

STUDENT ENGAGEMENT AND WELLBEING POLICY

CONTENTS

School Profile Statement

School Values, Philosophy and Vision

Whole School Prevention

Creating a positive school culture

Building a safe and supportive school environment

Expecting positive, supportive and respectful relationships that value diversity

Promoting pro-social values and behaviours

Encouraging student participation

Proactively engaging with parents/carers

Implementing preventative and early intervention approaches

Responding to individual students

Linking to the school community

School Accountability and Improvement Framework

Attendance

Student Booklet

Transitions

Rights and Responsibilities

School Actions and Consequences at PLPS

Appropriate Behaviours

Inappropriate Behaviours

Our Approach to Bullying

Shared Expectations of the PLPS Community

SCHOOL PROFILE STATEMENT

Pakenham Lakeside Primary School (PLPS) is located in the south-eastern growth corridor, approximately 55 kilometres from Melbourne. It commenced its operations at the beginning of the 2009 school year with an initial enrolment of 142 and has now reached a total of 835 students enrolled from Year Prep to Year 6. The school has 70 staff members including a *Student Engagement and Support* teacher.

Our school is situated on a large area of land within the Lakeside estate with one boundary bordering wetlands. The school is easily and safely accessible from all directions with the aid of traffic signals and crossing attendants allowing our students and families to walk or ride to school if desired.

Our school is culturally diverse with 20% of families having a language background other than English with the largest LOTE groups being Indian and Sri Lankan. We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

SCHOOL VALUES, PHILOSOPHY AND VISION

At Pakenham Lakeside Primary School (PLPS) we are committed to creating a learning environment that reflects our core purpose of assisting our students to become lifelong learners and positive and contributing citizens. Our school's five core values of RESPECT, RESPONSIBILITY, TOLERANCE, INTEGRITY and CO-OPERATION uphold three basic beliefs that underpin school life at PLPS:

- everyone has the right to be treated in a courteous and caring manner
- everyone has the right to be and feel safe at school
- everyone has the right to learn

To ensure we are able to maintain our focus on effective student learning and engagement, we need to maintain an orderly learning environment for all students. An integral component of this is ensuring that we manage student conduct in a fair and consistent manner. This document outlines the approach taken at PLPS.

For our methods to be effective it is important for parents to realise that by enrolling at our school they are agreeing to support the school's approach and assist in supporting the learning environment we are creating at PLPS.

This document ensures that all parents enrolling children at PLPS have a clear understanding of the approach we use at school so they can support the school in our pursuit of continuing to develop our learning and school community.

In order to maintain a safe and supportive learning and school environment where our students are effectively engaged or playing harmoniously, our approach needs to be clearly understood and consistently enforced. Your understanding and support of our approach is vital for the success of your child at PLPS.

Through our teaching and learning program we strive to bring our school vision to fruition:

"At PLPS we endeavour to develop students who are curious, have the capacity to work collaboratively and who connect their learning to the real world. Through learning we seek to foster values that contribute to their development as lifelong learners."

At PLPS our school's five core values of RESPECT, RESPONSIBILITY, TOLERANCE, INTEGRITY and CO-OPERATION guide our interactions and behaviours. Our curriculum is about building character, as well as learning. Values education assists our students to exercise ethical judgement and social responsibility. Values have been articulated into the school's culture through policies and practices, including teaching and learning. Effective values education:

- helps our students understand and be able to apply values in their daily lives
- articulates the values of the school community and applies these consistently in the practices and operations of the school
- occurs in partnership with students, staff, families and the school community
- is developed in a safe and supportive learning environment.

Our school encourages and nurtures the professional work of all staff, as well as developing a strong sense of community through being welcoming and open and providing a hub for community activities and programs.

The outstanding design of the facilities reflects contemporary pedagogical approaches through the provision of open and flexible learning areas capable of catering for a variety of teaching approaches, learning styles and student groupings.

Our Statement of Values is available on our school website at www.plps.vic.edu.au

WHOLE SCHOOL PREVENTION

Creating a positive school culture

The foundation of our positive school culture is our school's five core values which provide a basis for the active participation of all members of the school community so they feel valued, safe and secure. Students are provided with meaningful opportunities to contribute to the school and are provided with opportunities to meet their personal and educational potential. A key component of the school's approach to prevention is teaching positive behaviours, embedding social and emotional learning into the daily curriculum and the use of logical consequences to address attendance issues, as well as appropriate and inappropriate behaviour.

Building a safe and supportive school environment

PLPS provides a caring, stimulating and challenging environment that nurtures resilience and physical and mental wellbeing in all students. The school recognises that all students are lifelong learners with a need to be socially adept and environmentally responsible, as well as ICT literate. Students are encouraged to recognise that they are part of a wider global community. We also recognise that students learn effectively in environments in which they feel safe and supported and where their teachers have high expectations for their learning and achievements.

Expecting positive, supportive and respectful relationships that value diversity

Diversity between students, their peers, teachers and the school community encourages students to take personal responsibility for participation in their education and enables them to provide support and model positive behaviours to other students.

Inclusive teachers know their students and understand their learning needs. They are able to adapt current pedagogical knowledge and apply it differently so each student is engaged in meaningful learning experiences.

Our positive school culture is attributed to student engagement being the basis for learning. To support this, the school leadership team is actively engaged in developing classroom practices to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, an inclusive and engaging curriculum and respectful relationships between staff and students is promoted by encouraging innovative and contemporary pedagogical approaches and strategies.

Encouraging student participation

Student voice is encouraged through participation in student leadership opportunities, Student Representative Council, (SRC) formulation of classroom protocols and various student forums. Students have multiple opportunities 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.

Proactively engaging with parents / carers

The school consults with the rest of the school community through surveys, school council and its sub committees and community events. Communication is carried out through a number of different tools including our weekly newsletter, area newsletters, our school's website and other specific notices. Parents are encouraged to support their children's education and are welcomed into the school to undertake a variety of roles.

Promoting pro-social values and behaviours

Our values education program, in conjunction with other social and emotional learning programs, consistently reinforces the expected behaviours and attitudes which reflect our school's five core values. These are documented in our *"Living our Values"* student book and our Staff Code of Conduct. Students and staff who exhibit these behaviours are acknowledged and recognised.

Implementing preventative and early intervention approaches

At PLPS prevention strategies are designed to reduce any risk factors that may contribute to attendance or behavioural issues. At the same time we strive to provide positive and protective factors in order to support student engagement and learning and positive behaviours and attitudes. Our early intervention aims to support those students who are vulnerable and at risk of disengaging from school.

Responding to individual students

At PLPS we have processes in place to identify and respond to individual students who require additional assistance and support. A co-ordinated approach to intervention and prevention strategies, facilitated by the Assistant Principals and Student Wellbeing team, utilise relevant school level personnel or external student wellbeing support services in order to identify and address barriers to learning that may be restricting individual students in their learning.

Linking to the local community

PLPS prides itself on the role it plays within our local and wider community. Our school has constructed many partnerships with community based service providers which involve a shared responsibility for addressing common areas of concern and developing a collaborative approach to developing strategies to attain goals. These partnerships have provided invaluable support to many of our vulnerable students and their families.

School Accountability and Improvement Framework

The alignment of our school's Student Engagement and Wellbeing Policy with our Annual Implementation Plan ensures that the goals, targets and key improvement strategies reflect the key

principles and support the prevention and early intervention focus of our Student Engagement and Wellbeing Policy.

ATTENDANCE

The school understands that full attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively. The school has actively embraced the "Every day counts" strategy.

PLPS focuses significant attention on students' purposeful and active engagement in the learning process and works to create an environment that recognises, encourages and values student participation and regular attendance. The school clearly communicates its expectations about the importance of regular attendance to teachers, students and their parents and uses data to inform their actions and evaluate the effectiveness of their strategies.

PLPS has decided to take an approach that combines a number of strategies that includes:

- educating parents, students and the wider community of the importance of regular and sustained attendance
- providing a supportive framework for families requiring assistance
- creating a school environment that students want to participate in
- all members of the school community accepting responsibility for tackling the issues of punctuality and student absenteeism.

Our rationale relating to student attendance is:

"Every day is important for each student's education. Absence from school means that learning opportunities are reduced and this can ultimately lead to poorer student achievement. The systematic monitoring of student attendance and the degree to which we can address the absence issue is an important indicator of our school's ability to maximise the learning opportunities for all of our students."

<i>Regular attendance is encouraged through:</i>	<i>Irregular attendance, can be responded to through a staged response that has a prevention and early intervention, data based focus, including:</i>
<ul style="list-style-type: none"> • articulating high expectations to all members of the school community • adopting consistent, rigorous procedures to monitor and record student absence • following up student absences promptly and consistently • implementing data-driven attendance improvement strategies • creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning • providing early identification of and supportive intervention for students at risk of non-attendance 	<ul style="list-style-type: none"> • understanding the student • ensuring a clear understanding of expectations by both students and teachers • providing consistent school and classroom environments • scaffolding the student's learning program. • involving and supporting the parents/carers • 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 • immediate follow-up of individual student absences

<ul style="list-style-type: none"> • linking with local community groups and agencies to maximise program and individual support • clear written and verbal statements made regularly to parents/carers and students about school and community attendance expectations • promotion of awareness that absence results in quantifiable lost learning time and opportunities • whole-school modelling of punctuality • understanding of the causal factors of absence, and the need for targeted interventions • implementation of effective and supportive transition programs, including student transitions between different learning areas and levels within the school • class and home group structures and environments that enable opportunities for increased connectedness to individual teachers and peers • Individual Learning Plans, including attendance and punctuality goals • recognition of positive attendance through certificates and public acknowledgments 	<ul style="list-style-type: none"> • developing collaborative and empowering relationships between teachers, students and parents/carers • inclusive practices, such as the translation of materials, the use of interpreters and flexibility in meeting arrangements • forming student support groups to enable a coordinated response to • support for individual students and parents/carers • individual student attendance goal setting and data-driven improvement plans • transparent and immediate follow-up of any problems identified by students and parents/carers • formal procedures for supporting the learning of a student absent for an extended period • referring of individual students and parents/carers to community agencies for additional support.
--	---

STUDENT BOOKLET

Student engagement and wellbeing are a whole school priority. We believe that social and emotional wellbeing supports effective student learning and positive behaviours. Our school strives to develop student social competencies by embedding learning opportunities into our pedagogy, the behaviour management systems we utilise and our school's expectations and structures.

An integral component of our approach is our *"Living our Values"* student booklet which illustrates from a student perspective the behavioural and attitudinal expectations that students have of themselves and their peers. Our priority is to enhance self-discipline and to recognise and acknowledge positive attitudes and behaviours. We seek to promote an environment which maximises the opportunities for all students to strive for excellence, in both an academic and social sense.

TRANSITIONS

To meet the needs of our students at various stages of their schooling, we have implemented the following programs:

- K - Prep transition
- intra-school program for students moving from one year to the next
- Year 6 - secondary college

Each program is designed to ensure that our students are prepared for the next stage of their schooling. All three programs are evaluated annually to ensure they continue to meet their aims and objectives.

RIGHTS AND RESPONSIBILITIES

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

Through consultation with all stakeholder groups, PLPS has developed a statement of rights that is applicable to all members of the PLPS community.

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.

All members of the PLPS community have a right to:

- fully participate in an environment free of discriminatory behaviour including racist, sexist, ability or class based and homophobic forms of harassment, bullying, vilification, violence, intimidation abuse or exclusion
- be treated with respect and dignity
- feel valued, safe and supported in an environment that encourages freedom of thought and expression.
-

All members of the PLPS community have a responsibility to:

- acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006 and communicate these obligations to all members of the school community
- participate and contribute to a learning environment that supports the learning of students, staff and parents and families
- ensure their actions and views impact positively on the health and wellbeing off all members of the PLPS community.

<i>All students have the right to:</i>	<i>All staff have the right to:</i>	<i>All parents have the right to:</i>
<ul style="list-style-type: none"> • be provided with the opportunities to reach their full potential • work in a healthy, safe and non-discriminatory environment • be valued and treated with respect regardless of sexual orientation, religious beliefs and physical appearance • learn in a supportive and stimulating environment, free from harassment, this includes bullying, (including 	<ul style="list-style-type: none"> • be valued and treated with respect, dignity and fairness free from harassment and bullying (including cyber-bullying) • work in a healthy, safe and non-discriminatory environment. • work effectively in a supportive, safe and stimulating environment • work collaboratively with colleagues • work in partnership with parents, carers and 	<ul style="list-style-type: none"> • be informed about student behaviour and consequences • be valued and treated with respect, dignity and fairness free from harassment and bullying (including cyber-bullying) • be active partners in the learning and development of their children • expect privacy and confidentiality

cyber bullying) racial and religious vilification	members of the wider school community	<ul style="list-style-type: none"> know that their children are in a safe, happy learning environment
<i>All students have the responsibility to:</i>	<i>All staff have the responsibility to:</i>	<i>All parents have the responsibility to:</i>
<ul style="list-style-type: none"> participate fully in the school's educational program and to attend regularly display positive behaviours that demonstrate 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 take responsibility for their own learning and participation as members of the school community. 	<ul style="list-style-type: none"> treat students with respect, dignity and fairness teach appropriate curriculum, content and follow school and department policy and procedures work collaboratively with colleagues work in partnership with parents, carers and members of the wider school community behave and dress in an appropriate and professional manner promote a positive image of the school in the community. 	<ul style="list-style-type: none"> be active partners in the learning and development of their children positively support class/school behaviour expectations ensure students are punctual and attend school regularly and have the appropriate learning materials support the school's dress code use appropriate grievance procedures respect privacy and confidentiality build positive relationships with all members of the school community

In developing the above table, the key documents and legislation that have been considered are the:

- Equal Opportunity Act 1995
- Charter of Human Rights and Responsibilities Act 2006
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Education and Training Reform Act 2006

ACTIONS AND CONSEQUENCES AT PLPS

Student engagement, regular attendance and appropriate behaviours should be encouraged through the implementation of whole school strategies supported by targeted and individualised support.

Student engagement and positive behaviours are supported most effectively through relationship based, whole school and classroom practices.

APPROPRIATE BEHAVIOURS

PLPS welcomes the opportunity to celebrate and acknowledge individuals, groups of students or grades who exhibit the desired attitudes and behaviours that are contained in our "Living our Values" student book and outlined in this document.

INAPPROPRIATE BEHAVIOURS

Actions and consequences have been developed in conjunction with our school community, including students, and are designed to foster a cohesive and consistent approach to inappropriate behaviour. They are incremental, applied fairly and consistently and retain an educational role with the aim of maintaining positive relationships and retaining the dignity of all students. Our student engagement and positive behaviours are developed and supported most effectively through relationship based whole school and classroom practices.

At PLPS we consistently speak to our students about, deliberate, dangerous and inappropriate physical contact and this is not tolerated at our school. With this emphasis, and support from parents, we aim to ensure that these types of incidents are kept to a minimum. At PLPS our students are aware that there is absolutely no reason for actions such as hitting, punching, pinching, poking, slapping or tripping to occur. This approach is a common sense way that we strive to foster a safe and supportive environment in our playground. Our teachers on yard duty regularly acknowledge the positive behaviours of our students in our playground. Parents can support the school by:

- actively supporting our school's approach
- discussing with their child why deliberate, dangerous and inappropriate physical contact is not tolerated
- not making an excuse if their child receives a consequence for acting in an inappropriate way
- seek assistance and support from the school if they are having problems with this type of behaviour at home
- focus on the inappropriate behaviour, not the consequence.

The act of retaliation is also not tolerated and will not be permitted as an excuse or reason behind any inappropriate physical contact or poor behaviour choices. Our students are taught what they should do if they have suffered as a result of aggression or other forms of misbehaviour from another student or group of students. Our students are aware of the need to report any incidents to staff on yard duty who will address the matter immediately. Retaliation is not an alternative source of action.

<i>Encouraging positive behaviours through:</i>	<i>Inappropriate behaviour is dealt with through:</i>
<ul style="list-style-type: none"> • clear behavioural and attitudinal expectations contained within the PLPS Student Book • predictable, consistent and fair classroom environments • consistent approach across whole school – development and maintenance of positive staff and student relationships • individual student goal setting • acknowledgement of positive behaviours and achievements at assemblies, through the school newsletter, weekly awards, school displays and at graduation ceremonies • development of student social and emotional resilience through the <i>Bounceback</i> and <i>Emotional Regulation</i> program • embedded social and emotional curriculum across the whole school 	<ul style="list-style-type: none"> • conversations with the student/s and referring them to expectations contained within “<i>Living our Values</i>” student booklet by relevant staff including home group teacher, Sub-School Leader, Assistant Principal or Principal • parent notification as appropriate • parent meeting in conjunction with the student if required due to degree of inappropriate actions • behavioural contracts reflecting a requirement of positive behaviour modification • referral to DEECD support staff • referral to community agencies • regular meeting of student support groups with relevant staff including home group teacher, Sub-School Leader, Assistant Principal or Principal • regular meeting of parent support groups with relevant staff including home group

<ul style="list-style-type: none"> • developing self and school pride through school leadership programs including SRC and senior school leadership positions • participation in extra-curricular activities including school choir, organised lunchtime sporting programs and lunchtime library sessions • school community events including school musical, house sports, art show and end of year school picnic and performance • opportunities to represent the school in the local and wider community through sporting events, musical performances, public speaking and other educational programs. 	<p>teacher, Sub-School Leader, Assistant Principal or Principal</p> <ul style="list-style-type: none"> • exclusion from grade or event for short period, part of day, whole day or multiple days depending upon degree of misbehaviour and previous incidents • Formal suspension with formal notification of parents – <i>Ministerial Order 625 – Procedures for Suspension and Expulsion</i> • Expulsion with formal notification of parents – <i>Ministerial Order 625 – Procedures for Suspension and Expulsion</i>
--	--

We recognise that sometimes students make poor choices as part of their development and display inappropriate behaviour. All staff are committed to attending to these issues immediately and using them as learning opportunities designed to modify the behaviour.

Repeated inappropriate behaviours will be referred to Assistant Principal / Principal for appropriate actions and procedures to be followed.

Pakenham Lakeside Primary School acknowledges that the use of corporal punishment in any form is expressly prohibited.

OUR APPROACH TO BULLYING

Bullying is **repeated behaviour**, by an individual or group, **over a period of time**, to inflict either **physical or emotional harm** on an individual. This type of behaviour is addressed immediately if it is brought to the attention of any staff member at PLPS.

Categories of bullying are:

- direct physical bullying involving aggressive actions
- direct verbal bullying including insults, homophobic or racist comments or insults
- indirect bullying which is more subtle and is often carried out without the victim's knowledge, including social exclusion, lying and spreading rumours, mimicking and humiliation
- cyber-bullying which involves the use of email, text messages or chat rooms to humiliate or distress a person.

At PLPS we believe the prevention and management of bullying is more readily achieved with a safe and positive school culture which promotes positive relationships and is founded on a strong value system.

At PLPS teachers intervene immediately they become aware of any bullying situation. Scheduled musical and physical education activities at lunchtime, a range of play equipment and our hard surface areas are important components of our PLPS environment and provide many opportunities for our students to be sensibly and enjoyably engaged.

At PLPS we continually reinforce the role our school's five core values in many aspects of our school's operations. There are expectations outlined in this document of how all members of our school community should conduct themselves to reflect our values in their daily interactions.

Many distressing or inappropriate behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention or management. Examples of this may be a conflict situation when there is an argument or disagreement. There may also be individual episodes of physical aggression or nastiness. All of the above incidents are dealt with by staff as soon as they are made aware of the situation.

As a community it is vital that we have an accurate assessment of any incident. The actions and consequences we take in sorting out or assisting our children with a solution to the problem depends upon the nature or gravity of the situation. In a busy school and in society in general, our children will experience a diverse range of different social situations and interactions. In dealing with these situations we need to ensure that we are strengthening and developing our children's ability to cope with these situations and behaviours, hence our focus on resilience at PLPS.

SHARED EXPECTATIONS OF THE PLPS COMMUNITY

<i>Principal Expectations</i>	<i>Staff Expectations</i>	<i>Student Expectations</i>	<i>Community Expectations</i>
<p><i>Respect</i></p> <p><i>Treat others with consideration and regard, respect another person's point of view</i></p> <ul style="list-style-type: none"> • facilitate collaborative, consultative and strategic planning and decision making with all school community stakeholders • facilitate the development and implementation of the school's professional development plan to enhance the professional skills of the staff • ensure that regular and effective lines of communication are established and maintained between the school community 	<p><i>Respect</i></p> <p><i>Treat others with consideration and regard, respect another person's point of view</i></p> <ul style="list-style-type: none"> • promote a safe, caring environment where rights are respected and obligations acknowledged and met • treat all members of the school community with empathy and respect, encouraging their involvement and partnership • develop positive and meaningful relationships with students that promote engagement, wellbeing and learning 	<p><i>Respect</i></p> <p><i>Treat others with consideration and regard, respect another person's point of view</i></p> <ul style="list-style-type: none"> • listen to and acknowledge the opinions of others • treat others with care, dignity, understanding and consideration • be considerate and courteous when communicating with staff, other students and visitors • demonstrate care for our school's resources and environment 	<p><i>Respect</i></p> <p><i>Treat others with consideration and regard, respect another person's point of view</i></p> <ul style="list-style-type: none"> • listen to and acknowledge the opinions of others • be courteous and considerate • follow school processes when communicating with staff and students • respect privacy and confidentiality
<p><i>Responsibility</i></p> <p><i>Be accountable for one's own actions, resolve differences in constructive ways, contribute to society</i></p> <ul style="list-style-type: none"> • provide vision, leadership and accurate advice to the School Council, staff and parents to ensure that appropriate policies and programs are developed and effectively implemented • lead and manage the execution of the Annual Implementation Plan 	<p><i>Responsibility</i></p> <p><i>Be accountable for one's own actions, resolve differences in constructive ways, contribute to society</i></p> <ul style="list-style-type: none"> • deliver curriculum and assessment that meets the needs of a diverse student population • develop flexible pedagogical styles and strategies to engage students with a variety of learning styles • promote regular attendance with all 	<p><i>Responsibility</i></p> <p><i>Be accountable for one's own actions, resolve differences in constructive ways, contribute to society</i></p> <ul style="list-style-type: none"> • make a positive contribution to the school community through active and meaningful participation • be a positive role model to peers and other students • demonstrate behaviour that is safe, co-operative and supportive 	<p><i>Responsibility</i></p> <p><i>Be accountable for one's own actions, resolve differences in constructive ways, contribute to society</i></p> <ul style="list-style-type: none"> • model the attitudes and behaviours reflected in the school's core values • support school policies and programs • support and participate in a child's education through attendance at required parent forums

<p>and the evaluation of school performance</p> <ul style="list-style-type: none"> • develop and maintain procedures for the monitoring and reporting of school progress in relation to goals and targets • ensure that student achievement is monitored regularly in accordance with school and DEECD guidelines • have a sound knowledge of instructional leadership • maintain a safe, effective and harassment free environment • support staff in the consistent implementation of school student engagement policy 	<p>members of the PLPS community</p> <ul style="list-style-type: none"> • monitor and follow up any unexplained student absences as per PLPS processes • promote PLPS positively to students, parents and the wider community • be a positive role model to students by embracing our core values 	<ul style="list-style-type: none"> • accept consequences for choices and decisions made 	<ul style="list-style-type: none"> • contribute to a positive home-school partnership
<p><i>Tolerance</i></p> <p><i>Be aware of others and their cultures, accept and value diversity</i></p> <ul style="list-style-type: none"> • be mindful of all cultures that exist within the PLPS community • promote an appreciation of difference and diversity • promote an open and welcoming culture to all school community members 	<p><i>Tolerance</i></p> <p><i>Be aware of others and their cultures, accept and value diversity</i></p> <ul style="list-style-type: none"> • be mindful of other's beliefs and opinions that differ from our own • appreciate diversity and value individual differences • establish effective relationships with all school community members 	<p><i>Tolerance</i></p> <p><i>Be aware of others and their cultures, accept and value diversity</i></p> <ul style="list-style-type: none"> • be considerate and listen to the ideas and opinions of others • do not put other people down through words and actions • be inclusive when participating in learning or play 	<p><i>Tolerance</i></p> <p><i>Be aware of others and their cultures, accept and value diversity</i></p> <ul style="list-style-type: none"> • appreciate the differences and diversity that exists in the PLPS community • welcome new school community members
<i>Integrity</i>	<i>Integrity</i>	<i>Integrity</i>	<i>Integrity</i>

<p><i>Trust, truth and honesty</i></p> <ul style="list-style-type: none"> • provide clear and equitable job descriptions. • ensure that principles of merit and equity and valuing diversity are applied. • promote our core values consistently and constructively, through modelling appropriate behaviours and demonstrating positive attitudes • communicate openly and honestly, whilst always observing confidentiality requirements 	<p><i>Trust, truth and honesty</i></p> <ul style="list-style-type: none"> • maintain the focus on the school's moral purpose • develop an engaging and stimulating curriculum that challenges each student to maximise their potential • continue to evaluate and reflect on teaching and learning practices to maintain professional growth • communicate openly and honestly, whilst always observing confidentiality requirements 	<p><i>Trust, truth and honesty</i></p> <ul style="list-style-type: none"> • be an honest and reliable member of the school community • give your best during learning time and other school activities • demonstrate commitment through the completion of tasks and activities • consistently exhibit trust to other children and staff 	<p><i>Trust, truth and honesty</i></p> <ul style="list-style-type: none"> • be an honest and reliable member of the school community • promote the school's core values through behaviours and attitudes • demonstrate commitment through the completion of tasks and activities • communicate openly and honestly, whilst always observing confidentiality requirements
<p><i>Co-operation</i></p> <p><i>An ability to work towards a common purpose with others, able to be helpful and supportive</i></p> <ul style="list-style-type: none"> • foster unity of purpose in the school community by highlighting and encouraging the home-school partnership • promote and nurture a purposeful, trusting learning environment which encourages risk taking and problem solving 	<p><i>Co-operation</i></p> <p><i>An ability to work towards a common purpose with others, able to be helpful and supportive</i></p> <ul style="list-style-type: none"> • establish and maintain appropriate and effective lines of communication with all school community members • demonstrate flexibility in our dealings and actions • work together to create, reflect on and maintain our vision and goals • celebrate individual and collective achievements 	<p><i>Co-operation</i></p> <p><i>An ability to work towards a common purpose with others, able to be helpful and supportive</i></p> <ul style="list-style-type: none"> • be willing to share knowledge and ideas with others • work effectively as a member of a team • encourage and support others in their activities 	<p><i>Co-operation</i></p> <p><i>An ability to work towards a common purpose with others, able to be helpful and supportive</i></p> <ul style="list-style-type: none"> • be informed and involved in school programs and activities • work effectively as a member of a team • be willing to share knowledge and ideas with others