Balgownie Public School



Student Welfare and Fair Discipline Policy Respect, Responsibility, Real Learning

Rationale

Students learn most effectively in a secure and well ordered environment where positive aspects of living and working together are supported by everyone in our school. Our school strives for the development of appropriate attitudes and behaviour in students, based on our three core values of respect, responsibility and real learning.

To build the foundation for a challenging, safe and creative school, where human dignity and self esteem are valued, all individuals must understand their rights, respect those rights for others, and learn how to exercise their rights without infringing upon the rights of others. The Student Welfare and Fair Discipline Policy at Balgownie Public School has been developed using the Department of Education's Core Rules as its framework together with the expectations of the school community.

Our school is a Positive Behaviour for Success school where behaviour expectations are explicitly taught and consistently reinforced. This effective approach teaches expectations of appropriate behaviour and consequences for inappropriate behaviour to students. It emphasises positive consequences and offers consistency in all classrooms and the playground. It promotes the development of self-discipline and the ability to distinguish right from wrong.

Our approach recognises and supports procedural fairness in all dealings, and understands the critical role fair discipline has in supporting the personal growth of our students into responsible members of society, who understand there are consequences for actions. The purpose of our interactions with students is for them to reflect on their behaviour and to help students modify their future behaviours.

Mutual support between home and school promotes a positive learning environment which is reflected by teachers and parents expecting high standards and working together to ensure students reach the best possible outcomes both socially and academically.

Positive Behaviour for Success (PBS)

- 1. PBS is a whole school approach to enhance the capacity of schools to teach and succeed with all students. This is done through a school-wide management framework which:
 - clearly defines outcomes that relate to academic and social behaviour.
 - has clear, consistent, durable systems that support the work of staff.
 - has effective efficient teaching practices that support student success.
 - uses relevant school data to guide decision making.
- 2. PBS is a process for developing whole school and individualised approaches to promoting positive behaviour to maximise learning engagement. PBS involves sustained planning, decision making, problem solving and the implementation of school wide PBS elements.
- 3. PBS has a teaching focus where emphasis is placed on teaching behaviour expectations explicitly to maximise academic engagement and success. Staff teach skills to remediate behaviour errors before resorting to punishment.
- 4. It is based on empirically sound practices and significant research that is reliable, easily accessible, and can be used to design, modify or maintain school wide PBS.
- 5. PBS works to enhance the skills and knowledge of teachers about effective systems and teaching practice to maximise positive behaviour and increase learning engagement.

The elements of the Fair Discipline Policy at Balgownie Public School include:-

- 1. Students Rights and Responsibilities
- 2. Acceptable and Unacceptable Behaviour
- 3. National Safe Schools Framework
- 4. Core Rules of all NSW Public Schools
- 5. Balgownie School Rules and Expectations including Positive Behaviour for Success
- 6. Excursions, Cultural Performances, Sport and School Activities.
- 7. Positive Rewards and Recognition
- 8. School Fair Discipline System Consequences for Misbehaviour.
- 9. Learning Support Team and School Counsellor Roles

The following attachments are part of this policy.

- 1. Attachment 1 PDHPE Overview which links to Welfare Policy.
- 2. Attachment 2 Anti-Bullying Information for Parents and Carers Summary
- 3. Attachment 3 Matrix of PBS expected behaviours in each setting.
- 4. Attachment 4 Possible Outcomes for Positive and Negative behaviour (from PBS)

These policies form part of this policy and are available on our website and Skoolbag app.

- 1. School Anti-Bullying Policy and Program
- 2. Social Media Policy
- 3. Uniform Policy
- 4. Homework Policy
- 5. Care and Supervision Policy
- 6. First Aid Policy

The following attachments are on the Department of Education and Communities website

1. Attendance Policy

Students' Rights

- I have the right to be safe and happy at school.
- I have the right not to be threatened or hurt.
- I have the right to be treated fairly and with dignity.
- I have the right to expect excellence in teaching.
- I have the right to expect my property to be safe.
- I have a right to attend a school that is well respected by the community.
- I have the right to be guided towards the development of my own self-control.

Students' Responsibilities

- I will apply myself to learning, to the best of my ability.
- I will cooperate and be courteous with other students, teachers and to community members and will give due respect to teachers.
- I will respect other individuals and their property.
- I will not be violent, discriminate, harass, bully or intimidate others.
- I will comply with all school rules including adhering to school standards of dress and peaceful resolution of conflict.
- I will take responsibility for my actions.
- I will be truthful.

Acceptable and Unacceptable Behaviour

In the implementation of the Fair Discipline Code, it needs to be clearly stated what is acceptable and unacceptable behaviour in our school. These expectations reflect those that are acceptable in Australian society. They establish the expected standards of behaviour in the classroom, the playground, while travelling to and from school and while on excursions, sporting or cultural visits. Students, teachers and parents should be well aware of school and community expectations at Balgownie Public School, mindful that the primary aim of all activities is the development of self-discipline. This includes, but not limited to:

	Acceptable	Unacceptable
Relation-	Be polite.	Rudeness, teasing and foul
ships with	• Co-operative.	language.
others and	 Helpful with others. 	 Threats or hurting others.
general	 Respect for others and school 	 Disrespect for people and
expect-	property.	property.
ations	 Follow all staff instructions. 	 Interference with others' games
	Take care of property belonging	and activities.
	to yourself and others.	 Racist and sexist comments.
	 Leave other people's property 	Group bullying
	alone unless given permission.	 Sending hurtful messages
	Wearing school uniform correctly	Spreading rumours
	Be at school on time, everyday	 Purposeful exclusion
	unless sick.	 Not wearing school uniform
Classroom	 Doing your best at all times 	 Rudeness and lack of cooperation.
behaviour	 Cooperation and politeness. 	 Interference with others.
	Respect for all class members -	 Disruption – calling out.
	including teachers and visitors.	Offensive noise, comments and
	 Cleanliness and orderliness. 	gestures.
	 Paying attention. 	Disrespect to other classroom
	Sitting on chairs properly.	members.
	Follow teacher's instructions	
Playground	Arrive at school at 8.30am.	Running and rough games on asphalt
Behaviour	Keep to appropriate areas.	areas.
	 Playing safely with other 	Being out of bounds.
	students.	 Climbing on buildings or trees.
	• Eating food at appropriate times	• Leaving school grounds without
	and places.	permission.
	 Using sports equipment safely. 	Not sharing playground space
	Sharing equipment fairly.	fairly.
	• Using playground areas at	Rough games and playfighting that
	appropriate times.	may hurt others.
	 Follow teacher's instructions 	Spitting.
	Wear a hat or play in the shade.	Offensive language.
	Walk on cement areas.	 Unsportsmanlike behaviour.
	Stay in bounds.	Tackle football

School	Being punctual and orderly.	Excessive noise.
Movement	 Knocking on door and asking to be 	Damaging school or student
77(070(1)(0))	excused.	property.
		· · ·
	Polite and well mannered.	Being out of bounds.
	Moving with the least disturbance	Running and pushing.
	to working classes.	 Loitering.
	 Using school facilities sensibly. 	 Causing obstruction to others.
Travelling	 Using road and travel rules. 	Bad language and behaviour.
to and	Responsible behaviour.	Trespassing - Loitering.
from	Have respect for the rights of	 Playing dangerously.
school	other people.	 Being disrespectful.
	Travelling to school via the	 Not following road and bus rules.
	quickest, safest route.	Destruction of public and private
	Treating neighbours respectfully	property.
	 Wearing a helmet if on a scooter 	Treating neighbours
	or a bike.	disrespectfully
Assemblies	Be punctual.	Talking and making noises.
	Listen and be well mannered.	• Lateness.
	Face the speaker.	Inattention.
	Show appreciation and respect.	Disturbing others around you.
	 Participate and follow instructions 	,

Positive Behaviour for Success matrix is attached. It outlines the expected behaviours at each setting. Teachers explicitly teach these at the beginning of the year and then regularly remind students through out the year. These are part of our Personal Development, Health and Physical Education (PDHPE) scope and sequence.

National Safe Schools Framework.

Promoting and providing a supportive learning environment in which all students can expect to feel safe is an essential function of all schools. Students have a fundamental right to learn in a safe, supportive environment and to be treated with respect. Schools are among the safest places in the community for children and young people. The National Framework identifies strategies that can inform practice which enhances school safety and students' physical, social and emotional wellbeing. Our school has used these Guiding Principles to provide a safe, supportive environment for our students through the implementation of our Welfare and Fair Discipline Policy.

Guiding Principles for the provision of a safe and supportive school environment. Australian schools:

- 1. affirm the right of all school community members to feel safe at school.
- 2. promote care, respect and cooperation, and value diversity.
- 3. implement policies, programmes and processes to nurture a safe and supportive school environment.
- 4. recognise that quality leadership is an essential element that underpins the creation of a safe and supportive school environment.
- 5. develop and implement policies and programmes through processes that engage the whole school community.
- 6. ensure that roles and responsibilities of all members of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated.
- 7. recognise the critical importance of pre-service and ongoing professional development in creating a safe and supportive school environment.
- 8. have a responsibility to provide opportunities for students to learn through the formal curriculum the knowledge, skills and dispositions needed for positive relationships.
- 9. focus on policies that are proactive and oriented towards prevention and intervention.
- 10. regularly monitor and evaluate their policies and programmes so that evidence-based practice supports decisions and improvements.
- 11. take action to protect children from all forms of abuse and neglect.

Core rules for students in NSW government schools

Students in NSW government 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 statewide 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 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.

School Rules and Expectations

BALGOWNIE SCHOOL RULES

At Balgownie Public School we:

- · Strive for excellence in all we do
- · Always follow our teachers' directions
- · Care for each other, our school and ourselves
- · Act in a safe and responsible manner
- Respect the rights of others

Classroom expectations

As part of consistent practice K to 6, the school has the same classroom behaviour expectations of students. Visual cues are displayed in each classroom. The emphasis is on children making positive choices and accepting the consequences for their behaviour.

Each class has its own set of positive consequences, which are readily distributed to acknowledge approved and wise choices in behaviour. These rewards are determined by the classroom teacher and might include stamps, stickers, small prizes, raffle tickets, bonus free time, extra computer time or an opportunity to show excellent work to the Principal.

At Balgownie Public School our classroom expectations are:

- 1. Stay seated
- 2. Listen to the Speaker
- 3. Put your hand up
- 4. Stay on task
- 5. Follow teacher instruction

Excursions, Cultural Performances, Sport, School Activities

Excursions, cultural performances, sport and school activities are all aspects of the school curriculum. Students are expected to attend all planned activities as arranged by teachers. Risk assessments for all out of school activities / excursions will be completed.

All students are expected to be well groomed when participating in school excursions or representing the school. Full school uniform, unless otherwise stated, must be worn on such occasions.

All students must abide by the School Discipline Code while on excursions, playing sport or representing the school. A high standard of behaviour is expected from all students at all times. Failure to meet the expected standards of behaviour will result in disciplinary action which may prevent future involvement in out of school activities.

Positive Rewards and Recognition

The reward system is linked to the school values, Respect, Responsibility, and Real Learning. The rewards are designed to ensure that all students, have the potential to be publicly recognised for sustained effort and student behaviour and social skills. Verbal and non-verbal praise, reward events, assembly recognition, names in the newsletter, contact with parents, classroom and playground rewards, are also used to recognise students.

Students at Balgownie Public School are expected to act according to the school's expectations, positive behaviour matrix and core rules. Self discipline in playground behaviour and classroom work habits will be rewarded through the schools PBS reward system. Students who consistently demonstrate the school values (Respect, Responsibility, Real Learning) are awarded 'Cubies', wrist bands and badges. Reward Day treats are held at the end of each semester.

- 1. Teachers hand out 'Cubies' to students for displaying expected behaviours both in the playground and the classroom. Students write their name on the 'Cubie' and enter it in the school draw box. Cubies are slips of paper which correspond to our values colours.
 - Blue Respect
 - Yellow Resonsibility
 - Green Real Learning.
- 2. At the end of each week, 3 students from Years K-2, and 3 students from Years 3-6 are drawn out of the box.
- 3. Each child has a chart in their classroom, where the 'cubies' they get are recorded. As they accumulate the cubies under Respect, Responsibility and Real Learning the students can achieve a wrist band.
- 4. Students need 16 cubies of one colour to get a wrist band. When they fill their chart with all 3 colours, they achieve a badge.
- 5. The charts go with the students as they move from one year to another.
- 6. In the exceptional circumstances where a child has received a discipline slip for misbehaviour at a time when they have reached one of the above awards then the award may not be presented until the student has completed the consequences for behaving inappropriately. This is at the discretion of the School Executive.
- 7. Students have their name put in the newsletter for achieving wrist bands and badges.
- 8. Other recognition happens in classrooms, in the playground and at whole school assemblies.
- 9. Kindergarten to Year Two have a weekly assembly where two class awards are given out regularly. This is linked to the learning and achievements in the classroom.
- 10. At the end of year presentation day, 4 students from each class are presented with awards. The awards are for academic achievement, citizenship, most improved and a teacher's choice award.
- 11. There are also whole school awards for Dux, Sportperson, The Arts and Citizenship. These are determined by the Stage Three Assistant Principal and teachers in consultation with the school executive. These are usually awarded to Year Six students.
- 12. Year Six students are also recognized for leadership through an election process for the four School leaders position at the end of each year. All other Year Six students have the opportunity for leadership roles as part of a leadership team. The teams are Student Representative Council (SRC), Environment, Information Technology (ICT) or Sports. All Year Six students are also a 'buddy' for our Kindergarten students.

Consequences of Misbehaviour

At Balgownie School students, parents and teachers work together to maintain high academic and behaviour standards. Teachers encourage co-operation and self discipline by using positive management techniques in all activities. We use the language of choice to guide students.

Students who demonstrate challenging behaviour will be counselled by staff with a view to modifying their behaviour. The School Executive have a significant role in working with these children. The School Counsellor and Learning Support Team will provide support when required. When making decisions about consequences for actions, the School Executive will take into consideration the circumstances of the incident, and the maturity of the children involved. We investigate matters thoroughly and spend time ensuring procedural fairness.

The school values support from the home in discussing the issues with your child and endeavours to inform you of concerns if appropriate, by letter (discipline slip), phone call or meeting whenever possible. It may not be possible to contact parents immediately. Parents are always welcome to contact the school for clarification. We will tell you about the actions or consequences undertaken for your child. Parents may be involved with the school and the child in seeking a positive resolution to the problem.

Discipline Slips and detention (Time Out)

Detention (Time Out)

- Detention will occur as soon as practical after the incident. It will take the form of lunch and/or recess 'time out' with the School Executive, in the office, classrooms or walking with the Executive teacher.
- The student will have quiet reflection time and may also be spoken to by the teacher. This is one way of helping children understand the consequences of their actions and to help make better choices in the future.
- Students will be allowed to eat their lunch (if not finished)or recess in detention. They will also be let into the playground with enough time to get a drink and go to the toilet before class recommences.
- Detention will most likely be for a short number of days. If students continually disobey/break rules they may remain on detention for a longer period at the discretion of the Executive teachers and Principal.
- Sometimes students have 'time out' or detention for just one lunch time. This may not result in a discipline letter being sent home.
- If a student is absent, detention will be done as soon as the student returns.
- If a day is missed deliberately, or the student is late to detention, an extra lunchtime detention will be added.

Discipline Slip

- A discipline slip will be given by staff in consultation with Executive staff. The letter is a
 means of communication with parents.
- Parents need to sign and return the letter to the teacher.
- The letter is not seeking permission for the consequences to occur but a means of communicating with parents about our concerns and consequences given to the student.

Please note that students are invited on excursion and if their behaviour is of concern, they may not be invited to attend camp or other excursions. The Principal reserves the right, in consultation with Staff and Executive, to not invite students to attend out of school activities. This will be based on a risk assessment being undertaken and concerns about the risk of harm to themselves or others. Parents will be consulted about these decisions prior to it being made.

In the Playground

- Positive, proactive interventions occur through the duty teacher asking questions about what students are supposed to do and restating the expectation or rule to them. This is part of our PBS teaching of expectations.
- Students are asked to stop their misbehaviour and expectations are discussed with them.
- Time Out where the student is asked to sit quietly in a designated area in the playground or walk with the teacher on duty may also be used.
- Appropriate restitution or school service may also occur.
- If unacceptable behaviour continues, is serious, or is part of an ongoing pattern or issue, the student may receive detention, a discipline letter and consequences for their behaviour.
- There are times when a serious action has occurred and the child may be sent straight to the Executive, a letter written and consequences given without a warning being given.

In the Classroom

- Positive, proactive interventions occur through the classroom teacher asking questions about
 what students are supposed to do and restating the expectation or rule to them. This is part
 of our PBS teaching of expectations.
- All classes have consistent consequences as per the policy.
- Wherever possible teachers deal with discipline problems occurring in the classrooms within this framework.
- For serious matters, if students refuse to co-operate or modify their behaviour, they may have time out in a buddy class or be sent to the Executive teachers.
- If unacceptable behaviour continues, is serious, or is part of an ongoing pattern or issue, the student may receive detention, a discipline letter and consequences for their behaviour.
- There are times when a serious action has occurred and the child may be sent straight to the Executive, a letter written and consequences given without a warning being given.
- At Balgownie Public we have high expectations that students will behave for casual teachers, student teachers and scripture teachers as well as they behave for their permanent teachers.

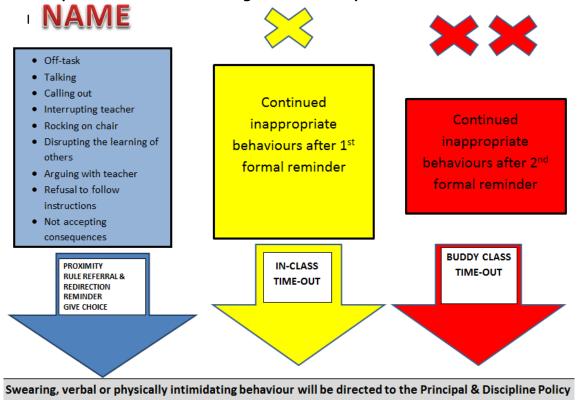
If a student chooses to break the rules, the following consequences will apply during that day. All classes adhere to the same consequences and these are consistently enforced.

1st time: Warning - name recorded (chalkboard, whiteboard, clipboard, chart)

 2^{nd} time: One cross (or similar symbol) after name - in class time out 3^{rd} time: Two crosses (or similar) after name - buddy class time out

4th time: Three crosses (or similar) after name - sent to Stage Supervisor/Principal

The consequences for not following the class expectations are as follows:



Continued misbehaviour

The School Executive meets regularly to determine appropriate consequences for continued misbehaviour. This frequently takes the form of a lunch time detention which is completed as soon as possible.

Three discipline slips or suspensions, in one term may lead to a loss of privileges such as whole-school and class-based activities, excursions, camps and school representation at sporting events. Any further misbehaviour in a term will be considered as continued disobedience and will be treated as severe misbehaviour.

Severe Misbehaviour:

Severe misbehaviour may include the use of violence, disobedience, offensive language or behaviour or possession of prohibited objects. The student will be sent to a member of the School Executive or Principal and the parents may be contacted. The consequences will include one or more of the following:

- Sanctions applied to the student
- · Behaviour programs implemented
- · In-school withdrawal
- Suspension (short or long term)

<u>Suspension</u> Students are placed on suspension as per the guidelines of the Department of Education and Communities. Please see the DEC website for full policy.

Suspension is only one strategy in our school's Welfare and Discipline Policy and is most effective when the parent/carer takes an active role, in partnership with the school, to change the

behaviour of the child. Suspension allows the student a chance to reflect on behaviour and accept responsibility for changing their behaviour to meet the school's expectations.

In determining whether a student's misbehaviour is serious enough to warrant suspension, the Principal will consider the safety and welfare of the student, staff and other students in the class and school.

The Principal may determine that an "in-School" time out is an appropriate consequence. The principal or School Executive may also issue a Suspension Warning letter to students.

Short Suspension

Short suspensions may be imposed for the following reasons and will be reported in the following categories:

- 1. Continued Disobedience. This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; use of alcohol or repeated use of tobacco.
- 2. **Aggressive Behaviour**. This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including damaging the property of the school or students; bullying (including cyber-bullying); verbal abuse and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.

Long Suspension

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the Principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal must consider:

- the safety of students and staff
- the merit and circumstances of the particular case
- factors such as the age, individual needs, any disability and developmental level of students.

Long suspensions may be imposed for the following reasons and will be reported in the following categories:

- 1. Physical Violence: Which results in injury, or which seriously interferes with the safety or well being of other students and staff (including sexual or indecent assault).
- 2. Use or possession of a prohibited weapon, firearm or knife.
- 3. Possession, supply or use of a suspected illegal substance:
- 4. Serious criminal behaviour related to the school:
- 5. Use of an implement as a weapon.
- 6. Persistent or serious misbehaviour. This includes, but is not limited to:
 - repeated refusal to follow the school discipline code;
 - threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
 - making credible threats against students or staff;
 - behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.

Return from Suspension - Suspension Resolution

- Parents will be notified by letter which needs to be signed and returned.
- When possible, parents are contacted by telephone prior to the student being suspended.
- Parents/Carers are required for a Suspension Resolution Meeting. This can be done by telephone if necessary.
- Five day Behaviour Monitoring Program. The School Executive will talk to the student each
 day before the student goes out to lunch. If the student has been behaving well, in class and
 the playground, the student may go into the playground. If not, the Executive will counsel
 them during lunch to help the student reflect on behaviour choices and consequences of
 these. This is to help the student make good choices.

Learning Support Team (LST) and School Counsellor

The Learning Support Team is a whole-school planning and support mechanism. It meets regularly. It is formed with the purpose of addressing the learning needs of students through the coordination, development, implementation, monitoring and evaluation of educational programs. The learning support team's role is to ensure that the needs of students in the school are being met.

The Counsellor is an integral part of the team and works with students as discussed with the Learning Support Team and Principal. A referral system to the LST for support and possible counsellor intervention is in place. The LST and Principal together with the School Counsellor determines the priorities for the School Counsellor as the allocation is one day per week.

There is also an agenda item at each week's staff meeting where discussion about LST and student well being and learning concerns can occur.

Whole-school planning

The learning support team may consider the implications for whole-school planning issues. These include:

- coordination of resources within and outside the school
- program planning and implementation, assessment and reporting
- collaborative approaches to the development of programs and support mechanisms for students with disabilities and learning needs.

Areas for action identified by the learning support team may include:

- curriculum content and delivery
- teaching and learning strategies
- assessment and reporting
- school organisation
- teacher support and development
- student support and development
- parent and community participation
- state priorities and initiatives.

Attachments.

Early Stage 1 PDHPE Subject Matter linked with Welfare Programs

Growth & Development	Interpersonal	Personal Handle Chairman	Safe Living
	Relationships	Health Choices	
Personal Identity	Relationships	Making Decisions	Personal Safety
• similarities and	• expression of feelings	• awareness of choices	• protection
differences	• caring for others	making choices	• warning signals
– appearance	 permission and choices 	• possible solutions	• safe/unsafe situations
– experiences	• trust	to a problem	• touching
abilities	• positive relationships	effects of actions	• people who can help
	liking and loving		• Safety Houses
The Body	 special people/things 	Nutrition	• assertiveness (No-Go-Tell)
body parts	 rules in relationships 	 balanced eating habits 	• telling (persistence)
– external	 people to go to for help 	• food choices	 responding to unsafe
• senses		for good health	Situations
sight, sound, taste,	Communication		
hearing, touch	 expressing needs, wants 	Health Services	Home and Rural Safety
basic needs	and feelings	and Products	hazards inside/outside
– shelter, clothing, food	 verbal and nonverbal 	people who keep	home
• looking after the body	 giving and receiving 	me healthy	– poisons/fuels/guns
<i>g</i>	messages	– home	• keeping safe around
Changes	• active listening skills	community	machines/appliances/
• changes in appearance	• persistence	_	animals
and abilities	• self-control	Drug Use	• toys and games
- since birth	• seeking help	• administration	toys and games
	• giving help	of medicines	School and Play Safety
Values	• asking questions	• identifying medicines	• appropriate behaviour
• likes/dislikes	• recalling information	• safe use of medicines	in and around buildings/
	recalling information	• safe storage	
• accepting uniqueness	F11	• safe storage	playground/equipment
accepting difference	Families	F	• rules for safe play at
 caring relationships 	• family roles	Environmental Health	home and at school
	• rights and responsibilities	• effects of pollution	• sharing, taking turns,
	family activities	- school/home	getting on with others
	_	• recycling	5 10 0
	Peers		Road Safety
	making and	Preventive Measures	• pedestrian safety
	keeping friends	• sun protection	– hold an adult's hand
	Groups	disease prevention	• passenger safety
	 working and playing 	- immunisation	– use of seatbelts and
	with others	• care of the body	safety restraints
	 sharing and helping 	toileting/washing	 safe entry and exit
		- clothing	from a vehicle
		 dental care 	 safety on wheels
		– ear care	- safe places to
		– hair care	play on wheels
			Water Cafety
			Water Safety
			• never swim alone
			water safety awareness
			Emergency Procedures
			seeking assistance
			• identifying an
			 water safety awareness Emergency Procedures seeking assistance

Stage 1 PDHPE Subject Matter linked with Welfare Programs

Growth & Development	Interpersonal Relationships	Personal Health Choices	Safe Living
	Relationships	Health Chaine	
	_	nearth Choices	
Personal Identity	Relationships	Making Decisions	Personal Safety
 attributes of self 	 recognising individual 	identifying choices	• protection
and others	needs	 making choices 	 warning signals
 experiences 	• caring	 influences on decisions 	 safe/unsafe situations
abilities	• privacy	• reasons for	 kinds of touch
• feelings	• bullying	choices/decisions	• people who can help
• wants	 permission and choices 	effects of actions	Safety Houses
• needs	• positive relationships	• possible solutions	• assertiveness (No-Go-Tell)
 range of emotions 	• liking and loving		• secrets
8	different kinds of	Nutrition	• telling (persistence)
The Body	relationships	• food groups	• responding to unsafe
• body parts	• special people/things	balanced eating habits	Situations
– internal, external	• rules in relationships	• food choices for good	
– private, non-private	• people to go to for help	Health	Home and Rural Safety
• body systems	proper to go to research		• hazards inside/outside
– skeletal	Communication	Health Services and	home: poisons/fuels/guns
• senses	• expressing needs,	Products	• keeping safe around
– sensory systems	wants and feelings	• people who keep	machines/appliances/
• body care and	• verbal and nonverbal	me healthy	animals
maintenance	• assertiveness	- home	• safe handling of
basic needs	• giving and receiving	- community	substances/animals
- basic needs	messages	• products that keep	• toys and games
Changes	• active listening skills	me healthy	• recreation activities
• body appearance	• self-control	The healthy	• recreation activities
• physical activity		Dame Hee	Cahaal and Dlan Cafata
	• identifying feelings of others	Drug Use	School and Play Safety • appropriate behaviour
– developmental ability		purpose of medicationsafe use of medication	
- types and range	• understanding feelings		in and around buildings/
of activities	of others	• administration of	playground/equipment
feelings about change	• positive self-talk	medicines	• rules and fair play at
** *	encouraging others	• safe storage of medicines	school and at home
Values	• showing concern		
• individual/group	for others	Environmental Health	Road Safety
• personal rights	expressing concerns	• effects of pollution	• pedestrian safety
and responsibilities	• seeking help	- school/home	 places to cross safely
 caring relationships 		- water/air/land	safe crossing
	Families	• recycling	procedures
	family roles	 environmentally friendly 	 passenger safety
	 rights and responsibilities 	Products	– use of a seatbelt
	family activities		 safe entry and exit
		Preventive Measures	from a vehicle
	Peers	• sun protection	 safety on wheels
	 making and keeping 	disease prevention	 wear a helmet
	friends	- immunisation	_
	 qualities of friends 	 protective clothing and 	Water Safety
	• sharing	equipment	 safe places to swim
	cooperating	 personal hygiene 	and play near water
		- cleanliness	 survival strategies
	Groups	- clothing	
	• types of groups	– hair care	Emergency Procedures
	working with others	– dental care	• what to do in the event
	sharing and helping	– ears and nose	of an emergency
	• interacting with adults		
	5		

Stage 2 PDHPE Subject Matter linked with Welfare Programs

Development Relationships Health Choices Personal Identity recognising strengths and limitations - developing strengths - setting gubls - setting about self - specified ridge- setting skills - specified ridge- setting skills - specified ridge- setting skills - states and stages of growth and development - sherefully - manafermale - characteristics - changes related to - buberry - states and stages of problems - recommunication in group situations - setting sabout self - sherefully - manafermale - characteristics - changes related to - subterior - states and stages of growth and development - sherefully - manafermale - characteristics - characteristics - changes related to - subterior - recommunication in group situations - recommunication in group situations - setting sabout self - sherefully - states and stages of growth and development - sherefully - states and stages of growth and development - sherefully - states and stages of growth and development - sherefully - states and stages of growth and development - sherefully - states and stages of growth and development - sherefully - states and stages of growth and development - sherefully - states and stages of growth and development - sherefully - stages related to - state sherefully - stages related to - state sherefully - stages related to - state sherefully - stages related to - stages re	Stage 2 PDHPE Subject Matter linked with Welfare Programs			
Personal Identity recognising artrengths and limitations - developing strengths - setting goals - developing strengths - setting strengths -	Growth &	Interpersonal	Personal	Safe Living
- recognising strengths and limitations of developing strengths - developing strengths - setting goals recognising attributes of self and others of self others of self and self and others of self and se	Development	Relationships	Health Choices	
and limitations — developing strengths — setting goals — setti	Personal Identity	Relationships	Making Decisions	Personal Safety
- developing strengths - setting goals rescring sating setting goals rescongising attributes of self and others of self-and oth	 recognising strengths 	• recognising	• analysis of problems	• protection
- setting goals - recognising attributes of self and others - confronting problems - cledings about self - positive self-talk - gender images and Expectations - freelings about self - positive self-talk - gender images and Expectations - freelings about self - positive self-talk - gender images and Expectations - freedings about self - positive self-talk - gender images and Expectations - freedings and season - functions - accepting differences - systems - functions - appropriate/inappropriate - communication - active listening skills - tares and stages of growth and development - sheredity - male/female - characteristics - changes - changes related to Puberry - hybrical body changes - feelings about changes - personal values - personal values - personal values - communication - active listening skills - family and gestivals - listense guidates, - callural, ge festivals - last flood: a health choice - digestive system - last flood: a health choice - digestive system - callural, ge festivals - last flood: a health choice - digestive system - last flood: a health choice - digestive system - last flood: a health choice - digestive system - last flood: a health choice - digestive system - last flood: a health choice - digestive system - last flood: a health choice - digestive system - last flood: a health choice - digestive system - last flood: a health choice - digestive system - last flood: a health choice - digestive system - last flood: a health choice - digestive system - last flood: a health choice - digestive system - last flood: a health choice - digestive system - last flood: a health choice - digestive system - last flood: a health choice - digestive system - last flood: a health choice - digestive system - last flood: a health choice - digestive system - last flood: a health choice - last flood: a health choice - safety with machine-sappliances/ - animals/substances - reconsibility for - lood tracts - safety or looked an each safe with the safety or looked and networks - diamity floods - last flood: a he	and limitations	individual needs	 decision-making process 	 warning signals
- recognising attributes of self and others of self and self of self of self and self of self of self and self and self of self and	 developing strengths 	• caring		 safe/unsafe situations
- fairness - personal values - personal values - relings about self - positive relationships - feelings about self - positive relationships - of relationships - of relationships - different kinds of relationships - different kinds of relationships - trocognising and accepting differences - systems - functions - agrow than development - rates and stages of growth and development - rates and stages of growth and development - sheredity - male/female characteristics - changes related to Puberty - where yuberty - where yuberty - standarding feelings and reds of others - the positive self-talk - effects of abuse - first-kindg and decisions - reducing/eliminating situations - sacrotive listening skills - appropriate expression of feelings of off feelings and needs of others - taking and decisions - risk-taking and decisions - risk-taking and decisions - reducing/eliminating - sacrotive listening skills - appropriate expression of feelings of feelings and needs of others - taking and decisions - risk-taking and redos of others - sidentifying and responsibility for one sown decisions - reducing/eliminating risk-secrets - reducing/eliminating risk-secrets - reducing/eliminating risk-secrets - reducing/eliminating risk-secre	setting goals	• trust	- family/peers	 organisations
- confronting problems		• bullying		and networks
- feelings about self youngers of positive self-talk a gender images and Expectations The Body - systems - functions - support networks - functions - support networks - functions - support atexing and accepting differences - systems - functions - support networks - functions -				
- positive self-talk gender images and Expectations The Body	 confronting problems 			
• gender images and Expectations The Body • recognising and accepting differences - systems - functions - support networks - functions - appropriate/inappropriat e touch - active listening skills - appropriate expression of feelings - beredity - male/female characteristics - changes related to Puberty Changes - feelings about changes - feelings about changes - feelings about changes - changing friendships - changing friendships - changes related to Puberty Changes - feelings about changes - feelings about changes - changing friendships - changing friendships - changes related to Puberty Changes - feelings about changes - feelings about changes - changing friendships - chelintion of values - personal values - personal values - personal values - family and cultural values - ramily changes - peer influence - rights				
The Body			 risk-taking and decisions 	
The Body * systems - functions - function				
The Body - systems - functions - functions - functions - functions - functions - appropriate/ e touch - rates and stages of growth and development - heredity - brailer feelings - communication - cative listening skills - appropriate expression of feelings - communication - active listening skills - appropriate expression of feelings - communicating feelings and needs - communication in group situations - assertiveness - managing conflict situations - encouraging others - physical body changes - feelings about changes - feelings about changes - feelings and relationships Values Values Values Values Values - ights and responsibilities - self - others - iniquing encouraging feelings - ramily changes - rights and responsibilities - self - others - iniqueness of self - identity - challenging discrimination - support networks - functions - forms of discrimination - active listening skills - appropriate expression of feelings and needs - communication in group situations - sasertiveness - heart disease - cultural, gg festivals - fast food: a health choice - digestive system - digestive system - digestive system - digestive system - leath theorice - digestive system - digestive system - digestive system - digestive system - influences of media - health information and services - influences of media - health information and services - influence or influence or influence or influence or media storage of medicines - influence or	Expectations			
- systems — functions — functions — functions — functions — forms of discrimination — forms of discrimination — functions — sappropriate/inappropriate expression of couch or cartive its intensity — feelings and needs characteristics — sanetriveness — enumerating feelings and needs characteristics — sanetriveness — enumerating feelings of changes related to Puberty — encouraging others — understanding feelings of others — feelings about changes — cultural, ge festivals — digestive system — safety with machines/appliances/ animal/substances — safety with machines/appliances/ animal/substances — safety with machines/appliances/ animal/substances — tresponsibility for younger students — safety with machines/appliances/ animal/substances — tresponsibility for younger students — safety with machines/appliances/ animal/substances — tresponsibility for younger students — tresponsibilities — appropriate expression of feelings and needs — health choice — digestive system — safety with machines/appliances/ — animals/abstances — tresponsibility for younger students — tresponsibility — tresponsible for pro				
-functions appropriate/inappropriate e touch sapropriate/inappropriate e touch satted stages of growth and development shreedity small stages of growth and development shreedity shreedity shreedity small stages of feelings and teals on the back shreedity situations shreedity shreedi				
- appropriate/nappropriat c c c c c c c c c c c c c c c c c c c				bribes and threats
comunication touch		forms of discrimination		
*active listening skills *appropriate expression of feelings and development *heredity *male/female characteristics *assertiveness *managing conflict situations *encouraging others *changes related to Puberty *male/female characteristics *assertiveness *managing conflict situations *encouraging others *				
• rates and stages of growth and development • heredity Human Sexuality • male/female characteristics • changes related to Puberty • physical body changes • feelings about changes • changing conflict • changing others • changes nelationships • assertiveness • physical body changes • feelings about changes • feelings about changes • changing others • changing friendships and relationships Values • definition of values • personal values • personal values • family and cultural values • rights and responsibilities • self • others • inghts and responsibilities • responsibilities • roles, rights and responsibilities • peer influence • rights and responsibilities • peer influence • rights and responsibilities • rights and responsibilities • peer influence • rights and responsibilities • rights and responsib				
rowth and development • heredity • heredity • heredity • heredity • heredity • male/female characteristics • communication in group situations • assertiveness • changes related to Puberty • managing conflict situations • changes • physical body changes • feelings about changes • chaling friendships and relationships Families • pareniting • personal values • personal values • rights and responsibilities — self — others • uniqueness of self — identify • development • challenging discrimination • feelings and needs • communication in group situations • and relatin hormation and services • influences of media • indentifying rugs • indentifying rugs • influences of media • influences of media • indentifying rugs • indentifying rugs • influences of media • indentifying rugs • indentifying rugs • influences of media • indentifying rugs • indentifying rugs • influences of media • indentifying rugs • indentifying rugs • influences of media • indentifying rugs • indentifying • indentifying rugs • indentifying rugs • indentifying • indentify			digestive system	
- keredity - kuman Sexuality - male/female - characteristics - changes related to Puberty - physical body changes - feelings about changes - changing friendships and relationships - definition of values - personal values - personal values - family and cultural values - rights and responsibilities - self - others - uniqueness of self - identity - uniqueness of self - identity - development - communicating feelings and needs - communication in group situations - assertiveness - managing conflict situations - encouraging others - understanding feelings of others - expressing a complaint or problem - effects of passive - effects on the body - effects of pollution - encouraging others - using traffic facilities - entirity - effects of pollution - encouraging others - ights and responsibilities - peer influence - rights and responsibilities - self - identity - development - role, rights and responsibilities - role, rights and responsibilities - rights and responsibilities - peer influence - rights and responsibilities - peer influence - rights and responsibilities - rights and responsibilities - rights and responsibilities - peer influence - rights and responsibilities - rights and responsibil			T 11 G	
Human Sexuality				
School and Play Safety	• neredity			
- male/female characteristics - changes related to Puberty	II G 124			younger students
characteristics changes related to Puberty Changes changing conflict situations cencouraging others cunderstanding feelings changing friendships and relationships Changes changing friendships and relationships challenging discrimination challenging di				Calcal and Dlan Cafety
- changes related to Puberty - managing conflict situations - encouraging others - understanding feelings - physical body changes - feelings about changes - changing friendships and relationships - Emilies - ceffects on the body - effects on the body - safe passenger behaviour - safety on wheels - safety on wheels - safety equipment - safety explaint or the safety - safe places to ride - safety equipment - safety explaint or the safety - safe places to ride - safety equipment - safety evipment - safety equipment -			• influences of media	
Puberty Changes • encouraging others • understanding feelings of others • expressing a complaint or problem Tamily and cultural values • rights and responsibilities - self • others • making and maintaining friendships - self • others • identifying drugs - appropriate use • administration and storage of medicines • tobacco - effects on the body - effects on the body - effects on the body - safe passenger safety - safe passenger behaviour • safety on wheels - safety equipment • safety skills - water rescue skills • water rescue skills • newronnmentally friendly products Freventive Measures • conpartion and storage of medicines • peffects of passive safe passenger behaviour • safe passenger behaviour • safe passenger behaviour • safety on wheels - safety equipment • coffects of pollution • recycling • environmental Health • effects of pollution • recycling • new rounding friendships • recycling • new rounding felings • recognising an injury/ • disease prevention • contacting emergency • contacting emerg			Dana Uso	
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Changes - physical body changes - feelings about changes - feelings about changes - changing friendships and relationships Values - definition of values - personal values - personal values - family and cultural values - friendships - rights and responsibilities - self - others - uniqueness of self - development - challenging discrimination - feelings about changes - expressing a complaint or problem - effects on the body - alcohol - effects on the body - safe passenger safety - safe passenger behaviour - safety on wheels - safety on wheels - safety equipment - safety equipment - safety equipment - safety - safety on wheels - safety equipment - effects of pollution - safety equipment - safety equipment - effects of pollution - safety equipment - safety equipment - entry equipment - safety equipment - entry	Tuberty			Inodening fair and safe benaviour
• physical body changes - feelings about changes • changing friendships and relationships Values • types of families - personal values - personal values - family and cultural values - rights and responsibilities - self - others - uniqueness of self - identity - development - challenging discrimination of others • expressing a complaint or problem of others • expressing a complaint or problem • expressing a complaint or problem • expressing a complaint or problem • tobacco - effects on the body - effects on the body - safe passenger behaviour • safety on wheels - safe passenger behaviour • safety - safe passenger behaviour • safety on wheels - safe passenger behaviour • safety on wheels - safe passenger behaviour • safety - safe passenger behaviour • safety on wheels - safe passenger beh	Changes			Road Safety
- feelings about changes				
- changing friendships and relationships Values Values - definition of values - personal values - personal values - school values - family and cultural values - rights and responsibilities - self - others - indentity - development - changing friendships and relationships or problem - effects on the body - effects of passive smoking - alcohol - effects on the body - effects on the body - safe passenger behaviour - safety on wheels - safe places to ride - safety equipment - effects on the body - safe passenger behaviour - safety on wheels - safe places to ride - safe places to ride - safety equipment - safety equipment - effects on the body - safe passenger safety - safe passe				
and relationships Values • types of families • types of golution • types of golution • types of groups • types o				
Values • types of families • types of groups • types of groups		r		
Values • types of families • alcohol • safety on wheels • definition of values • parenting • labelling of drugs - safe places to ride - personal values • parenting • labelling of drugs - safety equipment - school values • roles, rights and responsibilities Environmental Health Water Safety • alcohol - safe places to ride - safety equipment • labelling of drugs - safety equipment • water rescue skills • water rescue skills • safety equipment • safety equipment • effects of pollution • safety equipment • environmentally friendly • making and responsibilities • challenging • types of groups • sun protection •	r.	Families		
 definition of values personal values parenting school values family and cultural values rights and responsibilities self or color of the self of pollution self or color of the self or ide self or color of the self or ide self or color of the self or ide safety equipment Environmental Health effects of pollution individual/group responsibility individual/group responsibility recycling environmentally friendly products Emergency Procedures recognising an injury/ seeking assistance contacting emergency contacting emergency services 	Values	• types of families		
- personal values - school values - family and cultural values - family and cultural values - rights and responsibilities - recognising an injury/ responsibilities - ri	 definition of values 		– effects on the body	
- family and cultural values Peers Individual/group responsibilities Individual/group responsibility Individual/group responsibi	 personal values 			 safety equipment
values • rights and responsibilities - self - others • inqueness of self - identity - development • challenging discrimination values • making and maintaining friendships • peer influence • rights and responsibilities • uniqueness of self - identity • types of groups • challenging discrimination • cooperation and sharing • effects of pollution • individual/group responsibility • recycling • environmentally friendly products • mater rescue skills • water rescue skils	– school values	 roles, rights and 		
 rights and responsibilities self others individual/group responsibility recycling environmentally friendly products recognising an injury/ seeking assistance contacting emergency communicable diseases individual/group responsibility recycling environmentally friendly recognising an injury/ seeking assistance contacting emergency services 	 family and cultural 	responsibilities		
responsibilities - self - others - iniqueness of self - identity - development - challenging discrimination friendships - peer influence - inghts and responsibilities friendships - environmentally friendly products Freventive Measures - sun protection - seking assistance - seking assistance - contacting emergency services Freventive Measures - sun protection - communicable diseases - immunisation - mutrition, physical - water entry and exit Freventive Measures - recognising an injury/ seeking assistance - contacting emergency services				 water rescue skills
- self - others - uniqueness of self - identity - development - challenging discrimination - self - others - injuts and responsibilities • products • environmentally friendly products • recognising an injury/ seeking assistance • contacting emergency services • communicable diseases - immunisation • heart disease - nutrition, physical	_			-
- others				 water entry and exit
 uniqueness of self identity development challenging discrimination Uniqueness of self itypes of groups group membership orecognising an injury/seeking assistance contacting emergency services responsibilities cooperation and sharing heart disease nutrition, physical 				
- identity - development • challenging discrimination • types of groups • group membership • roles, rights and responsibilities • cooperation and sharing • types of groups • sun protection • disease prevention • disease prevention • communicable diseases - immunisation • heart disease - nutrition, physical • types of groups • seeking assistance • contacting emergency services		-	products	
- development • challenging discrimination • group membership • roles, rights and responsibilities • cooperation and sharing • sun protection • disease prevention • communicable diseases - immunisation • heart disease - nutrition, physical • contacting emergency services	· •			
 challenging discrimination oroles, rights and responsibilities cooperation and sharing odisease prevention communicable diseases immunisation heart disease nutrition, physical 		• types of groups		
discrimination responsibilities • communicable diseases - immunisation • heart disease - nutrition, physical				
• cooperation and sharing - immunisation • heart disease - nutrition, physical				services
• heart disease - nutrition, physical	discrimination			
– nutrition, physical		- cooperation and sharing		
			activity	
• personal hygiene				
- dental care				
• choice of health care				
products				

Stage 3 PDHPE Subject Matter linked with Welfare Programs				
Growth & Development	Interpersonal Relationships	Personal Health Choices	Safe Living	
Personal Identity	Relationships	Making Decisions	Personal Safety	
• influences on self-esteem	• personal rights	decision-making process	• protection	
and behaviour	• rights and responsibilities	• influences on decision making	warning signs and signals	
– family, friends,	• sources of power	- family/peers	• identifying risk	
community	• coercion	- other significant people	situations, people and places	
– personal abilities	• harassment	– media	• reacting to unsafe situations	
body changes	• types of abuse	- feelings and needs of others	• assertiveness	
 increased responsibility 	• effects of abuse	• considering the effect of decisions	• rights and responsibilities	
- changing needs	• solving problems	on others	maintaining/extending	
and requirements	• importance of positive	• supporting others in their decision	networks	
- media and culture	relationships	making	• responding to risk situations	
developing and	• relating to people	making health decisions	• bribes, threats	
maintaining a positive	• changing networks	• risk-taking and decisions	• safety plans	
self-concept	• strengthening networks	• evaluating decisions	safety plans	
• setting goals	• challenging	evaluating decisions	Home and Rural Safety	
• influences of media	discrimination	Nutrition	• safety with machines,	
and culture	- racism, sexism,	• nutritional needs across lifespan	appliances, animals and substances	
body image	homophobia	energy intake/energy expenditure	• reducing and eliminating hazards	
• feelings	• anti-discrimination	• variety of food choices	• promoting safety awareness	
– about self and others	Legislation	• food preparation, storage	• responsibility for self and others	
• gender images	Legislation	• special needs/considerations	• bribes, threats	
and expectations	Communication	• salt/sugar intake	• safety plans	
and expectations		• saturated fats	• safety plans	
The Dede	• appropriate expression	• saturated rats	Calcal and Dlan Cafety	
The Body	of feelings	The M. Comite on and	School and Play Safety	
• ppropriate/inappropriate	• empathising	Health Services and	• minimising hazards around the	
touching	• assertiveness	Products	school/playground	
• body systems	• 'I' messages	• health information and services	modelling fair and safe behaviour	
– functions	• listening skills	• influence of media	promoting safety awareness at	
– interrelationships	• barriers to	traditional and alternative health	school and in play situations	
• effects of nutrition,	communication	products and services	D 10.64	
activity	• conflict resolution/	- T	Road Safety	
a	negotiation	Drug Use	• pedestrian safety	
Human Sexuality	supporting others	definition, legal and illegal	– rights and responsibilities	
 changes at puberty 	recognising and	appropriate use, administration and	of a pedestrian	
– menstruation	articulating feelings	storage of medicines	– safe practices near buses	
reproductive process	 presenting a viewpoint 	• effects of drugs	• passenger safety	
• responsibility in		- caffeine	– responsibility as a passenger	
sexual relationships	Families	- alcohol	• safety on wheels	
– emotional readiness	 parental responsibilities 	- tobacco	– using bicycles,skateboards and	
Changes	and rights	• media and drugs	rollerblades safely	
• identify changes	sibling dependence	• effects of drug use for the	– safety equipment	
– physical, social	• mutual dependence,	community		
and emotional	rights and responsibilities	labelling of drugs	Water Safety	
• methods of coping			• in different water environments	
with change	Peers	Environmental Health	• survival swimming skills	
 activity, relaxation, 	developing and	energy conservation		
stress management	maintaining friendships	• global pollution	Emergency Procedures	
• grief and loss	and working relationships	• recycling	• basic first aid — DRABC	
 dealing with emotions 	 rights and responsibilities 	 environmentally friendly products 	contacting emergency services	
Values	overcoming peer	planting programs		
• importance of values	influence			
• influences on	• positive peer influence	Preventive Measures		
personal values	acting on concerns	• sun protection		
 developing a code 	for others	disease prevention		
of behaviour		 communicable diseases 		
 uniqueness of self 	Groups	- immunisation		
identity	changing groups	 sexually transmitted diseases 		
development	• peer support	blood-borne viruses, HIV/AIDS		
– goals	 roles and responsibilities 	 hereditary diseases 		
 challenging discrimination 		– lifestyle diseases, eg development of		
		heart disease		

Balgownie Public School Whole School Programs Personal Development and Welfare. Aims—to work smarter not harder—to use events and programs already set up.

- To have whole school focuses on areas
- Link syllabus to proactive welfare programs.

Weeks	Term 1	Term 2	Term 3	Term 4
1	PBS Focus/ Rules/ Values Year 6 – Leadership training	Anti Bullying including cyber bullying	NAIDOC Week (personal identity, families and relationships)	From the syllabus
2	PBS Focus/ Rules/ Values Swimming carnival – Swimming safety	Anti Bullying	Revise PBS Focus/ Rules/ Values	
3	PBS Focus/ Rules/ Values	Anti Bullying	Revise PBS Focus/ Rules/ Values	
4	PBS Focus/ Rules/ Values	Anti Bullying	Revise PBS Focus/ Rules/ Values	
5	PBS Focus/ Rules/ Values	Anti Bullying	Child Protection (6 weeks) including Internet	
6	PBS Focus/ Rules/ Values	Anti Bullying	Child Protection	
7	Safety – not covered through PBS or CP	Drug Education	Child Protection	
8	Safety	Drug Education	Child Protection	
9	Safety	Drug Education	Child Protection	
10	Safety	Drug Education	Child Protection	
Extra Events	SRC induction, Sport Leaders and Environment leaders Leadership training	Walk Safely to School Day??	Surf Sense Lectures Yrs 2, 4 & 6	Stage 1 Swim School – Water Safety and Sun Safety
	Harmony Day 21st March	Reconciliation Week	Education Week	Buddy training for new kinders For next year
	Anzac Day	Life Education Van – odd years		Election of School Leaders for next Year
	Dance to be Fit odd yrs- 8 wks Gym sports		Stage 3 Canberra excursion odd yrs	Stage 3Pt Wollstencroft – even yrs Yr 6 Human sexuality
	even yrs- 8 wks			Kinder Orientation and School Starters Playgroup

Balgownie Public School Physical Activity

Aims—to work smarter not harder—to use events and programs already set up.

- Fundamental movement skills to whole games.
- Stage based scope and sequence with some direction and some flexability
- 3 Brokers Gala Day per year?
- Fitness needs to be cardio focus.

Weeks	Term 1	Term 2	Term 3	Term 4
1				
1				
2	Swimming carnival –			
2	Swimming safety			
3				
3				
4				
4				
5				
3				
6		Athletics carnival??		
0				
7				
,				
8				
8				
9				
9				
10	Cross Country carnival			
10				
Evitas	Dance to be Fit			Store 1
Extra Events	odd yrs- 8 wks			Stage 1 Swim School
	Gym sports			Stage 3 – even yrs
	even yrs- 8 wks			Pt Wollstencroft camp

ES1 and S1 – fundamental movement skills focus

Stage 2 and 3- ensure a range of these skills and games are taught in the year.

Large ball	Large ball	Small ball		
Basketball	AFL	Cricket	Athletics	
Netball	Soccer	T-Ball	Cross country	
Euro	Dragon Ta	g golf		
handball				

Early Stage 1 PDHPE Subject Matter

Early Stage 1 PDHPE Subject Matter				
Active Lifestyle	Games and sport	Dance	Gymnasatics	
Components of	Non-locomotor Skills	Non-locomotor Skills	Non-locomotor Skills	
an Active Lifestyle	 stretching/bending/ twisting 	• bending	• bending	
 concept of being 	 swinging body parts 	• curling	• twisting	
physically active	• balancing	• twisting	stretching	
• importance of a		• stretching	• turning	
balanced lifestyle	Locomotor Skills	• turning	• curling	
- rest, relaxation	walking, running	• rocking	• rocking	
 active and passive 	• jumping/landing	wriggling	static balance on large	
pursuits	 hopping/skipping 	 moving isolated parts of the 	body parts	
– nutrition	• side sliding	body	laterality	
 regular participation 			 moving right and left body 	
in activity	Manipulative Skills	Locomotor Skills	parts	
	 rolling/stopping an object 	walking		
Ways to be Active	 throwing and catching 	• running	Locomotor Skills	
 developing skills for 	large objects	• galloping	• step patterns	
participation in basic	• bouncing	• sliding	– walking	
games and activities	– one hand, two hands	hopping	– running	
 applying movement 	 bouncing and catching a large ball 	 step hop/skipping 	– hopping	
skills in fun games	• striking/hitting	• creeping	– skipping	
and activities	 a stationary object 	• crawling	– galloping	
 obstacle courses 	– one hand, two hands		jumping/landing	
– ball games	• kicking	Elements of Dance	- 2 feet to 2 feet	
 participating in active 	stationary object	dynamics	 travelling on different 	
recreational pastimes	- target, distance	smooth/jerky	body parts	
_		light/heavy/strong	• rolling	
Effects of Physical	Games	• time and rhythm	- log/pencil	
Activity	• spatial awareness	- fast/slow	– egg roll	
effects on the body	 directions, pathways 	– even beat	 climbing and hanging 	
- immediate	 boundaries, levels 	• space	climbing on play	
 feelings about being 	• minor games	- high/low	equipment	
active before, during	 imaginative games 	– position	– grips	
and after participation	miming/imitating	- direction		
 benefits of participation 	 running/chasing games 	- size/shape	Elements of Movement	
 nominating favourite 	– circle games	 relationships 	spatial awareness	
activities	 simple ball games 	– partners	– position: near, far,	
	 cooperation games 	– group	in front of/behind,opposite	
	 parachute games 	- objects	 focus: facing forwards, 	
		– music	sideways, upwards,	
	Athletics		downwards	
	• running	Composition	boundaries: moving	
	 in a straight line, novelty races, shuttle 	 sequencing locomotor 	within an area	
	relays	movements	– levels: high, low,medium	
	• jumping	 sequencing nonlocomotor 	- directions: upwards,	
	 with a safe landing 	Movements	backwards, sideways,	
	- from one foot to two feet		forwards	
	 for distance and height 	Dance Styles	– formation: lines	
	• throwing	• singing games	• dynamics— soft, hard	
	 underarm, chest pass 	creative dance	• time and rhythm	
	- slinging	- responding to a	– slow, fast	
		variety of stimuli	• relationships	
	Aquatics		– partners, small teams	
	 water familiarisation 		– using a variety of	
	 buoyancy, water safety 		surfaces, eg mats,	
	– survival skills		floor, equipment	
	Playing the Come		Composition	
	Playing the Game		Composition	
	• safety • fair play • cooperation • formations		• simple locomotor	
			games/relays	
	- lines, circles, pairs, groups		simple rulesformations	
	• signals, eg whistle		- Ioimanons	

Stage 1 PDHPE Subject Matter

Stage 1 PDHPE Subject Matter				
Active Lifestyle	Games and sport	Dance	Gymnasatics	
Components of	Non-locomotor Skills	Non-locomotor Skills	Non-locomotor Skills	
an Active Lifestyle	• stretching/bending/twisting	• swaying	• bending	
• concept of being	– whole body	• swinging	• twisting	
physically active	- body parts	• twisting	• stretching	
• importance of a	- swinging body parts	• turning	• turning	
balanced lifestyle	• balancing	moving isolated parts	• curling	
- rest, relaxation	- balancing	of the body	• rocking	
- active and passive	Lagamatan Chilla	- hand/foot gestures	• static	
_	Locomotor Skills	- nand/100t gestures		
pursuits	• walking	T 4 CI 21	– balance on small	
– leisure	- running/jogging	Locomotor Skills	body parts	
- nutrition	- jumping/leaping	• walking	• laterality	
 regular participation 	skipping with ropes	• running	 moving right and 	
in activity		• galloping	left body parts	
	Manipulative Skills	hopping		
Ways to be Active	 rolling/stopping small objects 	• sliding	Locomotor Skills	
 stretching parts of the 	• throwing	skipping	 running/walking 	
body before and after	– underarm, overarm, chest, bounce pass	• step hop	hopping/skipping	
activity	• catching	• marching	• galloping	
developing skills for	- different-sized objects	• step tap	• jumping/landing	
participation in games	- different heights	• jumping and leaping	- 2 feet to 2 feet	
and activities	- two hands	Jamping and realing	travelling on different	
moderate to vigorous	bouncing/dribbling	Elements of Dance	body parts, large	
_	- continuous with large ball, one hand	• dynamics	and small	
games, dance and				
gymnastics with high	- alternate hands	- flowing	- sliding	
level of participation	• striking/hitting	- sharply	• rolling	
– obstacle courses	– one hand, two hands	• time and rhythm	- log/pencil	
– circuits	- a stationary object:	- simple rhythmic	– egg roll	
 partner activities 	different-sized bats	patterns, ie even,	 climbing and hanging 	
– relays	• kicking	uneven beat	– on frames	
 participating in 	 stationary, bootlace 	• space	– grips	
recreational activities	inside/outside of foot	 changing levels 		
that encourage physical	• trapping	– pathways	Elements of Movement	
activity	- using feet	- size/shape	spatial awareness	
		• relationships	– position	
Effects of Physical	Games	– individual	– levels	
Activity	• spatial awareness	- group	- directions	
• effects on the body	- changing levels	- objects	- shape	
- immediate, long term	• minor games	objects	• dynamics	
• feelings about being	- imaginative games	Composition	- soft, hard	
active before, during,	- running, cooperation,	• structure		
			• time and rhythm	
after	parachute and simple	– improvisation	- slow, fast	
benefits of participation	ball games	- repetition of	• relationships	
– enjoyment, friendship		movement patterns	– partner, team, group	
 recording activity levels 	Athletics	• simple combinations	 with simple apparatus 	
 activities I participate 	• running – standing start, sprinting	of locomotor and nonlocomotor		
in regularly	 distance shuttle relay 	movements	Composition	
 activities I would like 	• jumping		 simple combinations 	
to learn	– long jump with run up	Dance Styles	of locomotor activities	
	 scissor jump for height 	simple folk dance	 simple non-locomotor 	
	• throwing	creative dance	combinations of activities	
	– push a shot	- responding to a		
	- sling a hoop or quoit	variety of stimuli		
	and a noop of quoit			
	Aquatics			
	• water confidence, • mobility			
	• water safety – survival skills			
	m : 41 C			
	Playing the Game			
	• safety in play • fair play			
	• benefits of play • cooperation			
	effort and practice			

Stage 2 PDHPE Subject Matter

Active Lifestyle Components of	Stage 2 PDHPE Subject Matter					
sus deficiency behaviors (firstly less behaviors) behaviors) behaviors) behaviors (firstly less behaviors) be	Active Lifestyle	Games and sport	Dance	Gymnasatics		
- balancing lifestyle components for optimal health - benefits of lifestyle balance - physicals, ocial, emotional - physicals, ocial, emotional - acrive, passive pursuit - sergular participation in daily activity - sergular participation in daily activity - sergular participation in daily activity - series - skill development - active, participation activities - skill participation - circuits - feding/carching - high/row - one hand, two hands - skill weelopment - activities - skill participation - circuits - finangames, dance - and novement with high level of participation - circuits - finangames - minor games, dance - and movements with high level of participation - circuits - circuits - postorount - finangames - posterount - postorount - postorount - circuits - chasing games - postitional awareness - postitional pastines that promote physical activity - effects of Physical - circuits - chasing games - transition, - lighty may be competitional - circuits - chasing games - transitions - lighty may be compositional - circuits - chasing games - postitional awareness - postitional maxemes - proficences - immediate, long term - body temperature - profit middle distance/crosscountry - circuits - strength - lickibility - cardiovascular - cending accumulated - recording accumulated - reco		Non-locomotor Skills	Non-locomotor Skills	Non-locomotor Skills		
components for optimal health			2			
optimal health behaefts of lifestyle balance - physicals, social, cmotional - sus of lesure time - active, passive pursuit - active thing - active thing - active thing - active thing - active time - active thing - active pursuit - activities - active thing - active pursuit - activities - active thing - active - body leave the thing - active - active thing - active - body leave the thing - active - active thing - active - body active - active thing - active - body active - act			• shaking	skills		
- benefits of lifetsyle balance - physical, social, emotional - use of leisure time - active, passive pursitis - importance of adequate - regular participation - in daily activity - safe stretching - skirtly practice in minor games - skill development - activities - change directions - physical corrections - regular minor games, dance - and novement with high level of participation - change directions - physical corrections - proference - positional awareness - positional awaren		• swinging, • balancing				
balance — physical, social, emotional - sus of leisure time — active, passive participation in daily activity - bowling/pitching - coveram, chest pass, shoulder pass — passide participation in daily activity - bowling/pitching - bielding/catching — high/low - cowling-pitching - bielding/catching — high/low - combinations - firebyling — bowning - effection - skill development - cartivites - skill development - circuits - fire furname - earboics - obstacle courses - partner activities - creating - power walking - creating space - power walking - combining amages - relays - power walking - compositional - circuits - firent-phasped balls - transitions - different-shaped balls - transitions - relays - power walking - compositional - circuits - firent-phasped balls - transitions - partner activities - relays - power walking - relays - relays - power walking - relays - power walking - relays - relays - power walking - relays - relays - power walking - relays - power walking - relays - power walking - relays -		T 4 CLUB				
- physical, social, emotional - use of leisure time - active, passive pursuits - importance of adequate - regular participation - safe stretching - bowling-pitching - comband, two hands - glove/mit - change direction: - skill practice in minor games - wimor games, dance - and movement with big- level of participation - circuits - circuits - circuits - circuits - control skills - throwing - schottische - hop-point - lecentos skills - hop-point - hop						
Simplified and importance of adequate rest, nutrition Simplified requirement Simplified rest rest rest rest rest rest rest rest				– counterbalance		
- set cliesure time — active, pasty pursuits importance of adequate sets, nutrition regular participation regular participation air daily activity - safe stretching techniques - skill development activities - skill development activities - change direction: - circuits - frun runs - acrobics - obstacle courses - partner activities - power walking - opositional awareness - partner activities - creating space - positional awareness - partner activities - creating space - positional awareness - partner activities - creating space - positional awareness - partner activities - creating space - positional awareness - prafers and nractise - loop-point - frun runs - acrobics - one hand, two hands - sixill practice in minor games - creating amage - creating passing - circuits - frun runs - acrobics - obstacle courses - partner activities - relays - power walking - oppositional awareness - partner activities - relays - power walking - oppositional awareness - partner activities - relays - power walking - oppositional awareness - prafers and nractise loop-point - diversible pass shoulder pass - partner activities - feture to hondy- partner activities - relays - opwer walking - of the total pass and the promote physical activity - Effects of Physical - Activity - circuits relay - creating games - modified games - modified games - modified games - creating almes - modified games - relays - creating agame - reproducing - relays - power walking - reproducing - reproducing - relays -				T (C) 21		
active, passive pursuits in importance of adequate rest, nutrition - capture participation in daily activity - bowling/pitching - coverarm, chest pass, shoulder pass - dynamics - firmly/lightly - time and rhythm - travelling on different bowling/pitching - mounting, dech, box - firmly/lightly - time and rhythm - metre - combinations - capture pass - capture pass - capture pass - capture pass - capture passing - mounting, dech, box - metre - contrasting movement - capture passing - mounting, dech, box - metre - contrasting movement - metre - contrasting movement - capture passing - contrasting movement - capture passing - capture passing - capture passing - contrasting movement - capture passing - capture pa		Jumping/landing				
 importance of adequate rest, nutrition regular participation regular participation in duily activity Sarie stretching sarie stretching cone hand, two hands plow'initiu dribbling – pat bouncing change direction: striking fluiting circuits circuits circuits fun runs aerobics postational pastiments that promote physical activity effects of Physical Activity effects of the body effects of the body embedding agement activities postificing awareness panter activities postational pastiments that promote physical activity effects of the body effects of the body embedding agemes hind over the day and the properties of the proferences influences influences play the Game-fair play satisfaction, enjoyment, achievement circuits fellong adaption circuits circuits fun runs constance courses partner activities partner activities relaying/passing power valking power valking power valking erelays power valking power valking erelays and nonorganised crecating space positional awareness patients positional awareness patients patients patients positional awareness patients patients power valking effects of Physical Activity effects of the body immediate, long term power valking indid yactivity power valking piny generative chasing games power val		Manipulative Skills				
rest, nutrition - regular participation in daily activity Ways to be Active - safe stretching - safe			- nop-point			
- 2 laund overhead pass - 2 sand overhead pass - 2 sand stretching techniques - one hand, two hands - glove mitt - skill development activities - skill development activities - skill development activities - skill participation - circuits - fun runs - acrobics - patron activities - shill participation - circuits - fun runs - acrobics - patron activities - shill participation - circuits - fun runs - acrobics - patron activities - shill participation - circuits - fun runs - acrobics - relays - power walking - opational states that promote physical activity - feeling about being active - recording accumulated activity - feelings about being active - recording accumulated activity - feelings about being active - reading start - shill participation - circuits - fun runs - safety/rescue skills - statiscion, enjoyment, achievement - preferences - influences			Floments of Dance			
in daily activity - goal shooting - bowling/pitching - forward file file file file file file file file						
Ways to be Active - saic stretching - saic stretching - skill development - activities - skill practice in minor games - skill development - circuits - change direction: - circuits - contrasting movement pattern - contrasting - contrasting - creating - contrasting - con						
Sarge stretching Sarge stationary from the structure Sarge s	in daily activity					
- safe stretching techniques skill development activities skill practice in minor games, dance and movement with high elvel of participation circuits constant times are recreational pastimes that promote physical activity ceffects of Physical Activity ceffects of the body mimediate, long term body temperature body temperature body temperature body temperature breathing rates strength cardiovascular endurance recording accumulated activity feelings about being active challenge, satisfaction, enjoyment, achievement preferences influences on participation circuits challenge, satisfaction, enjoyment, achievement cerometrion circuit challenge competition circuit circ	Ways to be Active	 fielding/catching – high/low 	-			
techniques - skill development activities - skill practice in minor games - minor games, dance - am donoment with high level of participatio - circuits - fun runs - aerobics - obstacle courses - partner activities - partner activities - relays - power walking - power walking - pomore physical activity - brieffects of Physical - Activity - effects of the body - immediate, long term - brody temperature - breathing rates - strength - flexibility - flexibility - flexibility - cardiovascular - endivance - irrelays - frefects of the body - immediate, long term - brody temperature - breathing rates - strength - flexibility - flexibility - flexibility - cardiovascular - endivance - irrelays - frefects of the body - immediate, long term - brody temperature - breathing rates - strength - flexibility - cardiovascular - endivance - recording accumulated activity - flexings about - relays - fun runs - standing start - sprint, middle distance/crosscountry - circular relay - throwing - shotput - roll/sling a discus - conditions - fin tractions - forward roll (incline) - fopathways - claterions - pathways - clairboiling - structure - sprint, middle end - sequences - reasing - reproducing -		– one hand, two hands				
- skill development activities - skill practice in minor games, dance and movement with high elvel of participation - circuitis - fun runs - aerobics - obstacle courses - patture activities - relays - power walking - organised and nonorganised recreational pastimes that promote physical activity - effects of Physical - ceffects of the body - effects on the body - effects on the body eliminations - liming agames - body temperature - breathing rates - strength - liming and sizes - relays - positional awareness - positional awareness - positional awareness - positional awareness - relays - power walking - organised and - correational pastimes that promote physical activity - effects of Physical - effects of Physical - effects of Physical - certifical games - body temperature - breathing rates - strength - flexibility - circular relay - jumping - high jump (scissors) - long jump jump			*	• rolling		
- feel/stick		 dribbling – pat bouncing 	– combinations	S		
- skill practice in minor games 9 minor games, dane on womenet with high level of participation - circuits - fun runs - aerobics - obstacle courses - pattern activities - relays - power walking - organised and nonorganised recreational pastimes that promote physical activity - effects on the body - effects on the body e- immediate, long term body temperature - broadling rates - strength - flexibility - flexibility - flexibility - cardiovascular endurance - cracing acumulated activity - fellings about - different-shaped balls - trapping/passing - crating space - positional awareness - population awareness - propositional awareness - population awareness - promote physical activity - effects on the body - effects on the body - flexibility - cardiovascular endurance - crading accumulated activity - flexibility - cardiovascular endurance - crading accumulated activity - flexibility - flexi			of pathways	 backward roll (incline) 		
- minor games, dane and movement with high level of participation - circuits - fun runs - aerobics - obstacle courses - partner activities - relays - power walking - organised and nonorganised recreational pastimes that promote physical activity - body temperature - body temperature - breathing rates - strength - flexibility - cardiovascular endurance - relating activity - feelings about being active - challenge, satisfaction, enjoyment, achievement - preferences - influences on participation - circuits - carboics - directions - pathors of Movement - objects on he body - directions - structure - contrasting movement patterns - certaing space - creating space - recating space - regroducing - certaing space - regroducing - reproducing - relationships - relat	 skill practice in minor 			– side roll		
and movement with high level of participation – circuits — fun runs — aerobics — obstacle courses — partner activities — relays — power walking — organised and promote physical activity — effects of Physical Activity — effects on the body — immediate, long term — bedy temperature — breathing rates — strength — filexibility — cardiovascular endurance — recording accumulated activity — felelings about being active — recording act	games		– individual			
level of participation - circuits - fun runs - aerobics - obstacle courses - partner activities - relays - power walking - organised and nonorganised recreational pastimes that promote physical activity - beffects of Physical Activity - beffects of the body - immediate, long term - body temperature - breathing rates - strength - flexibility - cardiovascular endurance - recording accumulated activity - feelings about being active - challenge, satisfaction, enjoyment, achievement - preferences - influences - interplay of orce - interplay of				climbing frames		
- circuits - fun runs - aerobics - obstacle courses - parmer activities - relays - power walking - coreating space - position - position - interplay of force and time - creating games - chaling atses - territorial games - territorial games - fully territorial games - fold temperature - breathing rates - strength - flexibility - fleelings about being active - recording accumulated activity - feelings about being active - challenge, - challenge, - catific of and influences on - preferences - influences - influences - circuits - obstacle courses - darkers - darke			- objects	– grips		
- fun runs - aerobics - obstacle courses - partner activities - relays - power walking - organised and nonorganised recreational pastimes that promote physical activity Effects of Physical Activity - effects on the body - immediate, long term - body temperature - breathing rates - strength - flexibility - flexibility - flexibility - cardiovascular endurance - recording accumulated activity - feelings about being active - challenge, satisfaction, enjoyment, achievement - preferences - influences - interplay of force - interplay of increating - interplay of increating - interplay of in						
- aerobics - obstacle courses - partner activities - relays - power walking - organised and nonorganised recreational pastimes that promote physical activity - effects of Physical - Activity - effects on the body - immediate, long term - body temperature - breathing rates - strength - flexibility - feelings about being active - recording accumulated activity - feelings about being active - cardiong active - references - influences - influences - careating movement patterns - transitions - beginning, middle, end - sequences - beginning, middle, end - sequences - dynamics - creating - creating - reproducing - reproducing - reproducing - reproducing - respillence - resilience - relationships - unison, canon - with other people, pairs, groups - matching, mirroring, contrasting - directions - dynamics - dynamics - dynamics - interplay of force and time - resilience - resilience - resilience - relative dance - catiog ance - catiog sames - flexibility - high jump (scissors) - long jump - throwing - shotput - roll/sling a discus - cardiovascular - endurance - recording accumulated activity - feelings about - feelings about - simple combinations - roll/sling a discus - vater safety/rescue skills - basic swimming strokes - water safety/rescue skills - basic swimming strokes - water safety/rescue skills - benefits of and influences on participation - effort and practice - benefits of and influences on participation - effort and practice - competition - levels - dynamics - interplay of force - restilience - resilience - resilience - relationships - with other people, - with other people - with other people - with other people - with other people - with other pe			-			
- obstacle courses - partner activities - printer activities - relays - power walking - organised and nonorganised recreational pastimes that promote physical activity - cffects of Physical - Activity - cffects on the body - immediate, long term - body temperature - breathing rates - strength - flexibility - cardiovascular endurance - cracing space - modified games - tertivorial games - modified games - modified games - modified games - tertivorial games - modified games - modified games - modified games - tertive mode of techniques - social dance - creative dance - bush dance - counterbalancing - with other people, - with other people wi						
- partner activities - relays - power walking - organised and nonorganised and nonorganised and nonorganised and nonorganised tatpromote physical activity - effects of Physical - critorial games - ball games/relays - territorial games - ball games/relays - territorial games - ball games/relays - territorial games - ball games - ball games/relays - territorial games - ball games - circular relay - immediate, long term - body temperature - breathing rates - strength - flexibility - cardiovascular endurance - recording accumulated activity - feelings about being active - challenge, satisfaction, enjoyment, achievement - preferences - influences - influences - influences - beginning, middle, end - careting - creating - creatin		• trapping/passing				
relays organised and nonorganised recreational pastimes that promote physical activity effects on the body emperature body enterning rates strength effecting about encording accumulated activity feelings about eling about eling active entirely engineers entirely engineers endireces entifle engineers endireces entifluences endireces entirely engineers entirely engineers endireces entirely engineers endireces entirely engineers entirely engineers endireces entirely engineers entirely entirely endireces entirely entirely endireces entirely entirel		Comes	*			
- creating space - positional awareness - positional awareness - positional awareness - chasing games - chasing chasing chasing games - chasin	_					
• organised and nonorganised recreational pastimes that promote physical activity • Effects of Physical Activity • effects on the body • immediate, long term - body temperature - breathing rates - strength - flexibility • feelings about being activity • feelings about being active • challenge, cardiovascular endurance - recording accumulated activity • feelings about being active - challenge, satisfaction, enjoyment, achievement e preferences - influences • influences • regained and nonorganised • minor games • modified games Athletics • running – standing start - sprint, middle distance/crosscountry • interplay of force and time • resilience • relationships • unison, canon • with other people, pairs, groups • contrasting • contrasting • contrasting • contrasting • with apparatus • social dance • social d						
nonorganised recreational pastimes that promote physical activity Effects of Physical Activity - effects on the body - immediate, long term - body temperature - breathing rates - strength - flexibility - cardiovascular endurance - recording accumulated activity - feelings about being active - challenge, estisfaction, enjoyment, achievement - preferences - influences - influences - influences - influences - chasing games - simple compositional techniques - residing same - residings - reproducing - simple compositional techniques - vinison, canon - residing ex - with other people, pairs, groups - matching, mirroring, contrasting - counterbalancing - counterbalancing - counterbalancing - counterbalancing - with apparatus - simple compositional techniques - with other people, pairs, groups - activing and sizes - cardiovascular - cordinates - social dance - versitive dance - versitive dance - versitive dance - verative dance - versitive dance - vere			-			
recreational pastimes that promote physical activity Effects of Physical Activity effects on the body - immediate, long term body temperature - breathing rates - strength - ling jump (scissors) - cardiovascular endurance - recording activity feelings about being active - challenge, satisfaction, enjoyment, achievement preferences - influences recreational pastimes that promote physical activity recreational pastimes that past dalages ball games - ball games/relays - territorial games - ball games - unison, canon - resilience - relationships - with other people, pairs, groups - maching, mirroring, contrasting - counterbalancing - counterbalancing - counterbalancing - countrasting - with apparatus - counterbalancing - with apparatus - social dance - bush dance - bush dance - bush dance - sative dance - bush dance - bush dance - sative dance - bush dance - sative dance - bush dance - sative dance - bush dance - sative dance - bush dance - sative dance - bush dance - sative dance - bush dance - sative dance - bush dance - sative dance - bush dance - sative dance - bush dance - sative dance - bush dance - felion dance - counterbalancing - counterbalancing - with apparatus - sative dance - bush dance - felion dance - coadiovascular - sative dance - bush dance - felion dance - counterbalancing - with apparatus - sative dance - bush dan						
promote physical activity Effects of Physical Activity effects on the body immediate, long term body temperature breathing rates strength flexibility endurance endu			• simple compositional			
Effects of Physical Activity - effects on the body - immediate, long term - body temperature - brackinity - cardiovascular endurance - creativing - felexibility - crecording accumulated activity - felelings about being active - challenge, satisfaction, enjoyment, achievement - preferences - influences - influences - influences - influences - modified games - unison, canon - with other people, pairs, groups - unison, canon - with other people, pairs, groups - unison, canon - with other people, pairs, groups - untison, canon - with other people, pairs, groups - untison, canon - with other people, pairs, groups - matching, mirroring, contrasting - counterbalancing - counterbalancing - counterbalancing - with apparatus - tolki dance - social dance - creative dance - thus dance - with apparatus - work in the people, pairs, groups - matching, mirroring, contrasting - contrasting - counterbalancing - with other people, pairs, groups - matching, mirroring, contrasting - counterbalancing - with apparatus - tolki dance - social dance - verative dance - with apparatus - when apparatus - with apparatus - work in paparatus - with apparatus - with apparatus - work in paparatus - with apparatus - with appara						
### Activity • effects on the body - immediate, long term - body temperature - breathing rates - strength - flexibility - cardiovascular endurance - recording active - challenge, satisfaction, enjoyment, achievement - preferences - influences - influences - ieffects on the body - immediate, long term - sprint, middle distance/crosscountry - circular relay - jumping - high jump (scissors) - long jump - high jump (scissors) - long jump - throwing – shotput - roll/sling a discus activity - challenge, satisfaction, enjoyment, achievement - preferences - influences - influences - influences - influences - counterbalancing - creative dance - bush dance - bush dance - bush dance - bush dance - bush dance - bush dance - simple combinations - simple combin	promote physical activity					
Activity effects on the body immediate, long term body temperature breathing rates strength - lexibility - cardiovascular endurance recording accumulated activity felings about being active - challenge, satisfaction, enjoyment, achievement - preferences influences residence immediate, long term running – standing start - sprint, middle distance/crosscountry - circular relay inmping - high jump (scissors) - long jump - throwing – shotput - roll/sling a discus Aquatics • floating/movement skills - basic swimming strokes - water safety/rescue skills Playing the Game- fair play - safety considerations - teamwork -roles/responsibilities - benefits of and influences on participation - effort and practice - counterbalancing - with apparatus - coreative dance - bush dance - Composition - simple combinations of locomotor and nonlocomotor activities - tallenge, - water safety/rescue skills - basic swimming strokes - water safety/rescue skills - social dance - counterbalancing - with apparatus - composition - simple combinations of locomotor activities - dialenge, - water safety/rescue skills - basic swimming strokes - water safety/rescue skills - social dance - counterbalance - with apparatus - counterbalance - social dance - counterbalance - social dance - social dance - water dance - sumplingers - social dance - streative dance - streative dance - st	Effects of Physical	 modified games 	umson, canon			
 effects on the body immediate, long term body temperature brunning – standing start sprint, middle distance/crosscountry circular relay jumping flexibility flexibility cardiovascular endurance recording accumulated activity feelings about being active challenge, satisfaction, enjoyment, achievement preferences influences Athletics running – standing start sundle distance/crosscountry circular relay jumping high jump (scissors) long jump throwing – shotput roll/sling a discus Aquatics • floating/movement skills basic swimming strokes water safety/rescue skills safety considerations Playing the Game- fair play safety considerations teamwork -roles/responsibilities benefits of and influences on participation effort and practice competition			Dance Styles			
- immediate, long term - body temperature - breathing rates - strength - flexibility - cardiovascular endurance - feelings about being active - challenge, satisfaction, enjoyment, achievement - preferences - influences - immediate, long term - sprint, middle distance/crosscountry - circular relay - bush dance - counterbalancing - with apparatus - bush dance - counterbalancing - with apparatus - bush dance - counterbalancing - with apparatus - bush dance - composition - simple combinations of locomotor and nonlocomotor activities - sprint, middle distance/crosscountry - bush dance - sprint, middle distance/crosscountry - bush dance - sprint, middle distance/crosscountry - bush dance - counterbalancing - with apparatus - creative dance - bush dance - social dance - counterbalancing - with apparatus - with apparatus - social dance - bush dance - sprint, middle distance/crosscountry - bush dance - sprint, middle distance/crosscountry - bush dance - simple combinations of locomotor activities - simple combinations - simpl	•					
- breathing rates - strength - flexibility - cardiovascular endurance - recording accumulated activity - feelings about being active - challenge, satisfaction, enjoyment, achievement - preferences - influences - influences - bush dance - simple combinations of locomotor and nonlocomotor - activities - basic swimming strokes - water safety/rescue skills - benefits of and influences on participation - effort and practice - competition						
- strength - flexibility - cardiovascular endurance • recording accumulated activity • feelings about being active - challenge, satisfaction, enjoyment, achievement - preferences - influences • jumping - high jump (scissors) - long jump • throwing – shotput - roll/sling a discus Aquatics • floating/movement skills • basic swimming strokes • water safety/rescue skills • basic swimming strokes • water safety/rescue skills • playing the Game- fair play • safety considerations • teamwork -roles/responsibilities • benefits of and influences on participation • effort and practice • competition • composition • simple combinations • basic swiming strokes • basic	 body temperature 		creative dance	– with apparatus		
- flexibility	 breathing rates 		• bush dance			
- cardiovascular endurance • recording accumulated activity • feelings about being active - challenge, satisfaction, enjoyment, achievement - preferences - influences - influences - cardiovascular endurance • throwing – shotput - roll/sling a discus activity Aquatics • floating/movement skills • basic swimming strokes • water safety/rescue skills - lang jump of locomotor and nonlocomotor activities Aquatics • floating/movement skills • basic swimming strokes • water safety/rescue skills - lang jump of locomotor and nonlocomotor activities - lang jump • throwing – shotput - roll/sling a discus activities - basic swimming strokes • water safety/rescue skills - lang jump - long jump - lang jump - roll/sling a discus activities - basic swimming strokes • water safety/rescue skills - lang jump - lang jump - roll/sling a discus activities - lang jump - roll/sling a discus activities						
endurance • recording accumulated activity • feelings about being active - challenge, satisfaction, enjoyment, achievement - preferences - influences • throwing – shotput - roll/sling a discus activities • throwing – shotput - roll/sling a discus activities Aquatics • floating/movement skills • basic swimming strokes • water safety/rescue skills • water safety/rescue skills • Playing the Game- fair play • safety considerations • teamwork -roles/responsibilities • benefits of and influences on participation • effort and practice • competition						
• recording accumulated activity • feelings about being active - challenge, satisfaction, enjoyment, achievement - preferences - influences • recording accumulated activities Aquatics • floating/movement skills • basic swimming strokes • water safety/rescue skills Playing the Game- fair play • safety considerations • teamwork -roles/responsibilities • benefits of and influences on participation • effort and practice • competition						
activity • feelings about being active - challenge, satisfaction, enjoyment, achievement - preferences - influences Aquatics • floating/movement skills • basic swimming strokes • water safety/rescue skills Playing the Game- fair play • safety considerations • teamwork -roles/responsibilities • benefits of and influences on participation • effort and practice • competition						
• feelings about being active - challenge, satisfaction, enjoyment, achievement - preferences - influences • floating/movement skills • basic swimming strokes • water safety/rescue skills Playing the Game- fair play • safety considerations • teamwork -roles/responsibilities • benefits of and influences on participation • effort and practice • competition		- foll/sting a discus		activities		
being active - challenge, satisfaction, enjoyment, achievement - preferences - influences • basic swimming strokes • water safety/rescue skills • safety considerations • teamwork -roles/responsibilities • benefits of and influences on participation • effort and practice • competition	3	Aquatics • floating/movement skills				
- challenge, satisfaction, enjoyment, achievement - preferences - influences - influences - challenge, satisfaction, enjoyment, achievement - preferences - influences - influences - influences - challenge, safety/rescue skills - laying the Game- fair play - safety considerations - teamwork -roles/responsibilities - benefits of and influences on participation - effort and practice - competition						
satisfaction, enjoyment, achievement - preferences - influences Playing the Game- fair play • safety considerations • teamwork -roles/responsibilities • benefits of and influences on participation • effort and practice • competition						
enjoyment, achievement - preferences - influences Playing the Game- fair play • safety considerations • teamwork -roles/responsibilities • benefits of and influences on participation • effort and practice • competition		saretji zasede sitilio				
achievement - preferences - influences • safety considerations • teamwork -roles/responsibilities • benefits of and influences on participation • effort and practice • competition		Playing the Game- fair play				
- preferences - influences • teamwork -roles/responsibilities • benefits of and influences on participation • effort and practice • competition						
• benefits of and influences on participation • effort and practice • competition						
participation • effort and practice • competition						
• effort and practice • competition	miraciicos					
• competition						
• rules/tactics/strategies						
· · · · · · · · · · · · · · · · · · ·		• rules/tactics/strategies				

	Stage 3 PDHPE Sul	bject Matter		
Active Lifestyle	Games and sport	Dance	Gymnasatics	
Components of	Non-locomotor Skills	Non-locomotor Skills	Non-locomotor Skills	
an Active Lifestyle			 consolidate and practise 	
 use of leisure time 	swinging/balancing	 safe dance posture 	non-locomotor skills	
balance of active/			• static	
passive pursuits	Locomotor Skills	Locomotor Skills	- balance (refining)	
– adequate rest	• running variations – stop, start	• step patterns	– partner balance	
– enjoyment	- accelerate, decelerate	– grapevine	- counterbalance	
• community contacts for	• dodging	– waltz	– handstand	
outside school interests	base running	– polka	Tarana Ara Cl III.	
lifestyle risk factors aversise putrition	Manipulating Chille	- triplets	Locomotor Skills • consolidate and practise	
exercise, nutrition,smoking	Manipulative Skills • throwing	- jive	locomotor skills	
disease prevention	- for distance/accuracy	Elements of Dance	• jumping/landing	
accumulated activity	- pitch/bowl/lob	• dynamics	- mounting,	
accumulated activity	- underarm/overarm/chest	• time and rhythm	dismounting	
Ways to be Active	• catching/fielding	- contrasting use	- tucks	
• developing behavioural	- using equipment	of tempo	travelling on different	
skills, eg self-motivation,	- attacking/defensive	– gradual/sudden	body parts	
goal setting, monitoring	• dribbling	speed change	- cartwheels	
progress	- changing speed	• space	• rolling	
stretching muscle groups	- hand/feet/stick	- dance figures	- forward roll (incline)	
 skills practice activities 	• striking/hitting	 explore symmetrical 	– forward roll (flat mat)	
 moderate to vigorous 	– one hand, two hands	and asymmetrical	backward roll (incline)	
activities	 distance and accuracy 	body shapes	backward roll (flat mat)	
 skipping games 	tackling/heading	• relationships	– side roll	
- tag games	• kicking	- individual and partner	climbing and hanging	
- circuits	- distance and accuracy	– group formations	- climbing frames	
– fun runs	– punt, drop, chip, goal	- objects	– bars	
– aerobics	• trapping/passing	G	– rope ladder	
– obstacle courses	- using body parts - stick	Composition • structure	- climbing ropes	
relayspower walking	- SUCK		Elements of Movement	
– power warking – ball games	Games	contrasting movement patterns	• spatial awareness	
- ban games	• spatial awareness	• using stimulus	- position	
Effects of Physical	- tactics/strategies	accompaniment	- precision/accuracy	
Activity	- team positions	- story, music, poem	- shape	
effects of physical	- trajectory	,, ,, _F	• dynamics	
activity on the body	• minor games	Dance Styles	– interplay of force	
– immediate, long term	– territorial games	folk dance	and time	
- strength	– ball games	social dance	 acceleration, 	
– flexibility	- tag games	indigenous dance	deceleration	
– cardiovascular	– relays	– Aboriginal	 relationships 	
endurance	 modified games 	– Afro–Caribbean	– with other people,	
– muscular strength	major games	• modern	pairs, trios, groups	
– muscular endurance		• contemporary	- matching, mirroring,	
– balance	Athletics	popular dance	contrasting	
- speed	• running – sprinting, crouch start		- counterbalancing	
• monitoring personal	- middle distance and cross-country		– with apparatus	
fitness and activity	- circular relay		C	
progress	• jumping – high jump, long jump • throwing – shotput, discus		• combinations of	
	- throwing – shotput, discus		locomotor and nonlocomotor	
	Aquatics		activities	
	• stroke development, • diving			
	• water safety• emergency procedures			
	Playing the Game -fair play			
	• teamwork • competition			
	safety considerations			
	• benefits and influences on participation •			
	effort and practice			
	• rules/tactics/strategies			
	refereeing/umpiring			

Balgownie Public School Antibullying Summary

This information is available as a brochure. Full policy details are available on the website.

A Statement of Purpose

Our school community is committed to providing all students with a caring, supportive and safe learning environment, helping to promote personal growth and excellence by developing confidence and self esteem. Students attend school to participate in quality education that will help them to become self-directed, lifelong learners who can create a positive future for themselves and the wider community.

Bullying is unacceptable and will not be tolerated at our school. Every student has the right to expect that he or she will be free from bullying and harassment, both inside the classroom and in the playground.

It is understood that there are a range of strategies used to prevent bullying occurring and to help students if incidents occur. Our school supports a prevention and early intervention approach in relation to student bullying.

We recognise that the best outcomes are achieved when school communities work together to help prevent bullying from occurring, act early to stop any bullying from getting worse and respond in a timely and appropriate way to bullying incidents if they occur.

What is 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. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality, or transgender. Cyberbullying refers to bullying through information and communication technologies.

Bullying behaviour can be:

- verbal eg. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- · physical eg. hitting, punching, kicking, scratching, tripping, spitting
- social eg. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Conflict or fights between equals or single incidents are not defined as bullying.

Procedures for dealing with and managing bullying behaviour:

When bullying is reported, the student who is affected wants the bullying to stop and to feel safe at school. The school executive, teachers or Learning Support Team will decide on the appropriate combination of interventions for the individual circumstances of bullying behaviour. No method of addressing bullying has been reported as 100% effective and no one intervention is appropriate in all circumstances of bullying. Often, more than one intervention is needed to be implemented.

Some interventions that may be implemented include:

- Bystander training
- Buddy systems
- Restorative practices
- Mediation
- Assertiveness training

Traditional disciplinary approach

At Balgownie Public School we are proactive in working with students to ensure incidents are treated promptly and fairly.

- All classes are taught antibullying lessons.
- Students are provided with support and strategies for dealing with bullying.
- Teachers deal with situations as soon as possible and identify incidences of bullying.
- Teachers mediate to resolve minor incidents.
- Teachers record bullying incidents and if the issue is not resolved, refer it to the Executive.
- Students may be interviewed, the incident recorded and a plan of action taken following procedural fairness principles.

The type of bullying will determine the interventions and consequences.

How you can help:

Parents and caregivers can support young people by:

- assisting them to understand and identify bullying behaviour as outlined in the school's Anti-bullying Plan
- responding to incidents of bullying in a manner consistent with the school's Anti-bullying Plan
- work collaboratively with the school to resolve incidents of bullying when they occur.

Students can expect to:

- Know that their concerns will be responded to by school staff
- Be provided with appropriate support
- Participate in learning experiences that promote positive relationships, safety, equity, and address discrimination, bullying and harassment.

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity.
- Follow the school Anti-Bullying Plan.
- Respond to incidents of bullying according to our school Anti-bullying Plan.
- Behave as responsible bystanders.

At Balgownie Public School we recognise the role of the bystander as being involved and supportive of the bullying unless they walk away at the start or tell the bully to stop.

Thus they are part of the bullying behaviour unless they intervene, walk away or tell a teacher.

At Balgownie Public School we are committed to developing and implementing programs for bullying prevention. We embed anti-bullying messages into the curriculum and ensure we are providing a consistent message through the teaching of a series of lessons each year. These lessons will form part of our Personal Development lesson series. The messages and skills learned in these lessons will then be referred to throughout the year.

Students are involved in a six week program to develop effective strategies for dealing with bullying. The following is an outline of the lessons. Please follow up through discussion with your child.

Lesson 1: Bullies and Victims

Students define bullying, bullies and those who can be bullied. They are taught strategies for dealing with bullying including how to STAND up for themselves:

S	Stay	Calm
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T Try to Ignore

A Ask them to stop!

N Never Fight

D Duty Teacher

Important: If physical bullying occurs students must tell a teacher immediately.

Lesson 2: Standing Up for Yourself

Students are shown three methods in which they can respond to a situation where they are being provoked. This includes 'Cool/Soft/Aggro' methods.

- The COOL way involves making a firm request for the provocation to stop OR ignoring it and walking away.
- The SOFT way involves giving in and letting it continue to happen to you and showing lack of confidence.
- The AGGRO way involves reacting with any or all of the following behaviours:
 - o Hitting, punching tripping etc.
 - Using insults and put-downs;
 - Shouting and yelling;
 - Damaging property.

Students learn that acting assertively will be the most productive way to handle provocation.

Lesson 3: Telling someone to STOP annoying you.

- Stay Cool -Stand tall.
- Say their name (if you know it).
- Say firmly, and in a slightly louder voice, something like "cut it out" or "no more." If they do it again, tell them more firmly to cut it out.
- If they keep doing it you can ignore them, walk away or ask an adult for support.

Lesson 4: Ignoring someone who is giving you a hard time

- Stop looking at them.
- Try to keep all the expression off your face
 look normal.
- Do something else or talk to others
- If the other person keeps annoying you, STAY COOL AND WALK AWAY.
- If they follow you and keep giving you a hard time you may ask an adult for support.

Lesson 5: Saying 'No'- ES1 and Stage 1.

- Look in their eyes tell them you don't want to do it.
- Briefly say why if it's mean or against the rules or dangerous.
- Keep your voice friendly and calm.
- Continue to calmly say no if they continue asking you.

Lesson 5: How can I be an Everyday hero?

 Extend the skill of saying "No' to defining a bystander, the roles they play and the importance of being an effective bystander.

Lesson 6: Cyber Bullying - Stage 2 and 3.

- Passwords, acceptable communication using the internet, ethical online behaviour.
- Defining cyber bullying and awareness that personal actions may contribute to cyber bullying. To ask for help if victimised.

Positive Behaviour for Success Matrix of expected behaviours

The School's Behaviour Matrix is the central framework for the teaching of expected behaviours.

	All Settings	Garden	Play ground	Trans- ition to Class	Assem- blies	Toilets	Stairwells and Corridors	Can- teen
Respect	Be honest Be polite Care for others	Look after the environ ment	Clean up Include others Follow game rules and allow others to play without interference.	Move quietly Hands and feet to self Allow personal space	Applaud approp- riately Listen	Allow privacy Keep them clean	Move quietly Hands and feet to self Allow personal space	Wait quietly
Responsibility	Follow Staff instructions Wear school uniform Right place at right time Be prepared	Use as a quiet, calm area	Eat before playing Rubbish in Stay in bounds Return equipment	Line up Enter and exit with care	Line up Enter and exit with care	Be hygienic Use at recess and lunch	Walk Keep areas clear	Line up Rubbish in bin Buy for yourself
Real Learning	Be safe Cooperate Do your best Be positive	Observe	Agree to and follow the rules Play fairly	Wait quietly Move quietly	Partic- ipate	Report problems	Store belongings appropriatel y Keep to the left	Make healthy choices

Possible Outcomes for positive and Negative behaviour (from PBS)

Positive Outcomes		
Merit certificate	Attainment of school specific award/s for achievement or excellence. These can accumulate toward attainment of other rewards or recognition. A school may choose to include external awards as contributions to the school system. e.g. dance instructor hands out weekly awards, student returns from Stewart House with a merit award	
Assembly recognition	The performance of an individual or group of students is highlighted at the school assembly. This may include reception of an award, praise, attendance of family at this assembly	
Reward Event	Attendance at a special event designed as a reward for the student or group selected using school criteria e.g. morning tea with the principal, Luna Park excursion for students with perfect attendance, Term 4 Band fun day	
Merit Prize	Attainment of a specific reward for the student or group selected using school criteria e.g. School dux receives a trophy and book voucher	
Parent contact – Letter/phone call/email	Written or verbal contact with the parent to provide or detail specific or consistent examples of positive behaviour or performance	
Parent contact – Interview/meeting	Meeting with the parent to provide or detail specific or consistent examples of positive behaviour or performance	
Other classroom reward	Allocation of a range of awards or privileges in an individual class or across multiple classes. This is delivered at the class and individual teacher level and may not contribute to the whole school award structure. e.g. student is chosen to pick a desirable class activity because of excellence in completing a task, student participates in special technology time, whole class receives an iceblock for the teacher for completion of a task	

Other playground reward	This could include extra play, playing in desirable areas or using special equipment		
Nomination for recognition	This may be internal or external to the school e.g. student is nominated as a sporting hero by the local paper or has their art work hung for judging in a local gallery		
recognition	Problem (Negative) Outcomes		
Conference with	There is a formal meeting with a student to discuss their performance		
student Individualised	A student may be withdrawn from their normal class group and receives lesson material		
instruction	to complete individually		
Time out of class	A student may be withdrawn from their normal activities and is required to spend this time in an another area or with nominated teaching staff		
Loss of privileges	A student may be denied access to a range of privileges relating to participation in internal or external activities or lessons e.g. student is withdrawn from all contact with peers and attends lessons in the Executive's class, student cannot participate in a representative sporting team or attend excursions, student cannot participate in normal break time activities		
Parent contact – Letter/phone call/email	Written or verbal contact with the parent to provide or detail specific or consistent examples of negative behaviour or performance		
Parent contact – Interview/meeting	Meeting with the parent to provide or detail specific or consistent examples of negative behaviour or performance		
Detention	A student is required to attend supervised lunch detention with one of the Executive staff. This can be for 1-5 lunchtimes. It can also be where the student is removed from the playground for both lunch and recess.		
Community service	A student is required to perform an action or activity to benefit the whole school community e.g. collect recycling bins		
Restitution or	A student is required to perform an activity that amends a situation or compensates for		
school service	the student's previous type of negative behaviour. e.g. a student who spreads water and toilet paper through the toilet block is required to wash windows or mop the floor to remediate property cleanliness		
Referral to school-	A student is required to participate in an internal school program as a result of single or		
based conflict resolution program	multiple instances of conflict e.g. a student is required to attend anger management social skills run by the Principal or counsellor following instances of peer conflict		
Referral to other	A student is required to participate in an internal school program to support or modify		
school based	behaviour or attitudes e.g. student participates in the Seasons program with the school		
program	counsellor or chaplain when they exhibit non-coping behaviour following the death of a parent		
Referral to other	A student is asked to engage with an external agency for further support. This agency		
agency partnering	has formal links with the school. e.g. a Year 5 student attends anger management		
with school	sessions run by the youth worker at the local council for the whole area		
Referral to school learning support team	A parent, teacher or the school welfare system activates a request for support or assessment of an individual student through the Learning Support Team		
Referral to school	A parent, teacher or the school welfare system activates a request for support or		
welfare team	assessment of an individual student through a school welfare team (additional to the Learning Support Team)		
Mention at staff	A teacher or principal discusses students or groups of students who require extra		
meeting	support in classroom and playground at staff meeting in the 'student welfare' section so as to assist staff to help students.		
Application for	The school requests additional support or resources for a student e.g. The school		
support from DEC staff	Learning Support Team refers a student with chronic non-attendance to the HSLO Manager,		
Referral to other	A student is asked to engage with an external agency for further support. e.g. with		
agency or	parental support a student is referred to the local health service for extended counselling		
department	relating to domestic issues		
Short suspension	Following DEC policy a student is suspended between 1-4 days		
Long suspension	Following DEC policy a student is suspended between 5-20 days		
Expulsion for Misbehaviour	Following DEC policy a student is expelled from a specific school site for misbehaviour.		
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