POLICY STATEMENT:

Adequate supervision of students in the school yard is a requirement of the school’s duty of care.

The school will normally satisfy the duty of care for the on-site management of students outside normal timetabled class time by allocating responsibilities for supervision to different staff.

The principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in the school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury.

This duty extends to intervention in single-sex areas if need be by a teacher of the other gender.

GUIDELINES:

As part of its duty of care the school is required to adequately supervise students for a defined period before school; at recess time and lunch time; and after school.

This on-site supervision requires not only protection from known hazards, but also protection from those that could arise (that is, those the teacher should reasonably have foreseen) and against which preventive measures could be taken.

It is essential parents/carers are kept informed as to when supervision of students is available before and after school, and that outside these times supervision and/or the collection of students is the responsibility of parents/carers. This information should be clearly provided to parents/guardians on a regular basis.

Parents/carers may require their child to leave the school grounds to:
• go home for lunch
• be dismissed early from school to attend an appointment

It is important the school has a process to authorize these requests and accurate student records are maintained.

PROGRAM:

A roster system will be used to timetable staff members for yard supervision.

Yard supervision will include before school, recess and lunch breaks, and after school.

In determining whether supervision of students entering or exiting the school is adequate, the principal or their nominee will consider a number of factors including:

• which entry/exit points should be or are used by students
• whether any entry or exit points should be locked, designated as out of bounds, or supervised
• road traffic conditions
• designated pick up and drop off areas

The supervision of the arrival and departure of any school contract buses is a matter for the discretion of the principal who will consider the following:

• the number of students alighting from and boarding the bus at the school
• the age of students alighting from or boarding the bus
• the times of the arrival and departure of the bus(es)
• the location of the pick-up and drop-off points in relation to the other areas of the school
• whether supervision is required to protect students on the bus, or from unruly student behaviour when boarding or alighting from the bus

The supervision of the arrival and departure of any students on public transport is a matter for the discretion of the principal who will consider whether supervision is required to protect students on the bus, or from unruly student behaviour when boarding or alighting from the bus.

Parents/carers are discouraged from sending their children to school before the designated supervision time in the morning. Parents/carers are encouraged to pick up their child by the end of the designated end of day supervision period. Parents will also be informed via the school’s newsletter the times when staff members will be rostered to undertake yard supervision before and after school each day.
The school must receive written permission from a parent/carer before the school will authorise a student to be dismissed to:

- go home for lunch
- to attend an appointment during school hour

Students must be signed out of the school if departing prior to dismissal time. A record of early departures is to be kept in the Administration Office and completed for all students departing the school early.

**Note:** When a student departs from the school (following initial attendance) without authorisation, the parent/guardian will be informed immediately.

This policy is to be read in conjunction with the school’s ‘Duty of Care Policy’

**LINKS AND APPENDICES (including processes related to this policy):**

Links which are connected with this policy are:

DEECD Student Supervision Policy

Appendices which are connected with this policy are:

Appendix A: On-Site Supervision of Students Procedures

**EVALUATION:**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.
Appendix A:  
On-Site Supervision of Students Procedures  

Introduction:  
The processes outlined below provide adequate and appropriate supervision of students in the school so the school fulfills its duty care to its students in terms of on-site supervision.  

Supervision before and after school  
The school will provide staff supervision for students arriving before school between 8.45am and 9.00am.  
The school will provide staff supervision for students after school between 3.30pm and 3.45pm.  
This information is provided to parents/guardians on a regular basis via the school newsletter. Outside of these times the supervision and/or the collection of students is the responsibility of parents/guardians.  
Sufficient teachers will be allocated by the school principal or their nominee to supervise students during these periods  
Should a teacher be called away to other duties alternate supervision arrangements will be put in place in consultation with the principal or their nominee.  

Supervision at recesses and lunch time:  
Students are required to be adequately supervised during recesses and lunch times. In order to ensure that students are adequately supervised, a ‘Yard Duty Roster’ will be created each term allocating teachers to supervise students in defined areas of the school grounds during these times.  
Details of the roster are communicated to teachers at staff meetings, daily bulletin and via the staff noticeboard.  
For students who seek to leave school premises during lunch or recess, procedures must be in place that incorporate:  
  • written parent/guardian requests for students under 18  
  • short and long term lunch passes.  

Unauthorised student departure from school:  
When a student departs from the school (following initial attendance) without authorisation, the parent/guardian will be informed immediately.
Where there is reasonable concern for the student’s safety or the safety of others, immediate contact will also be made with the police and the Department’s Emergency and Security Management Branch, telephone 9589 6266 (24 hour service).

**Early departure of students prior to dismissal time:**

Students must be signed out of the school if departing prior to dismissal time.

A record of early departures is to be kept in the Administration Office and completed for all students departing the school early. Details will include the student’s name, grade, the time of departure and the name of the person collecting the student.

- No parents/carers are permitted to take students directly from the classroom.
- Students can only be collected by a responsible person 16 years and over.
- No students will be sent home on their own outside of normal dismissal time.

**Arrangements for students not collected after school:**

Parents/guardians will be informed when supervision of students is available before and after school hours and that supervision outside of these times and/or the collection of students is the responsibility of parents/guardians. Students remaining in the school yard awaiting collection after 3.45pm will be directed to the office waiting area.

If it becomes known that a student who is normally collected from the school, remains at the school well beyond the normal time of collection, attempts will be made to contact the parents/guardians, or the emergency contact person identified by the parent/guardian in the school records.

Where all reasonable attempts have been made to locate the parents/guardian and the emergency contact persons, and the time is well beyond a reasonable time for collection, consideration will be given to contacting the police or the Department of Human Services and for them to arrange for the care and protection of the student.

Information about the whereabouts of the student will be left with appropriate friends of the student, or next-door neighbours, if known, and at the school.

**Arrangements for student supervision on school camps and excursions:**

The school will provide supervision ratios in line with the Department’s policy as outlined in the DEECD School Policy & Advisory Guide, depending on the nature and location of the school activity.

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<td>Author</td>
<td>Phillip Brown</td>
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Rationale:
- Active and effective participation in Australian society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment. The study of English, and the broader concept of literacy, is about the appropriate and effective use of language, the use of language as a means of learning and the development of knowledge about language.

Aims:
The English program aims to teach students to:
- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature

Implementation:
- English is an essential learning area of the Australian Curriculum.
- All Foundation to Year 6 students at our school will study sequential English courses based upon the content descriptions contained within the Australian Curriculum English learning area.
- All teachers are encouraged to work with their respective professional learning teams at a Cluster Level to contribute to the development and implementation of a viable, guaranteed and sequential English course for all students and to implement student needs based lessons using agreed planning templates, assessment tools and lesson structures.
- Student’s individual abilities will be measured and reported against the expected Australian Curriculum achievement standards, particularly at the commencement of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student.
- Student progress in English will be reported in half and end of year academic reports, as well as the school’s Annual Report.
- Intervention or Support programs may be provided for all students at all year levels identified as ‘at risk’
• English study for each student will be not less than 8 hours per week, ideally this would consist of 4 x 2 hour uninterrupted literacy blocks time-tabled for the first 2 hours of each school day.

• English activities that reflect the topics being studied at school, and are appropriate to each child’s ability, may form a regular component of each student’s homework regime and spelling words.

• All classroom teachers will focus on spelling strategies and reinforce these skills using the Spellodrome computer program.

• Daily reading will be the norm for all classes and students will utilise Reading Eggs online to reinforce these skills.

• Budgets that provide for the needs of the English program will be developed by the English coordinator in consultation with all staff members.

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