



Manly West Public School

Student Welfare Policy



Version 1.5

Amendments: Document History

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| | | |

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Manly West PS Vision Statement

All students reach their full potential to succeed academically and thrive as healthy, active, critical and creative thinkers and local and global life-long learners who connect and contribute to their school community and society.

Why:

We want a student-centred vision that enables our Manly West students to reach their full potential.

How:

This vision is promoted in a respectful, supportive and challenging learning environment that incorporates school wide collective responsibility in partnership with staff, students, parents and caregivers.

We will focus on:

- Strong foundations and high expectations particularly in Literacy and Numeracy.
- Staff and student confidence and expertise continually being enhanced and refined with the teaching and learning cycle.
- Effective Visible Learning practices, High Impact Professional Learning and close learning partnerships with parents.

Rationale

It is expected that parents / caregivers, students and staff all share responsibility for student wellbeing. This policy endorses a positive approach towards all aspects of the child's learning and development.

Manly West PS Attendance Policy and Procedures

Rationale

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, record and monitor part and whole day absences. Manly West provides a caring teaching and learning environment to address learning and support needs of students, including those with additional learning and support needs or complex health conditions, fostering students' sense of wellbeing and belonging to our school community.

The Manly West Public School Attendance Policy and Procedures aims to provide teachers, parents and community members with an understanding of the school processes to ensure that every student has the opportunity to attend school regularly.

This document supports the [School Attendance Policy \(2023 updated\)](https://education.nsw.gov.au/policy-library/policies/pd-2005-0259) <https://education.nsw.gov.au/policy-library/policies/pd-2005-0259> and applies to all NSW Government schools, excluding pre-schools.

Parent/Caregiver Responsibilities

Parents must ensure:

- Their children of [compulsory school age](#) are enrolled in a government or registered non-government school or, are registered with NESA <https://etams.nesa.nsw.edu.au/SignIn?ReturnUrl=%2f%3fmenu%3dHome> for Home Schooling.
- Their children who are enrolled at school attend every day the school is open for instruction.
- They provide an explanation for absences to the school within 7 days from the first day of any period of absence through means such as a telephone call, written note or email.
- They work in partnership with the school to plan and implement strategies to support regular attendance at school. This includes communicating with the school if they are aware of issues impacting on their child's attendance or engagement with school.

School Responsibilities

To effectively implement the school attendance policy the school must ensure:

- All attendance records including details of student transfers and exemptions are accessible to the Director Public Schools NSW, attendance officers and other personnel nominated by the Secretary Department of education and Communities, Director Public Schools NSW, or Audit Directorate.
- The school regularly evaluates and addresses school attendance.
- Open communication on issues affecting student attendance is promoted with parents.
- Effective strategies are in place to contact parents where there is a pattern of attendance causing concern or the parents have failed to provide a satisfactory explanation for an absence.
 - Interpreters and translated materials, including letters are available when communicating with parents from language backgrounds other than English in matters relating to school attendance.
- School staff are trained to implement school attendance policies and procedures and that personnel with delegated responsibility for maintaining attendance records are supervised.
- All cases of unsatisfactory attendance, including part day absences are investigated promptly through the classroom teacher, school executive and Learning and Support Team and school- based factors impacting on attendance are addressed.
- Early identification of students at risk of developing poor school attendance patterns through strategies such as regular roll checks.
- Attendance monitoring is generated fortnightly and tabled at Learning Support Team for follow up by appropriate staff members.
- The school's Learning and Support Team, in partnership with parents identify and implement strategies that address the learning and support needs of a student with attendance patterns of concern.
- Parents, students and the school community are regularly informed of the importance of school attendance requirements.
 - Effective referral and support networks are established so that students, whose attendance is identified as being of concern, and their families can be connected with relevant services within the department and with local external agencies.
- Communication, collaboration and information sharing occurs with other services and agencies to enhance the effectiveness of interventions with students and families.
- Any other child protection concerns underlying school attendance issues are managed consistent with the Child Protection Policy.

- If concerns include not sighting the child, contact the NSW Police Force to request that a child safety check be undertaken.
- Follow the supporting and protecting children and young people procedures, specifically if there are concerns about the safety, welfare or wellbeing of a child or young person. This should include the Mandatory Reporter Guide (MRG), obtaining specialist advice and professional judgement, specifically where there are concerns about suspected risk of harm.

Responsibilities of School Staff

School staff must:

- Provide a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community.
- Promote regular attendance at school through teaching and learning activities that acknowledge the learning and support needs of students.
- Maintain accurate records of student attendance.
- Follow the Attendance Flowchart to resolve with unsatisfactory attendance of students including:
 - Alerting the Principal / Deputy Principal, or staff member responsible for monitoring attendance, when a student's pattern of attendance is of concern, or if no explanation is received from the parent or carer within 7 days and
 - Following the supporting and protecting children and young people procedures, specifically if there are concerns about the safety, welfare or wellbeing of a child or young person.

Requirements for Recording School Attendance

School attendance records must include:

- A Register of Student Admission to be retained on ERN and School Bytes.
- Written notes, records or verbal explanations and records of electronic explanations for absences from parents
- An attendance register (roll).
- Information detailing a student's absences each year.
- Records for Certificates of Exemption from attendance and enrolment.

Arrival at School

A teacher is on duty from 8:50am. Students should not be at school before this time unless for a specific reason and under the supervision of parent / teacher. Students that come early, must sit on the verandah near the school office and wait until the 8:50am bell.

Marking of the Class Roll

- The school uses an online system, School Bytes to record student attendance. The Class Roll is called each morning and absences recorded. Students arriving late or departing early have their attendance status for that day shown as a partial absence.
- At the beginning of each day a teacher will record student attendance on School Bytes for the particular class they are teaching. It is a teacher's responsibility to update School Bytes in the event of the late arrival or early departure of students.
- For casual teachers without access to School Bytes, student attendance is to be recorded on a paper copy of a class roll first thing in the morning for the class that they are teaching and sent to the office. Regular casual teachers have access to School Bytes to mark rolls.
- Teachers going on school excursions are to mark their class rolls on their phone or photocopy class rolls and give a copy to the office (administrative staff will immediately enter the attendance online, sign and date paper copy of roll before returning roll to teacher's pigeon hole)
- By mid morning, the School Office sends out a message out through School Bytes to parents of children who are not present at school. Parents receive a text message to respond and give reasons why their child is not at school

Student Absence

If a child is absent parents/carers are requested to explain their absence through the Parent Portal on School Bytes, telephone the school on the day or send a note of explanation when the child returns to school. Teachers notify the Deputy Principal if a child is regularly absent or absent for 3 or more consecutive days without the school being informed. [See Attendance Flow Chart.](#)

The Deputy Principal will inform the Learning and Support Team and contact the parents/carers by letter or call regarding irregular and unexplained student absenteeism. The Department's Home School Liaison Officer may also be contacted with the aim of supporting the family to ensure regular and ongoing attendance.

Late Arrival & Early Departure

The school has a formal sign in and sign out procedure for students arriving late and leaving early. Upon arrival at the school, the parent or caregiver is required to complete a slip at the front office to indicate the reason for the lateness. This slip is forwarded to the class teacher and formally recorded as a partial absence as per Department of Education procedure.

Similarly, a parent or caregiver arriving to collect a child before the end of school must also complete a slip to indicate the reason for the early departure. This slip is also forwarded to the class teacher and recorded as a partial absence. In some cases such as a dentist or doctor's appointment, the child may return to the school after only a short time away from the school. Once officially signed out of school, the child will then need to be signed back into school.

At school excursions and PSSA Sport, parents/carers need to sign their child out on a paper roll. If verbal permission is given, teachers must record this on their roll. The paper roll is transferred to School Bytes register upon return to school.

Extended Leave

Parents and carers must formally apply for extended leave from school such as an extended holiday. An extended leave register is kept in the school office and parents are informed of relevant school activities that students can do during their leave. An Exemption from School Attendance Application must be completed. If the period of absence is in excess of 50 days, the student may be eligible to enrol in Distance Education. See <https://education.nsw.gov.au/teaching-and-learning/curriculum/rural-and-distance-education>

Unsatisfactory Patterns of Attendance

The most effective means for restoring and maintaining regular school attendance includes attendance monitoring practices and regular follow-up of unexplained absences by contacting parents on the same day or the following day of an absence.

Resolution of school attendance difficulties may require more targeted school based strategies including:

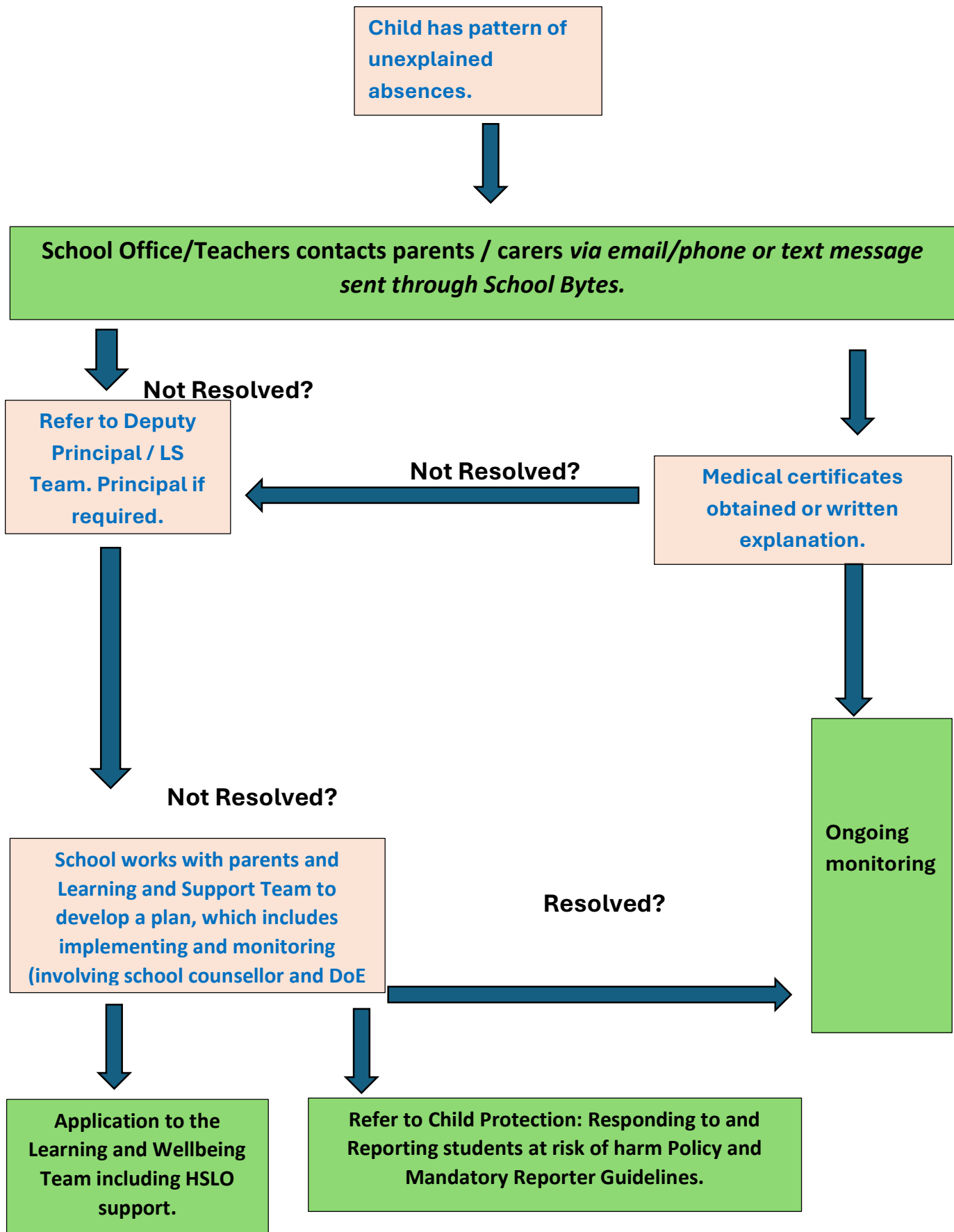
- Meeting with the student and parent/s
- Referral to the school's Learning and Support Team
- Development of a school-based attendance improvement plan with the student and parents
- Engaging identified groups of students in programs that support regular attendance and punctuality
- Referral to the Learning and Support Team and School Counsellor
- Referral to the HSLO (Home School Liaison Officer) and the Learning and Wellbeing Team

The school should identify if other agencies are involved with the family and liaise with them when a student's attendance is of concern.

If a range of school based interventions has been unsuccessful in resolving attendance difficulties, the Learning and Support Team / Principal should request support by making an application to the Home School Liaison Program.

Manly West Public School Non-Attendance Flowchart

Student attendance and absences are recorded each morning.



Positive Behaviour for Learning

Manly West uses the Positive Behaviour for Learning (PBL) Program. The school's code of behaviour is underpinned by the expectations of Respect, Responsibility and Aspire. These values are explicitly taught in all areas of the school and in all situations. Positive behaviour is modelled for students and practised by them in class, in the playground, in all areas and in all situations both inside and outside of the school grounds.

The school wide expectations are as follows:

| RESPECT | RESPONSIBILITY | ASPIRE |
|--|--|--|
| <ul style="list-style-type: none">• Listen and speak in a polite and positive way• Share friends, space and equipment• Accept and celebrate difference• Allow others to learn• Care for the people, school, property and the environment | <ul style="list-style-type: none">• Be a positive role model• Do what is right even when it is difficult• Be prepared and punctual• Be accountable for the choices you make | <ul style="list-style-type: none">• Be proud of everyone's achievements• Be resilient and bounce back• Accept opportunities and challenges• Actively take part in your learning |

School Wide Positive Behaviour Support to encourage expected behaviours

Positive Behaviour for Learning (PBL) is a K-6 school wide initiative that builds a positive and supportive whole school culture which recognises and reinforces positive behaviour in students. The Awards System outlined below is for all students K-6.

Positive Classroom Behaviour Incentives

Teachers use a range of positive behaviour management strategies. Listed below are some suggestions which can be implemented within the classroom setting.

- PBEL Mini Awards
- Table points
- House points
- Sticker/star chart
- Stickers/stamps
- Class trophy for best student/table group of the day/week
- Class game afternoon for good behaviour/work
- Special privileges e.g. do a message, take work to supervisor/Principal etc.
- Class special awards, e.g. reading, spelling, science, etc.

Ongoing parent contact may be made by email through the School Office, telephone or interview at mutually convenient times. Teachers keep a class list/enter into School Bytes to ensure every child is regularly encouraged for effort and achievement including commendations at assemblies. Newsletters are used to publicise achievement and celebrate student successes.

Manly West PS Whole School Reward System

Free and Frequent Manly West Mini Awards are awarded for positive behaviour. The child receives a signed award and writes their name on it and then places in a class box. Once a week, these class boxes will be placed into a grade box.

During K-2 Assemblies, one Manly West Mini Awards will be drawn for each grade and during 3-6 Assemblies, one Manly West Mini Award will be drawn for each grade. Students that are drawn from the draw, receive a \$2 canteen voucher.

Expectation Cards

Expectation Cards are given out by all teachers and executive staff for students that show that particular Expectation within the week. Each week, three Expectation Cards may be given for following the school's PBEL Expectations of Respect, Responsibility and Aspire by:

- Being reliable, being responsible and aspiring to improve in any area
- Helping other teachers
- Caring for friends
- Being kind to classmates or peers in the classroom and playground
- Caring for the school environment
- Showing initiative
- Exhibiting in carrying out classroom duties regularly and well, such as recycling, monitors, book organisers.
- Meeting deadlines and work completed on time.
- Volunteering to help with sports equipment, packing away class equipment
- Improved behaviour
- Consistently wearing correct school uniform

Merit Certificates

Merit Certificates are given out by all classroom teachers at assemblies to students who show improvement, effort and/or achievement in any area of schooling. These include but are not limited to:

- Effort in classwork
- Classwork presentation
- Using manners at all times
- Sportsmanship
- Helpful and/or supportive friend
- Academic achievement

Bronze Banner

Bronze Banners are awarded to students who have achieve three Expectation Certificates and two Merit Certificates. This level of accomplishment is celebrated at our school K-2/Stage 1 or Years 3-6 assemblies. Students receive their award and have their photo published (if applicable) within our school newsletter.

Silver Banner

Silver Banners are highly regarded at MWPS. Students who receive this award have achieved their Bronze Banner and continued to demonstrate outstanding behaviour and engagement in their schooling activities. This level of accomplishment is celebrated at our school assembly. Students receive their award and have their photo published (if applicable) within our school newsletter.

Gold Banner/Gold Book

Gold Awards are considered a significant achievement by the MW school and community. Students receive a Gold Accomplishment Listed Award, a Gold Badge and a Gold Banner at assembly. All 3-6 students listen to the listed achievements of the student, read by their current classroom teacher. Parents are invited to the assembly and have a photo opportunity with the Gold Award recipient. This is also celebrated in the newsletter. Gold Books are then displayed in the foyer to promote and encourage student aspirational attitudes for the future.

Manly West PS Reward Flow Chart

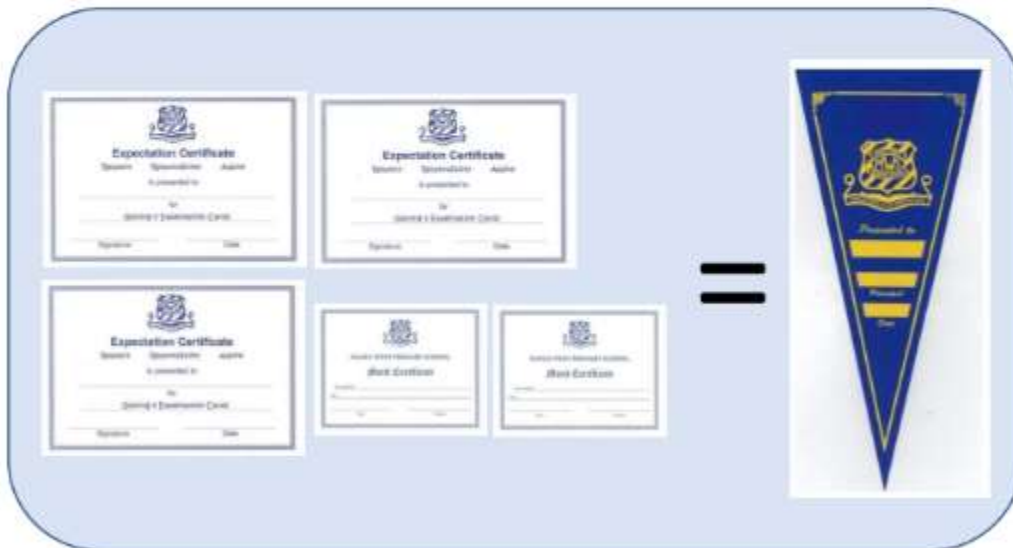
4 Expectation Cards = Expectation Certificate

You can use any 4 Respect, Responsibility or Aspire Expectation Cards to make up the 4 you need to achieve an Expectation Certificate.



3 Expectation Certificates + 2 Merit Certificates = Banner

Once you achieve a Bronze Banner, you need another 3 Expectation Certificates and 2 Merit Certificates to receive a Silver Banner and then another 3 Expectation Certificates and 2 Merit Certificates to receive a Gold Banner.



K-2 students hand certificates to Mrs Mwanga.

3-6 students hand certificates to Ms Milburn/Mrs Greco.

Awards are logged through School Bytes. Students bring their Bronze Banner in when they are getting a Silver Banner. When receiving a Gold Banner, students need to bring in their Silver Banner.

Procedures for Encouraging Positive Behaviour

Students at Manly West PS are expected to follow the school-wide Expectations which are displayed in each classroom and in all areas around the school. Manly West's Expectations are **Respect, Responsibility and Aspire**.

In the first few weeks of the school year, each class discusses and reviews the school's Expectations and agree upon classroom Expectations which, when followed, will make the classroom and school a safe and positive environment. Each fortnight, a focus area is shared with students and the community that is based on a current need that students need to focus their attention.

Care Continuum

Manly West staff are committed to being proactive in teaching students to be positive and proactive global citizens which is included in our School Vision. We ensure our school culture instills a sense of belonging as well as builds each student's social/emotional skills.

Prevention

The whole school's proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Proactive approaches include explicit teaching of the expected behaviours. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.

Early Intervention

Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. Manly West PS staff develop a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation.

Targeted Intervention

Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. School staff should facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.

Individual Intervention

Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents and the Manly West PS Support Team which includes the Principal, Deputy Principals, School Counsellor and Psychologist, EAL/D and Learning Support staff. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. The Manly West Principal and school Executive build capacity of school teams and teaching staff to be able to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students.

Manly West Care Continuum

| Care Continuum | Strategy or Program | Details | Audience |
|----------------|---------------------------------|---|----------------------------|
| Prevention | Positive Behaviour for Engaged | <p>PBEL is an evidence-based framework that brings together the whole school community to contribute to developing a positive, safe and supporting learning culture. The framework assists the school to improve social, emotional, behavioural and academic outcomes for children and young people. Through consistent implementation, teachers and students have more time to focus on building strong, positive relationships, behaviour and classroom instruction.</p> <p>PBEL Award system</p> <ul style="list-style-type: none"> • Minis • Expectation Cards • Expectation Certificates • Bronze Banner • Silver Banner • Gold Banner <p>At each Assembly, a PBEL focus is shared to communicate the Expectation of the fortnight.</p> <p>PBEL lessons are taught at the start of the year and throughout the school terms in short, sharp and focused lessons. They are focused on School Expectations in different locations around the school and the expected behaviours from students. Each fortnight, the focus is sourced from data collected by the school executive on current student behaviour and issues.</p> | All students K-6 |
| Prevention | Classroom Management Strategies | <p><u>Classroom Organisation</u> Classroom organisation is used as one of the many effective classroom practices to impact positively on learning and behaviour. Classroom organisation encompasses the way classrooms are physically set up, as well as the establishment of classroom routines which help to create order and maximise instructional time.</p> <p><u>Consistent and Fair Consequences:</u> The purpose of a consequence is to correct and teach; therefore, the provision of a consequence should always contain an opportunity to reteach the expected behaviour. Consequences should be selected to fit the individual student, the specific behaviour, the context or setting, and the frequency and the severity of the behaviour.</p> | All staff and students K-6 |

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| | | <p><u>Corrective Feedback</u> Corrective feedback should be provided to students to get the student back on track without the need for further consequences. Corrective feedback describes the observed behaviour and tells the student what to do next time.</p> | |
| | | <p><u>Parallel Cuing and Ignoring</u> An effective strategy that contributes to a positive classroom tone is to ignore the inappropriate behaviour (not the student, the behaviour) and provide acknowledgement to another student nearby who is meeting the classroom expectations.</p> | |
| | | <p><u>Precorrections</u> A pre-correction is a verbal prompt which is provided prior to known problem times or activities in order to encourage appropriate behaviour and reduce problem behaviour. Pre-corrects should be used after expectations have been explicitly taught and practised.</p> | |
| Prevention | Reinforcement | <p>Reinforcement is any consequence that encourages any behaviour to repeat or increase in magnitude in the future. It consists of two components:</p> <ul style="list-style-type: none"> • providing high quality reinforcement for the appropriate behaviours that we want to see; • withholding reinforcement or providing low quality reinforcement for less desirable behaviours. | All staff and students K-6 |
| Prevention | PDHPE programs and learning experiences | Our school follows a scope and sequence to ensure PDHPE outcomes are taught each Stage. PDHPE lessons are designed with developmental needs and skills and content are sequential for success in student knowledge and achievement. | All students K-6 |
| Prevention | Child Protection Lesson | Child Protection lessons are taught as part of the PDHPE program in Terms 2, 3 and/or 4. Learning experiences are sequenced to ensure all outcomes are taught. | All students K-6 |
| Prevention | Healthy Lifestyle Program | <p>Healthy Lifestyle Rotations are completed at the beginning of each year. Teachers create lessons for areas of PDHPE and wellbeing for students to ensure outcomes are taught and establishes routines and procedures for the year ahead. Topics that will be covered include:</p> <ul style="list-style-type: none"> • Road Safety • Sun Safety • Water Safety • Anti-Bullying • Anti-Racism • Cyber Safety • PBEL Expectations • Fire and Emergency Procedures | All students K-6 |

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| Prevention | Teacher Professional Learning | Teachers will partake in professional learning that develops their understanding and creates a whole school expectation and culture of positive student behaviour. There may be specialist staff used such as the school counsellor/psychologist to develop understanding of how students learn and the differences in different diagnoses. | |
| Prevention | Data Checkpoint | Student academic grades are placed into spreadsheets within literacy and numeracy. They are analysed and discussed in collaborative grade meetings along with work samples, to highlight areas of growth of student achievement and any areas needing support. | All students K-6 |
| Prevention | The Anxiety Project | The Anxiety Project is a whole school, evidence-based approach to assist students to manage anxious behaviour. The program will support teachers, students and parents to assist children to develop mental strength and resilience skills. This is delivered through a series of lessons, and the use of teacher-led and parent-led conversational techniques. These interventions are aimed at helping students to learn skills to manage anxiety. | All students K-6 |
| Prevention | Cyber Safety incursions for students | Stages 2 and 3 students will take part in various Cyber Safety incursions and/or online courses. Incursions will focus on developing students' knowledge of positive and appropriate online behaviour and keeping safe online. | Stage 2 Stage 3 |
| Prevention | Cyber Safety for students, teachers and Parents/Caregivers | Manly West will organise approved eSafety agencies to give presentations to students, teachers and parents/caregivers and community members on how to support their child to be cyber safe. | Students, staff and Community |
| Prevention | Harmony Day | K-6 students complete lessons on anti-discrimination, acceptance and celebrating differences as part of PDHPE programs and wellbeing strategies. Harmony Day is utilised as a day to recognize and celebrate our differences. | All students K-6 |
| Prevention | Transition to Kindergarten | Parent information sessions and orientation sessions are provided to students and parents intending to attend Kindergarten in the following school year. Sessions provide detailed information to parents/caregivers on school requirements and schooling at Manly West PS. Orientation sessions provide potential students with short, focused sessions to introduce them to primary school and allow teachers time to observe students in their social, emotional and academic needs. | Students intending to attend Kindergarten. |

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| Prevention | Kindergarten to Year 1 Transition | The Stage 1 Assistant Principal provides a parent/caregiver information session where expectations and differences of Stage 1 curriculum and opportunities are discussed in comparison to Early Stage 1. | Kindergarten parents/caregivers. |
| Prevention | Year 2 to Year 3 Transition | The Stage 2 Assistant Principal provides a parent/caregiver information session where expectations and differences of Stage 2 curriculum and opportunities are discussed in comparison to Stage 1. Parents/Caregivers are guided through opportunities such as PSSA, Dance and Drama Groups and academic needs such as NAPLAN are discussed to support both students and parents. | Year 2 parents/caregivers. |
| Prevention | Risk Assessment Planning | Teachers and school executives use the DoE's Risk Assessment proforma to ensure all excursions or activities outside of regular learning programs are safe through risk management protocols. Risk Assessments are shared with all staff involved with the learning activity to ensure safety for students and staff. | All Staff. |
| Prevention | Class Handover | At the beginning of each year, classroom teachers are involved in two professional learning sessions that are focused on teachers of the year prior, giving information to the new classroom teacher eg Kindergarten to Year 1, Year 2 to Year 3, Year 4 to Year 5. Then Year 1 to Year 2, Year 3 to Year 4, Year 5 to Year 6. | All classroom teachers. |
| Prevention | Class Profile of Learning Adjustments | Classroom teachers complete a 'Class Profile of Student Adjustments' (CPSA) proforma for their current class. Information is provided on the level of adjustments students receive in class by their teachers. This information is then used to support NCCD. Once CPSA is completed, it is reviewed mid-year and at the end of the year. | All classroom teachers. |
| Prevention | Personalised Learning Pathways (PLPs) | PLPs are developed in consultation and collaboration with the student, their families/carers and teachers, to identify, organise and apply personal approaches to learning and engagement for success. PLPs can have short term and/or long-term goals. Short term goals can be specific steppingstones to reach long term goals. Essential to this process is the monitoring, reviewing and celebration of goals achieved and setting of new goals to ensure our Aboriginal and/or Torres Strait Islander students are always progressing. | Classroom teachers and Aboriginal and Torres Strait Islander students. |

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| Prevention | Anti-Racism | At the beginning of the school year, students are involved in lessons that are developmentally appropriate on anti-racism and accepting and celebrating differences as part of the Healthy Lifestyle program. | Staff and all students. |
| Prevention | Anti-Bullying | At the start of the school year, students are involved in lessons developmentally appropriate on anti-bullying as part of the Healthy Lifestyle program. | Staff and all students. |
| Prevention | Playground Happenings (Lunchtime Happenings) | Playground Happenings are structured and organised activities that occur in the second half of lunch, mostly with the support of a teacher or Student Learning and Support Officer (SLSO). Activities include: <ul style="list-style-type: none"> • Handball • 'Chill Zone' (craft activities) • Lego club • Skipping club • Jam Time (STEM activities) | All students K-6 |
| Prevention | Supervision | Whether it is formal playground duty or staff 'passing' students informally, teachers will be observant and responsive to students' behaviour and needs. This includes: <ul style="list-style-type: none"> • Active movement and visibility around the grounds • Listening to and acknowledging student concerns • Proactive intervention to avoid potential problems • Regular acknowledgement of appropriate play where necessary • Checking for the correct use of play equipment • Encouragement for keeping a clean and safe environment • Regular reminders to students about the expectations, rules and responsibilities • Fair and consistent implementation of school policies. | All staff and students K-6 |
| Early Intervention | Learning and Support groups | Through data analysis, the Learning and Support Team decide which students the learning and support teacher works with in a targeted group in class or in withdrawal groups who require specific learning needs in literacy and numeracy. Lessons may include transcription skills and social skills as well. | Identified students. |

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| Early Intervention | Learning and Support groups – Individual support with SLSOs | Through data analysis, the Learning and Support Team (LST) decide which students participate in individual or small group withdrawal programs that focus on literacy and numeracy skills. | Identified students |
| Early Intervention | Attendance Support | The Learning and Support Team (LST) analyse attendance data regularly to monitor students with attendance issues. The LST highlight students where attendance is below acceptable levels. Students are monitored through LST meetings and classroom teachers. Where attendance does not improve, students are referred to the Learning and Wellbeing team within the Department of Education. | Identified students |
| Early Intervention | Anti-Racism | ARCOs will be utilized to manage reports of racism by students against other students in accordance with the Student Behaviour Policy and the MWPS Anti-Racism and Discipline Policy. The ARCO will choose a strategy appropriate to the developmental age and situation of the perpetrator to educate and reflect on their behaviour. The ARCO may provide an individual lesson or discussion with the grade of the student to communicate that racism is not tolerated. Parents of students' involved will be kept informed by the ARCO. | Identified students and students within a whole grade that has been identified. |
| | | | |
| Targeted Intervention | Learning and Support groups | Through data analysis, the Learning and Support teacher works with students in a targeted group in class or in withdrawal groups who require specific learning needs. | Identified students |
| Targeted Intervention | NCCD | Through teacher judgement, data is collected as an essential part of the comprehensive approach to ensuring students with disability can access education on the same basis as their peers. | Identified students |
| Targeted Intervention | Playground Happenings | Playground Happenings are structured and organized activities that occur in the second half of lunch, mostly with the support of a teacher or Student Learning and Support Officer (SLSO). Students are encouraged by classroom teachers, the LST and parents to participate in activities to support their social skills. | Identified students |
| Targeted Intervention | Anti-Racism | ARCOs will be utilized to manage reports of racism by students against other students in accordance with the Student Behaviour Policy and the MWPS Anti-Racism and Discipline Policy. The ARCO will choose a strategy appropriate to the developmental age and situation of the perpetrator to educate and reflect on their behaviour. The ARCO will provide an individual lesson and lessons for the grade of the student to communicate that racism is not tolerated and ways for students to be an | Identified students and a grade that has been identified. |

| | | | |
|--------------------------------|-----------------------------------|--|---------------------|
| | | upstander. Strategies will also focus on accepting and celebrating differences in students. | |
| Individual Intervention | Integration Funding Support (IFS) | For students needing targeted and specific support, IFS is utilized through an access request application. Funding is utilized through additional Student Learning and Support Officers (SLSOs) or teachers to support specific needs of students. Support may include, but not limited to literacy, numeracy, behaviour, social skills. | Identified students |
| Individual Intervention | NCCD | Through teacher judgement, data is collected as an essential part of the comprehensive approach to ensuring students with disability can access education on the same basis as their peers. | Identified students |
| Individual Intervention | Playground Happenings | Playground Happenings are structured and organized activities that occur in the second half of lunch, mostly with support of a teacher or Student Learning and Support Officer (SLSO). Students are directed by classroom teachers, the LST and parents to participate in activities to support their social skills. | Identified students |
| Individual Intervention | Anti-Racism | ARCOs will be utilised to manage reports of racism by students against other students in accordance with the Student Behaviour Policy and the MWPS Anti-Racism and Discipline Policy. The ARCO will choose a strategy appropriate to the developmental age and situation of the perpetrator to educate and reflect on their behaviour. The ARCO will provide an individual lesson and lessons for the grade of the student to communicate that racism is not tolerated and ways for students to be an upstander. Strategies will also focus on accepting and celebrating differences in students. | Identified students |

Healthy Lifestyle Program

At the beginning of each year, students in Years 1-6 re involved in our PDHPE program that covers areas of Healthy Living such as Cyber Safety, Anti-Bullying, Anti-Racism, Sun Safety, Water Safety, Road Safety, Fire and Emergency Procedures and PBEL Expectations within our school. Classes rotate for the first few days of school, staying in their previous year class. After completion of the lessons and new classes are formed, school rules and procedures are revisited when classroom rules and procedures are established.

| Day 1 | Fire and Emergency Procedures | Sun and Water Safety | Road Safety | Cyber Safety |
|--------------|-------------------------------|----------------------|-------------|--------------|
| 9:20-12:15pm | Class 1 | Class 2 | Class 3 | Class 4 |
| 12:20-3:15pm | Class 4 | Class 1 | Class 2 | Class 3 |

| Day 2 | Fire and Emergency Procedures | Sun and Water Safety | Road Safety | Cyber Safety |
|--------------|-------------------------------|----------------------|-------------|--------------|
| 9:20-12:15pm | Class 3 | Class 4 | Class 1 | Class 2 |
| 12:20-3:15pm | Class 2 | Class 3 | Class 4 | Class 1 |

| Day 3 | Anti-Bullying and Anti-Racism | PBEL Expectations | Anti-Bullying and Anti-Racism | PBEL Expectations |
|--------------|-------------------------------|-------------------|-------------------------------|-------------------|
| 9:20-12:15pm | Class 1 | Class 2 | Class 3 | Class 4 |
| 12:20-3:15pm | Class 2 | Class 3 | Class 4 | Class 1 |

Playground Happenings – Supporting Students in the Playground

To support students' social and emotional skills, Manly West provide lunch time activities utilising both our teachers and SLSO program. Playground activities that may be offered include: Library, Chill Zone, Playground Equipment, Skipping group, Lego Club, Handball Skills group, Code Club, Cyber City (Computer lab), Jam Time, Gardening Club, Friday Favourites (Reading)

Example Playground Happening timetable:

| Lunchtime Playground Happenings | | | | |
|---|--|--|---|--|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Library K-2 Quiet reading, board games -meet at Library stairs Chill Zone Years 1-6 Kindy Balcony Playground Equipment <ul style="list-style-type: none"> Stage 3 Chalk Drawing Meet under the Kitchen Garden COLA | Library 3-6 Quiet reading, board games -meet at Library stairs Skipping - Years 1-6 Kitchen Garden COLA Playground Equipment <ul style="list-style-type: none"> Stage 2 Lego Club Kindy Balcony Handball Tournament <ul style="list-style-type: none"> Stage 2 | Library K-2 Quiet reading, board games -meet at Library stairs Chill Zone Years 1-6 Kindy Balcony Playground Equipment <ul style="list-style-type: none"> Year 2 Cyber City <ul style="list-style-type: none"> 3-6 Jam Time K-2 In Kindy | Library 3-6 Quiet reading, board games -meet at Library stairs Skipping Years 1-6 Kitchen Garden COLA Playground Equipment <ul style="list-style-type: none"> Year 1 Cyber City <ul style="list-style-type: none"> K-2 Gardening Club Years 1-6 Meet at the Kitchen Garden Shed | Friday Favourites Years 1-6 A guest shares a favourite book - meet at Library stairs Playground Equipment <ul style="list-style-type: none"> Kindergarten |
| Eco-Playground and Trucks, Blocks and balls available to students in Kindergarten. Year 5 Playground Monitors support. | | | | |
| From Week 4, Giant outdoor games - Chess, Snakes and Ladders and Connect 4 available to Years 1 - Year 6 with support of the Year 4 Activity Monitor. | | | | |

DISCIPLINE POLICY

Manly West PS follows the Behaviour Code for Students from the Department of Education see *p29 and 30*.

<https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>

Staff Responsibilities:

- All staff model respectful behaviour and language.
- Shared accountability and responsibility to monitor positive behaviour.
- Proactive measures are embedded into classroom practices and school approaches.
- Maintain high expectations of student behaviour, attitude and language.
- Promote, encourage and reward positive student behaviour.
- Follow, understand and promote the Student Welfare Policy and procedures.
- Consistent and clear communication with students, staff and parents.
- Restorative conversations with students when negative behaviours occur.

Parent/Caregiver Responsibilities:

- Promote and encourage our school Expectations of Respect, Responsibility and Aspire.
- Keep up to date with school communication avenues regarding procedures and policies of student welfare.
- Clear communication with classroom teacher and school executive.
- High expectations of student behaviour.
- Work in partnership with the classroom teacher, Executive and Principal to ensure positive student behaviour.
- Support and respect school decisions regarding student behaviour and welfare.
- Model exemplary behaviour.

Student Responsibilities:

- Show respect to other students, their teachers and school staff and community members.
- Follow school and class rules and follow the directions of their teachers.
- Strive for the highest standards in learning.
- Act in a courteous and respectful way that makes all members of the school community feel valued, included and supported.
- Resolve conflict respectfully, calmly and fairly.
- Meet the school's agreed uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our school.
- Not bully, harass, intimidate, or discriminate against anyone in our school.

Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations.

The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment.

In this context, the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Telephone interpreter service

If you would like more information please call the school principal. If you need an interpreter to assist with your enquiry, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language.

Tell the operator the phone number you want to call and the operator will get an interpreter on the line to assist you with the conversation. You will not be charged for this service.

PLAYGROUND EXPECTATIONS

| Duty: | Expectations for students: | Expectations for teacher: Always wear a yellow sash, hat and take your bumbag out with you. |
|---------------|--|---|
| Before school | <ul style="list-style-type: none"> Once students have come to school, they remain on school grounds in the appropriate areas. If students arrive before 8:50am, they must sit on the verandahs near the school office. Small ball games e.g. handball only. Only on handball courts (not in Boyle St driveway/entrance). Choose only permitted games. No running games such as 'Tip'. Stay in bounds and not in classrooms after 8:50am (unless wet weather bell rings). During Wet weather, students stay under COLA areas unless the Wet Weather bell rings. If Wet Weather bell rings, students walk sensibly to their classroom and wait for their teacher. Remain on asphalt only. K-2 Basketball area, Eco Playground, Coloured equipment and oval are out of bounds. Drop bags at designated area for your grade and return to playground quickly. | <ul style="list-style-type: none"> Formal supervision starts at 8:50am. Teacher actively supervises across assigned area. One teacher on big tree side, one on hall/COLA side. Be proactive in preventing accidents and issues by reminding students of expectations. If there is an incident, teachers must fill in the Sick Bay slip to send a student to Sick Bay. In wet weather, stay on duty and supervise students under the COLA until wet weather bell rings. |
| Recess | <ul style="list-style-type: none"> Be seated to eat and then raise your hand and wait for a teacher to dismiss you. Put rubbish in the bins and on Wednesday's food waste in allocated bins. Return lunch boxes to class tubs. Stay in bounds where a teacher can see you. Ball games permitted after eating time. Wear a hat or play in the shade (Kindy - Eco Garden, 1&2- Kitchen Garden COLA or near flag pole in winter, 3-6 only under COLA). Students are not allowed to return to their bags or classrooms. When the ground is wet, students must play appropriately and follow the instructions of the teacher to ensure everyone is safe. When playing on the K-2 Basketball area, soft balls must be used. | <ul style="list-style-type: none"> Teacher actively supervises across assigned areas. Encourage safe play. Check younger children have eaten their recess. Dismiss students once they have eaten and ensure rubbish/ compost is put in bins. Students are not permitted on coloured equipment at recess. If there is an incident, teachers must fill in the Sick Bay slip to send a student to Sick Bay. If there is increased air pollution, students with medical issues are supervised in the Library. In extreme weather, students will be supervised in appropriate areas for safety. |

| | | |
|--|--|--|
| <p>1st half lunch</p> | <ul style="list-style-type: none"> • Students take all of the belongings and lunch equipment that they need for lunch. They are not to return to their bags. • Be seated for 10 minutes to eat in the correct area then raise your hand and wait for a teacher to dismiss you. Please sit under the COLA and not on the edge of the oval. • Put rubbish in the bins and food waste in compost. • Return lunch boxes to class tubs. • Buy canteen food after 10 mins eating time (pick up lunch orders, get sauce etc. is ok) • Students may sit at the covered tables near the equipment. • Only start playing basketball once students are finished eating and off the court. Consider others and sit in an appropriate spot. • Only go on the oval when a teacher has moved to be on duty there. • Stay in bounds where a teacher can see you. Classrooms and hallways are out of bounds. • Play safely and sensibly. • Wear a hat or play in the shade (Kindy-Eco Garden, 1&2- Kitchen Garden COLA, 3-6 only under COLA). • Line up for library/ computer room at the red line near the bike rack outside the library. • When the ground is wet, students must play appropriately and follow the instructions of the teacher to ensure everyone is safe. • When playing on the K-2 Basketball area, soft balls must be used. | <ul style="list-style-type: none"> • Teacher actively supervises across assigned areas. • Check younger children have eaten their lunch. • Ensure students are seated under COLA (3-6) Big Tree (1-2) L&N area (K) to eat and pick up rubbish before leaving to play. • Encourage Kindy students to play with Kindy students - Year 6 buddies are to play with their peers (not buddies). • Encourage safe play and remind students to stay in bounds. • If there is an incident, teachers must fill in the Sick Bay slip to send a student to Sick Bay. • If there is increased air pollution, students with medical issues will be supervised in the Library. • In extreme weather, students will be supervised in appropriate areas for safety. |
| <p>2nd half lunch</p> <p>PBEL monitors will hand out minis for the fortnightly PBEL focus</p> | <ul style="list-style-type: none"> • Play safely. • Stay in bounds where a teacher can see you. • Wear a hat or play in the shade (Kindy- Eco Garden, 1&2- Kitchen Garden COLA, 3-6 only under COLA). • Coloured equipment- Wait for a teacher before going on the equipment at 2nd half bell. • Students attending lunch time activities to move to assigned area with supervision. • When the ground is wet, students must play appropriately and follow the instructions of the teacher to ensure everyone is safe. • When playing on the K-2 Basketball area, soft balls must be used. | <ul style="list-style-type: none"> • Teacher is on the playground as soon as the 2nd half bell rings and signals the first half teacher • Teacher actively supervises across assigned areas. • Reinforce students to stay in bounds and encourage safe play. • If you are on Area A play equipment, stay in the area and be proactive. If there are no children on the equipment, stay in the area and monitor Kitchen Garden, COLA and check the equipment area constantly. • K-2 Basketball courts duty needs to check L&N area and that equipment has been packed away properly. • If there is an incident, teachers must fill in the Sick Bay slip to send a student to Sick Bay. • If there is increased air pollution, students with medical issues will be supervised in the Library. • In extreme weather, students will be supervised in appropriate areas for safety. |

Once school has finished at 3:20pm, students are to leave the grounds respectfully and following all regular school rules.

Playground Expectations

| RESPECT | RESPONSIBILITY | ASPIRE |
|--|--|--|
| <ul style="list-style-type: none"> Follow the teacher's instructions Share friends, equipment and space Be mindful of each other's personal space | <ul style="list-style-type: none"> Wear your hat Sit and eat in the designated areas until dismissed by staff. Use equipment and spaces safely Return equipment to the correct place | <ul style="list-style-type: none"> Accept winning and losing graciously Keep our playground clean Play in the correct areas. Cooperate with your peers |

Canteen

| RESPECT | RESPONSIBILITY | ASPIRE |
|---|---|--|
| <ul style="list-style-type: none"> Say please and thank you Line up behind the yellow line at the bottom of the stairs in your grade Two people at the window After being served leave by the ramp or stairs at the side Place your rubbish in the bin | <ul style="list-style-type: none"> Only line up if you are buying something Know what you want and how much it costs Only spend your money Sit in the correct areas and eat what you have purchased | <ul style="list-style-type: none"> To be polite and cooperative Line up and be ready to be served Use the canteen at appropriate times Purchase items and return to correct areas promptly |

Cyber City

| RESPECT | RESPONSIBILITY | ASPIRE |
|---|--|---|
| <ul style="list-style-type: none"> Be respectful when lining up and walk sensibly into the computer lab when teacher on duty counts students into Cyber City. Treat computers with care. Leave the computer settings as you find them. Be polite when commenting on other students' work. Allow others to learn by working quietly and sensibly Consider the environment when printing paper. | <ul style="list-style-type: none"> Keep your personal details and passwords private. Use your cyber-etiquette when online. Save your work in the correct place at the right time. Be accountable for the online choices you make. Only use approved websites. | <ul style="list-style-type: none"> Be resilient and bounce back. If something doesn't work the first time, try to navigate another way. Use correct grammar and punctuation for formal documents. Try your best when using new skills. Be patient. |

Stephanie Alexander Kitchen Garden Foundation

| RESPECT | RESPONSIBILITY | ASPIRE |
|--|--|---|
| <ul style="list-style-type: none"> Remind others to respect our garden Walk through the garden Listen to teachers and volunteers Work cooperatively by taking turns Pick fruit and vegetables with permission from a teacher or volunteer Play ball games in other areas | <ul style="list-style-type: none"> Put your tools and equipment away where they belong Put your fruit and vegetable scraps in the compost bins Recycle your rubbish at home Care for our chickens Return books to the 'Garden Library' Wear your hat | <ul style="list-style-type: none"> To be curious about the garden by asking questions Taste new foods during lessons Be an ecologist by helping to take care of the garden |

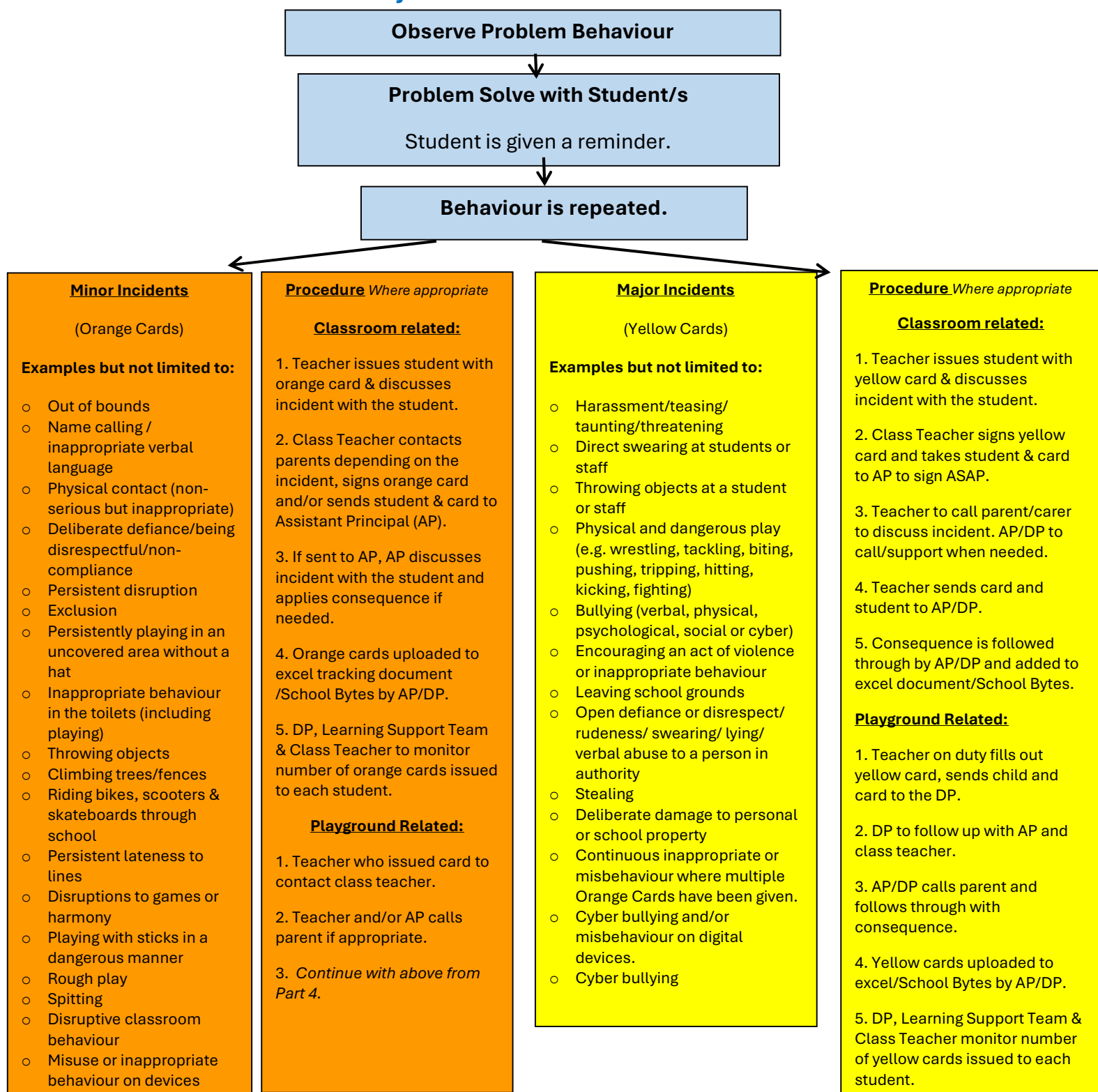
Expectations in the Hall

| RESPECT | RESPONSIBILITY | ASPIRE |
|---|---|--|
| <ul style="list-style-type: none"> Follow instructions and procedures appropriate to the occasion. Stand and sit quietly. Actively listen, applaud and respond appropriately | <ul style="list-style-type: none"> Enter and leave calmly. Keep aisles clear. Leave the hall clean and tidy. | <ul style="list-style-type: none"> Aspire to be the most attentive, engage and settled class. |

Toilets

| RESPECT | RESPONSIBILITY | ASPIRE |
|--|---|---|
| <ul style="list-style-type: none"> Use the facilities responsibly. Use the toilet area appropriately and leave. Be water wise. Be mindful of personal space. | <ul style="list-style-type: none"> Walk to and from the toilets. Use the toilet at appropriate times. Return to class promptly. Flush toilets after use. Wash hands with soap. | <ul style="list-style-type: none"> Keep the toilet area neat and tidy. Report any concerns. |

Manly West PS Behaviour Flow Chart



As part of our Student Welfare processes, Orange and Yellow Card data is monitored by our Learning and Support Team, Deputy Principals (DP) and school Executive. If a student receives numerous Orange or Yellow Cards, relevant staff (classroom teacher, Assistant Principal, DP, Principal) will meet with the Learning and Support Team to discuss a further plan of action. Adjustments may include an Individual Behaviour Program with risk assessment, in class support, playground modifications, access to external resources and personnel and a discussion with parents/caregivers. A formal 'Caution of Suspension Letter' may be issued with a caution period of up to 50 school days.

Each student and situation are to be considered on a case-by-case basis and dealt with accordingly, in line with the NSW DoE Student Behaviour Policy, Manly West Student Welfare Policy (including MWPS Discipline Policy, Anti Bullying Plan) and the Student Behaviour Code. With issues dealing with cyber or messaging problems, Manly West recommends parent for students to use age appropriate social media apps and messaging services, as supported by the eSafety Commissioner.

Behaviour – Orange and Yellow Cards

Minor Incident – Orange Card

- Incidents may need student/s to write an account of what has happened to ensure all perspectives are understood.
- Orange Card is completed by the teacher who witnessed or was supervising the student. The teacher may have a reflective conversation with the student and/or the student will be sent to the Executive supervising the grade/ stage.
- The teacher or grade supervisor will discuss the incident with the student by referencing the School PBEL Expectations to reflect on the situation and encourage the student to make more positive choices.
- The Orange Card will then be sent to the Deputy Principal for data collection.
- Reflection (oral or written) to be discussed and completed with each student.

| BEHAVIOUR CARD | BEHAVIOUR CARD |
|---|-------------------------------|
| Name: _____ | Follow up/ consequence: _____ |
| Class: _____ Date: _____ Day: _____ | _____ |
| Time/session incident occurred: _____ | _____ |
| Location of incident: _____ | _____ |
| Details of incident: _____ | _____ |
| _____ | By whom? _____ |
| _____ | Comments: _____ |
| Reporting Teacher's name: (print) _____ | _____ |
| Student acknowledgment <input type="checkbox"/> Classroom teacher initials: _____ | _____ |
| Exec initials: _____ Parent called: (circle) yes no | _____ |
| Consequence on back of card <input type="checkbox"/> Recorded in Excel sheet <input type="checkbox"/> | _____ |

Major Incident - Yellow Card

- Incidents may need student/s to write an account of what has happened to ensure all perspectives are understood.
- Yellow Card is completed by the teacher who witnessed or was supervising the student. Where necessary, the teacher will have the students involved write a recount of events. The teacher may have a reflective conversation with the student and/or the student will be sent to the Executive supervising the grade/ stage.
- The Executive will discuss the incident with the student and will also inform parents/carers.
- Student will complete an expectation reflection task sheet or have a reflective conversation with the student during lunchtime with Executive.
- Yellow Card will then be sent to the Deputy Principal for data collection.

| BEHAVIOUR CARD | BEHAVIOUR CARD |
|---|-------------------------------|
| Name: _____ | Follow up/ consequence: _____ |
| Class: _____ Date: _____ Day: _____ | _____ |
| Time/session incident occurred: _____ | _____ |
| Location of incident: _____ | _____ |
| Details of incident: _____ | _____ |
| _____ | By whom? _____ |
| _____ | Comments: _____ |
| Reporting Teacher's name: (print) _____ | _____ |
| Student acknowledgment <input type="checkbox"/> Classroom teacher initials: _____ | _____ |
| Exec initials: _____ Parent called: (circle) yes no | _____ |
| Consequence on back of card <input type="checkbox"/> Recorded in Excel sheet <input type="checkbox"/> | _____ |

Consequences

Consequences for students receiving a Yellow Card are dependent on the negative behaviour. Students that receive multiple Yellow Cards in a short space of time may be given consequences to reflect the impact of their behaviour. The Principal and the Learning and Support Team analyses and monitors Behaviour data and collectively decides on appropriate outcomes for each student on a case-by-case basis. Procedures and consequences may include:

- **Written documentation**
 - Students write an account (or scribed when needed) of what has happened from their point of view. All students involved in the situation will have their voice heard through this strategy.
- **Reflection time/Off the playground**
 - Students are off the playground for one or more lunchtimes, depending on the individual situation, and supervised by a school executive.
 - Students will be provided time to eat their lunch and use the bathrooms when they are off the playground.
 - Reflection time at Recess is only used in particular situations where it is deemed necessary for the student to be off the playground for their own or others' safety.
- **Restorative practices**
 - Conflict resolution support when needed between students. Students will be mentored, guided and supervised by MWPS staff to work through conflict in a respectful and responsible manner.
 - Social emotional learning where students are supported to:
 - Recognise and manage emotions.
 - Develop care and concern for others.
 - Establish positive relationships.
 - Make responsible decisions.
 - Handle challenging situations.
- Attendance at incursions, excursions and extra-curricular activities including PSSA participation will be reviewed by the Principal and the Learning and Support Team.

Suspension

Suspension from Manly West School is in line with the Department of Education (DoE) Inclusive, Engaging and Respectful Schools Policy. <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06>

At Manly West PS, we have high expectations of student behaviour and follow the DoE's Behaviour Code for Students. If a student has persistent misbehaviour and receives multiple Yellow Cards in a short space of time, the Principal will consult with the Deputy Principals and the Learning and Support Team and review the student's data. If a student participates in serious acts of bullying, cyber bullying or physical violence towards other students, staff and parents, the Principal may issue a formal caution of suspension, in writing, to the parents or caregivers. The purpose of the formal warning is for the student and their parents/caregivers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies. A formal caution may be given for up to 50 school days from the date that caution is issued. This cannot be carried over into the next calendar year unless consultation has occurred with the Direction, Educational Leadership as per DoE guidelines. In instances where an incident is very serious, a suspension may be given without issuing a formal caution due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning.

Grounds for suspending a student include but are not limited to:

- Continued/persistent disobedience and/or disruptive behaviour.
- Malicious damage to or theft of property.
- Verbal abuse.
- Bullying or cyberbullying.
- Misuse of technology.
- Discrimination.

The duration of a suspension will be made with consideration of the appropriate amount of time to implement supports for the student and/or put in place appropriate safety measures where relevant.

The duration may be:

- Up to 5 consecutive days for students in K-Year 2.
- Up to 10 consecutive days for students in Year 3-6.

Where a suspension with fewer days than up to 5 days for Kindergarten to Year 2 students and 10 days for Years 3-6 students, it may be increased in length up to the maximum days if required without it being considered an extension. However, if the number of consecutive days are insufficient to implement appropriate supports for the student, the Principal may extend the suspension for up to 5 additional school days.

When returning from suspension, the student and parents/caregivers will have a Resolution Meeting to discuss the student's behaviour. The Principal, Deputy Principal, School Psychologist/School Counsellor and classroom teacher (where appropriate) will attend the meeting to ascertain that the student:

- has a clear understanding of the reasons for the suspension and how their actions did not meet the standards of the DoE's Behaviour Code for Students.
- understands the impacts their behaviour had on others.
- has reflected on strategies to avoid any repetition of this unacceptable behaviour in the future.

A return to school will involve:

- Documenting outcomes from the meeting.
- Where required, a risk assessment to minimize and manage the physical and psychological hazards that the student may pose to themselves, students, staff or other persons.

Anti-Bullying Policy

Statement of purpose

At Manly West we believe all students, staff and parents have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, discrimination and victimisation. Respect and tolerance of others is valued at Manly West. Positive relationships are fostered through strong welfare programs and high expectations of exemplary behaviour are maintained at all times. Underpinning all our school policies and programs are our PBEL Expectations: Respect, Responsibility and Aspire.

Definition of Bullying

At Manly West, bullying is defined as:

- Involving the misuse of power in a relationship
- Intentional, ongoing and repeated
- Involving behaviours that can cause harm.

Having a disagreement with a peer, or a single incident or argument is not defined as bullying. These behaviors may be upsetting, and need to be resolved, but they are not bullying.

Physical and verbal bullying, such as kicking or name calling can be easy to see (overt). Other types of bullying, such as social exclusion or spreading rumours are not as easy to see (covert).

A person can be bullied about many different things. Bullying can also happen online using technology through websites, internet chat features, social media, group messaging platforms and texts.

Definition of Cyber-bullying:

Using the internet and social networking sites in particular to defame or harass members of the school community including students, staff, parents and citizens.

Examples of bullying are included, but not limited to the lists below.

Physical:

- Hitting/ punching
- Pushing/shoving
- Kicking
- Throwing objects
- Taking others' belongings/ stealing from others
- Damaging others' property
- Spitting at others
- Intimidation
- Using knowledge of a person's medical condition to harm them

Verbal:

- Threatening
- Name calling/ teasing
- Swearing at others
- Ridicule (making fun) of another person because of their actions, appearance, physical differences, religious beliefs, cultural background or medical / anaphylactic condition

Indirect:

- Spreading rumours
- Excluding others
- Writing notes

Cyber bullying:

- Harassing and threatening messages.
- Denigration – sending nasty SMS, pictures or prank phone calls, negative lists.
- Impersonation – using a person’s screen name or password.
- Outing or trickery – sharing private personal information, messages, pictures with others. Posting “set up” images/ videos.
- Ostracism –intentionally excluding others from an online group.
- Sexting – sharing explicit material via mobile phone

At Manly West PS we are committed to maintaining a positive climate of respectful relationships where bullying is less likely to occur. To achieve this, the whole school community has a responsibility to take positive and consistent actions to deal effectively with bullying.

Staff Responsibilities:

- model appropriate behaviour at all times.
- respond in a timely manner to incidents of bullying according to the school’s Anti-Bullying Plan.
- implement school programs and behaviour professional learning resources which promotes positive relationships that incorporate strategies to deal with bullying.
- have knowledge of school and departmental policies relating to bullying behaviour.
- communicate bullying incidents with parents when needed.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.
- document incidents of bullying.

Student Responsibilities:

- always model our school Expectations.
- participate with enthusiasm in anti-bullying lessons.
- be an upstander to any bullying incidents that they may witness.
- report any incidents of bullying.

Parents and Caregivers Responsibilities:

- support their children to become responsible citizens and to develop responsible on-line behaviour.
- model exemplary behaviour for their children, the staff and the school community.
- be aware of the school’s Anti-Bullying Policy and definition and assist their children in understanding bullying behaviour.
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-Bullying Plan.
- report incidents of school-related bullying behaviour to the school.
- work collaboratively with the school to resolve incidents of bullying when they occur.

The School Community Responsibilities:

All members of the school community have the responsibility to:

- model and promote positive relationships that respect and appreciates individual differences and diversity within the school community.
- positively support the school’s Anti-Bullying Policy.
- work collaboratively with the school to resolve incidents of bullying when they occur.
- report incidents of school-related bullying behaviour to the school, consistent with the school Anti-Bullying Policy.
- recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.

Prevention

Positive climate and school culture:

At Manly West, we recognise the diversity within our school community and provide programs that support, acknowledge and celebrate difference and promote harmony.

Strategies to identify and prevent bullying include:

- Implementing PDHPE Units of Work and resources that support the reduction and eliminating bullying behaviours.
- Explicit teaching of the school's PBEL Expectations and associated behaviours.
- Buddy programs.
- School and class high expectations.
- Information dissemination through the school Manly West Matters Newsletter, Grade newsletter and the school website.
- PBEL and Playground Monitors.
- Student, staff and parent workshops / presentations and professional learning.
- Student Representative Council (SRC) and school leadership programs.
- Workshops with Police Youth Liaison Officer.
- Embedding anti-bullying strategies across the K-6 curriculum.
- Promote students being an upstander.
- Promote students reporting to teachers or school staff of any incidents.
- Promote parents to report any incidents of bullying.

Early Intervention strategies to prevent bullying:

At Manly West, students who are identified as being at risk of developing long-term difficulties with social relationships, and those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour will be involved in one or more of the following:

- Referral to the Learning Support Team.
- Counsellor support.
- Individual behaviour management plan and program.
- Regular reviews with parents/caregivers.
- PBEL expectations.
- Workshops with Police Youth Liaison Officer.
- Cyber Safety presentations.
- Interrelate workshops for families.
- Adjustments for playground and lunch time activities.
- SLSO support.

Anti-Racism Policy

Statement of Purpose

Manly West PS commits to the elimination of all forms of racism. We believe every student, teacher and community member has the right to be treated fairly and with respect without discrimination. In line with NSW Department of Education (DoE) policy, all forms of racism are unacceptable at Manly West PS. No student, employee, parent, caregiver or community member should experience racism, including direct or indirect harassment within the learning and working environments of the DoE.

Definition of Racism

“Racism is the process by which systems and policies, actions and attitudes create inequitable opportunities and outcomes for people based on race. Racism includes all the laws, policies, ideologies and barriers that prevent people from experiencing justice, dignity and equity because of their racial identity. It can come in the form of harassment, abuse or humiliation, violence or intimidating behaviour. However, racism also exists in systems and institutions that operate in ways that lead to inequity and injustice”. (*Australian Human Rights Commission, 2020*).

Racism can take many forms, such as jokes or comments that cause offence or hurt, sometimes unintentionally, name-calling or verbal abuse, harassment or intimidation, or commentary in the media or online that inflames hostility towards certain groups. The aim of the Anti-Racism Policy is to promote an environment that is supportive, encouraging and celebratory of all differences within our community.

- [Anti-racism policy statement](#)
- [Anti-racism policy procedure](#)

NSW DoE 2024-35 Anti-Racism Strategy

Manly West supports the implementation of the DoE’s 2024-2035 Anti-Racism Strategy. https://education.nsw.gov.au/about-us/strategies-and-reports/anti-racism-strategy?utm_source=sfmc&utm_medium=email&utm_campaign=20240723_MuratDizdar_AntiRacismStrategy_AllStaff&utm_term=Anti-Racism+Strategy+2024%e2%80%932035&utm_id=199054&sfmc_id=44108796

Anti-Racism Contact Officer (ARCO)

Manly West PS will provide an ARCO and ensure they are officially trained to assist and lead matters in anti-racism.

ARCO Officers:

- Ellen Swick
- Wendy Mwanga
- Amber Fuller

What is an ARCO – Anti-Racism Contact Officer?

An Anti-Racism Contact Officer (ARCO) is a teacher nominated by the principal who assists in leading anti-racism education in the school. The ARCO is trained to provide advice to parents and carers, and teachers and students about the procedure for resolving complaints about racism. If requested, the ARCO can also act as a support person or advocate during the complaint resolution process.

The ARCO assists the principal by:

- Providing advice on incorporating whole school anti-racism education strategies in school planning.
- Facilitating professional learning to build awareness of the impact of racism on social cohesion, student learning and wellbeing.
- Assisting teachers to access resources which build awareness and understanding of the impacts of racism.
- Promoting upstander responses to incidents of racism for staff and students.
- Providing advice to students and staff on how to respond when they see or hear incidents of racism.
- Providing advice on what strategies the school can implement to address racism.
- Supporting staff, students and families when dealing with anti-racism matters, educating all parties and communicate with them about school procedures from any incidences.
- Managing reports of racism made by students against other students in accordance with the DoE’s Student Behaviour Policy and the MWPS Discipline Policy.
- Supporting staff to address reports of racism between students.
- Addressing complaints and reports of racism relating to staff and members of the school community.

- Providing impartial support to the person making the report of racism during the process to increase the likelihood of a satisfactory outcome.
- Collecting data about reports and complaints and monitor incidents of racism.
- Promoting anti-racism education.

What should I do if my child is experiencing racism at school?

If your child is experiencing racism at school, you should encourage them to report it to a teacher or the school's Anti-Racism Contact Officer, or you may report it on your child's behalf.

Definitions (from DoE)

- **Anti-racism** – Ideas and practices that seek to confront and eradicate racism and racial discrimination on both the interpersonal and systemic level to uphold human rights and ensure equal opportunity for all members of society.
- **Bystander** - someone who hears or sees something racist and who may want to say or do something to offer support but often is not sure of what action to take.
- **Culture** – an umbrella term that encompasses social norms and behaviours found in human society as well as the knowledge, beliefs, art, laws, customs, capabilities and habits of individuals within a group.
- **Cultural inclusion** - strategies which remove barriers to participation for people from culturally, linguistically and religiously diverse backgrounds and which seek and value their contributions and perspectives.
- **Direct (overt) racism** – occurs when one person or group of people receive less favourable treatment than another person or group in the same position would have received on the grounds of their race, colour, descent or national or ethnic origin
- **Discrimination** – behaviour that treats people unequally based on their perceived group membership. It can range from exclusion to hate crimes.
- **Everyday racism** - reinforces negative stereotypes and prejudice about people based on their race, colour or ethnicity. It is often expressed through jokes and casual comments and does not always target a specific person. It is often not intended to cause offence or harm but can have serious impacts on people's health and wellbeing.
- **Indirect (covert) racism** - a subtle form of racism that discriminates against people in a passive or disguised manner. It includes practices or policies that appear to be neutral or fair because they treat everyone in the same way but adversely affect a higher proportion of people from one (or more) racial, national or ethnic group(s). It can occur when there is no intention to discriminate.
- **Individual racism** – the expression of racist attitudes or behaviours by individuals or groups towards other individuals or groups.
- **Institutional (or systemic) racism** – occurs when institutions such as governments, legal, medical and education systems and businesses, discriminate against certain groups of people based on race, colour, ethnicity, or national origin. Often unintentional, such racism occurs when the apparently non-discriminatory actions of the dominant culture have the effect of excluding or marginalizing minority cultures.

School and Staff Responsibilities:

- Implement educational practices that reflect high expectations for students of all cultural linguistic and religious backgrounds.
- Provide resources and supports that are equitable and inclusive of the needs of students of and staff of Aboriginal and Torres Strait Islander Peoples, histories, cultures and experiences.
- Develop and implement culturally safe, inclusive and responsive programs to ensure students learn in a supportive environment free from prejudice and discrimination.
- Collaboratively develop and implement whole-school anti-racism strategies to eliminate racism.
- Engage in respectful conversations about race and racism.
- Maintain culturally inclusive and responsive practices and culturally safe workplaces.
- Establish and maintain procedures to respond to reports of incidents of racism.
- Implement action to address and resolve incidents and reports of racism.
- Address racism when it occurs.

- Model and encourage mutual respect.
- Complete Anti-Racism mandatory training.
- Promote upstander behaviour in PDHPE lessons.
- Utilise the SRC to promote anti-racism initiatives and strategies.

Student Responsibilities:

- Respect and encourage differences in each other.
- Ensure that all language and actions that are used are free from discrimination, including slang words.
- Report any incidents of racism to the school.
- Be an upstander against racism.

Parent/Care Giver Responsibilities:

- Model and encourage mutual respect.
- Model respectful behaviour and language of race, ethnicity and religion, including slang words.
- Engage in respectful conversations about race and racism.
- Report any incidents to the school involving racism.

STUDENT USE OF DIGITAL DEVICES

Rationale

Manly West PS school executive and staff support students to use digital devices as part of their learning experience and curriculum expectations. We have strong teaching and learning practices to support students in the classroom using various forms of appropriate technology, which benefits and minimises the risks of digital environments and prepares students for life in a digital world. We foster a safe learning environment which supports and enhances each child's social and emotional health through our teaching and learning programs, initiatives and Learning and Support Team.

Aim

Staff at Manly West support students to use digital devices such as laptops and PCs as well as online services for educational purposes. Teachers may use devices and online services to:

- Structure learning and make it more engaging for students
- Help students become independent learners
- Support a range of learners and interests
- Provide opportunities for collaboration and problem solving
- Build the capacity of students' digital skills.

Definitions (from DoE)

- **Digital devices** – includes laptops, tablets, wearable technology (such as smart watches and headphones) and other devices that can receive, store, process and share digital information and connect to applications (apps), websites and other online services.
- **Educational purposes** – any use approved by school staff that supports student learning, wellbeing and educational outcomes.
- **Online services** – Includes digital classrooms, chat and messaging, online games, virtual reality, interactive online learning activities, social media and other online spaces.
- **School-related settings** – Includes school grounds, school-related activities and outside of school, where there is a clear and close connection between the school and the conduct of students, such as excursions and camps. This connection may exist in situations where: there is a discussions regarding school related matters taking place outside of school hours; a student is wearing their uniform but is not on school premises; a relationship between parties commenced at school; students are online in digital classrooms; and where online contact has flow on consequences at school and duty of care requires the school to respond once an incident is reported.

Staff and School Responsibilities:

- Establish strategies and practices consistent with the DoE policy and deliver learning experiences to encourage appropriate use of digital devices and online services.
- Complete in mandatory training and professional development in appropriate use of digital and online services, including cyber safety.
- Support parents/carers and students to understand strategies for promoting safe, responsible and respectful use of digital devices and online services.
- Model appropriate use of digital devices and online services.
- Teach students to be respectful of digital devices and when online, responsible and safe.
- Respond to, record and report any inappropriate use of digital devices and online services, as outlined in the Student Behaviour Policy (DoE).
- Communicate changes to the SRC, all students and the school community.
- Provide devices for students who need adjustments to access the curriculum.

Student Responsibilities:

- Adhere to school instructions and expectations when using or working on a device.
- Use online services (such as Google Classroom) respectfully and have the same standards of behaviour as a classroom.
- Use appropriate websites that may be suggested by your teacher.
- Keep your password confidential and do not log into another person's account.
- When at school, only print when permission is given.

- Only use communication, such as walls in Google Classroom or emails, for educational purposes and when given permission by your teacher.
- Think critically about information that is found online.
- Report any misuse or inappropriate behaviour from online services or digital device.

Parent/Caregiver Responsibilities:

- Support the school's Policy to be respectful and responsible digital citizens and use digital devices appropriately.
- Model exemplary behaviour when using online services and devices.
- Report any misuse or inappropriate behaviour to the school.
- Monitor your child's use of digital devices.

Mobile Devices in School Policy (including Phones/Smart Watches)

Rationale

Manly West PS supports the restrictions of mobile phones and smart watches in accordance with the NSW DoE Students' Use of Mobile Phones in Schools Policy. This policy has been implemented to increase focus and learning in classrooms, remove distractions and promote positive social interactions while reducing the potential for online bullying and inappropriate use. Mobile phone and smart watches use in schools can impact student learning and wellbeing. Manly West PS has strong teaching and learning practices to support students in the classroom using various forms of appropriate technology, which maximises the benefits and minimises the risks of digital environments and prepare students for life beyond school. We foster a safe learning environment which supports and enhances each child's social and emotional health through our wellbeing and learning and support teams.

Aim

All mobile phones must be switched off when students enter school grounds and not used until they have left school ground. This means students have the responsibility to turn off their phone and store it safely in their school bag for the course of the day. Smart watches must be switched to 'flight mode' or locked so they are only used as a watch in school hours. This is an approved DoE option and will limit unnecessary distractions and complement our ongoing approach to ensure every student maximises their learning and social growth in a safe and supportive environment.

Manly West staff understand there will always be emergencies when parents need to get in contact with students or vice versa during the school day. Parents/Caregivers can make contact with the school office on (02) 9948 2257 and staff will relay the message. Students should report any issues/emergencies to their class teacher or school office so that contact to parents/caregivers is made by school staff.

Staff and School Responsibilities

- Support students to model appropriate use of mobile phones.
- Respond to and report any inappropriate use of mobile phones.
- Implement this policy in consultation with staff, students, parents/caregivers.
- Ensure all students are aware of the procedures of mobile phone and smart watch use.
- Regularly review this policy in line with new technological advances.

Student Responsibilities

- Turn off mobile phones during school hours and keep in their bag. This includes on excursions, PSSA, school functions and extra-curricular activities.
- Turn smart watches onto 'Flight Mode' or lock during school hours. Flight Mode must stay on during school hours until the student has left the school grounds.
- Mobile phones and smart watches can only be switched back on once students have left the school grounds after school has finished.

- Notifications for mobile phones and smart watches are to be switched off.
- Report to class teacher or office if any concerns with contacting parents during school hours so that contact is made by school staff.
- Students contact parents on their devices outside of school hours only, once off the school grounds.
- Smart watches and mobile phones cannot be used to take photographs or videos.
- Devices such as earphones must only be used when using a laptop or PC under the direction instruction of the classroom teacher.

Parent/Caregiver Responsibilities

- Support policy implementation, including resolving issues, communication with school staff and the school community respectfully and collaboratively.
- Parents/Caregivers to contact school office for any issues or messages that need to be relayed to their child.
- Devices brought to and kept at school in student bags are done so at their owner's risk.
- Recognise the role they play in educating their child and modelling the behaviours that underpin the responsible and respectful use of mobile phone and smart watch use and online presence.
- Take responsibility for their child's use of mobile communication devices and online services at home.
- Monitor their child's online communication device use and online presence.

Students who are found to be using their mobile phone or smart watch throughout the day or inappropriately, will be reviewed using our school's Discipline Policy.

Student Use of Social Media, Online Group Chats and Group Messages/Text Groups

Manly West PS school executive and staff actively encourage students and parents/caregivers to understand the age requirements for social media as well as the issues that arise when students are online or text/group chats. Staff support that any social media platforms require users to be at least 13 years old before they can create an account, therefore, any users under the age of 13 would be reported to the social media platform. Students that have been found to be bullying online, in texts or online chat forums or have conducted themselves in inappropriate will be reported and staff will follow procedures set out in our Anti-Bullying Policy, Anti-Racism Policy and/or Discipline Policy.

MANLY WEST PS PARENT AND CAREGIVER CHARTER

This Charter is available to parents and caregivers to ensure that a positive collaboration for our school community.

MANLY WEST PS PARENT AND CAREGIVER CHARTER



*Approaching your school
for successful schooling*

Collaborative Respectful Communication

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

PRINCIPAL
Julie Organ

DEPUTY PRINCIPALS
Wendy Mwanga (K-2)
Jenni Milburn / Lisa Greco (3-6)

ASSISTANT PRINCIPALS
CURRICULUM & INSTRUCTION
Lisa Greco, Mona Johnson

ASSISTANT PRINCIPALS K-2
Theresa Fuller (Kinder), Mona Johnson

ASSISTANT PRINCIPALS 3-6
Cath Jones, Annika Vasara-Blunden

COUNSELLOR
Natalie Shamir, India Leon

LEARNING SUPPORT TEAM (LST)
Principal, Deputy Principals, Counsellors, EALD,
Learning Support & High Potential Gifted Ed (HPGE)
teachers, Mrs Mwanga (Coordinator)

P&C
President: Bianca Mouldsdaile
Vice Presidents: Gayle Graham, David Reynolds
Parent Rep Coordinator Luisa Fryday



PARENT AND CAREGIVER SUPPORT AT MANLY WEST INQUIRY/QUESTION/INFORMATION

ACTION

School email: manlywest-p.school@det.nsw.edu.au phone: 9948 2257

| | | |
|---|---|---|
| Academic Progress or Welfare of own child | → | Contact the child's teacher either by note, by phone or email to the office. Appointment will be organised. |
| Other concerns e.g. explaining an absence, applying for extended leave | → | Contact the office in person, phone or email to make a suitable appointment time to talk with teacher and/or grade supervisor or Assistant Principal |
| Learning Support Team/Counsellor | → | Counsellor appointments go through Learning Support Team - email the office Mrs Mwanga - Learning Support Coordinator |
| Enrolments, change of family information, custody details | → | Contact the office by email with detail change |
| Financial Difficulties | → | Email office - Attention Principal and/or Business Manager. Confidentiality matter. |
| Health Issues/Specialist Referrals/Diagnosis | → | Email the office and forms will be issued. Class teacher, Assistant Principal and Learning Support Team will be informed |
| Policies and Procedures | → | See school website or contact the office |
| Extracurricular activities, PSSA, Dance | → | Email the office for information |
| BASC, Uniform, Volunteering, Band, Canteen, Fundraising | → | Parent and Community - P&Csecretary@manlywestpandc.org.au https://www.manlywestpandc.org.au/ BASC - 02 9948 8113 |

If your inquiry/question is not resolved after following the guidelines above, please contact the office for the next step as outlined below:

Learning Support Team includes Principal, LST Coordinator, Deputy Principal, Counsellor, LST Teachers, EALD Teacher

| | | |
|---------------------|---|--|
| Office staff | → | Deputy Principal K-2 Mrs Mwanga; 3-6 Mrs Milburn / Mrs Greco |
| Classroom teacher | → | Assistant Principal |
| Assistant Principal | → | Deputy Principal |
| Deputy Principal | → | Principal - leads all teams and actions. |

LEARNING AND SUPPORT TEAM (LST)

Rationale

The Manly West Learning and Support Team (LST) is a whole school planning and support mechanism. It operates at Manly West with the purpose of addressing the learning support needs of individual students and groups of students, including the needs of the High Potential and Gifted students through the coordination, development, implementation, monitoring and evaluation of educational, behavioural and well-being programs.

The Learning Support Team includes the Principal, Deputy Principals, School Counsellor/School Psychologist, LST teachers and EAL/D teacher. The class teachers are invited when there is discussion of a particular student. The Learning and Support Team meet every fortnight and the Deputy Principal acts as the Learning and Support Coordinator.

Aim

A prime function of a Learning Support Team is to ensure that the needs of all students in the school are being met. A key feature of the Learning Support Team is the facilitation of collaborative planning between teachers, support staff, parents and students. The LST meet on a fortnightly basis and discuss students referred from teachers and parents, assess students, identify the type of support required, monitor and evaluate programs and refer students to the school counsellor if necessary.

At each meeting, the LST discusses:

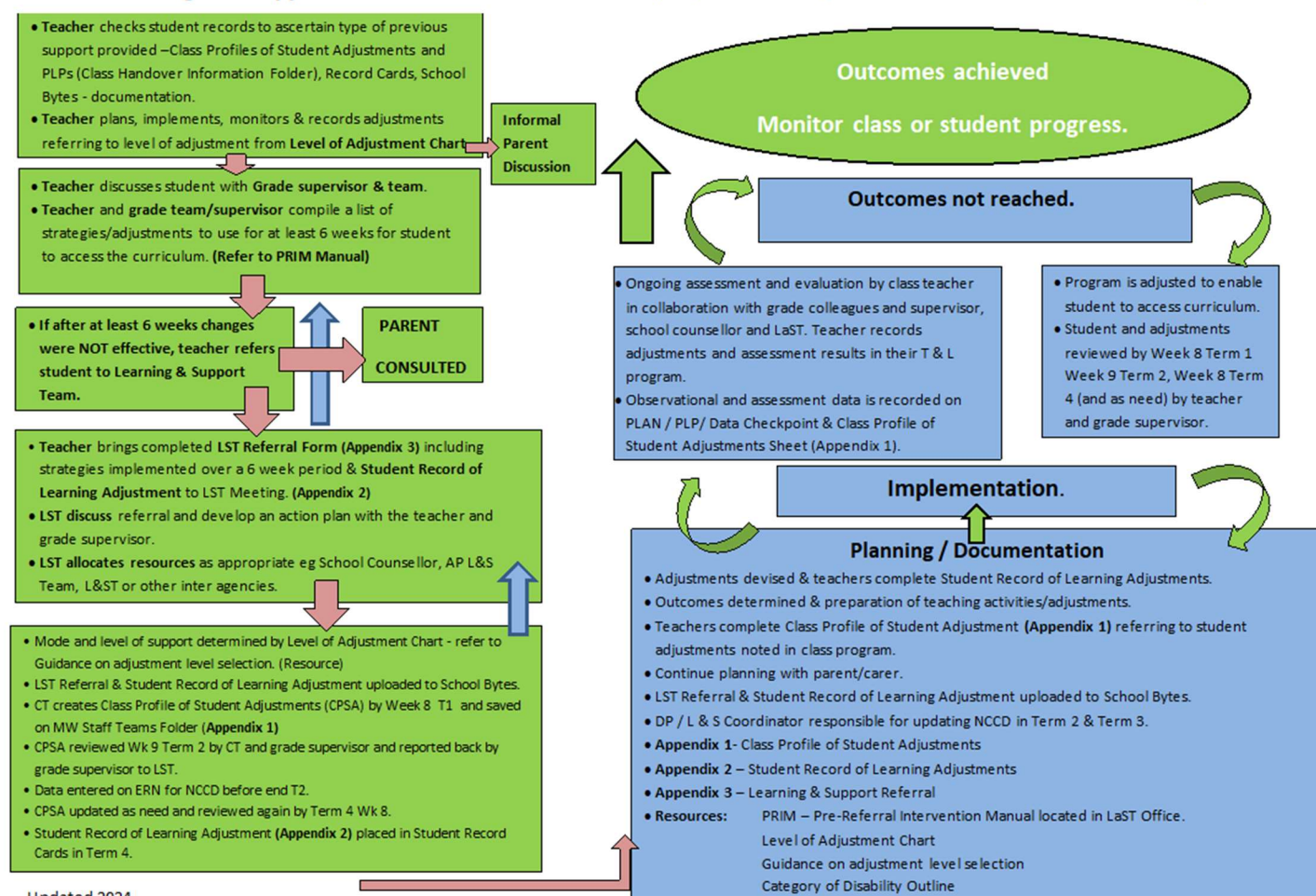
- Attendance
- Behaviour
- School Psychologist/School Counsellor report
- EAL/D report
- L&ST report
- Students for identification.

Teachers complete the NCCD each year and accommodate reasonable adjustments in the classroom for all students.

School Counselling Service

The School Counselling Service is available in the school for students with learning, behavioural or psychological support needs. Referrals to the School Counselling Service are through the Learning Support Team. They may also come directly from the Principal and Executive team in consultation with parents. Parents are required to provide signed permission for any counselling intervention to occur.

Student Learning and Support Referral Process. – For students requiring additional learning assistance to access the curriculum and meet learning needs.



Updated 2024

MANLY WEST PRIMARY SCHOOL

Referral to the Learning Support Team

| | |
|----------------|-------------------|
| Student: | Class: |
| Age: | Class Teacher: |
| Date of Birth: | Date of Referral: |
| Home Language: | Referred By: |

Reason for Referral

Please circle as appropriate and comment below:

| | | | |
|------------------------|---------------|------------|---|
| READING | MATHEMATICS | SPELLING | ORAL LANGUAGE (Receptive/Expressive) |
| ATTENDANCE | GROSS MOTOR | FINE MOTOR | BEHAVIOUR |
| EMOTIONAL RESPONSES | SOCIAL SKILLS | GATS | WITHDRAWN Behaviour |

Please state specifically what you have noticed about the child that has alerted you to the problem.

Concerns been discussed with:

- Parents Yes/No
- Grade Supervisor Yes/No
- Principal Yes/No

Nominate type of (Standardised/Informal) assessment.

| | |
|--------------------------------|-------------|
| Current Reading Recovery Test: | Date Given: |
| Result: | |
| TENs Level | Date: |
| Result: | |
| Other Test: | Date Given: |
| Result: | |

Are any other personnel known to be involved? (Health, tutor, O.T, DCJ, HSLO, ISTB, Private Psychologist)

Has the student had:

- Hearing Tested Yes/No
- Eyesight Tested Yes/No

Does the student have any medical, physical, or emotional concerns to your knowledge? Yes/No

Appendix 3

If yes, please indicate the nature and severity of the problem.

Any further information (including medication taken)

N/A

Successful Strategies and Interventions in Place

Strategies Attempted and Found Unsuccessful:

Assistant Principal _____ Date _____

Principal _____ Date _____

Classroom Teacher _____ Date _____

*For Learning Support Team use only.

ACTION REQUIRED BY LEARNING SUPPORT TEAM

| | | |
|----------------------------|--------------------------|-------------------------|
| Discussion with Counsellor | Educational Assessment | Intellectual assessment |
| Parent Interview | Referral to Other Agency | |

Learning Support Team Recommendations:



Manly West Public School

Student Record – Learning & Support Adjustments

To assist students with disabilities and additional learning and support needs as defined under the DDA 2005

| | | | |
|---|--|--|--|
| Student Name: | | Class: | Date Adjustments Commenced: Review Date: |
| Confirmed Disability: <input type="checkbox"/> Yes <input type="checkbox"/> No Details: _____ | | Funding: <input type="checkbox"/> Yes <input type="checkbox"/> No Type: _____ | |
| Disability Category: <input type="checkbox"/> Physical <input type="checkbox"/> Cognitive <input type="checkbox"/> Sensory <input type="checkbox"/> Social / Emotional | | | |
| Disability Category | Classification | Examples | |
| Physical | Medical Conditions | Cancer, Juvenile Arthritis, Spina Bifida | |
| | Chromosomal Disorders | Down Syndrome, Marfan Syndrome | |
| Cognitive | Neurological Disorders | Autism, Epilepsy, Multiple Sclerosis | |
| | Learning Disabilities | ADHD, Dyslexia, Intellectual Disability | |
| | Communication Disorders | Language Disorder, Selective Mutism, Stuttering | |
| Sensory <input checked="" type="checkbox"/> | Sensory Disorder | Vision Impairment, Hearing Impairment | |
| Social / Emotional <input checked="" type="checkbox"/> | Mental Health Disorders | Anxiety, Oppositional Defiance Disorder | |
| Level of Adjustment: <input type="checkbox"/> QDTP <input type="checkbox"/> Supplementary <input type="checkbox"/> Substantial <input type="checkbox"/> Extensive Please refer to the 'Level of Adjustment Table' laminated A3 sheet for further details | | | |
| Quality Differentiated Teaching Practice (QDTP) | Supplementary Adjustments | Substantial Adjustments | Extensive Adjustments |
| Adjustments made to teaching & school practice that enables students to access learning on the same basis as their peers. The student's identified needs require active monitoring. | Provided when there is an assessed need at specific times to complement the strategies and resources already available (for all students) within the school. These adjustments address the nature and impact of the student's disability, and any associated barriers to their learning, physical, communication or participatory needs. | Address the specific nature and significant impact of the student's disability. These adjustments address the more significant barriers to their engagement, learning, participation and achievement. These students require considerable adult assistance. | Provided when specific measures are required at all times to address the individual nature and acute impact of the student's disability and the associated barriers to their learning and participation. Adjustments are highly individualised, comprehensive and ongoing. |
| <ul style="list-style-type: none"> Have parents / carers been consulted and given input regarding adjustments? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Have External Resources eg AP Learning Support been consulted regarding adjustments? <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Ongoing collaborative, face-to-face consultation is required to evaluate/amend adjustments.</p> | | | |
| Parent / Caregiver signature: _____ | | | |
| Date: _____ | | | |

| Planning | Resources / Equipment |
|---|---|
| <input type="checkbox"/> Student concerns discussed <input type="checkbox"/> Health Care Plan <input type="checkbox"/> Partial enrolment <input type="checkbox"/> Learning & Support Team meetings <input type="checkbox"/> Integration meetings <input type="checkbox"/> Personalised Learning Plan (PLP) <input type="checkbox"/> Differentiated learning <input type="checkbox"/> Smart goals <input type="checkbox"/> Risk Assessment <input type="checkbox"/> Behaviour Plan <input type="checkbox"/> Individual / visual timetable <input type="checkbox"/> Visual prompts / displays <input type="checkbox"/> Social stories <input type="checkbox"/> Excursion planning | <input type="checkbox"/> iPad, ICT, assistive technology <input type="checkbox"/> Sensory aides, e.g. cushion, weighted vest, fidget toys <input type="checkbox"/> OT resources – pencil grips / other <input type="checkbox"/> Slope boards <input type="checkbox"/> PRIM Referral Manual <input type="checkbox"/> Magnified overlay <input type="checkbox"/> FM transmitter, hearing device <input type="checkbox"/> Concrete learning materials <input type="checkbox"/> Wheelchair accessible desk <input type="checkbox"/> Modified furniture <input type="checkbox"/> IWB – coloured background <input type="checkbox"/> Visuals, communication cards Other: _____ |
| Content and Delivery Adjustments | Assessment Adjustments |
| <input type="checkbox"/> State 'Learning Outcomes' at the start of the lesson: WALT (What are we learning today?) and WILF (What am I looking for?) <input type="checkbox"/> Alert student by using their name when new or important information is going to be introduced <input type="checkbox"/> Chunk content and tasks into achievable steps <input type="checkbox"/> Visual aides with oral presentation <input type="checkbox"/> Explicit instruction: 'I do, we do, you do' <input type="checkbox"/> Random student selection e.g. paddle pop sticks, individual whiteboards, think-pair-share <input type="checkbox"/> Highlight instructions/key words <input type="checkbox"/> Give one instruction at a time <input type="checkbox"/> Acknowledge effort no matter how small <input type="checkbox"/> Reward effort more than achievement <input type="checkbox"/> Ask student to repeat instructions <input type="checkbox"/> State clear behavioural objectives <input type="checkbox"/> Remind student to stay on task <input type="checkbox"/> Use cooperative group work with specific roles <input type="checkbox"/> Give specific and timely feedback e.g. 'Well done using your number line to solve the addition problem.' Other: _____ | <input type="checkbox"/> Extra time / Break time <input type="checkbox"/> Assessment on coloured paper <input type="checkbox"/> Enlarged print <input type="checkbox"/> Use oral testing <input type="checkbox"/> Use of a reader <input type="checkbox"/> Use of a scribe <input type="checkbox"/> More time to complete a task <input type="checkbox"/> Conduct assessment in quiet room <input type="checkbox"/> Pictorial prompts to support comprehension <input type="checkbox"/> Attempt and complete fewer activities/tasks <input type="checkbox"/> Practice taking similar test questions <input type="checkbox"/> Permit student to use word processing Other: _____ |
| Classroom Adjustments | Additional Support Programs |
| <input type="checkbox"/> Seating – closer to the teacher, board, seated for peer support, stand at desk rather than sit, seated on a chair during floor activities, seated away from distractions (e.g. lights, windows) <input type="checkbox"/> Establish class rules and review often <input type="checkbox"/> Use a visual timetable <input type="checkbox"/> Stand near student when giving instructions <input type="checkbox"/> Seat student near teacher <input type="checkbox"/> Assign student to low-distraction area <input type="checkbox"/> Seat student near positive peer models <input type="checkbox"/> Colour coding for group organisation <input type="checkbox"/> Clear desk between tasks of unessential items <input type="checkbox"/> Arrange classroom for visibility and movement <input type="checkbox"/> Consider sensory issues including noise Other: _____ | <input type="checkbox"/> Learning & Support Teacher <input type="checkbox"/> EAL/D Teacher <input type="checkbox"/> Buddy Reading <input type="checkbox"/> MiniLit <input type="checkbox"/> MultiLit <input type="checkbox"/> Work with SLSO <input type="checkbox"/> Peer tutoring <input type="checkbox"/> Parent tutor Other: _____ |

| Reading Adjustments | Autism Spectrum Disorder Adjustments |
|--|--|
| <input type="checkbox"/> High interest instructional level reading materials, including multimodal texts <input type="checkbox"/> Highlight the key information. <input type="checkbox"/> Reduce content to include only vital information <input type="checkbox"/> Provide key words with a picture cue <input type="checkbox"/> Pre-teach special / technical vocabulary <input type="checkbox"/> Provide a sound chart e.g. Best Start Chunk Chart <input type="checkbox"/> Have the student read independently each day <input type="checkbox"/> Use large type <input type="checkbox"/> Provide buff instead of white paper <input type="checkbox"/> Provide more oral feedback than written <input type="checkbox"/> A ruler to help track lines of text <input type="checkbox"/> A reading strategy desktop prompt Other: _____ | <input type="checkbox"/> Visual timetable & visual supports <input type="checkbox"/> Autism Spectrum learner profile <input type="checkbox"/> Use a feelings chart <input type="checkbox"/> Setup a home/school communication book <input type="checkbox"/> Repetitive routines and activities <input type="checkbox"/> Social stories/scripts which explain to the student how to interact in specific situations <input type="checkbox"/> Use specific praise <input type="checkbox"/> Use the student's name at the start of a sentence e.g. 'Jack come and sit next to me.' <input type="checkbox"/> Seat the student close to the board <input type="checkbox"/> Use explicit, systematic instructions <input type="checkbox"/> Break tasks into small achievable steps <input type="checkbox"/> Have a particular time of the day when the child can talk about isolated interests <input type="checkbox"/> Use student's favourite activities to motivate <input type="checkbox"/> More time to process verbal & visual information <input type="checkbox"/> Provide breaks e.g. book corner, have a drink, send on an errand, watch a liquid timer <input type="checkbox"/> Use sensory/fidget toys to improve learning and behaviour e.g. stress / porcine ball, stretchy frogs. <input type="checkbox"/> Teach social skills e.g. Socially Speaking <input type="checkbox"/> Use a token chart to target behaviours Other: _____ |
| Writing Adjustments | Behaviour Support Adjustments |
| <input type="checkbox"/> Personal spelling dictionary <input type="checkbox"/> Activities to reinforce spelling words, e.g. flash cards, mnemonics, list on the student's desk <input type="checkbox"/> Word banks e.g. sight / theme words <input type="checkbox"/> Provide reference material / work samples <input type="checkbox"/> Divide paper into clearly marked sections <input type="checkbox"/> Scaffolds with model sentences <input type="checkbox"/> Sentence starters <input type="checkbox"/> Graphic organisers <input type="checkbox"/> Cloze exercises or multiple choice questions <input type="checkbox"/> Teach memory strategies such as mnemonics <input type="checkbox"/> Reduce length of writing task <input type="checkbox"/> Allow a scribe <input type="checkbox"/> Use alternatives to demonstrate learning e.g. oral explanation, comic strips, PowerPoint Other: _____ | <input type="checkbox"/> Establish classroom rules e.g. work on-task, work quietly, remain in your seat, finish task <input type="checkbox"/> Review and reinforce rules often. <input type="checkbox"/> Establish consistent routines & structure <input type="checkbox"/> Give available choices and logical consequences <input type="checkbox"/> Teach the student ways to gain self-control e.g. count to ten, walk away, talk with someone <input type="checkbox"/> Communicate with parents e.g. face to face meeting, set up a home/school communication book <input type="checkbox"/> Provide constant, positive reinforcement for appropriate/on task behaviour <input type="checkbox"/> Give clear, short instructions one at a time <input type="checkbox"/> Inform changes to the routine ahead of time <input type="checkbox"/> Use a voice level chart <input type="checkbox"/> Praise a particular student's behaviour to prompt others Other: _____ |
| Speech and Language Adjustments | Mathematics Adjustments |
| <input type="checkbox"/> Additional modeling and concrete examples <input type="checkbox"/> A sensory/fidget toy during whole class listening activities; e.g. squeeze ball, blue tac <input type="checkbox"/> Choral reading with a peer <input type="checkbox"/> Send home materials to preview <input type="checkbox"/> Checklists for sequencing and completing tasks Other: _____ | <input type="checkbox"/> Highlight maths symbols / key words <input type="checkbox"/> Visual supports e.g. number line, hundreds chart, varied manipulatives e.g. counters, Unifix <input type="checkbox"/> Daily drill activities e.g. tens frames <input type="checkbox"/> Reduce the number of activities/math problems <input type="checkbox"/> Draw pictures to illustrate maths problems <input type="checkbox"/> A calculator to check answers to maths problems Other: _____ |

| Documented evidence of adjustments over at least 10 weeks: | K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| <input type="checkbox"/> Yes <input type="checkbox"/> No | | | | | | | |
| * Class Program | | | | | | | |
| * Counsellor Information/File | | | | | | | |
| * LAST Program | | | | | | | |
| * Medical/Specialist Reports (OT; Speech etc.) | | | | | | | |
| * Support Unit IEP (Individual Education Plan) | | | | | | | |
| * IFSLSP + SLSO (Integration Funding Support Learning Support Plan) | | | | | | | |
| * PLP (Personalised Learning Plan) | | | | | | | |
| * OOHC Plan (Out of School Home Care) | | | | | | | |
| * SLSO (No Integration Funding) | | | | | | | |
| * Behaviour Support Plan | | | | | | | |
| * Risk Management Plan | | | | | | | |
| * Health Care Plan | | | | | | | |
| * Other Learning & Support Team minutes | | | | | | | |
| * Transition Plan | | | | | | | |
| * Evidence of collaborative planning with relevant staff | | | | | | | |
| * Documentation of staff in servicing regarding adjustment/s | | | | | | | |
| * Other: | | | | | | | |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| * Evidence of consultation and collaboration with student and/or parents, carers or associates. | | | | | | | |
| • External Resources eg AP Learning Support | | | | | | | |
| • Meeting minutes or notes | | | | | | | |
| • Records of phone calls, conversations | | | | | | | |
| • Documented student plans (signed by parent) | | | | | | | |
| • Record of parent-teacher interviews | | | | | | | |
| • Parent-teacher communication books | | | | | | | |

Appendix 2

Where are the above documents for this student kept?

- ☐ Learning and support team records
- ☐ School Bytes (Student profile under documentation)
- ☐ Classroom teacher's programs (eg lesson plans, registers)
- ☐ Student Record Card
- ☐ Counsellor's Office
- ☐ Other

Inclusion and Diversity

Inclusive education in NSW is defined as all students, regardless of disability, ethnicity, socio-economic status, nationality, language, gender identity, sexual orientation or faith, can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. It means adapting the design and physical structures, teaching methods and curriculum as well as the culture, policy and practice of education environments so that they are accessible to all students without discrimination. Manly West and the DoE are committed to providing safe and supportive learning environments that respect and value diversity and are free from violence, discrimination, harassment and vilification. All students, have a right to be treated equitably and with dignity. Research shows the supportive environment schools provide can have a lasting impact on both the educational and lifelong outcomes for students. Inclusion is embedded into all areas of school life at Manly West PS and is supported by our culture, policies and everyday practices.

Students with a Disability

Manly West PS follows guidelines set by the DoE, including the Principles of Inclusive Practice for Students with a Disability. These include:

- Student agency and self-determination
 - Students have a voice and are supported to express their views. The capacity of students to solve problems, set goals, make decisions and self-advocate is valued and developed.
 - Students participate in decisions that affect them.
 - Students will be supported to achieve the best learning and wellbeing outcomes possible with the most appropriate learning program that suits their needs.
 - Parents/Caregivers are engaged as partners in supporting authentic student participation.
 - Teachers and school executives develop individualised learning goals that set high aspirations for students, with ongoing review.
 - Students and their parents/caregivers are supported to prepare for and navigate key transitions from starting school and transitioning from Year 6 to Year 7.
- Parent/Carer inclusion
 - Teachers and schools work in partnership with the student's parents/carers and support people to achieve the best outcomes for their child's education.
 - Teachers and schools will use collaborative approaches to plan and achieve agreed and measurable outcomes for every student.
 - Teachers and schools will continue to seek the views of parents/caregivers to determine the most appropriate education program for students to ensure it continues to achieve the best learning and wellbeing outcomes possible.
 - Teachers and school will work in partnership with families to prepare students for key transitions.
 - Families have access to information about the support that is available for their child.
 - Students, and their families receive effective communications and resources.
- Social and cultural inclusion
 - All students are welcomed and supported to build relationships with their peers.
 - The school community embraces all learners, has respect for, and values diversity.
 - Leaders in schools and those supporting schools model inclusion in all aspects of their work.
 - Students are supported to develop their social and emotional skills to create a positive school environment.
 - Learning environments are welcoming and accessible for students, families and the wider school community.
- Curriculum inclusion
 - Students with disability are supported to access the same curriculum and syllabus outcomes as their peers, in developmentally appropriate ways. Critical to this is student-centred education planning, reasonable adjustments and differentiated teaching, learning and assessment activities.
 - Teachers use evidence-based practices that address the diverse needs of students in their classes.
 - Teachers and school leaders work in partnership with a range of services to provide personalised support. This includes allied health workers, other government agencies, specialises and the community to meet the needs of students at school.
 - School staff use resources flexibly and adjust the use of resources to reflect changing student needs.
 - Teachers and school leaders monitor the progress of individual students against their learning goals, focus on strengths and address areas for improvement where needed.

- Workforce capability for inclusion
 - Students with disability have equitable access to quality teaching that meets individual needs, delivers excellent educational outcomes and empowers students and their families with agency and choice to improve their school experience.
 - Teachers, school staff and school executives are supported to strengthen inclusive practice and personalised planning to meet individual student needs. Support includes evidence-based resources, professional learning, mentoring and supervision.
 - Teachers are supported to provide adjustments and differentiate their teaching for the diversity of students in their class.
 - Teachers are supported to assess and monitor the progress of students with disability.
- System inclusion
 - Inclusion is embedded in all aspects of school life and is supported by culture, policies and everyday practices. Inclusive practice is evident in classrooms, schools and school leadership.
 - School executive and teachers are champions of change and actively promote inclusive practice.
 - School executive and teachers model inclusive practices in all aspects of their work.

Gender Diverse Students

Manly West PS staff are committed to providing safe and supporting learning environments that respect and value diversity and are free from violence, discrimination, harassment and vilification.

People express their gender and identify their gender in various ways. There are some people whose gender identity or expression is different from what sex they are assigned at birth.

All students, including those who identify as gender diverse, have a right to be treated equitably and with dignity. Manly West staff will support gender diverse students and their families including, but not limiting to:

- Pronouns/Name: Staff support students who may wish to use their preferred pronouns and/or preferred name.
- Uniform: Students who identify as gender diverse are allowed to choose from the uniform options available from the school.
- Toilets: The school will collaborate with parents/caregivers to support gender diverse students to use appropriate toilets. Students are not required to use toilets of a gender which they do not identify with.
- Sport: A student who identifies as gender diverse is permitted to participate in most school-based sports as their identified gender. Where the sport is competitive and the student is under 12 years old, they can compete as their identified gender.

Manly West PS school executive and staff are committed to ongoing, open and transparent communication between the school, the student and parent/carers to ensure a safe and successful education.

Health Care Policy and Procedures

Health care policy and procedures at Manly West Public School are informed by DoE policy. The policy and procedures can be accessed at: <https://education.nsw.gov.au/policy-library/policies/pd-2004-0034>

- Parents have the primary responsibility for the health of their children. School staff have a duty to keep students safe while they are at school. The school encourages parents to provide information about their children's health both at enrolment and on an ongoing basis. When students need help with health issues at school, parents may need to consult with their medical practitioner about the implications of the child's health condition for their schooling. Parents need to convey relevant information from the medical practitioner to the school.
- When student's needs are more complex, a written individual health care plan is required. Parents need to provide prescribed medication or other consumables as agreed with the school before the plan commences. Individual Health Care plans are only for students with complex health conditions and needs.
- Individual health care plans must be developed for:
 - severe asthma, type 1 diabetes, epilepsy and anaphylaxis.
 - any student who is diagnosed as being at risk of an emergency reaction.
 - any student who requires the administration of health care procedures.

Care of Students Who Become Unwell at School

Students who become unwell at school are best transferred to the care of a parent or caregiver. The aim of care provided at school for such students is to make them comfortable in the interim. The school has dedicated Sick Bay officers as part of a First Aid Plan. Parents are asked to ensure their contact numbers and emergency contact numbers are always current to assist the school in contacting them immediately if needed.

Administering Prescribed Medication at School

When a medical practitioner has prescribed medication that must be administered during the school day, parents are responsible for:

- bringing this need to the attention of the school.
- ensuring that the information is updated if it changes.
- supplying the medication and any 'consumables' necessary for its administration and in the original packaging.
- collaborating with the school in determining arrangements for the supply and administration of prescribed medication.

Students must not carry medication unless it is a requirement of the Health Care Plan. Students' immediate access to prescribed medication is important for the effective management of condition such as asthma and anaphylaxis.

Swimming and Water Activities

Parents must be asked to indicate the swimming ability of their children when giving consent for students to participate in excursions involving water activities. Principals and teachers organising excursions involving swimming and water activities should particularly consult the School Sport Unit Water Safety Guidelines-
<https://app.education.nsw.gov.au/sport/page/1116?returnpageid=1114>

Use of private motor vehicles by parents and students for Department of Education (DoE) activities.

Transporting students in parent's vehicles should only occur in those circumstances where there is no other feasible option available to provide the transportation. Where this occurs, we follow the DoE's procedures of ensuring parents/caregivers have the correct requirements and they are up to date.

Concussion

Manly West PS strictly followings the guidelines set out in the Concussion Management and Support Resource:
<https://app.education.nsw.gov.au/sport/Asset/File/7365>

Staff follow the Concussion Management Tool (see below) when a student receives a bump, blow or jolt to the head or body that causes jarring of the head or neck:

NSW Department of Education

Concussion management tool



A student receives a bump, blow or jolt to the head or body that causes jarring of the head or neck.



REMOVE student from play immediately



Observe the student immediately following the injury and again after 5 minutes for any signs or symptoms of concussion.

Signs observed by others

- appearing dazed or stunned
- repeating questions/problems
- remembering before or after the injury
- confused about events
- showing personality or behaviour changes.

Symptoms reported by the student

- headache or "pressure" in the head
- dizziness/loss of balance
- nausea/vomiting numbness/tingling
- feeling tired/slowed down
- sensitivity to light/noise
- visual problems, for example, double vision drowsiness
- does not "feel right" feeling more emotional, for example, sad or nervous
- trouble thinking clearly, concentrating or remembering.

Does the student have any concussion signs or symptoms?



YES

Following 5 minutes of observation, is the student presenting with any signs or symptoms that indicate a hospital referral?

H - worsening Headache
E - worsening Eye problems (blurred/ double vision)
A - Abnormal behavior change
D - Dizziness, persistent vomiting
B - off Balance, with weakness or numbness in legs/arms
U - Unsteady on feet, slurred speech
M - Memory impaired, confused, disoriented
P - Poor concentration, drowsy
S - Something's not right



YES

Phone 000, stay with the student, follow school First Aid procedures and notify parents or carers.

NO



Follow school First Aid procedures and notify parents or carers. Recommend to parent or carer a follow-up appointment with their GP.

NO



Signs and symptoms of a concussion can appear up to 24-48 hours after the injury. Ask parents or carers to record any abnormal signs and symptoms and inform them that if at any time the student's signs or symptoms worsen they need to be taken to the doctor.

SUN PROTECTION POLICY

Rationale

Our school takes sun safety seriously and implements a range of strategies to support and protect students from the damaging effects of the sun. Much of the sun exposure that causes skin damage occurs in childhood and adolescence.

Our school has a responsibility to provide a safe environment for students and staff and this includes providing adequate protection from the sun.

Aims

The aims of the Sun Protection Policy are to promote among students, staff and parents:

- Positive attitudes towards skin protection.
- Lifestyle practices which can help reduce the incidence of skin cancer.
- Personal responsibility for and decision-making about skin protection.
- Awareness of the need for environmental changes in schools to reduce the level of exposure to the sun.

As part of general skin-protection strategies:

- Students will wear an approved broad-brimmed hat which protects the face, neck and ears whenever they are outside, preferably a school hat.
- Students who are not wearing their hat outdoors will stay in the shade.
- Students will be encouraged to use available areas of shade for outdoor play activities.
- Outdoor activities will be held in areas of shade whenever possible.
- Staff will be encouraged to act as role models by practicing Sun Smart behaviour: wearing protective hats and appropriate clothing for all outdoor activities and using an SPF 30+, broad-spectrum, water-resistant sunscreen for skin protection and seeking shade whenever possible.

Staff and School Responsibilities:

- Teach sun safety as part of the PDHPE curriculum.
- Ensure that school hats are appropriate and satisfy Cancer Council guidelines.
- Ensure that adequate shade is provided at sporting carnivals and outdoor events.
- Ensure uniforms are protective, with collars and longer sleeves, and made of fabrics that provide protection as these fabrics become available.
- Encourage all students to have their hats before going outdoors.
- Provide shelter and shade trees.
- Encourage the use of SPF 30+, broad-spectrum, water-resistant sunscreen for staff and students.
- Limit exposure times through timetable changes, when possible.
- Monitor sun and weather conditions when providing activities outside and adjust when necessary.
- Model effective sun safe procedures by wearing an appropriate hat and applying sunscreen when outdoors.

Parent/Caregiver Responsibilities:

- Ensure students come to school each day with their school hat.
- Ensure students come to school with sunscreen applied and provide their own if needed.

Student Responsibilities:

- Wear the correct broad-brimmed hat.
- Apply sunscreen throughout the day.
- Play in the shade if they do not have their hat.

UNIFORM POLICY

Rationale

The Department of Education requires that schools set uniform requirements. The Manly West PS community has a long-standing connection to our school and our school uniform. Our school uniform creates a sense of belonging, identity and pride in our school.

Aim

To create a sense of belonging and connection to our school and to allow full access to school activities with an appropriate uniform.

Staff and School Responsibilities:

- Have high expectations for students to wear their full school uniform while engaged in school activities in and outside of school hours.
- Provide a uniform for students that suits the range of school activities and one that complies with Health and Safety, including allowing all to wear shorts and pants.
- Provide uniform options that are affordable, comfortable, made from easy-care fabrics and appropriate for all body types.
- Advise parents/caregivers on how to access financial support if they are unable to purchase uniforms.
- Consult with our P&C and school community, teachers and students on uniform expectations and any possible changes. Review when and if necessary.
- Encourage students to wear their full school uniform at all times.
- Encourage students to wear their school hats at play times.

Parent/Caregiver Responsibilities:

- Provide and ensure students wear full school uniform at all times.
- Provide and ensure students have a school hat.
- Contact the School if needing financial support to provide school uniforms.

Student Responsibilities:

- Wear our school uniform with pride.
- Ensure our school uniform is worn at all school activities when at school or participating in activities off site.

TRAVELLING TO AND FROM SCHOOL

Before school

- Once a student enters the school grounds, they are to remain on site under the supervision of a staff member.
- Students are to be seated on the verandahs until 8:50am.
- Mobile phones are to be placed in school bags once on site.

After school

- Students are dismissed from school at 3:20pm into the care of parents, BASC or Band conductor.
- Coloured equipment cannot be used after school without parent supervision.
- Mobile Phones may be used once off school site.

Pedestrian Safety

- Signs at car park entrances remind parents not to drive into the school grounds.
- Parking in school grounds is for staff only.
- Pedestrian crossings are located in Hill St, Griffiths St and Boyle St. A crossing supervisor patrols the Griffiths St and Hill St pedestrian crossings from approximately 8.00am until 9.20am and from 2.30pm until 4.00pm. Parents should remind children to check in both directions and cross only if traffic has stopped.
- Parents are advised that traffic police will book cars illegally parked outside our school. Parking in 'No Parking' zones and double-parking endangers the lives of our children.

Bus Safety

- Students catching buses home are to move directly to the waiting area at 3.20pm when the bell rings. All children are to remain in this area. When the bus arrives they are to wait until told by the teacher on duty to enter the bus. Students are expected to travel safely and sensibly to and from school acting in accordance with school rules and the Code of Conduct for School Students on Buses

[https://transportnsw.info/student-code-conduct#:~:text=Behaviour%20on%20buses,-Use%20appropriate%20language&text=No%20eating%20or%20drinking%20\(other,bus%20operator%20gives%20written%20permission.&text=Do%20not%20play%20music%20at,bus%20driver%20or%20other%20passengers.](https://transportnsw.info/student-code-conduct#:~:text=Behaviour%20on%20buses,-Use%20appropriate%20language&text=No%20eating%20or%20drinking%20(other,bus%20operator%20gives%20written%20permission.&text=Do%20not%20play%20music%20at,bus%20driver%20or%20other%20passengers.)

BICYCLE / SCOOTER / SKATEBOARD SAFETY GUIDELINES

At Manly West Public School it is important that parents and carers accept responsibility for how their child travels to and from school. The NSW Centre for Road Safety Transport for NSW recommends parents and carers need to actively guide and supervise children riding up to ten years of age. This includes riding of scooters and skateboards. At Manly West PS students above the age of 10 are permitted to ride bicycles, skateboards and scooters to and from school and are required to follow the guidelines below. At Manly West Public School, students below the age of 10 are encouraged to ride safely to school with a parent or caregiver under direct supervision.

The Department of Education (DoE) and NSW Centre for Road Safety (Transport for NSW) recommend that:

- school-aged children and younger should be supervised by an adult while riding their foot scooter or skateboard.
- children aged between 10 and 12 years of age should avoid cycling on or near busy roads.
- bicycle riders are required to wear helmets and skateboard/scooter riders should wear a helmet and wear protective gear such as knee pads, wrist guards and elbow pads.

Parents/Caregivers Responsibilities:

- To ensure their child always wears an Australian Standards approval helmet when riding. Bicycles/skateboards/scooters must be in a good, safe working order and bicycles must be fitted with a working brake and a bell.
- Model appropriate behaviour including walking bicycles/skateboards/scooters when on school grounds, using the designated places for storage of student bicycles/skateboards/scooters and wear all safety gear.
- Acknowledge that the storage and security of student bicycles/skateboards/scooters is at their own risk. The school take no responsibility for damage or theft.
- Acknowledge there are no designated storage areas for parents/caregivers of their bicycles/skateboards/scooters.
- Ensuring their child is aware of and follows the school and road rules relating to bicycles/skateboards/scooters. This includes pedestrian's right of way on footpaths and using a bell as a warning when approaching pedestrians.
- Reinforcing rules and safety advice for riding bicycles/skateboards/scooters to and from school, as outlined in the NSW Centre for Road Safety "Information for Parents and Carers about Safety On Wheels"
<https://roadsafety.transport.nsw.gov.au/downloads/safety-on-wheels.pdf>

Student Responsibilities:

- Dismounting at designated entry and entry points at Hill, Boyle and Griffith Street before entering the school grounds and walking their bicycles/skateboards/scooters whilst on the school grounds.
- Safely storing their bicycle/scooter/skateboard in the designated area. Bicycles/scooters/ skateboards are brought and stored at school at the owner's risk. Helmets can be stored with the student's bag.
- Securely locking bicycles/scooters/skateboards with a chain and padlock supplied by the owner.
- Students are to always correctly wear an Australian Standards approved helmet when riding.
- Students must always ride in a safe manner following these guidelines and the NSW road rules relating to bicycle/scooters/skateboards.
- Acknowledge that driveways, uneven ground and the traffic environment are potential hazards for riders.
- Parents and carers will be notified if their child does not adhere to the school's bicycle/scooter/skateboard safety guidelines. Students may not be allowed to bring their bicycles/scooters/skateboards onto the school grounds if they do not follow the rules.

STUDENT LEADERSHIP

SCHOOL CAPTAINS AND PREFECTS

School Captains and Prefects Agreement

Role Description:

- Provide a positive role model and leadership to the student body.
- Represent the student body at school and community functions.
- Actively participate in school assembly programs.
- Attend Student Representative Council meetings.
- Encourage students to take pride in their school.
- Assist any student in need when necessary.
- Willingly help teachers and the community when requested.

Essential Criteria:

Students who hold leadership positions must demonstrate the following consistently.

- Initiative and leadership.
- Capacity to speak confidently in public.
- Ability to maintain acceptable standards of work and behaviour in class and school activities.
- Demonstrated school spirit and pride by displaying:

| RESPECT | RESPONSIBILITY | ASPIRE |
|--|---|---|
| <ul style="list-style-type: none">• Listen and speak in a polite and positive way• Share friends, space and equipment• Accept and celebrate difference• Allow others to learn• Care for the people, school, property and the environment | <ul style="list-style-type: none">• Be a positive role model• Do what is right even when it is difficult• Be prepared and punctual• Be accountable for the choices you make• Demonstrate trustworthiness, reliability and helpfulness• Wear correct school uniform | <ul style="list-style-type: none">• Be proud of everyone's achievements• Be resilient and bounce back• Accept opportunities and challenges• Actively take part in your learning• Participate in a number of school activities |

Agreement:

- All students elected to leadership positions discuss their understanding of the School Captains and Prefects school Expectations with the Principal and their parents. Parents sign that they have discussed the School Captains and Prefects Agreement with their child.
- Elected Captains and Prefects agree to carry out roles and duties responsibly and understand their position and badge may be reviewed at Principal discretion.

I have read and discussed the School Captains and Prefects role description and essential criteria required to hold the position of a Captain or Prefect at Manly West Public School and my child understands the leadership role requirements.

Student name: _____ Class: _____

Parent Signature _____ Date _____

School Captains Selection Procedure:

To ensure gender equity, 2 girls and 2 boys as Captains and Vice-Captains will be elected together and depending on size of cohort, with up to 8 (4 boys and 4 girls) prefects.

Role description, essential criteria and agreement will be made explicit to students during the year and prior to the election. Year 5 engage in a range of leadership opportunities and activities throughout the year. At the beginning of the school year during Parent Information evenings, Year 5 parents are informed of this process.

During Term 4

- Notify school community of election week, role description and the essential criteria for the position sought.
- Students must be made aware that holding a position of captain or prefect is subject to the fulfilment of their roles and responsibilities.
- Year 5 students will indicate their intention to be considered for a leadership role on a note sent home prior to the elections. Year 5 students may nominate a candidate and/or themselves.
- Year 5 students vote to short list candidates to determine the final 16-20 candidates (depending on size of cohort). All Year 5 students will be presented with 2 slips of paper, colour coded for boys and girls. From the names listed, each student votes for two boys and two girls. Students place their papers in the appropriate ballot box.
- Short listing is subject to meeting the essential criteria. The final 16-20 candidate names (8-10 boys and 8-10 girls) are placed on the ballot paper for voting.
- Candidates have 1 hour to write a speech at school and are supported by Executive staff members.
- Election speeches (maximum 2 minutes) will be presented by students in the hall after lunch **on the same day** to students in Years 3, 4, 5 and 6. Year 3 will observe the process but will not vote.
- The Leadership role description and selection criteria will be explained to the students by Executive. Following the speeches, Years 4, 5 and 6 vote on the ballot paper.
- Students in Years 4, 5 and 6 vote for 1 boy and 1 girl by placing ticks next to the candidate's name. Each tick attracts 1 point. Staff are invited to vote for 2 boys and 2 girls.
- Votes will be subjected to weighting with Year 5 students and teachers.
- All papers are collected and sent to the Principal/Deputy Principal/Executive for counting.
- The 12-14 successful candidates (depending on cohort size) will meet with the Principal and Deputy Principal using an interview process in coming days.
- The successful candidates will be informed so that the candidates' parents may be invited to the Presentation Day Assembly when Captains, Vice Captains and Prefects will be announced and presented with their badge. Unsuccessful candidates will be offered an SRC position for the following year or they may choose to be nominated for House Captains.
- Successful candidates will receive a letter of congratulations from the Principal and the School Captains and Prefects Agreement will be made available to the parents/caregivers of elected captains following their election.

SCHOOL SPORTS CAPTAINS

To share leadership roles at Manly West Public School, students who have been elected as a School Captain, Vice-Captain or Prefect will not run for election as a Sports House Captain.

School Sport House Captains Agreement

Role Description

- Provide a positive role model and leadership to the student body, especially in sport.
- Actively participate in sports programs.
- Encourage all students to take pride in their school.
- Assist any student in need when necessary.
- Willingly help teachers and the community when requested.
- Organise and support events for carnivals as necessary.
- Assist organising relay teams for swimming and athletics carnivals.

Essential Criteria

Students who hold leadership positions must demonstrate the following consistently;

- Initiative and leadership.
- Willingness to speak at assemblies and other functions as requested.
- Ability to maintain acceptable standards of work and behaviour in class and school activities.
- Demonstrate school spirit and pride by displaying:

| RESPECT | RESPONSIBILITY | ASPIRE |
|--|--|---|
| <ul style="list-style-type: none">• Listen and speak in a polite and positive way• Share friends, space and equipment• Accept and celebrate difference• Allow others to learn• Care for the people, school, property and the environment | <ul style="list-style-type: none">• Be a positive role model• Do what is right even when it is difficult• Be prepared and punctual• Be accountable for the choices you make• Demonstrate trustworthiness, reliability and helpfulness• Wear correct school and sports uniform• Display exemplary sportsmanship | <ul style="list-style-type: none">• Be proud of everyone's achievements• Be resilient and bounce back• Accept opportunities and challenges• Actively take part in your learning• Participate in school sports activities• Encourage teamwork and team spirit |

Agreement:

- All students elected to leadership positions discuss their understanding of the MWPS School Expectations with the Principal and their parents. Parents sign that they have discussed the Sport House Captains Agreement with their child.
- Elected Sport House Captains agree to carry out roles and duties responsibly and understand their position and badge may be reviewed at Principal discretion.

I have read and discussed the Sport House Captains role description and essential criteria required to hold the position at Manly West Public School and my child understands the leadership role requirements.

Student name: _____

Class: _____

Parent Signature _____

Date _____

Role description, essential criteria and agreement will be made explicit to students during the year and prior to the election. Year 5 engage in a range of leadership opportunities and activities throughout the year. At the beginning of the school year during Parent Information evenings, Year 5 parents are informed of this process.

During Term 4

Sport Captain Selection Procedures

- To ensure gender equity 2 girls and 2 boys House Captains will be elected for each House.
- Notify school community of election week, role description and essential criteria for the position sought.
- Students are aware that the holding of a Sports House Captain position is subject to the fulfilment of their roles and responsibilities. Year 5 students will indicate their intention to be considered for a leadership role on a note sent home prior to the elections. Year 5 students may nominate a candidate and/or themselves.
- Students will elect Sports House Captains after the School Captains and Prefects election.
- Nominated candidates will have 1 hour to write a 2-minute speech and are supported by Executive staff.
- Election speeches will be delivered during House Meetings. Year 3 will observe the process. Years 4, 5 and 6 will be given a ballot paper to vote for 1 girl and 1 boy.
- Staff are invited to vote for 2 boys and 2 girls.
- All papers are collected and sent to the Principal/Deputy Principal/Executive for counting.

N.B. Results are not announced at this stage

- The successful candidates will be informed so that the candidates' parents may be invited to the Presentation Day Assembly when Sport House Captains will be announced.
- The role description, essential criteria and agreement will be made available to the parents/caregivers of elected Sport House Captains following their election.

Student Participation and Leadership Roles and Programs

Student Representative Council (SRC)

The SRC is a leadership opportunity which develops student voice within a democratic framework and promotes civic and citizenship involvement within and beyond their local school community.

- Each class from Year 2 to Year 6 holds an election to select a boy and girl representative for the SRC.
- Students present a short speech in class and students vote for one boy and one girl.
- Students may be elected twice across Years 2-6.
- If an elected SRC member leaves the school another class election will take place.
- The SRC meets fortnightly to discuss issues regarding the school and community.
- A formal meeting procedure is followed where agendas are set and minutes are taken. Meetings are conducted by teachers and students with support of the Principal.
- P&C members and wider community may be invited to speak / share at SRC meetings.
- The SRC includes the Captains, Vice Captains and Prefects but not the House Captains.

Multicultural Officers

At the beginning of the school year, Year 6 students can self-nominate or can be nominated by their peers to take on the role of Multicultural Officer.

In this role, the students will:

- Attend training about Harmony Day and other anti-racism training days when offered by the Region.
- Organise Harmony Day celebrations.
- May present the Acknowledgement of Country at formal occasions including assemblies.
- Organise presentations throughout the year to highlight important cultural celebrations.

Students nominated for this role will demonstrate:

- Leadership skills.
- An interest in multicultural issues.

Manly West PS Indigenous students are encouraged to take on the role of Multicultural Officer and present the Acknowledgment of Country.

Multicultural Officer Selection Procedures

- Multicultural Officers will be elected by Year 6 students; offers will be presented to Indigenous students at Manly West PS.
- Nominated candidates who meet the criteria will have 45 minutes to write a 2 minute speech and are supervised by Year 6 teachers;
- Election speech will be delivered to Year 6 students and Year 6 teachers
- Year 6 students vote for final candidates.

A range of leadership opportunities are offered to all students K-6.

| Kindergarten | Year 1 | Year 2 | Year 3 |
|--|--|---|---|
| <ul style="list-style-type: none">• Classroom monitors• Canteen lunches• Line Leaders• Assembly• End of year assembly speakers | <ul style="list-style-type: none">• Classroom monitors• Canteen lunches• Line Leaders• Assembly• End of year assembly speakers | <ul style="list-style-type: none">• Classroom monitors• Canteen lunches• Assembly leaders• SRC class reps• Assembly• End of year assembly speakers | <ul style="list-style-type: none">• SRC class reps• Classroom monitors• Bear Pit Public Speaking and Multicultural Perspectives Public Speaking Competitions |
| Year 4 | Year 5 | | Year 6 |
| <ul style="list-style-type: none">• Classroom monitors• Activity Monitors• The Green Team (SAKGF - chickens)• SRC Class reps• Bear Pit Public Speaking and Multicultural Perspectives Public Speaking Competitions | <ul style="list-style-type: none">• Influential Person study – focus on Leadership• Playground Monitors• The Green Team• Project Penguin• SRC class reps• Year 5 Leadership talk with Principal/DP• Debating• Bear Pit Public Speaking and Multicultural Perspectives Public Speaking Competitions• UPP Leadership Program | | <ul style="list-style-type: none">• School Captains and prefects• House Captains• Multicultural Officers• SRC class reps• PBEL Monitors (message in assemblies)• Debating• Buddy program• Library Monitors• The Green Team• Sound/Technology Monitors• UPP Leadership Program• Canteen helpers• School Tour guides• Bear Pit Public Speaking and Multicultural Perspectives Public Speaking Competitions |

CREATIVE AND PRACTICAL ARTS GROUPS

Band Captain

Selection of band captains will be mindful of the policy and of sharing leadership roles between as many students as possible. Due to the select number of students in band, Band Captains may also hold another position within the school leadership area, but first consideration should go to students who do not hold or only hold minor leadership positions. It is recognised that the first priority is for the Band Director to be able to choose Band Captains that fulfil the role description and essential criteria below.

Role Description

- Provide a positive role model and leadership in the band.
- Represent the band at school and community functions.
- Actively participate in band programs.
- Encourage students to take pride in band activities.
- Assist any student in need when necessary.
- Willingly help teachers and the community when requested.

Essential Criteria

- Satisfactory attendance at band practices and rehearsals.
- Ability to maintain acceptable standards of behaviour in band and school activities.
- Showing trustworthiness, courtesy, reliability and helpfulness.

| RESPECT | RESPONSIBILITY | ASPIRE |
|--|--|--|
| <ul style="list-style-type: none">• Be punctual to all rehearsals, tutorials and performances• Listen to and follow the instructions of all teachers and tutors• Co-operate with and respect the rights of other students, peer leaders and adults• Be a good school ambassador by displaying your best manners and behaviour when attending external venues• Display good sportsmanship in competitive settings | <ul style="list-style-type: none">• Be punctual to all rehearsals, tutorials and performances• Bring all necessary equipment, costumes, uniforms etc. to all rehearsals, tutorials• Help set up and pack up neatly and safely• Be aware of and attend all practices, rehearsals and scheduled performances• Care for personal and hired equipment, costumes etc.• Display commitment to the group for its duration. | <ul style="list-style-type: none">• Participate for the enjoyment of it• Work equally hard for yourself and your group• Be a good team member• Have fun and improve your skills• Be humble in success and gracious in defeat |

Student Band Captain Agreement

I have read and discussed with my child _____ the Code of Conduct and expectations outlined in the Student Band Captain Agreement.

Parent Signature _____ Date: _____

CREATIVE AND PERFORMING ARTS GROUPS AGREEMENT

Creative and Performing Arts (Drama, Choir & Dance) Expectations

We believe at Manly West that the arts play a crucial role in the development of our students, nurturing their creativity, confidence, and collaborative skills. The Dance/Choir/Drama groups are designed to provide a supportive and inspiring environment, where the successfully selected students can explore their artistic potential, express themselves freely, and discover the joy of performance.

Students are given the opportunity to audition for Regional/Zone festivals. It is customary to attempt to involve as many students across K-6. Staffing, interest and ability will dictate the number and size of the potential groupings.

Staff Responsibilities:

- Ensuring that the selections are conducted according to Department of Education (DoE) safety guidelines and teacher input.
- Manage each group and organise costuming and attendance at auditions and/or festivals.
- Check with Office Staff to ensure medical kits are available for excursions within school hours.
- For consideration to be selected in a dance or drama group, the teachers will be looking for:
 1. Punctuality to all rehearsals.
 2. Demonstrate a strong commitment to the group by consistently attending rehearsals, practicing regularly, and prioritising group activities.
 3. Listen to, watch, learn and recall all choreography and scripts.
 4. Display correct choreographic or stage movements for the performance.
 5. Show correct and appropriate posture, expression and gait.
 6. Is capable and open to receiving timely feedback.
 7. Previous dance or drama experience does not necessarily mean automatic entitlement.

Parent Responsibilities:

- Respect the selection process, decided by a panel of teachers.
- Encourage the students to be resilient when faced with the disappointment of not making a particular group.
- All student feedback will be given at the time of auditions.
- Acknowledge that after the auditions have been finalised, requests and individual feedback from parents will not be considered due to the rigorous and extensive process of trials.
- Focus on the students' efforts and achievements rather than the overall result.
- Encourage the children to embrace the school expectations of Respect, Responsibility and Aspire, as listed on the chart below.
- Ensure their child is available for the selected dates of the group performance/s.

Student Responsibilities:

- Punctuality to all rehearsals.
- Listen to, watch, learn and recall all choreography and scripts.
- Must be considerate of others and display a positive, empathetic attitude.
- Demonstrate commitment and acceptable behaviour towards his/her fellow group members and all staff.

| RESPECT | RESPONSIBILITY | ASPIRE |
|--|---|--|
| <ul style="list-style-type: none"> • Be punctual to all rehearsals, tutorials and performances • Listen to and follow the instructions of all teachers and tutors • Co-operate with and respect the rights of other students, peer leaders and adults • Be a good school ambassador by displaying your best manners and behaviour when attending external venues • Display good sportsmanship in competitive settings | <ul style="list-style-type: none"> • Be punctual to all rehearsals, tutorials and performances • Bring all necessary equipment, costumes, uniforms etc. to all rehearsals, tutorials • Help set up and pack up neatly and safely • Be aware of and attend all practices, rehearsals and scheduled performances • Care for personal and hired equipment, costumes etc. • Display commitment to the group for its duration. | <ul style="list-style-type: none"> • Participate for the enjoyment of it • Work equally hard for yourself and your group • Be a good team member • Have fun and improve your skills • Be humble in success and gracious in defeat |

Creative & Performing Arts Student Agreement

I have read and discussed with my child _____ the Expectations and conditions of participation outlined in the Creative & Performing Arts Student Agreement.

Parent Signature: _____

Date: _____

SPORT

Sport is an essential part of the learning program for all children. At Manly West, all children are encouraged to participate in sport and a range of sports is provided to cater for individual interests and abilities.

Students participate in Sport as part of the PDHPE syllabus K-6 and teachers plan for 150 minutes of moderate to vigorous physical activity each week. Students in Years 3-6 take part in sport at school on Fridays and this can be in the form of Home Sport or Primary School Sports Association (PSSA) sport. Home Sport options vary depending on grants that are offered through Federal funding, skill building of PSSA sports and gross motor skills.

Following DoE guidelines, the activities listed below are not supported as physical activities:

- Boxing or other one-on-one combat sports. Fitness boxing that doesn't involve 'combat' is permitted
- Break dancing
- Tobogganing
- Gymnastic bridges
- Any form of somersaults
- Head stands
- Dive rolls

PSSA sports offered are Cricket, T-ball, Softball, AFL, Newcombe Ball, Volleyball and Eagle-Tag in Summer and Soccer, Rugby League and Netball in Winter. Number of teams selected are dependent on Manly Zone PSSA, student numbers at each Zone school, teacher availability and safety guidelines.

In addition, students participate in Swimming, Cross-Country and Athletics carnivals and selected students may gain access to these events at Zone, Regional, State and National level. Individuals will be selected from student performance at school carnivals to compete at Zone. Years 2 students that are turning 8 can participate if competitive and by providing relevant times and levels/grading (if necessary).

Students self-nominate for Zone selection which can lead to selection for Regional, State and National level and may participate in state knockout events conducted by the NSWPSA.

Students may participate in various sports gala days and special sports events, as well as a two-week School Swimming and Water Safety Program in Year 2.

Role of School Sports Coordinators

- Ensuring sports are conducted according to Department of Education (DoE) and NSWPSA guidelines (refer to manuals and handbooks as necessary).
- Manage the School Sports staff/teams to organise sporting resources and equipment and ordering new stock.
- Coordinating major annual school carnivals in Swimming, Cross Country and Athletics and publishing programs for these events.
- Organising visits by local and state sporting bodies.
- Organising, when required, visitors with sporting backgrounds to promote sport, recognise students and present awards at assemblies and presentation ceremonies.
- Organise and manage Sports Team to track using the MWPS Sports Point System of student school and PSSA sport results throughout the year in order to accurately determine Sport Award winners.
- Check with Office Staff to ensure medical kits are available, maintained, and provided at sporting venues and events.
- Ensuring sun safe policies are followed at sporting events.
- Training students and staff as necessary.

Role of PSSA Sports Coordinators

- Effective implementation of inter-school PSSA sports.
- Explanation / distribution of Student Sports Agreement, risk assessments, permission notes and requests to parents concerning sports/PSSA events.
- Maintain accurate records of PSSA selection process and results.
- Dissemination of information to staff regarding PSSA events and draws.
- Organisation of transport to sports/PSSA events.
- Support Office Staff to organise transport and monies where appropriate.
- Attendance at Manly PSSA meetings.
- Collection of results and the forwarding of them to district conveners.
- Accompanying students to PSSA events as required.

PSSA Team Selection

When selecting students during trials, consideration will be given to those who display at trials:

- Ability and strong skill level.
- Sportsmanship.
- Team balance (positioning).
- Cooperation and attitude.
- Commitment to training sessions.

Where there are two students of equal ability within the above criteria, the student from the higher school grade will be selected. When selecting students, junior teams will be selected with students aging 8-10 years and senior students will be selected from those students aging 11 and above.

Trials will be held for PSSA sports:

- Selections will be held over two sessions (minimum).
- Students do not have to participate in this sport outside of school to be eligible to try out for the team.
- The selections will be made according to performance during selection sessions.
- Students who are absent due to holidays on all selection days will not be considered unless additional players are required to form the team.
- Prerequisite or external sporting skills/levels are not an automatic entry into PSSA teams.
- Prior PSSA selection does not guarantee future selection.
- If a student is absent for one of the selection days due to illness, School Business or unique circumstances, student selection will be considered.
- All teams will be selected by minimum two teachers/selectors using the above selection criteria.
- Based on the above selection criteria, and the number of students trialling, numbers will be reduced after each trial session, allowing students to trial for other sports prior to final trials.
- Once selections have been made, decisions are final and must be respected.

Zone PSSA Representative Trials

At the beginning of each year, students will receive an Expression of Interest form to self-nominate for Softball, Basketball, Cricket, Golf, Hockey, Netball, Diving, Rugby, Rugby League, Soccer, Tennis, AFL, Rugby 7s and Touch Football teams at Zone:

- Due to the limited number of students who are eligible from each school, only those students who demonstrate exceptional skills relative to the sport will be considered.
- Students are selected based on previous PSSA experience, external representative selection and grading.
- When multiple students have self-nominated, MWPS Sports Panel will consult to submit the final selection.
- Students will be made aware of the trial dates if selected.

Once selections have been made, decisions are final and must be respected. It is deemed that it is not mandatory for a school to select students for representative trials if the required skill level is not matched.

NB: Students in Years 3 and 4 at MWPS are not eligible for these tryouts.

PSSA Sport Coaches Responsibilities:

- Assist the coordinators by sharing the varying roles and responsibilities, particularly in the organisation of PSSA teams and implementation of school carnivals.
- Maintain accurate records of PSSA selection process and results.
- Train and manage their PSSA sports teams.
- Ensure equipment and medical kits are maintained.
- Teach players to play by the rules and exhibit excellent sportsmanship.
- Praise and encourage effort and participation.
- Ensure Student Sports Agreements and PSSA Codes of Behaviour are fulfilled, and report breaches of PSSA Codes of Behaviour to Deputy Principal and Sports Coordinators.
- Ensure students who breach Student Sports Agreements are given due warning and the opportunity to correct their behaviour before exclusion from a team is implemented. (Exceptions may apply in the case of a serious breach).
- At school, if breaches of School Expectations and Student Behaviour Code students can be removed or suspended from participating in PSSA opportunities. Where possible, notice will be given and discussed with the School Executive to determine outcome.

Responsibilities of Parents and Spectators

- Respect all decisions made.
- Respect the selection process made by multiple teachers throughout the trial process.
- Encourage students to participate in sporting activities.
- Acknowledge that after selections have been made, requests and individual feedback from parents will not be considered due to the rigorous and extensive process of selection.
- Focus on the student's efforts and achievements rather than the overall result.
- Encourage students to discuss feedback with the PSSA coach at trials.
- Teach students that an honest effort is as important as victory, so that a loss in a game is accepted without undue disappointment.
- Encourage children to participate according to the rules at all times.
- Applaud sportsmanship and performance by all players.
- If you disagree with an official, raise the issue through the appropriate channels, rather than questioning the official's judgment in public.
- No tolerance of abusive or derogatory language.
- Model good behaviours and encourage students to have fun and enjoy participating.
- Be respectful of officials and encourage other parents and spectators to do the same.
- If taking your child from PSSA, parents must sign their child out on a roll from their PSSA coach/teacher.

Manly West PSSA Student Sports Agreement

The student is entitled to enjoy the privileges of representing their school as a team member at inter school sport organised by Manly PSSA provided that they observe the following:

| RESPECT | RESPONSIBILITY | ASPIRE |
|---|---|---|
| <ul style="list-style-type: none"> Be punctual to all trials, training and games Listen to and follow the instructions of all teachers and coaches Co-operate with and respect the rights of other students, peer leaders and adults Be a good school ambassador by displaying your best manners and behaviour when attending external venues Display good sportsmanship in competitive settings | <ul style="list-style-type: none"> Be punctual to all trials, training and games Bring all necessary equipment, uniforms etc. to all games and training sessions Help set up and pack up neatly and safely Be responsible for personal belongings, and sporting equipment/MWPS sporting uniforms (eg jerseys/dresses) Display commitment to the team for its duration. | <ul style="list-style-type: none"> Participate for the enjoyment of it Work equally hard for yourself and your team Display excellent sportsmanship Model excellent behaviour for all students Have fun and improve your skills Be humble in success and gracious in defeat |

PSSA Code of Behaviour.

- Play for enjoyment and exhibit excellent sportsmanship at all times.
- Before, during and after playing a game, students abide by the coach's directions and the School's behaviour expectations.
- Uphold Manly West PBEL expectations at all times.
- Compete by the rules and always abide by the referee's/umpire's decisions.
- Act and speak positively and appropriately at all times.
- Play equally hard for yourself and for your team – your team's performance will benefit and so will you.
- Be willing to play in all games and train and prepare for the game. Preparation helps prevent injury and increases the level of enjoyment.
- Be a good sport. Encourage fellow team members.
- At all times follow the instructions of your coach and cooperate with team mates and opponents – without them you do not have a competition.
- Remember the goals of the game are to participate and improve your skills. Be modest in success and generous in defeat.
- Wear sports uniform or team uniform as deemed appropriate and conduct yourself appropriately as a representative and ambassador of your school.
- Show respect to your opponents.
- Reject the use of violence in any form.
- Technological devices are not to be used while at school, including during PSSA.

The school may terminate or suspend participation in PSSA sport if and when a serious breach of this PSSA Code of Behaviour occurs **or** if there is a recurrent breach of this PSSA Code of Behaviour after a warning has been given. Following removal from a PSSA team, entry to an in-school sports program is subject to negotiation. In addition, it is understood that **participation in PSSA sport is subject to payment of fees in advance.**

Manly West PSSA Student Sports Agreement

I have read and discussed with my child _____ the PSSA Expectations and conditions of participation outlined in the PSSA Student Sports Agreement.

Parent Signature: _____

Date: _____

Interschool Sport Competitions – Manly Zone

Aim

Manly Interschool Sport is a representative sporting competition run collaboratively by schools in the Manly Zone, with the inclusion of Beacon Hill Public School. The competition is underpinned by the core values of the NSW Department of Education of which every student is known, valued and cared for. The Department of Education policies, processes and procedures apply to students, parents, teachers, officials and spectators.

Responsibilities

Principals:

- Oversee the running of the Manly PSSA in line with departmental [procedures](#)

Principal Representative:

- Oversee the running of the Manly PSSA
- Report to Principals within the network about matters related to Zone representative [sports](#)
- Provide advice and support to the Manly PSSA and its President/s

President/s:

- Run the Manly PSSA
- Organise committee members to run associated sporting events at a Zone [level](#)
- Liaise with and support committee members and [conveners](#)
- Hold termly committee meetings to communicate with committee members and keep schools informed of upcoming sporting [events](#)

- Sign off on payments made by the [Treasurer](#)

Vice President/s:

- Support the running of the Manly PSSA
- Support President/s with the running of Manly Zone committee [meetings](#)
- Liaise with Manly PSSA President/s in an advisory [role](#)

Secretary:

- Organise and minute committee meetings held each [term](#)
- Liaise with Manly PSSA President/s in an advisory [role](#)

Treasurer:

- Manage Manly PSSA [finances](#)
- Request and process payments from [schools](#)
- Process outgoing payments to schools and [businesses](#)

Committee Members (School Representatives):

- Represent their [Principal](#) and school at committee meetings
- Communicate information from the Manly PSSA to members of their school community and vice-versa

Conveners:

- Organise the draw and fields for their chosen [sport](#)
- Liaise with coaches to ensure smooth running of the [competition](#)

Coaches:

- Coach their school [teams](#)
- Referee games between their school and [others](#)
- Supervise students from their school and others (while other coaches are refereeing)

- Provide conveners with post-game [information](#)

Code of Conduct for Students, Teachers/Officials and Parents/Spectators

Students and participants code of conduct:

- Give your best and demonstrate exemplary sportsmanship at all [times](#)
- Play for your own enjoyment and [benefit](#)
- Cooperate with [team mates](#), coaches and all officials - without them you do not have a competition
- Follow the rules at all [times](#)
- The Manly Zone PSSA and all sporting associations have a proud record – strive to uphold it both on and off the sporting arena.

Teachers, team management and officials' code of conduct:

- Place the safety and welfare of students above all else
- Set a good example for students/[participants](#)
- Teach students the rules and to be respectful of all [officials](#)
- Develop student potential and support learning with positive feedback and [encouragement](#)
- Keep well-informed of the rules, skills and coaching/officiating [requirements](#)
- Adhere to policy and mandatory reporting requirements of the Department of Education.

Parents and spectators code of conduct:

- Model good behaviours and encourage children to have fun and enjoy [participating](#)
- Focus on effort and performance and not winning or [losing](#)
- Be respectful of officials' decisions and encourage other parents and spectators to do the [same](#)

- Abide by NSW Department of Education policy of a smoke and alcohol free environment.

Principals, in consultation with Manly PSSA, may consider disciplinary measures on an individual or organisation for a breach of this code of conduct. Any disciplinary measure imposed will be consistent with NSW Department of Education policy and follow the guidelines outlined in the section 'Responding to breaches of the Code of Conduct'.

Responding to possible breaches of the Code of Conduct

In the unlikely event that there is a report to the Manly PSSA of an incident that requires action from the Manly PSSA and associated school principals, the following steps will be used to guide the response to the incident.

- Incidents of concern should be reported by an individual to the principal of their school.
- Principal will contact the principal of the other school involved and/or provide feedback to the President/s of the Manly PSSA and Principal Representative if required and appropriate.
- Principals are responsible for following up possible breaches of the Code of Conduct.
- Principals should inform the Principal Representative that the incident has been followed up in line with procedures.
- When deemed necessary by the principals involved, and in consultation with the Principal Representative:
 - follow up communication may be distributed by the Manly PSSA
 - discussions around appropriate conduct may take place at committee meetings.

For further information please visit the [NSW Department of Education Website – Code of Conduct](#) and [NSW School Sport Unit – Code of Conduct](#).