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## PEMBROKE PRIMARY SCHOOL

### Student Engagement Policy

2018

#### **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: 19<sup>th</sup> June 2018  
Review Date: March 2019

## 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 an 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 now at 88. 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.**

## **SCHOOL-WIDE STRATEGIES:**

### **Stimulating and Supportive Learning Environment**

- Classroom programs are based around active participation to engage student interest. Access to technology includes classroom interactive whiteboards, notebook computers and iPads. Students attend specialist programs including STEM, The Arts, LOTE and PE.
- Student are grouped according to need in many curriculum areas to enhance their ability to achieve success in their learning.
- Special events included Whole School Production, House Sports, Inter-school sport, excursions, involvement in community events such as Celebrate Mooroolbark, Community Carols and Shrine services.
- Parents are encouraged to participate in school programs and community outreach programs, such as the Diversity Garden.

### **Student Wellbeing including support for positive behaviours**

- Student Wellbeing is supported through classroom awards (based on the school motto of Pride, Passion and Purpose), Golden Bee awards (based on our School Wide Positive Behaviour Support program: Be Respectful, Be Trustworthy, Be Responsible), social and emotional education programs (Respectful Relationships), and access to a school Chaplain.
- Classroom behaviour reward systems, e.g. house points
- 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.
- There is a strong commitment by staff to acknowledge student achievement in the class room, 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, 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.
- Student leadership opportunities exist for all students through our Year 6 leadership program, Buddy program and Student Representative Council and classroom jobs.

### **Attendance**

- Office staff follow up any absences where the cause is unknown before 10.30am.
- Late arrivals and absences are recorded and noted in Student Achievement Reports each semester.

## Transition

- Links with local education facilities include Blackburn English Language School, local kinders and other Government and Independent schools.
- Prep Transition Program – Alphabeenies - involving local Pre-schools.
- Secondary Transition activities involving Year 5 and 6 students with local high schools.

## Professional Learning

- Teacher Professional learning has a high priority at Pembroke Primary School. Teachers plan and work together, sharing expertise and new ideas to support and engage all students.

## TARGETED STRATEGIES (population-specific)

### Supportive learning environment

- Strong links with community and DET support resources include DHHS, Care Teams, SSSOs, Speech Therapists, Occupational Therapist, Physiotherapists
- Support programs, such as MultiLit and Literacy Early Intervention are provided for students who are struggling with literacy.

### Student Wellbeing including support for positive behaviours

- Kids Hope mentors
- Breakfast Club is provided to all students twice a week.
- Multi-Cultural Education Aide working with all classes
- Monitoring of behaviour in the yard, looking for patterns of behavioural issues, responding to students-in-need
- Social skills groups

## STUDENT-SPECIFIC STRATEGIES

### Supportive learning environment

- Individualised learning
- Educational support staff

### Student Wellbeing including support for positive behaviours

- Individual behaviour management plans including rewards for positive behaviour, e.g., cooking time
- School attendance plan

## **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 are inspired by our school motto:

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

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> </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> <li>• Be an active participant in achieving their learning potential.</li> <li>• Show respect to each other</li> <li>• Show respect to teachers and other 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>• Build positive relationships with students as a basis for engagement and learning.</li> <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>• Support the school in maintaining a safe and respectful learning environment for all students.</li> <li>• Build positive relationships with members of the school community.</li> <li>• Ensure students attend school.</li> <li>• Promote respectful relationships.</li> </ul>

## 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, regardless of gender, sexuality, cultural background, disability or family circumstances.
- 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.

### 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 students' 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.

## **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 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.
- 'Golden Bee' awards for behaviours which illustrate our school values.
- 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
- 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 625 (Procedures for Suspension and Expulsion) - March 2014. A new policy dealing with expulsions comes into effect on July 16, 2018.

### **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.

### **References:**

DET website

School's Bullying policy

School's Behaviour Management policy

**Policy Review:** This policy will be reviewed annually in conjunction with the school's annual self-evaluation undertaken as part of the school accountability framework.