

CONCORD WEST PUBLIC SCHOOL
SCHOOL MANAGEMENT GUIDELINES
Updated 2017

RATIONALE

At Concord West Public School we aim to assist the students to be self-disciplined, independent learners, whose esteem and worth have been fostered as an integral part of the growth of the whole person.

The New South Wales public education system seeks to provide quality education for all students, taking account of their age, background, ability and interests. Students are encouraged to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community.

Student Welfare Policy – 1996

STATEMENT OF PURPOSE

When parents enrol their children at public schools they enter into a partnership with the school staff to support ‘Good Discipline and Effective Learning’. This partnership is most effective when shared expectations of behaviour are established and each partner supports the decisions and responsibilities of the other. The policy is available through the office on request or on the school website. Parents/carers are strongly encouraged to contact the school if they have any concerns regarding student management or welfare issues.

OUTCOMES

We will endeavour to provide a learning environment that:

- ensures the wellbeing, safety and health of students, teachers and parents through partnership;
- maintains a strongly positive and encouraging focus on teaching and learning;
- is socially supportive and reflects principles of natural justice and anti-discrimination;
- encourages students to accept responsibility for their actions and take control of strategies to manage their own behaviour.

The principal will:

- ✓ Provide strong and effective leadership of the school, staff, students and wider community in establishing and maintaining the highest tone and clear direction for the school
- ✓ Promote a safe and harmonious, effective learning environment for students and staff

The staff will:

- ✓ Provide a stable, safe and ordered environment within which students learn effectively and behave responsibly
- ✓ Foster in students a sense of belonging to the school and its community
- ✓ Promote in students a respect for the values that underpin our society and its laws
- ✓ Insist upon and develop practices that ensure responsible student behaviour

- ✓ Provide effective classrooms that promote scholarship and enthusiasm for learning in an atmosphere free from disruptions
- ✓ Develop and implement learning programs that provide high expectations for all learners

The students will:

- ✓ Abide by the school rules
- ✓ Develop self-discipline by accepting responsibility for their own behaviour
- ✓ Value the personal dignity and worth of themselves and others
- ✓ Strive for excellence in all areas of school life

The parents will:

- ✓ Enter into a partnership with the school to achieve a productive and harmonious learning environment based on shared responsibility and mutual respect

CONCORD WEST PUBLIC SCHOOL

- ✓ Share a commitment to provide opportunities for students to take responsibility for their actions and their own learning and in developing socially acceptable behaviour
- ✓ Support the school in the application of the School Discipline Policy
- ✓ Ensure that students attend school regularly and punctually

As a result of the sensitive and cooperative implementation of the School Discipline Policy, students will be equipped to participate fully in the learning activities being offered.

Duty of Care and Professional Expectations while Supervising Playgrounds

1. Ensure playground area is clean and prompt students to pick up rubbish
2. Circulate around the playground and remain visible and vigilant.
3. Carry allocated bumbags and use Alert Cards as required.
4. Manage student behaviour consistently according to school expectations.
5. Arrive on duty punctually and remain on duty until relieved.
6. Regularly monitor toilet areas.
7. Carry hot liquids only in spill proof containers.
8. If student behaviour is causing serious concern: notify office, close playground and direct students to alternate playground area

SCHOOL RULES

Be Safe

Be a Learner

Be Respectful

Be Responsible

During the first term of each school year, each of the four school rules will form the basis for class discussion during Term 1, as part of our Social Skills development program. This program will be supported by providing information to parents via the school's newsletter. The rules are on display in all learning areas to support students in understanding and using the positive language of the rules.

CONCORD WEST PUBLIC SCHOOL

By following these rules, our students

To be a Learner, they will

- work quietly
- cooperate with others
- finish all work to the best of their ability
- take pride in their work
- seek assistance when necessary
- use the full range of resources available
- inquire, question and challenge themselves
- set personal goals
- maximise their learning potential

To be Respectful, they will

- tell the truth
- make sure their actions are non-violent
- report serious incidents to a teacher
- carry out responsibilities sensibly and promptly
- represent the school with pride, showing the highest standard of behaviour
- speak politely to adults and children alike
- use appropriate language only
- support each other by discouraging and reporting bullying, teasing or name-calling
- allow other children to play games without interference
- leave other children's belongings alone
- leave other children's clothes alone

To be Responsible, they will

- observe the school's uniform code
- sit in supervised areas to eat recess/lunch
- play during breaks only after being given permission by the teacher on duty
- place rubbish in the bins provided
- walk when inside
- walk sensibly from one area to another with their teacher
- ask permission before entering buildings
- use bicycles or scooters only with parent permission
- leave valuables at home e.g. electronic devices
- make sure they act sociably e.g. by not spitting, not making graffiti

To be Safe, they will

- stay under the COLA (Covered Outdoor Learning Area) if not wearing a school hat
- play in boundary areas only, staying away from trees, fences and behind buildings
- use toilets, washsheds, stairs and verandah areas appropriately, not for playing
- leave sticks and stones on the ground
- play where a teacher can see them
- play sensibly when using climbing equipment
- seek permission if leaving the playground or to be in other out-of-bounds areas.

CONCORD WEST PUBLIC SCHOOL

Appendix 1

Merit Award System

Three (3) **merit award certificates** will be handed out each fortnight in assembly. These awards will be given to reinforce behaviour in line with school rules. Teachers will formally record this information in their teaching programs.

Teachers are encouraged to send students to the principal for stickers and or praise for good work or effort.

Principal Letters will be sent home to parents for excellent work or effort by their child. Teachers will formally record this in their teaching program and it will be recorded on the student management data base (SENTRAL).

Annual Academic and Sports Awards

The following awards are presented at the annual Presentation Assemblies:

Dux Award (Yr 6 student)
Concord Rotary Citizenship Award
Principal's Service Award (Breakfast Point Rotary)
People's Choice Award (Yr 6 student)
Chaudhuri Public Speaking Award
Music Encouragement Award (Donated by Kerrie Quee)
Performing Arts Award
Burjan Excellence in Music Award
Debating Award

Sports Awards

Junior Girl and Junior Boy
11 Year Old Girl and 11 Year Old Boy
Senior Girl and Senior Boy
The above awards are decided based on a point system (Appendix 1)
PSSA awards - one per team representing the school

Class Awards

Trophy – Academic achievement and effort
Citizenship medallion
Certificates – (K-2 3 certificates; 3-6 4 certificates due to class sizes). These will be decided by the class teacher and may include: Most Improved; Consistent Effort; Achievement; High level of commitment, Perseverance; Independence in learning. Certificates can be awarded across the Key Learning Areas.

CONCORD WEST PUBLIC SCHOOL

Appendix 2

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

Providing appropriate curriculum to meet the needs of each student and to promote success in learning

- ✓ Outcomes based learning program
- ✓ Needs based groupings
- ✓ Gender equity programs
- ✓ Community language program
- ✓ Programs to support social development, gifted & talented students & students with special learning needs.
- ✓ Staff model appropriate behaviours and attitudes.
- ✓ Access to school support programs: Learning Assistance, School Counsellor and English as a Second Language (ESL) and Community Language (CL).
- ✓ Teaching programs consistent with DET curriculum and policy statements
- ✓ Programs for students with specific needs
- ✓ Social skills programs

Developing a small number of easily understood rules which are fair, clear and consistently applied

- ✓ School rules displayed and regularly referred to by teachers
- ✓ Rules are reinforced consistently and fairly
- ✓ Ongoing evaluation of the School Discipline Policy and of student needs
- ✓ Recognise, acknowledge and reinforce student behaviour through the use of positive reinforcement techniques including praise, reward and commendation certificates that form part of the School Award Program .

Dialogue with parents and their role in promoting acceptable student behaviour

- ✓ P&C meetings
- ✓ Parent interviews
- ✓ Reports to parents each semester
- ✓ Newsletter articles
- ✓ Letters and 'phone calls

Attending appropriate training and development programs

- ✓ Professional development programs in school including weekly Staff Meetings, regular Team Meetings and the School Development Days
- ✓ Professional development courses provided by the DET and other course providers

Providing appropriate support programs

- ✓ Collegiate support
- ✓ School Counsellor
- ✓ Community Support Coordinator
- ✓ Integration programs, including teacher's aide support
- ✓ Referral for special school placements
- ✓ Personal development programs e.g, Life Education



LEARNING SUPPORT TEAM REFERRAL PROCESS

PRELIMINARY ACTIONS

Student experiences significant learning needs
(including: learning difficulties; gifted and talented; behaviour difficulties; emotional difficulties
e.g. needs counselling)



Teacher implements class program and modifies to suit need of student. Teacher seeks support from Supervisor and ESL, STLA or other support staff, if appropriate.
Teacher documents in program where accommodations or adjustments are made.



Learning need persists/Continued behaviours exhibited.



TEACHER REFERS TO LST

Complete referral form, indicating learning needs and behaviours impacting on student and class programs.



LST to discuss student referral with teacher at the next LST meeting

Possible Interventions:

- ESL Support
- STLA Support
- Counsellor Assessment (parent permission required)
- Refer to Community Support Coordinator (parent permission required)
- Refer for DEC programs, e.g. ISTB, STLA, Funding Support, RSSSP
- Recommendation to parent to seek support from outside agency, e.g. speech therapy
- Focused Individual Assessment (FIA), implemented by STLA.



ACTION PLAN

May include development of Personalised Learning Plan (PLP)
& Individual Education Plan (IEP)



Further Action from Counsellor Assessment
Special Class - IM, IO, Language, Autistic
Parents seek support from Outside Agencies
Behaviour and Special Schools



Report written for:
Parent
Teacher
Pupil Record Card
Counsellor File

CONCORD WEST PUBLIC SCHOOL

Appendix 3

PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

Staff need to:

- Follow the behaviour management guidelines (Appendix 2)
- remain calm and listen to student's explanations. Ensure students are aware of the school rule in question. Encourage students to identify appropriate alternative behaviours. Ensure students are satisfied with resolution and outline appeal process;
- contact parents to discuss student whose behaviour is causing concern;
- investigate students learning needs;
- discuss ongoing inappropriate behaviour with team leader and referral to LST;
- document use of approved sanctions – within classroom isolation, buddy class isolation, parent contact, completion of behaviour proforma (green slip), discussion with other staff, classroom detention (20 minutes at lunchtime only. ***Not outside staffroom or outside buildings.*** Staff need to demonstrate an awareness of child protection issues. (inappropriate isolation/environments).
- ensure students complete unfinished work at a time that is reasonable and suitable. Assigning additional work or repetitive tasks as punishment is inappropriate;
- defuse potentially dangerous situations. Send a student with your EMERGENCY CARD to the office/staffroom. Remove all students and self from danger, consider restraint of student if appropriate. Staff should not expose themselves to risk of harm;
- complete student referral forms and provide documentation to the Student Welfare Team to assist design & implementation of intervention programs.

Intervention – Support and Sanctions

Students whose behaviour is dangerous, violent or causing concern will be referred to the Assistant Principal for that stage who will decide on the program of support and sanctions for each student referred. Parents and staff are welcome to discuss this program with the Principal or Assistant Principal

Learning Support Team (including LaST. principal, Assistant principal, counsellor)

- Assess each referral and decide on the support program and/or sanctions to be implemented from the approved options.
- Investigate a range of strategies to assist students manage their own behaviour.
- Identify training and development opportunities for staff and parents.
- Access and co-ordinate support services.
- Maintain a record of all referrals and decisions.

Executive Team (Assistant Principals and Principal)

- Collect student referrals (time out sheets) and ensure all procedures have been followed by referring teacher.
- Organise team meetings, communicate decisions to the referring teacher, classroom teacher and parents before implementing sanctions or support programs.
- Provide students, parents and staff with access to procedures for the "*Resolution of Complaints*".
- Identify the school's Anti Racism Contact Officer (ARCO) and Grievance Officer.
- Ensure all proformas are available in the staffroom and playground emergency bags.
- The student welfare co-ordinator will be exempt from playground duty.
- Evaluate student management policy and practices.
- The principal will intervene in situations where student(s) behaviour is of a criminal nature or where suspension is a possible sanction.

Support Options

- Teacher-Parent conference.
- Counselling by the student welfare co-ordinator and/or school counsellor.
- Informal monitoring of behaviour for a negotiated number of school days.

CONCORD WEST PUBLIC SCHOOL

- Twenty minutes per day (Maximum 3 dpw) to participate in one or more of the following programs: Anger management program, social skills training, relaxation techniques, conflict resolution training;
- A teacher mentor assigned to work with student on a regular basis.
- Commendation certificates earned will not be presented until the 'Support & Sanction' program has ended.

Sanction Options

- A letter to parents detailing the behaviour concerns.
- Withdrawal from the playground for a period of time.
- Restitution task - repair of damage done or a school service activity.
- Withdrawal from school functions (sporting events, excursions and social events) for a period of time.
- Daily behaviour report.
- Prevention from attending class lessons.
- Partial attendance program.
- Short Suspension - up to and including four (4) school days. Maximum of two (2) per student.
- Long suspension - up to and including twenty (20) school days.
- Recommendation to the Minister for Education that the student be expelled from the Public Education system.

Suspension and expulsion of students can occur at any time at the Principal's discretion in line with DET's policy Suspension and Expulsion of School Students – Procedures (2007)

Suspension – “Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies. It is most effective when it highlights the parents' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school and the government school system will work with parents with a view to assisting a suspended student to re-join the school community as quickly as possible.” (5.0.1 Suspension Procedures and Expulsion policy 2005)

Students demonstrating the following behaviour may be suspended from school

- Possession of a suspected illegal substance;
- Violence;
- Possession of a weapon;
- Persistent disobedience, harassment, racist remarks; and or
- Criminal behaviour.

Parents will be contacted by telephone and in writing to inform them of the suspension of their son/daughter from Concord West PS and of Appeal Procedures. A meeting between parents and the Principal will occur as soon as possible. Parents/Caregivers will be provided with a written statement of their child's behaviour. A planned program of support and sanctions will be negotiated.

Parents/Caregivers will be provided with a copy of NSW Department of Education and Training (DET) 'Complaints Handling Policy' 2007. Appeals about student suspension from school should be referred to the Director of Education.

While on suspension a student:

- needs to complete assigned school work;
- needs to be provided with adult supervision;
- is not permitted on school grounds; and
- is unable to enrol in another government school.
- is able to return to Concord West PS from suspension conditional on an agreed program of counselling and demonstration of appropriate behaviour.

Expulsion – Following unsuccessful resolution to suspension program the principal may recommend to the Minister for Education that the student's behaviour is such that expulsion from the Public Education System be considered.

CONCORD WEST PUBLIC SCHOOL

** Procedures as outlined in the DET “Suspension and Expulsion Policy” (2005) are to be used