MARKS POINT PUBLIC SCHOOL
STUDENT WELFARE POLICY

RESPECT, RESPONSIBILITY and EXCELLENCE

Implemented October 2012
STATEMENT OF PURPOSE

At Marks Point Public School our vision is for a safe, values focused learning environment where students, staff and community collaboratively create enriching experiences through quality teaching and learning.

School is a place where the whole school community works collaboratively to provide: quality literacy and numeracy programs, innovative technologies to meet the needs of 21st century learners, a differentiated curriculum to cater for student’s individual learning needs, explicit teaching and modelling of the school’s core values, and environmental programs that embed responsible attitudes to sustainability.

CORE RULES

When parents/carers enrol their children at Marks Point Public School they enter into a partnership within the school that is based on mutual respect, shared responsibility and striving for excellence. This will enable all members of our school community to interact in ways which teach and model the values of Public Education.

All students in government schools are expected to:

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

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.
MARKS POINT PUBLIC SCHOOL CORE VALUES

Our core values of respect, responsibility and excellence underpin all aspects of school life.

- **Show respect** – for yourself, others, property and the environment.
- **Accept responsibility** - for all you say and do.
- **Strive for excellence**

STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT WELFARE

- Keys to Success (Respect, Responsibility, Excellence)
- Explicit teaching and demonstration of School Core Values
- Visual cues to reinforce school core values
- Student Leadership
- School Parliament

STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

- Awards
- Newsletters
- Presentation Day and Graduation Ceremony
- Display of Quality Student Work

STRATEGIES AND PRACTICES TO MANAGE STUDENT WELFARE AND BEHAVIOUR

- Learning Support Team (LST)
- Risk Assessment/Management
- Classroom/Playground Withdrawal
- Reflection Room
- Warning of Suspension
- Suspension
# Keys to Success

<table>
<thead>
<tr>
<th>Respects</th>
<th>Inside Environments</th>
<th>Outside Environments</th>
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</thead>
<tbody>
<tr>
<td>Be polite</td>
<td>Value the right of others to learn</td>
<td>Be in the right place at the right time</td>
</tr>
<tr>
<td>Be honest</td>
<td>Work cooperatively</td>
<td>Play fairly</td>
</tr>
<tr>
<td>Be kind</td>
<td>Care for property and the classroom environment</td>
<td>Care for equipment and the environment</td>
</tr>
<tr>
<td>Be caring</td>
<td>Follow instructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow core rules and values</td>
<td>Stay in view of teacher</td>
</tr>
<tr>
<td></td>
<td>Accept consequences of choices and actions</td>
<td>Play safely</td>
</tr>
<tr>
<td></td>
<td>Come prepared</td>
<td>Be sun smart</td>
</tr>
<tr>
<td></td>
<td>Complete all set tasks</td>
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<td></td>
<td>Look after belongings</td>
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<tr>
<td></td>
<td>Use time effectively</td>
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<td></td>
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<tr>
<td>Excellence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wear your uniform</td>
<td>Be punctual</td>
<td>Actively participate</td>
</tr>
<tr>
<td>Give your best effort</td>
<td>Be attentive</td>
<td>Have a go</td>
</tr>
<tr>
<td></td>
<td>Take pride in your work</td>
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</tbody>
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## Table

<table>
<thead>
<tr>
<th>Setting</th>
<th>Inside Environments</th>
<th>Outside Environments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be polite, Be honest, Be kind, Be caring, Follow instructions</td>
<td>Value the right of others to learn, Work cooperatively, Care for property and the classroom environment</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Follow core rules and values, Accept consequences of choices and actions, Come prepared, Complete all set tasks, Look after belongings, Use time effectively</td>
<td>Stay in view of teacher, Play safely, Be sun smart</td>
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<td>Excellence</td>
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<td>Actively participate, Have a go</td>
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EXPLICIT TEACHING AND DEMONSTRATION OF SCHOOL CORE VALUES

At Marks Point Public School the core values of respect, responsibility and excellence influence all actions and decisions, not only in the classroom, but also in the wider school community.

Staff implement programs to explicitly teach each of the core values and embed strategies that highlight them within all lessons. Students also learn the core values by observing the good models provided to them by teachers and members of the school community.

VISUAL CUES TO REINFORCE SCHOOL CORE VALUES

The school core values of respect, responsibility and excellence are displayed in a visible manner on large keys to all who enter Marks Point Public School. These keys to success are displayed at the front office, in every classroom, and other areas across the school to serve as a constant reminder of the values that the Marks Point Public school community shares.

STUDENT LEADERSHIP

Student Leadership is promoted throughout Marks Point Public School in varying areas and contexts. Leadership is enhanced through providing opportunities for individuals and groups to support others in the accomplishment of tasks.

- **School Executive**
  Leaders holding these positions are elected by their fellow students and staff. Student executive are supported within their roles of captain, vice captain and prefects, allowing each to grow and develop their individual leadership characteristics. Active participation within Marks Point Public School Parliament ensures all have solid foundations in valuing our Australian democratic processes.

- **Sport House Captains**
  Non-student executive year 6 students are eligible to be elected as captains and vice captains of sport houses. They are elected by their house members (years 3-6) and are responsible for sport leadership. They are given the role and responsibility to unite the members of their sporting house.

- **Library Monitors**
  Library monitors are appointed in semester one after working on a voluntary basis with the teacher librarian. Library monitors assist the teacher librarian, during lunchtimes, with borrowing and returning resources using the school’s library database; re-shelving books; setting up and packing up laptops; as well as helping with day to day minor administrative tasks.

- **Peer Support**
  Stage 3 students are trained as Peer Support leaders and co-leaders to conduct Peer Support lessons aligned with the curriculum.
- **Buddy Mentors**
To support the Kindergarten transition program, stage 3 students are trained as buddy mentors, to assist younger students to adjust and settle into the routines of school life at Marks Point Public School.

- **Class Leaders**
Opportunities for student leadership are provided in each class through various roles and responsibilities, which may include class captains, vice captains, stars of the week, monitors and leaders.

- **Assembly Leadership**
Students in each class are given the opportunities to host and lead the assemblies on a rotational basis. Formal assemblies are held mid and end of term and conducted by the student executive.

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**SCHOOL PARLIAMENT**

Marks Point Public School Parliament meets on a regular basis. This is a meeting where students are able to express their thoughts and concerns about how we can improve our school and acts as a forum for decision making and leadership training. Modelled on our own system of government it also illustrates how a democracy works, members are responsible for and report to Parliament on their portfolios (Speaker, Prime Minister, Treasurer, Education, Employment, Environment, Occupational Health and Safety, Sport & Recreation and Welfare), while opposition members assist the ministers within the school.
Students can be acknowledged for their performance in the Key Learning Areas, showing commitment to the School’s Core Values, citizenship and specific programs. Awards can be accumulated across school years. Upon the accumulation of 10 points, a student will be acknowledged with a Principal’s Award. Students that attain 15 Principal's Awards will be acknowledged with a Marks Point Public School medal.

## AWARD SYSTEM

<table>
<thead>
<tr>
<th>Award</th>
<th>Point Value</th>
<th>Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit Award</td>
<td>2 points</td>
<td>Distributed at weekly K-2 &amp; 3-6 assemblies</td>
</tr>
<tr>
<td>Values Award</td>
<td>2 points</td>
<td>Distributed at weekly K-2 &amp; 3-6 assemblies</td>
</tr>
<tr>
<td>Literacy Award</td>
<td>2 points</td>
<td>Distributed at week 5 &amp; week 10 whole school assemblies</td>
</tr>
<tr>
<td>Numeracy Award</td>
<td>2 points</td>
<td>Distributed at week 3 &amp; week 8 whole school assemblies</td>
</tr>
<tr>
<td>Behaviour Award</td>
<td>2 points</td>
<td>Given to all students who have not had their name recorded on RISC</td>
</tr>
<tr>
<td>Attendance Award</td>
<td>2 points</td>
<td>Given to all students who have had no more than 2 days absence in a semester</td>
</tr>
<tr>
<td>One Pointer</td>
<td>1 point</td>
<td>Distributed throughout the week</td>
</tr>
<tr>
<td>Principal's Award</td>
<td></td>
<td>Students require an accumulation of 10 points, distributed at weekly K-2 &amp; 3-6 assemblies</td>
</tr>
<tr>
<td>School Medal</td>
<td></td>
<td>Students require 15 Principal's Awards, distributed at a whole school medal assembly</td>
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</table>
NEWSLETTERS

Newsletters will be used to recognise students who have achieved Principal Awards and School medals. Additional acknowledgement of achievement for individual students will be published in the school newsletter and on the school website.

PRESENTATION DAY and GRADUATION CEREMONY

An Annual Presentation Day occurs at the end of each year to recognise the highest academic, cultural, sporting and community achievements of students at class and whole school levels.

Graduation ceremonies are held annually to celebrate the achievements of Kindergarten and Year 6 to acknowledge their first and last year at school.

DISPLAY OF QUALITY STUDENT WORK

Quality student work samples are displayed in the Grand Hall to recognise efforts of individual students and to celebrate their success.
Our school Learning Support Team monitors and supports students with identified learning, welfare, social and behaviour needs. This team includes the School Counsellor, Learning and Support Teachers, Assistant Principal and Principal and meets weekly during school term. Parents, classroom teachers and regional support officers may be invited to attend these meetings to make recommendations and ensure the best support for individual students.

The Learning Support Team; prepares individual student plans; accesses support resources; and monitors students who have a disability, are on an individual learning program, have a special placement, are transitioning to or from another school or require a formal educational or health assessment. Students may be referred to the Learning Support Team by class teachers, school executive or parents.

Some students may never require a Learning Support Team meeting while others may need several during their school years.
CLASSROOM / INDOORS CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

- **Verbal Reminder**
- **First Verbal Warning**
- **Second Verbal Warning**
- **Third Verbal Warning**
  - Buddy Class
  - Class teachers to record on RISC
  - Class teacher to discuss concerns with supervisor
  - 3 x on RISC within a term = Classroom Teacher to inform parent/carer
  - 6 x on RISC within a term = Classroom teacher to inform parent/carer and place student on Classroom Behaviour Monitoring Card
  - Learning Support Team Meeting

**SERIOUS BEHAVIOURS** (Referred to Principal)

- Parent/Carer Contacted
- Warning of Suspension
- Suspension
- Learning Support Team Meeting

(Not necessarily in this order)
PLAYGROUND / OUTDOORS CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

Verbal Reminder

Walk with Teacher

Time out on Silver Seat
Teacher on duty to record on RISC

Reflection sheet to be completed by student

3 x on RISC within a term = Reflection Room

Executive to inform parent/carer

1st Visit = First half lunch
2nd Visit = Full Lunch & Playground Behaviour Monitoring Card
3rd Visit = Learning Support Team Meeting

SERIOUS BEHAVIOURS (Referred to Principal)

Parent/Carer Contacted

Warning of Suspension

Suspension

Learning Support Team Meeting
(Not necessarily in this order)
# Examples of Inappropriate Behaviour

<table>
<thead>
<tr>
<th>Inappropriate Behaviour</th>
<th>Classroom Consequence</th>
<th>Playground Consequence</th>
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<tbody>
<tr>
<td><strong>Rudeness:</strong> not following directions, not doing set work, interfering with others, talking while the teacher is talking, interrupting others, making noises</td>
<td>Verbal Reminder</td>
<td>Verbal Reminder</td>
</tr>
<tr>
<td><strong>Not following rules:</strong> out of bounds, playing when I should be working</td>
<td></td>
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| **Rudeness**  
Not following rules  
**Disrespect:** telling lies, misuse of school property, minor graffiti, using electronic devices at the wrong time, not complying with bell signals | First Verbal Warning | Walk with Teacher |
| | | |

| **Rudeness**  
Not following rules  
**Disrespect** | Second Verbal Warning | Time Out on Silver Seat |
|---|---|---|
| **Verbal Aggression:** speaking loudly and with a threat to a teacher or student, swearing,  
**Physical Aggression:** pretending to hit, punch, by physically shaping up, throwing projectiles  
**Harassment:** stalking, bullying, teasing, name calling | | |

| **Rudeness**  
Not following rules  
**Disrespect**  
**Verbal Aggression** | Third Verbal Warning  
Sent to Buddy Class  
AP to be informed  
3 x Sent to Buddy Class = Classroom Monitoring Card | Assistant Principal Level |
|---|---|---|
| **Physical Aggression**  
**Harassment** | Assistant Principal Level  
3 x on Silver Seat = Reflection Room  
Parent/Carer Contacted By AP  
2 x Visits to Reflection Room = Playground Monitoring Card | |

| **Verbal Aggression:** after consequence issued continuing to speaking loudly and with a threat to a teacher or student  
**Harassment:** after consequence issued continuing to bully, tease and name call because of race or difference  
**Physical Aggression:** Pushing, kicking, hitting, slapping, punching, spitting, play fighting  
**Stealing:** Lunch boxes, backpacks, school/classroom supplies, small amounts of money  
**Persistent Misconduct:** Habitual rudeness, horseplay, incidental swearing, disrespect | Principal Level  
Parent/Carer Contacted  
Warning of Suspension  
Suspension  
Learning Support Team Meeting | Principal Level  
Parent/Carer Contacted  
Warning of Suspension  
Suspension  
Learning Support Team Meeting |
CLASSROOM BEHAVIOUR
MONITORING CARD

Name: ____________________  Class: ________

Core Values to be practiced:

☐ Show respect – for yourself, others, property and the environment.
☐ Accept responsibility - for all you say and do.
☐ Strive for excellence

Date: ________________  Term: ______  Week: ______

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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tr>
<td>9-10am</td>
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<td>10-11am</td>
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RECESS

| 11:15-12pm | 1- | Improvemen | 2 - | Fair  | 3 - | Good  | 4 - | Very Good  | 5 - | Excellent |

LUNCH

| 2-3pm |         |           |          |        |

Comment:

____________________________________________
____________________________________________
____________________________________________

Parent Signed: ____________________  Date: ________

PLAYGROUND BEHAVIOUR
MONITORING CARD

Name: ____________________  Class: ________

Core Values to be practiced:

☐ Show respect – for yourself, others, property and the environment.
☐ Accept responsibility - for all you say and do.
☐ Strive for excellence

Date: ________________  Term: ______  Week: ______

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RECESS

| 11:15-12pm | 1- | Improvement needed 2 - | Fair  | 3 - | Good  | 4 - | Very Good  | 5 - | Excellent |

LUNCH

| 2-3pm |         |           |          |        |

Comment:

____________________________________________
____________________________________________
____________________________________________

Parent Signed: ____________________  Date: ________
Dear _______________________

The Core Values of our school are RESPECT, RESPONSIBILITY and EXCELLENCE, which underpin all appropriate behaviour.

Your child _____________________ in class __________ has failed to:

- Show respect – for yourself, others, property and the environment.
- Accept responsibility - for all you say and do.
- Strive for excellence

by: __________________________________________

_____________________________________________

Your child was referred to our school Reflection Room for displaying inappropriate behaviour, where they were given time to discuss and reflect on their behaviour. Your child’s response to what happened, and their thoughts and feelings regarding how they can change this behaviour in the future can be found overleaf.

Please refer to the Core Values when you discuss with your child the importance of choosing to behave appropriately at all times.

Regards,

__________________________________________
(Reflection Room Teacher)

(Please complete and return this slip to your child’s class teacher)

Dear _______________________

I have read this letter and I have discussed this matter with my child, ____________________ of class ______.

Signed ____________________ Date ______________
I have been in planning room ___ times in 2012

What were you doing?

How did it make you feel?

- Happy
- Angry
- Sad

What did you want?

Which value didn’t you show?

How did you make other people feel?

- Happy
- Angry
- Sad

What will you do next time?

Signed student: ____________________________  Date: _________________
I have been in planning room 9 times in 2012.

What were you doing?

What were you thinking when the incident happened?

What were you trying to achieve?

How did you feel at the time of the incident?

What are you thinking about the incident now?

How do you feel right now?

Who has been affected by your behaviour? How?

Which value didn’t you show?

What will you do next time?

SIGNED: ____________________________  Date: ____________________________