

RUSSELL VALE PUBLIC SCHOOL



CONNECT

Welfare Policy



SUCCEED



THRIVE

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14.08.24

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School Vision Statement

Russell Vale Public School sets high expectations for all students to reach their potential and develop as confident and creative individuals that are lifelong learners. Our goal is for every student, every teacher and every leader to improve every year.

School Motto

The motto of the school is "Think, Act and Speak Well".

Student Wellbeing Policy

Russell Vale Public School seeks to provide quality education for all students, taking account of their age, background, ability and interests. Russell Vale Public School helps students to become self-directed, lifelong learners who can create a positive future for themselves and for the wider community.

For this to occur, Russell Vale Public School needs to be a place where every student can learn and grow with confidence. Students develop best in a school where teaching and learning occur in a context of student welfare.

Russell Vale Public School needs to be a safe and happy place for students and their teachers. Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

Russell Vale Public School has developed their own student welfare policies and practices within the framework of the Student Welfare Policy.

<https://education.nsw.gov.au/policy-library/policies/pd-2004-0034>

Behaviour Code for Students

Russell Vale Public School is committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

At Russell Vale Public School, 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, vapes or tobacco into our schools.
- Not bully, harass, intimidate or discriminate against anyone in our schools.

Russell Vale Public School takes 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.

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.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Dress appropriately by complying with the school uniform or dress code.
- Take care with property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take personal responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- 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 judgement, 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 judgement. In this context the NSW Government and the Department of Education will back the authority and judgement of principals and school staff at the local level.

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-01>



RUSSELL VALE PUBLIC SCHOOL

**“A LEARNING COMMUNITY IN WHICH ALL STUDENTS EXPERIENCE
SUCCESS AND ACHIEVEMENT.”**

Wellbeing Framework

The NSW Department of Education (DoE) is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.

Russell Vale Public School promotes respectful relationships within the whole school community. It is crucial that every student, staff and community member provides for the protection, safety and welfare of the students. This ensures the foundation of a safe and effective learning environment.

Russell Vale Public School's commitment to wellbeing is that our school supports students to connect, succeed and thrive at each stage of their development.

<https://education.nsw.gov.au/schooling/school-community/wellbeing-framework-for-schools>



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.

ENABLE

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.

Wellbeing can be identified across several domains, recognising the multidimensional nature of wellbeing. These domains include:

- Emotional wellbeing relating to self-awareness and emotional regulation.
- Social wellbeing including the extent we experience positive relationships and connectedness to others.
- Physical wellbeing which is associated with the extent to which we feel physically safe and healthy.
- Spiritual wellbeing and how it relates to our sense of meaning and purpose.
- Cognitive wellbeing which is associated with achievement and success.

People who can help me!

Principal

- Mr Paul Cuthbertson

Assistant Principals

- Mrs Leesa James
- Mrs Michelle Rafferty
- Mrs Pip Smith
- Ms Raeleen Quince

School Counsellor

- Mrs Jenny Coote

Learning and Support Teacher

- Mrs Katelyn Inwood

Librarian

- Mr Andrew Shepherd

My Class Teacher

-

Office Staff

- Mrs Anne Birkett
- Mrs Jennifer Walker
- Mrs Alison Hand
- Mrs Katrina Clothier

Wellbeing Officer

- Mr Brian Boulton

Habits of Mind

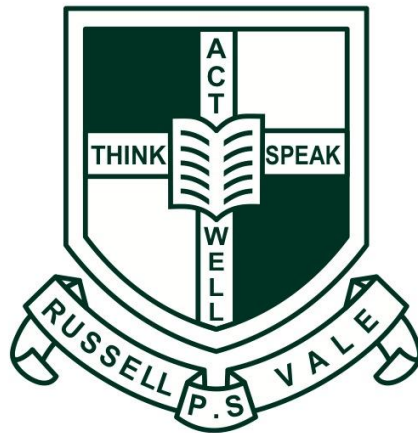
The Habits of Mind, developed by Art Costa and Bena Kallick, provide teachers and students with strategies to become flexible thinkers, resilient people and problem solvers.

At Russell Vale Public School, the students are explicitly taught how the Habits relate to specific events and situations in their lives and others. They learn about behaviours important in successfully adopting each Habit of Mind. The aim is for these habits to become habitual and instinctive. Students for whom these dispositions have become habitual, can learn anything anytime, anywhere and as such, are a fabulous basis on which to build.

At Russell Vale Public School our Wellbeing team will continue to focus on the development of further lessons and their implementation for the 16 Habits of Mind.

 <p>1. Persisting <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p>2. Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	 <p>3. Listening with understanding and empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	 <p>4. Thinking flexibly <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
 <p>5. Thinking about your thinking (Metacognition) <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p>6. Striving for accuracy <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p>7. Questioning and problem posing <i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p>8. Applying past knowledge to new situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p>9. Thinking & communicating with clarity and precision <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p>10. Gather data through all senses <i>Use your natural pathways!</i> Pay attention to the world around you. Gather data through all the senses. taste, touch, smell, hearing and sight.</p>	 <p>11. Creating, imagining, and innovating <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	 <p>12. Responding with wonderment and awe <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p>13. Taking responsible risks <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p>14. Finding humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p>15. Thinking interdependently <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p>16. Remaining open to continuous learning <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>

This is our school emblem.



I can see it on our special banners.

I can see it on our badges.

I can see it on our school uniform.

It is everywhere and it helps us to remember our school rules.

Our School Rules – on and off site

Think Well

I think about the needs and wellbeing of others.

I think about my own learning and the learning of others.

Act Well

I act sensibly and responsibly with consideration for others.

I always strive to do my best.

Speak Well

I speak politely to others.

I speak kindly of others.

Merit Program

At Russell Vale Public School, it is expected that students will always try to follow our school rules so that we are all happy, safe and learning as best we can.

Sometimes students will receive stickers, certificates, stamps or other devised classroom merit ideas when they have tried their best or made academic or sporting progress or achievement.

Students may also receive ribbons or trophies for sporting achievements, certificates for choir, dancing, public speaking or other activities. Special awards may also be received during Education Week or at end of year presentations.

All students can work towards receiving BRONZE, SILVER, GOLD and PRINCIPAL Awards.

Major Awards

Awards are presented to students throughout their time at Russell Vale Public School. When collected, or a level is reached, students can receive a new level of award. Merit cards and Bronze Awards are presented at weekly student recognition assemblies. Silver, Gold and Principal's awards are presented at our larger, whole school assemblies which are typically in Weeks 5 and 10 of every term.

Think Well, Act Well, Speak Well Award

12 Bronze Awards = 120 Class Awards



Principal's Medal

9 Bronze Awards = 90 Class Awards



Gold Award

6 Bronze Awards = 60 Class Awards



Silver Award

3 Bronze Awards = 30 Class Awards



Bronze Award

10 Class Awards



Class Award

10 stamps on School Values Certificate card **or** receive an
Academic, Creative Arts, PDPHPE merit at assembly

Student Discipline in Government Schools

Good discipline is fundamental to the achievement of government priorities for the public school system. All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

<https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy>

School Discipline System

Students with behavioural issues generally move through the levels listed below, however single significant events of aggression, disobedience or criminal activity can lead to immediate student welfare card (blue) or suspension. Time outs, think time and detentions may be used in conjunction with restorative justice practices to collectively identify and address harms, needs and obligations or to heal and put things as right as possible.

- **Time Out** in the classroom and/or the playground.
- **Buddy Class** as a time out.
- **Class Detention** with the class teacher.
- **Think Time** with the class teacher.
- **Think Time** with an Executive Team member.
- **School Detention** – parents will be notified with an orange detention slip.
- **Student Self-Monitoring Behaviour Card (orange)** - Parents may be asked to come to school for a meeting with the class teacher. This level is only for students that teachers feel have been given multiple detention slips for more minor offences eg: non-violent or continual disruptions in class. They have one week to show improvement in their behaviour or they will be placed on a Blue Welfare Card
- **Student Welfare Card (blue)** - Parents may be asked to come to school for a meeting with the Principal. No school excursions or special activities eg: Choral Festival, Southern Stars or PSSA sport.
- **Formal Caution to suspend** – The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies.
- **Suspension** – out of class, at home. Parents come to school for a meeting with the Principal before the return of the child. Return to school on a Student Welfare Card so behaviour can be closely monitored. Suspensions can be up to 5 consecutive days for students in Kindergarten to Year 2 and up to 10 consecutive days for students in Years 3 to 12.
- **Expulsion** – child goes to another school.

Bullying of Students – Prevention and Response Policy

This policy is consolidated with the Student Behaviour Policy and sets out the department's position on student bullying and the requirements for preventing and responding to student bullying, including online bullying, in NSW public schools and preschools.

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>

Schools are required to establish strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing, and manage disruptive student behaviour, as outlined in the Student Behaviour Policy.

Anti-Racism Policy

This policy commits the department to the elimination of all forms of racial discrimination in NSW Government schools. It applies to all NSW Public School employees and students, and has implications for each school community.

<https://education.nsw.gov.au/policy-library/policies/pd-2005-0235>



