Park Ridge Primary School

Student Engagement & Well-Being Policy

Produced in consultation with the school community

To be read in conjunction with
Effective Schools are Engaging Schools – Student Engagement Policy Guidelines

September, 2009

Principal: David Mann
School Council President: Owen Warlond
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1 School profile statement
At Park Ridge Primary School, we value
Excellence – With all students encouraged to achieve their personal best, value learning and become life long learners
Resilience – Where problems are seen as learning opportunities and persistence, creativity, knowledge and team work are tools on which success can be built.
Respect – All members of the school community will be respectful of each other’s diversity including their values, ethnicity, religion, gender and individuality.
Empowerment – Students are empowered to question, plan and direct their own learning to reach their full potential.
Integrity – The entire school community deals openly, honestly and compassionately with each other to promote trust and reliability.

Park Ridge is situated in the south eastern metropolitan suburb of Rowville within the City of Knox. The school maintains an enrolment of approximately 540 students and aims to provide a dynamic, engaging learning environment that motivates and empowers students to strive to achieve their personal best in an atmosphere that respects and values their diversity.

For the purposes of enrolment, the school is party to a zoning agreement involving four other primary schools. Competition for enrolment is heightened by the existence of a non-Government Catholic Primary School within the area.

Demographic data indicates that housing growth in the area is all but complete and that enrolments will remain relatively constant in the immediate future. Currently the school provides for students from 384 families.

- The Student Family Occupation Index is 0.44
- 23% of families are in receipt of the Educational Maintenance Allowance
- 20% of families come from Language Backgrounds Other Than English. For half of these families, English remains a second language with Chinese and Sri Lankan dialects predominant.
- Nine students are supported by the Disabilities and Impairments program.

The staffing profile consists of an aggregate of 38.9 equivalent full time positions of which 31.2 are practising teachers. In addition, 8 staff members were on Family Leave, two were on secondment to Regional positions and two were in positions at other schools to cover special circumstances. In 2009 there was 2 part time teaching staff, 2 Principal Class Officers, 2 Leading Teachers, 15 Expert Teachers, 6 Accomplished Teachers and 7 Graduates. The Retention Rate for staff is 90%, well above the State average.

Park Ridge Primary School provides a safe and supportive community environment that promotes excellence in achievement and the capacity to become life-long learners. The School provides a significant number of extra-curricula activities including opportunities in the Arts, Mathematics, English, Sport, Student Leadership and Personal Development. Students are actively engaged in decision making and areas of program development and implementation. In order to cater for the diverse learning needs of students, a passionate and teaching staff sees professional learning and growth as an integral part of their commitment to the school community. The partnership with parents is perceived as a vital link in the educative process with open, two way communication perceived as paramount in developing fruitful partnerships that benefit student learning and well-being. Parent participation is encouraged through informal involvement in classroom activities and more formally through the School Council and the Parent-Community Association.

2 Whole-school prevention statement
Preventative School Culture
The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential. A key component of the School’s approach to prevention is teaching positive behaviours and the use logical consequences to address appropriate and inappropriate behaviour.
The School Council and leadership team regularly consults with students, parents/carers, support organisations and the broader community to ensure we are responsive to students’ social, emotional, cognitive and cultural needs.

Student voice is encouraged through participation the Junior School Council, class meetings, formulation of classroom protocols, various student forums and educational decision making committees including school council. Students have multiple opportunities to input into the creation of their educational experience, including the physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. The school continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community.

Our positive school culture is also predicated on student engagement being the basis for learning. To support this, the School leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs and Principles of Brain Based Learning. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through learning circles and professional learning teams that encourage innovative pedagogy developed using the Departments E5 instructional model and VELS.

**Prevention Programs**

**Attendance**

The School understands that full attendance is a key to engagement and maximises every student’s ability to learn and our teachers ability to teach effectively. The School has actively embraced the ‘It’s Not OK To Be Away’ approach and has developed school protocols to manage and monitor student attendance.

**Restorative Practices and School-wide Positive Behaviour Support**

Park Ridge Primary has introduced Restorative Practices to encourage engagement, and build pride, respect and responsibility in each individual student. This will be extended to the classroom and be the basis for respectful communication, relationships and how to respond to behavioural issues. To further build on this approach Park Ridge Primary is introducing a School Wide Positive Behaviour Support (SWPBS) approach and have identified a SWPBS project team to develop data collection systems and to focus on the development of an action plan for improved student engagement, attendance and behaviour, starting in 2010.

**Intensive literacy and numeracy**

Park Ridge Primary have developed an intensive literacy and numeracy improvement strategies that have been implemented as part of the school Strategic Plan

**Inclusion, Wellbeing & Transitions**

A Transitions Working Party, will be established by the Student Welfare Leader in 2010 to investigate current practice and to make recommendations for improvement of transitions at every year level of the school.

Mentoring programs are being investigated for potential implementation for students deemed ‘at risk’ in reading in 2010 and beyond.

We have started a lunchtime activities to support student wellbeing, attendance, engagement and learning.

A close relationship has been established with the feeder kindergartens and local Secondary College to strengthen the links between the various levels of schooling.

**Professional Learning**

Teacher Professional Learning is given high priority at Park Ridge Primary to ensure the strategies and approaches adopted are implemented with integrity. The literacy improvement processes is being lead by our Literacy Improvement Team and implemented through a
teacher mentor and classroom coaching program. The school has implemented the Principles of Brain Based Learning into the curriculum and .....  

**How we support positive behaviour and relationships**

The School requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through first term interviews, reports, parent-teacher interviews, phone calls, meetings and the use of diaries.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs the School will use a restorative approach to repair damaged relationships with individuals and groups. Where appropriate the School will inform and involve parents in these processes through a Student Support Group. The following restorative approach will be used.

**A restorative question approach:**

**The Chat**

**To the wrongdoer**
What happened? Who else was there/around when it happened. 
What were you thinking? What was in your head/in your mind? 
Was it the right thing/wrong thing to do? 
Who has been affected/upset/harmed by your actions? 
In what ways? 
How has this affected you?

**To the victim**
What did you think when it happened? 
What have you thought about since? 
How has this upset/hurt/harmed you? 
What has been the worst thing? 
What is needed to make it right/to make you feel better?

**To the wrongdoer**
What do you need to do to make things better? How can you fix this? 

**To the victim**
Is this ok/do you agree? 
Is that fair?

**To both**
How can we make sure this doesn’t happen again? 
Is there anything I can do to help? 
Is there anything else you would like to say? 

Formal recorded agreement developed. Arrange time to follow up/meet again to see how things are going.

**A Staged response**

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning. 
- Serious incidents will require a more formal restorative session that involves Student Managers and or a Principal; all persons affected in the incident and be documented. 
- There will be situations where a formal conference involving the before mentioned people, parents, support persons and convener will be required. Any imposed consequence will be imbedded in the restorative process that requires a response ‘that makes things right’ in relation to those who have been affected. 
- Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour, this may include intervention from specialist services and external agencies in the local community.

Restorative Practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrong doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. Restorative practice is about being respectful of every member of our school
community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

3 Rights and responsibilities

3.1 Guiding Principles
Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

3.2 Equal Opportunity
The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:
- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

3.3 The Charter of Human Rights and Responsibilities Act 2006
The Charter sets out a list of 20 rights that reflect the following four basic principles:
- Freedom
- Respect
- Equality
- Dignity

The charter 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 human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect others’ human rights.

All DEECD employees must act compatibly with the Charter and give proper consideration to
human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

3.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make ‘reasonable adjustments’ to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student’s disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

3.5 Bullying and harassment

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Subtle: (The most common)
They include:
• Offensive staring and leering.
• Unwanted comments about physical appearance and sexual preference.
• Racist or smutty comments or jokes.
• Questions about another’s sexual activity.
• Persistent comments about a person’s private life or family.
• Physical contact e.g. purposely brushing up against another’s body.
• Offensive name calling.

Explicit: (obvious)
They include:
• Grabbing, aggressive hitting, pinching and shoving etc.
• Unwelcome patting, touching, embracing.
• Repeated requests for dates, especially after refusal.
• Offensive gestures, jokes, comments, letters, phone calls or e-mail.
• Sexually and/or racially provocative remarks.
• Displays of sexually graphic material – pornography.
• Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as
• grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
• publicly excluding a person from your group
• taking or breaking a person’s property
• knocking a person’s books or belongings out of their hands or off their desk
• teasing a person because of their looks

Cyberbullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

• the language you use and the things you say
• how you treat others
• respecting people’s property (eg copyright)
• visiting appropriate places.

Behaving safely online means:

• protecting your own privacy and personal information (we used to call it ‘stranger danger’)
• selecting appropriate spaces to work and contribute
• protecting the privacy of others (this can be sharing personal information or images)
• being proactive in letting someone know if there is something is ‘not quite right’. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:
• Tell the person you don’t like what they are doing and you want them to stop.
• Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

The Charter of Human Rights and Responsibilities Act (2006) outline 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.

Rights and Responsibilities of the School Community

<table>
<thead>
<tr>
<th>All Members of the Park Ridge Primary community have a right to -</th>
<th>All Members of the Park Ridge Primary community have a responsibility to -</th>
</tr>
</thead>
<tbody>
<tr>
<td>• fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion</td>
<td>• 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.</td>
</tr>
<tr>
<td>• be treated with respect and dignity.</td>
<td>• participate and contribute to a learning environment supports the learning of self and others</td>
</tr>
<tr>
<td>• feel valued, safe and supported in an environment that encourages freedom of thought and expression</td>
<td>• ensure their actions and views do not impact on the health and wellbeing of other members of the school community</td>
</tr>
</tbody>
</table>

Rights and Responsibilities of Students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have a right to:</td>
<td>Students have a responsibility to:</td>
</tr>
<tr>
<td>• 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</td>
<td>• participate fully in the school’s educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</td>
</tr>
<tr>
<td>• participate fully in the school’s educational program</td>
<td>• demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.</td>
</tr>
<tr>
<td>• expect to learn</td>
<td>• as students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</td>
</tr>
<tr>
<td></td>
<td>• students should, with support, be expected to participate fully in the school’s educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</td>
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Rights and Responsibilities of Parents/carers
# Rights and Responsibilities of Parents/Carers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Parents/cares have a right to:</td>
<td>Parents/carers have a responsibility to:</td>
</tr>
<tr>
<td>• expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged</td>
<td>• promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours.</td>
</tr>
<tr>
<td>• expect a positive and supportive approach to their child’s learning</td>
<td>• ensure their child’s regular attendance</td>
</tr>
<tr>
<td></td>
<td>• engage in regular and constructive communication with school staff regarding their child’s learning.</td>
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<td></td>
<td>• support the school in maintaining a safe and respectful learning environment for all students.</td>
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</table>

## Rights and Responsibilities of Teachers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Teachers have a right to</td>
<td>Teachers have a responsibility to</td>
</tr>
<tr>
<td>• expect that they will be able to teach in an orderly and cooperative environment</td>
<td>• fairly, reasonably and consistently, implement the engagement policy.</td>
</tr>
<tr>
<td>• be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</td>
<td>• know how students learn and how to teach them effectively.</td>
</tr>
<tr>
<td>• receive respect and support from the school community</td>
<td>• know the content they teach.</td>
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<td></td>
<td>• know their students.</td>
</tr>
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<td></td>
<td>• plan and assess for effective learning.</td>
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<tr>
<td></td>
<td>• create and maintain safe and challenging learning environments.</td>
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<td></td>
<td>• use a range of teaching strategies and resources to engage students in effective learning.</td>
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## 4. Shared expectations

Park Ridge Primary has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and appropriate behaviours for our School community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

### Expectations - Staff Engagement

The School leadership team will:

- uphold the right of every child to receive an education up to the compulsory age of schooling.
- ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.
• collaborate with the Park Ridge Primary School community to develop policies and procedures consistent with its values and aspirations and the Department’s Guidelines.

• collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages that are inclusive and responsive to student needs.

That teachers:

• develop flexible pedagogical styles to engage different learners

• deliver curriculum and assessment that challenges and extends students learning

• develop positive and meaningful relationships with students that promote engagement, wellbeing and learning

• provide opportunities for student voice developing a positive school culture in and outside the classroom.

**Attendance**

In compliance with Departmental procedures School staff will:

• promote regular attendance with all members of the school community

• monitor and follow up on absences;

**Behaviour**

Park Ridge Primary will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of school community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. Park Ridge Primary School is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

The School leadership team will:

• lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business;

• monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies

• provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours.

Teachers at Park Ridge Primary will:

• use the Student Engagement policy as a basis for negotiating a class-based set of shared expectations with students;

• teach students social competencies through curriculum content and pedagogical approach;

• employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours;

• build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one’s own behaviour management approach;

• involve appropriate specialist expertise where necessary;

**Expectations - Student**

All students are expected to:

• respect, value and learn from the differences of others;

• have high expectations that they can learn;
• reflect on and learn from their own differences;

**Attendance**

All students are expected to come to school every day that the school is open to students. If students can’t come, they must provide an explanation from their parents/carers to their teacher. Students should arrive at each class on time and ready to learn.

**Behaviour**

Students are expected to:

• support each other’s learning by behaving in a way that is curious and respectful

• have high expectations that they can learn;

• be considerate and supportive of others; and

• demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive college environment that safe, inclusive and happy.

• understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.

**Expectations – Parents/Carers**

**Engagement**

• Parents/carers are expected to support the school’s efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home.

• Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school.

• Parents/carers are expected to actively participate in supporting their child’s learn by building a positive relationship with the school through attendance at student-parent-teacher meetings, student activities, school celebrations, student support groups and responding to communications including the student dairy in a timely manner.

**Attendance**

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

**Behaviour**

Parents/carers should understand the school’s behavioural expectations and work with it to promote a consistent approach that supports the their child’s learning, engagement and endeavour both in and out of school.

**Restorative Practices**

The school is committed to the use of restorative practices with students. Restorative Practices:

• are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)

• promote awareness of others, responsibility and empathy (Hopkins 2002)

• involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)

• promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)

• separate the deed from the doer (Marshall et al. 2002)

• are systematic, not situational (Armstrong 2004)

• are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person’s rights to equal dignity, concern and respect are satisfied (Morrison 2002).

**Diversity in the school community**
The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

5. School actions and consequences

Student engagement and appropriate behaviours should be encouraged through the implementation of whole school strategies supported by targeted and individualised support. Actions and consequences should be developed in consultation with the whole-school community, including students, and should foster a cohesive and consistent approach to inappropriate behaviour. They should be incremental, applied fairly and consistently and have an educational role with the aim of fostering positive relationships and retaining the dignity of all students.

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

Student engagement and positive behaviours are supported most effectively through relationship based whole school and classroom practices.

<table>
<thead>
<tr>
<th>Encouraging positive behaviours through:</th>
<th>Inappropriate behaviours should be dealt with fairly and consistently and consequences should be incremental:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Well defined school values and / or mission statement</td>
<td>- Student Mentoring</td>
</tr>
<tr>
<td>- Predictable, fair and democratic classrooms</td>
<td>- Understanding the student – through formal assessments, needs</td>
</tr>
<tr>
<td>- Whole school staff approach – agreed tone to class – how adults treat students</td>
<td>- PSG – Parent meetings</td>
</tr>
<tr>
<td>- Establishing agreed school rules and class rules</td>
<td>- One on one discussion with student and class teacher/ level coordinator/ Assistant Principal/ Principal/ Social Worker as needed</td>
</tr>
<tr>
<td>- Class agreements</td>
<td>- Parent notification as appropriate</td>
</tr>
<tr>
<td>- Individual student goal setting</td>
<td>- Group or class CIRCLE or class meeting including establishing actions of each person, impact on others and how it is to be “made right” (for minor disagreements involving classmates)</td>
</tr>
<tr>
<td>- Fostering feeling of belonging to a school community through CIRCLES, buddies, cross-age whole school groups</td>
<td>- Restorative Justices Chats to resolve issues or disagreements (for more major disagreements and/or aggressive acts involving students outside of the classroom with the yard duty teacher/ Assistant Principal)</td>
</tr>
<tr>
<td>- Maintaining school pride through rituals such as a school song</td>
<td>- Monitoring and keeping records of misbehaviour through Student Mapping Tool</td>
</tr>
<tr>
<td>- Encouraging pride in self and school through school leadership programs such as Junior School Council, Student Leadership</td>
<td>- Referral to Social Worker, Counsellor, Guidance Officer</td>
</tr>
<tr>
<td>- Opportunities for students to be involved in decision making through Junior School Council</td>
<td>- Involvement in structured program in or outside of school such as Kool</td>
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Student Engagement and Well-Being Policy

<table>
<thead>
<tr>
<th>achievements through weekly awards, assembly, noticeboards, newsletter, photo gallery for students who represent school at State level</th>
<th>Kids, parent programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>School programs that foster positive behaviour such as M Power for Girls, Stand Up For Yourself, Kids Hope and Kool Kids Positive Parents</td>
<td>Student support group – regular meetings</td>
</tr>
<tr>
<td>Extra-curricular activities – lunch clubs, computer, bookclub, gardening, dance, choir, cooking</td>
<td>Refer to community agencies – Knox School Youth Community Service, CAMHS</td>
</tr>
<tr>
<td>Opportunities to represent school – Hooptime, Fairhills Dance Club, Indonesian Speaking Competition, Public Speaking Competitions, Wakakirri, Parent Support Programs, SSSO – preventative and advice</td>
<td>Refer to outside medical agencies</td>
</tr>
<tr>
<td>School Community events – Open Nights/Afternoons, Concerts, Sports Carnivals</td>
<td>Exclusion from class or event for short period (single session), part of day, whole day, multiple days (dependent on severity of misbehaviour and previous history, (parents notified through student diary or phone call)</td>
</tr>
<tr>
<td>Physical environment – suitable play areas, friendship garden</td>
<td>Formal in-school suspension (working away from usual student group in monitored situation, (parents notified formally) - refer to guidelines</td>
</tr>
<tr>
<td>Buddy Programs</td>
<td>Formal out of school suspension, parents notified formally and return to class dependent on meeting with student and parent discussing expected behaviour changes - refer to Appendix 12, Page 50 of Effective Schools are Engaging schools Guidelines</td>
</tr>
<tr>
<td>Encourage regular attendance through:</td>
<td>Expulsion - refer to Appendix 14, Page 53 of Effective Schools are Engaging schools Guidelines</td>
</tr>
<tr>
<td>Irregular attendance, can be responded to through a staged response that has a prevention and early intervention, data based focus, including:</td>
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<tr>
<td>• articulating high expectations to all members of the school community</td>
<td>• understanding the student</td>
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<tr>
<td>• adopting consistent, rigorous procedures to monitor and record student absence</td>
<td>• ensuring a clear understanding of expectations by both students and teachers</td>
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<tr>
<td>• following up student absences promptly and consistently</td>
<td>• providing consistent school and classroom environments</td>
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<tr>
<td>• implementing data-driven attendance improvement strategies – using the Student Mapping Tool</td>
<td>• scaffolding the student’s learning program.</td>
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<tr>
<td>• creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning</td>
<td>• involving and supporting the parents/carers,</td>
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<tr>
<td>• providing early identification of and supportive intervention for students at risk of non-attendance</td>
<td>• involving the student wellbeing coordinator,</td>
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<tr>
<td>• linking with local community groups and agencies to maximise program and individual support</td>
<td>• tutoring/peer tutoring</td>
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<td>• clear written and verbal statements made regularly to parents/carers and</td>
<td>• mentoring and/or counselling</td>
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<td>• convening student support group meetings – the student support group is an important component</td>
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<td>• developing individualised flexible learning, behaviour or attendance plans</td>
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<tr>
<td></td>
<td>• involving community support agencies</td>
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<td>• immediate follow-up of individual</td>
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students about school and community
- attendance expectations
- promotion of awareness that absence results in quantifiable lost learning time and opportunities – using It’s Not Okay To Be Away materials
- whole-school modelling of punctuality
- delegation of responsibilities to all staff, with a key member of staff leading attendance improvement initiatives – clearly documented processes and guidelines in place that all members of staff are aware of
- regular discussions on student attendance in staff meetings and in the staff performance and development review process – using reports from CASES
- understanding of the causal factors of absence, and the need for targeted interventions
- implementation of effective and supportive transition programs, including student transitions between different learning areas and levels within the school, and pathways
- class and home group structures and environments that enable opportunities for increased connectedness to individual teachers and peers
- Individual Student Learning Plans, including attendance and punctuality goals
- provision of out-of-school programs,
- structures and activities encouraging parents/carers’ involvement in the life of the school
- collaborative and cooperative programs with other schools, community groups and agencies.
- recognition of positive attendance through certificates and public acknowledgments

student absences
- developing collaborative and empowering relationships between teachers, students and parents/carers
- inclusive practices, such as the translation of materials, the use of interpreters and flexibility in meeting arrangements
- organising attendance-focused meetings with parents/carers and students
- forming student support groups to enable a coordinated response to support for individual students and parents/carers
- individual student attendance goal setting and data-driven improvement plans
- transparent and immediate follow-up of any problems identified by students and parents/carers
- formal procedures for supporting the learning of a student absent for an extended period
- positive and flexible support and follow-up with students on their return to school, including the use of Return to School Plans and modification of learning outcomes where required
- referring of individual students and parents/carers to community agencies for additional support.

Discipline procedures – suspension and expulsion

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 Schools Student Engagement Policy Guidelines. Appendices 12 to 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.
Consequences which may be used prior to suspension include:

- Withdrawal of privileges

- 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.

Where appropriate, parents/carers should be informed of such withdrawals.

- 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.

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.

- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

References

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