



St Albans East Primary School

Excellence in Education - Making a Difference

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***

June, 2014

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1. School profile statement

St Albans East Primary School caters for a culturally diverse student population and is located in a well-established residential area of St Albans in the City of Brimbank. At 2014 census, school enrolment was 383 students. The school currently comprises of 17 classes; the average number of students per class is 22 across the school. The school has a combination of straight and composite classrooms. It is anticipated that the school enrolment will now remain stable.

The SFO (Student Family Occupation) is 0.85 and LBOTE 68.9%.

St Albans East Primary School staff comprises of 31.8 EFT teaching staff made up of Classroom Teachers, Teachers of the Deaf, 5 Leading Teachers (Literacy, Numeracy and eLearning), Principal and Assistant Principal. There are 10.25 EFT Education Support Staff comprising of office administration, Integration Aides and Auslan Interpreters. The school has the services of a Psychologist and Speech Therapist through the Region, but also employs an additional 1.2 Speech Therapist from within the school budget to support the Deaf students and the large number of students on the Language Support Program.

St Albans East Primary School hosts the Primary Deaf Facility in the Western Suburbs of Melbourne that caters for the specific learning needs of Deaf and Hard of Hearing children. There are currently 11 students enrolled. The current staffing profile comprises of four Teachers of the Deaf (2.4 EFT) and two trained Auslan interpreters (1.0 EFT). To support our Deaf and Hard of Hearing students, we teach Auslan as the Language other than English.

The school offers a comprehensive curriculum program based on AusVELS and has been focusing on John Hattie's Visible Learning and Jane Pollock's GANAG lesson structure. In addition to this we offer the following specialist programs – Visual and Performing Arts, Physical Education, ICT, Reading Recovery, LOTE (Auslan), Literacy Support (*Reading Recovery, Bridges and Fountas & Pinnell Levelled Literacy Intervention*) and English as an Additional Language. The school also offers Keyboard, Deaf Mentor Program, Life Skills, Seasons, Feeling is Thinking Program, Language Support Program, Interschool Sport, Excursion & Camping Program, PMP, P – 6 Swimming, Life Education, Vietnamese Dance Group, Library, *Footsteps*, Chess Club, Student Action Teams (SATs) and Choir.

We have a strong commitment to the teaching and learning of literacy and numeracy and this will remain a priority for the school. The school employs four fulltime Teaching and Learning Coaches and external Consultants through its student resource package and uses National Partnership Funding to further support and build teacher capacity in literacy and numeracy.

The school has a focus on:

- Building teacher capacity to ensure improved student learning in literacy and numeracy.
- Meeting the individual learning needs of all students through Individual Learning Plans.
- A growing focus on digital learning and increased access to digital devices.
- The range of social development programs that complement the formal curriculum.
- Innovative approaches to enhance curriculum.
- Community support for children and parents.

The school comprises of three main teaching blocks, two of which were built in 1956, a separate art room, hall and canteen. The recent '*Building the Educational Revolution*' allowed the school to demolish one of the old teaching blocks and build a modern, up-to-date open-planned learning environment consisting of a new Library/Multimedia area and six new classrooms. The design supports the understanding of how space best facilitates teaching and learning. This is very exciting for the school community. A significant amount of school resources, as well as *Investing in Our Schools* funding, has allowed the school to upgrade its ground surfaces. The

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school now has a synthetic oval, two basketball courts, volleyball court and a junior play area.

2. Whole-school prevention statement

Effective schools focus on the development of student social competencies by embedding such learning opportunities into their pedagogy, curriculum, behaviour management systems, expectations and structures. Positive school cultures ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. Effective schools are engaging and inclusive, recognising and responding to the diverse needs of their students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Student engagement and school connectedness underpin effective student learning. Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

- Behavioural engagement refers to students’ participation in education, including the academic, social and extracurricular activities of the school.
- Emotional engagement 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.
- Cognitive engagement relates to students’ investment in learning and their intrinsic motivation and self-regulation.

(Effective Schools are Engaging Schools – Student Engagement Policy Guidelines, DEECD, 2009)

School Purpose

St Albans East Primary School’s fundamental purpose is to provide a school environment that promotes equality and excellence with successful learners who are confident and creative individuals and active and informed community members. We will develop our students’ capacity to learn and play an active role in their own learning, have a sense of self worth and self awareness and are responsible global and local citizens.

For this purpose to work successfully, we have in place a set of structures, programs and processes, which are directly linked to the promotion of student engagement, attendance and connectedness.

Structures & Processes
<ul style="list-style-type: none"> ● Leading Teacher appointed as Welfare Coordinator ● Professional learning and sharing of good practice ● Individual Learning Plans, Student Support Groups, Behaviour Management Plans for students at risk ● Fortnightly newsletters and weekly assembly celebrating successes and showcasing achievements ● Community input and consultation into the making of policies ● Whole school approach to behaviour management ● Whole school approach to increase positive behaviour ● Repeated absences followed up by classroom teachers with support from Leadership when necessary ● Referral process to Student Support Service Officers through Welfare Coordinator ● Referral to community support agencies ● Use of Western Metropolitan Staged Response Procedure to address behaviour and attendance concerns ● Use of eCases to input attendance data ● Providing personalised learning programs where appropriate for individual students

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- Positive behaviour rewards e.g. Pupil of the Week

Programs

- Yr K-P, Yr 6-7 and across the school transition programs
- Inquiry learning and integrated curriculum
- Getting Started Program for first 3 weeks of the school year focussing on developing class codes of cooperation and understanding of school values, this is also revised at the beginning of each term
- Developmental Play in Prep
- Better Buddies program for Prep students
- Peer Mediation
- Student Action Teams
- Junior School Council
- Teaching of school values embedded into curriculum
- Literacy and Numeracy programs which are tailored to individual needs
- EAL support
- Fountas & Pinell Leveled Literacy Program
- Bridges Literacy Program
- Multi-Lit
- Numeracy Intervention
- Teacher mentoring and induction
- Lunchtime activities
- Excursions & incursions to support curriculum
- Camping Program Yr 3-6
- Twilight Fun Event Yr 1-2
- Extra curricular programs including choir, dance group, clubs etc
- Teacher-student mentor program for students at risk of disengaging
- Eligible students have access to the Program for Students with Disabilities, Deaf Facility and Language Support Program
- Life Skills Program and Communication Groups focussing on increasing independence and confidence
- Welfare programs including Seasons and FisT
- Use of 'Every Day Counts' resources to promote student attendance

As outlined in our Strategic Plan our school goals and targets are:

Student Engagement and Well-being	Student Pathways and Transitions
<p>Goal To provide a student centred, stimulating learning environment which engages students in their learning and promotes the achievement of 'personal best.'</p>	<p>Goal To continue to improve the transition processes for students and their families into, through and out of the school.</p>
<p>Targets</p> <ul style="list-style-type: none"> ● By 2014, the <i>Staff Opinion Survey</i> on the 100 point scale to show student motivation and learning environment to be at or above 85% ● By 2014, the <i>Attitude to School Survey</i> on the 100 point scale to show 	<p>Targets</p> <ul style="list-style-type: none"> ● By 2014, the score for Transitions variable in the <i>Parent Opinion Survey</i> to be no less than 6.1

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motivation and learning environment to be at or above 85 %	
Key Improvement Strategies Build the capacity of teachers to implement an approach to teaching and learning and classroom management that supports an engaging and productive learning environment characterised by high expectations.	Key Improvement Strategies Improve the school processes and programs for preparation of students moving from pre-school, from one year level to the next, transferring into the school and moving from primary to secondary settings.

3. Rights and responsibilities

Every member of the St Albans East Primary 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.

St Albans East Primary School incorporates the *The Victorian Charter for Human Rights and Responsibilities* to enable the school to further embed a culture of human rights which enables the school community to be engaged in contributing to a positive cultural change.

We have the following policies in place to ensure the rights and responsibilities of all members of the St Albans East Primary School community are met:

- Equal Opportunity Policy
- Students with Disabilities Policy
- Anti-Discrimination Policy
- Elimination of Sexual Harassment Policy
- Workplace Bullying Policy

Other policies that have been written to promote engagement and ensure the welfare and well-being needs of students, staff and the school community of St Albans East Primary School include:

- Asthma Policy
- Attendance Policy
- First Aid Policy
- Mandatory Reporting Policy
- Anaphylaxis Policy
- Medication Policy
- Smoke Free Workplace Policy
- SunSmart Policy
- Uniform Policy
- Yard Supervision Policy
- Internet, Intranet and Email Policy
- Mobile Phone Policy
- eSmart Policy

School policies are written in consultation with staff and the school community. They are reviewed and updated every three years. When written and updated, all school policies are communicated with families through the school newsletter and on our school website. School staff can refer to our school's Essential Documents Folder for all school policies and procedures.

Students are better prepared for learning when they are healthy, safe and happy. Student welfare is the responsibility of all staff working within the school.

School communities should be a safe place for all members within the community. The involvement and commitment of all is required to achieve a culture which is safe and respectful.

In order to prevent and respond to bullying and various forms of unacceptable behaviour including harassment, discrimination or violence we have the following definitions to have a consistent understanding.

Unacceptable behaviour in the school environment refers to a wide range of behaviours that are not acceptable or appropriate.

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

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person

or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

Cyber bullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as mobile phones, computers and tablets as well as communication tools including social media sites, text messages, chat and websites.

Rights and Responsibilities of the School Community

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • 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. • Participate fully in the school’s educational program. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • 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, all other members of the school community, school grounds/property and belongings). • Demonstrate respect for the rights of others, including the right to learn; this will contribute to an engaging educational experience for themselves and other students. • 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.

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
<p>Parents/Carers have a right to:</p> <ul style="list-style-type: none"> • Expect that their children will be taught effectively and educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged. 	<p>Parents/Carers have a responsibility to:</p> <ul style="list-style-type: none"> • Promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours. • Ensure their child’s regular attendance and punctuality. • Engage in regular and constructive communication with school staff regarding their child’s learning. A negotiated time will need to be arranged for longer discussions. • Support the school in maintaining a safe and respectful learning environment for all

	students.
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Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> • Expect that they will be able to teach in an orderly and cooperative environment. • Be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that individual student. 	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> • Fairly, reasonably and consistently, implement the engagement policy. • 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. • Use a range of teaching strategies and resources to engage students in effective learning. • Engage in regular, constructive and open communication with Parents/Carers regarding each student's learning. A negotiated time will need to be arranged for longer discussions.

4. Shared expectations

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The following agreed school values provide a foundation for our school and everything we do:

RESPECT

The community of St Albans East Primary School values respect of self and for others. We believe in diversity by valuing differences. We foster respect for property and our environment, both at school and within our broader community.

RESPONSIBILITY

The community of St Albans East Primary School believes that we should strive to be responsible citizens who can make a positive contribution to our community. We believe in taking responsibility for our actions, resolving differences and developing resilience.

COOPERATION

The community of St Albans East Primary School values relationships. We believe in teamwork and co-operation. We foster understanding, honesty and tolerance while demonstrating compassion and empathy for others.

LEARNING

St Albans East Primary School believes in a community of life-long learners. We strive for success and excellence. We believe that everyone has the potential to demonstrate leadership skills, building confidence in ourselves in a positive manner.

Diversity in the school community

Diversity is celebrated at St Albans East Primary School in a variety of ways. The school recognises that all children learn in different ways and at different rates. Individual progress is monitored through the use of individual Learning Plans and focussed areas of improvement in each student's school report. We have high expectations of all students regardless of their level of ability or background and celebrate all measures of success.

Curriculum is planned to meet a variety of needs, talents and strengths. We plan using an inquiry approach whereby understandings build upon where our students are at and where we want them to be. We integrate curriculum areas wherever possible and provide a variety of modes in which students can learn (e.g. visual, kinaesthetic, auditory).

5. School actions and consequences

The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school. Our school policy related to discipline of students is based on principles of procedural fairness and equity.

Whole School Approach to Behaviour Management

St Albans East Primary School has developed a whole-school approach to managing inappropriate behaviour. This 5 step procedure is followed in all classrooms, specialist sessions and in the yard (see Appendices A & B for a copy of the Student and Staff Behaviour Management Procedure).

Step 1

Reminder – Students are reminded about the appropriate behaviour they need to display.

Step 2

Warning – Students are given an official warning about the inappropriate behaviour they are displaying.

Step 3

Time out – A logical time out consequence needs to follow the inappropriate behaviour (e.g. time out from the activity or group, time out from the classroom, time out from ½ of recess/lunch break). Students need to reflect on their behaviour and discuss with their teacher what they are going to do to change their behaviour.

Step 4 – For serious or repeated behaviour

Responsible Thinking Room – Students attend the Responsible Thinking Room and miss ½ of their lunchtime with a member of the Leadership Team. Students are required to fill out a 'Thinking about my behaviour' sheet and reflect on what they are going to do to change their behaviour. Students take this sheet back to their class teacher and then home to be signed by a parent/carer.

Step 5

Behaviour Intervention – If a student's behaviour does not change as a result of the above, a meeting is arranged with the student, classroom teacher, member of the Leadership Team and the student's parents/carer.

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 that 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. The student may be temporarily isolated from regular classroom activities or, in more severe cases, required to

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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 schoolwork 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 schoolwork 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/guardians), the school may choose to negotiate alternative disciplinary measures with parents/carers.

- In school suspension – Depending on the nature of the behaviour, an in school suspension may be appropriate. A student who is put on an in school suspension is removed from the classroom environment and supervised by a teacher or team of teachers. For the length of the suspension the student is expected to complete work set by the classroom teacher. The student will be warned that future offenses could result in suspension or expulsion. Parents/Guardians will be notified.
- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

Positive behaviour recognition

At St. Albans East Primary School, we believe that it is important to recognise student effort and achievement within classrooms and across the whole school. The recognition may be in the form of tangible rewards or may involve privileges.

Examples include:

- Pupil of the Week awards – awards linked to school values
- Principal Award (Aussie of the Month)
- Certificates of achievement and participation
- Recognition of sporting and other achievements at school or area assemblies
- Opportunities for students to display special skills and perform for others
- Newsletter items
- Stickers, stamps, certificates and other classroom rewards
- Visit the Principal / Assistant Principal for positive recognition

End note:




This policy was written in consultation with all members of the school community. A parent forum was held in developing our schools values, discussing rights and responsibilities and the implementation of our Behaviour Management Procedure. We will continue to communicate regularly with families about Welfare and Engagement procedures through our school's fortnightly newsletter. Our schools Welfare and Engagement team will continue to revise and add to this policy. This policy will be reviewed as part of the school's three-year review cycle.

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/engagement/default.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf

Appendix A – Students

Behaviour Management Procedure

1. **Reminder** 
 2. **Warning** 
 3. **Time out** 
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For serious or repeated behaviour

4. **Responsible Thinking Room**



5. **Behaviour Intervention**



Appendix B – Staff

Behaviour Management Procedure

This procedure needs to be followed in all classrooms, specialist sessions and in the yard for all inappropriate behaviour.

1. Reminder

Students are reminded about the appropriate behaviour they need to display (e.g. 'Everyone needs to put their hand up when they want to speak').

2. Warning

Students are given an official warning about the inappropriate behaviour they are displaying (e.g. 'We don't call out in class, this is a warning').

3. Time out

A logical time out consequence needs to follow the inappropriate behaviour.

- Time out from activity or group
- Time out from classroom (a maximum of 10 minutes in another classroom)
- Time out from ½ of recess/lunch break

Students need to reflect on their behaviour and discuss with their teacher what they are going to do to change their behaviour.

For serious or repeated behaviour

4. Responsible Thinking Room

Students attend the Responsible Thinking Room and miss ½ of their lunchtime with a member of the Leadership Team. Students are required to fill out a 'Thinking about my behaviour' sheet and reflect on what they are going to do to change their behaviour.

5. Behaviour Intervention

If a student's behaviour does not change as a result of the above a meeting is arranged with the student, classroom teacher, member of the Leadership Team and the student's parents.