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Arncliffe Public School

Student Welfare Policy

The Student Welfare Policy of Arncliffe Public School provides the programs, structures and support to ensure that all students achieve high standards of self-discipline, personal conduct and social responsibility.

Introduction

Student Welfare encompasses everything the school community does to meet the needs of their students and enhance their happiness and safety. It is reflected in the way we demonstrate care, ensure safety and provide opportunities for success and recognition of each student. The Student Welfare policy, procedures and programs of this school stress the value of prevention and early intervention.

The Arncliffe Public School Student Welfare Policy has evolved to reflect the socio-economic, ethnic, social and cultural diversity of our community. It has been a community project that has involved students, staff, parent and citizens and the School Council.

At APS a number of life skills/pastoral care programs are incorporated under the banner of Student Welfare. These include:

- A Social Skills Program
- Peer Mediation/Peer Support
- Seasons for Growth
- Child Protection
- Drug Education
- Student Representative Council (SRC)

In addition student leadership is encouraged through an active SRC which has K-6 representation and the school's captains and prefects responsibilities.

NSW public schools have the following requirements of all students:

- sustained application to learning
- respect for other individuals and their property
- courtesy to other students, to teachers and to community members
- due respect for teachers
- no violence, discrimination, harassment, bullying or intimidation
- no weapons
- no illegal drugs, alcohol or tobacco
- peaceful resolution to conflict
- adherence to the standards of dress determined by the school community
- compliance with all school rules and the Student Welfare Policy.

While meeting these expectations, students also have the right to expect courtesy, fairness, respect and excellence in teaching.

AIMS**Effective Learning and Teaching**

To enhance effective learning and teaching by:

- encouraging students to take responsibility for their own learning and behaviour
- identifying and catering for the individual learning needs of students
- establishing well-managed teaching and learning environments
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them over time
- ensuring that gender and equity issues are recognised and addressed across the curriculum.

Positive Climate and Good Discipline

To enhance school climate and discipline by:

- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice
- providing opportunities for students to demonstrate success in a wide range of activities
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- establishing an effective, safe and caring school environment in which there is mutual co-operation and respect.
- establishing clear school rules which are known and understood by all school community members
- monitoring attendance and ensuring that students attend school regularly
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- establishing networks to support students and making sure that students and parents know about, and have ready access to, this support
- providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments.

Community Participation

To enhance community participation by:

- building learning communities in which staff, students and parents work together for planned results
- encouraging parents and community members to participate actively in the education of young people and in the life of the school
- acknowledge parents as partners in school education
- encouraging students to have a sense of belonging to the school community
- assisting families to gain access to support services in the community
- inviting parents to share their skills and experiences in the school community
- recognising students' families, cultures, languages and life experiences.

The Student Welfare Policy has been sub-divided into five parts.

- 1) *School rules, student rights and responsibilities*
- 2) *Roles and responsibilities of staff and parents*
- 3) *Strategies to promote good discipline and effective learning within the school*
- 4) *Practices designed to recognise and reinforce student achievement*
- 5) *Strategies for dealing with unacceptable behaviour*

SCHOOL RULES, STUDENT RIGHTS AND RESPONSIBILITIES

THE LEARNING RULE

I must try my best to learn and to allow others to learn without interference

I have the right to learn all I can.
I have the responsibility to-

- attend school and to follow class rules.
- be on time for class and school activities.
- bring all necessary equipment to class.
- do my work to the best of my ability.
- listen and follow the teachers' instructions.
- allow others to learn.
- behave well in class and on excursions.

THE RESPECT RULE

I must respect myself and other people, their beliefs, opinions and belongings.

I have the right to respect myself and to show respect for others.
I have the responsibility to –

- treat others with care.
- keep my hands to myself.
- be considerate and not discriminate against my fellow students and teachers.
- show respect for visitors.
- ask permission before using other peoples' belongings.
- treat everyone fairly.
- treat others with respect and tolerance.
- play sport fairly.
- not use verbal abuse.
- take special care with other peoples' property.

THE SAFETY RULE

I must act and play safely and allow others to play safely.

I have the right to be safe.
I have the responsibility to –

- be in the right place at the right time.
- always be truthful and honest.
- not threaten, bully, hit, hurt or tease others.

THE ENVIRONMENT RULE

I must take care of my school.

I have the right to a pleasant learning environment.
I have the responsibility to –

- help keep my school clean and tidy.
- take care of the buildings, furniture, grounds and all school property.

THE SCHOOL PRIDE RULE

I must show other people that I am proud of my school.

I have the right to feel proud of my school and community.
I have the responsibility to –

- wear the correct school and sports uniform.
- to behave well on excursions and when travelling to and from school

ROLES AND RESPONSIBILITIES

For the Student Welfare Policy to be effective all stakeholders need to be supportive of the procedures. Below are set out the roles & responsibilities for each group.

STUDENTS

1. To be aware of school and classroom rules.
2. To obey the school and classroom rules at all times.
3. To be aware of and accept the consequences which follow the breaking of the school and classroom rules.
4. To work together with peers, teachers and parents to develop self-discipline and a cohesive, positive school environment.

The roles & responsibilities of the teachers are to be adhered to consistently.

TEACHERS

1. To be aware of school rules and the consequences of breaking them.
2. To be familiar with rosters and all relevant duties.
3. To be prompt to lines and duties.
4. To promote a playground environment conducive to a happy and safe school.
5. To encourage fair play and consideration.
6. To recognise minor problems and counsel children involved.
7. To place a child on TIME OUT if necessary when a classroom rule has been deliberately and consistently broken.
8. To record information about TIME OUT offenders, send to and inform executive. Children sent to executive for TIME OUT must have work to complete.
9. To be aware of the procedures for recording student misbehaviours
10. To send children to the staffroom for medical attention if required.
11. To inform executive about any incident which occurs in the playground if deemed appropriate and complete necessary forms.
12. To promote positive reinforcement, praise, reward and encouragement.

The roles & responsibilities of the teachers are to be adhered to consistently.

EXECUTIVE

1. To establish playground rosters and to monitor the playground system for effectiveness and make changes where necessary.
2. To handle all accident reports.
3. To supervise children sent for TIME OUT.
4. To assist teachers with student welfare issues.
5. To assist and be involved in praise, reward and encouragement systems.
6. To contact parents/teachers and discuss problems/solutions.

The roles & responsibilities of the teachers are to be adhered to consistently.

PRINCIPAL

1. To reinforce appropriate behaviour
e.g. sign merit awards, present awards at assembly, address parent and children etc.
2. To support and follow up disciplinary actions of staff who are implementing the school discipline policy.
3. To arbitrate in the most serious discipline problems and decide on the action required, including the possibility of SUSPENSION.
4. Consistent with legislation and government policy, the Principal has the authority to determine the conditions for a student's continued enrolment

PARENTS

1. Parents and teachers share a commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning.
2. To be aware of the school and classroom rules and the consequences of breaking them.
3. The school is not by itself responsible for, or equipped to develop socially acceptable behaviour by students. That is a shared responsibility of parents and students in partnership with teachers.
4. Schools are encouraged to work with parents in providing mentors and role models for desirable social behaviour and in communicating and demonstrating the benefits of cooperative behaviour.
5. Working through their school council and P & C parents will be encouraged to contribute to the development and updating of the school student welfare policy. The parents will then be expected to support the school in the application of the policy.
6. Strong partnerships developed between parents, teachers and students to teach and promote socially responsible behaviour.
7. Special programs and education settings have been established to address the needs of those students with behaviour problems.

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING WITHIN THE SCHOOL

1. Build relationships within the school between teacher and pupil, teacher and teacher, pupil and pupil, which will allow for honest and open dealing with problems of disorder.
2. Ensure that students and parents understand the need for the school rules and that they know them. Display around the school, externally and internally.
3. Focus on positive reinforcement of good behaviour. There should be a right balance between reward and punishment. Whatever the punishment, this should be decided and acted upon consistently.
4. Be consistent in the application of the school rules. When punishment is necessary, make sure the child understands why he/she is being punished and that the responsibility for the punishment is his/her own. As far as possible punishment should be immediate.
5. Encourage "order conducive to learning". This does not always mean silence in classrooms, but noise should be "productive noise" and the noise level should not be such that individual thinking becomes impossible. Children should learn to discriminate between activities which require talking for maximum learning and those that require quiet independent work.
6. Keep a sense of humour. Ensure that work is well prepared and relevant to the needs and interests of children. Be flexible and willing to respond to the class mood by changing your plans if necessary.
7. Set up and support the S.R.C. with two representatives elected by each class to meet with the school teachers and the principal on a regular basis so that children are involved in school decision making.
8. Seek help for those individual children who have behavioural and learning difficulties. Establish appropriate I.E.P and behavioural modification programs designed for specific children. Maintain consistent contact with parents, school counsellor, external agencies, support staff, executive and classroom teachers. Ensure these programs are monitored closely and revised regularly.
9. Support ongoing professional learning aimed at improving discipline practices within the school.
10. Provide programs that develop self-discipline, self regulation, self- evaluation, communication and conflict resolution skills, e.g. peer support.
11. Student achievement is recognised and promoted within the school in a variety of ways. These include merit certificates awarded at assembly and a mention in the school letter.

PRACTICES DESIGNED TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

To implement the policy positive reinforcement and awards are used.

POSITIVE REINFORCEMENT

Verbal approval	House points
Stamps and stickers	Principal's award
Commendations at assemblies	Ongoing regular contact with parents
Special privileges (free time, send on a message etc.)	Merit certificates and awards

IMPLEMENTING THE AWARD SYSTEM

1. Teachers and support staff award certificates at weekly assemblies.

Minimum of two certificates for Kindergarten, three certificates for Year One and four certificates for Years Two – Six from class teachers and support staff.

2. Once a child has collected **5 awards** they are presented with one **Gold Award**.
3. Once a child has **5 Gold Awards**, they are presented with one **White Award**.
4. Once a child has **3 White Awards**, they are presented with one **Blue Award and a Merit Badge**.

IN THE CLASSROOM

Classroom management is the wide range of organisational and instructional strategies that a teacher uses to ensure that quality teaching and learning occur for all students.

1. Create a positive environment.
2. Being fully prepared and organised for each day's activities by providing tasks that children find interesting, challenging, appropriate and that ensures that students experience some success.
3. Develop positive relationships with students through:
 - being approachable
 - modelling positive relationships inside/outside the classroom.
 - respect for the children
 - praising
 - being consistent
4. Establish a small set of class rules, display them and ensure they are known and understood by all students.
5. Establish clear consequences for rule breaking.
6. Procedures are calmly and consistently implemented with all students.
7. Respond to appropriate behaviour more than unsuitable behaviour with positive feedback such as a smile, an encouraging comment, sticker, stamp etc.
8. Student self evaluation is encouraged

SPECIAL NOTE ON FOSTERING SELF-ESTEEM

1. Recognise behaviours commonly associated with low self-esteem:
 - Attention seeking
 - Aggression – usually physical, sometimes a mental force to get his/her way.
 - Facade building – covering true self, presenting a character which is fabricated.
 - Withdrawal -retreating into a shell, not letting anyone get close.
 - fantasising -day dreaming.
2. Make use of all positive reinforcement strategies.
3. Enlist support of the school counsellor and specialist personnel and agencies.

SUPPORT AGENCIES

The following agencies of support may be utilised to assist the teacher in dealing with children in need:

- previous teacher
- other staff members
- principal parents
- school counsellor
- school nurse
- district consultants
- specialist personnel (e.g speech therapists, DOCS., community language teachers, social workers etc.)
- information supplied on records, and enrolment forms

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

The school maintains a fair discipline system which is based on a series of levels. Central to this system is the recording of unacceptable behaviour in either the playground book or the classroom book. These records are an important source of documentation for discussions with parents and obtaining support from outside agencies.

OPERATION OF THE SCHOOL DISCIPLINE SYSTEM

Teachers are initially responsible for dealing with misbehaviour of pupils in the classroom and are expected to implement appropriate consequences. The following suggests a workable range.

1. Express disapproval with verbal reprimands (no sarcasm or personal insults.)
2. Seek a verbal apology from the child.
3. Withdrawal of privileges:
 - playing time
 - walk with duty teacher
 - time out in a time out area
 - time out for the child with a member of the executive
 - isolation from peers
 - excursions
4. Restitution
5. Classroom and playground misbehaviour entries in behaviour books
6. Behaviour Card
7. Suspension from school

RESTITUTION

Restitution is a collaborative problem-solving process in which the student concerned faces the consequences of his/her action and focuses on 'making things right' or redressing damage. Students may carry out works or services to repair or compensate for damage they have caused. Students who have caused property damage or have otherwise seriously misbehaved may be required to perform safe and reasonable work for the school.

PLAYGROUND BOOK

The playground book is divided up into pages recording:

- the child's name
- description of the misbehaviour
- duty teacher
- date

Teachers should send students to the staffroom for the book when it is needed.

CLASSROOM BOOK

The classroom book will contain the following:

- a class list;
- loose leaf pages for recording details of misbehaviour; and
- blank pages.

Teacher action is taken for misbehaviour if a student has multiple offences, either classroom or playground, in a floating five week period.

The Assistant Principal with the responsibility for the Playground Books should regularly check the playground book and transfer offences onto Red Cards so that classroom teachers can transfer the offences to the classroom book. These should be coded: P for playground, C for classroom offences. When a student has 3 offences in a five week period the class teacher consults with relevant welfare coordinator to activate the next level.

All team leaders should regularly check the playground books as a general monitoring exercise.

LEVELS

0. All children begin at this level and remain at this level unless placed in behaviour books.

1. Three offences in either the classroom or the playground book in a floating five week period - the student is referred to the relevant welfare coordinator for counselling and a stern warning. Parents are contacted by a letter or a phone call requesting an interview.

2. Four offences in either the classroom or the playground book in a floating five week period – the student is referred to the relevant welfare coordinator, a letter is sent home requesting an interview with the parents and the student is placed on a behaviour monitoring card addressing individual needs on return to class/playground, depending on the area of the problem.

At this level the child's behaviour is considered unsatisfactory for representation in school teams, attendance at performances or participation in school excursions. If the child receives another misbehaviour entry whilst on Level 2 they will be referred to the Learning Support Team & school counsellor. The child will be considered for suspension.

3. Recommendation to suspend: Continued offences whilst on Behaviour Card. The child has had many opportunities to address their behaviour and at this level the recommendation is made to the principal for suspension.

BEHAVIOUR MONITORING CARDS

A behaviour monitoring card is half an A4 sheet in size which contains room for a teacher comment on behaviour at various intervals during the day.

If the Behaviour Monitoring Card is the result of poor classroom behaviour, the card will contain area for comment on behaviour in the morning session, mid morning session and afternoon session.

If the card is implemented because of poor behaviour on the playground the card will provide space for teacher comment at the end of first lunch, second lunch and recess.

If a student is placed on a behaviour monitoring card the student is:

- responsible for collecting a card from the relevant coordinator **before** school
- responsible for getting the comment from the teacher and the card signed
- responsible for taking the card home, discussing the day with their parent and getting it signed
- responsible for returning the card to the relevant welfare coordinator the following day.

A behaviour monitoring card indicates that there is a serious problem with the student's behaviour. It provides a means of daily communication between school and home. Parents are encouraged to discuss the teacher comments with their child.

A student will stay on the behaviour monitoring card until they have returned 10 cards to the relevant welfare coordinator. These cards must contain positive teacher comments which reflect a change in the student's behaviour.

Year 5 students placed on a behaviour card will not be eligible to nominate for prefect in Year 6.

PLAYGROUND AREAS

Morning- Children sit on the seats until the teacher arrives on duty at 8:30am. At the commencement of duty the children play in the COLA area and basketball courts.

Lunch and Recess- Three areas are supervised. These are the COLA& basketball courts, fixed play equipment & sandpit and the grass area.

PLAYGROUND RULES

- No hat no play.
- Play in the designated playground areas and not near neighbouring houses, toilets or out of bounds areas.
- Place litter in the bins provided.
- Play in a manner that is safe for both yourself and other students.

Playground Misdemeanours

Teacher Warning

Teacher warning issued for:

- reported swearing on the playground;
- interfering with or annoying others.

Time Out

When time out is required the teacher on playground duty will determine an appropriate place near their duty which can be adequately supervised. The amount of time out will be at the discretion of the teacher, depending on the misbehaviour.

Time Out Offences

- | | |
|---------------------------------------|-----------------------|
| • littering (or instigate a clean up) | • climbing trees |
| • interfering with games | • bullying |
| • abuse of equipment | • fence loitering |
| • spitting on another person | • pushing and shoving |
| • teasing | • out of bounds |

Behaviours For Recording in the Playground Book

The following behaviours should be recorded in the playground book and the student should spend the maximum amount of time in the time out area,

- | | |
|---------------------------------|-----------------------------------|
| • bullying | • serious aggressive behaviour |
| • kicking / tripping | • hitting others with objects |
| • throwing objects | • swearing witnessed by a teacher |
| • disobeying teacher direction | • repeated out of bounds |
| • toilet loitering/misbehaviour | • racism |
| • stealing | • physical abuse |

Immediate Removal From The Playground

Any serious or violent behaviour, such as fighting or bullying, should be immediately referred to the relevant welfare coordinator and the students removed from the playground.

The welfare coordinator will investigate the underlying issues and determine the course of action to be taken. This will include counselling, letters being sent home to inform parents of the incident and parent interviews, and in extreme cases suspension.

Immediate Suspension

Principals must suspend immediately and consistently any student who is:

- physically violent : Any student who is physically violent, resulting in pain or injury, or who seriously interferes with the safety and well being of other students, staff or other persons. The matter may need to be reported to the NSW Police.
- In possession of a firearm, prohibited weapon or knife. The matter must be reported to the NSW Police immediately.
- Uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance. Students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended.

SUN SAFETY

- All students are expected to wear a hat at all times while outside
- All teachers are requested to wear a hat and therefore provide a role model
- Teachers are expected to reinforce the No Hat No Play rule. Students without a hat should use the COLA area.
- Fully shade areas are provided in the COLA.

Dear _____

The Student Welfare policy of this school places great emphasis on keeping parents informed about the behaviour of their child and any problems that have arisen in either the playground or classroom. This approach ensures that parents and teachers work together to overcome problems and it ensures that the school environment is happy and safe. Most importantly this results in classrooms that are conducive to learning.

At this point _____ has been entered into the behaviour book for a series of inappropriate behaviours in a short period of time. These behaviours include:

- 1. _____
- 2. _____
- 3. _____

I have spoken to him/her with regards to this and she/he has assured me that she/he will make the effort to improve the way in which she/he behaves and works in class.

A member of the school executive will contact you soon to organise a meeting related to our concerns.

We would like you to discuss this matter with him/her and we will follow up the discussion in the scheduled meeting.

Yours sincerely

Assistant Principal

Date: _____



Please return this section of the note to acknowledge receipt of the letter.

Child's Name _____ Class _____

Parent Signature _____

*"When you help a child today, you write the history of tomorrow."
Father Flanagan, Founder of Boys Town*

Dear _____

The Student Welfare policy of this school places great emphasis on keeping parents informed about the behaviour of their child and any problems that have arisen in either the playground or classroom. This approach ensures that parents and teachers work together to overcome problems and it ensures that the school environment is happy and safe. Most importantly, this results in classrooms that are conducive to learning.

_____ has been entered in the behaviour book four times in a short period. This is a totally unacceptable situation and is of great concern to the school. Over the last few weeks _____ has been counselled by staff and this approach has not been successful.

Please organise an interview with me regarding _____ persistent misbehaviour at school. During this interview we will discuss:

- these misbehaviours and the associated issues
- the next step the school will take to ensure that this problem with _____ behaviour does not interfere with his learning;
- the behaviour monitoring card and
- whether _____ will be allowed to attend PSSA sport, excursions and other school activities.

This program will commence immediately after the interview.

Yours sincerely

Assistant Principal

Date

ARNCLIFFE PUBLIC SCHOOL
ANTI- BULLYING POLICY 2005

DEFINITION: WHAT IS BULLYING?

Bullying is a form of aggressive behaviour, which is usually hurtful and deliberate; sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Underlying most forms of bullying behaviour is an abuse of power and a desire to intimidate and dominate. (Sharp & Smith, 1994)

There are seven key elements of Bullying:

- 1) An intention to be hurtful.
- 2) This intention is carried out.
- 3) The behaviour harms the target.
- 4) The bully overwhelms the target with his or her power
- 5) There is no justification for the action
- 6) Action / behaviour is repeated.
- 7) Bully gets satisfaction / enjoyment.

Arncliffe Public School has amongst its aims the provision of an environment in which each student is personally involved, in which each can develop as a person of integrity, social conscience and courage. To this end, we aim to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted. Every student has the right to enjoy his or her time at school.

This community does not tolerate bullying or harassment. Respect for others is expected.

RIGHTS AND RESPONSIBILITIES

Each member of the Arncliffe Public School community shares in the following rights and responsibilities

- To feel safe
- To respect self
- To learn and grow
- To respect others
- To be respected
- To use commonsense
- To be valued
- To support others

DECLARATION OF THE RIGHTS OF ALL INDIVIDUALS AND GROUPS TO BE FREE FROM BULLYING

- Everyone has the right to feel safe and be safe at school.
- Everyone has the right to be accepted and respected as they are.
- Everyone has the right to be happy about coming to school.
- Everyone has the right to have his or her concerns taken seriously and appropriate action taken.
- Everyone has the right to have his or her concerns dealt with in private.
- Everyone has the right to a quality educational program devoid of disruption

AIMS

- To reinforce within the school community what bullying is and that it is unacceptable behaviour.
- To reduce the amount of bullying that occurs at Arncliffe Public School.
- To assist students to resolve conflicts and differences without bullying.
- To encourage all members of the school community to be alert to signs and evidence of bullying, to have a responsibility to report it to teachers, parents and / or peers.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to victims and the bullies.
- To seek parental and peer group support and co-operation at all times.
- To educate students, teachers and parents in anti-bullying actions.
- To foster a happy school climate where students feel safe and confident that teachers will listen and follow through concerns.

SPECIFIC SCHOOL PROGRAMS

- A Social Skills Program
- Peer Support (TOGETHER WE CAN WORK IT OUT)
- Peer Mediation
- Play Makers
- Child Protection
- Student Welfare Policy and Practices

ATTENDANCE

The Education Reform Act, 1990 states that it is the duty of the parent to ensure that their child is enrolled in a school and that they attend school at all times when the school is open – unless of course the child is sick.

Maintenance of Attendance Rolls

Classroom teachers mark an attendance roll each day with the school attendance rolls being maintained on the administration computer system.

Students who are late or who leave early are issued with a Partial Absence slip which must be given to the teacher as an indication that the partial absence has been recorded at the office. Partial absences are recorded by the class teachers on the class rolls.

Monitoring

Regular roll checks will be made by both the Principal and the Home School Liaison Officer (HSLO) to ensure that all students maintain an acceptable pattern

If a classroom teacher is concerned about lack of attendance or consistent lateness they should seek advice from their team leader or the Principal so that rectification measures can be taken.

A variety of strategies, which may include letters, phone calls, interviews and family support will be used to ensure an improvement in the student's attendance pattern. In more serious cases the student/family will be referred to the HSLO for the implementation of an intervention program.

Parent Awareness of the Importance of Attendance

Throughout the year there are several opportunities to raise parent and community awareness of the need for excellent attendance and the impact of poor attendance on academic performance. These include:

- Inclusion of a session on attendance at the Parent information Evening in Term 1
- Publication of Attendance Census data when compiled in Terms 2 and 4
- Letters for specific years, such as Kindergarten
- Letters and attendance reports for parents of children with an attendance pattern of less than 90%

Recognising Excellent Attendance

Students with excellent attendance will be recognised and rewarded using the school merit system. Attendance awards will be given to students at the beginning of the term for attendance in the previous term.

Recognising Improved Attendance

In some circumstances the HSLO will recognise an improved attendance pattern. This recognition will form part of an attendance behaviour modification program.