



PORT MACQUARIE
ADVENTIST SCHOOL

Nurture for today • Learning for tomorrow • Character for eternity

PASTORAL CARE POLICY

STUDENT WELFARE

ENCOURAGEMENT SYSTEM

PEER SUPPORT

BEHAVIOUR MANAGEMENT PROGRAM

ROUTINES, RULES AND EXPECTATIONS

STUDENT LEADERSHIP PROGRAM

VISION STATEMENT

Nurture for today Learning for tomorrow
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MISSION STATEMENT

The Port Macquarie Adventist School encourages a vibrant Christian lifestyle and the development of the whole person in the setting of academic excellence, with an emphasis on respect for others and good citizenship. The school is staffed by a team of professionals that provide a nurturing learning environment.

SCHOOL VALUES

These are the values on which we build:

- **A spiritual focus** that invites a personal commitment to Jesus Christ.
- **A student focus** that seeks to inspire a love for learning, individuality, creativity and respect for diversity.
- **A professional focus** by staff who are dedicated to teaching and service to others.

SCHOOL OBJECTIVES

The School aims to provide a balanced education blending the mental, physical, social, spiritual and emotional aspects of each child. Opportunities will be provided for each child to:-

- Develop academic excellence
- Advance physical skills
- Develop positive social skills
- Build sound peer relationships
- Learn problem solving strategies
- Develop growing Christian values
- Develop a sense of pride in themselves and their School
- Feel safe and cared for

CODE OF CHRISTIAN CONDUCT

The Schools' "Code of Christian Conduct" is a reference point for pupils and teachers.

- Everyone has the right to work and learn without being disrupted by others.
- Everyone has the right to be treated courteously and respectfully.
- Everyone has the right to work and play in a clean and safe environment.
- Everyone has the right to feel proud of this school.

The Schools' "Student Behaviour Plan", outlines the way in which the pupils are encouraged to act responsibly. Parents should be familiar with and support the School's approach to discipline.

Our aim is to ensure that all children at the Port Macquarie Adventist School have access to quality learning within a safe and caring environment, and to encourage all students to strive towards behavioural excellence and increased personal responsibility.

"Treat others the way you would like to be treated."

Matthew 7:12

Rationale

Port Macquarie Adventist School (PMAS) is a welcoming educational community, centred on achievement, equality and respect. PMAS is where knowledge and truth support the child academically, spiritually, physically, emotionally, socially and culturally. This environment reflects an active partnership between the school, family and community.

Aims

This Pastoral Care Policy reflects the overall educational philosophy of Port Macquarie Adventist School. The School values a holistic approach to education through the pursuit of excellence academically, spiritually, socially, aesthetically, emotionally, creatively and physically, within a school community where education embraces the whole of life.

There can be no simple delineation between the various facets of our School. The Pastoral Care Policy aims to foster resilience, promote respect for each other and ourselves and cultivate our relationships with one another. Thus, much of what occurs in the School setting, both in and out of the classroom, has an impact on our social and emotional well-being. We are all responsible for pastoral care.

Through our Pastoral Care Policy we aim to:

- Provide a safe and secure learning environment conducive to optimum learning
- Promote and model respect for oneself and others through fostering an attitude of inclusiveness and being accepting of cultural differences
- Promote and model respect for individual and group belongings and property
- Create an atmosphere conducive to study, which is underpinned by a system of rights and responsibilities
- Develop resilience
- Ensure all students, parents and staff members feel listened to and given the opportunity to express themselves fully and without fear of reprimand or ridicule
- Provide leadership opportunities for students
- Model and instil within each student Christian Values to live by
- Encourage students and families to develop readiness skills to ensure that students are fully equipped with the resources needed to learn at School

Please Note that in all cases of pastoral care, procedural fairness shall apply. Students, staff and, where applicable, parents will be given a fair opportunity to talk freely and openly, given time to respond to any accusations or incidents and be treated respectfully and appropriately.

Implementation

Pastoral Care at Port Macquarie School is addressed through:-

1. Student Welfare
2. School Chaplain
3. Encouragement System
4. Peer Support (House System, Mentoring Program)
5. Routines, Rules and Expectations
6. Student Leadership Program

Student Welfare

At Port Macquarie Adventist School the physical, emotional and spiritual welfare of all children is a very high priority. All Staff, especially the classroom teacher, are responsible to ensure the welfare of children they have contact with by implementing the various School Policies, Rules and Procedures.

- Children at risk are identified with individual action plans devised and communicated to appropriate staff to ensure positive welfare outcomes.
- In the event that any staff member has concerns about the welfare of a student(s) then this concern is to be communicated to both the student's classroom teacher and the Principal. An assessment will be made as to appropriate follow up action to be taken.
- Any parent/caregiver with concerns about their child's welfare should, in the first instance, speak with their child's classroom teacher. Should they feel further action needs to be taken then contact with the Principal should be made.
- Any person with concerns about the welfare of children other than their own should make contact with the Principal to discuss the situation.
- Further guidance and a list of welfare service providers who can assist in varying areas beyond the school is available from the school office.

School Chaplain

The role of the School Chaplain is to provide caring and spiritual support to both children and families at Port Macquarie Adventist School. To facilitate this role the school chaplain will interact with children both inside and outside the classroom. To assist in bridging home/school the chaplain will make an informal visit to each family once a year.

Encouragement System

Each teacher has an encouragement system in place to reward positive behaviour, quality school work, effort, positive peer interaction, self-organisation, punctuality and good manners.

Formal School Awards

Positives

These are given by any teacher to any student for things such as exceptional displays of behaviour, supporting other students, going beyond expectations, helping in and around the School; e.g. a student who picks up rubbish in the playground without being asked, etc. Students place each 'positive' in the collection box, and then each week, recognition is given at morning assembly to students who receive positives. A child, selected at random from the 'positives' box, will be able to draw from the lucky dip. This lucky dip will happen up to 5 times per week.

Weekly Awards

Two awards given per class each week at Chapel to recognise a student's progress in effort or achievement. It is expected that every child will receive at least one of these awards over the course of a semester. Weekly awards will include one "Student of the Week" award and one "Achievement/Values" award.

Progressive Awards System

After successfully completing a term at PMAS, students may be nominated by their class teacher to receive a Bronze, Silver or Gold award. These awards are presented at the final assembly each Term.

To achieve these awards the student must fulfil the following criteria:

- a. **Bronze** – has maintained Level 1 (Discipline code) status for the term and has worked and behaved inside and outside of the classroom at a satisfactory level.
- b. **Silver** – may be issued one Term after the student has achieved a Bronze award if behaviour, attitude, work standards and Level 1 behaviour status have been maintained.
- c. **Gold** – may be issued one Term after the student has achieved a Silver award if behaviour, attitude, work standards and Level 1 behaviour status have been maintained.
- d. **Platinum** - may be issued as a second Gold award if behaviour, attitude and work standards have been maintained.

Guidelines that should be considered when nominating students for Bronze, Silver and Gold Awards include:

- a. Maintenance of uniform standards. (Including explained breaches)
- b. Ongoing classroom participation
- c. Consistent positive behaviour in and out of classroom
- d. Positive work ethic
- e. Showing respect and consideration to other people
- f. Respecting personal and school resources and property

- g. Being involved in school activities – advocate for PMAS both in and out of school

Additional end of term awards include:

- a. **Sportsmanship Award** – for a student in each class that has demonstrated outstanding sportsmanship throughout the term.
- b. **Sports Skill Award** – for a student in each class that has demonstrated outstanding skills in Physical Education or sporting pursuits throughout the term.
- c. **Creative Arts Award** – for a student in each class that has demonstrated outstanding achievement in one of the arts (Visual Arts, Drama, Dance and Music) throughout the term.
- d. **Homework Reading Awards** – awarded to each student for the number of reading sessions completed up to each end of term awards ceremony.
- e. **Homework Mathematics Awards** – awarded to each student for the number of mathematics sessions completed up to each end of term awards ceremony.

Prize Giving Awards at the End of Year Presentation Night

Class Awards:

Four awards per class are awarded; two for academic achievement, one for most improved and one for citizenship. In addition, any student who qualifies for a Platinum award will be presented with a medallion.

DUX:

This award is presented to the Year Six student who has the highest academic achievement in the class. It is determined by accumulating grades and scores throughout the year. All Key Learning Areas must be included with Mathematics and English being worth double the other KLA's. Semester 2 grades are worth double Semester 1 grades.

MACS Award:

The MACS Award is awarded by the Principal to a Year Five or Six student who has displayed all that it is to be a PMAS student. The student should have, over a period of time, demonstrated:

- excellent application and effort in the classroom;
- outstanding behaviour;
- long term commitment to extra curricula activities and School events;
- an attitude of caring and concern for others;
- a willingness to lead and respond to responsibility; and
- a high pattern of attendance.

The Principal calls for nominations from the staff and then decides upon the recipient. This award does not necessarily need to be presented annually.

Peer Support

Buddy Program

Buddies/Student Monitors apply and are selected from the Year 5 and 6 class to be a support and friend during lunch and recess times, and on occasions, during special class activities. Buddy students are identifiable on the playground by a coloured vest. The aim of the program is to encourage productive partnerships and positive interactions between students and thus foster the School ethos and build strong student relationships. The program also fosters and develops leadership skills within our senior students.

Mentoring Program

Year 5 and 6 students have the opportunity to spend 30 minutes a week with a suitable adult mentor. The role of the mentor is to support, encourage and guide students in the spiritual, social and emotional aspects of their lives. The mentors work with the students individually or in small groups, overseen by the classroom teacher and school Chaplain. The Chaplain is responsible for finding and nominating suitable mentors for students (based on hobbies and interests) and obtaining final approval from the Principal.

Behaviour Management Program

The following strategies are implemented at Port Macquarie Adventist School in order to guide and nurture each pupil.

Port Macquarie Adventist School expressly prohibits the use of corporal punishment by all employees. It also does not sanction the administration of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Behaviour Cards

Each child will have an A5 behaviour index card, kept in a prominent place in the classroom (and filed in the student files at the conclusion of each school year). Teachers write on a child's behaviour card to record significant behaviour incidents. The writing on the card should be accompanied with student reprimand by the teacher observing the behaviour. The teacher should notate on the behaviour card date, incident and action taken. Students can receive a lunchtime detention as part of their consequences for misbehaviour. Teachers are rostered on to supervise the detention room.

Behaviour Level System

Please note that the level system is only implemented once class teacher strategies or behavioural card consequences have been implemented and are no longer effective or the behaviour is severe.

The program is based on a level system. Children who exhibit inappropriate behaviour are placed on a higher level for five school days where their behaviour is closely monitored. At the conclusion of five school days the class teacher and the Principal may reward a child whose behaviour has been deemed to have significantly improved, by allowing that child to return to the previous level. All children who are placed on a level other than one are encouraged to change their behaviour so that they may progress back to Level One status.

Whilst there are general guidelines for the progression and regression through the levels, these are by no means 'set in concrete'. The Principal, class teacher and discipline committee will use their discretion when moving students through the levels and may apply the level system as they deem warranted.

Progressions through the levels will be at the discretion of the Principal in discussion with relevant staff and the discipline committee, if deemed necessary for level four and above.

Levels

Level One

All children are on Level One at the commencement of each year. Level One is the expected standard of behaviour for children, appropriate to their age and maturity. Children are encouraged to maintain a high degree of self-discipline and model this to others in the school.

It is expected that within each class, students will be taught the rules, expectations and strategies for correct behaviour, values and attitudes. The class teacher is expected to manage most cases of inappropriate behaviour within the class. When a child begins to show a pattern of misbehaviour or commits a serious breach of school rules, Level Two may be implemented with the positive aim of bringing about correct behaviour.

All children who are not on Level One will have their status reviewed at the beginning of each new term.

Level Two

At this stage the progression is negotiated between the child's class teacher and the Principal.

When a child has not followed class or school rules or is displaying consistently poor behaviour, the child may be placed on Level Two.

A Daily Report Sheet will be issued so that the student, parent and teacher can monitor progress in improving behaviour.

The child will have to present the Daily Report Sheet to relevant teachers in each session who will comment on the child's behaviour.

A letter is immediately sent to the child's parents, which will be signed and returned. A courtesy phone call may also be made at this time as well as a follow up call or letter when the child returns to Level 1.

Children are encouraged to work towards returning to Level One through discussions with the class teacher and other staff.

If a child's behaviour improves, he/she may return to Level One after five school days. This is again done in negotiation between the class teacher and the Principal.

Level Three

A child who continues to display poor behaviour whilst on Level Two may be placed on Level Three.

A letter is sent to parents requesting an interview to discuss the child's behaviour.

The child continues to be monitored through the Daily Report Sheet.

Privileges children will forfeit whilst on Level Three:

- Children are not permitted to receive awards whilst on this level.
- Children are removed from the playground for five school days.
- Children are not allowed to take part in external activities, including sport or representing the school in public or even as a prominent helper at assembly.

A student will return to Level Two if after five days their behaviour improves. This will occur at the discretion of and in negotiation with the class teacher and the Principal.

Level Four

A child who continues to demonstrate poor behaviour on Level Three may be placed on Level Four. This is a serious breach of standards and the implications of further misbehaviour are clearly communicated.

Level Four consists of a conference with parents, class teacher, Principal and any other relevant staff.

Level Four consists of an out of school suspension and is administered by the Principal in consultation with the discipline committee and other relevant parties.

Level Five

A child who continues to show disregard for the school rules will be referred to the Principal at which time considerations regarding his or her place in the school will be reviewed. The Principal will meet with the discipline committee to determine an outcome. One of three possible outcomes may be decided:

1. **Suspension** – where the student is removed from all of the classes that a student would normally attend at a school for a set period of time.
2. **Expulsion** – Where the student is permanently removed from the school.
3. **Exclusion** – Where the student will not be admitted to any school in our system - SDA Schools (NNSW) Ltd. (The principal may make a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student, not just from our system, but from other schools.)

Procedural Fairness & The Discipline Committee

Port Macquarie Adventist School deals with behavioural issues following procedural fairness processes. It is a basic right of all students and parents when dealing with school administration. Procedural fairness includes the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision-making
- an absence of bias by a decision-maker.

Procedural fairness includes making available to students and parents or caregivers the policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection. As part of ensuring the right to be heard, schools will establish any need for parents/caregivers to be provided with interpreter services and, if required, make arrangements for such services to be available.

The Discipline Committee consists of the Principal and two staff members who have been appointed to the committee. A school council representative may sit on the committee in instances of severe misbehaviour.

Routines, Rules and Expectations

Classroom expectations

- Respect for each other
- Respect for property, resources and equipment
- When someone is talking, others are listening
- Students should not be in the classroom unless a staff member is present
- Students should strive to do their best at all times
- Students should be engaged in on-task behaviour at all times
- Before school, students should be in the undercover area or in the playground.
- Students should move around the classroom and verandahs in a safe manner. There is no running in any classroom, verandah, concrete or stair area.

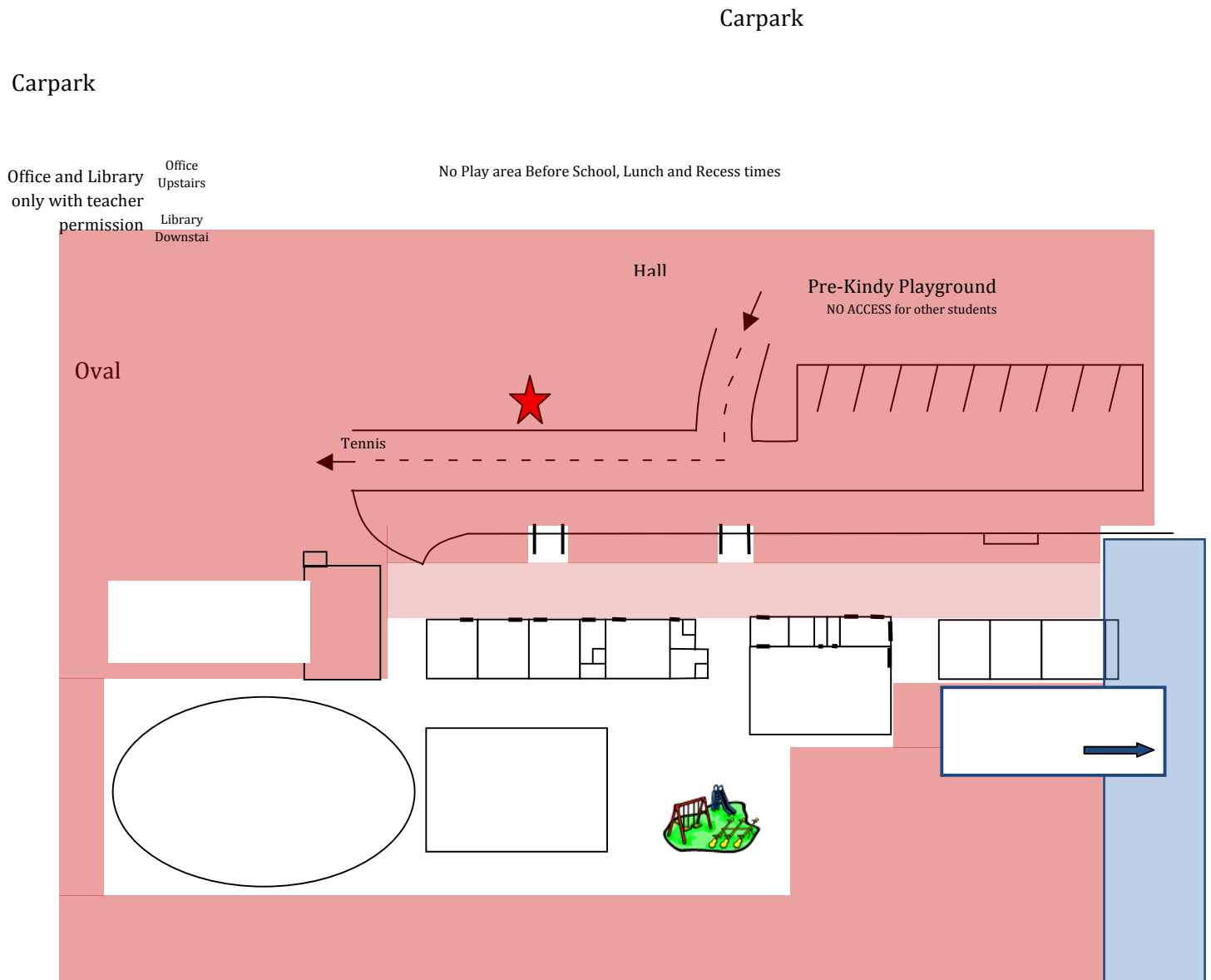
Playground expectations

- Respect for each other
- Respect for property resources and equipment

Port Macquarie Adventist School

- Students are expected to walk to classrooms when the whistle blows
- Out of Bounds – shown on the map below shaded in pink
- Children must wear enclosed shoes and a flat.
- Sports equipment is given out from the sports shed at the beginning of lunch and recess and returned to the sports shed at the conclusion.

Emergency Assembly Area



Student supervision

- Students should not arrive at School before 8.20am as there is no staff supervision before this time.
- Upon arrival at school, students may put their bags in their classroom or on the bench outside their room and play in the undercover area or playground.
- Students are not to be in the classrooms at lunch or recess unless supervised by a staff member.
- On occasion, immediate supervision responsibilities may be designated to an appropriate adult helper/teachers aide. But in all supervision situations, delegated or not, the teacher will oversee supervision and has ultimate responsibility.

- Before school, lunch, recess and after school times are fully supervised as outlined in the student handbook. Duty expectations are provided to each teacher and support staff.
- One teacher will operate the 'detention room' each lunchtime, for any students who have been issued with a detention.

Student Leadership Program

Port Macquarie Adventist School aims to develop and build upon existing leadership qualities within the student body. Effective leaders are honest, bold, understanding, innovative, proactive, organised, reliable, caring and involved. They are people focussed and humble.

Formal opportunities for students to develop their leadership skills are:

School Captains: Two students are chosen each year to be School Captains by students and staff. Typically, and where possible, the captains should be from Year 6 and be one boy and one girl.

Vice-Captains: In addition to the two Captains, two Vice Captains are also elected by students and staff. Typically, and where possible, the Vice-Captains should be from Year Six and be one girl and one boy.

Buddy/Monitors: Students from Year 5/6 are elected to be Buddies/Monitors.

This group of students make up the 'Student Leadership Group. Leadership opportunities include running assemblies, monitoring the sports shed, organising and leading house activities, assisting with the organisation of school based activities and demonstrating the qualities of an exemplary student. Students need to apply to be a Buddy/Monitor. The staff and the principal will appoint the buddies.

Election of School Captains

The election process for school captains is as follows:

1. All students in Year 6 have the opportunity to apply to be School Captain. Students need to have maintained Level 1 status on the behaviour management plan for that year.
2. In Term 4, students prepare speeches in class and at home to present to the whole school in Chapel (approximately week 5 or 6 in Term 4).
3. The student body (K-6) votes for who they would like to have as their school captain. K-2 votes are worth 1 point. Year 3-6 votes are worth 2 points and staff votes are worth 3 points.
4. The administration committee tallies votes.
5. The male and female student with the highest number of points will be awarded school captains. The male and female student with the second highest number of points will be

awarded vice-captains. (In the event of a tie, all staff will cast a vote for one of the tied applicants and the student with the highest number of votes will be selected. (If this is for captain, the other applicant will become vice-captain. The successful candidates are then discussed by staff with the Principal making the final decision in selecting the two Captains and two Vice-Captains.

6. Captains will be announced at Presentation Night.