

AVONDALE PRIMARY SCHOOL

STUDENT ENGAGEMENT POLICY & CODE OF CONDUCT

1. SCHOOL PROFILE

Avondale Primary School is located in Clarendon St, Avondale Heights, less than 12km from the Melbourne CBD. After 56 years the suburb is currently going through a renewal phase with many young families now moving back into the area. Over the last 10 years the school has grown steadily and in 2016 enrollments stand at 355 students with 15 classes.

The Avondale school community is multicultural with over 20 different languages spoken at home represented at the school. A significant number of parents formerly attended the school as children and the school is held in high regard within the community. Avondale Primary School is a friendly, caring and reflective learning community that is committed to striving for learning excellence. Our philosophy is based upon the premise that students can attain high levels of academic achievement and be responsible community members.

Our students are offered a broad general curriculum that also includes specialist classes in P.E, LOTE and ART. We aim to promote in every student the desire to achieve, self-confidence, social skills and personal pride. Avondale student academic results have consistently been above similar schools and often at or above the state results. The community prides itself on our students' academic achievement.

The Avondale Staff is a hard-working and dedicated team. They are committed to improving their pedagogy and sharing exemplary practice across the school. Teachers plan in teams and seek to meet the learning needs of each student by responding effectively to assessment data and communicating with parents.

2. RATIONALE

Avondale Primary School is committed to providing every student with a safe, happy and motivating learning environment. We recognise that student engagement and connection to our school underpins effective student learning.

All teachers plan and work towards providing a stimulating learning environment within which students are motivated and accept an increasing responsibility for their own learning. We have a proud academic record and the staff work to ensure that every student is able to reach their own full potential.

We want all students to reach their full potential – academically, socially and emotionally. As well as a commitment to challenging high achieving students, the school provides intervention programs for those students who require support. We employ a range of processes to identify and intervene early when a student is at risk of disengaging from learning or is unable to participate fully in a mainstream class.

Parents have an obligation to support the school in its efforts to implement our student engagement policy in a fair and consistent manner.

Students, parents and staff have a clear understanding of the school's expectations in terms of their own behaviour, their rights and responsibilities and that their behaviour should reflect the school values.

3. POLICY STATEMENT

Avondale Primary School is committed to providing a safe, secure and consistent learning environment for all students. The Avondale Student Engagement Policy reflects this school's community aspirations, Ministerial Order 625, the *Equal Opportunity Act 2010* (Vic) the *Charter of Human Rights and Responsibilities Act 2006* (Vic) and the Education Training Reform (School Attendance) Regulations 2013. The staff at Avondale Primary School will work collectively to ensure that students feel valued and cared for and have meaningful opportunities to contribute to the school allowing them to effectively engage with their learning and reach their educational potential. We acknowledge that wellbeing and student learning outcomes are closely linked.

Avondale Primary School is a learning community that seeks to maximise student learning potential and actively promotes an enthusiasm for learning.

We aim to develop students academically, physically, socially and emotionally.

At Avondale Primary School we share the values of:

- Respect
- Honesty
- Persistence
- Integrity
- Cooperation
- Self confidence
- Caring for others
- Helpfulness

Avondale Primary School supports student engagement and encourages positive behaviour, attendance and participation in all areas of the curriculum.

Our guiding principles are that:

- All members of the school community (students, staff and parents) have rights as well as responsibilities
- All members of the school community are valued and should be treated with respect
- All students have a right of equal access to curriculum and to the use of resources, regardless of gender, culture, disability or socio-economic status
- All students are responsible and accountable for their choice of behaviour
- Students learn best when they have a strong sense of belonging to the school
- Students learn and play best in a secure and safe environment free from intimidation, harassment, bullying or violence
- Staff implement fair and consistent rules and consequences negotiated with students
- Staff implement effective student management strategies and reinforce positive behaviour
- Teachers, including visiting and replacement teachers, should expect to work in a safe and cooperative environment
- Parents will work in partnership with the support of the school in its efforts to maintain a productive and safe teaching and learning environment
- The Principal and staff have an obligation to be fair, reasonable and consistent in accordance with DET regulations.

4. RESPONSIBILITIES

Responsibilities are things that we are responsible for as part of our roles. Some responsibilities are things we do for others and some we do for ourselves. All members of the school community have responsibilities for themselves and others.

School Responsibilities

Avondale Primary School will focus on establishing positive and respectful relationships, between teachers, parents and students, and establishing a learning community that provides *multiple and diverse opportunities for students to experience success*.

Avondale Primary School has the responsibility to:

- Uphold the right of every child to receive a quality education
- Implement a fair and respectful whole-school behaviour management approach.
- Provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school through active groups such as school council, fundraising, education subcommittee, canteen and parent volunteer groups.
- Implement a curriculum that includes positive social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- Implement a curriculum that is responsive to the needs of all students, including those who require support as well as those who need to be extended and challenged.
- Develop meaningful relationships with students and families that promote well-being, engagement and learning.
- Support families so they may engage in their child's learning and build their capacity as active learners.
- Implement processes that identify and respond to individual students who require additional assistance and support.
- Establish social/emotional and educational support for vulnerable students and monitor and evaluate progress. The school will achieve this through the development of Individual Learning Improvement Plans and regular Student Support Group (SSG) Meetings.
- Ensure the school complies with all duty of care obligations, Charter of Human Rights and Education & Training Reform Act 2006.

Family Responsibilities

Families play an important role in developing a child's attitude towards school. We know that by being supportive of and interested in their children's education they will help maximise their learning.

Family's assist student engagement by:

- Modelling positive behaviours and promoting respectful relationships
- Ensuring daily, on time student attendance
- Taking an interest in their children's learning
- Communicating constructively with the school
- Supporting school staff to maintain a safe learning environment for all students, parents and staff
- Treating all members of the school community with respect

Student Responsibilities

Students are members of our school community and the way they interact and behave is important to creating an engaging environment that is safe, happy and productive.

Students have the responsibility to:

- Comply with all school rules and values
- Behave in a safe and responsible manner
- Actively participate and engage in the school curriculum
- Respect other members of the school community
- Not disrupt the learning of others
- Support each other's learning
- Contribute to the school learning environment
- Model positive behaviour to other students

5. ATTENDANCE AND STUDENT ENGAGEMENT

Regular school attendance enables students to actively participate and engage in their learning. It is essential that children develop regular attendance habits at an early age. Students who are regularly absent from school are at risk of missing out on fundamental aspects of their educational and social development. Students that are regularly late are also missing important elements of their education as well as disrupting class time for all the other students. It is vital that families ensure regular, on time student attendance.

The *Education and Training Reform Act 2006* sets out basic legal requirements for attendance. In Victoria, young people between six and 16 years of age (inclusive) must be enrolled in a registered school or registered for home schooling in accordance with the Act and the *Education and Training Reform Regulations 2007*.

Student attendance at school is a legal obligation of parents/guardians, consistent with the *Education and Training Reform Act 2006*. Victorian government schools, in partnership with parents/guardians, students and the wider community, must provide active support for full student attendance and retention until the completion of Year 12 or its equivalent.

Monitoring student attendance with the following practices & procedures:

- CASES21 is the program used for recording attendance and a variety of attendance reports can be obtained from CASES21.
- Rolls are marked twice a day by all classroom teachers, specialist teachers or Casual Relief Teachers.
- The school's Primary Welfare Officer monitors daily absences. The Primary Welfare Officer follows up unexplained absences with parents and guardians. If absences continue, the Primary Welfare Officer will inform the Principal and families will be contacted.
- The Primary Welfare Officer monitors student late arrivals. After 5 days of late arrivals during any one term, families receive a letter from the school. After 10 days of late arrivals families are requested to meet with the Principal to discuss related issues.
- Student attendance will be recorded on student mid-year and end of year reports.
- Families are required to inform the office in advance if they are planning extended holidays and complete appropriate forms.

Students participating in educational programs or representing the school at events outside school will be recorded as present when taking part in these programs. Examples of offsite programs include Sports days, Camps and Excursions.

Maintaining Student Attendance

The school will promote and maintain high levels of student attendance and participation through:

- Articulating high expectations to all members of the school community
- Adopting consistent, rigorous procedures to monitor and record student absences
- Following up student absences promptly and consistently
- Implementing data-driven attendance improvement strategies
- Creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- Providing early identification of, and supportive intervention for, students at risk of non-attendance
- Links with external agencies to provide individual support
- Providing a staged response to persistent absences or late arrivals.

Families will promote and maintain high levels of student attendance and participation by:

- Ensuring that students attend school each school day
- Ensuring that students are on time for school each day
- Promoting regular attendance as being important and valued
- Notifying the school when students are absent as soon as possible
- Notifying the school when students will have extended periods of absence
- Ensuring contact details are correct and up to date

6. CURRICULUM AND STUDENT ENGAGEMENT

Avondale Primary School is committed to providing an engaging curriculum that responds to diverse student needs. Working in professional learning teams teachers focus on the following key questions:

1. What do we want our students to learn?
2. How do we know each student has learnt it?
3. How do we respond when students do not learn it?
4. How can we extend the learning of those students who have demonstrated understanding?

Professional Learning Teams (Teachers) will:

- Maintain a learning environment that is stimulating and challenging for all students
- Plan a 21st Century curriculum that is responsive to the diverse learning needs of all students
- Reflect on their teaching practice and work to continuously improve their approach by accessing high quality professional development and sharing good practice
- Assess and monitor student progress so that they know their level of achievement and plan for the next level of learning for each student

Students will have the opportunity to:

- Experience a progressive, planned curriculum that is planned, develops content and skills sequentially and is based on the Victorian Curriculum
- Learn effectively because their learning needs have been recognised and instruction is differentiated
- Understand the purpose of assessment and use assessment feedback to set new learning goals and take more responsibility for their learning
- Be more engaged through their own student voice

Student Voice

The school promotes active student participation as a means to improve student outcomes. Student participation ranges from students sharing their opinions of problems and potential solutions through junior council, to students providing feedback associated with school strategic planning. It also includes our students sharing their 'voice' in class by collaborating with teachers to improve educational outcomes.

Students are encouraged to share their voice through:

- School Leadership positions such as school and house captains
- Representing their classes on junior school council
- Taking weekly Friday Assembly that reinforces our school values
- Organizing events within the school
- Class discussions and student feedback
- Participation in their own self-evaluation both formally and informally
- Personal goal setting

Students have the responsibility to:

- Actively participate and engage in the school curriculum
- Respect other members of the school community
- Not disrupt the learning of others
- Support each other's learning
- Contribute to the school environment
- Model positive behaviour to other students

Families will support student engagement by:

- Ensuring daily, on time attendance
- Taking an interest in and monitoring their child's learning
- Developing a respectful and supportive relationship with their child's teacher
- Modelling a positive and purposeful attitude towards learning

7. STUDENT WELFARE AND STUDENT ENGAGEMENT

Parents and carers will be provided with the opportunity to participate in school life, both formally and informally, through school council, the fundraising committee, education subcommittee, volunteering as a parent helper and staying up to date with news about what is happening in education via our newsletter and website.

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 ensure that the unique experiences and skills of our students' families enrich the learning environment and the school community.

The school will seek to 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 communication, through newsletters, letters/notes and the school website
- Providing volunteer opportunities to enable parents/carers to participate in school related activities
- 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
- Providing opportunities to enhance parenting knowledge and skills

External School Support

Some students and or families may present with a range of welfare issues that may impact on a student's ability to participate fully within the mainstream environment of Avondale Primary School.

The school will use a coordinated approach to formulate early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support.

The school welfare coordinator will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that an individual student may be facing.

The services accessed to provide support for students and staff includes:

- Psychologists
- Department of Human Services (DHS) case managers and support workers
- Social workers
- Royal Children's Hospital
- Speech Pathologists
- Physiotherapists
- Occupational Therapists
- DET support staff
- C.A.S.A. [Centre Against Sexual Assault]
- School Focused Youth Service (SFYS)
- Travencore

The Department of Education and Avondale Primary School believes it is important for all students to have access to a quality education. To improve educational outcomes for students with welfare issues, the following key strategies are in place:

- Providing parents/carers with an Individual Learning Improvement Plan that best suits their child's needs
- Involving students and parents in programming and planning decisions
- Supporting students to access programs
- Ensuring the expertise of teachers working in our school is maintained and developed

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

Risk Factors that may affect student welfare and engagement include:

- poor school attendance
- low levels of literacy and / or numeracy
- poor school behaviour
- family background
- Koorie or Torres Strait Islander background
- refugee or EAL status
- a physical disability
- a learning disorder
- PSD Funding
- restricted access arrangements as a result of parent separation
- presence of a risk alert
- experience of significant health issues
- evidence of drug abuse in the family environment

AVONDALE PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT & CODE OF CONDUCT

1. BEHAVIOUR MANAGEMENT AND STUDENT ENGAGEMENT

Avondale Primary School implements a whole-school behaviour management approach that is based on building connections at school through: positive social values, social competencies, incentives and positive peer relationships.

Our goals are:

- To allow effective teaching and learning to take place.
- To promote a school wide climate of caring for, and about each other.
- To promote values of: respect for self and others, being courteous/polite and well mannered, showing tolerance for differences, high quality work, demonstrating care for our environment.
- To enable students to recognise and respect the rights of others.
- To develop in students a sense of responsibility, self-discipline and self-control in relation to their own behaviour.
- To develop students' resiliency and coping skills to deal with stressful and challenging life situations.
- To provide appropriate structures for students to develop communication, negotiation, conflict resolution and problem solving skills.

Avondale Primary School, implements positive social and emotional values through the promotion of:

- Avondale School Values
- Kids Matter Philosophy
- You Can Do It & the Keys to Success Program
- Student Leadership & Student Voice

The strategies will be to:

- Define and teach school-wide and classroom expectations
- Establish consistent school-wide and classroom consequences for problem behaviour
- Establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- Empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making so they know that their decisions lead to certain consequences
- Provide a physical environment conducive to positive behaviours and effective engagement in learning
- Utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour
- Continue to implement school-wide activities that build upon our school values
- Promote a student, parent and staff code of conduct.
- Engage students in decision making
- Follow a Code of Conduct that is consistent and well understood by entire school community.

School Rules

School rules are based on our school values. School rules help ensure a safe environment for all, promotion of student learning & engagement and constructive communication between all members of the school community.

Safety

Students are required to behave in a safe manner at all times at school. They are required to:

- Follow teacher instructions
- Remain in school ground during school hours
- Play safely with other students
- Use the playground equipment in an appropriate manner
- Play in designated areas
- Remain in classrooms until given permission to leave

Learning

We believe that every child can and wants to learn and that we should all be responsible members of our learning community.

Students and staff will:

- Be on time for school each day
- Respond to bells promptly
- Work co-operatively and productively together
- Follow classroom rules
- Be respectful and attentive
- Support the learning of others

Communicating

Avondale Primary School is a learning environment in which students, teachers and parents all interact respectfully and with integrity.

Students, parents and staff will:

- Show good manners and respect at all times
- Listen to and have empathy for others
- Treat all staff, visitors and helpers with courtesy
- Communicate honestly

Respect

Students, staff and parents all have a responsibility for showing respect and sensitivity to others.

Students will:

- Accept responsibility and discipline
- Not interfere, disrupt or distract the learning of other students
- Show care and thoughtfulness to others without teasing, bullying, violence, swearing, rude gestures, harassment or discrimination
- Show care of our environment by placing litter in bins and caring for our gardens
- Caring for school property and the property of others

Conflict Settlement

Being a responsible community member involves knowing how to resolve a problem in a positive manner when it arises.

Students, parents and staff will:

- Try to solve problems in a calm, sensible and fair manner
- Consider the feelings and rights of others
- Communicate their grievance clearly and negotiate for a positive outcome
- Focus on the issue rather than personalities
- Speak to a teacher should help be required

Conflict Resolution Process

Most conflicts in a school setting are minor and the school will encourage students to resolve them fairly themselves. There are occasions when an incident or conflict situation is more serious and it has been brought to the attention of a teacher.

The teacher will work through a resolution process that is fair to all. A typical line of questioning may be:

1. What happened?	<i>The teacher focuses on the specific behaviour or incident without blaming.</i>
2. How did it happen?	
3. What did you do in that situation?	
4. Who do you think was affected?	<i>Draw out who was affected & how they were affected.</i>
5. How where they affected?	
6. How where you affected?	
7. What needs to happen now to make this right?	<i>Direct questions towards problem solving what needs to happen to 'make things right.'</i>
8. If you find yourself in this situation again, how would you do things differently?	
	<i>Discuss agreed consequences if necessary.</i>

2. CONSEQUENCES AND SCHOOL RULES

When a behaviour is such that it requires a consequence then this is discussed with the student and if necessary with the student's parents/guardians so that everyone understands that the consequence is part of a behaviour management process. A consequence needs to reflect the level of misbehaviour and needs to be understood by all involved.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

Action	By Whom	Why	When	How (Examples)
Step 1 Cautioning	Class teacher/ Yard Duty Teacher	To refocus. To return to appropriate behaviour	When student's behaviour is disruptive. For example; spoiling games, calling out, interfering with others, on task.	Remind student of appropriate behaviours/values/rules Instruct them to return to task.
Step 2 Interventio	Class Teacher / Yard Duty Teacher	To stop disruptive behaviours To manage conflict situations/incidents	When student's behaviour is not inline with school rules and values	Relocate student within classroom / yard. Walk with the yard duty teacher. Extra time in class at recess / lunchtime
Step 3 Behaviour Manageme	Class Teacher Yard Duty Teacher PLTs Assistant Principal Student Welfare Coordinator	To assist student to modify unacceptable behaviour	When student's behavior continues to intrude on other students learning and wellbeing in the classroom and in the yard.	Implement Behaviour Management strategies example, reward charts and incentives. Withdrawal of privileges. Provision of tasks, such s picking up papers. Communicate with parents
Step 4 External Assistanc	Class Teacher Parent Principal Assistant ncipal Student Welfare Coordinator	To set up and monitor a formal action plan To manage concerns about student behaviour	When the student's behaviour intrudes beyond normal manageable limits.	Parents, Assistant Principal, Student Welfare Coordinator and external support services to assist teacher to develop a plan of action.
Step 5 Suspensio	Principal	Action plan has failed to modify seriously disruptive behaviour.	When all of the above Steps have been unsuccessful.	In line with DET guidelines
Step 6 Expulsion	Principal	Student's behaviour has not changed. Student is deemed to be an acceptable risk	When all the above steps have been unsuccessful.	In line with DET delines.

3. SUSPENSION

Suspension is a serious disciplinary measure and would usually only be used for serious incidents or where other behaviour management strategies have not produced a satisfactory result.

A student may be suspended for up to 10 days at any time, to a maximum of 20 days in a year. Suspension may initially be for a 2/3 day period. The decision for suspension will be made by the principal in consultation with the class teacher. The length of further suspensions will be determined by the Principal, in consultation with the teacher and based on the seriousness of the misbehaviour. Outside agencies may be asked to provide advice in some circumstances.

Grounds for Suspension

A state primary school Principal can suspend a student if whilst attending school or travelling directly to or from school, or engaged in a school activity away from school during school time:

- Behaves in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities
- Commits an act of significant violence or causes significant damage or destruction to property, or is knowingly involved in theft of property
- Fails to comply with any reasonable and clearly communicated instruction of a teacher or Principal
- Consistently behaves in a manner that consistently interferes with the educational opportunities of others
- Behaves in any way which threatens the good order of the school's program or facility
- Engages in any unacceptable discriminatory behaviour towards another person

4. EXPULSION

A state primary school Principal can expel a student if whilst attending school or travelling directly to or from school, or engaged in a school activity away from school during school time:

- The student does anything mentioned under Grounds for Suspension
- The student has not responded to behaviour management and support strategies
- The need of a student to receive an education at Avondale Primary School is outweighed by the welfare and safety of other students at the school
- The need of a student to receive an education at Avondale Primary School is outweighed by the need to maintain order and discipline within the school
- A suspension is inadequate to deal with that behaviour

Please note that Suspension and Expulsion procedures are set out in “Student Code of Conduct”, Directorate of School Education 1994.

This policy will be reviewed in 2018.