Clovelly Public School

Student Welfare

Good Discipline and Effective Learning Policy

2011
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Clovelly Public School Statement of Purpose:
To foster a safe and positive community of learners who are guided to achieve their best, in an environment that values differences, caters to the individual and builds respect for all.

At Clovelly Public School teaching and learning occur in a context of student welfare

The Student Welfare: Good Discipline and Effective Learning Policy is set as follows:

- Teaching and Learning.
- Positive Climate and Good Discipline.
- Community Participation.
- General Procedures
- Concepts Embedded in Student Welfare: Good Discipline and Effective Learning.
- Practices to Promote Quality Teaching, Positive Climate and Good Discipline.
- Recognising and Reinforcing Student Achievement
- Reducing Unacceptable Behaviour
- Anti Bullying Code
- Sun Policy, Homework Policy,
- Procedures for Suspension and Expulsion
Teaching and Learning

Objective
To enhance effective learning and teaching by:

- Providing relevant curriculum, assessment and a variety of pedagogical approaches which embrace the three dimensions of the Quality Teaching framework:
  - Intellectual quality
  - Quality learning environment
  - Relevance of students’ work
- Encouraging students to take responsibility for their own learning and behaviour
- Identifying and catering for the individual learning needs of students
- Establishing well-managed teaching and learning environments
- Ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant
- Providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- Identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time
- Ensuring that gender and equity issues are recognized and addressed across curriculum

Outcomes

- Students will be active participants in the learning process.
- Coordinated student services will provide effective support to classroom programs.
- The learning experiences of students will affirm their individuality and be positive and satisfying.

Results for Students

- Students will participate in decisions about their own learning.
- Students will pursue a program of learning relevant to their needs and aspirations.
- Students will develop an understanding of themselves as well as skills for positive, socially responsible participation.
- Students will develop competencies which enhance the quality of their relationships with others.
- Students will feel valued as learners.
Positive Climate and Good Discipline

Objective
To enhance school climate and discipline by:

- Maximizing student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice
- Providing opportunities for students to demonstrate success in a wide range of activities
- Developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- Establishing clear school rules which are known and understood by all school community members
- Monitoring attendance and ensuring that students attend school regularly
- Valuing difference and discouraging narrow and limiting gender stereotypes
- Incorporating students’ views into planning related to school climate and organization
- Establishing networks to support students and making sure that students and parents know about, and have ready access to, this support
- Recognizing the relationship between student and staff welfare and ensuring that staff welfare is also a priority
- Providing resources and opportunities for students to gain leadership experience using a range of mechanisms.

Outcomes

- The well-being, safety and health of students and other community members will be priorities in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs and procedures.
- The discipline code of the school will provide clear guidelines for behaviour which are known by staff, students and parents who have contributed to their development.
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The school will reflect the values of its community and will welcome the participation of community members in the life of the school.
- The school will be an inclusive environment which affirms diversity and respects difference.

Results for Students

- Students will be safe in the school environment.
- Students will know what is expected of them and of others in the school community.
- Students will be able to learn without disruption from unruly behaviour.
- Students will be provided with appropriate support programs.
- Students will contribute to decision making in the school.
- Students will participate in all aspects of school life as equals.
- Students will value difference.
- Students will be respected and supported in all aspects of their schooling.
- Students will know and understand their school’s organization and know about student participation in student representative council (SRC)
Community Participation

Objective
To enhance community participation by:

- building learning communities in which staff, students and parents/carers work together for planned results
- encouraging parents/carers and community members to participate actively in the education of young people and in the life of the school
- acknowledging parents/carers as partners in school education
- encouraging students to have a sense of belonging to the school community
- assisting families to gain access to support services in the community
- fostering close links with the wider community
- encouraging links between parent/carers and student representative groups
- inviting parents/carers to share their skills and experiences in the school community
- supporting students and their parents/carers in making decisions about learning programs
- recognizing students’ families, culture, language and life experiences.

Outcomes

- There will be strong links between students, staff, parents/carers and other members of the school community.
- Parents/carers and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour.
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider community.
- Students, parents/carers and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.
- Staff will facilitate parent/carers and community involvement in a range of school activities.

Results for Students

- Students will be supported by parents/carers and community participation in school activities.
- Students will value the school as an integral part of the community.
- Students and their families will know how to gain access to relevant support services in the community.
- Students will be partners with parents/carers and teachers in the teaching and learning processes at school.
Concepts Embedded in the Clovelly Student Welfare: Good Discipline and Effective Learning Policy.

Values Education

Values lie at the heart of the identity, customs and traditions that unite us all as Australians. Student Welfare at Clovelly Public School encompasses everything our school community does to meet the personal, social and learning needs of our students. This is achieved through our Core Values:

- Being a clear and effective communicator
- Being an effective decision maker
- Valuing self and others
- Valuing our school
- Striving to reach a personal best
- Values learning
- Being an effective team player

We have created a safe, caring school environment in which our students are nurtured as they learn. We incorporate effective discipline, preventative health and social skills programs and collaborative early intervention when problems are identified.

(Reference: Student Welfare, Good Discipline and Effective Learning Student Welfare Policy, 1996 NSW Department of School Education, Student Welfare Directorate.)

School Organisation of Good Discipline and Effective Learning

- The key to the success of this policy is consistency: at each stage the teachers, students and parents need to know what happens next.
- All behavioural incidents should be signed and dated by the teacher who deals with the initial incident.
- It is important that the outcome of any incident be recorded, signed and dated.
- Each classroom should have displayed clearly:
  - Core Values
  - Class Rules
  - Wet Weather Rules
  - School Rules
  - Students Rights and Responsibilities
- Each classroom will have a red dot card, which hangs at the front of the room. This card is to be sent to the Principal/Supervisor if a student is behaving in a way that places themselves or other students in danger or an emergency.
# Clovelly Public School Rules

**Care for Others**  
**Be Safe**  
**Respect Property**

## Student Rights and Responsibilities.

<table>
<thead>
<tr>
<th>I have the right to:</th>
<th>I have the responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be spoken to kindly.</td>
<td>Speak kindly to others.</td>
</tr>
<tr>
<td>Be included and accepted by others.</td>
<td>Include and accept others.</td>
</tr>
<tr>
<td>Be helped when I need it.</td>
<td>Help others when they need it.</td>
</tr>
<tr>
<td>Know my belongings are safe.</td>
<td>Leave other people’s property alone.</td>
</tr>
<tr>
<td>Be treated with honesty and respect.</td>
<td>Treat others with honesty and respect.</td>
</tr>
<tr>
<td>Be accepted.</td>
<td>Accept others as they are.</td>
</tr>
<tr>
<td>Be touched only in a friendly and respectful way.</td>
<td>Touch others only in a friendly and respectful way.</td>
</tr>
<tr>
<td>Work in a clean, safe environment.</td>
<td>Care for the school and the school environment.</td>
</tr>
<tr>
<td>Learn in a positive environment.</td>
<td>Let others learn in a positive environment.</td>
</tr>
<tr>
<td>Be treated equally and fairly.</td>
<td>Treat others equally and fairly.</td>
</tr>
<tr>
<td>Be allowed to do my work.</td>
<td>Let others stay on task to complete work.</td>
</tr>
<tr>
<td>Be listened to.</td>
<td>Listen to the contributions of others.</td>
</tr>
<tr>
<td>Participate in school activities.</td>
<td>Let others participate cooperatively in school activities.</td>
</tr>
<tr>
<td>Learn to the best of my abilities.</td>
<td>Follow teacher’s instructions and cooperate with my peers.</td>
</tr>
<tr>
<td>Fair and safe play.</td>
<td>Play fairly and safely.</td>
</tr>
<tr>
<td>Feel safe when moving around the school.</td>
<td>Move safely around the school.</td>
</tr>
<tr>
<td>Feel protected.</td>
<td>Stay within the school grounds and wear a hat outside.</td>
</tr>
</tbody>
</table>
Practices to Promote Good Discipline and Effective Learning

Practices to Promote Quality Teaching and Learning, Positive Climate and Good Discipline

All students are individuals. To enhance their well being Clovelly Public School recognises that many programs and practices are essential to cater for students needs and must be employed to foster good discipline and effective learning.

Programs and practices we employ include:

- Use of questioning techniques in curriculum and relationship areas which promote communication and lead students to insights about their own learning and behaviour
- Promote respectful engagement and challenge
- Use of classroom, corridor, playground conferences which demonstrate listening and aid in conflict resolution and which are practised and modelled by staff.
- Open door policy to students, staff and parents/carers
- Emphasis on curriculum focused rather than management focused language in classrooms
- The Learning Support Team to monitor and assess students’ needs and provide appropriate curriculum and support to ensure that no student slips through the net of services provided by the school, The Department of Education and other agencies. The school counsellor is part of the Learning Support Team.
- Using expertise, assistance and intervention of consultants outside school when relevant: Itinerant Support Staff, Department of Health, Department of Community Services and guest speakers; Police Liaison Officer, Dental Nurse
- Differentiating the curriculum to cater for the different learning style and needs of individual students.
- Developing students’ understanding of systems of acknowledgement, and the consequences of unacceptable behaviour.
- Devolving to all students the governance for self discipline and respectful challenge of other students.
- Providing a clear set of negotiated expectations throughout the school: these rules are small in number, positively stated, easily understood, consistently applied and fair.
- Students participate in the school discipline code review bi annually
- Co-operative planning and teaching between classroom teachers and teacher librarian, teachers on Stages.
- Identifying Gifted and Talented students and monitoring their progression
- Addressing the needs of Gifted and Talented students through whole school enrichment programs and special initiatives
- Identifying students with special needs and monitoring their progression.
- Providing many opportunities and programs for students to develop skills in Creative and Performing Arts, PE/Sport: Choir, Gifted and Talented Camps, PSSA Competitions, Public Speaking, Debating and School bands, Choir
- Promoting an inclusive philosophy and one which embraces diversity through celebration: Harmony Day, NAIDOC Week and Italian Cultural Events.
- Promoting and recognising student achievement within the school and community
- Modelling positive discipline management practices and caring behaviour by the school staff.
- Discussing practices with parents/carers concerning management of students and referring them to community agencies for further advice when necessary or requested.
Integrating a wide range of technology and learning technologies into the classroom.
Accessing by school staff and community Training and Developing programs both internally and externally.
Building and updating teacher reference materials continually.
Organising parent/carer/community consultation regarding changes to school: policies, environment, uniform, local press releases.
Inviting Parents to participate in assisting classroom learning
Continuing to improve the strong links with the community that foster clear understanding and co-operation.
Advancing pedagogy in the school and district through Training and Development, teacher mentoring, visits to other schools and by adapting and utilizing practices which promote student engagement around the following dimensions; Intellectual Quality, Quality Learning Environment and Significance of Students’ Work

Providing programs which develop students’ self discipline, self reliance, decision making and which encourage students to take responsibility for their own welfare and development:

Student forums K-6.
School Captains and Sports Captains elected by the students annually
Personal Development Programs
Programs which promote resilience [Restorative Practices/Bounce Back]
Peer Learning and Social Skills Programs
Creative Conflict Resolution [Circle Time]
Development of Co-operative Learning Strategies
Buddy System
Stage 3 camps
Child Protection Program
Drug Education Program
Leadership opportunities: Debating, Public Speaking, Office duties and Student Forum
Mentoring Programs: student/staff
Parent/carers/teacher interviews.
Providing support programs for learning difficulties and early intervention: Transition P to K and Year 6 to 7
Reading Recovery Program
Learning Support Program
Recognising and Reinforcing Student Achievement

These practices are used at Clovelly Public School to recognise achievement and effort:

- The provision of ongoing positive feedback to the student for behaviour, such as a smile, encouraging gestures, verbal encouragement in which the appropriate positive behaviour is described.
- Consistent, caring and respectful behaviour by all staff.
- Student Leadership opportunities through Student Forum and Mentoring
- Students work is displayed throughout the school.
- Celebration of student learning (both individual and group) at weekly and special assemblies through displays of work, oral presentation etc.
- Core Value awards given out weekly with a focus on a specific Core Value for the fortnight and then special recognition with a trophy at the end of term.
- Acknowledgment of student achievements in the school newsletter.
- The use of house points at Swimming, Athletics and Cross Country Carnivals to foster student co-operation and participation in sport.
- Regular communication with parents.
- Participation in local community and state wide special events.
- Media acknowledgement of student and school achievement.
- Tick System to acknowledge positive behaviour.
- Merit Certificates presented to students in classroom and weekly assemblies.
- Principal’s Award presented for outstanding effort and achievement.
- Specific awards presented to Year 6 students at the annual presentation assembly
Merit System

Tick System

The tick system will apply to the classroom and the playground

Ticks are awarded for such things as:

Demonstrating responsibilities (see student Rights and Responsibilities)

Exhibiting appropriate behaviours in the classroom, playground, excursions or sport (see Appropriate Behaviours – School Rules)

Exhibiting values, skills and attitudes as outlined in the weekly Core Values focus.

Please ensure that only one tick is given at a time. Ticks will be recorded on charts kept by teachers in a folder. Certificates can be obtained from the administration office. The tick system starts afresh each year for each grade.

- 20 Ticks: White certificates to be presented in class
- 40 ticks: Green certificates to be presented in class
- 60 Ticks: Pink certificates to be presented in class
- 80 Ticks: Blue certificates to be presented in class
- 100 Ticks: Gold awards to be given out at weekly assemblies.
- 140 Ticks: School Banner to be given out at K-6 or Special Assembly. Banner colours: Kindergarten – Green; Year 1- Orange; Year 2 – Red; Year 3 – Yellow; Year 4- Maroon; Year 5- Blue; Year 6- Purple

3 Banners – Once a child has attained three banners, he/she will receive a medal (K-2) or an Honour Badge (Years 3-6) at a morning or special assembly.

Other awards
Principals Award – awarded at the discretion of the principal
Assembly Banner – awarded to a class at weekly assembly for appropriate assembly behaviour. by the teacher for appropriate classroom efforts – 1 per class.
Assembly awards are given by the class teacher.
Reducing Unacceptable Behaviour

These practices are used at Clovelly Public School to reduce unacceptable behaviour:

- Listening to students
- Restorative questions
- Teaching and acknowledging acceptable behaviours.
- Teachers taking responsibility for dealing with unacceptable behaviours.
- Developing a culture of shared responsibility and accountability for teachers, students and parents.
- Implementing social skills training programs, conflict resolution programs and resilience training programs.
- Time out accompanied by logical consequences relating to the inappropriate choice made by the child.
- Class teachers liaise with Stage supervisors to develop behaviour modification strategies *
- Accurate record keeping at Time Out, RPP
- Referral to Learning Support Team to facilitate a program of support.
- Referral to support personnel. Eg. Support teachers in behaviour, learning and integration within an inclusive environment.
- Regular meetings with and letters to parents.
- Use of Individual Management Plans.
- Behaviour modification involving the support of student, teacher, executive and parents and ongoing feedback to all stakeholders
- Referral to the School Counsellor to assist in the resolution of difficulties.
- Action plan/ agreement to clearly articulate learning and behavioural goals, relevant tasks and consequences.
- Suspension as per NSW Department of Education Procedures.
Practices for the Classroom

These practices are used at Clovelly Public School to reduce unacceptable behaviour in the classroom:

1. **Breaking of School Rules – rule reminder**

2. After one rule reminder the student goes to the time out desk. At the time out desk within the learning environment of the student, the student may complete a reflection/planning sheet following the restorative framework or other appropriate activities. The student remains at the time out desk until they are ready to rejoin the class. (The teacher and student negotiate the student’s return.)

3. Breaking or continued breaking of rules in one session at the timeout desk results in withdrawal from the class to a support desk/reflection table in a buddy class. The student is provided with a contract of work from the class teacher. The student, teacher and class negotiate how the students re enter the classroom after being at the support desk/reflection table.

   **Teachers will contact the student’s parent/carer by phone or letter when a student is sent to the Support Desk/Reflection Table in a buddy class.**

4. When a student is sent to the Support Desk/Reflection table three times in one week the Stage Supervisor will contact the parent for an interview.

   **The parents must have been notified by phone or letter by class teacher prior to the Stage Supervisor making contact with them.**

5. A meeting will take place and an individual management plan will be negotiated and monitored with the support of all stake holders including the student.

   **The student will be referred to the Learning Support Team.**

6. When a student continues to break school rules the Deputy Principal will contact the parents for an interview.

   **The parents must have been contacted by phone or letter by the Stage Supervisor before the Deputy Principal makes contact with them.**

7. The individual management plan will be renegotiated and monitored with the support of all stake holders including the School Counsellor.

8. Repetition of unacceptable behaviours could result in suspension in accordance with Department of Education Policy.

9. Accurate record keeping and referral to the Learning Support Team ensures that no student slips through the net of services available.
Practices for the Playground

These practices are used at Clovelly Public School to reduce unacceptable behaviour in the playground:

1. **In all cases of unacceptable behaviour, not involving physical aggression, the student is given a verbal reminder by the teacher on duty.**
   The student will shadow the teacher for 5 to 15 minutes depending on the behaviour. **When behaviour involves physical aggression the student is immediately sent from the playground to the executive on duty for that day.** The executive will make a decision regarding RPP. (Restricted Playground Program see 4)

2. **Teachers complete details of playground incident using the Student Referral which is kept in the Deputy Principal's pigeon hole in the staffroom.**
   The completed Student Referral is placed in the pigeon hole of the Deputy Principal. **The referral should be signed and dated.**
   Once followed up the completed referrals are put in the folder ‘Student Referrals’ in the Deputy Principal’s office.

3. **The Deputy Principal contacts the parents/carers of any student having 3 referrals in a 10 day period.** This serves to clarify with parents/carers, issues in relation to playground incidents. **It should be noted that not all referrals will result in the Restricted Playground Program [RPP]**

4. **RPP (Restricted Playground Program)**

   Playground incidents are referred to an executive for further clarification. The fact finding is undertaken by the executive on call on any given day of the week. **The executive on call will make a decision as to whether the student will be given restricted playground access the following day or days.**
   - Serious offences including physical violence will be referred to the executive for RPP and recorded in the RPP folder.
   - If a student is referred to RPP three times in one week a parent interview will be requested by the Principal.
   - Suspension from school under Department of Education guidelines may follow this interview.

   **Parents/Carers must be notified by either phone or letter if there is a decision to place a student on a Restricted Playground Program [RPP]**
An Overview of the Department of Education’s Suspension and Expulsion Policy

“Procedures for Suspension and Expulsion” is attached to the Clovelly Welfare and Discipline Policy as an appendix.

Short Suspension

- The repetition of a major offence or persistent disobedience will result in a short suspension of between one and four days.
- Parents/Carers will be interviewed.
- The School Counsellor and Principal will write a report on the incident.
- At the resolution to the suspension meeting the student will be required to give an undertaking not to repeat the offence.
- Immediate suspension is as a result of violence, threat of violence or bringing drugs or weapons to school.
- The School Education Director is notified if more than two short suspensions are imposed within a twelve month period.

Long Suspension

- When a student fails to improve their behaviour after a short suspension, a long suspension of more than four days may result.
- The School Education Director will be notified and agreements will be made at the resolution to suspend meeting.

Exclusion and Expulsion

- See the Department of Education document attached “Procedures for the Suspension and Expulsion of School Students”
- The document “What to do if Your Child is suspended from School, is available from the school office.
Anti Bullying Code: 
School Policy and Procedures on Bullying

This policy is consistent with:

- The Clovelly Public School’s Statement of Purpose
- State Government Anti-Discrimination Legislation.
- The NSW Quality Teaching Document
- NSW Department of Education and Training Document
- NSW Department of Education and Training Document Anti-Bullying Code
- The National Safe Schools Framework 2004
- Restorative Practice Approach

Aim
The aim of this policy is to ensure that Clovelly Public School is a safe environment, free from bullying, for all members of the School Community.

Definition

- Bullying involves one or more people exerting power or dominance over another or others.
- Bullying behaviour is deliberate, unwelcome, uninvited and usually repeated.
- Bullying involves behaviour which is physical, verbal, psychological or social/relational.
- Bullying includes a wide range of conduct that causes another person to feel embarrassed, offended, hurt, humiliated, ridiculed, angry or afraid.
- Bullying can have serious long-term effects on the health and wellbeing of young people.
- Bullying may also involve inappropriate adult behaviour.

Objectives

- To reduce the incidence of bullying.
- To counter the view that bullying is an inevitable part of school life.
- To create a supportive climate and break down the secrecy surrounding bullying.
- To provide staff, students and parents with options to respond to bullying

Responsibilities

Student: If a student feels that they are being bullied or have witnessed bullying behaviour they should:

- Tell the person that it is bullying behaviour and to stop the behaviour.
- Support the person who is being bullied (Bystander’s code) and request help from a teacher at the time of the incident.
- Report the behaviour to the classroom teacher or a teacher of the student’s choice.
- Refrain from bullying others.
- Choose to talk to a Peer or Buddy.
Teachers: If a student reports a bullying incident or a teacher witnesses an incident of bullying, he/she will:

- Listen and improve the support to the child being bullied by acknowledging the nature and seriousness of the bullying behaviour.
- Be aware of the needs of all students to debrief when a bullying incident has occurred, especially those children who have previously been bullied.
- Find out the background and attempt to resolve the incident.
- Complete student referral sheet.
- Refer the incident to the Stage Supervisor/Team Leader
- Request the support of a peer mentor to support the student.

Stage Supervisors: If a student or a staff member reports an incident of bullying to the stage supervisor he/she will:

- Provide support to the student being bullied.
- Contact the parents/carers of the child being bullied
- Record and monitor incidents of bullying behaviour.
- Put in place anti-bullying procedures as appropriate. eg. Ask the perpetrator to acknowledge the behaviour and agree to stop it. (See Bullying Reflection Form.)
- Contact Parents/Carers of the student who has been bullying another /others
- Encourage the student being bullied to report similar behaviour if repeated
- Keep the class teacher involved
- Liaise with Stage 3 supervisor regarding a peer mentor

School:

- Dissemination of Anti Bullying Policy and Procedures
- Inclusion of anti bullying practices in the school curriculum

Parents and Carers:

- Encourage students to discuss the effects and consequences of bullying.
- Encourage students to report any incidents of bullying.
- Contact the school if they are aware that any child is being bullied or suspect that a child is being bullied
Bullying Reflection Sheet

Name __________________________________ Class ______________________________

What happened?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How did my behaviour affect other people?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How could I make things right?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I understand that my choice of behaviour is bullying. If I continue with this kind of action, it may lead to my parents being contacted again and ultimately suspension.

I understand that my behaviour will be monitored for the next two weeks by: ________________________________________________

Signed ___________________________________________________________

Date __________________

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General

School Uniform
Clovelly Public School has a uniform code, which requests all students attend school in green and white, the school colours. School polo shirts, tunics, skorts, shorts, sloppy joes, jackets, hats, tracksuits and bags may be purchased from the supplier. Order forms are available from the Main Office. Support is available for families requiring assistance to acquire a school uniform. Uniform orders are delivered to classrooms by the suppliers who are onsite Mondays and Thursdays every week.

Homework
Clovelly Public School has a full and comprehensive Homework Policy, which is in accord with Department of Education and Training Guidelines. Specific homework procedures for each class will be outlined on an individual class basis at the commencement of the school year.

Attendance and Punctuality
The school values punctuality and good attendance. Unresolved occurrence of persistent poor attendance or late arrival to school will be referred to the District Home School Liaison Officer for action and follow-up. Parent/Carers are responsible for completion of an absence note within 2 days of absence and to notify the school in writing if the absence is longer than 5 days. Parent/carers are to seek exemption approval from Principal for long term absence.

It is very important that your child doesn’t miss the beginning of the school day as this often sets the tone for the day and valuable information is passed on in the first ten minutes.

Leaving During School Hours and Late Arrivals at School
If a student has to leave the school early for a medical or dental appointment, it is necessary to obtain a Release Slip from the Front Office. The student can then be collected from the class teacher who is given the Release Slip. These procedures ensure the safety of students and provide a signed record of their absence for the attendance roll.

Students who are late to school should proceed to the Front Office to sign and date a Late Slip, which is given to the class teacher.

Prohibitions
In accordance with Department of Education and Training Guidelines and Policy, illegal drugs, alcohol, tobacco and weapons are prohibited in the schools.

Wet Weather Procedures
- Students arriving at school will wait under the covered playground area [cow shed]. The morning duty teacher will determine when the bell will ring to go into class at 8.45am.
- If wet weather lunch is declared it remains in place for the duration of the duty.
- Class teachers may send students to the canteen at 11.10am for recess and 1:15 pm for lunch.
- Students wishing to go to the toilet must ask permission from the teacher on duty in their classroom.
At recess if the ground is wet students eat inside for 10 minutes and each teacher supervises their class during this time. Following this students are able to go outside.

**In Class Wet Weather Rules**

- At the beginning of the year, classes will develop acceptable wet weather rules.
- These rules will be revised on a regular basis.
- They should include acceptable behaviours; play activities and any equipment used in the classroom on wet days.
- Students should not play in hallways.
- Students should stay in classrooms unless given permission to go to the toilet or canteen.
- All classroom wet weather rules should take into consideration the general wet weather rules.

**Sun Protection Policy**

**Rationale:**

All Australians are at risk from skin cancer. Most students spend an average of one and half hours in the sun each day. Skin damage, including skin cancer is the result of cumulative exposure to the sun. Much of the damage occurs during childhood and adolescence. At Clovelly Public School all students, staff and members of the school community are encouraged to take effective skin protection measures.

The purpose of this policy is to ensure that all students attending Clovelly Public School use protective behaviours when in the sun, thus reducing the skin damage caused by the harmful ultraviolet rays of the sun.

**Aim:**
This policy aims to raise awareness and promote safe practices of sun protection among students, staff and community members.

**Outcomes:**
Each student will take personal responsibility for skin protection.
Each student will develop lifestyle practices that will help reduce the incidence of skin cancer and the number of skin cancer related deaths.
Implementation of a “No Hat / Sit or Play in the Shade Policy”

**Students will be encouraged to:**
- wear school hats
- wear shirts with collars and sleeves.
- apply a broad-based Spectrum SPF 15+ sunscreen on exposed skin.
- use available areas of shade for play.

**Staff will be encouraged to:**
- model good sun protection behaviour.
schedule outdoor activities with a view to sun protection whenever possible.
incorporate skin cancer prevention programs in PE / H / PD with emphasis in Terms 1 & 4.
support the use of SPF 15+ broad spectrum water-resistant sunscreen.
reinforce regularly the Sun Protection Policy in a positive way through the newsletter, parent meetings student assemblies and activities

Parents will be encouraged to:

- support the Sun Protection Policy by being role models and practise skin protective behaviours, particularly when attending school functions.
- educate their child/ren to take responsibility for wearing appropriate clothing and a hat.
- provide SPF 15+ broad spectrum, water resistant sunscreen for their child’s use.
- assist students and staff in deciding upon appropriate shade structures or improvement to the school environment.

Each family will be informed of the Sun Protection Policy annually.

Homework Policy

Homework is important for students of all ages, as it helps them build on what they have already learnt and prepares them for the next stage in their learning. Homework has the potential to further the home-school partnership in the education of the child.

Teachers will:

- set homework that relates to work being done in class.
- allow sufficient time for the completion of tasks during class time
- make students aware of what is expected of them and how their work will be assessed.
- notify parents about what Homework is required.

Students will:

- complete their Homework in the given time.
- bring their Homework to school and hand it in to their classroom teacher
- show their homework to their parents.

Parents / Carers will help by:

- supporting students to complete homework.
- communicating with teachers about issues and /or concerns related to homework.

Homework Guidelines

Kindergarten-Year 2

Parents can greatly assist their young child’s learning by talking with them about their school activities. Most everyday activities at home and in play provide opportunities for parents to help young children develop numeracy, problem solving abilities and a wide range of other knowledge and skills.
Formal homework is not set for Kindergarten. However, children may be involved in activities such as home reading, library borrowing and language activities such as spelling.

For Years 1 and 2 some formal homework is usually set. For example, each night students may be asked to complete some home reading, spelling, simple computations, copy letters and words or an activity sheet related to a unit of work being undertaken at school.

**Years 3 to 6**

Homework may be set on four nights per week, Monday to Thursday. Activities may include completion of work, additional formal work and tasks such as reading, revision of number facts, research, observation and data collection, designing and making.

**Years 3 & 4:** approximately 30 minutes per night.
**Years 5 & 6:** approximately 45 minutes per night.