GLENROY PUBLIC SCHOOL

STUDENT WELFARE

EFFECTIVE LEARNING

AND

GOOD DISCIPLINE

“Strive to Achieve”
STATEMENT OF PURPOSE

Through a caring environment, provide for the academic, cultural, physical, social and moral development of each child and in so doing encourage children to become self-motivated learners who can work independently and cooperatively while striving to reach their full potential.
INTRODUCTION

The purpose of this booklet is to communicate to students, parents and staff members the structures in place at Glenroy Public School to ensure quality education for all students in a caring and safe environment.

When parents enrol their children at Glenroy Public School they enter into a partnership with school staff. This partnership is based on shared responsibility and mutual respect. The partnership must also strive to create in children an understanding of appropriate public behaviour.

Such understanding leads to the student developing responsibility for his or her behaviour.

Parents are responsible for:

- ensuring their children attend school
- sharing in shaping their children's understandings and attitudes about behaviour
- assuming greater responsibility for their children's behaviour as they travel to and from school

Teachers are responsible for:

- the education and care of their students when at school
- providing the best possible program to meet the needs, capabilities and aspirations of each student
- for appropriately communicating to parents the educational progress and behaviour of each student
STUDENT WELFARE POLICY

Rationale
Every child has the right to learn in an environment which demonstrates a genuine concern for the welfare of all individuals. The school community must take on the responsibility of student welfare. Schools are expected to develop a range of skills and knowledge pertinent to the intellectual development of each individual. This must be supported by programs which assist students to understand how they can contribute to society, work cooperatively and develop an individual sense of personal worth.

Parents and teachers must work together to establish a safe, caring learning community. This will reflect developmental, preventative and remedial components within the context of today's societal value system. It must also cater for the special needs of those in the community who may experience difficulty in adjusting to the confines and pressures of the school environment. Specialised personnel and/or agencies may also be utilised in addressing particular student welfare issues.

While the Student Welfare Policy and its support documents address specific issues, procedures and programs, it must be recognised that student welfare supports and informs every aspect of Glenroy Public School's academic, sporting and social life.

The Principal is responsible for ensuring that the school implements an appropriate welfare program.

Aim
Through the student welfare program Glenroy Public School endeavours to develop well adjusted, responsible, and self reliant individuals with the ability to demonstrate a caring and understanding attitude in a range of social contexts.

Objectives
The Student Welfare Policy at Glenroy Public School will provide opportunities for students to:

- enhance their self esteem through the experience of success and satisfaction in a range of quality academic, personal and physical pursuits.
- demonstrate caring and supportive attitudes towards others, especially in understanding and exercising appropriate decision making skills across a range of activities and situations and catering for personal and cultural needs.
- positively enhance the life of Glenroy Public School.
- learn in a conducive educational climate which is safe and secure.
- access appropriate staff to discuss concerns as they arise.
- engage in the decision making processes at the school where applicable.
• understand and abide by the code of behaviour and accept disciplinary action where necessary.
• access special programs for learning and/or behavioural problems as necessary.

**Outcomes**
• Students will be self-reliant and responsible for their personal welfare and academic development.
• Students will contribute to the welfare of others.
• Students will be active contributors to school and community life.
• Students will behave appropriately in different social situations.
• Students will know who to approach when in need of advice or support.
• Glenroy Public School will be a happy safe school reflecting the needs and aspirations of the community.

**Welfare Roles**

**School Council**
• determines local Student Welfare policies and the School Code of Conduct

**Principal**
• provides leadership and direction
• acts upon recommendations of the School Council
• promotes professional development to support staff in Student Welfare issues
• demonstrates and encourage a caring atmosphere
• liaises with school community regarding policy and programs

**Student Welfare Committee**
• formulates and oversee policies
• fosters activities which support program implementation
• informs and guides staff in implementation process
• actively engages in welfare issues seeking solutions to problems as they arise
• promotes professional development for staff in the area of Student Welfare
• reviews and modifies Student Welfare policies and programs as necessary
**Effective learning and good discipline**

**Assistant Principal**
- liaises with staff, student and parents
- ensures a secure and safe school environment
- monitors and guides student behaviour and attendance
- accesses outside agencies as required

**School Counsellor**
- provides counselling as necessary
- informs about the welfare needs of students
- provides support to members of the school community on relevant Student Welfare issues

**Teacher**
- provides challenging and interesting learning experiences for all students
- enhances self esteem of students
- is sensitive to welfare needs of the students

**Parent**
- participates in decisions regarding their own child/children through meetings with teacher and executive.
- supports the school’s programs
- encourages and supports student learning and participation in the school activities

**Student**
- is aware of and abides by Student Welfare policies and programs
- adheres to the Code of Conduct and accepts responsibility for the consequences if necessary

**CONCLUSION**
All members of the school community have a responsibility to be actively involved in the formulation and implementation of Student Welfare policies and programs. Recognising their respective roles ensures a consistent approach to welfare issues and contributes to the maintenance of high morale, positive school image and school pride.
Effective learning and good discipline

STUDENT WELFARE OVERVIEW

*Time out
*Daily report
*Restitution
*Detention
*Suspension
*Referral for District Behaviour Support

CORRECTIVE PROCEDURES

↑

FEWER STUDENTS NEED

* Boys/Girls Contact Persons
*Counselling – formal and informal
* Negotiation
*Teacher Mediation
*Conflict resolution
*Consistent implementation of discipline policy

SKILFUL PROBLEM SOLVING

↑

FEWER STUDENTS NEED

* Integration of 6 KLAs *Focus on PD, H,PE
* Life Education * Protective Behaviours
*Life skills * Lunchtime clubs
*School Counsellor
*Peer Support * Mediation program *Conflict resolution skills

AFFECTIVE CURRICULUM COMPONENTS

*Leadership Opportunities * Code of Conduct
*Merit System *Effective classroom management strategies
*Positive discipline policy – implemented and understood
*Appropriate curriculum and teaching method
*Access to support systems *Accent on positive behaviour
*Good relationships, mutual respect between students, teachers and parents

POSITIVE, EFFECTIVE LEARNING AND SOCIAL ENVIRONMENT

↑

ALL STUDENTS NEED
CODE OF CONDUCT

As a student at Glenroy Public School I will :

* Look and listen when someone is speaking.
* Concentrate and be on task
* Be kind by actions and words.
* Co-operate with and respect others.
* Show respect for the property of others and the property of the school.
* Move and behave sensibly in and around buildings.

In addition, students are expected to:-

* Come to school on time every day
* Wear school uniform with pride
* Be a proud, responsible member of my school and community

These first six points encompass the main thrust of the Student Welfare Policy.

They are displayed in every classroom and referred to regularly especially if and when the code is breached.

Each component must be clearly explained and understood.

New students will have the Code of Conduct clearly explained and new parents made aware of the commitment of students to upholding the Code.

Consequences for breaking the Code must then be accepted.
## RIGHTS AND RESPONSIBILITIES

All students have the following responsibilities and rights:

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>* I must:</td>
<td>* I expect to:</td>
</tr>
<tr>
<td>* treat others politely and with consideration</td>
<td>* be treated politely and with respect</td>
</tr>
<tr>
<td>* be responsible for my actions</td>
<td>* be treated fairly and equally</td>
</tr>
<tr>
<td>* respect those in authority</td>
<td>* reach my potential</td>
</tr>
<tr>
<td>* work to the best of my ability</td>
<td>* be safe at school</td>
</tr>
<tr>
<td>* look after my property and the property of others</td>
<td>* have a pleasant, safe &amp; clean environment</td>
</tr>
<tr>
<td>* be in control of myself</td>
<td>* have my property kept safe</td>
</tr>
<tr>
<td>* be punctual</td>
<td></td>
</tr>
<tr>
<td>* take pride in wearing my school uniform</td>
<td></td>
</tr>
<tr>
<td>* look after my school and community</td>
<td></td>
</tr>
</tbody>
</table>
CLASSROOM PRACTICES

- Classroom Practices are communicated to parents at Information Evenings, and through class newsletters and parent teacher interviews.
- Each class and their teacher negotiates a set of simple, easily understood and applied rules to operate in the classroom. Combined with these rules will be a series of positive acknowledgments designed to reinforce appropriate behaviour.

These will be appropriate to the age of the class and may include:

- stickers/superstars
- class acknowledgment eg: name on board, today's best workers etc.
- Privileges eg: first choice of activity, special responsibilities, first to be dismissed, extra computer time, visiting the Principal
- letter of commendation to parents
- Merit Certificates
- Class barbeques
- Class games.

There is also a series of consequences applied if students choose to breach classroom rules.

These may include:

- a reprimand
- class isolation
- sent to buddy teacher
- detention during part of lunch break
- writing out rule that has been breached
- letter to parents
- sent to Executive or Principal

Class teachers will each year communicate their Class Discipline Plan to parents.

Programs that Support Good Discipline and Effective Learning.

- Buddy Class
- Transition to Kindergarten
- Transition to High School
- Mentoring
- Child Protection
- Life Education
- Personal Development Programs
- Student Representative Council
- Program provided by Support Teacher Learning Assistance
Effective learning and good discipline

- Literacy/Numeracy tutors
- Lunchtime clubs (teacher-student)
- After school sports

**PRACTICES DESIGNED TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT**

**MERIT AWARD SYSTEM**

A major focus of the Discipline Policy is the emphasis on positive reinforcement and recognition of success.

A Rainbow Reward System operates throughout the school.

Children are awarded stickers/stamps on their Rainbow Chart for recognition of performance either inside or outside the classroom.

<table>
<thead>
<tr>
<th>Kinder, Years 1, 2, 3, 4, 5 &amp; 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Level = Rainbow Certificate</td>
</tr>
<tr>
<td>Green Level = Certificate + Bookmark</td>
</tr>
<tr>
<td>Yellow Level = Certificate + Pencil</td>
</tr>
<tr>
<td>Orange Level = Certificate + Eraser</td>
</tr>
<tr>
<td>Red Level = Badge, Principal’s Morning Tea and Reward</td>
</tr>
</tbody>
</table>

Blue Certificates are also presented on a weekly basis at Assembly.
- Each class teacher awards two blue certificates at K-2, 3-6 assemblies
- All class teachers aim to present each student with two or more blue certificates in assembly each year.

When a child participates in a community service or fund raising activity or provides a service to our school, they will be awarded a “Citizenship Award”. This counts as a Blue Certificate.

Also, the Rainbow Certificates count as Blue Certificate.

When a student has received six Blue Certificates they are returned to the teacher to be signed. They are eligible for a ‘Glenroy Blue’ award and a $1.00 Canteen Voucher.

**Ongoing recognition and reinforcement of student achievements occurs through the following practices.**

- Encouragement and praise by staff
- Student reports and parent teacher interviews and interaction
- Recognition of student achievements in assemblies and in school newsletters
• Recognition of success using local media to promote public acknowledgment of the school and individual achievement

PLAYGROUND EXPECTATIONS

The playground is supervised by teachers during the following times:

- Before school............. 8:45 - 9:15am
- Eating Time............. 11:10 – 11:20am
- Lunch .................... 11:20 – 12.00pm
- Recess............... 1.50 – 2:10pm
- Bus Children.......... 3:15 - 3:45pm

Classroom teachers supervise their own children from 11:10 - 11:20pm. During this time children remain seated and teachers encourage healthy eating habits.

As playground supervision begins at 8:45 children should arrive after 8:45am.

Children should not play in out of bounds areas nor should they enter school buildings before school, during recess or lunch times or after school unless permission has been granted by a staff member. Supervising teachers will circulate within their area encouraging positive interaction between students and encouraging safe and fair play.

Children are to be in line punctually at 9:10am. They are to remain within the school grounds during school hours. At the end of each break children will line up in an area designated by class teacher. Classroom teachers are responsible for taking children into classrooms.

At 3:15pm children will move to designated waiting areas or will leave the school promptly. Children are not allowed on the fixed equipment at 3:15pm.

During Terms One and Four the Sunsafe Policy will apply. Children will be required to wear a broad brimmed hat or a bucket style hat, whenever they are in the playground. If children do not have the required hat they will play in the sheltered area during recess and lunch.
Effective learning and good discipline