Student Engagement

Policy

SCHOOL PROFILE STATEMENT

Pembroke Primary School is situated in the Eastern suburbs of Melbourne at the foot of the Yarra Ranges. Its picturesque grounds, which are undulating and treed, provide shade in summer and attract a variety of bird-life.

Our school grounds provide students with a variety of play surfaces and facilities, including large asphalt areas, climbing equipment, both natural and constructed shade areas and a number of places where students can participate in less active choices when outdoors.

Most classrooms are large providing space for all children and every classroom is equipped with an Interactive Whiteboard and computers. Our open plan Junior school ensures learning is able to be pitch at the needs of each individual child. Every classroom is equipped with an interactive whiteboard. There is a library, art room, music, multi purpose room in addition to a wood work shed and Science room.

Enrolments are now at 116. The proportion of students in receipt of an EMA has been increasing over the last four years and is currently 45% and those coming from a language background other than English has grown considerably. The school has a SFO of 0.68. There are 1 students with Koorie backgrounds and 4 students supported through the Program for Students with Disabilities.

There are a number of current opportunities for parents to be involved in our school, but it is recognised that new options for parent participation need to be developed, promoted and implemented. A School Chaplain works two days a week and also assists in various leadership and wellbeing programs.

WHOLE SCHOOL PREVENTATIVE STATEMENT

Pembroke Primary School’s purpose is to provide our students with the opportunity, motivation, environment and programs to each reach their full potential as healthy individuals and contributing members of the community; emotionally, socially, creatively and academically. The school’s approach will have as its foundation the development of productive and cooperative relationships between all members of the school community.

Developing student engagement and connectedness to school by increasing students’ enjoyment of their experience, capacity to make a difference and improving attendance and punctuality levels are all major foci of our strategic plan.

We have a number of programs in place which support our students to attend school, participate in class and enjoy learning.

Attendance

- See attendance policy
Stimulating and Supportive Learning Environment

- Classroom programs based around active participation to engage student interest. Access to technology includes classroom interactive whiteboards, classroom and notebook computers as well Specialist programs including Music, Art, and PE.
- Strong links with community and DEECD support resources include DHS, Care Teams, SSSOs, Speech Therapists, Occupational Therapist, Physiotherapists,
- Special events included Whole School Production, House Sports, Interschool sport, involvement in community events such as Celebrate Mooroolbark, Community Carols and Shrine services

- Parents are encouraged to participate in school programs.

Student Wellbeing including support for positive behaviours

- Student Wellbeing is supported through classroom focus months, awards, Values based education, student well being programs such as Seasons, Kids with Courage and access to Chaplain
- All teachers use Community circles to build relationships between students and teachers and students. They discuss issues and use these discussions to build positive social interactions which reflect the school’s agreed values.
- There is a strong commitment by staff to acknowledge student achievement in the classroom, playground and at school assembly. Teachers regularly make positive contact with the parents or carers of all students in their class. Student achievement is acknowledged through classroom awards given each week at assembly.
- Our School Chaplain provides support for families and individual and groups of students throughout the year.
- Staff and students run a variety of lunch time programs for student enjoyment.

Student leadership opportunities exist for all children in Year 5 & 6.

Transition

- Links with local education facilities include Blackburn English Language School, local kinders and other Primary schools.
- Prep Transition Program involving local Pre Schools.
- Secondary Transition activities involving Year 5 and 6 students with local high schools
- The school runs an accredited onsite After School Hours Care Program in our multi-purpose room each school day

Professional Development

- Teacher Professional learning has a high priority at Pembroke Primary. Teachers plan and work together sharing expertise and new ideas using the skills of all staff including the English as a Second Language Coordinator
**RIGHTS AND RESPONSIBILITIES**

The Charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

At Pembroke Primary School we take pride in the following values which are evident in our school vision:

<table>
<thead>
<tr>
<th>Respect</th>
<th>Responsibility</th>
<th>Caring</th>
<th>Honesty</th>
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</table>

**Every member of Pembroke Primary School community has the right to:**

- Fully participate in a safe, supportive and inclusive educational environment that stimulates and challenges students to be active participants in their learning.
- Learn or teach in a safe, secure and welcoming school environment.
- Be treated with respect, dignity and understanding regardless of their cultural, religious, racial and linguistic backgrounds.

**Every member of Pembroke Primary School community has a responsibility to:**

- Acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act (2006) and communicate these obligations to all members of the school community.
- Abide by state and federal laws and respect the democratic processes under which those laws are made.
- Participate and contribute to a safe, supportive and inclusive learning environment that supports, stimulates and challenges the learning of self and others.
- Provide a positive culture where bullying including cyber bullying is not accepted.
- Be alert to signs and evidence of bullying and cyber bullying and to have a responsibility to report it to staff whether as observer or victim.
- Reinforce with students, safe behaviour with regard to preventing cyber bullying e.g. privacy with regard to log in. Passwords, phone numbers and receipt of unsolicited messages.

Our students, their parents/carers and our staff will treat each other with dignity and respect at all times.

<table>
<thead>
<tr>
<th>All students have a right to:</th>
<th>All staff have a right to:</th>
<th>All parents and carers have right to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn in a supportive, friendly and safe environment free of</td>
<td>Work in a co-operative, calm and orderly environment.</td>
<td>Know their children are in a safe, happy learning environment where</td>
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</tbody>
</table>
interference or intimidation  
· Socialise and have fun  
· Expect a learning program that supports their individual need.  
· Be treated with respect and fairness as individuals.

<table>
<thead>
<tr>
<th>All students have a responsibility to:</th>
<th>All staff have a responsibility to:</th>
<th>All parents and carers have responsibility to:</th>
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</table>
| · Be prepared to learn and allow others to learn in a calm supportive environment.  
· Be an active participant in achieving their learning potential.  
· Show respect to each other  
· Show respect to teachers and other members of the school community. | · Build positive relationships with students as a basis for engagement and learning.  
· Use and manage the resources of the school to create stimulating and meaningful learning  
· Ensure all reported incidents of bullying are followed up and support is given to both victim and perpetrator. Parents of any victim of bullying will be contacted.  
· Treat all members of the school community with respect, fairness and dignity.  
· Use discretion in the application of rules and consequences.  
· Exercise their duty of care including monitoring use of digital technology | · Support the school in maintaining a safe and respectful learning environment for all students.  
· Build positive relationships with members of the school community.  
· Ensure students attend school.  
· Promote respectful relationships. |

**SHARED EXPECTATIONS**

**Expectations of students**

Students are expected to abide by the school’s agreed rules which are reflected in the following

- Students are expected to respect the rights of others including the right to learn and the right to teach.
- Students should increasingly manage their own learning by setting goals and working to achieve these goals including seeking help when needed.
- Students should demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
Students should demonstrate positive behaviour that ensures the safety, security and enjoyment of others in the school community. This includes the use of technology, behaviour in the class room and playground and during all other school activities.

- Students should value and care for school resources.

Students are expected to participate fully in the school’s educational program and to attend regularly.

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**Principals, teachers and school staff**

Staff are expected to demonstrate trust, confidentiality and understanding in their relationships with members of the school community.

Teachers are expected to

- Model appropriate behaviour and promote a climate of mutual respect.
  
  - Provide appropriate, relevant, and challenging curriculum that gives students the opportunity to experience success in their learning.
  
  - Ensure curriculum programs and classroom materials incorporate diversity and a range of cultural experiences.
  
  - Use teaching and assessment strategies that cater for a range of learning styles and allow for differences in perspective.
  
  - Liaise with parents/carers to build positive partnerships that support student learning and engagement with school.
  
  - Value student’s knowledge and experience, provide a wide range of resources that engage students and ensures every student has an equal opportunity to participate successfully.

The Principal has the responsibility to provide an educational environment that ensures that all students are valued and cared for and feel they are part of the school, and can engage effectively in their learning and experience success.

The principal is expected to

- Provide leadership to school staff and students.
  
  - Provide a safe, supportive and inclusive educational environment that stimulates and challenges students to be active participants in their learning.

  - Manage resources and equipment to assist staff and students in the process of teaching and learning.
    
    - Ensure the curriculum takes into account the needs of specific students where practicable.
    
    - Encourage the participation of parents/carers in developing a positive and supportive whole school community.
    
    - Monitor data in relation to wellbeing and initiate processes to strengthen safety and wellbeing

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**Parents and Carers**

Parents/carers are expected to

- Promote positive educational outcomes for their children by taking an active interest in their schooling and assisting children with their school work.
- Ensure that their children have regular attendance at school.
- Support the school in maintaining a safe and respectful learning environment for all students.
- Communicate clearly and constructively with school staff regarding their child’s learning and well-being.
- Model appropriate behaviour and promote a climate of mutual respect.

SCHOOL ACTIONS AND CONSEQUENCES

A key component of Pembroke Primary School’s approach to student management is teaching positive behaviours as outlined in the programs in the whole school preventative statement. This is underpinned by the use of logical consequences to address appropriate and inappropriate behaviours.

Pembroke Primary School places an emphasis on developing a strong positive relationship between teachers and students through the use of regular circle time discussions.

<table>
<thead>
<tr>
<th>Appropriate Behaviour</th>
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<tr>
<td>Appropriate behaviour is rewarded by a number of positive consequences embed in school wide and classroom rewards.</td>
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<tr>
<td>· Weekly merit awards for each class</td>
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<td>· Student of the month awards from each class</td>
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<td>· Principal awards</td>
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<td>· Classroom award systems</td>
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<tr>
<td>· Achievements acknowledged at assemblies and in fortnightly newsletter</td>
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<tr>
<td>· Positive feedback</td>
</tr>
<tr>
<td>· Parents contacted regularly to acknowledge student achievement/success</td>
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<table>
<thead>
<tr>
<th>Inappropriate Behaviour</th>
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<tbody>
<tr>
<td>Appropriate behaviours discussed in classrooms particularly during Community circle</td>
</tr>
<tr>
<td>· Discussions with student based on school values and shared expectations</td>
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<tr>
<td>· Student conferences</td>
</tr>
<tr>
<td>· Following school’s behaviour plan</td>
</tr>
<tr>
<td>· Contact with parents: processes and actions put in place</td>
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Ongoing inappropriate behaviour:

Where a student displays ongoing inappropriate behaviour a staged response would incorporate a number of the following:

· Discussing behaviour problems and reaching agreement for future behaviour both with
child and family

· Explicit teaching of appropriate behaviours
· Monitoring of behaviour and regular feedback
· Time out
· Withdrawal from an activity, class, excursion, camp. Student to then be provided with an alternative educational setting within the school.
· Counselling
· Developing a student management plan based on individual needs of student
  - Communication booklet between school and home
  - Regular contact with Chaplain/Guidance Officer
· Student Support Group meeting involving parents/carers, teachers and any relevant support personnel to assist with modifying behaviour.
· Suspension or Expulsion – serious disciplinary actions will follow the DEECD Engaging Schools are Effective School: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No 184.

References:
DEECD
School’s Bullying policy
School’s Behaviour Management policy