Principles

*Our expectations of good discipline are underpinned by the following principles:*

- A commitment to learning
- Respect for other individuals and their property
- Courtesy to other students, to teachers and to community members
- Respect for teachers
- Rejection of violence, discrimination, harassment, bullying or intimidation
- Safety within the school environs and at all school activities
- Rights of students to expect courtesy, fairness, respect and excellence in teaching
- Adherence to the school uniform dress code
- Acceptance by parents and caregivers of the shared responsibility for student discipline
- Rejection of weapons and/or illegal drugs
- Compliance by students with all school values, expectations and the school Discipline and Welfare Policy

Positive Behaviour for Success (PBS)

The school community is participating in a program that encourages student positive behaviour habits in the playground, assembly areas, hall, corridors, classrooms and basement areas. The Universal Systems and Secondary Systems and Classroom Systems section of the program have been completed and are ongoing. This PBS project will be ongoing with staff training in the Tertiary Systems still to be completed. The values that the school has adopted for this project are: **Responsible, Respectful, Safe Learners.**

Our School Values

Our school follows the Positive Behaviour for Success (PBS) program. As a school community we have embraced the values of Responsible, Respectful, Safe Learners.

*(The school PBS matrix that outlines the expected behaviours in all school settings under each of the values can be found at Appendix B)*

School Pledge

Today is a new day!

I will act in a safe and healthy way.

I will respect the rights of others.

I will treat all property with respect.

I will take responsibility for my learning and behaviour.

Today I will be the best me I can be!

School Organisation

*(The routine of school organization is outlined Appendix A)*

Strategies To Promote Good Discipline And Effective Learning

*Effective discipline will be enhanced in our school through the following programs;*

- The provision of a balanced and interesting curriculum to meet the needs of all students and
fostering success for each child.

- Explicit teaching of positive behavioural expectations (PBS) in all school settings.
- The provision of life skills through the Key Learning Areas of Personal Development, Health and Physical Education, including Drug Education, Road Safety, Anti-Bullying and Child Protection Education.
- The provisions of programs and activities which promote leadership, communication and social skills, including:
  - Election of school captains, vice-captains and house captains
  - The Student Representative Council
  - Opportunities for school captains and vice-captains to attend leadership conferences
  - Year 6 leadership day for all Year 6 students
  - Peer Support (Doing Things Together Day)
  - Buddy Classes
  - Social Skills Development
- The provision of effective support personnel and programs such as:
  - School Counsellor
  - Specialist Support teachers (English as a Second language, Learning and Support, Reading Recovery)
  - Regional support (Assistant Principal Learning Support, Special Units)

Common Non-verbal Cues for the Whole School to Learn

<table>
<thead>
<tr>
<th>Hand straight up</th>
<th>Do the Five (look, listen, lips, legs and lap)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finger to lip</td>
<td>quiet</td>
</tr>
<tr>
<td>One hand on top of the other</td>
<td>no touching</td>
</tr>
<tr>
<td>Hand in front of body with palm facing out</td>
<td>stop, do not disturb</td>
</tr>
<tr>
<td>Crossed arms (in an X shape)</td>
<td>No</td>
</tr>
</tbody>
</table>

Practices Designed To Recognise And Reinforce Student Achievement

The acknowledgement of children’s efforts, achievements, attitudes and behaviour are fundamental to effective and positive discipline. This can be achieved through a smile, thumbs up, high five, verbal praise, peer acknowledgement (e.g. applause, comments, encouragement), stickers, written comments, positive feelings and enhanced positive self-image as well as a specific rewards system.

Reward System

The three-tiered reward system is linked to the school values - Responsible, Respectful, Safe Learners; and is written into the school’s Student Welfare and Behaviour Policy. The tiers are designed to ensure that all students, regardless of skill or ability have the potential to be publicly acknowledged and recognised for sustained academic effort and positive behaviour.

Students at Wollongong West Public School are expected to act according to the schools positive...
behaviour matrix. Self-discipline in playground behaviour and classroom work habits will be rewarded through the school’s reward system and additional merit certificates.

Students at Wollongong West Public School follow the school values and expectations. They cooperate with others, are helpful, try to work well with teachers and other students. They respect the rights of others. Students who consistently demonstrate the school values - Responsible, Respectful, Safe Learners, are awarded ‘WOWW’ tickets, Values Awards and finally Bronze, Silver or Gold Awards in the form of a certificate. Students are acknowledged for their excellent behaviour choices by participating in a ‘Reward Day’ treat that is held once the target has been reached.

**Tier 1: Free and Frequent - WOWW tickets**

**Tier 2: Intermittent - Values Awards**

**Tier 3: Strong and Long – Whole School Award**

In addition, all students/classes can earn:

- Principal Awards
- Encouragement Awards
- Sporting Awards
- Presentation Assembly Awards
- Environmental Award
- Class of the Week Award
- Attendance Award

**Please Note**

Students who choose to deliberately disregard school/class values and expectations will be placed on an appropriate behaviour program – e.g. monitoring book. This may result in some privileges being withheld until the student has completed the program.

*(The Award System is described further in Appendix C)*

**Strategies For Dealing With Unacceptable Behaviour**

**Playground**

In the playground the consequences for unacceptable behaviour are:

- reminder by duty teacher
- timeout with duty teacher (walking with the teacher)
- when a serious incident occurs the teacher completes an online behaviour notification
- executive interviews student/s
- executive decides what the consequence of the behaviour will be
- if an offence is serious (e.g. violent) it may lead to immediate action by executive staff

**Classroom**

In the classroom, the consequences for unacceptable behaviour are:

- Level 1: Class value/s reminder
- Level 2: Individual value/s reminder
- Level 3: Modification (e.g. change seat)
Level 4: Time out in class

Level 5: Time in buddy class – Sentral Behaviour Referral

Level 6: Executive intervention

If an offence is serious (e.g. violent) it may lead to immediate action by executive staff.

(Unacceptable Behaviours are described in Appendix D)
School Routine

Before School
- Children will arrive between 8.30am and 9.00am.
- Parents must drop children off outside the school in designated street parking or use the 2 minute drop off zone.
- Children must enter through the gate and move along the path, not along the driveway.
- Children are to stay in the bottom playground area and not enter the school buildings unless given permission by a teacher.
- This time is for quiet play. Running is not permitted. Handball is allowed.
- On the bell at 8.57 am, children are to move to the assembly area and line up quietly.
- All children are to be in assembly lines by the second bell at 9.00 am.
- Children arriving after assembly will require a late slip from the office.

Wet Weather
- K - 2 students eat their lunch/recess in the front COLA area and Primary to use the hall COLA.
- Students with money to purchase items from the canteen, or with orders, are to go to the canteen at the beginning of lunch or recess and then make their way to the appropriate eating area.
- Timetabled duty teachers will be on duty for wet weather.
- 2nd half lunch, 3 - 6 students and assembly area duty teachers in the hall and COLA area, K - 2 students to the library supervised by canteen area duty teacher. Oval duty teacher to supervise the basement/canteen/toilets area.
- At the end of the break non-duty teachers are to arrive promptly to collect their class.

Recess And Lunch
- Lunch will be from 11.00am -11.35am.
- Recess will be from 1.20pm – 1.55pm.
- Children sit down in the designated COLA areas for 15 minutes to eat their lunch or recess.
- Children will be permitted to leave the area once it is clean.
- Children will be permitted to play on the eastern playground when the duty teacher is present.
- Children will be permitted to play on the fixed equipment when the duty teacher is present.
- Children will be permitted to play on the top oval when the duty teacher is present.
- A warning bell will ring at 11.32am at lunch to remind children to get a drink, go to the toilet, move to the assembly area and line up quietly.
- All children should be lined up and settled by the second bell at 11.35am and teachers present.
- A warning bell will ring at 1.57pm at recess to remind children to get a drink, go to the toilet, move to the assembly area and line up quietly by the second bell at 2.00pm and teachers present.

After School
- Children should leave the grounds at 3.00pm. No games are to be played.
- The fixed equipment is out of bounds after school.
- Children and parents/carers that leave via Phillips Avenue must use the school path and not the driveway.
- Children leaving by car must be picked up by parents on the school side of Phillips Ave and escorted across the crossing if the car is parked on the opposite side of the road.
- Children crossing Crown St must wait for the duty teacher to collect them from the Eastern Crown St entrance.

Bus
Children catching a bus on Crown St must wait for the duty teacher at the eastern Crown Street entrance. Children catching a bus from the southern side of Crown St will be escorted across Crown St by the duty teacher, along with students who cross to walk home. The duty teacher will supervise bus students until the students depart.
- Children who catch the bus on the school side of Crown St must wait at the bus stop until their bus arrives. Duty teacher will monitor their behaviour from the southern bus stop.
- Bus student/s on the non-school side of Crown St will be supervised by the duty teacher until their bus arrives.
- Children must be seated while waiting to catch the bus.
- Children are not permitted to go to the shop before they board the bus.
<table>
<thead>
<tr>
<th>Setting</th>
<th>Responsible</th>
<th>Respectful</th>
<th>Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASEMENT/COLA</td>
<td>putting my rubbish in the bin</td>
<td>demonstrating eating etiquette. using my partner voice. listening when the teacher is speaking leaving with permission</td>
<td>sitting still walking</td>
</tr>
<tr>
<td>TOILETS</td>
<td>using the facilities correctly</td>
<td>using water sparingly respecting the privacy of others</td>
<td>remembering to wash my hands walking</td>
</tr>
<tr>
<td>PLAYGROUND</td>
<td>putting my rubbish in the bin wearing my hat reporting a problem behaviour using equipment correctly</td>
<td>playing fairly speaking politely to others maintaining personal space keeping my hands and feet to myself</td>
<td>playing safely in the right place at the right time walking on the concrete and softfall using the crossing correctly</td>
</tr>
<tr>
<td>QUIET AREA</td>
<td>playing quietly using the games / toys correctly</td>
<td>respecting the privacy of others allowing others to play quietly</td>
<td>walking on the paths sitting on the platform</td>
</tr>
<tr>
<td>OUSIDE ASSEMBLY</td>
<td>walking quietly and quickly to lines arriving on time leaving silently</td>
<td>looking at the speaker listening to the speaker</td>
<td>walking sitting correctly</td>
</tr>
<tr>
<td>FOOTPATH &amp; CHILDREN’S CROSSING</td>
<td>accompanying the teacher at the beginning of playtime</td>
<td>waiting for the teacher at the beginning of playtime</td>
<td>using the footpath to enter and leave the school using the crossing correctly</td>
</tr>
<tr>
<td>CORRIDORS &amp; STAIRS</td>
<td>caring for my belongings carrying my belongings only eating in the basement</td>
<td>respecting the belongings of others walking quietly</td>
<td>in the right place at the right time walking on the left holding the hand-railing</td>
</tr>
<tr>
<td>HALL ASSEMBLY</td>
<td>entering and leaving quietly entering and leaving in line</td>
<td>sitting silently. listening with my whole body standing correctly while I sing the National Anthem appreciating the efforts of others</td>
<td>sitting still keeping my hands and feet to myself</td>
</tr>
<tr>
<td>BUS</td>
<td>standing to the side of the gate by 3.05pm</td>
<td>allowing the public to enter or leave the bus before I do standing to the side of the footpath to allow pedestrians to pass</td>
<td>walking across the road with the teacher standing away from the kerb</td>
</tr>
<tr>
<td>POOL</td>
<td>changing my clothes quickly and quietly using the bathroom facilities correctly</td>
<td>listening to the swimming instructor listening to my teacher</td>
<td>walking following the pool rules entering and exiting the pool using the ladder</td>
</tr>
<tr>
<td>ALL SETTINGS</td>
<td>I will be responsible for my learning and behaviour in all areas of the school and when representing the school. I will work to the best of my ability at all times.</td>
<td>I will be respectful to all students, staff and visitors.</td>
<td>I will behave safely in everything I do.</td>
</tr>
</tbody>
</table>
The Award System

Tier 1:
WOWW tickets
(Free & Frequent)

- Teachers hand out ‘WOWWs’ to students for displaying expected behaviours (e.g., walking sensibly, good listening, playing nicely). Students write their name on the WOWW ticket and enter it in the class draw box. Each class has their own WOWW box.
- Teachers will regularly draw out WOWW tickets for student/s to receive a class reward/prize.
- Following the draw the class WOWW box is emptied and given to the class responsible for collecting and counting all the WOWW tickets. These go towards a whole school reward. Once the reward display is filled and the target number has been reached, the entire school receives the reward determined by the SRC at the beginning of each school year.

Tier 2:
Values Awards
(Intermittent)

- All students can earn VALUE AWARDS for consistently demonstrating the schools values: Responsible, Respectful, Safe Learners.
- Value Awards are to be kept in the provided pocket holder.
- As students accumulate these awards they receive BRONZE, SILVER and GOLD AWARDS. These will be given out at fortnightly assemblies as they are achieved.
  - 3 of each value (12 in total) = Bronze award
  - 4 of each value (16 in total) = Silver award
  - 5 of each value (20 in total) = Gold award

Tier 3:
Whole School Award
(Strong & Long)

All students are able to attend the end of term (or as the target is reached) rewards event. This reward and the target number of WOWW tickets to achieve each award is determined by the SRC at the beginning of each school year. The reward can be different for each term.

Assembly Awards

<table>
<thead>
<tr>
<th>Class Merit Certificates</th>
<th>Certificates - 2 per class per assembly.</th>
<th>selected by class teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Awards</td>
<td>Certificates – 4 per assembly, 2 each of Principal Award and Encouragement Award</td>
<td>selected by principal</td>
</tr>
<tr>
<td>Environmental Award</td>
<td>Perpetual Trophy and Certificate</td>
<td>awarded by assembly presenters for: clean corridors and classrooms, recycling, fans, air conditioners and lights</td>
</tr>
<tr>
<td>Class of the Assembly Award</td>
<td>Certificate</td>
<td>awarded by secret teacher for: class with best overall behaviour during assembly</td>
</tr>
</tbody>
</table>

Sporting Awards

- Present at suitable fortnightly assemblies.

<table>
<thead>
<tr>
<th>School Sports Carnivals</th>
<th>Certificates to Placegetters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Swimming</td>
</tr>
<tr>
<td></td>
<td>• Cross Country</td>
</tr>
<tr>
<td></td>
<td>• Athletics</td>
</tr>
</tbody>
</table>
### The Award System – cont.

<table>
<thead>
<tr>
<th><strong>Annual Awards</strong></th>
<th><strong>Individual Awards</strong></th>
<th><strong>Education System</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Presented at the Annual Presentation Assembly - December</td>
<td>Medallion and certificate – K - 6</td>
<td>Academic Achievement (2 per class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classroom Effort (2 per class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Citizenship (1 per class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Library (1 per class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information Technology (1 per class)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Class Awards</strong></th>
<th><strong>Kindergarten Graduation Certificate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 6 Graduation Folder Presented at the Year 6 Farewell Dinner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Special Awards</strong></th>
<th><strong>Certificates</strong></th>
<th><strong>Education System</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ESL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LST</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Recovery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SRC 100% Attendance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sport Awards</strong></th>
<th><strong>Medallions / Trophies</strong></th>
<th><strong>Education System</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Champion House</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual Medallions girls/boys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior (10 &amp; under)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11’s,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior (12 &amp; over)</td>
</tr>
</tbody>
</table>

### School Awards

<table>
<thead>
<tr>
<th><strong>Citizen of the Year Trophy</strong></th>
<th><strong>Criteria</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership qualities</td>
</tr>
<tr>
<td></td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Contribution to school spirit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sportsperson of the Year Trophy</strong></th>
<th><strong>Criteria</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School performance</td>
</tr>
<tr>
<td></td>
<td>School, District, Area and State representation</td>
</tr>
<tr>
<td></td>
<td>Sportsmanship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Arts Award Trophy</strong></th>
<th><strong>Criteria</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellence in drama, dance, music or art achievement in and out of school</td>
</tr>
</tbody>
</table>
## Strategies for Dealing with Unacceptable Behaviours

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Unacceptable Behaviours</th>
<th>Procedure</th>
</tr>
</thead>
</table>
| Incident Record | • Aggressive and/or disrespectful language (e.g. swearing)  
• Third request to comply to a warning  
• Out of bounds – including corridor without teachers’ permission  
• Persistent rough play – e.g. wrestling  
• Spitting  
• Misbehaviour in timeout area or refusal to go  
• Violence  
• Disobedient/back answering/insolent to teacher/lying  
• Failure to meet repeated requests/non-compliance  
• Bullying: teasing/serious harassment/serious name calling  
• Trying to ask/demand food/money/belongings from others  
• Vandalism/graffiti – of school, own or others’ property  
• Theft  
• Misbehaviour at bus stop/not waiting for crossing teacher when unaccompanied  
• Out of school grounds without permission  
• Threatening use of a utensil as a weapon e.g. sticks, rocks, etc. | • Supervising teacher to complete online behaviour notification.  
• Executive notified and will deal with it at their discretion.  
• Executive to decide if parents to be notified. |
| • Student placed on a Monitoring Book | • Repeated unacceptable behaviours (as above)  
• When the behaviour is serious enough (as deemed by the Student Welfare Officer) to warrant placement. | • Parents are to be notified by letter and/or phone.  
• A JOSI book or monitoring book may be used to assist the student. |
| • Short Suspension | • Continued disobedience  
• Aggressive behaviour | • The incident needs to be brought to the attention of the Principal and Executive.  
• Record the incident online and include witnesses.  
• The process will then be in the hands of the Executive and/or Principal.  
• A formal disciplinary interview must be held with the student.  
• A suspension resolution meeting is held with the parents, student, executive and class teacher before the student can return to school.  
• On return to school the student is placed on a Behaviour Monitoring Book.  
• Goals and length of time are to be negotiated. |
| • Long Suspension | • Physical violence  
• Use or possession of a prohibited weapon, firearm or knife  
• Possession, supply or use of a suspected illegal substance  
• Serious criminal behaviour related to the school  
• Use of an implement as a weapon  
• Persistent or serious misbehaviour | • The incident needs to be brought to the attention of the Principal and Executive.  
• Record the incident online and include witnesses.  
• The process will then be in the hands of the Executive and/or Principal.  
• A formal disciplinary interview must be held with the student.  
• A suspension resolution meeting is held with the parents, student, executive and class teacher before the student can return to school.  
• On return to school the student is placed on a Behaviour Monitoring Book.  
• Goals and length of time are to be negotiated. |

These rules apply at school, sports carnivals, sporting events, on excursions, at the bus stop and at crossing duty.
### WOLLONGONG WEST PUBLIC SCHOOL

Student Welfare Outline

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBS</td>
<td>PBS</td>
<td>PBS</td>
<td>PBS</td>
<td>PBS</td>
</tr>
<tr>
<td>Anti-Bullying Program</td>
<td>Anti-Bullying Visiting Performance</td>
<td>Child Protection</td>
<td>Drug Education</td>
<td>Road Safety Education</td>
</tr>
<tr>
<td>Anti-Bullying Visiting Performance</td>
<td>Leadership Day – Year 6 By end of term</td>
<td>Life Education Van</td>
<td>Captains and Vice Captains voting</td>
<td></td>
</tr>
<tr>
<td>SRC Elected and sworn in</td>
<td>SRC Elected and sworn in – by end of Week 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PBS</td>
<td>PBS</td>
<td>PBS</td>
<td>PBS</td>
</tr>
</tbody>
</table>

### Student Welfare & Discipline Policy

Appendix E
### WOLLONGONG WEST PUBLIC SCHOOL

**‘Values’ Awards**

<table>
<thead>
<tr>
<th><strong>I value being Responsible</strong></th>
<th><strong>I value being Respectful</strong></th>
<th><strong>I value being Safe</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ______________________</td>
<td>Name: ______________________</td>
<td>Name: ______________________</td>
</tr>
<tr>
<td>Date: ______________________</td>
<td>Date: ______________________</td>
<td>Date: ______________________</td>
</tr>
<tr>
<td>Staff Member: ____________</td>
<td>Staff Member: ____________</td>
<td>Staff Member: ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I value Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ______________</td>
</tr>
<tr>
<td>Date: ______________</td>
</tr>
<tr>
<td>Staff Member: ________</td>
</tr>
</tbody>
</table>