Clyde Primary School

Student Engagement

and

Wellbeing Policy

This policy reflects the DET Student Engagement and Inclusion Guidance and was produced in consultation with the school community

Prepared: October 2017

Principal: Fiona Pratt

School Council President: Kerrie Lightowler

Table of Contents

School Profile Statement

Clyde Primary School, established on its current site in 1910, is located in the community of Clyde in the City of Casey. The school is 5 kilometres east of Cranbourne and 10 kilometres south of Berwick. The physical environment of the school has much to offer with mature trees, a large oval and adjacent farmland giving the school a rural feel.

Students come from a wide geographic area and student intake is from many different kindergartens. Graduating Year 6 students feed a range of secondary settings including a variety of government and private secondary settings.

Clyde Primary School's student enrolment is consistently increasing each year and throughout the year. The total number of students for 2017 is in the range of 350 from Foundation to Year 6. Our enrolments are continuing to increase due to significant housing development in the area and we anticipate that this will continue in the coming years. Clyde Primary School is seeing an increase in enrolments of students with varying cultural backgrounds.

Clyde Primary School's current SFO (Student Family Occupation) is 0.5394 which reflects, on average, moderately low socioeconomic status. Our school is increasing in students from various ethnic backgrounds, students with a Language Background other than English (LBOTE) and students who are Aboriginal and Torres Strait Islander (ATSI).

The current Principal was appointed in June 2015. She is supported by 2 Assistant Principals (one fulltime and one 0.8 time fraction), 26 Teachers (22 full time, 4 part time) and 9 ES staff. All teachers at Clyde PS work within a whole school PLC (Professional Learning Community) and within sub-school Professional Learning Teams (PLTs).

The class structure at Clyde PS is based on straight and composite classes. The current composition consists of four foundation classes, seven classes at Level 1/2, four classes at Level 3/4 and three classes at level 5/6. Specialist classes are given in Physical Education (PE), Art, Indonesian and Music/Performing Arts.

Clyde PS run additional programs to support students throughout their schooling. These include: Bounce Back and Circle Time, School Camps, Chaplaincy Program, Foundation Transition, Whole School Transition, Student Leadership, Lunchtime Programs, Before and After School Program, Toastmasters, Life Education, Swimming Program, School Performances and Christmas Concerts.

School Values, Philosophy and Vision

Clyde Primary School is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Safe and Orderly Environment Policy for more information.

Vision and Values:

Clyde Primary School has high expectations for all our students and aims to provide innovative and rich curriculum in a safe and secure learning environment.

Vision: To build a collaborative learning community that supports independence and motivates students to succeed.

Our values of **Respect, Responsibility** and **Resilience** provide the core for everything we do at Clyde PS. We support and encourage students to achieve their personal best both academically and socially.

A statement about the rights and responsibilities of all students, teachers and parents/carers is included at Appendix 1.

Guiding Principles

- The school will collaboratively develop and implement a fair and respectful whole school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school provides social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school has processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- The school will create a child safe organisation and will comply with its obligations under the Child Safe Standards.

Engagement Strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will continue to develop strategies to identify these students and provide them with the support they need.

The school works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in Appendix 2.

Identifying Students in need of extra support

Our school will utilise the following information and tools to identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment and contact with previous school or kindergarten setting if applicable.
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by school staff
- Engagement with student families

Behavioural Expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed in a number of policies and are summarized in Appendix 3.

School Actions

Responding to Challenging Behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance (see Appendix 4).

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

Restorative approach (e.g. repairing damage occurred)

Positive Behaviour Management Plans co-developed by students, teachers and parents

Withdrawal of privileges
Schools can withdraw student privileges as a consequence of breaching classroom or school behavioral standards.

When withdrawing privileges as a disciplinary measure, schools should ensure that:

- The withdrawal is time-limited
- The reasons for and period of the withdrawal is clearly communicated to the student
- The student is made aware of the behaviour standards expected in order for the privileges to be reinstated
- Consideration is given to the impact on the student's engagement (i.e. where the withdrawal of a privilege may contribute to a student's risk of disengaging from school, strategies are put in place to maintain student engagement during the withdrawal).

Withdrawal from class activities for a specific period

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 or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In more serious cases, the student may be required to leave the classroom for a specified period of time. Schools have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Where appropriate, parents and carers should be informed of such withdrawals.

Detention

Detention is an appropriate response for a wide range of less serious classroom and school behaviour breaches. Detention can effectively reinforce to students the importance of maintaining appropriate behaviour standards.

During detention, teachers may instruct a student to finish school work which has not been completed in regular classroom time as a result of the behaviour, complete new work or other duties. No more than half the time allocated for any recess or lunch break may be used for this.

Suspension (in-school and out of school)

Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days.

Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response. The procedures for suspension are set out in Ministerial Order 625.

Expulsion

Expulsion is the most extreme disciplinary measure available to a principal. Accordingly, the student's behaviour must be of such magnitude that expulsion is the only available mechanism. Expulsion should only be used after other forms of behaviour management have been exhausted and the school can demonstrate evidence that this has occurred. The procedures for expulsion are set out in Ministerial Order 625.

Both Suspension and expulsion are measures of a last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the process for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow is available here:

http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the school under any circumstances.

Creating a Child Safe Organisation

The school is committed to being a child safe organization. It will do this by complying with the requirement of the Child Safe Standards including having strategies in place to embed a culture of child safety at the school, having a child safe policy/statement of commitment to child safety and having policies and procedures to manage child abuse.

Engaging with Families

The school values parent/carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey and from parent representatives on School Council.

The school supports families to engage in their child's learnings and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- Ensuring the all parents/carers are aware of the school's Student Engagement Policy
- Conducting effective school-to-home and home-to-school communications
- Providing volunteer opportunities to enable parent/carers and students to contribute
- Involving families with homework and other curriculum related activities
- Involving families as participants in school decision-making
- Coordinating resources and services from the community for families, students and the school
- Involving families in Student Support Groups

Parent responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner

when dealing with our school. More detail on parent responsibilities and the consequence of inappropriate behaviour are outlined in our Statement of Values.

Evaluation

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of the data sources used include:

- Student Attitudes to School Survey data
- Parent Opinion Survey data
- Staff Opinion Survey data
- Other Student Feedback Surveys data
- School level report data
- Attendance Data
- Data from case management work with students

Review of this Policy

This policy will be reviewed annually or more frequently if necessary due to changes in regulation and circumstances.

Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Shared Behaviour Expectations

Appendix 4: Staged Response Template

Related Policies:

- Child Safe Policy
- Attendance Policy
- Parent/Carer Code of Behaviour Policy
- Safe and Orderly Enviornment Policy
- Staff Code of Behaviour Policy
- Student Wellbeing Policy

Statement of Rights and Responsibilities   Appendix 1

It is the right of all members of the school community to experience a safe and supportive learning and teaching environment. Staff, students and parents/carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, abuse, discrimination or intimidation.

Teachers also have the right to be informed, with privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child regularly attends. They have the responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standard set by the Victorian Institute of Teaching. That is, to know how the students learn and how to teach them effectively, know the content they teach, know the students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

Universal Strategies	Targeted Strategies	Individual Strategies
• Our school will deliver a broad curriculum according to current Victorian Education Department expectations • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to diverse learning styles, strengths and needs to students. • Our school will develop behavioural expectations for all members of the school community in consultation with students, staff, parents/carers, and these will be taught to all students and shared with their families • Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in the classroom settings and more formally in events such as assemblies and via communication with parents. • All students will have the opportunity to participate in a social and emotional learning curriculum program.	• All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Questionaire. • School wellbeing staff will undertake health promotion and social skills development in response to needs identified by classroom teachers and other school staff during the school year. • Provide Professional Development to staff specific to student needs.	Strategies to support attendance and engagement of individual students include: • Meetings with students and their parent/carer to talk about how best to help the student engage in school. • Establishing Student Support Groups • Seeking extra resources under the Program for Students with Disabilities for eligible students • Developing a behaviour support plan and/or Individual Educational Plan • Considering if environmental changes need to be made e.g. changing classroom set up • Refer to internal support services e.g. Student Wellbeing coordinator or Student Support Services • Refer to external services for support including ChildFirst, Local Government Youth Services, Community Agencies such as OnPsych, Connections, ELHMS, Headspace

• Student will have the opportunity to contribute and provide feedback on decisions about school operations both through Student Voice and other more informal mechanisms.		

Shared Behaviour Expectations   Appendix 3

	Students	Parents/Carers	Staff
Engagement (Participation in the classroom and other school activities)	Demonstrate: ***Preparedness*** to engage in and take full advantage of the school program ***Effort*** to do their very best ***Self-discipline*** to ensure a cooperative learning environment and model the school values ***Teamwork***	• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups	• The school will comply with its duty of care and Child Safe Standard obligations and have a responsibility to provide an educational environment that can effectively engage all students. • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.
Attendance	All students are expected to: • Attend and be punctual for all timetabled classes every day that the school is open to students • Be prepared to participate fully in lessons • Bring a note from their parent/carer explaining absences or lateness	Parents/Carers are expected to: • Ensure that their child's enrolment details are correct • Ensure their child attends school regularly • Advise the school as soon as possible when a child is absent. • Account for all student absences	In accordance with DET procedures the school will: • Proactively promote regular attendance • Mark rolls by 9.10am and 2.30pm • Follow up on any unexplained absences promptly and consistently • Identify trends via data analysis

		• Keep family holidays within scheduled holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences.	• Report attendance data in the school's Annual Report • Support students whose attendance is problematic by developing attendance plans and working with families to implement individual strategies.
Behaviour	Students are expected to: • Model the schools values and shared commitments • Always treat others with respect • Take responsibility for their behaviour and its impact on others • Obey all reasonable requests from staff • Respect the rights of others to learn • Respect the property of others • Comply with school policies and work with teachers and parents in developing strategies to improve outcomes.	Parents/Carers are expected to: • Have high expectations of their child's behaviour and an understanding of the school's behavioural expectations. • Communicate with the school regarding the child's circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs	The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasizes the wellbeing of every child. The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and a focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues. The school will consistently apply its shared commitments and consequences through a shared collegiate understanding and only exclude students in extreme circumstances. The school recognizes that for some students additional support may be needed in the form of staged responses and is

			committed to working with families to reintegrate students after exclusion.

Staged response checklist

Stage 1: Prevention and early intervention – Creating a positive school culture	
Suggested strategies	**School actions**
Define and teach school-wide expectations for all.	
Establish relevant school-wide prevention programs.	
Establish consistent school-wide processes to identify students at risk of disengagement from learning.	
Establish consistent school-wide processes and programs for early intervention.	

Stage 2: Intervention: a targeted response for individual students	
Suggested strategies	**School actions**
Establish an understanding of the life circumstances of the young person and how they feel.	
Establish data collection strategies.	
Develop the plan for improvement based on data and review regularly.	
Explicitly teach and/or build replacement behaviors.	
Determine strategies for the monitoring and measurement of student progress	
Establish inclusive and consistent classroom strategies	
Establish out-of-class support strategies	
Establish a student support group	