



BALLAM PARK PRIMARY SCHOOL

STUDENT ENGAGEMENT & INCLUSION POLICY

2016

School Profile

Ballam Park Primary School is nestled away from busy streets in parkland behind the historic Ballam Park Homestead and Ballam Park Reserve. Its picturesque grounds, which are undulating and treed, provide shade in summer and attract a variety of bird-life. Being adjacent to McClelland Secondary College and with Naranga School and Ballam Park Pre School in close proximity, Ballam Park Primary is part of a geographic educational precinct, sharing the demographics and cultural trends within the residential community.

Our school is set in spacious grounds, providing students with a variety of play surfaces and facilities, including two large asphalt areas, a synthetic turf oval, three large sets of climbing equipment, a double sided rebound wall, both natural and constructed shade areas, a horticulture centre, an indoor gym and table tennis play area and a number of places where students can participate in less active choices when outdoors.

All classrooms are large, well equipped and include withdrawal and wet areas. Our school has 3 classes at Foundation Level, 4 Year 1/2 classes, 4 Year 3/4 classes and 3 Year 5/6 classes. Every classroom is equipped with an interactive whiteboard. Students have access to XO's, laptop computers and iPads to assist with their learning. Our eSmart status ensures students and teachers are aware of their commitment to using all learning technologies in a safe and responsible manner.

Ballam Park Primary School has a very well equipped student Library, a Visual Arts Room, a Performing Arts Room and access to sporting equipment. Specialist teachers deliver lessons in Performing Arts, Visual Arts and Physical Education (P.E.) at all year levels. Our Reading Recovery Programme assists Year 1 students to improve reading skills. Also, as part of the Literacy programme at Ballam Park, we have a Multi-Lit Reading Tutor Programme. Our school has Accreditation as an Asthma Friendly School, A Five-Star Sustainable School, A Go For Your Life School, A Healthy Eating School and a *Water, Live It. Learn It.* School.

Our enrolment hovers around the 340 mark. Across many of the grades we have a higher proportion of boys to girls. The proportion of students in receipt of an EMA has been increasing over the last four years. There are a number of students with Koorie backgrounds and we have students supported through the Programme for Students with Disabilities. Throughout any one year, between 15-20 students enter or exit the school. Some students will have attended multiple schools in their school life.

Most areas on the Student Attitude to Schools survey have shown a positive response towards trending up. In particular, Student Safety and Classroom behaviour have shown positive improvement. Our students are motivated learners who show a good connectedness with the school and their peers. All these areas are included in our Wellbeing focus at the school.

There are a number of current opportunities for parents to be involved in our school, though it is recognised that new options for parent participation need to be developed, promoted and implemented. Recent success with a Commonwealth Government Healthy and Active Community and Schools Grant will provide a new set of opportunities for parents to become involved with their children at school. A School Chaplain works two days a week, funded by the National Chaplaincy and Student Welfare Programme.

School Values

Ballam Park Primary School's purpose is to provide our students with the opportunity, motivation, environment and programmes to each reach their full potential as healthy individuals and contributing members of the community; emotionally, socially, creatively and academically.

'In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included, and can be confident that they will receive support in the face of any threats to their safety or wellbeing.' (National Safe Schools Framework)

At Ballam Park Primary School we take pride in valuing the following: Respect, Responsibility, Friendliness, Caring and Honesty. Our philosophy is reflected in the following shared understandings:

BPPS

- Be friendly and respectful to others at school**
- Play and work safely**
- Persist when you face challenges**
- Strive to do your best**

Ballam Park Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

The Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members to build a safe and respectful school community.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and are not and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

Please see "Statement of Values ~ Promoting Healthy, Safe and Respectful School Communities" for more information pertaining to all members in this school community.

Guiding Principles:

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's 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.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

Engagement Strategies:

Our school has a range of strategies in place to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals, may need extra social, emotional or educational support to flourish at school; As such we will put in place strategies to identify these students and provide them with the support they need.

Our school works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of one's self and others.

The following programmes and strategies are being implemented to promote student engagement, high attendance and positive behaviours;

Attendance

- An ongoing award system is in place which includes individual certificates each term and annual prizes for perfect attendance.
- Class rewards are given throughout the year for excellent class attendance and punctuality, as well as acknowledged at whole school assemblies.

Stimulating and Supportive Learning Environment to promote Student Engagement

- The delivery of a student environment in which they feel safe, supported and where their teachers have high expectations for their learning, giving the students the opportunity to experience success.
- The valuing of student's knowledge and experience, providing a wide range of resources that engage students and ensuring every student has an equal opportunity to participate successfully.
- Liaising with parents/carers to build positive partnerships that support student learning and engagement, in conjunction with providing a learning environment that is welcoming.
- Encouraging the participation of parents/carers in developing a positive and supportive whole school community.
- The deployment of early intervention strategies which will enable the early identification of vulnerable students and those at risk, having strong links with community and to specialised support resources including DHHS, Care Teams, SSSO's, psychologists, speech pathologists, social workers, Frankston City Council – Children's Services and Connected Families Karingal.
- Special events including the Year 6 Musical; Foundation Fairy Tale Ball and Grandparents Day; Education Week; Cross Country and School Sports Day, Christmas Concerts. Special programmes such as Athletics are provided.
- With the help of funding from the Healthy and Active Community and Schools Grant, students participate in water safety, athletics, orienteering and a variety of dance and fitness activities in partnership with local and state clubs. The goals of these programmes are to provide students with educational and enjoyable recreation and fitness activities that are available locally and are family friendly. Parent participation is encouraged.
- Transition programmes exist across all areas of the school including the introduction of the Better Buddies Programme with Year 5 and Prep Students in 2012.

Student Wellbeing including support for positive behaviours

- The modelling of appropriate behaviour and promoting a climate of mutual respect.
- The creation of fair, respectful and consistent behaviour management systems which deliver tolerance and respect for all individuals.
- The Restorative Justices programme has been introduced to improve student management outcomes and develop student social skills.
- Student Wellbeing 'Social and Emotional Learning' is supported through 'You Can Do It', 'Friendly Schools Friendly Families', 'Bounce Back' and 'eSmart and Cybersafe Programme'.
- 'Setting the Climate'; our school's wellbeing programme which has a specific focus at the beginning of each term.

- All teachers use Circle Time activities to build relationships between teachers and students. They discuss issues and use these discussions to build positive social interactions which reflect the school's agreed values.
- 'Catching On'; our school's relationships and sexuality programme.
- 'STAR' Programme for our senior students. Students Talking about Relationships programme run by FMC Family Services, Mediation and Counselling Victoria.
- 'Play is the Way'; "A practical methodology for teaching social and emotional skills using guided play, classroom activities and a specific and empowering language" (Wilson McCaskill) which will become embedded across all levels of our school.
- There is a strong commitment by staff to acknowledge student achievement in the classroom, playground and at school assembly. Teachers regularly make positive contact with the parents or carers of all students in their class. Student achievement is acknowledged through classroom awards given each week at assembly.
- Our School Chaplain provides support for families and individual and groups of students throughout the year.
- Staff and students run a variety of lunch time programmes for student enjoyment. Students from McClelland Secondary College assist both in class and during some lunchtime activities.
- Student leadership opportunities include School Captains; House Captains; Student Representative Council; Peer Support and Buddy Programmes; School magazine Editorial committee; implementing lunch time activities and Preschool Transition Programme.
- Prep – Year 2 students enjoy fresh fruit every week thanks to Free Fruit Friday and an ongoing grant.

Identifying students in need of extra support:

Our school will utilise the following information and tools to identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in Literacy and Numeracy assessments
- Behaviour observed by classroom teachers
- Engagement with families of students.

Behavioural Expectations:

Refer to the School's Code of Conduct.

Rights and Responsibilities

Ballam Park's school rights and responsibilities have been agreed on by our students, parents and families and have been developed in consideration of the four following Acts.

1. The Charter of Human Rights and Responsibilities Act (2006) 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 them when making decisions and delivering services.
2. Equal Opportunity Act (1995)
3. Disability and Discrimination Act (2005)
4. Education and Training Reform Act (2006)

At Ballam Park Primary School we take pride in the following values:		
Respect	Responsibility	Friendliness
Caring	Honesty	
Every member of the Ballam Park Primary School community has the right to:		
<ul style="list-style-type: none"> Fully participate in a safe, supportive and inclusive educational environment that stimulates and challenges students to be active participants in their learning. Learn or teach in a safe, secure and welcoming school environment. Be treated with respect, dignity and understanding regardless of their cultural, religious, racial and linguistic backgrounds. 		
Every member of the Ballam Park Primary School community has a responsibility to:		
<ul style="list-style-type: none"> Acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act (2006) and communicate these obligations to all members of the school community. Abide by state and federal laws and respect the democratic processes under which those laws are made. Participate and contribute to a safe, supportive and inclusive learning environment that supports, stimulates and challenges the learning of self and others. Provide a positive culture where bullying, including cyber bullying, is not accepted. The commitment of a zero tolerance of child abuse, using strategies to embed an organisational culture of child safety. Be alert to signs and evidence of bullying and cyber bullying and to have a responsibility to report it to staff whether as an observer or victim. Reinforce with students, safe behaviour with regard to preventing cyber bullying e.g. privacy with regard to log in, passwords, phone numbers and receipt of unsolicited messages. 		
Our students, their parents/carers and our staff will treat each other with dignity and respect at all times.		
All students have a right to:	All staff have a right to:	All parents and carers have right to:
<ul style="list-style-type: none"> Learn in a supportive, friendly and safe environment free of interference or intimidation Socialise and have fun Expect a learning programme that supports their individual need. Be treated with respect and fairness as individuals. 	<ul style="list-style-type: none"> Work in a co-operative, calm and orderly environment. Receive respect and support from the school community 	<ul style="list-style-type: none"> Know their children are in a safe, happy learning environment where they are treated fairly and with respect. Expect a positive and supportive approach to their child's learning. Expect communication and participation in their child's education and learning.
All students have a responsibility to:	All staff have a responsibility to:	All parents and carers have responsibility to:
<ul style="list-style-type: none"> Be prepared to learn and allow others to learn in a calm, supportive environment. Be an active participant in achieving their learning potential. Show respect to each other. Show respect to teachers and other members of the school community. To follow the conditions as written in the 'Acceptable User Agreement internet and digital technologies.' (as per the eSmart programme) 	<ul style="list-style-type: none"> Build positive relationships with students as a basis for engagement and learning. Use and manage the resources of the school to create stimulating and meaningful learning. Ensure all reported incidents of bullying are followed up and support is given to both victim and perpetrator. Parents of any victim of bullying will be contacted. Treat all members of the school community with respect, fairness and dignity. Use discretion in the application of rules and consequences. Exercise their duty of care by monitoring the use of digital technology at school. 	<ul style="list-style-type: none"> Support the school in maintaining a safe and respectful learning environment for all students. Build positive relationships with members of the school community. Ensure students attend school. Promote respectful relationships.

School Actions and Consequences:

A key component of Ballam Park Primary School's approach to student management is teaching positive behaviours as outlined in the programmes in the 'Engagement Strategies' statement. This is underpinned by the use of logical consequences to address both appropriate and inappropriate behaviours.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the school under any circumstances.

Ballam Park Primary School places an emphasis on developing a strong positive relationship between teachers and students through the use of regular circle time discussions. Restorative Practices have been introduced in the school. Restorative Practices is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity are maintained.

Restorative Justice Conversation

To the persons who caused harm:	To the persons harmed:
1. Can you tell us what happened? What were you thinking at the time? What was in your mind? What have you thought about since? Was it the right/wrong thing to do? Who has been affected/upset/harmed by your choices? In what ways? How has this affected you?	2. What did you think when it happened? What have you thought about since? How has it affected/upset/harmed you? What has been the worst thing? What is needed to make it right/to make you feel better?
3. Is that fair? Can you do that? What else do you need to do to make things right? How can you fix this?	4. Is that OK? Do you agree? Is that fair?
5.To Both: How can we make sure this doesn't happen again? Is there anything I can do to help? Is there anything else you would like to say?	

Appropriate Behaviour:

Appropriate behaviour is rewarded by a number of positive consequences embedded in school wide and classroom rewards. These rewards include:

- Weekly Merit Awards for each class
- Student of the Month awards from each class
- Principal awards
- Certificates such as Athletics awards
- Classroom award systems including Specialist 'Excellence Awards'
- Individual student attendance recognised through certificates
- Whole class rewards for regular attendance and punctuality
- Achievements acknowledged at assemblies and in fortnightly newsletter
- Positive feedback
- All parents contacted regularly to acknowledge student achievement.
- Playground Behaviour awards
- Class Dojo points in classes 1-6
- Bucket Fillers for Foundation classes

Inappropriate Behaviour:

Inappropriate behaviour is addressed in the following ways:

- Inappropriate behaviours discussed in classrooms particularly during Circle Time
- Discussions with students based on school values, expectations and responsibilities
- Restorative Justice conferences
- Lunchtime withdrawal using the playground behaviour ladder
- Classroom withdrawal
- Contact with parents.

Discipline Procedures:

Where a student displays ongoing inappropriate behaviour a staged response will incorporate a number of the following:

- Discussing behaviour problems and reaching agreement for future behaviour
- Explicit teaching of appropriate behaviours
- Monitoring of behaviour and regular feedback
- Time out
- Withdrawal from an activity, class, excursion, camp. Student to then be provided with an alternative educational setting within the school.
- Counselling
- Developing a student management plan based on the individual needs of student
- Student Support Group meeting involving parents/carers, teachers and any relevant support personnel to assist with modifying behaviour.
- Suspension or Expulsion – serious disciplinary actions will follow the DEECD Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No 184.

Engaging with families:

Our school values parent/carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey and from parent representatives on School Council. School Council provides financial assistance and encouragement to the Parents' and Friends Association in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- Ensuring all parents/carers are aware of the school's Student Engagement and Inclusion Policy
- Conducting effective school-to-home and home-to-school communications
- Providing volunteer opportunities to enable parents/carers and students to contribute
- Involving families with homework and other curriculum-related activities
- Involving families as participants in school decision-making
- Coordinating resources and services from the community for families, students and the school
- Involving families in Student Support Groups.

Transition:

- Links with local education facilities include Community Karingal Transition Network, local schools and Pre Schools, McClelland Secondary College, Monash University Peninsula Campus as well as other teacher training universities.
- Prep Transition Programme involving local Pre Schools.
- Secondary Transition activities involving Year 5 and 6 students with McClelland Secondary College.
- Camp Australia provides an accredited onsite Out of School Hours Care Programme in our hall each school day.

Professional Development:

- Teacher Professional learning has a high priority at Ballam Park Primary. Teachers plan and work together sharing expertise and new ideas.

Evaluation - Data Collection and Analysis:

Data will be collected regarding frequency and types of well-being issues, so as to measure the success or otherwise of school-based strategies and approaches. Some sources of data used are:

- Attitudes to School Survey data.
- Parent Survey data.
- Data from case management work with students.
- Data extracted from software such as Sentral, CASES21 or SOCS.
- Teacher anecdotal note taking.

Evaluation:

This policy should be reviewed annually.

Endorsed and ratified at School Council Meeting: 22nd August 2016