

Keiraville Public School



Student Welfare Policy



Rationale:

Keiraville Public School is committed to ensuring that learning takes place in an environment which is safe, settled and caring for students, staff and visitors. Student Welfare encompasses everything our school community does to meet the personal, social and learning needs of our students.

At Keiraville PS, we set high expectations around student behaviour both inside and outside the classroom. These high standards are recognised and valued by the whole school community. Inappropriate behaviours are unacceptable because they can significantly impact on a child's right to learn and a teacher's ability to teach. It is important that students and parents are aware of how inappropriate behaviour will be managed at our school and the consequences attached to unacceptable behaviour.

This policy promotes a philosophy of guiding students towards taking responsibility for their own behaviour and is in line with Department of Education and Communities' Student Welfare Policy.

Mutual support between home and school promotes a quality learning environment which is reflected by:

- a safe, productive and caring learning environment;
- students aspiring to achieve their personal best;
- teachers and parents expecting high standards;
- effective classrooms where quality teaching and learning takes place; and
- providing opportunities for students to achieve, make contributions and derive enjoyment from their learning.

The elements of the Student Welfare Policy at Keiraville Public School include:

1. Student Rights and Responsibilities
2. Acceptable and Unacceptable Behaviour
3. Core Rules of all NSW Public Schools
4. Keiraville Public School's Rules and Values
5. School Merit Achievement Program
6. School Fair Discipline System

The Student Welfare Policy must also be read in conjunction with the school's Anti-Bullying Policy and Homework Policy.



1. Student Rights and Responsibilities

Students have the right to:

- be safe and happy at school;
- be respected regardless of race, religion, cultural background, and other differences and abilities;
- expect that they will not be hurt or threatened;
- be treated fairly and with dignity;
- expect excellence in teaching;
- expect that their property will be safe at school; and
- be guided towards the development of their own self-control.

Students are expected to:

- apply themselves to their learning to the best of their ability;
- allow other students to learn;
- cooperate with and be respectful and courteous to other students, staff and community members;
- respect other individuals and their property;
- not be involved in behaviours that are violent, discriminate, harass, intimidate others or constitute bullying;
- reflect on and demonstrate the school values, seeking teacher assistance when necessary;
- adhere to the school uniform code; and
- seek a peaceful resolution to conflict.

2. Acceptable and Unacceptable Behaviour

Following are some examples that may be used as a guide about what behaviour is considered acceptable and unacceptable.

	Acceptable	Unacceptable
Relationships with others (at all times)	<ul style="list-style-type: none">• Being polite and cooperative• Being helpful• Being respectful• Respecting the property of others• Embracing the differences of others	<ul style="list-style-type: none">• Rudeness, teasing, name calling and inappropriate language• Threats and cruelty• Disrespect for people and their property• Interference with the games and activities of others• Racist and sexist comments• Bullying in any form (including cyber bullying) and/or inappropriate use of social media• Sending hurtful messages• Spreading rumours

Classroom behaviour	<ul style="list-style-type: none"> • Doing your best at all times • Cooperation and politeness • Respect for all class members, including teachers and visitors • Cleanliness and orderliness • Paying attention • Sitting properly on chairs and on the floor 	<ul style="list-style-type: none"> • Rudeness and disruption including calling out • Leaving the classroom without permission • Interfering with the work of others • Offensive noise, comments and gestures • Disrespect to other classroom members • Being uncooperative
Playground Behaviour	<ul style="list-style-type: none"> • Arrive at school between 8:25am and 8:55am • Keeping to appropriate areas and remaining in-bounds • Playing safely with other students • Eating food at appropriate times and places • Using sports equipment safely and responsibly • Sharing equipment fairly • Using playground and classroom areas at appropriate times (with teacher supervision) 	<ul style="list-style-type: none"> • Running on concrete or asphalt areas • Being out of bounds or leaving the school grounds without permission • Climbing trees or buildings • Not sharing playground space fairly • Rough games and play fighting • Spitting • Unsportsmanlike behaviour • Tackling games • Playing in or around the toilet and bubbler areas • Being in areas of the school unsupervised or without permission • Using offensive language
School Movement	<ul style="list-style-type: none"> • Being punctual and orderly • Being polite and well-mannered • Moving with the least disturbance to working classes • Using school facilities sensibly 	<ul style="list-style-type: none"> • Excessive noise • Damaging school or student property • Being out of bounds • Running and pushing • Loitering • Causing obstruction to others
Travelling to and from school	<ul style="list-style-type: none"> • Using road rules • Crossing roads safely, using the school crossing when appropriate • Responsible behaviour • Having respect for the rights of other people • Travelling to and from school via the quickest, safest route • Treating community members respectfully 	<ul style="list-style-type: none"> • Inappropriate language and behaviour • Trespassing or loitering • Playing dangerously • Being disrespectful • Not following road and bus rules • Destruction of public and private property • Treating community members disrespectfully
Assemblies	<ul style="list-style-type: none"> • Being punctual • Listening and being well-mannered • Showing appreciation and respect • Sitting quietly when waiting to be dismissed • Participating and following instructions • Singing the National Anthem and School Song with pride 	<ul style="list-style-type: none"> • Talking and making noises • Lateness • Inattention • Disturbing others around you

3. Core Rules in NSW Public Schools

Students in NSW public schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community. Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

The Department is committed to supporting principals and school staff in the implementation of these rules through state-wide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.

The Core Rules

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform and dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.



4. Keiraville Public School Values

Keiraville Public School Values - *as applied to yourself, others and the environment*

Be proud and demonstrate respect by always:

- wearing your correct uniform and working well in class
- behaving appropriately towards others and their property
- listening to opinions, sharing ideas and following guidelines
- considering your appropriate place and authority

Be fair and demonstrate tolerance by always:

- demonstrating a positive and cooperative attitude
- playing to the rules and being a good sport
- cooperating in decision-making
- accepting and celebrating all cultures

Be honest and demonstrate integrity by always:

- coming to school with daily class needs
- telling the truth and owning up
- being a good friend, showing loyalty and kindness
- accepting responsibility and embracing change

Be responsible and demonstrate your best by always:

- improving learning and modelling working independently
- leading others in the right direction
- focusing on improvement and success
- shaping future directions through help and great leadership

Be safe and demonstrate care by always:

- obeying safety guidelines and avoiding danger
- checking surroundings and dangerous obstacles
- choosing wisely and considering your 'footprints'
- supporting people, the environment and the planet

Our Values

Values underlie all our beliefs and attitudes toward what is happening in our lives. As individuals, values give meaning to our lives. Young people acquire values through their experiences at school and in other institutions.

Public Schools need to work actively and conscientiously to help their students acquire values that will support a love of learning, a personal belief system and morality, positive human relationships and civic responsibility.

The following values of public education underpin this welfare policy:

1. Care and Compassion
2. Doing your Best
3. Fair Go
4. Freedom
5. Honesty and Trustworthiness
6. Integrity
7. Respect
8. Responsibility
9. Understanding, Tolerance and Inclusion

Desirable Qualities to be Developed at Keiraville Public School

This list has been compiled in consultation with the school community

Self/Personal Qualities and Responsibilities

We aim to develop students who:

- are able to express empathy, patience, respect, self-confidence, self-discipline and tolerance of others;
- display the following group work skills:
 - ability to make a decision
 - cooperative
 - effective communicator
 - reflective listener
 - effective conflict resolution skills
 - respect for the rights of others;
- exhibit the following values related to education:
 - commitment to the truth
 - respect for cultural values
 - demonstrate and take responsibility for learning and actions
 - set high standards of personal achievement
 - recognise the partnership between home, school and community; and
- exhibit the following study skills:
 - hardworking and self-motivated
 - a love of learning and demonstrate initiative
 - willing to take risks, make mistakes and persevere

Community Qualities/Responsibilities

We aim to develop students who demonstrate:

- acceptance of lawful and just authority;
- a commitment to the peaceful and just resolution of conflict;
- a concern and tolerance of others;
- an appreciation of family relationships and who are not judgmental about different types/structures of families;
- a desire to contribute to the school and wider community;
- pride in being Australian and sharing in our rich and diverse heritage; and
- respect for themselves, others and the environment.

5. School Merit Achievement Program

The Merit System

The merit system is a recognition of positive student behaviour. Students receive Kirrhi Awards for consistently following the School Values. Kirrhi Awards are accumulated for the achievement of Bronze, Silver, Gold and Platinum Awards. Kirrhi Awards are valid only for the year in which they are received.

Bronze and Silver Awards will be presented to students at daily assemblies after lunch. Gold and Platinum Awards will be presented at fortnightly whole school assemblies.

Bronze Award: Awarded after receiving 5 Kirrhi Awards

Silver Award: Awarded after receiving 10 Kirrhi Awards and demonstrating achievement in all areas of the School Values Checklist

Gold Award: Awarded after receiving 15 Kirrhi Awards

Platinum Award: This is the highest accolade available from Keiraville PS and is awarded to students who have demonstrated consistent and exemplary modelling of the school values - socially, culturally, sporting or academically. This award requires nomination by a staff member and must be endorsed by staff (in a staff meeting) prior to being awarded.

Before achieving a Silver or Gold Award, students must review our school values with their classroom teacher and meet all criteria before receiving a Silver or Gold Award.



Keiraville Public School Values

As applied to yourself, others and the environment

Upon reaching Bronze, each student must review our school values with their classroom teacher and meet no less than 2 criteria for each value below to be awarded Silver and all criteria listed below before receiving Gold.

Be Proud - Demonstrate Respect by consistently:

		Listening to others and responding appropriately using polite, positive language
		Wearing the school uniform with pride
		Respecting - peers - others - yourself
		Praising those who do well and encouraging others
		Doing your best

Be Fair - Demonstrate Tolerance by consistently:

		Treating others the way you would like to be treated
		Allowing all students to have the right to learn
		Being a good friend
		Taking turns when playing – fair play
		Telling someone if you see bullying happening – No, Go, Tell

Be Honest - Demonstrate Integrity by consistently:

		Being responsible and accepting consequences
		Being honest - tell the truth
		Being thoughtful and kind
		Setting a good example for others – be a role model

Be Responsible - Demonstrate Your Best by consistently:

		Coming prepared to work – positive attitude and necessary equipment
		Staying on task, using your time wisely. Persevere with your work and never give up
		Following teacher instructions at all times
		Being involved – love learning
		Taking pride in your work, the school and the environment

Be Safe - Demonstrate Care by consistently:

		Playing safely and responsibly – no rough play or contact sports
		Playing only in designated playground areas
		Wearing a hat when outside
		Looking after your belongings
		Thinking before you act – make wise choices

Whole School Assembly Merit Certificates

Merit Certificates (ratio 1:5 per class) are presented by the Principal at each whole school assembly.

Once a child has accumulated ten Whole School Assembly Merit Certificates, they achieve a Principal's Achievement Certificate. This is presented at a whole school assembly and is published in the school newsletter. Unlike the Kirrhi Awards, Merit Certificates can be accumulated over the entire course of a student's time at Keiraville Public School.

It is a student's responsibility to keep their Merit Certificates over the years and accumulate them for the award of Principal's Achievement Certificate. Lost Merit Certificates cannot be replaced.

6. Discipline Procedures

Classroom System

While each classroom teacher may use slightly different strategies for managing inappropriate classroom behaviour, the following is an example of procedures a teacher may use:

1. For non-compliance or breaking of classroom rules or school values, the child's name will be placed on the board. If there are further problems, a cross will be placed beside the child's name, up to a maximum of 3 crosses. Time out will then be given in the child's classroom. This allows the child time to think about and modify their behaviour.
2. If there is no improvement in behaviour the student will receive a 'Thinking Time' sheet to be completed in a Buddy Classroom (another classroom).

If further concerns arise the student must take their work and "Thinking Time" sheet to the Stage Team Leader (Assistant Principal) to discuss their inappropriate behaviour.

3. If the behaviour continues or the incident is serious the child will be sent to the Principal for further consequences.

Please note that some behaviours may warrant direct referral to the Stage Team Leader or the Principal, bypassing some of the above consequences.

Playground System

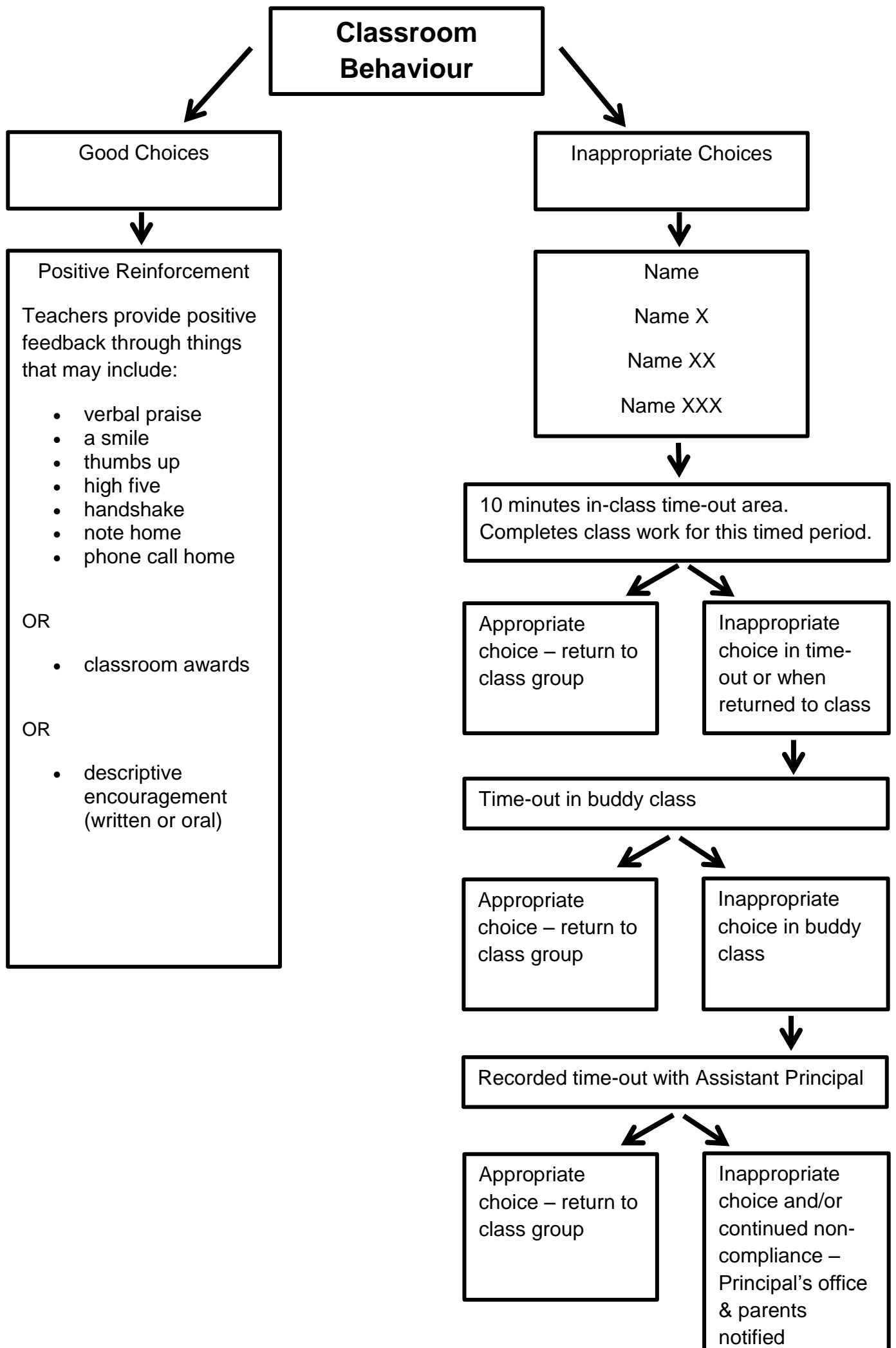
Inappropriate playground behaviours are managed by the teacher on playground duty. Serious incidents are recorded by the teacher on duty (from the blue playground duty folder) and are followed-up as required by the Assistant Principal responsible for student welfare.

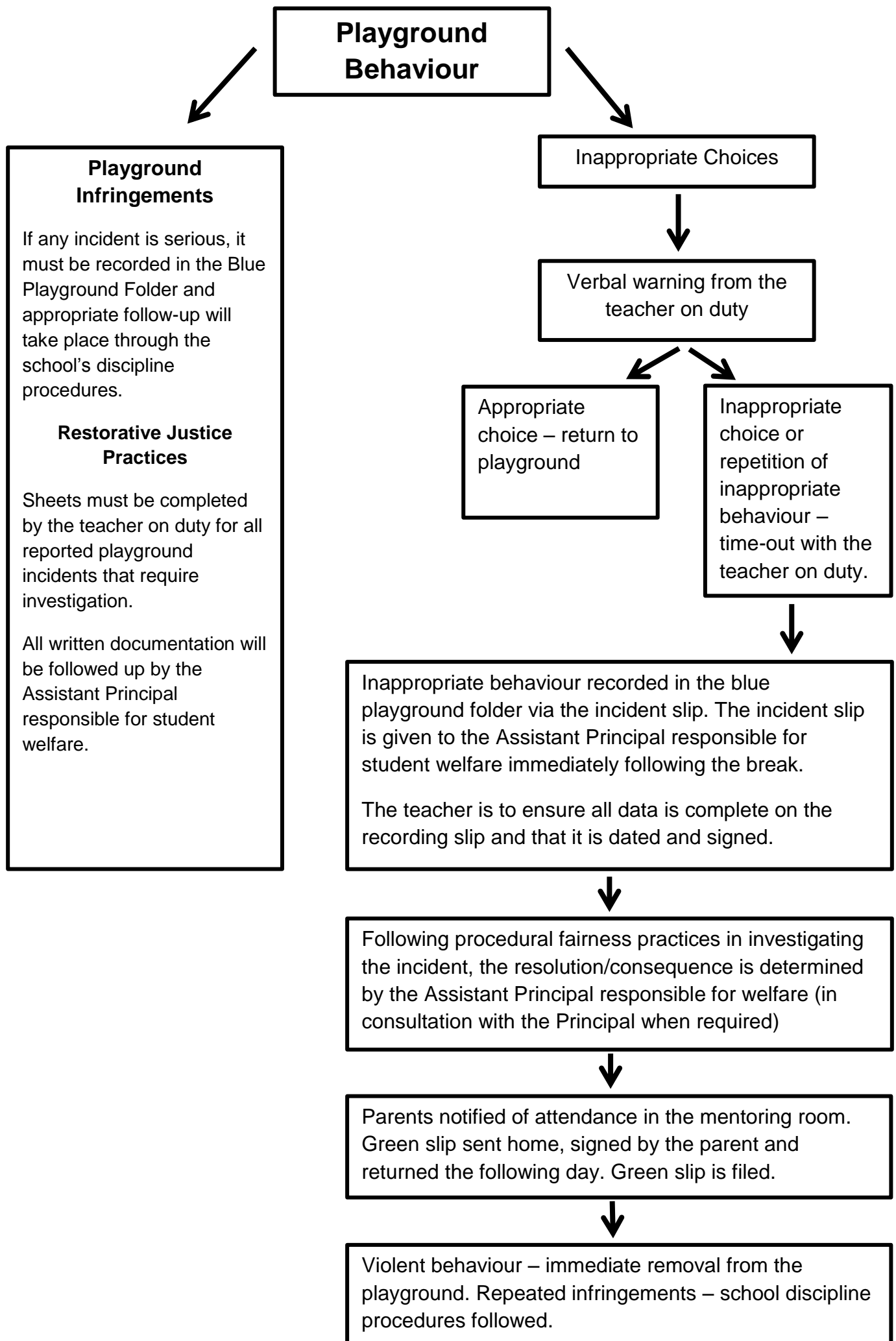
Mentoring Room

The Mentoring Room is a place where the Assistant Principal responsible for student welfare can discuss inappropriate behaviour with all students involved and lead appropriate reflection on the inappropriate behaviour. This process ensures procedural fairness and gives the students an opportunity to engage in restorative justice practices.

Students attending the mentoring room receive a note for parents, outlining the incident that has taken place. These go home to be signed by the parent and returned to school to the Assistant Principal responsible for student welfare. Mentoring can take place at any time, at the discretion of the school executive, after each individual incident has been investigated.

During investigation of inappropriate behaviour, students may be asked to complete a Restorative Justice sheet relating to the incident. This provides all students with the opportunity to express their version of the event which led to the incident.





Level System for Inappropriate Behaviour

Letter of Concern

This will be given to students as a formal warning, prior to being placed on Level 1. These students have been identified as having behaviour issues in the classroom or playground and attempts to modify the inappropriate behaviour have been unsuccessful. Generally, the student will have spent time in the mentoring room prior to receiving a Letter of Concern. Students may progress directly to Level 1, 2 or 3 without a Letter of Concern in instances of more serious inappropriate behaviour. This course of action is at the discretion of the Principal.

The Level System (for inappropriate behaviour)

Students may be placed on the school's level system following repeated breaches of the School Values or for serious individual incidents involving inappropriate behaviour. Placement on the level system will be carried out by the Principal in consultation with the Assistant Principal responsible for student welfare.

There are 3 Levels for inappropriate behaviour:

Level 1

Inappropriate playground or classroom behaviour may result in the student being placed on Level 1, at the discretion of the Principal. Placement on Level 1 may be for things like (but not limited to):

- refusal to follow a teachers instructions;
- acting unsafely or against School Values;
- insolence, bullying, inappropriate physical contact; or
- continued disruptive behaviour in class, despite warnings and implementation of classroom management strategies.

Consequences for placement on Level 1 are:

- Loss of privileges. Mentoring room time-out followed by:
 - removal from the playground to the passive area for 1 week. A playground monitoring card (blue) is completed daily by the teacher on duty;
 - no participation in out of school activities ie. PSSA sport, excursions; and
 - after this week the student will return to the playground area but will have a monitoring card (green) for a further week. Participation in out of school activities whilst on this card will be at the discretion of the Principal.
- Level 1 letter is sent home to inform parents.
- Student interview with the relevant Assistant Principal to attempt to resolve the issue.
- Remaining on Level 1 for 2 weeks or until the behaviour improves.
- Other consequences at the discretion of the Principal.

If no further problems occur for a period of 2 weeks, then the student will be removed from the level. A letter will be sent to parents informing them of their child's improved behaviour and removal from Level 1.

Level 2

Placement on Level 2 may be for things like (but not limited to):

- Repeated inappropriate physical contact, leaving the school grounds without permission, insolence, bullying, harassment, poor attitude, disrespect;
- Serious individual incidents; or
- No improvement in behaviour since placement on Level 1.

Consequences for placement on Level 2 are:

- Loss of privileges. Mentoring room time-out followed by:
 - removal from the playground to the passive area for 1 week. A playground monitoring card (blue) is completed by duty teacher;
 - after this week the student will return to the playground area but will have a monitoring card (green) for a further two week (total 3 weeks playground monitoring - 1 week passive, 2 weeks playground); and
 - modified or additional monitoring arrangements are at the discretion of the Principal and are treated on a case by case basis.
- no participation in out of school activities ie. PSSA sport, excursions.
- loss of SRC or House Captain position at the discretion of the Principal.
- Other consequences at the discretion of the Principal (determined on a case by case basis).
- Level 2 letter is sent home to inform parents.
- Student interview with the relevant Assistant Principal/Principal and parents to attempt to assist in the resolution of the issue.

Behaviour will be closely monitored throughout this time.

If there are no further problems with inappropriate behaviour following the above monitoring, a letter will be sent to parents informing them of their child's improved behaviour and removal from Level 2.

Level 3

Placement on Level 3 may be for things like (but not limited to):

- serious incidents – offensive behaviour, stealing, vandalism, insolence with bad language, forming gangs, bullying, harassment, poor attitude, disrespect; or
- No improvement in behaviour since placement on Level 2.

Consequences for placement on Level 3 are:

- Loss of privileges. Mentoring room time-out followed by:
 - removal from the playground to the passive area for 2 weeks - playground monitoring card (blue) is completed by duty teacher;
 - after this week the student will return to the playground area but will have a monitoring card (green) for a further two weeks;
 - Total 4 weeks playground monitoring, 2 weeks passive, 2 weeks playground.

- no participation in out of school activities ie. PSSA sport, excursions. Time frame for this exclusion at discretion of the Principal.
- loss of SRC or House Captain position at the discretion of the Principal.
- Other consequences at the discretion of the Principal (determined on a case by case basis).
- Level 3 letter is sent home to inform parents of unacceptable behaviour and to arrange an interview.
- Student interview with Principal, relevant Executive, parents and School Counsellor (where appropriate) in an attempt to resolve the issue.

If there are no further problems with inappropriate behaviour following the above monitoring, a letter will be sent to parents informing them of their child's improved behaviour and removal from Level 3.

Further notes regarding Levels:

- If students re-offend or inappropriate behaviour occurs whilst on any level, placement on the next level will be considered likely.
- Students will return to school after a holiday break at the level they finished the previous term.

Suspension and In-School Withdrawal

Students who:

- are persistently disobedient and/or disruptive to their own learning or the learning of others;
- continually harass or intimidate others;
- are in possession of weapons or drugs on school premises;
- are violent or threaten serious violence; or
- engage in criminal behaviour related to the school

will be managed in accordance with Department of Education and Communities' guidelines for the Suspension and Expulsion of School Students.

Students may be withdrawn from their classroom or from the playground at the discretion of the Principal for the safety and welfare of themselves and/or others. Parents will be informed if this course of action becomes necessary.



Care and Supervision of Students

Rationale:

The duty of care of the Department of Education & Communities through its staff to students arises directly from the special relationships between teachers and students. The duty of care is a duty to take reasonable measures to ensure safety and protect children against the risk of injury, which reasonably could have been foreseen.

Outcomes:

- Students will be protected from known hazards and also those that could arise.
- Adequate arrangements and playground supervision will be carried out by teachers in such a way that students are, as far as can reasonably be expected, protected from harm.

Policy:

- A teacher's duty of care will arise wherever there is a teacher/student relationship and not just when the teacher is assigned for supervision.
- A playground duty roster exists and is displayed in all classrooms and staffrooms.
- Playground behaviour expectations/values are taught throughout the school year in classrooms and whole school settings. Students are instructed as to what constitutes unsafe behaviour/actions.
- Students are taught in class, appropriate behaviour in travelling to and from school through programs such as Road Safety, Bus Safety, Bike Safety etc.
- Parents have a responsibility in promoting and developing appropriate standards of behaviour for students when travelling to and from school.
- Students have a responsibility to behave in appropriate ways and to ensure both their own safety and that of other students whilst travelling to and from school.
- Parents are encouraged to be particularly responsible in and around school grounds when collecting and dropping off students. Care should be taken to only park in appropriate parking zones, observe reduced speed limits, only use specified pedestrian crossing areas and avoid using driveway areas.
- Children crossing Gipps Road are to use the pedestrian crossing and follow all directions of the crossing supervisor.
- The staff car park is out of bounds to all students and parents at all times.
- Staff members are on duty at 8:25am. Early arrivals must sit in the weather shed until the duty teacher arrives. Parents are therefore requested not to allow children to come onto school grounds prior to 8.25am.
- When normal classes finish in the afternoon at 2:55pm, it is expected that students will immediately and safely depart the school.
- Students should not leave the school grounds with another parent unless the school has been notified.
- Students who have not been collected by the conclusion of bus duty will be accompanied to the office by the teacher on duty and their parents will be called.
- Late arrivals and early leavers are to be signed in or out of the school via the school office by a parent or accompanying adult. The notification slip is then given to class teachers.
- Students should come directly to school and go directly home from school unless specifically instructed to do otherwise by their parents. They should not be visiting the shops without their parents' permission.

- Written permission for extra-curricular activities must be given by the parent/carer for their child/children to travel with another adult (non-primary caregiver).
- No student or parent is to be in a classroom or building at any time without teacher supervision.
- External doors are to be locked when teachers are not present.
- Bicycles must not be ridden in school grounds and should be chained to the bike rack in B Block COLA. The Department of Education and Communities and NSW Roads and Maritime Services recommend that children under 10 years of age do not ride bicycles to or from school unless accompanied by an adult.
- Skateboards, scooters and rollerblades are not permitted at Keiraville Public School, unless directed by teachers.
- Ensure Sun Safe Policy is enforced all year round (no hat, play in the shade). A broad spectrum sunscreen will be available in each classroom for students and staff to use where required.
- Children are to be at lines on time unless following a teacher's direction. School begins at 8:55am.

Implementation:

Teachers must be prompt for duty as their duty of care commences at designated duty time.

Morning Duty

B Block COLA (8:25-8:55am)

All students will:

- Sit or talk quietly and sensibly.
- Walk only.
- Remain in the COLA area.
- Line up in designated area when the bell rings and wait quietly for their teacher.
- Not play ball games.

Eating Duty

Lunch- 10:55-11:10am

Recess- 1:20- 1:30pm

K-2- D Block COLA

3-6- B Block COLA

Teachers will:

- Ensure that students are released only when the area is clean.
- Lead students to the grass play area at the beginning of play time.
- Not leave the playground until the next duty teacher arrives.

Students will:

- Remain seated during the eating period, not moving around or playing.
- Ensure that all rubbish is binned at the end of eating time.
- Place lunch boxes into class tubs (tubs will be collected at the end of lunch assembly by elected class representatives).

Play Time

Lunch- 11:10- 11:40am

Recess- 1:30- 1:50pm

Teachers will ensure that:

- Food from the canteen is eaten in the passive area (canteen closes at 11.30 am).
- Sports shed equipment is used safely and appropriately.
- Basic first aid is administered when required (supplies are kept in the playground duty bum bags).
- A red card is sent immediately to the office for serious accidents (the teacher must stay in the duty area).
- A pink slip is given to any child who is sent to the sickbay.
- Teachers take their blue folder out on duty with them.
- Playground incidents are recorded and restorative justice sheets completed for inappropriate behaviour. These are to be sent immediately to the Assistant Principal responsible for student welfare for appropriate follow up.

Students will:

- Walk (not run) on pathways and concrete areas.
- Stay in bounds at all times and seek a teacher's permission before going into out of bounds areas.
- Report broken equipment to sports shed monitors or a teacher.
- Report all accidents to teacher on duty.
- Wear a school hat at all times.

Passive Area (D Block Quad and C Block Quad)

- Quiet or more passive games are appropriate in this area
- Students may play handball
- Students without a hat must stay under shelter at all times.

Grass (Top Oval)

- Yr 1-2- cricket net end (soccer games)
- K-6- Gipps Rd end (group games)

Bottom Oval

- Years 3/4- Lunch Tues/Thurs and Recess Mon/Wed/Fri
- Years 5/6- Lunch Mon/Wed/Fri and Recess Tues/Thurs

If a ball accidentally goes over a fence, the teacher on duty must be informed and supervise retrieval of the ball.

Library

- Designated lunch and recess times (may vary from year to year but this is communicated with students).

Wet Weather

- K-2 will remain in the D Block Passive area with the Passive duty teacher.
- Kindergarten will then move to the C Block COLA for playtime under the supervision of the Bottom Oval duty teacher.
- 3-6 will remain under B Block COLA with Top Oval duty teacher.
- The Bottom Oval duty teacher is to rove around the toilet blocks and other walking areas.
- If rain occurs during outside duties, the Top and Bottom Oval duty teachers will move students to the above listed areas.
- Duty continues for teachers rostered on duty at the time.

In the event of very wet weather, teachers will be advised that the Wet Weather Duty Roster applies. Students generally stay in classrooms under teacher supervision during playtime in very wet weather.

Dismissal - 2.55 pm

This is not a time for play.

- Students leave the school site promptly via the single pedestrian gateways.
- Students whose parents/caregivers haven't collected them by 3:00pm are to be directed by their class teacher to the Weather Shed.
- Any student still waiting to be picked up will wait with the Bus Duty teacher until the conclusion of Bus Duty, then proceed to the Administration Office where they will remain until they are picked up.

Bus Duty

Students who travel home by bus must:

- Move directly to the Weather Shed at 2.55pm daily.
- Sit in the weather shed until the bus arrives.
- Be escorted to the bus by the supervising teacher.
- Board the bus in single file after first allowing other passengers to alight and/or board.

D O'Connor

J Delaney

L Matthes

S Hailstone

Principal

Assistant Principal

Assistant Principal

Assistant Principal

Revised 2014

Endorsed by the Keiraville PS P&C in Dec 2014