1. SCHOOL CONTEXT

The Basin Primary School is located on a large and attractive site in the foothills of the Dandenong Ranges some 30 kilometres from the centre of Melbourne. The school enjoys a basically rural aspect with 13 acres of expansive, open grounds and well-established trees.

The Basin Primary School was established 129 years ago, in what was, until post second war population expansion, a rural area of market gardens and orchards. Rapid outer suburban housing development changed the profile of the school population, but many families have retained connections with the school over 4 generations. The strong community interest in the school from the families of these early farms and post war settlements remain a strength many other schools have lost in the urbanisation of the surrounding suburbs.

School facilities include an administration block and staff room, four other blocks with 12 operating classrooms, LOTE room, multi-purpose room, gym, a computer lab/library room and an art room. The classrooms have all recently undergone a refurbishment program under the Victorian Government 'Better Schools' grant of $400,000, a Federal Investing in Schools Grant of $150,000 and a National Pride Grant of $125,000. Under the 'Building Education Revolution" program the school is to have a $2,000,000 Learning and Library Centre built in the near future.

The school's teaching staff is comprised of an even mix of experienced and graduate teachers who provide an engaging curriculum across all the Learning Domains of VELS (Victorian Essential Learning Standards).The Student Family Occupation Index (0.423) is below the state wide median (0.49). Twenty-five percent of families receive the Education Maintenance Allowance. Of our parent community 25% of parents were born outside of Australia, with only 1% of students for whom English is a second language. 42.5% of the student population are female with 57.5% male.

Parents are welcomed and encouraged to participate in all school activities and to become partners with teachers in developing positive learning outcomes for the students. Parents participate in fundraising through PFA activities, incursions and excursions, School Council and its committees, classroom support – reading working bees, uniform shop sales, numerous sporting fixtures, etc. The school community was actively involved in the formulation of 'The Basin Primary School Core Values' and the school staff work very closely with the parent community in the promotion of positive behaviour.

2. WHOLE SCHOOL PREVENTION STATEMENT

This school aims to focus on the promotion of positive relationships, student resilience and engagement in learning. Strategies we have in place to support our students in achieving this goal include –

- developing an engaging curriculum with a strong focus on individual improvement and support
- building strong links with the local community (e.g. council, CFA, local traders, sporting clubs, church)
- regular visits from support professionals (e.g. psychologists, speech pathologists, social worker, chaplain, hearing specialist, school nurse)
- interacting with outside support agencies (e.g. Anglicare, CAMHS,)
- introducing an Early Morning Start program involving games and physical activity is run to engage children from P-6
- providing a wide range of extra-curricular activities are offered (concerts, twilight sports, choir, extension programs, camps/sleepovers, discos, dance competitions)
- consulting with students, staff, parents and the wider community is made widely possible (e.g. opinion surveys, school council, School council sub-committees, junior school council)
- providing spacious, well-resourced, learning areas
- complying with health and safety laws
- encouraging programs developed and implemented by students (e.g. playground bat tennis tournaments, Junior School Council initiatives, etc)
- restricting play areas to improve playground supervision

3. RIGHTS AND RESPONSIBILITIES

"All members of our school community have the right to feel safe and welcomed within our school".
Rights and Responsibilities of Students –

Rights	Responsibilities
Students have a right to: • work in a secure environment where, without intimidation, bullying (including cyber bullying) or harassment they are able to fully develop their talents, interests and ambition. • participate fully in the schools education program.	Students have a responsibility to: • participate fully in the schools educational program and to attend regularly. Students should also be expected to display positive behaviour that demonstrates respect for themselves, their peers, their teachers and all other members of the school community. • demonstrate respect for the rights of others, including the right to learn.

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
• Parents/carers have a right to expect that their children will be educated in a secure environment in which care,	• Parents/carers have a responsibility to: • promote positive educational outcomes for their children by taking an active interest in their child's

	educational progress and by modelling positive behaviours.
courtesy, and respect for the rights of others are encouraged	• ensure their child's regular and punctual attendance. • engage in regular and constructive communication with school staff regarding their child's learning. • Support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

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

4. SHARED EXPECTATIONS

Effective Schools share high expectations for the whole school community.

Expectations of staff include –
- providing opportunities for all students to learn
- treating students with courtesy and dignity
- working within the limits of their professional expertise
- objectivity in their relationships with students
- developing and maintaining a positive relationships with students
- developing and maintaining a professional collaborative relationship with parents
- high professional standards of competence

Expectations of students include –
- full participation in all school programs and activities
- regular attendance
- displaying positive behaviours that demonstrate respect for themselves, their peers, teachers and the school community
- show respect and courtesy to all members of the school community including peers, teachers, parents and visitors
- adhere to the schools core values

Expectations of parents include –

- supporting children in all educational endeavours and progress by giving praise and showing interest in all their school activities.
- supporting the school in maintaining a respectful and safe learning environment
- working in partnership and communicating regularly with the school to support the well-being and conduct of their child.

In 2008 our school developed a set of Core Values in consultation with all members of the school community. Our core values and expected behaviours are embedded in the following policies - Bullying, Cyber bullying, Personal Expression, Physical Environment, Participation, Equity, Diversity and Individuality Safety. These policies are reviewed on a regular cyclical basis and are based on the Australian Government's nine values for Australian Schools which are –

1. Care and Compassion
2. Integrity
3. Doing Your Best
4. Respect
5. Fair Go
6. Responsibility
7. Freedom
8. Understanding, Tolerance and Inclusion
9. Honesty and Trustworthiness

The school is committed to the use of restorative practices with students. Restorative practices:
- are under pinned by student learning and facilitate an environment of safety, trust and connectedness
- promote an awareness of others, responsibility and empathy
- involve direct and voluntary participation of those affected by misconduct in it's resolution
- promote relationship management rather than behaviour management

The school aims to address diversity by:
- maintaining a highly skilled, motivated and energetic workforce who are able to meet the needs of a diverse school community
- increasing the range of knowledge, skills and expertise available in the workforce enhancing the capacity for effective decision-making due to greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

5. SCHOOL ACTIONS AND CONSEQUENCES

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of agreed whole school strategies. These strategies include –

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom rules and whole school expectations
- providing personalised learning programs for students with specific needs
- consistently acknowledging students in the classroom, phone calls home, notes, awards and at assemblies

- empowering students by creating multiple leadership opportunities for them to take responsibility and be involved in decision making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- implementing school-wide positive educative behaviour support strategies

Inappropriate behaviours, including irregular attendance can be responded to through a staged response that has a prevention and early intervention, data based focus including –

- understanding the student and their circumstances
- ensuring clear attendance, classroom and playground behaviour expectations by students, staff and parents
- providing consistent school and classroom environments where expected behaviours are clear and consequences delivered fairly
- scaffolding the students learning program – providing academic supports

Broader support strategies include -

- supporting the parents/caregivers
- involving the student wellbeing coordinator, managed individual pathways
- tutoring/ peer tutoring mentoring / counselling – e.g. chaplain and school support personnel
- convening student support group meetings
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs
- involving community support agencies

Discipline Procedures – Suspensions and expulsion

Consequences which may be used prior to suspension include:

- withdrawal of privileges
- withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. Where appropriate parents/carers should be informed of such withdrawals.
- detention – teachers may require a student to finish schoolwork that has not been completed during regular sessions, or to undertake additional work at a reasonable time or place.
- Convening of a support group

Students will only be excluded from school as per DEECT guidelines if all other measures have been implemented without success.

Evaluation:

This policy will be reviewed as part of the school's three year review cycle.
Prepared by: Education Committee
Approval Date: 21st June, 2010
Review Date: June, 2013
Signed: _____ (Principal)
_____ (School Council President)