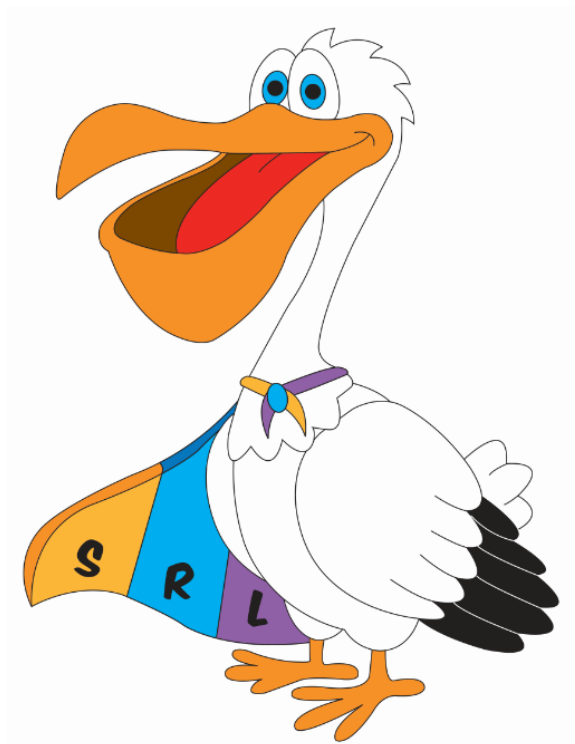




Parklea Public School

Student Welfare Policy



Parklea Public School

Positive Behaviour for Learning at Parklea Public School

Handbook 2017

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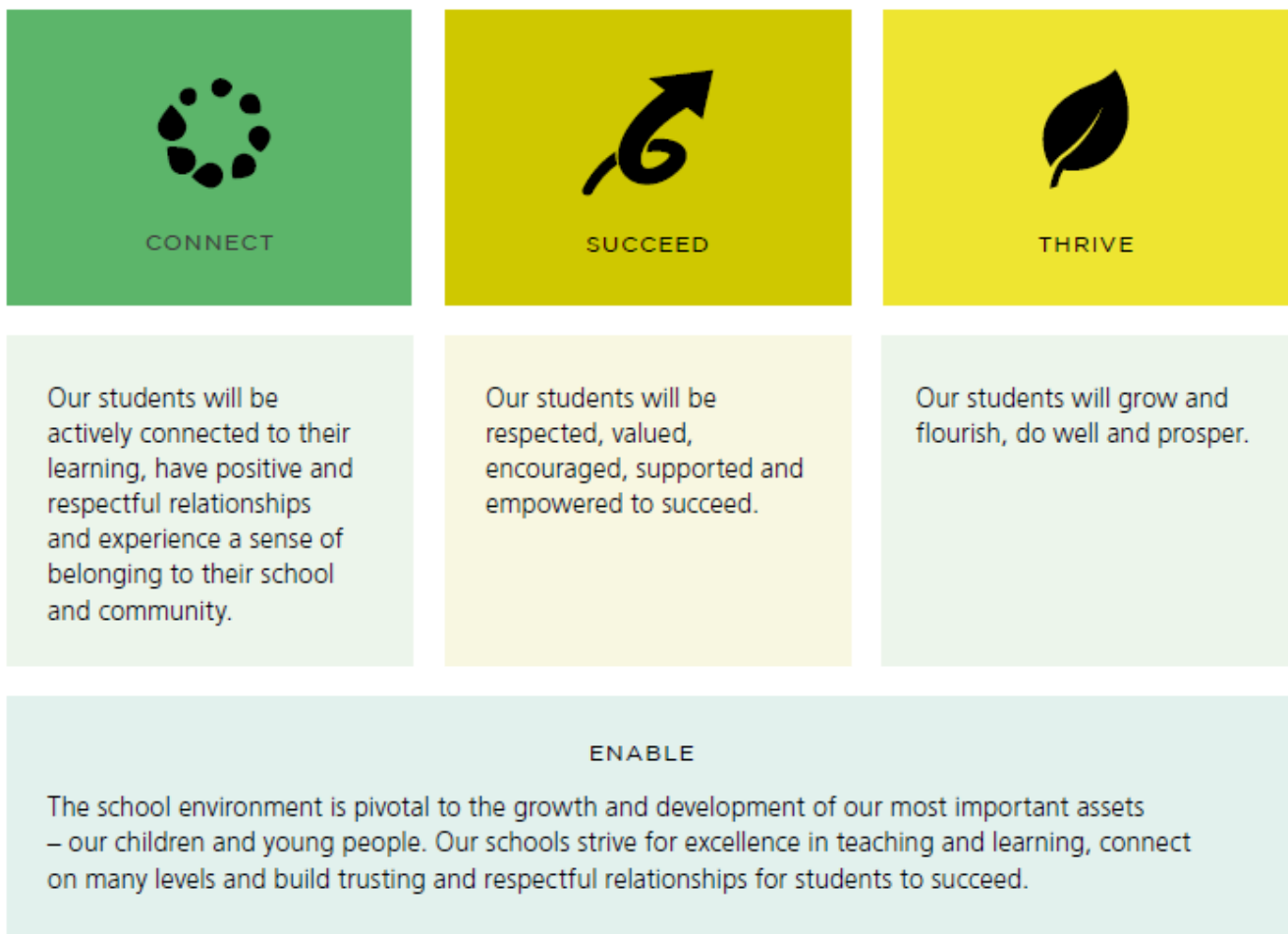
DOE Wellbeing framework for schools

The NSW Department of Education is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development.

The DOE commitment to wellbeing is for our schools to support students to **connect, succeed and thrive** at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

The Wellbeing Framework for NSW public schools contextualises wellbeing to individual students, school settings and local school communities. The concept that wellbeing is dynamic and is integral to learning is vital to embedding it in the complex multi-dimensional work of schools.

Our commitment to our students, parents and members of the community is that public schools will be teaching and learning environments that enable the development of healthy, happy, successful and productive individuals. In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities.



Full access to the wellbeing framework can be found at:

https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf

Positive Behaviour For Learning

PBL stands for Positive Behaviour For Learning. The PBL program at Parklea is based on the strategies found at <http://www.pbis.org/> and is supported by the positive results in the schools that have adopted it. PBL is a proactive discipline model that is based on the assumption that desirable behaviours should be taught. PBL refers to a system of school-wide processes for everyone, everywhere, all the time. These processes and individualised instruction are designed to promote and maintain positive behaviour, while preventing and decreasing problem behaviour.

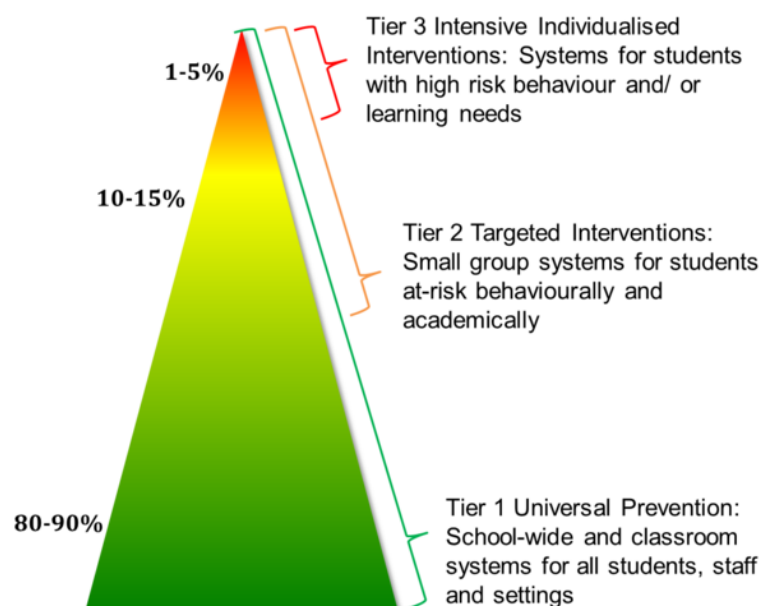
Expected behaviours are taught directly and systematically through social skills lessons, adjusted to suit each stage, and the referral of our behaviour matrix and reteaching of behaviours when necessary.

How it Works!

The diagram below shows how the PBL continuum applies to all students. PBL establishes strong school-wide universal systems that promote early intervention, and the teaching and acknowledging of social-emotional skills. PBL helps schools to develop consistent systems to discourage unproductive behaviour.

Tier 2 targeted support is a team driven process. It strengthens and builds upon what has been taught to students at the universal level. Some students, approximately 10-15 per cent, will respond to Tier 1 supports but will continue to exhibit some difficulties. These students may need additional academic and/or social-emotional support.

A smaller group of students, approximately 1-5 per cent, may need individualised and intensive Tier 3 supports as well as universal and targeted support. Schools will build upon the foundations of the school-wide system to support these students. Interventions focus on creating and implementing individualised behaviour support plans that are linked to the universal system.



Parklea Discipline Policy

Parklea Public School's Student discipline policy is based on the premise that teachers have the right to teach and students have the right to learn in a positive classroom and school environment, free from disruptive behaviour. Parents have the right to know that their children will be supervised, cared for, safe and happy whilst at school.

Objectives - Policy statement

The school environment reflects the community's expectations of appropriate behaviour and nurtures the self-esteem of all students. We create and maintain a safe school environment by protecting the wellbeing of our students and promoting positive relationships between students.

Students are expected to have high standards of behaviour. In doing so, students are expected to:

- Behave safely and courteously in the classroom, in the playground, while traveling to and from school and at all school activities.
- Obey requests from staff and others in positions of authority.
- Wear the school uniform determined by the school community.
- Be punctual to school and to lessons.
- Care for and respect the school environment and personal property, and the property of others.
- Observe the prohibition regulations for illegal drugs, tobacco and weapons in the school grounds.
- Follow the school's expectations and school rules.

Parents are responsible for ensuring that their children attend school and share the responsibility of shaping their children's understandings and attitudes about acceptable behaviour.

School rules

These rules are to be followed at school, traveling to and from school, on school excursions and camps and when representing the school.

- Be safe
- Be Respectful
- Be a Learner

Classroom rules

Each year age appropriate class rules are devised and agreed upon by the students in all classes and the class teacher. Class rules aim to establish a safe, consistent, positive classroom environment.

Recognition of student achievement

The school fosters a positive classroom and school environment with praise for both individual and group effort and achievement. Consistent, positive reinforcement is provided in a variety of ways:-

- Verbal praise
- Token reinforcement (Parklea Pals, Parklea Perfections, certificates and stickers)
- Class and Assembly Awards (linked to the PBL expectations – Safe, Respectful & Learner)
- House points
- Students acknowledged in the Newsletter
- Photographic displays
- Community recognition and support
- Sporting representation
- Trophies and ribbons
- End of Year Presentation awards
- Nominations to attend external courses and presentations

Strategies to promote effective discipline and learning

The school supports students in achieving success and fosters effective discipline. Consistent use of good behaviour management techniques such as;

- Giving simple and explicit directions
- Staff attendance at relevant training and development programs
- Staff modelling of consistent, caring and controlled behaviours

Strategies for dealing with unacceptable behaviour

Depending on the severity of the unacceptable behaviour, the following strategies will be used. Teachers and members of the teaching executive will decide on the most appropriate action including:

- Time out in a buddy class
- Withdrawal from classroom and playground activities
- Referral to grade supervisor for continued misconduct in class
- Referral to the Learning and Support Team
- Parent interview or phone call
- Agreed strategies negotiated with the parent
- Reflection (see later)
- Referral to District School Counsellor
- Individual behaviour plan monitored by classroom teacher and supervisor
- Referral to Learning and Wellbeing Officers at the education Area Office for advise and wider 'system' support
- Warning of suspension meeting with teaching staff and parents and/or caregivers
- Suspension (see school policy)

The Learning and Support Team is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning support needs of students through the coordination, development, implementation, monitoring and evaluation of educational processes.

A prime function of our Learning and Support Team is to ensure that the needs of all students in the school are being met using a three-tiered model of support addressing universal, targeted and intensive supports for students and teachers. Our team also employs the logic of Positive Behaviour for Learning i.e. a strong focus in systems, practices and data.

Reflection

Incident folders are used by teachers during recess and lunch to record incidents of concern on the playground and within the classroom. If a student breaks school rules or behaves inappropriately on the playground their name and incident is recorded on a Playground Behaviour Record Slip (red for moderate/severe or yellow for minor). Yellow slips are distributed to the class teacher to monitor the student's behaviour, while the red slip is distributed to the K-2 or 3-6 supervisor. In inappropriate cases, a member of the executive who monitors the referrals daily may place the student on reflection. Alternatively, the executive may counsel the student, or a note is made to follow up if there is further breach of the school rules.

An Assistant Principal will supervise students on reflection during the first half of lunch where each student will complete a reflection sheet. The reflection sheet will be sent home with the reflection letter to inform parents/carers of the incident. Parents/carers will be required to complete and return a slip indicating they have received and read the note.

Parents will be informed by way of a telephone call or face-to-face meeting when a child has been placed on reflection regularly over a short period.

Refer to Playground Behavioural Flowchart

Anti-Bullying

Refer to Parklea Public School's Anti-Bullying Policy (2016) – Attached as appendix

School Counsellor / School Psychologist

The school has access to a trained School Counsellor who is a child psychologist two days per week. Staff will, from time to time; refer a student who is experiencing behaviour difficulties to the counsellor, for additional support and information.

Suspension and Expulsion of School Students

Parklea Public School's Suspension and expulsion policy is consistent with the Department of Education & Training's Procedures for Suspension & Expulsion of Students Policy (Students Discipline in Government Schools PD 2006 0316).

Suspension allows the student's time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. Students demonstrating the following behaviours will be immediately be suspended from school:

- Possession, use and/or supply of a suspected illegal substance. Suspension is to occur immediately if a substance is being represented by a student as an illegal substance.
- Violence resulting in pain or injury, or seriously interferes with the safety and wellbeing of other students, staff or other persons
- Possession or use of a weapon or threatening to use a weapon
- Use of an implement as a weapon or threatening to use an implement as a weapon
- Persistent disobedience, misbehaviour, harassment, racist remarks or bullying
- Criminal Behaviour
- Aggressive Behaviour

Short Suspension In circumstances where supportive options have been unsuccessful in resolving the inappropriate behaviour, the Principal may choose to impose a short

suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories:

- Continued Disobedience: This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.
- Aggressive Behaviour: This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

A formal disciplinary interview will be held with the student prior to making the decision to impose a short suspension. The Principal will ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The key features of the interview must be taken down in writing.

A suspension resolution meeting must be convened by the Principal at the earliest opportunity. The Principal in conjunction with the parents should utilise the school, regional and other available resources in seeking means of assisting the student to modify his or her behaviour. The use of such resources should be discussed in the suspension resolution meeting. The school learning support team and school counsellor should be notified of the suspension.

The Principal will ensure that the suspension is recorded in the suspension register and that all relevant documentation is retained on a file at school. The register is available at the Department's website address:

<https://detwww.det.nsw.edu.au/lists/directoratesaz/stuwelfare/studiscipline/index.htm>

Long Suspension: If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including twenty school days. In determining if a student's behaviour is serious enough to warrant a suspension the principal must consider:

- the safety of students and staff
- the merit and circumstances of the particular case
- factors such as the age, individual needs, any disability and developmental level of students.

A formal disciplinary interview will be held with the student prior to making the decision to impose a long suspension. The Principal will ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The student must also have an appropriate observer of their choosing parent at the interview. The key features of the interview should be taken down in writing. A work program should be provided for the duration of the suspension. Return to PPS from suspension is conditional on an agreed program of counselling and demonstration of appropriate behaviour. While on suspension a student:

- Needs to complete assigned school work;
- Needs to be provided with adult supervision;
- Is not permitted on school grounds;
- Is unable to enrol in another government school

The school counsellor must be informed of the suspension and complete a report for the advice of the Principal. This report is to be retained on the student counselling file. Advice may also be sought from the school learning support team about the management of the student's ongoing welfare needs and the need to develop any strategies to assess and manage the risk posed by the student's behaviour including a risk to the student himself or herself.

A suspension resolution meeting must be convened by the Principal at the earliest opportunity.

The Principal will ensure that the suspension is recorded in the suspension register and that all relevant documentation is retained on a file at school. The register is available at the Department's website address:

<https://detwww.det.nsw.edu.au/lists/directoratesaz/stuwelfare/studiscipline/index.htm>

Suspension Procedure

Parents/Carers will be contacted by telephone or in person to inform them of the suspension of their son/daughter from Parklea Public School and informed of Appeal Procedures. Parents will be provided with copy of NSW Department of Education and Training (DET) Resolution of complaints. Parents/Carers will be provided with an appeals contact and number should they wish to appeal the suspension. A resolution meeting between parents and the principal will occur as soon as possible. Parents/Carers will be provided with a written statement of their child's behaviour. A planned program of support and sanctions will be negotiated.

If the principal decides to impose more than two short suspensions on a student in any twelve-month period, the school education director must be advised.

Refer to the DET's Suspension & Expulsion of School Students (procedures) document.

Anti-Racism

Refer to Parklea Public School's Anti-Racism Policy (2001)

This Student Discipline Policy will be reviewed regularly by both the staff and parent representatives to ensure that it caters for the specific needs of students, parents and staff at Parklea Public School.

Times and Routines

Bell Times:

8:30am – 9:00am: Morning Duty (No balls)

9:00am – 11:00am: **Morning Session**

11:00am – 11:30am: Recess (5 minutes eating time with class)

11:30am – 1:20am: **Middle Session**

1:20pm – 1:50pm: Lunch (10 minutes eating time with class)

2:55pm – 3:00pm: **Afternoon Session**

Changes to Routines

Thursdays:

Primary (even weeks) and Infants (odd weeks) assembly in the school's hall at 12:45pm.

Wednesdays:

Scripture – Grades K-2: 12:20pm – 12:50pm, Grades 3-6: 12:50pm – 1:20pm

Fridays:

PSSA for Grades 3-6 whole morning session

Wet Weather and Hot Weather Procedure

Alternative bell times may arise due to wet or hot weather which will be determined by executive staff members responsible for the playground roster.

Refer to Parklea's 'Wet Weather and Hot Weather Procedures' policy (2016).

Parklea Public Schools PBL Mission statement

- Explicit teaching of PBL Expectations
- Consistent implementation of PBL procedures
- School wide practises & procedures

Our Core Values

Parklea Public School's expectations are:

Be safe



Be Respectful



Be a Learner



Parklea Public School's Core Expectations in relation to NSW Core Rules

Be Safe:

- Attend school every day unless legally excused.
- Behave safely, considerately and responsibly, including when travelling to and from school.

Be Respectful:

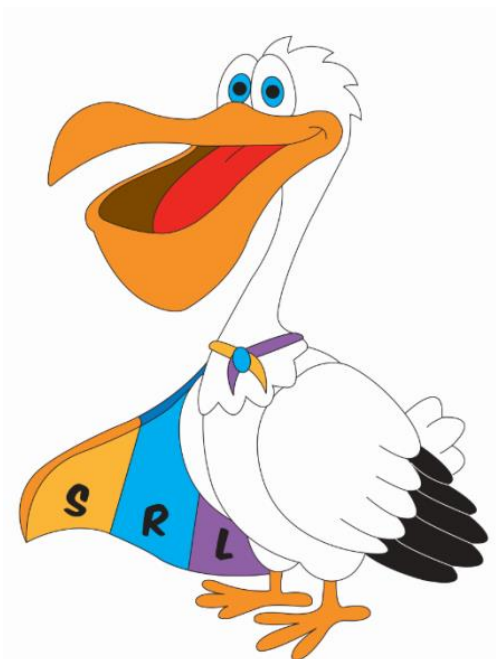
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code.
- Show respect at all times for teachers, school staff, helpers and students.
- Treat one another with dignity and respect.
- Care for all property belonging to the school,. Themselves and others.

Be a Learner:

- Be in class on time and prepared to learn.

School Mascot - Parky the Pelican

Parky is displayed throughout the school and appears at important school events as a reminder for students to be Safe, Respectful Learners always.



Sport House Mascots



Classroom and Playground PBL Display & Expectations Matrix

Each classroom teacher must dedicate a section of their room to a PBL display where all PBL classroom and playground school expectations/Matrix must be visible for students.

This display is to include:

- All school location matrixes (general, passive, active)



- All The Time Matrix



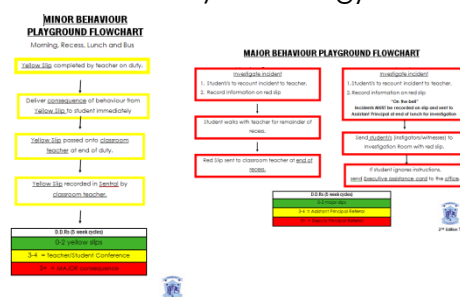
- A5 Poster Formats (INFANTS ONLY)



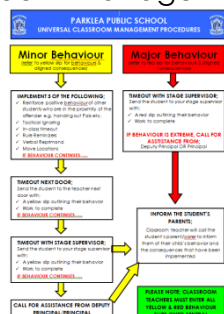
- Pals Menu



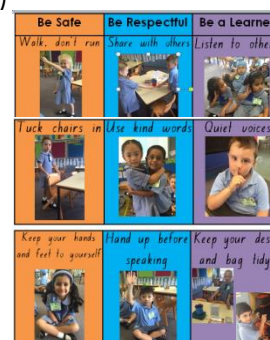
- Minor/Major Flowchart (attached to Duty Bum bag)



- Classroom management Flowchart



- Classroom Matrix (personalised in PBL lesson by each teacher)



Yellow & Red slip playground procedures

MINOR BEHAVIOUR

PLAYGROUND FLOWCHART

Morning, Recess, Lunch and Bus

Yellow Slip completed by teacher on duty.

Deliver consequence of behaviour from Yellow Slip to student immediately

Yellow Slip passed onto classroom teacher at end of duty.

Yellow Slip recorded in Student Management by classroom teacher.

D.D.RS (5 WEEK CYCLES)

0-2 yellow slips

3-4 = Teacher/Student Conference

5+ = MAJOR consequence

MINOR SCHOOLWIDE BEHAVIOUR REFERRAL		BRIEF EXPLANATION OF INCIDENT:	
Student/s:	Class/s:	Date:	
Reported by:	Time:		
STUDENT BEHAVIOUR TYPE:	LOCATION:	TACTICS EMPLOYED & CONSEQUENCES APPLIED:	
<input type="checkbox"/> Physical Contact (Minor - No Injury / Issue) <input type="checkbox"/> Play Fighting <input type="checkbox"/> Derogatory Language / Gestures / Profanity <input type="checkbox"/> Running on Corridor <input type="checkbox"/> Excluding others <input type="checkbox"/> Ignoring Adult Instructions <input type="checkbox"/> Unruly and/or Disrespectful Behaviour <input type="checkbox"/> Crossing path to complete classwork <input type="checkbox"/> Picking / Taking Items and/or on the spot <input type="checkbox"/> Throwing / Dropping / Spilling / Spilling <input type="checkbox"/> Putting down language / Behaviour <input type="checkbox"/> Inappropriate Use of Language / Profanity <input type="checkbox"/> Ignoring Student / Teacher Instructions <input type="checkbox"/> Playing in Toilet / Misuse of Toilets <input type="checkbox"/> Unruly Behaviour <input type="checkbox"/> Out of Bounds <input type="checkbox"/> Wearing / Using / Bullying / Toss / Accessories <input type="checkbox"/> Other:	CLASSROOM SETTINGS: <input type="checkbox"/> Home Classroom <input type="checkbox"/> Waiting Classroom <input type="checkbox"/> Library <input type="checkbox"/> Other:	CLASSROOM SETTINGS: <input type="checkbox"/> Verbal Reprimand <input type="checkbox"/> Quantity _____ <input type="checkbox"/> Separation Reprimand <input type="checkbox"/> Quantity _____ <input type="checkbox"/> Brief Removal of Expectations <input type="checkbox"/> Priorities of Expectations <input type="checkbox"/> Reference to Visual Cues (Sign) <input type="checkbox"/> Time Out in Home Classroom <input type="checkbox"/> Move Location and/or Task / Ignoring <input type="checkbox"/> Apology (Type: Written or Verbal) <input type="checkbox"/> Reinforce Correct Behaviour of Peers <input type="checkbox"/> Time Out in Home Classroom <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Parent / Teacher Conference <input type="checkbox"/> Call to Contact Parent (Date: _____) <input type="checkbox"/> Call to Contact Parent (Date: _____)	
PLAYGROUND SETTINGS: <input type="checkbox"/> Active Play <input type="checkbox"/> Back Court <input type="checkbox"/> Basketball Court <input type="checkbox"/> Bus Lines / Bus <input type="checkbox"/> Corridor <input type="checkbox"/> CDDA <input type="checkbox"/> Front Court <input type="checkbox"/> Recess Play <input type="checkbox"/> Sanitary <input type="checkbox"/> Toilets <input type="checkbox"/> Walkway <input type="checkbox"/> Out of Bounds <input type="checkbox"/> Play Equipment <input type="checkbox"/> Other:	PLAYGROUND SETTINGS: <input type="checkbox"/> Verbal Reprimand <input type="checkbox"/> Quantity _____ <input type="checkbox"/> Separation Reprimand <input type="checkbox"/> Quantity _____ <input type="checkbox"/> Brief Removal of Expectations <input type="checkbox"/> Priorities of Expectations <input type="checkbox"/> Reference to Visual Cues (Sign) <input type="checkbox"/> Time Out in Home Classroom <input type="checkbox"/> Move Location and/or Task / Ignoring <input type="checkbox"/> Apology (Type: Written or Verbal) <input type="checkbox"/> Reinforce Correct Behaviour of Peers <input type="checkbox"/> Time Out in Home Classroom <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Parent / Teacher Conference <input type="checkbox"/> Call to Contact Parent (Date: _____) <input type="checkbox"/> Call to Contact Parent (Date: _____)	AP MANAGER Appoint Principal can become involved should a minor behaviour be persistent across a specific timeframe and / or location. These students should be noted immediately in the relevant Stage Learning and only after using your stage team books. Multiple times behaviour can also contribute to meeting a decision rule to be changed to a Major behaviour (Red Slip). In this event, Major behaviour procedures should be followed. Note: This slip is to be entered into School Referral by the Principal or a designated staff member.	

MAJOR BEHAVIOUR PLAYGROUND FLOWCHART

Morning, Recess, Bus

Brief Investigation

Red Slip completed by teacher on duty

Student walks with teacher for remainder of play.

Red Slip sent to classroom teacher at end of recess.
Classroom Teacher to investigate using K-2/3-6 Sheet & forward referrals to Assistant Principal

Assistant Principal to finalise consequences and relay information to classroom teacher.

D.D.RS (5 WEEK CYCLES)

0-2 major slips

3-4 = Assistant Principal Referral

5+ = Deputy Principal Referral

Lunch

Brief Investigation

Red Slip Completed by teacher on duty

Send student/s (instigators/witnesses) to Reflection Room with red slip ASAP.

Assistant Principal on duty to investigate using K-6 sheets and/or complete reflection depending on time.

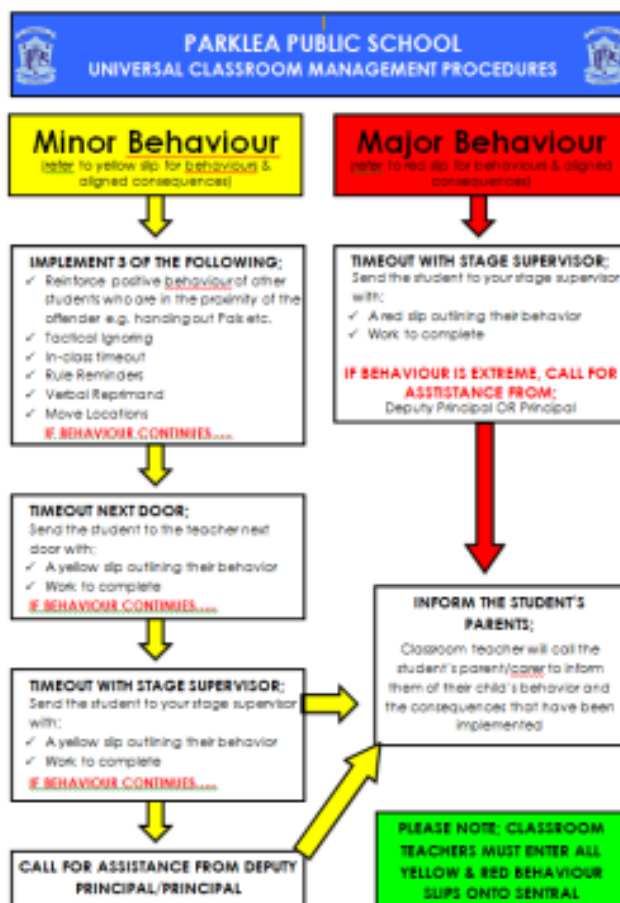
Please note: If a student arrives after 2nd half, red slip and investigation sheet will be sent for classroom teacher to complete, then forward to Assistant Principal

Assistant Principal to finalise consequences and relay information to classroom teacher.

MAJOR SCHOOLWIDE BEHAVIOUR REFERRAL		BRIEF EXPLANATION OF INCIDENT:	
Student/s:	Class/s:	Date:	
Reported by:	Time:		
STUDENT BEHAVIOUR TYPE:	LOCATION:	TACTICS EMPLOYED & CONSEQUENCES APPLIED:	
<input type="checkbox"/> Physical Contact (Minor - No Injury / Issue) <input type="checkbox"/> Physical Contact (Major - Injury / Issue) <input type="checkbox"/> Physical Contact (Playground Incident) <input type="checkbox"/> Derogatory Language / Gestures / Profanity <input type="checkbox"/> Running on Corridor <input type="checkbox"/> Excluding others <input type="checkbox"/> Ignoring Adult Instructions <input type="checkbox"/> Unruly and/or Disrespectful Behaviour <input type="checkbox"/> Crossing path to complete classwork <input type="checkbox"/> Picking / Taking Items and/or on the spot <input type="checkbox"/> Throwing / Dropping / Spilling / Spilling <input type="checkbox"/> Putting down language / Behaviour <input type="checkbox"/> Inappropriate Use of Language / Profanity <input type="checkbox"/> Ignoring Student / Teacher Instructions <input type="checkbox"/> Playing in Toilet / Misuse of Toilets <input type="checkbox"/> Unruly Behaviour <input type="checkbox"/> Out of Bounds <input type="checkbox"/> Wearing / Using / Bullying / Toss / Accessories <input type="checkbox"/> Other:	CLASSROOM SETTINGS: <input type="checkbox"/> Home Classroom <input type="checkbox"/> Waiting Classroom <input type="checkbox"/> Library <input type="checkbox"/> Other:	CLASSROOM SETTINGS: <input type="checkbox"/> Verbal Reprimand <input type="checkbox"/> Quantity _____ <input type="checkbox"/> Separation Reprimand <input type="checkbox"/> Quantity _____ <input type="checkbox"/> Brief Removal of Expectations <input type="checkbox"/> Priorities of Expectations <input type="checkbox"/> Reference to Visual Cues (Sign) <input type="checkbox"/> Time Out in Home Classroom <input type="checkbox"/> Move Location and/or Task / Ignoring <input type="checkbox"/> Apology (Type: Written or Verbal) <input type="checkbox"/> Reinforce Correct Behaviour of Peers <input type="checkbox"/> Time Out in Home Classroom <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Parent / Teacher Conference <input type="checkbox"/> Call to Contact Parent (Date: _____) <input type="checkbox"/> Call to Contact Parent (Date: _____)	
PLAYGROUND SETTINGS: <input type="checkbox"/> Active Play <input type="checkbox"/> Back Court <input type="checkbox"/> Basketball Court <input type="checkbox"/> Bus Lines / Bus <input type="checkbox"/> Corridor <input type="checkbox"/> CDDA <input type="checkbox"/> Front Court <input type="checkbox"/> Recess Play <input type="checkbox"/> Sanitary <input type="checkbox"/> Toilets <input type="checkbox"/> Walkway <input type="checkbox"/> Out of Bounds <input type="checkbox"/> Play Equipment <input type="checkbox"/> Other:	PLAYGROUND SETTINGS: <input type="checkbox"/> Verbal Reprimand <input type="checkbox"/> Quantity _____ <input type="checkbox"/> Separation Reprimand <input type="checkbox"/> Quantity _____ <input type="checkbox"/> Brief Removal of Expectations <input type="checkbox"/> Priorities of Expectations <input type="checkbox"/> Reference to Visual Cues (Sign) <input type="checkbox"/> Time Out in Home Classroom <input type="checkbox"/> Move Location and/or Task / Ignoring <input type="checkbox"/> Apology (Type: Written or Verbal) <input type="checkbox"/> Reinforce Correct Behaviour of Peers <input type="checkbox"/> Time Out in Home Classroom <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Parent / Teacher Conference <input type="checkbox"/> Call to Contact Parent (Date: _____) <input type="checkbox"/> Call to Contact Parent (Date: _____)	AP MANAGER Appoint Principal can become involved should a minor behaviour be persistent across a specific timeframe and / or location. These students should be noted immediately in the relevant Stage Learning and only after using your stage team books. Multiple times behaviour can also contribute to meeting a decision rule to be changed to a Major behaviour (Red Slip). In this event, Major behaviour procedures should be followed. Note: This slip is to be entered into School Referral by the Principal or a designated staff member.	



Classroom flowchart



Monitoring Student behaviour

All yellow and red slips must be entered onto Sentral within the week of occurrence. This is essential to keep records and keep track of trend data.

Parklea Public School | Lauren Jacoby | Logout

Wellbeing | Setup Wellbeing | Search Wellbeing

Incidents

Today's Reflections — No results match criteria

Today's Incidents — No results match criteria

Current Suspensions — No results match criteria

Create an Incident

Negative Behaviour (Red Arrow points here)

Playground Classroom

Positive Behaviour

Data Record

Incidents Summary

This Year

Negative Behaviour

Playground 125

Classroom 223

Positive Behaviour

Perfect... 21

Ment Aw... -

Data Record

PBL Social Skills Lessons



Parklea Public School

Term 1

Social Skills Teaching Sequence



Week	LESSON FOCUS	ES1	S1	S2	S3
1	Lesson 1 What is PBL @ Parklea? Lesson 10 I follow ball game rules/expectations	✓	✓	✓	✓
2	Lesson 1 What is PBL @ Parklea? With classroom matrix focus Lesson 2 I follow instructions & I share problems with the teacher	✓	✓	✓	✓
3	Lesson 3 I walk & I keep my hands and feet to myself Lesson 4 I stay in safe place & I look out for others	✓	✓	✓	✓
4	Lesson 5 I walk/am in line & I wait in line	✓	✓	✓	✓
5	Lesson 9 I move on the first bell & I wear my hat	✓	✓	✓	✓
6	Lesson 12 – Anti-Racism Lessons	✓	✓	✓	✓
7	Lesson 6 I care and share with others & I play with toys nicely	✓	✓	✓	✓
8	Lesson 7 I talk politely & I listen to the leaders	✓	✓	✓	✓
9	Lesson 8 I use the bins & I eat in the right places & I care for the environment	✓	✓	✓	✓
10	Lesson 11 I respect our technology	✓	✓	✓	✓
11	TBA – PBL committee will analyse data from first 8 weeks of term to inform Lessons to be retaught				

Additional lessons taught:

- Specialist teachers lesson taught as first RFF lesson to all classes by current specialist staff (RFF, Library etc)
- Bus Expectations lesson taught by senior executive member in first week of school to all bus travellers
- Excursion lesson taught to students attending Primary Swimming Carnival by organizing teacher

Parklea has four Reward Systems known as:

Fast & Frequent PALS Reward System

[illegible]

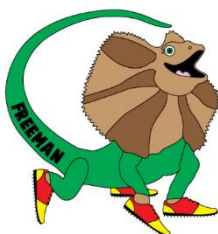
Recognition of Student Achievement System



Long & Strong School Reward System



Sport House Points



Fast & Frequent PALS Reward System

Our Fast & Frequent PALS Reward System here at Parklea Public School includes:

- Parklea PALS
- PALS Menu



 PALS MENU 			
ALL REWARDS COME AS A COUPON (WITH USE-BY DATE AND NAME)			
10 PALS Free Drawing (15mins) Playdough free-play (15mins) Choose DEAR book for teacher IWB Operator (1 week) Favourite Toy on Desk (1 week) Play a favourite game or puzzle Read a book to the class Sunglasses Pass (1 week)	15 PALS Free Computer Time (10mins) Choose your class job (1 week) Special news time Read to another class iPad Free time (10mins) Teach the class a game	20 PALS Equipment Express Pass Crazy Hat Day Pass Multi Hat Day Read Outdoors (10 mins) Take work to show an Assistant Principal Get 'free choice' at end of day (20mins)	25 PALS iPad Free Time (30 mins) Classroom Disco (15 mins) Sit at teacher's desk for the day. Active Play Express Pass
30 PALS Lunchtime Movie Day Pass Teacher's Helper Play Pal for a day (Active/Passive) Canteen Express Pass Shoes off after lunch Pass Use the teacher's chair	60 PALS Free Time (30mins) iPad Day Pass Choose your own seat for a week Multi Shoe Day Pass Lunch Date with your teacher Write in pen for a day Parklea Perfection	80 PALS Laptop Day Pass Favourite electronic device from home (1 hour) Principals Morning Tea (Delicious!) Handball game with Mr Sutherland (15 mins)	100 PALS Laptop Week Pass Homework Free Week Teach the class a lesson (40mins) Shoot baskets with a teacher (15mins)
WHOLE CLASS REWARDS CLASS TEACHER MUST APPROVE THE REWARD FOR THE CLASS PALS REWARD BEFORE TRADE-IN			
Lunchtime Disco = 250 PALS Equipment Free Play (20 mins) = 40 PALS Have a picnic lunch = 50 PALS Homework free week = 500 PALS Multi Day = 300 PALS Middle Session Movie = 275 PALS Choose Own Seat for a Week = 350 PALS		Enjoy class activity outdoors for the whole class (40 minutes) = 40 PALS Recess / Lunch early mark (10 mins) = 50 PALS Listen to music while working (30 mins) = 30 PALS Enjoy learning outdoors (1 hour) = 80 PALS Basketball time outside (20mins) = 20 PALS	

At Parklea Public School, our school expectation for each classroom teacher is:

- To hand Pals out frequently for students engaging in expected behaviour, making reference to why they receive it.
- There is no limit on the number of Pals handed out in a day.
- There should be a maximum of 5 Pals handed out for one individual action.
- On an average day it would be common for a teacher to hand out between 30-50 Pals.
- To hand out Class Pals when a whole class has engaged in expected school behaviour.

Collection of Pals

- Classroom Teachers will be given 5 sheets of Pals each week in their tote trays. Spare copies are always available in the photocopy room.
- Casual Teachers have access to Pals and guidelines for how to use them in their casual folders.

Pals Trade-In (individual student and whole class)

A trade-in day is allocated each week, assigned to a teacher as a duty. Trade-In is held outside the sports storeroom.

Students will have their PALS clearly labelled with their name and class on the back, and an idea of which reward they would like to receive. They take these to the trade-In area and receive their coupon for their reward.

Pals can be saved over to the next school year if students wish.

Class rewards may be saved and pooled together to use at once. For example, a class could negotiate with their teacher to trade in 300 Pals for a muffti day coupon, but hold on to it, and trade in 350 Pals for a sports hour and use both coupons at once.

Recognition of Student Achievement System:

Our Recognition of Student Achievement System here at Parklea Public School includes:

- Safe Award;
- Respectful Award;
- Learner Award.



Our school rules dictate the universal expectations we ask students to show each and every day at Parklea. Our Safe, Respectful Learner Merit Awards provide teachers the opportunity to recognise students who strive to align their behaviour to the school rules.

Students will receive a certificate and a small gift relating to our Safe, Respectful Learner expectations.

At Parklea Public School, our school expectation for each classroom teacher is:

- To ensure they hand out 1 Safe, 1 Respectful and 1 Learner Award at each fortnightly assembly.
- To track the names and dates of our Safe, Respectful Learner Assembly Award recipients each fortnight.

At Parklea Public School, our expectations of the Executive Staff are:

- Team leaders will regularly monitor the stage allocation of Assembly Awards at fortnightly Team Meetings to ensure CTs are handing out awards consistently.
- Team leaders will feedback this information at the Executive Meeting at checkpoints throughout the year.



Long & Strong School Reward System:

The Long and Strong Classroom Reward System here at Parklea Public School includes the following awards:

- Parklea Perfections;
- Bronze Award;
- Silver Award;
- Gold Award;
- Medallion Award;
- Platinum Award (Tentative).

At Parklea Public School, our school expectation for each classroom teacher is:

- To ensure they hand out Parklea Perfections (as per class "quota/ratio" each week)
- To accurately track the names, quantity and dates of Parklea Perfections being handed out each week. A sample tracking sheet can be found in the PBL folder on common.
- Teachers may have weekly quantity of Perfections displayed so they are an easy reminder to hand out Perfections each week.
- Note: Every student does not need to have an equal numbers of Perfections. Only reward those who fulfil the criteria or who are doing their personal best to meet it.
- Team leaders will regularly monitor CT's Perfection tracking sheet to ensure CTs are handing out awards consistently and according to class ratio. Team leaders will feedback this information at the Executive Meeting at checkpoints throughout the year.

Parklea Public School Perfection Award Criteria:

- Being a Safe, Respectful Learner;
- Consistent performance within each student's individual ability level;
- Positive contribution to lesson, or activities;
- Participation;
- Positive attitude or enthusiasm;
- Effort and/or achievement during a school activity;
- Progress/improvement over time;
- Outstanding test or exam result;
- Showing selfless respect and kindness;
- Positive behaviour above and beyond expected behaviour;
- Service to others within Parklea or the wider community.

Classroom Perfection Formula (Term 2, 2016 until future review)

- 10 perfections = Bronze Award (10 in total)
- 15 Additional Perfections = Silver Award (25 in total)
- 20 Additional Perfections = Gold Award (45 in total)
- 25 Additional Perfections = Medallion Award (70 in total)
- 30 Additional Perfections = Platinum (100 in total)

Specialist Perfection Allocatio:

The concept of 'Grand parenting':

- New Enrolments 'Grand parenting' Scheme:
 - Bronze level at the end of Kindergarten
 - Silver level half way through Year 2
 - Gold Level beginning of Year 5
- Case by case basis. Student maybe grand parented further onto the system if evidence is provided (i.e. progress on previous school's merit award system).
- The final decision will rest with the School's Senior Executive.

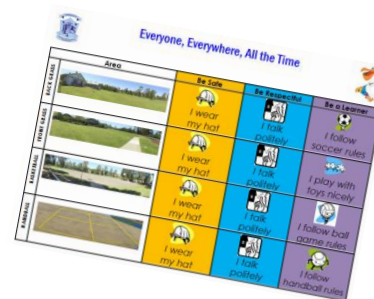


- **10 + 15 + 20 + 25 perfections = 70 perfections. It takes 70 perfections to achieve a Medallion over a child's schooling.** If students want to achieve this across their 7 years at Parklea, they will need to average approximately 10 Perfections a year for 7 years.
- **Formula for perfections: Class Size x 10 / # of school weeks**
- E.g. 25 students x 10 / 40 weeks = **6.25 Perfections Per Week** for this class (round up)
- Another e.g. Kindergarten: 18 students x 10 perfections = 180 perfections needed in a year. Then divide this number by the amount of weeks perfections will be given to obtain the class perfection count per week. In this case, 4.5 perfections per week (which is rounded up)
- Perfections to be handed out at the beginning of each Term by Welfare committee as per above formula.

PARKLEA PERFECTIONS

[illegible]

Active Play



Organisation

- Active Play runs on **Tuesdays** and **Fridays** at lunch time.
Year 5 will be the Active Play Pals running Active play and will be timetabled to a different activity each lunch time, rotating through all responsibilities. They wear yellow hi-visibility vests. Students set up a circuit in the hall using the allocated Active Play equipment.
- Active play equipment is located in a large trolley at the back of the school hall. Students use various type of equipment to create different circuits. Students have music on when completing a circuit.
- There is a teacher supervising Active Play in the hall.

Play Pal Nominations

- EOIs are to be distributed to Year 5 Students at the beginning of each year.
- These nomination forms are saved in the Active Play folder.
- Teacher to select responsible students (30-40 students needed) from these expressions of interest
- Training session, early in year, to be organised to teach Active Pals their responsibilities. This should use the outgoing Active Pals from the previous year to pass on their leadership skills to the next group.

Maintenance

- The equipment trolley for Active Play needs ongoing maintenance to ensure any breakages are fixed or removed. This is the responsibility of the PBL team and needs to be audited and completed twice a year.
- Funds to maintain this equipment have initially been donated by the P&C.
- The student government will contribute money from fundraisers each Semester.

Passive Play



Organisation

- Passive Play Pals runs on **Wednesdays** and **Thursdays** at lunch time.
Year 4 will be the Play Pals running passive play and will be timetabled to a different activity each lunch time, rotating through all responsibilities. They wear yellow hi-visibility vests.
- Soft Fall Toy Boxes** These toys have been audited and have a checklist on top for the contents of each box. The boxes are kept in the tool shed behind the library, and Play Pals will get them out at eating time on Wednesdays and Thursdays.
- Giant Chess** This board will be out for interested students to play games at lunch. Handball style set up – first two students play each other and winner plays next contestant. This is kept in the tool shed behind the library
- Sandpit Equipment** The equipment is kept in a box in the Kindergarten classrooms. The Play Pals rostered on the area will bring out tub and remove sandpit cover, as well as pack up at end of lunch. This area is supervised by the front/back grass duties.

Play Pal Nominations

- EOIs are to be distributed to Year 4 Students at the beginning of each year.
- The expression of interest form is saved in the Passive Play folder.
- Teacher to select responsible students (30-40 students needed) from these expressions of interest
- Training session, early in year, to be organised to teach Play Pals their responsibilities. This should use the outgoing Play Pals from the previous year to pass on their leadership skills to the next group.

Maintenance

- The toy tubs and equipment for Passive Play Pals, including tubs needs ongoing maintenance. This is the responsibility of the coordinator of Passive Play and needs to be audited and completed twice a year.
- Funds to maintain this equipment have initially been donated by the P&C. For future maintenance needs, the student government can contribute money from fundraisers each Semester.

Friendship Seat

Organisation



The Friendship seat is located near the staffroom and is for students who have no one to play with at recess or lunch.

- Students are to first ask other students in their grade to play, their classroom teacher to help organise a friend to play with and then to go to the seat.
- Year 5 SRC students are rostered on to assist students on the seat met and make new friends.
- The student roster is located above the Friendship Seat and is created by the Student Government.



Education &
Communities

Anti-bullying Plan Parklea Public School





Bullying:

Preventing and Responding to Student Bullying in Schools Policy (2011)

The NSW Department of Education and Communities rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department.

Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

The term “bullying” has a specific meaning. The school’s Anti-bullying Plan sets out **the processes for preventing and responding to student bullying**. The school has a range of policies and practices, including welfare and discipline policies that apply to student behaviour generally.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

School staff have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school’s Anti-bullying Plan.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

Parents and caregivers have a responsibility to:

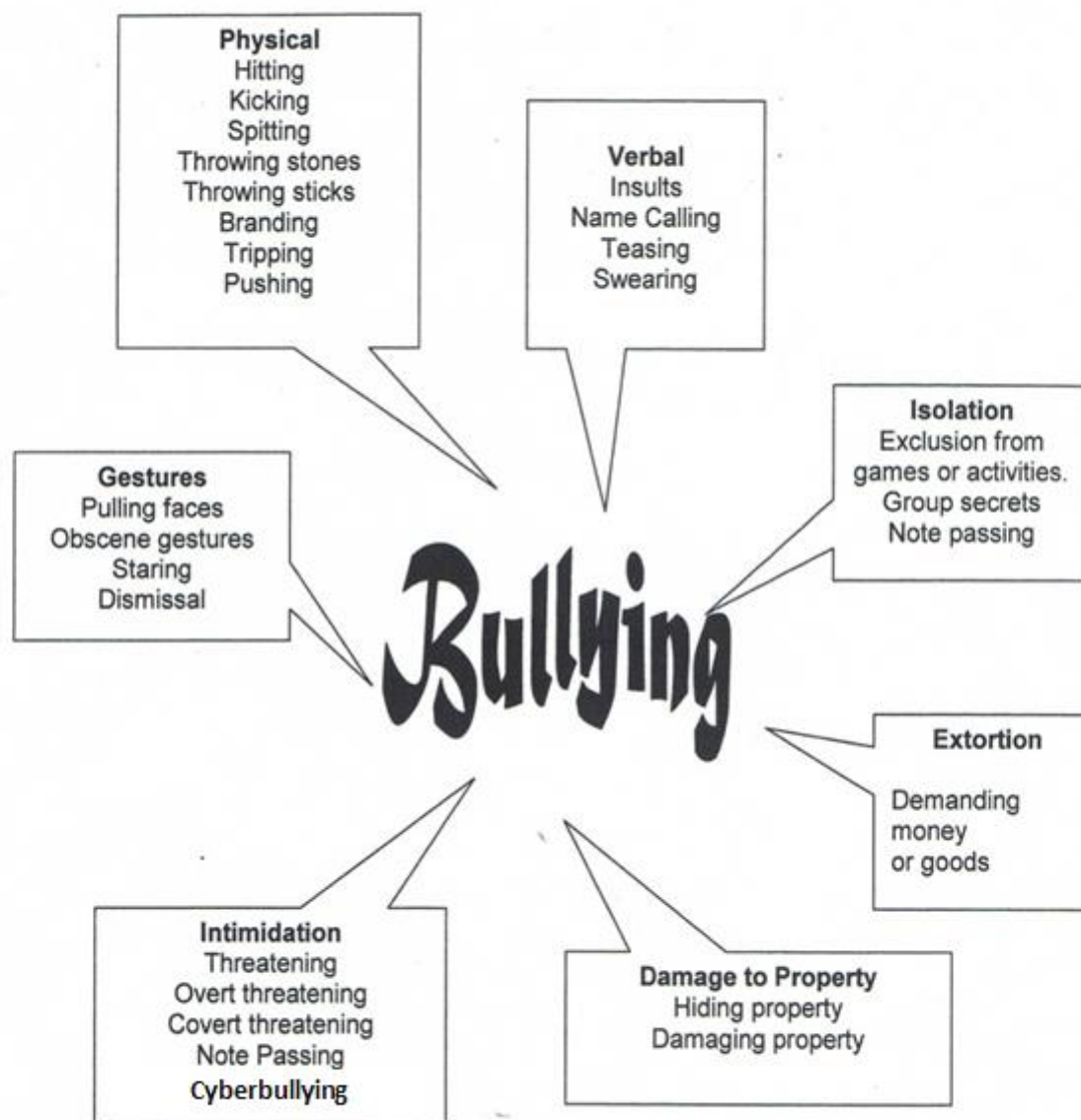
- support their children to become responsible citizens and to develop responsible online behaviour
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have a responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school’s Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.

Types of Bullying:

There are many forms of bullying but those listed below are identified as the most common.



Our School Anti-Bullying Plan

This plan outlines the processes for taking reasonable steps to prevent and respond to student bullying in our school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education and Communities.

Parklea Public School is an inclusive environment, where diversity is affirmed and individual differences are respected. Quality education is provided for students to meet their learning needs in a secure, ordered and supportive school environment. Partnership with students, parents, staff and the wider community is considered central to the success of addressing bullying when it occurs in our school community.

- Parents, Staff and students surveyed on their understandings of bullying.
- Surveys results were analyzed resulting in a plan being implemented.
- This plan is reviewed annually

Statement of purpose

Bullying must be taken seriously and is not acceptable in any form. Students and teachers have the right to expect that they will spend the school day free from bullying, harassment and intimidation.

Any inappropriate behavior that gets in the way of teaching and learning at the school and interferes with the wellbeing of students will not be accepted.

Protection

Bullying is repeated verbal, physical, social, or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communications technologies.

Bullying can involve humiliation, dominations, intimidation, victimisation, and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

The Anti-Bullying Plan – NSW Department of Education and Communities

Conflict or fights between equals or single incidents may not amount to **bullying**.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

[The Complaints Handling Policy](#) establishes the standard approach to resolving complaints, including complaints about the way a reported incident of bullying has been managed and it is required that it be used in all learning and working environments of the Department of Education and Communities.

Reasonable disciplinary action conducted in a reasonable manner does not constitute bullying.'

For matters involving bullying which affect departmental employees, refer to the Department's [Prevention of Bullying in the Workplace Policy](#) (intranet only).

Responsibilities and delegations

Principals

- Principals **will** ordinarily take reasonable steps to see that the school implements an Anti-bullying Plan that:
 - Includes procedures consistent with DN 10/00225 – Reporting incidents involving assaults, threats, intimidation or harassment and the Incident Reporting Policy
 - Includes procedures for contacting the child wellbeing unit where appropriate
 - Includes contact information for the police youth liaison officer (YLO) and school liaison police officer (SLP) where appropriate
 - Includes contact information for appropriate support services such as Kids Helpline
 - Includes information on departmental appeal procedures and the [Complaints Handling Policy](#) is promoted and widely available within the school community and published on any school website
 - Is reviewed with the school community at least every three years

School Staff

School staff have a responsibility to:

- Respect and support students
- Model and promote appropriate behaviour
- Have a reasonable knowledge of school and departmental policies relating to bullying behaviour
- Respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan.

In addition, teachers have a responsibility to:

- Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens
- Follow the school Anti-bullying Plan
- Behave as responsible bystanders
- Report incidents of bullying according to their school Anti-bullying Plan.

Parents and Caregivers

Parents and caregivers have a responsibility to:

- Support their children to become responsible citizens and to develop responsible on-line behaviour
- Be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- Report incidents of school related bullying behaviour to the school
- Work collaboratively with the school to resolve incidents of bullying when they occur.

- Parents, teachers, students and the community will be aware of the school's position on anti-bullying. In order for the anti-bullying message to permeate at the School's culture information is provided for students, parents, caregivers and teachers to identify bullying behavior.
- The school will adopt a four-phase approach to bullying.

Phase 1:

- Professional Development for staff relating to bullying, harassment and proven counter measures. Professional Development for staff will also be linked with the schoolwide Positive Behaviour for Learning Systems and Processes.
- Community awareness and input relating to bullying, its characteristics and the school's programs and response.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving skills i.e. You Can Do It Program, Buddy Programs, Leadership training
- Clarify at the start of each year the school's policy on anti-bullying.

Phase 2:

- Promote the reporting of bullying incidents by children and/or staff, involving themselves or others.
- Classroom teachers and principal regularly remind students and staff to report incidents of bullying.
- Encourage parents to contact the school if they become aware of a problem.
- Recognise and reward students for positive behaviour and resolution of problems.

Phase 3:

- Once identified, within a reasonable timeframe each bully, victim and witness will ordinarily be spoken with, and incidents or allegations of serious bullying will be fully investigated and documented.
- Students and staff, identified by others, will be informed of allegations within a reasonable time frame.
- Where practicable both bullies and victims will be offered counselling and support.

Implementation Strategies

- If student bullying persists, parents will be contacted and consequences implemented, consistent with the school's Student Code of Conduct.
- If staff bullying persists, the principal will commence formal disciplinary action.

Phase 4

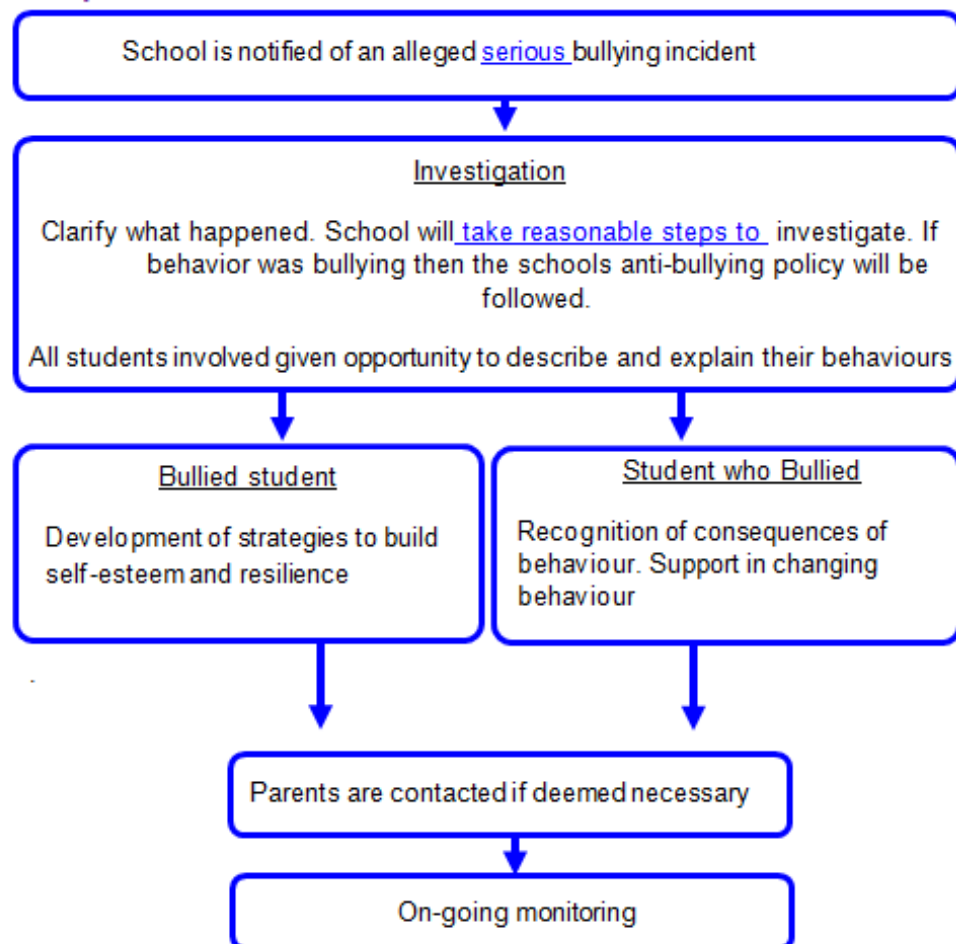
- Consequences for students will be individually based and may involve:
 - exclusion from class
 - exclusion from playground
 - withdrawal of privileges
 - ongoing counselling from appropriate agency for both victim and bully.
 - school suspension
- Incidents related to bullying will be recorded. Actions taken to address the incidents will be noted.
- A review of bullying incidents will occur during weekly staff meetings and also at the end of each semester in order to identify if additional resources or support is needed. This will encourage students to reflect and think about other strategies they can use.

Prevention

Strategies to reinforce positive behavior could include:

- Regular positive reinforcement in classrooms, playground and assemblies. These are encouraging words, actions or emotions that follow a particular behavior of a child. This will therefore cause the child to want to repeat the behavior being reinforced. Always acknowledge positive behavior rather than negative.
- Creative positive environments.
- Classroom based positive development programs
- Drug education program
- Active learning support team
- Whole school anti-bullying program- a class unit in Term 1
- Child protection program
- Buddy/peer support program
- Developing positive student leadership roles
- Gifted and talented program.

Response



Processes for dealing with Bullying will include

- Discuss with staff
- Monitor procedures
- School counselor as appropriate
- Parents notified
- Positive behaviours will be role modelled/reinforced

Strategies and programs to support any student who has been affected by, engaged in bullying behavior could include

- PD/Health program
- Outside agency support
- School counselor
- PBL strategies

Monitoring, evaluation and reporting requirements

Principals are responsible for:

- Implementing the policy within the school through staff and P & C meetings
- The school's Anti-bullying Plan being published on the schools website.
- Reporting to their school community on the effectiveness of the school's Anti-bullying Plan

Strategies for explicit teaching of dealing with Bullying Behaviour.

Victims

- Try to stand up for yourself in a positive way. Say "Stop, I don't like it!"
- Try to talk with the person I am having a problem with.
- Try making a deal or agreement with the other person.
- Ignore the situation and keep playing or working.
- Talk to a friend to get some ideas to make a decision.
- Get help from someone in my support group: family, teacher, school support team, school counsellor.
- Walk away and ignore the bully and places where the bullying occurs.

Bystanders

Students should be made aware that witnesses to bullying have a very powerful role to play. Early intervention can defuse conflict situations before bullying sets in or gets out of hand. Therefore the following suggestions have been made:

- Let the person doing the bullying know that what they are doing is bullying
- Refuse to join in with their bullying and walk away
- Support the student who is being bullied
- Ask a teacher or support person for help
- Support his/her friends and protect them from bullying by being there for them

Parklea Public School Anti-bullying Plan – NSW Department of Education

Parents and Caregivers

Parents and caregivers have an important role when dealing with bullying. There are things you can do if you think your child is bullying others or being bullied?

- Talk to your child & encourage them to be open
- Talk to your child's class teacher
- Talk to your child's school Principal
- Talk to your child's school's counselor
- Call the Parenting line
- Call the Family Help line
- Accessing DEC resources on the public website about dealing with bullying issues.

Additional Information

School Youth Liaison Officer – **Constable John Bollard**

Police – **Quakers Hill LAC: (02) 9678 8999**

FACS Helpline – **13 36 27**

FACS – **(02) 9852 3200**

DoE Safety Response – **1300 363 778**

Principal's comment

This plan was developed in consultation with staff, parents and the community.

Ross Sutherland

School contact information

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