



SUTHERLAND NORTH PUBLIC SCHOOL

Student Welfare Policy - Community

SUTHERLAND NORTH PUBLIC SCHOOL
STUDENT WELFARE POLICY
UPDATED February 2009

STUDENT WELFARE is the recognition of and provision for the personal, social and academic well being of each child. Concern for Student Welfare underpins all school activities and decisions.

All aspects of the school's operation affect Student Welfare. However, this policy addresses, in particular:

A. COMMUNITY PARTICIPATION – We recognise that the education of children is a task shared by the home and the school.

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B. BEHAVIOUR MANAGEMENT – We acknowledge that acceptable behaviour standards are necessary to ensure each student is in the best position to make the most of educational opportunities. Acceptable school behaviour is that which is conducive to the harmonious interaction of all participants in that social setting and is in compliance with our school rules.

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A. COMMUNITY PARTICIPATION

(i) GENERAL:

Education is a co-operative venture and only when community, parents, teachers and children come together in friendship, goodwill and with a spirit of enquiry will our schools be the best for our children.

Parent assistance in the classroom is valued. Teachers are encouraged to invite parents to assist in classroom activities such as reading, writing, craft, etc. The child's class teacher usually initiates requests for this support. The school will endeavour to ensure that a parent point-of-view is sought when planning school activities or on curriculum-related committees. Parents are also invited to take part in 'special' occasions such as sports carnivals, excursions, etc. Sharing in these experiences is great fun and the extra 'pairs of hands' are valued.

We welcome the opportunity to share parents' insights about their own children. Student work samples are used to report student progress and as a basis of discussion at Parent Interviews in the middle of the year. Written Progress Reports are sent home twice a year. Parents are encouraged to meet with their children's teachers at other times to discuss their progress. Appointments can be made directly with the teacher or through the office. To ensure that class teachers are available parents are asked to make an appointment by phone or note before coming to talk with teachers.

The school consults parents when it is developing school policies in particular areas and welcomes their suggestions and practical help when developing new curricula and programs. From time to time the school runs Parent Information Sessions, dealing with specific aspects of the curriculum.

There are many other interesting ways parents can be involved in school. The school has an active parent body, a core of dedicated people who work hard to provide resources for the school and endeavour to achieve improvements in the school environment.

(ii) PARENT ORGANISATIONS:

P&C Association

Sutherland North Parents and Citizens' Association provides an open forum for communication and discussion about educational philosophy and general school policy, the school curriculum and new trends associated with education and everyday school practices. In addition, P&C Associations raise funds to provide essential items and amenities, which are needed at the school.

Our Association is affiliated with the NSW Federation of P&C's. It operates in full co-operation with the Principal and staff. The P&C Association meets each month. Membership, which allows voting rights, is inexpensive.

A sub-committee of the P&C Association operates the School Canteen. Various other sub-committees such as Social and Uniform Committees operate under the umbrella of the P&C.

(iii) COMPLAINTS PROCEDURES:

No matter how effective the communication between home and school, there are times when parents become concerned about some incident that is happening at school. These concerns may be about things happening in the classroom or in the playground or sometimes even at home.

Such worries are best addressed straight away, rather than waiting till the problem gets worse. Parents are encouraged to approach the class teacher first. If the problem is one that needs the intervention of the School Counsellor, the class teacher can organise that. However, parents can contact the Counsellor directly to discuss issues, especially about non-academic problems. Appointments can be made through the school.

In some cases, especially for problems involving other children, or problems involving staff members, parents are encouraged to approach the Principal directly. Specific problems arising from school practices should also come to the Principal. Parents are always welcome to phone or call to arrange an appointment.

The vast majority of concerns will be satisfactorily resolved at school. However, when this is not the case, there are formal procedures set out for resolving complaints. Parents wishing to make a formal complaint need to speak with the principal, stating that they wish to make a formal complaint. There are designated procedures to follow. Complaints can be made in writing or orally. If orally, a written report of the complaint will be made. There are then specific steps to follow.

In the case of a formal complaint against the Principal, the School Education Director, Woronora River should be contacted at Miranda Regional Office, in the grounds of Miranda Public School.

B. BEHAVIOUR MANAGEMENT

(i) STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, all schools will maintain high standards of student behaviour.

Collaboration between school staff, students and parent(s) or carer(s) is an important feature of discipline in government schools. All should be fully aware of the suspension and expulsion procedures and their place in the context of that school's student welfare and discipline policies. There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the principal in these situations

The principal must also ensure that the implementation of these procedures takes into account factors such as the age, individual needs, any disability and developmental level of students.

Other than in serious circumstances (see page 9), suspension will occur after the principal has:

- ensured that appropriate school student welfare strategies and discipline options have been applied and documented
- ensured that appropriate support personnel available within the school system and externally have been involved

- ensured that discussion has occurred with the student and parent(s) or carer(s) regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- developed, in conjunction with the school learning support team or appropriate school or Departmental personnel, a specific behaviour management plan to assist the student to manage inappropriate behaviour
- provided a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future, and
- recorded all action taken.

We recognise that reinforcement of desired behaviours, the development of self-esteem and a considerate attitude to others are essential to the growth of self-discipline.

Practices to foster good discipline at Sutherland North Public School include:

1. The provision of appropriate curriculum to meet the needs of each student.
2. Supporting students in achieving success in learning, for example:
 - * Outreach Reading Program
 - * New Arrivals Program
 - * Parent Tutors
 - * Counsellors
 - * Anti-bullying Education
 - * Support Teachers
 - * Peer Support Program
 - * Liaison with Community agencies
 - * Yr 6 Mentor Program
3. The consistent use of good behaviour management techniques, such as:
 - giving simple directions
 - expecting students to comply with and follow directions
 - regularly noticing and commending students for complying with rules and directions
 - avoiding the use of ridicule, embarrassment or 'put-downs'
 - involving all members of the class by directing questions to the full range of students
 - encouraging on-task learning behaviour by moving about the room and supervising work
 - refocussing and redirecting attention when students become restless and inattentive
 - having a plan for managing behaviour disruptions - e.g. Buddy System
 - following up any significant behaviour disruptions.
4. Encouragement of staff attendance at relevant training and development programs.
5. Staff modelling of consistent, caring and controlled behaviour.
6. Discussion with parents and caregivers of their roles and responsibilities in managing student behaviour.
7. Encouragement of respect for teachers as professional educators.
8. The development of a school discipline code - a small number of easily understood rules that state the expected behaviour, can be monitored and consistently and fairly applied.
9. The knowledge and understanding of the particular needs and pressures experienced in the local community.

(ii) SPECIFIC CLASS AND SCHOOL PROGRAMS:

The requirements of the K-6 Personal Development, Health and Physical Education syllabus are implemented through classroom programs. In addition, from time to time, specific Personal Development and Student Welfare programs are implemented across the whole school or sections of the school. These include:

Peer Support – Groups of cross-grade students, under the leadership of one or two senior students undertake activities designed to enhance self-esteem and develop a sense of co-operation and consideration for others.

Student Representative Council – Students are able to contribute to school decision-making, through their class representatives who meet on a regular basis under the guidance of a teacher.

Social Skills & Anti-Bullying Programs – From time to time, when considered necessary, children take part in discussions and activities which work to develop their understanding of how to deal with conflict – both internal and external. In these situations, the concepts of interdependence and co-operation are examined and reinforced. In particular the issue of bullying is considered. Bullying is the selective, intentional, often repetitive oppression of one person by another person or group. It usually happens away from the view of parents, and teachers and therefore is difficult to 'prove'. Students are led to understand, at a level commensurate with their maturity, that bullying can only be overcome by developing the confidence of the victim to report the bullying and *especially* by developing the confidence of those who observe the bullying to report it, so that specific incidents can be addressed.

(iii) PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT:

An essential element of student discipline is that teachers positively reinforce appropriate student behaviour. This is achieved by the use of 'reinforcers'. Reinforcers for increasing appropriate behaviour should be designed to meet children's individual motivational needs. The selection of a reinforcer depends on:

- * the individual motivation of the students concerned
- * the degree of behavioural change the teacher is attempting (the larger the change, the stronger the reinforcer needed)
- * other factors competing with the attempted behavioural change (peer pressure, home influences)
- * whether negative consequences for inappropriate behaviour are used in conjunction with reinforcers (where reinforcers are used alone, they will need to be stronger)
- * ease of application in the classroom situation.

Levels of reinforcement

1. **Achievements:** intrinsic value of being successful
2. **Social:**
 - * Praise
 - * Gestures
 - * Commendation at assemblies
3. **Activity:**
 - * using the computer
 - * helping in a junior class
 - * gardening
 - * helping another student
 - * visit the Principal
 - * being a leader
 - * playing with a special toy
 - * being first out of class after the bell

4. **Tangibles:**
- * stamps - hand, card on desk, chart
 - * stickers - on clothes, badges, chart, in book
 - * badges - 'Star of the Week', 'Good Job' etc
 - * Merit cards
 - * Assembly awards - presented at whole school assembly and documented in Schooltalk

Token Economy: Individuals or small groups of children can benefit from a 'Token Economy' system. A token is generally a symbol or object, which can be collected and traded for a backup reinforcer chosen from a list of options. Desired behaviour is rewarded with tokens while the inappropriate behaviour is ignored and not rewarded.

SPECIFIC WHOLE SCHOOL AWARDS

(a) Assembly Class Award: A Trophy is presented to the most attentive class during weekly assemblies. The SRC representatives from the class receiving the award in the previous week sit at the front of the assembly to choose the class to receive the award for the week. The receiving class is allowed to sit on seats at assembly in the following week.

Merit Award System: Each week the children will have the opportunity to receive the following awards at the Friday assembly:

- **Merit Certificates – 2 per class**
- **Library – 2 certificates**
- **Release – 1 certificate**
- **Student of the Week ribbon – 1 per class**
- **Book Work Award – 1 per class on a roster basis**
- **Sports Awards – infants sport, primary sport & PSSA sport – 2 certificates each group**
- **Principal's Award**

All of the above awards have a value of one, except for the Principal's Award, which is worth two as it is more difficult to achieve.

The awards will accumulate towards the achievement of the following higher awards:

- **Bronze Pennant = 4 awards**
- **Silver Pennant = 8 awards**
- **Gold Pennant = 12 awards**

NB. While a child is on a Behaviour Card they are not eligible to receive a pennant.

(iii) STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Consequences for students displaying unacceptable behaviour:

In Class	In the playground
Reprimand	
In class isolation	Short detention on playground
Name on Board	Restitution
Name recorded in Behaviour Book	Name recorded in Behaviour Book
Sent to 'buddy' class for specific time	
Sent to Executive	
Green Card	see page 10
Red Card	
Counselling	
Suspension	
Expulsion	

Teacher Strategies:

- * Classroom sanctions as decided by class teacher e.g. detaining students in own classroom at recess breaks, ensuring time to eat and visit the toilet.
- * School and classroom rules explained.
- * Teaching acceptable behaviour and/or social skills training.
- * Child sent to "Buddy Class" with work to do. This will be for a maximum of 30 minutes or until the next recess. A "Classroom Behaviour Report" is sent to the Buddy class. Buddy pairs are determined at the start of each year. If a child is sent to the buddy class 3 times a Behaviour Notification will be sent home and the child will receive a lunch time detention. Three such notifications will result in a Green Card.
- * When child returns from "buddy class", teacher and child negotiate conditions of return to class and arrangements for completing missed work.
- * Individual behaviour plans, involving parents, teacher & student.
- * Restitution - collaborative problem solving in which the student concerned faces the consequences of his/her action and focuses on 'making things right' or redressing damage.
- * Parents informed if child is placed on the Green or Red Card Behaviour Modification program.
- * Student interview with Principal.
- * Student referred to Counsellor.
- * Parent interview with Principal.

Severe Behaviour:

Immediate Green/Red Card or Suspension (depending on severity) for

- violent physical and/or verbal behaviour towards another individual
- deliberate destruction of property
- gross disrespect to a teacher or person in authority.

DETENTION PROCEDURES

- Students who receive a Behaviour Notification will be placed on detention for the whole of lunch the following day.
- Detention will be supervised by all members of staff, organised on a roster basis by the Assistant Principal in charge of Student Welfare.
- Students who are placed on a Red Card will be on detention for the whole of lunch for one week.

- The Principal/Assistant Principal may withdraw any student from the playground⁹ immediately for gross acts of misbehaviour.

Suspension: (From Suspension & Expulsion of School Students Procedures. Department of Education & Training, Safety & Security Directorate, 2004)

Short suspensions may be imposed for the following reasons and will be reported in the following categories:

1. **Continued Disobedience.** This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.
2. **Aggressive Behaviour.** This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

Principals must suspend immediately and consistently with these procedures, any student who:

- **is physically violent:** Any student who is physically violent, resulting in pain or injury, or who seriously interferes with the safety and well being of other students, staff or other persons, is to be suspended immediately. The matter may need to be reported to NSW police.
- **is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause):** Any student in possession of a prohibited weapon, firearm or a knife (without reasonable cause), is to be suspended immediately. The matter must be reported to NSW Police immediately.
- **uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance:** The Government firmly believes that schools must be places which are free of illegal drugs. Suspension is to occur immediately if the substance is being represented by the student as an illegal substance, or on confirmation (in accordance with the relevant procedure for identification of illegal substances) that the substance is, in fact, illegal. Students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended. Under arrangements made with NSW Police, the substance will generally be identified within 48 hours of the material being handed to the police by the principal. The cost of this identification will be met by the Department of Education and Training. NSW Police will hold the substance pending any legal action. Schools should contact their school education director to make arrangements. Refer to [Guidelines for Managing Drug Related Incidents in Schools](#) for additional information.

Playground Behaviour:

Students are expected to comply with general school rules and specific playground rules whilst they are on the playground. A behaviour notification in the Class Behaviour Book may be given to students who are in breach of school or playground rules. For more serious offences the child will be given a Behaviour Notification letter. The offending student and the Behaviour Notification are sent to the executive member in charge of Student Welfare. Parents will be notified in writing and the student will be placed on detention the following day.

BEHAVIOUR MODIFICATION PROGRAM

Green Card: Students will be placed on a green card if they receive 3 Behaviour Notifications. They will be required to carry the card with them at all times for one week. Parents will be notified in writing that their child has been placed on a Green Card. The card is to be signed by their parent each day. After this time if the child's behaviour has been satisfactory they will no longer need to carry the card. If their behaviour has not improved they will then be placed on a Red Card. Students on a Green Card **are** permitted to attend excursions and represent the school at sporting activities. Unacceptable behaviour on an excursion or at the sporting activity will result in a **Red Card**.

Red Card: A red card will be carried for two weeks. The student will be placed on detention for the whole of lunch for the first week and then be allowed back on the playground for the second week. Students on red cards will not attend sport or excursions. The red card is to be signed by the parent each night. A pro forma is posted to parents requiring a reply and an interview with the Principal. If a student continues to offend, the next step will be counselling and then suspension from the school. The Principal and School Counsellor will be involved in the process.

Red Card: A member of the school executive, in consultation with the Principal may allocate a Red Card immediately for a severe offence, including

- violent physical and/or verbal behaviour towards another individual
- deliberate destruction of property
- gross disrespect to a teacher or person in authority
- bringing the school into disrepute.

In addition, a **third Green Card at any time during the year** automatically becomes a **RED CARD**.

(iv) SCHOOL RULES:

Students' Rights and Responsibilities - The following code of conduct has been developed to help create a positive and supportive environment in which emphasis is placed on the development of self-discipline in each student. The rules incorporate the Core Rules of NSW Government Schools.

RIGHTS	RESPONSIBILITIES
1. Everyone has a right to be safe.	<ul style="list-style-type: none"> *I will play in the correct areas. *I will play safe and friendly games. *I will be sun safe - no hat, no play. *I will not climb trees, fences, buildings etc. *I will not use sticks, stones or anything as a weapon. *I will line up sensibly when waiting to go into class. *I will walk when on verandas, stairs, asphalt and concrete areas. *I will stay out of classrooms at recess, lunch and before school. *I will be punctual to school and class. *I will walk my bike when in school, wear a helmet and not double others.
2. Everyone has the right to be treated with respect and politeness.	<ul style="list-style-type: none"> *I will treat others, as I would like to be treated. *I will use language that is acceptable to others. *I will be polite to everyone at school. *I will be considerate and helpful to others. *I will not interfere with the learning of others.
3. Everyone has the right to expect his or her	<ul style="list-style-type: none"> *I will hand in lost property, including money. *I will ask permission to borrow or touch other people's

property to be safe.	property. *I will use equipment properly. *I will not vandalise property.
4. Everyone has the right to feel good about them.	*I will always be truthful to myself and others. *I will always do my best and feel proud of what I do.
5. Everyone has the right to attend a safe, clean and pleasant school in which they can take pride.	*I will behave well at school, at sporting activities, excursions and on my way to and from school. *I will dress in my uniform and wear it properly. *I will keep my school clean and tidy. *I will take care of my school and its equipment.

NB. Mobile telephones are discouraged. If children must bring a mobile telephone to school for safety reasons they are to be handed in at the office for safe keeping. The school will not be responsible for mobile telephones that are held by children. Refer to Legal Issues Bulletin No.35.

(vi) UNIFORM:

The P&C Association makes day to day school uniform decisions. Complete change of school uniform can only be determined by a public meeting.

The school colours are **maroon and light blue. The P&C support our NO SCHOOL HAT, NO PLAY Policy.**

WINTER

BOYS	GIRLS
Blue shirt or skivvy or blue school T-shirt	Blue blouse or skivvy
Maroon school hat	Blue & maroon check tunic/navy trousers
Short or long grey socks	Maroon school hat
long grey trousers	White socks
Maroon school rugby style jersey	Maroon school rugby style jersey
Maroon school tracksuit top	Maroon school tracksuit top
Footwear: - black shoes or black sneaker-type shoes	

SUMMER

Blue school polo shirt	Blue school check dress or school culottes with blue collared school polo shirt
Grey shorts	White socks
short grey socks	Maroon school hat
Maroon school hat	
Footwear: - black shoes or black sneaker-type shoes	

SPORTS UNIFORM

Blue collared school polo-shirt	Blue collared school polo-shirt
Maroon sport shorts	Uniform as required by specific sports (e.g.: pleated skirt for Netball) or
School football socks/ white socks	Maroon sport shorts
Maroon school hat	White Socks
Maroon school track suit	Maroon school hat
	Maroon school track suit
Footwear: - white sneaker-type shoes for all sports.	

Uniforms for PSSA Sport: The school supplies Soccer Shirts, Softball Knickerbockers and Netball bibs. Representative athletes will have athletic singlets supplied. Students require regulation boots and shin pads for Soccer and Netball skirts for Netball. The P&C Association has determined that Sydney East Area sports apparel, whilst not part of the standard school uniform, may be worn at school by students who have competed at that level, but should not be worn on excursions.

C. SCHOOL SUPPORT PERSONNEL

(i) THE SCHOOL COUNSELLOR functions as an integral member of the school staff to assist in the fulfilment of the school's aims and objectives.

School Counsellors complement and enhance the work of teachers by strengthening the school's student welfare provisions and providing counselling and psychological assessment of students with specific needs.

School Counsellors work in consultation with teachers, including itinerant teachers, home school liaison officers, school executive and other school staff to improve student learning and behaviour. The Counsellor is a key member of the school Students Support Team.

School counsellors:

- respond, as part of a team, to schools experiencing major critical incidents
- counsel students, individually and in groups
- assess students' needs using psychological and educational tests, rating scales and observation, and report the results to parents and teachers
- refer students or their families to other agencies concerned with the health and welfare of students and liaise with such agencies as required
- provide advice to review committees concerning the education of students with special needs
- report and make recommendations when students have received a long suspension
- work with groups of parents focusing on the welfare needs of their children.

The counsellor's role in the school is to be non-punitive and to provide a continuum of service to each child from enrolment to the day of leaving the school system.

(ii) THE HOME SCHOOL LIAISON OFFICER:

While the school retains the major responsibility for maintaining the regular attendance of all students, the Home School Liaison Officer, provides a supportive, non-coercive resource to students, parents and schools to encourage the full participation of all students in schooling. Specialist officers within the team work with Aboriginal students and students of non-English speaking background. Officers from the Department of Community Services also support the teams. Senior Home School Liaison Officers receive referrals of non-attendance from schools and allocate cases to team members.

Support provided by Home School Liaison Officers includes:

- a) conducting periodic checks on Class Rolls and other attending and enrolment information;
- b) providing advice to Principals and teachers on legislation, policy and procedures relating to attendance;
- c) liaison with Principals and teachers on attendance problems and other matters that may require direct contact with the home;
- d) working on cases of non-attendance referred by a school to the Senior Home School Liaison Officer;

- e) liaison with students and parents on attendance issues;
- f) making home visits where necessary;
- g) providing assistance to schools in identification of school-based factors contributing to non-attendance;
- h) assisting schools in the development of a school attendance policy;
- i) working with Department of Community Service Officers where family and welfare issues are present.

Officers in the Home School Liaison Program are authorised under Section 42 of the Education and Public Instruction Act 1987 to:

- a) during school hours -
 - (i) approach any child who is apparently of or above the age of 6 and below the age of 15 and is apparently not in attendance at school as required by this Act; and
 - (ii) request the child to furnish to the officer his/her name and home address, and the name and address of the school attended; and
- b) accompany the child to his/her home, or school, to verify the information furnished to the officer by the child.

From "School Attendance - Policy and Procedures"; N.S.W. Dept. of Ed., March 1993.

(ii) OTHER SUPPORT PEOPLE:

From time to time other personnel contribute directly to programs and activities designed to enhance Student Welfare. These include:

- Itinerant Support Teachers (Behaviour, Hearing, Vision etc.)
- Teachers and Aides employed through specific Integration programs
- Speech Therapists and other Health Workers.

D. SCHOOL ORGANISATION

(i) HOMEWORK

It is the policy of this school to give homework at all levels. It must be a purposeful learning experience that may consolidate, extend and/or enrich the school's program and it should be presented in such a way that the child sees it as deserving attention out of school. Teachers are to base their commitments on the following:

Year	Time / Night	Activity
Kindergarten	5 minutes	Informal - e.g. identifying objects, find pictures, home reading
Year 1	10 minutes	Gradual increase; home readers
Year 2	15 minutes	Worksheet e.g. spelling, reading.
Year 3	20 minutes	Becoming more formal; learn spelling, textbook exercises, worksheets, reading.
Year 4	25 minutes	
Year 5	30 minutes	Formal e.g. complete research, worksheet, textbook exercises, memorise tables, learn spelling, reading.
Year 6	40 minutes	

Homework will:

- be set on a regular basis
- be (especially towards upper primary) essentially based on Maths, Language, Reading and Spelling but other subjects should periodically appear
- be voluntary on the part of the students

- not vary markedly in amount from one night to the next (but it should not always¹⁴ be so restrictive that a student cannot sometimes pursue an individual interest)
- follow an effective routine in how the homework assignment is communicated to students, when it is communicated, how the students remember what is to be done for homework, when it is marked & how it is marked.
- be done where possible, in a special 'Homework Book'
- be of such a nature that it is easily workable by the students and parent.

(ii) SUPERVISION:

Whilst students are in the care of the school there are clear supervision procedures in place. The maturity level of students and the location and type of activity being undertaken are taken into account when determining supervision procedures. Procedures are revised from time to time in response to changing circumstances.

Leaving school grounds

Pupils must not leave the school grounds during school time unless covered by a note and/or approved by the Principal or another member of the executive. Parents should report to the school office and fill in a form if taking children early or bringing children late. This form is sent to the class teacher who records the relevant information in the class roll.

Playing areas

Children are allocated supervised areas for play. During play periods they are not permitted in rooms unless under the direct supervision of a teacher.

School times

Kindergarten – Year 6: 9.00am until 3.00pm

Children who are on the premises outside these hours are unsupervised.

For the period 8.30am to 8.40am direct supervision is not provided. However, all members of staff engaged in pre-class preparations and activities are expected to be seen around the school providing supervision. Students should go to a teacher, or to the staffroom or the office should they require immediate assistance. There are few children in the school grounds before that time. From 8.40am, after which the majority of students come to school, a rostered teacher is in the playground providing direct supervision. Lessons commence at 9.00am.

At 3:00pm, all students are dismissed. They are expected to leave the school grounds after dismissal unless they are involved in activity approved by the school. After 3:00pm there will be staff on duty in the administration area for a short period. Should any difficulties arise, students should go immediately to the office. Only students who are directly supervised by their parents, or an approved nominee, may play on the equipment after school.

When students are involved in school activities out of the school grounds, they are under the direct supervision of teachers. Parents are often invited to attend such activities and their assistance is gratefully welcomed. However, the teacher has the supervisory responsibility in this situation and therefore must make and be responsible for the decisions about procedures to be followed.

E. ADDENDUM

(i) THE SPORTING CODE OF PRACTICE:

SUTHERLAND ZONE PSSA CODE OF CONDUCT POLICY PLAYER'S CODE

Rationale:

Representing the school in PSSA Competitions provides an opportunity for talented athletes to extend their skills and compete against similarly skilled students from other schools. Representing the school is an honour and students have a responsibility to compete at all times in a manner that brings credit to themselves and their school. The following Code of Conduct has been devised to guide the achievement of this outcome.

1. Play for the fun of it.
2. Work equally hard for yourself and your team.
3. Be a good sport and encourage fellow team members.
4. Co-operate at all times with your coach, teammates and opponents.
5. Compete by the rules and always abide by the referees/umpires or touch judges' decision.
6. Control your temper and behaviour whilst on and off the playing field and make no criticism either by word or gesture.
7. Whilst on the sideline do not touch any sporting equipment. Sit and support your participating school mates.
8. Be modest in success and generous in defeat (i.e. don't show off when successful or be a bad sport when defeated)

SUTHERLAND ZONE PSSA CODE OF CONDUCT POLICY PARENTS'/ SPECTATORS' CODE

Rationale:

The support of parents and spectators at PSSA events is a welcomed and highly valued contributor to students overall enjoyment in school sport. The following Code of Conduct has been devised to ensure that high levels of student enjoyment are maintained.

1. Remember that children play sport for their enjoyment, not yours.
2. Encourage children to participate, do not force them.
3. Focus on the child's efforts and performance rather than winning or losing.
4. Encourage children to always participate according to the rules and the officials' decisions.

5. Never ridicule or yell at a child for making a mistake or losing a game.¹⁶
Positive comments are motivational.
6. Applaud good performance & efforts from each team and congratulate all participants upon their performance regardless of the game's outcome.
7. Show respect for your child's opponents for without them there would be no game.
8. Show appreciation of volunteer coaches, officials and administrators for without them, your child could not participate.
9. Do not publicly question the officials' judgement and never their honesty.
10. If you do disagree with an official raise the issue through the appropriate channels in writing rather than questioning the official's judgement & honesty in public.

(ii) PLAYGROUND PROCEDURES - 2009 revision

Before School

- Children who arrive before 8.30am are to sit on the silver seats in the quadrangle.
- A teacher is rostered on duty from 8.40am.
- No games with cricket bats, hard balls or balls other than a tennis ball.
- Children must not run on the asphalt.
- All children must be in the quadrangle after depositing bags in bag rooms, except for Kindergarten students who put bags on the verandah, and students in Block C who put their bags on their verandah.

Recess

- Class teachers take students to recess area.
- Students are to remain seated until dismissed by the teacher on duty.
- Students are to remain within designated boundaries.
- Fixed equipment may not be used.
- Children must not run on the asphalt.

Lunch

- Students are to sit in the nominated seating area with their class teacher and remain seated while eating under the supervision of their class teacher.
- Students may not leave the eating area until given permission by the teacher on duty.
- Students are to remain within designated boundaries.
- The fixed equipment may be used second-half lunch, by the class/es rostered for that day.
- Children must not run on the asphalt.

General

- Each morning students are to sit in the general assembly area under the COLA. At the end of recess and lunch students meet their teacher at the general assembly area. They will be supervised there by the teacher on recess or second lunch duty grass, until collected by their teachers. Teachers must be prompt to collect their classes after the recess and lunch breaks.
- All Lost Property found at school should be put in the Canteen area if the owner cannot immediately be identified.
- No student may leave the school grounds at any time whilst at school without written permission from a parent and the authorisation of the Principal (or delegate).
- Students are not to be in classrooms or buildings at any time during breaks, unless at the request and under the direct supervision of a teacher.

After School

- All students should leave the school grounds after dismissal unless they are involved in an activity approved by the school. Only students who are directly supervised by their parents, or an approved nominee, may play on the equipment after school.
- If students have any difficulties after school they should go to the office immediately.

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and carers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

The Department is committed to supporting principals and school staff in the implementation of these rules through statewide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.

THE 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.