

4.8 Student Engagement Policy

School Profile Statement:

1. Rationale

- This Student Engagement Policy clearly articulates the rights, responsibilities and shared expectations of the Oakleigh Primary School Community in terms of student engagement, attendance and behaviour.
- The cognitive, behavioural and emotional wellbeing of students at our school is pivotal to their success at school, as adolescents and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others and develop into well balanced, socially competent and successful young adults. At Oakleigh Primary we promote a positive, supportive and secure environment for all students from K – 6.
- The school has a comprehensive range of programs and strategies in place for the development of behaviours and attitudes that support a student's engagement, attendance and positive behaviours.
- The school has a commitment to Positive Education, including explicitly teaching skills that assist students to build mutually respectful relationships, promote positive emotions and mindfulness, enhance personal resilience and grit, and encourage a healthy lifestyle.

2. Aims

- To create and maintain an environment in which the experience of learning and teaching is enhanced for students and staff in an atmosphere that is secure, caring and positive to all.
- To create and maintain a child safe environment for learning for all at Oakleigh Primary School Primary School.
- To promote the cultural safety of Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability.
- To develop self discipline and responsibility for own behaviour through a focus on positive education, codes of behaviour, rewards, sanctions and through a shared responsibility between home, school and the community
- To create an understanding that all members of the school community have rights and responsibilities. All children, staff and parents will behave in a careful and safe way and will treat people and property with respect and consideration.
- To provide assistance for students and families as required.

3. Guidelines

3.1 Student Engagement

The school considers Student Engagement as a core focus for all staff. All our endeavours are student centred with an emphasis on stimulating learning programs that differentiate in order to cater for the individual needs of all students. These programs are also supported and enhanced through our focus on maintaining a positive school culture. The following programs and strategies are targeted towards improving and enhancing student engagement.

- Oakleigh Primary School Primary School will follow the DET guidelines for Child Safety.

- The Child Safety Code of Conduct, Mandatory Reporting Policy and the Student Engagement Policy are to be read in conjunction with this policy.
- Oakleigh Primary School has a zero tolerance of child abuse.
- Corporal Punishment is prohibited in all Victorian Schools and must not be used at the school under any circumstances.
- A focus on the Positive Education Framework will guide our learning and teaching practices.
- Oakleigh Primary School will encourage student individuality, differences and diversity.
- Student engagement, regular attendance and positive behaviours are supported by programs such as: Positive Education, Kismatter, Circle Time, Family Life, Drug Education, Kinder – Prep Buddy System, Leadership Programs, Student Achievement Recognition Programs, Restorative Justice Practices. These programs will underpin our teaching and learning practices.
- A student Wellbeing Coordinator will act as a resource for students, staff and parents.
- Students and families with special needs will be identified by school staff and be offered appropriate support services such as educational psychologists, social workers, speech pathologists and support programs offered by CAMHS.
- **'Effective Schools are Engaging Schools'** DET 2009, Legislative requirements relating to OHS, the School Strategic Plan and Mandatory reporting are primary references.
- Our school will undertake specific curriculum units across all year levels, based on a social competence model e.g. Life skills program, coping strategies, conflict resolution skills.
- In the first two weeks of the year students will participate in a 'Quality Start to School Program', which aims to create a positive classroom environment, allow students to get to know each other and their teacher, set classroom norms and goals for the term.
- Staff will be provided with ongoing professional development in the areas of emotional, behavioural and cognitive wellbeing.
- The school will provide parenting sessions and information nights to support the areas of emotional, behavioural and cognitive wellbeing.
- The school will also provides the following support structures:
 - Monitoring of and responding to protracted student absences
 - Monitoring of behaviour
 - A Trauma Management Plan
 - A Protocol for Mandatory Reporting
 - Students Support Groups for students in need
 - Parent/Carers Support groups
 - DET staff
- Individual Learning Plans will be developed for all students with special needs.
- Student Leadership Program – Senior school students have the opportunity to take on roles as School Captains, Junior School Council representatives and a range of other responsibilities.
- Student recognition / awards linked to our school values will be given out weekly at assembly by staff and peers.
- Oakleigh Primary will provide an environment where positive encouragement by students, staff and the broader school community is considered the norm.
- Staff are expected to be exemplary role models in all areas of social competencies and actively teach students behavioural expectations.
- Students will be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- Support Staff at DET will provide integral support to the school in meeting the specialised needs of some children to enable them to reach their full potential.

- Positive Education - This program focuses on the development of skills and understandings in the areas of Positive Emotion, Engagement, Relationships, Meaning and Accomplishment.
- Out of School Hours Care – Oakleigh Primary has a vibrant and popular OSHC program operating for before and after school care. This program has been fortunate to receive a Federal Grant to provide an 'Active After School Care Communities Program'. This provides participants with the opportunity to develop skills in a range of sports.
- Parents/carers are expected to support the school in maintaining a safe and respectful learning environment for all students.
- Students will 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.

3.2 Attendance

Regular student attendance is crucial for success at school enabling students to maximise their full educational potential and actively participate and engage in their learning. The following strategies are used by the school to promote and maintain high levels of student attendance.

- School Leadership
- Publicity in newsletters and assemblies
- Special Focus Areas – As required the school will target and promote an area for improvement such as punctuality.
- It's Not OK to be Away
- Social Skills Development

3.3 Positive Behaviours

The development of positive behaviours for all students is an important whole school responsibility undertaken in partnership with families. The school is well placed to encourage and expect positive behaviours that maximise students learning opportunities and lead to happy and safe learning environments. It is also a right for all staff and students to be members of a school environment with clear behavioural expectations. The following programs and strategies are targeted towards the development of positive behaviours:

- Whole school approach to discipline
- Positive Education
- School values
- Social Skills Development
- Home Books for communication

3.4 Rights and Responsibilities

At Oakleigh Primary school all members of our school community should be able to participate in an educational environment that is safe, supportive and inclusive. Everyone has the right to be treated with respect and dignity. The following rights and responsibilities apply to all members of the school community. The four basic principles from the Charter of Human Rights and responsibilities Act (2006) outlines a vision of human rights for all Victorians.

People with a disability are able to enjoy the same civil and political rights and responsibilities as all other people. The following website contains further information about all relevant pieces of legislation:

www.officefordisability.vic.gov.au/policies_and_legislation.htm.

These 4 basic principles include FREEDOM, RESPECT, EQUALITY and DIGNITY

	FREEDOM	RESPECT	EQUALITY	DIGNITY
School	Ensure a safe,	Be respectful in	Accept and	Encourage

Community	<p>secure, harassment free environment where all community members feel welcomed and supported.</p> <p>Teach students to be safe and responsible users of on-line environments.</p>	<p>relationships.</p> <p>Listen and acknowledge others.</p> <p>Follow accepted procedures.</p> <p>Support decisions made by the school.</p> <p>Respect privacy and confidentiality.</p>	<p>appreciate difference and diversity in students, parents and staff.</p>	<p>cooperative situations.</p> <p>Foster home/school partnerships.</p> <p>Recognise and celebrate growth and achievement.</p>
School Council	<p>Use empathy and care in providing support for the community</p>	<p>Consider the impact of School Council's decisions on key stakeholders.</p> <p>Meet obligations and accountabilities professionally and within required time frames.</p>	<p>Accept all members for their talents and contribution.</p>	<p>Acknowledge the operational and curriculum implementation rights of the Principal and staff.</p> <p>Acknowledge the responsibilities, authority and interest of people in the wider community.</p> <p>Support the implementation of School Council decisions.</p>
Principal Class	<p>Use empathy and care in providing support for community, staff and students. Develop positive strategies that help to minimise risks through online and digital resources.</p>	<p>Consider the impact of decisions on all concerned.</p> <p>Respect the feelings, opinions and rights of all persons in contact with the school.</p> <p>Meet deadlines and work expectations.</p>	<p>Model acceptance and appreciation of difference and diversity within the community.</p>	<p>Recognise and celebrate growth and achievement.</p> <p>Foster interdependence through role clarity, appropriate delegation and teamwork. Model and foster loyalty to and support of all school based decisions including those made by teams.</p> <p>Foster effective channels of</p>

				communication.
Staff	<p>Use empathy and care in providing support for students and colleagues.</p> <p>Make the teaching of cybersafe, ethical and responsible online behaviours part of any lesson using the internet or digital technologies.</p> <p>Follow up online issues including those that have occurred outside of school.</p>	<p>Respect the feelings, opinions and rights of students, parents and colleagues.</p> <p>Meet deadlines and work expectations.</p> <p>Provide supervision and direction in online activities and when using digital technologies for learning.</p>	<p>Accept and appreciate difference and diversity in students, parents and colleagues.</p> <p>Model relationships based on mutual respect.</p>	<p>Recognise and celebrate growth and achievement.</p> <p>Foster effective channels of communication.</p> <p>Actively contribute as a member of various teams.</p> <p>Be open to ideas of team members.</p> <p>Foster authentic collaborative learning opportunities.</p> <p>Share the leadership.</p>
Students	<p>Care for others. Care for self. Care for the environment</p> <p>Whilst using the internet or digital technologies students are to behave responsibly, safely and respectfully. This includes: -Only visiting appropriate sites - Using the internet for educational purposes and using the equipment properly.</p>	<p>Follow school and classroom rules</p> <p>Respect the feelings, opinions and rights of others.</p> <p>Respect the belongings of others.</p> <p>Whilst using the internet or digital technologies students are to behave responsibly, safely and respectfully. This includes: -Protecting the privacy of themselves and others by not giving out personal details. -Being respectful in how they</p>	<p>Accept and appreciate difference and diversity in people.</p> <p>Whilst using the internet or digital technologies students are to behave responsibly, safely and respectfully.</p> <p>This includes: -Using social networking sites for educational purposes and only as directed by the teacher.</p>	<p>Recognise and celebrate growth and achievement.</p> <p>Be open to ideas of team members</p> <p>Accomplish more through cooperation</p> <p>Actively contribute as a member of various groups.</p> <p>Protecting the rights of others to privacy and reputation.</p> <p>Whilst using the internet or digital technologies. This includes: -Talking to a teacher if they feel uncomfortable or unsafe online or</p>

		<p>communicate with others and what they write and say.</p> <p>-Abiding by copyright laws and not claiming information copied from websites as their own.</p>		<p>see others participating in unsafe, inappropriate or hurtful online behaviour.</p> <p>- Not deliberately entering or remaining in a site with offensive or racist material.</p>
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3.5 Shared Expectations

3.5.1 Expectations of Principal Class

The Principal and Assistant Principal will provide strong and effective whole school leadership by:

- Ensuring staff, students and the wider school community understand their expectations
- Ensuring that the school provides highly engaging and effective learning programs that are stimulating, inclusive and offer differentiation of the curriculum
- Ensuring that all members of the school community understand the behavioural expectations of the school and participate in the implementation of these expectations
- Ensuring staff and students have the resources and equipment to assist them in the process of learning and teaching
- Ensuring that all members of the school community are aware of the school's expectations for attendance at school and support staff to implement these expectations
- Ensuring that the school curriculum takes into account the needs of specific students such as ESL and students with disabilities
- Encouraging participation of all members of the school community in the range of school events
- Modelling the development of appropriate relationships across the school community.
- Ensuring that the school provides a safe and attractive school environment that enhances the learning of students and adheres to the requirements of occupational health and safety.
- In conjunction with the staff ensuring that the school provides a broad curriculum that encompasses AusVELS
- Developing and encouraging partnerships within the school and in the wider community that benefit students and the school.

3.5.2 Expectations of Staff

The staff will provide leadership, support and effective implementation of school expectations by:

- Creating engaging lessons
- Providing enjoyable classrooms
- Making sure each student has an equal opportunity to participate
- Asking for student input into the curriculum and class environment
- Listening to students and value their contribution
- Listening to parent's insights into their child's learning
- Providing a wide range of resources to engage students

- Understanding the needs of students and accommodate those needs
- Using the principles of Restorative Justice to resolve conflict

3.5.3 Welfare Coordinator

The Welfare Coordinator will support the wellbeing of students by:

- Being accessible and available as needed or required.
- Having non judgemental attitudes
- Maintaining trust and confidentiality
- Being understanding and caring

3.5.4 Expectations of Students

Students will demonstrate behaviours to address the following expectations:

School Values – Respect, Cooperation, Honesty/Trustworthiness, Responsibility, Friendliness and Resilience

Learning – High expectations

Behaviour – Positive participation

Attendance – It's Not Okay to be Away

Property – Care of own and others

Relationship building – Treats classmates and staff with dignity and respect

Bullying behaviours – Restorative Justice

3.5.5 Expectations of Parents

Parents will support their children to demonstrate behaviours that address the following expectations:

Support the School Values

Promote positive educational outcomes for their children

Communicate clearly with the school about the needs of their children

Notify the school when a child is absent from school

Participate in school activities

School community partnerships – cooperate with requests from school

3.6 School Actions and Consequences

Oakleigh Primary School staff may employ the principles of Restorative Justice when dealing with children who have not followed school and class codes of behaviour.

Breaches of school rules may incur some penalty or action which will be a logical consequence of the inappropriate behaviour. These may include:

- Discussion with the student about their behaviour (warning, written or verbal apology, repeating a task)
- Counselling with the student and other parties as appropriate
- Detention/Deprivation of privileges (time out within the classroom or playground area, limited and controlled activity within the playground, withdrawal from the playground, parent notification)
- Referral to Principal, Department and/or support agencies (parent meetings, behaviour modification program)
- Suspension procedures – serious and continued breaches of the school rules may lead to suspension procedures following the DET Student engagement Guidelines (2009)
- Expulsion procedures – serious and continued breaches of the school rules may lead to expulsion procedures following the DET Student Engagement Guidelines (2009)

Approved By	School Council
Reviewed	2016
Responsible for Review	Assistant Principal
Approved By	School Council
Date for approval	2016