

QUARRY HILL PRIMARY SCHOOL

STUDENT ENGAGEMENT AND WELLBEING

POLICY



This policy reflects the DET *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community

November 2017

Principal: Jo Menzel

School Council President: Tim Shanahan

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1. School Profile

Quarry Hill Primary School is located close to the Bendigo CBD and serves a well-established residential area. The school's historic red brick building features a unique quadrangle design that provides easy access and fosters high level whole-school and between-classroom interaction. At the back of the school we have an Eco Shed and bushland providing an environmental learning space used for a variety of purposes including science, environmental investigations, developmental play, class meetings and art sessions.

The current enrolment is 360 students. In 2017 the school has 26.6 equivalent full time staff: 2 Principal class, 1 leading teacher, 20 teachers and 3.6 Education Support staff. The school engages in four specialist subjects: Chinese, Physical Education, Visual Arts, and Music. We have a wellbeing worker three days a fortnight.

The teachers at this school will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school, have their voice heard and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

2. School philosophy and vision:

Our school is committed to providing a safe, harmonious learning environment that challenges and supports every student to achieve their personal best. The school fosters a positive partnership with the community and reaps enormous benefits from our tradition of high level parental involvement. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to support them in their learning.

Our school is also committed to preventing and addressing bullying, including cyber bullying. Please see our Bullying Prevention policy for more information.

2.1 School values:

Integrity: Being true to oneself, being honest, owning our choices, respecting people, property and environment, being positive ambassadors for QHPS.

Sense of Belonging: Feeling safe, being part of a community, being inclusive and accepting, being committed to friendliness and caring for others.

Passion for learning: Being curious, inquisitive, active thinkers and engaged learners.

3. Guiding Principals

“School climate impacts a wide range of health and wellbeing outcomes, students' motivation to learn and achieve, and in some cases academic outcomes. Effective schools take deliberate steps to keep their students healthy and safe. They expect and enforce respectful behaviour, and tackle bullying and violence. Supportive and inclusive schools deliberately promote healthy relationships and foster engagement and school connectedness. They reduce disengagement from education, and target those at risk of dropping out of school. A positive school climate is one where students' physical needs are met and their self-management, awareness, empathy and relationship skills are developed.”

Framework for Improving Student Outcomes, Department of Education & Training, 2015.

- The school will focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.
- The school will collaboratively develop and implement a fair and respectful whole-school behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress. This is through comprehensive Individual Learning Plans, strategic intervention, students selecting activities based on their interests and through the use of the technology.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- The school will create a child safe organisation and will comply with its obligations under the Child Safe Standards.

4. Engagement Program

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address undesirable school behaviours which can negatively impact on the learning environment of the self and others.

Some of the strategies are listed below:

Alternative lunchtime program

During lunchtime we run a range of alternative activities designed to facilitate and support social interaction, tolerance and co-operation. The range of activities include gardening, bushland, dance, coding, library, yard games and lego. Junior School council have input into the range of activities on offer.

Art Group

This weekly art program has a focus group who use the creation of art to increase awareness of self and others. It is ran by the art teacher with our wellbeing worker who provide caring, supportive relationships to improve the students' ability to engage in positive social relationships, build confidence and manage emotions.

Attendance

Research demonstrates the link between student attendance and performance. Daily school attendance is important for all children to ensure they don't fall behind socially and developmentally. It is also linked to better health and employment outcomes. Attendance rolls are marked twice per day. There is a school wide process to follow up absences in the case where

the family has not notified the school of the absence. Students with attendance issues will have a support plan put in place.

Buddies

Our buddies program involves students in Year 5 being paired with students in Prep. Planned buddy activities commence during the kindergarten transition to school program. Through the development of friendships with students from another year level the development of student connectedness and leadership within our student body is promoted.

Curriculum

QHPS is committed to the delivery of an inclusive program that recognises and responds to the diverse needs of the school's students by accommodating different learning profiles and rates of learning. At QHPS we intervene early to identify and respond to individual needs.

Esmart Schools

QHPS is an eSmart school. The Alannah and Madeline Foundation developed eSmart which aims to make cybersafety a normal part of every young person's life by equipping them to use technologies in ways that protect them from associated risks. The initiative is designed to reduce cyberbullying and bullying and to positively engage students.

Home/School Partnerships

"The greatest impact on student outcomes is the home environment. When schools strengthen relationships with families and community organisations, they can tap into the environment that has the greatest impact on students."

-Framework for Improving Student Outcomes, Department of Education and Training, 2015.

We have a schoolwide understanding and belief in the positive impact of parental involvement in the development of students' behavioural, emotional and cognitive engagement with learning. We strive to foster a collaborative approach with parents through: start up interviews, individual learning improvement plan meetings (where required), reports, newsletters, parent-teacher interviews, phone calls, support meetings, CLUBS opportunities, classroom helpers program and Parents and Friends Association

Individual Learning Plans

All students in Out of Home Care will have an Individual Learning Plan and regular (1 per term student support group meetings and will be referred to Student Support Services for an Educational Needs Assessment. All students who identify as Koori and students working more than 12 months above or below expected level will also have an Individual Learning Plan with accompanying student support group meeting at least twice per year.

Junior School Council

Students in years 4-6 are able to nominate to be Student Representative Council (SRC) member. The JSC organises special fundraising days and decides on projects they would like to focus on for the year. JSC members ask peers for ideas and suggestions for ways to continually improve our school and they discuss these ideas at meetings. The School Captains lead the SRC and are provided with specific leadership training upon taking up their captaincy.

KidsMatter

KidsMatter is the framework we use to work with parents, carers and health services to nurture happy, healthy kids by supporting their emotional health and wellbeing. We work as a school community to create a friendly environment where there is a sense of belonging and inclusion. Our social and emotional learning programs help students to recognise and manage their emotions, develop caring and concern for others, make responsible decisions, establish positive relationships and handle challenging situations effectively.

We support parents, carers and families to support their children's learning and mental health and wellbeing. When required we support children who are showing early signs of or already experiencing mental health difficulties.

Outdoor Classroom

At Quarry Hill Primary School we recognise motivation is critical to students' achievement and enjoyment at school and aim to engage and motivate students with programs that are socially supportive and connected to students' interests. We offer the opportunity for a small group of children to participate in The Outdoor Classroom which engages students with learning outside the formal curriculum with a focus on effort and strategy. Small teams work together on meaningful projects, building relationships, self-esteem and connections as well as developing the concept of service to community.

Professional Learning

"Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital."

-Framework for Improving Student Outcomes, Department of Education and Training, 2015

Teacher professional learning is given high priority at our school to ensure that teaching and learning approaches are based on the latest research and best practice. Peer observation and coaching are opportunities for teachers to learn from and with each other. Ongoing professional learning in DET initiatives and school based priorities will continue to be a focus at QHPS in 2018 and beyond.

School Camps Program

QHPS has a camps program for students In Years 2-6. The challenges students face while away on camp (away from home and school) are unique, and we place value on the friendships made, skills learned, resilience gained and experienced shared at camp.

Social and Emotional Learning Program

At QHPS we provide a comprehensive range of programs and teach strategies for building student social competencies, coping skills and wellbeing including:

- Creating our Learning Environment (COLE) – start of year focus. Includes: school and classroom rules, special rules, rights and responsibilities, bullying policy. This is revisited each term
- You Can Do It program
- Bounce Back
- Leadership Program
- Circle Time
- Restorative practices
- Resilience, Rights and Respectful Relationships

Student Voice

Students actively participate in our school through goal setting, feedback and class meeting where they contribute to the decision making processes and collectively influence outcomes by putting forward their views, concerns and ideas. Our student leadership program including Junior School Council allows students to engage, participate, lead and learn.

Sun Smart School

Our school promotes sun smart behaviours with the wearing of wide brimmed hats compulsory for all staff and students for outside activities from September 1 to the end of April. Sunscreen is also available to all staff and students at all times across the year. (See our Sunsmart Policy for more information).

Transition Programs

We understand that transition periods can be both exciting and challenging for students (and their parents). To address each of the transition phases and to minimise their associated stresses, a number of transition programs operate at our schools. We have a Kinder-Prep transition program

(consisting of at least three, two hour school visits alongside new prep parent information sessions), a Year 6-Year 7 transition program. Students who find change challenging are provided with extra transition support tailored to individual needs,

5. Identifying students in need of extra support

Our school will identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- ACER Student Wellbeing survey (cohort of students)
- Engagement with student families

If appropriate students and families may be referred to external supports

- DEECD Guidance Officer – for psychological and academic assessment
- DEECD Social Worker – counseling, anger management, social skills, incident follow-up
- DEECD Speech Pathologist
- School Nursing Program
- Centre Against Sexual Assault
- Access to Centacare Programs
- Child and Adolescent Mental Health
- Bendigo Community Health Services
- St.Luke's Anglicare

6. Shared Expectations

At QHPS we have three expectations that encompass all behaviours:

1. Be your best
2. Help others succeed
3. Respect the environment

School Expectations Matrix (**Appendix 1**)

Further details of behaviour expectations for students, parents/carers and school staff are detailed in a number of documents such as Statement of Rights and Responsibilities (**Appendix 2.**) Staff code of conduct, Volunteers code of conduct, Acceptable Use of Technologies agreement and Student Bullying and Harassment Policy.

6.1 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.
- 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.

- 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

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 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
- Any financial incentives, such as subsidies or grants, available to the provider 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.

Quarry Hill Primary School's Disability Policy embraces the Disability Discrimination Act applying to a local school based context to meet the needs of individual students.

7. School actions

Student engagement, regular attendance and positive behaviours will be supported through relationship based, whole school classroom practices, including targeted and individual support where required. We believe in a cohesive and consistent approach to inappropriate behaviour, while acknowledging that there cannot be a single prescriptive response to each and every situation.

We know a staged response to behaviour provides a continuum of support for student wellbeing. This is outlined in the Department of Education and Training Student Engagement and Inclusion Guidelines. Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response.

Stage 1 Prevention: A whole school approach to the promotion of positive behaviours. Our school wide expectations are defined and taught to all students. We have established whole school engagement programs and processes to support students at risk of disengaging from learning.

Stage 2 Early Intervention: Targeted and focussed on problem behaviour in order to reduce it.

Stage 3 Responding to individual students exhibiting challenging behaviour:

Classroom staged response

When positive behaviours are not demonstrated by individual students in the classroom or in specialist classes, the following staged response is put in place:

1. A verbal reminder is given- allowing the student to change their behaviour.
2. Subsequent reminder- the student is moved closer to the teacher. *
3. Further reminder- the student is removed from the class and sent to another class (with work to complete). The teacher completes an entry on Compass Chronicle.
4. If behaviour continues, parents notified by the classroom teacher or school principal.

** Time in, not time out. "Time out replicates the rejection these children have often experienced and reinforces the child's internal working model of self as unlovable. Instead, bring the child close to the activity undertaken by the other children and keep him/her by your side...Reframe their disruption as a need for your extra attention and help."* – Calmer Classrooms: A Guide to Working with Traumatized Children, Child Safety Commissioner, 2007.

Yard staged response

When positive behaviours are not demonstrated by individual students in the school yard, the following staged response is put in place:

1. Clarify that the student has attempted to resolve the problem.
2. A verbal reminder is given- allowing the student to change their behaviour.
3. Yard duty teacher provides a relevant outcome (this could include walking with the teacher, sitting out of a game etc.) Depending on the situation, the teacher completes an entry on the Compass Chronicle.
- 4 If a situation arises where additional assistance is required, the student is sent to the office. The Principal/assistant will then follow up the behaviour and the parents notified if required.

Ongoing Behavioural Issues

In all schools, and across the wider community, there are individuals who may require additional support or intervention to ensure they do not impact on the learning, wellbeing and safety of others. For this small percentage of our student population, the school in consultation with parents, may implement the following strategies:

- Discussing the behaviour problems and reaching an agreement for future behaviour with the student.
- Explicit teaching of appropriate behaviours.
- Monitoring and providing feedback- this may be in a parent communication book or diary.
- Development of a Behaviour Management/Safety Plan.
- Withdrawing a student from an activity, class or sporting event, incursion or excursion.
- Providing an alternative educational setting within the school.
- Counselling for individual students to modify behaviour.
- Student support meetings which may involve parents, the principal, relevant DET staff or outside agencies.
- Application for extra resources for support under the Program for Students with Disabilities program (for eligible students).
- In school suspensions for serious and/or continual misconduct or an after school detention (This will be implemented after parents have been notified).

- Suspension and /or expulsion.

Consequences will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

<http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/discipline.aspx>

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Creating a child safe organisation

The school is committed to being a child safe organisation. It will do this by implementing the requirements of the Child Safe Standards including having strategies in place to embed a culture of child safety at the school, having a child safety policy/ statement of commitment to child safety and having policies and procedures to manage child abuse.

The school's strategies for a child safe school can be found [here](#)

The school's child safety policy/statement of commitment can be found [here](#)

The school's policies and procedures to manage child abuse can be found [here](#)

8. Engaging with families

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, Parent Liaison Program and from parent representatives on School Council. The School Council provides guidance to the Parents' Association in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups.

Parents' responsibilities for supporting their child's attendance and engagement are outlined in the Attendance Policy. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in Appendix 2 which is based on DET Statement of Values.

9. Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS.
- ACER Social and Emotional Wellbeing survey (SEW)

Review of this policy

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

10. References

Publisher	Resource	Available
Allanah and Madeline Foundation	<i>Bullying Hurts Brochure</i>	https://www.ncab.org.au/media/1119/bullying-hurts_printview.pdf
Australian Childhood Foundation	<i>Making Space For Learning: Trauma informed Practice in Schools</i>	https://www.theactgroup.com.au/documents/making-space-for-learning-traumain-schools.pdf
Child Safety Commissioner	<i>Calmer Classrooms: A Guide to Working with Traumatized Children</i>	https://www.communities.qld.gov.au/resources/childsafety/foster-care/calmer-classrooms.pdf
Department of Education and Training	<i>Framework for improving student outcomes, 2015</i>	http://www.education.vic.gov.au/about/educationstate/Pages/outcomes.aspx
Department of Education and Training	<i>Disabilities Standards for Education</i>	https://www.education.gov.au/disability-standards-education-2005
Department of Education and Training	<i>Student Engagement and Inclusion Guidance</i>	http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/studentengagementguidance.aspx
Victorian Equal Opportunity and Human Rights Commission	<i>Charter of Human Rights</i>	https://www.humanrightscommission.vic.gov.au/human-rights/the-charter
Victorian Equal Opportunity and Human Rights Commission	<i>Equal Opportunity Act</i>	http://www.humanrightscommission.vic.gov.au/the-law/equal-opportunity-act
Victorian Institute of Teaching	<i>Teacher Code of Conduct</i>	http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics

11. Appendices and Related Policies

Appendix 1: QHPS Expectations Matrix

Appendix 2: Statement of Rights and Responsibilities

Appendix 3:: Staged response to behaviour

This policy is informed by the Department of Education and Training Student Engagement and inclusion Guidance

Related policies:

Bullying Prevention and Intervention Policy

Inclusion Policy

Mandatory Reporting Policy

Child Safe Policy

Attendance Policy

Date Implemented	February 2018
Author	Wellbeing subcommittee
Approved By	School Council
Responsible for Review	Wellbeing subcommittee
Review Date	December 2020 or as required

Quarry Hill Primary School Expectations

	All the Time	Class Time	Break Times
Do Your Best	<ul style="list-style-type: none"> ● Strive to do your best ● Follow teachers instructions ● Use your manners 	<ul style="list-style-type: none"> ● Being an active listener ● Completing set tasks ● Persisting 	<ul style="list-style-type: none"> ● Return to class on time ● Play fairly ● Use kind words
Help Others Succeed	<ul style="list-style-type: none"> ● Share & take turns ● Listen and be considerate of others ● Be friendly and show empathy 	<ul style="list-style-type: none"> ● Enable others to learn and the teacher to teach ● Speak politely ● Celebrate achievements 	<ul style="list-style-type: none"> ● Being cooperative ● Getting along ● Resolving conflict in a positive way
Respect Your Environment	<ul style="list-style-type: none"> ● Take pride in our school ● Share the space ● Stay on task and focussed ● Use equipment correctly 	<ul style="list-style-type: none"> ● Assisting to keep the classroom neat and tidy ● Being organised and ready to learn ● Take pride in our work 	<ul style="list-style-type: none"> ● Eating in the quadrangle ● Rubbish in lunchboxes/bags ● Playing safely

STATEMENT OF RIGHTS AND RESPONSIBILITIES

Quarry Hill Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Rights and Responsibilities sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained

RIGHTS AND RESPONSIBILITIES

	RIGHTS		RESPONSIBILITIES
Students have the right to:-	<ul style="list-style-type: none"> ▪ Be treated with respect and kindness ▪ Be accepted for who they are as an individual ▪ Be listened to ▪ Be encouraged, helped and praised ▪ Have a learning environment in which they have equal access to equipment, programs and teacher time ▪ Work in a supportive environment without intimidation, bullying or harassment ▪ Be safe and happy in the school environment 	Students have the responsibility to:-	<ul style="list-style-type: none"> ▪ Be co-operative and considerate ▪ Respect the rights of others and their property ▪ Play safely and allow others to play without interference ▪ Assist others to feel safe and happy ▪ Participate and work to the best of their ability ▪ Follow the school rules ▪ Be honest and truthful ▪ Come to school every day , unless sick or for a legitimate reason ▪ Actively participate in school ▪ Model positive behaviour to other students ▪ Respect ourselves, other members of the school community and the school environment. ▪ Not disrupt the learning of others.
Parents have the right to:-	<ul style="list-style-type: none"> ▪ Be treated with respect and have their opinions heard and valued ▪ Be welcomed at school and encouraged to support classroom activities by teacher invitation ▪ Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged ▪ Be regularly informed about general school events and issues via newsletter ▪ Assist in formulating school policies through representation on sub-committees ▪ Be actively involved in their child's education 	Parents have the responsibility to:-	<ul style="list-style-type: none"> ▪ Respect all members of the school community ▪ Refrain from approaching teachers when agitated ▪ Act as a partner in the school's learning process ▪ Support the educational needs of their children ▪ Be aware of and support school rules, procedures and events ▪ Support the school in its efforts to maintain a positive and safe learning environment ▪ To read the weekly newsletter ▪ To read all notices and return permission/reply slips promptly ▪ Ensure students arrive to school on time ▪ Ensure their child's regular attendance

<p>Staff have the right to:-</p>	<ul style="list-style-type: none"> ▪ Be treated with respect ▪ Teach in an orderly and co-operative environment ▪ Work in a safe , supportive and discrimination free environment ▪ Be shown courtesy and consideration by all the school community ▪ Be supported and assisted by parents in their child’s learning ▪ Be valued as a professional ▪ Have access to professional development 	<p>Staff have the responsibility to:-</p>	<ul style="list-style-type: none"> ▪ Implement the Student Engagement Policy fairly and consistently ▪ Ensure they are non-discriminatory, caring, courteous and considerate in dealing with all members of the school community ▪ Provide a quality, engaging education program ▪ Offer support to colleagues ▪ Do our best to ensure every child achieves their personal and learning potential. ▪ Regularly report to parents on student progress ▪ Attend professional development ▪ Respond effectively to educational initiatives and priorities ▪ Implement school rules and carry through the consequences in a whole school approach ▪ Provide an appropriate role model ▪ Model positive behaviour to students consistent with the standards of our profession.
<p>School Leadership have the right to:-</p>	<ul style="list-style-type: none"> ▪ Be treated with respect ▪ Work in an orderly and co-operative environment ▪ Work in a safe , supportive and discrimination free environment ▪ Be shown courtesy and consideration by all the school community ▪ Be supported and assisted by parents in their child’s learning ▪ Be valued as a professional ▪ Have access to professional development 	<p>School Leadership have the responsibility to:-</p>	<ul style="list-style-type: none"> ▪ Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone. ▪ Meet core responsibilities to provide inclusive, safe and orderly environments. ▪ Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected. ▪ Identify and support students who may be at risk. ▪ Work with parents to understand their child’s needs and, where necessary, adapt the learning environment. ▪ Respond effectively to educational initiatives and priorities ▪ Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required. ▪ Make known to parents the school’s communication and complaints procedures. – policies to be updated ▪ Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

