

# Goulburn Public School

## Student Wellbeing

## Implementation Strategy 2019



Last updated: 28.8.2019

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Total Pages: 42

Distribution: P & C Members, School Website, Goulburn Public School Staff

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# 1. Rationale

*'No significant learning can occur without a significant relationship'* – Rita Pierson

The Goulburn Public School Student Wellbeing Implementation Strategy is structured according to the NSW Department of Education (DoE) Wellbeing for Schools Framework. It describes student wellbeing in three main sections: Connect, Succeed, Thrive.

Underlying the Student Wellbeing Implementation Strategy is the DoE Student Welfare Policy which describes government schools as *places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.*

<https://education.nsw.gov.au/policy-library/policies/student-welfare-policy>

## DoE Welfare Policy: Context

Student welfare in government schools:

- encompasses everything the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn
- is achieved through the total school curriculum and the way it is delivered. incorporates effective discipline
- incorporates preventive health and social skills programs
- stresses the value of collaborative early intervention when problems are identified
- provides ongoing educational services to support students
- recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to enjoy success and recognition, make a useful contribution to the life of the school, derive enjoyment from their learning.

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents/carers and the wider school community. The objectives and outcomes that follow therefore relate to:

- Effective learning and teaching
- Positive climate and good discipline
- Community participation

## DoE Welfare Policy: Effective learning and teaching

Objective:

To enhance effective learning and teaching by:

- 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 recognised and addressed across the 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.

## DoE Welfare Policy: Positive climate and good discipline

Objective:

To enhance school climate and discipline by:

- maximising 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 and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- valuing difference and discouraging narrow and limiting gender stereotypes.
- incorporating students' views into planning related to school climate and organisation
- establishing networks to support students and making sure that students and

- parents know about, and have ready access to, this support
- recognising 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, including a Student Leadership Team.

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
- know what is expected of them and of others in the school community
- be able to learn without disruption from unruly behaviour
- be provided with appropriate support programs
- contribute to decision making in the school
- participate in all aspects of school life as equals
- value difference
- be respected and supported in all aspects of their schooling
- know and understand their school's organisation and know about student representative councils and other representative bodies such as the Student Leadership Team.

## DoE Welfare Policy: Community participation

### Objective:

To enhance community participation by:

- building learning communities in which staff, students and parents work together for planned results
- encouraging parents and community members to participate actively in the education of young people and in the life of the school
- acknowledging parents 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 and student representative groups
- inviting parents to share their skills and experiences in the school community
- supporting students and their parents in making decisions about learning programs
- recognising students' families, cultures, languages and life experiences.

### Outcomes:

- there will be strong links between students, staff, parents and other members of the school community
- parents 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 school community
- students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial
- staff will facilitate parent and community involvement in a range of school activities.

### Results for students:

- students will be supported by parent 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 and teachers in the teaching and learning processes at the school.

## DoE Welfare 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 Wellbeing Implementation Strategy 2019 and the Goulburn Public School Student Discipline Procedures (reviewed: November 2017)
- 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 Department of Education Student Welfare Policy and Goulburn Public School Wellbeing Implementation Strategy 2019.

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 and wellbeing, using agreed upon processes which include student leadership group and school focus groups
- practise peaceful resolution of conflict.

Parents will be encouraged to:

- participate in the learning of their children and the life of the school, including reviews of student welfare, student wellbeing 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 Goulburn Public School

The Student Wellbeing Implementation Strategy 2019 is embedded in the Goulburn Public School Plan whereby student wellbeing is maintained through equitable processes that promote positive learning and facilitate the improvement of student outcomes and the narrowing of achievement gaps for students.

## 1.1 What is Wellbeing?

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

## 1.2 Wellbeing: A Shared Responsibility

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

*Staff will:*

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

*Students will be encouraged and supported to:*

- ✓ act appropriately as safe, responsible, respectful learners and friends
- ✓ contribute to the provision of a caring, safe learning environment for peers, all students, staff and parents
- ✓ Demonstrate kindness to self and others

*Parents will be encouraged to:*

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

*Whole school initiatives include:*

- ✓ Buddy classes
- ✓ Social skills programs such as 'Bounce Back'
- ✓ Positive Behaviour for Learning (PBL)
- ✓ Our Wellbeing 'Traffic Light ' Behaviour Levels
- ✓ Child Protection Lessons
- ✓ Student Leadership Team
- ✓ Differentiation, adjustments and accommodations for individual needs and abilities
- ✓ Year 6 leadership opportunities
- ✓ STEM garden/playground
- ✓ GCOPS performances
- ✓ Lunchtime Clubs
- ✓ Goulburn Strings Project – Hume Conservatorium
- ✓ Choir and Band
- ✓ Public Speaking

## 1.3 Wellbeing: Supported by the core values of Public Education

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

### Core Values of Public Education

#### *Integrity*

Being consistently honest and trustworthy.

#### *Excellence*

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

#### *Respect*

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

#### *Responsibility*

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

#### *Cooperation*

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

#### *Participation*

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

#### *Care*

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

#### *Fairness*

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

#### *Democracy*

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

## 2. Connect

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

### 2.1 Anti-Bullying

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

#### Statement of purpose for Anti-Bullying

The Melbourne Declaration on Educational Goals for Young Australians (December 2008) states that Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians. Young people must be equipped with the knowledge, understanding, skills and values to take advantage of opportunity and to face the challenges of this era with confidence.

Goulburn Public School is committed to the Melbourne Declaration and to giving every child every opportunity within a culture of growth, performance and positive wellbeing. It engages in efficient management practices and maintains partnerships with colleagues, families and the community that support a creative, inclusive school within a safe, positive and productive learning culture.

The school identifies bullying behaviour as a serious threat to the sustainability of a whole school culture that engages and motivates all students to:

- feel happy
- perceive the world as a safe and supportive place
- achieve their best
- fully participate in learning
- nurture their self-perception and self esteem
- interact socially
- develop fulfilling friendships

In minimising bullying, the school implements a wellbeing strategy that includes a focus on being safe. This is about students being free of the threat and action of bullying including harassment and intimidation, both whilst at school and interacting online. The wellbeing system teaches students to be respectful of others, to show empathy and compassion, to accept and appreciate difference and to interact and behave with courtesy.

This wellbeing strategy is about teaching inclusive relationships. This includes teaching children how to initiate, be open to and maintain relationships with children outside immediate friendship groups, including children with disabilities, differing cultural backgrounds, abilities and/or interests.

This wellbeing strategy is also about teaching the importance of diversity. This includes celebrating individual differences amongst individuals and groups. It includes supporting students to have positive perceptions about the range of abilities and attributes of individuals. It also includes growing and sustaining a collective understanding that individuals can have a range of values and beliefs or do things in the different ways.

Active participation in a school community depends on the ability to enjoy satisfying relationships with a wide range of people. This wellbeing strategy recognises that children must be explicitly taught how to initiate, be open to and maintain relationships with others.

This wellbeing strategy teaches students in promoting positive and supportive relationships. Consistent information communicating anti-bullying messages reflect the learning occurring across the whole school. One message, 'Is it Bullying? – Rude, Mean or Bullying'



This wellbeing strategy also teaches students to be resilient, including asking a friend, teacher, parent and/or adult for help, especially in a situation of bullying. It teaches that people who witness or know about incidents of bullying are bystanders and that it is the job of a bystander to share their knowledge about incidents of bullying with a teacher, parent and/or adult. It is about being people who care about others and take actions to support each other to do what is right. It is about being people with the courage to always do the right thing.

The wellbeing system includes bystander intervention training as an anti-bullying intervention that targets the group dynamics of bullying. The aim is to promote upstander behaviour by teaching students the skills that will enable them to shift from being passive bystanders to active defenders of bullied students. Interventions aimed at teaching students about upstander behaviour include strategies such as peer support programs designed to improve interpersonal problem-solving skills in students.

## Goulburn Public School Expectations and Wellbeing choices:

### **Safe**

Students will:

- ✓ recognise and respond to unsafe situations
- ✓ know the difference between appropriate and inappropriate behaviours
- ✓ know how to feel safe and understand their right to be safe
- ✓ effectively seek assistance and resolve issues
- ✓ practise cyber safety
- ✓ understand and apply protective strategies including No, Go, Tell

### **Responsible**

Students will:

- ✓ understand how their behaviour impacts on other people
- ✓ behave in ways that result in the admiration of others
- ✓ make amends if a bad choice has been made
- ✓ understand that consequences accompany actions
- ✓ engage in upstanding behaviour which is about doing anything that can be done to help the people around them
- ✓ act in a way that makes a positive difference to others and the environment
- ✓ be truthful

### **Respectful**

Students will:

- ✓ behave in ways that build a personal sense of worth
- ✓ show care about the feelings of others
- ✓ appropriately conduct themselves in all situations
- ✓ value their own belongings and the belongings of others
- ✓ get involved in school activities
- ✓ be committed to making the school a better place
- ✓ be role models
- ✓ understand the qualities of a friendly person
- ✓ compliment others and never put others down
- ✓ be trustworthy and dependable with their friends
- ✓ grow and sustain a friendship group through games and conversations
- ✓ extend friendship to unfamiliar classmates

### **Learner:**

Students will:

- ✓ nurture a positive self-view
- ✓ keep things in perspective and maintain a hopeful outlook
- ✓ accept that it's okay to make mistakes
- ✓ recognise that anger makes things worse
- ✓ build a network of trusted friends
- ✓ ask for help, and accept support to solve problems
- ✓ be motivated, positive and focused
- ✓ work collaboratively to share and refine ideas and solve problems
- ✓ seek challenges with their learning

## Protection

To protect people against bullying and to minimise bullying at Goulburn Public School there must be a shared understanding of bullying.

## Understanding Bullying

The NSW Department of Education rejects all forms of bullying. No students, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department of Education.

Bullying can be understood to occur in three forms: face-to-face bullying, covert bullying and online bullying. Face-to-face bullying, also called direct bullying, is overt and easier for adults to detect. It can include physical actions such as punching or kicking, and verbal actions such as name-calling and insulting. Covert bullying, also called indirect bullying, is hidden from adults. It can include behaviours such as spreading rumours, excluding, threatening, blackmailing, whispering and stealing friends. Covert bullying is recognised as having significant potential for serious harm.

Bullying can have serious short-term and long-term consequences, both for students who bully and for those who are bullied. Negative consequences include feeling unsafe at school, psychological distress, lower levels of academic achievement and lower levels of school attendance. Students who bully others are also more likely to continue to bully others later in life and engage in risk-taking behaviours. Bullying has also been demonstrated to have a negative impact on students who witness bullying as bystanders.

Bullying has three key features. It:

1. involves a misuse of power in a relationship
2. is ongoing and repeated
3. involves behaviours that can cause harm

Bullying can be physical, verbal, or social. Bullying can be easy to see (overt), or hidden (covert), such as spreading rumours about another person or excluding them.

Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including Aboriginality; having a disability; their sex; because they are lesbian, gay, bisexual, transgender, and/or intersex; their size or body shape or any other ways they may be different. Some students are bullied about their academic or sporting achievements or hobbies. Department of Education Anti-Bullying Policy: <https://www.det.nsw.edu.au/wellbeing/connect/antibullying>

When children have been bullied they may:

- not want to go to school
- not want to learn
- be unusually quiet or secretive
- not have friends
- seem over-sensitive or cry easily
- have angry outbursts

Different types of bullying include:

*Verbal* - Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

*Physical* - Physical bullying includes hitting, kicking, tripping, pinching and pushing or

damaging property.

*Social* - Social bullying includes negative facial or physical gestures, menacing or contemptuous looks, encouraging others to socially exclude someone and damaging someone's social reputation or social acceptance.

*Psychological* - Psychological bullying includes playing nasty jokes to embarrass and humiliate, mimicking unkindly, lying and spreading rumours, malicious SMS and email messages.

*Cyberbullying* - Cyberbullying is bullying using digital technologies including using devices such as computers, tablets and smartphones and software such as social media, instant messaging, texts, websites and other. Cyberbullying includes abusive or hurtful texts emails or posts, images or videos, deliberately excluding others online, nasty gossip or rumours, imitating others online or using their log-in and taking inappropriate photos of others.

Responsibilities to keep all people safe from bullying include:

Teachers have a responsibility to:

- ✓ model appropriate behaviour
- ✓ fully understand their obligations to maintain student wellbeing including protecting children from bullying
- ✓ actively promote the Goulburn Public School expectations of safe, responsible, respectful and a learner
- ✓ explicitly teach about bullying through the implementation of a systematic K-6 PDHPE curriculum
- ✓ implement school programs that promote positive relationships and incorporate strategies to deal with bullying
- ✓ communicate incidences of bullying during the Student Wellbeing item on the agenda at the weekly Communication Meeting for staff
- ✓ respond to incidences of bullying in an appropriate and timely manner according to Goulburn Public School Anti-Bullying Plan implementation strategy
- ✓ provide ongoing support for students involved in bullying with systematic tracking and monitoring via an individual Anti-Bullying plan (STAR plan – see appendix)

The School has a responsibility to:

- ✓ take seriously any concern that has been raised about bullying
- ✓ collaboratively work with the school community to develop, improve and sustain the Anti-Bullying Plan
- ✓ communicate the Anti-Bullying Plan to the school community
- ✓ ensure that the wellbeing strategy is rigorously maintained so that it has a very high profile and deeply embedded in the whole school culture
- ✓ monitor whole school scope and sequences to ensure that explicit teaching about bullying occurs every year
- ✓ provide ongoing training for staff to develop skills to effectively resolve bullying situations
- ✓ provide students with strategies to effectively respond to incidences of bullying behaviour, including responsibilities as bystanders (upstanders)
- ✓ provide parents, caregivers and students with strategies that promote appropriate behaviour, and information regarding bullying including the consequences of bullying
- ✓ communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children
- ✓ follow up with appropriate action and document all complaints of bullying
- ✓ maintain a high profile complaints and feedback system to encourage people to speak up about bullying
- ✓ provide opportunities through the appropriate allocation of resources to model and develop appropriate interpersonal skills including structured play activities, such as Lunchtime Clubs and if needed Learning and Support teacher providing targeted lessons for identified students

Students have a responsibility to:

- ✓ to behave appropriately at all times
- ✓ follow Goulburn Public School expectations including not engaging in bullying behaviour
- ✓ report to a teacher incidents of bullying and/or any knowledge of bullying

Parents have a responsibility to:

- ✓ be aware of and support Goulburn Public School's Anti-Bullying plan
- ✓ be supportive of the school as it implements Goulburn Public School core expectations
- ✓ communicate to the school if their child is being bullied or if they have any knowledge of incidents of bullying and/or any knowledge of bullying
- ✓ work with the school if their child has been identified as making choices that are characteristic of bullying behaviour including collaboratively developing strategies to engage their child in appropriate behaviour

## Prevention

Goulburn Public School implements strategies and programs for bullying prevention. This includes:

- a whole school focus on Positive Behaviour for Learning (PBL) including a three-tiered continuum that enables the school to be proactive in the prevention and intervention of bullying
- Anti-bullying lessons taught within the context of the Personal Development Health and Physical Education curriculum and are embedded into the whole school culture of success
- student-led programs such as the Student Leadership Team help create a community of inclusiveness and respect for the individual and reinforce a whole school culture of 'Bullying. No Way!'
- staff engage in Professional Learning to assist in raising awareness of the signs of bullying and the school procedures for dealing with it
- programs are developed and modified regularly to ensure that the school maintains a positive climate of respectful relationships where bullying is less likely to occur
- parents are informed of Goulburn Public School Anti-Bullying Plan and procedures
- clear procedures are in place for reporting to the school, child wellbeing unit or community services where appropriate
- all members of the Goulburn Public School community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships
- morning assembly for the whole school is used to reinforce Goulburn Public School's core expectations through Daily Notices and Executive staff messages whereby students are acknowledged for their success to be safe, responsible, respectful and learners
- posters prominently displayed around the school to teach and inform about identifying bullying and promote Goulburn Public School core expectations
- targeted and intensive interventions which involve small groups and individuals who demonstrate bullying behaviours and/or are subjected to bullying behaviours. These interventions focus on positive engagement at Goulburn Public School and may involve communication with teachers, the school executive, the principal, the school's learning support team, parents and outside organisations
- explicit teaching about identifying bullying and working towards eliminating bullying including a K-6 PDHPE focus on bullying where students are taught how to identify bullying and what to do if they are being bullied or if they witness incidents of bullying. Teaching about bullying includes teaching the importance of, and ways to create and sustain a safe and supportive school community

## Early Intervention

Goulburn Public School has established systems to ensure that issues regarding student wellbeing, particularly situations of bullying, are identified, effectively communicated and resolved.

These systems include:

- A weekly communication meeting with an item of student wellbeing, a time where issues about individuals and groups in relation to bullying can be discussed
- A referral system where students are flagged with the school's Learning Support Team (LST). Identified students are discussed at a weekly LST meeting with a focus on targeting resources to deal with an issue such as, for example, establishing a social skills program for students affected by bullying behaviour; or managing students who engage in bullying behaviours
- Flexible timetabling and allocation of staff to engage students affected by bullying behaviour or engaging in bullying behaviours

## Response

### *Responsibilities of the school*

It is the responsibility of the school community to be alert and able to recognise incidents of bullying.

Some signs that may point to a child that is being bullied include:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

### *Some signs a Child is Bullying Others*

Kids may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or are frequently in trouble
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

These signs taken from:

<http://www.stopbullying.gov/at-risk/warning-signs/#bullied>

## Reporting incidents of bullying

Students are taught to use the school expectations to focus their behaviour. Goulburn Public School strongly supports the wellbeing goals through a whole school approach with acknowledgement system.

Being safe, responsible, respectful learners facilitates wellbeing. Students with positive wellbeing are more likely to be happy and to have self-confidence and self-esteem.

Students with positive wellbeing are more likely to be able to deal with bullying behaviour should it be directed at them; and they are less likely to engage in bullying behaviour. Should students feel that they are having bullying behaviours directed at them and/or witness bullying behaviours directed at another student they are:

- Encouraged to talk to the person engaging in the bullying behaviour to ask them to stop it
- Directed to immediately tell a teacher and their parents about the bullying behaviour

Bullying behaviour will vary on its severity including for example, the degree of the inappropriate behaviour, the number of children involved, the effect on the child / children who have been subject to the bullying behaviour and the willingness of the child /children engaged in the bullying behaviour to make amends and focus themselves on positive behaviour.

Every situation is different:

In general, the teachers at Goulburn Public School take bullying very seriously. Once an incident of bullying has been reported the following things will typically happen: All people involved in the reported bullying incident will be talked to, to establish the facts.

Conversations with all the people involved will focus on the importance of resilience, on understanding the situation and a positive resolution of respect, responsibility, friendship and learning. Possible engagement in a restitution activity by the student demonstrating bullying behaviours.

Parents will be contacted and involved in the resolution. Ongoing monitoring and support for all people involved in the incident. Revising to all involved the school's commitment to anti-bullying.

Upon occasion the following things may happen:

- Targeted and/or intensive interventions such as social skills programs as part of the Positive Behaviour for Learning (PBL) which is explained in the Goulburn Public School Wellbeing Implementation Strategy
- The school counsellor will work with children affected by bullying behaviour and/or students engaging in bullying behaviour.

In the event of incidents involving assaults, threats, intimidation or harassment the following people will typically be contacted:

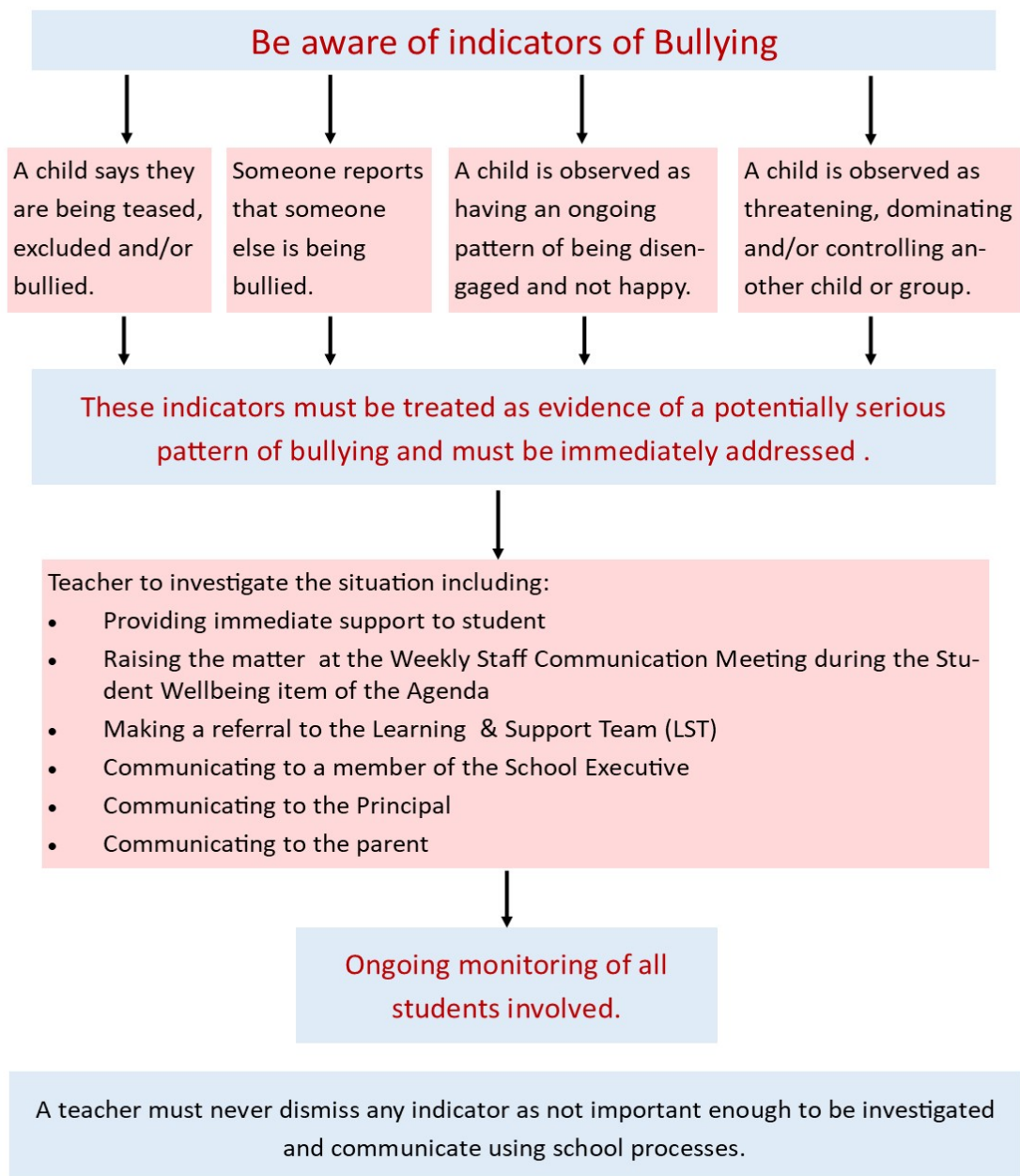
- The Principal or member of Goulburn Public School Executive
- The School Safety and Response
- The School Educational Director
- The Police Youth Liaison Officer

Parents of children involved in these incidents will be contacted. The Child Wellbeing unit and school counsellor may also be contacted. See Goulburn Public School flowchart.

# Goulburn Public School

## Anti-Bullying

### Teacher Flowchart



## 2.2 School Uniforms

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

Financial support is available to assist with the purchase of a uniform. Please make an appointment with the Principal.

Goulburn Public School - School Uniform Policy [http://www.goulburn-p.schools.nsw.edu.au/documents/37926398/37934005/2018\\_gps\\_school\\_uniform\\_policy.pdf](http://www.goulburn-p.schools.nsw.edu.au/documents/37926398/37934005/2018_gps_school_uniform_policy.pdf)

## 2.3 Student Participation and Leadership

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

– Encouraging and acknowledging active participation

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

- Student Leadership Team (Years K-6)
- Year 6 Leadership opportunities
- Publishing student work and photos of learning activities in the school newsletter, Facebook and or School Website
- Displaying student work around the school
- Recognising student achievement at weekly formal assemblies and yearly presentation assembly
- Performing and presenting work
- Musical performances with Goulburn Regional Conservatorium
- GCOPS performances
- Choir
- Sporting events
- ANZAC Day
- Community Events
  - Eisteddfod
  - Fun Run

– Teaching about inclusive relationships

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

## 2.4 School Attendance

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

### Student Attendance

Regular attendance at school for every student is essential if students are to achieve their potential and increase their career and life options. Schools in partnership with parents are responsible for promoting the regular attendance of students.

While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, record and monitor part and whole day absences.

Schools, in providing a caring teaching and learning environment, which addresses the learning and support needs of students, including those with additional learning and support needs or complex health conditions, foster students' sense of wellbeing and belonging to the school community.

### Responsibilities of school staff

School staff must:

- Provide a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community.
- Promote regular attendance at school through teaching and learning activities that acknowledge the learning and support needs of students.
- Maintain accurate records of student attendance.
- Follow the Attendance Flowchart to resolve unsatisfactory attendance of students including:
  - Contacting parent/carer by phone after child has been absent for 3 consecutive days. Details of contact and response are to be made in OnTrack+ within student notes on the day that contact is made
  - Alerting the Principal, or staff member responsible for monitoring attendance, when a student's pattern of attendance is of concern, or if no explanation is received from the parent/carer within 7 days
  - Following the supporting and protecting children and young people procedures, specifically if there are concerns about the safety, welfare or wellbeing of a child or young person

### Arrival at School

A teacher is on duty from 8:40am. Students are able to attend Breakfast Club from 8:30am. Students should not be at school before this time unless for a specific reason and under the care of a teacher.

## Marking the roll

The Class Roll is called each morning and absences recorded within EBS4 OnTrack +. Students arriving late are to attend the front office with a parent or caregiver and have their attendance status for that day shown as a partial absence. Upon arrival at the school, the parent or caregiver is required to indicate the reason for the lateness. The front office issues a late slip and this is given by the student to the class teacher and formally recorded as a partial absence as per Department of Education procedure. Students are to join their class independently.

Goulburn Public School has a formal procedure for students leaving early. Parents and carers who need to collect their child for an early departure are to attend the front office. Similarly, a parent or caregiver arriving to collect a child before the end of school must also indicate the reason for the early departure. A slip is printed to indicate the student has been signed out of school. Their absence has been recorded as a partial absence. Office staff will contact the class teacher (and student) via the internal phone. Students are to attend the front office with their belongings. In some cases, such as a doctor or dentist's appointment, the child may return to the school after only a short time away from the school. Once officially signed out of school, the child will then need to be signed back into school.

*For teachers with access to OnTrack+:*

At the beginning of each day a teacher will record student attendance on OnTrack+ for the particular class they are teaching. At this time the class teacher will also update any absence notes that have been returned by students.

*For teachers without access to OnTrack+:*

For teachers without access to OnTrack+, student attendance is to be recorded on a paper copy of a class roll first thing in the morning for the class that is being taught. This roll is available in the casual teacher sign in book. Once completed this roll is to be passed to the supervisor (Assistant Principal or Principal) who will immediately update OnTrack+.

## Student Absence

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

### Unexplained absences and unexplained partial absences

Teachers are accountable for monitoring and acting upon unexplained absences and unexplained partial absences. Teachers are required to follow the Attendance Flowchart to resolve unsatisfactory attendance of students.

Teachers will follow Goulburn Public School Student Attendance Procedures if a child is regularly absent or absent for 3 or more consecutive days without the school being informed.

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

## Extended Leave

Parents and carers must formally apply for extended leave from school such as an extended holiday. An Exemption from School Attendance Application must be completed if leave is required for over 10 days to 100 days.

## Codes used to record student absences

These codes are the School Attendance Register Codes used by the Department of Education. The following absence codes are to be used by the teacher recording student absences within OnTrack+:

Attendance Register Codes – Definitions <i>Symbols to be used for explanation of student absence</i>	
Symbol	Meaning
A	The student's absence is unexplained or unjustified. This symbol must be used if no explanation has been provided by parents within seven days of the occurrence of an absence or the explanation is not accepted by the principal. It is at the principal's discretion to accept or not accept the explanation provided.
S	The student's absence is due to sickness or as the result of a medical or paramedical appointment. In these cases: - a medical certificate is provided or - the absence was due to sickness and the principal accepts this explanation. Principals may request a medical certificate in addition to explanations if the explanation is doubted, or the student has a history of unsatisfactory attendance.
L	An explanation of the absence is provided which has been accepted by the principal. This may be due to: - misadventure or unforeseen event - participation in special events not related to the school - domestic necessity such as serious illness of an immediate family member - attendance at funerals - travel in Australia and overseas - recognised religious festivals or ceremonial occasions.
E	The student was suspended from school.

Attendance Register Codes – Definitions <b><i>Symbols to be used to record a variation in attendance</i></b> <i>(not counted as an absence for statistical purposes)</i>	
Symbol	Meaning
M	The student was exempted from attending school and a Certificate of Exemption has been issued by a delegated officer.
F	The student is participating in a flexible timetable and not present because they are not required to be at school. This could include participation in: <ul style="list-style-type: none"> <li>- HSC Pathways Program</li> <li>- Best Start Assessments</li> <li>- Trial or HSC examinations</li> <li>- VET courses</li> </ul>
B	The student is absent from the school on official school business. This symbol is recorded where the principal approves the student leaving the school site to undertake, for example: <ul style="list-style-type: none"> <li>- work experience</li> <li>- school sport (regional and state carnivals)</li> <li>- school excursions</li> <li>- student exchange</li> </ul>
H <sup>1</sup>	The student is enrolled in a school and is required or approved to be attending an alternative educational setting on a sessional or fulltime basis. The symbol is recorded where a student accesses education settings separate to their mainstream school such as: <ul style="list-style-type: none"> <li>- tutorial centre and programs</li> <li>- behaviour schools</li> <li>- juvenile justice</li> <li>- hospital schools</li> <li>- distance education</li> </ul>

## Recording the duration of an absence or variation in attendance

In addition to recording the reason for an absence or the reason for a variation in attendance, the duration of the absence or variation must be recorded.

Goulburn Public School Student Attendance Procedures:

[https://edit.sws.schools.nsw.gov.au/content/dam/doe/sws/schools/g/goulburn-p/pdfs/Student\\_Attendance\\_Procedures\\_GPS\\_2017.pdf](https://edit.sws.schools.nsw.gov.au/content/dam/doe/sws/schools/g/goulburn-p/pdfs/Student_Attendance_Procedures_GPS_2017.pdf)

### 3. Succeed

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

#### 3.1 Student Behaviour and Discipline

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

- Recognising and celebrating appropriate behaviour and achievement

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

##### Green Grin/Acknowledgement cards

Green Grins/Acknowledgement cards are part of Goulburn Public School's implementation of Positive Behaviour for Learning. These green grins are given out freely and frequently to acknowledge positive behaviour choices.

##### Merit Certificate

A Merit Certificate is awarded to an individual student at the weekly assembly from the class teacher. Certificates are related to the achievement or effort in demonstrating the core expectations of safe, responsible, respectful learner.

##### Level System

Student Merit Awards are collected to enable them eligibility to receive a Goulburn Public School Honour Ribbon, Certificate of Excellence or a Banner. These awards are presented to students at the Week 5 and Week 10 Formal Assemblies.

##### Parent Contact

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

##### PBL Student of the Week

A student is selected to be PBL Student of the Week. This student is recognised with a Certificate and a letter stating their achievement. Each week a PBL student of the Week is recognised at the formal assembly.

##### Documentation via OnTrack+

Incidents of appropriate behaviour may be documented using an online management tool, OnTrack+. The documentation is used as an evidence-based approach to understand and meet individual needs and plan to effectively engage the student using appropriate adjustments. The documentation is used to inform communication with teachers, parents/carers and professional networks.

## Responding to Inappropriate Behaviour

At all times appropriate professional practice guides the care and discipline of children. Teachers at Goulburn Public School respond to inappropriate behaviour in a consistent, non-confrontational, calm manner.

Student behaviour is considered to be inappropriate when an individual or group do not show commitment to being safe, responsible, respectful learners.

At all times the following aspects are taken into account when responding to inappropriate behaviour:

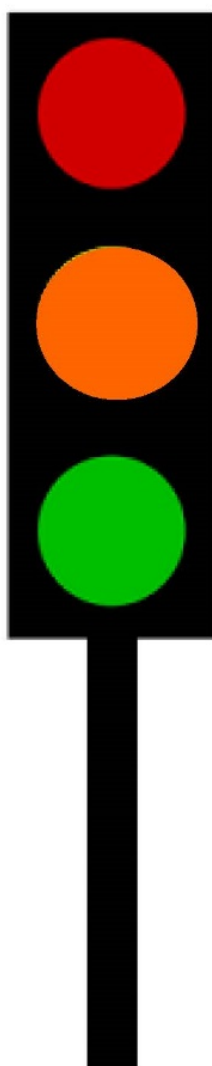
- the safety of students and staff
- the merit and circumstances of the particular case
- factors such as the age, individual needs, any disability and developmental level of students.

When a student's behaviour is inappropriate, teachers at Goulburn Public School aim to guide the student back to appropriate behaviour through a consistent process. This includes our Traffic Light Behaviour Level – Student version.



# Goulburn Public School

## Behaviour levels



<b>Black</b>	Suspension and Expulsion	
<b>Red</b>	You have seriously not met the school expectations	<p>Your parents will be contacted by the Principal. You may receive a 'Formal Caution of Suspension'.</p> <ul style="list-style-type: none"> <li>You will have Detention (up to 5 days)</li> <li>Possible isolation from your class, be put on a Behaviour Support Plan and/or a Risk Management Plan.</li> <li>If you are in Year 5 you cannot be a candidate for student leadership positions</li> </ul>
<b>Orange</b>	You have repeatedly not met the school expectations and your behaviour is causing concern	<p>Your parents will be contacted by the Assistant Principal. You will have to attend Detention at lunchtime and have your behaviour monitored</p> <ul style="list-style-type: none"> <li>You may lose privileges ie. sport, leadership, excursions, representing the school based the discretion of the Principal.</li> <li>Detention at lunchtime (up to 3 days)</li> </ul>
<b>Yellow</b>	You have not met the school expectations	<p>You have recorded a yellow incident for playground or classroom behaviour.</p> <p>→ You may have classroom reflection and/or your parent contacted</p> <p>→ If you receive 3 yellow incidences in one week you will move to orange level.</p>
<b>Green</b>	<p>Everyone begins on Green level</p> <p><b>Congratulations!</b></p> <p>You are doing the right thing!</p>	

## Negative Student Behaviour

Teachers and Executive Staff members use questioning to assist students to develop behavioural awareness. These questions are used to explicitly teach students to develop behavioural awareness, leading to behavioural ownership that will ultimately lead to a positive behavioural change.

Q1. What did you do?

Q2. When you did that, what did you want?

Q3. What choice could you have made instead of the choice you made? List 4 choices:

Q4. What choice will you make next time?

Q5. How are you going to fix this?

*(see 5. Appendix)*

## Documentation via OnTrack+

Incidents of inappropriate behaviour are documented using an online management tool, OnTrack+. The documentation is used as an evidence-based approach to understand and meet individual needs and plan to effectively engage the student using appropriate adjustments. The documentation is used to inform communication with teachers, parents/carers and professional networks.

## Time in another class or with another teacher

Upon occasion a student making inappropriate choices will benefit by temporarily spending time in another class or with another teacher to change their environment. This decision will be made in consultation with the principal and class teacher. A parent/carer may be contacted.

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

Upon occasion a student may require modified participation in class and/ or school activities. An individual Behaviour Support Plan will be implemented if necessary.

## Child sent home

Upon occasion a student making inappropriate choices will benefit by going home early to change the environment. This decision will be made in consultation with the parent, Executive Staff, Principal and class teacher.

## Risk Management Plan

Upon occasion teachers prepare Risk Management Plans for students who have been identified as requiring support to act in ways that are safe, responsible and respectful. These plans are typically prepared in consultation with staff and parents.

## Parent contact and/or interview

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

## Formal Caution

Upon occasion a student's behaviour might warrant a formal caution. The caution is discussed with the parent and the student during an interview and formalised in a letter.

## Suspension

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

## Goulburn Public School – Student Discipline Procedures

All negative student behaviour is followed up in accordance with Goulburn Public School Discipline Procedures published on the school website.

[https://goulburn-p.schools.nsw.gov.au/content/dam/doi/sws/schools/g/goulburn-p/localcontent/2017\\_gps\\_disciplineprocedures.pdf](https://goulburn-p.schools.nsw.gov.au/content/dam/doi/sws/schools/g/goulburn-p/localcontent/2017_gps_disciplineprocedures.pdf)

## 3.2 Behaviour Support Plan

### Student Behavioural Support (Wrap around)

At times some students at Goulburn Public School will be identified as needing additional support for their behavioural needs. Students that demonstrate behaviour that requires or is close to being given a 'Formal Caution of Suspension' will be referred to the Learning and Support Team as a priority.

This student firstly will be focused on in terms of their learning program. Are they engaged and progressing well at school? Their parent will be contacted and a meeting will be organised. A comprehensive list of the students' needs will be sought from relevant teachers, including what strategies have occurred/been put in place to support this student. Additionally, information will be sought from the parent about what they have identified with their child.

Following this information, a decision will be made if a student would benefit from the implementation of a Behaviour Support Plan.

### Behaviour Support Plan (BSP)

It is a school-based document designed to assist individual students who have experienced harm, are at risk of harm, or have caused harm to others. This may include students who have been diagnosed with severe behaviour disorders, students who have bullied others, students who have been bullied, students who require additional assistance because they display difficult, challenging or disruptive behaviours, as well as students who can benefit from additional wellbeing support.

A Behaviour Support Plan (BSP) can help ensure that students and staff feel safe, valued and connected to their school community. An effective BSP contributes to building respectful relationships, resilience, and well-adjusted students who are able to learn effectively.

Goulburn Public School students and staff can benefit from an effective BSP in many areas such as:

- Clearly stating expectations and planned support for a student in writing, demonstrates the commitment of the school to the student's wellbeing needs
- Behaviour change in the student occurs more readily when the focus is on support, building the skills needed for pro social behaviour, and increasing the student's wellbeing
- Problem behaviours are gradually reduced as triggers and cues preceding the unwanted behaviours are identified and addressed

- Previously unknown causes or triggers of problem behaviour may be identified while gathering information and writing the plan. Issues can then be effectively addressed
- Specialised guidance indicating how to respond to a student's challenging behaviour helps to provide boundaries, consistency and consequences for the student, reducing the need for punishment and in turn reducing stress for teachers
- A sense of harmony and/or safety to a classroom and school may be restored

## Who has responsibility for a Behaviour Support Plan?

At Goulburn Public School, any students who has been identified as benefitting from a BSP, will have a Case Manager assigned in being responsible for designing, implementing/adjusting, generalising and maintaining. The Case Manager will usually be a member of the Learning and Support Team. This Case Manager will work very closely with the classroom teacher and other relevant staff. The Case Manager will hold meetings in relation to the BSP.

A BSP is designed for students who have been identified as requiring specific support to achieve the wellbeing goals. These plans use data collected on social achievement to set wellbeing goals. These plans are typically prepared in consultation with staff and parents.

Behaviour Support Plans will have three phases. Each phase will be over a five weekly cycle and will be reviewed in consultation with the parent, class teacher and Executive staff/LaST. The phases are:

- designing/implementing and adjusting
- generalisation
- maintaining

## Writing an effective BSP

The most effective BSPs are developed when eight steps are followed:

1. Gather relevant information about the student
2. Convene a meeting of relevant school staff and the student's parents/carers
3. Convene a meeting of relevant school staff to draft the BSP
4. Design the BSP
5. Sign the BSP
6. Provide a copy to staff, parents and if appropriate, the student
7. Implement/adjust, generalise, maintain the BSP at specific time periods and review the BSP when appropriate
8. Conclude the BSP

## BSP Considerations

The effectiveness of a BSP relies on identifying the underlying causes of the student's problem behaviours. To identify problem behaviours, school staff should consult their student services support officer, the student's parents/carers, psychologist or other appropriate specialist, or professional involved with the student. The failure to identify the underlying issue or issues can lead to problem behaviours continuing, escalating or being replaced by other problem behaviours.

It also needs to be understood that a student's behaviour will often deteriorate before it improves when a BSP is introduced. Rewards and reinforcements used to promote pro-social behaviour must be immediate and at a high frequency in the early stages of a BSP for maximum success, especially with younger students.

### 3.3 Protecting Children (Child Protection)

*Ensure the safety, welfare or wellbeing of children.*

#### Child Protection

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

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

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

#### Working With Children Check

All adults working on a Department of Education site are required to have a current and valid Working with Children's Check (WWCC). This includes staff, tradespeople, volunteers including parents obtain a Working With Children Check involving a national criminal history check and review of findings of workplace misconduct.

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

All visitors to the school site are required to sign in via the front office and confirm WWCC.

### 3.4 Out-Of-Home-Care (OOHC)

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

#### Education Plan

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

### 3.5 Supporting Students with a Disability

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

#### Inclusive Education

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

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

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

#### Individual Learning Plans

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

#### Specialised Classes - Support Unit

The Support Unit at Goulburn Public School is committed to a holistic approach to the education and wellbeing of students with a range of abilities and special needs. It is made up of two classes and includes students with Mental Health Disabilities and Autism Spectrum Disorder. Each class has a Specialist teacher and full time School Learning Support Officer.

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

## 3.6 Positive Behaviour for Learning

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

### What is Positive Behaviour for Learning?

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

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

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

School-Wide Features include:

1. common language, vision and experience
2. leadership and school-wide support
3. establishing and defining expected behaviour
4. explicitly teaching expected behaviour
5. implementing a continuum of strategies to provide feedback and reinforce appropriate behaviour
6. implementing a continuum of strategies to respond to problem behaviour
7. continuous collection and use of data for decision making and ongoing monitoring and evaluation



Goulburn Public School has a PBL mascot that was designed initially by a student and voted on by students and staff. Our mascot is 'Pupa-roo'. Our 'Pupa-Roo' is displayed in various predominant places around our school and in our weekly newsletter. We also have a 'soft toy' pupa-roo that is part of our class acknowledgment system.

### Tier One: Universal Prevention

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

The school is committed to a learning community that pursues eight student wellbeing goals. These student wellbeing goals are taught within the context of the Personal Development curriculum and are embedded into the whole school culture of success.

Each student at Goulburn Public School is supported to be:

- Safe
- Responsible
- Respectful
- Learner

**GPS Expectation: Safe**

*Students will behave safely in and out of the school environment. They make safe choices at all times when moving around and interacting with others.*

Students will:

- ✓ Keep Hands off, Feet off
- ✓ Use equipment safely
- ✓ Walk safely
- ✓ Right place, right time

**GPS Expectation: Respectful**

*Students care about the wellbeing of themselves and others. They are committed to the preservation of property and the environment.*

Students will:

- ✓ Speak respectfully
- ✓ Listen to others
- ✓ Wear school uniform
- ✓ Use manners
- ✓ Respect yourself and others
- ✓ Respect the environment
- ✓ Take hat off inside
- ✓ Follow class expectations

**GPS Expectation: Responsible**

*Students make positive behaviour choices. They are accountable for their decisions and actions. They act with honesty and integrity.*

Students will:

- ✓ Follow through on commitments
- ✓ Report problems to the teacher and let the teacher deal with it
- ✓ Take care of property
- ✓ Be responsible for your belongings
- ✓ Put your rubbish in the bin

**GPS Expectation: Learner**

*Students confidently apply thinking skills to a range of situations. They can analyse and evaluate ideas and articulate their understandings and opinions. They are self-aware and able to recognise their strengths as learners and their areas for development.*

Students will:

- ✓ Be prepared for work
- ✓ Follow teacher instructions
- ✓ Actively participate
- ✓ Attend school every day
- ✓ Arrive at school on time

## Tier Two: Targeted Intervention

Tier 2 targeted interventions address students' social-emotional learning through evidence-based programs which are delivered to small groups of students or individual students. Typically the classroom teacher helps the student apply their newly learned skills in the classroom and also build the teacher's capacity to understand and respond to students with unproductive and challenging behaviours. Small group interventions often include skill building and a self-monitoring process so that a student can manage their own behaviours. Students are taught to self-regulate and learn from natural consequences.

Tier 2 interventions build upon Tier 1 Universal Prevention systems, match students to interventions, monitor/review when deciding to maintain, generalise or intensify interventions and processes of communication between staff and families. General practices include social skills groups and Check-In, Check-Out (CICO).

Tier 2 interventions include:

- connect with and build upon the essential features of Tier 1 Universal Prevention
- connect with and build upon systems and practices of evidenced-based effective classroom practices
- during learning and support meetings student intervention is identified including coordinators of the Tier 2 Targeted Group Intervention(s)
- use effective team meeting processes
- develop procedures and data decision rules for student identification
- provide behavioural assessment, interventions and supports
- coordinate the Tier 2 classroom problem solving process and Targeted Group Interventions
- coordinate and communicate with the team(s) that coordinates Tier 3 Intensive Individualised supports
- use data to monitor and evaluate student progress and overall program effectiveness
- communicate to all staff about interventions and responsibilities

## Tier Three: Intensive Intervention

Tier 3 of the Goulburn Public School's Positive Behaviour for Learning is intensive interventions which involve systems for students with challenging behaviour and/or learning needs. Engaging children who exhibit inappropriate behaviour is about understanding their wellbeing, engagement and learning needs. It is about targeting resources to tailor a flexible quality learning environment that maximises their success.

It will typically involve a staff member working with the identified student with a focus on assisting the student to understand situations that might lead to inappropriate behaviour, teaching the student to self-regulate their behaviour with an emphasis on positive behaviour choices and assisting the student to engage in learning activities.

Tier 3 interventions include:

- connect coordinating planning and progress monitoring with the team that supports targeted group interventions
- communicating and collaborating with families and carers
- working closely with other service providers
- using data to monitor and evaluate student progress and overall program effectiveness.

## PBL – Positive Acknowledgement

*Every time any adult interacts with any student, it is an instructional moment.*

Positive acknowledgement is the presentation of something pleasant or rewarding immediately following a behaviour. It makes that behaviour more likely to occur in the future, and is one of the most powerful tools for shaping or changing behaviour. Evidence suggests that traditional school practices viewed as punishment, exacerbate and contribute to the problem of challenging behaviour. The purpose of an acknowledgement system is to:

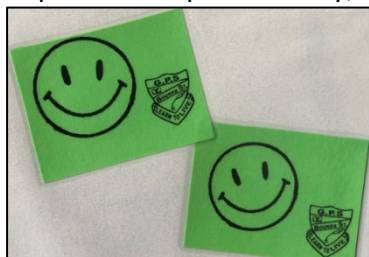
- Foster a welcoming and positive climate
- Focuses on staff and student attention on desired behaviours
- Increases the likelihood that desired behaviours will be increased
- Reduces the time spent correcting student misbehavior

Acknowledgement Days reinforce the teaching of new behaviours, harness the influence of students who are showing expected behaviours to encourage the students who are not, strengthen positive behaviours that can compete with problem behaviour and provide prompts of adults to recognise behaviour. Within a PBL school, students should experience predominantly interactions (ratio of 5 positives for every negative).

### Components of Acknowledgement at Goulburn Public School

#### 1. Immediate/High Frequency/Predicable/Tangible

Delivered at a high rate for a short period while teaching new behaviours or responding to problem behaviour. Teachers name behaviour and link to school expectation upon delivery, in essence “caught you being good”.



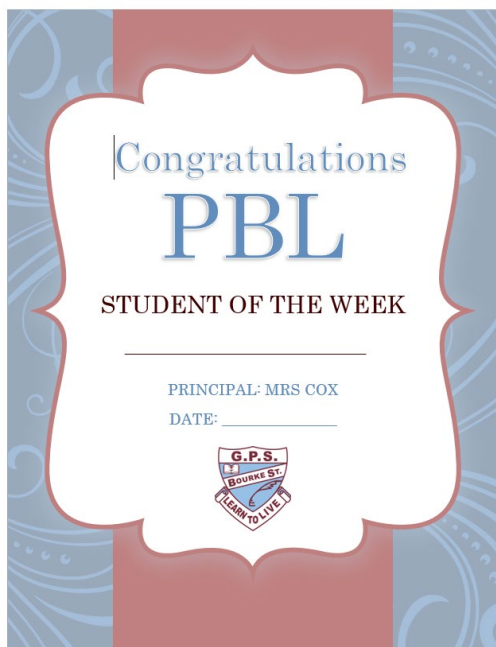
At Goulburn Public School, we use a ‘Green Grin’ to acknowledge students demonstrating positive behaviour. The positive behaviour acknowledged is predominantly the focus behaviour of the week/fortnight that is determined by the PBL Team at the fortnightly PBL meeting.

The ‘Green Grin’ design is expected to be re-designed in response to the ongoing implementation of PBL at Goulburn Public School. These ‘Green Grins’ follow a system whereby they are collected or used as ‘token economy’ for PBL initiatives.

#### 2. Intermittent/Unexpected

Teachers/Staff bring ‘surprise’ attention to certain behaviours or at scheduled intervals. These acknowledgements are used to maintain taught behaviour.

At Goulburn Public School, we have a weekly acknowledgement at the Formal Assembly to a student who has demonstrated the school PBL expectations over a variety of school settings witnessed by several staff. Parents/carers are invited to these Formal Assemblies to see their child receive ‘PBL Student of the Week’. This student has their photograph placed in the weekly school newsletter. In acknowledgement of a whole class who have demonstrated the focus weekly expectation, a class is awarded a ‘Certificate of Recognition’. The awarded class receive an additional acknowledgement with a voucher of a canteen ‘treat’. This class has this acknowledgement placed in the weekly school newsletter and has Goulburn Public School PBL mascot visit their class for the week.



### 3. Long-term Celebrations

These acknowledgements are used to celebrate/acknowledge accomplishment. All students are involved in the celebration activity.

At Goulburn Public School we celebrate an Acknowledgement Day typically at the end of the term in celebration of the positive behaviour demonstrated by all students. These days are planned in collaboration with the School Leadership Team with planning by students, staff and community. These days are advertised through our weekly Newsletter, Facebook and notes sent home to parents/carers.

All students are expected to attend these days, although students that have had a detention and/or suspension within 5 weeks before the Acknowledgement Day have a formal note sent to the parent/carer with an explaining that their child will have a modified/adjusted involvement in the PBL Acknowledgement Day. The level of modification/adjustment takes in many factors that include students' age, seriousness and frequency of negative behaviour. During the Acknowledgement Day, students on the modified/adjusted participation will engage in planning that focuses on self-regulation of negative behaviours. This planning is focused on by Executive staff and Learning and Support Behaviour teacher.

At Goulburn Public School, we have a PBL Excellence Day. At the end of the year students either self-nominate (Years 3-6) or are nominated by their class teacher (K-2) to participate in a PBL Excellence Day 'offsite'. Students are nominated in relation to consistently following all PBL expectations across all settings with all staff. Additionally, students will demonstrate satisfactory attendance, wear school uniform, represent Goulburn Public School at community and sporting events and/or are a member of our School leadership Team. An invitation to participate in the PBL Excellence Day is provided to all students who have been selected to attend.

## 4. Thrive

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

### 4.1 Nutrition in Schools

#### Health Choice Canteen

In 2018 Goulburn Public School achieved recognition of a 'Healthy School Canteen' for our contribution to supporting the health and wellbeing of our students. The NSW Healthy School Canteen Strategy is a key initiative to support the Premier's Priority to tackle childhood obesity.

<https://healthyschoolcanteens.nsw.gov.au/about-the-strategy/the-revised-strategy>

Our canteen operates 5 days per week and has a wide range of low priced, healthy food snack choices.

#### Live Life Well @ School

Goulburn Public School joined the Live Life Well @ School in 2017. Live Life Well @ School is a collaborative initiative between NSW Ministry of Health and the school sectors in NSW. The NSW Department of Education, support schools to engage with Live Life Well @ School, through a variety of resources and professional learning opportunities. Live Life Well @ School is supported in NSW primary schools to promote healthy eating and physical activity to students. The program aims to:

- get more students, more active, more often
- focus on healthy eating habits.

Goulburn Public School has a LLW@S Action Plan that incorporates a Nutrition, Physical Activity and Crunch and Sip Policies. The school engages in activities such as Fruit & Veg Month, Jump Rope for Heart and 'Unwrap' Pilot Project in collaboration with Goulburn Mulwaree Council.

#### Crunch & Sip

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

Each day, students bring a piece of fruit or salad vegetables to school to eat in the classroom, usually at a set time. In addition, each child has a small, clear bottle of water in the classroom to drink throughout the day to maintain hydration. Through Crunch & Sip Goulburn Public School demonstrates its commitment to nutrition education in the classroom.



## Classroom learning

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

## 4.2 Sun Safety for Students

*Plan and implement best practice strategies for sun safety.*

### Wear a Hat or play in the shade

All children are required to wear a hat when they are outdoors in response to the 'Wear a Hat - Stay Safe' philosophy. Children without a hat during recess and lunch are directed by the teacher on duty to remain in a shaded area.

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

Each morning children wear their hat to morning assembly. Staff are strongly encouraged to wear a broad brim hat while on playground duty, while supervising sport or outdoor activities and on offsite excursions.

Terms 1 and 4, sun safe hats are mandatory for students. Term 2 and 3 sun safe hats are optional.

## 4.3 Student Health

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

### Action Plans

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

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

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

Example of Action Plans to be completed by a doctor:

This is a form titled 'ACTION PLAN FOR Anaphylaxis' from ASCIA. It is designed for use with EpiPen or EpiPen Jr adrenaline autoinjectors. The form includes sections for 'MILD TO MODERATE ALLERGIC REACTION' and 'ACTION FOR MILD TO MODERATE ALLERGIC REACTION'. It also includes a section for 'WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)' and 'ACTION FOR ANAPHYLAXIS'. The form is to be completed by a doctor and includes fields for the child's name, date of birth, and medical history.

This is a form titled 'ACTION PLAN FOR Allergic Reactions' from ASCIA. It is designed for use with oral antihistamines. The form includes sections for 'SIGNS OF MILD TO MODERATE ALLERGIC REACTION' and 'ACTION FOR MILD TO MODERATE ALLERGIC REACTION'. It also includes a section for 'WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)' and 'ACTION FOR ANAPHYLAXIS'. The form is to be completed by a doctor and includes fields for the child's name, date of birth, and medical history.

This is a form titled 'ASTHMA ACTION PLAN' from the National Asthma Council Australia. It is designed for use with inhalers. The form includes sections for 'WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)' and 'ACTION FOR ANAPHYLAXIS'. It also includes a section for 'IF SYMPTOMS GET WORSE' and 'DIAL 000 FOR AMBULANCE'. The form is to be completed by a doctor and includes fields for the child's name, date of birth, and medical history.

## Administering Medication

All medication sent to school must be given to the Office in its original packaging. Medication for any child including Ventolin will be administered with the direct supervision of the staff. The school is to be provided with specific instructions about the dosage and times or circumstances under which the medication is to be administered. Parents/Carers are responsible for updating the school as soon as possible if there are any changes to any medication that is administered to a student.

All medication given to students while at school will be recorded within EBS4.

Students that have a personalised Action Plan for Anaphylaxis will have their Epipen available within their classroom.

## Heath Care Plan

Students with specific health needs may require a Health Care Plan (HCP). This plan is written in collaboration with the parent and Health Care Professional. Once created this plan is shared with relevant staff and review when appropriate.

## Sick Bay

At times when students are unwell at school. A teacher or staff member will send the student to sick bay at the Office. Students arriving at sick bay will be assessed and a determination will be made as to the most appropriate action. In most cases the student will be made comfortable while the parent/carer is contacted.

## 4.4 Drug Education

*Educate children about drugs and preventing drug misuse.*

### Classroom Learning

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

Goulburn Public School participates in the Life Education school incursions. All students have an opportunity to participate in these incursions.

## 4.5 Road Safety Education, Driver Education & Training

*Education students to stay safe on the road through road safety.*

### Classroom Learning

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

### Walk Safely to School Day

Goulburn Public School is situated on the corner of three busy roads. The main street has a 'Children Crossing' between the hours of 8am-9:30am and 2:30pm – 4pm. Four 'children crossing' flags are displayed during these times. Pedestrian safety is paramount, with many students walking to and from school and crossing the roads around the school.





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

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

## 5. Appendix

Name: \_\_\_\_\_

Date \_\_\_\_\_

<p>STOP</p> 	<p>What did you do?</p>
<p>THINK</p> 	<p>When you did that, what did you want?</p>
	<p>What choice could you have made instead of the choice you made? List 4 other choices</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
<p>ACT</p> 	<p>What choice will you make next time?</p>
<p>RESTITUTION (optional)</p> 	<p>How are you going to fix this?</p>