

CLEMTON PARK PUBLIC SCHOOL



Student Welfare Policy

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Rationale:

Student Welfare at Clemton Park PS is prioritised to ensure that there is:

- consistent effective learning and teaching (K-6);
- a positive school climate with good discipline and
- widespread community participation.

Our aim at all times is to understand the needs of individuals and to provide a supportive learning environment that enhances the academic and social development of all students, regardless of age, gender, cultural background or ability. As a NSW Public School, we at Clemton Park ensure that we uphold the principles of equity and social justice espoused in the DET Student Welfare policy (1996):

https://www.det.nsw.edu.au/policies/student_serv/student_welfare/stude_welf/PD20020052.shtml?level=Schools

We also understand that positive Student Welfare practices are inextricably linked to student achievement in all Key Learning Areas and base our policy on the successful embedding of the three dimensions of the NSW Quality Teaching Framework into classroom practice (K-6). These dimensions are:

- Intellectual Quality
- Quality Learning environment
- Significance

Further information about the NSW Quality Teaching model can be found at:

<http://www.curriculumsupport.education.nsw.gov.au/qualityteach/index.htm>

All members of the Clemton Park PS community believe wholeheartedly in a common set of values which are embedded in all aspects of our Student Welfare Policy, as well as in curriculum programs and extracurricular activities. These values are listed below and are based on both Federal and State government initiatives to make Values education an integral part of daily education in our school:

(The Values will be INSERTED here on the day of our Values Forum 26/9/07)

For additional information about Values Education, please visit the following websites:

<http://www.valueseducation.edu.au/values/>

https://www.det.nsw.edu.au/policies/student_serv/student_welfare/valu_scool/PD20050131.shtml?level=Schools&query=values

Student Welfare at Clemton Park PS is based on the principles of RESTORATIVE PRACTICE and the premise that these principles foster healthy behaviours and stronger relationships. Thus, the Restorative Practice Checklist is utilised as a means of creating a positive school culture; of accepting responsibility for our actions and moving forward on our educational journey in a unified manner owned by all community members.

Restorative Practice is defined at Clemton Park PS as: *“the catalyst to help educators reflect upon & clarify existing practice, particularly around assumptions, beliefs & values & in turn leads to a change in practice & school culture”* (O’Connell, T, Doppler, L & Oliver, L: Stories, Experiences & Learning from the Adelaide, South West Metro District’s Restorative Journey, 2007).

The Restorative Practice Checklist is documented below:

- Is my practice: ~ respectful? ~ fair?
- Does my practice focus on: ~repairing harm? ~restoring or building relationships?
- Does my practice promote: ~empathy (reflection, insight & learning?)
~responsibility & accountability?
~likelihood of positive behavioural change?

Restorative Practice at our school is dependent on the consistent use of Restorative Questions techniques by students, staff, parents & wider community members. These questions are detailed below:

When Things Go Wrong	When Someone Has Been Hurt
<ul style="list-style-type: none"> • What happened? • What were you thinking of at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What do you think you need to do to make things right? 	<ul style="list-style-type: none"> • What did you think when you realised what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

The questions are based on the *Real Justice/Safer Safer Schools* work of Terry O’Connell. For more information, visit www.realjustice.org

Student Welfare at Clemton Park PS encompasses a number of different policies which are documented in detail separately. These school policies are:

- The Discipline & Award Policy – based on The Core Rules for Student in NSW Government Schools & including the Procedures for the Suspension & Expulsion of School Students

https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml?level=Schools&categories=Schools%7CStudent+administration%7CDiscipline+%26+behaviour
https://www.det.nsw.edu.au/policies/student_serv/discipline/susp_expul/PD20020014.shtml

- The School Attendance Policy
- The Mobile Phone Policy
- The School Uniform Policy
- The W, H & S Policy
- The Use of Technology Policy
- The Anti-bullying Policy based on the Ant-bullying Plan for Schools

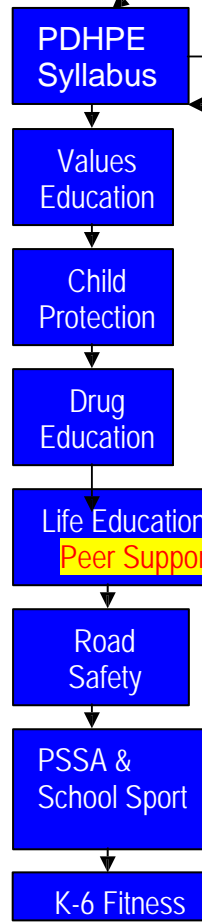
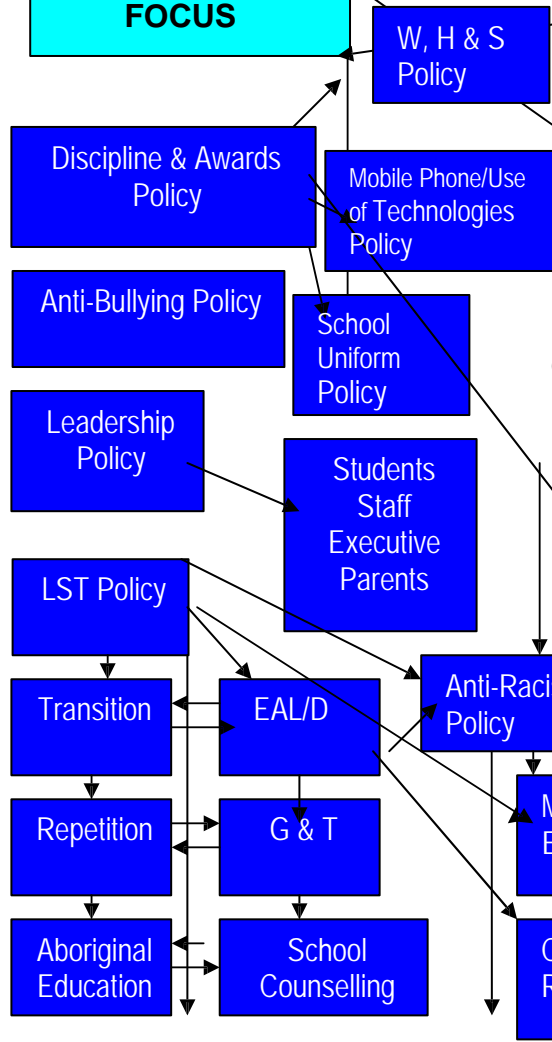
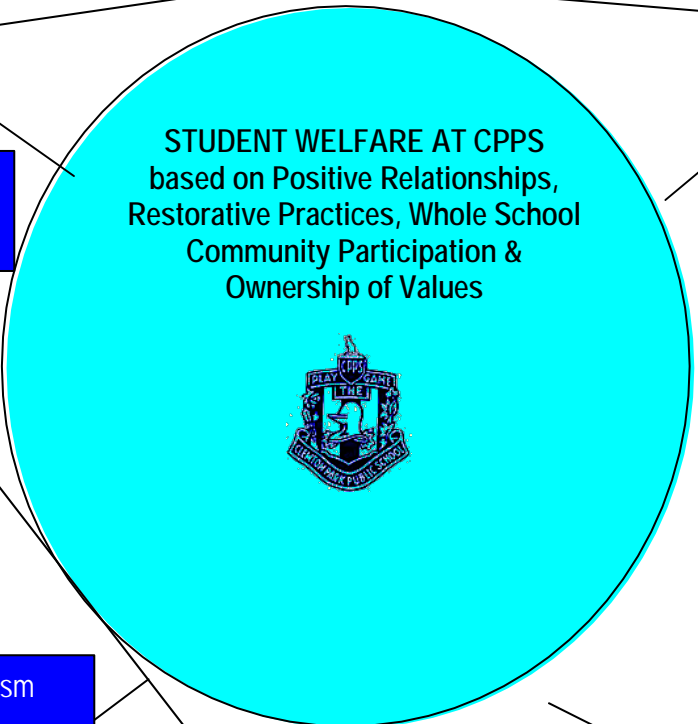
https://www.det.nsw.edu.au/policies/student_serv/discipline/anti_bully/PD20040050.shtml?level=Schools&categories=Schools%7CWellbeing%7CBehaviour+%26+discipline

- The Leadership Policy
- The Learning Support Team Policy
- The School Counselling Policy
- The Repetition Policy
- The Transition Policy
- The Gifted & Talented Policy
- The Cultural Diversity & Community Relations Policy
- The Multicultural Education in Schools Policy
- The Aboriginal Education Policy
- The English as a Second Language Policy
- The Anti-Racism Policy

It is our belief at Clemton Park PS that Student Welfare is integrated into classroom practice through specific curriculum execution in the COGS units of work for each Stage and also through explicit teaching of the PDHPE syllabus. Such teaching and learning occurs consistently for all students K-6 through the implementation of an odd/even year Scope & Sequence cycle. The chart on the next page explains the intricacies of Student Welfare at Clemton Park PS in detail.

STUDENT WELFARE FOCUS

CURRICULUM FOCUS



COGS Units??

