2018

Chiltern Primary School Student Engagement Policy

Chiltern Primary School – Effective Schools are Engaging Schools

Student Engagement Policy

Aim

To strengthen student engagement and well-being, to reflect the school and community's vision and values and to articulate appropriate strategies including targeted improvement to establish a positive school culture.

Rationale

- For students to reach their full educational potential they must be provided with a happy, healthy and safe learning environment
- To have shared expectations in the areas of student engagement, attendance and behaviour for Principals, staff, student, parents/care givers and the wider community.
- To support the schools capacity to respond to individual students' circumstances and needs.
- To outline a series of processes, actions and consequences that supports all students and meets community expectations.

Guidelines

This policy will be developed under the components as outlined in the Student Engagement and Inclusion Guidance.

1. School Profile Statement: A short statement that focuses on student engagement and welfare issues and reflect an understanding of the student population and the school community
2. Whole school prevention statement: A positive statement about the school's values and philosophies and the relevant strategies and programs being implemented to promote student engagement, high attendance and positive behaviours.
3. Rights and responsibilities: Every member of the school community has the right to participate in an educational environment that is safe, supportive and inclusive. The school will develop a statement of rights and responsibilities that are agreed on and applied to students, staff and parents/carers.
4. Shared expectations for school, parents, carers, students: The school must provide an educational environment that ensures all students are valued and cared for, and are engaged effectively in their learning and can experience success. Data sources for determining achievement include Parent Opinion Survey, Student Attitude to School Survey and Staff Opinion Survey.
5. School actions and consequences: Student engagement, regular attendance and appropriate behaviour are to be encouraged through the implementation of whole school strategies that are targeted and provide individual support if required. This will encourage a cohesive and consistent approach to poor attendance and poor behaviour. For example, reward certificates for high attendance, newsletter articles, Primary Welfare contact, Principal/PWO/Teacher/Parent conferences

School Profile:

Chiltern Primary School is a rural school of approximately 58 students in a town of 1300 located approximately 30 km south of Wodonga. The shire estimates community growth of 5.2 % p.a. in coming years. The school has a School Family Occupations of 0.50 and for some families parental work commitments make school participation challenging.

Students have a keen interest in their schoolwork, enjoy and excel at sport and physical education and have a developing interest in communication technology. The school is developing a sustainable environment through its gardens, recycling strategies and solar power that will promote responsibility and global awareness within the community.
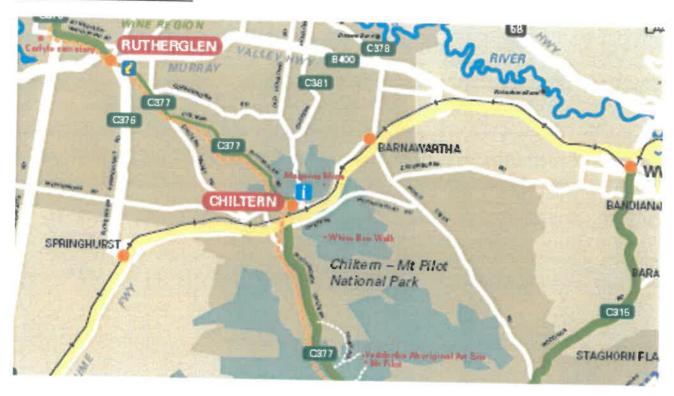
In 2019 Chiltern Primary School has a Principal, 3 classroom teachers, 1 specialist part-time teachers, visiting MARC and MACC Vans, a Business Manager and 1 classroom support person who are engaged to support, resource and extend students with wide ranging learning opportunities.

The school is looking to build on home-school-community partnership relationships. Parent satisfaction surveys consistently rank our school well above state levels. *Our school wishes to strengthen our community of learners to maximise the participation of all stakeholders – students, families and the wider community and promote our school as a centre of excellence and opportunity.*

At Chiltern Primary School, the dedicated staff is committed to providing students with a broad and practical learning experience incorporating:

1. A strong emphasis on literacy and numeracy
2. Thinking skills embedded from Foundation – Year 6
3. Specialist art, library and music programs
4. Active physical education and participation in interschool sports
5. Daily mindfulness practise
6. A range of small group extension and support programs
7. Provision of Languages (Chinese)
8. Numerous opportunities for student leadership, voice and responsibility
9. A range of primary interventions that support student wellbeing, health and safety

Map of student destination

Whole school statement:

The Chiltern Primary School and wider community acknowledges that we are preparing young people (students) for future learning and adult lives. Students are encouraged to work towards being happy, confident, responsible, self-managed, socially responsible citizens who display self-control. We acknowledge that student engagement and school connectedness underpin effective student learning. Student engagement can be defined as three interrelated components:

Behavioural engagement: Students' participation in education, including academic, social and extracurricular activities of the school.

Emotional engagement: Students' emotional reactions in the classroom and in the school. This can also be defined as a students' sense of belonging or connectedness to the school.

Cognitive engagement: Students' investment in and intrinsic motivation and self-regulation of their own learning.

To address these components of student engagement the school provides a challenging and balanced comprehensive curriculum with the flexibility to meet the needs of each student. All students are able to participate in an environment which values and respects their achievements. Students are expected to display a commitment to improvement of skills and knowledge, develop self-discipline and initiative and respect themselves, each other and their environment.

The school has a qualified, dedicated teaching staff committed to securing the best possible learning outcomes for all students. The school takes every opportunity to broaden students' experiences. It provides a wide range of extra-curricular and enrichment programs including: excursions, interschool sport, Rights, Responsibilities and Respectful Relationships- social and emotional learning, musical productions, choir, Junior School Council, vegetable garden, Men's Shed program and lunchtime activities. These activities foster the qualities of leadership, initiative, independence, self-confidence, self-esteem, problem solving, decision-making, resilience, teamwork and social skills.

Shared school values and a strong commitment by the experienced teaching and non-teaching staff ensure the safety and wellbeing of all students. The provision of a broad range of activities and options leads to a high level of student engagement and generally low discipline issues. Our staff support activity based primary intervention sessions in all classrooms.

School Council is committed to continually upgrade the buildings and grounds. A particular emphasis is placed on upgrading resources to keep students abreast with changing technology. Teachers work collaboratively and develop teaching programs that are implemented by using innovative and engaging teaching and learning practices.

The school atmosphere is supportive, caring and friendly. There is an effective welfare and student management team in place. This team consists of teachers, Education Support officers, and a SSSO who are supported by the Principal. Student School Captains, House Captains and the P – 6 Student Representative Council provides opportunities to foster student participation and responsibility. These members of the student population provide a further opportunity for 'student voice' in the day to day operations of the school.

The school has a strong working relationship with a number of Government and Private Health and Wellbeing professionals who support the work of the Welfare team.

Members of the Welfare team organise and facilitate preventative programs for the students as well as provide a staged response for students who are experiencing difficulty emotionally, socially or behaviourally.

Students who are funded under the Program for Students with Disabilities program have Education support and can access visiting teacher support. The school also engages the services of a Speech Pathologist for relevant students.

The school supports healthy eating. As a pilot school for the 'Health Achievement Program' we provide a menu accredited by Department of Education's School Canteen Service for Friday Hot lunches and the healthy eating focus is embedded in all levels of the curriculum.

Parental involvement is welcomed and high value is placed on the home/school partnership. The school encourages and is striving to build strong links with the community.

Chiltern Primary School Staged Response

INTERVENTION

PSD / SSG's

Connecting Kids to outside agencies
such as speech therpaists and OT

Tutoring

ILP's

Student Case Management

Program for students with disabilities

School based interagency teams to
case, conference students

Connecting students at risk to outside
support agencies as required

EARLY INTERVENTION

P.S.D.

Case management

ILP's – Planning at Risk

Literacy & Numeracy Intervention Support

Tutoring – Butterfly

Regular phone calls and meetings with parent or
guardian – as required

Tutoring

Establishment of a Student Support Group and flexible
school structures that enable staff to be involved in
SSG's and case management meetings

Literacy support and Numeracy Intervention support

Pre-referral protocols

PREVENTION

Professional Development – Social / emotional indicators known by staff.

Positive Behaviour acknowledgement (awards)

Student Surveys

Flexible / inclusive curriculum

Outside extracurricular programs to promote social interactions

Healthy eating Policy

Thermometers and tips sheets in all classrooms to assist students recognise when they are in the 'red zone

Tools explicitly taught for managing the 'red zone'

Mindfulness for children

Bluearth

Social Skills Program

Roles & Responsibilities clearly defined – Staff/ Documentation/ Proforma's

Service Providers

Transition / Parent Liaison

Student Leadership / Student Council

Buddies

Small Class sizes

Attendance monitored

Student and Staff Welfare meetings with Regional SSSO's

Regular Phone Calls / meeting with parents.

OT/Physio

Initiatives to improve school connectedness to parents and the community

Parent orientation programs including welcoming strategies to maximise parent participation

Student representation on school committees.

Digital technologies - Users policy

Cyberbullying programs - Parents and Students

<u>Areas for future prioritised focus within the school</u>

- Attendance...maintaining current practices
- Follow Up – Plans, Prompts, Rewards
- More consultation with students, all grade levels
- Restorative Practice
- Student Voice
- Pathway planning for students at risk
- Embedding the DET 4R's program over 2017

Chiltern Primary School is a vital and active educational institution. It provides a caring, orderly, and disciplined environment in which learning can flourish and be enjoyed.

Rights and Responsibilities:

We believe it is the *right* of every individual to feel safe in a supportive environment; to have an equal opportunity to learn and to have their individuality, ideas and property respected.

We further believe that it is the *responsibility* of every individual to care for themselves and others and to respect the rights of all.

STUDENTS

RIGHTS	RESPONSIBILITIES
To be able to learn and feel secure in a safe, supportive environment.	To act in a safe, responsible manner and to treat all members of the school in a non-threatening and respectful manner.
To have his/her opinion property and personal space respected.	To be considerate of others' feelings and respect their belongings
To have appropriate access to school facilities.	To take care of and share school equipment.
To have appropriate access to the teacher.	To respect the personal space of others
	To respect the rights of others to share the teacher's time.
To know what is acceptable behaviour and the consequences of unacceptable behaviour.	To be aware of the school rules and accept consequences when necessary

STAFF

RIGHTS	RESPONSIBILITIES
To work in a pleasant, safe environment and to be treated with courtesy by all.	To act in a safe, responsible manner and to treat all members of the school in a non-threatening and respectful manner.
To be able to implement appropriate management strategies for children who are interfering with the rights of others	To act as role models and provide suitable, interesting activities while maintaining a safe environment.
To contact parents/carers when necessary and to expect their support.	To be consistent and fair in the implementation of these management techniques.
To be informed of any family situation or home problem that may affect a student's learning or behaviour.	To be approachable, to listen and be prepared to consult with parents.
To be involved in a consultative decision - making model within the school.	To act appropriately and discreetly and make time to act on information.
To be seen as an individual able to express a point of view.	To reflect on school based issues and be prepared to consult, contribute and negotiate.
	To encourage others to think about, respect and value others' opinions.

PARENTS / CAREGIVERS

RIGHTS	RESPONSIBILITIES
To have information on school processes and curriculum.	To act in a safe, responsible manner and to treat all members of the school in a non-threatening and respectful manner.
To be able to participate in school decision making processes.	To understand policies and policy changes within DET.
To expect consistent approaches to behaviour management by teachers throughout the school.	To make time to be involved and support their child/ren.
To expect that there will be no form of discrimination against parents or children.	To reinforce/support school practices at home and advise the school of any concerns.
To receive and offer information regarding their child's educational progress and behaviour.	To be aware of the adverse effect of discrimination and to model appropriate behaviours to the child at home.
	To ask for assistance and/or interviews and to be aware of any home problems that may affect the child's learning.

These rights and responsibilities take into account the following legislation:
Equal Opportunity Act 1995, Human Rights and Responsibilities Act 2006,
Disability Discrimination Act 1992, Education and Training Reform Act 2006.
Bullying and Cyber- Bullying:

Promoting Student Engagement, Attendance and Positive Behaviours

At Chiltern Primary School we use a combination of strategies to promote student engagement, attendance and positive behaviours:

CLASS LEVEL

- Actively teach students and model the four values of Respect, Responsibility, Care and Compassion and Honesty and Fairness.
- Verbal recognition of positive behaviours
- Non-verbal recognition such as a smile, a nod or thumbs up
- Stickers, certificates, merit awards
- Displays of work
- Visit to other classes/ teachers to share quality outcomes
- Student and staff submission of success stories for newsletter
- Instant recognition given for class procedures follow through i.e. sitting nicely, picking up rubbish, packing up quietly etc. Could be sticker etc.
- Implementing curriculum programs which cater for individual needs
- Communication to parents praising special effort (i.e. communication book notes, phone call, letter)
- Students working co-operatively with their teacher to formulate classroom agreements

SCHOOL LEVEL

- Success stories in the newsletter
- Success stories shared in assembly and recognition given through Principal Award
- Teacher Awards for students at our weekly assembly for parent and community recognition
- Rotating displays in the school and Chiltern library
- School Captains and Junior School Council recognition
- Recognising sports participation and achievement
- Representing the school in interschool, district and regional activities
- Weekly school assemblies
- Encouraging an active, safe play program through the provision of sports equipment
- Student access to the creative play pod at lunchtimes
- Research based programs implemented into the school program eg; mindfulness, Bluearth
- Regular welfare meetings which focus on individual student needs and management skills
- Recognising the important role that parents play in modelling and encouraging appropriate behaviours
- Acknowledge good and improved attendance

COMMUNITY LEVEL

- Chiltern Grapevine – Success story winners
- School representation by students at community events.
- School and community awards at end of year concert

School Actions and Consequences:

Level 1: Expected Behaviour

To help us remember our responsibilities, we have generated 3 school expectations. These are based on our values and apply to every member of the school community at all times. These are:

- Care for myself
- Care for others
- Care for the school environment

It is expected that all members of the school community will follow these values.
Students who strive to adhere to these values may be rewarded with a variety of positive reinforcements (Please refer to Promoting Student Engagement, Attendance and Positive Behaviour)

Level 2 Infringements and Consequences (no reflection note sent home)
e.g.
- Disrupting other student's learning or the teacher teaching
- Running in inappropriate areas,
- Littering,
- Failure to follow instructions,
- Off task behaviour,
- Not respecting personal space
- Swearing (one occasion)

Consequences... teacher directed consequence e.g.
- rule reminder
- possible time out of classroom or playground to cool off – teacher to direct student to allocated time out area
- clean up
- apology (written or verbal)
- Restorative Practice discussion - Teacher/student- student discussion regarding the importance positive behaviour. Reflection sheet completed, stays on file.

Level 3 Infringements and Consequences (Reflection note sent home)
e.g.
- Four entries in folder for Level 2 over a period of 2 weeks or at Principal/teacher discretion
- Non-compliance with staff directions,
- Bullying,
- Swearing, (frequent or persistent offender)
- Inappropriate physical contact such as hitting, kicking, biting, punching and scratching,
- Inappropriate 'intimate' physical contact with another student such as kissing, hugging and handholding ('Common sense' judgement for age appropriate behaviours)
- Disrupting other students' learning or the teacher's teaching, (ongoing)
- Inappropriate use of the Internet or computers

Action 1 – Restorative Practice discussion (if student accepts ownership/responsibility of actions).

<u>Otherwise</u>

Action 2 – Consequences as required:
- Losing privileges
- In school suspension
- Detention – reflection note sent/posted home and possible phone call as well
- Interview with principal, teacher, child and parents
- Playground management such as separate play areas
- Replacing or paying for damage or loss of property and equipment
- Support from outside agencies
- Implementation of a behaviour management plan
- Four entries into playground folder within a two week period will result in a detention

Level 4: Serious infringements Suspension, Expulsion and Second Chance Placement

E.g. consistent non-compliance with staff directions, swearing or aggression towards staff and students, persistent bullying, lack of positive response to previous strategies of the plan...
Consequences...
- Restorative discussion with principal, teacher, child and parents

Other consequences as required:
- In-school relocation (mutual agreement with other staff member)
- Parent to pick up student from school
- Referral to other agencies

At Principal's discretion:
- Internal or external suspension from school
- Suspension with a recommendation for expulsion

Persistent and Severe Infringements:

- Suspension, Expulsion and Second Chance Placement (as per Student Engagement and Inclusion Guidance)

Always remember, the three goals are:

- To keep children safe
- To enhance our children's social and emotional intelligence
- To teach children to take responsibility for their actions

Procedures for Detention Note

1. Staff member and student to complete approved school reflection note.
2. Original then provided to Principal by Business Manager to sign.
3. Photocopy completed note.
4. Original sent home to parents and copy to Business Manager for recording on Student Mapping tool.
5. Signed 'Return Slip' to be followed up by the staff member who completed the note and slip then provided to Principal.

Detention Times

1. All detentions will occur at the next lunchtime following the incident.
2. Foundation to Year 2 receive 20 minutes - Year 3 to 6 receive 30 minutes.
3. Detention venue will be decided on a case by case basis.
4. The staff member allocating the detention must ensure the student attends detention and will also be responsible for dismissing the student.
5. All staff on site are to be made aware of students undertaking detention and the

This policy was last ratified by School Council in.... **February 2018**

CURRICULUM FRAMEWORK

PURPOSE

The core purpose of this school as defined in the Strategic Plan is to provide an inclusive, rigorous learning environment that challenges and engages young people to grow as passionate learners. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community.

SCOPE

The school provides a comprehensive curriculum with a strong focus on literacy and numeracy. Curriculum initiatives include the Café Reading and The Big Write Literacy program. The school is a 'Healthy Eating School'. In addition to the comprehensive classroom programs offered in literacy and numeracy, an integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, STEM and Health. These curriculum areas are also cross referenced with the literacy program to ensure sufficient time is allocated to address the content. Specialist teachers provide instruction in Language (Chinese), and Visual and Performing Arts and Library. Interdisciplinary, personal and social learning are addressed within these curriculum areas and supported by a range of Outdoor Education camps and excursion initiatives. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music, choir.

DEFINITIONS

Teaching and learning teams across levels ensure scope and sequence and curriculum coverage is monitored across the school. These teaching and learning teams are currently responsible for core curriculum development and delivery in literacy, numeracy and integrated studies including history, design technology, sustainability and digital technologies. Specialist programs from Foundation to Year 6 are delivered for, Visual and the Performing Arts, Language (Chinese), Coaching in Independent Reading and Café Menu. Supportive curriculum initiatives and programs include Literacy, Maths, Number Fluency.

The school has a Curriculum and School Improvement team with a curriculum leader in Literacy and Numeracy and teacher membership from each level of the school. These teams focus on literacy, numeracy, digital technologies, assessment and reporting and personalised learning.

The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understanding of the whole-school curriculum by teachers and parents. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

REVIEW CYCLE

This policy was Tabled at School Council and updated April 2019

REVIEW CYCLE AND EVALUATION

This policy was Tabled at School Council and updated April 2019