



Vincentia Public School

EXPECTATIONS & WELLBEING PROCEDURES 2025



STUDENT WELLBEING - A WHOLE SCHOOL APPROACH

Vincentia Public School implements a whole-school approach to promoting positive behaviour and social-emotional learning through prevention, early intervention, targeted intervention, and individual intervention. Meaningful engagement and partnerships between the school, students, parents and carers, and community is fundamental to maintaining positive student behaviour in schools.

These procedures support the wholistic wellbeing of our students:

- Behaviour Code for Students
- School Attendance Policy
- School Behaviour and Management Plan
- Student Behaviour Policy
- School Community Charter
- School Excellence Policy
- Wellbeing Framework for Schools

These procedures apply to student behaviour:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- if the student's conduct significantly affects, or is likely to affect substantially, the student's or staff's health, learning and safety of students or staff

The Wellbeing Framework for schools



CONNECT

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.



SUCCEED

Our students will be respected, valued, encouraged, supported and empowered to succeed.



THRIVE

Our students will grow and flourish, do well and prosper.

ENABLE

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

STATEMENT OF PURPOSE

Vincentia Public School ensures that every student is known, valued, and cared for. We endeavour to create a school environment in which students are safe and secure in a stimulating learning environment where student wellbeing is a priority.

Vincentia Public School staff members acknowledge that students' ability to reach and maintain age-appropriate behavioural expectations varies. With collaboration between the classroom teacher and the Learning and Wellbeing Team, reasonable adjustments are made for students.

Vincentia Public School's commitment to wellbeing is to support students in connecting, succeeding, and thriving at each stage of their development and learning; to provide appropriate, rigorous, meaningful, and dignified opportunities; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students in learning.

To achieve this, we:

- Developed a strategic whole-school approach
- Explicitly teach social and emotional skills and behaviour expectations
- Are proactive and prevention-focused
- Use relationship-based and restorative approaches to student behaviour
- Implement effective programs, practices, and processes

The Vincentia Public School **Behaviour Support and Management Plan 2025** is available on the school's website.

IMPLEMENTATION RESOURCES

1. VINCENTIA PUBLIC SCHOOL EXPECTATIONS

In 2024, Vincentia Public School developed the Vincentia Public School Expectations. These expectations explicitly state the behaviours students are expected to demonstrate whilst at school. At the beginning of each school year, all students participate in a range of explicit lessons, aimed at focusing on learning and practising the behaviours. Topics include:

- Assembly
- Canteen
- Wet Weather
- 5L's of Learning = Look, Listen, Lips, Legs, Laps
- Uniform
- Classroom Equipment
- Mobile Phones
- Bookwork Standard
- Addressing Adults
- Moving around the School
- Attendance, including Late Arrival and Early Departure

2. THE RESILIENCE PROJECT

In 2024, Vincentia Public School began the implementation of The Resilience Project.

The Resilience Project's Education Program supports mental health in the classroom, staffroom, and family home through presentations, student curriculum, teacher resources, and digital content.

The research is clear: the more positive emotion you experience, the more resilient you will be. For that reason, the focus is on three key pillars that have been proven to cultivate positive emotion:

- Gratitude
- Empathy and
- Mindfulness (GEM)

with Emotional Literacy being a foundational skill to practise these strategies.



3. ZONES OF REGULATION

In 2025, the Learning and Wellbeing Team will enhance the delivery of both our School Expectations learning resources and the delivery of The Resilience Project with the addition of resources and strategies available from the Zones of Regulation Framework. The introduction requires extensive professional learning for staff. The Vincentia Public School Learning and Wellbeing Team have worked in close collaboration with the School Counselling Team to develop a range of introductory lessons for students to undertake in all classrooms at the beginning of 2025.

The ZONES of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Behaviour code for students

Information for students and parents or carers

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

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

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

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations.

The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment.

In this context, the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

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

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

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Telephone interpreter service

If you would like more information please call the school principal. If you need an interpreter to assist with your enquiry, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language.

Tell the operator the phone number you want to call and the operator will get an interpreter on the line to assist you with the conversation. You will not be charged for this service.

School Community Charter

 **Collaborative. Respectful. Communication.**

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

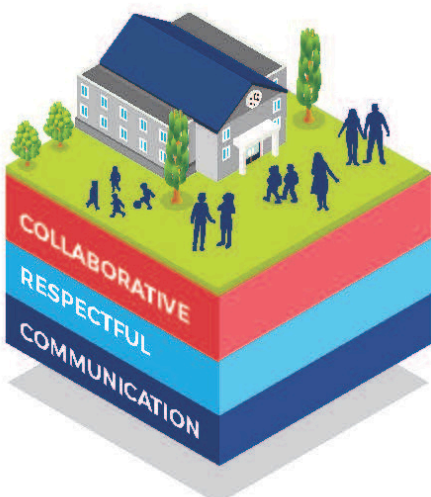
We treat each other with **respect**

What our schools provide

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

The best education happens when parents and schools work together.

The School Community Charter aligns with Our Plan for NSW Public Education.



Positive environments

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

Parents and carers can expect:

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

We **prioritise** the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

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



We create **collaborative** learning environments

We all play **our part**

We work **in partnership** to promote student learning

Communicating with our schools

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

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

Our guide for parents, carers and students provides useful information about the complaints process:

education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

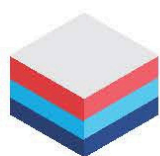
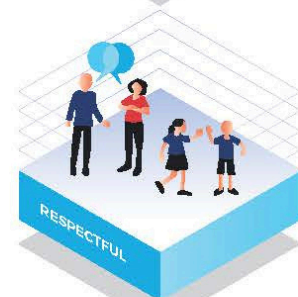
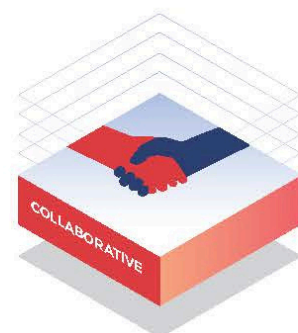
Respectful communication is a right

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

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

Unacceptable behaviour may include but is not limited to:

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



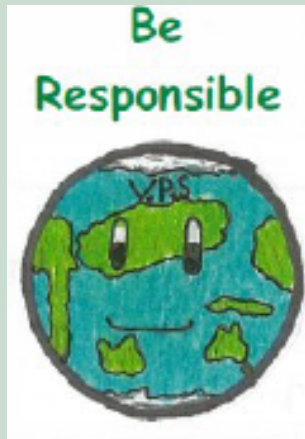
Collaborative.
Respectful.
Communication.

CORE VALUES

The Wellbeing Framework at Vincentia Public School operates per the Department of Education guidelines and centres on the following core values:

The 3R's - Responsible, Respectful, Resilient

At Vincentia Public School, we expect that students, parents and staff display the following qualities:



RESPONSIBLE

- **You can depend on me**

Responsibility means being dependable, making good choices, and taking accountability for your actions.

RESPECTFUL

- **I treat others as I would like to be treated**

Showing respect means behaving in a way that shows you care – about others, yourself, property, or the earth. Ways to show respect range from using manners and kind words, to taking care of things belonging to you and others and making good choices to take care of the environment.



RESILIENT

- **I keep on going and work through the problem**

Resilience is the ability to bounce back after challenges and tough times. Learning to be resilient includes helping children recover from setbacks and get back to living life. Resilience develops when children experience challenges and learn to deal with them positively.



BEHAVIOUR MATRIX

<p>Be Respectful Be Responsible Be Resilient</p>		<ul style="list-style-type: none"> • Praise • Stickers • Merit Awards • Class Dojo Points • House Point Tokens
<p>Littering, running on pavers, misusing school equipment, poor sportsmanship, teasing, being out of bounds, interfering in games/activities, rough play, not returning to class promptly, disobeying class rules, failure to follow VPS Expectations</p>		<ul style="list-style-type: none"> • Reminder of school rules • Redirection/Verbal warning • Not earning points • Time out • Recorded on Sentral
<p>Persistent Green Zone behaviours damage to school equipment, swearing, stealing, defiant behaviour, racial intolerance, deliberate physical harm, lying, disrespectful attitude towards teachers/others</p>		<ul style="list-style-type: none"> • Sent to Stage Executive • Reflection room • Recorded on Sentral • Note sent home
<p>Persistent Yellow Zone behaviours disrespect to staff, truanting, being out of class for a sustained period without permission, bullying</p>		<ul style="list-style-type: none"> • Loss of privileges • Reflection room • Recorded on Sentral • Note sent home
<p>Persistent Orange Zone behaviours continued disobedience, directed swearing at a staff member, aggressive behaviour, possession of weapons or illegal drugs, malicious damage to school and/or the property of others</p>		<ul style="list-style-type: none"> • Short suspension (1-4 days) • Parent contacted • Return to school contract • Monitoring booklet/s • Long suspension

BULLYING

- Bullying is when someone repeatedly and/or intentionally says or does mean or hurtful things to another person.
- Bullying is bad for everyone. People who are bullied need help to feel safe. People who bully others need help to change.
- Any bullying behaviours will be dealt with following the school behaviour system.

RECOGNISING AND REINFORCING ACHIEVEMENT

At Vincentia Public School, intrinsic rewards are coupled with our extrinsic reward systems. Students are rewarded for actively demonstrating our school's core values and trying their best academically.

All students have the opportunity to:

- Set learning and personal goals in classrooms or as part of their personal learning plan.
- Receive recognition in the classroom and playground through positive verbal feedback and compliments from staff and other students.
- Be recognised in class based and small group activities which may include stickers and stamps or the earning of reward points in the classroom reward program.
- Receive merit awards presented at assemblies which recognise achievement, improvement and citizenship.
- Be nominated by members of the Student Representative Council (SRC) and possibly receive a GEM award at assembly.
- Earn special awards for representing the school, contributing to the community, participating in special events, attendance awards and/or other special events.
- Be recognised at the annual presentation ceremonies with end of year awards which may include certificates, books, medals, trophies or special items donated by outside agencies.
- Contribute to their sport house termly competition by earning tokens from staff and student leaders.
- Be acknowledged for achievement in the school newsletter.
- Receive a postcard mailed home.



CLASS AWARD

CONGRATULATIONS

HOMEBASE: _____ CLASS: _____

PRESENTED FOR: _____

TEACHER: _____ DATE: _____



Janine Hopwood
Janine Hopwood
Principal



PERFECT ATTENDANCE

THIS CERTIFICATE IS PRESENTED TO

Student name

HB 13

27-09-2024
Date

Term 3
100%

Mrs Hopwood
Principal



2024 LEADERSHIP TEAM

SCHOOL PREFECT

PROUDLY PRESENTED TO

Student Name

In recognition of your dedication and leadership throughout the year.

Janine Hopwood
Janine Hopwood
Principal





INDIGENOUS ACHIEVEMENT

Proudly Presented to

STUDENT NAME

POSITIVE ATTITUDE REASON IN HERE

Janine Hopwood
Janine Hopwood
Principal

SPORTS CHAMPION

JUNIOR BOYS

THIS AWARD IS PROUDLY PRESENTED TO

Student Name

Congratulations on becoming Junior Sport Champion
Vincentia Public School 2024.

Janine Hopwood
Janine Hopwood
Principal



PARENTS & CITIZENS 2024


biruwa BOOK AWARD

PROUDLY PRESENTED TO

Student Name

RESILIENCE, POSITIVITY AND GROWING CONFIDENCE IN EMBRACING CHALLENGES WITH PRIDE.

Carrie Dunn
Carrie Dunn
P&C Representative



Janine Hopwood
Janine Hopwood
Principal

Creative & Performing Arts

THIS AWARD IS PRESENTED TO

Student Name

OUTSTANDING DEDICATION TO CREATIVE AND PERFORMING ARTS

P Parkinson
Mrs Pam Parkinson
Music & CAPA



Janine Hopwood
Mrs Janine Hopwood
Principal

STUDENT REWARD SYSTEM

Vincentia Public School's Student Reward System aims to raise the expectations of all students by rewarding them at different levels: Green and Gold. Students earn reward points by demonstrating appropriate behaviour, a strong work ethic, and regular attendance at school. Each student can earn a maximum of three reward points every school day, one point for each session.

- Be at school and be on time
- Work to the best of your ability
- Be respectful, responsible and resilient
- Demonstrate the VPS Expectations

Reward points will be accrued for a semester, and all students will start at zero at the beginning of each semester. Students can only achieve a level once each semester. Students will need to maintain their behaviour to reach the next level and maintain it. Reward points are recorded on a class spreadsheet stored via Google Drive.

Regardless of level, all students have the opportunity to attend curriculum-based incursions and excursions. Negative behaviour will, however, impact a student's attendance at extracurricular events.

Students wishing to be nominated for leadership positions must achieve and maintain Gold Level. Students wishing to be nominated for any leadership positions will have their scores tallied across the year.



Semester 1	0-110 = no level	111+ = Green	222+ = Gold
In 2025		Term 1 Week 9	Term 2 Week 7
Semester 2	0-110 = no level	111+ = Green	222+ = Gold
In 2025		Term 3 Week 8	Term 4 Week 6

VPS STUDENT REWARD SYSTEM

Vincentia Public School's Student Reward System aims to support the VPS expectations of all students by rewarding students with different levels of; Green and Gold. Students earn points by demonstrating appropriate behaviour, work ethic and attendance as outlined in the VPS Expectations.

Each student can earn a maximum of one point for each session, a maximum total of three points each day for demonstrating the VPS Expectations.

Students' points will be tallied each week (a maximum of 15).

Start of Semester 1

0 - 110 points

Green Level
111-221 points

Green Certificate

Gold Level
222 + points

Gold Certificate

Rewards set by stage teams in conjunction with students.

Reward schedule published in Stage Newsletters Term 2

Start of Semester 2

0 - 110 points

Green Level 2
111-221 points

Green Certificate 2

Gold Level 2
222 + points

Gold Certificate 2

Rewards set by stage teams in conjunction with students.

Reward schedule published in Stage Newsletters Term 4

THE CARE CONTINUUM



All schools will support behaviour at different levels of the continuum, with prevention strategies and programs for all students.

Prevention

- Students engage in developmentally appropriate behaviour, including appropriate risk-taking behaviour
- Students respond positively to explicit teaching of expectations
- Students accept correction and feedback
- Students acquire new interpersonal and social skills that support engagement with learning
- Low-level behaviours easily managed by the teacher

Early Intervention

Continuous low-level disruptive behaviour, also known as minor behaviours, may include:

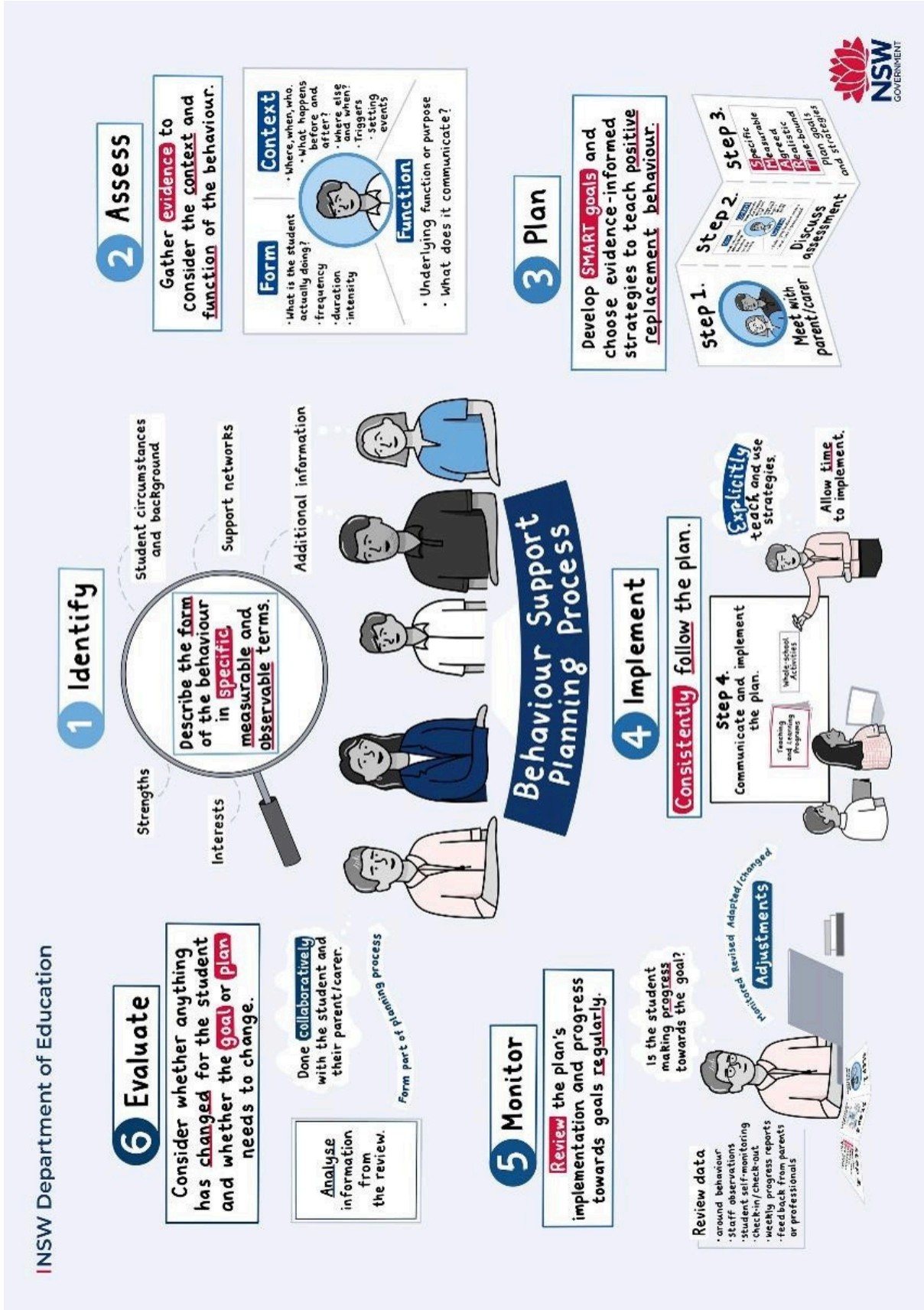
- Calling out
- Out of seat
- Low-level teasing
- Out of bounds
- Lack of personal space/boundaries
- Not following instructions
- Under-developed learning behaviours
- Incomplete tasks
- Off task behaviour
- Lateness
- Unprepared for learning

Targeted Intervention

- Under-developed social skills:
 - Sharing and turn-taking
 - Friendship skills
 - Conversational skills
- Language and communication difficulties
- Self-regulation difficulties
- Poor conflict resolution skills
- Bullying others or being bullied
- Poor attendance

Individual Intervention

Behaviours of concern, also known as major behaviours, are defined as challenging, complex, or unsafe behaviours that require more persistent or intensive interventions.



ATTENDANCE

ATTENDANCE REQUIREMENTS

- All students are expected to be at school on time every day ready to learn
- School begins at 8:45 am; music plays at 8:40 am as a 'reminder'
- Students are expected to be lined up outside classrooms when the bell rings
- Rolls are marked at 8:45 am and learning begins

ABSENCES

- All absences must be explained by parents - either in writing, via Sentral or verbally
- Teachers call home after three consecutive days of absence
- When attendance falls below 90%, parents/carers will be contacted by the classroom teacher
- When attendance falls below 85% parents/carers will be contacted by the Learning and Wellbeing Team
- Attendance is monitored regularly each term by the Learning and Wellbeing Team

PARTIAL ATTENDANCE (LATE ARRIVAL OR EARLY LEAVERS)

- Arrival at school after the bell requires a late note from the office
- Students leaving early report to the office and time of departure is recorded by office staff

ARRIVAL TO CLASS

- It is the responsibility of the students to return to class lines promptly after recess and lunch
- Not being prompt during transitions will result in a student having their name moved down on the class expectations chart

UNIFORM

- **All items of clothing should be clearly and neatly labelled.**
- Students are expected to wear their uniform every day.
- Take pride in our uniform and ensure it is kept neat and tidy.
- Hats: Only Vincentia Public School hats are to be worn. Beanies are not permitted, and hats or hoods are not to be worn inside.
- Hats must be worn before school, at recess and at lunch in Term 1 & 4. Hats are worn at lunch in Terms 2 & 3.
- Students without a hat will be directed to play in the shade house.
- Shoes: plain black shoes with black laces. No boots or high tops.
- Sport shoes are acceptable for sport days or plain black joggers may be worn every day.
- Socks are to be plain white and are to be visible above shoes.
- PSSA sport jumpers may be worn on Fridays only. Sports jumpers from outside clubs etc are not permitted.
- Jewellery: minimal jewellery only to be worn. E.g. small stud earrings or sleepers.
- Smart watches (any with video/recording/ messaging capabilities) will be classified like mobile phones and will need to be checked in at the front office each morning and collected each afternoon.
- Fingernails are to be only a natural colour and no artificial nails are acceptable.
- Sunglasses are optional, but are not permitted during sport lessons.
- No makeup.
- Only natural hair colours are acceptable.



School Shirt



Sport Shirt



School Jacket



Skort



Sport Shorts



Shorts



Trackpants



Bag Tags



Sport Hat

MOBILE PHONES

- Students cannot use mobile phones within the school grounds at any time.
- All mobile phones must be turned off and handed into the office (in a named pouch) every morning upon arrival at school.
- At the end of the school day, students line up outside the office to collect their mobile phones from a staff member. Phones are to remain turned off until students have left the school grounds for the day.
- Friends and siblings are not to accompany students into the office when dropping phones off in the morning or collecting them at the end of the day.

EQUIPMENT & TECHNOLOGY

- Students must come to school daily with the correct learning equipment.
- Respect and care must be shown for all equipment.
- All equipment must be clearly labelled and replaced when needed.
- Laptops/computers/tablets are to be treated with respect and care and used appropriately to complete school allocated learning tasks.

In the classroom:

- Desks must be free from clutter and neatly organised to optimise learning.
- Workbooks to be stored in KLA tubs.

Vincentia Public School
2025 Equipment List

All Students:

- Library bag
- Water bottle
- Wired headphones or earbuds (labelled in a ziplock bag or case to be left at school)
- 2 boxes of tissues
- 1 packet of antibacterial wipes

Early Stage 1 & Stage 1 (Years K, 1 & 2):

- Paint shirt - to be left at school
- 2 plastic document wallets (labelled) - suitable for home readers.

*NOTE: All other equipment for Early Stage 1 and Stage 1 students, including glue sticks, pencils and textas are provided by the school. Students are encouraged to keep their own stationery at home.

Stage 2 (Years 3 & 4):

- Small pencil case (left at school) to include: lead pencils, eraser, ruler, coloured pencils, scissors, sharpener, glue stick, red pens, blue pens and highlighters.

Stage 3 (Years 5 & 6):

- Pencil case (left at school) to include: 8 lead pencils, 8 red pens, 8 blue pens, 8 black pens, 2 erasers, coloured pencils, sharpener, textas, highlighters, ruler, whiteboard markers.

Please ensure all equipment is clearly labelled with your child's name. Headphones or earbuds cannot be shared between students.

ASSEMBLY

Sitting in Lines

- 2/3 lines for Infants/Primary assembly
- Use 5 L's (see page 22)
- Listen attentively (follow instructions & focus)

Standing

- Stand quickly and silently
- Keep hands by your side and to yourself
- Keep your eyes to the front

Receiving Awards

- Move to the end of class line
- Walk down the aisle towards the stage
- Receive award with left hand and shake with right hand
- Kinder bottom step, Stage 1 second step, Stage 2 third step, Stage 3 top step
- Hold award with two hands in front of chest & smile
- Wait for suitable applause before returning to class lines in stage line order

Singing

- Stand still and look forward
- Follow the lyrics and sing in a clear voice
- Be heard but don't be loud

National Anthem / School Song

- Standing still with hands by sides, in front or behind (not in pockets or arms crossed)

Applause

- Clap briefly and appropriately, when congratulating award winners and thanking a speaker
- No cheering, high-fives, refusal to clap or over the top clapping

Exiting assemblies

- Standing quietly in two lines and leave the hall in those lines

MONEY AND CANTEEN

Canteen

- Lunch orders are to be ordered online or handed into the canteen before school
- Line up and wait to be served. Stay behind the yellow line until your turn
- Have money ready and know what you want to buy
- Ask politely, e.g. "May I have..."
- Smile and say "Thank you"

Money

- Keep money safe
- Bring appropriate amounts of money to school (<\$20)
- Know own amount of money and keep to yourself

VOICE LEVELS

4 - Outside Voice

- Can be heard outside

3 - Group Voice

- Loud and proud, can be heard anywhere in the classroom

2 - Partner Voice

- Only should be heard by partner/group

1 - Whisper Voice

- Can only be heard by one person

0 - Voice off

- No sound



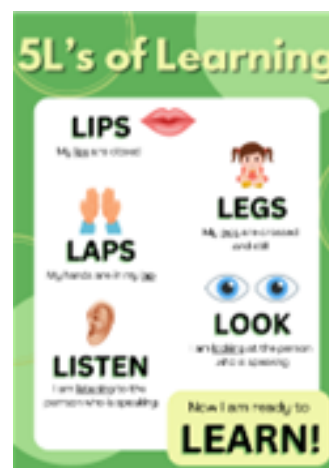
5 L's

Kinder - Year 2

- Look, Listen, Lips, Legs, Laps.
- Look at teacher, listen, lips closed, legs crossed and hands in laps

Year 3 - Year 6

- Sitting at desks, actively listening to teacher, nothing in hands



FOOD AND DRINK

- VPS encourages healthy eating
- Nut products are strongly discouraged to avoid potential emergencies due to allergies
- No food or drinks are to be shared
- Lollies are not allowed at school
- Chewing gum is not allowed at school
- Water is the only drink to be brought to school

WET WEATHER

- Students to remain inside at all times unless going to the toilet, getting a drink or going to the canteen (only if they have money, not to accompany friends)
- Ball games are not to be played
- Chromebooks may/may not be used at teachers discretion

BOOKWORK STANDARDS

Writing Tools

- HB pencil to be used K-3
- Pens may be used in Year 4 following receipt of a 'pen licence' based on handwriting
- Pens to be used in Stage 3
- Blue/black - writing
- Red - margin & marking
- HB pencil to be used in all mathematics books

SETTING OUT WORK

Kindergarten

- Date at the top left hand corner
- Sheets stuck in neatly

Stage 2 & 3

- Date at the top left hand corner of the piece of work, next to the margin
- Heading on top line from the top or ruling off; to be underlined in red

Student Marking

- Used to develop ownership of, and responsibility of work; independence; reinforce learning
- A small tick or cross is appropriate

Worksheets

- Must be stuck in neat & straight
- The fold side must be placed closest to the centre of the book

Not to be Used in Student Books

- Textas
- Sharpies
- Whiteout (tape & liquid)
- Erasers/rubbers (only for publishing)

Stage 1

- Date at the top right hand corner of the piece of work
- Heading on top line and leave a line before writing

Page Use

- No blank pages; each consecutive page to be used before starting the next
- No writing within printed margins

Ruling Lines

- All lines for organisation are to be done using a ruler
- Lines for working in mathematics (e.g. number lines) may be drawn without a ruler

Scribbling & Graffiti

- Should never occur on the cover or inside of books

Book Checks

- Books will be collected each term to check book presentation & work

MOVING AROUND THE SCHOOL

Addressing Adults

Knowing when someone is listening

- Address someone & wait for acknowledgement before speaking.
- Say 'Miss/Ms/Mr with surname' and wait:
 - Until they stop what they are doing and look at you, or they reply 'yes'.
- Don't interrupt, they will let you know when it is your turn to speak.

Walking in Lines

- Walk in two even lines
- Remain silent
- Watch the person in front for pace and space
- Teacher to remain beside or behind lines for WHS and supervision

Lining Up

- Two even lines (before entering the classroom)
- Remain silent
- Look towards the teacher
- Listen and wait for teacher instructions

Going to the Toilet/Getting a Drink

- Appropriate times are before school, recess and lunchtime (special considerations given when necessary)
- Class time is for learning, not going to the toilet
- Make it a habit to go at appropriate times
- The toilet areas and outside the toilets are not for playing
- Always wash your hands straight after going to the toilet
- Drink bottles to be left in allocated location within the classroom

Entering the Classroom

- Listen for teacher instructions
- Walk in silently and sensibly, minding personal space
- Sit in expected location, remain silent and wait for instructions

Out-of-Bounds

- Stay in the appropriate areas
- Red lines mark out-of-bounds areas
- Teachers may give you permission to go out of bounds

Going to the Office

- Take notes & money to the office before school
- Never go to the office during class time, unless given permission by a teacher
- Printing is to be picked up during break times only
- Stage 3 students completing jobs are to wear a lanyard to identify themselves
- When arriving at the office:
 - Stand close to the window
 - Say good morning or good afternoon to show you are waiting
 - Wait for the office staff to speak to you
 - Remember to say please and thank you



Appropriate Play

- Hats, money and objects (e.g. sports balls) must be taken to the playground at the beginning of the break. Returning to the bag area is not allowed during breaks.
- Running can happen on the oval (grassed area) and basketball/netball court. It is closed before school and on rainy days.
- The pavers area is for games that do not involve running or large sport balls.
- Students are responsible for using their sport balls safely and appropriately.

Going Back to Class After a Break

- Music is a reminder to end play/game, go to the toilet, wash hands and go directly to class.
- All objects should be carried and not played with when returning to class.
- All students should be lined-up and ready for class by the second bell.

Entering Another Classroom

KNOCK, ENTER, and *quietly*
 WAIT for classroom entry.



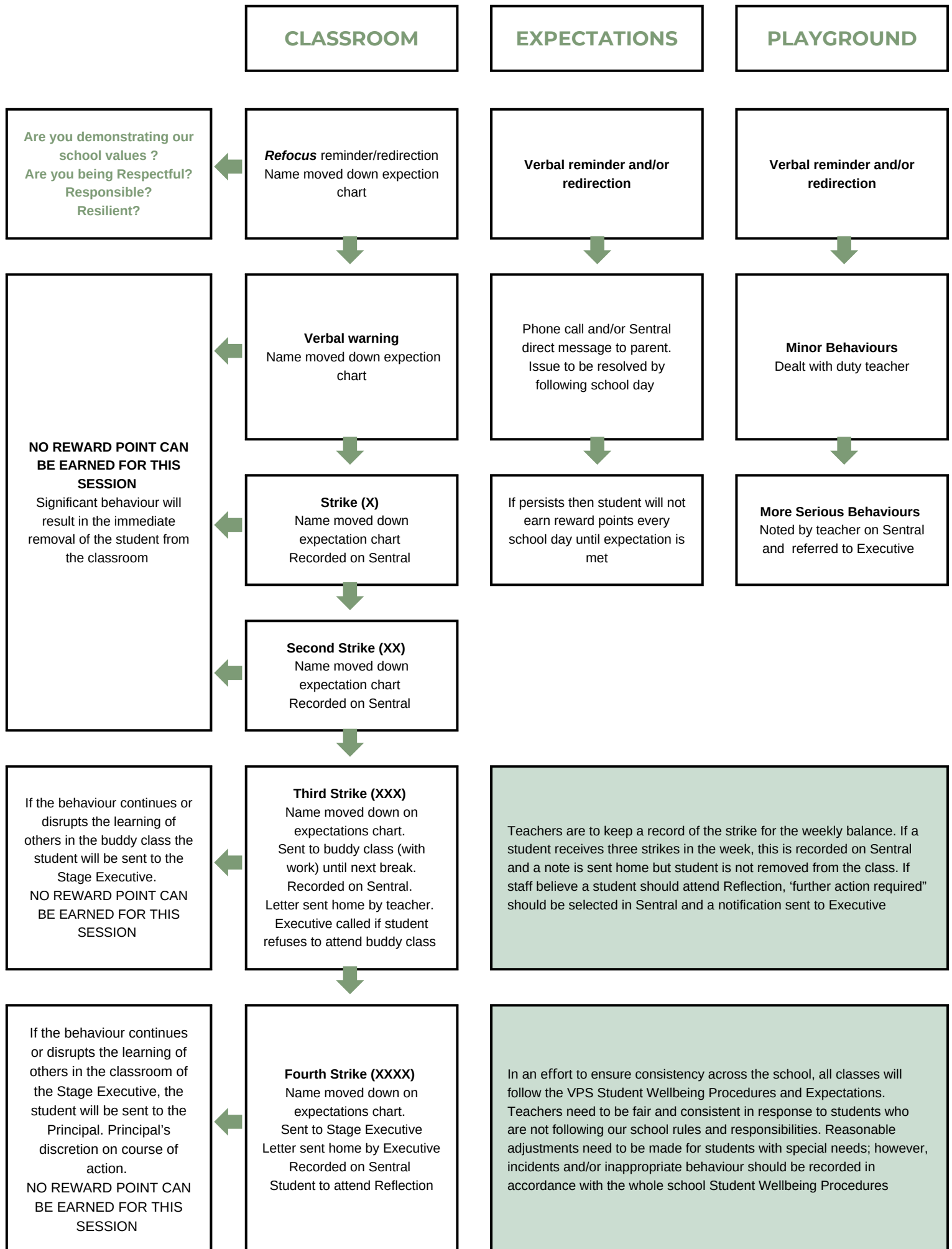
MANAGING CLASSROOM BEHAVIOUR

All classes will operate the following

- Teachers will assist students in making good behaviour choices by implementing age-appropriate positive classroom management strategies and by giving verbal reminders and/or redirection.
- If a student continues inappropriate behaviour, despite the teacher's reminder and/or redirection, the student receives another 'verbal reminder/warning', and their name is moved down the class expectations chart.
- If a student demonstrates inappropriate behaviour again, another 'verbal reminder/warning' is given, and strike one is issued. (Teachers are to keep a record of the strike for the weekly balance.) Once a strike is issued, no reward point can be earned for that session.
 - NB: If a student receives three strikes in the week, the student is not removed from the class, but this is recorded on Sentral, and the teacher sends a note home.
- Further continuing inappropriate behaviour in the same session results in issuing a 'second reminder/warning' and strike two. (Teachers are to keep a record of the strike for the weekly balance.) Students may be encouraged to take "time out" to assist self-regulation.
- If the student persists with further inappropriate behaviour in the same session, strike three is issued, and the student is sent to their "Buddy Class".
 - Class teacher to supply appropriate work, with resources, for independent completion.
 - The class teacher will phone the buddy class teacher and notify them that a student is being sent. The student will be accompanied by one or two other students, who will return to class promptly.
 - The student will remain in the buddy class until the next break unless their teacher sends for them.
 - If the student refuses to go to the buddy class, an Executive or other available staff member will be contacted to remove the student from their classroom and escort them to the buddy class, or the Executive may take the child with them.
- If the teacher deems the behaviour significant, multiple strikes may be issued in one action. The teacher will then consult with the supervisor, who may put the student into Reflection.
- If the class teacher gives three strikes in the same session, a letter will be sent home. The letter will identify the behaviours and inform the parents that their child received three strikes and was sent out of class.
- If inappropriate behaviour continues after the student returns to their classroom, the student is sent to the Stage Executive and must attend Reflection at the next available lunchtime. The Stage Executive sends a Reflection letter home.
- If the behaviour continues or disrupts the learning of the other students in the buddy class the student will be sent to the Stage Executive. Stage Executive's discretion on course of action.

NB: If more than one student needs to be sent from the classroom during the same session, one of the students will be sent to the Stage Executive.

VPS WELLBEING PROCEDURES



MANAGING PLAYGROUND BEHAVIOUR

Procedures to use in the Playground:

- Student misbehaviour in the playground is to be dealt with by the playground duty teacher and monitored by the Stage Executive through the Sentral system.
- Playground duty teachers will actively supervise and monitor students' behaviour, redirecting and/or issuing appropriate consequences for inappropriate behaviour.
- The playground duty teachers will deal with minor playground behaviours and will not be entered into Sentral.
- Ongoing or repeated incidents and more serious playground incidents are to be added to the Sentral by the playground duty teacher and will be followed up by the Executives. (Playground duty teacher must select notify Executive when entering information in Sentral).
- The playground duty teacher will clarify more serious offences by gathering information from students involved and other students who witnessed the incident. Details and information will be recorded and then entered into Sentral by the playground duty teacher.
- Executives will follow up on serious behaviours. After discussing and clarifying with the Executive, the student may attend Reflection and work with the Executive toward a resolution. The executive will send home a formal letter. Attendance at Reflection will equal zero reward points earned for the day of the event.
- Executives will monitor patterns of student behaviour or frequency and share this information with the Learning and Wellbeing Team.
- Ongoing or serious playground behaviours may result in the Stage Executive formulating an Individual Behaviour Support Plan with input from the class teacher and a Learning and Wellbeing Team representative. The student and parents/carers will be informed of the strategies to be implemented through the Individual Behaviour Support Plan.
- The Principal will be informed of more severe/serious behaviours. Principal's discretion and guidelines relating to Student Behaviour Policy and Procedures; will inform the course of action.

Playground Duty Teacher to Deal with these Behaviours:	Possible Consequences
Minor incidents = verbal reminder and redirection	
<ul style="list-style-type: none"> • Out of bounds including gardens • Running on pavers • Swinging or climbing on railings • No hat • Inappropriate use of equipment • Littering • Playing with sticks or stones • Rough play • Teasing and name calling • Exclusion of others 	<ul style="list-style-type: none"> • Offer choice • Error correction • Prompts • Reteach • Play or playground re-direction • Walk with the teacher to discuss behaviours and possible alternate scenarios/responses • Time out in your supervision area (use small timers) • Change of area to play
More Severe/Serious Behaviours:	Possible Consequences – at Stage Executive’s Discretion
Major = recorded on Sentral	
<ul style="list-style-type: none"> • Physical violence • Leaving school grounds • Pushing/shoving/etc. a teacher • Intimidation • Defiance/oppositional to instructions • Stealing • Lying • Inappropriate language • In a classroom during break time • Bullying 	<p>These offences may result in time in Reflection working towards a resolution, but may also incur additional action as deemed necessary by the School Executive members;</p> <ul style="list-style-type: none"> • Removal to supervised safe area • Parent interviews • Referral to Learning and Wellbeing Team for targeted or individual intervention • Formal caution or suspension

MONITORING BEHAVIOUR

1. The classroom teacher will notify parents/carers if a student has earned less than 20 reward points in two weeks, but an incident letter or Reflection letter has not been generated. In this event, the classroom teacher works with the Stage Executive to devise and implement positive strategies to support the child in achieving the school-wide system. **Prevention**
2. After five recorded NEGATIVE INCIDENTS in ten weeks, parents/carers will be contacted by phone. The teacher will make the call. If incidents relate primarily to the playground, the teacher may discuss them with the Executive before making the call. **Early Intervention**
3. After ten recorded NEGATIVE INCIDENTS in ten weeks, parents/carers will be required to come in and meet with the classroom teacher. **Early Intervention**
4. After 15 recorded NEGATIVE INCIDENTS, parents/carers will be called by the Stage Executive in consultation with the classroom teacher. Student will be referred by teacher, to the Learning and Wellbeing Team. **Targeted Intervention**
5. Individual Intervention: After 20 recorded NEGATIVE INCIDENTS the classroom teacher will refer the student to the Learning and Wellbeing Team. The student will have an Individual Behaviour Support Plan developed in consultation with the student, parents/carers, classroom teacher, executive and Learning and Wellbeing Team.
 - Individual support may include:
 - Individual reward program
 - Target Behaviour Goals Plan
 - A De-escalation Plan
 - A Behaviour Contract
 - Playground monitoring, including limits to accessing some playground areas

A follow-up review meeting will be determined and booked by the Stage Executive. The teacher will attend this follow-up review meeting with the Learning and Wellbeing Team. A meeting will be arranged with parents/carers to inform them about the plan and the scheduled review date. Teachers, Stage Executive and parents/carers will continue to discuss intervention strategies and review progress together. All plans will automatically be developed for four weeks. A student must have no negative incidents for three consecutive weeks for the monitoring system to cease.

NB: Students on a monitoring system will be excluded from representative sports activities and extracurricular activities, including camps.

Should an individual support plan be unsuccessful or if whilst on a plan behaviour escalates a formal caution of suspension may be issued. In the event that a student is suspended, when they return to school they will be placed on an Individual Behaviour Support Plan by the Learning and Wellbeing Team.

Notes: All steps of the process will be recorded in Sentral.

RESTORATIVE PRACTICES

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.



The Resilience Project Education Program

Through presentations, student curriculum, teacher resources and digital content, The Resilience Project's Education Program supports mental health in the classroom, staffroom and family home. The program is proven to cultivate positive emotion;

- Gratitude:
 - paying attention to the things we have right now, and not worrying about what we don't have. We practise gratitude by noticing the positives around us.
- Empathy:
 - putting ourselves in the shoes of others so we feel what they are feeling. We practise empathy by being kind and compassionate towards other people.
- Mindfulness:
 - our ability to be calm and in the present moment. We practise mindfulness by slowing down and concentrating on one thing at a time.
- Emotional Literacy:
 - our ability to label our emotions, which helps us to soften negative emotions and find positive emotions. We practise emotional literacy by labelling our emotions as we experience them.

CAPTAINS, PREFECTS AND SPORTING HOUSE CAPTAINS

AIMS

- To give students the opportunity to develop and demonstrate leadership qualities
- To develop students' public speaking skills
- To allow students, in conjunction with the Student Representative Council, a contribution in the running of our school
- To develop within each leader the concept of "service to others"
- To promote citizenship skills through modelling qualities to other students

OUTCOMES

Prefects and Captains will:

- Display initiative and leadership by taking responsibility around the school and setting a good example
- Demonstrate confidence in a variety of situations
- Develop and display organisational skills
- Be members of the SRC

The Sporting Captains will:

- Display initiative and leadership by taking responsibility around the school and setting a good example
- Demonstrate confidence in a variety of sporting situations
- Take leadership roles and responsibilities in sporting carnivals
- Develop and display organisational skills

Roles and Responsibilities of Captains and Prefects

- Run school assemblies, presentation days and other significant events that occur throughout the year
- Follow the school uniform code
- Represent the school at community functions
- Welcome and thank visitors to the school
- Be available to assist students in the school playground
- Monitor the canteen area
- Be a role model for other students
- Wear their badge with pride (may be removed during sport)
- Other duties as assigned by the coordinator

Roles and Responsibilities of Sporting House Captains

- Present sport reports at school assemblies
- Follow the school uniform code
- Participate at school sporting carnivals
- Encourage house spirit and sportsmanship
- Organise house chants
- Be responsible for house banners
- Assist with the SRC safe play lunchtime roster
- Monitor cleanliness of the sport shed
- Assist with maintaining sports equipment
- Assist Captains and Prefects as required
- Be a role model for other students
- Attend rostered sport shed duties
- Tally the tokens and record the scores for assemblies
- Other duties as assigned by the coordinator

Inappropriate Behaviour by Captains, Prefects, and Sporting House Captains

Inappropriate behaviour shown by any Captain/Prefect Group member or Sporting House Captains will be investigated by the Stage Executive, resulting in the incident coming before a panel of the Principal and Executive Staff. The panel will assess their behaviour and review their position. The following consequences will apply:

- Failure to fulfil the listed roles and responsibilities
 - Student cautioned
- Three strikes in a week or having a negative incident recorded in Sentral
 - Student cautioned
 - Parent/carer informed
 - Behaviour monitored
- Three strikes in a day or being placed on Reflection
 - Parent/carer discussion
 - Possible loss of position
 - Behaviour monitored

NB: Repeating any of the above and/or a suspension will result in automatic loss of position.

STUDENT LEADERSHIP ELECTIONS

At the beginning of the year, all Year Five students will be presented with the roles and responsibilities of our Prefects and Sports House Captains. They will also be given the requirements they must meet to be eligible for a leadership position. Parents/carers of Year Five students will be informed of the student leadership election process during Term 1 of each school year.

Any student who meets the following criteria will be invited to nominate:

- achieved Gold Level in Semester One and is on track to achieve Gold Level in Semester Two (Students in Year Five will have their score tallied across the year)
- achieved an attendance level over 90%
- has less than five negative incidents recorded in SENTRAL for the year
- has not attended Reflection or received three strikes in any one day
- has not been suspended
- has not been removed from SRC position

Should exceptional circumstances exist, parents/carers may appeal to the Principal, only if documentary evidence supports that the student normally displays excellent behaviour and the incident leading to ineligibility is an anomaly.

- Nominations will take place early in Term 4

Step 1 : Nomination

- Eligible Year Five students and students who may become eligible prior to election day, will be invited to nominate for a leadership position. An acceptance of nomination form is to be completed by the student and returned to their teacher.

Step 2 : Shortlist

- Student acceptance nomination forms will be reviewed by Stage 3 teachers, Assistant Principal and Principal, to ensure all applicants remain eligible
- Staff will review nomination list

Step 3 : Selection

- A vote from the shortlisted candidates will determine selection.
- Shortlisted candidates will meet together at the beginning of Selection Day, and the supervising teacher will guide students as they prepare a speech on leadership. Students may bring notes to assist them, but not a pre-prepared speech. This preparation will be completed by recess.
- Candidates can then present their speech to students at a special Leadership Assembly.
- After the speeches, all students in Years 3-5 will vote by selecting their four preferred candidates.
- Staff will vote at the earliest convenience.
- If any Year Five student is absent on Selection Day, voting will continue in their absence, but their names will remain on the ballot paper, along with those of other shortlisted students.
- For school leaders, all votes will be accepted and recorded. The top two students (non-gender specific) receiving the most votes will be School Captains, and the next six will be School Prefects.
- All votes will be accepted and recorded for Sport House Captains. The top two students (non-gender specific) from each of the four sports houses who receive the most votes will be Sports House Captains.
- Shortlisted candidates will be notified of the successful students once the votes have been tallied.
- The eight elected leaders will be informed the day before Presentation Day. They will be presented to the school during the Yrs 3-6 Presentation Day assembly, and the Captains will be announced at this time.
- If there are not eight eligible nominees for School Captain/Prefect, the number of leadership positions will be reduced accordingly.
- In the case of there not being two eligible students in a Sport House, the third eligible student from another Sport House with the highest amount of votes will be invited to switch Sport House and take the role of Sport House Captain. This will proceed until a student has accepted.
- If no eligible Year Six student fills the role, teachers will discuss, select and invite a Year Five student to fill the position. This student will still be eligible for a leadership position the following year.

Induction of School Leaders

A formal induction ceremony is held early in Term 1. School Captains, Prefects, Sport House Captains and School Representative Council members receive badges at this special assembly. Families of students to be inducted will receive a special invitation to attend. A family member will be invited to pin the leaders badge onto their child's shirt. All students make a pledge and sign a register.

STUDENT REPRESENTATIVE COUNCIL - SRC

AIMS

- To give students the opportunity to develop and demonstrate leadership qualities
- To develop students' public speaking skills
- To allow students to contribute in the running of our school
- To develop within each leader the concept of "service to others"
- To promote citizenship skills through modelling qualities to other students

OUTCOMES

Student Representative Council members will:

- Display initiative and leadership by taking responsibility around the school and setting a good example
- Demonstrate confidence in a variety of situations
- Develop and display organisational skills

Roles and Responsibilities of Student Representative Council

- Attend > 90 % of weekly meetings (roll taken)
- Present reports or messages at school assemblies
- Follow school uniform code
- Represent the school at community functions
- Welcome and thank visitors to the school
- Be available to assist students in the school playground
- Assist in the quiet play space
- Wear their badge with pride (may be removed during sport)
- Other duties as assigned by the SRC coordinator

Inappropriate Behaviour by Student Representative Council Members

Inappropriate behaviour shown by any Student Representative Council member will be investigated by the Stage Executive, and result in the incident coming before a panel of the Principal and Executive Staff. The panel will assess their behaviour and review their position. The following consequences will apply:

- Failure to fulfil the listed roles and responsibilities
 - student cautioned
- Three strikes in a week or having a negative incident recorded in Sentral
 - Student cautioned
 - Parent/carer informed
 - Behaviour monitored
- Three strikes in a day or being placed on Reflection
 - Parent/carer discussion
 - Possible loss of position
 - Behaviour monitored

NB: Repeating any of the above and/or a suspension will result in automatic loss of position.

STUDENT ELECTIONS FOR STUDENT REPRESENTATIVE COUNCIL

Criteria

Any student who met the following criteria in the previous school year may choose to stand for class election:

- Achieved Gold Level (will not apply to new students)
- Achieved an attendance level of over 90%
- Has less than ten negative incidents recorded in SENTRAL for the previous school year
- Has not been suspended

Nomination

- Class teachers review roles and responsibilities of SRC with the students in their class
- Students self-nominate and inform their class teacher

Shortlisting

- Stage 2 and Stage 3 teachers meet with SRC teachers to review students against criteria

Selection

- Shortlisted candidates prepare and deliver a short speech to their class
- At the completion of speeches, all students in Stage 2 and Stage 3 vote for the candidates in their own class
- Staff do not vote
- Students will be notified of the successful students once the votes have been tallied
- Each class is to elect two students and two reserves
- A record of votes/tallies is to be collected and recorded. Teachers are to save a copy in the shared Leadership folder

Induction of School Leaders

A formal induction ceremony is held early in Term 1. School Captains, Prefects, Sport House Captains and School Representative Council members all receive their badges at this special assembly. Families of students to be inducted will receive a special invitation to attend. A family member will be invited to pin the leaders badge onto their child's shirt. All students make a pledge and sign a register.

DECISION TO ISSUE A FORMAL CAUTION

To maintain high standards of student behaviour, schools should communicate regularly to the school community the expectations articulated in the department's [Behaviour Code for Students](#) and the School Behaviour Support and Management Plan.

There may be circumstances where an individual student's behaviour is of such concern that formal communication with parents or carers will be required.

If such behaviour persists, the principal can issue a formal caution of suspension, in writing, to the parents or carers.

The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies.

A formal caution is valid for up to 50 school days from the date the caution is issued. Formal cautions should not be carried over into the next calendar year unless consultation has occurred with the Director, Educational Leadership.

There will be circumstances where a principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school. (See section 2.1 Grounds for suspension).

A formal caution to suspend must:

- be in writing, via email or post, on school letterhead
- be provided to the student and their parents or carers
- outline the behaviour/s of concern
- provide clear behavioural expectations for the student consistent with the [Behaviour Code for Students](#)
- clearly outline the timeframe/expiry date for the formal caution
- highlight the importance of parents or carers in working with the school when managing student behaviour
- provide parents or carers the opportunity to meet with appropriate school staff and a key contact
- advise that the student and parent or carer has the right to a support person in any meeting with the school
- outline the positive behaviour support and strategies in place as a result of the unacceptable behaviour
- indicate if the caution applies to more than one educational setting
- be documented on the department's in-house data system or approved third-party system

For students attending special programs such as those offered by tutorial centres, behaviour schools and hospital schools that may involve attending their home school for part of the week, formal cautions automatically apply to both settings. If warranted, this can be negotiated between the principal of the home school and the principal supervising the special program and should occur as soon as possible before a formal caution is issued.

SUSPENSION

There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspension is an action available to the principal in these situations.

The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

Grounds for Suspension

Principals can use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. When assessing grounds for suspension, principals should consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:

- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:

- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in [Legal Issues Bulletin 22 – Knives in schools](#)) and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others



Behaviour Code for Students

<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/pd-2006-0316-01-behaviourcodestudents.pdf>

School Attendance Policy

<https://education.nsw.gov.au/schooling/school-community/attendance-matters-resources-for-schools>

School Behaviour and Management Plan 2025

https://vincentia-p.schools.nsw.gov.au/content/dam/doe/sws/schools/v/vincentia-p/localcontent/student-wellbeing/VPS_School_Behaviour_Support_and_Management_Plan_2025.pdf

Student Behaviour and Engagement

<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement>

School Community Charter

<https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/school-community-charter>

School Excellence Policy

<https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/school-excellence-and-accountability/media/documents/SchoolExcellenceFramework-Version3.pdf>

Wellbeing Framework for Schools

<https://education.nsw.gov.au/schooling/school-community/wellbeing-framework-for-schools>



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