



Raymond Terrace Public School

*Quality Education Today, for Tomorrow,
in a Caring Environment.*

RAYMOND TERRACE PUBLIC SCHOOL WELLBEING POLICY

Definition

Student Wellbeing is all about looking after the needs of every child in the school. Students are provided with a high quality education so that they may learn to the best of their ability with a high level of self worth, becoming self-disciplined, tolerant, resilient and contributing members of the school and community.

Vision

Quality Education Today, for Tomorrow, in a Caring Environment

Context

Raymond Terrace Public School is the oldest school in the Port Stephens shire. The school was first established in 1858 and the current site was established in 1883.

The school draws students from a diverse demographic area. The majority of these students come from white anglo-saxon backgrounds with many students from single parent families with low socio-economic status. The school also draws students from three caravan parks. A significant percentage of the student body is Aboriginal.

Ongoing Wellbeing of Students

All staff are responsible for the ongoing wellbeing of students. Typically, with teachers having the most daily contact with students they are in the most suitable position to identify when students have a wellbeing issue. Listed below are seven aspects of wellbeing, the role of the teacher in each and who to contact for support.

	TEACHER	ACTION
Attendance	Mark roll as per school procedures Encourage high attendance rates and return of absent notes Unexplained absences of 2 consecutive days followed up Refer on attendance issues and concerns	Executive Wellbeing
Grooming	Identify students presenting as unsatisfactory (uniforms / grooming). Report if prolonged. Implement PD syllabus encompassing typical grooming procedures. Identify head lice. See head lice policy.	Executive Wellbeing Office
Nutrition	Implement PD syllabus encompassing healthy food choices and good nutrition.	

	Encourage healthy food choices each day, eg fruit break. Monitor students' food Report students without food.	Office
Tiredness	Accommodate needs of child. Monitor tiredness of students. Identify patterns and report.	Executive Wellbeing
Emotional State	Have a rapport with student. Knowledge of student's background/key indicators. Be aware of precipitating factors. Accommodate students where possible Identify students who have a change in emotional state.	Executive Wellbeing
Illness	Identify students who are ill / injured. Issue a PBL card for illness, send to the office Report continuing pattern of sickness	Office Executive Wellbeing
Organisation	Encourage students to arrive at school with relevant equipment. Make expectations clear through your job/my job modelling. Make students aware of deadlines for returning notes / money. Report any exceptional circumstances. Awareness of importance in relaying newsletter and notes between school and home.	Office

Where the teacher notices a change in the above aspects that is deemed to be noteworthy, they should initiate communication with the student and/or their parents/caregivers. Any relevant information should be shared with other staff members who are involved with the student.

Family & Community Services Notifications

When a teacher believes that a student is at risk of harm the teacher as a mandatory reporter must report this to the Principal.

It is possible that a student will disclose or start to disclose their risk of harm in class or with a group of other students. If this happens it is important to use the strategy of **positive interrupting** to prevent the student disclosing this information in an unsafe place. That is:

- Acknowledge that you have heard the student and stop them disclosing any further
- Be supportive and gently indicate that the student may want to tell you about it at a later time
- Quietly arrange to see the student as soon as possible, such as after the lesson, away from other students.

‘Child Protection – Supporting Students’ (1997)

- If disclosure provides reasonable grounds for notification, **inform the principal.**
- If disclosure does not provide reasonable grounds for notification, then ‘contextual’ questions may be asked at a later time to determine if a notification is necessary or not.
- These questions should establish background information. **NO LEADING QUESTIONS.** Eg. ‘How are you being hurt?’ rather than ‘Is your dad hitting you?’

Programs and Services

Listed are wellbeing programs and services currently running in the school which provide students with support so that they may learn to the best of their ability.

School Learning Support Team (SLST)

The School Learning Support Team's aim is to ensure that the needs of students at Raymond Terrace Public School are being met. The SLST provides guidance and support for all staff and facilitates active participation by parents and caregivers throughout the support process.

Its responsibilities are twofold:

- Whole school planning
 - co-ordination of resources within and outside of the school.
- Planning for individual students
 - ensuring that the needs of individual students are addressed by co-ordinating the support cycle processes of appraisal, access, programming and reappraisal.

Integration Funding Support

Some students with disabilities and learning difficulties attract Integration Funding Support. The SLST decides upon the best way to use the funding so that the needs of the students are met. This can be through the employment of a teacher, School Learning Support Officer (SLSO), programs and other resources.

School Counsellor

Two days per week are currently allocated for assessing and counselling referred children. Access through LST (see LST referral form).

The School Counsellor is an important part of the School Learning Support Team.

Learning and Support Teacher (LAST)

The school receives an allocation for LAST teachers to support learning programs. These include remediation, extension, follow-up to NAPLAN and assistance in data collection and personalised learning program development.

Aboriginal Support

Aboriginal Education Officer (AEO) – This role involves liaising between Aboriginal families and the school. The AEO also assists in the classroom.

Transition Programs

Transition to Kindergarten

- Support through LAST. Supports school, parents and children entering Kindergarten especially students with identified high needs.
- The schools partner Occupational Therapist and Speech Therapist support transition and screen students coming into Kindergarten.
- Some students require additional support and participate in an enhanced transition program specific to their needs

Transition to High School

Liaise with high schools, collect information through profiles, identify students with high needs, and provide the opportunity to attend orientation days and high school visits. If necessary, enhanced transitioning will occur.

Anti-Racism

Refer to ARCO Policy.

Gifted and Talented

Opportunities are provided for all students to cater for their talents and advanced skills.

Structured Lunchtime Activities

Our 007 Leaders and some teachers will provide Structured Lunchtime Activities.

STUDENT LEADERSHIP

It is important for students to actively participate in the decisions which affect the school.

CAPTAINS

Lead the school student body by setting an excellent example. Lead school assemblies and formal school functions in a respectful manner which includes wearing full school uniform on formal occasions. Represent the school at important functions in the local community and at other events. Support other ministers in their duties. Mentor – Principal

MINISTER FOR COMMUNICATIONS AND TECHNOLOGY

Distribution of notices throughout the school. Helping with displays in Foyer/Library. Assist with the continued development of the school intranet site, and the online news program. Liaise with the Computer Coordinator and other staff who need whole school messages or publicity assistance. Assist with AV room during assemblies which includes setting up PA system, organizing computer etc.

MINISTER FOR FUNCTIONS

Areas of responsibility lies in assisting with activities such as school socials, casual days, talent quests and charity fund raising. Assisting with the organisation for the Year 6 Farewell.

MINISTER FOR TRANSPORT, BUILDINGS AND HEALTH

Supervision of toilet and general health habits of the students. A check is kept of the supply of *soap* and toilet paper. Monitoring of student's behaviour at toilet and canteen areas. Liaise with Tong Patrol Coordinator. Strong liaison with School Canteen Committee is important. Assisting with the organisation of Bus Monitors, and ensuring that bus monitors are following their duties.

MINISTER FOR EDUCATION

Setting up Assemblies and other functions in the hall. Daily flying of the Flags, opening and closing gates. Delivery of YCDI and PBL messages as well as other educational messages.

MINISTER FOR SPORT AND RECREATION

Responsible for communicating the need and recommendations of sports equipment to the sports organisers. Organiser of free time competitions such as hand ball and other lunch time activities. Responsible for sports storeroom and delivery of sports equipment to classes. Delivery of sport reports to the school at assemblies.

MINISTER FOR LANDS AND ENVIRONMENT

Responsible for general ground tidiness and SCRAP program. Coordinate the watering, weeding and general maintenance of school gardens. Encourage recycling programs, energy conservation. Large contribution toward keeping playground tidy. Liaise with General Assistant. Maintaining bike area. Being involved in the mulching program.

It is the minister's responsibility to find their mentor teacher and liaise with them regarding

their roles and expectations. There will be regular ministers meetings in KW at recess every Monday.

Attendance

Attendance is monitored constantly by class teachers and the office. Class teachers will ring the parents of students who are absent for two consecutive days. Students who have unacceptable attendance will be followed up by the School Learning Support Team coordinated by the Executive staff member coordinating Wellbeing Programs. A referral to the HSLO (Home School Liaison Officer) may also occur. See also the 'Procedure for Monitoring Attendance'.

Suspension and Expulsion

Periodically the Principal or their delegate may need to implement the Department of Education's Suspension and Expulsion procedures.

To support best practice in this area, Appendix 1- Suspension Checklist is attached to this document.

School-Wide Award System

- Accumulated over the period of one school year.
- Accumulation to be the student's responsibility.
- Awards can be given by class teachers, support teachers, casual teachers, scripture teachers and other school staff.
- Approximately 4 merit awards per week recommended to be handed out.
- After receiving the equivalent of 10 Merit Awards, the student trades for a certificate by handing awards in to the office in an envelope bearing full name and class.
- Principal's Awards and Class Awards can be 'cashed in' as well as Merit Awards.

Stage Award = 2 Merit Awards

Principal's Award = 3 Merit Awards