



QUEANBEYAN SOUTH

PUBLIC SCHOOL

## STUDENT WELLBEING AND DISCIPLINE POLICY

### School Vision

Together we will provide a quality educational setting, fostering confident and creative individuals who strive to achieve their personal best. Our dedicated Executive and teaching teams will guide all students in taking control of their learning to become active, independent citizens engaging in learning as a life long journey.

### Statement of Purpose

The Student Wellbeing and Discipline Policy at Queanbeyan South Public School ensures the provision of a safe, happy and healthy learning environment for students, teachers and parents. It is guided by our school values of Respect, Safety and Responsibility and encompasses the Department of Education's Behaviour Code and Wellbeing Framework for NSW Public Schools.

### NSW School Core Rules

All students in NSW 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.
- 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**.

### The Wellbeing Framework for Schools

The NSW Department of Education (DoE) is committed to creating quality learning opportunities for Student and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their Student and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.

Queanbeyan South Public School prides itself on being a school that provides an enabling school environment. In line with the Wellbeing Framework for Schools, our staff, students, parents and wider community are encouraged to work together to achieve the following attributes:

**Connect:**

- Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Students have positive and respectful relationships with each other, their teachers and the community.
- Students experience a sense of belonging and connectedness that respects diversity and identity.
- Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Students are connected with their cultural, religious or spiritual backgrounds.
- Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

**Succeed:**

- Students are succeeding in their learning.
- Students strive towards and achieve meaningful goals.
- Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
- Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.
- Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
- Staff enables success by personalising student learning and supporting students to achieve.
- Staff enables success by contributing to a positive, supportive and encouraging learning environment.
- Parents and the broader school community actively participate in supporting and reinforcing student learning

**Thrive:**

- Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- Students are self-directed, take initiative and grasp opportunity.
- Students contribute to the learning of other students and to the school

community more broadly.

- Students have a strong sense of meaning and purpose.
- Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
- Students are recognised and celebrated.
- Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
- The school has high expectations for every student.
- Parents and the broader community support and enable the aspirations of every student.

### **Enabling School Environment:**

- Students are recognised, respected and valued.
- Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
- Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.
- Resources are used to best meet individual and collective student need.
- The school environment is a safe and healthy place to be.
- Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
- Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.

The Wellbeing Framework for Schools can be found at:

[https://www.det.nsw.edu.au/wellbeing/about/16531\\_Wellbeing-Framework-for-schools\\_Accessible.pdf](https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf)

## Strategies and Practices to Promote Positive Student Behaviour

### Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning, known as PBL, is an evidence-based whole school systems approach that addresses the diverse academic and social needs of every student to support them to be successful. Our **School Core Values (Appendix A)** are directly linked to our PBL framework and are actively taught by all staff.

### How to Effectively Teach PBL Matrix

#### Primary School Lesson Plan Template for Teaching Expectations

<b>Teaching matrix expectations</b>	Insert your school expectation from your school-wide teaching matrix
<b>Matrix rule and steps</b> List rule from matrix and steps to complete the rule.	List the rule from the teaching matrix and define steps to complete the rule.
<b>Context</b>	<i>Identify the location(s) where performance of rule is expected.</i>
<b>Tell</b>	<i>Introduce the rule and why it is important</i>
<b>Show</b>	Teacher demonstrates or models the rule. Teacher models non- examples Note that the teacher models the non-example (not the student).
<b>Practise</b>	Give students opportunities to role play the rule across all relevant settings.
<b>Monitor</b>	Monitor student performance of the skills and use the strategies below
<b>Remind</b>	<i>Anticipate and give students a reminder to perform behaviour</i>
<b>Supervise</b>	<i>Move, scan and interact with students</i>
<b>Feedback</b>	<i>Observe student performance &amp; give positive, specific feedback to students.</i>
<b>Re-teach</b>	Plan opportunities for students to practice what you have taught them throughout the day/ week.

## Additional Orientation/Teaching Components for New Students

<b>Orientation Plan for new student(s)</b>	Decide how, when and where new students to the school and new students enrolling will receive orientation instruction of school-wide expectations.
<b>Tell</b>	List the rule from the teaching matrix and define steps to complete the rule.
<b>Show</b>	Teacher demonstrates or models the rule. Teacher models non-examples Note that the teacher models the non-example (not the student).
<b>Practise</b>	Give students opportunities to role play the rule across all relevant settings. Use the PBS notebooks available in Computer/Faculty/Teacher/PBS

### Minor Behaviours - Continuum of Response should be:

- Calm - using professional and composed voice, tone and volume
- Consistent - respond each time a social learning error takes place
- Brief - short and concise response and disengage quickly
- Immediate - respond within a short time after the social learning error takes place
- Respectful - polite response free of sarcasm, given in private
- Specific - identify the observable behaviour from our school-wide matrix that was violated.

<b>Teacher Response</b>	<b>Words/Actions an adult can use</b>
<b>Prompt</b>	<i>Provide verbal and/or visual cue.</i>
<b>Redirect</b>	Restate the expected behaviour from the matrix.
<b>Reteach</b>	State and demonstrate the matrix behaviour. <b>(See previous page.)</b> Have student demonstrate.
<b>Provide choice (re-engage or have a consequence applied)</b>	The statement of two alternatives – the preferred or desired behaviour or a less preferred choice (logical consequence). Give the student a choice and get a response. Apply logical consequence if preferred behaviour not demonstrated.

<b>Conference</b>	Describe the problem. Describe the alternative behaviour. Tell why the alternative is better. Practise. Provide feedback.
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### Minor Behaviour Incident/Occurrence

Staff should manage minor behaviour incidents by addressing and correcting just as they would an academic error. General guidelines for management of minor behaviours include:

- Be consistent.
- Increase active supervision.
- Increase pre-corrects.
- Provide a calm and immediate response.
- Engage in a quiet, respectful interaction with the student.
- Be specific and brief in what you want the student to do instead. Refer to the posted classroom rules and procedures.
- Avoid engaging with attention seeking behaviours and attempts to distract.
- Re-focus the class if needed.

### Strategies to Manage Minor Classroom Behaviours

A continuum or menu of strategies from least to most intrusive is detailed below. Whilst they are listed in order of intrusiveness the choice of strategies will depend on the individual circumstances. **See Appendix B for Poster**

**Proximity** - Proximity involves the strategic placement/movement by the teacher in order to encourage positive behaviour.

**Signal/ non-verbal cue** - Non-verbal techniques such as eye contact, stop signal, a handclap, finger snap or clearing one's throat suggest that the teacher is aware of the behaviour and is prepared to intervene if it continues.

**Ignore, attend, specific praise** - Praise an appropriately behaving student in the proximity of a student who is not following expectations. Attention and praise is provided when the student exhibits the desired behaviour.

**Re-direct** - Provide brief, clear and private verbal reminder of the expected behaviour, linked to classroom rules and expectations. Later give praise for following directions.

**Re-teach** - Specifically instruct the student on exactly what should be done to follow the classroom rule. Provide opportunities for practice and praise.

**Provide choice** - Providing choice involves stating two alternatives for the student, both the desired behaviour and a less preferred choice such as moving away from peers or working during fun activity.

**Student conference** - A student conference is an individual re-teaching or problem solving opportunity.

## Whole-School Management of Behaviour

### **Classroom Management and Engagement – Classroom behaviour management procedure (See Appendix C):**

Good effective classroom management skills are implemented to provide the school with a consistent and predictable framework in which to operate. A regular daily routine assists in establishing predictability. For example:

- Students wait in designated areas until lines are quiet and straight and the teacher directs students to required area.
- Students will forward in an orderly fashion into their rooms and await further instruction from the teacher.

The following suggestions will help towards successful classroom management.

- Be prepared for and enthusiastic about your lessons. Ensure that the work presented is appropriate to your students' needs.
- Establish control before the class enters the room – a class entering in an unruly fashion takes longer and is harder to settle down.
- Be obvious in the room – don't allow yourself to be surrounded by students so that you can't adequately supervise the rest. Move around the room when the students are working – encourage, be positive and mark and/or date as you go.
- Vary the tone and volume of your voice – wait for silence before speaking to the class and start softly and audibly. As a standard rule allow one person to be speaking in each working group.
- Give encouragement and commendation freely.
- Be professional taking into account the age and maturity of your students.
- Use How to Learn strategies as part of your daily practice (positive expectations, growth mindset).
- Use the guidelines provided to take ownership of classroom management. However, if you feel that you need assistance consult your stage supervisor. Remember, in order to achieve success we must work as a team and present a united front.

### **Classroom Management and Engagement – Fast Tracking (Appendix E)**

If a child refuses to comply with time out procedures or exhibits extreme / high level behaviours, fast tracking will apply.

#### **Emergency red/orange hand**

If you need immediate help in the classroom for a behaviour incident, there are red hands near the classroom entrance. Send a student with the red hand to the office and an executive will attend. If the student presents a health concern (serious accident/ asthma attack/ anaphylaxis etc.) send the orange hand to the office.

## Playground Management – Guidelines for Teachers

- Remember the Duty of Care. This means that **all teachers** have the responsibility for the well-being of **all students** throughout the school day.
- Know the Student Wellbeing and Discipline Policy and actively implement it.
- Roam the entire duty area in order to be pro-active and vigilant in your supervision.
- Assess situations in the playground in terms of your own safety and safety of others.
- Seek help from other staff or use the 'emergency' red hand located in the 'duty clipboard'.
- Listen to the student concerns.
- Where possible praise publicly, reprimand privately.
- Expect respect and earn it.
- Ensure that the students in your class know and **understand** the school expectations.

**Display South rules posters in your classroom and actively teach the expectations together with the PBS notebooks.**

### Whole School Acknowledgment System- Playground

Teachers on Duty need to be actively looking for appropriate behaviour that follows the school values of Respect, Responsibility and Safety. **The duty teacher should be handing out a minimum of 2 South Stars a duty.** South Stars are collected by each class teacher and placed in a class box. The SRC student for each class brings the box to assembly.

### Strategies and Practices to Recognise and Reinforce Student Achievement:

#### The Acknowledgment system

Basic to all good student wellbeing and discipline policies is a system of acknowledgment. Public praise and recognition for good behaviour and classroom performance is an important aspect of any acknowledgment system. At Queanbeyan South Public School this is demonstrated in a number of ways.

#### 1. Classroom Teachers' Acknowledgment Systems

Classroom teachers often organise individual reward and/or acknowledgement systems within their own class. These are designed to encourage and promote improvement and excellence across a wide range of activities and behaviours. These systems are run separately, but support, the school's whole school rewards system. For example: raffle tickets, ClassDojo, sticker charts etc.

#### 2. Whole School Acknowledgment System - Classroom

Each week, all teachers are expected to record on the Star Record chart, a set number of dots (according to the size of their class ONLY 1/3 of the class enrolment) for a variety of reasons; for example, outstanding work, positive behaviour, improvement in work and attitude, conduct, citizenship, etc. These class stars are earned on merit. The classroom teacher will use a tally system of their own choice (Dojo etc). **NB:** Some



teachers may like to use one of their dots as a 'wild card', awarded to a student who may not have the most recorded in class positive behaviours/work but has made a real effort, or done something contrary to their 'normal' behaviour and effort.

**STAR** Chart Dots lead to:

- ✓ 5 Dots = 1 Bronze certificate
- ✓ A further 5 Dots = 1 Silver certificate
- ✓ A further 5 Dots = 1 Gold certificate

It is expected that 20%-25% of the school population should earn a Gold award.

Refer to Appendix G

### **South Star Rocket**

All South Stars are placed in the class South Star box. During Assemblies, the SRC students bring their class box to the stage and empty them into a large year tub. During any assembly there will be 2 draws per year group. After the prizes have been drawn all South Stars are placed into the rocket and when the rocket is full, we will run the reward notebook where a random whole school reward will be chosen. The rewards will have been decided on by the SRC, after consultation with their classes.

It is expected that the school population will receive a reward twice a term. The reward is for the whole school and does not exclude any student.

### **Principal's Awards**

Teachers select one student from their class to receive a Principal's Award. Students are chosen based on consistent effort and contributions to school life.

To achieve a Principal's Award a student must consistently demonstrate:

- A positive work ethic
- Being a responsible and reliable school citizen
- Being a good role model who shows compliance and respect for all school rules
- Being a responsible class member

### **Other Incentives**

Other incentives in the acknowledgment system include the PBS South Stars for whole school acknowledgment, classroom assembly certificates, various classroom awards and end of year school medallions, certificates and prizes.

## **Student Representative Council Policy**

Queanbeyan South Public School believes schools benefit when students are involved in their own learning and the school's operation. A Student Representative Council (SRC) is one structure which can assist students and schools in achieving this ideal.

An SRC is a formal group of students, elected by their peers to represent them and their views. It facilitates leadership and decision making by all students in the school. The SRC is an important way in which schools can provide meaningful leadership opportunities for students.

The purpose of the SRC is:

- To develop a school culture that promotes a student voice across school; programs, policies and practices.
- To provide a structured forum and process to effectively and fairly gather students' opinions, suggestions and recommendations regarding school directions and decision making.

Queanbeyan South Public School's Student Representative Council Policy can be found at:  
*Computer/Faculty/Teachers/ Student Representative Council/ Expectation*

### **Expectations of Leaders, SRC and Sports Leaders**

Before accepting nomination for one of these positions, students should be made aware that they will be expected to consistently:

- Wear school uniform
- Model exemplary behaviour
- Maintain satisfactory attendance
- Demonstrate a positive attitude to school work
- Accept tasks of responsibility while maintaining high expectations of class work

The eligibility of any student to apply for a leadership position will be at the discretion of the Leadership Committee.

Any student, who holds an elected position, is expected to demonstrate exemplary behaviour. The eligibility of their position will come into question should they be placed into Time Out, on Detention or Suspended.

### **Representing the School**

Representing the school is a privilege, not a right. Students representing the school will be expected to always follow the school expectations. Additionally, students representing the school at PSSA are also expected to always follow the PSSA Code of Conduct.

Students representing the school will be expected to wear school uniform.

Misbehaviour while representing the school may result in exclusion from that activity and/or other further activities.

## The Reporting Process

Levels of unacceptable behaviour:

### **Misdemeanour:**

This may include: littering, pushing in, running on enclosed paved areas, gardens or unsafe behaviour. These should be dealt with at the time by the teacher on duty and concluded by that teacher. This means that if you intend to detain a student after you go off duty, you must take responsibility. No child should be left for the teacher coming on duty to discipline unless by agreement with that teacher. **These are not recorded on incidents slips.**

### **Minor Offences:**

These are more serious offences and include repeated offences, disruptive behaviour and direct disregard of the school expectations or core values. These must receive a sanction from the teacher on duty and be recorded on a blue incident slip to inform the class teacher (to be filed in class teacher records). Parents may be notified as to their child's behaviour by the classroom teacher.

### **Major Offences:**

Direct verbal or physical abuse of either students, staff or community members, possessing a weapon, any activity affecting the safety of others, truanting and leaving the school without permission are major offences. These must be recorded on a blue slip and handed to an executive as soon as possible. The Executive teacher will investigate the situation and a suitable consequence will then be actioned and the parents informed.

### **Critical Incidents:**

These must be reported to the Principal immediately as District Office expects to be fully briefed within two hours of the incident occurring. Critical incidents include possessions of a weapon/drugs, assault of a teacher, bomb threat, kidnap threat and the death of a staff member or student whether it occurs at school or not. Parents also have a responsibility to inform the school of critical incidents.

### **Recording Slips:**

At Queanbeyan South Public School we have two types of Incident Slips:

- Playground Incident Minor / Major (Blue) Form
- Classroom Incident (White) Form

The purpose of the Incident slips are to document any behaviour incidents that need to be referred to an Assistant Principal and recorded in the EBS data base <https://agentweb.ebs.schools.nsw.edu.au/Page?contextCode=4394>. Staff are expected to use the 'Reporting Process – Levels of Unacceptable Behaviour' along with the Classroom and Playground Behaviour Referral Flowcharts (**Appendix C and F**) to assist them when determining the severity of the behaviour incident and whether an Incident Slip is appropriate.

When forwarding an Incident Slip to an Assistant Principal all relevant information should be included with a description of the incident. The Assistant Principal will then gather all information, determine an outcome and communicate the outcome to the student, parents and relevant staff members.

### **Blue Playground Incident Slips:**

- Slips are to be filled out by duty teacher who dealt with the incident.
- Place the slip in the box next to the phone in the staffroom at the end of the duty – do not send them in with a student.
- The executive on duty for the next day collects the slips and fills out red detention slips for class teachers and places them in pigeon holes at the end of the day or before start of school on day of the detention.
- If the blue slip doesn't warrant a detention, executive returns the blue slip to the class teacher. Class teacher to record as a minor incident in playground tracking folder (in blue Behaviour folder)

### **Detention Room:**

The Detention Room operates Monday to Friday at lunch times. It is used as a withdrawal room for repeat offenders of playground or classroom infringements. Only the Principal or Assistant Principals may place students in Detention following a playground or classroom incident. When a student is placed into Detention, their parent(s) will be informed in writing using the school's proforma.

The purpose of Detention is to assist students to reflect on their actions and to consider their options should they find themselves in similar situations in the future. Activities that may be implemented include reading social stories, creating social stories, developing a playground/classroom plan, practicing play skills, restitution (making up for mistake e.g. apologising to victim, painting cleaning graffiti, bringing in an item to replace damaged items. Restitution should be negotiated between detention teacher and student.), emotional recognition activity sheets, empathy activity sheets and emotional regulation activity sheets. In some cases, where students are too oppositional or defiant students may just sit quietly in the Detention room.

**See Appendix C for Detention and Timeout Flowchart.**

### **Suspension and Expulsion Policy**

These procedures set out requirements for the suspension and expulsion of school students from NSW government schools (excluding pre-schools).

The 'Suspension and Expulsion of School Students – Procedures' can be found at: [https://education.nsw.gov.au/policy-library/associated-documents/suspol\\_07.pdf](https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf)

The Department of Education 'Information For Parents' document summarising the Suspension and Expulsion of School Students - Procedures can be found at: [https://education.nsw.gov.au/policy-library/associated-documents/leaflet\\_1.pdf](https://education.nsw.gov.au/policy-library/associated-documents/leaflet_1.pdf)

## **Roles and Responsibilities:**

### **Principal and Executive Staff will ensure:**

- A commitment to wellbeing underpins all the policies and activities of the school
- The school community reviews policies and practices related to student wellbeing
- Students wellbeing is regularly reviewed using appropriate planning processes
- A school discipline policy is developed and regularly reviewed
- The review process takes into account other mandatory policies
- Strategies issues identified in reviews are incorporated into the school plan
- Students, staff and parents are assisted to develop strategies for addressing student wellbeing and discipline needs in all the activities of the school
- Other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all the students in the school
- Leadership and direction is provided
- There is knowledge and understanding of the legal implications as relates to students when reporting to statutory bodies
- Responsibility for suspension and exclusion of students and for reporting critical incidents within departmental guidelines

### **Executive Staff will:**

- Encourage a caring atmosphere and provide staff support and the opportunity for professional development
- Provide support for the Principal in wellbeing matters
- Liaise with staff, students and parents
- Guide programs related to students behaviour and attendance
- Support staff in development of risk assessments and behaviour management plans

### **Teaching and Support Staff will:**

- Ensure that they are familiar with the Student Wellbeing and Discipline Policy
- Contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents
- Participate in the learning and teaching process in ways which take account of the objectives of this policy
- Participate in the school community's implementation of the Student Wellbeing and Discipline Policy
- Develop effective mechanisms reflective of our PBL approach for integrating behaviour management, conflict resolution and support for students experiencing difficulties
- Develop risk assessments and behaviour management plans in consultation with Assistant Principal
- Provide challenging and interesting learning experiences for all students
- Seek to enhance the self-esteem of students in all aspects of life at school
- Be sensitive to the wellbeing needs of students
- Provide appropriate support for students in all aspects of school life
- Communicate classroom procedures and management strategies to parents

**Learning Support Team will:**

- Review and discuss information about students
- Deal with wellbeing issues relating to individual student and systemic issues in the school
- Recommend appropriate action and communicate recommendations to the appropriate bodies

**School Counsellor will:**

- Liaise with the Learning Support Team in assisting the promotion of student wellbeing issues
- Provide ongoing feedback to class teachers and parents concerning individual Student

**Parents will be encouraged to:**

- Participate in the learning of their student
- Be involved in school surveys and reviews
- Share responsibility for shaping their Student's understanding about acceptable behaviour and be aware of student wellbeing procedures within the school
- Work with and support teachers to establish fair and reasonable expectations of the school

**Students will be encouraged to:**

- Act according to the NSW School Core Rules
- Contribute to the provision of a caring, safe environment for fellow students, staff and parents
- Participate actively in the learning and teaching process
- Provide their views on school community decisions, including surveys and reviews, using agreed upon processes including the student representative council
- Practise peaceful resolution of conflict

**Students with Additional Needs and /or Disabilities**

Queanbeyan South Public School recognises that students with disabilities including an intellectual disability need more practice and smaller steps towards mastering all concepts. Just as students with a disability need more practice and smaller steps towards mastering academic concepts, so do they need more practice, smaller steps and more scaffolding to master social concepts such as classroom and playground rules.

Whilst staff remains sensitive to these greater needs, it is also recognised that school parallels life in the greater community. People with disabilities have to follow rules in society. Therefore, we expect all students at Queanbeyan South Public School to follow the rules, reap the rewards, take responsibility and accept the consequences for their own behaviours.

<https://education.nsw.gov.au/disability-learning-and-support/personalised-support-for-learning/disability-standards-for-education>

**Anti-Bullying Policy**

The NSW department of Education rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department.

Queanbeyan South Public School follows the NSW Department of Education's Anti Bullying Policy, which can be found at:

<https://education.nsw.gov.au/policy-library/policies/bullying-preventing-and-responding-to-student-bullying-in-schools-policy>

## Anti-Racism

This policy commits the Department to the elimination of all forms of racial discrimination in NSW Government schools. It applies to all NSW Public School employees and students, and has implications for each school community.

It can be found at:

<https://education.nsw.gov.au/policy-library/policies/anti-racism-policy?refid=285776>

## Student Attendance Policy

This policy sets out the requirements for the attendance of students in NSW government schools.

[https://www.det.nsw.edu.au/policies/student\\_admin/attendance/sch\\_polproc/PD20050259.shtml?](https://www.det.nsw.edu.au/policies/student_admin/attendance/sch_polproc/PD20050259.shtml?)

## Student Attendance in Government Schools Procedures

This policy sets out the requirements for the attendance of students in NSW government schools.

[https://detwww.det.nsw.edu.au/policies/student\\_admin/attendance/sch\\_polproc/att\\_proc.pdf](https://detwww.det.nsw.edu.au/policies/student_admin/attendance/sch_polproc/att_proc.pdf)

## Sun Protection

Families, schools and communities share responsibility for the health, safety, welfare and wellbeing of Student and young people in their care. The school community, including families, work together to take all reasonable actions to protect students from risks of harm that can be reasonably predicted due to ultraviolet radiation from the sun.

A broad brimmed hat or bucket hat (term 1 and 4) should be worn on the playground by all members of the school community. Students who do not have the required hat, **NEED TO BE UNDER THE SHADE OF THE COLA (both infants and primary).**

The Department of Education's 'Sun Safety for Students Guidelines' can be found at:

<https://education.nsw.gov.au/policy-library/associated-documents/Student-Health-in-NSW-Public-Schools-Sun-safety-guidelines.doc>

## Uniform / Mufti Dress Code

The following guidelines have been developed to support the School Uniform Policy. They aim to assist school communities to recognise the benefits of school uniforms that are supported by parents, students and staff.

[http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/studentwellbeing/schunifor\\_ms.pdf](http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/studentwellbeing/schunifor_ms.pdf)

Hats:

- No caps are to be worn at school.
- Broad-brim, bucket or legionnaire hats are to be worn during term 1 and term 4 when in the sun.

Suitable mufti dress implies the following:

- Suitable footwear means no high heels or open toed sandals, slip-ons or thongs.
- Tops with obscene or inappropriate slogans are banned
- No singlet tops, shoe string strapped tops or dresses, low cut, bare midriff or very short

shorts are to be worn.

- The school broad brimmed hat is still to be worn on these days in the playground as it provides the best sun protection.

This mufti dress code is also to be implemented on other occasions, including excursions where school uniform is not being worn.

## **Multicultural Education**

This policy responds to the cultural, linguistic and religious diversity of NSW. It commits schools to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society.

<https://education.nsw.gov.au/policy-library/policies/multicultural-education-policy?refid=285776>



## Queanbeyan South Classroom Management Checklist

The following checklist should be used when setting up a classroom, devising PBL classroom management and programming lessons.

<b>Physical Setting</b>	<b>Yes / No / NA</b>
The physical classroom setting is organised in a manner that promotes learning and independence, as evidenced by:	
Are the following items on display?:	
★ School Values	
★ Student Incident Flowchart	
★ PBL Matrix	
★ Class Routines / Daily Lesson Schedule	
★ Class Reward System	
★ Class Consequences	
★ Red Behaviour Management Folder	
★ Evacuation Procedures	
Are unnecessary and distracting items removed from view and reach?	
Are all materials organised and easily accessible?	
Do students have adequate space for personal storage?	
Does the arrangement of furniture meet the learning needs of students?	
Does the classroom have appropriate displays? Eg. students' work, learning charts, PBL section.	

Is your room tidy?	
Comments:	

Queanbeyan South Classroom Management Checklist

<b>Classroom Discipline Plan</b>	
The classroom discipline plan demonstrates responsiveness to problem behaviour, as evidenced by:	<b>Yes / No / NA</b>
<b>Are classroom rules?:</b>	
★ Displayed in A3/A4 format	
★ Complemented by pictures	
<b>Are classroom consequences?:</b>	
★ Displayed in A3/A4 format	
★ Complemented by pictures	
★ Sequential	
★ Referred to in a lesson	
★ Delivered in a calm manner	
★ Delivered in a consistently in a timely manner	
★ Consistent with whole school procedures and the flowchart	
Is reference to the reward system made during the lesson?	
Are there variations to the reward system for individual students in place?	

## Queanbeyan South Classroom Management Checklist

<b>Instructional Planning and Delivery</b>	<b>Yes / No / NA</b>
Teaching activities are planned and implemented in ways that optimise student learning, as evidenced by:	
★ Are outcomes and/or indicators for the lesson communicated to the students?	
★ Are task directions clear and brief?	
★ Does each student spend most of his/her time engaged in active learning activities, with little or no unstructured downtime?	
★ Are students given the opportunity to demonstrate or learn new choice making skills?	
★ Are learning tasks relevant and meaningful to the students?	
★ Are materials that students use in the lesson catering to all levels?	
★ Is the lesson timing adequate for the tasks planned?	
★ Does teacher modelling occur before students work independently?	
★ Does the teacher check for student understanding throughout the lesson?	
★ Is positive praise provided during teacher led activities?	
★ Is constructive feedback provided during teacher led activities?	
★ Is constructive feedback provided during independent activities?	
★ Are a variety of different groupings used throughout the lesson? Eg. wholes class, group work, pairs, individual	
★ Is the goal of social acceptance by peers evident?	

★ Are friendships between students with and without disabilities evident?	
★ Are SLSO's actively involved in the class?	
Comments:	