

STRIVE FOR THE BEST

Beelbangera Public School

Learning and Support Procedure

What is a Learning Support Team?

A learning support team is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning support needs of students through the coordination, development, implementation, monitoring and evaluation of educational programs.

The aim of a learning support team is for students to be able to effectively engage in learning experiences with support and adjustments as required.

Learning and Support Team's role:

- Advise classroom teachers of appropriate assessments and collaboratively analyse the data
- Assist teachers with the implementation of suitable learning support plans
- Provide direct support for students with additional needs in literacy, numeracy, social interaction, language, communication and behaviour
- Assist with professional learning for class teachers/SLSOs
- Liaise with students, parents, teachers, SLSOs and outside agencies

Beelbangera Learning Support Team consists of:

Principal

Team coordinator

School Counsellor

Teachers

Student Learning Support Officers (SLSOs)

Support personnel/Assistant Principal of Learning Support

Roles of Team Members:

Principal

Monitor the activities of the Learning Support Team and oversee its functioning within the DEC's policies and guidelines and ensure the team's supports are included in the school's management plan.

To establish the school needs and priorities, training and development required and coordinate resources (human and material).

Team Coordinator

Responsible for convening regular meetings which discuss referrals, negotiate adjustments and support, develop meeting agendas, keep and distribute minutes, maintain learning support documents.

School Counsellor

To work in consultation with the school staff to develop appropriate school based support for students.

To conduct cognitive, social, emotional and behavioural assessment of students referred by the Learning Support Team and report the results of assessments and interventions to parents and teachers.

Teachers

Recognise students with additional support needs and communicating these needs/adjustments to parents and stage supervisors.

Refer students to learning support when programs are not meeting student needs (and the teacher has tried several strategies first).

Attend meetings when required, implement support recommendations, monitor student progress and inform Learning Support Team.

SLSOs

Recognise students with additional support needs and communicating these needs/adjustments to class teacher

Discuss strategies and adjustments that can be made in the classroom for the children in need

Attend meetings when required, implement support recommendations, monitor student progress and inform Learning Support Team/Classroom teacher.

Support Personnel

Provide professional specialist advice and assistance to schools to support students with additional learning and support needs.

Promote and support the development of learning and support teams within the school.

Learning Support Team Process:

1. Pre-referral

Students demonstrate additional learning needs and the teacher plans for adjustments for learning

Teacher discusses student with stage supervisor and parent

2. Referral

Complete referral form either online or handwritten for Week 9 Caseload meeting

Learning Support Team discusses case, allocating support/resources as appropriate

Assessment/Observation as necessary

Mode of support determined

3. Planning, Implementing & Monitoring

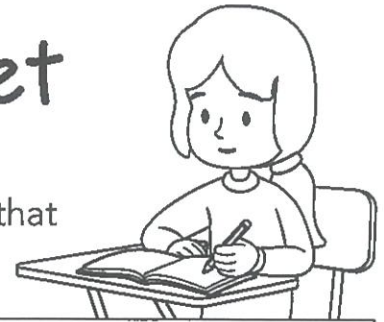
Adjustments devised, outcomes determined, preparation of teaching activities, continue planning with parental involvement

Ongoing assessment and evaluation with Learning Support Team

Name: _____

Date: _____


Behaviour Reflection Sheet



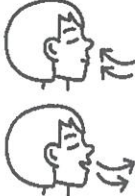





1. Draw a picture/write about what happened. Tick the box that explains why this behaviour is not allowed at our school.

| | | |
|--|-------------------------------------|--------------------------|
| | This behaviour is not okay because: | |
| | it is not safe | <input type="checkbox"/> |
| | it is unkind | <input type="checkbox"/> |
| | it hurt someone | <input type="checkbox"/> |
| | it damaged property | <input type="checkbox"/> |
| | it disrupted learning | <input type="checkbox"/> |
| | it is against our school rules. | <input type="checkbox"/> |

2. How were you feeling when this happened?

| | | | | | |
|--|--|--|---|---|---|
|  sad |  worried |  angry |  frustrated |  confused |  scared |
|--|--|--|---|---|---|

3. Circle some strategies that you could use if this happens again.

| | | | | | |
|---|--|--|---|--|--|
|  three deep breaths |  walk away |  talk to a teacher |  think before acting |  count to ten slowly |  choose kindness |
|---|--|--|---|--|--|

Signed (student): _____ Signed (teacher): _____

Name: _____

Date: _____

Behaviour Reflection Sheet



Use this sheet to reflect upon your recent behaviour. You will be asked to identify why your behaviour was inappropriate, who was affected by your behaviour, and how you might modify your behaviour in the future.

1. Briefly describe the events that led you to make a poor behaviour choice.

2. Describe the inappropriate behaviour.

3. Describe the consequences of your actions, including the names of those affected.

4. Suggest what you could do to make amends with the people involved.

5. Explain how making a better choice could have changed the outcome.

Signed (student): _____ Signed (teacher): _____



Beelbangera Public School WHITE SLIP

Date: _____

Student's name: _____

Class: _____

Staff member: _____

Time: _____

****Please fill in where the behaviour incident occurred and what happened.
Alert student's teacher and Planning Room AP when possible****

| | | | | |
|--------------|---------------|---------|-------------|------|
| Tennis Court | Classroom | Library | Toilets | Oval |
| Eating Area | New Equipment | Shelter | Other _____ | |

Minor

Major

| | | | |
|---------------------------------|--|---|--|
| Disruption | | Abusive/ inappropriate language and behaviour | |
| Inappropriate Language/swearing | | Bullying and harassment | |
| Non- Compliance | | Physical violence and aggression | |
| Property Misuse | | Aggressive disobedience | |
| Minor Physical contact | | Persistent disobedience and failure to rectify behaviour at Level 1 | |
| Lateness/ Partial Truancy | | Vandalism and stealing | |
| Dishonesty | | Use or possession of drugs/ cigarettes/ alcohol | |
| Unkindness | | Use or possession of dangerous or illegal weapons | |
| Electronic Device Misuse | | Abusive/ inappropriate language and behaviour | |
| Incomplete work/tasks | | Cyber swearing/bullying | |
| Disrespectful | | Exclusion | |
| Back chatting | | Consistent disrespect | |
| Not playing by the rules | | Consistent rule breaking | |
| Teasing/Annoying others | | Abusive swearing | |

Action for Minor

Action for Major

| | | |
|---|--|---|
| Discuss/Verbal warning | | To be dealt with or in consultation with an ASSISTANT PRINCIPAL or PRINCIPAL. |
| Loss of Equipment | | |
| Sat out on silver seats | | |
| Relocate | | |
| Community Service (e.g. pick up papers) | | |
| Walk with Teacher | | |
| Complete work at break time | | |
| Sent to office/AP/PRINCIPAL | | |
| Planning Room | | |

Comment:

Beelbangera Public School – Student Welfare Policy (2020)



As a NSW Department of Education school, Beelbangera Public School is committed to creating quality learning opportunities for all students. This includes strengthening their cognitive, physical, social, emotional and spiritual development.

Beelbangera Public School influences the wellbeing of students by providing experiences that allow choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety.

Schools play a pivotal role in shaping the values and attitudes of students within their care. Beelbangera Public School endeavours to provide students with experiences to develop their voice, become active learners and develop strong character qualities to enable them to connect with, succeed, thrive and contribute positively to society, now and in the future.

The curriculum is implemented through quality teaching and learning programs from Kindergarten to Year 6. Our committed and experienced staff ensure the learning and social outcomes of all students are met. Student differences are valued and catered for through the implementation of personalised programs. The school's focus on student welfare and expectations of a high standard of behaviour ensures a safe environment that encourages respectful, resilient and active learners.

The Student Welfare is underpinned by the following rights and responsibilities:

Students' Rights

- All students have the right to learn through a range of learning styles and teaching practices.
- All students have the right to feel safe and secure in an environment free from negative actions from others and from harmful substances and objects.
- All students have the right to study, work and pursue activities in pleasant, well-kept surroundings.
- All students have the right to feel proud in their school uniform.
- All students have the right to solve their own problems when appropriate and manage their own behaviour.
- All students have the right to prior knowledge and understanding of the consequences of inappropriate behaviour.
- All students have the right to have their personal belongings treated with care.

Staff Members' Rights

- All staff have the right to pursue their work unhindered by disorder or disrespect.
- All staff have the right to find fulfilment in their vocation of teaching.

Everyone's Rights

- All students, staff, parents and visitors have the right to be treated with dignity and respect.
- All students, staff, parents and visitors have the right to be free from harassment, physical abuse, emotional abuse and verbal abuse.
- All students, staff, parents and visitors have the right to be communicated with clearly, politely and respectfully.

The aim of this policy is to communicate Beelbangera Public School's commitment and procedures to ensure the wellbeing of all students. The Welfare Policy will contain the following elements:

- Responsibilities
- Uniform Policy
- Whole School Positive Behaviour Plan
- All students have the opportunity to gain points on our Positive Behaviour Plan. The plan is in place to reward positive behaviours both in and outside the classroom.
- Presentation Night Awards
- Sporting Teams Selection Process
- Sport Award Point System
- Visitors to the School

Beelbangera Public School – Student Welfare Policy (2020)



- Assemblies
- Sun Safety
- Attendance
- School Counsellor
- Homework Policy (Appendix 1)
- Learning Support Policy (Appendix 2)
- Special Religious Education (SRE)
- Riding for the Disabled (RDA)
- Food
- Canteen
- Transition to School Program
- Assessment and Reporting
- Student Health and Medication

The Welfare Policy will be supported by:

- K-6 Enrolment Policy
- Student Leadership Policy
- School Behaviour Policy

Responsibilities

Schools:

Principals will ensure that:

- A commitment to student welfare underpins all the policies and activities of the school.
- The school community reviews policies and practices related to student welfare.
- Student welfare is regularly reviewed using appropriate planning processes.
- A school discipline policy is developed and regularly reviewed.
- The review processes take into account other mandatory policies.
- Strategic issues identified in reviews are incorporated into the school plan.
- Students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school.
- Other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school.

Teaching and support staff, according to their role in the school, will:

- Ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy.
- Contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents.
- Participate in the learning and teaching process in ways which take account of the objectives in this policy.
- Participate in the school community's implementation of the Student Welfare Policy.

Staff with a specific student support role will ensure that:

- The school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

Students will be encouraged to:

- Act according to the discipline code established by the school community.
- Contribute to the provision of a caring, safe environment for fellow students, staff and parents.
- Participate actively in the learning and teaching process.
- Provide their views on school community decisions, including reviews of student welfare, using agreed upon processes which include student representative councils and school parliaments.
- Practise peaceful resolution of conflict.

Beelbangera Public School – Student Welfare Policy (2020)



Parents will be encouraged to:

- Participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline code.
- Share responsibility for shaping their children's understanding about acceptable behaviour.
- Work with teachers to establish fair and reasonable expectations of the school.

Districts and state office:

The district superintendent will ensure that:

- All staff are familiar with, and implement the Student Welfare Policy.
- The implementation of this policy is supported by district office staff.
- School programs support student welfare priorities and are responsive to the school community.

State office directors will ensure that:

- All staff are familiar with the Student Welfare Policy.
- Support generated in their directorate is consistent with this policy.
- All staff consider the implications of this policy.
- State Executive is provided with information on system-wide performance and policy advice in relation to student welfare

Uniform

Beelbangera Public School has a uniform that students are expected to wear each day. Please refer to the school Uniform Policy for a detailed explanation of our school uniform (appendix 1).

Whole School Positive Behaviour Plan

All students have the opportunity to gain points on our Positive Behaviour Plan. The plan is in place to reward positive behaviours both in and outside the classroom. Please see Beelbangera Public School Behaviour Plan for more information.

Presentation Night Awards

Presentation Night occurs within the last 2 weeks of Term 4. It is held at the Griffith Regional Theatre and is a formal awards night. Each family is allocated two tickets and there is a set timeframe for them to be collected and paid for. After this, all remaining tickets will be available for sale to the school community.

Class awards are decided by class teachers and are as follows:

- **Most Consistent** – given to the student who is most consistent with their behaviour
- **Most Improved** – given to the student who has shown significant improvement either in their academic achievement or in their behaviour
- **Contribution to Class** – given to the student who contributes to the class in various ways, such as, asking/answering questions, volunteering to help students/teachers etc
- **Encouragement Award** – given to the student who always tries their hardest in everything they do
- **Class Citizen** – given to the student who is always willing to help others
- **Class Sportsmanship** – given to the student who always tries their hardest in sport and shows great sportsmanship (introduced 2020)

Other awards include:

- **RFF** – Release from Face-to-Face teacher nominates 1 student for each class
- **Library Award** – given by the school Librarian for their dedication in Library as well as their borrowing record
- **Academic Award** – given to the student in years K-5 (not class) for their academic achievement
- **LaST** – given to the students who have made progress and/or tried their hardest to improve their learning
- **Chaplain** – given to the student/s who have made progress with their social/emotional development

Beelbangera Public School – Student Welfare Policy (2020)



- **Gardening Club Awards** – given to the students who have displayed outstanding commitment to the Gardening Club

Major Awards are decided by the whole staff and are as follows:

- **DUX** – given to the Year 6 for their academic achievement (decided by academic results)
- **Public Speaking** – presented to the Semester 1 and Semester 2 students who won the public speaking awards during the year (Kindergarten, Infants – Yr 1-2, Junior – 3-4 and Senior 5-6)
- **Junior and Senior Sports Person Award** – given to 1 junior and 1 senior student who has represented the school the most at various carnivals throughout the year (see **Sport Award Point System (name???)**)
- **Sportsmanship Award** – Usually but not limited to a senior student for displaying outstanding sportsmanship throughout the year at carnivals, school etc
- **Stella Doherty Memorial Award** – in memory of Stella Doherty who directed our whole school productions. This is given to a Year 6 student who has displayed outstanding skills in Creative Arts
- **Citizen of the Year** – given to the Year 6 student who has displayed outstanding citizenship throughout the year
- **Scott Howard Memorial Award** – in memory of Scott Howard (a student of Beelbangera Public School from 1970-99999) who always tried his best even though he was diagnosed with Dyslexia later in life. He tragically passed away in an car racing accident and his family has donated the award to the school. This award is given to a student who may not achieve great results academically but always puts in 100% effort to their learning

Sporting Teams Selection Process

At Beelbangera Public School we take great pride in participating in different sports as a school. Our sporting team selection process will predominantly include students in Years 5/6. Exceptions can be made if there are not enough students in Years 5/6 to allow a few younger students to join the team. Teams will be chosen by the nominated teacher who will also coach the students during lunch/recess times. Due to the knockout nature of PSSA sports, teams are formed with the BEST players available regardless of their year level.

Boys Sports:

- Soccer
- Touch
- Rugby League – Mortimer Shield

Girls Sports:

- Netball
- Touch
- League Tag – Mortimer Shield

Other sports that may be included are AFL (boys and/or girls), Soccer (girls) and Cricket (boys). This will be determined on a year by year basis depending on outside sport interest levels/playing ability.

Year 3/4 students also have the opportunity to participate in the Trent Barrett Shield (Rugby League – Boys and League Tag – Girls) each year.

In accordance with our Behaviour Policy, any student who is on a Level 2 at the time of the sports event will be ineligible to take part.

Sport Award Point System

The following outlines the guidelines we follow to award the end of year Sportsperson Award. These points will be tallied over the course of the year. Students **MUST** participate in the outlined carnivals to be awarded their points. If a student advances to the next carnival but **does not** participate for **ANY** reason they **will not** receive any points. **Please see the Calculation of Points table on the next page.**

Beelbangera Public School – Student Welfare Policy (2020)



| Calculation of Points | | | | | |
|---------------------------------|---|--|---|---|--|
| | Categories | | | | |
| | School | Zone | Region | State | National |
| Swimming Carnivals | 2 points Age Champion Runner Up 3 points for Age Champion | 2 points for advancing to Zone carnival | 4 points for advancing to Regional carnival | 6 points for Advancing to State Carnival | 10 points for advancing to National carnival |
| Athletics Carnivals | 2 points Age Champion Runner Up 3 points for Age Champion | 2 points for advancing to Zone carnival | 4 points for advancing to Regional carnival | 6 points for Advancing to State Carnival | 10 points for advancing to National carnival |
| Cross Country Carnivals | 2 points Age Champion Runner Up 3 points for Age Champion | 2 points for advancing to Zone carnival | 4 points for advancing to Regional carnival | 6 points for Advancing to State Carnival | 10 points for advancing to National carnival |
| PSSA Team Representative | | 2 points for representation in Zone team | 4 points for representation at Riverina/Regional Carnival | 6 points for representation at State Carnival | 10 points for representation at School Sport Australia (SSA) |

Visitors to the School

Visitors to Beelbangera Public School (with the exception of school assemblies, special events and drop off and pick up before and after school) MUST sign in at the front office. When visitors leave the school, they are to sign out through the front office. This process is to ensure the safety for all.

Assemblies

School assemblies take place fortnightly on Thursday afternoons. They are held from 2:30-3:10pm in the school hall. Class awards and class items are the main features of our assemblies. Assemblies are run by students from a nominated class. Parents and family members are invited to attend.

Sun Safety

At Beelbangera Public School we have a responsibility to provide a safe environment for students and staff. This includes the provision of adequate protection from the sun throughout the year. Students are required to wear a broad brimmed school hat when playing outside all year round. Some spare hats are kept at school for students who have forgotten theirs for the day. Any student without a hat on is required to stay under the shelter/COLA for the duration of the playtime break.

Students are encouraged to wear and bring sunscreen to school and are encouraged to reapply throughout the day.

Attendance

All students who are enrolled in a NSW Public School, regardless of their age, are expected to attend that school on a regular basis. At Beelbangera Public School, we encourage maximum student attendance. Students should only be absent due to illness or in extenuating circumstances. Parents/carers must provide the school with a written note to explain their absence when they return to school. If a student is going to be absent for an extended period, parent's must notify the school beforehand. Students with prolonged or large amounts of absence with out sufficient reasons will be referred to the Home School Liaison Officer (HSLO).

If you are planning a trip that extends for 2 weeks or longer, an exemption form must be completed and approved before leaving. Please see the office for the form.

Beelbangera Public School – Student Welfare Policy (2020)



School Counsellor

Beelbangera Public School students have access to the School Counsellor once a fortnight. Teachers may recommend to parents their child should see the School Counsellor for a variety of reasons. These reasons will be discussed between the teacher and parent. Parents may also ask for their child to be referred to the School Counsellor. For students to be able to see the School Counsellor they must have a permission note signed by parents.

Homework

Homework is encouraged at Beelbangera Public School. It is designed as a revision of concepts that have been taught in class. Each class teacher is responsible for setting the homework requirements for their class and will usually include, spelling, reading, comprehension and maths. Students are encouraged to complete a small amount each night to develop sound study habits in preparation for life beyond Primary School. We encourage all students to read each day. Please see Appendix 1 for a copy of the Homework Policy. Suggested homework times are:

Kindergarten: 5 - 10 minutes

Year 1 and Year 2: 15 minutes

Year 3 and 4: 20 - 25 minutes

Year 5 and Year 6: 25 – 30 minutes

Reading out loud to a parent is encouraged for all year levels.

Learning Support

Beelbangera Public School has a Learning Support Team which helps students access extra assistance in their learning. Learning Support teachers may offer in class support or individual/small group support outside the classroom. Students will be provided with targeted activities to the specific area/s of need. Support can be learning difficulties or extension opportunities.

Each year students in Year 3 and Year 5 will have access to NAPLAN specific Learning Support during Term 1. These students are chosen based on past NAPLAN results and/or the previous year's class results.

Please see Appendix 2 for the full policy.

Special Religious Education (SRE)

All NSW Public Schools are required to offer Special Religious Education to students. SRE is the beliefs and practices of an approved religious persuasion delivered by authorised representatives of that persuasion.

Parents/caregivers can choose to enrol their child into SRE from the school's available approved provider(s) or to withdraw their child from SRE. During this time teachers are not allowed to teach students, students not attending SRE are provided with supervised alternative meaningful activities. This could include reading, private study (student driven) or completing homework. They must be in a separate physical space from SRE classes and be supervised by a member of the school staff.

A parent/caregiver may at any time notify the school in writing that they do not wish their child to attend SRE or to change their SRE nomination. Students are to continue in the same arrangement as the previous year, unless a parent/caregiver has requested a change.

At Beelbangera Public School we offer Catholic and Other – which includes Presbyterian, Anglican and Church of England.

Riding for the Disabled (RDA)

Over the past few years we have utilised the services of Riding for the Disabled (RDA) for a select number of our students. We also proudly donate money to this program.

Horse riding helps to improve coordination, balance, muscular development and fitness. Students enjoy participating in this program and look forward to it each week.

Beelbangera Public School – Student Welfare Policy (2020)



Food

At Beelbangera Public School we encourage all students to bring healthy food for eating times. We have three times a day where students are able to eat their food.

Fruit Break:

Fruit break is a short break around 10:30am where students take a short 5min break to have a **healthy** snack. Please only pack 1 thing for fruit break as this is just a quick snack. During fruit break, **ONLY** the following foods are able to be consumed:

- Fresh Fruit/Vegetables
- Dried Fruit eg sultanas, apple etc
- Yoghurt
- Cheese (no crackers)

Lunch:

Lunch time is between 11:30-12:10 every day. Specific eating time is between 11:30-11:45ish. During this time all students are required to sit under the shelter/COLA and eat their food. Suggested lunch time foods include:

- Sandwich/Wrap/Salada's, salad containers etc
- Leftovers including soups, frankfurts, rissoles etc (Please be aware that foods cannot be heated at school. If your child would like their food warm please use an appropriate container eg thermos)

AS WELL AS:

- Fresh Fruit/Vegetables
- Dried Fruit eg sultanas, apple etc
- Yoghurt
- Cheese and crackers/Dips and crackers
- Muesli bars
- Fruit bars

Recess:

Recess break is between 1:40-2:00 every day. Specific eating time is between 1:40-1:50ish. During this time all students are required to sit under the shelter/COLA and eat their food. Suggested recess foods include:

- Fresh Fruit/Vegetables
- Dried Fruit eg sultanas, apple etc
- Yoghurt
- Cheese and crackers/Dips and crackers
- Muesli bars
- Fruit bars

Please be aware that the above mentioned foods are a **suggestion** only. Parents/carers are responsible for the foods their children consume whilst at school. **Fruit break** foods are closely monitored for healthy eating guidelines.

Students who have forgotten their lunch will be provided with a sandwich/toast with a choice of spreads such as butter, vegemite, jam etc.

**Beelbangera Public School is a NUT and EGG aware school due to the high risk of allergies.
Please check labelling carefully to ensure no foods are sent that contain nuts.**

Canteen

Our school canteen operates every Friday for fruit break, lunch and recess and follows the Healthy School Canteen Strategy set by the Department of Education. A healthy canteen menu contains at least ¼ Every day and no more than ¼ Occasional food and drink items. If you choose to utilise the canteen, students are required to order their fruit break and lunch and it is recommended to also order recess. This limits the waiting time at the canteen. All students are reminded Friday mornings to deliver their lunch orders to the canteen, any student who forgets to put it in may receive an alternative option depending on what is available.

Beelbangera Public School – Student Welfare Policy (2020)



Transition to School Program

At Beelbangera Public School we offer a comprehensive Transition to School Program for our incoming Kindergarten students. We encourage all incoming Kindergarten students to attend the sessions as we believe the program allows students to become familiar with the school and introduces school routines and expectations.

Beginning midway through Term 3 students are encouraged to attend our 4 sessions which last for 1 hour. During Term 4 there is another 4 sessions where the time spent at school is gradually increased to finish with a full morning session and lunch.

High School transition programs are run through the nominated High Schools. Parents of students in Year 6 are given enrolment forms for Murrumbidgee High School in Term 1 and these need to be returned ASAP. The form needs to be filled in for every student regardless of where you are choosing to send your child.

The Transition to High School Program begins with fortnightly visits to Murrumbidgee High School during Term 3. This continues into Term 4 culminating in a full day. If your child is going to attend a different high school they will be in contact with you to explain their transition program.

Assessment and Reporting

At Beelbangera Public School we utilise a range of assessment forms to evaluate where students are at with their learning. We use these assessments to guide our teaching practices.

Formal parent teacher interviews are conducted at the end of Term 2 each year. Parents and teachers may request additional interviews throughout the year either in person or via the phone to discuss a student's academic progress or behaviour.

Written reports are distributed towards the end of Term 2 and Term 4 each year. These reports indicate levels of achievement in the Key Learning Areas and also a summary of behavioural attitudes.

Student Health and Medication

Students requiring ongoing medical attention and/or medication (including asthma) will require an individual health plan prepared by their doctor.

All medication including asthma puffers are to be kept at the office. Administering of any medication is strictly monitored by the staff by entering all details into Sentral.

Where a short term medical condition requires treatment at school, the parents must complete a "**Request for support at school of a student's health condition**" form available from the office.

From time to time students may be sent from class to the office due to illness. The Principal and/or office staff will assess student needs and notify parents if collection is necessary. Parents are asked to keep emergency contact numbers up to date to avoid distress to the child.

All staff (including office staff) are required to have an approved first aid certificate including CPR and anaphylaxis. This training is undertaken by all staff when due.

Appendix

Homework Policy

16/2/18

Rationale:

At Beelbangera Public School we believe that student learning may be enhanced by homework tasks relevant to students' needs. Homework allows for practising, extending and consolidating work done in class. For older students, it assists in developing a range of skills including planning, time management, study habits, self-discipline and sourcing and using information resources.

The DEC Homework policy defines homework as...

“any task assigned by school teachers intended for students to carry out during non-school hours designed to meet specific learning goals.”

Aim:

This school policy, developed in consultation with school executive, class teachers and parent representatives, provides the rationale and guidelines for consistent and effective use of homework across the school.

Implementation:

Homework for students:

- will be appropriate for age, ability and needs
- will be purposeful and designed to meet specific learning goals
- is intended to build on knowledge, skills and understanding developed in class
- will be clearly explained to students during class time as well as communicated to parents
- will include a Reading component
- may include projects or assignments on a specific topic

Teachers will:

- consider students' outside-of-school-hours commitments, such as sport
- provide strategies for students having difficulty with homework
- take into account students' access to resources and technology outside of school
- provide some flexibility and options to allow for different student circumstances
- recognise that some parents/caregivers may not agree with the homework policy, necessitating the development of alternate strategies
- acknowledge students' efforts in completing homework and provide relevant feedback

Content Guidelines:

K-2: primarily sounds, sight word and number practice + reading time

Years 3-6: primarily Spelling, Maths concepts and number facts practice + reading time

Learning Support Policy

2019

What is a Learning Support Team?

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The aim of a learning support team is for students to be able to effectively engage in learning experiences with support and adjustments as required.

Learning and Support Team's role:

- Principal
- Advise classroom teachers of appropriate assessments and collaboratively analyse the data
- Assist teachers with the implementation of suitable learning support plans
- Provide direct support for students with additional needs in literacy, numeracy, social interaction, language, communication and behaviour
- Assist with professional learning for class teachers/SLSOs
- Liaise with students, parents, teachers, SLSOs and outside agencies

Beelbangera Learning Support Team consists of:

- Principal
- Team coordinator
- School Counsellor
- Teachers
- Student Learning Support Officers (SLSOs)
- Support personnel/Assistant Principal of Learning Support

Roles of Team Members:

Principal

- Monitor the activities of the Learning Support Team and oversee its functioning within the DEC's policies and guidelines and ensure the team's supports are included in the school's management plan.
- To establish the school needs and priorities, training and development required and coordinate resources (human and material).

Team Coordinator

- Responsible for convening regular meetings which discuss referrals, negotiate adjustments and support, develop meeting agendas, keep and distribute minutes, maintain learning support documents.

School Counsellor

- To work in consultation with the school staff to develop appropriate school based support for students.
- To conduct cognitive, social, emotional and behavioural assessment of students referred by the Learning Support Team and report the results of assessments and interventions to parents and teachers.

Teachers

- Recognise students with additional support needs and communicating these needs/adjustments to parents and stage supervisors.
- Refer students to learning support when programs are not meeting student needs (and the teacher has tried several strategies first).
- Attend meetings when required, implement support recommendations, monitor student progress and inform Learning Support Team.

Beelbangera Public School – Student Welfare Policy (2020)



SLSOs

- Recognise students with additional support needs and communicating these needs/adjustments to class teacher
- Discuss strategies and adjustments that can be made in the classroom for the children in need
- Attend meetings when required, implement support recommendations, monitor student progress and inform Learning Support Team/Classroom teacher.

Support Personnel

- Provide professional specialist advice and assistance to schools to support students with additional learning and support needs.
- Promote and support the development of learning and support teams within the school.

Learning Support Team Process:

1. Pre-referral

- Students demonstrate additional learning needs and the teacher plans for adjustments for learning
- Teacher discusses student with stage supervisor and parent

2. Referral

- Complete referral form either online or handwritten for Week 9 Caseload meeting
- Learning Support Team discusses case, allocating support/resources as appropriate
- Assessment/Observation as necessary
- Mode of support determined

3. Planning, Implementing & Monitoring

- Adjustments devised, outcomes determined, preparation of teaching activities, continue planning with parental involvement
- Ongoing assessment and evaluation with Learning Support Team

Strategies for Dealing with Behaviours of Concern in the Classroom

Step 1

- Teacher sets up the classroom for success and positive behaviour by establishing their own classroom rules and expectations.
- Teacher communicates the plan to students, parents and executive staff.
- Teacher uses classroom management practices.

Step 2

- Teacher implements classroom system of consequences which has been approved by school executive and communicated to parent carers at the beginning of each school year (Attached)
- Name on the board and cross system in place and use of buddy classroom for time out.
- Teacher uses Supporting Positive Behaviour Classroom Checklist (Appendix 4) to ensure appropriate support has been provided to student.
- Teacher communicates with parents if unacceptable behaviour is ongoing.

Step 3

- Teacher refers student to Stage Assistant Principal for support and further consequences.
- Consequences may include:
 - Time out in AP's classroom
 - Reflection time during break times with Stage AP
 - Classroom behaviour monitoring sheet
 - Parent/carer informed of behaviour by phone call
- Repetitive behaviour incidents – consider referral to Learning Support team
- Incident recorded in COMPASS Wellbeing data base

Classroom discipline escalation on the board

Each class will follow the following discipline rules (for minor infractions):

Name = Warning and discuss behaviour

Name X = 5 minutes timeout and/or relocate seat in classroom

Name XX = Sent to an Assistant Principal's or buddy classroom with work (Student will be sent back at AP's/teachers discretion)

IF the behaviour continues in the AP's classroom the student will be sent to Principal and a planning room session will follow. Major infractions which can include violence, continual breaking of minor rules for the session etc, will be dealt with immediately by either the Assistant Principal or Principal.

Note 1: Teachers will follow the step by step process monitoring student behaviour.

Note 2: In cases of serious behaviour of concern, steps may be skipped with students being referred directly to Assistant Principal or Principal.

Note 3: Department of Education suspension and expulsion guidelines will be followed as required in managing and supporting student behaviour.

Strategies for Dealing with Behaviours of Concern in the Playground

Step 1

- Restorative questions asked by teacher (All students involved) : What happened ? What were you thinking of at the time? What have you thought about since? Who has been affected by what you have done? What do you think you need to do to make things right?
- For minor issues Time out in designated area (Silver Seats) or shadow teacher
- Teacher completes White Behaviour Slip and puts in the tray in the Assistant Principal's office

Step 2

- For more serious issues - after investigation by the duty teacher the matter is referred to the Assistant Principal or Principal.
- Assistant Principal or Principal decides on the consequences and contact parents directly by phone.

Step 3

- Playground incident recorded in Compass.
- 3 minor reports in one week requires planning room.
- Any major behaviours result in planning room.
- Automatic notification to Principal and parents after child has attended planning room.

Step 4

- Serious behaviour of concern referred to Principal to be managed in accordance with Department of Education Policies and procedures
- Extreme or repetitive behaviour may lead to withdrawal from the playground and the implementation of the suspension policy .

Note 1: Teachers will follow the step by step process monitoring student behaviour.

Note 2: In cases of serious behaviour of concern, steps may be skipped with students being referred directly to Assistant Principal or Principal.

Note 3: Department of Education suspension and expulsion guidelines will be followed as required in managing and supporting student behaviour.