



**THARAWAL
PRIMARY
SCHOOL**

*70 Gerald Road Illawong, NSW 2234
Telephone 9543 5000 Fax 9543 5488
Email tharawal-p.school@det.nsw.edu.au
www.tharawal-p.schools.nsw.edu.au*

Tharawal Primary School Student Wellbeing Procedures

Tharawal Primary School endeavours to promote, for all students and staff, a healthy, safe, ordered, supportive, secure and caring environment that provides optimal teaching and learning. Our Student Wellbeing Procedures underpin everything the school community does to meet the personal, social and learning needs of students.

Tharawal Primary School is committed to providing a school environment that supports the growth and development of our most important assets – our children and young people. Our school strives for excellence in teaching and learning and building trusting and respectful relationships for students to succeed. At Tharawal every student is known, valued and cared for.

These procedures have been created in line with the New South Wales Department of Education's Student Welfare Policy and Wellbeing Framework:

<https://policies.education.nsw.gov.au/policy-library/policies/student-welfare-policy>

https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/whole-school-approach/Wellbeing_Framework_for_Schools.pdf

Our Student Wellbeing Procedures include procedures and practices for:

1. Effective Learning and Teaching

- a. Visible Learning
- b. Personal, Development and Health Programs
- c. Learning and Support
- d. Personalised Learning Support
- e. Teacher Professional Practice
- f. Opportunities for students and their parents to discuss learning programs and student behaviour and progress

2. Positive Climate and Good Discipline

- a. Positive Behaviour for Learning (PBL)
- b. Playground Expectation Matrix

- c. Classroom Expectation Matrix
- d. Playground Procedures
- e. Behaviour Management Process
- f. Strategies to Support Unacceptable Behaviours
- g. Classroom Management Plan
- h. Acknowledging and Rewarding Student Achievement
- i. Awards System

3. Community Participation

- a. Student Representative Council
- b. Student Leadership
- c. Parents and Citizens Association
- d. Opportunities that Celebrate and Share Student Learning

4. Responsibilities

- a. Principal
- b. Deputy Principal
- c. Assistant Principal
- d. Teaching and Support Staff
- e. Staff with a Specific Purpose
- f. Students
- g. Parents

1. Effective Teaching and Learning

Tharawal Primary School plays a pivotal role in connecting character development in children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live.

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people. They provide experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership that will benefit children and young people as they grow and develop.

Tharawal focuses on giving children and young people a voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

The programs outlined in Effective Teaching and Learning are utilised at Tharawal Primary School to promote and nurture the wellbeing of our students.

1a: Visible Learning

VISIBLE LEARNING is based on John Hattie's 15 years of research – a synthesis of more than 1400+ meta-analyses – into what actually works best in schools to improve learning.

At Tharawal Primary School we pride ourselves on making learning visible and incorporating research informed best practice in our everyday teaching. Learning intentions and success criteria are displayed in 'learner friendly' language to help our learners know the answers to the key questions for learning: 'What am I learning?', 'How am I going?', 'How will I know?' and 'Where to next?'

Our goal, as teachers, is to guide and develop student's ability to:

- Articulate what they are learning
- Explain the next steps in their learning
- Set learning goals
- See errors as opportunities for further learning
- Know what to do when they are stuck
- Seek feedback

Key Components of Visible Learning at Tharawal Primary School

Learning Intentions: What am I learning?

Learning Intentions are descriptions of what learners should know, understand and be able to do by the end of a learning period or unit. Learning intentions clearly show students what they are going to learn and where they are headed.

Success Criteria: What am I looking for?

A success criterion is a list of features that a teacher wants the children to include in their work during the course of a lesson. It is a really good way of making children aware of what is expected of them and can also encourage them to extend themselves during the course of the lesson.

Feedback

Feedback about how students are progressing is critical in the learning process. Feedback relies on clearly defined goals (including learning intentions and success criteria) and on learning tasks or activities to track a student's progress towards those goals.

At Tharawal Primary School we give students feedback in a range of ways. Some include:

- Teacher to student verbal feedback. This is immediate and research has shown it to have a high impact.
- Written feedback.
- Rubrics
- Peer to peer feedback using techniques such as 2 stars and a wish
- Self – feedback – students reflect on their own learning.
- Teacher conferencing with students to form learning goals.

Growth Mindset

At Tharawal we promote having a growth mindset. Research by American psychologist Professor Carol Dweck, of Stanford University, has shown that how we view ourselves as learners has a huge impact on what we are able to achieve. She suggests that people broadly fall into one of two categories: those with a fixed mindset and those with a growth

mindset. Those of us with a fixed mindset believe that we have a predetermined amount of intelligence, skills or talents which cannot be changed, whereas those of us with a growth mindset believe that we can develop our abilities, intelligence or talents with persistence, effort and a focus on learning.

The Learning Pit

The learning pit is a model that provides students with a language to think and talk about learning. It helps build their resilience, wisdom and self-efficacy. When it is used as a structure for learning, it can also improve teacher clarity and raise expectations of success. Each class has created their own learning pit and the students are explicitly taught about their learning process. This model encourages self-regulation and a willingness to step outside your comfort zone.

Students know that it is good to be in the pit as this is the zone where the most learning occurs.

Learning Powers at Tharawal Primary School

Our Learning Powers at Tharawal Primary School are also called our ANTS. These ANTS are the qualities we believe enhances an individual's ability to be a successful learner at school and in their future beyond the classroom. We promote our Learning Powers through explicit lessons in the classroom, by incorporating the language of our Learning Powers in our day to day practice and by rewarding students with an 'ANT' award when they display a certain learning power. The Learning Powers at Tharawal are brave, collaborative, creative, curious, determined and mindful.

1.b: Personal Development, Health and Physical Education Programs that support wellbeing

The Smiling Minds is a wellbeing program for young people. It offers a world leading approach to building healthy minds, engaged classrooms and equipping our students with the skills they need to thrive in life. Mindfulness is a well-established and researched technique for achieving calmness and improved wellbeing. Clinical research shows that mindfulness leads to reduced stress, anxiety and depression, improved academic skills, social skills and self-esteem by developing emotion and behaviour regulation skills, improved attention and concentration.

Bounce Back is a preventative whole school social and emotional learning program to promote positive mental health and wellbeing in our students. It supports teachers and schools in their efforts to promote positive mental health, wellbeing and resilience for both students and teachers and build safe and supportive class and school learning environments.

Child Protection is taught by classroom teachers each year at a stage level to assist students in developing skills in recognising and responding to unsafe situations, seeking assistance effectively, establishing and maintaining positive relationships and strengthening attitudes and values related to equality, respect and responsibility.

Sun Safety: We support students to understand why sun safety is important and to act to protect themselves by:

- wearing sun safe hats, clothing and sunglasses
- seeking shade during peak UVR times during the school day
- wearing SPF 30+ (or higher) sunscreen
- Teachers use the [sun safety for students guidelines \(DOC 268KB\)](#) to plan and implement comprehensive sun safety for students.

Road Safety: Road safety is promoted and explicitly taught at Tharawal Primary School. Teachers use the Safety Town online program that is in partnership with the New South Wales Department of Education.

Drug Education: All members of our school community have a responsibility for educating students about drug use, protective strategies and building skills to make effective decisions now and in the future. Each year classroom teachers' program and implement Drug Education Lessons into their teaching and learning.

School Carnivals: Each student at Tharawal is in a sporting house and pride and commitment to their house is promoted through house meetings and school carnivals. Students are encouraged to participate in events and to support their team mates. The school carnivals promote team work and award students for being determined and having a go.

Buddy Program: The school buddy program involves Year 6 students mentoring and supporting Kindergarten students in their transition into school. Year 6 and Kindergarten students meet weekly to participate in learning activities.

Transition Programs: Kindergarten students beginning school at Tharawal Primary School are supported through our Smoothstart Transition Program. Students and parents are provided the opportunity to attend information sessions at school. The Smoothsmart programs cares for new students wellbeing and allows parents to learn about their new school community. Tharawal Primary School also works collaboratively with the local high schools to ensure our Year 6 students and their parents are prepared and feel informed about beginning high school.

Teachers create lessons and activities to promote the wellbeing of students and our community throughout the year. They support events including but not limited to Harmony Day, Clean Up Australia Day, ANZAC Day, Remembrance Day, NAIDOC Week, Walk Safely to School Day, PBL Reward Days, Book Week Celebrations and Student Representative Council Fundraising Days.

1.c: Learning and Support

Tharawal Primary School is committed to providing personalised learning and support as a process to support a wide range of students with additional learning and support needs. Adjustments to the learning environment are made and documented in line with the DoE Personalised Learning and Support Strategy. <https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/personalised-learning-And-support>

These students are referred to the Learning and Support Team (LaST) and provided additional support. The school Learning and Support Team assists teachers to meet the educational needs of their students and to identify appropriate adjustments that may be needed.

The Tharawal Primary School Learning and Support Referral process is outlined below.

Tharawal Primary School Learning and Support Team Referral Process

1. Classroom Teacher reads relevant Learning Support Team notes and counsellor reports for student on Sentral.
 - Search student name on Sentral home page.
 - Select documents and then documentation on the left hand side. This will show you detailed counsellor reports.
 - For learning and support notes and uploaded information prior to 2019, select documentation from the drop down list. This can be found by clicking on the Sentral logo and selecting documents in the communication section.
2. Teacher implements teaching strategies and differentiation of the curriculum to support the student's needs. Teacher should also seek advice and resources from their supervisor and Learning and Support Teacher. A Personalised Learning and Support Plan (PLaSP) needs to be created for any student if the curriculum or teaching needs to be adjusted to meet the needs of the student.

3. If the concern or presenting problem continues classroom teacher consults with parents to flag concerns and glean more information and background. PLaSP should be discussed with parent and signed by parent. Meeting should be documented on Sentral. PLaSP are to be reviewed each Term or as required.

4. If the presenting problem continues after a minimum of 5 weeks classroom teacher makes a referral to the Learning and Support Team. The referral slip can be found in the Learning and Support tub in the staffroom.

5. The Learning and Support coordinator will complete the response slip. This will be taped to the classroom teacher's pigeon hole.

6. Classroom teacher attends a Learning Support meeting to discuss the student and an action plan is decided on as to what will happen next.

7. All information is collated and recorded on the student's file on Sentral.

1.d: Personalised Learning and Support

A Personalised Learning and Support Plan (PLaSP) is a working document that is designed by teachers in collaboration with parents, the student and key school stakeholders to enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. PLaSP's are reviewed and updated each term and signed by the parent and classroom teacher.

All Aboriginal and Torres Strait Islander students have an individualised Personalised Learning Pathway (PLP) which is updated each term and is signed by the parent carer and classroom teacher. This PLP is created in consultation with the student and is based on the student's hobbies and interests, activities they enjoy at school, identity and family connection and their goals and aspirations.

Through small group support students who have English as an additional dialect (EaLD) are assisted by an EaLD teacher.

Tharawal Primary School also provides learning and support through:

- School Counselling Services
- School Chaplain Service
- Learning and Support Teachers (LaST)
- English as an Additional Dialect (EaLD)
- Student Learning and Support Officers (SLSO)
- Anti-Racism Contact Officer (ARCO)
- Anti-Bullying Procedures

An individual health care plan formalises the support for students with complex health care needs. Information from the student's medical practitioner, provided by parents, will inform the collaborative planning process.

Individual health care plans should include the individual health care plan cover sheet and clear details for the following where relevant:

- an emergency care/response plan
- a statement of the responsibilities of those involved in the student's support
- a schedule for the administration of prescribed medication as provided by the treating medical practitioner
- a schedule for the administration of health care procedures as provided by the treating medical practitioner
- an authorisation to contact the medical practitioner
- other relevant documents.
- An individual health care plan must be developed for:
 - severe asthma, type 1 diabetes, epilepsy and anaphylaxis
 - any student who is diagnosed as having a condition that may require an emergency response
 - any student who requires the administration of health care procedures

The principal is responsible for assessing, in consultation with appropriate school staff, the parent and the medical practitioner, how the school will meet the health care needs of the student.

The principal will arrange a meeting with the parent and appropriate school staff to discuss the management of the student's health care needs if required.

1.e: Teacher Professional Practice

Tharawal Primary School's teachers share a significant responsibility in preparing young people to lead successful and productive lives. Teacher quality is the single most important in-school factor influencing student achievement. Effective teachers can be a source of inspiration and, equally importantly, provide a dependable and consistent influence on young people as they make choices about further education, work and life.

The staff of Tharawal Primary School are committed to providing an education that fully develops the talents and capabilities of all students. Professional learning is valued and recognised as a major contributing factor for improving the learning outcomes of students. Teaching and non-teaching staff undertake ongoing professional learning that develops skills, knowledge and understandings in support of Tharawal Primary School goals and the Strategic Directions of our School Plan.

Teachers use the Australian Professional Standards to recognise their current and developing capabilities, professional aspirations and achievements. All staff have a Professional Development Plan that enables them to reflect on their knowledge and skills and to form professional learning goals.

1.f: Opportunities for Students and their Parents to Discuss Learning Programs and Student Behaviour and Progress

Tharawal Primary School teachers, Assistant Principals and the Principal demonstrate respect and professionalism in all their interactions with students, colleagues, parents/carers and the community. They are sensitive to the needs of parents/carers and can communicate effectively with them about their children's learning. Teachers and executives value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students. They understand the links between school, home and community in the social and intellectual development of their students. Tharawal Primary School ensures that all teaching and executive establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.

At Tharawal Primary School we provide opportunities for students and their parents to discuss learning programs and student behaviour and progress by:

- Meet the Teacher Nights at the beginning of each year.
- Parent, teacher, student learning conferences during Semester One.
- Formal written reports in Semester One and Two.

- Parent Information Evenings for new school initiatives.
- Responding to parent concerns regarding student learning promptly through the appropriate means of communication.
- See communicating with school procedures.
- Communicating behaviour concerns to parents in accordance with the school Behaviour Management Process.
- Communicating wellbeing and absence concerns to parents in accordance with school procedures.
- Communicating learning concerns to parents and following learning and support procedures.

2. Positive Climate and Good Discipline

2.a: Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is a whole school well-being program at Tharawal. Our school seeks to provide for the staff, students and parents, a consistent structure for student management and wellbeing through promoting the Positive Behaviour for Learning program. This framework focuses on teaching students explicit expectations of behaviour. It is positive and rewards students when they follow these expectations. Students at Tharawal engage in weekly PBL lessons that explicitly teach the expectations for behaviour.

Learning tokens are issued daily by teachers to recognise positive behaviour in the classroom, at assemblies and in the playground.

Vision Statement

At Tharawal Primary School every child is known, cared for and valued. We are dedicated to providing an environment where all students are responsible, respectful and kind learners.

Three core values

- Respectful
- Responsible
- Kind

Class Code of Behaviour

At the commencement of the year classes use the Positive Behaviour for Learning expectations, classroom expectations and the Department of Education School Code of Behaviour to develop the students' understanding of the school expectations.

These are used as a basis for counselling students when they misbehave. Teachers have strategies to deal with minor misbehaviour in the classroom as part of their classroom management practices.

2.b: Playground Expectation Matrix

	Respectful	Responsible	Kind
Lining up in class lines	<ul style="list-style-type: none"> • Right place. Right time. • Pay attention to teachers • Give way to others 	<ul style="list-style-type: none"> • Sit down. Stay down. • Wait patiently • Hold onto your belongings 	<ul style="list-style-type: none"> • Hands and feet to yourself • Speak kindly to others • Give others space
Supervised Eating	<ul style="list-style-type: none"> • Use your manners when eating • Follow teacher instructions • Put your rubbish in the bin • Walk to the playground 	<ul style="list-style-type: none"> • Sit down. Stay down. • Hat on head • Eat all your lunch • Look after your belongings 	<ul style="list-style-type: none"> • Include others • Speak kindly to others • Hands and feet to yourself
Walking in Walkways	<ul style="list-style-type: none"> • Think of others • Listen carefully • Keep to the left 	<ul style="list-style-type: none"> • Right place, right time • Walk sensibly • Hold on to your belongings 	<ul style="list-style-type: none"> • Give others space • Use your manners • Speak quietly
Toilets	<ul style="list-style-type: none"> • Use paper appropriately • Flush the toilet • Use an appropriate amount of paper • Keep the bathroom clean 	<ul style="list-style-type: none"> • Wash your hands • Keep games for the playground • Keep food and drinks outside • Report inappropriate behaviour to a teacher 	<ul style="list-style-type: none"> • One person to a cubicle • Wait your turn • Leave when finished • Give others privacy
Playing in Grass A	<ul style="list-style-type: none"> • Hands and feet to yourself • Respect others belongings and creations • Follow teacher instructions • Play by the rules 	<ul style="list-style-type: none"> • Walk sensibly on the stage and rocks • Right place, right time • Keep sand in the sand pits • Sticks and stones stay in the dirt pit 	<ul style="list-style-type: none"> • Include others • Speak kindly to others • Treat others the way you would like to be treated • Care for our environment
Lining up for the canteen	<ul style="list-style-type: none"> • Start lining up at the back of the line • Speak politely • Wait your turn • Hold money still while ordering 	<ul style="list-style-type: none"> • Be ready to order • Use your own money • Line up in the correct line • Eat your own purchases 	<ul style="list-style-type: none"> • After you have purchased something, move away • Say please and thank you • Give others space • Place money in server's hand to pay
Playing in the Canteen Area	<ul style="list-style-type: none"> • Hands and feet to yourself • Follow teacher instructions • Respect others belongings • Play by the rules 	<ul style="list-style-type: none"> • Right Place. Right Time. • Walk sensibly • Look after your belongings • Sit when eating 	<ul style="list-style-type: none"> • Speak kindly • Include others • Care for our environment • Be mindful of people and games
Playing in Grass B	<ul style="list-style-type: none"> • Hands and feet to yourself • Follow teacher instructions • Play fairly and by the rules 	<ul style="list-style-type: none"> • Right Place. Right Time. • Staying in Grass B • Walk sensibly • Look after your equipment and belongings 	<ul style="list-style-type: none"> • Speak kindly • Include others • Be mindful of people and games

Playing in Grass D	<ul style="list-style-type: none"> • Hands and feet to yourself • Follow teacher instructions • Play fairly and by the rules 	<ul style="list-style-type: none"> • Right Place. Right Time. • Look after your equipment and belongings • Be mindful of people and games 	<ul style="list-style-type: none"> • Speak kindly • Include others • Care for our environment
Bus	<ul style="list-style-type: none"> • Right Place. Right Time. • Line up sensibly • Wait Patiently 	<ul style="list-style-type: none"> • Be Road Safe • Sit down. Stay down. • Hold onto your belongings. 	<ul style="list-style-type: none"> • Speak Kindly • Say 'Hello' and 'Thank you' • Stay to the left.

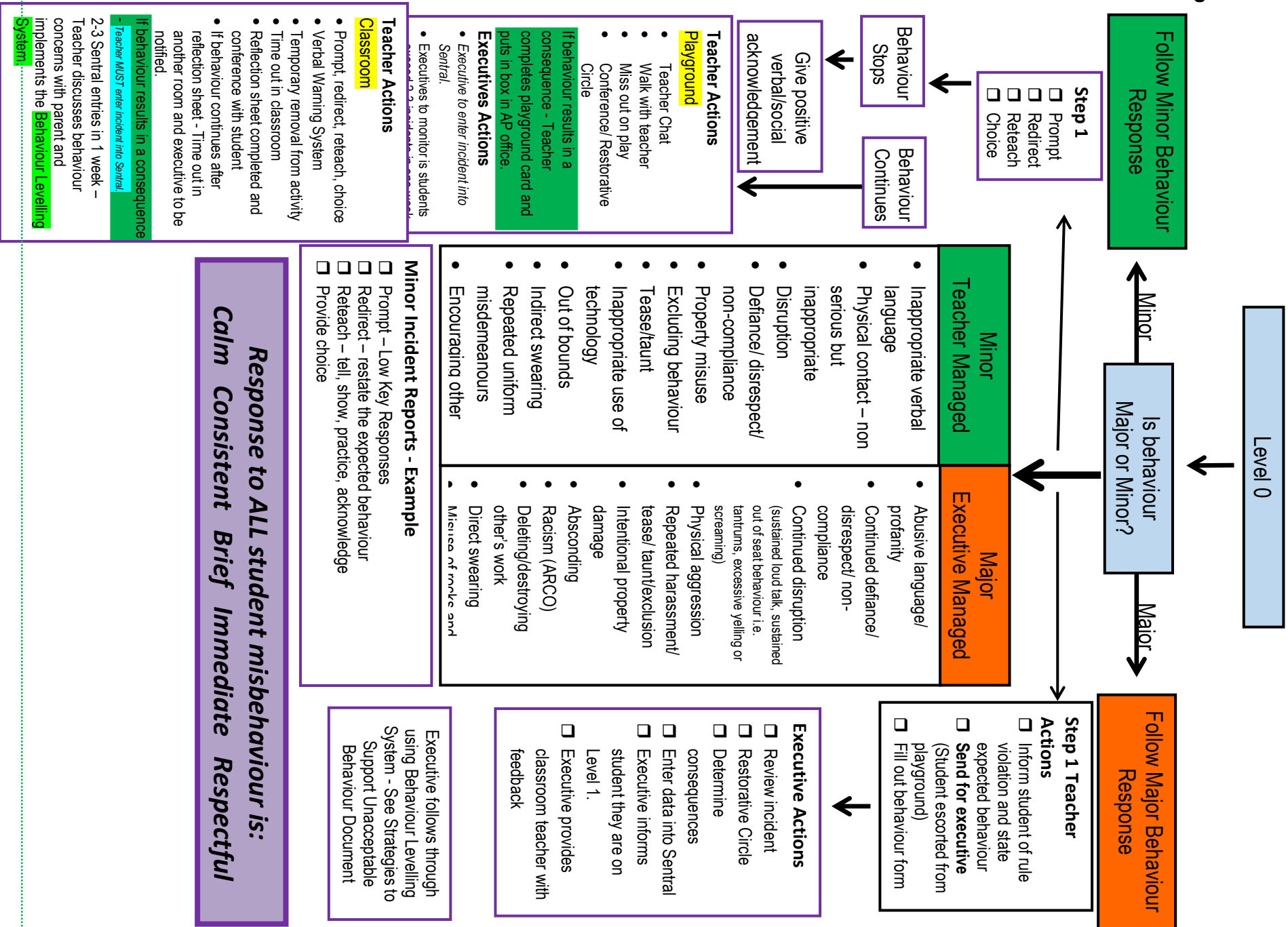
2.d: Playground Procedures

In addition to our PBL expectations, the following playground rules apply:

Before School	Recess	Lunch	Leaving School	Library
<ul style="list-style-type: none"> • Students remain seated prior to teacher beginning duty at 8.30am • Students remain in Canteen area after putting bags outside classroom. • Handball games only, with handballs after 8.30am • Classrooms out of bounds • Bike / scooter riders to walk bikes/scooters on school grounds • Stay off grass 	<ul style="list-style-type: none"> • Eat in Canteen area before playing • Go to the toilet • Handball games only with handballs • No toys • Line up at gate and wait for duty teacher to go to Grass A • Classrooms out of bounds 	<ul style="list-style-type: none"> • Eat with teacher • Play in Canteen, Grass A or Grass B areas only • Classrooms out of bounds 	<ul style="list-style-type: none"> • Exit school via appropriate gates • Car park gates are Out of Bounds • Classrooms Out of Bounds • Pedestrian crossing to be used • Bike / scooter riders to walk bikes / scooters on school grounds • School rules remain in place for all areas after school 	<ul style="list-style-type: none"> • Quiet activities and borrowing • Pack away and return books when leaving • Hats off when we enter • We make smart cyber choices
Grass A	Grass B	Canteen	Grass D	Year 6 Area

<ul style="list-style-type: none"> • Basketball, netball, handball, hand cricket (no bats) allowed • Bulrush, tackling, or pretend fights and other rough play not allowed • Ball over the fence may result in end of play • Past the black path is Out of Bounds • Sandpit open every day • 	<ul style="list-style-type: none"> • Line up outside library to meet the teacher • No leaving the area • Three large ball games allowed (fence, middle and dentist) • Teacher to supervise retrieval of balls over the fence • Car park out of bounds • Trees are out of bounds • Open second half lunch • Soccer and touch football Grass B only • Chess and basketball permitted 	<ul style="list-style-type: none"> • Handball games only with handballs • Areas outside toilets or front of office doors to be kept clear. • All games stop at the sound of the bell • Stay off grass areas 	<ul style="list-style-type: none"> • Students line up for teacher at the entrance to Grass D • Students can enter and leave through Grass A when they choose • Soccer balls are allowed 	<ul style="list-style-type: none"> • No eating • No ball games
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Tharawal PS Student Behaviour Management Process 2021



Level 0

Follow Minor Behaviour Response

Is behaviour Major or Minor?

Follow Major Behaviour Response

- Step 1**
- Prompt
 - Redirect
 - Reteach
 - Choice

Behaviour Stops

Behaviour Continues

Give positive verbal/social acknowledgement

- Teacher Actions Playground**
- Teacher Chat
 - Walk with teacher
 - Miss out on play
 - Conference/Restorative Circle
- If behaviour results in a consequence - Teacher completes playground card and puts in box in AP office.

- Executives Actions**
- Executive to enter incident into Sentral.
 - Executives to monitor is students

- Teacher Actions Classroom**
- Prompt, redirect, reteach, choice
 - Verbal Warning System
 - Temporary removal from activity
 - Time out in classroom
 - Reflection sheet completed and conference with student
 - If behaviour continues after reflection sheet - Time out in another room and executive to be notified.

If behaviour results in a consequence - Teacher MUST enter incident into Sentral

2-3 Sentral entries in 1 week - Teacher discusses behaviour concerns with parent and implements the Behaviour Levelling System

Minor Teacher Managed	Major Executive Managed
<ul style="list-style-type: none"> • Inappropriate verbal language • Physical contact – non serious but inappropriate • Disruption • Defiance/ disrespect/ non-compliance • Property misuse • Excluding behaviour • Tease/taunt • Inappropriate use of technology • Out of bounds • Indirect swearing • Repeated uniform misdemeanours • Encouraging other 	<ul style="list-style-type: none"> • Abusive language/profanity • Continued defiance/ disrespect/ non-compliance • Continued disruption (sustained loud talk, sustained out of seat behaviour i.e. tantrums, excessive yelling or screaming) • Physical aggression • Repeated harassment/tease/taunt/exclusion • Intentional property damage • Absconding • Racism (ARCO) • Delisting/destroying other's work • Direct swearing • Misuse of role and

- Minor Incident Reports - Example**
- Prompt – Low Key Responses
 - Redirect – restate the expected behaviour
 - Reteach – tell, show, practice, acknowledge
 - Provide choice

- Step 1 Teacher Actions**
- Inform student of rule violation and state expected behaviour
 - Send for executive (Student escorted from playground)
 - Fill out behaviour form

- Executive Actions**
- Review incident
 - Restorative Circle
 - Determine consequences
 - Enter data into Sentral
 - Executive informs student they are on Level 1.
 - Executive provides classroom teacher with feedback

Executive follows through using Behaviour Levelling System - See Strategies to Support Unacceptable Behaviour Document

Response to ALL student misbehaviour is: Calm Consistent Brief Immediate Respectful

2.e: Strategies to Support Unacceptable Behaviours

LEVELS	REASONS	ACTIONS
Level 0	<ul style="list-style-type: none"> All students begin on this level Consistently exhibit the behaviours that are expected Display self-discipline and are responsible 	<ul style="list-style-type: none"> Are recognised and reinforced for their positive behaviour Move through the Award system
Level 1 Warning 1 week	<ul style="list-style-type: none"> Student is causing concern (1 major (AP to confirm) or 3 incidences in one week) Student is starting to exhibit inappropriate behaviour in the classroom or playground If another major or minor in 5 days they progress to Level 1. 	<ul style="list-style-type: none"> Teacher to discuss behaviour concerns with parent and document into Sentral. Explain to parent reasons and actions. Student walks with a teacher for 2 days with 10 minute break for recess and lunch. Students can only be on a Level 1 Warning Level twice in 1 Term. If a student it exceeds this they progress to Level 1.
Level 1 2 weeks	<ul style="list-style-type: none"> Student is continuing to cause concern (1 major (AP to confirm or at Principal discretion) or exceeds 3 incidences in one week) Student is continuing to exhibit inappropriate behaviour in the classroom or playground 	<ul style="list-style-type: none"> Teacher to discuss behaviour concerns with parent and document into Sentral Student on behaviour card Teacher to check-in with student daily and report to AP if concerned. Student walks with a teacher for 2 days with 10 minute break for recess and lunch. Day 3 and 4 -Student reports to teacher on duty in Canteen area and must only play in Canteen Area Day 5 – Student can play in Canteen Area but does not need to check in with the teacher Week 2 – 5 day probation period Student is unable to participate in PSSA Loss of privileges for 2 weeks (E.g. no access to Year 6 area) If a student has been on Level 1 throughout the term – they miss out on the PBL Reward Day during the term. If student is absent or has an extracurricular activity on the day of the consequence it will be made up when the student returns to school or the following day.
Level 2 2 weeks	<ul style="list-style-type: none"> Student is continuing to cause concern (1 major (AP to confirm or at Principal discretion) or exceeds 3 incidences in one week) Student is continuing to exhibit inappropriate behaviour in the classroom or playground 	<ul style="list-style-type: none"> Documentation into Sentral continues. Deputy Principal/ Principal to discuss concerns with parent. Letter sent home indicating level change and our school expectations. 1st Week – student to miss out on recess and lunch (student walks with teacher on canteen) (10 minute toilet break) 2nd Week – students walk with teacher for recess and half of lunch in the canteen area Student is unable to participate in PSSA and whole school well-being rewards Teacher discusses strategies with AP to help support student. Loss of privileges for 5 weeks (E.g. Year 6 = job taken away, no access to Year 6 area, Captain, Sport Captain, SRC badge to be taken away while on Level 2) Placed on a behaviour card for 2 weeks, monitored by teacher and Stage leader

<p>Level 3 Serious</p> <p>1 week playground withdrawal</p> <p>2 weeks behaviour card monitored</p>	<ul style="list-style-type: none"> Continuing above behaviours Continual disruptive / serious behaviour 	<ul style="list-style-type: none"> Pre-suspension warning letter sent home indicating all the actions below and requesting a parent interview with teacher, supervisor and DP/Principal. A Behaviour Response Plan is created by classroom teacher in consultation with student and parent. A copy of this is given to Supervisor and DP/Principal and put onto Sentral. Student is unable to participate in PSSA and whole school Wellbeing rewards Week 1 - Student on Playground withdrawal where they learn strategies to help minimise problem behaviour Week 2 - student to miss out on recess and lunch (student walks with teacher on canteen) (10 minute toilet break) Behaviour card monitored by DP/Principal for 2 weeks. Gradual return to playground Loss of privileges (E.g. Year 6 = job taken away, no access to Year 6 area, Captain, Sport Captain, SRC badge to be taken away permanently)
<p>SUSPENSION</p>	<ul style="list-style-type: none"> Consistently displaying Level 3 behaviours Severe and unsafe behaviours 	<ul style="list-style-type: none"> Principal to contact parents to communicate suspension Department procedures for the Suspension and Expulsion of school students will be strictly adhered to On return to school a case conference will occur with relevant personnel Work provided by class teacher to be completed by student while on suspension An informal behaviour monitoring by the Principal upon returning to Level 0 In extenuating circumstances extra playground supervision and adjustments may need to be provided to support the student's transition to school.

Student starts fresh on Level 0, after the above actions have been followed through.

Classroom Behaviour Management System – 2021

<h3>Outstanding</h3>	<ul style="list-style-type: none"> • Students who are going above and beyond in meeting our classroom expectations and displaying our 7 Learning Powers can move to 'Outstanding'. • Students who reach this level can receive a token to be put in our fast and frequent holder in Canteen Area.
<h3>Ready to Learn</h3>	<ul style="list-style-type: none"> • All students start on 'Ready to Learn' at the beginning of a school day • Students remain on 'Ready to Learn' if they are meeting our classroom expectations and making good choices with their learning. • If students are not meeting classroom expectations teachers follow our PBL response plan: <ul style="list-style-type: none"> ○ Prompt – Low Key Responses ○ Redirect – restate the expected behaviour ○ Reteach – tell, show, practice, acknowledge ○ Provide choice ○ Response to ALL student misbehaviour is: Calm Consistent Brief Immediate Respectful
<h3>I have received a warning for my behaviour</h3>	<ul style="list-style-type: none"> • If a student fails to meet classroom expectations they move to 'I have received a warning for my behaviour'. Where the teacher provides a Verbal Warning – clearly linked to expectation not being met.
<h3>Reflection Time</h3>	<ul style="list-style-type: none"> • If a student continues to display inappropriate behaviour they are then moved to 'Reflection Time'. • Reflection time may look different depending upon the student's year group. E.g. Kinder may not use a reflection book but may rely on a conversation with their teacher. • Student reflects on behaviour for a maximum of 10 minutes using key reflection questions. • The teacher has a brief chat with student about their behaviour, classroom expectations and their reflection. • The teacher allows the student a chance to come back to the class to make better choices.
<h3>Teacher Choice</h3>	<ul style="list-style-type: none"> • If the student continues with their inappropriate behaviour the teacher has the 'Choice' to choose the appropriate consequence. This may mean <ul style="list-style-type: none"> ○ temporary removal of student from activity ○ being sent to another classroom ○ walking around at lunch with the teacher who put them on 'teacher choice' (classroom/RFF teacher), ○ staying in at lunch to discuss behaviour concerns and alternative options if a similar situation occurs (if teacher is not on duty that day)

If a behaviour ends with a consequence, the behaviour needs to be documented in Sentral.

2-3 'Restoration' sessions in 3 weeks – A students moves to Warning Level 1 – Follow 'Strategies for Unacceptable Behaviour Document'

Classroom Behaviour Management – In action

2.f: Minor and Major Behaviours:

Minor Behaviours	
Inappropriate verbal language	Student engages in low intensity instance of inappropriate language
Physical contact – non serious but inappropriate	Student engages in non-serious, but inappropriate physical contact
Defiance/ disrespect/ non-compliance	Student engages in brief or low-intensity failure to respond to adult requests
Disruption	Student engages in low-intensity, but inappropriate disruptive behaviour. E.g. Talking while teacher or peer is talking.
Property misuse	Student engages in low intensity mis-use of property. E.g. breaking rulers, pencils etc
Excluding behaviour	Student intentionally excludes and is unkind to another student
Tease/taunt	Student intentionally makes fun of and is mean to another student.
Drawing on school property	Student engages in low-intensity misuse of property
Inappropriate use of technology	Student engages in non-serious but inappropriate (as defined by school) use of mobile phone, music/video players, camera, and/ computer / internet / email
Out of bounds	Student is in an area that is marked/described as an unsafe area within the school grounds (as defined by school)
Repeated uniform misdemeanours	Student wears clothing that does not fit within the dress code guidelines practised by the school.
Indirect swearing	Student accidentally uses inappropriate language when hurt
No hat (repeated)	Student does not wear hat (repeatedly) and refuses to wear a hat after being asked. Student needs to stay in specific shady area.
Students encouraging other students to engage in minor or major behaviours	Student encourages other students to engage in a behaviour that does not meet Tharawal's expectations. E.g. Telling a student to go out of bounds.
Major Behaviours	
Abusive language/ profanity	Verbal messages that include swearing, name calling or use of words in an inappropriate way

Continued defiance/ disrespect/ non-compliance	Continued refusal to follow directions, talking back and/or socially rude interactions, and/or actions that deliberately impair student learning
Continued disruption	Persistent behaviour causing an interruption in a class or activity. For example, sustained loud talking or yelling; noise with materials; and/or sustained out-of-seat behaviour
Physical aggression	Actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.
Repeated harassment/ tease/ taunt/exclusion	Student delivers disrespectful messages (verbal or gestural) to another person- messages include threats and intimidation, obscene gestures, pictures, or written notes.
Property damage	Student deliberately impairs or breaks school property. Student participates in an activity that results in substantial destruction or disfigurement of property.
Absconding	Student deliberately leaves school grounds entirely and without permission
Racism (ARCO)	Actions or words involving unacceptable behaviour that assumes someone is inferior because of their skin colour, language or race
Deleting/destroying other's work.	Intentionally deleting or destroying someone's work.
Direct swearing	Using words in an inappropriate way that are directed someone with the intent to hurt.
Intentionally damaging school property	Student deliberately impairs the usefulness of property
Misuse of rocks and sticks towards another individual	Student engages with objects that have the potential to injure another student/teacher. E.g. Using sticks and rocks as a weapon.
Repeated misuse of technology	Student engages in inappropriate (as defined by school / DET) use of mobile phone, music/video players, camera, and/ computer / internet / email

2.g: Classroom Management Plan

- Prompt – Low Key Responses
- Redirect – restate the expected behaviour
- Reteach – tell, show, practice, acknowledge
- Provide choice

Response to ALL student misbehaviour is: Calm Consistent Brief Immediate Respectful Private

Verbal Warning – clearly linked to expectation not being met

Time Out in Classroom – Time-Out Area – 10 minutes maximum

Student fills in reflection card about action and result.
Student and teacher discuss choices which led to student being in 'Time Out'

Time Out in another Classroom

Fill out a Time Out Classroom Behaviour Card and put in tray in AP office
Classroom Teacher to add incident to Sentral.
2-3 Time Out Behaviour Cards in 3 weeks – Then Yellow Level – Follow Strategies to Support Unacceptable Behaviour Document

Please view Strategies to Support Unacceptable Behaviour Procedures

2.h: Acknowledging and Rewarding Student Achievement

Tharawal Primary School supports a positive environment where students are known, valued and cared for and rewarded for their behaviour, work habits and achievements. Varied forms of positive reinforcement are used for acceptable behaviour across the whole school in accordance with the Behaviour Code for Students and School Positive Behaviour for Learning values.

Each classroom clearly displays the class rules and expectations for students to follow. The School displays the Positive Behaviour for Learning values in the class and around the playground. This reinforces expected behaviour and allows students to recognise their achievements.

Class teachers employ a variety of strategies in the classroom to reward student and team effort and achievement. Positive work habits are also acknowledged in the classroom through the use of verbal and non-verbal methods.

2.i: Awards System

The aim of our reward system is to develop self-discipline and a productive learning environment. It also focuses on developing consistency across our K-6 school. The system consists of Playground Tokens, Ants Awards, Reading Gym Awards, Silver Awards, Gold Awards, Banners, Tharawal medals and Tharawal medallions.

The Award system operates in the following way:

Playground Tokens 'Fast and Frequent'

Students are given tokens in the playground for following our school PBL expectations. These tokens are placed in a box outside the office. The tokens accumulate over the Term and either a whole school or Stage reward is provided when students reach a certain number of tokens.

Procedure

- 6 ants – silver
- 3 silver – gold
- 3 gold – banner
- 3 banners – Tharawal badge
- Begin award procedure again to earn Tharawal medal to hang from the badge

Ant Awards

Ant awards are given to students for displaying our Learning Powers. These awards can be given during learning time. When a student has collected 6 Ant awards, they are exchanged for a silver award by their classroom teacher. Reading gym awards remain (this links to our Home Reading Program). Reading Gym Awards are equivalent to an ANT award.

Silver Awards

Silver awards are presented to the students by the classroom teacher after 6 Ant awards have been submitted. Silver awards are also presented to students at the end of each week. Class teachers give students in K-2 receive 2 awards and 3-6 students receive 3 awards a week due to class sizes. Not every child will receive 2 awards per week.

Gold Awards

3 Silver Awards need to be collected by students and placed in the white box outside the staffroom or at the front office. Gold awards are presented to students at our weekly assembly.

Banners

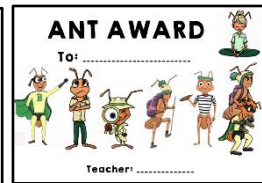
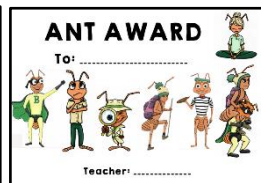
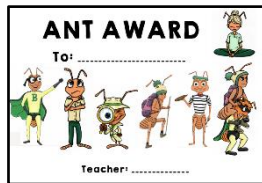
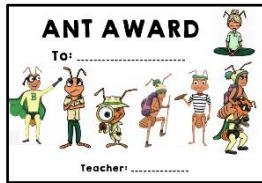
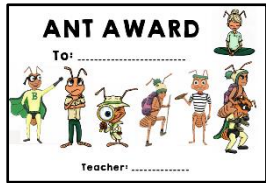
3 Gold Awards need to be collected by students and placed in the white box outside the office. Banners are presented to students at our Banner assembly (once a Term).

Tharawal Medal

3 Banners need to be collected by students and placed in the white box outside the office. The Tharawal Medal is presented at the next Assembly.

Tharawal Medallion

Once a Tharawal Medal is received, the Award System begins again to earn Tharawal medal to hang from the badge.



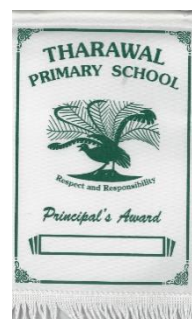
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The whole award system is repeated and a medallion is added to the Tharawal badge.

3. Community Participation

The best education happens when parents and schools work together. Working together as partners is fundamental to maintaining positive student behaviour in schools. Parents, students and the wider school community have a shared commitment to keep schools safe. Tharawal Primary School helps to promote positive behaviour and support vulnerable students by building strong links with parents, carers and school communities. Research shows that students achieve better outcomes when schools, families and the community work together to support learning. Schools and families both benefit from strong, respectful family-school relationships and when they share responsibility for student learning. We acknowledge parents as partners in school education through consultation on school plans and learning programs. Our Learning and Support Team assist families to gain access to support services in the community and we encourage parents and community members to participate actively in the education of young people through sharing learning tasks and success with parents and involving parents in school events. Our Student Representative Council and School Leadership Team encourage students to have a sense of belonging to the school community by giving them a voice in school activities and resources.

3.a: Student Representative Council (SRC)

Tharawal Primary School recognises students as active partners in their own education rather than just as recipients of it. Our school's SRC allows student voice in what happens within the school and its community. The SRC meet weekly to discuss student concerns, student improvement ideas and to organise community fundraising events. The two representatives from each class act as a link between students and the SRC.

3.b: Student Leadership

Student leadership at Tharawal Primary School provides an opportunity for students to actively participate in the decision-making processes at our school. It gives students a sense of belonging and builds connection to our community. Students are encouraged to take on leadership roles in an endeavour to increase their own leadership skills, act as effective role models for the student body and offer responsible service to their school and peers. See the Students Leadership Plan for more details

3.c: Parents and Citizens Association

The Tharawal Parents and Citizens Association (P&C) are a productive and supportive group and undertake many fantastic projects throughout the school year. The P&C works together with teachers, staff and students at the school to achieve common goals for the students. The partnership is built on trust, respect and shared values. The Tharawal P&C members are dedicated to embracing the challenges of educating children in the 21st century. This is achieved through attending, supporting and participating in the many exciting and educational activities throughout the year as well as financial support to the school. The P&C operates the school canteen, uniform shop and oversees student banking. They hold regular Mother's Day and Father's Day stalls. They financially support the Smooth Start program, maintain the school environment, reading programs, technology purchases and additional resource purchases. The Tharawal P&C meetings are held on the second Tuesday of each month at 7:00pm in the school staffroom.

3.b: Opportunities that Celebrate and Share Student Learning

Tharawal staff will facilitate parent and community involvement in a range of school activities. We promote and sharing learning with our parents and carers to allow student learning and success to be celebrated and recognised. School events and student achievements are shared to the community regularly through the school newsletter – Tales, the school website, Facebook Page and by email. Tharawal Primary School involve parents in numerous events to support student engagement and welfare, some events are:

- Book Week Celebrations
- Athletics Carnivals
- Swimming Carnivals
- Cross Country Carnivals
- Harmony Day

- Education Week
- Grandfriends Day
- School Assemblies
- Parent-Tutor Reading Program
- Home Reading
- Class Parent Helpers in K – 2
- Carols Night
- Welcome Barbeque
- ANZAC Day Commemorations
- Easter Hat Parade
- Parent Information Sessions
- Creative and Performing Arts Night
- Public Speaking Night
- Presentation Day

4. Responsibilities

4.a: Our school Principal will ensure that:

- a commitment to student welfare underpins all the policies and activities of the school
- the school community reviews policies and practices related to student welfare
- student welfare is regularly reviewed using appropriate planning processes
- a school discipline policy is developed and regularly reviewed
- the review processes consider other mandatory policies
- strategic issues identified in reviews are incorporated into the school plan
- students, staff and parents are assisted to develop strategies for addressing student welfare 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 students in the school.

4.b: Our Deputy Principal will:

- the day-to-day operation of the school
- coordinating the smooth enactment of established policies, processes and protocols
- balancing the various aspects of the role with the need for strong accountability
- sharing responsibility with the principal for ensuring clear and transparent accountability processes are established in the school community and implemented with fidelity
- supporting the Principal in providing leadership and direction to the Welfare and Discipline Policy
- enlisting the support of District Office personnel and New South Wales Department of Education personnel and community agencies to support students
- supporting all staff in the management of student behaviour

- encouraging a school culture that caters for the development of the whole child (physically, emotionally, educationally and psychologically)
- ensuring procedures and policies are followed by the staff
- communicating issues of student behaviour with staff and parents in align with Strategies to Support Unacceptable Behaviour Document
- the welfare of all students and staff
- overseeing the teaching and learning programs in the school
- supporting and advises the Assistant Principals in managing difficult behaviours of students

4.c: Our school Assistant Principal's will:

- providing support for teachers in managing difficult student behaviour by following the school's Behaviour Management Process.
- assisting students to reflect on their own behaviour and the consequences for their actions.
- determining and implementing appropriate logical consequences for inappropriate student behaviour and ensuring procedural fairness.
- monitoring the implementation of the Student Wellbeing Policy;
- keeping a record of all incidents with which, they have dealt.
- communicating issues of student behaviour to staff.
- liaising with parents and the community in regard to student behaviour.

4.d: Teaching and support staff, according to their role in the school, will:

- ensure that they are familiar with the DoE Student Welfare Procedures and the School Discipline Procedure.
- 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 in this procedure
- participate in the school community's implementation of the Student Welfare Procedure.

4.e: Staff with a specific student support role will ensure that:

- the school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

4.f: 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 and school parliaments
- practice peaceful resolution of conflict.

Players' Code of Conduct in Sport

The school is involved in inter-school sport (PSSA) and a variety of sports activities. Any student representing the school is expected to do so in a manner that will be a credit to themselves and the school. All participants in sports activities must abide by the Players' Code of Conduct.

- Play for the fun of it.
- Work equally hard for yourself and your team.
- Be a good sport and encourage your fellow team members.
- Compete by the rules and always abide by the referee/umpire or touch judge decisions.
- Control your temper and behaviour whilst on and off the playing field and make no criticism either by word or gesture.
- Whilst on the sidelines do not touch any sporting equipment. Sit and support your participating school mates.
- Be modest in success and generous in defeat (ie. don't show off when successful or be a bad sport when defeated).

School Uniform

The wearing of school uniform is strongly encouraged at Tharawal Primary School as per the guidelines of the School Uniform Procedure. If a student is not able to wear the school uniform due to unforeseen circumstances, a note should be written to the class teacher explaining the reason. The wearing of school hats is compulsory.

Prohibition of Drugs and Weapons

Students are prohibited from smoking, consuming alcohol or using illegal drugs within the school premises, while engaged on teacher-organised activities outside the school or going to and from school. Possession of certain weapons is a criminal offence under the provisions of the Prohibited Weapons Act, 1989. If the Principal becomes aware that a student, or any other person is in possession of drugs or weapons on school premises or at a school activity, he or she will contact the police.

Excursions, Cultural Performances, School Activities

Excursions, cultural performances and school activities are part of the enrichment program of the school, and children are encouraged to attend all such activities arranged by teachers. Full school uniform, unless otherwise stated, must be worn on these occasions. All students must abide by the school code whilst on excursions or representing the school. Parental permission is required for attendance at all of these events.

4.g: 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.