

Burrawang Public School

STUDENT
WELFARE
&
DISCIPLINE
POLICY



Burrawang Public School

- Learning for Life-

We provide a stable, secure, caring, environment, in which students can develop their full potential in academic, social, cultural, physical and emotional areas.

We strive for excellence in all areas of the curriculum and are committed to guiding the individual development of students towards perceptive understanding, mature judgement, responsible self-direction and moral autonomy in the context of today's society.

BURRAWANG PUBLIC SCHOOL

STUDENT WELFARE & FAIR DISCIPLINE POLICY

All staff, senior students and parents, including members of the P & C have been consulted and encouraged to contribute to the development of this policy.

Burrawang Public school, in common with other NSW Public Schools, has the priority of providing opportunities for each student to achieve their personal best in all school activities.

When parents/guardians enrol their children at Burrawang Public School they enter into a partnership with staff. This partnership is based on shared responsibility and mutual respect with the commonality of providing the best possible education for each individual student.

Teachers are responsible for the care and education of their students when at school. The teacher's task is to provide the best possible program to meet the needs, capabilities and aspirations of each student. Teachers are also responsible for appropriately communicating with parents about the educational progress & behaviour of each student.

At Burrawang School, it is our intention to set up an environment in which the children will be happy, confident and motivated to learn. It is our aim to establish an attractive school environment designed to stimulate the pupils' interests and to encourage their active participation in all aspects school life.

In formulating our own school policy, we look to the "aims of primary education" document and its supplement as guides. The prescribed syllabuses are seen as the foundations on which our whole school program is based. Within this framework we have developed programs which are aimed at catering for the needs of the pupils (both gifted & talented and those requiring extra assistance in specific areas.)

It is our aim that pupils will take pride in their achievements. This provides a foundation for developing self esteem and confidence. Varied lesson techniques and procedures are designed to cater for individual differences and to maintain pupil interest.

Consultation, training & development opportunities, staff meetings and participation in district activities help to promote professional development of staff members.

Relevant evaluation procedures have been established to assess the performance of the pupils, the effectiveness of teaching techniques and to what extent the aims and objectives have been achieved. In the light of this evaluation, the need for remediation or extension will be assessed, the relevance of current aims and objectives examined and the planning of future programs determined.

Parental and community involvement in school matters is encouraged. The school is also recognised as an important part of the local community. Parental involvement will be routinely sought when new policies/directions are being planned.

As a result, it is our aim that the children at this school will develop knowledge and understanding of the world around them, the skills to enable them to live in this world and attitudes to assist them in becoming responsible members of the community.

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*Schools strive to provide effective learning & teaching
within secure, well managed environments, in partnership
with parents and the wider community- aiming to provide
"A FAIR GO TO ALL!"*

- Learning for Life-

STUDENT WELFARE

Student Welfare is the number one priority at Burrawang Public School. The staff work towards catering for the welfare needs of all children through the provision of relevant and appropriate learning programs, support programs and special initiatives.

The staff has adopted a positive approach to catering for the welfare needs of all the students in the school and the whole school community- enhancing children's self esteem and sense of community expectations and responsibility. Students and staff enjoy a good rapport and students talk freely with staff about their concerns or problems.

Strategies to promote good discipline and effective learning within the school:-

- | | |
|---|--|
| . Individual programs | . Sun Safe |
| . Fair Discipline Code | . Life Education |
| . Cooperative Learning | . Leadership Training (Yr 6) |
| . Staff/Student relationships | . Peer Support |
| . Child Protection | . Road Safety |
| . Community Health Screening | . Dental Health Screening |
| . School Counselling Service | . Daily PE/Activities |
| . Staff training in First Aid | . Daily news & discussion sessions |
| . Weekly Sharing Sessions | . 'Doing things together' days |
| . Provision of appropriate technology | . Participation in external competitions |
| . Visiting performers, guest speakers and 'experts'. | |
| . Inter-school academic, sporting and cultural activities. | |
| . Enrichment programs- Educational Kinesiology (EK), tennis, sport. | |
| . Discussions with parents, their role in promoting acceptable student behaviour through interviews and school newsletters. | |
| . Student Recognition - | 'Aussie of the Month' |
| | Assembly Awards |
| | Academic & Sporting Awards |
| | Citizenship Awards |
| | Presentation Night (annual) |
| | School Newsletter |
| | Newspaper column |
| | Stickers |
| | Public & Private comments (written/verbal) |
| | Non Verbal Communication |

Other procedures in place include:

- | | |
|------------------------|------------------------------|
| . Emergency procedures | . Students Assistance Scheme |
| . Supervision Policy | . Critical Incident Policy |
| . Homework Policy | . Comments Book (on going) |

(see appendix 2 for DSE policies)

TEACHING AND LEARNING.

The staff try to maintain an organised and stimulating learning environment, with the class being arranged to suit the various learning activities and teaching styles that are utilised. Class rules and routine procedures are in place to encourage use and care of equipment and resources.

Teachers endeavour to respond to the needs of all students, taking into account their gender, abilities, cultural and socio-economic backgrounds. Staff strive to ensure equal participation of students in the learning process and design activities to address the various needs and learning styles of the students in our care. Staff also provide opportunities for individuals to develop and practice skills "have a go" in an encouraging, but non threatening environment.

Use is made of group strategies and individualised programs to meet specific needs. Class tests and standardised tests, along with direct observation, monitoring of progress, questioning and other assessment techniques are all used to identify learning needs. Where needed, the School Counsellor's services are used to assess children's abilities.

After assessment, activities/programs are planned, in line with curriculum guidelines, student needs and community expectations, to facilitate learning. Lessons are planned to cater for different learning styles and rates, various abilities and interests- activities are explained and progress monitored. Programs are flexible and child centred. Group work and peer tutoring is encouraged to maximise learning. One to one assistance is given by either staff or peer as appropriate. Appropriate concrete resources are provided to enhance learning and teaching. Numerous teaching styles are used to motivate and encourage children and thus facilitate learning.

Children are encouraged to value and respect each other and the staff try to employ strategies and techniques to eliminate all forms of discrimination and harassment between and among children.

Staff appreciate the value of parental assistance and support and are keen to work closely with parents to further their child's development.

Individual talents are also encouraged through participation in School Assemblies, Presentation Night items, sporting activities, classroom displays etc. Children are also provided with opportunities to participate in numerous competitions from outside agencies, including the Statewide Maths and English Tests. Throughout the school children are encouraged to participate and perform to the best of their ability. Staff encourage students to perform at an 'excellent' level, in line with their abilities, and excellence is recognised within the school and wider community.

HOMEWORK- a partnership between home and school.

The purpose of homework, like schoolwork, is learning. Homework (formal & informal) is important for students of all ages, as it helps them build on what they have already learnt in the classroom and prepares them for the next stage in their learning. It should be seen by all involved as a vital part of the home-school partnership which supports young people while they learn.

Teachers may provide more specific homework tasks to individual students- for revision, drill or practice or to develop certain skills. Likewise, parents and students are encouraged to ask for homework in specific areas they feel need practising.

The early years (K-2)

Homework provides real opportunities for the children to learn at home, assisted by their family care givers. Homework in the early years is usually informal.

These people can greatly assist their young child's learning by talking with them about school and by becoming involved in their homework activities. They can help develop their child's reading listening to the child read, giving praise and reading to their child.

Virtually all everyday activities at home and in play provide opportunities for parents to help their children develop Numeracy, problem solving abilities & a wide range of other knowledge & skills.

In their early years, children may be involved in such regular homework activities as home reading, library borrowing or other appropriate activities.

The senior class (Years 3 - 6)

Homework becomes more formal as students progress through school. Activities may include completion of work, additional formal book work and tasks, reading, research, observation and data collection, designing, making and practising. The use of Information Technology will be encouraged. Most regular homework activities will be in English & Mathematics, but specific projects will be given, at least once per term.

Parents are asked to assist, only as appropriate and support their child's effort, encouraging them to complete homework to the best of their ability (neatness, content & presentation) as well as to hand it in on time. Students need to develop organisational skills and the establishment of a practical homework routine in Primary school is an ideal place to start.

Parents are urged to communicate any problems connected with any aspect of their child's homework, education or development to the teacher- to ensure the continued progress of the student.

EDUCATIONAL AIMS:

At Burrawang Public School we aim to:-

1. Promote understanding of and confidence in the skills of: LITERACY, NUMERACY, COMMUNICATION (Speaking, Listening, Writing, Decision Making, Questioning, Reasoning), INFORMATION TECHNOLOGY & other Key Learning areas.
2. Give children a balanced education - correlating all strands of the curricula with the overall educative procession from K to 6.
3. Maximise each child's individual abilities, skills and talents to their full potential in all areas- using a variety of specific strategies.
4. Develop the correct problem solving strategies and research habits within the classroom and library so that the resources available can be used both independently and advantageously.
5. Provide a happy, secure environment where children develop individually, socially and emotionally, as well as intellectually.
6. Motivate students to develop positive attitudes towards learning, themselves and others.
7. Promote effective learning through emphasising the basic skills.
8. Develop each child's self esteem and recognise each child's self worth.
9. Teach vocationally useful knowledge by recognising the place of information technology .
10. Employ appropriate Assessment & Reporting strategies for all students K-6 with formal Portfolios of work discussed with parents twice per year.
11. Facilitate cooperative learning opportunities/practices.
12. Communicate effectively with parents and involve them in school decisions.
13. Encourage daily activities to promote fitness, health and well being.
14. Promote sportsmanship, good manners and pride in our school.
15. Encourage expression of feelings through art, music & movement.
16. Encourage students to actively participate in caring for their environment.
17. Develop pride in our Nation- incorporating Aboriginal Education.
18. Encourage tolerance and respect for others, including different races and cultures.
19. Uphold a caring and effective discipline policy.
20. Provide extra support for individual students as appropriate.

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AIMS

STUDENTS

- * to enhance the socialisation of the students into the wider community through
 - inter-school visits ('BONG BONG')
 - participation in local sports days and activities.
 - excursions
 - community activities
- * to foster and encourage independent learning and to promote research skills.
- * to increase students awareness of the world and their place in it.
- * to focus on all aspect of the curriculum - especially Literacy and Numeracy.
- * to increase the students level of self-confidence and self-esteem.
- * to promote positive attitudes of social co-operation and moral responsibility.
- * to develop a positively valued self-image.
- * to increase the students written and verbal communication skills.
- * to maximise each students potential- using a variety of strategies, including- individual programs, 'Educational Kinesiology' and support staff

MANAGEMENT

- * To promote the school in a positive way to the community.
- * To maintain accurate and efficient records and practices.
- * To follow set guidelines set by the Department and other agencies.
- * To facilitate appropriate Staff Development.
- * To be familiar with and implement all mandatory policies.
- * To focus on all areas of student and staff welfare.
- * To use all resources efficiently.
- * To develop and implement policies as appropriate to the needs of the whole school community.
- * To efficiently use school funds and by an appropriate Program Budget.
- * To increase community involvement and participation.
- * To use appropriate Human Resources, consultants and experts to maximise students' potential and learning experiences.

FAIR DISCIPLINE POLICY

Discipline concerns the development of appropriate and responsible attitudes and behaviour in students. It implies the development of self-discipline and the ability to distinguish right from wrong.

Students learn most effectively in a secure, ordered and well-disciplined environment in which both staff and students take pride in achievement.

A well-disciplined environment provides a system of relationships, rules, rewards and punishments designed to promote effective learning. A strong emphasis on the use of positive practices will assist students to develop the ability to accept responsibility for their behaviour and show concern and respect for others.

Home, school and community have complementary roles to play in setting and maintaining an acceptable standard of student behaviour. They have a joint responsibility to influence students to accept and observe that standard. The Fair Discipline Code must reflect the expectations of the local community and the wider society.

Cultural differences should be considered and discipline practices should be selected and implemented in ways that do not discriminate on any basis, including gender or cultural background.

The Fair Discipline Code will be a vital part of the school's Student Welfare Policy. Its implementation will enable students to become responsible, contributing members of our society.

The Authority of the Principal.

The Principal is accountable to the Director General of School education for the educational leadership and effective management of Burrawang Public School. 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 the Principal has the authority to suspend or exclude or recommend expulsion in line with Departmental guidelines. The Principal also has the authority to determine the conditions for a student's continued enrolment. This authority will be exercised having regard for a responsibility to the entire school community and the principles of procedural fairness and natural justice.

The Principal will also ensure that all aspects of the 'Child Protection Policy' will be routinely followed and that all staff have the appropriate training in this area.

The Department of School education has policies on all aspects related to student welfare - (see Appendix 2) and all schools are bound to adhere to these policies. They policies are available to parents at any time.

Overview of Strategies for dealing with unacceptable behaviour:

- | | | |
|----|------------------------------------|-----------------------------------|
| A. | Minor breaches | } <u>SCHOOL'S FAIR DISCIPLINE</u> |
| B. | More serious incidents | |
| C. | Suspension, exclusion & expulsion- | (in line with DSE regulations) |
- * Possession of a suspected illegal substance..... immediate suspension
 - * Intentional violence causing injury or threatening serious violence- " " suspension
 - * Possession of a prohibited weapon.....immediate suspension
 - * Persistent disobedience, insolence, verbal harassment and abuse of staff- suspension
 - * Criminal behaviour.....police service to be notified

BURRAWANG PUBLIC SCHOOL

The school expects the students to abide by the following:-

GENERAL RULES

1. Abide by the Fair Discipline Code. (see appendix A)
2. Attend school regularly, be punctual and present notes to explain absences.
3. Follow the instructions of teachers and others in authority: co-operate with captains and prefects (Peer Mediation practices.)
4. Complete all required work carefully and to the best of their ability.
5. Behave in responsible, polite and courteous manner, and be honest.
6. Behave in a manner that shows respect for themselves & for the rights & feelings of others.
7. Behave in a manner that keeps themselves and others safe at all times.
8. Respect & care for school buildings, school property & the property of others
9. Observe the general standards of dress and uniform requirements of the school, i.e. wear the school uniform if at all possible.
10. Remain outside classrooms & library unless supervised by a teacher.
11. Accept their responsibilities as members of the community.
12. Behave responsibly when representing the school- eg excursions, inter-school visits etc.

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SAFETY RULES

1. Avoid physical contact of any form with other students which may lead to injury.
2. Children will only play safe games.
3. Children are not to ride bicycles in the school grounds.
4. Children will only leave the playground with permission.
5. Glass and other unsafe items will not be allowed at school.
6. Roller blades & skateboards are not permitted at school.
7. Line up sensibly and quietly for the bus or wait for parents.
8. Before school children are only to play in top playground and are not to use playground equipment or the tennis court.

* * * * *

BURRAWANG PUBLIC SCHOOL

RULES

Do your best.

Enjoy your learning

Good manners are expected.

Respect all students & visitors

Stop playing when the bell rings.

Try to include others in your games.

Respect all school property & staff.

All games will be friendly and not rough.

Bullying (verbal/physical) is not allowed.

School & personal property will be respected.

Put all equipment away tidily at the end of the day.

‘Big Kids’ are to keep an eye on ‘little kids’.

Return homework/projects/notes on time.

We should be:

kind

honest

helpful

truthful

tolerant

cheerful

considerate

responsible

HYGIENE & HEALTH RULES

1. Children will be encouraged to wash their hands before eating, before they come into the classroom after recess & lunch, after sport/PE and after going to the toilet.
2. Children will be encouraged to eat healthy food. Fizzy drink will be discouraged at school.
4. All rubbish is to be placed in bins provided.
5. Children will be encouraged to 'keep their germs to themselves' when they have a cold.
6. Children will be encouraged to develop healthy habits.
7. A "No hat- No Play" policy will be followed throughout the year.
8. Daily physical activity/exercise will be encouraged.
9. All children will remain seated at lunchtime until told to go by the teacher.

***CONSEQUENCES of inappropriate behaviour-**

Praise, recognition, encouragement and rewards are most effective in modifying behaviour and in maintaining a good level of discipline & behaviour in this school. However, when the behaviour of a child denies other students their right to learn, causes emotional stress or creates the risk of physical injury, whether in the classroom, the playground or on school excursions, corrective measures will be taken. In such instances, the child's unacceptable behaviour will be dealt with immediately and appropriately by the teacher or adult in charge- taking all factors into account.

If this first warning fails to correct the behaviour, then the incident will be investigated and appropriate disciplinary measure ("time-out", additional work, letter of apology, cleaning up of an area etc) or sanctions (removal or denial of one or more privileges that the children normally enjoy) may be imposed if necessary. All incidents of serious breaches of the school rules will be recorded in the Blue Book'- with date incident, witnesses (if appropriate), action taken and parents will be informed in writing. The close and frequent contact between parents & the school means that parents can be informed of any minor unacceptable behaviour patterns before serious problems develop.

Where a problem seems evident, steps will be taken to remedy the situation. Three way discussions between the student, parents and staff may be held and also, the School Counsellor and/or the Itinerant Support Teacher/Behaviour (ISTB) may be involved (with the parents permission).

- * Where practical, the consequences of the inappropriate behaviour will be linked with the related appropriate behaviour.



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BURRAWANG PUBLIC SCHOOL

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PLAYGROUND SUPERVISION

POLICY

Burrawang Public School is located on a large site, with the area of playground useable for general play indicated on the attached plan.

The buildings frame the top out of bounds area. In keeping with the desire to allow free access to all grassed areas, classrooms and the library; direct observation supervision is not possible. To allow for the full utilisation of the attractive and spacious grounds, a roving supervision will be undertaken at recess and lunch.

DUTY OF CARE

The duty of care is a duty to take reasonable measures to protect students against risks of injury which reasonably could have been foreseen. The duty is not to ensure that there is no injury, but to take reasonable care to prevent injury which could reasonably have been foreseen.

**This plan caters for the formal supervision of students at this school
between the hours of 9am & 4pm.**

Classroom hours at this school are 9.30am until 3.30pm.

The areas shaded on the attached plan are out of bounds to all children.

The bus arrives around 9.15am and departs around 3.35pm
the majority of students arrive by bus.

BEFORE CLASSES COMMENCE

1. Parents are asked not to bring pupils to school or allow them to leave home at such a time, as to arrive before 9am
2. Children arriving at school before this time are to sit in the pergola area until 9.00am.
3. Children may first go to their classrooms to put their bags away and prepare for the day. They may stay in the classroom only if a teacher is with them or they have been given specific permission.

Minimal supervision is provided before classes commence and pupils have been instructed on the activities which may NOT take place during this time:

- * No use of equipment - fixed (fort, bars, etc)
 - from the sports shed
 - tennis court

RECESS

Roving supervision is provided by the teacher on duty. Activities in the tennis court area are permitted with teachers permission only.

LUNCH

Children are to be seated to eat lunch and will be instructed when they may commence playing. The teacher on duty will undertake roving supervision duties for all of lunchtime.

AFTER SCHOOL

Pupils are dismissed at 3.30pm and should leave the premises as soon as possible.

Bus students assemble in the undercover area and the Principal or their nominee, will dismiss the children when the bus arrives. Supervision is not provided before the first bus arrives or after the last bus leaves. Any remaining students are to sit and wait quietly for their parents.

MISCELLANEOUS

- * The library and classrooms are for quiet work only. Children must have teachers permission to be in these areas.
- * Events held outside the school are subject to special arrangements as deemed appropriate by the supervising teacher and communicated to all children and parents involved.
- * A copy of the duty roster & this policy is posted in the staffroom.
- * All serious accidents (to students/staff) are to be recorded in the 'Injury Book' located in the First-Aid cupboard in the office foyer and parents notified as appropriate.

ROVING SUPERVISION

Roving supervision is understood to mean:

- * A supervising teacher is available to give help to pupils as required.
- * A supervising teacher moves around the playground area, buildings, library and toilet areas, during lunch and recess.
- * Areas with higher concentrations of children, or with team activities will receive more frequent supervision.
- * The pupils are so instructed that they will seek the help of the supervising teacher in situations which demand it.
- * Children must request permission to enter the classrooms, library or the tennis court area. The back playground area is out of bounds unless directed.
- * No child is to leave the playground perimeter without permission.

BUS

Bus students assemble in the OCLA and the Principal or her nominee, will dismiss the children when the bus arrives. Supervision is not provided before the first bus arrives or after the last bus leaves.

BEFORE CLASSES COMMENCE

Minimal supervision is provided before classes commence and pupils will be instructed on the activities which may NOT take place during this time:

- * No use of equipment - fixed (fort, bars, etc)
- from sports shed

Parents are asked not to bring pupils to school or to allow them to leave home at such a time, as to arrive before 9.00am.

MINIMAL SUPERVISION

Minimal supervision is understood to mean:

- * The classroom teacher is available to give help to pupils as required.
- * The pupils are so instructed, that they will seek the help of the classroom teacher, in situations which demand it.
- * Activities of pupils will be confined to those which are unlikely to lead to harm.



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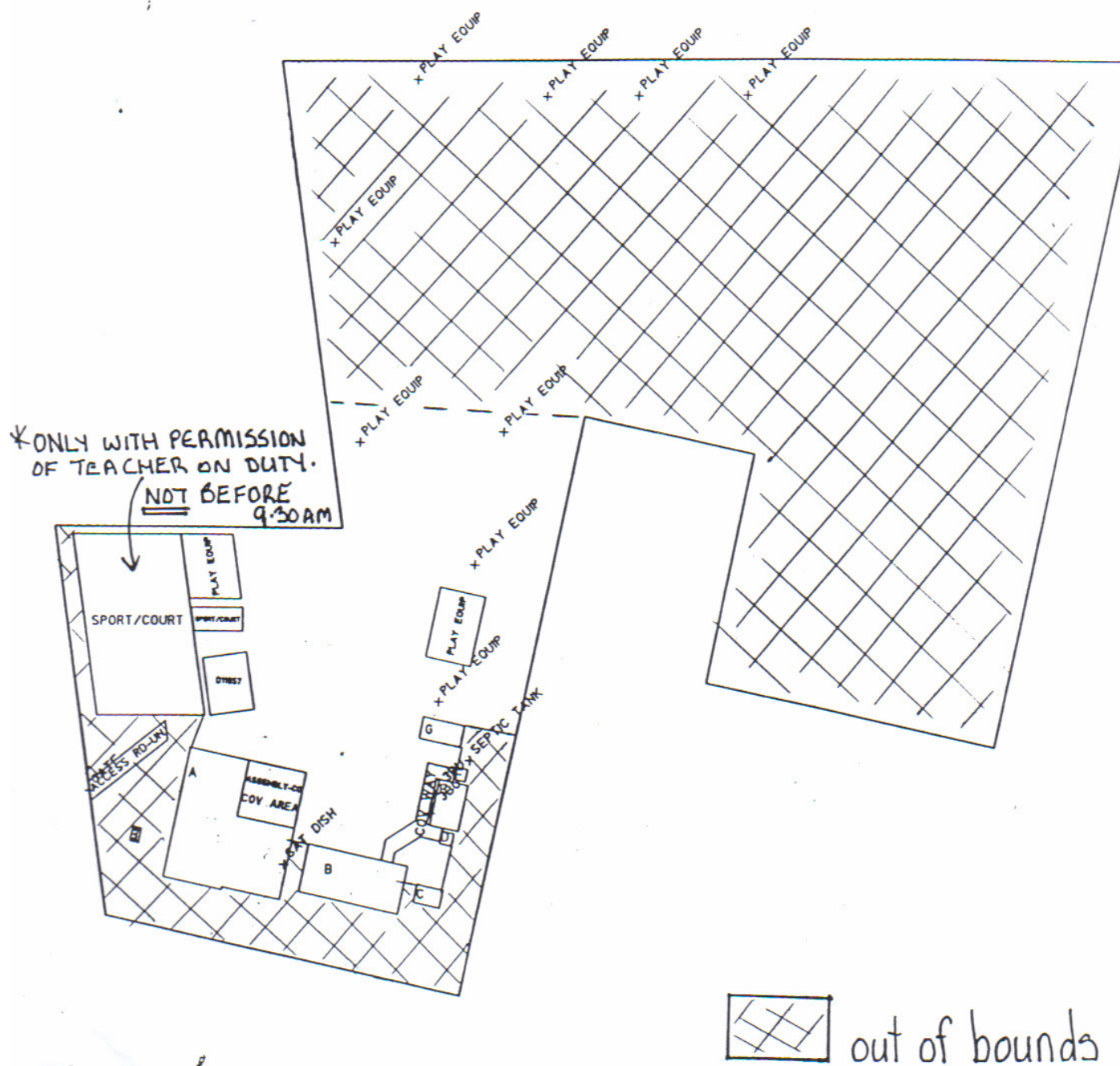
BURRAWANG PUBLIC SCHOOL

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PRINCIPLES

THE FOLLOWING PRINCIPLES ARE BASIC TO FAIR DISCIPLINE:

- * SCHOOLS SHOULD PROVIDE A STABLE, SAFE AND ORDERED ENVIRONMENT WITHIN WHICH STUDENTS LEARN EFFECTIVELY AND BEHAVE RESPONSIBLY
- * SCHOOLS SHOULD PROMOTE NATIONAL PRIDE AND INSPIRE IN STUDENTS A SENSE OF COMMON PURPOSE.
- * PRINCIPALS SHOULD PROVIDE STRONG AND EFFECTIVE LEADERSHIP OF THE SCHOOL STAFF, STUDENTS AND WIDER COMMUNITY IN ESTABLISHING AND MAINTAINING THE HIGHEST TONE AND CLEAR DIRECTION FOR THE SCHOOL.
- * SCHOOLS NEED TO CREATE AND MAINTAIN POSITIVE REALTIONSHPIS WITHIN THE SCHOOL COMMUNITY.
- * STUDENTS SHOULD BE ENCOURAGED TO DEVELOP SELF-DISCIPLINE BY ACCEPTING RESPONSIBILITY FOR THEIR OWN BEHAVIOUR
- * SCHOOLS SHOULD FOSTER IN STUDENTS A FEELING OF BELONGING TO THE SCHOOL AND ITS COMMUNITY
- * SCHOOL STAFFS SHOULD CONTRIBUTE WITH ENTHUSIASM TO ESTABLISHING AND MAINTAINING THE DESIRABLE TONE AND DIRECTION OF THE SCHOOL
- * SCHOOLS SHOULD INSIST ON RESPONSIBLE STUDENT BEHAVIOUR AND DEVELOP PRACTICES WHICH PREVENT IRRESPONSIBLE BEHAVIOUR
- * STUDENTS SHOULD BE ENCOURAGED TO VALUE THE PERSONAL DIGNITY AND WORTH OF THEMSELVES AND OTHERS
- * SCHOOLS SHOULD PROMOTE IN STUDENTS A RESPECT FOR THE VALUES THAT UNDERPIN OUR SOCIETY AND ITS LAWS.

B

ACCIDENTS

Guidelines for the Management of Critical Incidents
Reports of Accidents to School Pupils

Booklet 1993
Regional Bulletin No 2/95

ANTI-RACISM

Anti-racism Policy Statement and Grievance Procedures

Booklet 1992

ATTENDANCE

Exemption from What is being Taught on the Basis of
Conscientious Objection on Religious Grounds
School Attendance Policy and Procedures
Satisfactory Attendance of Students and Declaration
of Place Declared Vacant

Memo 91/067 (S.048)
Booklet 1991
Memo 94/060 (S.058)

CHILD PROTECTION

Child Protection-Procedures for Notification of Child Abuse
Procedures to be Followed in Cases of Alleged Improper
Conduct of a Sexual Nature with a Student by a Teaching
or Public Service Employee of the NSW Dept of
(School) Education
Video: Pete and Penny

Memo 91/015 (S.012)
Memo 88/091 (S.055)
Memo 91/053 (S.038)

CLASSES

Implementation of Board of Studies Pathways
Single Sex Classes in Co-Educational Secondary Schools

Memo 94/057 (S.055)
Memo 87/244 (S.136)

COMPLAINTS

Resolution of Complaints

Memo 94/037 (S.037)

CONTROVERSIAL ISSUES

Memo 83/037 (S.095)

DISCIPLINE

Fair Discipline Code

Booklet 1989
Memo 89/083 (S.058) 89/105 (S.074)
Memo 94/011 (S.011)
Circular 78/65

Revised Procedures for Suspension, Exclusion and Expulsion
School Discipline - Detention

DISCRIMINATION

Procedures for Resolving Complaints About
Discrimination Against Students

Memo 95/015 (S.014) 95/023 (S.022)

DRUG EDUCATION

Abuse of Solvents and Aerosol Propellants by School Pupils
Alcohol in Schools
Drug Education Magazines
Drug Related Issues in Schools - Policy Guidelines
Establishing Schools as Drug Free Zones
Identification of Substances Suspected of Being Controlled Drugs
Misuse of Drugs or Medicines
Policy on Non Smoking in the Workplace
Public Health Act 1991, Juvenile Smoking
Publication Distributed by the Tobacco Institute of Australia
Use of Analgesic Substances in Schools

Memo 83/222 (S.168)
Memo 94/007 (S.007)
Circular 80/129
Gazette Vol. No.8 7/8/91
Memo 89/118 (S.080)
Memo 94/049 (S.047)
Drug Education Manual
Memo 88/061 (S.034)
Memo 92/051 (S.030)
Memo 89/010 (S.006)
Circular 78/79

ENROLMENTS

Distance Education - Guidelines for Enrolment
Enrolment in NSW Government Schools of Students
from Overseas Countries
Enrolment of Students in Technology High Schools Year 7 1990
Kindergarten Enrolment: Policy Change

Gazette Vol.2 No.1 5/2/92
Memo 91/178 (S.114)
Memo 89/202 (S.129)
Memo 86/205 (S.595)

EXEMPTIONS

Devolution of Responsibility for the Granting of Exemptions
from Attendance at School

Memo 1991 (S.89/095)

Certificates of Exemption from School Attendance

Memo 1991 (S.89/095)

FAMILY

Family Law and the School

Booklet 1994

GIFTED AND TALENTED

Policy for the Education of Gifted and Talented Students

Booklet 1991

GIRLS' EDUCATION

The Educational Needs of Pregnant Schoolgirls

School Manual

HEALTH

Asthma

Memo 90/098 (S.076)

Children Who Are Allergic to Bee Stings

Memo 80/065

Diabetic Children in Schools

Memo 81/193

Dispensing of Medication

Memo 89/206 (S.133)

Enrolment of Children with Asthma

Memo 88/265 (S.143)

General Communicable Diseases

Memo 90/013 (S.009) 90/062 (S.04)

General Hygiene and Communicable Diseases including
Acquired Immune Deficiency Syndrome (AIDS)

Memo 89/038 (S.027)

Hepatitis B

Memo 89/207 (S.134)

Hepatitis B - Transmission Within Schools

Memo 89/334 (S.223)

Immunisation: Children Entering Kindergarten

Memo 90/235 (S.176) 91/197 (S.12)

Gazette June 1993

Misuse of Drugs or Medicines

Drug Education Guidelines

NSW Department of Health - Some Infectious Diseases

Pamphlet

NSW Department of Health Rubella Campaign

Memo 90/073 (S.058)

Pediculosis in School Children

Memo 83/122 (S.129)

Prescribed Medicines - Enrolment of Children with
Continuing Need

Memo 86/158 (S.570)

- Administering to Students

Student Welfare: Protection from the Sun

Memo 90/027 (S.018) 94/069 (S.04)

HIV / AIDS

AIDS Education in Primary Schools

Memo 91/211 (S.132)

AIDS Education in Primary Schools

- The Australian AIDS Tape

Memo 89/057 (S.042)

AIDS Education in Secondary Schools

- The Australian AIDS Tape

Memo 89/056 (S.041)

AIDS Update

Memo 89/025 (S.018)

AIDS Education in Secondary Schools

Memo 89/222 (S.145)

AIDS-Information for Teachers in the Primary School

Memo 90/023 (S.015)

The AIDS Manual

Memo 90/046 (S.033)

Video: A Place For Paul

Memo 91/138 (S.090)

HOMEWORK

Revision of Homework Policy

Memo 94/036 (S.036)

INTEGRATION

Integration Policy Statement

Special Ed. Directorate 1992

Enrolment of Children with Disabilities

Memo 88/007 (S.003)

NON - ENGLISH

English as a Second Language Education for New Arrivals

Memo 91/019 (S.016)

PEER SUPPORT Peer Support Programs	Memo 90/111 (S.085)	
PLAYGROUND Safety Guidelines for the Installation and Maintenance of Fixed Playground Equipment in Schools	Booklet 1995	
POLICE Police Authority in Schools Police Youth Program	Memo 86/045 (S.508) Memo 89/239 (S.158)	
PUBLICATIONS "Streetwise" Comics and Other unsuitable Resource Material	Memo 86/275 (S.636) 88/132 (S.078) 90/016 (S.011)	87/153 (S.085) 89/144(S.094)
RELIGION Special Religious Education	Memo 91/069 (S.050)	93/044 (S.057)
ROAD SAFETY CAPFA/TA/LIONS Clubs Helmet Support Scheme Compulsory Wearing of Helmets by Bicycle Riders Provision of Bicycle-Safe Approach Routes to Schools Road Safety Education Policy Statement School Bus Safety	Memo 88/339 (S.188) Memo 91/123 (S.080) Memo 88/320 (S.176) Memo 95/024 (S.023) Memo 94/005 (S.005)	Booklet 1994
SCHOOL COUNSELLORS Policy on Home Visits by District School Counsellors School Counsellor Use of the Student Record	Memo 89/182 (S.114) Memo 89/101 (S.072)	
SPONSORSHIP Commercial Activities in Schools	School Manual	
STUDENT RECORDS	Memo 88/083 (S.048)	
STUDENT REPRESENTATIVE COUNCIL	Memo 88/119 (S.071)	
STUDENT WELFARE Initiatives in the Area of Student Welfare	Memo 87/320 (S.187)	
SUPERVISION Policy on the Supervision of Students	Memo 87/239 (S.133)	
TRANSPORT Driver Education - Curriculum Statement and Guidelines School Buses - Warning Systems Use of Private Motor Vehicles by Students	Memo 95/025 (S.024) Memo 94/056 (S.054) Memo 85/340 (S.477)	
UNIFORMS School Uniforms and General Standards of Dress	Memo 89/087 (S.061)	
VALUES The Values We Teach The Values We Teach (Amendments)	Memo 88/019 (S.008) Memo 91/039 (S.029)	
YEAR 12 Year 12 Students - End of Year Activities	Memo 93/061 (S.054)	