

HOME LEARNING POLICY

RATIONALE:

Home learning helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits and providing an opportunity for students to be responsible for their own learning. Teachers are responsible for developing and publishing a home learning policy consistent with the Homework Habits guidelines from the Department of Education and Early Childhood Development.

PURPOSE:

At Mill Park Primary School education is seen as a partnership between students, teachers and parents. An integral part of education, in the preparation of students for future learning, is the development of an effective home learning routine.

The home learning policy encourages independence and a positive attitude to learning. Home learning will be relevant with a heavy focus on revision of previously taught concepts. It is expected that the children will attempt their homework to the best of their ability. Best outcomes are achieved when parents set aside some time each night for home learning and take this opportunity to interact with their child during this time.

Children and parents of students now in secondary school, have commented that one of the hardest aspects of home learning at secondary school is that many items are to be completed overnight rather than over the course of the week or longer. Teachers believe that if children and parents set aside time each night for home learning at the primary school level, then they will develop the study habits necessary to assist them with tasks set at secondary school.

GUIDELINES:

- Home learning is another opportunity for parents to participate in their child's education. Parents, in partnership with the school, should encourage their children to establish good home learning patterns from early primary school.
- Parents should be advised of home learning expectations at the beginning of the school year and be provided with a copy of the school's home learning policy.
- Students benefit from completing home learning regularly. Home learning helps them develop organisational and time-management skills, self discipline, skills in using out-of-school resources and personal responsibility for learning.
- Middle and Senior School students should use home learning diaries. Diaries provide a means of regular communication between parents and the school.
- Failure by students to complete compulsory home learning to an acceptable standard on a regular basis will be followed up with parents by the classroom teacher.

IMPLEMENTATION:

Junior School:

- Children will always have a take home book, or other suitable reading material, on hand, to read. Children will be encouraged to share a variety of reading materials with their parents for approximately fifteen minutes each night.
- Children will be encouraged to practise their counting and number facts regularly to reinforce work done in the classroom. The importance of this aspect of mathematics cannot be stressed enough.
- Children may have set spelling words to learn over a week.
- At times, unfinished work may be sent home for children to complete.

- Optional home learning tasks will be sent home each week.

Middle School:

- Children will consistently practise their reading.
- Children will be encouraged to read a variety of material, e.g. take home books, library books, comics, cereal packets, basketball cards, magazines and newspapers.
- Children will be encouraged to practise their times tables and number facts regularly to reinforce classroom activities.
- Home learning tasks will be sent home each week.
- Any home learning completed in work books will need to be neatly done with ruled margins.
- Any home learning sheets completed will need to be pasted into home learning books.
- At times, students will be encouraged to work on class projects at home.
- At times, students will be asked to complete unfinished work at home.
- Children who have any difficulties with any aspect of home learning will need to see their classroom teacher before the due date.
- Classroom teachers will correct and assess home learning and provide timely and practical feedback and support.

Senior School:

- Children will receive home learning tasks on a weekly basis.
- Children who have any difficulty with aspects of the home learning should see their classroom teacher before home learning is to be handed in.
- Children should always have a literature book or other suitable reading material on hand to read, eg newspaper, magazines. Children will be encouraged to read a variety of reading materials both aloud and to themselves.
- Children should practise their times tables and number facts regularly to reinforce work done in the classroom. The importance of this aspect of mathematics cannot be stressed enough.
- At times, unfinished work may be sent home for children to complete.
- The presentation of home learning is important and parents and teachers will encourage students to be as neat in the presentation of home learning tasks as they would be in the classroom.
- All set home learning will be corrected at school.
- Students must hand in the completed home learning by/on the due date.

EXPECTATIONS:

Parents and caregivers can help their children by:

- Encouraging them to take increasing responsibility for their learning and organisation.
- Observing and acknowledging their success and asking how their home and class work is progressing.
- Encouraging them to set aside a regular daily session to read and complete home learning.
- Setting an example by reading themselves.
- Contacting the relevant teacher to discuss any problems their children are having with home learning.
- Helping them to complete home learning by discussing key questions or directing them to resources. Usually it is better to encourage children to complete home learning themselves.
- Helping them to balance the amount of time spent completing home learning, watching television, playing computer games and engaging in other leisure or recreational activities.
- Checking whether home learning has been set and ensuring they maintain any diaries.
- Reading texts set by teachers and discussing their child's response to the texts.

- Discussing home learning in their first language, where English is not the main language spoken at home, and linking it to their previous experiences.

DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

In the Early Years (Prep to Year 4) homework should not be seen as a chore.

Homework will:

- Enable the extension of class work by practising skills or gathering information or materials in an enjoyable way.

This will generally not exceed 30 minutes a day and is not set on weekends or during holidays.

In the Middle Years (Years 5 to 9) homework:

- Should include daily independent reading.
- May include extension of class work, projects, assignments, essays and research.

This will generally range from 30-40 minutes a day at Year 5 and Year 6.

EVALUATION:

- The home learning policy is to be reviewed every year by the PLT's.

LIBRARY POLICY

RATIONALE:

At Mill Park Primary School the library is a major resource centre. It encompasses literature and high interest books, including reference, fiction and non-fiction materials. The role of the library is to give children and teachers access to a variety of resources to complement their classroom programs.

PURPOSE:

The purpose of the library program is to:

- provide children with an opportunity to develop a love of books and literature
- expose children to quality literature
- provide a wide range of resources for children's research
- provide a wide range of books for children to borrow
- provide resources to units and classrooms
- provide a central system of cataloguing for all school resources
- introduce children to the understanding of the cataloguing system (Dewey Decimal System)

GUIDELINES:

- The library program will focus on developing the children's love of literature and books.
- The library will provide a range of material catering to the extensive interests of the children.
- The library will provide resources to facilitate children's research.
- The library resources will cater for the needs of the whole school.
- The library will informally teach the students the Dewey System by displaying the Dewey System and showing them how to research and select their library items

IMPLEMENTATION:

The library will provide:

- weekly timetabled library sessions taken by a teacher

The library technician will:

- purchase and process new resources
- oversee the management of the library
- create a stimulating library environment
- provide support for classroom teachers on issues relating to the library
- monitor and update the BookMarc cataloguing system
- promote the library through regular article in the school newsletter

EVALUATION:

Evaluation of the program will be carried out at:

Classroom level	Based on the children’s attitude, interest and involvement in library discussions and skills of using library resources
Whole school level	Evaluation of the program will be completed annually as part of the Minor Review process.

DRESS CODE POLICY

PURPOSE:

At Mill Park Primary School we believe a dress code strengthens our sense of belonging, unity and identity. School uniform promotes health and safety by allowing rapid identification of students.

GUIDELINES:

- The uniform is compulsory
- Students are required to wear full school uniform when attending excursions. There will be a no uniform / no excursion policy.
- Children competing in District and out of school hours sports events or representing the school at music performances and excursions will be required to wear the specified uniform items.
- The colour scheme of navy blue and gold will be the prime focus of our uniform.
- The uniform should be smart, durable, safe and comfortable.
- Wherever possible articles of uniform will be gender inclusive.
- For any social, religious or cultural reasons, an exemption may be granted by discussing such issues with the Principal.
- In times of financial difficulty, parents will be encouraged to make arrangements with the Principal regarding provision of uniform items for their children.
- For health and safety reasons some decisions regarding dress will be made by the Principal and publicised in the newsletter.
- Parents will continually be informed about school uniform issues. Information and regulations from the DEECD relating to uniforms will be given to community members, as they become available.
- New items of uniform will be approved by School Council.
- In the parents’ interest all endorsed items of uniform will remain in operation for at least three years.
- School uniform items shall be plain, with no other obvious colour logos or decorative items added.
- Windcheaters, jumpers, bomber jackets, navy polo with gold stripe will be required to have a school logo present.
- Navy T-shirts are to have a school logo and two gold stripes on collar.
- Footwear should be suitable and safe for all weather, sport and play. For issue of safety, thongs sandals, clogs, dress shoes or shoes with high heels or platform shoes are not allowed. Children are expected to wear socks as part of the uniform for health and safety reasons. Dark navy tights may be worn with dresses in winter.
- The only acceptable jewellery items are watches, stud earrings, small sleepers, and plain signet rings. A maximum of two earrings per ear is allowed.
- Hair accessories should be in school colours and flat to the head. Scrunchies, flat headbands and bobby pins are allowed. Butterfly clips, hair extensions and extreme hair colours (eg. green, pink, or purple rinses) and/or extreme hairstyles (eg. Mohawks) are not permitted.
- Make up is inappropriate and should not be worn at school. Clear nail polish is allowed.

- Hats will be compulsory between beginning of September and end of April to maximise protection from the sun (in line with Cancer Council of Australia research findings).
- Navy beanies and scarves may be worn between May and August.
- School uniform will be required to be worn until the last day of the year, except for approved out of uniform days.
- Children who are consistently out of uniform and do not provide a note from parents will be provided with uniform from the second hand cupboard for the day.

Approved Uniform Items:

- Navy Windcheaters with logos
- Plain Navy Pants
- Bomber jacket with two gold stripes on collar and logo
- Short sleeve polo with two gold stripes on collar and logo
- Long sleeve polo with two gold stripes on collar and logo
- Polar fleece vest with logo
- Polar fleece jacket with logo
- Navy Netball skirts
- Navy Bike Shorts
- Navy Shorts
- Navy Leggings
- Navy Skorts
- Navy Blue Gingham Check Dress
- Navy Legionnaires/ Slouch Hats/ Bucket Hats/ all with logo
- Navy scarves with logo
- Navy beanie with logo
- Navy raincoat

Non Approved items

- Pants with obvious decoration, ie, zippered and/ or buttoned sides, cargo pants, jeans, flared pants, parachute pants.

Guidelines for Out of School Uniform days

Out of School Uniform Days are a lot of fun for students at Mill Park Primary School and usually occur once a term.

School Council appreciates students' adherence to these guidelines. We are striving to ensure that students have fun on these days and that they are also safe from potential accidents, which could otherwise be avoided by wearing appropriate out of uniform clothing.

Parents and students need to keep in mind that the children's timetables do not change on these special days. This means that students may still have PE or Art etc. They may also be playing an outside game with their class or participating in creative activities in their classrooms. This may mean that they will be running around playing games or even painting, using glue or clay.

Mill Park Primary School is also a 'Sun Smart' school which means that it is compulsory for children to wear a hat from the start of September to the end of April.

School Council recommends that on Out of School Uniform Days parents take care to ensure that their child:

1. Wears activity appropriate shoes on the day - 'fashion' shoes with chunky or high heels can be dangerous during physical activity sessions, even at recess and lunchtimes
2. Wears tops/t-shirts which cover the midriff area and as much of the shoulders as possible
3. Wears comfortable and sensible pants/skirts to school. Eg. 'Hipsters' or mini-skirts may not be appropriate when your child is sitting on the floor or participating in PE
4. Does not wear T-Shirts with inappropriate language or symbols on them

5. Wears any hat of their choice on the day

IMPLEMENTATION:

- The Uniform shop Co-ordinator will be responsible for purchasing and ordering uniforms.
- School Council will allocate the direction of the spending from the profits made from the uniform sales.
- The Uniform Shop Co ordinator will be responsible for organising the Uniform Shop roster.
- Items of school uniform will be available from the uniform shop at least twice a week. An ordering system will operate. A minimum amount of stock will be kept.
- Commemorative windcheaters and polo shirts will be offered to students as an additional uniform item to Year 6 students at the end of Year 5.
- Short sleeved polo shirts in the school's House Colours (red, blue, yellow, green) will be made available for purchase through the Uniform Shop.
- For students not wearing uniform parents will be required to supply a note on that day.

EVALUATION:

The policy will be evaluated biannually.

SENIOR SCHOOL SPORT POLICY

PURPOSE:

- For selected Senior School students who demonstrate a high level of skill to participate in Interschool Sport Competitions.
- For all other Senior School students to participate in an alternative sports program at RMIT.
- To demonstrate and develop good sportsmanship amongst the students.
- To help the students develop and foster school pride.

GUIDELINES:

- Students will be continually encouraged to participate in sporting activities to increase confidence and enjoyment in sport.
- Students will be provided with the opportunity to develop and maintain skills through training and participating in sporting teams or the alternative program.
- Students will develop a knowledge and understanding of teamwork, fair play, rules and umpiring procedures together with safety considerations and precautions.
- All Senior School students will be given the opportunity to try out for a sport of their choice.
- Senior School students will have the opportunity to participate in a variety of sports organised by the Bundoora District School Sports Association or an alternative sports program organized by the school.
- Children will be made aware of rules, adjudication, strategies and teamwork required both within and outside school.
- Students are made aware that they do not automatically make a sporting team because they were in the team the previous year. Year six students do not have priority when selecting sporting teams.
- An Interschool Sports Agreement will be developed to address issues such as:
 - the emphasis on school pride, good sportsmanship, commitment and teamwork
 - the honour of representing Mill Park Primary School
 - the need to have full sports uniform to participate in inter-school sport
 - discipline problems (swearing, fighting, bullying, being entered in to any discipline book at the school by any teacher)

- misbehaving at a sporting game (bad language, arguing, bad sportsmanship, inappropriate behaviour on a bus, not showing respect to coaches, teachers and parents)
 - the consequences for breaches of discipline
- Senior School teachers will be required to coach a team. Other teachers could be used if the need/ interest / expertise arises.

IMPLEMENTATION:

- Try-outs for Interschool sports will occur prior to the competition starting. This will occur during the last 4 weeks of the previous school year. Each student has the opportunity to participate in one of the sports each week. They then choose which sport they would like to try out for. If a child misses one of the trial sessions, unfortunately they do not get to make up that specific session.
- It will be the responsibility of each coach to organise weekly training sessions and team selections.
- Training sessions can only be cancelled prior to the day.
- Senior School or other teachers will be required to coach a team.
- A cost will be charged to cover bus, supervision, equipment, and umpiring costs.
- An interschool sport date and venue roster will be provided for all Senior School students.
- The rules of the respective games will be given to the teachers and coaches to gain a better understanding of the game.
- Selection for Interschool Sports teams will be based on high level of skill, sportsmanship and behaviour.
- Students who do not represent the school will participate in an alternative sports program at RMIT.

EVALUATION:

This policy will be reviewed with student, parent and community input as part of the school's 3 year review cycle.

REFUND POLICY

PURPOSE:

The School Council has the responsibility for monitoring school funds and ensuring that a fair and reasonable process for managing refunds is developed and implemented. Refunds are to be kept to a minimum so that programs do not run at a loss.

GUIDELINES:

- Refunds under \$10.00 to be at the discretion of the Principal, Assistant Principal or Business Manager.
- Refunds will be approved by the Principal, Assistant Principal or Business Manager.
- Requests for refunds must be in writing no more than 7 days after the event.
- A full refund will only be paid when accompanied with a medical certificate or at the discretion of the Principal, Assistant Principal or Business Manager.
- 50% of the fee will be refunded if no medical certificate is provided.
- Deposits are non refundable.
- When an event is cancelled by the school or organisation all paid monies will be credited towards a forthcoming excursion/incursion, unless a specific written request is made by the parent within seven days.
- Bank statements must be checked to ensure that funds have been credited to the school account before any refunds for any EFTPOS transaction are made.

EVALUATION:

This policy will be reviewed every 3 years unless a shorter time frame is required.

VOLUNTEERS POLICY

DEFINITION:

Volunteer school worker means a person whom without remuneration or reward voluntarily engages in school work.

RATIONALE:

Volunteers add significantly to the human resources available to the school, and consequently they deserve encouragement, effective management, support and recognition. The school aims to maximise the number and variety of effective volunteers who contribute to our school.

GUIDELINES:

- Volunteers will be sought formally through the newsletter, written invitations and personal approaches, as well as informally through conversation and opportunity.
- Volunteers will be provided with training before commencing the volunteer role to help them carry out their tasks at school in an effective manner.
- Volunteers will be required to participate in a short briefing prior to working at the school – Occupational Health & Safety, Privacy, Anti Discrimination, Equal Opportunity etc.
- All volunteers will be required to agree to a police check which will be paid for by the school.
- Volunteers are required to carry out tasks in a manner consistent with school expectations, including maintenance of a professional, cooperative and confidential working environment.
- Volunteers will not be required to carry out tasks with which they are not capable.
- Volunteers will be required to work with and support all children within a class if requested.
- Volunteers must be invited to support an event or in a classroom by appropriate staff members.
- Volunteers may be sought to assist with school camps and excursions.
- Individual or groups of volunteers will be acknowledged in the newsletter, publicising their contributions to the school.
- Volunteers will be required to register at the school office on their first volunteer visit. Volunteers will be required to sign the Visitors Book at the office upon arrival and departure each time they enter the school.
- Volunteers will be invited to use staff toilets.
- Volunteer workers undertaking schoolwork on behalf of, and with the approval of, the school council or principal are indemnified as to their personal liability in similar terms to teachers.
- Should a school evacuation occur and warning sirens are sounded, volunteers should go to evacuation zone immediately.
- A volunteer school worker who suffers injury arising out or in the course of engaging in any school work is entitled to be paid compensation in accordance with the provisions of the Workers Compensation Act 1995.
- A morning tea will be provided in Term 4 to thank volunteers for their contributions throughout the year.
- Volunteers will be invited to make use of the Parents Room when appropriate.
- Volunteers will not be permitted to use the staff room, unless invited to do so by a member of staff.

EVALUATION:

This policy will be reviewed annually.

Volunteers may be asked to meet with the Assistant Principal or Principal to discuss any issues or problems that have arisen.

SUNSMART POLICY

RATIONALE:

Our SunSmart policy aims to educate the school community to ensure that all students and staff attending this school take responsibility to protect themselves from skin damage caused by the harmful ultraviolet rays of the sun. It will be implemented throughout the year but with particular emphasis from September to April when all students are required to wear a hat outside.

IMPLEMENTATION:

As part of general SunSmart strategies, our school will:

Behaviour:

- Require children to wear hats which protect the face, neck and ears whenever they are outside (e.g. recess, lunch, sport and excursions) from September to April.
- Provide an accessible facility which distributes SPF 30+ (or higher) broad-spectrum, water-resistant sunscreen for staff to use daily.
- Encourage the daily application of sunscreen before school and prior to the lunch break.
- Encourage children to use available areas of shade for outdoor activities.
- Encourage staff and parents to act as role models by practising SunSmart behaviours.

Curriculum:

- Incorporate programs on skin care and skin cancer prevention into the curriculum at all grade levels.
- Work with the parent community to educate them about the importance of applying and providing SPF 30+ (or higher) broad-spectrum, water-resistant sunscreen for their children to use daily
- Regularly reinforce SunSmart behaviour in a positive way through newsletters, parent meeting, student and teacher activities.
- Ensure the SunSmart policy is reflected in the planning of all outdoor events (e.g. camps, excursions, sporting events).

Environment:

- Schedule outdoor activities before 11.00am and after 3.00pm during Terms 1 and 4 whenever possible.
- Schedule a hot day timetable when the temperature reaches 35 degrees. This will enable the students and staff to spend their breaks indoors.
- Organise outdoor activities to be held in areas with plenty of shade whenever possible.
- Work toward increasing the number of shelters and trees so as to provide adequate shade in school grounds.

EVALUATION:

This policy will be reviewed with student, parent and community input as part of the school's 3 year review cycle.

Student Welfare & Discipline Policy

DEFINITIONS:

Student Welfare relates to all activities that a school undertakes in order to provide for the well-being of its students.

Discipline promotes self regulation of behaviour to protect the rights of everyone and leads to high levels of harmony, goodwill and wellbeing for individuals and for the community.

AIMS:

The Mill Park Primary School community believes that the maintenance of good order within the school contributes directly to the achievement of educational and social goals in a positive, caring and co-operative atmosphere.

RATIONALE:

Through the school's behaviour management plan a co-ordinated, positive and consistent approach to welfare and discipline will be beneficial in fostering a school climate where personal responsibility and self discipline will be developed.

Students at Mill Park Primary School will be encouraged to adopt a code of behaviour consistent with:

- the development of self-discipline and self-esteem
- principles of fairness and honesty
- respect for the rights of others
- respect for school property and the property of others
- sound emotional and social development
- the values program
- the anti-bullying No Put Down Zone policy
- the Stop. Think. Do. Program
- the school rules
- the Bounce Back Program

GUIDELINES:

Using a coordinated, positive and consistent approach to welfare and discipline, Mill Park Primary School aims to be a caring community which:

- provides the opportunity for all to do the best they can
- gives students a wide range of learning experiences
- encourages all in the school community to make informed decisions
- encourages staff, students and parents to co-operate for the wellbeing of the school
- is a pleasant place to be
- fosters respect and tolerance for all
- is always receptive to considering change
- is a No Put Down/Anti-Bullying Zone
- implements its Equal Opportunity policy with students, teachers, parents and the community
- develops a strong sense of belonging

Student behaviour which is contrary to the above guidelines includes:

- behaviour that is consistently irresponsible, unsafe and immature
- behaviour that repeatedly interferes with students' learning opportunities

- behaviour that is in need of constant monitoring and reminding of its inappropriateness
- constant choice to ignore teachers' or adults' instructions
- not taking personal responsibility for personal behaviour or accepting appropriate consequences
- violence or aggression of any sort on more than one occasion
- repeated bullying of other children
- use of inappropriate and abusive language towards any member of the school community

IMPLEMENTATION:

All members of the Mill Park Primary School community (i.e. students, teachers and parents) are to be aware of the following:

- the rights and responsibilities of each member of the school community
- the school values, vision, mission, rules and Code of Ethics
- the purpose and processes related to the school's Discipline Book
- the consequences for breaches of these rules, including lunchtime detention
- the actions that are available to the Principal/Assistant Principal in dealing with severe behaviour and social problems
- professional assistance and agencies which may be sought for specific cases
- the Drug Education Program
- the Bounce Back Program
- the development of the classroom as a system to promote a cooperative environment
- the use of appropriate learning tools to promote a sense of belonging, to empower children and promote development of resilience
- the student vision

EVALUATION:

Student welfare and discipline will be evaluated through:

- regular evaluation at a classroom, learning team and whole school level
- termly whole school analysis of discipline statistics
- annual student survey on bullying and analysis of data
- analysis of annual discipline statistics and its reflection of past trends
- annual review of school rules

LIBRARY POLICY

RATIONALE:

At Mill Park Primary School the library is a major resource centre. It encompasses literature and high interest books, including reference, fiction and non-fiction materials. The role of the library is to give children and teachers access to a variety of resources to complement their classroom programs.

PURPOSE:

The purpose of the library program is to:

- provide children with an opportunity to develop a love of books and literature
- expose children to quality literature
- provide a wide range of resources for children's research
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- provide resources to units and classrooms
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- promote the library through regular article in the school newsletter

EVALUATION:

Evaluation of the program will be carried out at:

Classroom level

Based on the children's attitude, interest and involvement in library discussions and skills of using library resources

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STUDENT WELFARE & DISCIPLINE POLICY

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AIMS:

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RATIONALE:

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- encourages staff, students and parents to co-operate for the wellbeing of the school
- is a pleasant place to be
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- is always receptive to considering change
- is a No Put Down/Anti-Bullying Zone
- implements its Equal Opportunity policy with students, teachers, parents and the community
- develops a strong sense of belonging

Student behaviour which is contrary to the above guidelines includes:

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- behaviour that repeatedly interferes with students' learning opportunities
- behaviour that is in need of constant monitoring and reminding of its inappropriateness
- constant choice to ignore teachers' or adults' instructions
- not taking personal responsibility for personal behaviour or accepting appropriate consequences
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- the purpose and processes related to the school's Discipline Book
- the consequences for breaches of these rules, including lunchtime detention
- the actions that are available to the Principal/Assistant Principal in dealing with severe behaviour and social problems
- professional assistance and agencies which may be sought for specific cases
- the Drug Education Program
- the Bounce Back Program
- the development of the classroom as a system to promote a cooperative environment
- the use of appropriate learning tools to promote a sense of belonging, to empower children and promote development of resilience
- the student vision

EVALUATION:

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