ST. LEONARDS PRIMARY SCHOOL
STUDENT ENGAGEMENT POLICY

A. ST. LEONARDS PS STUDENT ENGAGEMENT PURPOSE

To provide a supportive, co-ordinated and consistent approach to the education and wellbeing of children enrolled in our school.

B. SCHOOL PROFILE STATEMENT

St Leonards is situated on the tip of the Bellarine Peninsula, 135 km from Melbourne and 35 kms from Geelong. Students are drawn from the townships of St Leonards and Indented Heads. The school is seeing steady enrolment growth with a current enrolment of 105 with students working in 5 class groups.

St Leonards Primary School is a learning community where students, teachers and community members are all actively engaged in learning.

At St Leonards Primary School our mission is to develop future capable learners who will become great adults. The school values of respect, responsibility and safety are upheld by all through the implementation of our Positive School Wide Behaviour Program.

Learning programs focus on developing a positive and cooperative learning environment in which children can achieve their potential in all curriculum areas. The school provides a sequential and inclusive curriculum based on the Victorian Curriculum, with literacy, numeracy and inquiry learning as priorities.

The Focus on Improving Student Outcomes (FISO) is the model for continuous school improvement. Teachers are committed to continuous professional development to provide excellence in teaching and learning through building practice excellence and curriculum planning and assessment.

Community engagement in learning ensures a strong viable learning community with involvement from families and the wider community. The school will encourage parents to be directly involved in school activities. Parents are invited to participate in learning programs and provide valued support in many other areas, such as excursions, fundraising activities and grounds maintenance. Contact with, and commitment to, the local community is enhanced by participation in environmental activities, community newsletters, markets, and sports activities.

Restorative practices are used across the school to manage student behaviour and promote empathy and personal accountability. Working restoratively allows students to understand what they have done wrong, gives them ownership of the problems created, presents a desirable way to fix things but also leaves their dignity intact.

The small school setting allows students experiencing difficulty in academic, social or emotional areas to be easily identified and Individual Learning Plans developed where appropriate. The school employs a well being teacher two days a week to work with children and families and class sizes are kept as small as possible to allow students to receive the attention they need.

C. ST. LEONARDS PS WHOLE SCHOOL PREVENTION STATEMENT

The school philosophy is firmly based on the belief that every student has the ability to learn, and that this is best achieved in a happy, safe and positive environment.
The school values of respect, responsibility and safety are upheld by all through the implementation of our Positive School Wide Behaviour Program, which is an expectation for all. St Leonards Primary School is a learning community where students, teachers and community members are all actively engaged in learning.

St Leonards Primary School promotes a positive climate for learning by nurturing:

- a friendly, safe purposeful learning environment in which all students are valued and enjoy learning;
- a true sense of worth for all, encompassing positive self-esteem and connectedness to school;
- tolerance and respect for others and their contributions;
- an expectation of continuing academic achievement for all students;
- effective social skills, resilience and a healthy lifestyle;
- a sharing and cohesive community;
- respect and care for the environment.

The school will work toward achieving this goal through:

- using restorative justice principles and practices across the school
- promoting PSWB to develop social, emotional and behavioural wellbeing
- introducing the DEECD transition practices to ensure that students get a good start to their schooling in Foundation and year 7
- using buddies to promote friendship and support between older and younger peers through one to one relationships and regular collaboration between their classes
- conducting an annual classroom helpers program
- ensuring links with the local community through involvement in the Community Festival, Electives program, Active After School Communities and sporting groups
- supporting families when there are attendance, behavioural or emotional difficulties.

We will implement preventative and early intervention measures as part of the schools staged response to creating a positive school culture and managing challenging behaviours in students.

- Establish consistent school wide processes to identify students at risk of disengagement from learning
- Establish consistent school-wide processes and programs for early intervention

D. RECIPROCAL RIGHTS AND RESPONSIBILITIES

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 emphasises 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. The Four Basic Principles include **FREEDOM, RESPECT, EQUALITY and DIGNITY.**

With rights come responsibilities. As such, all members of the school community including the School Council, Principal, Teachers, Students, Parents, Education Support Staff and Community Members have a responsibility to acknowledge the rights of others and to behave in such a way as to protect those rights for other people.

Rights, Responsibilities and Expectations

Children

Rights	Responsibilities	Expectations
To be accepted as an individual.	To accept others as individuals with different backgrounds, personalities and abilities.	Students will respect the rights of others, including the right to learn.
To be treated and spoken to fairly and courteously by others.	• To treat and speak to others fairly and courteously. • To listen to others.	Students will display positive behaviours that demonstrate respect for themselves, their peers, their teachers and other members of the school community.
To work, learn and play in a safe, positive and supportive school environment without interference from others.	• To act so that you do not harm yourself or others. • To allow others to learn and play without interference. • To observe school rules which are set to give guidelines for safe play and responsible behaviour. • To use multimedia technologies such as emails and mobile phones to learn and interact.	As students progress through the school, they will take greater responsibility for their own learning and participation in the school community. Students will feel safe from bullying, whether it be physical, verbal, indirect or cyber bullying.
To have the opportunity to develop your academic, social and physical potential.	• To contribute to the best of your ability in all school activities. • To come to school punctually and regularly unless there is a special reason.	Students will participate fully in the school's educational program and attend regularly.
To have appropriate access to school facilities and equipment.	• To take care when using school facilities and equipment. • To respect other's property. • To help keep the school environment clean, healthy and attractive. • To report any breakage or damage. • To be sensible and careful about what you bring to school.	Students will use school resources to help them achieve their learning goals.

Parents

Rights	Responsibilities	Expectations
To be accepted as an individual.	• To assist children to develop a positive self image, tolerance and understanding of others • To support and promote the school and teachers in a positive manner.	Parents will take an active interest in their child's educational progress.
To be treated and spoken to fairly and courteously by others.	• To encourage children to treat and speak fairly and courteously to others. • To encourage children to listen to others.	Parents will support the school in maintaining a safe and respectful learning environment for all students.
To expect your child to learn and play without interference.	• To encourage acceptable social behaviour. • To be aware of and encourage children to observe school rules. • To assist and encourage children to maintain personal hygiene and cleanliness.	Parents will cooperate with school staff and communicate constructively regarding their child's learning and well-being.
To expect your child's abilities and talents to be developed.	• To ensure that children attend school regularly and punctually. • To provide explanations for children's absences. • To show an interest in each child's education.	Parents will ensure that their child attends school regularly and punctually.
To expect your child to have access to school facilities and equipment.	• To allow only reasonable items to be taken to school. • To accept your child's responsibility for clothing and personal property. • To encourage children to care for equipment and materials they use at home eg library books.	Parents will encourage safe and careful use of school resources.
To be kept informed about your child's progress.	• To read school publications such as newsletters • To read and communicate with the teacher through the diary. • To attend parent/teacher interviews and information sessions.	Parents will support their child by using opportunities for communication with the school and teachers.

Teachers

Rights	Responsibilities	Expectations
To be accepted as an individual.	• To maintain a classroom climate in which all children are accepted. • To provide opportunities for all children to experience personal success. • To help children develop a positive self image, tolerance and understanding of others.	Teachers will provide opportunities for all students to learn.
To be treated and spoken to fairly and courteously.	• To treat and speak to others fairly and courteously. • To provide opportunities for all students to be heard.	Teachers will treat their students with courtesy and dignity.
To teach in a happy school environment without interference.	• To maintain a climate in which all children have the opportunity to learn and play happily without interference from others. • To discuss school rules, rights, responsibilities and expectations with children. • To encourage positive use of free time. • To be consistent in dealing with children. • To communicate with parents regarding children's behaviour.	Teachers will maintain a professional relationship with parents (guardians and caregivers). Teachers will work collaboratively with students' families and communities.
To develop children's abilities: emotional, social, physical and intellectual.	• To prepare thoroughly and develop and use sound teaching techniques and practices. • To evaluate and revise your own performance in order to provide opportunities for each child to develop his/her potential. • To report accurately to parents on children's progress.	Teachers value their professionalism and set and maintain high standards of competence.
To have appropriate access to school facilities and equipment.	• To assist children in the proper use of facilities and equipment. • To help provide an aesthetically pleasing, safe and stimulating environment.	Teachers will maintain a safe and stimulating environment within the classroom and the school.

F. SCHOOL ACTIONS and CONSEQUENCES

The implementation of preventative and early intervention measures are part of the schools staged response to creating a positive school culture and managing challenging behaviours in students. Whilst these have already been outlined in *Section C – Whole School Prevention Statement*, examples of these techniques are outlined below:

Stage 1: Prevention and Early Intervention

Suggested Strategies	School Actions
Establish consistent school wide processes to identify students at risk of disengagement from learning	- Liaise with kindergartens and feeder schools when implementing Transition Programs - Establish a Wellbeing Team - Wellbeing Teacher, principal and classroom teachers - Engage Student Services Support Offices - Undertake *Risk Assessment and Management Process* (RAMP) - Consult Student Achievment data - Use the Student Attitude to School Survey and 'in house' surveys to inform planning - Introduce whole school approach using *Restorative Practices* - Consult the *'Transfer of Student Information'* details provided by previous school
Establish consistent school-wide processes and programs for early intervention	- Utilise the expertise of the school's Wellbeing Teacher - Review and utilise referrals to the Student Support Services Officers - Conduct testing and determine funding levels for Programs for Students with a Disability (PSD) - Conduct Functional Assessments - Conduct Diagnostic Assessments - Utilise programs offered by Community Support Agencies - Reading Recovery - Develop a comprehensive Language Support Program e.g. train in Oral Language Education (OLE) - Use specialist support for Literacy/Numeracy - Establish small group withdrawal programs based on identified needs e.g. Anger Management, Loss and Grief

Stage 2: Targeted Individual Response

Where direct intervention is needed as a targeted response for individual students, the following strategies will be considered:

Suggested Strategies	School Actions
Establish an understanding of the life circumstances of the child/young person	• Review previous school/year level files • Ask parent at Parent Teacher Interviews • Have teachers develop a positive relationship with all students, one based on mutual respect • Ensure that students undertake effective transition programs throughout school life
Establish data collection strategies	• Continually refer to school roll/detention records to determine patterns • Survey students on specific issues such as Student Safety • Consult Student Mapping Tool
Establish a Student Support Group	• Introduce a Student Support Group (SSG) sooner rather than later i.e. once direct intervention is being considered • Determine SSG frequency on a needs basis • Develop and follow comprehensive plans • Ensure that all relevant staff have plans communicated to them • Modify teaching/learning practices based on an Individual Learning Plan (ILP)
Develop a plan for improvement based on data, and review regularly	• Use Individual Learning Plan, Individual Behaviour Plan, Return to School Plan • Develop a whole staff approach based on the Attitudes to School Survey, Parent Opinion Survey, Staff Opinion Survey, Student Mapping Tool and Attendance Data •
Explicitly teach and/or build replacement behaviours	• Overtly teach Interpersonal Skills Curriculum • Modify curriculum according to the data gained through the testing process • Frame inappropriate behaviour as a skill to be learnt and teach it explicitly
Determine strategies for monitoring & measurement of student progress	• Introduce an Assessment Schedule Cycle • Review NAPLAN • Review past assessments conducted by the current or previous schools and SSSO staff • Collect local data e.g. yard incidents
Establish inclusive and consistent classroom strategies	• Schools establish and implement a Values Program • Have teachers name and teach to a student's strength • Have teachers reflect on their own practices as part of their professional practice • Establish a Chat/Safe Room • Provide non-competitive recess and lunchtime activities • Employ Education Support Officers
Establish out of class support strategies	• Engage SSSO staff • Involve Primary Welfare Officer • Provide cooling off space • Provide flexible options identified in Individual Learning Plans • Conduct small group programs e.g. *Seasons*
Seek external advice and consultation	• Seek and use the advice of the Student Support Services Offices staff (SSSO)

	• Refer to Child and Adolescent Mental Health Services (CAMHS) • Undertake whole school professional development that relates to issues being managed • Contact Community Service Organisations for individual support • Contact Regional Office staff for advice

Suspension & Expulsion

For serious disciplinary measures we will follow DEECD *Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009* developed in response to Ministerial Order No.184.

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Suggested Strategies	School Actions
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Establish consistent school-wide processes and programs for early intervention	• Utilise the expertise of the school's Welfare Officer • Review and utilise referrals to the Student Support Services Officers • Conduct testing and determine funding levels for Programs for Students with a Disability (PSD) • Conduct Functional Assessments • Conduct Diagnostic Assessments • Utilise programs offered by Community Support Agencies • Reading Recovery • Develop a comprehensive Language Support Program e.g. train in Oral Language Education (OLE) • Use specialist support for Literacy/Numeracy

	• Establish small group withdrawal programs based on identified needs e.g. Anger Management, Loss and Grief

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Establish data collection strategies	• Continually refer to school roll/well being records to determine patterns • Survey students on specific issues such as Student Safety • Consult Student Achievement Data
Establish a Student Support Group	• Introduce a Student Support Group (SSG) sooner rather than later i.e. once direct intervention is being considered • Determine SSG frequency on a needs basis • Develop and follow comprehensive plans • Ensure that all relevant staff have plans communicated to them • Modify teaching/learning practices based on an Individual Learning Plan (ILP)
Develop a plan for improvement based on data, and review regularly	• Use Individual Learning Plan, Individual Behaviour Plan, Return to School Plan • Develop a whole staff approach based on the Attitudes to School Survey, Parent Opinion Survey, Staff Opinion Survey, Student Achievement and Attendance Data
Explicitly teach and/or build replacement behaviours	• Overtly teach Victorian Curriculum Personal and Social Capabilities • Modify curriculum according to the data gained through the testing process • Frame inappropriate behaviour as a skill to be learnt and teach it explicitly
Determine strategies for monitoring &	• Implement the Annual Assessment Schedule Cycle • Review NAPLAN

measurement of student progress	• Review past assessments conducted by the current or previous schools and SSSO staff • Collect local data e.g. yard incidents
Establish inclusive and consistent classroom strategies	• Implement School Wide Positive Behaviour Program • Have teachers name and teach to a student's strength • Have teachers reflect on their own practices as part of their professional practice • Establish a Chat/Safe Room • Provide non-competitive recess and lunchtime activities • Employ Education Support Officers
Establish out of class support strategies	• Engage SSSO staff • Involve Wellbeing Teacher • Provide cooling off space • Provide flexible options identified in Individual Learning Plans • Conduct small group programs e.g. *Seasons*
Seek external advice and consultation	• Seek and use the advice of the Student Support Services Offices staff (SSSO) • Refer to Child and Adolescent Mental Health Services (CAMHS) • Undertake whole school professional development that relates to issues being managed • Contact Community Service Organisations for individual support • Contact Regional Office staff for advice

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Communication of School Policies and Procedures
This policy, along with all other relevant policies will be available on the school website and upon request from the office.

Ratified by School Council on June 8 , 2017