

Dunkeld Consolidated School No. 6215

Student Engagement and Student Code of Conduct Policy

PROGRAM LEADERS: Principal and Staff

COUNCIL RATIFICATION: 17 September 2013

A. Purpose of the Policy:

To provide a supportive, coordinated and consistent approach to the education and wellbeing of all Dunkeld Consolidated students.

NOTE: 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 them when making decisions and delivering services. The Four Basic Principles include **FREEDOM, RESPECT, EQUALITY and DIGNITY.**

Dunkeld Consolidated School Profile Statement

Vision

Our school aims to give students a solid foundation, with a strong emphasis on Literacy and Numeracy. The curriculum and instruction aims to assist children to develop their potential to the fullest in all aspects of their school life and to be ready to progress in their future endeavours.

Our School has a caring environment with an emphasis being placed on students reaching their full academic, physical, personal well-being and social potential. The School links with community to provide a depth of extracurricular activities and leadership opportunities for students and encourages outstanding performances in the areas of leadership, academic achievement, sport, performing arts, cultural and artistic achievement.

Values

- Respect - for ourselves, for each other and for the environment.
- Excellence - in our teaching and learning.
- Life-long Learning - for others and ourselves.
- Consideration for others - through fun, generosity and sharing our skills and abilities in the framework of the wider world.

Mission

Development occurs through building confidence and self-esteem in the student by:-

- Providing a curriculum that challenges each student to achieve excellence.
- Providing a stimulating learning environment.
- Emphasizing decision-making, problem-solving and critical thinking skills.
- Developing self-discipline, social skills and pride in both work and their school.

Motto

For many years the Latin motto of the Dunkeld School was - *Optima Semper*. Recently the school agreed that a motto should be adopted and a translation of the old motto was obtained. This translation is: *Our Best Always*.

School Information

Dunkeld Consolidated School conducts classes for Years Prep to Year 6. The school is located at the foot of the Serra Range in the Grampians Tourist Area. The town consists of approximately 500 people with a varied demographic. The main industries within the town itself are tourism and hospitality. The nearest major centre is Hamilton which is 30 kilometres west of Dunkeld. Hamilton provides all services for the district and a wide range of secondary school options for the students after completing Year 6.

The school has a catchment area of about 1500 square kilometres with approximately half of the students travelling in by bus from the out-lying areas. The school is serviced by two government school bus runs.

The school is a focus for the community with many community activities involving the students from the school. The Newsletter is produced fortnightly to cover both the Dunkeld school and the Dunkeld Community. The facilities at

the school are frequently used by a number of community groups.

The school population is currently growing and there is a current enrolment of over 90 students. There are approximately even numbers of girls and boys across the school. The majority of families are from a farming background and mobility is only approximately 2-3%. On occasion a small number of students from a non-English speaking background enrol and there is normally a small number of Maori background. The SFO Index is currently 0.4133 at Dunkeld. Approximately 28% of the school families now receive the Education Maintenance Allowance.

The school works on a flexible grade model according to student numbers. In addition to the Principal, the school currently has an effective full time staff (EFT) of 4.6 teachers with the majority of staff working less than 1.0 EFT. There are 4 classrooms operating to cover the Prep-Year 6 students. A part time Teacher Aide provides assistance for children with Special Needs and student welfare. Literacy Intervention as well as specialist classes are offered. A sessional teacher takes the Performing Arts, and Library/Literacy is provided through the MARC Van. We are a Stephanie Alexander Kitchen Garden school. This national program provides students with pleasurable food experiences through growing, harvesting, preparing and sharing. All classes participate in a weekly garden class, and Years 3-6 have fortnightly kitchen classes, with specialist teachers.

The present leadership profile consists of the Principal. Staff meetings are held each week and all staff participate in a wide range of relevant professional development activities throughout the year.

We belong to the Southern Grampians Sports Association and participate in combined swimming, athletics and cross country meetings with district state and private primary schools. The school also participates in the extracurricular activities of Auskick, Junior Football, In 2 Cricket, District Cricket, Hockey, Netball, Basketball and Active After School Communities. From time to time the children compete in Art and Music competitions and Eisteddfods and have frequently been awarded for their efforts.

The school has developed a Student Leadership Program which includes conduct of assemblies, organization of sports equipment and social service group activities.

There is a large School Council that meets monthly. It is an effective body with a range of active subcommittees that address all School Council responsibilities and do much to enhance the operation of the school and generally improve the school environment. A Parents and Friends Association was formed during 2006. A school canteen is operated by parents on a voluntary basis twice a week.

Facilities are excellent with ample space for all activities including external play space. A new BER building has been constructed with three new learning centres and a central library space. There is an Agreement with the local Cricket Club to operate an extensive complex of ovals on the school site.

The students have access to excellent computer facilities. All classrooms are networked and all children have individual access to computers, laptops, netbooks and the Internet. The staff makes good use of learning technologies in their teaching programs including interactive whiteboards.

A. Principles and Practice

Promoting a Positive School Culture

The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure. They are provided with meaningful opportunities to contribute to the school and students have every opportunity to meet their personal and educational potential. A key component of the school's approach to promoting a positive school culture is teaching positive behaviours and the use of logical consequences to address appropriate and inappropriate behaviour.

Students have many opportunities to input into the creation of their educational experience. This provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. Our positive school culture is also predicated on student engagement being the basis for learning. To support this, the staff is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through learning circles and professional learning teams that encourage innovative pedagogy developed using the Departments E5 instructional model and AusVELS.

Attendance

The School aims for full attendance as this is a key to engagement and maximises every student's ability to learn and our teacher's ability to teach effectively.

Restorative Practices and YCDI

Dunkeld Consolidated School uses Restorative Practices to encourage engagement, and build pride, respect and responsibility in each individual student in the classroom. This the basis for respectful communication, relationships and how to respond to behavioural issues. The You Can Do it (YCDI) Program is used across the school and each

week student awards are presented at a whole school assembly to reinforce the keys of being confident, organised, persistent, and resilient and for getting along with others.

Intensive Literacy and Numeracy

Dunkeld Consolidated School has developed a literacy and numeracy improvement strategy that has been implemented as part of the school improvement plan. All students have two hours Literacy and an hour Numeracy each day. The literacy improvement processes is being lead by our Literacy Improvement coordinator and Reading Recovery teacher she also supports students via a Language Support Program across the school. The Numeracy co-ordinator leads the staff in Professional Learning sessions.

Transition

Transition programs from Kindergarten to school and Year 6 to secondary have been developed and are continually evaluated and refined. We have established very good working relationships with the Dunkeld Kindergarten and the Secondary schools in Hamilton.

Professional Learning

Teacher Professional Learning is given high priority at Dunkeld Consolidated School to ensure the strategies and approaches adopted are implemented with integrity.

Developing positive behaviour and relationships

The School seeks the active involvement of parents in the learning and behaviour of each student. It seeks to foster a cooperative approach with parents through class information evenings, reports, parent-teacher-student conferences, phone calls, meetings and the use of diaries. There will be behaviours and events that occur that compromise the building of a cooperative approach. When this occurs the School will use a restorative approach to repair damaged relationships with individuals and groups. Where appropriate the School will inform and involve parents in these processes. The following restorative approach will be used.

A restorative question approach:

When things go wrong	When someone has been hurt
<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What do you think you need to do to make things right? 	<ul style="list-style-type: none"> • What did you think when you realized what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

A Staged response:

1. This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
2. Serious incidents will require a more formal restorative session that involves Classroom Teachers and or the Principal and all persons affected in the incident and will be documented in the Behaviour incidents book.
3. There may be situations where a formal conference involving the before mentioned people, parents, support persons and convener may be required. Any imposed consequence will be embedded in the restorative process that requires a response 'that makes things right' in relation to those who have been affected.
4. Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour; this may include intervention from specialist services and external agencies in the local community.

Restorative practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrong doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

B. Right and Responsibilities

All Members of the Dunkeld Consolidated School community have a right to -		
<ul style="list-style-type: none"> • fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion • be treated with respect and dignity. • feel valued, safe and supported in an environment that encourages freedom of thought and expression 		
All Members of the Dunkeld Consolidated School community have a responsibility to -		
<ul style="list-style-type: none"> • acknowledge their obligations under the <i>Equal Opportunity Act 1995</i> and the <i>Charter of Human Rights and Responsibilities Act 2006</i> and communicate these obligations to all members of the school community. • participate and contribute to a learning environment that supports the learning of self and others • ensure their actions and views do not impact on the health and wellbeing of other members of the School community 		
All students have the right to –	All staff have the right to –	All parents/careers have the right to -
<ul style="list-style-type: none"> • Learn and socialise without interference or intimidation in a safe and secure environment • Be treated with respect and fairness as individuals • Expect a learning program that meets their individual needs 	<ul style="list-style-type: none"> • Expect to be able to work in an atmosphere of order and cooperation • Be informed, with privacy requirements, about matters relating to students that will affect the teaching and learning program for that student • Use discretion in the application of rules and consequences • Receive respect and support from the school community 	<ul style="list-style-type: none"> • Know that their children are in a safe, happy learning environment where they are treated fairly and with respect. • Expect a positive and supportive approach to their child's learning • Expect communication and participation in their child's education and learning
All students have a responsibility to –	All staff have a responsibility to –	All parents have a responsibility to –
<ul style="list-style-type: none"> • Be prepared to learn • Explore their full potential • Respect the rights of others 	<ul style="list-style-type: none"> • Build positive relationships with students as a basis for engagement and learning • Use and manage the resources of the school to create stimulating, safe and meaningful learning • Fairly, reasonably and consistently implement the engagement policy • Know how the students learn and how to teach them effectively • Know the curriculum they teach • Use a range of teaching strategies and resources to engage students in effective learning. • Treat all members of the school community with respect, fairness and dignity 	<ul style="list-style-type: none"> • Build positive relationships with members of the school community • Ensure students attend school and have the appropriate learning materials • Promote respectful relationships • Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours • Engage in regular and constructive communication with school staff regarding their child's learning • Support the school in maintaining a safe and respectful learning environment for all students

C. Shared Expectations

Dunkeld Consolidated School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what are expected and appropriate behaviours for our School community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

The values of Dunkeld Consolidated School Community are demonstrated by the following shared expectations and behaviours:

EXCELLENCE

- The classroom is a place where we actively participate and strive for personal best.
- The way we behave shows we are proud of our school, ourselves and our family.
- We strive for excellence and try our personal best in everything we do.

RESPECT

- We treat others as we would like to be treated.

- We work, learn and play in an environment of mutual respect.
- We value individual and collective diversity.
- We play and work safely at all times.

RESPONSIBILITY

- We take responsibility for our own behaviour and understand the logical consequences that follow.
- We are responsible for our learning and the learning of others.
- We will endeavour to be self-motivated learners.
- We take care of our own and others personal property and space.

CARING

- Care for self and others.

HONESTY

- We will endeavour to be honest, sincere and seek the truth.

Staff Expectations

Engagement

The staff will:

- Uphold the right of every child to receive an education up to the compulsory age of schooling.
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.
- Collaborate with the Dunkeld Consolidated School community to develop policies and procedures consistent with its values and aspirations and the Education Department's Guidelines.
- Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.

Teachers will:

- Develop flexible pedagogical styles to engage different learners.
- Deliver curriculum and assessment that challenges and extends students learning.
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning.
- Provide opportunities for student voice developing a positive school culture in and outside the classroom.

Attendance

In compliance with Departmental procedures School staff will:

- Promote regular attendance with all members of the school community.
- Monitor and follow up on absence.

Behaviour

Dunkeld Consolidated School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. Dunkeld Consolidated School is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

The Principal will:

- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business;
- Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies;
- Provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours.

Teachers at Dunkeld Consolidated School will:

- Use the Student Engagement Policy as a basis for negotiating a class-based set of shared expectations with students;
- Teach students social competencies through curriculum content and pedagogical approach;
- Employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours;
- Build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach;
- Involve appropriate specialist expertise where necessary.

Student Expectations

All students are expected to:

- Respect, value and learn from the differences of others;
- Have high expectations that they can learn;
- Reflect on and learn from their own differences.

Attendance

All students are expected to come to school every day that the school is open to students. If students can't come, they must provide an explanation from their parents/carers to their teacher. Students should arrive at each class on time and ready to learn.

Behaviour

Students are expected to:

- Support each other's learning by behaving in a way that is curious and respectful.
- Have high expectations that they can learn.
- Be considerate and supportive of others.
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive School environment that is safe, inclusive and happy.
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.
- Be aware of the Anti-Bullying Policy.

Parents/Carers Expectations

Engagement

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home.
- Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school.
- Parents/carers are expected to actively participate in supporting their child's learn by building a positive relationship with the School through attendance at student-parent-teacher meetings, student activities, School celebrations, student support groups and responding to communications including the student dairy in a timely manner.

Attendance

- Parents/carers are expected to ensure that enrolment details for their children are correct and current, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

Behaviour

- Parents/carers should understand the School's behavioural expectations and work with it to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.

D. Actions and Consequences

Appropriate Behaviour

Dunkeld Consolidated School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement in the logical consequences below.

Inappropriate Behaviour

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below. This is to be implemented using the restorative approach outlined in the promoting a positive school culture section and summarised as following:

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.

* Please note the School Policy for sustained or severe disruptive behaviour in the classroom is available from the Principal.

LOGICAL CONSEQUENCES

Appropriate Behaviour	Inappropriate Behaviour
<p>Appropriate behaviour will be recognised by:</p> <ul style="list-style-type: none"> • Celebration assemblies - weekly, and monthly Special Assemblies • Student Reports • Newsletters items and articles • Leadership opportunities • Scholarships • Positive feedback • The right to represent the school. • Awards night • References 	<ul style="list-style-type: none"> • Talking to the student and referring them to the shared expectations • Discussing appropriate behaviours in the classroom • 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 too (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 • Hold Student support group meetings • Give the student detention • Negotiate alternative pathways or settings for student; or as a matter of last resort, suspension or expulsion.