**Melton West Primary School**

**STUDENT ENGAGEMENT POLICY**

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

**May 2017**

**Principal: Michelle Costa**

**School Council President: Janet Young**

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1. **School profile**

Melton West Primary School is located on the outer fringe of the Western Metropolitan area in the suburb of Melton. It is a fast growing community, with a transient population.

Melton West Primary School was built in 1972 to cater for the needs of a new and developing community. During the first part of the 2014 – 2017 School Strategic Plan there was a period of steady growth in enrolments, however enrolments have begun to stabilise around 600 for the past few years. As of Census Day 2017 we had an enrolment of 602. The SFO was 0.7103 and the SFOE was 0.5892. We cater for students from a wide range of cultural backgrounds, including 24 from an Indigenous background and 153 with English as an Additional Language. We have 379 students classified as ‘disadvantaged’, including 8 students in Out-of-Home-Care and 34 students on the Program for Students with Disabilities.

The school is made up of 16 traditional classrooms in two buildings which are approximately 40 years old. As part of the Building Education Revolution a 6 classroom template design building was constructed, which currently houses 8 classes. We also have an art room which operates out of a relocatable, 2 double relocatables, a Multi-Purpose room and a music room. The Multi-Purpose room is used for PE lessons during inclement weather, however it is not large enough to accommodate all students. The grounds are well-maintained and include an Avenue of Honour celebrating our Student Leaders since 2012.

The staffing profile is made up of a Principal, 2 Assistant Principals who oversee either the Prep-2 or 3-6 teams, 5.6 Leading Teachers whose roles include Teaching and Learning Coaches. Four of the Leading Teachers are Team Leaders who are released from their classroom for 10 hours per week to coach their team members. The other Leading Teacher coaches our first year graduates and the part-time Leading Teacher coaches staff in Numeracy.

We have 22.8 teachers at the Classroom Teacher 1 level with 9 in their first or second year of teaching. 10.8 teachers are at the Classroom Teacher 2 level. We have a number of teaching staff in support roles such as Numeracy Intervention and Inclusion and Engagement Coaches.

We have 20.4 Education Support staff made up of Office/Admin, First Aid Officer, two Speech Pathologists, Library Technician, Community Engagement Officer, Literacy Support, Social Skills Support, LOTE (Indonesian is currently taught to students in Years 2-4) and 14 Staff members (9.15 Equivalent Full Time) supporting students with disabilities in classrooms.

We offer a comprehensive curriculum, including PE, Science and Art classes, as well as the local Aboriginal Language WoiWurrung which was introduced to the students in Prep in 2016 and is now taught to students in Years Prep and 1 this year, with the plan to have it continue up through the school.

1. **School values, philosophy and vision**

Our philosophy:

*As the Melton West Primary School Community, we are collectively striving to provide a safe and supportive learning environment for all students to achieve their full potential. We will do this through an engaging and inclusive curriculum, with high expectations of students as individual learners and thinkers, who become valued members of the wider community.*

Our vision:

*All students are confident, curious learners who feel supported and able to meet the challenges at school and beyond.*

Our motto is:

 **M**oving forward

 **W**ith the

 **P**assion to

 **S**ucceed

Our values: *Respect, Communication, Trust, Teamwork all work towards building Positive Relationships with all.*

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1**.

1. **Guiding principles**
* The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach. The work of Berry Street Educational Model and the School Wide Positive Behaviour Supports models will underpin our school’s approach to 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 will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
* The school will have 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.
1. **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 put in place 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**

1. **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 personal information gathered upon enrolment:

* Attendance rates
* Academic performance, particularly in literacy and numeracy assessments
* Behaviour observed by classroom teachers
* Sentral (Student Management Tool)
* Engagement with students’ families
1. **Behavioural expectations**

Shared behaviour expectations for students, parents/carers and school staff are detailed at **Appendix 3**.

1. **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 (eg repairing damage caused)
* Withdrawal of privileges
* Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
1. **School actions (*continued*)**
* Detention within year level
* Restorative Time – with Inclusion and Engagement Teachers to reflect and teach desired behaviours
* Suspension (out of school)
* Expulsion

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.**

Suspension and expulsion are measures of 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 processes 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 are available here:

[**http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/inschoolsuspension.aspx**](http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/inschoolsuspension.aspx)

1. **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 Council provides financial assistance and encouragement to the Parents and Friends committee in our efforts to build a sense of community.

The school will support families to engage in their child’s learning 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 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 parents/carers and students to contribute
* involving families with homework and other curriculum-related activities
* involving families in learning team and whole school community evenings
* 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

Parents’ 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 consequences for inappropriate behaviour are outlined in our Statement of Values

1. **Evaluation**

**Data collection and analysis**

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 sources of data used are:

* the Attitudes to School Survey data
* school level report data
* parent survey data
* data from case management work with students
* data from Sentral (Student Management Tool)
* data extracted from software such as CASES21, SOCS or PSDMS

**Review of this policy**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

1. **Appendices and Related Policies**

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

This policy is informed by the Department of Education and Training Student Engagement and inclusion Guidance available at

<http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/studentengagementguidance.aspx>

**Appendix 1**

**STATEMENT OF RIGHTS AND RESPONSIBILITIES**

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, discrimination or intimidation. (Refer to our Bullying Prevention Policy).

Teachers also have the rights to be informed, within 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’s regular attendance. They have a 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 standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their 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.

**Student Engagement Strategies Appendix 2**

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| **Universal strategies** | **Targeted strategies** | **Individual strategies** |
| * Our school will deliver a broad curriculum including specialist classes of Science, Physical Education, Art and LOTE.
* Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students.
* Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and 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 in classroom settings and formally in events such as assemblies and via communications to parents.
* All students will have the opportunity to participate in a social and emotional learning curriculum framework. The Berry Street Educational Model and School Wide Positive Behaviour Supports focuses on developing a common language around behaviours expected. All adults model accepted and expected behaviours.
* Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms.
 | * All students who are performing 12 months or more above/below the expected standard in English and Maths will be provided with an Individual Learning Plan. All students with a Koorie background will be provided with an Individual Learning Plan. All students who are on the Program for Students with Disabilities will be provided with an Individual Learning Plan.
* All students in Out of Home Care will be supported by the Primary Welfare Officer.
* ES staff member supported by Assistant Principal will implement a social skill development framework in response to needs identified by classroom teachers or other school staff during the school year.
* Relevant teaching staff will apply a trauma-informed approach (using [*Calmer Classrooms: A Guide to Working with Traumatised Children*,](http://www.ccyp.vic.gov.au/childsafetycommissioner/publications/orgs_resources.htm#mainContent)and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care. In addition all our staff will be trained in Berry Street Educational Model practices.
 | * Strategies to support attendance and engagement of individual students include:
	+ Meet with student and their parent/carer to talk about how best to help the student engage with school
	+ Establish a Student Support Group.
	+ Seek extra resources under the Program for Students with Disabilities for eligible students
	+ Develop a Behaviour Support Plan and/or Individual Learning Plan.
	+ Consider if any environmental changes need to be made, for example changing the classroom set up.
	+ Refer to internal support services eg Primary Welfare Officer or Student Support Services
	+ Refer to external support services including Child First, Local Government Youth Services, Mackillop Family Services, Child and Adolescent Mental Health Services.
 |

**Shared Behaviour Expectations Appendix 3**

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|  | **Students** | **Parents/Carers** | **Principals/Teachers****& 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
* ***team work***
* ***respect***
* ***communication***
* ***trust***
 | * 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 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 parents/carers explaining an absence/lateness
 | Parents/Carers are expected to:* ensure that their child’s enrolment details are correct
* ensure their child attends regularly
* advise the school as soon as possible when their child is absent
* account for all student absences
* keep family holidays within scheduled school holidays wherever possible
* Support their child’s learning during absences and work with the school to reintegrate students after prolonged absences
 | In accordance with DET procedures and legislation the school will:* Proactively promote regular attendance
* mark rolls accurately each in the morning and after lunch
* follow up on any unexplained absences promptly and consistently
* Identify trends via data analysis
* Report attendance data in the school’s Annual Report
* Support students whose attendance is problematic by developing ‘Return to School’ plans and working with families to implement individual strategies
 |

**Shared Behaviour Expectations Appendix 3**

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| --- | --- | --- | --- |
| **Behaviour** | Students are expected to:* model the schools core values of respect, communication, trust and teamwork
* take responsibility for their behaviour and its impact on others
* obey all reasonable requests of staff.
* respect the rights of others to learn.
* respect the property of others.
* comply with the school’s 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 schools behavioural expectations
* Communicate with the school regarding their 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 emphasises the well being 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 focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues
* The school will consistently apply its Behavioural Policy 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 for student behaviour issues**

**Appendix 4**

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| **Stage 1: Promoting positive behaviour and preventing behavioural issues** |
| **Suggested strategies** | **School actions** |
| Define and teach school-wide expectations for all. | * Melton West Primary School will implement the School Wide Positive Behaviour Supports framework.
* All classes will deliver the Ready to Learn unit
* Partners in Learning Newsletter sent to community every fortnight
 |
| Establish whole school positive behaviour programs. | * Melton West Primary School will implement the School Wide Positive Behaviour Supports framework.
* All classes will deliver the Ready to Learn unit
 |
| Establish consistent school-wide processes to identify and support students at risk of disengagement from learning. | * Teachers to promptly communicate with Principal Class and Primary Welfare Officer of students at risk
* End of Year processes to include communication with individual students’ new teacher for the next year
* Student Management Tool (Sentral) to be used by all teachers to track behaviours and notice patterns
* Promoting Inclusion School Improvement Team to focus on strategies to support students at risk
* Inclusion and Engagement Teachers (p-2) and (3-6) to work with teachers in embedding the Berry Street Educational Model and assisting teachers to develop Safety Plans for every students
 |

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| **Stage 2: Responding to individual students exhibiting challenging behaviour** |
| **Suggested strategies** | **School actions** |
| Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate). | * Refer to Student Management Tool (Sentral) for evidence and patterns of behaviours.
* Regular meetings with student and parent/carer to address behaviours. Assistant Principals/Primary Welfare Officer to provide resources and possible outside agencies who may support
* Meeting with class teacher to ensure student can access the curriculum ie: the work presented is not too hard or too easy.
* Engage in “Restorative Practices”.
 |
| Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)  | * Mentoring and or counselling.
* Assistant Principals/Primary Welfare Officer convene student support group meeting.
 |

**Staged response checklist for student behaviour issues**

**Appendix 4**

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| Consider if any environmental changes need to be made. | * Alternating play areas
* Seeking Peer Support in student buddies
* Highlighting the various Lunchtime clubs within the school as an option.
 |
| Teach replacement behaviors. | * ES staff member overseen by Assistant Principal to implement Social Skills framework to teach students replacement behaviours.
* EMBRACE – Educate, Motivate, Belief, Resilience, Acceptance, Communication, Empowerment
* School to allocate individual students with a mentor teacher.
 |
| Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support | * Assistant Principals to ensure correct documentation is completed by teacher/parent/carer and placed on SOCS
 |
| Establish a student support group | * Assistant Principal/Inclusion and Engagement Teacher convene student support group meetings.
* SSG meetings to occur at least 3 times per year or as required.
 |
| Implement appropriate disciplinary measures that are proportionate to problem behaviours | * Ensure teachers are following the School Wide Positive Behaviour Supports framework.
* All staff to be familiar with the Berry Street Educational Model.
* All staff to be familiar with Restorative Practices.
 |
| Consider out-of-school behaviour management options such as Student Development Centres (if available) |  |

**Process for responding to breaches of Behaviour Expectations Appendix 5**

|  |  |  |
| --- | --- | --- |
| ***Rules*** | ***Classroom Teacher Responsibility*** | ***Team Leaders/Inclusion and Engagement Teachers*** |
| **Overall behaviour*** Students must obey all reasonable requests of staff.
* Students must always treat others with respect.
* Students must respect the rights of others to learn. No student has the right to impact on the learning of others.
* Students must respect the property of others.
* Students must have correct equipment in class to enable learning.
* Students must work to the best of their ability.
 | *Follow the 5 steps to assist with maintaining classroom control* 1. *Remain calm*
2. *Warn with rights based warning “Your behaviour is disturbing others, please stop”.*
3. *Reassert “I understand and we can discuss this later. Right now please…*
4. *Give choice “You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc*
5. *Follow through with graded consequences:*
6. *Move student down the Learning Ladder.*
7. *Ask student to use the Calm Down Nook for a short period to self-regulate and reflect (restorative chat)*
8. *Remove to another classroom for time out – student to complete Reflection Tool*
9. *Organise conference/restorative chat to include Team Leader / Inclusion and Engagement Teacher*
10. *Involve Assistant Principal*

*Continued misbehaviour warrants:*1. *Contact with parent after consultation with Team Leader and or Principal Class*
 | *Implement a staged response:** *Speak with the student prior to actioning*
* *Student to ring and inform parent of misbehaviour in presence of class teacher/Team Leader*
* *Restorative Chat with affected parties*
* *Behaviour Management Plans*
* *Restorative Lunch times*
* *Parent contact*
* *Student support conference*
* *Detention*
* *Speak to Principal Class/Primary Welfare Officer*
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**Process for responding to breaches of Behaviour Expectations Appendix 5**

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| **Attendance and punctuality*** Students must be on time to all classes
* Students who are late to session one must report to the general office to get a late pass.
* Students who leave school early must have an early leave pass from front office and leave with a parent or consenting guardian.
* Students absent from school must ensure that a signed note or medical certificate is presented immediately upon returning to school.
* Notification from home (ie: signed note or medical certificate) must accompany all absences.
* Students must not leave the school grounds without an early leave pass and accompanied by a guardian or consenting adult.
 | *Check late pass. Adjust entry on CASES21 to Late* *Speak to student about lateness and contact parent/guardians if lateness is an ongoing issue.**Report to Principal Class/Administration Office* | *Speak to student about lateness issues.**Ongoing lateness: organise for parent conference to resolve issue. Inform Principal Class/Primary Welfare Officer.* |
| **Uniform*** Students must adhere to the school uniform requirements. This includes extremes in personal appearance.
* It is compulsory for all students to wear appropriate footwear at all times.
 | *Document on Sentral.**Report extremes in appearance to Principal Class.* | *Document on Sentral.**Report extremes in appearance to Principal Class.* |

**Process for responding to breaches of Behaviour Expectations Appendix 5**

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| **Bullying*** Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.
 | *Challenge behaviours and make a report on Sentral.**Inform Team Leader/Principal Class/Primary Welfare Officer.* | *Involve Principal Class/Primary Welfare Officer.**Refer to schools Acceptable Use Agreement.* *Use resources from Bullystoppers, “I’ve been called a bully” or “Students and Cyberbullying” to prompt reflection.* *Refer to our school’s Bullying Prevention Policy. Consequences may include apology, referral to intervention program and/or counselling.**Some cases may warrant immediate suspension. This decision must be made by the Principal. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.* |
| **Property and security*** Students are to respect all school property.
* Students must not enter staff room or offices unless supervised.
* Students must bin all rubbish.
* Students must return borrowed school material on time.
* All mobile phones need to be handed in at the front office before entering classrooms. Electronic devices must not be used without permission.
* Classrooms must be left neat and tidy.
* Graffiti of any kind will not be tolerated.
 | *Challenge behaviours around rights and responsibilities and impose consequence* *For repeat offenders inform Principal Class. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.* | *Challenge behaviours around rights and responsibilities and impose consequence.* *For repeat offenders inform Principal Class. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.* |

**EVALUATION**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstance

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| **Date Reviewed (School Council Endorsement)** | June 5th, 2017 |
| **Date of Last Review** | June 2017 |
| **Next Review Due Date** | June 2018 |
| **Responsible for Review** | Assistant Principal |
| **Frequency of Review** | Annually |
| **References** | DET <http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/studentengagementguidance.aspx> |