



Garden Suburb Public School
Prospect Road Garden Suburb, New South Wales, 2289
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Principal: Louise Dunn

Garden Suburb Public School

Wellbeing and Discipline Policy and Procedures





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The Department of Education reserves the right to update policies and procedures as required. We encourage the community to refer to the most recent edition of the Department's policies at <https://education.nsw.gov.au/policy-library>.



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RATIONALE

Wellbeing for schools sets out to enable students to be healthy, happy, engaged and successful.

At Garden Suburb Public School we believe that learning is a lifelong process. Within our school community each stakeholder is recognised as an individual. The school environment is pivotal to the growth and development of our students. Our school strives for excellence in teaching and learning, setting high expectations in all that we do to ensure our students have the necessary skills to be active citizens.

The three domains of the Department of Education's Wellbeing Framework are **Connect**, **Succeed** and **Thrive**.

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.

Our policy defines the rights and responsibilities of students, staff and parents so that the whole school community is able to cooperate and support the policy guidelines. The Wellbeing Policy will be distributed to all families of the school. Teachers will ensure students have a clear understanding of their rights and responsibilities through the explicit instruction of class and school desired behaviours and have a thorough understanding of the consequences of not meeting these expectations.





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BEHAVIOUR CODE FOR STUDENTS (Department of Education)

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.

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.

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



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- 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



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POSITIVE BEHAVIOUR FOR LEARNING (PBL)

Positive Behaviour for Learning (PBL) is a comprehensive, integrated whole school approach to student wellbeing and behaviour. PBL provides consistency in terms of school expectations and responses to behaviour by having whole school systems in place that reflect the school's purpose. Successful implementation of PBL is underpinned by the support and commitment of the whole school community.

PBL is based on a three-tiered continuum of prevention and intervention:

- Tier 1 - Universal prevention (80% of students): school-wide and classroom systems for all students, staff and settings.
- Tier 2 - Targeted interventions (10-15% of students): small group systems for students at-risk behaviourally and academically.
- Tier 3 - Intensive interventions (2-5% of students): systems for students with high-risk behaviour and/or learning needs.



SCHOOL RULES AND EXPECTATIONS

Garden Suburb Public School collaborates with students, staff, parents and the community in creating a school environment where all students experience a sense of belonging and educational success. Staff, students, parents and the community jointly agreed on our three Positive Behaviour for Learning (PBL) school wide expectations of Respect, Responsibility and Personal Best. Our school wide PBL expectations define our desired behaviours for all settings at Garden Suburb Public School. Our expectations are displayed in classrooms and around our school buildings and grounds.

The desired behaviours are explicitly taught across the school each fortnight and are revisited throughout the year. The fortnightly focus is communicated at each assembly, in the newsletter and on the school Facebook page.

	Universal Settings	Classroom Setting
Respect	<ul style="list-style-type: none"> • Listen attentively • Speak politely and be kind • Allow others to play and learn • Be honest 	<ul style="list-style-type: none"> • Always speak and act kindly • Follow teacher's instructions the first time • Raise your hand and wait your turn • Respect your learning and the learning of others
Responsibility	<ul style="list-style-type: none"> • Be prepared and ready to learn • Care for the school environment • Be in the right place at the right time • Own your actions 	<ul style="list-style-type: none"> • Hands and feet to self • Be prepared and ready to learn • Use equipment safely and appropriately • Stay in my work area
Personal Best	<ul style="list-style-type: none"> • Fair, share, care • Make positive choices • Dress with pride • Try your best at all times 	<ul style="list-style-type: none"> • Show a positive attitude • Be an active listener • Be organised and complete quality work • Stay on task



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GARDEN SUBURB PUBLIC SCHOOL – BEHAVIOUR EXPECTATIONS MATRIX

All Settings	Eating Areas	COLA	Play Equipment	Area 1 Concrete	Bottom Oval	Multi-Purpose Court	Canteen
RESPONSIBILITY							
<ul style="list-style-type: none"> - Be prepared and ready to learn - Care for the school environment - Be in the right place at the right time - Own your actions 	<ul style="list-style-type: none"> - Sit and eat in designated area - Stay seated during eating time - Eat own food only 	<ul style="list-style-type: none"> - Walk, walk, walk - Keep hands and feet to self - Stay in bounds 	<ul style="list-style-type: none"> - Only use play equipment at lunch and recess - Use play equipment appropriately 	<ul style="list-style-type: none"> - Wear your hat - Walk, walk, walk - Small balls only 	<ul style="list-style-type: none"> - Wear your school hat - Wait for Area 3 teacher - Stay in bounds - Return equipment promptly 	<ul style="list-style-type: none"> - Wear your hat - Wait for Area 2 teacher - Stay in bounds and off fences - Return equipment promptly 	<ul style="list-style-type: none"> - Buy at the right time - Only buy for yourself
RESPECT							
<ul style="list-style-type: none"> - Listen attentively - Speak politely and be kind - Allow others to play and learn - Be honest 	<ul style="list-style-type: none"> - Place rubbish in correct bins - Wait for teachers to let you to play 	<ul style="list-style-type: none"> - Speak politely - Put rubbish in correct bins - Listen and follow teacher's instructions - Small balls only 	<ul style="list-style-type: none"> - Take turns - Be aware of others - Food free zone 	<ul style="list-style-type: none"> - Share play spaces - Use equipment appropriately 	<ul style="list-style-type: none"> - Food free zone - Share play spaces - Use equipment appropriately 	<ul style="list-style-type: none"> - Food free zone - Share play spaces - Use equipment appropriately 	<ul style="list-style-type: none"> - Wait patiently behind the white line - Join the end of the line - Be polite
PERSONAL BEST							
<ul style="list-style-type: none"> - Fair, share, care - Make positive choices - Dress with pride - Try your best at all times 	<ul style="list-style-type: none"> - Pack away lunch boxes - Keep area clean and tidy 	<ul style="list-style-type: none"> - Play by the rules - Encourage others to join in 	<ul style="list-style-type: none"> - Play the right game in the right area 	<ul style="list-style-type: none"> - Play the right game in the right area - Be a good sport 	<ul style="list-style-type: none"> - Encourage others to join in - Play by the rules - Be a good sport 	<ul style="list-style-type: none"> - Encourage others to join in - Play by the rules - Be a good sport 	<ul style="list-style-type: none"> - Make healthy choices - Leave promptly once served



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Toilets/ bubblers	Assembly	Transition Times	Lines	Office	OOSH/ Buses/ late pick up	Sports Shed
RESPONSIBILITY						
<ul style="list-style-type: none"> - Flush toilet and wash hands - Be quick and leave promptly - Use toilets and bubblers sensibly 	<ul style="list-style-type: none"> - Walk quietly when entering and exiting - Sit sensibly in class lines 	<ul style="list-style-type: none"> - Walk directly to and from areas - Walk in two, quiet lines - Use stairs and railings appropriately 	<ul style="list-style-type: none"> - Respond to the bell - Collect all of your belongings - Be on time to class lines - Sit quietly in two lines 	<ul style="list-style-type: none"> - Enter and exit quietly and sensibly - Stay in front office unless instructed - Have notes or message prepared 	<ul style="list-style-type: none"> - Be on time - Sit quietly on the verandah - Walk sensibly in bus lines - Stay seated and buckle up 	<ul style="list-style-type: none"> - Sports leaders only - Wait your turn - Return borrowed equipment promptly
RESPECT						
<ul style="list-style-type: none"> - Respect other's privacy - Turn off taps - Leave area clean 	<ul style="list-style-type: none"> - Applaud appropriately - Sing with pride - Wait for teachers instructions 	<ul style="list-style-type: none"> - Respect other's learning time - Listen to instructions - Wait for your teacher 	<ul style="list-style-type: none"> - Food and play free zone - Wait quietly for teacher - Hands and feet to self - Respect other's space 	<ul style="list-style-type: none"> - Speak politely using manners - Wait patiently for your turn - Follow instructions 	<ul style="list-style-type: none"> - Listen and follow teacher's instructions - Food and play free zones 	<ul style="list-style-type: none"> - Keep equipment organised - Look after equipment
PERSONAL BEST						
<ul style="list-style-type: none"> - Leave food and drink outside - Report misuse of area 	<ul style="list-style-type: none"> - Show whole body listening - Keep hands, feet and equipment still 	<ul style="list-style-type: none"> - Be a positive role model 	<ul style="list-style-type: none"> - Use the toilet/ bubbler before the end of play - Be a positive role model 	<ul style="list-style-type: none"> - Stand calmly and sensibly - Return to class promptly 	<ul style="list-style-type: none"> - Represent our school with pride - Enter and exit the bus safely 	<ul style="list-style-type: none"> - Always use manners



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RECOGNITION OF STUDENT ACHIEVEMENT

Garden Suburb Public School recognises the need for acknowledgement and positive reinforcement of appropriate behaviour and achievement of students.

The following awards are given to students frequently throughout the year to recognise positive behaviour, working consistently in class and trying their personal best.

INFORMAL AWARDS

Dazzlers

Fast, free and frequent reward tickets. Students receive Dazzlers in the classroom and playground for displaying our school values and expectations. ALL staff hand out Dazzlers frequently. Dazzlers are placed in a raffle that is drawn at the weekly whole school assembly. Students drawn from the raffle enjoy a Milkshake Monday with the Principal. The Dazzlers from each weekly raffle are then placed into a large barrel for an end of term super raffle.

FORMAL AWARDS

PBL Awards (Respect Award, Responsibility Award and Personal Best Award)

PBL Awards given by the classroom teacher and are handed out at weekly whole school assemblies. These awards are designed to recognise students consistently displaying the school's expectations of respect, responsibility and personal best. The number of awards given will be dependent on the amount of children in the class.

* <24 students in the class – four PBL Awards will be given out per week

* >25 students – five PBL Awards will be given out per week

* Autism classes – two PBL Award will be given out per week

Bronze, Silver and Gold Awards

PBL awards are traded for Bronze, Silver and Gold Awards which are presented at weekly whole school assemblies.

1 Respect Award, 1 Responsibility Award, 1 Personal Best Award = Bronze Award

2 Respect Award, 2 Responsibility Award, 2 Personal Best Award = Silver Award

3 Respect Award, 3 Responsibility Award, 3 Personal Best Award = Gold Award + medal

Attendance Award

Attendance Awards are handed out quarterly to students with 100% attendance and for students with improved attendance.

Principal's Award

The Principal's Award is given to a student who is recognised for consistently displaying our core values at the weekly whole school assembly. The Principal's Award recipient will be decided in the



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weekly communication meeting by staff. This student's achievement is then recognised by having their name, photo and why they are receiving the award in the school newsletter.

Celebrations

At Garden Suburb Public School we hold various events and celebrations to acknowledge student's behaviour and achievement.

Weekly Whole School Assemblies – Weekly Whole School assemblies are held each Thursday afternoon to celebrate students' achievement in a range of facets. Students also have the opportunity to showcase the work they have been doing in the classroom through class items/presentations.

PBL Rewards Day – Rewards Days are held at the end of each term for students displaying the school's expectations. The Rewards Day will be a combination of no cost events and costed events.

Presentation Day – The Presentation Day is an annual event held at the end of Term 4 to recognise student achievement in all aspects of school life.

Year 6 Farewell Dinner – The Year 6 Farewell Dinner is held at the end of each year to celebrate the graduation of the Year 6 students.



STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

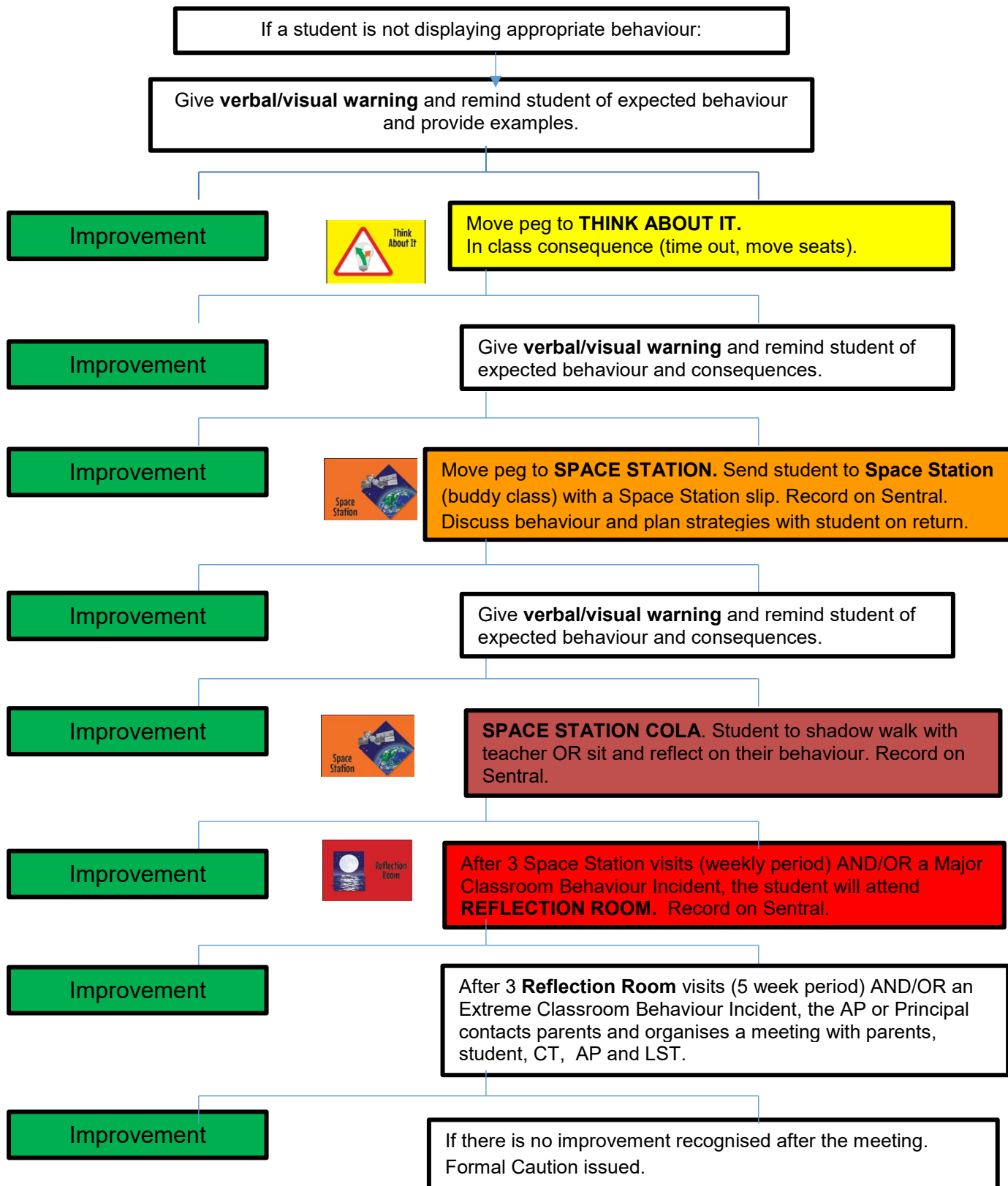
Classroom Behaviour Management

Each classroom/learning area at Garden Suburb Public School will have the following behaviour chart displayed to monitor student behaviour.

<p>Shooting Star</p>	<p>Shooting Star</p> <ul style="list-style-type: none"> - The reward for being on this level will be determined by the classroom teacher
<p>Ready To Launch</p>	<p>Ready to Launch</p> <ul style="list-style-type: none"> - Students will begin each day on this level and return to this level after lunch and recess - The reward for being on this level will be Dojo points
<p>Think About It</p>	<p>Think about it</p> <ul style="list-style-type: none"> - First negative behaviour reminder (minor) - If the behaviour is continued students will be given an in class consequence (e.g. move seats, in class time out)
<p>Space Station</p>	<p>Space Station</p> <ul style="list-style-type: none"> - Students at this level will be sent to their buddy class (Space Station) for 10 minutes thinking time - Incident recorded on Sentral (student management web based software)
<p>Reflection Room</p>	<p>Reflection Room</p> <ul style="list-style-type: none"> - Major behaviour - Students spend lunchtime in Principal's office (after they have eaten their lunch) - Incident recorded on Sentral - Letter sent home informing parents

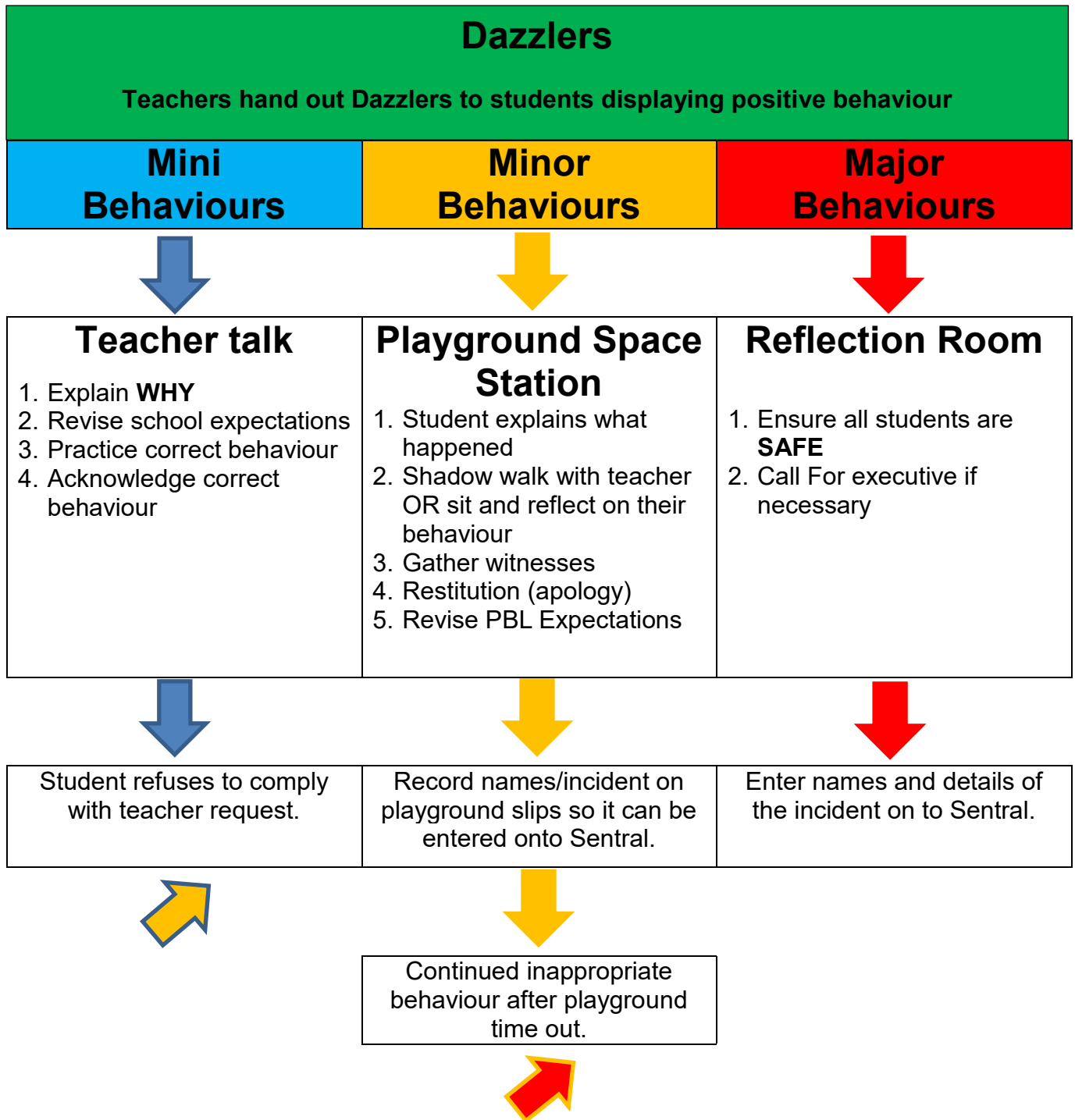


GSPS Classroom Problem Behaviour Flow Chart





Playground Behaviour Management System





Garden Suburb Public School Behaviour Consistency Guide

<p><u>Physical contact/ rough play</u> Pushing/ shoving Grabbing at body/ clothing Intention to connect/ provoke a response Striking closed fist or open hand Pursuing to strike Assault of a teacher/student</p>	<p><u>Arguing</u> Muttering/ backchat/ lying Low level negative comment Sustained arguing Challenging manners/ compliant Verbally aggressive</p>	<p><u>Teasing/ Intimidation</u> Isolated name calling/ put down Repeated name calling/ put down Sustained name calling/ put down Threatening harm</p>	
<p><u>Swearing/ Inappropriate language</u> Swearing as an exclamation Swearing amongst peers Directly swearing at a peer Highly inappropriate language Swearing directed aggressively at peers Swearing abusively at adults</p>	<p><u>Damage of Property</u> Careless use/ accidental breakage Damaging school or other people's property Major/ intentional damage to school or personal property</p>	<p><u>Inappropriate use of Technology/ equipment</u> Using equipment at the wrong time Phone use during school hours Reckless misuse of equipment Persistent use of phones during school hours Accessing inappropriate content Sustained misuse or potential risk to other</p>	
<p><u>Out of bounds/ absconding</u> In the wrong place at the wrong time Leaving an area without permission/ intentionally out of bounds Leaving school grounds</p>	<p><u>Personal Privacy</u> Playing in toilets Accessing other's belongings Invading privacy Inappropriate sexual behaviour</p>	<p><u>Defiance</u> Intentional distraction Slow to comply with request Repeated refusal to comply Ongoing repeated disobedience Aggressive refusal to comply</p>	
<p><u>Hats</u> Not wearing a hat Refusal to go to covered area when not wearing hat Stealing other student's hats</p>	<p><u>Theft</u> Using personal equipment without permission Repeated use without permission/ not returning after prompting Theft of others' equipment/ belongings</p>	<p>Teacher managed Prompt Redirect Reteach Choice</p>	<p>Consequence Miss play Walk with teacher Loss of privilege Conference</p>
		<p>Buddy class Record on Sentral</p>	<p>Consequence Space station (10mins)</p>
		<p>Exec/ Principal Record on Sentral</p>	<p>Consequence Reflection room Parents notified Suspension</p>



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Buddy Class/Space Station (minor behaviour)

A student is sent to Space Station (Buddy Class) or Space Station COLA if the teacher determines that the student needs time to reflect on their behaviour. This is for no longer than 10 minutes.

Reflection Room (major behaviour)

A student is sent to Reflection Room for serious/major behaviour. A student will also attend Reflection Room if they have attended buddy class (Space Station) on more than three occasions during the week.

Three Reflection Room visits in any term will result in the loss of school privileges. This may include PBL Rewards Days, school excursions and/or representing school at events such as PSSA.

Suspension

At all times, suspension procedures will be in line with the Department of Education's current Suspension Policy. This can be found at https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf

Excursions/Extra-curricular Activities

Students that do not behave in accordance with our school expectations, may result in restrictions on their attendance or participation in extra curricula activities and excursions.



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RIGHTS AND RESPONSIBILITIES OF STAKEHOLDERS (Department of Education)

STUDENTS

At Garden Suburb Public School, each child has the right to:

- Be a successful learner who is not distracted by others
- Be happy and treated with dignity
- A quality education
- Work in a safe and happy environment both in and out of the classroom – free from bullying and harassment

It is the student's responsibility to:

- Be prepared to learn
- Show respect for the school, others and their belongings
- Be honest and truthful
- Be a cooperative class member
- Behave in a safe manner
- Be responsible for his or her own behaviour
- Wear the school uniform

TEACHERS

At Garden Suburb Public School each teacher has the right to:

- Teach in a climate free from disruption and where teaching/ learning is respected
- Expect behaviour that contributes to a positive class atmosphere
- Receive support from the school community
- Be respected as a professional and as an individual
- Expect quality work
- Have time to work with children as individuals

It is a teacher's responsibility to:

- Maintain a safe and happy learning environment
- Provide the best possible quality teaching programs to meet the needs, capabilities and aspirations of each student
- Establish an effective classroom that is conducive to quality learning
- Provide opportunities for students to take responsibility for their own learning and their own actions
- Recognise the rights of individuals
- Communicate openly with parents about individual progress and behaviour of each student



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PARENTS / CAREGIVERS

At Garden Suburb Public School, parents/caregivers have the right to:

- Expect maximum learning opportunities to be available
- Expect a safe learning environment
- Enter into two-way communication with school staff
- Receive feedback about students attitude, behaviour and learning

It is the parents/ caregivers responsibility to:

- Encourage students to take responsibility for their actions
- Promote positive attitudes to school behaviour
- Model respect for the school, staff and fellow students
- Notify changes in circumstances
- Assume responsibility for their children as they travel to and from school
- Make an appointment to discuss any issues with the class teacher or principal
- Not approach other students with problems in the playground (Refer Crimes Act-February 2003)

NSW GOVERNMENT

School Community Charter

Collaborative. Respectful. Communication.

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide
 NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 - 2022.

Positive environments
 It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- to be welcomed into our schools to work in partnership to promote student learning.
- communication from school staff will be timely, polite and informative.
- professional relationships with school staff are based on transparency, honesty and mutual respect.
- to be treated fairly. Tolerance and understanding are promoted as we respect diversity.

Ensuring respectful learning environments for all members of NSW Public Schools communities.

Communicating with our schools
 Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process: education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right
 In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.

Collaborative. Respectful. Communication.

School Community Charter
 education.nsw.gov.au

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Anti-Bullying (Department of Education)

The NSW Department of Education rejects all forms of bullying behaviour including online (or cyber) bullying. NSW public schools works to provide safe, inclusive, and respectful learning communities that promote student wellbeing. The department's Behaviour Code for Students requires students to be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools. 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 Discipline in Government Schools Policy. School staff need to encourage high levels of parental and community involvement in the school to improve student attendance, engagement, learning and behaviour. Each school must complete and implement the Anti-bullying Plan. Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. Bullying behaviour can also involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability, or sexual orientation, both online and offline. Bullying can be illegal if it involves behaviours that include physical violence, threats of violence, damaging property, or stalking. The NSW anti-bullying website supports school staff, parents and carers, volunteers and contracted staff, and students to discourage, prevent, identify, and respond effectively to student bullying behaviour, where it does occur. Preventing and responding to bullying is the shared responsibility of all school staff, volunteers, and contracted staff employed by schools, and students, parents and carers. Teachers and other school staff are provided with support and professional development to discourage, prevent, identify, and respond to student bullying behaviour. Reports of student bullying can be made to any staff member at a school. A teacher or school executive staff (such as the principal, deputy principal or assistant principal, head teacher) at the school will address the reported bullying in a timely manner. If a student, parent or carer believes a matter is not being dealt with effectively, they can refer the matter to the school's principal (or delegate) for resolution. If the student, parent or carer still has concerns, after referring the matter to the school's principal (or delegate), and would like advice, they can contact the Learning and Wellbeing Advisor or Officer at the local departmental office. If the matter is then still not resolved they can contact the Director Educational Leadership, at the local departmental office, who must follow the Complaints Handling Policy. For incidents of physical violence, and where required, staff should administer first aid (consistent with their training and experience), and contact emergency services whenever necessary. Staff must also report the incident to the Incident Reporting and Support Hotline on 1800 811 523.

Anti-Racism (Department of Education)

The department rejects all forms of racism. It is committed to the elimination of racial discrimination in NSW Government schools – including direct and indirect racism, racial vilification and harassment – in all aspects of the learning and working environment.

No student, employee, parent, caregiver or community member should experience racism within the learning or working environment.

Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all NSW Public School staff.



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All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

Schools have trained Anti-Racism Contact Officers and provide timely and professional responses to complaints regarding racism.

School Attendance (Department of Education)

Section 22 of the Education Act (1990) states that it is the duty of the parent of a child of compulsory school-age to cause the child:

- (a) to be enrolled at, and to attend, a government school or a registered non-government school, or
- (b) to be registered for home schooling with the NSW Education Standards Authority (NESAs) and to receive instruction in accordance with the conditions to which the registration is subject.

All students who are enrolled at school, regardless of their age, are expected to attend that school whenever instruction is provided.

Learning and Support

Our school Learning Support Team monitors and supports students with identified learning, wellbeing, social and behaviour needs. This team includes the Principal, Assistant Principal, School Counsellor, Learning and Support Teacher (LaST) and Classroom Teachers. Parents, classroom teachers and regional support officers and community specialists 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.

A School Counselling service is available to students who are experiencing academic, behavioural or social difficulties. Access to this service is through teacher or parent referral. Parental consent must be sought in order for students to visit the school counsellor. Depending on the level and type of need, the school counsellor works with the school community to improve student outcomes and identify possible strategies for the student.



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USE OF COMPUTERS AND INTERNET ACCESS CODE OF CONDUCT

Computer resources and access to the Internet are provided to assist in the learning process. Students will develop their computer skills and be shown how to use these tools appropriately to support their learning across the curriculum. Inappropriate or irresponsible use of computer resources or access to the Internet will result in disciplinary action in accordance with the Garden Suburb Public School Student Wellbeing Policy. **Facebook/Instagram/Snapchat is not legal for students under 13 years old. Social media is an ever changing environment and parents should be aware of what their children are accessing. The school will not be responsible for resolving outside school social media issues.**

While using computer resources and access to the Internet students will –

- not share their password with any other student;
- use ICT resources only with teacher supervision;
- avoid interfering with hardware (including power leads and cabling);
- report any problems to the teacher;
- ask permission before making any changes to computer settings;
- use only school programs – no games, usb games or other programs to be added from outside the school;
- refrain from downloading programs or files (including graphics and sound files) without permission;
- treat resources with respect and not waste or damage them (e.g. programs, printers, computer supplies and time);
- access their own files ONLY unless directed by a teacher;
- not attempt to access inappropriate sites and inform teacher if inappropriate material appears;
- use appropriate language and courtesy at all times and do not use computers for cyber bullying;
- refrain from providing personal information on-line at any time;
- not enter chat rooms of any type and ask supervising teacher if unsure as to whether a site is a chat room and
- use appropriate on-line games and entertainment sites only with supervising teacher's permission at appropriate times.



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GARDEN SUBURB PUBLIC SCHOOL – BRING YOUR OWN DEVICE (BYOD) POLICY

This document provides advice and direction to Garden Suburb Public School parents and students who choose to use a Bring Your Own Device to access the Department of Education's wireless network. While the policy is intended to be as comprehensive as possible, there will inevitably be some situations that are not specifically covered. In these circumstances, the Principal or their delegate will decide the appropriate course to take in the circumstances.

Rationale

Garden Suburb Public School is committed to deliver an innovative, challenging curriculum that values the role of technology in learning. Garden Suburb Public School BYOD initiative provides the opportunity for our students to develop and enhance the skills necessary to be engaged future focused learners. Through learning experiences, students will endeavour to become self-directed learners, critical and creative thinkers and collaborative team players. (While BYOD is not compulsory, students will be allowed and encouraged to bring ICT devices to school for learning).

Objectives

- To facilitate and promote the bringing of a computing device to school by students in Years 5 and 6 for use in their education.
- To provide a safe environment for students to access technology.
- To ensure a minimum standard of device compatibility.
- To enable students to use technology to further their learning, independently and in structured lessons.
- To provide a basis on which Garden Suburb Public School teachers can continue to tailor lesson delivery so that students can use their devices in class toward specific learning outcomes.

Policy Conditions

In order for students to participate in the BYOD initiative at Garden Suburb Public School, parents and students must adhere to the conditions outlined in this policy and the BYOD Student Agreement. Before a device can be brought to school, the student agreement must be signed and returned to their classroom teacher.

- The term 'device' within this document is in reference to a personal laptop. Mobile phones and iPads are not permitted as a BYO Device.
- The student takes full responsibility for his or her device. While every effort is made to ensure their security, the school and its staff take no responsibility for loss, theft or damage to the device either at school or in travel to and from school. Parents are strongly advised to make their own arrangements regarding insurance and cover for accidental damage.
- The personal device must be solely the students to use throughout the school day.
- Schools are not obliged to provide hardware or technical support for devices.
- Students are responsible for ensuring the operating system and all software on their device is legally and appropriately licensed.



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- Access to the internet is provided through the school's Wi-Fi network at no cost to students enrolled in NSW Public Schools. Each student will be able to login through the Department of Education's portal using their username and password. Devices that allow access through alternative networks (e.g. 3G/4G) must be disabled while on school grounds.
- Where the school has reasonable grounds to suspect that a device contains data, which breaches the BYOD Agreement, they may confiscate the device for the purpose of confirming the existence of the material. Depending on the nature of the material involved, further action may be taken including referral to the police. School disciplinary action may also be appropriate.
- The principal retains the right to determine what is and is not appropriate use of a device within the bounds of NSW privacy and other legislation.

Storage, Safety and Security of Devices

- Devices must be registered with the class teacher; once it has been registered it will be allowed at school.
- The school will ensure that all classrooms containing devices are locked when the classroom is unattended.
- Students will be educated in safe handling practices by their class teacher (it is highly recommended that students use a protective carry case when their device is not in use).
- The school strongly recommends insurance for Bring Your Own Devices.
- Under no circumstances should a device be left at school overnight.

Supporting Policies

- Student Bring Your Own Device Policy (NSW Department of Education)
<https://education.nsw.gov.au/policy-library/policies/student-bring-your-own-device-policy-byod>
- *Online Communication Services – Acceptable Usage for School Students*
<https://education.nsw.gov.au/policy-library/policies/online-communication-services-acceptable-usage-for-school-students>