

Ryde East Public School



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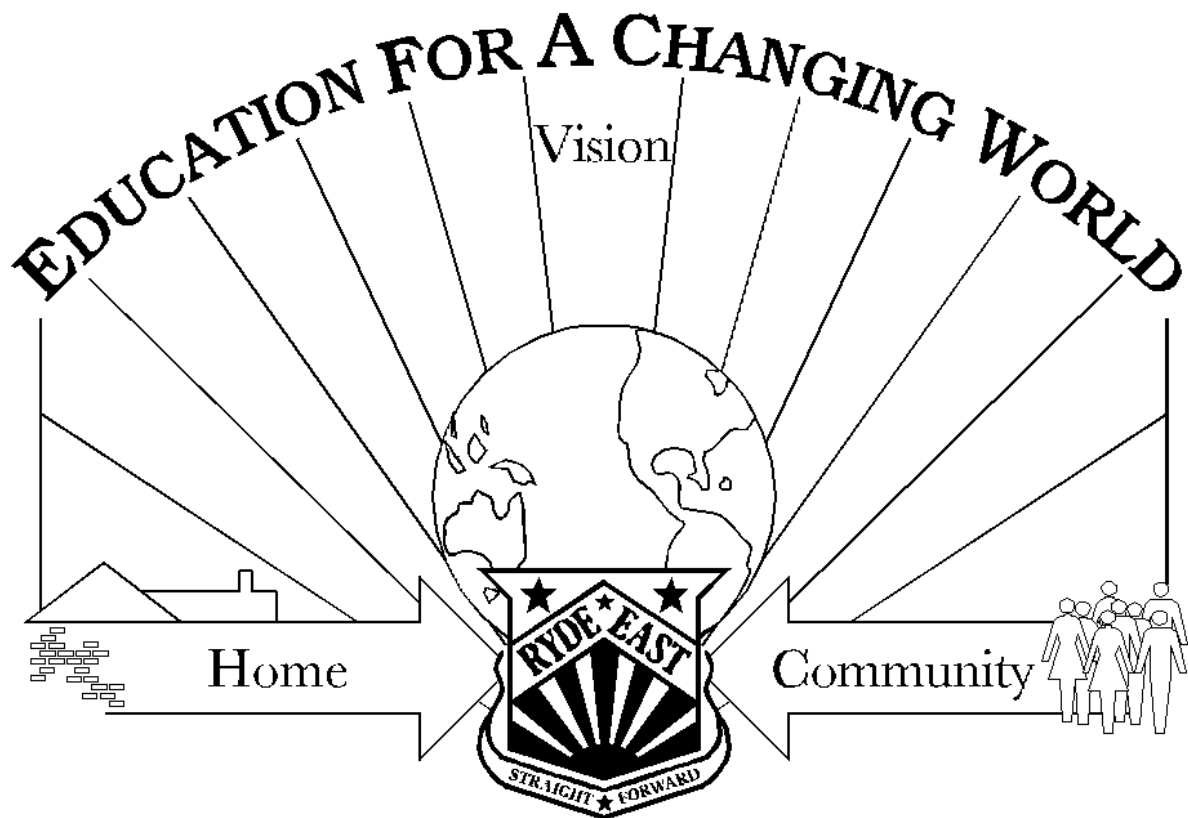
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At Ryde East Public School

Each child is valued as an individual within a

- secure
- stimulating educational environment.

Through the co-operative efforts of

- staff
- children
- parents and community members.

Opportunities are provided for the development of

- optimism
- self esteem
- respect for others
- a love of learning and achievement of personal excellence.

Ryde East Public School aims to

- develop in students a pursuit of personal excellence through a love of learning, high self-esteem and a positive set of values
- provide a quality curriculum that is relevant, challenging and addresses the needs and talents of all children while effectively implementing the Department of Education and Communities' requirements
- encourage and support the ongoing professional development of staff to ensure continued motivation and effectiveness
- provide resources to support curriculum development and implementation and thus enhance the effectiveness of the teaching/learning program and
- support and maintain effective parent, student and community participation and pride in our school.

WELFARE

“Welfare is the happiness or well-being of a person or community”

The Australian Pocket Oxford Dictionary

Student welfare

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

There are three main sections in our Welfare Policy

POSITIVE CLIMATE and GOOD DISCIPLINE

Ryde East Public School community works toward enhancing 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 opportunity 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
- developing in students, the interpersonal skills required for
 - social responsibility
 - establishing positive relationships
 - problem solving
 - dispute resolution
- valuing difference and rejecting discrimination
- incorporating students' views into planning related to school climate and organisation
- ensuring students and parents are aware of support networks and structures
- 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 Student Representative Councils (SRC).

SCHOOL VALUES

- **Honesty**
- **Equity and Fairness**
- **Respect and**
- **Commitment**

All members of the school community are required to show -

Honesty, Equity and Fairness, Respect and Commitment

when

- in the school environment (classrooms and school grounds)
- participating in sport activities or excursions (PSSA Code of Behaviour)
- interacting with any member of the school community

by

- listening and speaking politely
- respecting the property of others and the environment
- wearing school uniform as required and selecting appropriate clothes on other occasions
- arriving punctually at school and lessons
- observing the prohibition regulations for illegal drugs, alcohol, tobacco and weapons in the school ground
- technology

Good discipline and effective learning is promoted at Ryde East Public school

- An outcomes based curriculum of all Key Learning Areas is designed to meet the needs of individual students
- Support is provided to maximise student learning through
 - Learning Difficulties Program
 - English as an Additional Language or Dialect (EAL/D)
 - Enrichment activities (G & T)
 - Counselling
 - Integration
 - Home Programs
 - Maths and reading groups
- Students are education in Child Protection procedures e.g. the right to say “NO!”
- Positive behaviour management techniques are implemented in classrooms and in the playground
- Staff attend professional learning programs relating to good discipline and effective learning
- The school code underpins all school rules, which are designed to be fair, clear and consistently applied
- Discussions are held with parents to gain assistance in reinforcing acceptable student behaviour
- Learning programs which target self-esteem, conflict resolution, social skills, equity and communication are provided

RIGHTS	RESPONSIBILITIES	RULES
To be safe and happy	<ul style="list-style-type: none"> • I need to care for others • I have a duty not to hurt others by my words or actions • I should be responsible for my environment 	<ul style="list-style-type: none"> • I will use friendly caring words about others • I will help anyone in need • I will be kind and considerate of others • I will put my rubbish in the bin
To learn	<ul style="list-style-type: none"> • I have the responsibility to do my best in all activities • I need to respect the rights of others to learn 	<ul style="list-style-type: none"> • I will always do my best at all times • I will try to concentrate on my work • I will do my best and help others do their best
To be respected as an individual	<ul style="list-style-type: none"> • I have a responsibility to treat others with respect and tolerance • I need to encourage and be patient with others • I must respect the opinions of others (even when they differ from my own) 	<ul style="list-style-type: none"> • I will treat others as I would like them to treat me • I will respect that others have the right to be different • I will listen to others and respect what they have to say
To have a supportive and inclusive environment	<ul style="list-style-type: none"> • I need to encourage and include others • I need to make others feel good by talking positively • I have a responsibility to participate in and support school functions 	<ul style="list-style-type: none"> • I will allow others to join in games and activities • I will use <i>build ups</i> not <i>put downs</i> • I will support my school and school functions. I will <i>"Have a go"</i>

CONSEQUENCES

The following is a selection of possible consequences for students' actions, which may be used in responding to the upholding or disregard of the school rules.

School executive and teachers may vary the response to meet the needs of individual students and situations.

Responses to appropriate behaviour	Responses to inappropriate Behaviour
<ul style="list-style-type: none"> • Nonverbal reinforcers gestures smiles • Ongoing positive feedback to students • Tangible reinforcers stamps stickers • Work displayed in class or around school • House points • Verbal praise • Recognition in the school newsletter • Gold Card reward system • Principal's awards • Merit certificates and sports awards presented at school assemblies • Encouragement statements • Class incentives • Choice of an activity within a lesson • Parents/caregivers provided with feedback • Participation in community events • Media recognition of school and individual achievements • Courtesy awards presented by visiting teachers and parent helpers 	<ul style="list-style-type: none"> • Cautionary look • Hand sign – STOP • Cautionary word • No acknowledgement • Request an explanation for students actions • Indicate the effect of actions on others • Restitution where appropriate removing graffiti tidying up "mess" • Identify a way to help a person who has been wronged • Time out from playground – sit on a seat • Loss of privilege participation in a game use of equipment • Exclusion from an activity • Writing the rule that has been disregarded • Writing suggestions for appropriate behaviours to replace the inappropriate behaviour being displayed • Warning card • Detention note • Phone call to parents • Interview with parents • Behaviour contract • Suspension – Appendix

EFFECTIVE TEACHING and LEARNING

The objective is to enhance learning and teaching by:

Encouraging students to take responsibility for their own learning and behaviour through

- Promotion of and adherence to the school code and rules
- Developing class rules co-operatively
- Encouraging positive attitudes
- Encouraging responsible attitude to personal belongings
- Encouraging learner self-evaluation
- Encouraging appropriate and honest response to feedback

Identifying and catering for the individual learning needs of students through

- Learning Support Team
- Support teachers
 - Learning and Support Teacher (LaST)
 - English as an Additional Language or Dialect (EAL/D)
 - Hearing (ISTH)
- Assessment of kindergarten students at the beginning of Term 1 (Best Start)
- Individual programs to meet the complete range of student needs
- Specialist support programs such as P.A.L. (St Johns Ambulance)
- Planned activities catering for different learning styles
- Extension and enrichment activities

Establishing well managed teaching and learning environments through

- School code and rules
- School routine
- Class routines
- Support Teacher – assistance
- Provision of “welfare” which include strategies and information to support teacher
- Review meetings
- Maintenance of positive school culture and classroom atmosphere
- School Discipline Policy which supports individual behaviour management strategies
- Assemblies, both departments and whole school
- Learning Support Team
- Whole school development
 - Staff meetings
 - Key Learning Area meetings
 - Department meetings

Ensuring that learning activities build on prior knowledge and experiences and are culturally relevant to the curriculum and class learning program

- Excursions
- Ensure continuity throughout curriculum areas
- Frequent revision of overviews
- School Development Days
- Staff and Stage meetings
- Professional Learning
- Inclusion of perspectives in school planning
 - Aboriginal
 - Gender Equity
 - Multicultural
 - Technological
- Regular evaluation and assessment of student
- Use of developmental continuums in planning and programming
- Use of 'best practice' teaching and management strategies

Providing frequent opportunities for students and their parents to discuss learning programs, student progress and behaviour through

- Parent – teacher nights
- Orientation nights
- Parental access to grade/stage overviews
- Semester reports for students
- Interviews
- Executive and teacher accessibility
- Parents and Citizens' Meetings
- Availability of
 - School counsellor
 - Support teacher
 - Learning
 - English as an Additional Language or Dialect
 - Hearing

Identifying key social skills and developing plans for all students to acquire or make progress, over time, towards them

- School Prefects
- House and Sporting Captains
- Student Representative Councillors
- Positive Relationships/ Peer Support/ Anti-bullying Programs
- Child Protection Scheme
- Life Education Program

- Drug Education Program
- Interrelate Program (Year 6)
- Resilience Program
- Teacher supervision
- Extension activities, during and after school
- P.S.S.A. school sport, band activities, interschool carnivals

Ensuring that equity issues are recognised and addressed across the curriculum

- Provision of current teacher resources
- Awareness and acknowledgement of culturally important days
- Awareness of an programs on, cultural diversity and racial discrimination
- Equitable classroom practices
- Gender equity awareness raising
- Inclusion and integration of students with special needs
- Cultural visits to the school

COMMUNITY PARTICIPATION

Through working together, all members of the school community can promote and build a positive environment where the opportunity for students to achieve to the best of their ability, is maximised.

School community members are successfully involved at Ryde East Public School in a variety of ways:

- Involvement in established school bodies and whole school procedures
- The P & C and its sub-committees
- Regular review of policies and practices so that they endeavour to meet the needs of all students and reflect the needs of the school community
- Opportunities for community members to give valued feedback about policies
- Invitations to participate in committees
- Opportunities for interested parents and community members to be involved in school professional learning and inservices
- Developing an inclusive multicultural school, where family cultures, languages and life experiences are valued

The school community communicates important issues through a variety of channels:

- Office staff available to assist and answer enquiries
- Class parent network
- Weekly newsletter
- Notice board for the community
- Parent/teacher evenings

- Opportunities for meetings between staff members and parents
- Teacher and executive staff consultation available on request
- Support teachers and their services (e.g. LaST, EAL/D, Counsellor, Learning Support Team)
- Kindergarten Orientation
- Parent and student consultation – surveys, Student Representative Council

Parents and other members of the school community are active in the life of the school in various practical ways.

- Assistance with:
 - Reading groups
 - Activity groups – as leaders
 - Programs for children with special needs
 - Library
 - Band
 - Sports
 - Banking
 - Canteen
 - Book Club
 - Scripture
 - Extra-curricular activities
 - Excursions, class picnics, camps and class parties
 - Preparation of learning materials
 - Out of School Hours Care (OOSH)
 - Assemblies, Concerts, Presentation Day and other special occasions
- Class parents enhance the sense of community within a class
- Fundraising and charity work
- Working bees
- Corporate sponsors and fundraising
- School Crossing assistants
- ‘School Watch’ to help keep the school safe and secure
- Police and other community based services maintain contact and visit the school
- Local shopkeepers, business and individuals support the school

Support services to assist families

- Learning Support Team
- School Counsellor
- School Education Director at Ryde District Office
- Interpreter/translator services
- Department of Community Services
- Doctors

- Speech Pathologists
- Occupational Therapists
- Physiotherapists
- Psychologists

Contact with other school communities and the wider community through:

- Curriculum based activities
 - Life Education
 - Community and Road Education Scheme (C.A.R.E.S.)
 - Networking with other schools
 - Department of Sport and Recreation
 - Sport – PSSA
 - Visiting shows and cultural visits
 - Excursions
- Environmental activities
 - Tree planting (Planet Ark)
 - Ryde Hunters Hill Flora and Fauna Preservation Society
 - Field of Mars
- Use of school facilities by the wider community
- Participation in external events and performances
- Involvement in and visits to local community venues (pre-schools, New Horizons Aged Care Facility, shopping centres)
- Contact with local media
- Stewart House
- Local scouting community
- Local Library



Ryde East Public School

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PSSA Sport- Player's Code of Behaviour

This Agreement is made on (date) between Ryde East Public School and (students name)..... from class

The student is entitled to enjoy the privileges of representing his/her school as a team member at PSSA sport organised by Ryde Zone PSSA.

PLAYER'S CODE OF BEHAVIOUR

I will:

1. Play for the fun of it.
2. Compete by the rules and always abide by the referee's/umpire's decision.
3. Control my temper. Make no criticism either by word or gesture.
4. Work equally hard for myself and my team- the team's performance will benefit and so will my own.
5. Be willing to train and prepare for the game. Preparation helps prevent injury and increase the level of enjoyment.
6. Play only when I am fully fit. To play with an injury will handicap my team and may expose me to a risk of serious lifelong injury.
7. Be a good sport. Encourage fellow team members.
8. At all times co-operate with my coach, team mates and opponents-without them I do not have a competition.
9. Remember the goals of the game are to have fun, improve my skills, be modest in success and generous in defeat.
10. Wear full/correct Ryde East Public School sport uniform.

OUR SCHOOL MAY TERMINATE OR SUSPEND this privilege **if and when** a serious breach of this Code of Behaviour occurs **or** if there is a recurrent breach of this Code of Behaviour after a warning has been given.

This agreement is valid for the current school year and will be negotiated in successive years, if appropriate.

SIGNED:

_____ (student)

_____ (parent)

_____ (date)

_____ (coach)

Please return this note to your coach.