PARENT INFORMATION 2014

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Welcome to Pakenham Hills Primary School

We are pleased to welcome you and your children to our School Community. We hope that your journey with us will be educationally valuable and a happy experience for you and your children. We would also like to think that the School Community may benefit from your presence and contribution to its progress.

Pakenham Hills Primary School provides a comprehensive curriculum based on the National Curriculum content using Victoria's AusVELS. This curriculum framework gives guidelines as to what is expected as core skills, knowledge and understandings at particular developmental stages.

The core subjects of English, Mathematics, History and Science are outlined as are subjects of The Arts and Physical Education. At Pakenham Hills Primary School we focus on these areas along with developing the social and emotional well-being of all students.

Nurturing children is seen as a shared responsibility between home and school. Parents are encouraged to assist their children's learning and participate in school activities. This can be achieved through effective communication, parent/teacher interviews, assisting in classroom programs, swimming, camps and excursions, regular newsletters, participation in the Parents and Friends Association and School Council. We hope that by working in partnership we may assist your children to progress happily through their primary school education.

Our Staff are a co-operative caring team who encourage all children to reach their full potential. The school is committed to ensuring the teaching staff receive regular professional development and that they are innovative, enthusiastic, caring and knowledgeable. Children are supported by Education Support Staff who are experienced, dedicated and committed to the successful operation of our school. Our Staff and School Community work together as a team for the benefit of the children.

Dale Hendrick
Principal
ATTENDANCE
To help Prep children make the transition to school life and to enable teachers to conduct individual observation during the first few weeks of school, Prep children will attend school on:

Monday, Tuesday, Thursday and Friday ONLY in FEBRUARY

PREP FREE DAYS 2014
January 29th
February 5th 12th 19th 26th

Prep Free Wednesdays are used for parent/teacher interviews to discuss individual children’s needs and for testing purposes – Preps will commence full-time schooling on Thursday 27th February 2014.

TERM 1 COMMENCES
Tuesday 28th January - Staff members
Wednesday 29th January - Year 1-6 students 9:00am – 3:10pm
Thursday 30th January - Prep students 9:00am – 3:10pm

SCHOOL HOURS
Session 1 & 2 9.00am – 11.00am
Morning Recess 11.00am – 11.30am
Session 3 & 4 11.30am – 1.15pm
Lunch-Eating Time 1.15pm – 1.30pm
Lunch-Playtime 1.30pm – 2.10pm
Session 5 2.10pm – 3.10pm

TERM DATES 2014
1st TERM 28th January - 4th April
2nd TERM 22nd April - 27th June
3rd TERM 14th July - 19th September
4th TERM 6th October - 19th December

ENROLMENT REQUIREMENTS
- Student Enrolments must be on an Official Enrolment Form signed by a parent/guardian
- The child must be a minimum of 5 years on or before 30th April in the year of commencement at school unless authorised by DEECD
- The DEECD Enrolment Auditor requires that a photocopy of a child’s Birth Certificate now be filed at the school
- It is essential that the school is supplied with an up to date Immunisation Certificate for your child prior to commencing school.

Your history statement from the Australian Childhood Immunisation Register (ACIR) is acceptable, if it states at the bottom of the page “This child has received all vaccines required by 5 years of age”. If your child has completed all immunisations and you have not received a history statement, call ACIR on 1800 653 809.
IS YOUR CHILD READY FOR SCHOOL?

Readiness for school is an important factor for consideration before starting school, despite the responsive and adaptable programs that schools provide for children and the emphasis upon individual learning for each child.

International research states that certain areas of development and maturity are essential for children so that once at school, they are able to maximize the opportunities provided.

The key areas of maturity and development are social and emotional development.

Contrary to what most people believe, reading, writing and knowing colours or numbers are not readiness indicators.

Examples of social and emotional maturity include:
- Expression and recognition of feelings
- Self-concept
- Attachment and separation
- Awareness of others
- Interactions with others
- Speech and concentration

If you already have a child in child care or 3 or 4 year-old kindergarten, the qualified kindergarten teacher, alongside the parent, is usually the most able to appropriately assess a child for readiness. Preschool field officers, most often attached to local governments can provide additional information and assessment of children at no charge in the funded 4 year old program. Private consultants can also conduct assessments for a cost.

Given the difficulty in having two years of funded Kindergarten in Victoria, families are being encouraged to plan ahead in determining when they would like their child to commence school. Obviously, we cannot know at the age of 1 or 2 years if a child will be ready, but there is some useful information that may help families in the planning process.

- Young boys, according to some research, may benefit from having an additional year to mature before commencement.
- Multiple births or children significantly premature may also benefit.
- Remember that Victoria has one of the youngest age entries into school of anywhere in the world.
- Ask yourself “Am I in a rush to send my child to school?”
- There is no detrimental impact of giving a child an additional year; in fact it is often viewed as a bonus year.

Don’t assume children will magically ‘catch up’ once they start school. In the majority of cases, they don’t, and in fact the problems in maturity usually become more pronounced.

Don’t send a child to school already thinking they can repeat Prep if needed. We want the first year of school to be exciting, successful and not just one where the child attempts to ‘cope’ and then has to do it all again.

Readiness for school or kindergarten is about having the maturity to make the most of these early years.

We acknowledge that this information was sourced from the book, “What’s the Hurry?” by Kathy Walker which has a number of chapters related to readiness, preparation and choice of school. Speak to your local kindergarten teacher.
THE PREP YEAR

During this year the foundations for later learning are laid. It is essential that children quickly gain confidence in the school situation in order to achieve academic and social success.

Children will learn best when:
- They feel welcome and confident
- They are encouraged and expected to learn
- Their natural curiosity is aroused
- They are actively involved – sharing, discovering, problem solving, explaining and purposefully doing
- They feel safe
- They feel challenged
- They are mature enough to master the task
- The task is interesting and makes sense
- They have the opportunity to observe and model others
- They have plenty of chance to practice
- Their learning is valued
- They value themselves and others

Before starting school your child should know:
- How they will get home each night
- To take home belongings each night: coats, hats, bags, etc
- To put things away after use
- How to dress themselves
- How to fasten their shoes
- How to use a handkerchief properly
- How to wash their hands properly and why they need to wash them
- How to recognise their printed name

Safety Issues
Teach your child to:
- Use the safest, most direct route between home and school
- Always use the Safety Crossings
- Exit the car via the left door only - footpath side
- Stop and look both ways before crossing roads
- Walk on the footpaths
- Never run from behind parked cars
- Never accept rides from strangers
- Never bring dangerous or valuable items to school
- Never leave the school ground until dismissed
- Not to go home with playmates unless they have been given permission to do so
- Always leave pets at home

Also be aware that children become very worried if they think parents are late collecting them. This is one worry you can save your child during the first few weeks. Please try to be on time at ‘home time’.

If you do have a specific difficulty, please come and discuss it with the class teacher. The teaching staff will do all they can to make your child’s first year at school a happy one, so let us know how we can help.
**CURRICULUM**
At Pakenham Hills Primary School we work within the AusVELS framework based on our National Curriculum. The AusVELS informs all of our curriculum planning and delivery.

Teams of teachers plan together to deliver a comprehensive curriculum to engage and prepare students to manage themselves so they have the opportunity of becoming active participants in their world. Teachers report against this content and the set of achievement standards twice a year and meet with parents to discuss progress and plan for success.

A team of support staff work closely with classroom teachers to cater for individual differences. They collaborate to plan targeted programs that ensure student learning is improved and optimised.

We aim to engage our students by planning meaningful and enriching learning experiences so students can experience success.

Teachers make the learning goals very clear to students and identify what success looks like. The next steps for learning are recognized and feedback is provided by the teacher.

The core subjects of English and Mathematics are a major focus, with Specialist subjects offered being Science, Physical Education and Performing Arts.

We continually monitor, assess and identify the needs of all students in order to cater for them in a targeted manner. Just as young children attain various milestones (walking, talking) at different times, we identify students’ next steps for learning.

**SCHOOL UNIFORM**
Our School Uniform can be purchased from BELEZA School Uniforms. Shop 2/56 John Street Pakenham (03) 5941 4989.

**LIBRARY**
The services of the School Library are available to all children and parents. The school has a parent library including books, pamphlets & videos on a range of parenting topics.

In order to preserve books on loan, all children should have a protective bag to carry books to and from school. It is the responsibility of each parent to replace or pay for any book lost of damaged by their child.
**PHYSICAL EDUCATION**
Children are required to wear non-marking sneakers for Physical Education.

**ART/CRAFT**
Children are required to have an art smock to protect their school uniform during Art.

**EXCURSIONS AND CAMPS**
In common with most other schools, excursions and/or school camps are arranged at regular intervals during the year to enable children to experience a variety of real life situations. Care is taken to make sure that there are educational objectives for each excursion/camp and that they relate to class work.

We endeavour to run all camps and excursions at a minimum cost to parents.

For all excursions/camps parental written permission is needed. Children must wear school uniform on excursions unless otherwise advised.

**ROLE OF THE SCHOOL COUNCIL**
School Councils are responsible for:

- The formation of School Policy within Department guidelines
- The maintenance of cleaning of buildings and grounds
- The financial management of the school's resources
- The promotion of the interest of the school
- The employment of non-teaching staff
- The development of the school's facilities and their use by others
- Fundraising activities

Our School Council composition is 8 Parents and 4 Department of Education & Early Childhood Development Employees and 1 Community Representative (Parents & Friends Social Committee).

Elections for the members are held annually. Regular meetings are conducted at the school.

**PARENTS & FRIENDS ASSOCIATION**
Pakenham Hills PFA meets each month. The PFA supports the school through fundraising and other areas.

Participation in the PFA is one way in which you can support your child and their school in a friendly informal environment. New members are always welcome. All meetings start at 1:30pm.

If you have any questions please contact Bec Wilkin PFA President on 0409 188 222.
ABSENCES/EARLY DISMISSAL
All children are expected to attend school punctually and regularly. Please try to make medical and dental appointments outside school hours. However, a sick child cannot work well and may be a risk to others. If children are ill, please keep them at home.

If an occasion occurs when you need to collect your child early for doctor, dentist, optical or other appointments it is required that you:

- sign the child out at the Office
- complete a red early pick up slip (at the office) and take it to the class teacher before collecting your child.
- No child will be allowed to go home unless the red early pickup slip has been given to the teacher, except when you child is collected from the sickbay.

Due to the noise level outside it is difficult for your child to hear announcements during recess and lunchtime. If possible please try to collect your children before or after these times.

N.B. If a person other than a parent is collecting the child, the parent must notify the school prior to collection.

The Department of Education & Early Childhood Development requires all absences be explained in a note which should be given to the class teacher on the child’s return to school. These forms are available at the Office.

PUNCTUALITY
It is important that children arrive at school in time to commence the day’s activities. As a safety measure the names of all children arriving late will be recorded.

Parents bringing children to school after the commencement of the teaching program (9am) are asked to go via the Office and fill out the Late Book.

VISITORS
As a security measure All Visitors to the school are requested to sign in at the Office and wear a School Visitor badge while on the premises.

TRANSFERS
Should you require a transfer to another school, please give advance notice where possible. Requests should be made in writing or a personal visit made to the Office, stating if known, the name of the new school, suburb or state, your new address, and the date your child will be leaving.

NEWSLETTER & NOTICES
To keep parents informed of school news, newsletters are sent home fortnightly on a Thursday with the eldest child in the family.

Please encourage your child to bring home all notices as they contain important details about school activities.
STUDENTS WITH DISABILITIES AND IMPAIRMENTS
Pakenham Hills Primary School has a policy which provides students with impairments and disabilities access into the social and educational life of this school.

If your child has specific educational needs or may require additional support to participate in school life please let staff know when you enrol.

END OF TERM DISMISSALS
On the Friday before each school vacation, all children will be dismissed at 2.30pm. End of year procedures will be published via the School Newsletter.

CURRICULUM DAYS
A number of days per year are set aside by the Department of Education & Early Childhood Development for Staff Professional Development. Children do not attend school on these days. Teachers use this time to plan curriculum, policy and attend professional development.

Out of School Hours Care usually run a program on these days - booking is required.

OUT OF SCHOOL HOURS CARE
Cardinia Shire operates an Out of School Hours care program at our school Monday to Friday 6.30am – 9.00am and 3.10pm – 6.30pm. Vacation Care is available during the school holidays from 6:30am – 6:30pm.

For enrolments, bookings, cancellations and payment options please phone 1300 787 624.

LUNCH AT SCHOOL
Children eat lunch in their classrooms between 1.15pm – 1.30pm. No glass containers or bottles please.

The School Canteen operates Monday to Friday for PRE ORDERED snacks and lunch ONLY. No over-the-counter sales are available in line with our “Go for your Life” guidelines, and to keep rubbish in our school yard to a minimum.

Lunch orders should be written clearly on a paper bag stating child's name, grade, and room number, with correct money enclosed. Orders are placed in the classroom basket and must be at the canteen by 9:30am each morning. A price list is available from the Office.

LOST PROPERTY
Any lost property found in the school is kept in the Sick Bay, opposite the office. Please label all items clearly. Any items unnamed or left unclaimed at the end of each term will be disposed of.

PRIVATE PROPERTY
Please do not allow children to bring valuable items to school. Private property brought to school by students is not insured by DEECD, and WILL NOT be replaced if lost or stolen.
HOMEWORK
At Pakenham Hills Primary School we believe a regular homework routine is important to encourage children to develop research and information finding skills which will be of lifelong benefit. Each year classroom teachers will ascertain what homework is to be completed.

ASSESSMENT AND REPORTING
Evaluation of your child's progress throughout his/her school life at Pakenham Hills Primary School is continuous. It is designed to provide your child, their teacher and yourself, with relevant and appropriate information on several aspects of his/her progress. This includes levels of attainment, attitudes and how your child's development may be assisted to achieve their best.

PARENT/TEACHER INTERVIEWS
These are conducted both formally and informally. An informal interview is held early in the year so that a sharing of information can take place between parents and staff. A second interview is planned following the distribution of 1st semester reports.

Parents are welcome to visit the school to discuss any concerns with their child's teacher - but please arrange a mutually agreeable time.

BICYCLES & SCOOTERS
Children are encouraged to walk to and from school. We have a scooter shed available for the storage of scooters. There will always be a risk of bicycles and scooters being stolen or damaged when brought to school. Please ensure your child has a bike lock to secure it in the bike shed. For safety reasons we do not encourage Prep children to ride bicycles or scooters to school. All cyclists must wear a correctly fitted bicycle helmet as required by law. Please ensure the helmet has the child's surname clearly printed on it.

The School will not take responsibility for loss or damage to bicycles or scooters

CAR PARKING
Car parking access is restricted. Cardinia Shire regularly patrol our crossing and car park areas and fines are issued for traffic offences. We urge all parents to take extreme care when dropping off and picking up children.

The Staff Car Park is for STAFF USE ONLY and should not be used for dropping off and picking up of students.

The Bus Loop MUST NOT BE USED for dropping off and or picking up of children.

SCHOOL CROSSING
The School has four supervised School Crossings for the children to use: the intersection of Princes Highway, Murphy Rd another at Army Road (near the bus loop) and one on Kennedy Road. Please ensure that your child knows where these crossings are and how to use them correctly.

SAFETY
Please help us to help your child.
Children should know their:
- Full name
- Address
- Telephone number
- How they will get home each night
INFORMATION UPDATE
It is of the utmost importance that the Office be made aware of any changes to your telephone number and address for home and business, and that names and phone numbers of your emergency contacts are kept up to date.

FIRST AID
The school employs a full time First Aid attendant. In case of a minor injury, first aid will be administered at the school. In case of serious accident or illness, an ambulance will be called and parents contacted (if you are not the holder of a current Pension or Health Care Card - it is recommended you take out Ambulance Cover for your family)

We should also have a record of any known medical problems your child may have. Please ensure Rose (in the sick-bay) and your child’s classroom Teacher are made aware of all medical issues relating to your child.

ASTHMA
If your child has Asthma you are required to provide the school with current details of Asthma medication and management by completing an Asthma Management Form, available from the Sick Bay. Specific contact numbers such as parents, doctors and emergency contacts must be listed with the school and parents are requested to inform the school of any changes to this information.

Parents must provide prescribed labelled asthma medication. Dosage instructions and medication are to be kept in the sick bay. Management of a child’s asthma attack will follow his/her plan as per the school’s asthma form.

MEDICATION
If your child requires any medication to be administered during the day, please make certain that it is fully labelled and in original packaging with child’s name and dosage instructions. Forms are available at the school office regarding permission to dispense medication. Full records are maintained detailing students receiving medication at school. All medication will be kept in a locked cupboard in the sick bay and dispensed by the appropriate personnel.

DENTAL HEALTH SERVICE
Pakenham School Dental Service is located at 6B Henry Street Pakenham. Appointments can be made on (03) 5941 2644.
Mission Statement
“At Pakenham Hills Primary School our motto is ‘Life is for Learning’. Our mission is to provide each child with the life-long learning skills, knowledge and social development that will enable them to reach their full potential and participate successfully in our society.”

Introduction
Our purpose is to ensure that we create a learning environment where all students take responsibility for their learning in order to reach their personal best. At Pakenham Hills we create a safe, positive and supportive learning environment.

PHPS School Value Statements

Respect: Respect is the way we communicate and show our actions and behaviour towards others. Respect is shown by:
- Listening to others in a non-judgmental way, and valuing their views
- Understanding and accepting the differences and needs of other people; finding the win/win outcome
- Taking/accepting actions that are for the common good

Teamwork: Teamwork is a group of individuals working together co-operatively to effectively reach a common goal. Teamwork is shown by:
- Willingly working together to achieve shared goals
- Planning together, sharing ideas and resources
- Actively encouraging others

Positive Attitude: Our school community aims to provide a flourishing and prosperous environment for all members. We will undertake or role in a friendly and encouraging manner. Positive attitude is shown by:
- Finding the positive/good in situations or events
- Making positive and encouraging comments to others; acknowledge others’ successes
- Smile, remain happy and be open to new ideas
- Actively participate in school events

Honesty & Integrity: Honesty and integrity is being open and honest in your interactions with others whilst upholding and acting upon shared beliefs. Integrity is shown by:
- Speaking openly and honestly, whilst showing empathy and respect for others
- Being reliable, trustworthy and truthful

Communication: Communication is sharing information on a regular basis in an open and inclusive manner. Communication is shown by:
- Ensuring everyone is involved and informed
- Making sure that communication and discussion are open, inclusive and transparent
- Assisting everyone to share information effectively

We believe that engagement and school connectedness underpin effective student learning. Student engagement has three interrelated components: behavioural, emotional and cognitive.

- **Behavioural engagement** refers to students’ participation in education, including the academic, social and extracurricular activities of the school.
- **Emotional engagement** encompasses students’ emotional reactions in the classroom and in the school. It can be defined as students’ sense of belonging or connectedness to the school.
• Cognitive engagement relates to students' investment in learning and their intrinsic motivation and self-regulation.

STUDENT ENGAGEMENT PRACTICES
Our Student Engagement Practices are designed to enhance students' sense of self worth through the development of positive relationships between students, teachers, parents and the community in a supportive and safe learning environment.

We believe that a positive approach to student wellbeing and behaviour management will promote the development of mutual respect, personal responsibility and individual self-discipline.

The Student Engagement Practices is based upon the following principles:

- An expectation and belief that students will act as responsible members of the school community
- Promotion and development of positive self-esteem and an optimistic attitude
- Requesting that students display courtesy and respect for the rights and well being of others
- Fostering positive decision making and accepting responsibility for one's choices
- Implementation of a variety of school based programs to enhance and nurture the needs of our students

Aim
Through the implementation of student engagement at Pakenham Hills PS we aim to:

- Create a positive school culture.
- Build a safe and supportive school environment.
- Develop positive, supportive and respectful relationships between staff, students and parents.
- Promote pro-social values and behaviours.
- Actively encourage student participation.
- Engage with parents / carers.
- Implement preventative and early intervention strategies.
- Respond appropriately to individual students requiring additional assistance and support.

Key Considerations of Student Engagement

1. Creating a positive school culture;
The creation of a positive school culture that is fair and respectful is a key aim of this policy. A particular focus will be placed on establishing positive and respectful relationships, particularly between teachers and students, and establishing a school community that provides multiple and diverse opportunities for students to experience success. Positive relationships between teachers and students are a key factor in engaging students and meeting both their academic and emotional needs. Students want their teachers to recognise them as individuals, not just as learners. Acknowledging the diversity of the student population is central to creating a positive and inclusive school culture.

2. Building a safe and supportive school environment;
Building a safe and supportive school environment is essential to student engagement and wellbeing. Students can only learn effectively in environments in which they feel safe and supported and where their teachers have high expectations for their learning. At Pakenham Hills PS we believe that tolerance and respect are core values in building a safe and supportive school environment for all. Well-run, consistent and fair classrooms are central to the establishment of our safe school environment. It is important that teachers involve and engage all students, set high expectations, seek feedback from students and send two very clear messages to every child –
‘you can succeed’ and ‘I will help you do that’. Transition programs and practices at the different stages of schooling will minimise anxiety, increase resilience and ensure that students make successful transitions between year levels.

3. Positive, supportive and respectful relationships;
A key element of successful engagement is that all our staff, students, parents/carers and members of the whole-school community exhibit positive relationships and value difference, as this supports both a positive school environment and effective classroom learning. Our classrooms should be inclusive and cater for the learning needs of all students, based on key understandings of each student and their particular learning needs. Where appropriate it is important to adapt current pedagogical knowledge and thinking and apply it in different ways, so that each student is engaged in meaningful learning experiences. Expecting positive and supportive relationships between students, their peers and teachers is an important aspect of students taking personal responsibility for their behaviour and in understanding what it is to treat others with respect and tolerance.

4. Promoting pro-social values and behaviours;
Promoting and teaching pro-social values and behaviours helps young people to engage with school, their peers, their teachers and their learning. The school and staff will have clear expectations of individual responsibility and foster positive relationships among students. The Victorian Essential Learning Standards (VELS) includes the learning domain of Physical, Personal and Social Learning, which encourages students to work with others, and to take greater responsibility for their own learning and participation at school. In the context of the VELS, our school curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

5. Encouraging student participation:
Encouraging active and meaningful student participation and providing all students with opportunities to contribute and provide feedback to the school and the classroom ensures that student’s feel valued and empowered. Meaningful involvement of students means ‘validating and authorising them to represent their own ideas, opinions, knowledge and experiences throughout education in order to improve our schools’ (Fletcher, 2005).

Students should be supported and encouraged to be active participants in their education, including involvement in decisions about what and how they learn, and how their learning is assessed. Providing opportunities and encouragement for all students to participate promotes active student participation and provides students with a sense of ownership of their environment.

6. Engaging with Parents / Carers:
An important element of engaging students is to develop an environment that openly engages all families in the education of their children. A key aspect will be the creation of a welcoming culture for parents/carers and families. Pakenham Hills will develop processes and strategies to support families to engage in their child's learning and build their capacity as active learners.

Keys to successful partnerships with parents/carers and families include:
- ensuring all parents are aware of the school’s Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and student to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- co-ordinating resources and services from the community for families, students and the school
• providing opportunities to enhance parenting knowledge and skills

7. **Implementing preventative and early intervention approaches:**
Implementing preventative and early intervention strategies to support student engagement and address individual barriers to learning are a key part of a Student Engagement Policy. Prevention strategies should target the whole school community, and be designed to reduce any risk factors that may contribute to attendance or behavioural issues, while at the same time increasing protective factors in order to support student engagement and positive behaviour. Prevention strategies should be based on a comprehensive knowledge of the community's and students' needs and therefore provide a solid platform for inclusive educational provision. Effective early intervention strategies enable early identification of vulnerable students and those at risk of disengagement from school. Implementation of these strategies should establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.

8. **Responding to individual students:**
Pakenham Hills PS has processes in place to identify and respond to individual students who require additional assistance and support. Where appropriate coordinated early intervention and prevention strategies will utilise relevant school level or external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Our early intervention processes will be focused on those groups and individuals that are at higher risk of harm or disengagement from education. Strategies and processes will be developed to support students displaying inappropriate coping skills, stress reactions, depressive symptoms and other personal and social vulnerabilities with the key purpose being to increase the levels of engagement, protection and positive support for these students at school.

**Sustaining an Engaging and Supportive School Environment**

All students have a right to a safe and caring school environment.

To ensure that we have a safe and secure school environment the following values are encouraged:

1. **A Safe and Caring School**
2. **Fair Play**
3. **Respect and Pride in Our School**
4. **Respect and Pride in Ourselves**
5. **Cooperation**
6. **Courtesy**
7. **Following the school rules**

1. **A Safe and Caring School**
   
   To ensure we have a safe and caring school the following values are encouraged:
   - Students will speak and act politely to all other students and adults within and around the school
   - Students will maintain eye contact when they are talking to others
   - Students are kind and friendly to others
   - The school crossing is to be used by students, parents and teachers when the flags are displayed

   To ensure that we have a safe and secure school environment the following actions are unacceptable:
   - Being in the school buildings during recess and lunchtime without permission
   - Riding bikes, scooters, skateboards or rollerblades/skates in the school grounds
   - Climbing on trees or structures other than designated playground equipment
   - Leaving the school grounds without permission
   - Bringing glass containers of any kind to school
   - Bringing chewing gum/bubble gum, liquid paper to school
- Bringing toy guns, pocket knives and any other toys which are dangerous or symbols of violence

- Bringing electronic equipment to school
- Continually excluding others from activities or games in the classroom or in the playground
- Visitors being on school property without a visitors pass
- Bullying and harassment including teasing, ‘ganging up’, continuous exclusion from games, offensive language and name calling
- Throwing inappropriate objects (eg. sticks, gumnuts and stones)

2. Fair Play
To ensure we have fair play the following is encouraged:
- Good sporting behaviour is to be demonstrated at all times
- We make sure that we always tell the truth
- We make sure that the games we are playing are safe and fair to all
- Accept the umpires decisions

To ensure we have fair play the following is unacceptable:
- Interfering with other people’s belongings or games

3. Respect and Pride in Our School
To ensure we have respect and pride in our school the following is encouraged:
- Students will keep the school grounds neat and tidy to demonstrate pride in their school
- Rubbish will be put in the rubbish bins
- Food will only be eaten in the eating areas
- Students will resist playing in or around the toilets
- Students will take care of the school buildings and the equipment in the school
- Students will arrive at school and our classrooms on time

4. Respect and Pride in Ourselves
To ensure we have respect and pride in ourselves the following is encouraged:
- All students will wear a school uniform. This includes appropriate sportswear and a wide brimmed hat when outdoors in terms one and four. Parents are requested to provide a written explanation if their child is out of uniform
- Students are expected to engage with others in a positive and respectful manner
- Students will wait their turn to speak and allow others the opportunity to have their say
- Hair that is at shoulder length or longer will be tied back. Coloured hair is inappropriate at school
- Students look after their school belongings and complete all bookwork with care. Graffiti on school belongings and in bookwork in unacceptable

5. Cooperation
- It is expected that students will promptly comply with reasonable requests from all members of staff at all times

6. Courtesy
- Students are to knock on the door before entering another classroom
- The music will sound 5 minutes before the bell after each break. The music is to indicate that play is almost finished and students are to start moving towards their classroom area. By the time the bell rings, students must be ready to enter the classroom in their designated line up area
- Interruptions will be kept to a minimum including PA announcements

7. Following the School Rules
- It is expected that students will comply with the school rules and behaviour expectations at all times
Rights, Responsibilities and Expectations
All members of our school community have rights and responsibilities

Rights of all school community members:
- to be treated with respect
- to be accepted as individuals
- to feel safe in the classroom and playground
- to be listened to and have our opinions respected
- to have their property respected
- to an educational environment that cares for and values all its members

Expectations and responsibilities of all school community members:
- to respect, care for others and to treat others the way we would like to be treated
- to listen to others and respect their opinions
- to repair the harm or make things right when things go wrong
- to take care of personal and school property
- to respect others property

Rights of students:
- to be safe and happy at school
- to be treated fairly and with tolerance and respect
- to be able to participate in all school activities free from disruption, interference and harassment
- to be able to engage effectively in their learning and experience success
- to have their personal space respected by all other students

Expectations and responsibilities of all students:
- to not engage in any form of bullying behaviour of any other student either verbally or physically or through the use of technology
- to follow and respect classroom and school rules
- to respect and preserve the rights of others to learn and participate in a safe school environment
- to accept consequences when they choose to behave inappropriately
- to participate fully in the school’s educational program and to attend regularly
- to wear school uniform at all times, including a hat during terms 1 & 4
- to display positive behaviours that demonstrate tolerance, consideration and respect for themselves, their peers, their teachers and all other members of the Pakenham Hills school community

Rights of staff:
- be treated with respect and courtesy and feel secure as part of a team
- to be able to communicate with parents in an atmosphere of mutual respect
- to receive professional support and to seek and receive assistance or advice as deemed necessary
- to have students whose attendance is both punctual and regular
- to be provided with information relevant to any given child whose wellbeing is at risk or where there are special medical or emotional needs
- to be treated with consideration and respect by all school community members
- to expect strong support from the school community (Principal, staff, school council and parents) in the pupil management and engagement process
- teachers have both a right and a duty to ensure the well functioning of the school environment and to preserve the rights of others through implementation of the school’s pupil management processes
Expectations and responsibilities of all school staff:

- to provide an educational environment that ensures all students are valued and cared for
- to educate their students within the guidelines of the agreed curriculum, processes and policies of Pakenham Hills PS
- to develop and deliver an appropriate, relevant and challenging curriculum that gives all students the opportunity for success in their learning
- to deliver and support the school’s social development and values programs
- to model and promote positive social behaviours behaviour between all school community members
- to maintain respectful and professional communication with parents
- to give children recognition as individuals and allow them to put forward their point of view
- to provide positive and relevant feedback to students about their behaviour and work
- to fairly, reasonably and consistently implement student behaviour management guidelines for all students at Pakenham Hills PS
- to ensure that curriculum provision is inclusive of the needs of all students

Rights of parents:

- that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are expected
- that their child will be treated fairly and consistently at all times by school staff
- to have access to staff at a mutually arranged time
- be informed about the progress of their children and be notified when their children display inappropriate behaviour
- to timely communication of any needs or issues that may affect their child’s education or safety
- through negotiation with their child’s teacher to be involved at school in the education of their child if they so choose

Expectations and responsibilities of all parents:

- to expect their children to treat other school community members with care, courtesy and respect
- to expect their children to respect and obey school rules
- to support the school in the implementation of its student engagement policy and pupil management programs
- to keep sick children at home and to notify this to the school by a phone call or note
- to ensure their children get a good night’s sleep so they can engage fully in their learning each day
- to ensure the school is informed of their current phone number, address and an emergency contact person or if there are changes to court orders or intervention orders
- to collect their child from school when the said child’s behaviour has made them a danger to others or themselves or they are injured or too ill to continue at school
- to ensure that children are sent to school clean, rested, healthy and with sufficient food
- to their child’s attendance at school is regular and punctual
- to be involved in and supportive of their children’s education which includes support in completion of homework
- to encourage positive attitudes and values
- direct any concerns initially to their child's teacher and then to the Principal with not satisfied with the teacher's response
- to communicate with school staff in an atmosphere of mutual respect
- to support the school in its efforts to maintain a positive teaching and learning environment
Student Engagement and Wellbeing
Restorative Practise at Pakenham Hills PS

To create a positive approach to student wellbeing at Pakenham Hills Primary School, we believe all students have the right to be treated equally, respectfully and consistently in a safe learning environment.

All students have the right to feel valued, have a sense of belonging and are given the opportunity to achieve success.

Effective student engagement is premised around staff and students creating and sustaining a positive school environment that is both respectful and fair for all its members. It is important that all school staff and community members model and promote pro-social values and behaviours. As a community it is important that interactions are built upon positive, supportive and respectful relationships that value diversity.

A positive and successful approach to student wellbeing at Pakenham Hills Primary School will include:

- Being actively involved and committed to being a “Kids Matter” School.
- The school environment itself, particularly staff-student relationships and staff-parent relationships, will be characterised by mutual respect and understanding. It is important that the staff model the very qualities and values they seek to nurture in the students.
- The teacher and school will create opportunities (in the classroom and through school programs) for students to exercise school values of respect, teamwork, positive attitude, integrity, honesty and communication.
- Clearly defined classroom and school expectations that focus on positive student engagement whereby students take responsibility for their own behaviour.
- Using restorative practises “Managing Feelings” and “Who’s Driving Your Bus?” to resolve a breakdown in relationships.
- An understanding that students’ behaviour, both positive and negative, has an impact on themselves and the community around them.
- That there be a school wide commitment to a consistent and positive approach to student management and student wellbeing.
- That behaviour management plans are important tools in focussing on developing goals and strategies for individual students to assist them to modify or change their behaviour.
- A belief that student wellbeing and engagement are areas for co-operation and fostering partnerships between home, school and the community.
- Fairness and consistency in applying pupil management procedures.
- Individual student behaviour management plans.
- Development of responsible and cooperative play.
- Lunchtime social skills programs ~ Peer Mediation.
- A positive approach to student attendance (teachers will call the home of a student absent for 3 days without any explanation).

Responding to appropriate behaviour
The following are ways that positive behaviours will be reinforced at Pakenham Hills Primary School:

- Positive Reinforcement for individuals and whole grade

  **Verbal feedback:** Focus on the correct behaviour. Acknowledge the student who uses this. (Speak to each student every day, use their name and make a positive comment)

  **Written:** Write positive comments on the students work, give students positive notes and a similar note to take home to parents.
  - Happy face recognition
  - Student of the week awards
  - Specialist Subject awards
  - Stickers
  - Certificates
  - Free time
  - Attendance awards
Responding to inappropriate behaviour

- The implementation of behaviour outcomes is to avoid the use of humiliation, blame and shame of any child.
- It is important to maintain a balance of firmness and kindness when dealing with student behaviour issues.
- It is important to treat the child with dignity and respect in the process of dealing with behaviour issues.

Restorative Practice

Misconduct is a fundamental violation of people and interpersonal relationships. Violations create obligations and liabilities. Restorative practice seeks to heal and put right the wrongs.

At our school we aim for a just and fair system both for victims and wrongdoers. Classroom teachers incorporate restorative practices on a daily basis in the management of a fair and democratic classroom. We see that relationships are central to managing behaviour and to establish a supporting learning environment.

With this belief, we need to balance the punitive with the restorative aspects of managing behaviour. It is our experience time and again that restorative practice has a much more lasting and impactful influence on changing the way we interact with others. Restorative chats have an educative advantage that punitive measures does not incorporate, that of restoring the relationship, and teaching students to empathise.

Continued Inappropriate Behaviour

Parent liaison at this point is critical to start management of behaviour process. Principal or AP to be involved in development of behaviour plan and to be kept informed of all regular contact with parents regarding a child's behaviour.

Consequences may include:

- Removal from classroom to a Buddy Room
- Reflection Time
- Restorative conversations/agreements
- Withdrawal from playground
- Student support groups established
- Behaviour management plans implemented
- Non-attendance at excursions, camps or interschool sport if continual unsuitable behaviour in school warrants this outcome.
- Designated play areas.

DEVELOPING AN INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN:

- An individual behaviour management plan is to be used for students consistently displaying negative behaviour and will be developed after consultation between a principal class officer, class teacher and parents.
- VELS team leaders, Leading Teachers and previous classroom teachers can provide assistance and support on Individual Behaviour Management strategies.

Serious Inappropriate Behaviour

For serious inappropriate behaviour that has been referred to the principal or assistant principal.

- In school suspensions
- Suspension from school (days as required). Two suspensions from school automatically disqualifies a student from attendance at any camps, excursions or interschool sports for the remainder of that term
- Expulsion (as per DEECD student engagement guidelines)
Behaviour Expectations for Casual Relief Teachers at Pakenham Hills Primary School

Expectations Students

1. Students are expected to abide by all class rules when a replacement teacher is in the classroom.
2. Students are expected to follow all directions given to them by the replacement teacher.
3. Students are expected not to argue with or be disrespectful to the replacement teacher in any way.
4. If a student is required to move to a Buddy Room as part of the discipline process it is expected that they go.
Pakenham Hills Primary School
Classroom Student Engagement Steps

A key purpose of these Student Engagement steps is the building of rapport, good empathetic relationships and understanding of students and their needs / behaviours.

<table>
<thead>
<tr>
<th>Step 1 ~ Warning</th>
<th>Severe Behaviour Exception</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Verbal warning re undesirable behaviour</td>
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<tr>
<td>• Prompt the student with desirable behaviours and consequence for next occurrence of misbehaviour.</td>
<td>• If the child’s behaviour is seen as severe or dangerous and cannot be managed by normal engagement steps.</td>
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<thead>
<tr>
<th>Step 2 ~ 5 minute classroom withdrawal</th>
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<tbody>
<tr>
<td>• Move student to an internal classroom area for 5 minutes and student may continue with work but not communicate with others.</td>
<td>• Contact Office for child to be withdrawn.</td>
</tr>
<tr>
<td>• Restorative chat with student before re-entry on expectations of behaviour and strategies to avoid behaviour reoccurring.</td>
<td>• Child will be withdrawn from classroom.</td>
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<thead>
<tr>
<th>Step 3 ~ 10 minute classroom withdrawal</th>
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<tbody>
<tr>
<td>• Move student to an internal classroom area for 10 minutes and get them to complete a Reflection Sheet and not communicate with others.</td>
<td>• Issue will be dealt with by Principal Class officers / PWO and child returned to class if appropriate.</td>
</tr>
<tr>
<td>• Use Reflection Sheet for restorative chat with student before re-entry on expectations of behaviour and strategies to avoid behaviour reoccurring.</td>
<td>• Parent will be contacted re this behaviour by exiting teacher.</td>
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<tr>
<th>Step 4 ~ 15 min Buddy Room</th>
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<tbody>
<tr>
<td>• Student is sent to the ‘Buddy Room’ for 15 minutes with a Reflection Sheet and work that can be completed independently.</td>
<td>• If required, a suspension or loss or privileges may be put in place.</td>
</tr>
<tr>
<td>• Use Reflection Sheet for restorative chat with student before re-entry on expectations of behaviour and revise strategies to avoid behaviour reoccurring.</td>
<td></td>
</tr>
<tr>
<td>• Parent is contacted – note or phone call to be made by teacher who initiates the exit.</td>
<td></td>
</tr>
<tr>
<td>• If a student refuses to go to a ‘Buddy’ room ~ student will be withdrawn to office for intervention discussion and then returned to buddy room for allocated time.</td>
<td></td>
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<tr>
<th>Step 5 ~ ½ day to VELS Leader</th>
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<tbody>
<tr>
<td>• If student disrupts the buddy room or continues to misbehave upon return to their classroom they will be removed to the VELS Leader’s room for a ½ day with work that can be completed independently.</td>
<td></td>
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<tr>
<td>• A Reflection Sheet will be sent with the student to the VELS Leader. If a student refuses to go to they will be collected by a principal class officer and taken to the VELS Leaders room.</td>
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<tr>
<td>• If the student continues to misbehave or disrupt learning in the VELS Leaders room they will then be removed to the office.</td>
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<tr>
<td>• Parents will need to be contacted with a phone call re exit to VELS Leaders room by exiting teacher and student Reflection Sheet sent home with the student.</td>
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Process whilst at Office

• Student will complete a Reflection Sheet.
• Restorative chat with student to determine problems and formulate action plan for future behaviour.
• The actions for return to class will be documented and signed by PCO / PWO and student.
• A copy of actions will accompany student back to class and a copy of actions and reflection sheet sent home to parents.
• The student will re-enter the classroom and either complete the originally requested task (where possible), or with teacher instruction engage in current classroom tasks.
• Where appropriate missed work will need to be made up during lunchtime.
• If required a suspension or loss of privileges may be put in place.