Coatesville Primary School
No. 4712

Student Engagement, Well-Being & Inclusion Policy
Produced in consultation with the school community

School Council endorsement
24 May 2016

Principal: Louise Pearce
School Council President: Arie Perzuck
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School Profile Statement

Coatesville Primary School’s Purpose Statement is:-
To nurture the educational journey of all within the school community, so that we “Aspire Higher” through an engaging and relevant inquiry based curriculum that empowers us to be internationally minded, life long learners.

Where We Are

Coatesville Primary School is located on Mackie Road, East Bentleigh, a residential suburb in the City of Glen Eira, south-east of Melbourne. On 8th September 1953 school No.4712 opened. The Principal was Mr Walter Wynd and at this time it was called, South Oakleigh PS. There were six classrooms in the timber building which is being demolished in 2016. 210 students were enrolled from Grade 1 to Grade 4. In 1955 the school’s name changed, in honour of Cr Les Coates, Member of the Legislative Assembly (MLA). The student population expanded rapidly. By 1958, there were 933 students attending the school.

In May 2014, the State Government of Victoria allocated $7.8mil to complete a Master Plan re-development program. Stage 1 was completed in December 2015, consisting of an indoor sports stadium, music studio, art studio and a before and after school care centre. Stage 2 is due for completion in August 2016, consisting of an administration hub, library and five learning spaces.

Who We Are

The school’s enrolment profile has steadily increased over the past five years. In 2016 the student population is 715. In the main, families from the local neighbourhood area enrol their children. Coatesville has a Neighbourhood Boundary which assists the school in managing our enrolments in priority order.

Coatesville is an authorised International Baccalaureate – Primary Years Programme (IB-PYP) World School. We belong to a global community of learners who share a common vision to guide all students towards being caring, active citizens who contribute to making the world a better place.
Teaching and learning is centred upon an ‘inquiry approach,’ in line with IB-PYP principles.

Our school constantly seeks highly skilled, diverse staff who are creative, innovative and who demonstrate an ability to problem-solve and collaborate effectively. We recognise the importance of different perspectives and advocate an inclusive education for all students. In 2016, the school staffing profile consists of 33 full time classroom teachers. 10 teachers (6 part time) provide specialist programs for Art, Music, PE/Sport, LOTE-French, Sustainability and English As An Additional Language(EAL). All teachers deliver a wide range of structured, guided and open-ended activities, from Prep to Grade 6, which are relevant, engaging, significant and challenging in nature. We have a healthy balance of graduate and experienced teachers.

Educational Support Staff provide a range of services that meet the needs of students, parents and teachers. 8 students are supported under the Program for Students With Disabilities. 3 office staff (one part time) manage the school’s daily administrative functions. We employ one fulltime Librarian and one part time IT technician. The Leadership Team consists of the Principal, Assistant Principal and 3 Leading Teachers.
According to our school’s annual survey data our students are connected highly to their peers, their teachers and indicate high engagement in their learning. Parents feel that we provide a stimulating learning environment for their children and affirm their child’s connectedness to their peers and teachers.

School Council and Sub Committees (Finance, Grounds Maintenance, Policy Fundraising) are highly active in serving the best interests of all students at all times. Parent Classroom Friends are highly active also and work towards building parental involvement and community spirit through many initiatives.

The goals in our **School Strategic Plan (2014-2017)** support our Purpose Statement:

**Student Learning**
- Improve student learning outcomes in English from Prep to Grade 6.
- Improve student learning outcomes in Mathematics from Prep to Grade 6.
- Equip Coatesville students with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world.

**Student Engagement**
- Improve student engagement and confidence in learning.
- Prepare each student socially, emotionally and academically for the next stage of his or her learning.

**Student Wellbeing**
- To develop students who are healthy, safe, resilient and willing to contribute to the wellbeing of others.

**Productivity**
- To further improve the allocation of resources (human, financial, time, space and materials) to maximise learning outcomes for students.

**Whole School Prevention Statement**

**A Positive and Supportive School Climate**

The Ready, Set, Learn program has been introduced in 2016. This program focusses on ensuring that all students have a very smooth start to the school day. While our student attendance at school is one of the highest rates in Victoria, punctuality is an ongoing problem which the school is seeking to improve. We have ceased the process of students lining up at the start of the day and waiting for their teacher to take them into class. We found that students were still taking up to 30 minutes after the bell to arrive at class, causing disruption to lessons. The new process involves 3 bells. At 8.50am (READY) it is time for students to go to class. Students can choose to stay playing. At 8.55am (SET) it is time for all students to go to class. At 9.00am (LEARN) it is time for students to be sitting in class with their bags put away and ready for the lesson to commence.

At the commencement of Term 1, the Ready Set, Learn program also includes a series of lessons relating to the whole school Values. The lessons are framed in such a way as engage the students in developing a Grade Essential Agreement. All students are encouraged to take ownership of the Essential Agreement to ensure that the school’s Values of Harmony, Respect, Responsibility, Achievement and Cooperation are evident each and every day.
Promotion of Pro-social Values and Behaviours
Every child is valued as a special person with unique abilities. We embrace diversity and the multicultural, creative, sports orientated and varying socio-economic nature of our local community. Students are provided with a safe, supportive, nurturing environment enabling them to develop their potential by aspiring higher. Teaching and learning programs reflect the holistic needs of students through the International Baccalaureate-Primary Years Programme framework. We strive to make our school the hub of a very robust community by maximising opportunities for community connectedness.

Our whole school Values of Achievement, Cooperation, Respect, Responsibility and Harmony underpin the code of practice for staff, school council, parents and students and, as such, it is expected that all members of our community will demonstrate a commitment to modelling these Values.

Achievement
- Striving to do our personal best
- Being the best we can be
- Reaching our goals
- Celebrating our successes

Harmony
- Acknowledging and valuing individual differences.
- Actively contributing towards a safe and caring environment.

Responsibility
- Taking ownership of our behaviour and actions.
- Setting a positive example to others.

Cooperation
- Working together.
- Communicating effectively.
- Supporting each other in a positive manner.

Respect
- Maintaining integrity
- Being honest and courteous at all times
- Acknowledging the beliefs and rights of others.

Through the IB-PYP Learner Profile we want our students to be:
- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Reflective
- Balanced
- Courageous

Our school is divided into teaching and learning teams that consist of Prep, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5 and Grade 6. There is a Teaching & Learning Leader for each Grade level, as well as a Specialist Team Leader. These leaders support members of their teams to address matters relating to student wellbeing and safety. The school’s Student Wellbeing Coordinator is a Leading Teacher who has a fulltime role in supporting teachers, liaising with outside agencies and organising teacher and/or parent referrals to the school’s psychologist and speech therapist.
All teachers at Coatesville Primary School are trained in the Restorative Approach to student behaviour management. Mutual respect is built through restorative conversations which aim to repair harm as soon as possible after a negative event has occurred.

Restorative conversations follow are guided by questions that include:-

- Can you tell us what happened?. Who was affected by your actions? (to the person who caused harm)

- How has it affected/upset/hurt/harmed you? What is needed to make it right/to make you feel better?(to the person harmed)

- How can you fix this? What else do you need to do to make things better? (to the person who caused harm)

- Is that okay? Do you agree? Is that fair? (to the person harmed)

- How can we make sure this does not happen again? IS there anything else you would like to say (to both)

The conversation is recorded and time is arranged to follow up and meet again to see how things are going.

Safe and cooperative behaviours are acknowledged with praise and positive reinforcement. We regularly celebrate effort, achievement milestones and positive initiatives at grade assemblies, whole school Monday assemblies, in the newsletter and also a visit to a member of the Principal Class for further affirmation.

Our Positive School Behaviours Model is a visible reference for students, teachers and parents and is built around the restorative approach.

At Coatesville PS, there is minimal bullying, however, we remain vigilant and proactive in educating our community, especially about cyber safety. Coatesville is an accredited eSmart School. We have clearly defined strategies designed to keep children safe in the playground which are also administered through comprehensive yard duty supervision.

**Prevention Programs**

**Inclusion:**
Our students who are funded through the Program for Students with Disabilities (PSD) program are supported through a Student Support Group meeting (SSG) which is held on a termly basis. The school accesses South East Victoria Region (SEVR) Student Support Service Officers (SSSOs), including a psychologist who visits weekly and a speech therapist who visits the school fortnightly. Other SSSOs include the visiting teacher service and a social worker who can be contacted, if needed. Each student in the PSD program has an Educational Learning Plan which is monitored and updated each Term at the SSG.

Students with special needs who are not funded by DET are supported through an Individual Learning Plan, designed by the child’s class teacher, in consultation with the Student Wellbeing Coordinator and other Leading Teachers, as needed. Requests for student assessments, intervention, treatment or referral to other outside agencies are organised also by the Student Wellbeing Coordinator. The Leadership Team meet weekly to discuss priority student wellbeing issues.
Transitions

Prep Orientation
The school has a successful K-Prep Transition Program which includes visits by the Prep Orientation Coordinator and Transitions Coordinator to pre-school settings early in the school year, school tours with the Principal, open mornings, guest speakers on readiness for school, buddies program, feedback and survey opportunities. A formal Prep Orientation program occurs over four weeks in Term 4, where Preps for the following year engage in play-based activities and meet their teachers and Grade 6 buddy for the following year. The Prep Orientation Coordinator maintains close contact with all the coordinators of our feeder early learning centres/kindergartens. Prep teachers endeavour to be available to present information at evening parent sessions if requested to do so by local kindergartens.

Grade to Grade (StepUp program)
A Grade to Grade StepUp program occurs in Term 4 each year. This program involves students from Prep to Grade 5 moving to their learning area for the following year and engaging in a range of activities. Placement of staff for the following year is not possible until the last StepUp session, due to the staffing profile for the following year not being confirmed until December or even January.

Grade 6 to Year 7
Neighbouring government, secondary colleges provide our school with advertising materials for their respective Open Evenings each year. Many parents attend these Open Evenings. Our school is engaged in ongoing dialogue with Bentleigh Secondary College, our main feeder secondary school and Glen Eira College, who offers a French-LOTE program. Our school welcomes visits from college representatives to talk with our students about transition and we take every opportunity to visit the colleges when invited for special student events.

There is communication regarding students with special needs in Term 4 each year so that a smooth transition takes place and any funding needs are addressed well in advance. Communication between all schools regarding each individual student takes place over Term 3 and 4 to ensure a smooth transition for all students.

Preventative Strategies

![Image]
**Behavioural engagement:** refers to students’ participation in education, including academic, social and extracurricular activities. To support the emotional engagement of the students at our school we use the following strategies and intervention approaches:

- Our Student Wellbeing program which encompasses school, DET and/or external agencies to support students and their families.
- The Ready Set Learn program.
- We are registered with the eSmart program to ensure we develop the most effective and safe school in the area of digital technology and internet use. To support this program we have developed the Safe Use of Digital Technology Agreements for all students. The focus is to involve parents in the process so that our whole school community develops a deep understanding about cyber safety. We are also endeavouring to ensure that all students are aware of age appropriate use of digital technologies.
- Whole school Positive Behaviours Model. This model is reviewed annually by the staff and prominently displayed in learning areas. It is explained in the Parent Information Book.
- All staff (teacher and ES staff) complete the Mandatory Reporting Online Training annually. This is a DET requirement.
- Student Support Group meetings for funded children or children with special needs.
- Transitions program.
- Student leadership programs, including School Captains and Vice Captains, Student Representative Council (Grade 3-6), House Captains and Vice Captains,
- The ‘Action’ component of Units of Inquiry across the school.

**Emotional engagement:** encompasses students’ emotional responses to their peers, friendships and their level of connectedness to school and their teachers.

- Fulltime Student Wellbeing Coordinator (Leading Teacher).
- Working with Alfred CYMHS (Child and Youth Mental Health Services) DHS, RCH, Monash Health, MacKillop Family Services and other external agencies.
- Working closely with SSSOs, such as the Educational Psychologist to support students with specific emotional needs. We also work with OnPsych private service provider who see children for counselling at school. Parents can obtain a mental health plan for their children which is bulk billed through Medicare.
- The Student Wellbeing Coordinator schedules meetings with teachers, parents and/or students on a weekly basis. Parents can arrange to meet with the SWC by appointment.
- External providers for a range of educational sessions such as, Hygiene and Sexuality Education Program (Grade 5 & 6).
- The Resilience Project (founded by Hugh Van Cuylenburg) is a whole school initiative in 2016. Staff, parents and students are learning about the benefits of Empathy, Gratitude and Mindfulness as a way of building a positive outlook on our lives.
- Student Representative Council has 4 Sub Committees. Students are investigating Buddy Benches to place around the playground this year.
- Parent Classroom Friends are nominated to each Grade level. New families are welcomed to the school and social events are organised to build a strong sense of community.
- Sustainability practices through our Units of Inquiry.
**Cognitive engagement**: relates to students’ investment in their learning and their intrinsic motivation and self-regulation. To support the cognitive engagement of the students in our school we use the following strategies and intervention approaches:

- Parent Classroom Friends – helpers in classrooms, parent guest speakers.
- Students are expected to attend excursions, incursions and camps. And financial support can be arranged through the Principal in times of family hardship.
- Employment of DET speech therapist to identify any specific learning needs in relation to language acquisition.
- Leading teachers responsible for Mathematics, English and the IB Programme of Inquiry. Leading teachers conduct coaching sessions to support teachers in developing their instructional practice skills.
- Individual Learning Plans are developed for students achieving more than 12 months ahead or more than 12 months below their expected grade level in more than two domains of English and Mathematics.
- Student self-assessment is an integral part of the assessment process across all grades, giving students the opportunity to rate their progress and their engagement in their learning activities.
- Newly arrived students from non-English speaking backgrounds are supported via our EAL program. This program is subject to available funds on an annual basis.
- Extra-curricular programs – including instrumental music, choir, Art Smart Club, Chess Club, Snow Sports,

Specific targets in the 2014-2017 School Strategic Plan are:

- Parent opinion survey data on Transitions will improve by at least 25%.
- By 2016, student opinion surveys will show an improvement in the mean scores for student responses to wellbeing, teaching & learning and student relationships.

**Rights and Responsibilities**

**Guiding Principles**

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

**Equal Opportunity**

The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
• physical features
• political belief or activity
• pregnancy
• race
• religious belief or activity
• sex
• sexual orientation
• personal association (with a person who is identified by reference to any of the above attributes).

The Charter of Human Rights and Responsibilities Act 2006

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

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

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

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

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

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

Students with Disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make ‘reasonable adjustments’ to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students.

An adjustment is reasonable if it does this while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take
into account information about:

- the nature of the student’s disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

**Bullying and Harassment**

*Harassment* is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

*Bullying* is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

*Cber bullying* is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Examples of cyber bullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.
Cyber bullying can happen to anyone and the bully can potentially act anonymously. People can also be bullied online by groups of people such as class groups or collective members of an online community.

We aim to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include:
- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

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

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

**Subtle: (the most common)**
They include:
- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another’s sexual activity.
- Persistent comments about a person’s private life or family.
- Physical contact e.g. purposely brushing up against another’s body.
- Offensive name calling.

**Explicit: (obvious)**
They include:
- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material—pornography.
- Requests for sexual favours. Extreme forms of sexual harassment will lead to criminal prosecution.

**Bullying can involve such actions as:**
- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person’s property
- knocking a person’s books or belongings out of their hands or off their desk
- teasing a person because of their looks

**Cyber bullying**
Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people’s property (e.g. copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it ‘stranger danger’)
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is ‘not quite right’. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:
- Tell the person you don’t like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with. Your concerns will be taken seriously. All complaints will be treated confidentially.

In 2016 we will continue to use the Sentral: School and Student Management System Software) to monitor the rates of bullying, cyberbullying, and other forms of harassment and abuse at school. This information will be monitored and analysed by the Student Wellbeing Coordinator, in consultation with the Leadership Team. We will also use the Student Attitude to School Survey and the Parent Opinion Survey data to monitor the success of all student based strategies and approaches. We will continue to follow the eSmart guidelines.

Rights and Responsibilities of the Coatesville School Community

Students’ behaviour can contribute to the educational, social, emotional and physical development of themselves and those around them. Positive behaviour has a positive influence on others. Coatesville Primary School actively promotes the importance of positive behavioural expectations in a supportive, caring environment.

**STUDENTS: Rights and Responsibilities**

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Students have a right to:</td>
<td>Students have a responsibility to:</td>
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<tr>
<td>• learn and play in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment and where they are able to fully develop their talents, interests and ambition</td>
<td>• participate fully in the school’s educational program</td>
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<tr>
<td>• learn and participate fully in the school’s educational programs and be supported in class and in the playground</td>
<td>• arrive on time for school and attend regularly.</td>
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<td></td>
<td>• display positive behaviours that demonstrate Coatesville’s whole school Values, inclusive of, respect for themselves, their peers, their teachers and all other members of the school community.</td>
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<td></td>
<td>• demonstrate respect for the rights of others.</td>
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</table>
• be provided with a learning program that meets individual needs
• express their opinion, concerns and thoughts in an environment where they feel valued and one that enables them to develop their thinking and understanding (student voice)
• be nurtured and cared for and respected as individuals

including the right to learn, and to contribute to an engaging educational experience for themselves and other students.
• take increased responsibility for their own learning as they progress through each year and to participate as active and caring members of the whole school community.
• develop and grow as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.
• demonstrate respect and care for the physical environment and sustainability practices.

PARENTS/CARERS: Rights and Responsibilities

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Parents/carers have a right to:</td>
<td>Parents/carers have a responsibility to:</td>
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<tr>
<td>• expect that their children will be educated in a secure environment</td>
<td>• promote positive educational outcomes for their</td>
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<td>in which care, courtesy and respect for the rights of others are</td>
<td>children by taking an active interest in their</td>
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<tr>
<td>encouraged</td>
<td>child’s educational progress and by modelling</td>
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<tr>
<td>• feel safe and welcomed in our school</td>
<td>positive behaviours</td>
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<tr>
<td>• receive accurate information about their child’s progress and</td>
<td>• uphold and model the School Values within the</td>
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<tr>
<td>social/emotional development at school</td>
<td>school community</td>
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<td>• to communicate at mutually agreed times with parents as well as</td>
<td>• ensure their child’s regular attendance at school</td>
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<td>informally</td>
<td>• ensure that their child is always punctual</td>
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<td></td>
<td>• engage in regular and constructive communication</td>
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<td>with school staff regarding their child’s learning</td>
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<td>• support the school in maintaining a safe and</td>
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<td></td>
<td>respectful learning environment for all students</td>
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<td>• follow traffic laws/bylaws within the immediate</td>
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<td>vicinity of the school grounds</td>
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<td>• ensure their child arrives and departs from the</td>
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<td>school in a safe and orderly manner</td>
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<td>• actively support their child’s learning</td>
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<td></td>
<td>• reinforce school processes</td>
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<td>• keep their child safe</td>
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### TEACHERS: Rights and Responsibilities

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Teachers have a right to:</td>
<td>Teachers have a responsibility to:</td>
</tr>
<tr>
<td>• expect that they will be able to teach in an organised and</td>
<td>• fairly, reasonably and consistently, implement the Student</td>
</tr>
<tr>
<td>cooperative environment.</td>
<td>Engagement policy</td>
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<td>• be informed, within privacy requirements, about matters relating</td>
<td>• know their students</td>
</tr>
<tr>
<td>to students that will affect the teaching and learning program for</td>
<td>• know how all students learn and how to teach them effectively</td>
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<tr>
<td>that student</td>
<td>• know the content they teach</td>
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<tr>
<td>• work in a safe, supportive and inclusive environment</td>
<td>• plan and assess for effective learning</td>
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<td></td>
<td>• use a range of teaching strategies and resources to engage students</td>
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<td></td>
<td>in effective learning</td>
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<td>• engage in reflective practice and professional learning</td>
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<td>• encourage student voice in discussions</td>
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<td>• engage in regular and constructive communication about their</td>
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<td></td>
<td>students educational/social/physical/emotional wellbeing</td>
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<td></td>
<td>• develop a learning program that is relevant, significant and</td>
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<td></td>
<td>engaging</td>
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<td>• listen to all students respectfully and bring to attention of the</td>
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<td></td>
<td>Principal any matter that causes the safety or wellbeing of any</td>
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<td></td>
<td>staff member or other student to be at risk</td>
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**2016 Staff Essential Agreement**

**Cooperation**
I will collaborate with others and engage in honest and open communication to sustain a supportive and inclusive environment.

**Harmony**
I will interact with others in a supportive manner by showing courtesy, honesty and empathy.

**Achievement**
I will support, challenge and reflect with others to reach personal and collective goals and celebrate success.

**Responsibility**
I will uphold the teacher professional standards (AITSL) and ensure a safe and inclusive environment for all.

**Respect**
I will demonstrate courtesy and actively listen to and acknowledge different perspectives.
Shared Expectations

Student resilience and wellbeing are essential for both academic and social development and this is optimised by the provision of safe, supportive and respectful learning environments. Coatesville PS shares this responsibility with the whole community. Not only do confident, resilient children with a capacity for emotional intelligence perform better academically, these skills can also contribute to the creation of strong social bonds and supportive communities, and the maintenance of healthy relationships and responsible lifestyles.

Coatesville Primary School is improving student wellbeing by helping students develop Personal and Social Capabilities which promote health and wellbeing and lead to success in life (e.g., Victorian Curriculum). The Personal and Social Capability curriculum aims to develop knowledge, understandings and skills to enable students to:

- recognise, understand and evaluate the expression of emotions and participate in a school wide Mindfulness program
- demonstrate an awareness of their personal qualities and the factors that contribute to resilience through the Resilience Project program
- develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community through the Units of Inquiry
- understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships by developing collaborative skills, embedded in all areas of the curriculum
- work effectively in teams and develop strategies to manage challenging situations constructively.

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recognise emotions
recognise personal qualities and achievements
understand themselves as learners
develop reflective practice

Self-awareness

appreciate diverse perspectives
contribute to civil society
understand relationships.

Social-awareness

express emotions appropriately
develop self-discipline and set goals
work independently and show initiative
become confident, resilient and adaptable

Self-management

communicate effectively
work collaboratively
make decisions
negotiate and resolve conflict
develop leadership skills

Social - management
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At Coatesville PS we will:

- provide an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- provide a flexible, relevant, inclusive and appropriate curriculum
- accommodate student developmental needs within the Victorian Essential Learning Standards stages of schooling:
  - Years Prep – 4 (laying the foundations)
  - Years 5 – 8 (building breadth and depth)
School Actions and Consequences

Inappropriate Behaviour
The restorative approach is implemented 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

Whole School Positive Behaviours Model
All staff follow the whole school behaviours model which is reviewed annually.
Inappropriate behaviours, including irregular attendance, will be responded to, through a staged response, including:

- understanding the student’s background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student’s learning program
- accessing outside professionals to support families

Broader support strategies will include:

- involving and supporting the parents/carers
- involving the student wellbeing coordinator (Principal Class)
- mentoring and/or counselling
- convening student support group meetings. The Student Support Group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individual learning, behaviour or attendance plans
- providing broader educational programs, for example, experiential learning, work education, camps/outdoor education/creative arts
- involving school and community support agencies, such as Alfred CYHMS, Child First

**Discipline Procedures – Suspension and Expulsion**

Inappropriate, unacceptable and dangerous behaviour will not be tolerated. Negative behaviour will be managed on a case by case basis; however, the Positive Behaviours Model must be implemented initially.

When considering suspension or expulsion, schools are required to follow the procedures listed in the DET Student Engagement and Inclusion Guidance 2014: which provides flowcharts and proformas that comply with the Ministerial Order 625 and can be found under the Disciplinary Measures section (link below).


A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour. A Behavioural Review Conference (see Student Engagement and Inclusion Guidance 2014) must be convened before a decision to expel a student has been made.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
- Where appropriate, parents/carers should be informed of such withdrawals.
- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.
- Where students are required to undertake school work after school, the time should not exceed forty-five minutes.
• The Principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

**Corporal punishment is prohibited in all Victorian schools.**
**Corporal punishment must NOT be used at school under any circumstances.**

**References**

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