

Sandringham East Primary School

STUDENT ENGAGEMENT AND INCLUSION PROGRAM



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

December 2014

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Table of Contents

1. School profile.....	3
Student Achievement.....	3
Student Engagement	4
Student Well being	4
Productivity.....	5
Facilities Summary.....	5
2. School values, philosophy and vision	6
Our philosophy	6
Pedagogical Vision	6
Our Vision	7
Our values.....	8
3. Guiding principles	9
At Sandringham East Primary School we will:.....	9
4. Engagement Strategies.....	9
Student Engagement Strategies	10
5. Identifying students in need of extra support.....	11
6. Shared behavioural expectations	11
7. School actions.....	12
8. Engaging with families	13
9. Evaluation	14
10. Appendices and Related Policies	15
Appendix 1.....	16
Statement of Rights and Responsibilities	16
Appendix 2.....	17
Shared Behaviour Expectations.....	17
Appendix 3.....	26
Student Engagement & Inclusion Policy.....	26
Appendix 4.....	33
Resorative Chat.....	33
Appendix 5.....	34
Code of Conduct	34

1. School profile

Our school is located in Sandringham, 15 kilometres SE of Melbourne. Current enrolments of 449 are from immediate locality with increased Foundation enrolments for 2015. The SFO index is 0.26 and 30 students (6.5%) speak a language other than English with 17 diverse countries represented. There are a number from disadvantaged backgrounds and we ensure that every child feels engaged, welcomed and accesses high quality education. The diverse community has 10% of families previously receiving EMA. We employ a welfare officer who supports all families. SEPS is a progressive school preparing students for a dynamic future. We are 83 years old and value relationships and a sense of community. We have been a trial school for the National Curriculum. Some students are supported through the Program for Students with Disabilities. Our professional teaching teams are dedicated to setting high expectations, ensuring all students achieve to their best. The school recognises that, apart from a student's intrinsic motivation, the biggest impact on student learning is the quality of the teacher, and therefore we devote resources to improving teacher capacity working with Kathy Walker and Julie Shepherd as critical friends. Science is presented by classroom teachers, empowered to teach science through Science Specialists. Highly regarded support and specialists programs include Literature / Literacy, Performing Arts, PE, Visual Arts, and Japanese. The Asia Literacy Grant saw iPads incorporated in the Japanese Program for communication with our sister school in Yokahama. Excursions, camps (adventure, educational & ski camps), Swimming Programs, Bike Education and Extra-Curricular activities provide students with a well-rounded education.

The school is energetic in inviting the community to be part of the process of schooling for its children. There is an active School Council and Class Parent Program incorporated within the Parents and Friends Association. The school sees parents as vital partners in a child's education and parents are encouraged to contribute to social and educational programs. The school links with the broader community to provide extra-curricular activities for students such as Active After School Program, Instrumental music, piano, guitar, chess and lunch clubs. Before and After School Care is provided by Extend. We host the Japanese Saturday School. Parent participation and support from local community plays a major role which is valued and encouraged.

Student Achievement

Sandringham East Primary School prides itself on a diversity of programs that cater for personalising student learning needs. We recognise that literacy and numeracy are essential to the foundations for student success. All our programs are enhanced with extensive ICT resources supported by a 1-1 computer program. We provide an inclusive education including a number of students supported through the Program for Students with Disabilities.

Teaching and learning programs cater for individual student needs. Teachers enjoy professional learning to ensure they stay abreast of current practice and research by working with Educational Consultants. At Sandringham East we place an emphasis on individual achievement. We provide students with literacy & numeracy enhancement & support within the classes to cater for a wide range of student learning. Specialists Programs include Japanese, Visual and Performing Arts, Physical Education and Literature/Literacy

We encourage the development of progressive teaching through exploring children's interests in Inquiry based curriculum, with the Walker Learning Approach where students develop problem

solving, creativity, collaboration, thinking, flexibility, questioning and researching skills. The school has allocated significant resources to enable data to inform teaching. Achievement outcomes encompass a broader view of learning spanning a range of curriculum domains as well as co-curricular achievements.

Assessment strategies monitor achievement and assist in planning curriculum. Consequently, teams at each level analyse school data to develop curriculum and extra-curricular programs that will improve student learning. Each Level team analyses the achievement data using the SPA program and devises a shared Performance Plan linking to the Strategic Plan and AIP. This Plan outlines specific activities that will be undertaken to improve student outcomes in identified areas of need, focussing on collaboration within each team. The school is supportive of DEECD initiatives and implements them to improve student learning. The e5 Instructional Model is used as a reflective tool to assess and improve teacher practice. SEPS has dedicated many financial and human resources to improving ICT capabilities.

Student Engagement

At Sandringham East we create a safe, supportive and secure learning environment that promotes resilience and socially responsible behaviour. We engage students in a love of learning and develop a sense of wellbeing, engagement and connectedness to school. Their motivation to learn as well as their active involvement in learning is paramount. Our staff are committed to ongoing professional and lifelong learning themselves.

Student attitudes to school survey results indicate our students enjoy learning, feel safe and are connected to their peers. Student leadership gives students responsibilities within the school and creates opportunities for student voice.

We work within our local Beachside network and South cluster of schools to enhance student transitions within our whole community. This includes kinder to Foundation transitions, transitions from year to year, and transition processes from Years 5-9. Our handy location next to Sandringham College affords our students the extra benefit of cross age tutoring and a multitude of other activities. This gives our students confidence when they move to secondary college as they are familiar with a secondary environment.

Transition strategies include:

Transition activities across all levels; buddy activities for Foundation / Level 6 students all year; parent buddies for new families; positive relationships with pre-school teachers; liaison with Bayside Council and secondary colleges to assist transition to school and Level 7; transition program with Sandringham College for Level 6 students. Prospective parents are welcomed by staff and leadership who provide a smooth transition for our students.

The School Community are active partners and participants in the life of the school. We see parents as vital partners in a child's education and as such parents contribute to both the social and educational programs at the school. The school links with the broader community to provide extra-curricular activities to engage students such as music, dance, chess and sport.

Student Well being

Students' health, safety and wellbeing are essential to learning and development. At Sandringham East we focus on provision of an inclusive and safe learning environment so

students can achieve and sustain their positive learning experiences. A safe and orderly environment is a focus so that students are feeling safe and secure in their learning environment. The Kids Matter initiative further ensures the wellbeing of our students as does a strong focus on You Can Do It. To support and promote student wellbeing we employ a school based counsellor/welfare officer to work with our school community.

At Sandringham East we engage and support our students through: personalising learning, ensuring a fair and consistent approach to student wellbeing, implementing the “You Can Do It” program, providing lunchtime/before school activities focusing on supporting students, student leadership programs, Student of the Week awards, effective transition programs; parent information workshops/evenings, specialist programs for Visual and Performing Arts, Japanese and Physical Education.. School excursions and camps provide a wealth of educational experiences such as visiting Canberra and a ski camp. The Japan Tour is another exciting opportunity for students.

Productivity

The effective allocation and use of resources is related to evidence of needs for teaching and learning so that the best possible effect and combination will support improved student outcomes and achieve goals and targets.

Human Resources focus on the needs of students and quality teachers are employed including specialist's teachers, and a student welfare counsellor. Education support staff provide fantastic administration procedures in the office and we also provide aides within classrooms for some students. Professional learning for staff is a strong commitment both financially and time wise for teachers who do an inordinate amount of learning themselves. Community expertise is well utilised with our helper programs within classrooms such as Story Dogs as well as Speech therapists from Fildes Foundation. Staff planning encapsulates timetables, class structures, student numbers and teacher expertise to cater for the needs of the students. Individual Learning Plans are developed to support the personalised learning needs of some students. Our allocated resources align with the strategic direction of the school with ongoing monitoring and accountability.

Facilities Summary

Facilities provide a safe and secure setting, a serene sanctuary, walking track, lush oval, oriental and indigenous gardens, bountiful vegetable patch and hens provide eggs for our community.

Despite our aging facilities, and due to a strong focus by School Council, students enjoy our bright engaging learning environments which cater for a range of learning styles and individual needs.

We have a walking history lesson at Sandringham East with buildings stretching from the old to the new! Our buildings range from an original brick schoolhouse refurbished for a Foundation Learning Centre and administration area to a library/classroom centre funded through the Building Education Revolution (BER) that enables Level 1 and 2 teachers to work collaboratively in delivering a current and relevant curriculum. In between these we have made modifications to the LTC building which allows teachers in level 3 and 4 to work collaboratively in flexible spaces. In 2007 the school community led the building of a new library which is a great asset to the school's facilities. The school also has a dedicated Japanese centre and all students learn this

language. Over the last two years students have travelled to Japan to learn more about the culture and language.

We have invested considerable financial commitments to improving facilities to cater for new millennium learning for our students as well as provision of extensive curriculum and ICT resources. Every classroom has an Interactive Whiteboard and students use iPads in the level 5 and 6 classrooms, Japanese and Art programs, as well as iPods, FLIP cameras and netbooks. We are currently providing opportunities where a 1-1 computer program is available for students in levels 3-6, supported by school sets of laptops for those who do not take up the 1-1 program.

2. School values, philosophy and vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

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

Our philosophy

To value the importance of the home/school partnership and actively contribute in parent participation using expertise in a variety of ways within and outside the classroom. The school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

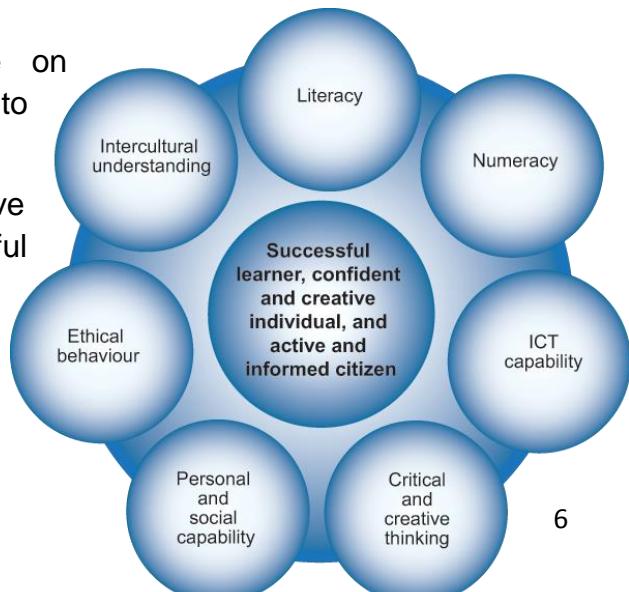
Pedagogical Vision

Sandringham East Primary School implements a personalised learning approach for every student by tailoring the educational experience to meet the needs, interests and aptitudes of all students. Our personalised, developmental approach to teaching and learning supports knowledge and skill acquisition.

This occurs in a student centred environment based on rich relationships, trust, collaboration, responsibility and participation. As a learning community we embrace creativity, achievement, enterprise and leadership; value imagination; encourage considered risk taking; and develop in students a belief that learning is powerful and valuable.

Within flexible learning spaces our students take on challenges, engage in high level thinking and utilise ICT to complement learning.

Sandringham East Primary School aims to foster positive community relationships and develop confident, successful learners who are responsible, ethical and global citizens.



Sandringham East PS adopts The Australian Curriculum which includes the following seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural understanding.

(General Capability Overview: Australian Curriculum)

<http://www.australiancurriculum.edu.au/GeneralCapabilities/Overview/General-capabilities-in-the-Australian-Curriculum>

Our Vision

To build a community that empowers, challenges and inspires learners to foster their creativity and talents developing the skills to fulfil their dreams in an ever-changing world...THINK...IMAGINE...BECOME...

STUDENTS:

- To provide an educational environment that develops socially well-adjusted children who perform academically to the best of their ability for New Millennium Learning' in a vibrant and engaging atmosphere.
- To create an environment that is preparing our students for the future by fostering positive attitudes towards life-long learning, high expectations, risk-taking, collaboration and the development of the whole child.
- To ensure student learning takes place in a safe, orderly, challenging and supportive environment

STAFF:

- To develop highly skilled educators, supported by strong leadership and a dedicated team of non-teaching staff, who are committed to implementing a forward thinking, student focussed curriculum which is engaging, challenging and sustainable in order to equip students for the demands and opportunities of a changing society
- To model lifelong learning, staff reflect, refine, collaborate and build individual and team capacity to positively impact on student learning
- Staff members to establish high expectations for all students and provide a safe, supportive environment where students have the opportunity to become productive, knowledgeable and responsible citizens In cooperation with parents and the community,

COMMUNITY:

- To further enhance a culture that respects the strengths, efforts and contributions of all members of the school community
- To value and promote community partnerships that sustain the direction of the school

Our values

Values for the Sandy East community are based on the Values for Australian Schooling...

1. Care and Compassion

Care for self and others

2. Doing Your Best

Seek to accomplish something worthy and admirable, try hard, pursue excellence

3. Fair Go

Pursue and protect the common good where all people are treated fairly for a just society

4. Freedom

Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

5. Honesty and Trustworthiness

Be honest, sincere and seek the truth

6. Integrity

Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

7. Respect

Treat others with consideration and regard, respect another person's point of view

8. Responsibility

Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

9. Understanding, Tolerance and Inclusion

Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1**.

3. Guiding principles

At Sandringham East Primary School we will:

- Collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- Develop curriculum to include pro-social values and behaviour expectations to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- Promote active student participation and provide students with a sense of ownership and pride in their environment.
- Support families to engage in their child's learning and build their capacity as active learners.
- Promote active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- Establish social/emotional and educational welfare support for vulnerable students and monitor and evaluate progress.
- Ensure processes are in place to identify and respond to individual students who require additional assistance and support.
- 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.

4. Engagement Strategies

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 our school. We will put in place strategies to identify these students and provide them with the support and care 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 inappropriate behaviours which can negatively impact on the learning environment.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in the following;

Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> Our school delivers a broad curriculum Our teachers adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students Our school develops behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families Our school regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents. All students have the opportunity to participate in a social and emotional learning curriculum program YCDI program under the umbrella of Kidsmatter and SAFEminds. Students have the opportunity to contribute to and provide feedback on decisions about school operations both through the Junior School Council (JSC) and other more informal mechanisms. 	<ul style="list-style-type: none"> All students in Out of Home Care will be appointed a Mentor and will be referred to Student Support Services for an Educational Needs Assessment Principal class and welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year. Relevant teaching staff will apply a trauma-informed approach (using <i>Calmer Classrooms: A Guide to Working with Traumatised Children</i>, and similar resources) to working with students who have experience trauma, such as who are in out of home-care, sudden loss of parent/carer. Social and Emotional wellbeing – using Kidsmatter as an overarching framework to implement wellbeing initiatives and programs. Family support in trying times will be provided through Cook and Care Program. 	<ul style="list-style-type: none"> Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> Meet with student and their parent/carer to talk about how best to help the student engage with school Establish a Student Support Group with Welfare Officer. Seek extra resources under the Program for Students with Disabilities for eligible students Develop a Behaviour Support Plan and/or Individual Education Plan. Consider if any environmental changes need to be made, for example modifying the classroom learning environment. Refer to internal support services eg Student Welfare Coordinator or Student Support Services Refer to external support services including Child First, Local Government Youth Services, Community Agencies such Shine, Alfred CIMS, Oz Child, Family Life

5. Identifying students in need of extra support

- Our school will utilise the following information and tools identify students in need of extra support using the following strategies:
- Personal information gathered upon enrolment from family and previous setting
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers, Specialist teachers and Education Support staff
- Student Mapping Tool
- Engagement with student's families
- Meet the teacher -Meeting the teacher at the beginning of each school year will provide information from parents Year levels 1-6. Foundation will have many opportunities during their transition program as well as during assessments on a Wednesday in the first six weeks of the school year.
- Transition to new classes, supported through :-
 1. Time in new year level completing learning at new level
 2. Opportunities for teachers to share both electronically and in person information that is relevant for the new teacher each year
 3. Level team meetings to share and support all students within the level

6. Shared behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff at Sandringham East are:

- Bully Stoppers Program in conjunction with Cluster schools.
- Embrace the three principles:
 - a) Is it Safe?
 - b) Is it Fair?
 - c) Does it show you care?
- Engagement (participation in the classroom and other school activities)
- Attendance (It's not ok to be away and the motivation for a child's class to receive the weekly 'Tendy' award)
- Model the school core values of:
 - Care & Compassion
 - Doing Your Best
 - Fair Go

- Freedom
 - Honesty & Trustworthiness
 - Integrity
 - Respect
 - Responsibility
 - Understanding, Tolerance & Inclusion
- Care Plans – individualised behaviour plans are implemented in accordance with DEECD guidelines to ensure students with disabilities/behavioural concerns are able to function within the school environment and to ensure the safety of other students
 - Parents/Carers have high expectations of their child's behaviour and communicate with the school regarding their child's circumstances. To cooperate with the school in the enforcement of strategies to address individual needs and ensure their child attends school regularly.
 - Principals/Teachers and Staff will comply with their duty of care obligations and have a responsibility to provide an educational environment that engages every child. The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours, emphasising the wellbeing of every child

For further explanation of the above see [Appendix 2](#)

7. School actions

Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance (see [Appendix 3](#)).

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (eg repairing damage caused and to discuss consequences). All teachers use the Restorative Chat outline (see [Appendix 4](#))
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

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

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

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/principals/participation/Pages/discipline.aspx>

8. Engaging with families

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement 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 through:
 - Konnective
 - Weekly newsletter
 - Website
 - Class Parent Program
 - Parent Information Sessions
 - Parent Meet the Principal tours
 - Level newsletters each term
 - Kids Matter information inserts in newsletter
 - Michael Grose inserts in newsletter
- providing volunteer opportunities to enable parents/carers and students to contribute to learning through our Classroom Helper/Volunteer Program
- involving families with homework and other curriculum-related activities

- involving families as participants in school decision-making-consultation, feedback box, School Council Committees
- coordinating resources and services from the community for families, students and the school- BayCISS, Lions, Rotary, Family Life
- involving families in Student Support Groups
- including families in learning – Three Way Conferences (parent, student, teacher)

Parent's responsibilities for supporting their child's attendance and engagement are outlined at **Appendix 2**. 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 our Code of Conduct (see **Appendix 5**) which is signed by parents and students at the commencement of each year.

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 (Students in level 5 & 6)
- School Level Report data
- Parent Opinion survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS

Review of this policy

This policy will be reviewed annually by School Council or more often if necessary due to changes in regulations, circumstances, or need of the school.

Policy Approved by School Council – December 2014

To be reviewed as part of the school's three year review cycle.

See over for Appendices & Related Policies

10. Appendices and Related Policies

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

Appendix 1: Statement of Rights & Responsibilities

Appendix 2: Shared Behaviour Expectations

Appendix 3: Student Engagement & Inclusion Policy (Effective Schools Model)

Appendix 4: Restorative Chat

Appendix 5: Code of Conduct

Statement of Rights and Responsibilities

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

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, orderly 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 and AITSL. 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.

Shared Behaviour Expectations

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate:</p> <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school programs • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work – learning with peers 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Students should be at school <u>on time</u> • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups 	<ul style="list-style-type: none"> • The school will comply with its duty of care obligations and has a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • ensure that their child's enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p><i>In accordance with DEECD procedures (March 2014) the school will:</i></p> <ul style="list-style-type: none"> • Proactively promote regular attendance • mark rolls accurately each session • follow up on any unexplained absences promptly and consistently • identify trends via data analysis • report attendance data in the school's Annual Report • support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies

Behaviour	<p><i>Students are expected to:</i></p> <ul style="list-style-type: none"> • model the schools core values of diversity, achievement, responsibility and endeavour • always treat others with respect. • never physically or verbally abuse others. • take responsibility for their behaviour and its impact on others • obey all reasonable requests of staff. • respect the rights of others to learn. No student has the right to impact on the learning of others. • respect the property of others. • bring correct equipment to all classes. • comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes. 	<p><i>Parents/Carers are expected to:</i></p> <ul style="list-style-type: none"> • have high expectations of their child's behaviour and an understanding of the schools behavioural expectations • communicate with the school regarding their child's circumstances • cooperate with the school by assisting in the development and enforcement of strategies to address individual needs • work in partnership to support the individual needs of the child 	<ul style="list-style-type: none"> • The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child • The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues • The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances. • The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion
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Yard Duty Requirements of all teachers

At Sandringham East all staff are expected to maintain the School Code of Conduct. There is a legal responsibility and duty of care to provide effective supervision of all children. Please be punctual for yard duty. Staff will be rostered on duty to supervise before and after school and share recess and lunch times.

Three teachers will be on duty at recess and lunch times – one on the oval area, another around the playground and another on the lower asphalt area. The play equipment is observed by teachers and should be checked that students are playing on the appropriate equipment for their grade level. A visual presence means that all areas of the playground are covered – keep moving and scanning for inappropriate behaviour and unsafe play, which should be addressed immediately. Don't forget the fence perimeters to ensure that our neighbours are not being

annoyed. The Sanctuary bushland area in the back corner (near Copley's Engineering) is OUT of BOUNDS. Students should not be near the back fence near the peppercorn tree and should NEVER throw anything over the fences of neighbours, or venture into a neighbour's house.

Teachers should be **prompt** to yard duty; ensuring yard duty commences immediately and continues until the final bell. Teachers should remain in the yard the whole time they are on duty. Teachers carry their personal mobile phone or gain a mobile from the school office, to contact the office (9598 1704) if they need assistance or can send a child inside with a message. With three teachers on duty there should be effective communication if there is an issue.

Sun hats should be worn by teachers when on duty and at assemblies in from September to April

After school an announcement calling for all students in the yard to come to the office should and that the bike shed is now locked is made at 3:45pm. Any child not collected by 3.45pm is to be taken by the yard duty teacher to Extend, which is our Out of School Hours Care provider, in the Multi-purpose Room.

The Yard Duty 'Pack' (Vest, folder, waist bag, students with needs)

Each teacher will personally hand over the pack to the next duty teacher. The second lunch duty teacher will return the pack to the staff room. The Safety Vests are to be worn at all times when on yard duty and will be swapped with next yard duty teacher. The first aid waist bag must be worn by the teacher and is not to be carried by a student.

Any inappropriate behaviour or incidents in the playground should be recorded in the yard duty folder. (See Codes Below) Those children who are recorded will have detention with a school leader at recess on a Friday, in the conference room and complete a reflection sheet about their behaviour. These students will be listed on the daily news, confidential to staff only.

Yard Duty – Misdemeanour Codes

CODE	DESCRIPTION
1.	Swearing / Inappropriate language
2.	Playing in out of bounds areas of the school grounds
3.	Fighting / Violence
4.	Teacher disrespect- not listening to teacher; not following instructions, answering back, etc.
5.	Inappropriate games / behaviour

The Yard Duty Folder has photos of children who are medically at risk. Staff are to familiarise themselves with these students and be aware of the procedures for emergencies.

Students who are ill should report firstly to the yard duty teacher. If the student needs to go to sick bay, they should be given a green slip to take with them and may take one friend only to support them.

The Yard Duty Folder will also have a list of school rules and a map outlining the play areas on the play equipment.

The Folder will be used to record inappropriate behaviour with:

- Name of student
- Class
- Misdemeanour / inappropriate behaviour
- Teacher on yard duty
- Action taken

Staff are mandated, including all teachers registered with VIT, and are required to complete the Protecting Children (Mandatory Reporting) eLearning module. The DEECD requirement is that all relevant staff are trained in recognising potential child abuse and neglect and are responding appropriately.

The Protecting Children eLearning module is available at:

<http://www.elearn.com.au/deecd/mandatoryreporting>

Username: deecd (lower case) Password: employee (lower case)

It is the legal responsibility of every teacher to notify the Department of Human Services, if as a teacher, you have formed a reasonable belief through:

- Direct observation
- Direct disclosure
- Discussion or a report from a member of the school community that a child may be a victim of sexual and/or physical abuse.

The reporting of suspected sexual and/or physical abuse is mandatory.

Child abuse may be physical and/or behavioural and can involve any of these categories:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

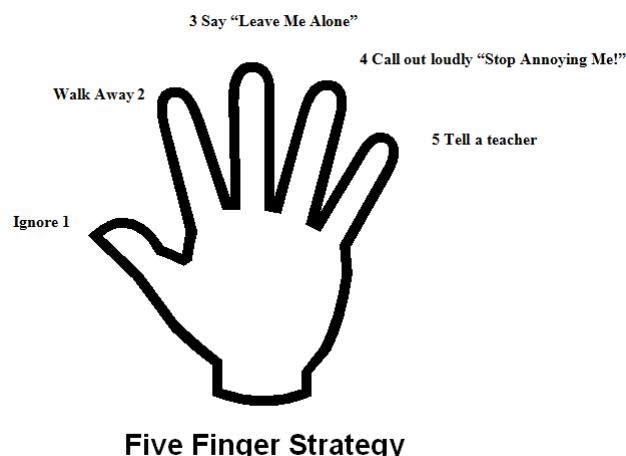
Further details are available in the 'Safe from Harm' kit available from the Principal.

The Principal should be informed and will be with staff to facilitate the process should a report be required. Phone numbers to make a report are: 1300 655 795 (8.45am – 5.00pm) or 131 278 (after hours).

'5 Finger Strategy'

Students are encouraged to use the five finger strategy to solve issues which arise both within the playground and in the classroom.

Staff are encouraged to be consistent with their expectations for behaviour management and quality learning. The following Behaviour Management Program incorporates the student Code of Conduct and the Student Welfare Policy.



Student Welfare – Behaviour Management Program Rationale

This school endeavours to promote a healthy, supportive, orderly, safe and secure learning environment for all children and to foster an awareness of what makes students resilient and socially competent.

Students and staff have rights and responsibilities which are expected to be attained for the success of this program.

The Student Code of Conduct has been formulated within and is consistent with the DEECD guidelines and regulations.

Aims for student welfare and behaviour management to:

- Ensure the school provides a positive environment in which all teachers assume responsibility for student welfare, endeavouring to provide successful experiences for all children to feel safe and secure in a supportive environment.
- Develop children's positive social behaviours and problem solving skills.
- Ensure that teachers are confident, skilled and proactive in the management of student welfare issues.
- Provide clear and well understood communication processes and protocols to ensure the effectiveness of student welfare support.
- Provide a fair and supportive environment that promotes personal respect and free from all forms of harassment.
- Support physical and emotional safety for all.
- Foster parental and peer-group support and co-operation at all times.

Implementation – the school will:

- Appoint a F-2 and 3-6 staff member who are part of the Kidsmatter Action Team along with two parent representatives and a critical friend sourced outside the school staff member who will coordinate and develop actions for student welfare across the school with the leadership team.
- Adopt a proactive and strategic approach to issues of student welfare.
- Implement welfare support structures and programs that prioritise and address the identified needs of individual students.
- Develop a common language to ensure consistency when staff is addressing behavioural matters.
- Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Induct all new staff on the behaviour policy and discipline procedures.
- Incorporate the You Can Do It program and the Habits of the Minds into our teaching and daily dialogue and discussions with a particular focus on managing impulsivity, listening with empathy and responding with awe and wonderment.
- Ensure and expect that teachers establish and clarify at the start of each year the school policy on classroom expectations and the behaviour management procedures with students and parents. School rules and acceptable playground behaviour will be discussed at the start of the year and revisited regularly during the year.

- Provide the following support structures:
 - Monitoring of, and responding to, protracted student absences
 - Trauma Management Plan
 - Protocol for Mandatory Reporting
 - Student Support Groups
- Access Professional Health, Community and DEECD services to provide support for students, teachers and parents.
- Support children identified with specific welfare issues through development of a Parent/Teacher Support Group which will be responsible for the development and implementation of an individual learning plan.

Principles

Sandringham East Primary School's Student Code of Conduct is guided by the following principles:

- All children have the right to be safe.
- All children have the right to be treated with respect.
- All children have the right to work and play in a secure environment without interference, intimidations, harassment, bullying or disruption.
- All children are encouraged to be polite, courteous and well mannered.
- Parents have a right to expect that their child will be educated in a secure environment where care, courtesy and respect for others are encouraged.
- Parents have an obligation to support the school in its efforts to maintain a productive learning and teaching environment.
- Teachers should expect to be able to teach in an atmosphere of order and cooperation.
- The Principal, Leadership team and staff will fairly, reasonably and consistently implement the Student Code of Conduct.

School Rules – Guidelines for student behaviour

There are five basic school rules. Each student is expected to:

- Move and play safely.
- Care for yourself, others and property.
- Resolve problems calmly, sensibly and fairly.
- Respect others through your speech and manners.
- Work to the best of your ability and allow others to do the same.

Rule	Demonstrated by:	Consequence
Move and play safely	<ul style="list-style-type: none"> • Use the You Can Do It Keys to Success • Playing safely and not endangering other students particularly on school equipment. • Playing cooperatively and getting along with others. • Encouraging others to join in games • Negotiating clearly the rules of the game so everyone understands. • Walking in corridors, entrance areas, veranda and toilets. 	<p>The teacher should counsel the student about the behaviour in a supportive and reflective manner, referring to classroom rules and expectations and the '5 finger strategy':</p> <p>Consequences could be:</p> <ul style="list-style-type: none"> • Agreement with teacher for a positive improvement in behaviour/action. • Time out opportunity for reflection by student
Care for yourself, others and property	<ul style="list-style-type: none"> • Use the You Can Do It Keys to Success • Playing and sharing equipment • Respecting and caring for all property belonging to the school or other students...balls, toys. • Valuables stay at home. • Return borrowed equipment to the correct area • Name all clothing and belongings 	
Resolve problems calmly, sensibly and fairly	<ul style="list-style-type: none"> • Use the You Can Do It Keys to Success • Use the 5 finger strategy. • Think before you react. • Understand that everyone is different and has different skills and abilities 	<p>Specific consequence related to misbehaviour – may require verbal/written apology.</p> <p>*Proceed to level 2 of behaviour management policy and further level if required.</p>
Respect others through speech and manners	<ul style="list-style-type: none"> • Use the You Can Do It Keys to Success • Being polite to teachers and parents. • Looking at the person who is speaking to you. • Listen well and wait for others to finish speaking • Never answer back. • Use manners – please, thank you, sorry. • Positive body language and speaking voice. 	
Work to the best of your ability and allow others to do the same	<ul style="list-style-type: none"> • Use the You Can Do It Keys to Success • Always try your best • Present quality work • Follow classroom rules • Work cooperatively • Allow others to complete their work without interruption • Concentrate on what is expected of you 	<ul style="list-style-type: none"> • Follow Classroom rules for each classroom and specialist program. • Refer to Behaviour Management Procedure

Behaviour Management Procedure

A warning system for inappropriate behaviour will be explained at the beginning of each school year and reinforced throughout the year as required. The red card and yellow card system is outlined at the start of each year to staff and students and used in conjunction with the following steps.

1. Verbal reminder that the behaviour is inappropriate
2. Yellow Card may be issued = removal from the place where student is working
3. Red Card may be issued = removal from the class for specified time to buddy class. Complete a Reflection Sheet. Conduct a Restorative Chat in the next break. Link to [Reflection Sheets](#) and [Restorative Chat](#)
4. If more than 2 Red Cards are issued in a week – the issued will be referred to the Assistant Principal and Principal
5. Misbehaviour that involves severe inappropriate language or physical activity will be sent straight to the Assistant Principal and principal
6. For repeated incidents or a serious incident the parents will be contacted and a behaviour management plan will be implemented

Positive classroom behaviour can be rewarded by the You Can Do It! cards or by teacher's usual choice of positive strategies such as house points, stickers, star chart, compliment board, time clocks, table points, positive comments in the student diary and teachers own reward and incentives.

Rights and Responsibilities

A set of rights and responsibilities outlining acceptable and unacceptable behaviour is necessary in order for the school to meet its educational and social goals.

Students have the following rights:	Students have the following responsibilities:
• The right to feel safe at school	• To learn and obey all school rules
• The right to learn without interference from others	• To attend class prepared to learn and not interfere with the learning
• The right to be treated with respect and in a fair and equitable manner free from harassment	• To treat others with respect and resolve differences through discussion and compromise and not conflict
• The right to expect your property to be safe	• You have a responsibility to take care of your own and other people's property

Implementation of the Student Code of Practice

- All students will receive a copy of the Code of Conduct for reference in the school diary
- At the commencement of each school year, teachers will establish a set of classroom rules for their classes that are consistent with the school rules.
- School and class rules will be displayed prominently around the school.
- Positive reinforcement and recognition of exemplary behaviour will be attained through Student Of The Week Awards

- Development of pride in the School.
- Maintenance of a consistent and fair approach to discipline.
- A set of consequences will be used to implement a consistent approach to those who choose to disobey school or class rules.
- Bullying is seen as a serious breach of the Student Code of Conduct and will not be tolerated in any form.

Procedures for Inappropriate Behaviour

All teachers must be consistent and pro-active in these procedures

Level 0 Zero Tolerance	Zero Tolerance – Serious Offence – Immediate informal exclusion. <i>Students who have seriously hurt another or have demonstrated extreme behaviours which the teacher warrants as dangerous to others or themselves will contact the Principal Assistant Principal or Acting Principal who will contact parents and arrange for informal exclusion.</i>
Level 1 Occasional Misbehaviour	The teacher should counsel the student about the behaviour in a supportive and reflective manner, referring to classroom rules and expectations. <i>Consequences could be:</i> <ul style="list-style-type: none"> • <i>Agreement with teacher for a positive improvement in behaviour/action.</i> • <i>Time out opportunity for reflection by student</i> • <i>Specific consequence related to misbehaviour – may require verbal / written apology.</i>
Level 2 Continuous Misbehaviour	The teacher and student should discuss the behaviour in a supportive and reflective manner. <i>Consequences:</i> <ul style="list-style-type: none"> • <i>The teacher counsels the student briefly and may/may not contact parents.</i> • <i>Apology to be given either verbal/written</i> • <i>Restriction of privileges or detention</i>
Level 3 Consistent and Serious Misbehaviour	The teacher and student should regularly discuss the behaviour in a supportive and reflective manner. <i>Consequences:</i> <ul style="list-style-type: none"> • <i>Referral to the Level Coordinator</i> • <i>Implement Behaviour Management Plan (teacher, welfare officer, parents and student)</i> • <i>Referral to the Principal / AP</i> • <i>Support agencies advice sought (DEECD Guidance Officer, Alfred CAHMS and Southern Family Life etc.)</i>
Level 4 Suspension	Suspension <i>DEECD Guidelines from Ministerial Guidelines 184</i>
Level 5 Expulsion	Expulsion <i>DEECD Guidelines from Ministerial Guidelines 184</i>

The Effective Schools Model has been used as a model for our Student Engagement and Inclusion Policy and Program



Accountability

Effective schools establish transparent and rigorous systems of accountability by which school and student performance can be evaluated.

Annual feedback is available to DEECD, staff and community through:

- Staff Opinion Survey
- Parent Opinion Survey
- Student Attitudes to school Survey
- Student Achievement Data
- POLT – Principles of learning and Teaching
- NAPLAN results

This data is analysed and provides the community with further goals to work towards as outlined in the Annual Implementation Plan.

Focus on Teaching and Learning

Effective schools are focused primarily on teaching and learning and use student learning data to inform planning and instruction. This focus guides the construction of rigorous and relevant learning for every student.

Student achievement Data using the SPA Program provides teachers with a comprehensive set of achievements upon which to as the future direction of learning at the student's point of need. Personalised learning and differentiated curriculum ensure that students are learning according to their needs.

You Can Do It Program is taught on a regular basis to all classes by each classroom teacher. The keys to success are prominently displayed in the assembly area and reminders are in the school newsletter. Teachers maintain a consistent emphasis on these skills and have the expectation that each student will learn and confidently manage each key. Positive language which is supportive and encouraging is used by teachers to gain the student's trust and expected behaviour.

Area and School Assemblies Guidelines of expected behaviour are reinforced by teachers at Monday's assembly where appropriate listening skills are a focus. Area assemblies give an opportunity for other reminders about expected and appropriate behaviour.

Classroom Expectations are developed at the beginning of each year by each class and specialist teacher. These guidelines are displayed prominently in each classroom and are used to remind students about the required expectations.

Individual Behaviour Management Plans are developed if required, in conjunction with student, parent and teacher and outline the expected behaviour required for the student to participate in school both within the classroom and the playground.

Student Leadership is encouraged through the House Captain Programs as well as Junior School Council. Each year these student leaders attend the Young Leaders program to gain leadership skills and are given opportunities and responsibilities to hone their skills.

Specific Programs are used which will enhance and reinforce the teaching of behaviour Management such as Kids Matter, E Smart, You Can Do It, Friends for Life and Bully Stoppers.

High Expectations of All Learners

Effective schools expect every student to learn—instruction is adapted to the individual needs of students, including high potential and underperforming students.

Teachers and parents are in partnership to expect the highest quality of learning from students. The school's motto "Always Our Best" encapsulates this expectation.

Our curriculum focus is that :

- Schools should be responsible for their students' curriculum.
- Curriculum should be based on the belief that every student can learn - the belief that, with good teaching and the right support, every student can learn—every student can be engaged, can attain learning goals within a reasonable amount of time and can feel a sense of achievement in attaining these goals.
- Curriculum should focus on maximising student learning with the identification of what each student already knows, understands, values and can do, and concentrate on creating the conditions to build on this by implementing the strategies that will maximise the learning outcomes of each student.
- Curriculum should provide every student with sustained opportunities to learn with the best ways to organise the essential and worthwhile learning in order to provide sustained learning opportunities for students.
- Curriculum should promote depth of student understanding and expertise focussing on key concepts and ideas, and that students have opportunities to demonstrate meaningful and deep understanding of those concepts and ideas.
- Curriculum should be equitable and inclusive with all students having access to learning regardless of their race, ethnicity, gender, sexual orientation, ability, disability, physical or intellectual attributes, language, culture, religion, age and social or economic condition and should enable all students to realise their individual potential.
- Curriculum decisions should be based in ethical practice so that the best interests of the student are kept foremost in all such decisions and that reasonable measures be taken to ensure all students are provided with opportunities to participate in meaningful and relevant learning experiences.
- Curriculum should be coherent and aligned and make connections: between essential and worthwhile learning; among content selection, pedagogy and assessment approaches; and among years and stages of schooling. We ensure learning has value and meaning for students beyond the classroom and school.
- Curriculum should be dynamic and responsive to: the ongoing needs of the students and the changing world around them; developments in knowledge; evidence-based practice; and new information about student learning, pedagogy and assessment.

<http://www.australiancurriculum.edu.au/GeneralCapabilities/Overview/General-capabilities-in-the-Australian-Curriculum>

Learning Communities

Learning communities include students, their families, all staff and interested members of the wider community. They share common visions, values and objectives and they work collaboratively to enhance the teaching and learning of every student.

Our school forms a strong, integral part of our local community. Communities are strengthened when all aspects of the community are able to work coherently together with a common purpose. Community building is seen as the responsibility of all members of our community.

- A Community Partnerships subcommittee will establish and reinforce effective and vibrant school-community links.
- The school will be used as a resource within the community for the purpose of community events and access to student activities out of school hours and for the Japanese Saturday School
- The school newsletter will regularly publish articles of community interest and the website will be updated in line with current programs and events.
- Staff and students will participate, as representatives of the school, in community events such as Remembrance Day, Community fairs etc
- Service Clubs such as Rotary, Lions, BayCSISS and Family Life will develop a partnership for the benefit of students and families.

Professional Leadership

Professional leadership includes identifying a clear sense of purpose for the school and developing professional learning priorities that reflect the school's purpose. This provides a window into the learning and growth of each learner and a platform from which to plan.

The staff acknowledges that there are times, when it is appropriate to gain professional support from agencies such as Alfred CAHMS, Oz Child and Family Life. The School DEECD Guidance Officer supports the staff and students on a weekly basis and locally employed welfare officer works two days a week to support students, families and staff. The school Leadership team also provide continuous support to students and staff who require additional strategies and ongoing help with some issues.

Professional Learning by staff is a priority so that they can continue to learn their craft and hone skills which will benefit student learning. Staff have explored programs such as Assertive Behaviour, Restorative Justice and Positive Behaviour Support, Bully Stoppers, KidsMatter and SAFEminds. Professional reading also provides continual strategies for management.

The 'You Can Do It' Program provides a structure of expected behaviours for students, staff and the community, and is allocated time for teaching explicitly.

Parental involvement in the child's learning is encouraged and parents are involved if there is an issue with the expected behaviour which is not met.

The Principal and Assistant Principal will host parent tours of each learning level.

We value these partnerships and links between students, staff and families.

Parents are invited to participate in classrooms through the Helpers Program after training at the beginning of each school year.

Purposeful Teaching

Purposeful teaching builds on students' knowledge and matches the learning needs and styles of each student. Teachers have a strong grasp of the content, skills and pedagogy of their discipline. It is at the core of improving student learning outcomes.

Sandringham East Primary School implements a personalised learning approach for every student by tailoring the educational experience to meet the needs, interests and aptitudes of all students. Our personalised, developmental approach to teaching and learning supports knowledge and skill acquisition. This occurs in a student centred environment based on rich relationships, trust, collaboration, responsibility and participation. As a learning community we embrace creativity, achievement, enterprise and leadership; value imagination; encourage considered risk taking; and develop in students a belief that learning is powerful and valuable. Within modern / flexible learning spaces our students take on challenges, engage in high level thinking and utilise ICT to complement learning. Our school aims to foster positive community relationships and develop confident, successful learners who are responsible, ethical and global citizens.

The purpose of curriculum is to develop each student as a...

...learner

The core business that distinguishes school as a social institution is the development of children and young people as learners. Curriculum develops the understandings, skills and attitudes for lifelong learning that are vital to the success of students in school, in further education and training and in the workplace.

...person

Curriculum provides the foundation for each student's intellectual, physical, social, emotional, moral and spiritual development, enabling them to discover and develop their capabilities and talents through a balanced education of the whole person.

...community member

Curriculum prepares students with the knowledge, understandings, skills and values to be active, informed citizens and to participate in the social and economic life of the community.

...and contributor to society

Curriculum develops students as critical thinkers, problem-solvers and innovators.

It supports students to apply their knowledge and skills to their experiences beyond school and to contribute to the local, national and global society.

The school's Pedagogical Plan further outlines the teaching and learning at SEPS.

Shared Vision and Goals

Effective schools demonstrate a clear and shared understanding of their goals, which are focused on student learning, sustained improvement and problem-solving. Sharing the vision and goals captures and communicates the school's core purpose and beliefs.

The school community has developed the following vision:

To provide students with the highest quality education, empowering them to optimize the necessary talents and skills to fulfil their dreams...“Always Our Best”

Student learning takes place in a safe, friendly, stimulating and happy environment.

The School Community are active partners and participants in the life of the school.

- *Staff encourage students to develop a love of learning and to be engaged in the process of lifelong learning.*
- *Student learning takes place in a safe, friendly, stimulating and happy environment.*
- *The school community is active partners and participants in the life of the school.*
- *Staff encourages students to develop a love of learning and to be engaged in the process of lifelong learning.*

The school's vision will be reviewed in the light of the school review in consultation with parents, staff and students.

Stimulating and Secure Learning Environment

Resources, including learning spaces, technologies and staffing, are allocated to develop and maintain classrooms that are conducive to high-quality literacy and numeracy learning and teaching. This space provides students and staff with a secure environment to learn with others.

Duty of care

Teachers understand that the duty of care is paramount and all understand the requirements within the classroom and also when on playground duty, on excursions, camps, sports etc.

A positive and supportive environment will ensure that students are given opportunities to learn and play safely. Safe and orderly environment strategies are visual in each classroom after being developed in consultation with staff and students at the beginning of each school year.

Playing Area

At Sandringham East the students enjoy a vast playing area consisting of a large oval surrounded by a sanctuary, graded playground equipment and an asphalt area with basketball courts and ground markings for games. This environment is safe and secure from the larger community and provides a haven for our SEPS students.

Student of the Week

Each week all class and specialists teachers nominate a student of the week who has excelled in an aspect of school life. Awards are presented at whole school assembly each week.

Yard Duty

Three teachers are on duty at recess and lunch times – one on the oval area, another on the playground area and another on the lower asphalt area.

A visual presence means that all areas of the playground are covered – teachers on duty keep moving and scanning for inappropriate play. Teachers are requested to continually move around the perimeter to ensure that neighbours are being treated respectfully. Appropriate and sensible play is rewarded with praise and encouragement. Children may be given house points as an incentive.

Students who are ill report firstly to the yard duty teacher who will give them a green slip to take to sick bay.

'5 Finger Strategy'

Students are encouraged to use the five finger strategy to solve issues which arise both within the playground and in the classroom.

Resorative Chat

RESTORATIVE CHAT

TO THE PERSON(S) WHO CAUSED THE HARM:

We're here to talk about...

- Can you tell us what happened?
- What were you thinking?
- What was in your head/mind?
- Was it the right thing/wrong thing to do?
- Who has been affected/upset/harmed by your actions?
- In what ways?
- How has this affected you?

TO THE PERSON(S) HARMED:

- What did you think when it happened?
- What have you thought about since?
- How has it affected/upset/hurt/harmed/you?
- What has been the worst thing?
- What is needed to make it right – to make you feel better?

TO THE PERSON WHO CAUSED HARM:

- Is that fair?
- Can you do that?
- What else do you need to do to make things better?
- How can you fix it?

TO THE PERSON HARMED:

- Is it okay?
- Do you agree?
- Is that fair?

TO BOTH:

- How can we make sure this doesn't happen again?
- Is there anything I can do to help?
- Is there anything else you would like to say?

FORMALLY RECORD THE AGREEMENT.

CONGRATULATE THEM FOR WORKING IT OUT.

ARRANGE TIME TO FOLLOW-UP TO SEE HOW THINGS ARE GOING



Code of Conduct



Sandringham East Primary School

"To build a community that empowers, challenges and inspires learners to foster their creativity and talents developing the skills to fulfil their dreams in an ever-changing world...THINK...IMAGINE...BECOME..."

Sandringham East 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 Code of Conduct 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 Code of Conduct 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.

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and 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 are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- 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.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

AS STUDENTS, WE WILL:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.



State Government
Victoria