The role of the teacher is more than teaching. A quality teacher encourages initiative, originality and a healthy sense of individuality and responsibility.

Student Welfare, Positive Discipline and Effective Learning

Safe
Respectful
Productive
Succeed!

"Together We Grow"

Student Welfare Policy
2012
Introduction
The New South Wales public education system seeks to provide quality education for all students, taking account of their age, background, ability and interests. Government schools help students to become self-directed, life-long learners who can create a positive future for themselves and for the wider community.

For this to occur, our school needs to be a place where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare. Schools need to be safe and happy places for students and their teachers. Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

SRPS staff will continue to revise our Student Welfare Policy in order to:
- Review student welfare, including discipline
- Determine key issues for action
- Develop action plans relating to student welfare
- Implement student welfare actions and the school discipline policy
- Review student welfare within the school’s ongoing planning and reporting processes.

Context
At Sarah Redfern Public School, student welfare:
- Encompasses everything our school community does to meet the personal, social and learning needs of students
- Creates a safe, caring school environment in which students are nurtured as they learn
- Is achieved through the total school curriculum and the way it is delivered
- Incorporates effective and positive discipline
- Incorporates preventive health and social skills programs
- Stresses the value of collaborative early intervention when problems are identified
- Provides ongoing educational services to support students
- Recognises the diversity within our school community, provides programs and support which acknowledge difference and promote harmony
- Recognises the role that our school plays as a resource linking families to community support services
- Provides opportunities for students to:
  - enjoy success and recognition
  - make a useful contribution to the life of our school
  - derive enjoyment from their learning.

At Sarah Redfern Public School we strive to provide effective learning and teaching within secure, well-managed environments, in partnership with parents, caregivers and the wider school community. The Principal, Assistant Principal’s, Executive staff and teachers have specific leadership responsibility in planning, co-ordinating, monitoring, evaluating and proposing changes to our Student Welfare Policy, in consultation with students, as well as the wider school community.

Aims
At Sarah Redfern Public School, our Student Welfare Policy aims to:
- Work towards a school community that cares for the welfare of our students
- Guide student behavior via three positively and clearly stated school rules
- Help students develop:
  1. a sense of enjoyment and satisfaction from learning
  2. an ability to communicate effectively
  3. a sense of personal dignity and worth
  4. a sense of personal responsibility for their actions and decisions
  5. self-reliance
  6. a sense of cultural identity and belonging
  7. a feeling of belonging to the wider community
  8. an ability to form satisfying and stable relationships
  9. a caring attitude towards others
- Ensure a safe and secure environment where the basic needs of children are met
- Ensure that there are challenging, relevant and satisfying learning programs throughout the school
- Establish a matrix of student expectations
- Establish a staff matrix of roles and expectations
- Ensure that staff accept their roles and responsibilities in relation to student welfare
- Provide for parent and community consultation when planning, evaluating and modifying programs
EFFECTIVE LEARNING AND TEACHING

Objective
To enhance effective learning and teaching by:

- Encouraging students to take responsibility for their own learning and behaviour
- Identifying and catering for the individual learning needs of students
- Establishing well-managed teaching and learning environments
- Ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- Providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- Identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time
- Ensuring that gender and equity issues are recognised and addressed across the curriculum

Outcomes

- Students will be active participants in the learning process.
- Co-ordinated student services will provide effective support to classroom programs.
- The learning experiences of students will affirm their individuality and be positive and satisfying.

Results for students
At Sarah Redfern Public School all students will:

- Participate in decisions about their own learning.
- Pursue a program of learning relevant to their needs and aspirations.
- Develop an understanding of themselves as well as skills for positive, socially responsible participation.
- Develop competencies, which enhance the quality of their relationships with others.
- Feel valued as learners.

How these outcomes will be achieved
At Sarah Redfern Public School:

- Students will be provided with support classes, teaching of literacy using the Accelerated Literacy pedagogy, guided reading, Mathematical programs (underpinned by current research), integration, group work, access to a wide variety of information and visual technologies, team teaching and the use of Library resources.
- Students will have their work acknowledged through foyer and office displays, as well as assemblies.
- Initiatives to encourage tolerance and increase the value of differences will be continued, e.g., Multicultural day, Harmony day and NAIDOC week.
- Parents will be encouraged to support the students learning through newsletters, our school’s website, team building, academic workshops and classroom schemes.
- Students will have access to outside competition and learning programs. They will be able to demonstrate their skills to the wider public, e.g., Public Speaking, PSSA (ie: representative teams and GALA days), Premier’s Reading Challenge, After School Sport, NSW University Exams, School Spectacular, the Endecott Cup, as well as, S.R.P.S Dance group, flute ensemble and choir performing at events in the local community.

POSITIVE CLIMATE AND POSITIVE DISCIPLINE

Objective
Sarah Redfern Public School aims to enhance school climate and discipline by:

- Maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice
- Providing opportunities for students to demonstrate success in a wide range of activities
- Developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- Establishing clear school rules which are known and understood by all school community members
- Monitoring attendance and ensuring that students attend school regularly
- Valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- Valuing difference and discouraging narrow and limiting gender stereotypes
- Incorporating students’ views into planning related to school climate and organisation
- Establishing networks to support students and making sure that students and parents know about, and have ready access to, this support
- Recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority
- Providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils and school captains

Outcomes

- The well-being, safety and health of students and other community members will be priorities in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs and procedures.
- The discipline code of the school will provide clear guidelines for behavior, which are known by staff, students and parents who have contributed to their development.
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The school will reflect the values of its community and will welcome the participation of community members in the life of the school.
- The school will be an inclusive environment, which affirms diversity and respects difference.
Results for students
At Sarah Redfern Public School all students will:

- Be safe, respectful and productive in the school environment.
- Know what is expected of them and of others in the school community.
- Be able to learn without disruption from unruly behaviour.
- Be provided with appropriate support programs.
- Contribute to decision making in the school.
- Participate in all aspects of school life as equals.
- Value difference.
- Be respected and supported in all aspects of their schooling.
- Know and understand their school’s organisation and know about student representative councils.

How these outcomes will be achieved
At Sarah Redfern Public School:

- Students will learn the three positive expectations: Be Safe, Be Respectful, Be Productive (Appendix A).
- Students will receive “Gumnut” tokens (Appendix B) when they follow the three positive expectations.
- The teachers, Assistant Principals and Principal will follow the PBL Consequence Chart when dealing with unacceptable behavior within the classroom and the playground (Appendix C).
- White Cards will be issued by any member of staff for minor breaches of Sarah Redfern’s Expectations Matrix (Appendix D).
- Yellow Level Cards and Orange Level Cards: issued by A.P’s for accumulative or “serious” classroom and playground behaviour.
- Red Level: dealt with by our school’s Principal, this level of discipline will require a short or long suspension.
- Students will have access to positive discipline for acceptable behavior. These include: the Principal’s Luncheon, Gumnut tokens which may be chosen for daily or weekly prizes, as well as, Fab 4 Awards and Student of the Week Awards which accumulate to Bronze, Silver, Gold and Platinum Awards.
- Students will have the use of Child Protection Programs and weekly PBL lessons to enhance and guide their discipline skills.
- Targeted students will have access to our Social Group, which will develop positive inter-personal skills and model socially acceptable behaviours.
- Ensuring the continuation of Child Protection Programs
- Emphasis to be placed on students valuing differences.

COMMUNITY PARTICIPATION

Objective
To enhance community participation by:

- Building learning communities in which staff, students and parents work together for planned results
- Encouraging parents and community members to participate actively in the education of young people and in the life of the school
- Acknowledging parents as partners in school education
- Encouraging students to have a sense of belonging to the school community
- Assisting families to gain access to support services in the community
- Fostering close links with the wider community
- Encouraging links between parent and student representative groups
- Inviting parents to share their skills and experiences in the school community
- Supporting students and their parents in making decisions about learning programs
- Recognising students’ families, cultures, languages and life experiences.

Outcomes
- There will be strong links between students, staff, parents and other members of the school community.
- Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour.
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the school community.
- Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.
- Staff will facilitate parent and community involvement in a range of school activities.

Results for students
At Sarah Redfern Public School, the students will be:

- Supported by parent and community participation in school activities.
- Able to value the school as an integral part of the community.
- Given access to relevant support services in the community.
- Partners with parents and teachers in the teaching and learning processes at the school.

How these outcomes will be achieved
At Sarah Redfern Public School there will be:

- An open door policy in every classroom
- An active Parents and Citizens group
- Parent team building days and skill courses, e.g., meet the Teacher evenings, Mathematics and Literacy courses, orientation and transition days, as well as demonstration lessons
- Council of Elders
- Use of the school’s counsellor by the whole community and access to relevant support services
- Parent/Student/Teacher interviews and PLP discussions
- Encouraging parents to help in classrooms
SUPPORT STATEMENTS FOR STUDENT WELFARE

**Districts and state office**
The district superintendent will ensure that:
- The implementation of this policy is supported by district office staff
- School programs support student welfare priorities and are responsive to the school community.

State office directors will ensure that:
- Support generated in their directorate is consistent with this policy
- All staff consider the implications of this policy
- State Executive is provided with information on system-wide performance and policy advice in relation to student welfare.

**The Principal’s Role**
Principals will ensure they:
- Promote staff, student and community harmony.
- Advise in the administration of the policy.
- Commit to the student welfare policy, which underpins all the activities of the school.
- Include the school community to review policies and practices related to student welfare.
- Regularly review student welfare using appropriate planning processes.
- Develop a school discipline policy regularly reviewed it.
- Review processes take into account other mandatory policies
- Identify strategic issues in reviews, which are modified and incorporated into the school plan
- Maintain standards that provide a safe and healthy environment
- Have personal knowledge of students with difficulties as well as students who require extension

**Assistant Principal’s Role**
Assistant Principal’s will ensure that:
- They communicate with all members of the school community.
- They promote school morale.
- Their collegial group is continually updated and familiar with the administration and implementation of our Student Welfare Policy
- They consistently co-ordinate and communicate activities from P-6.
- Students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school.
- They have personal knowledge of children with problems and children who need extension.
- Other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school.

**Teacher’s, Support Staff and C.L.O.’s Role**
Teaching and support staff, according to their role in the school, will:
- Ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy, as well as the programs that run within the school.
- Contribute to the provision of a caring, well-managed, safe environment for all students, staff and parents.
- Ensure tolerance, care and consistency to all class members.
- Participate in the learning and teaching process in ways which take account of the objectives in this policy.
- Participate in the school community’s implementation of the Student Welfare Policy.
- Detect cases of abuse and refer appropriately.
- Identify and seek help for children with learning difficulties.
- Promote cultural identity

**Counsellor’s Role**
The school’s Counsellor will:
- Ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy
- Contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents
- Work with teachers to establish fair and reasonable expectations of the school.
- The school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.
- Support staff and parents/caregivers regarding behaviour management programs for children.
- Provide individual and/or group counseling for students at risk.
- Liaise and consult with outside agencies in case management plans.
- Provide professional development for staff.
- Refer parents to outside agencies when and where necessary.

**Student’s Role**
Students will be encouraged to:
- Act according to the discipline code established by the school community
- 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 reviews of student welfare, using agreed upon processes which include student representative councils
- Practice peaceful resolution of conflict.

**Parent’s Role**
Parents will be encouraged to:
- Participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline code
- Share responsibility for shaping their children’s understanding about acceptable behaviour
- Work with teachers to establish fair and reasonable expectations of the school.
Appendix A
Sarah Redfern Public School’s 3 School Rules:

APPENDICES

Appendix B
Gumnut tokens

Appendix C
Sarah Redfern Public School’s Consequence Chart

Sarah Redfern Public School PBL Level Consequences 2012

<table>
<thead>
<tr>
<th>Little Trouble</th>
<th>Yellow Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>White cards</td>
<td>○ Lasts for 3 days</td>
</tr>
<tr>
<td></td>
<td>○ Student has behaviour monitoring sheet. The 3 days must be completed to</td>
</tr>
<tr>
<td></td>
<td>a satisfactory level. A poor recording = a LIC.</td>
</tr>
<tr>
<td></td>
<td>○ Letter is sent home with a return acknowledgement slip to be signed by</td>
</tr>
<tr>
<td></td>
<td>parent/carer. Student will remain on Yellow Level until slip is returned.</td>
</tr>
<tr>
<td></td>
<td>○ 4 Breaks in the Reflection Room</td>
</tr>
<tr>
<td></td>
<td>○ 2 Breaks, monitored in the playground, students need to inform duty</td>
</tr>
<tr>
<td></td>
<td>teacher to comment on sheet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle Trouble</th>
<th>Orange Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Middle Trouble</td>
<td>○ Lasts for 5 days</td>
</tr>
<tr>
<td>Card</td>
<td>○ Student has behaviour monitoring sheet. The 5 days must be completed to</td>
</tr>
<tr>
<td></td>
<td>a satisfactory level. A poor recording = a LIC.</td>
</tr>
<tr>
<td></td>
<td>○ Letter is sent home with a return acknowledgement slip to be signed by</td>
</tr>
<tr>
<td></td>
<td>parent/carer. Student will remain on Orange Level until interview is</td>
</tr>
<tr>
<td></td>
<td>achieved.</td>
</tr>
<tr>
<td></td>
<td>○ No OUTSIDE school participation (Gala days or Excursions during level</td>
</tr>
<tr>
<td></td>
<td>period) at the Principal or Executive Team</td>
</tr>
<tr>
<td></td>
<td>○ 8 Breaks in the Reflection Room</td>
</tr>
<tr>
<td></td>
<td>○ 2 Breaks monitored in the playground, students need to inform duty teacher</td>
</tr>
<tr>
<td></td>
<td>to comment on sheet.</td>
</tr>
<tr>
<td></td>
<td>○ Referral to learning support team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Big Trouble</th>
<th>Red Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Big Trouble</td>
<td>Depending on severity</td>
</tr>
<tr>
<td>Card</td>
<td>○ Referral to Principal or Executive Team</td>
</tr>
<tr>
<td></td>
<td>○ Suspension</td>
</tr>
</tbody>
</table>

Appendix D
Sarah Redfern Public School’s Student Expectation Matrix

Sarah Redfern Public School Behaviour Expectation Matrix 2012