

# Student Engagement Policy

## Rationale

At Newstead Primary School we aim to educate students to be lifelong learners and develop and enhance their emotional, social and academic self. Our students need to engage in both the local and global community and be well informed active community members.

## Student Engagement Definition

Student engagement and school connectedness is vital for effective student learning. Student engagement can be defined in three components.

- Behavioural engagement - a student's participation in education, including academic, social and extracurricular activities of the school.
- Emotional engagement – a student's emotional capacity in the classroom and in the school, a sense of belonging and connectedness.
- Cognitive engagement – a student's investment in learning and their intrinsic motivation and self regulation.

## Section 1: School Profile Statement

Newstead Primary School has served the needs of the community for 114 years. It is located 14 kilometres west of Castlemaine on the Pyrenees Highway in a valley township. We cater for a diverse community of rural, farming, professional and artistic people.

Our school has large and well-equipped classrooms. The spacious grounds include large sports areas, excellent playground equipment, play spaces and vegetable garden.

We have embraced learning in the 21<sup>st</sup> Century with a curriculum that has a strong focus on Literacy and Numeracy with other learning domains from Victorian Essential Learning Standards (VELS) being presented through an integrated inquiry learning approach. Our chosen "Language Other Than English" is Indonesian which focuses on both its language and culture.

Information and Communication Technology is incorporated into the classroom programmes with interactive whiteboards installed in 3 of the classrooms. The school has achieved a computer ratio of 1 to 4 in each of the classrooms. 1 to 1 technology is a powerful learning tool in our senior grade.

There is a strong focus on the arts both visual and performing. The completion of the multipurpose room adds an extra dimension to the arts programme which emphasises self expression as well as skill development, appreciation and presentation. The opportunity to display the children's work in the local gallery allows the wider community to appreciate the students' talents.

Students with individual learning needs are provided with Individual Learning Plans (ILP) which involves consultation with parents/guardians and caregivers. A plan is developed creating achievable student goals focused on those skills which have been identified as critical to improve. ILP's are monitored regularly with follow up meetings organised to discuss progress and if any changes are required to the plan.

Newstead Primary School is currently going through a review of its Drug Education program.

The school offers a wide variety of extra curricula and extension programmes which include excursions, year level camps and opportunities to compete at interschool events both academic and sporting. The students also have the opportunity to participate in music lessons for guitar, woodwind and piano and be a member of the school choir.

Our school encourages parents/guardians to take an active role in their children's education in a variety of situations, including formal and informal discussions of children's progress, participation in class programmes, excursions and camps. They have the opportunity to be a member of the school council and parents/guardians and friends club. We also maintain contact through the newsletter and assemblies.

Families and the broader community have the opportunity to celebrate the students' achievements through activities such as Grandparents/guardians and Friends Day and the annual school concert.

## Section 2: Whole-School Prevention System

**Values & Vision:** In 2008, Newstead Primary School conducted a whole-school review to develop our values & vision. Our *values of resilience, respect and responsibility*, were used as the catalyst for our values education program, which included formal lessons, informal discussions and the development of class and yard rules. There are weekly presentations which highlight the importance of our values and appropriate behaviours and actions.

## Strategic Intent

The following goal is our long term (4 year) target for school wellbeing and engagement.

**GOAL:** To ensure that all students have an understanding of core social skills, a sense of wellbeing and connectedness to their school and their peers and they are actively engaged in their learning

The following strategies are the yearly actions we will focus on to bring about improvement and positive change.

### Key Improvement Strategies

- The implementation of a whole-school strategic approach to student wellbeing including the implementation of a school values program.
- The development/renewal of a comprehensively shared and clear vision of values and expectations required for maximum learning, engagement and wellbeing.

We are developing the child's whole self and increasing their self-esteem, independence and resilience when we focus on activities to achieve our wellbeing and engagement goals. This also minimises the need to implement strategies to modify inappropriate behaviour.

### Programs at Newstead Primary School implemented to promote student engagement, high attendance and positive behaviours

Across Whole School	Class Levels	Community / Parent linked
Whole School Welfare	senior student run assemblies	Parent Information sessions
Whole school activity days	School Captains	Parent/Teacher interviews
Student Mapping	House Captains	Grandparents/guardians and Friends Day
Junior School Council	Camping Program	School Concerts
Excursions/Incursions	Y6 Netbook Program	Class Helpers
Differentiated Curriculum	NSW International testing	ANZAC Day
Integration Support Program	Buddy Program Yr Prep & 6	Clean Up Australia
Music Tutors	Kanga Cricket	Work Experience Students
ICT rich environment	K-Prep transition	School Beautification Programme
Book Week	Y6-7 transition	After School Netball Programme
Sunsmart Program	Learn For Life & Challenging Solutions Program	Articles in Community Newspaper
Premiers Reading Program	Reading Recovery	Weekly School Newsletter
Education Week	Art/Technology room	Website
Outdoor education area	Individual Learning Plan	Jump Rope for Heart
Lunch Time Art Programmes	Religious Education	Local Gallery
Choir		
Whole school integration plan		
Values Education-Weekly Focus		
Education Support Staff		
Local Gallery Exhibitions		
Vegetable Garden		
Swimming & Sports Programs		

## Section 3: Rights & Responsibilities

### DEFINITIONS

A **right** is something you are entitled to.

A **responsibility** is being accountable for your actions and resolving differences in a constructive way.

All school community members are responsible for respecting the rights of others and taking responsibility for their own actions and words. If the rights of others are respected, communication is enhanced and this will ensure we have a safe, friendly and welcoming school.

The Newstead Primary School community is guided by the following principles:

**All members of our school community have the right to be**

- safe
- treated with respect
- in a secure environment without interference, intimidations, harassment, bullying or disruption

**All members of our school community are expected to be polite, courteous and well mannered.**

These principles are aligned with the relevant legislation including the Equal Opportunity Act 1995, The Charter of Human Rights and Responsibilities Act 2006, The Disability Standards for Education 2005. (See appendices for further detail)

	<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
Students	<ol style="list-style-type: none"> <li>1. The right to feel safe at school</li> <li>2. The right to learn without interference from others</li> <li>3. The right to be treated with respect, in a fair and equitable manner, free from harassment</li> <li>4. The right to expect their property to be safe</li> </ol>	<ol style="list-style-type: none"> <li>1. To stay within the designated areas around the School</li> <li>2. To obey school rules and follow teacher instructions</li> <li>3. To attend class prepared to learn and not interfere with the learning of others</li> <li>4. To treat others with respect and resolve differences through discussion, compromise and not conflict</li> <li>5. To take care of their own and other people's property</li> </ol>
Teachers	<ol style="list-style-type: none"> <li>1. The right to be able to teach in an atmosphere of order and cooperation</li> <li>2. The right to be treated with respect in a fair and equitable manner free from harassment</li> </ol>	<ol style="list-style-type: none"> <li>1. To ensure they are punctual and prepared for lessons</li> <li>2. To display mutual respect to other staff, parents/guardians and students</li> </ol>
Parents/guardians	<ol style="list-style-type: none"> <li>1. The right to expect that their child will be educated in a safe and secure environment where care, courtesy and respect for others is encouraged</li> </ol>	<ol style="list-style-type: none"> <li>1. To treat all members of the school community with respect and support teachers in their maintenance of a safe, secure, productive teaching and learning environment.</li> <li>2. To ensure their child is sent to school on time, with a healthy lunch and snacks and well rested to maximise learning.</li> </ol>

**Bullying**

At Newstead Primary School we acknowledge that all school members have the right to feel safe and confident at school but recognise that this does not always occur.

Bullying of any form is unacceptable at Newstead Primary School, any actions which would be deemed to be bullying are dealt with in accordance with our Codes of Conduct, Bullying Policy, and Cyber Bullying Policy.

**Shared Expectations**

At Newstead Primary School we provide a supportive, engaging and inclusive environment in which students are expected to take responsibility for their learning in a friendly learning environment that promotes confidence and measured risk taking.

**The school has the following expectations of**

<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• positive participation</li> <li>• seek assistance when required</li> <li>• treat classmates/teachers with respect and dignity</li> <li>• value school resources</li> <li>• attend regularly</li> <li>• support classmates/teachers</li> </ul>	<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>• provide relevant and challenging curriculum</li> <li>• make sure every student has an equal opportunity to participate</li> <li>• value student contributions</li> <li>• develop partnerships with parents/guardians to support students</li> <li>• use a wide range of resources to engage students</li> <li>• understand the needs of students and accommodate those needs</li> </ul>
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<b>Principal</b>	<b>Parents/guardians/guardians</b>
<ul style="list-style-type: none"> <li>• administer leadership across the school community</li> <li>• provide/ensure adequate resources for effective teaching and learning are available</li> <li>• ensure the curriculum of the school takes into account the needs of all students where applicable (including students with special needs , English as a Second Language)</li> <li>• encourage the participation of parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>• support positive educational outcomes for their children</li> <li>• ensure their children are attending school</li> <li>• cooperate with requests from the school</li> <li>• communicate clearly with the school about the needs of their children</li> <li>• realistic expectations of services the school can provide</li> </ul>

## VISION

*At Newstead Primary School we strive to educate our students to be lifelong learners and well informed active community members who understand and engage in both the local and global community*

## Our Values –

When the school community's actions reflect our values of **resilience, respect, responsibility**, all members (students, teachers and parents/guardians) will have the greatest chance to succeed.

In order for the students to develop an understanding of how our values are reflected within the school environment we discuss our whole- school rules and develop our classroom rules through the lens of our school values. These are supported by a set of consequences. These rules are developed at the start of the school year with student input and ownership.

## RESELIENCE

**Is** being able to manage emotions in any situation

**Means** being persistent and making the right choices

Self-management	Self-discipline
Self-esteem	Risk-taking

### It happens when:

I have a positive self-image.

I persevere to achieve my goals.

I have realistic expectations of myself.

I have a healthy sense of humour.

I learn from my mistakes.

## RESPECT

**Is** treating myself, others and our environment with care and consideration

**Means** interacting with and appreciating the unique qualities of all individuals

Communication	Empathy
Acceptance	Cooperation

### It happens when:

I treat others the way I like to be treated

I show courtesy to everyone

I listen and consider the opinions of other people

I look after my school and community environment

## RESPONSIBILITY

**Is** being accountable for our actions and resolving differences in a constructive way

**Means** contributing to the community and ensuring the preservation of the environment

Social conscience	Caring
Participation	Citizenship

**It happens when:**

- I make good choices
- I show concern for others and am thoughtful of their feelings
- I think before I act and speak
- I believe in myself and people believe in me
- I am honest

**Section 5: School Actions/Consequences**

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies including targeted and individualised support when required.

**It is acknowledged that a staged response provides a continuum of support for student well-being.**

**STAGE ONE: PRIMARY PREVENTION** (Whole school: focussing on all students and staff across all settings)

**STAGE TWO: EARLY INTERVENTION** (Targeted: focussing on responses to problem behaviour in order to aim to reduce it)

**STAGE THREE: INTERVENTION** (Intensive: focussing on the complexity of individual behaviour resistant to primary and secondary prevention efforts)

PRIMARY PREVENTION STRATEGIES	EARLY INTERVENTION STRATEGIES	INTERVENTION STRATEGIES
<p><b>Within the classroom: (tone)</b></p> <ul style="list-style-type: none"> <li>*students participate in the development of classroom and whole-school rules</li> <li>*Class and school rules are displayed and conveyed to students and parents/guardians</li> <li>*rules and expectations are consistently reinforced.</li> <li>* positive expectations are taught and encouraged</li> <li>*active supervision by teachers</li> <li>*consistently acknowledging all students</li> </ul>	<p><b>Within the classroom:</b></p> <ul style="list-style-type: none"> <li>*commitment and adherence to the whole-school Behaviour Management Plan</li> <li>*staff consultation with a support person from the Principal Class and/or Student Wellbeing Officer</li> <li>*Student Support Group meetings and Individual contract</li> </ul>	<p><b>Within the classroom/school:</b></p> <p>This section refers to approximately 5% of students whose behaviour places them at high risk of disconnecting from school and where previous interventions have been unsuccessful.</p> <p>This stage represents</p> <ul style="list-style-type: none"> <li>- an intensity of strategies listed in the Early Intervention Column</li> <li>- a possible inclusion of an Individual Modified Attendance Plan and/or Individual Modified Education Plan</li> <li>-a last resort of suspension or expulsion.</li> </ul>
<p><b>Across the school</b></p> <ul style="list-style-type: none"> <li>*Our school values are modelled and reinforced by all members of the school community</li> <li>*School programs are developed based on students' individual needs.</li> <li>*Team planning for staff members to ensure similarity in class programs.</li> <li>*Designated areas of the playground for different year levels as well as areas open to all.</li> <li>*P.D. opportunities for the staff</li> </ul>	<p><b>Across the School</b></p> <ul style="list-style-type: none"> <li>*Team sharing of data and professional discussions to brainstorm strategies to support for students experiencing difficulties with curriculum.</li> <li>*Individual Learning Plans</li> <li>*Inclusion in support programs like Reading Recovery.</li> <li>*Individual behaviour plan- this may include alternative play time, play in a different setting, direction to a lunchtime program, designated play</li> </ul>	<p><b>Across the School</b></p> <ul style="list-style-type: none"> <li>*Student Safety Survey is completed twice a year, reviewed and modifications are made to the yard and programmes made as required.</li> <li>*School policies which outline guidelines and expectations are reviewed and modified as required.</li> </ul>

	<p>setting and safe play communication book or flexible attendance plan.</p> <p>*Secondary consultations with Professionals (paediatrician, speech therapist etc) and SSSO staff (psychologist, social worker)</p> <p>*Mentoring/counselling and/or referrals to Community Support organisations.</p>	
<p><b>Health and Wellbeing</b></p> <p>*Use of support personnel for programs. eg Student Wellbeing Officer and ES staff- lunchtime programs</p> <p>*Monitoring of playground (student safety survey)</p>	<p><b>Health and Wellbeing</b></p> <p>*Involvement of school guidance officer.</p> <p>*Involvement of community support agencies</p> <p>*Working with parents/guardians to provide support/assistance</p> <p>* Phone calls to parents/guardians/guardians.</p> <p>*Removal of privileges,</p> <p>*Detention during recess breaks/after school, re-location within the school.</p> <p>*Individual Behaviour Management Plans</p>	
<p><b>Attendance</b></p> <p>*Roll marked twice daily</p> <p>*A culture of “punctuality” and “It’s not ok to be away” is modelled and explicitly taught.</p> <p>*Benefits of regular and timely school attendance is conveyed to students and the community via the newsletter</p> <p>*Attendance is monitored daily and followed up by the class teacher</p>	<p><b>Attendance</b></p> <p>*Immediate follow up of individual student absence and/or lateness</p> <p>*Individual student attendance goal setting</p> <p>*Parent and/or agency involvement</p>	

**SUSPENSION AND EXCLUSION INFORMATION**

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 -School Student Engagement Policy Guidelines”. Appendices 12-18 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.

## LIST OF APPENDICES:

### Appendix 1 **BULLYING POLICY**

#### **Definition**

**A person is bullied** when he/she is intentionally exposed regularly and over time to negative or harmful actions by one or more people.

**A bully** is a person (or a group of people) who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly.

Bullying is a clear form of harassment.

#### **1.0 PURPOSE**

**1.1** To provide a positive culture at our school where bullying is not accepted, and in doing so, all will have the right to respect from others, the right to learn or teach, and a right to feel safe and secure.

**1.2** To ensure that everyone is aware that they all have rights and responsibilities.

**1.3** To assist students to take full responsibility and be aware of the consequences of their actions.

#### **2.0 GUIDELINES**

**2.1** To ensure that all the school community members have a common understanding about bullying and it is unacceptable in any circumstance.

**2.2** To provide a structure where both the victims and the perpetrators are supported.

**2.3** To ensure everyone is aware of the signs/evidence of bullying and their responsibility of reporting to the staff when it occurs.

**2.4** To seek parental and peer group support and cooperation at all times.

#### **3.0 IMPLEMENTATION**

**3.1** Parents/guardians and Students will be given a copy of the Student Code of conduct.

**3.2** The school will use a four-phase approach to bullying

##### **(1) Prevention**

- To provide programmes to the students that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving skills.
- To provide at least one formal opportunity per year, for all students to say how they feel and act on the areas of concerns.
- To provide positive reinforcement and public recognition for all students who behave appropriately and demonstrate the ability to solve problems.
- To provide appropriate professional development activities and programmes for staff and parents/guardians.

##### **(2) Early Intervention**

- To nurture an environment where students/parents/guardians and staff feel comfortable in reporting bullying issues.
- To ensure the principal and staff are informed of all incidents of bullying.

##### **(3) Intervention**

- To ensure that all incidents of bullying are investigated and documented in line with the Student Code of Conduct/Discipline Policy.
- To provide access to counselling and support for the victim and the bully.
- To inform parents/guardians when bullying is occurring.

##### **(4) Post Intervention**

- To apply the appropriate consequences as indicated in the Student Code of Conduct Discipline policy
- To ensure ongoing monitoring of identified bullying takes place

#### **4.0 EVALUTION**

**4.1** A short review will take place one year after the policy has been approved by School Council.

**4.2** An extensive review to take place in 3 years time.

## Appendix 2 CYBER BULLYING POLICY

### Definition

**Bullying** is when someone repeatedly and deliberately hurts or upsets someone else. This may involve verbal, physical, relational and psychological forms of bullying.

**Cyber bullying** involves the use of information and communication technologies such as e-mail, SMS messages, digital images, instant messages and websites to engage in the bullying of other individuals or groups. This technology provides an alternate means of verbal, physical, relational and psychological forms of bullying. (Refer Appendix C)

**Cybersafety** is the safe *and responsible* operation/use, at any time, on or off the school premises by any person, of the school's Internet facilities, network and associated ICT equipment/devices, such as computers and laptops, digital cameras, mobile phones and other devices.

### 1.0 PURPOSE

- 1.1 To provide a positive culture at our school where bullying is not accepted, and in doing so, all will have the right of respect from others, the right to learn or teach, and a right to feel safe and secure. (see Appendix B)
- 1.2 To ensure that the members of the school community are aware of these rights and responsibilities.
- 1.3 To assist students to take full responsibility and be aware of the consequences of their actions.
- 1.4 To make the school community aware that cyber bullying is a criminal offence, which is covered by various State and Commonwealth laws. (Refer to Appendix A)

### 2.0 GUIDELINES

- 2.1 To ensure that all students, parents/guardians/guardians, staff and the wider community work cooperatively to eliminate cyber bullying.
- 2.2 All school and other community members have the responsibility to prevent and report observations of cyber bullying in order to ensure that their right to a safe and supportive learning environment occurs.
- 2.3 The use of the internet and ICT devices/equipment by staff, student and other approved users is to be limited to educational, professional development and personal usage appropriate in the school environment.
- 2.4 The school has the **right to monitor, access and review all use of ICT equipment at all times**. This would include personal e-mails and messages sent and received on the school computers, on social media, in chat rooms and on network facilities.
- 2.5 The school has the **right to audit any material at anytime**, on school owned equipment or privately owned ICT devices brought to school.
- 2.6 The safety of the students is paramount and **any apparent breach of cyber safety will be taken seriously**.
- 2.7 To continually educate the school community to ensure a cybercafé school environment is maintained.

### 3.0 IMPLEMENTATION

- 3.1 Newstead P.S. Acceptable Use Policy Agreement will be sent home at the commencement of each year and must be completed and returned before a student can use the school's ICT equipment.
- 3.2 The school cyber safety practices and procedures will be followed in response to any incidents. Advice will be sought from appropriate sources including the police and DEECD in relation to serious incidents. If illegal material or activities are suspected, the matter will be reported to the relevant law enforcement agency
- 3.3 The community will be made aware of the school's cyber safety procedures in a variety of ways eg school web site, the newsletter.
- 3.4 The school will have processes in place to monitor access through filtering and tracking tools, but cannot guarantee isolation from potentially undesirable material or communication.
- 3.5 The school will provide relevant education in cyber safety for students, staff and parents/guardians on a regular basis.
- 3.6 Parents/guardians have the responsibility and the right to supervise their child's access to online use and establish safety procedures that prohibit bullying.
- 3.7 Staff and parents/guardians need to set a positive example when dealing with bullying.
- 3.8 The school community will provide access to a safe environment, culture and information that supports the building of resilience and the support to identify and stop bullying.

### 4.0 EVALUTION

- 4.1 A short review will take place one year after the policy has been approved by School Council.
- 4.2 An extensive review to take place in 3 years time.

## Appendix 4

### Newstead Primary School

#### Behaviour Management Plan

#### Classroom Management

1 <sup>st</sup> offence	Verbal warning and name on board.
2 <sup>nd</sup> offence	First cross on board/ isolation within room at the discretion of the teacher.
3 <sup>rd</sup> offence	Second cross and removal for 15 minutes to another classroom. If a child is removed from the classroom or specialist class, the teacher will speak to the child about their behaviour at an appropriate time.
4 <sup>th</sup> offence	Third cross and removal of student from room and sent to principal. If the principal is teaching, the class teacher can choose to send the child to the classroom in which the principal is teaching/or wait until the next classroom break, i.e. recess or lunch. Consequences will follow that of the third offence. A Misconduct and Restitution form will be filled in (by the classroom teacher or principal) and sent home to the parents/guardians/guardians. Parents/guardians/guardians may be notified personally depending on the severity of the behaviour. The Misconduct and Restitution form should be completed by the classroom teacher and in consultation with the principal if necessary.

Dependent on the level of inappropriate behaviour teachers at their own discretion can bypass any of the steps outlined above and move to the appropriate consequence.

#### Teacher Responsibility

- If you have removed a/or child(ren) from your class it is important to follow up with the child(ren) and discuss the issue. Ensure you document the inappropriate behaviour.
- When meeting with the child(ren) use the restorative language to discuss the situation.
- If a child has behaved inappropriately twice warn them that continued inappropriate behaviour will lead to them being removed from the classroom and a follow up meeting will occur at recess or lunch (whichever is appropriate).
- If the behaviour warrants the sending home of the school's Misconduct and Restitution form please photocopy and place a copy in our Welfare and Discipline Folder located in the office.

In every classroom and specialist class teachers use a coloured card system to indicate the action being taken as determined by the child's actions.

*Yellow* indicates the child needs to go to another classroom for 5 minutes to cool down. This is a proactive measure to hopefully negate further problems.

*Orange* indicates the child is to go to another classroom for 15 minutes due to consistent inappropriate behaviour.

*Red* indicates the child is acting in a defiant manner and refusing to act appropriately in class even after being sent out of the classroom once during that day.

#### Removal:

Flexibility is important when removing a child to another room. The key is to cause the least disruption as possible to the other class.

Children are not to work in corridors as these are unsupervised areas.

When children are removed to another room they need to take work to be completed or a novel or book to read (if no work is available). Under no circumstances are they to go to another room without an activity to undertake.

If children complete their set work they can earn their way back to their classroom. Or if they refuse to cooperate even though they have been removed to another area, Misconduct and Restitution form should be filled in and their parents/guardians/guardians informed of the behaviour.

If misbehaviour occurs in a specialist classroom or with a Casual Relief teacher, the names of children exhibiting inappropriate behaviour need to be provided to the classroom teacher and/or principal.

Depending on the time of the incident it may be necessary to carry the consequence over to the next school day. The student will be informed of this. Otherwise each day all students will be given a fresh start, except where the student is placed on an Individual Behaviour Management Plan.

## **Appendix 5**

### **BUS POLICY**

#### **1.0 PURPOSE**

- 1.1 To ensure the safety and comfort of all passengers.
- 1.2 To ensure the bus runs efficiently, reliably and safely.

#### **2.0 GUIDELINES**

- 2.1 To ensure that students travelling to and from our school do so safely and in a manner consistent with the Department of Education and Early Childhood Development policies and regulations.
- 2.2 To provide a clear code of conduct for the school community
- 2.3 To ensure appropriate signage and safety procedures are in place.

#### **3.0 IMPLEMENTATION**

- 3.1 Students attending government schools are eligible to receive free bus travel to their nearest school, so long as they reside more than 4.8 kilometres from that school.
- 3.2 Students attending government schools are also eligible for a Conveyance Allowance so long as they attend the nearest school, no bus service is available and they live more than 4.8 kilometres from the school, or they live more than 4.8 kilometres from the nearest bus stop.
- 3.3 Our School has the responsibility for the co-ordination of buses, student behaviour and emergency management for breakdowns, accidents and bushfires.
- 3.4 The Principal is the designated Bus Co-ordinator.
- 3.5 The Bus Co-ordinator is responsible for the discipline procedures.
- 3.6 All students travelling regularly by bus, undertake revision of bus safety rules and procedures at the commencement of Term One and Term 3. (see attached Appendix)
- 3.7 The consequences for misbehaviour will be consistent with the Bus Code of Conduct and may lead to suspension from using the bus service.
- 3.8 The Principal may undertake further action against the student(s) under the Student Engagement and Wellbeing Policy.
- 3.9 Parents/guardians of the bus travellers will receive a copy of the Bus Code of Conduct and will be required to complete Newstead Bus Travel Agreement before their child/children will be allowed to travel on the bus.
- 3.10 The Bus co-ordinator or delegated staff member will supervise the arrival or departure of buses.
- 3.11 Application and guidelines for travelling on the bus will be given to all new enrolments.
- 3.12 The driver of the Newstead School bus service will be given a copy of student contact numbers in case of emergency.
- 3.13 The bus driver will follow the Bus Driver's Code of Conduct.
- 3.14 Occasional passengers will have to complete the required paperwork before travelling.

#### **4.0 EVALUTION**

- 4.1 A short review will take place one year after the policy has been approved by School Council.

## 4.2 An extensive review to take place in 3 years time

### Policy Approved

#### Appendix 6

#### **BUS CODE OF CONDUCT**

##### **Students will**

- behave safely at all times.
- listen to the bus driver and the bus captains.
- keep their belongings inside the bus.
- get on and off the bus quietly and in an orderly manner.
- only cross the road when the bus has left and it is safe to do so.
- will stay in their seats while the bus is moving.
- wear seat belts where they are fitted.
- respect the needs and comforts of other passengers
- respect bus property by not marking or damaging it.
- always follow instructions about safety on the bus.
- let the school and bus driver know in the morning if they not travelling on the bus that night.

##### **Students will not**

- distract the driver, except in an emergency
- get on or off the bus while it is moving.
- move from their seat while the bus is moving
- misbehave, harass other students, fight or play on the road while waiting for the bus.
- allow any part of their body to protrude from the bus
- fight, spit or use offensive or inappropriate language or place their feet on the seats.
- throw any article inside, or out of the bus.
- carry dangerous or flammable goods onto the bus.

##### **The driver will**

- be responsible for the supervision of the students.
- conduct his/ herself in a professional manner.
- respect the needs and comforts of the passengers.
- ensure the bus is clean and in a roadworthy condition.
- report students who breach the Code of Conduct to the Bus Coordinator.
- enforce bus rules where practical.
- be in a fit and legal state to drive.
- have a working mobile phone.

##### **The driver will not**

- knowingly put passengers at risk.

##### **Parents/guardians /Guardians are responsible for**

- transporting their children to and from the authorised bus stop.
- the safety of their children at the bus stop while waiting for the bus.
- parking so they don't impede the bus's approach or departure.
- waiting on the same side of the road as the bus when picking up their children.
- contacting the Bus Co-ordinator if they feel their child has been treated unfairly.

*If students misbehave on the bus they may incur the following penalties. The penalties have been introduced so the students will be dealt with in a fair and consistent manner. The penalties reflect the seriousness of the misbehaviour.*

#### **Unacceptable Behaviour**

*This includes*

- Aggressive, offensive or inappropriate behaviour eg bullying, teasing
- Failing to follow directions given by the bus driver or the bus captains.
- Distracting the bus driver eg being noisy or aggressive
- Spitting
- Damaging and destroying bus property
- Allowing any part of the student's body to protrude from the bus.
- Throwing objects within or from the bus
- Standing up in the bus while the bus is moving.
- Causing discomfort and distress to other passengers.

**Reporting of an Incident**

- The driver will stop the bus.
- The offenders name and full details of the incident will be recorded.
- The offender will be transported to the school or the normal drop off.
- The incident will be reported to the Bus Co-ordinator.
- The Bus Coordinator will take disciplinary measures in accordance to the guidelines.

***In rare and exceptional circumstances –and only as a last resort –drivers are authorised to eject a passenger from the bus. (refer to Policy and Procedures for Contract School Bus Services in Rural and Regional Victoria, Section 8.3)***

**Consequences Guidelines**

- *First Offence*-verbal warning to the student.
- *Second Offence*- written warning is sent to the parent/guardian.
- *Third Offence*-Up to ten days suspension of the student from school bus travel.
- *Fourth Offence*-The student will not be allowed to travel on the school bus for the remainder of the year.

***The Principal may use his/her discretion, based on the seriousness of the offence, to implement the appropriate consequence, irrespective of the number of offences the student has committed.***

**Bus behaviour incidents should be brought to the attention of the School Bus Coordinator by**

- the driver
- parents/guardians
- bus duty teachers
- bus captains

My child/ren \_\_\_\_\_ and I have read and discussed this code together and agree to abide by the conditions mentioned.

Signed: (Parent) \_\_\_\_\_

Signed: (Child/ren) \_\_\_\_\_  
 \_\_\_\_\_

## **Appendix 7**

### **Attendance Policy**

**Rationale:** *The Education Act* requires that children of school age (six to sixteen) resident in Victoria are required to be in full-time attendance at a government or registered non-government school unless they are receiving approved home tuition, correspondence education or have been granted an exemption by the Regional Director.

#### **1.0 PURPOSE**

- 1.1 To maximise student learning opportunities and performance by ensuring that children required to attend school, do so regularly and without unnecessary or frivolous absences.
- 1.2 To have in place, agreed processes for managing truancy, within the school.

#### **2.0 GUIDELINES**

- 2.1 The school recognises that education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find “catching up.” difficult. Absenteeism contributes significantly to student to failure at school.
- 2.2 All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent eg illness.
- 2.3 Parents have a responsibility to ensure that their children attend school regularly and are only absent if ill or absolutely necessary.
- 2.4 The Principal has the responsibility to work with families to ensure maximum attendance for all students.

#### **3.0 IMPLEMENTATION**

- 3.1 Class teachers mark the attendance twice, daily.
- 3.2 Attendance records will be entered into CASES, on a regular basis.
- 3.3 Parents of absent students are required to provide a written note or complete the absence forms, detailing reasons for absence. These notes will be retained by the school administration.
- 3.4 Staff members are to bring to the attention of the Principal any student/s whose attendance is irregular, any students who do not provide written notes adequately explaining absences, or whose absences appear unwarranted.
- 3.5 The Principal has the responsibility to ensure the attendance records are maintained and monitored at school and to ensure any unexplained absences are investigated and that high levels of absenteeism are adequately explained.
- 3.6 The Principal will ensure that parents of students with high levels unexplained or unapproved are contacted, with the view to developing and implementing strategies to minimise absences.
- 3.7 Unapproved absences are often indicative of other problems including engagement and family issues, so support strategies employed by the Principal, will be determined on a case by case basis.
- 3.8 The Principal will, after consulting with the class teacher, attendance records and the student will decide upon the strategies to be used. These strategies will be implemented using the procedures outlined in the Effective Schools are Engaging Schools.
- 3.9 Student attendance and absence figures will appear on student half year and end of year reports.
- 3.10 Student attendance data is reported to DEECD and the wider community as part of the annual report.
- 3.11 The school will promote a culture of “punctuality” and “it is not ok to be away,” will be explained and taught.
- 3.12 The benefits of regular and timely school attendance will be conveyed to the students and the community via the school newsletter.

- 4.0 4.1 A review to take place in 3 years time

## **Appendix 8**

### **EQUAL OPPORTUNITY POLICY**

#### **1.0 PURPOSE**

1.1 Newstead Primary School recognises and embraces diversity and is committed to providing an environment in which all members of the school community will have the right to equality of opportunity regardless of gender, ethnicity, age, disability or religion.

#### **2.0 GUIDELINES**

2.1 The school will promote an awareness of the educational needs of both boys and girls.

2.2 All members of the school community will have equal access to all programmes, facilities and appropriate positions of responsibility.

2.3 Positive self esteem will be developed in all students.

2.4 The school's programmes will be culturally and gender exclusive.

2.5 The school's programmes will maximise the potential of and provide opportunity for equal participation, for all students.

2.6 An environment, which is free of harassment and direct and indirect discrimination, will be fostered.

2.7 Support will be provided for those subjected to any form of discrimination.

2.8 All school community members will be made aware of any appropriate professional development activities.

#### **3.0 IMPLEMENTATION**

3.1 The policy will be implemented according to Equal Opportunity Legislation and the OHS Manual Guidelines

3.2 The principal will be responsible for ensuring that all educational programmes do not discriminate against any individual or group or hinder opportunities for equal access to programmes.

3.3 The principal will be responsible for ensuring that programmes foster self esteem and acknowledge and value the contributions made all by school community members.

3.2 The principal will be responsible for establishing internal complaints procedures, for all allegations of discrimination and support for those persons involved.

3.3 All staff will be responsible for the implementation of the policy and for fostering healthy working relationships between staff and students.

#### **4.0 EVALUATION**

4.1 An extensive review to take place in 3 years time.

## Appendix 9

### Links

The following is a link to the Equal Opportunity Act.

[http://www.austlii.edu.au/au/legis/vic/consol\\_act/ea1995250/](http://www.austlii.edu.au/au/legis/vic/consol_act/ea1995250/)

The following is the link to the Charter of Human Rights.

<http://www.humanrightscommission.vic.gov.au>

The following is a link to the Disability and Discrimination Act.

[http://www.austlii.edu.au/au/legis/cth/consol\\_act/dda1992264/](http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/)

The following is a link to the Education and Training Act

[http://www.austlii.edu.au/au/legis/nsw/consol\\_act/veata2005306/](http://www.austlii.edu.au/au/legis/nsw/consol_act/veata2005306/)

The following is a link to Effective Schools Model.

<http://www.education.vic.gov.au/about/directions/blueprint1/es/default.htm>

The following is a link to Student Engagement Policy Guidelines.

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/engagement/default.htm>