

Gosford East Public School (GEPS)



Student Wellbeing Policy 2018



Last updated: Semester 1 2018

Student Wellbeing Policy

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Student Wellbeing Policy

1) Rationale

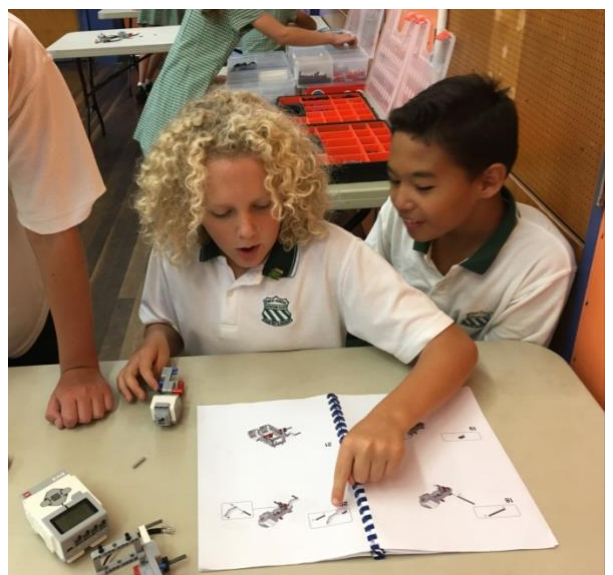
The Gosford East Public School Student Wellbeing Policy is structured according to the NSW Department of Education (DoE) Wellbeing for Schools Framework. It describes student wellbeing in three main sections: Respectful (Connect), Responsible (Succeed), Learner (Thrive).

The Student Wellbeing Policy is embedded in the Gosford East Public School Plan whereby student wellbeing is maintained through equitable processes that promote positive learning and facilitate the improvement of student outcomes and the narrowing of achievement gaps between students.

The policy links to the NSW Department of Education Wellbeing for Schools policies and supporting documents, including [Student Discipline in Government Schools](#).

1.1 What is Wellbeing?

Wellbeing is about enabling students to be healthy, happy, engaged and successful. Two major approaches in defining wellbeing relate subjective experience of feeling good or experiencing pleasure and positive emotion; and functioning well, or the potential to flourish.



1.2 Wellbeing: A Shared Responsibility

When parents/carers enrol their children at Gosford East Public School they enter into a partnership with the school that is based on shared responsibility for student wellbeing. This shared responsibility enables and fosters a school environment where learning is valued, all members of the school community are respected and included, and safety is important.

Staff will:

- ✓ build and maintain positive relationships with students, parents and colleagues throughout the school;
- ✓ act according to the DoE Code of Conduct;
- ✓ contribute to the provision of a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents;
- ✓ use effective, consistent and appropriate processes and procedures for addressing behaviour issues and conflict;
- ✓ make adjustments to school wellbeing processes to best engage and nurture individual students.

Students will be encouraged and supported to:

- ✓ act appropriately as friendly, safe, resilient, responsible and respectful learners;
- ✓ contribute to the provision of a caring, safe learning environment for fellow students, staff and parents/carers.

Parents/Carers will be encouraged to:

- ✓ actively and respectfully participate in the school community;
- ✓ support the learning of their children;
- ✓ share responsibility for shaping their children's understanding about acceptable behaviour and championing the commitment to a 'bully-free' culture to ensure positive wellbeing;
- ✓ work with teachers to maintain a caring, well-managed, safe and fair quality learning environment for all children, staff and parents/carers.

1.3 Wellbeing:

Supported by the core values of public education

Wellbeing is supported by New South Wales Public Education Values that represent the beliefs and aspirations of the Australian community including its concern for equity, excellence and the promotion of a caring, just and civil society.

Core Values of Public Education

Integrity

Being consistently honest and trustworthy.

Excellence

Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

Respect

Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

Responsibility

Being accountable for your individual and community's actions towards yourself, others and the environment.

Cooperation

Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

Participation

Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

Care

Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

Fairness

Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

Democracy

Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

2) Respectful (Connect)



<https://www.det.nsw.edu.au/wellbeing/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.

2.1 Anti Bullying

Prevent and respond to incidents of bullying, including cyber bullying.

- **Commitment to creating a 'bully-free' culture**

Gosford East Public School rejects all forms of bullying. An important part of wellbeing is that students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. All members of the school community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.

- **A Definition of Bullying**

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying can happen anywhere. Examples may include but are not limited to: at school, travelling to and from school, in sporting teams, between neighbours, in the workplace and through the use of ICT/Social Media.

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- children not getting along well.
- a situation of mutual conflict.
- single episodes of nastiness or random acts of aggression or intimidation.

- **A Definition of Cyber Bullying**

Cyberbullying is commonly defined as the use of information and communication technologies to support repeated and deliberate hostile behaviour intended to harm others. Gosford East Public School teaches students how to appropriately and responsibly use technology for learning and communication.

- **Types of Bullying**

Bullying behaviour can be, but is not limited to:

- verbal
eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- physical
eg hitting, punching, kicking, scratching, tripping, spitting
- social
eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- psychological
eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

- **Education about Bullying**

As part of the curriculum, students at Gosford East Public School are taught skills for developing positive interpersonal relationships. There is whole school culture of assertive behaviour and students are encouraged to use the High Five process.

Students are taught how to identify bullying and what to do if they are being bullied or if they witness incidents of bullying. Teaching about bullying empowers students to create and sustain a safe and supportive school community.

- **What to do if you are being bullied**

Students are taught to tell their teachers and/or parents/carers if they are being bullied.

Bullying is systematic and malicious and it is important that the student/s engaging in the bullying behaviour are made aware of their inappropriate and damaging behaviour and cautioned to stop.

A teacher and/or Gosford East Public School staff member will immediately deal with the situation including meeting with the victim/s of the bullying incident, the student/students identified as engaging in the bullying behaviour.

As part of the process, the victim/s of bullying and student/students engaging in the bullying behaviour will be counselled by teachers and/or Gosford East Public School staff member with the opportunity to work on building/rebuilding a positive relationship through strategies such as discussion, team building activities and class lessons.

- **What to do if you know that someone is being bullied**

Gosford East Public School teaches the students that bystanders can effectively discourage all forms of bullying. Students who are 'defended' by a bystander feel safer and more empowered to stand up to bullying.

Students are taught to immediately report incidents of bullying to a teacher and/or parent/carer. Support will be provided for any student who has witnessed bullying behaviour.



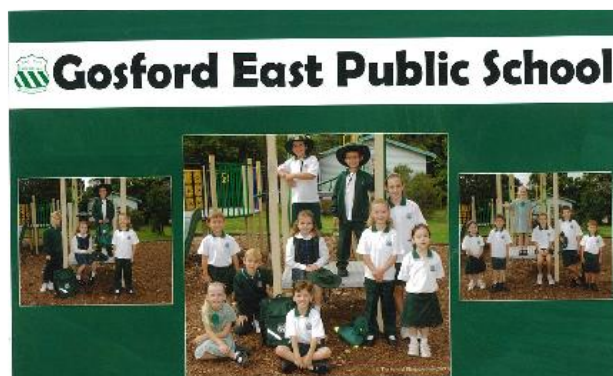
2.2 School Uniforms

Recognise the benefits of school uniforms that reflect the school community's expectations.

• The School Uniform

School Uniforms help to promote a sense of pride and identity in belonging to Gosford East Public School. Parents/Carers and teachers encourage all students to wear the school uniform at all times. Uniforms should be clean, well presented and shoes polished.

Financial support is available to assist with the purchase of a uniform.



2.3 Student Participation and Leadership

Provide opportunities to support the meaningful involvement of students in their school and community.

• Encouraging and acknowledging active participation

Active participation by students in a school community facilitates student wellbeing by giving students a voice, developing confidence and self-esteem. Gosford East Public School encourages active participation in a number of ways including:

- ✓ Kinder Buddy Systems
- ✓ Stage 3 Leadership Opportunities
- ✓ Publishing student work in the school newsletter
- ✓ Displaying student work around the school
- ✓ Recognising student achievement at assemblies
- ✓ Quality Work recognised and displayed
- ✓ Performing and presenting items at assembly and at community events (class, choir, dance etc.)
- ✓ 'Pebbles' cards distributed across the school to reinforce PBL Values and fortnightly focus
- ✓ 'Pebbles' card draws at assembly
- ✓ Student achievement is recognised at formal assemblies

2.4 School Attendance

Work in partnership with parents/carers to ensure the regular attendance of students.

- **Arrival at School**

A teacher is on duty in the COLA from 8:30am. Students should not be at school before this time.

- **Marking of the Class Roll**

The Class Roll is marked each morning and absences recorded. Students arriving late or departing early have their attendance status for that day shown as a partial absence. Class Rolls are marked daily.

- **Student Absence**

If a student is absent parents/carers are requested to provide explanation of the absence. This can be done by sending a note, an email, via the school app or contacting the school office.

Teachers notify the Principal if a child is regularly absent or absent for 2 or more consecutive days without the school being informed.

A Gosford East Public School staff member will contact the parents/carers in the situation of irregular and unexplained student absenteeism. The Department's Home School Liaison Officer may also be contacted with the aim of supporting the family to ensure regular and ongoing attendance.

- **Late Arrival & Early Departure**

The school has a formal sign in and sign out procedure for students arriving late and leaving early. Upon arrival at the school, the parent/carer is required to report to the front office and to indicate the reason for the lateness. This slip is forwarded to the class teacher and formally recorded as a partial absence as per Department of Education procedure.

Similarly, a parent/carer arriving to collect a child before the end of school must also present to the office to collect an early leaver slip which will indicate the reason for the early departure. This slip is forwarded to the class teacher and formally recorded as a partial absence as per Department of Education procedure. In some cases such as a dentist or doctor's appointment, the student may return to the school after only a short time away from the school. Once officially signed out of school, the student will then need to be signed back into school.

- **Extended Leave**

Parents/carers should formally apply for extended leave from school such as a mid-term holiday. An Exemption from School Attendance Application must be completed and approved by the Principal.

2.5 Anti-Racism

Gosford East Public School teachers play a critical role in developing understandings of racism, responding to incidents of racism and preparing students for responsible and effective citizenship in Australian society.

• **NAIDOC Week/Reconciliation Week/Sorry Day**

Gosford East Public School supports and encourages participation in important Aboriginal and Torres Strait Islander peoples' commemorations and celebrations. We look at inclusiveness, respect and a sense of belonging for everyone. These are opportunities for all Australians to embrace Indigenous diversity and to share what we have in common. The central message for these occasions is to celebrate and commemorate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples and to reinforce the importance of inclusiveness for all Australians.

• **Harmony Day**

Gosford East Public School participates in Harmony Day in March, celebrating Australia's cultural diversity. We look at inclusiveness, respect and a sense of belonging for everyone. It is a day for all Australians to embrace cultural diversity and to share what we have in common. The central message for Harmony Day is that 'everyone belongs', reinforcing the importance of inclusiveness to all Australians.

• **Harmony Corner in fortnightly newsletter**

Gosford East Public School newsletter includes 'Harmony Corner', a section highlighting multicultural news, dates and local events to keep the community up to date with current events relating to multiculturalism.

• **Nominate an Anti- Racism Contact Officer (ARCO)**

One member of staff is nominated yearly to fulfil the role of Anti-Racism Contact Officer (ARCO). The ARCO's role can be described under four headings: mediator, procedural, educational and monitoring role.

Complaints Handling Policy Guidelines <http://www.dec.nsw.gov.au/about-us/how-we-operate/how-we-handle-complaints/>

3) Responsible (Succeed)

<https://www.det.nsw.edu.au/wellbeing/succeed>

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

3.1 Student Behaviour and Discipline

Foster engagement in learning by setting high standards of behaviour and discipline.

- **Recognising and celebrating appropriate behaviour and achievement**

Teachers at Gosford East Public School recognise, encourage and show appreciation for appropriate behaviour in a number of ways including but not limited to:

❖ **House Points**

House points contribute to a collective House total. Each week a House Point tally is announced in assembly with the points contributing to the winning House Shield which is presented at the School Sports Assembly.

❖ **Merit Certificates**

Merit certificates are presented at assemblies. These are acknowledgement of student excellence, citizenship and effort in all areas of learning.

❖ **Quality Work**

Quality Work is selected by class teachers to celebrate individual achievements of students. Students are awarded a certificate by the Principal and their work is displayed in the foyer on the Quality Work noticeboard.

❖ **Pebbles Tokens**

These are distributed by Gosford East Public School staff members to acknowledge students who follow the school wide PBL Values: Respectful, Responsible, Learners. To reward positive student behaviour these tokens are also distributed during assembly by Gosford East Public School staff and Stage 3 student leaders. Tokens are collected and drawn randomly at assemblies. The lucky students receive a Canteen Voucher.

❖ **Student Corner**

Assembly award recipients are collated by Stage 3 students and their successes are communicated to parents/carers via the school newsletter.

❖ **Kinder Graduation Ceremony**

Kinder students are acknowledged for their sustained effort throughout the school year.

❖ **Year 6 Graduation Ceremony and P.E.G. Award (People of East Gosford)**

Year 6 students are acknowledged for their sustained effort throughout their schooling at Gosford East Public School. The P.E.G. award recipient is decided upon by the Year 6 students.

❖ **Celebration of Sporting Success/Achievement**

Sporting achievements are celebrated throughout the year in assemblies. These include distribution of ribbons and certificates and acknowledgment of school sporting team participation and successes.

❖ **End of Year Sports Assembly**

During this assembly, formal recognition of individual and team sporting success is acknowledged. Awards such as Premiers Sporting Award, House Point Shield and Age Champions are presented.

❖ **School Presentation Day**

During this formal assembly, Gosford East Public School staff acknowledge student success. Awards are given for both class and school academic excellence and for citizenship. Other formal awards include the Taylor Award, School Dux, the Garrett Citizenship Award, the Reconciliation Award and the Erina High Scholarship.

Parent/Carer Contact

Gosford East Public School staff are frequently in contact with parents/carers to share news of positive and appropriate behaviour, learning success and other achievements. This contact can be in the form of phone calls, teacher meetings/interviews, reports, access review meetings, behaviour cards and informal contact/conversations. Parents/carers of students receiving specific awards at the School Presentation Day are contacted to invite them to attend the award ceremony.

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.

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

Behaviour Management Plan

Positive discipline is an essential part Gosford East Public School's Behaviour Management Plan.

School and playground guidelines have been developed to inform children of their rights and responsibilities.

Gosford East Public School aims to recognise positive student behaviour in all areas of school life. However, there are clear consequences for students who contravene these guidelines.

We seek to promote self-discipline for all students.

To foster good discipline we:

- ensure that follow-up to behavioural issues is consistent;
- give achievable directions to students;
- have developed simple, clear and positive school values;
- expect students to comply and follow directions;
- expect students to observe and abide by school rules and values;
- have a plan for managing playground disruptions;
- inform parents/carers regularly of individual playground and classroom behaviour through parents/carers and teacher discussions or a behaviour management card;
- encourage students to reflect on their behaviour and make behavioural adjustments where needed;
- involve parents/carers in a three way partnership (open communication with parents/carers, student and school) to monitor and manage student behaviour;
- provide appropriate curriculum opportunities to meet individual students' needs;
- provide appropriate support through Learning and Support /Wellbeing Teams.


- **Responding to inappropriate behaviour**

Student behaviour is considered to be appropriate when an individual or group show commitment to learning, act responsibly, act safely, demonstrate responsibility and display the Gosford East Public School PBL Values.

When an individual or group’s behaviour is inappropriate, teachers at Gosford East Public School aim to guide the student/s back to appropriate behaviour through a consistent process.

Strategies for dealing with students who display inappropriate behaviour:
Staff follow the process of the Gosford East Public School Incident Slip as follows;

- **Warning - Minor behaviours:** examples include but are not limited to; children playing in toilet, out of bounds, minor disagreement etc.
- **5 Minute/10 Minute Reflection - Moderate behaviours:** examples include but are not limited to; repeated offence, disobedience, unsafe play, failure to respond to the warning etc.(This time is supervised by Gosford East Public School staff member)
- **Buddy Class- In class misdemeanours or repeated inappropriate behaviours (see above):** this time is given for students to reflect and to redirect their behaviour and/or to complete set task/s.
- **AP/Principal – Student continues to persist with inappropriate behaviour:** this will result in a conference with an AP at recess time and a session of social/cooperative play at lunchtime in the P.A.T.C.H. Room. Outcomes at this point may include but are not limited to: parental/carer contact, formal recording of the behaviour/incident, formal written caution, withdrawal of privileges, counsellor and/or behaviour support, individual behaviour card, restricted play area with guidance, or suspension. (Please refer to Suspension Procedures)
- **Serious behaviours** may result in the student/students proceeding directly to the AP/Principal without other steps being undertaken.

 <p><u>GOSFORD EAST PUBLIC SCHOOL</u> <u>Incident Slip</u></p>			
Name: _____	Class: _____	Date: _____	
Incident: _____			
Teacher: _____			
<input type="checkbox"/> Warning	<input type="checkbox"/> 5 min reflection	<input type="checkbox"/> 10 min reflection	<input type="checkbox"/> Buddy Class
<input type="checkbox"/> AP notification	<input type="checkbox"/> Planning Room	<input type="checkbox"/> PATCH	<input type="checkbox"/> Principal
<u>Please record the area/session incident occurred:</u>			
<input type="checkbox"/> Classroom	<input type="checkbox"/> Morning COLA	<input type="checkbox"/> Recess	
<input type="checkbox"/> Lunch	<input type="checkbox"/> Bus Lines	<input type="checkbox"/> Excursion/Outside School Area	
Entered on Sentral? Y N			

Suspension

In keeping with Department of Education and Communities policy, upon occasion a student may be suspended from school.

Suspension highlights for the student and the parents/carers the unacceptability of the student's behaviour and the parent/carer's responsibility for remediation of that behaviour. The school, parent/carer and student will work in partnership so that the student can return to school. The school counsellor will be involved in the process and the school will look at additional supports if necessary.

Suspension may be used for the following:

Short suspensions of up to four days may be imposed for the following reasons and will be reported in the following categories:

- **Continued Disobedience**

This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or use of tobacco;

- **Aggressive Behaviour**

This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

Long suspensions of up to twenty days may be imposed for the following reasons and will be reported in the following categories:

- **Persistent Misbehaviour:**

Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach;

- **Physical Violence**

Which results in pain or injury, or which seriously interferes with the safety and well-being of other students and staff;

- **Use or possession of a prohibited weapon, firearm or knife:**

When the student uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act; the student uses a knife or possesses a knife (without reasonable cause); the student uses or possesses a firearm of any type;

- **Use of an implement as a weapon or threatening to use a weapon:**

When any item is used as a weapon in a way which seriously interferes with the safety and wellbeing of another person. This includes an offensive implement which is anything made, or adapted for use to cause injury to a person;

- **Possession or use of a suspected illegal substance:**

Not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs;

- **Serious criminal behaviour related to the school:**

Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

In the cases of both short and long suspensions the Principal will follow the procedures for Suspension and Expulsion which can be found in the policies section of the Department of Education and Training website which can be found at www.det.nsw.edu.au.



3.2 Protecting Children (Child Protection)

Ensure the safety, welfare or wellbeing of children.

- **Child Protection**

The staff at Gosford East Public School participate in mandatory Child Protection Awareness Training with annual updates. The training focuses on child protection legislation, agencies and policies. There is also a focus on the responsibilities of employees and professional practice.

Staff are aware of the indicators of abuse and neglect of children and young people, their obligations to advise the Principal of any concerns about their safety, welfare and wellbeing, and the mandatory obligation to report suspected risk of significant harm and the procedures for doing so.

The school will follow-up concerns if serious safety issues remain after a report has been made. It will continue to support and promote the safety of the child or young person who is the subject of concerns. It will comply with record keeping requirements, including staff completion of induction and annual updates, and reports to the Helpline.

- **Working with Children Check**

All teaching and non-teaching staff and volunteers including parents/carers must obtain a Working with Children Check involving a National Criminal History Check and review of findings of workplace misconduct.

The result of a Working with Children Check is either a clearance to work with children for five years, or a bar against working with children. Cleared applicants are subject to ongoing monitoring, and relevant new records may lead to the clearance being revoked.

3.3 Out-of-Home-Care

Support children and young people in statutory Out-of-Home-Care.

- **Education Plan**

Gosford East Public School will prepare a Personalised Learning and Support Plan developed within 30 school days of notification that a child has entered or is in care. This plan will be updated and reviewed annually or when there are changed circumstances impacting on the student's ability to participate in learning.

3.4 Supporting Students with Disability

Plan and coordinate support needs for students with disability and additional learning needs.

- **Inclusive Education**

At Gosford East Public School staff are aware of their obligations towards students with disability and their parents and carers under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*.

School and teacher practice supports the provision of personalised learning and support for students with disability. This is about quality differentiated teaching practice and includes making adjustments to curriculum delivery and assessment that anticipates and responds to students' learning differences. School and teacher practice also focuses on using resources in a manner that enables the school to meet identified learning and support needs of students with a disability, in consultation with students and their parents/carers.

The school participates in the annual Nationally Consistent Collection of Data on Schools Students with Disability (NCCD).

- **Individual Learning Plans**

Teachers prepare Individual Learning Plans (ILP), Individual Education Plans (IEP) and/or Personalised Learning Pathways (PLP) for every student with a disability and/or special need. These plans use data collected on academic and social achievement to set learning goals. The plans are typically prepared in consultation with staff and parents/carers.

- **Support Unit**

The Support Unit at Gosford East Public School is committed to a wholistic approach to the education and wellbeing of students with disabilities and special needs. Each class has a Specialist teacher and full time School Learning Support Officer.

Individual Learning and Support Plans are designed for each student. These plans cover curriculum areas and are developed in consultation with teachers, families/carers and outside agencies such as speech therapists, occupational therapists, physiotherapists and counsellors. They also include a strong emphasis on the Social/Emotional, Behavioural and Sensory needs of students.

3.5 Positive Behaviour for Learning

Improve learning outcomes through an evidence-based whole-school process.

- What is Positive Behaviour for Learning?**

Positive Behaviour for Learning is a process to create positive learning environments that enable student learning and wellbeing.

It helps students understand the consequences of choices and of their behaviours and is underpinned by the support and commitment of the whole school community.

PBL lessons are taught by classroom teachers and reflect the values that Gosford East Public School strives to uphold.

Area	Values	Expectations
All Settings	Respectful	*Listen *Speak politely *Be friendly
	Responsible	*Right place, Right action *Keep Safe *Hands and feet to yourself
	Learner	*Follow instructions *Be prepared *Do your best
Library/Computer Room	Respectful	*Speak quietly as instructed *Treat equipment with respect
	Responsible	*Use the Internet safely *Be an active supportive class member
	Learner	*Borrow/return equipment as required
Canteen	Respectful	*Use good manners and wait your turn
	Responsible	*Line up quietly and sensibly when collecting food
	Learner	*Know what you want and how much it costs *Only spend your own money
Playground / Oval	Respectful	*Hands and feet to self *Value a clean playground
	Responsible	*Hats on: always wear a hat *Stay in bounds *Play safely
	Learner	*Follow the rules of the game
COLA / Asphalt	Respectful	*Walk at all times *Stay seated while eating
	Responsible	*Put rubbish in the bin *Use equipment safely at the correct time
	Learner	
Toilets	Respectful	*Respect everyone's privacy
	Responsible	*Flush toilets after use *Wash hands after use
	Learner	*Go to the toilet during break times

Hall / Assembly	Respectful	*Respect speakers & peers during assembly
	Responsible	*Enter and leave quietly and calmly
	Learner	*Stand and sit quietly *Applaud and respond sensibly
Transitions	Respectful	*Walk in a safe and sensible manner
	Responsible	*Be punctual *Respond to first bell, stop play and move to lines
	Learner	*Set an example for others
Lines	Respectful	*Wait quietly for instruction
	Responsible	*Stand/sit quietly in lines as required
	Learner	*Be mindful of personal space
Bus Lines	Respectful	*Stay seated and speak quietly
	Responsible	*Board and exit transport safely *Straight from class to bus lines
	Learner	*Be a positive ambassador for our school *Follow community rules; offer seats to adults
Office	Respectful	*Use good manners and be courteous (Knock and wait quietly)
	Responsible	*Walk in corridors and office area *Wait patiently at the counter
	Learner	*Know the purpose of your visit to the office
Representing the School	Respectful	*Be respectful towards community members *Display sportsmanship and accept the decision of the official
	Responsible	*Wear appropriate school uniform including a hat *Board and exit transport safely
	Learner	*Know and follow the game rules

Pebbles is the Gosford East Public School PBL Mascot and will visit students looking for Respectful, Responsible Learners when possible.



4) Learner (Thrive)

<https://www.det.nsw.edu.au/wellbeing/thrive>

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

4.1 Nutrition in Schools

Promote and model healthy eating and good nutrition in school programs.

- **Classroom Learning**

Nutrition is taught in each stage as part of Personal Development, Health and Physical Education (PDHPE) K-10. It is about the development of healthy attitudes and behaviours fundamental to the adoption of a healthy lifestyle. Students participate in lessons that focus upon relevant information, skill development and values clarification related to nutrition issues.

- **Crunch & Sip**

Crunch & Sip is a time during the school day when students can eat fruit or salad vegetables and drink water in the classroom. The idea is to help kids to re-fuel and boost their physical and mental performance and concentration in the classroom. Crunch & Sip is about the school promoting and modelling healthy eating and good nutrition involving food and drink.

Each day, students bring a piece of fruit or salad vegetables to school to eat in the classroom, usually at a set time. In addition, each child can have a small, clear bottle of water in the classroom to drink throughout the day to maintain hydration. Through Crunch & Sip Gosford East Public School demonstrates its commitment to nutrition education in the classroom.



4.2 Sun Safety for Students

Plan and implement best practice strategies for sun safety.

- **No Hat, No Play**



All children are required to wear a hat when they are outdoors. The school policy of ‘No Hat, No Play’ is enforced. Students without a hat during recess and lunch are directed by the teacher on duty to play in the COLA.

During excursions or outdoor activities such as sports carnivals, students are encouraged to apply sunscreen before school. Sunscreen is available at school for student use however it is the responsibility of parents/carers to inform the class teacher if their child is not permitted to apply sunscreen.

4.3 Student Health

Promote the healthy development of students and protect the health and safety of those with health care needs.

- **Health Care Plans**

Many children have medical conditions such as anaphylaxis, asthma or eczema that need to be managed by the staff at school. Management includes making special provisions or administering medication.

If a child has an ongoing medical condition that needs to be managed by the staff it is essential that parents/carers go to their local doctor for an Individual Health Care Plan.

This plan needs to be given to the school. The plan needs to be updated annually or if the medical condition changes.

- **Administering Medication**

All medication sent to school must be given to the Office. Medication for any child including Ventolin will be administered with the direct supervision of Gosford East Public School staff. The school is to be provided with specific instructions about the dosage and times or circumstances under which the medication is to be administered.



4.4 Drug Education and Child Protection

Educate children about personal safety

- **Classroom Learning**

Gosford East Public School meets the mandatory requirements for Drug Education and Child Protection in the Personal Development, Health and Physical Education (PDHPE) key learning area.

Students are provided with adequate opportunities to acquire the knowledge and develop the skills to make appropriate decisions about personal safety.

4.5 Road Safety Education, Driver Education and Training

Educational opportunities are provided to students to stay safe on the road through road safety programs including, but not limited to, C.A.R.E.S and other DoE programs.



- **Classroom Learning**

Road safety education is taught in each stage as part of Personal Development, Health and Physical Education (PDHPE) K-10. This strand focuses on developing in students a commitment and an ability to act in ways that will keep themselves and others safe from harm. Students will be given opportunities to analyse various situations and investigate ways of behaving safely in these situations.

- **Walk Safely to School Day**

Gosford East Public School is situated on a busy road. Pedestrian safety is paramount, with many students walking to and from school and crossing the roads around the school.

Each year the school participates in Walk Safely to School Day which is about encouraging students to walk and commute safely to school. It is a community event and includes students, parents/carers and teachers.



Included in the Walk Safely to School Day initiative are lessons to teach that children up to 10 years need to hold an adult's hand when crossing the road. The lessons also develop the road-crossing skills students will need as they become mature pedestrians.