

Albion Primary School



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Student Engagement Policy

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Student Engagement Policy

This policy was last ratified by School Council in

Student Engagement includes three interrelated components:

- Behavioural engagement that refers to students' participation in education including the academic, social and extracurricular activities
- Emotional engagement that includes students' emotional reactions in the classroom and the school – a sense of belonging or connectedness to the school
- Cognitive engagement relates to students' investment in learning and their motivation and self regulation

Students are better prepared for learning when they are healthy, safe and happy. Student engagement, therefore, must be the responsibility of all staff working in a whole school context. Social and emotional wellbeing underpin effective student learning. Student learning cannot be separated from student wellbeing. School should be a positive environment in which all teachers and support staff assume responsibility for student engagement. We endeavour to engage all students in successful experiences, where children feel safe and secure in a supportive environment where the sense of belonging and wellbeing is strengthened.

School Profile

At Albion Primary School, there is a strong focus on student wellbeing. Staff believe that children learn best when their learning engages them, when they experience success, when programs meet their needs and when they feel supported by staff. Staff members take into account students' abilities, backgrounds, learning styles and intelligences.

Albion Primary School focuses on developing students' social competencies by embedding such learning in our teaching, our curriculum, our behaviour management systems and our expectations.

The school places emphasis on primary prevention and early intervention strategies to enhance the wellbeing of the children in our care.

Albion Primary School has an enrolment of 151 students. The total school population comprises approximately 45% females and 55% males; SFO Index is 0.83 and students with a Language Background Other Than English (LBOTE) make up 58% of the enrolment. Four Educational Support Officers support students on the Program for Students with Disabilities (PSD) and other students who do not qualify for the program. A multicultural aide is employed to support our LBOTE families. The average number of students per class in prep to year 2 is 22.3 and 21 in Years 3 to 6.

There is a strong clarity among staff in their approaches to classroom management within the school. Practices learned from programs such as *Restorative Justice*, *Solving the Jigsaw* and *CASEA* are being implemented into the school so that there is a common approach to student management. The school's *Start Up* program embeds how the school's values (respect, care, honesty, learning and achievement), vision and purpose underpin every facet of school life – behaviour and school work. This program places an emphasis for students on why they are at school and their responsibilities to ensure they achieve the best they possibly can.

Parent surveys indicate they recognised that the school provides support for families and students, that staff members were concerned for students' wellbeing and that the school has a

friendly, approachable feel. Parents believe that the school is addressing student behaviour in a positive way so that students feel safe and supported if something should go wrong.

Students recognise that Albion Primary School contributes to their growth as a person by teaching and ensuring responsibility for own actions, respect for others, good sportsmanship, teaching manners, having good role models, learning skills in dealing with safety and bullying.

Staff, parents and students believe that Albion Primary School provides opportunities for children to take on leadership roles such as house captains and vice captains, junior school councillors, and through programs such as *Peer Support*.

Whole School Prevention Statement

The purpose of Albion Primary School is to educate all of our children and enable them to become effective members of society.

At Albion Primary School we expect to see:

- All of our students becoming life long learners and responsible citizens
- All of our staff pursuing the best possible outcomes for all of our students
- All members of our school community embracing the school values
- All staff committing to and being supported to implement ongoing professional learning
- A positive environment which nurtures an atmosphere of peace, safety and enjoyment

At Albion Primary School we are proactive when it comes to behavioural management. We use social skills programs, incorporated into classroom program and explicitly teach these skills to ensure a school community that upholds our purpose, vision and values. It is acknowledged that a staged response provides a continuum of support for student engagement:

Stage One: Primary Prevention – Whole school focus on all students and staff

Stage Two: Early Intervention – Targeted to focus on responses to problem behaviour with the aim of reducing it

Stage Three: Intervention – Intensive focus on an individual's behaviour resistant to the primary prevention and early intervention efforts.

At Albion Primary School our emphasis is on primary prevention strategies where we aim to develop students' resilience and coping skills. We do this by:

- Creating a positive school culture
- Building safe, supportive and respectful relationships
- Promoting proactive social values and positive behaviours programs
- Encouraging student participation
- Proactively engaging parents and carers
- Implementing preventative and early intervention programs
- Responding to individual students

Primary prevention programs include:

- Start Up Program
- Solving the Jigsaw
- Albion Kids are Friendly Kids
- Peer Support
- Buddies
- Student of the Week Awards
- Junior School Council

- Social skill groups that work on developing self-efficacy, resilience, friendship, conflict resolution and problem solving, etc
- Transition Programs
- House sporting competitions
- Lunchtime activities
- Chatter Matters
- Special celebration days
- Emergency Management Plan

The school will provide early intervention by putting in place the following support structures:

- Monitoring of, and responding to, protracted student absences
- Protocol for Mandatory Reporting
- Program Support Groups for children in need
- Welfare support
- Referral protocols to educational specialists
- Anti-bullying posters
- Cyber bullying posters and information to parents
- Conduct two parent/teacher or a three way parent/student/teacher conference each year
- Individual Learning Plans for students as required.

The school will access outside services to provide intervention support for students and staff. This may include:

- Psychologist for psychological and academic assessments, counselling, social skills, etc
- Speech Pathologist
- Visiting Teachers
- Child First case workers
- DHS Case managers and support workers
- Local parent support groups
- Relevant departmental support staff
- School Nurse
- State Schools' Relief
- Sunshine Court Fund

The school will comply with all privacy issues in accordance with current legislation and departmental requirements.

Rights and Responsibilities

At Albion Primary School, every member of the school's community has a right to fully participate in an educational environment that is safe, supportive and inclusive. We believe everyone deserves to be treated with respect and dignity. The school environment can impact on students' educational, social, emotional and physical development.

Albion Primary School's rights and responsibilities have been agreed on by our students, parents and teachers and have been developed in consideration of the following Acts:

- Equal Opportunity Act
- Charter of Human Rights Act
- Disability and Discrimination Act
- Education and Training Act

Students have the right to	Students have the responsibility to
<ul style="list-style-type: none"> • Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • Expect the school's values to be demonstrated to them • Participate fully in the school's educational program 	<ul style="list-style-type: none"> • Participate fully in the school's educational program • Attend regularly • Demonstrate the school values • Take greater responsibility for their own learning as they progress through school
Parents/Carers have the right to	Parent/Carers have the responsibility to
<ul style="list-style-type: none"> • Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • Expect the school's values to be demonstrated to them 	<ul style="list-style-type: none"> • Promote positive educational outcomes for their children by taking an active interest in their child's educational progress • Model positive behaviours • Promote the school's values • Ensure their child's regular attendance • Engage in regular and constructive communication with school staff regarding their child's learning • Support the school in maintaining a safe and respectful learning environment for all students
Staff have the right to	Staff have the responsibility to
<ul style="list-style-type: none"> • Expect that they will be able to teach in an orderly and cooperative environment • Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student • Expect the school's values to be demonstrated to them 	<ul style="list-style-type: none"> • Implement the engagement policy • Teach and implement the school's values • Know how students learn and how to teach them effectively • Know the content they teach • Know their students • Plan and assess for effective learning. • Create and maintain safe and challenging learning environments • Use a range of teaching strategies and resources, that are reflective of school values, to engage students in effective learning

Everyone has the right to:	The following responsibilities support these rights:
Be treated with courtesy, kindness and respect	Treat others with courtesy, kindness and respect
Express feelings and opinions assertively	Listen to others with mutual respect
Work, play and be involved in an atmosphere of peace and cooperation	Maintain a safe and secure school environment
Feel secure and to be safe in a caring and supportive environment	Model and support school values, rules and protocols
Expect that school rules are fair, consistently implemented and respect the rights of all involved	Develop responsibility for your own actions
Be valued for your individuality, including	Value others for their individual differences

race, gender, cultural, physical or intellectual diversity	
Learn in a supportive atmosphere	Work to achieve your personal best whilst allowing others to do the same

Shared Expectations

At Albion Primary School we promote shared expectations of staff, students and parents/carers. Albion Primary School has high expectations for the whole school community. These expectations are:

- Clear and specific
- Focused on positive and pro-social behaviours
- Focused on prevention and early intervention
- Supported by relevant procedures
- Consistent, fair and reasonable
- Linked to appropriate actions and consequences.

These shared expectations are based on the school's values.

<i>Value</i>	<i>What Does it Mean at Albion Primary School?</i>	<i>What does it look like at Albion Primary School?</i>
<i>Respect</i>	Being considerate and courteous to others and valuing the environment	<ul style="list-style-type: none"> • I follow school processes • I listen when someone is speaking • I use school resources responsibly • I am punctual • I look after our environment
<i>Honesty</i>	Being truthful	<ul style="list-style-type: none"> • I tell the truth even if I have done the wrong thing • I tell the truth in a tactful way • I am responsible for my own actions
<i>Care</i>	Being compassionate and helping others	<ul style="list-style-type: none"> • I have zero tolerance of bullying • I take an interest in others • I am fair • I am kind
<i>Learning</i>	Taking the opportunity to grow throughout life	<ul style="list-style-type: none"> • I have a go at learning new things • I learn from my mistakes • I follow instructions • I am persistent – I don't give up
<i>Achievement</i>	Doing my personal best both individually and as a team member	<ul style="list-style-type: none"> • I always do my best • I celebrate my successes • I 'Aim High'

School Actions and Consequences

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

The following protective factors support student engagement:

- Positive behaviour support
- Clear, fair and consistent rules and behavioural expectations
- Understanding of individual student needs
- Accessible staff support for students
- Positive and supportive parent, teacher and peer relationships
- Feeling safe and valued at school
- Reasonable, logical and consistent consequences
- Some level of academic success
- Recognise and celebrate school activities and students' achievements.

The staged response of primary prevention, early intervention and intervention provides a continuum of support for engagement in this area also:

Primary Prevention Strategies	Early Intervention Strategies	Intervention Strategies
<p>Within the classroom:</p> <ul style="list-style-type: none"> • Fair and democratic classrooms and school environments are established from the beginning of the school year • Students have participation in the development of classroom expectations • Classroom management plans are displayed and conveyed to students and parents and whole school commitment is expected • Classroom routines are taught and encouraged • Classroom wide positive expectations are taught and encouraged • Active supervision by teachers • Ratio of 6-8 positives to one negative regarding adult/student interaction • Consistently acknowledging all students 	<p>Within the classroom/school:</p> <ul style="list-style-type: none"> • Commitment and adherence to the strategies outlined on the classroom management plan • Use of behaviour and learning supports • Staff consultation with a support person from the student welfare team • Student Support Group meetings and Individual contract 	<p>Within the classroom/school:</p> <ul style="list-style-type: none"> • This section refers to approximately 5% of students whose behaviour places them at high risk of disconnecting from school and where primary prevention and early intervention strategies have been unsuccessful • This stage represents an intensity of strategies listed in the Early Intervention Column but can go beyond this to include an individual modified attendance plan and/or individual modified education plan but as a last resort can include suspension or expulsion.

<ul style="list-style-type: none"> • Redirections for minor infrequent behaviour errors • Frequent pre-corrections for chronic errors • Empowering student by creating multiple opportunities for them to take responsibility and be involved in decision making • Ensuring classroom space is conducive to positive behaviours and effective engagement in learning • Providing personalised learning programs where appropriate for individual students 		
<p>Across the school</p> <ul style="list-style-type: none"> • Our school values are explicitly taught through the <i>Start Up</i> program and reinforced throughout the year • Our school values are modelled and ‘lived’ by all members of the school community-we have a duty to remind others (adults and students) when this is not evident • Whole school involvement related to <i>Albion Kids are Friendly Kids</i> program • School data collection and analysis is available to staff to ensure accurate matching of instruction to individual student needs • Team planning for staff members to ensure similarity in programs in classrooms • School policies • Student of the Week explicitly relating to school’s values 	<p>Across the School</p> <ul style="list-style-type: none"> • Team sharing of data and professional discussions to brainstorm support for students experiencing difficulties with curriculum • Individual learning Plans • Inclusion in support programs like Reading Recovery • ES staff work in specialised 1-1/small group programs for students designed in consultation with SSSOs and literacy/numeracy coaches • Individual behaviour plan- this may include alternative play time, play in a different setting, direction to a lunchtime program, designated play setting and safe play communication book or flexible attendance plan • Secondary consultations with professionals (paediatrician, speech therapist etc) and SSSO staff (psychologist, social worker) • Mentoring/counselling and/or referrals to 	

	community support organisations	
Health and Wellbeing <ul style="list-style-type: none"> • Social skills programs run by student wellbeing coordinator • Lunchtime programs • Monitoring of playground (safe play data) 	Health and Wellbeing <ul style="list-style-type: none"> • Inclusion in social skills programs • Involving community support agencies • Working with parents to provide support/assistance • Home visits/phone calls • Removal of privileges, detention during recess breaks/after school • Re-location within the school • Individual plan targeting needs 	
Attendance <ul style="list-style-type: none"> • Rolls marked by 9:30 and 2:30pm daily A culture of <i>punctuality</i> and <i>It's not ok to be away</i> is modelled and explicitly taught • Benefits of regular and timely school attendance is conveyed to students and the community via the newsletter and website • Teachers promote positive attendance in their classroom • Individual student levels of non attendance are displayed on semester reports and commented on (both positively or encouraged to improve for unsatisfactory data) • Attendance is monitored and followed up by the Assistant Principal 	Attendance <ul style="list-style-type: none"> • Follow up of individual student absence and/or lateness • Individual student attendance goal setting and data driven improvement plans • Parent and/or agency involvement 	

Actions and consequences have been developed in consultation with, and agreed on by, representatives from staff, parents/carers and students in order to foster a cohesive and consistent response to attendance and behaviour. These actions and consequences are incremental and should be applied fairly and consistently.

Equal emphasis should be placed on issuing positive consequences for meeting high expectations as there is on negative consequences.

Actions and consequences should have an educational role and aim to foster positive relationships and retain the dignity of the student. Actions and consequences that isolate student from learning should be avoided where possible.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding students' background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers
- involving the student wellbeing coordinator
- mentoring and/or counselling
- 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
- assisting in the provision of broader educational programs, for example sporting programs, creative arts, etc
- involving community support agencies.

Discipline procedures

Logical Consequences

A key component of the school's positive discipline program is using *logical consequences* to address behavioural problems. A logical consequence is not retaliation. It is concerned with present and future behaviour and differs from punishment in that logical consequences are:

- Related to the behaviour
- Respectful of all parties
- Reasonable expectations
- Relationship-building.

Consequences (in order of severity) may include:

- Teacher chat – reminder of school rules
- Verbal reprimand
- Withdrawal of privileges
- Time Out
- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work. Record of incident should be recorded on SMaRT system.

From this point on, parents/carers should be informed of such consequences. Record of incident should be recorded on SMaRT system and the student welfare coordinator informed. Counselling and restorative action should be taken.

- Where students are required to undertake school work after school, the time should not exceed forty-five minutes.
The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time
- Convening of a support group
- Behavioural contract developed and meeting with parents and principal/assistant principal held. Parents and principal and student (if applicable) to sign this contract
- Student breaks contract. Parents informed.
- School will follow the course of action signed off by parents and the principal in the behavioural contract.
- Student suspended.
- Expulsion shall follow the guidelines set out by the DEECD in their student engagement handbook.

Suspension and Expulsion Information

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in "Effective Schools are Engaging - School Student Engagement Policy Guidelines". Appendices 12-18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

- Maximum consecutive suspension is 5 days
- Maximum period of suspension in one year is 15 days
- South Western Victoria regional guidelines state where the student has been suspended four times or has reached eight days suspension a secondary consultation is required
- Student Support Group must be held before a student is suspended (except in a case of immediate suspension)
- School must provide appropriate and meaningful schoolwork for period of suspension
- Copy of the Procedures for Suspension brochure must be provided to the student and their parent/carer
- Regional Director must be informed if expulsion is being considered and their nominee attends a support group meeting to discuss expulsion.

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf