



# **MANLY WEST PRIMARY SCHOOL**

## **STUDENT WELFARE POLICY**

**Original: June 2012.**



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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:**

 <b>RESPECT</b>	 <b>RESPONSIBILITY</b>	 <b>ASPIRE</b>
<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 positive behaviour management strategies, listed below are some suggestions which can be implemented within the classroom setting.

- 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 TWO 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 then select a prize from the K-6 Prize Box.

**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.

# MANLY WEST AWARDS FLOW CHART



Respect, Responsibility, Aspire Cards – (Classroom Teachers give out 3 a week in class)  
Students collect **4** to receive an Expectation Certificate

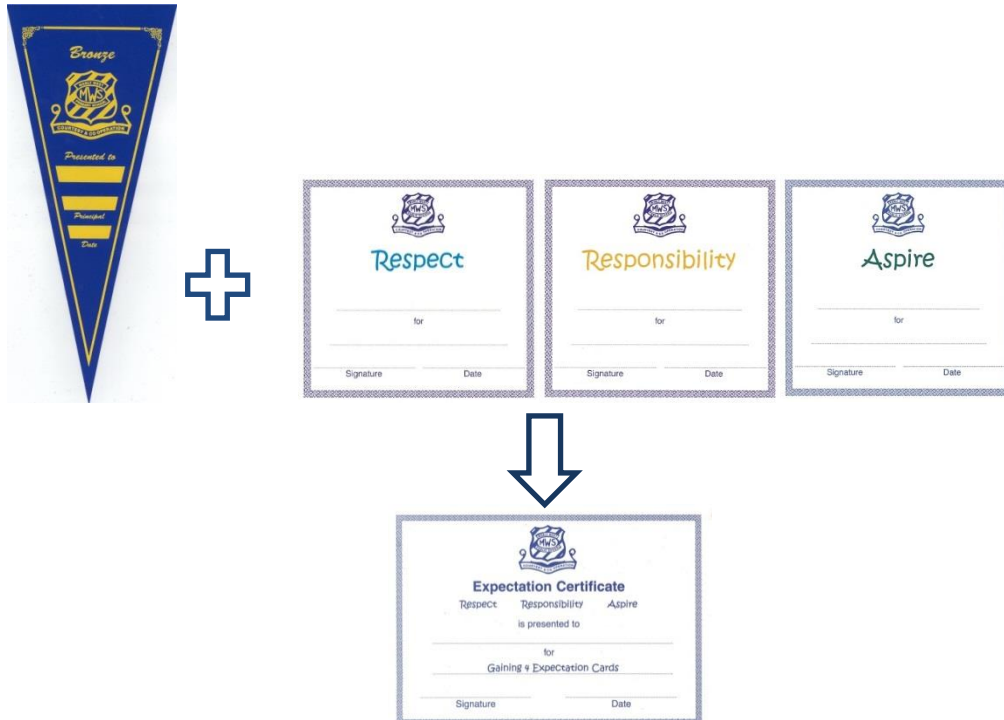


Students collect 5 Certificates  
This can be made up on 2 Merit Certificates from assembly dated from 2014 combined with Expectation Certificates



**BRONZE BANNER**

When the student collects a Bronze Banner  
they repeat the process of collecting a combination of 4 Respect, Responsibility, Aspire Cards  
Expectation cards to receive an Expectation Certificate



Students collect 5 Certificates  
This can be made up on 2 Merit Certificates from assembly dated from 2014 combined  
with Expectation Certificates



Then Student receives a SILVER BANNER



SILVER BANNER

When the student collects a Silver Banner  
they repeat the process of collecting a combination of 4 Respect, Responsibility, and Aspire Cards to  
receive an Expectation Certificate



Students collect 5 Certificates  
This can be made up on 2 Merit Certificates from assembly dated from 2014 combined  
with Expectation Certificates

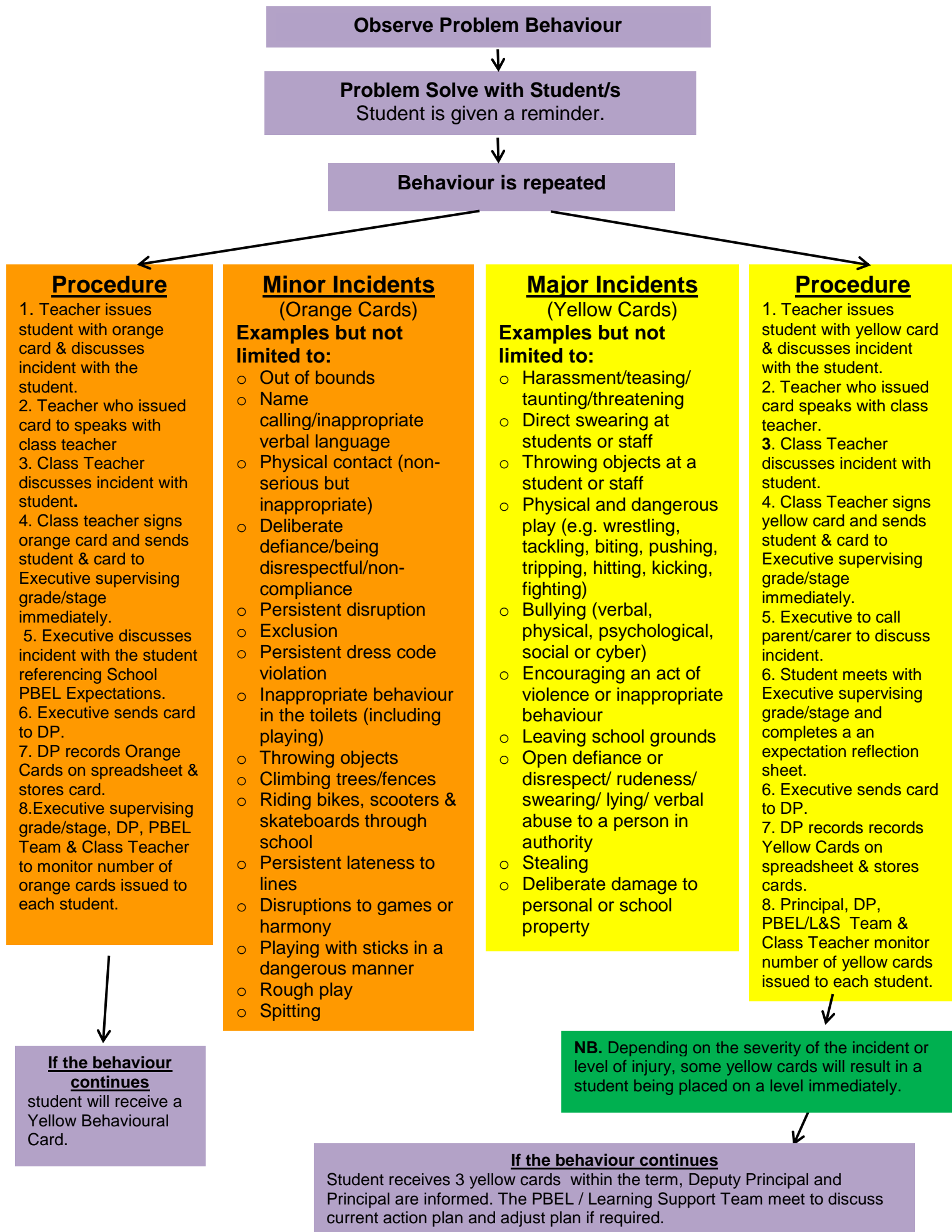


Then Student receives a GOLD BANNER



GOLD BANNER  
GOLD BADGE  
Entry into GOLD BOOK

# STUDENT BEHAVIOUR MANAGEMENT PROCESS EXAMPLE





## Procedures for Discouraging Inappropriate 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 schools expectations and agree upon classroom expectations which, if followed, will make the classroom and school a safe and happy place.

## Behaviour Level Systems

At Manly West we have a Behaviour Levels System which helps students to display respect, accept responsibility and aspire to do the right thing. It will help students to understand consequences of inappropriate behaviour and help ensure a consistent and fair approach.

### Orange Card – Minor Incident Report

INCIDENT REPORT	
NAME _____	
CLASS _____	DATE _____
DETAILS _____	
_____	
_____	
_____	
TEACHER'S SIGNATURE _____	
STUDENT'S SIGNATURE _____	
INIT. CL TCHR _____	GR S'VISOR _____

### Yellow Card – Major Incident Card

BEHAVIOUR CARD	
NAME _____	
CLASS _____	DATE _____
TEACHER'S REPORT _____	
_____	
_____	
TEACHER'S SIGNATURE _____	
STUDENT'S SIGNATURE _____	
INIT. CL TCHR _____	GR S'VISOR _____

SANCTION / RESTITUTION	
DATE: _____	
BEHAVIOUR LEVEL: _____	
REVIEW DATE: _____	
PARENT'S NOTIFIED Yes/No _____	

### 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 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 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.

### Minor Orange and Major Yellow Report Cards

Yellow Incident Cards can be issued without a prior Orange Incident Report Card.

NB: Cards can be, but are not always sequential, and reflect the pattern and/or severity of the incident.

- If, during one term, a student receives 3 Yellow Incident Cards the Deputy Principal and Principal are informed.
- The PBEL / Learning Support Team, classroom teacher and executive supervising grade / stage meet to discuss action plan, adjust plan if required or decide if the child will be placed on a Level One.
- The Deputy Principal and or Executive supervising grade / stage will contact the parent to discuss proposed PBEL / Learning Support Team meeting.

## Level 1

- If a student has received 3 Yellow Incident Cards or suspension during a term, the Deputy Principal and Principal will have been informed. The PBEL / Learning and Support Team, classroom teacher and executive supervising grade / stage meet and discuss a plan to support the student.

**NB: The PBEL/Learning & Support Team consists of Principal, Deputy Principal, Executive supervising grade, School Counsellor, Learning & Support Teachers, PBEL Team & Classroom Teacher.**

### Behaviours

- Verbal or physical aggression
- Bullying
- Excessive/ continual bad language
- Destructive behaviour
- Disobedience
- Bus misbehaviour
- Continued rule breaking
- Insolence

### Actions

- The Executive supervising grade / stage contact parents informs them of proposed PBEL / Learning Support Team meeting.
- PBEL / Learning and Support Team, classroom teacher and executive supervising grade will meet and develop a plan to support the student.
- Support Plan developed can include strategies such as IBP, behaviour risk assessment, playground modifications including adjustments to time and areas, social skills program, Check in/Check Out' Program with Executive, PSSA privileges or positive reflection journal).
- Support Plan is communicated to the child and parents, School Expectations are reinforced and review date set.
- Communication with child, class teacher, Executive Staff and parent will be ongoing.
- If the student is meeting expectations within the time frame of the plan the student is taken off Level One. However, minor adjustments may continue and be monitored.
- If behaviour was to continue the plan will be reviewed and if necessary further actions may be implemented.

## Suspension

### Behaviour

- Continued behaviour deterioration creating an intolerable situation.
- Physical violence

### Actions

- Suspension from school is at the discretion of the Principal. In determining whether a student's behaviour is serious enough to warrant a short or long suspension. The Principal will consider the safety, care and welfare of the student, staff and other students.
- Referral to DoE Suspension and Expulsion of School Students Policies and Procedures – [https://education.nsw.gov.au/policy-library/associated-documents/suspol\\_07.pdf](https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf)

*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 so that every student can connect, succeed and thrive at school and beyond.*

## 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 PS. 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**

## Definition of Bullying

At Manly West, bullying is defined as **repeated** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

### 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.

### 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, “Slam Books” (websites or 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:**

### **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 which promote 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 responsibility:**

- behave appropriately, respecting individual differences and diversity.
- behave as responsible digital citizens
- behave as responsible bystanders
- report incidents of bullying according to the school's Anti-Bullying Plan
- follow the school's Anti-Bullying Plan

### **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**

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**

### **Strategies to prevent bullying include:**

- Teaching skills and understandings that will lead to reducing and eliminating bullying behaviours
- Explicit teaching of the school's PBEL Expectations and associated behaviours
- K-6 Social Skills program
- Buddies programs
- School and class expectations
- Information dissemination through the school Manly West Matters Newsletter and the school website
- Playground Leadership Program - PLP
- 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**

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
- Playground behaviour monitoring card (if appropriate)
- PBEL expectations
- K-6 Social Skills program
- Buddies
- Regular workshops with police / school liaison officer

## **Anti-Racism Contact Officer**

In line with NSW 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 department.

### **What is an ARCO – Anti-Racism Contact Officer?**

The role of the ARCO is to assist any member of the school community who wishes to bring a complaint of racism. The ARCO may assist in putting the complaint into writing and explaining to the complainant their rights and responsibilities in relation to the procedures contained in the Responding to Suggestions, Complaints and Allegations policy. The key role is to respond professionally as a mediator to any suggestions or complaints regarding racism at school and to contribute together with other members of the staff to promote anti-racism education.

The following websites provide useful information in relation to anti-racism strategies:

- [www.racismnoway.com.au](http://www.racismnoway.com.au)
- [www.multiculturalaustralia.edu.au](http://www.multiculturalaustralia.edu.au)
- [www.harmony.gov.au](http://www.harmony.gov.au)
- [www.myplace.edu.au](http://www.myplace.edu.au)

# PLAYGROUND EXPECTATIONS

## Expectations

 <p><b>RESPECT</b></p> <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>	 <p><b>RESPONSIBILITY</b></p> <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>	 <p><b>ASPIRE</b></p> <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>
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### Before School:

- If arriving before 8:50am students must sit on the Griffiths St veranda until the bell which is when teacher supervision begins on the playground.
- Students are to play on the asphalt area only. (K-2 Basketball area, Eco Playground, coloured equipment and the oval are out of bounds)
- Small balls are only to be used on the asphalt at this time. ( e.g. handball, tennis ball)

### Recess

- Students must remain seated for 10 minutes to eat. They put their hand up and wait for a teacher to check their area is free of rubbish before allowing them to play.
- Students may purchase food from the canteen until 11.15am and need to go back and sit in their allocated area to eat until finished.
- Students need to access the canteen via the correct lines and entrances.
- At the sound of the first bell students must stop play to allow them enough time to get a drink and go to the toilet.
- By the second bell students need to be seated in their class lines.
- No food is to be taken onto the oval, Eco Playground or basketball court.
- No supervision is offered therefore coloured equipment is out of bounds.
- Eco Playground is a quite passive play area and can be used by the students on their grades day.

### Lunch

- Students must remain seated for 10 minutes to eat. They put their hand up and wait for a teacher to check their area is free of rubbish before allowing them to play.
- Students may purchase food from the canteen when permitted by the teacher on duty from 1.20 to 1.55pm. After purchasing items from the canteen students must go back and sit in their allocated area to eat until finished.
- Students need to access the canteen via the correct lines and entrances.
- No food is to be taken onto the oval, Eco Playground and basketball court.
- A bell will sound for the second half of lunch when there is a change of teachers on duty.
- At the sound of the first bell at the end of lunch students must stop play to allow them enough time to get a drink and go to the toilet.
- By the second bell students need to be seated in their class lines.
- The Eco-Playground is a passive play area and can be used by the students on their grades day.
- Coloured equipment may be used during the second half of lunch only on the designated day for each grade. Students must wait for the teacher on duty to let them know they may use the equipment.

#### Eco Playground Equipment roster

***\*\*Term 1 the Eco Playground is for the use of Kindergarten students only\*\****




#### Terms 2 - 4 Eco Playground Roster

Monday	Kindergarten
Tuesday	Year 1
Wednesday	Years 5 & 6
Thursday	Years 3 & 4
Friday	Year 2

#### Coloured equipment roster

Monday	Years 5 & 6
Tuesday	Years 3 & 4
Wednesday	Year 2
Thursday	Year 1
Friday	Kindergarten

## Expectations

 <b>RESPECT</b> <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>	 <b>RESPONSIBILITY</b> <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>	 <b>ASPIRE</b> <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>
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## After School

- Students must **go home or to After School Care** at 3:20pm when school has finished.
- Coloured equipment cannot be used after school without supervision.

## Bus Duty

- Students catching the bus home must go and wait at the bus stop once dismissed from class.
- Students need to stand without blocking passageway.
- Students may not use balls etc., while waiting for the bus.
- Students should report to office if parents / carers do not pick up children.

# LEADERSHIP OPPORTUNITIES

A range of leadership opportunities are offered to all students from Years 2-6.

## SCHOOL CAPTAINS AND PREFECTS




### 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:

 <b>RESPECT</b> <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>	 <b>RESPONSIBILITY</b> <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>	 <b>ASPIRE</b> <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>
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### 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 relinquished failing to follow school rules and selection criteria.
- N.B. The Principal in consultation with the Executive reserves the right to make the final decision in regards to the appointment of candidates and the relinquishing of duties.





## School Captains and Prefects Code of Conduct

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.

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

Date \_\_\_\_\_

### School Captains Selection Procedure:

- To ensure gender equity, 2 girl and 2 boy captains and vice-captains will be elected together with up to 8 (4 boys and 4 girls) prefects.
- **During Term 4**
- Notify school community of election week, role description and the essential criteria for the position sought.
- Role description, essential criteria and agreement will be made explicit to students during the year and prior to the election.
- 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 to nominate candidates prior to the elections. Year 5 students may nominate themselves as well as one boy and one girl. This will be done by secret ballot. Nominations will be sent to the Stage 3 Assistant Principal. Teachers may nominate candidates.
- Year 5 students vote to short list candidates to determine the final 20 candidates (10 boys and 10 girls). 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 by placing a tick next to the names. Students place their papers in the appropriate ballot box.
- Executive staff view and discuss the nominees to assess whether the candidates meet the essential criteria. Staff input is invited. Short listing is subject to meeting the essential criteria. After approval the final 20 candidates' names (10 boys and 10 girls) are placed on the ballot paper for voting.
- Candidates have 1 hour to write a speech and are supervised by Executive staff members.
- Election speech - speeches (maximum 2 minutes) will be made in the hall after lunch **on the same day** to students in Years 4, 5 and 6. Year 3 will observe the process, but will not vote.
- The role description and selection criteria will be explained to the voters by Executive. Following the speeches, Years 4, 5 and 6 vote on the ballot paper.
- Students in Years 4, 5 and 6 vote for 2 boys and 2 girls 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.
- All papers are collected and sent to the Returning Officer for counting. The Principal and Executive staff will meet to discuss the result.
- The successful candidates will meet with the Principal and Stage 3 Assistant Principal using the interview process.
- The successful candidates will be informed (but their position not disclosed) so that the candidates' parents may be invited to the Presentation Day Assembly when Captains, Vice Captains and Prefects will be announced.
- 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.


## 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:

 <b>RESPECT</b>	 <b>RESPONSIBILITY</b>	 <b>ASPIRE</b>
<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 House Captains and House Vice Captains agree to carry out roles and duties responsibly and understand their position and badge may be relinquished failing to follow school rules and selection criteria.
- N.B. The Principal in consultation with the Executive reserves the right to make the final decision in regards to the appointment of candidates and the relinquishing of duties.



## School House Captains and Vice Captains Code of Conduct

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

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

Date \_\_\_\_\_

### Sport Captain Selection Procedures:

- To ensure gender equity 2 girl and 2 boy house captains and vice captains will be elected for each house.
- Notify school community of election week, role description and essential criteria for the position sought.
- Role description, essential criteria and agreement will be made explicit to students during the year and prior to the election. Students must be made aware that the holding of a sports house captain position is subject to the fulfilment of their roles and responsibilities.
- Students will elect 2 Sports House Captains and 2 Sports House Vice Captains from the incoming Year 6 and will be conducted after the School Captains and Prefects election.
- Voting will be conducted at the end of the year prior to the year of taking office.
- 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 will self-nominate the day of the elections.
- Nominations will be sent to the Stage 3 Assistant Principal.
- List of nominated candidates will be discussed by sports teachers and Executive prior to determine whether the candidates meet the essential criteria suitability.
- Nominated candidates who meet the criteria will have 45 minutes to write a 2 minute speech and are supervised by Executive staff.
- Election speech will be delivered during House Meetings after lunch. Year 3 will observe the process only. Years 4, 5 and 6 will be given a ballot paper to vote for 2 girls and 2 boys. Ballot papers will be sent to the Returning Officer.

### N.B. Results are not announced at this stage.

- The successful candidates will meet with the Principal and Deputy Principals.
- The successful candidates will be informed (but their position not disclosed) so that the candidates' parents may be invited to the Sports Presentation Day Assembly when Sport Captains and Vice Captains will be announced.
- The role description, essential criteria and agreement will be made available to the parents/caregivers of elected House Sport Captains and House Sport Vice Captains following their election.

## 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 and Eagle-tag.

In addition, children participate in carnivals such as swimming, cross-country and athletics and selected students may gain access to these events at district, regional, state and national level.

Selected students may try out for softball, basketball, cricket, golf, hockey, netball, rugby, rugby league, soccer, tennis and touch football teams at district, 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.

### Role of School Sports Coordinators

#### At school:

- 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 present awards at assemblies and presentation ceremonies.
- 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.
- 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.

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);
- Where there are two children of equal ability the child from the higher school grade will be selected;
- Children do not have to participate in this sport out of school to be eligible to try out for the team;
- The selections will be made according to performance on 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 commitments i.e. Zone sports or Selective High School Tests, then another training 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;
- Parents are requested not to discuss the selection process with selectors unless specifically referring to the trial dates; and
- 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.

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.
- Train and manage their PSSA sports teams.
- Ensure equipment and medical kits are maintained.
- Teach players to play by the rules and exhibit sportsmanship. Set a good example.
- Praise and encourage effort and participation.
- Emphasise importance of participation and experience rather than winning.
- 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 good play 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 the fun** of it.
- **Compete by the rules** and always abide by the referee's/umpire's decisions.
- **Control your temper**, make no criticisms either by word or gesture.
- **Work equally hard for yourself and for your team** – your team's performance will benefit and so will your own.
- **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 **cooperate and 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 have fun and improve your skills. **Be modest in success and generous in defeat**.
- **School rules must be followed and school work (including homework) must be completed or deemed satisfactory** in order to attend each week.
- **Wear sports uniform or team uniform** as deemed appropriate and necessary 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 this privilege** 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 suspension from a team, entry to an in-school sports program is subject to negotiation with in-school sports coordinators. In addition, it is understood that **participation in PSSA sport is subject to payment of fees in advance**, and that **refunds will not be given for suspension or absence** from PSSA sport as transport costs need to be met on a weekly basis. This agreement holds for the current season.

.....  
(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: \_\_\_\_\_

## **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;
- Perform 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.

## **Multicultural Officer Selection Procedures**

- To ensure gender equity a male and female student will be elected by Year 6 students;
- 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 and
- Year 6 students vote for a male or female student.

## **Student Representative Council (SRC)**

The SRC enables students to have a student voice within a democratic framework and to develop ways to encourage civic and citizenship 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;
- The SRC meets fortnightly to discuss issues about the school;
- A formal meeting procedure is followed where agendas are set and minutes are taken. The Chairperson is selected from the group and
- The SRC includes the Captains, Vice Captains and Prefects but not the House Captains and Vice Captains.

## **Band Captains**

To share leadership roles at Manly West Primary School, selection of band captains will be mindful of the policy 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

- 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



## RESPONSIBILITY

- 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.



## ASPIRE

- 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

**The school may terminate or suspend this privilege** 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 verbal or written warning (such as a band yellow card) has been given. Following suspension from a band, re-entry is subject to the making of a commitment to follow the above Code of Behaviour. In addition, it is understood that **participation in a band is subject to payment of fees**, and **refunds will not be given for suspension or absence**. Attendance at **band camp** is subject to adhering to the Code of Behaviour above.

(Sign, detach and return to your band director)



### Student Band Agreement




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

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



## CREATIVE AND PERFORMING ARTS EXPECTATIONS

### Expectations

 <b>RESPECT</b> <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>	 <b>RESPONSIBILITY</b> <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>	 <b>ASPIRE</b> <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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### Creative & Performing Arts Student Representative Agreement

The school may terminate or suspend this privilege 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. Teachers will decide with consultation from class teachers and school executive when or if the student may represent the school in the performing arts group. In addition, it is understood that **participation in performing art groups is subject to payment of fees in advance**, unless Principal is advised of financial hardship and that **refunds will not be given for suspension or absence** from performing arts groups.

✂ .....  
(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 \_\_\_\_\_

This policy 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.

- The decision to undertake an excursion must be justified as being an integral part of the School's curriculum and specifically of the student's learning program.
- All educational excursions, sports visits and other activities undertaken by school students outside the school, irrespective of duration, must have the prior approval of the Principal.
- A risk assessment is to be conducted and a risk management plan developed **before** seeking approval for any excursion.
- Staff will coordinate with 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 (Appendix 1 – Application for Approval of Excursion) for staff guidance. This checklist together with costing and notes home is filed in clerical office. A designated 'teacher in charge' will coordinate each excursion.
- When asking office to book buses, costing needs to be approved by Principal and handed to SASS.
- Date of excursion is to be recorded on calendar in Principal's office and on planner in staff room.
- Adequate communication by the school with parents and students must occur in advance, i.e. cover note and consent form. A copy of excursion note, consent forms and risk assessment are to be filled in Excursion folder.
- Permission by the parent/caregiver for the student to participate is always required in writing. 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 the excursion. Excursion notes will be added to the school website. Children whose payments have not been finalised by the due date will not be allowed to attend unless alternative payment arrangements have been previously organised with the Principal.
- Teacher – student ratio for an excursion depends on the number of students, their maturity, anticipated behaviour and the activities planned. Principal makes sure precautions are taken to ensure the safety of participants and that supervision will be adequate.
- All students undertaking day excursions must be accompanied by a member of staff who has current emergency care training and anaphylaxis training.
- All students undertaking overnight excursions and/or swimming/water activities must be accompanied by a member of staff who has current CPR training first aid and anaphylaxis training.
- If there are any financial constraints on a family for their child to attend an excursion please ask them to discuss this confidentially with the Principal.
- Departmental regulations require that any driver transporting students on school outings by private car must, prior to excursion, show at the school office, their drivers licence and car registration for the car being used. Once sighted these documents need not be shown while they are current.
- Parent helpers need to provide a current Working with Children Check.
- All students undertaking an overnight excursion must complete a medical form.
- Only children that have displayed sensible, reliable behaviour will be invited to participate in school excursions. Parents will be notified if their child is in danger of losing their invitation to participate in an excursion due to poor behaviour. The decision to exclude a student will be made by the Principal in consultation with the classroom teacher.

## Planning an Excursion Checklist

You need to:

1. Ensure it is educationally valuable and relevant to the learning program.
2. Complete an **Application for Approval of Excursion** form and submit it to the Principal for signing.
3. Complete an **Excursion Checklist** form and submit it to the Principal for signing.
4. Complete a **Risk Management Plan** and submit it to the Principal for signing.
5. Prepare a **parental consent form** and a **medical information form**. This should be checked by grade supervisor before copying.
6. Ensure water activities include an **indication of swimming ability** check.
7. Obtain **Working with Children Check** for parents accompanying or transporting students.
8. Obtain **driver's licence and car registration details** for parents transporting students.

Forms are available on:

[https://www.det.nsw.edu.au/policies/student\\_admin/excursions/excursion\\_pol/PD20040010.shtml?level=Schools&query=excursion](https://www.det.nsw.edu.au/policies/student_admin/excursions/excursion_pol/PD20040010.shtml?level=Schools&query=excursion)

### Other Requirements:

Principals may grant approval for school staff to use private motor vehicles on official school business where a private motor vehicle is the most economic form of transport.

### 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.
- 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.

**N.B.** The RTA recommends that children under the age of 12 not be seated in front of an air bag.

Current Working with Children Check, driver's licence and car registration details should be received prior to giving permission for students to be transported in the vehicle. 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.

Staff transporting students by private motor vehicle should always adopt relevant common sense strategies to minimise the risk of child protection issues being raised. Examples of these strategies include another adult being present, other students being present, having students sit in the rear of the vehicle and advising senior officers of the travel arrangements.

(Refer Legal Issues Bulletin No. 8, 25 February 2000)



## Manly West Primary School Details of Vehicle Used to Transport Students

- Name of driver: \_\_\_\_\_
- Licence number: \_\_\_\_\_
- Expiry Date: \_\_\_\_\_
- Car Registration Number: \_\_\_\_\_
- Date registration valid to: \_\_\_\_\_
- Date: \_\_\_\_\_
- Number of seatbelts: \_\_\_\_\_

N.B. The Department of Education Excursions Policy requires the above details to be provided to the school prior to students being transported in a private vehicle.

### Swimming and Water Activities

Where any excursion involves swimming or water activities, principals may encourage but not insist that parents provide any flotation devices considered necessary for students. Parents must be asked to indicate the swimming ability of their children when giving consent for students to participate in excursions involving water activities. If parents indicate students are poor or non-swimmers and no flotation devices are available for use by the students, principals will need to assess whether such students should participate in the swimming or water activities of the excursion. This assessment must take place irrespective of parental or caregiver permission for the students to participate in the swimming or water activities.

Principals and teachers organising excursions involving swimming and water activities should particularly consult the Swimming and Water Safety section of Guidelines for the Safe Conduct of Sport and Physical Activity in Schools (99/490).

### 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.

## LEARNING & SUPPORT TEAM (L&ST)

A Learning 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 Gifted and Talented 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.

### **Refer to Learning Support Documents:**

- Student Learning and Support Referral Procedures (Appendix a)

### **School Counsellor**

Counselling services are available in the school for students with learning behavioural or psychological support needs. Parents may ring the office to make an appointment to see the counsellor if they are concerned about their child. Parents need to give signed permission for counselling to occur.

The Department of Education and Communities has further information about the School Counsellor service at:

<http://www.schools.nsw.edu.au/gotoschool/a-z/counselservice.php>

## SUN PROTECTION POLICY

### **Rationale**

Australia has the highest incidence of skin cancer in the world.

There are four factors, often occurring simultaneously, which contribute to this statistic:

- The population is predominantly fair-skinned.
- Ultraviolet light from the sun is of sufficient intensity to induce skin cancer in this susceptible population.
- For most of this century social values have supported the belief that a suntan is healthy and attractive.
- Lifestyle, work, school and recreational habits expose people to the sun for long periods.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Much of this occurs during childhood and adolescence. Research suggests that severe sunburn is a contributor to skin cancer and other forms of skin damage such as wrinkles, sunspots, blemishes and premature ageing. Most skin damage and skin cancer is, therefore, preventable. Ultraviolet radiation can also cause short-term damage to the eye, such as painful eye inflammation similar to sunburn of the skin. Long-term problems can occur through repeated exposure.

Primary schools can help reduce the incidence of skin cancer and the number of related deaths by encouraging all members of the school community to take effective skin protection measures.

### **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 and the number of related deaths.
- 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.

## **Implementation Strategies for Skin Protection**

The purpose of the policy is to ensure that all students attending our school are protected, throughout the year, from skin damage caused by the harmful ultraviolet rays of 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.
- Teachers will schedule outdoor activities before 10am and after 2pm. (11am & 3pm daylight saving time) 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 15+, broad-spectrum, water-resistant sunscreen for skin protection and seeking shade whenever possible.
- Students will be encouraged to wear approved sunglasses during outdoor activities.

### **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 more shelters 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.
- Incorporate programs on skin cancer prevention in its curriculum.
- Reinforce regularly the Sun Protection Policy in a positive way through newsletters, parent meetings, and student and teacher activities.
- Make SPF 30+ sunscreen available for sale at the canteen.

### **When enrolling a child, parents will be:**

- Informed of the Sun Protection Policy.
- Requested to purchase an approved school hat.
- Encouraged to provide SPF 15+, broad-spectrum, water-resistant sunscreen for their child's use.
- Encouraged to act as positive role models and practise skin-protective behaviour themselves, particularly when attending school functions.

## **RECOMMENDATIONS FOR POLICY IMPLEMENTATION**

- Approved school hats to be available through uniform shop.
- Existing shade areas to be continuously evaluated and upgraded if necessary.
- Consideration should be given to establishing procedures that will encourage children to comply with the requirements of the policy.



## 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. When given permission to enter they must take a seat and remain seated for the entire journey. 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 (see [www.transport.nsw.gov.au](http://www.transport.nsw.gov.au)).

**N.B** (DET) state that "All students in NSW government schools are expected to behave safely, considerately and responsibly, including when travelling to and from school



## MANLY WEST PUBLIC SCHOOL 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'.

<http://ols2.rta.nsw.gov.au/ebus/docs/rescat/pdf/8/1180/45092307safetyonwheels0409.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.

More information is available from:

1. NSW Centre for Road Safety, RTA: *Information for parents and carers about safety on wheels – The law and safety advice for bicycles, foot scooters, skateboards and rollerblades* at <http://ols2.rta.nsw.gov.au/ebus/docs/rescat/pdf/8/1180/45092307safetyonwheels0409.pdf>
2. Department of Education and Communities: *Riding a foot scooter, skateboard or rollerblades to and from school* at <http://www.curriculumsupport.education.nsw.gov.au/policies/road/travel/active/index.htm>



## 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: \_\_\_\_\_

- 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. Reasons such as birthdays, helping with shopping or minding younger brothers or sisters are generally regarded as unsatisfactory reasons for an absence.
- 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. Parents who have difficulty in ensuring the regular attendance of their children at school should contact their class teacher or the Principal.
- Where a teacher has concerns regarding a student's attendance they will in the first instance contact the parents, discuss the issues and offer assistance. If the student's attendance continues to be of concern a Notification of Attendance Concerns form is completed by the teacher and submitted to the Deputy Principal who oversees attendance.
- Action taken from this point may include notification of concerns to the parent in writing, a formal parent interview to discuss and resolve the issue, referral to the school Learning Support Team, referral to the Home School Liaison Officer.



## 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: <http://www.schools.nsw.edu.au/studentsupport/studenthealth>

- Parents have the primary responsibility for the health of the children. School staff have a duty to keep students safe while they are at school or are involved in school activities. The school encourages parents to provide information about their children's health both on 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.
- The school will arrange support for students to have their health needs met so that they can participate in their learning programme. Refusing enrolment or continued access to education because of a need to administer prescribed medication and/or health care procedures other than in circumstances where there is unresolvable safety issues would be to unlawfully discriminate against the student on the ground of his or her disability. When student's health support 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 identified staff members who will care for students who are unwell and the procedures that are to be followed. 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**

Parents are asked to liaise with their doctor to request prescribed medication that can be administered outside school hours if possible. 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 change
- ✚ supplying the medication and any 'consumables' necessary for its administration in a timely way
- ✚ collaborating with the school in working out arrangements for the supply and administration of prescribed medication.

The administration of such medication forms part of the Department's common law duty of care to take reasonable steps to keep students safe while they attend school. The administration of prescribed medication in schools is carried out by staff who are trained. Parents of children who require prescribed medication to be administered at school must complete a written request.

Students must not carry medication unless there is a written agreement between the school and the student's parents that this is a planned part of the student's health care support. Students' immediate access to prescribed medication is very important for the effective management of condition such as asthma and anaphylaxis. Students and parents need to be advised of this requirement so that students are not left without access to critical medication.

## **Non-prescribed Medications**

In general, schools do not administer medication which has not been specifically requested by a medical practitioner for an individual student for a specific condition. In some cases the medical practitioner may not write 'a prescription' for such medication because it may be available 'over the counter'. NSW Health advises that this does not mean that the medication is not potentially harmful and that schools should follow the same procedures for such medications as for 'prescribed medications'.

## RESOURCES

The Wellbeing Framework equips schools and their communities to support students at each stage of their development through quality teaching, learning and engagement.

- **School Excellence Framework**

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

- **Tell Them From Me**

<http://surveys.cese.nsw.gov.au/>

- **Wellbeing Framework for Schools**

[https://www.det.nsw.edu.au/wellbeing/about/16531\\_Wellbeing-Framework-for-schools\\_Accessible.pdf](https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf)

- **Behaviour Code for Students**

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/supported-students-successful-students/behaviour-code-for-students>

- **Supported Students, Successful Students**

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/supported-students-successful-students>

- **Student Wellbeing Literature Review**

<http://www.cese.nsw.gov.au/publications-filter/student-wellbeing-literature-review>

**Connect:** Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

### 1. Anti-bullying

<https://www.det.nsw.edu.au/wellbeing/connect/antibullying>

#### DoE Policy Documents

- [https://www.det.nsw.edu.au/policies/student\\_serv/discipline/bullying/implementation\\_1\\_PD20100415.shtml](https://www.det.nsw.edu.au/policies/student_serv/discipline/bullying/implementation_1_PD20100415.shtml)
- [Bullying: Preventing and Responding to Student Bullying in Schools Guidelines](#)
  - [Bullying: Preventing and Responding to Student Bullying in Schools Planning Document](#)
  - [Anti-bullying Plan Template](#)
  - [Student Discipline in Government Schools Policy](#)
  - [Core Rules for Student Discipline in Government Schools \(Behaviour Code 2014 will replace this document\)](#)
  - [Suspension and Expulsion of School Students – Procedures](#)

#### DoE Resources

- [Peer mediation support materials \(intranet only\)](#)
  - [Legal Issues Bulletins \(LIB\)](#)
  - LIB 35: The use of mobile phones, portable computer games, recording devices and cameras in schools and TAFE NSW Institutes
  - LIB 42: Legal issues arising for staff subject to cyber bullying and related behaviour
  - LIB 55: Transgender students in schools legal rights and responsibilities
- [Anti-bullying \(intranet only\)](#)
- [Digital Citizenship](#)
- [School A-Z: Practical help for parents – bullying advice for parents](#)



## 2. School Uniforms

[https://www.det.nsw.edu.au/policies/student\\_admin/uniforms/school\\_uniform/PD20040025.shtml?level=Schools&categories=Schools%7cstudent+administration%7cuniforms](https://www.det.nsw.edu.au/policies/student_admin/uniforms/school_uniform/PD20040025.shtml?level=Schools&categories=Schools%7cstudent+administration%7cuniforms)

### DoE Policy Documents

- [School Uniforms in New South Wales Government Schools Guidelines](#)
- [Work Health and Safety Policy](#)
- [Sun Safety for Students Guidelines](#)
- [Code of Conduct](#)

### DoE Resources

- [NSW Public Schools - Sun safety for students information sheet - clothing and uniform](#)

## 3. Student Participation and Leadership

<https://www.det.nsw.edu.au/wellbeing/connect/student-participation-and-leadership>

### DoE Policy Documents

- [Working With Children Check Policy](#)
- [Mentoring and Supporting Students Guidelines](#)
- [Code of Conduct Policy](#)
- [Excursions Policy](#)
- [Workplace Learning Policy for Secondary Students in Government Schools and TAFE NSW institutes](#)

### DoE Resources

- [Wellbeing Framework for Schools - Statement of commitment](#)
- [Student leadership: a review of effective practice](#)
- [Student leadership in schools](#)
- [NSW Public Schools - Student leadership and SRC](#)
- [NSW Public Schools - Student leadership programs for Aboriginal students](#)
- [Student volunteering and service learning](#)
- [NSW Public Schools - Student mentoring](#)

### Legislation

- [Child Protection \(Working with Children\) Act 2012](#)
- [Children and Young Persons \(Care and Protection\) Act 1998](#)
- [Child Protection Legislation Amendment Bill 2014](#)

## 4. School Attendance

[https://www.det.nsw.edu.au/policies/student\\_admin/attendance/sch\\_polproc/PD20050259.shtml?level=Schools&categories=Schools%7cstudent+administration%7cattendance](https://www.det.nsw.edu.au/policies/student_admin/attendance/sch_polproc/PD20050259.shtml?level=Schools&categories=Schools%7cstudent+administration%7cattendance)

### DoE Policy Documents

- [Student Attendance in Government Schools: Procedures](#)
- [Exemption from School - Procedures](#)
- [Enrolment of Students in NSW Government Schools: A Summary and Consolidation of Policy](#)
- [Protecting and Supporting Children and Young People Policy](#)

### DoE resources

- [Supporting Student Attendance Guidelines - The Home School Liaison Program](#)
- [Application for Home School Liaison Support](#)
- [Special Circumstance Register](#)
- [Attendance Register Codes](#)
- [Phone Intervention Program Guidelines](#)
- [NSW Public Schools – School Attendance](#)
- [Absentee Notices](#)

# **Succeed: Our students will be respected, valued, encouraged, supported and empowered to succeed**

## **1. Student Behaviour and Discipline Policy**

[https://www.det.nsw.edu.au/policies/student\\_serv/discipline/stu\\_discip\\_gov/PD20060316.shtml?level=Schools&categories=Schools%7cstudent+administration%7cdiscipline+%26+behaviour&level=](https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml?level=Schools&categories=Schools%7cstudent+administration%7cdiscipline+%26+behaviour&level=)

### **DoE Policy Documents**

- [Behaviour Code for Students](#)
- [Suspension and Expulsion of School Students Procedures](#)
- [Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms](#)
- [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)

### **DoE Resources**

- [Legal Issues Bulletins \(LIB\)](#)
  - LIB 6: Power to search students
  - LIB 9: Physical restraint of school students
  - LIB 40: Collection, use and disclosure of information about students with a history of violence
  - LIB 56: Confiscation of student property
- [Positive Behaviour for Learning \(PBL\)](#)

### **Legislation**

- [Disability Discrimination Act 1992 \(Cwlth\)](#)
- [Education Act 1990](#)
- [Anti-Discrimination Act 1977](#)
- [Disability Standards for Education 2005 \(Cwlth\)](#)

### **Additional resources**

- [National Safe Schools Framework](#)
- [Safe Schools Hub](#)

## **2. Protecting Children and Young People (child Protection)**

<https://www.det.nsw.edu.au/wellbeing/succeed/protecting-children-and-young-people>

### **DEC policy documents**

- [Collection of Students by the Department of Community Services, Procedures](#)
- [Working With Children Check Policy](#)

### **DEC resources**

- [Allegations against Employees in the Area of Child Protection](#)
- [Child Protection \(intranet\)](#)
- [Child Wellbeing Unit \(intranet\)](#)
- [Child Protection Awareness Training \(CPAT\)](#)
- [Child Protection Annual Updates \(intranet\)](#)
- [Legal Issues Bulletins](#)
  - LIB 47: Requests for information from other government agencies
  - LIB 50: Exchanging information with other organisations concerning the safety, welfare or wellbeing of children or young people

### **Legislation**

- [Children and Young Persons \(Care and Protection\) Act 1998](#)

## Additional resources

- [Mandatory Reporter Guide](#)
- [Child Wellbeing and Child Protection – NSW Interagency Guidelines](#)

## 1. Student Behaviour & Discipline

[https://www.det.nsw.edu.au/policies/student\\_serv/discipline/stu\\_discip\\_gov/PD20060316.shtml?level=Schools&categories=Schools%7cstudent+administration%7cdiscipline+%26+behaviour&level=](https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml?level=Schools&categories=Schools%7cstudent+administration%7cdiscipline+%26+behaviour&level=)

### DoE Policy Documents

- [Behaviour Code for Students](#)
- [Suspension and Expulsion of School Students Procedures](#)
- [Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms](#)
- [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)

### DoE Resources

- [Legal Issues Bulletins \(LIB\)](#)
  - LIB 6: Power to search students
  - LIB 9: Physical restraint of school students
  - LIB 40: Collection, use and disclosure of information about students with a history of violence
  - LIB 56: Confiscation of student property
  - [Positive Behaviour for Learning \(PBL\)](#)

### Legislation

- [Disability Discrimination Act 1992 \(Cwlth\)](#)
- [Education Act 1990](#)
- [Anti-Discrimination Act 1977](#)
- [Disability Standards for Education 2005 \(Cwlth\)](#)

### Additional Resources

- [National Safe Schools Framework](#)
- [Safe Schools Hub](#)

## 2. Protecting Children and Young People (Child Protection)

- [https://www.det.nsw.edu.au/policies/student\\_serv/child\\_protection/prot\\_children/PD20020067.shtml?level=Schools&categories=Schools%7cwellbeing%7cchild+protection](https://www.det.nsw.edu.au/policies/student_serv/child_protection/prot_children/PD20020067.shtml?level=Schools&categories=Schools%7cwellbeing%7cchild+protection)

### DoE Policy Documents

- [Collection of Students by the Department of Community Services, Procedures](#)
- [Working With Children Check Policy](#)

### DoE Resources

- [Allegations against Employees in the Area of Child Protection](#)
- [Child Protection \(intranet\)](#)
- [Child Wellbeing Unit \(intranet\)](#)
- [Child Protection Awareness Training \(CPAT\)](#)
- [Child Protection Annual Updates \(intranet\)](#)
- [Legal Issues Bulletins](#)
  - LIB 47: Requests for information from other government agencies
  - LIB 50: Exchanging information with other organisations concerning the safety, welfare or wellbeing of children or young people

### Legislation

- [Children and Young Persons \(Care and Protection\) Act 1998](#)

### Additional resources

- [Mandatory Reporter Guide](#)
- [Child Wellbeing and Child Protection – NSW Interagency Guidelines](#)

### 3. Out-of-Home Care

- [https://www.det.nsw.edu.au/policies/student\\_serv/student\\_welfare/outhome/PD20100402.shtml?level=Schools&categories=Schools%7caccess+%26+equity%7cout+of+home+care](https://www.det.nsw.edu.au/policies/student_serv/student_welfare/outhome/PD20100402.shtml?level=Schools&categories=Schools%7caccess+%26+equity%7cout+of+home+care)

#### DoE Policy Documents

- [Out-of-home Care in Government Schools - Education Plan Procedures](#)

#### DoE Resources

- [NSW Public Schools – Out-of-home care frequently asked questions](#)
- [NSW Public Schools - Information for carers](#)
- [NSW Public Schools - Disability, learning and support](#)
- [Legal Issues Bulletin](#)
  - LIB 50 Exchanging Information with Other Organisations
  - [NSW Public Schools – Out-of-home care](#)
  - Education plan templates
  - Education plan coversheet

#### Legislation

- [Children and Young Persons \(Care and Protection\) Act 1998](#)
- [Education Act 1990](#)
- [Anti-Discrimination Act 1977](#)
- [Disability Standards for Education 2005 \(Cwlth\)](#)

#### Additional Resources

- [FACS Community Services](#)
- [NSW FACS fact sheet: Education planning for children and young people in OOHC: carer's guide](#)
- [NSW Public Schools - Out-of-home Care](#)
- [Office of the Children's Guardian: NSW standards for statutory out-of-home care](#)
- [Keep Them Safe: A shared approach to child wellbeing](#)

### 4. Supporting students with a Disability

- [https://www.det.nsw.edu.au/policies/general\\_man/general/spec\\_ed/PD20050243.shtml?query=statement+of+commitment](https://www.det.nsw.edu.au/policies/general_man/general/spec_ed/PD20050243.shtml?query=statement+of+commitment)

#### Assisting Students with Learning Difficulties

- [https://www.det.nsw.edu.au/policies/general\\_man/general/learndiff/PD20060342.shtml?query=assisting+students+with+learning+difficulties](https://www.det.nsw.edu.au/policies/general_man/general/learndiff/PD20060342.shtml?query=assisting+students+with+learning+difficulties)

#### DoE Policy Documents

- [Assisted School Travel for School Students with Disability](#)
- [School Attendance Policy](#)
- [Curriculum planning and programming assessing and reporting to parents](#)
- [Excursions Policy](#)
- [Work Health and Safety \(WHS\) Policy](#)

#### DoE Resources

- [NSW Public Schools - Disability, learning and support](#)
- [Every Student, Every School](#)
- [Personalised Learning and Support Signposting Tool \(PLASST\) \(intranet\)](#)
- [Disability National Data Collection \(intranet\)](#)
- [Disability standards modules \(intranet\)](#)
- [NSW Centre for Effective Reading](#)
- [NSW Public Schools - Disability, learning and support resources](#)

#### Legislation

- [Disability Discrimination Act 1992 \(Cwlth\)](#)
- [Disability Inclusion Act 2014](#)
- [Education Act 1990](#)
- [Disability Standards for Education 2005 \(Cwlth\)](#)

#### **Additional resources**

- [Education Services personnel \(intranet\)](#)
- [Education Council - NCCD](#)
- [Australian Human Rights Commission - Education and disability](#)
- [Online training for special education needs](#)
- [Commonwealth Dept of Education and Training NCCD](#)

#### **Positive behaviour for learning**

- <http://www.pbl.schools.nsw.edu.au/>

**Thrive:** Our students will grow and flourish, do well and prosper.

### **1. Nutrition in Schools**

- [https://www.det.nsw.edu.au/policies/student\\_serv/student\\_health/nutrition/PD20110420.shtml](https://www.det.nsw.edu.au/policies/student_serv/student_health/nutrition/PD20110420.shtml)

#### **DoE Policy Documents**

- [NSW Healthy School Canteen Strategy Canteen Menu Planning Guide](#)
- [Healthy School Canteens Self-Assessment Tool and Action Planner](#)
- [Anaphylaxis Procedures for Schools](#)
- [Sugar Sweetened Drink Ban for NSW Government Schools](#)

#### **DEC resources**

- [Healthy Kids](#)
- [BOSTES - PDHPE K-6 syllabus](#)
- [Local Health Districts](#)
- [Healthy Kids Association](#)
- [Healthy Eating Active Living](#)
- [Crunch and Sip](#)

### **2. Sun Safety for Students**

- [https://www.det.nsw.edu.au/policies/student\\_serv/student\\_health/student\\_health/implementation\\_3\\_PD20040034.shtml?level=Schools&categories=Schools%7cwellbeing%7chealth&query=sun+safety](https://www.det.nsw.edu.au/policies/student_serv/student_health/student_health/implementation_3_PD20040034.shtml?level=Schools&categories=Schools%7cwellbeing%7chealth&query=sun+safety)

#### **DoE Policy Documents**

- [Sun Safety for Students Guidelines](#)
- [School Uniform Policy](#)
- [Student Health in NSW Public Schools: A summary and consolidation of policy](#)
- [Guidelines for the Safe Conduct of Sport and Physical Activity in Schools](#)
- [Excursions Policy](#)

#### **DoE Resources**

- [NSW Public Schools – Sun safety](#)

#### **Legislation**

- [Work Health and Safety Act 2011](#)

#### **Additional resources**

- [Cancer Council NSW](#)
- [Melanoma Institute Australia](#)
- [SunSmart for childcare services](#)
- [SunSmart for primary schools](#)
- [Cancer Institute NSW](#)

### **3. Student Health**

Student Health in NSW Public Schools: A summary and consolidation of policy

- [https://www.det.nsw.edu.au/policies/student\\_serv/student\\_health/student\\_health/PD20040034.shtml](https://www.det.nsw.edu.au/policies/student_serv/student_health/student_health/PD20040034.shtml)

#### **DoE Policy Documents**

- [NSW Public Schools - Anaphylaxis Procedures for Schools](#)

### **Allergy and Anaphylaxis Management within the Curriculum P-12 Procedures**

- [Enrolment of students in NSW Government Schools: A Summary and Consolidation of Policy](#)
- [Nutrition in Schools Policy](#)
- [Sun Safety for Students Guidelines](#)
- [Guidelines for the Safe Conduct of Sport and Physical Activity in Schools](#)
- [Drugs in Schools Policy](#)
- [Work Health and Safety \(WHS\) Policy](#)

### **DoE Resources**

- [NSW Public Schools - Student health care plan and other templates, forms and letters](#)
- [NSW Public Schools - Student health](#)
- [NSW Public Schools - Translated information risk management tools](#)
- [Risk management tools - students \(intranet\)](#)
- [Enhanced enrolment procedures \(intranet\)](#)
- [Privacy \(intranet\)](#)
- [Student safety \(intranet\)](#)
- [Legal Issues Bulletins](#)
  - LIB 52: Anaphylaxis
  - LIB 64: Student health care safety alerts
  - No 35: Anaphylaxis emergency response
  - No 40: Medical emergency student previously undiagnosed with anaphylaxis
- [First aid procedures and support tools \(intranet\)](#)
- [E- learning and training \(intranet\)](#)

### **Legislation**

- [Work Health and Safety Act 2011](#)
- [Anti-Discrimination Act 1977](#)
- [The Privacy and Personal Information Protection Act 1998](#)
- [Health Records and Information Privacy Act 2002](#)

### **Additional Resources**

- [NSW Health](#)
- [NSW Health - Public Health Units](#)
- [NSW Kids and Families](#)

## **4. Drug Education**

### **Drugs in Schools Policy**

- [https://www.det.nsw.edu.au/policies/student\\_serv/student\\_welfare/drug\\_incid/PD20020040.shtml?level=&query=drugs](https://www.det.nsw.edu.au/policies/student_serv/student_welfare/drug_incid/PD20020040.shtml?level=&query=drugs)

### **DoE Policy Documents**

- [Managing Drug Related Incidents Procedures](#)
- [Suspension and Expulsion of School Students - Procedures \(PD/2006/0316\)](#)
- [Student Discipline in Government Schools Policy \(PD/2006/0316\)](#)
- [Community Use of School Facilities Policy](#)
- [Community Use of School Facilities Implementation Procedures](#)
- [Code of Conduct Policy](#)

### **DoE Resources**

- [Curriculum Support - PDHPE K-6](#)
- [Curriculum Support - PDHPE K-12](#)
- [NSW Public Schools - Drug Education](#)
- [Legal Issues Bulletins](#)
  - LIB 6 Searching students for Illegal drugs, knives, prohibited or offensive weapons
  - LIB 13 Interviews of students and staff by police and officers from Community Services in schools
  - LIB 36 Conducting fundraising activities in schools & institutes
  - LIB 42 Administration of prescribed medications



**Legislation**

- [Drug Misuse and Trafficking Act 1985](#)
- [Public Health Act 2010](#)
- [Liquor Act 2007](#)
- [Liquor Legislation Amendment \(Statutory Review\) Act 2014](#)
- [Poisons and Therapeutic Goods Act 1966](#)
- [Smoke-Free Environment Act 2000](#)
- [Lotteries and Art Unions Act 1901](#)

**Additional Resources**

- [BOSTES - PDHPE K-6 syllabus](#)
- [Quit line 13 7848](#)
- [Alcohol and Drug Information Service \(ADIS\)](#)

**6. Road Safety Education**

- [https://www.det.nsw.edu.au/policies/curriculum/schools/road\\_safe/PD20020033.shtml](https://www.det.nsw.edu.au/policies/curriculum/schools/road_safe/PD20020033.shtml)

**DoE Policy Documents**

- [Excursions Policy](#)

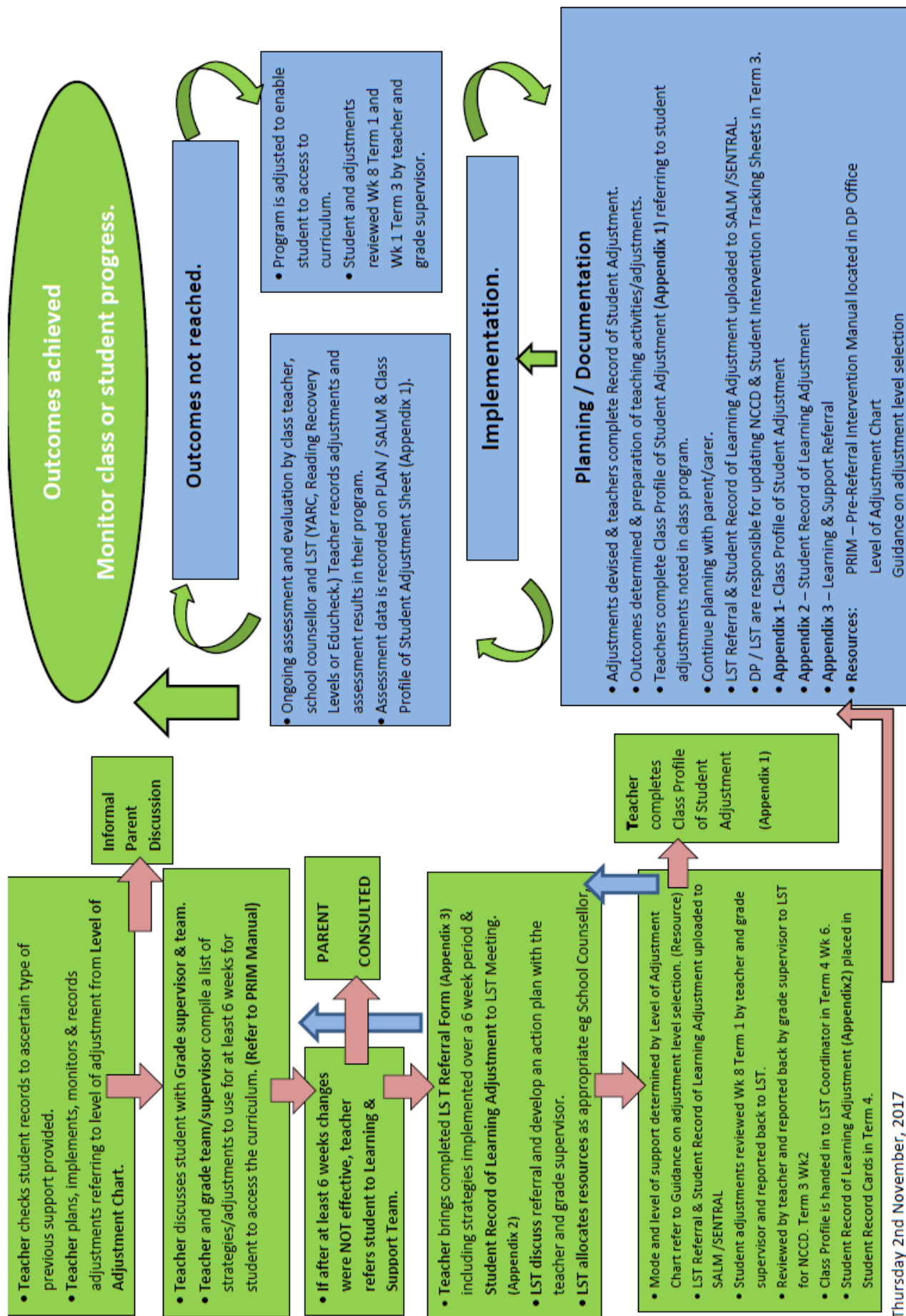
**DoE Resources**

- [DEC Curriculum Support - Road Safety Education](#)
- [BOSTES - PDHPE K-6 syllabus](#)
- [Sport and physical activity in schools safe conduct guidelines: cycling, skating, skateboarding](#)
- [WHS hazards and risks: Vehicles on school ground \(intranet\)](#)

**Additional Resources**

- [Transport for NSW Centre for Road Safety](#)
- [NSW RMS Road Users' Handbook](#)
- [NSW bicycle laws and penalties](#)

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



Thursday 2nd November, 2017

