STUDENT WELFARE POLICY

SCHOOL ETHOS

Hornsby North Public School strives to create a stimulating learning environment.

This will be achieved by:

- Providing quality education, stressing basic skills with a range of opportunities to help students fulfil their needs and reach their potential.
- Maintaining a safe enjoyable, nurturing and challenging environment, resulting in well educated happy students with high self-esteem.
- Ensuring parent community participation in schools and pride in public education.
- Fostering respect for all members of the school and adhering to school rules.

1. SCHOOL RULES

BEFORE SCHOOL RULES

1. Take pride in coming to school in correct school uniform.
2. On arrival at school, bags are to be placed outside the classrooms. Any student at school before 8.40 a.m. must sit quietly on seats outside the primary classrooms.
3. Students are not to stay in unattended classrooms.
4. Only Grades 4 – 6 may ride their bikes to school, and must lock them onto the bike rack.
5. Students who arrive late to school must report to the office.

AFTER SCHOOL RULES

1. Leave classrooms in a quiet and orderly manner.
2. If a student is not collected on time they are to report to a teacher at once.
3. Wait quietly in line for the bus. Sit quietly on the bus.
4. Early leavers must obtain a leave early note at the office.

CORE CLASSROOM RULES

Every class will develop their own rules, but certain core rules apply to all students.

1. Be prepared.
2. Listen carefully and follow instructions.
3. Work quietly and do your best at all times.
4. Respect others.

PLAYGROUND RULES

1. Play safely and consider others.
2. Play within bounds.
3. Follow teachers’ instructions.
4. Treat others with dignity and respect.
5. Always wear a school hat.

2. SCHOOL UNIFORM STATEMENT

The Department of Education and Training requires students to conform to acceptable general standards of dress, including a school’s particular uniform requirements, which fosters pride in the school, assists in the development and maintenance of tone and good conduct, and reduces to a minimum, undesirable distinctions because of clothing between children in the school. By providing identification, school uniforms also help to increase the security for children travelling to and from school.

At a public meeting it was resolved that uniforms at Hornsby North be compulsory. There are explicit guidelines issued by the Department in regard to any modifications of the uniform.

In cases of financial hardship, parents may approach the school Principal for assistance. Such discussions are confidential and may result in the recommendation to the P&C Association that uniform items are supplied.

3. HOMEWORK POLICY

Homework set by the school usually fulfils one or more of the following purposes:

- To practise and consolidate work given at school.
- Preparation for future work.
- Encouragement of habits of self-directed reading and home study.

The degree of formality and the amounts of time involved in homework assignments will vary according to age, ability and application of the pupil.

Homework is a visible link between school and home.

Parents have the opportunity of seeing the type of work being covered by their child in class, the standard of work their child is achieving and at the times the difficulties encountered in the learning process.

K-2  Approximately 10 – 15 minutes, Monday to Thursday.
Grade 3  From 15 – 30 minutes, Monday to Thursday.
Grade 4  Approximately 30 minutes, Monday to Thursday.
Grade 5  From 30 – 45 minutes, Monday to Thursday.
Grade 6  Approximately 45 minutes, Monday to Thursday.

4. PRACTICES DESIGNED TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT e.g. Merit cards

Two merit cards per week per class.
Class reward system to work towards School Achievement Awards and School Medals.

**Classroom**
Positive Consequences
- Praise.
- Stickers, Merit Awards.
- Sent to another teacher for praise.
- Sent to Principal for praise.

**Playground**
Positive consequences
- Good behaviour to be rewarded by praise and for exceptional behaviour award a Blue Merit Card.
- Duty teacher selects students for Merit Certificate and other awards.

**General**
- Weekly Class Shield Presentation for:
  - Best Classroom
  - Best Uniform
  - Assembly.

Recognition in newsletter of groups and individuals in special events.

5. **STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR**

Consequences

**Classroom**
Negative consequences

1. Warning.
2. Isolation within the classroom.
3. Executive intervention.
4. Detention.
5. Two detentions = Note to parents.
6. Further detention = sent to Principal.
   Principal contacts parents to set up conference. School program devised for individual in liaison with School Counsellor.
7. Suspension.

**Playground**
Negative Consequences

1. Minor infringements to be recorded in Playground Book.
2. Major infringements or 2 recordings in Playground Book = Detention.
3. Two detentions = Note to parents.
4. Further detention = sent to Principal. 
   Principal contacts parents to set up conference. Special program devised for individual in liaison with School Counsellor.

5. Suspension.

6. **STRATEGIES FOR DEALING WITH PERSISTENT UNACCEPTABLE BEHAVIOUR**

*Making a Plan*

1. It is important that the teacher helps the student make a plan rather than offering a solution. Teacher and student should brainstorm all possible solutions before making a decision. Small realistic steps towards change are most likely to succeed.

2. Characteristics of a good plan.
   
   (a) A plan must be simple.

   (b) It must be repetitive. If an activity is going to be successful it should be designed in such a way as to be used over and over again.

   (c) Dependent on self – John can plan to ask the Maths teacher for help, Not that the Maths teacher will help John catch up on work.

   (d) It must be achievable. We need to build on success – short steps leading to a goal.

   (e) It must be immediate. We need to make plans that can be put into practice immediately.

A good plan should state:

- WHAT the student is going to do.
- HOW they will achieve the goal.
- WHERE it will occur.
- WHEN it will begin.

*Examples of Plans*

Tony’s plan

- I will stay in my seat unless given permission to move.
- I will raise my hand to talk and wait for the teacher to notice me.
- I will care for other people’s work and property in class.
- I will do the work my teacher asks me to do.
- If I receive ten stars in each session, I will get the surprise bag.
- If I choose not to follow the class rules, I will accept the consequences.
7. **STRATEGIES TO PROMOTE GOOD SELF DISCIPLINE AND EFFECTIVE TEACHING**

Teachers are responsible for the education and care of their students when at school. Their task is to provide the best possible program to meet the needs, capabilities and aspirations of each student. Hornsby North school aims at achieving effective learning and good discipline so that the school environment is both productive and harmonious. The following strategies are employed to achieve this aim.

**POSITIVE CLIMATE**

Establishing and maintaining a caring, supportive environment in which students will be guided to achieve learning and will want to learn.

Fostering in students feelings of belonging to the school and its community by:

- encouraging participation in all school activities
- ensuring compliance with the school’s uniform requirements
- fostering responsibility and respect for values that underpin the wider context of our society.

**BEHAVIOUR MANAGEMENT**

Consistent use of good behaviour management techniques, specifically:

- modelling by school staff and parents of consistent, caring and controlled behaviour
- expecting students to comply with behaviour code
- noticing and commending appropriate behaviour
- avoiding the use of ridicule, embarrassment or ‘put down’
- involving all members of the class by directing activities to the full range of student abilities
- refocusing and redirecting attention when students become inattentive or restless
- applying logical consequences, related to the action, for inappropriate behaviour
- planning for and managing significant behaviour disruptions.
- giving students the opportunity to “fix things up” and move on.