**STUDENT WELFARE STATEMENT**

Student welfare is the responsibility of all teachers and is an integral part of school and classroom activities.

The school teaches students to:
- accept their own worth as individuals.
- develop a personal belief and value system.
- show initiative and accept responsibility for their own actions.
- work cooperatively with others.
- be open and honest dealing with others.
- respect different viewpoints and ways of living.
- have pride in all personal cleanliness and grooming.
- be concerned about health and fitness.
- be punctual and fulfil commitments.
- pursue excellence in all personal and group endeavours.

**STUDENT NEEDS**

The following student needs are evident in the areas of Survival, Recognition, Belonging, Fun and Freedom.

**Survival Needs**

A safe and healthy environment supported by structures which provide monitoring of:

- Cleanliness and hygiene.
- Nutritional well being.
- Accident prevention.
- Assistance in physical stress.
- Assistance in emotional stress.
- Attendance.
- After School Care.

Support Policies/Curricula

- Safety House.
- Personal Development.
- Health.
- Drug Education.
- Life Education Needs.
- Community Services.

**Recognition Needs**

A school climate which provides structures to support:

- Individuality.
- Opportunities to share and display (e.g. assemblies).
- Praise and reward by teachers and peers.
- Group experiences (e.g. Class Meetings).
- Development of special talents and interests.
- Development of Leadership.
- Opportunities to be heard.
- Opportunities to contribute to change.
**Belonging Needs**

A school climate which provides structures to support:

- Positive attitudes towards personal behaviour.
- Group activities at class K-2, 3-6 and whole school levels (e.g. Peer Support, Buddy classes).
- Positive attitude to school symbols of belonging – uniform, badge.
- Positive relationships and friendships.
- Positive attitudes and awareness of consequences for behaviour.

**Fun Needs**

A school climate which provides structures to support:

- Enjoyment of learning.
- Profitable and relaxed leisure.
- Stimulating equipment.
- Informal staff interaction together and with pupils.
- Creative activities.
- Enjoyment of Performing Arts.
- Enjoyment of Games.
- Appreciation of a sense of humour.

**Freedom Needs**

A school climate which provides structures to support:

- Freedom of choice in mode and place of play.
- Freedom to question and suggest (e.g. Student Rep. Council).
- Freedom of access to school facilities.
- Freedom of selection of school leaders.
- Freedom to cooperatively develop rules.
- Freedom of choice in mode and method of approaching learning tasks.
SCHOOL ETHOS

Hornsby North Public School strives to create a stimulating environment.

This will be achieved by:

- Providing quality education, stressing basic skills with a range of opportunities to help children fulfill their needs and reach their potential.
- Maintaining a safe enjoyable and nurturing environment, leading to a positive, well educated happy children 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.

(i) School Rules (including Homework Policy and School Uniform Statement).

“If we want a society held together by self-discipline, respect for persons, integrity of purpose and sensitivity to human need, we must consistently express these virtues within our school.”
(Ref: Howie, G. Innovation and Reform in Teaching.)

BEFORE SCHOOL RULES

1. Take pride in coming to school in your correct school uniform.
2. On arrival at school, bags are to be placed outside the classrooms. Any child at school before 8.40 a.m. must sit quietly on seats outside the primary classrooms.
3. Children 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. If you arrive late to school you must report to the office.

AFTER SCHOOL RULES

1. Leave classrooms in a quiet and orderly manner.
2. If someone has not called for you as arranged, report to a teacher at once.
3. Wait quietly in line for the bus. Sit quietly on the bus.
4. Be familiar with the Safety Housed between your home and school.
5. If you leave early, your parents must call at the office first to receive a leave early note then you must be collected from the classroom door.

CORE CLASSROOM RULES

Although it is believed important that every class would develop their own rules, certain core rules would be included, i.e.

1. Be prepared.
2. Listen carefully and follow instructions.
3. Work quietly.
4. Raise hand.
5. Respect others.

MAJOR PLAYGROUND RULES

1. Play safely and consider others.
2. Play within bounds.
3. Follow teachers’ instructions.
PLAY SAFELY AND CONSIDER OTHERS

1. Wear a school hat
2. Running games must be safe – only on grassed areas – no game of run-across.
3. On the upper playground hand ball only can be played.
4. Goal guards must be in place on the soccer field.
5. In the cricket nets – no backstop. Only the batter in the nets. Only tennis balls are to be used.
6. Use climbing equipment sensibly and correctly. Only Grades 3-6 may use lower playground climbing equipment.
7. Only one small toy, of a non-violent nature, is allowed in the playground.
8. Leave alone any animals, spiders, unusual insects, broken glass or foreign objects and report it to the teacher.
9. Tell the teacher about injuries, accidents, visitors or strangers.
10. Sticks and stones stay on the ground.
11. Use the toilets correctly and sensibly.
12. Keep the playground tidy and free of litter.
13. Keep your hands to yourself.

PLAY WITHIN BOUNDS

1. Play where the teacher can see you and never leave the playground.
2. The banks, ditches, drains, bushes, rocks and gardens are out of bounds.
3. Children are not to play on steps, stairways, near the office, near toilets, under buildings, on brick walls, seats or railings.
4. Eat lunch quietly on the seats (K-2) and in the quadrangle (3-6).
5. On the concrete surfaces there are no chasing games allowed. Outside Rooms 5, 6, 7 and 8 and staffroom is a quiet area – no ball games.
6. Beside the hall, upper quadrangle, and the area in front of the library, handball games (tennis balls only) and other quiet safe games are allowed.
7. At 1.10 p.m. children line up for the Upper and Lower playgrounds. Children may visit the library to work quietly.

FOLLOW TEACHERS’ INSTRUCTIONS

1. Always obey the teacher.
2. Children should never be in the classroom without the teacher’s permission.
3. At morning recess you may play only after eating, going to the toilet and washing.
4. When the bell rings go to your class lines.
5. Go to your class lines or washroom when the bell rings at 1.35 p.m.

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 (September 11, 1989) at our school 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.
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.

(ii) Strategies to promote Good Discipline and Effective Learning.
- provision of appropriate curriculum to meet the needs of the children.
- supporting children in achieving success.
- Provision of PD program e.g. Peer Support.

This school believes in a positive approach to discipline, by ensuring that:

- rules and expectations are clear
- staff are positive yet firm and consistent
- children achieve success from an interesting program

then behaviour problems will be kept to a minimum.

Schools are for learning, and students learn their best in a secure and stable environment where they give and receive respect, trust and appreciation.

Schools should demonstrate that they place value upon the worth of each student and recognise that each has a valued place in society.

Furthermore, young children learn to internalise standards of behaviour by parents/caregivers and teachers.

PURPOSE

1. To provide clear rules and guidelines for students.

2. To ensure all students, staff and caregivers know the rules of the school and expected behaviour.

3. To encourage positive, problem solving approach to discipline.

4. To encourage students to accept practise and internalise acceptable standards of behaviour.
5. To have a clear set of disciplinary steps to deal with problem behaviour.
6. To involve parents and caregivers in ensuring acceptable standards of behaviour.
7. To give students responsibility e.g. class monitors, prefects, captains etc.
8. To provide curriculum to cater for individual differences: GATS, STLD, ESL.
9. To foster social responsibility e.g. Peer Support, SRC, Buddy classes.

GUIDELINES FOR TEACHERS

1. The assertive teacher maintains a balance between meeting students’ needs and their own.
2. Good interpersonal communication is essential for a firm but sensitive classroom.
3. Good discipline relies on teachers identifying expectations clearly and persistently stating acceptable and non-acceptable behaviour. The teacher has the responsibility to support appropriate behaviour and assist students to make choices.
4. All staff are a team working together with an agreed set of rules and procedures to achieve the same goals.
5. The physical features of the learning space are important variables that the teacher can manipulate to set the scene for responsible behaviour. Arrangement of the classroom should be comfortable, pleasant, educationally stimulating and be seen by students as their environment. Establishment of routines for storage and use of equipment, beginning and end of day, marking, sequence of lessons is essential to building students understanding of behaviour expected during the day.
6. We need to let students know their worth not only for achievement and corrections, but for effort.
7. Teachers should set high standards of behaviour and expect students to achieve them.

MEETINGS
(Adopted from William Glasser’s Meetings)

1. To increase involvement between teacher and students and among themselves. (Involvement is an important way to motivate students to learn.)
2. To develop students’ analytical and creative thinking abilities as they tackle open-ended situations in which answers are not dependent on memory and are not categorical (i.e. “yes” or “no”).
3. To develop in students, a ‘success identity’ as they contribute to class meetings and are listened to.
4. To develop students’ confidence and skills in expressing their ideas and opinions.
5. To develop students’ listening skills as they listen to each other.
6. To develop in students, socially responsible behaviours (e.g. respecting ideas, opinions and feelings of others).
7. To develop cooperative ways of solving problems which affect individual class members of the class as a whole. (This also helps students feel they ‘belong’ to the class).

CLASS MEETINGS
Class meetings are an effective way to develop positive class climate.

Techniques Needed for Successful Meetings:

1. Establish clear rules. All activities have rules and procedures. Discussion lessons are not different. This can be done in one of two ways:
   
   1.1 Establish your own rules – it is best to keep them simple, two or three are all that are needed.
   
   1.2 Ask students to set their own rules, some examples of beginning rules are:
      - raise hand to talk or ask a question;
      - listen when others are talking;
      - one person to talk at a time;
      - be aware of the feelings of others in the class. No derogatory discussion of anyone either present or not present.

2. Show warmth and enthusiasm and listen. Students should become aware that you care about them and listen to them. Be as non-judgemental as possible.

3. Use open-ended questions. These are questions that require or allow for full response rather than a ‘yes’ or ‘no’ answer.
   
   e.g. Open Question
   
   “What do you like about X football team?”
   “Tell me what you thought about the movie?”
   
   Closed Question
   
   “Do you like X football team?”
   “Did you like the movie?”

4. Use ‘I’ statements – “I like it when this class is quiet.” “I feel angry when the class is rude to each other.” Avoid the use of the third person. Direct statements or questions directly to the person involved and not to the third person.

5. Discuss the behaviour and not the person. This skill requires the listener to separate a specific behaviour of a person from his total personality, e.g. “John, I think it is very rude when you call out”, not “John, you are an extremely rude person.”

6. Reflective listening. This skill requires the leader or student to repeat to the speaker what the listener heard. It also provides an opportunity to verify content and meaning accuracy. “You went to Bathurst for the weekend”, is inviting verification or correction.

7. Responding. This skill includes reflective listening plus one more of the following

   7.1 Questioning for clarification or further information;
   
   7.2 Active listening – this includes responding plus being aware that there are feelings behind the content of what the speaker said. It does not necessarily require the listener to identify the speaker’s feelings.

8. Use of non-verbal communication. This includes all forms of communication other than the spoken word:
   
   - tone of voice
   - gesture
   - posture
   - eye contact
   - the distance we stand from another
   - our physical appearance.
EXAMPLES OF TOPICS FOR DISCUSSION IN CLASS MEETINGS:

1. TOPICS FOR SOCIAL PROBLEM SOLVING MEETINGS.
   - “What basic rules do we want/need in this classroom?”
   - “How can we prevent bigger students from bullying smaller students on the playground?”
   - “How can we help new students feel welcome in our school (or classroom)?”

2. TOPICS FOR OPEN ENDED MEETINGS.
   - “What would you do if you were in a plane that crashed somewhere in the wilderness? How would you save yourself?”
   - “If you could be any person in the whole world, who would you like to be? Why? What would you do if you were that person?”
   - “How can our society solve the problem of traffic congestion?” (or pollution, or overpopulation, or prejudice etc.)

3. TOPICS FOR EDUCATIONAL DIAGNOSTIC MEETINGS.
   - “What have you studied during the past week that you can apply/use in your life? How can you use it?”

(iii) Practices designed to recognise and reinforce student achievement e.g. merit cards.

Two merit cards per week per class.

Classroom

Positive Consequences
- Praise.
- Stickers, Merit Awards.
- Sent to another teacher for praise.
- Sent to Principal for praise.
- Note to parent to detail good behaviour.

Playground

Positive consequences
- Good behaviour to be rewarded by praise and for exceptional behaviour award a Blue Merit Card.
- Duty teacher selects one child (circles name) for Merit Certificate to be awarded in Assembly from Playground Book.

General

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

Daily presentation for:
- Best Circle.

Recognition in newsletter of groups and individuals in special events.
Press releases to promote individuals.

(iv) Strategies for dealing with unacceptable behaviour.

Consequences

Classroom

Negative consequences

1. Warning.
2. Isolation within the classroom.
3. Sent to another class for an agreed period.
4. Detention.
5. Two detentions = Note to parents.
   - If a pupil who is put on detention for a second time in a week, then the detention will be for every lunchtime for the remainder of the week.
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.
   - If a pupil is put on detention for a second time in a week, then that detention will be for every 2nd half lunchtime for the remainder of the week.
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.

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. Brainstorming all possible solutions before weighing each one up will make a start. Small realistic steps towards change have the most likelihood of success.

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 the student 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.

__________________________  ________________________________
Signed Tony  Signed Mrs Rawlins

**Strategies to Promote Good 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.