



# Bunmurra Byala



*Here, there, everywhere. Blue Tongue Lizard talk*

Dear Families,

Welcome to Week 7 of Term 4.

Tomorrow our student leadership council candidates will partake in a short interview conducted by two current leadership council members, Mrs Holliday and myself. This will be a further opportunity for them to display their leadership skills and qualities. I am looking forward to this new aspect of our leadership process, and we believe it will add an important layer to the selection process.

3-6 students are currently engaging in check-in assessments to assist us in monitoring student learning. The check-in assessments supplement existing school practices to identify how students are performing in literacy and numeracy and help teachers tailor their teaching more specifically to student needs.

We are in the process of designing a representative sports school shirt in a moisture-wicking fabric that will be available for purchase for all students representing the school in sport. The word 'representative' will be written on the back of the shirt. In addition, the front of the shirt will display the school logo. A survey monkey link in the newsletter will allow you to choose the design you think would be best for the shirt. Please have your say and participate in this quick survey. Once we have this feedback, we will begin having it made by our suppliers with the aim to have it ready before the District Cross County carnival.

Stage 3 students received a note last week about an up-and-coming excursion to Yarramundi. We know this will be a very exciting day and, in some way, will go towards making up for their missed camp. Please make sure permission notes are returned by next Monday at the latest as we want all Stage 3 students to enjoy this experience.

We have been updating several school policies and procedures lately in line with Department of Education guidelines and will be sharing these with the community via the newsletter each week. Included in this newsletter is our Student Discipline policy. Please have a good look at it and discuss it with your child before implementation begins next year. Discussions with students around this policy have, and will continue to be, an ongoing part of its implementation. As with every new policy or procedure implemented at school, this is a draft, and we will review it throughout the year, making adjustments as necessary. After reviewing the policy yourself, please don't hesitate to contact the school and share these with us if you have any suggestions or queries. They will form part of the overall review.

Please take care, look after your health and well-being, and remember we are only a phone call away and are happy to assist in whatever way we can.

Lesley Lowe  
Relieving Principal



# HAZELBROOK PUBLIC SCHOOL

## STUDENT DISCIPLINE POLICY

### AIM

*"All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all schools are expected to maintain high standards of discipline. When parents enrol their children at public schools they enter into a partnership with the school. This partnership is based on a shared 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. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of discipline in government schools. The aim of the partnership between school community members and schools is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students."* NSW Department of Education Student Discipline in Government Schools Policy

### RESPONSIBILITIES

#### Students will:

- follow the discipline code or school rules and comply with staff directions regarding discipline and appropriate behaviour
- show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.
- contribute positively to the educational experience for themselves and other students.
- participate fully in the school's educational program.

#### Parents / Carers will:

- support the school in implementing the school discipline policy to maintain a safe and respectful learning environment for all students.
- inform teachers about matters relating to students that may impact their teaching and learning for that student.
- model and reinforce positive behaviours.
- take an active interest in their child's education.
- engage in regular and constructive communication with school staff regarding their child. All members must ensure school property is appropriately used and maintained

#### Teachers will:

- participate in the development of the student discipline policy.
- fairly, reasonably and consistently implement the student discipline policy.



## HAZELBROOK PUBLIC SCHOOL

# Behaviour code for students

## NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

### In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school everyday (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

### Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

### Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

### Engagement

- Attend school everyday (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

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





# HAZELBROOK PUBLIC SCHOOL

## POSITIVE BEHAVIOUR FOR LEARNING (PBL)

We are a PBL School. This philosophy helps develop our core school expectations of being Respectful, Responsible Learners. Expectations are positively phrased, explicitly taught in classrooms, and promoted in all school settings, for all school community members. In addition, more specific behaviours are taught to students in relation to areas and activities around the school (e.g. toilets, canteen). Our three core expectations provide:

- A small number of easy to remember expected student behaviours;
- Consistently implemented behavioural support;
- A shared understanding of expected behaviours by all staff, students and community;
- A scaffold for the teaching and practicing of appropriate student behaviour.

## PBL EXPECTATIONS

	All Settings - School, Bus, Excursions	Playground	Assemblies	Canteen	Toilets	Moving Around the school	Office
<b>RESPECTFUL</b> I am if I ...	<ul style="list-style-type: none"> <li>• speak and act politely to all people</li> <li>• show care and kindness towards everyone</li> <li>• respect myself</li> </ul>	<ul style="list-style-type: none"> <li>• place rubbish in bins</li> <li>• look after the grounds and buildings</li> <li>• sit down when eating</li> </ul>	<ul style="list-style-type: none"> <li>• show appreciation appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• use good manners</li> <li>• wait my turn</li> </ul>	<ul style="list-style-type: none"> <li>• respect the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>• walk carefully</li> <li>• use a quiet voice around the school</li> </ul>	
<b>RESPONSIBLE</b> I am if I ...	<ul style="list-style-type: none"> <li>• am in the right place at the right time</li> <li>• keep my hands and feet to myself</li> <li>• report any incidents to a teacher</li> <li>• take care of my own actions</li> <li>• refuse to be involved in bullying situations</li> </ul>	<ul style="list-style-type: none"> <li>• play in the right place</li> <li>• follow the rules in each playground</li> <li>• play in my own personal space</li> <li>• look out for others</li> <li>• look after my belongings</li> </ul>	<ul style="list-style-type: none"> <li>• follow instructions going in/out of the area</li> </ul>	<ul style="list-style-type: none"> <li>• move away from the hall when served</li> <li>• eat my food on Quad only</li> </ul>	<ul style="list-style-type: none"> <li>• use the toilets during breaks</li> <li>• use the toilets for their specific purpose</li> <li>• use resources wisely</li> </ul>	<ul style="list-style-type: none"> <li>• keep to the left</li> <li>• wait for a teacher before entering a space</li> </ul>	<ul style="list-style-type: none"> <li>• visit the office for school business only</li> </ul>
<b>LEARNER</b> I am a if I ...	<ul style="list-style-type: none"> <li>• listen and follow instructions</li> <li>• actively participate in all school activities</li> <li>• encourage others to do the right thing</li> <li>• always do my best</li> <li>• am an 'upstander' not a 'bystander'</li> </ul>	<ul style="list-style-type: none"> <li>• play games by the rules</li> <li>• play games fairly and co-operatively</li> </ul>	<ul style="list-style-type: none"> <li>• listen carefully to messages</li> </ul>	<ul style="list-style-type: none"> <li>• stay away if I am not shopping</li> <li>• fuel my body with nutritious food and water so my brain can work well.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate good hygiene and cleanliness</li> </ul>	<ul style="list-style-type: none"> <li>• arrive at class on time</li> </ul>	<ul style="list-style-type: none"> <li>• come to school organised</li> </ul>



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## RECOGNITION OF POSITIVE BEHAVIOUR

Positive behaviour is recognised in a variety of ways and may vary from class to class. Students should be acknowledged for their achievements and their contribution to school life. At Hazelbrook Public School, we have many strategies that support individual, class and whole school positive behaviours.

At a whole school level, this includes:

- Whole school PBL 'Bluey' weekly draw & reward
- Class Achievement and Appreciation awards presented at Assembly
- PBL term celebration
- Newsletter recognition
- Celebration of learning ceremony

At a classroom level, positive behaviour may be recognised in a variety of ways, including:

- Verbal/non-verbal praise
- Class rewards
- 'Blueys'
- Positive behaviour chart
- Individual behaviour plan

The weekly PBL Bluey draw is conducted at a whole school assembly on Mondays. Students place the 'blueys' they have earned throughout the previous week into their stage 'log' before Monday and at the assembly, names are drawn out of each stage's 'log'. These students then select a prize from the PBL prize box, consisting of a range of items purchased after consultation with students. The number of students names drawn out of the 'log' will depend on the number of 'blueys' earned. The minimum number drawn will be 3, the maximum will be 8. The more 'blueys' in the 'log' = the more 'blueys' drawn out.

## NEGATIVE BEHAVIOUR

Each teacher will negotiate class rules at the commencement of the year, based around our expected behaviours: I am a, **RESPECTFUL, RESPONSIBLE, LEARNER**. As a result of specific teaching and class discussion, students will be clear about school and classroom expectations. Below you will find Hazelbrook Public School's plans and procedures for negative behaviour incidents. Whilst these plans and procedures are to be used consistently throughout the whole school, cases of negative behaviour may be dealt with on an individual basis. Therefore, procedures might not necessarily follow in a linear pattern but may be taken on a case-by-case basis, age-appropriate and negotiated with the leadership team. Ongoing communication between all parties involved is expected and supported.



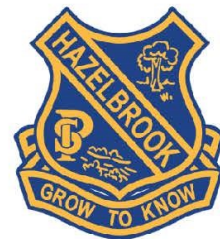
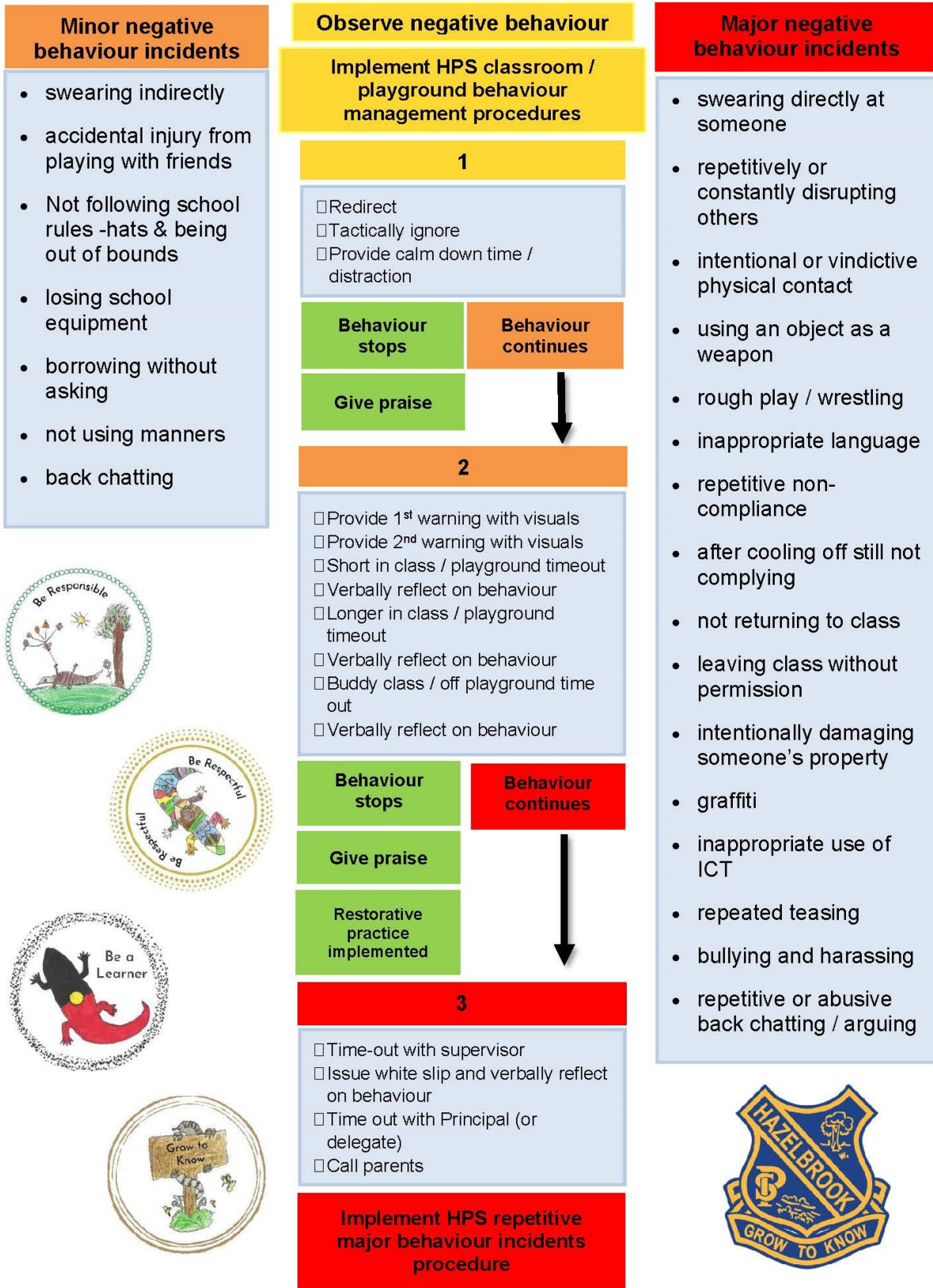
# HAZELBROOK PUBLIC SCHOOL



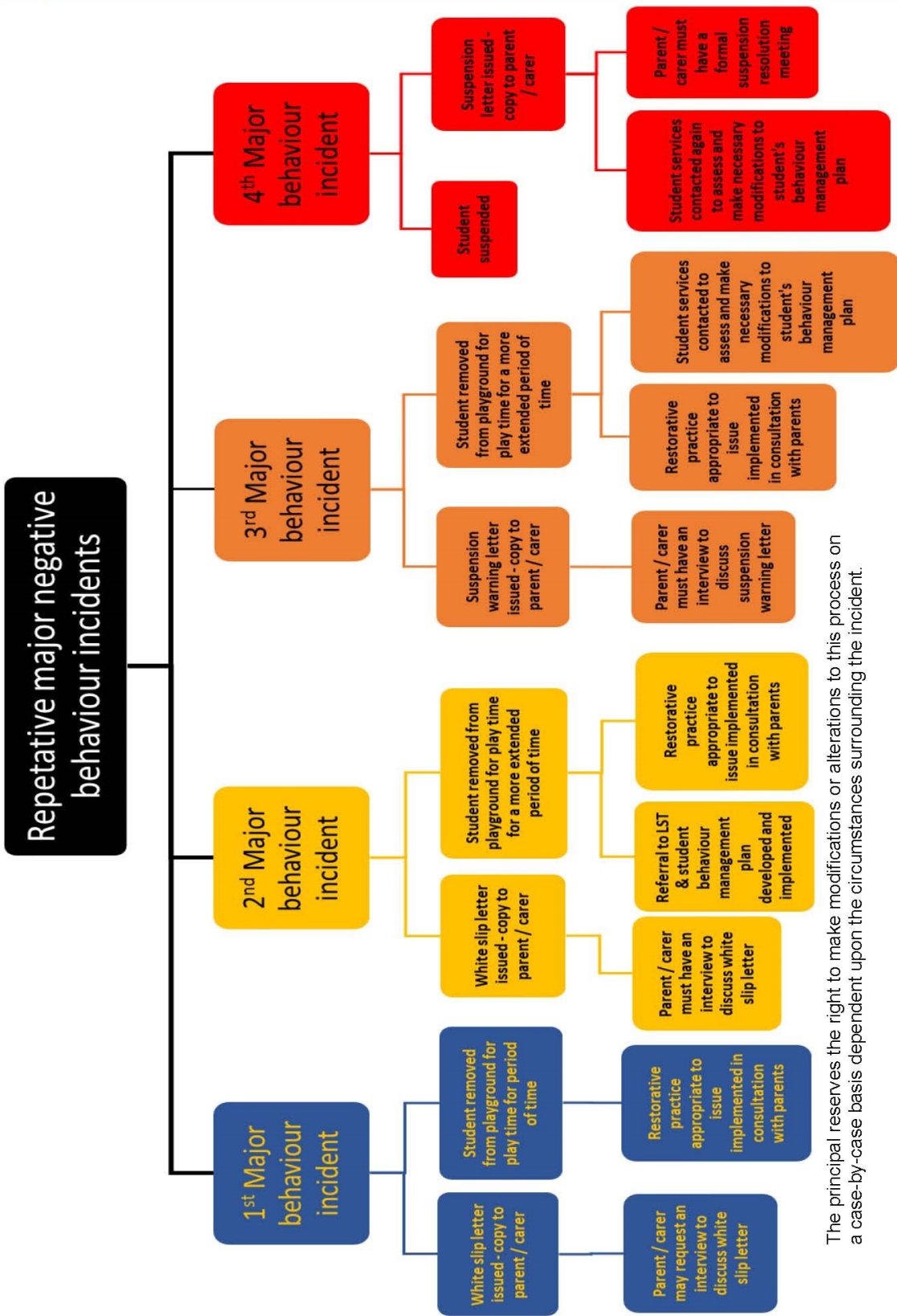
## Negative Behaviour Categories for Hazelbrook Public School

<i>Minor</i>	<i>Major = behaviour slip</i>
<b>Inappropriate Language</b>	
➤ swearing indirectly	➤ swearing directly at someone ➤ inappropriate language
<b>Disruption</b>	
	➤ repetitively or constantly disrupting others
<b>Physical Contact</b>	
➤ accidental injury from playing with friends	➤ intentional or vindictive ➤ using an object as a weapon ➤ rough play/wrestling
<b>Non Compliance</b>	
➤ Not following school rules ~ hats ~ being out of bounds	➤ repetitive non-compliance ➤ after cooling off, still not complying ➤ not returning to class ➤ leaving class without permission
<b>Property Misuse</b>	
➤ losing school equipment ➤ borrowing without asking	➤ intentionally damaging someone's property ➤ graffiti ➤ inappropriate use of ICT
<b>Disrespect</b>	
➤ not using manners ➤ back chatting	➤ repeated teasing ➤ bullying and harassing ➤ repetitive or abusive back chatting/arguing

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The principal reserves the right to make modifications or alterations to this process on a case-by-case basis dependent upon the circumstances surrounding the incident.





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## RESTORATIVE PRACTICES

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. It is a pro-social approach to resolving conflict and works with students rather than doing things to them or for them. A restorative approach focuses on building and maintaining positive relationships across the whole school community. It aims to create an ethos of respect, inclusion, cooperation, accountability and responsibility.

Restorative practice involves helping the child think through their behaviour, its consequences and what they can do to make it better. Students take responsibility for their behaviour and these skills are transferable to life outside school, including within families and beyond. It gives students the skills to manage conflicts, strengthen relationships, and take responsibility by developing empathy.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it. It is a non-punitive approach which accepts that we all make mistakes and have the ability to 'fix' the problem together and learn from our experiences. These questions may be adjusted to suit the needs of the students involved.

- What happened? *Value the student's voice and perspective. Focus on the timeline of events without blame. Understand and identify triggers.*
- What were you thinking about / feeling at the time? *Develop emotional literacy by linking thoughts, feelings and actions.*
- What have your thoughts been since? *Assess reflection following the incident when emotions have de-escalated.*
- Who has been affected by what happened? *The key question to trigger empathy and remorse. Think beyond those directly involved to see the 'ripple effect' of actions and consider the personal impact.*
- In what way have they/you been affected? *Name or describe the impact and acknowledge the consequences.*
- What do you think you need to do to make things right? *Devise agreed, realistic and meaningful resolutions to heal the harm.*
- If the same thing happened again, what would you do differently? *An opportunity for learning and verbalising alternative strategies.*

A restorative approach offers a continuum of strategies from informal conversations through to formal community conferencing and may include: positive classroom management strategies, logical consequences, collaborative problem-solving, trained peer support teams for the playground, structured one-on-one conversations, mediation, conferencing or circle time. Exactly what restorative practice looks like will depend on the student's age; for example, with very young children, teachers might use puppets to encourage them to talk about their feelings in a safe way. The important thing is that you are not pointing the finger of blame, so children don't get defensive. Restorative dialogues can provide important 'teachable moments' and opportunities to understand the impact of behaviour of self and others.

**What matters is that the child who has caused harm and the child they harmed are given the space to hold a restorative conversation.**



# HAZELBROOK PUBLIC SCHOOL

## CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURES

Student Misbehaves	
1	<p><b>Teacher uses positive redirection</b></p> <p>Students misbehave for a range of reasons. Below is a list of possible reasons:</p> <ul style="list-style-type: none"> <li>• Task avoidance - lack of confidence in the ability to complete a task, avoidance of peers or teacher</li> <li>• Attention seeking – peer or teacher, sensory gains/avoidance</li> <li>• Anger, irritability or frustration from outside or inside the class</li> <li>• Hunger, tiredness, and other physical needs</li> <li>• Medication/health (wearing off, have not had it)</li> <li>• Additional needs (outlined in IEP, behaviour management plan)</li> </ul> <p>Teachers should first try the following:</p> <ul style="list-style-type: none"> <li>• Ignore the behaviour (tactical ignoring - if appropriate to do so)</li> <li>• Praise students who are doing the right thing</li> <li>• Listen to the student</li> <li>• Calm downtime (go to the toilet with a friend, send a message with a lanyard (and weighted object for sensory students), have a drink, have something to eat etc.)</li> <li>• Look for further possible antecedents (causes)</li> <li>• Redirect the behaviour (restate rules, deflect behaviour)</li> <li>• Adjust the task</li> </ul> <p>Directly addressing inappropriate behaviour is not always necessary at this stage, depending on the level of behaviour. Most students will respond to this level of intervention and be able to return to work.</p>
2	<p><b>Student Continues to Misbehave</b></p> <p>If a student does not respond to these interventions, then they have more invested in their behaviour. It is then up to the teacher to assist the student in returning to task if they understand the student's motivation (or function of the behaviour) or follow the flowchart.</p>
3	<p><b>Teacher gives student 1<sup>st</sup> verbal warning and optional visual warning</b></p> <p>The teacher states to students that this is their first warning and if they continue the inappropriate behaviour and further warnings are required, they will be going to timeout. Students may need a visual to assist with monitoring this. The class warning system can easily fit into a teacher's classroom management plan. For example, a traffic light system, initials on the board, and other discrete methods to prompt students to remain on task. Remind students that this can be reversed if they remain on task. This is <u>not</u> a punishment but a reminder.</p>
4	<p><b>Teacher gives student 2<sup>nd</sup> verbal warning with accompanying visual warning</b></p> <p>The teacher repeats the above process, followed by a warning that their next step is a timeout in class. Students will now need a visual to assist with monitoring this. The class warning system can easily fit into a teacher's classroom management plan.</p>
5	<p><b>In-class Timeout for 1-5 min</b></p> <p>The student is given Timeout for a set period of time. It is important that it is a limited time as students who cannot see an end to the consequence will move beyond this step. Students may need visual reminders of time left; clocks and sand timers can be used for this. Timeout in class can be at a separate or unused seat, near teachers' desk, in a quiet area of the room, and even at their desk with their arms crossed. It depends on the teacher and the student. If given a choice of a quiet area or their desk with arms crossed, easily distracted students will often choose the quiet area as they also know what they need. Having a choice also enables them to feel some control over their outcomes. School rule and classroom rule cards are available and should be given to students when placed on Timeout. The teacher needs to discuss with the student about the behaviour issue after the Timeout.</p>



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6	<p><b>In-class Timeout continues to 10 min</b></p> <p>Some students who are in Timeout may take longer to settle and calm down or may not be ready to return to their work settled. Timeout in class can be increased to a set time to allow for the student to come around. If students refuse to settle and return to the task, they may need a further class timeout during their playtime. You may need to fill out a behaviour slip if warranted due to severity, frequency or duration of behaviour. If we understand what caused the student to act out, we can show more understanding in helping the student move beyond their behaviour. For some, quiet reading may help them to settle. Others may prefer to work independently for a while at Timeout if they feel irritated or frustrated. Timeout is not a place of punishment. It can also be seen as a place to have a "timeout" from other students and teachers. The aim is for the student to return to the task settled, and we can be creative on how we achieve this.</p>
7	<p><b>Timeout in Buddy Class 10min and Behaviour Slip</b></p> <p>This is the first removal from class strategy. Next, you will need to fill out a behaviour slip due to the severity, frequency or duration of behaviour. When a student gets to this point, the class teacher has tried various strategies, and the student needs to be further removed to settle. This can also remove the student from the environment or stimulus that is causing the inappropriate behaviour (e.g. other students) and calm down. The buddy teacher may also talk to the student as they are not a part of the problem. The behaviour slip will remain with the teacher and not be sent with the student to the buddy class. Send the student with a message or another student to ensure that the buddy class teacher is aware of what has happened and how they can support them.</p>
8	<p><b>Timeout with Supervisor and Behaviour Slip indicates this</b></p> <p>Students need to see the Stage Supervisor as the last chance to settle before being sent to the Principal. If the supervisor is seen too often, this step will lose its effectiveness. The supervisor will talk to the student and discuss the issues leading up to seeing the supervisor. They will allow the student to calm down until the student is ready to return to class. They may ask for work to come over for the student to get them back on task. Students sent to the supervisor aren't automatically on individual programs, but regular visitors will be flagged for possible individual plans if improvement in class is not seen. This new step will need to be indicated on the previously completed behaviour slip, and parents informed. If the student refuses to go to the supervisor, you can call the LaST to escort the student to the supervisor as a last resort.</p>
9	<p><b>Timeout with Principal and Behaviour Slip indicates this</b></p> <p>Student referred to the Principal will exhibit 2 types of behaviour. They will be significant disruptions that refuse to or are unable to settle or are violent or destructive. This new step will need to be indicated on the previously completed behaviour slip, and parents informed.</p>

Consequences need to be based upon student needs and desired outcomes. They should not be blanket procedures. The majority of students will return to the task following a timeout. Those who go beyond this step tell us that they are angry, upset, frustrated, etc., or that they need something different to support them towards positive behaviour. These students require an Individual Behaviour Plan.



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## PLAYGROUND BEHAVIOUR MANAGEMENT PROCEDURES

Student Misbehaves	
1	<p><b>Teacher uses positive redirection</b> Students misbehave for a range of reasons. Below is a list of possible reasons</p> <ul style="list-style-type: none"> <li>• Attention seeking – peer, teacher or sensory gains/avoidance</li> <li>• Avoidance of peers</li> <li>• Anger, irritability or frustration</li> <li>• Hunger, tiredness, and other physical needs</li> <li>• Medication/health (wearing off, have not had it)</li> <li>• Additional needs (outlined in IEP, behaviour management plan)</li> </ul> <p>Teachers should first try the following</p> <ul style="list-style-type: none"> <li>• Ignore the behaviour (tactical ignoring - if appropriate to do so)</li> <li>• Praise students who are doing the right thing</li> <li>• Listen to the student</li> <li>• Calm downtime (go to the toilet with a friend, send a message with a lanyard (and weighted object for sensory students), have a drink, have something to eat etc.)</li> <li>• Look for further possible antecedents (causes)</li> <li>• Redirect the behaviour (restate rules, deflect behaviour)</li> </ul> <p>Directly addressing inappropriate behaviour is not always necessary at this stage, depending on the level of behaviour. Most students will respond to this level of intervention and be able to return to play.</p>
2	<p><b>Student Continues to Misbehave</b> If a student does not respond to these interventions, then they have more invested in their behaviour. It is then up to the teacher to assist the student in returning to demonstrating appropriate behaviour if they understand the student's motivation (or function of the behaviour) or follow the flowchart.</p>
3	<p><b>Teacher gives student 1<sup>st</sup> verbal warning</b> The teacher simply states to students that this is their first warning and if they continue the inappropriate behaviour and further warnings are required, they will be going to timeout on the playground. Remind students that this can be reversed if their behaviour improves. This is <u>not</u> a punishment but a reminder.</p>
4	<p><b>In-playground Timeout for 5mins</b> The student is given Timeout for a set period of time (5mins) by either walking with the teacher or sitting stationary in a spot designated by the teacher. It is important that it is a limited time as students who cannot see an end to the consequence will move beyond this step.</p>
5	<p><b>Time-off Playground and Behaviour Slip indicates this</b> This is the first removal from playground strategy. Next, you will need to fill out a behaviour slip due to the severity, frequency or duration of behaviour. When a student gets to this point, the playground teacher has tried various strategies, and the student needs to be further removed to settle and reflect. This can also remove the student from the environment or stimulus that is causing the inappropriate behaviour (e.g. other students) and enable them to calm down. The behaviour slip will remain with the teacher and not be sent with the student. Send for the Stage Supervisor or LaST to collect the student.</p>
6	<p><b>Timeout with Supervisor and Behaviour Slip indicates this</b> Students need to see the Stage Supervisor as the last chance to settle before being sent to the Principal. They will allow the student to reflect further - which may not occur until the following play session or day, depending on when the behaviour incident occurred. If the supervisor is seen too often, this step will lose its effectiveness. The supervisor will talk to the student and discuss the issues leading up to seeing the supervisor. Students sent to the supervisor aren't automatically on individual programs, but regular visitors will be flagged for possible individual playground plans if improvement in the playground is not seen. This new step will need to be indicated on the previously completed behaviour slip, and parents informed.</p>



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**Timeout with Principal and Behaviour Slip indicates this**

Student referred to the Principal will exhibit 2 types of behaviour. They will be major disruptions that refuse to or are unable to settle, or they are violent or destructive. This new step will need to be indicated on the previously completed behaviour slip and parents informed.

Consequences need to be based upon student needs and desired outcomes. They should not be blanket procedures. The majority of students will return to task following a timeout. Those that go beyond this step are telling us that they are really angry, upset, frustrated etc., or that they need something different to support them towards positive behaviour. These students need an Individual Playground Plan.



# HAZELBROOK PUBLIC SCHOOL

## PLAYGROUND GUIDELINES

\*\* Red painted lines indicate OUT OF BOUNDS areas around the school \*\*

Playground Area	Behaviour Expectations	Specific PBL Focus
<p>QUAD, CANTEEN &amp; GRASS AREA NEAR ADMIN BUILDING</p> <p>Before School, Breaks 1 &amp; 2</p>	<ul style="list-style-type: none"> <li>• Students sit to eat with own class (class teacher to supervise eating 1:20-1:30pm).</li> <li>• Walking only.</li> <li>• Handball-sized balls only.</li> <li>• No hat, stay in the shade.</li> <li>• Stay away from the canteen if not shopping.</li> </ul>	<ul style="list-style-type: none"> <li>• Eat my food on Quad only.</li> <li>• Sit down when eating.</li> <li>• Place rubbish in bins.</li> <li>• Walk carefully</li> <li>• Move away from the small hall when served.</li> <li>• Wait my turn in the canteen line.</li> <li>• Use good manners at the canteen.</li> <li>• Look after my belongings, including my lunch box.</li> <li>• Use the toilets for their specific purpose.</li> <li>• Respect the privacy of others in the toilets.</li> <li>• Use resources wisely in the toilets.</li> <li>• Demonstrate good hygiene and cleanliness.</li> </ul>
<p>BUNMARRA &amp; QUIET GRASS AREA</p> <p>Breaks 1 &amp; 2</p>	<ul style="list-style-type: none"> <li>• Safe play on equipment (students not permitted to stand on top of equipment).</li> <li>• No running games.</li> <li>• Hat required.</li> <li>• No balls at all.</li> <li>• Food not allowed.</li> <li>• Vege garden fence forms playground boundary line.</li> <li>• Students can play sensibly with a tote tray sized (45cm) stick but sticks must remain in the area – not to be taken from playground to playground or classroom.</li> <li>• Grass area near Wollemi pine is for quiet activities.</li> <li>• Must wait on the path for teacher to arrive before playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait for a teacher before entering a space.</li> </ul>
<p>CRECY</p> <p>Breaks 1 &amp; 2</p>	<ul style="list-style-type: none"> <li>• Ball games and running games.</li> <li>• Hat required.</li> <li>• Food not allowed.</li> <li>• Telstra fence forms playground boundary line – no playing on the hill.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive at class lines on time.</li> <li>• Wait for a teacher before entering a space.</li> </ul>



## HAZELBROOK PUBLIC SCHOOL

	<ul style="list-style-type: none"> <li>• Must wait on path behind red line for the teacher to arrive before playing.</li> <li>• Children may play in the garden on the highway fence side.</li> <li>• Need to end play a few minutes before bell so that students return to class lines on time.</li> </ul>	
<p>OVAL</p> <p>Breaks 1 &amp; 2</p>	<ul style="list-style-type: none"> <li>• Ball games. Running games.</li> <li>• Cricket in nets. Other games may be played in cricket nets but cricket takes precedence.</li> <li>• Hat required.</li> <li>• Food not allowed.</li> <li>• Must wait at the top of the stairs behind red line for the teacher to arrive before playing.</li> <li>• Students not allowed under bridge.</li> <li>• Oval fence forms playground boundary line up to the large tree.</li> <li>• Retaining wall along Forest is boundary.</li> <li>• Large tree stumps painted red are also oval boundary.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep to the left on the stairs.</li> <li>• Arrive at class lines on time.</li> <li>• Wait for a teacher before entering a space.</li> </ul>
<p>MULTI-PURPOSE COURT (MPC)</p> <p>Breaks 1 &amp; 2</p>	<ul style="list-style-type: none"> <li>• Ball games.</li> <li>• Hat required.</li> <li>• Food not allowed.</li> <li>• Must wait at the top of the stairs behind red line for the teacher to arrive before playing.</li> <li>• Students may play sensibly on grassed hill area near the MPC, between walls of the building.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait for a teacher before entering a space.</li> <li>• Keep to the left on the stairs.</li> <li>• Arrive at class lines on time.</li> </ul>
<p>SENSORY 'Engine' ROOM</p> <p>Before School, Breaks 1 &amp; 2 &amp; during class time</p>	<ul style="list-style-type: none"> <li>• Students may only access this space with Teacher, LaST and / or SLSO supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait for a teacher before entering a space.</li> <li>• Respect myself.</li> <li>• Follow instructions going in/out of the area.</li> </ul>

### The following rules apply to all playground spaces

Keep my hands and feet to myself  
 Follow the rules in each playground  
 Play games fairly & co-operatively  
 Look after the grounds and buildings  
 Be an 'upstander' not a 'bystander'  
 Be in the right place at the right time  
 Play games by the rules  
 Play in the right place

Listen and follow instructions  
 Report any incidents to a teacher  
 Show care and kindness towards everyone  
 Look out for others  
 Refuse to be involved in bullying incidents  
 Speak and act politely to all people.  
 Play in my own personal space  
 Encourage others to do the right thing



# HAZELBROOK PUBLIC SCHOOL

## REFERENCES

- Student Discipline in Government Schools Policy (PD/2006/0316/V03)
- Student Discipline in Government Schools support materials  
<https://policies.education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy/student-discipline-in-government-schools-support-materials.pdf>
- Suspension and Expulsion of School Students Procedures  
[https://policies.education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy/suspol\\_07.pdf](https://policies.education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy/suspol_07.pdf)
- Suspension and Expulsion of School Students Procedures – Information for Parents  
[https://policies.education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy/leaflet\\_1.pdf](https://policies.education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy/leaflet_1.pdf)
- Guidelines for the use of Time-Out Strategies  
[https://policies.education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy/timeout\\_gui.pdf](https://policies.education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy/timeout_gui.pdf)

## REVIEW

The Principal or delegated staff will review this policy and procedures annually.



**November 2021**

Mon	Tue	Wed	Thu	Fri
15 Year 5 Leadership Shortlisting	16	17 Year 5 leadership interviews	18	19
22 Stage 3 Camp Yarramundi monies and note due	23	24	25 Book Fair Stage 3 Camp Yarramundi	26 Book Fair
29 Book Fair	30 Book Fair			

**December 2021**

Mon	Tue	Wed	Thu	Fri
		1 Book Fair	2 Book Fair	3
6	7 Celebration of Learning	8	9 Year 6 Farewell	10 Bunmurra Day
13	14	15 K-6 Class Parties	16 Last day for students	17 Last day for staff

\* As per Covid guidelines, at this stage no family members are permitted on site. If this changes, we will notify families.

*2021 Term Dates***Term 4**

**Thursday 16th December**—Last day of Term 4

*2022 Term Dates***Term 1**

**Tuesday 1st February:** Years 1-6 Students return to School

**Thursday 10th February:** Kindergarten starts school

**Friday 8th April:** Last day of term

**Term 2**

**Wednesday 27th April:** Students return to school

**Friday 1st July:** Last day of term

**Term 3**

**Tuesday 19th July:** Students return to school

**Friday 23rd September:** Last day of term

**Term 4**

**Monday 10th October:** Students return to school

**Monday 19th December:** Last day of term



# PBL



## Week 6

<b>ES1</b>	Arlen	KL	<b>S1</b>	Sophie	1/2L
	Isla	KL		April	1/2L
	Finn	KL		Oliver	1/2L
	Lailah	KR		Jaida	1/2L
	Evie	KR		Harper	1/2PJ
	Seb	KR		Mia	1/2G
	Evie T	KH		Leo	1/2BG
	Jack D	KH		Nakiah	1/2HS
<b>S2</b>	Addi	3/4I	Reuben	5/6H	
	Mason	3/4I	Swaira	5/6H	
	Alicia	3/4I	Harry	5/6S	
	Braydon	3/4I	Declan	5/6S	
	Annabelle	3/4H	Harleigh	5/6J	
	Navy	3/4I	Charlotte	MAC M	
	Ava	MAC M			

## PBL Rule

**I am a learner if I fuel my body with nutritious food and water so my brain can work well.**



Class	Appreciation Award	Achievement Award
KH	Toby B	Macie W
KL	Lincoln R	Charlotte L
KR	Seb M	Arianna S
1/2BG	Zoe S	Flynn P
1/2L	Sophie P	Xavier R
1/2HS	Sienna M	William Q
1/2PJ	Logan C	Mei B
1/2G	Elias N	Izzy M
3/4A	Crystal E-M	Wyatt J
3/4H	Ella H	Kai C
3/4I	Harry S	Annabelle L
3/4M	Liam M	Lucy P
5/6H	Tara K	Gideon C
5/6S	Cooper V	Indigo W-M
5/6J	Isobel T-K	Dylan H
MAC M	Jarrah R	Charlotte H



## REMEMBRANCE DAY

*Let's We Forget*



## Remembrance Day

Last Thursday, 11.11.21, we held a Remembrance Day event at school. Classes discussed the significance of the day and participated in activities to complement their learnings. At 11.00 we held a minutes silence as an opportunity to show our respect for the sacrifices made by our soldiers so we can enjoy the free nation that we have today.

We are very proud of the respect and maturity our students showed on the day.



## Kids - tell us what is important to you!

**We invite kids aged 5 to 12 years living in the Blue Mountains to voice their views on two current topics, on our online engagement web portal 'Kids Say'.**

While young people can't vote in the local government elections on 4 December, that doesn't mean they don't have an opinion – and Council wants to hear it.

**Project 1:** To coincide with the elections, let your local representatives know what's important to you about the community you live in.

**Project 2:** Tell us about your childcare experience - whether it's care from your extended family, such as a grandparent, or care outside the home, e.g. before or after school care.

**Let us know what you think and go in the draw to win a prize, at: [yoursay.bmcc.nsw.gov.au/kids-say](https://yoursay.bmcc.nsw.gov.au/kids-say)**



## Sports Representative Shirts

We are in the process of designing a representative sports school shirt in a moisture-wicking fabric that will be available for purchase for all students representing the school in sport. The word 'representative' will be written on the back of the shirt. In addition, the front of the shirt will display the school logo. If you would like to have your say, please follow the link to <https://www.surveymonkey.com/r/JQLFBCB>.



### OC Placement Class

The Opportunity Class Placement Test will take place this Wednesday morning from 9.00-10.30am. The test will be administered by staff under strict department of Education protocols.

Students need to bring their test authority letter, 2 lead pencils, an eraser, sharpener, glasses and asthma inhaler if needed and a water bottle with no writing on it, except for a brand name.

### Returning of Musical Instruments

Unfortunately, due to the Department of Education Covid-19 guidelines, Instrument Tutorials and Band will **NOT** recommence this term.

**Please return your school instruments and your red music books in person to Mrs. Schmidt this week.**

Thank you for your involvement in our music programs, whilst we were able to play.

# Hazelbrook PS P&C News

STAY IN TOUCH WITH US

Email us: [hazopandc@gmail.com](mailto:hazopandc@gmail.com)

Follow us on facebook: [@hazelbrookpublicschoolPC](https://www.facebook.com/hazelbrookpublicschoolPC)

We are after quite a few helpers for events during the rest of the term, please give us a hand if you can. Many hands make light work and contribute to our fundraising efforts to improve our school.

## CANTEEN

Thanks to everyone for supporting the canteen with your orders last week. Burger Friday was a huge hit – big thanks to the volunteers who headed in to help out at short notice.

We are needing some volunteers for Fridays in particular. Volunteers need to be fully vaccinated against COVID 19 and have a working with children check. It's a great way to help out and lunch is provided.

**If you can help** – please sign up here: [volunteersignup.org/LPEA4](https://volunteersignup.org/LPEA4) or get in touch with Bec in the canteen [hazocanteen@gmail.com](mailto:hazocanteen@gmail.com)

Please get your orders in for Mondays and Fridays. All orders via Quick Cliq only and orders close at 9.30am on the day. [www.quickcliq.com.au](http://www.quickcliq.com.au)

## PLANT SALE – 4 DECEMBER – VOLUNTEERS NEEDED

Our plant sale will be going ahead on Saturday 4 December from 9am to 3pm at 92 Railway Parade Hazelbrook.

Come along and purchase some plants for yourself or for xmas gifts and support the P&C.

Volunteers are needed to help the day prior to the sale for set up and also on the day.

**If you can help** – please sign up here: [volunteersignup.org/XW4AX](https://volunteersignup.org/XW4AX)

Or send us an email to: [hazopandc@gmail.com](mailto:hazopandc@gmail.com)

## ELECTION BBQ – 4 DECEMBER VOLUNTEERS NEEDED

We are hoping to hold a BBQ at school on election day – if we can get enough volunteers to help!

**If you can help** – please sign up here: [volunteersignup.org/T8PXQ](https://volunteersignup.org/T8PXQ)

Or send us an email to: [hazopandc@gmail.com](mailto:hazopandc@gmail.com)

Thank you for any assistance you can provide with these events! It is greatly appreciated.

## Library News Term 4 Week 7!

**REMINDERS FOR LIBRARY**

- ♥ Check your loans on Oliver library
- ♥ Locate and return your books
- ♥ Bring your library bag
- ♥ Make a reservation on Oliver library

Scholastic Australia

# BOOK FAIR

Week 8  
24th November - 2nd December

Students can visit the fair in the school library...

View the fair on our School Facebook page

Stay updated with all things Library by following us on instagram [hps\\_library](#)

### Book Fair & Organisation

The book fair will arrive on Thursday 25th November and leave on Thursday 2nd December. A video and photo post will be made on our school facebook page of the books that students can purchase with prices.

Students will have an opportunity to view and purchase from the book fair during their class library lesson and one lunchtime during the week.

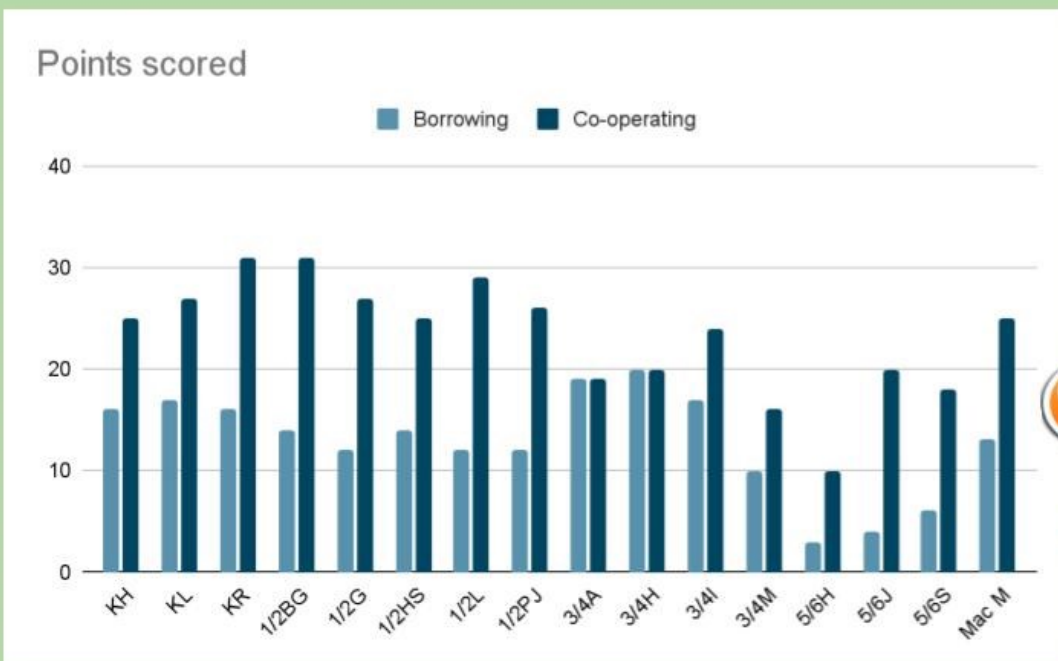
Friday 26th November; Library 3/4I, 3/4H, 3/4A, 5/6S & Stage 2 lunch  
 Monday 29th November; Library KR, 1/2L, 1/2PJ, 1/2G and Stage 3 & MacM lunch  
 Tuesday 30th November; Library 3/4M & Kindy lunch  
 Wednesday 1st December; KH, 1/2HS, 5/6H & Stage 1 lunch

Payments can also be made online by filling out the wish lists & book fair brochures. These can be sent to the library each morning, the books will be processed and given to students to take home.

NB Mac M, 1/2BG, 5/6J and KL will only have the opportunity to purchase during their lunchtime day as the fair will be set up and packed up on the Thursdays.



## Library Borrowing Term 4 Week 6 2021



Winners!  
KR, 1/2BG,  
3/4I & Mac M



Week 8 is the last week to borrow. All books must be returned by the end of week 10!



# School Community Charter

**Collaborative. Respectful. Communication.**

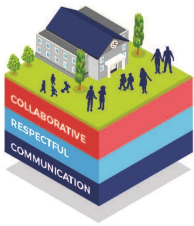
The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

### What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



### Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We treat each other with respect

We prioritise the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work together with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.

© NSW Department of Education



We create collaborative learning environments

We all play our part

We work in partnership to promote student learning

### Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process: [education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students](http://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students).

### Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

### Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



School Community Charter

[education.nsw.gov.au](http://education.nsw.gov.au)

## Approaching the school

CONCERN	APPROPRIATE ACTION	WHO
The academic progress of your own child	<ul style="list-style-type: none"> <li>Directly contact the child's teacher either by note, by phone or at an appropriate time to discuss any issues.</li> </ul>	Classroom Teacher
The welfare of your own child	<ul style="list-style-type: none"> <li>For minor issues directly contact your child's teacher to clarify information.</li> </ul>	Classroom Teacher
	<ul style="list-style-type: none"> <li>For more serious concerns, contact office. State nature of concern and arrange a suitable time to talk with class teacher or appropriate staff member.</li> </ul>	School Office 4758 6120
	<ul style="list-style-type: none"> <li>To convey information about change of address, telephone number, emergency contact, custody details, health issues etc. Please contact the office.</li> </ul>	School Office 4758 6120
Actions of other students	<ul style="list-style-type: none"> <li>Contact the class teacher for a classroom problem.</li> </ul>	Classroom Teacher
	<ul style="list-style-type: none"> <li>Contact the Assistant Principal for your child's stage.</li> </ul>	AP ES1 & S1 = Lesley Lowe AP S2 = Michelle Schmidt AP S3 = Kerrie Hawkes
School policy or practice	<ul style="list-style-type: none"> <li>Contact office. State nature of concern and make an appointment to see the appropriate member of staff or assistant principal.</li> </ul>	School Office to make an appointment
Actions of a staff member	<ul style="list-style-type: none"> <li>Contact the teacher directly or their supervising Assistant Principal for an appointment.</li> </ul>	Classroom Teacher or the appropriate Stage Assistant Principal
	<ul style="list-style-type: none"> <li>Contact Principal if matter relates to an Assistant Principal's actions</li> </ul>	Melinda Williams, Principal