



Welfare and Engagement Procedures

1. INTRODUCTION

“The New South Wales public education system seeks to provide quality education for all students, taking account of their age, background, ability and interests. Government schools help students to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community.”

For this to occur, government schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.

Schools need to be safe and happy places for students and their teachers. Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.”

(Extract from the Department of Education, Student Welfare Policy)

2. CORE VALUES

“Public schools teach values, including the values that underpin learning. Values are explicitly taught in classrooms and through the activities and relationships of the school and its community. The Government recognises the importance of the core values to the community. These values represent aspiration and beliefs of the Australian community as a whole, including its concern for equity, excellence and the promotion of a civil and just society.”

(Extract from the Department of Education, Student Welfare Policy)

PBL Mission Statement

Lake Illawarra South Public School provides a quality, global education in a positive and nurturing environment where we value safety, respect and responsibility. Our mission is to create 21st century learners by valuing individual's differences. We provide opportunities for all students to become independent thinkers and valued members of the community.

Lake Illawarra South Public School is committed to the implementation of School Wide Positive Behaviour Intervention Strategies for Engagement and Learning.

The Student Welfare and Engagement Procedures are based on the following principles:

- All students have the right to be valued and treated with respect.
- Students have a right to work, learn and play in a secure environment where they are able to develop their talents, interests and ambitions without interference.
- Teachers have the right to teach in a cooperative environment.
- Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others is encouraged.
- Positive relationships will be encouraged amongst all students.

What is Positive Behaviour for Learning?

Positive Behaviour For Learning is an initiative supported by the Department of Education, that promotes and maximises academic achievement and behavioural competence. It is a school wide strategy for making sure students achieve important social learning goals. When good behaviour and good teaching come together, students will excel in their learning.

Positive Behaviour for Learning maintains:

- a focus on establishing a school environment that supports long term success of effective practices.
- a set of expectations for student behaviour.
- a consistent way to support our students.
- an approach where appropriate student behaviour is taught and problem behaviours have clear consequences.

The purpose of school-wide positive behaviour support is to establish a school climate in which appropriate behaviour is the norm for all students. It provides schools with a well-researched, evidence-based framework for improving the engagement of all students, including those with behavioural difficulties. It provides school communities with an effective, evidence-based approach to creating positive, safe and engaging school environments.

School Values (Rules)

At Lake Illawarra South Public School, we have three core Values that reflect a common understanding within our School Community.

- **Safety**
- **Respect**
- **Responsibility**

Students are involved in teaching and learning programs where teachers model how the values are applied as learners. Expectations are communicated to students in all areas of the school; in the classroom, playground and at assemblies. Students are rewarded for following school values and an effective discipline policy is in place for not following these values.

At Lake Illawarra South Public School, the core values of Safety, Respect and Responsibility look like:

Safety	Respect	Responsibility
Be in the right place at the right time Keep your hands and feet to your self Play safely and fairly Travel safely to and from school Walk your wheels Allow personal space and privacy	Share the voice space Use friendly words and actions Share equipment in the playground Allow others to learn Care for our environment Accept others’ differences & opinions Be a good friend Wear school uniform	Follow instructions Be responsible for your learning Be your best Care for Property Report any problems you see Be a problem solver Own your behaviour Be honest

Student Responsibilities

- Respect other students, their teachers and school staff and community members
- Follow school and class rules of Safety, Respect and Responsibility
- Follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school’s uniform policy
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Staff Responsibilities

- Ensure that all students are safe and happy in their school environment
- Treat all children fairly and respectfully
- Promote a learning environment, which maximises the opportunity of all students to strive for excellence
- Implement the Student Welfare and Engagement Procedures fairly, reasonably and consistently
- Provide and promote positive role models for students at all times
- Inform parents of their child’s performance at school

Parent/Caregiver Responsibilities

- Ensure their child attends school and is at school on time
- Support Lake Illawarra South Public School and the Department policies and procedures
- Support the school in its efforts to maintain a positive teaching and learning environment
- Communicate all matters that may affect their child's learning
- For all appointments during school time an approved adult must collect and sign out the child from the main office

3. STRATEGIES TO PROMOTE AND SUPPORT POSITIVE STUDENT BEHAVIOUR

At Lake Illawarra South Public School the following strategies promote effective teaching and learning at school:

Quality Teaching and Learning	A quality curriculum is delivered using evidence based pedagogy to meet the needs of all students.
Aboriginal, Multicultural and Anti-Racism Education	Programs that promote acceptance and understanding are integrated into our K-6 Curriculum. Anti-Racism Contact Officer is identified and support staff, students and the community.
Leadership	Year 6 student leaders will participate in leadership development activities.
Buddies	All classes in the school will be buddied with another class for regular activities.
SRC	A Student Representative Council, comprising of class elected leaders in K-6 and the School Leaders, are actively supported at LISPS.
Life Education	Life Education runs a bi-annual program to promote personal health choices.
Developmental Education	Inter-relate is a course run bi-annually for Stages 2 and 3 students focusing on personal development and growth.
Child Protection and Drug Education	Child Protection and Drug Education are taught to every child each year as per Departmental policy and support documents.
Learning and Support Team	The Learning and Support Team co-ordinates planning and decision-making to address students' learning needs.
Support Teacher Learning Assistance	The Support Teacher Learning Assistance program provides support for students identified by the Learning and Support Team.
Reading Recovery	The Reading Recovery teacher provides assistance in literacy for students in Year 1.
School Learning Support Officers	School Learning Support Officers work in the school to support students in the classroom and deliver programs.
School Counsellor	A School Counsellor works in the school one day a week to support students' educational, social and emotional needs.
ESL	English as a Second Language programs are available for students, whose first language is not English.
Anti-Bullying	Students are encouraged to work and play together cohesively. The BRAVE program to implemented K-6. Refer to separate Anti-Bullying Plan.
Enrichment	Enrichment opportunities are identified for students from Years 1-6. Examples are: Public Speaking and Debating, Environmental Education, technology, Performance opportunities and sporting opportunities
Sun Protection Uniform	All students are encouraged to wear the school uniform, which is available from the School Uniform Shop. The Sun Protection Policy is enforced on the playground – No Hat, Play in the Shade. Sun protection education is addressed through the PDHPE syllabus.
Social Skills	Social skills are explicitly taught to address and support student's social skill development.

School Reward System

Merit Certificates

- Each week every teacher chooses one child from their class to receive a designated Safety, Respect or Responsibility award. These are presented at the K-6 assembly.
- Each week K-2 class teachers will select two students and 3-6 teachers will select three students to receive a Merit Certificate at the K-6 Assembly. Their names will be published in the newsletter prior to the assembly so parents can attend if they wish.

Presentation Day

- Class awards are presented for each Key Learning Area, Citizenships and Most Improved.
- Whole school Awards are also presented, with recipients determined by appropriate staff members.

4. STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

In class

- redirection by teacher
- verbal reminder, private chat with teacher, relocation within classroom (to remove from stimulus)
- removal from classroom (to designated buddy class), record of incident on Sentral
- Reflection, letter to parent
- Referral to Assistant Principal or Principal

On playground

- redirection by teacher
- verbal reminder, private chat with teacher, walk with teacher (to remove from stimulus)
- removal from playground, record of incident on Sentral
- Reflection, letter to parent
- Referral to Assistant Principal or Principal

When staff have concerns about the number or nature of incidents recorded in Sentral or general behaviour patterns, it should be raised with a member of the Executive and/or the Learning Support Team.

Strategies for dealing with Continuous or Severe Behaviour

- Immediate removal from classroom or playground – send to Principal or Executive. Document on Sentral.
- Parents notified by telephone when time permits and invited to discuss issue with Principal/Executive.
- Student may be withdrawn from classroom or playground. They will be supervised by the Principal or Executive to allow them time to reflect on their behaviour, to acknowledge and accept responsibility for their behaviour and to accept responsibility for changing their behaviour to meet the school's expectations.
- Support agencies, i.e. School Counsellor, Student Services, Support Teacher Behaviour will be contacted to assist students where appropriate.
- If there is no successful resolution of the inappropriate behaviour, suspension procedures will begin.

In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence and the presence of weapons or illegal drugs. Refer to '*Procedures for Suspension and Expulsion of School Students*'.