Parkmore Primary School
Student Engagement Policy

1. Rationale:

1.1. A positive school culture that is fair and respectful to all is a fundamental element in promoting student engagement. Quality child-centred teaching and learning programs engage students, enabling them to learn and develop positive attitudes to themselves and their learning.

1.2. Students who attend school regularly have the greatest opportunities to learn and to develop a positive attitude to learning. Student engagement is a key factor in promoting student attendance.

1.3. This policy sets out the school's position on student engagement, student attendance and student behaviour.

2. Definitions:

Student engagement can be defined as three interrelated components:

2.1. **Behavioural engagement** refers to students' participation in education, including the academic, social and extracurricular activities of the school.

2.2. **Emotional engagement** encompasses students' emotional reactions in the classroom and in the school and measures a student's sense of belonging or connectedness to the school.

2.3. **Cognitive engagement** relates to a student's investment in learning and their intrinsic motivation and self-regulation.

3. Aims:

Parkmore Primary School aims to:

3.1. To engage all students in learning.

3.2. To meet the developmental needs of all students.

3.3. To foster a positive school culture based on healthy relationships between all members of the school community.

3.4. To provide students with a safe learning environment, where the risk of harm is minimised and students feel physically and emotionally secure.

3.5. To foster high standards of behaviour based on respect, cooperation, mutual responsibility and self-discipline.

3.6. To have each student attend school every day, except in cases of illness or other exceptional circumstances.

3.7. To provide support for individuals who are at risk of disengaging, not attending or developing inappropriate behaviours.

3.8. To provide support for students who are adversely affected by the inappropriate behaviour of other students.

4. Strategies to promote positive student engagement and attendance:

4.1. Uphold the right of every child to receive an education.

4.2. Monitor and follow up on absences in compliance with Department of Education & Training (DET) procedures.

4.3. Intervene early to identify and respond to student needs for social, emotional, and learning support.

4.4. Where resources allow, provide specialist support to assist teachers to meet the social, emotional and learning needs of students at risk.

4.5. Recognise and respond to students' needs through the *Program for Students with Disabilities* (PSD), language support programs and other DET initiatives.

4.6. Provide all staff, including pre-service and casual relief teachers and volunteers with information, professional learning and support regarding student wellbeing issues.

4.7. Provide opportunities for students to participate in developing a positive school culture (e.g. student led assemblies, student leadership, buddy programs).

4.8. Provide opportunities for families and the wider community to participate in school activities (e.g. School Council and sub-committee meetings, classroom helpers, parents association and excursions).

4.9. Communicate the school's expectations and support parents/carers to:

4.9.1. Ensure that children attend school as required by law.

4.9.2. Advise the school as soon as possible when a child is late or absent.

4.9.3. Ensure that student enrolment details are correct.

4.9.4. Provide all relevant information to the school.

4.9.5. Attend parent-teacher meetings and participate in 3 – way student conferences.

4.9.6. Read and respond to school communications in a timely manner.

4.9.7. Seek advice from the school if desiring to remove children for extended periods (e.g. holidays).

4.10. Develop positive relationships between teachers and students that promote engagement, wellbeing and learning, for example; Circle Time, Secret Angel, Restorative chats, 3 way conferences.
4.11. Deliver teaching and learning experiences and services that are inclusive and responsive to student needs, and that reflect the diversity of the school community.
4.12. Use evidence - based and flexible pedagogical styles to cater for different learners and to engage all students in meaningful learning experiences.
4.13. Teach and assess students using current pedagogical knowledge aimed at challenging and extending student learning.
4.14. Promote pro-social behaviours using a range of resources (e.g. Bounce Back, KKPP, Circle Time, restorative practices, Friendly Kids Club, Kids Coach mentoring).
4.15. Communicate concerns about student wellbeing to parents/carers in a timely manner.
4.16. Adhere to the 'stepped' behaviour management processes (Appendix 4).

5. Strategies to promote positive student behaviour:

5.1. Promote a respectful and inclusive school community culture.
5.2. Communicate high expectations (regarding student behaviour) with students and their families.
5.3. Use the Student Engagement Policy as a basis for negotiating class-based shared expectations with students at the beginning of each school year and revisit this regularly throughout the year.
5.4. Through professional learning, build staff capacity to promote positive student behaviours (including specific behaviour management strategies and teaching about social skills) promote a team approach to behaviour management.
5.5. Provide support for students with behavioural issues (e.g. student-support groups, Kool Kids Positive Parenting) and their families.
5.6. Monitor student behaviour and the effectiveness of implemented strategies.
5.7. Work with parents/carers to promote understanding about how they can support positive student behaviours.

6. **Guiding policies, other policies and relevant legislation**

6.1. Corporal punishment is not permitted at Parkmore Primary School.
6.2. This policy should be read in conjunction with other school policies.
6.3. 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 emphasizes 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.
6.4. In addition to the Charter, the following legislation needs to be considered when determining rights and responsibilities of all members of our school community.
6.4.1. *Equal Opportunity Act* 1995
6.4.2. *Disability Discrimination Act* 1992 (in conjunction with DET Disability Standards for Education 2005)
6.4.3. *Education and Training Reform Act* 2006
6.4.4. *Information Privacy Act* 2000 and *Health Records Act* 2001
6.4.5. *Children, Youth and Families Act* 2005 (includes Mandatory Reporting Legislation).

All school policies and key documents need to be considered in relation to the Student Engagement Policy.

7. Resources:

7.1. DET Student Engagement Policy Guidelines
Retrieved 6 May, 2013, from
www.education.vic.gov.au/school/principals/spag/participation

8. Evaluation:

8.1. This policy will be reviewed as part of the school's three-year review cycle.
Review Date: 2018

This policy was last ratified by School Council in: **May 2015**

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Appendix 1:
SCHOOL PROFILE STATEMENT

Parkmore Primary School is a proud state government school, which dates back to its inaugural year of 1962. Our students from Foundation to Year 6 are provided with a broad, rich and differentiated curriculum enabling the character strengths, talents and learning styles of each student to be harnessed, maximised and celebrated.

Our school is well positioned to draw on the most current and recognised teaching and learning theories and practices. As a Department of Education & Training school, we access the best available education resources to enable our teachers to support our students to learn, and to enjoy learning as a lifelong endeavour.

Parkmore Primary School is contemporary in its approach to educating our students. They learn in an environment that is conducive to preparing them for a rapidly changing world that demands technological capacity and intelligence, heightened interpersonal skills, significant emotional intelligence, resiliency and strong literacy and numeracy skills. Our students learn in flexible learning spaces and through collaborative structures with other students.

Professionalism, instructional capacity and accountability of our teachers are foundational to the education students receive ensuring each child's learning is scaffolded in their learning zone. Significant resources are applied to ensure our teachers provide quality instruction and evidence –based student outcomes.
Our school community works in partnership with the school in recognition that it is critical that the partnership is respectful, has a strong values base and is always student-centred, recognising that our school's core business is optimising student learning.

The values that form the basis for all our learning are:

- **Excellence**
- **Resilience**
- **Respect**
- **Responsibility**
- **Inclusiveness**

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Appendix 2:

RIGHTS AND RESPONSIBILITIES OF STUDENTS, STAFF AND PARENTS/CARERS

All members of the Parkmore Primary School community have a **right** to:

- fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, cyber-bullying, vilification, violence, intimidation, abuse and 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 Parkmore Primary School 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 in and contribute to a learning environment that supports the learning of self and others.
- ensure their actions and views do not have a negative impact on the health and wellbeing of other members of the school community.

Students	
Rights	Responsibilities
• To learn in a secure, inclusive and positive environment. • To be valued and treated with respect, fairness and courtesy by all members of the school community. • To be supported in challenging situations. • To be free of harassment and bullying, including cyber bullying.	• To come to school every day (except in exceptional circumstances). • To behave respectfully and appropriately at all times. • To respect, value and learn from the differences of others. • To provide support to others and seek help when needed. • To report bullying or other inappropriate behaviours to a teacher. • To respect other people's property. • To comply with all school policies. • To ensure the ability of other students to learn in a safe and inclusive environment.
Staff	
Rights	Responsibilities
• To work in a safe and secure environment. • To be treated with respect, fairness and courtesy by all members of the school community. • To be supported in challenging situations. • To be free of harassment and bullying, including cyber bullying.	• To build positive relationships with students, parents / carers as the basis for engagement and learning and fairly implement the Student Engagement Policy. • To have high expectations for all students. • To engage in constructive communication with students and parents/carers regarding the learning of individuals. • To provide an inclusive, engaging and differentiated curriculum. • To treat all members of the school community with respect, fairness and dignity.
Parents/Carers	
Rights	Responsibilities
• To expect that their child/ren will learn in a safe and positive environment. • To be treated with respect, fairness and courtesy by all members of the school community. • To be free of harassment and bullying, including cyber bullying. • To expect a positive and supportive approach to their child's learning. • To be contacted by the school when the wellbeing of their child/ren is at issue.	• To ensure students attend school every day (except in exceptional circumstances). • To promote and model respectful communication and healthy relationships. • Support the school in maintaining a safe and respectful learning environment. • To communicate with the school about student lateness and absence. • To participate in 3 way conferences and parent-teacher meetings, and follow up where necessary at home. • To be familiar with the Student Engagement Policy.

Appendix 3:

BEHAVIOURAL CONSEQUENCES

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At Parkmore Primary School we support a positive approach to behaviour and foster a school climate within which personal responsibility and self-discipline can develop.

STUDENT *Behaviour Guidelines/Behaviour Expectations*
Students are expected to:

- Play safely and learn cooperatively
- Treat and speak to others with respect and courtesy
- Resolve problems and disagreements calmly, sensibly and fairly
- Move around all areas of the school in a responsible manner
- Take care of the school environment and school property.

Consequences at Parkmore Primary School for inappropriate or unacceptable behaviours include:

- The student is given a reminder about acceptable behaviour
- The teacher explains and discusses the situation with the student, drawing his/her attention to the student behaviour expectations
- The student is asked to make up missed learning in his/her own time e.g. at eating time, home, break times. (No more than half the time allocated for any recess may be used for this purpose)
- If the behaviour continues the student may be asked to move temporarily to another space or to the care of a senior member of staff
- The student may be asked to provide a verbal or written statement or apology
- The student may be asked to complete a form of community service
- The student and his/her family may be asked to repair or pay for damage to property or equipment
- The teacher reflects on behavioural issues or needs and plans to teach appropriate social skills explicitly
- The teacher arranges for the student's behaviour to be discussed with others, including the child's parents/carers. A behavioural plan is formulated at this meeting
- The teacher may arrange for the support of other parties e.g. other involved students, Principal.
- The teacher completes a student incident form after consultation with principal
- Suspension procedures may be implemented (if disruptive or dangerous behaviour continues)
- Expulsion considered and may be implemented.

Preventative and Intervention strategies:

Teachers will:

- Build rapport with students and create positive and nurturing learning environments
- Develop quality curriculum teaching programs
- Make explicit behavioural expectations of students
- Teach relevant social skills, including proactive behaviours.
- These include teaching specific social-skills programs such as:
    - Bounce Back
    - Friendly Kids' Club
    - Kool Kids Positive Parenting

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Appendix 4: -

BEHAVIOUR MANAGEMENT PROCESS

The following Behaviour Management process will be followed. Depending on the severity of the behaviour, the process may commence at any of the following six stages. In some cases, the process may be sequential.

1. Discussion of the inappropriate behaviour with supervising teacher and students involved. The reason for the behaviour being inappropriate will be identified, apologies made and a warning given.

2. Behaviour may result in the student being moved to another learning space. Length of time determined by teacher based on age and the issue.

3. Student meets and discusses incident/issues with class teacher and/or level leader.
Student Behaviour Expectations are revisited.
Consequences may be instigated.

4. Meeting with staff member/Principal and parents to arrange appropriate consequence and support
e.g. Mediation
Counselling
Behaviour Management Plan
Suspension
Behaviour will be recorded, and may include a Behaviour Management Contract

5. Co-ordinator/Principal informs student and parents of suspension. Meeting prior to return to school to outline expectations for the future.

6. Extreme inappropriate behaviour will result in immediate suspension, and possible involvement of relevant external authorities.
If, after repeated suspensions within Department of Education & Training guidelines, behavioural problems of a serious nature continue, the Principal will meet with student and parents leading to alternative schooling arrangements.

Appendix 5:

EXCLUSION PROCEDURES: SUSPENSION AND EXPULSION
At Parkmore Primary School, parents/carers are involved in exclusion procedures.

SUSPENSION – General Information

Suspension is a serious disciplinary measure and should only be used when other measures have not produced a satisfactory response.

Suspension should be used for the shortest time necessary. The maximum period of time a student can be suspended consecutively is five school days. 'School days', as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than fifteen school days in a school year, unless approval is sought from the Regional Director. However, a student may be suspended for a further period (not exceeding five school days) pending the Principal's decision whether to expel a student.

For further information:
- School Policy & Advisory Guidelines: Suspensions
  http://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx

EXPULSION – General Information

The school Principal has the authority to permanently exclude a student from his or her school according to the Department of Education & Training's procedures. This power cannot be delegated to any other person at the school level.

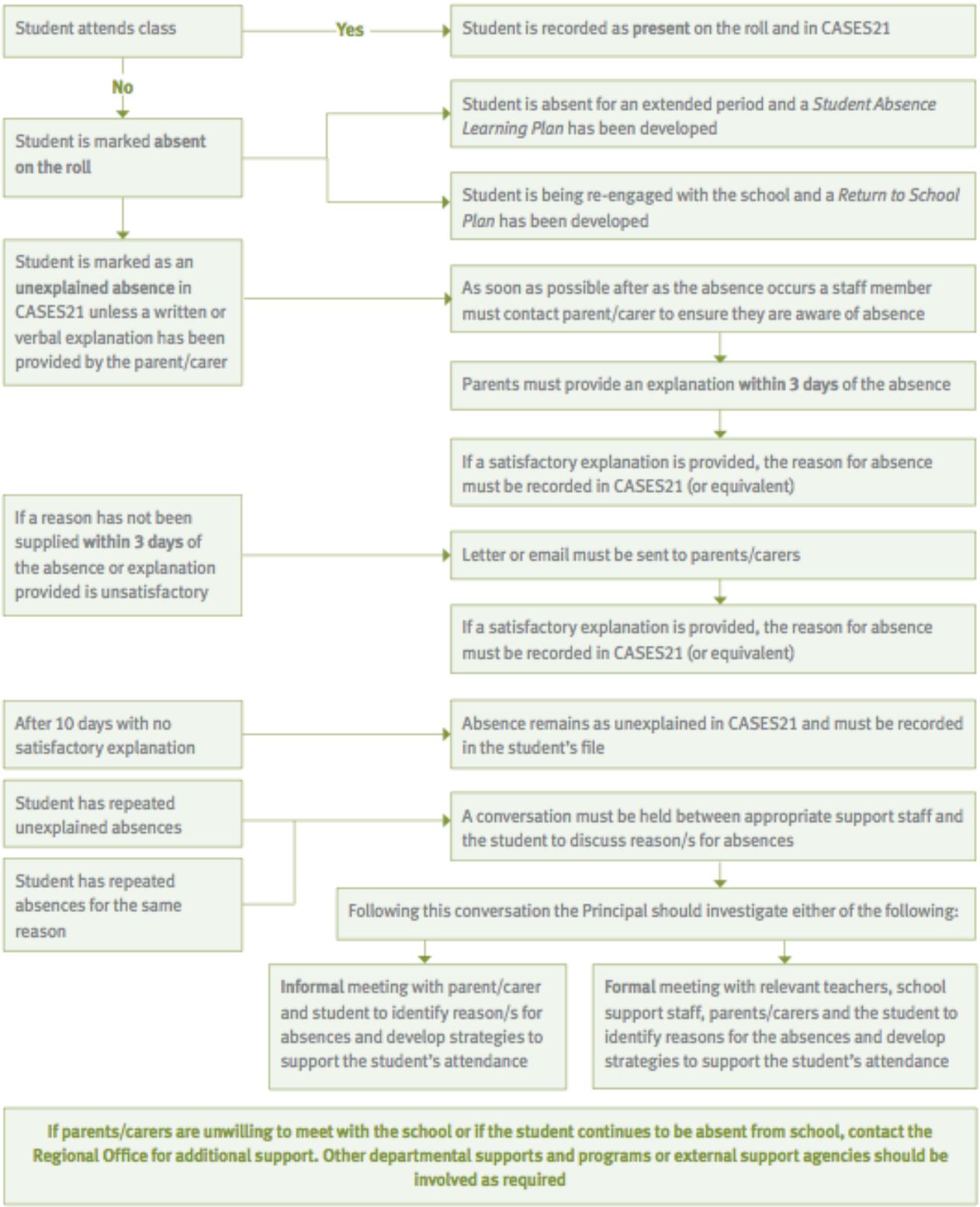
Permanent expulsion from a school is the most extreme sanction open to a Principal. Except in the most unusual and extreme circumstances, it will only be used after all other relevant forms of behaviour management outlined in the engagement guidelines have been exhausted.

For further information:
- School Policy & Advisory Guidelines: Expulsions
  http://www.education.vic.gov.au/school/principals/spag/participation/Pages/expulsions.aspx

Appendix 6:

ATTENDANCE PROCEDURES

Process map for following up absences



Appendix 7: -

STAGED RESPONSE CHECKLIST

Stage 1: Prevention and early intervention – Creating a positive school culture	
Suggested strategies	**School actions**
Define and teach school-wide expectations for all.	Bounce Back Unpack Student Behaviour Expectation Create Class Norms Restorative Practices
Establish relevant school-wide prevention programs.	Restorative Practices Bounce Back Friendly Kids' Club Kids' Coach Chaplain Buddy Program PSD
Establish consistent school-wide processes to identify students at risk of disengagement from learning.	Team Meetings Collaborative Teaching Process Parent Teacher Interviews SSSOs SSGs
Establish consistent school-wide processes and programs for early intervention.	KKPP Kids' Coach ILPs Diagnostic Testing

Stage 2: Intervention: a targeted response for individual students	
Suggested strategies	**School actions**
Establish an understanding of the life circumstances of the student and how they feel.	Three way conferences Relationship building Interaction with staff Chaplain SSSOs
Establish data collection strategies.	Anecdotal observations Assessment schedule Self reflections
Develop the plan for improvement based on data and review regularly.	ILPs Differentiated lessons Collaborative teaching Teacher/student conferences Behaviour Management Plan Collaborative Data Analysis
Explicitly teach and/or build replacement behaviours.	Bounce Back Behaviour Modification Plans Chaplain PSD Social Stories Restorative Conferences

Determine strategies for monitoring and measuring student progress.	Assessment Schedule ILPs Anecdotal Records Student reports Parent Teacher Interviews Self reflection
Establish inclusive and consistent classroom strategies.	Create Class Norms Clear Behaviour expectations Daily routines Education Support Staff
Establish out-of-class support strategies.	Chaplain Kids' Coach SSSOs Buddies SSGs
Establish a student support group.	Staff Principal Student Parent/carer SSSOs Kids Coach

Appendix 8:

STUDENT SUPPORT GROUP GUIDELINES

A Student Support Group meeting may be held to exchange information and facilitate strategies to address social, emotional, academic and/or behavioural concerns.

These meetings are to be held at a time suitable both to the school and to the parents/carers.

The procedures for such meetings will vary depending on the needs of individuals and schools, but they promote positive behaviours through a staged response.

As well as teachers, parents/carers and the student, the meeting could involve the Principal or nominee and any support staff who have been involved with the student and/or the student's family or who have particular relevant expertise or a person requested by the parents/carers.

The Principal must ensure suitable language interpretation facilities are made available, if relevant.

A brief written statement including a list of participants and agreed outcomes should be maintained to assist future problem-solving processes at the school.

The statement should be verified by the parents/carers and/or student and remain confidential.