

Maryland Public School



Student Wellbeing Strategy 2020

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1.0 Contextual Statement

Maryland Public School celebrated its 25th birthday in 2017 and has a proud tradition of building positive, constructive relationships with students, caregivers and the broader community. We currently have an enrolment of 411 students including 8.5% identifying as Aboriginal and 14% from language backgrounds other than English.

Maryland Public School currently hosts seventeen mainstream classes, a selective entry Opportunity Class for gifted and talented students as well as two classes for students with increased support needs. MPS is located in a residential zone between Wallsend and Minmi and draws on a vibrant, family orientated and involved local community. The school is an integral part of the Wallsend Community of Schools, with strong links to Callaghan College Wallsend and the broader Callaghan Education Pathway.

Our community values the variety and depth of learning activities and initiatives available to our students. Our vision statement, “Every child, every opportunity, every day”, is strongly endorsed and supported by the school community.

Staff at MPS are committed to providing quality teaching and learning opportunities. Our effective student wellbeing programs ensure students are supported in a secure educational environment. Our highly motivated Parents & Citizens committees contribute greatly and continue to support our school. At Maryland Public School we aim to ensure our students develop 'Skills for Life'.

This strategy was developed by a team of teachers and executives to provide information on student wellbeing and outline the processes and expectations of student behaviour. It was written in conjunction with the Wellbeing Framework for Schools and policies from the New South Wales Department of Education. The strategy was reviewed by parents and members of the community at P and C meetings. The strategy is also made available on the school website.

1.1 Core PBL Values

Our School Rules are made in the context of the wider Department of Education Core Rules and our School Community

Mission Statement

At Maryland Public School

We expect positive behaviour and commitment to learning through the teaching of skills and values

EXPECTED BEHAVIOURS

Safety

Maryland Students act in a safe and fair way at all times

- Use equipment safely
- Walk in designated areas
- Right place - Right time
- Follow instructions
- Hands and feet to yourself

Excellence

Maryland students strive to do their best at all times

- Be your best
- Take pride in yourself, your work and your school
- Keep trying when it's hard
- Be resilient

Respect

Maryland Students respect themselves, others and the environment

- Be polite
- Be considerate
- Ask permission
- Care for ourselves, others and our environment

Responsibility

Maryland students take responsibility for their actions

- On time - Every time
- Make good choices
- Be organised
- Follow school routines

2.0 Wellbeing

Wellbeing is subjective to each individual and can be described as the quality of a person's life which combines feeling good and functioning well (Department of Education and Communities, 2015). Wellbeing needs to be considered across several domains including cognitive, emotional, social, physical and spiritual wellbeing.

Cognitive wellbeing is associated with achievement and success. It includes how information is processed and how judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.

Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.

Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.

Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.

Spiritual wellbeing relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes the beliefs, values and ethics we hold.

At Maryland Public School these domains are addressed through programs such as Peer Support, PBL, Assembly Awards, Social Skills programs and Scripture. By educating our students through these programs we are able to promote a positive wellbeing system.

At Maryland Public School we endeavour to provide a positive, happy and safe learning environment in which all students apply themselves to learning and develop positive social behaviours and problem solving skills. In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. In doing so, students will become active and positive contributors to the society in which they live.

2.1 Teaching and Learning

At Maryland Public School staff consider aspects of and factors contributing to wellbeing in the delivery of teaching and learning. Students are provided with opportunities to connect, succeed and thrive in relevance to their stages of learning and development. Our whole school approach to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing of all students.

Positive Behaviour for Learning (PBL):

Positive Behaviour for Learning, known as PBL is an evidence-based whole school systems approach that:

- addresses the diverse academic and social needs of every student to support them to be successful.
- supports students in Early Stage One through to Year Six.
- enables our school to establish a continuum of support that is intensified to meet the needs of every student.
- is team driven, using a problem solving approach (data, systems and practices) that engages students, parents and all school staff.
- establishes positive social expectations for all in the school community.
- provides a framework for our school and its community to collectively support the wellbeing of every student.

When implemented:

- students respond positively as they have been taught what is expected of them
- staff deliver consistent responses to student learning and behaviour.
- students feel safe and cared for at school. Their parents, family and community are more involved in their school.
- unproductive and challenging behaviour can be significantly reduced for most students.

Peer Support:

The Peer Support Program provides a fun and engaging environment for young people to address social issues. Modules are designed to equip children with skills to deal proactively with life experiences.⁶ The Peer Support Program promotes wellbeing, which encourages positive relationships, connectedness and a sense of responsibility.

Rock and Water:

The Rock & Water program is an experience that provides young people and adults a pathway to self-awareness, and increased self-confidence and social functioning.

Each participant of the Rock & Water program undergoes a journey of self-awareness as they learn about responding to life with either a "rock" or a "water" attitude. The use of symbolism is central to the success of the Rock & Water program and the reason why young people are drawn to the program.

The program is an excellent tool to support young people in finding their grounding, learning how to centre oneself and learning how to self manage in social settings. Topics covered in the program include: intuition, body language, mental strength, empathic feeling, positive feeling, positive thinking and positive visualizing. Discussion topics include bullying, sexual harassment, homophobia, life goals, desires and following an inner compass.

Drumbeat:

Drumbeat is an evidence-based program that has been very successful in promoting teamwork, improving social skills and increasing self-confidence. Drumbeat is a fun program which also looks at a range of issues that impact on relationships, including bullying, peer-pressure, dealing with emotions and risk taking. The program aims to increase participants' understanding of the factors that help establish good and healthy relationships with others and to promote cooperation and a sense of belonging within community. Drumbeat shows beneficial outcomes across a range of social measures. The program applies social learning theory and cognitive behavioural theory to deliver a range of therapeutic and social emotional learning outcomes including emotional regulation, increased self-esteem and sense of belonging and improved emotional regulation and skills to promote healthy relationships.

It combines a cognitive process with group drumming, students will explore self and social topics, practising life skills to develop resilience. Through the process of drumming students will address issues relating to managing emotions, Identifying strengths and weaknesses, exploring your identity, tolerance and valuing diversity, risk taking, bullying and social responsibility.

Scripture:

Scripture has been a regular part of the public education system in NSW for over 130 years. It is taught by authorised church leaders and volunteers from churches in the local community.

Non denominational Christian instruction is taught to classes on a fortnightly basis. Islamic instruction is also available on the day. Unless notified in writing by parents or carers, all students participate in scripture.



2.2 Learning and Support

Maryland Public School endeavours to integrate comprehensive strategies to meet the holistic needs of all students to ensure successful outcomes are met in a context of quality teaching and learning. The school implements various programming techniques to cater to the individual student.

Individual Learning Plans (IEP's):

These are educational programs to address individual learning/behavioural/social/physical needs of a student.

These;

- be age appropriate, holistic in its approach, flexible and future orientated
- consider key long-term goals that reflect learning outcomes in social, academic and life skills development
- establish short-term goals that will lead sequentially to the achievement of long-term goals
- ensure that the goals are measurable, achievable, supported and time-framed
- clearly articulate individual and shared responsibilities
- contain a record of important decisions, actions, student behaviour and progress
- be a useful transition tool
- be reviewed as regularly as needed.

Personalised Learning Plans (PLP's - Aboriginal and Torres Strait Islander students / GoalHub):

These are developed in consultation with the student, parents/carers and teachers, to identify, organise and apply personal approaches to learning and engagement for Aboriginal and Torres Strait Islander students. Goals include cultural, educational and social or sporting pathways unique to the student and can be implemented as short or long term goals.

Learning and Support Teacher(s) Teacher (LaST):

Students should be provided with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. The learning and support teacher will:

- work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs whether these be extension needs or learning difficulties and identify these specific learning and support needs
- plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer

- provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.
- provide professional specialist advice, support and mentoring to classroom teachers on: - how best to cater for the diverse learning needs in their classrooms, and how to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- provide professional specialist advice and assistance about students with additional learning needs to the school's learning and support team
- assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.

School Learning Support Officers (SLSO's):

School learning support officers work under the direction and supervision of the classroom teacher. They provide assistance to students with disability and additional learning and support needs enrolled in special schools, specialist support classes in regular schools and regular classes. They can provide assistance with:

- school routines
- classroom activities, and
- the care and management of students with disability and additional learning and support needs.

Anti-Racism Contact Officer (ARCO):

As part of the department's commitment to anti-racism each school has an Anti-Racism Contact Officer (ARCO). The role of the ARCO is to:

- receive the suggestion, complaint or allegation regarding racism
- assist the complainant to write the complaint, if required
- advise the complainant of their rights and the process to be followed in lodging a complaint

School Counsellor:

School counsellors are qualified teachers who have a degree in psychology and post graduate qualifications in school counselling.

- They complement and enhance the work of teachers by:
- strengthening schools' student welfare provisions, and
- providing psychological assessments of students with specific needs.

Aboriginal Education Leader:

This role is specific to the Aboriginal Education Policy where strategies are implemented to achieve outcomes for Aboriginal and non-Aboriginal students; increasing knowledge and understanding of Aboriginal histories and culture. Classes at Maryland Public School explore, firsthand, the varied extent of Australian Aboriginal culture through weekly classroom lessons supported and informed by our Aboriginal Education Leader.

Learning and Support Team Referral Process:

When teachers suspect potential learning problems or are concerned over pupil progress in any area including academics, behavioural or social, they will form a learning support team and convene a meeting to address these issues. Learning support teams involve the parents, the teacher and often other specialist Department of Education staff such as counsellors or support teachers. The idea behind a learning support team is to clearly communicate and discuss all issues and generate a cohesive and achievable plan to address student learning and maximise achievement. We prefer to make these decisions in full consultation with parents where possible. Parents/carers may also arrange for a learning and support meeting if they have any concerns over their child's academic, behavioural or social progress.

The process is as follows:

- Teachers identify potential learning, behavioural or social concerns and place a learning and support team referral in. Contact is also made with parents and carers.
- The learning and support team will then meet to discuss concerns and any strategies that may already be in place for the student.
- The learning and support team will then jointly construct a cohesive plan to assist the student
- The learning and support team will continue to meet and advise on future interventions and pathways for the student and teacher. This may include referral and consultation with school counsellor and/or the referral to other non-departmental staff.

Parents/carers may also arrange for a learning and support meeting if they have any concerns over their child's academic, behavioural or social progress.

2.3 Professional Practice

At Maryland Public School;

- All staff undertake mandatory training to comply with legislative and policy requirements;
Anaphylaxis e-learning every 2 years, Recognition and management of Anaphylaxis annually, CPR annually, e-Emergency Care every 3 years, WHS Induction for Employees - once for all new employees, Provide First Aid training - every 3 years for nominated First Aid Officers, School Communities Working Together - annual refresher for Principal, Executive and School Counsellor.
- Professional Learning is linked to the needs of the students, teachers, school and the system;
As outlined in the School Plan, professional learning is aligned specifically with school strategic directions and personal staff goals identified in Professional Development Plans (PDPs).
- Professional Learning is developed and provided by school executive, staff with specific expertise, external DoE staff and service providers / contractors. Professional Learning meetings are held every Wednesday afternoon 3.15pm - 4.15pm. Staff may also attend training courses off site as required.

2.4 Effective Leadership

At Maryland Public School, 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.
- encourages an atmosphere which allows students to achieve their personal best while learning together.
- provides support in programs related to student behaviour and attendance.
takes appropriate and immediate action in situations where serious student behaviour concerns occur.
- supports all staff in the management of student behaviour.
- ensures procedural fairness.
- provides and support access to ongoing professional learning for staff.

Assistant Principals:

- provide leadership and direction within their stages and across the school.
- encourage a school climate conducive to providing the ultimate in a student's physical, psychological, emotional and educational welfare.
- 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.
- assist in the establishment of a safe, healthy, clean school environment.
- 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.
- 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.

Teachers:

- demonstrate professionalism and commitment to teaching.
- develop and maintains effective classroom management practices.
- model and explicitly teaches desired student behaviours.
- encourage students to attend school every day.
- promote the wearing of school uniform.
- respect students' rights to courtesy, fairness and respect.
- utilise appropriate practices when conflict arises.
- support other staff through frequent and clear communication.
- prepare and implements individual plans for students needing additional support.
- implement the school's Student Wellbeing Strategy.

Students:

- demonstrate the four school values across all areas of the school.
- strive for the highest personal achievement.
- deserve the trust of others, is truthful and honest.
- show understanding and kindness to others.
- work helpfully with other people in a team or at play.
- honour rules, regulations and the rights of others.
- treat everyone fairly.
- display resilience.



2.5 Acknowledging and Rewarding Student Achievement

This section outlines the achievement system used at Maryland Public School, identifies examples of positive behaviours that may be rewarded and how they are acknowledged throughout the school. Students collect Maryland Merits (Grey Cards) and Gold cards to work towards achieving levels within their stage. Each stage has two years to achieve their Award for Excellence, though Early Stage 1 has one year.

The emphasis is on recognising the positive strategies used by students in social, academic, cultural and sporting success rather than the collection of cards.

Grey cards (Maryland Merits)

Grey cards are presented to students in class. These cards are awarded for demonstrating our four school values of Respect, Responsibility, Safety and Excellence.

Gold cards

Gold Cards are presented to students at stage assemblies every second week. Students receive gold cards for positive strategies used in social, academic, cultural or sporting excellence. Gold cards are the equivalent of two grey cards.

Bronze Certificates

Students collect grey and gold cards throughout the year to reach their Bronze Certificate.

Early Stage 1 7 Maryland Merits	Stage 1 15 Maryland Merits	Stage 2 15 Maryland Merits	Stage 3 15 Maryland Merits
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Silver Certificates

Students collect grey and gold cards throughout the year to reach their Silver Certificate

Early Stage 1 15 Maryland Merits	Stage 1 30 Maryland Merits	Stage 2 30 Maryland Merits	Stage 3 30 Maryland Merits
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Award for Excellence

Students collect grey and gold cards throughout the year to reach their Award for Excellence. Depending on stage level, students also receive a prize to accompany their certificate and are invited to attend the Principal's picnic.

Early Stage 1 25 Maryland Merits + Congratulations Certificate	Stage 1 50 Maryland Merits + Certificate and School Badge	Stage 2 50 Maryland Merits + Certificate and Pen	Stage 3 50 Maryland Merits + Certificate and Medallion
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Principal's Picnic

Students on attaining their Award for Excellence will be invited to attend the Principal's picnic. This occurs each year in Term 4.

Stage Attainments

Stage	Bronze Certificate	Silver Certificate	Award for Excellence
ES1	7 Maryland Merits	15 Maryland Merits	25=Congratulations Certificate
Stage 1	15 Maryland Merits	30 Maryland Merits	50=School Badge and P&C Certificate
Stage 2	15 Maryland Merits	30 Maryland Merits	50=Certificate and Pen
Stage 3	15 Maryland Merits	30 Maryland Merits	50=Honour student Certificate and Medallion

Assemblies

Our school holds assemblies each Friday at 2.00pm. At these assemblies, messages of general interest are given, items are performed and children's efforts recognised with merit and achievement awards. Whole School Assemblies are held twice a term where major awards are presented. Parents are most welcome to attend these assemblies.

A short timetable and communication assembly is held on Monday at 9.00am (K-6) and stage assemblies are held as needed for messages and organisational information.

Presentation Day

Presentation Day is held in Term 4 each year. Students from each class are recognised for their excellence in all areas of the school. This includes academic awards, citizenship awards and Positive Behaviour for Learning (PBL) awards. This assembly also acknowledges students who will receive special awards including Sportsperson of the year, Dux, leadership, encouragement and awards for creative and performing arts.

Landy's

Landy's are handed to students in any activities they participate in outside of the classroom including assemblies, recess and lunch. Landy's are placed into a raffle and four Landy's are drawn out at Monday morning assembly. Students who are drawn out of the raffle receive a \$2 canteen voucher.

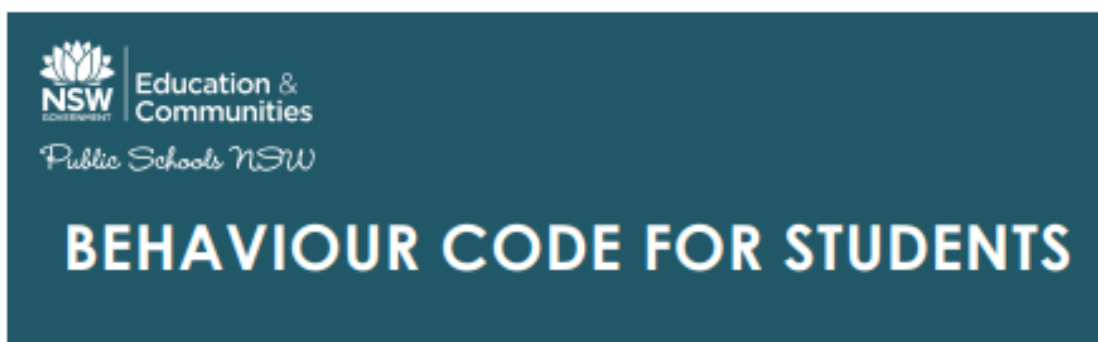
Attendance Awards

Attendance awards are presented at whole school assemblies. Student's receive attendance awards for 100% attendance each term.

3.0 Student Behaviour and Discipline

3.1 NSW Government Schools Discipline Policy

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.



In NSW public schools 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

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.

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 and Communities. 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

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education and Communities will back the authority and judgment of principals and school staff at the local level.

3.2 Behaviour Management

Positive Behaviour for Learning

Agreed Practices

Safety **Respect** **Excellence** **Responsibility**

All classroom management at Maryland will focus on maintaining positive classroom atmosphere. The PBL Excellence Ladder will be used in all classrooms.

PBL Excellence Ladder

Gold - Excellence - outstanding choices made during a session

Silver - Great Choices - great choices made during session

Green - Ready to Work - Start Point for all students

Yellow - Think - a reminder to improve choices being made

Orange - Make a Change - teacher makes a change to student's situation. Initiates a behavioural circuit breaker.

Red - Stop & Move - Student is sent to Buddy class for Long Time Out. **

**Further Detail in Classroom Management Flowchart

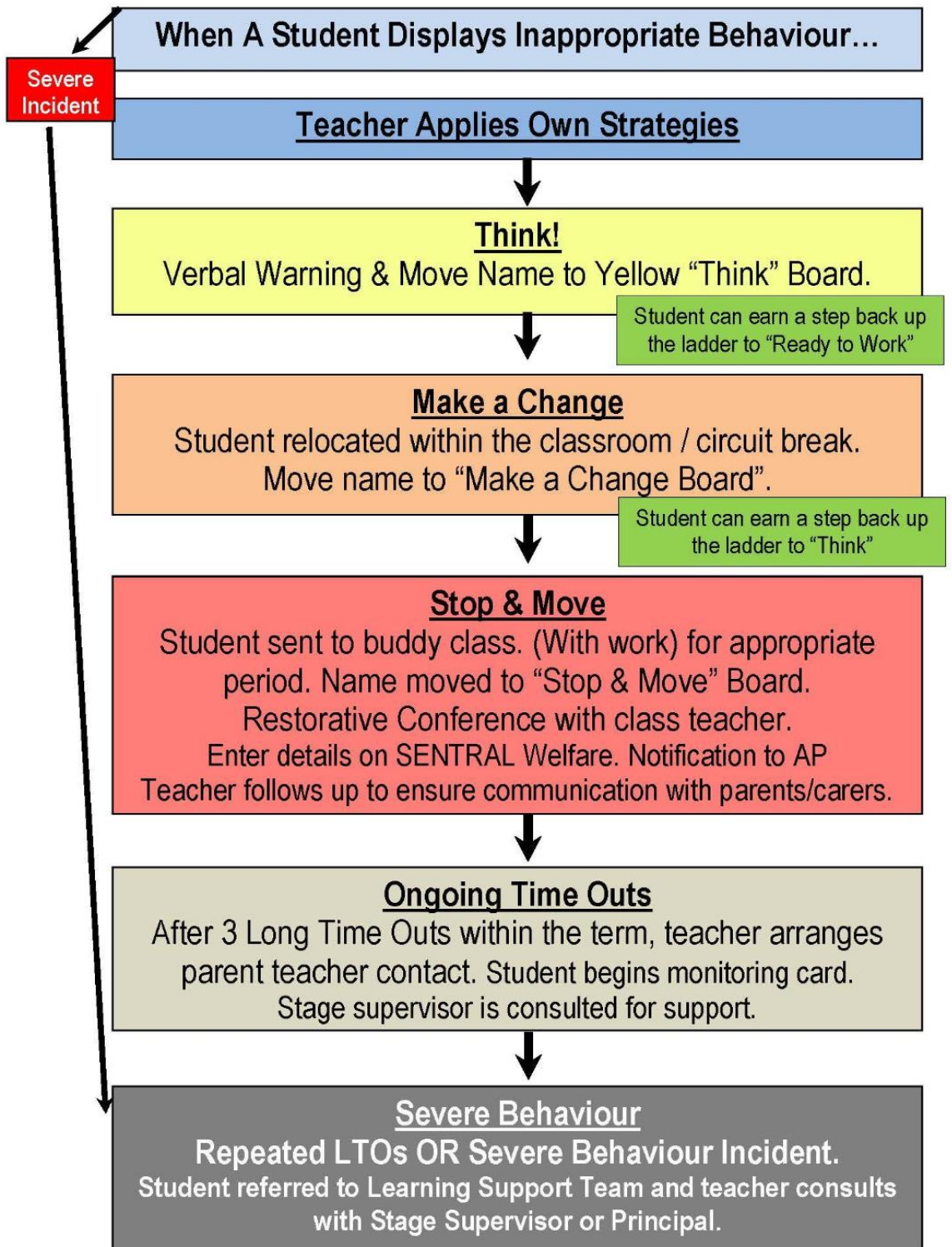
PBL Ladder Operation

1. All student's names begin the day on the "Ready to Work" board.
2. Teacher will apply informal strategies to address behaviour in first instance. Eg proximity measures, diversion/distraction, verbal reminder etc.
3. Student's name will move down if they continue to contravene school values.
4. Whenever a name is moved down, 3-5 names should be moved upward as a positive reinforcer for other students.
5. Students may earn their way back up the ladder from "Make a Change" (orange) or "Think" (yellow) if they make clear efforts to change their behaviour.
6. Long Time Out - When student reaches "Stop & Move" (red) they are moved to buddy class **with work** for an appropriate amount of time. 1st LTO would be 15-30 minutes dependent on age, developmental level and mood. Restorative conversation to be held with class teacher.
7. If they return to class before session concludes their name is put on "Make a Change" (orange).
8. All name markers are reset at the beginning of every session.
9. Teacher negotiates a 'reward' for reaching "Excellence" (gold). Could include point collection for Maryland Merit or like.

PBL Excellence Ladder

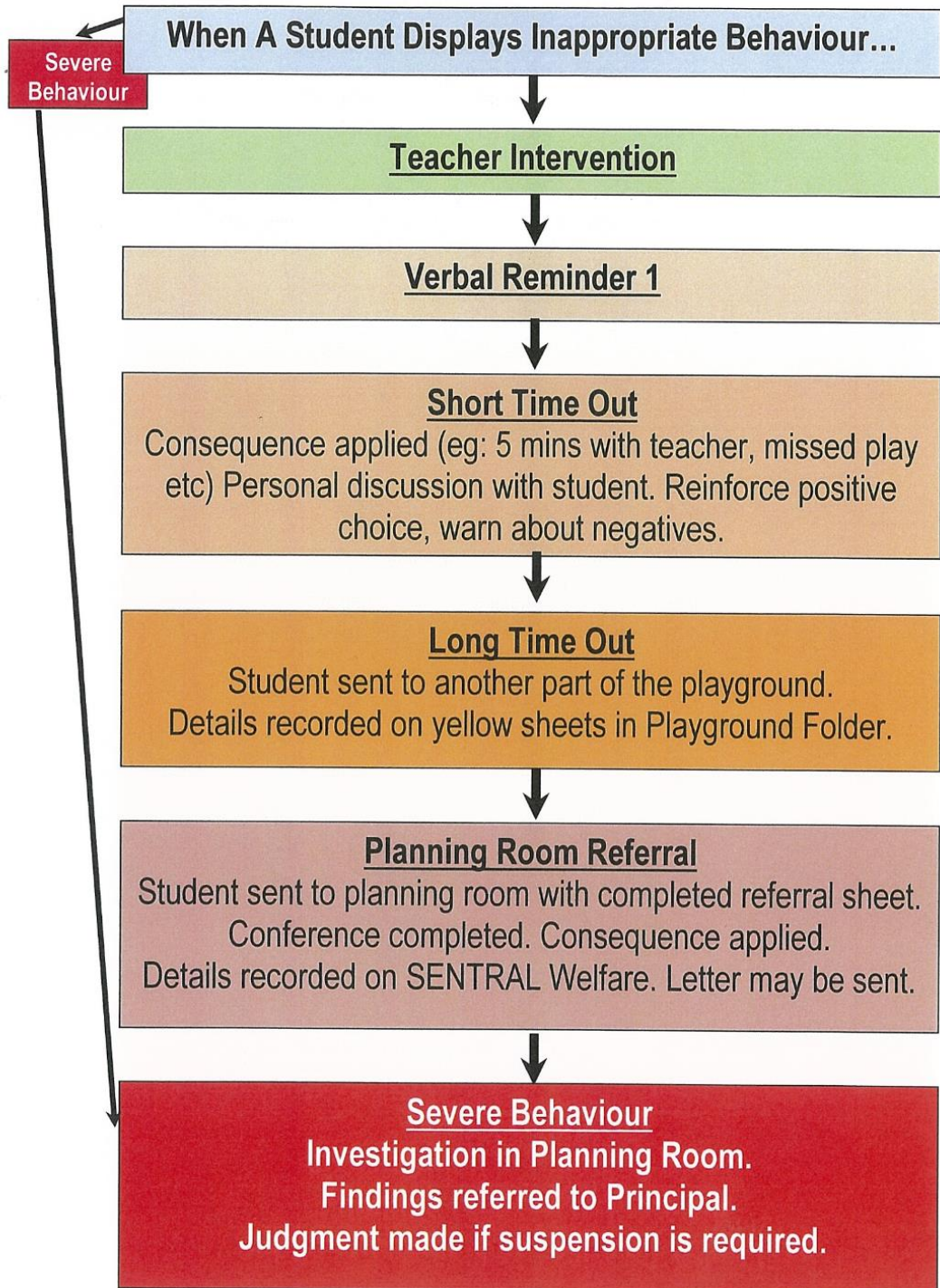


Classroom Management Flowchart



Playground Management Flowchart

(includes Excursion Incidents)



3.3 Anti-Bullying Plan

At Maryland Public School, we take a strong stand on bullying. Bullying can occur in any organisation and in any context. Our students receive dedicated anti-bullying lessons in class, at assemblies and through the teaching of our school values. Students are able to report incidents to a teacher at any time. Our School's discipline procedures provide strategies for both perpetrators and victims of bullying. Parents are encouraged to report concerns in this regard earlier rather than later.

NSW Department of Education

Maryland Public School Anti-bullying Plan 2020

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Maryland Public School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1. School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

11. Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
T2 W4	Cyber Safety addressed through PBL Lesson
T2 W10	Behaviour code for students revised in class through PBL Lesson
T3	Alternate PBL and Anti-Bullying Lessons throughout Term 3
TBA	National Day of Action Against Bullying and Violence- Recognition day

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
T2 W10	Behaviour code for students communicated to staff
T3 W1	School Wellbeing Strategy revised and communicated to all staff (including Anti-Bullying Plan)
TBA	Smiling Mind Mindfulness whole staff and school implementation

1.3. New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

All new staff members will participate in a Maryland School Induction session led by an executive staff member. This will include an overview of our Wellbeing practices and procedures. These are documented and provided to casual staff in casual folders. New permanent/ temporary teachers will also be provided these procedures in the Teaching Learning Handbook and Administration Handbook documents. An executive staff member speaks to new and casual staff when they enter on duty at the school. The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.

2. Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1. Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

☒ School Anti-bullying Plan ☒ NSW Anti-bullying website ☒ Behaviour Code for Students

2.2. Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topics
T2 W10	Student behaviour code communicated to parents via online platforms- What is bullying?
T3	Weekly PBL communication via online platforms
T4	Parents provided links to NSW Anti-Bullying website

3. Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- * PBL Weekly lessons and focus areas linked to school values
- * Fortnightly Anti-Bullying Lessons
- * Fortnightly Resilience lessons
- * Learning Support Team procedures and practises
- * Positive reward strategy (Landy's for whole school) and class systems
- * Wellbeing Strategy
- * Kinder buddy program
- * Explicit Social Skills Programs and structured play opportunities to promote social skills

Completed by: Kira Gleeson

Position: Assistant Principal

Signature:  Date: 02/06/20

Principal name: Annette Van Egmond

Signature:  Date: 2/6/2020

4.0 Maryland Public School Routines and Procedures

4.1 Playground Routines and Procedures

DAILY PROCEDURES

AT ALL TIMES

Students will:

- wait quietly for the class teachers in their designated area
- enter and leave classrooms/school in a safe and responsible way
- listen carefully to instructions and directions
- play safely
- stay in boundary areas
- be kind and respectful to others
- upon arrival at school mobile phones are to be handed into the office and collected at the end of the school day.

MORNING-

Students are encouraged to arrive at school after 8.30am. Students who arrive before 8.30am are to sit on seats at the Canteen covered area until directed by a supervising teacher.

8.30am - BELL

8.30am—Supervision of students begins.

- Lunches need to be ordered at the Canteen before 8.55am.
- Students may play sensibly and safely in designated areas. (See Map) No hat, play under covered COLA areas.
- All bikes / scooters are walked from front and back gates and locked in the bike racks located near the Administration Block.
- Tennis balls only may be used.

8.55am - Prompting BELL

- Students may visit toilet/wash hands before moving quietly to assembly areas.

9.00am- BELL

- Bell signals beginning of learning time- All staff and students are at lines ready for class.

MONDAY - Whole School Assembly in Hall at 9-00am (on hold due to COVID-19 restrictions)

IN WET WEATHER - Students directed to stay in designated areas until otherwise directed by supervising teachers.

LATE ARRIVALS - Students arriving late for school need to collect a “late arrival slip” from the office, these slips are required to be signed by a parent/carer. Partial absences are recorded.

9.15a.m

- All school gates other than pedestrian access at John T. Bell drive will be locked until 2.30pm

RECESS-

10.50am - 11.30am (including 10 mins designated eating time)

- All students dismissed from class and walk to designated areas to eat their recess. When finished eating, teachers will dismiss students to play in Areas A, B or C.
- Rubbish **MUST** go in garbage bins.
- Tennis balls only may be used.

11.25am - Prompting BELL

- Students may visit toilet/wash hands before moving quietly to assembly areas.

11.35am - BELL

- Bell signals beginning of learning time- All staff and students are at lines ready for class.

LUNCH-

1.15 - 1.30pm Eating Time

- All students **SIT** under designated stage areas supervised by class teacher and RFF staff.

Lunch Orders: Students who have ordered lunches may proceed to canteen for direct collection.

1.30pm - Play Time

- Students put all food scraps and papers in the bins as they are dismissed. Lunch area is to be left clean.
- Unfinished lunches to be eaten before moving to play.
- Students may line up for the canteen.
- Students are directed to walk to the playing areas. **NO** tackling, tripping or rough physical contact is permitted.
- Students may borrow sports equipment from the Sports leaders on designated days.
- Areas C and parts of B may be closed at the discretion of the teacher on duty due to weather conditions. Students in Area C are not to play beyond set boundaries.
- Students are required to wear a school hat in areas not covered by a COLA.

1.55pm - Prompting Bell

- Students may visit toilet/wash hands before moving quietly to assembly areas.

2.00pm - BELL

- Bell signals beginning of learning time- All staff and students are at lines ready for class.

Lunch Time Options for Students

Library: Quiet area for indoor activities.

Students line up at library door and remain under the supervision of the teacher until 1.55pm.

Games Room: Students line up at 5/6BB classroom and remain under the supervision of the teacher until 1.55pm.

Computer Room: Students line up at computer room door and remain under the supervision of the teacher until 1.55pm.

1.55pm - Prompting Bell

- Equipment returned.
- Students may visit toilet/wash hands before moving quietly to assembly areas.

2.00pm

- Bell signals beginning of learning time- All staff and students are at lines ready for class.
- Playground bags returned to side foyer.

DISMISSAL-

3.00pm- HOME BELL

- Students are dismissed and immediately leave the school grounds via the front or back gate.
- Students may not use the equipment on the school grounds at this time, unless under direct supervision of a parent. Students will be asked to leave the equipment area if they are unsupervised.
- Staff assist with supervision of walkways.
- NO student is to leave the school grounds before 3.00pm without an 'early departure slip' provided to caregiver collecting the child by the Office. The 'departure slip' is then handed to the teacher as the child is collected.
- Students riding bikes or scooters home are to leave via John T. Bell Drive gate with helmets on and secured.

PLAYGROUND PROCEDURES

ACCESS TO ADMINISTRATION BUILDING AND CLASSROOMS

Students require an Indoor Pass to enter the Administration Building after commencement of their school day. NO student is to go to Sick Bay without a pass (except in an emergency). Passes are available from class teachers, and supervising teachers on playground duty.

WET WEATHER

Advice will be sent prior to break for classes to remain in their rooms with wet weather buddy teachers sharing duty time.

If in playground, students are to return to stage assembly areas in an orderly manner and wait for teachers.

HATS

- Students not wearing a school hat in playground are directed to play under a COLA.

TRAVEL TO AND FROM SCHOOL

- The school provides Road Safety education through the PDHPE Scope and Sequence. In support of this, children and caregivers are asked to adhere to the following guidelines.

CAR AND PEDESTRIAN (Non Supervised)

- Non Supervised students are required to travel directly to and from school.
- Parents / caregivers are to park in designated areas and use supervised crossings only.
- **DO NOT** call children across the road.
- **DO NOT** park in **STAFF CAR PARK** and **SERVICE ENTRY**. **DO NOT** walk children through this area. **Please use** front and back gates to access school.

BICYCLES / SAFETY ON WHEELS

The school recommends that students riding bicycles and scooters to school without adult supervision meet the following prerequisites:

- the rider is of appropriate age (we recommend Stage 2 and above)
- the rider has a roadworthy bicycle or scooter
- the rider wears an approved safety helmet
- the rider has demonstrated (to parents satisfaction) their ability to ride in a safe and responsible manner
- the rider has a safe route to and from school
- the rider has an appropriate lock for bike / scooter

Students who do ride to school are required to obey the following rules:

- enter and exit via John T. Bell Drive gates
- store and secure bicycles / scooters in the racks provided
- wear an approved safety helmet
- walk bicycles / scooters in the school grounds
- do not interfere with other student's bicycles / scooters

Bikes, scooters, skateboards and rollerblades are not permitted to be used on school grounds due to Occupational Health and Safety Requirements.

BUS

It is expected that all Maryland Public School students follow the **Code of Conduct** (www.transport.nsw.gov.au/ssts/student) set by Ministry of Transport whilst travelling to and from school by bus.

- Students travelling on the bus will line up at designated area.
- Staff supervise bus lines from Boundary Road departure point.
- Supervising teachers ensure all students are seated before bus departs.

UNIFORM

The school community has determined that students are expected to wear the approved school uniform in a respectful and responsible manner. Comprehensive details of uniform requirements can be found on our school website, the uniform shop or from our school office.

- Make-up is not considered to be part of school uniform.
- For occupational, health and safety reasons, only the following items of jewellery may be worn...small studs or sleeper earrings, signet rings and watches.
- Parents may be contacted if school uniform becomes an issue.



4.2 Parents/Caregivers and Visitors on School Property

Code of Conduct

The Parents, Carers and Visitors Code of Conduct has been developed in accordance with the New South Wales Department of Education guidelines and ensures that everyone who visits the school site is able to do so in a safe and harmonious manner and ensures that students, staff, parents, carers and other visitors are not subjected to aggressive, hostile or violent behaviours. The purpose of this Code of Conduct is to set out the standards of behaviour expected of those who visit the school and to detail the necessary procedures that will help solve issues as soon as possible so that a safe and harmonious school environment is maintained.

General Principles

It is expected that parents/carers and visitors may need to approach the school in order to:

- discuss the progress, engagement or well-being of their child.
- enquire about school policy and practice.
- engage with in-school/excursion activities e.g. class/year groups assistance with reading/numeracy; P.E. etc, following an invitation/enquiry for assistance from staff.
- convey information about change of address, custody details, health issues etc.
- express concern about actions of staff.

Code of Conduct for Parents/Carers and Visitors

All parents/carers and visitors are expected to:

- treat all persons associated with the school with respect and courtesy.
- ensure their child/children are punctual to class everyday.
- enter the school grounds wearing neat-casual clothing and footwear that conforms to generally acceptable minimum dress code standards required at most public venues.
- vacate the school grounds once classes commence.
- sign in for a visitor's pass from the office if assisting in class, canteen, the library, computer room etc.
- direct their child to the play area monitored by duty teacher as students are under the supervision of staff if waiting in the school grounds until classes commence.
- monitor all pre-school children who must stay with the accompanying adult at all times (this includes any school special event such as Open Days and P&C organised events).
- make mutually convenient appointments to obtain an interview with school staff. Teachers and visiting staff are not available during teaching time.
- allow staff to supervise and manage students without interference.
- discuss issues or concerns about the school, staff, other parents or students through the correct school procedures.
- follow school procedures governing entry and behaviour on school grounds, including any restrictions that may be imposed.

Procedures for Volunteer Helpers

Throughout the school year, teachers need volunteers to assist in classrooms, school programs, performing arts, P&C initiatives (e.g. Mother's Day Stall) and/or other school initiatives. Parents/carers and other volunteers assisting with school activities do so on the understanding that:

- teachers are responsible for the programs operating within the classroom and/or school.
- teachers have the ultimate responsibility for students under their care for the duration of their time at school.
- they support the sensitivity and confidentiality of all students.
- their conduct and manners should at all times be acceptable and an appropriate model for all students.
- smoking is not permitted on school grounds or within 4 metres of a pedestrian entrance or exit. Volunteers also need to refrain from smoking in the presence or sight of students.
- they must not have consumed alcohol prior to working with students.
- they should sign themselves in and out in the attendance folder at Maryland Public School's front office when participating in school activities.
- they wear a SCHOOL VISITOR lanyard as identification whilst assisting students.
- they have completed and signed the "Working with Children Check" including the Prohibited Persons Declaration, available at the office, before undertaking any volunteer/student assistance at the school in the first instance.
- they report safety concerns, injuries or emergencies to a member of staff.
- they minimise noise or disruption to classes whilst on school grounds.



Confidentiality is of primary importance.

All parents/carers volunteers are not to discuss any information they obtain at school with anybody, other than classroom teachers or the Principal. Any parent/carer or volunteer not fulfilling these requirements may be excluded from the volunteer program.

Non-scheduled Visits to the School

If you find it necessary to enter the school building without an appointment, all parents, carers and visitors must follow these procedures:

- immediately report to the office.
- if it is necessary for you to visit your child's classroom, please sign-in at the front office and collect a visitor's lanyard.
- if you are not wearing a visitor's lanyard, the teacher will direct you to the office.
- upon completion of your business, you must return to the office where you are to record your exit time and return your visitor's lanyard.
- if it is necessary for you to pick up your child/children outside of normal morning and afternoon bell times, please sign in/out at the front office and take this with you to the class teacher when collecting your child/children.
- The above "non-appointment" procedures exist to ensure the safety of all children as well as the security of the staff and school property. We would not expect you to follow these procedures when dropping off/picking up students at the usual morning and afternoon designated bell times, for the duration of special school events such as "Grandparents Day", attending special assemblies, or during parent/teacher interviews. During these times, staff will be expecting to encounter parents/carers in certain parts of the school grounds.

Please Note:

At no time should any parent, carer or visitor directly approach another person's child.

This includes speaking to another person's child within the boundaries of the school grounds, in sight of the school grounds as they are approaching or leaving school and/or on school buses transporting students to or from the school grounds.

The Principal, school executive and staff will deal with any school-related issues in sight of the school grounds, as they are approaching or leaving school and/or on school buses transporting students to or from the school grounds, as part of the school's wellbeing strategy.

Any person contravening this Code of Conduct is advised that the provisions of the Inclosed Lands Protection Act (1901) and its Amendments will be followed if any of the following occur:

- actual physical assaults or threatened physical assaults on students, staff, parents or community members at the school or during the course of school activities.
- behaviour in the presence of students, staff, parents or other visitors to the school that causes alarm or concern to the students, staff, parents or other visitors.
- use of offensive language (i.e. swearing) in the presence of students, staff, parents or other visitors to the school.
- any interruption to the learning environment of the school such as entering classrooms without permission.

Under the terms of the act, the Principal and/or their nominee have the legal authority to:

- direct the person to immediately leave the grounds.
- call the police to remove the person should they refuse.
- withdraw future permission (by letter) for the person to enter the grounds without permission of the Principal.

The Crimes Amendment (School Protection) Act can be applied if any of the following offences under the act occur:

- assault, stalking, harassment or intimidation of staff or students on school property without causing bodily harm.
- assault, stalking, harassment or intimidation of staff or students entering or leaving school property for the purposes of school work or duty.
- assault staff or students on school property causing actual bodily harm.
- wounding or inflicting grievous bodily harm on staff or students on school property or when entering or leaving school property.

Under the terms of the act, police have the legal authority to charge a person with a crime carrying penalties of imprisonment.

Your cooperation is sought and greatly appreciated, so that we all maintain a safe, harmonious and happy learning environment for every student and staff member at Maryland Public School.

4.3 Bring Your Own Device (BYOD) Policy and User Agreement

BYOD - Bring Your Own Device Maryland Public School Policy and User Agreement

All Stage 2 and 3 students will have the opportunity to 'Bring their Own Device' this year. This is **NOT mandatory**. Students may bring a tablet or laptop device provided it complies with attached requirements.

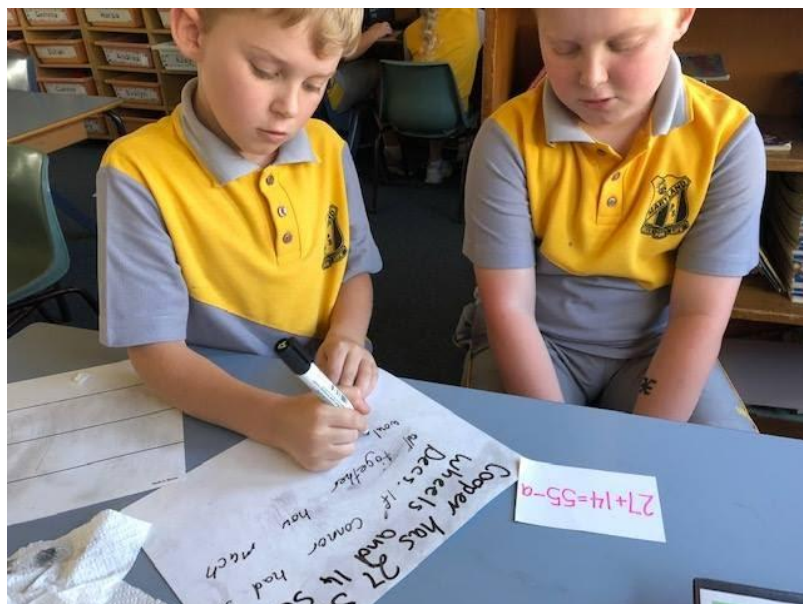
1. Devices may now be brought to school by students in year 5-6 after a copy of this policy has been signed and dated by the parent, class teacher and student. These devices may then be used only at the discretion of the class teacher for activities linked to class learning programs. Permission, if granted, will be for the current school year only and does not necessarily transfer to future school years. This policy will be reviewed as necessary in collaboration with Stage 2 and 3 students and parents. Changes will be published on the school website.
2. Students are responsible for the care of their devices. The school is **not liable** for any damage to or loss of personal devices that are brought to school. While the school will support the students to manage their individual devices the final responsibility will rest with each student. Devices are to remain in the classroom during recess and lunch. They will be used during class lessons and may be used in class during wet lunch and recess but only at the supervising teacher's discretion.
3. The student will be assisted to enter the school proxy server details as required into their device network settings in order to access the internet through the school's cyber safety filters. Internet access through the school's wireless network will be provided to students free of charge
4. Any phone internet connection, such as 3G or NextG, must be switched off with the device priority pointed to the school's wireless network. Accessing the internet independently of the school's proxy servers (ie by personal ISP) is not allowed in order to ensure cyber safety.
5. Mobile phone voice and text use by students during the school day is still prohibited by this policy.

BYOD - Bring Your Own Device

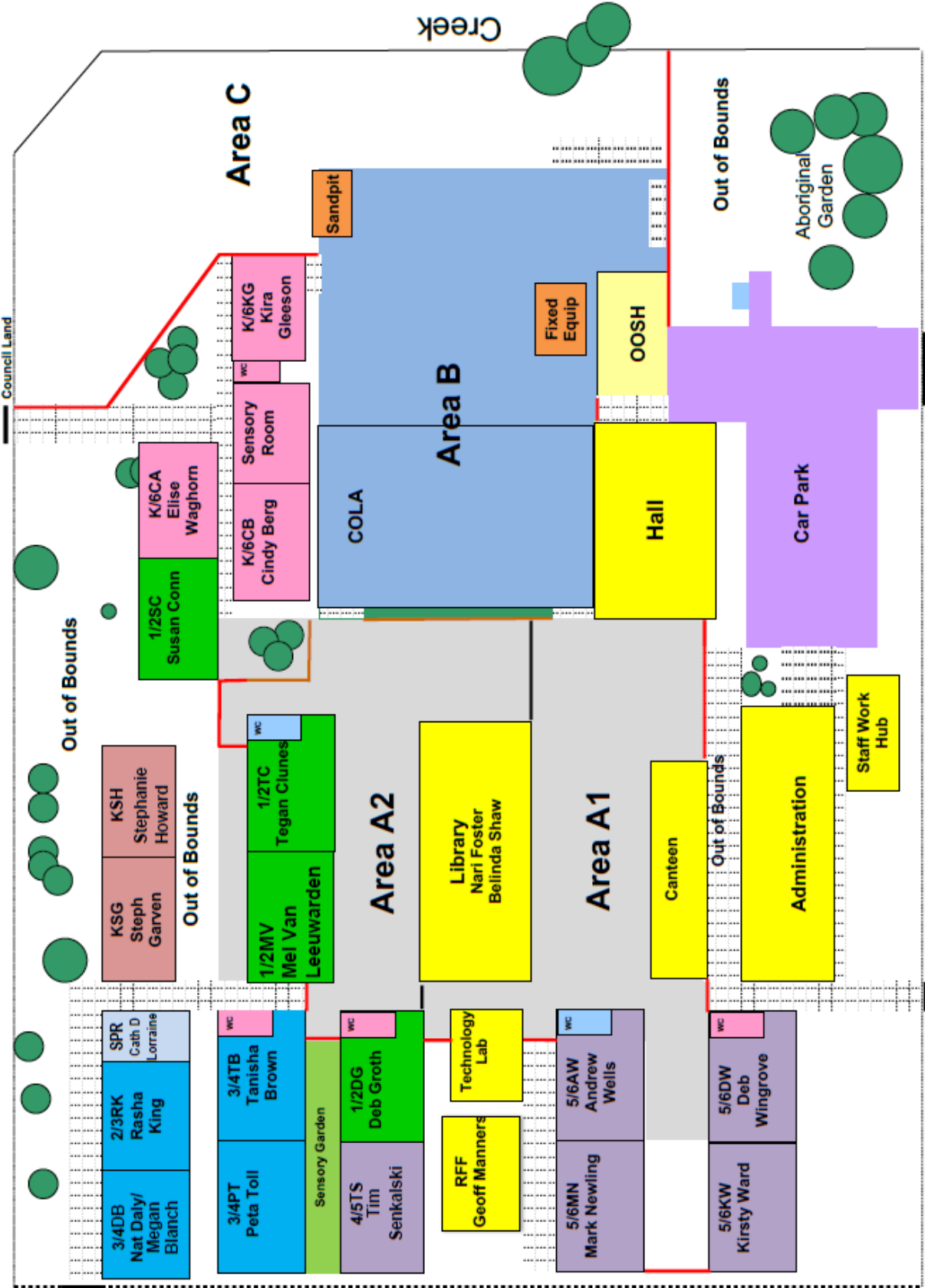
Maryland Public School Policy and User Agreement

Continued.

6. Maryland PS will provide information regarding the most suitable devices. These devices are preferred due to their compatibility with the school wireless systems and their inbuilt protection against malware. Other devices may be allowed, after assessment for compatibility and, where required, assessment of up to date anti-virus protection, by the school's Technology Learning Coordinator or the Principal.
7. Students agree to only view, listen to, or access, school appropriate content on their mobile devices while at school. Due to copyright, content such as music is not to be transferred to other devices or the school's computer network. The School Principal retains the right to be the final arbitrator of what is, and is not, appropriate content.
8. Consequences for breach of this policy will be determined by the Principal and will follow the MPS Discipline Policy and DEC policies.
9. Taking photos, video or recording voice of any individual or group is not allowed without the express permission of all individuals being recorded and after permission from the teacher.
10. Students are responsible for bringing their devices to school fully charged and labelled for identification.
11. Devices should be encased in durable covers and insured by parents. It is strongly advised that a tracking app be installed and activated.
12. All devices must have a tracking app installed and operating at all times when at school.



4.4 School Map



4.5 General Permission Note



MARYLAND PUBLIC SCHOOL

John T Bell Drive
MARYLAND NSW 2287
Website: www.maryland-p.schools.nsw.gov.au

Phone: (02) 4955 9430
Fax: (02) 4955 8945
Email: maryland-p.school@det.nsw.edu.au

Respect

Responsibility

Excellence

Safety

3 February 2020

Dear Parents

Parental permission is sought for a range of student activities that occur at certain times throughout the year. These include;

- Use of the DEC filtered internet and student portal
- Use of DEC student email facilities
- Permission to be photographed for internal school use
- Permission for photographs to be used in web publishing
- Walking visits to parks and recreation facilities adjacent to the school.

All other activities will require individual permission slips, this will include activities such as excursions, swimming, certain sports and games and publishing of names in connection with photographs.

Please read each separate permission heading and sign the permission slips accordingly based on your wishes for your child. Further information about any of these activities can be gained from the school office.

Permissions: general overview

General reminder: mobile phones

Use of mobile phones, text-capable electronic devices and photo-capable electronic devices is strictly prohibited in classrooms and school grounds. The school will gladly securely store mobile phones for children who require them. They must be deposited at the office in the morning in a labelled plastic bag and collected in the afternoon. B.Y.O.D. (Bring Your Own Device) for Years 3-6 will have separate information and permission notes.

Mobile Phones

Internet Access

All schools in New South Wales adhere to the DEC's *Internet and Email Services: Acceptable Usage for School Policy*, which is updated regularly.

As part of our School Policy regarding Internet use we consider it necessary for parents to sign an access agreement in order for their child / children to have Internet access.

Would you please read the agreements, Attachment A and Attachment B and if these arrangements meet with your approval could you please sign and date the relevant form on the back page and return it to your child's classroom teacher.

Internet Access

Permission to video and photograph students

At Maryland Public School we are able to use the exciting technology of digital video and still photography to record the learning and social activities of children at our school. At times some of this material may be used for presentations that may be viewed by people in and out of our school community. This material could also assist educational programs linked to community resources (eg University of Newcastle). Photos may also appear on the school website or as part of the digital displays on interactive whiteboards or at the weekly assembly.

Media outlets might from time to time take footage of students in news presentations on television or in newspaper articles.

We are required to ask parental permission to use video images or photos of children in any published form. Please sign and return the relevant form stating whether you give permission for photographs or videos of your child / children to be used for educational or web publishing purposes in and outside of Maryland Public School.

N.B. Separate permission will be obtained from parents where an individual is identified, for example in a newspaper photograph with a caption stating the student's name.

Permission to be photographed

Pedestrian travel to facilities adjacent to the school

From time to time our staff plan lessons that utilise the facilities adjacent to the school. These include;

- The rugby league field and public reserve on John T Bell Drive
- The AFL field on Maryland Drive
- The netball courts and public reserve between the school and Maryland Shopping Centre
- Maryland Shopping Centre
- The public reserve opposite the school on Boundary Road.

These spaces are often better for certain activities than our own school grounds, examples include sport, PE, science, maths and nature walks. Permission for the year is sought for these activities in order to streamline the organisation of such experiences for students.

Staff observe specific (risk assessed) methods for crossing roads and preparation for activities outside of school grounds.

Similarly, updated risk assessments are in place for areas of elevated risk close to the school, such as the stormwater easement that runs parallel to the lower boundary and the gully that adjoins the Maryland Shopping Centre.

Facilities adjacent to school

Scripture

The students at Maryland Public School participate fortnightly in either a Non-Denomination Christian Scripture lesson or an Islamic lesson.

Scripture

Mrs Annette Van Egmond
Principal



MARYLAND PUBLIC SCHOOL

John T Bell Drive
MARYLAND NSW 2287
Website: www.maryland-p.schools.nsw.edu.au

Phone: (02) 4955 9430
Fax: (02) 4955 8945
Email: maryland-p.school@det.nsw.edu.au

Respect

Responsibility

Excellence

Safety

*Please read and sign each section and return these pages to the class teacher by
Friday 7 February 2020.*

Agreement for Students Using On - Line Services

At school I will obey the rules for going on-line, as given by the class teacher or teacher librarian. I will not knowingly access sites with socially unacceptable material.

- I will not give out personal information such as my address, telephone number, parents' work address and telephone number, credit details or name and location of my school.
- I will not send a person my picture or personal details without permission.
- I will not access public chat rooms.
- I will inform my supervising teacher immediately if I come across any information that makes me feel uncomfortable.
- I will not respond to any messages that are inappropriate or that in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will tell my parents and supervising teacher immediately so that they can contact the service provider.
- I will not download materials without permission.
- I will only access sites with my supervising teacher or with the permission of my supervising teacher.
- I will not send inappropriate or "bullying" messages / emails.
- I will report any I receive to a teacher.

Student Name: (Block Letters) _____ Class: _____

Student Signature: _____ Date: _____

Parent/Carer's Name: (Block Letters) _____

Parent/Carer's Signature: _____ Date: _____

Permission to Video and Photograph Students

I do / do not give permission for video or photographs of my child _____
(please circle)
of class _____ to be used for educational or promotional purposes in and outside
of Maryland Public School.

Parent/Carer's Signature: _____ Date: _____

Pedestrian travel to facilities adjacent to the school

I give my child _____ of class _____ permission to travel to, and participate in supervised school and sporting activities that take place in the following areas adjacent to the school;

- The rugby league field and public reserve on John T Bell Drive
- The AFL field on Maryland Drive
- The netball courts and public reserve between the school and Maryland Shopping Centre
- Maryland Shopping Centre
- The public reserve opposite the school on Boundary Road.

Parent/Carer's Signature: _____ Date: _____

PLEASE TURN OVER

A reminder to parents to notify the school about your child's health – (only fill-in if required)