



Orchard Hills Public School

Student Wellbeing

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Implementation from Term 3 2015

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Accepted and supported by: Orchard Hills Parent's and Citizens Association

School Vision Statement

At Orchard Hills Public School, we are committed to providing quality learning in an environment that is safe, caring and inclusive. Our core expectations are that our students will strive to be 'safe, respectful, learners.'

Together we will provide a quality 21st century education whilst developing confident and creative individuals who strive to achieve their personal best.

We endeavour to facilitate opportunities for students to engage in critical thinking and a variety of technologies to assist them in becoming informed, discerning learners, capable of making sound judgements.

We are inclusive of the whole school community and value the input of all stakeholders. We hold the belief that partnerships between school, parents and the community is vital to successful learning.

Our dedicated teaching team will lead all students to take ownership of their learning to become active, independent citizens engaging in learning as a life long journey.

School Plan 2015-2017

The Wellbeing Framework for Schools – 2015 Connect Succeed Thrive

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

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.

Succeed

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

Thrive

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

CONNECT

- Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Students have positive and respectful relationships with each other, their teachers and the community.
- Students experience a sense of belonging and connectedness that respects diversity and identity.
- Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Students are connected with their cultural, religious or spiritual backgrounds.
- Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

SUCCEED

- Students are succeeding in their learning.
- Students strive toward and achieve meaningful goals.
- Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
- Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.
- Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
- Staff enable success by personalising student learning and supporting students to achieve.
- Staff enable success by contributing to a positive, supportive and encouraging learning environment.
- Parents and the broader school community actively participate in supporting and reinforcing student learning.

THRIVE

- Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- Students are self-directed, take initiative and grasp opportunity.
- Students contribute to the learning of other students and to the school community more broadly.
- Students have a strong sense of meaning and purpose.
- Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
- Students are recognised and celebrated.
- Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
- The school has high expectations for every student.
- Parents and the broader community support and enable the aspirations of every student.

ENABLING SCHOOL ENVIRONMENT

- Students are recognised, respected and valued.
- Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
- Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.
- Resources are used to best meet individual and collective student need.
- The school environment is a safe and healthy place to be.
- Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
- Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.

STUDENT RIGHTS & RESPONSIBILITIES

Department Education and Communities Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education and Communities will back the authority and judgment of principals and school staff at the local level.

Ref; <http://www.dec.nsw.gov.au/about-the-department/our-reforms/supported-students-successful-students/behaviour-code-for-students>

At Orchard Hills Public School we aim to promote and maintain a safe, educational and social environment for all students.

Be safe
Be Respectful
Be a Learner

School expectations are displayed in each classroom, the library and playground, and are reinforced by the classroom teacher. Each teacher and learning group establishes their own classroom rules, based on the school rules and students' rights and responsibilities.

Monitoring and Promoting Positive Behaviour and Student Engagement

At Orchard Hills Public School we encourage and reward students who display consistent and positive behaviour by way of a system of cumulative awards- Happy Cards, Tickled Pink awards, Orchard Hills Bronze Awards, Silver medallions and the Gold Trophy award.

- 5 stickers (Kindergarten) or 5 Good One cards (1-6) = 1 Happy Card
- 5 Happy Cards = 1 Tickled Pink Award
- 3 Tickled Pink Awards = 1 Orchard Hills Bronze Award (presented at Friday assembly)
- 3 Bronze awards = 1 Silver Medallion (presented at Friday assembly)
- 4 Silver medallions = Gold Trophy award (presented at Friday assembly)

Note: Any child who receives a 'major' office referral in the 5 weeks preceding the Silver or Bronze will be awarded the Silver or Bronze following the 6th week of acceptable behaviour.

Notification of students' achievements will be published in the school newsletter and on the school website.

As an additional reward:

Students who have completed a semester of school without receiving any 'minor' or 'major' office referrals will receive a bonus Orchard Hills Bronze Award with their semester report.

Students who have received no more than 2 minor office referrals in that term of school will be invited to a "Rewards Day" event activity at the end of the term.

Note: Happy Cards and Tickled Pink Awards will transfer over to the following year. Orchard Hills Bronze Awards and Silver medallions accumulate and can be collected over the full 7 years.



Student Learning and Support Team

The purpose of the Learning Support Team is to ensure that the welfare and learning needs of all students are being met at the school.

Members of Learning Support Team include the Principal, School Counsellor, Student Learning and Support Officers, all teaching staff and the Learning and Support Teacher.

Classroom teachers refer individual or groups of students to the Learning Support Team by way of submitting a referral. Referrals are discussed initially at a Learning Support meeting and appropriate strategies are planned. It is the Principal's responsibility to monitor and evaluate these plans using the resources available to the school.

Wellbeing Programs at Orchard Hills PS

STUDENT REPRESENTATIVE COUNCIL (SRC)

The role of the Student Representative Council is to:

- Represent the student body.
- Discuss any matters of concern in the classroom or school at monthly meetings.
- Actively participate in all school activities.
- Determine and organise fund raising activities.
- Meet and greet special visitors.
- Perform responsible tasks as allocated by the Principal or staff.

Two representatives per year from Years K-6 are elected by each class at the beginning of each school year to be part of the Student Representative Council. The representatives will be announced at the second Friday assembly held in Term 1.

The School Captains will be the head of the Student Representative Council.

CHILD PROTECTION

This is an important and mandatory part of the Kindergarten to Year 6 Physical Education/Health/Personal Development syllabus. As part of our student welfare policy, all students must move around the school in pairs. Staff are updated yearly on the Department of Education's Child Protection Policy.

DRUG EDUCATION

This is an important part of the Kindergarten to Year 6 Physical/Education/Health/Personal Development syllabus. Programs run in conjunction with Life Education help to reinforce teaching and learning programs in our school.

SUN SAFE PROGRAM

All students are expected to wear a school hat when participating in outdoor activities involving the school. If a student does not have his/her hat at school, he/she may only play in shaded areas. Students are encouraged not to exchange or share hats.

QUIET SPACE

The 'quiet space' is designed to support students, including those with anxiety or social issues, who need to escape the noise and activity of the playground. It is open during Lunchtime Monday – Friday.

LIVE LIFE WELL – Fitness Groups

All students K-6 are given the opportunity to participate in Friday morning, before school, fitness groups. This is to encourage physical activity and aerobic fitness, combined with healthy eating in our students.

EXTRA-CURRICULAR ACTIVITIES

All students at Orchard Hills PS are afforded the opportunity to participate in dance, choir and debating. These activities provide opportunities for students to showcase their talents to the wider school community through creative arts festivals and inter-school competitions.

STUDENT HEALTH

Office procedures are in place to ensure that student health concerns are of paramount importance.

Students are not permitted to share food or drinks. Students and staff are educated in the management of Anaphylaxis and Asthma.

Please do not pack peanut butter or hazelnut spread sandwiches in your child's lunch.

STUDENT LEADERSHIP PROGRAM

Nominations for school captain and vice captain for the following year are completed in November/December. Nominations are accepted for any Year 5 student who has had no major office referrals for their behaviour in that year. Acceptance of nominations will be at the discretion of the Principal and based on behavioural expectations being consistently met. All students from Years K-5 and staff members have an opportunity to vote. Points are allocated for each vote as follows;

Year K, 1, Year 2 = 1 point each

Year 3 – Year 5 student votes = 2 points each

Staff votes = 3 points

In the event of a tied vote, a new election involving the tied candidates will be run.

Sports house captains are elected by staff members at the end of each year for the following year, based on participation in sporting events. Where possible, students from Year 6 who do not have a leadership role in the school are permitted to be nominated for Sports House Captains and Flag monitors.

In years where there are not enough Year 6 students to fill the leadership roles, Year 5 students will be invited by staff to take the roles as House Captains and/or Vice Captains.

CELEBRATION OF AWARD WINNERS

At fortnightly assemblies, students are presented with class merit awards, Orchard Hills Bronze Awards, Silver Medallions and Gold Trophies. A Principal award is also made for one student who demonstrates the expectations of being a *safe, respectful, learner*. The presentation of these awards is recorded in the newsletter the next week. The newsletter can also be accessed on the school website.

A Presentation Assembly is held at the end of each year where 3-4 awards per class will be presented. These awards may include Academic Achievement and Citizenship. Other awards will be presented for library, attendance, Learning and Support K-2 and 3-6 and sport.

The awards for sport are to include Junior Sports Champion (boy and girl) and Senior Sports champion (boy and girl). A house award will be presented to the winning house each year.

CARE & SUPERVISION OF STUDENTS

All students are made aware of the 'out of bounds' areas.

Students are strongly discouraged from riding bikes to school due to the narrow and busy roads surrounding the school.

Safe play is an expectation at the school.

As per Departmental legal requirements, morning duty begins at 8:30am and students are not supervised before this time. The exception to this is Friday morning fitness, whereby students participating in this program have written parental consent and there is teacher supervision.

STRATEGIES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

Student achievement is celebrated consistently in the following ways;

- Communication Board
- Classroom awards
- Notices in the school newsletter and local media
- Fortnightly assembly awards with parents and community members invited to attend
- Annual Presentation Assembly
- School website announcements
- Facebook page

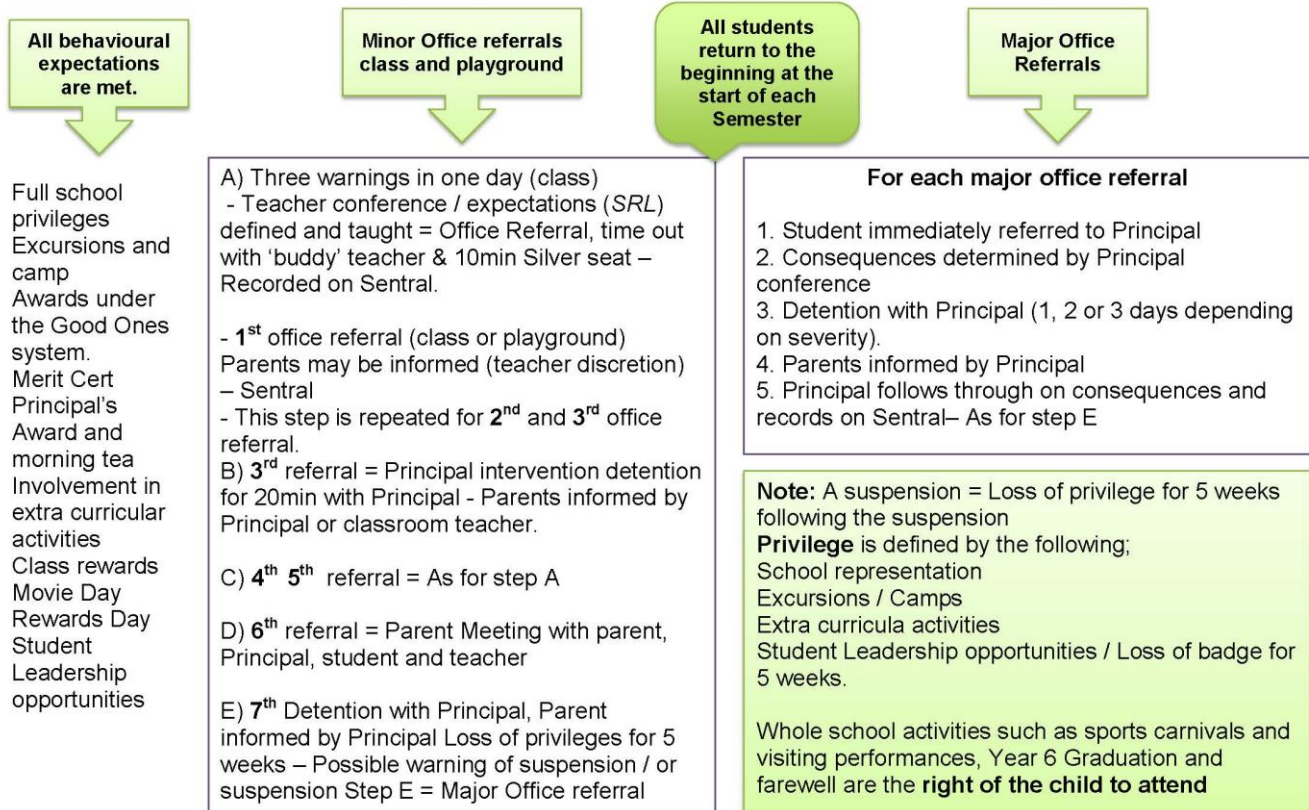
Procedural Fairness

Students respond best to consistently applied consequences when rules are broken.

Students are taught, through a series of lessons common to each class, the expected behaviour in each non-classroom setting. For instance, students are taught the expected behaviour when using the fixed equipment and the toilets.

If a student breaks a school rule: Be Safe, Be Respectful or Be a Learner, they are reminded of the rule that has been broken. The following is a flowchart outlining the steps taken for unacceptable behaviour in our school. Each referral, whether it be major or minor is recorded on our Sentral data base.

At Orchard Hills Public School, we promote and teach the expectations of: *Safe, Respectful, Learners*



Office Referral - OHPS

Name: _____ Class: _____

Time: _____ Date: _____

Location (circle) Front playground, bottom playground, fixed equipment, toilets, classroom, RFF class, home school travel (bus), Other: _____

Minor (tick)

- Defiance / disobedience
- Disruption to class routine / learning
- Inappropriate Language (low level)
- Out of bounds
- Minor Physical Contact / aggression
- Rough Play
- Teasing
- Other _____

Major (tick)

- Abusive Language / Inappropriate Language
- Repeated defiance / Repeated refusal to follow instructions
- Fighting / physical violence
- Lying to teacher
- Harassment / bullying / repeated exclusion
- Misuse of technology
- Out of bounds (off school location)
- Property damage
- Theft
- Vandalism
- Possession of weapons / use of weapons
- Other _____

Name of teacher lodging this referral _____

Initial when lodged in Sentral

Minor - Place in class teacher's tray after Sentral logging.

Major - Copy this slip and give to Principal for immediate action and place original in teacher's tray after Sentral processing. Principal will conduct detention, contact parents and inform consequences under PFG and will enter action in Sentral once issue is resolved.

Anti-BULLYING Plan

Bullying is not accepted at Orchard Hills Public School

All children can and should behave appropriately. Everyone has a responsibility to reduce aggression in our society.

'Every child is entitled to an education. Every child is entitled to be safe.' – *United Nations Charter*

Please refer to the Orchard Hills Public School Anti-Bullying Plan for details of the procedures which are taught and implemented to counter bullying behaviour.

<http://www.orchardhil-p.schools.nsw.edu.au/our-school/rules-policies/student-welfare-and-discipline/anti-bullying-policy>

School Uniform

All students are expected to wear the school uniform at Orchard Hills Public School. We believe that the wearing of school uniform gives the child a feeling of well-being and belonging to the school.

Students are not permitted to wear make-up or nail polish and only minimal jewellery must be worn.

Summer Uniform is worn in Terms 1 and 4. Winter uniform is worn in Terms 2 and 3.

Girls – Summer

Green, white and yellow checked dress with yellow tie, white socks, black shoes and a wide-brimmed school hat.

Tailored shorts or 'skorts,' with the gold polo containing the school logo are also acceptable.

Girls – Winter

Green and black checked pinafore over the gold (long sleeved), polar fleece jacket with the school logo, black or green tights, black school shoes and a wide-brimmed school hat.

Bottle green tailored pants with the gold polo containing the school logo, polar fleece jacket with the school logo, white socks and black school shoes is also acceptable.

Note: The official dress (Summer) or tunic (Winter) must be worn to official events.



Summer Uniform



Winter Uniform

Boys – Summer

Bottle green shorts, gold polo top with the school logo, bottle green or white socks, black shoes and a wide-brimmed school hat.

Boys – Winter

Bottle green gabardine trousers or micro-fibre track pants, long or short sleeved gold polo with the school logo, polar fleece jacket containing the school logo, green or white socks, black school shoes and a wide-brimmed school hat.

Sport – Girls and Boys

Sports shorts or track pants (cooler weather) and the green and white school sport shirt containing school logo, white socks, joggers and a wide-brimmed school hat.



Sports Uniform- Boys and girls (shorts in Summer)



Wide-brimmed hat