



Greta Valley Primary School Policy and Procedure 2015

ENGAGEMENT POLICY

SCHOOL PROFILE

Greta Valley Primary School opened in 1993 as the result of the merger of the two remaining local schools and following the closure of several others over the preceding years. As a result the children are all bussed to school from a wide area around the school comprising Greta South, Hansonville, Greta, Greta West, Lurg, Upper Lurg, 15 Mile Creek, Ryan's Creek, Upper Ryan's Creek and Molyullah. These districts support two major centres, Wangaratta and Benalla. Our exit students will complete secondary school at any one of five secondary schools in one of these two locations. Our intake of prep students each year may have attended any one of nine different kindergartens. Parents work in either city if they commute to work, or have local employment or rural businesses. They support four different local fire brigades, several different football teams, churches in a number of centres and community activities in their own local districts. Many of our families have only met one another through the Greta Valley primary school. In all other aspects of their daily life they have a common link with only a section of our wider school community.

The support the school receives from our families is fabulous. They are committed to creating and maintaining the best possible local school they can. Fund raising is significant, comprising 15 – 20 % of our cash budget. Working bees are very well attended and our grounds are well maintained and improving every year as a result. Support is evident in classroom programs, excursions and outdoor education activities.

The school enrolment in 2015 is 37 and increasing next year. This has allowed us to offer two classrooms with full time teachers, Italian LOTE and Literacy Support, Blueearth P.E. and Music. We have mobile Art and Library vans each visiting once a fortnight. We participate in the Stephanie Alexander Kitchen Garden Program.

Our school has made outdoor education a major feature of its curriculum, with a strong belief that our children benefit enormously from this program. They are able to practise the very important life skills of persistence, organisation, resilience, getting along and confidence through these activities. Their overall level of fitness is raised and they are highly engaged in school as a result of the extensive program. This program is largely supported by the funds retained within the school by volunteer cleaning.

Greta Valley is one of five schools in the King Valley cluster and we share time together for sport, Outdoor Education camps, curriculum enrichment, planning and professional development. This avenue of contact with the cluster teaching community is very important for our small staff to develop and extend professional knowledge and support.

ADDED TO REGULAR, DIFFERENTIATED LITERACY AND NUMERACY LESSONS GRETA VALLEY PRIMARY SCHOOL ALSO PROVIDES:

- Comprehensive use of computer-based information technology and communication by the students.
- Extensive Outdoor Education Program.
- Staff participation in continuing education programs.
- Education designed for the individual student.
- Reinforcement of life skills that emphasise persistence, consideration, confidence, organisation and continuous individual improvement.
- Language Other Than English, Italian.
- Physical Education.
- Music Specialist.
- Visiting Art and Library Vans with specialist teachers.
- Significant support for children with Special Needs

Our motto is **THERE ARE NO LIMITS FOR THOSE WHO TRY**



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PURPOSE

Greta Valley P.S. offers a safe and welcoming environment that encourages a sense of belonging and connectedness in which students can achieve to the best of their ability through a sense of ownership and self-motivated learning.

Our school:-

- Provides a positive learning atmosphere
- Values academic achievement
- Promotes and encourages the qualities of consideration for others, fairness and service
- Prioritises individual growth and personal achievement
- Prepares the students for a successful future
- Places high expectations on staff and students alike

We value ...

- a sense of connectedness and belonging;
- a safe and nurturing environment;
- strong relationships and the development of social skills; and
- A whole school approach.

We value a sense of connectedness and belonging in which:

- Everyone is known as an individual and respected;
- We feel a part of our community; and
- The school community works together to contribute to the whole.

We value a safe and nurturing environment in which:

- We all see wellbeing and happiness as crucial;
- We value life-skills and social skills as a base for learning;
- We take ownership of learning and value education, curiosity and understanding.

We value strong relationships and the development of social skills in which;

- We work in openness and honesty;
- Opinions are expressed and discussion occurs;
- Difference is accepted and you can be who you are.

We value a whole school approach in which:

- We apply a holistic and inclusive approach;
- Everyone is given the opportunity to perform to the best of their ability; and
- We are proactive in identifying and problem-solving challenges and issues.

RIGHTS AND RESPONSIBILITIES

Greta Valley P.S. offers a safe, supportive and inclusive environment. We respect and maintain dignity at all times. We value and promote the rights and responsibilities of students, staff and parents.

Our Students have a right to:

- Learn in an environment that is physically and emotionally safe
- Stimulating learning opportunities
- Organised and committed staff

Our Students have a responsibility to:

- Treat other people with respect
- Be a contributing member of the School community
- Act in a receptive ready to learn mode
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- Behave in a correct manner according to the school’s trademark behaviours and Code of Cooperation

Our Staff have a right to:

- Be respected
- Teach in an environment that is physically and emotionally safe
- Be supported
- Access DET guidelines

Our Staff have a responsibility to:

- Ensure duty of care is provided for each student
- Follow the DET/VIT professional code of conduct
- Engage students in effective learning
- Teach effectively and ensure that feedback is given
- Teach to the School curriculum

Our Parents have a right to:

- Access the school and their child (unless there is a court order that says otherwise)
- Know that their child is in a physically and emotionally safe and supportive environment
- Information about their child and input into their child’s learning

Our Parents have a responsibility to:

- Inform the School about their child
- Provide a safe and supportive home environment
- Support their child in the learning process
- Support the education and values provided by the School

Shared Expectations Within Our Community

The School expects all students and staff to uphold the values outlined above.

Value	Expectations of Students	Expectations of Staff	Expectations of Parents/Carers
Respect	<p>Act fairly with care and compassion towards all</p> <p>Actively listen and acknowledge perspectives of others</p> <p>Show empathy towards others</p> <p>Arrive on time with all equipment needed for activities</p>	<p>Show fairness and act with care and compassion towards students</p> <p>Use a calm tone of voice</p> <p>Acknowledge positive behaviour</p> <p>Show empathy towards students</p>	<p>Inform the school of any relevant information or issues that the school should be aware of in order to properly cater for their son or daughter</p>
Integrity	<p>Be honest in all situations</p> <p>Be reliable, dependable and trustworthy</p>	<p>Be honest in all interactions</p> <p>Be reliable, dependable and trustworthy</p>	<p>Support the school values</p>



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	<p>Take responsibility for actions</p> <p>Look after and manage own and school property</p> <p>Speak up when something is wrong</p>	<p>Act in a responsible manner and hold students accountable for their actions</p> <p>Arrive on time and well prepared for activities</p>	
Community	<p>Establish and maintain genuine, positive and supportive relationships</p> <p>Be inclusive in interactions with other students</p> <p>Work collaboratively with other students</p>	<p>Establish and maintain genuine, positive and supportive relationships with all staff, students & schools</p> <p>Celebrate and value all people in an inclusive manner</p> <p>Acknowledge and work collaboratively with a shared meaningful vision</p>	<p>Work towards establishing genuine, positive and supportive relationships with the school</p> <p>Work collaboratively with staff towards a shared vision</p>
Educational Excellence	<p>Be optimistic and positive</p> <p>Adopt an adventurous attitude to initiate & undertake new & daring challenges</p> <p>Strive for resilience in adapting to challenges</p>	<p>Model optimistic and positive behaviour</p> <p>Adopt an adventurous attitude to initiate & undertake new & daring challenges</p> <p>Encourage resilience in adapting to challenges</p> <p>Deliver our curriculum in a professional & rigorous manner</p>	<p>Support their child by encouraging a positive and optimistic attitude.</p> <p>Encourage their child to undertake new & daring challenges</p>

SCHOOL ACTIONS AND CONSEQUENCES

Relationship based, whole school and classroom practices are the best way to support positive behaviours. Some students require additional support to develop pro-social, positive behaviours. A staged response, with reinforcement is sometimes required. This is best supported with calm, consistent and predictable school classrooms and environments that recognise all children's individual needs and provide appropriate support.

At Greta Valley P.S. children are supported by caring and astute staff. Classroom behaviour, playground activities, school data and parent communication are all valuable insights into social and learning behaviours. Staff seek appropriate professional advice and when required will implement a staged response. Some interventions applied as needed are Individual Learning Plans, Stop Think Do, Bounce Back.



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The following strategies may be employed when resolving behaviour misdemeanours:

- Teachers can remind, restate and redirect the offending student.
- Restorative circles and scripts that involve all affected parties can be used.
- Behaviour agreements can be written outlining expected behaviour and consequences for repeat offending.
- Group conferences can be used to address the behaviour within a group or an entire School cohort.
- Students can be referred to the Principal depending on the seriousness of the misdemeanour.
- The Principal may refer the matter to outside agencies such as police, counsellors and human services when it is deemed appropriate.
- Consequences such as temporary withdrawal from program, restrictions during non-program time, direct supervision, suspension from program and the expulsion from School can also be considered depending on the situation.

Discipline Procedures – Suspension and Expulsion

We will only exclude a student from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour. This will be done in consultation with the visiting school and taking account of their policy and procedures.

In applying consequences for unacceptable behaviour, both the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Consequences are applied to provide the opportunity for all students to learn, to ensure the safety of staff and students, and to assist students with accepting responsibility for their actions.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges.
- Withdrawal from program if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. Where appropriate, parents or carers will be informed of such withdrawals.
- Detention.

Corporal Punishment is not permitted at Greta Valley Primary School

Suspensions – guiding principles

When the principal determines that a suspension is justified, a Student Support Group meeting will be convened to provide a Notice of Suspension, explain the reasons for suspension, detail the school days on which the suspension will occur and where the suspensions will occur, provide contact details for additional support services, and develop a Student Absence Learning Plan that outlines school work to be undertaken during the period of suspension.

In the case of a student putting the health, safety and wellbeing of themselves, staff or other students at significant risk, the principal may suspend a student immediately, scheduling a Student Support Group meeting within 48 hours of the student being suspended. When a student is suspended it will be for the shortest time necessary. If the suspension is for five days, a post-suspension Student Support Group meeting will also be scheduled.

In determining whether to implement an in-school suspension or an out-of-school suspension, we will consider the educational, social and emotional impacts on the student and the school community.



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Expulsions – guiding principles

The principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to and from that activity), the student does anything for which they could be suspended and their misbehaviour is of such magnitude that, having

regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school's educational programs, an expulsion is the only available mechanism.

A Student Support Group meeting will be convened to explain the expulsion and provide the student and parents or carers with a Notice of Expulsion. Transition arrangements will then be implemented for the continuing education, training or employment of the expelled student.

Procedural Fairness

Consistency is a key component of procedural justice or fairness. In this context, procedural fairness relates to the procedure followed in the behaviour management process, as distinct from the outcome. This can involve:

- allowing all parties to voice their version of events, ensuring that thorough evidence was collected, and consideration was given to the context and circumstances of the event
- giving clear, evidence based reasons for decisions made
- in the case of suspension or expulsion, procedural fairness would involve ensuring that thorough evidence is collected, that the student is given an opportunity to voice their version of events, and that the student's individual education needs are considered prior to making the decision to suspend or expel.

SUPPORTING DOCUMENTATION AVAILABLE ON REQUEST AT SCHOOL

The Student Engagement Policy should be read in conjunction with:

Student discipline and procedures- suspension and expulsion guiding principles, DET 2009

Check list for staged responses

Outdoor education yearly program

Transition procedure

School Handbook - supplied to every family

This Policy was ratified by school council on