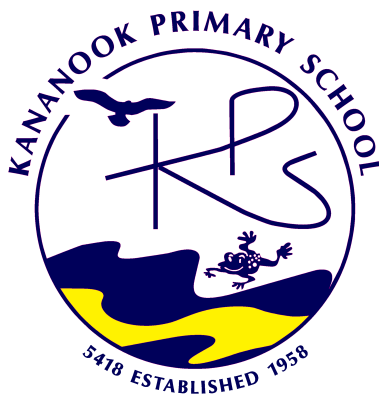


# **Kananook Primary School**

## **Student Engagement and Wellbeing Policy**

containing

## **Restorative Practice Guidelines 2017**



**Produced in consultation  
with the school community**

**Prepared using the guidelines outlined in the School Policy Advisory  
Guide found at the following link**

**[http://www.education.vic.gov.au/school/principals/spag/participation/  
pages/policyrequirements.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/pages/policyrequirements.aspx)**

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## SECTION 1: SCHOOL PROFILE STATEMENT

### VISION:

Our school's vision is to foster excellence in learning and positive relationships, which build the foundations for life success.

It aims to prepare students to contend with a very dynamic 21<sup>st</sup> century in which creativity, cooperative work, connectedness to the world and adaptability are key features. Kananook Primary School is proud of its achievements in creating a warm, harmonious and caring learning environment where students feel secure, happy and are highly motivated to learn. We aim to make the school a place where every child becomes strong and confident, having high self-esteem and high standards of academic achievement and social behaviour. At Kananook Primary School we promote "learning together".

### VALUES:

The school community has developed four school values, which underpin our relational learning philosophy.

These values promote:

- **Excellence:** in the achievement of individual and team goals (Do Your Very Best)
- **Responsibility:** for our words, actions and learning (Be In Charge Of Yourself)
- **Tolerance:** of diversity and individual differences (Understand and Accept That People Are Different)
- **Integrity:** of individuals in their words, actions and relationships

### PHYSICAL SCHOOL LOCATION

Kananook Primary School is situated in the suburb of Seaford and is part of the Northern Peninsula Cluster of the Southern Metropolitan Region. The school is set on spacious grounds in a residential area close to Kananook Creek and a short distance from Seaford and Long Island Beaches. It is bordered by Wells Rd, Buna Ave, Boonong Ave and Lyster Close. The school has been described as "Seaford's Hidden Gem" by many visitors and is full of pleasant surprises as you wander through the spacious outdoor areas that spread out towards the back of the school. The Kananook pre-School is located adjacent to the Primary School and strong links exist between the two schools.

### PHYSICAL ASPECTS

Kananook Primary School's land size is approximately 2 hectares with plenty of mature trees and shaded areas, making it one of the largest school sites in not only Seaford but also the Southern Metropolitan Region. Regular working bees are conducted to maintain and improve the grounds.

Kananook Primary School has:

- A BER Building (Cooinda) houses our three Year 4/5/6 classes, containing double and triple size classrooms, wet areas, central learning space, private office learning spaces and teacher work areas.
- An award winning middle school facility which houses three classes (Year 2/3 x 2 and Year 4), this architecturally designed learning space has stand up work benches, reading nooks and a small amphitheatre learning area.
- Two double sized classrooms which each house a Prep class and Year 1 class
- A separate play area, sandpit and play equipment specifically designed as a Prep only area
- Mirrabooka Arts Wing containing well equipped Music, Art and LOTE (Japanese) rooms
- Large multi-purpose hall
- Library
- Environment Centre comprising of a vegetable patch, orchard, potting shed and undercover area for students to propagate plants.
- Covered and locked bike shed
- Courtyard with gazebo and gas BBQ
- Soccer and football ovals
- Tennis court/volleyball court
- Two basketball courts
- Large shade covered adventure playground
- Kid's Kitchen/Science Room
- Before and After School facilities for Kananook students only

### **ENROLMENT**

Enrolment is currently stable at between 165-175 students

### **EDUCATION ATTAINMENT**

The Student Family Occupations (SFO) index is currently 0.6890.

### **STAFFING PROFILE**

Kananook's staff consists of:

- 6 full time classroom teachers
- 4 part time classroom teachers (who job share)
- 3 part time specialist teachers
- 3 Education Support staff members
- 2 Reading Support teachers (0.2)
- 0.6 Business Manager + 0.6 Office manager
- Assistant Principal/Primary Wellbeing Officer
- Principal

The staff is well supported by School Council. At KPS we also draw on a number of outside agencies such as psychologists, occupational therapists, counsellors and speech pathologists to support programs for individual students.

## **PARENTAL ENGAGEMENT**

Kananook regards parents as vital partners in the educational process and seeks and appreciates their active participation through the PTF (Parents Teachers and Friends), School Council and School Council sub-committees. Parents are welcomed and encouraged to participate in a wide range of school activities including supporting teachers and students in classrooms, in student programs such as the SRC canteen and on camps and excursions. The PTF is an integral part of the school and organises fundraisers such as special lunches, BBQs, discos, Mothers' and Fathers' Day stalls and Christmas and Easter raffles. School Council requires input from its various subcommittees, the PTF, the SRC, Principal and staff.

The role of parents as partners in learning at Kananook can be observed in their participation at Student Support Group meetings, parent/teacher interviews, student led parent meetings and informal parent/teacher meetings.

Kananook effectively communicates with parents through our comprehensive Website, Updated App, Facebook, annual information sessions, Prep transition program, phone calls, informal meetings and/or conversations, new parent welcoming afternoon tea and weekly assemblies.

Whole-school annual events such as Open Night held during Education Week, Musical Production held at the Frankston Arts Centre and the Christmas Concert are well attended and well received. Mid-year Parent/Teacher interviews are a highlight for the staff as we have consistently achieved 90% attendance at this event.

## **SECTION 2: WHOLE SCHOOL PREVENTION STATEMENT**

### **1. PREVENTATIVE SCHOOL CULTURE**

The foundation of Kananook's positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and where students have every opportunity to meet their personal and educational potential. A key component of Kananook's approach to prevention is teaching positive behaviours and the use of logical consequences to address appropriate and inappropriate behaviour. This is achieved by the implementation of Restorative Practices throughout the school.

The Wellbeing Team (SSSOs and PWO) regularly consults with students, parents/carers, teachers, support organisations and the wider community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Student voice is supported through a student-centred approach involving personal learning goals, self and peer assessment and students monitoring and reporting on their own learning. Student voice is also encouraged through participation in the Student Representative Council (SRC), formulation of classroom rules and expectations and class conferences (Circle Time). Through SRC meetings and fortnightly SRC class visits all students have the opportunity to have input into the creation of their educational experience, including the physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. The SRC is encouraged to respond to and implement student suggestions. The SRC Canteen and Chess Tournament are all student initiatives. The school continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the wider community.

Our positive school culture is also centred on student engagement being the basis for learning. To support this, the Professional Learning Teams are actively engaged in developing classroom practice to ensure that our pedagogy (the technique used by an instructor to foster and facilitate learning by another) and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through learning circles and professional learning teams that encourage innovative pedagogy in the delivery of the Victorian Curriculum.

Kananook aims to improve student wellbeing with a focus on enhancing social skills, improving student motivation and behaviour and increasing learning confidence (refer to the Annual Implementation Plan for details).

## 1.2 PREVENTATIVE PROGRAMS

### RESTORATIVE PRACTICES IS AT THE CORE OF THIS PROGRAM



## Restorative Practice Guidelines

### Rationale

This policy's purpose is to drive the practice of teachers and school leaders to encourage positive behaviours, sound wellbeing, healthy self-discipline and a strong, sustainable school culture.

All schools have a mandate and an obligation to provide an environment that is challenging and safe for all stakeholders – students, staff and families. Within this mandate, we incorporate our strategic intention to be a school where our stated values of **Excellence, Responsibility, Tolerance** and **Integrity** are manifested in our work.

The approach that our school has chosen to underpin our practice and the resultant culture is **Restorative Practices**. Restorative Practices connects most directly to our intentions for Student Engagement and Wellbeing.

### Philosophy

Restorative Practices is underpinned by some key philosophical beliefs that the school's leadership have identified as being critical to cultural success:

- Restorative Practices effectively teaches students to take responsibility for their actions.
- Restorative Practices requires shifts in language that staff need to be supported to embed in practice.
- Restorative Practices is about learning to accept conflict as normal, to focus on the harm caused by it and respond in terms of building relationships in a response to the conflict.
- Restorative Practices requires both preventative and responsive procedures to be deployed in all learning environments.
- Restorative Practices is about maximising a firm and a fair approach in a consistent fashion.
- Restorative Practices is about acknowledging the past without becoming mired in it. It's about moving from past, to present and to the future.
- Restorative Practices provides a set of useful questions to use as a guide for our intentions for dealing with conflict, bullying and poor behaviour choices.
- Restorative Practices is about confronting students with the genuine impact of their behaviours and compelling them to make amends.
- Restorative Practices is proven through an extensive body of research to be the best available methodology for reducing the instances and severity of bullying.
- Restorative Practices is about asking questions and promoting higher levels of thinking as a means for engaging students with improved behaviour trajectories.

## Implementation

A multitude of strategies for full implementation of Restorative Practices are in place. These can be described as both Responsive and Preventative.

### Responsive Strategies

#### Consequences

Within the Restorative Model, consequences/punishments may be applied at the professional discretion of teachers and school leaders. Wherever possible, these consequences will be:

- Previously negotiated with students.
- Designed to allow further reflection and planning for action.
- Linked to individually differentiated high expectations.
- Deployed as an extension to the Restorative model rather than an alternative to it.
- Designed to target identified behaviours

#### Suspension/Expulsion

Within the Restorative Model suspensions/expulsions may still be applied at the professional discretion of teachers and school leaders.

Suspension Procedure:

- Final decision to suspend (internally or externally) rests with the Principal.
- The Principal and/or relevant staff will contact parents/families directly to inform of the suspension term and reason. This will be followed up with a formal letter.
- Any student suspended will be provided with a reflection sheet to complete during suspension and will be personally supported to complete this prior to re-entry to school.
- The school will be available to meet with parents/families during suspension to determine strategies more likely to prevent recidivism upon re-entry.
- At the conclusion of suspension, a school leader will convene a re-entry meeting compulsory for the student, parents and affected people to attend so that the student has full opportunity to make amends and to re-enter the school environment successfully and without stigmatising residual shame/embarrassment.
- In many cases, a class re-entry circle is conducted so that classmates can support a successful new beginning for the suspended student.

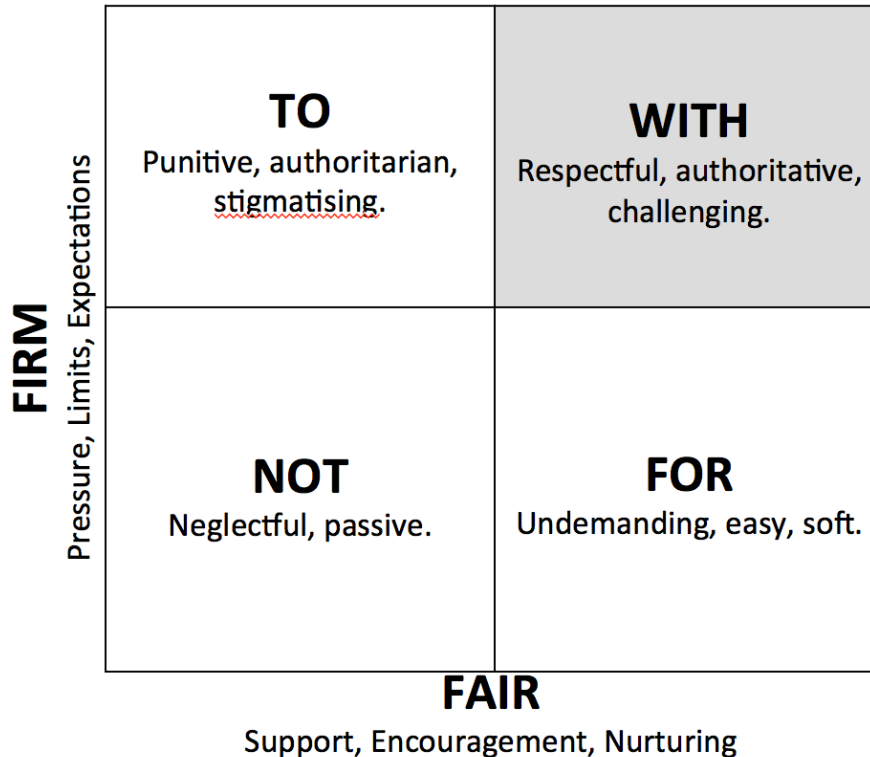
### Preventative Strategies

- Outlined in our 2017 Restorative Practices Implementation Plan (Appendix A) this document ensures action in four key domains:
  - Staff Discussion and Learning Opportunities
  - School Community
  - Behavioural targets for Classrooms and the Playground
  - Planning and Programming Considerations
- Our Student Engagement Plan (Appendix B) is designed as the public manifestation of this policy. It demonstrates the key factors associated with Restorative Practices implementation, including:
  - The Restorative Continuum
    - Affective Statements
    - Affective Interactions
    - Small Impromptu Conferences
    - Circles – Check-In, Check-Out, Response, Preparation and Learning
    - Formal Conferencing
  - The Restorative Questions (contextually adjusted for age appropriateness)



For those who have done the wrong thing.	For those who have been harmed or affected.
What happened? What were you thinking at the time? What have you thought about since? Who has been affected by what you did? And how? What do you need to do to make things right.	What did you think when you realised what happened? How has this affected you and others around you? What's been the hardest part for you? What do you think needs to happen to make things right.

- The Restorative Operating Domains



- Behaviour Support Plans are also implemented to support students whose behaviour demonstrates the need for an individualised intervention.

## **Resources**

Kananook is currently in a Real Schools Partnership where support is provided through the provision of:

- Professional Development for staff
- Videos, professional articles, webinars and ebooks are provided.
- Annual parent sessions are conducted to support parental awareness and involvement.
- Mentoring and Coaching is provided to build Implementation Plans, supporting documents and policy development.

## **Evaluation**

Evaluation of this policy will be a consultative process inclusive of data, evidence and opinion of key stakeholder groups. These groups will include:

- Executive Leadership Team
- Teaching and non-teaching staff
- School Council
- Parent Groups

**Date of next Review – 2020**

**Developed by Adam Voight (Real Schools Founder) and Martene Matthews (Education Sub-Committee leader)**

## **SECTION 3: RIGHTS AND RESPONSIBILITIES**

### **3.1 Guiding principles**

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

### **3.2 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.

### **3.3 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.

Human rights include:

- 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 DET 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 website.

### **3.4 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.

Kananook Primary School will make 'reasonable adjustments' to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with a 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.

At Kananook Primary School we will 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. Kananook Primary School will 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.

We will consider all likely costs and benefits, both direct and indirect, for our school, 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 our school 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.

### **3.5 Education and Training Reform Act**

The main purpose of the *Education and Training Reform Act 2006* is to set out a legislative framework that will underpin quality education delivery in Victoria, both now and well into the future. The Act includes a set of overarching principles upon which the practice of education is to be based and requires all providers, both government and non-government owned, to deliver their programs and teaching in a manner that supports Australian democratic practices, including a commitment to:

- elected Government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

In addition, the legislation is underpinned by a commitment to diversity, choice innovation and access to education and training of the highest quality.

### **3.6 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)

See separate Policy Statements for explicit information about how Kananook Primary School deals with Bullying and Harassment.

### **3.7 Rights and responsibilities of the School Community**

The following rights and responsibilities are listed to provide all school community members with a clear understanding of what can be expected of them. Student expectations are actively taught to ensure our students understand what is expected of them and what they can expect from each other.

<b>Rights</b>	<b>Responsibilities</b>
<p><b>All members</b> of Kananook Primary School community have a right to:</p> <ul style="list-style-type: none"> <li>• Fully participate in an environment free of discriminatory behaviour including racist, sexist, ability-based, socio-economic based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion</li> <li>• Be treated with respect and dignity</li> <li>• Feel valued, safe and supported in an environment that encourages freedom of thought and expression</li> </ul>	<p><b>All members</b> of Kananook Primary School community have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Acknowledge their obligations under the <i>Equal Opportunity Act 1995</i> and the <i>Charter of Human Rights and Responsibilities Act 2006</i> and communicate these obligations to all members of the school community</li> <li>• Participate and contribute to a learning environment that supports the learning of self and others</li> <li>• Ensure their actions and views do not impact on the health and wellbeing of other members of the school community</li> </ul>
<p><b>All students</b> have a right to:</p> <ul style="list-style-type: none"> <li>• Work in a secure environment where without intimidation, bullying or harassment they are able to fully develop their talents, interest and ambition</li> <li>• Be treated with respect and fairness as individuals</li> <li>• Expect a learning program that meets their individual needs</li> <li>• Participate fully in the school's educational program</li> </ul>	<p><b>All students</b> have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Attend regularly and punctually</li> <li>• Be prepared to learn and with support from teachers participate fully in the school's educational program</li> <li>• Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community</li> <li>• Demonstrate respect for the rights of others, including the right to learn</li> <li>• Develop as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals</li> </ul>
<p><b>All teachers</b> have the right to:</p> <ul style="list-style-type: none"> <li>• Expect that they will be able to teach in an orderly and cooperative environment</li> <li>• Expect to be able to work in an atmosphere of order and cooperation</li> <li>• Use their judgment in the application of rules and consequences</li> </ul>	<p><b>All teachers</b> have the responsibility to:</p> <ul style="list-style-type: none"> <li>• Fairly, reasonably and consistently, implement the engagement policy</li> <li>• Recognise how students learn and how to teach them effectively</li> <li>• Know the content they teach</li> <li>• Know their students</li> </ul>

<ul style="list-style-type: none"> <li>• Receive respect and support from the school community</li> <li>• Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and assess for effective learning</li> <li>• Create and maintain safe and challenging learning environments</li> <li>• Use a range of teaching strategies and resources to engage all students</li> <li>• Treat all members of the school community with respect, fairness and dignity</li> </ul>
<p><b>All parents/carers</b> have the right to :</p> <ul style="list-style-type: none"> <li>• Know that their children are in a safe, happy learning environment where they are treated fairly and with respect</li> <li>• Expect a positive and supportive approach to their child’s learning</li> <li>• Expect communication and participation in their child’s education and learning</li> </ul>	<p><b>All parents/carers</b> have the responsibility to:</p> <ul style="list-style-type: none"> <li>• Promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours.</li> <li>• Ensure their child’s regular attendance</li> <li>• Ensure their child adheres to the Dress Code</li> <li>• Ensure their child has the appropriate learning materials</li> <li>• Engage in regular and constructive communication with school staff regarding their child’s learning</li> <li>• Support the school in maintaining a safe and respectful learning environment for all students, including maintaining confidentiality</li> <li>• Be mindful that students are only supervised between the hours 8:45 to 3:45 when at school. Outside of those hours students should be placed in the care of the Kananook Out of School Hours (KOOSH) staff</li> </ul>

**See separate policies of Parent Code of Conduct and Duty of Care Policy for more explicit details of how the rights and responsibility of the Kananook Primary School community are upheld.**

## SECTION 4: SHARED EXPECTATIONS

Kananook Primary School has developed shared expectations to ensure the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what are expected and appropriate behaviours for our school community. Our shared expectations are intended to support the individual students and families who come to our school community from a diversity of backgrounds and experiences.

### The Kananook Primary School Community believes:

- Every student has the capacity to learn
- Every student should have an opportunity to experience success
- Every student and staff member has the right to learn and work in a safe, caring environment where individual differences are respected
- Every student should have an opportunity to express their opinions and an opportunity to make a positive contribution to the school
- Every parent should have the opportunity to participate in their child's education
- The school has a valuable role to play as part of the community

### The school community has developed four school values, which underpin our relational learning philosophy. These values promote:

- **Excellence:** in the achievement of individual and team goals (Do your very best)
- **Responsibility:** for our words, actions and learning (Be in charge of yourself)
- **Tolerance:** of diversity and individual differences (Understand and accept that people are different)
- **Integrity:** of individuals in their words, actions and relationships

a. These core values are reflected in the **four school rules** that guide behaviour and learning at Kananook Primary School. These rules are;

- Take responsibility for your own learning and the learning of others (**Excellence**)
- Take care of your own safety and the safety of others (**Tolerance**)
- Take care of school property and the property of others (**Responsibility**)
- Follow all staff members' instructions in a respectful manner (**Integrity**)

b. These core values are also reflected in **THE STUDENT PROMISE** declared at each Assembly.

I promise to make Kananook a happy place

I will respect other people

I will obey school rules

I am proud of my school

I will always do my best



**c. THE MOTTO:**

Today's Learning - Tomorrow's Future

**Restorative Practices (see guidelines on page 6)**

The school is committed to the use of restorative practices with students.

**STAFF EXPECTATIONS**

The leadership team will:

- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the Equal Opportunity and Human Rights legislation
- Collaborate with the school community to develop policies and procedures consistent with its values and aspirations and DET guidelines
- Develop community partnerships which engage families and the community in ways that support student achievement and success
- Work in partnership to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community links which are inclusive and responsive to student needs

The teachers will:

- Develop flexible pedagogical styles to engage different learners
- Work within the Restorative Operating Domains (refer to Restorative Practice Guidelines on page 8 of this document)
- Deliver relevant curriculum and assessment that challenges and extends students' learning and gives students the opportunity to experience success in their learning
- Provide inclusive learning experiences and opportunities for our diverse student population
- Develop positive, meaningful and respectful relationships with students that promote engagement, wellbeing and learning
- Create a safe and supportive learning environment in which all students feel confident to take risks, accept challenges and make mistakes
- Be a positive role model
- Demonstrate commitment to and display pride in the school
- Provide opportunities for student voice in developing a positive school culture
- Communicate with parents and provide feedback about their child

**ATTENDANCE**

In compliance with DET procedures the leadership team and teachers will:

- Promote regular attendance with all members of the school community
- Monitor and follow up on absences

## **BEHAVIOUR**

Kananook will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. The school is committed to engaging all students and will only exclude students as a last resort in extreme circumstances.

The leadership team will:

- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- Provide appropriate professional development opportunities for all staff to build the capacity to promote positive behaviours

The teachers will:

- Use the Restorative Practices Policy as a basis for negotiating a class-based set of shared expectations with students
- Use restorative methods when dealing with students in their care
- Teach students social competencies through curriculum content and pedagogical content
- Employ the restorative practices approach that reflect the behaviours expected from students and which focus on supporting positive behaviour
- Build a collegiate atmosphere with all staff members to share and support each other to reflect on behaviour management strategies
- Involve appropriate specialist expertise where necessary

## **STUDENT EXPECTATIONS**

### **WELLBEING AND ENGAGEMENT**

All students are expected to:

- Have high expectations that they can learn
- Participate actively and positively in all teaching and learning experiences
- Respect, value and learn from the difference of others
- Accept increasing levels of responsibility for the learning and wellbeing of themselves and others
- Engage in the restorative practices approach being implemented at KPS

### **ATTENDANCE**

All students are expected to attend school punctually and regularly, unless ill. If students cannot attend school an explanation from a parent or carer must be provided.

### **BEHAVIOUR**

Students are expected to:

- Support each other's learning by behaving in a way that is respectful and enquiring
- Have high expectations that they can learn and be willing to have a go
- Be considerate and supportive of classmates and teachers

- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that is safe, inclusive and happy
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- Be aware of what constitutes bullying
- Value school resources

## **PARENT/CARER EXPECTATIONS**

### **WELLBEING AND ENGAGEMENT**

Parents and carers are expected to:

- Support the school's efforts to educate its students to live in a diverse world by promoting and understanding for diversity at home
- Help the school to provide student-centred actions by providing all relevant information to the school and to inform the school directly and promptly of any concerns
- Actively participate in supporting their child's learning by building a positive relationship with the school through attendance at student/parent/teacher meetings, information sessions, student activities, school celebrations, student support group meetings (SSG's) and by reading and/or responding to school communication (newsletters, notices, phone calls, letters, permission or consent forms) in a timely manner
- Provide essential education items such as classroom requisites and correct uniform items
- Provide healthy snacks and lunches to assist learning and concentration
- Check child's hair weekly for head lice

### **ATTENDANCE**

Parents/carers are expected to ensure that their children attend school regularly and punctually and that if a child is absent, parents/carers advise the school as soon as possible. Parents/carers are also expected to ensure enrolment and contact details are correct.

### **BEHAVIOUR**

Parents/carers should understand the school's behavioural expectations and work with the school to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school.

## SECTION 5: ACTIONS AND AGREED CONSEQUENCES

Kananook believes that consequences are an essential part of people being held accountable and responsible for their behaviour (see Restorative Practices Guidelines page 11).

The Department Guidelines will be used when dealing with the following consequences:

- Detentions
- Suspensions
- Expulsions
- [Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.](#)

Date Implemented	
Prepared by	Martene Matthews
Approved By	School Council
Approval Authority (Signature & Date)	
Date Reviewed	
Responsible for Review	Principal
Review Date	
References	

### References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm</a>
School Accountability and Improvement Framework	<a href="http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm">http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm</a>
Effective Schools are Engaging Schools	<a href="http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf</a>
Disability Standards for Education	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm</a>
Safe Schools	<a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm</a>

	<a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm</a> <a href="http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm">http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm</a>
Charter of Human Rights	<a href="http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm">http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm</a> <a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a>
Equal Opportunity Act	<a href="http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm">http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm</a>
Education and Training Reform Act 2006	<a href="http://www.education.vic.gov.au/about/directions/reviewleg.htm">http://www.education.vic.gov.au/about/directions/reviewleg.htm</a>
VIT Teacher Code of Conduct	<a href="http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf">http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf</a>
Real Schools	<a href="http://www.realschools.com.au/">http://www.realschools.com.au/</a>