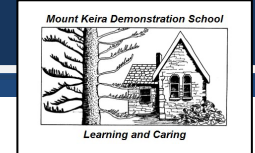


Wellbeing Policy 2021



Mount Keira Demonstration School



Student Wellbeing Policy

1) Rationale

- 1.1 Wellbeing: A Shared Responsibility
- 1.2 Wellbeing: Supported by the core values of public education
- 1.3 Mount Keira Demonstration School Core Values

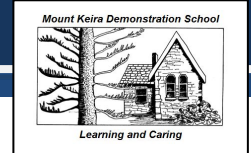
2) Connect

- 2.1 Anti-Bullying
- 2.2 Restorative Practices
- 2.3 Anti-Racism
- 2.4 School Uniforms
- 2.5 Student Participation and Leadership
- 2.6 School Attendance

3) Succeed

- 3.1 Student Behaviour and Behaviour Support
- 3.2 Recognition and Reinforcement
- 3.3 Child Protection

Mount Keira Demonstration School

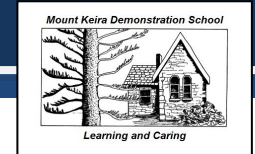


- 3.4 Working with Children Check
- 3.5 Student Health
- 3.6 Supporting students with additional needs

4) Thrive

- 4.1 Student Health
- 4.2 Sun Safety for Students
- 4.3 Crunch and Sip ®
- 4.4 Drug Education
- 4.5 Road Safety Education

Mount Keira Demonstration School



1. Rationale

The Mount Keira Demonstration School Student Wellbeing Policy is structured according to the NSW Department of Education Wellbeing for School framework. It describes student wellbeing in three main sections: Connect, Succeed and Thrive.

Wellbeing relates to an individual's subjective experiences of feeling good and functioning well. Effective implementation of this policy should support the whole student across a range of domains including cognitive, emotional, social, physical and spiritual wellbeing.

1.1 Wellbeing: A Shared responsibility

Staff will:

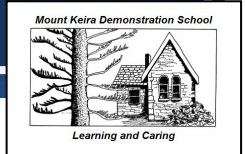
- act in accordance with all DoE policy and relevant legislation.
- build and maintain positive relationships throughout the school community.
- foster a caring, safe and fair learning environment, through effective leadership and quality teaching.
- use effective, consistent and appropriate procedures to encourage pro-social behaviour and foster positive relationships.
- make adjustments to school wellbeing processes to best engage and nurture individual students.

Students will be encouraged and supported to:

- actively participate in learning opportunities.
- act appropriately as respectful, resilient, committed and cooperative members of the school community.
- take responsibility for contributing to a caring and safe learning environment for all members of the school community.

Parents will be encouraged to:

- actively participate in the school community and support student learning.
- share the responsibility in supporting and encouraging their children to make pro-social choices about their behaviour.
- work with staff to maintain a caring, safe and fair learning and working environment for all members of the community



1.2 Wellbeing: Supported by the core values of public education

Integrity

Being consistently honest and trustworthy.

Excellence

Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

Respect

Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

Responsibility

Being accountable for your individual and community's actions towards yourself, others and the environment.

Cooperation

Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

Participation

Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

Care

Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

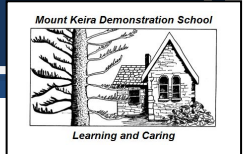
Fairness

Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

Democracy

Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

Mount Keira Demonstration School



1.3 Mount Keira Demonstration School Core Values

Respect

Having regard for yourself and others, lawful and just and authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

Responsibility

Being accountable for your individual and community's actions towards yourself, others and the environment. The state or quality of being dedicated to an activity or community.

Resilience

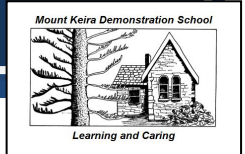
Being able to survive and thrive in the face of adversity where human beings are able to overcome difficult circumstances and go on to lead healthy, successful lives.

Cooperation

Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

Excellence

Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.



2) Connect

At Mount Keira Demonstration School 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.

2.1 Anti-Bullying

At Mount Keira Demonstration School, bullying behaviours are not accepted or tolerated. Our school maintains a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. We have a duty of care to all members of the school community to take action against bullying. The policy provides both preventative and responsive strategies

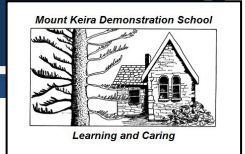
Commitment to maintaining a positive learning environment

An important part of wellbeing is that students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. All members of the school community contribute to prevent bullying by modelling and promoting appropriate behaviour and respectful relationships.

A Definition of Bullying

Bullying is **repeated** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.

Mount Keira Demonstration School



Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, medical condition, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying involves the imbalance of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, medical condition, homosexuality or transgender), humiliation, domination, intimidation and victimisation of others.

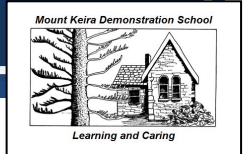
Bullying behaviour can be:

Verbal / Emotional

Emotional bullying and harassment can involve using any words or actions that are unwanted and repeated such as:

- repeated verbal threats
- name calling
- teasing
- abuse/offensive language
- putdowns
- sarcasm
- insults
- excluding others
- targeting people because of their race, intellectual capacity, physical appearance

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Physical

Physical bullying and harassment is any deliberate physical action such as:

- repeated hitting, punching, kicking, scratching, tripping, spitting
- invading another's personal space
- using another person's possessions without their consent
- graffiti or damage to others' possessions or property
- commenting negatively on a person's appearance

Social

This takes the form of any deliberate action such as:

- repeated exclusion
- ostracising
- alienating
- making inappropriate gestures

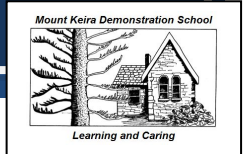
Cyber

Cyber bullying and harassment using technology (such as email, blogs, mobile phones, chat rooms, social networking sites etc) to :

- make unwanted statements about a person
- put down others verbally or with the use of images
- start or participate in spreading rumours or gossip about a person
- post photos of others without their consent

It can also include messages or the use of images without a person's consent

Mount Keira Demonstration School



Psychological

- repeated spreading rumours,
- dirty looks,
- hiding or damaging possessions,
- malicious SMS and email messages,
- inappropriate use of camera phones

Bullying Clarification (as outlined in the Department of Education Policy)

There are also some behaviours, which although they might be unpleasant or distressing, are **not** bullying:

- Children not getting along well. Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others
- A situation of mutual conflict which involves a disagreement
- Single episodes or acts of nastiness or physical aggression or aggression directed towards many different people is not bullying

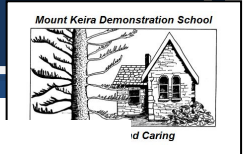
These conflicts should also be addressed and resolved.

Responding to Bullying

Bullying behaviours vary enormously and each incident needs to be dealt with based on individual circumstances. In all circumstances the school:

- Takes bullying seriously
- Investigates the incident in a fair, impartial and timely manner

Mount Keira Demonstration School



- Takes time to properly investigate the facts including discussing the incident with the victim, the bully and any bystanders
- Provides assurance to the victim that they are not at fault
- Maintains confidential records of reported bullying incidents
- Conduct restorative/mediation sessions
- Explicitly teach about conflict and bullying
- Implement resilience and anti - bullying programs

Education about Bullying

Students at Mount Keira Demonstration School are taught skills for developing positive interpersonal relationships. There is a whole school culture of assertive behaviour and children are encouraged to be 'upstanders'.

Student-led programs such as the Student Representative Council (SRC), buddy programs, peer mediators help create a positive and inclusive whole school culture.

Students also participate in Harmony day activities and the "Bullying? No way!" program each year which assist in promoting a positive school culture.

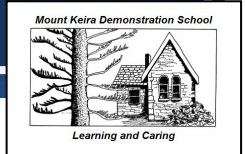
What to do if you are being bullied

Students are encouraged to tell their teachers and/or parents if they are being bullied.

Bullying is systematic and malicious and it is important that the child / children engaging in the bullying behaviours are made aware of their inappropriate and damaging behaviour and cautioned to stop.

A teacher and/or the principal will immediately deal with the situation including meeting with the target/s of the bullying incident, the child/children identified as engaging in the bullying behaviour and contacting the parents/carers.

Mount Keira Demonstration School



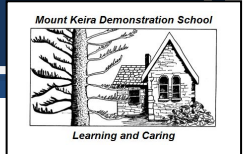
As part of the process, the victim/s of bullying and child/children engaging in the bullying behaviour will be supported and provided with opportunities to work on building / rebuilding a positive relationship through strategies such as restorative practices.

What to do if you know that someone is being bullied

MKDS students are encouraged to be upstanders. Students who are 'defended' by an upstander feel safer and more empowered to stand up to bullying. Students should immediately report incidents of bullying to a teacher. Support will be provided for any student who has witnessed bullying behaviour.



Mount Keira Demonstration School



2.2 Restorative Practice

At Mount Keira Demonstration School a restorative approach was introduced as a management strategy. Restorative practice seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

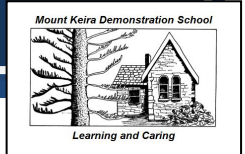
Restorative practice promotes understanding and healing over assigning blame or dispensing punishment. It can create an ethic of care and justice that makes schools safer and happier, not only through reducing conflict but in terms of developing active citizenship skills, good self - esteem, open communication and teamwork in students. (Hopkins, 2004)

A restorative intervention attempts to heal broken relationships, heal any harm caused by an incident and enable those affected to define a way forward – rather than having a third party decide what should happen. It provides those who have caused harm the opportunity to explain their point of view, and to take responsibility for what they have done, to make amends so that they can be reintegrated into the school community.

The process is empowering as it takes students from the past to the present and gives them hope for the future. It makes things right and heals any harm that has been done.

A restorative classroom setting is one that values dialogue through an inclusive approach where everyone expects to be heard and through this participatory process students develop the capacity to learn that emotions are an important and legitimate expression of healthy dialogue. This process helps students to deal with conflict, tensions and difference in respectful ways that engender trust and foster healthy relationships.

Mount Keira Demonstration School



Questions That Can Make Things Right

In the Restorative Framework we use two sets of questions that focus on the fair process.

Questions for wrongdoers include:

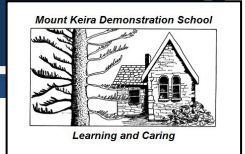
- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been hurt by what you did?
- What do you need to do to make things right?

Questions for those affected by wrongdoing include:

- What did you think when you realised what happened?
- How have you or others been hurt by what happened?
- What effect has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Students may complete a Reflection sheet after the restorative session(See Appendix B)

Mount Keira Demonstration School



2.3 Anti-Racism

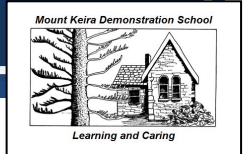
The NSW Department of Education and Mount Keira Demonstration School rejects all forms of racism. It is committed to the elimination of racial discrimination - including direct and indirect racism, racial vilification and harassment.

Under the Anti-Racism Policy, school principals are responsible for ensuring that all learning and working environments are free from discrimination and racism. To support this, Mount Keira Demonstration School has a trained Anti-Racism Contact Officer (ARCO).

Anti-racism education focuses on confronting the race-based generalisations, stereotypes, bias, prejudice and discrimination that are the foundations of direct and indirect racism



Mount Keira Demonstration School



2.4 School Uniforms

School uniforms promote a sense of pride and belonging to Mount Keira Demonstration School and creates a positive identity for the school community.

School uniforms also contribute to the personal safety of students by allowing easier recognition of students inside the school and in the community. Parents and teachers encourage all students to wear the school uniform at all times.

GIRLS SUMMER

Royal blue and white checked dress or sky blue shirt (please ensure you purchase the correct colour) with navy culottes

Black shoes/white ankle socks

Appropriate coordinated blue or white ribbon or headband

BOYS SUMMER

Grey (Blockers style) shorts

Short sleeve shirt- sky blue (please ensure you purchase the correct colour)

Black shoes/grey socks

GIRLS WINTER

A-Line checked tunic or navy slacks

Blouse-Peter Pan style- sky blue (please ensure you purchase the correct colour)

Black shoes/navy tights or navy knee-hi socks

Navy micro-fibre jacket/sloppy joe (either or both)

Navy blue beanie with logo

BOYS WINTER

Grey trousers (Blocker style)

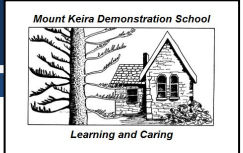
Long sleeve shirt- sky blue (please ensure you purchase the correct colour)

Black shoes/grey socks

Navy micro-fibre jacket/sloppy joe (either or both)

Navy blue beanie with logo

Mount Keira Demonstration School



GIRLS SPORT

Unisex royal blue sports shorts or sports culottes
Gold sports polo shirt with royal blue collar and embroidered logo in long or short sleeve
Sports joggers and white socks

BOYS SPORT

Unisex royal blue sports shorts
Gold sports polo shirt with royal blue collar and embroidered logo in long or short sleeve
Sports joggers and white socks

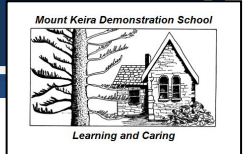
GIRLS/BOYS SPORT COLD WEATHER OPTIONS

Tracksuit pants- navy microfibre
Jacket- navy microfibre or navy sloppy joe with school logo
School beanie

HAT and SCHOOL BAG

Navy blue surf hat- The school hat is to be worn at all times in the playground- We have a “no hat play in the shade” policy.
Each child will require the navy school bag with school logo.





2.5 Student Participation and Leadership

At MKDS we provide opportunities to support the meaningful involvement of students in their school and community.

Encouraging and acknowledging active participation

Active participation by students in a school community facilitates student wellbeing by giving students a voice and developing confidence and self-esteem. Mount Keira Demonstration School encourages active participation in a number of ways including:

- Student Representative Council
- Buddy Systems
- Peer Mediation
- Displaying student work around the school
- Recognising student achievement
- Performing and presenting work

Mount Keira Demonstration School acknowledges the importance of student leadership within the school.

There are many opportunities for student leadership at Mount Keira Demonstration School. All students will be encouraged to take on leadership roles within the school, both formally and informally.

Eligibility for Student Leadership:

Student Leaders, Members of the SRC

Students must have demonstrated and continue to demonstrate the ability to:

- follow school and classroom rules
- demonstrate our school values of Respect, Responsibility, Resilience Cooperation and Excellence
- Sign the Student Leadership agreement (Appendix 1)

Mount Keira Demonstration School



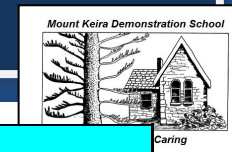
The Principal, in consultation with teachers, will determine student eligibility to assume and maintain leadership positions based on the above criteria.

Election Procedures.

- When there are fewer than twelve students in Year 6, two school captains and two sport leaders (1 captain for Nebo and 1 captain for Keira) will be elected.
- When there are greater than twelve students in Year 6, two school captains and four sport leaders (2 captains for Nebo and 2 captains for Keira) will be elected.
- Members of the SRC are eligible to represent for one year only during their primary schooling unless there are no other candidates.

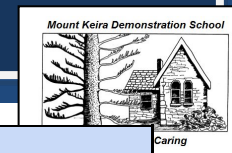
Position	Roles and Responsibilities	Selection Process
School Captain	<p>Representing the school at school and community events.</p> <p>Conducting school assemblies.</p> <p>Welcoming and thanking special guests to the school.</p> <p>Liaising with the Principal on various activities.</p>	<p>Eligible students will prepare their speech for presentation to the student body and staff during Term 4, Week 8.</p> <p>Following the speeches, classes will hold secret ballots.</p> <p>Principal to count votes and verify results with one other staff member.</p> <p>The results will be announced to the children prior to the end of Term 4.</p>

Mount Keira Demonstration School



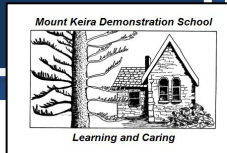
	Being an active SRC member.	The School Captains will be presented with their badges in Term 1, Weeks 2- 3.
Position	Roles and Responsibilities	Selection Process
Sports Leaders (Keira and Nebo)	<p>Co-ordinating whole school fitness sessions.</p> <p>Co-ordinating play equipment borrowing. Rotate sport's equipment in the cage.</p> <p>Monitor the sport cage and shed eg. take out and pack up.</p> <p>Liaising with the Principal on sporting activities.</p> <p>Leading sporting houses at carnivals.</p> <p>Welcoming and thanking sporting guests.</p> <p>Being an active SRC member.</p>	<p>Eligible students will prepare their speech for presentation to the student body and staff during Term 4, Week 9/10.</p> <p>Following the speeches, classes will hold secret ballots.</p> <p>Principal to count votes and verify results with one other staff member.</p> <p>The results will be announced to the children prior to the end of Term 4.</p> <p>The School Captains will be presented with their badges in Term 1, Weeks 2- 3.</p>
SRC Members	<p>Representing class at all meetings and report back to class following meetings.</p> <p>Meet with SRC coordinators to review the constitution and write the annual SRC Action Plan.</p>	<p>Grades will hold a secret ballot to elect an SRC member from each grade.</p> <p>The SRC members will be presented with their badges in Term 1, Weeks 2-3.</p>

Mount Keira Demonstration School

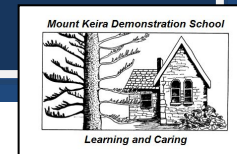


	Leading and organising school initiatives, eg. lunch clubs, fundraising opportunities	
Buddies	<p>Assisting buddy to establish routines around the school, social orientation and assisting the teacher during Kindergarten Orientation and beyond.</p> <p>Acting as a friend to their buddy and to help them establish their place within the school during the first year of schooling.</p>	<p>In Term 3 Year 5 students will submit an <i>Expression of Interest</i> that encourages students to reflect on their personal characteristics and explain why they will make a great buddy.</p> <p>Teachers will make the most appropriate match for buddies based on family/neighbourly relationships, general knowledge and personalities.</p>
Peer Mediators	<p>Attending training to develop skills for conflict resolution, listening and demonstrating empathy.</p> <p>Resolving minor playground conflicts with a mediation partner, under the supervision of the teacher on playground duty.</p> <p>Immediately referring to a teacher all matters involving physical violence or bullying.</p>	<p>Interested Stage 3 students may volunteer to be Peer Mediator and should submit an expression of interest to either the principal or the peer mediator coordinator</p> <p>Training sessions to be conducted in Term 1 by either the principal or the peer mediator coordinator.</p> <p>Training to take the form of role plays, discussions, conflict resolution</p>

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2.6 School Attendance

Regular attendance at school for every student is essential if students are to achieve their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, record and monitor partial and whole day absences.

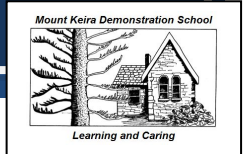
Responsibilities of School Staff Towards Full Day and Partial Absence

After 3 days of absences where the school has not been contacted	Classroom teacher	Contact parents
After 7 days of an unexplained absence	Classroom teacher and Administrative staff to notify Principal Contact home.	Absentee Notice
After 9 days of an unexplained absence	Principal contact	Phone call to parents Principal contacts Home School Liaison Officer (HSLO)

Unjustified Absence

Principals can decline to accept an explanation for an absence. If an absence is unjustified, the Principal needs to advise the parent that the explanation has not been accepted and a reason for the decision provided.

Mount Keira Demonstration School



Unsatisfactory Pattern of Attendance

A child is considered to have an unsatisfactory school attendance when they have:
regular absences without explanation (despite follow-up from the school)

- regular absences and explanations provided by parents are not accepted by the Principal, or
- extended periods of absence without an explanation or the explanation is not accepted by the Principal. An extended period of absence may be consecutive or irregular patterns of non-attendance.

The school will put in place school-based strategies:

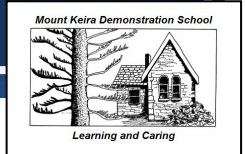
- Meeting with students and parents
- Referral to the Learning Support Team
- Development of an Attendance Improvement Plan
- Referral to the School Counsellor

If a range of school-based interventions has been unsuccessful, referral will be made to the Home School Liaison Program.

Applications for Extended Leave (Travel)

For travel within a school term of any number of days in length, the parent/carer must complete an Application for Extended Leave. The school will then issue a Certificate of Extended Leave – Travel. The absence, if approved by the Principal, will be recorded as “L”- Leave. When travel exceeds one term, access to Distance education must be considered.

Mount Keira Demonstration School



3) Succeed

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

3.1 Student behaviour and behaviour support:

Expectations of Student Behaviour

	Classroom	Playground	Formal Settings	Excursion/Incursion
Respect	<ul style="list-style-type: none"> -Display courtesy -Listen without interrupting -Use positive body language and facial expressions and speak kindly -Allow others to learn -Use property with responsibility -Follow direction of staff, visitors and volunteers 	<ul style="list-style-type: none"> -Act and speak kindly -Keeps hands and feet to yourself -Use property responsibly -Keep the school clean and tidy -Choose appropriate games 	<ul style="list-style-type: none"> -Demonstrate attentive listening skills: eyes to speaker, sitting still and quietly -Demonstrate appropriate behaviour when singing the National Anthem and school song 	<ul style="list-style-type: none"> -Demonstrate attentive listening skills: eyes to speaker, sitting still and quietly, responding appropriately -Act fairly, appropriately and politely -Represent the school with pride
Resilience	<ul style="list-style-type: none"> -Overcoming distractions -Attempt classwork -Think before you speak -Ask if you don't understand 	<ul style="list-style-type: none"> -'Bounce Back' after incident -Use Mindfulness strategies or move away rather than overreacting 	<ul style="list-style-type: none"> -'Bounce Back' after incident -Overcome distractions -Act appropriately and politely -Be gracious and supportive of the achievements of others 	<ul style="list-style-type: none"> -Overcome distractions -'Bounce Back' after incident -Be flexible -Listen to other's opinions -Use Mindfulness strategies or move

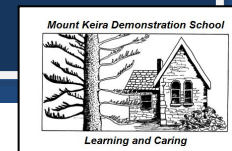
Mount Keira Demonstration School



	<ul style="list-style-type: none"> -‘Bounce Back’ after incident -Use Mindfulness strategies -Smile and be proud -Choose a positive attitude about school activities -Complete all jobs cheerfully and effectively 	<ul style="list-style-type: none"> -Listen to other's opinions -Play fairly, appropriately and politely -Take turns when playing games -Accept rules and results of a game -Encourage others -Have a go at new activities 		away rather than overreacting
Responsibility	<ul style="list-style-type: none"> -Always try your best in all tasks -Look after belongings -Taking care of classroom resources -Clean up after yourself -Take pride in your work -Look for opportunities to extend yourself 	<ul style="list-style-type: none"> -Give your best in all games -Be a team player -Be gracious in defeat -Look after playground equipment 	<ul style="list-style-type: none"> -Look for opportunities to extend yourself -Choose a positive attitude about school activities -Try your best in showcases and performances 	<ul style="list-style-type: none"> -Take care of your own belongings -Be responsible for yourself and your actions -Follow school values -Have a positive attitude towards the experience

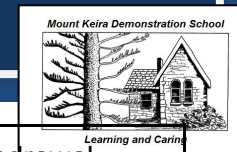
3.1 Responding to Student Behaviour

Mount Keira Demonstration School

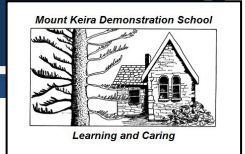


<i>Degrees of Behaviour</i>	<i>Examples</i>	<i>Disciplinary Response</i>	<i>Response Options</i>
Minor misbehaviour - impedes classroom procedures and/or interferes with the orderly operation of the school usually handled by individual staff member	- deliberate lateness - improper language e.g. swearing/racist/homophobic remarks - disrespectful talk - disruptive / inappropriate behaviour	Intervention by supervising staff using restorative questions (see section 3.7) Repeated misbehaviour requires completion of a reflection sheet and, if deemed necessary by the attending teacher, a parent/teacher and /or executive conference.	-action plan/goals, -behaviour chart /monitoring card -working with a mentor -working with parents - verbal reprimand - apologies - time out - special assignment - withdraw privileges - short detention - restitution - incident entry - detention - parent notification - in-school
Serious misbehaviour - high frequency minor misbehaviour - serious misbehaviour disrupting the learning climate of the school	- continual deliberate lateness - bullying and teasing - deliberate spitting at others - abusive language	Teacher refers student to Principal. Principal meets with student/teacher and effects response Teacher and parent informed Records maintained	
Major misbehaviour - acts against persons, animals or property - most frequently handled by the school's disciplinary plan Suspension option	- fighting - threatening - vandalism - cruelty - stealing - abusive language - threatening language - truancy - tobacco / alcohol	Principal initiates action by investigating and conferencing. Principal conducts student and parent interviews Records maintained	

Mount Keira Demonstration School



<p>Severe Misbehaviour</p> <ul style="list-style-type: none"> - acts of violence towards persons and/or property; - acts of violence which pose a direct threat to the safety of others - may require immediate removal of student from the school 	<ul style="list-style-type: none"> - physical violence - extortion - possession / use of dangerous weapons - vandalism - arson - possession / sale of stolen goods - illegal drugs 	<p>Principal verifies offence, confers with staff involved, meets with student(s). Parents notified Student(s) immediately removed from the school environment. Principal may contact police A complete report is submitted to School Education Director</p>	<p>withdrawal</p> <ul style="list-style-type: none"> - HSLO intervention - parent notification - counsellor referral - counsellor notified - suspension (in or out of school) - alternative program - long suspension - expulsion - police intervention
--	---	--	---



3.2 Recognition and Reinforcement

Mount Keira Demonstration School students are recognised for their achievements in a variety of ways. Children and teachers work co-operatively in the classroom to develop an effective, workable classroom system which enhances collegiality, empowerment and ownership. Our aim is to empower the students by assisting students to set personal goals and encouraging them to recognise their own achievements.

All students are recognised for their achievements in:

- each of the KLAs
- positive social interaction
- appropriate conduct

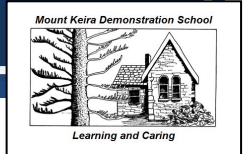
Recognition is determined through:

- staff observation and feedback
- peer recognition and feedback
- self-assessment
- community feedback

Public acknowledgement is achieved through:

- Noticeboard displays of work
- Articles in local newspapers, weekly newsletter and digital media
- Showcase assembly presentations
- Positive parent contact

Mount Keira Demonstration School



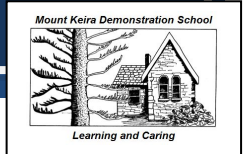
3.3 Child Protection

The staff at Mount Keira Demonstration School participate in mandatory Child Protection Awareness Training with annual updates. The training focuses on child protection legislation, agencies and policies. There is also a focus on the responsibilities of employees and professional practice. Staff are aware of the indicators of abuse and neglect of children and young people, their obligations to advise the principal of any concerns about their safety, welfare and wellbeing, and the mandatory obligation to report suspected risk of significant harm and the procedures for doing so.

The school will escalate concerns if serious safety issues remain after a report has been made. It will continue to support and promote the safety of the child or young person who is the subject of concerns. It will comply with record keeping requirements, including staff completion of induction and annual updates, the Wellbeing Decision Tree and reports to the Helpline.

Child protection education forms part of all students' learning in Personal Development Health and Physical Education from Kindergarten to Year 6. Students learn skills in recognising if they could be unsafe and strategies for protecting themselves. Strategies including saying 'no' if they can, leaving the situation and telling a trusted adult what has happened as soon as possible. Learning is organised into three themes- recognising abuse; power in relationships and protective strategies. Information will be provided to the school community prior to the commencement of teaching about these issues. This allows parents to discuss any concerns they may have and, if necessary, indicate that they do not wish their children to participate in a particular part of the teaching program.

The Child protection program will be taught in term 2 to all classes.



3.4 Working With Children Check

Non-teaching staff and volunteers including parents obtain a Working with Children Check involving a national criminal history check and review of findings of workplace misconduct. The result of a Working with Children Check is either a clearance to work with children for five years, or a bar against working with children. Cleared applicants are subject to ongoing monitoring, and relevant new records may lead to the clearance being revoked. See *Appendix E* for *Working With Children Check Policy*.

3.5 Supporting students with additional needs

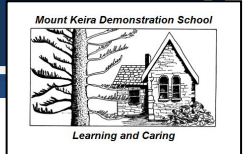
• Inclusive Education

Mount Keira Demonstration School staff are aware of their obligations towards students with disability and their parents and carers under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*.

School and teacher practice supports the provision of personalised learning and support for students with disability. This is about quality differentiated teaching practice and includes making adjustments to curriculum delivery and assessment that anticipates and responds to students' learning differences. School and teacher practice also focuses on using resources in a manner that enables the school to meet identified learning and support needs of students with disability in consultation with students and or their parents and carers.

The school participates in the annual Nationally Consistent Collection of Data on Schools Students with Disability (NCCD).

Mount Keira Demonstration School



- **Individual Learning Plans**

Teachers prepare Individual Education Plans (IEP) for gifted and talented students, students with a disabilities and/or special needs.

Personal Learning Plans (PLP) are also implemented for Aboriginal and Indigenous students. These plans use data collected on academic and social achievement to set learning goals. The plans are typically prepared in consultation with staff and parents.

- **Learning Support Team**

The Learning Support Team implements individual learning and support for students with additional needs as well as gifted and talented students. These plans cover all curriculum areas and are developed in consultation with teachers, families and outside agencies such as speech therapists, occupational therapists, physiotherapists and counsellors. They also include a strong emphasis on the social/emotional, behavioural and sensory needs of students.

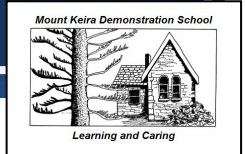
- **High Potential and Gifted Education Policy**

Mount Keira Demonstration School, in consultation with parents/caregivers, teachers, school counsellors and other appropriate personnel, recognises that:

All students regardless of background or personal circumstances require access to learning programs that meet their learning needs and support and aspire to and achieve personal excellence.

- Our commitment to high expectations for all students includes high potential and gifted students
- Achieving excellence for high potential and gifted students is underpinned by effective school environments including quality teaching, learning and leadership

Mount Keira Demonstration School

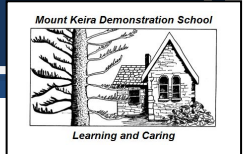


- Foster collaborative home-school partnerships to support gifted and talented students
- Potential exists along a continuum where differing degrees of potential require differing approaches and levels of adjustment and intervention

High potential students are those whose potential exceeds that of students of the same age in one or more domains. Their potential may be assessed as beyond the average range across any domain. They may benefit from an enriched or extended curriculum and learning opportunities beyond the typical level of students the same age.



Mount Keira Demonstration School



4.0 Thrive

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

4.1. Student Health

Mount Keira Demonstration School promotes the healthy development of students and protects the health and safety of those with health care needs. Many children have medical conditions such as asthma or eczema that need to be managed by the staff here at school. Management includes making special provisions or administering medication.

If a child has an ongoing medical condition that needs to be managed by the staff, it is essential that parents go to their local doctor for an individual health care plan. This plan needs to be given to the school. The plan needs to be updated annually or if the medical condition changes.

All medication sent to school must be given to the Office. A register of administration will be maintained and a note informing the parent/carer will be issued to enable the family to monitor usage. The school is to be provided with specific instructions about the dosage and times or circumstances under which the medication is to be administered. All staff administering prescribed medication must have completed online training as supported by DEC.

Sick Children

Sick and injured children have a priority in terms of duty of care above other children. The procedures for managing sick and injured children are detailed below:

1. After the initial report, the supervising teacher arranges for the child to be accompanied to the administration area.
2. The SAM or SAO assesses the student and either:

Mount Keira Demonstration School



- If improvement is shown and it is determined that the condition allows, and the child agrees, he/she returns to class with a message for the teacher to monitor, then return the child and inform the office if symptoms recur. A slip will be given to the child to inform parents/carers of the nature of the visit to the office.
- If no change in condition is noted and return to the classroom is not possible, the parent/carer/emergency contact is notified to collect the child. If not able to be contacted, the child remains in the administration area and is monitored.
or
- The parent/carer/emergency contact is immediately informed that the child should be collected and if parent/carer deems it necessary, taken for medical diagnosis.
or
- Emergency services are contacted and the parents/carers informed.

Injured Children

1. All injuries no matter how slight should be checked by and reported to a teacher with initial action to either:
 - Reassure and comfort the child that the injury is slight and does not require first aid.
or
 - If there is an observable injury – bleeding, swelling, bruising, pain and continued distress, then the child should either be taken by a staff member, or responsible student, to the administration area for treatment.
or
 - If the child cannot and should not be removed, a message is sent to the office via a staff member or responsible student. If a serious sprain, fracture/head/neck/spine injury is suspected, the student should not be moved unless in further danger.
2. The SAM or SAO assesses the student and either:
 - If improvement is shown and it is determined that the condition allows, and the child agrees, he/she returns to class with a message for the teacher to monitor then return the child and inform the office if symptoms recur. A slip will be given to the child to inform parents/carers of the nature of the visit to the office.

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- If no change in condition is noted and return to the classroom is not possible, the parent/carer/emergency contact is notified to collect the child. If the main carer is not able to be contacted the child remains in the administration area and is monitored.
or
- The parent/carer/emergency contact is immediately informed that the child should be collected and if parent/carer deems it necessary, taken for medical diagnosis.
or
- Emergency services are contacted and the parents/carers informed.

For serious accidents such as those requiring external medical attention an accident report must be completed by the supervising teacher and submitted to the Principal as soon as possible after the injury occurred.

4.2 Sun safety

The sun protection plan should be implemented all year.

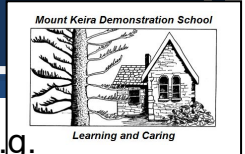
Children without a hat during lunch and recess are directed by the teacher on duty to remain in a shaded area or apply sunscreen.

During excursions or outdoor activities such as sports carnivals, children are encouraged to apply sunscreen.

Sun Safety lessons are taught in every Stage to support this policy.

- Where possible, outdoor activities (e.g. assemblies, sport and physical education lessons) to be scheduled outside peak UV times of 10am – 2pm (11am – 3pm daylight saving time) and plan activities to take place in the shade or indoor areas.
- The school community is committed to providing shade in the school grounds particularly in areas where students congregate e.g. outdoor lesson areas and popular play areas.
- Students are encouraged to use available areas of shade when outside.

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- Students who do not have sun safe hats are asked to play in the shade or a suitable area protected from the sun e.g. Covered Outdoor Learning Area (COLA), weather shed.
- Students are encouraged to wear hats that protect their face, neck and ears, e.g, broad brimmed hats, whenever they are outside.
- Sun safe clothing is included in our school uniform and sports uniform. This will include shirts with collars (or covered necklines) and sleeves, longer style dresses and shorts, rash vests or t-shirts for outdoor swimming.
- SPF 30+ broad-spectrum water-resistant sunscreen is available for staff and students' use. Where possible, sunscreen is applied at least 20 minutes before going outdoors and reapplied every two hours.

Staff

Staff will be requested to role model good sun protection behaviours by:

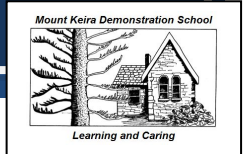
- Wearing sun safe hats, clothing and sunglasses when outside, and/or
- Applying SPF 30+ broad-spectrum water-resistant sunscreen, and/or
- Seeking shade whenever possible.

Informing the school community

All parents/families are informed of the sun protection policy and procedures including appropriate hat, clothing and sunscreen requirements on enrolling their child. Sun protection information, policy updates and resources are communicated regularly through a range of channels e.g. annual reports, newsletters, notice boards, online, parent meetings, staff meetings, school assemblies and student orientation. Families and visitors are encouraged to role model positive SunSmart behaviours when attending the school.

Further information is available from Cancer Council NSW's website www.sunsmartnsw.com.au

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4.3 Crunch & Sip ®

Crunch&Sip® is a primary school program where children eat a piece of fruit and/or vegetables and sip water at a set time during class every day. Mount Keira Demonstration School has introduced Crunch&Sip® to support students to establish healthy eating habits whilst at school.

Implementing Crunch&Sip®

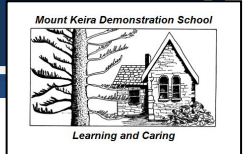
Teachers will:

- Consult with their class to set class rules for Crunch&Sip®
- Set a Crunch&Sip® time each day
- Encourage students to eat fruit or vegetables and drink water during Crunch&Sip®
- Encourage students to drink water from their drink bottles throughout the day
- Encourage students to drink water during sport, excursions and camps
- Include nutrition and healthy eating lessons as part of their PDHPE teaching during the year

Students will:

- Wash their hands prior to Crunch&Sip®
- Bring fruit or vegetables each day to eat during Crunch&Sip®
- Bring a small, clear bottle of water each day to drink
- Wash their bottle each day and fill it with water

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4.4 Drug education

Drug education is taught at Mount Keira Demonstration School as part of Personal Development, Health and Physical Education (PDHPE) programs from Kindergarten to Year 6.

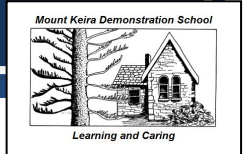
In Kindergarten and Years 1 and 2, students have opportunities to learn:

- about medicines and the need to use them properly under the supervision of an adult
- that medicines and poisons must be stored out of reach of children
- how to contact emergency services if there is an accident at home

In Years 3 to 6, students:

- learn about legal drugs - how they affect the body and how they can be helpful and harmful
- examine the effects of tobacco on the body and ways to avoid passive smoking
- learn about the effects of alcohol on the body
- discuss both legal and illegal drugs.

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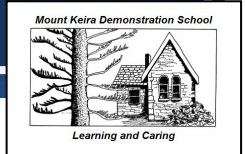
4.5 Road safety

Primary aged students are vulnerable road users. They are still developing the skills, attitudes and behaviours needed to stay safe as a pedestrian, passenger and wheels user. At Mount Keira Demonstration School we teach road safety as part of the PDHPE K-6 syllabus and encourage parents and carers to support what is taught when out and about with their children.

We ensure that our road safety program:

- is developmentally appropriate
- reinforces key road safety messages
- addresses specific road safety syllabus content
- is taught sequentially in each Stage by teachers
- reflects local road safety issues
- avoids the use of shock or fear tactics.

Mount Keira Demonstration School



Appendix A

Mount Keira Demonstration School **Student Leader Code of Conduct.**

Student Leadership Policy

The promotion of students as leaders is a priority of Mount Keira Demonstration School. Students of all ages are encouraged to accept leadership roles within small work groups, the class, the school and community.

The expectations of Year 6 and, in particular, the elected student leadership: School Captains Sports Leaders, Peer Mediators and Student Representative Council (SRC), are generally higher than those held for the general student body. They are expected to conduct themselves as good role models for the other students and assets to the school.

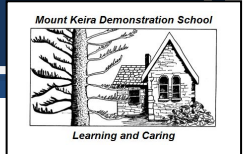
All Year 6 students, School Captains, Student Representative Council (SRC) and House Captains are required to uphold Mt Keira Demonstration School's expectations of appropriate behaviour and sign the Student Leader agreement.

Loss of Position

Following incidents where School Leaders are not behaving in accordance with the student behaviour expectations and depending on the severity of the behaviour, action will be taken as follows:

1. Warning and counselling by the Principal, the Supervisor of the relevant class and parents;

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2. Loss of position (badge & privileges) for two weeks;
3. Loss of position (badge & privileges) for the rest of the year.

The Principal, in consultation with staff will determine the decision as to the length of the loss of position. If the behaviour is severe, immediate loss of position may occur. Appropriate communication will advise parents of issues of concern.

Specific Duties

School Captains will:

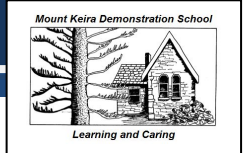
- conduct the weekly school assemblies and school events;
- be involved on special occasions such as the greeting and thanking of visitors and performers;
- conduct Student Representative Council meetings and be responsible for setting the agenda in consultation with the teacher who coordinates the SRC;
- be aware of the general behaviour of students in regard to safety and grounds upkeep and actively advise school staff of issues of concern; and
- be of assistance to all members of staff, students, parents and visitors.

Sports Captains will:

- encourage team spirit at all sporting events;
- organise House Meetings to plan for swimming, Cross Country and Athletics Carnivals;
- encourage house members to perform to the best of their ability at sporting events; and
- be of general assistance to all members of staff, students, parents and visitors, particularly at all sporting events.
- encourage student body to participate in all sporting events
- be responsible for sporting notice board and update regularly
- responsible for organising sporting equipment to be used at breaks

SRC Class Representatives will:

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- attend all SRC meetings;
- present the ideas of the class at the SRC meeting;
- assist the SRC Coordinator in the planning and implementation of SRC projects;
- assist other students when required;
- be of general assistance to all members of staff, students, parents and visitors.

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Student Leadership Agreement

Name:

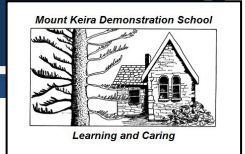
I have read, discussed with my parents/caregivers and understood the document “Responsibilities of Student Leaders” and I will be proud to fulfil my duties as outlined.

I understand that failure to follow the requirements will lead to the consequences outlined in the section titled “Loss of Position”.

Signed: (Student)

Signed: (Parent)

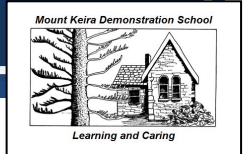
Mount Keira Demonstration School



Appendix B MOUNT KEIRA DEMONSTRATION SCHOOL Reflection sheet

Name:	Class
Date:	
What did I do? (my behaviour)	
<hr/>	
<hr/>	
<hr/>	
Why did I do this?	
<hr/>	
<hr/>	
<hr/>	
How did my actions affect:	
<ul style="list-style-type: none">• Myself: <hr/>	

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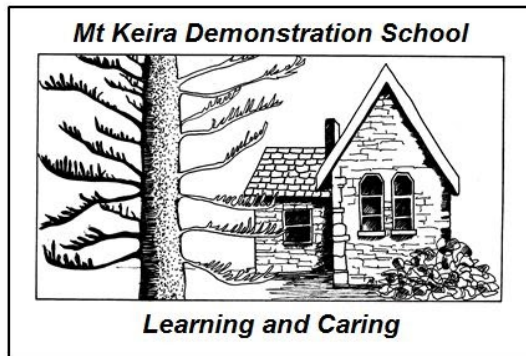
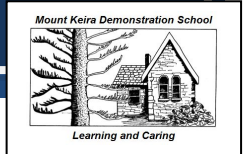
- Teacher/s: _____
- Students: _____

How can I fix things?

Teacher's comment:

Appendix D

Mount Keira Demonstration School

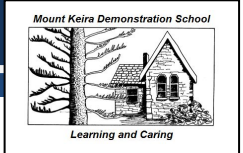


MOUNT KEIRA DEMONSTRATION SCHOOL High Potential and Gifted Education Policy

Guiding Principles

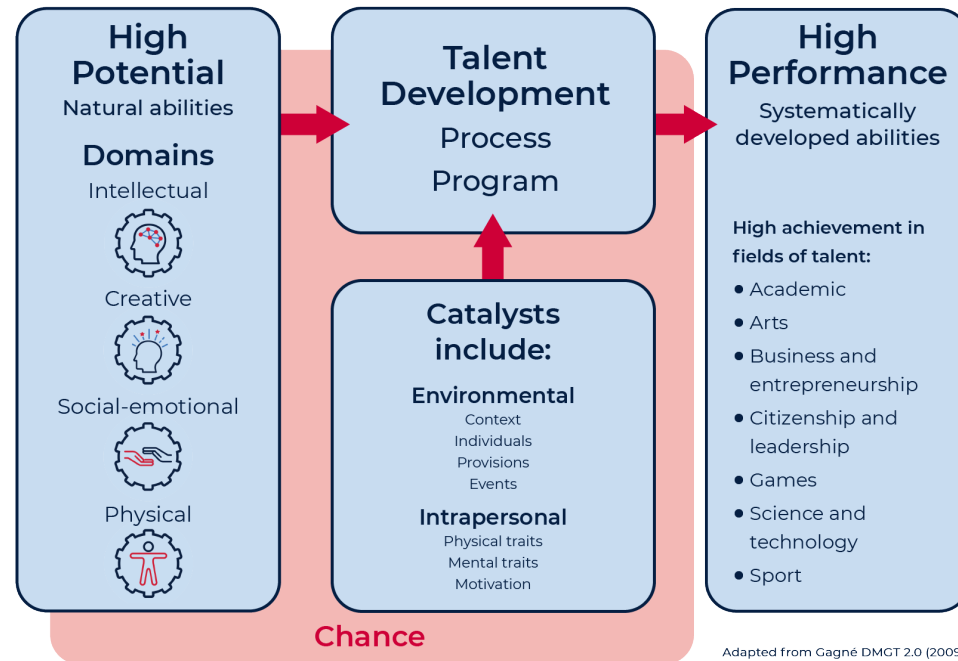
- All students, regardless of background or personal circumstances, require access to learning programs that meet their learning needs and support to aspire to, and achieve, personal excellence.
- Our commitment to high expectations for all students includes high potential and gifted students.
- Achieving excellence for high potential and gifted students is underpinned by effective school environments including quality teaching, learning and leadership.
- Potential exists along a continuum, where differing degrees of potential require differing approaches and levels of adjustment and intervention.

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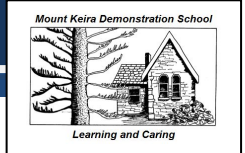
Definitions

The policy draws on François Gagné's definitions of giftedness and talent established in the Differentiated Model of Giftedness and Talent DMGT 2.0 (2009). The definition of high potential students across intellectual, creative, social-emotional and physical domains expands the group of targeted students of earlier policies.



Adapted from Gagné DMGT 2.0 (2009)

Mount Keira Demonstration School



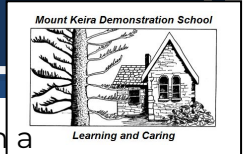
High Potential

High potential students are those whose potential exceeds that of students of the same age in one or more domains. Their potential may be assessed as beyond the average range across any domain. They may benefit from an enriched or extended curriculum and learning opportunities beyond the typical level of students the same age.

Highly Gifted and Gifted Students are sub-groups of high potential students.



Mount Keira Demonstration School



Identification is not intended to label children once and for all as gifted or not gifted. Rather, it is an ongoing process, with a diagnostic purpose, just as it is for students in other special needs groups. Identification should occur throughout a child's educational journey. New contexts and developmental changes may alter the expression of different abilities at various times, requiring ongoing identification. It is a shared responsibility between parents, teachers, counsellors and trained professionals. Periodic assessment is required as students' gifts grow and change.

Identification measures fall into two basic categories: subjective and objective measures.

Subjective (qualitative) measures allow judgements to be made on the basis of structured observations of the student. These include teacher, parent, peer and self nomination, along with anecdotal records contributed by previous teachers and the child's family.

Objective (quantitative) measures are standardised tests of ability or achievement. These include IQ tests and other forms of psychometric testing, standardised performance tests, dynamic testing and off-level testing.

Subjective Identification Measures used at Mount Keira Demonstration School

At Mount Keira Demonstration School we have chosen the following subjective methods to assist in the identification of gifted students:

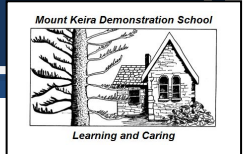
- Teacher checklist/nominations- Primary Teacher Nomination Form (see attachment)
- Parent surveys- The Gerric Parent Checklist (see attachment)

Objective Identification Measures used at Mount Keira Demonstration School

Objective measures are tools such as standardised tests of potential or performance. Objective measures give teachers and counsellors a score, or a series of scores, which can be used to compare the students with others from their age group or cohort. These measures usually assess a variety of elements of cognitive processing or achievement, e.g. verbal reasoning or reading comprehension. At Mount Keira Demonstration School we have chosen the following objective methods to assist in the identification of gifted students:

- IQ testing administered by the school counsellor
- Naplan results
- UNSW competitions
- Origo standardised tests- maths

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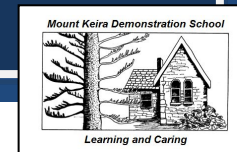
- Off level testing of standardised tests (at least 2 years above year level)
- Teacher made assessments
- Counsellor WISC and Wyatt 2 IQ tests

Standardised achievement tests **only measure the performance level** of a student in a particular subject area. They will not identify a student's potential to achieve in that area and thus, some **gifted underachievers may score poorly**.

Disadvantaged and culturally diverse populations

High Potential and Gifted children are found in all cultural groups and at every level in society. However, students who come from backgrounds other than that of the dominant culture may be more difficult to identify using standard identification procedures. This is because students who come from disadvantaged or culturally diverse backgrounds may not perform well on standard objective assessments. It is well documented that Indigenous Australians, students from low socioeconomic status groups and some ethnic populations often do not perform well on standardised objective measures. For this reason, educators should be cautious when interpreting these results.

Mount Keira Demonstration School



Primary and Secondary Teacher Nomination Form

Record the name of your student. Use a highlighter to show each behaviour you observe in the classroom or playground.

Name of Student:

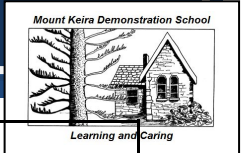
Age:

Teacher:

Date:

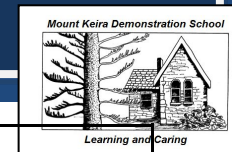
Characteristic	Positive Behaviours	Negative Behaviours
Highly curious	<ul style="list-style-type: none"> • asks lots of questions • inquisitive • remembers details 	<ul style="list-style-type: none"> • asks inappropriate questions • poor group participant • easily diverted from task
Abstract thinker	<ul style="list-style-type: none"> • makes generalisations • tests out ideas 	<ul style="list-style-type: none"> • questions others • questions authority
Flexible thinker	<ul style="list-style-type: none"> • employs variety of strategies to work something out 	<ul style="list-style-type: none"> • manipulates people and situations by using a variety of strategies
Clever use of humour	<ul style="list-style-type: none"> • enjoys 'adult' humour • gets teachers' jokes! 	<ul style="list-style-type: none"> • uses humour at the expense of others
Superior Vocabulary	<ul style="list-style-type: none"> • heightened involvement in discussions • enjoys adult-like discussions 	<ul style="list-style-type: none"> • may be bossy or overbearing when working with others

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Advanced Reading	<ul style="list-style-type: none"> • reads widely • advanced vocabulary and comprehension • reads constantly 	<ul style="list-style-type: none"> • neglects peer interaction and work-prefers to read
Retention of knowledge; fast learner	<ul style="list-style-type: none"> • moves beyond core content and skills quickly • detailed recall of facts 	<ul style="list-style-type: none"> • rushes work, then disrupts others • monopolises class discussions
Long attention span	<ul style="list-style-type: none"> • concentrates and focuses on an area of interest for a long period of time 	<ul style="list-style-type: none"> • easily distracted unless the task is an area of passion or interest
Independent	<ul style="list-style-type: none"> • self-directed • focused on task in research or study 	<ul style="list-style-type: none"> • reduced involvement in discussion or group work • uncooperative in a group
High level of responsibility and commitment	<ul style="list-style-type: none"> • sets attainable goals • learns to accept own limitations • tolerant of peers in a group 	<ul style="list-style-type: none"> • self-critical • perfectionist when completing tasks • sets unrealistic expectations for other group members
Strong feelings and opinions	<ul style="list-style-type: none"> • listens to others • shows concern and interest • considers others' points of view • aware of others' feelings 	<ul style="list-style-type: none"> • speaks out and lacks tact • over-reacts to others' comments and reactions • confrontational

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Strong sense of justice	<ul style="list-style-type: none"> • empathises with those less fortunate • wants to 'save the world' • stands up for other children whom they think have been poorly treated 	<ul style="list-style-type: none"> • argues the rules in games eg handball • frustration when others don't play exactly by rules • asks older children or adults to solve issues seen as 'unfair'
Original and creative	<ul style="list-style-type: none"> • comes up with ideas 'out of the box' • sees problems as a whole • connects thoughts and feelings 	<ul style="list-style-type: none"> • unaccepting of status quo • absent-minded or daydreamer • asks unrelated questions • disorganised
High energy level	<ul style="list-style-type: none"> • wide variety of interests • organises time well • high level of individualised learning 	<ul style="list-style-type: none"> • often difficult to live with • may appear hyperactive • easily bored so seeks out
new things to explore /Immersion learner	<ul style="list-style-type: none"> • wants to know everything about a topic • becomes an expert on a topic by reading widely or talking to people 	<ul style="list-style-type: none"> • focuses on topics of interest to them, at the expense of classroom work • shows off knowledge to prove others wrong

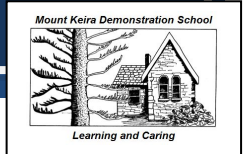
Caroline Merrick, 2004 Adapted from Gross, MacLeod, Drummond & Merrick (2001); Clark (1983) and Baska (1989)

Scoring the Checklist

How many positive behaviours are being displayed? _____

How many negative behaviours are being displayed? _____

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Have you highlighted behaviours in more than 5 different behaviour boxes? YES/NO

Of which behaviours are you observing more: POSITIVE/NEGATIVE

Conclusions:

Provisions

The Mount Keira Demonstration School community provides a range of opportunities for gifted and talented students. These fall into two main groups, within-class programs and strategies and Activities beyond the classroom.

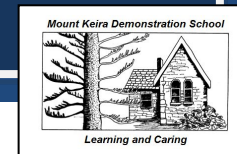
Within-class programs and strategies

- Differentiated curriculum
- Teaching /learning activities
- Grouping practices
- Expertise programs e.g. Scientist in Schools program, environmental education programs
- Acceleration
- Assessment

Activities beyond the classroom

- Withdrawal group
- Interests groups
- Vocal groups
- Creative arts projects e.g. Archibald Prize
- Tournament of Minds
- Student Representative Council

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Appendix E

	<h2>WORKING WITH CHILDREN CHECK POLICY</h2>
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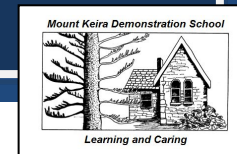
In accordance with the *Child Protection (Working with Children) Act 2012* and *NSW Department of Education Working With Children Check Policy* the safety, welfare and well-being of children and, in particular protecting them from child abuse, is the paramount consideration in the operation of this policy and the Working with Children Check Procedures.

This policy outlines processes for conducting the Working with Children Check (WWCC) for people who are employed or engaged as either a volunteer or contractor at Mount Keira Demonstration School.

The WWCC process obtains applicant's national criminal histories from CrimTrac. Records include: convictions (spent or unspent), charges (whether heard, unheard or dismissed) and juvenile records.

If the outcome of WWCC is a clearance, the child-related worker will be subject to ongoing monitoring for relevant new records during the period the WWCC clearance is valid. The check is valid for 5 years, unless cancelled by the Children's Guardian.

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PROCEDURES

Volunteers Engaging in Child-Related Work

A WWCC clearance number (paid or unpaid) and 100 points of proof of identity must be obtained by the school for any adult volunteers who:

- will work as part of a formal mentoring program, or
- provides private transport for a student (other than their own) to attend school activities
- come to work as a volunteer with direct contact with students in a classroom setting, and or school canteen,

All visitors, volunteers, parents/carers and relatives must present at the school office on arrival to sign in. If a WWCC is deemed necessary, administration staff at Mount Keira Demonstration School will verify the WWCC clearance number through Children's Guardian with the information provided prior to the person commencing work or providing transport. Any volunteer who does not comply the above requirements cannot be engaged in child-related work at Mount Keira Demonstration School.

Exemptions:

Parents/Carers, close relatives, local Members or Parliament, City Council officials or guests invited by the school on special occasions (ie school assembly) do not need to hold a WWCC clearance or complete the Appendix 5 (2016) – *Statutory Declaration*, as long as the person's contact with students will be supervised at all times.

Contractors/Sub-Contractors

All adult contractors who are engaged by Mount Keira Demonstration School or the P&C Association to perform child-related work need to have a WWCC clearance. These contractors include, but are not limited to sports coaches, band/music tutors, canteen managers/Monday Munchies and special program facilitators. All contractors/sub-contractors must be present to staff at the school office to be authorised to sign in before entering the school site. Any contractor/sub-contractor who does not comply with the above requirements will not be allowed to work at Mount Keira Demonstration School.

Exemptions:

Contractors who are either under the age of 18, perform maintenance or ancillary work outside of school hours, or will not have direct contact with students do not need a WWCC clearance. As per department requirements, these contractors are to complete the Appendix 5 (2016) – *Statutory Declaration* and provide 100 points of proof of identity. This information is then used to confirm that the person is not on the Department's NTBE list via the person search option of eCPC through the Department.

Contractors employed through JOSS (Department) are not required to supply a WWCC clearance number nor complete the Appendix 5 (2016 – *Statutory Declaration*). However, they do need to sign in using the JOSS paperwork provided by the Department.

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