

Pembroke Primary School  
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## PEMBROKE PRIMARY SCHOOL

### Student Engagement Policy

2021



**Help for non-English speakers** If you need help to understand the information in this policy please contact 9725 6689.

Hi theihternak zilhphung kong hi na fian lomi a um ahcun Pembroke Primary Sianginn (9725 6689) chonh khawh a si.

### AIM

To develop high levels of literacy and numeracy skills. Developing student engagement and connectedness to school by building student engagement with their learning, improving student voice, agency and disposition towards learning, and improving attendance and punctuality levels are all major foci of our strategic plan.

Date ratified by School Council: 15th November, 2021  
Review Date: every 1-2 years - November, 2023

## 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, a tiered stage area, both natural and constructed shade areas and a number of places where students can participate in less active choices when outdoors.

We have large, open learning spaces, providing flexible learning options for the needs of all students. Every classroom is equipped with a Smart TV or Interactive Whiteboard and students have access to laptops and iPads. In addition, there is also a library, STEM room, art room and multi-purpose room.

Enrolments are around 80 students. A large proportion of students are in receipt of CSEF funding. We enjoy a rich culturally diverse school population. Eligible students are supported by 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.

## SCHOOL VALUES, PHILOSOPHY AND VISION

Pembroke Primary School is proudly a safe and welcoming school for everyone – regardless of gender, sexuality, cultural background or family circumstances. We believe everyone has a right to a great education.

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 has its foundation in the development of productive and co-operative relationships between all members of the school community.

The school aims to develop high levels of literacy and numeracy skills. Developing student engagement and connectedness to school by building student engagement with their learning, improving student voice, agency and disposition towards learning, and improving attendance and punctuality levels are all major foci of our strategic plan.

Pembroke Primary School uses a range of evidence-based strategies to positively engage our students in their learning and to intervene when problems arise.

**NOTE: The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school.**

## ENGAGEMENT STRATEGIES

Pembroke Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

### UNIVERSAL STRATEGIES:

- we engage in school wide positive behaviour support (SWBPS) with our staff and students, including programs such as Respectful Relationships.
- positive behaviours are explicitly taught and acknowledged with a whole-school token system

- achievements in positive behaviour are recognised in our main office (the 'beehive'), at assembly and communicated to parents. They are celebrated with class-based and whole-school celebrations
- awards based on the school motto – 'Learning together with Pride, Passion, Purpose and Persistence'- are awarded at whole school assembly each week and acknowledged in the newsletter
- high and consistent expectations are held for all staff, students and parents and carers
- all teachers use community circles to build relationships between students and teachers. They discuss issues and use these discussions to build positive social interactions which reflect the school's agreed values.
- staff recognise the fundamental role positive relationships play in building and sustaining student wellbeing and parent connectedness
- all staff create a culture that is inclusive, engaging and supportive
- we welcome all parents/carers and are responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, SWPBS student management data and school level assessment data
- deliver a broad curriculum including STEM, PE, The Arts and LOTE (Auslan)
- teachers at Pembroke Primary School use the Gradual Release of Responsibility Instructional Model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Pembroke Primary school adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling, including our Alphabeenies program (kinder to Foundation transition)
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Breakfast Club operates two mornings per week for all students
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council, SRC feedback boxes in each classroom, and feedback stations in all learning spaces. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through flexible class groupings, school plays, athletics, whole-school productions and community events such as Celebrate Mooroolbark, Anzac Day services and Community Christmas Carols
- all students are welcome to speak to the Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peer support programs
- parents are encouraged to participate in school programs and community outreach programs, including our Garden of Diversity.

### **TARGETED STRATEGIES:**

- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment

- support programs, including the Tutor Learning Initiative, are provided for students who are identified as needing additional support in literacy and numeracy
- staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- Multi-Cultural Education Aide working with all classes
- our School Chaplain provides support for families, individuals and groups of students throughout the year.
- staff and students run a variety of lunch time programs for student enjoyment and to cater for individual needs.
- Kids Hope mentors are available to support identified students

## INDIVIDUAL STRATEGIES:

Pembroke Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- connecting to other Department programs and services such as:
  - [Program for Students with Disabilities](#)
  - [Mental health toolkit](#)
  - [headspace](#)
  - [Navigator](#)
  - [LOOKOUT](#)
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

## IDENTIFYING STUDENTS IN NEED OF SUPPORT

Pembroke Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Pembroke Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- SWPBS behaviour data
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

## 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. All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

At Pembroke Primary School, we are inspired by our school motto:

**Learning with Pride, Passion, Purpose and Persistence.**

Our behaviours are guided by our school values:

**Be Respectful, Be Trustworthy, Be Responsible**

**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 or 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 cyberbullying is not accepted.
- Be alert to signs and evidence of bullying and cyberbullying, and to have a responsibility to report it to staff whether as an observer or victim.
- Reinforce safe behaviour with regard to preventing cyber bullying, e.g., privacy with regard to log in details, passwords, phone numbers and dealing with the receipt of unsolicited messages.

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

<b>All students have a right to:</b>	<b>All staff have a right to:</b>	<b>All parents and carers have a right to:</b>
<ul style="list-style-type: none"> <li>● Learn in a supportive, friendly and safe environment, free from interference or intimidation</li> <li>● Socialise and have fun</li> <li>● Expect a learning program that supports their individual need.</li> <li>● Be treated with respect and fairness as individuals.</li> <li>● Express their ideas, feelings and concerns</li> </ul>	<ul style="list-style-type: none"> <li>● Work in a co-operative, calm and orderly environment.</li> <li>● Receive respect and support from the school community</li> </ul>	<ul style="list-style-type: none"> <li>● Know their children are in a safe, happy learning environment where they are treated fairly and with respect.</li> <li>● Expect a positive and supportive approach to their child's learning.</li> <li>● Expect communication and participation in their child's education and learning.</li> </ul>
<b>All students have a responsibility to:</b>	<b>All staff have a responsibility to:</b>	<b>All parents and carers have responsibility to:</b>
<ul style="list-style-type: none"> <li>● Be prepared to learn and allow others to learn in a calm supportive environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Build positive relationships with students as a basis for engagement and learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Support the school in maintaining a safe and respectful learning environment for all students.</li> </ul>

<ul style="list-style-type: none"> <li>● Be an active participant in achieving their learning potential.</li> <li>● Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community</li> <li>● Treat everyone with respect regardless of their gender, sexuality, cultural background, disability or family circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>● Support all our students, regardless of gender, sexuality, cultural background, disability or family circumstances.</li> <li>● Use and manage the resources of the school to create stimulating and meaningful learning</li> <li>● 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.</li> <li>● Treat all members of the school community with respect, fairness and dignity.</li> <li>● Use discretion in the application of rules and consequences.</li> <li>● Exercise their duty of care</li> <li>● Monitor the use of digital technology</li> </ul>	<ul style="list-style-type: none"> <li>● Build positive relationships with members of the school community.</li> <li>● Ensure students attend school.</li> <li>● Promote respectful relationships.</li> </ul>
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## STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Pembroke Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Pembroke Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class, as outlined in our School-wide Positive Behaviour Support framework (SWPBS).

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school are applied fairly and consistently, and follow our 'Minor and Major behaviour flow chart'. Students will always be provided with an opportunity to be heard.

## SHARED BEHAVIOURAL EXPECTATIONS

Pembroke Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

### **Expectations of students**

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community.
- 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.

### **Principals, teachers and school staff**

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

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- 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.

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.

As principals and school leaders, we will:

- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- 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 safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

### **Parents and Carers**



As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community
- 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 processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with 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 School Values, Philosophy and Vision 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.

### **Appropriate Behaviour**

Appropriate behaviour is rewarded by a number of positive consequences embedded in school wide and classroom rewards.

- Weekly '4 P's' and 'Wow, You're A Worker Bee' awards for class work.
- SWPBS tokens for positive behaviours as outlined in our SWPBS matrices.
- Classroom award systems
- Achievements acknowledged at assemblies and in weekly newsletter
- Positive feedback
- Parents contacted regularly to acknowledge student achievement/success

### **Inappropriate Behaviour**

- Appropriate behaviours discussed in classrooms particularly during Community circle
- Discussions with student based on School Wide Positive Behaviour Matrix and shared expectations
- Re-teaching of specific positive behaviours
- Tiered behaviour interventions and supports as outlined in our minor and major behaviour flow-charts
- Student conferences
- Following school's behaviour process
- Contact with parents - processes and actions put in place

**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
- Managed plans for recess and lunch time where necessary
- 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
- 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 DET Ministerial Order 1125 (Procedures for Suspension and Expulsion) – July 2018.

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Pembroke Primary school is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

**Corporal punishment is prohibited in our school and will not be used in any circumstance.**

## ENGAGING WITH FAMILIES

Pembroke Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- involving our Multicultural Aide and translators to assist with communication where necessary
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- co-ordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## EVALUATION

Pembroke Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Pembroke Primary school will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

## COMMUNICATION

- Available publicly on our school's website
- Included in staff induction processes
- Included in our staff handbook/manual
- Discussed at staff meetings/briefings as required
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

## FURTHER INFORMATION AND RESOURCES

To be read in conjunction with the following school policies:

- Statement of Values and School Philosophy
- Bullying Prevention
- Principles for Health and Wellbeing (appendix 1).

## POLICY REVIEW AND APPROVAL

Policy last reviewed	4/11/2021
Consultation	Education Committee School Council
Approved by	Principal
Next scheduled review date	November, 2023

## APPENDIX 1

### **PRINCIPLES FOR HEALTH AND WELLBEING**

Pembroke Primary School aims to include all aspects of the principles for health and wellbeing for its community. The principles are a reminder of good practice when working with children and young people and are intended to promote, nurture and support the health and wellbeing of Victorian children and young people.

#### **Principle 1 – Maximise access and inclusion**

Quality education and support for all, with extra effort directed to ensuring education and support is accessible and inclusive to the most vulnerable and disadvantaged.

#### **Principle 2 – Focus on outcomes**

A focus on health, learning, development and wellbeing outcomes is upheld when designing, delivering, evaluating and improving education and support services.

#### **Principle 3 – Evidence-informed and reflective practice**

Policy and practice is informed by current and relevant evidence, known to be effective in improving outcomes. Research and evaluation is undertaken to grow the evidence base and enable effective and reflective practice.

#### **Principle 4 – Holistic approach**

Educators and support staff work collaboratively and professionals use multidisciplinary approaches and focus on the range of goals, aspirations and needs of children, young people and families.

#### **Principle 5 – Person-centred and family sensitive practice**

Successful schools see people in the context of their families and environment, and seek to support and empower people to lead and sustain healthy lives.

#### **Principle 6 – Partnerships with families and communities**

Ensuring children and young people have good health and wellbeing is the collective responsibility of families, schools, the community and government; requiring shared commitment and action.

#### **Principle 7 – Cultural competence**

To effectively meet the needs of all children, young people, requires an ability to understand and effectively communicate with people across cultures and recognise one's own world view.

#### **Principle 8 – Commitment to excellence**

Education providers and services have high expectations for those they work with, and continually assess their own work practices to find opportunities for improvement.