

## Rationale:

The Charter of Human Rights and Responsibilities Act (2006) states that all people are born free and equal in dignity and rights. As a public school it is the responsibility of the staff and students of Timboon P-12 school to uphold that basic principles of this Act and ensure that Freedom, Respect, Equity and Dignity are considered in all decision making.

### 1.0 PURPOSE OF POLICY

- 1.1 To provide a supportive, coordinated and consistent approach to the education and wellbeing of all Timboon P-12 students.

### Timboon P-12 School Profile Statement

Timboon P-12 School is located on eight picturesque tree filled hectares, 53 kilometres east of Warrnambool. Profile characteristics include:

- No public transport
- Rural remote classification
- A prominent dairy, and natural gas industry.
- Close proximity to tourist destinations along the Shipwreck Coast
- P-6 and 7-12 campuses connected by a covered walkway
- A 5-8 open plan Learning Centre
- A School/Community Library
- A common administration area.
- Families that have mixed socio-economic status
- Supportive involvement of parents in school programs and activities
- A small number of students have English as a second language and only a small number of students have parents from a non-English speaking background.
- Excellent Early years, VCE , VET and VCAL results.
- Naplan data indicates that the school is improving in meeting National Bench marks.
- Attitudes to school data is mixed and requires constant monitoring.
- Our joint community partnerships are varied and include: Our Community Library, our agricultural project, memorandum of understanding with local health services and shared use agreements with the local sports stadium

### 2.0 PRINCIPLES

- 2.1 Timboon P-12 School should support programs that develop the skills, knowledge and attitudes of students to their maximum potential.
- 2.2 The curriculum should be delivered in an environment that is friendly, safe, cooperative and well-resourced.
- 2.3 Teaching staff should be encouraged to use the e<sup>5</sup> model .
- 2.4 All school community members should be encouraged to respect the rights of others.
- 2.5 The principles outlined in Dr Stephen Covey's "7 Habits of Highly Effective People" should be used in the development of programs and policies.
- 2.6 The school motto: 'Strength Through Understanding' should be at the core of all school business.

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- 2.7 Community links should be established, encouraged and supported.
- 2.8 Student should have access to high quality counselling as required either through the Student counsellor and local YAC centre, the School Welfare Person (Commonwealth funded-Chaplain), School Psychologist, appropriately trained teaching staff.
- 2.9 Cultural activities, personal development, health promotion and harm prevention programs should be conducted at all year levels by trained staff and health promotion agencies.
- 2.10 School wide processes to identify and refer students at risk of disengagement from learning should be established
- 2.11 Early intervention programs and practices should be established and used consistently across the school

### 3.0 HOW THIS POLICY WILL BE PUT INTO PRACTICE

Level	Program	Guest Speakers	Whole School Approaches
Prep	Screening program School Nurse Oral language support	Give it a Go Week. (Corangamite Shire)	<b>Covey Program</b> Be Proactive
Year 1	Oral language support & Reading Recovery	Farm Safety Mobile Farm Safety Unit	Begin with the End in Mind Put First Things First
Year 2	Healthy Me, Healthy Teeth, Healthy Bones	CFA Mobile Unit Jump Rope for Heart	Think Win-Win Seek First to Understand and Then to be Understood
Year 3	Personal Safety-What's good for us and What's good for you	Quit Timboon Ambulance Service	Synergise
Year 4	Personal Safety-What's good for us and What's good for you	RACV program PAWS program (Pets as workers in School)	Sharpen the Saw <b>Student Wellbeing Programs</b>
Year 5	Healthy Life Styles Program (Food/Nutrition) Bike Education	Aspire Arthur Bolkus	Kids Matter including Open Day Transition programs K-P, 6-7
Year 6	Mental Health and Drug Education	Keys Please (Yr10)	Restorative Practices
Year 7	RAVE (Resilience / Peer group issues)	Harm minimisation (Safe partying)	Student Representative Council
Year 8	Year 8 Personal development program (80 min/20 233ks) Cows Create Careers	Cyber Bullying Corangamite Shire Youth Worker	School Captains Circle Time Mind Matters
Year 9	Reach Camps program 'Core of Life' First Aid Certificate (St. Johns) Bricks	Brophy	Friendly Schools & Families Positive Partnerships (AAETC) <b>Health promotion Programs</b>
Year 10	Urban Experience Drug Education Peer Support		Active After School's program Go for your Life (Canteen Accreditation)
Year 11	Health and Human Development 11/12 Transition		School Garden Lunchtime Activities
Year 12	Year 12 Orientation (Stress management/team building)		<b>Support Personal</b> Special needs coordinator Oral Language coordinator Reading Recovery Teacher Student Counselor Student Welfare Person P-6 PAWS Approved Religious Education

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			Syllabus (P-6) Offered to community annually dependent on more than 50% wanting to participate
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#### 4.0 Rights and Responsibilities

The basis of our school's approach to student management is the Rights and Responsibilities Policy (3.14). The purpose of this policy is to promote a happy, safe, supportive and stimulating learning environment that meets the needs of the school community. It encourages in students the development of responsible behaviour and self-discipline, through fairness, tolerance and respect for the rights and welfare of others. It is the Principal's responsibility to ensure that budgets and programs support the agreed responsibilities.

#### Agreed Responsibilities

"By using a common set of principle centred concepts and reinforcing them through language and practice we can better prepare our students for all aspects of life at and after school". "The personal and inter-personal principles set out in the '7 Habits of Highly Effective People' guide the effective learning and behaviour of all staff and students and support a curriculum designed to immerse stakeholders in best practice pedagogy within and beyond the school." (Timboon P-12 Leading Schools submission 2004)

Through consultation the following set of shared expectations have been developed to guide the school community in its efforts to maintain a high standard of student wellbeing and engagement

School Staff and Support staff	Students	Parents/Caregivers
<ul style="list-style-type: none"> <li>• Create an engaging lesson and provide an enjoyable classroom</li> <li>• Make sure every student has an equal opportunity to participate</li> <li>• Ask for student input into the curriculum and class environment</li> <li>• Listen to students and value their contribution (Seek first to understand and than to be understood)</li> <li>• Listen to parents insights into their children's learning (Seek first to understand)</li> <li>• Provide a wide range of resources to engage students</li> <li>• Follow the Staff Code of Conduct</li> <li>• Be on time</li> <li>• Display and model Covey Habits</li> <li>• Provide support for students during the school day</li> </ul>	<ul style="list-style-type: none"> <li>• Have a positive attitude towards school</li> <li>• When you ask for help you receive it</li> <li>• You are encouraged to ask questions</li> <li>• Class is an enjoyable place to be</li> <li>• Attendance at school is regular</li> <li>• You feel supported by your teacher</li> <li>• School is safe place for all students</li> <li>• You have a say in the subjects offered</li> <li>• You can get help when you need it</li> </ul>	<ul style="list-style-type: none"> <li>• Promote a positive attitude towards school and an education</li> <li>• Support your child in preparing for school</li> <li>• Cooperate with requests from the school</li> <li>• Ensure that your child attends school</li> <li>• Attend parent teacher interviews</li> <li>• Support the school curriculum when possible</li> <li>• Take an interest in your child's school work</li> <li>• Communicate clearly with the school about the needs of your child</li> <li>• Expect the school to engage high quality teaching staff</li> </ul>

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- Be accessible and available within the confines of working hours
- Display a non-judgemental attitude
- Trust and confidentiality
- Be understanding and caring
- Seek a win-win solution

## 5.0 Student Management Plan

At Timboon P-12 School positive behaviour will be acknowledged at all times (3.28 Student Recognition Policy). However when behaviour is inappropriate the consequences established in the Student Code of Conduct will be followed.

Restorative practices will be used prior to any more punitive consequences. The intention is for students to recognise what harm has been caused by their actions, what needs to be done to repair the harm and to make a commitment to make reparation.

The school uses a “Two-step Approach” in regard to physical aggression, verbal and physical bullying

Level	Incident	Likely Consequence	Engagement /Wellbeing Action Plan
1	<ul style="list-style-type: none"> <li>• Isolated, minor infringements of the rules</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal interaction between a staff member and the student: The aim is for the student to acknowledge that s/he has broken a rule and make a commitment not to do it again.</li> <li>• The interaction may include a reminder or explanation of the rule, discussion of the incident or a reprimand</li> </ul>	<ul style="list-style-type: none"> <li>• Provide quality classroom management professional development</li> <li>• Review the curriculum in terms of levels of student engagement.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Minor infringements of the rules on more than one or two occasions</li> <li>• An isolated incident where a consequence is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Where possible a logical consequence will be used.</li> <li>• Parents may be contacted if appropriate.</li> <li>• Actions may include: <ul style="list-style-type: none"> <li>○ Making an apology to the injured party, payment for any damage</li> <li>○ The student being required to prepare a written explanation of why the behaviour is unacceptable and show it to their parents</li> <li>○ Complete unfinished work</li> <li>○ Completing some community service</li> <li>○ A detention or being confined to a specified part of the yard for a short time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide quality classroom management professional development</li> <li>• Review the curriculum in terms of levels of student engagement.</li> <li>• Record student behaviour on the RISC program</li> </ul>
3	<ul style="list-style-type: none"> <li>• Continual minor infringements</li> <li>• An isolated incident of a more serious nature</li> </ul>	<ul style="list-style-type: none"> <li>• Logical consequences which also include an element of punishment. <ul style="list-style-type: none"> <li>○ Exclusion from activities</li> <li>○ Required to complete additional work,</li> <li>○ An attendance or behaviour report</li> <li>○ Community service</li> <li>○ Yard restriction</li> <li>○ Behaviour agreement</li> </ul> </li> <li>• Parents may be contacted if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a student support group</li> <li>• Develop an Individual learning plan</li> <li>• Seek counselling if required</li> <li>• Involve parents in a program support meeting</li> <li>• Record student behaviour on the RISC program</li> </ul>
4	<ul style="list-style-type: none"> <li>• Continual, serious breaches of the rules</li> <li>• An incident of a particularly serious nature</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and Principal class will be involved</li> <li>• Consequences will be specific to each case but are likely to include contracts, restrictions on the student’s movement or privileges and may include one or more of the consequences from a prior level</li> <li>• Suspension in line with DEECD guidelines 4.3 may be</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a student support group</li> <li>• Develop an Individual learning plan</li> <li>• Seek counselling if required</li> </ul>

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		considered	<ul style="list-style-type: none"> <li>• Involve parents in a program support meeting</li> <li>• Seek support from Regional staff</li> </ul>
5	<ul style="list-style-type: none"> <li>• Continual, serious breaches of the rules</li> <li>• An unacceptable behaviour of a very serious nature</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension in line with DEECD guidelines.</li> <li>• Extreme situations may lead to expulsion in line with DEECD guidelines 4.4</li> </ul>	<ul style="list-style-type: none"> <li>• Principal convenes a student support group meeting (including parents)</li> <li>• Enrolment at another school</li> <li>• Regional involvement</li> </ul>

## 6.0 Evaluation

This policy will be evaluated every three years as outlined in Policy 3.8: Evaluation or earlier if DEECD guidelines change.

The Data collected from Student opinion/Parent opinion/Staff opinion will be used to influence policy direction

## 7.0 Supporting Documentation

### Supporting Curriculum Support Program Policies:

2.1 Camps

2.3 Cultural Experiences

2.4 Supporting Students with Disabilities, Impairments and Special needs.

2.10 Drug Education

2.11 PAWS

### Supporting Policies

3.3 Bullying

3.5 Community Involvement

3.6 School Leaders

3.10 Gender Equity

3.12 Nutrition

3.14 Rights and Responsibilities

3.15 Sexual Harassment

3.16 Social Justice

3.19 Student Welfare

3.24 Offensive Materials

3.27 Privacy

3.28 Student Recognition

3.32 Procedures for dealing with disruptive Primary Students

3.34 Student Leaders

3.37 Attendance Policy

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