



Balgowlah North Public School Wellbeing Procedures

Our Vision

Balgowlah North Public School is committed to creating an inclusive learning environment where our students are able to challenge themselves, create connections and contribute positively to our world. Our school is a place of quality teaching, quality learning and quality behaviour. We pride ourselves on ensuring every student is known, valued and cared for.

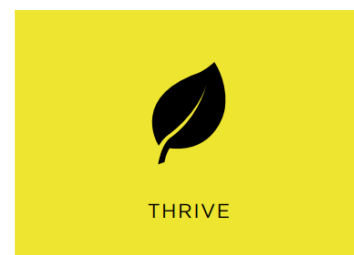
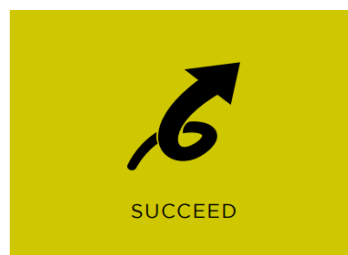
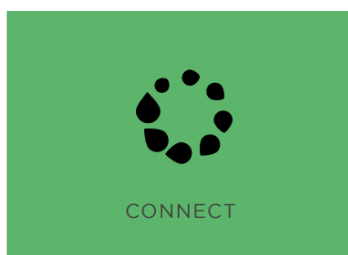
It is our deepest commitment to ensuring our students are provided with learning opportunities that will support them in strengthening their cognitive, physical, social, emotional and spiritual development.

We want our school to be a central part of our students' world- a place where they feel they will be supported to achieve their personal best, a place of connection and belonging, a place where they can explore their strengths and interests and be given opportunities to thrive and flourish.

Resilience, creativity and kindness are shared values of the BNPS community. We aim for positive, respectful relationships which ensure an optimal learning environment for all. Building, sustaining and understanding positive relationships that are based upon mutual respect is integral to our students' understanding of themselves and sense of wellbeing.

Our educators understand that learning outcomes will always be optimised when students experience feelings of positive emotions, satisfaction and self-efficacy. A student cannot achieve their potential if they are not first and foremost, content and confident within themselves.

In focusing on our students' wellbeing we also seek to empower them to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of the communities they belong to. Wellbeing is an ongoing partnership between our students, their teachers and their parents, in which we all contribute to equipping our students with the skills and enabling them with the strategies to be active and positive contributors to society.





Effective Learning & Teaching

Our school is committed to establishing and maintaining:

- support for students to take responsibility for their own learning and behaviour which are key features of our Positive Behaviour Engaging Learners (PBEL) program.
- opportunities for students to build friendship skills and an understanding of how to establish and maintain positive relationships through the explicit skills program URSTRONG.
- an active Diverse Learners Team who monitor student academic, social, emotional and behavioural development and works with families, external agencies and students to ensure students are supported to thrive.
- well-managed, nurturing and inclusive teaching and learning environments with opportunities for support and enrichment for all learners of a diverse range of capabilities.
- professional learning for staff that focuses on identifying and catering for the individual learning needs of all students.
- learning activities that build on prior knowledge and experiences and are socially and culturally relevant.
- students being offered choices about what they learn, how they learn, and how they are assessed, where appropriate.
- integration of targeted social and emotional skill development groups for students identified as requiring additional support in developing these areas of their development and wellbeing.
- frequent opportunities for teachers, students and parents to engage in meaningful dialogue around student learning, behaviour and progress through parent-teacher interviews, student reports and regular communication.

A culture of value and connection:

Our school is committed to establishing and encouraging:

- regular school attendance that is regularly monitored and supported.
- creating a culture of kindness - always speaking in a friendly tone, smiling, making eye contact, endeavouring to know all students' names and pronouncing them correctly.
- showing appropriate personal interest in students, supporting them sensitivity when they are hurt or upset and prioritising the need to make them feel valued and respected.
- setting clear expectations, and being consistent and persistent when students test these expectations
- a comprehensive program of extra-curricular activities for students to explore passions and interests.
- regular review of policy and procedure to ensure it reflects the current school context and actively meets the needs of the school community.
- an active SRC and school leadership team that ensures students have agency in expressing their opinions about the school culture and community issues that matter to them.
- a clear school framework so that all stakeholders understand the behaviour expectations.
- opportunities for students to participate in activities and programs that celebrate diversity, respect and inclusion.



- a consistent, common understanding of what positive relationships are and how they can be cultivated and maintained within the school environment.
- students' gender, class, ability, language and cultural background are included across the school, from celebrations, to the content of lessons and teaching materials.

Community Participation

The school is encouraging:

- a teaching and learning community that values shared goals and works cohesively towards desired outcomes.
- a culture that celebrates life-long learning and the ongoing pursuit of excellence.
- a community that is strong enough to reflect upon its current challenges and use them as opportunities for future growth.
- an active parent community who are engaged with the school and participate in the life of the school.
- a dynamic P &C that is a valued voice within the school community.
- streamlined communication platforms that allow parents to stay informed and connected with school issues.
- a collective commitment to building a sense of belonging for students, teachers, parents and the community.

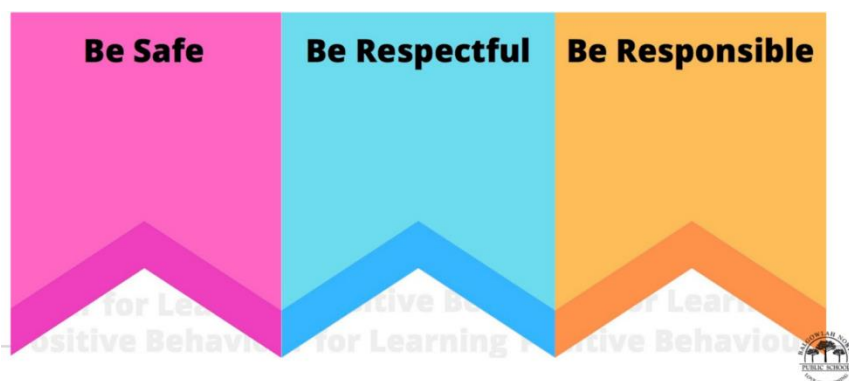
Our Behaviour Management Procedures

Our school behaviour expectations are underpinned by our shared belief that all members of our school community have:

- the right to learn
- the right to be safe
- the right to be treated with dignity and respect, and
- the responsibility to uphold these rights for others

Balgowlah North Public School expectations are:

- Be Responsible
- Be Respectful
- Be Safe

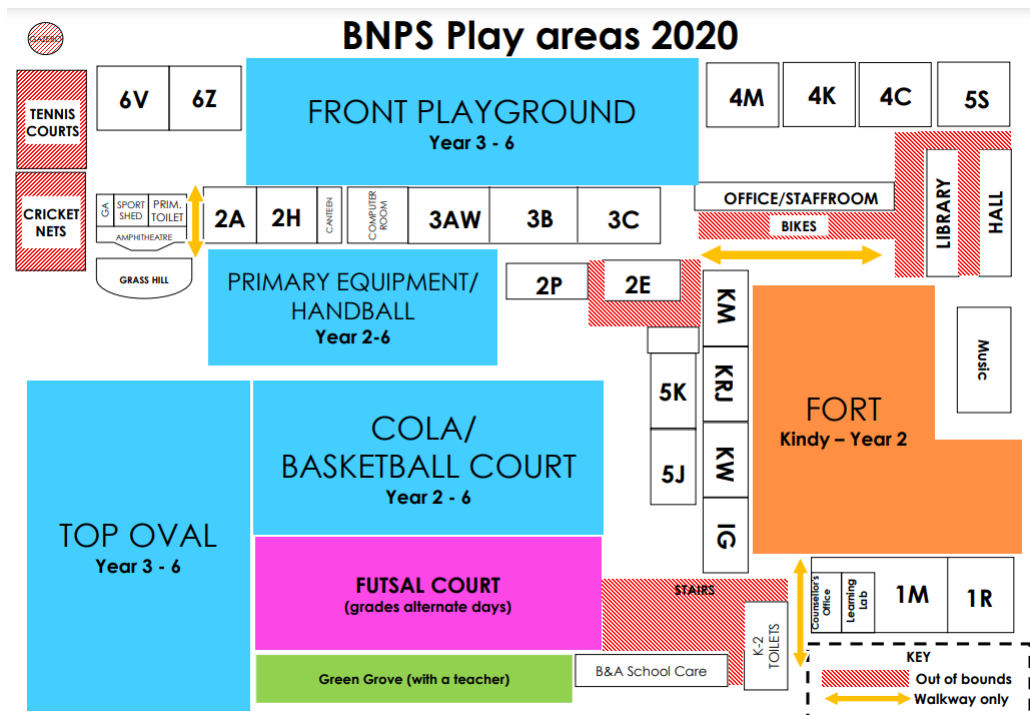




Our students and teachers have co-created a matrix of what these expectations look like in various school contexts:

	All Settings	Classroom	Outdoor areas	Canteen	Hall	Office	Toilets	Excursions	Library	Digital Spaces
Safe	Move safely at all times	Move sensibly at all times	Stay in boundaries	Line up in 2 lines	Walk quietly	Enter with permission	Use toilets and toilet paper correctly	Stand away from the road	Only enter with permission	Use internet sites appropriately
	Look where you're going	Keep our hands and feet to ourselves	Wear the school hat		Cross your legs when sitting		Report any problems immediately	Enter and exit the bus carefully	Use resources appropriately	Use appropriate language when communicating with others
	Be aware of others	Be in the right place at the right time Follow instructions and directions promptly	Be aware of others and share the space Use school equipment correctly			Remain seated			Inform teachers of any inappropriate use Keep personal information to yourself	
Respectful	Speak kindly and politely using manners	Put your hand up to speak	Include and listen to others	Wait your turn	Listen carefully to others	Enter quietly	Allow people privacy	Show pride in our school	Quietly wait for your turn to borrow	Care for all technological equipment
	Follow directions promptly	Wear full school uniform with pride	Promptly follow teacher instructions	Speak politely, say "please" and "thank you"			Wait your turn	Keep clean	Speak quietly	Greet the librarian when entering
	Respect the property of others	Include everyone	Communicate/interact with kindness		Clap appropriately	Say please and thank you		Be aware of others (incl peers and general public)	Handle the books and equipment with care	Log off at the end of each session
	Wait your turn									
Responsible	Care for others	Be equipped, prepared and ready to learn	Play fairly and follow game rules	Buy your own food	Look after school property	Follow instructions carefully	Play outside	Take care of our own belongings	Put books back to correct place after reading	Use the device assigned to me and only access my files and websites suggested by my teachers
	Care for the environment	Take pride in all our work	All rubbish in bins	Spend your own money			Are clean and wash our hands	Put rubbish in the bins	Return your books on time	Put devices away in the correct place and plug in to charge
		Try our very best	Look after the environment							Use only when directed by the teacher
		Ask for help when needed								Follow Digital Citizenship Agreement
	Allow others to learn without distraction									Use how you are directed to by the teacher

Playground Behaviour Expectations:





BNPS Playground areas 2020

Playground	Students	Rules
General	All	Walkways are not for playing. Please walk carefully and quietly on the path. If you see stop sign, you're out of bounds so move back into playground Keep in sight of teacher at all times.
Fort	Kindy to Year 2 Yr 5 peer mediators	<u>Out of bounds:</u> <ul style="list-style-type: none"> o Ramp next to 1G o Stairs to Futsal court o Grass next to 1R o Kookuna and behind the bathrooms <u>Play equipment:</u> <ul style="list-style-type: none"> o Kindy to Year 1 only play equipment. o Monkey bars – one direction only (starting from library side) o If the student can't reach bars, they can't use the monkey bars yet. Students without hats to go to deck outside 1R.
Front	Year 3-6	<u>Out of bounds:</u> <ul style="list-style-type: none"> o Tennis courts o Behind Yr 6 classrooms/Gazebo o Library/Hall passage o Behind Year 4 classrooms o Hedge/path beside staffroom. Year 3 – move away from balcony once students have put their lunchbox away and go into the playground. No running or playing on balcony. Year 4/5S – students put lunchbox in bag and then move back into playground. Path next to Library is walkway, not an area to play. Only handball, no large ball games (move to the oval instead). Students without hats go to COLA.
Lower Oval incl. COLA/ Basketball court/ Play equipment	Yr 2 – 6	<u>Out of bounds:</u> <ul style="list-style-type: none"> o Around shipping container (next to Year 5) o Behind Yr 2 classrooms (2P and 2E) o Behind Yr 5 classrooms o Bike racks o In and behind Green Grove (without a teacher) <u>Play equipment:</u> Years 2 -6 only No chasing/tip games on equipment Students without hats go to COLA.
Futsal Court *TBC	Alternate grades	<u>Out of bounds:</u> <ul style="list-style-type: none"> o Stairs to Fort playground o Green Grove (without a teacher)
Upper Oval	Year 3-6	<u>Out of bounds:</u> <ul style="list-style-type: none"> o Cricket nets o House fences o Behind Green Grove Sandpit only to be used with safe behaviour and the sand stays in the pit, not on the surrounding area. Can play in amphitheatre if in sight of teacher Can sit on top of grassy hill, no rolling down.

Rewarding Self Regulation

The most powerful form of recognition is feedback that empowers a student to feel supported in making positive choices about their behaviour. We all like to be told we've done a good job. This is our most powerful tool and we work hard to recognise students in all areas of school life.

Individual Class Systems

Teachers develop and use systems designed to suit the needs of individual students and the unique qualities of each class. These are all underpinned by the BNPS school expectations of being safe, responsible and respectful. Teachers acknowledge or reinforce a particular behaviour with the intention of adding value to, and strengthening, that behaviour. Teachers use a wide variety of reinforcements including:

- Verbal feedback to promote self-regulation and intrinsic behaviour choices
- Stickers, stamps and other reward systems
- Displaying achievement to other teachers and students



School Wide Award System

Balgowlah North Public School also operates a formal recognition system. Our merit system encourages a continuity of positive behaviour based on our PBL program as students move from grade to grade throughout their school years.

Assemblies are hosted every fortnight, where students have the opportunity to receive Merit Certificates for excellent progress in their learning and demonstration of the school's PBL expectations. Whole School assemblies to celebrate students who have achieved Principal's awards, Banners and Medals are held in weeks 5 and 10 of every term.

Mini merits

Students are recognised for their efforts to be safe, respectful and responsible learners using mini merits. The mini merits remind students of our expectations. When you've collected 10 mini merits they are exchanged for a merit certificate.

Merit certificates

Our school uses merit certificates to recognise students. Merits certificates are issued when students collect 10 mini merits or by teachers in weekly assemblies.

Principal's Award

When students collect 5 merit certificates they are eligible for a Principal's award. These are issued twice per term at a full school assembly.

Banners

When students collect 2 Principal's awards they are eligible for a Banner. These are issued twice per term at a full school assembly.

School Medal

The Balgowlah North Public School Medal is awarded to any student who has achieved or performed at an outstanding level, over a period of time, indicated by the accumulation of 2 School Banners. This medal will be presented by the Principal at a K-6 assembly.

Citizenship Award

Citizenship award is an important part of our PBL program. This award is presented to outstanding students who consistently exhibit our PBL values and behaviours. The Citizenship award is presented twice per term at a full school assembly to a student in Kindergarten to Year 2 and Year 3 to Year 6.



Managing Behaviour Incidents

The school uses a range of approaches to work with students who display inappropriate behaviour.

These include:

- time out
- teacher conferences
- mediations
- restitution

The school operates a formal behaviour expectation program Kindergarten to Year 6. This allows all students to recognise that choosing inappropriate behaviour will result in formal consequences. When a student has not followed the school's expectation of being safe, respectful and responsible, they are asked to reflect on their actions and behaviour, its impact on others and how they could make more appropriate choices in the future. Underpinning this is our own PBL program and all consequences are designed to encourage students to choose safe, respectful and responsible behaviour.

For more serious behaviours parent contact and parent interviews may be required. The PBL team consistently reviews the strategies for supporting students who have difficulty demonstrating our school values.

Recording Behaviour Incidents on SENTRAL

Minor and Major behaviour incidents are logged on our wellbeing tracking system on SENTRAL. This allows us to monitor ongoing behavioural incidents to identify trends and implement support and strategies as required to prevent the behaviour from occurring again or escalating.

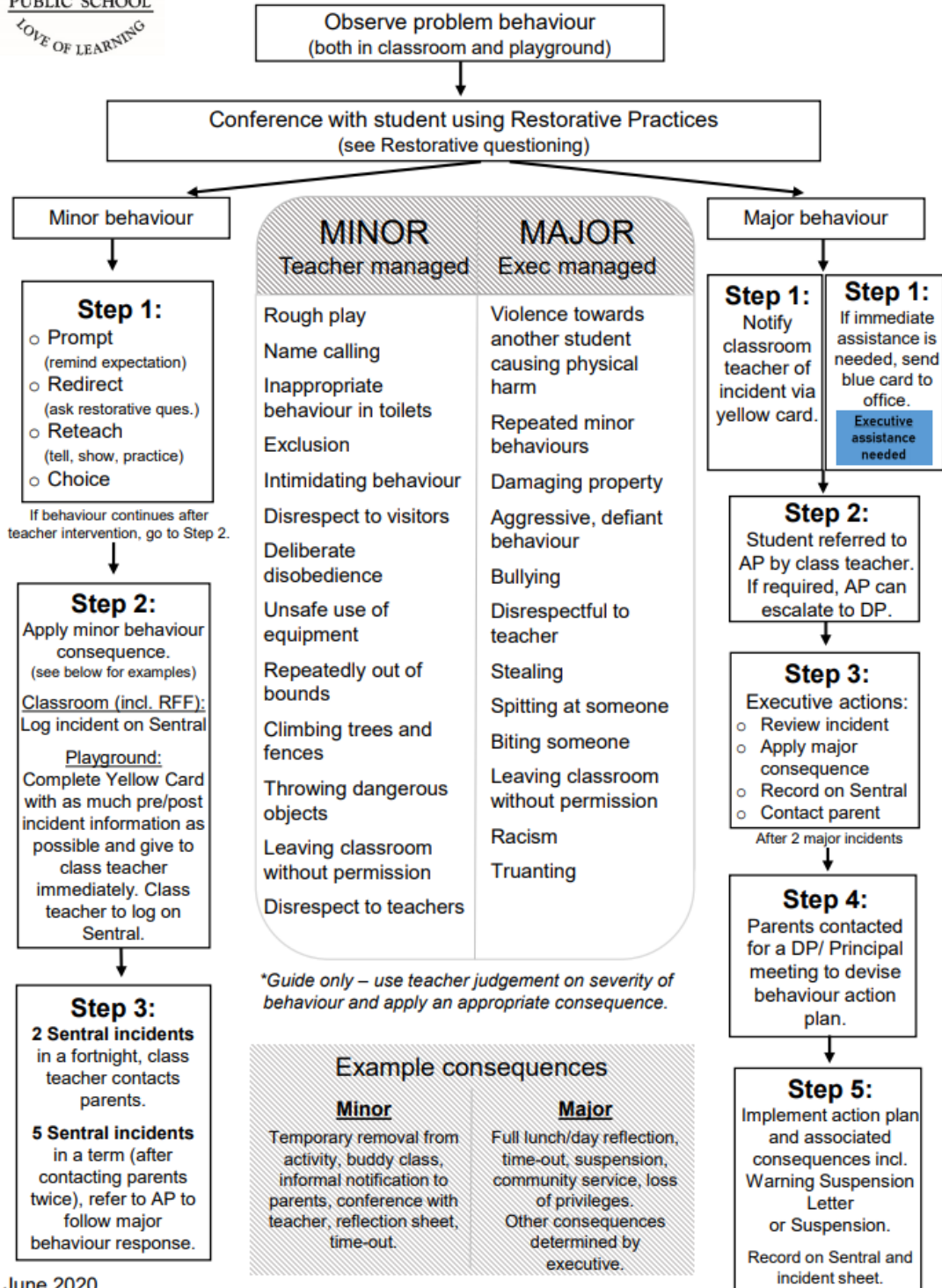
Individual Behaviour Plan

Repeated behaviour incidents may lead to some students being identified by the Diverse Learner's team to need an individualised Behaviour Plan. The aim of an Individualised Behaviour Plan is to provide the student with explicit support to assist them in modifying their behaviour. This plan will be developed in conjunction with the Class Teacher, Stage Assistant Principal, student and their parents or carers.

In very rare occasions, where there are significant ongoing concerns about a student's behaviour and school-based behaviour plans are not effective, the Diverse Learner's Team may seek support from the Department of Education through the assistance of the of the Assistant Principal Learning and Support (AP LaS).

Managing Inappropriate Behaviour

Safe | Respectful | Responsible





Diverse Learner's Team

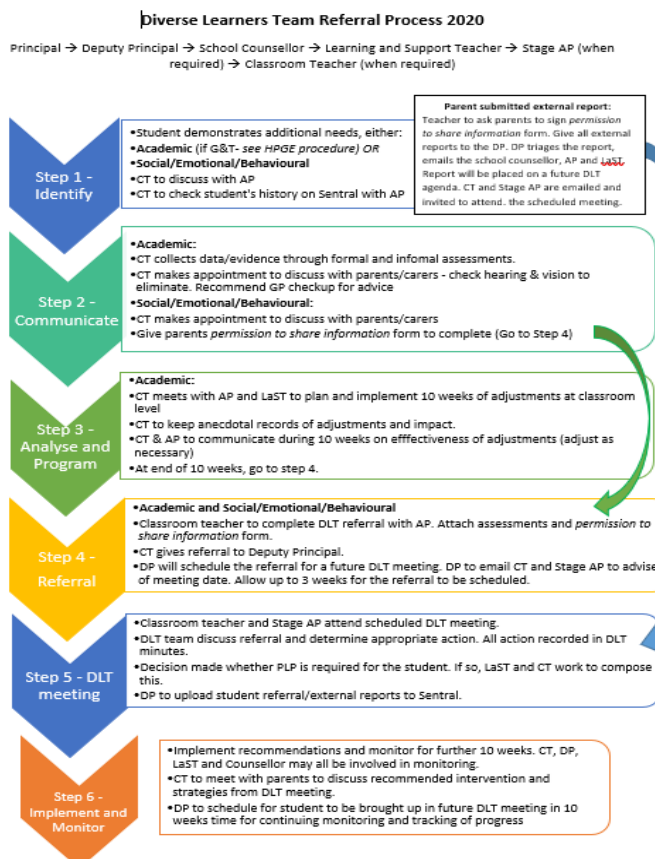
Our Diverse Learner's Team (DLT) plays an integral role in supporting student wellbeing at BNPS. A student may be referred to the DLT if they require support with any aspect of their school experience. This can be social, emotional, behavioural or academic. It may include:

- Students requiring academic support
- Students requiring academic enrichment
- Students with physiological or medical needs
- Neurodiverse students
- Students from different cultural or language backgrounds
- Students having challenges with their friends or in the playground
- Students dealing with complex home or family circumstances

The Diverse Learner's Team assesses and implements appropriate supports to assist a student in achieving their personal best while at school. The DLT also links families with community support services where appropriate.

DLT Referral Process- Teacher

BNPS follows a comprehensive and equitable referral process for students who have social, emotional or academic needs that are impacting upon their schooling. Parents are involved in the referral process and the teacher's recommendation that further support may be necessary will be clearly communicated. The following chart represents our teacher referral process:





Balgowlah North Public School
Diverse Learners Team - Referral Form

A love of learning

Student:	Class:
Age:	Class Teacher:
Date of Birth:	Date of Referral:
Home Language:	Referred By:

Reason for referral (please tick) (in line with NCCD)

Social/Emotional e.g. behaviour, mental health (inc. anxiety), family, relationship	Cognitive e.g. organisation, literacy, numeracy, processing	Sensory e.g. hearing or vision	Physical e.g. temporary or permanent	G & T Any KLA
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Please comment including specifically what you have noticed about the child that has alerted you to the issue.

Classroom achievement (literacy / numeracy)
(Levels/standardised assessments, NAPLAN, benchmark, continuum)

Behaviour/social skills/attendance

Student's strengths

What strategies/adjustments have you tried so far? With what success?
(including any strategies/adjustments suggested or discussed in stage meetings/stage supervisor)
How long has this adjustment been implemented? _____

Prior to referral please ensure: (tick) **Any additional information with these?**

A discussion with parent concerning child's needs?

Checked if other agencies have been involved?

Hearing and vision test completed?

Had discussion with previous teacher if possible?

Checked student's file for any relevant information

What action/outcome is desired as a result of this referral?

Teacher's name: _____
Teacher's signature: _____
Date: _____

Assistant Principal's name: _____
Assistant Principal's signature: _____
Date: _____

Please attach any relevant documents, including any observational notes made at target situation(s) or reports passed on by parents.

DLT Referral Process-Parent

Parents are also welcome to refer their child to the DLT or for counsellor report at any time. Referral forms can be downloaded from our website.



Balgowlah North Public School

10 Manning Street, North Balgowlah, 2093 T: 9949 4499
E: balgowlah-n.school@det.nsw.edu.au W: www.balgowlah-n.schools.nsw.edu.au

Diverse Learning Team Referral

The role of the school's Diverse Learning Team is to provide assistance to students to enhance their ability to achieve educational outcomes.

To ensure we are doing the best we can for our students, assistance from our school counsellor and other support teachers is available for the guidance and assessment of individual pupils. As well as general discussions, visits to the counsellor may involve the administration of tests to determine the child's potential. Information gained from tests and interviews enables the counsellor and teacher to devise appropriate programs, which might be helpful both at school and at home. This information may, as appropriate, be provided to other members of staff involved in supporting your child. Provision of information is voluntary. It will be stored securely. You may correct any personal information at any time by contacting the school counsellor. Please sign the permission slip below, the details over the page and return it to the school.

Yours faithfully,

Brooke Keever
Principal

PERMISSION FOR SCHOOL COUNSELLOR SUPPORT

Student's Name: _____ Class: _____

Date of Birth: _____

Privacy Notice: The information obtained is to assist the school counsellor in providing support for your child and will be stored securely. It may, as appropriate, be provided to other members of the school staff involved in supporting your child. Provision of this information is voluntary. You may also contact the school counsellor at any time to correct or update any personal information.

I have read the Privacy Notice and give permission to the school counsellor to:

1. Carry out assessment and counselling as required. YES / NO
2. Contact the authors of any agency reports that I have been provided with. YES / NO
3. Exchange information with external agencies. YES / NO

Parent's/Guardian Signature: _____ Date: _____

Diverse Learning Team Referral (For completion by parent or carer)

Child's Name: _____

Parent's Name Completing Referral: _____

Date: _____

Reason for Referral: What concerns do you have?
Developmental History: Has the child ever been sick or had an accident? Does the child display age appropriate behaviours?
Previous Assessments: eg. By a doctor, psychologist, speech therapist, occupational therapist
Further Information: Is there anything else you would like the counsellor to know?
Outcome: What do you hope will happen as a result of the counsellor seeing your child?

Personalised Learning Plans (PLPs)

Once a student has been referred to the DLT, it may be decided that the most appropriate way of supporting their needs is with a Personalised Learning Plan (PLP). A PLP is deemed necessary when a student requires support or a reasonable adjustment that is above and beyond good quality differentiated classroom teaching to make appropriate learning gains.



The PLP will be made up of goals that are agreed on by the Classroom Teacher, Learning and Support Teacher (LaST), Parents and the student themselves. These goals can be social, emotional, behavioural or academic and should measure the progress of intervention.

Learning and Support Teacher

The role of our Learning and Support Teacher (LaST) is to work with the DLT to plan for and monitor the implementation of Personalised Learning Plans. The LaST also works to support Classroom Teachers in effectively differentiating to ensure all students are supported in achieving their learning goals.

School Learning and Support Officers (SLSOs)

An SLSO is a teacher's assistant employed by the school to support students who have received funding for special needs or specific purposes by the Department of Education.

School Counsellor

Counselling services are available in the school for students requiring assistance and students with specific learning, behavioural, emotional and/or physical needs. The Diverse Learner's Team may seek permission from parents or caregivers to refer a child to the school Counsellor for assessment or for support in catering for the needs of the child in the school setting.

National Consistent Collection of Data

All Australian schools are required to participate in the NCCD on an annual basis. The NCCD is an annual data collection that requires information on the extent of adjustments made for students with disability. The data collection supports a broader model of engagement and support for these students that draws on teachers' professional judgement and practices throughout the year to support students with disability to access and participate in education on the same basis as other students.

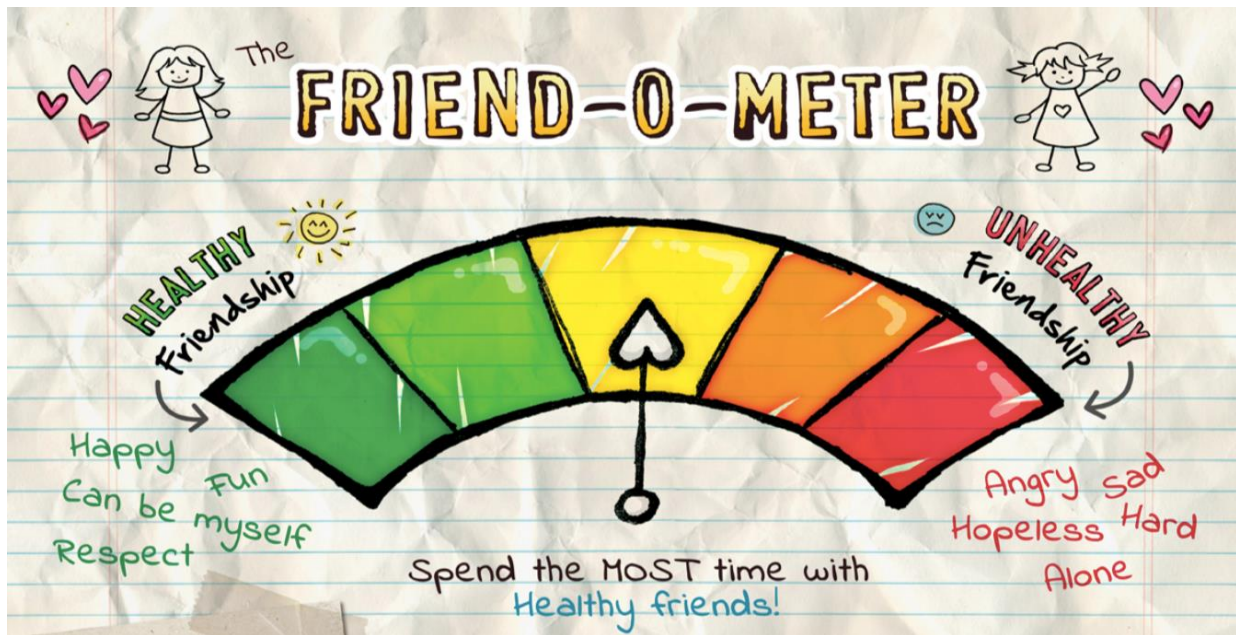
[BNPS School Programs to promote wellbeing](#)

URSTRONG

Balgowlah North Public School implements the URSTRONG friendship program, which provides students with the understanding of what healthy, positive relationships look and feel like and the skills to navigate conflict. The four core components of the URSTRONG program are:

- No relationship is perfect
- Every friendship is different
- Trust and respect are the two most important aspects of friendship
- Friendships change, and that's ok.

Through this program, students are empowered to develop their emotional literacy from an early age and develop the capacity to evaluate the health of their relationships.



Students build a core understanding that empowers them to differentiate between ‘Friendship Fires’ and ‘Mean on Purpose Behaviour’. The term “Bullying” is not used as it is often misused and often results in students, teachers, and parents labelling students unfairly and unconstructively. ‘Mean on Purpose’ behaviour is identified as intentionally cruel or unkind actions. Should this type of conflict occur we acknowledge that victims, perpetrators and bystanders must be supported.

Fundamentally, URSTRONG offers a Growth Mindset approach to friendship skills- we understand that ALL students require support in their social-emotional development and this program provides a platform for them through a common, consistent to guide students in resolving conflicts and sustaining healthy peer relations.

Other Wellbeing Programs

Throughout the school year, BNPS participates in several programs that provide opportunities for students to explore their strengths, interests and develop their sense of self and wellbeing. These include:

- Kindergarten and Year 6 Buddy Program
- Playmates Kindergarten and Year 4 Social Skills Program
- Deck Crew Year 2 Play Group
- Peer Mediators- Year 5
- Junior and Senior Bands
- String Ensemble
- Choir
- Dance Group
- Debating Club
- Chess Club
- Lego Club



Maths Olympiad
Excursions and Incursions
Green Grove Environment Club
PSSA Sporting Groups
Student Leaders – Year 6

Curriculum for wellbeing

Wellbeing is woven into our curriculum implementation both explicitly and through differentiated outcomes to ensure all students have the opportunity to develop their skills and strategies to achieve their personal best.

Our staff offer students access to the curriculum in accordance with the NSW Education Standards(NESA) and the DoE(Department of Education). Staff participate in regular collegial planning sessions and ongoing professional development to ensure they have the pedagogical understanding of best practice in curriculum.

BNPS delivers the following wellbeing curriculum:

- Personal Development and Health Syllabus Implementation-specified outcomes that target health, wellbeing and relationships from Kindergarten to Year 6 and beyond.
- Life Education workshops- specialised programs that develop students self-awareness around positive self-care choices and harm minimisation strategies.
- Child Protection- All student participate in child protection annually to proactively identify their safety network and identify self-protection strategies.
- Interrelate Program-Stage Three program that focuses on personal development and sex education.
- Leadership Opportunities- Structured opportunities for students to learn about the responsibilities of leadership through Peer mediation, Student Representative Council and Year 6 School Leader Program.
- Differentiated curriculum implementation for all students with targeted support through Personalised Learning Plans for students identified as requiring modified goals to achieve their personal best. This is often supported by School Learning and Support Officers.
- Enrichment opportunities for students that extend the curriculum and modify complexity. See BNPS HPGE Procedures for further details.

Attendance

Class Teachers record attendance every day and regular school attendance is monitored by the Deputy Principal and Principal. Irregular, ongoing or unexplained attendance patterns may



warrant further investigation from the school to ensure the student is supported to attend school. For further information, refer to the DoE's school attendance policy.

Supporting BNPS Procedures and Documents:

HPGE Procedures

Enrichment Procedure

Student Leadership Procedures

Playground Rules

Attendance Procedures

Mobile Devices Procedures

DLT Parent Referral Form

BNPS Wellbeing Procedures Prepared by Wellbeing Team

September 2021