

2009

**CARRUM PRIMARY SCHOOL
STUDENT ENGAGEMENT AND WELL-BEING
POLICY**



CARRUM PRIMARY SCHOOL

STUDENT ENGAGEMENT AND WELLBEING POLICY

Section 1:

SCHOOL PROFILE

Carrum Primary School is situated on the southern most border of the City of Kingston, where the Patterson River meets Port Phillip Bay. The school was founded in 1901 and has a current enrolment of 239 students. The school is proud of its self-sufficient farmlet/environmental centre and has a country like atmosphere within a city environment. There are consecutive generations of families attending the school who are proud of the school's history and achievements.

Carrum Primary School strives for excellence through a genuine partnership and openness between staff and the school community by providing a safe, happy, friendly and challenging environment, ideal for learning.

A comprehensive and balanced curriculum based on the Victorian Essential Learning Standards, with the main emphasis on the development of literacy and numeracy, is taught by a team of dedicated, experienced and caring teachers, in an open and friendly style. In 2009, the school has eleven classes – Prep O, Prep S, 1/2N, 1/2C, 1/2M, 3/4H, 3/4S, 3/4W, 5/6C, 5/6B and 5/6M as well as specialist classes in the Arts, P.E. and German.

We foster self-esteem, by facilitating the development of each child as an individual. We encourage students to take an active role in becoming responsible for their own learning. We develop the skills, values and attitudes that will provide children with a framework for making positive contributions to their community.

In our students we encourage respect for each other and pride in themselves, their achievements, their school, the wider community and in the environment. The caring atmosphere of the school encourages students to take calculated risks and feel good about themselves.

Carrum Primary School values the contribution of parents to our school, evident in the extensive partnerships and volunteer support on school council and its sub committees, in the library, canteen, uniform shop, sports coaching, farmlet supervision classroom assistants, excursion, camping programs and the like. This participation underpins the values and support the parents have for their children's continuing success in education at the school.

Section 2:

WHOLE SCHOOL PREVENTATION STATEMENT

At Carrum Primary School we aim to provide a friendly and caring environment which generates challenging learning experiences allowing all students to reach their potential and participate as valued members of the community.

In our 2010 -2013 Strategic Plan our goal is to **“Improve student engagement in their learning by utilising the physical surrounds of the new school buildings.”**

To achieve this the key Improvement Strategy is to” **Build the capacity of teachers to implement approaches to teaching and classroom management that supports an**

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engaging and productive learning environment, utilising the new learning spaces available.”

The proposed actions are designed to raise the expectations of the school and to de-privatise the teaching and learning approaches used across the school. This will also provide students with stronger connections to teachers across the school and ensure all staff will be able to respond to students’ needs and any wellbeing issues that arise.

We need to keep up the student engagement strategies we have in place to consolidate our student connectedness and to further this by developing activities and programs that students respond favourably to. Programs of high engagement need to be a focus at the start of the school day.

The student connectedness to school results are maintained in the high range, and had increased from 2008. This is in the top 20% of Victorian government schools. This means our students feel comfortable at our school and have a heightened sense of belonging and enjoyment of school.

We encourage student participation in the school and the community and continue to provide authentic student leadership opportunities, and opportunities to participate in school-wide decision making processes.

Section 3:

RIGHTS AND RESPONSIBILITIES

3.1 Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

The Charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for all Victorians. While the charter demands equality for all, it also emphasizes the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

We also acknowledge the following legislation needs to be considered when determining rights and responsibilities of all members of the school community:

1. Equal Opportunity Act 1995
2. Charter of Human Rights and Responsibilities Act 2006
3. Disability Discrimination Act 1992 (in conjunction with DEECD Disability Standards for Education 2005)
4. Education and Training Reform Act 2006
5. Education Act 1958

3.2 Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

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3.3 The Charter of Human Rights and Responsibilities Act 2006

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference.

3.4 Students with disabilities

Carrum Primary School provides assistance to students with a disability or impairment to participate in mainstream education. To ensure effective delivery of curriculum, Student Support Group meetings are conducted to establish an Individual Learning Plan for each child on the program. The aims of the Student Support Group are to:

- ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future
- plan reasonable adjustments for the student to access the curriculum
- provide educational planning that is ongoing throughout the student's life
- monitor the progress of the student.

The Disability Standards for education cover enrolment, participation, curriculum development, student support services and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

3.5 Bullying and harassment

Carrum Primary School seeks to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person. Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

On-Line safety

Being involved in online spaces – either at home or at school - requires students to behave responsibly. Behaving safely online means protecting your own privacy and personal information and protecting the privacy of others (this can be sharing personal information or images)

Cyberbullying

Cyberbullying is a form of bullying which is carried out through an internet service such as

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email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

People can also be bullied online by groups of people such as class groups or collective members of an online community.

Responding to Harassment, Bullying and Cyberbullying

If you are being harassed or bullied you should tell the person you don't like what they are doing and you want them to stop.

If any member of the school community sees or is aware of another person being harassed, bullied or cyber bullied they should take appropriate action. This involves being proactive in letting a teacher/coordinator or senior student leader know about the situation'. It is not acceptable for bystanders to do nothing about bullying and harassment.

All concerns will be taken seriously. All complaints will be treated confidentially.

Rights and Responsibilities of the School Community

Student, staff and parent behaviour contributes to the educational, social, emotional and physical development of all members of the school community.

Rights and Responsibilities of Students

Actively teaching students at Carrum Primary School whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

(Appendix 1 provides the overview of the school's expectations.)

Section 4:

SHARED VALUES AND EXPECTATIONS

At Carrum Primary School our values complement the Australian Government's 9 values which are:

1. **Care and Compassion** - Care for self and others
2. **Integrity** - Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
3. **Doing Your Best** - Seek to accomplish something worthy and admirable, try hard, pursue excellence
4. **Respect** Treat others with consideration and regard, respect another person's point of view
5. **Fair Go** - Pursue and protect the common good where all people are treated fairly for a just society
6. **Responsibility** - Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

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7. **Freedom** - Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
8. **Understanding, Tolerance and Inclusion** - Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
9. **Honesty and Trustworthiness** - Be honest, sincere and seek the truth

Our beliefs as a school are based on the following core values – ***integrity, respect, responsibility, excellence, effort, optimism and resilience.***

In our school these values are demonstrated when:

- All students are encouraged to achieve their personal best in all that they do.
- Partnerships between students, staff, parents and the wider community are fostered and valued.
- Students, teachers and parents feel they are being treated fairly at all times.
- Students are expected to take responsibility for their own learning and their behaviour.
- Diversity is seen as enriching our school and is valued and respected.
- Students have the opportunity to learn in a positive, caring environment and are encouraged to become self motivated, lifelong learners.
- Students are encouraged to work co-operatively and collaboratively with their peers and other members of the school community and be active and responsible citizens.
- Teaching and learning programs encourage deep understanding and a sense of the importance of learning.
- Every student is encouraged to achieve the mastery of essential learning.
- Students feel secure when taking challenges.
- Success and effort are acknowledged and celebrated.
- Students display emotional resilience across a range of experiences.

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

Carrum Primary School has agreed Codes of Practice which value the diversity of the community, and are respectful and inclusive to ensure the rights of all individuals are protected. This is achieved by ensuring open communication, clear expectations and consistency in our dealing with students, parents and staff.

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STUDENT CODE OF PRACTICE

The School Council and Staff at Carrum Primary School place great importance on encouraging high levels of achievement within a secure and positive environment where co-operation, mutual respect and positive relationships among students are fostered and maintained.

WE VALUE	WHICH IS DEMONSTRATED BY
The right for all students to be safe and secure	<ul style="list-style-type: none"> • our students learning and playing without bullying, harassment or interference by others • respecting their own and other's property • being taught in a caring and co-operative atmosphere • the self esteem being nurtured by our school community
Treating each other with trust and respect	<ul style="list-style-type: none"> • providing positive reinforcement • developing self discipline and self control in our students • establishing clear expectations • encouraging friendships and positive social skill developments • involving parents in discussing student behaviour • providing on-going reviews and evaluation of our welfare policies
Excellence in student achievement	<ul style="list-style-type: none"> • encouraging high levels of achievement • encouraging parental support in the school's effort to maintain a positive productive teaching and learning environment • encouraging the completion of activities and tasks to the best of each individuals' ability
Courteous, considerate and responsible behaviour	<ul style="list-style-type: none"> • caring for personal, school and public property • recognising and respecting the rights of others • conducting themselves in an orderly and respectful manner when representing the school • awareness of the school rules and consequences • awareness of the "Code of Conduct" including the responses to breaches which may incur <ul style="list-style-type: none"> • discussion followed by warning • removal from a group activity • supervised time out • clean? repair? replacing items damaged, • loss of privilege or participation in an activity • detention • suspension <p>abiding by the rights and obligations under the Racial and Religious Tolerance Act 2001</p>

STAFF CODE OF PRACTICE

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The staff of Carrum Primary School is composed of a committed group of teachers, administrative staff, integration aides and maintenance staff. They are dedicated professionals who work and support the friendly, caring and co-operative environment at the school.

WE VALUE	WHICH IS DEMONSTRATED BY
Positive, effective and professional relationships	<ul style="list-style-type: none"> • providing support for colleagues • sharing ideas • working co-operatively • undertaking our duties and responsibilities enthusiastically • commitment to effective self appraisal • keeping ourselves up to date with best practice teaching and learning programs • participating in our school's decision making process • abiding by the rights and obligations under the Racial and Religious Tolerance Act 2001. • abiding by the practices and obligations of the Code of Conduct for Victorian Public Sector Employees (No 1) 2007.
Excellence in teaching	<ul style="list-style-type: none"> • developing high self-esteem in our community • providing a safe, purposeful and caring environment • appreciating and understanding child development • believing all students have the capacity to learn • recognizing and responding to individual differences and learning styles • developing a wide range of teaching strategies • establishing objectives which are clear, challenging and achievable • regularly assessing student's work to define and guide teaching tasks • consistently plan effective programs that enable students to achieve purposeful and objective learning
Our partnership with the whole school community	<ul style="list-style-type: none"> • treating members of our school community respectfully, equitably and justly • promoting positive behaviours and role models within the school. • demonstrating loyalty and promoting a positive image of the school • fostering independence and self responsibility

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PRINCIPAL CLASS CODE OF PRACTICE

The Principal is responsible for the Leadership, Management and Development of the school and its Programs. The Principal of Carrum Primary School operates within the relevant sections of the Education Act. Department of Education and Early Childhood Development policies and the 'Role and Accountabilities' statement (1994)

WE VALUE	WHICH IS DEMONSTRATED BY
High levels of student participation, progress and achievement	<ul style="list-style-type: none"> • encouraging parent participation in the education of children at Carrum Primary School • encouraging and fostering a purposeful learning environment that recognizes and rewards student effort and achievement • facilitating the use of quality teaching and learning strategies to maximise student outcomes • promoting an effective, safe and harassment free environment
Effective team building and skill development within our staff	<ul style="list-style-type: none"> • leading all staff in the promotion and practise of following and demonstrating school policies • promoting an effective, safe and harassment free environment for staff • applying the principles of merit and equity • leading all staff to adhere consistently to all school policies and practices
The roles and responsibilities of School Council	<ul style="list-style-type: none"> • implementing the decisions of School Council in an efficient and timely manner • providing adequate support and resources for the conduct of School Council meetings
The implementation of policies developed in partnership with the school community	<ul style="list-style-type: none"> • leading and managing the implementation of the School Strategic Plan • reporting on school performance • developing and operating the school's financial and administration systems • promoting the school within the community

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SCHOOL COUNCIL CODE OF PRACTICE

This Code of Practice applies to all activities and decisions of Carrum Primary School Council and ensures it operates in accordance with the Education Act and associated regulations.

The following principles will guide School Council operations:

- The learning needs of the students will be the primary consideration in decision making;
- School Council will establish policy which is consistent with the goals and priorities of the School Strategic Plan;
- School community views will be sought and considered on major policy decisions;
- Discussions relating to employees will be strictly confidential;
- School Council will develop policy directions in conjunction with staff and endorse the Principal's right to implement policy in the most appropriate way;
- Loyalty to the school and its Charter, administration and staff will be demonstrated;
- School Council will develop policy directions and endorse the Principal's right to implement policy in the most appropriate way;
- Professional development will be offered to School Councillors to assist them in their roles and responsibilities, current school priorities and Department of Education policies and directions;
- Public comment will be the responsibility of the School Council President or nominated Council representative and the Principal;
- Decisions of the School Council will be publicly justifiable;
- Councillors will declare conflict of interest where appropriate;
- Councillors will act for the benefit of the entire school community;
- Diversity within the school community will be recognised and utilised.

The following practices will be employed by the School Council:

- The School Council will meet at least eight times a year on a regular basis;
- Meeting procedures and decision making processes will operate as detailed in the School Council Standing Orders;
- Community members may attend School Council meetings;
- The School Council will hold an Annual Community Meeting to report on its achievements and how the School Council has carried out its responsibilities;
- School Council will report regularly to the community through newsletters and noticeboards;
- Sub-committees will be established to advise School Council in various areas including:
 - Finance
 - Education
 - Grounds & Buildings/Rum-B-Run
 - Publicity and Marketing:
 - Canteen
 - Fundraising
 - Parents & Friends Association
- Additional sub-committees may be formed as a need arises eg. fete, building project, etc.;
- Each sub-committees will have a School Councillor as convenor, who will report regularly to School Council and the school community;
- Sub-committees may comprise both School Council and non School Council members, both parents and staff;
- Sub-committees will develop strategic plans for their area of responsibility and submit their written recommendations to School Council for decision making;
- Sub-committees will normally meet on a monthly/bi-monthly basis;
- Representatives of Junior School Council are invited to attend School Council meetings and address any concerns and recommendations they may have.

COMMUNITY BUILDING

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Carrum Primary School considers students, staff and parents as its school community. We recognise that local residents, businesses and neighbouring schools both primary and secondary, are all part of its wider community. Our school community aims to encourage and support all students in their learning and social development.

In order to enhance and enrich learning experiences, our school relies on a successful partnership with its communities and has the following expectations;

- Participation, advice and support for its educational program
- Actively support all Code of Conduct, Practice and Policy decisions by the School Council for the school
- Financial assistance to help in implementing and extending programs
- Assistance, both physically and financially, with the general maintenance and development of the school, its facilities and resources
- That respect will be shown by the community when using school facilities
- Access to local resources e.g. local Council and businesses, community services, community organisations, sporting venues, parks etc.

Wherever community resources are being utilised, we will ensure that:

- The demands placed on the community are reasonable
- The resources are used and shared responsibly
- The rights of the community members will be respected and confidentiality and protocol observed where appropriate.

To maintain and strengthen the identity of our school within the wider community, our school will:

- Extend invitations to the community to participate in school activities
- Where appropriate, make available the use of school facilities
- Participate in a network with other local schools in the area to share expertise and resources
- Encourage student participation in community initiatives
- Develop displays in the local area
- Respond to invitations by the community to participate in local activities
- Promote its activities through a range of multi media.

Guidelines for school and wider community involvement in classroom work are:

- A personal approach by teachers to our school community, inviting participation
- A more formal approach by the Principal, Principal's nominee or School Council to the wider community
- Offering parent Professional Development providing skills to enhance classroom participation.

When community members come to the school they are expected to

- Be courteous to staff, students and each other.
- Officially register at the main office, during school hours, using the visitor's badge system for administrative and safety purposes.
- Operate within the school's guidelines and procedures.
- Respect the rights and confidentiality of students and staff.

Our school provides the opportunity for the community to become fully informed of the school's activities and achievements through:

- School assemblies and multi media presentations
- A weekly newsletter distributed to the school community with copies available at the school office and on our school web site
- Information evenings for parents/guardians
- Open days for parents/guardians, relatives and friends
- Annual report made available to our school community
- The Annual Community Meetings of School Council

School community satisfaction will be judged by the response and involvement of parents and the wider community in school programs and from surveys carried out periodically to evaluate satisfaction levels.

Section 5:

SCHOOL ACTIONS AND CONSEQUENCES

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Carrum Primary School takes a whole-school approach to promoting positive behaviours, building social skills, enhancing student and teacher relationships and creating an environment in which the entire school community can feel safe, secure and supported. School leaders and teachers are responsible for ensuring the safety and wellbeing of all students. Bullying incidents should be managed proactively; and parents and the school community should be involved in the development of safety and wellbeing strategies.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator,
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example camps/outdoor education/creative arts
- involving community support agencies.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

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- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

Where appropriate, parents/carers should be informed of such withdrawals.

- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

APPENDIX 1:

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Creating positive relationships in our learning environment

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	STUDENTS	STAFF	PARENTS
STUDENTS	<p><i>Students would like all students to:</i></p> <ul style="list-style-type: none"> - respect themselves and others - support and value other students - be proud of what they achieve and believe in - make the most of every opportunity - accept responsibility and learn from your mistakes 	<p><i>Students would like staff to:</i></p> <ul style="list-style-type: none"> - be friendly to students and treat them equally and with respect - provide a challenging but manageable work level that recognises and caters for individual learning differences - give students help when needed - create a safe learning environment - be reliable and follow through 	<p><i>Students would like parents to:</i></p> <ul style="list-style-type: none"> - provide a safe, supportive and loving family environment where the child's wellbeing is paramount - foster their children's growing independence - assist their children in developing their own solutions to problems - help with their children's homework and make their learning a priority - respect the efforts of the school and get involved
STAFF	<p><i>Staff would like all students to:</i></p> <ul style="list-style-type: none"> - respect themselves and others - value and look after the school environment - be active learners making the most of every opportunity - accept and abide by school rules 	<p><i>Staff would like all staff to:</i></p> <ul style="list-style-type: none"> - create a safe learning environment - treat all students equally and with respect - be personal and supportive to students - recognise and cater for individual learning differences - be professional in what they do 	<p><i>Staff would like parents to:</i></p> <ul style="list-style-type: none"> - provide a safe, supportive and loving family environment - take an active interest in their children's learning - assist their children in developing their own solutions to problems - be positive about the school in the community
PARENTS	<p><i>Parents would like students to:</i></p> <ul style="list-style-type: none"> - make the most of all opportunities - accept responsibility and 	<p><i>Parents would like staff to:</i></p> <ul style="list-style-type: none"> - challenge and support students to seek out new learning 	<p><i>Parents would like all parents to:</i></p> <ul style="list-style-type: none"> - value their child's wellbeing as paramount - foster their children's

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	<p>learn from their mistakes</p> <ul style="list-style-type: none"> - respect themselves and others - be proud of what they achieve and believe in, celebrating their own and others' success - accept school rules 	<ul style="list-style-type: none"> - provide a manageable work level that recognises and caters for individual learning differences - Treat all students equally and with respect - Be personal and supportive to students - communicate effectively 	<p>growing independence while setting appropriate social boundaries</p> <ul style="list-style-type: none"> - support each other in parenting - be positive about the school and the community
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