

# **St Kilda Primary School Student Engagement and Inclusion Policy**

Produced in consultation with the whole school community

August 2016



**Principal: Susan Higgins**

**School Council President: Ben Pratt**

# School profile statement

## Where we are

St Kilda Primary is an inner city school located on Brighton Road on a spacious site next to the St Kilda Town Hall. The school is surrounded by prominent streets and located close to all forms of public transport.

St Kilda Primary School (SKPS) opened in January 1875 with 604 students and 12 teachers. In 2016 we began with an enrolment of 571 students. This is indicative of an increased rate of enrolment at our school.

SKPS is of social, historical and architectural importance to the state of Victoria. The National Trust of Australia lists the school's main building under the Victorian Heritage Register. In 1914 a red brick Federation style pavilion-shaped infants' building was erected. In the 1960s school crowding led to the arrival of a light timber construction (LTC) temporary classroom block. In 1973 a library and hall (King's Hall) was built.

In 2007 additions to the school included verandas and a pergola around the Real Life Learning Centre (RLLC), a multi purpose room, the installation of 3 water tanks, grounds enhancement with seating and trees and the gated entrance off Dickens Street. As part of the 'Better Schools Today' program a gymnasium and general assembly venue was opened in July 2009. Our Manabi Centre was completed and handed over to us in October 2011 and now houses our Prep classes. Our school aims to provide a dynamic learning environment that engages students to achieve their personal best in an atmosphere of mutual respect and cooperation.

## Who we are

Our student population profile for 2016 is representative of the diverse community we serve:

- 10% of students speak a language other than English at home. These students represent a range of cultural groups from Sudan, Thailand, Sri Lanka, Germany, France, Russia and India.
- We have 8 students at school through the International Students Program
- 9 students are supported by the Program for Students with Disabilities
- 1.9% of our families are refugees
- Approximately 8.75% of our student population is transient
- Our Student Family Occupation (SFO) index is 0.2435
- 12% of our families receive CSEF

The City of Port Phillip has predicted that the local population is likely to increase as housing availability changes and high density living becomes the norm. We believe this will have a future impact on our school community and enrolment. Housing commission accommodation and crisis housing continues to provide accommodation for a small proportion of our student numbers.

For 2016 the school staffing profile consists of 14 teachers at Range 1, 14 teachers at Range 2, 4 leading teachers, an Assistant Principal and a Principal. 6 teachers work in a part time capacity at their request due to family commitments. We have educational support officers and a number of volunteers who work at the school on a weekly basis under the supervision of our Student Welfare Coordinator. We have a healthy balance of young and mature teachers. Of the 34 teachers, 12 staff members are on contracts. We have 3 staff members on family leave and another taking one year's leave without pay. As our numbers are growing we will be increasing the number of ongoing staff.

According to our survey data our students are connected to their peers and school and have shown a significant improvement across the board each year. Our boys are generally happy at school and have shown a marked improvement over the last few years. Our decision to separate the Year 5 and 6 cohorts appears to have had a positive impact on student wellbeing over the past three years. School Council also believes that the increase in the number of male teachers across the school is also having a positive impact. Parents feel that we provide a stimulating learning environment for their children and believe their children feel connected to their school and peers. Report writing, student safety and communication around the transition programs within the school are still concerns for our parent community and they are areas we plan to continue to address in 2016.

The school seeks and embraces partnerships/links with community bodies to provide enrichment activities and leadership opportunities for students. SKPS responds to the needs and expectations of the community by providing exemplary educational programs to cater for a variety of learning styles, needs and interests. We regard parents as vital partners in the educational process and seeks their active participation through numerous roles in the school.

## Whole school prevention statement

We provide exemplary educational opportunities in a stimulating, safe, nurturing environment to instill a love of learning, celebrating effort and achievement in the belief that all students can thrive and lead productive and fulfilling lives.

Our school values are:

**Love of Learning** - We have a vibrant learning and teaching environment that creates lifelong independent learners.

**Respect** - Each individual is treated with respect and trust and decisions made are valued and supported.

**Teamwork** - Teamwork is characterised by a sense of common purpose, shared responsibility, collaboration and mutual support which leads to productive outcomes and achievements.

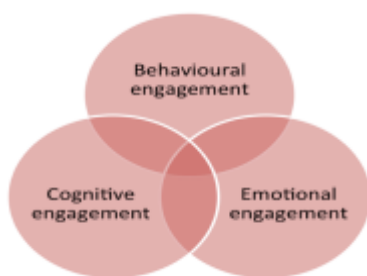
**Friendliness** - We highly value all members of our community, encouraging and acting in a manner that is inclusive, caring and supportive.

**Creativity** - We encourage children to take risks and think beyond the square, maximising teaching and learning opportunities through innovative and alternative approaches.

**Resilience** - We build self-esteem and social skills which enable children to be themselves and also to be able to work and play happily within the school community.

Every child is valued as a special person with extraordinary abilities. We embrace diversity and reflect the multicultural, artistic and varying socio-economic nature of our local community. Students are provided with a safe, supportive and nurturing environment enabling them to reach their full potential in becoming life-long learners. Teaching and Learning programs reflect the holistic needs of students, recognising and catering for different learning styles and celebrating student achievement. We strive to make our school the hub of a very robust community by maximising opportunities for community connectedness.

### PREVENTION PROGRAM



Behavioural engagement: refers to students' participation in education, including the academic, social and extracurricular activities. To support the emotional engagement of the students at our school we use these strategies and intervention approaches:

- Our Integrated Welfare program which encompasses school, DE&T and/or external agencies to support students and their families
- Quality Beginning Program which focuses on the establishment of our school values and the behaviours we expect at school. We are registered with the eSmart Program to ensure we develop the most effective and safe school in the area of digital technology and internet use. To support this program we have developed Safe use of Digital Technology Agreements for all students across the school. The focus is to involve parents in this process so that our whole community develops a deep understanding about cybersafety. We are including cybersafety sessions for students in Years 1 to 6 (external presenters) as this is an area we realise is becoming an important issue for this age group of students. We will also look at ensuring our students in Prep are aware

- of age appropriate behaviour when using any form of digital technologies.
- Whole school approach to classroom management with classroom management plans clearly evident in all classrooms. There is a Whole School Management Plan for the year. Behaviour management plans for those students with extreme behavioural issues are also used to support them and involve working with the family to support the child
- All staff (teachers and ES staff) complete the Mandatory Reporting Online Training during the first semester of each year.
- Student Support Groups for funded children or children with specific needs i.e. under Department of Human Services
- Boys and Girls Groups which focus on developing social skills
- Assertive Discipline model - our whole school approach to student management
- Buddies – within the school and Literary Buddies™ for a Year 2 class (CoPP)
- Transition programs (Prep, Year 4/5 and Year 6/7) which support the transition process at significant points during a student's life at our school. We will be focusing on ensuring that our whole community is aware of these programs and the goals we hope to achieve. In 2015 we trialed a highly successful Transition Program for the parents of children entering Prep in 2016. We plan to repeat this program in 2016.
- Year 6 Leadership Program encourages all students to have a role and responsibility at school relevant to their interests and skills. Sometimes the roles are chosen to encourage students to extend their social and emotional skills
- Community Connection Programs, such as, The Australian Ballet and the St Kilda Eco-Centre

Emotional engagement: encompasses students' emotional reactions in the classroom and in the school. It can be defined as students' sense of connectedness to the school.

To support the emotional engagement of the children at our school we use these strategies and intervention approaches:

- St Kilda Primary School's Integrated Welfare Model
- Employment of a Student Welfare Coordinator
- Working with Alfred CYMHS (Child and Youth Mental Health Services), DHS, Inner South Community Health, RCH and other external agencies)
- Working closely with SSSOs such as an Educational Psychologist to support students with specific emotional needs. We will also be working with outside agencies such as OzChild to support these children.
- Regular welfare meetings with the Welfare Team and teachers where plans can be put in place to coordinate the role of each party involved with the student, e.g. parents, student, teacher and other external services
- Transition programs - internally and externally run programs, for example, Sex Education and Cybersafety sessions for both students and parents
- Student Representative Council
- Parent Class Representatives – supports the active involvement of parents on a social and classroom support level
- Student arrival interview information (background for teacher)
- Productive Garden and sustainability practices across the school
- City of Port Phillip's (CoPP) 'Big Cake, Little Cake' – a leadership program for students
- Awareness of the importance of play as a factor in reducing the development of anxiety in young children. We are continuing to review the current teaching approaches in Prep and Year 1 in 2016 to develop a learning environment that will develop our students as effective 21<sup>st</sup> Century learners.

Cognitive engagement: relates to students' investment in learning and their intrinsic motivation and self-regulation. To support the cognitive engagement of the children at our school we use these strategies and intervention approaches:

- Classroom Volunteers Program (overseen by our Student Welfare Coordinator)
- All students are expected to attend school excursions and incursions and financial support is given to all who require it
- Employment of speech and language therapists at the school to identify any specific learning needs in relation to language acquisition and reading
- We employed an occupational therapist in 2014 to further support the needs of our students and will continue to do so into 2016
- Action research teams, where teachers focus on discussing students academic progress and determining the

- most effective teaching approaches that can be used to support student learning
- Assistant Principal and a Leading Teacher released from the classroom support teachers in developing their practice and developing a learning environment that meets the needs of 21<sup>st</sup> Century learners
- The devising of Individual Learning Plans (ILPs) to support those students working 12 months above or 12 months below the expected level according to teacher judgment and other assessment data
- Student Support Groups (SSG) will be formed to support the learning of students who are funded under the Program for Students with Disabilities
- Celebrations of student achievement are highlighted in the classroom, at assemblies, through Year Level blogs and on the school website through Sue's News
- House points system rewards students for their academic efforts
- The development of an assessment schedule that includes a range of opportunities for students to assess their progress and set goals for their learning, e.g. rich assessment tasks in Mathematics
- Literacy Intervention program for students in Year 1 who have not reached the benchmark in reading at the end of their Prep year
- EAL students are supported within the school by teachers who plan a curriculum to support their needs on an individual and/or small group basis. These teachers work with the classroom teachers and provide feedback about their progress

Our focus for our School Strategic Plan (2016 - 2019) is for:

- To have a consistent approach to deep learning and teaching, with high expectations of achievement for all members of the learning community.
- Build a community of learners who are all actively engaged in the learning process and share the same values and beliefs.
- To have an environment that supports and encourages student voice and agency in learning and increases the level of engagement of students.
- Create a strong professional learning community that ensures the students at SKPS reach high levels of achievement

## Rights and responsibilities

### SKPS Statement of Commitment to Child Safety

St Kilda Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

Everyone deserves to be treated with respect and dignity while keeping child safety paramount. We ensure that the children and young people at our school feel empowered and have every opportunity to have their voice heard in decisions that affect their lives. Particular attention is paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. The SKPS community is a diverse and eclectic community and respect is given to the cultural diversity of child rearing practices while keeping child safety paramount.

St Kilda Primary School has zero tolerance for child abuse.

Every person involved in St Kilda Primary School has a responsibility to understand the important and specific role they play, individually and collectively, to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make. The SKPS Welfare Team leads the community in regards to child safety at school.

We value the input of families and carers in regards to child safety and the importance of ensuring all lines of communication are open at all times. To support the community, the SKPS Welfare Team will ensure there is written guidance available on appropriate conduct and behaviour towards children.

The SKPS community takes a preventative, proactive and participatory approach to child safety. We work together to

empower the children at our school to participate in decisions which affect their lives. We foster a culture of openness that supports everyone to safely disclose risks of harm to children and where children feel comfortable to raise any issues.

All staff will complete Mandatory Reporting training each year so that they feel able to report suspected abuse, neglect or mistreatment promptly.

The school aims to ensure only the most suitable people will work with children, including teaching staff, ES staff, administrative staff and other employees, and parent/community volunteers. The SKPS Welfare Team ensures that volunteers, including parents, have a Working With Children Check (exceptions include when parents are volunteering at events such as working bees, school fete, special friends' stalls) and that the Working With Children Check register is maintained.

As a community, our actions will ensure that all the children in our care feel safe. We will support all members of the SKPS community to feel empowered to report suspected abuse, neglect or mistreatment promptly to the appropriate authorities. Where the safety and wellbeing of children is at risk, we will share information appropriately and lawfully with other organisations as required.

As the leader of child safety, the SKPS Welfare Team supports all members of our community in understanding their role and responsibility as individuals and as a collective to ensure that the wellbeing and safety of all children is at the forefront of all they do and every decision they make. The Principal is the nominated Child Safety Leader (CSL) The CSL will:

- Lead the development of the school's child safety culture, including being a child safety champion and providing coordination in communicating, implementing, monitoring, enhancing and reporting on strategies to embed a culture of child safety.
- Raise awareness of the importance of child safety within the community.
- Ensure the school's policies are known and used appropriately.
- Ensure policies reviewed in the context of school self-evaluation are undertaken as part of the school accountability framework.
- Ensure the Student Engagement and Inclusion Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made, and the role of the school in this.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Encourage a culture of listening to children and taking account of their wishes and feelings in any measures to protect them.
- Ensure they are well informed about all relevant information and that all members of the community are kept up to date so that they can act confidently when the situation arises. This may include completing any required training programs.
- Have a working knowledge of how the Department of Health and Human Services (DHHS) and Community Service Organisations conduct a Child Protection Case Conference so that they are able to attend and contribute to these effectively when required to do so.
- Keep detailed, accurate, secure written records of concerns and referrals.
- Ensure each member of staff has access to and understands the school's child safety policy and procedures, especially new and part time staff.
- Ensuring volunteers, including parents, have a Working With Children Check (exceptions include when parents are volunteering at events such as working bees, school fete, special friends' stalls) and that the Working With Children Check register is maintained.
- Make sure staff are aware of training opportunities and the latest DHHS and DET policies and guidance.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Child Safety Code of Conduct by observing expectations for appropriate behaviour below.

The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide an inclusive, safe and orderly school and other learning environments. The Code of Conduct will also be displayed within in the school as well as on the Child Safe page of the school website.

### Code of Conduct

<b>Acceptable behaviours</b>	<b>Unacceptable behaviours</b>
<p>As staff, volunteers, contractors, and any other member of the school community involved in child related work, we are individually responsible for supporting and promoting the safety of children by:</p> <p>Upholding the school’s Statement of Commitment to Child Safety at all times</p> <p>Treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities</p> <p>Listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child</p> <p>Ensuring that staff, volunteers, contractors and members of the school community interact with students within ‘line of sight’ of others</p> <p>Promoting the cultural safety, participation and empowerment of all students, particularly students of Aboriginal and Torres Strait Islander heritage, students of culturally and/or linguistically diverse backgrounds and students with a disability</p> <p>Reporting any allegations of child abuse or other child safety concerns to a member of the school Leadership Team, and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse</p> <p>If child abuse is suspected, ensuring that the students are safe and protected from harm as quickly as possible</p>	<p>As staff, volunteers, contractors, and any other member of the school community involved in child related work, we must not:</p> <p>Ignore or disregard any concerns, suspicions or disclosures of child abuse</p> <p>Develop a relationship with any student that could be seen as favouritism or amount to ‘grooming’ behaviour (for example, offering gifts)</p> <p>Exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context such as smacking or picking up children</p> <p>Ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate</p> <p>Discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting</p> <p>Treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.</p> <p>Communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter</p> <p>Photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes</p> <p>In the school environment, or at other school events where students are present, consume alcohol contrary to the DE&amp;T Alcohol Guidelines or take illicit drugs under any circumstances.</p>

SKPS collects, uses and discloses information about particular children and their families in accordance with Victorian privacy law. The principles regulating the collection, use and storage of information is included in the School Privacy Policy.

The school complies with the relevant legislative obligations including:

### **Equal Opportunity**

- The *Equal Opportunity Act 2010* 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.
- Under the act it is unlawful to discriminate against a person on the basis of the following attributes:
  - age
  - breastfeeding
  - gender identity
  - impairment
  - industrial activity
  - lawful sexual activity
  - marital status
  - parental status or status as carer
  - physical features
  - political belief or activity
  - pregnancy
  - race
  - religious belief or activity
  - gender identification
  - gender
  - sexual orientation
  - personal association (with a person who is identified by reference to any of the above attributes).

### **The Charter of Human Rights and Responsibilities Act 2006**

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

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. 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.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

All Department of Education and Training (DE&T) employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site by the Principal.



## Education and Training Act 2006

The *Education and Training Reform Act 2006* builds on the strengths of Victoria's previous education legislation but also reflects the reality of contemporary education. Its main purpose is to set out a legislative framework that will underpin quality education delivery in Victoria, both now and well into the future.

It requires all schools to deliver their programs and teaching in a manner that supports Australian democratic practices, including a commitment to:

- elected Government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance

In addition, the legislation is underpinned by a commitment to diversity, choice innovation and access to education and training of the highest quality.

## Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act (DDA) 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 a 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 takes 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/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 and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

## Bullying and harassment

**Harassment** is any verbal, physical or sexual conduct (including gestures) which is unwanted, 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.

**Cyber bullying** 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 can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyber bullying behaviour are:

- teasing, being made fun of and spreading rumours online
- sending unwanted messages
- defamation
- threatening behaviour

Cyber bullying can happen to anyone and the bully can potentially act anonymously. People can also be bullied online by groups of people such as class groups or collective members of an online community. We will continue to actively seek out the necessary professional learning for our staff to support them in ensuring this type of bullying is dealt with as effectively as possible. As a school we take the stance that no students should be accessing facebook or other age inappropriate social networking sites, e.g. Instagram or Kik, and encourage our families to have discussions around this area on a regular basis. We will provide the opportunity for families to attend workshops and we are working on developing a curriculum that will provide students with the skills they need to be able to have a safe and positive experience when using the internet. The Acceptable Use of Digital Technologies Agreement also provides an opportunity for parents to become familiar with the expectations of school and to have a conversation with their child regarding safe practices on the internet.

We aim 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.

The effects of harassment or bullying include:

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that they witnessed the incident and advise them to report it to an appropriate person. Alternatively, if their friend is harassing another person they should let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully. Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

SKPS believes that it is imperative that a student reports an incidence of bullying to a trusted adult as soon as possible. All staff at SKPS would report such an issue to the Principal, Assistant Principal or Welfare Coordinator and action would be taken immediately. Parents would be informed and included in the restorative process to ensure that all parties are given adequate support to reengage in school in a positive way.

#### **Subtle: (The most common)**

They include:

- offensive staring and leering
- unwanted comments about physical appearance and sexual preference
- racist or smutty comments or jokes
- persistent comments about a person's private life or family
- physical contact e.g. purposely brushing up against another's body
- offensive name calling

#### **Explicit: (obvious)**

They include:

- grabbing, aggressive hitting, pinching and shoving etc

- unwelcome patting, touching, embracing
- offensive gestures, jokes, comments, letters, phone calls or e-mail
- sexually and/or racially provocative remarks
- displays of sexually graphic material – pornography. Extreme forms of sexual harassment will lead to criminal prosecution

**Bullying can involve such things as:**

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

**Cyber safety**

Being involved in online spaces, either at home or at school, requires students to behave responsibly. This includes:

- the language used and how things are said
- how others are treated
- respecting people's property (eg copyright)
- visiting appropriate places
- being aware that others can see your postings and contributions to various sites and that this can have an impact on their own lives as well as others

Behaving safely online means:

- protecting your own privacy and personal information
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (personal information or images)
- being proactive in letting someone know if something is 'not quite right'. At home this would be a parent or carer, at school a teacher. Concerns will be taken seriously.

In 2016 we will continue to use Sentral (School and Student Management Software) to monitor the rates of bullying, cyberbullying and other forms of harassment and abuse at school. This information will be monitored and analysed by the Welfare Team on a termly basis to determine the effectiveness of our responses to these issues. This software will also allow us to track the rates of these incidents which will also be a measure of the effectiveness of our program. We will also use the Student Attitude to School Survey and the Parent Opinion Survey data to monitor the success of all school based strategies and approaches. We will continue to follow the eSmart guidelines and ensure we maintain our accreditation.

## Rights and responsibilities of school community

Students' behaviour can contribute to the educational, social, emotional and physical development of themselves and those around them. Positive behaviour has a positive influence on others. St Kilda Primary School actively promotes the importance of positive behavioural expectations in a supportive, caring environment. St Kilda Primary School also ensures that no child is denied the opportunity to be involved in any school activity due to financial hardship. Inclusiveness is of utmost importance for all members of our school community.

### STUDENTS: Rights and responsibilities

	Rights	Responsibilities
<b>Creativity</b>	Be able to use their imagination to explore different ideas and to create, make and build new things where they are respected as an individual	Think outside the box and try to think of all the possibilities whatever they are doing at school
<b>Teamwork</b>	Work together by including everyone and listening to everyone's ideas with respect, both within and outside our community	Respect everyone's ideas and different ways of doing things. They will try and help each other in all the different ways that they have to work as a team at school
<b>Resilience</b>	Try their best and have a positive attitude when something doesn't go our way	Try their best. To know when to ignore some things and not let themselves down when things get tough
<b>Respect</b>	Have their opinions and belongings respected by others	Include everyone and have a good attitude towards all members of our school community which includes other students, teachers and other grown ups who we meet.
<b>Friendliness</b>	Expect everyone to be helpful and thoughtful to everyone at our school no matter their differences	Be friendly and inclusive of all people they meet. To make sure that they help people when they are new to our school and anyone who is hurt or upset
<b>Love of Learning</b>	Feel confident about how and what they are learning and to explore and learn new things	Share what they have learnt and to make sure that they have a good attitude to learning. They also have the responsibility to love the fact that they are learning new things

### PARENTS: Rights and responsibilities

	Rights	Responsibilities
<b>Creativity</b>	Expect the school to be creative in their approach to the development of our children	Foster and actively contribute to the creative development of our children
<b>Teamwork</b>	Be involved and to contribute by actively supporting, encouraging, inspiring and participating in the promotion of teamwork within our school	Participate positively, include and support others and respect new ideas
<b>Resilience</b>	Be valued and listened to as part of a positive school community	Engage in a positive and supportive school community and to find appropriate channels of communication for themselves and others
<b>Respect</b>	Be included in the life of the school. To be heard, to be consulted, to be informed and to be invited to contribute in a spirit of diversity	Embrace the diversity of the people and ideas that are the foundation of the school and the wider community
<b>Friendliness</b>	Feel welcomed, included and accepted in a friendly, inclusive manner	Behave in a manner which is inclusive, welcoming and positive, setting an example for our children
<b>Love of Learning</b>	Be informed of the learning process at school in order to be able to promote, celebrate and participate in the love of learning	Support and encourage the love of learning by actively engaging with our children's learning experience provided by the school.

### STAFF: Rights and responsibilities

	<b>Rights</b>	<b>Responsibilities</b>
<b>Creativity</b>	Freedom, to express themselves as an individual in unique ways. They have a right to a voice while valuing and respecting the opinions and differences of others. Creativity allows for innovation, growth and development. As part of a creative learning environment we continue to take risks, be flexible and challenge the boundaries for students and their learning.	Think laterally, be flexible and adaptable. Staff need to embrace opportunities to continue to grow and be innovative. Staff are responsible for encouraging creative thinking and freedom of expression amongst themselves and the students. They are responsible for maximising opportunities for our learning community to be creative. As a staff it is our responsibility to ensure all members of our school community feel safe to have an opinion and to share ideas. We celebrate difference and creativity.
<b>Teamwork</b>	Be listened to and valued as a professional team member. Diversity of, and within teams, will be recognised and respected. Adequate time and support will be provided for teams to effectively reach their goals for student learning and well being.	Work professionally in teams by proactively taking on roles and responsibilities. As team members staff need to be adaptable to unforeseen circumstances and have an awareness that your team's needs cannot always take priority. There must be open and ongoing communication between teams to limit a negative impact on themselves and their students and to create a harmonious work environment.
<b>Resilience</b>	Exist in a safe work environment where professional strategies are supported with understanding and respect which in turn impact on the student learning and well being at our school	Endeavour to achieve a level of professional resilience by utilising support and expertise from leadership and the wider school community. Staff need to be flexible and open to new ideas and change. Staff reflect and recognise their own strengths and areas for growth while being aware of their own coping skills and know when to ask for help with respect to students and their well being.
<b>Respect</b>	Be treated in a polite and professional manner by all members of the school community. The work environment, including resources and belonging, are cared and utilised appropriately so that all students have equal access to these resources and feel respected by all members of the school community at all times.	Treat all members within the school community in a polite and professional manner. Each staff member has the responsibility to treat the work environment, including resources and belongings appropriately. Listen respectfully to other people's opinions at all times.
<b>Friendliness</b>	Work in a friendly environment where they feel included, supported and appreciated by others. This will provide an excellent model for students at our school to follow.	Create, foster and nurture a harmonious work place where all staff are caring, compassionate and supportive towards all members of the school community.
<b>Love of Learning</b>	Grow professionally, personally and collegiately in a supportive environment. Staff will feel inspired and empowered to continue their learning journeys through sharing knowledge and expertise. Opportunities for professional growth create a lifelong learning culture amongst staff, students and their families.	Work together to achieve personal, shared and whole school goals. Staff have the responsibility to share their expertise and to celebrate the development of individual skills and practices of themselves and students. Staff will support and encourage each other as they travel along their learning journeys.

# Shared expectations

## **Our values**

Our school values are: friendliness, respect, resilience, creativity, teamwork and love of learning. We have developed shared expectations to ensure that the learning, safety and rights of all are respected. These values form the core of everything we do at school and are displayed clearly within each classroom. Our Quality Beginning Program plays an important role in the establishment of these values each year across the school. This program now includes cyber safety sessions including one session for each year level (with the exception of Prep) from an external provider, eg Kidproof. These values are supported by the development of class mission and vision statements that are jointly negotiated between the teacher and the students of each grade and are prominently displayed throughout the year. Parents are informed of each grade's mission and vision statement so that they can best support their children at home and have a clear understanding of the expectations at school. Leadership programs in the Year 5/6 area focus on the development of leadership skills that will be modeled to the younger students in the school. The Year 3 students have been given the opportunity to be Prep buddies in 2015 so that they can begin to develop their leadership and role modeling skills.

## **Attendance**

Regular attendance at school is highly valued and we regard the partnership with parents to be a key part of ensuring all our students attend school regularly and feel connected to our school community. We have processes in place to ensure that any absences are supported by a written note from the parents. In 2016 we continue to be more proactive in supporting those families whose children have irregular attendance patterns to support them in becoming more strongly connected to school. We understand that our parent community values extended overseas travel and support the importance of these events in our students' lives. If a student does not attend school for more than 3 days and we have no explanation from the parents we contact the parents on the fourth day and endeavour to find out the issue. If there is a reason other than illness we work with the family to support the quick return of the student to school.

## **Repeating a school year**

The impact of repeating a school year is not always clear. The class room teacher, the Welfare Team and the parents will work together to determine whether this option would be the best possible decision considering the maturity, social skills and academic ability of the student.

## **Representing our school**

When students attend any events they are regarded as representatives of our school and are expected to behave in an appropriate manner. They are expected to wear school uniform and show respect to all members of the public. The values that are established in school are expected to be shown at all times, whatever the circumstances. School behaviour management plans are negotiated at the beginning of the year and a consistent set of rewards and consequences are established and maintained throughout the year.

## **Involving our parent community**

It is hoped that our parent community will have an active role in a variety of ways within the school, including: parent helpers programs, working in the classroom, School council, Parent Reps, Matsuri Day, supporting camps and excursions, volunteering within the Sustainability Program and sharing their special talents within the school. Each classroom has an open door policy where parents are encouraged to approach the teacher and form strong relationships that will support their child's future learning and well being. It is expected that teachers and parents will work closely with each other to ensure the best possible outcomes for the students, e.g. the setting of learning goals within the ILP process, SSG, etc. Parents are also expected to behave in a way that reflects the school values at all times. It is expected that they will follow the school guidelines with regard to attendance and provide written explanations for any absences their child may have. It is hoped that parents will support their children to arrive at school on time and to be ready to learn.

SKPS recognises that parents play an active part across many diverse aspects of our school. In 2012 we completed a community wide consultation process in regards to the development of our school grounds as the work with on the Bubup Nairm Children's Centre was beginning to draw to a close. Consequently we have developed a 4 year Masterplan. Since then we have re-established the productive gardens, built a new shed and other storage areas. In 2014 we commenced and completed work on The Arbour. We have constructed a fence around the Productive Garden. The

Productive Garden area also includes a newly established chicken run which will be maintained as part of the curriculum program. We have a strong Parent Green Team in 2016 which is leading and managing a range of programs focused on increasing our community's awareness of sustainable practices such as, compost system, supporting the management of the Productive Garden, the introduction of the chickens and the establishment of a recycling station within the school. Parents are strongly encouraged to take part in a range of activities at school and we are continually developing our communication processes to ensure all parents feel connected to our school.

In 2013 we reviewed the school communication to determine how we could more effectively meet the needs of our community. In 2016 we will continue to develop the use of the Konnective app and the development of the website. The Year Level Blogs provide an opportunity for parents to find out about the focus for the learning that is happening in the classrooms. The official school communication processes are further supported by parent driven and monitored St Kilda Parents Facebook page. The Leadership Team monitors these communications and ensures that the information is accurate and appropriate. For those families who do not have access to the internet at home we will continue to encourage them to use the school facilities to enable them to stay in touch.

In 2016 we have also commenced using Digital Portfolios as a way to improve the connection between the learning at school and at home. Each child has a digital portfolio which shares the key moments in their learning journey at SKPS with their parents. The portfolios are hosted by Seesaw and provide parents with immediate information about their child's learning at school. Our goal is to deepen the home-school partnership and supporting parents to be aware of and to actively engage in their child's learning journey in an ongoing way.

### **School houses**

We have four houses within the school: Brighton, Dickens, Chapel and Carlisle which are names of the streets which border our school. These are assigned to children randomly. For families with more than one child at the school we endeavour to make sure that all family members are in the same house. The school House Point system encourages positive feedback for students with a focus on the values being exhibited both in the classroom as well as in the yard, at camps and on excursions. Each week the winning house is announced and at the end of each semester the winning house is given a reward for their efforts. The House System also encourages collegiality amongst all children across the school and various events such as House Sports Day provide opportunities for the students to bond as teams and for our whole school community to take part in a relaxed atmosphere.

### **Preparing our students for change**

The Prep Transition Program supports the wellbeing of our younger students. During the Prep Transition Program the children are encouraged to visit school over a five week period and take part in a range of activities including assemblies, class room activities and playtime. The Principal and the Assistant Principal attend as many of these sessions to begin the establishment of strong relationships with the new families each year. This program also serves as an introduction for the children as to what school life will be like the following year. The Manabi Centre has provided us with an environment that encourages strong community values as children and families begin their life at school. Parents are invited to attend a School Readiness session presented by Early Years expert Kathy Walker who provides hints and support for parents with children beginning school. In 2016 this program was further enhanced by the introduction of the Parent Transition program. The focus for this program was on Communication, Community, Food, Uniforms and Payments at school, with the final session looking at the importance of developing skills such as collaboration, communication, growth mindset etc.

### **Best practice curriculum**

Our curriculum programs are constantly being reviewed in line with current research practices and teachers work closely together in teams to discuss the best way to meet the needs of the students within their level. Action research teams as well as regular staff meetings and focused professional learning based on staff needs and the goals of the School Strategic Plan, support the teachers with their professional learning and the provision of a relevant curriculum that includes the safe and responsible use of digital technologies. We have continued to work on developing the skills of our leadership team as well as developing aspiring leaders within the school. Our work has had a particular focus on the use of digital technologies within the school to enhance student learning. At the end of 2014 we became an eSmart School. Through these approaches we expect all students to receive the education they deserve.

The school is also part of the New Pedagogies for Deep Learning Project (NPDL) which is a world wide research project focusing on the development of the skills and dispositions that have been identified as essential for our students and

their future.

Current pedagogical practices have been considered and aim to support the development of life long learning skills as well as providing a real life context for student learning. Leadership Programs for the Year 5 and 6 students focus on developing a range of leadership skills across the year. These programs encourage the students to take roles that reflect their strengths and provide them with opportunities to step outside their comfort zone. Our school is also closely affiliated with the City of Port Phillip and regularly takes part in Little Big Cake events throughout the year. Through this program a number of students have the opportunity to take part in projects that are closely connected to community needs and to contribute to their local community in a real way.

Our goal at St Kilda Primary School is to encourage all members of our community to feel they can play an active role in the successful education of all the children at our school in whatever capacity they feel most comfortable.

## Actions and consequences

### Inappropriate Behaviour

The restorative approach is used to address student behaviour in various settings and levels to:

- re-establish significant relationships
- ensure consequences for misbehaviour are relevant and meaningful
- foster and develop individual responsibility and empathy

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below.

Appropriate Behaviour	Inappropriate Behaviour
Celebration in the classroom Celebrate with parents Specific feedback that supports the development of intrinsic motivation Feedback that supports the development of effective strategies for dealing with challenges Recognition at assemblies Visiting the principal/assistant principal Skipper awards Reports References School website Leadership opportunities The right to represent the school	Talking to the student and referring them to the shared expectations Discussing appropriate behaviours in the classroom Developing a behaviour management plan specific to the needs of the child Contact with parents Making changes to the student's learning program to better equip him/her to behave positively Implement restorative practices Conference: Apology Action to make it right agreed to (may include clean up damage to property) Ask the student to undertake tasks designed to better equip him/her to behave positively in the future Counselling Appropriate behaviours taught and agreed to Payment for damage sought Withdraw privileges Withdraw student temporarily from class – swap grade Hold Student Support Group meetings Give the student 'time-out' – gradual reintroduction using a planned response Negotiate alternative pathways or settings for student; or as a matter of last resort, suspension or expulsion. Create Individual Behaviour Management Plans in consultation with parents, student and teachers

### Ongoing Behaviour issues

Where students exhibit ongoing behaviour patterns, as part of staged response a range of strategies will be used. These may include:

- Discussing the behaviour problems and reaching an agreement for future behaviour
- Explicit teaching of appropriate behaviours.
- Monitoring and providing feedback
- Time out allowing students a 'cooling off' period
- Withdrawal from an activity/class, camp or excursion due to inappropriate behaviour and/or be provided with an alternate educational setting within the school.



- Counselling for individuals in order to modify inappropriate behaviours.
- Wellbeing/Student Support Group Meeting involving parents/carers and/or relevant DE&D support staff/Outside Agencies to assist with modifying the behaviour
- Yard withdrawal will be given to a student for seriously compromising the safety of themselves or others and/or continual misconduct. Parents/caregivers will be informed and a further meeting arranged to discuss behaviour or to draw up a Behaviour Plan (where necessary).
- Reduced attendance at school, eg student only attends for part of the day. This would be under constant negotiation with all parties involved
- Suspension & Expulsion for serious disciplinary measures we follow DE&T Student Engagement and Inclusion Guidance (2013) developed in response to Ministerial Order No.625.
- Corporal punishment is prohibited at all times in SKPS

### **Parents /carers**

Parents/carers can be expected to promote positive educational outcomes for their children by taking an active interest in their child's educational progress. Parental cooperation with the school, including regular and constructive communication with school staff regarding their child's learning and wellbeing, will actively support their child's engagement in the school environment. Parents/carers can also be expected to support the school in maintaining a safe and respectful learning environment for all students.

### **School Support**

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
- tutoring/peer tutoring
- 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 experiential learning, 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 published in the Student Engagement and Inclusion Guidelines. The DE&T flowcharts and proformas for use in suspension and expulsion procedures are followed.

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.

The Student Engagement and Inclusion Policy is reviewed and ratified by the School Council annually to ensure that it is reflective of the learning and teaching needs of 21st Century learners.

**References:**

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

School Accountability and Improvement Framework

<http://bit.ly/1UCfBSH>

Disability Standards for Education

<https://education.gov.au/disability-standards-education>

Safe Schools

<http://safeschoolshub.edu.au/>

Bully Stoppers

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>

Charter of Human Rights

<http://bit.ly/1H0m49s>

Equal Opportunity Act

<http://www.humanrightscommission.vic.gov.au/index.php/the-law/equal-opportunity-act>

Education and Training Reform Act 2006

<http://bit.ly/1JQm09F>

VIT Teacher Code of Conduct

<http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics>

Cybersmart

<https://www.esafety.gov.au/esafety-information/esafety-issues/cyberbullying>

esmart

<https://www.esmartschools.org.au/Pages/default.aspx>

Child Safe Standards

<http://www.vrqa.vic.gov.au/childsafe/Pages/default.html>

Identifying and responding to all forms of abuse in Victorian schools

<http://www.education.vic.gov.au/about/programs/health/protect/Pages/schoolsguide.aspx>

Child Protection Manual

[www.cpmanual.vic.gov.au/advice-and-protocols/advice/intake/mandatory-reporting](http://www.cpmanual.vic.gov.au/advice-and-protocols/advice/intake/mandatory-reporting)

# A step-by-step guide to making a report to Child Protection or Child FIRST

## Protective concerns

You are concerned about a child because you have:

- received a disclosure from a child about abuse or neglect
- observed indicators of abuse or neglect
- been made aware of possible harm via your involvement in the community external to your professional role.

## At all times remember to:

- record your observations
- follow appropriate protocols
- consult notes and records
- consult with appropriate colleagues if necessary
- consult with other support agencies if necessary

STEP 1 RESPONDING TO CONCERNS	STEP 2 FORMING A BELIEF ON REASONABLE GROUNDS	STEP 3 MAKING A REFERRAL TO Child FIRST	STEP 4 MAKE A REPORT TO CHILD PROTECTION
<p>1. If your concerns relate to a child in need of immediate protection, or you have formed a belief that a child is at significant risk of harm* <b>Go to Step 4</b></p> <p>2. If you have significant concerns that a child and their family need a referral to Child FIRST for family services. <b>Go to Step 3</b></p> <p>3. In all other situations <b>Go to Step 2.</b></p> <p>* Refer to Appendix 2: Definitions of child abuse and indicators of harm in the Protocol – Protecting the safety and wellbeing of children and young people</p>	<p>1. Consider the level of immediate danger to the child. Ask yourself:</p> <p>a) Have I formed a belief that the child has suffered or is at risk of suffering significant harm? <b>YES / NO</b> and</p> <p>b) Am I in doubt about the child's safety and the parent's ability to protect the child? <b>YES / NO</b></p> <p>2. If you answered yes to a) or b) <b>Go to Step 4</b></p> <p>3. If you have significant concerns that a child and their family need a referral to Child FIRST for family services. <b>Go to Step 3</b></p>	<p><b>Child Wellbeing Referral</b></p> <p>1. Contact your local Child FIRST provider.</p> <ul style="list-style-type: none"> <li>• See over for contact list for local Child FIRST phone numbers.</li> </ul> <p>2. Have notes ready with your observations and child and family details.</p>	<p><b>Mandatory/Protective Report*</b></p> <p>1. Contact your local Child Protection Intake provider immediately.</p> <ul style="list-style-type: none"> <li>• See over for contact list for local Child Protection phone numbers.</li> <li>• For <b>After Hours Child Protection</b> Emergency Services, call <b>131 278.</b></li> </ul> <p>2. Have notes ready with your observations and child and family details.</p> <p>* <i>Non-mandated staff members who believe on reasonable grounds that a child is in need of protection are able to report their concerns to Child Protection</i></p>

For further information refer to *Protecting the safety and wellbeing of children and young people – A joint protocol of the Department of Human Services Child Protection, Department of Education and Early Childhood Development, Licensed Children's Services and Victorian Schools*