

*Bolwarra Primary School*  
*School Information Booklet*  
*2017*

Dear Parents,

Welcome to Bolwarra Primary School. We hope that your child's stay at this school will be a productive one both educationally and socially.

Bolwarra is very much a "family school" that provides for success in a secure, happy and attractive rural setting. The education process requires students, teachers and parents to work together as a team. As a parent at Bolwarra School you can play a vital role in your child's educational development by **POSITIVELY** involving yourself with your child's work, supporting school activities and maintaining regular contact with the class teacher.

This booklet provides details of the organisation of the school and general information. If you have any further queries, don't hesitate to contact the school office on 5529 2374.

Lee Gibbons  
Principal

[gibbons.lee.a@edumail.vic.gov.au](mailto:gibbons.lee.a@edumail.vic.gov.au)

## SCHOOL PROFILE

*History tells us that Bolwarra was a tribal chief of the Gournditch-jmara tribe.  
This much respected district school continues to be a strong and central link  
for the Bolwarra Community.*

Bolwarra is very much a family school with a history dating back to the 1850s. The school is located (38°16.889S & 141°36.880E) eight kilometres north of Portland on the Princes Highway in undulating foothills; a picturesque rural setting, made unique by its orchards and farming surrounds. As the school has a widely spread population, many children use the school bus network. Bolwarra draws together a community which is dedicated to supporting its school; a school that provides for success in a secure, happy and attractive rural setting.

The **School's purpose** is clearly stated:

**To provide a supportive school community which engages and challenges the students to strive for their personal best in order to become valued members of the local and global community.**

The values which form the basis of the actions of the whole school community are:

- Respect for each other and our environment
- Integrity in all our actions
- Care, commitment and responsibility
- Confidence to approach the new and the familiar
- Excellence in teaching and learning
- Individual success.
- Persistence & Resilience
- Working restoratively

The curriculum is further supported by excellent facilities, which include computers and ipads in each classroom (including interactive Whiteboards), a Science room, an Art room, MARC room (Mobile Area Resource Centre) and a large Multi Purpose room. The school grounds include football oval, soccer pitch, cricket pitch, basketball court and an outdoor classroom for our environmental program (Vegetable Garden), with additional access to tennis courts. The landscape has been developed with native and deciduous trees as a joint venture between parents, teachers and the children.

*The school emblem's converging arrows represent the spirit of  
students, parents, teachers and the community working as one  
using the "You Can Do It" principles.*

### SCHOOL OATH

As a student of Bolwarra School, I promise to try my best at all times.

As a school we are tolerant, fair and honest. We bounce back from disappointments.

We believe in Academic Excellence and the 5 Foundations of You Can Do It: Persistence, Resilience, Organisation, Getting Along and Confidence.

Nothing is Impossible.

## **SCHOOL'S STRATEGIC PLAN 2015 -2019**

The Strategic Plan has goals and strategies under the following four areas:

### **ACHIEVEMENT**

By the end of this plan we will ensure the personalised learning needs of all students are met so that there will be clear evidence of all students achieving expected or greater than expected learning growth.

### **ENGAGEMENT**

By the end of this plan we will develop a student-centred learning environment based on high expectations across the community so that all students are engaged, stimulated, and active participants in their personal learning.

### **WELLBEING**

By the end of this plan we will ensure the home-school learning partnership is both meaningful and effective so that all students are more connected to the school and their peers.

### **PRODUCTIVITY**

By the end of this plan we will develop and implement a resourcing strategy that supports the physical, human and social resourcing requirements associated with this SPP so that all targets associated with the plan are achieved.



## GENERAL INFORMATION

### 2016 Classes

Prep :	15 students	Miss Kylee McDonald
Grade 1/2:	18 students	Mrs Josie Englezos
Grade 2/3:	17 students	Mr Craig Cummins
Grade 4/5:	21 students	Mrs Beth Arthur
Grade 5/6:	18 students	Mr Adam Thompson

### Specialists

P.E./Health:	Mr Lee Gibbons
Art/Library:	Mrs Sally Poehland
Reading Recovery:	Mrs Josie Englezos
Office Manager	Mrs Nicole Chapple
Cleaner/Newsletter Co-ordinator	Mrs Freddie Phillips
Chaplain	Mr John Simpson
School Support Staff	Mrs Wendy McCarthy
	Miss Brooke Smith
	Mrs Leah Perkins

### School Times

Commences.....(bell rings)	9.00 am	-	morning assembly on a Monday
Morning Recess .....	11.00 am	-	11.30 am
Lunch.....	1.30 pm	-	2.30 pm
Dismissal.....	3.30 pm		

The school is staffed from 8.15 am to 4.05 pm each day for Bus Duty. Children left at the school outside these hours are the parents' responsibility.  
A teacher will be on duty in the yard during all recesses.

### Weekly Newsletter

Each Thursday a Newsletter is distributed to the eldest child in the family. In this way we hope to keep families up to date with school happenings, items of interest applicable to the children's education and relevant district news.

Please check that your child gives you your newsletter and read it as it is an important means of communication.

The school also has a closed Facebook page which you can join once your request has been approved.

### Reporting to Parents

Parent / Teacher interviews are conducted at the end of term one or the start of term 2. Written reports are provided at the end of term 2 and term 4. Parents may request an interview with a teacher or the principal at any time.

**IT IS IMPORTANT THAT IMMEDIATE CONTACT BE MADE WHERE ANY PROBLEM ARISES VIA THE CORRECT CHANNELS.**

## School Uniform

### The wearing of school uniform is compulsory.

The following clothing options are available for children to wear:

- School Rugby Tops
- Bottle Green windcheaters.
- Bottle Green or Navy polo shirts.
- Grey or Navy pants/tracksuits.
- Girls may wear green skirts or green & white checked dresses.
- Socks (white, grey, green, black).
- Green or Navy skivvies
- Grey or navy shorts
- Green/Grey tights maybe worn under dresses (not leggings)



**Hats:** Green wide brim hat - **MUST BE WORN** from September to May.

**Beanies:** Bottle green or navy beanies (with school logo or no logo) may be worn in the cold weather

**Footwear:** Appropriate footwear ie. School shoes, sneakers, elastic sided boots, sandals with enclosed toes - **NO THONGS OR GUM BOOTS**

### Purchasing:

**Hats:** The school has a supply of wide brim hats available at the school for \$10 each.

**Clothing:** The school takes orders for rugby tops, tracksuits & polo shirts each year OR items can be purchased from Squiddlydids (Portland) or numerous large clothing outlets such as Target.

**ALL CLOTHING SHOULD BE NAMED to allow easy identification if lost / misplaced.**

## School Bank

The children's School Bank accounts are lodged with the Commonwealth Bank of Victoria, Portland Branch (Commonwealth Bank Dollarmites Accounts).

## Library

The Mobile Area Resource Centre (MARC) Van and Librarian visit the school weekly with each class.

- Children are to have a Library Bag to carry their books, a large drawstring bag being ideal.

## Book Club

Good quality books can be purchased from the Scholastic Australia BookClub. Orders are sent home on a regular basis.

## School Buses - general

Children are entitled to travel to school on Government school buses provided the distance from your gate to school is at least 4.8km, no other primary school is closer to you and depending on whether a service is available.

Four buses are coordinated by the Portland Secondary College and one bus by Bolwarra Primary School. Children who are unable to obey the rules set down by the school or the driver will be refused permission to travel on the buses.

## School Levies

The School Council has set the annual school levy at **\$276 per child** (10 swimming lessons included). This levy is used to enhance your child's educational program.

## Emergency Procedures

In the case of an emergency situation such as a fire the School Council has drawn up a Displan procedure which would be put into operation to ensure pupil safety.

Fire drills will be undertaken from time to time to ensure pupils are familiar with the procedures.

**Our school will be closed on days of EXTREME Bushfire risk.**

## School Lunches

The school offers a canteen service on every Friday otherwise children require a packed lunch each day. We like to encourage the children to have a nutritional lunch to help them through the day.

The following items are **NOT PERMITTED** at school: **lollies, soft drink, chips, chewing gum or bubble gum.**

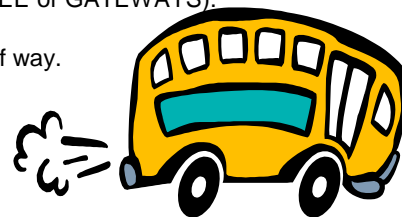
During the cooler months of terms two and three, children may bring lunches to heat in the pie heater.

- Food must be defrosted, and wrapped in foil with the **name and grade of child** clearly indicated.

### Traffic Movement

Parents dropping off or collecting children from school are asked to follow these basic rules:

- enter and exit car park via Robertson's Road only.
- park in areas provided (DO NOT BLOCK DRIVEWAY AROUND TREE or GATEWAYS).
- keep speed to a minimum and keep an eye out for children.
- cars to keep to left around the bus turning circle, buses have right of way.



### Camping / Excursion Program

The school offers a progressive camping program for all classes.

- Prep/one - major excursion
- 2 - overnight sleep at school
- 3/4 - 2 nights / 3 days camp at a venue within an hour of Portland.
- 5/6 - 4 nights / 5 days camp with the venue altering each year (2017 Melbourne, 2018 Camp Cooriemungle)

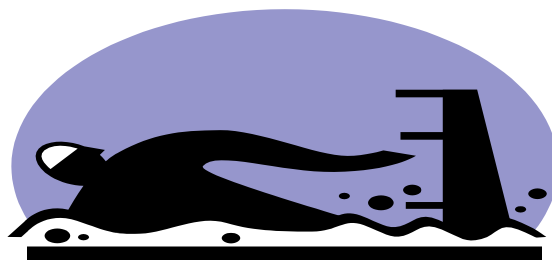
### Cultural Activities/Artist in Residence

In view of our relative isolation every attempt is made to involve all children in a variety of cultural experiences. These include visiting artists (musical, dramatic, dance etc) and where appropriate travel to attend performances at other centres.

Every year in Term 4 we will have an Artist in Residence. This normally involves someone working with our students for 2 days and ends in a night time concert/activity.

### Swimming Program

The school offers an intensive swimming program organised by THE PLACE in Portland. The program develops water confidence, survival skills and stroke techniques.



## Bolwarra School Council

The School Council is the management Committee of the School. It is responsible for handling the finances, maintaining and developing the buildings and grounds, providing for the needs of children and staff, setting the policies of the school and generally overseeing the total operation of the school.

The School Council is made up of parents and teachers, thus providing different points of view on all matters of importance. There are seven parent representatives, four teacher representatives and two community representatives on the council.

The Annual General Meeting of the School Council, which includes annual elections for new members takes place in March each year. The term of office is two years with members eligible for re-election for a further term. School Council meets on the first Tuesday of each month.

The current School Council is:

President:	Mrs Anna Impey
Vice President:	Mrs Debra Schultz
Parent Members:	Mrs Janie Jacobson Mrs Karen Field Mr Casey Taylor Mr Lucas Munday Mr Simon Goode
Staff Members:	Mr Lee Gibbons Mrs Nicole Chapple Mrs Beth Arthur

\* Parents are encouraged to pass on any suggestions or concerns to any School Council member.

## Bolwarra Parents' Club

The Bolwarra Primary School Parents' Club meets on a Wednesday morning at 9.15 once each month in the staffroom. **New members are encouraged.**

President 2016 – Mrs Bonnie Taylor

The Parents' Club plays a vital role at the Bolwarra School. The students and staff benefit greatly from their fundraising activities and suggestions are developed for School Council consideration.

### Lunch Orders

Every Friday. A Lunch order slip goes out with Thursday's newsletter, this is due back the following Tuesday. Correct money is needed as no change given.

### Lunch Helpers

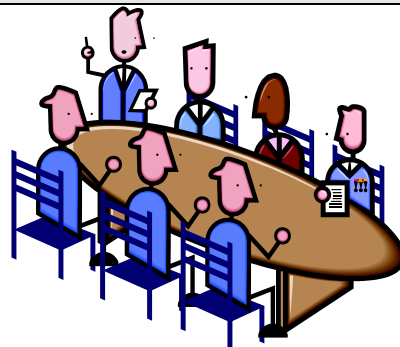
Roster worked out at the start of each term. Parents encouraged to put their names down to help, kids love having their parents help.

### Mother's Day/ Father's Day Stalls

We hold a stall the Friday before the special days. Children can bring \$5 only and buy small presents.

### Disco's

One per term is held on a Friday evening at the Bolwarra Hall.



## Parents can make a significant contribution to the successful operation of our school by:

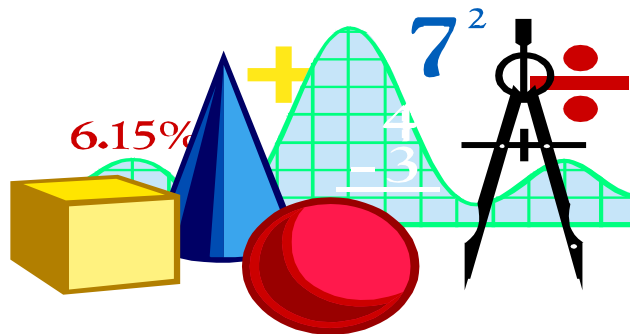
- Being aware of and supporting the School's discipline policy.
- Communicating any problems directly to the school through the appropriate channels.
- Participating in, and contributing to fundraising activities.
- Reading the newsletters and other relevant information.
- Attempting to meet all financial commitments to the school.
- Providing absence notes as required.
- Being involved with the School Council and Parents' Club.
- Becoming involved with curricula and co-curricula activities.
- Attending parent / teacher interview sessions.
- Actively supporting their child's educational program.
- Responding to surveys.

## Prep Children

It would help greatly if your child had experience with the following before starting school:

1. Dressing: zips, buttons, press-studs, buckles.
2. Putting on shoes: tying shoe laces.
3. Reading their name and recognising their own belongings.
4. Going to the toilet by themselves: washing hands after using the toilet.
5. Listening to stories read or told by parents.
6. Recognising colors.
7. Eating a packed lunch in the right order. (Gladwrap is hard for Preps to undo).
8. Talking: encourage your child to talk about his experiences. Encourage him to talk in sentences
9. Small responsible jobs to do: eg. drying dishes, tidying toys, wiping the table, collecting wood.
10. Being responsible for money and messages so that they can bring these to school without losing them.
11. Telling their full name and address.
12. Remembering little songs and rhymes.
13. Using a handkerchief.
14. Visits to the Portland Swimming Pool.
15. Riding a bike without training wheels.

Some children who may be old enough to attend school are not ready to go. They may be physically small, emotionally or socially immature. These children would be better off with another year at home or at Kindergarten. Many children are sent to school too early and have to struggle along or repeat their Prep year.





## Illness and Infectious Diseases

Please do not send your child to school if they are feeling ill or have not fully recovered from an illness. Your child will not be fully receptive to learning and our facilities for caring for sick children are limited. A child who becomes ill whilst at school will be cared for until parents are able to collect the child. Some diseases require your child be excluded from school.

### School Exclusion Table:

<b>Amoebiasis</b>	Exclude until diarrhoea has ceased	<i>Contacts:</i> Not excluded.
<b>Campylobacter</b>	Exclude until diarrhoea has ceased.	<i>Contacts:</i> Not excluded.
<b>Chickenpox</b>	Until fully recovered or at least 5 days after the eruption first appears. NOTE: Some remaining scabs are not an indication for continued exclusion. <i>Contacts:</i> Not excluded.	
<b>Conjunctivitis</b>	Until discharge from eyes has ceased.	<i>Contacts:</i> Not excluded.
<b>Cytomegalovirus Infection</b>	Exclusion not necessary.	
<b>Diphtheria</b>	Until medical certificate of recovery is received following at least 2 negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics & the other 48 hours later. <i>Contacts:</i> Family/household contacts until cleared to return by the Secretary.	
<b>Glandular Fever</b>	Exclusion not necessary.	
<b>Hand, Foot &amp; Mouth Disease</b>	Until all blisters have dried <i>Contacts:</i> Not excluded.	
<b>Haemophilus type b (Hib)</b>	Until medical certificate of recovery is received. <i>Contacts:</i> Not excluded	
<b>Hepatitis A (infectious hepatitis)</b>	Until receipt of a medical certificate of recovery is received but not before 7 days after the onset of jaundice or illness <i>Contacts:</i> Not excluded.	
<b>Hepatitis B &amp; C</b>	Exclusion not necessary.	<i>Contacts:</i> Not excluded.
<b>Herpes(cold sores)</b>	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible. <i>Contact:</i> Not excluded	
<b>HIV/AIDS Virus</b>	Exclusion is not necessary unless the child has a secondary infection. <i>Contacts:</i> Not excluded.	
<b>Impetigo (School Sores)</b>	Until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing. <i>Contacts:</i> Not to be excluded.	
<b>Leprosy</b>	Until approval has been given by the Secretary.	<i>Contacts:</i> Not excluded.
<b>Measles</b>	Until at least 4 days after the onset of rash. <i>Contacts:</i> Non-immunised contacts must be excluded for 14 days from the first day of appearance of rash in the last case unless immunised within 72 hours of first contact.	
<b>Meningitis(bacteria)</b>	Until well.	
<b>Meningococcal Infection</b>	Until adequate carrier eradication therapy has been completed. <i>Contacts:</i> Not excluded if receiving carrier eradication therapy.	
<b>Molluscum contagiosum</b>	No exclusion	
<b>Mumps</b>	For 9 days or until swelling goes down (whichever is sooner) <i>Contacts:</i> Not excluded.	
<b>Parvovirus (Slap Cheek)</b>	No exclusion	
<b>Poliomyelitis</b>	Until at least 14 days after onset of illness, and until a medical certificate of recovery from infection. <i>Contacts:</i> Not excluded.	
<b>Ringworm, Scabies, Pediculosis (Head Lice)</b>	Until appropriate treatment has commenced. <i>Contacts:</i> Not excluded.	
<b>Rubella (German Measles)</b>	Until fully recovered or for at least four days after the onset of rash. <i>Contacts:</i> Not excluded.	
<b>Salmonella, Shigellosis</b>	Until diarrhoea ceases.	<i>Contacts:</i> Not excluded.
<b>Streptococcal Infection (Including Scarlet Fever)</b>	Until child has received antibiotic treatment for at least 24 hours & the child feels well. <i>Contacts:</i> Not excluded.	
<b>Trachoma</b>	Until appropriate treatment has commenced.	<i>Contacts:</i> Not excluded
<b>Tuberculosis</b>	Until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious. <i>Contacts:</i> Not excluded.	
<b>Typhoid &amp; Paratyphoid Fevers</b>	Until approval approval has been given by the Secretary, <i>Contacts:</i> Not excluded unless considered necessary by the Secretary.	
<b>Whooping Cough</b>	Exclude the child for 5 days after starting antibiotic treatment. <i>Contacts:</i> Exclude unimmunised household contacts aged less than 7 years and close child care contacts for 14 days after the last exposure to infection or until they have taken 5 days of a 10 day course of antibiotics.	
<b>Worms(Intestinal)</b>	Exclude if diarrhoea present <i>Contacts:</i> Not excluded	

# Student Engagement

## POLICY

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### School Profile:

Bolwarra Primary School is located 8 kilometres north of the city of Portland in Victoria's south west. The school has existed in some form since 1850. The school setting is very attractive and the outlook from the school is rural with orchards and farms in close proximity. The school has a long history of community support and forms a focus for a close-knit community.

The school enjoys a very supportive parent community. Parents work as volunteers to maintain the school environment, organize fund raising and social activities, join school council and parents club, and are in the school daily, helping in the classroom, the library, at sporting events and on excursions.

### **Rewarding Excellence at Bolwarra**

To provide a supportive school community which engages and challenges the students to strive for their personal best in order to become valued members of the local and global community.

The values which form the basis of the actions of the whole school community are:

- Respect for each other and our environment
- Integrity in all our actions
- Care, commitment and responsibility
- Confidence to approach the new and the familiar
- Excellence in teaching and learning
- Individual success
- Working Restoratively

To build the engagement of all students and their families in the life of the school and maintain a strong focus on student resilience and individual wellbeing.

Maintain a broad range of wellbeing programs to promote individual student wellbeing and connectedness to peers and school.

We achieve the above aims by having a range of positive programs run throughout the school year. We run an award system based on the foundations of 'You Can Do It!' and academic excellence. Students will be caught 'getting along', 'being organised', 'showing confidence', 'showing persistence', 'being resilient' and showing 'academic excellence'.

In the Newsletter, at assemblies and in class we will concentrate on what the different foundations mean and what "Habits of the Mind" go with each foundation.

We will catch our students demonstrating the behaviours required in the classroom and the playground, and provide behaviour specific feedback, including the use of behaviour-specific feedback cards.

When a student has been caught 10 times they are then eligible for a reward, then for 20 times and 50 times.

Students will be rewarded with their name in the newsletter and with a certificate presented to them at Afternoon Assembly.

Once per term a class will get the opportunity to nominate exceptional students from their grade. Normally 3 will be nominated but this number could be more or less. Students can be nominated more than once per year.

Exceptional Students are those that show the foundations of "You Can Do It!" all the time.

Exceptional Students will be rewarded with their photo in the newsletter, on the noticeboard and with a certificate presented to them at Afternoon Assembly.

The front pages of the weekly newsletter will be devoted to the achievements of the students. Afternoon Assemblies on a Friday will be a time for celebration. All students will have the opportunity to demonstrate their successes.

Each school year will start with each class being involved in the Learning How to Learn program. Part of the program will involve each grade establishing a mission statement for their grade, class rules and values that they abide by throughout the school year.

Each term a behaviour audit will be conducted with students from Grade 3 to 6. The audit gives the students the opportunity to anonymously name students who have bullied or cyber bullied them or students that have been

## Bolwarra Primary School



“Nothing is Impossible”

Academic Excellence

particularly kind to them. The Principal will follow up with students named with Restorative Practices or individual behaviour plans. Students who are named by a lot of other students as being particularly nice will be rewarded with a special certificate with the comments from their peers highlighted.

Restorative Practices forms the major approach of dealing with student behavioural issues. Restorative Practices may be used to sort out issues between students. If needed 'No Blame' conferences will be conducted to solve major group issues. Students will be taught how to give a sincere apology and also how to receive an apology. Students do not have to accept an apology and if they don't the matter will be dealt with by the Principal guided by the Student Behaviour Levels.

At times, schools enrol students who have lived through very difficult or traumatic life circumstances and, as a result, present with very challenging behaviors at school. These students may need significant help with managing relationships within the school setting. They may also need help with their emotional self-regulation as they may have a very strong fight/flight or freeze response when they feel anxious or threatened. With this type of support, crisis events can be minimised. However, one or more crisis events still may occur during the school year. During crisis, the emotional and physiological responses of these students can be beyond their control and the planned and calm responses of key adults from this school will be required to manage the event both during and after it occurs. (Note: Research has shown that during and after a crisis event the best emotional, relational and behavioral outcomes can occur for a student if this event is viewed as a learning opportunity, rather than an event that needs disciplinary response)

It is understandable that staff, students or community members who are present during the crisis, or who hear of the event after the crisis, may be concerned. Please note that all reasonable efforts will be taken to hear and address these concerns, but at no time will confidential information about the student who has experienced the crisis be shared with others without appropriate and informed consent.

### **Rights & Responsibilities:**

All students and staff have the right to:

- feel safe and happy
- learn and teach without interference & interruption
- be treated with respect & feel valued
- know that their property is safe
- be in a clean & tidy school
- communicate & be listened to
- share the school's equipment & space
- have support to solve conflicts & problems

All students, staff and parents have a responsibility to:

- work to the best of their ability
- be fair and kind to other people in the school
- work and play well with others
- share equipment and teachers' time
- play and work safely
- care for other people's and school's property
- follow school rules

### School actions & consequences

The following is consistent with the Equal Opportunity Act, Charter of Human Rights and Responsibilities, Disability Standards for Education 2005 and the Education and Training Reform Act.

#### Student Behaviour Levels

Level	Behaviours	Action/ Consequences
Low	<ul style="list-style-type: none"> <li>A. Leaving the school ground to retrieve a ball without asking.</li> <li>B. Disrupting the learning of others.</li> <li>C. Running on concrete.</li> <li>D. Littering.</li> <li>E. Playing in an unsafe manner.</li> <li>F. Eating in a non- eating area</li> <li>G. Telling lies.</li> <li>H. Being late for class.</li> <li>I. Misuse of sports equipment.</li> <li>J. Not wearing school hat in terms 1 and 4.</li> <li>K. Interfering with other people's play.</li> </ul>	<ul style="list-style-type: none"> <li>a. Discussion of behaviour and expectations/rules in social context using Restorative Practices.</li> <li>b. Consequence where deemed necessary as relevant to the behaviour.</li> </ul>
Medium	<ul style="list-style-type: none"> <li>A. Teasing/Put Downs.</li> <li>B. Deliberate use of inappropriate words.</li> <li>C. Throwing any missile inappropriately.</li> <li>D. Throwing sticks, stones or sand.</li> <li>E. Physically hassling others by touching, pushing, shoving, pinching.....</li> <li>F. Leaving classroom without permission.</li> <li>G. Interfering with other people's work.</li> <li>H. Deliberate damage to school environment.</li> <li>I. Deliberate damage to another person's property.</li> <li>J. Stealing.</li> <li>K. Deliberately encouraging others to fight, tease.....</li> </ul>	<ul style="list-style-type: none"> <li>a. Discussion of behaviour and expectations/rules in social context using Restorative Practices resulting in verbal/written apology or loss of privileges or cleaning/repair of damage etc.</li> <li>b. Record incident on Student Behaviour Record.</li> </ul>

High	<p>A. Fighting (full-on, punching, slapping, biting, spitting....).</p> <p>B. Bullying (ongoing harassment, persistent, deliberate).</p> <p>C. Cyber Bullying (ongoing harassment, persistent, deliberate).</p> <p>D. Refusing to obey a reasonable instruction given by a staff member.</p>	<p>a. Principal notified.</p> <p>b. Time-out under Principal's supervision until conference is held.</p> <p>c. Parents notified through a letter of the need to attend a conference.</p> <p>d. Parents attend conference.</p> <p>e. Written apology or loss of privileges or cleaning/repair of damage to repair the harm caused</p> <p>f. Record incident on Student Behaviour Record.</p> <p>g. Student is placed on an Individual Behaviour contract.</p>
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**Dangerous, serious, unsafe, excessive and/or persistent behaviours at any level may attract higher level actions/consequences .i.e. suspension, expulsion**

### **Individual Behaviour Contracts**

Individual Behaviour Contracts are made between the student, Principal and at least one parent. It will consist of:

Duration of Agreement

Behaviours that need to change

How I will do it

How my Principal will help

How my Parent/s will help

Consequence if Behaviour doesn't Improve

What happens If my Behaviour Improves

When a student repeats a behaviour that has been agreed that needs changing the student will receive a letter that needs to be signed by the parents.

Where suspensions or expulsions are being considered or occur immediately department guidelines will be followed. In these cases Student Support Group will be utilized along with the assistance from SSSO's.

- Suspensions & Expulsions as per Guidelines p50 & 53

This school has procedurally fair processes for managing student behaviour. Corporal punishment is prohibited in all government schools. Corporal punishment is not used at this school under any circumstance.

#### **Evaluation:**

- This policy will be reviewed every 3 years as part of the school's regular review cycle.

### **School actions & consequences**

The following is consistent with the Equal Opportunity Act, Charter of Human Rights and Responsibilities, Disability Standards for Education 2005 and the Education and Training Reform Act.

<b>Student Behaviour Levels</b>
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<b>Level</b>	<b>Behaviours</b>	<b>Action/ Consequences</b>
<b>1</b>	<ul style="list-style-type: none"> <li>L. Leaving the school ground to retrieve a ball without asking.</li> <li>M. Disrupting the learning of others.</li> <li>N. Running on concrete.</li> <li>O. Littering.</li> <li>P. Playing in an unsafe manner.</li> <li>Q. Eating in a non- eating area</li> <li>R. Telling lies.</li> <li>S. Being late for class.</li> <li>T. Misuse of sports equipment.</li> <li>U. Not wearing school hat in terms 1 and 4.</li> <li>V. Interfering with other people’s play.</li> </ul>	<ul style="list-style-type: none"> <li>a. Discussion of behaviour and expectations/rules in social context using Restorative Practices.</li> <li>b. Consequence where deemed necessary as relevant to the behaviour.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>L. Teasing/Put Downs.</li> <li>M. Deliberate use of inappropriate words.</li> <li>N. Throwing any missile inappropriately.</li> <li>O. Throwing sticks, stones or sand.</li> <li>P. Physically hassling others by touching, pushing, shoving, pinching.....</li> <li>Q. Leaving classroom without permission.</li> <li>R. Interfering with other people’s work.</li> <li>S. Deliberate damage to school environment.</li> <li>T. Deliberate damage to another person’s property.</li> <li>U. Stealing.</li> <li>V. Deliberating encouraging others to fight, tease.....</li> </ul>	<ul style="list-style-type: none"> <li>c. Discussion of behaviour and expectations/rules in social context using Restorative Practices resulting in verbal/written apology or loss of privileges or cleaning/repair of damage etc.</li> <li>d. Record incident on Student Behaviour Record.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>E. Fighting (full-on, punching, slapping, biting, spitting....).</li> <li>F. Bullying (ongoing harassment, persistent, deliberate).</li> <li>G. Cyber Bullying (ongoing harassment, persistent, deliberate).</li> <li>H. Refusing to obey an reasonable instruction given by a staff member.</li> </ul>	<ul style="list-style-type: none"> <li>a. Principal notified.</li> <li>b. Time-out under Principal’s supervision until conference is held.</li> <li>c. Parents notified through a letter of the need to attend a conference.</li> <li>d. Parents attend conference.</li> <li>e. Written apology or loss of privileges or cleaning/repair of damage to repair the harm caused</li> <li>f. Record incident on Student Behaviour Record.</li> <li>g. Student is placed on an Individual Behaviour contract.</li> </ul>

**Dangerous, serious, unsafe, excessive and/or persistent behaviours at any level may attract higher level actions/consequences .i.e. suspension, expulsion**

## A MESSAGE FROM SCHOOL COUNCIL

Dear Parents,

Please have a talk together about the points contained in this booklet. Talk about what is meant by the rights and responsibilities of teachers, parents and children while at school.

Discuss why and how the school rules were decided upon and the importance of everybody obeying them if we are to have a happy, safe school. Also look at, and talk about, the consequences of not keeping within the rules.

Thank you for your help,

*Staff and School Council.*

