

# *Albury Public School*



*Student Welfare,  
Effective Learning and  
Good Discipline Policy*

*Developing and learning in a caring environment.*





### *Statement of Purpose:*

Through a caring environment, provide for the academic, cultural, physical, social and moral development of each child and in so doing encourage children to become self-motivated learners who can work independently and cooperatively while striving to reach their full potential.

### *Introduction:*

The purpose of this booklet is to communicate to students, parents and staff members the structures in place at Albury Public School to ensure quality education for all students in a caring and safe environment.

When parents enrol their children at Albury Public School they enter into a partnership with school staff. This partnership is based on shared responsibility and mutual respect. The partnership must also strive to create in children an understanding of appropriate public behaviour.

Such understanding leads to the student developing responsibility for his or her behaviour.

### *Parents are responsible for:*

- ensuring their children attend school everyday
- sharing in shaping their children's understandings and attitudes about behaviour; and
- assuming greater responsibility for their children's behaviour as they travel to and from school

### *Teachers are responsible for:*

- the education and care of their students when at school
- providing the best possible program to meet the needs, capabilities and aspirations of each student; and
- for appropriately communicating to parents the educational progress and behaviour of each student

# Student Welfare Policy

## Rationale:

Every child has the right to learn in an environment which demonstrates a genuine concern for the welfare of all individuals. The school community must take on the responsibility of student welfare. Schools are expected to develop a range of skills and knowledge pertinent to the intellectual development of each individual. This must be supported by programs which assist students to understand how they can contribute to society, work cooperatively and develop an individual sense of personal worth.

Parents and teachers must work together to establish a safe, caring learning community. This will reflect developmental, preventative and remedial components within the context of today's societal value system. It must also cater for the special needs of those in the community who may experience difficulty in adjusting to the confines and pressures of the school environment. Specialised personnel and/or agencies may also be utilised in addressing particular student welfare issues.

While the Student Welfare Policy and its support documents address specific issues, procedures and programs, it must be recognised that student welfare supports and informs every aspect of Albury Public School's academic, sporting and social life.

The Principal is responsible for ensuring that the school implements an appropriate welfare program.

## Aim:

Through the student welfare program Albury Public School endeavours to develop well adjusted, responsible, and self reliant individuals with the ability to demonstrate a caring and understanding attitude in a range of social contexts.

## Objectives:

The Student Welfare Policy at Albury Public School will provide opportunities for students to:

- Enhance their self esteem through the experience of success and satisfaction in a range of quality academic, personal and physical pursuits.
- Demonstrate caring and supportive attitudes towards others, especially in understanding and exercising appropriate decision making skills across a range of activities and situations and catering for personal and cultural needs.
- Positively enhance the life of Albury Public School.
- Learn in a conducive educational climate which is safe and secure.
- Access appropriate staff to discuss concerns as they arise.
- Engage in the decision making processes at the school where applicable.
- Understand and abide by the code of behaviour and accept disciplinary action where necessary.
- Access special programs for learning and/or behavioural problems as necessary.

## Outcomes:

- Students will be self-reliant and responsible for their personal welfare and academic development.
- Students will contribute to the welfare of others.
- Students will be active contributors to school and community life.
- Students will behave appropriately in different social situations.
- Students will know who to approach when in need of advice or support.
- Albury Public School will be a happy safe school reflecting the needs and aspirations of the community.

## Welfare Roles:

### Students:

- are aware of and abide by Student Welfare policies and programs
- contribute ideas and concerns through their representatives on the Student Executive; and
- adhere to the Code of Conduct and accept responsibility for the consequences if necessary

### Parent/Carer:

- participates in decisions regarding Student Welfare
- supports the school's programs; and
- encourages and supports student learning and participation in the school

### Teacher:

- provides challenging and interesting learning experiences for all students
- enhances self-esteem of students; and
- is sensitive to welfare needs of the students

### School Counsellor:

- provides counselling as necessary
- informs about the welfare needs of students; and
- provides support to members of the school community on relevant Student Welfare issues

### Assistant Principal:

- liaise with staff, student and parents relating to the Stage they are responsible for
- ensures a secure and safe school environment
- monitors and guides student behaviour and attendance for students on their stage; and
- actively engages in welfare issues seeking solutions to problems as they arise, specific to their stage

### Deputy Principal:

- liaise with staff, student and parents
- ensures a secure and safe school environment
- monitors and guides student behaviour and attendance
- initiates staff development related to Student Welfare issues
- accesses outside agencies as required; and
- actively engages in welfare issues seeking solutions to problems as they arise

### Principal:

- liaise with staff, student and parents
- provides leadership and direction
- promotes professional development to support staff in Student Welfare issues
- demonstrates and encourages a caring atmosphere
- liaises with school community regarding policy and programs; and
- actively engages in welfare issues seeking solutions to problems as they arise

### Conclusion:

All members of the school community have a responsibility to be actively involved in the formulation and implementation of Student Welfare policies and programs. Recognising their respective roles ensures a consistent approach to welfare issues and contributes to the maintenance of high morale, positive school image and school pride.

## Rights and Responsibilities.

All students have the following rights and responsibilities:

Rights:	Responsibilities:
I expect to:	I must:
<ul style="list-style-type: none"> <li>• Be treated politely and with respect</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others politely and with consideration</li> </ul>
<ul style="list-style-type: none"> <li>• Be treated fairly and equally</li> </ul>	<ul style="list-style-type: none"> <li>• Be responsible for my actions</li> </ul>
<ul style="list-style-type: none"> <li>• Be respected</li> </ul>	<ul style="list-style-type: none"> <li>• Respect those in authority</li> </ul>
<ul style="list-style-type: none"> <li>• Reach my potential</li> </ul>	<ul style="list-style-type: none"> <li>• Work to the best of my ability</li> </ul>
<ul style="list-style-type: none"> <li>• Have my property kept safe</li> </ul>	<ul style="list-style-type: none"> <li>• Look after my property and the property of others</li> </ul>
<ul style="list-style-type: none"> <li>• Have a pleasant, safe &amp; clean environment</li> </ul>	<ul style="list-style-type: none"> <li>• Be in control of myself</li> </ul>
<ul style="list-style-type: none"> <li>• Be safe at school</li> </ul>	<ul style="list-style-type: none"> <li>• Look after my school and community</li> </ul>
	<ul style="list-style-type: none"> <li>• Be punctual</li> </ul>
	<ul style="list-style-type: none"> <li>• Take pride in wearing my school uniform</li> </ul>

## Code of Conduct.

These eight points encompass the main thrust of the Albury Public School Student Welfare Policy.

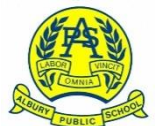
They are displayed in every classroom and referred to regularly especially if and when the code is breached.

Each component must be clearly explained and understood.

New students will have the Code of Conduct clearly explained and new parents made aware of the commitment of students to upholding the Code. Consequences for breaking the Code must then be accepted.

### *As a student at Albury Public School I will:*

- *Behave in a polite, cooperative and safe manner*
- *Follow school rules and the instructions of those in charge*
- *Work carefully and strive to do my best at all times*
- *Show respect for myself and care for the rights and feelings of others*
- *Show respect for the property of others and the property of the school*
- *Come to school on time every day*
- *Wear my school uniform with pride*
- *Be a proud, responsible member of my school and community*



## *Practices designed to recognise and reinforce student achievement.*

### *Merit Award System:*

A major focus of the Discipline Policy is the emphasis on positive reinforcement and recognition of success. A merit system operates throughout the school. Children are awarded Super Stars for recognition of performance either inside or outside the classroom.

The system has two sections to provide appropriate reinforcement and recognition of success for students at different ages.

#### *Kindergarten and Years 1, 2, 3 & 4.*

*10 Superstars pasted on Pink Sheet = Blue Certificate*

*20 Superstars pasted on Blue Sheet = Book Mark*

*30 Superstars pasted on Yellow Sheet = Pencil*

*40 Superstars pasted on Green Sheet = Pencil and Rubber*

#### *Years 5 & 6*

*Each 20 superstars pasted on an Orange Sheet = Blue Certificate*

Blue Certificates are also presented on a fortnightly basis at assembly.

- Each class teacher K - Yr 2 awards two Blue Certificates at weekly assemblies
- Each class teacher Yr 3 – Yr 6 awards six Blue Certificates at fortnightly assemblies
- All class teachers aim to present each student with one or more Blue Certificates at an assembly each year.
- All new students are presented with a Blue Certificate
- When a student has received five Blue Certificates they are returned to the teacher and are eligible for a Gold Certificate and \$1.00 Canteen Voucher.
- When a student has gained Five Gold Certificates he/she is invited to Morning Tea with their parents, Deputy Principal and Principal.

For students who enrol at Albury Public School after Year 2 the following allowances are made:

Year 6 = 1 Gold Certificate to attend Parent Morning Tea.

Year 5 = 2 Gold Certificates to attend Parent Morning Tea.

Year 4 = 3 Gold Certificates to attend Parent Morning Tea.

Year 3 = 4 Gold Certificates to attend Parent Morning Tea.

Students who have been here since Year 2 will require 5 Gold Certificates to attend.

Ongoing recognition and reinforcement of student achievements occurs through the following practices:

- Encouragement and praise by staff
- Student reports and parent teacher interviews and interaction
- Recognition of student achievements in assemblies and in school newsletters
- Recognition of success using local media to promote public acknowledgment of the school and individual achievement



## *Classroom Practices*

Classroom Practices are communicated to parents at Information Evenings, and through class newsletters and parent teacher interviews. Class teachers will each year communicate their Class Discipline Plan to parents.

Each class and their teacher negotiate a set of simple, easily understood and applied rules to operate in the classroom. Combined with these rules will be a series of positive acknowledgments designed to reinforce appropriate behaviour.

*These will be appropriate to the age of the class and may include:*

- Stickers/Superstars
- Class acknowledgment eg: name on board, today's best workers etc.
- Privileges eg: first choice of activity, special responsibilities, extra computer time, visiting the Principal and/or Deputy principal
- Letter of commendation to parents
- Merit Certificates
- Class games.

*There is also a series of consequences applied if students choose to breach classroom rules. These may include:*

- A reprimand
- Class time out
- Reflection during part of lunch break
- Writing out the rule that has been breached
- Letter to parents
- Visit to Assistant Principal responsible for that class
- Visit to Deputy Principal or Principal

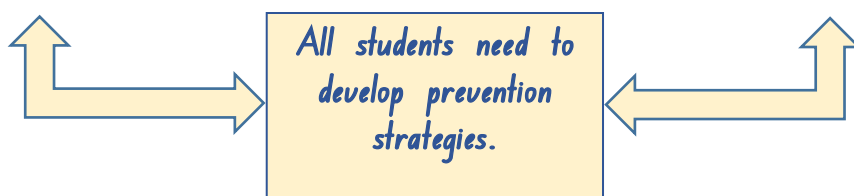
*Programs that support Good Discipline and Effective Learning.*

- Buddy Class
- Transition to Kindergarten
- Transition to High School
- Child Protection
- Life Education
- Personal Development Programs
- Student Representative Council
- Programs provided by Learning and Support Teachers

## Student Welfare Overview:



<ul style="list-style-type: none"> <li>• Time out</li> <li>• Daily report</li> <li>• Restitution</li> <li>• Detention</li> <li>• Suspension</li> <li>• Outside agency assistance</li> <li>• Expulsion</li> </ul>	<p><i>Few students need these corrective procedures.</i></p>
<ul style="list-style-type: none"> <li>• Teacher Mediation</li> <li>• Time out</li> <li>• Formal and informal negotiation</li> <li>• Executive Intervention</li> <li>• Parent meetings</li> <li>• Conflict resolution activities</li> <li>• Counselling</li> <li>• Consistent implementation of Student Welfare and Discipline Policy</li> </ul>	<p><i>Some students need these more direct problem solving strategies.</i></p>
<p>Integration of all Key Learning Areas with a focus on Personal Development, Health and Physical Education:</p> <ul style="list-style-type: none"> <li>• Life Education</li> <li>• Child Protection Program</li> <li>• Life skills</li> <li>• Human Sexuality Years 5/6</li> <li>• Doing Things Together</li> <li>• Mediation program</li> <li>• Bluearth Activities</li> <li>• Conflict resolution skills</li> <li>• Leadership Opportunities</li> <li>• Code of Conduct</li> <li>• *Merit System</li> <li>• Effective classroom management strategies</li> <li>• Positive discipline policy – implemented and understood</li> <li>• Appropriate curriculum and teaching method</li> <li>• Access to support systems</li> <li>• Culture of positive behaviour</li> <li>• Good relationships, mutual respect between students, teachers and parents</li> </ul>	<p><i>Affective curriculum components</i></p> <p><i>A positive effective learning and social environment</i></p>



## Behaviour Management

Classroom and playground practices outlined in the Student Welfare Booklet are implemented by the teacher responsible and are effective in re-establishing acceptable behaviour in line with the School's Code of Conduct for the majority of students.

### *Low Level Behaviours:*

These behaviours are often disruptive to classrooms and impact on the learning of others. Many relate to class rules and social expectations.

Class teachers are responsible for implementing strategies. When dealing with students the strategies need to be age appropriate.

#### Examples of low level behaviours include:

- Constant talking
- Calling out
- Wandering around the room
- Not completing work
- Pushing into lines
- Not following instructions
- Disrespect to others
- Disrespect for the property of others
- Out of bounds

#### Strategies that can be implemented to assist with changing Low Level Behaviour may include:

- Teach rules and expectations to students
- Praise correct behaviour when exhibited
- Shadowing a teacher on duty
- Name on board
- Develop a class warning system e.g. Completing unfinished work at lunchtime
- Develop a class reward system e.g. star chart, super stars or house point

If behaviour is ongoing and does not show signs of improving, then the student will be referred to the relevant Assistant Principal

### *Medium Level Behaviours:*

These behaviours are of a more serious nature and will be entered on EBS (the Education Business System). EBS is a computer program that allows the school to record the details of inappropriate behaviour and the strategies that were employed to modify the behaviour. It allows the school to keep track of individual students who may be involved in repeated incidents.

The reporting teacher is responsible for the initial consequence. Executive members of staff are involved at the appropriate time. Due to entries being made on EBS some actions may be delayed due to communication structures. When dealing with students the age and background of the students need to be taken into consideration when deciding on the consequences or strategies to be employed.

#### Examples of medium level behaviours include:

- Bullying and harassment
- Defiance of a teacher's instruction
- Socially inappropriate behaviour
- Ongoing breaches of the school 'Code of Conduct'
- Inappropriate gestures and comments
- Vandalism of school property

Strategies that can be implemented to assist with changing Medium Level Behaviour may include:

- Shadow teacher in playground
- Reflection Time
- Alternative playground program
- School Learning Support Team intervention
- Parent contact
- Behaviour Management Plan
- Restitution

*High Level Behaviours*

These behaviours are of a significant nature. Incidents are reported immediately to an Executive member of staff (Assistant Principal, Deputy Principal or Principal) via playground RED CARD or telephone call. The Reporting teacher is to enter details on EBS as soon as possible. The Executive member of staff is to complete EBS information. When dealing with students the age and background of the students need to be taken into consideration when deciding on the consequences or strategies to be employed.

Examples of high level behaviours include:

- Ongoing medium level behaviours
- Leaving school grounds without permission
- Racism
- Using, supplying or in possession of a suspected illegal substance or supplying a restricted substance
- Physical Violence
- Verbal Abuse
- Abuse transmitted by electronic means
- Threatening Violence
- Possession of a firearm, prohibited weapon, or knife
- Serious criminal behaviour related to the school

Strategies that can be implemented to assist with changing High Level Behaviour include:

- Time out
- Reflection Time
- Parent contact
- Restitution
- Referral to School Learning Support Team
- Behaviour Management Plan
- Loss of extra curricula activities
- Contact with Racism Officer
- Alternative playground program
- School Counsellor referral
- Short suspension – up to 4 days
- Long Suspension – up to 20 days



# Student Behaviour Recording Flowchart

<p><b><u>Low Level Behaviour</u></b></p> <ul style="list-style-type: none"> <li>• These behaviours are often disruptive in classrooms and impacts on the learning of others. Many relate to class rules and social expectations.</li> <li>• Class teachers are responsible for implementing effective strategies.</li> <li>• When dealing with students, the strategies have to be age appropriate.</li> </ul>	<p><b><u>Medium Level Behaviour</u></b></p> <ul style="list-style-type: none"> <li>• These behaviours are to be recorded on EBS by the reporting teacher involved, as soon as possible.</li> <li>• A copy of the EBS notification is to be provided to the student's class teacher and the Stage Assistant Principal.</li> </ul>	<p><b><u>High Level Behaviour</u></b></p> <ul style="list-style-type: none"> <li>• Incidents are to be reported immediately to the Deputy Principal or Principal.</li> <li>• Reporting teacher to complete details on EBS ASAP.</li> </ul>
<p><b><u>Examples include:</u></b></p> <ul style="list-style-type: none"> <li>• Constant talking.</li> <li>• Moving around room.</li> <li>• Calling out.</li> <li>• Not completing work.</li> <li>• Not following instructions.</li> <li>• Pushing in lines.</li> <li>• Disrespect for the property of others.</li> <li>• Out of bounds.</li> <li>• Disrespectful of others.</li> </ul>	<p><b><u>Examples include:</u></b></p> <ul style="list-style-type: none"> <li>• Bullying or harassment.</li> <li>• Inappropriate gestures/comments.</li> <li>• Vandalism of school property.</li> <li>• Defiance of teacher instructions.</li> <li>• Ongoing breaches of the school's Code of Conduct.</li> <li>• Socially inappropriate behaviour.</li> <li>• Continual misbehaviour/Low Level Behaviours despite consistent approach of strategies.</li> </ul>	<p><b><u>Examples include:</u></b></p> <ul style="list-style-type: none"> <li>• Ongoing medium level behaviours.</li> <li>• Leaving school grounds without permission.</li> <li>• Credible verbal threats.</li> <li>• Verbal abuse.</li> <li>• Physical violence/aggression.</li> <li>• Racism.</li> <li>• Serious criminal behaviour.</li> </ul>
<p><b><u>Strategies may include:</u></b></p> <ul style="list-style-type: none"> <li>• Teach rules and expectations to students</li> <li>• Praise correct behaviour when exhibited</li> <li>• Learning differentiation noted.</li> <li>• Develop a class reward/ consequence system</li> <li>• Shadowing a teacher on duty</li> <li>• Completing unfinished work at lunch time</li> <li>• Seek advice from other teachers or your supervisor</li> </ul>	<p><b><u>Strategies may include:</u></b></p> <ul style="list-style-type: none"> <li>• Shadowing the teacher on playground duty</li> <li>• Alternative playground program</li> <li>• Contact with student and parents</li> <li>• Reflection time</li> <li>• Referral to L &amp; S Team</li> <li>• Behaviour management plan</li> <li>• Restitution eg Restorative Questioning</li> </ul>	<p><b><u>Strategies may include:</u></b></p> <ul style="list-style-type: none"> <li>• Time out and /or Reflection time</li> <li>• Parent contact</li> <li>• Behaviour management plan</li> <li>• Alternative playground program</li> <li>• Referral to L &amp; S team</li> <li>• Referral to racism officer</li> <li>• Loss of extra-curricular activities</li> <li>• Interview with student and parents</li> <li>• Formal caution letter</li> <li>• Restitution eg Restorative Questioning</li> <li>• Suspension</li> </ul>
<p><b><u>Teacher Responsibilities:</u></b></p> <ul style="list-style-type: none"> <li>• Utilise reflective practice, current readings, peer ideas, supervisor consultation.</li> <li>• Record poor student behaviour in their day book (or similar) to help identify triggers, patterns and understand behaviours and follow through with management strategies.</li> <li>• Record the strategies employed and be reflective and proactive.</li> <li>• Seek assistance for other strategies.</li> </ul>	<p><b><u>Teacher Responsibilities:</u></b></p> <ul style="list-style-type: none"> <li>• Discuss incident with ALL parties.</li> <li>• Ensure all details are entered on EBS by the reporting teacher.</li> <li>• A copy to be given to the relevant AP and class teacher.</li> </ul> <p><b><u>Executive Responsibilities:</u></b></p> <ul style="list-style-type: none"> <li>• Discuss incident with reporting teacher and class teacher.</li> <li>• Negotiate to determine the consequences and who will contact parents.</li> <li>• Liaise with Deputy/Principal.</li> </ul>	<p><b><u>Teacher Responsibilities:</u></b></p> <ul style="list-style-type: none"> <li>• Ensure all details are entered on EBS by the reporting teacher.</li> <li>• A copy to be given to the relevant AP and class teacher.</li> </ul> <p><b><u>Deputy/Principal Responsibilities:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Notify</b> Deputy/Principal</li> <li>• Discuss incident with appropriate staff.</li> <li>• Negotiate to determine the consequences and who will contact parents.</li> </ul>

*Classroom and playground practices outlined are implemented by teachers and are effective in re-establishing acceptable behaviour in accordance with Albury Public School's 'Code of Conduct'*

## Playground Expectations.

*The playground is supervised by teachers during the following times:*

Before school	8:30 - 9:00am	
Recess	11:00 - 11:20am	
Lunch	12:55 - 1:40pm	
After School		
Bus Children		2:55 - 3:30pm
Other children – Front of school		3:00 - 3:15pm

- Each stage sit together during the 'Eating Lunch' from 12:40-12:55pm each day. This session is supervised by the teachers from that stage. During this time students remain seated and teachers encourage healthy eating habits.
- As playground supervision begins at 8:30 **students should arrive after 8:30am**. If they have to arrive before 8:30am, OOSH provide before school care.
- Students should not play in out of bounds areas nor should they enter school buildings before school, during recess or lunch times or after school unless permission has been granted by a staff member.
- Supervising teachers will circulate within their supervision area encouraging positive interaction between students and encouraging safe and fair play.
- Students are to be in line punctually at 9:00am. They are to remain within the school grounds during school hours. At the end of each break students will line up in an area designated by the class teacher. Classroom teachers are responsible for taking students into classrooms.
- At 3:00pm students will move to designated waiting areas or leave the school promptly. Students are not allowed on the fixed equipment after 3:00pm as there is no supervision.

### *Sun Safety:*

During Terms One and Four the Sunsafe Policy will apply.

Students will be required to wear a broad brimmed hat whenever they are in the playground.

If students do not have the required hat, they will sit in a designated shady area during recess and report to the teacher in the shaded area at lunch time. During the lunch period they will pursue quiet activities in this designated shady area.

### *Adverse Weather Conditions:*

During adverse weather each classroom teacher will be responsible for supervising their own class before school. The Adverse Weather roster will apply during recess and lunch breaks, with students remaining in own classroom and rostered teacher circulating between rooms.

# Buddy Class Policy

## *Rationale:*

Albury Public is a large K – 6 school and this program provides networks of junior and senior students and teachers.

Students learn more effectively when they are secure and happy. Successful interaction with others is essential to meet the individual's need for belonging and security. Student's capacity to form relationships is influenced by understandings and skills in negotiation, conflict resolution, tolerance, roles and responsibilities and expectations associated with friendship and relationships.

NB: Not all classes will have a buddy class every year.

## *Outcomes:*

- Older students assisting younger students.
- Older students displaying a sense of responsibility.
- Increased options for problem solving for younger students in the playground
- Greater sense of belonging through increased knowledge of the school and how it works for both students and teachers.
- Increase in self-esteem.
- Extended students/students and students /teacher networks.
- Develop communication and understanding between teachers.
- Reduction in bullying.

## *Guidelines:*

- Classes will meet for one activity each week.
- By the end of Week 3 Term 1 buddies established, preferably earlier.
- All classes will eat lunch with their buddy class once per week.
- Both teachers are responsible for the program and planning of the program.
- Parents informed of the name of their child's buddy.

## *Suggested Activities:*

- Orientation of new students, particularly in Kindergarten
- Weekly lunches
- Joint excursions
- Craft activities
- Joint P.E
- Joint story writing/emailing.
- Sharing a book
- Inter class visits
- Assistance from older class with resources/general tasks for younger class
- Visit buddy class assembly if appropriate
- Joint computer lesson

# Homework Policy

## *Rationale:*

Homework enhances the school - home partnership in the education of the child.

It is a means by which the school's program is introduced into the home. It can assist in clarification of learning outcomes and the methods of teaching and learning fostered by the school. Students who do homework perform better academically. Homework should be seen as consistent with developing life-long learning.

## *Aim:*

To extend learning experiences and promote active life-long learning.

## *Outcomes:*

- Give parents greater understanding of the school's program.
- Assist the student by revising and practising basic skills including literacy and numeracy.
- Provide opportunities for students' individual interests to be developed.
- Help in the early stages of the development of time management, independent study and decision-making abilities.

## *Guidelines:*

- A homework routine will be established meeting the needs of the students, teacher and parents within a particular class. Homework will be set on a regular basis.
- Homework establishes a routine of home study.
- Recognition is to be made of the place of other activities in a students' development, such as sport, music, guides/scouts.
- Homework will be regularly monitored, as soon as possible after it has been completed.
- Consideration will be given to the accessibility of resources.
- Students will be encouraged by their teachers and parents/carers to make homework a habit and to work towards taking responsibility for their homework.
- Each teacher will establish homework appropriate to their class and will inform parents.
- Individual abilities of students will be catered for.
- Communication between home and school is essential.
- Teachers will set suitable amounts of homework which are varied and at an appropriate level considering the age, stage of schooling and capabilities of students.
- Homework should be challenging and purposeful, but not so demanding that it has adverse effects on the student's motivation.



## *Uniform Policy*

The school uniform is agreed by the Principal and staff in consultation with the P & C and students. A range of options are offered for boys and girls which consider practicality, cost and gender issues. Uniform options are reviewed by the P & C as the need arises. School uniform encourages school pride and unity. For this reason, all students are strongly encouraged to wear school uniform.

## *Animal Safety*

Students at Albury Public School are taught through the Science and Personal Development/Physical Education/ Health Curriculums, the care and responsibility of living things. They are instructed not to ill-treat any animal and informed of appropriate behaviour when animals are encountered by chance on an excursion or in the school playground. *The only dogs allowed in the school grounds are dogs which come under the Companion Act – Guide Dogs etc.*

## *The Authority of the Principal*

The authority, responsibility and accountability of Principals is derived from relevant State legislation and the policies and priorities of the Government.

Principals are accountable to the NSW Director-General of Education for the educational leadership and effective management of schools. Part of that management responsibility involves ensuring the provision of a safe and harmonious work environment for students and staff and, in particular, an effective learning environment.

In this context, and consistent with policy, principals have the authority to suspend, or exclude or recommend expulsion. Expulsion can only be approved by the Minister on the recommendation of the Director-General, following a principal's submission.

Consistent with legislation and government policy, principal's also have the authority to determine the conditions for a student's continued enrolment. They will exercise this authority having regard to their responsibilities to the entire school community and the principles of procedural fairness and natural justice.

*This booklet should be read in conjunction with the  
Albury Public School Information Booklet  
issued to all parents upon enrolment at our school.*