



# Student Engagement POLICY

## Purpose

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour

Allansford & District Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values

## Scope

This policy applies to all school activities, including camps and excursions.

## Contents

- School profile
- School values, philosophy and vision
- Engagement strategies
- Identifying students in need of support
- Student rights and responsibilities
- Student behavioural expectations
- Engaging with families
- Evaluation

## 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 student's 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.

## Vision

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.

## **Philosophy**

ADPS is a learning community driven by a culture of learning and continuous improvement. We focus on innovation and structures for learning from each other. As staff we have a relentless focus on improvement in Literacy and Numeracy outcomes for all students and we see this as our core work. We also know our students' health and wellbeing is vital to their development and learning outcomes.

## **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

## **Engagement Strategies**

Our students feel stimulated and motivated to learn at ADPS. They trust their teachers and feel supported in all areas of the school and their learning programs. Engagement across the school is extremely high for all learners as is evident in our student surveys. Our students feel connected in the community and at school. They trust staff and have very strong relationships with their peers and other parents in the school community.

Student attendance figures show we are tracking similar to schools with the same student background characteristics. Engagement at ADPS is about giving students voice and choice in what and how they learn. We integrate the curriculum through inquiry learning, where students explore big ideas and areas of interest and passion. Our school camps, excursions, Performing Arts visits and extra curricula activities create a school where learning is fun, authentic and a positive experience for all learners in our community (students, staff and parents).

Other strategies include:

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Action Leadership Teams (SALT) and other forums.
- Students are also encouraged to speak with their teachers and principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through school plays, athletics, house sports

programs and peer support programs

- we engage in school wide positive behaviour support with our staff and students, which includes programs such as: Respectful Relationships
- programs, incursions and excursions developed to address issue specific behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peer support programs, ground force (hands on learning)

### **Targeted**

- each classroom teacher is responsible for monitoring the health and wellbeing of students in their class, and act as a point of contact for students who may need additional support
- all students as needed will have a behaviour support plan, with targeted goals and support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Individual Learning Plan and Behaviour Support Plan for identified students
- Program for Students with Disabilities
- referral to Student Support Services
- referral to Child First, Headspace,
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school and develop Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up, adding calm spaces and nurturing areas
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- running Student Support Group meetings for all students: with a disability, in Out of Home Care and with other complex needs that require ongoing support and monitoring

### **Identifying Students in Need of Support**

ADPS is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. We utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data

- engagement with families

## 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*).

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

Rights	Responsibilities
<ul style="list-style-type: none"> <li>• All students have the right to the support of a functional Student Engagement Policy</li> <li>• All students have the right to be treated with respect by other students, teachers and parents</li> <li>• All students have the right to learn without disruption and distress</li> <li>• All students have the right to be supported</li> </ul>	<ul style="list-style-type: none"> <li>• All students have the responsibility to abide by the Student Engagement Policy</li> <li>• All students have the responsibility to consistently treat students, teachers and parents and with respect.</li> <li>• All students have the responsibility to give their personal best when learning</li> <li>• All students have the responsibility to support others in their learning</li> </ul>

## Staff

Rights	Responsibilities
<ul style="list-style-type: none"> <li>• All staff have the right to the support of a functional Student Engagement Policy</li> <li>• All staff have the right to be treated with respect by students, parents and colleagues.</li> <li>• All staff have the right to teach and support students without disruption and distress.</li> <li>• All staff have the right to be supported</li> </ul>	<ul style="list-style-type: none"> <li>• All staff have the right to the support of a functional Student Engagement Policy</li> <li>• All staff have the right to be treated with respect by students, parents and colleagues.</li> <li>• All staff have the right to teach and support students without disruption and distress.</li> <li>• All staff have the right to be supported</li> </ul>

## Parents

Rights	Responsibilities
<ul style="list-style-type: none"><li>• Parents have the right to be treated as partners in their children's education</li><li>• Parents have the right to be informed about issues affecting their children</li><li>• Parents have the right to participate in decision making about Behaviour Goals &amp; Individual Education Plans</li><li>• Parents have the right to be recognised as the major influence in their children's lives</li></ul>	<ul style="list-style-type: none"><li>• Parents have the responsibility to work co-operatively with the school and its staff</li><li>• Parents have the responsibility to advise the school about factors which may affect the child's learning or behaviour</li><li>• Parents have the responsibility to support the agreed behaviour goals and Individual Education plans</li><li>• Parents have the responsibility to support the school's Student Engagement Policy and expectations</li></ul>

### Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with our School's Bullying policy. When a student acts in breach of the behaviour standards of our school community, our School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff. Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- restorative practices
- reflection time
- behaviour reviews
- detention
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.asp>  
Corporal punishment is prohibited in our school and will not be used in any circumstance.

Consequences of inappropriate behaviour

- Should be immediate.
- Consequences should be relevant and appropriate and may involve an Incident Report
- Students should be aware of consequences.
- Should reflect student development level/understanding.
- Student's dignity/rights should be respected.
- Should be consistent in all environments.
- Parents/Caregivers should be consulted / informed.
- All staff should apply consequences in the same ways.

Engaging with Families

ADPS values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community. We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff

- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

#### Evaluation

ADPS will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs. Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data (staged response document on the staff sever)
- school reports
- parent survey
- case management
- CASES21

SOCS FURTHER INFORMATION AND RESOURCES Student Engagement DET links:

<https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/engagement-policy.aspx> REVIEW CYCLE This policy was last updated on August 2019 and is scheduled for review in August 2021

This policy was last ratified by School Council in....

December 2021