



## **SORRENTO PRIMARY SCHOOL STUDENT ENGAGEMENT AND WELLBEING POLICY AND PROCEDURE**

**Reviewed: 27<sup>th</sup> March 2017**

**Next Review Date: March 2018**

### **1. School Profile Statement**

Sorrento Primary School is the southern-most school on Victoria's Mornington Peninsula, and has served the students of the local area for more than 140 years on several different sites. Its current setting is in attractive grounds near the centre of the historic Sorrento township. Current enrolment is 320.

The majority of the students live in Rye and Blairgowrie, with some students residing in Sorrento and Portsea. A few students live in Rosebud and St. Andrews Beach. The majority of the students are driven to school.

Students are predominantly of English speaking backgrounds, with two Indigenous students. There are currently a similar number of males and females enrolled. One student receives funding through the Disabilities and Impairments Program.

There is a low level of transience, however due to the large number of families involved in the hospitality industry many families take lengthy holidays during the low season – often overseas.

The school Student Family Occupation (SFO) rating is at 0.39. This rating is based on the occupation of the student's family.

Additional support is provided for students at risk in literacy and numeracy through the Additional Support teachers.

In 2017 thirteen classrooms operate, with composite classrooms used from year 1-6. Composite classes are restricted to two year levels. A teamwork approach to curriculum planning promotes consistency of delivery throughout the entire school.

Teacher retention is high; with 15 ongoing teaching staff and four on contracts; of these fourteen are Classroom Range 2, five are Classroom Range 1. There is an Assistant Principal.

Art, Music, Science and Physical Education are taken as specialist subject areas. The school has a strong music program including two school choirs, a school band and an instrumental music program. An Options Program runs in Year 5/6 to provide student choice, breadth and depth.

The Cove is the flexible learning centre for students. It includes a library. Students have access to an art, science, literacy support and music room in addition to well-equipped classrooms. Access to digital technologies includes laptops, tablets and desktop computers.

Each classroom has an Interactive Whiteboard or TV. The school has good grounds for sport and recreation as well as a gas heated swimming pool. Parents and community members are always made welcome in the school, with volunteers being a vital aspect of the daily life.

## **2. Preventative School Culture**

Sorrento Primary School emphasises that all members of the school community operate in an environment that is safe and supportive, free from physical, emotional, cyber and social harassment, where individuals are treated with dignity and respect and where diversity is valued. All members of the school community have the right to mutual respect and understanding regardless of their cultural, religious, racial and linguistic backgrounds. We believe that each student can achieve maximum benefit from his or her school experience when a meaningful, supportive relationship is developed between school, home and the student. A consistent approach is fundamental to creating an environment in which students feel secure, this includes zero tolerance of child abuse in all school environments and outside of school hours.

### **Vision**

At Sorrento Primary School we provide a collaborative and dynamic learning environment where students will develop literacy, numeracy and life skills that will assist them in becoming valued and active participants in the local and global community.

**The school strives to give children the opportunity to extend and develop themselves. We do this by:**

- Providing an environment that is stimulating and safe.
- Providing learning opportunities that cater for individual differences.
- Planning so all individuals are challenged.
- Planning so all individuals experience success.
- Working co-operatively so all members of the school community can contribute.

**The school wants to empower students so they can take increasing responsibility for their own learning. We believe this is achieved through:**

- Assisting children to become highly literate and numerate.
- Developing student skills in learning about how to be effective learners.
- Providing a curriculum that has breadth and depth.
- Providing resources and programs that are relevant to current life experiences.

**The school also believes that education is an equal partnership between teachers, parents and students. School members are expected to:**

- Respect the rights, property and beliefs of others.
- Encourage and assist all school members to contribute to the school's general well being.
- Be aware of school business through its open and accessible decision making processes.
- Be provided with appropriate information and in-service training that improves their abilities and opportunities to participate in school activities.

- Actively support and promote the school to the broader community.

### **Preventative Programs**

#### **Values Program**

- At the beginning of the school year the whole school Values Program ensures shared expectations and understandings. This is consolidated with an ongoing whole school focus on the school values.

#### **Bounce Back**

- The Bounce Back program provides students with a framework of attitudes and habits that assist students to make and maintain positive relationships. This program includes regular Circle Time.

#### **Building Learning Power**

- Students develop an understanding of how to be successful learners, by using the Building Learning Power framework.

#### **Restorative Practice**

- All staff use a Restorative Practice approach to assist students to resolve issues and restore relationships.

<b>When things go wrong</b>	<b>When someone has been hurt</b>
<ul style="list-style-type: none"> <li>➤ What happened?</li> <li>➤ What were you thinking at the time?</li> <li>➤ What have you thought about since?</li> <li>➤ Who has been affected by what you have done? In what way?</li> <li>➤ What do you think you need to do to make things right?</li> </ul>	<ul style="list-style-type: none"> <li>➤ What did you think when you realised what had happened?</li> <li>➤ What impact has this incident had on you and others?</li> <li>➤ What has been the hardest thing for you?</li> <li>➤ What do you think needs to happen to make things right?</li> </ul>

#### **Year 6 Leadership Program**

- This program gives all Year 6 students a positive focus as they are required to take on roles of responsibility which include running lunchtime activities for younger students.

#### **Act of Kindness Award**

- A weekly award that focuses on an Act of Kindness. Students are nominated by the parents, teachers or other students.

#### **Values Awards and Building Learning Power Awards**

- Awards are presented across the school to acknowledge students who follow the school values and who are displaying the attributes of a successful learner.

#### **Student Council**

- Students from Prep to Year 6 nominate a class representative on Student Council. Student Council makes recommendations to Council, contributes to decision making and organises activities to raise funds for the broader community. Representatives report to their class and seek input from their peers. This process gives students a

voice.

### **Cybersafety**

- Students in Prep to Year 6 undertake Cybersafety education on an annual basis. This includes understanding the Acceptable Use of Digital Technology Agreement.

### **Peer Support**

- Better Buddies - students in Year 6 are buddied up with Prep students for whom they provide peer support.
- Be my Buddy – staff members are buddied up with Year 5 students for whom they provide support.
- Other buddies – Year 1 and 2 students are buddied up.
- New students in Year 1 and 2 are also buddied with a Year 5 student.

### **Families as Partners**

- Information in school newsletter, assisting parents to raise confident and resilient children.
- Parent Forums (as required) – eg: cyber safety.
- Annual Information sessions, Family Night and regular Student Led Learning Walks.
- Regular Parent/Teacher interviews.
- Positive memos sent home highlighting positive aspects of student behaviour and learning.
- Individual learning improvement plans for all students outlining future learning goals.
- Individual goal setting in literacy and numeracy.
- Parent Portal (Compass) used to assist with communicating with parents eg: emailing, positive notes, news feed, newsletter etc.

### **Community Links**

- Close relationship with the Rotary Club of Sorrento. This includes annual Rotary Club of Sorrento awards to recognise leadership and academic excellence.
- Regular visits into the community eg: Sorrento Historical Society, local fruit shop and invitations to the community to speak to students eg: firefighters.
- Links with Sorrento Sailing Couta Club and Blairgowrie Yacht Squadron who host annual events for students.
- Choir performs at local events on a regular basis.
- Annual Soiree where students perform to parents and friends.
- Fundraising for local groups, such as the Historical Society.

### **Student Wellbeing and Management**

- Compass portal is used to record information relating to student wellbeing and behaviour.
- All students are surveyed about their attitude to school at least twice a year; questions about bullying are included.
- A protocol for mandatory reporting is in place.
- There is a whole school approach to student wellbeing and management, with all staff taking on a shared responsibility for all students.
- A shared language regarding behaviour management has been developed.
- Student Support Groups are created (if required) when bullying occurs.
- Relevant external student wellbeing support services are accessed as required. These include: psychologist for psychological and academic assessment and Department of

Human Services case managers and support workers.

### **National Schools Chaplaincy Program**

- A psychologist from 'onpsych' has been appointed through the National Schools Chaplaincy Program.
- The chaplain works with students who require wellbeing support.

### **Literacy and Numeracy Emphasis**

- Additional assistance is provided to students at risk.

### **Attendance**

- Sorrento PS articulates high expectations regarding attendance to all members of the school community.
- Rigorous procedures are in place to monitor and record student absences.
- Student absences are followed up promptly and consistently.
- Early identification of and supportive intervention for students at risk of non attendance.
- Individual Learning Improvement Plan (ILIP) put in place when a student is at risk due to poor attendance or lateness.
- The 'It's Not Okay To Be Away' approach has been employed within the school; this includes educating parents on the impact of arriving late or poor attendance, on student learning.

### **Transitions**

- An extensive transition program is in place for children moving from kinder to prep and from Year 6 to Year 7.
- Teachers meet with the Sorrento Kindergarten teacher and Rosebud SC teacher to discuss incoming and outgoing students.
- Teachers meet to discuss students transitioning between year levels.
- All students participate in an extensive transition program at the end of each year.

**Professional learning** is provided as required to support the implementation of the above programs.

## **3. Rights and Responsibilities**

The Charter of Human Rights and Responsibilities Act 1995 (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.

Students have the opportunity to give feedback and be heard via Student Council and twice yearly whole school Student Survey. In addition students in Year 3 to 6 give feedback via the Attitudes to School Survey.

Parents are invited to give feedback via informal surveys, formal surveys (Parent Opinion Survey), verbally, via email/Compass or through a School Council representative. They are invited to attend forums, which are held as required eg: to formulate school values, comment on policies.

<b>All Members of Sorrento Primary School community have a right to:-</b>		
<ul style="list-style-type: none"> <li>➤ Fully participate in an environment where they are valued and treated with respect, regardless of religion, gender, race, ability, class, sex or individual differences.</li> <li>➤ Fully participate in an environment free of harassment, bullying (including cyber-bullying), vilification, violence, intimidation, abuse and exclusion.</li> <li>➤ Feel valued, safe and supported in an environment that encourages freedom of thought and expression.</li> </ul>		
<b>All Members of Sorrento Primary School community have a responsibility to:-</b>		
<ul style="list-style-type: none"> <li>➤ Acknowledge their obligations under the Equal Opportunity Act 1995, the Charter of Human Rights and Responsibilities Act 2006, the Disability Discrimination Act 1992, the Disability Standards for Education 2005 and the Education and Training Reform Act 2006 and communicate these obligations to all members of the school community.</li> <li>➤ Participate and contribute to a learning environment that supports the learning of self and others.</li> <li>➤ Ensure their actions and views do not impact on the health and wellbeing of members of the school community.</li> </ul>		
<b>All students have the right to:-</b>	<b>All staff have the right to:-</b>	<b>All parents/guardians have the right to:-</b>
<ul style="list-style-type: none"> <li>• Learn and socialise without interference or intimidation in a safe and secure environment.</li> <li>• Be treated with respect and fairness as individuals.</li> <li>• Expect a learning program that meets their individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in an atmosphere of order and cooperation.</li> <li>• Use discretion in the application of rules and consequences.</li> <li>• Receive respect and support from the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that 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/guardians have a responsibility to:-</b>
<ul style="list-style-type: none"> <li>• Display the school values.</li> <li>• Contribute to a positive learning environment, by listening, working cooperatively, staying on task and contributing in a constructive manner.</li> <li>• Respect the rights of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Display the school values.</li> <li>• Build positive relationships with students as a basis for engagement and learning.</li> <li>• Use and manage the resources of the school to create stimulating, safe and meaningful learning.</li> <li>• Treat all members of the school community with respect, fairness and</li> </ul>	<ul style="list-style-type: none"> <li>• Display the school values.</li> <li>• Build positive relationships with members of the school community.</li> <li>• Ensure students attend school and have the appropriate learning materials.</li> <li>• Support the school in its efforts to maintain a productive teaching and learning environment.</li> <li>• Treat all members of the school community with respect, fairness and dignity.</li> </ul>

#### **4. Shared Expectations**

Sorrento Primary School has developed shared values and expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and appropriate behaviours for our school community.

##### **School Values**

###### **Respect**

###### **This value is shown when:**

- We are kind, friendly and helpful to others.
- We look after other people's property.
- We are polite and use good manners.
- We behave in a safe and sensible manner.
- We include others in games and activities.
- We listen to others and speak appropriately to them.
- We accept others for who they are.
- We acknowledge other people's beliefs and differences even if they are different from our own.
- We care for our world, our environment and the people in it.

###### **Resilience**

###### **This value is shown when:**

- We get over a disappointing situation.
- We stay calm.
- We move on.
- We forgive others.
- Accepting apologies
- We express emotions appropriately.
- We bounce back after disappointment.
- We believe in ourselves.
- We are confident in who we are.
- We think positively.
- We learn from our mistakes.

###### **Collaboration**

###### **This value is shown when:**

- We learn and play together.
- We listen well to others.
- We work well with each other.
- We include others.
- We share resources, ideas and information.
- We respect other people's ideas.
- We take turns.
- We agree to disagree.

- Everyone contributes
- There is a problem and we work it out with each other.
- We manage our feelings when we work with others.

### **Learning**

#### **This value is shown when:**

- We think, listen, remember, discuss, study and ask questions.
- We have a go and persist in what we do.
- We explore and discover new ideas.
- We do and make things.
- We have adventures with our brains.
- We try new things and achieve new skills.
- We show understanding.
- We have fun and are challenged.

### **Integrity**

#### **This value is shown when:**

- We are trustworthy, fair and honest.
- We make strong choices.
- We own up for our behaviour.
- We tell the truth in a sticky situation.
- We are true to what we believe in.
- We do the right thing, even if it doesn't benefit us.
- We stand up for ourselves and others.

### **Persistence**

#### **This value is shown when:**

- We have a go.
- We improve our skills.
- We tolerate feelings of frustration without getting angry.
- We keep on trying if things get tough and find ways to overcome difficulties.
- We go for our goals.
- We try our best.
- We are self motivated and believe in ourselves.
- We recognise learning can be a struggle.

### **Expectations of Staff**

#### **Engagement**

#### **The Sorrento Primary School Leadership team will:-**

- Uphold the right of every child to receive an education.
- Ensure the school complies with its duty of care obligations to each student as well as its obligation under the equal opportunity and human rights legislation.
- Collaborate with the Sorrento Primary School community to develop policies and procedures consistent with its values and aspirations and the Department's Guidelines.

- Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.

#### **The Sorrento Primary School teachers and other staff will:-**

- Develop flexible teaching and learning styles to engage all learners.
- Deliver curriculum and assessment that challenges and extends students' learning.
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning.
- Provide opportunities for student involvement in decision making and developing a positive school culture in and outside the classroom.

#### **Attendance**

##### **In compliance with Departmental procedures Sorrento Primary School staff will:-**

- Ensure that student attendance is recorded in every class.
- Maintain accurate attendance records in CASES 21.
- Promote regular, 'on time' attendance with all members of the school community.
- Monitor, analyse and follow up on lateness and absences.
- Work collaboratively with parents/carers to develop an agreed Individual Learning Improvement Plan, including attendance goals.
- Implement a support group meeting (with parents/carers), with an attendance focus, when a student's pattern of attendance is of concern.

#### **Behaviour**

Sorrento Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering a whole-school response and approach to behavioural issues. All members of the school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. Sorrento Primary School is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

##### **The Sorrento Primary School Leadership team will:**

- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business.
- Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies.
- Provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours.

##### **Teachers at Sorrento Primary School will:-**

- Use the Student Engagement Policy as a basis for negotiating a class-based set of shared expectations with students.

- Teach students social competencies through curriculum content and teaching and learning approaches.
- Employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours.
- Build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on behaviour management approaches.
- Involve appropriate specialist expertise where necessary.

## **Expectations of students**

### **Attendance**

All students are expected to attend school each day that the school is open to students. If students can't attend, they must provide an explanation from their parents/carers to their teacher. Students should arrive at each class on time and be ready to learn.

### **Behaviour**

#### **Students are expected to:-**

- Support each other's learning by behaving with respect.
- Display the school values.
- Have the expectation that they can learn.
- Reflect on and learn from each other's differences.
- Contribute to a productive learning environment.
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contribute to a positive school environment that is safe, inclusive and happy.
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.
- Be aware of the school's approach to student management.

## **Expectations of Parents/Carers:-**

### **Engagement**

#### **Parents/Caregivers are expected to:-**

- Support the school's efforts to educate young people to live in a diverse society by promoting an understanding and appreciation of diversity in the home.
- Assist the school to provide student-centred responses by providing all relevant information to the school.
- Actively participate in supporting their child's learning by building positive relationships with Sorrento Primary School through attendance at student-parent-teacher meetings, student activities, school celebrations, student support groups and responding to communications in a timely manner.

### **Attendance**

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

## Behaviour

Parents/carers should understand Sorrento Primary School's behavioural expectations and work with the school to promote a consistent approach that supports their child's learning and engagement both in and out of school.

## 5. Actions and Consequences

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

### Appropriate Behaviour

Sorrento Primary School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement.

### Inappropriate Behaviour

When students do not meet these expectations, a staged response is implemented consistent with logical consequences outlined below. This is to be implemented using the Restorative Practices approach and summarised as following:-

The restorative approach is used 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.

### Logical Consequences

Appropriate Behaviour	Inappropriate Behaviour
<p>Appropriate behaviour will be recognised by:</p> <ul style="list-style-type: none"><li>● Celebration at assemblies</li><li>● Weekly Act of Kindness and Art Award.</li><li>● Values/Building Learning Power awards each semester.</li><li>● Student Council Citizenship Award, once per semester.</li><li>● Reports</li><li>● References</li><li>● Newsletters</li><li>● Leadership opportunities</li><li>● Scholarships</li><li>● Positive feedback</li><li>● The right to represent the school</li><li>● Award nights</li></ul>	<p>Inappropriate behaviour will be addressed by:</p> <ul style="list-style-type: none"><li>● Talking to the student and referring them to the shared expectations.</li><li>● Discussing appropriate behaviours in the classroom.</li><li>● Student reflecting on their behaviour and the values they have not followed by thinking and talking about:<ul style="list-style-type: none"><li>● <i>What took place?</i></li><li>● <i>What thinking was behind the action?</i></li><li>● <i>With whom do things need to be put right?</i></li><li>● <i>How will things be put right?</i></li><li>● <i>What consequence will take place?</i></li></ul></li><li>● Contacting parents</li><li>● Making changes to the student's learning program to better equip him/her to behave positively.</li></ul>

<ul style="list-style-type: none"> <li>• Congratulation messages on Compass</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing Restorative Practices</li> <li>• Conference: Apology</li> <li>• Action to make it right agreed too (may include cleaning up damage to property).</li> <li>• Asking the student to undertake tasks designed to better equip him/her to behave positively in the future.</li> <li>• Counselling</li> <li>• Teaching appropriate behaviours.</li> <li>• Payment for damage sought.</li> <li>• Withdrawal of privileges.</li> <li>• Withdrawing student temporarily from class/playground.</li> <li>• Limiting the student play area.</li> <li>• Holding student support group meetings.</li> <li>• Negotiating alternative pathways or settings for students.</li> <li>• Suspension or expulsion</li> </ul>
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### Ongoing Behaviour Issues

Where students exhibit ongoing behaviour patterns: as part of staged response a range of strategies will be used. They may include:

- **Discussing** the behaviour problems and reaching an agreement for future behaviour.
- **Explicit Teaching of** appropriate behaviour.
- **Monitoring and providing feedback** – communication book/diary.
- **Time Out allowing** students a 'Cooling Off' period.
- **Withdrawal** - a student may be withdrawn from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school.
- **Counselling** for individuals in order to modify appropriate behaviour.
- **Student Support Group Meeting** involving parents/carers and or relevant DET support staff/outside agencies to assist with modifying behaviour.
- **Suspension and Expulsion:** For serious disciplinary measures DET's Student Engagement and Inclusion Guidelines Disciplinary Measures will be followed.