

Windsor Public School

Welfare Policy

Revised 2018



“Windsor Public School exhibits an open, receptive climate and staff are considered by students and parents as approachable and communicative. Student welfare and management matters are effectively addressed and followed through by school personnel. Strong community involvement and participation are valued by school staff. Community expertise is maximised in school programs.

A safe, happy environment is assisted by organised, ordered management. Staff and parent relationships are positive and the school community is very well informed about school matters.

Clear behaviour guidelines for students are maintained consistently by staff through firm, sympathetic approaches to discipline and order and that there is an overall emphasis by staff on student growth and development.”

(Note: This document should be read in conjunction with the Parent Information Booklet and the term “Parent/s” refers to both parent/s and carer/s.)

Windsor Public School strives to provide a caring environment in which our children, as members of their community, can develop to their full potential. In order to achieve this, we have three priorities:

- Raising educational standards and levels of educational achievement;
- The provision of quality education for all;
- The care and safety of the students in its charge;

On enrolling their children at Windsor Public School, parents enter a partnership with the school staff based on shared responsibility and mutual respect. As children grow, they become more active participants in the partnership. The partnership aims to:

- Achieve effective learning and good discipline, so that the school environment is both productive and harmonious;
- Create in children an understanding of appropriate behaviour;
- Lead the students to develop responsibility for their own behaviour.

CHILD PROTECTION

All staff are familiar with the Department of Education guidelines on Child Protection. (<http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/child-protection.en?cat-id=345710>) On the first day of each year the principal will inform all staff of their obligations under the Child Protection Act of 1997.

A school executive is appointed each year to inform staff of recent developments in the field of child protection.

An annual review of the responsibility of staff under this Act will take place.

In cases of suspected physical abuse or sexual assault, the school is required to directly notify the Child Wellbeing Unit, under the Child Protection legislation.

Windsor Public School aims to:

- Maximise student participation in decision making and ensuring that principles of equity and fairness reflects in school practice;
- Provide opportunities for students to demonstrate success in a wide range of activities;
- Develop and implement policies and procedures to protect the rights, safety and health of all school community members;
- Establish clear school rules which are known and understood by all community members;
- Value and provide opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution;
- Value difference and discourage narrow and limiting gender stereotypes;
- Establish networks to support students and make sure students and parents know about, and have access to this support;
- Provides resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments.

EXPECTATIONS IN THE PARTNERSHIP

Parents are responsible for:

- Teaching and developing self-discipline in the child;
- Ensuring their children attend school;
- Shaping their children's understanding and attitudes about acceptable behaviour;
- A shared responsibility for children's behaviour as they travel to and from school;
- Participating in the learning of children and the life of the school, including reviews of student welfare and the discipline code;
- Work with teachers to establish fair and reasonable expectations of the school.

Teachers are responsible for:

- The education, care and safety of their students when at school;
- Providing the best possible programs to meet the needs, capabilities and aspirations of each student;
- Communicating with parents, the educational progress and behaviour of students;
- 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, student behaviour and progress;
- Identifying key social skills and developing plans for all students to acquire them, or make progress toward them over time;
- Ensuring that gender and equity are recognised and addressed across the curriculum.

Students are responsible for:

- Being active in the learning process;
- Participating in decisions about their own learning;
- Pursue a program of learning relevant to their needs and aspirations;
- Develop an understanding of themselves as well as skills for positive, socially responsible participation;
- Develop competencies which enhance the quality of their relationships with other students;
- Feeling valued as learners.

STUDENT WELFARE

At Windsor Public School welfare encompasses the following; The Learning Support Team (LST) and Windsor Public School executive. The Student Welfare Policy incorporates all aspects of the Regional PBL guidelines.

The welfare policy aims to:

- Ensure the well-being, safety and health of all students, staff and other community members are a priority in all school policies, programs and practices;
- Principles of equity and justice are evident in school plans, programs and procedures;
- Provide an inclusive environment which affirms diversity and respects difference;
- Develop strong links between staff, parents and other members of the school community;
- Provide opportunities for parents and community members to participate in the education of young children and share the responsibility for shaping appropriate student behaviour;
- Facilitate parent and community involvement in a range of school activities;
- Encompass aspects of school activities undertaken to meet the personal, social and learning needs of students through the total school curriculum;
- Create a safe, caring school environment with social skills programs and ongoing educational services to support students;
- Incorporate effective codes of rights and responsibilities / behaviour and consequences;
- Stress the value of collaborative early intervention when problems are identified;
- Recognise the diversity within the school community and provides programs and support acknowledging differences and promoting harmony;
- Recognise the role the school plays as a resource to link families with community support services;
- provide opportunities for students to –
 - enjoy success and recognition
 - make a useful contribution to the life of the school
 - derive enjoyment from their learning.

RESPONSIBILITIES

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents or carers and the wider school community. All those involved foster student welfare by:

- effective teaching and learning;
- providing a positive climate and good discipline;
- encouraging community participation.

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.

School Executive will:

- Support the Principal in developing and implementing policies and programs;
- Ensure policies and programs are implemented to achieve best outcomes;
- Provide leadership and support for classroom teachers within the school;
- Meets weekly to discuss student welfare.

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

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

School Counsellor and 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;
- Promote the interests of the student, if necessary, as a mediator on behalf of the student, when the needs of the student conflict with other needs within the school;
- Take a positive role in the promotion and development of appropriate behaviour within the school, by acting as a staff consultant, in establishing measures to promote self-discipline and minimise inappropriate behaviour;
- Establish a trusting relationship with students;
- Offer advice to the principal, teachers and parents on stages of a student's development;
- Be involved in the early identification and assessment of problems, ensuring appropriate steps are taken in preventative and/or remedial measures;
- Liaise with other agencies and resource personnel who can contribute to the balanced development of the student;
- Make contact with the student's family and provide an additional link between the home and school.

Parents will ensure that:

- They become familiar with, and support school policies and programs;
- Encourage student interests in all aspects of schooling;
- Work in partnership with the school to achieve the best outcomes for their child;
- They assist staff to better understand students, advise the school if physical, social or emotional issues occur outside school, e.g. Unusual behaviour, marriage break-up;
- They are aware the school counsellor is able to assist parents and teachers in achieving the best outcomes for students;
- Ensure their children attend school.

RESULTS FOR STUDENTS:

- To 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, through student representative council;
- Participate in all aspects of school life as equals;
- Value difference;
- Be respected and supported in all aspects of their schooling.

DISCIPLINE

AT WINDSOR PUBLIC SCHOOL WE BELIEVE THAT:

- Good discipline is fundamental to the provision of quality education for all, and a school environment is experienced as safe and motivating by all of its members;
- Shared responsibility and mutual respect are key factors in the achievement of effective learning and good discipline. Parents, as partners with school staff, share in the responsibility of shaping their children's understandings and attitudes about acceptable behaviour;
- Student and self-discipline is the ultimate aim of the school;
- The school discipline policy should be explicit in its expectations, consequences and support structures to acknowledge appropriate behaviour and address inappropriate and unacceptable behaviour;
- The school discipline policy needs to be fully integrated into the life of the school.

WE AIM TO:

- Provide programs that develop self-discipline, self-review, effective communication and conflict resolution skills in students.
- Establish a climate which is conducive to sustained application to learning where students will display:
 - A sense of dignity and worth;
 - A sense of personal & social responsibility for their actions and decisions;
 - A caring attitude towards others;
 - A coherent set of values to guide behaviour;
 - Respect for other individuals and their property;
 - Due respect for teachers;
 - Courtesy to other students, to teachers and to community members;
 - Compliance with all school rules and the school discipline policy;
 - Adherence to standards of dress as determined by the school community;
 - Safe practices in the classroom playground and whilst travelling to and from school;
 - A sense of enjoyment and satisfaction from learning.

We will ensure that:

- Responsibility for student discipline is shared by all members of the school community;
- Resolution of conflict is immediate and peaceful;
- The school environment is free of violence, discrimination, bullying, intimidation, weapons and illegal drugs.

OUTCOMES

Students will:

- Feel safe and happy at school;
- Be treated fairly, with respect and understanding;
- Display respect and courtesy towards all members of the school community;
- Demonstrate a sense of responsibility for their actions and decisions;
- Demonstrate a sense of dignity and worth;
- Be provided with quality educational experiences in a positive and stimulating environment;
- Achieve to the best of their abilities.

The school community will:

- Accept shared responsibility for the implementation of the school discipline policy, based on mutual respect and understanding.

The school environment will:

- Be safe and secure;
- Be free of violence, discrimination, weapons and illegal drugs.

INDICATORS OF SUCCESS

- Shared school vision and implementation of the Discipline Policy;
- Happy students, staff and parents/caregivers;
- Data re-enrolments, absenteeism, accidents and injuries, suspension and exclusions, grievance procedures, parent and community complaints, resolution of conflict, and referrals to support services;
- Student achievement and participation in intra and inter school activities;

REVIEW AND REVISION

- This policy will be reviewed and revised on an on-going basis;
- Discipline and behaviour management policies will be discussed at regular meetings with staff and the school community.

RIGHTS AND RESPONSIBILITIES

Principals lead the establishment of effective learning environments in schools in accordance with relevant state legislation and the policies and priorities of the NSW Government.

“Principals have the authority to suspend, to exclude or recommend suspension. Principals also have the authority to determine the conditions for a student’s continued enrolment.

They will exercise this authority having regard to their responsibilities to the entire school community and the principles of procedural fairness and natural justice. While Principals may delegate responsibilities with regard to student discipline to the staff, and co-operate with other members of the school council in determining local discipline policy, they remain ultimately accountable to the Director-General for the effectiveness of school discipline”

“The School Discipline Policy” – Department of Education

RIGHTS:

All staff have the right to:

- be treated fairly, with dignity, respect and courtesy;
- be treated professionally;
- a safe and supportive school environment – free of violence, discrimination, intimidation or harassment;
- support and co-operation of parents/caregivers, other staff, executive and the Department of Education in discipline management.

All Parents have the right to...

- be well informed of the Windsor Public School's Policy and procedures relating to discipline;
- be treated fairly, with dignity, respect and courtesy;
- expect that all measures are taken to ensure a safe and happy learning environment for their children;
- seek advice and support from staff and executive regarding assistance from appropriate support agencies.

All students have the right to...

- be safe and happy at school;
- be treated fairly, with respect and understanding;
- learn in a positive and encouraging environment – free of violence, discrimination, intimidation or harassment;
- express feelings and needs, whilst considering the feelings and needs of others;
- achieve to the best of their abilities.

RESPONSIBILITIES:

Teachers will...

- provide a safe, secure and encouraging learning environment;
- provide the best possible program to meet the needs, aspirations and capabilities of each student;
- treat all students fairly, with respect and understanding;
- ensure that all students, parents and caregivers are well informed regarding expectations and the school discipline policy;
- consistently implement the school's discipline policy in collaboration with other staff and parents/caregivers;
- provide an appropriate social model within the school.

Parents will...

- accept responsibility for ensuring their children's attendance at school;
- accept shared responsibility for shaping their children's understandings and attitudes about acceptable behaviour;
- accept shared responsibility for their children's discipline at school;
- accept responsibility for their children's behaviour travelling to and from school;
- support the school in the implementation of the Windsor Public School Discipline Policy;
- provide appropriate role models for desirable social behaviour and in communicating and demonstrating the benefits of co-operative behaviour.

Students will...

- treat others with respect, kindness and understanding;
- be polite and courteous to teachers, community members and other students;
- obey classroom and playground rules;
- respect the authority of teachers;
- display a willingness to learn and participate in school activities;
- practise safe and co-operative work and play habits;
- be sensible and well behaved whilst travelling to and from school and on school excursions;
- take pride in appearance by wearing full school uniform;
- respect the school's and other people's property;
- practise good health habits at school.

Positive Behaviours For Learning (PBL)

The following are the expectations for the students of Windsor Public School which form the basis of our Student Welfare Policy (The STARR System). For each expectation, there are reciprocal behaviours. These expectations will be taught as part of school curriculum.

SAFE

In the right place
At the right time
Doing the right thing

TOLERANT

Accepting
Patient
Friendly

ACADEMIC

Prepared
A good listener
Doing their best
On task

RESPECTFUL

Caring for themselves, others and property
Fair and honest
Using their manners

RESILIENT

Ignoring
Walking away
Talking firmly
Talking friendly
Seeking help

These expectations will be applied throughout all school settings, which include:

Playground
Toilets
Assembly
Transition (movement around the school)
Bus
Administration
Classroom

PROMOTING SELF DISCIPLINE

A prime goal at Windsor Public School is to guide the student towards self-discipline. We believe the best way to achieve self-discipline in students is by encouragement, praise and reward. Good work and good behaviour are rewarded by words of praise, awarding of merit awards, shooting stars (tokens), certificates and wristbands, recognition in the Newsletter and special privileges.

ATTENDANCE:

Regular attendance and punctuality are seen as steps towards self-discipline. Attendance is also a criteria to gain promotion in the STARR Program.

SCHOOL UNIFORM:

The school community and staff of Windsor Public School consider the wearing of correct school uniform fosters student pride, self-esteem and thus promotes self-discipline. A successful self-discipline approach, in turn, creates self-esteem.

Please remember -

- Students are to wear school uniform every day;
- Students may wear sports uniform on their programmed sports day;
- Students having a uniform problem on a particular day will need a note from their parents explaining the situation. Any parent who is experiencing difficulty in meeting the costs of uniform should contact the principal. Such information will be treated in the strictest confidence;
- Students not wearing school uniform and presenting without an explanatory note from parents may be given a 'care letter' and their name will be recorded. The care letter is taken home. Students not in uniform may not be permitted to participate in school excursions.

STARR AWARDS SYSTEM

AWARDS:

Positive reinforcement of student achievement and behaviour is one of the basic principles of Windsor Public School's Student Welfare Policy.

CRITERIA FOR AWARDS

Students are to meet the 5 expectations: **Safety, Tolerance, Academic, Resilient and Respect.** During the fortnightly cycle, students must have:

- Minimal absences including partial absences;
- Zero referrals to supervisor;
- Zero detentions;
- Wearing of full school uniform;
- Regular homework completion.

DOJO AWARDS

- Any staff member can hand out Dojos for any positive behaviour;
- Collected in the classroom by classroom teacher;
- Student and class Dojos are added to produce a school weekly total;
- The class with the highest weekly total wins the school mascot "Windsor Wallaby" for the week;
- Dojos begin fresh each week;
- Dojos are tallied throughout the term to reach 10,000 points earning the students a whole school reward;
- Staff will use personalised classroom management strategies which will link to Dojo rewards.

CLASS MERIT AWARDS

- Class Merit Awards given out at fortnightly assembly and student names are published in the newsletter.

STARR AWARDS

- STARR Awards are given out every fortnight by the teacher;
- Class teacher hands out STARR awards to the eligible students according to the criteria for awards;
- Names listed in the newsletter;
- Letters of commendation are sent home to parents of students who are one STARR Award short of receiving their Bronze, Silver or Gold awards.

BRONZE SILVER and GOLD AWARDS

- Students receiving 3 STARR awards will obtain a Bronze Certificate at a combined assembly;
- Students receiving an additional 5 STARR awards will obtain a Silver Certificate at a combined assembly;
- Students receiving an additional 6 STARR awards will obtain a Gold Certificate at a combined assembly;
- Once a Term there will be an additional reward for all students who have received either a Bronze, Silver or Gold Award in that term;
- Executives will review each term's award and cross check any behaviour referrals which may result in the student being ineligible to receive the award that term.

END OF YEAR ASSEMBLY BADGES

- Students who have achieved 3 Gold Certificates receive a Merit Badge;
- Students who have achieved 6 Gold Certificates receive an Excellence Badge;
- Students who have achieved 7 Gold Certificates receive an Honours Badge;
- The above badges will be presented at the end of year Presentation Assembly.

PRINCIPAL'S AFTERNOON TEA

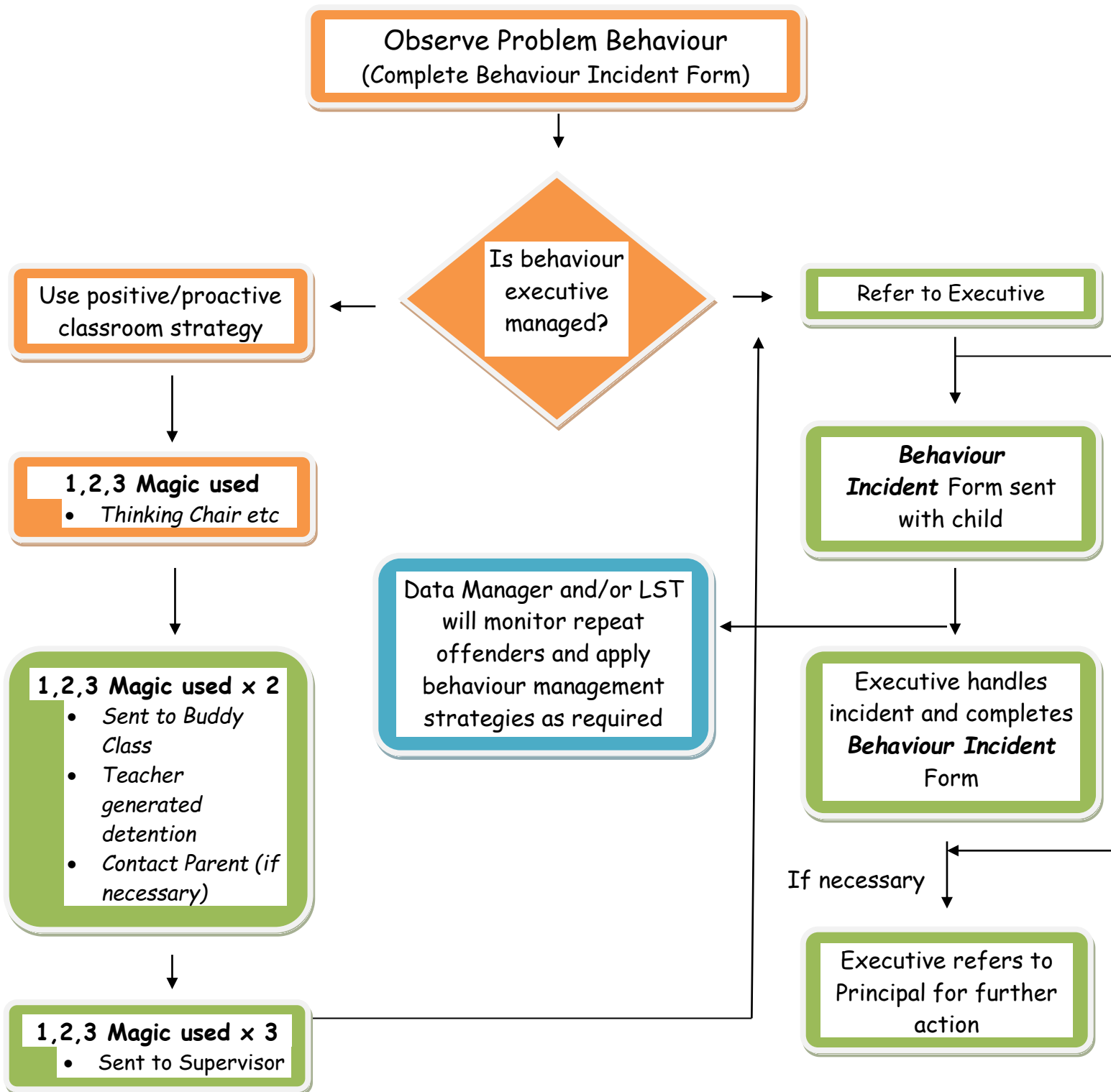
- Classroom teachers select one student at their own discretion to attend this incentive which is held during the second last week of each term.

RESULTS IF EXPECTATIONS ARE NOT KEPT

When these expectations are not kept, a variety of consequences may follow. These would be dependent on the student's stage of development.

In class the teacher will initially reprimand the inappropriate behaviour and remind the student of the expectation. If the behaviour continues the following flowchart will apply.

BEHAVIOUR INCIDENT FLOWCHART



RECORD KEEPING

The class teacher is responsible for completing Behaviour Incident Forms (see appendix 1) regarding inappropriate behaviours. Executive enter relevant information onto the STAR data collection system. All staff have access to the computer system to monitor students in their class and will impact on the decision for the student to progress through the award levels. School Executive in conjunction with the PBL team will manage all aspects of data collection.

1,2,3 MAGIC

1-2-3 Magic is a Discipline Management Program for students. It can be used by parents and teachers. It involves the use of a warning system and is non-confrontational. This method uses a dedicated time-out structure.

CONSEQUENCES FOR NON-COMPLIANCE OF EXPECTATIONS

Students who display non-compliance of expectations may receive:

- Conference with executive
- Time-out
- Detention
- Letter of concern
- Referral to 1st
- Exclusion from extra-curricular activities (excursions, discos and school representation)
- Formal warning letter (intention to suspend)
- Suspension / exclusion from school (refer to 'suspension policy')

REMEDIAL MEASURES TO OVERCOME SPECIFIC DIFFICULTIES

At Windsor Public School we endeavour to develop responsibility within each student based on a clear understanding of what is expected and the results of not following set expectations. We build the belief in the student that he/she follows expectations because it is the right thing to do and not because of fear of punishment.

However, there will be times when adverse consequences will need to be applied particularly when injury or disruption to others and/or their property is involved. When serious breaches of discipline occur parents will be involved in developing strategies to address the issue. Some issues may require provision of counselling, the services of teachers with particular skills and/or special classes.

STRATEGIES TO OVERCOME SPECIFIC DIFFICULTIES

- Establish a mode of acceptable behaviour
- Inclusion of school counsellor in disciplinary matters when necessary
- Effective and relevant programs of instruction
- Relevant and effective student supervision
- Support programs, learning assistance, integration
- Being aware of problems students may be facing outside school
- Promote effective education by developing a close and productive relationship between the home and the school
- Parents assisting class teachers

Referrals to the PBL Team are made by the classroom or playground duty teachers for students who –

- Show repeated minor misbehaviours
- Are disobedient of teacher's requests
- Persistently ignore expectations
- Interfere with the rights of others.

PREVENTATIVE MEASURES TO ENSURE THE SAFETY AND WELL-BEING OF STUDENTS

Teachers need to take specific action in the normal course of their duties to enhance or protect the welfare of their students. Such action is designed to:

- maintain a school and classroom climate conducive to teaching and learning
- ensure a safe and secure environment where needs are met
- encourage appropriate forms of behaviour
- protect students from harm

CARE LETTER

In order to improve communications between the class teacher and parents, a 'care letter' is sent home where concerns about a student may arise.

The concerns for which these letters may be used include:

- No Lunch
- Out of Uniform
- Continually arriving late for school

DUTY OF CARE

- no child is to be taken from the school during school hours without the School Office being notified. Teachers cannot release students without notification from the School Office.
- no student should arrive at school before 8.30am
- if students arrive at school before 8.40am, they are to sit on the asphalt area.

Teacher supervision does not start until 8.40am.

- parents entering school between 9.00am and 2.50pm must report to the School Office.
- students arriving after the morning assembly, must report to the School Office to receive a late note. Parents are expected to give reasons for student lateness which are marked against the child in the class roll.
- Stage 1 students, who are late must be escorted by parents to the School Office.
- all students not catching buses must be picked up as soon as possible after the 3.00pm bell.
- if it is necessary to change the normal routine for your child returning home after school, parents should inform the school office explaining the new arrangement.
- students, who remain at school after 3.30pm and whose parents have not contacted the school, will be taken to the Windsor Police Station.

SPECIAL CIRCUMSTANCES AND PRESCRIBED MEDICATION

- parents of students with specific medical needs will be invited to discuss the condition to determine how best the school can meet the educational needs of the student
- the Department of Education Guidelines and Procedures will be strictly adhered to in all cases involving the use of prescribed medication
- a list of all students receiving prescribed medication will be available to all staff
- all prescribed medicines will be secured in the Administration Building, as no students are permitted to keep such medications with them unless an individual emergency plan has been written in consultation with parents concerned and requires exception to school policy
- all matters relating to the use of prescribed medication should be directed to the Principal in the first instance
- no staff member is to dispense prescribed medication without the permission of the Principal
- all school staff should be familiar with the Policies and Procedures relating to the use of prescribed medications in schools
- in all instances where medication is given by staff, the parents must complete and sign the appropriate forms
- Healthcare Plans are required for any students with significant health issues and will be developed in consultation with family doctor, parent and school



WINDSOR PUBLIC SCHOOL

PBL EXPECTATIONS MATRIX



	<u>BE SAFE</u>	<u>BE RESPECTFUL</u>	<u>BE A LEARNER</u>
ALL SETTINGS	<ul style="list-style-type: none">• Keep your hands and feet to yourself• Report any problems• Ask the teacher before leaving any setting• Use STAND to solve problems• Use equipment safely• Move sensibly around the school• Report any damages• Be in the right place at the right time	<ul style="list-style-type: none">• Treat others the way you want to be treated• Be an active listener• Follow adult directions• Use polite language• Keep our school clean and tidy• Enter and exit buildings quietly• Wear your uniform• Be honest	<ul style="list-style-type: none">• Get involved• Give your full effort• Be a team player• Know the school expectations• Be a problem solver• Make good choices
CLASSROOMS	<ul style="list-style-type: none">• Sit properly• Push chairs in	<ul style="list-style-type: none">• Take care of others• Stop, think, do	<ul style="list-style-type: none">• Be a risk taker• Be organised• Learn something new everyday• Think about your learning
HALL	<ul style="list-style-type: none">• Enter and exit in an orderly fashion• Be in the right place• Stay off the stage and steps unless told otherwise by a teacher	<ul style="list-style-type: none">• Clap appropriately to show appreciation• Stand quietly and sing the National Anthem & school song	<ul style="list-style-type: none">• Know our National Anthem and school song• Remember the messages given
LIBRARY	<ul style="list-style-type: none">• Enter and exit in an orderly fashion• Use equipment safely• Return books in one line	<ul style="list-style-type: none">• Take care of library books and equipment• Use a quiet voice• Keep the library clean and tidy	<ul style="list-style-type: none">• Be prepared
PLAYGROUND GRASS	<ul style="list-style-type: none">• Join in school approved games• Wear a hat• Rocks & sticks stay on the ground	<ul style="list-style-type: none">• Share space and games• Invite others to join in games	<ul style="list-style-type: none">• Learn new games and activities
GAMES Astro Turf	<ul style="list-style-type: none">• Wear a hat• Join in school approved games	<ul style="list-style-type: none">• Share space and games• Invite others to join in games	<ul style="list-style-type: none">• Learn new games and activities
PLAYGROUND CONCRETE/ COLA	<ul style="list-style-type: none">• Join in school approved games• Wear a hat	<ul style="list-style-type: none">• Share space and games• Invite others to join in games	<ul style="list-style-type: none">• Learn new games and activities
SCHOOL ENTRANCES AND EXITS	<ul style="list-style-type: none">• Enter and exit using the front and back gates• Stay seated until the duty teacher arrives in the morning(8.40am)• Use the crossing• Walk bikes in and around the school• Line up quietly for the kiss and drop zone	<ul style="list-style-type: none">• Follow teacher/adult directions• When walking, represent your school well	<ul style="list-style-type: none">• Follow road and pedestrian rules
LINES ASSEMBLY	<ul style="list-style-type: none">• Be on time• Stand/sit straight and still	<ul style="list-style-type: none">• Line up at the first bell• Food or drink is not to be eaten or drunk	<ul style="list-style-type: none">• Listen to the teacher on assembly duty• Remember the messages given
CANTEEN LINES	<ul style="list-style-type: none">• Be patient• Wait behind the line	<ul style="list-style-type: none">• Wait your turn• Be ready to order• Only line up if you are buying	<ul style="list-style-type: none">• Listen to the parents instructions and remember your manners.

BE SAFE		BE RESPECTFUL	BE LEARNER
GARDENS	<ul style="list-style-type: none"> • Leave sticks and mulch in the garden • Walk around the gardens 	<ul style="list-style-type: none"> • Play out of the gardens • Keep gardens rubbish free • Leave wildlife and insects alone 	<ul style="list-style-type: none"> • Learn how to take care of the gardens
COMPUTERS	<ul style="list-style-type: none"> • Push chairs in • Stay in your seat 	<ul style="list-style-type: none"> • Follow internet usage rules • Share the mouse and keyboard • Log off when finished • Use your own password 	<ul style="list-style-type: none"> • Learn your log in details
TOILETS	<ul style="list-style-type: none"> • Wash hands with soap and water • Keep water in the sink • One person per cubicle 	<ul style="list-style-type: none"> • Allow for the privacy of others • Clean up after yourself • Flush the toilet 	<ul style="list-style-type: none"> • Return to the classroom quickly • Use toilet
WALKWAYS	<ul style="list-style-type: none"> • Use walkways instead of grass • Watch where you are going • Line up for lunchtime library quietly 	<ul style="list-style-type: none"> • Walk quickly and quietly so others are not disturbed 	<ul style="list-style-type: none"> • Return quickly to continue their learning
OFFICE AREA	<ul style="list-style-type: none"> • Enter and exit sensibly 	<ul style="list-style-type: none"> • Let visitors go first • Wait patiently 	<ul style="list-style-type: none"> • Listen to others attentively.
BUS	<ul style="list-style-type: none"> • Stay seated on the bus • Line up quickly and quietly • Enter and exit the bus sensibly 	<ul style="list-style-type: none"> • Wait your turn consider others on the bus • Listen to the Driver 	<ul style="list-style-type: none"> • Do not be late to bus lines • Follow the rules of the bus company at all times.

APPENDIX 1: CARE LETTER



WINDSOR PUBLIC SCHOOL CARE LETTER

Date: _____

Dear _____

I am writing to inform you that we have had recent concerns regarding your child _____
of class _____ in relation to:

- a) Out of Uniform ☐
- b) No Lunch ☐
- c) Continually arriving late for school ☐
- d) Other: _____ ☐

Teachers Comments: _____

Could you please sign and return the tear off section below to indicate that you have received this letter of notification.

Thanking you

Class Teacher

Windsor Public School - CARE LETTER

I have received the care letter sent home for my child _____ of class _____ in
regards to : _____

Comments _____

Signed _____

Date _____