

THE PATCH PRIMARY SCHOOL

Process for Student Engagement and Wellbeing

School Profile Statement

The Patch Primary School is a friendly and caring school located in an attractive semi-rural physical environment in the Dandenong Ranges, close to Monbulk and Kallista. The school values and philosophy includes emphasis on connecting with the environment, the wider community, and our indigenous and non-indigenous heritage. The school aims to provide learning that meets the needs of all students, and develops the knowledge and skills required to ensure a sustainable future.

The values which sustain our school community and provide us with an ideal for our interactions with each other are:-

- **a sense of identity based on understanding ourselves, our community, our own past and the story of our unique land and its people;**
- **a sense of integrity based on an ethical system that includes consistently treating others in a truthful, compassionate and cooperative way;**
- **a sense of community based on connecting with others, understanding diversity, respecting the rights and views of others and living sustainably in an interconnected world;**
- **a sense of determination based on being challenged, thinking creatively and critically, believing in our ability to achieve our best and being resilient and persistent enough to take risks and learn from both mistakes and successes;**
- **a sense of humour.**

Underlying The Patch Primary School Codes of Conduct is the belief that as a community we are united by our common desire to provide a learning environment that meets the needs of all students. In recognizing this, all members of our school will respect and value the rights and views of others.

Whole School Prevention Statement

Building a safe and supportive school environment is essential to student engagement and wellbeing. Students can only learn effectively in environments in which they feel safe and supported and where their teachers have high expectations for their learning.

The emotional and physical wellbeing of our students is pivotal to their success at school, as adolescents, and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful young adults. Our student welfare policy is to lead the children towards self-discipline, accepting and respecting others and caring for other people and property

The *Education Act* requires that children of school age (six to sixteen years) resident in Victoria are required to be in full-time attendance at a government or registered non-government school unless they are receiving approved home tuition, correspondence education, or have been granted an exemption by the Regional Director.

<p>Student Engagement and Wellbeing</p>	<p>To improve student engagement in learning and strengthen connectedness across the school community</p>	<p>Attendance By 2016 the average number of days absent for students P-6 to be 13 days or less. Student Attitudes to School By 2016 the following combined years 5 and 6 means to improve: Stimulating learning: to improve from the third quartile (4.34, 2012) to be in the 4th quartile (>4.37) based upon 2012 benchmarks Learning confidence: to improve from the fourth quartile (4.35, 2012) to be in the 90th quartile (>4.46) based upon 2012 benchmarks?? Are you sure this is a problem?? School Connectedness: to improve from the third quartile (4.50, 2012) to be in the 4th quartile (>4.58) based upon 2012 benchmarks Student safety: to improve from the third quartile (4.58, 2012) to be in the 4th quartile (>4.61) based upon 2012 benchmarks</p>	<p>3. Increase student engagement in learning and participation in decision making through an enhanced student voice and stimulating student-centered learning.</p> <p>4. Plan and document whole school approaches to strengthen connectedness across the school community</p>
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Rights and Responsibilities

An effective school is an inclusive school with a strong moral purpose. It is imperative that all staff, students, parents/carers and members of the whole-school community exhibit positive relationships and value difference, as this supports both a positive school environment and effective classroom learning. 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 as detailed in the following documents

- ◇ **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.
- ◇ **The Charter of Human Rights and Responsibilities Act 2006** 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. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.
- ◇ **Disability Standards for Education 2005**. The standards clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards 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. In determining whether an adjustment is reasonable, an education provider should take into account information about:

- The nature of the student’s disability
- His or her preferred adjustment
- Any adjustments that have been provided previously
- Any recommended or alternative adjustments

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA (Disability Discrimination Act 1992) and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

Bullying and Harrassment

Harrassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

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

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It sac 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 rumours online
- sending unwanted messages
- defamation

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment. Bullying in any form is unacceptable and will not be tolerated at any level, and consequences exist for students who choose to bully others.

Shared Expectations

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.

PRINICPAL

The role of the principal at the Patch Primary School is complex, challenging and central to the achievement of our school's mission. The position requires an innovative leader who has vision, imagination, determination, dedication, management skills and the ability to interact effectively and sensitively with all members of the school community.

The Principal's responsibilities to the school include:

School Community

- Foster unity of purpose in the school by highlighting partnerships and the shared achievements of the students, parents, staff and the local community.
- Provide enthusiastic leadership by articulating and developing the education vision for the school and involving the school community in achieving that vision.
- Provide organizational leadership that works through change processes, builds teams, empowers the community and boosts morale.

Students

- Be accessible to students and build a personal, empathetic relationship with them through regular contact with them in the classroom and playground.
- Treat all students fairly and without prejudice regardless of their abilities, disabilities, culture, gender or social background and implement policies to support this throughout the school community.
- Ensure that students have access to comprehensive, purposeful and structured teaching and learning strategies which encourage risk taking and problem solving, recognize and reward achievement and develop each student's potential and confidence.

Parents

- Welcome parents to the school, seek their views on the school and its educational policies, build effective lines of communication, and acknowledge their contribution to the classroom and school activities.
- Encourage the relationship between home and school recognizing that this relationship is critical for students to achieve to the best of their ability. This involves encouraging parents to participate in their child's education and ensuring that the school keeps parents informed of their child's needs and successes.

Staff

- Promote staff welfare by building a cooperative team in a friendly, successful work environment and where effective lines of communication are established between all members of staff and the administration.
- Lead staff in the development of a sound knowledge of contemporary teaching and learning practices and provide regular feedback on performance and achievement.
- Provide clear and equitable job descriptions, ensure that the principles of merit, equity and an appreciation of diversity are applied and that workloads are allocated fairly.
- Consult with staff to implement a professional development plan that meets the needs of both staff members and the school.

School Council

- Provide vision, enthusiastic leadership and accurate advice to the School council so that appropriate policies and programs are developed.
- Ensure that the decisions of School Council are implemented in an appropriate, efficient and timely manner.
- Lead and manage the implementation of the school charter and the evaluation of school performance.

Community

- Actively promote the school and its vision in the community and encourage and facilitate community involvement in all aspects of the school.
- Build and maintain networks of support between local schools, principals, communities, support services and agencies.
- Act in accordance with the relevant sections of the Education Act, DE&T policies and contractual agreements.

Teachers

Teachers are in a unique position to assist parents in developing children's ability to reason, analyse, create, experience and understand their world. It is a challenging and rewarding task that involves a passion for knowledge, a commitment to children and a desire to join with them in a community of learning.

We recognize that teaching is a complex task, teachers have a duty of care to all students whilst having immediate responsibility for a group of students and individuals each with their own talents and needs.

As well as following the above practices that apply to all staff teachers should also strive to:-

- ensure that all students are made aware of their potential to learn, that their teaching makes learning accessible to each child, and that students are encouraged to take responsibility for their learning
- have a sound and up to date knowledge of how children learn and develop, and a commitment to professional development to improve their practice
- recognise that children have different learning styles and plan activities and assessment that reflect these. As well they should recognise in assessment that students do not always learn the same things, and do not always learn at the same pace
- build good relationships with parents based on a mutual desire for students to achieve to the best of their ability. This involves reporting to parents in a clear, meaningful and accurate manner, respecting parent's views, encouraging their participation in their child's education and ensuring that they are informed of their child's needs and successes.
- provide a friendly, secure, structured and purposeful environment encouraging respect for other members of the school community and good learning habits
- recognise that students' motivation, identity, integrity and a sense of community are essential to intellectual growth and the development of responsible, determined and ethical people

This code also acknowledges the *Racial and Religious Tolerance Act 2001* which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

Students

The code of conduct for students at The Patch Primary School has been formulated within and is consistent with Department of Education and Training guidelines and regulations.

The Patch Primary School Aims to develop in each child a feeling of self-confidence, a sense of worth and respected and consideration of others. The School considers that a stable, secure and educationally sound environment with a warm and friendly atmosphere, where teachers can teach and children learn in an orderly manner is most important. The school believes that a positive approach to modifying children's behaviour will lead to self-discipline, personal responsibility, mutual respect and pride in themselves and their school

SCHOOL'S RESPONSIBILITY

- To ensure students are fully informed of their rights and responsibilities in a way consistent with their level of understanding.
- To develop a student welfare policy and ensure its distribution to staff, students and parents.
- To involve staff, parents and children in the development and regular review of the Student Code of Conduct.

- To ensure that all staff, parents and children are aware of the consequences that follow breaches of the Code of Conduct.
- To contact parents regarding serious or repeated breaches of the Code of Conduct.

STUDENT'S RESPONSIBILITIES

Students at The Patch Primary School Have the Right:

- To be fully informed of their rights and responsibilities in a way consistent with their level of understanding.
- To work in a secure environment where, without intimidation, bullying or harassment they are able to fully develop their talents, interests and emotions.
- To be an individual at school and not to be treated unfairly because of appearance, gender, religion, academic or physical ability.
- To express themselves and to talk freely about their ideas and feelings when appropriate.
- To a school with safe classrooms, equipment and rules to maintain their safety.
- To tell their side of the story when accused of breaking a rule.
- To a safe, clean and attractive school environment.
- To have their private property respected.

Students need to be aware of their responsibilities.

- To allow others to work and play without being interrupted and to make good use of their time.
- To observe all rules that have been made for the safety, well-being and education of everyone.
- To complete classroom assignments and homework to the best of their ability and hand them in on time.
- To help make school a good place to be, by being thoughtful, compassionate, respectful and courteous to others.
- To care for school property and the property of others.
- To arrive at school and class on time unless there is an acceptable reason for not doing so.
- To behave appropriately when on visits outside the school.

CODE OF BEHAVIOUR

School rules have been established to maintain student rights and emphasize areas of responsibility. In consultation with the children, teachers will develop individual classroom rules and consequences for the proper behaviour of children in their care. The Patch Primary School believes that **'no child has the right to disrupt the learning and play of others'**.

General school consequences governing the behaviour of children in the school are listed in the Student Code of Conduct emailed to each family at the start of the year or on enrolment.

Graded Consequences include:

- Confining play to the asphalt.
- Withdrawal from the playground.
- Apologies to children who have been hurt.
- Children writing to parents.
- Repairing damage done to property or equipment.
- Withdrawal from the classroom.
- Discipline meetings with parents.

- Suspension from school within DEET guidelines.
- Expulsion from school in the event of severe circumstances, within DEET guidelines.

SCHOOL COUNCIL

School Council acknowledges that it operates within the Education Act, DE&T regulations and government directives and will;

- Show commitment and loyalty to the students, staff, administration and the School Charter
- Promote a positive image of the school.
- Ensure learning needs, personal safety and educational outcomes will be the primary consideration in decision-making.
- Establish policy which is consistent with Charter goals and priorities
- Ensure regular evaluation of school policies.
- Support the Principal in the implementation of school policy and the strategic plan.
- Monitor the achievement of Charter goals and priorities.
- Seek, canvas and consider school community views.
- Support School Council decisions.
- Monitor the budget and financial plan.
- Promote community involvement in the school through regular reporting and dissemination of information.
- Ensure Sub-committees are formed on an annual basis to reflect the responsibilities of School Council.
- School Council will display loyalty to the school, its Strategic Plan, administration and staff.
- Develop and approve policy directions, and recognise the Principal's right to implement policy in the most appropriate way.
- Ensure public comment on School Council matters will be the responsibility of the School Council President and the Principal.
- Enable broader community input into School Council decision-making through the membership of sub-committees.
- Commit to the principles of merit and equity.
- Maintain confidentiality on issues affecting the school and members of its community.
- Adhere to the Privacy Law.
- Declare conflict of interest where necessary
- Build an educational culture that recognises the achievements and contributions of school community members.
- Articulate a vision for our school that is both shared and translated into action.

SCHOOL COMMUNITY

With Our Families

Parents and families are the major influence on how academically and socially successful students are. Our vision of students who are developing into reflective, self-directed, ethical and responsible people will only be achieved when parents are also committed to these values.

While recognizing and celebrating the diversity of our school community, underlying the relationship between home and school there must be trust, honesty, respect and the understanding that we are all determined to achieve the best outcome for our children.

In dealing with our school, parents can expect that: -

- you will be welcome at school and your contribution to classroom and school activities will be acknowledged and appreciated
- you will be listened to with courtesy and an open mind
- your unique knowledge of your child will be valued
- your privacy will be respected
- you will be informed of your child's progress and the school's activities and achievements
- your views on the running of the school and its educational policies will be sought and there will be opportunities to become part of the school council and its committees.

In dealing with parents, the school can expect that: -

- staff will be treated with courtesy and an open mind
- our knowledge of your child at school will be valued
- you will reinforce the values of the school and support class and school activities
- you will encourage children's school education by recognizing achievements, building on successes, sharing their learning and by ensuring that they are at school prepared and on time.

With Our Community

Our relationship with the local community is based on both the assistance that we receive for our programs and activities, and the responsibility we have to encourage students towards active and responsible citizenship. In our dealings with local residents, businesses, community groups and other schools we will:

- acknowledge their support and encourage our school community to support their work
- foster good relationships through formal and informal networks
- keep them informed of our school and its achievements
- encourage community participation by our students.

School Actions and Consequences

Supporting Policies

- Student Wellbeing
- Student Welfare
- Attendance
- Bullying
- Complaints
- Code of Conduct – Principal, Staff, Students and Parents and Community

Student engagement, regular attendance and positive behaviours are supported most effectively 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 wholeschool expectations
- providing learning programs that cater for all
- consistently acknowledging all students in a positive way that allow for student engagement
- empowering students by providing opportunities for them to take responsibility and be involved in decision-making around their own learning and/or around school policy

- providing physical environments conducive to positive behaviours and effective engagement in learning
- implementing school-wide positive and educative behaviour support strategies.

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

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

Broader support strategies include:

- involving and supporting the parents/carers.
- involving relevant staff.
- tutoring/peer tutoring as negotiated with teachers, students, parents and the school
- mentoring and/or counselling with referral to relevant services or programs in the wider community
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs – e.g. Environmental Education, Creative Arts, Music, camps, excursions/incursions, Philosophy, LOTE etc.
- involving community support agencies ed Anglicare, CYMS, Youth Services

Discipline procedures – Suspension and Expulsion

Students should 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. We encourage students to accept responsibility for their actions, and to participate fully and positively in their educational experience. It is important that schools view exclusions only when all other options have been exhausted or where the well-being or safety of another student or a member of staff is at risk.

EVALUATION

- This process was originally formed, and will be reviewed in consultation with all members of the wider community (all staff, parents, students, and interested members of the community) as part of the school's five - year review cycle.

Principal



School Council President

