



STRATHMERTON PRIMARY SCHOOL

STUDENT ENGAGEMENT POLICY.

Adopted by School Council on/...../.....

PRINCIPAL: Geoffrey Weppner

SCHOOL COUNCIL PRESIDENT: Greg Brooks

STRATHMERTON PRIMARY SCHOOL (2790)

SCHOOL PROFILE

Strathmerton is situated near the Murray River on the Murray Valley Highway approximately 15km from Cobram and 23km from Numurkah. It is part of an expansive dairying district and tourist area. Enrolments at the school come from the township itself as well from the outlying district. Buses transport students from as far away as Bearii in the west and Yarroweyah in the east.

The school first opened in 1876 and has occupied four sites since then. The present building opened in 1984 and is of a modern brick construction consisting of five well equipped classrooms, a large well stocked library, a fully equipped staff and administration area and a spacious multi-purpose hall. There is also an additional portable classroom that is used for specialist groups and a 'Bristol' building currently used as an art room. Each classroom has an interactive whiteboard and projector and a bank of desktop computers. Senior classes also have access to laptops and i-pads.

The grounds are well maintained with attractive garden beds, shaded grassed areas, a synthetic multi-purpose play area, basketball court, two large soft fall play areas with a range of interactive play stations, and a combination of weather shelters and shade sails. The school is also fortunate to have the local swimming pool right next door.

The school has a current enrolment of 115 students, with a principal, six full-time teaching staff, part time Art, Music, Auslan, PE and Intervention support teachers, three part-time integration aides and a full-time office manager.

The school is supported by an active School Council and the Parents and Friends Association does a great job of raising much needed funds to assist with the purchase of additional resources.

The school offers a comprehensive curriculum program in the following learning domains: Physical, Personal and Social Learning (Health and Physical Education, Personal Learning, Interpersonal Development, Civics and Citizenship) Discipline Based Learning (Arts, Humanities, Mathematics, English, Science) and Interdisciplinary Learning (Communication, Design, Creativity and Technology, ICT, Thinking). There is a very strong focus on Literacy and Numeracy at the school, with students timetabled for one hour Numeracy and two hour Literacy sessions each day. In addition, ES staff offer extra support to the students with special learning needs. Reading Recovery is also provided to those Year One students who are most at risk.

Strathmerton Primary is also a member of a network of local rural schools that combine to provide sporting and cultural opportunities for all the children throughout the year. The school plans extra curricula activities regularly, such as the swimming program, Sporting Schools program, school camps, excursions and family involvement days.

The school has the School Wide Positive Behaviour Strategy in place, with the values of **Support** each other, **Try your best**, **Act** safely and **Respect** (Strathy **STARS**).

STRATHMERTON PRIMARY'S PHILOSOPHY AND VALUES.

Philosophy:

'The core purpose of this school is to provide a rigorous, inclusive learning environment that challenges and engages young people to grow as passionate learners. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community.'

Values:

The following values are central to the achievement of our purpose as a school and as a community:

- We foster an atmosphere of mutual respect and acceptance of difference.
- We strive to work as a community to offer the best quality learning for all our students.
- We encourage and support children and adults to be risk takers in their learning.
- We value the way people contribute to our school community in different ways and with different areas of expertise.
- We strive to establish open lines of communication with all stakeholders.

STRATHMERTON PRIMARY SCHOOL (2790)

WHOLE-SCHOOL PREVENTION STATEMENT.

Strathmerton Primary recognises the importance of developing students' social competencies by incorporating such learning opportunities into our teaching, curriculum and behaviour management systems, expectations and structures. The school is committed to the creation of a safe, just and respectful environment that supports wellness for all members of the school community. In this, there is a moral obligation and shared responsibility to protect the children in our community.

We endeavour to create a positive school culture that will ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning.

Further, we recognise the importance of engaging our students and of being inclusive when responding to their diverse needs, by accommodating different learning profiles and rates of learning and by intervening early to identify and respond to their individual needs.

To develop a positive school culture and environment we will incorporate the *School-Wide Positive Behaviour Support* program with the tenets of **Support one another, Try your best, Act safely** and **Respect**, being the cornerstones for student, staff and community expectations.

Furthermore we must also acknowledge that:

- **All** students have the right to work, play and learn in a friendly, safe and respectful school.
 - Strathmerton Primary has zero tolerance for child abuse. Everyone working at Strathmerton Primary is responsible for the welfare and protection of the children within our care and for reporting information about suspected child abuse.
 - We respect all children, staff and volunteers. We are committed to the cultural safety of aboriginal children, and those from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children living with a disability.
 - Students are to be appropriately educated about the expectations regarding acceptable behaviour, building healthy and respectful relationships, increasing their resilience and increasing their awareness of child abuse and prevention.
- **All** teachers have the right to teach in a friendly, respectful and effective school which is supported by the school community.
- **All** parents have the right to feel welcome at the school, to feel secure in the knowledge that their children are in a safe and caring environment, and be kept fully informed about their children's progress.

When the whole school community embraces all these elements, the welfare of all members of the Strathmerton School community is being protected.

At Strathmerton Primary School everybody has rights:

Every member of our 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.

Students have a right to:

- Work in a secure environment where they are able to develop their skills without intimidation, bullying (including cyber bullying), harassment or sexual abuse.
- Play and work without interference.
- Be accepted and valued and to be treated respectfully.
- Have equal access to school facilities and resources and to fully participate in the school's educational program.

Staff members have a right to:

- Be treated with respect.
- Be allowed to perform their duties without disruption or negative influences.
- Work in a safe, harmonious environment.
- Be supported by the school and the family in the performance of their duties.

Parents/Carers have a right to:

- Know that their children are in a safe, happy learning environment, where they are treated fairly, with respect and kept safe from harm.
- Work in partnership with the school to support their child's education.

At Strathmerton Primary everyone has responsibilities:

Every member of our school community has a responsibility to care for themselves, other students, parents, teachers, belongings, our school and equipment.

Students have a responsibility to:

- Be honest.
- Take care of property.
- Be on time, with the correct materials to begin the lesson.
- Be polite and courteous.
- Work and play safely.
- Share attention.
- Share equipment.
- Do work to the best of their ability and to ask for help when they need it.
- Ensure that they don't disrupt the learning opportunities of others.
- Be positive ambassadors for our school in and out of school environments.
- Obey class and school expectations and accept the consequences for non-compliance.
- Use digital technologies safely and responsibly (as detailed in the Acceptable Use Policy).

Staff members have a responsibility to:

- Maintain and contribute to a positive school environment where all students have the opportunity to learn and play happily.
- Provide opportunities for all students to experience success.
- Treat all students equally and with respect.

- Communicate regularly with parents/carers about their child's learning and behaviour.
- Continually evaluate student learning, management and teaching procedures.

Parents/Carers have a responsibility to:

- Take an active interest in their child's education.
- Ensure that their child attends school regularly and on time.
- Engage in regular and constructive communication with school staff regarding their child's development.
- Support the school in maintaining a safe and respectful learning environment for all students.
- Inform school staff of any relevant medical or family situations.

*(At Strathmerton Primary we adhere to the principles of the **Equal Opportunity Act, The Charter of Human Rights and Responsibilities Act 2006, The Disability Standards for Education and The Child Safe Standards-Ministerial Order 870**.)*

STRATHMERTON PRIMARY SCHOOL (2790)

PREVENTATIVE AND EARLY INTERVENTION STRATEGIES.

The *School-Wide Positive Behaviour Strategy (SWPBS)* that is implemented across the school has four basic values that underpin our philosophy to promote a positive school environment. These values are **Support each other, Try your best, Act safely and Respect (STAR)**. Students will be explicitly taught and modelled the behaviours that are expected for each of these values across a variety of environments. There are three tiers to the implementation of the *SWPBS* program.

Tier 1. Teachers and support staff, in conjunction with the student body, will develop a set of appropriate behaviours that demonstrate that students are *supporting each other, trying their best, acting safely* and showing *respect* for each of the settings that students are regularly organised into. Students who display these appropriate behaviours will be recognised and rewarded in the classroom and at assembly, to create a positive environment and a culture of positive behaviour.

Tier 2. There will be a small percentage of students who will need further interventions to develop these positive behaviours. These interventions may include counselling by the teacher or support staff person, or a meeting with the principal to restate the expected appropriate behaviour.

Tier 3. One or two students may need greater intervention to ensure they behave in an appropriate manner. These interventions would include continued, regular counselling, the application of appropriate consequences, an Individual Behaviour Plan (with a focus on improving behaviour and engagement) with parents involved, involvement of outside student welfare agencies, and in the most severe of cases the implementation of suspension and expulsion procedures (as outlined in DET's *Student Engagement and Inclusion Guidance*).

ACTIONS AND CONSEQUENCES

Appropriate Behaviour

Students who demonstrate the positive behaviours detailed in the SWPBS will be regularly acknowledged:

- Positive feedback from teachers and support staff.
- Rewards (house points, 'Strathy Stars', barrel prize draw).
- Recognition at assembly and in the newsletter.
- Comments in Student Reports.
- Scholarship opportunities in Year Six.

Inappropriate Behaviour

- Counselling students, referring to the agreed values of SWPBS and Restorative Practices (What happened? What were you thinking at the time? What have you thought of since? Who was affected by this behaviour? In what way? What do you think you need to do to make things right?)
- Contact with parents – phone call or Incident Report.
- Implementation of an Individual Behaviour Plan outlining the expected behaviours and monitoring progress towards achievement through Student Support Group meetings.
- Modifying the student's learning programs and timetable to assist with their behaviour management.

- Restorative action agreed to: an apology, (and may include cleaning up any mess made, or a contribution to the repair or replacement of any items damaged).
- Detention.
- Withdrawal of privileges.
- Suspension or expulsion procedures undertaken as a matter of last resort.
- Inappropriate use of digital technology that breaches the Acceptable Use Policy, will result in a meeting with parents and withdrawal of IT usage privileges at school, for an agreed period of time.

Staged Consequences of Misconduct.

1. **Restorative Conversations** to remind and explain to the student that the behaviour is unacceptable.
2. **Verbal warning and misbehaviour recorded** if there hasn't been a change in behaviour.
3. **Time Out** from the classroom or playground to another appropriate setting. When a student has reached this stage, they will also serve a 30 minute lunch-time detention. (parents will be informed).
4. **Student Support Group Meeting** (parent, teacher and principal) convened to discuss the student's behaviour and strategies that will assist in modifying the behaviour. Recommendations from that meeting may be made for the student to be referred to appropriate student services and a 'Behaviour Plan' implemented.
5. **Withdrawal** imposed where student may be withdrawn from major events such as camps or excursions due to repeated or severe misconduct. Parents to be informed as per DET guidelines.
6. **Suspension or Expulsion** processes undertaken as outlined in DET's *Student Engagement and Inclusion Guidance* document.

STRATHMERTON PRIMARY SCHOOL (2590)

PROMOTING SCHOOL ATTENDANCE

Regular school attendance enables students to maximise their full educational potential and to actively participate and engage in their learning. It is important that children develop habits of regular attendance at an early age. Students who are regularly absent from school are at risk of missing out on fundamental aspects of their educational and social development.

Strathmerton Primary has a number of strategies in place to maximise the level of student attendance. These strategies include:

- Explaining to parents the importance of regular attendance and punctuality at parent/teacher forums, in the newsletter and in our enrolment information pack.
- All teachers marking the attendance roll for each half of the day for their class as a legal requirement, with attendance data recorded electronically by office staff using the CASES 21 management system.
- Giving a break-down of student absences in every newsletter, with the number of days away for each classroom.
- Having an expectation that parents provide a reason for all absences whether by sending a note or by ringing the school. (*All unexplained absences to result in a phone call home to determine the reason as per DET policy)
- Providing meaningful and engaging curriculum and a safe and supportive learning environment, where students feel valued and experience success.
- Providing the number of days absent in each semester's Student Report. Attendance Award presented on Presentation Evening to students who have 100% attendance through a school year.

Date Implemented	1 March 2018
Author	Geoff Weppner
Approved By	School Council
Approval Authority (Signature & Date)	
Date Reviewed	1/03/2020
Responsible for Review	Principal
Review Date	March 2020