



# Llandilo Public School

Where children are valued and nurtured

**PLEASE NOTE: This Policy is under review to align with the principles of P.B.L. (Positive Behaviour Learning)**

## CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS

Students in NSW government schools are provided with 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 are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

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

### CORE RULES

All students in NSW government schools are expected to:

- Attend school 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.



NSW Department of Education and Training

## **SCHOOL RULES**

At Llandilo Public School, students are expected to abide by the Core Rules of the NSW Department of Education and Training.

In addition, students are expected to:

- Refrain from dangerous play;
- Remain inside school grounds unless under the supervision of teachers / parents;
- Remain out of out-of-bounds areas such as the school's car park;
- Keep the school clean and litter free;
- Enter classrooms ONLY when directly supervised by a teacher;
- Walk, not run, on all concreted and asphalted areas; and
- Respond quickly to assembly bells.

Students **MUST NOT** bring illegal drugs, alcohol, tobacco or weapons to school.

Students **SHOULD NOT** bring valuable equipment, mobile phones or valuable toys to school.

## **RESPECT AND RESPONSIBILITY**

The staff and students of Llandilo Public School promote and value **'Respect'** and **'Responsibility'** in all areas of school life.

**Respect** is *“Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.” (Board of Studies, 2006)*

**Responsibility** is *“Being accountable for your individual and community’s actions towards yourself, others and the environment.” (Board of Studies, 2006)*

At Llandilo Public School, values are promoted through:

- Values education, incorporating respect and responsibility across learning areas;
- Implementation of the school’s procedures for recognising and reinforcing student achievement;
- Implementation of the school’s strategies and practices to promote positive student behaviour and to manage inappropriate behaviour;
- Implementation of anti-bullying, gender equity and anti-discrimination policies;
- Celebrating diversity within the school and its community;
- Combining with other schools for educational and cultural activities e.g. middle years programs, cultural festivals and inter-school sporting activities.
- Cultural exchange with Llandeilo, Wales;
- Working in partnership with local community groups such as the Llandilo Rural Fire Service brigade and the community church to conduct joint projects such as the Tsunami clothing drive;
- Building student leadership capability and promoting values through activities such as SRC and Peer Support;
- Reporting to parents on student’s ownership of learning to include respect for themselves and others and responsibility for their actions.

## STUDENTS' RIGHTS AND RESPONSIBILITIES

	<u>Right</u>	<u>Responsibility</u>
1	Students have the right to be happy and be treated with understanding.	Students have a responsibility to treat others with understanding.
2	Students have the right to be treated with respect and courtesy.	Students have a responsibility to treat others with respect and courtesy. Students have a responsibility to respect the authority of teachers.
3	Students have a right to feel safe at school.	Students have a responsibility to keep the school safe for others by not threatening or hurting others.
4	Students have a right to expect that their property is safe at school.	Students have a responsibility not to steal, damage or destroy the property of others and to take care of their own property.
5	Students have the right to obtain maximum educational benefit from all classes.	Students have a responsibility to cooperate with teachers and other students to ensure that lessons proceed. Students have a responsibility to keep up-to-date with required work. Students have a responsibility to behave so as not to interfere with other students' right to learn. Students have a responsibility to be punctual and to attend school.
6	Students have a right to a pleasant, clean and well-maintained school environment.	Students share responsibility for care of the school environment – to keep it clean and litter free.
7	Students have a right to a school environment free of physical dangers.	Students share responsibility for reporting defective buildings, fittings and equipment.
8	Students have a right to expect the support and respect of the local community.	Students have a responsibility to behave in a way that reflects positively on the school. Students have a responsibility to adhere to the requirements of the school's uniform policy. Basic requirements are cleanliness, tidiness and modesty.
9	Students have a right to be assisted to learn social skills and self-control.	Students assume responsibility for all of their actions.
10	Students have a right to expect that all of the above rights are theirs as long as they are carrying out their full responsibilities.	Students have a responsibility to protect theirs and the rights of others by carrying out their full responsibilities at all times.

## **STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT**

At Llandilo Public School an important part of our welfare policy is to recognise and reward student achievement.

### **GOLD, SILVER AND BRONZE AWARDS**

These awards are presented for sustained achievement across all areas of school life. Students self-assess against a set of criteria (see over) to determine their eligibility for an award. Teachers monitor this self-assessment process and work in collaboration with students to define the school's expectations and the student's attainments.

The awards are presented at a K-6 Assembly once each Term. Students who achieve the awards are recognised in the school newsletter and receive a special certificate. Students attaining a Gold award attend a morning tea with the staff.

### **CLASS AWARDS**

Our class award system covers social and academic achievement within the school and during all other school activities.

Teachers allocate awards for achievement in any of the following areas:

- Academic
- Excellence
- Citizenship and Values
- Sportsmanship
- Leadership

Teachers present an average of 1-2 awards per school day.

### **ASSISTANT PRINCIPAL'S AWARD (AP AWARD)**

When a student receives **5 class awards** he/she is eligible for an Assistant Principal's Award.

He/she must present the 5 class awards to the Assistant Principal. The AP Award will subsequently be presented at a morning assembly.

### **PRINCIPAL'S AWARD**

When a student receives **3 AP Awards** he/she is eligible for a Principal's Award.

The student is obliged to present the AP Awards to the Principal. He/She will be presented with the Principal's Award at the monthly K-6 Assembly.

### **BANNER OF EXCELLENCE**

After receiving **2 Principal's Awards** students are eligible for a Banner of Excellence.

Students must present the Principal's Awards to the Principal to be eligible for the Award. Banners are presented at the monthly K-6 Assembly.

### **STUDENT OF THE MONTH**

Each month, one student is selected as 'Student of the Month'.

The Award is made to a student who displays citizenship qualities deserving of special recognition.

The 'Student of the Month' receives a badge to wear for the month and a certificate to keep.

The student and his/her achievements are recognised in the school's newsletter.

### **SPORTS AWARDS**

Each week, sports awards are presented to students who participate exceptionally well during school sport.

### **LEGENDS OF LLANDILO**

One student from each class is recognised in the weekly school newsletter for his/her achievement in a particular area of school life. The student's name and achievement is listed under the 'Legends of Llandilo' heading.

## CRITERIA FOR BRONZE, SILVER AND GOLD AWARDS

### STAGE 1 (Kindergarten, Year 1 and Year 2)

#### BRONZE AWARD

<b>Learning</b>	I complete all work to the best of my ability. I start my work quickly.
<b>Personal, Social and Leadership</b>	I keep myself neat and tidy. I am kind in my actions. I am polite in my words. I look after my own belongings.
<b>Behaviour and School Rules</b>	I walk on concrete areas. I follow instructions. I put my rubbish in the bins to keep my school tidy. I care for school property.

#### SILVER AWARD

Students must demonstrate all **BRONZE** criteria, have achieved a **BRONZE** award and demonstrate the following additional criteria.

<b>Learning</b>	I present my work neatly. I ask for help if I need to. I allow others to work uninterrupted.
<b>Personal, Social and Leadership</b>	I help other people. I respect the belongings of others.
<b>Behaviour and School Rules</b>	I am sensible in the playground. I am sensible in the classroom. I follow the rules during assemblies and in lines. I follow rules on the bus and/or at the crossing. I play in a way which keeps me and others safe.

#### GOLD AWARD

Students must demonstrate all **BRONZE** and **SILVER** criteria, have achieved **BRONZE** and **SILVER** awards and demonstrate the following additional criteria:

<b>Learning</b>	I join in class activities. I present all my work with pride and care.
<b>Personal, Social and Leadership</b>	I am honest, reliable and trustworthy. I am a good leader. I treat all school community members with respect.
<b>Behaviour and School Rules</b>	I always follow school rules. I earn the respect of my peers and teachers.

## STAGE 2 (YEARS 3 AND 4)

### BRONZE AWARD

<b>Learning</b>	I complete all work to the best of my ability. I start my work quickly.
<b>Personal, Social and Leadership</b>	I dress appropriately. I listen when others speak and allow them to have their say. I am kind in my actions. I am polite in my words. I look after my own belongings.
<b>Behaviour and School Rules</b>	I help keep my classroom tidy. I walk on concrete areas. I follow instructions. I put my rubbish in the bins to keep my school tidy. I care for school property.

### SILVER AWARD

Students must demonstrate all **BRONZE** criteria, have achieved a **BRONZE** award and demonstrate the following additional criteria.

<b>Learning</b>	I complete all projects and assignments. I work well with others. I present my work neatly. I ask for help if I need to. I allow others to work uninterrupted.
<b>Personal, Social and Leadership</b>	I accept correction with the right attitude. I stay calm in challenging situations. I refer difficult situations to a teacher. I help other people in an appropriate way. I respect the belongings of others.
<b>Behaviour and School Rules</b>	I am in the right place at the right time. I am sensible in the playground. I am sensible in the classroom. I follow the rules during assemblies and in lines. I follow rules on the bus and/or at the crossing. I play in a way which keeps me and others safe.

### GOLD AWARD

Students must demonstrate all **BRONZE** and **SILVER** criteria, have achieved **BRONZE** and **SILVER** awards and demonstrate the following additional criteria:

<b>Learning</b>	I actively contribute to class activities. I have a positive attitude towards my learning. I present all my work with pride and care.
<b>Personal, Social and</b>	I show initiative.



<b>Leadership</b>	I take responsibility for my own actions. I am honest, reliable and trustworthy. I am a good leader. I treat all school community members with respect.
<b>Behaviour and School Rules</b>	I show respect during the National Anthem and at special events. I always follow school rules. I earn the respect of my peers and teachers.



**STAGE 3 (YEARS 5 AND 6)**

**BRONZE AWARD**

<b>Learning</b>	<p>I attempt all homework.                  I complete all work to the best of my ability.                  I start my work quickly.</p>
<b>Personal, Social and Leadership</b>	<p>I demonstrate fair play.                  I go out of my way to be pleasant to other people.                  I dress appropriately.                  I listen when others speak and allow them to have their say.                  I am kind in my actions.                  I am polite in my words.                  I look after my belongings.</p>
<b>Behaviour and School Rules</b>	<p>I help keep my classroom tidy.                  I walk on concrete areas.                  I follow instructions.                  I put my rubbish in the bins to keep my school tidy.                  I care for school property.</p>

**SILVER AWARD**

**Students must demonstrate all BRONZE criteria, have achieved a BRONZE award and demonstrate the following additional criteria.**

<b>Learning</b>	<p>I complete all projects and assignments.                  I use my time wisely.                  I work well with others.                  I present my work neatly.                  I ask for help if I need to.                  I allow others to work uninterrupted.</p>
<b>Personal, Social and Leadership</b>	<p>I value punctuality and good attendance.                  I include other students in activities.                  I am a good team member.                  I have respect for others' differences.                  I accept correction with the right attitude.                  I stay calm in challenging situations.                  I refer difficult situations to a teacher.                  I help other people in an appropriate way.                  I respect the belongings of others.</p>
<b>Behaviour and School Rules</b>	<p>I move between activities quietly, sensibly and safely.                  I am in the right place at the right time.                  I am sensible in the playground.                  I am sensible in the classroom.                  I follow the rules during assemblies and in lines.                  I follow the rules on the bus and/or at the crossing.                  I play in a way which keeps me and others safe.</p>

**GOLD AWARD**

**Students must demonstrate all BRONZE and SILVER criteria, have achieved BRONZE and SILVER awards and demonstrate the following additional criteria:**

<b>Learning</b>	<p>I work independently.                      I take responsibility for my own learning.                      I actively contribute to class activities.                      I have a positive attitude towards my learning.                      I present all my work with pride and care.</p>
<b>Personal, Social and Leadership</b>	<p>I am an active peacemaker.                      I demonstrate citizenship.                      I am a good role model for other class members and younger children.                      I show initiative.                      I find appropriate ways to contribute to the school community.                      I take responsibility for my own actions.                      I am honest, reliable and trustworthy.                      I am a good leader.                      I treat all school community members with respect.</p>
<b>Behaviour and School Rules</b>	<p>I am an excellent representative of Llandilo Public School within and outside the school.                      I show respect during the National Anthem and at special events.                      I always follow school rules.                      I earn the respect of my peers and teachers.</p>

## STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR AND TO MANAGE INAPPROPRIATE BEHAVIOUR

Llandilo Public School students begin each calendar year on GREEN level. Performance across multiple areas of school life determines whether the student moves up or down from the GREEN starting level.

The levels are as follows:

LEVEL	DESCRIPTOR	CRITERIA AND OUTCOMES OF PLACEMENT AT THIS LEVEL
<b>GOLD</b>	<p>The student is continually excellent.</p> <p>The student is demonstrating all criteria for this level.</p> <p>The student has achieved Bronze and Silver levels in the calendar year.</p>	<p>Refer to Gold, Silver and Bronze criteria.</p> <p>The student will be:</p> <ul style="list-style-type: none"> <li>• Awarded a GOLD certificate at a K-6 Assembly;</li> <li>• Acknowledged in the school newsletter;</li> <li>• Invited to a morning tea with the staff; and</li> <li>• Have his/her photo placed on an honour board.</li> </ul>
<b>SILVER</b>	<p>The student is an excellent role model.</p> <p>The student is demonstrating all criteria for this level.</p> <p>The student has achieved Bronze level in the calendar year.</p>	<p>Refer for Silver and Bronze criteria.</p> <p>The student will be:</p> <ul style="list-style-type: none"> <li>• Awarded a SILVER certificate at a K-6 Assembly; and</li> <li>• Acknowledged in the school newsletter</li> </ul>
<b>BRONZE</b>	<p>The student is very good.</p> <p>The student is demonstrating all criteria for this level.</p>	<p>Refer to Bronze criteria.</p> <p>The student will be:</p> <ul style="list-style-type: none"> <li>• Awarded a BRONZE certificate at a K-6 Assembly; and</li> <li>• Acknowledged in the school newsletter.</li> </ul>
<b>GREEN</b>	<p>The student is usually good.</p> <p>Starting level for each student every year.</p>	<p>The student will be trying to learn, to demonstrate good social and leadership skills, to be well-behaved and to obey rules.</p>
<b>YELLOW</b>	<p>The student's behaviour is inappropriate.</p> <p>The student will have his/her name recorded in the Behaviour Book for inappropriate or dangerous behaviour.</p>	<p>The student will</p> <ul style="list-style-type: none"> <li>• Complete a <b>lunchtime detention</b>;</li> <li>• Discuss ways to improve behaviour with the Assistant Principal and teacher; and</li> <li>• Take responsibility for delivering a letter to parents and a return slip to the Assistant Principal.</li> </ul>
<b>ORANGE</b>	<p>The student's behaviour is unsatisfactory.</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Be placed on a <b>Behaviour Card</b> for 10 school days pending demonstration of satisfactory behaviour during that time;</li> <li>• <b>Report daily</b> to the Assistant Principal and/or Principal;</li> </ul>

	<p>The student will have had his/her name recorded in the Behaviour Book 3 times during 10 calendar weeks.</p>	<ul style="list-style-type: none"> <li>• <b>Set goals</b> to improve his/her behaviour;</li> <li>• Be placed on <b>lunchtime detention</b> for 5 school days; and</li> <li>• May be excluded from awards and special events.</li> </ul>
<b>RED</b>	<p>The student's behaviour is causing serious concern.</p> <p>The student will have an additional entry recorded in the Behaviour Book while on a Behaviour Card.</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Complete a one day <b>in-school suspension</b>;</li> <li>• Remain on a <b>Behaviour Card</b> until an improvement is noted;</li> <li>• <b>Report daily</b> to the Assistant Principal / Principal;</li> <li>• Continue to <b>set goals</b> to improve behaviour;</li> <li>• Be excluded from awards, camps, excursions and other special events for <b>10 weeks</b>; and</li> <li>• <b>Be placed on detention</b> every day whilst on this level.</li> </ul> <p>Parents will be informed in writing and attend an interview with the Principal, class teacher and student welfare coordinator.</p>
<b>PURPLE</b>	<p>The student's behaviour is unable to be tolerated.</p> <p>The student will continue to have Behaviour Book entries while on a Behaviour Card.</p>	<p>The student will be placed on an individual behaviour plan.</p> <p>Options can include:</p> <ul style="list-style-type: none"> <li>• Intervention by the Itinerant Support Teacher Behaviour;</li> <li>• Staged re-entry</li> <li>• Prolonged in-school suspension;</li> <li>• Short or long suspension</li> <li>• Expulsion.</li> </ul>

**Note :** The Principal and executive staff reserve the right to adjust a student's level at any time in response to changed circumstances.

## SUSPENSION AND EXPULSION FROM SCHOOL

There are cases of unacceptable behaviour where it is 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.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviour which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.

In determining whether a student's misbehaviour is serious enough to warrant suspension, the Principal will consider the safety, care and welfare of the student, staff and other students in the school. In most cases, a range of appropriate student welfare and discipline strategies will have been implemented and documented before a suspension is imposed. In some circumstances, the Principal may determine that a student should be suspended immediately.

### Immediate Suspension

Principals must suspend immediately a student who:

- **Is physically violent** – Any student who is physically violent, resulting in pain or injury, or who seriously interferes with the safety and wellbeing of other students, staff or other persons.
- **Is in possession of a firearm, prohibited weapon or knife** – In this case the matter is also reported to police.
- **Uses or is in possession of a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.**

### Short Suspension

In circumstances where student welfare and discipline options have been unsuccessful in resolving inappropriate behaviour, the Principal may impose a short suspension of up to and including four school days. Short suspensions may be imposed for:

- **Continued disobedience**
- **Aggressive behaviour** including verbal abuse and abuse transmitted electronically by email or SMS text messages.

### Long Suspension

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the Principal may impose a suspension of up to and including 20 school days. Long suspensions may be imposed for:

- **Physical violence**
- **Use or possession of a prohibited weapon, firearm or knife**
- **Possession or use of a suspected illegal substance**
- **Use of an implement as a weapon or threatening to use a weapon**
- **Serious criminal damage related to the school**
- **Persistent misbehaviour.**

In all cases of suspension, the student's parents will be notified in writing of the duration and reasons for suspension. Parents or carers participate in a suspension resolution meeting convened by the Principal prior to the student's return to school.

### Expulsion

In serious circumstances of misbehaviour the Principal may expel a student of any age from the school. Students expelled from a particular school for misbehaviour may not re-enrol in that school without the approval of the Regional Director of Education.

### Appeals

Students and parents or carers may appeal if they consider that correct procedures have not been followed or that an unfair decision regarding suspension or expulsion has been reached.

### Procedural Fairness

Procedural fairness is the basic right of all individuals dealing with authorities. Department of Education and Training officers are obliged to follow these principles when dealing with suspensions and expulsions.

The two essential elements of procedural fairness are:

- **The right to be heard** – to know why an action is happening, to know the way in which issues will be determined, the right to know the allegations and the right to respond to allegations.
- **The right to an impartial decision** – the right to impartiality in the investigation and decision-making processes, and the right to an absence of bias.

A full version of the policy is available on the Department of Education and Training website at

<http://www.det.nsw.edu.au/policies/index.shtm>

## **ANTI-BULLYING POLICY**

### **Policy Statement**

At Llandilo Public School, bullying is not acceptable in any form. Our students have a right to spend their school days free from the fear of bullying, harassment and intimidation.

Teachers, students, parents, caregivers and members of the wider community have responsibility to work together to address bullying issues.

### **Definition**

Bullying is intentional, repeated behaviour by an individual or group that causes distress, hurt or undue pressure. It involves the abuse of power in relationships.

Bullying can be:

- **Verbal** e.g. name calling, abuse, putdowns, teasing, sarcasm, insults, threats;
- **Physical** e.g. hitting, punching, kicking, tripping, spitting;
- **Social** e.g. ignoring, excluding, alienating, making inappropriate gestures; or
- **Psychological** e.g. spreading rumours, dirty looks, hiding or damaging property, malicious SMS or email messages, inappropriate use of camera phones.

### **A Statement of Purpose**

Inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

Students, teachers, parents, caregivers and members of the wider school community can expect:

- That students will be safe at school, free from fear of bullying, harassment and intimidation;
- The students know what is expected of them and others in relation to the school's anti-bullying plan; and
- That students are provided with appropriate support when bullying occurs.

### **STUDENTS**

Students have **responsibility** to:

- Behave appropriately, respecting individual differences and diversity;
- Follow the school's anti-bullying plan; and
- Respond to incidents of bullying according to the school's anti-bullying plan.

### **PARENTS AND CAREGIVERS**

Parents and caregivers have **responsibility** to:

- Be aware of the school's Anti-Bullying Plan and assist their children in understanding bullying behaviour;
- Support their children in developing positive responses to incidents of bullying consistent with the school's Anti-Bullying Plan;

### **SCHOOL**

The school has **responsibility** to:

- Inform students, parents, caregivers and the community about the School Discipline Policy and Anti-Bullying Plan;



- Provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers;
- Provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour and consequences for inappropriate behaviour;
- Follow up complaints of bullying, harassment and intimidation.

## **TEACHERS**

Teachers have *responsibility* to:

- Respect and support students in all aspects of their learning;
- Model appropriate behaviour;
- Respond in an appropriate manner to incidents of bullying according to the school's Anti-Bullying Plan.

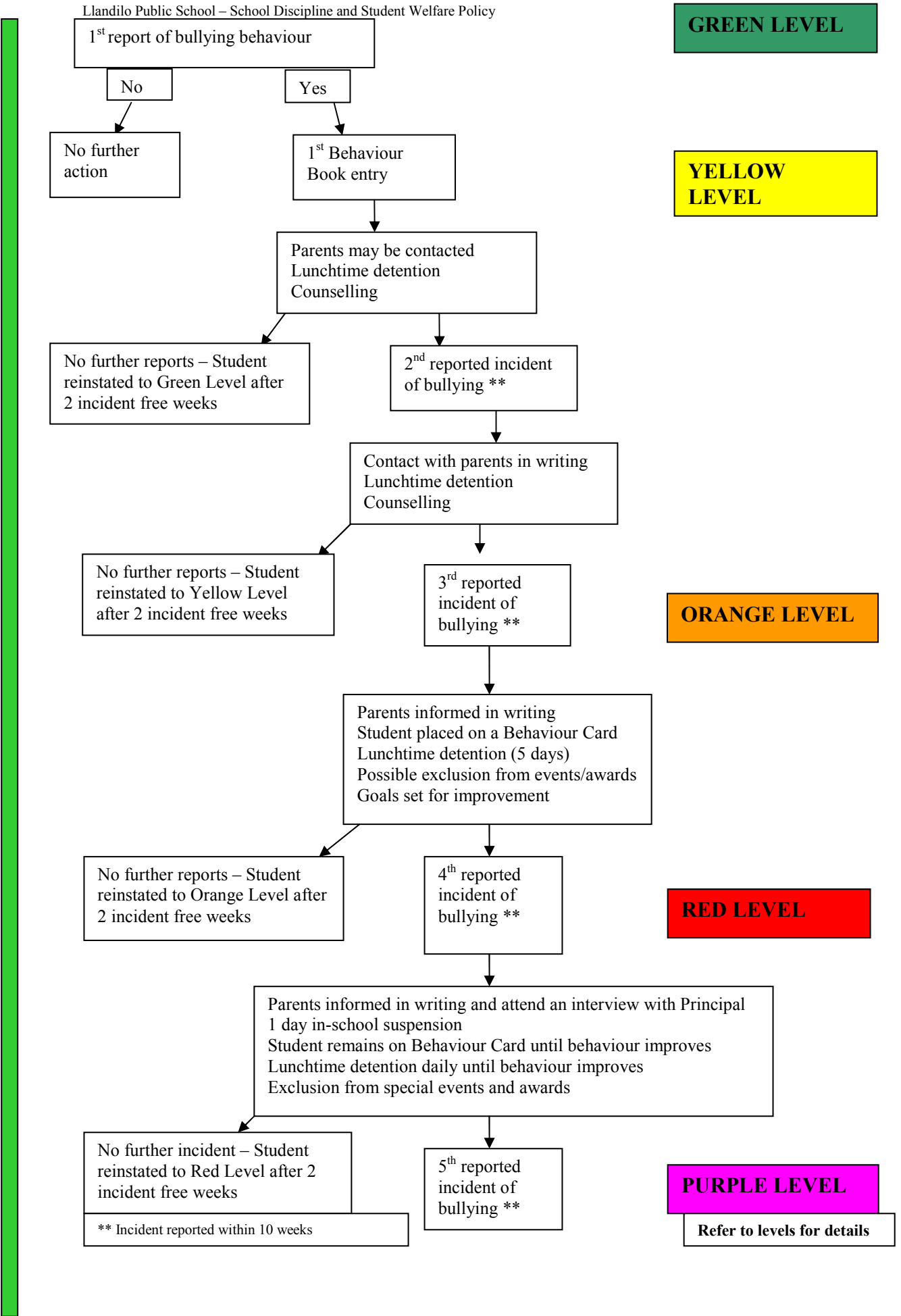
### **Identifying Bullying Behaviours**

Bullying is intentional, repeated behaviour by an individual or group that causes distress, hurt or undue pressure.

It is the responsibility of the whole school community (students, parents, caregivers and teachers) to identify and report bullying behaviours.

### **Strategies to Deal With Bullying**

- **REPORTING BULLYING**– Students, parents and caregivers report incidents of bullying to school staff;
- **INTERVENTION**- Refer to flow chart for details



## **ACCESSING HELP AND SUPPORT**

**Students** are advised to adopt the following procedures in dealing with bullies:

- Avoid them. Walk away. Never find yourself alone with them. Stay in view of an adult. There is strength in numbers.
- Be firm and strong even if you don't feel it. Look them straight in the eye and stand up tall. Tell them to leave you alone and walk away.
- Ignore them, pretend you don't hear their comments.
- Find a friend. Play with friendly children.
- Get help from older students or older brothers or sisters.
- Go to the Library.
- Go to a trusted friend and seek help.

Having attempted to deal with the bully yourself using the above strategies, THEN

- Tell your class teacher, the teacher on duty, the bus driver, the Principal or an Assistant Principal.

**Remember:** Don't fight back physically. That just gets you in trouble too.

**Parents and carers** are advised if their child is being bullied to:

- Listen carefully to their child
- Stay calm
- Get accurate details of incidents – Who? What? When? Where?
- Give their child some strategies to cope. Practise the strategies with the child
- If their child is different in some way, help them to be proud of their differences.
- If the problem persists, seek assistance from the class teacher
- If the problem continues, seek support from the Assistant Principals or the Principal.

## **APPEAL PROCEDURES**

Students, parents or carers may appeal if they consider that correct anti-bullying procedures have not been followed, or that an unfair decision has been reached.

Appeals should be in writing, stating the grounds on which the appeal is made.

Appeals can be made to the following officers:

- Class teacher
- Assistant Principal
- Principal
- School Education Director about the imposition of a suspension or a decision to expel as student from a particular school.

## ***STUDENT WELFARE***

### ***EFFECTIVE TEACHING AND LEARNING***

At Llandilo Public School:

- Students are encouraged to take responsibility for their own learning and behaviour;
- Teachers identify and cater for the individual learning needs of students;
- Well-managed teaching and learning environments are maintained;
- Learning activities build on prior knowledge and experiences and are socially and culturally relevant;
- Opportunities are available to students and their parents to discuss learning progress and behaviour;
- Key social skills are identified (refer to Award Criteria) and students are encouraged to make progress toward acquiring them over time; and
- Gender, cultural and equity issues are recognised and addressed across the curriculum.

## **UNIFORM CODE**

After consultation with parents, students and staff it has been decided that Llandilo Public School will have one standard of dress and one minimum standard of grooming.

The official school uniform should be worn each day and must be worn for excursions and representative functions. All items are to be clean, in good repair and of an appropriate size.

### **GIRL'S SUMMER UNIFORM**

Green and white check dress with sleeves, inset pockets and white Peter Pan collar. White socks. Black shoes.

Bottle green jacket or sloppy joe with school emblem on the top left hand side.

Option: Bottle green tailored shorts with the school's gold polo shirt. Hair accessories must be bottle green, gold or of uniform fabric.

### **GIRL'S WINTER UNIFORM**

Bottle green tracksuit pants, gold skivvy or school polo shirt, white socks, black shoes.

Bottle green jacket or sloppy joe with school emblem on the top left hand side.

Hair accessories must be bottle green, gold or of uniform fabric.

Option: Bottle green tunic, gold skivvy/polo shirt, bottle green tights.

### **BOY'S UNIFORM (WINTER AND SUMMER)**

School's gold polo shirt, bottle green shorts or pants, white socks, black shoes.

Winter: Green tracksuit pants, bottle green jacket or sloppy joe with school emblem on the top left hand side.

NB Bottle green jacket is available only from the school.

### **HAT**

An approved (i.e. brimmed) school hat is to be worn in the playground and at all sports activities ALL YEAR. **Hats are compulsory – NO HAT, NO PLAY.**

Two styles are available, slouch hat or legionnaire style, bottle green with the school emblem.

### **SPORTS UNIFORM**

The official sports uniform must be worn when representing the school at sporting events.

Girls: School sports shirt (green and gold), black skirt or black school sports shorts, short white socks, sports shoes.

Boys: School sports shirt (green and gold), black school sports shorts, short white socks and sports shoes.

A bottle green tracksuit (no striped seam) is an acceptable addition to the school sports uniform for boys and girls.

Please note: Participation in representative functions such as debates, excursions, sports events may be denied if the uniform is not being worn on the day.

## ***HOMework POLICY***

Homework bridges the gap between learning at school and learning at home. It reinforces work done in class. It helps develop skills such as research and time management.

Homework helps to establish the habits of study, concentration and self-discipline. Parents and carers have the opportunity to see the progress of their child.

### ***THREE TYPES OF HOMEWORK***

1. **Practice Exercises** help the student to remember and practice newly acquired skills such as memorising mathematical tables, practising spelling words and reading for pleasure.
2. **Preparatory Homework** requires students to source and read background information to prepare them for future lessons on a specific subject such as reading an article on Henry Ford and mass production in preparation for a science lesson on production techniques.
3. **Extension Assignments** encourage students to pursue knowledge individually and imaginatively. Assignments may include writing a book review, researching local news or retrieving items from the Internet.

### ***HOMework: KINDERGARTEN – YEAR 2***

In these early years, parents can assist their children by reading to them and involving them in family activities. These activities will greatly assist the development of their skills in literacy, numeracy and problem solving.

Set formal homework may require children to complete simple computations, to copy letters or words or to complete an activity sheet.

Homework activities would usually total about two hours per week.

### ***HOMework: YEARS 3-6***

In Years 3-6 homework will be varied and students will be expected to work more independently. Teachers continue to provide guidance and assistance to students having difficulty completing their homework.

Much of the homework will be in English, mathematics and Human Society and Its Environment (HSIE). However it can be set across all areas of the curriculum.

As a guide, students should complete about two hours of homework per week in Year 3 increasing to approximately four hours per week in Year 6.

### ***PARENT AND CARER HELP WITH HOMEWORK***

Parents and carers can help with homework in the following ways:

- Take an active interest in your child's homework
- Support your child in setting aside time each day for homework.
- Provide a dedicated place for homework and study if possible
- Assist teachers to monitor homework by signing completed work if requested and be aware of the amount of homework set.
- Communicate with teachers any concerns about the nature of homework or your child's approach to homework
- Encourage your children to read and take an interest in current events.
- Alert the school to any domestic circumstances or extra curricular activities which may need to be taken into consideration when homework is being set or marked.

## ***PEER SUPPORT PROGRAM***

The Peer Support program is run annually at Llandilo Public School. The program aims to encourage personal growth of the students and to foster close relationships between students regardless of age. It thereby develops skills necessary for life in a productive society.

Each year teachers are trained and a leadership training program is conducted for our senior students to teach the skills necessary for successful implementation of the program. Some areas covered in training include communication skills, working in groups, leadership and questioning techniques.

The Peer Support groups are formed with senior students as leaders and co-leaders. Students from Kindergarten to Year 4 form the membership of each group.

The groups of around 8 students meet once a week for approximately 30 minutes during one school term. The leaders present a planned program to the group. Thinking skills, problem solving and cooperative learning are developed through the program.

Each teacher acts a patron for around 3 groups. The teachers of senior classes guide the leaders through the content of each session prior to its presentation.

## ***STOP, THINK, DO***

Students are taught and encouraged to employ the strategies of 'STOP, THINK, DO' conflict resolution.

When faced with a problem, students are taught to:

- STOP: What is the problem? How do I feel?
- THINK: What can I do? Possible actions are considered and the consequences of those actions.
- DO: Choose the best solution and do it.

## **SCHOOL COUNSELLOR**

The School Counsellor is available at the school one day per week.

In consultation with the Principal and Learning Support Team, the Counsellor will:

- Assess students to determine their special educational needs
- Conduct individual and/or group counselling sessions with students
- Advise and assist in the implementation of programs to meet the educational and social needs of students
- Advise staff on matters affecting the wellbeing of students
- Advise parents on the results of assessments

Initially, referrals to the Counsellor will be made through the Learning Support Team. These referrals could be initiated by a teacher, a parent / carer or the Principal.

The role of the Learning Support Team is to assess the student's needs, to determine the most appropriate course of intervention / action for the student and to monitor the student's progress.

If determined by the Learning Support Team that a referral to the School Counsellor is the most appropriate course of action, then parental permission will be obtained before the student is referred.