



School's Response to Standard 7: Strategies to promote child empowerment and participation

Element 1 strategies: Standards of behaviour for students attending the school

Our school has clear and consistent standards of behaviour for students attending the school. We provide a detailed description of the behaviour that we expect from all students in our Student Code of Conduct. All students, both current and new, receive a copy of the Student Code of Conduct annually, and are frequently reminded of expected behaviours in day-to-day activities and interactions.

Each grade develops an 'essential agreement' in their individual classes, specialist classes and school programs. The essential agreement is created by students, for students. It outlines the actions and perspectives students must adopt, to foster the best and safest learning context for all. Every student must 'sign' the agreement, to demonstrate their commitment to, and understanding of each practice.

Through our school leadership teams and our 'Buddy' program, older students role-model behaviour expectations to younger students. This promotes pro-active and consistent student behaviour across the school, and supports the development of students' emotional and social learning.

Our Student Representative Council (student team) promotes their role as facilitators of change, who work with and on behalf of all students. They review and make improvements to the school's values and vision, and provide opportunities for students to share in decision-making regarding student participation and behaviour.

Every classroom displays the school's learner profile. The learner profile specifies the attitudes and behaviours students should strive to demonstrate in their day-to-day activities at school. This promotes student behaviour and serves as a reminder of student expectations.

Students sign an Information Communication and Technology [ICT] Acceptable Use Agreement, which outlines safe and expected behaviour and use of ICT at school by students.

Element 2 strategies: Healthy and respectful relationships (including sexuality)

Our learner profile promotes the development of caring and respectful relationships between students and other students and adults. This includes communicating positively with one another, and staying open-minded to diversity.

Our school uses Circle time in the classroom, a whole-school approach to promoting social and emotional development, and positive relationships.

Our school delivers the Daniel Morcombe Child Safety curriculum to all levels, to teach students about personal safety and awareness, including cyber-safety and phone safety.

Our school delivers the Catching on Early Sexuality Education curriculum to all levels, to teach students about socialising and friendships, maintaining safe and respectful relationships, health, sexuality and personal identity.

Each class attends ICT lessons weekly, with a unit delivered at the beginning of each term on safe and appropriate use of ICT, cyber-safety and cyber-bullying.

We promote zero tolerance towards bullying and have bullying and cyber-bullying policies in place. Students complete safety and bullying surveys each term, to ensure their safety, and each classroom has a student letterbox, where students can report bullying or unsafe incidents to teachers.

Element 3 strategies: Resilience

Our school adopts inquiry-based learning, where students are encouraged to become increasingly independent, problem-solve, source their own answers and make and learn from their mistakes.

Our school uses Circle time in the classroom, a whole-school approach to promoting self-expression, resilience and emotional regulation.

Students at our school attend weekly Physical Education lessons and participate in daily sport-like games, where they develop their confidence, coping skills and learn how to manage success and loss.

Element 4 strategies: Child abuse awareness and prevention

Children's human rights are promoted and taught to students.

The Child Safe standards are promoted and taught to students in a child-friendly manner.

All staff have completed professional development and training on child safety, and have been provided with support and resources to manage and report suspicions and disclosures of child abuse.

Students complete child safe lessons to identify who trusted adults are, and to encourage students to report any concerns or unsafe incidents to trusted adults.

Protect documents are up in every classroom to promote child safety and adults obligations to help children, and to encourage children to disclose abuse.

Our school delivers the Daniel Morcombe Child Safety curriculum to all levels, to teach students about personal safety and awareness, including cyber-safety and phone safety.

Our school delivers the Catching on Early Sexuality Education curriculum to all levels, to teach students about socialising and friendships, maintaining safe and respectful relationships, health, sexuality and personal identity.

Students in Grades 3 to 6 complete a student opinion survey on their perspective of child safety, bullying and relationships with adults at our school.

Our school has a Child Safe policy, code of conduct and strategies, and a child abuse reporting procedure in place to ensure the safety all children in our education and care. All documents are publicly available for all members of our community to view and use, and to learn from.