

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
Relationships with others and general expectations	<ul style="list-style-type: none"> • Be polite. • Co-operative. • Helpful with others. • Respect for others and school property. • Follow all staff instructions. • Take care of property belonging to yourself and others. • Leave other people's property alone unless given permission. • Wearing school uniform correctly • Be at school on time, everyday unless sick. 	<ul style="list-style-type: none"> • Rudeness, teasing and foul language. • Threats or hurting others. • Disrespect for people and property. • Interference with others' games and activities. • Racist and sexist comments. • Group bullying • Sending hurtful messages • Spreading rumours • Purposeful exclusion • Not wearing school uniform
Classroom behaviour	<ul style="list-style-type: none"> • Doing your best at all times • Cooperation and politeness. • Respect for all class members - including teachers and visitors. • Cleanliness and orderliness. • Paying attention. • Sitting on chairs properly. • Follow teacher's instructions 	<ul style="list-style-type: none"> • Rudeness and lack of cooperation. • Interference with others. • Disruption - calling out. • Offensive noise, comments and gestures. • Disrespect to other classroom members.
Playground Behaviour	<ul style="list-style-type: none"> • Arrive at school at 8.30am. • Keep to appropriate areas. • Playing safely with other students. • Eating food at appropriate times and places. • Using sports equipment safely. • Sharing equipment fairly. • Using playground areas at appropriate times. • Follow teacher's instructions • Wear a hat or play in the shade. • Walk on cement areas. • Stay in bounds. 	<ul style="list-style-type: none"> • Running and rough games on asphalt areas. • Being out of bounds. • Climbing on buildings or trees. • Leaving school grounds without permission. • Not sharing playground space fairly. • Rough games and playfighting that may hurt others. • Spitting. • Offensive language. • Unsportsmanlike behaviour. • Tackle football

School Movement	<ul style="list-style-type: none"> • Being punctual and orderly. • Knocking on door and asking to be excused. • Polite and well mannered. • Moving with the least disturbance to working classes. • Using school facilities sensibly. 	<ul style="list-style-type: none"> • Excessive noise. • Damaging school or student property. • Being out of bounds. • Running and pushing. • Loitering. • Causing obstruction to others.
Travelling to and from school	<ul style="list-style-type: none"> • Using road and travel rules. • Responsible behaviour. • Have respect for the rights of other people. • Travelling to school via the quickest, safest route. • Treating neighbours respectfully • Wearing a helmet if on a scooter or a bike. 	<ul style="list-style-type: none"> • Bad language and behaviour. • Trespassing - Loitering. • Playing dangerously. • Being disrespectful. • Not following road and bus rules. • Destruction of public and private property. • Treating neighbours disrespectfully
Assemblies	<ul style="list-style-type: none"> • Be punctual. • Listen and be well mannered. • Face the speaker. • Show appreciation and respect. • Participate and follow instructions 	<ul style="list-style-type: none"> • Talking and making noises. • Lateness. • Inattention. • Disturbing others around you.

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 - Responsibility
 - 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.

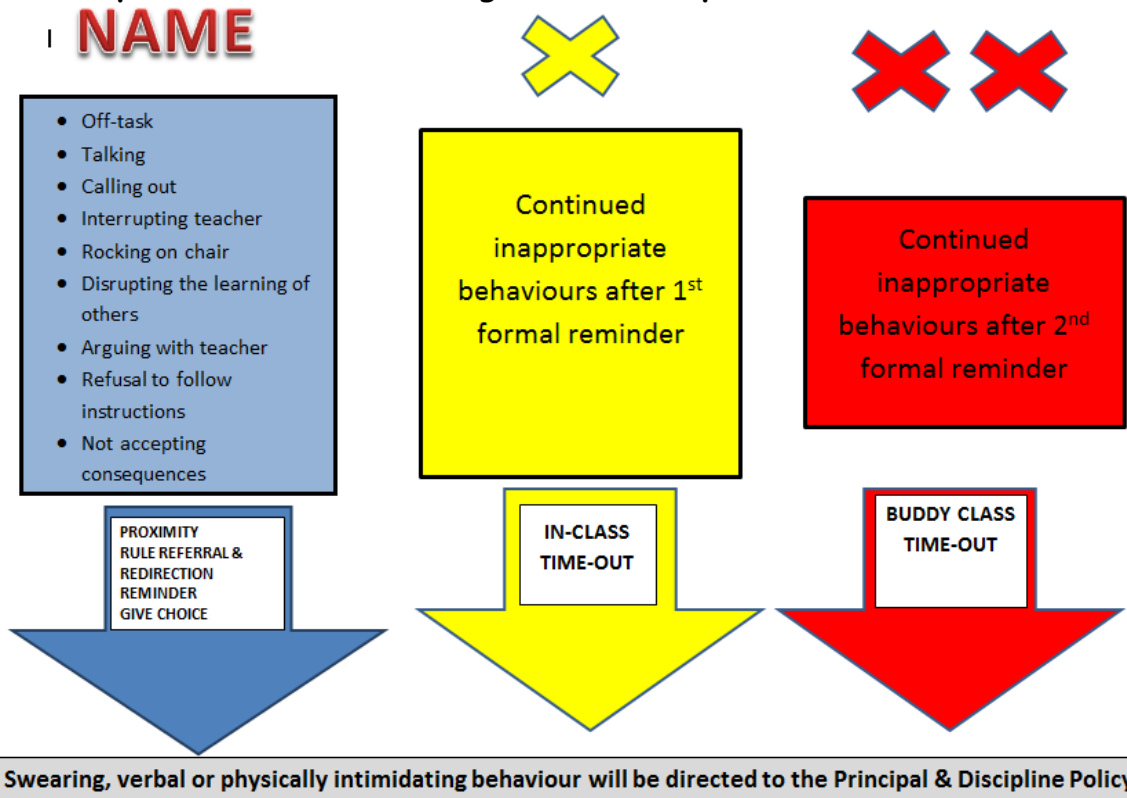
1st time: Warning - name recorded (chalkboard, whiteboard, clipboard, chart)

2nd time: One cross (or similar symbol) after name - in class time out

3rd 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)

Suspension 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 Relationships	Personal Health Choices	Safe Living
<p>Personal Identity</p> <ul style="list-style-type: none"> • similarities and differences – appearance – experiences <ul style="list-style-type: none"> – abilities – <p>The Body</p> <ul style="list-style-type: none"> • body parts – external • senses – sight, sound, taste, hearing, touch • basic needs – shelter, clothing, food • looking after the body <p>Changes</p> <ul style="list-style-type: none"> • changes in appearance and abilities <ul style="list-style-type: none"> – since birth – <p>Values</p> <ul style="list-style-type: none"> • likes/dislikes • accepting uniqueness • accepting difference • caring relationships 	<p>Relationships</p> <ul style="list-style-type: none"> • expression of feelings • caring for others • permission and choices • trust • positive relationships • liking and loving • special people/things • rules in relationships • people to go to for help <p>Communication</p> <ul style="list-style-type: none"> • expressing needs, wants and feelings • verbal and nonverbal • giving and receiving messages • active listening skills • persistence • self-control • seeking help • giving help • asking questions • recalling information <p>Families</p> <ul style="list-style-type: none"> • family roles • rights and responsibilities • family activities <p>Peers</p> <ul style="list-style-type: none"> • making and keeping friends <p>Groups</p> <ul style="list-style-type: none"> • working and playing with others • sharing and helping 	<p>Making Decisions</p> <ul style="list-style-type: none"> • awareness of choices • making choices • possible solutions to a problem • effects of actions <p>Nutrition</p> <ul style="list-style-type: none"> • balanced eating habits • food choices for good health <p>Health Services and Products</p> <ul style="list-style-type: none"> • people who keep me healthy <ul style="list-style-type: none"> – home – community – <p>Drug Use</p> <ul style="list-style-type: none"> • administration of medicines • identifying medicines • safe use of medicines • safe storage <p>Environmental Health</p> <ul style="list-style-type: none"> • effects of pollution <ul style="list-style-type: none"> – school/home • recycling <p>Preventive Measures</p> <ul style="list-style-type: none"> • sun protection • disease prevention <ul style="list-style-type: none"> – immunisation • care of the body <ul style="list-style-type: none"> – toileting/washing – clothing – dental care – ear care – hair care 	<p>Personal Safety</p> <ul style="list-style-type: none"> • protection • warning signals • safe/unsafe situations • touching • people who can help • Safety Houses • assertiveness (No-Go-Tell) • telling (persistence) • responding to unsafe Situations <p>Home and Rural Safety</p> <ul style="list-style-type: none"> • hazards inside/outside home <ul style="list-style-type: none"> – poisons/fuels/guns • keeping safe around machines/appliances/animals • toys and games <p>School and Play Safety</p> <ul style="list-style-type: none"> • appropriate behaviour in and around buildings/playground/equipment • rules for safe play at home and at school • sharing, taking turns, getting on with others <p>Road Safety</p> <ul style="list-style-type: none"> • pedestrian safety <ul style="list-style-type: none"> – hold an adult’s hand • passenger safety <ul style="list-style-type: none"> – use of seatbelts and safety restraints – safe entry and exit from a vehicle • safety on wheels <ul style="list-style-type: none"> – safe places to play on wheels <p>Water Safety</p> <ul style="list-style-type: none"> • never swim alone • water safety awareness <p>Emergency Procedures</p> <ul style="list-style-type: none"> • seeking assistance • identifying an emergency situation

Stage 1 PDHPE Subject Matter linked with Welfare Programs

Growth & Development	Interpersonal Relationships	Personal Health Choices	Safe Living
<p>Personal Identity</p> <ul style="list-style-type: none"> • attributes of self and others • experiences • abilities • feelings • wants • needs • range of emotions <p>The Body</p> <ul style="list-style-type: none"> • body parts <ul style="list-style-type: none"> – internal, external – private, non-private • body systems <ul style="list-style-type: none"> – skeletal • senses <ul style="list-style-type: none"> – sensory systems • body care and maintenance • basic needs <p>Changes</p> <ul style="list-style-type: none"> • body appearance • physical activity <ul style="list-style-type: none"> – developmental ability – types and range of activities • feelings about change <p>Values</p> <ul style="list-style-type: none"> • individual/group • personal rights and responsibilities • caring relationships 	<p>Relationships</p> <ul style="list-style-type: none"> • recognising individual needs • caring • privacy • bullying • permission and choices • positive relationships • liking and loving • different kinds of relationships • special people/things • rules in relationships • people to go to for help <p>Communication</p> <ul style="list-style-type: none"> • expressing needs, wants and feelings • verbal and nonverbal • assertiveness • giving and receiving messages • active listening skills • self-control • identifying feelings of others • understanding feelings of others • positive self-talk • encouraging others • showing concern for others • expressing concerns • seeking help <p>Families</p> <ul style="list-style-type: none"> • family roles • rights and responsibilities • family activities <p>Peers</p> <ul style="list-style-type: none"> • making and keeping friends • qualities of friends • sharing • cooperating <p>Groups</p> <ul style="list-style-type: none"> • types of groups • working with others • sharing and helping • interacting with adults 	<p>Making Decisions</p> <ul style="list-style-type: none"> • identifying choices • making choices • influences on decisions • reasons for choices/decisions • effects of actions • possible solutions <p>Nutrition</p> <ul style="list-style-type: none"> • food groups • balanced eating habits • food choices for good Health <p>Health Services and Products</p> <ul style="list-style-type: none"> • people who keep me healthy <ul style="list-style-type: none"> – home – community • products that keep me healthy <p>Drug Use</p> <ul style="list-style-type: none"> • purpose of medication • safe use of medication • administration of medicines • safe storage of medicines <p>Environmental Health</p> <ul style="list-style-type: none"> • effects of pollution <ul style="list-style-type: none"> – school/home – water/air/land • recycling • environmentally friendly Products <p>Preventive Measures</p> <ul style="list-style-type: none"> • sun protection • disease prevention <ul style="list-style-type: none"> – immunisation • protective clothing and equipment • personal hygiene <ul style="list-style-type: none"> – cleanliness – clothing – hair care – dental care – ears and nose 	<p>Personal Safety</p> <ul style="list-style-type: none"> • protection • warning signals • safe/unsafe situations • kinds of touch • people who can help • Safety Houses • assertiveness (No-Go-Tell) • secrets • telling (persistence) • responding to unsafe Situations <p>Home and Rural Safety</p> <ul style="list-style-type: none"> • hazards inside/outside home: poisons/fuels/guns • keeping safe around machines/appliances/animals • safe handling of substances/animals • toys and games • recreation activities <p>School and Play Safety</p> <ul style="list-style-type: none"> • appropriate behaviour in and around buildings/playground/equipment • rules and fair play at school and at home <p>Road Safety</p> <ul style="list-style-type: none"> • pedestrian safety <ul style="list-style-type: none"> – places to cross safely – safe crossing procedures • passenger safety <ul style="list-style-type: none"> – use of a seatbelt – safe entry and exit from a vehicle • safety on wheels <ul style="list-style-type: none"> – wear a helmet – <p>Water Safety</p> <ul style="list-style-type: none"> • safe places to swim and play near water • survival strategies <p>Emergency Procedures</p> <ul style="list-style-type: none"> • what to do in the event of an emergency

Stage 2 PDHPE Subject Matter linked with Welfare Programs

Growth & Development	Interpersonal Relationships	Personal Health Choices	Safe Living
<p>Personal Identity</p> <ul style="list-style-type: none"> • recognising strengths and limitations – developing strengths – setting goals • recognising attributes of self and others • confronting problems • feelings about self • positive self-talk • gender images and Expectations <p>The Body</p> <ul style="list-style-type: none"> • systems – functions • appropriate/inappropriate touch • rates and stages of growth and development • heredity <p>Human Sexuality</p> <ul style="list-style-type: none"> • male/female characteristics • changes related to Puberty <p>Changes</p> <ul style="list-style-type: none"> • physical body changes – feelings about changes • changing friendships and relationships <p>Values</p> <ul style="list-style-type: none"> • definition of values – personal values – school values – family and cultural values • rights and responsibilities – self – others • uniqueness of self – identity – development • challenging discrimination 	<p>Relationships</p> <ul style="list-style-type: none"> • recognising individual needs • caring • trust • bullying • fairness • positive relationships • types of abuse • effects of abuse • different kinds of relationships • recognising and accepting differences • support networks • forms of discrimination <p>Communication</p> <ul style="list-style-type: none"> • active listening skills • appropriate expression of feelings • communicating feelings and needs • communication in group situations • assertiveness • managing conflict situations • encouraging others • understanding feelings of others • expressing a complaint or problem <p>Families</p> <ul style="list-style-type: none"> • types of families • family changes • parenting • roles, rights and responsibilities <p>Peers</p> <ul style="list-style-type: none"> • making and maintaining friendships • peer influence • rights and responsibilities <p>Groups</p> <ul style="list-style-type: none"> • types of groups • group membership • roles, rights and responsibilities • cooperation and sharing 	<p>Making Decisions</p> <ul style="list-style-type: none"> • analysis of problems • decision-making process • influences on decision making – family/peers – other significant people, media – feelings and needs of others • taking responsibility for one’s own decisions • risk-taking and decisions <p>Nutrition</p> <ul style="list-style-type: none"> • balanced eating habits • special needs – illness, eg diabetes, heart disease – cultural, eg festivals • fast food: a health choice • digestive system <p>Health Services and Products</p> <ul style="list-style-type: none"> • health information and services • influences of media <p>Drug Use</p> <ul style="list-style-type: none"> • identifying drugs – appropriate use • administration and storage of medicines • tobacco – effects on the body – effects of passive smoking • alcohol – effects on the body • labelling of drugs <p>Environmental Health</p> <ul style="list-style-type: none"> • effects of pollution • individual/group responsibility • recycling • environmentally friendly products <p>Preventive Measures</p> <ul style="list-style-type: none"> • sun protection • disease prevention • communicable diseases – immunisation • heart disease – nutrition, physical activity • personal hygiene – dental care • choice of health care products 	<p>Personal Safety</p> <ul style="list-style-type: none"> • protection • warning signals • safe/unsafe situations • organisations and networks – people who can help • assertiveness (No-Go-Tell) • influences on safety choices • identifying and responding to unsafe situations • reducing/eliminating risks • secrets • bribes and threats <p>Home and Rural Safety</p> <ul style="list-style-type: none"> • safe and unsafe places • safety with machines/appliances/ animals/substances • responsibility for younger students <p>School and Play Safety</p> <ul style="list-style-type: none"> • need for safety rules around school/ playground • modelling fair and safe behaviour <p>Road Safety</p> <ul style="list-style-type: none"> • pedestrian safety – safe crossing procedures – using traffic facilities • passenger safety – safe passenger behaviour • safety on wheels – safe places to ride – safety equipment <p>Water Safety</p> <ul style="list-style-type: none"> • water rescue skills • safety skills – water entry and exit <p>Emergency Procedures</p> <ul style="list-style-type: none"> • recognising an injury/ seeking assistance • contacting emergency services

Stage 3 PDHPE Subject Matter linked with Welfare Programs

Growth & Development	Interpersonal Relationships	Personal Health Choices	Safe Living
<p>Personal Identity</p> <ul style="list-style-type: none"> • influences on self-esteem and behaviour – family, friends, community – personal abilities – body changes – increased responsibility – changing needs and requirements – media and culture • developing and maintaining a positive self-concept • setting goals • influences of media and culture – body image • feelings – about self and others • gender images and expectations <p>The Body</p> <ul style="list-style-type: none"> • appropriate/inappropriate touching • body systems – functions – interrelationships • effects of nutrition, activity <p>Human Sexuality</p> <ul style="list-style-type: none"> • changes at puberty – menstruation • reproductive process • responsibility in sexual relationships – emotional readiness <p>Changes</p> <ul style="list-style-type: none"> • identify changes – physical, social and emotional • methods of coping with change – activity, relaxation, stress management • grief and loss – dealing with emotions <p>Values</p> <ul style="list-style-type: none"> • importance of values • influences on personal values • developing a code of behaviour • uniqueness of self – identity – development – goals • challenging discrimination 	<p>Relationships</p> <ul style="list-style-type: none"> • personal rights • rights and responsibilities • sources of power • coercion • harassment • types of abuse • effects of abuse • solving problems • importance of positive relationships • relating to people • changing networks • strengthening networks • challenging discrimination – racism, sexism, homophobia • anti-discrimination Legislation <p>Communication</p> <ul style="list-style-type: none"> • appropriate expression of feelings • empathising • assertiveness • ‘I’ messages • listening skills • barriers to communication • conflict resolution/negotiation • supporting others • recognising and articulating feelings • presenting a viewpoint <p>Families</p> <ul style="list-style-type: none"> • parental responsibilities and rights • sibling dependence • mutual dependence, rights and responsibilities <p>Peers</p> <ul style="list-style-type: none"> • developing and maintaining friendships and working relationships • rights and responsibilities • overcoming peer influence • positive peer influence • acting on concerns for others <p>Groups</p> <ul style="list-style-type: none"> • changing groups • peer support • roles and responsibilities 	<p>Making Decisions</p> <ul style="list-style-type: none"> • decision-making process • influences on decision making – family/peers – other significant people – media – feelings and needs of others • considering the effect of decisions on others • supporting others in their decision making • making health decisions • risk-taking and decisions • evaluating decisions <p>Nutrition</p> <ul style="list-style-type: none"> • nutritional needs across lifespan • energy intake/energy expenditure • variety of food choices • food preparation, storage • special needs/considerations • salt/sugar intake • saturated fats <p>Health Services and Products</p> <ul style="list-style-type: none"> • health information and services • influence of media • traditional and alternative health products and services <p>Drug Use</p> <ul style="list-style-type: none"> • definition, legal and illegal • appropriate use, administration and storage of medicines • effects of drugs – caffeine – alcohol – tobacco • media and drugs • effects of drug use for the community • labelling of drugs <p>Environmental Health</p> <ul style="list-style-type: none"> • energy conservation • global pollution • recycling • environmentally friendly products • planting programs <p>Preventive Measures</p> <ul style="list-style-type: none"> • sun protection • disease prevention – communicable diseases – immunisation – sexually transmitted diseases – blood-borne viruses, HIV/AIDS – hereditary diseases – lifestyle diseases, eg development of heart disease 	<p>Personal Safety</p> <ul style="list-style-type: none"> • protection • warning signs and signals • identifying risk situations, people and places • reacting to unsafe situations • assertiveness • rights and responsibilities • maintaining/extending networks • responding to risk situations • bribes, threats • safety plans <p>Home and Rural Safety</p> <ul style="list-style-type: none"> • safety with machines, appliances, animals and substances • reducing and eliminating hazards • promoting safety awareness • responsibility for self and others • bribes, threats • safety plans <p>School and Play Safety</p> <ul style="list-style-type: none"> • minimising hazards around the school/playground • modelling fair and safe behaviour • promoting safety awareness at school and in play situations <p>Road Safety</p> <ul style="list-style-type: none"> • pedestrian safety – rights and responsibilities of a pedestrian – safe practices near buses • passenger safety – responsibility as a passenger • safety on wheels – using bicycles, skateboards and rollerblades safely – safety equipment <p>Water Safety</p> <ul style="list-style-type: none"> • in different water environments • survival swimming skills <p>Emergency Procedures</p> <ul style="list-style-type: none"> • basic first aid — DRABC • contacting emergency services

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 21 st 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		Stage 3 Canberra excursion odd yrs	Stage 3Pt Wollstencroft – even yrs
	Gym sports even yrs- 8 wks			Yr 6 Human sexuality
				Kinder Orientation and School Starters Playgroup

Early Stage 1 PDHPE Subject Matter

Active Lifestyle	Games and sport	Dance	Gymnasatics
<p>Components of an Active Lifestyle</p> <ul style="list-style-type: none"> • concept of being physically active • importance of a balanced lifestyle <ul style="list-style-type: none"> – rest, relaxation – active and passive pursuits – nutrition • regular participation in activity <p>Ways to be Active</p> <ul style="list-style-type: none"> • developing skills for participation in basic games and activities • applying movement skills in fun games and activities <ul style="list-style-type: none"> – obstacle courses – ball games • participating in active recreational pastimes <p>Effects of Physical Activity</p> <ul style="list-style-type: none"> • effects on the body <ul style="list-style-type: none"> – immediate • feelings about being active before, during and after participation • benefits of participation • nominating favourite activities 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • stretching/bending/ twisting • swinging body parts • balancing <p>Locomotor Skills</p> <ul style="list-style-type: none"> • walking, running • jumping/landing • hopping/skipping • side sliding <p>Manipulative Skills</p> <ul style="list-style-type: none"> • rolling/stopping an object • throwing and catching <ul style="list-style-type: none"> – large objects • bouncing <ul style="list-style-type: none"> – one hand, two hands • bouncing and catching a large ball • striking/hitting <ul style="list-style-type: none"> – a stationary object – one hand, two hands • kicking <ul style="list-style-type: none"> – stationary object – target, distance <p>Games</p> <ul style="list-style-type: none"> • spatial awareness <ul style="list-style-type: none"> – directions, pathways – boundaries, levels • minor games <ul style="list-style-type: none"> – imaginative games – miming/imitating – running/chasing games – circle games – simple ball games – cooperation games – parachute games <p>Athletics</p> <ul style="list-style-type: none"> • running <ul style="list-style-type: none"> – in a straight line, novelty races, shuttle relays • jumping <ul style="list-style-type: none"> – with a safe landing – from one foot to two feet – for distance and height • throwing <ul style="list-style-type: none"> – underarm, chest pass – slinging <p>Aquatics</p> <ul style="list-style-type: none"> • water familiarisation <ul style="list-style-type: none"> – buoyancy, water safety – survival skills <p>Playing the Game</p> <ul style="list-style-type: none"> • safety • fair play • cooperation • formations <ul style="list-style-type: none"> – lines, circles, pairs, groups • signals, eg whistle 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • bending • curling • twisting • stretching • turning • rocking • wriggling • moving isolated parts of the body <p>Locomotor Skills</p> <ul style="list-style-type: none"> • walking • running • galloping • sliding • hopping • step hop/skipping • creeping • crawling <p>Elements of Dance</p> <ul style="list-style-type: none"> • dynamics <ul style="list-style-type: none"> – smooth/jerky – light/heavy/strong • time and rhythm <ul style="list-style-type: none"> – fast/slow – even beat • space <ul style="list-style-type: none"> – high/low – position – direction – size/shape • relationships <ul style="list-style-type: none"> – partners – group – objects – music <p>Composition</p> <ul style="list-style-type: none"> • sequencing locomotor movements • sequencing nonlocomotor Movements <p>Dance Styles</p> <ul style="list-style-type: none"> • singing games • creative dance <ul style="list-style-type: none"> – responding to a variety of stimuli 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • bending • twisting • stretching • turning • curling • rocking • static balance on large body parts • laterality <ul style="list-style-type: none"> – moving right and left body parts <p>Locomotor Skills</p> <ul style="list-style-type: none"> • step patterns <ul style="list-style-type: none"> – walking – running – hopping – skipping – galloping – jumping/landing – 2 feet to 2 feet • travelling on different body parts • rolling <ul style="list-style-type: none"> – log/pencil – egg roll • climbing and hanging <ul style="list-style-type: none"> – climbing on play equipment – grips <p>Elements of Movement</p> <ul style="list-style-type: none"> • spatial awareness <ul style="list-style-type: none"> – position: near, far, in front of/behind,opposite – focus: facing forwards, sideways, upwards, downwards – boundaries: moving within an area – levels: high, low,medium – directions: upwards, backwards, sideways, forwards – formation: lines • dynamics— soft, hard • time and rhythm <ul style="list-style-type: none"> – slow, fast • relationships <ul style="list-style-type: none"> – partners, small teams – using a variety of surfaces, eg mats, floor, equipment <p>Composition</p> <ul style="list-style-type: none"> • simple locomotor games/relays <ul style="list-style-type: none"> – simple rules – formations

Stage 1 PDHPE Subject Matter

Active Lifestyle	Games and sport	Dance	Gymnasatics
<p>Components of an Active Lifestyle</p> <ul style="list-style-type: none"> • concept of being physically active • importance of a balanced lifestyle <ul style="list-style-type: none"> – rest, relaxation – active and passive pursuits – leisure – nutrition – regular participation in activity <p>Ways to be Active</p> <ul style="list-style-type: none"> • stretching parts of the body before and after activity • developing skills for participation in games and activities • moderate to vigorous games, dance and gymnastics with high level of participation <ul style="list-style-type: none"> – obstacle courses – circuits – partner activities – relays • participating in recreational activities that encourage physical activity <p>Effects of Physical Activity</p> <ul style="list-style-type: none"> • effects on the body <ul style="list-style-type: none"> – immediate, long term • feelings about being active before, during, after <ul style="list-style-type: none"> – enjoyment, friendship • recording activity levels <ul style="list-style-type: none"> – activities I participate in regularly – activities I would like to learn 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • stretching/bending/twisting <ul style="list-style-type: none"> – whole body – body parts – swinging body parts • balancing <p>Locomotor Skills</p> <ul style="list-style-type: none"> • walking <ul style="list-style-type: none"> – running/jogging – jumping/leaping – skipping with ropes <p>Manipulative Skills</p> <ul style="list-style-type: none"> • rolling/stopping small objects • throwing <ul style="list-style-type: none"> – underarm, overarm, chest, bounce pass • catching <ul style="list-style-type: none"> – different-sized objects – different heights – two hands • bouncing/dribbling <ul style="list-style-type: none"> – continuous with large ball, one hand – alternate hands • striking/hitting <ul style="list-style-type: none"> – one hand, two hands – a stationary object: different-sized bats • kicking <ul style="list-style-type: none"> – stationary, bootlace – inside/outside of foot • trapping <ul style="list-style-type: none"> – using feet <p>Games</p> <ul style="list-style-type: none"> • spatial awareness <ul style="list-style-type: none"> – changing levels • minor games <ul style="list-style-type: none"> – imaginative games – running, cooperation, parachute and simple ball games <p>Athletics</p> <ul style="list-style-type: none"> • running – standing start, sprinting <ul style="list-style-type: none"> – distance shuttle relay • jumping <ul style="list-style-type: none"> – long jump with run up – scissor jump for height • throwing <ul style="list-style-type: none"> – push a shot – sling a hoop or quoit <p>Aquatics</p> <ul style="list-style-type: none"> • water confidence, • mobility • water safety – survival skills <p>Playing the Game</p> <ul style="list-style-type: none"> • safety in play • fair play • benefits of play • cooperation • effort and practice 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • swaying • swinging • twisting • turning • moving isolated parts of the body <ul style="list-style-type: none"> – hand/foot gestures <p>Locomotor Skills</p> <ul style="list-style-type: none"> • walking • running • galloping • hopping • sliding • skipping • step hop • marching • step tap • jumping and leaping <p>Elements of Dance</p> <ul style="list-style-type: none"> • dynamics <ul style="list-style-type: none"> – flowing – sharply • time and rhythm <ul style="list-style-type: none"> – simple rhythmic patterns, ie even, uneven beat • space <ul style="list-style-type: none"> – changing levels – pathways – size/shape • relationships <ul style="list-style-type: none"> – individual – group – objects <p>Composition</p> <ul style="list-style-type: none"> • structure <ul style="list-style-type: none"> – improvisation – repetition of movement patterns • simple combinations of locomotor and nonlocomotor movements <p>Dance Styles</p> <ul style="list-style-type: none"> • simple folk dance • creative dance <ul style="list-style-type: none"> – responding to a variety of stimuli 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • bending • twisting • stretching • turning • curling • rocking • static <ul style="list-style-type: none"> – balance on small body parts • laterality <ul style="list-style-type: none"> – moving right and left body parts <p>Locomotor Skills</p> <ul style="list-style-type: none"> • running/walking • hopping/skipping • galloping • jumping/landing <ul style="list-style-type: none"> – 2 feet to 2 feet • travelling on different body parts, large and small <ul style="list-style-type: none"> – sliding • rolling <ul style="list-style-type: none"> – log/pencil – egg roll • climbing and hanging <ul style="list-style-type: none"> – on frames – grips <p>Elements of Movement</p> <ul style="list-style-type: none"> • spatial awareness <ul style="list-style-type: none"> – position – levels – directions – shape • dynamics <ul style="list-style-type: none"> – soft, hard • time and rhythm <ul style="list-style-type: none"> – slow, fast • relationships <ul style="list-style-type: none"> – partner, team, group – with simple apparatus <p>Composition</p> <ul style="list-style-type: none"> • simple combinations of locomotor activities • simple non-locomotor combinations of activities

Stage 2 PDHPE Subject Matter

Active Lifestyle	Games and sport	Dance	Gymnasatics
<p>Components of an Active Lifestyle</p> <ul style="list-style-type: none"> • balancing lifestyle components for optimal health • benefits of lifestyle balance <ul style="list-style-type: none"> – physical, social, emotional • use of leisure time <ul style="list-style-type: none"> – active, passive pursuits • importance of adequate rest, nutrition • regular participation in daily activity <p>Ways to be Active</p> <ul style="list-style-type: none"> • safe stretching techniques • skill development activities • skill practice in minor games • minor games, dance and movement with high level of participation <ul style="list-style-type: none"> – circuits – fun runs – aerobics – obstacle courses – partner activities – relays • organised and nonorganised recreational pastimes that promote physical activity <p>Effects of Physical Activity</p> <ul style="list-style-type: none"> • effects on the body <ul style="list-style-type: none"> – immediate, long term – body temperature – breathing rates – strength – flexibility – cardiovascular endurance • recording accumulated activity • feelings about being active <ul style="list-style-type: none"> – challenge, satisfaction, enjoyment, achievement – preferences – influences 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • stretch/bend/twist • pivoting • dodging (body lean) • swinging, • balancing <p>Locomotor Skills</p> <ul style="list-style-type: none"> • running/sprinting • dodging – side stepping • jumping/landing <p>Manipulative Skills</p> <ul style="list-style-type: none"> • throwing <ul style="list-style-type: none"> – overarm, chest pass, shoulder pass – 2 hand overhead pass – goal shooting – bowling/pitching • fielding/catching – high/low <ul style="list-style-type: none"> – one hand, two hands – glove/mitt • dribbling – pat bouncing <ul style="list-style-type: none"> – feet/stick – change direction: • striking/hitting <ul style="list-style-type: none"> – one hand, two hands – drive/sidearm hit/volley – push/bunt • kicking – stationary/rolling ball <ul style="list-style-type: none"> – different-shaped balls • trapping/passing <p>Games</p> <ul style="list-style-type: none"> • spatial awareness <ul style="list-style-type: none"> – creating space • positional awareness • minor games <ul style="list-style-type: none"> – chasing games – ball games/relays – territorial games – modified games <p>Athletics</p> <ul style="list-style-type: none"> • running – standing start <ul style="list-style-type: none"> – sprint, middle distance/crosscountry – circular relay • jumping <ul style="list-style-type: none"> – high jump (scissors) – long jump • throwing – shotput <ul style="list-style-type: none"> – roll/sling a discus <p>Aquatics • floating/movement skills</p> <ul style="list-style-type: none"> • basic swimming strokes • water safety/rescue skills <p>Playing the Game- fair play</p> <ul style="list-style-type: none"> • safety considerations • teamwork -roles/responsibilities • benefits of and influences on participation • effort and practice • competition • rules/tactics/strategies 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • swerving • shaking <p>Locomotor Skills</p> <ul style="list-style-type: none"> • step patterns <ul style="list-style-type: none"> – chassé – skipping – two step – schottische – hop-point <p>Elements of Dance</p> <ul style="list-style-type: none"> • dynamics <ul style="list-style-type: none"> – firmly/lightly • time and rhythm <ul style="list-style-type: none"> – metre • space <ul style="list-style-type: none"> – directions – combinations of pathways • relationships <ul style="list-style-type: none"> – individual – group – objects <p>Composition</p> <ul style="list-style-type: none"> • structure <ul style="list-style-type: none"> – contrasting movement patterns • transitions <ul style="list-style-type: none"> – beginning, middle, end • sequences <ul style="list-style-type: none"> – creating – reproducing • simple compositional techniques <ul style="list-style-type: none"> – unison, canon <p>Dance Styles</p> <ul style="list-style-type: none"> • folk dance • social dance • creative dance • bush dance 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • refine non-locomotor skills <ul style="list-style-type: none"> • static <ul style="list-style-type: none"> – balance – pairs, groups – counterbalance <p>Locomotor Skills</p> <ul style="list-style-type: none"> • refine and practise locomotor skills • jumping/landing <ul style="list-style-type: none"> – mounting, dismounting (bench, box) • travelling on different body parts <ul style="list-style-type: none"> – cartwheels • rolling <ul style="list-style-type: none"> – forward roll (incline) – backward roll (incline) – side roll • climbing and hanging <ul style="list-style-type: none"> – climbing frames – grips <p>Elements of Movement</p> <ul style="list-style-type: none"> • spatial awareness <ul style="list-style-type: none"> – position – levels – directions – pathways • dynamics <ul style="list-style-type: none"> – interplay of force and time – resilience • relationships <ul style="list-style-type: none"> – with other people, pairs, groups – matching, mirroring, contrasting – counterbalancing – with apparatus <p>Composition</p> <ul style="list-style-type: none"> • simple combinations of locomotor and nonlocomotor activities

Stage 3 PDHPE Subject Matter

Active Lifestyle	Games and sport	Dance	Gymnasatics
<p>Components of an Active Lifestyle</p> <ul style="list-style-type: none"> • use of leisure time – balance of active/passive pursuits – adequate rest – enjoyment • community contacts for outside school interests • lifestyle risk factors – exercise, nutrition, smoking • disease prevention • accumulated activity <p>Ways to be Active</p> <ul style="list-style-type: none"> • developing behavioural skills, eg self-motivation, goal setting, monitoring progress • stretching muscle groups • skills practice activities • moderate to vigorous activities – skipping games – tag games – circuits – fun runs – aerobics – obstacle courses – relays – power walking – ball games <p>Effects of Physical Activity</p> <ul style="list-style-type: none"> • effects of physical activity on the body – immediate, long term – strength – flexibility – cardiovascular endurance – muscular strength – muscular endurance – balance – speed • monitoring personal fitness and activity progress 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • stretching/bending/ twisting/pivoting/ swinging/balancing <p>Locomotor Skills</p> <ul style="list-style-type: none"> • running variations – stop, start – accelerate, decelerate • dodging • base running <p>Manipulative Skills</p> <ul style="list-style-type: none"> • throwing – for distance/accuracy – pitch/bowl/lob – underarm/overarm/chest • catching/fielding – using equipment – attacking/defensive • dribbling – changing speed – hand/feet/stick • striking/hitting – one hand, two hands – distance and accuracy – tackling/heading • kicking – distance and accuracy – punt, drop, chip, goal • trapping/passing – using body parts – stick <p>Games</p> <ul style="list-style-type: none"> • spatial awareness – tactics/strategies – team positions – trajectory • minor games – territorial games – ball games – tag games – relays • modified games • major games <p>Athletics</p> <ul style="list-style-type: none"> • running – sprinting, crouch start – middle distance and cross-country – circular relay • jumping – high jump, long jump • throwing – shotput, discus <p>Aquatics</p> <ul style="list-style-type: none"> • stroke development, • diving • water safety • emergency procedures <p>Playing the Game -fair play</p> <ul style="list-style-type: none"> • teamwork • competition • safety considerations • benefits and influences on participation • effort and practice • rules/tactics/strategies • refereeing/umpiring 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> – dance holds – safe dance posture <p>Locomotor Skills</p> <ul style="list-style-type: none"> • step patterns – grapevine – waltz – polka – triplets – jive <p>Elements of Dance</p> <ul style="list-style-type: none"> • dynamics • time and rhythm – contrasting use of tempo – gradual/sudden speed change • space – dance figures – explore symmetrical and asymmetrical body shapes • relationships – individual and partner – group formations – objects <p>Composition</p> <ul style="list-style-type: none"> • structure – contrasting movement patterns • using stimulus accompaniment – story, music, poem <p>Dance Styles</p> <ul style="list-style-type: none"> • folk dance • social dance • indigenous dance – Aboriginal – Afro–Caribbean • modern • contemporary popular dance 	<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • consolidate and practise non-locomotor skills • static – balance (refining) – partner balance – counterbalance – handstand <p>Locomotor Skills</p> <ul style="list-style-type: none"> • consolidate and practise locomotor skills • jumping/landing – mounting, dismounting – tucks • travelling on different body parts – cartwheels • rolling – forward roll (incline) – forward roll (flat mat) – backward roll (incline) – backward roll (flat mat) – side roll • climbing and hanging – climbing frames – bars – rope ladder – climbing ropes <p>Elements of Movement</p> <ul style="list-style-type: none"> • spatial awareness – position – precision/accuracy – shape • dynamics – interplay of force and time – acceleration, deceleration • relationships – with other people, pairs, trios, groups – matching, mirroring, contrasting – counterbalancing – with apparatus <p>Composition</p> <ul style="list-style-type: none"> • combinations of locomotor and nonlocomotor activities

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
- 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:
 - 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	Transition to Class	Assemblies	Toilets	Stairwells and Corridors	Canteen
Respect	Be honest Be polite Care for others	Look after the environment	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 appropriately 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 bin 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	Participate	Report problems	Store belongings appropriately 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
Problem (Negative) Outcomes	
Conference with student	There is a formal meeting with a student to discuss their performance
Individualised instruction	A student may be withdrawn from their normal class group and receives lesson material 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 school service	A student is required to perform an activity that amends a situation or compensates for 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-based conflict resolution program	A student is required to participate in an internal school program as a result of single or 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 school based program	A student is required to participate in an internal school program to support or modify behaviour or attitudes e.g. student participates in the Seasons program with the school counsellor or chaplain when they exhibit non-coping behaviour following the death of a parent
Referral to other agency partnering with school	A student is asked to engage with an external agency for further support. This agency has formal links with the school. e.g. a Year 5 student attends anger management 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 welfare team	A parent, teacher or the school welfare system activates a request for support or assessment of an individual student through a school welfare team (additional to the Learning Support Team)
Mention at staff meeting	A teacher or principal discusses students or groups of students who require extra support in classroom and playground at staff meeting in the 'student welfare' section so as to assist staff to help students.
Application for support from DEC staff	The school requests additional support or resources for a student e.g. The school Learning Support Team refers a student with chronic non-attendance to the HSLO Manager,
Referral to other agency or department	A student is asked to engage with an external agency for further support. e.g. with parental support a student is referred to the local health service for extended counselling 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.