



# WELFARE and WELLBEING POLICY

July 2012

## WHAT is COMMUNITY WELFARE and WELLBEING?

Community Welfare and Wellbeing refers to the total care of all members of the St Michael's community. It is a term used to describe both an attitude and a process, and is based upon a belief in the dignity of the whole person.

In a Catholic School, it is expressed through:

- the development of positive relationships
- the provision of satisfying learning experiences for all community members
- the establishment of an effective care network
- the provision of experiences and structures that provide for the integrated spiritual and human growth of all."

Modified from Catholic Education Office, Diocese of Parramatta *The Pastoral Care of Students in Catholic Schools*, November 1988

At St Michael's we believe that Community Welfare and Wellbeing embraces the total climate of care that exists in the school. This belief is reflected in the ways all members of the school community relate to one another and in the relationships, which are established, based on mutual respect. Therefore, all members of our community are encouraged and assisted to grow and be affirmed in their dignity and worth as persons, to love themselves and others and to develop skills in building positive personal relationships.

*Therefore, at St Michael's we believe that our relationships reflect the life and mission of Jesus by living out our motto*

*"Love One Another."*

## **AIMS**

- To create a safe, caring environment for all members of our school community
- To promote a pastoral attitude for staff, students and parents
- To reaffirm our commitment of our school motto 'Love One Another' by interacting with all those in our school community with mutual respect at all times

## **IMPLEMENTATION within OUR COMMUNITY**

At St Michael's we believe that Community Wellbeing refers to the total care of all members of our community. Therefore, each member of our community has certain Rights and Responsibilities, which are expected to be followed.

### **STUDENTS**

- Students have the right to be included in all school activities.
- They have the responsibility to participate as best they can in a responsible and appropriate manner.
- Students have the right to feel safe.
- They have the responsibility to act in a way that promotes a safe sanctuary.
- Students have the right to be treated with courtesy and respect.
- They have the responsibility to be courteous by listening attentively to others and taking turns and valuing others opinions.
- Students have a right to develop their gifts and talents.
- They have the responsibility to allow others to develop their gifts and talents.
- Students have the right to belong and be proud of their school community.
- They have the responsibility to acknowledge cultural and religious beliefs and gender of others.
- Students have the right to privacy, personal property and personal space.
- They have the responsibility to respect the privacy, personal property and personal space of all in the community.

### **STAFF**

- Staff have the right to feel safe in their working environment.
- They have a responsibility to promote safety.
- Staff have the right to be treated with respect by students and parents.
- They have the responsibility to interact with members of the school community using respectful words and actions.
- Staff have the right to privacy, of personal property and personal safety.
- They have the responsibility to act in a way that acknowledges privacy and personal property.
- Staff have the right to hear and be heard.
- They have a responsibility to be attentive to others and value others opinion.
- Staff have a right to have their culture, religious beliefs and gender respected.
- They have a responsibility to teach and maintain an understanding and appreciation of the difference of others.
- Staff have a right to expect students to have a positive attitude and be prepared to learn.
- They have a responsibility to provide a learning atmosphere that promotes positive experiences.
- Staff have the right to expect that the classroom is a place of learning where all students participate in the process of learning.
- They have a responsibility to promote active involvement of all students in learning process.
- Staff have the right to expect parental / guardian support.
- They have a responsibility to encourage a partnership between home and school.
- Staff have the right to be treated as a professional and to grow professionally.
- They have the responsibility to model professionalism and appropriate behaviour.

## **PARENTS**

- Parents have a right to expect their child to be safe at St Michael's.
- They have the responsibility to support the Community Wellbeing Policy.
- Parents have the right to be treated with respect.
- They have the responsibility to interact with teachers, students and other parents with respectful words and actions.
- Parents have the right to hear and be heard.
- They have the responsibility to be attentive to others and value others opinions.
- Parents have the right to promote learning.
- They have the responsibility to reinforce that school is a learning environment and to support their child's learning.
- Parents have the right to be informed of their child's development in all areas within the school context.
- They have the responsibility to communicate with the school any concerns or issues at the appropriate time through an appointment.
- Parents have the right to expect confidentiality.
- They have the responsibility to acknowledge others needs for privacy.
- Parents have the right to attend school assemblies.
- They have the responsibility to be courteous and respectful and listen to all speakers.

## IMPLEMENTATION with our SHARED PEDAGOGY

<b><u>PRINCIPLE</u></b>	<b><u>BELIEF</u></b>	<b><u>PEDAGOGY / PRACTISE</u></b>
<b>ENGAGEMENT</b>	We believe we succeed in learning when we are purposefully engaged	<ul style="list-style-type: none"> <li>• Provision of a variety of experiences which support individual needs and talents Eg; Sport, Creative Arts Expo, Tournament of the Minds, Chess</li> <li>• The Promotion of lateral leadership in our community through participation in: School Team, Colour Captains, Class Representatives, Parents and Friends Association, Core Learning Teams, School Leadership Team</li> <li>• Children discuss 'Bullying in our School' through completion of school survey</li> <li>• Role of teacher in knowing the child through Assessment for learning – Diagnostic Testing at beginning of each year, Early Intervention, Dibels testing, Maths Diagnostic testing</li> </ul>
	We learn when concepts taught are at the appropriate stage of development	<ul style="list-style-type: none"> <li>• Provision of a flexible learning environment with a variety of opportunities in our learning and in our response to others</li> <li>• Provision of special programs to meet the needs of the community</li> <li>• Through Parents as Tutors, Rock and Water, Parent support program '123 Magic' Induction Process, Step Up program, P &amp; F Mother's Morning Tea</li> <li>• Completion of Class Document in programs</li> </ul>
	We learn through a variety of activities	<ul style="list-style-type: none"> <li>• We investigate and use a variety of current Learning / Teaching / Management strategies: collection of behavioural data to identify students at risk and create IP's and action plans, collaboratively work with all stakeholders in supporting needs, clearly stated process for dealing with children's behaviour eg; Angel Awards, Merit certificates; Time Out, counseling, Rock and Water program, Flow charts for dealing with inappropriate behaviour</li> </ul>
	We learn when concepts are linked to life experiences	<ul style="list-style-type: none"> <li>• Whole School Programs based on NSW Board of Studies Curriculum documents and Parramatta Diocesan program 'Sharing our Story'</li> <li>• Mentoring and Peer Group support is practised for all stakeholders: Professional Development and Program support, Parent Tutor programs, Peer Support across all Stages, Academic, cultural, social and sporting interest groups, Parents and Friend's Association,</li> <li>• Cooperative teaching practice supports appropriate working relationships K – 6</li> <li>• Teaching Personal Development units on developing relationships and the skills needs to support those relationships and Protective Behaviour units</li> <li>• Strong links with School, Home and Parish</li> <li>• Maintaining an open and transparent relationship with priests in the Parish</li> </ul>

PRINCIPLE	BELIEF	PEDAGOGY / PRACTISE
	Technology plays an important role in our learning when we are purposefully engaged with it	<ul style="list-style-type: none"> <li>• Purposeful engagement with technology supports the wellbeing and the learning needs of all stakeholders and motivates student behaviour</li> <li>• Use technology to record all data regarding Student Wellbeing</li> <li>• Acceptable Use Policy for Staff and Students</li> </ul>
<b>EMPOWERMENT</b>	We learn when we are motivated and take risks	<ul style="list-style-type: none"> <li>• Participation in the Angel Project both in class and on playground</li> <li>• Provision of opportunities to participate in a wide range of activities eg; Creative Arts, Chess, Public Speaking, Sporting activities</li> <li>• Opportunity of Shared Leadership throughout our community through – Core Learning Teams, Coordinator positions, P and F Association, Parent Tutor program, Student Leadership Teams, Student and Class Buddy program, Sports Captains and Class Reps</li> <li>• Development of pedagogy around cooperative teaching, open ended teaching / learning and differentiated curriculum</li> <li>• Provision of an award system supporting Outstanding Achievement, Teachers Awards, Coordinator Awards, A.P and Principal Awards</li> <li>• Recognition and celebration of achievements outside school and special events for all members of the community</li> <li>• Formal and informal student support sessions to support individual behavioural and social needs</li> <li>• Pastoral Care of all at St Michael's is reflected in our motto 'Love One Another' and through our: School Transition program, New Arrivals program, School Fee support, support for families in need, support for Missions, support for students with physical disabilities</li> </ul>
	We learn through cooperation	<ul style="list-style-type: none"> <li>• This is evidenced through: Shared leadership, Awards supporting positive behaviour inside and out of the classroom, Development of pedagogy around cooperative teaching, open ended teaching / learning and differentiated curriculum, Structure of meetings to allow for cooperation between all Stakeholders – Grade meetings, staff meeting, leadership meetings, P and F meetings, Parent / Teacher meetings</li> <li>• Continued development of strong links between home, school and parish as evidenced by: School Newsletter, Liturgies, other events such as Harmony Day, Sports Carnivals and Fun Days, Cleanup Australia Day, Meeting with P and F, Parish Team, Sudanese families contact person, Student Leadership teams</li> <li>• Invite all stakeholders to participate fully in building positive relationships through communication of explicit expectations for behaviour.</li> </ul>

PRINCIPLE	BELIEF	PEDAGOGY / PRACTISE
	<p>We learn when equity is maintained</p> <p>“Equity is not about the same for everyone ...its about giving to those the support they need”</p>	<ul style="list-style-type: none"> <li>• Use of school resources, personnel and funding in providing: teacher’s aide support, Boy’s Education Programs eg; Rock and Water, Professional Development programs in Parent Education, Classroom Management and Understanding Autism, Classroom support by Leadership Team and Specialist teachers</li> <li>• Linking with appropriate specialists such as: Special Education teachers, ESL teachers, School Counsellor, CEO Personnel and outside agencies such as Children’s Hospital and paediatricians</li> <li>• Support of positive relationships through ongoing communication, which is open, honest and transparent. This communication is supported by: Individual Programs, Behaviour Data, Counselling Sessions, A.P and Principal working cooperatively with Leadership Team, class teachers and parents</li> <li>• Pastoral Care of all at St Michael’s is reflected in our motto ‘Love One Another’ and through our: School Transition program, New Arrivals program, School Fee support, support of families in need, support for Missions, support for students with physical disabilities</li> </ul>
<b>REFLECTION</b>	<p>We learn best when assessment is integral to the teaching process</p>	<ul style="list-style-type: none"> <li>• At St Michael’s all serious behaviour incidents are recorded and followed through by: confirm detail with class teacher or teacher on duty, meeting with students, conference with all parties based on Restorative Justice Practice and Glasser Theory, contact parents</li> <li>• In the event of an extremely serious matter i.e; possible suspension the Head of Services is contacted. Following this: a Return to School process is implemented, ongoing action plan and support established for all parties</li> <li>• Analysis of all academic results will support appropriate individual programs of learning</li> <li>• The Whole School Program plus analysis of results will drive both whole school planning and class programs</li> <li>• Reflection upon Whole School Program in conjunction with Stage Leaders</li> <li>• Results from Early Intervention Assessment communicated to system</li> </ul>
	<p>We believe that the Wellbeing of all community members is supported through a vibrant spiritual life of prayer and liturgy</p>	<ul style="list-style-type: none"> <li>• As a true Catholic community all our relationships should reflect the life and mission of Jesus through: building and maintaining right relationships, understanding each person as unique, fostering an attitude of forgiveness in all community members</li> <li>• Working closely with our Parish Priest in providing meaningful and appropriate prayers and liturgies</li> <li>• Staff are supported through appropriate and relevant Faith Renewal</li> <li>• School Newsletter provides opportunities for Faith development for parents</li> </ul>

**RESPONSIBILITY**

The Religious Education Coordinator will be responsible for the implementation of the Welfare and Wellbeing Policy, in conjunction with the Principal and Assistant Principal.

**EVALUATION**

The Welfare and Wellbeing policy will be evaluated by the staff and Principal annually and, if required, changes will be made.

# **COMMUNITY WELFARE and WELLBEING POLICY**

## **SUPPORT**

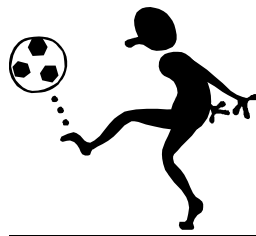
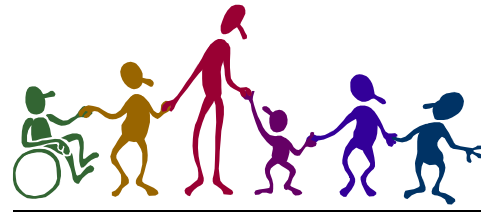
## **DOCUMENTS**

- **St Michael's School Rules**
- **Explanation of Expectations for Rules**
- **Health and Safety Expectations**
- **St Michael's Angel Project**
- **Process for dealing with inappropriate behaviour in classroom**
- **Process for dealing with inappropriate behaviour on playground**
- **Proactive response to Bullying**
- **Process for suspension of students**
- **Playground Expectations for Teachers and Students**



# At St Michael's we .....

Respect ourselves  
and others.



Play safely.

Work cooperatively.



Care for our  
school  
environment.

# **At St Michael's we Care for our School Environment**

## **Therefore**

- **All food to be eaten in Quads at Recess or classrooms at Lunchtime**
- **Bus lines and waiters are non eating areas**
- **Care for all school property**
- **Show respect for our school grounds by**
  - **leaving grass and plants alone**
  - **keeping out of trees**
  - **leaving rocks and sticks on the ground**
  - **respect our garden areas and keep off them**

# **At St Michael's we Play Safely**

## **Therefore**

- Non running games only played on Infants and Primary Quads**
- Toilets and out of bounds areas are 'no playing' areas**
- Contact games are not allowed at St Michael's**
- At St Michael's we are a 'hands off' school**
- Games using large balls are only played on the back playgrounds**
- Small balls and skipping ropes on the Quad areas and back playgrounds**
- Children wait for teacher before proceeding to back playgrounds**
- Report all accidents to teacher on duty first**

# **At St Michael's we Respect Ourselves and Others**

## **Therefore**

- **We treat everyone the way we would like to be treated by**
  - **respecting people in authority**
  - **speaking and acting in a courteous manner**
  - **treating everyone as special – we are all unique**

# **At St Michael's we Work Cooperatively**

## **Therefore**

- Keep eye contact and listen to whoever is speaking**
- Give all class members a 'fair go'**
- Take turns fairly and include everyone**
- Use good manners at all times**
- Encourage others and be positive**
- Share ideas**
- Keep on task**
- Use six centimetre voices when working in groups**
- Respect other people's property**

# **HEALTH and SAFETY EXPECTATIONS**

- **Hats are to be worn at all times outdoors**
- **Sunglasses may be worn outside classrooms at Recess and Lunch**
- **Primary Quad ends at the paved steps**
- **Re entering of buildings at Recess and Lunch is not allowed**
- **All paved areas are walking areas**
- **When walking up stairs always keep to the left**
- **When on duty on Primary Playground always take a megaphone**
- **When going on duty make sure you have your bum bag and don't send a child to Sick Bay without a card**
- **Before 8.30am and Waiters must be seated**

# St Michael's Angel Project

## Aim

The St Michael's Angel Project aims to provide praise, reinforcement and reward to students for positive and acceptable behaviour which demonstrates our school motto of 'Love One Another'. The program aims to target children who are usually overlooked due to consistent good behaviour. It is the aim of the program that all children are able to receive recognition for their behaviour both inside and outside the classroom not academic effort.

## Procedure

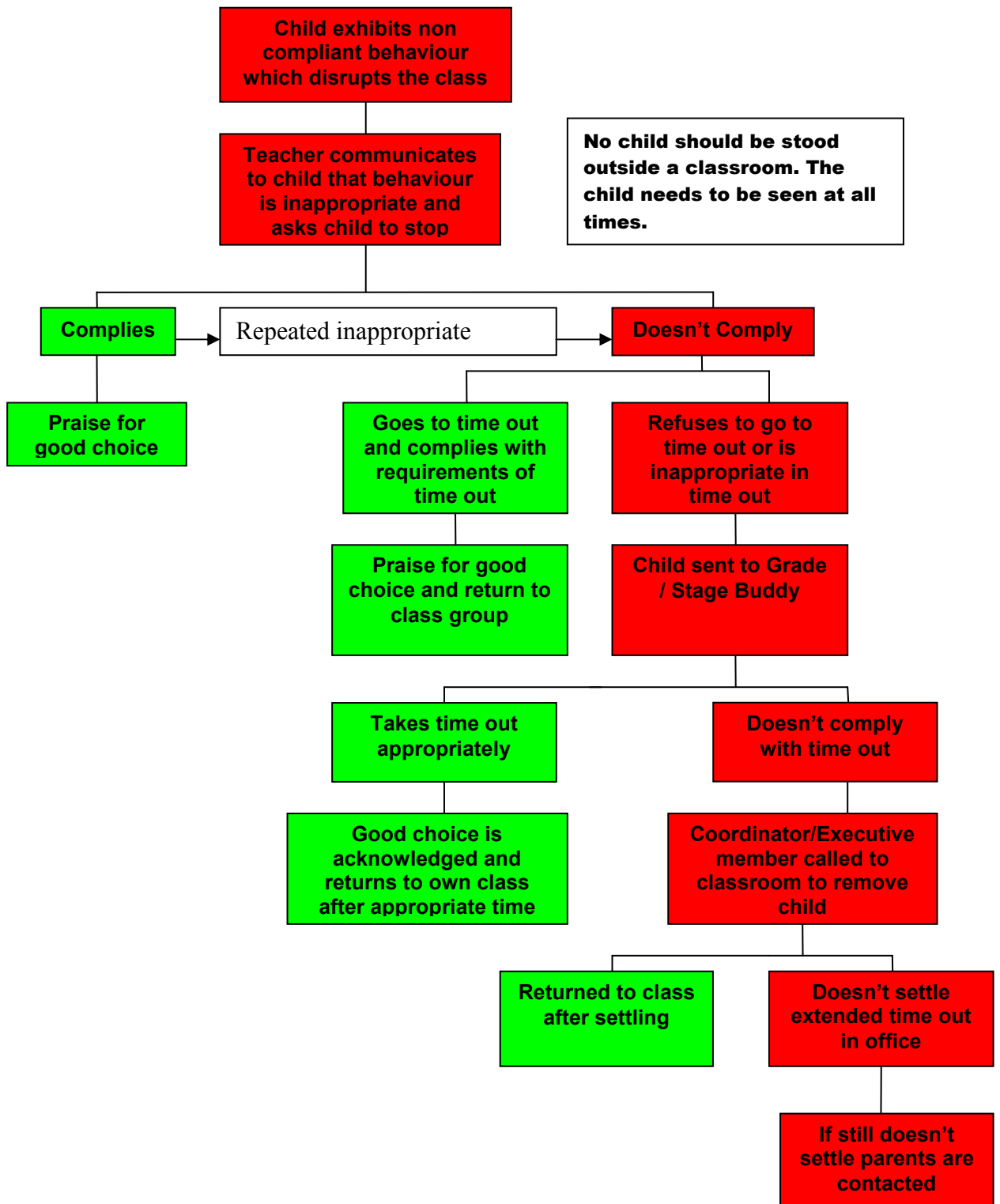
- Teachers hand out St Michael's Angels after a display of positive behaviour. This behaviour includes abiding by the school rules, or simply playing or acting appropriately with safety. Angels should be awarded to students who display exemplary behaviour, school spirit or initiative within the classroom or playground.
- Teachers are asked to take Angel cards with them on duty.
- Children take the Angel card to the class teacher who records it on a card which is kept at the discretion of the teacher in the classroom. (This may be on the children's desk, in a file box or on the wall). If the card gets lost or misplaced it is at the teacher's discretion to replace angels on the new card.
- **All staff are involved and are asked to award St Michael's Angels.**
- Staff need to maintain consistency when rewarding behaviour.
- Once an angel has been awarded it cannot be taken back.

## Number of Angels

- First 10 Angels equals a Teacher's Award to be received from the class teacher
- 15 Angels equals a Co Ordinator's Award to be received from the module leader
- 20 Angels equals an Assistant Principal's Award to be received from the Assistant Principal
- 25 Angels equals a Principal's Award to be awarded at Assembly
- After a student has achieved a Principal's Award the cycle starts again.
- At the end of each term K-2 students who have received a Principal's Award will be invited to morning tea with the Principal / Assistant Principal.
- At the end of each term 3-6 students who have received a Principal's Award will be invited to Sausage Sizzle with the Principal / Assistant Principal.
- Each term the names of the awardees will be in the Newsletter.



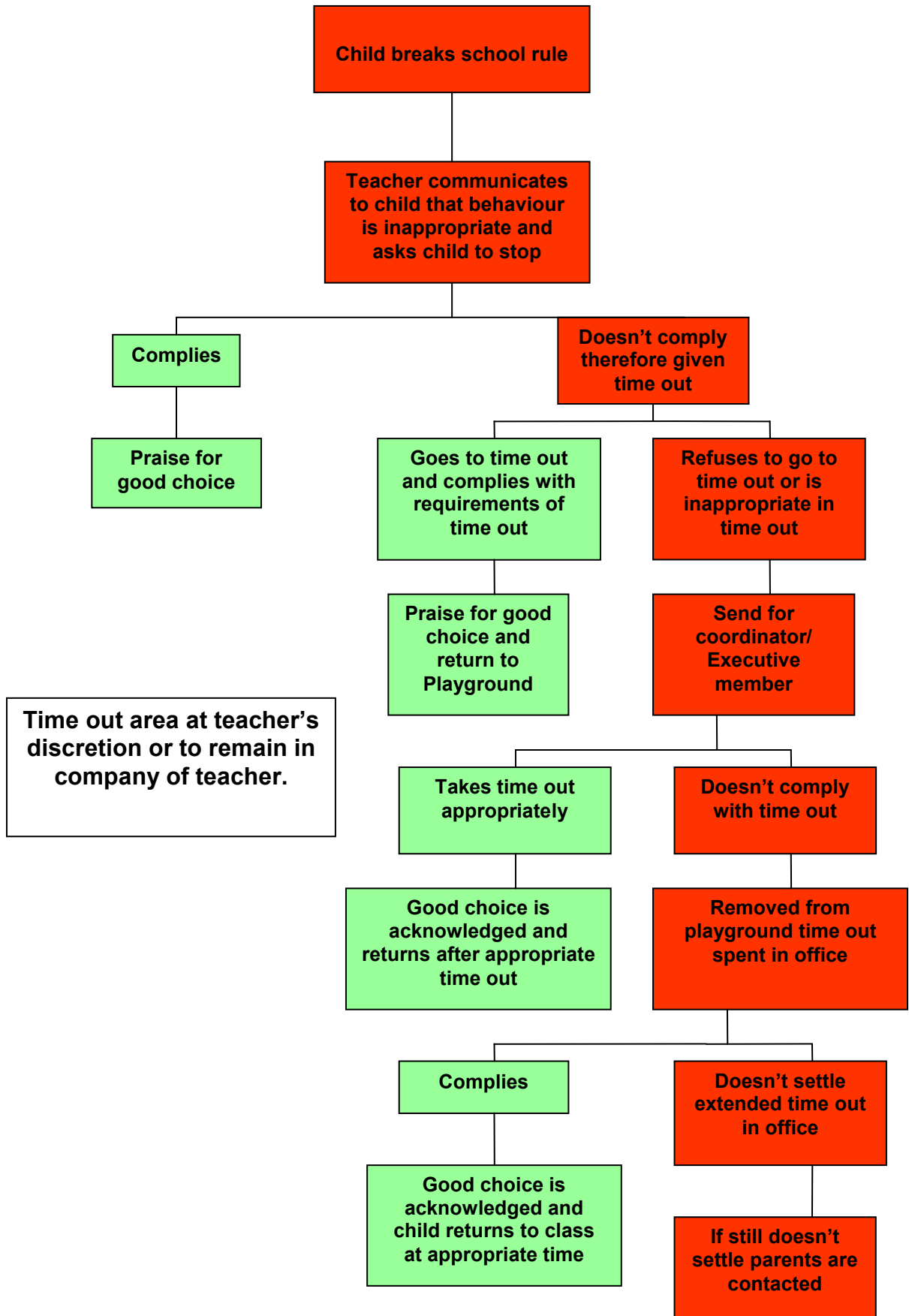
## Process for dealing with child's inappropriate behaviour in classroom



Incident is recorded on school M drive in Welfare File



## Process for dealing with child's inappropriate behaviour on playground





## **SCHOOL PROACTIVE RESPONSE TO BULLYING**

- Yes & No Feelings
- Five fingers of network
- Parent education – Child protection
- Saying no to bullies
- Working co-operatively – playing safe
- Restorative Justice
- Rock & water
- Positive school behaviour

# WHEN we DON'T RESPECT the RIGHTS of MYSELF and OTHERS

**Report is made to teacher**

**Assessment of Priority  
Severity High/Low**

<b>HIGH</b>	<b>LOW</b>
<ul style="list-style-type: none"> <li>• Teacher meets with child/children</li> <li>• Allows child/children to discuss the events</li> <li>• Records situation on school proforma</li> <li>• Teacher meets with Assistant Principal refers to proforma</li> <li>• Parents of victim plus alleged aggressor notified</li> <li>• Meetings established with Parent/Teachers/Students</li> <li>• Restorative Meeting held</li> <li>• Feedback to class teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher meets with children</li> <li>• Children discuss incident/diary events</li> <li>• All bullying incidents should be recorded on 'M' drive.</li> <li>• Teacher will manage and support the learning from this event</li> <li>• If behaviour continues on a regular basis this would be deemed a 'High' event</li> <li>• Child acknowledges wrong choice and stops</li> </ul>

## **EXAMPLES OF HIGH AND LOW LEVEL INCIDENTS**

<b>HIGH</b>	<b>LOW</b>
<p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>• Physical abuse that is described as intentional and causing direct harm eg kicking, hitting</li> </ul> <p><b><u>Verbal Abuse</u></b></p> <ul style="list-style-type: none"> <li>• Intentional</li> <li>• Causing vilification eg Ethnic, Cultural, Religious, Personal</li> <li>• Language using sexual reference</li> <li>• Using excessive power</li> </ul> <p><b><u>Property</u></b></p> <ul style="list-style-type: none"> <li>• Wilful damage/destruction of another's property</li> </ul> <p><b><u>Cyber</u></b></p> <ul style="list-style-type: none"> <li>• SMS</li> <li>• Using the name, photo and details of another without their permission or in an appropriate manner</li> </ul>	<p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>• Intentional inappropriate 'hands on' eg push, shove</li> </ul> <p><b><u>Verbal Abuse</u></b></p> <ul style="list-style-type: none"> <li>• Name calling</li> <li>• Causing rumour, creating dislike</li> <li>• Deliberate exclusion from the group</li> </ul> <p><b><u>Property</u></b></p> <ul style="list-style-type: none"> <li>• Removal, hiding of another's property</li> </ul>

# **SUSPENSION OF STUDENT FROM CLASS/PLAYGROUND**

**Context 1: Repeated Mid Range Incidents**  
(Disruption to Class learning)  
Anti Social Behaviour

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## **Step 1**

Teacher in charge notified by class teacher of need for support  
Class teacher briefly defines incident.

## **Step 2**

Teacher in charge removes child from class or child removes themselves from class when requested

Child begins first step in behaviour modifications (the restorative practice questions)

Writing/TalkingES1/Stage 1)

- What is happening in class?
- What am I thinking when this is happening?
- What do I want to do to change my behaviour.

## **Stage 3**

Teacher in charge works through child's responses reinforcing:

- The facts of child's impact on class
- The importance of living out our motto 'Love one Another'
- The consequences of this behaviour.
- Ways of improving behaviour.

## **Step 4**

After time out student returns to class

## **Step 5**

Teacher in charge meets with class teacher to review

- Patterns of child's behaviour
- Feedback from child interview and restorative process.
- Plan next steps
  - Notify parents
  - Behaviour Management Plan
    - Contract
    - Red Green Amber

# **SUSPENSION OF STUDENT FROM CLASS/PLAYGROUND**

**Context 2: High Range Incident Placing Teacher, Students at risk**  
(Playground/Classroom)  
Eg Abusive/Violent behaviour

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## **Step 1**

Teacher in charge notified.

- In a case where student is compliant – student is removed from class or playground
- In a case where student is not compliant – class teacher removes all students from classroom. Teacher in charge calls for assistance and student is removed.
- Teacher in charge attempt to calm student.
- Teacher in charge notifies parent and child is removed from school.
  - Parish Priest is notified.
  - Head of Service is notified.

## **Step 2**

Teacher in charge meets with Class Teacher

- T.I.C. assesses needs of class teacher.
- T.I.C. and class teacher work with class to explain situation and council students.

## **Step 3**

T.I.C. and Class teacher meet with Parents.

- Outline facts.
- Investigate possible reasons why event took place.
- Support Parents.
- Set out Individual Plan.
  - Counselling
  - Behaviour Contract
  - Consequences for Positive/ Negative Behaviour
  - Connect with appropriate Specialists.

## **Step 4**

Student Returns to School

- Return to school interview (Student, Parents, C.T., T.I.C.)
- Student Welcomed (New day, New Start)
- T.I.C. outlines plan and outcome i.e. the successful re-introduction to school and class life).
- Student is invited to speak to meeting outlining:
  - Their hopes
  - Future Actions

(If a child has been hurt in this incident Restorative Justice interview takes place.).

# PLAYGROUND EXPECTATIONS

<u>TEACHERS</u>	<u>STUDENTS</u>
<p><u>BEFORE SCHOOL</u></p> <ul style="list-style-type: none"> <li>• Duty commences at 8.30 with the 3 teachers in in front of FK DLC</li> <li>• Primary Quad teacher moves across to Quad with primary students</li> <li>• Infants Quad teacher moves across to Quad with infants students</li> <li>• Teachers move around Quads</li> <li>• No students to enter buildings before school</li> <li>• Rover moves between both Quads and supervises students</li> <li>• Watch for students using toilets as play area</li> <li>• Students need to stay in designated areas</li> </ul>	<p><u>BEFORE SCHOOL</u></p> <ul style="list-style-type: none"> <li>• All students to remain seated in front of FK DLC before 8.30</li> <li>• Bags to be kept with students before 8.30 not placed on lines in Primary Quad</li> <li>• No running games only handball to be played</li> <li>• Students stay in designated areas</li> </ul>
<p><u>ASSEMBLY</u></p> <ul style="list-style-type: none"> <li>• Teachers to be at assembly at 9.00, 11.30 and 1.30</li> <li>• Make sure students remain seated till told to move by teacher on microphone</li> <li>• Teacher on microphone settle students then instruct teachers to move to classrooms</li> <li>• Teacher on microphone waits till all classes have moved before going to class (if waiting for extended period of time notify office)</li> </ul>	<p><u>ASSEMBLY</u></p> <ul style="list-style-type: none"> <li>• Music - settle and sit quietly</li> <li>• Wait for instructions from teacher on microphone or class teacher</li> </ul>
<p><u>RECESS / LUNCH PRIMARY and INFANTS QUADS</u></p> <ul style="list-style-type: none"> <li>• All teachers on duty supervise while students have 5 minutes eating time at Recess</li> <li>• Teacher on Quad announces when to move to put rubbish in bins and when to meet teachers to move to back playgrounds</li> <li>• Teacher moves around Quad areas using microphones to remind students to pick up rubbish and to go to the toilet before the bell</li> <li>• Teacher begins to settle students supported by other teachers on duty when music begins</li> <li>• No students allowed into buildings during Recess and Lunch except to do bins at Lunchtime</li> <li>• Make sure doors to buildings are shut</li> <li>• Only handball allowed to be played on Quads</li> <li>• All other ball games are to be done on back playgrounds</li> <li>• Teachers are to follow Playground flowchart for students who don't follow instructions</li> <li>• Students stay in own designated areas</li> <li>• Students should be seated and settled by the second bell</li> </ul>	<p><u>RECESS / LUNCH PRIMARY and INFANTS QUADS STUDENTS:</u></p> <ul style="list-style-type: none"> <li>• Students sit to finish eating until teacher tells them to move</li> <li>• Students play on Quads with handballs only</li> <li>• Sitting and walking games only</li> <li>• Balls are not to be thrown up onto shade cover, across playground or against walls</li> <li>• Students are not to play in or around toilets, on ramps, railings and in gardens</li> <li>• Students need to stay in own area and follow teacher's instructions for assembly</li> <li>• Students need to put all rubbish in bins</li> <li>• Students can only go to Office if they have a blue or red card from teacher on duty</li> <li>• No Hat therefore play in the shade under the Quad</li> <li>• Students need to look after their own belongings</li> </ul>

# PLAYGROUND EXPECTATIONS

<u>TEACHERS</u>	<u>STUDENTS</u>
<p><u>RECESS / LUNCH PRIMARY and INFANTS PLAYGROUND</u></p> <ul style="list-style-type: none"> <li>• All teachers on duty supervise 5 minutes eating time at Recess</li> <li>• Ensure all students are sitting to eat. Only move to bins when told by teacher</li> <li>• Move students to playground after eating time</li> <li>• Move around entire playground area</li> <li>• Use Megaphone and or whistle to move students back to Quad</li> <li>• Students play in Grade areas</li> <li>• <b>Commence</b> to bring students back to Quad at 11.20 for Recess and 1.20 for Lunch</li> <li>• Enforce No hat therefore play in the shade under the Quad</li> <li>• Support teacher on Quad for assembly</li> </ul>	<p><u>RECESS / LUNCH PRIMARY and INFANTS PLAYGROUND STUDENTS:</u></p> <ul style="list-style-type: none"> <li>• Students sit for 5 minutes eating time at Recess will only move when told by teachers to put rubbish in bin</li> <li>• No food allowed on playgrounds</li> <li>• Students need to wear hats on the way to playgrounds</li> <li>• Shoes must be worn on playgrounds</li> <li>• Move from playground as soon as teacher blows whistle or uses megaphone</li> <li>• Go to the toilet before going to playground and as soon as coming back</li> <li>• Students are to move quickly along the pathway to the playground rather than hanging around behind buildings</li> <li>• Infants students move to playground behind teacher in two lines as they cross the Primary Quad</li> <li>• Students can only go to Office if they have a blue or red card from teacher on duty</li> </ul>
<p><u>ROVER</u></p> <ul style="list-style-type: none"> <li>• Area includes Year 2 bubblers, Infants toilets, Canteen and Student Foyer and is expected to move along the pathway that leads from the Primary Quad to the Primary Playground</li> <li>• Assist Infants Playground teacher to keep Infant students on grassed area</li> <li>• Use of megaphone may help with giving directions</li> <li>• Watch for students using toilets as play area</li> <li>• Students need to stay in designated areas</li> <li>• When back on Quad move students out of toilets after first bell</li> </ul>	<p><u>ROVER</u></p> <ul style="list-style-type: none"> <li>• Students are not to leave Primary Quad with food</li> <li>• Hats to be worn not carried</li> <li>• Primary students not to cut through grassed area</li> <li>• Infants students not allowed to go back and forth to the Quad</li> <li>• Students can only go to Office if they have a blue or red card from teacher on duty</li> <li>• Students should use toilets only for appropriate reasons</li> <li>• Students do not need to continually visit Student Foyer. Need to check for notes only at the end of Lunch</li> <li>• Students should check that bubblers and taps are turned off</li> <li>• Students should not wet their head, hair, hats or uniform</li> </ul>
<p><u>WAITERS</u></p> <ul style="list-style-type: none"> <li>• Students sit in front of FKDLC</li> <li>• Use the microphone to keep students seated</li> <li>• Students are not to eat or play while waiting</li> <li>• Take students to office or designated area for that day at 3.30 and inform teacher in charge</li> </ul>	<p><u>WAITERS</u></p> <ul style="list-style-type: none"> <li>• Primary students will walk over to FKDLC escorted by their teachers in two lines</li> <li>• Students should sit while waiting</li> <li>• Students should not eat or play while waiting</li> <li>• Students should let teacher know when they are leaving by signal or telling teacher</li> </ul>

# PLAYGROUND EXPECTATIONS

<u>TEACHERS</u>	<u>STUDENTS</u>
<p><u>WALKERS</u></p> <ul style="list-style-type: none"> <li>Teachers walk students to crossings and supervise crossing</li> <li>Class teachers need to make sure infants students who walk go to designated places</li> </ul>	<p><u>WALKERS</u></p> <ul style="list-style-type: none"> <li>Reservoir Road walkers wait at Student Foyer</li> <li>Orwell Street walkers wait at Cross in Primary Quad</li> <li>All students who walk home or who walk to be picked up eg at the Church go to designated area when instructed</li> <li>Walk with teacher to crossing and cross when instructed</li> </ul>
<p><u>WET WEATHER CLASSROOMS</u></p> <ul style="list-style-type: none"> <li>Principal / Assistant Principal will announce wet weather duty (if possible try to give at least 5 to 10 minutes notice)</li> <li>Teachers need to be back to change over at designated time (to be negotiated between teachers) Please be punctual when returning to class</li> <li>Students sit at desks to eat when finished eating they can find activities to do which are quiet</li> <li>Teachers should position themselves in the doorways between the classes not at their desk</li> <li>Computers can be used at the discretion of the teacher but intranet only no internet and no printing</li> <li>Teachers must be vigilant in allowing toilet and canteen usage and how long students are out of the room</li> <li>No infants students need to go to canteen as canteen baskets are bought around to classes</li> <li>Students should go to canteen and toilet with a partner</li> <li>Classes need to be combined if there are no connecting doors</li> <li>Teachers need to check corridors are clear of children</li> <li>Teachers to settle class a few minutes before bell as would do at assembly</li> </ul>	<p><u>WET WEATHER CLASSROOMS</u></p> <ul style="list-style-type: none"> <li>Students sit at desks to eat</li> <li>Students stay in own classroom and play quiet games</li> <li>No ball games, no running games or playing in the corridor</li> <li>Students must ask permission before going to the canteen or toilet</li> <li>Make sure all rubbish is placed in bins</li> </ul>
<p><u>WET WEATHER AREAS</u></p> <ul style="list-style-type: none"> <li>K and Yr 1 – Infants Quad Teacher</li> <li>Yr 2 – Infants Playground Teacher</li> <li>Yrs 3 and 4 – Primary Quad Teacher</li> <li>Yrs 5 and 6 – Primary Playground Teacher</li> <li>Rover moves between the two Quads</li> <li>Teachers move students to areas after 5 minutes eating at Recess</li> <li>Take megaphone and bum bag</li> <li>Teachers need to commence to bring students back to Quads at 11.20 at Recess and 1.20 at Lunch</li> <li>All teachers supervise Quad and toilets once students are back</li> <li>Infants playground teacher brings Yr 2 back to Infants Quad</li> <li>Teachers on Quads call students to assemble with teachers to go to designated areas</li> </ul>	<p><u>WET WEATHER AREAS</u></p> <ul style="list-style-type: none"> <li>K and Yr 1 – Infants Quad</li> <li>Yr 2 – Outside Year 2 demountables</li> <li>Yrs 3 and 4 – Primary Quad</li> <li>Yrs 5 and 6 – Nagle Basketball Court</li> <li>Students need to stay in designated areas</li> <li>Students play handball only on Primary Quad</li> <li>No ball games in the Yr 2 area</li> <li>Teacher on microphone will call students to assemble with teachers to go to designated areas</li> <li>Students can only go to Office if they have a blue or red card from teacher on duty</li> </ul>