



Winston Hills Public School



Student Wellbeing Policy

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Student Wellbeing Policy

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Student Wellbeing Policy

1) Rationale

The Winston Hills Public School Student Wellbeing Policy is structured according to the NSW Department of Education Wellbeing for Schools Framework. It describes student wellbeing in three main sections: Connect, Succeed, Thrive.

The Student Wellbeing Policy is embedded in the Winston Hills Public School Plan whereby student wellbeing is maintained through equitable processes that promote positive learning and facilitate the improvement of student outcomes and the narrowing of achievement gaps between students.

1.1 What is Wellbeing?

Wellbeing is about enabling students to be healthy, happy, engaged and successful. Two major approaches to defining wellbeing relate subjective experience of feeling good or experiencing pleasure and positive emotion; and functioning well, or The potential to flourish.

Wellbeing is subjective to each individual and can be described as the quality of a person's life which combines feeling good and functioning well (Department of Education and Communities, 2015). Wellbeing needs to be considered across several domains including cognitive, emotional, social, physical and spiritual wellbeing.

- Cognitive wellbeing is associated with achievement and success. It includes how information is processed and how judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.
- Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.
- Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.
- Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.
- Spiritual wellbeing relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes The beliefs, values and ethics we hold.

1.2 Wellbeing: A Shared Responsibility

When parents/carers enrol their children at Winston Hills Public School they enter into a partnership with the school that is based on shared responsibility for student wellbeing. This shared responsibility enables and fosters a school environment where learning is valued, all members of the school community are respected and included, and safety is important.

Staff will:

- build and maintain positive relationships with children, parents and colleagues throughout the school.
- act according to the DOE Code of Conduct.
- contribute to the provision of a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents.
- use effective, consistent and appropriate processes and procedures for addressing behaviour issues and conflict .
- make adjustments to school wellbeing processes to best engage and nurture individual students.

Students will be encouraged and supported to:

- act appropriately as safe, resilient, responsible and respectful learners and friends.
- contribute to the provision of a caring, safe learning environment for fellow students, staff and parents.

Parents will be encouraged to:

- actively participate in the school community and support the learning of their children.
- share responsibility for shaping their children's understanding about acceptable behaviour and ensuring their wellbeing.
- work with teachers to maintain a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents.



1.3 Wellbeing: Supported by the core values of public education

Wellbeing is supported by New South Wales public education values that represent the beliefs and aspirations of the Australian community including its concern for equity, excellence and the promotion of a caring, just and civil society.

Core Values of Public Education

Integrity

Being consistently honest and trustworthy.

Excellence

Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

Respect

Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

Responsibility

Being accountable for your individual and community's actions towards yourself, others and the environment.

Cooperation

Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

Participation

Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

Care

Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

Fairness

Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

Democracy

Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

2) Connect

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

2.1 Anti-Bullying

Anti-Bullying

This Anti-Bullying Plan processes for preventing and responding to student bullying at Winston Hills Public School reflect the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education and Communities.

See Appendix A- Anti-Bullying Policy.

2.1 School Uniforms

Recognise the benefits of school uniforms that reflect the school community's expectations.

- **The School Uniform**

School uniforms help to promote a sense of pride and identity in belonging to Winston Hills Public School. Parents and teachers encourage all students to wear the school uniform at all times. Uniforms should be clean, presented well and shoes polished.

Financial support is available to assist with the purchase of a uniform.



2.2 Student Participation and Leadership

Provide opportunities to support the meaningful involvement of students in their school and community.

- **Encouraging and acknowledging active participation**

Active participation by students in a school community facilitates student wellbeing by giving students a voice, developing confidence and self-esteem. Winston Hills Public School encourages active participation in a number of ways including:

- Student Representative Council (Years 2-6)
- Buddy Systems
- Year 6 Leadership
- Peer Support
- Library monitors
- Green Team representatives (Years K-6)
- Publishing student work in the school newsletter
- Displaying student work around the school
- Recognising student achievement on assemblies
- Performing and presenting work

- **Teaching about inclusive relationships**

Active participation in a school community depends on the ability to enjoy satisfying relationships with a wide range of people. Winston Hills Public School teaches children how to initiate, be open to and maintain relationships with others. In particular there is an emphasis on children engaging with other children outside immediate friendship groups, including children with disabilities, differing cultural backgrounds, abilities and/or interests.

- **Student Leadership Policy**

See Appendix B- School Leadership Policy

2.3 School Attendance

Work in partnership with parents to ensure the regular attendance of students.

- **Arrival at School**

A teacher is on duty from 8:30am. Students should not be at school before this time unless for a specific reason and under the care of a teacher.

- **Marking of the Class Roll**

The class roll is called each morning and absences recorded. Students arriving late or departing early have their attendance status for that day shown as a partial absence. Class Rolls are marked electronically on Sentral.

- **Student Absence**

If a child is absent parents & carers are requested to telephone the school on the day and send a note of explanation when the child returns to school.

Teachers notify the Principal/Executive if a child is regularly absent or absent for 3 or more consecutive days without the school being informed.

The Principal/Executive will contact the parents/carers in the situation of irregular and unexplained student absenteeism. The Department's Home School Liaison Officer may also be contacted with the aim of supporting the family to ensure regular and ongoing attendance.

- **Late Arrival & Early Departure**

The school has a formal sign in and sign out procedure for students arriving late and leaving early. Upon arrival at the school, the parent or caregiver is required to collect a slip at the front office to indicate the reason for the lateness. This slip is forwarded to the class teacher and formally recorded as a partial absence as per Department of Education procedure.

Similarly, a parent or caregiver arriving to collect a child before the end of school must also collect a slip to indicate the reason for the early departure. This slip is also forwarded to the class teacher and recorded as a partial absence. In some cases such as a dentist or doctor's appointment, the child may return to the school after only a short time away from the school. Once officially signed out of school, the child will then need to be signed back into school.

- **Extended Leave**

Parents and carers must formally apply for extended leave from school such as an extended holiday. An Exemption from School Attendance Application must be completed.

3) Succeed

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

3.1 Student Behaviour and Discipline

Foster engagement in learning by setting high standards of behaviour and discipline.

- **Recognising and celebrating appropriate behaviour and achievement**

Teachers at Winston Hills Public School recognise, encourage and show appreciation for appropriate behaviour in a number of ways including:

House Points

Winnie awards contribute to a House tally. Once a term, the house point tally is announced on morning lines with the winning House enjoying a reward. e.g. extra play, ice block and visit by our mascot Winnie.

Award System

As part of the Student Welfare program at Winston Hills Public School, the Merit Award system rewards the positive aspects of student's performance, application and behaviour. The system is supported by staff who issue merit certificates to students, both in class and at assemblies. These awards count towards cumulative totals.

10 Awards	Honour Certificate
20 Awards	Honour Certificate
30 Awards	Small Banner
40 Awards	Honour Certificate
50 Awards	Bronze Medal & Morning Tea with the Principal
60 Awards	Honour Certificate
70 Awards	Honour Certificate
80 Awards	Large Banner
90 Awards	Honour Certificate
100 Awards	Silver Medal & Morning Tea with the Principal
110 Awards	Honour Certificate
120 Awards	Honour Certificate
130 Awards	Small Banner
140 Awards	Honour Certificate
150 Awards	Gold Medal and Morning Tea with the Principal

Parent Contact

Upon occasion a parent/carer will be contacted to share news of good and appropriate behaviour and learning success.



- **Responding to inappropriate behaviour**

Student behaviour is considered to be inappropriate when an individual or group do not show commitment to learning, act irresponsibly, are not safe, do not demonstrate responsibility and/or are not good friends.

When a student's behaviour is inappropriate, teachers at Winston Hills Public School aim to guide the student back to appropriate behaviour through a consistent process. This includes:

Early Stage One - Behaviour Management Plan

Early Stage One 2023 Behaviour Management Plan

1. Positively remind student of the rule or provide redirection to task or expected behaviour.
Reinforce PBL universals.

2. Time out in class (maximum of two timeouts before proceeding to step 3) for 5 minutes.
Teacher to record classroom time outs.

3. Additional time out with ES1 Assistant Principal (after two timeouts or highly disruptive or aggressive behaviour or if a student refuses to comply with Step 2).
Classroom teacher to fill out 'major classroom behaviour' referral slip.

4. Time out with the Deputy Principal after two time outs with the Stage AP or if the student refuses to move to time out with the AP for 15 to 20 minutes.

Please ensure that you document classroom behaviour issues and class time outs and complete the classroom behaviour referral forms at step 3 and 4.

See your supervisor regarding behaviour concerns and support when developing individual behaviour plans and systems.

Stage One - Behaviour Management Plan

Stage One - Behaviour Management Plan

<p>Begin by redirecting the student and positively stating the rule. If the child continues to display the behaviour, then progress through the levels below.</p>	
<p>1. Time out in own class (low level behaviours)</p>	<p>Time-out in class Time-out for 8-10 minutes Teacher to record the time out.</p>
<p>2. Time out with buddy class (low level)</p>	<p>Time-out in buddy class (e.g. next door) Mainly if you "need a break". Return to own class after age appropriate time e.g. 8-10 minutes. Teacher to record the time out.</p>
<p>3. Reflection Time with AP/Supervisor (Middle level)</p>	<p>Time-Out with Supervisor This step occurs after steps 1 and 2 or highly disruptive/aggressive behaviour or refusal of Step 1 or 2. Time out for 12-15 minutes. Class teacher to fill out a pink classroom referral slip. If a regular occurrence - Teacher/Supervisor to contact parents to request a meeting.</p>
<p>4. Reflection Time with DP</p>	<p>Time-Out with Deputy Principal After 2 Middle level Reflections times or refusal of Step 3. Time-Out for 15-20 minutes. Teacher/AP to fill out pink behaviour slip and AP to contact parents to request a meeting.</p>
<p>Please:</p> <ul style="list-style-type: none"> • Continue to document student issues and use pink classroom referrals stating the intervention or follow-up made • See your supervisor regarding behaviour concerns and support in developing individual behaviour plans and systems • One or two levels may be skipped if the behaviour is severe enough e.g. student sent straight to AP. 	

Stage Two - Behaviour Management Plan

Behaviour Management Plan Stage 2 2023

<u>If rule reminders or redirections for a student continue to be unsuccessful</u>	
1. Reflection Time in own class (low level)	3 warnings then Time-Out in class: Time-Out to reflect and regulate. Duration is at the teachers discretion. Teacher to record the Time Out on a referral.
<u>If behaviour continues: 3 more warnings are given</u>	
2. Reflection Time with AP/Supervisor (Middle level)	Reflection in Supervisor's class After continued behaviour / highly disruptive/aggressive behaviour / refusal of Step 1 or 2: Teacher to call AP and send the student to the AP. Teacher to fill out pink classroom referral slip. If a regular occurrence – Teacher/Supervisor to contact parents to request a meeting.
3. Reflection Time with DP	Meeting with Deputy Principal After 2 Middle level Reflections times or refusal of Step 3. Teacher/AP to fill out pink classroom behaviour slip and AP to contact parents to request a meeting.
Please: <ul style="list-style-type: none">• Continue to document student issues and use pink classroom behaviour monitoring sheets stating the intervention or follow-up you have made• See your supervisor regarding behaviour concerns and support in developing individual behaviour plans and systems• Depending on the severity of the behaviour, skipping one or two levels may be required e.g. Student sent straight to Supervisor/AP.	

Stage Three - Behaviour Management Plan

Stage Three - Behaviour Management Plan

GREEN ZONE

A student making safe, responsible and respectful choices.
Individual classroom and PBL rewards given.

If rule reminders or redirections for a student's behaviour do not have the desired results:

1. **First reminder** in one session e.g. morning – teacher uses classroom procedures
Second reminder – repeat procedure above – issue final warning
Third time – restricted play to a maximum of 5 minutes
Student is managed within the classroom, unless behaviour is considered major then escalate to Level 2

2. **Repeated behaviour x2 in middle session**
Student sent to the AP and a Major Classroom Behaviour referral is written up
√1st referral issued a warning
√2nd referral warning and behaviour reflection
√3rd referral restricted playground and parent phone call

3. **If behaviour is repeated x2 in afternoon session or a major incident**
Student sent to AP or DP with a Major Classroom Behaviour referral
Possible parent/teacher meeting. Classroom and playground restrictions put into place

Please:

- Continue to document student issues
- See your supervisor regarding behaviour concerns and support in developing individual behaviour plans and systems
- Depending on the severity of the behaviour, skipping one or two levels may be required e.g. Student sent straight to Supervisor/AP.

Support Unit - Behaviour Management Plan

Classroom Rules

Each classroom teacher will devise a set of class rules to suit the needs of their students. Classroom rules will be:

- Visually displayed
- Explicitly taught
- Consistently upheld
- Reinforced with positive reminders

Playground Rules

Each classroom teacher will devise a set of playground rules, in keeping with the whole school playground rules, to suit the needs of their students. Playground rules will be:

- Visually displayed
- Explicitly taught
- Consistently upheld
- Reinforced with positive reminders

Positive Reinforcement

Each classroom teacher will devise their own positive reinforcement system to suit the needs of their students. Positive reinforcement will be:

- Systematic and consistent
- Real and meaningful for the student
- Used for classroom and playground behaviour
- Explicitly taught
- Flexible enough to allow students to get 'back on track' with their behaviour

Negative Consequences

Negative consequences will be used in instances of students demonstrating negative or inappropriate behaviour. Generally students will:

- Receive 1-2 positive reinforcers to prompt for appropriate behaviour
- 3 verbal warnings
- Time out in the classroom – 5 mins for MC classes, 10 mins for 1M class
- 3 verbal warnings
- Time out in a buddy classroom – 5 mins for MC classes, 10 mins for IM class
- 1 verbal warning
- Time out in AP Support classroom – 10 mins MC classes, 20 mins for IM class
- 1 verbal warning
- Time out with Principal or Deputy Principal

Consequences for inappropriate behaviour in the playground will be negotiated by classroom teachers depending on the needs of their students.

Individual Behaviour Management Plans

Students with ongoing challenging behaviours will be put on an individual behaviour management plan. This plan will be negotiated with parents and the classroom teacher in consultation with the AP Support and the Principal.

Incident Report

Inappropriate student behaviour is recorded on an Incident Report and communicated to the class teacher and Assistant Principal and upon occasion the principal and Learning Support Team. A parent/carer may be contacted.

Parent contact and/or interview

Upon occasion a parent/carer will be contacted to discuss how to guide a student back to appropriate behaviour.

Modified participation in class and/or school activities and/or the development of an individual behaviour plan

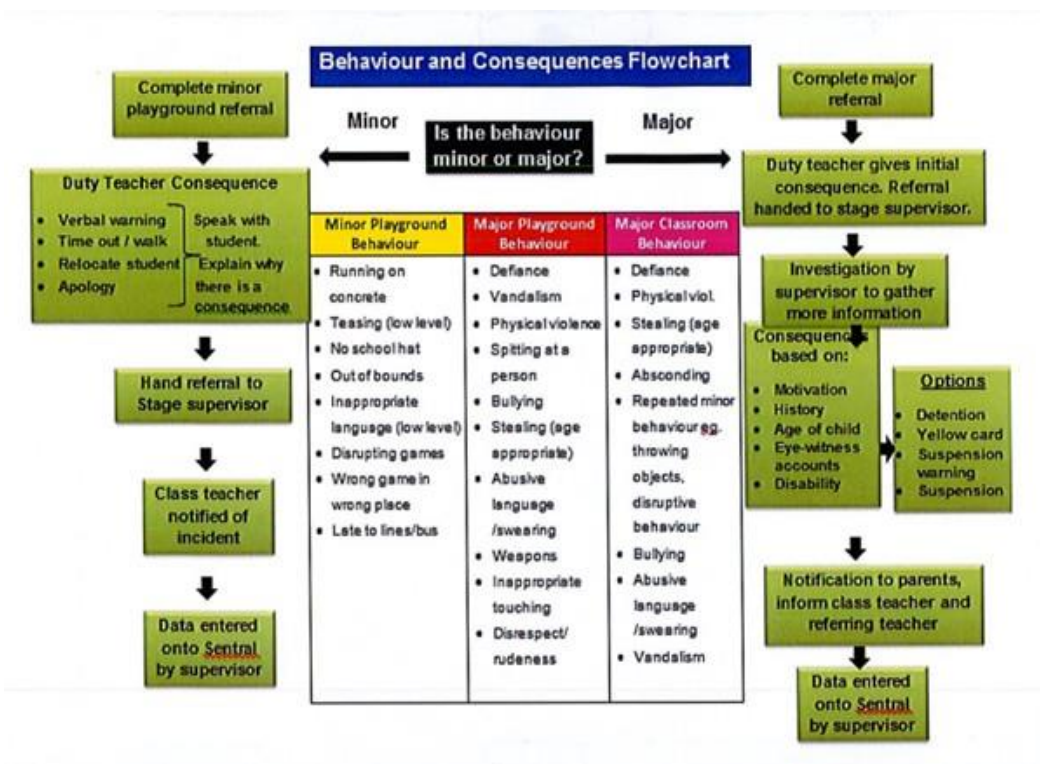
A student may require modified participation in class and/or school activities. An individual behaviour plan will be implemented if necessary.

Formal Caution

Student's negative behaviour might warrant a formal caution. The caution is discussed with the parent and the student during an interview and formalized in a letter.

Suspension

In keeping with Department of Education and Communities policy, a student may be suspended from school.



3.2 Protecting Children (Child Protection)

Ensure the safety, welfare or wellbeing of children.

- **Child Protection**

The staff at Winston Hills Public School participates in mandatory Child Protection Awareness Training with annual updates. The training focuses on child protection legislation, agencies and policies. There is also a focus on the responsibilities of employees and professional practice.

Staff are aware of the indicators of abuse and neglect of children and young people, their obligations to advise the principal of any concerns about their safety, welfare and wellbeing, and the mandatory obligation to report suspected risk of significant harm and the procedures for doing so.

The school will escalate concerns if serious safety issues remain after a report has been made. It will continue to support and promote the safety of the child or young person who is the subject of concerns. It will comply with record keeping requirements, including staff completion of induction and annual updates, and reports to the Helpline.

- **Working With Children Check**

Non-teaching staff and volunteers including parents obtain a Working With Children Check involving a national criminal history check and review of findings of workplace misconduct.

The result of a Working With Children Check is either a clearance to work with children for five years, or a bar against working with children. Cleared applicants are subject to ongoing monitoring, and relevant new records may lead to the clearance being revoked.

3.3 Out-of-Home-Care

Support children and young people in statutory out-of-home-care.

- **Education Plan**

Winston Hills Public School will prepare an education plan developed within 30 school days of notification that a child has entered or is in care. This plan will be updated and reviewed at least annually or when there are changed circumstances impacting on the student's ability to participate in learning.

3.4 Supporting Students with Disability

Plan and coordinate support needs for students with disability and additional learning needs.

- **Inclusive Education**

At Winston Hills Public School staff are aware of their obligations towards students with disability and their parents and carers under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*.

School and teacher practice supports the provision of personalised learning and support for students with disability. This is about quality differentiated teaching practice and includes making adjustments to curriculum delivery and assessment that anticipates and responds to students' learning differences. School and teacher practice also focuses on using resources in a manner that enables the school to meet identified learning and support needs of students with disability in consultation with students and or their parents and carers.

The school participates in the annual Nationally Consistent Collection of Data on Schools Students with Disability (NCCD).

- **Individual Learning Plans**

Teachers prepare Individual Education Plans (IEP) or Personalised Learning and Support Plans (PLaSP) for every student with a disability and/or special needs. These plans use data collected on academic and social achievement to set learning goals. The plans are typically prepared in consultation with staff and parents.

- **Support Unit**

The Support Unit at Winston Hills Public School is committed to a holistic approach to the education and wellbeing of students with disabilities and special needs. It is made up of three classes and includes students with Moderate Intellectual Disabilities, Down's syndrome, Global Developmental Delay, Autism Spectrum Disorder and Sensory Processing Disorders. Each class has a Specialist teacher and full time School Learning Support Officer.

Individual Learning and Support Plans are designed for each student. These plans cover all curriculum areas and are developed in consultation with teachers, families and outside agencies such as speech therapists, occupational therapists, physiotherapists and counsellors. They also include a strong emphasis on the Social/Emotional, Behavioural and Sensory needs of students.

- **Learning Support Team**

Winston Hills Public School is committed to providing personalised and differentiated learning and support for students with identified learning needs to give each student the opportunity to succeed. Adjustments to the learning environment are made and documented as required. These students are identified by staff and allowed additional support through the Learning and Support Team (LaST). Parents are consulted and are given the opportunity to contribute to the planning to support their child's individual learning.

A Personalised Learning and Support Plan (PLaSP) is a working document, designed by teachers in collaboration with stakeholders, which informs the planning, delivery and evaluation of an educational program. It is required to provide additional support or an adjusted or modified program, environment or curriculum. Students requiring a PLaSP are selected by teachers and are updated each semester and signed by the parent/carer and classroom teacher.

All Aboriginal and Torres Strait Islander students have a Personalised Learning Pathway (PLP) which is updated each semester and signed by the parent/carer and classroom teacher.

Through class based and small group support, students from English as an Additional Dialect (EALD) are assisted by a specialist EALD teacher.

Other services and resources Winston Hills Public School has for learning and support include:

- School Counselling Service
- English as a Second Language/Dialect Teachers (EALD)
- Learning and Support Teachers (LaST).
- Student Learning Support Officers (SLSO).
- Anti-Racism Contact Officer (ARCO).
- Anti-Discrimination Contact Officer (ADCO).
- Anti-Bullying Plan.



LEARNING and SUPPORT TEAM REFERRAL PROCESS

STEP 1: Class teacher to provide adjustments and accommodations in class.
Discuss with team leader and monitor student progress.
Contact parent to discuss concerns.
If concern still exists...

STEP 2: Class teacher to write LST referral sheet in discussion with the team leader.
Attach evidence of accommodations and adjustments to LST referral.
Submit LST referral to the team member. (Learning and Support Teacher)
Once discussed at LaST meeting....

STEP 3: **Once discussed at LST meeting, the following may be implemented:**
Class teacher to implement recommendations from LaST. Set goals for PLP and or further adjustments and accommodations.
Student is referred to the school counsellor for further investigation. Parent permission sent home for signing before providing services.
Support- Universal, Targeted and Intensive interventions, LaST support, EAL/D support.
Outside support services may be utilised to assist with referred concerns for the student.
Meeting with parents, class teacher, team leader and or LaST to discuss support for the student.

STEP 4: Class teacher to monitoring student progress with: PLP, adjustments accommodations. Teacher to collect evidence and document progress. Duration - 10 week period.
LaST to monitor interventions used to assist student referral.
Re-assess PLP, accommodations, interventions used after 10 weeks. Either continue support or evaluate support processes.
Discuss student progress with parents.

STEP 5: Class teacher/ Stage leader to: evaluate student progress and inform LST.
LST to decide if further action is required.

3.5 Positive Behaviour for Learning

Improve learning outcomes through an evidence-based whole-school process.

- **What is Positive Behaviour for Learning?**

Positive Behaviour for Learning is a process to create positive learning environments that enable student learning and wellbeing. It is underpinned by the support and commitment of the whole school community.

Winston Hills Public School encourages student self-evaluation of progress and achievement on wellbeing goals. It helps students understand the consequences of choices and of their behaviours.

Positive Behaviour for Learning is based on a three-tiered continuum of prevention and intervention:

- **Tier One: Universal Preventions**

Tier one of the Winston Hills Public School's Positive Behaviour for Learning is universal prevention through a school-wide and classroom system for all students, staff and settings.

The school is committed to a learning community that pursues three focus areas. These focus areas are taught within the context of the Personal Development curriculum and are embedded into the whole school culture of success.

Each student at Winston Hills Public School is supported to:

- Be safe
- Be respectful
- Be responsible



Matrix picture

Teaching Matrix		Settings						
		Canteen	Library/Comp Lab	Lines	K-2 Shadeport	3-6 Nature Area	Passive	Toilets & Bubblers
R u l e s	We are Safe by	<ul style="list-style-type: none"> Walking to and from the canteen Standing in the correct line, behind the yellow line Purchasing our food, walking to the silver seats in our play area and then starting to <u>eating</u> 	<ul style="list-style-type: none"> Lining up quietly in 2 lines at the first door <u>Walking at all times</u> Returning everything back to the correct place 	<ul style="list-style-type: none"> Sitting in our classes designated <u>area</u> Keeping our hands and feet to ourselves Keeping belongings in our laps 	<ul style="list-style-type: none"> Wearing our hat Staying in bounds <u>Walking at all times</u> Using handballs only 	<ul style="list-style-type: none"> Wearing our hats Staying in bounds Playing non-contact sports only Telling the teacher if our ball goes out of <u>bounds</u> Keeping our hands and feet to ourselves Leaving stick and rocks alone 	<ul style="list-style-type: none"> Lining up outside on the 2nd half bell Walking to and from passive Listening to teacher instructions Finishing eating before coming in 	<ul style="list-style-type: none"> <u>Walking at all times</u> Keeping our hands and feet to ourselves Washing our hands after using the toilets
	We are Responsible by	<ul style="list-style-type: none"> Having our money ready and knowing what we want to <u>buy</u> Only buying for <u>ourselves</u> Choosing one friend to go to the canteen with us 	<ul style="list-style-type: none"> Returning our library books each <u>week</u> Bringing our library bags each <u>week</u> Using the technology responsibly Placing my belongings in a safe place and collecting them when you leave Sharing resources fairly 	<ul style="list-style-type: none"> Moving to lines when the music begins Walking directly to our classes designated <u>area</u> Being seated before the bell rings Moving sensibly and quietly away from lines with our teachers Collecting belongings before lining up Using the bubblers and toilets when the music starts 	<ul style="list-style-type: none"> Looking after our belongings Going to the canteen if we are buying <u>food</u> Staying seated when eating 	<ul style="list-style-type: none"> Looking after our belongings Finishing eating before entering this area Telling the teacher on duty if there is an <u>issue</u> Leaving the playground when the music begins 	<ul style="list-style-type: none"> Packing up before leaving Looking after equipment Taking all belongings with us when leaving 	<ul style="list-style-type: none"> Reporting any problems to the teacher on duty Using toilets and bubblers correctly and responsibly Putting paper towel in the bins provided
	We are Respectful by	<ul style="list-style-type: none"> Greeting and using our manners Waiting our turn Putting our rubbish in the bin 	<ul style="list-style-type: none"> Entering and exiting quietly Using our manners and inside voice Treating books and technology with care 	<ul style="list-style-type: none"> Being quiet when the bell rings Keeping our hands and feet to ourselves Looking and listening to the teacher during messages Sitting sensibly in lines 	<ul style="list-style-type: none"> Considering others and the play space available Including others in our game Looking after the environment Placing all rubbish in the bin Playing fairly 	<ul style="list-style-type: none"> Considering others space and safety Being kind to each other and speaking nicely Including others in our games Looking after the environment Playing fairly Playing the correct game in the correct area 	<ul style="list-style-type: none"> Sharing toys fairly Entering and exiting quietly Using our manners and inside voices 	<ul style="list-style-type: none"> Respecting others privacy Treating school property with respect Keeping the bathrooms clean for others

Teaching Matrix		Settings					
		Bus	The Play Equipment	K-2 Grass	Area A	Area B	PSSA/Excursions
R u l e s	We are Safe by	<ul style="list-style-type: none"> Staying seated against the wall in bus lines Walking in a single line to the bus Leaving the gates with the teacher <u>Staying seated at all times</u> on the bus 	<ul style="list-style-type: none"> Playing with the equipment sensibly Waiting our turn on the equipment <u>Walking at all times</u> Keeping hands and feet to ourselves Wearing our hat 	<ul style="list-style-type: none"> Wearing our hats Staying in bounds Playing non-contact sports only Playing fairly Telling the teacher if our ball goes out of <u>bounds</u> Keeping our hands and feet to ourselves Leaving sticks and rocks alone 	<ul style="list-style-type: none"> Wearing our hat Staying in bounds <u>Walking at all times</u> Using handballs only 	<ul style="list-style-type: none"> Wearing our hat Staying in bounds Using small ball games only during hard surface play Waiting for a duty teacher to arrive before entering the <u>area</u> Letting a teacher know when our ball goes out of bounds 	<ul style="list-style-type: none"> Playing by the rules Looking both ways crossing the road
	We are Responsible by	<ul style="list-style-type: none"> Being punctual Having our bus opal card ready Keeping all belongings zipped up in our bag 	<ul style="list-style-type: none"> Packing the equipment away safely Finishing our food before going into the play area 	<ul style="list-style-type: none"> Looking after our belongings Finishing eating before entering this area Telling the teacher on duty if there is an <u>issue</u> Leaving the playground when the music begins 	<ul style="list-style-type: none"> Looking after our belongings Going to the canteen if we are buying <u>food</u> Staying seated when eating 	<ul style="list-style-type: none"> Looking after our belongings Finishing our food before going into Area B Finishing our game when the music rings 	<ul style="list-style-type: none"> Bringing all appropriate equipment Representing our school with pride
	We are Respectful by	<ul style="list-style-type: none"> Greeting and using our manners to the bus driver Using our inside voice on the bus Eating and drinking before I get on the bus and take rubbish with <u>you</u> Following the teacher's instructions 	<ul style="list-style-type: none"> Following the teacher's instructions Waiting our turn Sharing the toys and equipment Lining up at the gate and waiting for teacher instructions 	<ul style="list-style-type: none"> Considering others space and safety Being kind to each other and speaking nicely Including others in our games Looking after the environment Playing fairly Playing the correct game in the correct area 	<ul style="list-style-type: none"> Considering others and the play space available Including others in our game Looking after the environment Placing all rubbish in the bin Playing fairly 	<ul style="list-style-type: none"> Considering others and the play space available Including others in your game Looking after the environment Playing fairly Placing all rubbish in the bin 	<ul style="list-style-type: none"> Showing respect to the referee Listening to all instructions Showing good sportsmanship and playing fairly

- **Tier Two: Targeted Interventions**

Tier Two of the Winston Hills Public School's Positive Behaviour for Learning is targeted interventions which involve small group systems for students at-risk behaviourally and academically.

Targeted interventions include:- Structured play, passive play, Green Team, big games play area, corrective reading, Multi-lit, K-2 friendship club, Rock and Water.

- **Tier Three: Intensive Interventions**

Tier Three of the Winston Hills Public School's Positive Behaviour for Learning is intensive interventions which involve systems for students with high- risk behaviour and/or learning needs.

Intensive interventions can include include school chaplain supporting the academic and social needs of identified students, behavior management plans for individual students and Reading Recovery.

4) Thrive

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

4.1 Nutrition in Schools

Promote and model healthy eating and good nutrition in school programs.

- **Classroom Learning**

Nutrition is taught in each stage as part of Personal Development, Health and Physical Education (PDHPE) K-10. It is about the development of healthy attitudes and behaviours fundamental to the adoption of a healthy lifestyle. Children participate in lessons that focus upon relevant information, skill development and values clarification related to nutrition issues.

- **Crunch & Sip**

Crunch & Sip is a time during the school day when students can eat fruit or salad vegetables and drink water in the classroom. The idea is to help kids to re-fuel and boost their physical and mental performance and concentration in the classroom. Crunch & Sip is about the school promoting and modelling healthy eating and good nutrition involving food and drink.

4.2 Sun Safety for Students

Plan and implement best practice strategies for sun safety.

- **No Hat – Play in the Shade**

All children are required to wear a hat when they are outdoors. The school policy of ‘Wear a Hat - Stay Safe’ is enforced. Children without a hat during recess and lunch are directed by the teacher on duty to go to the library, sit on the silver seats under the awnings, passive play area, sand pit or Area B.

During excursions or outdoor activities such as sports carnivals, children are encouraged to apply sunscreen. It is the responsibility of Parents and Caregivers to inform the class teacher if their child is not permitted to apply sunscreen.

4.3 Student Health

Promote the healthy development of students and protect the health and safety of those with health care needs.

- **Health Care Plans**

Many children have medical conditions such as asthma or anaphylaxis that need to be managed by the staff here at school. Management includes making special provisions or administering medication.

If a child has an ongoing medical condition that needs to be managed by the staff, it is essential that parents go to their local doctor for an individual health care plan.

This plan needs to be given to the school. The plan needs to be updated annually or if the medical condition changes.

- **Administering Medication**

All medication sent to school must be given to the Office. Medication for any child including Ventolin will be administered with the direct supervision of the staff. The school is to be provided with specific instructions about the dosage and times or circumstances under which the medication is to be administered.

4.4 Drug Education

Educate children about drugs and preventing drug misuse

- **Classroom Learning**

Winston Hills Public School meets the mandatory requirements for drug education in the Personal Development, Health and Physical Education (PDHPE) key learning area. Students are provided with adequate opportunities to acquire the knowledge and develop the skills to make appropriate decisions about drug use.

4.5 Road Safety Education, Driver Education and Training

Educating students to stay safe on the road through road safety.

- **Classroom Learning**

Road safety education is taught in each stage as part of Personal Development, Health and Physical Education (PDHPE) K-10. This strand focuses on developing in students a commitment and an ability to act in ways that will keep themselves and others safe from harm. Students will be given opportunities to analyse various situations and investigate ways of behaving safely in these situations.

- **Walk Safely to School Day**

Winston Hills Public School is situated on a busy road. Pedestrian safety is paramount, with many students walking to and from school and crossing the roads around the school.

Each year the school participates in Walk Safely to School Day which is about encouraging students to walk and commute safely to school. It is a community event and includes students, parents and teachers.

Included in the Walk Safely to School Day initiative are lessons to teach that children up to 10 years need to hold an adult's hand when crossing the road. The lessons also develop the road-crossing skills children will need as they become mature pedestrians.

- **Bike Policy**

Students who ride a bicycle to school are required to read and sign a Bicycle Rider's Agreement which is to be kept at home and a Bicycle Rider Permission Note which is to be given to the school principal. (see Appendix 3)

4.6 Safe Use Of Portable Computers

Portable devices such as laptops and iPads are useful tools if attention is given to their proper use. Staff are made aware of their safe use through the distribution of the Factsheet 'A student's guide to the safe use of portable computers' by the Health and Safety Directorate (**Appendix D**). A copy is also placed in the staffroom at the appropriate Work Health and Safety section.

Appendix A – Anti Bullying Policy

Appendix B – Student Leadership



STUDENT LEADERSHIP POLICY FOR STAGE 3 STUDENTS

Preface

Leadership is a quality that all students at Winston Hills Public School are encouraged and supported to develop. Students from Kindergarten to Year 6 take on the role of leaders of their own learning. Roles of responsibility for students at WHPS include class members of the Student Representative Council (Years 2-6), Library monitors, IT Leaders, Green Team Representatives.

Through the curriculum and extra curricula activities, all students are encouraged to develop the skills necessary to be a leader. This ensures that all students perceive themselves as leaders and have the opportunity and confidence to take on leadership roles particularly as they head into Stage 3.

Student leadership roles challenge individuals to develop a sense of vision and purpose as they take on responsibilities and use decision-making skills in order to carry a project through to a successful conclusion. They develop interpersonal and intrapersonal skills including communication, negotiation, teamwork and reflection. Students are given opportunities to develop the skills of active, reflective listeners who respond effectively as they work with others to determine and achieve collective goals.

Embedded in our extra-curricular program are formalised student leadership roles. Through their actions Winston Hills Public School's Student Leaders reflect and demonstrate the School's Values; We are Safe, We are Responsible and We are Respectful.

The Primary leadership roles are School Captains, Vice School Captains, Prefects and House Captains. This document supports the School Leadership process.

Requirements

Twelve students to be selected on the Student Leadership Team consisting of

- 2 x School Captains (Male and Female)
- 2 x School Vice Captains (Male and Female)
- 8 x Prefects (3 Male and 3 Female)
- **At the principal's discretion**

Eligibility of students for nomination

- Year 5 students wishing to nominate for the Student Leadership Team must meet the essential criteria (students who have been suspended or have had more than 5 **recent** referrals **(in Semester 2)** have not met the criteria)

Essential Criteria

- demonstrated school spirit
- demonstrated the ability to adhere to school rules
- participated in a number of school activities
- ability to speak publicly
- shows respect towards teachers and fellow students
- demonstrate independence and initiative

Role Description

- provide leadership and set an example to the student body
 - represent the school and speak publicly at school and community functions
 - Participate in leadership roles (e.g. running assemblies, fundraising, flag raising, SRC activities, some external events e.g. Anzac day)
- liaising with the school staff and the principal

Nomination Process

- Stage 3 teachers speak to year 5 students about the work of the leadership team, the essential criteria of a leader and the process of nomination. Students will be involved in 3 preparation workshops to support nominations and provide guidance regarding suitability.
 - Year 5 students nominate for school leadership team
- Nominees are required to provide statements supporting their nomination in regard to the essential criteria
- Nominations require a signature from current teacher and supervising Stage Assistant Principal
 - Nominations to be signed and supported by a parent.
- Nominations submitted to Stage AP prior to due date. Late applications will not be accepted.

Selection Panel Review of Nominees

- Stage staff will meet to review nominees to determine whether the nominated students meet the stated criteria (Stage 3 Assistant Principal, Stage 3 staff, Principal, Deputy Principal and Executive team)
- Teachers use professional judgement to decide each nominee's potential to be a satisfactory leader, based on essential criteria **(* principal has final say)**
 - 16-18 students will be short-listed.

Candidate Speeches

- On a specified day, nominees will be asked to write a short speech. This speech will introduce themselves, tell about their interests at school and in the community, why they would make a good school leader and what they could contribute to the school. They will be given 30mins to prepare and they can bring their own notes.
- At the commencement of the speeches the questions given to the students are explained to the audience.
 - Nominees give their speech in an assembly of Stage 2 and Stage 3 students
 - Back in their classroom, students will then vote for ONE boys and ONE girls
 - Each teacher in the school may vote for ONE boy and ONE girl. Each teachers vote is worth x
 - Voting will be conducted by secret ballot
- The voting will be conducted and counted by the Stage 3 assistant principal and at least one other Stage 3 teacher
- Twelve school leaders with the most votes will be selected as the school leadership team
- The results of the vote will be presented to the Stage 3 staff and the executive and the twelve nominees, who will then vote for one boy and one girl to be the two school captains
 - The voting will be conducted and counted by the Stage 3 assistant principal
 - The two students (one boy and one girl) with the most votes will become the two school captains, second most votes will become the two vice captains and the remainder will be appointed prefects.

House Captains and Vice Captains

- At the Beginning of each year, aspiring House Captains nominate themselves.
- Students in each house are given the opportunity to present a 30-second speech to students in their house on an agreed day
- All students in Years 2-6 will vote for 1 boy and 1 girl House Captain
- The student with the highest numbers of votes becomes house Captain and the student with the second highest number becomes Vice Captain. Teachers Votes count as two votes. Stage 3 Assistant Principal in consultation with Principal/Deputy Principal counts votes.

Notification of results

- Announcement of the successful twelve school leaders and house captains will be made to nominees as a group
- The announcement of captains, presentation of badges and informing of the school community, will take place at school presentation day
- The two school captains will be invited to the year 6 farewell for a hand over of the leadership and assist in the cutting of the cake.

Code of Conduct

All School Leaders and Student Representatives are required to uphold Winston Hills Public School's Code of Conduct and adhere to the following:

- Act in roles of responsibility with integrity and honesty
- Work harmoniously with others to achieve goals
- Take on extra responsibility and use sound decision making skills
- Be excellent listeners
- Earn the respect of others through their actions
- Wear full school uniform including shoes and school ha

Loss of Position

Following formal complaints by members of the school community and depending on the severity of the behaviour, action will be taken as follows:

1. Warning and counselling by the Principal and Executive in charge of Student Leaders
2. Loss of position (badge and privileges) for two weeks
3. Loss of position (badge and privileges) for the remainder of the school year

The Principal will determine the decision (in consultation with relevant staff) as to the length of the loss of the position. If the behaviour is severe, immediate loss of position will occur. Appropriate communication will advise parents/guardians of concern. As part of the nomination and acceptance, parents/guardians are requested to sign agreement to these consequences (see appendix B Acceptance agreement).

Appendix C – Bicycle Safety



Winston Hills Public School
Hillcrest Avenue, Winston Hills
NSW 2153

Telephone: 9639 8518
Fax: 9686 3274
e-mail: winstonhil-
p.school@det.nsw.edu.au

Bicycle Rider's Agreement

I have read the school's *Bicycle safety guidelines* and understand the information provided.

- I have discussed this with my parents or carers.
- I will wear my helmet correctly when riding my bicycle to and from school.
- When using the footpath, I will give way to all pedestrians.
- I need to keep my bicycle well maintained.
- I will bring my bicycle to school at my own risk.
- I will secure my bicycle with a lock, chain and identification tag to the bicycle rack.
- I understand that the Principal Mr Bryne may stop me from bringing my bicycle onto school grounds if I do not follow the rules.

My name is:

Signed _____ (student rider):

Signed _____ (parent/carer):

Date: _____

Please keep the bicycle rider's agreement at home for ready reference.

--

Bicycle Rider Permission Note

I give permission for _____ (child's name) to ride his/her bicycle to and from school

- I have read and understand the bicycle information provided by the school.
- My child will correctly wear an Australian Standards approved helmet when riding a bicycle to and from school.
- I have read and explained the bicycle information provided to my child.
- I have reviewed the Guide to bicycle maintenance to check my child's bicycle for roadworthiness and understand that it is my responsibility to keep the bicycle well maintained.

- I have reviewed the Guide to correctly fitting a helmet and understand that it is my responsibility to ensure my child wears their helmet correctly.
- I understand that bicycles are brought to school at the owner's risk.
- I understand that the Principal Mr Byrne is able to stop my child from bringing their bicycle onto school grounds if the rules are broken.

Signed: _____

Print name: _____

Parent/carer: _____

Date: _____

Please return this bicycle rider permission note to the Principal Mr Byrne.

Information for parents and carers

A guide to bicycle maintenance: six-point safety check

Feature	What are you checking for?	Maintained
Tyres	firm tyres tread not worn and no canvas showing no bulges or cuts	<input type="radio"/> Yes <input type="radio"/> Needs fixing
Bell	rings clearly and loudly	<input type="radio"/> Yes <input type="radio"/> Needs fixing
Pedals	rotates freely when spun rubber not showing signs of wear	<input type="radio"/> Yes <input type="radio"/> Needs fixing
Lights and reflectors	secure, clean and shine brightly	<input type="radio"/> Yes <input type="radio"/> Needs fixing
Brakes	blocks not worn down when brakes applied bike wheel does not rotate when brakes are applied	<input type="radio"/> Yes <input type="radio"/> Needs fixing
Chain	does not move more than 2.5cm when lifted is well oiled	<input type="radio"/> Yes <input type="radio"/> Needs fixing
Size of bike	correct size for rider	<input type="radio"/> Yes <input type="radio"/> Needs fixing

1999

What is the right size of bicycle? The right sized bicycle:

- has controls within reach
- is comfortable for the rider
- has a level seat
- should allow the rider's feet to just touch the ground when the rider is sitting on the seat
- should allow for the arms to be slightly bent as the body leans slightly forward holding the handlebars
- allows the rider to straddle the crossbar with both feet flat on the ground. If not, the bicycle is too big and unsafe. There should be about 3 cm between the bicycle and the rider's crutch for a medium or lightweight road bicycle. For a BMX or mountain bike there should be a 10 cm gap. If there is no crossbar, make the test from where the crossbar would be.

Bicycle Safety Guidelines

What does the Department of Education and Training and the RTA say?

The Department of Education and Training and NSW Centre for Road Safety (RTA) recommend that children under 10 years of age should cycle in a safe place off the road and away from vehicles and driveways. Children aged between 10 and 12 years of age should avoid cycling on or near busy roads.

Parents and carers are responsible for:

- maintaining their child's bicycle and ensuring their child always correctly wears an Australian Standards approved helmet when riding. Bicycles must be in a good, safe working order and must be fitted with a working brake and a bell
- ensuring their child is aware of and follows the road rules relating to bicycles. This includes the pedestrian's right of way on footpaths and using a bell as a warning when approaching a pedestrian
- reinforcing rules and safety advice for riding bicycles to and from school, as outlined in these guidelines and RTA advice brochures

Bicycle riders, who bring their bicycle onto school grounds, are responsible for:

- completing a Bicycle rider's agreement and the Bicycle rider's permission note, issued by the school. This is to be completed and returned to the Principal Mr Byrne.
- using the bicycle entry and exit points to Winston Hills Public School via the clinic gate and back gate entrance after 8.30am only. These are the only ways to access the school grounds by bicycle riders
- dismounting before entering the school grounds and walking their bicycles whilst on the school grounds
- storing their bicycle in the bicycle rack behind the living skills computer lab. Bicycles must be locked with a chain, padlock and identification tag supplied by the bicycle owner. Bicycles and helmets are brought and stored at school at the owner's risk.

Safe riding behaviours

- Students are to always correctly wear an Australian Standards approved helmet when riding.
- Students must always ride in a safe manner following these guidelines and the NSW roadrules relating to bicycles.
- Bicycles are not permitted to be ridden on school grounds, unless supervised by a teacher for practical bicycle lessons.
- Bicycles are not to be ridden in school grounds after school hours.
- Parents and carers will be notified if their child does not adhere to the school's bicycle safety guidelines. Students may not be allowed to bring their bicycles onto the school grounds if they do not follow the rules.

Endorsed by:

Principal

Mark Byrne

P & C

president

More information is available from:

NSW Centre for Road Safety, RTA: Information for parents and carers about safety on wheels - The law and safety advice for bicycles, foot scooters, skateboards and rollerblades at

<http://ols2.rta.nsw.gov.au/ebus/docs/rescat/pdf/8/1180/45092307safetyonwheels0409.pdf>1.

Department of Education and Training: Riding a foot scooter, skateboard or rollerblades to and from school

at http://www.curriculumsupport.education.nsw.gov.au/policies/road/travel/active/foot_scooters.htm

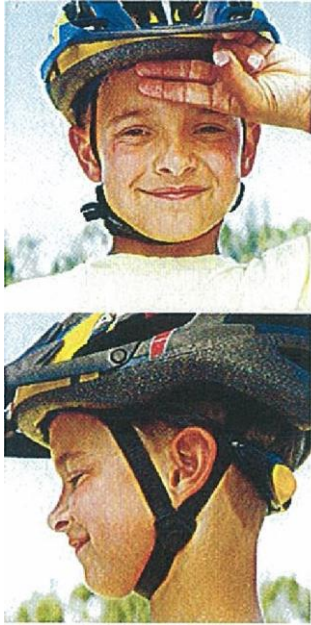
Information for parents and carers

A guide to correctly fitting a helmet

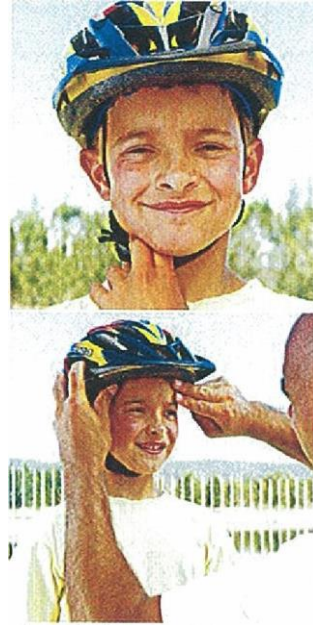
Always wear a helmet when you ride or skate

Can you place just two fingers between your eyebrows and your helmet?

Can you fit just two fingers between the helmet strap and your chin?



Do the straps join in a 'V' just below your ears?



Has an adult checked your helmet?

From the NSW
Road Safety, RTA Information for parents and carers about safety on wheels brochure

Centre for



WINSTON HILLS PUBLIC SCHOOL

ROAD SAFETY EDUCATION POLICY

RATIONALE

Road safety education at Winston Hills School is integral to the safety and wellbeing of our students. A whole-school approach involves our school, parents and carers working together to implement road safety education. It involves integrating the areas of curriculum, policy, ethos and environment and parents and community.

AIM

This policy aims to provide our school community with recommended guidelines for safe road use behaviour for pedestrians, passengers, bus commuters and bicycle riders.

ENVIRONMENTAL CONTEXT

Winston Hills Primary School is located on Hillcrest Ave in a residential area. Traffic flow is light during the day, peaking before and after school. There are two pedestrian access gates on Hillcrest Ave. The crossing gate leads directly to a pedestrian crossing, which is supervised before and after school. The

clinic gate is for pedestrians and bicycle riders.

There is a rear pedestrian entrance to the school, located from the park in Ixion Street.

This gate is also used by bicycle riders.

Bicycle riders may enter the school grounds after 8.30am via the clinic gate and back gate only.

Students are to store their bicycles in the bike racks situated outside the living skills computer room.

A teacher supervises afternoon bus duty for students to exit the school via the bus gate.

Most students travel to school by car. A number travel by foot, a minority travel by bus and a few children ride their bicycles to school.

There is limited parking directly outside the school on Hillcrest Ave. There are two school car park entrances into the school. One is located on Hillcrest Ave and is used by staff and delivery vehicles only. The gate is sign-posted to restrict unauthorised vehicle access. The car park entrance on Junction Road is also used as a kiss and drop zone for the Support Unit. The whole school can access this kiss and drop zone from 8.45 in the morning only.

CURRICULUM

Winston Hills Public School will provide teaching and learning programs that lead to the achievement of student outcomes as specified in the Personal Development, Health and Physical Education K-6 Syllabus (Board of Studies, NSW, 1999. Effective road safety education will provide our students with the knowledge, skills, and attitudes to help them make informed, safe decisions in the road environment.

Teaching and learning will be programmed as part of our school's PDHPE program. These programs include passenger, pedestrian and safety on wheels teaching and learning activities using the RTA Move Ahead With Street Sense kits. Bus safety education is provided as part of passenger and pedestrian safety.

Teaching and learning programs will:

- be implemented in each stage of learning
- provide students with learning experiences in the traffic environment e.g. using the pedestrian crossing on Hillcrest Avenue, safe bus travel and travel training in the Support Unit
- aim to address the road safety needs based on our local traffic environment
- reflect current road safety resources, information and research
- be appropriate to the level of understanding, needs and cultural differences of students

These teaching and learning experiences may be enhanced by:

- Participation in the annual Walk Safely to School Day.

POLICY, ETHOS AND ENVIRONMENT

The approach to road safety education programs at our school reflects the Department of Education and Training's Road Safety Education, Driver Education and Training Policy, 2007.

Current school practices that support road safety education programs are extensive. They include:

Managing the entry and exit of students by:

- identifying and promoting the safe use of pedestrian entry/exit gates
- identifying and promoting designated waiting areas for pedestrians, bus travellers
- supporting the RTA 's crossing supervisor positioned at the Hillcrest Ave pedestrian crossing before and after school
- developing and highlighting wet weather travel procedures for before and after school periods
- providing a teacher to undertake afternoon bus supervision duties
- having staff park in designated areas
- closing school pedestrian gates during from 9.00am-3.00pm
- maintaining signage to assist with risk management within school grounds e.g. signposting the car park driveway to restrict pedestrian or unauthorised access, staff only
- ensuring delivery truck drivers have designated areas in which to deliver goods
- reviewing and addressing the school traffic environment as needs arise

Managing the behaviour of students travelling to and from school by:

- reminding students of safe travel behaviour and enforcing the school's discipline code and school rules regarding safe travel to and from school, at assemblies, in newsletters and with individual students
- reinforcing the use of pedestrian crossings, wearing seatbelts as passengers, boarding, travelling and alighting from buses
- reinforcing the wearing of helmets and protective gear when riding bicycles
- school staff modelling and reinforcing appropriate road safety behaviours and attitudes whilst on excursions, during school activities e.g. sport, and around the school
- using excursions, sport and community walks as opportunities for students to practice and enhance their decision-making skills in the traffic environment
- highlighting new traffic environments/facilities outside and near to the school, as they are installed
- utilising the RTA resource, A Practical Guide to Addressing Road Safety Issues Around Schools, to resolve road safety issues around the school
- reducing misbehaviour on buses by using the guidelines Managing School Student Misbehaviour on Buses Information for Bus Operators and School Principals, NSW Department of Transport
- liaising with bus operators to outline expected bus travel behaviours and facilitate discussion on issues that arise
- supervising the safe travel of students by bus during excursions, sport and other related school activities
- ensuring safety guidelines are met when private motor vehicles are used by staff and Support Unit taxi drivers to transport students to school, home, sporting events or excursions.

PARENTS AND COMMUNITY

Our school currently provides parents and carers with information to reinforce road safety messages on a regular basis through:

- parent meetings, including parent teacher nights, P & C meetings
- newsletters, take home notes, fact sheets, RTA pamphlets/stickers
- the school website
- excursion permission notes
- assemblies
- school representative council (SRC)

- school foyer/library/community venues/on the school fence
- the distribution of the RTA Kindergarten Orientation Packs at Kindergarten Orientation, school information days/evenings and open days, high school orientation days
- safety days and community events, e.g. Walk Safely to School Day
- liaising with the local council's Road Safety Officer and school community to review and discuss traffic concerns in the school environment
- liaising with the NSW Police Service for speeding concerns outside the school and with the local council's Road Safety Officer for illegal parking

This information includes:

- laws, offences and penalties for illegal parking and driving in school zones
- correct use of road traffic facilities surrounding the school including using the pedestrian crossing, which is supervised before and after school
- limitations of children in traffic, and the danger of parked cars
- the importance of holding a young child's hand (up to 10 years of age) and closely supervising the travel of children up to 12 years of age
- safe bus travel and correct parking around bus zones/stops
- reinforcement of safe travel behaviours as a pedestrian, car and bus passenger on the bottom of parental permission notes for students travelling on school related activities
- safe use of bicycles by students to and from school
- school guidelines for the use and storage of bicycles by students for travel to and from school
- messages designed by students promoting safe road use
- use of private motor vehicles by staff, parents and students for travelling to and from school and school related activities such as sport, excursions
- updates on changes to traffic law and RTA/police campaigns

Parents, carers and the wider school community are asked to support student road safety behaviours by:

- modelling safe road user behaviour and abiding by NSW Road Rules
- parking vehicles correctly outside the school and observing all parking signs in and around the school site
- encouraging young students up to 10 years of age to hold an adult's hand in the traffic environment
- actively supervising the travel of young students, particularly those up to 12 years of age
- ensuring that children are adequately protected when travelling in cars through the use of seat-belts and suitable seating restraints (child seats, booster seats)
- reading and discussing the bicycle, foot scooter, skateboard and rollerblades rider's agreement with your child/ren and completing and returning the bicycle, foot scooter, skateboard and rollerblade rider's permission note to Mr Byrne prior to your child riding to school
- ensuring that children play safely on wheels (bicycles, foot scooters, rollerblades, skateboards) by providing protective gear, helmets and well-maintained equipment
- reinforcing the safety messages delivered at school
- bringing road safety issues in and around the school to the attention of school staff
- using the designated entry and exit gates to the school

EVALUATION

This policy will be evaluated as the need arises and in line with current DET policies and documentation. This Road Safety Education Policy was written on 23 October 2017.

