate support. This will occur for both the subjects of and those responsible for the behaviour.
- Take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment.

These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

Students have the responsibility to -

- Behave appropriately, respecting individual differences and diversity
- Follow the school Anti- Bullying Plan
- Respond to incidents of bullying by:
  - reporting bullying to a teacher
saying to the person who is bullying, “ENOUGH”.
- using the “NO GO TELL “ strategy.

Parents and caregivers have a responsibility to –

- Notify the school in the event that their child / children discloses bullying behaviour
- Support their child / children in all aspects of their learning
- Be aware of the school Anti – Bullying Plan and assist their children in understanding bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the school Anti – Bullying Plan
- Support their Schools' Discipline Plan in the event that their child / children participates in bullying behaviour
- Follow up that appropriate steps have been taken by the school

The School has the responsibility to –

- Inform students, parents, caregivers and the community about the School Discipline Code and Anti – Bullying Plan
- Provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities
- Provided parents, caregivers and students with clear information on strategies that promote appropriate behaviour and the consequences for inappropriate behaviour
- Communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children
- Follow up complaints of bullying, harassment and intimidation
- Monitor future incidents of bullying for this particular case: (This is covered by the Discipline Plan)

Teachers have a responsibility to-

- Respect and support students in all aspects of their learning
- Model appropriate behaviour
- Respond in an appropriate and timely manner to incidents of bullying according to the school Anti – Bullying Plan

Strategies to Prevent Bullying

- Students must be regularly informed about bullying and taught skills and understanding that will lead to eliminating bullying behaviours –i.e. Reinforced at assemblies, taught in Personal Development and Peer Support.
- Students who engage in bullying behaviours will be treated in accordance with the SCHOOL DISCIPLINE PLAN
What to do –

1. Report bullying behaviour
2. Record the incident in the class Behaviour Book
3. Refer the Behaviour Book to the principal

Consequences –

1st Report  If possible a negotiated solution or Time out
2nd Report  Planning Room – Parent informed and invited to interview
3rd Report  Parent Interview – Possible suspension

BUS TRAVEL

Bus Rules

• Remain well clear when the bus is parking or leaving.
• Use care at all times when leaving or entering the school bus.
• Do not attempt to enter a moving bus.
• Follow school rules of behaviour at all times while travelling on the bus.
• Keep all parts of the body and other objects inside the bus at all times.
• Remain seated until the bus is parked.
• Wait on the footpath until the bus has driven away.
• Choose the safest place to cross the road, where necessary;
• Look both ways and listen for traffic before crossing the road.
• Respect and listen to the bus driver who is in charge of the students.

BIKE RIDERS

Students must:

• be at least 10 years old;
• wear correctly fitting helmets while riding a bicycle;
• exit and enter by the pedestrian gate, wheeling the bicycle;
• walk their bicycles in the school grounds;
• have written permission from their parents to ride to school; and
• demonstrate behaviour as outlined in the School Discipline Plan.

Students who demonstrate dangerous riding behaviour will be banned from riding a bicycle to school.

Parents will be advised of any breaches of behaviour.
HOMEWORK POLICY

Rationale:
Homework benefits students by complementing classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning.

Aims:
To support and extend classroom learning.
To develop positive study habits.
To develop a responsibility for self-learning.

Implementation:
Homework is mandatory i.e. children are expected to complete homework. However, parents have the right to request, on occasion, that their child be excused from completing homework. This is a personal decision based on what is most beneficial for the child and takes into account other commitments within the family.

The amount of homework will vary according to the age and learning needs. Particular emphasis should be placed on English and Mathematics.

Suggested time allocation per night (Monday to Thursday) is:
Infants 10 – 15 minutes    Primary 30 - 40 minutes

At the beginning of the school year each teacher will inform the parents of their class about the particular homework requirements and expectations of the class.

Where homework is not regularly completed, the teacher would be advised to consult with the parent in case further assistance is necessary.

NB: HOMEWORK SHOULD NOT BE USED AS A DISCIPLINARY MEASURE

It is the responsibility of the teacher to:

- Assign homework on a regular basis
- Review/mark the homework of each child
- To have a purpose for homework i.e. it is related to school work
- To clearly indicate what is to be done
- Explain/ provide extra help where needed
- Assist each child to learn and progress in an acceptable way
- Ensure that homework can be managed independently by students
- Insist on discipline and learning at all times
- Follow up on work not done
- Assist students develop a positive attitude to homework
It is the responsibility of the parent/care giver to:

- Make sure homework is done
- Show an interest and provide encouragement and assistance where necessary
- Check homework is completed neatly and to the best of the child’s ability
- Follow up problem areas with teachers
- Help children acquire good study habits by providing a routine/quiet work area for them
- Not to do child’s homework for them as it sends incorrect competency standards to teachers
- Assist children to develop a positive attitude to homework

It is the responsibility of the student to:

- Do their work without being reminded.
- Bring their homework to school on the day it is due.
- Do their best with pride and a sense of personal achievement
- Do a “fair” amount in the time provided.
- Complete work honestly and independently.
- Complete work neatly, properly and on time.
- Show work/log books to parents for signature if required.
- Seek help from their teachers when necessary.
- Listen to instructions given by the teacher for completion of homework.
- Take the correct books home.
- Develop a positive attitude to homework.

SUN SAFE POLICY

Mount Kanwary Public School has a sun safe policy that states that if a student is not wearing a hat then they must stay in the shade. This policy has been developed to help our students to make wise choices about the health of their skin.

1. All students must take their hat when leaving their classroom to go out for lunch or recess.
2. Students who do not have a hat at school must play under the COLA.
3. Students, who choose to play under the COLA or in the sand pit, may take their hats off while they play, dance etc. If leaving the COLA or sand pit area they must put their hat back on.
4. Students who do not choose to play under the COLA or in the sandpit must wear their hat at all times; including when playing under the shade structures.
5. Teachers will model the wearing of appropriate sun protection.
SCHOOL UNIFORM

BOYS SUMMER UNIFORM
White short sleeved collared shirt
Grey shorts
White socks
Black shoes

BOYS WINTER UNIFORM
White long sleeved collared shirt
Grey tailored trousers (not cargo pants)
Bottle green jumper
White socks
Black shoes

BOYS SPORTS UNIFORM
White polo shirt embroidered with school logo
(Only available from school for $18.00)
Bottle green sports shorts
Green tracksuit in winter
White socks White shoes
*NB Track pants are only to be worn for sport

HAT - COMPULSORY
Bottle green hat with full brim

GIRLS SUMMER UNIFORM
Green, red & white check short sleeve dress (available ready made from Lowes or you may purchase material for $8.00m & borrow a pattern from school & make uniforms yourself. We also have a contact for a dressmaker OR
Bottle green “Girls Primary Tailored Shorts”-
White socks
Black shoes
Bottle green underwear
Bottle green or red hair accessories

GIRLS WINTER UNIFORM
Bottle green tailored slacks (available through the school)
White long sleeved blouse with Peter Pan collar
White socks
Black shoes

GIRLS SPORTS UNIFORM
White polo shirt embroidered with school logo
(Only available from school for $18.00)
Bottle green culottes or
Bottle green shorts
Green tracksuit in winter
White socks
White shoes
*NB Track pants are only to be worn for sport
EVALUATIONS

To allow for changes, regular monitoring of this policy will be made. The EXPECTED OUTCOMES OF GOOD DISCIPLINE will be the means by which evaluation will be made.

By working together, teachers, parents and the whole school community can promote and build a positive school climate to maximise the opportunities for students to achieve their best.

RELATED DOCUMENTS

The following document policies and guidelines are related to Student Welfare in our School:

Aboriginal Education

Anti-Racism Policy

Administration of Prescribed Medication

Attendance Policy

Child Protection

Critical Incidents Policy

Evacuation Procedures

Supervision Policy