

Student Engagement Policy

Date of Policy:

Date of last major review:

Date of next major review:

CONTENTS:

Rationale

Purpose of Policy

Rights and Responsibilities

Student Management Plan

Evaluation

Supporting Documentation

RATIONALE

The Charter of Human Rights and Responsibilities Act (2006) states that all people are born free and equal in dignity and rights. As a public school it is the responsibility of the staff and students of Cudjee Primary School to uphold the basic principles of this Act and ensure that Freedom, Respect, Equity and Dignity are considered in all decision making.

All school staff, as defined by Ministerial Order 870, within Victoria must understand and abide by the professional, moral and legal obligations

PURPOSE OF POLICY:

- 1.1 To provide a supportive, coordinated and consistent approach to the education and wellbeing of all Cudjee students.

Our core values include:

- A safe and secure environment built around trust and respect where relationships between teachers, children and families are highly valued. (To achieve this the school uses the “Restorative” approach for student health and wellbeing. The Stop, Think, Do program is also implemented across years Prep to six.)
- A vibrant supportive school community that works together to enhance children’s educational experiences.
- A consistent and innovative whole school approach to teaching and learning that is researched based. (Curriculum delivery emphasises skills and learning. Students are involved in active investigations, they are given some freedom to explore and construct learning based on interest alongside teacher guidance, scaffolding, direction and instruction.)
- Ongoing development and utilisation of facilities and resources to deliver a varied and comprehensive education.

The school is actively involved in a variety of cluster groups both with small schools and larger schools.

Students have access to a wide range of curriculum:

- School camps are held annually with cluster schools for students from grade two up.
- Students participate in the State School Spectacular bi-annually.
- Students participate in a wide range of sporting programs and competitions.
- Private music lessons are available outside of the normal music program for interested students.

The school has an excellent reputation this is directly contributed to the professional commitment of all the staff and the support of the Community.

'The object of education is to prepare the young to educate themselves throughout their lives.'

Robert Maynard Hotchins

RIGHTS AND RESPONSIBILITIES:

The basis of our school's approach to student management is centred on Rights and Responsibilities. The school has a role to promote a happy, safe, supportive and stimulating learning environment that meets the needs of the school community. It encourages in students the development of responsible behaviour and self-discipline, through fairness, tolerance and respect for the rights and welfare of others. It is the Principals responsibility to ensure that budgets and programs support the agreed responsibilities.

Agreed Responsibilities

Through consultation the following set of shared expectations have been developed to guide the school community in its efforts to maintain a high standard of student wellbeing and engagement

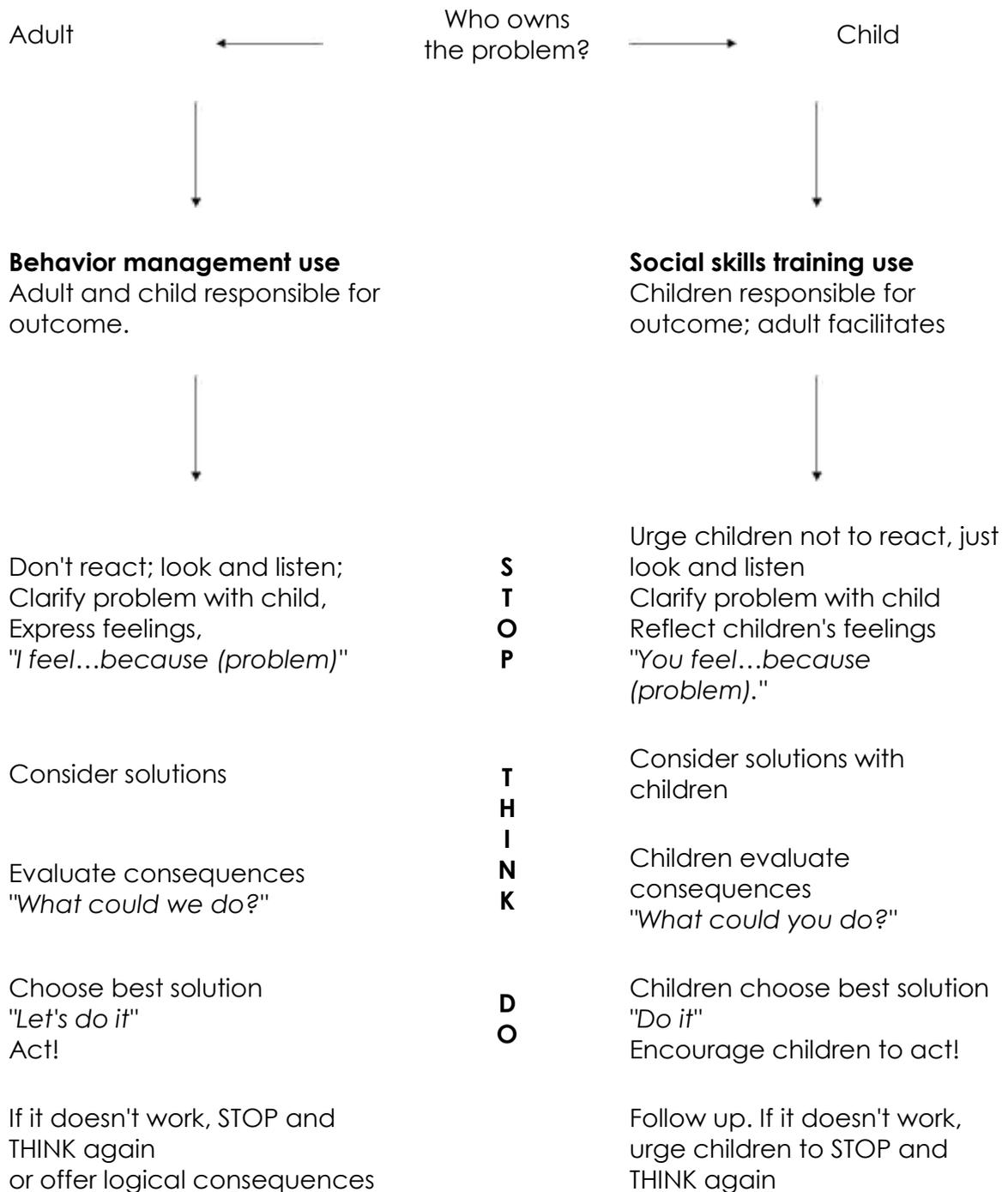
School Staff and Support staff	Students	Parents/Caregivers
<ul style="list-style-type: none"> • Create an engaging lesson and provide an enjoyable classroom • Make sure every student has an equal opportunity to participate • Ask for student input into the curriculum and class environment • Listen to students and value their contribution • Listen to parents insights into their children's learning • Provide a wide range of resources to engage students • Be on time • Provide support for students during the school day • Be accessible and available within the confines of working hours • Display a non-judgemental attitude • Trust and confidentiality • Be understanding and caring • Seek a win-win solution 	<ul style="list-style-type: none"> • Have a positive attitude towards school • When you ask for help you receive it • You are encouraged to ask questions • Class is an enjoyable place to be • Attendance at school is regular • You feel supported by your teacher • School is a safe place for all students • Have an active voice in their learning • 	<ul style="list-style-type: none"> • Promote a positive attitude towards school and an education • Support your child in preparing for school • Cooperate with requests from the school • Attend parent teacher interviews • Support the school curriculum when possible • Take an interest in your child's school work • Communicate clearly with the school about the needs of your child • Ensure maximum attendance • Expect the school to engage high quality teaching staff

At Cudgee Primary School positive behaviour will be acknowledged at all times. However when behaviour is inappropriate the consequences established in the Student Code of Conduct will be followed. **“Corporal Punishment is not permitted”**. Restorative practices will be used prior to any more punitive consequences. The intention is for students to recognise what harm has been caused by their actions,

what needs to be done to repair the harm and to make a commitment to make reparation.

The Stop, Think, Do program will be used by classroom teachers to develop Social Skills.

STOP THINK DO Social Problem Solving Model



Stop Think Do

'Social skills refer to the ability to perceive social cues, control emotional reactions, organize cognitions and produce behaviours with the motivation to achieve socially acceptable outcomes.'

Thus, the critical elements in training social skills must include

- perceptual skills (ability to read visual, auditory, spatial cues)
- self-awareness and self-control (understanding the link between feelings and behaviour)
- cognitive skills (how to think consequentially to solve problems)
- behavioural skills (what to do verbally and non-verbally)
- pro-social motivation (to want to apply social skills in the longer term in the real world)
- support of significant others-parents, teachers, peers (for maintenance and skill transfer)

Student engagement has three interrelated components;

Behavioural engagement	Emotional engagement	Cognitive engagement
refers to students' participation in education ,including the academic, social and extracurricular activities of the school.	encompasses students' emotional reactions in the Classroom and in the school. It can be defined as students' sense of belonging or connectedness to the school.	relates to Students' investment in learning and their intrinsic motivation and self-regulation.

STUDENT MANAGEMENT PLAN:

At Cudgee Primary School positive behaviour will be acknowledged at all times. However when behaviour is inappropriate the consequences established in the Student Code of Conduct will be followed.

Restorative practices will be used prior to any more punitive consequences. The intention is for students to recognise what harm has been caused by their actions, what needs to be done to repair the harm and to make a commitment to make reparation.

- | | |
|---|-------|
| 1. Students are expected to follow directions and established class and safety rules. Students are expected to do their best work at all times and to complete homework when required | 1 |
| 2. It is unacceptable to engage in any behaviour that prevents others from learning | 1 |
| 3. Students must be at class on time and bring all necessary materials and equipment to class. | 1 – 2 |
| 4. Students must follow the instructions of all staff members in a co-operative and respectful manner | 1 – 2 |
| 5. Students will respect all school property and the personal property of others. | 1 – 2 |
| 6. Students are expected to care for the school environment. Littering, spitting, chewing gum, vandalism and graffiti are unacceptable. | 1 – 5 |
| 7. Students must follow guidelines re: out of bounds areas and areas designated for specific purposes. | 1 – 5 |
| 8. Students are to comply with all rules regarding appropriate use of technology including use of the Internet | |
| 9. Language and physical contact that is deemed offensive or abusive is not acceptable at any time | |
| 10. Causing, encouraging or intending to cause physical harm, bullying or cyber bullying, intimidation or harassment of another person or using abusive language is not acceptable. | |

Each class has a defined set of rules as discussed and agreed upon with students.

Level		Incident	Consequences include :	Engagement/Wellbeing Action Plan
1	R E S	<ul style="list-style-type: none"> Isolated, minor infringements of the rules 	<ul style="list-style-type: none"> Discussion between a staff member and a student using Restorative Practices Discussion will focus on the impact of learning 	<ul style="list-style-type: none"> Provide quality classroom management professional development Review the curriculum in terms of levels of student engagement.
		2	T O R A T I V E P R A C T I C E	<ul style="list-style-type: none"> Minor infringements of the rules on more than one or two occasions An isolated incident where a consequence is appropriate
3	I C E S	<ul style="list-style-type: none"> Continual minor infringements An isolated incident of a more serious nature 	<ul style="list-style-type: none"> Logical consequences which also include the following consequences. <ul style="list-style-type: none"> Exclusion from activities Required to complete additional work, An attendance or Learning Agreement Citizenship Detention Yard restriction Learning Agreement 	<ul style="list-style-type: none"> Develop a student support group Develop an Individual learning plan Seek counselling if required Involve parents in a program support meeting Record student behaviour

		<ul style="list-style-type: none"> ○ Time Out ● Parents/Guardians will be contacted 	
4	<ul style="list-style-type: none"> ● Continual, serious breaches of the rules 	<ul style="list-style-type: none"> ● Parents/Guardians and Student Management staff will be involved ● Consequences will be specific to each case but are likely to include Learning Agreements, restrictions on the student's movement or privileges and may include one or more of the consequences from a prior level ● Suspension in line with DEECD guidelines may be considered 	<ul style="list-style-type: none"> ● Develop a student support group ● Develop an Individual learning plan ● Seek counselling if required ● Involve parents in a program support meeting ● Seek support from Regional staff
5	<ul style="list-style-type: none"> ● An incident of a serious nature which poses a threat to the health and well-being of students and staff 	<ul style="list-style-type: none"> ● Suspension in line with DEECD guidelines. ● Extreme situations may lead to expulsion in line with DEECD guidelines 	<ul style="list-style-type: none"> ● Principal convenes a student support group meeting (including parents) ● Enrolment at another school ● Regional involvement

EVALUATION:

This policy will be evaluated every three years or earlier if DEECD guidelines change.

The Data collected from Student opinion / Parent opinion / Staff opinion will be used to influence policy direction

SUPPORTING DOCUMENTATION:

Supporting Curriculum Support Program Policies:

Camps

Supporting Policies

Anti-Bullying

Parents, Volunteers & Confidentiality Policy