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Student Welfare Policy

Instituted: 2012

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*Grow in Grace
and Knowledge*

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A MINISTRY OF THE CASINO PRESBYTERIAN CHURCH - SINCE 1995

CASINO CHRISTIAN SCHOOL

STUDENT WELFARE POLICY

PHILOSOPHY

The school's student welfare philosophy is based upon the example of Jesus: "And Jesus increased in wisdom and stature, and in favour with God and man." (Luke 2:52)

"Student Welfare" encompasses everything that the school community provides to help meet the spiritual, psychological, physical and social needs of students and promote their wellbeing. It involves recognising, valuing and aiding each student to develop into the total and unique person God has created them to be in the context of his divine eternal purpose and its outworking in human society. The "Student Welfare Programme" is the sum total of all of the policies, structures and activities which are planned and implemented by the school to promote student welfare. Dependence upon the Holy Spirit's guidance and empowerment is seen as vital to the effective implementation of the programme.

It is God's plan for each child to "grow up in Him" (Ephesians 4:15). Just as Jesus "grew in favour with God and Man", so it is the will and purpose of our Heavenly Father that our children grow up into the spiritual, social, psychological and physical maturity necessary to be whole, functioning members of society, able to fulfil the role He intended for them. The school recognises that in order for this to take place it is vital that each student comes to an experiential knowledge of Jesus Christ both as Redeemer and Lord.

Although parents have the primary responsibility for the welfare of their children, they are supported by the wider Christian communities of church and school. In placing their children in a Christian school, parents rightly expect that their children will not only be educated in academics but that they will be accepted, loved, protected, taught, corrected and motivated in God so they can develop to their full potential in character and service for the Lord Jesus Christ. Thus, student welfare is a shared responsibility with all members of staff working in mutual respect for, and in cooperation with, the parents, and contributing in appropriate ways according to their roles and gifts. Much of the caring in school will occur spontaneously and incidentally while other aspects of the student welfare programme will be carefully planned and implemented into class programs and school activities and structure.

The student welfare programme will incorporate developmental, preventative and remedial aspects of care as stated in God's Word. Measures will be implemented to meet the needs of students from unstable or broken family situations. The influence of peers, the media and other social pressures on students will be taken into consideration. The staff will respect the responsibility of parents / guardians and, when dealing with controversial issues, their involvement and participation will be actively sought.

POLICY

Through its student welfare programme the school aims to help its students to:

- reach their full potential using their God-given gifts;
- experientially know Jesus Christ as Lord and Redeemer;

- develop a sense of enjoyment and satisfaction from challenge and achievement;
- develop an ability to communicate effectively;
- desire to glorify God in all aspects of life;
- develop a Biblical set of values to guide behaviour;
- develop a sense of personal, social and spiritual responsibility for their actions and decisions;
- develop a sense of personal dignity and worth springing from an understanding of God's love for them and their value to Him;
- gain the confidence and assurance that comes from trust in God;
- develop a sense of cultural and personal identity based upon both their natural roots and their having been adopted into the Kingdom of God;
- feel they belong to both the Christian and wider communities;
- demonstrate a caring attitude towards others;
- form satisfying, stable and Christ-honouring relationships;
- develop worthwhile interests, gifts and abilities within the context of God's will;
- develop their decision making skills;
- develop life goals and purposes;
- feel safe and secure;
- develop leadership skills;
- develop a Christian work ethic;
- develop an attitude of acceptance and tolerance of others.

The school, co-operating with parents, works towards achieving these aims through learning programs and support services in three major areas:

1. general measures to promote the personal development of students;
2. preventative measures to ensure the safety and well-being of students;
3. remedial measures to overcome specific difficulties.

General, preventative and remedial aspects to our student welfare program include, but are not limited to:

- Regularly addressing welfare issues in PDH lessons (responsibility: class teachers)
- Regularly addressing welfare issues during Bible studies (responsibility: class teachers)
- Early intervention programs for students at risk (responsibility: teachers/special needs department)
- Referral of student/families to community support networks (responsibility: teachers & special needs department)
- Addressing whole school or large concept ideas (e.g. Cyber Safety, Bullying etc) through school assemblies (responsibility: Principal & Deputy)
- Experts visiting (e.g. Police liaison officer speaking on legal implication of using the internet illegally)
- Parent / Student information nights (responsibility: Principal & teachers)
- Student leadership opportunities (responsibility: Principal & Deputy)
- Referral to student counsellor and/or Chaplains (responsibility: Principal & teachers)
- Counselling by teachers or Principal

NATIONAL SAFE SCHOOLS FRAMEWORK

This policy is guided by the principles of *The National Safe Schools Framework*, which states:

All Australian schools are safe and supportive environments

Therefore Australian schools:

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

RELATED POLICIES/ HANDBOOKS

This policy should be read in conjunction to other related school policies and handbooks:

- Child Protection
- Enrolment
- Bullying Prevention
- Chemical Safety
- Christian Growth & Development
- Buildings & Premises
- Maintenance
- Emergency Evacuation and Lockdown
- Critical Events
- Intervention
- Discipline
- Workplace Health & Safety
- Media
- Information Technology Devices
- Privacy
- Communication
- Grievance Resolution
- Excursions & Activities

- Sick Bay & First Aid
- Student Leadership
- Student Security
- Sun Protection

PROCEDURES

Realisation of the policy aims will be achieved through policies, structures and learning activities in 6 major areas:

1. Clerical or Administrative

- student attendance monitoring - follow up of absentees;
- enrolment procedures;
- school structures / organisational arrangements;
- methods of forming classes;
- assessment and reporting;
- school philosophies, policies and goals;
- staff development and training courses (staff receive regular training in emergency care, chemical safety, first aid, child protection, as well as the opportunity to attend subject related professional development and behavioural management courses).

2. Classroom / Curriculum

- relevant, effective and appropriate teaching / learning programmes;
- personal development programmes, eg. PDHPE;
- class devotions;
- integration across KLAs;
- extra curricular activities;
- classroom environment conducive to learning.

3. Pastoral Care

- chaplaincy program;
- All teachers have a pastoral care role for all students;
- counselling (outsourced until 2013);
- referral networks (both internal and external);
- student / staff support networks;
- peer support activities (Primary);
- orientation of new staff / students;
- local church support.

4. Correction / Discipline

- student code of conduct (*see Appendix 1*);
- parental referral and involvement;
- reproof and consequences;
- instruction and training;
- commendation.

5. Consideration of Special Needs

- minority groups;
- remedial groups;
- gifted and talented groups;
- students with disabilities;
- students from disadvantaged social / economic backgrounds.

6. Communication / Relationships

- parent / school communication;

- parent involvement in the school;
- values and attitudes of staff, students and parents and their interpersonal relationships;
- valuing the family/church/social background and experience of all students.

APPENDICES

APPENDIX 1 STUDENT CODE OF CONDUCT

STUDENT CODE OF CONDUCT

Students should remember and consider the four “C’s” of good conduct:

- **Consideration** – always think of others first;
- **Courtesy** – be respectful and polite;
- **Cooperation** – listen to and obey those in authority;
- **Common Sense** – be sensible and responsible.

Students should try to show the fruits of the spirit at all times (see Galatians 5: 22-23). The following Student Code of Conduct is designed to assist you in this. It is based on the fruits of the spirit and many other important principles from God’s Word, the Bible.

Being a student at Casino Christian School is a wonderful privilege, therefore you should:

1. Take appropriate responsibility for your own progress by participating fully and cooperatively in all lessons and school activities, and by diligently completing homework.
2. Be positive and open about your learning. Don’t interfere with others’ learning by being disruptive and thoughtless. Listen carefully to all teachers and other presenters of learning. Don’t talk, interrupt or yell out. Raise your hand to ask or answer.
3. Show respect for and obedience to teachers and other adults, including parent helpers and school volunteers. When spoken to, answer clearly and with courtesy. Greet people respectfully and cheerfully.
4. Take correction respectfully. For example, don’t answer back, sulk or display temper or annoyance.
5. Be careful in your speech and conversation. For example, never blaspheme, swear or use bad language, and always maintain decent standards of conversation.
6. Be respectful of other students. For example, be friendly and helpful. Don’t name-call, jeer, sneer, make fun of or criticise others, either to their faces or behind their backs, and don’t exclude others. This is bullying.
7. Value and show respect for school property by not defacing, damaging or littering.
8. Respect the property of others including fellow students. When borrowing things (including library books) always look after them and return them properly.
9. Always be honest and truthful.
10. Be punctual to class. Always offer an apology and reason for lateness to the teacher.

11. Be careful of others' safety. Don't behave in a dangerous or careless manner, for example, running where there are lots of people around.
12. Be responsible. For example, pick up your own rubbish, tidy your own work station, report wrong behaviour by others, report breakages. Always show good manners and proper behaviour on bus travel to and from the school
13. Be patient. For example, don't push in on a line or queue.
14. Be courteous and polite. For example, use names when addressing teachers and adults. Use "please", "thank you", "I beg your pardon" and "excuse me". Knock before entering a room.
15. Wear the correct school uniform (see the Uniform Code), unless special permission is given. A note from home should be brought about uniform problems.
16. Remain inside the school grounds. No climbing or venturing over fences, or into rooms without permission.

Student Privileges

The term "rights" is often used to speak about some sort of moral entitlement or something that is owed to someone. It often comes with the notation that a person should be given X regardless of circumstances. We often say it is the "right" of a child to education – tell that to the starving children all over the world. A sense of entitlement can also lead people to devalue what they have. From a Christian perspective, we are not owed anything; we don't have the "right" to anything. Rather than having a "right" to anything we want to encourage our students to value the *privileges* they have.

Students at Casino Christian School have the *privilege* to:

- A safe and supportive environment
- A Quality Education
- Enjoy sensible relationships with other students, both boys and girls
- Use the facilities provided under the guidance of staff
- Serve the wider school and boarder community
- Enjoy excursions related to units of work
- Enjoy excursions to build community
- Resolve conflicts in a constructive, non-violent and peaceful manner
- Offer understanding, tolerance and inclusion towards others
- Seek to accomplish something worthy and admirable, try hard and pursue excellence as students seek to faithfully use the gifts and abilities God has given them.