A. PURPOSE
To provide a supportive, co-ordinated and consistent approach to the education and wellbeing of children and young people enrolled in our school.

B. SCHOOL PROFILE STATEMENT
Bannockburn Primary School is situated seventy kilometres south-west of Melbourne. The school has a projected enrolment of 446 students (2010) across years P-6 and offers an educational environment tailored to the needs of the current cohort. Our school draws the majority of its students from the local rural area, with smaller numbers travelling from outside the vicinity. In 2010 each classroom teacher and integration aide will be a member of a year level team. The year level teams are responsible for all aspects of school life at that level including curriculum, teaching and learning, welfare, management, resources and environment. Each team will have a Section Level Leader. Teams and team leaders will be supported by the specialist teachers, leadership team, school chaplain and nurse.

The school is a TRIBES® school with the aim of promoting a harmonious environment where students, staff and parents cooperate to ensure that Bannockburn Primary School’s educational goals can be met. The school runs many innovative welfare programs designed to assist young people to gain self esteem and confidence, to work effectively in teams, take risks, be resilient, solve problems and show initiative. Our curriculum acknowledges the individual needs and differences of our students.

Bannockburn Primary School offers alternative curriculum and extension programs designed to meet the very particular needs of its students. All students within the school that have been identified as below or consistently above the expected curriculum levels have an individual learning plan. Extra curricula activities play an important part in school life. The Bannockburn School community continues to explore viable teaching and learning innovations which will maximize the competencies of our students.

Bannockburn Primary School utilises team teaching, professional learning teams of teachers at year levels, applied learning (inquiry and problem-based) integrated units and Individual Learning Plans (ILPs).

C. Bannockburn Primary School - WHOLE SCHOOL PREVENTION STATEMENT
Bannockburn Primary School’s strives to provide a caring, challenging and dynamic learning environment that engages students who work to achieve their personal best in an atmosphere of mutual respect and cooperation using our TRIBES® Agreements. We aim to cater for all children in a manner that allows for individual consideration while managing the best interests of everyone pertaining to our purpose.

Bannockburn Primary School provides programs, services, information and resources that engage students:

a) By modelling the values of Personal Best, Attentive Listening, Mutual Respect, Participation, Right to Pass and Appreciations - no put downs;

b) By providing a safe and supportive environment in which students can learn and grow;

c) By encouraging punctual, regular attendance of all students at school; and

d) By engaging students cognitively, behaviourally, emotionally, socially and physically.

We have programs in place which support our students to attend school, participate in class and enjoy learning.

Additional staff has been employed, such as a school nurse and chaplain, to enable teaching staff to concentrate on engaging teaching and to ensure students and parents are given the best care available. Support programmes are run in and out of school hours. We offer our venue to be used by suitable groups that offer additional skills to our school community.

Programmes that target specific age and interest groups and curriculum areas are sourced from both in and out of the school environment. Contacts are made as the school works with local government groups and service providers to cater for all needs.

Children that may be having difficulties in the social arena of the school yard are identified among the staff and with the assistance of the school nurse and chaplain, we put both monitoring and intervention programmes into place.
A school focus has enabled us to make our school visually appealing while remaining highly functional in its surrounding. **Areas of recent development are:**

- Shaded areas – health and safety and student comfort
- Rotunda – outside learning space, student comfort and parent seating at home time
- Synthetic grass area - passive area of yard
- General appeal and upkeep – pride in our environment
- Gallery areas - to extend learning groups
- RNEC - to extend specialist groupings of students
- Work shed area – targeted grouping of children under supervision
- Eco centre – modern learning facility that utilises current environmental issues ie energy usage

**Current and/or recent programmes to engage and stimulate learning include:**

- **Butterflies** – a link with the shire to target youth issues
- **Tall and Spotty. Short and Snotty** – parent group to help to deal with growing children issues
- **MPower Girls** – a targeted learning program to encourage girls who are having social issues to speak up and work together
- **Alannah and Madeline Wellbeing and Cyber Safety Program** – we are currently a pilot school
- **Drug Proofing Your Kids** – Run by the school chaplain after hours to work in with parents
- **Family Life Program** (sex education) – Students and their parents attend at school together
- **Solar boats** – engaging an increasing group of students in the areas of technology and team work
- **Large grass activities and games** – allows for all children to withdraw from fast games and relax on a supervised grassed area for sedate activities
- **Seasons** – to support children who have experienced bereavement
- **Library lunch time activities** – promotes positive language skill development in a supported environment, enabling students to learn how to share and engage with others
- **TOM (Tournament of Minds)** – extension development in the area of performing arts
- **Geelong College Challenge** – extension development in general team work and leadership skills
- **MVA Challenge** – as above but run internally to engage more students from Bannockburn Primary School as well as neighbouring schools

Parent contact is encouraged at the office at all times and with specific classroom teachers by appointment. Student information is handled confidentially and without prejudices. We are concerned with the whole child and endeavour to encourage well being for them. All families are treated in a positive and welcome manner. We encourage friendliness, support and a positive attitude to all experiences.

**D. RECIPROCAL RIGHTS AND RESPONSIBILITIES**

The Charter of Human Rights and Responsibilities Act (2006) provides an outline for the Bannockburn Primary School Strategic Plan. Bannockburn Primary School strives to consistently encourage, support and respect each other and our community. School policies, such as anti bullying and behavioural plans are in place and updated regularly, to guide staff, students and parents in our endeavour to address the rights and responsibilities of all parties.

All concerns are taken seriously and investigated with confidentiality and care.

**E. AGREED RESPONSIBILITIES**

All members of the school community including the School Council, Principal, Teachers, Students, Parents, Education Support Staff and Community Members have a responsibility to acknowledge the rights of others and to behave in such a way as to protect those rights.

Bannockburn Primary School's student behaviour contributes positively to all aspects of the community. By following all of the TRIBES® Agreements they are able to positively influence school programmes and affect the attitude to and involvement with, Bannockburn Primary School and the local community. Student awareness of the importance of a positive attitude towards themselves and others is critical to the educational, social, emotional and physical development of everyone in a school community.

Consistently setting high standards and assisting student to meet them, allows students to understand what is expected of them and what they can expect from each other.

All school staff are given roles and responsibilities that comply with staffing structures (intranet - Shared Admin-Admin) to enable all parties to know who is taking responsibility for tasks around the school. Bannockburn Primary School Strategic Plan and Annual Implementation Plans are always available (school website) and updated with all information for the community and parent base.

All teachers, students, well being staff and parents / carers have a clear understanding of what can be expected from the school.
## SHARED EXPECTATIONS

<table>
<thead>
<tr>
<th>FREEDOM</th>
<th>RIGHT</th>
<th>PRINCIPAL TEACHERS SCHOOL STAFF EXPECTATIONS</th>
<th>STUDENT EXPECTATIONS</th>
<th>PARENT/CARER EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The right to a supportive, safe, secure and dynamic learning environment which encourages freedom of thought and expression</td>
<td>Use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning</td>
<td>To follow school guide lines of responsibility and respect in relation to the needs of others</td>
<td>That the rights of the individual are to be considered when working with the whole groups and that parents support the needs of all children</td>
<td></td>
</tr>
<tr>
<td>The right to have input into issues that affect you</td>
<td>Provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning</td>
<td>To follow the Tribes agreements of communication to express themselves in connection to input with their education</td>
<td>To participate individually or through the School Council Representatives to voice opinions and be heard on issues that affect them</td>
<td></td>
</tr>
<tr>
<td>The right to access school and community resources</td>
<td>Plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students</td>
<td>To have appropriate access to the full school resources</td>
<td>To be a considered part of the community with equal rights to others</td>
<td></td>
</tr>
</tbody>
</table>

| RESPECT                                                               | The right to learn in an inclusive school community with access to full participation | Develop understanding and respect for students as individuals, and are sensitive to their social needs and the way they interact with others | To respect the rights of others along with their own to engage in educational practices, designed to benefit all students and school community | To be included and have their views equally considered along with everyone else. To be consulted where appropriate in the form of surveys and opinion polls |
| The right to value, celebrate and acknowledge cultural rights and diversity | Be aware of the social, cultural and religious backgrounds of the students they teach, and treat students equitably | Act respectfully and be open to those views expressed by others | To be supportive of the school in the endeavour to teach children to respect the rights of all concerned in a learning community |
| The right to have support at the point of need                         | Contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers | That they as well as others can expect to have shared access to assistance as needed throughout the day | To have access to several avenues of address with staff students and the community |

| EQUALITY                                                              | The right to receive a rewarding and meaningful education through challenging learning goals | Use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students | To be receptive to the challenges made available to them and to be mindful of opportunities to extend their personal learning | Offer support to their own and others in the endeavour to ensure all children are treated equally |
| The right to defend or explain your actions                            | Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom | That they can be heard with no prior bias on an individual occasion | To access both the Principal/Assistant Principal to discuss matters concerning their children. These are both scheduled and incidental meetings |
| The right to be treated as an individual                               | Know the learning strengths and needs of their students and are aware of the factors that influence their learning | Celebrate their strengths and glean skills with which to strengthen their areas of need | Have the right to personal and individual address within the school. The right to speak personally and privately with the Principal |

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**FREEDOM**
- The right to a supportive, safe, secure and dynamic learning environment which encourages freedom of thought and expression.
- The right to have input into issues that affect you.
- The right to access school and community resources.

**RESPECT**
- The right to learn in an inclusive school community with access to full participation.
- The right to value, celebrate and acknowledge cultural rights and diversity.
- The right to have support at the point of need.

**EQUALITY**
- The right to receive a rewarding and meaningful education through challenging learning goals.
- The right to defend or explain your actions.
- The right to be treated as an individual.
Schools – principals, teachers and school staff

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

School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Diversity in the school community

Bannockburn Primary School celebrates the diversity in our student, parent and teacher groups. We endeavour to capitalise on all skills within these groups to offer our students the best that we can and they deserve.

The school aims to address diversity by:

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

**STUDENT DISCIPLINE PLAN**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Behaviours</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| 1     | Acceptable conduct. | • Displays caring and appropriate behaviour towards others  
• Attends to school work  
• Considerate towards others  
• Displays TRIBES® agreements | • Allowed to participate in all school activities, including camps and excursions.  
• Positive behaviour brought to the attention of the class, the school, through assemblies, the school community through awards, postcard to parents etc. |
| 2     | Low level misconduct. | • Displaying inappropriate manners  
• Playing in the wrong area  
• Not giving personal best in school work | Any misbehaviour is treated by following natural consequences.  
• Advising child behaviour is inappropriate.  
• Discussion followed by a warning.  
• Reminder of school rules. |
| 3     | Low level misconduct. Has infringed rights of others to a less than serious degree. | • Teasing  
• Inappropriate language  
• Damage to property  
• Out of bounds  
• Rough play  
• Aggressive behaviour | • Parents/Guardians notified  
• Oral and/or written apology  
• Walk with yard duty teacher  
• Withdrawal of privileges  
• Restricted play areas  
• Pay repair costs  
• Detention |
| 4     | Persistent or severe infringement of rights of others. | • Dangerous play  
• Stealing  
• Fighting  
• Refusal  
• Swearing  
• Bullying | • Classroom Management plan  
• Detention  
• Withdrawal from class environment  
• Immediate Parent Contact  
• Support Personnel Involved (Team leader, Student Welfare coordinator)  
• Behaviour Management Plan |
| 5     | Very serious and/or persistent abuse of the rights of others. | • Disrespect to Staff  
• Bullying  
• Physical or verbal assault | • Behaviour Management Plan  
• Referral to Principal / Assistant Principal  
• Suspension |
| 6     | Totally unacceptable conduct in a school setting. Wilfully violates the rights of others. | • Failing to comply  
• Danger to Staff/Students | • Suspension |
Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

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

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

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

Broader support strategies will include:

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