



Repton Public School

Student Wellbeing Framework

Respectful Responsible Resilient

Nov 2021

Introduction

As a NSW Department of Education school, Repton Public School “*is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.*” (*The Wellbeing Framework for Schools, Department of Education*). It is our commitment that we will deliver on this agenda.

The Repton Public School Student Wellbeing implementation strategy is structured according to the NSW Department of Education Wellbeing for Schools Framework. It describes student wellbeing in three main areas: **Connect, Succeed and Thrive**, and outlines how we will promote and maintain student wellbeing at Repton Public School. The policy aims to guide our students in the development of positive behaviours and respectful attitudes and relationships which will serve them well for their time at school and beyond. It has a focus on fostering respectful relationships throughout the school community.



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.

Student Wellbeing Implementation Strategy

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1.1 Rationale

The Repton Public School Student Wellbeing Implementation Strategy is structured according to the NSW Department of Education (DoE) Wellbeing for Schools Framework. It describes student wellbeing in three main areas: Connect, Succeed, Thrive.

Underlying the Student Wellbeing Implementation Strategy is the DoE Student Welfare Policy which describes government schools as “*places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare*”.

Repton Public School is located in the Mid Coast Valley school network on the Mid-North Coast and has a current enrolment of 68 students K-6 supported by a teaching principal, 3 class teachers, RFF and support staff. The community holds high expectations for the academic achievement of their children. The school implements three core values and beliefs and actively incorporates the values of *Respectful, Responsible and Resilient* into all aspects of school life.

The school believes in the continuous development of proactive programs to ensure the wellbeing of our students and to provide them with strategies to be resilient.

DoE Welfare Policy: Context

Student welfare in government schools:

- Encompasses everything the school community does to meet the personal, social and learning needs of students.
- Creates a safe, caring school environment in which students are nurtured as they learn.
- Is achieved through the total school curriculum and the way it is delivered.
- Incorporates effective discipline.
- Incorporates preventive health and social skills programs.
- Stresses the value of collaborative early intervention when problems are identified.
- Provides ongoing educational services to support students.
- Recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony.
- Recognises the role that the school plays as a resource to link families with community support services.
- Provides opportunities for students to enjoy success and recognition.

Schools provide effective learning and teaching within secure, well-managed environments, in partnership with parents/carers and the wider school community. The objectives and outcomes that follow therefore relate to:

- Effective learning and teaching.
- Positive climate and good discipline.
- Community participation.

DoE Welfare Policy: Effective learning and teaching

Objective: To enhance effective learning and teaching by:

- Encouraging students to take responsibility for their own learning and behaviour.
- Identifying and catering for the individual learning needs of students.
- Establishing well-managed teaching and learning environments.
- Ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant.

- Providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress.
- Identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time.
- Ensuring that gender and equity issues are recognised and addressed across the curriculum.

Outcomes:

- Students will be active participants in the learning process.
- Coordinated student services will provide effective support to classroom programs.
- The learning experiences of students will affirm their individuality and be positive and satisfying.
- Students will pursue a program of learning relevant to their needs and aspirations.
- Students will develop an understanding of themselves as well as skills for positive, socially responsible participation.
- Students will develop competencies which enhance the quality of their relationships with others.
- Students will feel valued as learners.

DoE Welfare Policy: Positive climate and good discipline

Objective: To enhance school climate and discipline by:

- Maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice.
- Providing opportunities for students to demonstrate success in a wide range of activities.
- Developing and implementing policies and procedures to protect the rights, safety and health of all school community members.
- Establishing clear school rules which are known and understood by all school community members.
- Monitoring attendance and ensuring that students attend school regularly.
- Valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution.
- Valuing difference and discouraging narrow and limiting gender stereotypes.
- Establishing networks to support students and making sure that students and parents know about, and have ready access to this support.
- Incorporating students' views into planning related to school climate and organisation.
- Recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority.
- Providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments.

Outcomes:

- The well-being, safety and health of students and other community members will be priorities in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs and procedures.
- The discipline code of the school will provide clear guidelines for behavior which are known by staff, students and parents who have contributed to their development.
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The school will reflect the values of its community and will welcome the participation of community members in the life of the school.
- The school will be an inclusive environment which affirms diversity and respects difference.

Results for students:

- Be safe in the school environment.
- Know what is expected of them and of others in the school community.
- Be able to learn without disruption from unruly behaviour.
- Be provided with appropriate support programs.
- Contribute to decision making in the school.
- Participate in all aspects of school life as equals.
- Value difference.
- Be respected and supported in all aspects of their schooling.
- Know and understand their school's organisation and know about the student leadership group and other representative bodies.

DoE Welfare Policy: Community Participation

Objective: To enhance community participation by:

- Building learning communities in which staff, students and parents work together for planned results.
- Encouraging parents and community members to participate actively in the education of young people and in the life of the school.
- Acknowledging parents as partners in school education.
- Encouraging students to have a sense of belonging to the school community.
- Assisting families to gain access to support services in the community.
- Fostering close links with the wider community.
- Encouraging links between parent and student representative groups.
- Inviting parents to share their skills and experiences in the school community.
- Supporting students and their parents in making decisions about learning programs.
- Recognising students' families, cultures, languages and life experiences.

Outcomes:

- There will be strong links between students, staff, parents and other members of the school community.
- Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour.
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.
- Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.
- Staff will facilitate parent and community involvement in a range of school activities.

Results for students:

- Students will be supported by parent and community participation in school activities.
- Students will value the school as an integral part of the community.
- Students and their families will know how to gain access to relevant support services in the community.
- Students will be partners with parents and teachers in the teaching and learning processes at the school.

DoE Welfare Policy: Responsibilities

Principals will ensure that:

- A commitment to student welfare underpins all the policies and activities of the school.
- The school community reviews policies and practices related to student welfare.
- Student welfare is regularly reviewed using appropriate planning processes.

- A school discipline policy is developed and regularly reviewed.
- The review processes take into account other mandatory policies.
- Strategic issues identified in reviews are incorporated into the school plan.
- Students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school.
- Other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school.

Teaching and support staff, according to their role in the school, will:

- Ensure that they are familiar with the Student Welfare Policy and the School Discipline Policy.
- Contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents.
- Participate in the learning and teaching process in ways which take account of the objectives in this policy.
- Participate in the school community's implementation of the Student Welfare Policy.

Staff with a specific student support role will ensure that:

- The school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

Students will be encouraged to:

- Act according to the discipline code established by the school community.
- Contribute to the provision of a caring, safe environment for fellow students, staff and parents.
- Participate actively in the learning and teaching process.
- Provide their views on school community decisions, including reviews of student welfare, using agreed upon processes which include student representative councils.
- Practice peaceful resolution of conflict.

Parents will be encouraged to:

- Participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline code.
- Share responsibility for shaping their children's understanding about acceptable behaviour.
- Work with teachers to establish fair and reasonable expectations of the school.

The Student Wellbeing Implementation Strategy is embedded in the Repton Public School Strategic Improvement Plan. 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.

1.2 What is Wellbeing?

Wellbeing is about enabling students to be healthy, happy, engaged and successful. Wellbeing can be shaped by a number of broad influences, some of which are out of our control. However, we can impact on a student's wellbeing at school by offering choice, nurturing achievement of meaningful goals, encouraging positive relationships, providing opportunities for enjoyment, personal growth and development, health and safety.

At Repton Public School we will:

- Provide our students with choice that supports self-regulation, self- discipline and achievement. As a result our students will have enhanced confidence and self-esteem.
- Encourage positive relationships by fostering connectedness and feelings of belonging. These elements are essential for wellbeing.
- Promote enjoyment and engagement in learning. Enjoyment broadens a student's ability to think creatively, be innovative and to problem solve more effectively.

1.3 Multi-Dimensional Nature of Wellbeing

The domains that can influence one's wellbeing include cognitive, emotional, social, physical and spiritual wellbeing.

Cognitive	<ul style="list-style-type: none">• Achievement and Success• Processing information and judgements• Motivation and Persistence• Attaining Knowledge• Experiencing Positive Learning
Emotional	<ul style="list-style-type: none">• Self-awareness and Emotional Regulation• Resilience• Self-reflection
Social	<ul style="list-style-type: none">• Positive relationships• Connections to others• Empathy
Physical	<ul style="list-style-type: none">• Receiving positive relations• A sense of belonging and connections with others• Empathy• Physical activity• Safety and Security
Spiritual	<ul style="list-style-type: none">• Connection to culture and/or community• Connection to self• Connection to spiritual pursuits such as religion

1.4 Wellbeing: A Shared Responsibility

When parents/carers enrol their children at Repton 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 children, parents and colleagues throughout the school.
- Act according to the Department of Education 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 kind, careful and courageous learners and friends.
- Contribute to the provision of a caring, safe learning environment for fellow students, staff, parents and the community.

Parents will be encouraged to:


- Actively participate in the school community and support the learning of their children.
- Share responsibility for shaping their children's understanding about acceptable behaviour and ensuring their wellbeing.
- Work with teachers to maintain a caring, well-managed, safe and equitable quality learning environment for all students, staff, parents and the community.

Whole School initiatives include:

- Child Protection mandatory units
- Student Leadership Team/SRC
- Social Skills Programs such as Bounce Back and Smiling Minds
- Year 6 Leadership activities
- Community leadership opportunities
- Extra-curricular leadership opportunities

1.5 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.

 Education Public Schools	Core Values of Public Education
<i>Integrity</i>	Being consistently honest and trustworthy.
<i>Excellence</i>	Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.
<i>Respect</i>	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.
<i>Responsibility</i>	Being accountable for your individual and community's actions towards yourself, others and the environment.
<i>Cooperation</i>	Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
<i>Participation</i>	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.
<i>Care</i>	Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.
<i>Fairness</i>	Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.
<i>Democracy</i>	Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

2. 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

The Anti-Bullying Plan processes for preventing and responding to student bullying at Repton Public School reflect the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education.

Statement of purpose for Anti-Bullying

The Melbourne Declaration on Educational Goals for Young Australians (December 2008) states that Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians. Young people must be equipped with the knowledge, understanding, skills and values to take advantage of opportunity and to face the challenges of this era with confidence.

Repton Public School is committed to the Melbourne Declaration and to giving every child every opportunity within a culture of growth, performance and positive wellbeing. It engages in efficient management practices and maintains partnerships with colleagues, families and the community that support a creative, inclusive school within a safe, positive and productive learning culture.

The school identifies bullying behaviour as a serious threat to the sustainability of a whole school culture, that engages and motivates all students to:

- achieve their best
- fully participate in learning
- nurture their self-perception and self esteem
- interact socially
- develop fulfilling friendships
- be happy
- perceive the world as a safe and supportive place

In minimising bullying the school implements a wellbeing system that includes a focus on being safe. This is about students being free of the threat and action of bullying including harassment and intimidation, both whilst at school and interacting online. The wellbeing system teaches students to be respectful of others, to show empathy and compassion, to accept and appreciate difference, and to interact and behave with courtesy.

The wellbeing system is about teaching inclusive relationships. This includes teaching children how to initiate, be open to and maintain relationships with children outside immediate friendship groups, including children with disabilities, differing cultural backgrounds, abilities and/or interests.

The wellbeing system is also about teaching the importance of diversity. This includes celebrating individual differences amongst individuals and groups. It includes supporting students to have positive perceptions about the range of abilities and attributes of individuals. It also includes growing and sustaining a collective understanding that individuals can have a range of values and beliefs or do things in the different ways.

Active participation in a school community depends on the ability to enjoy satisfying relationships with a wide range of people. The wellbeing system recognises that children must be explicitly taught how to initiate, be open to and maintain relationships with others. It also teaches students to be resilient, including asking a friend, teacher, parent and/or adult for help, especially in a situation of bullying. It teaches that people who witness or know about incidents of bullying are bystanders and that it is the job of a bystander to share their knowledge about incidents of bullying with a teacher, parent and/or adult.

[Repton Public School Anti-Bullying Plan:](#)

Please refer to the Repton Public School Anti-Bullying Plan for details about how we prevent and respond to incidents of bullying, including cyberbullying.

[Repton Public School Anti Racism Policy:](#)

Please refer to the Repton Public School Anti Racism Plan for details about how we prevent and respond to incidents of racism.

2.2 School Uniform

Repton Public School recognises the benefits of a school uniform that reflects the school and community standards and expectations, and is consistent with occupational health and safety, anti-discrimination and equal opportunity legislation.

School uniforms help to promote a sense of pride and identity in belonging to Repton Public School. Parents and teachers encourage all students to wear the school uniform at all times. Uniforms should be clean and presented well.

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

[Repton Public School Uniform Policy:](#)

Please refer to the Repton Public School Uniform Policy for details about school uniform.

2.3 Student Participation and Leadership

At Repton Public School we provide opportunities to support the meaningful involvement of students in their school and community. We encourage and acknowledge active student participation.

Including student voice in decision making at schools can:

- allow students and teacher to design solutions together
- increase engagement in learning
- build connections and belonging
- create a positive environment and culture
- develop personal and social capabilities

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

- Student Leadership in SRC
- Buddy Systems
- Year 6 Leadership
- Publishing student work and voice in the school newsletter
- Displaying student work around the school
- Recognising student achievement at assemblies
- Performing and presenting work
- Participating in community based leadership opportunities

Teaching about inclusive relationships:

Active participation in a school community depends on the ability to enjoy satisfying relationships with a wide range of people. Repton Public School teaches children how to initiate, be open to and maintain relationships with others. In particular there is an emphasis on children engaging with other children outside immediate friendship groups, including children with disabilities, differing cultural backgrounds, abilities and/or interests.

[Repton Public School Student Leadership Policy:](#)

Yet to be reviewed and published

Please refer to the Repton Public School Student Leadership Policy for details

2.4 School Attendance

Regular attendance at school for every student is essential if students are to achieve their potential, and increase their career and life options. Schools in partnership with parents are responsible for promoting the regular attendance of students.

While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, record and monitor part and whole day absences. Schools, in providing a caring teaching and learning environment, which addresses the learning and support needs of students, including those with additional learning and support needs or complex health conditions, foster students' sense of wellbeing and belonging to the school community.

Arrival and Departure at School

A teacher is on duty from 8.30am. The school day commences at 9.00am and concludes at 2.50pm.

Absences

Absences are recorded from 9.00am each morning. If a child is absent, parents and carers are requested to explain the absence via phone, written message or email.

A member of the staff and the Learning and Support Team monitors the attendance of students. Parents will be contacted in the case of irregular or unexplained absenteeism. The Department of Education's Home School Liaison Officer may be contacted with the aim of supporting the family to ensure regular and ongoing attendance

Late Arrival and Early Departure

Late arrivals and early departures must be recorded. Parents should report to the front office or a teacher in the case of late arrivals or early departures from school. Parents must indicate a reason for the partial absence.

Extended Leave

Parents and Carers must formally apply for extended leave from school. An Exemption from School Attendance Application must be completed. Students' current and past attendance rates and the impact that the leave will have on the students' education will be considered before leave is approved. We encourage parents and carers to travel during the school holidays when possible.

[Repton Public School Student Attendance Policy:](#)

Please refer to the Repton Public School Student Attendance Policy for further details

2.5 Student Transition Programs

Repton Public School recognises that quality transition to school programs ensure a student's wellbeing is maintained throughout a potentially worrying period. Repton Public School reviews their transition procedures to ensure successful experiences are had for all students and their families.

Key transition points include:

- Transition from Pre-school to Kindergarten
- Transition from Year 6 to Year 7
- Transition from another school to Repton Public School
- Transition from Repton Public School to another school

Liaising with parents, other services and education providers is paramount to success. Ensuring a collaborative approach to beginning or changing schools happens in a timely and specific manner.

Repton Public School continues to refine their transition programs to ensure trends in successful transitions continue.

3. SUCCEED



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

3.1 Student Behaviour and Discipline

Introduction

Repton Public School is a place where students are valued as individuals and where the staff are committed to providing quality teaching and learning experiences to maximise the learning outcomes of all students. The school culture nurtures and encourages individual growth and achievement in an environment based on respect and responsibility.

Repton Public School continues to be a central component of the community it serves. The school is exemplified by a deep, caring and sensitive partnership with the students, parents/carers, staff and broader community. The vision statement of 'everyone (is) striving for the same goal of happy and successful children' is shared and appreciated by our whole school community.

At Repton Public School we:

- Ensure educational standards are met and expectations are high so students realise their potential
- Provide equity of access to a broad and enriching curriculum to all learners
- Provide for the care and safety of all students
- Pursue quality practice and management of programs and services
- Develop respectful relationships between home and school, students and staff
- Encourage students to be responsible for their own behaviour and choices
- Empower students to become self-motivated, lifelong learners

Behaviour code for students

NSW public schools

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. 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.

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

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
- 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



CORE VALUES

Positive Behaviour for Learning

“Everyone, Everywhere, Every Time”



At Repton Public School we always:

Respectful

- Use our manners
- Listen actively
- Follow instructions promptly
- Keep our hands and feet to ourselves

At Repton Public School we always:

Responsible

- Stay in the right place at the right time
- Make positive choices
- Come ready to learn
- Stay safe

At Repton Public School we always:

Resilient

- Include everyone
- Persevere with our goals
- Focus on the big picture
- Display patience and take turns

The key words across the whole school actively promotes positive behaviour. It supports students in early childhood years through to upper primary years of schooling. These address the diverse academic and social needs of every student at Repton Public School to support them to be successful.

These key words enable students to:

- Develop a clear understanding of required expectations
- Become responsible for their own behaviour
- Work together to create a positive, productive and harmonious learning community

The use of three key words are inspired from a program called Positive Behaviour for Learning (PBL) which is an evidence based, data driven program. Each week, the school will have an area of focus that involves explicit teaching and support of positive behaviours. Teachers and students will participate in lessons that involve discussion, role-play and reflection.

Expectations Matrix

Based on the three words, expectations across the school can be aligned. Below is a small sample of them.

PBL BEHAVIOUR MATRIX – ALL SETTINGS								
EXPECTATIONS and their BEHAVIOURS		Assembly	Canteen	Office	Amenities	Bus Time	Outdoor Areas	Eating Lunch/Recess
		<ul style="list-style-type: none">Active listeningRespect personal spaceRecognise achievement	<ul style="list-style-type: none">Say 'Please' & 'Thank You'Hands & feet to self	<ul style="list-style-type: none">Say 'Please' & 'Thank You'Ask politelyKnock & wait at the staffroom door	<ul style="list-style-type: none">Respect each other's privacyKeep the area cleanRespect each other's space	<ul style="list-style-type: none">Ask permission to leave bus area e.g. toilet, drinkRemain silent during roll callHands & feet to self	<ul style="list-style-type: none">Keep area cleanSay 'Please' & 'Thank You' when asking permission to use equipmentTake care of toys, equipment & environment	<ul style="list-style-type: none">Sit to eat your foodThrow rubbish in the bin or compost
		<ul style="list-style-type: none">Be promptParticipate in assembly routinesFace the front in your lines	<ul style="list-style-type: none">Stand in line/sKnow what you want to buyFinish your food & drink before going to class	<ul style="list-style-type: none">Quiet in the officeUse your best communication skillsRing the bell in the playgroundReturn borrowed equipment	<ul style="list-style-type: none">Be hygienicPlay free zoneUse resources wiselyOnly use bubblers for drinking	<ul style="list-style-type: none">Sit down until teacher says "play time"Sit in a lineWalk in line to bus	<ul style="list-style-type: none">Walk on hard surfaces & play equipment areaBe Sun SafeReturn borrowed equipmentStay in boundsBe prompt to lines	<ul style="list-style-type: none">Finish food before playingPack uneaten lunch into your lunch-box & return to your bag when askedGet toys after the play bell
		<ul style="list-style-type: none">Display patienceUse self-controlAccept your place in line.	<ul style="list-style-type: none">Wait patiently for your turnHave a backup choiceUse self-control	<ul style="list-style-type: none">Wait patientlyFollow first aid procedures – see teacher on playground 1stSpeak for yourself	<ul style="list-style-type: none">Wait patiently for your turnUse during break times	<ul style="list-style-type: none">Play by the rulesUse self-controlWait patiently	<ul style="list-style-type: none">Play fair and share/wait your turnUse self-controlPlay by the rules of the gameBe aware of others around you	<ul style="list-style-type: none">Wait patiently for the play bellEat the food your parents have given you

STRATEGIES FOR PROMOTING GOOD DISCIPLINE AND EFFECTIVE LEARNING

Repton Public School is committed to providing quality education to all students in a challenging and caring environment. To this end we aim to:

- Provide consistency in discipline across the school
- Recognise student achievement
- Meet student needs through appropriate class programs
- Support students learning so success and goals are achieved
- Keep lines of communication with parents open and honest
- Implement appropriate policies
- Provide Personal Development programs which develop self-esteem, personal safety, communication and self-discipline skills
- Model respectful behaviour

RECOGNISING STUDENT ACHIEVEMENT - SCHOOL MERIT SYSTEM

- Communicating daily with students in class in formal and informal ways
- Utilising peer assessment strategies and feedback
- Developing skills of students so self-evaluation can be meaningful and rewarding

- Presenting assembly awards and win bins for when students demonstrate a commitment to the Code of Conduct and Code of Excellence
- Providing students with opportunities for leadership development through:
 - School and Student Leaders
 - Featuring student work in newsletters and displays
 - Implementing class presentations at assemblies
 - Communicating student progress to parents through reports, interviews and work samples

When students follow the school expectations *Win Bins* are awarded for positive classroom and playground behaviour.

The staff analyses behaviour data to determine the focus of values lessons. These lessons are created by the staff and delivered by teachers in their classrooms.

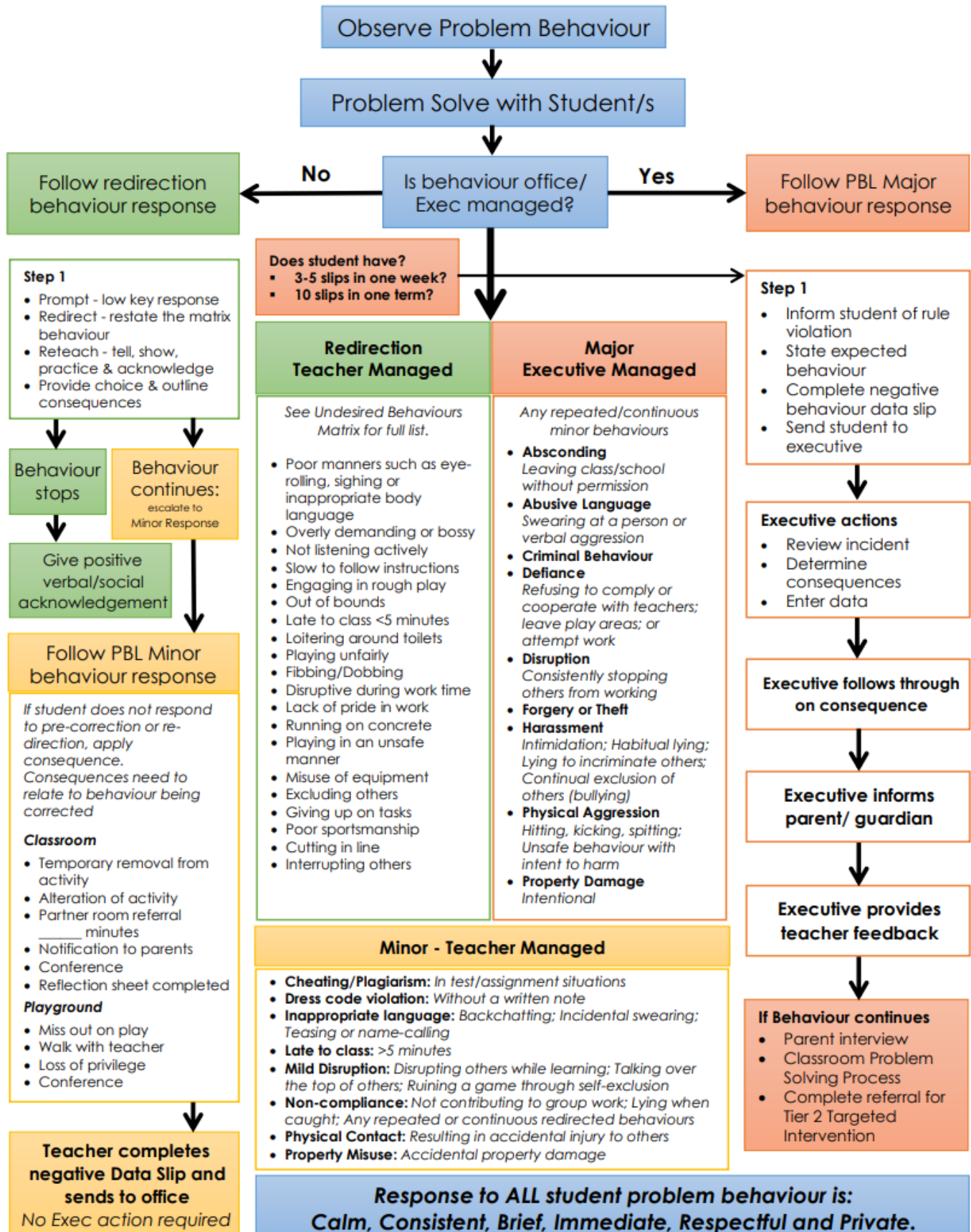
Students work hard to achieve these *Win Bins* and when a target is reached according to the school thermometer students celebrate with a whole school reward.

RESPONDING TO AND MANAGING INAPPROPRIATE BEHAVIOUR (DISCIPLINE STRATEGIES)

When students exhibit inappropriate behaviour, staff implement fair and consistent procedures as outlined in the *Repton Public School Behaviour Consequence* flowchart. Staff response will be calm, consistent, brief, immediate, respectful and private. Students are prompted to make appropriate choices and are redirected to exhibit positive behaviours. If inappropriate behaviour continues or if behaviour is unsafe, students are referred to a member of the executive for further intervention and support.

Continued inappropriate behaviour could result in the development of individual targeted interventions to be determined in consultation with parents and which may include: referral to the Learning and Support Team; referral to the School Counsellor; and/or the development of targeted programs to reteach appropriate behaviour. Serious inappropriate behaviour may result in suspension in line with the *Department of Education's Suspension and Expulsion of School Students Procedures*.

Behaviour Consequence Flow Chart



Positive Consequences

Focusing on the positive elements of attitude and behaviour can have a profound impact upon the quality of work, social behaviour and attitude to school. Individual teachers will have their own way of indicating a job well done by a student. It may be through the use of verbal praise, a smile, high marks or grades, stamps, stickers, Win Bins, Dojo points, privileged seating position, leader of the line, assembly certificate, a visit to the Principal, etc. Positive consequences are also fostered with in and out of the classroom.

Other Consequences

Name on the Board/Lunchtime Activities

- Teachers will use subtle techniques such as eye contact, an auditory sound such as a clap, or bell etc, verbal redirecting to indicate a student's need to correct their behaviour.
- The student's name is written on the board when subtle messages have not worked.
- The student will have three opportunities to positively change their behaviour before they will be asked to undertake restorative practice.

Parental Contact

When there is cause for concern regarding a child's behaviour, a phone call or message may be used by the teacher to:

- Communicate matters to the child's parent.
- Remind the student that their behaviour is being monitored and that correct behaviour is expected.
- Indicate when the child has frequently had their name on the board for inappropriate behaviour or when the child has developed a pattern of behaviours that are leading to restorative practice.
- Parents are expected to return a message to acknowledge contact.

Individual Behaviour Programs

Students who experience continual problems will have Individual Behaviour Programs developed in an effort to encourage more consistently acceptable behaviour and attitudes. Such programs will follow the same basic principles as the Fair Discipline Code but will have variations to suit the particular needs of the student for which it is designed. These behaviour programs may include referral to the Learning Support Team and the School Counsellor.

Decisions about consequences for negative student behaviour will be made in consultation with teachers and the Principal, and judgements will be made based on individual circumstances and events.

3.2 Protecting Children (Child Protection)

The staff at Repton 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 escalate 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 adults working on a Department of Education site are required to have a current and valid Working with Children's Check (WWCC). This includes staff, trades people, volunteers including parents obtain a Working With Children Check involving a national criminal history check and review of findings of workplace misconduct.

The result of a WWCC 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. The school keeps records of WWCC information. All visitors to the school site are required to check in via the office and confirm WWCC.

3.3 Out-of-Home-Care

Repton Public School will develop an Individual Education Plan for any child who has entered into out-of-home-care. This plan will be updated and reviewed at least annually or when there are changed circumstances impacting on the student's ability to participate in learning. The school participates in review meetings with out-of-home-care families and agencies.

3.4. Supporting Students with Disability

Repton Public School staff are committed to supporting the needs of students with disability in every classroom. At Repton 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.

Adjustments and Personalised Learning and Support Plans

Class teachers make adjustments to support the learning and wellbeing needs of students on a daily basis. Adjustments may be made to the curriculum, assessment, delivery of instruction or to the learning environment. All adjustments are documented and communicated to parents. Teachers prepare Personalised

Learning and Support Plans (PLaSPs) for students with a disability and/or special need. These plans set specific learning goals for individual students which build on student strengths. Plans are prepared in consultation with parents and are reviewed every ten weeks.

The Learning Support Team

The School Learning and Support Team plays a key role in coordinating and planning support for students with disability and additional learning needs. A Learning and Support Team is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning and support needs of students through the coordination, development, implementation, monitoring and evaluation of educational and support programs across the school.

Our Learning and Support Team consists of the Learning and Support Teacher, the Principal, the teachers and the School Counsellor. A prime function of our Learning Support Team is to ensure that the needs of all students in the school are being met using a three-tiered model of support addressing universal, targeted and intensive supports for students and teachers.

A key feature of our learning support team is the facilitation of collaborative planning between teachers, support staff, parents and students. Our learning support team also addresses whole school need, teacher need and student need.

Functions of the L&ST include:

- Maintaining professional confidentiality at all times
- Developing and maintaining an equitable and transparent referral system that enables all teachers to access support when required
- Meeting regularly and keeping accurate records of actions and recommendations
- Identifying whole school support needs and priorities based on data
- Using collaborative problem solving to design appropriate interventions
- Planning for individual, group and whole class school programs as required
- Monitoring, evaluating and reviewing support program outcomes within the school
- Developing and communicating action plans, strategies and programs to support staff and students
- Allocating school resources (human and material)
- Liaising with students, parents and specialist personnel
- Coordinating support personnel and specialist services within the school
- Maintaining student records and tracking student support interventions and programs
- Accessing support services and agencies beyond the school
- Coordination and evidence collection for the Nationally Consistent Collection of Data on School Students with Disability (NCCD).

Parents may refer a child to the Learning and Support Team in consultation with the Classroom Teacher.

3.5 Support for Students of Diverse Backgrounds

Inclusive education operates as an integral part of the whole school curriculum, with all teachers working in collaboration with other specialist teachers to support all students, no matter their background. All teachers are responsible for establishing a class environment that promotes diverse and differentiated learning.

All students who identify as Aboriginal begin their enrolment with a Personal Learning Pathway (PLP). These plans are written with parents, the class teacher, the Learning and Support Teacher, the student (if applicable) and any other stakeholders the parent may deem necessary such as extended family.

These PLPs allow the school to understand and implement cultural perspectives that the student may be familiar with and support their specific education and cultural development. Advice may also be sought from local Elders, the local Aboriginal Education Consultative Group (AECG) or Aboriginal Education Consultant.

All students are unique and have individual needs and as such if the need arises a PLP or PLaSP will be completed for individual students, no matter their needs.

4.



THRIVE

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

4.1 Nutrition in Schools

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. Children participate in lessons that focus upon relevant information, skill development and values clarification related to nutrition issues.

Crunch and Sip

Crunch and 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 and 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 vegetables to school to eat in the classroom, usually at a set time. In addition, each child has a bottle of water in the classroom to drink throughout the day to maintain hydration. Through Crunch and Sip, Repton Public School demonstrates its commitment to nutrition education in the classroom.

4.2 Sun Safety for Students

Wear a Hat or Stay in the shade

All students at Repton Public School are required to wear a broad brimmed hat when they are outdoors, which is part of 'Wear a Hat or Stay in the Shade' philosophy. Students without a hat during recess and lunch are directed by the teacher on duty to remain under the COLA area. During excursions or outdoor activities such as sports carnivals, children are encouraged to apply sunscreen. It is the responsibility of Parents and Caregivers to inform the class teacher if their child is not permitted to apply sunscreen.

4.3 Student Health

Repton Public School aims to promote the healthy development of students and protect the health and safety of those with health care needs.

Canteen

School canteens have an important role to play in providing healthy food and drink choices for students. Our canteen is volunteer run once a week. Our healthy school canteen supports a 'whole-of-school' approach to student health and wellbeing, and reinforces healthy eating messages taught in the classroom.

The NSW Healthy School Canteen Strategy, launched in February 2017, supports a culture of healthy eating in school by:

- promoting and increasing student access to healthier foods and drinks
- decreasing student access to less healthy food and drinks
- supporting water as a drink of choice
- making a healthy choice an easy choice.

Action Plans

Many children have medical conditions such as asthma or eczema that need to be managed by the staff here 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 go to their local doctor for an individual action plan. This plan needs to be provided to the school and updated annually, or if the medical condition changes.

Where training is needed, it is essential for all staff who are likely to be called upon to administer prescribed medication or health care procedures in an emergency be appropriately trained by a suitable qualified person. Anaphylaxis training and e-Emergency Care are mandatory for all permanent, temporary and casual school based staff.

In an emergency, a staff member administers prescribed medication or health care procedures to a student in accordance with his or her training and agreements documented in the emergency care section of the student's individual health care plan.

Except in an emergency, staff administer prescribed medication or health care procedures to students on a voluntary basis and are trained to do so.

Health Care Plans are required for students:

- diagnosed with asthma, type 1 diabetes, epilepsy or anaphylaxis.
- diagnosed as being at risk of an emergency.
- who require the administration of health care procedures.

Example of Action Plans to be completed by the doctor:

ascia
Allergic Society of Australia
www.allergy.org.au

ACTION PLAN FOR Anaphylaxis


For use with Epipen autoinjectors only

Name _____ First (last) _____	MILD TO MODERATE ALLERGIC REACTION
Photo _____	<ul style="list-style-type: none"> Swelling of lips, face, eyes, ears Rashes or welts Hitching/itching Itchy abdominal pain, vomiting (these are signs of anaphylaxis for most drugs)
Family allergies: _____	ACTION FOR MILD TO MODERATE ALLERGIC REACTION <ul style="list-style-type: none"> For insect allergy, tick and sting if visible. Do not remove tick. Take with antihistamine and/or food. Locate Epipen® or Epipen® J in administrative outpatients Give other medications (if prescribed) Phone Family-emergency contact. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Mild to moderate allergic reactions may not always occur before anaphylaxis</p> </div>

Watch for ANY ONE of the following signs of anaphylaxis

Family emergency contact (name) _____ Work (no) _____ Place prepared by _____ Please inform ambulance dispatcher to use Epipen® autoinjector Epipen® autoinjector (name) _____ Signed _____ Date _____ Time _____	ANAPHYLAXIS (SEVERE ALLERGIC REACTION) <ul style="list-style-type: none"> Swelling of tongue Swelling of throat Difficulty talking and/or hoarse voice Weakness or paralysis (shock) Paralysed extremities or collapse Face very itchy (some children)
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ACTION FOR ANAPHYLAXIS

How to give Epipen®  <p>1. Hold the autoinjector with your thumb and index finger.</p> <p>2. Push the autoinjector against your thigh.</p> <p>3. Push the autoinjector against your thigh until you hear a click.</p> <p>4. Hold the autoinjector against your thigh for 10 seconds.</p>	<ul style="list-style-type: none"> 1. If possible, take the autoinjector to school or work. 2. If something is difficult to swallow or swallow. 3. Give Epipen® or Epipen® J in abdominal outpatients 4. Phone ambulance (000) or call 112 (000) 5. Phone Family-emergency contact 6. Give other medications (if prescribed) 7. If you have not been given a green tick of response after 10 minutes, 1 another abdominal autoinjector is available. 8. If you have not been given a green tick of response after 10 minutes, 2 more abdominal autoinjectors are available. 9. If you have not been given a green tick of response after 10 minutes, 3 more abdominal autoinjectors are available. 10. If you have not been given a green tick of response after 10 minutes, 4 more abdominal autoinjectors are available. 11. If you have not been given a green tick of response after 10 minutes, 5 more abdominal autoinjectors are available. 12. If you have not been given a green tick of response after 10 minutes, 6 more abdominal autoinjectors are available. 13. If you have not been given a green tick of response after 10 minutes, 7 more abdominal autoinjectors are available. 14. If you have not been given a green tick of response after 10 minutes, 8 more abdominal autoinjectors are available. 15. If you have not been given a green tick of response after 10 minutes, 9 more abdominal autoinjectors are available. 16. If you have not been given a green tick of response after 10 minutes, 10 more abdominal autoinjectors are available. 17. If you have not been given a green tick of response after 10 minutes, 11 more abdominal autoinjectors are available. 18. If you have not been given a green tick of response after 10 minutes, 12 more abdominal autoinjectors are available. 19. If you have not been given a green tick of response after 10 minutes, 13 more abdominal autoinjectors are available. 20. If you have not been given a green tick of response after 10 minutes, 14 more abdominal autoinjectors are available. 21. If you have not been given a green tick of response after 10 minutes, 15 more abdominal autoinjectors are available. 22. If you have not been given a green tick of response after 10 minutes, 16 more abdominal autoinjectors are available. 23. If you have not been given a green tick of response after 10 minutes, 17 more abdominal autoinjectors are available. 24. If you have not been given a green tick of response after 10 minutes, 18 more abdominal autoinjectors are available. 25. If you have not been given a green tick of response after 10 minutes, 19 more abdominal autoinjectors are available. 26. If you have not been given a green tick of response after 10 minutes, 20 more abdominal autoinjectors are available. 27. If you have not been given a green tick of response after 10 minutes, 21 more abdominal autoinjectors are available. 28. If you have not been given a green tick of response after 10 minutes, 22 more abdominal autoinjectors are available. 29. If you have not been given a green tick of response after 10 minutes, 23 more abdominal autoinjectors are available. 30. If you have not been given a green tick of response after 10 minutes, 24 more abdominal autoinjectors are available. 31. If you have not been given a green tick of response after 10 minutes, 25 more abdominal autoinjectors are available. 32. If you have not been given a green tick of response after 10 minutes, 26 more abdominal autoinjectors are available. 33. If you have not been given a green tick of response after 10 minutes, 27 more abdominal autoinjectors are available. 34. If you have not been given a green tick of response after 10 minutes, 28 more abdominal autoinjectors are available. 35. If you have not been given a green tick of response after 10 minutes, 29 more abdominal autoinjectors are available. 36. If you have not been given a green tick of response after 10 minutes, 30 more abdominal autoinjectors are available. 37. If you have not been given a green tick of response after 10 minutes, 31 more abdominal autoinjectors are available. 38. If you have not been given a green tick of response after 10 minutes, 32 more abdominal autoinjectors are available. 39. If you have not been given a green tick of response after 10 minutes, 33 more abdominal autoinjectors are available. 40. If you have not been given a green tick of response after 10 minutes, 34 more abdominal autoinjectors are available. 41. If you have not been given a green tick of response after 10 minutes, 35 more abdominal autoinjectors are available. 42. If you have not been given a green tick of response after 10 minutes, 36 more abdominal autoinjectors are available. 43. If you have not been given a green tick of response after 10 minutes, 37 more abdominal autoinjectors are available. 44. If you have not been given a green tick of response after 10 minutes, 38 more abdominal autoinjectors are available. 45. If you have not been given a green tick of response after 10 minutes, 39 more abdominal autoinjectors are available. 46. If you have not been given a green tick of response after 10 minutes, 40 more abdominal autoinjectors are available. 47. If you have not been given a green tick of response after 10 minutes, 41 more abdominal autoinjectors are available. 48. If you have not been given a green tick of response after 10 minutes, 42 more abdominal autoinjectors are available. 49. If you have not been given a green tick of response after 10 minutes, 43 more abdominal autoinjectors are available. 50. If you have not been given a green tick of response after 10 minutes, 44 more abdominal autoinjectors are available. 51. If you have not been given a green tick of response after 10 minutes, 45 more abdominal autoinjectors are available. 52. If you have not been given a green tick of response after 10 minutes, 46 more abdominal autoinjectors are available. 53. If you have not been given a green tick of response after 10 minutes, 47 more abdominal autoinjectors are available. 54. If you have not been given a green tick of response after 10 minutes, 48 more abdominal autoinjectors are available. 55. If you have not been given a green tick of response after 10 minutes, 49 more abdominal autoinjectors are available. 56. If you have not been given a green tick of response after 10 minutes, 50 more abdominal autoinjectors are available. 57. If you have not been given a green tick of response after 10 minutes, 51 more abdominal autoinjectors are available. 58. If you have not been given a green tick of response after 10 minutes, 52 more abdominal autoinjectors are available. 59. If you have not been given a green tick of response after 10 minutes, 53 more abdominal autoinjectors are available. 60. If you have not been given a green tick of response after 10 minutes, 54 more abdominal autoinjectors are available. 61. If you have not been given a green tick of response after 10 minutes, 55 more abdominal autoinjectors are available. 62. If you have not been given a green tick of response after 10 minutes, 56 more abdominal autoinjectors are available. 63. If you have not been given a green tick of response after 10 minutes, 57 more abdominal autoinjectors are available. 64. If you have not been given a green tick of response after 10 minutes, 58 more abdominal autoinjectors are available. 65. If you have not been given a green tick of response after 10 minutes, 59 more abdominal autoinjectors are available. 66. If you have not been given a green tick of response after 10 minutes, 60 more abdominal autoinjectors are available. 67. If you have not been given a green tick of response after 10 minutes, 61 more abdominal autoinjectors are available. 68. If you have not been given a green tick of response after 10 minutes, 62 more abdominal autoinjectors are available. 69. If you have not been given a green tick of response after 10 minutes, 63 more abdominal autoinjectors are available. 70. If you have not been given a green tick of response after 10 minutes, 64 more abdominal autoinjectors are available. 71. If you have not been given a green tick of response after 10 minutes, 65 more abdominal autoinjectors are available. 72. If you have not been given a green tick of response after 10 minutes, 66 more abdominal autoinjectors are available. 73. If you have not been given a green tick of response after 10 minutes, 67 more abdominal autoinjectors are available. 74. If you have not been given a green tick of response after 10 minutes, 68 more abdominal autoinjectors are available. 75. If you have not been given a green tick of response after 10 minutes, 69 more abdominal autoinjectors are available. 76. If you have not been given a green tick of response after 10 minutes, 70 more abdominal autoinjectors are available. 77. If you have not been given a green tick of response after 10 minutes, 71 more abdominal autoinjectors are available. 78. If you have not been given a green tick of response after 10 minutes, 72 more abdominal autoinjectors are available. 79. If you have not been given a green tick of response after 10 minutes, 73 more abdominal autoinjectors are available. 80. If you have not been given a green tick of response after 10 minutes, 74 more abdominal autoinjectors are available. 81. If you have not been given a green tick of response after 10 minutes, 75 more abdominal autoinjectors are available. 82. If
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[illegible]

ASTHMA ACTION PLAN

Take this ASTHMA ACTION PLAN with you when you visit your doctor

NAME _____	BESTHMA'S CLINICAL DETAILS _____	APPOINTMENT DATE/TIME DETAILS _____
AGE _____		Sex _____
MEET ASTHMA CARE OF BUS _____		Residence _____

HOW WELL <i>How often are you out of control or distressed or symptomatic?</i>		ABOUT LAST TWO EPISODES WITH YOU <i>See the Symptoms section</i>
How symptoms <i>See the Symptoms section</i> Type <input type="checkbox"/> mild <input type="checkbox"/> severe <i>How many days?</i> _____ How often/severity <i>How often/severity?</i> _____ How volume is <i>How much?</i> _____ Type <input type="checkbox"/> mild <input type="checkbox"/> severe When I have symptoms I have been coughing or shortness of breath _____	STEPS/TREATMENTS <i>See the Symptoms section</i> How often/severity _____ How volume is _____ Type <input type="checkbox"/> mild <input type="checkbox"/> severe	STEPS/TREATMENTS <i>See the Symptoms section</i> How often/severity _____ How volume is _____ Type <input type="checkbox"/> mild <input type="checkbox"/> severe

WHEN NOT WELL <i>How often/severity are you out of control or distressed or symptomatic?</i>		ABOUT LAST TWO EPISODES WITH YOU <i>See the Symptoms section</i>
How symptoms <i>See the Symptoms section</i> Type <input type="checkbox"/> mild <input type="checkbox"/> severe <i>How many days?</i> _____ How often/severity <i>How often/severity?</i> _____ How volume is <i>How much?</i> _____ Type <input type="checkbox"/> mild <input type="checkbox"/> severe When I have symptoms I have been coughing or shortness of breath _____	STEPS/TREATMENTS <i>See the Symptoms section</i> How often/severity _____ How volume is _____ Type <input type="checkbox"/> mild <input type="checkbox"/> severe	STEPS/TREATMENTS <i>See the Symptoms section</i> How often/severity _____ How volume is _____ Type <input type="checkbox"/> mild <input type="checkbox"/> severe

IF SYMPTOMS GET WORSE <i>When symptoms become troubling or patients become out of control or distressed or symptomatic, or when symptoms are not controlled or when symptoms are not controlled</i>		ABOUT LAST TWO EPISODES WITH YOU <i>See the Symptoms section</i>
How symptoms <i>See the Symptoms section</i> Type <input type="checkbox"/> mild <input type="checkbox"/> severe <i>How many days?</i> _____ How often/severity <i>How often/severity?</i> _____ How volume is <i>How much?</i> _____ Type <input type="checkbox"/> mild <input type="checkbox"/> severe When I have symptoms I have been coughing or shortness of breath _____	STEPS/TREATMENTS <i>See the Symptoms section</i> How often/severity _____ How volume is _____ Type <input type="checkbox"/> mild <input type="checkbox"/> severe	STEPS/TREATMENTS <i>See the Symptoms section</i> How often/severity _____ How volume is _____ Type <input type="checkbox"/> mild <input type="checkbox"/> severe

DANGER SIGNS

Additional symptoms/signs indicating patients become out of control or distressed or symptomatic, or when symptoms are not controlled or when symptoms are not controlled

DIAL DOOR FOR AMBULANCE

How often/severity _____
 How volume is _____
 Type ☐ mild ☐ severe
 When I have symptoms I have been coughing or shortness of breath _____

Notes: _____
Signature: _____
Date: _____

National Asthma Council Australia
www.nationalasthma.org.au

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 the staff after the completion of professional learning in Administering Medications. 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

Classroom Learning

Repton Public School meets the mandatory requirements for drug education 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 drug use. Students also participate in Life Education every second year to further support learning about drugs and preventing drug misuse. Drug education in NSW government schools reflects the whole of government harm minimisation approach. It aims to promote resilience, and build on knowledge, skills, attitudes and behaviours to enable young people to make responsible, healthy and safe choices.

4.5 Road Safety Education

Classroom Learning

Road trauma is a significant health issue for children and young people. Keeping children safe on and around roads is a shared responsibility of everyone. 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. Bus safety lessons are explicitly developed in Kindergarten.

Elements of the Wellbeing Framework

Teaching and learning

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people. Repton Public School aims to focus on giving children and young people a voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

Behaviour, discipline and character education

Repton Public School incorporates a discipline system with consequences for students whose behaviour is unacceptable and inappropriate. Each student must follow the *Behaviour Code for Students* (DoE), Repton Public School expectations and class rules.

Learning and support

Repton Public School is committed to providing personalised and differentiated learning and support for students with identified learning needs to give each student the opportunity to succeed. Adjustments to the learning environment are made and documented as required. These students are identified by staff and allowed additional support through the Learning and Support Team (LaST). Parents are consulted and are given the opportunity to contribute to the planning to support their child's individual learning.

Personalised Learning and Support Plans (PLaSP) and Personalised Learning Pathway (PLP) are working documents, designed by teachers in collaboration with stakeholders, which informs the planning, delivery and evaluation of an educational program. It is required to provide additional support or an alternative or modified program, environment or curriculum. Students requiring an PLaSP/PLP are selected by teachers and are updated each semester and signed by the parent/carer and classroom teacher.

All Aboriginal and Torres Strait Islander students have an individualised Personalised Learning Pathway (PLP) which is updated each semester and signed by the parent/carer and classroom teacher.

Other services and resources Repton Public School has for learning and support include:

- School Counselling Service.
- Learning and Support Teachers (LaST).
- Student Learning Support Officers (SLSO).
- Anti-Racism Contact Officer (ARCO).
- Anti-Bullying Plan.

Professional practice

Repton Public School ensures that the professional practice of teaching meets the highest possible standards. All staff are required to undertake professional development sessions throughout the year to comply with legislative and policy requirements. Professional learning is linked to the needs of the students, teachers, schools and the system.

A strong culture of professional learning exists throughout the school which encourages staff to seek accreditation at the higher levels. The strategic directions in relation to professional practice for Repton Public School require:

- all staff members to be engaged in structured professional learning practices related to personalised professional goals.
- all staff members to have the opportunity to be trained in the mentoring process.
- all staff members to be engaged in professional learning practice.
- teachers to reflect on their personal goals and ability to take on leadership roles through the performance and development framework.
- classroom programs and observations to show that professional learning opportunities have changed practice.
- 100% of teachers utilising the professional teaching standards to set learning goals and success in attaining them.

Professional development and on-going monitoring of learning and teaching is set within a supportive learning environment with active family and community involvement.

Effective leadership

Leadership is evidenced at every level of the school environment. Students, staff and parents contribute to the leadership of the school and to the achievement of its goals and priorities.

The Principal:

- provides leadership and direction to the Welfare and Discipline Policy and works closely with the school community including staff, students, parents, and caregivers, District Office personnel and the NSW Department of Education along with community agencies and other government bodies.
- Establishes a safe, healthy, clean school environment.
- encourage a school climate conducive to providing the ultimate in a student's physical, psychological, emotional and educational welfare.
- provides support in programs related to student behaviour and attendance.
- takes appropriate and immediate action in situations where serious student behaviour concerns occur.
- presents special awards and provide publicity for the Wellbeing and Discipline Policy as needed.
- ensures procedural fairness.
- provides and support access to ongoing professional learning for staff.
- provide support in Student Wellbeing matters involving students and/or parents and caregivers.
- provide support for teachers in managing difficult student behaviour.
- determine and implement appropriate logical consequences with the classroom teacher for inappropriate student behaviour and ensuring procedural fairness.
- are responsible for overseeing the teaching and learning programs in the school.
- provide staff support and the opportunities for professional development in the domain of Student Wellbeing.
- assist students to reflect on their own behaviour and the consequences for their actions.
- communicate issues of student behaviour to staff.
- liaise with parents and the community in regard to student behaviour.

The teacher:

- demonstrates professionalism and commitment to teaching.
- develops and maintains effective classroom management practices.
- models and explicitly teaches desired student behaviours.
- encourages students to attend school every day.
- promotes the wearing of school uniform.
- respects students' rights to courtesy, fairness and respect.
- utilises appropriate practices when conflict arises.

- supports other staff through frequent and clear communication.
- prepares and implements individual plans for students needing additional support.
- implements the school's Student and Wellbeing Policy.

The student:

- strives for the highest personal achievement.
- should be dependable, do the right thing and not expect others to do things for them.
- deserves the trust of others, is truthful and honest.
- understands that it is not all about them, bounce back and has another go.
- shows understanding and kindness to others.
- works helpfully with other people in a team or at play.
- honours rules, regulations and the rights of others.
- stands up for what they believe in and stands up for others.
- treats everyone fairly.
- sees things how others see them.
- displays resilience.

School planning

School Excellence Framework

The School Excellence Framework supports all NSW public schools in their pursuit of excellence by providing a clear description of the key elements of high-quality practice across the three domains of learning, teaching and leading. The framework, published by Public Schools NSW, identifies 14 key elements that guide the core business of excellent schools:

Learning	Teaching	Leading
<ul style="list-style-type: none"> • Learning culture • Wellbeing • Curriculum • Assessment • Reporting • Student performance measures 	<ul style="list-style-type: none"> • Effective classroom practice • Data skills and use • Professional standards • Learning and development 	<ul style="list-style-type: none"> • Educational Leadership • School planning, implementation and reporting • School resources • Management practices and processes

The School Excellence Framework aligns with Repton Public School's philosophy of every child, every opportunity. The framework is about focusing on individual students' capabilities and needs by engaging them in rich learning experiences. This in turn facilitates the consistent improvement of student outcomes and the narrowing of achievement gaps between students.

Wellbeing Framework Review Date: July 2024