

PORT KEMBLA PUBLIC SCHOOL

STUDENT WELLBEING POLICY



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The New South Wales Department of Education is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.

The Wellbeing Framework for NSW public schools contextualises wellbeing to individual students, school settings and local school communities. The concept that wellbeing is dynamic and is integral to learning is vital to embedding it in the complex multi-dimensional work of schools.

The Department of Education's commitment to wellbeing is for our schools to support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

To this end, schools will be enabling environments, informed and guided by legislative and policy requirements. Schools will be supported to focus on the development of quality teaching, learning and engagement. Local decision-making will invigorate school communities. Highly effective leadership will deliver on this commitment for every member of the school community.

At the system level, there will be focus on being responsive to the needs of schools and incorporating wellbeing into planning and processes. There will be strong communication frameworks within and across government and non-government partners relating to how their work contributes to the development of individual and collective wellbeing.

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.

Our students will be respected, valued, encouraged, supported and empowered to succeed.

Our students will grow and flourish, do well and prosper.

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

(from "The Wellbeing Framework for Schools" – NSW Department of Education April 2015)

The Port Kembla Public School Student Wellbeing Policy is underpinned by enabling **effective learning and teaching**, promoting a **positive climate and good discipline** and encouraging **community participation**.

Effective learning and teaching

At Port Kembla Public School, we aim to enhance effective learning and teaching by:

- encouraging students to take responsibility for their own learning and behaviour
- identifying and catering for the individual learning needs of students
- establishing well-managed teaching and learning environments
- ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time
- ensuring that gender and equity issues are recognised and addressed
- providing staff regular professional development in high quality evidence-based teaching and learning programs.

Positive climate and good discipline

At Port Kembla Public School, we aim to provide a positive climate and good discipline by:

- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice
- providing opportunities for students to demonstrate success in a wide range of activities
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- establishing clear school rules which are known and understood by all school community members
- monitoring attendance and ensuring that students attend school regularly
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- valuing difference and discouraging narrow and limiting gender stereotypes
- incorporating students' views into planning related to school climate and organisation
- establishing networks to support students and making sure that students and parents know about, and have ready access to, this support
- recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority
- providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments.

Community participation

At PKPS we aim to encourage community participation by:

- building learning communities in which staff, students and parents work together for planned results
- encouraging parents and community members to participate actively in the education of young people and in the life of the school
- acknowledging parents as partners in school education

- encouraging students to have a sense of belonging to the school community
- assisting families to gain access to support services in the community
- fostering close links with the wider community
- inviting parents to share their skills and experiences in the school community
- supporting students and their parents in making decisions about learning programs
- recognising students' families, cultures, languages and life experiences.

EFFECTIVE LEARNING AND TEACHING

EFFECTIVE LEARNING AND TEACHING – ROLE STATEMENTS

THE ROLE OF THE STUDENT

Students can contribute to effective learning and teaching by adhering to the Behaviour Code for Students (NSW Public Schools). They can do this by:

- striving for the highest standards in learning
- attending school every day (unless legally excused) and arrive on time
- being prepared for every lesson
- actively participating in every lesson

THE ROLE OF STAFF

Staff can contribute to effective learning and teaching by adhering to the Australian Professional Standards for teachers. They can do this by:

- knowing their students and how they learn
- knowing the content and how to teach it
- planning for and implementing effective learning and teaching including using effective assessment practices and reporting to parents/carers
- engaging in professional learning

THE ROLE OF PARENTS/CARERS

Parents and carers can contribute to effective learning and teaching by adhering to the School Community Charter by:

- collaborating with teaching staff about their child's education and wellbeing

LEARNING SUPPORT TEAM

PKPS recognises that students with a disability and/or specific learning needs should enjoy the same opportunities and choices in their education as students without a disability/specific learning needs. To this end, the Learning Support Team's overall approach is guided by the Australian Government's Disability Standards for Education, which is to:

- treat students with disability on the same basis as students without disability
- make reasonable adjustments to student's learning program and/or learning environment.
- consult with the student or their parents/carers on the reasonable adjustments that will be provided.

The team:

- supports teachers in identifying and responding to the additional learning needs of students
- facilitates and coordinates a whole school approach to improving the learning outcomes of every student
- coordinates planning processes and resourcing for students with disability and additional learning and support needs
- designs and implements the supports required to build teacher capacity so that all students access quality learning
- develops collaborative partnerships with the school, parents and carers, other professionals and the wider school community.

The PKPS Learning Support Team (LST) is composed of the principal, the counsellor, the Learning Support Coordinator, the Learning Support Teacher and other interested staff members. The Learning Support Teacher sets an agenda and takes minutes at each meeting.

Responsibilities of the Learning support team:

- monitor attendance
- ensure completion of Individual Education Plans (IEP) are completed for all children requiring one
- refer students to school counsellor (following parent permission) for counselling
- refer students to school counsellor (following parent permission) for learning assessments
- recommend adjustments to learning programs
- identify and monitor students requiring additional support/adjustments
- prioritise and timetable School Learning Support Officer (SLSO)
- prioritise allocation of resources
- complete Access Requests to apply for Integration Funding Support and support class placements
- liaise with parents/carers
- liaise with high schools on transition plans
- develop and communicate behaviour plans for students who require one
- develop and communicate risk assessments for students who require one

PROCEDURES FOR REFERRAL TO THE LEARNING SUPPORT TEAM

- Teacher/parent meeting regarding concerns
- Teacher/supervisor meeting regarding concerns
- Teacher to complete LST referral form with details of concerns and interventions already implemented.

- Referral given to Learning Support Teacher
- Learning Support Teacher to schedule a time for the classroom teacher to attend LST meeting
- Recommendations made by Learning Support Team

CURRICULUM PLANNING AND PROGRAMMING, ASSESSING AND REPORTING TO PARENTS

CURRICULUM PLANNING AND PROGRAMMING

Teachers at PKPS plan curriculum and develop teaching programs which are consistent with the Education Act and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements.

Learning programs, based on NESA syllabuses, are to be provided to address each learning area in each year of schooling. In primary schools, the six Key Learning Areas (KLA) are:

- English
- mathematics
- science and technology.
- human society and its environment (incorporating history and geography)
- personal development, health and physical education
- creative arts

In providing curriculum, teachers at PKPS will ensure that priority is given to English and mathematics. There will be flexibility in how learning programs are delivered, for example through integrated programs, however it is essential that:

- approximately 50% of time is allocated for English and mathematics and 40% of time for the other KLAs and sport
- as part of the 40% allocation, 150 minutes per week is to be for planned physical activity, including a minimum of one hour for sport in Years 3 – 6
- provision is made for Special Religious Education (SRE) and Special Education in Ethics (SEE) in each primary year, where authorised personnel from approved providers are available

PKPS will maintain a documented curriculum which includes:

- syllabus outcomes and requirements in scope and sequence overviews (maintained centrally)
- syllabus content and teaching activities in teaching program (maintained by individual teachers)

ASSESSMENT

PKPS teachers undertake assessment to inform students' learning. Assessment of student learning will be undertaken for all learners, including students whose learning is impacted by disability or impairment. Adjustments to assessment tasks may be required for a student whose learning is impacted by disability or impairment. This should reflect the adjustments made to support the student's learning.

REPORTING TO PARENTS

The parents of all students will be provided with a written report twice per year. The written report for each student will:

- use plain English
- provide information on a student's learning in each of the KLAs or subjects
- compare the student's achievement in each KLA or subject against state-wide syllabus standards using a scale; A – Outstanding, B – High, C – Sound, D – Basic, E - Limited

- include teacher comments for each KLA or subject; comments will identify areas of student strength and areas for further development
- have information about the student's attendance at school
- provide information about student achievement in relation to school programs that extend or are additional to syllabus requirements

Reporting on learning outcomes for students whose learning is impacted by disability or impairment:

- Reports for students, whose learning program is based on syllabus outcomes that are the same as the age/stage of their peers, should follow the requirements as set out above
- Reports for students, whose learning program is based on syllabus outcomes that are different from the age/stage of their peers, including life skills outcomes, will indicate achievement against a personalised learning program.

If a parent/carer requests a comparison of student achievement for child's peer group comparing student achievement with the performance of child's peer group at the school in each KLA or subject, this will be provided to the parent/carer in written form. This information will show the number of children in the group in each of the achievement levels.

A face-to-face parent/teacher interview will be offered at least once per year.

SPECIAL LEARNING NEEDS

Children with special learning needs refers to children with learning difficulties, a behaviour disorder and/or a disability. These children have diverse abilities and learning needs. Parents or caregivers are often the first to notice that their child's development is delayed or that their child is having problems at school.

The term disability includes children with an intellectual disability, physical disability, vision impairment, hearing impairment, language disorder, mental health conditions or autism. Children with learning difficulties experience difficulties with learning in one or more areas of the curriculum. These difficulties may vary in cause, nature, intensity and duration.

Where a student's special learning needs means that he or she is unable to participate in regular stage based teaching and learning programs an Individual Education Plan (IEP) will be formulated with personalised learning goals based on the individual student's learning needs. Any learning adjustments will be identified in the IEP and the teacher's teaching and learning program.

LEARNING ADJUSTMENTS

Adjustments can be made to the way the curriculum is taught and the way students learn. This personalised approach to teaching and learning delivers rigorous, meaningful and dignified learning programs. Students, parents and carers and schools work together to develop tailored, personalised programs to help students get the most out of their school life.

Adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers.

Under the Disability Standards for Education (2005) all principals and teachers have legal obligations to ensure that every student is able to participate in the curriculum on the same basis as their peers.

This does not mean every student should have the same experiences.

On the same basis means that students with disability should have the same opportunities and choices in their education as students without disability.

This can be achieved by making reasonable adjustments according to a student's individual circumstances.

OUR COMMITMENT

Teaching staff will ensure that children with disabilities or learning needs will have access to learning experiences through differentiation and adjustments.

POSITIVE CLIMATE AND GOOD DISCIPLINE

POSITIVE CLIMATE AND GOOD DISCIPLINE – ROLE STATEMENTS

THE ROLE OF THE STUDENT

Students can contribute to a positive climate and good discipline by adhering to the Behaviour Code for Students (NSW Public Schools). They can do this by:

- following the school values and the directions of their teachers
- resolving conflict respectfully, calmly and fairly
- not bullying, harassing, intimidating or discriminating against anyone in our schools
- complying with the school's uniform policy or dress code
- respecting all property
- not being violent or bring weapons, illegal drugs, alcohol or tobacco into our school
- caring for self and others

THE ROLE OF STAFF

Staff can contribute to a positive climate and school discipline by adhering to the Australian Professional Standards for teachers. They can do this by:

- creating and maintaining supportive and safe learning environments

THE ROLE OF PARENTS/CARERS

Parents and carers can contribute to a positive climate and school discipline by adhering to the School Community Charter by:

- supporting students in being prepared, on time and in uniform for school each day

POSITIVE BEHAVIOUR FOR LEARNING (PBL)

PBL is a framework that relies on teaching students expected behaviours in the different settings around the school. It also, as the name suggests, focuses on positive actions of students and reinforces these actions through praise, acknowledgment and positive reinforcement.

Our school has a PBL team that meets regularly to discuss behavioural trends within the school as well as ways that we can foster a positive learning environment for our students. PBL lessons are taught fortnightly. Our school’s PBL values are Respect, Resilience and Responsibility and these are encouraged in all of our students in all areas of the school.

The school has a PBL mascot “Barnacles the Whale”. The whale has been printed onto different coloured tickets (Barnies), with the words from our three values. Red is the Respect Barney, white is the Responsibility Barney and blue is the Resilience Barney. Students earn Barnies for displaying these school values. These tickets go into our big red container at assemblies. When the tickets reach a designated level on the container, we have a whole school reward, in which all students in the school are invited to participate.


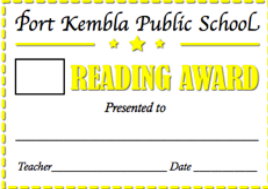
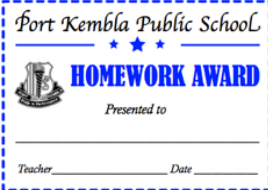

PKPS PBL Matrix

	All settings	Canteen	COLA / Elephant steps	Toilets	Office	Oval / Grass area	Walkways	Assembly / Hall	Bus Lines / Before & After school
Respect	<ul style="list-style-type: none"> Say, “Please and “Thank you” Follow directions and instructions Wait your turn Wear correct uniform Rubbish in the bins 	<ul style="list-style-type: none"> Line up on the marked lines 	<ul style="list-style-type: none"> Walk Remain seated at recess until dismissed 	<ul style="list-style-type: none"> Use, flush, wash, leave Use quiet voices Return to class or playground promptly 	<ul style="list-style-type: none"> Say, “Excuse me,” “Please” and “Thank you” 	<ul style="list-style-type: none"> Discuss game rules prior to beginning a game Invite others to play Share the space Food free area 	<ul style="list-style-type: none"> Two straight lines with your teacher 	<ul style="list-style-type: none"> Wait quietly Stand and sit quietly Walk to enter and leave with your class Display your awards 	<ul style="list-style-type: none"> Line up in one line Walk
Responsibility	<ul style="list-style-type: none"> Right place, right time Walk to class or lines after first bell Hands and feet to self Allow others to learn 	<ul style="list-style-type: none"> Buy only for yourself Only spend your own money Know what you want to buy 	<ul style="list-style-type: none"> Play on equipment sensibly Use equipment when it’s your grade’s turn Small balls only 	<ul style="list-style-type: none"> Use, flush, wash, leave Report any damage 	<ul style="list-style-type: none"> Knock on the door Place notes in letterbox in the office on time 	<ul style="list-style-type: none"> Wear school hats Walk around other people’s games Stop games and collect equipment on the first bell 	<ul style="list-style-type: none"> Walk Eyes to the front 	<ul style="list-style-type: none"> Clap to recognise student achievements Listen to the person speaking 	<ul style="list-style-type: none"> Sit in your seat, face the front Speak quietly Be in the correct area Have your opal card ready
Resilience	<ul style="list-style-type: none"> Participate in all activities Be an Upstander Report disrespect Use whole school ‘stop’ signal 	<ul style="list-style-type: none"> Wait to be served 	<ul style="list-style-type: none"> Involve others in games 		<ul style="list-style-type: none"> Wait at counter until served 	<ul style="list-style-type: none"> Show good sportsmanship by taking turns Ask others for help Walk away if feeling upset Look for solutions 		<ul style="list-style-type: none"> Shake hands with the teacher when receiving awards 	

REWARDS SYSTEM

Award System

Currently, weekly merit awards form the basis for our school merit system.

 <p>The image shows a 'Respect Award' certificate template. It features a decorative border with a central crest containing a shield and a book. The text reads 'Respect Award' in red, followed by 'Presented to' and a blank line for a name. Below that is 'for' followed by a blank line. At the bottom, it says 'Signed' and 'Date' with blank lines for a signature and date.</p>	<p>Students receive a PBL Award for consistently displaying the school values of respect, responsibility and resilience.</p> <p>Awarded at K-2 and 3-6 PBL assemblies.</p>
 <p>The image shows a 'Merit Award' certificate template. It features a decorative border with a central crest containing a shield and a book. The text reads 'Merit Award' in green, followed by 'Presented to' and a blank line for a name. Below that is 'for' followed by a blank line. At the bottom, it says 'Signed' and 'Date' with blank lines for a signature and date.</p>	<p>Merit Awards are awarded to students for excellent performance or encouragement for classroom application and achievement.</p> <p>Awarded to students at main school assembly generally week 3,6 & 9.</p>
 <p>The image shows a 'Reading Award' certificate template. It features a yellow border and the text 'Port Kembla Public School' at the top. Below that is 'READING AWARD' in large yellow letters, followed by 'Presented to' and a blank line for a name. At the bottom, it says 'Teacher' and 'Date' with blank lines for a signature and date.</p>	<p>Students receive a Reading Award after 25, 50, 100, 150, 200 & 250 nights of reading. Students must reach 200 nights of reading to be eligible for a Gold Level Achievement.</p> <p>Awarded at K-2 and 3-6 PBL assemblies.</p>
 <p>The image shows a 'Homework Award' certificate template. It features a blue border and the text 'Port Kembla Public School' at the top. Below that is 'HOMEWORK AWARD' in large blue letters, followed by 'Presented to' and a blank line for a name. At the bottom, it says 'Teacher' and 'Date' with blank lines for a signature and date.</p>	<p>Students receive a Homework Award after 5 weeks of homework.</p> <p>Awarded in class.</p>
 <p>The image shows a 'Sports Award' certificate template. It features a green border and the text 'Port Kembla Public School' at the top. Below that is 'SPORTS AWARD' in large green letters, followed by 'Presented to' and a blank line for a name. At the bottom, it says 'Teacher' and 'Date' with blank lines for a signature and date.</p>	<p>The Sports Award is given to students for excellence in sport, including good sportsmanship and always having a go.</p> <p>Awarded by class teachers or sporting co coordinator.</p>
 <p>The image shows a 'Uniform Award' certificate template. It features a red border and the text 'Port Kembla Public School' at the top. Below that is 'UNIFORM AWARD' in large red letters, followed by 'Presented to' and a blank line for a name. At the bottom, it says 'Teacher' and 'Date' with blank lines for a signature and date.</p>	<p>Teachers will award a Uniform Award to students who consistently wear full school uniform each term, including school endorsed hats. Spot checks take place regularly – at least twice a term.</p> <p>Awarded in class.</p>

Levels of Achievement

GOLD

To reach Gold Level Achievement, students must receive at least 15 awards from the merit system, including 200 nights of reading, and at least one award from every category of the merit system. To be handed out at whole school assemblies.

SILVER

To reach Silver Level Achievement, students must receive 10 awards from the merit system. To be handed out at whole school assemblies.

BRONZE

To reach Bronze Level Achievement, students must receive 5 awards from the merit system. To be handed out at PBL assemblies.

END OF YEAR AWARDS

At the end of each year a presentation assembly will be held to acknowledge academic, citizenship and sporting achievements throughout the year.

Each class teacher will select the most deserving students in their class for the following awards:

- academic achievement (2 per class – determined by class teacher)
- citizenship (1 per class - determined by class teacher)
- most improved (1 per class – determined by class teacher)

Other Awards

- Local politician awards (determined by teaching staff).
- Warrawong High School scholarship award (determined by year 6 teachers in consultation with teaching staff and principal).
- Premiers sporting medal (Year 6 Award good sportsmanship, high level of participation, possibly given to the runner up of the sports award if close but not necessarily, can be for someone who always tries their best in all sports events, use teacher discretion).
- Sports Champion (Year 6 award based on points system i.e.the most number of points win. The higher the level achieved, more points awarded).
- Vickery family sports encouragement award (Year 6 award sponsored by the Vickery Family- for a student who always has a go, good sportsmanship, can have achieved some high sports results but not necessarily - based on teacher discretion).
- Age Champion trophies for swimming and athletics (Based on points score from the swimming and athletics carnivals students who have achieved the highest number of points wins. Junior Boy and Girl, 11 Years Boy and Girl, Senior Boy and Girl).
- English as an additional language/dialect (EAL/D) award (determined by EAL/D teacher).
- Reading award (determined by Learning and Support Teacher).
- Permaculture award (given to Year 6 student determined by permaculture teacher).
- Library award (determined by librarian).
- Rotary citizenship award (Year 6 student – determined by Year 6 teachers).
- Dux – (awarded to top achieving Year 6 student – determined by Year 6 teachers – gift voucher).
- Citizenship (awarded to year 6 student – determined by Year 6 teachers – gift voucher).

DISCIPLINE PROCEDURES – PLAYGROUND

Teacher Response

1. Calm
2. Consistent
3. Brief
4. Immediate
5. Respectful

Minor Unwanted Behaviours (Teacher Managed):

Behaviours

Unwanted playground behaviour could include, but is not limited to:

- Fighting (minor scuffles)
- Unsafe games
- Teasing
- Throwing objects
- Rudeness
- Back-chatting
- Disrespect of property
- Not keeping hands and feet to self
- Out of bounds
- No hat
- Eating in back playground
- Littering
- Aggressive behaviour
- Minor damage to school property
- Not following teacher's instructions
- Non-compliance of school rules

Major Incidents in the Playground:

Behaviours

(Executive managed –

SEND FOR EXECUTIVE IMMEDIATELY)

This includes but is not limited to:

- Hostile behaviour directed towards students, staff or other persons, including verbal abuse.
- Physical violence which results in pain or injury or which seriously interferes with the safety and wellbeing of other students and staff.
- Use or possession of a prohibited weapon.
- Use of an implement as a weapon or threatening to use as a weapon.
- Serious criminal behaviour related to the school.
- Persistent unwanted behaviour.

Incidents in the playground will be dealt with using procedural fairness

Preventative Strategies

Please ensure you are on time for duty

Carry Blue folder (located in staffroom)

Carry First Aid kit

Be vigilant

Be visible

Move throughout the designated area

Mobile phones not to be used for personal use whilst on duty

Always wear a hat when on the playground

Hand out "Barnies"

Be the last person from the playground

No hat in playground

Student should be sent to sit under the COLA

Eating in back playground

Student should be sent to COLA until finished

Out of bounds

Student should be redirected to in-bounds play area

Minor incidents in the playground

which could include causing minor problems in games, the child should be given 5 minutes time out from the game. This could either be walking around with the teacher or sat out of the game. The teacher should talk to the child about why the behaviour is inappropriate and how to behave when s/he returns to the game.

Continual minor incidents and non-compliance

Following investigation by the teacher on duty, continual minor incidents should be recorded in the blue playground folder. Blue folders should be regularly checked by Assistant Principals.

For more serious incidents

Following investigation by the teacher on duty a blue slip should be completed and given to the stage Assistant Principal as soon as possible after the incident has occurred. If the teacher deems it necessary s/he may ask the child to leave the playground and report to an Assistant Principal.

DISCIPLINE PROCEDURES – CLASSROOM

Teacher Response

- Calm
- Consistent
- Brief
- Immediate
- Respectful

Behaviours

(Teacher Managed until Step 7)

Unwanted classroom behaviour could include, but is not limited to:

- late to class after breaks
- continual off-task talking
- disrupting other students
- non-completion of set tasks
- non-threatening swearing
- being rude/uncooperative
- unsafe behaviour
- physical contact
- aggressive behaviour
- teasing
- back-chatting
- taking other people's belongings
- property misuse
- not following instructions from a teacher
- non-compliance with Classroom Rules
- non-compliance of School Rules

Major Unwanted Behaviours:

Behaviours

(Executive managed – send for executive immediately)

- leaving school without permission
- hostile/abusive/verbally abusive (swearing) behaviour towards students, staff and visitors (includes abuse transmitted electronically)
- physical aggression or violence resulting in pain or injury or interfering with the safety and wellbeing of other students, staff and visitors
- use or possession of prohibited weapon
- use of an implement as a weapon or threatening to use as a weapon
- criminal behaviour
- major disruption
- theft
- property damage

Incidents in the classroom will be dealt with using procedural fairness

Preventative Strategies

Ignore
Eye contact
Proximity
Redirect
Reteach
Prompt
Provide choice
Praise, Positive reinforcement,

If behaviour continues

1



Warning 1
Think about the behaviour you're choosing

If behaviour continues

2



Warning 2
Make the choice to change your behaviour

If behaviour continues

3



Warning 3
Stop and Think! Consider your options
Name moved to red box

If behaviour continues

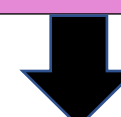
4



Warning 4
Your teacher moves you
Time out in classroom

If behaviour continues

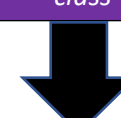
5



Warning 5
Your teacher directs you to another class

If behaviour continues

6



Warning 6
Blue slip. Meet with Assistant Principal
(Determine: Recess, Play or lunch time out)

7

BULLYING

UNDERSTANDING BULLYING

Bullying has three key features. It:

1. involves a misuse of power in a relationship.
2. is ongoing and repeated.
3. involves behaviours that can cause harm.

Bullying can be physical, verbal, or social. Bullying can be easy to see (overt), or hidden (covert), such as spreading rumours about another person or excluding them.

Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including Aboriginality; having a disability; their sex; because they are lesbian, gay, bisexual, transgender, and/or intersex (LGBTI); their size or body shape or any other ways they may be different.

Some students are bullied about their academic or sporting achievements or hobbies.

(from: antibullying.nsw.gov.au)

WHAT BULLYING IS NOT

A single incident or disagreement between peers is not bullying. However, these behaviours may lead to bullying and should be resolved.

(from: antibullying.nsw.gov.au)

ANTI BULLYING PLAN

In line with Department of Education policy, the school has developed an anti-bullying plan. This plan is available on our website and outlines; school culture and inclusion, staff communication and professional learning, and, communication with parents. The anti-bullying plan aims to educate and prevent incidents of bullying.

WHEN BULLYING IS REPORTED

All reported incidents of bullying are taken seriously and investigated. All incidents of bullying are reported to executive staff for consideration of appropriate disciplinary procedures. These procedures include time-outs, contact with parents, mentoring, counselling, suspension warnings and suspensions.

STUDENT LEADERSHIP

CAPTAINS AND VICE-CAPTAINS

During Term Four, the students of Port Kembla Public School from Year 1 to Year 5 elect two captains and two vice captains from Year 5 who will serve the following year. Once in Year 6, the successful students play a vital role in leading school assemblies, leading student initiated activities, greeting and thanking visitors to the school and generally setting a good example to all other students. The captains and vice-captains also become active members of the Student Representative Council (SRC).

In order to stand for election to the roles of Captain and Vice-Captain, students need to self-nominate and answer a series of questions. They then need to have their nomination endorsed by a teacher. For any student who has had a time-out and/or three or more blue slips at any time throughout the year, the endorsement must be approved by the principal. The principal will consider the time-out/blue slips and hold an interview with the student, before deciding whether or not to endorse the nomination.

PREFECTS

During Term Four, the students of Port Kembla Public School from Year 1 to Year 5 elect six prefects from Year 4 who will serve for the following year. Once in Year 5, the successful students take on leadership roles which include becoming active members of the Student Representative Council (SRC).

In order to stand for election to the role of prefect, students need to self-nominate and answer a series of questions. They then need to have their nomination endorsed by a teacher. For any student who has had a time-out and/or three or more blue slips at any time throughout the year, the endorsement must be approved by the principal. The principal will consider the time-out/blue slips and hold an interview with the student, before deciding whether or not to endorse the nomination.

STUDENT REPRESENTATIVE COUNCIL (SRC)

At the start of each year, all classes from Years 1 to 4 elect two representatives to be members of the SRC. The SRC is led by a teacher or teachers and meets regularly where students can propose ideas for student fundraising activities and assist with SRC events. At the start of Term 3, two students from each Kindergarten class are also elected and join the SRC.

HOUSE CAPTAINS AND VICE CAPTAINS

Whilst not part of the SRC, these positions are important student leadership roles. They are determined through a vote at the initial sports house meetings at the beginning of the school year. The role of the house captains is to administer borrowing from the sports shed at recess and play break, assisting with handing out ribbons at school assemblies, leading chants at school sports carnivals, keeping sports equipment and facilities organised and assisting in any other way that the teacher in charge of sport deems necessary.

The induction ceremony for Captains and Prefects, along with SRC Class Representatives and House Captains will occur at a whole school assembly early in Term 1.

PEACEKEEPERS

The role of peacekeeper is a voluntary position. If oversubscribed (determined by organising teacher) children vote in class for their representative/s. Peacekeepers attend training and their role is to assist in minor playground disputes and assisting children in the playground, also to monitor the buddy benches. A roster is drawn up for peacekeeper duty and peacekeepers are identified by a wearing a fluoro-coloured vest whilst on duty in the playground.

CARE AND SUPERVISION OF CHILDREN (INCLUDING PLAYGROUND DUTY)

This policy addresses the provision of effective care and supervision of students outside normal class time.

This policy recognises:

- the duty of care owed by the Department of Education through its staff to students
- responsibility for the protection, welfare and safety of students in school grounds when the school is open
- the role of parents (inclusive of guardians and legal guardians), caregivers, students, transport providers, police and members of the public in ensuring the protection and welfare of students in travelling to and from schools.
- the educative role of principals and teachers to assist in providing for the welfare and safety of students travelling to and from school.
- the commitment of teachers and the DET in providing a safe learning environment for students
- the goodwill of teachers in providing a range of extra curricula activities for students
- the need for supervision arrangements to have regard to the wide range of responsibilities of teachers including timetabled class time, lesson preparation, professional development and administrative tasks

SUPERVISION BEFORE AND AFTER NORMAL SCHOOL LESSON TIME

"It is not the responsibility of schools to provide free child-minding services for students for extended periods before and after school. Schools are not expected to provide supervision for students any earlier than the half hour before normal school classes commence in the morning. When normal classes finish in the afternoon it is expected that students will safely depart the school." Memorandum to School Principals: 98/139 (S.122)

BEFORE SCHOOL

- Parents are requested not to send their children to school before 8:20am. Teacher supervision will be provided from 8:20 am.
- At 8.20am. a bell will ring to allow play.

AFTER SCHOOL SUPERVISION

- Bus students move to the gate on Gallipoli Street to line up for the bus. A staff member will lead students to the bus
- A minimum of one staff member and whenever possible, two staff members will supervise students getting onto the bus and crossing the road.
- Children who go to After School Care are to wait inside the school gates until their bus arrives.
- Any child who has not been collected from school following the 2:45 pm bell are to come to the school office, so that parents/carers can be contacted.
- For reasons of safety students and parents must **not** use the staff carpark as a thoroughfare when departing from school.

- Students who ride bikes or scooters must walk their bikes until they are outside of the school gates.

ASSISTING STUDENTS TO TRAVEL SAFELY TO AND FROM SCHOOL

- The school community accepts that it has a responsibility to promote appropriate behaviour and the safety of students travelling to and from school.
- Students have a responsibility to behave in appropriate ways and to ensure both their safety and that of other students.

BUS TRAVEL

- While travelling by bus, students will demonstrate acceptable standards of behaviour.
- Executive Staff are responsible for responding to reported inappropriate behaviour whilst traveling on the bus.
- Students must wear seatbelts when provided while travelling by bus to and from school.

CHILDREN LEAVING SCHOOL DURING SCHOOL HOURS

- Students are not permitted to leave the school premises for any reason without permission from the Principal or their agent.
- An adult requesting permission for a student to leave school must have a release slip obtained from the office. This slip must be given to the teacher before the student can be released.

CHILDREN ARRIVING LATE TO SCHOOL

- When arriving after 8:45am to the school, students are to collect a late note from the office and take it to their classroom teacher.

SUPERVISION PLAN

A formal supervision roster providing for the effective supervision of students in the 25 minutes before normal classes begin and during recess, play and lunch time is formulated by a nominated member of the Executive staff and distributed to every staff member. A copy is also posted in the staffroom.

BELL TIMES

8:20	Bell to allow play – teacher on duty from 8:20
8:45	Students move to classes under teacher supervision
10:30	Recess commences. Students move to assigned area to sit and eat food under teacher supervision. Two teachers supervise recess eating. Once most children have finished eating, teachers dismiss children to play. One teacher supervises the playground and one teacher supervises the COLA area. Students on time-out should go to AP office.
10:55	Recess concludes. Students move immediately to classrooms.
11:55	Play time. Two teachers on duty, one teacher supervises the playground and one teacher supervises the COLA area. Students on time-out should go to AP office.
12:20	Play time concludes. Students move immediately to classrooms.
1:20	Lunch eating time commences, classes supervised by classroom teachers (two or three classes combine with one teacher supervising). Once students have finished eating teachers dismiss students for play. Two teachers on duty, one teacher supervises the playground and one teacher supervises the COLA area. Students on time-out should go to AP office.

1:45	End of lunch time – Student assemble under COLA outside school hall for messages. Students move to classes under teacher supervision
2:45	End of school day – when available, two teachers supervise crossing and bus line.

INCLEMENT WEATHER

If it is too wet or windy for outdoor play, students remain in rooms under the supervision of teachers (buddy system)

OUT OF BOUNDS

- Classrooms - unless a teacher is present.
- Outdoor walkways near classrooms.
- Carpark areas.
- Beyond the cricket nets or “snake rock”.
- Outside school grounds.
- Area between buildings and elephant steps during breaks.
- Grassed area in front of all school buildings

EXCURSION SUPERVISION

Excursions are organised and supervised in accordance with Department of Education Excursions Policy. The PKPS excursion policy available on the school website outlines these procedures.

SUN SAFE

The policy applies to all students attending Port Kembla Public School, and to all staff and volunteers working at the school. Parents and visitors are also encouraged to be role models and support sun protection practices when involved in school activities.

It aims to promote among students, staff and parents:

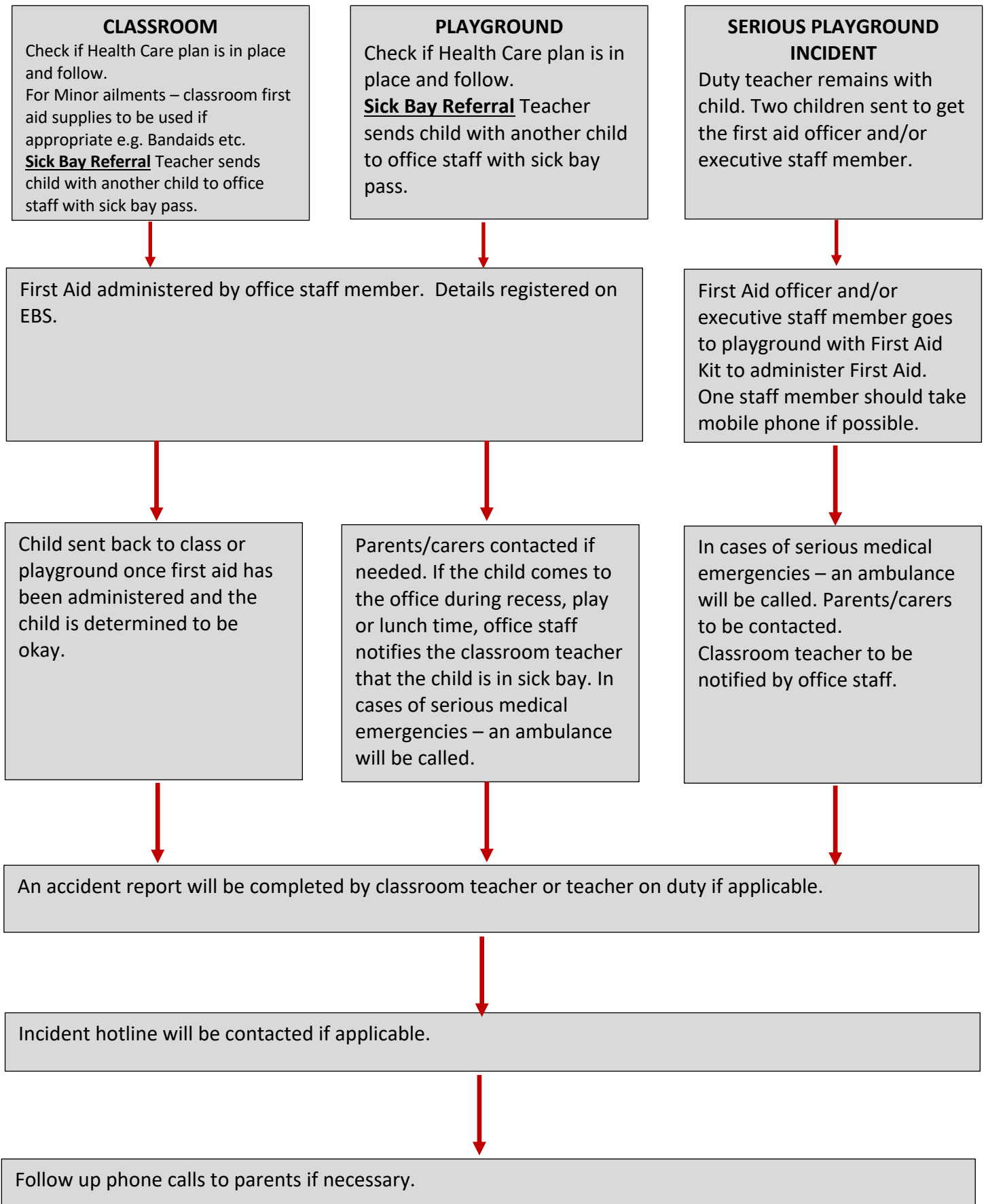
- positive attitudes towards skin protection
- lifestyle practices which can help reduce the incidence of skin cancer and the number of related deaths
- personal responsibility for and decision making about skin protection
- awareness of the need for environmental changes in schools to reduce the level of exposure to the sun

This policy applies all year round. Whilst sun protection is a priority during spring and summer months, that is in Terms 1 and 4 of the school year when UVR levels are most intense, it is still important in autumn and winter. The policy also applies to all school activities conducted off school premises including outings, excursions, sports days, swimming carnivals or school camps.

IMPLEMENTATION STRATEGIES FOR SKIN PROTECTION

- Students who do not have their hats with them will play under the Covered Outdoor Learning Area (COLA).
- Students will wear appropriate sun-protective clothing for out of uniform days and sports carnivals.
- Students will be encouraged to make better use of available shade areas for outdoor play activities.
- Staff will be expected to act as role models by practising “Sunsmart” behavior and should always wear a hat when on duty in the playground.
- Students will be encouraged to apply and reapply sunscreen when attending sporting events and other outdoor activities when outside for prolonged periods of time.
- Each classroom is supplied with sunscreen (pump pack) available for use, however, it is preferable for parents to supply children with their own sunscreen in case of allergies or skin irritations.

REFERRAL TO SICK BAY - FLOWCHART



INFECTIOUS DISEASES

Schools are expected to be safe and healthy places for staff and students to enjoy. Students with infectious diseases need to be managed in a manner that protects their privacy, maintains their health and dignity, and ensures the health and safety of all others. PKPS aims to provide a safe and healthy workplace for all.

Whilst it is not uncommon for children to attend schools with minor ailments or injuries, there are a number of identified infectious diseases that require specific considerations including the exclusion of students from school.

When the school is notified of any of the following diseases, the latest information on the Department of Education's website will be accessed with regard to need for exclusion and/or notification. The principal, or his or her agent, will follow the advice issued and contact the Department of Health for any clarification that may be required:

- chicken pox and shingles
- diphtheria
- gastroenteritis
- influenza
- measles
- meningococcal
- mumps
- pertussis (whooping cough)
- poliomyelitis (polio)
- rubella (German measles)
- tetanus

Primary school students who do not have proof of immunisation may have to stay at home during an outbreak of a vaccine preventable disease at school. Particular arrangements will be worked out by the local public health unit in consultation with the school.

Principals must contact their public health unit to notify any of the following vaccine preventable diseases:

- diphtheria
- haemophilus influenzae type b infections
- measles
- meningococcal type C
- mumps
- pertussis (whooping cough)
- poliomyelitis (Polio)
- rubella (German measles)
- tetanus

MEDICATION (ADMINISTRATION OF)

Teachers and schools are often asked by parents to administer medication for their children while at school. It is important that such requests are managed in a manner that is appropriate, ensures the safety of students and fulfils the duty of care of staff. PKPS aims to ensure that medications are administered appropriately to students in our care.

Children who are unwell should not attend school.

Non-prescribed oral medications (eg: head-ache tablets) will not be administered by school staff and should not be carried by children in their school bags.

All staff who administer medication to students must have completed the Department of Education's mandatory training: e-Administration of prescribed medication at school.

- All parent requests for the Administration staff to administer prescribed medications to their child must be in writing on the form provided and must be supported by specific written instruction from the medical practitioner or pharmacist's including the name of the student, dosage and time to be administered (original medications bottle or container should provide this information).
- All verbal requests for children to be administered prescribed medications whilst at school must be directed to the principal, who in turn, will seek a meeting or discussion with parents to confirm details of the request and to outline school staff responsibilities.
- Requests for prescribed medications to be administered by the school 'as needed' will cause the principal to seek further written clarification from the parents.
- All student medications must be in the original containers, must be labelled, must have the quantity of medication confirmed and documented, and must be stored in either the locked office first aid cabinet or office refrigerator, whichever is most appropriate.
- Students who provide the principal with written parent permission supported by approval of the principal may carry an asthma inhaler with them.
- Classroom teachers will be informed by the principal of prescribed medications for students in their charge, and classroom teachers will release students at prescribed times so that they may visit the school office and receive their medications from the Administration staff.
- All completed Medication Request Forms and details relating to students, their prescribed medication, dosage quantities and times of administering will be kept and recorded in a confidential official loose-leaf medications register located in the office by the Administrative staff in the presence of, and confirmed by, a second staff member.
- Students involved in school camps or excursions will be discreetly administered prescribed medications by the 'Teacher in Charge' in a manner consistent with the above procedures.
- Parents/carers of students who may require injections are required to meet with the principal to discuss the matter.

UNIFORM

Our school community believes that the wearing of school uniform greatly contributes towards maintaining a positive climate in our school.

The wearing of school uniforms by students will assist school communities in:

- defining an identity for the school within its community
- developing students' sense of belonging to the school community
- providing an opportunity to build school spirit
- enhancing the health and safety of students when involved in school activities
- promoting a sense of inclusiveness, nondiscrimination and equal opportunity
- reinforcing the perception of the school as an ordered and safe environment
- increasing the personal safety of students and staff by allowing easier recognition of visitors and potential intruders in the school
- promoting positive community perceptions of public education
- making school clothing more affordable for families by eliminating the risk of peer pressure to wear transiently fashionable and expensive clothes.

Parents/carers will be contacted when students are frequently out of uniform without an explanation note from their parents/carers.

PKPS school hats are a mandatory part of our uniform for all students. A "no hat, play in the shade" policy is in place. Should a child lose his/her hat a hat swapping system exists, whereby the child can bring in a hat from home and switch it with a class hat.

Each year the school allocates a small budget to provide assistance for families who may need help in meeting the cost of school related expenses (including uniforms). Application forms are available from the office. Parents requiring more information are requested to phone or seek a confidential interview.

COMMUNITY PARTICIPATION

COMMUNITY PARTICIPATION – ROLE STATEMENTS

THE ROLE OF THE STUDENT

Students can contribute to community participation by adhering to the Behaviour Code for Students (NSW Public Schools). They can do this by:

- respecting all members of the school community and showing courtesy to all students, teachers, school staff and community members

THE ROLE OF STAFF

Staff can contribute to community participation by adhering to the Australian Professional Standards for teachers. They can do this by:

- assessing, providing feedback and reporting on student learning
- engaging professionally with colleagues, students, parents/carers and the community

THE ROLE OF PARENTS/CARERS

Parents and carers can contribute community participation by adhering to the School Community Charter by:

- treating all members of the community with respect

STUDENT ASSISTANCE

Each year the school allocates an amount of money to assist parents and care givers experiencing financial difficulty with costs associated with students' participation in school programs.

These funds can be provided for use in purchasing student equipment, items of uniform or participation in school activities such as excursions and camps. Student assistance funds cannot be provided for the payment of extra-curricular activities.

ALLOCATION OF FUNDS

The funds are allocated upon application (form available from School Administration Manager) for approval by the principal. Applications are strictly confidential and must include specific information regarding the financial reasons for the request.

Generally, the school, at the discretion of the principal will provide the following assistance:

Uniforms – funds will subsidise 50% of uniforms up to a maximum of \$50

Excursions – up to 50% of most excursions

In making allocations the principal will consider:

- The information provided on the application
- The cost of the activity to be supported
- Previous requests
- Family circumstances, e.g. the number of children in the family, low income concession card etc.

Allocation of funds does not guarantee participation in an activity. Permission notes and full payment must be received by the school office by the due date.

HOMework

It is the policy of the school to set homework at all levels. It must be a purposeful learning experience that may consolidate, extend and/or enrich the school's program and it should be presented in such a way that the child sees it as deserving attention out of school. Teachers are to base their homework activities on the following guidelines:

Year	Time	Suggested Activities
Kindergarten	5 – 10 minutes per night	Informal – finding pictures to match sounds, counting, home reading
Year 1	10 - 15 minutes per night	Work sheets containing word work and maths mentals. Home reading
Year 2		
Year 3	15 - 20 minutes per night	Maths sheet revising previous week's work, spelling. Home reading. Projects will be issued from time to time
Year 4		
Year 5	15 – 20 minutes per night	Homework sheets with Spelling, maths questions, health activity. Home reading. Projects will be issued from time to time
Year 6		

Homework will:

- be set on a regular basis.
- be essentially based on spelling, maths and reading but other subjects may periodically appear.
- be voluntary on the part of students and parents.
- not vary markedly in amount from one night to the next and should not be so restrictive that a student cannot pursue individual interests .
- follow an effective routine i.e.
 - o how and when the homework assignment is communicated to students
 - o how the students remember what is to be done for homework
 - o when and how it is marked/corrected by the class teacher.
- be done where possible, in a designated 'Homework Book'.
- be set at an appropriate level for the students to complete with minimal parent assistance.

MOBILE PHONES

STUDENT USE OF MOBILE PHONES

The use of mobile phones at Port Kembla Public School is prohibited. The staff do not encourage any student having a mobile phone at school. If a student brings a mobile phone to school, it should remain switched off and in the student's bag and should not be taken out during the day.

The school or any of its staff accepts no responsibility for the loss or damage to a student's mobile phone.

STAFF USE OF MOBILE PHONES

During teaching time, while on playground duty and during meetings, mobile phones should be switched off or put on 'silent'. Teachers may use mobile phones to take photographs of students participating in different activities or demonstrating their learning across KLAs. Mobile phones can be used in case of an emergency.

FOR PARENTS AND COMMUNITY MEMBERS

At all official school functions, during meetings or when assisting in classrooms mobile phones should be switched off or put on 'silent'.

CONSEQUENCES OF STUDENT USE OF MOBILE PHONES

Any student who is found to be using their mobile phone during the school day will have their phone confiscated by school staff. The phone will then be stored securely until the student's parents are informed and arrangements are made for the parents to collect the mobile phone.

PARENT HELPERS

The staff at PKPS greatly appreciate parents who assist positively with the implementation of the school's programs. PKPS aims to enhance the educational programs at the school, to build the partnerships between school and home, to provide opportunities for parents to develop their skills and become active participants in their children's education. To be beneficial to all involved, parent helpers need to comply with the school's expectations and practices.

Our school encourages the assistance of parent helpers in a wide variety of areas. Invitations for parents to assist in the school's programs will be made via the school's newsletter, or through personal contact.

Parent helpers for short-term projects such as day excursions, helping with reading, assistance with activities, working bees etc. will all be briefed by the teacher in charge as to their roles and responsibilities etc. prior to commencement. At the same time matters of supervision and safety will also be discussed. Parent helpers in need of additional assistance will be provided with reasonable advice and guidance. Parent helpers must be respectful of the confidential nature of working in close proximity of students and staff.

Any concerns in relation to parent helpers should be directed to the principal.

All parent helpers will be required to sign in at the school office and wear an identifying lanyard.

Parent helpers need to complete an "Appendix 5 – Declaration for volunteers and non child related contractors" and provide the school with 100 points of ID. All parent volunteers should see the School Administration Manager to organise these procedures prior to commencing working with children.

SCHOOL SPORT AND PHYSICAL ACTIVITY – PROCEDURES FOR ORGANISATION AND MANAGEMENT

All government schools in New South Wales are required to provide students in Years K-10 with a minimum of 150 minutes of planned moderate with some vigorous physical activity across the school week. This time includes planned weekly sport.

School-developed guidelines and procedures for the organisation and management of sport and physical activity aim to provide local information about the school to students, staff and community stakeholders. The procedures reflect the ethos of the school and establish a framework and context for sport within the school.

These guidelines and procedures apply to all students attending Port Kembla Public School, and to all members of the Port Kembla Public School community (teachers, administrators, parents or caregivers, volunteers).

AIMS OF SCHOOL SPORT AND PHYSICAL ACTIVITY

Port Kembla Public School's school sport and physical activity program aims to:

- Encourage participation by all students in sporting activities commensurate with their physical, mental, social, emotional and skill development.
- Provide opportunity for playing a wide variety of sports within competitive and recreational environments.
- Develop the capacity to make reasoned decisions about ethical issues in sport that will lead to good player and spectator behaviour.
- Develop skill and fitness specific to particular sports so that all students can experience success through enjoyable participation.
- Develop and apply knowledge and understanding of sport as a significant cultural force in our society; the capabilities and limitations of the human body in the performance of sport; games, tactics, strategies, rules and umpiring; administration and coaching.
- Contribute through participation to the social, cognitive, physical, emotional and aesthetic aspects of the student's development.
- Develop a lifelong appreciation for physical activity and understand the health benefits these activities provide.
- Encourage gender equity diversity whenever possible.

SCHOOL SPORT – ROLES AND RESPONSIBILITIES

Port Kembla Public School has a responsibility to ensure that every student is presented with the opportunity to participate in quality sport and physical activity experiences to enhance their learning and development. School sport is supported through a range of organisational details to successfully conduct carnivals and sport programs, often incorporating competitive and non-competitive elements.

Teachers play a major role, often with the support of other members of the school community with relevant qualifications, in the organisation and conduct of the school sport program. The roles and responsibilities of our school sport program include areas such as participation, competition, safety, community linkages, communication with parents/guardians, costs, professional learning, equipment and behaviour.

MANAGEMENT OF THE SCHOOL SPORT AND PHYSICAL ACTIVITY PROGRAM

Principal:

- Lead the development and implementation of this document. This would include operational logistics, safe conduct procedures, resourcing implications, delivery and evaluation processes. Further information on the development of this procedures document is in the Sport and Physical Activity in Schools Safe Conduct Guidelines.
- Ensure that the school meets the mandatory weekly requirements for student participation in sport and physical activity.
- Ensure the safety conditions for specific activities in the Sport and Physical Activity in Schools Safe Conduct Guidelines are adhered to, whether an activity is taken as part of school sport, physical education, school excursions, or any other occasion where sport and physical activity is planned.
- Review and approve any sport or physical activity that is not specifically covered in the Sport and Physical Activity in Schools Safe Conduct Guidelines.

School Sport Organisers:

- Be responsible for the currency of the policy and oversight of support materials.
- Liaise between school, zone and regional conveners. This includes attending PSSA meetings, checking emails and passing on information to relevant staff; advertising zone events to relevant students and providing them with notes and information to facilitate them to attend where possible/relevant.
- Support staff to provide a quality school sport program for the students.
- Provide information in the school newsletter with upcoming sporting events and results.

Staff:

- Prepare and conduct sessions based on sound coaching and teaching principles.
- Encourage participation.
- Cater for varying levels of ability by providing every student with a 'fair go'
- Provide equal encouragement to all students to allow them to acquire skills and develop confidence
- Ensure the program is available to all students by catering for groups or individuals with special needs.
- Set realistic standards and objectives for students.
- Ensure a safe and productive environment.
- Ensure consequences of inappropriate behaviour are clearly understood and communicated through the school welfare/discipline system.
- Act as a good role model of sporting behaviour.

ORGANISATION OF CARNIVALS

Students compete in the annual swimming, athletics and cross-country carnivals.

Sport co-ordinators are responsible for the following tasks:

- Booking carnival for the following year.
- Permission notes – creation and distribution.
- Organising parent helpers.
- Briefing house captains about house meetings.
- Gathering equipment and organising teachers/volunteers.
- Liaising with staff about roles/jobs on the day and before.
- Updating risk assessment.

- Organising team to attend zone carnival.
- Monitoring the weather prior to events.

Teachers are responsible for:

- Collecting permission notes from their class.
- Performing allocated tasks on the day.
- General supervision/duty of care/safety/first aid.

EQUIPMENT

Mouthguards are mandatory for the following sports:

Rugby League	Hockey
Rugby Union	Australian Football (AFL)

Mouthguards must be worn in the following circumstances:

- All selection trials and games organised for any occasion by the school, the school's sporting zone, regional and/or state school sport association.
- All games or competitions organised by external organisations that are school endorsed activities.
- Training sessions where skills training requires physical contact between participants.

Shin pads are mandatory for the following sports:

Soccer	Hockey
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Shin pads are mandatory and must be worn during organised training sessions and intra and interschool competition including the indoor forms of the game.

DUTY OF CARE

The Department and its staff have a duty to take reasonable care for the safety and welfare of themselves and others. This duty includes assessing and appropriately managing any and all foreseeable risks of an activity.

BEHAVIOUR

Children displaying unacceptable behaviours at school may, at the discretion of the principal, be excluded from representing Port Kembla Public School in sporting fixtures (including sports carnivals at any level, gala day events, representative sports and fixtures). Generally, if a child has received three or more blue slips in any one term, their behaviour will be referred to the school principal for consideration.

CODE OF CONDUCT FOR SPORT

Representing Port Kembla Public School in organised or competitive sport at venues outside the school grounds is a privilege. Accordingly, the following code of conduct must be adhered to by students, parents and spectators.

STUDENTS' CODE OF CONDUCT FOR SPORT

As a student representative of Port Kembla Public School, the following behaviours are expected:

- To always be the best I can possibly be, by always giving the greatest effort I can.
- To attend all team training sessions or inform the coach if I am unable to attend.
- To represent my school and myself in a responsible manner travelling to and from the venue, at the playing field and during my involvement in the game.
- Play fairly in a sportsman-like way, encourage all players' efforts and accept the ruling of the referee/umpire.
- To play as a positive team member in all matches.
- To cooperate with my team members and coach at all times.
- To accept that I am a member of a team/squad and that I may not play in every game.
- To applaud all good play, whether by my team or the opposition.
- To wear the school's sports uniform, including the school hat.
- To wear appropriate safety equipment, e.g. shin pads, mouth guards as required.

If a student fails to meet the expectations of the Code of Conduct for Sport, then he/she faces consequences from the school's discipline code and consideration of exclusion from representing the school in future sporting events or fixtures. Any failure to meet the expectation of the Code of Conduct for Sport will be referred to the principal. During an event, should a student display negative behaviour, the teacher on duty may ask the student to come off the field for some time to reflect on his/her behaviour.

As a parent of a child representing Port Kembla Public School the following behaviours are expected at sporting events:

- Encourage your child to participate in sporting events.
- Focus on the efforts and achievements rather than the overall result.
- Teach your child that an honest effort is as important as victory.
- Encourage your child to participate according to the rules at all times.
- Applaud good play and performances by all players.
- If you disagree with an official, raise the issue with the teacher or coach, rather than question the official's judgement in public.
- Refrain from the use of abusive or derogatory language at all times.