

WILEY PARK PUBLIC SCHOOL



DISCIPLINE AND WELFARE PROCEDURES

The focus of our work at Wiley Park P.S. is to support the educational, social, emotional and physical development of all our students. The School Behaviour Support and Management Plan operates to support our programs. While different academic programs operate in each classroom and learning group, it is important that behaviour and reward programs, both in the classroom and the playground are consistent.

At Wiley Park Public School we believe that all our students have the right to be treated fairly and with dignity in an environment free from disruption, harassment, victimisation and discrimination. To achieve this our school maintains high standards of discipline which are reviewed regularly and collaboratively.

Revised *March 2025*

CLASSROOM BEHAVIOUR / MANAGEMENT SYSTEM

- ◆ Each class will display the school rules.
- ◆ They should be clearly visible at the front of the classroom.
- ◆ Teachers are to use their own classroom strategies before using a red card.

When children fail to follow the class rules, and after class strategies have been unsuccessful:

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| Step 1 | Incident recorded beside the first X on a red card |
| Step 2 | Incident recorded beside the second X on a red card and a 5 minute in class timeout is given. This gives students a chance to reflect. |
| Step 3 | Incident recorded beside the third X on a red card. |
| <p style="text-align: center;">Child to be placed on detention –</p> <ul style="list-style-type: none">• The card is to be given to the stage leader.• The stage leader, in consultation with the relevant staff, will make the final decision regarding the detention and a drop of level. | |
| Step 4 | If at this point noncompliance continues collegial time out for 10 minutes. If the behaviour does not improve, call on the stage Assistant Principal. If no improvement – Principal involvement. |
| A reminder: A red card is valid for 2 weeks | |

3 red cards in a term may result in a parent interview
4 red cards in a term may result in alternate supervision arrangements
At times, a serious matter may result in alternate supervision arrangements

Teacher must

- Be fair
- Have rewards and consequences
- Focus on students taking responsibility for their own actions
- Be clearly understood by all members of the class
- Be consistent
- Display discipline/management system in their classroom

Unacceptable Behaviours

- Disobeying school rules
- Being uncooperative in the classroom or playground
- Disrupting the class
- Swearing
- Interrupting
- Being abusive or disrespectful
- Telling lies
- Not considering the right of others
- Refusing to obey instructions
- Leaving the learning area without permission
- Bullying
- Violence

Serious classroom incidences of unacceptable behaviour will be managed in consultation with senior executive staff and parents and may result in alternative supervision, a warning to suspend or a suspension.

WILEY PARK PUBLIC SCHOOL - LEVEL SYSTEM

Each classroom teacher is to organise a visual representation of the level system, to be put up in their classroom

- All students begin the year on BRONZE.
- The first consideration for students moving from Bronze to Silver will be Term 2 Week 3.
- To move levels students need to have met a certain criteria. This criteria was developed in community consultation and is shared with all students and community members.
- Every 3 weeks the Thursday MUSTER meeting is a LEVELS meeting. At this meeting classroom teachers bring along their levels folder and raise the names of students they wish to move up or down a level. Teacher input is encouraged before a decision is made.
- Children only move Levels once discussed and approved at the Thursday levels meetings unless there are special circumstances eg a detention, this is done in consultation with the stage leader, Deputy Principal or Principal.
- Students who receive a full red card fall below BRONZE and may be moved down to Level 4. If they receive another red card they may move to a level 5.
- Children who have a serious playground incident and are put into detention for a lunchtime issue may move down a level.
- Students who fall below BRONZE may have their privileges taken away eg PSSA, CAPA, performances, class privileges, in-school performances and excursions (at the stage leaders discretion) for the time they are below BRONZE.
- Students who are at BRONZE or beyond at the end of each term take part in school organised ACKNOWLEDGEMENT DAY.
- Students must be recorded at SILVER level for a minimum of 2 LEVEL meetings before being considered for GOLD.
- Newly enrolled students are to begin on BRONZE and be there for a minimum of 2 LEVEL meetings before being considered for SILVER.
- Students who are on GOLD level by Term 3 Week 9 and remain there leading up to Presentation Day receive a badge during an award ceremony at the end of the year.
- All documentation related to the movement of Levels will be sent home and a copy placed in the student files.

GOLD LEVEL STUDENTS

Every year at Wiley Park we strive to improve the overall behaviour of our students and the tone of the school within the community. To do this we have to lift our standards each year.

For a student to be on our very prestigious Gold Level they must meet the following criteria.

- Always strive to do their best.
- Always follow school rules.
- Have regular school attendance, justified leave is acceptable.
- Respect everyone e.g. teachers, students, casual teachers, visitors, helpers etc.
- Be involved in all organised school activities and events including carnivals, excursions, in-school visits, whole school events etc
- Show initiative.
- Be punctual – to class and to start work.
- Be organised with classroom equipment e.g. pens, pencils, rulers etc.
- Do homework to the best of their ability.
- Wear full school uniform.
- Always display a positive attitude.

Students who reach GOLD level by Term 3 Week 9, and stay there, will be presented with a GOLD level badge during a Term 4 special assembly.

Attainment of this criteria will provide eligibility for leaderships roles – captains, prefects and office monitors.



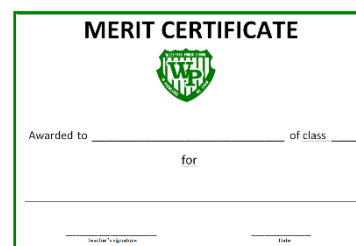
Wiley Park Public School

Merit awards

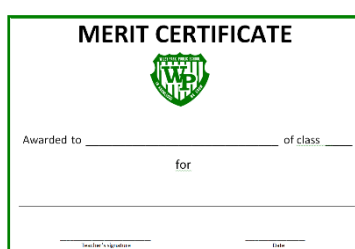
10x



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4x



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3x



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2x



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School event certificates e.g. Public Speaking, Presentation Day, Sports Awards etc are not included.
The 6 school "VALUES" awards are included as a merit certificate.

March 2025

PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOURS IN THE PLAYGROUND

| Low level unacceptable behaviour | Strategies |
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| <ul style="list-style-type: none"> • Dropping rubbish • Running dangerously across the playground • Damaging the environment – gardens/trees • Not accepting game rules • Inappropriate playing on equipment • Out of bounds | <u>Step</u> ❶ Remind them of the rule ❷ Walk and talk → discuss and talk through with child and remind them of their choices and mention levels. ❸ Sit out for 10 minutes |
| Ball Games <ul style="list-style-type: none"> • No large or hard balls before school • Big balls at lunchtime in A1 and A4 only • Anything potentially unsafe with a ball or other equipment | <u>Step</u> ❶ Remind them of the rule 2 nd Offence – Take the ball or equipment and go to high level unacceptable behaviour steps 1 & 2 |
| Medium level unacceptable behaviour | Strategies |
| <ul style="list-style-type: none"> • Unsafe play such as climbing trees and playing dangerously with sticks/stones • Bad language | <u>Step</u> ❶ Send them to time out seat for rest of lunch. |
| High level unacceptable behaviour | Strategies |
| <ul style="list-style-type: none"> • Damage/vandalism to school property • Teacher defiance eg: running away when called / answering back/back chatting • Violence/ serious fight • Verbal threats to peers or teachers • Aggressive verbal or racist comments | <u>Step</u> ❶ Send them to the time out area for the rest of lunch. ❷ The teacher is to complete a PLAYGROUND detention card, indicate if they recommend a level drop and place it in the detention tray in the office. |

The teacher on duty is to deal with the incident/situation themselves. If it happens at bell time take the child to your room to wait until you settle the class. Send a note to child's class teacher in this instance.

For high level unacceptable behaviour, a detention card is to be written up. The incident is to be investigated thoroughly. The card is to state **exactly** what the child did, as this is what will go on the detention note. If there is not enough room for details on the card, attach a piece of paper with notes. The detention card is to go to the AP, who may further investigate this, write the name on the board and attached the card to the folder.

Any child who attends detention will get a letter sent home to their parents by an executive member of staff.

Detention is recorded in the Detention database.

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| 3 playground detentions in a term may result in a parent interview |
| 4 playground detentions in a term may result in being taken off the playground for a period of time |

Serious classroom incidences of unacceptable behaviour will be managed in consultation with senior executive staff and parents and may result is alternative supervision, a warning to suspend or a suspension.

SUPPORTING TRANSITION ACROSS THE SCHOOL

Kindergarten Transition Procedure

Transition to Kindergarten Program

Wiley Park Public School endeavours to provide a smooth transition for all enrolled students into Kindergarten. We have developed strong partnerships with local pre-schools, childcare and Early Intervention centres, and work alongside our SaCC facilitator, School Wellbeing In reach Nurse and School Counsellor, to identify and cater for students' needs, ensuring the necessary transition steps are successfully implemented.

Aim

The aim of the transition to Kindergarten program is to:

- Provide a smooth and efficient transition for children into Kindergarten, enhancing the early learning and wellbeing of every child who will be attending Wiley Park PS.

Programs and Implementation

- Kindergarten Stage Leaders conduct **face-to-face interviews** with all potential Kindergarten students, accompanied by their parents or carers, who are seeking enrolment at Wiley Park PS. During interviews, a 'Student Profile' form is completed and Maths and English assessments are conducted. Any health care or educational needs are noted and school information is communicated to parents/carers.
- During interviews, the educational background of each child is discussed, and a decision is made as to whether **Schools as Community Centres (SaCC) follow-up** at WPPS is recommended. Some children who have had very little or no prior experience in early learning settings may benefit from attending our Early Learning Playgroup and/or our Targeted Kindergarten Program in the SaCC room, designed to transition children smoothly into school and school routines.
- The Kindergarten Stage Leader, School Counsellor and LST Coordinator **organise visits** with pre-schools, childcare and Early Intervention centres, to observe students in their setting who have diagnosed conditions, behaviour and/or cognitive needs, and to discuss the students' needs and behaviours with their educators.
- Our **Wellbeing and In reach Nurse**, who works closely with our Learning and Support Team, coordinates appropriate early intervention, assessments and referrals of new Kindergarten students and their families to services and programs.
- In Term 3 of each year, a **Transition Program** is implemented for children who are starting Kindergarten the following year who have been identified as having defiant or noncompliant behaviours, or who require support with language development and classroom instruction/routines. The children spend one morning each week in a Kindergarten classroom over a 4-week period.
- A **Kindergarten Orientation** session is organised for Term 4 of each year proceeding Kindergarten, which is aimed at giving children and parents an introduction of the expectations for the following year. Various school topics are addressed during a presentation, to provide information for the parents and carers, whilst children complete activities in Kindergarten classrooms.
- During the **first 4 weeks of Kindergarten**, students are provided with lessons and activities in a supportive environment, with the allocation of either an Additional Classroom Teacher (ACT), an SLSO or our SaCC facilitator each day, to help the students transition smoothly into school procedures and routine. Appropriate learning experiences are planned for which allow students to interact verbally and non-verbally with others and focus on the development of both social skills and fine motor skills.

High School Transition Procedure

created May 2024

Transition to High School Program

Wiley Park Public School endeavours to provide a smooth transition to high school for all students. We have developed strong partnerships with our local high schools to ensure the necessary transition steps are implemented successfully.

Aim

The aim of the transition to high school program is to:

- Provide a smooth and efficient transition from Primary to Secondary School for each student.

Programs and Implementation

- The school completes the Student Information Request indicating areas of need across learning and support, special circumstances and student history relevant to risk assessment.
- Confirm with local high schools which students have been enrolled and who is overseeing the transition program.
- Organise visits from local high schools for question-and-answer sessions.
- Class teachers and Stage Leader to complete student profiles for each student attending their specific school. This includes academic, social and welfare information.
- Wiley Park Year 6 staff meet with high school delegates to discuss the following:
 - o Academic performance to support class groupings and sharing of individual learning plans
 - o Social and welfare issues
 - o Medical requirements and Healthcare plans
 - o Special interests and talents.
- Students are selected for specialised development groups that focus on the transition to high school that run throughout Term 3 and 4. These groups focus on:
 - o Resilience and peer relationships
 - o Rules and responsibilities
 - o Adapting to change
 - o High school routines
 - o Timetables (including school, bus and train).

Support Unit students are also involved in transition opportunities to visit their new high school settings and for high schools teachers to visit students in their current Support Unit setting.

WILEY PARK PUBLIC SCHOOL RULES

**BE
SAFE**

**BE
RESPECTFUL**



**BE A PROBLEM
SOLVER**

**BE A
LEARNER**