

Achieving personal excellence in a safe,
respectful learning environment



Gardeners Road Public School

Student Wellbeing & Welfare Policy

Gardeners Road Public School provides a safe, caring and inclusive learning environment. We are committed to ensuring our students strive for personal excellence and are responsible and respectful members of the community.



Purpose

This policy caters for the intellectual, social, emotional and physical well being of students. It applies to all students regardless of age, gender, religion, ethnicity or socio-economic background. Anti-discrimination, Anti-racism and Anti-bullying procedures are followed.

Through the implementation of this policy our aim is to enable our students to become engaged and critical learners, develop resiliency, emotional intelligence and become responsible global and local citizens.

Positive Behaviour for Learning (PBL)

Gardeners Road believes in a positive approach to education. Our program is based upon values derived from our mission statement. Our core expectations for students are:

Be Safe

Be Respectful

Be a Learner

*"If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to multiply, we teach.
If a child doesn't know how to drive, we teach.
If a child doesn't know how to behave, we..... teach!"*



Strategies and practices to promote positive behaviour and a quality learning environment

Programs to develop self-discipline, reflection, communication, conflict resolution and leadership skills, including:

- Peer Support
- Student Representative Council (SRC) elected by peers
- Buddy Classes K-6
- Social Skills programs

Appropriate curriculum to meet the learning needs of each student, including:

- Specialist Learning and Support programs
- English as a Second Language programs
- Use of the Quality Teaching Framework
- Individual Education Plans (IEPs) for identified students
- Enrichment activities and opportunities
- Explicit teacher feedback and the deliberate nurturing of positive relationships.
- Referral to the Learning Support Team for identified students
- Integration of Special Education students into mainstream classes negotiated each year
- Counselling

An effective school discipline policy through the use of

- Explicitly taught behaviour expectations for the playground and classroom
- Systems for delivering positive and negative consequences
- Data based decision making
- Anti-bullying Policy and Grievance Procedures
- Anti-racism Policy and Grievance Procedures
- PSSA Sport Behaviour Contract
- Uniform Policy
- Communication with parents/caregivers
- Continued professional learning for teachers
- Implementation of a consistent Reward System
- Personal and public acknowledgement and celebration of student and school Achievement including assemblies and the school gazette

All attempts are made to use positive teaching and correction strategies to manage inappropriate behaviour. However, if students don't respond the following consequences may be applied:

- Restitution or apology
- Conference with teacher

- Parent interview or contact
- Time out in class
- Time out or walking with teacher in the playground
- Loss of privileges
- Time out with Assistant Principal
- Reflection time during the lunch break. Parents will be notified if this occurs 3 times or more in a term
- In School suspension
- Short Suspension
- Long Suspension
- Expulsion

If students are suspended parents are required to supervise their child for the length of suspension and attend a resolution meeting with the principal before school attendance recommences.

More information is available on the DEC website under Suspension & Expulsion Policy and Procedures.

Students experiencing difficulty in managing their behaviour may be referred to the School Learning Support Team.

G-Force Reward System

To be part of the G Force team, students are to collect 20 G Force cards per term. Once a student has received 20 Safe, Respectful, Learner G Force cards they;

- Display their photo/name on the school G Force wall and are presented with a certificate in assembly. G Force song is sung by assembly.
- Have their names printed in the school Gazette to let the community recognise their achievements.
- Are invited to an end of term celebration with the Principal and their families. If a student is a member of the G Force for the whole year they receive recognition at the end of the year.

The G Port System

Students will be given stickers for their G-Ports in class when they have achieved a task or product following our underlying expectations of being a safe, respectful, learner. G-Ports are for academic achievement. Once students have 20 stickers on their G Port they progress through the level system of Trainee, Sidekick and Hero.

Classroom Behaviour Expectation Matrix

All students are explicitly taught and practise what each of these behaviour expectations means in the classroom.

A Playground Behaviour Expectation Matrix is also displayed in each classroom.

<p>Be SAFE</p> <ul style="list-style-type: none">• Enter, move around, and leave the room safely.• Use personal and school equipment carefully, safely and appropriately.• Keep your hands and feet to yourself.• Follow teacher instructions at all times.
<p>Be RESPECTFUL</p> <ul style="list-style-type: none">• Listen, co-operate, and speak politely to teachers and fellow students.• Take turns, share and care for teachers and fellow students.• Respect everyone's ideas, contributions and beliefs.
<p>Be a LEARNER</p> <ul style="list-style-type: none">• Be equipped, prepared and ready to learn.• Take responsibility for your own learning.• Have a go and try your best.

Learning Support Team (LST)

Gardeners Road Learning Support Team meets every fortnight. It is comprised of the school executive team, the school counsellor and specialist support teachers. Classroom teachers are able to refer students to the LST for academic, behavioural or social/emotional needs if they are concerned about their progress or participation at school.

This team approach draws upon the professional knowledge of our staff. Possible outcomes for a student may be school based or result in referral and liaison with outside agencies. Teachers will discuss this with parents if they are considering

referring a child to the LST or the school counsellor.

School Counsellor

Counselling services are available in the school for students with learning behavioural or psychological support needs. Parents may ring the office to make an appointment to see the counsellor if they are concerned about their child. Parents need to give signed permission for counselling to occur.

The Department of Education and Communities has further information about the School Counsellor service at:

<http://www.schools.nsw.edu.au/gotoschool/a-z/counselservice.php>

Child Protection

The Department of Education's Child Protection Policy is implemented at Gardeners Road Public School. The school staff is aware of the policy, legal requirements and associated concerns pertaining to child protection and has been trained in the required procedures to protect students.

All classes participate in specially organised Child Protection lessons suited to their age group and understanding. These lessons are taught for a term each year.

To visit the NSW Department of Education and Communities Child Protection policy go to:

https://www.det.nsw.edu.au/policies/student_serv/child_protection/protsupp/pd02_72_protsupp.pdf

Peer Support

The Peer Support program provides an opportunity for all Stage 3 students to participate in meaningful leadership experiences. Year 5 and Year 6 students, including students from the Support Unit, participate in 2 consecutive days of peer support leadership training.

Peer Support leaders present a series of PBL lessons designed by the PBL team to teach our whole school expectations – Be Safe, Be Respectful, Be a Learner

Student Representative Council

Each year students elect 6 representatives from Year 6 who, along with the Captains and Vice Captains comprise the SRC. A representative from each class provides input at a number of SRC meetings. Members of the Student Representative Council have a variety of important responsibilities, in both leadership and fundraising, and work collaboratively with staff to achieve their outcomes.

For more information about NSW DEC Student Welfare Policy document go to: [https://](https://www.det.nsw.edu.au/policies/student_serv/student_welfare/stude_welf/pd02_52_student_welfare)

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