



# MANLY WEST PRIMARY SCHOOL STUDENT WELFARE POLICY

Original 2012, modified 2019  
Current version: September 2023



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## PRINCIPLES

Student Welfare encompasses everything that the school community does to meet the personal, physical emotional and social needs of students and enhance their wellbeing. It involves recognising, valuing and developing each student as a total and unique person in the context of society.

Manly West Student Welfare Policy reflects the NSW Department of Education (DoE) commitment to creating quality learning opportunities for children to build on their individual strengths enabling them to Connect, Succeed and Thrive throughout life.

Manly West is committed to providing a safe, secure and happy environment which encourages each child to:

- be actively **connected** to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community;
- be respected, valued, encouraged, supported and empowered to **succeed** and
- grow and flourish, **thrive** and prosper.

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 uses the Positive Behaviour Engaging Learners (PBEL) Program. The school's code of behavior 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 behavior is modelled for students and practised by them in class, in the playground and in other areas of the school.

**The school wide expectations are as follows:**

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

## **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 letter, telephone or interview at mutually convenient times.

Teachers keep a class list to ensure every child is regularly encouraged for effort and achievement including commendations at assemblies.

Newsletters are used to publicise achievement.

Staff show caring and consistent behaviour.

## **School Wide Positive Behaviour Support to encourage expected behaviours**

Positive Behaviour Engaging Learners (PBEL) 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 in operation in K-6.

## MANLY WEST MINI AWARDS

- Free and Frequent Manly West Mini Awards can be 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 Free and Frequent Manly West Mini Awards will be drawn for each grade and during 3-6 Assemblies ONE Free and Frequent Manly West Mini Award will be drawn for each grade.
- Students receive a \$2 canteen voucher

### EXPECTATION CARDS-

**Awards may be given for** following the school's PBEL Expectations of Respect, Responsibility and Aspire by:

- Being reliable
- 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 responsibility in carrying out classroom duties regularly and well, such as recycling, fans and lights, art monitors.
- Meeting deadlines - work being completed on time (not necessarily a reward for quality).
- Volunteering to help with sports equipment, packing away class equipment.
- Improved behaviour.
- Wearing correct school uniform in a neat and tidy manner.

Teachers and Executive hand out 3 Expectation Cards a week.

## MANLY WEST AWARDS FLOW CHART

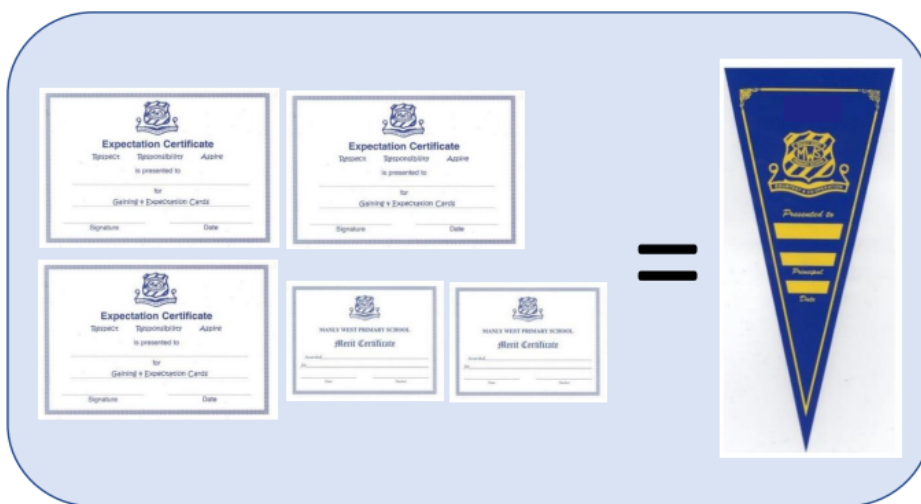
### 4 Expectation Cards = Expectation Certificate

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.



#### Remember:

K-2 students hand in certificates to Mrs Mwanga.

3-6 students hand in certificates to Mrs Fuller.

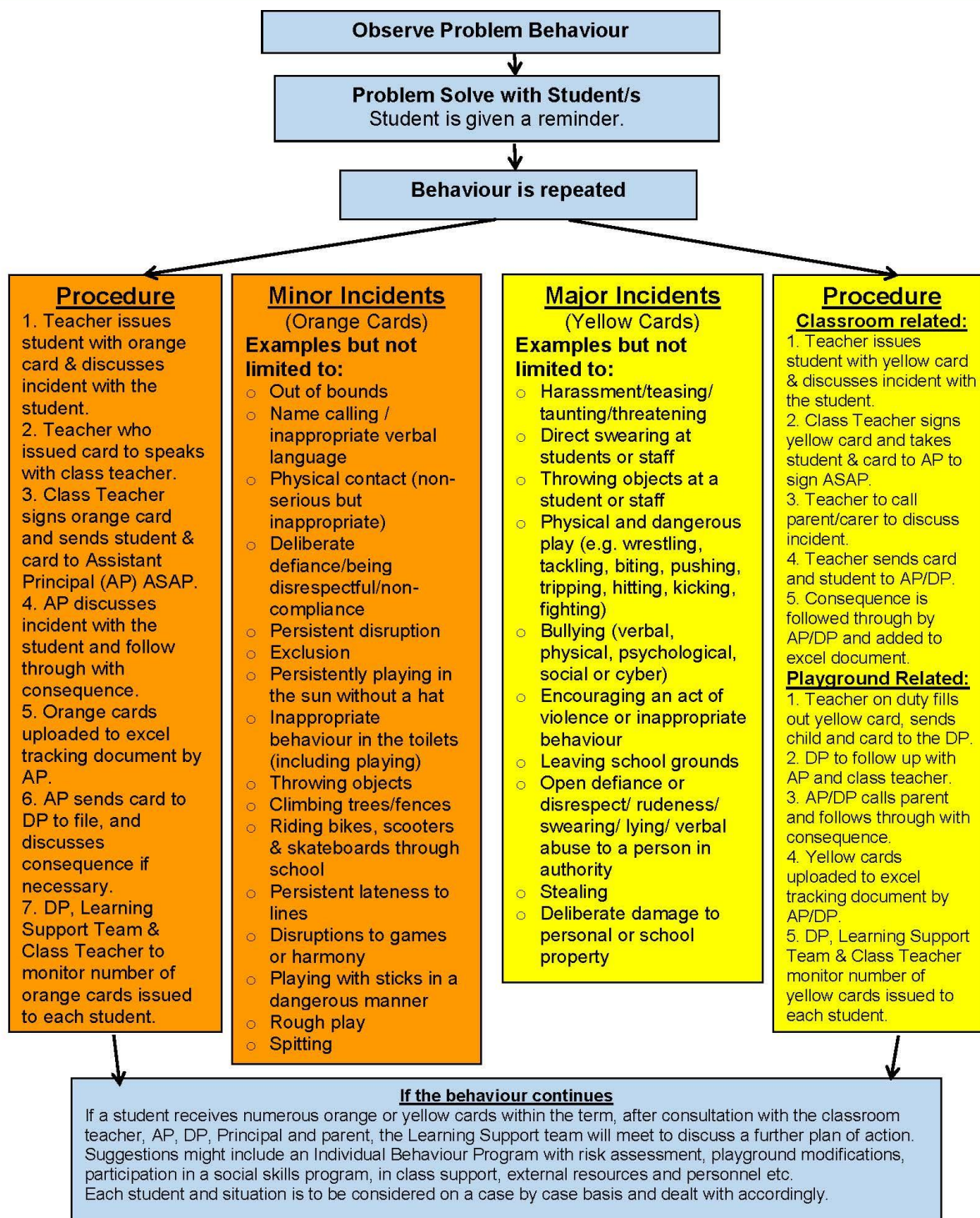
Please hand in your Bronze Banner with your certificates when you are getting a Silver Banner.

Please hand in your Silver Banner with your certificates when you are getting a Gold Banner.



# STUDENT BEHAVIOUR MANAGEMENT PROCESS EXAMPLE

## STUDENT BEHAVIOUR MANAGEMENT PROCESS EXAMPLE



## Procedures for encouraging positive behaviour

Students at Manly West Primary School are expected to follow the school-wide expectations which are displayed in each classroom. Manly West's expectations are Respect, Responsibility and Aspire.

In the first few weeks of the school year, each class discuss and review the school's expectations and agree upon classroom expectations which, if followed, will make the classroom and school a safe and positive environment.

### Orange Card – Minor Incident Report

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

### Yellow Card – Major Incident Card

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



### **Minor Incident – Orange Incident Report Card**

- Orange Incident Report Card is completed by the teacher and sent to the Executive supervising the grade/ stage.
- The Executive 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 Incident Report Card will then be sent to the Deputy Principal for data collection.

### **Major Incident - Yellow Incident Report Card**

- Yellow Incident Report Card is completed by the teacher and 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 during lunchtime with Executive.
- Yellow Incident Report Card will then be sent to the Deputy Principal for data collection.

### **Early Intervention strategies to support behaviour:**

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 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

### **Suspension:**

#### **Actions**

- Suspension from school is in line with the Department of Education Inclusive, Engaging and Respectful Schools Policy.  
<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents/my-child-is-suspended>

*NB: Manly West implements a whole school approach to creating a positive, safe and supportive school climate in which all students can learn and develop.*

*Teachers engage in professional learning based on current research aligning with Department of Education Policies.*

## **ATTENDANCE POLICY**

- In NSW, students must attend school regularly. Students of compulsory school age (6 – 17) are required to attend school every day unless they are sick or have another good reason for being absent. Parents are required to explain their children's absences within seven (7) days of the occurrence of an absence. Failure to explain an absence within this time will be recorded as an unjustified absence on the student's record.
- In line with DoE policy, student attendance is constantly monitored at Manly West Public School. The school will inform parents if a student is absent from school without explanation.
- Where a teacher has concerns regarding a student's attendance they will in the first instance contact the parents. If the student's attendance continues to be of concern a referral to the Learning and Support team will be completed.
- Action taken from this point will be determined on a case by case basis.
- For more information please see <https://education.nsw.gov.au/policy-library/policies/pd-2005-0259>

**Student Responsibilities:**

## 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.

## ANTI-BULLYING PLAN

### 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 programmes and high expectations of exemplary behaviour are maintained at all times. Underpinning all our school policies and programs are our PBEL Expectations:

**RESPECT**

**RESPONSIBILITY**

**ASPIRE**

Bullying is defined by three key features:

- it involves a misuse of power in a relationship
- it is intentional, ongoing and repeated
- it involves behaviours that can cause harm.

Having a disagreement with a friend, or a single incident or argument is not defined as bullying. These behaviours may be upsetting, and should 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 such as how they look, sound or speak; their background, religion, race or culture including being Aboriginal; they have a disability; their size or body shape; their schoolwork, hobbies or achievements; or other ways they may be different.

Bullying can also happen online using technology such as the internet or mobile devices. This is also called [cyberbullying](#).

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:**

### **School staff responsibility:**

- 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 programmes 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

### **Parents and Caregivers Responsibilities:**

- support their children to become responsible citizens and to develop responsible on-line behaviour
- be aware of the school's Anti-Bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school 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 accept individual differences and diversity within the school community
- positively support the school's Anti-Bullying Plan
- 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 Plan
- 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 prevent bullying include:**

- Implementing Behaviour Units of Work and Resources that will lead to reducing 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
- SRC and school leadership programs
- Embedding anti-bullying strategies across the K-6 curriculum.



## **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 Contact Officer**

In line with NSW Department of Education 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 Department.

### **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 assists the principal by providing:

- support to build staff understanding of the impact of racism on student learning and wellbeing
- advice to students and staff on how to respond when they see or hear incidents of racism
- advice on what strategies the school can implement to address racism.

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 complaints resolution process.

### **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.

## **MOBILE PHONE & SMART WATCH POLICY:**

Mobile phones and smart watches should not be used during the school day. Students must speak to their teacher before going to the school office if they need to contact parents or are unwell during the day. Parents who wish to contact their child should do so through the school office. It is expected that parents and students have made prior arrangements for pick up and drop off each day without the use of mobile phones or messaging. Mobile phones and 'connectivity' features on watches can be used by students outside the school grounds.

The following guidelines apply if a student brings a mobile phone or wears a smart watch to school:

- Smart watches or mobile phones should not be used during the day without permission;
- Students should speak to their teacher if needing to contact their parents during the day;
- Smart watches should be placed on Aeroplane Mode or on 'Do Not Disturb' during school hours;
- Mobile phones and smart watches are brought to school at the owner's risk. The school will not accept any responsibility for loss or damage to a mobile phone or smart watch;
- These devices may not be used in a way which is likely to threaten the safety or wellbeing of any person;
- They may not be used in any way to bully, intimidate or harass other people through any SMS or text message, photographic, video or other data transfer system.

If mobile phones or smart watches are used inappropriately, actions will be taken and parents will be notified.

## LEARNING SUPPORT TEAM (LST)

A 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.

A prime function of a Learning Support Team is to ensure that the needs of all students in the school are being met.

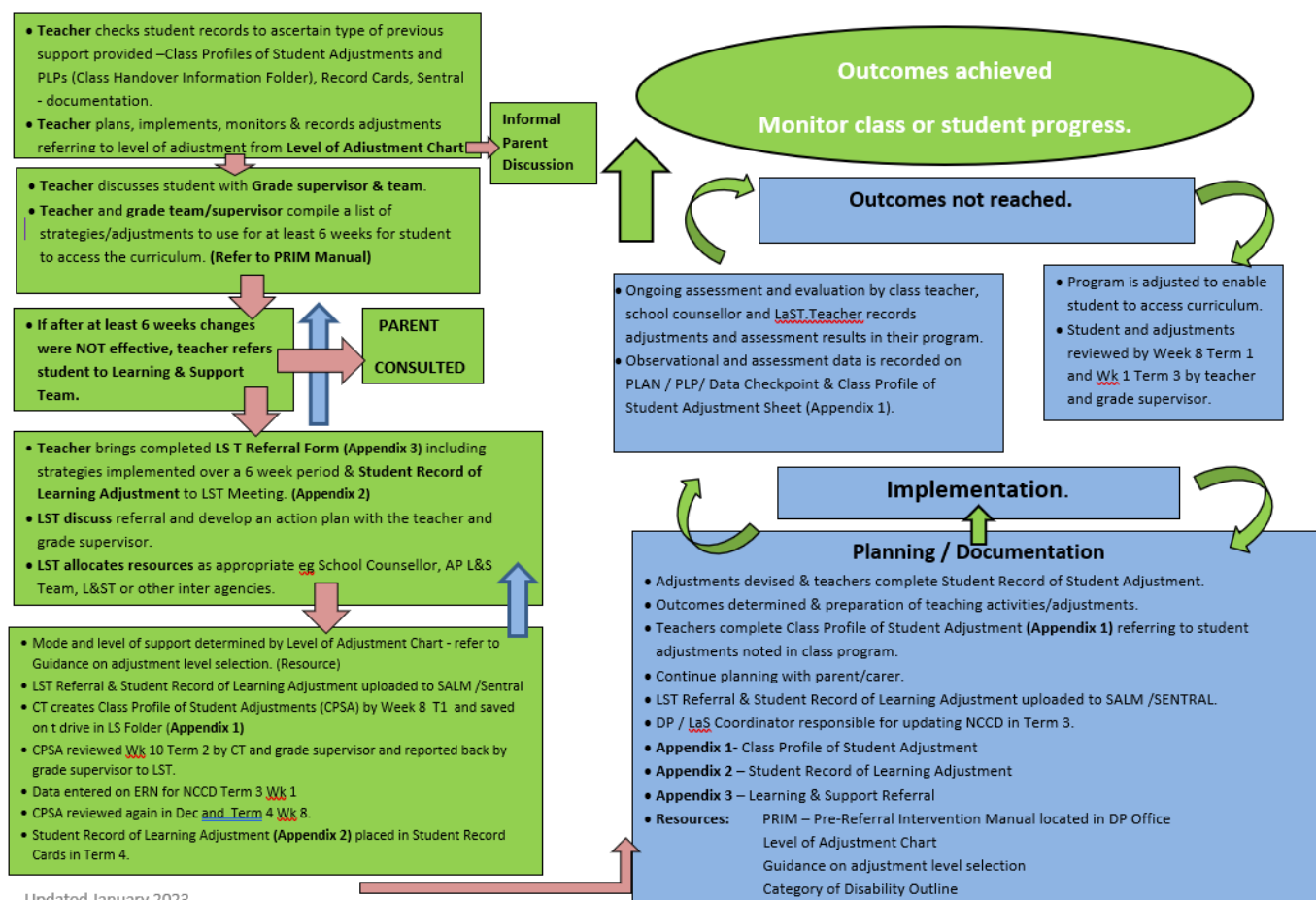
A key feature of the Learning Support Team is the facilitation of collaborative planning between teachers, support staff, parents and students. The LST meet on a fortnightly basis and discuss students referred from teachers and parents, assess students, identify the type of support required, monitor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

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

### School Counsellor

Counselling services are 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 need to give signed permission for counselling to occur.

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



## PLAYGROUND EXPECTATIONS

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

Duty:	Expectations for students:	Expectations for teacher: (Always wear a yellow sash and take your bumbag out with you.)
Before school	<ul style="list-style-type: none"> <li>Small ball games e.g. handball only. Only on handball courts (not in Boyle St driveway/entrance)</li> <li>Choose sensible games, only permitted games.</li> <li>Stay in bounds and not in classrooms or on verandahs after 8:50am (unless wet weather bell rings).</li> <li>Wet weather - students stay under cover and on verandahs.</li> <li>Remain on asphalt only. Coloured equipment, Kitchen Garden and oval are out of bounds.</li> <li>Drop bags at designated area for your grade and return to playground quickly.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher actively supervises across assigned area.</li> <li>One teacher on big tree side, one on hall/COLA side.</li> <li>Be proactive in preventing accidents and issues by reminding students of expectations.</li> <li>In wet weather, stay on duty and supervise students under the COLA until wet weather bell rings.</li> </ul>
Recess	<ul style="list-style-type: none"> <li>Be seated to eat and then raise your hand and wait for a teacher to dismiss you. Put rubbish in the bins and food waste in compost.</li> <li>Stay in bounds where a teacher can see you.</li> <li>Ball games permitted after eating time.</li> <li>Wear a hat or play in the shade (Kindy-Eco garden, 1&amp;2- Kitchen garden COLA, 3-6 <b>only</b> under COLA).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher actively supervises across assigned area.</li> <li>Encourage safe play.</li> <li>Check younger children have eaten their recess. Dismiss students once they have eaten and ensure rubbish/compost is put in bins.</li> <li>Students are not permitted on coloured equipment at recess.</li> </ul>
1 <sup>st</sup> half lunch	<ul style="list-style-type: none"> <li>Be seated for 10 mins 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.</li> <li>Put rubbish in the bins and food waste in compost.</li> <li>Buy canteen food after 10 mins eating time. (pick up lunch orders, get sauce etc. is ok)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher actively supervises across assigned area.</li> <li>Check younger children have eaten their lunch.</li> <li>Ensure students are seated under COLA (3-6) Big Tree (1-2) L&amp;N area (K) to eat and pick up rubbish before leaving to play.</li> <li>Encourage Kindy students to play with Kindy students - discourage yr 6 buddies from 'interfering'.</li> </ul>

	<ul style="list-style-type: none"> <li>• Once eating time is over, students may sit at the covered tables near the equipment.</li> <li>• Only start playing basketball once students are finished eating and off the court. Consider others and sit in an appropriate spot.</li> <li>• Only go on the oval when a teacher has moved to be on duty there.</li> <li>• Stay in bounds where a teacher can see you. Classrooms and hallways are out of bounds.</li> <li>• Play safely and sensibly.</li> <li>• Wear a hat or play in the shade (Kindy- Eco garden, 1&amp;2- Kitchen garden COLA, 3-6 <b>only</b> under COLA).</li> <li>• Only line up at stairs for library/ computer room when second half bell rings.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage safe play and remind students to stay in bounds.</li> </ul>
<p>2<sup>nd</sup> half lunch <b>PBEL monitors will hand out minis for the fortnightly PBEL focus</b></p>	<ul style="list-style-type: none"> <li>• Play safely.</li> <li>• Stay in bounds where a teacher can see you.</li> <li>• Wear a hat or play in the shade (Kindy- Eco garden, 1&amp;2- Kitchen garden COLA, 3-6 <b>only</b> under COLA).</li> <li>• Coloured equipment- Wait for a teacher before going on the equipment at 2nd half bell.</li> <li>• Students attending lunch time activities to move to assigned area with supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher is on the playground as soon as the 2<sup>nd</sup> half bell rings and signals the first half teacher</li> <li>• Teacher actively supervises across assigned area.</li> <li>• Reinforce students to stay in bounds and encourage safe play.</li> <li>• 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.</li> <li>• K-2 Basketball courts duty needs to check L&amp;N area and that equipment has been packed away properly.</li> </ul>

## Canteen

### Expectations

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

## Computer Lab

### Expectations

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

## Kitchen Garden

### Expectations

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



## LEADERSHIP OPPORTUNITIES

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"> <li>Classroom monitors</li> <li>Canteen lunches</li> <li>Line Leaders</li> <li>Assembly</li> <li>End of year assembly speakers</li> </ul>	<ul style="list-style-type: none"> <li>Classroom monitors</li> <li>Canteen lunches</li> <li>Line Leaders</li> <li>Assembly</li> <li>End of year assembly speakers</li> </ul>	<ul style="list-style-type: none"> <li>Classroom monitors</li> <li>Canteen lunches</li> <li>Assembly leaders</li> <li>SRC class reps</li> <li>Assembly</li> <li>End of year assembly speakers</li> </ul>	<ul style="list-style-type: none"> <li>SRC class reps</li> <li>Classroom monitors</li> <li>Bear Pit Public Speaking and Multicultural Perspectives Public Speaking Competitions</li> </ul>
Year 4	Year 5		Year 6
<ul style="list-style-type: none"> <li>Classroom monitors</li> <li>Activity Monitors</li> <li>Chicken Wranglers</li> <li>SRC Class reps</li> <li>Bear Pit Public Speaking and Multicultural Perspectives Public Speaking Competitions</li> </ul>	<ul style="list-style-type: none"> <li>Influential Person study – focus on Leadership</li> <li>Leadership - part of RFF program</li> <li>Playground Monitors</li> <li>The Green Team</li> <li>SRC class reps</li> <li>Year 5 Leadership incursion</li> <li>Bear Pit Public Speaking and Multicultural Perspectives Public Speaking Competitions</li> </ul>		<ul style="list-style-type: none"> <li>School Captains and prefects</li> <li>House Captains</li> <li>Multicultural Officers</li> <li>All students attend Leadership Conference</li> <li>SRC class reps</li> <li>PBEL Monitors</li> <li>Assembly messages/project (movies)</li> <li>Buddy program</li> <li>Library Monitors</li> <li>The Green Team</li> <li>Technology Monitors</li> <li>Canteen helpers</li> <li>School Tour guides</li> <li>Bear Pit Public Speaking and Multicultural Perspectives Public Speaking Competitions</li> </ul>

# SCHOOL CAPTAINS AND PREFECTS

## School Captains and Prefects Code of Conduct

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

### Agreement:

- All students elected to leadership positions discuss their understanding of the Leadership Code of Conduct with the Principal and their parents. Parents sign that they have discussed the Leadership Code of Conduct 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 \_\_\_\_\_

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.

Year 5 parents are informed of this process at the beginning of the year at the Parent Information Night.

### **School Captains Selection Procedure:**

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

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.

Year 5 parents are informed of this process at the beginning of the year at the Parent Information Night.

### **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 1 boy and 1 girl.
- 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.
- The role description, essential criteria and 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 Code of Conduct

#### 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.
- Ability to fulfil sports contracts.
- Demonstrate school spirit and pride by displaying:

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

#### Agreement:

- All students elected to leadership positions discuss their understanding of the Leadership Code of Conduct with the Principal and their parents. Parents sign that they have discussed the Leadership Code of Conduct 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. Year 5 parents are informed of this process at the beginning of the year at the Parent Information Night.

## **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 1 boy and 1 girl.
- 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 and Vice 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 and
- Organise presentations throughout the year to highlight important cultural celebrations.

Students nominated for this role will demonstrate:

- An outstanding academic record;
- Leadership skills;
- An interest in multicultural issues and
- A strong general knowledge.

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.

## Band Captains

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

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(Sign, detach and return to your band director)

### Student Band Captain Agreement

I have read and discussed with my child \_\_\_\_\_ the Code of Behaviour and expectations outlined in the Student Band Captain 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.

These include ball games and sports at a class and grade level, and programs conducted by outside professionals, as well as participation in the PSSA (Primary School Sports Association) sports of Cricket, T-ball, Softball, Soccer, Rugby League, Netball, Beach Volleyball, Newcombe ball, AFL and Eagle-tag.

In addition, children participate in Swimming, Cross-Country and Athletics carnivals and selected students may gain access to these events at Zone, Regional, State and National level. Selected students may try out for Softball, Basketball, Cricket, Golf, Hockey, Netball, Rugby, Rugby League, Soccer, Tennis, AFL, Rugby 7s and Touch Football teams at Zone, Regional, State and National level and may participate in state knockout events conducted by the NSWPSA. In addition, students may participate in various sports gala days and special sports events, as well as a two-week intensive swim school 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).
- Managing 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.
- Monitor and track student school and PSSA sport results throughout the year in order to accurately determine Sport Award winners.
- Ensuring 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.
- Collection of transport fees and monies where appropriate.
- Booking of venues for major carnivals and inter-school PSSA.
- Attendance at Manly PSSA meetings.
- Collection of results and the forwarding of them to district conveners.
- Accompanying students to PSSA events as required.
- Monitoring the PSSA budget, including payment of district levies

## **PSSA Team Selection**

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

- Ability and strong skill level;
- Sportsmanship;
- Cooperation and attitude; and
- Commitment to training sessions.

Where there are two children of equal ability the child from the higher school grade will be selected.

If more students indicate an interest in a team than there are positions, trials will be held.

- Selections will be held over two sessions (minimum);
- Children 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;
- Children who are absent due to holidays on all selection days will not be considered unless additional players are required to form the team;
- If a child is absent for one of the selection days, due to illness or other school business commitments i.e. Zone sports or Selective High School Tests, then another selection session will be held to determine if he/she is worthy of being selected;
- All teams will be selected by two teachers/selectors;
- All children to be selected will have equal time on the field/court during the selection;
- Once selections have been made, decisions are final and must be respected.

## **PSSA Representative Tryouts**

- Students will be made aware of the trial dates; and
- 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.

**The selection process will be based on either:**

- Tryouts if there are more than the desired number of representatives; and or
- Proof and evidence of sporting achievements.

NB: Junior (8-10 yrs) students are not eligible for these tryouts.

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.

## **Role of PSSA Sport Coaches**

- 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 Codes of Behaviour are fulfilled, and report breaches of 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).

## **Role of Parents and Spectators**

- Encourage children to participate in sporting activities.
- Focus on the child's efforts and achievements rather than the overall result.
- Teach children 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.
- Avoid the use of abusive or derogatory language at all times.

## 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:

### Code of Behaviour.

- Play for enjoyment and exhibit excellent sportsmanship at all times.
- 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.

**The school may terminate or suspend** participation in PSSA sport if and when a serious breach of this Code of Behaviour occurs **or** if there is a recurrent breach of this 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.**

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(Sign, detach and return to your sport coach)

### Manly West PSSA Student Sports Agreement

I have read and discussed with my child \_\_\_\_\_ the Code of Behaviour and conditions of participation outlined in the PSSA Student Sports Agreement.

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_



## CREATIVE AND PERFORMING ARTS EXPECTATIONS

### Drama, Choir & Dance

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

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(Sign, detach and return to your Performing Arts teacher)

### Creative & Performing Arts Student Agreement

I have read and discussed with my child \_\_\_\_\_ the Code of Behaviour and conditions of participation outlined in the Creative & Performing Arts Student Agreement.

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

## EXCURSION / CAMP / PERFORMANCE / SCHOOL-BASED ACTIVITY PROCEDURE AND VARIATIONS TO ROUTINE

This procedure sets out clearly the organisation of excursions, performances and school-based activities outside normal routine; safety considerations, system and legal requirements, expectations of behaviour and the use of excursion experiences back in the classroom.

### RATIONALE

Enhancement to in-school, classroom-based programs, in the form of excursions and changes to routine, are an integral part of a child's education. These organised experiences, when fully integrated with classroom work, contribute to children's growth and development through:

- Enriching student's experiences;
- Broadening student's concepts;
- Reinforcing the achievement of outcomes;
- Providing opportunities for the development of appropriate social skills and
- Promoting the development of self-esteem.

### Roles and Responsibilities

**The Principal or Principal's delegate** approves all excursions and students leaving school premises.

<https://education.nsw.gov.au/policy-library/policies/pd-2004-0010>

- Identifying and assessing risk is integrated into planning to ensure appropriate risk management strategies are developed. A dedicated [risk management plan](#) is implemented at all stages of an excursion, incursion or variation to routine.
- Staff will coordinate with parents and the office the taking of medication for all children with a diagnosed medical condition that require medication during the excursion, including anaphylaxis pens.
- Before implementation there should be consultation between Principal and staff concerned to ensure departmental policy and procedures are met. Designated staff will coordinate each excursion or event.
- Adequate communication by the school with parents and students will occur in advance.
- Permission by the parent/caregiver for the student to participate is always required. If this is not possible oral permission can be sought, (with Executive permission) but records must be kept.
- All families will be given sufficient time to make payments for excursions or events. Excursion notes will be added to the school website. If there are any financial constraints on a family for their child to attend an excursion, financial assistance is provided.
- All students undertaking day excursions must be accompanied by a member of staff who has current emergency care training and anaphylaxis training.
- Parent helpers need to provide a current Working with Children Check.
- All students undertaking an overnight excursion must complete a medical form.
- The [Behaviour code for students](#) applies at all times while on excursions and during events.

## 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 or sensitive, 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 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
- ✚ 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 activities.

If students are required to attend departmental activities away from the school site, parents may provide transport to and from the activity if:

- Written permission from the parent(s) or caregiver(s) of the student being transported is obtained.
- The driver is licensed.
- The motor vehicle is registered and insured.
- A Working with Children Check is required.
- The number of passengers in the vehicle does not exceed the number of seatbelts or in larger vehicles, the number of passengers that the vehicle may be licensed to carry.

Transporting students in parent's vehicles should only occur in those circumstances where there is no other feasible option available to provide the transportation.

### Use of private motor vehicles by staff to transport students or undertake other official duties.

In exceptional circumstances, staff may transport students in a private motor vehicle. This might arise, either in the event of an emergency, or because no other viable options are available to transport the student(s). In non-emergency situations, the same requirements as outlined in respect of parents must be complied with.

## **Impact On Teacher Relief from Face To Face (RFF)**

Where an excursion results in a teacher missing their scheduled RFF the teacher may, as part of the planning process, negotiate a 'swap'.

This swap is to be:

- mutually agreeable with both teachers;
- of equivalent duration;
- organised by the classroom teacher not the teacher who provides the RFF and
- organised during the planning stage of the excursion and included in the excursion submission form.

## SUN PROTECTION PROCEDURE / 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.

### Our school will:

- 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.
- 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.

## 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 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 with parent permission and children are required to follow the guidelines below.

### **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.
- children should **NOT** use foot scooters or skateboards on the road.

### **Parents and Caregivers are responsible for:**

- the maintenance of their child's bicycle and scooter and are 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.
- 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>

### **Students over 10 years, who bring their bicycle/skateboard/scooter onto school grounds, are responsible for:**

- completing a Bicycle/Scooter/Skateboard rider's agreement issued by the school. This is to be completed and returned to the Deputy Principal.
- 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 bike rack area. Bicycles/scooters/skateboards and helmets are brought and stored at school at the owner's risk.
- securely locking bicycles/scooters/skateboards with a chain and padlock supplied by the owner.

### **Safe Riding Behaviours:**

- 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.
- Foot scooters and skateboards are best ridden in recreational areas designated for their use.
- Driveways, uneven ground and the traffic environment are potential hazards for riders
- Bicycles/scooters/skateboards are not permitted to be ridden on school grounds during or after hours.
- 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.



## **MANLY WEST PRIMARY SCHOOL BICYCLE/SCOOTER/ SKATEBOARD STUDENT AGREEMENT**

I (Name): \_\_\_\_\_ of Class: \_\_\_\_\_ have read the Manly West *Bicycle/ Scooter / Skateboard Safety Guidelines* and understand the information provided.

- I have discussed this with my parents or carers.
- When using the footpath, I will respect all pedestrians and give way to them.
- I understand that it is a joint responsibility between my parents/carers and myself to keep the bicycle/scooter/skateboard well maintained.
- I will wear my helmet correctly and protective gear when riding my bicycle/scooter/skateboard to and from school.
- I will dismount at designated entry and entry points at Hill, Boyle and Griffith Street before entering the school grounds and walk my bicycle/skateboard/scooter whilst on the school grounds.
- I understand that I bring my bicycle/scooter/skateboard to school at my own risk and will secure it properly.
- I understand that I may be stopped from bringing my bicycle / scooter / skateboard onto the school grounds if I do not follow the rules.

Name Parent /Carer: \_\_\_\_\_

Signed (Parent/Carer): \_\_\_\_\_

Date: \_\_\_\_\_

## **MANLY WEST PRIMARY SCHOOL BICYCLE/SCOOTER/SKATEBOARD RIDER PARENT AGREEMENT**

- I have read and discussed the school's Bicycle/ Scooter / Skateboard Safety Guidelines with my child.
- My child will correctly wear an Australian Standards approved helmet and protective gear when riding to and from school.
- I understand that bicycles/scooters/skateboards are brought to school at the owner's risk.
- I understand that my child will be unable to bring their bicycle / scooter / skateboard onto school grounds if the rules are not followed.

Name Parent /Carer: \_\_\_\_\_

Signed (Parent/Carer): \_\_\_\_\_

Date: