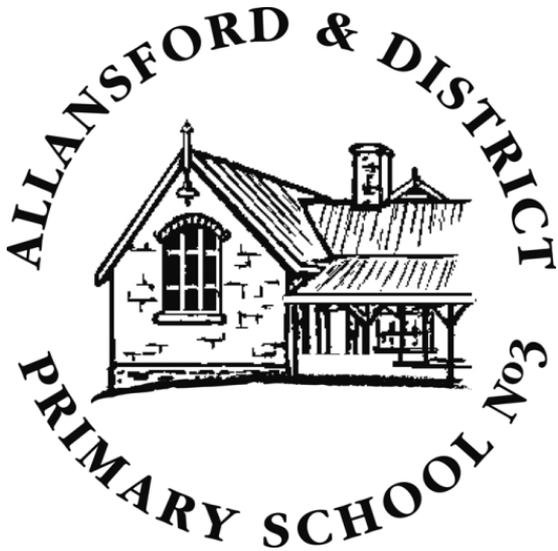


STUDENT ENGAGEMENT POLICY

Allansford & District Primary School
2015



BE SAFE–BE RESPECTFUL–BE RESPONSIBLE–BE A LEARNER

WHY HAVE A STUDENT ENGAGEMENT POLICY?

- ▶ Every school is required to have a Student Engagement Policy that articulates the expectations and aspirations of the school community in relation to student engagement, including strategies to address bullying, school attendance and behavior.

Given that students have varied needs and vulnerabilities a high quality Student Engagement Policy should incorporate a range of universal (**school-wide**), targeted (**population-specific**) and individual (**student-specific**) strategies needed to positively engage students in learning and engage them in the school community.



Research shows that a vibrant and positive school culture with a shared enthusiasm for learning is key to successful student outcomes.

A high quality Student Engagement Policy that reflects the school community's aspirations and the unique local context of the school is critical to developing a positive school culture and supporting a School Council's strategic aims.

Developing a Student Engagement policy can support schools to address their legal obligations under relevant legislation including:

- The *Equal Opportunity Act 2010* (Vic)
- The *Charter of Human Rights and Responsibilities Act 2006* (Vic),
- The Disability Standards for Education 2005
- The *Education and Training Reform Act 2006* (Vic),

PROFILE STATEMENT

Allansford and District Primary is a single campus school located in the township of Allansford, eleven kilometres to the east of the regional city of Warrnambool. Our school provides a safe, purposeful and stimulating learning environment that is reflected in our school motto – ‘Allansford kids are Friendly Kids’.

Student voice is an important driver of change in our school with our student leaders organising many school and community events. Our teachers’ emphasis is on knowing our students needs.

We value and implement effective teamwork involving students, teachers, parents and the wider community.

We empower teachers to provide learning opportunities to cater for different learning styles which includes the use of digital technologies across the school to provide learner choice and support of student learning.

At Allansford, we believe education is a partnership. Partnerships require a relationship and relationships require a conversation. We believe we provide opportunities to have those critical conversations to ensure we are meeting the needs of all students throughout their schooling.

What is our VISION & VALUES?

- That as a school community we recognise and acknowledge that children learn in different ways and that we work together to enable all learners to develop attitudes, skills and behaviours to enable them to understand the importance of life-long learning and be active contributors to society.

Our school's Foundation Values

- We give regular thought to how values can be used to support the child as a reflective learner and promote quality teaching and learning.
- As a school community we believe that the ethos of the school should be built on a foundation of values:
 - Be Safe Be Responsible Be Respectful Be A Learner

RATIONALE

- ▶ Allansford & District Primary School Student Engagement Policy (SEP) articulates the school community's shared expectations in the areas of student engagement, attendance and behaviour. The policy supports the rights and states the expectations of every member of the school community to engage in and promote a safe and inclusive educational environment.
 - ▶ Allansford & District Primary School is committed to improving the levels of engagement of all students in their learning. We develop in each individual a sense of wellbeing and connectedness to school and peers. This is reflected in their attitudes to school, positive behaviours and their learning outcomes.
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PURPOSE

- ▶ To embed a whole school engagement and wellbeing plan that includes proactive strategies that focus on the promotion of positive relationships, student resilience, individual wellbeing and engagement in learning.
 - Promote positive behavior and reduce problem behavior
 - Comply with federal and state law
 - Coordinate behavior support efforts
 - Ensure safe and effective environments
 - Get students access to needed supports

CHILD SAFE

- ▶ Our Child Safe Policy demonstrates the strong commitment of Allansford and District Primary School to the care, safety and wellbeing of all students at our school.
 - ▶ Child Safe policies align with our Student Engagement Policy and provide an outline of the related policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, online and in other locations provided by the school.
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CONSISTENCY

We need to:

- Make the school environment predictable, consistent, and positive for students.
 - Ensure discipline always starts with teaching, prompting and acknowledging positive behavior.
 - Acknowledge that negative consequences for problem behaviors are necessary but on its own is an insufficient strategy for reducing problem behavior.
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SCHOOL VALUES

- ▶ At Allansford & District Primary School it is our aim to raise standards by promoting a school ethos which is underpinned by core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.
 - ▶ **Rationale**
 - ▶ We give regular thought to how values can be used to support the child as a reflective learner and promote quality teaching and learning.
 - ▶ As a school community we believe that the ethos of the school should be built on a foundation of values.
 - ▶ **The values we focus on are:**
 - ▶ Be Safe Be Responsible Be Respectful Be A Learner
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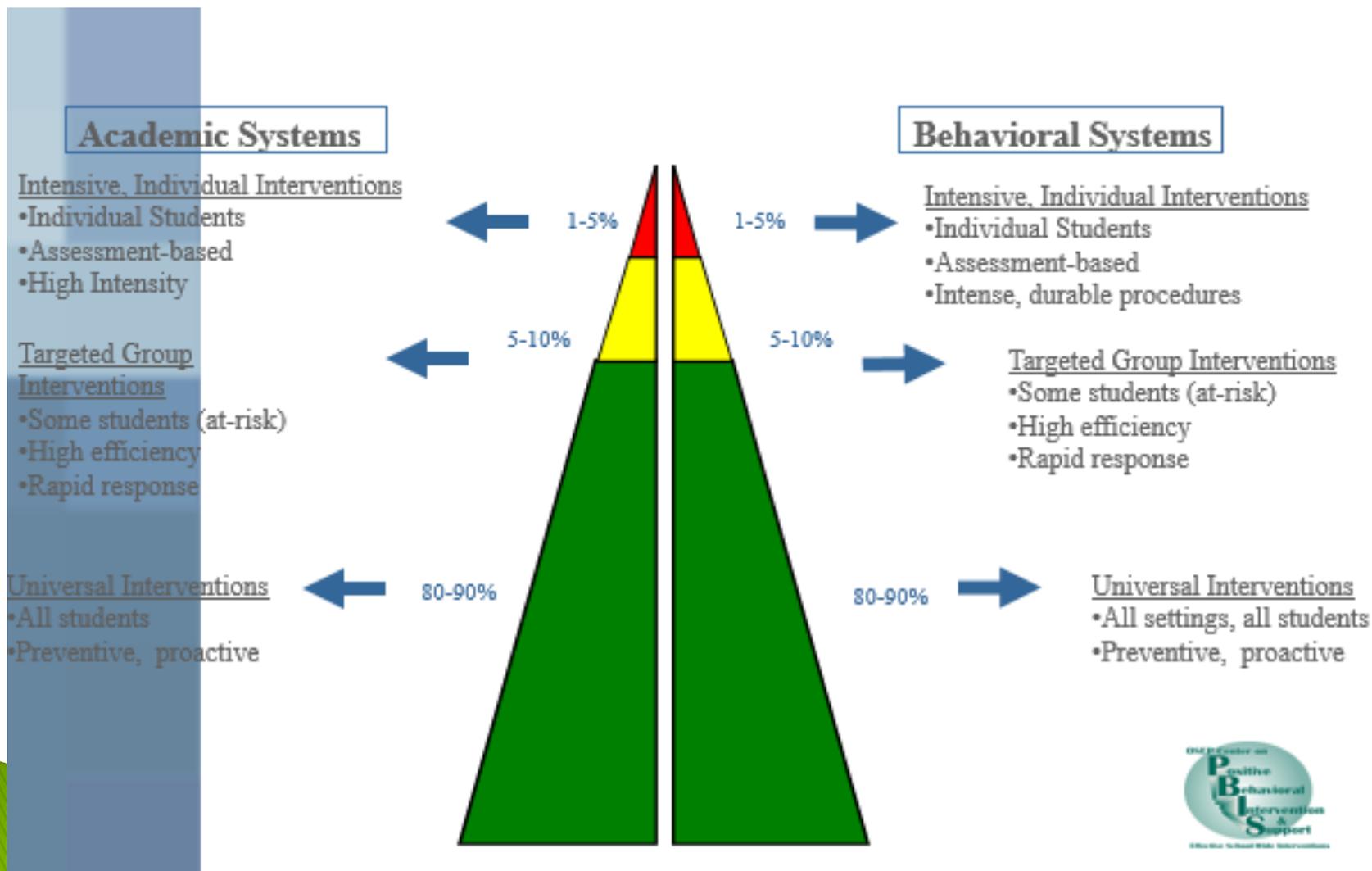
STRENGTHS

- ▶ Identified school values (4 B's)
 - ▶ Be Safe–Be Respectful–Be Responsible–Be a Learner
 - ▶ Positive Behaviour Matrix
 - ▶ Consistent approach & common language
 - ▶ Prevention Programs–(LEARN TO LEARN)–(FRIENDS)–(LIFE ED)–(POWER GIRLS)–(KIDS MATTER FRAMEWORK)–(KIDS HOPE MENTORING)–(BUDDY PROGRAM)–(CLUBS)–(SCHOOL PERFORMANCES)–(SPORTING SCHOOLS)
 - ▶ Intervention Programs–(STUDENT SUPPORT SERVICES)–(ASSESSMENT AUSTRALIA)–(OZ CHILD SHINE ASSIST–MULTILIT)–(CHILD FIRST)
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WHOLE SCHOOL ENGAGEMENT

- ▶ For the purpose of this document 'we' is the community of Allansford including the principal, teachers, students, families and other stakeholders.
 - ▶ At Allansford and District Primary School we believe that a positive school culture underpins the effectiveness of our teaching and learning. We work hard to build a safe and supportive school environment, where respectful relationships are paramount.
 - ▶ We believe in actively teaching behaviours of resilience and strategies of emotional intelligence. We provide opportunities for student leadership; encourage student input and link students to enrichment activities that build on their strengths. Positive behaviour and personal growth is celebrated. Parents/carers are encouraged to have a voice.
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SCHOOL WIDE SYSTEMS



HOW DO WE WORK TO ACHIEVE WHOLE SCHOOL ENGAGEMENT (Strategies)

We work to achieve whole school engagement by:

- ▶ Acknowledging the need for Positive Behaviours, Interventions & Support
 - ▶ Implementing our Positive Behaviour Matrix based on our four key values (4 B's)
 - ▶ Making our values explicit and working with students on what these look like, sound like and feel like.
 - ▶ Negotiating classroom agreements in our 'Learn to Learn' program, which are developed annually and aligned with our 4 B's (Values)
 - ▶ Encouraging all staff, students, parents/carers, and visitors to demonstrate the values of Allansford and District Primary School.
 - ▶ Ensuring behaviour management measures are implemented fairly and consistently.
 - ▶ Implementing the 'Kids Matter' framework
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HOW DO WE WORK TO ACHIEVE WHOLE SCHOOL ENGAGEMENT (Strategies)

- ▶ Developing Individual Learning Plans for students with additional needs.
 - ▶ Involving students in decision-making and problem-solving processes through class meetings, Junior School Council, a school 'house' system and student led assemblies.
 - ▶ Using the 'house' system, to develop a student's sense of identity, pride and inclusion.
 - ▶ Providing a range of programs that build on student strengths, extend experiences and build self-esteem.
 - ▶ Providing positive reinforcement and acknowledging student achievements at assemblies and in our school newsletter.
 - ▶ Using the Australian Curriculum as a guide to explicitly teach social skills through role-plays and small group discussions.
 - ▶ Implementing health and wellbeing programs.
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RIGHTS & RESPONSIBILITIES

- ▶ Allansford and District Primary School is 'about creating an environment where the entire school community can feel safe, secure and supported.
- ▶ It is about building an environment where the diversity of staff, students and their families is recognised and where human rights are respected.
- ▶ When every student and staff member is supported, each individual can begin to realise their full potential.
- ▶ Put simply, Equal Opportunity is a Human Right'.
(Equal opportunity & human rights commission).

R's & R"S Evidenced By:

Allansford and District Primary School is a safe and inclusive school. This is evidenced by:

- ▶ A principal and staff who are committed to promoting equal opportunity for the whole school community.
- ▶ Teaching and learning practices that incorporate the diversity of the school community.
- ▶ Having processes in place that ensure all members of the school community are accountable for maintaining the highest standards of behaviour.
- ▶ Providing information on how to prevent discrimination, harassment, bullying, vilification or victimization and where to seek help if these behaviours occur.
- ▶ Having mechanisms in place for complaints to be addressed and resolved in a fair and consistent manner.
- ▶ Embracing the *Charter of Human Rights and Responsibilities* in school activities, education and culture.
- ▶ A principal and staff who are committed to publicly promoting human rights and equal opportunity to the wider school community.

- ▶ *'The school has procedurally fair processes for managing student behaviour. Corporal punishment is prohibited in all government schools.*
- ▶ *Corporal punishment is not used at this school under any circumstance".*

STUDENTS

- All students have the right to the support of a functional Student Engagement Policy
- All students have the right to be treated with respect by other students, teachers and parents
- All students have the right to learn without disruption and distress
- All students have the right to be supported
- ▶ All students have the responsibility to abide by the Student Engagement Policy
- ▶ All students have the responsibility to consistently treat students, teachers and parents and with respect.
- ▶ All students have the responsibility to give their personal best when learning
- ▶ All students have the responsibility to support others in their learning

RIGHTS

RESPONSIBILITIES

STAFF

- All staff have the right to the support of a functional Student Engagement Policy
- All staff have the right to be treated with respect by students, parents and colleagues.
- All staff have the right to teach and support students without disruption and distress.
- All staff have the right to be supported
- All staff have the responsibility to implement the Student Engagement Policy
- All staff have the responsibility to consistently treat students, parents and colleagues with respect.
- All staff have the responsibility to teach and support students effectively, providing a positive learning environment.
- Staff have the responsibility to support each other.

RIGHTS

RESPONSIBILITIES

PARENTS

- ▶ Parents have the right to be treated as partners in their children's education
- ▶ Parents have the right to be informed about issues affecting their children
- ▶ Parents have the right to participate in decision making about Behaviour Goals & Individual Education Plans
- ▶ Parents have the right to be recognised as the major influence in their children's lives
- ▶ Parents have the responsibility to work co-operatively with the school and its staff
- ▶ Parents have the responsibility to advise the school about factors which may affect the child's learning or behaviour
- ▶ Parents have the responsibility to support the agreed behaviour goals and Individual Education plans
- ▶ Parents have the responsibility to support the school's Student Engagement Policy and expectations

RIGHTS

RESPONSIBILITIES

STUDENT DISCIPLINE PROCEDURES: A GRADED SERIES OF SANCTIONS

Each teacher is responsible for developing classroom strategies consistent with the school's Student Engagement Policy. Students are expected to be involved in discussion about these strategies and with their implementation. The consequences for serious breaches of these strategies should be documented and should be consistently applied in the classroom and throughout the school.

These measures may take into consideration the age, any disability or impairment that the student may have and the nature and seriousness of the breach of the Student Engagement Policy.

When a student violates agreed BEHAVIORS under the school's Student Engagement Policy, teachers should invoke consequences that are consistent with the policy.

This applies to both classroom and yard behaviour. Expectations must be clearly explained to the students so that they understand why they have been given consequences for their actions.



CONSEQUENCES

Modeling appropriate behavior by adults & peers

Reinforcing positive behavior

General Class Reminder

1st Individual Reminder
2nd Individual Reminder

1st Detention (Classroom)
2nd Detention (Classroom)
Parent Contact

Office Referral
Options:
Parent Meeting
Behaviour Plan
Further Detention
Loss Of Privileges
Suspension (In-School)
Suspension (Home)
Expulsion

POSITIVE

ASSERTIVE

Consequences of Inappropriate Behavior:

1. Should be immediate.
 2. Consequences should be relevant and appropriate and may involve an Incident Report
 3. Students should be aware of consequences.
 4. Should reflect student development level/understanding.
 5. Students dignity/rights should be respected.
 6. Should be consistent in all environments.
 7. Parents/Caregivers should be consulted / informed.
 8. All staff should apply consequences in the same ways.
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EVALUATION

This policy will be evaluated every three years as outlined in Policy Guidelines: Evaluation or earlier if Department of Education & Training (DE&T) guidelines change.

The Data collected from Student Opinion / Parent opinion / Staff Opinion surveys will be used to influence future policy direction.

Ratification–September 2015