

### PURPOSE

To provide a supportive, coordinated, engaging and consistent approach to the education and wellbeing of children enrolled at Montpellier Primary School.

### SCHOOL PROFILE STATEMENT

Montpellier Primary School is situated in residential Highton, which is nestled between the Barrabool Hills and the Barwon River. It provides quality education for the children of Highton, Wandana Heights, and the recently constructed housing estates located to our north and surrounding areas. Currently (2019) the school has an enrolment of approximately 650 students. The school aims to provide a safe, pleasant, caring and supportive environment which promotes and encourages a positive approach to behaviour and learning.

There is a tradition of academic excellence with children increasingly expected to take responsibility for their own learning, participate in decision making, to work cooperatively, respect others and their belongings and to take pride in their best efforts. The school places great emphasis on providing comprehensive English and Mathematics programs to ensure that students acquire the necessary Literacy and Numeracy skills. The Victorian Curriculum subject areas including Economics, Geography, History, Civics and Citizenship and Health are covered using an Inquiry Learning approach. Indonesian will be our LOTE program commencing 2020 and will be taught as a specialist subject along with Visual Arts, Performing Arts, Physical Education and STEM. An extensive Sport program is provided by Grades 3, 4, 5 and 6 classroom teachers. Critical and Creative Thinking capabilities, Ethical capabilities, Intercultural capabilities and Personal and Social capabilities and planned for and taught as part of the overall curriculum.

Additional programs are developed and offered to reflect the needs of the students and the school community. These include a whole school concert, Dance Extravaganza, Habits of the Mind, Mindfulness, Preparation for Puberty, Sun Smart Program, buddy system, Environmental Program, Passion Projects, Life Education Van (Drug Education), gymnastics and swimming programs and an Out of School Hours Childcare Program including vacation care during term breaks.

Students demonstrate a keen interest to learn, an ability to cooperate and support each other and a positive approach to life in general. As a consequence the tone of the school is consistently positive. Our staff are dedicated, highly professional, approachable, supportive and demonstrate a strong commitment to the school and individualised care for students is a high priority. The school community takes great pride in the school's facilities, which provide an aesthetic learning environment.

### PHILOSOPHY & VISION

The Montpellier community of students, parents and staff are highly motivated and share a vision for the school embracing our motto of 'Striving for Excellence'. We desire to continually 'raise the bar' to improve all aspects of our school programs, operations and facilities. Under our school motto of 'Striving for Excellence' we aim to;

Maintain and further improve student outcomes in Literacy and Numeracy

Maximise the personal, social and physical development of all students

Facilitate smooth and successful transitions into, through and from our school.

The school atmosphere is caring, friendly and welcoming. It is expected that all members of the school community treat each other with integrity and respect.

At Montpellier Primary School we are committed to providing a safe, caring and dynamic environment that encourages students to strive to achieve their personal best and become confident, effective and productive members of the community.

We strive to provide engaging and challenging programs that cater for student abilities and interests, foster deep learning and strengthen student ownership of their learning. We promote core values within the school community that encourage mutual respect, cooperation and positive relationships.

The staff, students and parents expect and model the following as non-negotiables within the Montpellier Primary School community in all we do, every day;

- Relationships built on mutual respect, inclusivity, honesty, trust and fairness
- Pride in our school by approaching all we do with a positive attitude and high expectations
- Being active learners, demonstrated by giving, receiving and acting on feedback
- Accepting challenges and taking risks in our learning.

The Montpellier community of students, parents and staff are highly motivated and share a vision of excellence for the school. The school's core purpose is to provide a comprehensive education for all students that will enable them to reach their academic, social and physical potential.

## VALUES

In 2019 the staff developed the Montpellier Primary School Values document through collaboration and consultation. (Appendix 1)

The five Values of **ICARE – INTEGRITY, COURAGE, ACCOUNTABILITY, RESPECT AND EMPATHY** are central to all discussions and form the framework of how all members of the school community should conduct themselves.

## ENGAGEMENT STRATEGIES

The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs. The curriculum programs of the school will recognise and respond to the diverse needs of the school's students by:

- Accommodating different learning profiles and rates of learning based on ongoing assessment and through differentiation of curriculum tasks
- Early intervention to identify and respond to individual student needs.

To improve educational outcomes for students with disabilities, the following key strategies are in place:

- Providing a learning program that best suits the needs of the child
- Involving students and parents/carers in programming and planning decisions
- Supporting students access to programs that let them pursue achievable pathways
- Ensuring the expertise of teachers and educational support staff working in our school is maintained and developed.

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

- Facilitating effective school-to-home and home-to-school communications
- Providing volunteer opportunities to enable parents/carers and students to contribute
- Involving families with homework and other curriculum-related activities
- Involving families as participants in school decision-making.

## Beliefs about Learning

- Education is a life-long process
- Gender or cultural background is not a determinant of capacity to learn
- Children with disabilities are encouraged to access all educational opportunities
- Children learn at different rates and in different ways
- Students, parents/carers and teachers are part of a team
- The school is a focal point of the community
- Children learn by actively participating in a variety of activities that cater for differing learning styles
- An educationally stimulating environment enhances learning
- The learning environment should encourage children to feel 'safe' to take risks in their learning
- Learning needs to be timely, authentic, relevant and engaging
- Applied learning, including the use of ICT is critical for 21<sup>st</sup> century global connections
- Real life, authentic action and hands on learning experiences promote deep learning and stimulate curiosity
- Students, parents/carers and teachers need a positive growth mindset to achieve their personal best.

### **Supportive School Environment**

Montpellier Primary School is committed to providing the best possible educational outcomes for every child within a supportive school environment by:

- Providing safe and supportive learning environments
- Providing inclusive and engaging curriculum and teaching
- Initiating and maintain constructive communication and relationships with students and parents/carers
- Promoting the skills of responsible self-management
- Facilitating open communication within the school community
- Ensuring consistency and fairness in implementing the school's Strategic Plan
- Communicating high expectations for individual achievement and behaviour
- Reviewing and monitoring the effectiveness of school practices and their impact on student learning
- Supporting staff in ensuring best practice and facilitate professional development to improve their skills.

### **Student Support Services**

At Montpellier Primary School we believe that a team approach is necessary to achieve the best possible learning and behavioural outcomes for students. A team approach should include the involvement of school administrators, staff, students, parents/carers, members of the wider community and personnel from other professional agencies. These support mechanisms can be used to ensure that the best possible outcomes are available to our students.

Barwon South Network Student Support Services include:

- Psychologists
- Speech Pathologists
- Social Workers
- Student Welfare Consultants
- Program for Students with Disabilities
- Occupational therapists
- English as an additional language (EAL) teachers

All collaboration with Student Support Services should be made through the PSD Coordinator, Principal or Assistant Principal to ensure the required protocols are followed.

Montpellier Primary School employs a School Chaplain three days a fortnight who provides valued support to our students, parents/carers and staff.

### **Extra Curricula Activities**

At Montpellier Primary School we promote a sense of belonging and learning enrichment through the provision of extra curricula activities. We believe that this provides students with the opportunity to achieve success and enhance their learning through a variety of programs aimed at catering for individual learning styles and interests. These include:

- Environment program
- Student Leaders
- Young Leader's conference
- School Band – High Voltage Rock School
- Sport Clinics
- School, District, Division, Regional and State sport teams
- Camps
- Excursions and incursions
- Chef for a Month
- Talent Quest
- Busker's Day

## BEHAVIOURAL EXPECTATIONS & CONSEQUENCES

All members of the school community are expected to abide by the DET Code of Conduct (2015).

### **How we support positive behaviour and relationships:**

Montpellier actively involves parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through an 'open door' policy, information sessions, ongoing assessment, midyear & end of year reports, Student Centred Interviews, the weekly newsletter, Facebook page, Compass and the use of the daily diary.

The Student Behaviour Management Procedures (Appendix 2) outlines the agreed procedures that include positive reinforcements and consequences applied in a consistent manner. The four step process provides an explicit directive for all concerned. All incidents are to be recorded on COMPASS and reference is also made to the following documents –

- Striving for Excellence
- Student Well Being Policy
- Bullying Policy
- Playground Rules

### **Key Elements in effective Classroom Discipline**

Teachers have a planned approach for the way children are going to behave in the classroom. This includes:

- A planned approach for recognising and responding to appropriate behaviour
- A step-wise plan for responding to inappropriate behaviour
- Teachers, in collaboration with their class, have a small set of rules, which are displayed, known and understood by all students
- Teachers plan to recognise and respond to appropriate behaviour more often than inappropriate behaviour
- There are specified consequences for inappropriate behaviour which are known and understood by all students
- There is a hierarchy of consequences for misbehaviour which increase in severity
- There is a known procedure for severe misbehaviour to remove the student from the classroom
- Discipline procedures are implemented calmly and non-punitively
- Discipline procedures are implemented consistently with all students
- Students are always informed that it is their choice to behave either appropriately or inappropriately and that there are consequences for both types of behaviour.

### **Breaches of School Rules**

These may incur some penalty or action, which will be a logical consequence of the inappropriate behaviour.

These may include:

- To define and revise school-wide expectations
- Develop an understanding of the life circumstances and feelings of the child that may be driving their behaviour
- Discussion with the student about their behaviour
- Use of the Student Behaviour Procedures
- The student taking responsibility for their behaviour and taking action to repair the harm they caused
- Develop a plan for improvement that will focus on a change to more positive behaviour
- Referral to PLC leader, Principal, Assistant Principal and support agencies if necessary
- Establishment of a student support group
- Suspension procedures - serious and continued breaches of the school rules may lead to suspension procedures following DET Guidelines
- Expulsion procedures - serious and continued breaches of the school rules may lead to expulsion procedures following DET Guidelines.
- Corporal punishment is prohibited in our school and will not be used in any circumstance.

**For further information please refer to the following Montpellier Primary School policies;**  
**Behaviour Management Policy**  
**Student Wellbeing and Engagement Policy**  
**Bullying Prevention Policy**  
**Uniform Policy.**

## **RIGHTS AND RESPONSIBILITIES**

**Reciprocal:** The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services. The four basic principles include **freedom, respect, equality and dignity.**

**Agreed Responsibilities:** With rights come responsibilities. As such, all members of the school community including the School Council, Principals, teachers, students, parents/carers, 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 for other people.

All members of our school community have the right to be treated with respect and courtesy. We all have the right to work and learn in a supportive and caring environment where we feel safe and valued and are able to perform work tasks without disruption. All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

### **Student Rights**

Students have the right to:

- Be safe
- Be respected and treated with kindness and fairness as individuals
- Work and play without interference
- A fair and equitable share of school resources
- Work in a safe, clean and ordered environment that is appropriate to learning
- Express feelings and opinions confidently
- Expect that rules are fair and consistent
- Be valued as a unique individual
- Be consulted and have a 'voice' in relevant decision making.

### **Student Responsibilities which support these rights**

Students are responsible for:

- Respecting the rights of others
- Their own actions
- Obeying the school rules and accepting the consequences of their own actions
- Allowing others to work and play without interference
- Value others and celebrate similarities and differences
- Work to achieve personal best and allow others to do so too
- Participating to the best of their abilities in all areas of the curriculum
- Their personal and school/community property
- Having respect for school facilities and environment
- Being polite and courteous to all members of the school community
- Maintaining school standards of dress in accordance with the Uniform Policy
- Acceptable behaviour in the community and on excursions.

## **Parents' Rights**

Parents have the right to:

- Be treated with respect and have opinions valued.
- Be informed about their children and what is happening in the school.
- Be part of the decision-making process of the education of their child and assist in the formulation of school policies.
- Know that their child is in a safe, supportive environment.
- Know their child is learning and striving to achieve his/her personal best.
- Know that their child is going to a school that values pride in work, effort and personal presentation.

## **Parent Responsibilities which support these rights**

Parents are responsible for:

- Respecting the rights of others
- Showing an active interest in their child's schooling and progress
- Cooperating with the school to achieve the best outcomes for their child
- Supporting school staff in maintaining a safe and respectful learning environment for all students
- Initiating and maintaining constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- Contributing positively to behaviour and learning support plans that concern their child.

## **Teachers' Rights**

Teachers have the right to:

- Feel valued as a person and as a professional
- Teach and supervise free of unnecessary disruption
- Work in a safe, supportive and stress free environment
- Have access to adequate resources to facilitate programs
- Have the opportunity for professional development
- Have their property respected
- Work in a clean, ordered environment that is appropriate to learning
- Be given the opportunity to make arrangements for discussions and meetings with school community members when needed
- Set behavioural boundaries and consequences.

## **Teachers' Responsibilities which support these rights**

Teachers are responsible for:

- Respecting the rights of others
- Valuing others in the school community and ensuring a professional attitude to their work
- Providing a quality education program that follows the guidelines set by the school
- Promoting a safe, supportive environment for others
- Providing a differentiated program that caters for every child in their class
- Using their initiative to improve their professional learning
- Respecting the property of others
- Promoting a clean, ordered environment that is appropriate to learning.
- Being available at appropriate times for meetings with school community members as arranged.

## **SHARED EXPECTATIONS**

As a school community, we have a shared commitment to creating and maintaining a safe, stimulating and orderly learning environment that ensures all students can engage effectively in their education. We bring our school values to life through our behaviours and interactions with each other. We will display and model our school values through behaviours such as the following:

- Attending school on time and arriving promptly to each lesson
- Preparing properly for school and for each lesson
- Meeting appearance, dress and uniform standards

- Moving safely through the school environment
- Participating fully in learning activities
- Attentively following instructions
- Listening to each other
- Treating each other with respect, courtesy and fairness
- Valuing the particular individual strengths and differences of others
- Inclusive teaching and learning practices
- Demonstrating and monitoring our own learning progress
- Attempting learning tasks to the best of our ability
- Making appropriate choices, even without supervision.

## STUDENT ATTENDANCE

In compliance with DET guidelines Montpelier PS will:

- Promote regular attendance with all families of the school community
- Monitor and follow up all student absences
- Promote high expectations regarding attendance
- Assess individual attendance concerns
- Create a supportive and caring learning environment where all students experience success through active participation and meaningful and purposeful learning
- Establish support groups for children with poor attendance issues
- Classroom teachers to ensure attendance data is recorded accurately.

**For further information please refer to the Montpelier Primary School Student Attendance Policy.**

## REVIEW CYCLE

- This policy will be reviewed as part of the school's three year cycle
- Parental and student feedback
- Staff review.

This policy was updated September 2019. To be ratified by School Council and reviewed in 2022.