## Section 1 - School Profile Statement

Kalinda Primary School is located in the leafy green suburb of Ringwood. The school is situated 2 kilometres north east of the Ringwood Hub. Kalinda enjoys a well-maintained natural environment which features bright open planned classrooms, modern age appropriate play equipment, quality recreational areas, which also includes the new $3.0 million dollar multi-purpose facility. The school is situated in a safe and peaceful residential setting and is directly adjacent to natural parklands.

The school staff bring with them a range of experience, with a high percentage of staff having been at the school for more than ten years. Our parent community have a varying age span with an SFO density rating averaging around 0.35 and an LBOTE ranging between 0.03 and 0.05 over the last three years. There is a conscious effort to select teachers and Contract Replacement Teachers who fit with the school's approach to teaching and learning and student management. The teachers' shared philosophy contributes to consistency and continuity and is seen in their strong working and personal relationships and commitment to continuous improvement.

Most families at the school would have a tertiary or trade qualification and the socio-economic status would reflect a relatively high level in comparison with many other areas in the surrounding Ringwood area. The school continues to have a low percentage of racial diversity but recent enrolments reflect a small degree of change in this area. Our enrolments indicate that we have no Aboriginal or Torres Strait islanders, and a very low proportion of migrant and refugee families.

There are high levels of parent engagement across the school. This is evidenced through their commitment to classroom involvement, excursion support, camps, and sport coaching as well as grounds management. The commitment to school committees has been strong over the years and Kalinda continues to enjoy high levels of commitment to the whole school programmes.

The Parent Opinion Survey aligns with the state primary median over the last three-year period. Recent Student Attitude to School Survey show high levels of student morale developing confidence and connectedness to peers.

Kalinda Primary School is a learning community that prides itself on having quality relationships across all sectors. At Kalinda we are committed to fostering a lifelong love of learning and we actively engage our students in a wide range of meaningful experiences, so they leave our school with the competencies needed to flourish in a constantly changing community.

**Throughout our school programme, we provide opportunities for students to:**

- Inquire, investigate, initiate and create
- Communicate in a variety of modes
- Work independently and interdependently
- Value others and accept responsibility
- Socially interact
- Be effective problem solvers
- Develop metacognitively

Kalinda's community values revolve around respect, honesty, cooperation, enthusiasm, initiative, caring, enjoyment and personal growth.  Multi-age classes contribute significantly to strong, positive, cross-age relationships between students.

## Section 2 – Whole School Prevention Statement

We have a large number of programmes in place to support a positive learning environment. We offer open plan learning environments that are conducive to cooperative experiences, open ended learning and shared celebrations. Our learning and teaching environment is inquiry based and promotes deep questioning and individual research into areas of interest. Our learning and teaching philosophy is whole school based and transitional processes between and within the school support this. Our Quality Beginning Programme at the commencement of each year sets up our values and shared beliefs and understandings for the whole school.

**Through this programme our students explore:**

- Aspects of positive learning
- Health and well-being
- And positive behaviours that support improved learning

**Our student leadership programmes include:**

- Peer support programme
- Buddies
- House Captains
- Music Captains
- School Captains
- Junior School Council

**Challenge and Opportunity programmes are on a whole school basis and include areas such as:**

- Choir
- Art appreciation
- Dance and Drama
- Sporting pursuits
- Chess
- Super Clubs
- Tournament of the Mind
- Environmental Science endeavours

**Student prevention programmes we offer at Kalinda actively support safety:**

- Restorative Justice Practices
- Quality Beginning Programme

**Outside agencies that support the positive learning environment include:**

- Guidance Officer/Psychologist
- Speech Pathologist
- Social Worker

Our Out of School Hours Care Programme caters for up to 45 students per night and 25 students in the morning. This programme actively promotes continued student engagement in their extended school day.

The physical environment of the school allows students to play freely throughout the 10 acre property and the combination of play based activity and structured options allows students flexible opportunities to play in a safe and cooperative manner.

Through the Attitudes to School Survey, Staff Survey and Parent Opinion Survey Kalinda Primary School has direct feedback on expectations and understandings of all members of the community and uses this feedback to fine tune policy and process on an ongoing basis.

## Section 3 – Rights and Responsibilities

Kalinda is a safe and inclusive school, the school community feels welcome, supported, physically and emotionally secure. The school community works collaboratively to build a 'culture' where human rights and dignity are respected, and in doing so, the diversity of staff and students are respected.  Every student and staff member of the school is encouraged to achieve their potential.

The school sees student well-being as a major priority. Programmes, policies and management strategies all reflect this direction. It is evident in the following approaches:

### Whole-school Approach

Students' and teachers' expectations of each other are discussed at the beginning of the year and class expectations are developed that are consistent with these. A whole-school approach to student wellbeing includes strategies that help all members of the school community identify student needs and take action to meet these needs within the school programme and constantly review and monitor student progress.

### Effective Behaviour Management

Behaviour management in the school is focused on prevention and early intervention strategies. Positive incentives are used at an individual and class level through our whole school culture. The teaching of social skills is embedded in our daily programmes. Our Quality Beginning Programme encourages a collective response to values, classroom behaviour and positive peer relationships.

Playground supervision is very thorough, with yard duty teachers briefing each other about potential problems. Incidents are recorded and administration is able to identify and respond to patterns of negative behaviour. The emphasis is always on positive student communication and providing prevention rather than intervention strategies.

### Positive Approach to Diversity

Kalinda is a multicultural environment and diversity is acknowledged and celebrated. At Kalinda, students understand that no matter what country we are from, we are all more similar than we are different.

### Positive Student–Student Relationships

Kalinda is a medium sized school and because of the multi-age structure, our students have many opportunities to engage with other students and their families. Different year levels mix at school, on weekends and holidays. Peer support behaviours are set within the whole school culture and are evidenced in our buddy support programme, peer support programme and student leadership opportunities. Students look after each other as a matter of course, and older students care for younger students. Students work in cooperative groups that are constantly re-organised to maximise every child's connections with other students.

### Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

### Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity

- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

**The Charter of Human Rights and Responsibilities Act 2006**

The Charter sets out a list of 20 rights that reflect the following four basic principles:
- Freedom
- Respect
- Equality
- Dignity

The Charter outlines 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 human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

**Students with disabilities**

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

**Bullying and harassment**

**Definitions:**

**Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

**Bullying** is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

**Cyber-bullying** is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

**Examples of cyber-bullying behaviour are:**

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyber-bullying can happen to anyone and the bully can act anonymously if they should choose. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

**The effects of harassment or bullying include:**

- poor health – anxiety, depression
- lower self-esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that they witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

**Subtle: (The most common)**

They include:

• Offensive staring and leering
• Unwanted comments about physical appearance and sexual preference
• Racist or smutty comments or jokes
• Questions about another's sexual activity
• Persistent comments about a person's private life or family
• Physical contact e.g. purposely brushing up against another's body
• Offensive name calling.

**Explicit: (obvious)**

They include:

• Grabbing, aggressive hitting, pinching and shoving etc.
• Unwelcome patting, touching, embracing
• Repeated requests for dates, especially after refusal
• Offensive gestures, jokes, comments, letters, phone calls or e-mail
• Sexually and/or racially provocative remarks
• Displays of sexually graphic material– pornography
• Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

**Bullying can involve such things as:**

• grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving
• publicly excluding a person from your group
• taking or breaking a person's property
• knocking a person's books or belongings out of their hands or off their desk
• teasing a person because of their looks.

**Cyber-bullying**

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

• the language you use and the things you say
• how you treat others
• respecting people's property (eg copyright)
• visiting appropriate places.

**Behaving safely online means:**

- protecting your own privacy and personal information (formally known as 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something 'not quite right'. At home this would be a parent or carer, at school a teacher.

**If you are being harassed or bullied you should:**

- Tell the person you don't like what they are doing and you want them to stop
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

**Rights and Responsibilities of Students**

| Rights | Responsibilities |
|---|---|
| Students have a right to:<br><br>• work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and ambition<br><br>• participate fully in the school's educational programme | Students have a responsibility to:<br><br>• participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community<br><br>• Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students<br><br>• As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals<br><br>• Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. |

**Rights and Responsibilities of Parents/carers**

| Rights | Responsibilities |
|---|---|
| • parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged | Parents/carers have a responsibility to:<br><br>• promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours<br><br>• Ensure their child's regular attendance<br><br>• Engage in regular and constructive communication with school staff regarding their child's learning<br><br>• support the school in maintaining a safe and respectful learning environment for all students. |

**Rights and Responsibilities of Teachers**

| Rights | Responsibilities |
|---|---|
| Teachers have a right to:<br><br>• expect that they will be able to teach in an orderly and cooperative environment<br><br>• be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student | Teachers have a responsibility to:<br><br>• fairly, reasonably and consistently, implement the engagement policy<br><br>• Know how students learn and how to teach them effectively<br><br>• Know the content they teach<br><br>• Know their students<br><br>• Plan and assess for effective learning<br><br>• Create and maintain safe and challenging learning environments<br><br>• use a range of teaching strategies and resources to engage students in effective learning. |

<u>**Section 4 - Shared Expectations**</u>

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, where they feel they are part of the school, and can engage effectively in their learning and experience success.

**The school's values are based on the Australian Government's nine values, for Australian schools, which are:**

- **Care and Compassion**
  Care for self and others
- **Integrity**
  Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Doing Your Best**
  Seek to accomplish something worthy and admirable, try hard, pursue excellence
- **Respect** Treat others with consideration and regard, respect another person's point of view
- **Fair Go**
  Pursue and protect the common good where all people are treated fairly for a just society
- **Responsibility**
  Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Freedom**
  Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **Understanding, Tolerance and Inclusion**
  Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- **Honesty and Trustworthiness**
  Be honest, sincere and seek the truth.

Kalinda Primary School has a developed sense of community by valuing and encouraging the contributions of the whole school community. Community encompasses the students, their families and staff. We are committed to maintaining a strong home/school partnership.

The foundations of our school are based on the development of positive relationships between all members of the learning community. We provide a learning environment that is safe, supportive, caring and sets high expectations. An environment that empowers students to take responsibility for their behaviour and learning. Our main goal is for students to develop a life-long love of learning. This will be enhanced by expectations based on a set of community agreed values. The values will acknowledge the rights and responsibilities of all members of our learning community.

The creation of our school values has involved all students, staff and representative parent groups. In implementing the values, all community members must take on the responsibility to "live" the expected behaviours.

**Expectations of students are:**

- To feel positive about themselves and the learning opportunities being offered to them
- That students recognise the diversity of the student population and that each student has a unique contribution to make
- That they accept responsibility for all aspects of their learning
- To attend school regularly and on time to all classes
- To treat all members of the school community with respect and dignity
- To ask or request support in areas of learning and community with which they may be experiencing difficulty
- To value school resources both individually and collectively.

**Teachers and school staff should:**

- Educate in line with Principles of Learning and Teaching
- Plan comprehensively across all VELS domains and develop appropriate and challenging curriculum so students experience success in all areas of their learning
- Ensure all teaching practices are inclusive
- Make accessible educational provision for all students
- Create opportunities for real partnerships between parents/carers and school staff
- Work in strong collaborative teams to develop and implement consistent and common instructional practices
- Value student input and the contributions they make to their own learning.

**Parents/Carers should:**

- Take an active interest in the educational progress of their child/ren
- Engage in regular constructive communication with the school regarding their child's overall well-being
- Be expected to support the school in developing and maintaining a respectful learning environment
- Ensure their children are attending school regularly and on time
- Be actively involved in the three-way reporting process.

**The Principal Class should:**

- Provide positive leadership throughout the whole community
- Ensure, wherever possible, the school community has the necessary resources and equipment to assist them in the process of learning and teaching
- Ensure all teaching practices are inclusive
- Make accessible educational provision for all students
- Create opportunities for real partnerships between parents/carers and school staff
- Ensure that all members of the community understand their roles and expectations.

**Restorative Practices**

The school is committed to the use of restorative practices with students. Restorative Practices:
- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

**Diversity in the school community**.

**The school aims to address diversity by:**

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff, making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective teams due to increased participation levels and an increased capacity to solve problems.

<u>**Section 5 – School Actions and Consequences**</u>

Student engagement, regular attendance and positive behaviours will be supported through relationship-based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole -school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning.

**Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:**

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

**Broader support strategies will include:**

- involving and supporting the parents/carers,
- involving the student well-being coordinator, managed individual pathways or careers coordinators
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programmes, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

**Discipline procedures – suspension and expulsion**

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded 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.

**Consequences which may be used prior to suspension include:**

- Withdrawal of privileges

- Withdrawal from class 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, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

   **Where appropriate, parents/carers should be informed of such withdrawals.**

- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional, or new work, or other duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

   Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

**References**

| Effective Schools are Engaging Schools - Student Engagement Policy Guidelines | http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm |
|---|---|
| School Accountability and Improvement Framework | http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm |
| Effective Schools are Engaging Schools | http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf |
| Disability Standards for Education | http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm |
| Safe Schools | http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm <br><br> http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm <br><br> http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm |
| Charter of Human Rights | http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm <br><br> http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/ |
| Equal Opportunity Act | http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm |
| Education and Training Reform Act 2006 | http://www.education.vic.gov.au/about/directions/reviewleg.htm |
| VIT Teacher Code of Conduct | http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf |