

Penrith Valley Learning Centre

Planning for the Future



Student Welfare and Management Policy

Penrith Valley Learning Centre Student Welfare and Management

Penrith Valley Learning Centre seeks to meet the individual needs of all students by establishing and maintaining a positive school climate that in turn allows all students to access quality educational programs.

Penrith Valley Learning Centre aims to be a safe, positive, and successful school for all students and staff where student learning and achievement is paramount. Penrith Valley Learning Centre will achieve these aims through:

The Department of Education and Training Student Welfare Policy.
The Department of Education and Training Anti Bullying Policy.
Occupational Health and Safety Act 2006
NSW Child Protection Legislation.
Penrith Valley Learning Centre Student Welfare and Management Policy.

Effective Learning & Teaching

Aims

Penrith Valley Learning Centre strives to enhance effective learning and teaching by:

- students playing an active role in the learning process;
- effective support provided to classroom programs;
- the learning experiences of students affirming their individuality and be positive and satisfying;
- building on and developing skills to assist with student reintegration into mainstream settings.

Outcomes

- students participate in decisions about their own learning;
- students pursue a program of learning relevant to their needs and aspirations;
- students develop an understanding of themselves as well as skills for positive, socially responsible participation;
- students work towards competencies which enhance the quality of their relationships with others;
- students feel valued as learners.

Positive Climate and Good Discipline

Aims

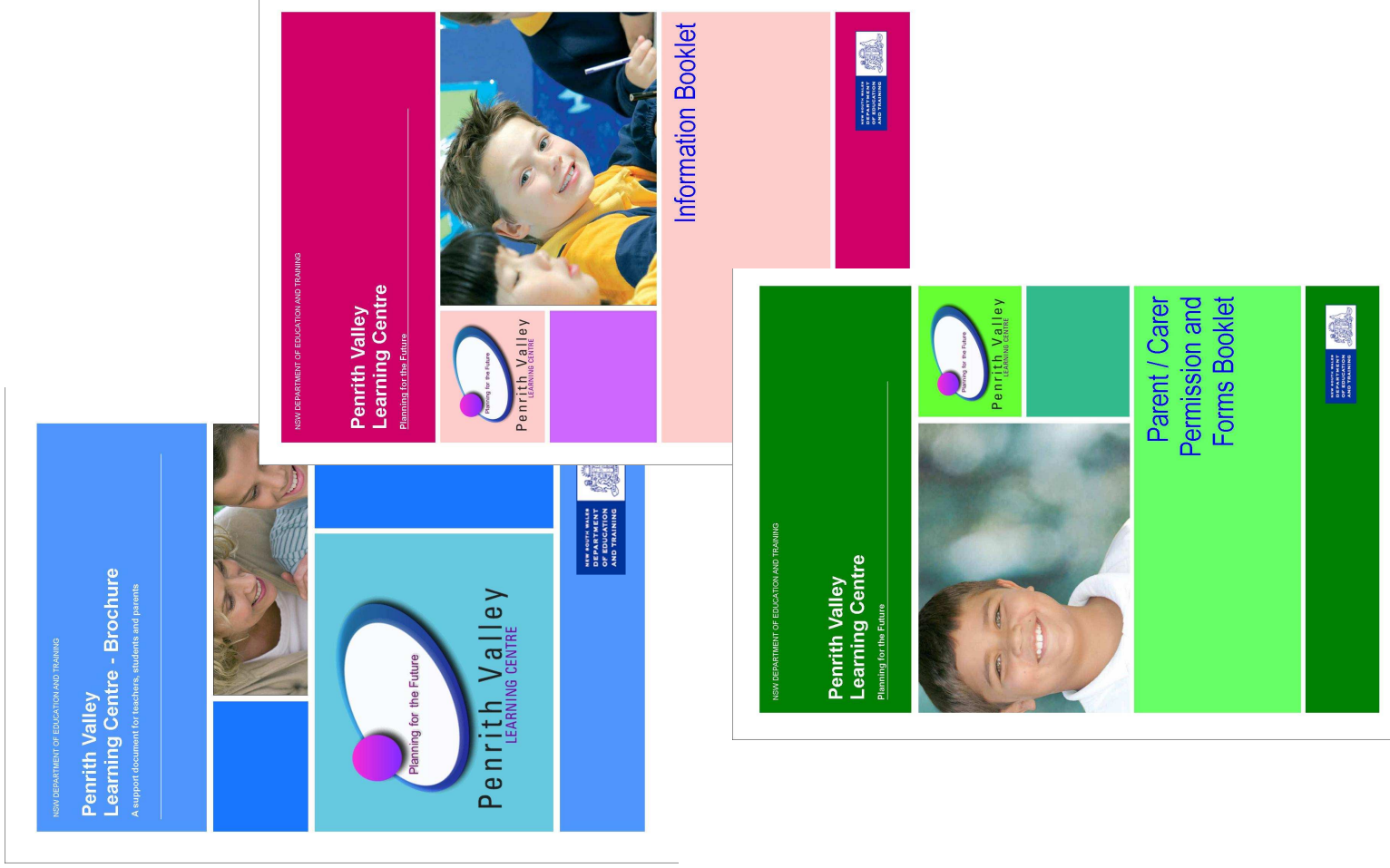
Penrith Valley Learning Centre strives to develop a positive school climate and good discipline through the:

- well being, safety and health of students and other community members being a priority in all school policies, programs and practices;
- principles of equity and justice being evident in school plans, programs and procedures;
- Check System of the school providing clear guidelines for behaviour which are known by staff, students and parents.
- disciplined, ordered and cohesive school community where individuals take responsibility and work together;
- inclusive school environment which affirms diversity and respects difference.

Outcomes

- students are safe in the school environment;
- students know what is expected of them and others in the school community;
- students are able to learn without disruption from inappropriate behaviour;
- students are provided with appropriate support programs;
- students participate in the social and academic programs of the school;
- students value difference and display tolerance;
- students are respected and supported in all aspects of schooling.

Supporting School Documents



Community Participation

Aims

Penrith Valley Learning Centre seeks to enhance community participation by:

- developing strong links between students, staff, parents and other members of the school community;
- parents and community members participating in the education of young people and sharing the responsibility for shaping appropriate student behaviour;
- the curriculum, goals, plans and actions of the school reflecting the needs and aspirations of students and the wider school community;
- students, parents and teachers perceiving that the learning and teaching programs in the school are relevant and beneficial;
- students, parents and teachers perceiving that the learning and teaching programs in the school are relevant and beneficial;
- staff facilitating parent and community involvement in a range of school activities.

Outcomes

- students are supported by parents and community participation in school activities;
- students value the school as an integral part of the community;
- students and their families understand how to gain access to relevant support services in the wider community;
- Students are partners with parents and teachers in the teaching and learning processes in the school.

Penrith Valley Learning Centre Student Management Code

At Penrith Valley Learning Centre we believe that all students have a right to learn in an environment that is safe, positive, encouraging and rewarding. A strong commitment from staff in the belief that all students can learn to make responsible and good choices is paramount to our student's successes.

As a staff we believe that programs developed to meet students physical, psychological, social and educational needs will allow our students to return to their home schools with advanced skills in these areas, and interact with their peers in more meaningful ways. Our school discipline policy involves a commitment to educational and social growth by:

The staff

At Penrith Valley Learning Centre we believe that a positive school climate is best supported by a staff who consistently model appropriate behaviours for both student learning and social interactions. Staff are committed to providing quality educational opportunities for all students in supportive, encouraging and motivating environments.

The students

At Penrith Valley Learning Centre the individual educational and behavioural needs of our students are our key priority. Our aim is to provide all students with positive learning opportunities that guide them in accepting "an opportunity for change". Students are taught, encouraged, and supported in developing their abilities to make responsible and good choices.

The community

Penrith Valley Learning Centre enrolls students at various times throughout the year and as such our school community and student population is constantly changing. It is our belief that each member of the collaborative team plays a vital role in contributing to our student's successes and growth.

Partnerships

Parents will be involved in the development of Individual Education Plans for students and regular reviews will take place throughout the year.

The school rules, rights and responsibilities:

Penrith Valley Learning Centre is one of 21 new schools established since 2001 to cater for students who have a documented pattern of behavioural difficulties, which despite intensive interventions over an extended period of time have not been effectively resolved.

The primary aim of Penrith Valley Learning Centre is to return students to their regular school setting with significantly improved abilities to learn and interact with their peers in positive ways.


Our expectations of students do not differ from those of a regular school although our time frames for achievement may. Staff at Penrith Valley Learning Centre. are constantly providing students with an opportunity for change with many chances to practice and refine the behavioural skills required to enable students to successfully return to their home school.

Our school rules are expressed in a positive way clearly outlining the expected student behaviour. The following poster is clearly displayed throughout the school to remind students and staff of our shared aims.

NSW DEPARTMENT OF EDUCATION AND TRAINING

Penrith Valley Learning Centre

Planning for the Future




Penrith Valley

WE ALLOW EVERYONE TO BE FAIR AND SAFE WHEN WE:	WE SHOW RESPECT WHEN WE:	WE ALL AIM TO LEARN WHEN WE:
<ul style="list-style-type: none"> <li style="text-align: center; margin-bottom: 5px;">Are friendly <li style="text-align: center; margin-bottom: 5px;">Stay out of arguments <li style="text-align: center; margin-bottom: 5px;">Ask for help when we have a problem <li style="text-align: center; margin-bottom: 5px;">Are co-operative <li style="text-align: center; margin-bottom: 5px;">Help others <li style="text-align: center; margin-bottom: 5px;">Are confident <li style="text-align: center; margin-bottom: 5px;">Follow the rules <li style="text-align: center; margin-bottom: 5px;">Use equipment appropriately <li style="text-align: center; margin-bottom: 5px;">Wear protective equipment when required 	<ul style="list-style-type: none"> <li style="text-align: center; margin-bottom: 5px;">Use 'build ups' and not 'put downs' <li style="text-align: center; margin-bottom: 5px;">Are positive <li style="text-align: center; margin-bottom: 5px;">Listen to others <li style="text-align: center; margin-bottom: 5px;">Are considerate <li style="text-align: center; margin-bottom: 5px;">Include others <li style="text-align: center; margin-bottom: 5px;">Are confident <li style="text-align: center; margin-bottom: 5px;">Look after property <li style="text-align: center; margin-bottom: 5px;">Are co-operative <li style="text-align: center; margin-bottom: 5px;">Use our manners <li style="text-align: center; margin-bottom: 5px;">Are honest 	<ul style="list-style-type: none"> <li style="text-align: center; margin-bottom: 5px;">Listen to instructions <li style="text-align: center; margin-bottom: 5px;">Follow teacher and aide directions <li style="text-align: center; margin-bottom: 5px;">Participate in class <li style="text-align: center; margin-bottom: 5px;">Are cooperative <li style="text-align: center; margin-bottom: 5px;">Attempt all class work <li style="text-align: center; margin-bottom: 5px;">Participate in activities <li style="text-align: center; margin-bottom: 5px;">Are considerate <li style="text-align: center; margin-bottom: 5px;">Use confidence <li style="text-align: center; margin-bottom: 5px;">Don't interrupt people when others are speaking <li style="text-align: center; margin-bottom: 5px;">Are co-operative

Our Positive School Learning Rules

NSW DEPARTMENT OF EDUCATION AND TRAINING



Our Positive School Learning Rules

<p>WE ALLOW EVERYONE TO BE FAIR AND SAFE WHEN WE:</p> <ul style="list-style-type: none"> Are friendly Stay out of arguments Ask for help when we have a problem Are co-operative Help others Are confident Follow the rules Use equipment appropriately Wear protective equipment when required 	<p>WE SHOW RESPECT WHEN WE:</p> <ul style="list-style-type: none"> Use 'build ups' and not 'put downs' Are positive Listen to others Are considerate Include others Are confident Look after property Are co-operative Use our manners Are honest 	<p>WE ALL AIM TO LEARN WHEN WE:</p> <ul style="list-style-type: none"> Listen to instructions Follow teacher and aide directions Participate in class Are cooperative Attempt all class work Participate in activities Are considerate Use confidence Don't interrupt people when others are speaking Are co-operative
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Promoting Good Discipline and Effective Learning

The staff will:

- develop individual student plans with outcomes in key learning areas;
- develop and implement classroom programs that meet the individual learning needs of each student with an emphasis on literacy, numeracy and PDHPE;
- develop individual targets for learning positive behaviours and social skills that are consistently supported by all staff across the school;
- liaise with classroom teachers from home schools to clearly communicate expectations of students and staff and to ensure student progress is generalising across environments;
- participate in Learning Support Teams that will review all student programs on a regular basis (once per term);
- share knowledge, programs and expertise across the school on a regular basis;
- evaluate classroom programs and student progress against identified learning outcomes;
- provide positive role models for students;
- maintain a positive classroom atmosphere that is supportive, rewarding and encouraging to all students.

The students will:

- actively participate in classroom programs and decisions about their own learning;
- follow the school rules:

The school community will:

- be aware of school processes of assessment and reporting of student achievement;
- be encouraged to participate in school wide programs to support student learning;
- support the communication processes in the school e.g. newsletters; communication books; review meetings.

Recognising and Reinforcing Student Achievement

The staff will:

- Relate to students in a positive way demonstrating qualities of empathy, genuineness, positive regard, concreteness and acceptance;
- provide a positive role model to students in the way they relate both to students and other adults;
- provide classroom experiences that focus on individual student success, are highly motivating and emphasise learning;
- provide a classroom environment that visually reinforces student's achievements through constantly updated displays of student work;
- promote the concept that learning is fun, maintaining a positive approach and a genuine sense of humour;
- provide each student with clear expectations of behaviour both around the school and in the classroom. School rules are clearly displayed in the school and in the classroom and are consistently and explicitly taught and reinforced;
- consistently follow the school's behaviour management programs.

The students will:

- know and state the rules of the school and how to follow the rules;
- be able to state expectations of behaviour in the school and classroom;
- establish personal goals and targets in collaboration with their teacher
- participate in the schools behaviour management program in a fair, honest and non-competitive way.

The school community will:

- be aware of and actively support the rules of the school;
- collaboratively develop individual behaviour management plans for each individual student with the teacher;
- regularly participate in reviews of students programs towards goals and achievements of set targets;
- support the work of the school by consistently reinforcing expectations of behaviour and achievement in the school, in the taxi, on excursions or outings and in their home school.

Promoting Positive Behaviour

The school focuses on a model of promoting positive behaviour. Staff recognise that students will develop skills to interact more appropriately with peers and adults when provided with opportunities to develop and practice these skills in a positive school environment.

Positive behaviour is promoted and encouraged in the school through:
strong positive classroom interactions;

- a focus on recognizing positive skills and achievements;
- an emphasis on modeling and teaching pro-social behaviours.

Classroom Behaviour

The development of improved social skills and enhanced work habits are a key focus on classroom programs. Classroom teachers design programs to support students learning in these areas that:

- reflect the philosophies of the school;
- meet the individual needs of students;
- reflect the individual philosophies and strengths of teachers.

Classroom programs form part of a whole school approach that recognizes student achievement for following both school rules and individual goals.

Playground, Sporting and Excursion Behaviour

Students' behaviour in and around the school is supported using the same philosophies as classroom programs. Students are expected to display the same appropriate behaviours as outlined in the "Check System" in the playground, at sport and on excursions. Students are taught the rules for safe playground, excursion and sporting behaviours and are rewarded for demonstrating achievement in this area.

Encouragement Program

Penrith Valley Learning Centre has introduced a new student welfare program called the 'Encouragement Program'. The program has been designed to help encourage and teach positive student behaviour. The program monitors a students' effort, application and behaviour over a period of one week. All students are part of the program and receive a star sheet on which they reflect on their own behaviour and effort and rate their performance. Teachers assist students to develop their daily behaviour goals in class each day. Staff and students rate student behaviour each lesson. Points are tallied each day and are exchanged for vouchers, awards and attendance at special school activities (camp).

Parents are requested to sign and comment in the Communication Book on a daily basis, to help monitor their child's progress and keep staff informed of any change in circumstances.

Points Available:

- 5 bonus points for wearing uniform
- 5 bonus points for having parent signature on book
- 10 bonus points for Principal's award
- 10 bonus points if you receive 5 out of a possible 6 "excellent" in one day
- 20 bonus points if you receive 6 out of a possible 6 "excellent" in one day
- 100 bonus points for a successful additional integration day
- 5,4,3,2,1 points available for each lesson

Rewards Achieved:

STAR of the week will be awarded to the student who achieves the most points.

Behaviour Management Sheet

Behaviour Monitoring Check Sheet																	
Student	Day										Total Session Points						
	Off Task	Sweating	Loud Noises	Put Downs	Bullying	Non-Compliance	Personal Space	Other	Warnings	Do your best/try Hard		Stay in the Right Place	Acceptable Language	Following Directions	Being Fair and Safe		
Classes	Check Behaviours (x)										Positive Behaviours						
Breakfast Club 9am - 9:20am												(w)	⊙	⊙	⊙	⊙	⊙
Fitness Program 9.20am - 9.50am													⊙	⊙	⊙	⊙	⊙
Numeracy 9.50am - 10.50													⊙	⊙	⊙	⊙	⊙
Recess 10.50 - 11.10pm													⊙	⊙	⊙	⊙	⊙
Literacy 11.10 - 12.10pm													⊙	⊙	⊙	⊙	⊙
Lunch 12.10 - 12.50pm													⊙	⊙	⊙	⊙	⊙
COGS 12.50 - 1.50pm													⊙	⊙	⊙	⊙	⊙
IEP's 1.50 - 2.00													⊙	⊙	⊙	⊙	⊙
Warning 1											Time Out	⊙					
Warning 2											Time Out	⊙					
Warning 3											Time Out	⊙					
Warning 4											Time Out	⊙					
Buy Back 1												Warning 5	- Points				
Buy Back 2												Warning 6	- Points				
Teacher Comment											Daily Point Tally						
										Uniform	⊙ = 5						
										Hat	⊙ = 5						
										Comm Book	⊙ = 5						
										Clean Sheet	⊙ = 5						
										Total Day Points							

Dealing with Unacceptable Behaviour

Students are enrolled at Penrith Valley Learning Centre due to their difficulties in acquiring the skills necessary for socially appropriate behaviour at school. Because of this, Penrith Valley Learning Centre is committed to a positive approach to managing behaviour of students at school that is focused on teaching students the skills to manage their own behaviour.

The focus of programs in the school is on learning to manage behaviour within a school and classroom context to enable successful participation in the future years of schooling and as a successful member of the wider community.

Penrith Valley Learning Centre has developed a range of strategies in dealing with unacceptable behaviour that operate on 'least to most' principles.

Individual Planning and Functional Assessment

All students at Penrith Valley Learning Centre have an individual behaviour support plan designed using functional assessment procedures and principles. This approach attempts to identify underlying student behaviour and provide students with positive and proactive alternatives to problem behaviour. Individual risk assessment plans are developed to provide guidance and assistance to staff to manage student behaviours and to assist in promoting a safe environment for all.

The emphasis at Penrith Valley Learning Centre is always on preventative and proactive strategies to enable students to experience the use of positive socially acceptable solutions to behaviour.

A component of each student's behaviour support plan is a process for dealing with problem behaviour when it occurs. Students with extremely violent and challenging behaviour should also have a crisis management plan detailing the process to be followed in extreme and unsafe behavioural episodes. Any crisis management plan will be developed in consultation with parents and carers.

Classroom Approaches

Most behaviour is generally dealt with by classroom teachers within the classroom. Teachers use a range of strategies to support students' behaviour. Classroom teachers are expected to detail processes for each student in dealing with unacceptable behaviour.

Time Out / Loss of privilege

Following the range of strategies designed to teach and support students to develop improved behaviours, teachers may use time away from positive reinforcement or loss of privilege. Students may lose access to the range of school rewards for inability to follow school and classroom rules. Time out from classroom activities when students are extremely disruptive may be used. Time out should be supervised by an adult at all times. It is generally understood that 'time-out' involves a loss of privileges. Students cannot earn access to privileges when they are not engaged in classroom activities.

Referral to Principal/Assistant Principal

Students can be referred to the principal or assistant principal when classroom and 'time-out' strategies have been unsuccessful. Teachers should generally indicate to the principal the nature of the problem behavior and the desired outcome. A range of consequences may result from a referral to the principal/assistant principal. It is generally understood that time with the school executive involves a loss of some privileges.

In-school suspension

In-school suspension results from persistent failure to follow school rules 4 Warnings and/or extreme acts of violence or property destruction. In-school suspension is often used as an alternative to suspension as it is generally understood by the school that students have the best chance of developing appropriate skills within the school context. It also recognises that for some student's time at home may be counter productive to the school aims and programs.

In-school suspension does not necessarily involve complete isolation from other students and may be for only partial periods of the school day. It is generally understood that in-school suspension involves the loss of some school privileges.

Suspension

Penrith Valley Learning Centre may use suspension under the Department of Education and Training Guidelines. Suspension from Penrith Valley L. C. is generally for:

- extreme or persistent acts of violence;
- extreme or persistent verbal abuse;
- serious destruction of property.

When a student is suspended from Penrith Valley Learning Centre it is generally understood that their behaviour has been extreme or persistent. A case review should accompany a suspension and a revision of the student's plan to ensure that all aspects of the plan are adequately addressing the student's needs. The suspension resolution meeting is conducted with the student, parents, school counsellor, principal, and class teacher, prior to the student returning to school.

Child Protection

Staff recognise that students who attend Penrith Valley Learning Centre often have difficulty in developing and maintaining appropriate relationships with peers and adults. Students may on occasions seek advice and attention from staff and to not provide this could be viewed as rejection and potentially damaging to students. Such instances are seen as part of the overall program of teaching improved relationship skills and it is generally recognised that on some occasions staff will need to provide such attention. Staff at the school undertake training in Child Protection procedures on an annual basis to ensure their understanding of their responsibilities under child protection legislation.

Physical Restraint

Students at Penrith Valley Learning Centre frequently display behaviours that put themselves and others at serious risk of harm. It is acknowledged that staff from time to time may be required to physically restrain students to prevent injury to both the student and others, it is a last resort.

Physical restraint at Penrith Valley Learning Centre follow the principles and guidelines set out in:

- The Physical Restraint of School Students – NSW DET Legal Issues Bulletin, March, 2000.
- Professional Assault Response Training (PART).
- Non Violent Crisis Intervention (NVCI) Training.

Incident Reporting

All aspects of the school's welfare and discipline policy form part of the school's processes for incident reporting. Episodes of extreme behaviour are recorded on the School's Incident Report form and kept on file in the principal's office.

Special Transport Behaviour

Many students at Penrith Valley Learning Centre are transported to and from school on a daily basis by Special Transport Services. It is expected that students follow the same rules and expectations whilst on transport. Students are rewarded through school programs for their behaviour on transport.

Taxi Transport Rules

- we remain seated at all times;
- we cooperate with the driver;
- we leave our seatbelt on;
- we do not eat or drink in the taxi;
- we follow our school rules.

Whole School Behaviour Support

Helping students to succeed in behaving appropriately can be difficult and challenging. Like all forms of teaching it requires skill, persistence, and knowledge. Successful teachers in this field need to be positive, creative, and perceptive; think ahead, anticipate possible 'failures' and to act to avoid these.

To assist staff in consistently managing student behaviour, we have developed a 'whole school management system'. This system is based on research in applied behaviour analysis and cognitive behaviourist approaches. The plan clearly outlines appropriate management of both acceptable and unacceptable behaviour. (refer pages 12-13). It is expected that all staff follow the plan.