Unanderra Public School

Student Welfare Policy

Revised
2010
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Unanderra Public School Student Welfare Policy 2008

Rationale:

The purpose of this document is to clarify the scope of student welfare practices, processes and procedures at Unanderra. These are based upon the NSW DET Student Welfare Policy (1996), its support documents as well as subsequent and related documents and guidelines that have been issued.

It is designed to ensure a safe, positive and challenging environment for all students at Unanderra and guide them toward accepting responsibility for their own behaviour and achieving their potential in all areas.

At Unanderra we believe:
- That all children can learn and succeed
- In equity
- In quality
- In participation
- In a caring community.

Unanderra Public School’s Student Welfare Policy is built upon an ethos of personal best and a values-based framework promoted across the whole community. Student welfare encompasses everything a school does to meet the personal, social and learning needs of students. It is underpinned by quality teaching and learning programs, a positive culture, clear and consistent behaviour management guidelines and community participation and support.

The Range of Programs:

Students at Unanderra are supported to achieve their personal best by a comprehensive curriculum-based teaching and learning framework supported by a range of student welfare initiatives and programs. Major components are:

- The Learning Support Team comprised of executive, support and interested teaching staff. The team meets twice a term to identify student needs, prioritise support resources and monitor the progress of identified students.
- Counsellor services for academic, social and behavioural needs.
- The Positive Behaviour for Success (PBS) initiative
- Implementation of the Stop, Think, Do program
- Early intervention strategies such as Reading Recovery and the Reading Awareness Program.
- Targeted in-school support through STLA, ESL and Funding Support programs.
- Referrals for special placement and to DET personnel based upon student need such as Support Classes, District Learning Support Team, ISTB (Itinerate Support Teacher Behaviour) and OOHC (Out Of Home Care)

- A Gifted & Talented Program providing an enriched curriculum for identified students.

- Student Leadership opportunities.

- Unanderra’s Quality Teaching and Learning Policy. This enables collaborative planning and programming for consistent and effective curriculum delivery and improved student learning outcomes.

- An inclusive approach to educating all students regardless of gender, ethnicity, social or economic background.
Departmental Policies and Support Documents

The following documents and related materials are available for download from the DET intranet under Policies and Procedures.

Student Welfare Policy (1996)

Procedures for Suspension and Expulsion of School Students (1999)

Good Discipline and Effective Learning (1995)

Student Discipline in Government Schools (2007)

Values in NSW Public Schools (2005)

Anti-Bullying Plan for Schools – Procedures (PD 20060316)

Anti-Racism Policy (2005)

School Attendance Policy (2005)


Reporting School Accidents (2007)

Drugs In Schools Policy (2007)

First Aid Policy (2005)

Student Health in NSW Public Schools (2005)

Protection From The Sun (2004)


Attendance Policy (2005)
Core Rules for Students in NSW Government Schools

Core rules for student behaviour have been developed to establish consistent expectations in all government schools. These rules are based on core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and care-givers is recognised as the primary influence on each child’s character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school’s uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Community Participation and Support:

Parents and community members are meaningful participants in the life of the school. Parent input in school decision making is sought and valued through formal organizations within the school such as the P&C Association as well as through general strategies such as surveys and community meetings.

Community helpers provide assistance in the classrooms in areas such as reading, sporting programs and the Library. Parents and community members are an integral part of school celebrations and assemblies. They participate in events such as ANZAC Day Services, Gold Assemblies, Grandparents Day, Easter Hat Parades and Education Week.

A strong transition program means that parents and kindergarten students are welcomed into the school and a dialogue commenced as soon as possible. Supportive and effective home/school partnerships are the foundation for successful learning and student welfare programs.
Positive Behaviour for Success (PBS)

PBS Program and Rationale

PBS is a school-wide strategy for making sure students achieve important social and learning goals while preventing problem behaviour.

Successful student behaviour is linked to effective and efficient school environments designed to increase the likelihood of success. In order to create such an environment, empirical evidence is collected to provide baseline and on-going data to drive the program. There is a focus on prevention and instruction.

Appropriate student behaviour is taught. Expectations for all student behaviour are clearly understood by all the students and teachers and positive behaviours are publicly acknowledged.

Effective behavioural support and empirically validated practices are implemented consistently and behaviour outcomes monitored and reported back to staff regularly.

Our PBS program is based on a set of easy to understand school rules:

<table>
<thead>
<tr>
<th>Do Your Personal Best</th>
<th>Be Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Be Responsible</td>
</tr>
<tr>
<td></td>
<td>Be Respectful</td>
</tr>
</tbody>
</table>

These rules apply across all school settings.

Matrixes for behaviour expectations in different settings around the school have been developed. These provide clear and consistent guidelines for teachers and students.
<table>
<thead>
<tr>
<th>Do</th>
<th>Values</th>
<th>Areas A, B, and C</th>
<th>Sheargold / Walkways</th>
<th>Verandahs / Hall</th>
<th>Assembly / Hall</th>
<th>Canteen</th>
<th>COLA</th>
<th>Toilets</th>
<th>Admin</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>* Stay in bounds</td>
<td></td>
<td>* Wait for the teacher at the line</td>
<td>* Stay for the duration</td>
<td>* Ball games on flat area</td>
<td>* Enter hall in line</td>
<td>* Line up * Return quickly to the playground</td>
<td>* Walk * Line up quickly and quietly * Face, and listen to the speaker</td>
<td>* Leave the area promptly when you are finished * Wash hands</td>
<td>* Wait in lines (under the COLA in wet weather) * Walk calmly to the bus</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>* Follow teacher instructions * Follow the handball rules (A &amp; C) * Cooperate with others</td>
<td></td>
<td>* Follow teacher instruction * Cooperate with others</td>
<td>* Be ready to follow teacher instructions * Move quietly during lesson times</td>
<td>* Enter and exit hall quietly * Use appropriate applause * Listen to the speaker</td>
<td>* Practise good manners</td>
<td>* Follow teacher instructions</td>
<td>* Leave the area clean and tidy * Allow others privacy</td>
<td>* Practise good manners * Use a friendly voice</td>
<td>* Follow teacher instructions</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>* Use and return equipment properly * Place your rubbish in the bin * Return to class quickly</td>
<td></td>
<td>* Use and return equipment properly * Place your rubbish in the bin</td>
<td>* Return to class via specified path</td>
<td>* Sit quietly * Listen to teacher instructions</td>
<td>* Wait for your turn * Use a friendly voice * Place orders before school * Place your rubbish in the bin</td>
<td>* Place your rubbish in the bin</td>
<td>* Use the toilets properly * Turn taps off</td>
<td>* Use the front door * Wait to be served</td>
<td>* Have your bus pass ready * Follow the bus rules</td>
</tr>
</tbody>
</table>
Playground Referral Process

Respectful, Responsible & Safe Play

Minor Misbehaviour eg.
- Not wearing a hat
- Out of bounds
- Running on concrete
- In classroom without teacher
- Disrupting others play
- Name calling / teasing
- Littering
- Inappropriate play
- Disrespect

Bee Awards
Blueys
Stop, Think, Do Awards

Major Misbehaviour eg.
- Physical abuse / fighting
- Bullying or intimidation
- Damage to school
- Violence or abuse towards a teacher

Verbal Warning (Stop, Think, Do)

Green slip completed, indicating major incident. Student sent to office or teacher request for assistance.

Time out and further consequences as determined eg.
- Parent contact
- Restitution / apology
- In-school suspension
- Suspension

Green slip completed, indicating minor incident. Appropriate consequence delivered, eg time out with teacher, 10 minutes at designated area, within the boundaries of the duty area, restitution, conference, walk with teacher, etc
# Playground Procedures

<table>
<thead>
<tr>
<th>Morning</th>
<th>Children arriving prior to 8.30 am are to sit on the concrete under the COLA.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.30 am</strong></td>
<td>When the bell rings, children will remain seated. Duty teacher will dismiss children. Children will put their bags in designated spot. K-1 children <strong>WALK</strong> to Area B and 2-6 children <strong>WALK</strong> down ramp to Area A.</td>
</tr>
<tr>
<td></td>
<td>Duty teachers should actively scan and supervise all of their area, particularly places marked by a red out of bounds line, toilets and walkways.</td>
</tr>
<tr>
<td></td>
<td>Students are not to be in classrooms without a teacher present.</td>
</tr>
<tr>
<td><strong>8.55 am</strong></td>
<td>At the commencement bell, K-2 students <strong>WALK</strong> directly to their class and line up on the marked lines.</td>
</tr>
<tr>
<td></td>
<td>Years 3-6 students line up under the COLA for assembly. Area A teacher to supervise students to ensure they <strong>WALK</strong> up the ramp to assembly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recess</th>
<th>Students wishing to use the canteen should go at the beginning of recess, line up on marked lines and be respectful towards the canteen workers.</th>
</tr>
</thead>
</table>
| **Area A**
11.00 – 11.15 am | All students should sit to eat their recess until approximately 11.15 am. Students stay seated until they are asked to place all rubbish in bins and allowed to play. |
| 11.15 – 11.30 am | Teacher change over. New teacher must arrive on time. |
| | Duty teachers should actively scan and supervise all of their area particularly places marked by a red out of bounds line, toilets and walkways. |
| | Teacher on duty must remain until all students have left the area. Teachers and students must ensure that the area is left clean. |

| **Area B**
11.00 – 11.15 am | All students should sit to eat their recess on the concrete in front of the library until approximately 11.15 am. Students stay seated until they are asked to place all rubbish in bins and allowed to play. |
| 11.15 – 11.30 am | Teacher change over. New teacher must arrive on time. |
| | Duty teachers should actively scan and supervise all of their area particularly places marked by a red out of bounds line, toilets, canteen area and hopscotch squares (at the far end of the kinder rooms). |
There are several yellow spots painted on the cement. These are used as time out areas for students behaving inappropriately.

Ensure that the switches on the speaker and microphone are turned off.

Teacher on duty must remain until all students have left the area. Teachers and students must ensure that the area is left clean.

<table>
<thead>
<tr>
<th>Area C</th>
<th>All students should sit to eat their recess in area including games court and bounded by the concrete path until 11.15 am. Students stay seated until they are asked to place all rubbish in bins and allowed to play.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.00 – 11.15 am</td>
<td></td>
</tr>
<tr>
<td>11.15 – 11.30 am</td>
<td>Teacher change over. New teacher must arrive on time.</td>
</tr>
<tr>
<td></td>
<td>Duty teachers should actively scan and supervise all of their area. Students are not allowed beyond the path next to the boundary fence or past the line of the demountable classrooms. They should be in view at all times.</td>
</tr>
<tr>
<td></td>
<td>Teacher on duty must remain until all students have left the area. Teachers and students must ensure that the area is left clean.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lunch</th>
<th>Students eat between 1.00 – 1.15 pm. They are supervised by their class teacher in classrooms or a designated area. They should not be dismissed until the bell at 1.15 pm in order for the duty teachers to get to the playground.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students wishing to use the canteen should go at the beginning of lunch, line up on marked lines and be respectful towards the canteen workers.</td>
</tr>
</tbody>
</table>

| Area A                        | Duty teachers should actively scan and supervise all of their area particularly places marked by a red out of bounds line, toilets and walkways.                                                                                                                                                                |
| 1.15 – 1.30 pm                |                                                                                                                                                                                                                                                                  |
| 1.30 – 1.45 pm                | Teacher change over. New teacher must arrive on time.                                                                                                                                                                                                              |
|                               | Teacher on duty must remain until all students have left the area. Teachers and students must ensure that the area is left clean.                                                                                                                                 |

| Area C                        | Same as Area A.                                                                                                                                                                                                                                               |
| 1.15 – 1.30 pm                | There are two teachers on duty at lunchtime. The area is extended to cover the grass area behind the library as well as the games court area.                                                                                                                         |
| 1.30 – 1.45 pm                |                                                                                                                                                                                                                                                                  |
**Sheargold Park**  
**1.15 – 1.45 pm**

Students going to Sheargold will line up at the back gates in Area C. The two duty teachers will **walk** them to Sheargold to the left of the playground equipment (out of bounds). Sheargold is primarily for ball games however children can sit under trees for shade provided they are in clear view of the teacher at all times.

There is no change over time. Both teachers are on duty for 30 minutes. If Sheargold is closed due to weather conditions etc, the duty teachers must supervise for the full 30 minutes in areas A & C due to extra numbers of students in those areas.

Teachers will start walking students back to school at approximately 1.40 pm to the right of the playground equipment.

Duty teachers should actively scan and supervise all of their area. Teachers and students must ensure that the area is left clean and any equipment returned to school.

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**3.00 pm**

Students should be dismissed on the bell. No early marks due to duty-of-care responsibilities. All children are to leave the school via pedestrian gates at the front of school or the back of Area C.

Bus children are to line up in two lines in Area A unless it is raining. In this case they will line up under the COLA. They will be supervised as they **walk** to the bus stops. They are required to follow the code of conduct as written by the Ministry of Transport.

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**Wet Weather**

If it is raining before school, teachers should be in their classrooms from 8.30 am to supervise students.

If wet weather is called teacher buddies will team up to provide supervision for their students in classrooms or designated areas. It is the teacher’s duty-of-care responsibility to ensure the students are adequately supervised.

If support teachers are at school, they need to offer assistance to teachers. In the first instance this should be teachers who have already been on duty before school or at recess.
<table>
<thead>
<tr>
<th>Do</th>
<th>All Settings</th>
<th>Classrooms</th>
<th>Library</th>
<th>Assembly/Hall</th>
<th>Scripture</th>
<th>Computer Labs</th>
<th>Admin</th>
<th>Excursions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>* Use Stop, Think &amp; Do * Be in the right place at the right time</td>
<td>* Wait for the teacher before entering room * Keep hands &amp; feet to yourself</td>
<td>* Walk * Follow teacher instructions * Keep hands &amp; feet to yourself</td>
<td>* Enter hall in line * Keep hands &amp; feet to yourself</td>
<td>* Follow teacher instructions * Keep hands &amp; feet to yourself</td>
<td>* Follow teacher instructions * Keep hands &amp; feet to yourself</td>
<td>* Walk</td>
<td>* Follow teacher instructions</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>* Practise good manners * Co-operate with others * Respect school property and the property of others</td>
<td>* Follow teacher instructions * Listen to the speaker * Tolerate individual differences</td>
<td>* Put your hand up * Take turns * Practise good manners</td>
<td>* Enter and exit hall quietly * Use appropriate applause * Listen to the speaker</td>
<td>* Demonstrate respect and good manners towards your scripture teacher</td>
<td>* Co-operate with others * Share equipment if needed * Use technology appropriately</td>
<td>* Practise good manners * Use a friendly voice</td>
<td>* Practise good manners * Respect public and private property</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>* Follow teacher instructions * Report problems to teachers</td>
<td>* Care for your own &amp; other's property * Be prepared for learning</td>
<td>* Return books and equipment to the right spot</td>
<td>* Sit quietly * Listen to teacher instructions</td>
<td>* Organise and look after your property * Be prepared for learning</td>
<td>* Take care of the computer equipment * Log off when finished</td>
<td>* Use the front door * Wait to be served</td>
<td>* Organise and look after your property</td>
</tr>
</tbody>
</table>
Classroom Referral Process

Behaviour management includes both positive and negative consequences. Effective, consistent and fair behaviour management practices are the responsibility of all teachers.

Positive classroom management strategies may include:
- Blueys or Bee awards
- Class, table group and individual rewards
- Visual prompts and aids
- Positive feedback and praise

Other strategies may include:
- Ignoring negative behaviour
- Non-verbal cues eg. proximity
- Blocking statements
- Time out within room

### Minor Misbehaviour eg.
- Disobeying class rules
- Incompletion of work
- Off task
- Unco-operative
- Disturbing others
- Non-compliance
- Disrespect

#### Stop, Think, Do
- Or
- Name on board with two ticks
- Time out in own classroom

#### Blue referral slip completed and sent with student for 10 minutes time out in allocated time out class

#### Pink referral slip completed and sent with student for time-out with supervisor. Behaviour form completed and sent home to parents/Carers.

### Major Misbehaviour eg.
- Physical abuse / fighting
- Bullying / intimidation
- Damage to property
- Stealing
- Abuse or violence towards a teacher

#### Student sent to office, with completed blue and pink referral slips, or teacher request for assistance

#### Further consequences determined eg.
- Parent contact
- Detention
- Restitution / apology
- In-school suspension
- Suspension
- LST / Counsellor
Playground (Green)/Classroom (Blue/Pink) Referral Slips and Behaviour Forms
Referral form data is recorded on the STARS program by the Class Teacher and completed referral slips and behaviour forms are to be stored in the Class Behaviour (red) Folder. These folders are passed on with the child each year.

Suspension
There will be cases of unacceptable behaviour where it will be in the best interest of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely.

Suspension (Short and Long) and expulsion are the options available to the Principal in these situations and will be initiated according to DET policy and procedures. A parent carer of the student will be contacted by phone (where possible) and will receive a formal letter of suspension when they come to collect the child from school.

A suspension resolution meeting will be convened by the Principal at the earliest opportunity. Work will be provided for the suspended student by the class teacher and will be sent home immediately following suspension. The child must complete the work while suspended from school and will not be allowed re-entry until the work is complete.

The suspension will be recorded in the school suspension register and all relevant documentation retained on file at school.
**Referral Process for Learning Support Team (LST)**

The role of the LST is to identify student need, provide targeted support and intervention and the ongoing monitoring of specific students. This includes prioritising student need and ensuring tracking records are kept of student progress.

**Possible reasons for referral:**

- Academic concerns eg poor achievement, inability to focus
- Social Issues eg. friendships and peer relationships, social skills
- Emotional eg depressive symptoms, sad most of the time, volatile
- Behaviour eg oppositional or hyper-active, lack of self control and self monitoring strategies, anger.

All teachers are welcome to attend and be part of the LST. Teachers wishing the LST to consider a student need to come to meetings in order to provide input about the student.

**Possible outcomes:**

- Access School Counsellor service for assessment, counselling for child/family
- Utilisation of school resources, programs and personnel to support student such as Support Teacher Learning Assistance (STLA), English as a Second Language (ESL), Reading Recovery, Reading Awareness Program (RAP), Learning Assistance Program
- Referral to outside agencies or professionals for further intervention
- Referral to DET programs and personnel such as Funding Support, Itinerate Support teacher Behaviour (ISTB), Home School Liaison Officer (HSLO), Out of Home Care (OOHC), District Learning Support Team.

Teachers wishing to access counsellor time for a student need to follow the procedure below:

- Discuss concerns and referral with the students parents
- Complete a referral form and return it to the Deputy Principal
- Come to the next LST meeting (weeks 4 & 8 each term) where referrals will be discussed and prioritised

Parents may also request counsellor intervention for their child.
**Sick Bay**

Students who are sent to sick bay from class should carry a yellow form. Red cards should be sent with children from the playground. Once in the clinic the student’s condition will be assessed and first aid given or the student may be monitored before returning to class. If the student is unwell and obviously unable to rejoin classes the following will apply:

- The parent/carers will be contacted and requested to come to school and take the student home.

- If the parent is not able to be contacted the emergency contact person will be phoned.

- Office staff will complete a form detailing the injury or illness and the care given. This will be given to the student to take home.

- In the event of serious accidents/illnesses the Ambulance Services will be called.

**Medicines**

Staff are unable to administer any medication without written consent and instructions from parents. All medications should be brought to the office.

Any student who is on an extended program of medication must report this fact to the Administration Office so that arrangements can be made for the medication to be held and dispensed from the office at regular times. Support documentation from the parent/carer and the relevant medical practitioner will also be required.
**Student Recognition and Celebration**

**Practices to Recognise and Reinforce Student Achievement**

To assist in the development of self-esteem and the recognition of student’s efforts, the school maintains a P.B Award Scheme.

**Achievement Awards**

**Years K-2**

Two awards per class per week are awarded. They are given for a range of reasons including work habits, achievements in KLA areas and for improvement etc.

**Years 3-6**

Each fortnight teachers select a student who has shown considerable effort or made significant progress in their class work, to receive the class Student of the Week award in Assembly. Merit certificates per class are also presented at the assembly.

**P.B. Award Guidelines**

The P.B. award system has been designed to encourage all children to strive to achieve their Personal Best across a whole range of areas and to allow all children the opportunity to reach GOLD level at some stage.

The system should not be onerous on the part of the teacher. It is there to positively support what we do in the classroom.

**P.B.s**

- Awards (blueys) can be given out for a range of reasons including: behaviour, staying on task, representing the school, academic achievements, work presentation, maintaining homework records etc.

- 3 Blueys equal 1 PB
  - 5 PBs = Bronze award
  - 10 PBs = Silver award
15PBs = Gold award

- The accumulation of awards is ongoing from year to year.
- Each class will organise its own system of collecting and storing Blueys. Each class will use the PB collection sheets on which the PBs are pasted on as a record of attainment. At the end of the year these sheets are passed on to the new teacher.
- Children reaching BRONZE or SILVER level will receive their certificates in the normal assembly.
- Upon reaching GOLD level the child will go to the office with a photo and their completed collection chart. At the office they will fill out a gold level page for display in the foyer. A note will be sent home inviting their parents to the next GOLD assembly.
- An assembly will be held twice per term to acknowledge GOLD achievers.
- At the GOLD assembly the child receives a badge to wear in recognition of their attainment. The badge indicates which level they have reached.
- Blueys are not recyclable. They should be signed by a teacher. It is also useful to have the child’s name on them too.
- Approximately 20 Blueys per week should be given out by each classroom teacher.
- All class teachers will be given a supply of Blueys and PBs each term
- Recommendation for Blueys may be given by Support Staff. Students hand these to their classroom teachers who will then seriously consider them to receive class Blueys.
- Silver and Gold awards may be held over if children are suspended.

**Principal’s and Deputy Principal’s Awards**

These stickers are presented to those students who have been sent by members of staff for meritorious effort.

**Classroom Recognition and Encouragement Awards.**

All teachers recognise and encourage the children in their classes by using a number of strategies. These may include stamps and stickers, wall records of significant effort and positive comments and statements. Students may be sent to other staff members to show work.

Our school recognises effort as well as achievement. Students who participate in events as well as those who achieve at high levels are recognised by:

- Acknowledgement on morning assembly
- Acknowledgement at Gold Assemblies
- Acknowledgement in school newsletter
This includes students participating in Debating, Public Speaking, Dance Festivals, Southern Stars, Spelling Bees, external competitions and Choir performances etc.

**Sporting Awards**

Children who are placed 1st, 2nd, and 3rd at school, district zone and regional sporting events are presented with ribbons at Gold Assemblies or at general assemblies.

**Annual Presentation Day Awards K to 2**

Each child receives an “Effort and Achievement” Certificate.

**Annual Presentation Day Awards Years 3-6**

Each child receives an “Effort and Achievement” Certificate.

**School Citizenship Awards**

Teachers nominate students from Yr 6 who consistently display co-operative, helpful and considerate behaviour towards other students and staff and are active participants or leaders in the community life of the school. The recipient receives a certificate and book voucher.

**The Year 6 Academic Excellence Award**

A certificate and book voucher are presented to the highest academically achieving Yr 6 student.

**Sportsperson of the Year Award**

The Sportsperson of the Year is awarded to the Year 6 student who achieves the most success in sport overall.

**Sporting awards**

Trophies are presented to the Junior Girl, Junior Boy, Senior Girl, Senior Boy for the Cross Country, Swimming and Athletics Carnivals.
Student Leadership Opportunities

Student leadership roles are highly regarded and roles include School Captain, Vice Captain, House captain, Student Representative Council (SRC) and Environment Team members.

In line with this philosophy, students will sign a Code of Conduct that meets the following criteria:–

1. Willingly wear full school uniform

2. Be a positive role model for the student body

3. Maintain an excellent behaviour record, specifically,
   No suspension record over the previous year

Be willing to appropriately represent the school student body at official and varied functions throughout the year. This may include public speaking, running assemblies and meeting invited dignitaries as required.

Student elections are held to determine all leadership positions within the school. SRC and Environment Team members are elected from each class Yr 3 – Yr 6. Captains and House Captains are Yr 6 students.

The role of the SRC is to provide avenues for students to initiate and lead whole school activities such as general and special assemblies, Harmony Day, Anniversary Disco and End-of-Year show.

Members of the Environment Team take part in opportunities to make our school more environmentally sustainable through activities such as conducting environmental audits and participating in the Wollongong Council Rise & Shine program.